

Прегледни рад

Примљено: 10. 12. 2015.

Ревидирана верзија: 13. 5. 2016.

Одобрено за штампу: 17. 10. 2016.

UDK 005.96:159.942

316.613.4:005.96

EMOTIONAL INTELLIGENCE OF EMPLOYEES – ELEMENTS, DEVELOPMENT AND EFFECTS

Marija Radosavljević*, Biljana Đorđević

University of Niš, Faculty of Economics, Niš, Serbia

marija.andjelkovic@eknfak.ni.ac.rs

Abstract

The quality of interpersonal relations in all aspects of human functioning is essentially determined by the level of emotional intelligence of the subjects involved in these relations. Since labour systems are also social systems, it is very important that employees constituting them have developed emotional intelligence, because there is almost no activity in the company which does not require cooperation and communication with other people. If employees, and especially managers, do not possess emotional intelligence, such situation may cause many problems and conflicts for whose resolving the organisational resources are unproductively spend. Bearing in mind the importance of emotional intelligence for successful functioning of the labour systems, the aim of this paper is to draw attention to the key components of this concept and the benefits that the emotional intelligence of employees can generate in daily functioning of the companies. The paper also presents the results of the empirical research conducted in the companies in the Republic of Serbia, which confirmed existence of a high level of correlation between the elements of emotional intelligence as well as that there is statistically significant influence of emotional intelligence of the employees on their performances assessed by their superiors.

Key words: emotional intelligence, employees, company, performances.

ЕМОЦИОНАЛНА ИНТЕЛИГЕНЦИЈА ЗАПОСЛЕНИХ – ЕЛЕМЕНТИ, РАЗВОЈ И ЕФЕКТИ

Апстракт

Квалитет међуљудских односа у свим областима људског деловања у великој мери је одређен нивоом емоционалне интелигенције субјеката који учествују у тим односима. Будући да су радни системи истовремено и социјални системи, веома је важно да запослени који их чине имају развијену емоционалну интелигенцију, јер готово да не постоје активности у њима за чије обављање није потребна сарадња и комуникација са другим људима. Уколико пак запослени, а нарочито руководиоци, не поседују развијену емоционалну интелигенцију, то може проузроковати бројне проблеме и конфликте у радној средини за чије

решавање се непродуктивно троше организациони ресурси. Имајући у виду значај емоционалне интелигенције запослених за успешно функционисање радних система, циљ рада је најпре да укаже на основне димензије овог концепта, те позитивне и корисне стране које емоционална интелигенција запослених може да створи у свакодневном функционисању предузећа. У раду су представљени и резултати емпиријског истраживања спроведеног у предузећима у Републици Србији, у оквиру кога је утврђено да постоји висок степен корелације између елемената емоционалне интелигенције, као и статистички значајан утицај емоционалне интелигенције запослених на перформансе које остварују и које су утврђене од стране њихових надређених.

Кључне речи: емоционална интелигенција, запослени, предузеће, перформансе.

INTRODUCTION

In today's uncertain and turbulent working environment, in which changes are a constant characteristic, in order to survive companies must be adaptable and flexible. Numerous examples from practice confirm that the key of companies' success lies with the employees, in their knowledge, skills, motivation and commitment. However, the potential of employees often cannot be fully utilised due to inadequate communication or disturbed interpersonal relationships within the company. One of the reasons that could cause such situation is the underdeveloped emotional intelligence of employees. Since in companies almost every activity requires cooperation and communication, emotional intelligence becomes a very important factor of organisational successful functioning and the results that companies achieve.

The importance of emotional intelligence of employees as a factor in the working environment has been confirmed by numerous empirical studies that have shown a close relationship between the level of emotional intelligence development and the ability of employees to solve conflicts, creativeness, the quality of leadership, etc. (Jordan, Ashkanasy, Härtel & Hooper, 2002; p. 195; Geogre & Zhou, 2003, p. 545; Antonakis, Ashkanasy & Dasborough, 2009, p. 252). Also, the researches have shown that emotional intelligence is an important determinant of employees' performances, which directly affect the performances of companies as a whole (Ahangar, 2012; Jordan, Ashkanasy, Hartel & Hooper, 2002; Kim, 2010; Zhou & Geogre, 2003).

