

## ПЕДАГОГІЧНА ТА ВІКОВА ПСИХОЛОГІЯ

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### CONTENT CHARACTERISTIC OF EMOTIONAL INTELLIGENCE FEATURES OF FUTURE LEADERS

*The concept of emotional intelligence (EI) is considered in the article. A review of the substantive characteristics of the emotional intelligence model made by various authors is given. The comparative analysis of EI is given, too.*

*The role of the EI in the successful activity of a leader and the need for its development in the process of studying at a university are formulated. According to a study of 314 students of technical profile with the help of R. Kettel's multifactor questionnaire the students' predisposition to leadership is defined, which is typical for only 38.6% of the surveyed students. The characteristics of future leaders were used in the research process. The presence of their emotional intelligence was tested using N. Mann's test. The data on the presence of certain components of emotional intelligence (EI) of students prone to leadership is given in the article. The article presents a meaningful description of the qualities that contribute to the formation of EI of future leaders, which is determined on the basis of data obtained using a multifactorial personal questionnaire by R.B. Kettel. It is established that the highest level is characteristic of such qualities as self-confidence, composure, calmness, self-esteem; ability to establish relationships with people, work effectively in a team; decency, conscious attitude to people. Low level is characteristic of the following qualities: self-confidence, calculation, insight, courage, practicality, endurance, emotional maturity, realism, self-control. The conclusion is made about the need to intensify the emotional introspection of future leaders in order to diagnose them, develop ways and methods of developing EI in the process of learning in higher education institution. This should be facilitated by the intensification of future leaders' reflection, the use of innovative technologies for the formation of emotional intelligence, as well as the development of manuals for training and exercises that would promote the acquisition and development of qualities necessary for their effective use in practice. It is recommended to develop methodological manuals for the development of emotional intelligence in students.*

**Key words:** *emotional intelligence, model, leader, personality characteristics, self-analysis, diagnosis, development.*

#### **Problem statement in general and its connection with important scientific or practical tasks**

Experts and psychologists believe that it is the level of emotional intelligence that determines the success or its absence in a leader. The ability to understand oneself and other people, to control one's own and others' emotions, to form, to unite the team to achieve the goal is largely determined by the emotional level of development of the leader. Leaders should promote the formation of positive motivation, strengthen

interpersonal interactions of group members, gain their trust, direct their energy to solve practical problems, manage people, find compromises. All this determines the emotional impact of the leader, his ability to give everyone the opportunity to offer their creative contribution to solving the tasks.

The main criteria for the manifestation of leadership are the psychological readiness of the individual and the real manifestation of leadership potential in activities and interactions with other people. These criteria

allow us to assess the effectiveness of the process of leadership formation in students and its development in the learning process. Regarding the development of EI in psychology, there are two different opinions. Some scientists take the position that it is impossible to increase the level of EI due to its relative stability. At the same time, there are many scientists who believe that emotional intelligence, in contrast to intellectual intelligence, can and should be developed, both independently and with the help of special training, work with a coach, a psychologist. We proceed from the fact that at the stage of personality formation in the process of purposeful learning it is quite possible to increase emotional competence, if to create favourable psychological and pedagogical conditions.

In 1985 Payne, Wayne Leon published “A Study of Emotion: Developing Emotional Intelligence”, dedicated to the development of emotional intelligence. I. Andreeva I in 2007 considered the prerequisites for its development. Later [2, p. 57–59], Professor Manfred suggested three possible stages in the development of a leader’s emotional intelligence [20, p. 276]. They are self-knowledge, the ability to manage one’s own feelings and emotions, learning the following skills: listen actively, listen with your eyes, adapt to emotions. Every emotional state has a positive and a negative side.

Recognizing the possibility of EI development, it is necessary to understand what requirements are imposed on the personality of a leader, what qualities and personal characteristics he should have, what role EI plays in the formation of leadership potential. It is necessary for internal regulation of personal emotions and extraneous emotions, for successful influence of a leader on the external environment. The graduate must have not only professional knowledge, skills and abilities, but also a certain set of leadership qualities that allow him to carry activities with success. Although scientists pay due out his management attention to the issue of their formation in the learning process [23, p. 48–51], but the ability to recognize and express emotions, use them in solving problems and the ability to manage them is given insufficient attention.

Formulation of the goals of the article (task statement).

Purpose of the study: identification of leadership qualities among students of a technical profile, especially the presence of emotional intelligence and emotional personality traits in the structure of students’ personality.

