

THE ROLE OF EMOTIONAL INTELLIGENCE IN THE TRAINING PROCESS OF THE JOURNALIST

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Abstract

Contemporary society is a place in which physical labour does no longer represent the main form of development. The efficiency of organizing groups in order to produce ideas and improve the production climate seems to be the new goal of employers. Groups declare themselves efficient if intellectual synergy is present in the management process of the organization and if this synergy is achieved due to a proficient organizational communication. Communities, either companies or institutions, desire a communication process that highlights individual qualities on the basis of reason and emotion. Communities want to have emphatic employees and this becomes a challenge for the teaching environment, which has to adapt its curricula to the idea of developing the emotional intelligence. Such a process is necessary especially in the field of journalism where the teaching institutions have to identify this need, define it and then sketch out the development directions.

Keywords: *journalism, education, emotional intelligence, psychological profile.*

THE NEED FOR EMOTIONAL INTELLIGENCE TRAINING

Journalism represents a human activity cantered mainly on human interaction and on the ability of the journalist to develop a coherent dialog based on the compatibility of norms, principles and interests.

The journalist is challenged to answer the public's expectations, be it information or the story of the event and to use his knowledge and understanding of the event in favour of those who await the truth from him.

The journalist is also responsible for the way in which he is predisposed to the analysis of facts, and also for how he manages to present the thrill of a particular story, using his own personality.

In order to be in the service of the truth, the journalist has to present, besides courage and intransigence, a certain amount of empathy which makes him compatible to the public, not only when he analyses an event, but also in the contributions he brings to the public's behavioural change.

In order to develop a compatibility behaviour between the journalist and the public, one needs to train not only the rationale side of personal existence, but also the complementarity side, meaning the emotional intelligence.

The journalist's teaching and training process implies not only the cognitive development required by the transformation of data into information, then into knowledge, following the knowledge transfer path, and implicitly towards the training and development of a personal opinion, but also the development of a set of emotions which make the journalist-public relationship more compatible.

Cognitive development tends to be cantered on the development of the native intelligence and its transformation into a crystallized intelligence, with the main purpose of training and developing the scientific-professional area of knowledge.

Knowledge, without the intrinsic connection between the informer and trainer and the beneficiary of this process (the public), cannot be achieved without emotional intelligence and the empathy between the two actors.

Therefore, we consider that it is absolutely necessary to identify the optimum ratio between the coherent development of critical and/or creative thinking and the level of emotional development required both by context and the public.

Education has to be directed towards identifying the harmonious development manners (through study and practice) of a personality which preserves the balance between knowledge and the desire to unselfish transfer this state to those around.

For a deeper understanding of the journalist's need for training for a good emotional intelligence it is necessary to clarify the terms related to intelligence and emotions.

Therefore, we use the concept of intelligence to define a human characteristic which offers the necessary support for solving different problems based on previous experiences or on the basis of some theoretical knowledge acquired in the past.

Psychologists state that people use two types of intelligence, a fluid one, meaning inherited, primitive, born at the same time with the individual and a crystalized intelligence, trained and developed through the learning process.

We notice that when we want to develop the cognitive side, the educational process will manifest in the area of crystalized intelligence, meaning in the area of professional training and development.

More and more we come across the idea that for a complete development of the individual it is necessary to develop not only the cognitive side but also the emotional side, meaning the emotional intelligence.

Emotional intelligence is defined using various terms, but we consider that the one which best suits the field of journalism is the one belonging to Thorndike, who defined social intelligence (referring to emotional intelligence) as being the capacity to understand and act intelligently within inter-human relationships (GOLEMAN, 2001).

The emotional intelligence that should be developed must not refer only to the degree of empathy between the journalist and the beneficiary institutions but also one in which the journalist will know how to manage his moods triggered by the environment (which can be either friendly or hostile), context (favourable or unfavourable) as well as the issues addressed (which, at times, are not desired to be addressed).

The role of emotional intelligence can be identified not only in the contributory side of the journalistic creation act but also in the way in

which it ensures the objective side of professional deontology.

