

4th World Conference on Business, Economics and Management, WCBEM

Emotional Intelligence of Manageres

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Abstract

Appendix A. In the 21st century, it is insufficient to only possess high cognitive intelligence. More and more emphasis is put on the ability of managers to analyze their inner feelings, realize their own manifestation of emotions, as well as their strong will ability to have strong will. This paper deals with emotional intelligence, which we consider to be an important component of a manager's competence. We present the results of our own research, focus on the analysis of levels of emotional intelligence of managers, according to Goleman's domains of emotional intelligence. The research was carried out within the project VEGA 1/0527/14.

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Peer-review under responsibility of Academic World Research and Education Center

Keywords: Emotional Intelligence; SME's; Managere; Goleman's model

1. Introduction to the problem

The attributes of a manager in a knowledge society are substantially different from those that were required from managers in industrial society. The environment of a knowledge society has a great influence on us and requires complex thinking within a context, ability to learn all through the life, independence, development of emotional intelligence, and personal flexibility. According to Musova (2009), one of the important tasks of management is to improve and develop creative skills and emotional intelligence of managers while teaching them how to use methods which support group creativity in solving real problems. Bencikova (2013a) builds up on the idea of cognitive and emotional intelligences by suggesting that within globalized society it is cultural intelligence that represents an alternative to emotional intelligence by focusing on specific capabilities that are important for high quality personal relationships and effectiveness in culturally diverse situations. Managers appreciably affect the efficiency, quality

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and overall success in any business, discover and gradually build new, more efficient and creative management systems based on knowledge and experience. At present there in the management managers create intelligence, emotional and mental quotient symbiosis (Badura, 2002).

2. Theoretical foundation

Minarova (2014) considers emotional intelligence to be an essential part of a manager's competence. She defines competence as integrity of a manager's capability (composed of three pillars – general and technical abilities, practical and application skills, and personal and social maturity), and competencies (authority, responsibility, and duty). She further perceives emotional intelligence as a keystone of social maturity by claiming that the high level of competence of managers (as well as balance between its components) is a crucial prerequisite to a success of an enterprise in fulfilling its mission and vision. If an entrepreneurial subject wishes to be successful in the long term, it must actively cooperate with its employees, because they are the bearers and the sole owners of their human capital (Mura, 2013). Goleman (2000) defines emotional intelligence as the ability to control one's emotions, and manage own feelings, which need to be guided in a suitable and effective way in order to cooperate with other members of a group, in achieving mutual objectives. He claims that the level of emotional intelligence is not determined by genetics, nor it is affected by early childhood development. Qualities of emotional intelligence prove to be developing in the long term, and it must be pointed out that these qualities can be learned. Minarova (2014) understands emotional intelligence as part of the practical component of intelligence, i.e. the ability to use emotions in social situations: understanding one's own emotions, motivation, ability to perform self-evaluation, and self-regulation (intrapersonal components of emotional intelligence), and at the same time being empathic and having social skills – intervene effectively to other people's advantage (interpersonal components of emotional intelligence).

3. Research methodology

Partial objective of the research within the project VEGA1/0781/11 Culturally Intelligent Organization as the Next Level of the Learning Organization was to find out the level of chosen components of emotional intelligence, among managers of small and medium businesses, and determine their empathy quotient. In the first phase of our research, we tried to find out how managers perceive their emotional potential in working with other people in the enterprise. The object of the research was the five components (domains or principles) of emotional intelligence by Daniel Goleman, which are self-awareness, self-regulation, internal motivation, empathy, and social skills. The subject of the research was managers of small and medium enterprises in Slovakia.

On basis of the determined scientific objective, we decided to use quantitative methods in the empirical part of the research. In the first stage of the research, sociological research technique – questionnaire was applied. Through the questionnaire, we randomly addressed 2,350 Slovak managers of SMEs at different management levels, and working in different industries. We received 1,875 filled in questionnaires, which represents 80% return on responses. The collection of data was performed online, in February-April 2012.

The questionnaire was composed of 30 questions, while each EI component was represented by six questions. Managers were asked to assign the points 1 (lowest) to 10 (highest) to each individual question. The questions were composed to specifically represent the basic qualities of the individual components of emotional intelligence. The questions aimed at self-awareness were trying to find out how managers perceive their emotions and their behavior. Within self-regulation, we attempted to determine what abilities, habits, and opinions managers have, and how stress-resistant they are with regard to their emotions. Self-motivation questions were aimed at finding out the level of their internal motivation, which empowers them with strength and energy to achieve positive results and goals in spite of unfavorable circumstances at work. Questions focused on the component of empathy searched for the answer how capable the respondents are to recognize and understand the emotions of other people. The levels of emotional skills and social interaction were identified on basis of the questions aimed at social skills.

