

# INTELLIGENCE PROPERTIES AND EMOTIONAL INTELLIGENCE IN THE STRUCTURE OF PERSONALITY AS FACTORS OF PERSONAL/ PROFESSIONAL ACHIEVEMENT

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## Abstract

The paper presents partial results of an interdisciplinary research project into business – academia relationships, named “Methods and Principles Applied in the Preparation of Structure and Content of Subject Disciplines Promoting the Development of Knowledge of Economics and Business Skills of Students Pursuing Non-economics Study Programmes of the Level II of Higher Education (KEGA 006EU-4/2013) carried out at the University of Economics in Bratislava”. The present paper deals with the role of emotional intelligence and intelligence properties in the structure of personality as a significant factor of success at work. These two components are described and analysed from the aspect of employer entities and that of educational institutions. Theoretical part of the paper draws on research in economics, management education, and psychology in English-speaking countries as well as in Slovakia and the Czech lands. While respondents of the questionnaire survey who represent business/employer entities give their opinions of what kind of personality properties they expect from successful job applicants, respondents from educational institutions express their ideas of the kind of properties that should be developed in their students to make them employable after completing their studies. The aim of the paper is to suggest – on the basis of analysis respondents’s answers – to educational institutions in Slovakia ways of striking a balance between developing their learners’ intelligence properties and developing their emotional intelligence so that their future graduates have a good chance to succeed on the labour market.

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**Keywords:** Personality structure, intelligence property, emotional intelligence (EI)

## Introduction

An individual needs a set of hard and soft skills for the performance of their job. Hard skills are often referred to as the professional know-how and considered to be of a priority importance in the process of planning, recruitment and deployment of human resources in a business. However, in many working positions nowadays hard skills are not enough and also soft skills and personality features are getting to the forefront.

Work performance is subject to permanent intellectualisation, and this phenomenon necessitates not only an increase in one’s qualifications but also development of personality properties; these properties are evolving throughout one’s entire life. Present-day employer entities place increasingly strict requirements on their employees and job applicants. Success

at work does not depend only on how well employees or job applicants have mastered some techniques or new technologies and to what extent they are able to keep pace with the most recent trends: employees as well as management of organisations have to master a wide range of knowledge, skills and competences, which make their holders permanently employable and enable employer entities to gain a competitive edge.

Employer entities that provide tangible but also intangible products have to meet demanding criteria of economic competition, which makes them carefully monitor benefits of each individual in each position. Anticipated effects are dependent on a particular position. Changes in conditions of work performance and increase in job requirements place higher demands also on educational processes, which take place during initial and also further education. More than ever, is the importance of lifelong education getting to the forefront; and this kind of education is expected to continue during one's lifetime. However, what matters here is the individual's readiness and willingness to learn during their life. This results in an increased importance of such educational activities that are not formally organised. These activities include all processes of autonomous learning, i.e. learning in the course of work performance (in-company learning), in team work, etc. The current strategy of education and European Union legislation has adjusted to this course of development, which signals an innovative and favourable change in the learning strategy. Apart from formal and informal education, informal learning is gaining in importance in lifelong learning. Informal learning may be described as the process of acquiring knowledge, skills and attitudes, and other important characteristics which shape the individual's personality. Human personality may be described as a summary of inherited and under pressure of education and society acquired properties, abilities and skills and the quality of psychic processes which manage man's action and behaviour in specific situations, and at the same time assumptions for behaviour and action in the future.

An individual's performance, manifestations and manners of behaviour in the work process depend from the **personality structure**. Personality structure relates to mutual relations of individual components, making up the personality, e.g. abilities, character, temperament, volitive dispositions, adjustment mechanism, psychic processes, which together with the central nervous system create a particular/specific type of personality. The study of structure of personality is important not only in terms of realisation of personal activities in an enterprise, but also for the development of counselling in education and career. The choice of a suitable field of study and the level of initial education are decisive factors for lifelong success and smooth career path.

The aim of the paper is to focus on the presentation of selected significant factors of success at work from the perspective of employer entities, while the conclusion from this research could become a starting framework in designing educational strategies in primary, secondary and tertiary education. The present research is carried out within the project KEGA No. 006 EU-4/2013 – “Methods and principles applied in the preparation of structure and content of course/subject disciplines supporting the development of economic knowledge and business skills in non-economic study programmes of the second cycle of higher education”. Assumptions for success in higher education include: previous levels of education and factors of shaping a personality, e.g. biological factors, social and cultural factors, situational factors, and factors of self-shaping activities, which are connected with a individual's free decision about what kind of external environment influences will be permitted to operate, and which ones will be respected.

### **Fundamental Concepts: personality structure elements as basis of job orientation**

Personality is a sum of inherited and under the pressure of education acquired traits/features, abilities, skills and qualities of psychic processes, which regulate human action

and behaviour in specific situations and at the same time create assumptions for their behaviour and action in the future. Employers in knowledge-based society realise that their employees and managers need to achieve adequate qualifications, but more than ever before, there are significant combinations of individual dimensions that make up the structure of personality.

