

**Czech University of Life Sciences Prague**

**Faculty of Economics and Management**

**Department of Psychology**



**Diploma Thesis**

**Emotional Intelligence and the Acquisition of  
Managerial Competencies**

**Lucie Ducousso**

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## DIPLOMA THESIS ASSIGNMENT

Lucie Ducouso

Economics and Management

Thesis title

**Emotional Intelligence and the Acquisition of Managerial Competencies**

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### Objectives of thesis

The thesis will study the concept of emotional intelligence and will examine in particular its role in the development of skills. In recent years, several studies have revealed that emotional intelligence is a new form of intelligence as important as cognitive intelligence in our social, academic and professional success. This comes to question the conventional idea of general intelligence. EI would facilitate interactions with his environment which is a key skill for a manager.

Currently, in the education system, students' cognitive intelligence remains the main intelligence developed and tested at school, from primary school to higher education, even in management studies where the emotional intelligence appears obvious to succeed as future manager. The aim of the thesis is to see if students in management school or university are emotionally intelligent, if EI has an important role in their school performance and if they have follow classes to develop these emotional skills. Does the development of emotional competencies have a positive impact on the development of managerial skills?

### Methodology

The thesis will consider definitions of emotion, intelligence and emotional intelligence which connects these two concepts. It will also present the current principles of emotional intelligence and the main theories on which it is based. The practical part will be build around a survey of students in higher management studies. After testing their level of emotional intelligence and emotional skills, students will be asked about their success in different areas of management, looking at their academic achievement in given subjects, and their academic background. It will also attempt to determine via the questionnaire whether students have taken courses that can improve their EI.

## **The proposed extent of the thesis**

60-80 pages

## **Keywords**

emotional intelligence, management skills, school performance, emotional learning

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## **Recommended information sources**

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MIKOLAJCZAK, Moira, QUOIDBACH, Jordi, KOTSOU, Ilios, NELIS, Delphine, 2009, Les compétences émotionnelles

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## **The Diploma Thesis Supervisor**

doc. PhDr. Luděk Kolman, CSc.

## **Supervising department**

Department of Psychology

Electronic approval: 4. 2. 2019

**PhDr. Pavla Rymešová, Ph.D.**

Head of department

Electronic approval: 5. 2. 2019

**Ing. Martin Pelikán, Ph.D.**

Dean

Prague on 25. 03. 2019

## **Declaration**

I declare that I have worked on my diploma thesis titled "Emotional Intelligence and the Acquisition of Managerial Competencies" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 28.03.2019

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I would like to thank doc. PhDr. Ludek Kolman for his advice and support during my work on this thesis.

# **Emotional Intelligence and the Acquisition of Managerial Competencies**

## **Abstract**

This diploma thesis focuses on the concept of emotional intelligence. It specifically deals with the influence of emotional skills on work and academic performance. The main aim is to determine whether students in higher management studies are emotionally intelligent and whether these skills have enabled them to achieve better managerial competencies. This thesis consists of two parts – theoretical and practical. The theoretical part introduces the different theories on intelligence, emotions and emotional intelligence. It also presents what should be the skills needed for a manager today. The practical part consists in interviewing students in management in order to find out their level of emotional quotient, their academic success and the role of their university in acquiring these skills. The survey is based on an emotional quotient self-assessment and a questionnaire.

**Keywords:** emotional intelligence, management skills, leadership, academic performance, role of university, work performance

# Emoční inteligence a osvojení si manažerských kompetencí

## Abstrakt

Diplomová práce se zabývá emoční inteligencí. Konkrétně je zaměřena na zkoumání vlivu emočních dovedností na práci a výsledky akademického vzdělávání. Hlavním cílem práce je zjištění, zda jsou studenti vysokoškolského studia managementu emocionálně inteligentní a zda jim emoční dovednosti umožňují dosáhnout lepších manažerských dovedností. Práce sestává ze dvou částí – teoretické a praktické. Teoretická část diskutuje teorii inteligence, emoce a emoční inteligenci. Také se věnuje otázce, jaké dovednosti jsou v současnosti pro management potřebné. Praktická část zkoumá pomocí rozhovorů se studenty managementu a dotazníkové studie souvislosti mezi jejich emočním kvocientem, jejich úspěchem ve studiu a také úlohou univerzity v dosažení jejich dovedností. Kromě dotazníku práce též bere v úvahu sebehodnocení studentů.

**Klíčová slova:** emoční inteligence, manažerské dovednosti, vůdcovství, akademické výsledky, úloha univerzity, výkonnost



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# 1 Introduction

According to a recent World Economic Forum report (Gray, 2016), more than one-third of skills (35%) that are considered important in today's workforce will have changed and emotional intelligence will become the sixth most important skill for employees by 2020 while in 2015, it wasn't present in this top ten. In this report, they explained that the Fourth Industrial Revolution will have brought us advanced robotics and autonomous transport, artificial intelligence and machine learning, advanced materials, biotechnology and genomics by 2020. All these new technologies will transform the way we work and some jobs may disappear while other will grow and the future workforce will need to align its skillset to keep pace. Employees will necessitate more than just technical skills, soft skills will become an asset to cope with the rapidly changing and uncertain business environment. That's why, nowadays, businesses grant more and more importance to emotional intelligence in the hiring process. A study on more than 400 interviews with general managers from companies across the UK showed that 60% of businesses think that emotional intelligence is an essential skill for their employees.

The concept of Emotional Intelligence was officially introduced by John Mayer and Peter Salovey (1990). They define emotional intelligence as "the subset of social intelligence that involves the ability to monitor ones' own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". However, it was not until 1995 that this term was actually popularised by Goleman who proposed a direct application of emotional intelligence in work performance. His book, *Emotional Intelligence: Why It Can Matter More Than IQ* (1995) had a significant echo in business and there has been much research this topic. He considers that emotional intelligence involves abilities that can be categorized as self-awareness, managing emotions, motivating oneself, empathy, and handling relationships. Emotional intelligence is about people who have social and interpersonal skills, they are aware of their feelings and others' feelings, they can communicate them and managing emotions. These are important skills to deal with our environment and lead a team for a manager in a company. It also about personal development, when our emotions and feelings are clear, it seems easier to adapt and understand what is expected of us. Emotions are no longer perceived as

a difficulty or a brake, it turns out an essential source of information and participate positively in our decision-making process if they are properly managed.

Several studies have revealed the positive influence of the development of emotional skills in the learning process, academic performance and work performance. Nevertheless, we can notice that education system still rests upon cognitive intelligence and the learning of technical skills. Even higher studies in management still seem focused on the development of technical managerial skills such as organisational skills, marketing skills, etc., while they are supposed to teach future managers who will have to manage people.

The higher the level of studies and the position in a company, the more the management of the human is at the heart of our consideration but I feel that it is something I have learned more from experience than by studies. This thesis will focus on whether students in management are emotional intelligent and whether their universities have helped them to develop these competences. The place of emotional skills in human resources becomes a critical concern. As the World Economy Forum reported, emotional competences are potential levers for improving employees' abilities to cope with rapid changes and social issues. Management studies should be innovative on this topic and train the future managers who must be aware of these questions. This thesis will examine the influence of emotional intelligence in the acquisition of managerial skills and will take stock of the role of higher education in the process of emotional intelligence.

## **2 Objectives and Methodology**

### **2.1 Objectives**

The main aim of this thesis is to analyse the influence of emotional intelligence on social, academic and work performance in higher studies of management. After identifying the benefits of emotional intelligence on an individual to respond appropriately to a given situation, this thesis will look whether students in management are aware of emotional intelligence, whether they have developed emotional skills, and whether these competences have an effect on their academic results. This thesis will also examine the role of the universities on the development of emotional intelligence. Higher education learning will be questioned and the thesis will observe if universities offer a knowledge of emotions and their control in order to improve managerial skills.

Research will focus on these two questions:

- Does the development of emotional competencies have a positive impact on the development of managerial skills?
- Do universities or business schools enable their student to develop emotional competences?

### **2.2 Methodology**

This thesis is sustained in two part, a theoretical part and a practical part.

The theoretical part will consist in defining emotion, intelligence and emotional intelligence as well as management discipline and presenting the main theories on emotional intelligence. The links and influences between emotional intelligence and managerial skills will also be analysed. The thesis will use descriptive research methods and the scientific literature review.

The practical part involves testing students in management about their emotional intelligence and their experience in their university. The quantitative evaluation method will be used for this study. First, students will be assessed on their emotional quotient. This

test is based on the model explained in the theoretical part. Then, the student will have to answer a survey on their academic results in different management courses and their opinion on the teaching provided by their university.

Hence, the data that has been collected and analysed will contribute to the practical conclusion on the influence of emotional intelligence on development of management skills and the role played by higher education institutions.

### **3 Literature Review**

The emotional intelligence is a recent concept but it has risen more and more the interest of scientists since these last years. Different sectors are increasingly questioning the benefits of emotional intelligence in an individual's performance. The EI forges bonds between one's emotions, personality and intelligence to understand human behaviours whereas these concepts have often been studied separately. Understanding, managing and controlling emotions would seem to have a positive impact on our well-being, improve our performance in school and at work, and our relationships with others. Many authors think that EI fills a gap in knowledge. In this chapter, we will see the present the theoretical knowledge on emotional intelligence and how EI impacts the development of our skills, especially social and managerial skills. First, we will examine the evolution of theories of intelligence from cognitive intelligence to emotional intelligence in order to define emotional intelligence and explain the theories in which it is based. Then, we will determine the role of emotions in our decision-making process and the way they influence our behaviours. Finally, we will define emotional competencies and their contribution in the development of our capabilities.

#### **3.1 What is emotional intelligence?**

##### **3.1.1 What is intelligence?**

###### **3.1.1.1 The traditional model of cognitive ability**

In the early 1920s, the two French psychologists, Alfred Binet and Theodore Simon (1916), developed the first accepted and conventional test of human intelligence. This test was set up to intent to help identify children who need more specialised educational interventions during their studies. Their test assesses their intellectual capabilities in a reliable and standardised way.

The approach developed by Alfred Binet and Theodore Simon is still the basis for contemporary intelligence tests. The principle is based on that intelligence could be measured by assessing a person's ability to answer a carefully selected collection of questions. Even if the questions in modern tests are different than the questions used by

Binet and Simon, the model of sampling test-takers' behaviour on a selected set of tasks is still at the core of most tests.

Many psychologists took another look at Alfred Binet's and Theodore Simon's work on intelligence test to attempt to define intelligence, measure it and understand its structure. Defining intelligence is really complicated, it does not exist a universally accepted definition. Several psychologists will settle for the definition first proposed by Boring (1923) "Intelligence is what intelligence tests measure". Therefore, the very definition of intelligence rests upon its measurement. Tests of general intelligence, labelled "g", (Spearman, 1927) are designed to examine the innate ability of people to carry out various mental operations. They test the ability of a person to manipulate data, solve problems, interpret information. All intelligence tests are different but they are interrelated and people tend to obtain similar scores. Researches revealed the existence of a variable that characterises the positive correlations between mental aptitude tests, regardless of the content of the tests. Charles Spearman was the first person to suggest that all mental performances could be conceptualised into a unique factor of general ability that he called "g" factor and a large number of narrow and specific factors. It has been argued that "g" is a quality that can be measured reliably and with some precision.

Test of intelligence have been very criticised. Some scientists consider that intelligence tests do not measure pure underlying intelligence but a mixture of intelligence and of taught or acquired knowledge. It was clearly proved that general intelligence "g" is linked to performance across a range of work-related tasks but other more specific abilities also appear to influence performance. Those specific abilities required vary according to the demands of the tasks. This shows that performance is also related to a specific job and requires different skills and forms of intelligence. Another criticism of intelligence tests has been raised about how tests are run. The environment and the condition of the person can have an influence on this performance during the test and thus on its result. Indeed, many emotional and personal factors such as stress, level of motivation, involvement can skew the results. Therefore, intelligence tests are a little out of their context and do not take into consideration reality. They can not be detached from the person and the job that is targeted.



### 3.1.1.2 The definition of new intelligences

Many psychologists thought that intelligence tests and IQ were not a sufficient measure of human intelligence and that it exists a lot of different intelligences. Systems models expand the concepts underlying intelligence to include concepts other than cognitive abilities.

Three prominent approaches were developed:

- The Gardner's theory of multiple intelligences (Gardner 1983)
- The triarchic theory of intelligence (Sternberg 1985)
- The three-statum theory of cognitive (Carroll 1993)

All these theories revealed a new approach to understand the intelligence and its assessment. They were an emerging approach of emotional intelligence.

Gardner considered that there is more than a single, general factor of intelligence. According to him, it exists seven different types of intelligence: the linguistic intelligence, the spatial intelligence, the musical intelligence, the logical-mathematical intelligence, the bodily kinaesthetic intelligence, the interpersonal intelligence and the intrapersonal intelligence. The two last intelligences are defined by Gardner as the ability to understand the feelings and intentions of others, and one's own feelings and motivations. In Gardner's theory of multiple intelligences, we can already see a beginning of emotional intelligence and taking into account the emotions in the development of intelligence. However, this theory has received a lot of critics arguing that is a subjective theory and is incompatible with the well-established concept of "g" and with the likely impact of environmental influences on the development of intelligence.

In this triarchic theory of intelligence, Sternberg saw beyond IQ. He built on Spearman's "g" and the underlying information processing components of intelligence. He used three parts to describe and measure intelligence. The first part is the analytical, the componential part, which refers to academic problem-solving and reflects how an individual relates to their internal world. It is based on the joint operation of "meta-components", "performance" components and "knowledge acquisition" components. The creative, the experiential part, is the second part of Sternberg's measurement of intelligence. It involves the insights people have, their ability to synthesise and their ability to react to novel situations and stimuli. It shows how an individual associates their internal world to the external world. The last part is the practical, the contextual part. This part involves the

ability to understand and deal with everyday tasks. It's the "real-world intelligence". It responds to the question of how the individual relates to the external world and can adapt to or shape their environment. Therefore, with his triarchic theory of human intelligence, Sternberg went beyond mental skills and include assessment of attitudes and emotional factors. His researches have influenced cognitive science and led them to rethink about conventional methods of evaluating an individual's intelligence by incorporating practical knowledge.

In his three-stratum theory of cognitive ability, Carroll showed that cognitive ability could be reliably clustered into three layers, defined as representing narrow, broad and general cognitive ability. Here are the three stratum defined by Carroll:

- Stratum III looks most like "g", reflecting one factor of "general intelligence"
- Stratum II divides this general factor into broad abilities such as fluid or crystallised intelligence, general memory and visual perception
- Stratum I further reduces them to specific abilities such as picture recognition and word fluency.

This model is a unifying model since it combines and extends the dimensions of other established theories. This is why it has been considered as "the most viable description of human abilities" since it conceptualises intelligence using a three-layered model of general, broad and specific intelligence.

These new theories of human intelligence challenge the traditional way of assessing intelligence by calculating only IQ. Indeed, cognitive intelligence does not seem to be the only aspect of human intelligence. All these theories incorporate a practical aspect, intelligence fits into an environment and a person's own perception of this environment that is important to take into consideration. It's an emerging approach of emotional intelligence.

#### 3.1.1.3 The emergence of emotional intelligence

It's difficult to find a unique definition of IE that all scientists agree on. First, emotional intelligence has been defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour" (J. Mayer and Salovey 1997).

However, this definition was quickly criticised and refined into four proposed abilities: perceiving, using, understanding, managing emotions. According to this definition, emotional intelligence would be a set of characteristics and styles that is thought to enable a person to understand his or her own emotion and the emotions of others and to use them.

Over the past two decades, the concept of emotional intelligence has become increasingly popular. EI is a relatively new and growing field of behavioural inquiry. If the concept was first proposed by Peter Salovey and Jack Mayer in the 1990s, Daniel Goleman really popularised this term in his book *Emotional Intelligence* (1995). After conceptualizing this new form of intelligence, a large number of authors looked into this topic to show its implication in management practices, assessment, and other practical applications implicit. It seems that few fields of psychology investigation have affected as many different areas of human endeavour as emotional intelligence. In 1999, the American Dialect Society ('All of the Words of the Year, 1990 to Present', 2012) selected emotional intelligence among the most useful new words or phrases of the late 1990s. The study of emotional intelligence seems to have become a pivotal area of contemporary psychology since 1995. This concept has interested and changed approaches in many various domains such as management, medicine, engineering and education. This growing popularity of emotional intelligence also stems from the fact that personal importance attributed to emotion management for people in modern society has been constantly increasing. EI can have an important role in modern society because it determines real-life outcomes above and beyond the contribution of general intellectual ability and personality factors. As a result, EI can explain many aspect of a person performance like academic achievement, occupational success and satisfaction, and emotional health and adjustment. According to Goleman, EI could be even more important than intellectual intelligence in achieving success in life.

