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гендерний аспект

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INTRODUCTION

Competing in today's global economy provides additional challenges to the leadership behavior in creating competitive advantages. The business world faces enormous change. Technology has increased accessibility, visibility and connection. Customers have become increasingly segmented and demanding. Owners have become more concerned about not only financial results, but also intangibles. Employee expectations are constantly rising as they gain new levels in education and skills. Nowadays organizations seek greater creativity and productivity from people. To function effectively, modern leaders must master the necessary emotional intelligence competencies.

The role of women in our society is based on established gender stereotypes, which often complicates the perception of women as successful business or political leaders. Ukraine is ranked penultimate place among the 58 OSCE member states by the level of political participation of women. Women occupy an average of 22% of seats in the parliaments of the world; while in the Ukrainian Parliament women hold only 12.08% of seats. And this applies to a country where female population is 53%.

Life circumstances sometimes force women to take leadership roles and take responsibility for community development, but often it is a conscious and well-informed choice that suggests that a woman seeks to develop her potential and to improve the world around her. Moreover, the development of a modern innovative society requires greater involvement of women in social activities, taking into account the different way of thinking, the style of communication and leadership that leads to new discoveries, innovative approaches and a new vector of development, different from the male vision of social development.

However, an active woman needs some help to realize that she has equal opportunities to achieve career success, ability to build a successful company and participate in decision-making process. Due to numerous studies, women are more inclined to compromises, a complex vision of problems, taking into account the

prospects during the decision-making process. If women leaders are supported in the public space, the democratic processes in our country will become more realistic, more dynamic and more productive.

Every company, every business leader understands the necessity to educate and develop his/ her staff.

When it concerns the management education - there are two main questions. First, what competencies make managers effective? Second, how can we inspire leaders and the team members to develop them? Such courses need to be designed around theoretical frameworks that lead to meaningful and sustained adult change and development. The EI competency model can vary in weighting in the context of different job roles, models of personnel management and cultural contexts. In all aspects – national, time and organisation management - it is important to have the possibility to increase effectiveness of EI educational program.

The study is based on defining EI competencies which lead to career success in the local business environment (cultural, national, organizational and time contexts) using behavioral event interview (BEI), in connection with psychological measurements such as, career satisfaction, subjective well-being, and self-efficacy.

The aim of the project is to determine core competencies and emotional intelligence what guide business leaders to be successful in their careers

PART I.

THEORETICAL FRAMEWORK

1.1. Emotional intelligence: what is it and why it matters

Nowadays, Industry 4.0 is characterised by light-speed advancements and mind-blowing changes. It combines progress in technologies of digitalisation, physical and biological aspects. The World Economic Forum, based on survey of chief HR officers, revealed The Future of Jobs report naming the top 10 skills needed by 2020.

1. Complex problem-solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. *Emotional intelligence*
7. Judgement and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

The results of Dr. Travis Bradberry research on EQ (August 2015) proves:

- EQ is responsible for 58% of work efficiency
- 90% of managers have high EQ
- Employees with high EQ annually earn \$29,000 more than those at the same position but with low EQ

Emotional intelligence (EI) or Emotional quotient (EQ) has been widely accepted lately as a core leadership and professional competence.

IQ + technical/ professional skills + EI all become “must haves” for successful performance of business leaders.

Let’s identify the emotional intelligence as the capability of a person to identify his/ her own emotions, to manage his/her emotions and the emotions of

others. It usually includes three skills: 1) emotional awareness; 2) the ability to subdue emotions and impose them to the processes of solving problems and thinking; and 3) the ability to direct emotions – ruling/ regulating your own emotions and supporting others.

“Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.” [14]

“Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics” [26].

Emotional intelligence moves throughout the system like electricity through the wires. Inspirational leaders create organisations of achievers. Emotional leaders understand their impact on others and attune their styles accordingly. Self-discovery could be painful but is essential to accept leadership responsibility.

After the publication of the first book by Daniel Goleman in 1995, emotional intelligence has gained high interest. For example, when the article was published in the Harvard Business Review, it drew attention of much higher percentage readers comparing to the last 40 years similar publications. CEO of Johnson & Johnson sent out the copies of the article to the 400 top managers in the company.

According to the research by Daniel Goleman, emotional intelligence is two as important as other competencies in determining outstanding leadership. It is now one of the crucial criteria in hiring and promotion success, performance evaluations, and development courses. It's a skill that all of us can improve.

Short reference to the history of the concept and how it is measured and defined. I would also refer to some of the research clutching emotional intelligence with considerable work-related results - individual execution and organizational efficiency.

Regardless many popularizers have misapplied the term “Emotional intelligence”, I believe it has solid scientific foundation. Emotional intelligence

represents a way in which psychologists and coaches can significant contribute to their clients. So let's begin with some history.

1.1.1. Historical background for the development of the concept of emotional intelligence

When psychologists began to write and think about the mind, they focused on cognitive aspects such as memory and problem solving. However, there were researchers who initially admitted that non-cognitive aspects are also important. For example, David Wechsler defined intelligence as "the aggregate or global ability of an individual to act purposefully, to think rationally and effectively to combat his environment." Back in 1940, he called "non-intellectual" and "intellectual" elements, which meant that there were affective, personal and social factors. In addition, back in 1943, Wechsler proposed that non-intellectual abilities are important for predicting human ability to succeed in life. He wrote:

The main question is whether non-intellective, that is affective and conative abilities, are admissible as factors of general intelligence. In addition to intellective there are also definite non-intellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors [44].

Wechsler was not the unique investigator who believed that non-cognitive parts of intelligence were important for adaptation and reaching success. Robert Thorndike, in order to take another example, wrote about "social intelligence" at the end of the thirties. Researches of these first scientists were largely forgotten or missed until 1983, when Howard Gardner began writing about "multiple intelligence." Gardner suggested that "in-personality" and "interpersonal" intellectual knowledge are just as important as the type of intelligence that is usually measured by IQ and related tests.

In the 1940s the Ohio State Leadership Studies presumed that "consideration" was an important part of effective leadership. The research suggested that leaders capable to build up mutual entrust and respect, and a cordial mutuality within the group would be more efficient. The Office of Strategic Services at the same period of time elaborated the assessment on the basis of earlier investigation of Murray that contained the evaluation of both – cognitive and non-cognitive abilities. This process developed into the "assessment center". A lot of the dimensions measured in assessment centers include social and emotional competencies - sensitivity, interpersonal skills, communication and initiative.

So we can state that by 1990s there was quite a of sufficient experience of research on the place of non-cognitive aspects in people success in both – private and professional life. The current research on emotional intelligence is built on this basis.

1.1.2. Contemporary researches in the field of emotional intelligence

Since the time of Thorndike (1920), a number of different conceptualizations of “emotional-social intelligence” ESI have appeared creating an interesting mixture of confusion, controversy and opportunity regarding the best approach to defining and measuring this construct. In an effort to help clarify this situation, the Encyclopedia of Applied Psychology (Spielberger, 2004) recently suggested that there are currently three major conceptual models: (a) the Salovey-Mayer model (Mayer & Salovey, 1997) which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking, measured by an ability-based measure (Mayer et al., 2002); (b) the Goleman model (1998) which views this construct as a wide array of competencies and skills that drive managerial performance, measured by multi-rater assessment (Boyatzis et al., 2001); and (c) the Bar-On model (1997b, 2000) which describes a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior, measured by self-report (1997a, 1997b) within a potentially expandable

multi-modal approach including interview and multi-rater assessment (Bar-On & Handley, 2003a, 2003b) [46].

When Salovey and Mayer coined the term emotional intelligence in 1990, they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action". Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks.

In the early 1990's Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, *Emotional Intelligence*. Goleman was a science writer for the *New York Times*, whose beat was brain and behavior research. He had been trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life.

IQ by itself is not a very good predictor of job performance. Hunter and Hunter estimated that at best IQ accounts for about 25 percent of the variance. Sternberg has pointed out that studies vary and that 10 percent may be a more realistic estimate. In some studies, IQ accounts for as little as 4 percent of the variance.

An example of this research on the limits of IQ as a predictor is the Somerville study, a 40 year longitudinal investigation of 450 boys who grew up in Somerville, Massachusetts. Two-thirds of the boys were from welfare families,

and one-third had IQ's below 90. However, IQ had little relation to how well they did at work or in the rest of their lives. What made the biggest difference were childhood abilities such as being able to handle frustration, control emotions, and get along with other people.

Another good example is a study of 80 Ph.D.'s in science who underwent a battery of personality tests, IQ tests, and interviews in the 1950s when they were graduate students at Berkeley. Forty years later, when they were in their early seventies, they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American Men and Women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige.

Now it would be absurd to suggest that cognitive ability is irrelevant for success in science. One needs a relatively high level of such ability merely to get admitted to a graduate science program at a school like Berkeley. Once you are admitted, however, what matters in terms of how you do compared to your peers has less to do with IQ differences and more to do with social and emotional factors. To put it another way, if you're a scientist, you probably needed an IQ of 120 or so simply to get a doctorate and a job. But then it is more important to be able to persist in the face of difficulty and to get along well with colleagues and subordinates than it is to have an extra 10 or 15 points of IQ. The same is true in many other occupations.

We also should keep in mind that cognitive and non-cognitive abilities are very much related. In fact, there is research suggesting that emotional and social skills actually help improve cognitive functioning. For instance, in the famous "marshmallow studies" at Stanford University, four year olds were asked to stay in a room alone with a marshmallow and wait for a researcher to return. They were told that if they could wait until the researcher came back before eating the marshmallow, they could have two. Ten years later the researchers tracked down the kids who participated in the study. They found that the kids who were able to

resist temptation had a total SAT score that was 210 points higher than those kids who were unable to wait.

Granted that cognitive ability seems to play a rather limited role in accounting for why some people are more successful than others, what is the evidence that emotional and social factors are important? In doing the research for his first book, Goleman became familiar with a wealth of research pointing to the importance of social and emotional abilities for personal success. Some of this research came from personality and social psychology, and some came from the burgeoning field of neuropsychology. Examples prove that non-cognitive abilities play in success at work.

1.2. Theories of Emotional Intelligence

1.2.1. The BarOn Model of Social and Emotional Intelligence (ESI)

The Bar-On model of emotional-social intelligence (ESI) is an empirically based theoretical paper. As such, various findings are presented to describe this theory of ESI and demonstrate that it is a comprehensive, robust and valid conceptualization of the construct.

The theoretical foundation of the Bar-On model - Darwin 's early work on the importance of emotional expression for survival and adaptation (1872/1965) has influenced the ongoing development of the Bar-On model, which both stresses the importance of emotional expression and views the outcome of emotionally and socially intelligent behavior in Darwinian terms of effective adaptation.

From Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components: (a) the ability to recognize, understand and express emotions and feelings; (b) the ability to understand how others feel and relate with them ; (c) the ability to manage and control emotions; (d) the ability to manage change, adapt and solve problems of a personal and interpersonal nature; and (e) the ability to generate positive affect and be self-motivated.

According to the Bar-On model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components described above; and each of these components comprises a number of closely related competencies, skills and facilitators. Consistent with this model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures. This is based on intrapersonal ability to be aware of oneself, to understand strengths and weaknesses, and to express feelings and thoughts non-destructively. On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions. To do this, we need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated.

To better understand the Bar-On model of ESI and how it developed, it is important to first describe the Emotional Quotient Inventory (the EQ-i) which has played an instrumental role in developing this model.

The EQ-i is a self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence. The EQ-i was the first measure of its kind to be published by a psychological test publisher (Bar-On, 1997), the first such measure to be peer-reviewed in the *Buros Mental Measurement Yearbook* (Plake & Impara, 1999), and the most widely used measure of emotional-social intelligence to date (Bar-On, 2004). A detailed description of the psychometric properties of this measure and how it was

developed is found in the Bar-On EQ-i Technical Manual (Bar-On, 1997) and in Glenn Geher's book titled Measuring Emotional Intelligence [21].

EQ-i consists of 133 statements in the form of short sentences and uses a 5-point response scale with a text response format ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). The EQ-i is relevant for persons of 17 years old and older and takes approximately 40 minutes to fill in.

