
THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE BEHAVIOR OF PEOPLE IN THE ORGANIZATION

Assoc. Prof. Silviya Hristova, PhD

University of chemical technology and metallurgy, Bulgaria

Abstract. On a global scale, emotional intelligence began to be talked about in the 80s of the 20th century. In Bulgaria, in the magazine “Careers”, in 2006, it is mentioned that it is advisable for company managers to hire or develop emotionally intelligent employees. 18 years later, the question of emotionally intelligent employees is still more of an abstract concept for most organizations. Emotional intelligence is defined by Peter Salovey and John Mayer as "the ability to observe one's own and other people's emotions, distinguish between different emotions and label them appropriately, and use emotional information to guide thinking and behavior". The purpose of the report is to explore what people think about emotional intelligence. Also to measure the extent to which different emotions or indicators of emotional intelligence influence people in their work process. Based on the answers to the questions, it will be summarized whether people's demographics influence their emotional intelligence.

Keywords: emotions; intelligence; behavior; people; organizations

JEL: J24

1. Introduction.

In today's everyday life, we increasingly become direct participants or observers of events in which highly educated people with diplomas from prestigious universities in the country and abroad commit acts incomprehensible to the normal human mind (attacks, fights, suicides and even murders). This means that one's actions are not driven by one's academic intelligence, but by one's emotional intelligence. Even the smartest people in society can be possessed by violent passions and unruly impulses, and cannot control their own lives.

Naturally, there is some correlation between IQ and living conditions for large groups of people. Many people with a low IQ do work that is low-paid, and those with a high IQ - a higher-paid activity, but this proportional relationship is not always achieved.

Referring to Pareto's Law, we can say that only about 20% of a person's success is due to academic intelligence, and the rest to completely different forces.

These other skills or different strengths that account for a person's success are called "emotional intelligence." These include the ability to motivate yourself, to persevere in difficult times, to control impulses and delay reward for your efforts, to regulate your moods and not let worry get in the way of thinking, to show empathy and to live with hope.

Because emotional intelligence is a relatively new concept, no one can say exactly to what extent it determines the differences between individuals' life performance.

This report will describe the relationship of emotional intelligence to our lives and a short survey will be made to investigate different people's knowledge about emotional intelligence and whether they think that developing emotionally would affect their behavior and work process.

2. Experimental

People's fate with roughly the same prospects is not determined solely by IQ. A life course study of 95 students who graduated from Harvard in the 1940s with a much more diverse range of IQs than today found that those with the highest college test scores were not nearly as more successful than their lower-achieving fellow students in terms of salary, productivity or social status.

A certain relationship is found between socioeconomic level and IQ, but the main difference in their success is due to the ability from early childhood to control their emotions, cope with deprivation and get along with others. Very often we come across examples of how people with low school grades are millionaires or billionaires in the modern world. Is this success due to luck and fate only?

Modern education systems are still focused on learning and teaching theoretical knowledge and technical skills. However, there is also a different kind of intelligence or talent. It is important to encourage the kind of education that can help children navigate an area where their talents will be most adequate, and they will feel competent and satisfied.

According to Gardner, there is not just one monolithic intelligence that unequivocally determines success in life, but there is a "broad" spectrum of intelligences with seven varieties, including, of course, the two standard academic skills (verbal and mathematical-logical abilities), but also and spatial orientation, kinesthetics, musicality, communication skills, and introspection.

Gardner summarizes the concept of personal intelligence as follows: "Interpersonal intelligence is our ability to understand other people: what motivates them, how they act, and how we ourselves can cooperate with them... Intrapersonal intelligence, on the other hand, is our ability to take ourselves inward, to create an accurate, believable model of ourselves and be able to use it to deal effectively with life."

Integrating the two concepts, understanding and following them in the personal and especially in the professional life, would be a better path to success.

From what has been described, it is clear that, perhaps, one of the key factors for a good professional life is controlling and understanding emotions.

Emotional intelligence is mostly associated with a person's emotions. But what are they really? Philosophers and psychologists have argued for more than a century about the meaning of this term. The most literal meaning of the word 'emotion' can be found in the Oxford Dictionary and it means 'any mental excitement or anxiety, feeling, passion; any intense or excited state of mind'.

