

EMOTIONAL INTELLIGENCE IN MANAGERS' AWARENESS AND THEIR PRACTICAL ACTIVITY – PRACTICAL IMPLICATIONS

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Purpose: The main aim of the article is to describe the role and significance of emotional intelligence in the employee management process. The authors focused on describing the elements shaping emotional intelligence in the context of self-awareness, self-motivation, empathy, and the development of social skills, as well as the regulation of one's own emotions. The aim of the research is to identify the level of knowledge contemporary managers have about emotional intelligence, the ways they use it, and the factors preventing its application. The research problem constructed in the article is: What is the awareness of contemporary managers about emotional intelligence, do they use it in their daily duties, and does the impact of EQ have significance on the effectiveness of their team?

Design/methodology/approach: In the research process, a quantitative method was applied. In the theoretical part, a critical analysis of secondary data in the form of available publications, journals, reports, and neographic sources was used. To verify the research questions posed, a qualitative method was employed. In the research part, an interview questionnaire was used to collect empirical data. The authors used this tool to obtain in-depth answers regarding the role and significance of emotional intelligence in management.

Findings: The conducted research indicates that the surveyed managers possess knowledge about emotional intelligence and its significance and impact on managing organizational resources, including human resources. The managers understand and accurately determine the level of influence emotional intelligence has on the effectiveness of managing people or other resources within the organization they work for. They rate the impact of EQ on their personal management style, as well as on management as a whole, quite highly.

Practical implications: The authors recommend increasing knowledge and awareness among managers in organizations about the significance of EQ and its role in management. It becomes essential to invest in training or courses that improve the key competencies that make up this type of intelligence. Management should be aware of promoting the role and significance of this tool among functional employees by raising awareness of the connection between Emotional Intelligence and the company's profits, its success, and building the employer's brand in the trend of employer branding.

Originality/value: The added value of the article is addressing the topic of Emotional Intelligence in the context of its significance in the process of personnel management in an era of constant change and environmental uncertainty in which companies operate. The ability to

reactively reprogram and adapt to changes is an extremely important skill that builds organizational agility, which significantly impacts the competitiveness of business entities, and the tool supporting this process is Emotional Intelligence.

Keywords: emotional intelligence, emotion management, self-motivation.

Category of the paper: Research paper.

1. Introduction

The subject of emotional intelligence in terms of the management of today's enterprises is becoming more and more popular. It is especially significant when we talk about human resource management.

The concept of emotional intelligence came into existence in the nineties of the XX century. P. Salovey and J. Mayer are considered to be its originators. Emotional intelligence highlights people's emotions and defines the ability of understanding, managing and controlling emotions, and expressing empathy. The creators state that emotional intelligence is *the ability to track one's own and others' emotions and feelings, distinguish between them and smartly use this kind of information in guiding one's own thinking and actions* (Salovey, Mayer, 1990, p. 432; Fiori, Vesely-Maillefer, 2019; Mayer et al., 2024; Ćosić Pilepić et al., 2024). As D. Goleman believes, emotional intelligence *refers to the ability to recognise our own feelings and the feelings of others; it also pertains to the ability to be motivated and guided not only by our own emotions, but also of those we have some relationship with* (Goleman, 2007, p. 439).

R. Bar-On, on the other hand, views emotional intelligence as *a range of non-cognitive abilities, competencies and skills that enable an individual to cope effectively with environmental demands and pressures* (Goleman, 2007, p. 439).

H. Weisinger states that *emotional intelligence is simply the intelligent use of emotions* (Weisinger, 1998, p. 13). The author believes that people consciously influence their emotions by mobilising them to work for the sake of us. Through the skilful management of emotions, behaviour and thoughts can be influenced and this is reflected in our actions (Karani, Desai, 2024; Zadorozhny et al., 2024; Kafetsios, Hess, 2023).