The interviewee's answers perform a total EQ score and reflects the following 5 scales that comprise 15 subscale points: Intrapersonal - including Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization; Interpersonal - covering Empathy, Social Responsibility, and Interpersonal Relationship; Stress Management - introducing Stress Tolerance and Impulse Control; Adaptability - containing Reality-Testing, Flexibility, and Problem-Solving; and General Mood - including Optimism and Happiness. A short description of these emotional-social intelligence competencies, skills and facilitators measured by the 15 subscales is found in the Appendix as was previously mentioned.

Scores are generated automatically by computer. Scores are tabulated and converted into standard scores automatically based on a mean of 100 and standard deviation of 15. Average to above average EQ scores on the EQ-i suggest that the respondent is effective in emotional and social functioning. The higher the scores, the more positive the prediction for effective functioning in meeting daily demands and challenges. On the other hand, low EQ scores suggest an inability to be effective and the possible existence of emotional, social and/or behavioral problems.

The EQ-i has a built-in correction factor that automatically adjusts the scale scores based on scores obtained from two of the instrument's validity indices (Positive Impression and Negative Impression). This is an important feature for self-report measures in that it reduces the potentially distorting effects of response bias thereby increasing the accuracy of the results.

The EQ-i was designed to be an instrument to examine the model of emotional and social activity. The efficient emotional and social roles should bring to a value of psychological success. It was also reasoned that the results gained from applying such an instrument on large and diverse population samples would reveal more about emotionally and socially intelligent behavior and about the underlying construct of emotional-social intelligence. Based on findings obtained from applying the EQ-i in a wide range of studies over the past two decades, I have continuously molded my conceptualization of this construct; these changes have been mild and are ongoing in an effort to maintain a theory that is empirically based.

The EQ-i has been translated into more than 30 languages, and data have been collected in numerous settings around the world. Earlier versions of the inventory were completed by a total of 3,000 individuals in six countries (Argentina, Germany, India, Israel, Nigeria and South Africa). The first translation of the EQ-i was from English to Spanish to allow for extensive data collection in Argentina, which was followed by data collection in a number of other countries. In addition to providing cross-cultural data, this preliminary piloting of the EQ-i was important for item selection and alteration, continued scale development and validation, and establishing the final nature of the response format.

The results showed some significant differences in the compared age groups. But these differences are insignificant in magnitude. The groups of older respondents demonstrated higher than the groups of younger in majority of the EQ-i scales. The interviewees over 40 years old reached the highest numbers. Children also increase the emotional and social intelligence while getting older. The results proves that the individual becomes more emotionally and socially intelligent with getting older.

When we take gender as a category – there are no differences revealed among men and women concerning the overall ESI. But for some of the factors of EQ-i gender differences do exist, but their influence is not significant for general. Women reveal higher interpersonal skills comparing to men, but male appear to

have a higher intrapersonal capacity, are stronger in mastering their emotions. The Bar-On model detects that female are better acknowledged about emotions, are showing more empathy, have higher social responsibility and have better interpersonal skills. But male are better in self-regard and demonstrate higher self-reliant, the manage stress better, with more flexibility, show higher optimism than female and solve problems better.

To make a summary on the above - the Bar-On model detects the following: people that are older have higher emotional and social intelligent comparing to younger ones, women have higher awareness of emotions comparing to men, male are better to adept at emotions management, and no significant difference was detected between the different ethnic groups in North America regarding emotional-social intelligence.

During the last 20 years the reliability of the Bar-On model EQ-i has been tested and learned by a number of researchers. It was proven that the Bar-On model is consistent, stable and reliable.

The Bar-On model is capable to depict ESI and to predict different sides of peoples behavior, effectiveness and performance.

The relationship between the Bar-On model and performance in the workplace. In six studies, summarized and cited over the past few years , the EQ-i has demonstrated that there is a significant relationship between ESI and occupational performance [3].

In the first known study that directly examined the relationship between ESI and occupational performance, the EQ-i scores of 1,171 US Air Force recruiters were compared with their ability to meet annual recruitment quotas [3]. Based on USAF criteria, they were divided into those who were able to meet at least 100% of their annual quota (“high performers”) and those who met less than 80% (“low performers”), representing a very robust method of assessing occupational performance. A discriminant function analysis indicated that EQ-i scores were able to fairly accurately identify high and low performers, demonstrating that the relationship between ESI and occupational performance is high (.53) based on the

sample studied. Prior to 1996, it was costing the USAF approximately \$ 3 million for an average 100 mismatches a year. After one year of combining pre-employment ESI screening with interviewing and comparing EQ-i scores with the model for successful recruiters, they increased their ability to predict successful recruiters by nearly threefold, dramatically reduced first-year attrition due to mismatches and cut their financial losses by approximately 92%.

In two other studies, performance in highly stressful and potentially dangerous occupations was studied by comparing EQ-i scores with externally rated performance for a sample of 335 regular combat soldiers in the Israeli Defense Forces (IDF) and for an additional sample of 240 soldiers in an elite IDF unit (Bar-On et al., 2005). Both studies clearly revealed a significant relationship between ESI and this specific type of occupational performance; the predictive validity coefficient in the former study was .55 and .51 in the latter.

In three additional studies leadership was studied by examining the relationship between EQ-i scores and peer-nomination in one study (i.e., those considered to possess leadership capacity among new recruits in the IDF), criterion group membership in another study (i.e., IDF recruits who were accepted to officer training versus those who were not) and multi rater evaluations in the third study which was conducted at the Center for Creative Leadership in the US (i.e., ratings on 21 different leadership criteria made by an average of seven to eight coworkers). The results indicated, respectively, that there is a moderate to high relationship between ESI and leadership based on the predictive validity coefficients of .39 (n=536), .49 (n=940) and .82 (n=236) that were revealed. The third study shows that successful leadership is based to large extent on emotional-social intelligence - - approximately two-thirds (67%) to be exact.

The average predictive validity coefficient for the six studies described above is .54, meaning that nearly 30% of the variance of occupational performance is based on ESI as described by the Bar-On model. When compared with Wagner's extensive meta-analysis that revealed that cognitive intelligence accounts for approximately 6% of occupational performance (1997), the findings presented here

suggest that EQ accounts for about five times more variance than IQ when explaining this type of performance. The findings indicate that high performers in the workplace have significantly higher ESI than low performers [4].

The findings suggest that the most powerful ESI contributors to occupational performance are: (a) the ability to be aware of and accept oneself; (b) the ability to be aware of others' feelings, concerns and needs; (c) the ability to manage emotions; (d) the ability to be realistic and put things in correct perspective; and (e) the ability to have a positive disposition.

The relationship between the Bar-On model and subjective well-being. In a the study (Bar-On, 2005), it has been demonstrated that ESI, as conceptualized by the Bar-On model, also impacts subjective well-being. Well-being was defined in this study as a subjective state that emerges from a feeling of satisfaction (a) with one's physical health and oneself as a person, (b) with one's close interpersonal relationships, and (c) with one's occupation and financial situation. A measure of subjective well-being was constructed from nine questions that directly tap these three areas. On a large North American sample (n=3,571), the relationship between ESI and well-being was examined with multiple regression analysis. The results indicate that the two constructs are highly correlated (.76). Based on the four highest ESI predictors of well-being, it appears that the following competencies, skills and facilitators contribute the most to this subjective state: (a) the ability to understand and accept one's emotions and oneself, (b) the ability to strive to set and achieve personal goals to enhance one's potential, and (c) the ability to verify one's feelings and put things in their correct perspective.

1.2.2. The emotional competence framework

In his book: "Working with Emotional Intelligence" Daniel Goleman proves that the main factor of success in professional and personal life is the emotional competence. Daniel Goleman compares importance of emotional intelligence (EI) to IQ and technical competence. The author analyses how EI, IQ and technical competence correlate to the result, through real examples.

Daniel Goleman defines Emotional Intelligence as: “The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” [21].

Intelligence is the potential for learning something, and technical skills learnt depend on the academic intelligence. Emotional competencies stem from the emotional intelligence of each individual.

Daniel Goleman goes on to propose a framework of personal competencies that stem from the emotional intelligence concept. No one would score perfectly on all of these qualities, but instead everyone will have strengths and limitations. Typically to achieve outstanding performance several of these skills are required, spread out among the 5 domains: self-awareness, self-regulation, motivation, empathy and social skills.

He defines emotional competence as “A learned capability based on emotional intelligence that results in outstanding performance at work”.

Emotional intelligence is the potential for learning these competencies. Being high in emotional intelligence does not guarantee that the person will have the acquired skills necessary to excel in work, it only means that s/he has a high potential for learning them.

Below is the table that constitutes the core of the book, and the concepts presented in the table are developed extensively throughout the book by using tens of examples and anecdotes.

The 5 main competencies are grouped in two main categories: Personal and social skills. Each of the competencies is detailed further and explained into its components and thoroughly explained in the book.

The author details for each competence and sub-competence, the profile and typical attitudes of the people who excel in these skills and illustrates his case with an example.

The author claims that the EI competencies can all be worked on, and improved, and that contrarily to IQ, people can improve their EI by receiving feedback, practice and correct training and guidance.

He also makes the case that the capability to acquire EI skills apparently increases with age, due to increased experience.

He goes on to give several examples of what not to do with respect to training in this domain, and ends up with a second table with areas to develop in a successful training program. The table contains also very detailed explanations, but only the main contents are outlined here:

Self-awareness	Knowing one's internal states, preferences, resources and intuitions
Emotional awareness	<i>Recognizing one's emotions and their effects</i>
Accurate self-assessment	<i>Knowing one's strengths and limits</i>
Self-confidence	<i>A strong sense of one's self-worth and capabilities</i>
Self-regulation	Managing one's internal impulses and resources
Self-Control	<i>Keeping disruptive emotions and impulses in check</i>
Trustworthiness	<i>Maintaining standards of honesty and integrity</i>
Conscientiousness	<i>Taking the responsibility for personal performance</i>
Adaptability	<i>Flexibility in handling change</i>
Innovation	<i>Being comfortable with novel ideas, approaches, and new information</i>
Motivation	Emotional tendencies that guide or facilitate reaching goals
Achievement drive	<i>Striving to improve or meet a standard of excellence</i>
Commitment Initiative	<i>Aligning with goals of the group or organization</i>
Optimism	<i>Readiness to act on opportunities Persistence in pursuing goals despite obstacles and setbacks</i>

Empathy	Awareness of other's feelings, needs, and concerns
Understanding others	<i>Sensing others' feelings and perspectives, and</i>
Developing others	<i>taking active interest in their concerns</i>
Service orientation	<i>Sensing others' development needs and</i>
Leveraging diversity	<i>bolstering their abilities Anticipating,</i>
Political awareness	<i>recognizing, and meeting customers' needs</i>
	<i>Cultivating opportunities through different</i>
	<i>kinds of people Reading a group's emotional</i>
Social Skills	Adeptness and inducing desirable responses in others
Influence	<i>Wielding effective tactics for persuasion</i>
Communication	<i>Listening openly and sending convincing</i>
Conflict management	<i>messages Negotiating and resolving</i>
Leadership	<i>disagreements Inspiring and guiding individuals</i>
Change catalyst	<i>and groups Initiating or managing change</i>
Building bonds	<i>Nurturing instrumental relationships</i>
Collaboration & cooperation	<i>Working with others toward shared goals</i>
Team	<i>Creating group synergy in pursuing collective</i>

Guidelines for emotional competence training: 1 – Assess the job, 2 – Assess the individual, 3 – Deliver assessments with care, 4 – Gauge readiness, 5 – Motivate, 6 – Make change self-directed, 7 – Focus on clear, manageable goals, 8 – Prevent relapse, 9 – Give performance feedback, 10 – Encourage practice, 11 – Arrange support, 12 – Provide models, 13 – Encourage, 14 – Reinforce change, 15 – Evaluate

1.2.3. The concept of Emotional Intelligence by Peter Salovey and John D. (Jack) Mayer

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace. However, in terms of construct validity, ability EI tests have great advantage over self-report scales of EI because they compare individual maximal performance to standard performance scales and do not rely on individuals' endorsement of descriptive statements about themselves

1.2.4. Trait Emotional Intelligence Theory

Petrides, Pita and Kokkinaki defined Trait EI as a constellation of emotional self-perceptions located at the lower levels of personality hierarchies and measured via the trait emotional intelligence questionnaire.

