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## WHAT CAN HR MANAGEMENT DO WITH EMOTIONAL INTELLIGENCE?

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### Abstract

Emotional intelligence has been a remarkably popular topic of HR-publications since the '90s. Organizational effectiveness and high emotional competences at a company definitely show high correlation, but despite the obvious importance of EQ-proficiency, it still remains a question how managers (and HR) can utilize the tools that emotional intelligence offers them to increase the efficiency of their organizations.

The primary research of this study is based on an extended questionnaire research aiming to get more detailed information about the real nature of human motivation (including autotelic types of motivation) by summarizing and analyzing the answers of more than one thousand respondents. The other primary research base of the study is an interview-based analysis (involving more than 70 respondents) wishing to know more about the possible interactions between significant emotional effects and the ability of human learning. The result of the study is the construction of a model frame that can help organizational managers and HR experts to review the main types of leadership methods based on psychological procedures built on emotional intelligence and the possible ways of using this knowledge to increase organizational effectiveness within the companies.

*Keywords:* emotional intelligence, HR management, organisational effectiveness, learning organisation

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### 1. INTRODUCTION

Global market and social environment turned to be more and more complex in the

past decades, and the substantive, remarkable (and sometimes dramatic) changes that have been taking place in them seem to happen faster and faster (Marelli &

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Signorelli, 2022). It is not easy for the companies to understand the nature of these complex and fast changes and the processing and implementing of proper strategic answers mean even a higher challenge for them.

The management methods and systems to be successfully applied by business organizations in such a hectically changing and heterogeneous market environment must be flexible; the classical long-term strategic planning methods should be replaced by the more “elastic” tools of strategic management: it means, that one of the critical points of the long-term market success is the understanding of the importance and of the proper management of the adaptive human knowledge.

This study wishes to reveal some of these new leadership methods and principles required: it focuses on the management tools offered by the better understanding of emotional intelligence. The main research questions of the study are: (1) Can we define such leadership tools offered by emotional intelligence that can significantly increase organizational effectiveness? (2) How can high EQ-competences help a company become a learning organization?

Based on the primary research of an extended questionnaire-survey and a detailed interview-based analysis, the study intends to define an easily applicable framework of those possible management tools which are built on the better understanding of emotional intelligence, and which can practically promote company management to increase organizational effectiveness within their firms and institutions.

The survey focused on the deeper understanding of the nature of human intrinsic motivations. The choice of this research direction was based on the

assumption that motivation can mean a strong interconnecting link between human emotions and the possible management tools that can affect them to reach a higher level of organisational effectiveness. From the wide range of possible human drives, the survey intended to get more detailed information of the intrinsic motivators - the ones that work through the completion of the targeted activities themselves.

The interview-based analysis studies and summarises information collected from more than 70 respondents of different age groups and with various life experience. The interviewees were asked to briefly describe significant events from their lives which were important and influenced their emotions and also from which they were able to learn. The answers were then processed by narrative-analysing methods with the purpose of finding typical patterns through which people can generally learn and understand important edifications based on their own emotional experiences.

The study has the following structure: the literature review first summarises the main features of the global market environment of the early 21st century to clarify why new leadership methods (strongly based on the better understanding of emotions) are needed for those organisations and companies that wish to operate successfully on these markets. After that, the concept of emotional intelligence is clarified: a short review introduces how different publications specify the term, then our own definition of EQ was set up that can be applied effectively in this study to interpret and explain its main topics and research goals.

The above part is followed by a brief introduction of the research methodology, then the “Results” part summarises the outcomes of the 2 primary researches – the

questionnaire-based survey and the interview-based analysis. Then the “Discussion” part includes the model (step by step, using the results of the two primary researches) that serves as a logical framework which is able to offer answers for the research questions of the study: (1) What are those leadership tools which can be developed by the better understanding EQ that can improve organisational effectiveness?; and (2) how can emotional intelligence help humans and organisations learn more effectively from current situations to create better adaptation strategies for their future?

## 2. LITERATURE REVIEW

HR- and knowledge management in all business- and social organizations must continuously monitor and understand the vibrant changes on the market (and social) environment. The perceived changes can be understood and properly managed only by the wise usage of the flexible human knowledge. The concept of learning organization becomes a successful management framework where talented and creative employees must continuously cooperate with each other to keep the human knowledge basis of the organization always up-to-date so that it can cope with the new challenges arisen by the permanently changing customer needs (Hübner, 2002; Kayes & Burnett, 2006; Jun, 2015).

But efficiently using (and even developing) the organizational knowledge means a more complex and sophisticated task than it seems at the beginning (Nonaka & Takeuchi, 1995; Smith, 2001): the distinction between explicit and tacit knowledge makes us understand that

effective knowledge transfer between people (or groups of people) is much more than sharing new information among them. It means, that in case an organization wishes to use and to further develop the knowledge of its employees, its management has to apply sophisticated tools of motivation and leadership (Sveiby, 1997; Magzan, 2012). The new tools can make use of the results of the researches in the field of Emotional intelligence.

But what is emotional intelligence? Despite that researchers from the field of Emotional Intelligence (EQ) have not agreed on a standardised definition yet, a favourable usability of EQ seems to be generally recognised in the field of management studies. Within the area of knowledge management, EQ can even obtain an emphasized importance – for instance in the process of making the knowledge-transfer procedures more effective. It can mean both the development of new and efficient methods of knowledge transfer and also the active support on the receivers’ side so that the acceptance/absorption of knowledge could be realized with better opportunities of value-creation (deBara, 2021).

Emotional intelligence “under its own name” only appeared at the beginning of the 1990s (Salovey & Mayer, 1990; Mayer & Salovey, 1993; Goleman, 1995; Mayer & Salovey, 1995) of course, its essential features and elements can be found in earlier publications, too (e.g. in the literature of educational psychology) Edward Lee Thorndike for example already emphasized the role of the motivation in the success of learning processes (Thorndike, 2017); he defined intelligence not as a one-factor entity but as a complex aggregation of skills made of several groups of abilities (Thorndike et al., 1926). This was the approach that

Howard Gardner developed in his model of multifactorial intelligence (Gardner, 1993).

In the rich and diversified literature of emotional intelligence, we can clearly divide 2 main streams which (for the easier identification) in this study will be called as “academic analyzers” and “complex synthesizers”. The most important representatives of “academic analyzers” are John D. Mayer, Peter Salovey and their colleagues (Mayer, 1995). The basic focus of their view is the ability-based approach of EQ: according to their reasoning, if emotional intelligence is a part of the “classical” intelligence, then any parts of it must be defined as skills/ abilities / competences. Such ability can be e.g. the “reading of the mimic of others” in the field of “sensing of the emotions”. Another emotional competence can be for instance the “conscious using of colours (knowing their possible effects on human mood)” in the field of “the ability of using of the emotions to positively stimulate human thinking”. The 4 areas of the Mayer-Salovey model are: (1) sensing/perceiving of the emotions; (2) the ability of using of the emotions to positively stimulate human thinking (3) understanding the meaning of the emotions; (4) the ability of managing the emotions (Mayer et al., 1999). The model is useful, and it is successfully applicable — it clearly focuses on abilities whether they can be found and well-measured in the given person or not. It means that the EQ-schools of “academic analyzers” characteristically create only those types of emotional intelligence-categories, which are strictly based on elements of skills and competences (Mayer et al., 1999).