Bearing in mind the importance of emotional intelligence for a successful functioning of companies and the results they achieve, as well as the fact that emotional intelligence is often a neglected element of the overall competences of employees, the aim of this paper is to draw attention to the academics and experts in this concept and the benefits that emotional intelligence of employees can generate in daily functioning of companies. The paper is structured as follows: firstly, it provides an

overview of the literature on the concept of emotional intelligence, then presents the achievements so far in the field of emotional intelligence measurement, while the last part presents the results of the empirical research conducted in the companies in Serbia which was aimed to determine whether the employees who were characterised by a high level of emotional intelligence achieved higher performance, and therefore provided a greater contribution to the overall business performance. Finally, instead of the conclusion, specific mechanisms and measures aimed to increase the level of emotional intelligence of employees are proposed.

LITERATURE REVIEW ON THE CONCEPT OF EMOTIONAL INTELLIGENCE

Emotional Intelligence: Term and Basic Elements

The term *emotional intelligence* firstly appeared in the title of the doctoral thesis of Wayne Paynes published in 1985. However, a few years before that, precisely in 1983, Gardner had in mind a similar idea, although he used the terms intrapersonal and interpersonal intelligence (Gardner, 1983). These categories, however, were later confirmed as the key components of emotional intelligence.

Among the first authors who researched emotional intelligence were Peter Salovey from the University of Yale and John Mayer from the University of New Hampshire. The above-mentioned authors defined emotional intelligence as the ability to monitor one's own and others' emotions and to use such obtained information in one's thinking and behaviour (Mayer & Salovey, 1993, p. 433). Empirical research they conducted later confirmed that emotional intelligence is a scientifically legitimate category and one that can be operationalised through the set of skills that are interconnected and can be further developed (Mayer, Caruso & Salovey, 1999, p. 267).

Goleman (2001) further believes that emotional intelligence in its broadest sense is the ability to recognize and regulate one's own, and others' emotions (Goleman, 2001, p. 14). Bar-On (2000) also sees emotional intelligence in a broad sense and defines it as the effective understanding of oneself and the others, the ability to establish good interpersonal relationships and adequate coping and adaptation to the environment in which the individual is (Bar-On, 2000, p. 363).

Although at first sight there are no major differences between the mentioned definitions, a deeper analysis of the works of the mentioned authors, particularly their opinion about the elements that constitute emotional intelligence, shows that in understanding the essence of emotional intelligence there are certain differences. Based on these differences, some authors formulated specific models of emotional intelligence. These are the

ability model, the model of traits and the combined model of emotional intelligence (Jorfi, Jorfi & Moghadam, 2010, p. 64).

According to *the ability model*, the emphasis in understanding emotional intelligence concerns the ability of individuals to manage their emotions. Thus, according to one of the opinions that belong to this model, emotional intelligence includes the following abilities (Mayer & Salovey, 1997): the ability of identifying emotions, the ability of using emotions, the ability to understand emotions and the ability to manage emotions.

In contrast to the previous model, *the model of traits* in the operationalisation of emotional intelligence focuses on personality, i.e. on certain non-cognitive characteristics of an individual such as self-confidence, achievement in life, the general mood and the like. One of the representatives of this model is Bar-On, who suggests that emotional intelligence consists of five components: interpersonal competencies, intrapersonal competences, adaptability, stress management and general mood (Bar-On, 2000, p. 364). The aforementioned author believes that all of these components of emotional intelligence provide psychological welfare for individuals as well.

The combined model of emotional intelligence, as the third model of emotional intelligence, represents the combination of the previous two, the ability model and the model of traits. In other words, the combined model consists of non-cognitive and cognitive abilities of an individual that enable him to successfully overcome the challenges in everyday life.

Emotional vs. Social Intelligence

According to Goleman's model of emotional intelligence, it can be concluded that emotional and social intelligence are closely interrelated. Namely, empathy and social skills that are usually regarded as components of emotional intelligence, in fact, reflect social intelligence. Although based on Goleman's work, it could be concluded that social intelligence is derived from emotional intelligence, the other authors believe that social intelligence, in fact, involves emotional intelligence (Salovey & Mayer, 1990, p. 189), i.e. that social intelligence is an "older" concept in relation to the concept of emotional intelligence. This opinion has some sort of confirmation since in the 1920s of the last century Edward Thorndike (1920) researched social intelligence and defined it as "the ability to understand and manage men and women, boys and girls - to act wisely in human relations" (Thorndike, 1920 p. 228).

Since the concept of emotional intelligence develops rapidly, there is a third group of opinions regarding the relation between the concepts of emotional and social intelligence, according to which these are separate concepts (Bar-On, 2000, p. 363; Emmerling & Boyatzis, 2012, p. 4). Therefore, those authors use the term *emotional-social intelligence*. Under this term they assume interdependence of the emotional and social competencies and skills which determine how effectively people understand

and express themselves, how they understand relations with others, but also how they cope with everyday challenges in those relations (Bar-On, 2000, p. 363).