Table 1 demonstrates the domain of trait EI (in adult samples)

Table 1. The Domain of Trait Emotional Intelligence

Facets	High scorers view themselves as . . .
Adaptability ^{[L][SEP]}	flexible and willing to adapt to new conditions
Assertiveness ^{[L][SEP]}	forthright, frank, and willing to stand up for their rights
Emotion expression ^{[L][SEP]}	capable of communicating their feelings to others capable of influencing other people's feelings ^{[L][SEP]}
Emotion management (others)	clear about their own and other people's feelings
Emotional perception (self and others)	capable of controlling their emotions ^{[L][SEP]} reflective and less likely to give in to their urges
Emotion regulation	capable of maintaining fulfilling personal relationships
Impulsiveness (low)	successful and self-confident ^{[L][SEP]}
Relationships	driven and unlikely to give up in the face of adversity
Self-esteem	accomplished networkers with superior social skills
Self-motivation	capable of withstanding pressure and regulating stress

Social awareness	capable of taking someone else's perspective ^[SEP]
Stress management	cheerful and satisfied with their lives ^[SEP]
Trait empathy	confident and likely to "look on the bright side" of life
Trait happiness	
Trait optimism	

There should be no doubt that this operational definition is antithetical to Bar-On's, Goleman's, and Salovey and Mayer's definitions, instruments, and models. Consequently, it cannot be meaningfully grouped with any of them, least of all under a competence label. How are we to obtain competence judgments concerning a typically developed individual's intrapersonal emotional "abilities" when that individual is the only person with direct access to the information that is necessary for making such a judgment?

Trait EI is the only operational definition in the field that recognizes the inherent subjectivity of emotional experience. That the trait EI facets are personality traits, as opposed to competencies or mental abilities or facilitators, is also corroborated by research revealing that the same genes that are implicated in the development of individual differences are also implicated in the development of individual differences in trait EI (Vernon, Villani, Schermer, & Petrides, 2008).

Trait EI does not assume that there is some archetypal "emotionally intelligent" individual whom all leaders, managers, and employees should strive to emulate in order to succeed. Emotion-based thinking tends to be intuitive and automatic, with low scientific diligence and low detail in judgment. Certain emotion profiles will be advantageous in some contexts but not in others..

Shortly stated, trait EI theory has several advantages relative to other approaches. First, it acknowledges the subjective nature of emotional experience [38], thus circumventing a series of problems plaguing other models. Second, it integrates the construct into mainstream theories of differential psychology rather than treating it as a novel entity detached from accumulated scientific knowledge. Third, it is not tied to specific proprietary tests, but rather it is general and provides

a platform for the interpretation of data from any questionnaire of EI or related constructs. Fourth, it is readily extendable into cognate areas (e.g., social intelligence) rather than restricted to a single idiosyncratic model.

1.3. The Value of Emotional Intelligence at Work

Martin Seligman has developed a construct that he calls "learned optimism". It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, internal attributions. In research at Met Life, Seligman and his colleagues found that new salesmen who were optimists sold 37 percent more insurance in their first two years than did pessimists. When the company hired a special group of individuals who scored high on optimism but failed the normal screening, they outsold the pessimists by 21 percent in their first year and 57 percent in the second. They even outsold the average agent by 27 percent.

In another study of learned optimism, Seligman tested 500 members of the freshman class at the University of Pennsylvania. He found that their scores on a test of optimism were a better predictor of actual grades during the freshman year than SAT scores or high school grades.

The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment.

Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. For instance, consider an experiment that was done at Yale University by Sigdal Barsade. He had a group of volunteers play the role of managers who come together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups the actor projected cheerful enthusiasm, in others relaxed

warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation, fairness, and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organization. Similar findings come from the field. Bachman found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and sociable.

One more example. Empathy is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying others' emotions were more successful in their work as well as in their social lives. More recently, a survey of retail sales buyers found that apparel sales reps were valued primarily for their empathy. The buyers reported that they wanted reps that could listen well and really understand what they wanted and what their concerns were.

Emotional intelligence is important for success in work and in life. However, this notion actually is somewhat simplistic and misleading. Both Goleman and Mayer, Salovey, & Caruso have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are. Goleman has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. "The emotional competencies are linked to and based on emotional intelligence. A certain level of emotional intelligence is necessary to learn the emotional competencies." For instance, the ability to recognize accurately what another person is feeling enables one to develop a specific competency such as Influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as Initiative

or Achievement drive. Ultimately it is these social and emotional competencies that we need to identify and measure if we want to be able to predict performance.

1.4. Assessment of Emotional Intelligence and competence

Assuming that emotional intelligence is important, the question of assessment and measurement becomes particularly pressing. What does the research suggest about the measurement of emotional intelligence and competence? In a paper published in 1998, Davies, Stankov, & Roberts concluded that there was nothing empirically new in the idea of emotional intelligence. This conclusion was based solely on a review of existing measures purporting to measure emotional intelligence at the point in time when they wrote that paper. However, most of those measures were new, and there was not yet much known about their psychometric properties. Research now is emerging that suggests emotional intelligence, and particularly the new measures that have been developed to assess it, is in fact a distinct entity. However, there still is not much research on the predictive validity of such measures, and this is a serious lack. Let me briefly summarize what we really know about the most popular ones.

1.4.1. The Emotional Quotient Inventory (EQ-i 2.0)

The oldest instrument is Bar-On's EQ-I, which has been around for over a decade. It was designed to assess those personal qualities that enabled some people to possess better "emotional well-being" than others. In one study the EQ-I was predictive of success for U.S. Air Force recruiters. In fact, by using the test to select recruiters, the Air Force saved nearly 3 million dollars annually. Also, there were no significant differences based on ethnic or racial group.

The findings from these studies suggest that the most powerful ESI competencies, skills and facilitators that impact psychological health are (a) the ability to manage emotions and cope with stress, (b) the drive to accomplish personal goals in order to actualize one's inner potential and lead a more meaningful life, and (c) the ability to verify feelings and thinking.

The Emotional Quotient Inventory 2.0 (EQ-i 2.0) and the EQ-360 were developed to assess the Bar-On model of emotional-social intelligence. The EQ-i 2.0 is a self-report measure designed to measure a number of constructs related to EI. The EQ 360 assessment provides a more in-depth analysis by having those who work with the person being assessed provide information as well. When observer ratings are compared with the results of an EQ-i 2.0 self-report a more detailed profile emerges. Both assessments measure emotional intelligence (EI) using one total score, five composite scores and 15 specific subscale scores. Item level results are also presented

EQ-i 2.0 and EQ 360 Composite Scales and Subscales

<p><i>Self-Perception:</i></p> <ul style="list-style-type: none"> • Self-Regard • Self-Actualization • Emotional Self Awareness 	<p><i>Self-Expression:</i></p> <ul style="list-style-type: none"> • Emotional Expression • Assertiveness • Independence
<p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Interpersonal Relationships • Empathy • Social Responsibility 	<p><i>Stress Management:</i></p> <ul style="list-style-type: none"> • Flexibility • Stress Tolerance • Optimism
<p><i>Decision Making:</i></p> <ul style="list-style-type: none"> • Problem Solving • Reality Testing • Impulse Control 	

1.4.2. Emotional and Social Competence Inventory (ESCI)

Emotional and social intelligence makes the difference between a highly effective leader and an average one. The real benefit comes from the 360° view into the behaviors that differentiate outstanding from average performers. It helps managers and professionals create competitive advantage for their organizations by

increasing performance, innovation and teamwork, ensuring time and resources are used effectively and building motivation and trust.

Use the emotional and social competency inventory (ESCI) to:

- measure emotional intelligence in your leaders and professionals
- raise awareness through powerful feedback
- focus your coaching and development on crucial capabilities
- bring out the best in individuals and teams.

ESCI Competency Scales

- *Emotional Self-Awareness*: Recognizing one's emotions and their effects
- *Emotional Self-Control*: Keeping disruptive emotions and impulses in check
- *Adaptability*: Flexibility in handling change
- *Achievement Orientation*: Striving to improve or meeting a standard of excellence
- *Positive Outlook*: Persistence in pursuing goals despite obstacles and setbacks
- *Empathy*: Sensing others' feelings and perspectives, and taking an active interest in their concerns
- *Organizational Awareness*: Reading a group's emotional currents and power relationships
- *Coach and Mentor*: Sensing others' development needs and bolstering their abilities
- *Inspirational Leadership*: Inspiring and guiding individuals and groups
- *Influence*: Wielding effective tactics for persuasion
- *Conflict Management*: Negotiating and resolving disagreements
- *Teamwork*: Working with others toward shared goals. Creating group synergy in pursuing collective goals.

1.4.3. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is an ability-based test designed to measure the four branches of the EI model of Mayer

and Salovey. MSCEIT was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS). MSCEIT consists of 141 items and takes 30-45 minutes to complete. MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores (Mayer, Salovey, & Caruso, 2002).

Mayer-Salovey-Caruso Emotional Intelligence Test – Scales. The Four Branches of Emotional Intelligence:

- *Perceiving Emotions*: The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli
- *Facilitating Thought*: The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes
- *Understanding Emotions*: The ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings
- *Managing Emotions*: The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth

One other measure deserves mention, even though it is less well-known than the others. Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim have developed a 33-item self-report measure based on Salovey and Mayer's (1990) early work. There is evidence for convergent and divergent validity. Emotional intelligence scores on this measure were positively associated with first-year college grades and supervisor ratings of student counselors working at various mental health agencies. Also, scores were higher for therapists than for therapy clients or prisoners.

1.4.4. The Genos Emotional Intelligence Inventory (Genos EI)

The Genos Emotional Intelligence Inventory (Genos EI) is a 360-degree measure of emotionally intelligent workplace behaviour. It measures how often individuals display emotionally intelligent workplace behaviour according to a taxonomic seven-factor model of emotional intelligence identified by Dr Benjamin Palmer and Professor Con Stough from Swinburne University.

Key Areas Measures:

Emotional Self-Awareness	The skill of perceiving and understanding one's own emotions.	<ul style="list-style-type: none"> • The capacity to identify and understand the impact one's own feelings is having on thoughts, decisions, behavior and performance at work • Greater self-awareness
Emotional Expression	The skill of effectively expressing one's own emotions.	<ul style="list-style-type: none"> • Creating greater understanding amongst colleagues about yourself • Creating trust and perceptions of genuineness amongst colleagues
Emotional Awareness of Others	The skill of perceiving and understanding others' emotions.	<ul style="list-style-type: none"> • Greater understanding of others, how to engage, respond, motivate and connect with them • Interpersonal effectiveness
Emotional Reasoning	The skill of utilizing emotional information in decision-making.	<ul style="list-style-type: none"> • Enhanced decision-making where more information is considered in the process • Greater buy-in from others into decisions that are made
Emotional Self-Management	The skill of effectively managing one's own emotions.	<ul style="list-style-type: none"> • Improved job satisfaction and engagement • Improved ability to cope with high work demands • Greater interpersonal effectiveness • Enhanced productivity and performance
Emotional	The skill of	<ul style="list-style-type: none"> • The capacity to generate greater

Management of Others	influencing the moods and emotions of others.	productivity and performance from others • The capacity to generate a positive and satisfying work environment for others • The capacity to effectively deal with workplace conflict
Emotional Self-Control	The skill of effectively controlling strong emotions experienced.	• Emotional well-being • The capacity to think clearly in stressful situations • The capacity to deal effectively with situations that cause strong emotions

1.4.5. Trait Emotional Intelligence Questionnaire (TEIQue)

The Trait Emotional Intelligence Questionnaire (TEIQue) developed by K. V. Petrides, is an integral part of a scientific research program that is currently based at the London Psychometric Laboratory in University College London (UCL).

The family of TEIQue instruments is available, free of charge, for academic and clinical research, with a wide range of materials also available for commercial purposes. Translations and adaptations of the various TEIQue forms currently exist in over 20 languages. [Click here](#) to visit the web site for current information on the TEIQue.

The Trait Emotional Intelligence Questionnaire (TEIQue) - Scales*

TEIQue-Full Form. The TEIQue is a self-report inventory that covers the sampling domain of trait EI (reprinted below) comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI (Petrides, 2009).

TEIQue-Short Form. This is a 30-item questionnaire designed to measure global trait emotional intelligence (trait EI). It is based on the full form of the TEIQue. Two items from each of the 15 facets of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total facet scores (Cooper & Petrides, 2010; Petrides & Furnham, 2006).