A person's emotions can be many and varied, but the most basic of them are:

- "anger" - to this group belong rage, indignation, anger, despair, fury, irritation, vitriol, biliousness, hostility, dislike and hatred. The ultimate degree of anger manifests itself in pathological hatred and a propensity for violence.;
- "sadness" - associated with sorrow, mourning, joylessness, gloomy mood, melancholy, loneliness, self-pity, feeling of rejection, despair. The ultimate manifestation of sadness is severe depression.;
- "fear" - worry, anxiety, nervousness, concern, bewilderment, terror, caution, incredulity, irritations, apprehensions, and at the pathological level - panic and phobia;
- "joy" - happiness, delight, relief, bliss, satisfaction, pleasure, fun, pride, sensual delight, thrill, gratitude, excitement, euphoria, ecstasy, in pathological states - mania;
- "love" - acceptance, friendly feelings, trust, kind regard, affinity, devotion, adoration, fascination;
- "surprise" - shock, astonishment;
- "disgust" - contempt, ridicule, rejection, loathing, repulsion;
- "shame" - guilt, worry, grief, remorse, humiliation, regret, suffocation, bitterness, remorse.

The list cannot give a clear classification of how one or another emotion will be interpreted and from where it originates, especially if it is mixed - for example, jealousy.

According to Paul Ekman, the facial expressions of fear, anger, sadness and pleasure are recognized by people of different cultures all over the world, including very primitive groups who do not know television and cinema.

In recent years, a scientific model of the emotional mind has emerged that explains how much of what we do is driven by our emotions. In this context, emotions can be said to have their own reason and their own logic. The emotional mind is much faster than the rational mind and does not stop even for a moment to think about what it is doing. The speed at which it operates is much faster than that of analytical decision making. Probably many

strategically important questions were taken under the influence of the emotional mind.

Actions triggered by the emotional brain are accompanied by particularly strong confidence. Since the interval between the stimulus and the emotion can be only a moment, the mechanism that evaluates the perceptions must be able to react at lightning speed. The emotional mind is our danger radar. A disadvantage is that any impressions and intuitive judgments can turn out to be completely wrong because they are made inadequately quickly.

Ekman and his collaborators discovered that emotional expressions begin to manifest themselves through changes in facial musculature a few thousandths of a second after the event has already triggered the reaction, and that the psychological changes typical of a given emotion (increased heart rate, etc.) begin to also apply to hundredths of a second.

According to Ekman, if an emotion mobilizes the brain and body for a long time, it is a manifestation of maladaptation. In order for an emotion to last for a long time, our brain must constantly call it up and have it dominate it for a long time. This can be caused, for example, by the loss of a loved one. Moods determine the overall tone of affect, but they do not uniquely determine the way we perceive and respond to a stimulus, as emotion does.

Because the rational mind takes a moment or two longer than the emotional mind to register a stimulus and respond to it, in an emotional situation the first impulse is driven by the heart, not the mind. There is also a not-so-quick reaction called secondary emotionality, which first matures in our thoughts before it becomes feelings. This path to unlocking emotions is more analytical and we are usually aware of the thoughts associated with it. Emotional response in this way relies on more detailed reasoning. Our thoughts (our cognitive abilities) play a key role in determining the emotions that will arise.

Feelings precede every thought, or at least develop in parallel with it, especially in situations that affect our very survival. The rational mind does not usually decide what emotions we "should" feel. Usually feelings present us with a fait accompli/the rational mind can only control the course of these reactions/. With some exceptions, one cannot decide when to be angry or sad.

The logic of the emotional mind is associative. It perceives certain elements that symbolize a given reality, or refers to them as reality itself. Similes, metaphors, and images directly affect the emotional mind, as does art in general (novels, movies, and more). The logic of the heart is the logic of religion and poetry, of psychosis and children, of dreams and myths. The psychoanalytic method is in part the art of deciphering and revealing these substitutions in thinking. What an object reminds us of can be far more important than what that object is. While the rational mind makes logical

connections between cause and effect, the emotional mind makes no distinction and connects things that simply have similar elements.

No matter how logically sound our arguments, they carry no weight if they don't match the opposing party's emotional beliefs at the time.

When a certain mark of an event seems similar to an emotionally charged memory from the past, the emotional mind responds with the feelings associated with the remembered event. The problem, especially when the evaluation is automatic, is that we may not realize that what happened to us once does not happen again.

When feelings are strong, the associated reaction is obvious. But if they are barely noticeable, we may not realize how we are reacting emotionally, even if we notice certain nuances in our behavior. Our thoughts and reactions in this moment will be generated by the way we have reacted in the past, even though it seems to us that our behavior is entirely due to the current situation.

The actions of the emotional mind are largely determined by the momentary state and dictated by the thought in which we find ourselves. One of the signs that such a scenario has been introduced into the game is selective memory. One of the brain's responses to emotional situations is the reordering of memory and action options so that the most appropriate ones appear at the top of the list and are therefore implemented more quickly.