The role of structure is to identify what tendencies in human behaviour that are permanent and independent of changing situation/circumstances. The shaping of personality is determined by three factors: genetically innate dispositions, social and cultural influences, and learning. Nowadays, the study of personality structure is not only a subject of psychological researches which focus on determining the elements and components that make up the personality and serve as the basis of characteristics of personality typology. At the same time, it is also applied in the evaluation of personality structure in terms of developing one's future career, and its findings are applied in counselling as well as in the selection of formal education in accordance with expected future career opportunities. The study of personality structure also penetrates in the practice of employer entities and significantly influences human resources management: knowledge and experience are directly applied in the processes of planning, projecting and implementation of further professional education of employees, in the preparation of career plans and succession plans for key working positions.

Characteristics and definition of personality are accompanied with numerous pitfalls. Since it is not possible to render a rigorous definition of personality, personality needs to be defined from various aspects and it is the subject of several theories. For instance, within the scientific discipline of "The Psychology of Personality", personality is explored as a specific subject discipline (Szarková, 2005, p. 58) and is defined as a concrete individual, who has specific, characteristic and psychic and physical features, which are reflected in every individual's activity. Psychology views every human being as personality, and that is why each human being needs to be approached from this aspects (Provazník, 1997, p. 81). Personality is a unique and relatively stable pattern of behaviour, thinking, and emotions displayed by the individual (Buss, Cantor, 1989). Personality represents an individual whole of man's spiritual life, which forms the essence (of personality) together with the entity's body and the environment (Alexy, Boroš, Sivák, 2004, p. 124; Atkinson 2003; Fürst 1997).

General features/properties of personality may be defined on the basis of the above introductory ideas. It is the differences between individuals that identify a personality, while each personality, being unique and unrepeatable, is a set of constituting and psychological elements, which together make up a whole. As it appears to be relatively stable, it enables us to anticipate human behaviour in a particular situation; however, at the same time the personality is part of a continuous development process, where changes in environment call forth conditions for internal adaptation.

An important factor of success at work is a combination of employee's physical and psychic skills. Physical properties of an individual consist of anatomic-physiological properties, physique and specific physical conditions – power of muscles; figure size, coordination of movements, ability to work in heights, etc., which is needed in the case of particular job positions. In psychological analysis of factors affecting employee output and performance an important role is played by performance factors, which may be either direct or indirect ones, namely: stability of work performance, rate of accidents, absence, fluctuation, changes in quality of psychic states (mood, emotional pressure, fatigue, stress, psychic load, frustration, and the like) in the course of performing some working activity (Szarková, M.: *Psychológia*. Bratislava: Publishing House: Ekonóm, 2000, s. 75, ISBN 80-225-1093-9). **Structure of personality** is made up from a set of features which influence an

employee's behaviour in specific situations. Features of character and temperament express a relatively permanent mode of behaviour.

*Features of character* represent a set of all properties, i.e. both positive and negative ones, the basics of which are developed during the third year of our life. These features are manifested in a child's behaviour and action around the tenth year. The older an individual is, the more features of character come to the surface and fully affect the individual's working life. In a somewhat simplified form, these features may be divided into two groups, namely:

- *Activating features of personality's character*, which reflect man's relation to activities performed by him. They involve the power of will to be active and include industriousness, perseverance, ambitiousness, readiness, initiative, self-reliance, consistency, prudence, sense of discipline, etc.
- *Humanitarian features of character*, which express man's relation to the world and determine their fundamental value orientation, relation to other people and to themselves (attitudes, morale, conscientiousness). This group includes integrity, sincerity, honesty, tolerance, morality, kindness, generosity, accommodating approach, responsibility, considerateness, faithfulness, loyalty, dignity, etc.
- *Temperamental features* express dynamic features of personality, as e.g. speed of thinking, action, responding to external stimuli as well as internal experiencing. The aim of an individual's personality analysis is to reveal predictable behaviour at work and standard and work stress situations, as well as in interpersonal relations which are significant for group work or team work.

The following characteristics and properties are considered the most important elements of personality structure for the performance of work activity: a) performance characteristics, b) relationship – attitudinal properties, c) activating – motivation properties, d) self-regulatory properties; e) dynamic properties; f) volitive properties, g) intelligence properties, and h) emotional intelligence.

The focus of the paper is on the two last types of properties.

*Intelligence properties* represent a set of rational abilities, ability to solve problems and circumstances accompanied by some indefiniteness. Intelligence is understood as the ability to extract relevant data from a given amount of information based on observation. It also includes thinking, perception, intuition and memory.

*Emotional intelligence* is along with intellectual/ rational intelligence, the second component of general intelligence. It represents an all-round ability to solve emotional problems, monitoring ability and ability to master/control one's own and other people's feelings and use them as a regulating instrument of thought activity, as well as behaviour and action.