TEIQue 360° and 360°-Short Form. These forms are used for the collection of other-ratings and are available for both the full- and the short-forms of the TEIQue. They are especially useful for contrasting self versus observer-ratings on trait EI (e.g., in Leadership research and applications).

Finally, it might be helpful to keep in mind that emotional intelligence comprises a large set of abilities that have been studied by psychologists for many years. Thus, another way to measure emotional intelligence or competence is through tests of specific abilities. Some of these tests seem rather strong.

1.5. The Competency-modeling approaches

1.5.1. Defining a Competency

The most popular definition of competencies that is used in modern scientific researches belongs to Campion (2011) and Shippmann (2000). According to these researchers, competencies are individual characteristics, including knowledge, skills, abilities, self-image, traits, mindsets, feelings, and ways of thinking, which, when used with the appropriate roles, achieve a desired result. Competencies contribute to individual exemplary performance that creates reasonable impact on organizational outcomes [12].

1.5.2. Competency-based approaches

In the end of the 20th century the trend to use competency-based approaches has been utilized by business and industry in education and training, assessment, and development of workers. The competence approach starts from observing successful and effective job performers to determine how these individuals differ from less successful performers. This is the tradition followed by Boyatzis (1982), Spencer and Spencer (2008) who defined competency in terms of characteristics of people that are causally related to effective or superior performance in a job, generalizing across situations, and enduring for a reasonably long period of time. Boyatzis proposed the model of managerial competence and Spencer and Spencer described generic job model which explain the relationship of characteristics of

managers with both management functions and the internal organizational environment [46]. The management strategy literature in 1990s also introduced ‘core competence’ as a key organizational resource that could be exploited to gain competitive advantage. The emphasis was not on the individual effectiveness but on organizational effectiveness in general, which means creating a portfolio of core competencies — the company’s collective knowledge about how to coordinate diverse production skills and technologies [23]. The link between core competence and generic competencies is made through competency modeling and competency assessment. Competency modeling is used to identify the critical success factors driving performance in organizations (Lucia and Lepsinger, 1999), while competency assessment is used to determine the extent to which individuals have these critical competencies [46].

In the UK during the 1980s a competence-based approach was introduced in order to establish a nation-wide unified system of work-based qualifications. Vocational qualifications (Vocational Qualifications, VQs) were based on occupational standards of competence, grounded in functional analysis of occupations in a variety of contexts [25]. Occupational standards identify key roles, which are then broken down into a number of units of competence. These are further sub-divided into elements of competence and, for each element of competence, performance criteria are defined which form the basis of assessment, with range indicators provided for guidance. The definition of competence includes a mix of models: work expectations, input measures (knowledge and skills) and psychological attributes [30]. With a functional competence-based approach, the emphasis is on functional competence as the ability to demonstrate performance to the standards required of employment in a work context; the ability to apply knowledge, understanding and skills in performing to the standards required in employment. This includes solving problems and meeting changing demand [25].

Within German scientific tradition the main emphasis is on specifying the necessary learning inputs, rather than outcomes, to master a trade. Occupational competence is directly related with vocational training theory and associated

pedagogy. A standard typology of competences appears at the beginning of every new vocational training curriculum, elaborating vocational action competence (Handlungskompetenz) in terms of domain or subject competence (Fachkompetenz), personal competence (Personalkompetenz) and social competence (Sozialkompetenz) [25]. Domain competence describes the willingness and ability, on the basis of subject-specific knowledge and skills, to carry out tasks and solve problems and to judge the results in a way that is goal-oriented, appropriate, methodological and independent. Personal competence describes the willingness and ability, as an individual personality, to understand, analyze and judge the development chances, requirements and limitations in the family, job and public life, to develop one's own skills as well as to decide on and develop life plans. Social competence describes the willingness and ability to experience and shape relationships, to identify and understand benefits and tensions, and to interact with others in a rational and conscientious way, including the development of social responsibility and solidarity. A balance of subject, personal and social competence is the prerequisite for 'method and learning competence' which arises from the implementation of transversal strategies and processes of invention and problem-solving, while learning competence equates to the meta-competence 'learning how to learn' [25].

Austrian researchers have a similar approach to the typology of competence which includes three dimensions: cognitive, social and personal competences. Cognitive competence (Sachkompetenz) is defined as knowledge, skills and abilities that may be used in the specific occupation as well as transversally, and skills and abilities for mastering tasks and developing appropriate problem-solving strategies. Social competence (Sozialkompetenz) is largely concerned with dealing with others and is defined as the ability and willingness to cooperate, to interact with others responsibly and to behave in a group and relationally oriented way. Personal competence (Selbstkompetenz) comprises key qualifications for dealing with oneself and is defined in terms of ability and willingness to develop

personally, as well as to develop skills, motivation and attitudes to work and to the wider world [1].

A review of theory-grounded approaches to competence reveals that there is no single use of the concept of competence and no broadly accepted definition or unifying theory. Multiple and varied definitions of competence exist in social science literature [41].

1.5.3. Development of a Framework of EI Competencies

According to the perspectives described above, we emphasize that Emotional Intelligence competency framework can be based on four key points which are similar among different approaches to competencies.

First, most approaches discuss the importance of *personal competencies* (*self-knowledge skills* (e.g., self-awareness, effective listening, time and stress management), which refer to reflective skills with regard to individual development and self-management.

Second, all perspectives underline the importance of *social competencies* in discussing “communicative competencies”, “knowing whom competencies,” “interpersonal knowledge skills,” “networking, seeking feedback, and seeking career guidance,” and “interactive behaviors.”

Third, *cognitive competencies*, defined as knowledge, skills and abilities that may be used in the specific occupation as well as transversally, and skills and abilities for mastering tasks and developing appropriate problem-solving strategies [1].

An integrated framework of personal, social, and cognitive competencies offers a theoretical structure for the organization of personality and linking it to a theory of action and job performance. In other words, a competency is “an underlying characteristic of the person that leads to or causes effective or superior performance” [98].

EI competencies, in accord with the “Boston group” approach, can be clustered into three distinct group:

- goal and action management,
- people management
- and cognitive abilities (Boyatzis, 1995).

The studies that usually apply this EI construct include abilities from two clusters of EI competencies:

(1) self-management, and self-awareness, (i.e. intrapersonal abilities), such as adaptability;

(2) relationship management, and social awareness (i.e. interpersonal abilities), such as networking (Goleman, 1998; Boyatzis, 2002), ignoring cognitive competencies.

Gerli, Gubitta, & Tognazzo (2011) also considered this third cluster named by the Boston group scholars “cognitive or intellectual abilities”, which represents the abilities to understand the impacts of emotions on actions and on those of others. This set is made by competencies such as systems thinking and pattern recognition.

Similarly, according to the Mayer and Salovey (1997) ability model of EI, emotional intelligence includes the abilities to perceive, to understand and to manage emotions (which correspond to cluster (1) and (2) and the ability to harness emotions to facilitate cognitive activities such as information processing and decision-making, which resembles the cognitive competencies cluster. Previous research showed that cognitive intelligence shows some overlap with EI., Therefore the theoretical analysis allows to consider the cognitive cluster – cluster (3) - as one set of EI competencies (Cote, & Miners, 2006; Gerli, Gubitta, & Tognazzo, 2011).

PART II.

RESEARCH DESIGN AND DATA COLLECTION

2.1. Qualitative Study

2.1. 1. Qualitative Study Design

The study is developed within a qualitative research framework. Methods of data collecting include the Behavioral Event Interview (BEI) within the structured approach. The study sample consists of 20 successful business leaders (10 female and 10 male) from different industries.

The goal of our study necessitates the measurement of individual emotionally related constructs. The designs capable of accommodating the features of such dynamic elements are qualitative studies, in particular critical incident techniques. Our study applied different data-collection techniques, which allowed us first, to reduce the probability of retrospective biases by measuring data very close to occurrence and second, to include complex information that is hard to assess objectively. According to our theoretical framework, EI competencies were assessed using behavioral event interviews.

The aim of the study is to define core competencies that lead business leaders to career success and affect their work engagement:

Research objectives:

- to search for successful leaders who have built a successful career
- to identify competencies that business leaders need to work effectively
- to define the main motives and abilities that are important for business leaders' success and well-being
- to determine specific practices and assess their transfer to other contexts

***Hypothesis 1:** Because of different social stereotypes for men and women in Ukrainian cultural environment women leaders have a more pronounced level of development of emotional intelligence competences than men leaders.*

***Hypothesis 1a:** Women leaders are more committed to maintaining relationships and teamwork and therefore they can be more inclined to emotional self-awareness and empathy.*

***Hypothesis 1b:** Men leaders are focused on achievement orientation and goal setting therefore they can be less inclined to emotional self-awareness and empathy.*

2.1.2. Procedure and Sample

To collect the behavioural data we used the method, called the behavioural event interview (BEI) that contributes to reduce the probability of retrospective biases and ensures more reliability than self-report data which would more likely measure espoused theories about how one tends to or likes to behave than actual behavior used [38]. The behavioral event interview consists of a 1-hour audiotaped semi-structured individual interview in which people are asked to describe in detail the six critical incidents at work - three "higher points" or major successes and three "lower points" or significant failures.

Once they recall an event, they are guided through telling the story of the event with a basic set of four questions

- (1) what led up to the situation?
- (2) who said or did what to whom?
- (3) what did you say or do next? what were you thinking and feeling?
- (4) what was the outcome or result of the event?.

The behavioral event interview (BEI) technique was developed by McClelland (1998), and Spencer and Spencer (2008) and applied by Camuffo, Gerli, & Gubitta (2012) [32]. It is very useful in leadership behavior research studies and has several benefits, which can be identified as follows.

First, the critical incident methodology is well established to record behavioral details of events. **Second**, autobiographical research has shown the accuracy of recall of events is increased dramatically when the events are: recent; have a high valence or saliency to the person; and the recall involves specific actions. **Third**, by keeping the events recent and of high saliency (i.e. effective or ineffective), and to solicit action details by the interview protocol were believed to maximize accuracy. The

interviewers were trained with repeated practice, supervision and review of audiotapes. They were trained to ask for behavioural details and occasionally ask what the person was thinking or feeling. All of these conditions were incorporated into the BEI.

The responses are transcribed and interpreted using a thematic analysis process [6]. Thematic analysis is a process for “coding” raw qualitative information. Through the use of a “codebook” articulating specific themes and how to identify them, the researcher is able to convert open-ended responses or unstructured responses and behaviour into a set of quantified variables for analysis. The method has been used in numerous studies showing predictive validity of the competencies demonstrated by the person during the events as coded from the interviews (Boyatzis, 1998; Spencer and Spencer, 2008; McClelland, 1998). We used Boyatzis’ codebook as an initial main reference for the coding [6] This codebook categorizes 22 themes of competencies divided into three groups: goal and action management abilities, people management abilities and analytic reasoning abilities. Boyatzis’ codebook was then enriched with 12 themes of competencies by using thematic analysis in order to take into account further behaviours that led to effective performance in the specific context. The competencies we added to Boyatzis’ codebook are: *Information gathering, Result orientation, Organizational awareness, Directing others, Teamwork, Leadership, Visioning, Process-based vision and Benchmarking*. Two coders independently coded the interviews. In this research, the coders averaged more than 90% inter-rater reliability on the 32 competencies. Each BEI was coded for frequency of occurrence in the interview. In other words, frequency can measure how often someone activates a certain competency, it is the number of times a competency is detected out of the maximum possible number of times it can be detected; for example, a 10% frequency means that a competency appears in one behavioural event out of ten. Totally, 20 interviews were conducted, one for each participant. These data were collected among business owners and managers with at least 10 subordinates.

Sampling strategy is stratified purposeful sampling – focuses on characteristics of particular subgroups of interest. The sample consisted of 20 business leaders, 10 males and 10 females. Their ages ranged from 33 to 48 years, and the average age was 41 year. The average number of subordinates is 125 employees for the leader.

According to the career level, there were 10 participants with Executive career level, 10 – with senior career level. 15 participants had a professional experience more than 15 years; and 5 participants had 10-15 years of professional experience. Participants were from organizations of retail and wholesale, services, radio, TV and media, IT, manufacturing. 6 participants were from medium (500-1000 employees) enterprises, 4 from large organizations (over 1000 employees) and 10 leaders from small companies (1-500 employees).

We also asked the participants to fill out a number of measures that addressed issues relating to their demographics. We considered variables for gender, education, career level.