As noted, fear is one of the most recognizable and powerful feelings. The amygdala plays a major role in the feeling of fear. If some rare disease destroys a person's amygdala, he stops feeling fear, recognizes the fearful grimaces of others, and is incapable of them himself.

Neuroscientists have mapped the neural networks of fear in minute detail, although none of the brain mechanisms of emotion have yet been fully traced. Through fear, the neural dynamics of emotion can be traced. (Golman, 2011)

To explore people's opinions regarding their understanding of the nature of emotional intelligence and its impact on their work process, a Google Forms survey was created and conducted publicly using social media.

The survey includes 20 questions, and 63 users took part in it.

The first 6 questions aim to describe the bibliographic data of the respondents - gender, age, period of work experience, in which organization they work (private or state, or not currently working), in which position they work (subordinate, department manager, owner of a company, manager, but not owner, of the company), what education do they have (secondary, higher, primary, no education).

The answers to the first 6 questions can be summarized as follows. 76% females and 24% males participated in the present study. Out of all the respondents, 40 people are aged between 36 and 45 years, 15 people – between

46 and 55 years, 4 – between 56 and 65 years, 2 – over 65 years and 2 – under 35 years. It can be done concluded that a large percentage of people who took part in the study were of an active creative age. Given the age of the people, the majority of survey participants (92%) have more than 10 years of work experience, 7% - between 5 and 10 years, and 1% - between 0 and 1 year. 32 respondents work in a state organization, 2 - do not work, and the remaining 29 - in a private organization. Nearly 68% of those who completed the survey are subordinates in the respective organization, nearly 24% are managers of departments, 5% each are either the owner of the company they work for, or a manager, but not the owner of the company they work for. 94% of all respondents have higher education, and the remaining 6% - secondary.

The following questions were intended to explore people's opinion about the existence of the concept of "emotional intelligence", how a person's success is determined (by his education, by his IQ, by his emotional intelligence, or by none of the three). Do they think that their emotions influence their behavior in the work environment, are they able to self-motivate, are they able to show persistence in difficult times? Can they control their impulses, can they delay the reward of their efforts, can they regulate their moods, can they not let worries interfere with their thinking, can they show empathy, can they live with hope? How often anger, fear, and sadness influence their behavior. The last 10 questions were measured on a scale of 1 (lowest) to 5 (highest) opinion of the question asked.

100% of the respondents believe that there is a concept of "emotional intelligence", and 50% of them are of the opinion that it is precisely this that determines the success of a given person. The rest dwell on answers such as IQ (23%), acquired education (6.5%) and the remaining 20% believe that a person's success is not a factor in any of the statements.

Figure 1 shows the responses to the question whether respondents believe that their emotions influence their behavior in a work environment. As can be seen, over 75% gave a definite positive answer or rather a positive answer to this question.

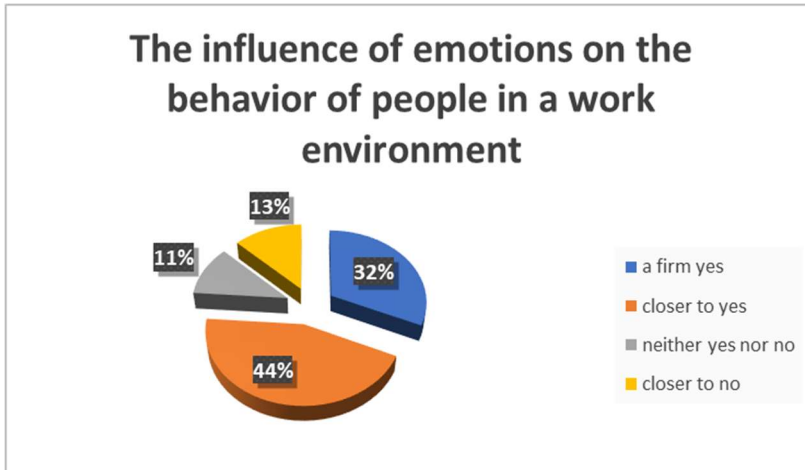


Figure 1. The influence of emotions on people's behavior in a work environment

As described in the presentation, emotionally intelligent people are highly skilled at motivating themselves, persevering in difficult times, controlling their impulses, delaying reward for their efforts, regulating their moods, not letting worry interfere with thinking them, to empathize and live with hope. Therefore, the respondents were also asked how they assessed their possession of these skills on a scale from 1 to 5.

Figure 2 reflects the opinion of the respondents regarding their ability to motivate themselves.



