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Emotional Intelligence and management: Human Resources

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Η ΕΞΕΤΑΣΤΙΚΗ ΕΠΙΤΡΟΠΗ

Ο ΕΠΙΒΛΕΠΩΝ

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Οι απόψεις και τα συμπεράσματα που περιέχονται σε αυτό το έγγραφο εκφράζουν τον συγγραφέα και δεν πρέπει να ερμηνευτεί ότι αντιπροσωπεύουν τις επίσημες θέσεις του Παντείου Πανεπιστημίου.

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List of Acronyms

HRM : Human Resources Management

HR : Human Resources

EI : Emotional Intelligence

Περίληψη

Ο σκοπός της παρούσας μελέτης είναι να αναδείξει τη σημασία της συναισθηματικής νοημοσύνης στο χώρο εργασίας. Η συναισθηματική νοημοσύνη είναι μέρος του συνόλου των ενεργειών μας ως ανθρώπινα όντα και υποδηλώνει την ικανότητά μας να εντοπίζουμε και να κατανοούμε όχι μόνο τα δικά μας συναισθήματα, αλλά και τα συναισθήματα των άλλων ανθρώπων και να είναι σε θέση να τα διαχειριστούμε με τον κατάλληλο τρόπο τόσο σε σχέση με τον εαυτό μας, αλλά και στις διαπροσωπικές σχέσεις μας. Από την άλλη πλευρά η διαχείριση των ανθρώπινων πόρων περιλαμβάνει από την φύση της πολλαπλή αλληλεπίδραση με άλλους ανθρώπους και είναι προφανές πως ένας/μία συναισθηματικά ευφυής διευθυντής ανθρωπίνων πόρων θα μπορούσε να είναι πραγματικά χρήσιμος για τη συνολική ευημερία της εταιρίας / οργανισμού.

Σε αυτή την εργασία θα καθοριστεί αρχικά η έννοια της συναισθηματικής νοημοσύνης και στη συνέχεια θα εξηγηθούν οι έννοιες της «διαχείρισης των ανθρώπινων πόρων» και της «ηγεσίας». Επιπλέον, θα προσπαθήσουμε να αναλύσουμε το βασικό ρόλο που μπορεί η συναισθηματική νοημοσύνη να διαδραματίσει στον τομέα της εργασίας και πώς μπορούν οι εταιρείες να δημιουργήσουν πρόσθετη αξία μέσω μιας συναισθηματικά έξυπνης προσέγγισης στους υπαλλήλους τους. Θα προσπαθήσουμε επίσης να εντοπίσουμε τις διαφορές μεταξύ της διοίκησης και της ηγεσίας και να δώσουμε μια σύντομη ανάλυση για το πώς μέσω της συναισθηματικής νοημοσύνης μπορεί ένας μάνατζερ να αναδειχθεί σε ηγέτη.

Επιπλέον, μέσα από μια έρευνα μεταξύ των διαχειριστών ανθρώπινου δυναμικού σε Ελληνικές και Σουηδικές εταιρείες θα προσπαθήσουμε να ενισχύσουμε τις γνώσεις του αναγνώστη σχετικά με τη σημασία του να είναι κάποιος/α συναισθηματικά ευφυής και να επισημάνουμε πιθανές ομοιότητες και τις διαφορές μεταξύ των δύο χωρών.

Τέλος, με τη χρήση two-way ANOVA test θα αναζητήσουμε πιθανές συσχετίσεις ανάμεσα στην ηλικία, το φύλο, την εργασιακή εμπειρία και το επίπεδο εκπαίδευσης των διευθυντών ανθρώπινου δυναμικού και το επίπεδο συναισθηματικής νοημοσύνης τους.

Abstract

The purpose of this study is to highlight the importance of having emotional intelligence in the work field. Emotional intelligence is part of all our actions as human beings and implies our ability to identify and understand not only our emotions but also the emotions of other people and being able to manage them in ourselves but also in our relationships. On the other hand human resource management is a type of management that involves a lot of interaction with other people and it is quite obvious why an emotional intelligent human resources manager could be really useful for the rest of the company/organization.

In this thesis I will initially define what emotional intelligence is and then I will explain the concepts of human resource management and leadership. Furthermore, I will try to analyze the key role that emotional intelligence can play in the work field and how can the companies create value through an emotional intelligent approach to their employees. I will also try to identify the differences between management and leadership and give a brief analysis on how emotional intelligence can promote a manager into a leader. Moreover, through a research among HR managers in Greek and Swedish companies I will try to enhance the reader's understanding regarding the importance of being emotional intelligent and hopefully potential similarities and differences between the two countries will be highlighted.

Finally, by using a two way ANOVA test potential correlation between the age, gender, working experience and education level of human resource managers and emotional intelligence will be examined.

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2 Introduction

Background and Important Definitions

The term “Emotional Intelligence” consisted of the combination of two different words, “emotion” and “intelligence” In order for the reader to understand the meaning of emotional intelligence it considered necessary to analyze the two parts of the term separately. Firstly, the term intelligence is defined and then the term emotion is described briefly both with the help of previous research.

2.1.1 Definition of Intelligence

An instant question that occurs when somebody talks about “emotional intelligence” is how we can differentiate it from the simple intelligence and if having a high level of IQ means automatically the existence of high EI.

There are plenty of definitions for intelligence and each one of us has his/her own perception of what intelligence means. Most of the definitions derived from the field of psychology and its generally accepted that intelligence is a mental capability. According to Ulric Neisser et al (1995) “individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria”. The various concepts of "intelligence" consists a proof of the high complexity in clarifying and organizing the wide set of phenomena that the term includes and even if considerable clarity has been achieved in some areas, still there is no such conceptualization that answers all the important questions and includes all the different aspects.

According to Oxford’s dictionary intelligence is “the ability to acquire and apply knowledge and skills”. L. Gottfrenson (1998), on the other hand claimed that intelligence is “a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings—“catching on,” “making sense” of things, or “figuring out” what to do”.

According to Goleman (1996) the existence of high IQ may promise to somebody a high score to a SAT test or high grades in university lessons but in any case high IQ could imply if somebody will succeed in the career field or in personal relationships. High IQ cannot ensure a happy life even if its lack can lead to menial job positions and lower outcome. Goleman (1996), claimed that IQ contributes 20% to the factors that determine a person's success in life, leaving a range of 80% to the contribution of other factors, including emotional intelligence.

Intelligence quotient (IQ) is just a score that derived from specific tests and illustrates somebody’s ability to solve a math problem or learn a law by heart. Emotional intelligence on the other hand is something more than being intelligent. It may not help somebody to succeed in challenging tasks, to

analyze data, or to make research but it can lead to successful relationships and greatest life satisfaction in general.

A high IQ may not necessarily means the existence of high EI but, EI is definitely an add to IQ.

2.1.2 Definition of emotion

Given the fact that the term emotional intelligence consist of two parts, somebody could concern about what emotions really are and how they can define somebody's behavior, reactions and development in private life and in the work field as well.

According to I. Nestoros (2000) the question to what extent the emotion is the dominant feature of human beings remains an open scientific research and philosophical reflection field, especially because undoubtedly, an important figure of thought is devoted to the analysis of the type and quantity of emotional experiences, which are key factors in somebody's life quality.

There is no consensus in the literature on a definition of emotion. The term is taken for granted in itself and, most often, emotion is defined with reference to a list: anger, disgust, fear, joy, sadness, and surprise(M.Cabanac,2002).For this reason a lot of theories developed during the past years in order to define emotion.

Aristotle (350 b.c) offered in *Rhetoric* II his own theory of the emotions. According to this theory having an emotion means that you experience either pain or pleasure and also both of them simultaneously,where this pain or pleasure is intentional and representational. An emotion is pain or pleasure at the emotion's object, where that object is represented in ways that give grounds for the particular emotion experienced (J.Dow,2011) The emotions that Aristotle recognized are summarized in the following table.

Table 1: Aristotle's List of Emotions

Anger	An impulse to revenge that shall be evident, and caused by an obvious, unjustified slight with respect to the individual or his friends. Slightings have three species: contempt, spite, and insolence.
Mildness	The settling down and quieting of anger.
Love	Wishing for a person those things which you consider to be good—wishing them for his sake and not your own--and tending so far as you can to affect them.
Enmity	Whereas anger is excited by offences that concern the individual, enmity may arise without regard to the individual as such. Anger is directed against the

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	individual, hatred is directed against the class as well.
Fear	A pain or disturbance arising from a mental image of impending evil of a painful or destructive sort.
Confidence	The opposite of fear. Confidence is the hope (anticipation), accompanied by a mental image, of things conducive to safety as being near at hand, while causes of fear seem to be either non-existent or far away.
Shame	A pain or disturbance regarding that class of evils, in the present, past, or future, which we think will tend to our discredit.
Shamelessness	A certain contempt or indifference regarding the said evils.
Benevolence	The emotion toward disinterested kindness in doing or returning good to another or to all others; the same term represents the kind action as an action; or the kind thing done considered as a result.
Pity	A sense of pain at what we take to be an evil of a destructive or painful kind, which befalls one who does not deserve it, which we think we ourselves or someone allied to us might likewise suffer, and when this possibility seems near at hand.
Indignation	A pain at the sight of undeserved good fortune
Envy	A disturbing pain directed at the good fortune of an equal. The pain is felt not because one desires something, but because the other persons have it.
Emulation	A pain at what we take to be the presence, in the case. of persons who are by nature like us, of goods that are desirable and are possible for us to attain pain felt, not because the other persons have these goods, but because we do not have them as well.

Contempt	The antithesis of emulation (Persons who are in a position to emulate or to be emulated must tend to feel contempt for those who are subject to any evils [defects and disadvantages] that are opposite to the goods arousing emulation, and to feel it with respect to these evils).
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Later Paul Ekman (Ekman 1984, 1992a, b. Ekman, & Davidson, 1994), “limitates” this list to four main emotions (i) fear, (ii) anger, (iii) sadness and (iv) delight. According to Ekman “each emotion prepares the body for a completely different kind of reaction”.

In the Oxford’s Classical Dictionary (4ed), registered that “although generated by neurobiological processes, emotions (*path, affects*) also consist in a process of appraisal and individual judgment, which depends on social and cultural norms and individual proclivities. As they heavily influence social relations and the behavior of individuals and groups, emotions are socially relevant and, consequently, subject to scrutiny, judgment, and normative intervention. They fulfill social functions and follow social rules. Hence, they are potentially subject to change and are shaped by the society in which they operate”. Emotion according to this dictionary is “a strong feeling deriving from one's circumstances, mood, or relationships with others”.

Goleman D. (1996) based on Oxfords Dictionary definition referred to emotion as “any disorder or disruption of mind, feeling, passion, and generally any violent or exuberant mental state”. Emotion according to him is “a complex situation involving an increased perception of an object or situation and physical long changes”.

Finally a more informal definition that briefly defines emotion is this of M. Cabanac. According to him “emotion, is any relatively brief conscious experience characterized by intense mental activity and a high degree of pleasure or displeasure” (M.Cabanac,2002)

Objective of this Thesis

In this section the objective of the thesis is introduced and the reason why emotional intelligence is important in Human Resources is briefly explained.

2.1.3 Why is Emotional Intelligence important to Human Resources Management?

Emotional Intelligence has become a subject of intensive research the past few decades. The emotions of the people proved to play a significant role for the development of their lives in general but also for their development and performance in the workplace.

Human Resource Managers as we previously said are supposed to build strong relationships with the employees as a result of the nature of their job. It is not such easy to inspire and motivate people of different attitude, reaction, way of thinking and culture. Human resource managers should have the ability to identify the emotions behind different reactions, attitudes and performances of the employees of a company. Only in this way they will be able to approach them, solve their inner problems and achieve a high performance which is actually the objective.

According to Armstrong (2006), “the management of people would be much easier if everyone were the same”, but this is almost impossible, as everyone one of us is different because of their ability, intelligence, personality, background and culture. The environment in which they were brought up, gender, race and disability are additional factors to be taken into account as they differentiate the needs and wants of individuals, often fundamentally, and this affects their motivation.

Human Resource managers should be able to treat every single employee as a unique human being in order to take the best of his/her performance. That is why being emotional intelligent started to consider as an extraordinary asset for a HR manager and it becomes (EI) the key point that differentiates a manager from a leader.

The objective of this thesis is to examine if nowadays human resources managers are emotionally intelligent, in what extent they use EI in their workplace and how factors like age, gender, educational level and country of origin can affect the levels of EI.

Methodology of this Thesis

The methodology followed for writing this thesis is based on the study and brief presentation of the previous research on Emotional Intelligence, Human Resources Management and Leadership. After studying several researches and articles we conclude to the presentation of the most persuasive of them. There is a wide range of researches from ancient Greek philosophers ,Aristotle and Plato to Goleman, Salovey and Mayer.

Through this study we manage to summarize and present a great part of the research conducted during the past years, decades or even centuries.

After presenting the existing research for Emotional Intelligence and Human Resources Management we explain how they affect each other and which the benefits of using Emotional Intelligence in HRM are.

Finally, with a small survey among Greek and Swedish companies we will try to identify if Emotional Intelligence is actually used by Human Resource Managers, in what extent, and which are the potential differences and similarities between the two countries. The survey made by constructing and releasing a questionnaire in the HR departments of almost 200 companies in Greece and Sweden in order to investigate our initial research question of whether EI is used in HRM or not and if so, to what extend.

The results of the survey analyzed and presented in separated diagrams for each country, in order for the reader being able to compare the results. Also the connection between EI and factors like age, gender and educational level is thoroughly analyzed by conducting two way ANOVA in SPSS statistic and analyzing the results extracted.

According to the results of the survey and the study of the previous research a proposal for future work on EI had been made. A diagram has been used in order to enhance the reader to understand the concept behind the proposal.

From the scientific perspective, the methods used for this thesis were quantitative. We created a questionnaire with close ended and scaled questions in order to conduct the survey. However instead of numbers from 1 to 5 for the scaling we chose to use words like “well” and “not at all” as we believed that it will enhance the respondents. During the analysis of the results with the SPSS we translated the words into numbers in order to let the program proceeded the ANOVA test. We also used diagrams to represent the results of each question from both countries in order to being able to compare the results but also to give the reader the opportunity to better understand the similarities and the differences.

3 Background and Related Work

In this section previous research on Emotional Intelligence, Human Resources Management and Leadership is presented in order for the reader to clarify the different definitions, the different practices and the connection between them. This is also a way to present the development occurred through the past decades and highlight potential gaps in the research.

Human Resource Management

In this section background and related work on human resources management are going to be presented. Except from the definition of HRM issues like the effect of HRM on the company's performance and the different HRM practices are also discussed.

3.1.1 Definition of Human Resources Management

Human Resource Management is defined as a strategic and coherent approach to the management of organizations most valuable assets- the people working there who individually and collectively contribute to the achievement of its objectives (M. Armstrong, 2006).

On the other hand Storey (1989) believes that HRM can be regarded as a 'set of interrelated policies with an ideological and philosophical underpinning'. He suggests four aspects that constitute the meaningful version of HRM:

- a particular constellation of beliefs and assumptions;
- a strategic thrust informing decisions about people management;
- the central involvement of line managers; and
- reliance upon a set of 'levers' to shape the employment relationship

Noe et al (2003) refers to HRM as the set of policies, practices and systems that influence employees' attitudes, behavior and performance.

In all the three definitions but also in others that we are going to present later there is one common aspect "people". Human Resource Management is that kind of management that has to deal so closely with people and Human Resource managers are not only responsible to choose the employees of a company but also to motivate them, cooperate with them, enhance them, inspire them and understand their way of thinking, reacting and generally feeling and receiving the various situations/signals not only in the workplace but out of this as well.

3.1.2 Effect of HRM on the Performance of an Organization

As the world is becoming more competitive and unstable than ever before, manufacturing-based industries are seeking to gain competitive advantage at all cost and are turning to more innovative sources through HRM practices (Sparrow, Schuler, & Jackson, 1994). Human resource management is considered to be the most important factor for a company's/ organizations effective performance as it has to deal with the most valuable part of a company, the employees.

The decisions human resource managers take regarding the management and administration of the manpower can lead in the realization of the full potential of the employees and ensure high level performance and achievement of the objectives of the company.

The main objective of the HRM department of a company/organization is to facilitate organizational performance. A main indicator in HRM assessment is the level of the productivity of the employees. Improvement in productive means that all the available resources utilized in the best way, decrease in productivity on the other hand means that the available resources are either not sufficient or they are not properly utilized.

It is really important for the company/ organization to have a dynamic and sensitive human resource management that creates appropriate working conditions and sufficient motivation through the different practices and policies, in order to attract, retain and utilize gifted employees who are valuable for the company's/ organizations performance.

Nowadays, employees considered to be the competitive advantage of a company/organization. For this reason human resources managers should be really careful during the recruitment process and always keep in mind the needs and objectives of the company in order to choose the employees that better fit. Moreover, it is really important or HRM to adopt practices that could utilize in the best way the capabilities of the employees.

Cascio (1995) pointed out the positive effects of HRM practices on the sustainability, productivity and profitability of the company/organization. Companies should invest money on training and educating their employees as the return is valuable for the organizations welfare. Only this way the employees could become part of the company's/ organizations strategy and reach their highest potential.

3.1.3 Practices

There are a lot of definitions regarding to HRM practices. Schuler and Jackson (1987) claimed that HRM practices are organizational activities that are directed at managing the part of human resources and ensuring that they are employed in such way that they enhance the accomplishment of organizational goals. Delery and Doty (1996) conceptualized HRM practices as a set of internally consistent policies and practices designed and implemented to ensure that a firm's human capital contribute to the achievement of its business objectives. Similarly, Dittmer (2002) viewed HRM practices as an individual's perceptions of the extent of implementation of the strategies, plans, and programs used to attract, motivate, develop, reward and retain the best people to meet organizational goals. According to Oxford's dictionary practice is the actual application or use of an idea, belief, or method, as opposed to theories relating to it.

The Human Resources managers in order to become effective should use appropriate practices according to the objectives of the company and also according to the needs of the employees. According to Armstrong (2006) HRM policies and practices include knowledge management, resourcing, talent management, performance management, learning and development programs, and reward and recognition processes. The main HRM practices are the following :

Recruitment and selection.

According to Chandra (2009), recruitment should begin with a clear view of the objectives of the company. It should be based on the knowledge, the skills, the abilities and other specific characteristics that each company needs. Recruitment can include a variety of sources, internal recruitment external recruitment, and recruitment using as source the employees of another company, unemployed or part time employees. The final selection must definitely serve the needs of the company. According to Cascio (1995), a successful recruitment should include the following elements :

- Consider recruitment as a long term strategy
- Correspondence to the needs of the employees
- Develop benefits for the employees that are about to being hired
- Audit of the recruitment program in relations to the conditions and the needs of the company
- Careful selection
- Training of the employees
- Avoid delays during the selection processes
- Avoid offensive practices
- Give realistic informations to the applicants

Performance management

Companies need a performance management system in order to measure the performance of the employees. According to Lawler and Mcdermott (2003) it is extremely difficult to manage human capital without a system that measures performance and performance capability. Only in this way HR managers will be able to identify the capabilities of the employees, the performance problems and develop the appropriate strategies to develop the workforce. By identifying the strengths and weaknesses of the human capital the HR managers will be more effective in managing the performance of the employees and boost the company's profitability and sustainability.

Performance management could consider being the SWOT analysis of the human capital of an organization. It can provide HRM with valuable feedback regarding the needs of the company/organization. Assessment of the whole performance of an organization seems to be a building block for correcting problems and enhancing future improvement.

Training and development

According to Kyprianou (1998) "training aims to change behavior at work place in order to increase efficiency and higher performance standards. It includes all forms of planned learning experiences and activities in order to effect changes in performance and other behavior through the acquisition of new knowledge, skills, beliefs, values and attitudes". It is a useful test of reality of adoption of HRM policies in a company (Keep, 1992).

During the training process HRM should take into account the needs of the organization/company. Only by having a clear view of the objectives training could prove to be effective. Either HRM choose traditional training or other methods like competency based learning programs. a clear

understanding on what skills need to be cultivated and which are the desired learning outcomes is necessary. Otherwise, training process is just a waste of time and capital for the company/organization.

Only through effective training that leads to education and skill acquisition, employee development can occur. The need of high EI in this HRM practice is obvious and also necessary in order for the training to be effective. Emotionally intelligent managers can build emotionally intelligent teams which can definitely suggest an asset for an organization/company.

Compensation and rewards

Compensation and rewards is a really important HRM practice as it affects the entire work performance of the employees. It can be a great motive if it is well developed and fair to all employees but it can also be a disincentive if employees feel that they worth more or that the reward system is unfair.

An effective compensation and reward system can persuade employees to focus on their job and actually care about the company. It represents the co-creation value theory between company and its employees ,which can be summarized in the following phrase “ company’s welfare means employees welfare too”.

Employees evaluate their jobs according to the standard of leaving that occurs through them. According to Noe et al (2003) wages, bonuses and other types of paying can have a huge impact on the everyday life of the employees.

Finally HRM should not ignore the fact that “compensation refers not only to an extrinsic rewards such as salary and other benefits but also in intrinsic rewards such as achieving personal goals, autonomy and more challenging job opportunities” (Carrell et al, 1995).

Employee relations

Employee relations practice concerned with issues like employee safety, health insurance, working conditions, help with external problems, employment security and institutional relations. Except from the employers obligations that defined by the law employee relations also include :

- Safety awareness programs that feature organization’s commitment to safety.
- Hazard identification programs.
- Education programs regarding safety.
- Healthcare and wellness programs.
- Assistance programs for the employees like flexible schedule, childcare, elderly care and various family friendly policies.

All those policies have a specific purpose to ensure employees economic and psychological well being. If the employees are in good medical, economic and psychological condition they are more possible to be more productive and care about the profitability of the company.

3.1.4 Issues Influencing HRM

There are numerous factors that influencing human resources management. Some of them are internal and others external. A lot of research has been made the past years to identify which specific factors can affect the management of the human capital of a company/organization.

The internal environment includes organizational mission, objectives, actions of corporate headquarters, the size of the company/organization, the structure of the company/organization, the culture and the various practices, priorities and politics implemented in the company/organization.

On the other hand, the external environment usually includes changes in international and national economy, changes in technology, changes in national culture and in international and national industry/sector characteristics. It also includes laws and regulation , actions of unions and competitors, impact of professional organizations, HRM implementation experiences in other organizations, and general education. Here, the different factors and their impact on HRM are briefly presented :

External Environmental Factors

- *Changes in the International Economy.* Nowadays the economies of all countries are somehow integrated each other and a result each change affect all of the national economies in a short time. If the change is positive then the economies affected in a positive way the unemployment remains in low percentages and salaries are high but if the change is negative then national economies affected in a negative way. Employment rates and sales decreased and companies should conform to the changes in order to “survive”. During the negative effects of an economic crisis for instance employees lose their strength and become more vulnerable. Stricter HRM policies and practices are more possible to be applied. On the opposite side, during periods of positive effects employees unions have great strength and as the market demands more and more productions HRM policies become more flexible in order to motivate the employees to give their best.
- *Changes in Technology.* Technology can have both positive and negative influence on human capital and HRM in general. Except from the improvement in the incomes of the organization/company changes in technology can help in improving human resource functions such as selection, recruitment, educating, training, performance observing, and determination of wages and salaries. Another positive effect of technology is that innovating developments in HRM can be spread and learned faster than in the past.
However, changes in technology do not always have positive influence. Because of the technology development companies may cut down the number of the employees and replace them with machines. Furthermore, the demand for high qualified workers would be higher, so educating and training costs will increase for the company. Technological developments require flat organizational structures to allow employees demonstrate their creativeness, as the technological development can make valuable for the old style manufacturing employees feeling or sometimes being functionless. Accordingly, firms tend to employ people who are educated about information technologies, as a sign of changing HRM policy and strategy.
- *Changes in the National Economy.* Changes in national economy have almost the same effect with the changes in the international economy. According to Kabene et al 2006 “the

position of national economies, in terms of stability and wealthy might attract qualified people from other countries, which gives better recruitment opportunities to firms”. Changes in national economy can directly or indirectly affect HRM policies and practices in terms of recruitment, employment, redundancy implications, compensation and rewards/salaries. They can lead in boost or reduction of salaries and they might result in the reduction or increasement of workforce but the results always depend on whether the changes in the economy are negative or positive.

- *National Culture and Traditions.* Culture and traditions of a country can influence a company/ organization and more specifically human resources managers in terms of behavior and attitude. Local culture has bigger impacts on human resources activities when a country is more closed to the entire world and the HRM activities are more affected from national characteristics. However in companies that are more open and integrated to the international business and economics the impacts of universal culture are very common.
- *Industry/Sector Characteristics.* Sectorial characteristics influence human resources management activities in different ways. Different sectors need different types of human resources management systems. In some sectors, such as education and health managers are required to be more sensitive to the needs of its human capital. These sectors give priority to the skills and abilities of the employees. On the opposite side, industries which are depended on technology and innovation tend to provide their employees with higher personal satisfaction as it is easier to appraise performance. Other sectors such as mining and construction give special attention to work conditions and area security. Each type of industry should behave in accordance with the necessities of the sector in order to motivate employees but also protect human life, health and dignity.
- *Legislation/Regulation.* Kane and Palmer (1995) stated that equal opportunity, occupational health, and industrial relations can be influenced primarily by the legislation. Mello (2006) stated that, legislation and regulation influence the every function and activity of an organization and also human resources management decisions. Mabey and Salaman (1995) identify the importance of government laws and regulation on strategic training and development activities in HRM. Firms should act according to the legislation and regulation and implement the law in all of their processes. Human resources management is part of a company's/ organization operations and should be in accordance with legal necessities.
- *Actions of Competitors.* Each company has its own structure and processes in order to operate effectively. Human resources is a leading factor which can provide company/organization with a competitive advantage against other companies by choosing the employees better fit to the company's needs. However, HRM processes can be persuaded by the competitors. For instance if competitor firms increase the wages and salaries, improve work conditions or offer better social support programs then it is suggested for the company to react to these actions in order to the fulfill the expectations of its employees, and keep them as a member of the company/organization.
- *Impact of Professional Organizations.* Nowadays, there are plenty of professional organizations which act as consultants and have great influence on HRM. Those consultancy firms operate almost in every country and support business life. They are able to affect the HRM activities and as a result the whole companies/organizations.

- *Impact of Unions.* The employees unions can have a huge impact on HRM policies and companies/organizations are “obliged” by the law to allow them being active in the frame of unions’ law. Tsui and Milkovich (1987) argued that, human resource management related activities such as industrial relations, security and health are usually responding to the demands of unions. Companies should take into account the demands of unions in order to designing their future plans regarding their human resource functions. Furthermore, HRM functions are determined and structured through labor contracts, which actually means that educating, training, wages, salaries, rewards/bonuses, conditions regarding breaking contract and compensation are all in the content of agreement with unions.
- *HRM Staff’s Experiences in Other Organizations.* Human resources managers of a company/organization carry their own experiences which are accumulated as knowledge during their career. Previous experiences of HRMs staff can affect the HR implementations of a firm. Experiences of HRM staff in other organizations should be evaluated in order to prevent mistakes in current policies and practices.
- *General Education Policies and Implementations.* Education provided from the universities and professional schools regarding the development of human resources management can affect the quality and skills of future employees and so affect the efficiency, productivity, and profitability of the companies/ organizations. Employees carry their own experiences, education and training and implement them on the companies/organizations they work for. The better the education is the more possible is the candidate employee to be ready to work, without the company/organization need to spend money on training and development. The adequacy and quality of the education of the candidate employees can also affect HR outcomes such as performance, and turnover.