Thus, emotional intelligence has achieved great success among psychologists because this concept encompasses thought, emotion and interpersonal awareness more than earlier model of intelligence.

### 3.1.2 The role of emotions in the decision-making process

#### 3.1.2.1 What is an emotion?

“Everyone knows what an emotion is, until asked to give a definition” (Fehr and Russel 1987). It is very difficult to find an acceptable definition for the concept of emotion and some researchers have wondered whether it is even possible to define this term. Scientific studies on emotions have skyrocketed since the 1980s. Emotions are known to have a significant effect on human behaviour and can explain them. This is why, it is becoming increasingly important to take them into account in research on the functioning of psychological processes and their modelling. Davidson, Maxwell and Shackman consider that emotion plays a central role in the cognitive system and occupies a “privileged status” in the human brain (2004).

The Oxford English Dictionary defines emotion as “a strong feeling deriving from one’s circumstances, mood, or relationships with others”. The theories of James-Lange (1890; 1885) and Cannon-Bard (1927; 1928) were the first scientific theories on emotion. Even though they are totally opposite in the way they conceptualize the temporal sequence of emotion, they have both shown that there is a causal link between physiological changes and emotions, and the importance of cognition in emotion. Damasio developed the somatic marker hypothesis (1991) in which he takes up again James-Lange’s idea that emotion plays a causal role in bodily changes. He assumes that it could exist some “somatic markers” that are conceptualized as physiological responses associated with past emotional events. Thus, these emotion theories have proven that our emotions would be triggered by things related to our environment, our mood or our surroundings and cause a physiological change in us, even if the chronology of these events fails to be demonstrated and differs according to the authors. James’s works were also considered to be the base of theories on facial expression by the fact that our facial movements adapt emotional feeling. Niedenthal in her book *Embodying Emotion* (2007) argues that cerebral representations of a given emotion imply to experiment again with the perceptual, motor and somatosensory components related to this emotion.

Schachter along with Jerome Singer introduced, in their two-factor theory of emotion (1962), the idea that emotion is based on two factors, cognitive labels and physiological

arousal. According to them, there is a cognition associated with a physiological activation as a determinant of the very nature of emotion. They have become precursors of a cognitive approach to emotions. They also reveal the social dimension of emotion. Emotion could be useful to get available information in the social environment. Therefore, they open the way to the communicative functions of emotions through the expression of these.

### 3.1.2.2 Classification of emotions

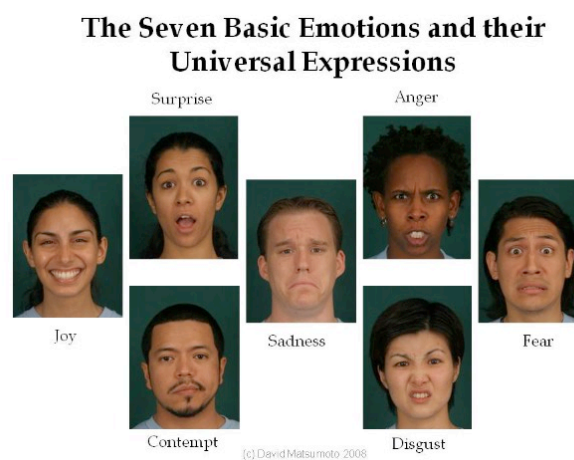
We have seen above that defining emotion is very difficult, almost impossible because of the multitude of emotion which exists. There is no consensus on the existence of fundamental emotions and their exact definition. Nevertheless, according to some theoreticians, emotions can be classified as a basic family. Here are the six universal emotions that have been determined: anger, fear, sadness, happiness, disgust, surprise.

The first postulate of the theory of universal emotions is that evolution has played a major role in the construction of characteristics and functions of emotions. These theories rest on the idea of the adaptation of emotions. Darwin has laid the groundwork for the theory of basic emotions in his book *The Expression of the Emotions in Man and Animals* (1872) in which he describes emotional facial expressions as inborn and universal. He also stated that these expressions had a communicative function and evolved according to their interaction with the direct environment. Ekman (1999) demonstrated this theory through a series of studies especially thanks to a study on Fore tribesmen in Papua New Guinea whose members could not have learned the meaning of expressions from exposure to media depiction of emotion. This research revealed that facial expressions are cross-cultural and there is a universal set of certain facial expressions used in both Western and Eastern worlds. These facial expressions were classified in six categories which correspond to distinct universal emotions:

- Joy or happiness symbolised by raising of the mouth corners and tightening of the eyelids
- Surprises symbolised by eyebrows arching, eyes opening wide and exposing more white, with the jaw dropping slightly

- Sadness symbolised by lowering of the mouth corners, the eyebrows descending to the inner corners and the eyelids drooping
- Anger symbolised by eyebrows lowering, lips pressing firmly and eyes bulging
- Disgust symbolised by the upper lip raising, nose bridge wrinkling and cheeks raising
- Fear symbolised by the upper eyelids raising, eyes opening and the lips stretching horizontally

Image 1. Representation of postulated facial expressions as characteristics of basic emotions



Source: Matsumoto & Ekman (2009)

Goleman relied on the families of basic emotions for his work on emotional intelligence.

### 3.1.2.3 Functions of emotions in the functioning of the brain

The somatic marker hypothesis, formulated by Antonio Damasio and associated researchers, suggests that emotional processes guide behaviour, especially decision-making. In his book *Descartes' Error* (1994), he explains, through his study on patients with damaged brain, that when the frontal lobe is affected, particularly the Ventromedial prefrontal cortex (vmPFC), patients have altered organizational and behavioural planning capabilities and do not learn from their previous mistakes while memory, attention, comprehension, and expression functions are normal. These patients also have difficulty expressing and experiencing appropriate emotions. Following these observations, Antonio Damasio assumes that decision-making deficits following vmPFC damage result from the

inability to use emotions to help guide future behaviour based on experience. As a result, he concludes that physiological changes occur in the body and are relayed to the brain where they turn into an emotion that tells the individual something about the stimulus that he or she has encountered. As we have already seen in the first part, emotions and their corresponding bodily changes over time that are called “somatic markers” and they become associated with particular situations and their past outcomes. When making subsequent decisions, these somatic markers and their evoked emotions are consciously or unconsciously associated with their past outcomes, and influence decision-making in favour of some behaviours instead of others. As a result, these situation-specific somatic states based on, and reinforced by, past experiences help to guide behaviour in favour of more advantageous choices, and therefore are adaptive.

Emotions are captors of changes in the environment to inform the individual. They are triggered by external stimulus and in a given context. Emotion holds a message which enables one individual to know if his or her needs are satisfied. This why, it is critical to understand our emotions and their meanings. Emotions push an individual to act and react in function of his or her environment and thanks to them he or she can adapt to it. They are a decision support. Emotions would use programs that would govern important systems of the body: physiology, the motor system and many cognitive mechanisms such as attention, learning or memory.

Thus, emotions are keys of understanding and communication. They are part of our decision-making process, they influence our behaviour and action face to a situation. As a result, it seems interesting for a person to be able to identify and control these emotions to choose the most adequate and intelligent decision according to its context. That is why, it appears impossible to separate intelligence of a human environment.

### **3.1.3 Theories of emotional intelligence**

Emotional intelligence is studied according to three models which are:

- Emotional intelligence as mental ability that is interested in maximum performance and is based on the model of Salovey and Mayer (1997).

- Emotional intelligence as a trait of personality that is interested in typical performance and is based on the model of Petrides and Furnham (Petrides, 2008).
- Emotional intelligence as a mixed of mental ability and trait of personality that is based the model of Bar-On (Bar-On 2000) and Goleman (1995).

### 3.1.3.1 Ability model

Peter Salovey and Jack Mayer were the first to conceptualise emotional intelligence. Salovey and Mayer's conception of EI defines EI within the confines of the standard criteria for a new intelligence. Their first definition of EI (1990) was "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth". As the result, they first defined EI as a mental ability, thus as an intelligent skill like any other that included three main mental processes: perceiving and understanding emotions, regulating emotions and using emotions. They then have evolved this definition into (1997) "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". With this new definition, Salovey and Mayer highlight four types of abilities which are more or less complicated to master and ranked in ascender order:

- Perceiving emotions
- Using emotions
- Understanding emotions
- Managing emotions

According to them, emotions are useful sources of information and help one to make sense of and navigate the social environment. By being able to perceive emotions, one person can detect emotions in faces, pictures, voices, and cultural artefact. He or she will also be able to identify one's own emotions. This first ability is the base of emotional intelligence and makes all other processing of emotional information possible. The second emotion is the ability of using emotions which the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The person can capitalize fully upon is or her changing moods in order to best fit the task at hand. The next ability is the



ability of understanding emotions. Understanding emotions enables a person to comprehend emotion language and to appreciate complicated relationships among emotions. Finally, the last ability is the ability to manage emotions which means the ability to regulate emotions in both ourselves and in others. Emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Salovey and Mayer state that those abilities are different between people, and that the capacity of human to deal with the emotional information and most of all the ability to relate emotional treatment to general cognition varies among individuals. They even found evidence to support the possible existence of a genetic component of EI. In their ability EI model, they compare individual maximal performance to standard performance scales and do not rely on individuals' endorsement of description statements about themselves. To measure the emotional ability of a person, Salovey and Mayer with Caruso created the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This test consists in a series of emotion-based-problem-solving items and is modelled on ability-based IQ tests. They determine a person's abilities on each of the four branches of emotional intelligence by giving scores for each of the branches in addition to the overall score.

### 3.1.3.2 Trait model

Konstantinos Vasilis Petrides marked a break from the idea that emotional intelligence is ability-based by proposing a conceptual distinction between the ability based model and a trait based model of EI. He assumes that individuals have a number of emotional self-perceptions and emotional traits in their personalities. Inspired by research on personality traits and the Big Five model, Petrides, helped by Furnham, has developed the Trait EI model, which they consider as "a constellation of emotional self-perceptions located at the lower levels of personality" (2003). This test refers to an individual's self-perceptions of his or her emotional abilities. Compared to the ability based model which refers to actual abilities, the trait EI model measures EI by self-report. Trait EI should be investigated within a personality framework. These traits are not measured in the scientific sense, but are measured by the respondent's self-assessment. Thus, the trait EI is assessed via self-

reported questionnaires whereas the ability model evaluates one's EI through performance tests.

Petrides and Furnham have created the Trait Emotional Intelligent Quotient (T.E.I.Que) in order to assess an individual's capacity to cope with a situation. The T.E.I.Que encompasses fifteen subscales organized under four factors:

- Well-being
- Self-control
- Emotionality
- Sociability

The well-being factor assesses the emotional affective tone of an individual. The self-control factor measures the ability of an individual to manage his or her emotions, impulses and stress and how effectively they control them. The emotionality factor evaluates the propensity of an individual to perceive his or her own emotions and others' emotions. The sociability factor looks at the use of emotional abilities in a specific social context. Researchers found that T.E.I.Que is based on nonverbal reasoning which they interpreted as support for the personality trait view of EI. In some way, it is related to some of the Big Five personality traits. Therefore, studies revealed significant genetic effects and heritability for all trait EI scores.

### 3.1.3.3 Mixed model

There are two main mixed models:

- The mixed Goleman model
- The mixed Bar-On model

#### **The mixed Goleman model**

Drawing on Salovey's and Mayer's works, Goleman has developed a mixed model based on cognitive capacities, personality and its influence on work productivity. He defines EI as a wide array of competencies and skills that drive performance. Through this concept, he considers five main emotional intelligence constructs:

- Self-awareness

- Self regulation
- Social skill
- Empathy
- Motivation

He describes self-awareness as the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions. Self-regulation involves the ability of controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances. Social skill is the capacity to manage relationships to move people in the desired direction. Empathy is the propensity of considering other people's feelings especially when making decisions. Finally, motivation is being driven to achieve for the sake of achievement.

From the model and works of Goleman, two main measurement tools have been developed:

- The emotional competency inventory, ECI (Goleman 1998), and the emotional and social competency inventory, ESCI (2007) a newer edition of the ECI. These tests provide a behavioural measure of the emotional and social skills, as well as assessments for a range of behavioural indicators.
- The emotional intelligence appraisal (Goleman 2001) which is a self-report or 360-degree assessment. This test enables to quickly measure the existence of the components of emotional intelligence in an individual.

### **The mixed Baron-On model**

Reuvon Bar-On was one of the first researchers to develop a tool for measuring emotional intelligence (1997, 2000). He called it Emotional Quotient (EQ). This quotient is a combination of social skills and abilities but also emotional which is conducive to intelligent behaviour. The mixed Bar-On model is more process-oriented than outcome-based compared to the Goleman model. The EQ was originally developed to assess various aspects of this construct as well as to examine its conceptualization.

Bar-on defines five components of EI that are closely related:

- Intrapersonal (self-awareness and self-expression)
- Interpersonal (social awareness and interpersonal relationship)
- Stress management (emotional management and regulation)

- Adaptability (change management)
- General mood (self-motivation)

According to this model, “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands”. As a result, the EQ-i measures the ability of a person to cope with the demands and pressures of a situation.

Goleman and Bar-On agree that emotional competencies are not innate talents but rather learned capabilities. They must be worked on and can be developed to achieve outstanding performance. Individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

To conclude, after the studying of these three main theories of emotional intelligence, we can notice that some similarities exist between these three models concerning the abilities and skills that emotional intelligence requires and develops. All are in agreement that emotional intelligence needs the perception, the understanding and the control of one’s own emotions and those of others. All the tests attempt to measure the components which enables a person to perceive his or her emotions and emotions of others and use them. Emotional intelligence seems to be an intelligence of self and the other, and requires to become aware of the existence of emotions, not to fight against it but to work with it.

### **3.2 Application of Emotional Intelligence in management**

Goleman (1995) states that intelligence only contributes as much as 20% for someone's success, the other factor that may have responsible on it is emotional intelligence (EI).

In the article "Human abilities: Emotional Intelligence" published in the *Annual Review of Psychology*, J. D. Mayer, Roberts, and Barasade (2008) found that higher emotional intelligence is positively correlated with:

1. Better social relations for children
2. Better social relations for adults
3. Highly emotionally intelligent individuals are perceived more positively by others
4. Better family and intimate relationships
5. Better academic achievement: EI is correlated with greater achievement in academics as reported by teachers but generally not higher grades once the factor of IQ is taken into account
6. Better social relations during work performance and in negotiations: higher EI is correlated with better social dynamics at work as well as better negotiating ability
7. Better psychological well-being
8. Allows for self-compassion: emotionally intelligent individuals are more likely to have a better understanding of themselves, and to make conscious decisions based on emotion and rationale combined. It leads a person to self-actualization

In this part, we will focus on the practical application of emotional intelligence and the development of emotional skills very useful for the academic achievement and the work performance. The thesis will describe the different competencies related to EI and describe how they can improve our performance in management.

### **3.2.1 What is an emotional competency?**

#### 3.2.1.1 Definition

Emotional competencies are a set of abilities to deal with emotions and/or emotional information in general. They are the practical and applied part of emotional intelligence. They refer to individual differences in identifying, expressing, understanding, regulating, and using emotions (Mayer & Salovey, 1997 ; Petrides & Furnham, 2003). Thus, here are the five major emotional skills on which all others rest: identification, comprehension, expression, regulation and use of emotions. Moreover, each skill has two components: the intrapersonal side and the interpersonal side. This means that a person with high emotional skills is able to identify his or her own emotions and those of others, to understand the causes and consequences of his or her emotions and those of others, to show his or her emotions appropriately, to let the others express their emotions, to manage stress and to use his or her emotions and those of others to improve their effectiveness.

The tripartite model of EC (Mikolajczak et al. 2009) posits three levels of emotional skills: the knowledge level, the ability level and the trait level.

The knowledge level refers to the complexity and width of emotion knowledge. It focuses on what people know about emotions and how to deal with emotion-laden situations. The ability level refers to the ability to apply emotion knowledge in an emotional situation and to implement a given strategy. This level is no longer interested in one individual's knowledge of emotions but responds to the question of what people can do. The trait level refers to emotion-related dispositions, the propensity to behave in a certain way in emotion situations. It focuses here on what people do. Thus, these three levels have connections but knowledge does not always translate into abilities, which, in turn, do not always translate into usual behaviour.

The distinction between these three levels has two significant practical implications: the diagnosis and the training. The diagnosis makes it possible to determine the root of the problem by examining the three different levels. Is the problem a result of a lack of knowledge, ability or difficulty using them daily? The training involves long-term follow-up of participants to deepen their training and not just providing knowledge and skills. This must be transferred in their daily life.

### 3.2.1.2 The main emotional competencies

#### **1. Emotion Identification**

This skill is the backbone of all the other skills. This is the ability to perceive and recognise our own distinctive emotional characteristics and those of others. There are two processes involved in identifying emotions:

- Being open to emotions which means that one individual must be able to accept the existence of emotions, positive and negative, in order to obtain the information they give. To repress, to ignore or to avoid emotions is to deprive oneself of the information they give and thus to deprive oneself of information that could help us to act in the best way.
- Developing an emotional vocabulary which enable an individual to understand his or her emotional states but also to explain to others his or her feeling.