The collected data were processed in Microsoft Excel and evaluated by means of contingency tables and graphs of the Statistica 10 program. To determine mutual dependence between the individual principles of emotional intelligence, we used the statistical method called Pearson's product-moment correlation coefficient.

Out of the total number of 1,875 respondents, the majority were men – 1,144 (61%), while women represented 39% of the sample – 731 respondents. Regarding the age, the largest group of respondents were managers older than

36 (33 %). Therefore, we can claim that in the analyzed enterprises the responsibility to manage within the enterprise is mostly in the hands of managers above 36 years of age, while on the contrary, the smallest group was the managers/respondents between 18-25 years of age. The representativeness of the sample according to the industry was tested by the Chi-quadrat test. The largest representation was noted in services – 706 respondents, followed by trade – 511 respondents, and the third largest group of respondents was managers in building industry – 337 respondents. The industry was represented by 255 respondents, and the smallest number of managers came from agriculture – 66 respondents.

4. Results and discussion

The best results were achieved in self-awareness. The total mean value of emotional intelligence of managers in the self-awareness component reached high values – 7.66, with the standard deviation 0.92. Therefore, we assume that managers are able to perceive their own emotions, possess high self-confidence, and know themselves well.

Slightly lower values were noted in social skills component, where the mean value was 7.46, and the standard deviation was 1.28, which enables us to conclude that managers' social perception ability is well developed, and that they are skilled in managing the interpersonal relations. They are able to be assertive in expressing their ideas and requirements. The third highest component was empathy – 7.43, with the standard deviation 1.10. This means that managers' ability to deal with emotions of other people is developed. At the same time, this proves that the managers are helpful and friendly towards their employees. More significant differences however, were shown in the internal motivation component, where the mean value was 7.04, with standard deviation 1.09. Managers display signs of patience in their determination to achieve their goals, but on the other hand there is a strong influence of external motivation related to financial rewards for the fulfilled tasks. The most significant drawbacks seem to be in the self-regulation component with the value 6.91 and the standard deviation 1.28. It can therefore be said that Slovak managers are not able to regulate their negative emotions well. This could lead to a situation when personal problems may have a very strong effect of their work performance (Bencikova, 2013b).

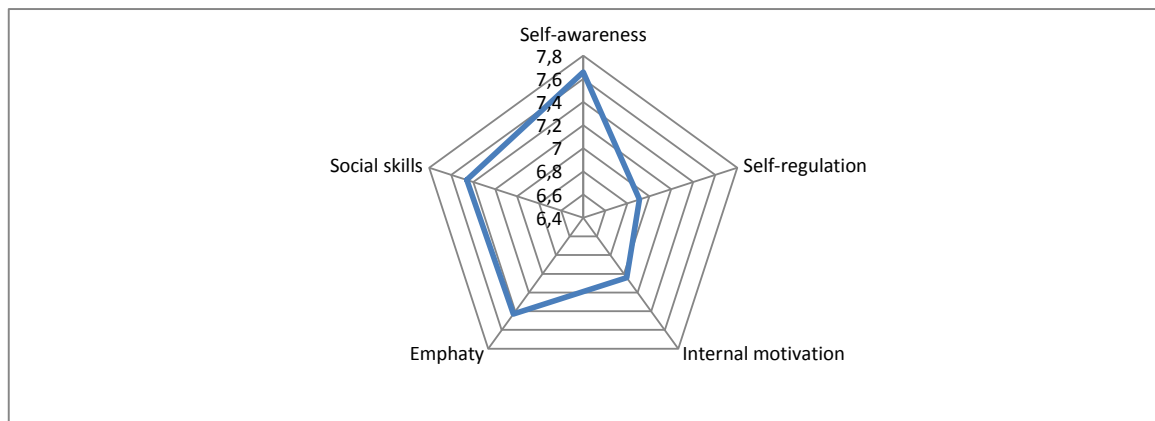


Fig. 1 Total level of emotional intelligence of managers

The total mean value reached 7.30, which enables us to conclude that emotional intelligence of Slovak managers is at high level in the self-awareness, social skills, and empathy components. Lower levels were noted in internal motivation and self-regulation. To determine the mutual dependence between the individual abilities of emotional intelligence, we used the statistical method known as Pearson's product-moment correlation coefficient.

The strongest relation is between the self-regulation ability and internal motivation ($r_p=0.63$). Another significant relation can be seen between empathy and social skills ($r_p=0.61$). The lowest correlation proves to be the one between self-regulation and empathy ($r_p=0.47$), while this correlation value is still considered to be the middle correlation value.