One of the most important authors of the school of “complex synthesizers” is Daniel Goleman. In his (and his colleagues’) more

complex approach, they define emotional intelligence by accepting more types of elements as a part of EQ, than the experts from the academic school (Goleman, 2007; Goleman, 2015). One of the best examples of the difference between his EQ- model and the stricter Mayer-Salovey one is the example of motivation. The Goleman – EQ - approach ranks motivation as a basic “building-element” which is clearly a part of the person’s emotional intelligence (according to his approach). What is wrong with that? The Mayer-Salovey school accepted it with remarkable critics (Mayer et al., 2004), saying that motivation is not an ability, not a type of any competences — they rather rank motivation as an “energy-source” of the personality and so, they evaluate the Goleman-model as an unscientific one and ranking his model (together with the Reuven Bar-On model (Bar-On, 2004)) to the category of the “mixed models” (saying that they are not 100% ability-based models and so, cannot be accepted as highly scientific ones) (Mayer et al., 2004) It means that their main problem with the Goleman- and with the Reuven Bar-On model is that these models define EQ-elements not only from the group of human abilities, but also from other ones which rather originated from complex human personality. According to the “academic analyzers”, the application of elements of personality traits should never be mixed with the cognitive components of intelligence.

There is an opportunity to solve the disagreement between the two main approaches/schools of emotional intelligence: yes, it can be true, that the “complex synthesizers” define EQ-components which are not strictly cognitive factors but rather personality traits (e.g. high level of motivational skills) — but we can

easily accept that these traits are still strongly connected to EQ: if not as sources then as consequences (!); and once a person has the given personality trait (so e.g. he/she can effectively motivate himself or other people) then this trait can promote the occurrence of favourable situations where EQ is further built on.

Figure 1 presents a really simple approach of emotional intelligence. In case we define EQ as the summarised abilities of understanding and managing our own feelings and other people's feelings, we have found a definition that cannot really be denied because of its generality and simplicity. From this viewpoint, all competencies, personality traits and abilities can be classified as parts of emotional intelligence that can serve either the understanding of the effective managing of human feelings – no matter if they are feelings of our own or of some other persons'.

In case we remember those characteristics that are typical to the current global business environment where companies should stay alive and keep their profitability, it becomes much clearer why new management methods need the active use of EQ competences.

Instead of the long-term strategic planning practices of the 1950's and 60's where employees (including the highly educated ones) simply had to follow the instructions defined by the long-term strategic plans of the companies - the current (quickly changing) business environment needs flexible methods of strategic management where companies should continuously monitor all possible changes in all the factors of their micro- and macro environment and (based on the proper perception and understanding of those changes) they should regularly re-plan and re-implement new strategic answers to those modifications to keep up their proper adequacy to the varying customer needs. (Marczell-Szilágyi & Magyar, 2023) Such circumstances need new leadership- and HR-management methods; employees should not only be informed about the clear plans and goals or the parameters of fair and well-defined control, rewarding systems should also be explained well to them. They also should be motivated to feel that the interest of the company is also their interest; they should be inspired to recognise the changing market circumstances that can affect the market strategy of their company and they

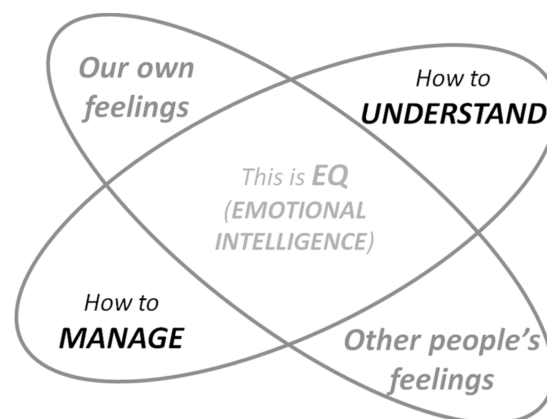


Figure 1. EQ – a simple and clear approach (Marczell- Szilágyi, 2011)

even should be impressed and inspired to find new creative ideas and solutions for the renewing challenges – either individually or together with their colleagues with whom they work in groups.

This brief summary can clearly show that the goal- and task-oriented classical management methods can no longer offer solutions to the wide range of new challenges arisen by the current global era of social and economic circumstances. New leadership approaches have to be generated and applied that do not only concentrate on institutions and strategies but also on human beings to find out how to motivate employees to activate their knowledge, their curiosity and creativity for dreaming, planning and implementing new strategic ways for the company that fit to the new circumstances.

These new leadership methods are the ones that need the better understanding of the role of human emotions in such complex adaptation strategies. This is the purpose of the 2 types of primary researches of this study. Both the questionnaire-based survey and the interview-based analysis aim to reveal important connections between the mechanism of human emotional procedures and possible leadership methods that can effectively activate them towards efficient company strategies of successful market adaptation.

### **3. METHODOLOGY OF THE RESEARCH**

The study is based on two main primary researches: a questionnaire-based survey and an interview-based analysis.

#### **3.1. Survey**

##### **3.1.1. Sampling**

1155 people responded in the survey. The research was started among university students of BA-business courses of Budapest universities and they were asked to share it with their online social network. It means that the survey cannot be considered as being representative as the sampling was not random (due to the timing- and financing limitations of the research). Still, the high number of responses offers a new knowledge base which is worth analysing to obtain new knowledge to the topic studied.

##### **3.1.2. Procedure**

First, people were asked about various socio-demographic issues (in the form of multiple-choice questions) and about the nature of those intrinsic motivators that they find the most important in their own lives (in the form of 3 open questions). In spite of the large number of respondents, the survey focused on the 3 open questions where respondents were asked about:

1. the nature of their “favourite” activities: those type of actions that they love doing just for the joy that the activity itself offers for them (autotelic activities);
2. the explanation/significance these beloved activities mean for them: by this question, the main types of values behind these beloved activities were asked;
3. a short description about an ideal life that the respondents wish for themselves after 10 years: the main aim of this question was to get some ideas about the complex value-system of the respondents – so about the things that they find important to reach in their lives.

### 3.1.3. Measures

After having received the 1155 online responses, the main distributions were analyzed by each question (both by the socio-demographic closed questions and also by the open-questions aiming about intrinsic motivators and goals.) After that, we analyzed the statistical independence by Pearson's chi-squared test.

During the processing of the answers for the open questions, we first defined summarizing content-categories which expressed the nature of the given answer the best. In the case of answers for all the 3 open questions, one answer could be classified to one or more of these content-categories. First, we examined the basic distributions of the answers among these contents-categories. After that we applied the method of cluster-analysis finding out, whether we can define groups who typically like a given type of autotelic activity while they do not really like others. Then we applied analysis of variance (F-test) to examine the interrelation between the autotelic activities and the sociodemographic features. The second open question were asked about the motivations behind the given (beloved) activity. After the "coding" (so the defining of main content-categories for the concrete open answers to this question and classifying them to these categories), we examined the basic distribution of the answers among these categories. After that we applied analysis of variance (F-test) to examine the interrelation between the "behind-motivations" and the sociodemographic features. The same method (so "coding/classifying" the open answers and then variance-analysis with F-test between answers and socio-demographic factors) was applied at the 3rd question as well: this was

the question where short descriptions were asked from the respondents about an ideal life that the respondents wish for themselves after 10 years to find out their main leading values.

## 3.2. Interview analysis

### 3.2.1. Sampling

The other primary research in our study is an interview-based analysis where 72 people were asked: they were chosen from different genders, age groups and different career-and personal experience but they were not selected randomly due to the limitations of the research.

### 3.2.2. Procedure

The 72 interviewees were asked about important "happenings" (people/or events) that had a remarkable impact on their lives/that they evaluate as important "sources" where they could learn something really important. The general starting question was: „What kind of occurrences/or people had the most remarkable influence on your life – either in a positive or negative way?“

After the opening question we let the answers continue based on free associations. Further questions were asked mostly in case if something was not understandable enough and had to be clarified. Some of the respondents were university students. Others show a wide diversity of age: the total range of age is from 14 to 72 years old (Figure 2).