Based on the above, it can be concluded that emotional and social intelligence are undoubtedly related concepts, but the authors will hereafter put emphasis only on *emotional intelligence*, which as its components contains the dimensions that are a reflection of social intelligence.

Measurement of the Emotional Intelligence

Beside the fact that many authors in the past attempted to formulate a comprehensive definition of emotional intelligence, they also made attempts in the area of its operationalisation and measurement. For example, Bar-On (1997) suggests using 133 elements for emotional intelligence measurement. At the same time the book appeared, whose authors suggested that the measurement of emotional intelligence should be done on the basis of the test made up of 250 elements and grouped into 21 categories (Cooper & Sawaf, 1998). Some authors (Shuttle et al., 1998, p. 171), however, as the basis for creating a test for emotional intelligence measurement used the model formulated by Salovey and Mayer (1990), which includes 33 elements.

A great number of authors also accepted the test which was created by Mejer, Caruso and Salovey (1999), based on Multifactor Emotional Intelligence Scale - MEIS. This scale was designed to measure the four levels of emotional intelligence (Ciarrochi, Chan & Caputi, 2000, p. 541).

Although the above-mentioned authors tried to prove that emotional intelligence can be measured, there are also authors (Petrides & Furnham, 2000, p. 319) who suggest that the scales for measuring the level of emotional intelligence could be accepted only as indicative and provisional and that the results obtained by their application should be considered only as informative, not definitive. Perhaps this scepticism is the reason why the researches concerning the relationship between emotional intelligence and business performance are quite rare, and began to intensify lately, at the beginning of the twenty-first century. However, all of them without exception have shown that emotional intelligence of employees is an important component of their overall competence, and to a considerable extent determine the results they achieve. Also, according to one of the researches it was found that emotional intelligence predicts the efficiency of the processes in the companies and increases the focus of teams (Jordan, Ashkanasy, Härtel & Hooper 2002, p. 196). Further, in some studies it was found that the success in sale was closely related to empathy which is an important element of emotional intelligence of employees (Kim, 2010, p. 2343). The fact that the employees with a high level of emotional intelligence achieved high performance was confirmed by another

research in which such employees are identified as "star performers"¹ (Law, Wong & Song, 2004, p. 483).

Emotional intelligence is connected with many other positive outcomes in the workplace, such as quality of leadership (Antonakis, Ashkanasy & Dasborough, 2009, p. 252; Scott-Halsell, Shumate & Blum, 2007, p. 99), conflict resolution (Jordan, Ashkanasy, Härtel & Hooper, 2002; p. 195), creativity (Zhou & Geogre, 2003, p. 545), etc. Some studies, however, aside from investigating if there exists a direct connection between emotional intelligence and employee performance, have examined possibilities of using emotional intelligence in order to predict the performance of the employees (Lyons & Schneider, 2005, p. 696).

Generally positive impact of emotional intelligence on employees' performances and the performances of companies could be found in the fact that many activities they perform in the companies have interpersonal character, require communication, cooperation and exchange of information (Ahangar, 2012, p. 123; Wong & Law, 2002, p. 243).

IDENTIFYING THE LEVEL OF EMOTIONAL INTELLIGENCE AND ITS IMPACT ON EMPLOYEES' PERFORMANCES IN COMPANIES IN THE REPUBLIC OF SERBIA

The Framework of the Research, Hypotheses and Methods

In order to confirm or deny the previously presented theoretical views on emotional intelligence as determinants of employees' performances, and, at the same time, to verify the conclusions of the above presented empirical researches, an empirical research was conducted on the sample of the employees in the companies in the Republic of Serbia. Since the majority of similar studies have been conducted in developed countries, that are culturally and economically significantly different from the Republic of Serbia, the authors believe that the results of this research will have significant applicative value for local conditions. Primary data were collected through the questionnaire which is presented in the Appendix (where the level of emotional intelligence was assessed by marks ranging from 1 to 5, where 1 represent the lowest and 5 the highest level of emotional intelligence, i.e. some of its elements). The questionnaire also covered the issues related to the assessment of the contribution

¹ Why the employees with higher level of emotional intelligence achieve higher performances could be explained by the fact that these employees usually interact more with others to come to important network resources, such as support, advice, assistance and the like. More about this can be seen in Seibert, S, Kraimer, M., & Liden, R. (2001). A social capital theory of career success. *Academy of Management Journal*, 44 (2), 219-237.

