

EMOTIONAL INTELLIGENCE IN THE CONTEXT OF ORGANISATIONAL MANAGEMENT

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Introduction/background: The issue of emotional intelligence is increasingly being addressed in terms of its role and impact on the management of organisations, particularly human resource management. The literature on the subject views its role in the context of effective management and development of organisations, as well as success. It is therefore of interest not only to researchers, but also to practitioners.

Aim of the paper: The main aim of the paper is to identify the role of emotional intelligence in the aspect of organisational management and to evaluate its level within the framework of the research conducted.

Materials and methods: The study was conducted in IT companies using a survey method. A questionnaire assessing the level of emotional intelligence of managers was used in the study. A five-point Likert scale was used in the questionnaire.

Results and conclusions: The analysis carried out showed the important role of emotional intelligence and its impact on building positive interpersonal relations in the workplace. The research conducted in IT companies indicates a relatively high level of emotional intelligence among managers.

Keywords: emotional intelligence, organisational management, manager.

1. Introduction

Emotional intelligence in the field of management science and quality is increasingly seen as an important success factor in the context of managing organisations, companies. Many authors (e.g. Goleman, 1997; Goleman et al., 2002; Cherniss, 2010) emphasise that employees, managers characterised by high levels of emotional intelligence perform better in building and managing relationships with other employees, customers, teams and generally difficult situations in life.

The concept of emotional intelligence (EI) based on different theoretical concepts is not clearly defined in the literature. Many authors (i.e. Goleman, 1995; Mayer et al., 2004; Bieniok, 2011; Singh et al., 2022) relate the understanding of this concept to the use of emotional processes for effective life and work resourcefulness. Emotional skills are considered a wealth of the global labour market, bringing many benefits to contemporary organisations. Viewed from this perspective, emotional intelligence plays an important role in the life of every individual, influencing the ability to build social relationships and cognitive development. Therefore, the issue of emotional intelligence is increasingly being researched in the context of its impact on everyday life and professional effectiveness. As one of the “soft” competences, emotional intelligence is an integral element determining social life and functioning in a work team (Gorustowicz, 2019). Goleman et al. (2002) see emotional intelligence as one of the most important factors in predicting success in a person's life (Knopp, 2006). The application of IE in practice positively influences many aspects. Referring to the cognitive aspect, emotional intelligence indicates an influence on creative thinking processes, imaginativeness (Stańczyk et al., 2015). The social aspect of IE, on the other hand, refers to the ability to adapt to functioning in uncomfortable and difficult social conditions (Stańczyk et al., 2015). An important role in shaping, motivating employees and developing emotional intelligence translating into organisational success is played by managers, leaders (Goleman, 2019).

The main objective of this article is to identify the role of emotional intelligence in the management aspect of organisations and to evaluate its level within the framework of the research carried out. In order to achieve the formulated objective, a literature analysis and research in IT companies were carried out. The research was carried out as part of a master's thesis.

2. Literature review - the role of emotional intelligence in the management of organisations

Emotional intelligence is an increasingly popular issue in the field of organisational and human resource management enriching this area of science with aspects concerning human emotional potential. Writing about the essence of emotional intelligence, D. Goleman emphasised its influence on the correct building of relationships and the acquisition of skills necessary to function among people (Kaniewska-Mackiewicz, 2016). Significant in this respect are appropriate gestures, body language and words, which constitute the power to build positive relations with other people (Bieniok, 2011). A. Carr defines emotional intelligence as the ability to recognise and manage one's own and other people's emotions in the context of forming interpersonal relationships (Carr, 2009). According to D. Goleman,

the concept of emotional intelligence is based on skills forming emotional competences which make it possible to be successful in different spheres, including the professional sphere (Stańczyk et al., 2015). Increasingly, managers, leaders emphasise the importance of interpersonal competences related to the ability to work in a team, self-organisation, resistance to stress and motivation to work (Górniak, 2012). Goleman's research has shown that efficient and effective leaders are distinguished by a high degree of emotional intelligence, which is even the basis for emotionally intelligent leadership (Goleman, 1998).

