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MANAGERIAL IDENTITY AND EMOTIONAL SELF-REGULATION OF LEADERS

Abstract: The purpose of this research work was to study the relationship of managerial identity and emotional self-regulation of managers. In our opinion, we were able to achieve our goal, since the connection between managerial identity and emotional self-regulation achieved. It is important to stipulate that by emotional self-regulation we understood emotional intelligence and its components. The concept of “managerial identity” is a complex construct and therefore, in the framework of this work, we were only able to approach the disclosure of the contents of this concept.

Key words: emotional intelligence, emotional self-regulation, identity, managerial identity, self-determination, self-concept, self-reflection.

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Introduction

One of the main areas of social life where a person can identify and realize himself is the professional environment. A special social and professional group in the modern world is made up of managers whose professional socialization and identity has its own specifics [2,3]. Management identity is a complex system of self-representations, the elements of which are self-determination - judgments and decisions made by the subject regarding himself as a leader and his professional and managerial activities. This problem is at the intersection of several scientific areas. Thus, the interindustry status of the problem of managerial identity is due to both the complexity of the phenomenon of identity and the crosscutting nature of managerial problems in general. The problem area indicated by the need to study the reflective side of the activities of managers and the lack of sufficient data to understand the phenomenon of managerial identity. From the point of view of subjects of managerial activity, obtaining such information is important for the realization of personal and professional experience, which determines the success and the ability fully realize managerial and leadership

potential. [5]. Management identity is the self-determination of a leader in terms of relating himself to a particular organization, team, self-determination in activities in choosing managerial and group, as well as in terms of professionally important qualities (i.e. those qualities that, according to the leader, are necessary for him to be effective management) [6]. As well as identity, the professional self-consciousness of the leader is an open system that formed throughout the course of life and work. Representatives of the acmeological direction in psychology agree that the subject himself makes his choice, he is responsible for it, and he decides what kind of professional he will be. U E.A. Klimova is a good figurative name for this process - “the method of a creative project” [4].

A. Maslow understands identity as the authenticity (equivalence, authenticity) of a person to his own deep nature. “If you want to find out who you should be, find out who you are.” Maslow writes about the “achievement of the real Self,” meaning that a person constructs and invents it, that it is not a given. The concepts of self-realization, selfhood considered as synonyms of identity. Achieving self-identity is the result of going beyond the limits of your “I”, and not its destruction. The paths of movement towards

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revealing your identity are music, dancing, peak experiences. The discovery of identity occurs through the voices of internal motivations, through the ability to listen to them, through the reaction to them and in general through everything that happens inside us. This process is almost identical to revealing one's vocation, "that altar on which a person will entrust himself" [9].

Along with the understanding of oneself as a leader, emotional self-regulation is important, which contributes to the understanding of one's and other people's emotions, self-control and management of them. Emotional self-regulation of the personality is a rather complex category of personal development, which is an indicator of the effectiveness of the functioning of the individual in society. It is important to stipulate that by emotional self-regulation, we mean emotional intelligence and its components [1]. E.L. Nosenko and N.V. Kovrig distinguish three aspects of the formation of emotional intelligence. Speaking about the interindividual aspect of emotional intelligence, its researchers (D. Goleman, J. Meyer) argue that people with a high level of emotional intelligence demonstrate skills that enable them to harmoniously integrate into the system of human relationships, establish friendly relations, adequately interpret the emotions of others, show tolerance and social adaptability [8]. Emotional intelligence in the intraindividual plane manifests itself in the ability to exercise self-observation, to identify one's own emotions at the time of their occurrence, to find ways that help overcome fear, anger, anxiety, sadness, and exercise self-control, to postpone the satisfaction of urgent needs for the sake of more significant long-term goals, to self-motivate the activities of leaders. It assumed that the highest level of emotional intelligence enables the leader to influence other people and thereby realize meta-individual activity [10].

Having studied managerial identity and emotional self-regulation in more detail, given that managerial identity is self-reflection, self-awareness, we find the need for a more detailed study of the relationship of these phenomena.