### 3.2.3. Measures

From this very general question above, a large variety of themes were received from

the respondents' answers which were further analyzed on 3 levels of the qualitative research-method of narrative-analysis:

(1) first, we performed content-analysis: from the detailed notes of the narratives (answers), we collected the similar patterns that had the same meaning behind (identifying of the functions). The output of this stage was a list of well-defined function-type narratives.

(2) then these narratives were further examined in the stage of the formal-structural analysis: this stage focuses not only on the definition of the given narrative but reveals the role of the given narrative in the process of establishment of the given meaning — so how the actual interviewee interprets the role of the current narrative in his/her complex process of self-development (in the context of the life-event that he/she shared in the interview).

(3) the 3rd (and last) stage of the investigation was the hermeneutical analysis: this type of research already concentrates on the side of the receiver: in our case, at this level we can turn our attention to the main goals of the whole survey. This goal was to obtain an understanding about how the

operation of human psychological processes can be assembled into a knowledge-base by which organizational managers and leaders can utilize their apprehension of emotional intelligence for the purpose of creating a practical and usable tool kit of leadership methods by which they can significantly increase organizational effectiveness.

(4) finally, the results were summarized in a model which can serve as a useful framework of EQ-tools for managers who wish to apply them to increase organizational effectiveness at their companies.

## 4. RESULTS

### 4.1. Questionnaire-based research: deeper motivators

The respondents of the survey were asked about a lot of types of socio-demographic factors (including gender, age, residence, family status, separatedness from parents, working status and qualification) (Figure 3).

Along with most of these socio-demographic factors, the sample examined (1155 persons) shows fairly diverse

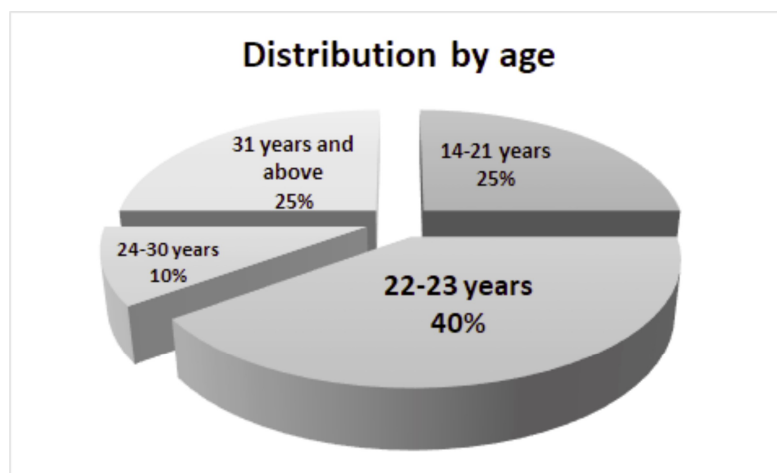


Figure 2. Age groups of interviewees (source: own edition)



distribution with 3 exceptions: distributions by gender, age and residence show significant disproportion – we also can see it on Figure 3 that women, young people between 18-24 years and residents from Budapest (capital of Hungary) and its agglomeration are overrepresented in the sample. After the statistical independence analysis of the cross-tables of socio-demographic factors (by using the by Pearson’s chi-squared test) we could see that it is the age-factor that shows significant relation with the other indicators: it is quite natural because as time goes on, more and more people go to work, marry, have children, divorce, etc.

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Beyond this quite obvious interrelation between age and the other indicators, only the gender and the job-type show significant correlation: women are overrepresented in “other white-collar work” and “unskilled

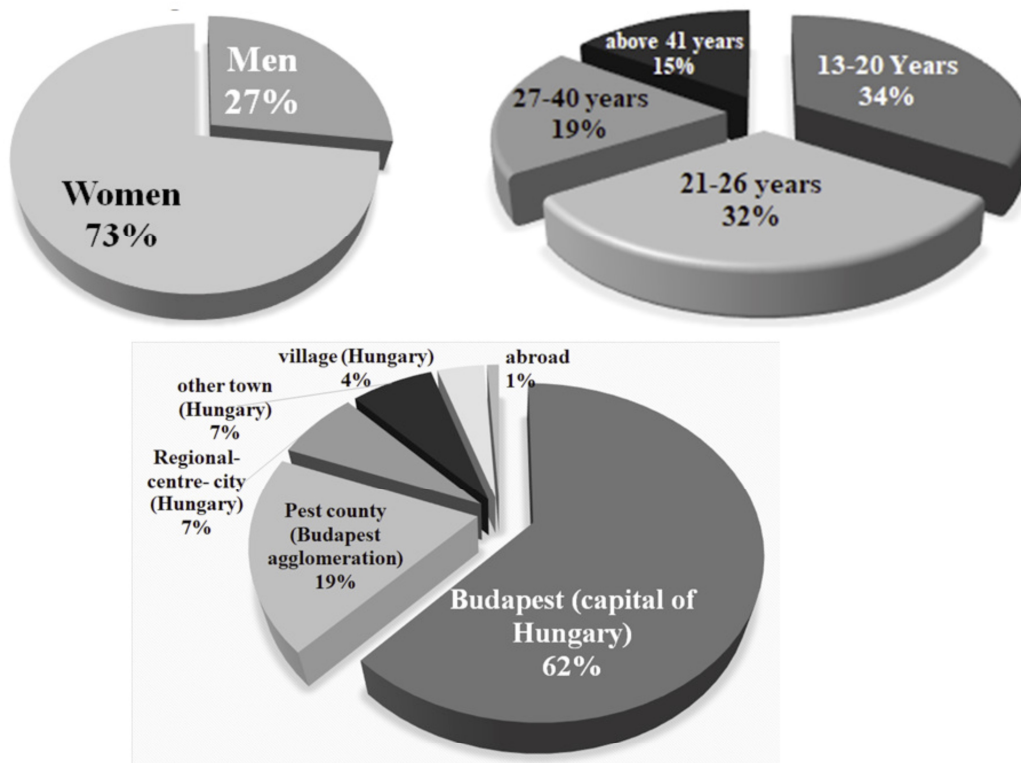


Figure 3. Distributions by gender, age, and residence (source: own edition)

manual work”, while men are underrepresented in “skilled manual work”. For the first open question (asking what kind of activity the respondent loves doing just for the joy of the activity itself), respondents mentioned a large variety of activities as being their favorite ones. During the analysis, the diversified answers were ranked into categories where the main principle was to find the main nature of the given activity. We can see the distribution of the answers (having been ranked up into summarizing categories) in Figure 4.

26% of the answers was classified into the category of “creative work and learning”, another 26% of the activities focused on strong personal interest such as reading, painting or any other interesting hobbies. 23% of the activities were connected to physical activities (mainly sports), 17% to

social groups, where the activity was important because of the family members, friends or other types of company with whom the respondents did the given activity. Only the rest (8%) of the answers referred to activities with the only purpose of relaxation and explicit consumption. After receiving the distribution of the answers among the main response-categories, we applied the method of cluster analysis to find out, whether we can define groups in which people typically like a given type of autotelic activity while they do not really like others. First, we created 5 clusters but the resulted distribution of the respondents among these clusters became very unproportional: some clusters had large number of members, while other hardly had any. After dropping out the smaller groups, we found distributions that had unfortunately left several characteristics