2.1.3. Qualitative Study Results

We analyzed sets of behavioral critical incidents among leaders about the efficiency and inefficiency of their professional work and identified several clusters of skills, which nowadays are very important for the inefficiency of business leaders in Ukrainian business environment (see Table 1).

Table 1. EI Competency Scales

EI Competency Scales	Behavioral Incident
Self-awareness. Recognizing and understanding our own emotions, captured in the competency:	
<i>Emotional Self-Awareness:</i> Recognizing my one emotions and their effects on performance	Almost all the interviewees demonstrated very high level of emotions recognition
<i>Self-esteem:</i> Successful and self-confident	2/3 of the respondents are self-confident

<i>Self-motivation:</i> Driven and unlikely to give up in the face of adversity	The majority of the leaders are self-motivated
<i>Happiness:</i> cheerful and excited	Only few respondents detected happiness, women - more frequently
Self-management. Effectively managing our own emotions:	
<i>Emotional Self-Control:</i> Keeping disruptive emotions and impulses in check and maintain the effectiveness under stressful or hostile conditions.	The majority of the respondents testified the high self-control of their emotions
<i>Achievement Orientation:</i> Striving to improve or meeting a standard of excellence; looking for ways to do things better, set challenging goals and take calculated risks	Almost all of the interviewees are oriented on the achievements
<i>Positive outlook:</i> Seeing the positive in people, situations and events and persistence in pursuing goals despite obstacles and setbacks. <i>Optimism:</i> confident and likely to “look on the bright side” of life	Optimism and positive perception of life is more characteristic for women
<i>Adaptability:</i> Flexibility in handling change, juggling multiple demands and adapting ideas or approaches	The respondents showed rather low level of adaptability
<i>Stress management:</i> capable of withstanding pressure and regulating stress	The interviewed leaders demonstrated rather low level of stress management
<i>Emotion expression:</i> capable of communicating their feelings to others	Emotion expression is not highly developed among the interviewees
Social awareness. Recognizing and understanding the emotions of others	

<i>Empathy:</i> Sensing others' feelings and perspectives, and taking an active interest in their concerns and picking up cues to what is being felt and thought	2/3 of the respondents demonstrate empathy, women mention it more frequently
<i>Organizational Awareness:</i> Reading a group's emotional currents and power relationships, identifying influencers, networks and dynamics	Almost all the leaders are capable to read the groups' emotions and dynamics
Relationship management. Applying emotional understanding in our dealings with others	
<i>Influence:</i> Having a positive impact on others, persuading or convincing others in order to gain their support. <i>Emotion management:</i> capable of influencing other people's feelings	The majority of the interviewees express positive impact and influence, including emotional, on others
<i>Coach and mentor:</i> Sensing others' development needs, fostering the long-term learning or development of others by giving feedback and support.	Most of the respondents treat themselves as valuable coaches for others
<i>Conflict management:</i> Helping others through emotional or tense situations, negotiating and resolving disagreements	¾ of the interviewees are strong in conflict management
<i>Inspirational Leadership:</i> Inspiring and guiding individuals and groups to get the job done, and to bring out the best in others	Inspirational leadership turned out to be more native for women
<i>Teamwork:</i> Working with others toward shared goals; creating group synergy in pursuing collective goals; sharing	The interviewed leaders realise the high value of effective and comfortable teamwork, but also accept that the

responsibility and rewards and contributing to the capability of the team.	subordinates are afraid of responsibility
Cognitive competencies:	
<i>Decision Making:</i>	Guilty, responsible, forecasting strategic decisions
<i>Problem Solving</i>	The majority of interviewees declared that with age and experience they began to treat challenges and obstacles as positive “game” instead of “problem” in earlier age
<i>Reality Testing</i>	Almost all the respondents are open to criticism and feed-backs from both – their colleagues and subordinates.

EI competencies, in accord with the “Boston group” approach, can be clustered into three distinct groups: goal and action management, people management and cognitive abilities. The studies that usually apply this EI construct includes abilities from two clusters of EI competencies: (1) self-management, and self-awareness, (i.e. intrapersonal abilities), such as adaptability; and (2) relationship management, and social awareness (i.e. interpersonal abilities), such as networking, ignoring cognitive competencies [9].

We also considered this third cluster named by the Boston group scholars “cognitive or intellectual abilities”, which represents the abilities to understand the impacts of emotions on actions and on those of others. This set is made by competencies such as systems thinking and pattern recognition.

Similarly, the most widely used ability model of EI developed by Mayer and Salovey (1997) proposes that EI includes besides the abilities to perceive, to understand and to manage emotions - which correspond to cluster (1) and (2) -, also the ability to harness emotions to facilitate cognitive activities such as information processing and decision-making, which resembles the cognitive competencies cluster

[29]. When considering EI this aspect cannot be ignored, in fact also early attempts to identify the characteristics of leaders that mostly impact on firm results took a highly cognitive approach, focusing on behaviors such as gathering information, seeking opinions, and initiating ideas. Failing to include both emotional and cognitive concepts in models of leadership may be a serious omission (Côté & Miners, 2006) since also previous research showed that cognitive intelligence is a construct that shows some overlap with EI. Therefore, it is theoretically sound to consider the cognitive cluster – cluster (3) - as one set of EI competencies (Côté et al., 2010).

Results of our research we see from the Table 2, there are 3 clusters of EI competencies.

Table 2. EI Competency Scales

EI Scales	Competency	Behavioral Incident
PERSONAL COMPETENCIES / THE KNOWING WHY DIMENSION		
1. Self-awareness.		
Recognizing and understanding our own emotions, captured in the competency:		
<i>Emotional Awareness</i>	<i>Self-</i>	Recognizing my own emotions and their effects on performance
<i>Self-esteem</i>		Successful and self-confident
<i>Self-motivation</i>		Driven and unlikely to give up in the face of adversity
2. Self-management. Effectively managing our own emotions:		
<i>Emotional Self-Control</i>		Keeping disruptive emotions and impulses in check and maintain the effectiveness under stressful or hostile conditions.
<i>Achievement Orientation</i>		Striving to improve or meeting a standard of excellence; looking for ways to do things better, set challenging goals and take calculated risks
<i>Positive outlook</i>		Seeing the positive in people, situations and events

	and persistence in pursuing goals despite obstacles and setbacks.
<i>Adaptability</i>	Flexibility in handling change, juggling multiple demands and adapting ideas or approaches
SOCIAL COMPETENCIES / THE KNOWING WHOM DIMENSION	
1. Social awareness. Recognizing and understanding the emotions of others	
<i>Empathy</i>	Sensing others' feelings and perspectives, and taking an active interest in their concerns and picking up cues to what is being felt and thought
<i>Organizational Awareness</i>	Reading a group's emotional currents and power relationships, identifying influencers, networks and dynamics
2. Relationship management. Applying emotional understanding in our dealings with others	
<i>Influence</i>	Having a positive impact on others, persuading or convincing others in order to gain their support
<i>Coach and mentor</i>	Sensing others' development needs, fostering the long-term learning or development of others by giving feedback and support
<i>Conflict management</i>	Helping others through emotional or tense situations, negotiating and resolving disagreements
<i>Teamwork</i>	Working with others toward shared goals; creating group synergy in pursuing collective goals; sharing responsibility and rewards and contributing to the capability of the team
Cognitive competencies / //The knowing how dimension	
<i>Decision Making</i>	Predicting the result from the personal choice and feeling the responsibility for the choice
<i>Problem Solving/</i>	Finding solutions to the problems where feelings are

<i>Challenges and Obstacles</i>	interfered, understanding how the feelings influence decision making
<i>Reality Testing/Criticisms, Feedback</i>	Evaluating a feeling or thought against real life. It is a way that helps individuals to face possible bad consequences of a situation or a problem

2.2. Quantitative Study

2.2.1. Quantitative Study Design

The aim of the study is to analyze emotional intelligence of business leaders who have built a successful career

Research objectives:

- to analyze emotional intelligence of women who have built a successful career
- to define the main motives and abilities that are important for women's career success and well-being

Hypothesis 1: Emotion intelligence is an important factor in career success

Hypothesis 2: Because of different social stereotypes for men and women in Ukrainian cultural environment women leaders have higher level of development of emotional intelligence than men leaders.

Career success is defined as the accumulated positive work and psychological outcomes resulting from one's work experiences (Judge, Cable, Boudreau, & Bretz, 1995; Seibert & Kraimer, 2001).

Researchers often operationalize career success in one of two ways. The first includes variables that measure objective or extrinsic career success. These include indicators of career success that can be seen and therefore evaluated objectively by others, such as salary attainment and the number of promotions in one's career (Judge, Cable, Boudreau, & Bretz, 1995).

The second way that career success is operationalized is by variables that measure subjective or intrinsic career success. Such variables capture individuals' subjective judgments about their career attainments, such as job and career satisfaction (Burke, 2001; Judge, Higgins, Thoresen, & Barrick, 1999). The main

construct used most often to measure subjective career success is still simply career satisfaction (Ng, Eby, Sorensen, & Feldman, 2005).

The study is developed within a quantitative research framework. Method of data collecting includes online Emotional Intelligence Survey emailed in 2018 to business leaders working in different firms. Data collection took place from February 2018. The statistical analysis of the research results is made using the statistical software SPSS.

2.2.2. Procedure and Sample

The study sample consists of 90 business leaders from different organizations in Ukraine. The data in our study obtained from online Emotional Intelligence Survey emailed in 2018 to 300 business leaders working in different firms. Data collection took place from February 2018. A questionnaire was emailed to each potential respondent with a cover letter stating the purpose of the survey and the confidentiality of the data obtained. At the end data collection we had 90 completed surveys from business leaders of about 70 organizations in Ukraine (30% response rate) – people on different career levels, performing the role of director, CEO and owner.

Participants responded to survey questions on emotional intelligence, satisfaction with life scale and career satisfaction. Except for the control variables, respondents used Likert-type scales to respond to the items in the following measures:

1) *The Trait Emotional Intelligence Questionnaire (TEIQue-SF)* (Petrides, & Furnham, 2001). The Trait Emotional Intelligence includes 4 factors:

- | | | |
|---|---------------------|--------------------|
| 1 | Well-being Factor | Self-esteem |
| | | Optimism |
| | | Happiness |
| 2 | Self-control Factor | Impulse Control |
| | | Emotion Regulation |
| | | Stress Management |

- 3 Emotionality Factor Relationships
 - Emotion Expression
 - Emotion Perception
 - Empathy
- 4 Sociability Factor Social Awareness
 - Assertiveness
 - Emotion Management

2) *Career Satisfaction Scale (CCS)* (Spurk, Abele, & Volmer, 2011)

3) *Satisfaction with Life Scale (SWLS)* (Diener, Emmons, Larsen, & Griffin, 1985)

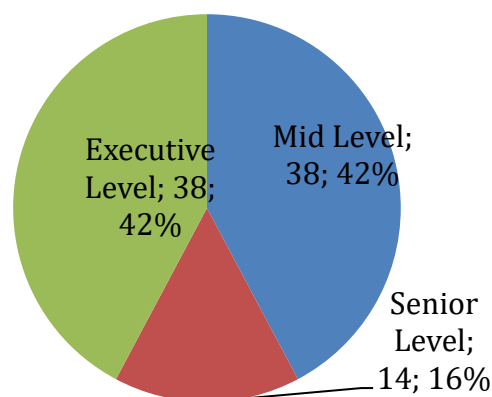
4) *Brief Calling Scale (BCS)* (Dik, Eldridge, Steger, & Duffy, 2012)

Control variables. As some studies found that some variables strongly influence career success, we statistically controlled for gender (Kirchmeyer 1998), work experience, career level (Spurk and Abele, 2009), and age (Ng et al. 2005).