Internal Environmental Factors

- *Organizational Purpose /Objectives.* Organizational strategy and objectives determines the HRM policies that should be implemented in a company/organization. Human resources management policies and practices should enhance the achievement of company’s goals and every unit or function of the company/organization should adapt its strategy to the strategy of the whole company/organization. Only this way the company could easier achieve sufficient outcomes and accomplish the organizational objectives and purpose.
- *Actions of Corporate Headquarters (If Applicable).* Corporate headquarters are responsible for the operation of the branches of the company/organization. The purpose, the organizational strategy, the structure and the framework for the policies of human resource management are determined by the headquarters. Corporate headquarters are also responsible to form unified strategies across the branches and human resource management policies as part of the company’s/organizations operations should also be a part of those common strategies.
- *Size of the Organization.* The size of company/organization is a factor that can influence the operations of HRM. In large companies/organizations HRM plays a more important role comparing to them of small or medium size. HR practices, in terms of number of functions, will be higher in large companies/organizations and with more new dimensions to their HR implementations. Bigger companies are more possible develop or/and adapt innovative

practices because of their qualified and experienced personnel and also because of their democratic culture that allows departments and/or branches to be more autonomous.

- *Structure of the Organization.* The structure of an organization plays important role and can definitely influence human resources management in a company/organization. The structure of a company can be either horizontal or vertical. In vertical structure the hierarchy tends to be harder and characterized by centralization. In this kind of structure human resource is under tight control of upper hierarchical levels. On the other hand horizontally structured companies/organizations tend to be more democratic and competencies are spread to all the employees of the company. HRM use to have more flexibility in horizontal structure of organization.
- *History/Traditions/Past Practice.* Rosman et al. (2013) stated that “organizational culture is one of the main internal factors affecting the role of human resource department, which communicates organizational purposes and principles and demonstrates the behavior of the employees”. The culture and history of a company/organization is really important as it can reveal which practices are effective within the company and which are not. Culture can help HRM adapt the right practices and avoid past mistakes but it can also prevent the implementation of new strategies or any in changes regarding company’s/organization’s practices.
- *Priorities of Top Management.* Different priorities demand different characteristics regarding the recruitment of new employees, policies of wage and salary, relations with unions, job contracts and so on. As a result all HRM practices tend to be shaped through the importance that top management give them. Mabey and Salaman (1995) illustrate the importance of shareholder priorities and management agendas on employees training and developing activities and Buller (1988) stated that, the skills and values of top management about HRM is probably one of the main influences regarding strategies and policies.
- *Priorities of Line Managers.* Line managers have as a priority to manage their department/team in a way that responds to the company’s/organizations needs. They should set their priorities according to the priorities of the top managers. Depending on the needs of the company and the strategy that top management sets, line managers sometimes choose to recruit employees who have complaisant characteristics that facilitate adoption and other times may recruit employees who are able to innovate and have creative personalities.
- *Issues of Power and Politics.* Tsui and Milkovich (1987) examined and stressed the importance of power issues on human resource management activities and argued that power and policy issues affect HR practices. Managers might prefer HRM implementations, which let them gain power and also they may promote and support employees who are in the same side with management and so they are given better training, education and opportunities.
- *Cultural and Political Characteristics of Employees.* Every employee is special and cultural and political characteristics play important role on the implementation of HRM strategies. According to their cultural characteristics employees react differently in the various HRM practices. Managers should take into account the cultural and political characteristics of the employees of the company/organization when they planning their actions and policies so that the employees do not resist and react positively during the implementation. In some

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cultures like the European one employee react more positively in democratic policies and in other cultures like the Chinese one people are used to stricter HRM practices and they can easily adapt in such a workplace.

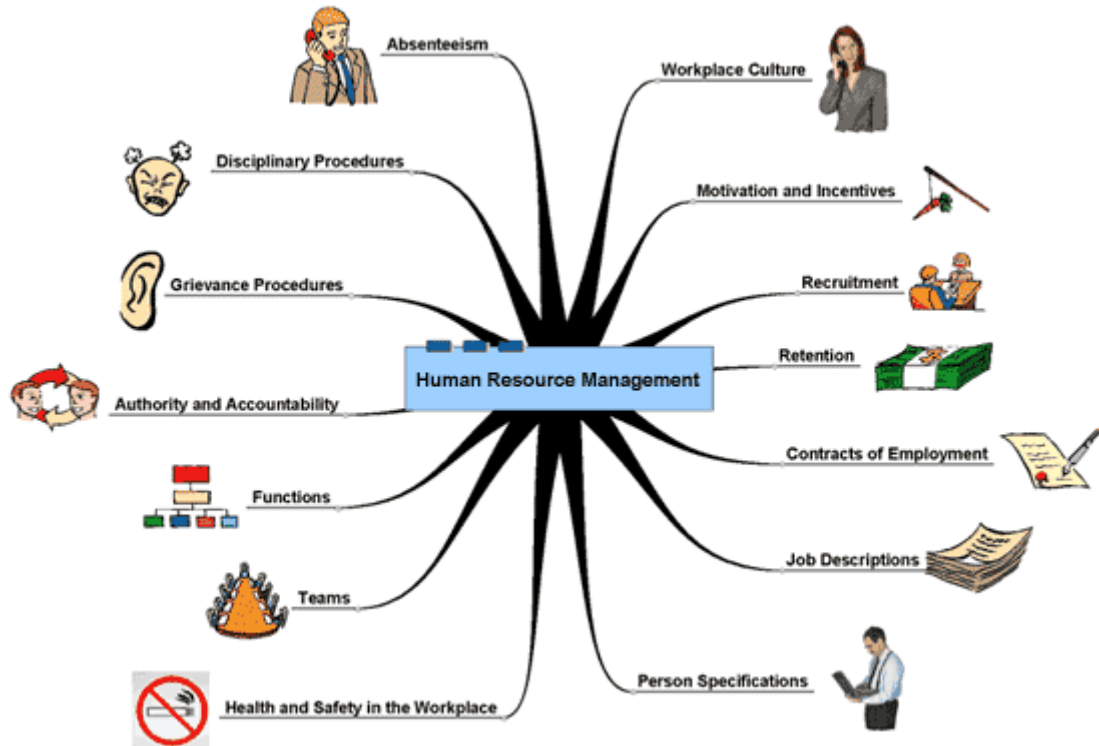


Figure 1: Issues influencing HRM¹

¹ Strategic Issues in HRM - <http://study-aids.co.uk/dissertation-blog/strategic-issues-hrm/>

Emotional Intelligence

Emotional intelligence includes a set of individual skills, among which are: a) one finds motives for himself, b) withstand the frustrations, c) to control the urge and to bridle impatience, d) to properly regulate the disposal and prevent frustration interfere with the ability to correct thinking and e) have empathy and hope (Stickland, 2000. Taylor, Parker, & Bagby, 1999). Consequently, all of these capabilities is an emotional talent, is a meta-skill that determines how well you can handle the person has any skill, even raw intelligence (Goleman, 1996).

3.1.5 Definition of Emotional Intelligence

Anyone can get angry, but to do this to the right person, to the right extent, at the right time, with the right motive, and in the right way, that is not for everyone, nor is it easy.” (Aristotle 350 b.c.). With this quote from Aristotle’s “Nicomachean Ethics”, Goleman introduce the reader to his book “Emotional Intelligence. Why it can matter more than IQ? ”. Goleman through this quote managed to summarize the meaning of being emotional intelligent.

There are numerous definitions for emotional intelligence, one widely approved is that “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman D., 1998).

Salovey and Mayer (1997) gave another definition for emotional intelligence, they said that emotional intelligence is the “ability to perceive accurately appraise and express emotion; the ability to access and/or create feelings when they facilitate thought; the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth”.

Finally, Mohammed R. Ahmed (2015) proposed a more fresh definition by stated that emotional intelligence is the synergy in intelligence and introduces the synergy generation process model of emotional intelligence. It occurs by understanding the emotions of others and managing your own emotions. Synergy is the increase in capacity that results from feeling and managing emotions. The total intelligence of an individual has several components. The total intelligence quotient (TIQ) is a function of the intelligence quotient (IQ), emotional quotient (EQ), and unknown quotient (UQ).

3.1.6 Models of Emotional Intelligence

The study of human nature and human emotions and their role in everyday life and in the evolution of man in society started from the 5th BC century from the ancient Greek philosophers and scientists.

According to ancient philosophers what we today call emotional intelligence, was a means to acquire knowledge and intellectual freedom as well as a tool to offer to the family and the community. The ancient philosophers recognized and recorded a whole range of emotions and

emotional skills and ways for their cultivation. Their texts were not mere reflections but were designed to self-knowledge, self-improvement and the liberation of ourselves and others around us in order to ensure knowledge and truth.

The ancient model of emotional skills was based in the following factors (i) “know thyself”, (ii) “dialysis self”, (iii) “Dialectic-Dialysis others” and (iv) “Doing the good ever after”.

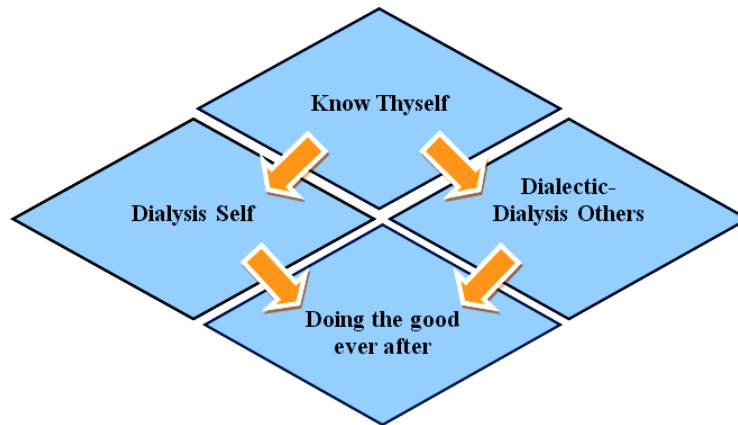


Figure 2: The ancient Greek model of emotional skills

Foundation of the Greek model is the "know thyself" which is the self-awareness. Without it there is no progress to the next stages. The understanding of ourselves takes effort and ability of concentration.

According to Plato, the world is divided in two dimensions, to the one we perceive with the senses and to the one who grasp with the intellect. In his works he talks about the importance of introspection and meditation, exactly like Socrates who said that the reach to the “in soul therapy” depends on the capacity for introspection and deeper to find the truth.

Salovey and Mayer (1990) provided a conceptualization of Emotional Intelligence. In this way they tried to explain how people appraise and communicate emotions and how they exploit them in order to solve their problems. They used the scattered research to create a useful framework than could contribute in further development of the term.

The mental processes include “appraisal and expression of emotion”, “regulation of emotion” and “utilization of emotion”. The framework depicted in figure 2 and explains how somebody can express and regulate emotion in himself/herself and others and how can utilize emotions in order to be creative and motivated.

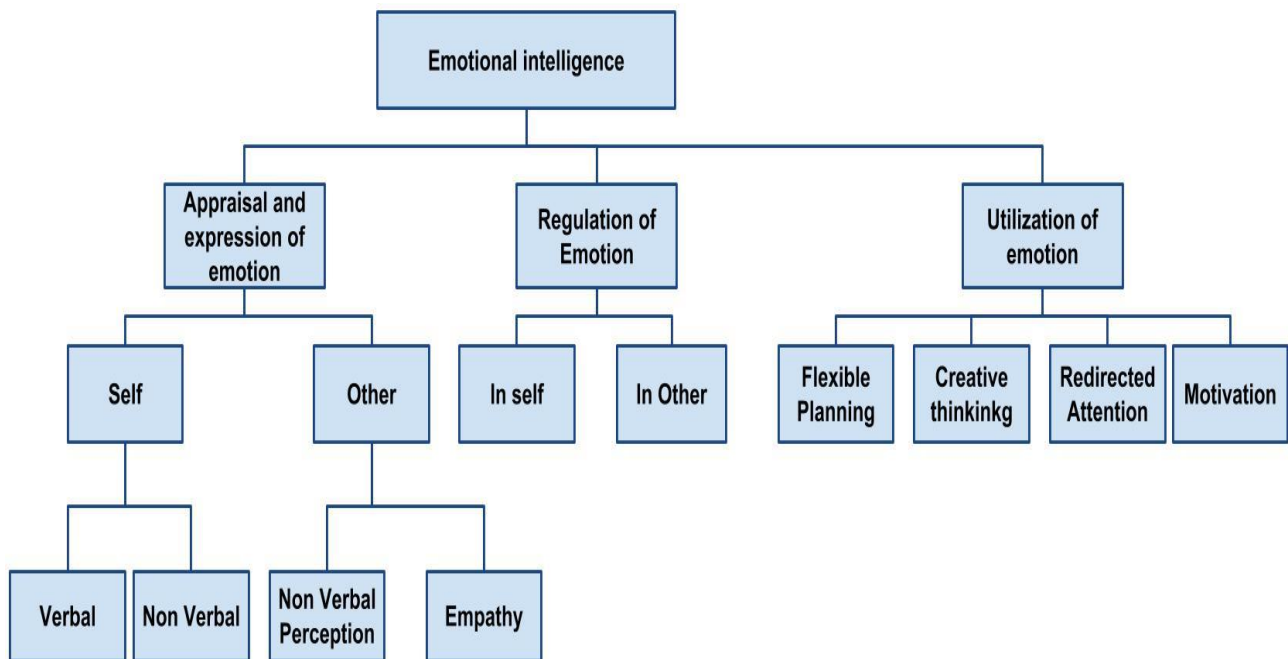


Figure 3: Conceptualization of Emotional Intelligence

According to Goleman's model (1998) EI is a wide array of competencies and skills that drive leadership performance and consists of five areas:

1. **Having knowledge of your emotions (self awareness).** Being able to recognize your own emotions, strengths, weaknesses, values and motives and also being able to use the impact that your feelings has on others in order to guide decisions.
2. **Being able to manage your own emotions (self regulation).** Manage and redirect your own disruptive emotions and impulses and adapt them according to the different circumstances.
3. **Motivating yourself. (motivation).** Being able to motive yourself to achieve goals.
4. **Having the ability to recognize and understand other people's emotions. (empathy).** Recognize, understand, and take under consideration other people's feelings especially when making decisions that can affect others directly or indirectly.
5. **Having the ability to manage relationships. (social skills)** Being able to manage others emotions in order to direct them in a desired direction.

Later Goleman et al (2002) in Primal Leadership presented a new version of the 1998s model. That version separated "oneself" from "social environment" and also presented the connections between them.

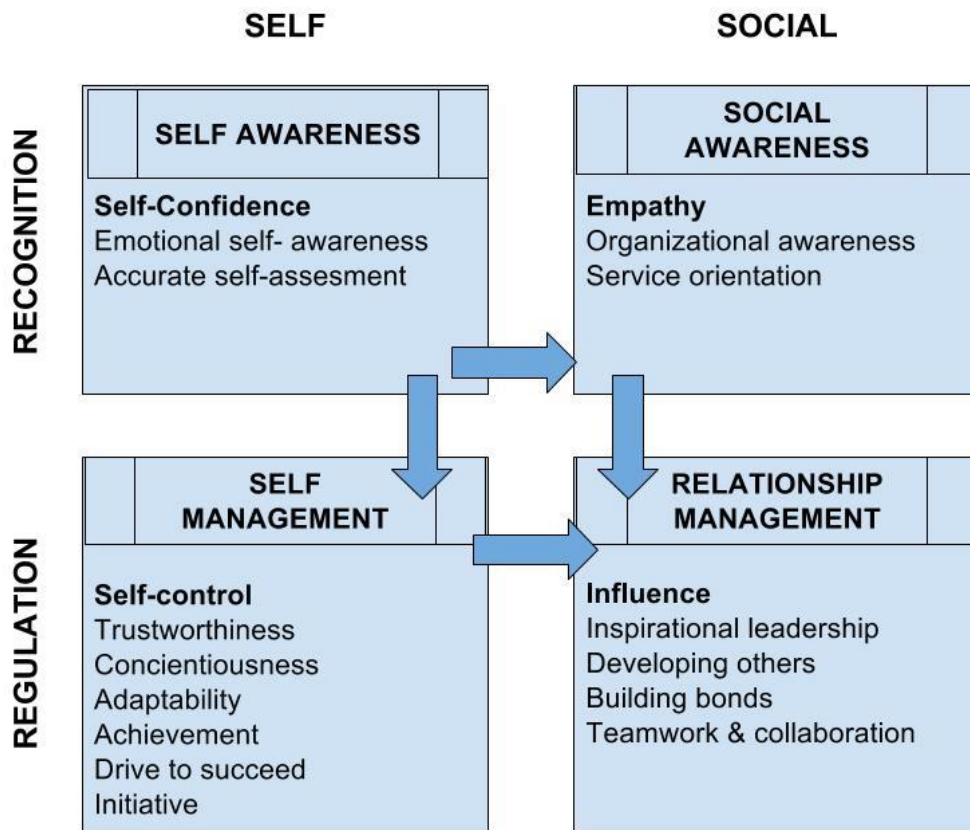


Figure 4 : Goleman et al model of Emotional Intelligence (2002)

3.1.7 Emotionally Intelligent Teams

According to Mickan & S. Rodger (2000) the emotionally intelligent teams have some common characteristics. These characteristics are presented in the following picture and they are going to be discussed in this section.

Organizational Structure	Individual Contribution	Team Process
Clear purpose	Self-knowledge	Coordination
Appropriate culture	Trust	Communication
Specified task	Commitment	Cohesion
Distinct roles	Flexibility	Decision making
Suitable leadership		Social relationship
Relevant members		Performance feedback

Figure 5 : Characteristics of effective team work - Mickan & S. Rodger (2000)²

² S. Mickan & S. Rodger (2000). Characteristics of effective teams: a literature review, retrieved on 20/01/2017 from : <http://tjmerrill.pbworks.com/w/file/attach/85213915/Mickan%20and%20Rodger%20-%20Characteristics%20of%20Effective%20Teams.pdf>

3.1.7.1 Organizational structure

In this section the characteristics of the organizational structure that can lead to effective team work are described with the help of the existing bibliography.

Clear purpose

The purpose or the mission of the company in general and more specifically the purpose and mission of the team must be clear for every team member. West (1994) pointed out the necessity for organizations to have a clear vision, which included their underlying values. Furthermore, clear and measurable team goals could be derived from the mission statement because as team members participated in setting and prioritizing goals, they are able to better understand the task requirements and become more motivated to achieve them according to Kirkman & Rosen (1999).

Appropriate culture

Teams should be recognized and integrated within their organizations according to Pearce & Ravlin 1987. Organizations need to clearly define their expectations and mechanisms of accountability for all teams (Sundstrom, De Meuse & Futrell 1990). Team success depended on an appropriate culture that incorporates shared experiences of success.

Specified task

Teams require specified tasks that can enhance their contribution to the organization and utilize their abilities in order to reach team's and company's purpose. Tasks need to be sufficiently motivating for team members to share responsibility and accountability for achievement according to Sundstrom et al (1990).

Distinct roles

The roles within a team should be clearly defined in order every member of a team having a clear view of his/her responsibilities and rights. However, as Maple (1987) stated role construction can be influenced by personal expectations, and by organizational and interpersonal factors. Therefore, roles need to be quite flexible in order to accommodate individual differences, personal development needs and membership changes (Blechert et al. 1987).

Suitable leadership

According to S. Mickan and S. Rodger (2000) "the more complex and dynamic the team's task, the more a leader is needed. Leadership should reflect the team's stage of development". Leaders need to maintain a strategic focus to support the organization's purpose and goals, to educate, and to evaluate achievements (Proctor-Childs, Freeman & Miller 1998). When leaders delegate responsibility appropriately, team members become more confident and autonomous in their workplace and are able to take responsibility for their actions (Capko 1996).

Relevant members

The members of a team should be relevant to the company's/organization's mission and to the objectives of the team. Also there should be a balanced mix and diversity of interpersonal skills. A balance between homogeneity and heterogeneity of member's skills, interests and backgrounds is preferred according to Hackman (1990) in order to ensure the proper operation of the team.

Adequate resources

West (1994) pointed out the importance of providing teams with adequate financial resources, administrative and technical support and professional education. Also, according to Sundstrom et al. (1990), a safe physical environment where team members work in close proximity to each other can promote communication and cohesion. Organizations/companies should include this kind of cost in their strategies if they want to have teams that point out.

3.1.7.2 Individual Contribution

In this section the individual contribution of each member of the team that can lead to the creation of an emotional intelligent team are described.

Self-knowledge

Each individual brings to the team his/her personality, skills and unique characteristics, which beyond a doubt affects team function (Maple 1987). Employees need to be independent, with self-awareness in order to be satisfied, productive and respectful of others (Blechert et al. 1987).

Trust

Trust originates from self-knowledge and competence and should be slowly built up across team members in order to gradually become willing to share their knowledge and skills within the team without fear of being diminished or exploited (S. Mickan and S. Rodger, 2000).

Commitment

Commitment to the team goals and values demands the ability to trust others and also self awareness. According to Pearce & Ravlin (1987) commitment is increased by and increases feelings of responsibility against the team. Goleman (1998) emphasized that committed individuals were willing to make short term personal sacrifices, believing that they could generate a greater good. In addition, high levels of commitment enabled individuals to thrive amongst challenges and pressures that may otherwise be perceived as stressful.

Flexibility

"Flexibility is the ability to maintain an open attitude, accommodate different personal values and be receptive to the ideas of others. Flexibility requires honesty, self-knowledge, reflection and

regulation. Without understanding the diversity of personal and professional values, individuals risk judging others according to their own value systems” S. Mickan and S. Rodger (2000).

3.1.7.3 Team processes

Team processes that can lead to emotionally intelligent teams are described briefly in this section with respect to the previous research and related work.

Coordination

Coordination is defined as the orderly interpersonal actions which are required to perform complex tasks by Pearce & Ravlin (1987). Teams need to coordinate in harmony and try to smooth out the variety and the differences of members, in order for their skills and knowledge to be well utilized and serve the teams objectives.

Communication

Communication includes an observable interchange of information and interactions of power, attitudes and values according to Loxley (1997). Effective teams needs material communication processes, clearly defined responsibilities and appropriate delegation (Husting 1996). Material communication enhance the development of mutual knowledge and decision making processes as all members of the team are able to contribute with their knowledge, skills and experience.

Cohesion

Members should cooperate interdependently around the team’s tasks to meet team goals (Pearce & Ravlin 1987). Cohesion within the team is important as it proves members attraction to the team and the task.

Decision making

In emotionally intelligent teams decision making spread to all team members. As all team members contribute they can generate more legitimate decisions. Kirkman & Rosen (1999) stated that individual autonomy may decrease as decision making is shared among the team members and responsibility diffused. Depending on the team purpose different types of decision making processes are demanded.

Conflict management

Team conflict can lead both to creativity and destruction. Diversity needs careful management in order for the team to being able to create value and solve the problems that may occur (Payne 1982). Leaders should adopt mediation strategies to manage conflict and avoid its destructive interference (West 1994).

Social relationships

Good social relationships create emotionally intelligent teams which characterized by empathy, support, practical assistance and information sharing among the team members. Such teams tend to

collaboratively solve problems. Social networks within teams enhance member's access to strategic information, create better understanding of the tasks and boost the belief in team's effectiveness (Kirkman & Rosen 1999).

Performance Feedback

Performance feedback is important not only for the company/organization but also for the members of a team in order to maintain effectiveness in high level. Hackman (1990) recommended balancing the more traditional individual reward systems with team-based incentives that promote co-operation rather than competition instead of the traditional individual feedback.

3.1.8 Emotional Intelligence and Organizational Effectiveness

Organizational effectiveness is a key factor for achieving a high business performance and fulfills organization's/ company's objectives. Nowadays companies face a lot of challenges and in order to achieve excellence they put a lot of effort on developing an appropriate leadership and recruiting with suitable employees.

The fast changing environment of the market and the need of working in multicultural environment create the need for human resources managers to become more effective in recognizing and managing their emotions but also the emotions of their subordinates. The differences in culture between the employees of a company/organization demands the developing of strategies based on Emotional Intelligence..

According to Tiganj A. (2014) "organizational effectiveness is achieved throughout integrated framework that addresses specific organizational elements". These elements are briefly presented in the following table:

Table 2: Organizational elements

Strategy	The role, purpose and strategic direction of the company should be clear to every employee in order to be able to work appropriately.
Structure, capacity & capability	The structure should enhance the achievement of the purpose. Also, the roles and the relationships between the employees should be clearly described in order to make the employees capable to achieve company's objectives.
Leadership	Leaders should be capable to drive the employees effectively in order to achieve organizational effectiveness.
People systems & processes	Leaders should create such systems and processes to support employees and creating trust among them.
Culture & values	Cultures and values of the employees but also organizational culture should take into consideration. Culture and values determine the rules and the appropriate behavior in accordance with the business strategy.

Emotional Intelligence and management: Human Resources

Employee engagement	Engaged employees are valuable for organizational effectiveness. Employees that feel aligned to their job and company tend to be more productive. Emotionally intelligent leaders can create such strategies and motives that enhance employee engagement to the company.
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Emotional intelligence proved to be one of the most critical factors regarding the effective functioning of businesses. The development of this skill among HR managers aims at improving their ability but also the ability of the employees to recognize their feelings and to use them properly so to make the right decisions, advance their partners and the company. Also, emotional intelligent HR managers enable team members to manage their emotional life and contribute in increasing empathy for the feelings of others. Eventually, Emotional Intelligence increases the ability of managing the emotions within a team with skill and harmony even when there are differences between team members. This result in successful and effective teamwork and in maintaining excellent relationships between the employees of a company but also between employees and HR managers. So it is critical all organizational elements to be governed by the concept of emotional intelligence. Human resources managers should design their strategies in such a way so that they are understandable and clear to the employees and give to each of them the role and the value he/she deserves. Only this potential strategies can be successful and effective for the company and only when human resources managers manage to maintain their emotional equilibrium but also that of their team can properly lead and inspire. For instance if an human resources manager is unable to recognize if the employees of the company are satisfied with a decision or if he/she is unable to handle a hard situation and has emotional outbursts and blame only the employees it is evident that he/she cannot gain the trust and respect of employees and lead them in avoiding take initiatives, in concealing major mistakes, in being uncertain about their role in the company and ultimately in loss of their effectiveness and therefore reducing the efficiency of the whole organization.

Leadership

In this section, the different theories about leadership are briefly presented. Furthermore, the different leadership styles and theories are going to be analyzed. Finally the differences between Management and Leadership are presented.

3.1.9 Definition of Leadership

There are plenty researches considering leadership and also plenty of definitions for the term. During the past decades leadership started to become extremely popular subject in the field of social sciences.

Kevin Kruse (Apr 9, 2013) stated that “leadership is a process of social influence which maximizes efforts of others towards achievement of a goal”. He also tried to describe what leadership is not and concludes that leadership:

- has nothing to do with seniority – position
- Has nothing to do with titles.
- Has nothing to do with personal attributes.
- Is not management.