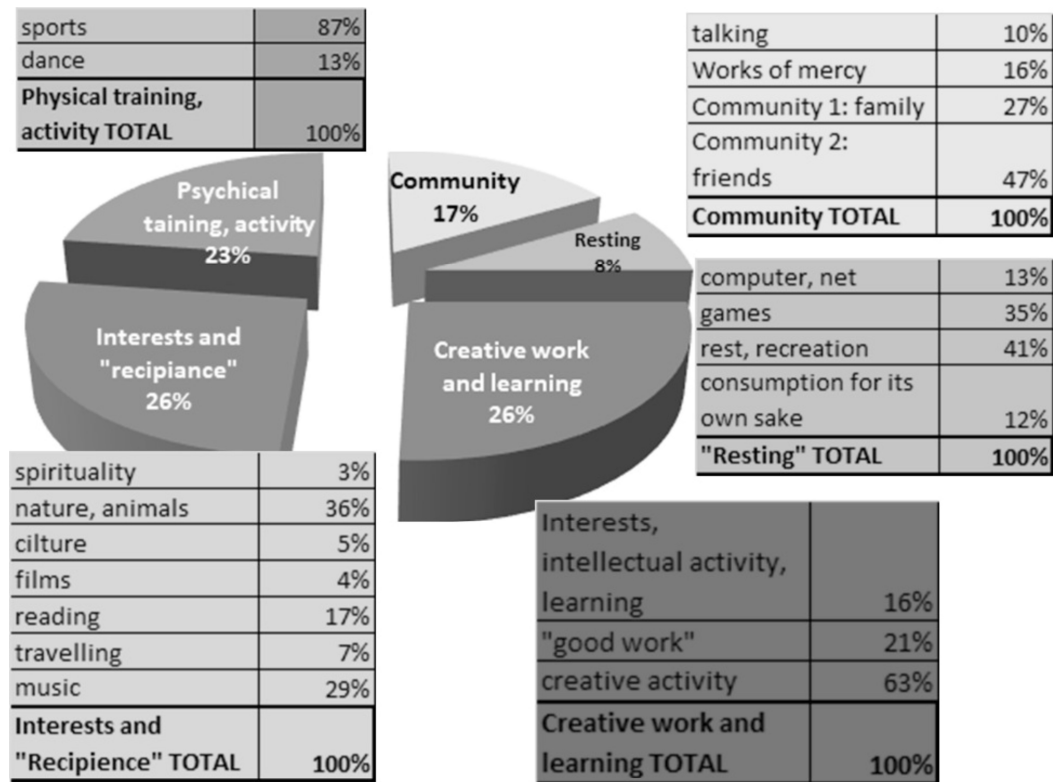


Figure 4: Autotelic activities (source: own edition)

of the original sample, so the remaining clusters became too general. Similar results were found when we tried creating only 4 or 3 clusters: either their distribution became very unproportional (some too large groups while the rest became too small) – or the characteristics of the clusters became too general. This result shows that the respondents of the sample have quite unique preferences: from the many types of joyful activities, their sub-groups do not typically choose the same combinations. Based on this outcome, we dropped the cluster-analysis and – instead – we chose variance analysis and its F-test at least to try to find out whether we can find some typical interrelations between sociodemographic factors and beloved activities.

With variance-analysis (F-test) we found significant difference between the beloved activity-types of men and women: women have remarkably stronger interest for social activities to be done in groups (with family, friends, colleagues) and they also have extra

attention towards creative activities. Men have increased curiosity toward entertaining activities and also toward ones which are focusing on individual performance.

The second open question asked about some reasons behind the love for the joyful activities. As we can see it in Figure 5, the answers showed quite high concentration by 4 main categories: 37% of the answers marked “new mental and spiritual resources” as the main reasons that give importance of the beloved activities in the respondents’ life. Here people love the given activity because it brings higher meaning or harmony in their lives. The other category of joy-generation behind the activities was “self-development” with 26%, where the given activity offered new opportunities to the given person to become a more valuable man in the future. The category of “autonomy” also represented 26%, where the activity offered the feeling of freedom and independence for the respondent. 11% of the cases represented the joy that the partners/companion of the

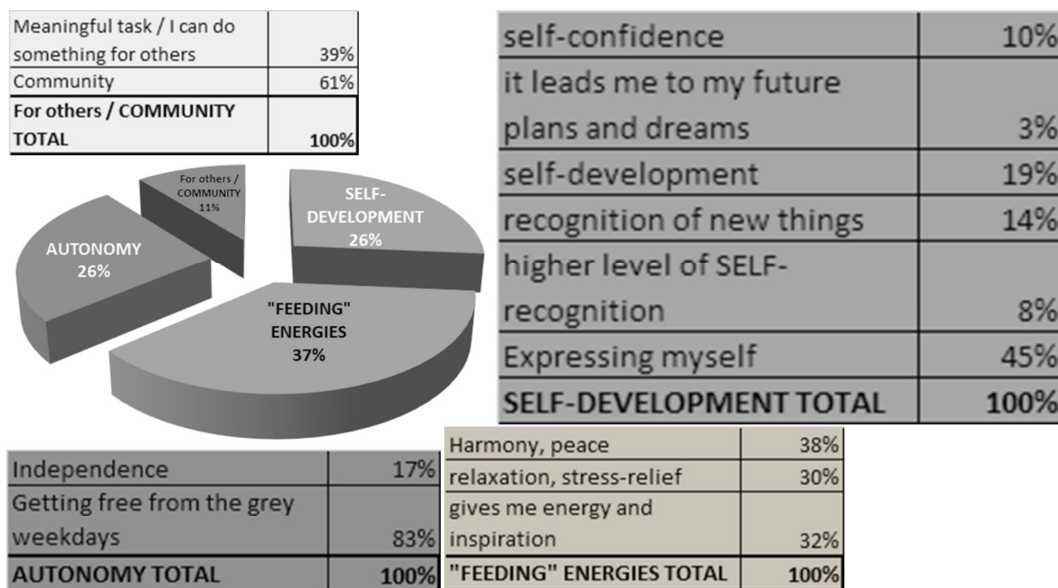


Figure 5: Reasons behind the beloved activities (source: own edition)

activity gave to the person.

With variance-analysis (F-test) we found that people between 21-40 years have significantly higher interest towards creative activities. People above 41 years have remarkably stronger motivation for the mature goals of self-recognition and finding harmony.

As we can see on Figure 6, for the question of “wishes for ourselves after 10 years” the strongest dreams were represented by “love/family/belonging to someone” by 39%. It was followed by the category of “profession, studies, career, finding yourself” by 28%, then “hobbies, recreation, harmony” by 16%. The rest of the wishes focused on more material issues: “safe financial position” by 12%, “richness/wealth” by 3% and “health” by 2% (the low interest about personal health in the further dreams can be understood if we consider that 85% of the respondents were younger than 40 years and the young generations still do not consider health as a wished dream, they rather take it as a natural fact that most of them still possess).

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that women have significantly stronger wishes for love partner and family in their future wishes. Respondents who have children or/and older than 41 years have remarkably more intense wishes for health and higher levels of wealth.

The extended survey (with 1155 respondents) tried to obtain more detailed information about what motivates people in their lives. The results of the survey can be summarized in Figure 7. Family, friends, so social belonging has a highly important role in people’s life. The other group of strong human motivators are well-described by the SDT-theory values (Deci & Ryan, 2008): people in the survey definitely showed high value-orientation, so they are actually really interested in finding some higher meaning of their life and activities. They also have a strong wish of self-development, so they are purposive to expand their competences and reach progress in their skills. Autonomy, (as a certain type of independence) in their decisions and life also represents a strong intention among the respondents. (Ryan & Deci, 2000a,b)

For company-managers, it is important to

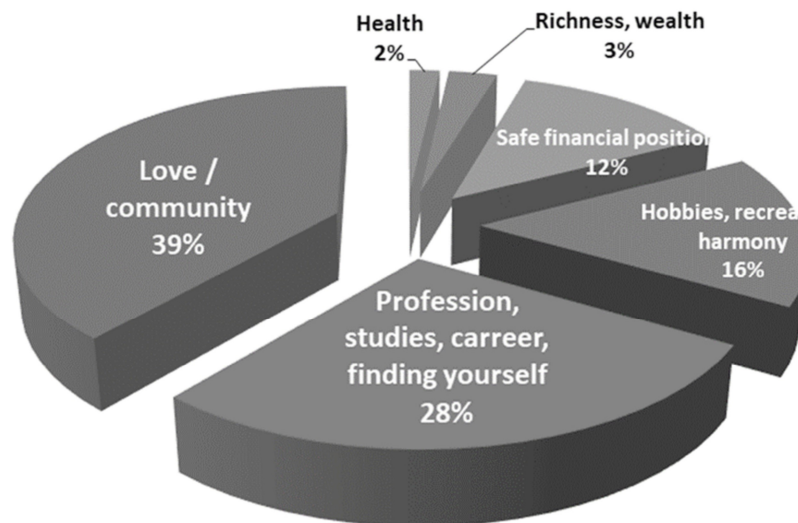


Figure 6: Wishes for ourselves after 10 years (source: own edition)

remember, that the high level of value-orientation, the definite importance for self-development and the strong need for individual autonomy at the respondents proved to be so remarkable in the survey, that it enlightens the importance of proper inspirational strategies at the company. The definite need of the well-functioning social relations and the significant wish for safe material/ financial background on the other hand, reflects the expressed importance for financial and emotional safety for humans.