(performances) of the employees from the point of view of their superiors, also measured by the scale from 1 to 5, where marks have the following values: 1 – insignificant contribution, 2 – sufficient contribution, 3 – satisfactory contribution, 4 – significant contribution, 5 – extraordinary contribution.

The study included 450 employees from the companies in Serbia. The sample was selected based on the analysis of the data from the Statistical Office of the Republic of Serbia (Companies according to the size in 2013, Working Paper 50 (85), 2014). Namely, in the Republic of Serbia in 2013 there were 93,754 companies of which 81,775 belong to the group of micro (87.2%), 9,353 belong to the group of small (10.0%), 2,132 belong to the group of medium (2.3%), and 494 (0.5%) belong to the group of large companies. Due to the assumption that the importance of emotional intelligence is not the same in companies of different size and that the size of the company could be a determinant of human resource management (HRM) practices, in defining the sample there was a need for sample stratification in terms of the companies' size. However, given the extremely low representation of large companies in the Republic of Serbia (0.5%), stratification would require a very large sample, because in the case of proportional selection, in the sample of 200 companies only one large company could be found, which corresponds to the share of 0.5% in the basic group. This, however, certainly is not sufficient for making statistically based conclusions. For this reason, and having in mind the fact that in the focus of the research were employees, the authors believe that percentage method of sample selection could be based on the relative number of the employees in these categories of the companies. In this regard, the sample was stratified so that it contains approximately 34.8% of employees in micro and small companies, approximately 22.7% of employees in medium-sized companies and approximately 42.5% of employees in large enterprises. However, the analysis based on such sample could be considered only as the base for further research, because in this case the sample could be considered only as informative one.

The basic premise of the conducted research is that the emotionally intelligent employees give a greater contribution (have higher performances) to the business success of the companies, from the viewpoint of their superiors. In order to accept this assumption as the conclusion of the paper, it is necessary to test the additional - auxiliary hypotheses:

- H1: Employees in the companies in Serbia are characterised by a high level of emotional intelligence;
- H2: Among the elements of the emotional intelligence there is quantitative agreement;
- H3: All elements of emotional intelligence equally influence the contribution of the employees to business success;
- H4: The level of emotional intelligence of the employees is not the same in the companies of different size.

Testing the hypotheses outlined above was carried out by using appropriate statistical methods. More precisely, the data and information obtained during the survey were analysed using the software package SPSS 22. After that they were analysed and presented in tables. When it comes to the methods, firstly the descriptive statistics was used, then the correlation and regression analysis and, finally, the χ^2 test.

Descriptive statistics allows analysts to gain insight into understanding the concept of emotional intelligence by the employees in the companies in Serbia as well as the development of their emotional intelligence. The relationship of interdependence between the elements of emotional intelligence can be analysed through correlation coefficients, while for testing the impact of certain elements of emotional intelligence on the contribution of the employees, the relevant method is the regression analysis (Cohen, Cohen, West, & Aiken, 2013). The χ^2 test makes it possible to identify a correlation between two variables, because it involves investigating the independence of two variables or factors, i.e. the coincidence of their connection (Satorra & Bentler, 2001). In the case of this study, this test makes it possible to identify the existence of differences in the level of emotional intelligence of the employees in companies of different sizes.

The Analysis of the Empirical Data

The first hypothesis, which refers to the level of emotional intelligence of the employees, can be tested by descriptive statistics. Based on the average score of emotional intelligence elements shown in Table 1, it can be seen that all elements of emotional intelligence are equally represented in the sample, i.e according to the answers of employees it can be concluded that the elements of their emotional intelligence are similar and on a pretty high level. Also, these results correspond to the results of other researches in this area (Davies, Stankov & Roberts, 1998; Mayer, Salovey, Caruso & Sitarenious, 2003; Palmer, Donaldson & Stough, 2002; Parker, Taylor & Bagby, 2001; Warwick & Nettelbeck, 2004).

Based on the table 1, and based on the part of the questionnaire that was given in the Appendix, it can be seen that the analysis of emotional intelligence was carried out based on 25 variables, five for each element of emotional intelligence. In order to increase the efficiency of concluding, instead of individual data (for each variable) average values for each element of emotional intelligence were used. The justification for this procedure stems from the Cronbach's Alpha test (Santos, 1999), which demonstrated that all values of the observed elements have a value higher than 0.70, which means that the elements are consistent and reliable for concluding. On the basis of the average values of the elements the correlation coefficients were determined (Table 2).