As highlighted by many authors, a high level of emotional intelligence can contribute to success in managing organisations by influencing:

- higher efficiency and productivity at work which consists of the ability to cope with difficult and stressful situations, problems as well as making courageous and accurate decisions (Cherniss, 2010);
- better communication and cooperation with employees, customers and other stakeholders, which is related to the ability to recognise and understand other people's needs and emotions (Goleman, 1997);
- increased employee engagement and motivation through the ability to build and maintain sustainable and positive relationships (Goleman et al., 2002).

There are many models of emotional intelligence in the literature, taking into account different factors and dimensions of emotional intelligence. Models based on the concepts of Goleman (1997), Mayer and Salovey (1997) and model of Rauven Bar-on (1997) are often cited.

The most cited and widespread concept of emotional intelligence is that of D. Goleman, which implies the ability to understand and control emotions, the ability to motivate, to empathise and abilities of a social nature concerning interpersonal communication (Goleman, 1997). D. Goleman distinguishes the following five dimensions among the components of emotional intelligence (Goleman, 1997):

- Self-awareness - relating to knowledge of one's own internal states and abilities, as well as knowledge and reasonable belief in oneself and one's abilities;
- Motivation - concerning the action and emotional dispositions needed to achieve new goals;
- Self-regulation - relating to mastery, control of internal states, impulses and capabilities;
- Empathy - relating to empathy with needs, emotions, feelings, the ability to put oneself in the other person's perspective;
- Social abilities - relating to the ability to function among people, to elicit their desired reactions and to control one's own emotions in interpersonal communication.

The distinguished dimensions of emotional intelligence are closely interlinked to form a comprehensive framework covering the assumptions of emotional intelligence (Goleman, 1999).

In the other hand, Jack's Mayer and Peter's Salovey (1997) concept of emotional intelligence is based on personality traits and mental abilities relating to both the emotional sphere and the intellect.

Rauven Bar-on's (1997) model, on the other hand, is based on the notion of emotional intelligence, defined as a set of non-cognitive competences, abilities enabling one to deal effectively with environmental conditions. The researcher analysed and verified the literature on personality and identified 5 pillars distinguishing: interpersonal abilities, acceptance, independence, emotional awareness, and assertiveness (Knopp, 2006).

3. Methodology

In order to realise the aim of the thesis, a study of the emotional intelligence of managers managing organisations and teams of IT employees was conducted. The research addresses the topic of shaping relationships and atmosphere among employees based on the concepts of emotional intelligence according to the model of D. Goleman (1997) distinguishing five dimensions, i.e. empathy, self-control, self-awareness, motivation, interpersonal communication.

The survey was addressed to people working in IT companies employed in the Silesian and Lower Silesian voivodships. The specialised IT sector is a strategic sector of great importance for the development of Poland, being part of the National Intelligent Specialisations (NIS) (*Krajowa Inteligentna Specjalizacja...*, 2020).

The study was conducted using a survey questionnaire. A five-point Likert scale was used to assess the individual dimensions of managers' emotional intelligence, where 1 means definitely no; 2 - no; 3 - don't know; 4 - yes; 5 - definitely yes. The survey yielded 395 completed questionnaires. After verifying the completeness of the data, 351 questionnaires were accepted for analysis. The structure of the surveyed people of IT companies is presented in Table 1.

Table 1.

Structure of surveyed employees in IT companies

Gender	Female	33,90%
	Male	66,10%
Age	18-25	27,60%
	26-35	27,10%
	36-45	24,80%
	46-55	11,10%
	> 55	9,40%

Cont. table 1.

Company size	up to 9 employees	8,2%
	10 to 49 persons employed	21,70%
	50 to 249 persons employed	26,20%
	more than 250 persons employed	43,90%
Position	employee	64,10%
	managers	35,90%

Source: own elaboration.

As can be seen from the data presented in Table 1, the largest group of respondents were people working in large companies with more than 250 employees. The largest group were men (66.10%) and people aged 18-25 (27.60%) and 26-35 (27.10%). Among the respondents, 64.1% were employees and 35.90% were managers.