In view of the scope of the problems studied under the present research, in the analytical part of research results the focus will be on personality's intelligence properties and emotional intelligence, as these are the subject of interest on the part of employer entities in connection with planning, deployment, education, and development of human resources.

### **Methods and Procedures of Analysis: empirical analysis of employer entities' requirements placed on employees**

An employee's job performance depends from achieved level of qualifications and other personality properties, which affect work performance. Contemporary changing conditions of job performance and intellectualisation of jobs makes those personality properties get into the forefront, while their development is a long-term and demanding process based on internal dispositions of an individual affected by conditions and quality of environment influencing the individual in the course of their entire life and of their own development. It is mainly formal education which should ensure the formation of individual

elements making up the structure of personality, which, in turn, is followed by further education within the system of lifelong education. If we want to analyse factors of success at work we need to describe and define the requirements related to personality assumptions which employer entities place on individuals, as these are important not only in the course of job performance but are also important for education itself and in results achieved.

### **Research Methodology: description of the sample of respondents (employer and non-employer Entities)**

The research is carried out in view of complex relationships between demand and supply on the job market and also the existence of long-term and increasing disproportions. The aim is to reveal demands of business and non-business entities for separate elements of personality structure to ensure the performance of specific working activities, and in this way provide basic information to educational entities on how to provide for education, and what elements of learners' personality structure need to be developed. We analyse opinions of institutions of market for formal education (divided into primary, secondary and tertiary education, since it is the very elements of personality structure that in many cases develop permanently and continuously; for this reason, the process of education has to be continuous. However, it is not our ambition in this paper to evaluate results and opinions of employer entities of qualification readiness of graduates.

Under the present research we monitored opinions of respondents selected as a) representatives of business and non-business entities within selected branches of the national economy of the Slovak Republic in accordance with the Industry classification of economic activities; b) selected school establishments belonging to the group of primary, secondary and tertiary level of education. The selection of businesses was made by deliberate choice in order to ensure some proportionality.

The research sample was made up from employer entities of 14 industries which were represented by 105 businesses of various size and 80 school establishments of various levels. Our aim was to describe the spectrum of employer entities in terms of: size composition – classification into microbusinesses, small, medium-sized and large businesses (where the criterion for classification was the number of employees); proprietary relations – state, cooperative and private; sources of capital – foreign, Slovak, mixed; methods of financing – contributory, budgetary and other; area of business – production, offer of services, and other; place of business residence – within the territory of the Slovak Republic; and educational establishments (in terms of level of education: primary education (20 respondents), secondary education (30 respondents, and tertiary (30 respondents); proprietary relations – public, state, and private institutions; study orientation; spatial localisation of an educational institution within the Slovak Republic's territory.

Under the project we tried to involve a wide range of typical representatives of economic life and educational institutions in Slovakia. We approached either workers of personnel sections, sections/units for education or managers in charge. In the case of small and medium-size enterprises and micro-enterprises we addressed their owners. In the case of educational establishments our focus was on teaching staff and non-academic departments for study.

The entire survey was carried out by means of the questionnaire method. The primary data collection was done by means of questionnaires, distributed in person and electronically. Four types of questionnaire were designed, namely: one type for employee entities and three groups of questionnaires for each level of education. The reason for choosing the questionnaire method was to obtain a great deal of data with relative ease. The questionnaire was made up from two basic parts: namely, the information part containing basic data about a respondent, and a specialised part containing elements of personality structure. The

following classes of requirements of employee entities in specific elements of personality structure were explored: performance characteristics, relationship – attitudinal properties, activating – motivation properties, self-regulatory properties, dynamic properties, volitive features, intelligence features/properties, and emotional intelligence (see: Chapter 1).

In order to identify the requirements related to each element of personality structure, we carried out a survey into satisfaction with their achieved level as reflected in the results in separate levels of education. Educational institutions were inquired which elements of personality structure had been included in their educational aims, and what was their scope. With regard to the scope of the problems involved – as mentioned in the introduction—the focus of the present paper is on the presentation of results pertaining to intelligence properties and emotional intelligence.

### **Intelligence properties as factors of success at work**

This subchapter deals with three concepts of intelligence properties, namely: intelligence, perception, and intuition. These features/properties play an important role in job performance.

