EMOTIONAL INTELLIGENCE – AN INTEGRAL PART OF MODERN MANAGERS’ PROFESSIOGRAMM

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Abstract
The paper expounds the results of a theoretical and practical research on the significance of presence of emotional intelligence in the manager’s professiogram. The research aim is to ascertain the role of emotional intelligence in the manager’s professiogram in the 21st century. To foster economic development and global competitiveness in Latvia, it is necessary to promote quantitative and qualitative growth of innovative enterprises. To make an innovative enterprise perform successfully, the modern management theory and practice have set forth new requirements for enterprise managers – to develop an ability to be a manager-leader themselves. The manager-leader professiogram has to include competencies forming emotional intelligence. The results of a pilot research revealed that students studying the speciality of management and business (at Latvia University of Agriculture) have a quite low self-evaluation for several competencies of their emotional intelligence; besides, an even lower evaluation is awarded by study fellows and group members. Along with studying theoretical aspects of communication, self-cognition, and self-management, the study process for new specialists of management and business has to be arranged in a way that it promotes practical development and use of EI competencies.

Key words: Emotional intelligence; competencies of a manager, leader.

Introduction
One of the main economic features of the 21st century is intellectual capital that is significant in forming value added and competition advantages for organisations, as contradicted to the main traditional factors of production of the 20th century. Innovative enterprises and their most valuable resources – human resources and human capital – are the values on which business has to be based in a period of fast changes. That is why the statement that the most important task for the 21st century management theory and practise is to achieve an increase in intellectual labour productivity is true.

According to S. Babris, statistical data show that the category of employees performing intellectual jobs has become the fastest growing group of employees in any developed country (Babris, 2007). In Latvia, too, it accounts for 38.4% of the total labour force. At the same time, data provided by the Central Statistical Bureau for the period of 2002-2006 show that in Latvia, compared to Europe, the proportion of innovative enterprises is relatively low. Besides, this indicator has decreased from 17.4% in 2004 to 14.7% in 2006 in the sector of manufacturing. In the sector of services, too, an increase from 17.6% (2004) to 17.8% (2006) is insufficient (Data of Central Statistical Bureau of Latvia). Therefore, the economic development and global competitiveness of Latvia are seriously endangered. A solution of how to stimulate any increase in the proportion of innovative enterprises (also in agricultural sector), to develop and fully use human resources and human capital, is education of existing and new managers in which new management methods, including social and psychological ones, for intellectual employees and innovative enterprises are emphasised.

In her previous papers, V. Kūlupa has justified a need for changing the content of the manager professiogram to manage human resources in the 21st century more efficiently. The author made an inference that, under circumstances offast changes, the manager professiogram has to include the leader’s features and functions and came to a conclusion that any study program or course, in which new business and management specialists are prepared, has to contain a study course about leadership, leader ability development in oneself and others, as well as the theory and practise of communication psychology, group sociology, and self-cognition.

D. Goleman’s Emotional Intelligence Theory is recognised as one of the most topical approaches in management regarding improving the manager-leader professiogram. Besides, studies of several authors prove a strong relationship between the use of emotional intelligence in business and the efficiency of an organisation, laying stress on the professiogram of a manager and leader (McClelland et al., 1958; McClelland, 1973; Bray et al., 1974; Boyatzis, 1982; Luthans et al., 1988; Kotter, 1982; Thornton and Byham, 1982; Spencer and Spencer, 1993). Emotional intelligence is an ability to feel,
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use, find, remember, describe, identify, learn, manage, understand, and explain one’s own emotions and those of other people and groups of people. This is an ability that has to be intensively developed along with traditional competencies of a manager, so that human resources can be efficiently used in the manager’s enterprise.

Within the Ph.D. paper, the author researched not only a real professiogram of practising managers, but also wished to identify the features of a new manager’s professiogram, thinking of development perspectives for practical training in management in Latvia. Therefore, the author of the present paper chose to research the features of emotional intelligence in professiograms of students studying business and management at Latvia University of Agriculture.

The research aim is to determine the role of emotional intelligence in the managers professiogram in the 21st century.

To achieve the aim, the research tasks are to:

• Theoretically discuss the nature and role of emotional intelligence in the managers professiogram in the 21st century.
• Identify and characterise the presence of emotional intelligence in professiograms of new specialists in business and management in Latvia.

The research object: new Latvian specialists in business and management – full-time and part-time students from the 1st and 2nd level higher education programs associated with business and management at Latvia University of Agriculture (LUa).