Table 1. Descriptive statistics for elements of emotional intelligence

Elements	Sample size	Minimum	Maximum	Average	Std. Deviation
C1 ²	450	2,00	5,00	3,5933	,79332
C2	450	2,00	5,00	3,6733	1,04995
C3	450	2,00	5,00	3,6800	,84411
C4	450	2,00	5,00	4,0267	1,21761
C5	450	2,00	5,00	3,8400	1,16221
K1	450	2,00	5,00	3,7733	1,22418
K2	450	2,00	5,00	3,8067	,87042
K3	450	2,00	5,00	3,9467	1,08925
K4	450	2,00	5,00	3,9133	,92433
K5	450	2,00	5,00	4,0267	1,12640
M1	450	2,00	5,00	3,7933	1,14025
M2	450	2,00	5,00	3,9267	,96091
M3	450	2,00	5,00	3,8667	1,19390
M4	450	2,00	5,00	4,0400	,95241
M5	450	2,00	5,00	3,7000	1,13705
E1	450	2,00	5,00	3,8200	,89594
E2	450	2,00	5,00	3,7200	,93285
E3	450	2,00	5,00	4,0400	,94537
E4	450	2,00	5,00	4,0133	1,00768
E5	450	2,00	5,00	4,0000	1,03395
B1	450	2,00	5,00	4,0200	,96350
B2	450	2,00	5,00	3,9600	1,01358
B3	450	2,00	5,00	3,8067	1,11297
B4	450	2,00	5,00	3,6800	1,25210
B5	450	2,00	5,00	4,0533	1,03902

Table 2. Correlation coefficients between the elements of emotional intelligence

Elements of emotional intelligence	C	K	M	E	B
The correlation coefficient	1,000				
C ³ Significance	,				
Sample size	450				
The correlation coefficient	,616 ^(**)	1,000			
K Significance	,000	,			
Sample size	450	450			
The correlation coefficient	,711 ^(**)	,762 ^(**)	1,000		
M Significance	,000	,000	,		
Sample size	450	450	450		
The correlation coefficient	,646 ^(**)	,712 ^(**)	,606 ^(**)	1,000	
E Significance	,000	,000	,000	,	
Sample size	450	450	450	450	
The correlation coefficient	,749 ^(**)	,773 ^(**)	,705 ^(**)	,736 ^(**)	1,000
B Significance	,000	,000	,000	,000	,
Sample size	450	450	450	450	450

** The correlation coefficient is at the level of significance of 0.01.

² The symbols refer on the questions presented in the Appendix.

³ C – self-consciousness, K – self-control, M – self-motivation, E – empathy, B – social skills

The correlation coefficients show a high level of connection between the elements of emotional intelligence, which is also in line with the results of other authors (Austin, Saklofske, Huang & McKenney, 2004, p. 560). Therefore, the second hypothesis, concerning the existence of the quantitative agreement between the elements of emotional intelligence, is confirmed. Consequently, with the development of one of the elements of emotional intelligence development of the others can be expected.

In addition to each element of emotional intelligence influencing others, it can be assumed that the elements of emotional intelligence also affect the contribution of the employees, in terms of the results they achieve in everyday business. The impact of the elements of emotional intelligence on the contribution of the employees was tested by regression analysis (Table 3).

Table 3. Regression analysis

	Unstandardised coefficients		Standardised coefficients	t	The level of significance
	B	Std. error	Beta		
C	,239	,019	,256	12,396	,000
K	,135	,023	,158	5,911	,000
M	,192	,020	,250	9,754	,000
E	,241	,022	,251	10,987	,000
B	,137	,019	,179	7,239	,000

Dependent variable: Employees' contribution

The results of the regression analysis show that all elements of emotional intelligence influence the contribution of the employees. Further this means that the third hypothesis is confirmed, too. The level of significance in all cases is 0.000, which is less than 0.01, which indicates the influence of all of the observed elements on the contribution of the employees. Based on the standardized coefficients (beta) and the *t*-value, the same conclusion can be made. However, it can be seen that the influence of self-awareness, self-motivation and empathy is slightly higher compared to the impact of self-control and social skills.

The last hypothesis refers to the examination of the relationship between the level of emotional intelligence of the employees and the size of the companies in which they are employed. Since the sample on which the analysis is based was structured in a way that reflects a realistic proportion of the number of the employees in the Republic of Serbia, i.e., that stratification was carried out according to the size of the company, it is possible, by using the χ^2 test, to examine the validity of the statement contained in the fourth hypothesis. The results of the application of this test are given in the Table 4.