Figure 2. People's assessment of their ability to motivate themselves

Figure 3 shows the respondents' ability to persevere in difficult times.

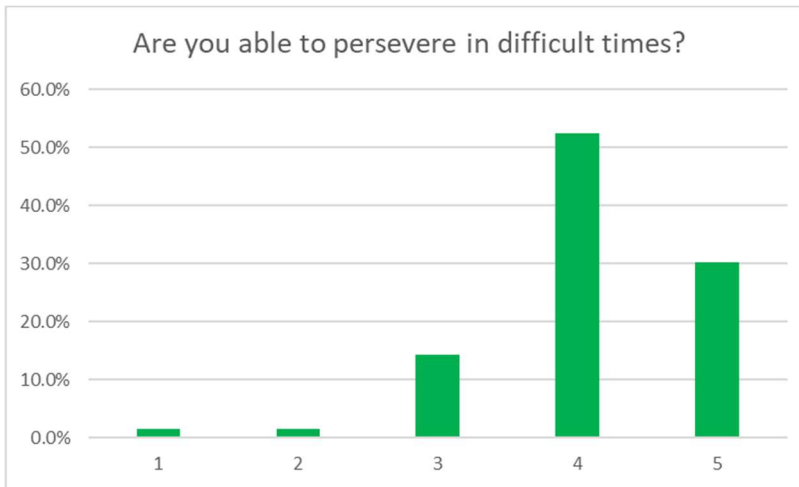


Figure 3. Respondents' assessment of their ability to persevere in difficult times

Figure 4 depicts people's ability to control their impulses.

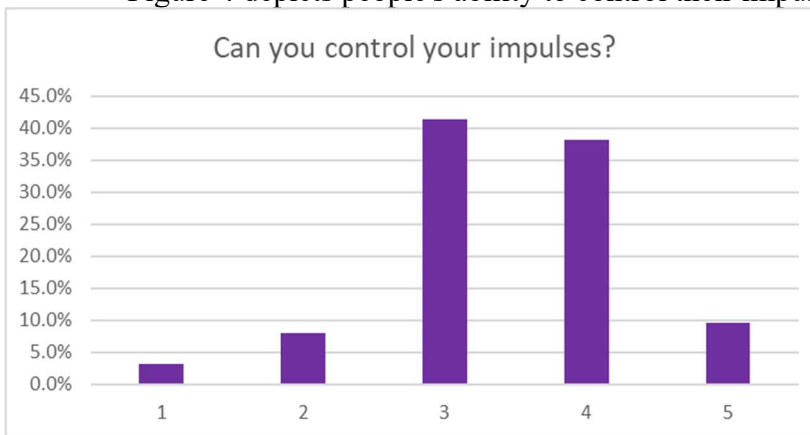


Figure 4. Respondents' assessment of their ability to control their impulses

Figure 5 depicts people's attitudes toward their ability to delay reward for effort.



Figure 5. Respondents' assessment of their ability to delay reward for their efforts

The assessment of people's ability to regulate their moods is reflected in Figure 6.



Figure 6. Respondents' assessment of their ability to regulate their moods

Figure 7 reflects the respondents' ability to not let worry get in the way of their thinking.

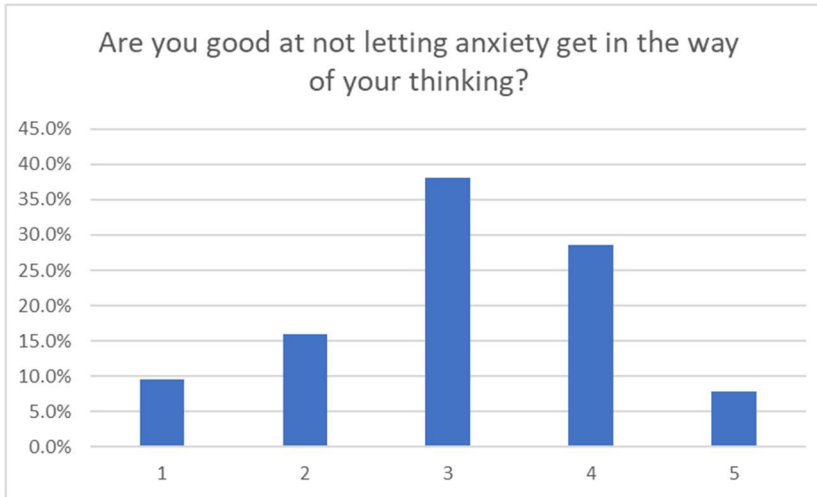


Figure 7. Respondents' rating of their ability to not let worry get in the way of their thinking

And figure 8 shows whether the respondents think they know how to empathize.

