

## EMOTIONAL COMPETENCIES AND LEADERSHIP PRACTICES AMONG MANAGERS IN FRATERNITE MATIN GROUP ABIDJAN, COTE D'IVOIRE

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### ABSTRACT

*This study aims to examine the relationships between emotional competencies and leadership practices among Fraternite Matin Group executives. To this end, a representative sample of 61 executives, including 45 men and 16 women, using the random sampling method, is submitted to a questionnaire. The results highlight connections between emotional skills and leadership practices. These results indicate the emotional underpinnings of leadership practices and establish significant correlations between components of emotional competencies and leadership practices among executives who participated in the study. In sum, these results suggest that performance in leadership practice is significantly influenced by the ability of the executive to manage their own feelings and ability to recognize and understand the feelings of others.*

**Keywords:** Competencies, emotions, feelings, practices, leadership, Fraternite Matin, Cote d'Ivoire.

### INTRODUCTION

Today, the integration of production and the interconnection of global markets for goods, services and financial markets is a constraint in the world of business. The same is true of the definition of the strategy of actors and companies. In other words, the globalization that is characterized by the gradual erasure of national borders, rapid changes imposing new visions, new innovations that tend to disrupt the function of manager (Thevenet, 2009).

In this context, companies face tough competition. Their productivity and survival depend on leadership practices that require proven managerial skills to cope with the many new challenges and demands that are ever greater. Indeed, in management models, the leader (Gendron, 2008) is distinguished from the manager or technocrat, who has capacity for administration, without being able to lead the group or organization to a higher stage of its development.

Leadership is, according to Gendron (op cit), a term borrowed from English that defines the ability of an individual to lead other individuals or organizations to achieve certain goals. The practice of leadership is thus to focus on social interaction (Lewicki and Litterer, 1985), the interpersonal relationships, which form the basis, between the manager, his staff and the organization.

Moreover, according to Thevenet (op cit), recent evolutions in management practices have highlighted the place of emotions in work. Firstly as a regulator of human actions and involvement at work, emotions are an indispensable component of the professional competencies of all service activities and complex organizations. Anything that highlights the collapse of the rational management model (Chanlat, 1990).

In the specific Ivorian context, it appears that relations between the hierarchy and the collaborators do not always seem happy (M'bra, 2008). Indeed, strikes, conflicts at work, complaints and turn-over as well as the abandonment of post, absences not justified, etc. translate, according to the author, a malaise, a dysfunction in the working relations between the manager and his collaborators.

In addition, exploratory surveys of certain Abidjan executives indicate that labor relations are for the most part too rigid, governed by collective agreements, the labor code, internal regulations, with performance obligations. The Fraternite Matin Group faced with an internal economic and social crisis is no exception. A communication relating to the operational, financial and social recovery plan of the New Company of Press and Edition of Ivory Coast (SNPECI), was adopted in council of the ministers on Thursday, November 16, 2017. This decision follows the observation according to which the SNPECI is confronted with operational and financial difficulties which are characterized globally, according to the Minister<sup>vi</sup>, by an inefficient operational management as well as by very strong punctures of treasuries of the accounts which are unbalanced.

Only a few weeks after the adoption of this recovery plan, the Group will be the subject of a stir by the staff as a protest against the social plan<sup>vii</sup>. The union officials blame the authorities not for having been involved in this recovery plan by the general management. This creates a crisis of trust between the management and the staff, engendering a deleterious work environment. The cohesion within the leadership itself will be deeply shaken with the "open war between the General Director and the Deputy General Director "<sup>viii</sup>. This situation of malaise within the company ultimately leads to the dismissal of the Deputy General Director on Thursday, March 15, 2018<sup>ix</sup>. Instead of a normalized situation following this dismissal, another crisis is opening between the Group GD and the Chairman of the board of Directors regarding the reinstatement of four officials suspended from their posts by the GD<sup>x</sup>. The crisis is growing.

From the above, it appears that interpersonal relations within the Group are now in conflict. Thus, these events push us to say that the affective aspects of work experiences<sup>xi</sup>, one of the two dimensions of managerial practice, are therefore insufficiently integrated, to our knowledge, into the leadership practices of group managers. The latter would favor the rational management model instead of harmoniously combining the two aspects, which will make them successful leaders (Blake and Mouton, 1978).