4. Results and discussion

The results of the study of the level of emotional intelligence in the specified five dimensions, i.e. self-awareness, self-control, empathy, motivation and interpersonal communication, are presented in the tables below.

The results regarding the assessment of managers' self-awareness in the context of the emotional intelligence survey are presented in Table 2 below.

Table 2.

Evaluation of the awareness dimension in percentage form

Emotional intelligence dimension	%	%	%	%	%
1. Self-awareness	1	2	3	4	5
1.1. The manager makes rational decisions	10,30%	16,20%	8,50%	39,60%	25,40%
1.2. The manager is able to admit own mistake	11,40%	14,00%	12,00%	33,00%	29,60%
1.3. The manager is able to admit that another person is right person	10,00%	13,70%	10,50%	33,90%	31,90%
1.4. The manager is aware of his/her own inadequacies and the need for continuous development	10,00%	13,70%	10,50%	33,90%	31,90%
1.5. The manager is a credible and confident person	9,70%	13,10%	8,80%	38,50%	29,90%
1.6. The manager is a person with a "human face"	10,50%	13,40%	12,30%	33,60%	30,20%

Source: own elaboration.

As can be seen from Table 2, the research carried out showed (taking into account the answers rated at 4 - yes and 5 - strongly yes) that, in the opinion of the respondents, managers overwhelmingly make rational decisions (65%), are able to admit their own mistakes (62.60%) and admit that another person is right (65.8%). According to the respondents, managers are less than 66% aware of their imperfections and the need for continuous development, and are reliable, confident (68.4%) and "human-faced" (63.80%). The data in Table 2 show that, managers show the highest level in acknowledging the rightness of other

employees (65.8%). Thus, it can be seen from Table 2 that the respondents mostly rated positively on all the variables of the self-awareness dimension of managers.

Table 3 shows the results for the dimension of managers' self-control in the aspect of emotional intelligence (Table 3).

Table 3.

Evaluation of the dimension of self-control in percentage form

Emotional intelligence dimension	%	%	%	%	%
2. Self-control	1	2	3	4	5
2.1. The manager separates the emotions of private and professional life	10,70%	17,40%	10,00%	36,50%	25,40%
2.2. The manager shows a calm way of expressing his/her dissatisfaction with unexpected results of work	10,70%	12,30%	15,10%	36,50%	25,40%
2.3. The manager is able to control stress	10,00%	13,40%	10,50%	36,50%	29,60%
2.4. The manager avoids conflicts	9,60%	12,30%	13,10%	34,50%	30,50%
2.5. A manager is a person positive about work	10,80%	12,50%	10,30%	35,90%	30,50%
2.6. The manager shows an objective attitude towards his/her employees	9,30%	11,70%	15,70%	36,80%	26,50%

Source: own elaboration.

Considering the responses presented in Table 3 and the evaluated responses of 4 - yes and 5 - definitely yes, it is concluded that managers largely separate the emotions of their private life from their professional life (61.90%). Respondents noted that team leaders are able to calmly show dissatisfaction with unexpected results of their work (61.90%) and demonstrate the ability to manage stress according to 66.1% of respondents. 65% of respondents indicated that managers avoid conflict. 66.4% of the respondents rated them as people with a positive attitude towards work and in 63.3% objective towards their employees.

Table 4 below shows the results on the dimension studied - empathy, as one of the elements that make up the concepts of emotional intelligence.

Table 4.

Evaluation of the empathy dimension in percentage form

Emotional intelligence dimension	%	%	%	%	%
3. Empathy	1	2	3	4	5
3.1. In case of a difficult situation for me, I can count on my manager's understanding	9,50%	14,50%	10,00%	37,00%	29,00%
3.2. If I have a problem with a task or a conflict with another employee, I can ask for help from my manager	10,80%	12,30%	11,10%	36,80%	29,00%
3.3. The manager is able to take the other person's perspective when helping with a work issue	10,00%	13,00%	8,30%	36,20%	32,50%
3.4. The manager initiates a conversation when they see that I need help	10,00%	14,00%	13,80%	34,80%	27,40%
3.5. The manager supports me by overseeing the progress of my work	10,80%	12,30%	10,80%	35,30%	30,80%
3.6. The manager's empathetic attitude has a positive effect on building working relationships	10,10%	14,20%	10,80%	33,30%	31,60%

Source: own elaboration.

