

# The possibility of influence of social and emotional intelligence on manager's work

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## **Abstract**

In this article we describe the basic ideas regarding the work of a manager, the possibility of influence that affect his work and, consequently, we focus on specific definition and identification of terms of social and emotional intelligence. We specify the essential information obtained from sources available and data provided. We draw our attention to theoretical bases of the personality of a manager within the surveyed intelligence types, we focus on their influence on manager's work, we analyze the particular types of intelligence and, last but not least, we analyze and precisely define the basic terms regarding social and emotional intelligence.

**Key words:** Social intelligence, emotional intelligence, management, manager

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## **1. SOCIAL AND EMOTIONAL INTELLIGENCE**

Each system, each organisation, each company is as successful as the quality of its key parts. Very often we can hear the opinions that the company's success depends on people who established the company and their abilities. Those people are likely to possess unique qualities. Supposing that the success of company depends on quality and successfulness of people who are in charge, then it is easy to employ just the right people who possess the courage and ability and, consequently, they will ensure the company's success. But there is a lack of such people. The various and challenging activities and roles put heavy demands on the personality of managers. Each employee is different and acquainted

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with knowledge and practical abilities that are demonstrated in various ways. However, we still expect all employees to use their knowledge and abilities efficiently to fulfill the company's aims. Nowadays, the term of social competence is used and discussed quite often. It can be found in the field of pedagogy, psychology, social work but in management and other man focused sciences as well. The majority of authors distinguish conception, social and professional competences. Their occurrence, however, may not be the equal on particular levels of management (Smékal, 2007). Generally, the term of social competence can be defined as the following: 'Social competences express particular ability or qualification in the field of interpersonal communication.' (Jarošová a kol., 2005).

Social competence includes attention to performance of the others, the ability to understand other people's feelings and problems and selfreflection, flexibility towards others, but also the ability of using interpersonal abilities (Nakonečný, 1998). If we were to find full-area definition of social competence, we would use Smékal's definition (Smékal, 2007), who describes this competence as the 'proficiency, qualification, man's mastery to deal with people efficiently and solve problems of incorporation oneself into a group and activity within this group in compliance with company's aims and following the moral principles. Everybody who lives and cooperates with people must possess the social competence. Social competences is the structure of habits, needs, attitudes and etc. Its core is selfreflection which is the essential for the proper behaviour towards people that the manager comes into contact with. Social competences can be considered as one of the most important abilities of a successful manager which are often omitted and undeveloped. In contemporary dynamic society with fast development and changeable environment, it is very important to develop social competences of managers in order to cope with demands of modern world (Smékal, 2007).

Nakonečný (Nakonečný, 1998) deals with the relation between social competence and social intelligence and states that social competence is the key concept of social psychology and that is the concept of abilities or intelligence in the psychology of personality. He expresses the existence of particular social phenomenon which was also identified as social intelligence. It is not identical with the term of general intelligence but it is special case of intelligence used in social interactions. Some types of intelligence have a lot in common. Gardner (1999) approaches the term of intelligence in similar way and his idea of multiple intelligence is contextual, the context including an individual and a society. He states seven relatively autonomous fields of cognitive activity of an individual and consequently the human competent behaviour arises by their coordination. These fields he conceived as potentials or competences and they are: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal, social. There is another definition of the term of intelligence according to information and knowledge which the individual possesses. In the year 1918, Thorndike distinguished abstract, practical and social intelligence. Social intelligence was understood as the ability of individual to understand people and able to deal with them (Smékal, 2007). One of the aspects of behaviour of an intelligent person, in the Sternberg's studies (Sternberg, 2009) emphasized by the majority of his respondents, was the factor labelled by the authors as 'social competence'. Orme and Bar-On (2002) state that there is a close relation between the social and emotional intelligence. They both describe two aspects of the same construct and most of definitions of social and emotional intelligence includes one or more of the following abilities: understand and constructively show emotions, understand the feelings of other people and create the cooperative interpersonal relationships, efficiently manage and regulate the emotions, cope with the new situations and solve the

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problems of personal and interpersonal fundamentals, be optimistic, positive and motivated to define and achieve the aims. Emotional intelligence (labelled as EI) was first defined by Goleman (1997) as the part of social intelligence that involves the ability to follow own and strange emotions, make difference between them and use these information in thinking and behaviour. He pointed to the fact that not only is cognitive intelligence important for life but emotional intelligence as well. Within the emotional intelligence he emphasized the learning and controlling own emotions, selfmotivation, empathy towards the others and social smartness. The author stressed also the way how the emotional intelligence influences the success of man at work. Birknerova, Kentoš (2011) state that it is about the ability to identify emotions, understand emotions, control own emotions and the emotions of the others and using the emotions to support adapting behavior.