From the foregoing and facing the deterioration of the social fabric within the company, it emerges the following central question at the heart of the research. Do Fraternite Matin Groupe executives use their emotional skills in their leadership practice? What is the relationship between the emotional competencies and leadership practices of Fraternite Matin's managers?

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<sup>vi</sup> The Ministry of Communication and Digital Economy and Post of Côte d'Ivoire

<sup>vii</sup> Cf Fraternité Matin No. 15894 of Wednesday, December 6, 2017, p.15 and the daily newspaper LG news n ° 1767 of Wednesday, December 6, 2017, p.12

<sup>viii</sup> See the weekly general information, L'Héritage, n ° 099 from monday 05 to sunday 11 february 2018, p.3

<sup>ix</sup> Cf The Intelligent of Abidjan, n ° 4147 of Friday, March 16, 2018, p.2

<sup>x</sup> See the weekly general information, L'Héritage, n ° 106 from Monday, March 26 to Monday, April 02, 2018, p 3

<sup>xi</sup> The other dimension being rationality

Based on the above questions, the approach focuses on the objective of analyzing the relationship between emotional competencies and leadership practices among Group managers, in light of Fiedler's (1967) contingency model.

## **METHODS**

### ***Participants***

The present study takes place within the group *Fraternite Matin*, a press company. The current team of the group includes 18 senior managers, department heads and 69 executives, department heads. In short, there are 87 executives in all who make up the group. It is this group of workers of both sexes, of different ages and all working on behalf of the group that constitutes the study population.

The concern for representativeness leads us at first to consider questioning all of the group's executives. So we operated randomly, based on the list of executives in each operational direction for data collection. It is for us to draw a number and go to the office of the concerned for the passing of the questionnaire. It should be noted, however, that absences for mission cases, illnesses and various constraints did not allow us to question all 87 executives as we envisioned it. After nearly eight months, the survey resulted in an interview of 61 participants (45 men and 16 women) aged between 35 and 60 years old. To this end, we can estimate that the sample thus constituted (70.11% of the population) is representative of the Group's executive population. It is therefore on this set that the survey data are collected.

### ***Data Collection***

The questionnaire used for this research is essentially comprised of three components related to leadership practices, emotional competencies and biographical data.

The first part is about the leadership practice ladder. This is the Kouzes and Posner Leadership Practices Inventory (LPI) scale (1988, 2003). The LPI measures the frequency of 30 specific leadership behaviors on a five-point scale, with six behavioral statements on each of the Five Practices. It involves 1) modeling the way and extending the risk (items 1-6-11-16-21-26), 2) inspiring a shared vision (items 2-7-12-17-22-27), 3) discuss the process (items 3-8-13-18-23-28), 4) allow others to act (items 4-9-14-19-24-29), 5) Encourage / motivate (items 5-10-15-20-25-30).

The participant will evaluate how often he engages in each of these important behaviors associated with the Five Practices. The response scale is 1 - Rarely 2 - occasionally 3 - sometimes 4 - frequently 5 - Very Frequently, to the question: how often do I typically engage in this behavior?

It should be noted that this response scale was revised in terms of response following the pre-test conducted with some managers of the Ivorian Administration at random. This pre-test reveals a terminological confusion in the distinction between "occasionally" and "sometimes" from the initial scale. So we excluded one of them, thus reducing the response scale to 1- Rarely 2- Sometimes 3- Frequently 4- Very frequently. These response modalities are scored as follows according to the authors' instructions: Rarely: 1 point, Sometimes: 2 points, Frequently: 3 points, Very frequently: 4 points. The different scores are obtained by adding the points for the items measuring the practice. The alpha coefficient of Cronbach is 0.86, which reflects the internal validity of the instrument.