The competences contained in emotional intelligence concern: self-awareness (knowledge of one's own internal states, capabilities and preferences), self-regulation (controlling one's own emotional states, reactions and capabilities), motivation (emotional inclinations that lead to setting and achieving new goals), empathy (becoming aware of others' feelings, needs and concerns) and social skills (influencing others, reaching agreements/compromises, conflict resolution, leadership, bonding, cooperation and teamwork) (Śmietańska, 2017, p. 39).

Many studies explore the impact of emotional intelligence on the management process. If managers lack this ability, this can have more far-reaching consequences, resulting in lower employee engagement and higher staff fluctuation rates. Talking about human capital, it is important to note that interpersonal relationships, communication, empathic thinking, behavioural patterns, and emotional management play a key role in business processes, ways of completing tasks, as well as employee knowledge and skills. It is crucial to identify the impact of emotional literacy on people's attitudes in their everyday relationships and building an effective team. In terms of team performance it is vital that employees manage their emotions, understand the feelings of other members and therefore, develop appropriate behaviours (Berber, 2013). Lack of key emotional skills can lead to workplace conflicts such as: misunderstandings due to inability to recognise or understand emotions. Similarly, when it comes to customer relationships, it is important for employees to understand and assess customer emotions and act accordingly to ensure their satisfaction (Martin et al., 2008). Emotions are crucial in companies, where leadership is oriented on humans. With emotional intelligence, an individual is able to listen to both one's own and other people's emotions, correctly recognise and understand them, and take appropriate actions when interacting with others. This is expected to contribute to high business performance based on the wellbeing and employee satisfaction (Page, Vella-Brodrick, 2009, p. 451; Petrovici, Dobrescu, 2014, p. 1408). Emotional wellness also has an impact on the regulation and control of negative responses (Schutte et al., 2007, pp. 921-933; Armstrong et al., 2011, pp. 331-336; Fernández-Berrocal, Extremera, 2016, pp. 311-315; Bucich, MacCann, 2019, pp. 59-67; O'Connor et al., 2019; Bru-Luna et al., 2021). Emotion recognition allows individuals to regulate their reactions and ensures effective communication with other employees.

The concepts of emotional intelligence refer to self-awareness, self-motivation, empathy and the development of social skills, as well as self-regulation. Applying emotional literacy skills contributes to an emotionally intelligent company, which brings positive effects for both employees and enterprise.

2. Emotional intelligence models

In order to identify the cognitive abilities and human traits that can affect the quality of their life and their chances for success, many researchers have decided to create models in which they present their concepts for understanding emotional literacy. In the literature there are two models:

1. The ability model (scientific) by P. Salovey and J. Mayer.
2. The mixed models (popular) by D. Goleman and R. Bar-On (Baçler, 2012, pp. 27-49).

The ability model by P. Salovey and J. Mayer does not refer to any traits and is based on the assumption that each emotion can be treated like relational information, so intelligence and emotions can work together (Śmieja, 2018, p. 16).

The foundation of the ability model is to view emotional intelligence as the ability to perceive, understand, evaluate and express emotions appropriately, understand emotional knowledge, and the ability to generate it when thinking and self-regulation process can be supported so as to enhance emotional and intellectual development (Matczak, Knopp, 2013, pp. 33-34.).

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The first approach in the mixed model is the concept of emotional intelligence according to R. Bar-On. He defines EQ *as a range of non-cognitive capacities, competencies and skills that influence an individual's ability to cope with environmental demands and pressures* (Bar-On, 2000, p. 18). Bar-On's model is a compilation of skills, abilities and traits. It describes certain cognitive abilities that are complemented by traits supporting emotional intelligence. Personality qualities themselves do not constitute emotional literacy (Bar-On, 1997, p. 16).