Table 4. χ^2 test

	Value	df	The level of significance (two-sided)
Pearson's χ^2	373,383	52	,000
Risk factor	410,255	52	,000
Linear Association	176,701	1	,000
Sample size	450		

The level of significance calculated through the Pearson's test is 0.000, which means that the hypothesis could be accepted. This further means that the claim *The level of emotional intelligence of the employees is not the same in the companies of different size* is true, which means that the size of the companies in a certain way determines the level of emotional intelligence of the employees. Although it could be expected that in large companies it is more economical to organise training programs for the employees that could lead to increasing the emotional intelligence, on the basis on the obtained primary data in this survey it can be concluded that this difference is in favour of small companies. In other words, in this survey the employees in small companies have shown a higher level of emotional intelligence in relation to the employees in medium and large companies. This can partly be explained by the characteristics of small companies and specific relationship between the employees.

Generally speaking, the results of the conducted research have shown that emotionally intelligent employees make greater contribution to the success of the companies, i.e. have higher performances. Accordingly, it can be concluded that emotional intelligence represents a very important element of the overall competencies of the employees.

Limitations of the Research

Bearing in mind that in this study the emphasis was on the impact of emotional intelligence on the performances of the employees valued by their superiors, it can be assumed that the gained results contain a certain amount of subjectivity. However, subjectivity is almost an inevitable feature of all research in the social sciences, so it is the limitation of this research, too. In order to increase the objectivity in making the conclusion regarding the influence of emotional intelligence of the employees in the working environment in further research, it is desirable to investigate how emotional intelligence of the employees impact business performance measured by some more objective indicator such as profit per employee, for example, instead by performances of the employees assessed by managers. Also, it seems as an interesting idea to examine how gender and age of the employees influence the level of their emotional intelligence.

*IMPLICATION FOR HUMAN RESOURCE
MANAGEMENT FUNCTION*

The fact that in modern business conditions knowledge of employees is the key resource and generator of companies' and economies' development is not new. However, in many cases only the expertise of the employees is not enough. Since the contemporary business conditions, which assume fierce competition, require intensive cooperation and communication among all the constituents of the companies, in addition to the necessary technical knowledge they should possess developed emotional intelligence, too. Under this term usually is assumed the ability to understand oneself and others, as well as the establishment of good relations in the environment in which the individual lives and works. From the above stems the imperative that the portfolio of employees in the company should consist of the employees who, in addition to the necessary technical expertise, possess developed emotional intelligence, too. The latter can be achieved in two main ways: by hiring the people who already have developed emotional intelligence or by developing emotional intelligence of the existing employees.

In order to employ the candidates who, in addition to professional competencies, possess a high level of emotional intelligence the selection criteria should include those which are related to emotional intelligence. Although it is more difficult to assess emotional intelligence than the rational intelligence of the candidates, some of the usual techniques of the selection process can be used for assessing the parameters of emotional intelligence. It is a guided interview (enables the assessment of the consistency and honesty of candidates, but also the ability to communicate, spontaneity and flexibility), simulation of teamwork (enables the assessment of communication style of the candidates and their relationship to others), behavioural interview (enables the assessment of the natural behaviour of candidates), etc.

Development of emotional intelligence of the existing employees can be also achieved by using different techniques. The most suitable techniques in this regard are: the concept of 360 degrees (enables the development of self-awareness), personal monitoring (enables the development of self-awareness), the imposition of the situation (enables the development of self-control and self-motivation), recording thoughts (enables the development of self-control), sensitivity training (enables the development of empathy), modelling behaviour (enables the development of social skills), etc.

The authors hope that theoretical review of the concept of emotional intelligence (definitions, components, significance) and presentation of the results of the empirical research they conducted will awake the interest of managers and other employees for this theme and the positive effects that emotional intelligence can generate in the everyday functioning of the companies and life in general.