The second part of the questionnaire is a scale of emotional competencies developed by Rindermann in 2007 (see Kanitz, 2010). This is according to the author of a test that gives the participant the opportunity to know his own emotional intelligence and know what skills he

already uses. The test has six components, namely, 1) component 1: recognizing and understanding one's own feelings, 2) component 2: being able to influence and dominate one's own feelings, 3) component 3: being able to experience and express feelings, 4) component 4: recognize and understand the feelings of others, 5) component 5: ability to influence and control the feelings of others and 6) component 6: his own attitudes to feelings. There are three sets of statements to evaluate each of the six components of emotional intelligence. For each of the three statements in each series, the participant wraps the letter of the answer that best fits. For the rating, Rindermann proposes an analysis and interpretation grid from which the number of points that the participant obtains for each of the six components is entered.

The third part relates to biographical data such as sex and age.

In addition to the questionnaire thus constructed, an informal interview was used with some of the Group's volunteer managers on leadership practices within the company.

This instrument finally made it possible to collect data which we consider credible in view of the rigor which presided over its construction. These data have been statistically processed through Pearson's bilateral correlation. The results obtained are presented in the following lines.

## RESEARCH RESULTS

The results are presented using the tables below. In order to assess the significance of the correlation between different emotional competencies and leadership practices, we draw conclusions at the probability threshold  $p \leq 0.05$ , ie  $r \leq 0.5$ .

### 1) Emotional Competencies and Leadership Practice 1 "Model the way and extend the risk".

**Table 1. Correlations between Emotional Components and Leadership Practice1**

		Correlations						
		FPRL1	CE13	CE14	CE15	CE16	CE11	CE12
FPRL1	Corrélation de Pearson	1	0,200	0,275	0,326	0,341	0,366	0,410
	Sig. (bilatérale)		0,122	0,032	0,010	0,007	0,004	0,001
	N	61	61	61	61	61	61	61
CE13	Corrélation de Pearson	0,200	1	0,438	0,479	0,537	0,307	0,531
	Sig. (bilatérale)	0,122		0,000	0,000	0,000	0,016	0,000
	N	61	61	61	61	61	61	61
CE14	Corrélation de Pearson	0,275	0,438	1	0,494	0,614	0,395	0,679
	Sig. (bilatérale)	0,032	0,000		0,000	0,002	0,000	0,000
	N	61	61	61	61	61	61	61
CE15	Corrélation de Pearson	0,326	0,479	0,494	1	0,663	0,488	0,679
	Sig. (bilatérale)	0,010	0,000	0,000		0,000	0,000	0,000
	N	61	61	61	61	61	61	61
CE16	Corrélation de Pearson	0,341	0,537	0,614	0,663	1	0,607	0,783
	Sig. (bilatérale)	0,007	0,000	0,000	0,000		0,000	0,000
	N	61	61	61	61	61	61	61
CE11	Corrélation de Pearson	0,366	0,307	0,395	0,488	0,607	1	0,584
	Sig. (bilatérale)	0,004	0,016	0,002	0,000	0,000		0,000
	N	61	61	61	61	61	61	61
CE12	Corrélation de Pearson	0,410	0,531	0,679	0,679	0,783	0,584	1
	Sig. (bilatérale)	0,001	0,000	0,000	0,000	0,000	0,000	
	N	61	61	61	61	61	61	61

\*. La corrélation est significative au niveau 0.05 (bilatéral).

\*\*. La corrélation est significative au niveau 0.01 (bilatéral).

Source: SPSS Processing Software Study Data Kouame 2018

The table above shows that all values of correlation coefficients established between the different components of emotional competency and practice1 (FPRL1) are below the threshold  $p \leq 0.05$ . The correlation is therefore significant between all the components of the emotional competences and know how to model the way.