The research subject: emotional intelligence in the managers professiogram.

Materials and Methods

Materials and methods used in the research: the monographic method, the survey method, statistical analysis, descriptive statistics. The information basis of the research consists of publications by D. Goleman, E.R. Boyatzis, P. Salovey, J.D. Mayer, T. Bradberry, J. Greaves and practical research results by the author of the paper.

Results and Discussion

Growing number of scientists working on management theories, e.g. M. Birss, E. Purser, S. Kabana, I. Kalve a.o., point out that the 20th century principles and methods of management do not meet the modern requirements for management practise (Kalve, 2005). A great deal of managers still relies on Theory X, developed by Douglas McGregor in 1960ies, in their performance to stimulate employees. According to this theory, employees do not want to work and they are taken away any ambition, and therefore they have to be forced to work (Mc.Gregor et al., 2000). If a manager assumes that his/her employees lack initiatives, they are not able to make decisions independently and take responsibilities, then there is no chance to transform his/her enterprise into an innovative one. At the same time, when describing the approach of his Theory Y to employees, McGregor pointed out that ‘under modern circumstances of production, an average individual’s intellectual abilities are not fully used’ (Mc. Gregor et al., 2000). And that is why, as the founder of the theory pointed out, any manager - through challenging goals, cooperation, and promotion - has to create such an environment that would stimulate employees to take initiatives themselves, to act as driven by internal wishes etc. Almost 50 years later – managers still choose the easiest way – the X approach because implementing the Y approach requires recognising management not only a science and practise, but also an art. An art that makes possible to understand needs and wishes driven by employees’ minds and emotions, to skilfully use managers’ emotions in accordance with employees’ emotions for creating an environment in which human resources, driven by their wishes, use their human capital for achieving their organisation goals.

By researching the history and development of human brain, it is discovered that emotions and feelings have existed a long time ago before mind (Goulman, 2001). It is based on the biology of psyche and the structure of human brains, which regulate two different types of mind – emotional and logical – and make them interact. Employees’ actions might be motivated both by their minds and emotions. For a manager, too, according to I.Spruģeviča, ‘emotions might be a sufficiently good criterion, along with other ‘more tangible’ indicators, in making decisions or solving daily situations’ (Gavare, 2001). An expression created by Latvian writer R.Blaumanis - ‘Emotions get easily over a fence that is created by mind’ – is unfortunately typical for management. Therefore, there is a need for stressing a category of abilities called emotional intelligence in the manager professiogram.

In studies about intelligence, particular emotional intelligence aspects have been mentioned by scientists a long time ago, for instance, Darvin; R. Thomdike, D. Wechsler. (Wechsler, 1958). By researching multiple intelligences, H. Gardner pointed out that inter-personal intelligence is as much significant as intellectual intelligence that can be measured by IQ tests (Gardner, 1999).

However, the term ‘emotional intelligence’, hereinafter in the text EI, is quite a new term like the term ‘emotional quotient’ – EQ that is used for its quantitative measurement.
It is believed that the first who introduced the EI term in theory was P. Salovey and J. D. Mayer. In the beginning of 1990ies, the authors defined emotional intelligence as a ‘type of social intelligence that includes abilities and skills to perceive, evaluate one’s own feelings and emotions and those of others, so that this information is used for managing one’s thoughts and activities’ (Bradberry, Greaves, 2005). However, by developing further this theory, D. Goleman (1995) analysed the common features of abilities of prominent and talented individuals and came to a conclusion that they, first of all, are united by self-cognition. It means an ability to control one’s own emotions and to understand feelings of other people, an ability to create preconditions for synergy and to solve conflicts in a way that nobody suffers, courage to take responsibility for solving tough problems and to predict hidden consequences, an ability to develop business contacts etc. (Hein, 2007)

S. Heins improved the EI definition by supplementing it and stressing that emotional intelligence is a ‘natural, inherent ability to feel, use, discover, remember, describe, identify, learn, manage, understand, and explain emotions’ (Hein, 2007). One can conclude that these abilities are inherited by any manager; a difference lies in an extent to which they were developed. And even Goleman points out that the respective abilities have to be developed in childhood; however, there is a chance to master them during the next stages of life.

For her further research, the author of the paper has chosen Goleman’s approach in which he, the same way as Salovey, defined 5 clusters of competencies that form EI, but later they were transformed into four clusters. Four clusters contain 19 competencies, as shown in Table 1.