Business dictionary gives for leadership the following definition; “The activity of leading a group of people or an organization or the ability to do this”. According to this dictionary leadership involves (i) establishing a clear vision, (ii) sharing that vision with others so that they will follow willingly, (iii) providing the information, knowledge and methods to realize that vision, and (iv) coordinating and balancing the conflicting interests of all members and stakeholders. A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring.

Chambers (1997) claimed that leadership is “a process of social influence that enables one person to support others in accomplishment of common tasks”. The main tasks according to him are integrity, trustworthiness and the ability to become persuasive in a positive way.

Leaders should create inspiration and use of persuasive processes in order not to just clarify the objectives to the employees but also provide them with all the tools needed in order to succeed; provided that all these happens with respect to the interests and willing of each undertaking.

3.1.10 Theories of Leadership

In this section the main leadership theories are going to be presented in order for the reader to follow the evolution during the past decades and identify the differences and similarities between them.

Following are presented the main theories:

- *The Great Man Theory*. This theory evolves in 1840s and its main claim is that leaders are born and their characteristics are intrinsic. True leaders cannot be made and they are naturally equipped with all these characteristics that differentiate a leader from a simple man. The Great Man Theory pays attention to personality characteristics that shape a leader like intelligence, determination, self-confidence, sociability and integrity.
- *The Trait Theory of Leadership*. The Trait Theory developed in 1930s -1940s and stated that a leader can either born or made with some specific characteristics and qualities that can promote them into great leaders. The Trait Theory pays attention to personality characteristics that shape a leader like intelligence, determination, self-confidence, sociability and integrity. It was an attempt to identify and understand the personality characteristics that are common among people with leadership abilities.
- *Behavioral Theories*. Behavioral Theories of Leadership first developed in 1940s to 1950s and divide leaders into two categories; those that were task concerned and those that were people concerned. According to these theories there is no elite of naturally gifted leaders born with specific characteristic and qualities. Leaders are made and every single behavior of them can affect others. Thus, the factor of measurement of the effects of specific behaviors introduced for the first time.
- *Contingency Theories*. Contingency Theories are introduced in 1960s and argued that there is not only one proper way to lead and that leadership styles should adapt according to the situations. They are actually an extension of the Trait Theory in the sense that the different human traits are related to different situations.
- *Transformational Theory*. This theory is introduced in 1970s and stated that leaders transform their followers by inspiring them. In order to motivate them they should create a trustworthy and friendly environment with flexible rules and regulations guided by the groups needs and with respect to all the group members.
- *Transactional Theory*. This is another theory developed in 1970s and they are also known as exchange theories of leadership. The theory focused in the relationship between the leader and his/her followers and the “emotional exchanges” took place in such relationships. According to this theory a successful leader should create an environment in which the individual and the organizational goals are in sync. The factors of “rewarding” and “punishment” are introduced in the sense that human beings always trying to maximize pleasure and reduce unpleasurable situations.

In all these theories even though they differ in basic factors, there is something in common, they are all based in humans emotions and reactions and it is obvious that emotional intelligence plays a key role in creating a leader. Following the Primal Leadership Theory is going to be analyzed in order to clarify the role and importance of EI in Leadership.

3.1.11 The role of Emotional Intelligence in Leadership

Goleman et al (2002) at Primal Leadership Theory claimed that “leader’s emotional competencies have an enormous impact on the effectiveness of his/her leadership and on an organizations bottom line”. The authors conclude to 18 competencies within four emotional intelligence domains, self-awareness, self-management, social awareness, and relationship management.

Emotional Intelligence and management: Human Resources

The 18 competencies described below, highlight the role that EI plays in Leadership. Not all leaders have all the 18 competencies according to Goleman et al (2002) and actually leaders that considered to be among the best they have tendencies to four or six of these competencies.

Table 3: The 18 competencies in Leadership

Self-Awareness	Emotional self awareness	Reading one's own emotions and recognizing their impact and using "gut sense" to guide decisions
	Accurate self assessment	Knowing one's strengths and limits
	Self confidence	Sense one's self-worth and capabilities.
	Self control	Keeping disruptive emotions and impulses under control.
	Transparency	Being honest, integrate and trustworthy.
Self-management	Adaptability	The ability to adapt in changing situations or overcoming obstacles.
	Achievement	Improve somebody's performance to meet inner standards of excellence
	Initiative	Readiness to act and seize Opportunities.
	Optimism	Seeing the upside in events.
	Empathy	Sense and understand others emotions, perspectives and concerns.
Social Awareness	Organizational awareness	Ability to understand the currents, the decision networks and politics within an organization.

Relationship Management	Service	Ability to understand and also meet the needs of customers, consumers and followers of an organization.
	Inspiration	Guiding and motivating with a compelling vision.
	Influence	Using a variety of methods, politics and tactics to persuade.
	Developing others	Boost somebody's abilities by providing feedback and guidance.
	Change catalyst	Initiating, managing and Leading in new directions.
	Conflict management	Find a common ideal that everyone can endorse by taking under account the feelings and views of everyone.
	Teamwork and collaboration	Create a friendly atmosphere and enhance collaboration and helpfulness. Leader should be a model of respect.

Emotional Intelligence is the most important tool for a leader. Through EI he/she could be able to understand his/her own emotions, strengths and weaknesses but also the emotions, perspectives, talents and weak points of his/her team and the society in general. This kind of knowledge and understanding is really valuable for the performance of an organization and its employees and through this knowledge the leader could inspire guide, motivate and create shared value for the organization, the employees, himself/herself and also for the customers and society as well.

3.1.12 Leadership Styles

In this section the various ways to exercise leadership are presented. Each style depicts a different way of leading and the use of them depends on the situation, on the person who leads and on the team that has to be led. Each style has its pros and cons and each one serves different goals and purposes.

- *Autocratic leadership.* This style is proper when it comes to quick decision that does not demand the involvement or approval of the team in order to be implemented. The leader decides without asking his/her team. This style is maybe necessary in some occasions but frequent use may lead to team dissatisfaction and arguments within the team.

- *Laissez – faire*. This style includes a lot of freedom for the employees. They can set their working hours and also their deadline and they are able to choose the ways that they use to solve a specific product or reach a specific goal. The leader has the role of the consultant and can support the employees by giving them advice. The disadvantage of this style is that the employees may not be able to self-motivate or manage their time and there is always the danger of missing goals or not solving problems.
- *Servant Leadership Style*. This kind of leadership does not take into account the level but only the needs of the team. This style usually referred in somebody who is not formally the leader. The method used in this style is “leading by example”. This style can create a positive corporate culture and strong bonds and morale among the team. This style is proper when somebody wants to move ahead in an environment that values are really important but is totally inappropriate in environments with high competition as the leader may left behind by others.

3.1.12.1 Emotional Leadership Styles

These styles of Leadership introduced by Goleman, Boyatzis and Annie McKee (2002) in Primal Leadership and each one can be used separately or combined according to the situation and the needs of the organization.

- *Participative style (democratic)*. This style encourages cooperation between the team members and the leader. Leader makes the final decision but evolves team members in the decision making process. The leader creates creativity and team members have high productivity and job satisfaction. This style is not indicated in case that the leader has to take a quick decision.
- *Coaching leadership style*. This style used when the leaders wants to develop the skills and abilities of the members of the team. The leader encourages the team to try new things and through this process help teammates build lasting personal strengths. This style may fail if the teammate is negative to change or learn new things or if the leader lacks proficiency.
- *Affiliative leadership style*. Leaders using this style manage to create strong bond and feelings of belonging to the organization. Priority of this style is people and it is appropriate to use during periods of high pressure and anxiety. The extensive use of this style can lead to lack of direction for the team.
- *Pacesetting leadership style*. This style promotes excellence and self direction. Leader is the example for the members of the team. This style works better in teams which are already motivated and skilled. Extensive use of this style may prevent innovation within the team.
- *Visionary leadership style*. This style enables leader move together with his/her team for achieving the same goals. There is a clear vision and the leader not only inspires the team and helps the teammates see how they can contribute to this vision. Leader makes the members of the team feeling really important for the implementation of the future vision. This style works better in companies that they need to reset their vision and follow a new direction in the future.
- *Commanding leadership style*. This style is characterized by clear direction and the demand of full compliance of the team. Leaders soothe the fears of the teammates and they need to

be emotional self controlled and distend. This style is appropriate when employees do not respond in other methods and in periods of crisis when quick action is required.

3.1.13 Management versus Leadership

According to Zaleznik (2004) business leaders have much more in common with artists, scientists, and other creative thinkers than they do with managers. They both play important role in the processes and stability of an organization but their roles and actions appeared to be different. In the following table the main differences between managers and leaders are presented.

Manager	Leader
Managers have employees.	Leaders have followers.
Managers react to change.	Leaders eager for change
Managers have good ideas	Leaders implement new ideas
Managers communicate	Leaders influence
Managers direct groups	Leaders create teams
Managers try to be heroes	Leaders create heroes around them
Managers take credit	Leaders take responsibility
Managers are focused	Leaders create focus within their team
Managers exercise power over people	Leaders develop power with his/her team
Belong to the organization	Never belong to the organization. Belong to the team.

Managers emphasize in rationality and control and they are goal oriented. They are focused on the organization strategy and culture and trying to solve the various problems that occur. They use their power over the employees in order to fulfill their tasks and being efficient in all organizational levels. The main requirements for a good manager are being hard-working, having analytical skills, being persistent, tolerant and goodwill. They do not have to take great risks or being actually heroes.

On the other hand leaders are taking a great risk, the risk to inspire and influence human beings. Except from this risk leaders also take the risk to change rules and culture within an organization, the risk of implementing new ideas and the risk to create teams able to collaborate, creating shared value and maintaining the sustainability of an organization. This is a huge responsibility and it is obvious that it demands abilities beyond analytical skills and persistence. At this point, emerge the

concepts of self and social awareness, emotion management, motivation, inspiration and others. All these concepts included in Emotional intelligence and differentiated a manager of a leader.

A reasonable question is if managers and leaders can co-exist in the same organization. According to Zaleznik (2004) “organizations need both managers and leaders to succeed, but developing both requires a reduced focus on logic and strategic exercises in favor of an environment where creativity and imagination are permitted to flourish”. Managers and leaders can be used to solve different kind of problems in the same organization but they have to differentiate their roles, actions and responsibilities in a way that they can both enhance organizational sustainability without complications and arguments. Clarifying the roles is also important for the employees in order to have a clear vision of the roles and processes. Collaboration between them could be ideal for the achievement of goals and for employee motivation.

4 Research Methodology

In this section the methodology followed for this research is briefly described. The sample of the research comes from two different countries Greece and Sweden. Human resources managers of various companies from both countries answered a questionnaire regarding emotional intelligence in HRM.

One of the main objectives of this survey is to highlight whether emotional intelligence is common in Human Resources Management or not. The second objective is to highlight the differences and similarities between Greece and Sweden in the field of HRM. Last but not least, the correlation between EI understanding and factors like age, gender, working experience and educational level, is examined.

The main questions answered by the research are:

- Are HR managers emotional intelligent
- Is emotional intelligence used in HRM
- Which are the differences/similarities between HRM in Greece and Sweden.
- Which factors can affect EI understanding.

Procedure

A specific procedure followed in order to conduct the research among the various HRM departments in Greece and Sweden as well. First of all, the study of previous researches was necessary to define the problem and form a suitable questionnaire which would lead to the desirable result. Secondly, the finding of the proper companies and people to answer it was also an important factor.

The construction of the questionnaire was really important as we had to find the most appropriate questions regarding the purpose of this survey. We also have to state them as clearer as possible in order to be easy for the respondents to understand. We chose to use close ended and scaled questions in order to be easier and less time consuming for the respondents to answer but also easier to analyze the results and ensure the reliability of the questionnaire. In scaled questions we chose to use words like “very well” and “not well” which were actually representing numbers from 1 to 5 but they were easier for the respondents to understand the exact meaning of each choice.

In order to elaborate on the results we translated the words to numbers respecting the scaling from 1 to 5 that we had originally set. We used quantitative methods for analyzing our results. We first presented diagrams for each question for both Greece and Sweden and accordingly after we had analyzed each diagram we used two-way ANOVA test to investigate potential correlation between gender, age, educational level, working experience and EI understanding.

Sample of the Research

For this research, we use sample from Swedish and Greek companies of various sectors and sizes. The key requirement was to have the questionnaire answered from people that choose, cooperate, manage and/or lead employees in companies of the private sector.

4.1.1 Greece

As far as the Greek sample is concerned, the data collected from 32 companies of different sizes and different fields. The companies were categorized according to their size into the three following categories:

- I. Small size companies, where the number of employees is up to twenty.
- II. Medium size companies, where the number of employees are at least 21 with a maximum number of 50.
- III. Big size companies which employ more than fifty employees.

The sample is also presented graphically in the following diagram:

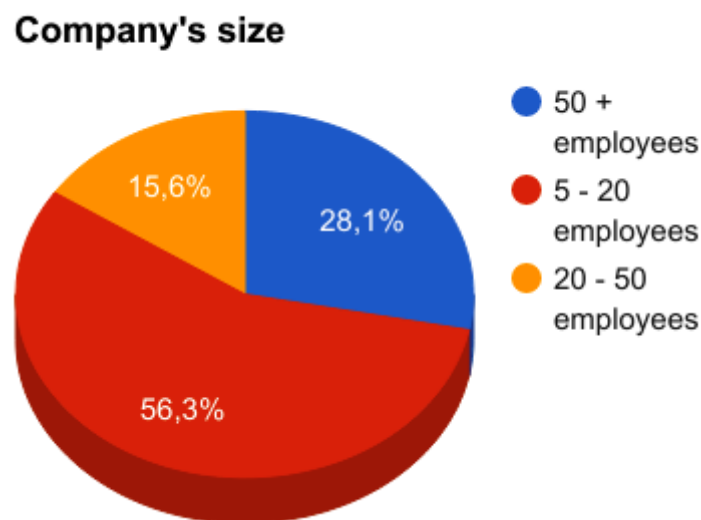


Figure 6 : Presentation of the different sizes of companies in Greece.

4.1.2 Sweden

As far as the Swedish sample is concerned, the data collected from 10 companies of different sizes and different fields. The initial purpose was to collect data from 30 companies but this proved to be really difficult probably because of the limited free time of human resources managers. The companies were categorized according to their size into the three following categories:

- I. Small size companies, where the number of employees is up to twenty.
- II. Medium size companies, where the number of employees are at least 21 with a maximum number of 50.
- III. Big size companies which employ more than fifty employees.

The sample is also presented graphically in the following diagram:

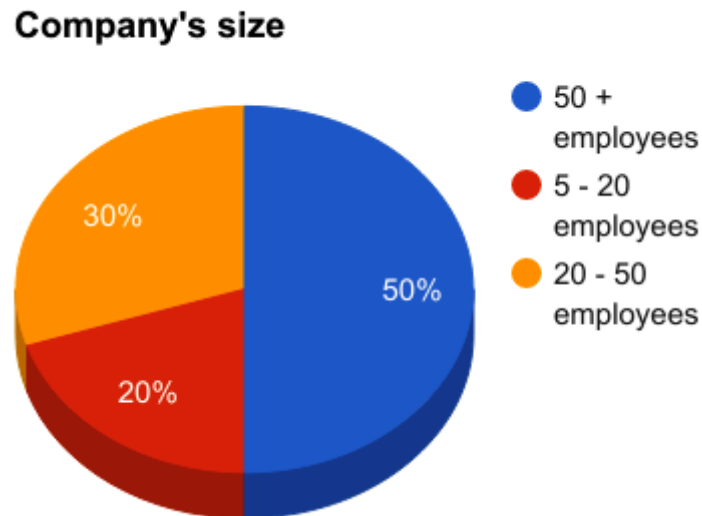


Figure 7 : Presentation of the different sizes of companies in Sweden.

According to the diagram most of the companies of the Swedish sample belong to the category of big size companies. A 30% percent of them belong to the category of medium size companies and only a 20% percent belong to the small size category.

4.1.3 Questionnaire Design

The questionnaire designed with reference to the main purpose of this thesis. After studying various researches and testing the initial questionnaire for its sharpness and suitability, we conclude to the final one. The questionnaire constructed by the writer and no specific questionnaire was used unchanged. It was a selection and combination of various questionnaires from previous studies and researches. It was mostly based on the questionnaires of San Diego City College³, Suzanne Farmer et al. (2013) UT Southwestern's Office of Development and Training⁴, Management Performance Solutions Ltd⁵, Leadership Toolkit Emotional Intelligence Questionnaire NHS⁶ and the questionnaire of P. Athanasiou (2016)⁷. It is presented in the Appendix 1 of the thesis and it is consisted of 23 questions regarding Emotional Intelligence in Human Resources Management. Its size is six pages and consists of four sections. The first section include questions regarding the personal information of the respondents namely:

- His / her sex
- His / her age
- His/her civil status

³ http://www.sdcity.edu/portals/0/cms_editors/ mesa/pdfs/emotionalintelligence.pdf

⁴ http://www.utsouthwestern.edu/edumedia/edufiles/about_us/Diversity/emotional-intelligence-assessment.pdf

⁵ <http://www.tony-miller.com/downloads/Emotional%20Quotient%20Self-Score%20Questionnaire.pdf>

⁶ http://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf

⁷ <http://pandemos.panteion.gr/index.php?lang=el&op=record&type=&scope=cid:6&q=&page=1&pid=iid:16524&lang=el>

- His/her working experience
- His / her educational level

Following the questionnaire is divided into three more sections each one of them have a different purpose :

- The second section consists of seven questions regarding the ability of HR managers define and manage their own emotions.
- The third section consists of seven questions regarding identification and management of employees emotions and
- The final section consists of three questions identifying HR managers perception regarding how they should act in the workplace.

The questionnaire is structured and included strictly defined sets of questions. All questions are closed-ended and the respondents have to choose among predefined answers. The responses available are the same for all the questions. Their form is escalating tension, so the participants are required to answer every question by selecting from a “Not at all” to a “Very well” scale depending on the degree of expressing the theme of each question. The answers offered by the questionnaire includes 5 options:

- Not at all
- Not well
- Neutral
- Well
- Very well

In order to offer a wider variety in the expression of the view of the participants on the subject of the question. In this way the results will be more representative.

4.1.4 Reliability of the questionnaire

In order to immunize the reliability of the questionnaire, the following steps are considered as necessary:

- Ensure that the questions are clear and strongly related to the objective of the thesis
- Designing the questionnaire in a digital form in order to enhance the participants of the research but also guarantee the security of the data collected.
- Ensuring the participants that no personal data are going to be published in order to be honest with their answers.
- Designing the questionnaire in such a form that no changes in the original answers were possible to happen after submitting the questionnaire.

5 Thesis Outcomes

In this section the outcomes of the survey are present by using diagrams. First the results that collected from questionnaires answered by Greek companies are presented and then the results from the questionnaires answered by Swedish companies.

Survey's Outcomes - Greece

5.1.1 Personal Information

Question 1: Age Information

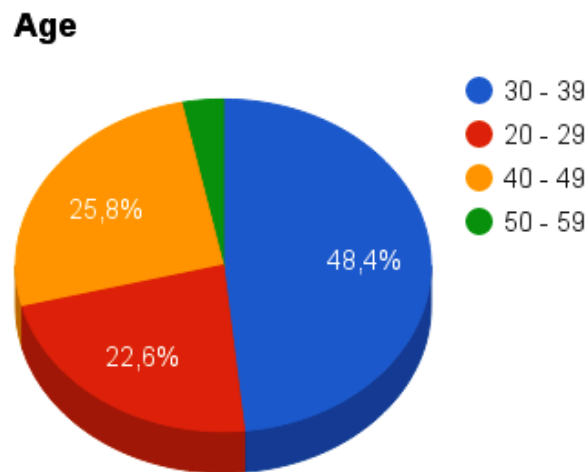


Figure 8: Survey findings from Greek companies related to the age of the managers.

According to the survey most of the people that select and manage employees in Greece are between the age of 30 to 39. This is the findings according to this specific survey among 31 Greek companies and chapters of international companies in Greece and they may not represent exactly the reality. However, as the sample is quite sufficient and it can be stated that it gives a realistic view.

Question 2: Gender Information

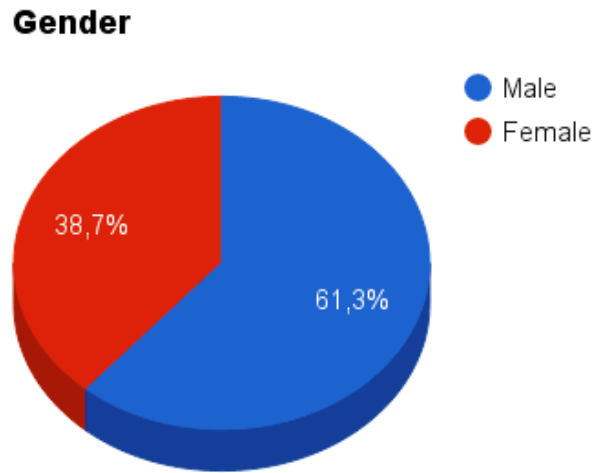


Figure 9: Survey findings from Greek companies related to the gender of the managers.

The findings regarding the gender of the people that select and manage employees in Greece shows that men are more possible to manage employees in Greek companies. This is not actually surprising as the findings of this survey just come to speak to numerous other surveys regarding this specific issue.

Question 3: Civil Status Information

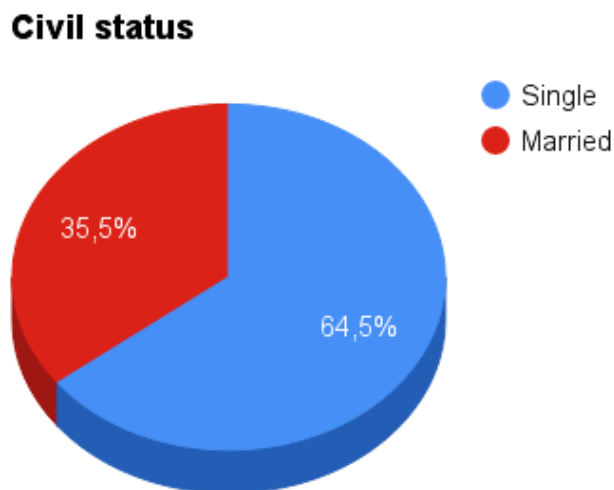


Figure 10: Survey findings from Greek companies related to the civil status of the managers.

Most of the Human Resources managers in Greece are single. This is probably because of their age as most of them belong to the age group 30-39 and so they are quite young to already being

married. However, human resources managers are really hard working and this factor may plays an important role in their choice to stay single as they may do not have enough time for creating a family.

Question 4: Educational Level Information

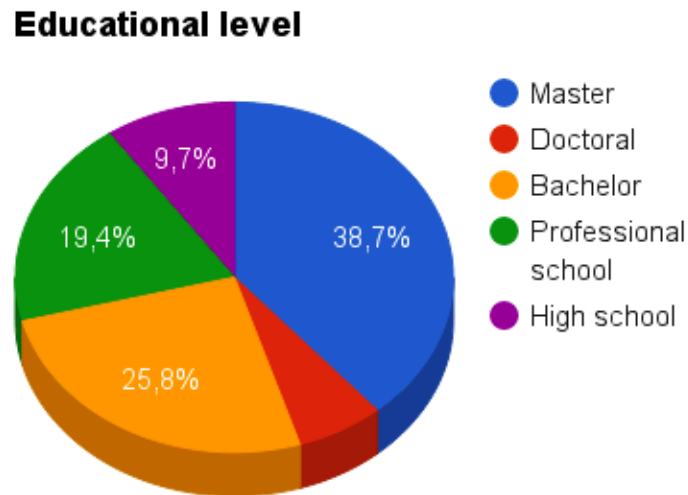


Figure 11: Survey findings from Greek companies related to the educational level of the managers.

Most of the managers are proved to hold a Master's degree, followed by them who possess Bachelor degrees. However, a high percent of them just hold a Professional's school degree usually combined with a high level of working experience. Managers with Doctoral studies are rare but they actually exist. All in all, the educational level of manager's is quite high and this is absolutely reasonable as managing and selecting employees is an extremely demanding and important job that requires both studies and working experience.

Question 5: Working Experience Information

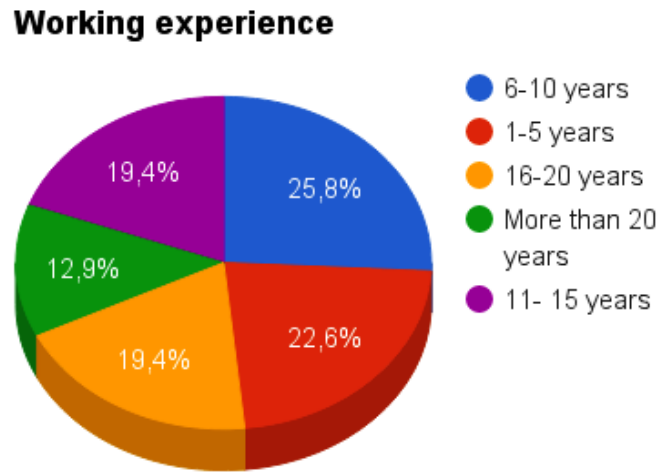


Figure 12: Survey findings from Greek companies related to the working experience of the managers.

As it previously referred working experience plays important role in selecting and managing people. The findings of the survey come to corroborate that people with lower educational level have quite big working experience. Specifically, people who holds Professional and High school degrees seems to have high working experience starting from 11 to more than 20 years. However, there are still a few exceptions.

5.1.2 Identification and Management of HR Manager's Emotions

In this section the findings regarding the identification and management of different managers own emotions are presented. This is going to be only a presentation of the result and no further analysis is going to be presented in this section.

Question 6: Do you understand the meaning of Emotional Intelligence

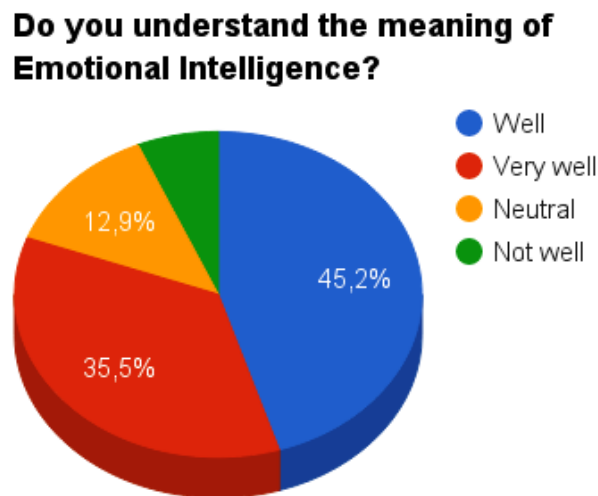


Figure 13: Survey findings from Greek companies related to the question: "Do you understand the meaning of emotional intelligence?"

Most of the participants in the survey seem to have a good understanding of what Emotional Intelligence means. Only a 6, 4% denotes unable to understand the meaning of emotional intelligence and a 12, 9% stays “neutral” against the meaning of EI.

Question 7: Do you believe that you are able to define the emotions that you experience?

Do you believe that you are able to define the emotions that you experience?