Participants ranged in age from 24 to 57 years ($M = 39.69$, $SD = 6.32$), 43 of them were male (47.8%), and 47 (52.2%) were female. 13.3% of participants had an average level of professional experience from 1 to 5 years, 16.7% from 6 to 10 years, 16.7% from 11-15 years and 53.3% had an professional experience more than 15 years;

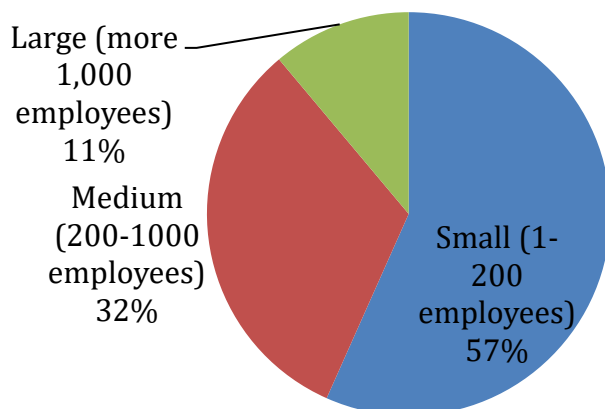
Most of these employees (42.2%) were on the middle level of their career, 15,6% on the senior level, 42.2% on the executive level.

Table 3.2.1 Career level of participants



According to the size of organization most participants were from small organizations (1-200 employees) (57%) and medium organizations (200 – 1000 employees) (32%) and only 11% were from large companies (more 1000 employees).

Table 3.2.2. Type of organization



Most of participants were from local enterprises (80%), 17.8% of them were from foreign-invested enterprises and 2 organizations was state-owned enterprises.

2.2.3. Quantitative Study Results

Means, standard deviations, and correlations among variables are shown in Table 3.2.3.

Table 3.2.3. Correlations

Spearman's rho	Career level	Types of enterprises	Company Size	Work Experience	Subordinates	Age	Sex
Career level	1,000	-0,148	-,519**	,277**	,274**	,329**	-0,134
Types of enterprises	-0,148	1,000	-0,127	-0,034	-0,020	-0,123	-0,122
Company Size	-,519**	-0,127	1,000	-0,063	0,088	-0,111	0,030
Work Experience	,277**	-0,034	-0,063	1,000	,222*	,421**	-

								,226*
Number of Subordinates	,274**	-0,020	0,088	,222*	1,000	0,060	-	,340*
Age	,329**	-0,123	-0,111	,421**	0,060	1,000	-	0,035
Sex	-0,134	-0,122	0,030	-,226*	-,340**	-0,035	1,000	
Career Satisfaction	-0,197	0,126	0,131	0,150	-0,011	0,102	0,132	
Satisfaction with Life	0,086	0,046	-0,163	0,089	0,034	0,143	0,004	
TEI Wellbeing	0,015	0,106	-0,161	0,187	-0,062	,238*	0,060	
TEI Self Control	0,057	-0,058	-0,104	0,141	0,169	,310**	-	0,190
TEI Emotionality	-0,005	-0,074	-0,036	0,056	0,015	0,011	-	0,032
TEI Sociability	-,261*	-0,032	,223*	-0,004	0,030	0,073	0,042	
TEIQ	-0,059	-0,058	0,000	0,185	0,034	,223*	-	0,039
Calling Presence	-0,094	-0,091	0,046	-0,032	-0,147	0,058	0,184	
Calling Searching	0,072	0,169	-0,033	0,131	0,000	0,062	0,124	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The overall coefficient of emotional intelligence (TEIQ) does correlate with age ($r = .22, p < .01$) in particular TEI Wellbeing correlates with age ($r = .24, p < .05$) and TEI Self Control correlates with age ($r = .31, p < .01$)

The coefficient of emotional intelligence – TEI Sociability (ability to have fulfilling personal relationships at work) has a negative relation to career level ($r = .26, p < .05$) which means that climbing up the career ladder a person becomes lonely and not build meaningful relationships with colleagues at work anymore. But also

TEI Sociability (ability to have fulfilling personal relationships at work) does correlate with company size ($r = .22, p < .05$): the more people are in the company, the more difficult the relationship has to build a person.

There are positive correlations between career satisfaction, satisfaction with life and coefficients of emotional intelligence. The TEI Wellbeing coefficient of emotional intelligence does correlate with career satisfaction ($r = .23, p < .05$) and satisfaction with life ($r = .30, p < .05$).

Table 3.2.4. Correlations

	Career Satisfaction	Satisfaction with Life
TEI Wellbeing	,234*	,297**
TEI Self Control	,214*	,239*
TEI Emotionality	-0,064	0,011
TEI Sociability	,229*	0,016
TEIQ	0,192	0,185
	0,070	0,082
	90	90

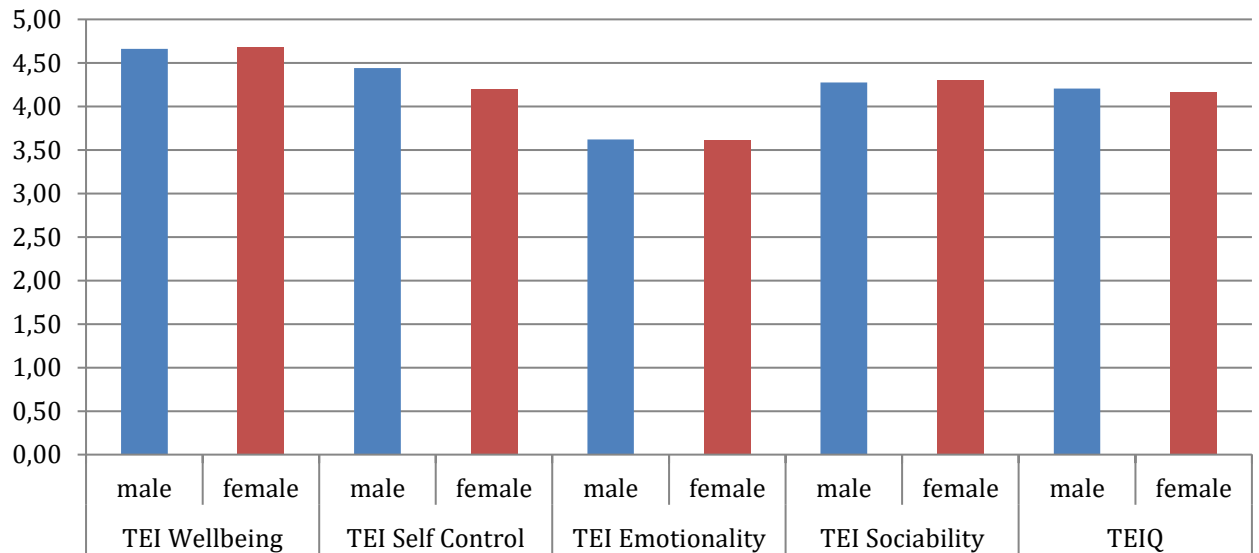
** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

All of participants have above average level of all indicators of emotional intelligence except TEI Emotionality factor that include building relationships, emotion expression, emotion perception and empathy (Figure 3.2.1.).

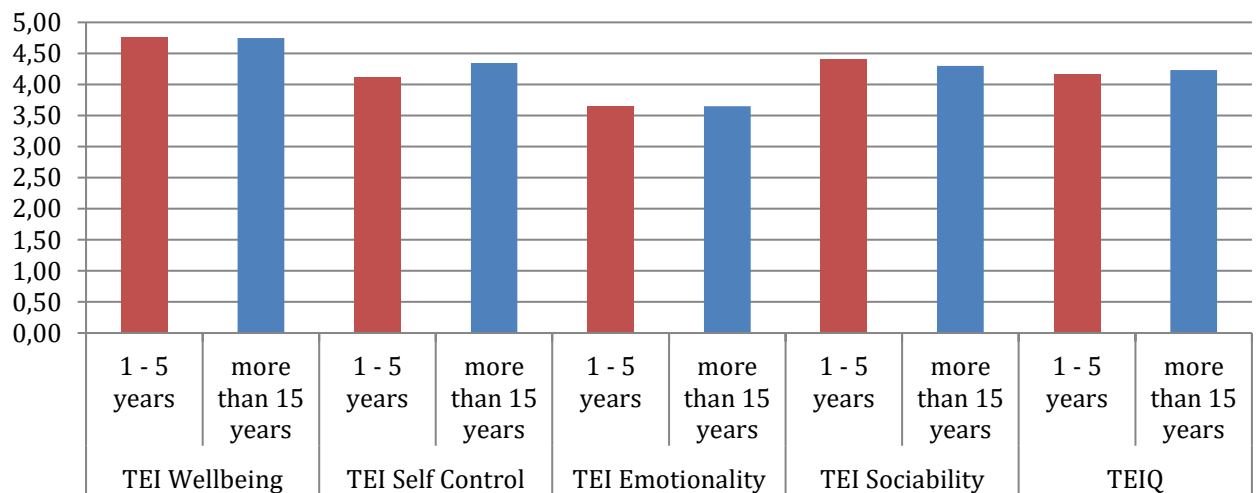
Also we didn't find any significant differences in emotional intelligence between men leaders and women leaders in Ukrainian cultural environment.

Figure 3.2.1. Emotional intelligence between men leaders and women leaders



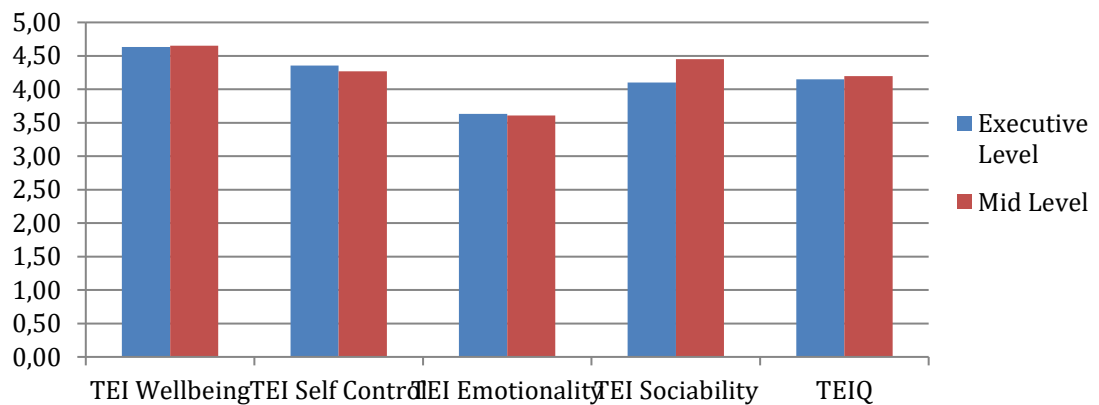
There is no difference in emotional intelligence between those who have a big experience and those who are at the beginning of managerial careers.

Figure 3.2.2. Emotional intelligence and work experience



Also there is no big difference in emotional intelligence between those middle and executive career level. But business leaders on middle career level have higher level of the sociability factor that includes social awareness, assertiveness and emotion management.

Figure 3.2.3. Emotional intelligence and career level



Therefore all of business leaders have above average level of all indicators of emotional intelligence.

Career success is considered in two ways. The first includes variables that measure objective or extrinsic career success. These include objective indicators of career success such as salary attainment, career level and the number of promotions in one's career. The second way that career success is operationalized is by variables that measure subjective or intrinsic career success. Such variables capture individuals' subjective judgments about their career attainments, such as career satisfaction. Therefore the relations between career satisfactions, satisfaction with life and coefficients of emotional intelligence means that emotion intelligence is an important factor in career success (Hypothesis 1).

Also we didn't find any significant differences in emotional intelligence between men leaders and women leaders in Ukrainian cultural environment, which means that the hypothesis 2 is rebutted.

2.3. Conclusion

So is there anything new about emotional intelligence? In fact, one of his main points was that the abilities associated with emotional intelligence are important for success in many areas of life.

A considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social

and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and the world of work make ever greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important.

EI competencies clusters include:

(1) self-management, and self-awareness, (i.e. intrapersonal abilities), such as adaptability;

(2) relationship management, and social awareness (i.e. interpersonal abilities), such as networking (Goleman, 1998; Boyatzis, 2002).

(3) cognitive or intellectual abilities, which represents the abilities to understand the impacts of emotions on actions and on those of others (Gerli, Gubitta, & Tognazzo, 2011).

PART III.

KEY FINDINGS

As cognitive ability seems to play less significant role in explaining why some people are more successful, comes the evidence that emotional and social factors are important.

Cognitive and non-cognitive abilities are very much related. Emotional and social skills support improving cognitive functioning.

Emotional intelligence is the electricity through the wires for organisation. Achievers follow inspirational leaders. Emotional leaders understand their impact on others and attune their styles accordingly.

Some of the skills are required to reach remarkable performance, spread out among the 5 domains: self-awareness, self-regulation, motivation, empathy and social skills. The 5 main competencies are grouped in two main categories: personal and social skills.