The knowledge and self-knowledge of those around and of your own self is not a mere social act, but an ample process in which the journalist is called to achieve his own cognitive-emotional introspection, to achieve empirical social studies which will clearly present the way in which he should share knowledge and emotion.

If intelligence refers to the mental capacity of discovering the proprieties of the surrounding objects and phenomena as well as the relationships between them, accompanied by the possibility of solving new problems (meaning everything that is related to reason and cognition), emotional intelligence requires a better understanding of emotions, the efficient management of personal emotions and the significant improvement of the quality of life, a better understanding of the people around and a cohabitation with a high degree of comfort as well as the creation of better relationships with those around and an increase of productivity and of personal image.

Journalism represents the activity of gathering, analysing, verifying and presenting information referring to current events, including resulted and personal tendencies, therefore a challenge for the individual to work with people and processes.

If the processes refer to the gathering and processing of data and information (a pretty easy thing to do for an intelligent person), the process of gathering facts and human emotions lead the journalist to the area of another type of intelligence, one that calls for the emotional side.

The journalist is not only an information collector, nor is he a news broadcaster, he is the one who, from his position as a person of the citadel, has to listen to other people's problems, to understand the mechanisms that make communities work and, therefore, he has to be a good listener and an active filter of needs.

THE PSYCHOLOGICAL PROFILE AND THE DIMENSIONS OF EMOTIONAL INTELLIGENCE

The difference between emotional intelligence (EI), whose structure level is analysed using the

emotional coefficient (QE), and the academic intelligence, which relates to logical thinking and is mainly acquired in schools and analysed using the intellectual coefficient (IQ), may also be made in easy terms for everybody, namely the voice of the heart and the voice of reason.

The two types of intelligence refer to two types of knowledge, one based on affection, in which the elements are used to develop inter-human relationships, and the other based on reason, where knowledge has the main role in the scientific development of the process.

Daniel Goleman, a psychologist interested in the study of the brain, creativity and behaviour, developed one of the scientific views related to emotional intelligence, stating that it includes the following constructs: self-consciousness (self-trust), self-control (desire for truth, conscientiousness, adaptability, innovation), motivation (desire to conquer, dedication, initiative, optimism), empathy (to understand the others, diversity, political capacity) and social skills (influence, communication, conflict management, leadership, relation establishment, collaboration, the capacity to work in a team) (GOLEMAN, 2001).

Jack Block, established typological profiles for both men and women, who are included in one of the following situations: high intellectual coefficient and lower emotional coefficient or high emotional coefficient and an intellectual coefficient above average (SALOVEY & MAYER, 1990).

The psychological profile of a man with a high intellectual coefficient and a lower emotional coefficient can be described as ambitious, productive, perseverant, calm, and impervious about everything that he is interested in, because he considers that he is right and he cannot be vulnerable. This individual is predictable, you can see how he behaves in certain situations and how he reacts to different social and professional contexts. He tends to be critic and condescending, fastidious, difficult and inhibited, bothered and ashamed in sexual experiences, inexpressive and detached, and at an emotional level he is stupid and unfriendly (GOLEMAN, 2001).

The psychological profile of a man with a high emotional intelligence ability or coefficient is one that presents a social balance in inter-human relations, a remarkable capacity in solving other

people's problems, he can devote himself to worthy causes, is socially responsible and he analyses the moral nature of the situations in which he is involved. This individual is likable and caring in interpersonal relations, has an active emotional life, feels comfortable with himself and with others in the social environment in which he lives (SALOVEY & MAYER, 1990).

The psychological profile of a woman with a high intellectual coefficient present a person who believes in intellect, in the force of reason, has an influence in expressing thoughts, appreciates intellectual values mainly the intellectual and aesthetic fields, has a tendency towards introspection and is oriented towards her own self. Such a person is predisposed to anxiety, exacerbation of personal mistakes which causes stress and guilt and it avoids expressing personal anger in an open and normal way (GOLEMAN, n.d.).