REFERENCES

- Ahangar, R. G. (2012). *Emotional Intelligence: The Most Potent Factor of Job Performance Among Executives*. INTECH Open Access Publisher. Retrieved from <http://www.intechopen.com/books/emotional-intelligence-newperspectives-and-applications/emotional-intelligence-the-most-potent-factor-of-job-performance-amongexecutives>
- Antonakis, J., Ashkanasy, N., & Dasborough, M. (2009). Does leadership need emotional intelligence? *The Leadership Quarterly*, 20(2), 247–261.
- Austin, E., Saklofske, D., Huang, S., & McKenney, D. (2004). Measurement of trait emotional intelligence: testing and cross-validating a modified version of Schutte et al.'s (1998) measure. *Personality and individual differences*, 36(3), 555–562.
- Bar-On, R. (2000). Emotional and social intelligence: insights from the Emotional Quotient Inventory. In R. Bar-On & J. Parker (Eds). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 363-388). San Francisco, CA: Jossey- Bass.
- Ciarrochi, J., Chan, A., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual differences*, 28(3), 539–561.
- Cohen, J., Cohen, P., West, S., & Aiken, L. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences*. London: Routledge.
- Cooper, R., & Sawaf, A. (1998). *Executive EQ: Emotional intelligence in leadership and organizations*. New York, NY: Penguin.
- Davies, M., Stankov, L. & Roberts, R. (1998). Emotional intelligence: in search of an elusive construct. *Journal of personality and social psychology*, 75(4), 989–1015.
- Emmerling, R., & Boyatzis, R. (2012). Emotional and social intelligence competencies: cross cultural implications. *Cross Cultural Management*, 19(1), 4–18.
- Gardner, H. (1983). *Frames of Mind: The theory of Multiple Intelligences*. (10th ed.) New York, NY: Basis Books.
- Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss, & D. Goleman (Eds.). *The emotionally intelligent workplace - How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations* (pp. 27–44). San Francisco, CA: Jossey – Bass a Wiley Company.
- Jorfi, H., Jorfi, S., & Moghadam, K. (2010). Impact of Emotional Intelligence on Performance of Employees. *Postmodern Openings*, 1 (4), 63–74.
- Jordan, P., Ashkanasy, N., Härtel, Ch., and Hooper, G. (2002). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12(2), 195–214.
- Kim, S. H. (2010). The effect of emotional intelligence on salesperson's behavior and customers' perceived service quality. *African Journal of Business Management*, 4(11), 2343–2353.
- Law, K., Wong, Ch. S., & Song, L. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology*, 89(3), 483–496.
- Lyons, J., & Schneider, T. (2005). The influence of emotional intelligence on performance. *Personality and Individual Differences*, 39(4), 693–703.
- Mayer, J., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433–442.

- Mayer, J., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey, & D. Sluyter (Eds). *Emotional development and emotional intelligence: Educational implications* (3–34). New York, NY: Basic Books.
- Mayer, J., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267–298.
- Mayer, J., Salovey, P., Caruso, D., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3(1), 97–105.
- Palmer, B., Donaldson, C., & Stough, C. (2002). Emotional intelligence and life satisfaction. *Personality and individual differences*, 33(7), 1091–1100.
- Parker, J., Taylor, G., & Bagby, M. (2001). The relationship between emotional intelligence and alexithymia. *Personality and Individual Differences*, 30(1), 107–115.
- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and individual differences*, 29(2), 313–320.
- Предузећа према величини у 2013. години. Радни документ 50, 85 (2014). Републички завод за статистику, Република Србија. [Companies by size in 2013. Working Paper 50, 85 (2014). Republic Statistical Office, Republic of Serbia]
- Salovey, P. & Mayer, J. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185–211.
- Santos, R. (1999). Cronbach's alpha: A tool for assessing the reliability of scales. *Journal of extension*, 37(2), 1–5.
- Satorra, A. & Bentler, P. (2001). A scaled difference chi-square test statistic for moment structure analysis. *Psychometrika*, 66(4), 507–514.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and individual differences*, 25(2), 167–177.
- Scott-Halsell, Sh., Shumate, S., & Blum, Sh. (2007). Using a model of emotional intelligence domains to indicate transformational leaders in the hospitality industry. *Journal of Human Resources in Hospitality & Tourism*, 7(1), 99–113.
- Seibert, S., Kraimer, M., & Liden, R. (2001). A social capital theory of career success. *Academy of management journal*, 44(2), 219–237.
- Thorndike, E. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227–235.
- Warwick, J., & Nettelbeck, T. (2004). Emotional intelligence is...?. *Personality and Individual Differences*, 37(5), 1091–1100.
- Wayn, P. (1985). *A study of emotion: developing emotional intelligence*. (Doctoral thesis). Retrieved from <http://eqi.org/payne.htm>
- Wong, Ch. S., & Law, K. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The leadership quarterly*, 13(3), 243–274.
- Zhou, J. & George, J. (2003). Awakening employee creativity: The role of leader emotional intelligence. *The leadership quarterly*, 14(4), 545–568.
- <https://www.claudewarner.com/downloads/file/pdf/Emotional%20Intelligence%20Self-Assessment.pdf>