Goleman is the author of the second mixed model. Goleman broadened Mayer's and Salovey's four-branch system to incorporate five essential elements of emotional intelligence:

- Emotional self-awareness — knowing what one is feeling at any given time; appropriate utilization of feelings to make decisions; suitable self-assessment and trust in one's own abilities.
- Self-regulation — controlling or redirecting one's own emotions; consciousness and the ability to maintain an appropriate order; reward after achievement a goal; the ability to get over failures quickly.
- Motivation — the ability to clearly define goals and follow one's own preferences; utilizing emotional factors to achieve goals and persevere in the face of obstacles; taking an initiative and continuous improvement.
- Empathy — sensing and interpreting the emotions of others; building and maintaining relationships and bonding between them.
- Social skills — managing relationships; fitting into other people's feelings; controlling emotions and thorough analysis of social networks and their connections; networking and maintaining non-conflict relationships, the ability to use these networks for leadership, negotiations and good atmosphere in team; the ability to control one's own needs and meeting them at the later stage; self-regulation and avoiding concerns that

may heavily impact reasonable thinking; understanding others' feelings and reactions, motivation and working toward your goals despite challenges and setbacks (Goleman, 2007, p. 440).

Goleman combines emotional intelligence, traits and an individual's character acknowledging that it contributes to success in each field, including effectiveness in managing an enterprise.

3. The role of emotional intelligence in management

Nowadays every company is obliged to monitor its results on an ongoing basis. Customers expect shorter deadlines, higher quality of services/products and lower prices, but owners and investors – higher profits. It means that effectiveness performance or efficiency should continuously grow.

H. Weisinger claims that *lack of emotional intelligence undermines development and success of both an individual and company, and conversely – using emotional literacy brings positive effects for humans and organizations/ enterprises* (Weisinger, 1998, p. 15). At the same time he spots that in such a dynamically changing environment there is an alarmingly increasing demand for emotional empathy in business.

The hitherto findings concentrated on the impact of emotional intelligence on the management process, indicate that emotional empathy comprises a set of abilities including perceptions and abstract reasoning that emerge from feelings (Zeidner et al., 2004, pp. 371-399). It is manifested in the ability to perceive, understand, evaluate and express emotions and emotional knowledge. Emotional literacy is important wherever people co-work or co-live. It is an essential component that contributes to the effectiveness of collaboration, improves team performance, motivation and the work environment" (Foltin, Keller, 2012, p. 22; Asbeihat, 2016, pp. 248-259).

The prerequisites for an effective team include mutual trust, a sense of identity and a belief in team effectiveness. Emotional intelligence helps to build these pillars, which consecutively leads to better collaboration. It also fosters positive relationships and external networks. Employees with high emotional intelligence are more likely to remain calm under pressure, resolve conflicts effectively and respond empathetically to co-workers. Coping with stress (as one of the EQ factors) increases employees' ability and effectiveness in terms of their potential success so as to deal with the challenges of operating businesses in a contemporary environment (Liptak, 2005, pp. 171-178; Jacques, 2009, pp. 41-45; Weinberger, 2003, pp. 1151-1158). Employees who have developed emotional intelligence can use their emotions to guide their thoughts and behaviour and understand both their own feelings and others' (Drigas, Papoutsis, 2018, pp. 1-17). Individuals with well-developed emotional literacy are open

to feedback and learning, also from mistakes. Being open to one's own and other people's responses allows for the identification of needs, as well as strengths and weaknesses. The use of emotional intelligence in employees' learning process contributes to their creativity, which entails the implementation of innovative solutions (Sutanto, 2017, pp. 128-135). Research in this area has also points out that the use of emotional intelligence contributes to the development of employees' analytical skills, promotes design thinking and openness to innovation (Dobni et al., 2022. pp. 155-162) in order to act more efficiently and faster.