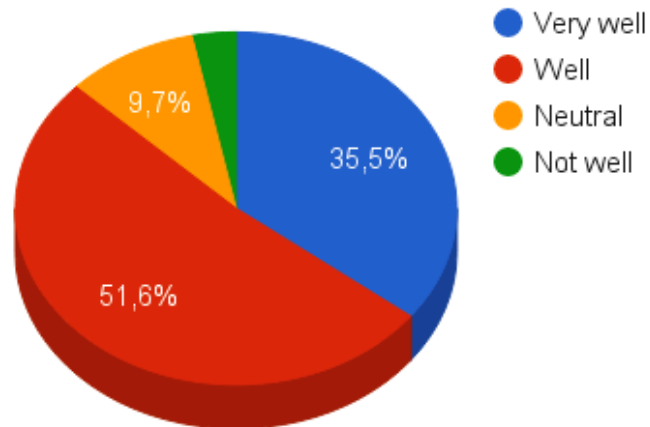


Figure 14: Survey findings from Greek companies related to the question: “Do you believe that you are able to define the emotions that you experience?”

Most of human resources managers (51, 6%) claimed that they are able to “well” define the emotions that they experience. A 35.5% percent of the sample answer that they are able to define their emotions “very well” and only a 3, 2% stated that they are not able to well define their emotions.

Question 8: Do you believe that you can clearly express your emotions?

Do you believe that you can clearly express your emotions?

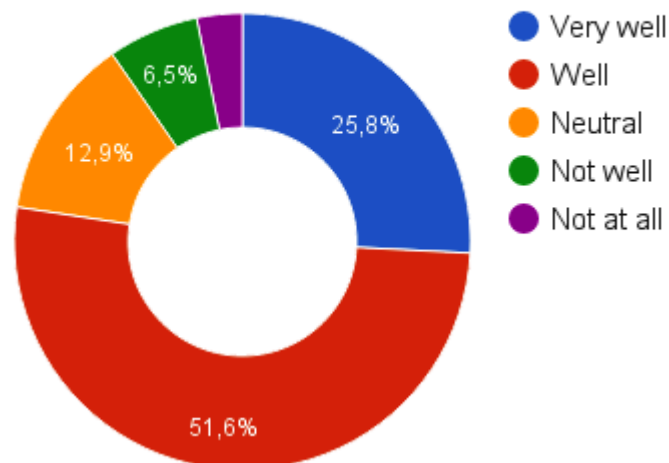


Figure 15: Survey findings from Greek companies related to the question: “Do you believe that you can clearly express your emotions?”

The same percent of the sample 51,6% that they can “well” define their emotions they claimed that they are also able to “well” express them. However, almost 10% percent of them that answer they can “very well” define the emotions they experience seem that they are not able to express them such well.

Question 9: Do you feel that you are able to manage the emotions that you experience?

Do you feel that you are able to manage the emotions that you experience?

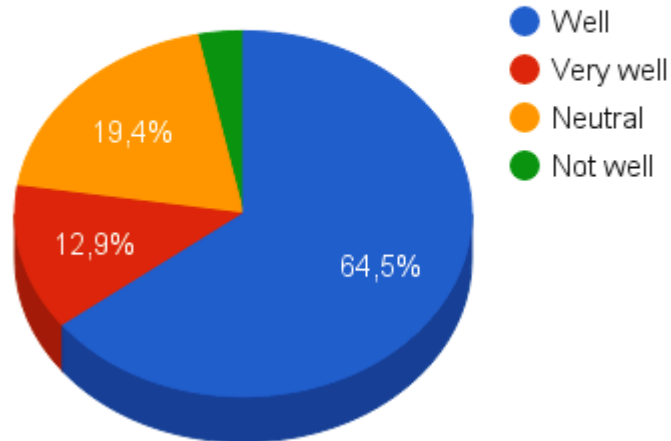


Figure 16: Survey findings from Greek companies related to the question: *“Do you feel that you are able to manage the emotions that you experience?”*

A 64, 5% of the HR managers claimed that they are able to “well” manage the emotions that they experience. However, this percent is quite bigger than the one of well defining and expressing their emotions (51.6%). This difference suggest that people may are able to “very well” define and express their emotions may are less capable to manage them “very well” so they claimed that they manage them just “well”.

Question 10: Do you believe that you can adapt your emotions according to the situations you face?

Do you believe that you can adapt your emotions according to the situations you face?

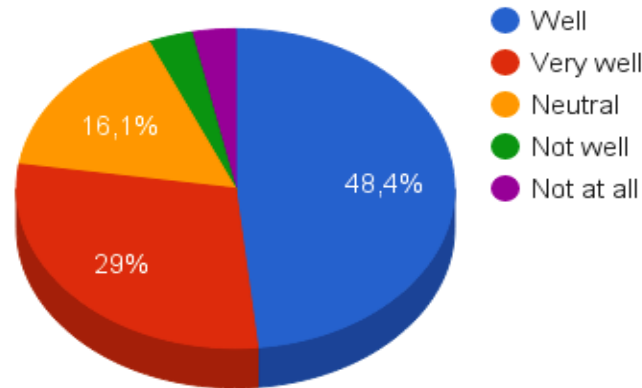


Figure 17: Survey findings from Greek companies related to the question: “Do you believe that you can adapt your emotions according to the situations you face?”

A high percent of Greek HR managers claimed that they are able to adapt “well” (48, 4%) or “very well” (29%) their emotions according to the situations they face. Only a 6, 9% of them are unable to adapt their emotions according to the situations.

Question 11: Is it easy for you to admit your failure?

Is it easy for you to admit your failure?

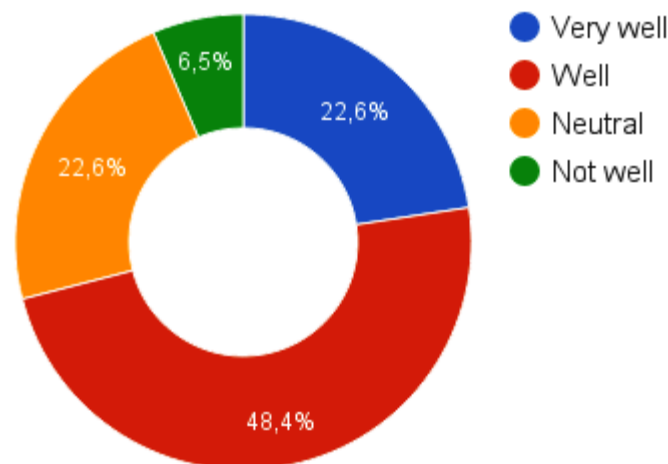


Figure 18: Survey findings from Greek companies related to the question: “Is it easy for you to admit your failure?”

According to the diagram most of the HR managers are able to “well” and “very well” admit their failure. However, if the previous results are taken under consideration, it is obvious that even

people, who can define, express and manage their emotions “well” and “very well” are sometimes unable to admit their failure.

Question 12: Do you feel that you can easily adapt to changes?

Do you feel that you can easily adapt in changes?

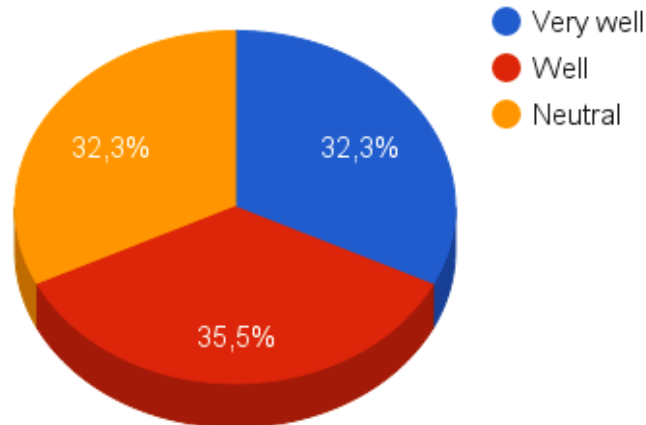


Figure 19: Survey findings from Greek companies related to the question: “Do you feel that you can easily adapt to changes?”

It is obvious from the diagram that even most of the HR managers are able to “well” and “very well” adapt to changes a quite big percent of 32, 3% remains neutral in the possibility of adapting in a change. This suggests that a big percent of HR managers are uncertain of whether they can adapt or not into a new environment, a change in the company’s strategy or other changes.

Question 13: Do you believe that politics/public relations are necessary to get ahead in the workplace?

Do you believe that politics/public relations are necessary to get ahead within the workplace?

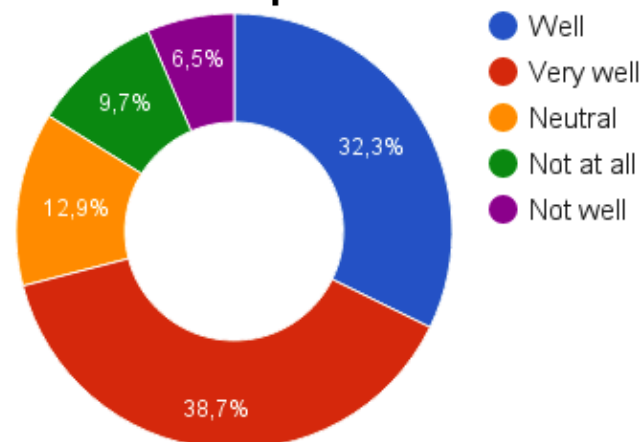


Figure 20: Survey findings from Greek companies related to the question: “Do you believe that politics/public relations are necessary to get ahead in the workplace?”

“Finance is a gun- Politics, is knowing when to pull the trigger” said don Lucezi in Godfather 3 and most of the HR managers seem to agree with it. A 38,7% percent of them consider that politics are “very important” in the workplace and a 32,3% consider politics “important”. Only a 9,7% of the respondents did not consider politics important for their job.

5.1.3 Identification and Management of Employees' Emotions

Question 14: Are you able to define the emotions your subordinates' experience?

Are you able to define the emotions your subordinates' experience?

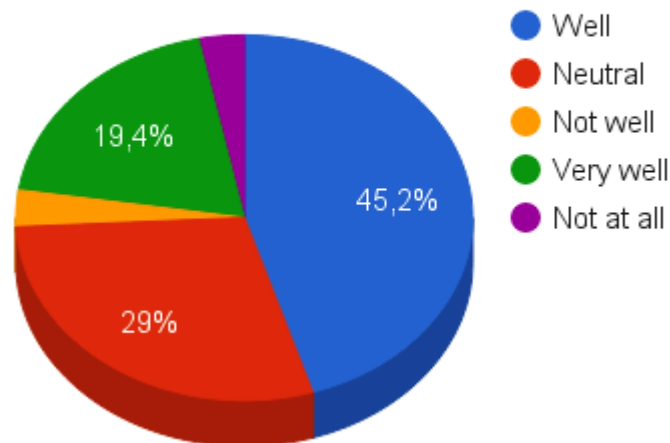


Figure 21: Survey findings from Greek companies related to the question: " Are you able to define the emotions your subordinates' experience?"

Most of human resources managers (45,2%) claimed that they are able to “well” define the emotions that their subordinates experience. However a 29% percent of the sample answer that they are not sure if they are able to define the emotions of their subordinates. Only a 19.4% percent claimed that they can “very well” define the emotions of their subordinates and 6,4% percent proved to be unable of defining them.

Question 15: After taking an important decision, are you able to recognize whether your subordinates are satisfied or not?

After taking an important decision are you able to recognize whether your subordinates are satisfied or not?

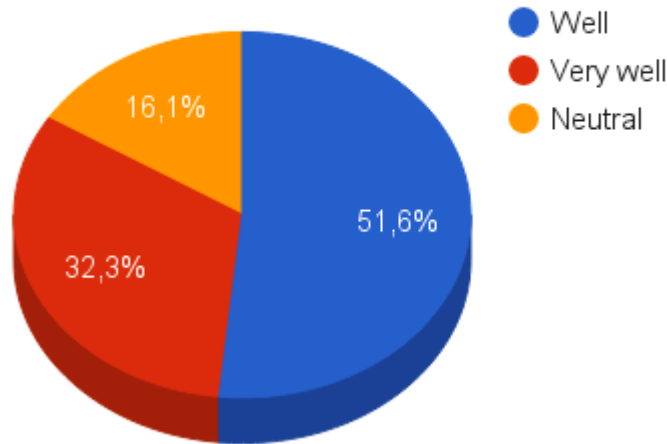


Figure 22: Survey findings from Greek companies related to the question: "After taking an important decision, are you able to recognize whether your subordinates are satisfied or not?"

Most of the HR managers are able to "well" or "very well" recognize whether their subordinates are satisfied or not with their decisions. However, a quite big part of them 16,1% claimed that they are not sure if they can recognize whether their subordinates are satisfied or not with their decisions.

Question 16: Do you feel that you can handle an argument among the employees of the company?

Do you feel that you can handle an argument between the employees of the company?

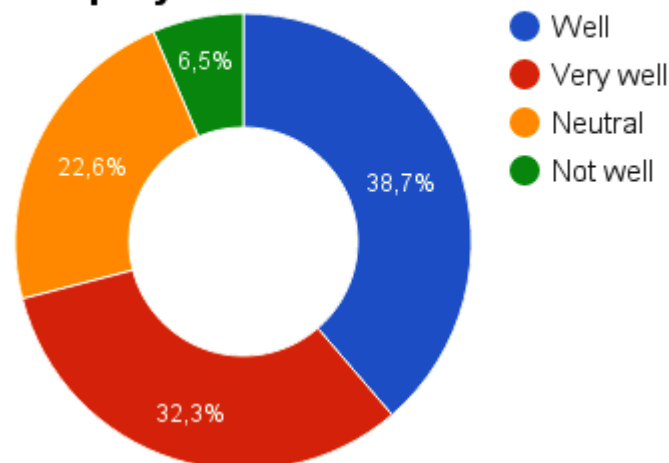


Figure 23: Survey findings from Greek companies related to the question: "Do you feel that you can handle an argument between the employees of the company?"

Most of the HR managers are able to “well” or “very well” handle an argument between the employees of the company. However, a quite big part of them 22,6% claimed that they are not sure if they can and a 6,5% admitted that they are unable to do so.

Question 17: Do you feel that you can handle a failure of your team and point out the weaknesses that led to this failure without losing control of your emotions?

Do you feel that you can handle a failure of your team and point out the weaknesses that lead to this failure without losing control of your emotions?

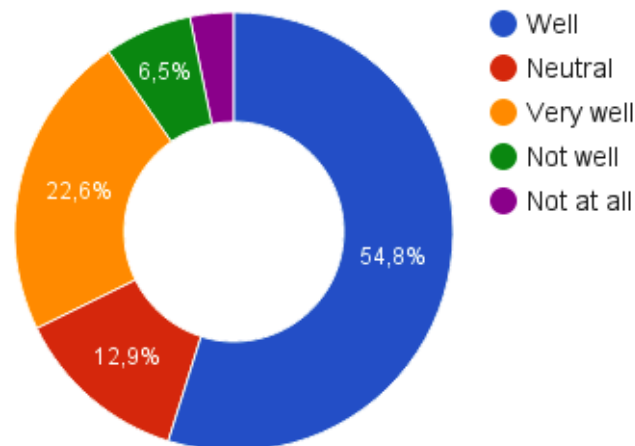


Figure 24: Survey findings from Greek companies related to the question: "Do you feel that you can handle a failure of your team and point out the weaknesses that led to this failure without losing control of your emotions?"

According to the diagram a very big part of the respondents can “well” or “very well” handle a failure of their team and point out the weaknesses that led to this failure without losing control of their emotions. Only a 3,2% percent are totally unable to control such a situation.

Question 18: Are you able to understand if an employee experiences a difficult situation?

Are you able to understand if an employee experiences a difficult situation?

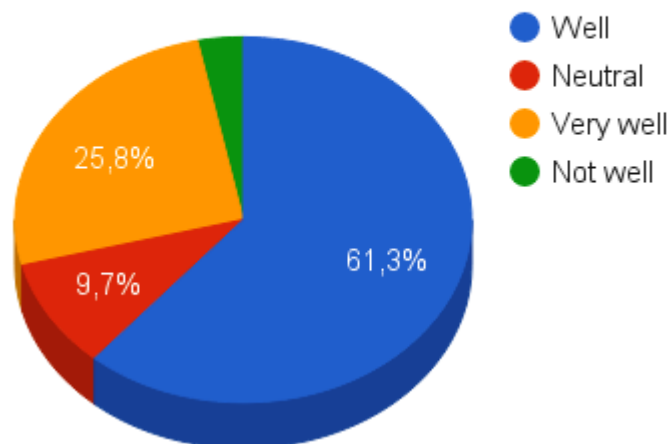


Figure 25: Survey findings from Greek companies related to the question: "Are you able to understand if an employee experiences a difficult situation?"

The majority of the respondents are able to understand “well” or “very well” if an employee experiences a difficult situation.

Question 19: *If so, how do you recognize it?*

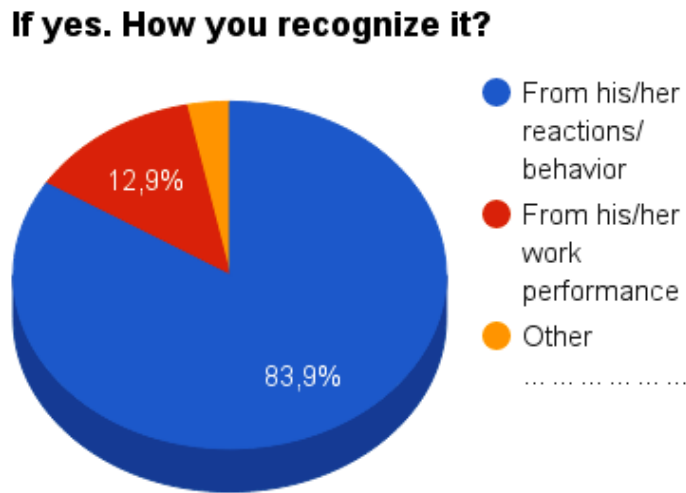


Figure 26: Survey findings from Greek companies related to the question: "If so, how do you recognize it?"

Most of the HR managers can recognize if an employee experiences a hard situation from his/her reactions and behaviour in the workplace.

Question 20: *Do you believe that you can handle an employee that experiences a hard situation ?*

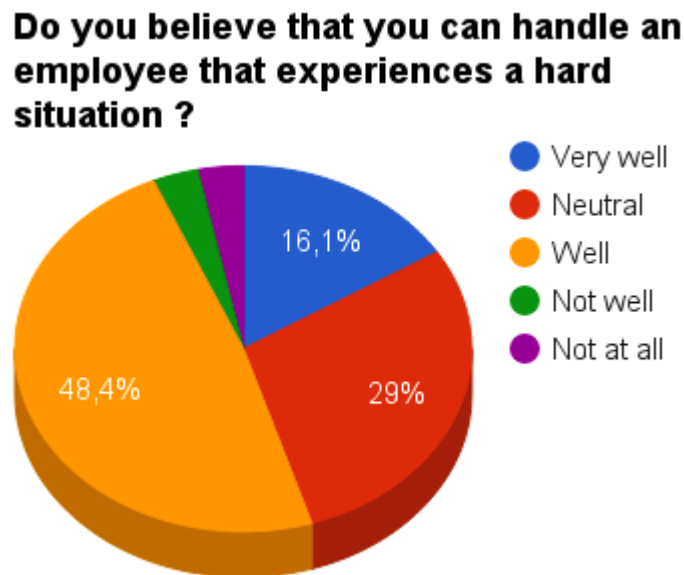


Figure 27: Survey findings from Greek companies related to the question: "Do you believe that you can handle an employee that experiences a hard situation?"

Despite their ability of recognizing if an employee experiences a hard situation, HR managers seems to find it more difficult to handle such a situation. Part of them that proved positive in the

question "Are you able to understand if an employee experiences a difficult situation?" seem to feel uncertain on whether they can handle an employee that experiences a hard situation or not. In general though, Greek HR managers proved to be capable enough to handle employees that experience hard situation.

5.1.4 Other Questions

Question 21: Which capabilities do you consider being the most important for an HR manager?

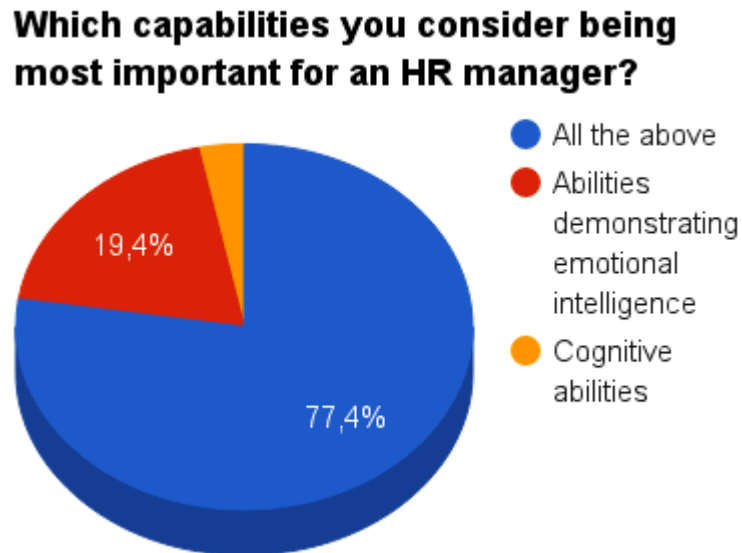


Figure 28: Survey findings from Greek companies related to the question: "Which capabilities do you consider being the most important for an HR manager?"

Most of the HR managers believe that both cognitive abilities and abilities demonstrating EI are important for an HR manager. Only a 3, 2% percent consider that cognitive abilities are most important.

Question 22: Do you often ask for help from your subordinates?

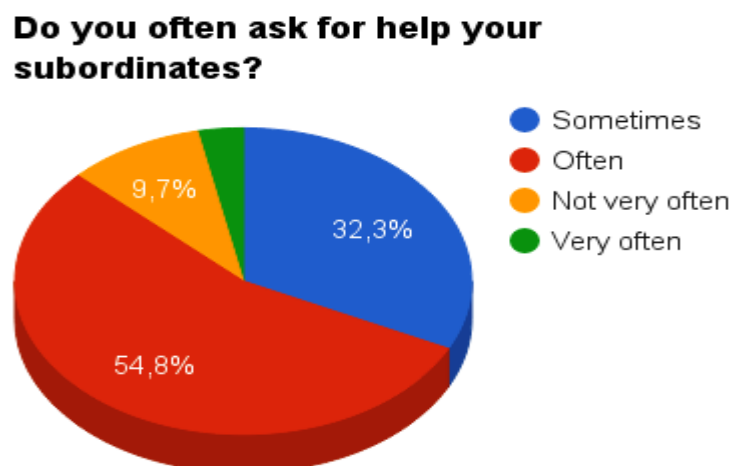


Figure 29: Survey findings from Greek companies related to the question: "Do you often ask for help from your subordinates?"

A 54, 8% percent of the HR managers are asking their subordinates for help “often”. However, a high percent of them 32, 3% hesitate to ask for help often and they choose to undertake all the responsibilities and ask for help more rarely.

Question 23: Do you consider candor as an important advantage for a leader?

Do you consider candor as an important advantage for a leader?

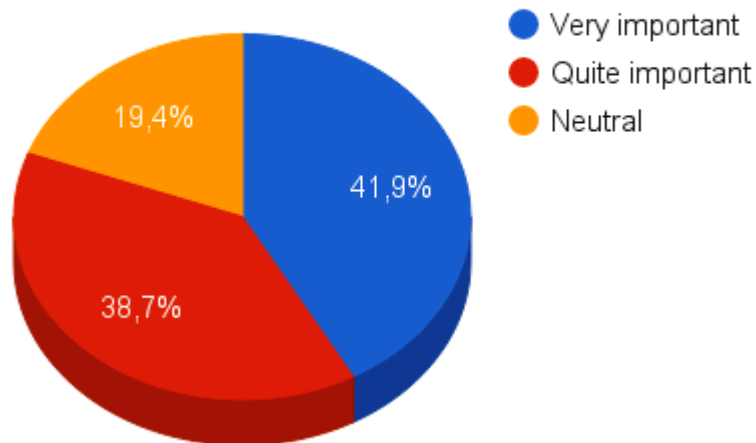


Figure 30: Survey findings from Greek companies related to the question: "Do you consider candor as an important advantage for a leader?"

Most of the HR managers (41, 9%) consider candor a very important advantage for a leader. However, a high percent of them (38, 7%) consider it “quite important” but not the most important and 19, 4% are not sure if candor is an important advantage for a leader or not.

Anova test results – Greek Sample

In this section, an ANOVA test was carried out using the data collected from thirty two companies in Greece. The test was made in order to investigate a possible correlation of Emotional Intelligence’s understanding and the gender, age, working experience and educational level of human recourses managers.

5.1.5 Emotional intelligence’s correlation with Age and Gender of HR manager.

In the first part of this section the potential correlation of age, gender and their combination is going to be examined. The questions chosen for the ANOVA test reflect the meaning of EI (understanding and managing own and others emotions). The sample of the respondents is briefly presented in the following table where they are categorized by age and gender.

Table 4 : Incidences of Age and Gender

	Value Label	N
Age	1 20-29	7
	2 30-39	15
	3 40-49	9
	4 50-59	1
Gender	1 Male	20
	2 Female	12

Hypothesis 1

The first test was carried out to examine if there is a connection between the gender, the age and also the combination of them and the understanding of the meaning of EI(Question 6 of the questionnaire). We performed a two-way ANOVA by using SPSS. Age and gender were used as independent variables and emotional intelligence was used as target variable.

Descriptive statistics and correlations are displayed in Table 5:

Table 5 : Age and Gender Effect on EI Understanding

Dependent Variable: EI Meaning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.626 ^a	6	.438	.523	.785
Intercept	241.535	1	241.535	288.639	.000
AGE	.270	3	.090	.107	.955
GENDER	.061	1	.061	.073	.790
AGE * GENDER	2.192	2	1.096	1.310	.289
Error	20.083	24	.837		
Total	543.000	31			
Corrected Total	22.710	30			

As we can see by the results no one of the variables have significant effect on the dependent variable (EI) as F- statistic is too low both for Age and Gender and also for their combination. Furthermore, the significance level (P-value) is bigger than 0.05. which means that the effect is not statistically significant.

Hypothesis 2

The second test was carried out to examine potential correlation between the gender, the age and also the combination of them and the ability of HR managers to define their own emotions (Question 7 of the questionnaire). We performed a two-way ANOVA by using SPSS. Age and gender were used as independent variables and the ability to define own emotions was used as target variable.

Descriptive statistics and correlations are displayed in Table 6:

Table 6 : Age and Gender Effect on Defining Own Emotions.

Dependent Variable: Define own emotions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.002 ^a	6	.334	.539	.773
Intercept	295.012	1	295.012	476.851	.000
Age	.719	3	.240	.387	.763
Gender	.135	1	.135	.218	.645
Age * Gender	.827	2	.414	.669	.521
Error	15.467	25	.619		
Total	587.000	32			
Corrected Total	17.469	31			

It is obvious by table 6 that there is no correlation between age and gender and the understanding of HR managers own emotions. F- statistic is too low both for Age and Gender and also for their combination. Furthermore, the significance level (P-value) is bigger than 0.05. which means that the effect is not statistically significant.

Hypothesis 3

This test was carried out to examine potential correlation between the gender, the age and also the combination of them two and the ability of HR managers to clearly express their own emotions (Question 8 of the questionnaire). We performed a two-way ANOVA by using SPSS. Age and gender were used as independent variables and the ability to clearly express own emotions was used as target variable.