#### **2. Emotion Expression**

This skill means that it is necessary to show our own emotions appropriately, according to the context and to our goals but it also means that we have to help and facilitate others to express their emotions. There are two components involved in the expression:

- Expressing our emotions which provides important information for people we are speaking to and contribute to our integration into a group. This is essential for developing and regulating interpersonal relationships. Moreover, from a personal point of view, the expression of emotions can improve physical and mental health
- Paying attention to others' emotions which means that we must listen to others and encourage them to express their emotions in order to create a positive and constructive relationship.

#### **3. Emotion Comprehension**

This skill is the ability to understand what provokes our emotions, to determine their causes in order to modify their consequences but also to control our reactions to these emotions. The aim of this skill is to be able to reduce our emotional reactivity and to improve our emotional balance over the long-term thanks to our ability to understand the origin of our emotions and those of others.

#### **4. Emotion Regulation**

This is the ability to regulate our own emotions and those of others. An individual must be able to alternate a behaviour driven by his or her emotions and by his or her reason. The regulation of emotions aims to improve our temperance and our emotional health by controlling our urges triggered by our emotions. Emotional regulation is a highly significant function in human life.

There are dysfunctional emotions which are emotions at odds with our goals or inappropriate to the environment. They have to be controlled because they harm our well-being, our performance and they are detrimental for others. Individuals who are emotionally dysregulated exhibit patterns of responding in which there is a mismatch between their goals, responses, and modes of expression, and the demands of the social environment.

It is necessary to regulate these dysfunctional emotions because they are harmful but the regulation of emotions is not limited to these emotions. It includes all the processes by which we will modify our emotions.

#### **5. Use of emotions**

This skill refers to the influence of emotions on the cognitive process and on behaviour. This is the ability to tell the difference between emotions which hinder their functioning and those which optimise them. It is possible to distinguish the use of emotions on the cognitive process and behaviour through the influence of mood.

First, mood has an influence on cognitive process because emotions have an impact on perception, memory, information processing, interpretation of events, judgment and decision-making.

Secondly, mood on behaviours illustrates the idea that emotions that we know their effects make it possible to develop a strategy in order to generate useful emotions according to the situation.

As a result, emotions are fundamental to enable an individual to adapt to his or her situation.



### 3.2.1.3 Improving emotional intelligence

In her book *Emotional Intelligence, Pocketbook* (2011), Margaret Chapman explained the five steps to develop one's emotional intelligence. As we have already seen above, Chapman also thinks that emotional intelligence can be divided in two main skills: intrapersonal skills which focuses on three core capabilities - self-awareness, emotion management, and self-motivation - and interpersonal skills which are divided in two abilities – relationship management and emotional coaching.

According to Chapman, here are the different steps and skills to improve an individual's emotional intelligence.

#### **Intrapersonal skills:**

- 1) Self-awareness: the ability to see ourselves with our own eyes, to be aware of our goals, beliefs, values, drivers, rules and self-talk and the ways in which these impact on what we do and contribute to our map of the world.

The ways to identify our emotional responses:

- Turning into our senses by paying attention to what we see and hear and not what we think we see and hear. Our beliefs, values, drivers and rules act as filters, distorting and deleting what otherwise might be important information.
- Getting in touch with what these mean, right here, right now
- Becoming mindful of our outcomes

- 2) Emotion management: managing our emotions effectively involves controlling those unproductive behaviours that really don't get us anywhere.

Method of emotion management is the 5-step freeze-frame technique:

- Recognise stressful feelings and freeze-frame them.
- Make a concerted effort to shift our focus away from the racing mind or disturbing emotion(s).
- Be calm and recall a positive, fun feeling that we have had and re-experience it.
- Ask our heart, what's a more effective response to this stressful situation.
- Listen and do what our heart says.

- 3) Self-motivation: as human beings we are goal-oriented, and being self-motivated means pursuing our goals with commitment, passion, energy and persistence.

Being self-motivated calls for four essential actions:

- Adopt positive self-talk and increase our self-esteem
- Build an effective support network
- Visualise an inspirational mentor
- Create a conducive environment

### **Interpersonal skills:**

- 4) Relationship management: relationship management means being effective at managing relationships and building effective networks.

Six steps to building effective relationships:

- Know the boundaries of the relationships
  - Check out expectations
  - Review our perceptions
  - Review the other person's perceptions of us
  - Examine interactions
  - Determine the desired outcomes
- 5) Emotional coaching: the changing shape of organisations means that we need new types of leaders.
- Helping other to develop their emotional capabilities, resolve differences, solve problems, communicate effectively, become motivated.

Therefore, an individual can improve his or her emotional skills, this is something which can be learnt and developed. The development of emotional intelligence requires self-observation and observation of others in order to put situations and emotions into perspective and to have a better understanding and control on our functioning. We learn from ourselves by wondering about our own emotions, feelings, reactions and goals. Valérie Brunel (2008) thought that thanks to a work of introspection and interiority a person could work on his conscious experience to get the best out of it. According to her, the work on oneself makes it possible to make a separation between the essential identity and the counterproductive and irrational rigidities. Becoming aware of your own defences and rigidities enables you to get rid of them and to free yourself in order to update all your

potential. However, it is also very important to analyse the behaviour of others and to try to understand their emotions. By trying to identify people with low levels of EI and those with high level of EI, we learn to identify the characteristics and expression of EI in order to become better in turn.

### **3.2.2 The benefits of having high emotional intelligence**

#### 3.2.2.1 What are the managerial principles?

Everybody manages his or her own life, management is present all the time in the life of an individual. Knights and Willmott (1999) refer to management as an everyday activity that involves interactions between people that are not unrelated or entirely dissimilar to other spheres of life, except perhaps in the rhetoric and hype that surround management. In a company, management takes place in different ways and at different levels of the organisation, it is inherent to all activities.

Through observation of the industrial undertakings, Henri Fayol (1949) analysed the common activities of business management into six groups:

- Technical (production, manufacture and adaptation)
- Commercial (buying, selling, exchange and market information)
- Financial (obtaining capital and making optimum use of available funds)
- Security (safeguarding property and persons)
- Accounting (information on the economic position, stocktaking, balance sheet, costs, statistics)
- Managerial (the term “managerial” is a translation of the French term “administration”)

Then, he divided managerial activity into five elements of management: planning, organising, command, co-ordination, control.

First, planning is about examining the future, deciding what needs to be achieved and developing a plan of action. Secondly, organising is to provide the material and human resources and to build the structure to carry out the activities of the organisation. The third activity is that of the command which involves maintaining activity among personnel,

getting the optimum return from all employees in the interests of the whole organisation. Co-ordination then consists of unifying and harmonising all activities and effort of the organisation to facilitate its working and success. Finally, control is about verifying that everything occurs in accordance with plans, instructions, established principles and expressed command.

After recognising the main activities of business management, Fayol highlighted 14 common principles of manager activity to all sectors and businesses, although Fayol considers that there is no limit to the principles of management because these principles must be flexible and adaptable to changing circumstances:

- 1) Division of work: produce more and better work from the same effort and the advantages of specialisation
- 2) Authority and responsibility: wherever authority is exercised responsibility arises
- 3) Discipline: essential for the efficient operation of the organisation. Discipline is the essence the outward mark of respect for agreements between the organisation and its members
- 4) Unity of command: in any action an employee should receive orders from one superior only; if not, authority is undermined and discipline, order and stability threatened.
- 5) Unity of direction: same objective for any group in order to provide for unity of action, co-ordination and focusing of effort
- 6) Subordination of individual interest to general interest
- 7) Remuneration of personnel
- 8) Centralisation
- 9) Scalar chain
- 10) Order
- 11) Equity
- 12) Stability of tenure of personnel
- 13) Initiative
- 14) Esprit de corps: should be fostered, as harmony and unit among members if the organisation is a great strength in the organisation.

According to Moorcroft (2000) in an article bringing together the thinking of senior members of the Institute of Administration Management, Fayol's principles of

management are still relevant and appropriate for current and future manager but they necessitate a refreshment. Moorcroft added ten new principles more towards to human resources:

- 1) Management information through people
- 2) Change is a constant, and must be managed
- 3) Technology is the future
- 4) Relationships matter
- 5) Investment in training and development is important
- 6) Measure only against the best
- 7) The market is goal
- 8) Unity of direction is important
- 9) Equity is expected
- 10) Initiative is important

Thus, Brech's definition (1975) already summarised the role and challenges of management in a company: "a social process entailing responsibility for effective and economical planning and regulation of operations of an enterprise, in fulfilment of given purposed or tasks, such responsibility involving:

- (a) Judgement and decision in determining plans and in using data to control performance and progress against plans
- (b) The guidance, integration, motivation and supervision of the personnel composing the enterprise and carrying out its operations."

Managing is not only planning, controlling and co-ordinating people but it is also a question of motivation. Management involves inspiring morale, getting members of the team to work effectively, to give loyalty to the group and to the task, to carry out their tasks properly, and to play an effective part in the activities of the organisation. This is general inspiration is accompanied by a process of supervision or leadership to ensure the teams are carrying out their activities properly.

### 3.2.2.2 The task and contribution of a manager

Stewart (1999) defines manager's job as "deciding what should be done and then getting other people to do it". A longer definition would be concerned with how these tasks are to be accomplished. The first task comprises setting objectives, planning (including decision-making), and setting up formal organisation. The second consists of motivation, communication, control (including measurement), and the development of people. The two tasks are separated for convenient analysis, but in practice they may often overlap".

Drucker (1977) identified three tasks that have to be performed:

- 1) Fulfilling the specific purpose and mission of the institution, whether business enterprise, hospital, or university
- 2) Making work productive and the worker achieving
- 3) Managing social impacts and social responsibilities

He also determined five basic operations in the work of the manager:

- Setting objectives
- Organising – analysing the activities, decisions and relations required, classifying and dividing work, creating organisation structure and selecting staff
- Motivating and communicating
- Measuring – establishing target and measurements of performance which focus on the individual and the organisation as a whole

We can notice that these five categories of basic operations in the work of the manager require a combination of analytical ability, synthesising ability, integrity human perception and insight and social skill. Managers are judged not only on their own performance but on the results achieve by subordinate staff. Managers must be able to deal with all the information from their environment and their employees in order that all the team achieve given goals. Therefore, managers have to be aware of others and the organisation. They have to take into consideration external and internal factors like the nature of the organisation, activities and tasks, people, structure, technology and methods, level in the organisation.

Several studies have revealed that works of manager are different and depend on the business, the team and the environment. However, Mintzberg (1973), based on the study of the work of five chief executives of medium-sized to large organisations, found common features between the activities which constitute the essential functions of a top manager's job and classified them in three categories. He acknowledged that people who manage have formal authority over the unit they command and this lead to a special position of

status in the organisation. The result of these formal authority and status is that managerial activities can be seen as a set of ten managerial roles which may be divided into three groups: interpersonal roles, informational roles and decisional roles.

Interpersonal roles involve that relations with other people arising from the manager's status and authority. Managers have a figurehead role, they are a symbol and represents the organisations in matter of formality. They also have a leader role which requires responsibility for staffing, and for the motivation and guidance of subordinates. Finally, managers have a liaison role, they create links with individuals and groups outside their own unit, or outside the organisation, between the organisation and the environment.

Informational roles are sources and communication of information arising from the manager's interpersonal roles. Managers have a monitor role which mean seeking and receiving information in order to develop an understanding of the working of the organisation and its environment. They have also a disseminator role which involves transmitting external information through the liaison role into the organisation, and internal information through leader role between the subordinates. Managers are the nerve centre of information. The last informational role is the spokesperson role which is the formal authority in transmitting information to people outside the unit.

Finally, decision roles are the fact to make strategic organisation decision on the basis of the manager's status and authority, and access to information. Managers have an entrepreneurial role which consist in initiate and plan controlled change through exploiting opportunities or solving problems, and taking action to improve the existing situation. They have also a disturbance handler role which is to react to involuntary situations and unpredictable events. In order to decide where effort will be expended, and making choices on the allocation of resources such as money, time, materials and staffs, managers use their formal authority in a resource allocator role. Finally, they have a negotiator role to negotiate activity with other individual or organisations.

Luthans (1998) proposed, through the observation of 44 real managers, to sum up the manager's work into 12 descriptive behavioural categories under four managerial activities:

- Communication – exchanging information, paperwork
- Traditional management – planning, decision-making, controlling
- Networking – interaction with outsiders, socialising, politicking

- Human resource management – motivation, reinforcing, disciplining, punishing, managing conflict, staffing, training and developing.

In another study on frequency of the four main activities, Luthans revealed that the average manager spent 32 % of time and effort on traditional management activities, 29 % on communication activities, 20 % on human resource management activities and 19 % on networking activities.

All these studies show that management does not solely focus on technical skills and performance. They offer a very different impression from the traditional description of a manager as one who plans, organises, co-ordinates, motivates, and controls in a logical, ordered process. Management is above all a human activity. As a result, managers need to know and understand human behaviour in order to lead them and motivate them. This is a first assessment of the fact that emotional skills can be essential for a manager. Management has become more about managing people than managing operations. Social and human skills which reflect the ability to get along with other people are increasingly important attributes at all levels of management. Managerial skills are more and more balances between hard and soft skills. Green stated that the most successful managers are those able to adjust their approach and response to an appropriate part of the spectrum.

### 3.2.2.3 Emotional intelligence to make a great manager

Van Rooy's and Viswesvaran's (2004) study showed that EI correlated significantly with different domains in performance, ranging from 24 for job performance to 10 for academic performance. For instance, employees high on EI would be more aware of their own emotions and from others, which in turn, could lead companies to better profits and less unnecessary expenses. Moreover, employees high in EI show more confidence in their roles, which allow them to face demanding tasks positively. Managers with a high level of EI would be more aware of themselves and others and able to get and analyse all information from their surrounding which is a time saving for businesses.

Buckingham (2005) distinguished average managers who see their employees as workers who fill roles and exceptional managers who see them as individuals to build roles around.



Great managers perform their magic by discovering developing and celebrating what is different about each person who works for them. They value the abilities and the eccentricities of their employees, and learn how best to integrate them into a coordinated plan of attack. This skill enables the company to save time in allocation roles, make each person more accountable, build a stronger sense of team through creating interdependency, and introduce a healthy degree of disruption by shuffling existing hierarchies and existing assumptions about who is allowed to do what. In order to manage people well, this demands that managers know:

- Their strengths
- The triggers that activate those strengths
- How they learn

Most of differences in traits and talents are enduring and resistant to change that why's great managers do not try to change a person's style, "they know that the most effective way to invest their time is to identify exactly how each employee is different and then to figure out how best to incorporate those enduring idiosyncrasies into the overall plan".

According to Misslehorn (2003), the challenge for managers is to sharpen their ability to perceive more accurately, process the information more wisely, respond more appropriately and examine the feedback from the actions taken in order to learn and keep things on track. They have to think to through situation, bring their rational and creative brainpower to bear on them and involve others.

Heller (1997) stated that "today, managements whose minds and deeds are stuck in the status quo are obsolescent, weak and failing. In the next few years, they will be obsolete – and failed. Renewal and nimbleness have become paramount necessities for the large and established. For the younger business, staying new and agile is equally imperative". He identified ten key strategies for Europe's new breed of managers:

- 1) Developing leadership
- 2) Driving radical change
- 3) Reshaping culture
- 4) Dividing to rule
- 5) Exploiting the organisation
- 6) Keeping the competitive edge
- 7) Achieving constant renewal

- 8) Managing the motivators
- 9) Making team-working work
- 10) Achieving total management quality

He aroused the changing role of managers and the important of being innovative to adapt to change.

University research pointed out that there are two kind of leaders: transactional leaders and transformational leaders (Mandell, Pherwani 2003); (Rosete, Ciarrochi 2005). The first category represents conventional managers who expects more productivity form individual in return to give reward. Their centre of attention remains in providing the necessary resources to the employees needed to accomplish their job timely and linking their job performance to rewards. They focus more towards tasks completion rather than individual interests and get the work done within the available resources. They are change resistant and work under the defined rules, discouraging the innovation. They use predetermine criteria to monitor performance and believe in making all the decisions by themselves and expecting employees to simply follow the rules and instructions (Rosete, Ciarrochi, 2005). The second category gathers managers that focus to create a vision, build the intellectual stimulation, encourage, advocate and promote the productive and new ideas of staff, inspire motivation, transmit optimism, build commitment amongst subordinates and provide the sense of direction within the workplace (Mandell, Pherwani, 2003; Rosete, Ciarrochi, 2005). The key characteristics of transformational leaders are:

- Inspiration motivation
- Intellectual stimulation
- Idealized influence
- Individualized consideration

As a result, organisation is more likely to move forward and upward under the leadership of these executives (Rosete, Ciarrochi, 2005).