Materials and methods

The study conducted in the city of Tashkent of the Republic of Uzbekistan. The study involved representatives of management (managers, bosses and administrators in the amount of 35 people, 21 men and 14 women) from different fields. To study the relationship between managerial identity and emotional self-regulation, methods were used, such as: Modification of the test of 20 answers by M. Kuhn and T. MacPartland "Who am I as a leader?", Modification of the methodology "Role list", Questionnaire on emotional intelligence Lyusina D.V [7]. As a result of the qualitative and quantitative analysis of the data on the test "Who am I as a

leader?", Self-presentation types characterizing managerial identity were identified, a categorical grid for content analysis was formed. Answers varied in the number of statements, complexity, style and linguistic features.

A content analysis to modify the test of 20 responses by M. Kuhn and T. McPartland, "Who am I?": "Who am I as a leader?" Showed a high level of representation of the categories "Personal self-characteristics", which tells us that our test subjects are oriented towards self-knowledge and self-reflection, and personal self-identification prevails in them. Perhaps this is because personal characteristics of people are more important for them than their professionally important qualities or these categories represented equally in the minds of leaders.

The results of the calculation using the Role List methodology showed a high predominance of the role of the Leader over the other roles, which were presented in the same ratio. Thus, the subject of managerial activity, who acted as subjects in our study, categorizes himself or herself as a leader responsible for the correct understanding and fulfillment of assigned tasks by subordinates, appreciates good relations at work. Resolves conflicts and focused on interaction with people. This result allows us to tell us that our subjects more focused on maintaining positive relations with subordinates and see their initial task as a leader in maintaining, maintaining and creating conditions for creating collectivist relations between subordinates. At the same time, they themselves also positioned as part of a group, and not a superior element in the structure.

The other three roles more focused on organizing activities, achieving goals, monitoring personnel, clearly delegating responsibility and new activities. These roles less present in managers' perceptions of themselves and their activities.

The high level of positioning oneself as a manager focused on interacting with subordinates, establishing contacts and resolving conflicts once again confirms the importance of human relationships, the value of human resources and personal characteristics of employees for our subjects. This corresponds to the results obtained by modifying the test of 20 answers by M. Kuhn and T. MacPartland "Who Am I?": "Who am I as a leader?"

Correlation in Kendall's τ revealed the following relationships between content categories and EQ scales: the category "Personal Self-Characteristics" moderately positively correlates with the sub-scale "Manage your emotions" ($\tau = 0.258$; $p = 0.039$). The subscale "Understanding other people's emotions" correlates with the category "Management and group roles" ($\tau = 0.248$; $p = 0.064$). The subscales "Management of other people's emotions" ($\tau = -0.349$; $p = 0.012$), "Understanding your emotions" ($\tau = -0.297$; $p = 0.029$) and "Interpersonal emotional intelligence" ($\tau = -0.303$; $p = 0.026$), "Intrapersonal

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emotional intelligence "($\tau = -0.262$; $p = 0.051$), "Understanding of emotions "($\tau = -0.264$; $p = 0.051$), "Management of emotions "($\tau = -0.262$; $p = 0.051$) negatively correlates with the category "Management skills and professional tasks." This may be because this category includes those qualities that characterize labor activity.

Leaders tend to focus on self-knowledge, they are prone to self-reflection, self-knowledge, their personal qualities and characteristics that help manage people and build their managerial activities are important to them. Focus on interpersonal relationships prevails over focus on business. Perhaps because the performance of an activity depends on a good relationship between employees. Thus, it can be assumed that our subjects are leader's emotional leaders, not instrumental. Feeling like a part of the team, our test leaders do not build a hierarchy of positions in the team, their achievement not achieved through subordination, but through properly built

relationships with subordinates, so that each member of the organization feels comfortable. The results of our study allow us to identify the general tendency for managers to focus on a person, as a carrier of certain personal qualities, regardless of the area in which the leader works.

Conclusion

Consequently, this work allows us to identify individual components of managerial identity that are possibly specific only to the culture of Uzbekistan in Tashkent city, where it is important to maintain positive relations between people. The work is aerobic and the results serve as the basis for constructing new research hypotheses and creating new research in this area. The results of this study can be used in organizational counseling and when working with individual leaders. Also, as a module for training on the development of professionally important qualities of managers.

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