Research respondents includes executives and managers in production companies as well as executives and managers of administration and pedagogical (scientific) areas in Bratislava and Prešov region, those working in private and public organizations. The questionnaire was answered by 111 respondents employed in the companies of the region, 65 women and 46 men. The research was carried out within the year 2013. The other demograhic figures surveyed were gender identity of respondents, place of their permanent residence, education accomplished, working field, official position within the organization, type of organization and region of Slovakia where is the permanent residence of the respondents. The aim of the research was to find out the gender differences in the area of social and emotional intelligence and also statistically significant differences between executives and managers. On the basis of defined aim, we stated the following research hypothesis:

- H1: We assume the existence of gender differences in social and emotional intelligence.
- H2: We assume that there will be statistically significant differences in social and emotional intelligence between executives and managers.

Results depicted in Graph 1 present the structure of respondents where the portion of managers is 69 and the portion of executives is 42 from the total number of 111 respondents asked, for the benefit of managers.

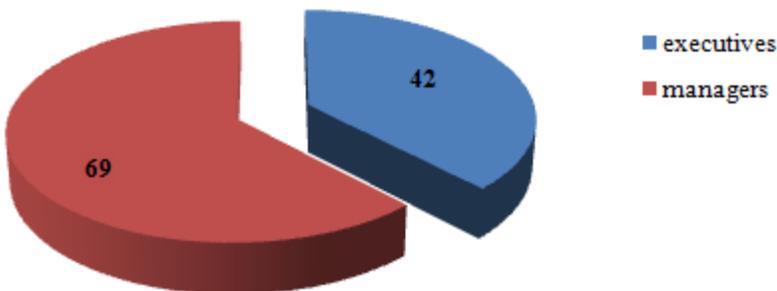


Fig.1: Division of respondents according to their working positions  
Source: own processing

With the help of t-tests we were to determine the statistical significance between respondents, it is for managers and executives within the social and emotional intelligence. The results are shown in Table 1.

	Working position	Mean (priemer)	Std. Deviation (Smerodajná odchýlka)	t (Testové kritérium)	Sig (2-tailed) (Signifikácia)
Empathy	managers	2,2778	0,51423	-0,344	0,732
	executives	2,3125	0,49669		
Manipulation	managers	1,6977	0,57642	1,891	0,061
	executives	1,4966	0,48393		
Losing control of own emotions	managers	2,4030	0,67828	-1,450	0,150
	executives	2,5714	0,52796		
<b>Flatteries</b>	managers	2,8768	0,60273	2,817	<b>0,006</b>
	executives	2,5238	0,69801		
Lies	managers	2,4457	0,61666	0,570	0,570
	executives	2,3690	0,78910		
Amorality	managers	3,2126	0,57727	-0,154	0,878
	executives	3,2302	0,59121		
Cynicism	managers	2,9167	0,46902	-0,718	0,475
	executives	2,9881	0,56835		
<b>Emotional stability</b>	managers	2,3786	0,43472	2,139	<b>0,035</b>
	executives	2,1786	0,54198		
<b>Self-confidence</b>	managers	2,4511	0,54727	2,779	<b>0,006</b>
	executives	2,1667	0,48010		
Sociability/ Companionability	managers	2,8087	0,49559	-0,329	0,742
	executives	2,8413	0,52078		

Tab. 1: Štatistická významnosť v oblasti zaradenia v organizácii

Source: own processing

In Table 1 we can see that statistically greater significance is demonstrated for the benefit of managers in two dimensions of surveyed social competences. Those dimensions are in the area of Emotional

intelligence. In the area of Social intelligence (Empathy, Manipulation, Losing control of own emotions) we did not notice any statistical significance. Therefore these findings demonstrate that the managers are more emotionally stable, self-confident and use more flatteries as the means of manipulation while working in order to achieve personal aims than executives.

Managers dominate in the area of Emotional intelligence as well. Within two dimensions we did not see the statistical significance only in the dimension of Sociability/Companionability. We confirmed the statistical significance for the benefits of managers in dimensions of Emotional stability and Self-confidence. Within Emotional stability the managers do not spend much time thinking about their problems at work. If their working results are not satisfactory, they easily get over and take it easier than the others in working team. The previous failures are not the burdens for them and they are not put off easily. Moreover, they are rarely afraid of their work. Regarding the dimension of Self-confidence we also demonstrate statistical significance for the benefit of managers compared to executives. The typical features of this dimension is that managers are able to react promptly, support their opinions openly though it can influence the working atmosphere in negative way. Furthermore, they possess such qualities that make them outstanding in comparison to the others. They feel good in serious situations like important conversations or presentations. The managers are then level-headed and are able to deal with the tension at work. Not only do they accept responsibility for the task achievement but also they influence the working atmosphere, interpersonal relations and their creation within working process. That's why it is very important for them to be emotionally stable and self-confident.

In Graph 2 we can see the respondents divided according to the working area with the administration portion of 58, education/research 31 and production 22 respondents out of the total number 111 respondents.