Table 1 Pearson's coefficient of correlation

Variables	Correlation (Total emotional intelligence of managers)				
	The correlations are significant over the value $p < 0,0500$				
	N=359				
	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5
Self-awareness	1875	7.66017	2.333333	10.00000	0.918356
Self-regulation	1875	6.91597	1.166667	9.66667	1.282303
Internal motivation	1875	7.03807	1.500000	9.50000	1.085329
Empathy	1875	7.42851	3.833333	9.83333	1.095670
Social skills	1875	7.46240	3.000000	9.83333	1.187259

Within our research, in the end of the questionnaire, we asked a question: “Which ability should a future manager possess in order to actively participate in development of the whole enterprise?” More than a half of our respondents (53 %) think that it should be empathy and the ability to lead and influence others. We consider this finding a very positive step forward. Our view corresponds with the opinion that empathy is a very important part of a manager's job because to be empathic is extremely helpful; it enables managers to empathize with a criticized employee, and feel what impact the critical words will have on this employee. Empathic managers at low level of management provide feedback in a way that may be very hurtful; they humiliate the employees and do not listen to their opinions. The final result of such criticism is destructive: it cannot be taken back and moreover, it brings in hatred, bitterness, and defensive behavior (Birknerova, Kentos, 2011).

On basis of the obtained responses we attempted to determine the empathy quotient of our respondents while using the Empathy Quotient Test (EQ test), which is considered to be a standardized diagnostic tool in measuring the individual differences and specifics.

In business practice, development of emotional intelligence is essential not only from the point of view of knowledge management, building a learning organization, and developing the corporate culture, ethics, and creativity, but it also brings specific, measurable results, manifested through better performance.

Table 2 Development of emotional intelligence

EI domains	Nature of the ability	Suggested activities	Developing the ability according to Covey
Self-awareness	Awareness and acceptance of one's own emotions	Allowing the emotions (I am angry, irritated, impatient, happy).	Be proactive 1 , which means to realize the space between stimulus and response, genetic and biological inheritance, upbringing and influence of the environment. Become the creative force of our own life, which is the most fundamental decision in life.
		Noticing emotional signals (my hands are sweating, my voice is shaking, I feel sick of my stomach, I am shivering).	
		Identification of the reasons (my voice is shaking when presenting in public, or at a meeting).	
Self-regulation	Managing one's emotions	Calming down, based on self-awareness.	First things first 3 . Sharpen the saw 7 . If we know what our priorities are, we should start living by them. Achieve integrity, exert self-control, live in accordance with our values.
		Drive the “bad” out of our mind. Change of situation, teach a manager to use negative energy in a positive way, e.g. by exercise.	
Internal motivation	Deliberate development of strong will and optimistic attitude	Patience, control of impulses. Optimistic way of delegating work responsibilities.	Begin with the End in Mind 2 . Internal motivation is the basis for the choice to make a decision, decide which priorities, goals and values are most important for us.

Empathy	Ability to understand someone else's emotions, even if we feel different	Active listening. Body listening.	Seek first to understand, then to be understood 5. It is important overcome our fears, try to walk in someone else's shoes and understand their feelings. Ability to perceive a situation through emotions.
Social skills	Ability to adapt one actions, behavior and emotions to other people's feelings and expectations	Listen to other people's requests and problems.	Think win-win 4. Synergize6. Consider things from the point of view or mutual advantages, benefits and respect; strive for mutual understanding in order to have creative cooperation.

Note: 1-7 seven habits and principles according to Covey (2008).

We have come to a conclusion that emotional intelligence may help managers solve problems by using logic and emotions, be more flexible in changing conditions, help colleagues at the workplace express their needs, think and respond to problematic employees with consideration, maintain positive and optimistic attitude, and constantly learn how to improve themselves, as well as their relations at the workplace, which is fundamental for success of the enterprise.

5. Conclusion

Emotional intelligence is an inevitable part of the work of a manager at all management levels. The lack of emotional intelligence prevents managers from applying all three pillars of capability. Emotional intelligence represents an attitude to life, which is fundamental for postmodern society. We are certain in claiming that there exist important reasons why it is essential to engage in this problem. There is a significant difference between popularity of emotional intelligence and the respect and application of this knowledge in reality. By understanding the nature of emotional intelligence, its importance, need for its improvement, and the way of applying it in working with people within the working process, managers can utilize cognitive intelligence, education, and experience, which they have acquired during their working and personal life. Emotional intelligence has and will have a great impact on how enterprises are run, and how they function.

Acknowledgements

This paper was processed in the frame of project No.1/0527/14, as a result of a research of both authors, with a significant help of VEGA agency, Slovakia.

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