## 2) Emotional Competencies and Leadership Practice 2 "Inspire a Shared Vision"

**Table 2. Correlations between Emotional Components and Leadership Practice 2**

		Corrélations						
		CE13	CE14	CE15	CE16	CE11	CE12	FPRL2
CE13	Corrélation de Pearson	1	0.438	0.479	0.537	0.307	0.531	0.422
	Sig. (bilatérale)		0.000	0.000	0.000	0.016	0.000	0.001
	N	61	61	61	61	61	61	61
CE14	Corrélation de Pearson	0.438	1	0.494	0.614	0.395	0.679	0.532
	Sig. (bilatérale)	0.000		0.000	0.000	0.002	0.000	0.000
	N	61	61	61	61	61	61	61
CE15	Corrélation de Pearson	0.479	0.494	1	0.663	0.488	0.679	0.497
	Sig. (bilatérale)	0.000	0.000		0.000	0.000	0.000	0.000
	N	61	61	61	61	61	61	61
CE16	Corrélation de Pearson	0.537	0.614	0.663	1	0.607	0.783	0.628
	Sig. (bilatérale)	0.000	0.000	0.000		0.000	0.000	0.000
	N	61	61	61	61	61	61	61
CE11	Corrélation de Pearson	0.307	0.395	0.488	0.607	1	0.584	0.523
	Sig. (bilatérale)	0.016	0.002	0.000	0.000		0.000	0.000
	N	61	61	61	61	61	61	61
CE12	Corrélation de Pearson	0.531	0.679	0.679	0.783	0.584	1	0.663
	Sig. (bilatérale)	0.000	0.000	0.000	0.000	0.000		0.000
	N	61	61	61	61	61	61	61
FPRL2	Corrélation de Pearson	0.422	0.532	0.497	0.628	0.523	0.663	1
	Sig. (bilatérale)	0.001	0.000	0.000	0.000	0.000	0.000	
	N	61	61	61	61	61	61	61

\*\* La corrélation est significative au niveau 0.01 (bilatéral).

\* La corrélation est significative au niveau 0.05 (bilatéral).

Source: SPSS Processing Software Study Data Kouame 2018

Table 2 reveals that only the correlation coefficient values between the components 3 ( $r = 0.422$ ) & 5 ( $r = 0.497$ ) and practice 2 (FPRL2) are less than 0.5. These correlations are therefore significant.

## 3) Emotional Competencies and Leadership Practice 3 "Debate the Process".

**Table 3. Correlations between Emotional Components and Leadership Practice 3**

		Corrélations						
		CE13	CE14	CE15	CE16	CE11	CE12	FPRL3
CE13	Corrélation de Pearson	1	0.438	0.479	0.537	0.307	0.531	0.486
	Sig. (bilatérale)		0.000	0.000	0.000	0.016	0.000	0.000
	N	61	61	61	61	61	61	61
CE14	Corrélation de Pearson	0.438	1	0.494	0.614	0.395	0.679	0.470
	Sig. (bilatérale)	0.000		0.000	0.000	0.002	0.000	0.000
	N	61	61	61	61	61	61	61
CE15	Corrélation de Pearson	0.479	0.494	1	0.663	0.488	0.679	0.517
	Sig. (bilatérale)	0.000	0.000		0.000	0.000	0.000	0.000
	N	61	61	61	61	61	61	61
CE16	Corrélation de Pearson	0.537	0.614	0.663	1	0.607	0.783	0.592
	Sig. (bilatérale)	0.000	0.000	0.000		0.000	0.000	0.000
	N	61	61	61	61	61	61	61
CE11	Corrélation de Pearson	0.307	0.395	0.488	0.607	1	0.584	0.560
	Sig. (bilatérale)	0.016	0.002	0.000	0.000		0.000	0.000
	N	61	61	61	61	61	61	61
CE12	Corrélation de Pearson	0.531	0.679	0.679	0.783	0.584	1	0.581
	Sig. (bilatérale)	0.000	0.000	0.000	0.000	0.000		0.000
	N	61	61	61	61	61	61	61
FPRL3	Corrélation de Pearson	0.486	0.470	0.517	0.592	0.560	0.581	1
	Sig. (bilatérale)	0.000	0.000	0.000	0.000	0.000	0.000	
	N	61	61	61	61	61	61	61

\*\* La corrélation est significative au niveau 0.01 (bilatéral).

\* La corrélation est significative au niveau 0.05 (bilatéral).

Source: SPSS Processing Software Study Data Kouame 2018

The coefficient values between the components 3 ( $r = 0.486$ ), 4 ( $r = 0.470$ ) and practice 3 (FPRL3) are less than 0.5. These are significant correlations.