Emotional intelligence is needed to develop good relationships with suppliers, customers, employees and other stakeholders in the business environment (Oluwatofunmi, Amietsenwu, 2019, pp. 70-78; Every, 2017, pp. 14-28). The use of emotional literacy contributes to the analysis of a company's current situation and helps shape the desired state of the company (Foltin, Keller, 2012, pp. 20-25; Issah, Zimmerman, 2016, pp. 23-29). No company will achieve excellent results if managers and employees are not committed to their tasks and do not have the right competences, tools or opportunities to set out their stall.

A.R. Jansen states that general intelligence (IQ) is responsible for 10-30% of the variance in job performance, with the remainder, between 70-90%, unexplained. Although it is known that this unexplained variance originates from other factors arising from human behaviour, such a large percentage, prompts the search for this determinant (Jensen, 1998, p. 59). The author cites a number of researchers commenting on this issue, starting with D. Goleman who states that in a professional context EQ is a better predictor than IQ, because competence is twice as important as cognitive ability. Another example is R. Bar-On who believes that EQ determines success in vocational life, facilitates cooperation with others and being a leader. J. Gibas, on the other hand, upholds that general intelligence (IQ) makes it easier to get a job in corporations, but promotion in this environment is determined by the EQ level (Smieja, 2018, p. 61).

The possibilities of using emotional intelligence in human resource management are virtually unlimited. Emotional empathy is closely related to the knowledge of one's own personality. An individual's success depends on these abilities. Managers have to understand the importance of emotional intelligence in the proper functioning of their enterprises. Through the diverse applications of emotional intelligence, managerial skills, employee efficiency and a company's overall effectiveness may vastly improve.

4. Research methodology

The subject of the research in this article is the respondents' opinions on emotional intelligence and its impact on effective human resource management. In the study emotional intelligence is presented as a determinant influencing the quality of human resource

management and manager is portrayed as a person who knows the meaning and value of emotional empathy, and knows how to use it appropriately in the professional sphere for effective management of the organisation and human capital. The aim of the research, on the other hand, is to identify the level of knowledge of contemporary managers about emotional intelligence, ways of using it and factors preventing its use. The article raises the following research problem: To what extent are contemporary managers aware of emotional intelligence? Do they use it when fulfilling their daily duties? Is the EQ impact meaningful for their team's effectiveness?

Seeking an answer to the problem posed, the following questions were formulated:

1. What knowledge about emotional intelligence do today's managers possess?
2. Are managers aware of the EQ impact on the effectiveness of their daily work?
3. How do contemporary managers assess their skills within the following five competencies: self-awareness, self-regulation, motivation, empathy and social skills?

In an effort to verify the above questions, the following theses were drafted:

1. Contemporary managers indicate that the role of emotional intelligence does not have a significant impact on the way they manage human resources.
2. Using emotional intelligence by managers positively influences self-motivation and motivation of others.
3. Today's managers are able to interpret their employees' emotions.
4. Managers are able to manage their emotions and influence others through their behaviour(s).
5. Managers using emotional intelligence for management purposes are able to build good interpersonal relationships in their work environment.

A qualitative method in the form of an interview questionnaire was used to obtain the answers to the questions posed. The authors used this tool to obtain in-depth answers regarding the role and importance of emotional intelligence in management.

The questionnaire form was prepared in such a way so as to explore the managers' knowledge of EQ, its importance in management, and in order to check to what extent the interviewees are capable of regarding each of the five emotional and social competences proposed by D. Goleman in his EQ theoretical model. The questions were structured to show which competences the surveyed managers possessed and whether their answers confirmed their knowledge of the emotional intelligence.

This paper presents some selected results of the collected empirical material. The authors are aware that the study findings are not representative and cannot reflect a generalized view of other entities. However, the aim of the authors was to diagnose the awareness of emotional intelligence and its role in employee management systems. The issues raised will be continued in future research work.