**4.2. Interview-analysis: how people learn the “big things” in life**

Regarding the detailed narrative-analysis of the 72 interviews where respondents were

asked about those “happenings” (events or persons) that they evaluated as having made remarkable positive or negative effects on their lives (e.g. because they have learned something important by them), the first part of the content-analysis defined the following significant subjects listed in Table 1.

The formal structural analysis of the subjects above revealed many types (and directions) of complex impact-mechanisms through which these topics formed the experiences and personalities of the interviewees. This study shows only the most important outcomes.

Autonomy was mostly mentioned as a positive tool where respondents had the power/independence of making their own decisions in various situations. The most

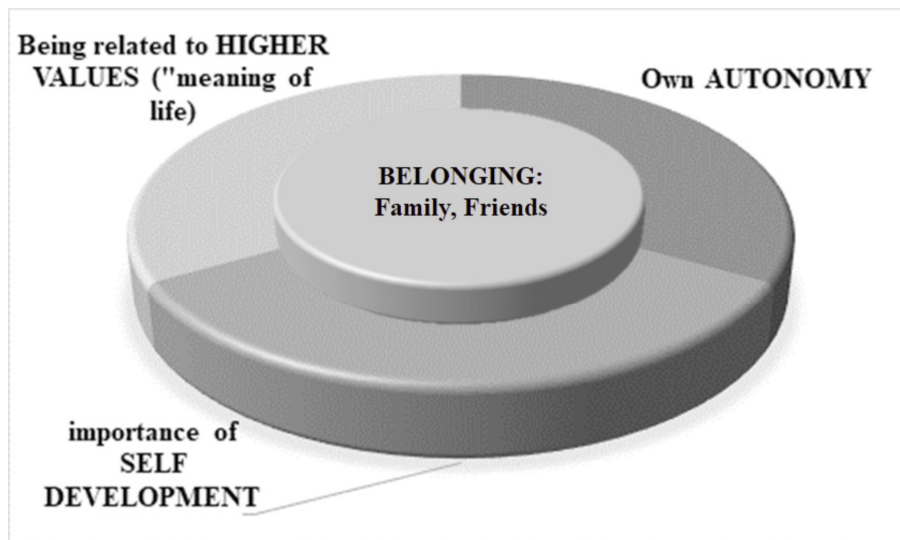


Figure 7. Respondents’ strong motivators (source: own edition)

Table 1. Fundamental subjects from the interviews (source: own edition)

Autonomy	Social relations	Activities
Traumas	Social roles	Safety
Emotional stability	Customs / habits	Open communication
Basic values	Stress and fear	Understanding processing
	Defiance	/adaptation

substantively positive results of autonomy mentioned by the respondents were the opportunities of learning and self-definition; interviewees emphasized that when they could make their important decisions, it gave them the highest potential for learning through their own experiences – no matter if they finally turned out to be positive or negative (Naquin, 2003; Ryan & Deci, 2006; Lammers et al., 2015).

Traumas can be described by typically negative events that have significantly strong impacts both on the respondents' cognitive and emotional life. Surprisingly, a lot of the narratives described positive effects of these dramatic happenings: these cases emphasized the opportunities of learning / understanding new and important interrelations, the increase of trust and self-confidence and the effect when traumas caused a strong “putting off-“ / “dislocation-“ effect for the persons asked: bad habits or deformed / distorted samples of understanding were reformed and put into healthier directions at these times. The hard and significant negative effects of traumas happen where respondents cannot “work them up”– so when they can't gain proper understanding that can help them in the whole and healthy “psychological processing” of the traumatic event (Mcgrath, 2001; Manchini, 2016).

Emotional stability and basic values are strongly rooted in early childhood experiences; in case the person could not experience sufficient level of love and acceptance in his/ her early years, it can lead to weak emotional stability in the adult life. Basic values from the early experiences of family background can also strongly affect several areas in adult life, such as the ability of taking risks easily vs. uncertainty avoidance, the open-mindedness of

discovering attitude and such important questions like following our own interests vs. accepting and taking outside obligations, or the healthy self-recognition and undertaking own responsibilities vs. following rigid samples of behaviour.

Social relations (if operating properly in the given person's life) can offer the positive results of emotional stability and the opportunity of continuous learning in case the conditions of the open communication are given. Mentoring persons can also give significant promotion in several types of life situations to the given person. The positive or negative life-effects of conflicts are mostly depending on whether they were solved on a well-processed and mutually understood way by open communication or they were just left unsolved causing serious misunderstandings and tensions. The strategy when a person is “closing up” to his/her own personality by intensively avoiding open communication and active social life, proved to be very dangerous in all the observed cases. The social samples of competition vs. cooperation in people's life also show a complex picture of experiences: competition can be a healthy motivator if conditions are clearly defined; in other cases, exaggerated competitive situations can create a negative spiral of serious conflicts and misunderstandings. Active and promoting cooperation can teach really positive samples to all the related parties that can offer them useful and valuable experience even on the long run.

Social roles are also deeply rooted in early education (childhood) and socialisation: they represent a complex understanding of (real or imagined) expectations that the given person assumes that other persons from the society have towards the given person (who represents the actual social role). Alike many

subjects studied before, social roles can also serve positively or negatively in a person's life. In case a person consciously knows the nature of a given role that he/she has undertaken, then a lot of positive outcomes can be expected from this situation: for example, the given role can offer proper self-confidence for the person. Misunderstood social roles (often together with over-estimated expectations) can easily cause inter- and intrapersonal tensions and conflicts.

Customs/habits can bring a lot of positive energy into the given person's everyday life, and they can also take a lot of energy away from it – based on their nature. The important fact about them is that they can be changed only on long and difficult ways with a lot of extra energy from the person to be invested. Habits can be conscious or unconscious: in case a strong habit is unconscious in the given person's life, it is even more difficult (sometimes almost impossible) to change it.

Stress and fear usually have negative meanings. Here the main question is whether the given person can control it or not; the well-controlled stress can even mean a positive incentive/stimulus for the person, but those types of fears which are detected as too high and uncontrollable can cause high damages for the given personality (Kipkosgei, 2022).

Defiance is a strong negative emotional answer-effect for a given person to a given situation. Based on the results of the interviews, there are cases, where defiance can serve as a strong motivator to promote a given activity. The difficulty with defiance is that it is not easy to control – so we cannot expect any automatic processes in connection with it – either it happens, or not and so (of course) neither its negative, nor its

positive effects can be predicted.

Activities offer experience and continuous feedback for the person who actually makes the given activity; this means precious learning opportunity. Positive feedback from the performance can even increase self-confidence. In case a given activity is unsuccessful, but the person still has a positive and proactive attitude, he/she can try new ways and methods that can finally result the desired success and such incidences can further increase the person's problem-solving skills and other abilities. A lot of activities are done together with other colleagues, which can even improve social competences, too.