Table 7 : Age and Gender Effect on Clearly expressing Own Emotions

Dependent Variable: Clearly_express_own_emotions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.492 ^a	6	1.582	1.940	.113
Intercept	248.888	1	248.888	305.260	.000
AGE	1.394	3	.465	.570	.640
GENDER	1.967	1	1.967	2.413	.133
AGE * GENDER	4.033	2	2.017	2.473	.105
Error	20.383	25	.815		
Total	526.000	32			
Corrected Total	29.875	31			

a. R Squared = .318 (Adjusted R Squared = .154)

As we can see by table 7 that there is no correlation between age and gender and the ability of HR managers to clearly express their own emotions. F- statistic is too low both for Age and Gender and also for their combination. Furthermore, the significance level (P-value) is bigger than 0.05. which means that the effect is not statistically significant.

Hypothesis 4

This test was carried out to examine potential correlation between gender, age and also the combination of them two and the ability of HR managers to clearly express their own emotions (Question 8 of the questionnaire). We performed a two-way ANOVA by using SPSS. Age and gender were used as independent variables and the ability to clearly express own emotions was used as target variable.

Table 8: Age and gender effect on understanding subordinates emotions

Dependent Variable: Understand_subordinates_emotions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.935 ^a	6	.323	.316	.923
Intercept	229.945	1	229.945	225.142	.000
Age	.431	3	.144	.141	.935
Gender	.199	1	.199	.194	.663
Age * Gender	1.643	2	.822	.804	.459
Error	25.533	25	1.021		

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Total	485.000	32			
Corrected Total	27.469	31			

It is obvious by table 6 that there is no correlation between age and gender and the understanding of HR managers own emotions. F- statistic is too low both for Age and Gender and also for their combination. Furthermore, the significance level (P-value) is bigger than 0.05. which means that the effect is not statistically significant.

Hypothesis 5

This test was carried out to examine potential correlation between the gender, the age and also the combination of them two and the ability of HR managers to clearly express their own emotions (Question 8 of the questionnaire). We performed a two-way ANOVA by using SPSS. Age and gender were used as independent variables and the ability to clearly express own emotions was used as target variable.

Table 9 : Age and gender effect on handling arguments between subordinates

Dependent Variable: Handle_argument_between_subordinates

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.550 ^a	6	.758	.884	.521
Intercept	238.463	1	238.463	277.929	.000
Age	1.177	3	.392	.457	.715
Gender	1.684	1	1.684	1.963	.174
Age * Gender	1.995	2	.997	1.163	.329
Error	21.450	25	.858		
Total	538.000	32			
Corrected Total	26.000	31			

It is obvious by table 6 that there is no correlation between age and gender and the understanding of HR managers own emotions. F- statistic was too low both for Age and Gender and also for their

combination. Furthermore, the significance level (P-value) was bigger than 0.05. which means that the effect is not statistically significant.

5.1.6 Emotional intelligence’s correlation with Educational Level and Working Experience of HR managers.

In this part of the research we examine the potential correlation between working experience and educational level of the HR managers and EI. The questions chosen for the ANOVA test reflect the meaning of EI (understanding and managing own and others emotion). The sample of the respondents is briefly presented in the following table where they are categorized by educational level and working experience.

Table 10: Incidences of Educational Level and Working Experience

Between-Subjects Factors			
		Value Label	N
Educational Level	1	High School	3
	2	Professional School	6
	3	Bachelor	8
	4	Master	12
	5	Doctoral	2
Working Experience	1	1-5 years	7
	2	6-10 years	8
	3	11-15 years	6
	4	16-20 years	6
	5	More than 20 years	4

Hypothesis 6

This test was carried out to examine if there is a connection between the educational level, the working experience and also the combination of them and the understanding of the meaning of EI (Question number 6 of the questionnaire). The two-way ANOVA test was made by using SPSS. Educational level and working experience were used as independent variables and emotional intelligence was used as target/dependent variable.

Descriptive statistics and correlations are displayed in Table 11:

Table 11: Educational Level's and Working Experience's Effect on EI

Dependent Variable: EIMeaning

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	15.243 ^a	14	1.089	2.333	.053
Intercept	332.292	1	332.292	712.054	.000
Educational Level	4.454	4	1.114	2.386	.095
Working Experience	2.562	4	.640	1.372	.287
Educational Level * Working Experience	9.135	6	1.523	3.263	.027
Error	7.467	16	.467		
Total	543.000	31			
Corrected Total	22.710	30			

a. R Squared = .671 (Adjusted R Squared = .384)

It is obvious by the results that educational level and working experience as independent variables do not have significant effect on the dependent variable (EI) as F- statistic is too low for both of them. Furthermore, the significance level (P-value) is bigger than 0.05, which means that the effect is not statistically significant. However, when it comes to their combination F- statistic is big enough and the significance level (P-value) is smaller than 0.05 which means that the effect is statistically significant and that the combination of educational level and working experience can actually persuade the understanding of emotional intelligence in human resources managers.

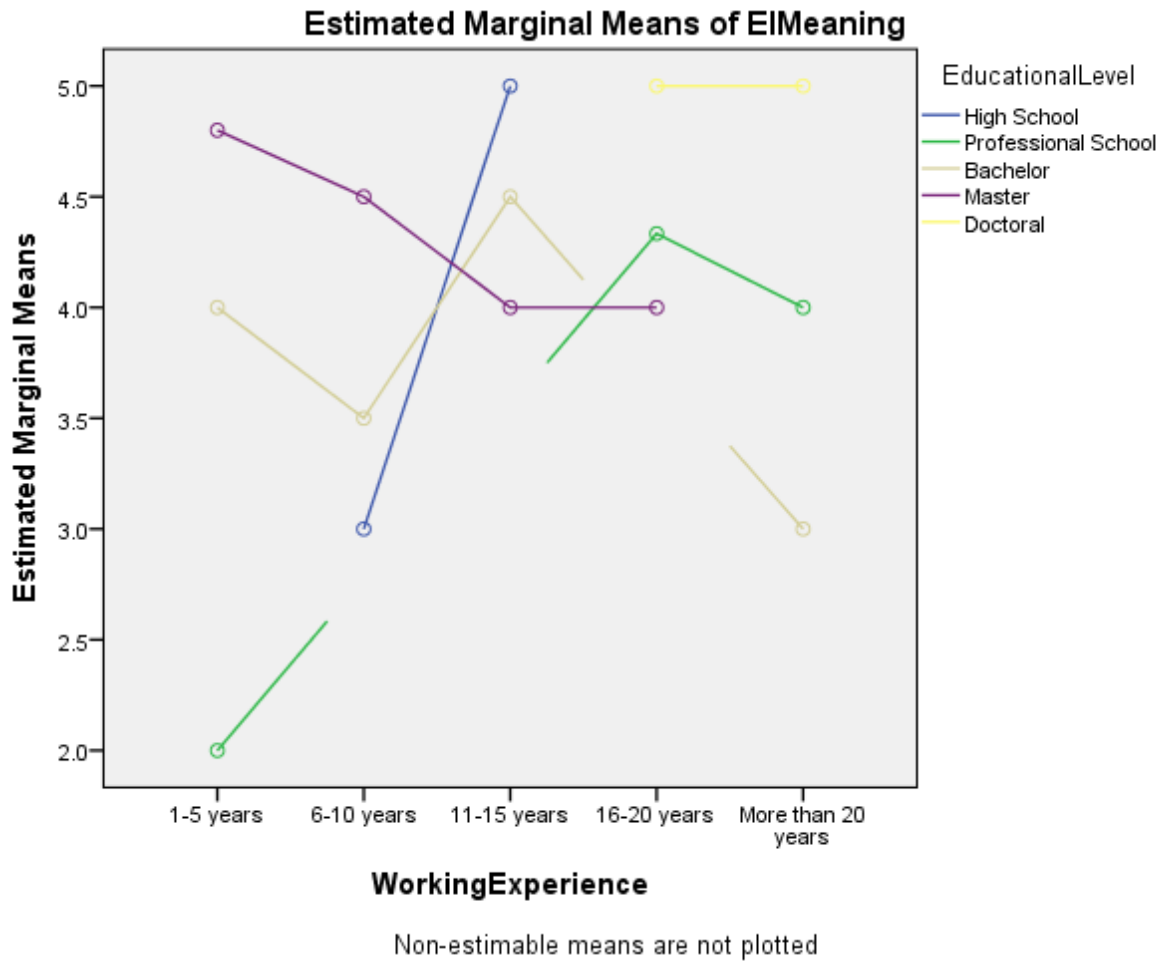


Figure 31 : Estimated marginal means of EI, regarding educational level and working experience.

According to Figure 31, the combination of working experience and educational level result in several interesting observations regarding the EI of the HR managers that participated in this survey (i.e., in Greece). First, when an HR manager is both highly educated (i.e., doctoral level) and of high working experience (i.e., more than 16 years), his/her EI is at the highest level (i.e., 5). This result is intuitively correct and reveals the first interesting correlation between the two independent variables (i.e., working experience and educational level). Second, HR managers with lower educational levels of the tertiary education (i.e., bachelor's and master's degrees), still exhibit high EI which is not necessarily (positively) affected by increasing working experience. To make this discussion concrete, the EI of the HR managers with Bachelor's level education range in [3, 4.5]; however, HR managers with low working experience (i.e., 1-5 years) show higher EI than others, equally educated HR managers, with more working experience. In the case of HR managers with a Master's level education, their EI is higher (on average) than the Bachelor-level managers, but the working experience seems to negatively affect their EI score. To better understand this correlation, we fitted a linear equation on the average EI scores of these Master-level respondents. This equation follows the trend of the purple line in Figure 31 as follows:

$$EI = -0.29 * \text{Working Experience} + 5.05, R^2 = 0.9 \text{ when the educational level is Master's degree.}$$

According to equation Y, although EI decreases with increasing working experience, this degradation is not very steep. This is shown by the value of the slope (i.e., -0.29) in equation Y.

Finally, regarding the respondents with secondary educational level (i.e., high school or professional school), we observe that working experience appears to be crucial on their EI. Specifically, both categories show a substantial increase in the EI levels with increasing working experience, as we can see from the green and blue curves in Figure 31. We conjecture that the EI of the HR managers of these educational levels use the working experience as a means to balance their modest educational level.

The effect of working experience and educational level has been studied from many researchers. According to some of them working experience was proved to play an important role in the understanding of Emotional intelligence by many researches. Natalie L. Shipley et al who made a research among university students found that “there was a significant difference between the average total emotional intelligence scores among students that had work experience and those that did not have work experience. The average total emotional intelligence score of students that had work experience was 161.3, compared to a 154.4 average emotional intelligence score among students that did not work experience”. Furthermore, that research also proved that there was no correlation found among educational level itself and Emotional Intelligence. Ramazan Hassanzadeh et al (2011) also stood for this claim. According to their research “there were no differences in Principal's emotional intelligence in different educational stages”. However. They also claimed that there was no correlation between working experience and EI too.

Whether if the previous researchers were in a dilemma or they actually had proved that educational level and working experience separately cannot have a significant effect on EI, in our research was proved by the ANOVA test's results that the combination of those two factors has a significant effect on Emotional Intelligence's understanding. This may suggest that managers of different educational levels may understand and evaluate the experience they acquire in the workplace, differently and that is why those two factors that appeared powerless separated, they can actually have significant effect on EI when they are combined.

Hypothesis 7

This test was carried out to examine if there is a connection between the educational level, the working experience and also the combination of them and the ability of the HR managers to clearly express their own emotions (Question number 8 of the questionnaire). The two-way ANOVA test was made by using SPSS. Educational level and working experience were used as independent variables and the ability of the HR managers to clearly express their own emotions as target/dependent variable.

Descriptive statistics and correlations are displayed in Table 12:

Table 12 : Educational Level’s and Working Experience’s Effect on the ability of HR managers to clearly express their emotions.

Dependent Variable: Express_Own_Emotions

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	19.008 ^a	15	1.267	1.866	.114
Intercept	350.822	1	350.822	516.548	.000
Working_Experience	3.402	4	.851	1.252	.329
Educational_Level	4.943	4	1.236	1.819	.174
Working_Experience * Educational_Level	9.737	7	1.391	2.048	.111
Error	10.867	16	.679		
Total	526.000	32			
Corrected Total	29.875	31			

Hypothesis 8

This test was carried out to examine if there is a connection between the educational level, the working experience and also the combination of them and the ability of the HR managers to manage their own emotions (question number 9). The two-way ANOVA test was made by using SPSS. Educational level and working experience were used as independent variables and the ability of the HR managers to manage their own emotions as target/dependent variable.

Descriptive statistics and correlations are displayed in Table 13:

Table 13 : Educational Level's and Working Experience's Effect on the ability of the HR managers to manage their own emotions.

Dependent Variable: Manage_Own_Emotions

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9.852 ^a	15	.657	2.159	.069
Intercept	366.860	1	366.860	1206.116	.000
Working_Experience	.580	4	.145	.477	.752
Educational_Level	6.826	4	1.707	5.611	.005
Working_Experience Educational_Level	*3.318	7	.474	1.558	.218
Error	4.867	16	.304		
Total	503.000	32			
Corrected Total	14.719	31			

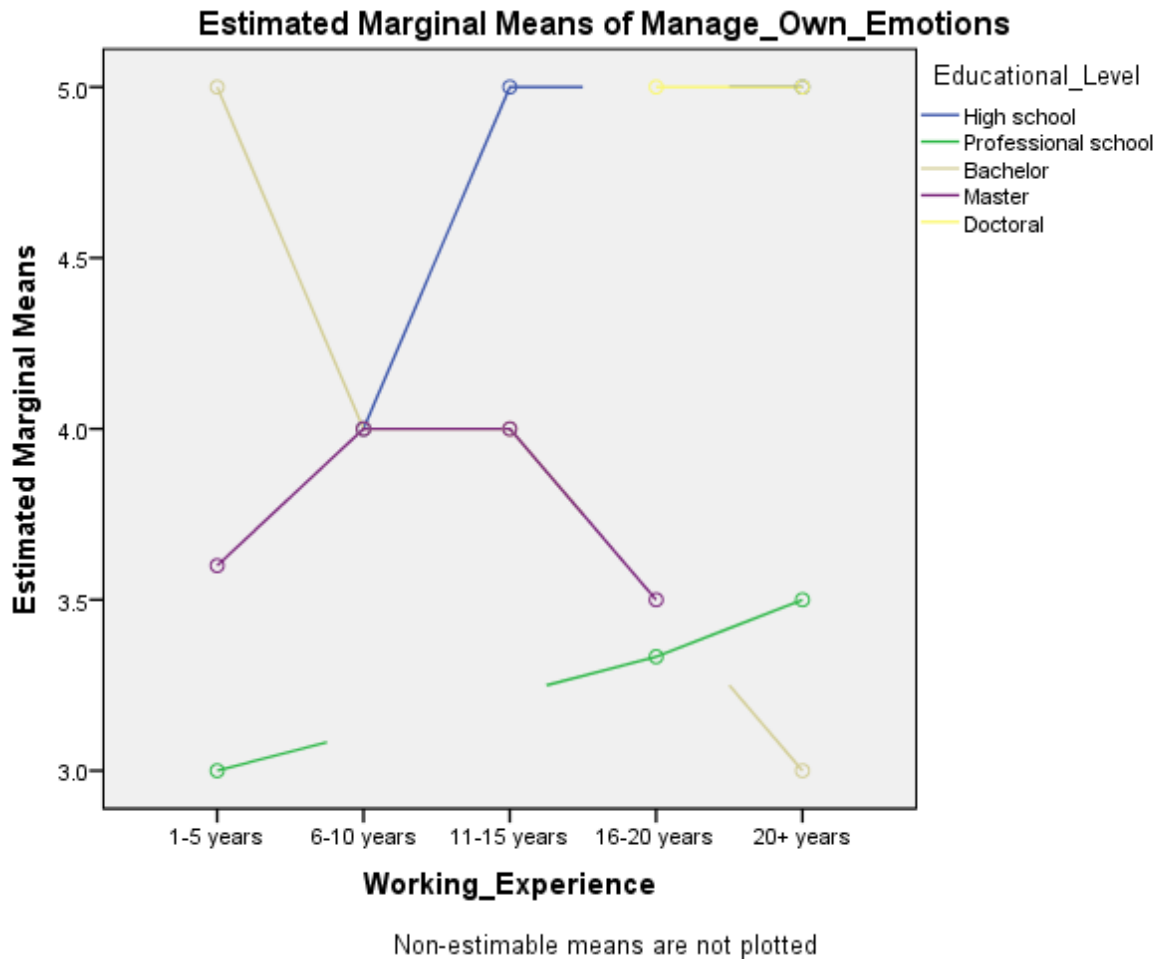


Figure 32 : Estimated marginal means of managing HR managers own emotions, regarding educational level and working experience.

Despite the fact that the significance level (P-value) regarding the correlation between educational level and the ability of HR managers to manage their own emotions is lower than 0.05, which means that the effect is statistically significant. The results appeared on Figure 32 seem to be totally random and it is impossible to explain further in which way educational level can affect the ability of the HR managers to manage their own emotions.

Hypothesis 9

This test was carried out to examine if there is a connection between the educational level, the working experience and also the combination of them and the ability of the HR managers to define the emotions of their subordinates (question number 14). The two-way ANOVA test was made by using SPSS. Educational level and working experience were used as independent variables and the ability of the HR managers to define the emotions of their subordinates was used as target/dependent variable.

Descriptive statistics and correlations are displayed in Table 14:

Table 14: Educational Level's and Working Experience's Effect on Defining Subordinates emotions.

Dependent Variable: Define_Subordinates_Emotions

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	21.835 ^a	15	1.456	4.135	.004
Intercept	286.514	1	286.514	813.769	.000
Working_Experience	5.506	4	1.376	3.909	.021
Educational_Level	8.049	4	2.012	5.716	.005
Working_Experience * Educational_Level	9.218	7	1.317	3.740	.014
Error	5.633	16	.352		
Total	485.000	32			
Corrected Total	27.469	31			

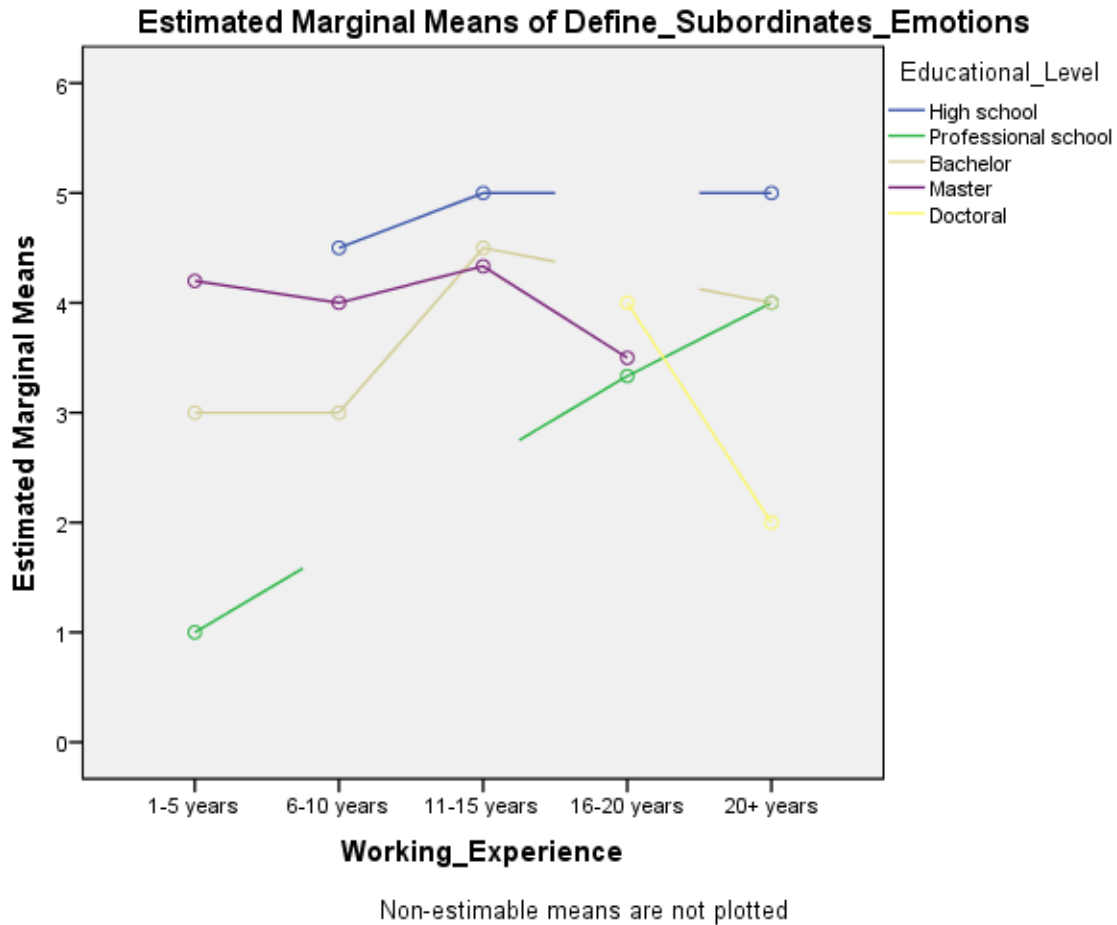


Figure 33: Estimated marginal means of defining subordinates emotions, regarding educational level and working experience.

Table 14 has shown that the independent variables (i) working experience, (ii) educational level, and (iii) their combination appear to correlate with the dependent variable “Define_Subordinates_Emotions”. However, this correlation cannot be intuitively explained by the trends in Figure 33. To make the discussion concrete, in Figure 33 we observe contradictive effects of different educational levels on the dependent variable with increasing working experience. For example, managers with a basic secondary education show increasing perception of their subordinates’ emotions with increasing working experience, as shown by the increasing slope of the green and blue curves. However, managers with stronger educational background (i.e., tertiary education) appear to have a decreasing perception of their subordinates’ emotions with increasing working experience. This perception is always lower than the perception of managers with high school education. This result suggests that a manager’s educational level is not key to perceive her subordinates’ emotions. We conjecture that other aspects of a manager’s personality might be required and that these aspects are likely disconnected from the educational level of a manager. Therefore, in this study the key independent variable that is responsible for affecting the dependent

variable is working experience. As illustrated in Figure 33, a manager’s increasing working experience results in increasing perception of his/her subordinates’ emotions in most of the cases.

Hypothesis 9

This test was carried out to examine if there is a connection between the educational level and working experience and the ability of the HR managers to handle an argument between their subordinates (question number 16). The two-way ANOVA test was made by using SPSS. Educational level and working experience were used as independent variables and the ability of the HR managers to handle an argument between their subordinates was used as target/dependent variable.

Descriptive statistics and correlations are displayed in Table 15:

Table 15: Educational Level’s and Working Experience’s Effect on Handling an Argument between Subordinates.

Dependent Variable: Handle_Argument_Between_Subordinates

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	14.033 ^a	15	.936	1.251	.330
Intercept	338.087	1	338.087	452.038	.000
Working_Experience	6.611	4	1.653	2.210	.114
Educational_Level	3.435	4	.859	1.148	.370
Working_Experience * Educational_Level	6.862	7	.980	1.311	.307
Error	11.967	16	.748		
Total	538.000	32			
Corrected Total	26.000	31			

As it can be seen by the results no one of the variables have significant effect on the dependent variable as F- statistic is too low for both of them and also for their combination. Furthermore, the significance level (P-value) was bigger than 0.05 which means that the effect was not statistically significant.

We also carried out ANOVA tests for other various combinations of Working experience, Age, Educational Level and Gender but as the effect was not statistically significant we consider it unnecessary to provide the reader with the ANOVA test results.

Survey's Outcomes - Sweden

5.1.7 Personal Information

Question 1: Age Information

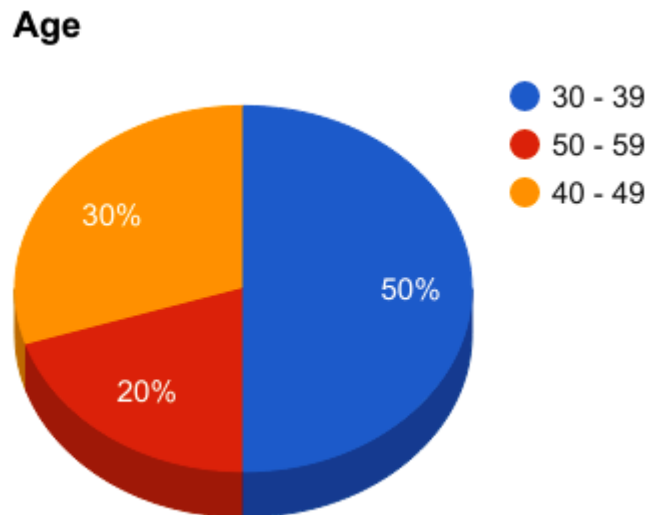


Figure 34: Survey findings from Swedish companies related to the age of the managers.

Most of the human resources managers belong to the age group of 30-39. The results are the same as in the Greek sample.

Question 2: Gender Information

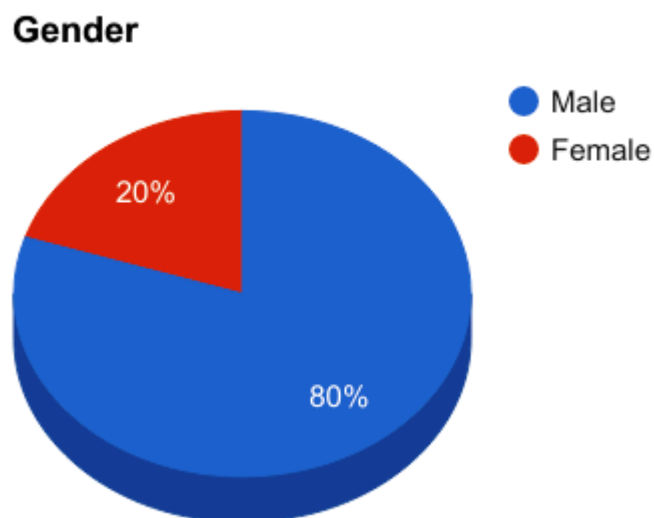


Figure 35: Survey findings from Swedish companies related to the gender of the managers.

An 80% percent of the human resources managers are male according to the research among Swedish companies. The sample is really small and it is risky to generalize the results, however, the research among Greek companies where the sample is bigger concluded to the same results.

Question 3: Civil Status Information

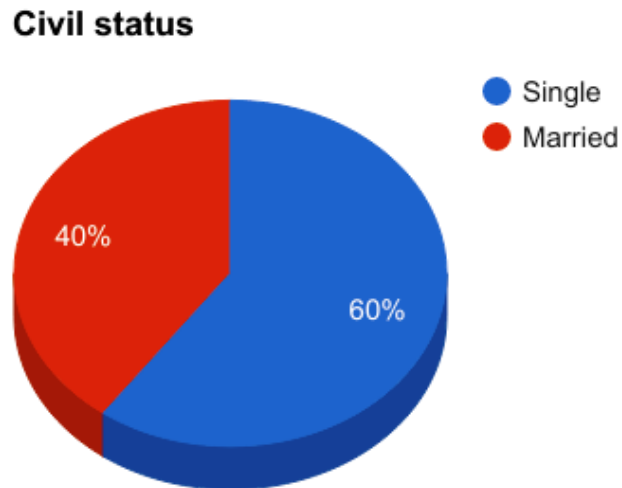


Figure 36: Survey findings from Swedish companies related to the civil status of the managers.