The study was conducted in 2022 on a group of 10 employees holding managerial positions in one of the Łódź-based IT companies, and was represented by 8 men and 2 women (this visible gender inequality results from the specific nature of employment in the IT sector in managerial positions). Two respondents were middle managers and eight interviewees were line managers. The interviews were conducted individually with each respondent at the company's headquarters. The authors are aware of the limitations of the research sample. The collected material is not representative. However, it serves as a reference point for further exploration of the analyzed topic and its importance in the process of effective human resource management.

5. Using emotional intelligence by managers in human capital management system – findings

Amongst all interviewees the four respondents have at least a four-year experience in a managerial position. The three surveyed have between 2 and 3 years of experience in an executive position and the two interlocutors have between 1 and 2 years of experience in a high-order position. Only one person has performed a higher post for less than one year.

All respondents hold a university degree, including the two with PhDs.

In the survey, the respondents were asked whether they knew what emotional intelligence was. The question aimed to observe their initial reaction. Nine of them answered this question firmly and even defined the specificity and importance of emotional intelligence in management. The average age of interviewees - between 30 and 40 years old - may indicate that they have encountered this term during their educational process. The respondents answered the question as follows:

- It is the ability to recognise one's own and other people's emotions, identify the source of these emotions and respond appropriately.
- Emotional intelligence is the ability to recognise and "cope" with one's own and others' emotional states.
- In my opinion, it is the ability to recognise emotional states in ourselves and others, and the ability to deal with these emotions.
- From my perspective, it is the ability to recognise feelings.
- It is the ability to respond to specific interpersonal situations.
- I perceive emotional intelligence as the ability to understand and interpret feelings and emotions of others.
- For me, it is the ability to deal with emotions by analysing them.

- Emotional empathy can mean dealing with other people's emotions.
- It is the ability to understand another person's emotions or motives¹.

A very interesting thing is that all interviewees call emotional intelligence the 'ability' or 'skill' to deal with emotions; recognise emotions; understand and interpret feelings, etc. The four respondents refer this ability to one's own and other people's feelings, and the two of them generalize the concept – not mentioning whose feelings were involved. One of the surveyed managers views emotional intelligence as *the ability to interpret people's behaviours and emotions and 'adjusting' one's own behaviour accordingly*. Only 1 person has heard of emotional literacy, but was not able to conceptualize it.

Having faced the following question *Do you use your emotional intelligence in management in your work environment?*, eight respondents believe that emotional intelligence is an essential skill in widely understood management nowadays. The other two state that they probably use EQ in their management style, but they are not aware of it, and one of them does not know exactly what EQ is. Another person who is not sure if they use EQ in their management style is an individual defining emotional intelligence as an ability to recognise feelings, regardless of whose feelings are affected. In the study there were just few managers who did not possess full knowledge of the EQ impact on effective management. Interestingly, the eight respondents notice that contrary to rational intelligence (IQ) we were born with and are not able to work on it – emotional literacy can and even should be developed in order to benefit more from this competence.

It is also interesting that none of the respondents had participated in a training or workshop trying to delve into the concept of emotional intelligence. Only one of the respondents indicated that such topics had been discussed in business psychology classes at university. Interestingly, all interviewees confirmed that they had not been offered any trainings in this field (neither in this particular entity, nor in their previous workplaces). This may indicate certain dualism in organisations: on the one hand, employees or owners are aware of EQ and, on the other hand, the company's owners are not willing to deepen this subject through training courses.

As the authors indicate, this may illustrate the so-called knowledge gap of strategic managers in the scope of the EQ impact on human capital management effectiveness. On the one hand, as the surveyed point out, only some fragmentary information about EQ can be heard in the organisations they work for. But on the other hand, the need to build awareness of the EQ role in management by top management is not spotted.

- "Sometimes at meetings the necessity to seek new tools that support employees' commitment is mentioned. And here EQ is remarked vaguely".
- "When the bosses come back from training courses or workshops, they happen to allude to EQ, but when we want to talk about raising our competences in this area, it blows over".

¹ The authors of the article cite the respondents with no modifications.