<table>
<thead>
<tr>
<th>Clusters of Competencies</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>Self-Awareness - concerns knowing one’s internal states, preferences, resources, and intuitions</td>
<td>Emotional Awareness: Recognizing one’s emotions and their effects Accurate Self-Assessment: Knowing one’s strengths and limits Self-Confidence: A strong sense of one’s self-worth and capabilities</td>
</tr>
<tr>
<td>Self-Management refers to managing one’s internal states, impulses and resources</td>
<td>Emotional Self-Control: Keeping disruptive emotions and impulses in check Transparency: Maintaining integrity, acting congruently with one’s values Adaptability: Flexibility in handling change Achievement: Striving to improve or meeting a standard of excellence Initiative: Readiness to act on opportunities Optimism: Persistence in pursuing goals despite obstacles and setbacks</td>
</tr>
<tr>
<td>Social Awareness - refers to how people handle relationships and awareness of other people feelings, needs, and concerns</td>
<td>Empathy: Sensing other people feelings and perspectives, and taking an active interest in their concerns Organizational Awareness: Reading a group’s emotional currents and power relationships Service Orientation: Anticipating, recognizing, and meeting customers needs</td>
</tr>
<tr>
<td>Relationship Management - concerns the skill or adeptness at inducing desirable responses in others</td>
<td>Developing Others: Sensing other people development needs and bolstering their abilities Inspirational Leadership: Inspiring and guiding individuals and groups Change Catalyst: Initiating or managing change Influence: Wielding effective tactics for persuasion Conflict Management: Negotiating and resolving disagreements Teamwork &amp; Collaboration: Working with others toward shared goals. Creating group synergy in pursuing collective goals. Building bonds</td>
</tr>
</tbody>
</table>

Source: developed by the author according to D. Goleman.

The colleagues of Goleman (Hay Group) supplemented two clusters by adding conscientiousness to the cluster of Self-Management and communication to the cluster of Relationship Management. Emotional intelligence is not a single, large, and indivisible term; therefore, tests used for measuring EQ are quite complicated. For
instance, in the Bar-On EQ-i which has 133 questions, 15 competencies that are included in emotional intelligence – among which are self-awareness, independence, empathy, social responsibility, flexibility and stress tolerance, impulse control, optimism, etc. were examined (Bar-On, 1997). However, the Multifactor Emotional Intelligence Scale (MEIS) is a test that is made of complicated tasks allowing us to measure an ability to feel, identify, understand, and work with one’s own emotions (Mayer et al., 2003). The Emotional Competence Inventory (ECI) is an instrument, offered by Goleman and Hay Group, which allows us to measure both the EQ of every individual and that of a group or a whole enterprise after evaluating competency scores submitted both by employees and auditors (Goulmens, 2001). The tests enable us to compare the EQ scores. Yet one has to keep in mind that these scores might be used together with IQ measurements. ‘Emotional intelligence without intellect or intellect without emotional intelligence is just a partial solution’ (Gavare, 2001). However, an evaluation of the presence and development level of EI competencies in an individual’s professiogram allows us to see opportunities and threats that can be caused by it.

The author of the paper has researched the EI of students studying business and management at LLA in 2008-2009. In the research, data about 79 fulltime and part-time students of the 1st and 2nd higher education levels were compiled. The students were aged 20-46. The sampled population was selected randomly from all students. Only those student groups from the 1st and 2nd higher education levels who studied Management Theory with the author of the paper during this research period were engaged in the research. As a basis of the research, Goleman’s model of 21 competencies was developed. A test offered to students does not allow them to determine the emotional quotient (EQ according to Goleman), but it allows them to evaluate – to what extent students notice a developed EI in themselves and to what extent it just matches an evaluation of other people. And also, which competencies are less developed, which ones are better developed. On a 10-point scale, the students evaluated to what extent they have inherited any of 21 competencies; it was assumed that ‘0’ means that a student lacks a respective competency, whereas ‘10’ means a well developed competency. According to a similar principle, any student was evaluated by 3 randomly selected his/her study fellows. The scores were summarised in Table 2.