The psychological profile of a woman with high emotional coefficient presents the characteristics of a person who tends to be positive, expressing its feelings directly and naturally and personal thoughts are positive. For this person life is worth living to the full, it is a sociable person who adequately expresses its feelings and is adapted to stress, is socially balanced, meets new people easily, feels comfortable with her own self, is funny spontaneous, natural from a sexual point of view and very rarely anxious (GOLEMAN, 2001).

Taking into account Goleman's dimensions of emotional intelligence and Block's descriptions regarding the psychological profile of emotional intelligence, we considered necessary to find a way in which to develop, through education, the personality traits which include the elements of emotional intelligence in the future journalists.

Emotional intelligence teaching is interdisciplinary and it encompasses many fields starting from psychology (knowledge and personal development) because the psychological portrait of the journalist has a significant role in the value of the media product and is directed towards the communication zone (combining the framework and the manifestation context), because the role of the journalist is not only limited to gathering and processing information but also to sharing it with the purpose of sharing knowledge and emotion.

Training the journalist using the holistic principle has to preserve a balance between the subjects that develop cognition, necessary when using the gathering, processing and information and/or broadcasting techniques and the subjects which develop the individual's personality, teach him how to control emotions or how to influence those in his proxemics.

The journalist has to be a complex personality, adapted to social changes and it has to be able to influence, using his own behaviour, the conduct of those around his or of the public he addresses.

Teaching must mainly be directed towards the way in which social and communication abilities, empathy and active listening can lead the journalist in the proxemics of the sources, as well as the way in which assertiveness (as a professional quality) will influence the interaction with the social environment.

Empathy, as part of emotional intelligence will be analysed and used in the teaching process not only as an identification manner of the interlocutor's emotion, but also an area which has to be developed in the personality of the journalist.

The ability to empathize with interlocutor, as well as the empathy for the problems of the group have to be correlated with the way in which the journalist develops and profiles his own need for empathy within the organization he works for.

Active listening involves a combination of communication techniques and favourable attitudes, which lead to the reduction of the communication barriers that might appear, and therefore a better understanding of those who communicate. Active listening refers not only to a listening sequence but also one that answers to the message received (using questions or statements), with the purpose of explaining the meaning of the message and to facilitate communication.

Assertiveness, another dimension will be identified and developed with the purpose to facilitate the journalist's interaction with the environment in which he operates, because it represents a balance between aggressiveness and selfishness, on the one side, and respecting other people's needs and trying to help them

get what they want, on the other side. It represents the most efficient way of solving interpersonal issues.

The capacity to assertively communicate feelings, emotions and thoughts without hurting the integrity of other people, represents an efficient, direct and open way of communication and it allows receiving messages without jams or distortions, which preserves and improves human relationships.

Alongside assertiveness there is also a prevention and management area of the organizational conflicts, determined both by personal behaviours and organizational factors, a phenomenon which reflects both the journalist qualities and those of organizational manager.

Training communication, interpersonal and intercommunity skills has to be based on a real perception of the environment (GARY, 1998). The realism in this field is offered by the way in which we express ourselves, both formally and informally, because social informal has a significant role and speaks about credibility in inter-human relationships.

Strengthening the critical spirit with our personal identity, the rationalization of our own relational universe, avoiding integralism, and perfecting the particular-universal dynamics represent a demand, because we have to understand that we are not only in favour of our own cause, but in favour of an international/humanitarian one and, therefore, we have to firstly take into account the institutional issues and then our own personal issues.

Developing the abilities to correctly read the imagistic and the current media discourse is important and it is also important to possess the capacity to formulate the discourse to mobilize public energies, an essential aspect for success.

The level of educational models represents the maximum level of education and it requires a systemic approach, reviewing and opening, whenever it is necessary.

Imposing a cooperative educational system, in which all the spiritual components of communication are reunited represents an extremely necessary process.

Creating the premises for equality of changes among individuals and communities, using strategies and coherent politics represents another educational requirement. In this case, the solution is given by the capacity to understand those around us, by the desire to support transformation and not by imposing a model. The role of the journalist has to quickly move from knowledge/experience to the desire for counselling, for being socially useful and for using knowledge in order to promote social welfare.

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