Objectives of the study: 1) using R. Kettel’s multifactorial questionnaire to determine the presence of leadership qualities in students of a technical profile,

to determine the presence of emotional properties necessary for the formation of emotional intelligence; 2) to determine students’ emotional intelligence on the basis of the N. Mann test; 3) to compose a substantive characteristic of their personality based on the obtained data research.

An analysis of recent research and publications on which the author relies in which this problem is considered and approaches to its solution.

The concept of “emotional intelligence” was introduced into scientific circulation by P. Salovey and J. Mayer [24, p. 186–187]. Later, other authors began to interpret this concept quite differently, citing various components that characterize it. We consider emotional intelligence as a set of personal qualities, skills and abilities to recognize emotions, understand intentions, motivations and needs of others and our own, as well as the ability to manage emotions in order to solve practical problems.

R. Bar-On, created the now known “model of emotional intelligence which consists of 15 abilities”. Directly to the emotional sphere, the author includes control over one’s own emotions, a certain sensitivity, flexibility, ability to feel the situation, stress resistance, the ability to find beneficial compromises for effective conflict resolution, the ability to manage one’s own emotional impulses. However, he identified such characteristics as the assessment of reality, problem solving, self-actualization, which affect the formation of emotions, but are not a reflection of them [5].

D. Houlman, (2008) defined emotional intelligence as the ability to effectively manage oneself and one’s relationships, which includes four components (or sub-abilities): self-awareness, self-management, social awareness and social experience. D. Houlman’s mixed model is very popular and assumes that emotional intelligence consists of 5 components: 1. Self-knowledge 2. Self-regulation 3. Social skills 4. Empathy 5. Motivation [15].

Many scientists point to the lack of scientific nature of this model, as the list presented in it includes motivation and some components of self-knowledge that are not directly related to the expression of emotions. As a result, it is a kind of a very complex formation that goes far beyond the actual emotional intelligence.

The most characteristic for emotional intelligence are such personal characteristics as emotional maturity, stress resistance, given in the work of Yukl & Van Fleet. In their view, emotional maturity is seen as a rather complex construct that includes a number of features, namely: low level of self-centering; rather high self-control; stability of the emotional sphere; low level of protection.

Stress resistance, according to the authors, is evidence of the emotional stability of the leader in organizational stress, through which he is able to successfully overcome emerging conflicts, to make effective decisions, despite the problems that arise [26].

George, (2000), based on this understanding of emotional intelligence, identified four of its characteristics, the content of which fully corresponds to the name and essence of the construct:

*Evaluation and reflection of emotions:* awareness of one's own emotions; the ability to accurately reflect one's emotions; awareness of other people's emotions; the ability to accurately reflect other people's emotions; the presence of empathy.

*Using emotions to enhance cognitive processes and improve the quality of decision making:* emotions direct and focus attention; emotions make it easier to make a choice; the use of specific emotions enhances some types of cognitive processes; accounting for changes in emotions promotes the development of flexibility.

*Awareness of emotions:* knowledge of the causes of emotions; knowledge of the consequences of emotions; knowledge of how emotions develop over time.

*Emotion management:* metaregulation of mood (reflections on the causes, adequacy and variability of emotions); maintaining a positive mood; correction or improvement of negative mood; managing other people's emotional states [14].

At the beginning of the XXI century, Mayer, Salovey, Caruso, & Sternberg, proposed a model of emotional intelligence (model of abilities). According to the authors of the model it is a group of mental abilities that contribute to the awareness and understanding of one's own emotions and the emotions of others. This model is considered to be basic in psychology and is used to describe the concept of emotional intelligence, although it has been criticized by some scholars for psychometric deviation.

Components of EI in the model of abilities: 1. Perception of emotions, that is the ability to recognize emotions. 2. Using emotions to stimulate thinking. 3. Understanding of emotions. 4. Emotion management [21, p. 400–402].

Supporters of the two models of social intelligence (the model of abilities and the mixed model) adhere to different methods of determining its level, which depends primarily on their theoretical positions. The former use methods based on self-development, which are based solely on the subjective views of their author. Others explore emotional intelligence using a test technique of solving tasks. Many models of emotional intelligence are criticized for the rather voluntary addition of various components.