As the results summarised in Table 4 show, according to the respondents, the vast majority (66%) can count on their manager's understanding in the case of situations that are difficult for them. 65.8% of the respondents indicated that in cases of problematic tasks or conflict with another employee, they can turn to their supervisors for help. Almost 69% of respondents believe that managers are able to take the other person's perspective when providing assistance in professional matters. 62.2% of respondents indicated that a manager initiates a conversation when help is needed. 66.1% of respondents consider their managers to be supportive when overseeing work progress. Nearly 65% of respondents believe that a manager's empathetic attitude has a positive impact on building employee relationships (Table 4).

Table 5 presents the results concerning managers' motivation treated as one of the dimensions of the emotional intelligence construct.

Table 5.

Evaluation of the motivation dimension in percentage form

Emotional intelligence dimension	%	%	%	%	%
4. Motivation	1	2	3	4	5
4.1. The manager is fully engaged in his/her responsibilities	9,10%	1,70%	11,40%	37,90%	27,90%
4.2. The manager actively extends his/her knowledge by attending training courses	9,80%	12,50%	14,50%	34,20%	29,00%
4.3. The manager demonstrates a high degree of enthusiasm towards their work	11,10%	10,30%	8,80%	37,90%	31,90%
4.4. The manager is enthusiastic about their role	10,20%	12,30%	12,30%	38,70%	26,50%
4.5. The manager verbally appreciates his/her employees	10,00%	13,40%	9,40%	36,20%	29,10%
4.6. The manager cares about the motivation of his/her employees	10,50%	12,00%	11,40%	38,70%	27,40%

Source: own elaboration.

According to the results obtained, presented in Table 5, managers are highly committed to their duties (65.8%) and actively extend their knowledge by participating in training (63.20%). Nearly 70% of respondents believe that managers show a high degree of enthusiasm towards their work. Over 65% of respondents believe that managers are enthusiastic about their role (65.2%) and verbally appreciate their employees (65.3%). As many as 66.1% of respondents believe that managers care about the motivation of their employees.

The structure of the data obtained on the interpersonal communication dimension, which is the last dimension studied and makes up the emotional intelligence construct of managers, is presented in Table 6.

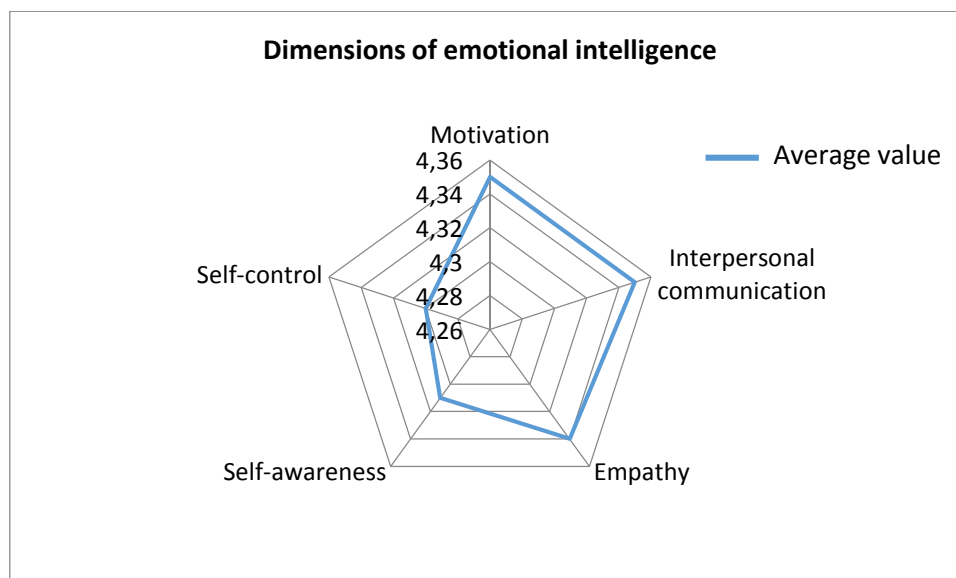
Table 6.*Evaluation of the interpersonal communication dimension in percentage form*