- "I mentioned EQ and its impact on greater engagement in the company, but probably I was not convincing because, as the boss said, here the effects are vastly deferred. He told me to come up with something that will work almost immediately and thus, he will be able to outline a rapid increase in performance".

During the interviews the respondents were asked to indicate the so-called EQ impact range on management system and management style (this range was suggested by the authors of the study).

Table 1.

EQ impact on particular resources in organisation and one's own style.

| | Impact on HRM (Human Resource Management) | Impact on other resources in organisation | Impact on one's own management style |
|------------|--|--|---|
| Manager 1 | 51-60% | 21-30% | 71-80% |
| Manager 2 | 81-90% | 11-20% | 81-90% |
| Manager 3 | 31-40% | 11-20% | 51-60% |
| Manager 4 | 51-60% | 41-50% | 71-80% |
| Manager 5 | 41-50% | 41-50% | 41-50% |
| Manager 6 | 21-30% | 11-20% | 21-30% |
| Manager 7 | 41-50% | 1-10% | 41-50% |
| Manager 8 | 61-70% | 31-40% | 61-70% |
| Manager 9 | 71-80% | 41-50% | 61-70% |
| Manager 10 | 31-40% | 31-40% | 11-20% |

Source: own work.

Another question aimed to define particular personality qualities that help in human resource management and are closely related to EQ. Table 2 depicts some example answers of managers.

Table 2.

Personality traits influencing the effectiveness of HRM in connection with EQ

| Item no. | Personality qualities increasing management effectiveness (according to the respondents) | Personality qualities increasing management effectiveness which the respondents would like to reinforce |
|-----------------|--|--|
| Manager 1 | empathy, vigilance, understanding, perceptiveness | reservedness, balance in action |
| Manager 2 | empathy and positive attitude | self-confidence |
| Manager 3 | empathy | assertiveness |
| Manager 4 | aptitude for management and observation, ability to spot details, logical thinking, inborn leadership skills, and public speaking skills | holistic approach to actions in organisation |
| Manager 5 | empathy | assertiveness |
| Manager 6 | empathy, sense of observation | indecisiveness |
| Manager 7 | firmness, optimism | indecisiveness |
| Manager 8 | empathy, understanding | openness, self-presentation, clout |
| Manager 9 | openness, honesty, straightforwardness | inability to diagnose a problem |
| Manager 10 | curiosity, optimism, creativity | bravery, charisma |

Source: own work.

The managers' answers indicate that empathy is the most frequently mentioned trait which helps in managerial positions. The respondents also point out optimism and perceptiveness. However, assertiveness, self-confidence or clout are those qualities which definitely support

management process and foster high-order positions, but are not sufficiently enhanced or shaped in today's managers.

It is worth highlighting that individuals with high Emotional Intelligence (EQ) perceive themselves as empathetic, open and understanding people.

Regarding optimism as a crucial variable succouring EQ, the interviewees were asked if they viewed themselves as optimists. Nine of them believe they are optimistic, and only one respondent sees themselves as a pessimistic person.

The further responses reveal that those who perceive themselves as optimists are able to value themselves. The obtained results remain in compliance with the studies pertaining to EQ, the authors refer to in the theoretical part. Thus, it is acknowledged that individuals who are aware of the EQ meaningfulness know themselves much better, and those with low awareness of EQ are not able to estimate themselves adequately.

Recognising feelings and being able to define them correctly is one of the most important skills of high emotional intelligence in human beings. During the interview the respondents were asked whether they were able to name and distinguish their own feelings. They were asked to choose one of the following answers:

- Yes, I can name each of my feelings and I know how I feel at that time.
- I cannot name the feelings I experience and I do not know how to recognise them.
- I know when my mood changes, but I cannot name what I feel.

The seven respondents are able to name their feelings and say what they feel. The three of them know when their mood changes, but cannot name what they are experiencing. Another question shows the correspondence between low awareness of EQ and high level of emotional competence.