Among modern research the following areas of study of emotional intelligence, its measurement, characteristics and impact on various aspects of social life can be identified: review of works on emotional intelligence: international directory of authors Pérez, Petrides, & Furnham [22, p. 337–340], Conte [11], Kun, & Demetrovic [17, p. 1131–1140], Leahy [18, p. 3–40]; measurement of emotional intelligence and criticism of its indicators Mac Cann, & Roberts [19, p. 540–551], Dulewicz, Higgs, & Slaski [13, p. 405–420], Andrei, Siegling, Aloe, Baldaro, & Petrides [4], Bucich, & Mac Cann, [9], research of emotional intelligence features and their development Schultz, Izard, & Bear [25, p. 371–380], Andreeva [2, p. 57–65], Manfred [20, p. 276], Davis & Humphrey [12, p. 52–54], Petrides, Mikolajczak, Mavroveli, Sanchez-Ruiz, Furnham, & Pérez-González, 2016; O'Connor, & Brown [10]; relationship of emotional abilities with social functioning Brackett, Rivers, Shiffman, Lerner, & Salovey [8]; O'Boyle, Humphrey, Pollack, Hawver, & Story [7], Kinman & Grant [16, p. 261–275], Romanovski, Knysh [23, p. 48–51], Boyatzis, Rochford, & Cavanagh [6] and others.

Research Results and Discussion Presentation of the main material of the study with a full justification of the obtained scientific results.

For this purpose, at the National Technical University "Kharkiv Polytechnic Institute" (Ukraine), a study was conducted that included 314 1st and 2nd year students using a multifactorial personal questionnaire developed by American psychologist R. B. Kettel which is widely used in psychological research. It includes 16 primary factors, which are divided into 4 blocks: a block of intellectual, emotional, communicative and regulatory properties. This information technology allows us to assess and measure time-stable personality characteristics, emotional, in particular. All the factors that the author called constitutional give their values in special units and vary from 1 to 10. The most interesting are low (1–3) and high (8–10) peak results. Average scores indicate a balance between two opposite characteristics.

In the study of a combination of primary factors that characterize the psychological image of future engineers, we used the characteristics of those students who have a high level of disposition for leadership, which includes such qualities as ability to exercise power, independence, confidence, stubbornness, aggression, conflict with external accusatory reactions, unwillingness to acknowledge power and pressure from the outside, authoritarian leadership style, capriciousness. As we can see, these qualities can be

the basis for the development of leadership potential while creating appropriate conditions in the learning process. The number of such students with a high level of disposition for leadership was 38.6% of the total number of surveyed future engineers. The study of their emotional intelligence was carried out using the N. Hill test, the results of which are shown in Pic. 1.

According to the results of the study emotional intelligence includes the following components: self-awareness, self-possession, social consciousness, relationship management. At the same time, the number of students with the highest level of the component is characteristic of the presence of self-awareness (39.1%), relationship management and social consciousness (26.1%), self-control (21.8%). The number of students with a low level is insignificant (4.3%), except for the characteristics of social consciousness, where it is 8.7%.

The characteristics of the features of EI of students prone to leadership, which is compiled on the basis of data obtained with the help of R.B. Kettel's multifactorial personal questionnaire is rather interesting (table 1):

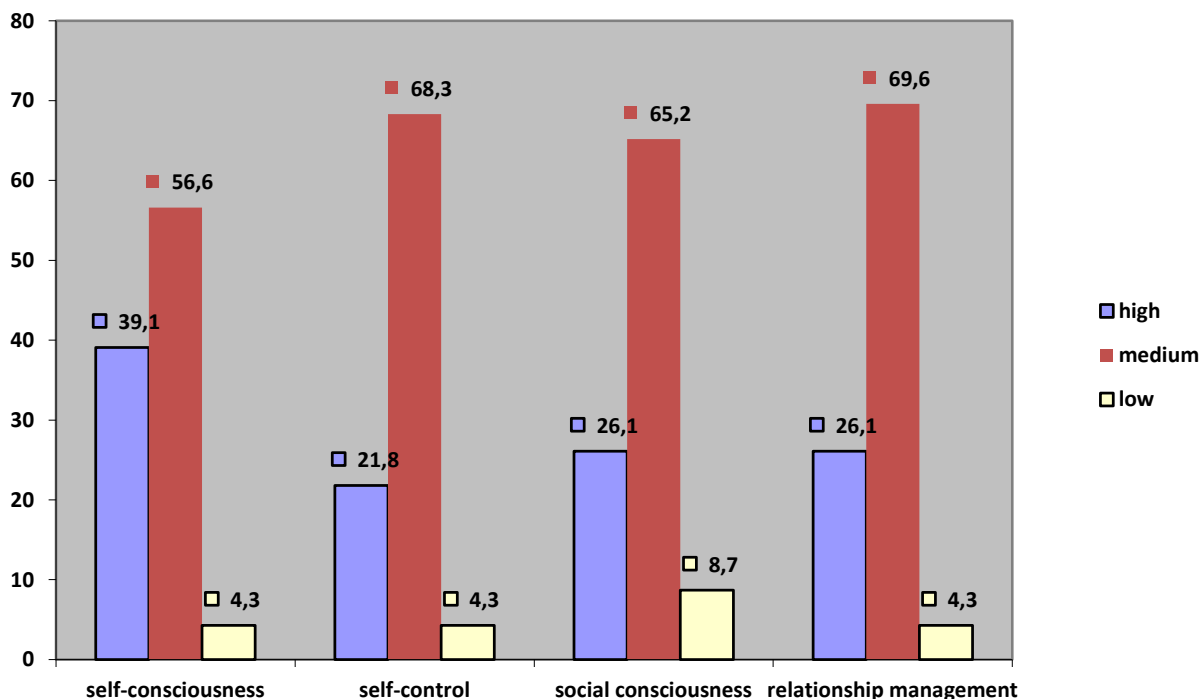
The basis of all personal characteristics is *self-awareness* of a person. This is a complex psychological structure that includes, firstly, awareness of one's identity, secondly, the consciousness of one's own "I" as an active principle, thirdly, awareness of one's mental features and qualities, and fourthly, a certain system of socio-moral self-esteem. It is the ability