A 60% percent of the hr managers in Sweden are single. This is probably because of their age as most of them belong to the age group 30-39 and so they are quite young to already being married. However, as the average age of creating family in Sweden is around 30 years old according to the Statistics Sweden, this is more possible to happen because human resources managers are really hard working and this factor may plays an important role in their choice to stay single as they may do not have enough time for creating a family . The same results occur from the analysis of the Greek sample too.

Question 4: Educational Level Information

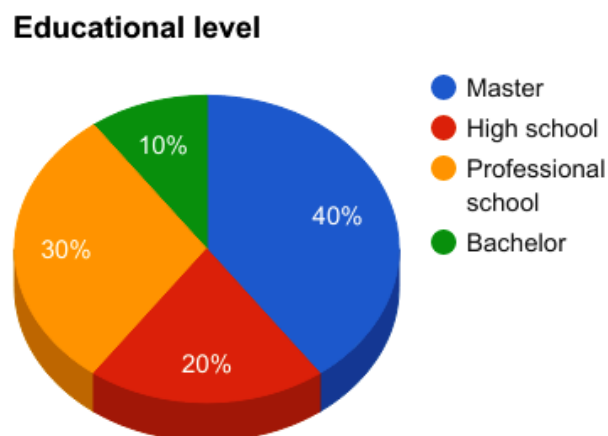


Figure 37: Survey findings from Swedish companies related to the educational level of the managers.

Most of the HR managers in Sweden hold a Master's degree, followed by them who possess a Professional school degree and them that had only finished high school. However, this is probably due to the small sample. Comparing to the Greek sample the managers that hold a Master's degree are coming in the first place followed by those who hold a Bachelor degree . However, those that only hold a Professional's school degree still have a quite big percent.

Question 5: Working Experience Information

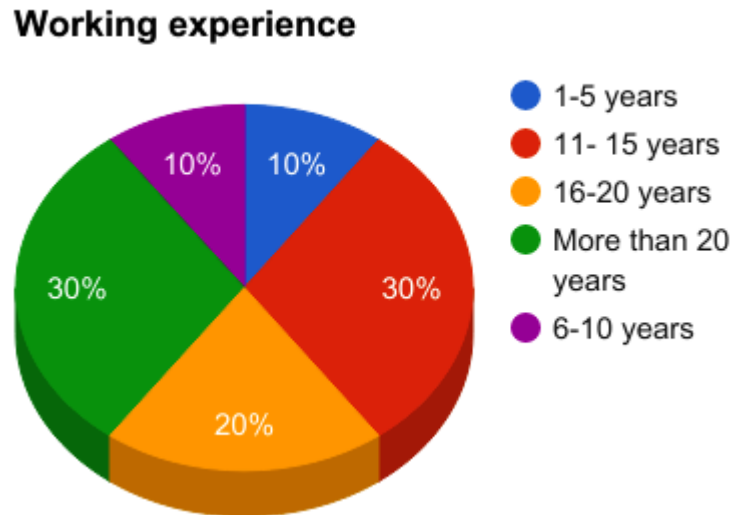


Figure 38: Survey findings from Swedish companies related to the working experience of the managers.

The majority of the HR managers in Sweden have more than 11 years of working experience. Considering that most of them belong to the age group of 30-39 Swedish HR managers seem to start their careers earlier than their Greek colleagues.

5.1.8 Identification and Management of HR Manager's Emotions

Question 6: Do you understand the meaning of Emotional Intelligence

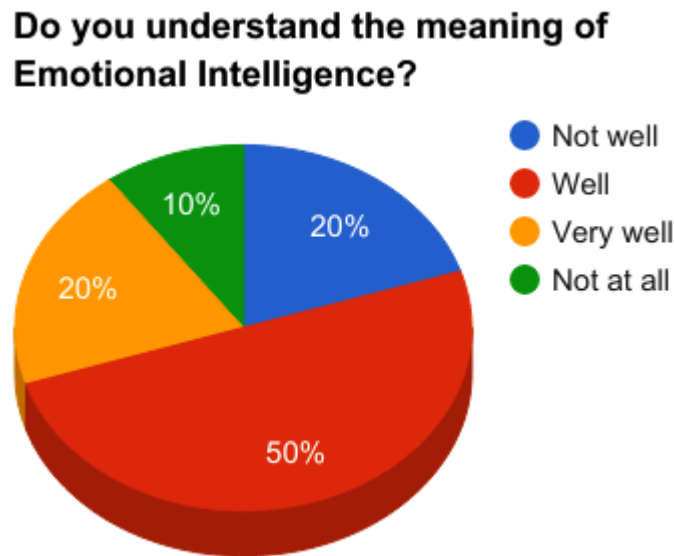


Figure 39: Survey findings from Swedish companies related to the question: "Do you understand the meaning of emotional intelligence?"

Most of the Swedish participants seem to have a good understanding of what Emotional Intelligence means just as the Greek participants. However, the percent of them that denotes unable to understand the meaning of emotional intelligence is higher in the Swedish sample. As the sample of the Swedish companies is too small (only 10 questionnaires) maybe the results are not so reliable.

Question 7: Do you believe that you are able to define the emotions that you experience?

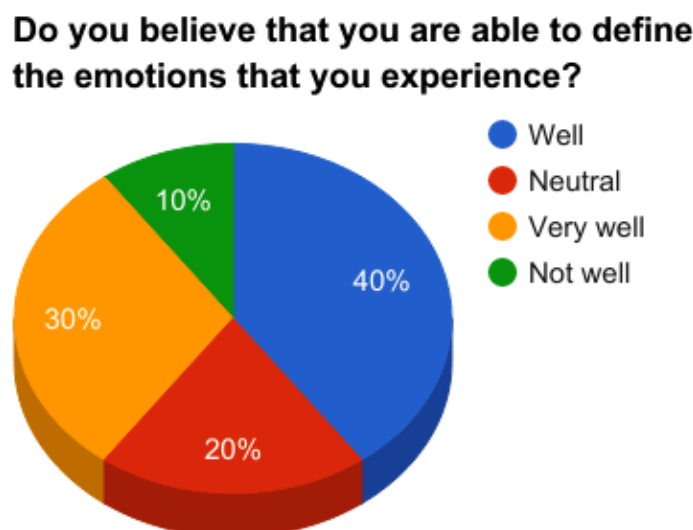


Figure 40: Survey findings from Swedish companies related to the question: "Do you believe that you are able to define the emotions that you experience?"

Most of human resources managers in Sweden (40%) claimed that they are able to "well" define the emotions that they experience and a 30% percent of the sample answer that they are able to define

their emotions “very well”. However, comparatively to the results of the Greek survey the percent of them that are unable to define their emotions is higher.

Question 8: Do you believe that you can clearly express your emotions?

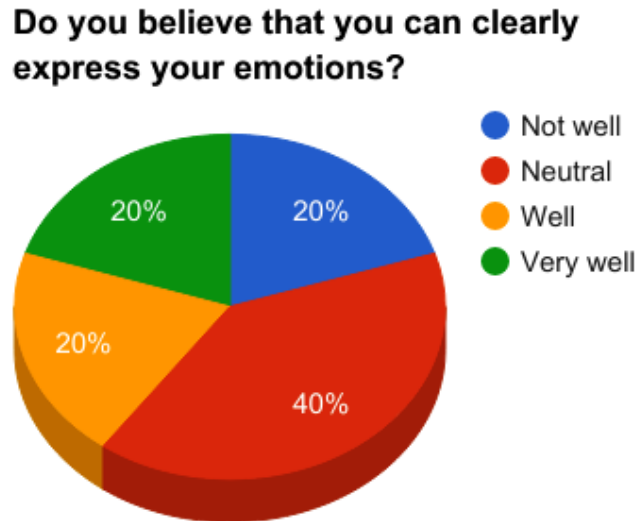


Figure 41: Survey findings from Swedish companies related to the question: “Do you believe that you can clearly express your emotions?”

The percent of the HR managers in Sweden that can “well” or “very well” express their emotions are quite low. On the other hand a 40% of them claimed that they are not certain if they can clearly express their emotions or not. Furthermore, a quite high percent (20%) of them stated that they are unable to well express their emotions. Greek HR managers proved to be more capable in expressing their emotions.

Question 9: Do you feel that you are able to manage the emotions that you experience?

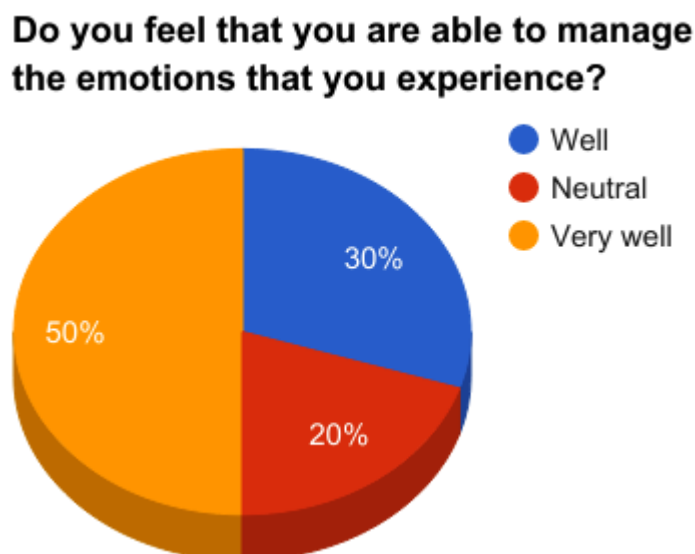


Figure 42: Survey findings from Swedish companies related to the question: “Do you feel that you are able to manage the emotions that you experience?”

A 50% of the HR managers in Sweden claimed that they are able to “very well” manage the emotions that they experience and 30% of them manage their emotions “well”. The results are similar to them of the Greek sample.

Question 10: Do you believe that you can adapt your emotions according to the situations you face?

Do you believe that you can adapt your emotions according to the situations you face?

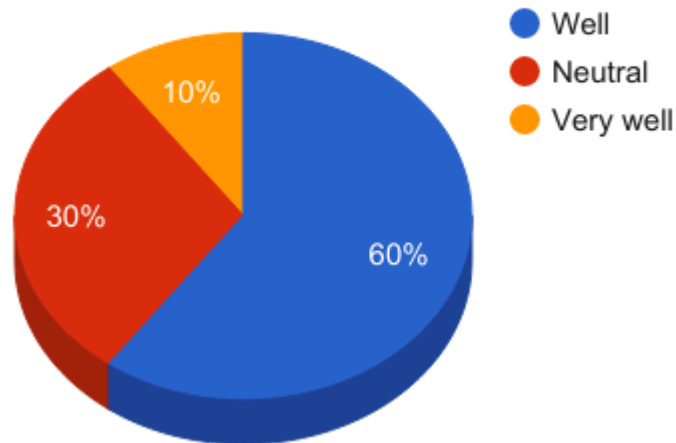


Figure 43: Survey findings from Swedish companies related to the question: “Do you believe that you can adapt your emotions according to the situations you face?”

A high percent of Swedish HR managers claimed that they are able to adapt “well” (60%) or “very well” (30%) their emotions according to the situations they face. Only a 10% percent of them are uncertain if they can adapt their emotions according to the situations or not. However, comparing to the results of the Greek sample, HR managers in Sweden proved to be more capable to adapt their emotions according to the situation.

Question 11: Is it easy for you to admit your failure?

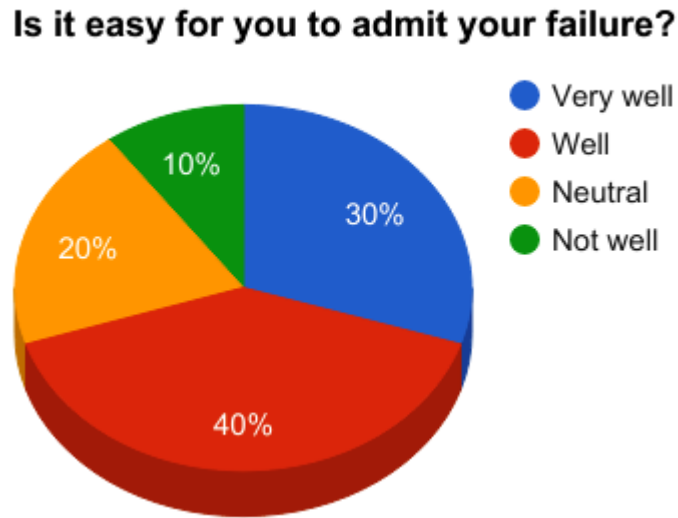


Figure 44: Survey findings from Swedish companies related to the question: “Is it easy for you to admit your failure?”

According to the diagram most of the HR managers in Sweden are able to “well” and “very well” admit their failure. The results are almost the same with them of the Greek sample.

Question 12: Do you feel that you can easily adapt to changes?

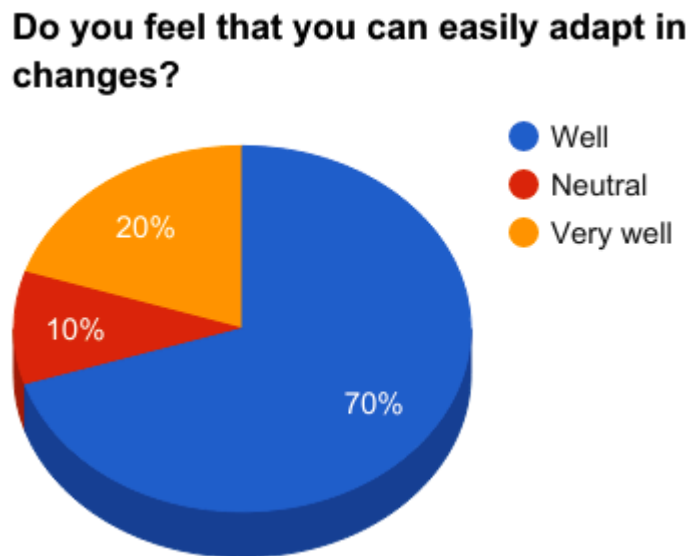


Figure 45: Survey findings from Swedish companies related to the question: “Do you feel that you can easily adapt to changes?”

It is obvious from the diagram that even most of the HR managers in Sweden are able to “well” and “very well” adapt to changes and only a 10% percent of them remains neutral in the possibility of adapting in a change. Swedish HR managers seem to be more certain of whether they can adapt or not into changes.

Question 13: Do you believe that politics/public relations are necessary to get ahead in the workplace?

Do you believe that politics/public relations are necessary to get ahead within the workplace?

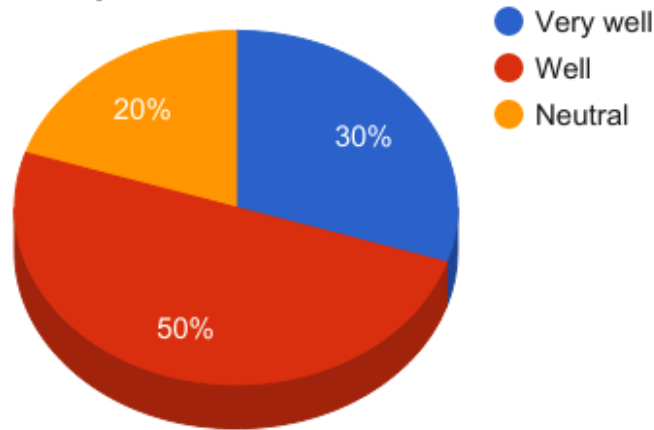


Figure 46: Survey findings from Swedish companies related to the question: “Do you believe that politics/public relations are necessary to get ahead in the workplace?”

HR managers in Sweden seem to agree with their Greek colleagues that politics play an important role in the workplace. A 50% percent of them consider that politics are “very important” in the workplace and a 30% consider politics “important”. Only a 20% of the respondents are not certain on whether politics are necessary to get ahead in the workplace or not.

5.1.9 Identification and Management of Employees' Emotions

Question 14: Are you able to define the emotions your subordinates' experience?

Are you able to define the emotions your subordinates' experience?

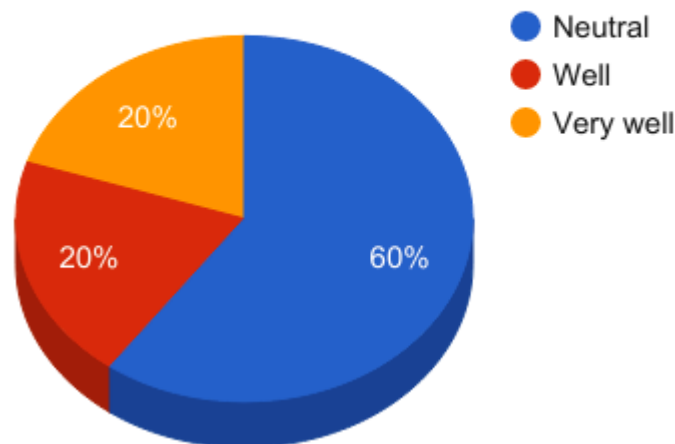


Figure 47: Survey findings from Swedish companies related to the question: “Are you able to define the emotions your subordinates' experience?”

Most of human resources managers in Sweden (60%) claimed that they not certain if they are able to define the emotions that their subordinates experience. However a 20% percent of the sample answers that they are able to “well” “define the emotions of their subordinates and another 20% percent claimed that they can “very well” define the emotions of their subordinates. These results conflict with the ones of the Greek sample as Greek HR managers seem to be more capable to define the emotions of the employees.

Question 15: After taking an important decision, are you able to recognize whether your subordinates are satisfied or not?

After taking an important decision are you able to recognize whether your subordinates are satisfied or not?

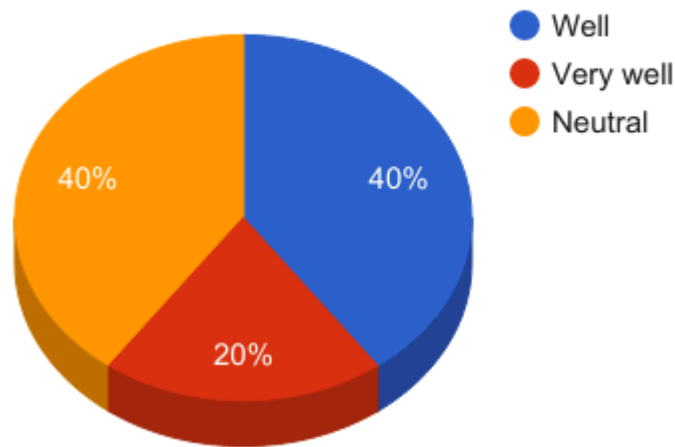


Figure 48: Survey findings from Swedish companies related to the question: "*After taking an important decision, are you able to recognize whether your subordinates are satisfied or not?*"

Most of the HR managers in Sweden are able to “well” or “very well” recognize whether their subordinates are satisfied or not with their decisions. However, a quite big part of them 40% claimed that they are not sure if they can recognize whether their subordinates are satisfied or not with their decisions. HR managers in Greece seem to be more certain regarding the satisfaction of their subordinates.

Question 16: Do you feel that you can handle an argument among the employees of the company?

Do you feel that you can handle an argument between the employees of the company?

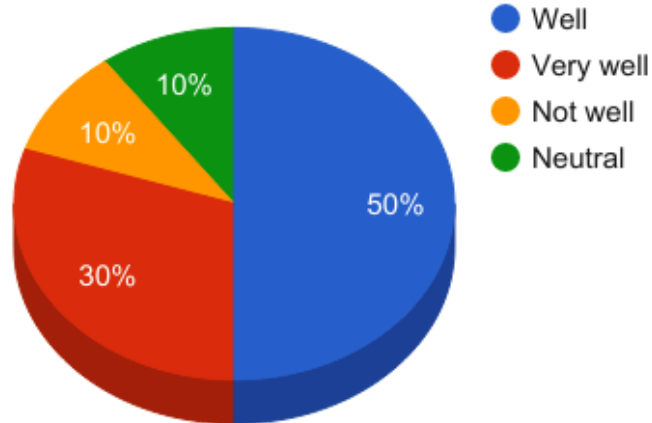


Figure 49: Survey findings from Swedish companies related to the question: "Do you feel that you can handle an argument between the employees of the company?"

Most of the HR managers are able to "well" or "very well" handle an argument between the employees of the company even though they claimed that they are unsure about their ability to define their emotions. However, a quite big part of them 22, 6% claimed that they are not sure if they can and a 6, 5% admitted that they are unable to do so. The results are almost the same regarding the HR managers in Greek companies.

Question 17: Do you feel that you can handle a failure of your team and point out the weaknesses that led to this failure without losing control of your emotions?

Do you feel that you can handle a failure of your team and point out the weaknesses that lead to this failure without losing co...

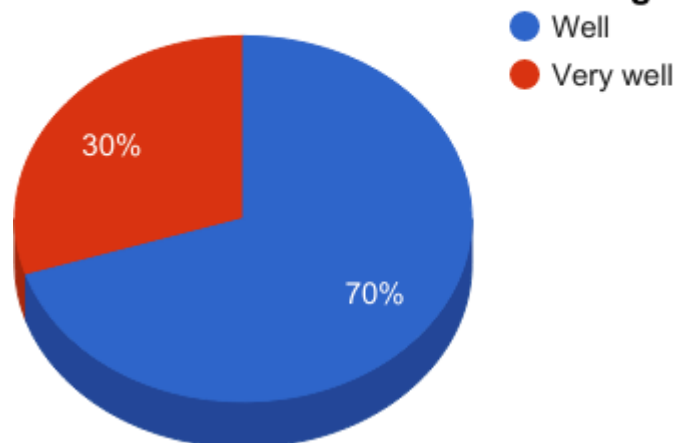


Figure 50: Survey findings from Swedish companies related to the question: "Do you feel that you can handle a failure of your team and point out the weaknesses that led to this failure without losing control of your emotions?"

According to the diagram all of the respondents in Sweden claimed that they can “well” or “very well” handle a failure of their team and point out the weaknesses that led to this failure without losing control of their emotions. The results are almost the same with them of the Greek sample however the Swedish sample is small and it the results may not represent the reality.

Question 18: Are you able to understand if an employee experiences a difficult situation?

Are you able to understand if an employee experiences a difficult situation?

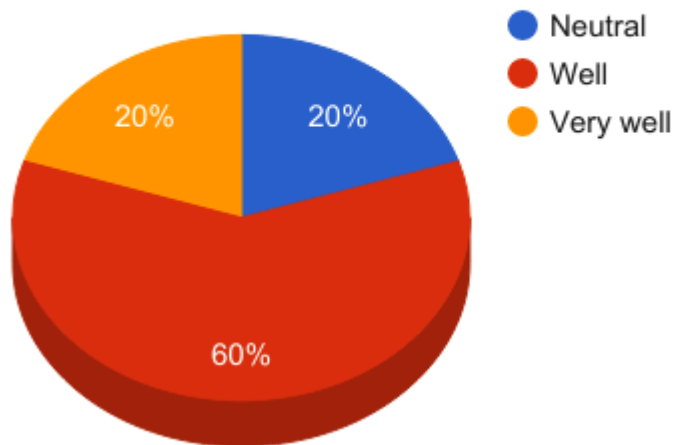


Figure 51: Survey findings from Swedish companies related to the question: "Are you able to understand if an employee experiences a difficult situation?"

The majority of the respondents in Sweden are able to understand “well” or “very well” if an employee experiences a difficult situation. This is in complete agreement with the results of the Greek sample.

Question 19: If so, how do you recognize it?

If yes. How you recognize it?

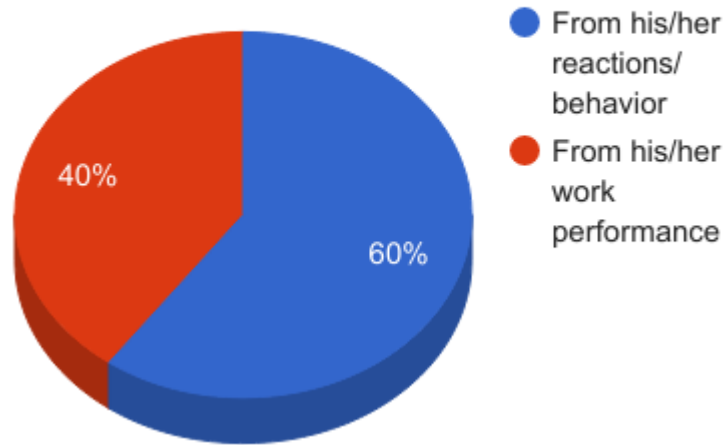


Figure 52: Survey findings from Swedish companies related to the question: "If so, how do you recognize it?"

Most of the HR managers in Sweden can recognize if an employee experiences a hard situation from his/her reactions and behavior in the workplace. However, there is a differentiation between the results of the Greek and Swedish sample. A lot of managers in Sweden claimed that they recognize when an employee experiences a hard situation from his/her work performance.

Question 20: Do you believe that you can handle an employee that experiences a hard situation?

Do you believe that you can handle an employee that experiences a hard situation ?

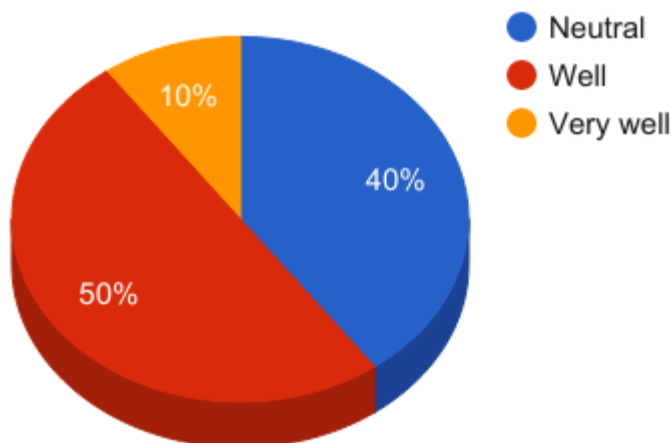


Figure 53: Survey findings from Swedish companies related to the question: "Do you believe that you can handle an employee that experiences a hard situation?"

Most of the HR managers in Sweden seem to be able to handle an employee that experiences a hard situation. However, a very big percent of them (40%) are uncertain for their ability to do so. Comparing to the percent of the Greek managers that proved to be uncertain (29%), this percent is bigger, so we conclude that Greek managers can better handle an employee that experiences a hard situation. However, as the two samples are unequal we cannot be sure for the validity of this statement.

5.1.10 Other Questions

Question 21: Which capabilities do you consider being the most important for an HR manager?

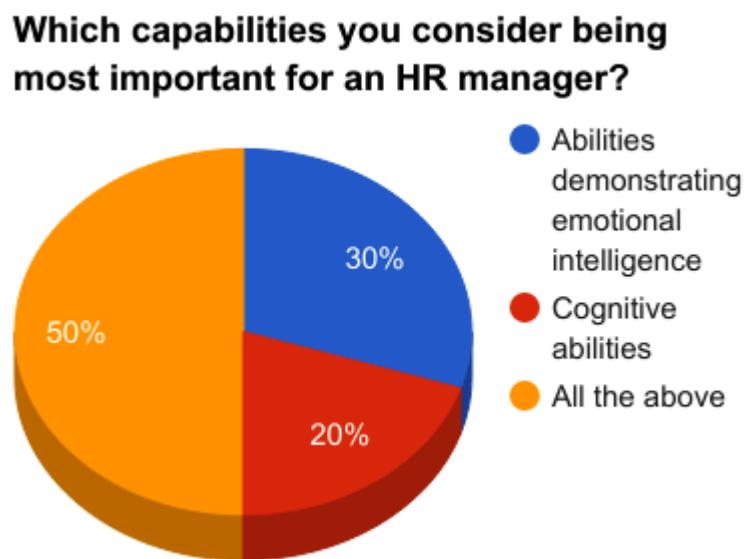


Figure 54: Survey findings from Swedish companies related to the question: "Which capabilities do you consider being the most important for an HR manager?"