**Intelligence** is defined as the ability to learn from experience, think about and solve new problems, adjust, use symbols, reason, evaluate and orientate in new situations (Stern, W.: available at [www.server.sk/zaujímavosti/veda](http://www.server.sk/zaujímavosti/veda)). In general, intelligence is understood as the basis of every human behaviour and action, as an assumption of one's adjustment to surrounding environment, acquiring experience and knowledge, communication with other people (Průcha, Veteška, 2012, p. 133). In the past, people realised that the level of intelligence varied from person to person. The first experiments in measuring intelligence by means of reaction times (speed at which a person reacts to some sense stimulus) were made in the 19th century. In the year 1905 the French psychologist Alfred Binet jointly with his co-worker Theodor Simon worked out the scale of intelligence (the Binet-Simon intelligence scale), in order to differentiate between less capable children from the more capable ones. This scale has become a basis for developing intelligence and psychodiagnostic tests. The change in the Binet-Simon's scale was published in 1916 by an American psychologist Lewis Madison Terman, who suggested to measure an individual's intelligence as *intelligence quotient* (IQ). The intelligence quotient (IQ) expresses the level of intelligence capabilities, and the term was coined by the German psychologist Wiliam Stern. A Stanford University Professor Lewis Madison Terman (<http://casopis.mensa.cz/veda/historia>) introduced a standardised classification of intelligence, which is used until today. This classification by IQ degrees depicts the ratio of mental age (human rational level) and physical (chronological) age. Intelligence properties include: thinking, perceiving, intuition, and memory. However, H. Gardner's concept of *multiple intelligences* (1983) suggests that the phenomenon of intelligence is much more complex: Gardner identifies as many as eight types of intelligence, namely: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal. Intelligence, intrapersonal intelligence, and natural intelligence. This approach has significant implications both for learning and teaching and our attitudes to employee development. ([http://www.institute-4learning.comcom/multiple\\_intelligences.php](http://www.institute-4learning.comcom/multiple_intelligences.php))

### **Thinking as intelligence property**

**Thinking** concludes human cognition process. There are two typical characteristics of thinking, namely: it is a process of mediated/transferred and method of cognition. Thinking is a generalised cognition (owing to thought operations); it is capable of finding essential features and relations between them, which may be expressed in specific terms. It is

dependent on immediate real-life, because it works with signs and symbols. When considering the various aspects of thinking, it may be divided into several kinds:

*Concrete thinking* – rests in meaningful manipulation with objects, perceptions or their notions; it is going on in the form of subordinating of some concrete situation to some general scheme. It is the process of understanding relationships between objects, which are given in the perception field of a thinker. *Abstract (notional) thinking* is carried out on the basis notions or concepts that are usually represented in a verbal form and are the product of higher forms of generalisation and abstraction. These forms reflect essential features/properties of objects or phenomena. *Re-active thinking* directly relates to some stimulus from the external environment, and thus is inserted between the perception and a motoric response to it. Perception as a stimulus to thinking may be also very complex.

*Spontaneous thinking* is dependent on and regulated from the organism's interior, e.g. affected by biological or other needs. *Unintentional thinking* arises spontaneously, without the the intention to think and focus on some aim. Thoughts arise without a thinking person making efforts to think. *Deliberative thinking* is a will-stimulated and regulated thinking with tendential calling out some chain of associations and their gearing towards a particular aim. *Intuitive thinking* – in this type of thinking separate stages of continual thinking are getting below the threshold of consciousness, so that new findings arise through a difficult-to-identify succession of associations. *Creative thinking* – is characteristic of a high degree of inspiration, untraditional approaches to problems, sensitive links between individual aspects of phenomena and situations, as well as of the capability to use them in new associations and relations. Creative thinking suppresses the routine and habitual work stereotypes in thinking. *Discursive thinking* is a type of thinking which proceeds in the form of clear-cut, logically regulated choice of chains of associations. In this process verdicts or judgements are created. *Convergent thinking* leads to a single right answer or to the cognition of the best answers of several possible options. *Divergent thinking* is a kind of multidirectional thinking, in which a variety of answers or solutions are generated, while it discloses or creates something novel. *Strategic thinking* – is connected with the ability to foresee the development and origin of some new phenomena and situations in work activity. *Philosophical thinking* is thinking generating philosophical notions and manipulating with them. *Logical thinking* is the highest developmental form of thinking, other than the thinking dependent from a given activity. Logical thinking is correct inferencing according to formal logic laws. *Artistic thinking* is visual thinking in arts, thinking in pictures that are characteristic of generalisation via the unique, concrete, and the sensory-visual. One kind of artistic thinking is for instance musical thinking. *Syncretised thinking* is a form of childish or primitive thinking. *Magic thinking* also occurs in children and aborigines and is fixed in myths and fairytales. Its characteristic feature is it is considerably affected by emotions and affectus. In this type of thinking there is no difference between virtual reality and real-life.