The literature on emotional intelligence has highlighted the contribution of emotional intelligence to transformational leadership and effective leadership (Jordan and Troth 2011). Emotional intelligence has been referred to the human traits which include “motivation”, “empathy”, “sociability”, “warmth”, and “optimism” (Rosete, Ciarrochi, 2005).

Emotional intelligence helps organisations to identify transformational leaders, create more effective work teams, improve organisation culture and enhance employee acceptance changes. Howard Gardner and Thomas Hatch decline four essential skills which are the components of emotional intelligence that every leader must have:

- The ability to organise groups: to know how to coordinate the efforts of a network of individuals
- The ability to negotiate solutions: ability to mediate, know how to prevent or resolve conflicts
- The ability to establish personal relationships: the ability to empathize and communicate appropriately
- The capacity of social analysis: to know how to perceive the feelings, motivations and concerns of others

### **3.2.3 Knowledge management and development in Business Studies**

None of the emotional intelligence attributes are taught in school and there is no official track one can follow to improve them. Nevertheless, in their study “The Construct and Criterion Validity of Emotional Intelligence and Its Potential Utility for Management Studies” (2004), Kenneth S. Law, Chi-Sum Wong, Lynda J. Song reported that emotional intelligence will be useful construct for management studies if it has predictive power for job performance.

In fact, understanding and regulation of one’s emotions as well as understanding of others’ emotions are the core factors affecting intrapersonal well-being and interpersonal relations. In a negative sense, a person who is not sensitive to his or her own emotions and who is unable to regulate his or her emotions would have problems interacting with others. Many jobs are based on interpersonal interactions thus EI would affect job performance in general. Mayer and Salovey (1997) state that “using the emotions as one basis for thinking, and thinking with emotions themselves, may be related to important social competencies and adaptive behaviour”.

Emotional skills may help to cultivate positive social interactions and exchanges in an organisation and facilitate employee performance. Lam and Kirby (2002) showed that overall, EI explains individual cognitive-based performance above and beyond the level

attributable to general intelligence. Dulewicz and Higgs (2000) demonstrated that EI was predictive of the career success of 100 managers. Wong and Law (2002) thought that emotional labour moderates the EI-performance link and provided preliminary evidence for EI's predictive validity on job performance. The emotional labour is the fact that an employee is required to present an appropriate emotion in order to perform a job in an efficient and effective manner (Hochschild 1983).

Therefore, universities in management and business schools should help their students to develop their emotional competencies and provide a teaching on emotional intelligence in order to train them for their future job and respond to the new demands of the companies in view of the growing importance given to EQ in the hiring process.

Moreover, learning of emotional management and control enable the students to have a better academic performance and facilitate the achievement of technical and cognitive skills. Several researches have shown that higher trait EC is closely associated with greater academic achievement (Leroy & Grégoire, 2007; Petrides, Frederickson & Furnham, 2004)

## **4 Practical Part**

In this part, the thesis will analyse and comment on the data from the survey which mainly investigates the level of emotional intelligence of students in management, this influence on the development of managerial skills, and the perception and the experience of these students in their university. The research will be done with respect to the literature review.

First, we will explain the methodology used for survey design, data collection and data processing. In the second part, we will analyse the obtained results by starting with the scores of the emotional intelligence test. Secondly, we will look at the link between emotional quotient and the academic achievement. The last part will be dedicated to students' feedbacks on the role of their university in their emotional development.

## **4.1 Methodology**

### **4.1.1 Questionnaire – Quantitative method**

We have already seen in the previous part what skills emotional intelligence helps to enhance to perform at school and at work. This thesis aims to analyse the influence of emotional intelligence on the acquisition of students' managerial skills in higher studies of management. Therefore, we did not really need qualitative information, we wanted to check if students in management presented these abilities and if these skills had a positive effect. To observe this phenomenon and obtain best results, we had to test many students and collect a certain amount of data in order to achieve significant threshold. The questionnaire is the most popular tool in social sciences applied to collect data from many respondents.

We chose the quantitative method and the use of a questionnaire for our practical part because they provide the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Through the collection and processing of data, the quantitative method enables us to find link between factors studied. In order to receive the necessary information for our research, the survey was divided into two sections:

- 1) Emotional Quotient Test - to see if students in management are emotional intelligent
- 2) The Questionnaire – students were asked their profile, their academic results to see if they had successfully passed their courses at university and if they achieved managerial skills. They were also asked their educational background, their experience in their university and their opinion about emotional intelligence

### **4.1.2 EQ test**

We used the certified test, Quick Emotional Intelligence Self-Assessment adapted for the San Diego City College MESA Program from a model by Paul Mohapel, a neuroscience professor and PhD in psychology. This test includes 40 items, divided into four main dimensions.

The four skills domains addressed by this assessment are:

- Emotional Awareness (10 items)
- Emotional Management (10 items)
- Social Emotional Management (10 items)
- Relationship Management (10 items)

Each question was designed based on a 5-point Likert scale scoring from 0 to 4 (Never = 0 to Always = 4). Then, the students had to sum all their points to obtain a score for each competency. It took approximately 20-25 minutes to be completed, that's why we selected this test because it was easy and short.

The four competences assessed in this tests referred to Goleman's mixed model of emotional intelligence or Bar-On's model. We chose to use the mixed model rather than ability model because we wanted to observe strengths and potentialities of the students. The aim was not to see if they were correctly answering an emotional competencies test such as the MSCEIT which is too divisive for this study. We were not looking for maximum performance but strengths, preferences and potentialities.

The first skill, the emotional awareness, corresponds to the self-awareness, the self-expression and the self-confidence. It is the ability to recognise your emotions and their impact on others.

The second one, the emotional management, corresponds to the regulation of emotion, the stress management, the self-motivation, the ability to cope with daily demands, the trustworthiness, the conscientiousness, and the spirit of initiative. It involves the ability to control your emotions and behaviour and adapt to changing circumstances. These two competencies are intrapersonal skills.

The third skill, the social emotional awareness corresponds to the empathy, the understanding of others, the organisation awareness and service orientation. This is the ability to sense, understand, and react to the emotions of others and to feel comfortable socially.

The last skill, the relationship management corresponds to the motivation, the social skills, the interpersonal relationship, the developing others, the leadership, the conflict management, the change catalyst, the teamwork and collaboration. This involves the ability to inspire, influence, and connect to others and to manage conflict. These two other competencies are interpersonal skills.

Thanks to this assessment, all the emotional competencies in the definition of emotional intelligence are tested:

- Identifying emotions
- Expressing emotions
- Understanding emotions
- Regulating emotions
- Using emotions

Moreover, the amount of point obtained at the end of the assessment enables the student to identify his or her level of improvement on a three-step scale. Here are the three steps:

- 1) From 0 to 24 points: Area for Enrichment - Requires attention and development
- 2) From 25 to 34: Effective Functioning - Consider strengthening
- 3) From 35 to 40: Enhanced Skills - Use as leverage to develop weaker areas

We have a better idea of the level of emotional intelligence of an individual and we can detect his or her strengths and weakness whereas with an ability test, there are only good and wrong answers. Thus there are only two categories of people, those who know the answer and the others and we did not want to test knowledge. We also chose a self-assessment test because this type of test enables us to see what people think about themselves and how well they are aware of their strengths and weaknesses.

#### **4.1.3 Writing the questionnaire**

We built the second part of the questionnaire which was designed with multiple choice questions and a last open-ended question. This questionnaire includes three steps:

- The profile of the respondent in order to know our population
- The academic results in order to observe the acquisition of management competencies
- The knowledge of emotional intelligence in order to see if students are aware of the concept and if their university has participated in the development of these skills

In the first part, students were asked their gender, their nationality, the name of their sending university and if they have a work experience. This information is important because it gives a better view of our sample.



The second part consists in asking the students their average grades in different subjects. The subjects were chosen based on the compulsory core curriculum of several universities in management and the literature review on managerial skills. Here are the five average grades that have been requested:

- Marketing and communication
- Project management
- Finance and budget management
- Economics and geopolitics
- Human resources

Students come from different parts of the world, therefore, the system of grading is different according to the country. To universalise the results, we chose to classify grades into five categories:

- Excellent
- Very good
- Good
- Average
- Failed

Students were also asked to give their overall average grade to have an idea of their general level.

The last part aims to see the level of knowledge of the students in matters of emotional intelligence and their experience in their university. There were two subsections. First, we wanted to know if students were aware of emotional intelligence and human behaviour.

We asked them two questions:

- Have you ever heard of emotional intelligence before this survey?
- If the answer was yes, we asked them where they heard about it the first time

The second subsection was intended to know students' experience and the role of their university. We would also like to discover their opinion about emotional intelligence. Here are the questions of this section:

- Have you ever had any course about human psychology during your studies?  
Do you think it is more important to have technical skills or emotional skills?
- Do you think university has helped you to develop your emotional intelligence?

- An open-ended question: do you have any suggestion to improve the development of EI in management studies?

The two first parts will be compared and cross-referenced with the emotional quotient in order to find a potential link and correlation between these factors. The last part was mainly imagined to analyse the role of universities in improving emotional skills and to get the opinion of other students. It will serve as an analysis of the current situation on the contribution of higher studies in the development of emotional intelligence.

#### **4.1.4 Distribution of the questionnaire**

The questionnaire was distributed to international students in higher studies of management. Respondents were required to complete the questionnaire online via the Google Form platform. Google Form is a survey administrative app that is included in the Google Drive office suite. It is a tool that allows collecting information from users via a personalised survey or quiz. This app is very convenient because it generates an Internet link to easily share by Facebook or email. We were able to distribute this questionnaire in different Facebook groups of universities in management. It also facilitates the data retrieval directly transcribed into a table that we can convert to an Excel file. I shared this link with my friends from business schools in France and also my friends in Erasmus at CZU. I also asked them to send it to their friends to have more different answers and profiles. We reached 66 respondents.

#### **4.1.5 Methods used for data analysis**

We are going to use two types of analysis:

- Descriptive analysis
- Inferential analysis

The descriptive analysis is used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphic analysis, they form the basis of virtually every quantitative analysis of data. This

method will be used to describe the sample, to analyse the emotional quotient scores, the students' academic success and the students' comments on their university.

The inferential analysis is used to reach conclusions that extend beyond the immediate data alone. We use it to try to make judgments of the probability that an observed difference between groups is a dependable one or one that might have happened by chance in this study. This method will be used to examine the influence of students' profile on their emotional intelligence and the possible correlation between emotional quotient and academic quotient. We are going to perform two tests: analysis of variance (ANOVA) and correlation test. Analysis of variance is a statistical test that looks for significant differences between means on a particular measure. With this test, we will look at the independence between the students' gender and the emotional scores and between the level of study and the emotional scores. Correlation test looks at any statistical relationship, whether causal or not, between two random variables or bivariate data and how close these two variables are to having a linear relationship with each other. We will use the Pearson correlation coefficient which is a measure of the linear correlation between two variables. According to the Cauchy-Schwarz inequality, it has a value between +1 and -1, where 1 is total positive linear correlation, 0 is no linear correlation, and -1 is total negative linear correlation. This test will be used to examine the link between emotional intelligence and the acquisition of management skills by looking the relationships between EQ and grades. For these two tests, we will also use the p-value which is the end result of any statistical test. The P stands for probability and measures how likely it is that any observed difference between groups is due to chance. The p-value is the probability of seeing the observed difference, or grater, just by chance if our hypothesis is true. It can take any value between 0 and 1. Value close to 0 shows that the observed difference is unlikely to be due to chance. On the opposite, a value close to 1 indicates there is no difference between groups other than that due to random variation. A p-value less than 0.05 (significance level) is generally used as a cut off (Cleophas et al. 2009).

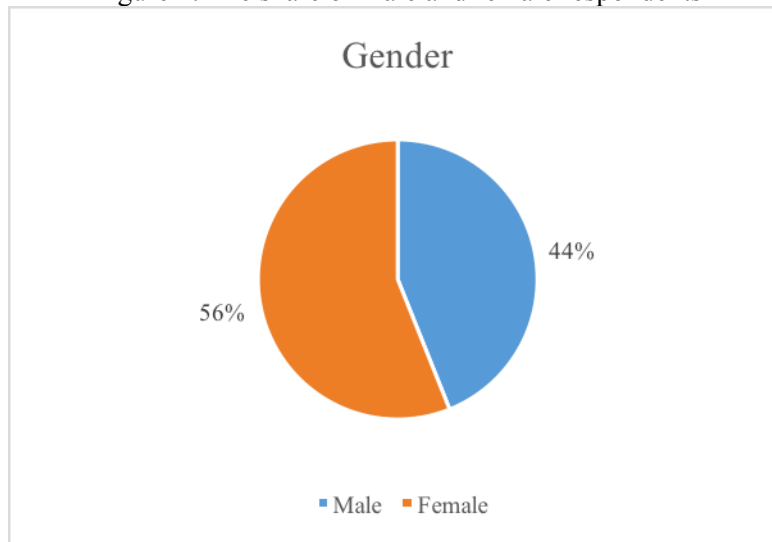
#### 4.1.6 Description of the Sample

The purpose being to see if business studies develop the emotional intelligence of its students, we only interviewed students in higher studies of management. The first group of respondents were students from my business school, Grenoble Ecole de Management, in France because I shared the questionnaire on the Facebook group of my school year. Then, I wanted to question students from different universities in order to collect different experiences and academic programs. I also wanted to take advantage of my Erasmus exchange to have an international point of view. I asked my friends from different universities in France and my Erasmus friends to complete the survey. I also asked my friends from Erasmus to share the link in their home university which enables me to get answers from different parts of the world.

Now, we are going to observe the characteristics of the sample through the collection of data on the profile of respondents.

First, the gender:

Figure 1. The share of male and female respondents



Source: own processing

As can be seen from the graph above, 56% of the respondents were women and 44% were men. Parity is almost respected. Among the 66 respondents, 29 were men and 37 were women.

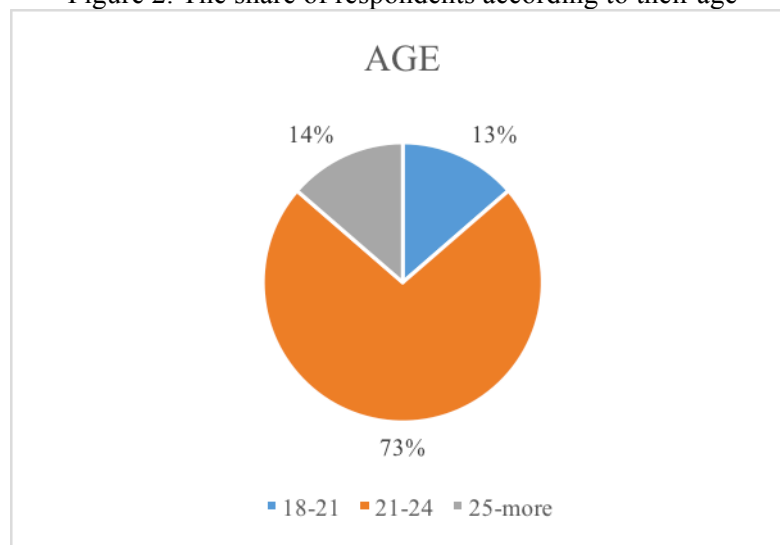
According to Eurostat, in the EU-28, almost one-third (32.2%) of tertiary students in 2015 studied social sciences, journalism, information, commerce, administration or law. This

was a field of study attracting more women than men, with women accounting for 57.6% of all students in this area.

As a result, our percentage is really closed to Eurostat data and can show us that sample corresponds from the gender point of view. This fact is encouraging our impartiality and is showing us that the sample might have a good explanatory value.