Most of the HR managers in Sweden believe that both cognitive abilities and abilities demonstrating EI are important for an HR manager. However a quite high 20% percent consider that cognitive abilities are most important. The results are almost the same with the Greek sample and HR managers from both countries seem to share the same opinion.

Question 22: Do you often ask for help from your subordinates?

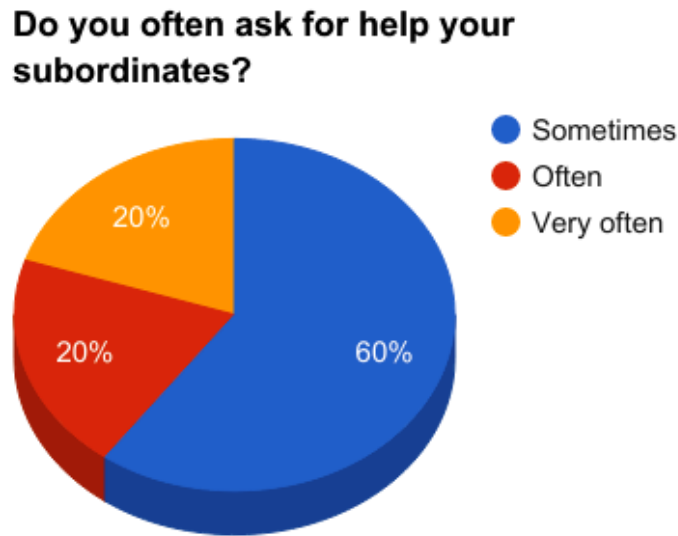


Figure 55: Survey findings from Swedish companies related to the question: "Do you often ask for help from your subordinates?"

A 60% percent of the HR managers in Sweden are choosing to undertake all the responsibilities and ask their subordinates for help more rarely. Only a 20% percent of them ask their subordinates for help often or very often. This result contradicting the results of the greek sample where the HR managers seems to ask often their subordinates for help.

Question 23: Do you consider candor as an important advantage for a leader?

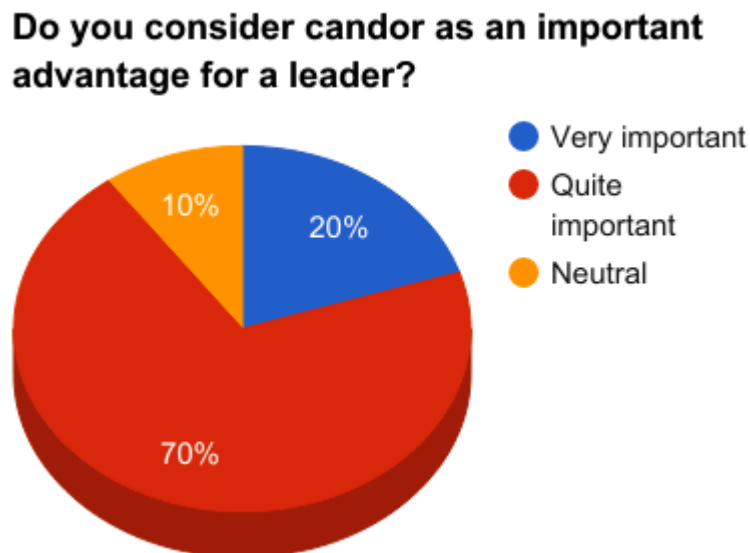


Figure 56: Survey findings from Swedish companies related to the question: "Do you consider candor as an important advantage for a leader?"

Most of the HR managers (70%) in Sweden consider candor as a "quite important" advantage for a leader but not the most important. Only, a 20% percent of them consider it "very important" and 10% percent of them are not sure whether candor is an important advantage for a leader or not.

Swedish HR managers seem not to evaluate candor the same as Greek one's as Greek Hr managers consider it more important.

ANOVA's test results – Swedish Sample

In this section, an ANOVA test was carried out using the data collected from thirty companies in Greece. The test was made in order to investigate a possible correlation of Emotional Intelligence's understanding and the gender, age, working experience and educational level of human resources managers.

5.1.11 Emotional intelligence's correlation with Age and Gender of HR manager.

Hypothesis 1

The first test was carried out to examine if there is a connection between the gender, the age and also the combination of them and the understanding of the meaning of EI. I performed a two-way ANOVA by using SPSS. Age and gender were used as independent variables and emotional intelligence was used as target variable.

Descriptive statistics and correlations are displayed in Table 18 and Table 19, respectively:

Table 16: Incidences of Age and Gender

	Value Label	N
Age	2 30-39	5
	3 40-49	3
	4 50-59	2
Gender	1 Male	8
	2 Female	2

Table 17: Age and Gender’s Effect on Understanding EI Meaning.

Dependent Variable: EIMeaning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.700 ^a	4	1.425	.660	.646
Intercept	99.117	1	99.117	45.888	.001
Age	5.046	2	2.523	1.168	.383
Gender	.286	1	.286	.132	.731
Age * Gender	.286	1	.286	.132	.731
Error	10.800	5	2.160		
Total	139.000	10			
Corrected Total	16.500	9			

a. R Squared = .345 (Adjusted R Squared = -.178)

As we can see by the results no one of the variables have significant effect on the dependent variable (EI) as F- statistic was too low both for Age and Gender and also for their combination. Furthermore, the significance level (P-value) is bigger than 0.05. which means that the effect is not statistically significant.

5.1.12 Emotional intelligence’s understanding correlation with Educational Level and Working Experience of HR managers.

Hypothesis 2

The second test was carried out to examine if there is a connection between the educational level, the working experience and also the combination of them and the understanding of the meaning of EI. The two-way ANOVA test was made by using SPSS. Educational level and working experience were used as independent variables and emotional intelligence was used as target/dependent variable.

Emotional Intelligence and management: Human Resources

Descriptive statistics and correlations are displayed in Table 20 and Table 21, respectively:

Table 18: Incidences of Educational Level and Working Experience

		Value Label	N
Educational Level	1	High school	2
	2	Professional school	3
	3	Bachelor	1
	4	Master	4
Working Experience	1	1-5 years	1
	2	6-10 years	1
	3	11-15 years	3
	4	16-20 years	2
	5	More than 20 years	3

Table 19: Educational Level and Working Experience Effect on Understanding EI Meaning.

Dependent Variable: EI Meaning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16.000 ^a	8	2.000	4.000	.369
Intercept	88.413	1	88.413	176.826	.048
Educational Level	4.567	3	1.522	3.044	.393
Working Experience	8.650	4	2.163	4.325	.344
Educational Level * Working Experience	.409	1	.409	.818	.532
Error	.500	1	.500		
Total	139.000	10			
Corrected Total	16.500	9			

a. R Squared = .970 (Adjusted R Squared = .727)

It is obvious by the results that educational level and working experience as independent variables do not have significant effect on the dependent variable (EI) as F- statistic is too low for both of them. Furthermore, the significance level (P-value) is bigger than 0.05, which means that the effect was not statistically significant. Even the combination of the two independent variable does not seem to have any significant effect on EI.

5.1.13 Emotional intelligence’s correlation with Educational Level and gender of HR managers.

Hypothesis 3

The third test was carried out to examine if there is a connection between the educational level in combination with gender and the understanding of the meaning of EI. The two-way ANOVA test was made by using SPSS. Educational level and gender were used as independent variables and emotional intelligence was used as target/dependent variable.

Descriptive statistics and correlations are displayed in Table 22 and Table 23, respectively:

Table 20: Incidences of Educational Level and Gender

		Value Label	N
Educational Level	1	High school	2
	2	Professional school	3
	3	Bachelor	1
	4	Master	4
Gender	1	Male	8
	2	Female	2

Table 21: Tests of Between-Subjects Effects

Dependent Variable: EIMeaning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.333 ^a	5	1.867	1.042	.498
Intercept	96.049	1	96.049	53.609	.002
Educational Level	4.506	3	1.502	.838	.539
Gender	.480	1	.480	.268	.632
Educational Level * Gender	1.657	1	1.657	.925	.391
Error	7.167	4	1.792		
Total	139.000	10			
Corrected Total	16.500	9			

a. R Squared = .566 (Adjusted R Squared = .023)

It is obvious by the results that educational level and working experience as independent variables do not have significant effect on the dependent variable (EI) as F- statistic is too low for both of them. Furthermore, the significance level (P-value) is bigger than 0.05, which means that the effect is not statistically significant. Even the combination of the two independent variable does not seem to have any significant effect on EI.

We conducted ANOVA tests for all the questions regarding emotional intelligence (as in the Greek sample) but probably because of the small sample it proved impossible to find any kind of correlation between the fixed factors age, gender, working experience and educational level and all the questions that reflected the meaning of someone being emotional intelligent. So, we decided not to present the tables with the results to the reader as there were not fruitful. We also choose to present the main question's (EI's meaning understanding) ANOVA test results which still do not prove any kind of correlation between the fixed factors and the dependent variable.

6 Limitations

There are various limitations concerning this Master Thesis and even though the researcher manages to eliminate most of them, some still existed. Most of them regard time limitations. More specifically the main limitations are:

1. The limited time of the researcher due to excessive workload during the period of drawing up the specific research.
2. The limited time of human resource managers, that prevents them from submitting the questionnaires.
3. The researcher's lack of experience in statistics and surveys in general, which actually slows down the whole process.
4. The fact that the questionnaires released in two different countries (Greece and Sweden) and this was time consuming and demanded greater effort to collect them.

Regarding the second limitation Human Resource managers limited time was a major problem during the survey. More specifically in Greece it takes about three months to gather 32 responds from HR managers of various companies. We have sent about 100 questionnaires and we have to push the managers in order to finally answer the questionnaire by sending weekly reminders.

The same procedure followed for the Swedish companies respectively but despite the weekly reminders and despite the fact that we detain the time period of the survey no one answered at first. In order to gather some questionnaires I started visiting companies and ask for the HR managers. This way I managed to gather 10 responses from Swedish companies. However, the amount of the responses was not adequate and this fact limitate the extend of my survey and persuade the ANOVA test results as such a small sample cannot considered as reliable. So we finally conclude to present the ANOVA test results mostly of the Greek sample as it was impossible to find any kind of correlations using the data of the Swedish sample.

7 Future Work

During my research for this thesis a lot of questions emerged. I started feeling that there are gaps in bibliography that had to be explored. The main argument in concern with Emotional Intelligence is that the existing definitions and models seem to downgrade IQ and idealize emotion. The thought behind this model is that IQ may actually enhance Emotional Intelligence. According to the definition Emotional Intelligence is the ability to identify and understand not only our emotions but also the emotions of other people and being able to manage them in ourselves but also in our relationships. The questions that reasonably emerge are the following:

- How a person with low IQ would ever being able to identify and control his/her own emotions and also the emotions of others and how they could use them to inspire, motivate somebody in order to achieve the best possible result for both parts?
- How easy is for a leader with high Emotional Intelligence to take “hard” decisions (e.g. staff reduction) when required?
- Should decision making be independent from leader’s emotions?

All these questions made me feel that there is a strong need to create a model for EI that also includes IQ and logic. Furthermore, EI is something that according to psychologists preexists to some extent to every human being, but in the most widely known models Innate EI is just ignored.

A more thorough EI model, according to my view will be the following:

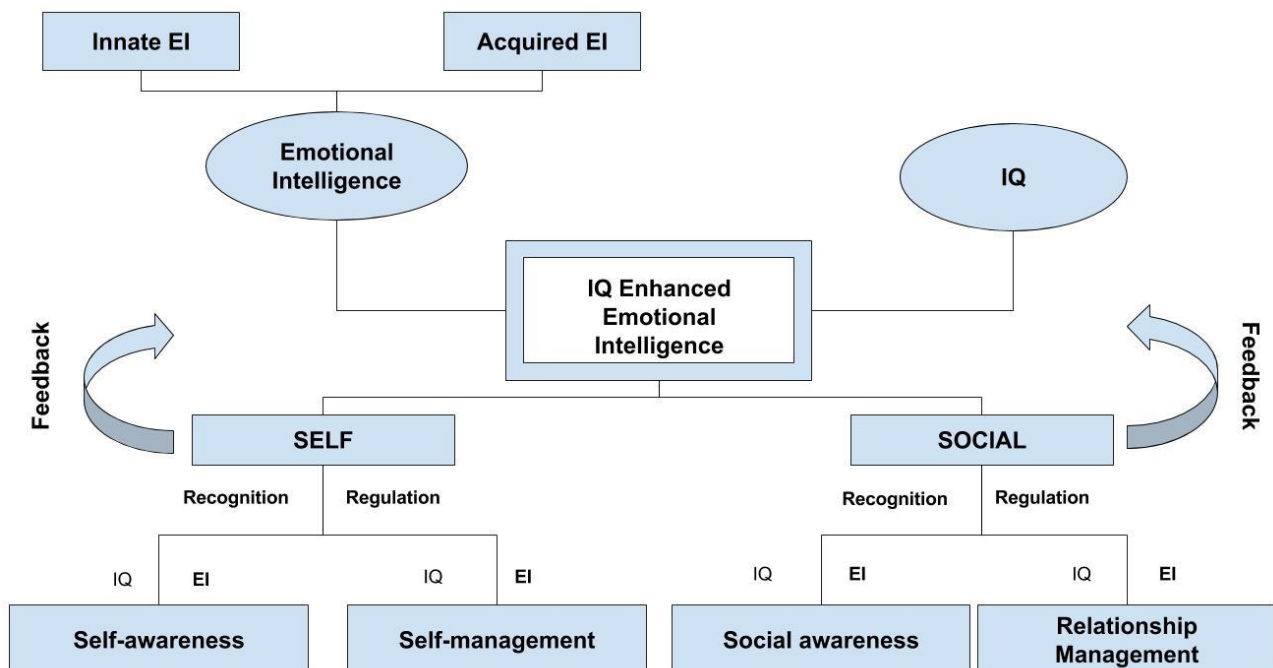


Figure 57: Total Emotional Intelligence proposed model

According to this model Emotional Intelligence pre-exist in some level in humans and each one of us is born with a different level of EI. During the years and depending on the environment in which someone is raised and live he/she can acquire extra emotional intelligence. Furthermore, the model suggests that emotional intelligence can reach a higher level if it is enhanced by IQ. Also, the model point out the importance of feedback which actually represents the experiences and the stimulus's that can help someone to reach a higher level of emotional intelligence.

However, in this thesis no research was made to prove the connection between Emotional Intelligence and IQ so I propose it for future work.

8 Conclusion

Summarizing up, according to the survey conducted in HRM departments of Greek and Swedish companies, it appears that emotional intelligence is now an integral part of the successful management of human resources.

The results of the survey revealed that most of the people that work as human resources managers have a good understanding of what emotional intelligence is and they are able enough to define and managing their own emotions. It seems that most of them considered it more difficult to clearly express their emotions especially the HR managers of the Swedish companies who proved to be mostly neutral in relevance of their ability to do so. Greek HR managers though, declare that they are able enough to do so.

When it comes to the identification and management of the emotions of their subordinates most of the respondents in Greece claimed that they are able to identify any kind of emotion that their subordinates experiences but Swedish respondents proved to find it easier to identify “bad” kind of emotions like sadness.

All the respondents proved to be able to admit their failure but also the failure of their team and they are capable enough to handle any kind of argument between their subordinates.

Most of the respondents consider that emotional intelligence is one of the most important abilities that an HR manager could have in order to be succesfull and only a very low percent consider that only cognitive abilities required to successfully manage employees.

Most of the human resources executives proved that they are of very high emotional intelligence as beyond self-awareness and empathy, they are also characterized by strong self-control and behavioral incentives like self-regulation skills, reliability and diligence .

According to the results emerged from the questionnaire analysis we also conducted the following conclusions for both Greece and Sweden:

- Human resources managers are more possible to be male
- Human resources managers are more possible to be single
- They mostly possess a Master’s degree
- They have some difficulties on sharing the workload with their subordinates and asking them often for help.

As far as the criteria of age, gender, working experience and educational level are concerned, according to the Anova test results we conducted the following conclusions :

- Age and gender does not seem to play any important role on wether someone has high emotional intelligence or not. Even their combination does not seem to have any significant effect.
- Working experience and educational level proved to correlate with the level of emotional intelligence of HR managers. Even if separately proved that they cannot in all cases affect

EI when they are combined they have a significant effect on the EI level of human resources managers.

- Educational level seems to affect the ability of HR managers to manage their own emotions.

According to these results we can assume that EI is not only an innate characteristic but also a characteristic that can be cultivated and developed through experiences and education and through the procedure of gaining self –awareness which is the building block on acquire emotional intelligence skills.

Generally emotional intelligence’s evolution seems to persuade every aspect of HRM and more and more organizations adopt strategies that evolves emotional intelligence. Human resources are the most valuable part of a company and companies want to evaluate them in the best way. In the 21st century organizations seem to have fully awareness of the importance of emotional intelligence and it is no coincidence that those who are selected for the management of human resources are distinguished by a high level of emotional intelligence.

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Appendix A - Questionnaire

Personal Information

1. Age:

- 20 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 +

2. Gender:

- Male
- Female

3. Civil status:

- Single
- Engaged

4. Educational level:

- High school
- Professional school
- Bachelor
- Master
- Doctoral

5. Working experience:

- 1-5 years
- 6-10 years
- 11- 15 years
- 16-20 years

Questions regarding the ability of HR managers define and manage their own emotions.

6. Do you understand the meaning of Emotional Intelligence?

- Not at all
- Not well
- Neutral
- Well
- Very well

7. Do you believe that you are able to define the emotions that you experience?

- Not at all
- Not well
- Neutral
- Well
- Very well

8. Do you believe that you can clearly express your emotions?

- Not at all
- Not well
- Neutral
- Well
- Very well

9. Do you feel that you are able to manage the emotions that you experience?

- Not at all
- Not well
- Neutral
- Well
- Very well

10. Do you believe that you can adapt your emotions according to the situations you face?

- Not at all
- Not well
- Neutral
- Well
- Very well

11. Is it easy for you to admit your failure?

- Not at all
- Not well
- Neutral

- Well
- Very well

12. Do you feel that you can easily adapt to changes?

- Not at all
- Not well
- Neutral
- Well
- Very well

13. Do you believe that politics/public relations are necessary to get ahead within the workplace?

- Not at all
- Not well
- Neutral
- Well
- Very well

Questions regarding identification and management of employees emotions

14. Are you able to define the emotions your subordinates' experience?

- Not at all
- Not well
- Neutral
- Well
- Very well

15. After taking an important decision, are you able to recognize whether your subordinates are satisfied or not?

- Not at all
- Not well
- Neutral
- Well
- Very well

16. Do you feel that you can handle an argument between the employees of the company?

- Not at all
- Not well
- Neutral
- Well
- Very well

17. Do you feel that you can handle a failure of your team and point out the weaknesses that led to this failure without losing control of your emotions?

- Not at all
- Not well
- Neutral
- Well
- Very well

18. Are you able to understand if an employee experiences a difficult situation?

- Not at all
- Not well

- Neutral
- Well
- Very well

19. If so, how do you recognize it?

- From his/her facial expressions
- From his/her reactions/behavior
- From his/her work performance
- Other(specify).

20. Do you believe that you can handle an employee that experiences a hard situation ?

- Not at all
- Not well
- Neutral
- Well
- Very well

Questions Identifying HR managers perception regarding how they should act in the workplace.

21. Which capabilities do you consider being the most important for an HR manager?

- Technical skills
- Cognitive abilities
- Abilities demonstrating emotional intelligence
- All the above

22. Do you often ask for help from your subordinates?

- Not at all
- Not very often
- Sometimes
- Often
- Very often

23. Do you consider candor as an important advantage for a leader?

- Not at all
- Not that important
- Neutral
- Quite important
- Very important

Appendix B – ANOVA Test Results – Greek Sample

UNIANOVA EI_Meaning BY Educational_Level _Working_Experience

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
EducationalLevel	1	High School	3
	2	Professional School	6
	3	Bachelor	8
	4	Master	12
	5	Doctoral	2
WorkingExperience	1	1-5 years	7
	2	6-10 years	8
	3	11-15 years	6
	4	16-20 years	6
	5	More than 20 years	4

Levene's Test of Equality of Error Variances^a

Dependent Variable: EI Meaning

F	df1	df2	Sig.
2.868	14	16	.023

Emotional Intelligence and management: Human Resources

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.^a

a. Design: Intercept + EducationalLevel + WorkingExperience + EducationalLevel * WorkingExperience

Tests of Between-Subjects Effects

Dependent Variable: EI Meaning

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	15.243 ^a	14	1.089	2.333	.053
Intercept	332.292	1	332.292	712.054	.000
EducationalLevel	4.454	4	1.114	2.386	.095
WorkingExperience	2.562	4	.640	1.372	.287
EducationalLevel * WorkingExperience	9.135	6	1.523	3.263	.027
Error	7.467	16	.467		
Total	543.000	31			
Corrected Total	22.710	30			

a. R Squared = .671 (Adjusted R Squared = .384)

Estimated Marginal Means

Emotional Intelligence and management: Human Resources

1. Grand Mean

Dependent Variable: EI Meaning

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
4.042 ^a	.141	3.743	4.342

a. Based on modified population marginal mean.

2. EducationalLevel

Dependent Variable: EI Meaning

EducationalLevel	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High School	4.000 ^a	.418	3.113	4.887
Professional School	3.444 ^a	.308	2.791	4.098
Bachelor	3.750 ^a	.283	3.150	4.350
Master	4.325 ^a	.211	3.877	4.773
Doctoral	5.000 ^a	.483	3.976	6.024

a. Based on modified population marginal mean.

3. WorkingExperience

Dependent Variable: EI Meaning

WorkingExperience	Mean	Std. Error	95% Confidence Interval
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			Lower Bound	Upper Bound
1-5 years	3.600 ^a	.338	2.884	4.316
6-10 years	3.667 ^a	.255	3.127	4.206
11-15 years	4.500 ^a	.308	3.846	5.154
16-20 years	4.444 ^a	.308	3.791	5.098
More than 20 years	4.000 ^a	.360	3.237	4.763

a. Based on modified population marginal mean.

4. EducationalLevel * WorkingExperience

Dependent Variable: EI Meaning

EducationalLevel	WorkingExperience	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
High School	1-5 years	. ^a	.	.	.
	6-10 years	3.000	.483	1.976	4.024
	11-15 years	5.000	.683	3.552	6.448
	16-20 years	. ^a	.	.	.
	More than 20 years	. ^a	.	.	.
Professional School	1-5 years	2.000	.683	.552	3.448
	6-10 years	. ^a	.	.	.
	11-15 years	. ^a	.	.	.
	16-20 years	4.333	.394	3.497	5.169
	More than 20 years	4.000	.483	2.976	5.024
Bachelor	1-5 years	4.000	.683	2.552	5.448
	6-10 years	3.500	.342	2.776	4.224

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	11-15 years	4.500	.483	3.476	5.524
	16-20 years	. ^a	.	.	.
	More than 20 years	3.000	.683	1.552	4.448
	1-5 years	4.800	.306	4.152	5.448
	6-10 years	4.500	.483	3.476	5.524
Master	11-15 years	4.000	.394	3.164	4.836
	16-20 years	4.000	.483	2.976	5.024
	More than 20 years	. ^a	.	.	.
	1-5 years	. ^a	.	.	.
	6-10 years	. ^a	.	.	.
Doctoral	11-15 years	. ^a	.	.	.
	16-20 years	5.000	.683	3.552	6.448
	More than 20 years	5.000	.683	3.552	6.448

a. This level combination of factors is not observed, thus the corresponding population marginal mean is not estimable.

Post Hoc Tests

EducationalLevel

Multiple Comparisons

Dependent Variable: EI Meaning

Bonferroni

(I) EducationalLevel	(J) EducationalLevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
High School	Professional School	-.17	.483	1.000	-1.74
	Bachelor	-.08	.462	1.000	-1.59

Emotional Intelligence and management: Human Resources

Professional School	Master	-0.75	.441	1.000	-2.18
	Doctoral	-1.33	.624	.483	-3.36
	High School	.17	.483	1.000	-1.40
	Bachelor	.08	.369	1.000	-1.12
Bachelor	Master	-0.58	.342	1.000	-1.69
	Doctoral	-1.17	.558	.528	-2.98
	High School	.08	.462	1.000	-1.42
	Professional School	-0.08	.369	1.000	-1.28
Master	Master	-0.67	.312	.483	-1.68
	Doctoral	-1.25	.540	.343	-3.01
	High School	.75	.441	1.000	-.68
	Professional School	.58	.342	1.000	-.53
Doctoral	Bachelor	.67	.312	.483	-.35
	Doctoral	-0.58	.522	1.000	-2.28
	High School	1.33	.624	.483	-.69
	Professional School	1.17	.558	.528	-.65
	Bachelor	1.25	.540	.343	-.51
	Master	.58	.522	1.000	-1.11

Multiple Comparisons

Dependent Variable: EI Meaning

Bonferroni

(I) EducationalLevel	(J) EducationalLevel	95% Confidence Interval
		Upper Bound
High School	Professional School	1.40
	Bachelor	1.42
	Master	.68

Emotional Intelligence and management: Human Resources

	Doctoral	.69
	High School	1.74
Professional School	Bachelor	1.28
	Master	.53
	Doctoral	.65
	High School	1.59
Bachelor	Professional School	1.12
	Master	.35
	Doctoral	.51
	High School	2.18
Master	Professional School	1.69
	Bachelor	1.68
	Doctoral	1.11
	High School	3.36
Doctoral	Professional School	2.98
	Bachelor	3.01
	Master	2.28

Based on observed means.

The error term is Mean Square(Error) = .467.