Among the questions addressed to the interviewees, one of them concerned decision-making - to be precise: *What exactly guides your decision-making?*

The respondents could make use of the following suggestions: *logical thinking, emotions, logical thinking and emotions, other*. The five interviewees use both logical thinking and emotions while making decisions. The two of them indicate only emotions and another two individuals point out only logical thinking. However, one of the managers uses logic, at the same time taking into consideration employees' comfort. It can be assumed that most respondents make decisions regarding not only rational intelligence (IQ), but also emotional one (EQ). This kind of approach influences decision-making and problem-solving effectiveness, and it is compliant with theoretical background concerning the EQ impact on managerial decision-making. It is worth noting that decisions guided exclusively by emotions or logic do not have to be ineffective. However, combination of IQ and EQ provides a wider perspective and insight into the problem, which consecutively may lead to better identification of needs and seeking ways of meeting them when making decisions.

The respondents also indicated the factors which determined their professional success. The surveyed managers had a variety of answers to choose from, i.a.: *education, high IQ, technical competences, emotional competences, communicativeness, inborn abilities, intrinsic motivation*.

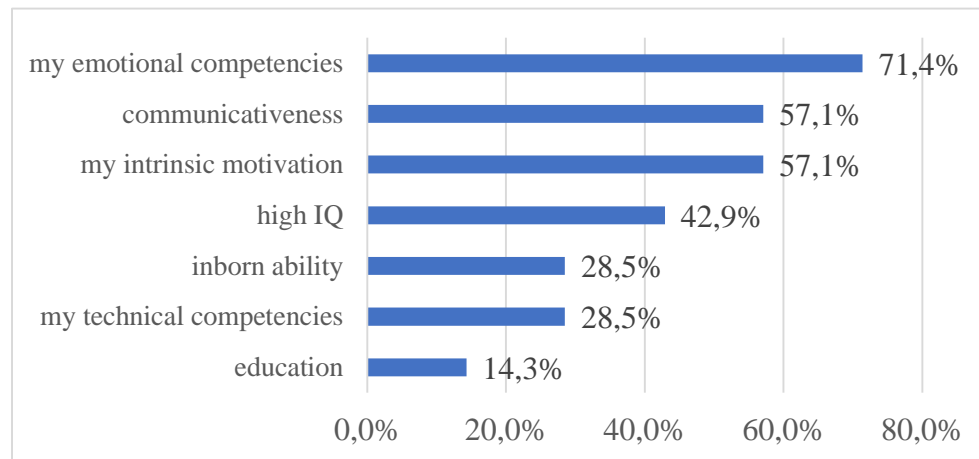


Figure 1. What factors influenced your professional success?

Source: own work.

As shown in Table 2, the most frequently factor indicated by the interviewees is emotional competences. Despite the fact that the EQ impact on effectiveness and job performance, already mentioned in the paper, was not unambiguously confirmed, it can be anticipated that managers detect the influence of emotional competences on their professional lives. Another factors determining professional success specified by the surveyed include: communicativeness and intrinsic motivation. Curiously enough, only one person point out *education* as one of core determinants of professional success.

The received answers indicate those positively correlated with emotional intelligence, which determines the correctness and effectiveness of management processes.

6. Conclusions and discussion

D. Goleman states that *emotional competence plays a far greater role in excellent work than mental ability and expertise* (Goleman, 2007, p. 443). R. Boyatzis conducted a study on more than two hundred people holding managerial positions and noticed that fourteen out of sixteen abilities, which distinguished between the best and the worst managers, belonged to emotional competences (Boyatzis, 1982, p. 443).