**Tab. 1 Requirements of employer entities related to types of thinking in %**

| Selected types of thinking | Requirements in working process related to types of thinking according to type of job performance |                  |               |                      |                |                               |                 |
|----------------------------|---------------------------------------------------------------------------------------------------|------------------|---------------|----------------------|----------------|-------------------------------|-----------------|
|                            | Ancillary and preparatory jobs                                                                    | Blue-collar jobs | Ser-vice jobs | Administrative tasks | Technical jobs | Creative and development jobs | Managerial jobs |
| Concrete thinking          | 100                                                                                               | 100              | 91            | 93                   | 91             | 100                           | 100             |
| Abstract thinking          | 3                                                                                                 | 10               | 80            | 92                   | 85             | 100                           | 100             |
| Re-active thinking         | 65                                                                                                | 50               | 50            | 65                   | 86             | 100                           | 100             |
| Spontaneous thinking       | 32                                                                                                | 65               | 95            | 14                   | 57             | 29                            | 100             |
| Deliberate thinking        | 93                                                                                                | 82               | 65            | 69                   | 100            | 100                           | 100             |

|                        |   |   |    |    |     |     |     |
|------------------------|---|---|----|----|-----|-----|-----|
| Intuitive thinking     | - | - | -  | 21 | 61  | 65  | 100 |
| Creative thinking      | - | - | -  | 45 | 70  | 100 | 100 |
| Discursive thinking    | - | - | 41 | 94 | 100 | 100 | 100 |
| Convergent thinking    | - | - | -  | 83 | 100 | 100 | 91  |
| Divergent thinking     | - | - | -  | 65 | 100 | 100 | 100 |
| Strategic thinking     | - | - | -  | 3  | 4   | 83  | 100 |
| Logical thinking       | - | - | -  | 65 | 93  | 100 | 94  |
| Philosophical thinking | - | - | -  | 21 | 30  | 94  | 81  |
| Artistic thinking      | - | - | -  | 14 | 17  | 10  | 25  |

Source: research results

The aim of Table 1 is to find out on the basis of respondents' representing employee entities the need of individual types of thinking for the performance of a given job. Respondents were able to choose from 14 options several useful types of thinking for a given type of work. As is obvious from the results of research, it can be stated that administrative, professional, creative, and developmental tasks as well as managerial tasks require all the selected types of thinking, only representation of their applicability in percentage according to opinions of respondents varies. Auxiliary and preparatory tasks and manual workers' jobs require concrete, abstract, reactive, spontaneous, and deliberate thinking. In the case of service jobs respondents gave their opinions about the need for discursive thinking. The types of thinking that are being developed by school institutions within formal education are given in Table 2.

**Tab. 2 Types of thinking developed by school education (according to educational institutions) by levels of education in %)**

| Selected types of thinking | Levels of education |                     |                      |                                                    |                    |                   |                      |
|----------------------------|---------------------|---------------------|----------------------|----------------------------------------------------|--------------------|-------------------|----------------------|
|                            | Primary education   | Secondary education |                      |                                                    | Tertiary education |                   |                      |
|                            |                     | Apprentice ship     | Vocational education | General second-ary (gymnasium; "gram-mar schools") | Huma-nities        | Science education | Tech-nical education |
| Concrete thinking          | 100                 | 100                 | 100                  | 100                                                | 100                | 100               | 100                  |
| Abstract thinking          | 100                 | 80                  | 70                   | 100                                                | 100                | 100               | 100                  |
| Re-active thinking         | -                   | -                   | -                    | -                                                  | 20                 | -                 | -                    |
| Spontaneous thinking       | 60                  | 70                  | 20                   | 30                                                 | 30                 | -                 | -                    |
| Deliberate thinking        | 85                  | 100                 | 90                   | 90                                                 | 100                | 100               | 100                  |
| Intuitive thinking         | -                   | 60                  | 20                   | 30                                                 | 80                 | 70                | 80                   |
| Creative thinking          | -                   | -                   | 30                   | 40                                                 | 60                 | 70                | 70                   |
| Discursive thinking        | -                   | -                   | -                    | -                                                  | -                  | 70                | 80                   |
| Convergent thinking        | -                   | -                   | -                    | -                                                  | 40                 | 60                | 60                   |
| Divergent thinking         | -                   | -                   | -                    | -                                                  | -                  | -                 | -                    |
| Strategic thinking         | -                   | -                   | -                    | -                                                  | -                  | -                 | -                    |
| Logical thinking           | 90                  | -                   | 50                   | 60                                                 | 70                 | 90                | 100                  |
| Philosophical thinking     | -                   | -                   | -                    | -                                                  | 80                 | 70                | 80                   |
| Artistic thinking          | 100                 | 20                  | 30                   | 50                                                 | 40                 | 10                | -                    |

Source: research results



In our research 80 respondents of school establishments were addressed: 20 respondents from primary education, 30 respondents from secondary schools, 30 respondents from tertiary level of education (with 10 respondents in each subgroup). Similarly as in the case of employer entities, respondents from schools were able to choose from selected types of thinking those that were being developed in their opinion within education.

### **Perception, intuition and memory as intelligence properties**

*Perception* is one of the basic functions owing to which we are able to learn the world surrounding us by means of our senses. Sense organs perceive stimuli coming from the surrounding. These are immediately processed on the level of nervous system results in the perception, which is the basic component of our cognition. It is owing to perceiving stimuli and their properties that we are able to learn. Perception is the basic condition for the development of higher psychic functions, e.g. thinking/thought and speech.