The findings suggest that the most powerful ESI contributors to occupational performance are:

- (a) the ability to be aware of and accept oneself;
- (b) the ability to be aware of others' feelings, concerns and needs;
- (c) the ability to manage emotions;
- (d) the ability to be realistic and put things in correct perspective;
- (e) the ability to have a positive disposition.

Emotional competence is the main factor influencing success in the professional life of any person or institution.

The hypothesis that women leaders are more committed to maintaining relationships and teamwork and therefore they can be more inclined to emotional self-awareness and empathy was part proven in our qualitative research. And so was the hypothesis that men leaders are focused on achievement orientation and goal setting therefore they can be less inclined to emotional self-awareness and empathy.

All of participants have above average level of all indicators of emotional intelligence except TEI Emotionality factor which include building relationships, emotion expression, emotion perception and empathy

There is no difference in emotional intelligence between those who have a big experience and those who are at the beginning of managerial careers.

Also there is no big difference in emotional intelligence between those middle and executive career level. But business leaders on middle career level have higher level of the sociability factor that includes social awareness, assertiveness and emotion management.

Therefore all of business leaders have above average level of all indicators of emotional intelligence. The majority of the leaders is self-motivated and testified the high self-control of their emotions. Almost all of the interviewees are oriented on the achievements. Almost all the leaders are capable to read the groups' emotions and dynamics. The majority of the interviewees express positive impact and influence, including emotional, on others. Most of the respondents treat themselves as valuable coaches for colleagues. The interviewed leaders realise the high value of effective and comfortable teamwork, but also accept that the subordinates are afraid of responsibility. $\frac{3}{4}$ of the interviewees are strong in conflict management. Almost all the respondents are open to criticism and feedbacks from both – their colleagues and subordinates.

The majority of interviewees declared that with age and experience they began to treat challenges and obstacles as positive “game” instead of “problem” in earlier age. The other researches also proves that the respondents in their late 40s got the highest mean results. With age the increase of emotional-social intelligence is observed. The results presume that as the individual gets older, he/she becomes more emotionally and socially intelligent. The ability to acquire skills of emotional intelligence increases with age, due to increased experience.

Though in general there were no any significant differences in emotional intelligence between men leaders and women leaders, some features and characteristics of female interviewees should be emphasised:

- 2/3 of the respondents demonstrate empathy, women mention it more frequently
- Inspirational leadership turned out to be more native for women
- Only few respondents detected happiness, women - more frequently
- Optimism and positive perception of life is more characteristic for women

Though respondents didn't express happiness in the behavioral interview, they still demonstrate high level of satisfaction in quantitative research. This might be the peculiarity of our local culture, but could be important informational tool for the leaders.

What could be the development zone for business leaders in Ukraine?

Based on the result of our research the respondents showed rather low level of adaptability, the interviewed leaders demonstrated rather low level of stress management, emotion expression is not highly developed among the interviewees.

The findings have shown, although unexpectedly, that most of the respondents expressed a feeling of guilt. They spoke about feeling guilty when they make strategic decisions in any area of management and leadership.

We didn't find any significant differences in emotional intelligence between men leaders and women leaders in Ukrainian cultural environment which means that the *“Hypothesis 2: Because of different social stereotypes for men and women in Ukrainian cultural environment women leaders have higher level of development of emotional intelligence than men leaders”* is rebutted.

3.1 Conclusions and Further Steps

A high level of emotional intelligence pays off in a career.

In any situation when emotions dominate – we become unstructured and difficult to understand. When ratio prevails – we are rigid and obscure.

The person becomes the most effective in combination of emotion and ratio. When we don't recognise our emotions and don't know how to manage them – the remote control of our condition belongs to others.

A person's ability to perceive, identify, and manage emotion provides the basis for social and emotional competencies that are important for success in almost any job.

Self-discovery could be painful but is essential to accept leadership responsibility.

Current research – the first step to increase the efficiency of soft skills. Usually people are not very willingly work on their soft skills. This research could force the employees to accept the responsibility of their results – both achievements and failures. The latest tendency - HR claim that traditional training doesn't work any more, it's becoming waste of money for the companies. The most effective way to improve – to switch on employee's intention for personal development, return responsibility for result. This will lead to a constant increase in efficiency, and not just a jump after the training.

As the hypothesis that women leaders are more inclined to emotional self-awareness and empathy was only partly proven in our qualitative research, and the Hypothesis: “Because of different social stereotypes for men and women in Ukrainian cultural environment women leaders have higher level of development of emotional intelligence than men leaders” was rebutted in our quantitative research, I suggest that we could advice not to distinguish any gender approaches.

On the other hand – we are aware that our respondents are mature personalities at a high level of social and financial responsibilities.

Therefor the idea is to continue the research for other group – the middle management that would most likely be of younger average age. In this other group of respondents our hypothesis could be proven.

We analyzed sets of behavioral critical incidents among leaders about the efficiency and inefficiency of their professional work and identified several clusters of skills, which nowadays are very important for the inefficiency of business leaders in Ukrainian business environment.

The current research was the testing methodology to find out what requests and requirements of the successful business leaders in Ukraine can be satisfied.

The methodology could be used as a diagnostic instrument for recruiting and career growth inside the companies. We can offer to measure efficiency through involvement, as a second stage of our research and development.

In the end of the 20th century the trend to use competency-based approaches has been utilized by business and industry in education and training, assessment, and development of workers. The competence approach starts from observing successful and effective job performers to determine how these individuals differ from less successful performers.

EI competencies can all be worked on, and improved, and that contrarily to IQ, people can improve their EI by receiving feedback, practice and correct training and guidance.

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ANNEX 1

INTERVIEW METHOD TO RECEIVE BEHAVIOR EXAMPLES

МЕТОД ІНТЕРВ'Ю З ОТРИМАННЯ ПОВЕДІНКОВИХ ПРИКЛАДІВ

(III)

Preparation for conducting the BEI

Підготовка до проведення ІІІ

1. Find out with whom we talk: name, father's name, surname, the position at the company and the essential of his/ her work.

1. Дізнатися, з ким вам доведеться розмовляти: ім'я, по-батькові, прізвище, назва його посади і трохи про суть його роботи.

2. Organize a separate place for the interview and devote one or two hours away of interruption. An interview should not take place where other people can not hear you. Perhaps the interview will be better if conducted outside of the office of the researcher and away from visitors and phone calls.

2. Організуйте для інтерв'ю відокремлене місце і виділіть півтори-дві години часу без перерви. Інтерв'ю не повинно проходити там, де вас можуть почути інші люди. Можливо, для інтерв'ю буде краще, якщо проводити його поза офісом досліджуваного та далеко від відвідувачів і телефонних дзвінків.

3. Record the interview on the voice recorder.

3. Запишіть інтерв'ю на диктофон.

Interview plan for getting behavioral examples

План інтерв'ю з отримання поведінкових прикладів

5 steps:

5 кроків:

1. *Introduction.* Introduce yourself and describe the aim and the format of the interview. Option 1a. Career. Ask about education and the pervious working experience.

2. *Job description.* Ask the interviewee to describe his/her most important work tasks and areas of responsibility.
3. *Behavioral samples.* Ask the interviewee to describe in details six the most important situations that s/he experienced at work, - *three «highest points»* or main successes and three *«lowest points»* or significant failures.
4. *Characteristics required to complete his/her work.* Ask the researcher to describe what he thinks is necessary for the effective performance of his work.
5. *Conclusion and brief summary.* Express your gratitude to the interviewee for the time spent and make a brief summary of the key incidents and data obtained during the interview

1. *Вступ.* Представтесь і поясніть мету і формат інтерв'ю. Варіант 1а. Кар'єра. Запитайте про освіту досліджуваного та попередній досвід роботи.
2. *Посадові повноваження.* Попросіть досліджуваного описати його найбільш важливі робочі завдання і зони відповідальності.
3. *Поведінкові приклади.* Попросіть досліджуваного детально описати шість найважливіших ситуацій, з якими він зіткнувся на роботі, - *три «вищих точки»* або головні успіхи і *три «нижчих точки»* або значущі невдачі.
4. *Характеристики, потрібні для виконання роботи.* Попросіть досліджуваного описати, що, на його думку, потрібно для ефективного виконання його роботи.
5. *Висновок і коротке резюме.* Подякуйте досліджуваному за витрачений час і зробіть коротке резюме ключових інцидентів і даних, отриманих в ході інтерв'ю.

Descriptions of steps for the BEI

ОПИС КРОКІВ ІІІ

STEP 1. Introduction. 5 - 10 minutes

КРОК 1. Вступ. 5 - 10 хвилин

The true purpose of Step 1 is to establish mutual trust and a pleasant atmosphere between you and your interviewee so that he relaxes, opens and is ready to speak with you.

Справжня мета 1 кроку - встановити взаємну довіру і приємну атмосферу між вами і співрозмовником, щоб він розслабився, відкрився і був готовий з вами розмовляти.

Specific goals:

- *Reveal the interviewee from constraint.* Introduce yourself in friendly and discreet manner.
- *Motivate the interviewee for participation.* Explain the target and format of the interview. The majority of people want to know why they are asked for interview and how the results would be implemented.
- *Establish trust and confidentiality.* Emphasize the confidentiality of what was said during the interview. Explain how data will be used and who will see it.
- *Get permission to record the interview on a voice recorder.* You can say: With your permission, I would like to record an interview on a voice recorder to give you more attention during a conversation and do not do too many entries. Again, all your words will be fully confidential. However, if you want to say something without a record or do not want me to record our conversation, tell me about it and I will turn off the voice recorder.
- *Obtain career data.* The purpose of this step is to determine the place of the former work, education and life experience of the researcher who could develop his competencies for this work. These data may be useful in designing career and substitution planning systems.
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Конкретні цілі:

- *Позбавити досліджуваного від скутості.* Назвіться стримано і по-дружньому.
- *Мотивувати досліджуваного до участі.* Поясніть мету і формат інтерв'ю. Більшість людей хочуть знати, чому з ними проводять інтерв'ю і для чого будуть використовуватися відповіді.
- *Встановити довіру та конфіденційність.* Підкресліть конфіденційність сказаного під час інтерв'ю. Роз'ясніть, як будуть використовуватися дані і хто їх побачить.
- *Отримати дозвіл записувати інтерв'ю на диктофон.* Ви можете сказати: З вашого дозволу я б хотів записати інтерв'ю на диктофон, щоб приділяти вам більше уваги під час розмови і не робити занадто багато записів. Знову ж таки, всі ваші слова будуть строго конфіденційними. Однак, якщо ви хочете щось сказати без запису або не хочете, щоб я записував нашу розмову, скажіть мені про це, і я вимкну диктофон.
- *Отримати дані про кар'єру.* Мета цього кроку - визначити місця колишньої роботи, освіти і життєвий досвід досліджуваного, які могли розвинути його компетенції для виконання цієї роботи. Ці дані можуть виявитися корисними при проектуванні кар'єри і систем планування заміщення.

STEP 2. Job description. 10-15 minutes.

КРОК 2. Посадові повноваження. 10-15 хвилин.

The specific questions of this step are aimed at figuring out what and how a person really does in the current position.

1. “*What is the title of your job?*”
2. “*Who are you reporting to?*” Pay attention to the position of the leader/supervisor. You can say: “I do not need his/her name, just the title of the position”.

3. *“Who reports to you?”* Pay attention to the position of people that directly report to him/her. And again – you can say, that you do not need the names, just the positions of the subordinates.
4. *“What are your main tasks or responsibilities? What are you really doing? Які ваші основні завдання або відповідальність?”* If a person is having difficulty recounting his/ her main job tasks or responsibilities, you can articulate questions more specifically. For example: "What did you do on a particular day, week or month?"

Конкретні питання цього кроку спрямовані на те, щоб з'ясувати: що і як людина насправді робить на поточній посаді.

1. *«Як називається ваша посада?»*
2. *«Перед ким ви звітуєте?»* Зверніть увагу на посаду і позицію керівника/супервайзера. Ви можете сказати: «Мені не потрібно його ім'я, назвіть тільки посаду».
3. *«Хто звітує перед вами?»* Зверніть увагу на посади або позиції людей, які безпосередньо звітують перед ним. Знову ж таки, ви можете сказати, що імена не потрібні, тільки посади підлеглих.
4. *«Які ваші основні завдання або відповідальність? Чим ви займаєтесь насправді?»* Якщо людина відчуває труднощі з перерахуванням основних посадових завдань або відповідальності, ви можете сформулювати питання більш конкретно. Наприклад: *«Що ви робили в конкретний день, тиждень або місяць?»*

STEP 3. Behavioral events. 40-60 minutes.