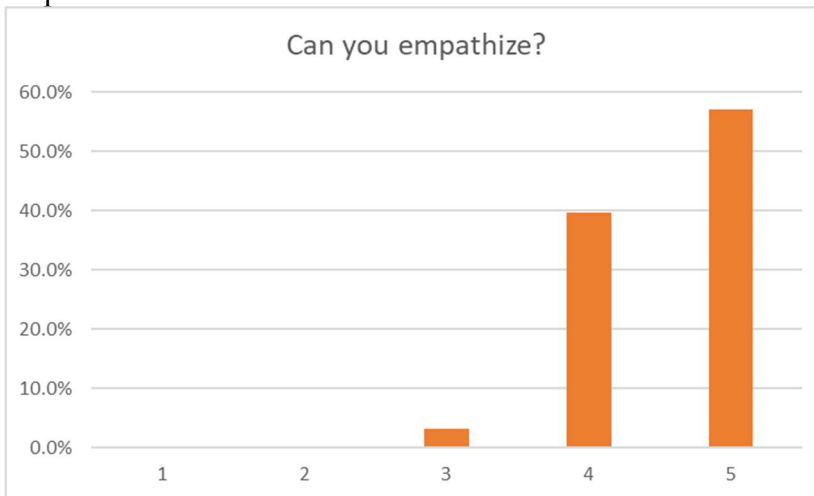


Figure 8. Respondents' assessment of their ability to empathize

When asked if they live with hope, 37 people gave themselves the highest score of 5, and 23 - a score of 4 on this skill.

Analyzing the answers to the questions so far, we can note that people give themselves high marks regarding having the described skills. Respondents rated their ability to empathize the most, and they were most hesitant about their ability to control their impulses, regulate their moods, and not let anxiety get in the way of their thinking.

When a person feels happy and satisfied with life, his behavior in the work process will be positive. Inevitably, however, people fall into states where they feel fear, anger or sadness. These emotions are very difficult to control and, whether we like it or not, they also affect our behavior at work.

Survey participants were asked three questions about how often anger, fear, and sadness affect their work behavior on a scale of 1 to 5, with 1 being never and 5 being always.

Figure 9 compares the degree of influence of fear, anger and sadness on the behavior of people in their work process.

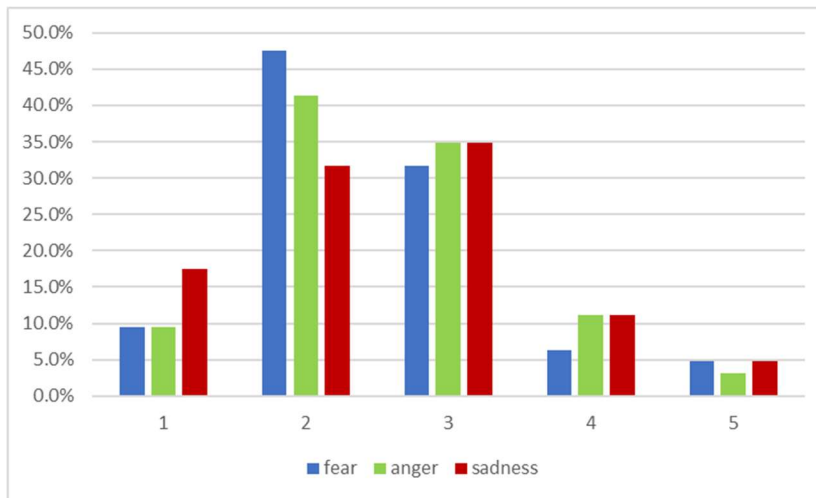


Figure 9. Comparative analysis of the influence of feelings anger, fear and sadness on the behavior of people in the organization (1-never, 5-always)

Figure 9 shows that the respondents generally believe that feelings of fear, sadness and anger almost never affect their behavior at work, with fear almost never affecting them to the greatest extent, and sadness affecting them on average.

3. Conclusion

Analyzing the answers to the questions of each of the respondents, we can note that they do not depend on gender, age, experience, education, workplace and position held. This reinforces the opinion that their understanding of the influence of emotional intelligence on their behavior is only a question and solely on their self-awareness and their ability to process their feelings and emotions.

REFERENCES

GOLMAN, D. 2011. *Emotional intelligence*, Sofia. East-West Publishing House, ISBN: 978-954-321-888-2.

Assoc. Prof. Silviya Hristova, PhD
University of chemical technology and metallurgy
Sofia, Bulgaria
E-mail: silviahristova@uctm.edu