Safety: the results of the interviews show it quite clearly, that any kind of safety needs are strongly connected not only with the cognitive- but also with the emotional parts of human mind. The lack of the basic safety needs very often has a typical “paralysing” effect on the person. It means, that remarkable deficiencies in the basic level of material-, or emotional safety can generate such concentrated attention and efforts at the person to terminate the given situation of shortage, that can easily result that other tasks are left without any attention or psychological energy (Smith, 2011).

Open communication: this phenomenon was often mentioned by the interviewees as a very useful tool which makes life and work easier and more effective. It does not only mean that the parties of the communication situation are equal (having the same rights) but also that a wide range of influencing factors (both cognitive and emotional) are represented through the communication process on a straightforward and honest way, without any preconceptions.

Understanding processing/adaptation: this procedure has high importance from the

viewpoint of the main goals of this study. It can be seen clearly from the interviews that all the remarkable events in a person's life (either with positive or negative content) will definitely have a positive impact on the development of the personality and of the tacit knowledge if they really go through the psychological procedures of the understanding processing/adaptation. The processing procedures can have several forms at personal level, and they are typically affected by emotional impacts. The purpose of this study, however, is not the detailed analysis of these complex psychological procedures but the framing up of a practical model of those HR-tools which can operate with the subjects of emotional intelligence to increase organisational effectiveness. What we should underline here is the importance of understanding: a lot of psychological procedures of human emotions can have better outcome if they go through sections of real (and adaptive) understanding.

## **5. DISCUSSION**

After the formal-structural analysis, the 3rd (and last) stage of the investigation was the hermeneutical analysis: this type of research already concentrates on the side of the receiver: in our case, at this level we can turn our attention to the main goals of the whole survey. The main research questions/goals of the study were the followings: (1) Can we define those leadership tools offered by emotional intelligence that can significantly increase organizational effectiveness? (2) How can high EQ- competences help a company become a learning organization? These research questions aim to obtain an

understanding about how the operation of human psychological processes can be assembled into a knowledge-basis by which organizational managers and leaders can utilize their apprehension of emotional intelligence for the purpose of creating a practical and usable tool kit of leadership methods by which they can significantly increase organizational effectiveness. To be able to start setting up a model which can serve as a practical toolkit to organizational leaders who wish to understand the nature of emotional intelligence better, the previously-described subjects should be examined from the viewpoint of how easily they can be influenced by the organizational management.

If we have a look at Figure 8, we can see that the factors examined before can be categorized into 4 levels.

Emotional stability and basic values are ranked into the 1<sup>st</sup> level, as – from the viewpoint of the management of the organizations – they are really hard (almost impossible) to change by the leadership of the company. It means, if a new employee arrives at the organization, his/her basic values and emotional stability of his/her personality should be perceived as an input factor by the viewpoint of the organization: in case there are any rules of preferences regarding these factors set by the company management. These personal components should be tested during the recruitment process because later there will be very limited opportunities to change them; in case the employment loyalty is really strong at the company (e.g. due to the supportive company culture) there might be some chance to influence these features by encouraging and helpful leadership methods as well as organizational culture.

Traumas, social roles, and customs/habits



are categorized into the 2<sup>nd</sup> level: in case they are “brought” by the employees as the parts of their past, the organization (and its management) has very limited opportunities to change them. Of course, most of the cases it is true, that it is not their business what kind of traumas their employees have had in their past or what those typical social roles or habits had influenced their lifestyles. These questions only arise when certain disfunctions occur within the company (e.g. significant conflicts between employees/employee-groups or cases of non-adequacy at a task or a project). If these cases are caused by complex psychological factors like traumas or misunderstood social roles, they definitely mean very compounded and difficult problems for any leaders; in most of the cases these situations should be solved by asking for external help of specialists (like a

psychologist, or a coach). Actual traumas or disfunctions in employees’ current organizational roles are a bit easier to be solved within the organization but also these cases need very sophisticated socio-psychological approaches of problem-solving and a lot of patience (Klemm, 2010).

Stress, fear, defiance: At these factors, it is important again if the stress/fear is caused by some organizational issues or by some personal event of an employee. In case an organizational matter happens that might cause anxiety among the employees, the management can react with reliable and well-structured crisis/change-management measures supported with open, honest and straight communication. As it was mentioned before, an optimal level of stress can work even on an incentive way among the employees, motivating them to find new

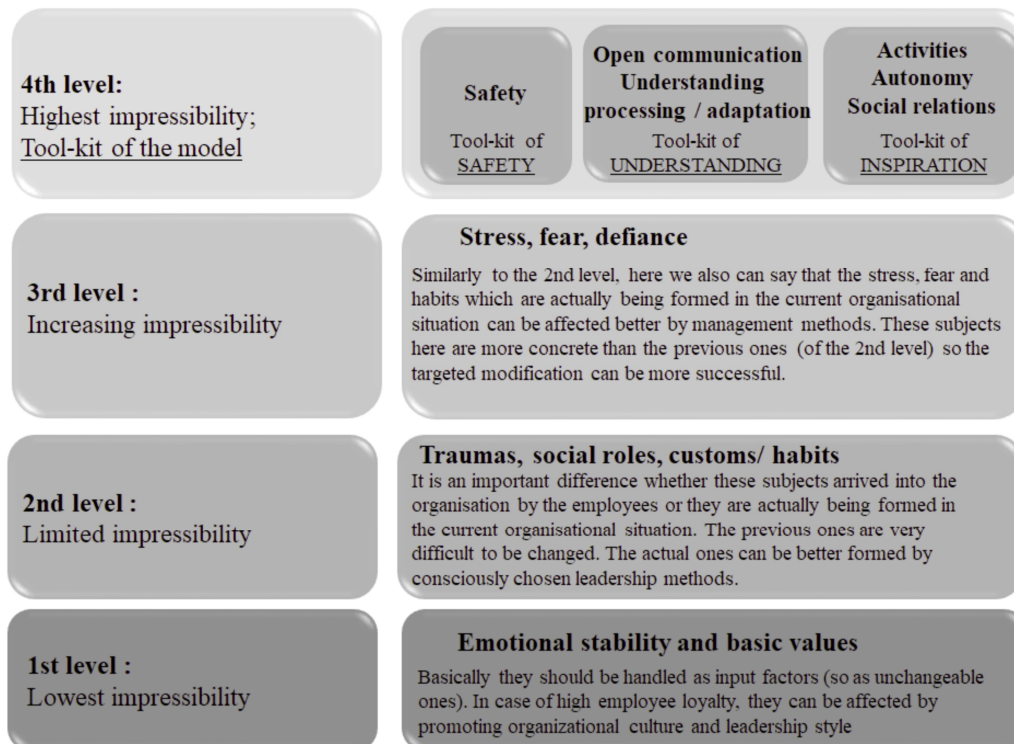


Figure 8. Emotional factors and the possible levels of management – impressibility (source: own edition)

solutions for the problems arisen and to focus their efforts to find appropriate answers for them (Stanleigh, 2016).

The factors of the 4<sup>th</sup> level mean those emotional/psychological elements which can be influenced on the most successful way by the management. So, it is worth examining them on a more detailed way because they will mean the main tool-kit of the model that the whole study wishes to establish.

As we can see it on Figure 9, SAFETY means a basic factor of the model: as we have already discussed it above in the “Results”-part of the study. The basic need of safety is strongly connected not only to the cognitive, but also to the emotional areas of human brain. The lack of safety means such an elementary shortage for the human mind, so that the person will immediately start focusing extra efforts to stop this deficit for getting back to the proper level of safety again.