*Intuition* is the ability to fast understand, estimate and decide, while decision making is not mediated by any reflecting, even though it is connected with the feeling of clarity and certainty, it is not supported with any reasoning. Intuition may be a conditioned experience, and it plays an important role in fast decision making under pressure of time, as well as in arts or in every creative activity. Intuition may contradict a rational problem solving, but it is often intuition that suggests one the right answer. After eyesight, smell, taste, feel, and hearing, intuition is an unwritten/ hidden human “sixth sense”. (Bradyová, 2012, p. 208).

*Memory* serves for storing past events, memories, and things we have learned. It is a dynamic process, which involves the process of committing into memory, retrieval (reproduction and recognition) and preserving information. There exist several kinds of memory differentiated in terms of coding and durability, namely: sensory memory, short-term memory, and long-term memory.

### **Emotional Intelligence**

Long-term researches carried out in business and non-business entities have attested that employees a rising importance to non-material aspects of work at the end of the 20th and beginning 21st centuries. This is also connected with the application of holistic approach to human resources management. Holistic approach started to take ground in human resource management (HRM) by the end of the nineties in connection with research implemented by American psychologists Ch. Corneau–Kirschner and L. Wah (1999), and with corporate strategies focused on customer orientation (Szarková, M. *Personálny marketing a personálny manažment (Personnel Marketing and Personnel Management)*, House “Ekonom”, 2013, s 64). When applying these strategies, employee emotions were found to play a crucial role in within the company and at the same time to affect a business’s relationship to customers. Frequently, barriers to business success are identified with emotional personality barriers of employees; and it is also these barriers that affect intra-company climate and act as obstacles to creative and innovating ideas. Employee performance in organisation is influenced by psychic and physical health, emotional balance, capability of managing stress and psychic load. Performance of each individual at work necessitates personality integrity in work relationships, communication skills, teamworking abilities, positive and active approach, creative ideas, and understanding for the implementation of principles of business ethics and business’s objectives. When performing separate working activities in the work process a significant role is played also by the feeling of confidence, self-awareness and self-control, and the capability to win other people’s respect (while the latter is continually proportionate to considerateness and adherence to principles of action).

## Emotional intelligence and personal and professional achievement

Emotional intelligence (EI) stands for the way we understand our emotions but also those of other people as well as other people's feelings and sensations and mastering our own feelings by deliberate choice of words and actions, in order to achieve desirable result (Wilding, 2010, 14 p.). The concept of emotional intelligence was used by psychologists for the first time in the year 1990 to describe several emotional features: empathy, expressing and understanding feelings, controlling one's mood, independence, flexibility, being popular with peers, ability to solve interpersonal relations, perseverance, friendliness, kindness, and willingness. In the Foreword to the 10<sup>th</sup> edition of his "Emotional Intelligence" David Goleman (1995) quotes one of the participants of his trainings, a head of research in head-hunting, whose words leave no doubts about the importance of EI "Executive managers are hired for their intellect and business experience and are hired because of shortage of emotional intelligence." IQ and technical knowledge, on the other hand, stand for much more powerful indicators of excellent properties in lower positions in practice. (David Goleman, 1995) However, IQ and EI are far from being clear-cut types. (Goleman, 1995, p.49) IQ and EI contain differing but not contradictory properties; there exists IQ test but not an EI test. At the time of writing his work on EI Goleman commented on the research into EI components, e.g. abilities to recognise emotional states from people's faces on the video. The importance of emotional intelligence on an intra-personal level is obvious from J. Mayer's classification of people into three classes according to emotional intelligence: a) self-aware people: self-confident people who are aware of their moods; b) self-absorbed (people in the captivity of their own emotions; c) accepting people: those who are aware of their moods but accept them and have no wish to change anything about them (Goleman, 1995, s. 52).

In order to render a close description of emotional intelligence, we selected features of intelligence listed in Table 4 "Features of emotional intelligence", which offers their theoretical classification. The importance ascribed to specific EI properties is laid out in Table 5.

Tab. 4 Structure of emotional intelligence

| Properties of emotional intelligence |                     |               |                                                      |                        |
|--------------------------------------|---------------------|---------------|------------------------------------------------------|------------------------|
| Self-awareness                       | Self-control        | Motivation    | Empathy                                              | Social skills          |
| Emotional self-awareness             | Reliability         | Ambitiousness | Understanding                                        | Ability to influence   |
| Realistic self-awareness             | Flexibility         | Loyalty       | Ability to stimulate personal growth of other people | Ability to communicate |
| Self-confidence                      | Flexibility         | Initiative    | Orientation to people                                | Leadership ability     |
|                                      | Ability to innovate | Optimism      | Effort for developing and making use of diversity    | Willingness to change  |
|                                      |                     |               | Monitoring trends and sense of entity's policy       | Networking ability     |
|                                      |                     |               |                                                      | Ability to co-operate  |
|                                      |                     |               |                                                      | Team-working ability   |

## Description of respondents

Emotional intelligence has to be explored in selected groups of employees, which may be created on the basis of several criteria, and which stand for differing levels of given features, e.g.: groups based on gender (men, women); age groups (seniors, young

employees); professional groups (managers, accountants, technical workers and other professional groups); groups of key employees; groups of temporary (short-term) employees in atypical work places; groups of socially disadvantaged employees; groups of medically disadvantaged employees; and groups of employees working on leasing contracts.