to recognize and understand one's own emotional state and how it affects other people. Self-awareness includes an adequate assessment of one's strengths and weaknesses, moral and ethical characteristics, as well as the ability to determine one's own self-esteem on the basis of this knowledge.

Self-esteem is an assessment of opportunities, personality traits, place among other people, which affects the level of a person's demands, the degree of achievement of the goals he sets for himself, the adequacy of behaviour. It is an important regulator of behaviour and thus affects the effectiveness of educational activities and further development of personality. According to the results of the study, the level of self-esteem of future leaders is quite high among all other characteristics (34,1\*\*).

At the same time self-confidence and composure are much lower (24,7\*\*). A person's self-confidence is based on the results of successful actions, correct decisions and self-esteem. There is a direct dependency between the level of self-esteem and self-confidence. At the same time, such a correlation is more characteristic of students with adequate self-esteem. The assessment of such characteristics as honesty, conscientiousness is slightly lower (22.8 \*\*) and such important qualities for a leader as courage, activity, risk appetite, looseness are even lower (21,17\*\*).

*Self-control* is the second key component of emotional intelligence, which can be defined as the ability to understand one's significance, using



Pic. 1. Structural analysis of emotional intelligence

Characteristics of emotional intelligence of students prone to leadership

Code	Contents	levels prone to leadership			H- Kruskal-Wallis
		high	medium	low	
	<b>Intrapersonal features</b>				
Q	Self-confidence, composure, calmness	43.2	40.9	15.9	24,7**
MD	Self-assessment	40.9	56.8	2.3	34,1**
G	Scrupulosity, conscientiousness	40.9	50.0	9.1	22,8**
H	Courage, activity, inclination to take risks, relaxedness	38.6	45.5	15.9	21,17**
Q4	Relaxation, tension	15.9	54.5	29.6	26,5**
C	Endurance, high performance, emotional maturity, realism, constancy of interests, absence of nervous fatigue	13.6	79.6	6.8	29,1**
Q3	Self-control	9.1	75.0	15.9	28,55**
	<b>Interpersonal features</b>				
L	Frankness, trustfulness, tolerance, liveability, lack of envy, the ability to get along with people easily, to work effectively in a team	45.4	50.0	4.6	27,13**
A	Kindness, sociability, good nature, attentiveness to people, naturalness, ease in relationships, kindness	36.4	54.5	9.1	25,16**
N	Prudence, insight, a reasonable and sentimental approach to events and people around	22.7	54.6	22.7	21,12**
F	Impulsiveness, carelessness, mobility, energy, emotionality, cheerfulness, expansiveness, sincerity in relationships between people, the ability to lead, faith in luck	20.4	66.0	13.6	24,66**
I	Masculinity, self-confidence, rationality, realistic judgments, practicality, callousness in relation to others	18.2	68.2	13.6	25,64**
Q2	Inclination to prefer only one's own decisions, independence, independence in decision-making, lack of desire to impose one's opinion on others	15.9	79.5	4.5	31,22**