What should the management of the organization do with such an information? Regarding the employees’ salary level and their other material allowances, the leaders of the companies should consider that the inequitably low level of salaries can cause such a lack in the safety need of the

employees that they will not have the proper level of mental and psychological energies for making sufficient efforts to reach the organizational goals. The next issue is the safety of employment. The management of the organization certainly cannot be expected to offer assurance of life-long employment for their staff, but the labor law in almost any countries of the world offers several forms of employment of which employers can choose from more- and from less reasonable/fair forms. Higher justness of the working contract means higher job-safety for the employees, of course. Regarding the wide category of the employees’ emotional safety, we could see from the primary research results (which factors are mostly ranked to the 1<sup>st</sup> level with the lowest impressibility from the management’s side) that it is quite a complex phenomenon so management cannot just focus on the emotional safety of each employee. However, a positive and promoting company culture (of course) can do a lot for the general emotional well-being of all the staff.

UNDERSTANDING: From the results of the primary research, it was obvious how important the processes of understanding/adaptations are: even



Figure 9. Main tools of the model (source: own edition)

situations of serious traumas could lead the persons involved into positive directions of development if they had the chance of going through the processes of authentic processing of understanding and adaptation. At the company level this category involves (1) proper solving of organizational conflicts and (2) the continuous efforts that all employees and all their groups should see the clear interrelations between company actions and company goals and between their own contribution to organizational purposes and their (own individual) interest.

**INSPIRATION:** Every people is a target of “continuously arriving” intensive effects at the beginning of the 21<sup>st</sup> century. These effects mean significant burden of our psychological energies because our currents world always send messages to us saying that our opportunities are almost unlimited why it never gives any clear guidance what to choose from this undefined bulk of random possibilities and finally how to reach those promised targets. It is also a great stress that when we choose something, it automatically means that we distract our just-invested energies from many other alternatives – so it will have a high

importance how we can get the energy for our new tasks and for finishing those ones that we have started before. It means, that an organization which is able to motivate its employees into proper directions in an inspiring environment, means a high emotional support for all its members. The main tools of the complex category of inspiration will be the (a) motivating goals, the (2) creative tasks and activities and the (3) offering of the proper level of autonomy to reach the inspirational goals.

After the introduction of the three main areas on which the management of a company can build the most efficient ways to increase organizational effectiveness by using a better understanding of the employees’ “emotional operation”, we should also examine which are those typical levels of intervention when the leaders can take these positive effects.

Studying Figure 10, we can see that there are three levels of intervention where company management can consider coming into play with concrete steps and conscious actions. The first level is the **PERSONAL COACH**. Direct colleagues, bosses and group-leaders belong to this level where

	<b>Personal coach</b> 	<b>Strategist</b> 	<b>General</b> 
<b>Inspiration</b> 			
<b>Understanding</b> 			
<b>Safety</b> 			

Figure 10. Levels of intervention in the model (source: own edition)

there is an opportunity to directly work with the employee, to get to know him/her in continuous situations or working experience. The next level is the STRATEGIST. In most of the cases, organizational performance depends on the achievements not only of one individual but of several people’s united efforts. The role of the strategist is responsible for the proper planning and management of these united efforts. It means not only the selection of the proper individuals for the tasks and targets but also the detailed allocation of all types of resources among them together with the proper and clear definition of the (hierarchical and communication-) relations

among them. The GENERAL has the highest level of intervention (of course, sometimes the “strategist” and the “general” functions are not separated to different units of decision-making). While the “strategist” was responsible for the planning, the “general” must continuously watch the current on-goings of the “battle” (the current market situation) and — based on the actual events — he/ she must decide how to go on (sometimes the good decision is just to go on with the original plan, but in many cases smaller or bigger modifications must be made when several resources and tasks should be reorganized within the “army” (the company)).







	<b>Personal Coach</b> 	<b>Strategist</b> 	<b>General</b> 
<b>Inspiration</b> 	<ul style="list-style-type: none"> <li>Personalised career-planning together with the employee</li> <li>Offering the proper level of individual AUTONOMY</li> <li>Encouraging of individual innovative ideas</li> <li>Creative tasks</li> </ul>	<ul style="list-style-type: none"> <li>Finding the optimal level of creative tension at the allocation of tasks</li> <li>Group - work: finding the right balance between individualist vs. collectivist advantages</li> <li>Finding the optimal level of autonomy and applying fair performance – evaluation at all departments</li> </ul>	<ul style="list-style-type: none"> <li>Trust-based cooperation</li> <li>Always giving positive but authentic feedback</li> <li>Finding the optimal level of autonomy and applying fair performance – evaluation at all departments – with continuous sophisticated re-adjustments</li> </ul>
Applying of the „PUTTING-OFF” tactic at personal or at group-level			
<b>Understanding</b> 	<ul style="list-style-type: none"> <li>Regular, diverse, clear and fair performance- evaluation system</li> <li>In case of need, effective support in conflict – solving between employees</li> <li>Open and supporting attitude at employees’ personal crisis</li> </ul>	<ul style="list-style-type: none"> <li>At any change - management projects:                             <ul style="list-style-type: none"> <li>➢ Clear definition of goals</li> <li>➢ Setting a fair reward system: premium goals to be defined at the right level (where there is enough right and power to modify the given goal)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Always open and fair communication of any organisational changes:                             <ul style="list-style-type: none"> <li>➢ Describing the reasons</li> <li>➢ Goals → Results →</li> <li>→ Premium cycle: continuous and clear evaluation / communication at all levels</li> </ul> </li> </ul>
<b>Safety</b> 	<ul style="list-style-type: none"> <li>Optimal and fair compensation</li> <li>Job-safety: regular and detailed career- discussions</li> <li>Innovations: even if its originated from an individual, the responsibility for the project is at company-level</li> <li>At employee crisis: offering alternative employment</li> </ul>	<ul style="list-style-type: none"> <li>Well-balanced company portfolio (risk management)</li> <li>Open, fair and regular information to the employees about any strategic changes (with the involvement of the employees)</li> </ul>	<ul style="list-style-type: none"> <li>Regular and true reports to the employees about the current goals / results of the company</li> <li>In case of crisis communication: open and true information to the employees</li> <li>Employing trustworthy leaders</li> </ul>

Figure 11. Concrete tools of the model – dimensions (source: own edition)

Once the structure of the model is defined, the concrete management tools can be assigned to each dimension defined by the tool-group and the level of intervention. Figure 11 shows a possible tool-kit of the model described. Of course, the range of the possible management tools is wide so this study cannot offer a complete review of them. Still, with the definition of the 3 most important topics where leaders can actively and successfully manage their employees' actions through their emotions, together with the description of the 3 logical levels of intervention can make it easier for the company managers to actively apply their knowledge of emotional intelligence for the purpose of the increasing of organizational effectiveness.

## 6. CONCLUSION

This study intended to draw up a practical framework (a model) by which company management and HR experts can get a feasible set of assets of the possible leadership tools which are applicable through the procedures of human emotions.

Emotional intelligence has been a well-known and popular topic in several management and HR-publications for the last 30 years (Mayer et al., 2012), but the subject of EQ in these articles is mostly discussed rather from a theoretic viewpoint than from practical ones (Mayer et al., 1990; Salovey & Mayer, 1990). Even though it is commonly agreed how important role human emotions play in the procedures of decision making, the current management- and leadership schools could make a good use of its main interrelations by building them into their concrete methods and practices (Lopes et al., 2004).

The framing up of the model is based on the results of two main primary researches: a questionnaire-based survey where more than 1100 people responded about the nature of their favorite autotelic activities and their wished life-situations in 10 years time. These questions wanted to expand the respondents' intrinsic motivations and their complex motivation structure for the long run. The results of this research showed high value-orientation by the respondents, their remarkable need for autonomy, for self-development and for qualitative social relations (family and friends). Material needs were rather represented by the ambitions for financial safety than by exaggerated dreams of incredible wealth (the latter got only 3% of the answers). (From the 3 main topics of tools of the model the high value-orientation and the need for self-development appear in the category of "Inspiration" and the need for financial stability in the category of "Safety").