КРОК 3. Поведінкові приклади. 40-60 хв.

The crucial task of the BEI is to make the interviewee to describe in detail *six* (or at least four) *critical incidents*.

Some respondents report only about four cases, others about dozens. This part of the interview should take most of the time and provide you with specific information. A good practical rule is enough details, if you can take a video about a case (with a

voice-over for the voice of the opinions of the subject) and you do not have to invent too much.

If the job description of responsibilities did not lead to himself to the event description, you can say the following: *"And now I would like to get a full, complete example of what you do at your work. Could you recall a specific moment or situation in which you have performed extremely well or when you have shown yourself particularly well, have achieved the greatest success?"*

In order to get the full story, you need answers to five key questions:

1. *"What was the situation! What events led to it?"*
2. *"Who took part in it?"*
3. *"What were you (the interviewee) thinking about, felt or wanted to do in that situation?"* Here the most important issues are the person's perception and feelings regarding the situation and people involved in it:
 - a. How the person thought about others (for example, positive or negative) or about the situation (for example, thoughts about problem solving)?
 - b. What the person felt (for example, fear, confidence, excitement)?
 - c. What the interviewee wanted to do – what motivated him in the current situation (for example, to do something better, to impress the boss)?
4. *"What did you do or say in reality?"* In this case you are interested in skills, demonstrated by a person.
5. *"What was the result? What happened?"*

Motivation. What motivated you in your career performance?

Challenges. Please describe your reaction when you get challenges in life. Do you feel overanxiety? Do you feel yourself Do you feel incompetent or defeated? Are you looking for an excuse?

Obstacles. Please describe your reaction to the situations when you meet obstacles in life?

Effort. Please tell me, how much efforts do you make to achieve your goals in life?

Criticism. Please let me know how do you cope with negative estimations and criticism? Do you start to defend yourself or are you depressed?

Envy/Success of others. What happens when someone performs better than you?
When someone is more successful?

Центральна завдання ІПП - змусити досліджуваного детально описати *шість* (або хоча б чотири) *критичних інцидентів*.

Деякі респонденти розповідають тільки про чотири випадки, інші про десятки. Ця частина інтерв'ю повинна зайняти більшу частину часу і забезпечити вас конкретною інформацією. Гарне практичне правило - подробиць досить, якщо ви можете зняти про випадок відеофільм (з голосом за кадром для озвучування думок досліджуваного) і при цьому вам не доведеться придумувати занадто багато.

Якщо опис посадових обов'язків, дане співрозмовникам, не привело само собою до опису події, ви можете сказати наступне:

«А тепер мені б хотілося отримати цілісний, завершений приклад того, що ви робите в процесі своєї роботи. Чи не могли б ви пригадати конкретний момент або ситуацію, в якій у вас все складалося особливо добре або де ви особливо ефективно показали себе, досягли найбільшого успіху?»

Щоб отримати повну розповідь, вам потрібні відповіді на п'ять ключових питань:

1. *«У чому полягала ситуація! Які події привели до неї?»*
2. *«Хто брав в ній участь?»*
3. *«Що ви (досліджуваний) думали, відчували або хотіли зробити в цій ситуації?»* Тут ви особливо зацікавлені в сприйнятті людини і в його почуттях щодо ситуації і людей, в неї залучених:
 - a. Як людина думала про інших (наприклад, позитивно або негативно) або про ситуацію (наприклад, думки про вирішення проблеми)?
 - b. Що він відчував (наприклад, переляк, впевненість, збудження)?
 - c. Що він хотів зробити - що мотивувало його в даній ситуації (наприклад, зробити щось краще, вразити начальника)?

4. «Що ви зробили або сказали насправді?» Тут вас цікавлять навички, які демонструються людиною.

5. «Який був результат? Що трапилося?»

Мотиви. Що вас мотивувало у виконанні роботи.

Виклики Опишіть свою реакцію, коли ви стикаєтесь з викликами у житті. Чи ви відчуваєте надмірну тривогу? Ви відчуваєте себе некомпетентним або переможеним? Ви шукаєте виправдання?

Перешкоди. Опишіть свою реакцію у ситуації, коли ви стикалися з великими перешкодами у житті?

Зусилля. Розкажіть, скільки зусиль ви робите для досягнення ваших цілей

Критика. Розкажіть, як ви справляєтесь з негативними відгуками та критикою у вашому житті. Ви починаєте оборонятись, чи вдаєте в депресію?

Заздрість / успіх інших. Що трапляється, коли хтось робить щось краще за вас, є більш успішним?

STEP 4. Characteristics required to complete your work.

КРОК 4. Характеристики, потрібні для виконання роботи.

This step has two goals:

1. To learn the additional critical incidents in the areas that could have been missed during the interview.
2. To leave the interviewee with the feeling of strength and self-importance, asking his/her opinion as a professional.

What should be said:

“And the last, what I would like to ask you. What characteristics, knowledge, skills and abilities are necessary to do your work? If you would have to hire a person for your job – whom would you be searching for?”

Цей крок має дві мети:

1. Отримати додаткові критичні інциденти в сферах, які ви могли прогледіти.
2. Залишити у досліджуваного відчуття сили і власної значимості, питаючи його думку як професіонала.

Що потрібно сказати:

«Останнє, про що мені хотілося б у вас запитати. Які характеристики, знання, навички або здібності, на вашу думку, потрібні для виконання вашої роботи? Якби ви наймали людину для виконання вашої роботи, кого б ви шукали?»

STEP 5. Conclusion and short summary. 5-10 minutes.

КРОК 5. Висновок і коротке резюме. 5-10 хв.

Express the gratitude to the interviewee for the time spent make a brief summary of the key incidents and data received during the interview.

ANNEX 2

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

Інструкція. Будь ласка, прочитайте уважно кожне з тверджень і оцініть кожне твердження, використовуючи 7-бальну шкалу. Існує сім можливих відповідей на кожне твердження, починаючи від "Абсолютно не погоджуюсь" (номер 1) до "Повністю погоджуюсь" (номер 7). Обведіть потрібну цифру навпроти твердження, яка найкраще відображає вашу ступінь згоди чи незгоди з цим твердженням. Не думайте довго про зміст кожного твердження. Працюйте швидко і намагайтеся відповісти якомога точніше. Немає правильних або неправильних відповідей.

1 2 3 4 5 6 7
Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me. Вираження моїх емоцій словами - не є проблемою для мене. Expressing my emotions in words is not a problem for me	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint. Мені часто складно сприймати речі з точки зору іншої людини.	1	2	3	4	5	6	7

I often find it difficult to perceive things from the viewpoint of others.							
3. On the whole, I'm a highly motivated person. Загалом я високо мотивована людина. Overall, I consider myself to be a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions. Зазвичай мені важко керувати власними емоціями. It is usually difficult for me to control my own emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable. В цілому я не вважаю життя таким, що приносить насолоду. Generally speaking, I do not think that life is pleasurable.	1	2	3	4	5	6	7
6. I can deal effectively with people. Я можу ефективно взаємодіяти з людьми. I can effectively interact with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently. Я схильний/а часто змінювати свою точку зору. I tend to change my point of view frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling. Багато разів я не можу зрозуміти, які емоції я відчуваю. On many occasions, I cannot understand what emotions I feel.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities. Я відчуваю, що маю ряд хороших якостей. I sense that I have numerous virtues.	1	2	3	4	5	6	7

<p>10. I often find it difficult to stand up for my rights. Мені часто важко постояти за свої права. <i>It is often difficult for me to stand up for my rights.</i></p>	1	2	3	4	5	6	7
<p>11. I'm usually able to influence the way other people feel. Як правило, я здатен/на впливати на те, що почувають інші люди. <i>As a rule, I am able to affect ways others feel.</i></p>	1	2	3	4	5	6	7
<p>12. On the whole, I have a gloomy perspective on most things. Загалом, я маю похмурий погляд на більшість речей. <i>Altogether, I am pessimistic about most things.</i></p>	1	2	3	4	5	6	7
<p>13. Those close to me often complain that I don't treat them right. Ті, хто поруч зі мною, часто скаржаться на те, що я не ставлюсь до них належним чином. <i>My close ones often complain that I do not treat them properly.</i></p>	1	2	3	4	5	6	7
<p>14. I often find it difficult to adjust my life according to the circumstances. Мені часто важко пристосувати своє життя під обставини. <i>I often find it difficult to adjust my life to circumstances.</i></p>	1	2	3	4	5	6	7
<p>15. On the whole, I'm able to deal with stress. Загалом, я можу дати собі раду зі стресом. <i>On the whole, I can cope with stress.</i></p>	1	2	3	4	5	6	7
<p>16. I often find it difficult to show my affection to those close to me. Мені часто важко виразити свою любов до близьких</p>	1	2	3	4	5	6	7

<p>мені людей.</p> <p>I often face difficulty expressing my love for my close ones.</p>							
<p>17. I'm normally able to "get into someone's shoes" and experience their emotions.</p> <p>Як правило, я можу "поставити себе на місце іншого" і пережити їхні емоції.</p> <p>As a rule, I am able to put myself into somebody else's place and experience their emotions.</p>	1	2	3	4	5	6	7
<p>18. I normally find it difficult to keep myself motivated.</p> <p>Зазвичай мені важко зберігати мотивацію.</p> <p>It is usually tough for me to stay motivated.</p>	1	2	3	4	5	6	7
<p>19. I'm usually able to find ways to control my emotions when I want to.</p> <p>Зазвичай, я можу знайти способи контролювати свої емоції, коли захочу.</p> <p>Usually, I can find ways to control my emotions when I want to.</p>	1	2	3	4	5	6	7
<p>20. On the whole, I'm pleased with my life.</p> <p>Загалом я задоволений своїм життям.</p> <p>On the whole, I am satisfied with my life.</p>	1	2	3	4	5	6	7
<p>21. I would describe myself as a good negotiator.</p> <p>Я б описав/ла себе як людину, що вміє вести переговори.</p> <p>I would describe myself as a person capable of conducting negotiations.</p>	1	2	3	4	5	6	7
<p>22. I tend to get involved in things I later wish I could get out of.</p> <p>Я схильний вплутуватися в те, звідки пізніше хочу</p>	1	2	3	4	5	6	7

<p>вибратись.</p> <p>I am inclined to get into things I later want to get out of.</p>							
<p>23. I often pause and think about my feelings.</p> <p>Я часто роблю паузу і думаю про свої почуття.</p> <p>I often make pauses and think of my feelings.</p>	1	2	3	4	5	6	7
<p>24. I believe I'm full of personal strengths.</p> <p>Я вірю, що в мене багато сильних особистих якостей.</p> <p>I believe I have a lot of strong personality traits.</p>	1	2	3	4	5	6	7
<p>25. I tend to "back down" even if I know I'm right.</p> <p>Я схильний/на відступати, навіть якщо я знаю, що я правий/а.</p> <p>I am inclined to take a step back even if I know that I am right.</p>	1	2	3	4	5	6	7
<p>26. I don't seem to have any power at all over other people's feelings.</p> <p>Здається, я не маю ніякої влади над почуттями інших людей.</p> <p>It seems that I have no control over feelings of others.</p>	1	2	3	4	5	6	7
<p>27. I generally believe that things will work out fine in my life.</p> <p>В цілому я вірю, що все буде добре в моєму житті.</p> <p>Altogether, I believe that everything in my life will be good.</p>	1	2	3	4	5	6	7
<p>28. I find it difficult to bond well even with those close to me.</p> <p>Мені важко зближуватись навіть з тими, хто мені близький.</p> <p>It is hard for me to become closer with people, even with</p>	1	2	3	4	5	6	7

my close ones.							
29. Generally, I'm able to adapt to new environments. Загалом, я здатен/тна адаптуватися до нового середовища. Generally, I am able to adapt to a new environment.	1	2	3	4	5	6	7
30. Others admire me for being relaxed. Інші захоплюються мною за те, що я вмію розслаблятися. Others admire me for my ability to rest.	1	2	3	4	5	6	7