The age of the sample:

Figure 2. The share of respondents according to their age

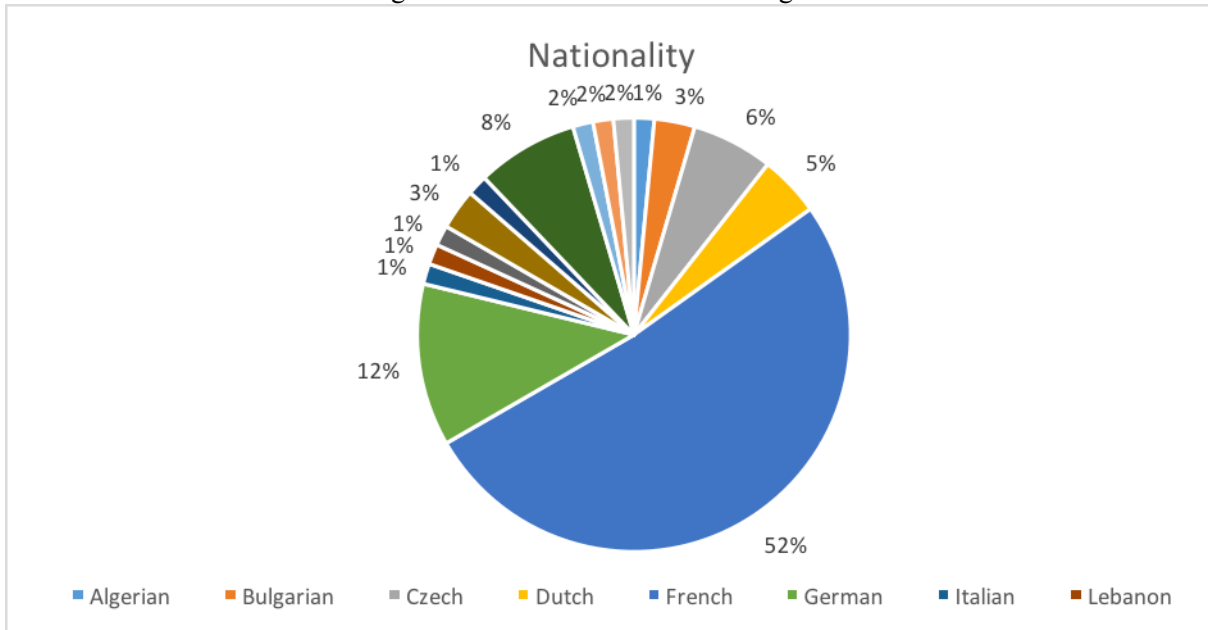


Source: own processing

We interviewed students in higher education that is why the age of the respondents is between 18 and over 25 years old. As shown in the chart above, 73% of the respondents are between 21 and 24 years old. This result can be explained by the fact that the majority of respondents come from business school in France and that business studies starts at the third of Bachelor, thus, at the age of 20-21. Moreover, according to the Stat' Erasmus+, the peak of mobility for Erasmus exchanges is between 20 and 23 years old. Therefore, the two most represented populations of this survey explain that the majority of the respondents are between the ages of 21 and 24.

The origin of the respondents:

Figure 3. International students' origin



Source: own processing

In our research, the highest number of students come from France (52%), French students represents more than the half of our survey. The other half of respondents come in majority from European countries (38%):

- Germany (12%)
- Italy (2%)
- Portugal (2%)
- Netherlands (5%)
- Czech Republic (6%)
- Spain (8%)
- Bulgaria (3%)
- Slovakia (2%)

The last 10% come from different continents:

- Algeria (2%)
- Lebanon (2%)
- Russia (3%)
- Turkish (2%)
- Vietnam (2%)

The high percentage of French respondents seems normal in view of the first distribution of the questionnaire was in the Facebook group of my French Business School.

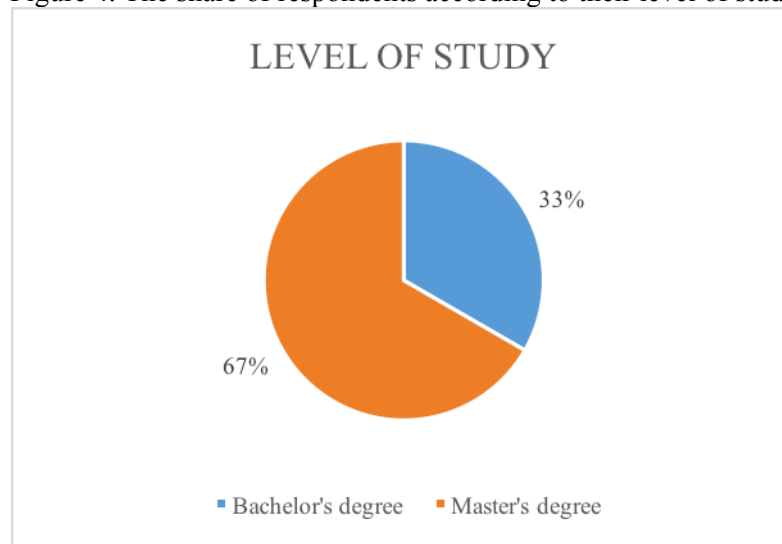
According to the European Commission, the top 3 receiving countries in Czech Republic for Erasmus Exchange are: Germany, Spain and France. This fact explains the other high percentage of European countries in our survey especially from Germany and Spain. Czech students are also quite well represented because of the double degree between Grenoble Ecole de Management and the Czech University of Life Science.

University:

Respondents come from different universities in different countries. We have different types of universities: public and private, different size, different origin and different rank. We wanted diversity in order to gain multiple points of view and experiences. The goal was to observe several curriculum and pedagogical approaches to analyse the role of universities in the development of their students.

### Level of study

Figure 4. The share of respondents according to their level of study



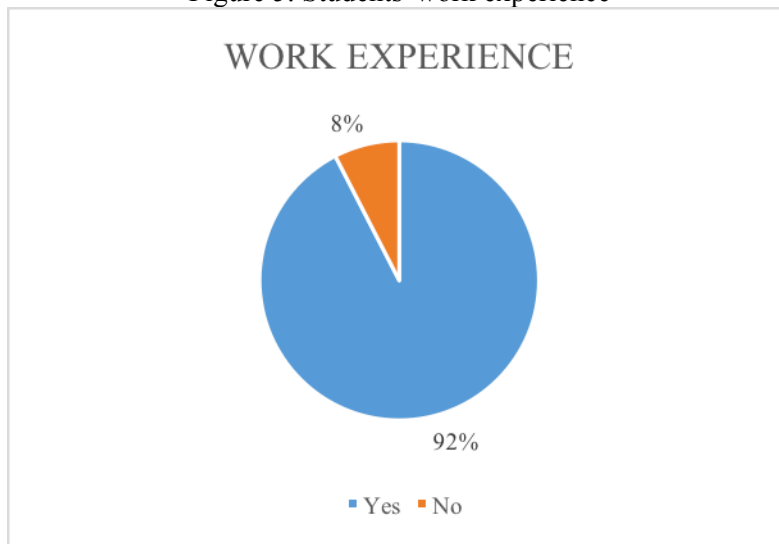
Source: own processing

The majority of respondents are in Master's degree (67%). The thesis focuses on the acquisition of managerial skills which means that we must observe students at the end of their studies. We also interviewed students in Bachelor's degree in order to determine if emotional intelligence was improved during the university years. Therefore, we have to compare students at the beginnings of their studies in management and students in last year

of Master. For this research, we needed a certain amount of students in Bachelor's degree. We reached one third of the respondents in Bachelor's degree and two thirds of the respondents in Master's degree which is a good share to compare the data and observe a significant number of students who have achieved management skills.

Work experience:

Figure 5. Students' work experience



Source: own processing

We asked students if they had work experience with the aim of seeing if they had practical experience and if this experience had helped them to develop their skills. As we can see in the graph above, a large majority of students had worked before this survey (92%, or 61 out of 66 respondents). We can conclude that more and more universities in management require professional experience.

## 4.2 Data analysis and explanation – Emotional Quotient

In this part, we will regard the results of the students in the first emotional intelligence test. We will use descriptive statistic to describe basic features of this data. The results of each question will be commented with help of graphs from Excel.

Then we will take a look at the influence of gender, level of study and origin of the students on the result of emotional quotient.



#### 4.2.1 Emotional quotient results

We will observe the results of the students in each emotional skill tested by the Quick Emotional Intelligence Self-Assessment adapted for the San Diego City College MESA Program from a model by Paul Mohapel.

For the first analysis, we kept all the results of each respondent in order to calculate the average result of students, the median, the first and third quartiles, the variance and the standard division which are principles tools of the descriptive statistics.

Here are the results:

Table 1. Descriptive statistics of emotional intelligence

	EMOTIONAL AWARENESS	EMOTIONAL MANAGEMENT	SOCIAL EMOTIONAL AWARENESS	RELATIONSHIP MANAGEMENT
Average	25.5	25.2	31.4	29.1
Median	25.0	25.0	32.0	29.0
Q1	23.0	22.0	28.0	26.3
Q3	28.8	28.8	35.0	32.8
Min	17.0	14.0	20.0	17.0
Max	33.0	38.0	39.0	39.0
Variance	17.3	24.3	21.8	24.4
Standard deviation	4.2	4.9	4.7	4.9

Source: own processing

#### **Emotional awareness:**

As a reminder, emotional awareness is the ability to recognise your emotions and their impact on others.

The scores of the respondents of this survey are between 17 and 33 out of a total score of 40. These students have an average score of 25.5 for this skill. According to the Quick Emotional Intelligence Self-Assessment, this score means that we can consider this skill as a strengthening, it is an effective functioning. However, this score is the first score to take it to this second level, we can say that is quite a low score. If we look at the median in the table above, we remark that 50% of the respondent have a score lower than or equal to 25. A significant number of students could belong to the first category, the lowest category, corresponding to a skill which requires attention and development. The first quartile tells us that 25% of the respondents have a score lower than or equal to 23. The third quartile shows that 75% of the questioned students have a score lower than or equal to 28.8. If we

look at these two quartile, we see that 50% of this population have a score between 23 and 28.8. As a result, scores are very closed and almost similar, the standard deviation of 4.2 proves that the disparity is small for a 40-point test and that the students have obtained rather similar results which are average.

### **Emotional management:**

As a reminder, emotional awareness is the ability to control your emotions and behaviour and adapt to changing circumstances.

The scores of the respondents to this survey are between 14 and 38. These students have an average score of 25.2 for this skill. This score is also in the second category. Now, if we look at the median in the table above, we notice that 50% of the respondent have a score lower than or equal to 25. Therefore, like in the previous case, a significant number of students could belong to the first group. The first quartile tells us that 25% of the respondents have a score lower than or equal to 22. The third quartile indicates that 75% of the questioned students have a score lower than or equal to 28.8. We have similar results to the first competency, we see that 50% of this population has a score between 22 and 28.8. Therefore, the scores are also close. For this skill, the standard deviation is 4.9 which means few differences between the different respondents. We can have the same conclusions as the first skill, students have achieved similar results that are average.

### **Social emotional awareness:**

As a reminder, emotional awareness is the ability to sense, understand, and react to the emotions of others and to feel comfortable socially.

The scores of the respondents for this skill are between 20 and 39. These students have an average score of 31.4 which is 6 points higher than the two previous skills. This score is also in the second category but at the top of this category. Then, the median in the table above indicates that 50% of the respondent have a score of to 32 or less. The first quartile tells us that 25% of the respondents have a score lower than or equal to 28. The third quartile indicates that 75% of the questioned students have a score lower than or equal to 35. We find that 50% of this population has a score between 28 and 35. Therefore, the scores are really better than those of the first two skills. Half of the respondents are at the top of second category and one quarter of the students are in the third category which means that this skill is an enhanced skill which can serve as leverage to develop weaker

areas. For this skill, the standard deviation of 4.7 also shows that the disparity is low and the scores are close. However, compared to the two first competences, students have better performed in this field and obtained really good results.

### **Relationship management:**

As a reminder, emotional awareness is the ability to inspire, influence, and connect to others and to manage conflict.

The scores of the respondents for this skill are between 17 and 39. These students have an average score of 29.1 which is also higher than the first two skills. This score is also in the second category but at the top of this category. Then, the median in the table above indicates that 50% of the respondent have a score of to 29 or less. The first quartile tells us that 25% of the respondents have a score lower than or equal to 26.3. The third quartile indicates that 75% of the questioned students have a score lower than or equal to 32.8. We find that 50% of this population has a score between 26.3 and 32.8. Therefore, the scores are really better than those of the first two skills and almost as good as social emotional awareness. For this skill, the standard deviation of 4.9 also shows that the disparity is low and the scores are close. As a result, compared to the two first competences, students have also better performed in this field and obtained really good results.

### **Comparison of scores between each skill:**

Therefore, after analysing the different results for each competency, we can notice that students generally showed social-emotional awareness and relationship management. As seen in the previous part, these two skills are interpersonal skills whereas emotional awareness and emotional management are intrapersonal skills. As a result, we can conclude that students in management studies have developed their social competencies more than their personal competencies. Social emotional awareness has reached the highest average and emotional management the lowest.

This means that students in managements are more or less aware of the emotions of others. They have effective communication skills and can have influence on their environment. However, the majority of them still struggle with managing their own emotions that they have difficulty to recognise, perceive and express. This can be explained by the fact most courses deal with the management of external factors such as other individuals, budgets, raw materials, etc. We have learned to analyse our environment and the behaviour of

others but it is rare that we have classes to know our own personality and how to control our emotions, this is more about personal experience.

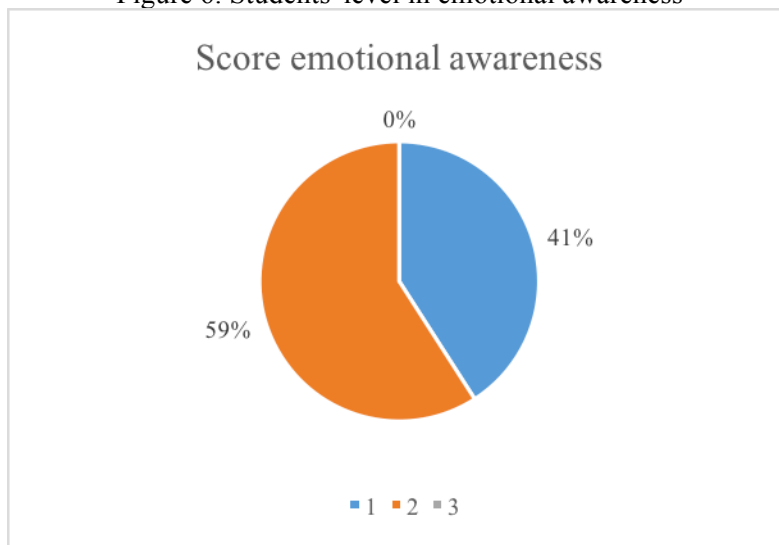
#### 4.2.2 The descriptive statistic of the EQ by level of achievement

In this section, we transformed the respondents' score into categories to get a better idea of the emotional level of students. We used the three categories of the test which are, as a reminder:

- 1) From 0 to 24 points: Area for Enrichment - Requires attention and development
- 2) From 25 to 34: Effective Functioning - Consider strengthening
- 3) From 35 to 40: Enhanced Skills - Use as leverage to develop weaker areas

Indeed, like this, we will be able to analyse the level of emotional intelligence in each competency.

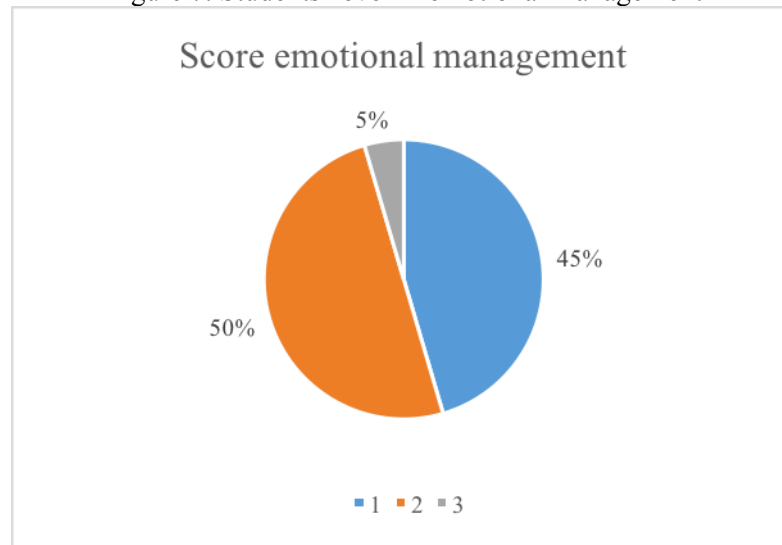
Figure 6. Students' level in emotional awareness



Source: own processing

The graph above shows that the majority of students (59%) are in category 2 for emotional awareness. We can notice that for this skill, no respondent has achieved the third level, the remaining 41% belonging to the first category. These percentages confirm the results we found in the previous part. In terms of emotional awareness, students in management are in the middle and obtained average scores.

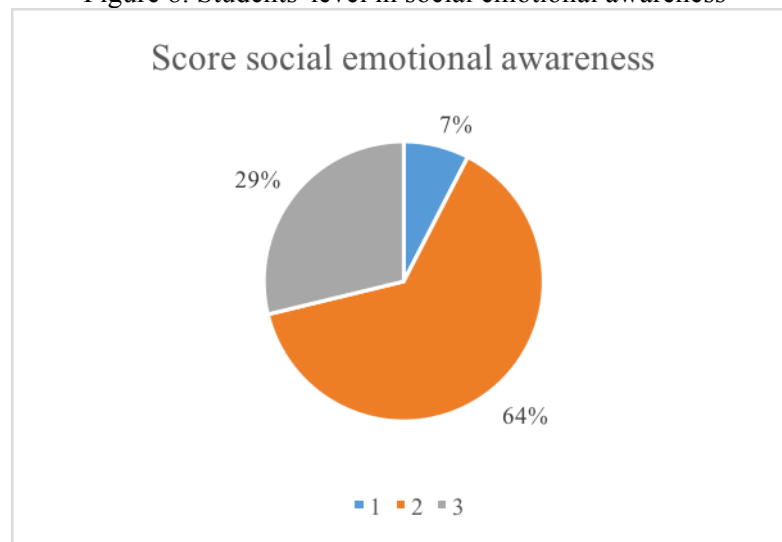
Figure 7. Students' level in emotional management



Source: own processing

Like the first skill, we found the same results as the previous part. The majority of students are in category 1 (45%) and 2 (50%). Only 5 % belongs to the third group. Most of students in management have to improve this skill.