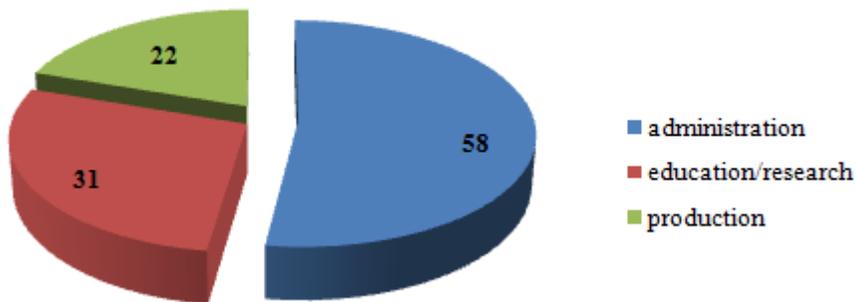


Fig.2: Division of respondents according to working area  
Source: own processing

Using Post-hoc comparison we were to observe the differences between particular working areas and subscales of Social intelligence (EMESI) as well as the aspects and factors of Emotional (BIP) intelligence. We identified statistically significant differences between working areas and SQ (EMESI)

aspects: Empathy and the Losing control of own emotions factor. On the basis of dispersion  $F= 4,909$ ,  $Sig.=0,009$  analysis we observed the significant differences in SQ aspect empathy in relation to working areas.

Work area	Work area	Mean Difference	Sig.
administration	education/research	0,02874	0,964
education/research	production	0,34483	<b>0,037</b>
production	administration	-0,37356	<b>0,008</b>

Tab. 2: Post-hoc comparisons of average assessment in aspect SQ empathy according to working areas (Tukey HSD)

Source: own processing

Table 2 shows, that the aspect of social intelligence “Empathy” with significant differences between “educational system – research” and “production” as well as “production” and “administration” is always to the detriment of working area “production”. Managers in production companies seem to have less empathy than managers in education/research or administration. The employees in administration have the greatest empathy. Such employees are able to recognize the emotions, intentions and weaknesses in working team.

On the basis of dispersion  $F= 6,156$ ,  $Sig.=0,003$  analysis we noticed the significant differences in SQ aspect manipulation in relation to working areas.

Work area	Work area	Mean Difference	Sig.
administration	education/research	-0,30876	<b>0,026</b>
education/research	production	0,49057	<b>0,003</b>
production	administration	-0,18182	0,354

Tab. 3: Post –hoc comparisons of average assessment in aspect SQ manipulation according to working areas (Tukey HSD)

Source: own processing

There has been statistical significance between administration and education/research and also between education/research and production in the SQ aspect of Manipulation dimension, always having education/research at a disadvantage. In this SQ aspect the manipulative behaviour occurs mostly in working area of education/research. On contrary, managers as well as other employees in production use the manipulative behaviour the least. In the area of Social intelligence is this result important because we observe that employees in working area of education/research are capable to persuade the working team easily to support them, to take the advantage of various situations and abuse the lies for their own benefits.

On the basis of dispersion  $F=4,113$ ,  $Sig.=0,019$  analysis we saw the significant differences in SQ aspect losing control of own emotions in relation to working areas.

Work area	Work area	Mean Difference	Sig.
administration	education/research	0,39105	<b>0,014</b>
education/research	production	-0,22685	0,380
production	administration	-0,16419	0,535

Tab. 4: Post-hoc comparisons of average assessment in aspect SQ losing control of own emotions according to working areas (Tukey HSD)

Source: own processing

Table 4 demonstrates the statistically significant differences between administration and education/research. More statistically significant differences while assessing the aspect of Losing control of own emotions we did not noticed. According to the materials the analysis shows the disadvantage of administrative workers. The contact with others in working process make the employees in administration nervous, the feelings of co-workers make them upset and they feel uncomfortable with new employees. It can be said that the employees in administration control their emotions the least, on the contrary the employees in education/research are flexible, contact with co-workers do not make them nervous, they are open and do not get easily upset. Managers as well as other employees in this area can control their emotions best.

On the basis of dispersion  $F=4,964$   $Sig.=0,003$  analysis we saw the significant differences in MACH IV aspect lies in relation to working areas.

Work area	Work area	Mean Difference	Sig.
administration	education/research	-0,46343	<b>0,006</b>
education/research	production	0,29729	0,245
production	administration	0,16614	0,576

Tab. 5: Post-hoc comparisons of average assessment in aspect MQ lies according to working areas (Tukey HSD)

Source: own processing

In Table 5 we can see the statistical significance between administration and education/research. In working field “administration” the highest score belongs to working area “educational system – research”. As far as we assumed statistically significant differences in Social and Emotional intelligence in working area, the hypothesis was right.

### Conclusion

The term competence involves new demands on human being, it is the synthesis of knowledge, attitudes and experience that flows from the state of modern society. Competence is used everywhere where we

deal with the ability to think, perform or learn. On the whole, the working environment, mutual interactions and their quality creates the important fundamentals for development of competences. Finally, we can claim that knowledge is not sufficient enough for being successful. It requires the mental and personal abilities that are necessary for achieving the performance required. Within the term of social competence we describe it as one of the most important abilities of a successful manager. This competence is very often neglected. In contemporary society with fast development and changeable environment, it is essential not to forget and develop social competences of managers so they are able to deal with the demanding situations and tasks of modern world.

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