The other part of the primary research is based on an extended interview-based analysis where respondents were asked about the greatest events/persons/opportunities that made remarkable changes in their lives by teaching them something really important. The 13 main subjects identified in the interviews were then further classified into 4 levels — depending how successfully the company management can influence them in the organizations. The 3 categories with the highest potential of influencability became the 3 main themes of the model offering tools for possible management actions that aim to increase the organizational effectiveness and wish to affect through the complex procedures of human emotions. These 3 main categories are the "SAFETY", the "UNDERSTANDING" and the "INSPIRATION".

The topic of “SAFETY” means that remarkable levels of insecurity can cause such high levels of the emotions of stress and fear which may risk any normal human performance in work or in any kind of value-creation. For the company management it means that they should pay attention to offering appropriate and reasonable salary-packages with a normal level of job safety. In case the promoting company culture can even help the employees develop their emotional stability, this can be an extra benefit for them which is able to increase further their loyalty for the company and the efficiency of their efforts in reaching the organizational goals. The topic of “UNDERSTANDING” means all types of management tools that can help the employees solve their internal conflicts or clarify the interrelations between company goals and their efforts plus between company goals and their interest. “The topic of “INSPIRATION” means all types of management tools that can help the employees to gain extra psychological energies for their efforts and creativity and to successfully channel these individual attempts towards the promoting of the company goals.

As it was seen in Figure 10, the tools of the 3 main topics can be implemented at 3 levels in the organization: the level of the “PERSONAL COACH” means directs managers, leaders or even colleagues/or HR experts working with the individual employee or with a group of them. The role of the “STRATEGIST” means the function of the human resource planner, while the “GENERAL” has the function of the strategic manager who – based on the continuous monitoring of the current changes in market (and the wider social) environment – from time to time can

understand the nature of these changes, then works out the necessary modifications in the organizational strategy as the best strategic answers to these changes.

Figure 11 summarizes the most important framework which – as a model - is wished to serve as a useful logical scheme or structure for general – and HR-managers who wish to work out their management actions in order to increase company effectiveness and profitability by using the know-how that we already know about emotional intelligence. An important limitation of this model that it wishes to work like a theoretical framework showing the 3 areas where managers can intervene effectively to increase the organizational effectiveness in their company by actively building on their employees’ “emotional operation”. It means, it does not wish to serve as an automatic leadership guide offering exactly described management tools for accurately reported organizational situations. It rather works as a proactive frame offering different viewpoints and approaches for the purpose of applying a braver attitude for the leaders saying that – though the psychological procedures of human emotions are rather complex – managers still have a lot of opportunities to positively affect them to increase organizational effectiveness.

Directions of further research in these topics could lead to (a) more practical orientations by filling the framework of the model by concrete management tools and approaches (like a possible version in Figure 5) and also by testing the usability and effectiveness of these methods. (b) Another really interesting direction of further research in this field could be the testing of efficiency of the possible leadership methods by the personality-types of the employees.

## ШТА МЕНАѢМЕНТ ЉУДСКИХ РЕСУРСА МОЖЕ ДА УРАДИ СА ЕМОЦИОНАЛНОМ ИНТЕЛИГЕНЦИЈОМ?

Henrietta Nagy, Eszter Marczell-Szilágyi, Tímea Magyar

### Извод

Емоционална интелигенција је изузетно популарна тема ХР публикација од 90-их. Организациона ефикасност и високе емоционалне компетенције у компанији дефинитивно показују високу корелацију, али упркос очигледној важности ЕИ-профициенце, и даље остаје питање како менаѢери (и ХР) могу да искористе алате које им емоционална интелигенција нуди да повећају ефикасност својих организације.

Примарно истраживање ове студије засновано је на проширеном истраживању путем упитника које има за циљ да се добију детаљније информације о стварној природи људске мотивације (укључујући аутотеличке типове мотивације) сумирањем и анализом одговора више од хиљаду испитаника. Друга примарна истраживачка основа студије је анализа заснована на интервјуу (у којој је учествовало више од 70 испитаника) којом се жели сазнати више о могућим интеракцијама између значајних емоционалних ефеката и способности људског учења. Резултат студије је изградња оквира модела који може помоћи организационим менаѢерима и стручњацима за људске ресурсе да размотре главне типове метода руковођења заснованих на психолошким процедурама изграђеним на емоционалној интелигенцији и могућим начинима коришћења овог знања за повећање организационе ефикасности у оквиру компаније.

*Кључне речи:* емоционална интелигенција, управљање људским ресурсима, организациона ефикасност, организација која учи

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**Apendix 1**

9 – No answer

## Questionnaire

Your family status:

The filling up of this questionnaire is voluntary and anonym. – Thank You for Your help with filling it up.

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- 1 – single
- 2 – in pertnership
- 4 – married
- 5 – divorced
- 6 – other

Your gender (\*):

---

 9 – No answer

- 1 – male
- 2 – female

Where do you live now?

---

 9 – No answer

- 1 –together with your parents in the same household
- 2 – together with your parents but having your own household
- 3 – in your own apartment having your own household
- 4 – in other place (e.g. in a rented apartment) but having your own household
- 5 – other

Year of birth: \_\_\_\_\_

9 – No answer

---

 9 – No answer

Your permanent address:

- 1 – Budapest
- 2 – other town in Pest county
- 3 – village in Pest county
- 4 – shire-town (not the capital)
- 5 – other town
- 6 – other village
- 7 – abroad

Do you have children?

---

 9 – No answer

- 1 – no
- 2 – yes →How many children do you have?

Where do you actually stay in most of the time of a year?

---

 9 – No answer

- 1 – Budapest
  - 2 – other town in Pest county
  - 3 – village in Pest county
  - 4 – shire-town (not the capital)
  - 5 – other town
  - 6 – other village
  - 7 – abroad
  - 8 – on my permanent residence
- 

Do You currently work? (have a job?)

- 1 – no
- 2 – yes

---

 9 – No answer

What is the form of your current job?

- 1 – full time job

- 2 – part time job  
 3 – by-job (occasional)  
 4 – own enterprise  
 5 – family enterprise  
 6 – other: \_\_\_\_\_  
 0 – Does NOT know    9 – No answer

you like doing just for the joy of the activity  
 itself?

- 1 – no  
 2 – yes

\_\_\_\_\_

0 – Does NOT know    9 – No answer

What type of work do you do in your  
 current job?

Please, briefly describe this activity!

- 1 – unskilled worker (blue-collar)  
 2 – skilled worker (blue-collar)  
 3 – freelancer  
 4 – graduated employee  
 5 – manager  
 6 – other: \_\_\_\_\_  
 0 – Does NOT know    9 – No answer

\_\_\_\_\_

(0 – Does NOT know    9 – No answer)

Please, briefly describe what this activity  
 means for you!

\_\_\_\_\_

(0 – Does NOT know    9 – No answer)

In case you don't have a current job, what  
 do you do now?

Please, briefly describe the circumstances  
 of an ideal life-case in which You would like  
 to live after 10 years!

- 1 – university student  
 2 – currently seeking for a job  
 3 –maternity leave  
 4 – unemployed  
 5 – other: \_\_\_\_\_  
 0 – Does NOT know    9 – No answer

\_\_\_\_\_

(0 – Does NOT know    9 – No answer)

Your highest level of education:

- 1 – Maximum finished elementary school  
 studies (8 years)  
 2 – skilled worker's certificate  
 3 – technical college  
 4 – final exam in grammar school  
 5 – professional course degree after  
 secondary school  
 6 – Bachelor Degree (BA)  
 7 – Master degree (MA)  
 8 – other : \_\_\_\_\_  
 9 – No answer

Do you have activities in your life that