Figure 8. Students' level in social emotional awareness

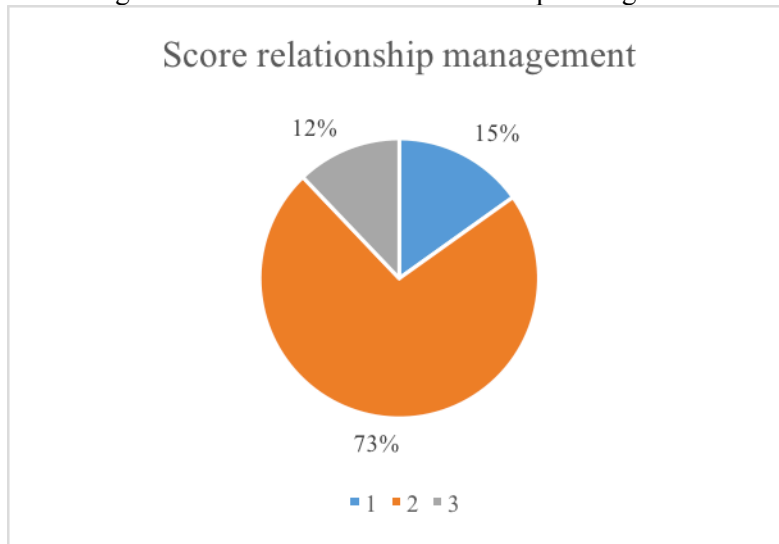


Source: own processing

The chart above shows better results for this skill. Indeed, compared to the first two competencies, 29% of students belong to category 3 which means that for 29% this skill is well developed and is an asset. We can note, like in the previous part, that social emotional awareness posts better scores than the two intrapersonal skills. In fact, only 7% of the

student are in the first category and have to improve their ability to understand the others. For 93% of the respondents, this skill is effective and can be considered as a strength.

Figure 9. Students' level in relationship management



Source: own processing

The most represented category is the category 2 (73%). The remaining of 27% is split almost evenly between the category 1 (15%) and the category 3 (12%). This skill is also better mastered than intrapersonal skills because it ranks second in category 3 and the percentage of category 1 is also lower, less than half the percentage of the first two categories.

### **General conclusions:**

As a result, we can make again the same conclusions as the previous part:

- For each competency, the majority of the students belong to the second category. They have developed some abilities but they can still improve them.
- Students in management have a better level of interpersonal skills than intrapersonal skills

### **4.2.3 Inferential analysis – influence of profile in EQ results**

In this part, we will compare the score of the students according to their profile. We will apply an inferential analysis, the analysis of variance, to examine the dependence between

a quantitative variable – score of emotional quotient - and qualitative variable - student profile. In this section, we will look at the potential link between the results of emotional intelligence and gender, and then at the level of study. We do not have enough data to look at the influence of origin and work experience. Indeed, most respondents are from the same region of the world, Western and Central Europe. We do not have enough answers from other parts of the world, so the result would not be significant. The same is true for the “work experience” variable, with almost all respondent having previous a job experience.

## Gender

We make the following hypotheses:

H<sub>0</sub>: emotional intelligence score is independent of gender

H<sub>1</sub>: emotional intelligence score is not independent of gender

Table 2. Independence test for emotional quotient and gender

		<b>ANOVA</b>				
		Sum of Squares	df	Mean Square	F	Sig.
EMOTIONAL AWARENESS	Between Groups	0,918	1	0,918	3,908	0,052
	Within Groups	15,036	64	0,235		
	Total	15,955	65			
EMOTIONAL MANAGEMENT	Between Groups	1,455	1	1,455	4,543	0,037
	Within Groups	20,500	64	0,320		
	Total	21,955	65			
SOCIAL EMOTIONAL AWARENESS	Between Groups	1,060	1	1,060	3,397	0,070
	Within Groups	19,970	64	0,312		
	Total	21,030	65			
RELATIONSHIP MANAGEMENT	Between Groups	1,045	1	1,045	3,958	0,051
	Within Groups	16,895	64	0,264		
	Total	17,939	65			

Source: own processing

In the table above, for emotional management, we can see that you obtained a p-value of 0.037 that is less than 0.05, the risk threshold that we had defined. Therefore, we can reject the hypothesis H<sub>0</sub> with a risk below 5%. We can conclude that the emotional management score depends on gender.

In the case of emotional awareness and relationship management, we have a p-value of 0.052 and 0.051 which are very close values of 0.05, so, we can also reject  $H_0$  and say that emotional awareness score and relationship management score are dependent on gender.

However, concerning social emotional awareness, we obtained a p-value of  $0.07 > 0.05$ , we have to accept the  $H_0$  hypothesis and conclude that social emotional awareness is independent of gender.

Therefore, the result of this analysis shows that three out of four emotional skills are dependent on gender, so that a person's gender influences his or her emotional quotient. Male and female do not have the performance in terms of emotional intelligence.

### Level of study

We make the same hypotheses as the previous part:

$H_0$ : emotional intelligence score is independent of gender

$H_1$ : emotional intelligence score is not independent of gender

Table 3. Independence test for emotional quotient and level of study

		<b>ANOVA</b>				
		Sum of Squares	df	Mean Square	F	Sig.
EMOTIONAL AWARENESS	Between Groups	1,091	1	1,091	4,697	0,034
	Within Groups	14,864	64	0,232		
	Total	15,955	65			
EMOTIONAL MANAGEMENT	Between Groups	0,068	1	0,068	0,199	0,657
	Within Groups	21,886	64	0,342		
	Total	21,955	65			
SOCIAL EMOTIONAL AWARENESS	Between Groups	0,030	1	0,030	0,092	0,762
	Within Groups	21,000	64	0,328		
	Total	21,030	65			
RELATIONSHIP MANAGEMENT	Between Groups	0,917	1	0,917	3,446	0,068
	Within Groups	17,023	64	0,266		
	Total	17,939	65			

Source: own processing

In this case, we find that only one competency depends on level of study. Indeed, through the table above, we can see that only one p-value is lower than 0.05. This is the p-value for



emotional awareness which has a value of  $0.034 < 0.05$ . This means that  $H_0$  can be rejected with a risk below 5%. We can conclude that emotional awareness is dependent of level of study.

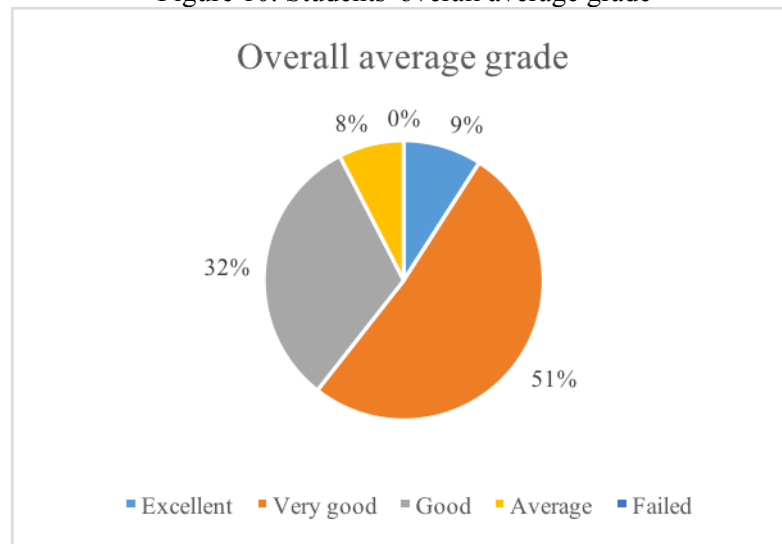
However, all the other p-value are largely higher than 0.05. Thus, we have to accept  $H_0$ . Emotional management, social emotional awareness and relationship management are independent of level of study.

The fact that emotional awareness is depend on level of study can be explained by the idea that our experiences enable us to know better about ourselves and be more self-aware. Over the years of studies, we become more mature and learn about ourselves.

### 4.3 Data analysis and explanation – Influence of Emotional Intelligence on academic performance

#### 4.3.1 Academic results

Figure 10. Students' overall average grade



Source: own processing

First of all, we can state that the students that we have interviewed had good academic grades, 92% of them having a “Good” overall average grade or higher. Nobody failed his or her university year which means that they all achieved managerial skills expected by their university and the companies.

We are going to see more in details for each subject, whether students have developed useful management skills for their future job.

Table 4. The share of the students according to their grades in each course

Grades	Marketing & communication	Project management	Finance & budget management	Economics & geopolitics	Human resources
Excellent	21%	23%	17%	20%	17%
Very good	35%	39%	29%	24%	35%
Good	33%	27%	27%	45%	30%
Average	11%	11%	26%	9%	18%
Failed	0%	0%	2%	2%	0%

Source: own processing

In all courses, respondents have passed except in Finance & budget management and Economics & geopolitics where 2% of the respondents have failed which represent only one student for both subjects. The majority of the students achieved good, very good or excellent results in each class:

- Marketing and communication, 89%
- Project management, 89%
- Finance & budget management, 73%
- Economics & geopolitics, 89%
- Human resources, 82%

Therefore, we can conclude that these students have acquired technical and cognitive skills in management during their academic years.

#### 4.3.2 Correlation analysis

In this section, we will look at the correlation between emotional intelligence and students grades in different courses. We want to see if emotional intelligence has an influence on the development of management skills for students.

To find out whether emotional intelligence of students correlated or not with students' managerial skills achievement or not, we applied Person-Product Moment Correlation Coefficient. Still, by using the same statistical method, Person-Product Moment, the

correlation between each types of students' emotional intelligence, self-awareness, self management, social awareness, relationship management, and student grades.

We make the following hypotheses and we will test them for each subjects:

H<sub>0</sub>: There is no significant correlation between students' emotional intelligence and their managerial skills achievement.

H<sub>1</sub>: There is a significant correlation between students' emotional intelligence and their managerial skills achievement.

As a reminder, the higher number, the higher the level of emotional intelligence is whereas for grades, it is the opposite, the lower number, the higher level. Indeed, a 1 corresponds to the best mark for a student and a 5 means that the student has failed. On the other hand, a 3 in the test of emotional quotient test corresponds to the best level of acquisition and one 1 to the lowest. This is important for the next section.

**Overall average grade:**

We did not find any significant results for the overall average grade of the students. This grade is not correlated with the level of emotional intelligence because we found p-values higher than 0.05. As a result, we have to accept the H<sub>0</sub> hypothesis regarding the general level of students. There is no significant correlation between student emotional intelligence and the global level of management of students in higher management studies.

## Marketing:

Table 5. Correlation between emotional intelligence and marketing grade

		<b>Correlations</b>				
		EMOTIONAL AWARENESS	EMOTIONAL MANAGEMENT	SOCIAL EMOTIONAL AWARENESS	RELATIONSHIP MANAGEMENT	MARKETING GRADE
EMOTIONAL AWARENESS	Pearson Correlation	1	0,211	0,040	0,188	-0,067
	Sig. (2- tailed)		0,089	0,752	0,130	0,596
	N	66	66	66	66	66
EMOTIONAL MANAGEMENT	Pearson Correlation	0,211	1	,267*	0,160	-0,028
	Sig. (2- tailed)	0,089		0,031	0,198	0,821
	N	66	66	66	66	66
SOCIAL EMOTIONAL AWARENESS	Pearson Correlation	0,040	,267*	1	0,228	-,251*
	Sig. (2- tailed)	0,752	0,031		0,066	0,042
	N	66	66	66	66	66
RELATIONSHIP MANAGEMENT	Pearson Correlation	0,188	0,160	0,228	1	-,261*
	Sig. (2- tailed)	0,130	0,198	0,066		0,034
	N	66	66	66	66	66
MARKETING GRADE	Pearson Correlation	-0,067	-0,028	-,251*	-,261*	1
	Sig. (2- tailed)	0,596	0,821	0,042	0,034	
	N	66	66	66	66	66

Source: own processing

This table above shows that the level of probability, p-value, is 0.042 between social emotional awareness and marketing grade. Thus, we obtained a p-value lower than 0.05 which means that we can reject  $H_0$ . There is a significant correlation between students' social emotional awareness and their success in marketing. The Pearson correlation between these two variables is -.251 which means that the correlation between social emotional awareness and marketing grade is negative. The higher emotional quotient, the lower the marketing mark. However, as noted above, a small number of mark corresponds in fact to the best result (1 = excellent). Therefore, we can say that social emotional awareness skill has a positive impact on skills to achieve a good grade at marketing exam. If the score of social emotional awareness increases, the student will get a better grade as 2 or 1 because the number will become smaller according to the Pearson coefficient.

The p-value (0.034) between relationship management and marketing is also less than 5%. There is also a significant correlation between students' relationship management and their success in marketing. The Pearson correlation (-.261) between these two variables also means that there is a negative correlation. We can conclude too that relationship management skill has a positive impact on the acquisition of marketing skills.

As a result, skills to achieve a good grade at marketing exam are correlated with interpersonal skills of emotional intelligence – social emotional awareness and relationship management – and emotional skills have a positive affect on the acquisition of marketing skills.

### Project management:

Table 6. Correlation between emotional intelligence and project management grade

		<b>Correlations</b>				
		EMOTIONAL AWARENESS	EMOTIONAL MANAGEMENT	SOCIAL EMOTIONAL AWARENESS	RELATIONSHIP MANAGEMENT	MANAGEMENT GRADE
EMOTIONAL AWARENESS	Pearson Correlation	1	0,211	0,040	0,188	0,032
	Sig. (2- tailed)		0,089	0,752	0,130	0,800
	N	66	66	66	66	66
EMOTIONAL MANAGEMENT	Pearson Correlation	0,211	1	,267*	0,160	-0,143
	Sig. (2- tailed)	0,089		0,031	0,198	0,252
	N	66	66	66	66	66
SOCIAL EMOTIONAL MANAGEMENT	Pearson Correlation	0,040	,267*	1	0,228	-,249*
	Sig. (2- tailed)	0,752	0,031		0,066	0,043
	N	66	66	66	66	66
RELATIONSHIP MANAGEMENT	Pearson Correlation	0,188	0,160	0,228	1	-0,172
	Sig. (2- tailed)	0,130	0,198	0,066		0,167
	N	66	66	66	66	66
MANAGEMENT GRADE	Pearson Correlation	0,032	-0,143	-,249*	-0,172	1
	Sig. (2- tailed)	0,800	0,252	0,043	0,167	
	N	66	66	66	66	66

Source: own processing

In this case, the table above shows a single significant correlation. Project management grade is correlated with social emotional awareness since the p-value (0.043) is lower than 5%. The Pearson correlation (-.249) also reveals a negative correlation between these two variables. Therefore, social emotional awareness skill has a positive impact on the acquisition of project management competencies.

**Finance:**

We did not find any significant correlation between emotional skills and finance grades. All the p-value are largely higher than 0.05, so we have to accept H<sub>0</sub>.

**Economics and geopolitics:**

Table 7. Correlation between emotional intelligence and economics & geopolitics grade

		<b>Correlations</b>				
		EMOTIONAL AWARENESS	EMOTIONAL MANAGEMENT	SOCIAL EMOTIONAL AWARENESS	RELATIONSHIP MANAGEMENT	ECONOMICS & GEOPOLITICS GRADE
EMOTIONAL AWARENESS	Pearson Correlation	1	0,211	0,040	0,188	-0,061
	Sig. (2-tailed)		0,089	0,752	0,130	0,624
	N	66	66	66	66	66
EMOTIONAL MANAGEMENT	Pearson Correlation	0,211	1	,267*	0,160	-,437**
	Sig. (2-tailed)	0,089		0,031	0,198	0,000
	N	66	66	66	66	66
SOCIAL EMOTIONAL AWARENESS	Pearson Correlation	0,040	,267*	1	0,228	-0,218
	Sig. (2-tailed)	0,752	0,031		0,066	0,078
	N	66	66	66	66	66
RELATIONSHIP MANAGEMENT	Pearson Correlation	0,188	0,160	0,228	1	0,029
	Sig. (2-tailed)	0,130	0,198	0,066		0,814
	N	66	66	66	66	66
ECONOMICS & GEOPOLITICS	Pearson Correlation	-0,061	-,437**	-0,218	0,029	1
	Sig. (2-tailed)	0,624	0,000	0,078	0,814	
	N	66	66	66	66	66

Source: own processing

For the Economics and Geopolitics course, the table above shows a single significant correlation and it concerns emotional management skill. Economics & Geopolitics grade is correlated with emotional management since the p-value (0.000) is lower than 5%. The Pearson correlation (-.218) also reveals a negative correlation between these two variables. Therefore, emotional management skill has a positive impact on the acquisition of economics & geopolitics competencies.