Table 2
Evaluation of Emotional Intelligence (on a 0-10 point scale) in Professiograms of New Business and Management Specialists at Latvia University of Agriculture, 2008-2009

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Self-evaluation</th>
<th>Evaluation from the group</th>
<th>Deviation (PV-GV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Awareness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1. Emotional Awareness: Recognizing one’s emotions and their effects</td>
<td>6.7</td>
<td>5.5</td>
<td>1.2</td>
</tr>
<tr>
<td>2. Accurate Self-Assessment: Knowing one’s strengths and limits</td>
<td>7.3</td>
<td>6.1</td>
<td>1.2</td>
</tr>
<tr>
<td>3. Self-Confidence: A strong sense of one’s self-worth and capabilities</td>
<td>6.0</td>
<td>5.0</td>
<td>1.0</td>
</tr>
<tr>
<td>2. Self-Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Emotional Self-Control: Keeping disruptive emotions and impulses in check</td>
<td>6.8</td>
<td>5.5</td>
<td>1.3</td>
</tr>
<tr>
<td>5. Transparency: Maintaining integrity, acting congruently with one’s values</td>
<td>5.7</td>
<td>4.3</td>
<td>1.4</td>
</tr>
<tr>
<td>6. Adaptability: Flexibility in handling change</td>
<td>7.1</td>
<td>4.2</td>
<td>2.9</td>
</tr>
<tr>
<td>7. Achievement: Striving to improve or meeting the standard of excellence</td>
<td>6.7</td>
<td>5.4</td>
<td>1.3</td>
</tr>
<tr>
<td>8. Initiative: Readiness to act on opportunities</td>
<td>7.2</td>
<td>5.1</td>
<td>2.1</td>
</tr>
<tr>
<td>9. Optimism: Persistence in pursuing goals despite obstacles and setbacks</td>
<td>7.8</td>
<td>6.6</td>
<td>1.2</td>
</tr>
<tr>
<td>10. Conscientiousness - diligence and persistence in performing everything in accordance with “conscience”</td>
<td>6.6</td>
<td>5.3</td>
<td>1.3</td>
</tr>
</tbody>
</table>

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The compiled research results showed that any individual’s self-evaluation is higher than an evaluation of the group in all cases (an average value calculated for the group of respondents). It implies that any individual’s evaluation in relation to his/her EI is more positive than his/her image in the view of his/her colleagues.

The respondent group’s average value in relation to an individual’s self-evaluation is above the average – 6.5. At the same time, attention has to be paid to the scores of particular competencies. The lowest average score (6.0) was observed for Cluster No.4 that is formed of the competencies of relationship management. Besides, the competency ‘inspiring and guiding individuals and groups’ gets the lowest score – it is below the average value (4.9). It implies that even according to students’ self-evaluation, their leadership is poorly developed. As to the author’s previous publications in change management and management of innovative enterprises, the features of leader have to be included in the manager’s profiogram. As one can see, the presence of this competency is not sufficient in the profiogram of new specialists. The respective score is low in the evaluation from the group – 4.1. And the second significant competency that is necessary for establishing an innovative enterprise – ‘initiating or managing change’ evaluated both by individuals and the group gains scores just slightly above the average level – 5.5 and 5.1. The evaluation of the competencies of Cluster 4 (the group) fluctuates within a range of 4.1-5.2, i.e. below or slightly above the average value. It is a symptom that it is necessary, within the study process, to review a possibility to stimulate those competencies that develop an ability to cooperate in a team, to unite the team and direct it towards the goal, as well as an ability strengthening personal authority, skills to convince, and communication skills. Besides, the competency ‘communication’ is evaluated high by individuals in their self-evaluation (7.1), but at the same time in the view of their colleagues it is quite low – 5.2. It might be related to such an endangered of the manager’s efficiency as an inability and reluctance to listen to others, paying the most attention to him/herself, his/her needs, and not to a colleague during communication. The low score for Cluster 3 - the social awareness competencies from the group’s point of view (an average value for the cluster is 4.0) - proves it. Besides, exactly in this cluster the largest differences between the evaluations of any individual and the group are observed – the group’s evaluation is