\*\* -  $p \leq 0,01$ 

this knowledge in different situations, as well as being able to control it. This category includes the following qualities: endurance, high efficiency, emotional maturity, realism, constancy of interests, lack of nervous fatigue (29.1 \*\*), which determine the mental state of a person. Self-control is influenced by such personality traits as relaxation, tension (26.5 \*\*), as well as impulsiveness, carefreeness, mobility, energy, emotionality, cheerfulness, expansiveness, sincerity in relationships between people, ability to lead, trust in luck (24, 66 \*\*). It is worse with self-control, which is manifested in the awareness and evaluation of the subject's own actions, mental processes and states, and their management (28,55 \*\*). Self-control is an integral part of all types of educational activities of students and it is carried out at all stages of its implementation. It includes sensory, mental and motor components of activity that allow students to monitor their actions, the results of these actions and consciously regulate them on the basis of the set goal, planned plan and mastered pattern. This is a conscious regulation of human

behaviour and activities to ensure compliance of their results with the goals, requirements, norms, rules, etc. In psychology, the features of the emotional sphere depending on the subject's self-control have long been known and described. Violation or weakening of the ability to self-control leads to the emergence of emotional problems in a person.

The third structural component of EI is *social consciousness*. This is the ability to properly assess reality based on objective data, as well as the ability to rearrange one's thoughts, actions and feelings according to facts, events and new information. People with this quality adapt to reality and its changing conditions. They recognize the point of view of others, they are open to innovation and fresh ideas. The interviewed students are characterized by caution, insight, intelligent and sentimental approach to events and people around them. These features are at the lowest level among all the characteristics (21,12\*\*).

The interviewed students are characterized by courage, self-confidence, prudence, realistic judgments, practicality (25,64\*\*). However, they

also have a tendency to prefer only their own decisions, independence, independence in decision-making, lack of desire to impose their views on others (31,22\*\*), which is typical for a large number of students on average. It should be borne in mind that independence is the ability to control oneself, to control one's feelings, thoughts and actions, which does not exclude assertiveness, i.e., the ability to consult, respect and accept another's opinion, but firmly adhere to one's own line. The ability to defend their principles in conjunction with independence is an important characteristic of managerial skill.

An important place in the structure of EI belongs to *relationship management*. It is the ability to establish contacts and interact with other people, to be sensitive and friendly to them, making a positive impact. Many interviewed students are characterized by openness, trust, tolerance, lack of envy, the ability to easily find common ground with people, to work effectively in a team (27,13\*\*). They are characterized less by such qualities as kindness, sociability, kindness, attention to people, naturalness, and ease in relationships (25,16\*\*). At the same time, future leaders are characterized by more or less such qualities as impulsiveness, carefreeness, mobility, energy, emotionality, cheerfulness, expansiveness, sincerity in relationships between people (24.66\*\*), which is typical for young people of this age. That was the subject of study of scientists. Thus, attitude towards emotionality and aggression was considered by Schultz, Izard, & Bear [25, p. 371–387], Gender-related personality traits and stress were studied by O'Connor, & Brown [10]. An important role in the relationship is played by such quality as empathy, or the ability to understand other people's feelings, see the reasons for their actions and build a dialogue based on this knowledge.

The list of the given characteristics does not reflect all their diversity. For their scientific substantiation it is necessary to proceed from the psychological definition of emotions, on the basis of which it would be possible to structure the concept of emotional intelligence. Otherwise, it turns into only an arbitrary set of factors influencing human life. There is an interesting approach of psychologists [1], who conclude that emotional intelligence can be considered as a set of cognitive abilities and / or personality traits. They help to find a connection between emotional manifestation and type of mobilizing need (physiological or socially influenced); assessment of emotional expression as emotions or feelings; constructing judgments about the subject's forecast of the probability of satisfaction

of the need, the nature of the subject's interaction with the object of experience (contact or remote) and the magnitude of the need. They reviewed the main psychological theories of emotions in order to expand the definition of emotional intelligence as a set of abilities to process emotional information derived from emotional manifestations.

We assume that together these four components are the basis of emotional intelligence, which can be developed in the learning process of students. One of the main factors that hinder this process is insufficient knowledge and understanding of oneself, one's qualities, abilities and interests. Neither the professional development of students nor the manifestation of oneself as a leader is possible without this. The purpose of training is to help the future specialist to know his inner world, his purpose and self-worth, the qualities of his personality, to stimulate the desire for self-improvement. In this regard, the ability of students to reflect as a mechanism for the development of students' self-knowledge is of interest.