The survey shows that the interviewees are knowledgeable about emotional intelligence, its importance and impact on their management of the organization's resources, including human resources. Out of the 10 managers who took part in the interview, nine firmly state that they know what emotional intelligence is, which was confirmed in further questions. The eight

respondents claim they use their emotional and social intelligence to conduct management processes more effectively. The same number of interviewees know that EQ can be developed and even needs to be worked on in order to benefit from this ability in their professional and personal lives. Again, the eight respondents highlighted the influence of intelligence on their own, as well as on their overall management style, which shows that the interlocutors must see the benefits resulting from EQ application in their daily work.

The managers were also asked to identify their own personality traits that help them cope with their job responsibilities. Again, they confirm that emotional intelligence impacts their management style and quality. Most of them mention empathy and positive thinking.

Self-awareness is the ability to understand our emotional states, view ourselves as a person of value and stay positive. In this respect the study revealed that the seven respondents had adequately developed this competence. They describe themselves as humans valuing themselves properly, being able to name their feelings and being life optimists.

The study confirmed the importance of traits shaping EQ described by Goleman. The research indicates that self-regulation is one of the most important competencies. The respondents describe themselves as individuals being able to cope with lack of recognition and are responsive in this regard, if needed. Stressful situations also do not reorganize their lives, as they try to control the stress level. They also positively identify their ability to manage their emotions in such a way they could achieve their goals, perform the previously defined tasks, and support their intrinsic motivation, but also help them cope with setbacks, failures or criticism.

Interestingly, according to EQ theorists, logical thinking and emotions should accompany decision-making, and that was the answer given by the six managers surveyed.

Motivation is the ability to set goals and strive to achieve them. It also means persistence in resolutions, despite setbacks encountered, and the desire to continuously improve oneself on many levels. When asked about professional success, the seven respondents indicate they achieve their professional goals. They also stress that they can motivate themselves and others and that they are well-organized. They identify emotional competence, motivation, innate ability, and communication as success determinants. As can be easily seen, the latter three factors belong to the key emotional competencies.

Empathy is the ability to read another person's feelings, empathize with their moods, and be able to establish appropriate interpersonal relationships and bonds through this. This competence is the most frequently indicated trait by the respondents. All interviewees describe themselves as managers capable of recognizing emotions.

The last competence examined in the study was social skills. This competence is the ability to analyze social networks, skilfully fit into the moods of others and the relationships established by them. All respondents describe themselves as open to others. They know how to fit into the moods of other people, and communicate with them, even in conflict situations. They easily admit mistakes, which also positively affects interpersonal relations. In addition,

they readily praise co-workers for a job well done. When asked (an open-ended question) what they think affects the quality and effectiveness of communication, a vast majority of interlocutors indicate emotional skills, i.e.: willingness to conduct discourse, listening actively, emotional restraint, which means controlling reactions, reliability and the ability to convey messages to others.

The research allowed the authors to achieve the main goal of the study and find the solution to the research problem. It was possible to positively verify the theses set. The surveyed managers have knowledge of emotional intelligence and realize that this type of intelligence, contrary to rational intelligence (IQ), needs to be developed for the better quality of tasks performed, greater organizational effectiveness, and achieving individual and organizational success. In an era of permanent changes, uncertainty of the environment in which companies operate, adaptability is an extremely important skill that builds organizational savvy, which significantly affects the competitiveness of business entities.

Managers understand and clearly define the level of impact of emotional intelligence on the effectiveness of human resource management or other resources. They score high the EQ impact on their own management style and overall management.

The skills included in the five competencies described in Goleman's model were revealed on the basis of the interviewees' answers. Managers not only have theoretical knowledge of emotional competence, but also use it in their professional and personal lives.

It is noteworthy that despite well-developed emotional competence in people holding managerial positions, they had to acquire these competencies and develop them mainly on their own. It can be assumed that in many organizations awareness of the EQ importance and its role in management should be raised, and training courses aimed at improving the key competencies that make up this type of intelligence should be provided on a regular basis. It is worth promoting the role and importance of this tool among senior management through raising awareness of the link between Emotional Intelligence and the company's profits, its success and building a strong employer brand.

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