Emotional intelligence dimension	%	%	%	%	%
5. Interpersonal communication	1	2	3	4	5
5.1. I feel comfortable talking to with my manager	9,70%	13,70%	12,50%	35,00%	29,10%
5.2. The manager simply and clearly conveys information	10,50%	12,80%	12,30%	37,00%	27,40%
5.3. The manager clearly expresses expectations of my job	11,80%	10,50%	11,40%	33,30%	30,00%
5.4. The manager is able to listen actively	11,20%	10,50%	11,10%	37,60%	29,60%
5.5. The manager uses constructive criticism	9,90%	12,00%	9,70%	38,50%	29,90%
5.6. The manager is able to talk with their employees	10,60%	12,50%	11,40%	25,60%	29,90%

Source: own elaboration.

As with the assessment of the previous dimensions of emotional intelligence, the dimension of interpersonal communication was also rated positively by the majority of respondents. As can be seen from the data presented in the table above, 64.1% of the respondents feel comfortable communicating with their manager. 64.4% of respondents feel that the manager communicates in a simple and clear way and 63.3% of respondents feel that the manager clearly expresses expectations of the job. Most respondents also believe that team leaders are able to listen actively (67.2%) and use constructive criticism (68.4%). Among the positive responses, the variable concerning the manager's ability to talk to employees received the lowest value (55.5%).

Figure 1 shows the mean values obtained from the respondents' answers in the individual dimensions of emotional intelligence, i.e. self-awareness, self-control, empathy, motivation and interpersonal communication (Figure 1).

**Figure 1.** Mean values of individual dimensions of emotional intelligence.

Source: own elaboration.

From the data presented in Figure 1, it can be seen that the level of value of the individual five dimensions comprising the emotional intelligence construct is at a similar level. The highest value was obtained for the dimension of motivation and interpersonal communication, with an average value of 4.35, followed by the dimension of empathy (4.34) and self-awareness (4.31). The lowest mean value was shown for the dimension of self-control (4.30). The average value was calculated from the sum of the weighted average of all the responses collected on a dimension, divided by the number of responses and the scores obtained.

5. Conclusions

The literature analysis conducted indicates the significant role of emotional intelligence in the management of organisations and the growing awareness of its importance among employees and managers. Organisational managers play an important role in developing emotional intelligence (EI) (Goleman, 2019; Wong, Law, 2002). Given the identified role of emotional intelligence in the success of organisations, managers should support employees in developing these skills for improved work performance (Wall, 2008). On the other hand, they themselves should be characterised by high levels of emotional intelligence and continuously develop it.

The results of research conducted among employees of IT companies in the Silesian and Lower Silesian Voivodeships indicate a relatively high level of emotional intelligence among managers. The individual dimensions (i.e. self-awareness, self-control, empathy, motivation, interpersonal communication) comprising the construct of emotional intelligence distinguished on the basis of Goleman's (1997) concept are at a similar level (Goleman, 1997). The results of the study highlight the importance of all dimensions of emotional intelligence. Among all the assessed dimensions, the dimension of motivation and interpersonal communication was rated highest. The results of the study indicate that the level of emotional intelligence of managers significantly contributes to the formation of appropriate relationships among employees.

In order to increase work effectiveness, it is important that all dimensions of emotional intelligence are constantly strengthened and developed by both employees themselves and the organisation's leaders. This is related to the need to raise competencies in this area and to increase knowledge in dealing with and managing emotions.

Acknowledgements

The results presented in the paper are the part of the statutory work 13/040/BK_22/0107 carried out at the Department of Management, Silesian University of Technology. The paper is the result of the seminar entitled “Areas of project management in organizations” that took place on December 13, 2022 in Zabrze.

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