It is known that emotional introspection is based on reflection or a tendency to analyze one's own experiences, reflections on one's mental state. It is defined as the subject's attention to himself and to his consciousness, in particular, in the traditional sense, to the content and functions of his own consciousness, which includes personal structures; thinking; mechanisms of perception, decision-making, emotional response; behavioral patterns, etc. Reflection promotes the development of emotional self-analysis of a student, regular or situational assessment of his behaviour and the reaction of others. This builds the ability to really perceive events, adapt to the environment, cope with stress, manage emotions. It is not just an awareness of one's EI, but its development, an attempt to go beyond the level that has been reached. To be effective, one needs to have the ability to reflect and use it not only intuitively, but responsibly. To do this, one needs to know the ways and methods of its activation, learn how to do it.

A person's EI can be formed only in the presence of self-understanding and understanding of oneself. This should also be facilitated by knowledge of basic psychological theories of emotions, the use of various methods and techniques for diagnosing leadership potential [3, p. 12–22], activation of the processes of development and self-development of EI. Positive thinking, which is closely related to positive emotions, plays an important role in it. Attention to one's thoughts and emotions, as well as to the expression of emotions by other people, their understanding, as well as control and self-control, allows a person to

develop effective social skills of communication and interaction. Their formation should be facilitated by the use of innovative technologies that will ensure the psychological readiness of students for leadership, the formation of qualities necessary for successful activities, the real manifestation and development of emotional intelligence.

#### **Conclusions from this study and further prospects in this direction.**

Emotional intelligence is necessary for successful behavior and for achieving high results of a leader's activity. In this regard, it is of interest to know about the personal qualities that form it, the ways and methods of its identification and development in future leaders. This requires a psychological

definition of emotions, knowledge of the emotional intelligence activation mechanisms, which will provide information about the mental state of the individual, provide an opportunity to recognize, identify and manage emotions in the process of his development and self-development. This should be facilitated by the intensification of future leaders reflection, the use of innovative technologies for the formation of emotional intelligence, as well as methodological manuals for training and exercises that will help to reveal and develop it. That will help to acquire the qualities necessary for the effective use in practice. Taking into account the data obtained in the formation of leadership qualities among students of a technical university.

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### Гура Т.В., Михайличенко В.Є., Семке Н.М. ЗМІСТОВНА ХАРАКТЕРИСТИКА РИС ЕМОЦІЙНОГО ІНТЕЛЕКТУ МАЙБУТНІХ ЛІДЕРІВ

У статті розглянуто поняття емоційного інтелекту (далі – EI). Зроблено огляд різними авторами змістовних характеристик моделі емоційного інтелекту. Наведено порівняльний аналіз EI.

Сформульовано роль емоційного інтелекту в успішній діяльності лідера та необхідність його розвитку в процесі навчання в університеті. На основі експериментального дослідження 314 студентів технічного профілю за допомогою багатофакторного опитувальника Р. Кеттеля визначена схильність цих студентів до лідерства, характерна лише для 38,6% опитаних студентів. У процесі дослідження використані характеристики майбутніх лідерів. За допомогою тесту Н. Манна визначена наявність у них емоційного інтелекту. У статті наведені дані з наявності окремих компонентів EI студентів, схильних до лідерства.

У статті представлена змістовна характеристика якостей, які сприяють формуванню EI майбутніх лідерів, яка визначена на основі даних, одержаних за допомогою багатофакторного особистісного опитувальника Р.Б. Кеттеля. Установлено, що найбільш високий рівень характерний для таких якостей, як упевненість у собі, холонокровність, спокій, самооцінка; вміння налагоджувати відносини з людьми, ефективно працювати в колективі; добропорядність, свідоме ставлення до людей. Низький рівень характерний для таких якостей, як самовпевненість, розрахунковість, проникливість, мужність, практичність, витримка, емоційна зрілість, реалістичність, самоконтроль.

Зроблено висновок про необхідність активізації емоційного самоаналізу майбутніх лідерів із метою їх діагностики, розробки способів і методів розвитку EI в процесі навчання в закладі вищої освіти. Цьому повинні сприяти активізація рефлексії майбутніх лідерів, використання інноваційних технологій із формування емоційного інтелекту, а також розробка методичних посібників для проведення тренінгів та вправ, які сприяли б набуттю та розвитку якостей, необхідних для їх ефективного використання в практичній діяльності. Рекомендовано розробляти методичні посібники для розвитку емоційного інтелекту в студентів.

**Ключові слова:** емоційний інтелект, модель, лідер, характеристики особистості, самоаналіз, діагностика, розвиток.