Table 5 presents respondents' opinions from 105 employer entities for five basic groups of features of emotional intelligence in selected working activities, namely: employees in ancillary and preparatory jobs, employees in blue-collar jobs, employees in clerical jobs, employees in creative and development jobs, managerial jobs. Table 5 lists features from each group which has obtained more than 50% preference in respondents' answers.

Tab. 5 **Minimum needs for individual properties of emotional intelligence according to respondents' opinions in employer entities**

|                                             | <b>Properties of emotional intelligence</b>  |                                                        |                                       |                                                                                                                                             |                                                                                                                                     |
|---------------------------------------------|----------------------------------------------|--------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Professional groups of employees            | Self-awareness                               | Self-control                                           | Motivation                            | Empathy                                                                                                                                     | Social skills                                                                                                                       |
| Employees in ancillary and preparatory jobs |                                              | Reliability, Conscientiousness                         | Initiative                            |                                                                                                                                             | Ability to cooperate                                                                                                                |
| Employees in blue-collar jobs               | Self-confidence                              | Reliability, conscientiousness, ability to innovate    | Loyalty and initiative                | Monitoring trends and sense of organization's policy                                                                                        | Willingness/readiness for changes, ability to cooperate                                                                             |
| Employees in clerical jobs                  | Self-confidence                              | Reliability and conscientiousness, flexibility         | Loyalty, initiative and optimism      | Orientation to people, effort for developing and using diversity, monitoring trends and sense of organisation's policy                      | Communication ability, willingness to change, ability to establish networks Ability to cooperate                                    |
| Employees in creative and development jobs  | Realistic self-awareness and self-confidence | Conscientiousness, flexibility and ability to innovate | Ambitiousness, loyalty and initiative | Ability to stimulate personal growth of other people, effort developing and using diversity                                                 | Ability to communicate, willingness to change, ability to cooperate, teamworking ability                                            |
| Managerial jobs                             | Realistic self-awareness and self-confidence | Reliability, Conscientiousness, flexibility            | Loyalty, initiative and optimism      | Understanding, ability to stimulate personal growth of other people, people-orientation, effort for developing diversity, monitoring trends | Ability to influence, communication ability, leadership ability, willingness/readiness to change, and ability to establish networks |

Source: research results

Respondents' opinions indicate that graduates from separate levels of education display an inadequate development of individual properties of emotional intelligence. Majority of properties are not developed by corresponding levels of education at all. Graduates lack self-confidence, reliability, conscientiousness, flexibility; they have not the right motivation, enthusiasm for work; they do not display signs of empathy, interest in cooperation; and they are not capable of creating links. The only thing that is being developed on an average stage is the ability to communicate. Table 6 presents the evaluation of those properties of emotional intelligence, which achieve respondents' responses in figures (from 80 opinions of school institutions) over 75% incidence in educational activities in separate levels of education.

Tab. 6 **Properties of emotional intelligence developed as priority in educational activities at separate levels of education**

| Level of education  | Features of emotional intelligence                                                                   |                                           |                                                                             |               |                                                                                      |
|---------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------|
|                     | Self-awareness                                                                                       | Self-control                              | Motivation                                                                  | Empathy       | Social skills                                                                        |
| Primary education   | Emotional self-awareness                                                                             | Develop reliability and conscientiousness | Shaping optimistic attitude                                                 | Understanding | Communication ability                                                                |
| Secondary education | Support realistic self-awareness and self-confidence                                                 | Developing flexibility                    | Support initiative                                                          | Understanding | Communication ability and ability to cooperate                                       |
| Tertiary education  | In education, self-awareness is not specifically developed; Students are inadequately self-confident | Flexibility is developed                  | Optimistic attitude and initiative are developing, ambitiousness is missing | Understanding | Ability to influence, communication ability, networking ability, teamworking ability |

Answers in Table 6 indicate that all types of emotional intelligence properties are being developed through educational activities, even though this table lists the types of EI which may be found in the upper quartile in terms of frequency in primary, secondary and also in tertiary education. School establishments think that the development of individual EI properties of are being adequately developed, and their quality is high; however, much less optimistic responses have been obtained from employees of apprentice schools, who need to try hard to instil in their learners' conscientiousness and reliability. By contrast, statements of employer entities are far from being so optimistic.