### Human resources:

Table 8. Correlation between emotional intelligence and human resources grade

		<b>Correlations</b>				
		EMOTIONAL AWARENESS	EMOTIONAL MANAGEMENT	SOCIAL EMOTIONAL AWARENESS	RELATIONSHIP MANAGEMENT	HUMAN RESOURCES GRADE
EMOTIONAL AWARENESS	Pearson Correlation	1	0,211	0,040	0,188	-0,174
	Sig. (2- tailed)		0,089	0,752	0,130	0,162
	N	66	66	66	66	66
EMOTIONAL MANAGEMENT	Pearson Correlation	0,211	1	,267*	0,160	-0,067
	Sig. (2- tailed)	0,089		0,031	0,198	0,590
	N	66	66	66	66	66
SOCIAL EMOTIONAL AWARENESS	Pearson Correlation	0,040	,267*	1	0,228	-,248*
	Sig. (2- tailed)	0,752	0,031		0,066	0,044
	N	66	66	66	66	66
RELATIONSHIP MANAGEMENT	Pearson Correlation	0,188	0,160	0,228	1	-0,090
	Sig. (2- tailed)	0,130	0,198	0,066		0,474
	N	66	66	66	66	66
VAR00005	Pearson Correlation	-0,174	-0,067	-,248*	-0,090	1
	Sig. (2- tailed)	0,162	0,590	0,044	0,474	
	N	66	66	66	66	66

Source: own processing

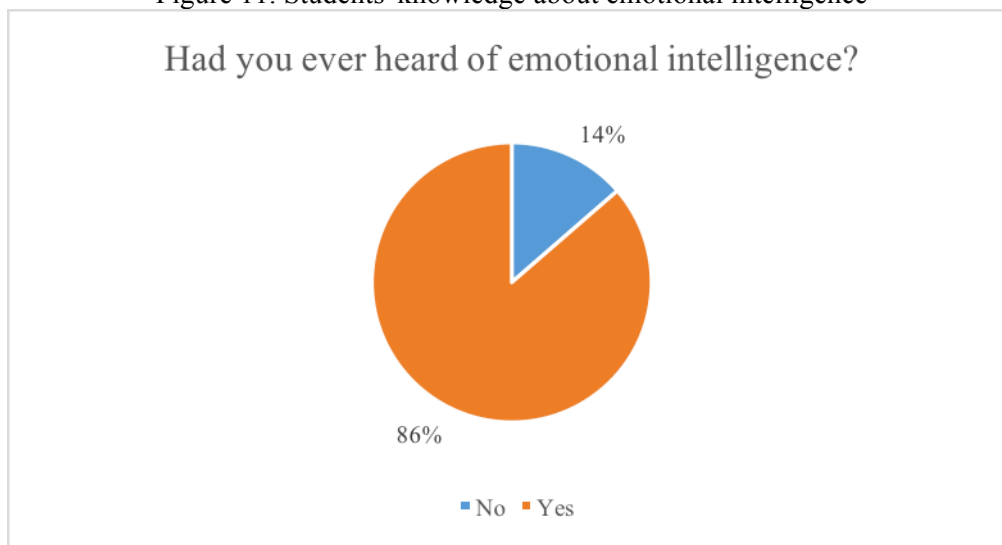
As previously sections, the table above shows a single significant correlation between human resources and social emotional awareness with a p-value of  $0.044 < 0.05$ . The Pearson correlation (-.248) also reveals a negative correlation between these two variables. Therefore, social emotional awareness skill has a positive impact on the acquisition of human resources competencies.

As a result, emotional skills have a positive impact on the acquisition of managerial skills such as marketing, project management, economics & geopolitics and human resources. It can be noticed that these subjects are related to the management of humans and the study of their behaviour in the economy and business while finance is more linked to capital factors. The most influential skill on managerial skills is the social emotional awareness which is also the skill in which students reached the best score. To sum up, social emotional has a positive impact on marketing, project management and human resources that are subjects of study of humans.

#### 4.4 Data analysis and explanation – Experience at the university

##### 4.4.1 How they discover emotional intelligence

Figure 11. Students' knowledge about emotional intelligence

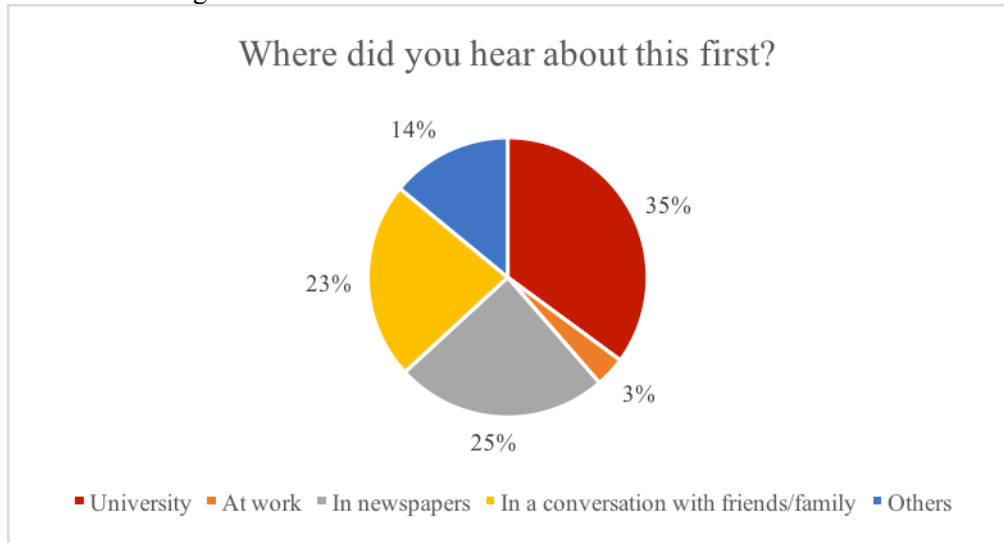


Source: own processing

The graph above shows that the majority of the students (86%) have already heard of emotional intelligence. There are 14% of the students who do not know anything about this, which still represents a significant number of students in management. Thanks to pivot table on Excel, we found that 18% of the student in Master's students did not know the concept emotional intelligence before, which is more disturbing for graduating students in management.



Figure 12. Where students discovered EI for the first time

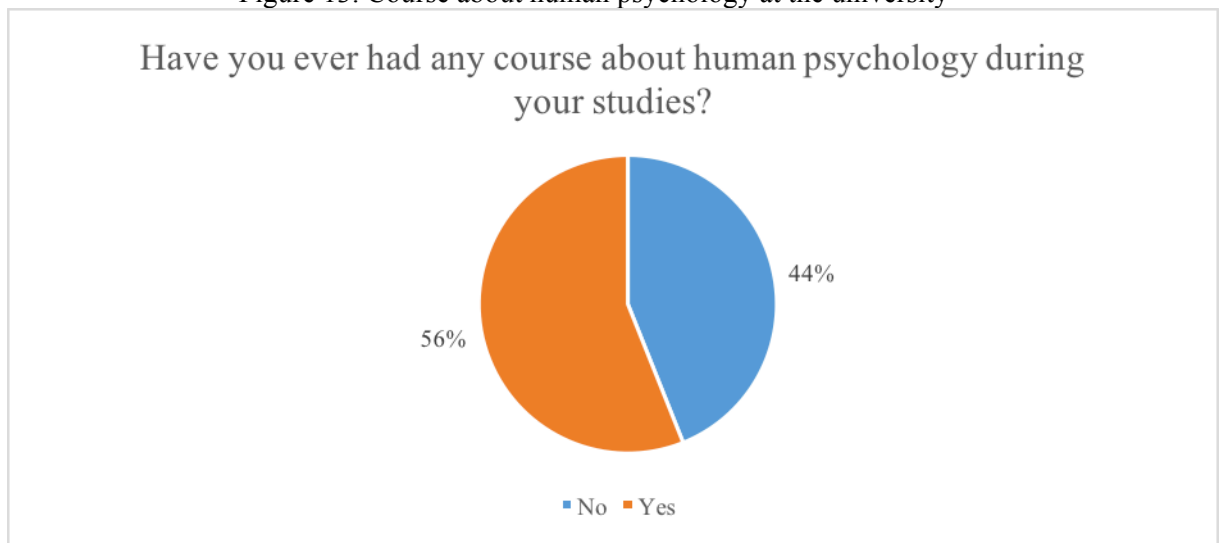


Source: own processing

By this question, we wanted to see if students had discovered this concept for the first time in their university. The chart above shows that the largest proportion (35%) is that of students who have heard about EI for the first time at university, but it is low when we know that there are still master's students who do not know what emotional intelligence is. We can notice that the second way students have discovered EI is in newspapers (25%) following by in a conversation with friends or family (23%).

#### 4.4.2 Courses of human psychology

Figure 13. Course about human psychology at the university

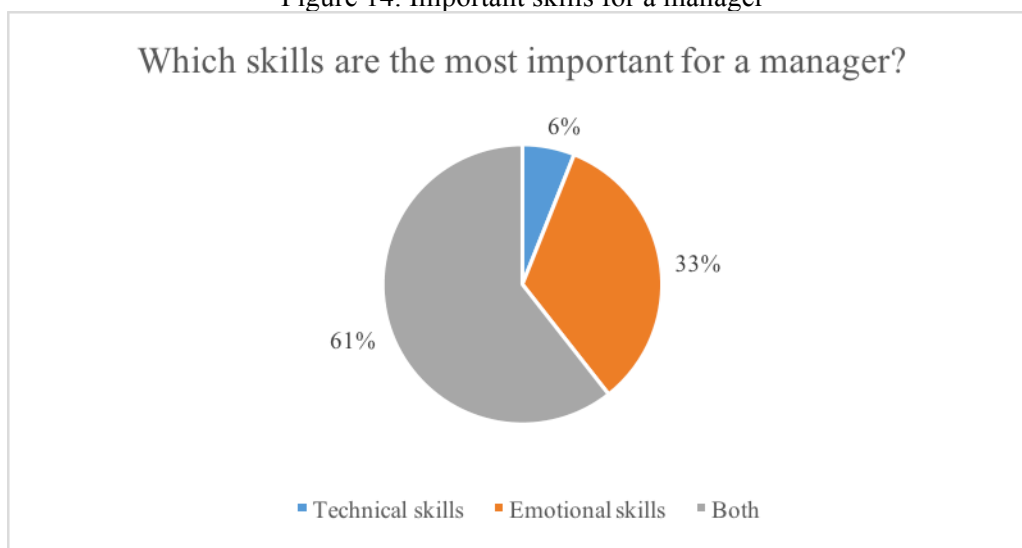


Source: own processing

We can see that 44% of students have not taken any courses in human psychology, which represents almost half of the respondents. Thanks to another pivot table, we found that 39% of master's student had not gone to psychology courses, they accounted for 59% of students who answered no to this question. This means that there are still students trained in management universities who have not learned human behaviour, psychology, emotion, etc., when they are supposed to become future managers who will lead teams.

#### 4.4.3 Important skills for a manager

Figure 14. Important skills for a manager



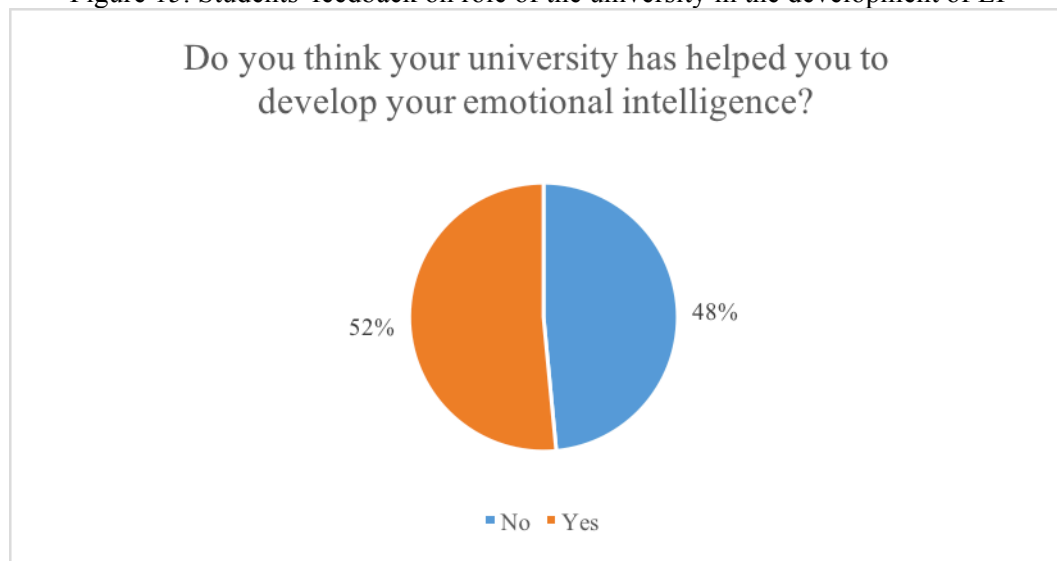
Source: own processing

Then, we wanted to know if students in management thought that emotion skills were important for a manager. The results are quite convincing: 33% of the respondents think that emotional skills are more important than technical skills and 61% think that both, technical skills and emotional skills, are necessary for a manager. This study reveals that students see the need to developing emotional competencies to become an efficient manager. They must have expectations from their university to help them to develop these skills so they can be ready for the work market. Businesses have already taken into consideration EI in their hiring processing. They realised that emotional skills had beneficial impacts on their performance. Forbes Magazine presents in its article "Emotional Intelligence Undervalued in the Hiring Process" (Aug 21, 2018) a study of 400 British companies that revealed that business leaders believe that EI increases motivation and morale (46%), improved leadership (45%) and better collaboration between teams

(37%). They consider that emotional quotient is undervalued in the recruitment process despite the majority of businesses (60%) reporting it as a very important skill for their employees. Interest in emotional skills has been increasing in these recent years. Students in management should be prepared.

#### 4.4.4 The role of the university

Figure 15. Students' feedback on role of the university in the development of EI



Source: own processing

Now, when we look at the result of what students think about the role of their university, we see that they are not really good. Only 52% of the respondents feel that their university has helped them to develop their emotional intelligence. Students do not seem very satisfied with their university's contribution to emotional intelligence. Universities must make progresses if we refer to students' expectations. Previously, we found that both, companies and students, are aware that emotional skills are important for work performance and are considered during the hiring process. We also saw that students can still improve their emotional quotient but 48% still believe that their university has not helped them to improve their emotional skills. The university is supposed to be a place of training where students must acquire fundamental skills for their future job. Nowadays, emotional intelligence becomes an increasingly important factor, university should take into account it and find a way to integrate it into their academic program.

#### 4.4.5 Students' opinion on the development of EI in management studies

The last question of the questionnaire was different from the previous, it was not quantitative but qualitative. It was open-ended question to which each respondent could answer freely and express his or her own opinion. This kind of question is more complicated to process in view of the multiple possible answers.

In this question, students were asked if they had any suggestions to improve the development of emotional intelligence in management studies. Through this question, it was at issue to see whether some students would like to give their opinion on the learning they received, whether they would be interested in this topic, and whether they would consider that this learning could be improved and developed. This information can be useful for universities because it enables them to have a return from their student and some clues of improvement to meet the needs of their students.

The majority of students didn't suggest anything or they didn't know what to answer. Among the 66 respondents, only 11 gave some ideas. One student thinks that emotional intelligence is nothing to do with learning and studying but it should be improved by practising, "That's through experience not learnings". This statement runs counter to what we have seen in the theoretical part, according to which several researchers agree that emotional intelligence could be developed by some trainings and knowledge. The other 10 answers show that students would like to learn more about the management of their own emotions and those of others. They recognise that there is a room for improvement and want their university to help them in this process. These ten answers can be classified into two groups:

- Lessons on emotional intelligence in order to raise students' awareness about emotional intelligence and know their level of emotional quotient. These courses should be compulsory for all the students and not only optional. Some examples of answers: "Make the students pass an EI test, highlight improvement areas and ways to achieve it" ; "Give a bigger place to emotional skills studies" ; "Real psychology courses and exercises" ; "Include EI awareness into Psychology and Management classes, since it is an important issue to discuss"
- A practical approach to develop our emotional skills, and to open people to other experiences which will require to manage his or her emotions and others' emotions. Some examples of answers: "I believe that practical management classes in which

the students are placed in real-life working situations where they need to make decisions will help them improve their emotional intelligence” ; “Theatre and plastic arts courses, more project and teamwork” ; “Association engagement” ; Mixing more cultures together brings larger differences, and when differences are big, you need to be emotionally intelligent to handle the situations well. So mix different types of people together in projects, whether culturally or emotionally”.