## 4) Emotional Competencies and Leadership Practice 4 "Allow Others to Act"

Table 4. Correlations between Emotional Components and Leadership Practice 4

		Corrélations						
		CE13	CE14	CE15	CE16	CE11	CE12	FPRL4
CE13	Corrélation de Pearson	1	0,438	0,479	0,537	0,307	0,531	0,404
	Sig. (bilatérale)		0,000	0,000	0,000	0,016	0,000	0,001
	N	61	61	61	61	61	61	61
CE14	Corrélation de Pearson	0,438	1	0,494	0,614	0,395	0,679	0,484
	Sig. (bilatérale)	0,000		0,000	0,000	0,002	0,000	0,000
	N	61	61	61	61	61	61	61
CE15	Corrélation de Pearson	0,479	0,494	1	0,663	0,488	0,679	0,560
	Sig. (bilatérale)	0,000	0,000		0,000	0,000	0,000	0,000
	N	61	61	61	61	61	61	61
CE16	Corrélation de Pearson	0,537	0,614	0,663	1	0,607	0,783	0,690
	Sig. (bilatérale)	0,000	0,000	0,000		0,000	0,000	0,000
	N	61	61	61	61	61	61	61
CE11	Corrélation de Pearson	0,307	0,395	0,488	0,607	1	0,584	0,591
	Sig. (bilatérale)	0,016	0,002	0,000	0,000		0,000	0,000
	N	61	61	61	61	61	61	61
CE12	Corrélation de Pearson	0,531	0,679	0,679	0,783	0,584	1	0,639
	Sig. (bilatérale)	0,000	0,000	0,000	0,000	0,000		0,000
	N	61	61	61	61	61	61	61
FPRL4	Corrélation de Pearson	0,404	0,484	0,560	0,690	0,591	0,639	1
	Sig. (bilatérale)	0,001	0,000	0,000	0,000	0,000	0,000	
	N	61	61	61	61	61	61	61

\*\*. La corrélation est significative au niveau 0.01 (bilatéral).

\*. La corrélation est significative au niveau 0.05 (bilatéral).

Source: SPSS Processing Software Study Data Kouame 2018

The value of the correlation coefficient between component 3 ( $r = 0.404$ ) and practice 4 (FPRL4) as well as that between component 4 ( $r = 0.484$ ) and the same practice are both less than 0.5. These components are significantly correlated with practice 4.

## 5) Emotional Competencies and Leadership Practice 5 "Encouraging / Motivating"

Table 5. Correlations between Emotional Components and Leadership Practice 5

		Corrélations						
		CE13	CE14	CE15	CE16	CE11	CE12	FPRL5
CE13	Corrélation de Pearson	1	0,438	0,479	0,537	0,307	0,531	0,366
	Sig. (bilatérale)		0,000	0,000	0,000	0,016	0,000	0,004
	N	61	61	61	61	61	61	61
CE14	Corrélation de Pearson	0,438	1	0,494	0,614	0,395	0,679	0,436
	Sig. (bilatérale)	0,000		0,000	0,000	0,002	0,000	0,000
	N	61	61	61	61	61	61	61
CE15	Corrélation de Pearson	0,479	0,494	1	0,663	0,488	0,679	0,507
	Sig. (bilatérale)	0,000	0,000		0,000	0,000	0,000	0,000
	N	61	61	61	61	61	61	61
CE16	Corrélation de Pearson	0,537	0,614	0,663	1	0,607	0,783	0,573
	Sig. (bilatérale)	0,000	0,000	0,000		0,000	0,000	0,000
	N	61	61	61	61	61	61	61
CE11	Corrélation de Pearson	0,307	0,395	0,488	0,607	1	0,584	0,511
	Sig. (bilatérale)	0,016	0,002	0,000	0,000		0,000	0,000
	N	61	61	61	61	61	61	61
CE12	Corrélation de Pearson	0,531	0,679	0,679	0,783	0,584	1	0,527
	Sig. (bilatérale)	0,000	0,000	0,000	0,000	0,000		0,000
	N	61	61	61	61	61	61	61
FPRL5	Corrélation de Pearson	0,366	0,436	0,507	0,573	0,511	0,527	1
	Sig. (bilatérale)	0,004	0,000	0,000	0,000	0,000	0,000	
	N	61	61	61	61	61	61	61

\*\*. La corrélation est significative au niveau 0.01 (bilatéral).