According to respondents from enterprises, a high level of learners' *self-awareness* and *self-confidence* is not so much the result of education but rather by that of family conditions, just as feelings of certainty that learners and students draw from the family environment. On the other hand, graduates display considerable drawbacks in:

interpersonal skills, namely in establishing contacts, in creating links, abilities to cooperate and develop cooperation especially in situations on a horizontal level, teamworking ability, delegating competences, ability to influence, etc.; leadership skills as manifested in the ability to accept leadership, in the responsibility for results and in adequate charisma, ambitiousness, initiative, and optimism enabled to fulfil even difficult aims; and willingness to prepare, support, and carry out the process of uninterrupted changes; and loyalty to employer entity.

Although there are various creative methods in education, which promote the ability to cooperate and working in teams, as well as supporting the development of communication skills, e.g. case studies, role playing, or various simulation methods, they are not adequately

applied in teaching process. For this reason desirable results cannot be obtained. The kind of didactic approach to teaching that is frequently practised does not promote the development of emotional intelligence properties, i.e. those properties which are crucial to the development of dynamic and creative human resources.

### **Discussion about Results**

Every individual should be able to identify emotions, use, understand and control them adequately not only in work process but also in interpersonal relationships. The following are considered significant emotional skills: self-confidence, reliability and conscientiousness, loyalty and optimism, understanding and orientation to people, ability to communicate, willingness to changes at work, willingness to cooperate, and teamworking ability.

Although formal education in the Slovak Republic is a highly complex system in terms of its organizational structure, it secures links in education and creates conditions for systematic approach in education, the research carried out indicates disproportions between how education is secured and the needs of economic practice.

According to respondents in our research, the learners' high level of self-confidence is shaped by family background and feelings of security provided to them by the family environment (in which learners are protected by caring parental hands in all areas, without even having to show the slightest effort and initiative) rather than being the result of education. This contradicts Goleman's statement about the loss of traditional transfer of emotional intelligence in everyday contact between children and parents. (Galeman, 1995, Foreword to the tenth edition).

Graduates have been found to display considerable shortcomings, e.g. in:

- Interpersonal skills mainly in establishing contacts, in creating links; abilities to cooperate, developing cooperation mainly in situations on horizontal level; abilities to work in teams, delegating competences, capability to influence, etc.
- Leadership skills which are manifested in the ability to accept leadership, responsibility for results, as well as in an adequate charisma, honesty, ambitiousness, initiative and optimism, which would enable to fulfil even the most difficult targets;
- Willingness to prepare, promote and carry out the process of uninterrupted changes;
- Low motivation level, resulting from an inadequately developed interests aspirations and satisfying needs on various levels;
- Loyalty to employer entity;
- Low level of flexibility.
- Level of intelligence properties depends on the type of school from which the student graduated: schools of technical type enable a greater development of some types of thinking, which is significant in practice and employability of these graduates is higher;
- Formal education inadequately develops individuals' abilities and talent, which in turn, is also reflected in wrong choice of their future work career;
- It is often stated that graduates have inadequate features of character and moral habits;
- Personal aims, aspirations, interests are oriented mainly to the area of fast obtaining finances as soon as possible, while at the same time spending the minimum of one's own energy, wisdom, creativity, and resourcefulness, while speculating often prevails over serious action;

▪ Frequently practised and preferred didactic approaches in teaching do not enable the development of emotional intelligence to the extent that is needed for dynamic and creative human resources to develop.

## Conclusion

Research results confirm the relevance of Goleman's statement about EI properties, namely that self-awareness, mastering destructive emotions and empathy should be considered in the course of hiring, in promoting, especially to managerial positions. (Goleman, 1995)

The following summary of ideas expressed by members of economic practice could serve as suitable and reasonable recommendations to educational institutions:

– schools **should focus** on developing types of thinking needed for practice and for practice, namely for creative thinking, discursive, convergent, divergent, and strategic thinking, which is important for the performance of some jobs;

– schools **should support** individual properties, namely independence/autonomy flexibility, smartness, consistency, perseverance, initiative, as well as critical approach on the basis of self-cognition (knowing oneself);

– creativity, which is especially important for practice and is an assumption for healthy intuition **needs to be developed** in graduates;

– schools tend to continue preferring memorising practices in education, although they are trying to support long-term storing of knowledge; on the other hand, however, emotions **have to be incorporated** in learning and theoretical knowledge needs to be linked with practical application;

– graduates may have a high-standard theoretical knowledge, but they are not able to adequately apply the knowledge in practice in low, and it difficult to use their theoretical knowledge in various situations;

– in order to improve practical skills of secondary school graduates and those from higher education institutions, it would be **useful to extend excursions and internships in companies** in compliance with the field of study.

The present paper contains selected significant moments recorded by the survey carried out in employer entities. The rate of objectivity of all of these opinions would increase if there had been presented opinions of individual higher educational institutions, which will be presented in other papers and publications.

<sup>1</sup> *Authors of the paper are teachers at the University of Economics in Bratislava, who cooperate in an interdisciplinary project the results of which are presented in this paper. Ass. Prof. Marta Matulčíková is a research team coordinator; Ass. Prof. Daniela Breveníková is a research team member.*

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