APPENDIX

Emotional intelligence questionnaire

<i>Self-awareness</i>	
I always know which emotions I am feeling and why	CC1
I realize the links between my feelings and what I think, do, and say	CC2
I recognize how my feelings affect my performance	CC3
I have a guiding awareness of my values and goals	CC4
I am reflective and try to learn from experience	CC5
<i>Self-control</i>	
I manage my impulsive feelings and distressing emotions well	KK1
I stay composed, positive, and unflappable even in trying moments	KK2
I stay focused under pressure	KK3
I consistently act ethically and try to use blames as the initiatives	KK4
I build trust by being reliable	KK5
<i>Self-motivation</i>	
I am results-oriented, with a high drive to meet objectives and standards	MM1
I set challenging goals and take calculated risks	MM2
I pursue information to reduce uncertainty and find ways to do better	MM3
I continuously learn in order to improve my performance	MM4
I find the purpose of performing the tasks in the mission of the organization to which I belong	MM5
<i>Empathy</i>	
I am a good listener	EE1
I show sensitivity and understand others' perspectives	EE2
I try to help and understanding other people's needs and feelings	EE3
I acknowledge and reward people's strengths, accomplishments, and development	EE4
I try to understand diverse worldviews	EE5
<i>Social skills</i>	
I am skilled at persuasion	BB1
I try to adjust to the listener	BB2
I try to indirectly influence the others in order to gain support	BB3
I can orchestrate dramatic events to effectively make a point	BB4
I foster mutual understanding and exchange of information	BB5

Adapted according to: <http://www.claudewarner.com/downloads/file/pdf/Emotional%20Intelligence%20Self-Assessment.pdf>

ЕМОЦИОНАЛНА ИНТЕЛИГЕНЦИЈА ЗАПОСЛЕНИХ – ЕЛЕМЕНТИ, РАЗВОЈ И ЕФЕКТИ

Марија Радосављевић, Биљана Ђорђевић
Универзитет у Нишу, Економски факултет, Ниш, Србија

Резиме

Неоспорна је чињеница да у савременим условима пословања знање и вештине запослених представљају значајан извор конкурентности предузећа. Међутим, знање и вештине запослених могу бити недовољно искоришћене или чак непримећене услед неадекватне комуникације или нарушених међуљудских односа у радној средини. С друге стране, квалитет међуљудских односа у предузећу битно је одређен нивоом емоционалне интелигенције запослених, под којом се уобичајено подразумева способност разумевања себе самог и других људи, као и успостављање добрих међуљудских односа у окружењу у коме се појединац налази. Наведене способности су, заправо, одраз елемената који чине овај концепт, а то су: самосвест, самоконтрола, самомотивација, емпатија и социјалне вештине. Концепт емоционалне интелигенције има велику примену у свакодневном функционисању предузећа, а нарочито у ситуацијама као што су: доношење одлуке о унапређивању менаџера, управљање запосленима у условима спровођења организационих промена, кориговање неадекватних перформанси запослених и слично. Да би се избегли проблеми и конфликти у наведеном, али и бројним другим ситуацијама у којима се предузеће може наћи, неопходно је да запослене, осим потребе да поседују неопходне стручне компетенције, карактерише што виши ниво емоционалне интелигенције.

Да би се утврдило у којој мери су запослени у предузећима у Републици Србији упознати са концептом и значајем емоционалне интелигенције, али и да би се одредио ниво њихове емоционалне интелигенције, спроведено је емпиријско истраживање. Истраживањем је обухваћено 450 запослених, при чему је узорак изабран на основу одређених извештаја Републичког завода за статистику. Основна претпоставка истраживања је да емотивно интелигентни запослени дају већи допринос пословању предузећа, посматрано из угла менаџера, као њихових надређених. Да би се ова претпоставка могла прихватити, тестиране су и додатне – помоћне хипотезе. Прикупљени подаци анализирани су применом метода статистичке анализе (корелациона и регресиона анализа и χ^2 тест). Резултати анализе показали су да између елемената емоционалне интелигенције постоји висок степен корелације, али и да емотивно интелигентни запослени дају већи допринос пословању предузећа, посматрано из угла менаџера. Прецизније, резултати регресионе анализе показују да сви елементи емоционалне интелигенције утичу на допринос запослених. На основу стандардизованих коефицијената, као и на основу т-вредности, долази се до истог закључка, с тим што се може уочити да је утицај самосвести, самомотивације и емпатије нешто већи у поређењу са утицајем самоконтроле и социјалних вештина. На основу претходнонаведеног, закључује се да емоционална интелигенција значајно утиче на допринос запослених успешном пословању предузећа и да стога представља важан део њихових укупних компетенција.