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<tr>
<td>3. Social Awareness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. Empathy: Sensing others’ feelings and perspectives, and taking an active interest in their concerns</td>
<td>7.1</td>
<td>4.0</td>
<td>3.1</td>
</tr>
<tr>
<td>12. Organizational Awareness: Reading group’s emotional currents and power relationships</td>
<td>7.1</td>
<td>4.3</td>
<td>3.6</td>
</tr>
<tr>
<td>13. Service Orientation: Anticipating, recognizing, and meeting customers’ needs</td>
<td>6.2</td>
<td>3.2</td>
<td>3.0</td>
</tr>
<tr>
<td>14. Relationship Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Developing Others: Sensing other people development needs and bolstering their abilities</td>
<td>5.1</td>
<td>4.1</td>
<td>1.0</td>
</tr>
<tr>
<td>16. Inspirational Leadership: Inspiring and guiding individuals and groups</td>
<td>4.9</td>
<td>4.1</td>
<td>0.8</td>
</tr>
<tr>
<td>17. Change Catalyst: Initiating or managing change</td>
<td>5.5</td>
<td>5.1</td>
<td>0.4</td>
</tr>
<tr>
<td>18. Conflict Management: Negotiating and resolving disagreements</td>
<td>6.8</td>
<td>5.2</td>
<td>1.6</td>
</tr>
<tr>
<td>19. Teamwork &amp; Collaboration: Working with others toward shared goals. Creating group synergy in pursuing collective goals.</td>
<td>5.9</td>
<td>5.1</td>
<td>0.8</td>
</tr>
<tr>
<td>20. Building bonds</td>
<td>6.3</td>
<td>4.9</td>
<td>1.4</td>
</tr>
<tr>
<td>21. Communication</td>
<td>7.1</td>
<td>5.2</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Source: developed by the author according to V.Kūlupa’s studies
on average 3.1 points lower than any individual’s self-evaluation. In this group, the lowest score was gained by ‘anticipating, recognizing, and meeting customers’ needs’ – 3.2. Let’s return to the nature of a manager-leader: ‘First of all leaders make a contribution themselves and only then expect to receive anything in return from others’ (Khan, 2005). The score for empathy draws attention because a self-evaluation is high, but the group's evaluation is low, thus creating a difference of 3.6 points. Egocentrism, an inability and reluctance to understand needs of people and their state of mind significantly endanger the transformation of a manager into a leader and teamwork. Goleman points out that an efficient leader is in harmony with feelings of other people (like a musical instrument when tuned) and, therefore, directs them to positive emotions. Such a manager speaks authentically about his/her own values, priorities, and goal-orientation and resonates with emotions of surrounding people. Under the guidance of such an efficient leader, people feel mutual comfort (Goleman, 2002).

As to Cluster 2 - the evaluations of self-management competencies, the group’s evaluation of an individual’s ability to be open regarding his/her emotions, work, and values has to be taken into account. It is not in harmony again with the feature of a leader – ‘an ability to keep one’s word, not to make contradiction between words and deeds’ (Khan, 2005). A low score is given to an ability to control one’s emotions. Although self-management themes are included in several study courses, yet it is unlikely that practical skills are developed like it is with communication skills, an ability to cooperate in a team etc.

During the research, several symptoms were identified, which makes it necessary to prove their correctness in further researches. Taking into account the relatively small number of respondents in the pilot research (experimental research) and the uneven division of the respondents by age, gender, study form, and group size, presently it is not possible to conduct a correct verification for the assumptions mentioned further.

1. The longer and closer is an interaction period among individuals, the smaller is a difference between the subjective EI evaluation of any individual and that of the group. A trend was observed that differences between the self-evaluations and the group’s evaluations are relatively smaller for senior students, as compared to junior students. And a similar trend exists for the study form – fulltime and part-time studies, as well as bigger and smaller groups. The verification of this assumption would allow us to stress again a need not to allow labour turnover at an organisation; and an assumption that it is better to choose a direct manager from inside the organisation in order to get more objective EI evaluations both from the point of view of employees and a manager.

2. There is a relationship between individuals’ EI development level and their age and gender.

3. Individuals having a hobby for a long time that is related to regular physical and emotional activities which include a need for cooperation in a team – e.g. a choir, dancing band, sport team (basketball, football etc.) – have a greater possibility for increasing their own EI level.

Taking into account the results of the pilot research, more extended researches have to be conducted, which would allow us to evaluate the development level of EI competencies for new business and management specialists and to identify factors favourably influencing EI development.

Conclusions

1. To make the modern managers professiogram perfect both in theory and practise, it has to include the competencies forming emotional intelligence.

2. An evaluation of the presence of emotional intelligence competencies in an individual’s professiogram allows us to assess the opportunities and threats for the manager’s efficiency.

3. According to the evaluations of their colleagues, the new business and management specialists have quite poor competencies forming emotional intelligence, especially those related to social awareness and relationship management.

4. Along with studying theoretical aspects of communication, self-cognition, and self-management, the study process for new specialists of management and business has to be arranged in a way that it promotes the practical development and use of EI competencies.

5. It is necessary to conduct further researches to verify relationships between:
   • the length and tightness of interaction periods among individuals and the difference between the subjective EI evaluation of any individual and that of the group;
   • the EI development level and the age and gender;
   • any individual’s relation to a hobby which includes a need for cooperation and has a greater possibility for increasing his/her own EI level.
References