\*. La corrélation est significative au niveau 0.05 (bilatéral).

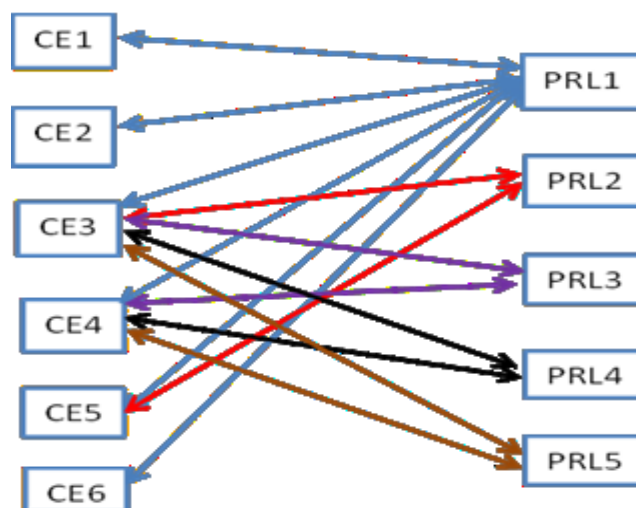
Source: SPSS Processing Software Study Data Kouame 2018

Table 5 of the results indicates that the only values of coefficient lower than the threshold  $p \leq 0.05$ , are those resulting from the correlations between the components 3 ( $r = 0.366$ ), 4 ( $r = 0.436$ ) and the practice 5 (FPRL5), Encourage /motivate.



The results described above allow us to appreciate the relational dynamic in terms of correlations between emotional competencies and leadership practices.

The previous analysis reveals that emotional competencies are significantly correlated with the leadership practices of Fraternite Matin Group executives. However, two skills are different from the others. These are components 3 and 4 which have a significant correlation with all leadership practices (1, 2, 3, 4, 5), as shown in the figure below:



**Figure 1: Significant correlations between emotional competencies components and leadership practices (Source: Kouame 2018)**

Clearly, the ability of the executive to manage their emotions and those of their associates is the cornerstone of leadership practice. Thus, leadership performance would depend on the ability of the executive to manage their own feelings and their ability to recognize and understand the feelings of others.

## DISCUSSION

Remember that the purpose of this study is to analyze the relationship between emotional skills and leadership practice among Fraternite Matin Group executives.

At the end of the research, results suggest a significant correlation between the components of emotional skills and different leadership practices. These correlations are particularly significant between skill 3 and skill 4 and all leadership practices.

Significant correlations between emotional competencies and leadership practices are corroborated by Fiedler's theoretical model of contingency. This model emphasizes that success depends on a number of variables, including leadership style, subordinate qualities, and aspects of the situation. It allows us to explain the practice of leadership among Group executives taking into account the overall situation which integrates, in addition to the cognitive skills of the leader, his emotional skills, which are basically summarized here in two points: the ability to feeling and expressing feelings, as well as recognizing and understanding the feelings of others. The performance of the team's work depends not only on the behavior of the leader but on his ability to control and influence the contingent variables of the situation, using his emotional intelligence. This is the lever of the good atmosphere that guarantees the well-being of the worker and creates the conditions conducive to the achievement of results. Huet, Rohou and Thomas (2017) do not postulate that to increase productivity by 30%, well-being at work is the solution? Indeed, when Blake and Mouton emit the postulate of effective leadership that consists of harmoniously combining

results and human resources, this study argues that enhancing the human dimension through the ability for the leader to develop the emotional skills.

While professional success depends on the manager's expertise, Goleman suggests that emotional skills, the so-called social intelligence, are the most important element. With them, the human value, the human dignity of the collaborators are thus valued. Everything that creates a climate of trust and a cordial working atmosphere where everyone feels more fulfilled and willing to give a good feedback.

The present study has the merit of revealing components 3 and 4 as the skills that significantly influence leadership practices among Group's executives. Moreover, Mikolajczak in 2006 and 2007 (quoted by Petit, 2011.) highlighted the relationship between emotional intelligence and resistance to stress. He admits that the development of emotional skills is favorable for example to increase the turnover of organizations. Is not this what Alfred Adler indicates by suggesting that the human being needs to feel important? The application of this sense of importance, appreciation, and love (Wheeler, 2012), fundamental characteristics of emotional skills, is a royal way to make people happy to deal with us and to get them from that we desire.