## **5 Results and Discussion**

### **5.1 Discussion of Results**

In the theoretical part, we defined the emotional intelligence, the skills it enhances and the benefits it provides on the work performance. Through the survey of students from higher management studies, we found that the development of emotional competencies can be a real challenge for universities given students' scores and expectations.

#### **Level of Emotional Intelligence**

Globalization, the development of high technologies, the issue of sustainable development and employee well-being mean that the working world is changing faster and faster. The faster and more the changes, the more we need to adapt. The managers have to deal with more different and varied factors such the diversity of employees, new technologies, economic and financial crisis, etc. which led to the arrival of new plagues in the work place such as burn-out, absenteeism, harassment, stress, etc. A high emotional intelligence will become one of the more important skill for a manager. It is not just because new machines replace humans for technical tasks, it is also because businesses need visionaries and transformational people. A manager must lead his or her team towards performance and cope with internal and external changes and fences. In the first part, we described this manager as a “transformational leader” (Mandell, Pherwani, 2003; Rosete, Ciarrochi, 2005). They have the ability to understand, recognise, capture, control and manage information from anywhere. They have a vision and take all the elements into consideration to make a decision. They inspire motivation and consideration for their team. Therefore, they have the keys to deal with environmental changes and pay attention to the well-being of their team and the development of each. Emotional intelligence contributes to the development of transformational leadership by integrated the human factor and attention to others. An individual with a high emotional quotient knows how to rely on his or her team and assigns everyone the role that suits him best. That is why, studies have shown that emotional quotient is a good indicator for predicting a performance of a future manager. Personality and emotional intelligence become more and more important during the hiring process.

The score of students during the survey showed that the majority of them are emotionally intelligent. The better results are in interpersonal skills where more than 80% revealed

strengths in terms of social abilities. In terms of social emotional awareness, 93% of the respondents belong to categories 2 or 3 which means that they master this competency. In terms of relationship management, 85% of the respondents belong to the second or third category. However, for the majority of them, these are still skills they can improve because they have not reached the highest category. Concerning the intrapersonal skills, the scores are lower. Students showed more difficulty in becoming self-aware and managing their emotions, competency where the results were the lowest. This can be explained by the fact that throughout our education, we had very few courses about our own personality and emotion. Even in certain cultures, showing and talking about his or her emotions and moods can be considered inappropriate and frowned upon. Unfortunately, this can cause harm to students as future worker because intrapersonal skills are as necessary as interpersonal skills and can improve them.

### **EI and academic performance**

First of all, we noticed that the large majority of respondents had obtained good marks in each subject and had reached managerial skills.

According to the findings, there is a correlation and influence between certain emotional skills and the achievement of management skills. The finance course was the only subject that did not depend on emotional intelligence. This result is not surprising since finance is more concerned with the management of capital resources and the study of financial activities than the management of human resources. The mastery of interpersonal skills does not seem to be useful for this subject. However, we found that marketing, project management, human resources and economics & geopolitics are correlated with emotional quotient. Emotional awareness emerges as the only domain of emotional intelligence that is unrelated to student success in the areas of management. The most influential emotional skill is social emotional awareness. Our research revealed that three grades are positively influenced by social emotional awareness – marketing, project management and human resources. On the other hand, the success of economics & geopolitics is only affected by emotional management. As for the marketing grade, it is correlated with interpersonal skills – social emotional awareness and relationship management. This is the most dependent subject on emotional skills.

To summarize, this would be subjects directly linked to human management which would depend most on emotional intelligence, especially social skills and awareness. A person

who is more aware of the reactions of others would be successful in management fields. However, for each subject, the Pearson correlation was quite weak so the influence is slight on academic success.

As a result, emotional quotient can be a good indicator of management performance but not on academic result because we saw that subject which are not related to management of human are not related to emotional quotient. Moreover, the influence of emotional intelligence on student marks is not really relevant and concern especially social emotional awareness. The other emotional skills have few or no impact on academic results. Therefore, academic success is still principally about knowledge and technical skills.

For better results, it would be necessary to conduct this survey on a larger sample of students.

### **Role of university**

In his article “The Role of the University in a Changing World” published by the Harvard University (2010), Drew Gilpin Faust, a professor at the Royal Irish Academy at the Trinity College in Dublin, states that university plays a key role in a global system increasingly driven by knowledge, information and ideas. In a world of rapidly circulating capital and people and of revolutionary communication technologies, knowledge is ever more vital to our societies and economies. Knowledge is replacing other resources as the main driver of economic growth, and education has increasingly become the foundation for individual prosperity and social mobility. Indeed, Drew Gilpin Faust argued that “Universities nurture the hopes of the world: in solving challenges that cross borders; in unlocking and harnessing new knowledge; in building cultural and political understanding; and in modelling environments that promote dialogue and debate” and this statement becomes more and more true that universities open they door to more and more international students with the development of Erasmus and international exchanges. Universities seems to be a prerequisite for young people who want a good and secure job because universities provide them required knowledge. In the US, a recent survey found that the proportion of individuals who believe higher education to be “absolutely necessary” for success increased from 31% in 2000 to 55% in 2009. Young people today will need to be more flexible and more entrepreneurial than in the past, they need broad capabilities, while at the same time some roles are being transformed to require even deeper knowledge. Higher education is considered as a secure pathway to high-skill, high-



wage jobs. The key priority of university should be ensuring young people to be equipped and supported to make the choices that work for them and to choose pathway that holds value in a rapidly changing economy. As a result, its pivotal role between youth and business gives universities a crucial role in society. They must meet dual expectations, those of the students and those of businesses. However, Drew Gilpin Faust warns that we must be careful not to limit the primary role of higher education as a driver of economic development and the resolution of society's most pressing problems, we risk losing sight of broader, types of investigations allowing a critical stance, creating a human perspective, favouring agitated scepticism and curiosity.

Therefore, universities must help students to meet the expectations of the work market and find the job that suits them best. We have seen previously that managers needed no longer just technical and cognitive skills. They must be able to adapt quickly to different situations and lead their team to changes. Companies are increasingly interested in personality and emotional awareness of candidates during the recruitment process. Businesses know that technical skills are already assessed by universities and the fact that students have graduated means that they have acquired these skills. They need managers who help them to transform and evolve their enterprise. Students must be prepared for this and learn to talk about themselves and put forward their personal strengths.

Through the questionnaire, we discovered that there were still a large number of students in management who did not score well on emotional awareness. Some of them have potential but they do not fully master the ability to recognise their emotions and their impact on others. We were also surprised by the number of student who did not know what emotional intelligence is. As a reminder, 14% of the respondents had never heard of EI before this survey and among these 14%, the majority are in Master's degree. This means that there are still potential future managers who do not know anything about emotions, the control of their emotions and recognising emotions of the others. This can be really bothering to manage teams with different personalities and behaviours. Moreover, the questionnaire revealed that almost half of the students did not think that their university had helped them to develop their emotional intelligence whereas 94% considered that emotional skills were necessary for a manager.

As a result, universities should deal with this lack of knowledge about emotional management and understanding of human behaviours. They are facing a loophole in their

education curriculum which does not meet students' and businesses' expectations about the development of some soft skills. This is a pity, because as we saw in the theoretical part, emotional intelligence, unlike cognitive intelligence that is fairly stable, can be improved throughout our life.

## **5.2 Comments and recommendations**

Based on our results, 48% of students consider their university hasn't help to develop emotional intelligence, 44% have never any course about human psychology and 14% had never heard of emotional intelligence before. As we have already noted, these percentages concern a majority of Master students. This is mean that during all their educational background, some students in management have never talked about human behaviours and human intelligence. This can be a problem for a future manage who will lead people. Our research revealed that emotional intelligence, especially social skills, has a positive impact on the acquisition of abilities to manage people and study their behaviour even for a business purpose. Even though social relationships may seem more practical than theoretical, it is important for students to learn to recognise certain attitudes, understand their reactions and the reactions of others, and develop some techniques to master them. Although academic success is still based more on knowledge and cognitive ability, it can be interesting for companies that university try to develop other capabilities.

In the literature review, we showed that coaching can improve emotional intelligence. As a reminder, Margaret Chapman thinks that an individual is able to enhance his or her emotional intelligence in five steps: self-awareness, emotion management, self-motivation, relationship management and emotional coaching. This requires self-observation and observation of others. The first step is also a question of vocabulary. Students must be able to identify and name their emotions and feelings in order to communicate them. Thus, as some students have suggested in the last open-ended question of the survey, universities can offer compulsory courses in psychology to provide students with the fundamentals of human psychology and enable them to recognise and characterise their personality and their feelings. Then, they can also offer practical activities such as artistic activities to put students in different situations to force them to control their emotions and those of others. In addition, it is important for students to become aware of their strengths and weaknesses,

of their abilities to manage their skills and to cope with situations. One student suggested doing an emotional quotient test during a class to know their level of emotional intelligence and asking a teacher to help them to analyse the results. This can be also useful for their future job interviews as they will be able to respond to the questions of the companies about their personality. Universities can offer a trait self-assessment test, as we did in our research, all the more so as Sedikides (1993) has revealed the importance of self-evaluation in the exploration and checking the strengths and weaknesses of an individual. It is important to self-evaluate because it means that people are able to realise ways in which to improve themselves. Moreover, self-awareness can be useful in determining our career choices and better identifying our expectations and potential.

## **6 Conclusion**

The main objective of this diploma thesis was to describe and evaluate the impact of emotional intelligence on the acquisition of managerial skills and to determine the role of the university in the development of those skills. We used the quantitative method by interviewing students in higher studies of management. We tested skills we pointed out in the first part. Through the results, we examine whether students had developed emotional skills and management skills. Then, we analyse if there was a link between them and how they acquire these competencies. As was discussed earlier, businesses expect managers who can adapt quickly and lead their teams to innovation and development. Rapid changes in the work market, human resourcing and business models, combined with shifting political and cultural norms provide very different expectations for students and companies to this new generation than was previous generations used to know and live in. While emotional skills are becoming one of the most sought after skill during the hiring process, we raised that higher studies of management suffer from a lack of development of emotional intelligence.

The empirical research has found that emotional intelligence has a positive impact on subjects which are relevant to management of human beings and has confirmed what the literature review thought of the benefits of emotional skills on performance. Students are aware that they will be more confronted in their future job with problems of managing people in than technical problems. However, the survey revealed that the majority of students did not have the feeling that their universities had helped them to enhance this component. These results might help universities and businesses to determine the students' potential and how their emotional intelligence can be improved. Universities could add psychology courses, practical experience in class, personality tests to help their student to better control their emotions and those of others and meet the expectations of businesses.

On the other hand, academic success still rests on knowledge that students must achieve. It is always important for students to master technical skills such as organisation, financing, communication and marketing. Cognitive intelligence remains a good indicator of success but emotional intelligence also needs to be improved and understood. Both competencies appear essential and must be balanced according to the need of the work. The fact that students are aware of their level of intelligent in both disciplines may help them to find a job more suited to their abilities.

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## **10 Appendix**

# The Quick Emotional Intelligence Self-Assessment

Adapted for the San Diego City College MESA Program from a model by Paul Mohapel  
([paul.mohapel@shaw.ca](mailto:paul.mohapel@shaw.ca))

Emotional intelligence is your ability to be aware of, understand and manage your emotions. Why is EQ important? While intelligence is important, success in life depends more on Emotional Quotient (EQ). Take the assessment below to learn your EQ strengths!

You will be assessed on 4 competencies. For each one, you have to respond to 10 questions. Then, you will sum all your points to obtain a score for each competency.

\*Obligatoire

## EMOTIONAL AWARENESS

---

### 1. My feelings are clear to me at any given moment \*

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

### 2. Emotions play an important part in my life \*

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

### 3. My moods impact the people around me \*

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

### 4. I find it easy to put words to my feelings \*

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

### 5. My moods are easily affected by external events \*

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**6. I can easily sense when I'm going to be angry \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**7. I readily tell others my true feelings \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**8. I find it easy to describe my feelings \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**9. Even when I'm upset, I'm aware of what's happening to me \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**10. I am able to stand apart from my thoughts and feelings and examine them \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**11. SCORE OF EMOTIONAL AWARENESS (sum all the points of this part) \***


---

## EMOTIONAL MANAGEMENT

---

**12. I accept responsibility for my reactions \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**13. I find it easy to make goals and stick with them \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**14. I am an emotionally balanced person \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**15. I am a very patient person \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**16. I can accept critical comments from others without becoming angry \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**17. I maintain my composure, even during stressful times \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**18. If an issue does not affect me directly, I don't let it bother me \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**19. I can restrain myself when I feel anger towards someone \***

Une seule réponse possible.

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**20. I control urges to overindulge in things that could damage my well being \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**21. I direct my energy into creative work or hobbies \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**22. SCORE OF EMOTIONAL MANAGEMENT  
(sum all the points of this part) \***


---

**SOCIAL EMOTIONAL AWARENESS****23. I consider the impact of my decisions on other people \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**24. I can easily tell if the people around me are becoming annoyed \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**25. I sense it when a person's mood changes \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**26. I am able to be supportive when giving bad news to others \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**27. I am generally able to understand the way other people feel \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**28. My friends can tell me intimate things about themselves \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**29. It genuinely bothers me to see other people suffer \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**30. I usually know when to speak and when to be silent \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**31. I care what happens to other people \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**32. I understand when people's plans change \***

Une seule réponse possible.

0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

**33. SCORE OF SOCIAL EMOTIONAL AWARENESS (sum all the points of this part)**

\*

---

**RELATIONSHIP MANAGEMENT**

**34. I am able to show affection \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**35. My relationships are safe places for me \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**36. I find it easy to share my deep feelings with others \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**37. I am good at motivating others \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**38. I am a fairly cheerful person \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**39. It is easy for me to make friends \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**40. People tell me I am sociable and fun \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**41. I like helping people \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**42. Others can depend on me \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**43. I am able to talk someone down if they are very upset \***

Une seule réponse possible.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**44. SCORE OF RELATIONSHIP MANAGEMENT  
(sum all the points of this part) \***


---

## Measure your effectiveness in each domain using the following key:

---

0-24 Area for Enrichment: Requires attention and development

25-34 Effective Functioning: Consider strengthening

35-40: Enhanced Skills: Use as leverage to develop weaker areas

## Your educational background

### YOUR PROFILE

---

**45. Gender \***

Une seule réponse possible.

- Female
- Male
- Autre : \_\_\_\_\_

**46. Age \***

Une seule réponse possible.

- Under 18
- 18-21
- 21-24
- 25-more



**47. Nationality: \***

---

**48. In which university/business school do you study? \***

---

**49. You are in: \***

Une seule réponse possible.

- Bachelor's degree
- Master's degree

**50. Do you have any work experience? \***

Une seule réponse possible.

- Yes
- No

## **YOUR UNIVERSITY RESULTS**

---

Excellent is equivalent to marks from 16 to 20  
Very good is equivalent to marks from 14 to 16  
Good is equivalent to marks from 12 to 14  
Average is equivalent to marks from 10 to 12

**51. What is your overall average grade? \***

Une seule réponse possible.

- Excellent
- Very good
- Good
- Average
- Failed

**52. What is your average in marketing/communication? \***

Une seule réponse possible.

- Excellent
- Very good
- Good
- Average
- Failed

**53. What is your average in project management? \***

Une seule réponse possible.

- Excellent
- Very good
- Good
- Average
- Failed

**54. What is your average in finance/budget management? \***

Une seule réponse possible.

- Excellent
- Very good
- Good
- Average
- Failed

**55. What is your average in economics/geopolitics? \***

Une seule réponse possible.

- Excellent
- Very good
- Good
- Average
- Failed

**56. What is your average in human resources? \***

Une seule réponse possible.

- Excellent
- Very good
- Good
- Average
- Failed

## **YOUR KNOWLEDGE ABOUT EMOTIONAL INTELLIGENCE**

---

**57. Had you ever heard of emotional intelligence before this survey? \***

Une seule réponse possible.

- Yes
- No

**58. If yes, where did you hear about this first?**

Une seule réponse possible.

- University
- At work
- In newspapers
- In a conversation with friends/family
- Autre : \_\_\_\_\_

**59. Have you ever had any course about human psychology during your studies? \***

Une seule réponse possible.

- Yes
- No

**60. As a future manager, do you think it is more important to have technical skills or emotional skills? \***

Une seule réponse possible.

- Technical skills
- Emotional skills
- Both

**61. Do you think your university/business school has helped you to develop your emotional intelligence? \***

Une seule réponse possible.

- Yes
- No

**62. Do you have any suggestion to improve the development of EI in management studies?**

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Fourni par