This aspiration, which Freud calls "desire to be recognized" and which Dewey describes as "desire to be important," is, according to Carnegie (1995), what gives the worker a real goal, the feeling that he works towards a worthwhile goal that is important to him and to his supervisor. Moreover, the real motivation of the collaborator comes from there, because it feels enhanced.

Given these results, an implementation of the contingency model would be tantamount to focusing on the ability of the executive to put words on his feelings and appreciate feelings of others taking into account the cultural realities in which it evolves.

The results also reveal the whole cultural dimension of the expression, or even the management of emotions and therefore the application of emotional skills in working relationships. Do cultural weights and social stereotypes favor the application of emotional skills in interpersonal relationships by executives or do they constitute a brake? Indeed, we are in a highly hierarchical society with a leader and his "subjects" and we tend to reproduce this pattern in companies according to the position we have. Thus, the leader perceives himself or is perceived as a superior being in the popular imagination. There is a gap between him and his collaborators. A good leader is one who embodies this greatness. In this respect, a manager met within the company reveals that when the executive tries to put himself at the same level of his collaborators, it is very often that they think they are all allowed. "It leaves the door wide opened to all the drifts." Would his desire to be closer to his employees be held back by the fear of losing his omnipotence vis-à-vis employees? Does he really have the choice in a context of globalization and competition? Especially when one's known with Goleman that emotional intelligence counts more than rational intelligence or IQ in professional success. The choice is not easy for the executive who would find himself between the hammer and the anvil, torn between the requirements of the management of modern companies in Co mode, an approach of co-development or even co-operation, according to Peretti (2017) and the prejudices related to the status of leader, to his authority which he must preserve. This is a difficult troubles whose resolution will ensure the daily welfare of the collaborator, its spirit of innovation and initiative. Hence this formula of a participant in the first RH Africa Performance Congress in February 2018 in Assinie (South-East Côte d'Ivoire): "The more I involve the more we apply, the more I impose the more we



oppose". Putting human management at the heart of development strategies is becoming a major challenge for modern business managers.

This study is of interest in understanding the leadership practices of Fraternite Matin Group executives and the obstacles to its practical implementation. These difficulties for the most part are related to the ability of the executive to show emotional intelligence in its relations with employees. However, we believe that the study has limitations. Among other things, focusing exclusively on executives, while including collaborators in the study, would surely have gathered crucial information about their perception of their superior's ability to develop effective leadership. We believe at this level that this could be the subject of a study aimed at deepening the gains of the present.

In addition, it would have been wise to assess the leadership practices taking into account the different categories of managers within the Group: senior managers (senior management), senior executives (who only supervise managers) and middle executives (middle managers to clarify the operational dimension of their work). This could be considered a source of bias or a limit. However, it should be noted that what interests us here is the way in which the executive deploys his leadership. The dimension which interests us is the human ones in the managerial actions, the quality of the interactions with the collaborators. We could deepen the investigation of emotional skills in African clinical, on the one hand, and, on the other hand, examine the place of resilience in the management of emotions or in the development of emotional skills.

## **CONCLUSION**

At the end of this study, the results establish a significant correlation between the emotional skills and the leadership practices of the Fraternite Matin Group executives. Notably, the ability of the manager to manage his or her own feelings and the ability to recognize and understand the feelings of others are the major components in this correlation. The empathy of the leader towards his collaborators can be appreciated as a factor of good interpersonal relationship, and therefore an ingredient of the social climate. As a result, the increasing of the social crisis within the Fraternite Matin Group could be blamed for difficulties of managers to show enough emotional skills.

Such results indicate that the types of leadership practices deployed by Group executives in their different teams work depend on their abilities to manage their emotions. Emotional skills are the lever of professional success at the managerial level. We can therefore say that the more emotional skills are developed, the more our leadership practice tends to favor the quality of life at work and the well-being of the employee. It emerges from this study that managers have every interest in developing their emotional skills because the stakes are enormous.

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