Homogeneous Subset

Working Experience

Emotional Intelligence and management: Human Resources

Multiple Comparisons

Dependent Variable: EIMeaning

Bonferroni

(I) WorkingExperience	(J) WorkingExperience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
1-5 years	6-10 years	.66	.354	.801	- .49
	11-15 years	-.05	.380	1.000	-1.28
	16-20 years	-.05	.380	1.000	-1.28
	More than 20 years	.29	.428	1.000	-1.11
6-10 years	1-5 years	-.66	.354	.801	-1.81
	11-15 years	-.71	.369	.729	-1.91
	16-20 years	-.71	.369	.729	-1.91
	More than 20 years	-.38	.418	1.000	-1.74
11-15 years	1-5 years	.05	.380	1.000	-1.19
	6-10 years	.71	.369	.729	-.49
	16-20 years	.00	.394	1.000	-1.28
	More than 20 years	.33	.441	1.000	-1.10
16-20 years	1-5 years	.05	.380	1.000	-1.19
	6-10 years	.71	.369	.729	-.49
	11-15 years	.00	.394	1.000	-1.28
	More than 20 years	.33	.441	1.000	-1.10
More than 20 years	1-5 years	-.29	.428	1.000	-1.68
	6-10 years	.38	.418	1.000	-.99
	11-15 years	-.33	.441	1.000	-1.77

Emotional Intelligence and management: Human Resources

16-20 years	-.33	.441	1.000	-1.77
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Multiple Comparisons

Dependent Variable: EI Meaning

Bonferroni

(I) WorkingExperience	(J) WorkingExperience	95% Confidence Interval
		Upper Bound
1-5 years	6-10 years	1.81
	11-15 years	1.19
	16-20 years	1.19
	More than 20 years	1.68
6-10 years	1-5 years	.49
	11-15 years	.49
	16-20 years	.49
	More than 20 years	.99
11-15 years	1-5 years	1.28
	6-10 years	1.91
	16-20 years	1.28
	More than 20 years	1.77
16-20 years	1-5 years	1.28
	6-10 years	1.91
	11-15 years	1.28
	More than 20 years	1.77
More than 20 years	1-5 years	1.11
	6-10 years	1.74
	11-15 years	1.10

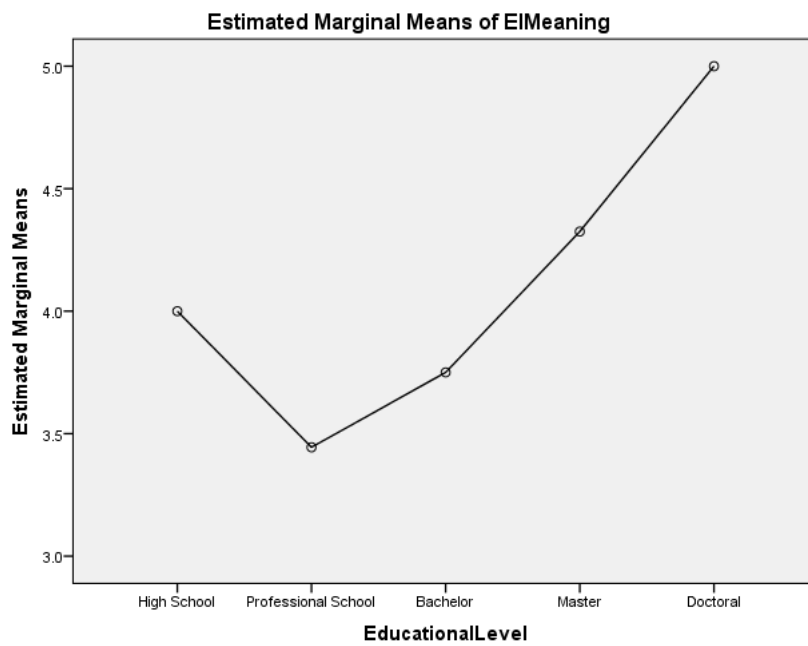
16-20 years

1.10

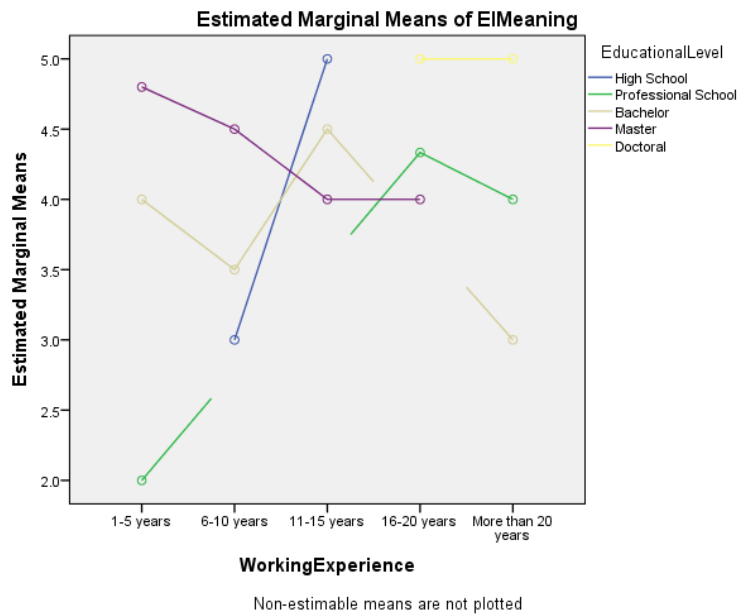
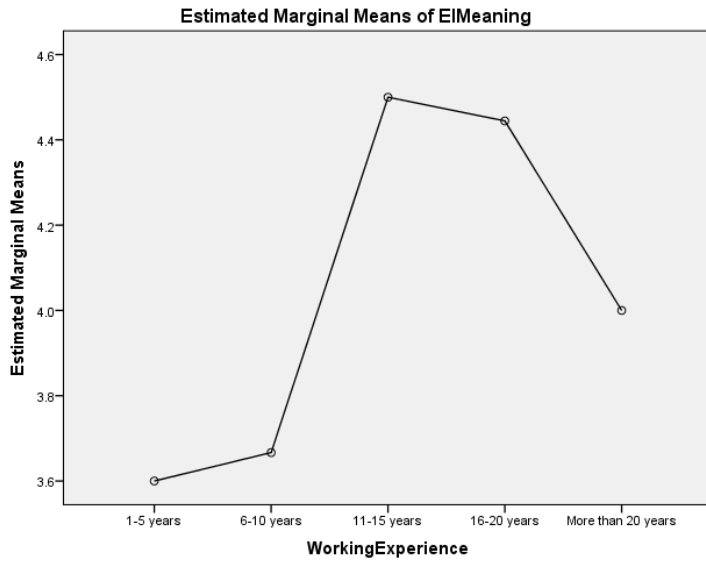
Based on observed means.

The error term is Mean Square(Error) = .467.

Profile Plots



Emotional Intelligence and management: Human Resources



UNIANOVA Manage_Own_Emotions BY Working_Experience Educational_Level

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Working_Experience	1	1-5 years	7
	2	6-10 years	8
	3	11-15 years	6
	4	16-20 years	6
	5	20+ years	5
Educational_Level	1	High school	4
	2	Professional school	6
	3	Bachelor	8
	4	Master	12
	5	Doctoral	2

Descriptive Statistics

Dependent Variable: Manage_Own_Emotions

Working_Experience	Educational_Level	Mean	Std. Deviation	N
1-5 years	Professional school	3.00	.	1
	Bachelor	5.00	.	1
	Master	3.60	.894	5
	Total	3.71	.951	7
6-10 years	High school	4.00	.000	2
	Bachelor	4.00	.000	4

Emotional Intelligence and management: Human Resources

	Master	4.00	.000	2
	Total	4.00	.000	8
11-15 years	High school	5.00	.	1
	Bachelor	4.00	.000	2
	Master	4.00	.000	3
	Total	4.17	.408	6
16-20 years	Professional school	3.33	.577	3
	Master	3.50	.707	2
	Doctoral	5.00	.	1
	Total	3.67	.816	6
20+ years	High school	5.00	.	1
	Professional school	3.50	.707	2
	Bachelor	3.00	.	1
	Doctoral	5.00	.	1
	Total	4.00	1.000	5
Total	High school	4.50	.577	4
	Professional school	3.33	.516	6
	Bachelor	4.00	.535	8
	Master	3.75	.622	12
	Doctoral	5.00	.000	2
	Total	3.91	.689	32

Tests of Between-Subjects Effects

Dependent Variable: Manage_Own_Emotions

Emotional Intelligence and management: Human Resources

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.852 ^a	15	.657	2.159	.069
Intercept	366.860	1	366.860	1206.116	.000
Working_Experience	.580	4	.145	.477	.752
Educational_Level	6.826	4	1.707	5.611	.005
Working_Experience * Educational_Level	3.318	7	.474	1.558	.218
Error	4.867	16	.304		
Total	503.000	32			
Corrected Total	14.719	31			

a. R Squared = .669 (Adjusted R Squared = .359)

Custom Hypothesis Tests Index

1	Contrast Coefficients (L' Matrix)	Simple Contrast (reference category = 5) for Working_Experience
	Transformation Coefficients (M Matrix)	Identity Matrix
	Contrast Results (K Matrix)	Zero Matrix
2	Contrast Coefficients (L' Matrix)	Simple Contrast (reference category = 5) for Educational_Level
	Transformation Coefficients (M Matrix)	Identity Matrix
	Contrast Results (K Matrix)	Zero Matrix

Custom Hypothesis Tests #1

Contrast Results (K Matrix)

Working_Experience Simple Contrast ^a		Dependent Variable
		Manage_Own_Emotions
	Contrast Estimate	.750
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	.750
Level 1 vs. Level 5	Std. Error	.516
	Sig.	.165
	95% Confidence Interval for Lower Bound	-.344
	Difference Upper Bound	1.844
	Contrast Estimate	1.014E-013
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	1.014E-013
Level 2 vs. Level 5	Std. Error	.457
	Sig.	1.000
	95% Confidence Interval for Lower Bound	-.969
	Difference Upper Bound	.969
	Contrast Estimate	.500
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	.500
Level 3 vs. Level 5	Std. Error	.516
	Sig.	.347
	95% Confidence Interval for Lower Bound	-.594
	Difference Upper Bound	1.594

Emotional Intelligence and management: Human Resources

Level 2 vs. Level 5	95% Confidence Interval for Difference	Lower Bound	-1.653
		Upper Bound	1.653
	Contrast Estimate		-1.583
	Hypothesized Value		0
	Difference (Estimate - Hypothesized)		-1.583
	Std. Error		.464
	Sig.		.004
Level 3 vs. Level 5	95% Confidence Interval for Difference	Lower Bound	-2.567
		Upper Bound	-.599
	Contrast Estimate		-2.000
	Hypothesized Value		0
	Difference (Estimate - Hypothesized)		-2.000
	Std. Error		.780
	Sig.		.021
Level 4 vs. Level 5	95% Confidence Interval for Difference	Lower Bound	-3.653
		Upper Bound	-.347
	Contrast Estimate		-1.500
	Hypothesized Value		0
	Difference (Estimate - Hypothesized)		-1.500
	Std. Error		.675
	Sig.		.041
	95% Confidence Interval for Difference	Lower Bound	-2.932
		Upper Bound	-.068

a. Reference category = 5

Test Results

Emotional Intelligence and management: Human Resources

Dependent Variable: Manage_Own_Emotions

Source	Sum of Squares	df	Mean Square	F	Sig.
Contrast	5.667	4	1.417	4.658	.011
Error	4.867	16	.304		

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Manage_Own_Emotions

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
4.058 ^a	.112	3.820	4.296

a. Based on modified population marginal mean.

2. Working_Experience

Dependent Variable: Manage_Own_Emotions

Working_Experience	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1-5 years	3.867 ^a	.273	3.289	4.445
6-10 years	4.000 ^a	.206	3.564	4.436
11-15 years	4.333 ^a	.249	3.806	4.861
16-20 years	3.944 ^a	.249	3.417	4.472

Emotional Intelligence and management: Human Resources

20+ years	4.125 ^a	.258	3.578	4.672
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a. Based on modified population marginal mean.

3. Educational_Level

Dependent Variable: Manage_Own_Emotions

Educational_Level	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High school	4.667 ^a	.291	4.050	5.283
Professional school	3.278 ^a	.249	2.750	3.805
Bachelor	4.000 ^a	.229	3.515	4.485
Master	3.775 ^a	.171	3.413	4.137
Doctoral	5.000 ^a	.390	4.173	5.827

a. Based on modified population marginal mean.

4. Working_Experience * Educational_Level

Dependent Variable: Manage_Own_Emotions

Working_Experience	Educational_Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1-5 years	High school	. ^a	.	.	.
	Professional school	3.000	.552	1.831	4.169
	Bachelor	5.000	.552	3.831	6.169
	Master	3.600	.247	3.077	4.123

Emotional Intelligence and management: Human Resources

6-10 years	Doctoral	. ^a	.	.	.
	High school	4.000	.390	3.173	4.827
	Professional school	. ^a	.	.	.
	Bachelor	4.000	.276	3.415	4.585
	Master	4.000	.390	3.173	4.827
11-15 years	Doctoral	. ^a	.	.	.
	High school	5.000	.552	3.831	6.169
	Professional school	. ^a	.	.	.
	Bachelor	4.000	.390	3.173	4.827
	Master	4.000	.318	3.325	4.675
16-20 years	Doctoral	. ^a	.	.	.
	High school	. ^a	.	.	.
	Professional school	3.333	.318	2.658	4.008
	Bachelor	. ^a	.	.	.
	Master	3.500	.390	2.673	4.327
20+ years	Doctoral	5.000	.552	3.831	6.169
	High school	5.000	.552	3.831	6.169
	Professional school	3.500	.390	2.673	4.327
	Bachelor	3.000	.552	1.831	4.169
	Master	. ^a	.	.	.
	Doctoral	5.000	.552	3.831	6.169

a. This level combination of factors is not observed, thus the corresponding population marginal mean is not estimable.

Post Hoc Tests

Working Experience

Emotional Intelligence and management: Human Resources

Multiple Comparisons

Dependent Variable: Manage_Own_Emotions

Bonferroni

(I) Working_Experience	(J) Working_Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
1-5 years	6-10 years	-.29	.285	1.000	-1.21
	11-15 years	-.45	.307	1.000	-1.45
	16-20 years	.05	.307	1.000	-.95
	20+ years	-.29	.323	1.000	-1.34
6-10 years	1-5 years	.29	.285	1.000	-.64
	11-15 years	-.17	.298	1.000	-1.14
	16-20 years	.33	.298	1.000	-.64
	20+ years	.00	.314	1.000	-1.02
11-15 years	1-5 years	.45	.307	1.000	-.55
	6-10 years	.17	.298	1.000	-.80
	16-20 years	.50	.318	1.000	-.54
	20+ years	.17	.334	1.000	-.92
16-20 years	1-5 years	-.05	.307	1.000	-1.05
	6-10 years	-.33	.298	1.000	-1.30
	11-15 years	-.50	.318	1.000	-1.54
	20+ years	-.33	.334	1.000	-1.42

Emotional Intelligence and management: Human Resources

20+ years	1-5 years	.29	.323	1.000	-.76
	6-10 years	.00	.314	1.000	-1.02
	11-15 years	-.17	.334	1.000	-1.25
	16-20 years	.33	.334	1.000	-.75

Multiple Comparisons

Dependent Variable: Manage_Own_Emotions

Bonferroni

(I) Working_Experience	(J) Working_Experience	95% Confidence Interval
		Upper Bound
1-5 years	6-10 years	.64
	11-15 years	.55
	16-20 years	1.05
	20+ years	.76
6-10 years	1-5 years	1.21
	11-15 years	.80
	16-20 years	1.30
	20+ years	1.02
11-15 years	1-5 years	1.45
	6-10 years	1.14
	16-20 years	1.54
	20+ years	1.25
16-20 years	1-5 years	.95
	6-10 years	.64
	11-15 years	.54
	20+ years	.75

Emotional Intelligence and management: Human Resources

20+ years	1-5 years	1.34
	6-10 years	1.02
	11-15 years	.92
	16-20 years	1.42

Based on observed means.

The error term is Mean Square(Error) = .304.

Homogeneous Subsets

Educational_Level

Multiple Comparisons

Dependent Variable: Manage_Own_Emotions

Bonferroni

(I) Educational_Level	(J) Educational_Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
High school	Professional school	1.17*	.356	.047	.01
	Bachelor	.50	.338	1.000	-.60
	Master	.75	.318	.316	-.29
	Doctoral	-.50	.478	1.000	-2.05
Professional school	High school	-1.17*	.356	.047	-2.32
	Bachelor	-.67	.298	.398	-1.64
	Master	-.42	.276	1.000	-1.31
	Doctoral	-1.67*	.450	.019	-3.13
Bachelor	High school	-.50	.338	1.000	-1.60
	Professional school	.67	.298	.398	-.30

Emotional Intelligence and management: Human Resources

Master	Master	.25	.252	1.000	-.57
	Doctoral	-1.00	.436	.357	-2.42
	High school	-.75	.318	.316	-1.79
	Professional school	.42	.276	1.000	-.48
	Bachelor	-.25	.252	1.000	-1.07
	Doctoral	-1.25	.421	.091	-2.62
Doctoral	High school	.50	.478	1.000	-1.05
	Professional school	1.67*	.450	.019	.20
	Bachelor	1.00	.436	.357	-.42
	Master	1.25	.421	.091	-.12

Multiple Comparisons

Dependent Variable: Manage_Own_Emotions

Bonferroni

(I) Educational_Level	(J) Educational_Level	95% Confidence Interval
		Upper Bound
High school	Professional school	2.32*
	Bachelor	1.60
	Master	1.79
	Doctoral	1.05
Professional school	High school	-.01*
	Bachelor	.30
	Master	.48
	Doctoral	-.20*
Bachelor	High school	.60
	Professional school	1.64

Emotional Intelligence and management: Human Resources

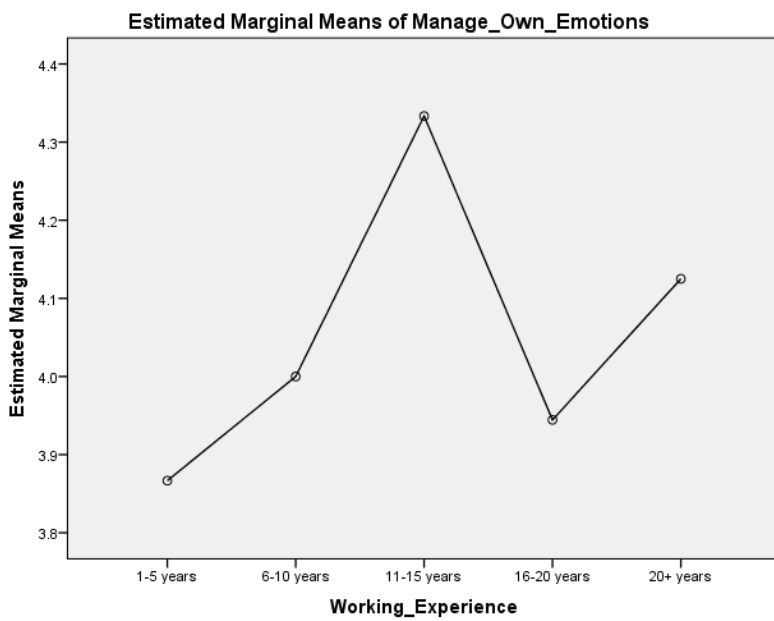
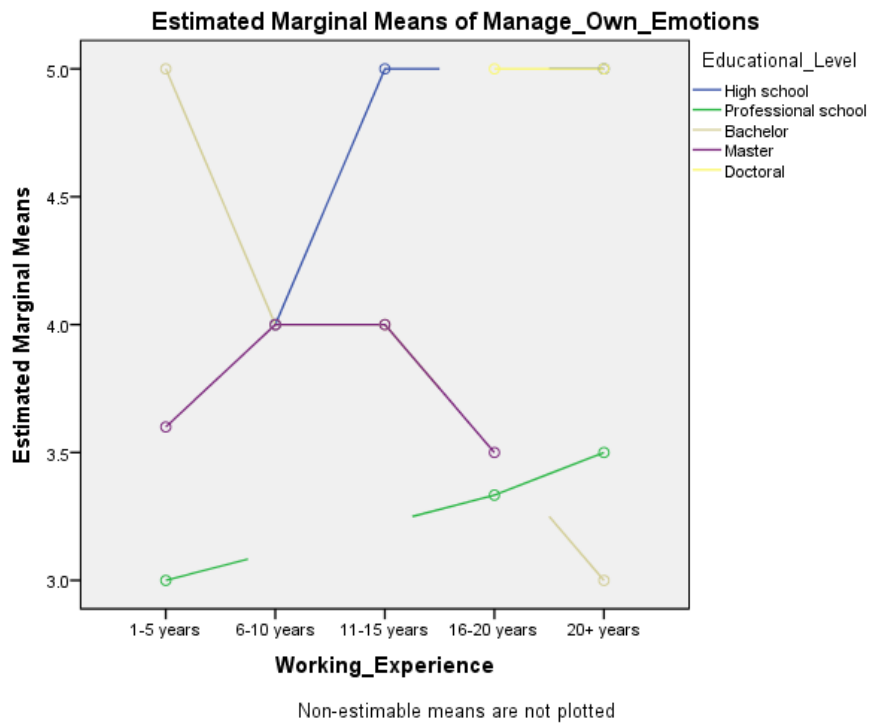
Master	Master	1.07
	Doctoral	.42
	High school	.29
	Professional school	1.31
	Bachelor	.57
Doctoral	Doctoral	.12
	High school	2.05
	Professional school	3.13*
	Bachelor	2.42
	Master	2.62

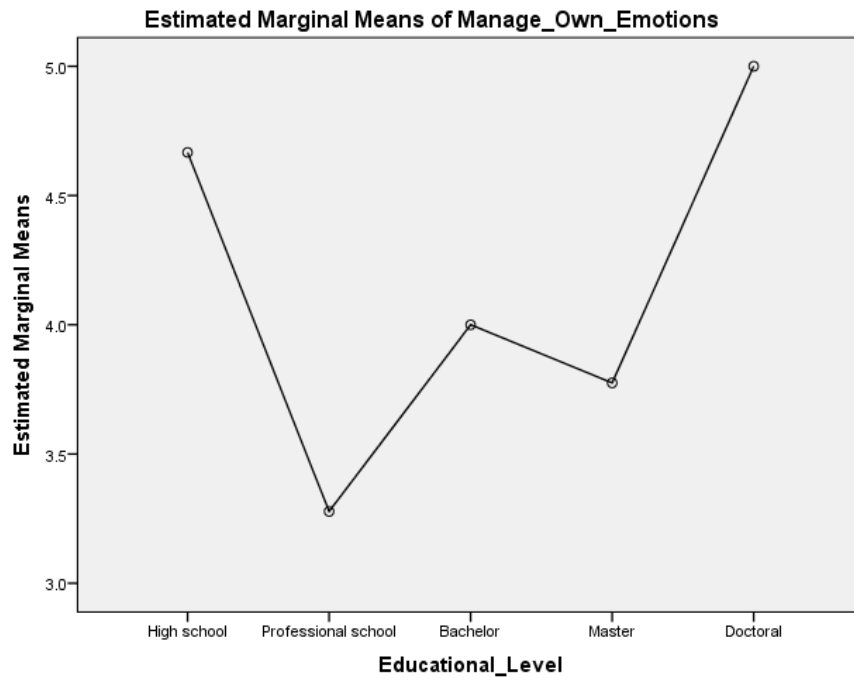
Based on observed means.

The error term is Mean Square(Error) = .304.

*. The mean difference is significant at the .05 level.

Profile Plots





Emotional Intelligence and management: Human Resources

UNIANOVA Define_Subordinates_Emotions BY Working_Experience Educational_Level

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Working_Experience	1	1-5 years	7
	2	6-10 years	8
	3	11-15 years	6
	4	16-20 years	6
	5	20+ years	5
Educational_Level	1	High school	4
	2	Professional school	6
	3	Bachelor	8
	4	Master	12
	5	Doctoral	2

Descriptive Statistics

Dependent Variable: Define_Subordinates_Emotions

Working_Experience	Educational_Level	Mean	Std. Deviation	N
1-5 years	Professional school	1.00	.	1
	Bachelor	3.00	.	1
	Master	4.20	.837	5
	Total	3.57	1.397	7
6-10 years	High school	4.50	.707	2

Emotional Intelligence and management: Human Resources

	Bachelor	3.00	.000	4
	Master	4.00	.000	2
	Total	3.63	.744	8
	High school	5.00	.	1
11-15 years	Bachelor	4.50	.707	2
	Master	4.33	.577	3
	Total	4.50	.548	6
	Professional school	3.33	.577	3
16-20 years	Master	3.50	.707	2
	Doctoral	4.00	.	1
	Total	3.50	.548	6
	High school	5.00	.	1
	Professional school	4.00	.000	2
20+ years	Bachelor	4.00	.	1
	Doctoral	2.00	.	1
	Total	3.80	1.095	5
	High school	4.75	.500	4
	Professional school	3.17	1.169	6
Total	Bachelor	3.50	.756	8
	Master	4.08	.669	12
	Doctoral	3.00	1.414	2
	Total	3.78	.941	32

Tests of Between-Subjects Effects

Dependent Variable: Define_Subordinates_Emotions

Emotional Intelligence and management: Human Resources

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	21.835 ^a	15	1.456	4.135	.004
Intercept	286.514	1	286.514	813.769	.000
Working_Experience	5.506	4	1.376	3.909	.021
Educational_Level	8.049	4	2.012	5.716	.005
Working_Experience * Educational_Level	9.218	7	1.317	3.740	.014
Error	5.633	16	.352		
Total	485.000	32			
Corrected Total	27.469	31			

a. R Squared = .795 (Adjusted R Squared = .603)

Custom Hypothesis Tests Index

1	Contrast Coefficients (L' Matrix)	Simple Contrast (reference category = 5) for Working_Experience
	Transformation Coefficients (M Matrix)	Identity Matrix
	Contrast Results (K Matrix)	Zero Matrix
2	Contrast Coefficients (L' Matrix)	Simple Contrast (reference category = 5) for Educational_Level

Emotional Intelligence and management: Human Resources

Transformation Coefficients (M Matrix)	Identity Matrix
Contrast Results (K Matrix)	Zero Matrix

Custom Hypothesis Tests #1

Contrast Results (K Matrix)

Working_Experience Simple Contrast ^a		Dependent Variable
		Define_Subordinates_Emotions
Contrast Estimate		-2.000
Hypothesized Value		0
Difference (Estimate - Hypothesized)		-2.000
Level 1 vs. Level 5	Std. Error	.555
	Sig.	.002
	95% Confidence Interval for Lower Bound	-3.177
	Difference Upper Bound	-.823
Contrast Estimate		-.750
Hypothesized Value		0
Difference (Estimate - Hypothesized)		-.750
Level 2 vs. Level 5	Std. Error	.492
	Sig.	.147
	95% Confidence Interval for Lower Bound	-1.793
	Difference Upper Bound	.293

Emotional Intelligence and management: Human Resources

	Contrast Estimate		.250
	Hypothesized Value		0
	Difference (Estimate - Hypothesized)		.250
Level 3 vs. Level 5	Std. Error		.555
	Sig.		.658
	95% Confidence Interval for	Lower Bound	-.927
	Difference	Upper Bound	1.427
	Contrast Estimate		.667
	Hypothesized Value		0
	Difference (Estimate - Hypothesized)		.667
Level 4 vs. Level 5	Std. Error		.499
	Sig.		.201
	95% Confidence Interval for	Lower Bound	-.392
	Difference	Upper Bound	1.725

a. Reference category = 5

Test Results

Dependent Variable: Define_Subordinates_Emotions

Source	Sum of Squares	df	Mean Square	F	Sig.
Contrast	7.738	4	1.935	5.495	.006
Error	5.633	16	.352		

Custom Hypothesis Tests #2

Contrast Results (K Matrix)

Educational_Level Simple Contrast ^a		Dependent Variable
		Define_Subordinates_Emotions
	Contrast Estimate	3.000
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	3.000
Level 1 vs. Level 5	Std. Error	.839
	Sig.	.003
	95% Confidence Interval for Lower Bound	1.221
	Difference Upper Bound	4.779
	Contrast Estimate	.667
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	.667
Level 2 vs. Level 5	Std. Error	.499
	Sig.	.201
	95% Confidence Interval for Lower Bound	-.392
	Difference Upper Bound	1.725
	Contrast Estimate	2.000
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	2.000
Level 3 vs. Level 5	Std. Error	.839
	Sig.	.030
	95% Confidence Interval for Lower Bound	.221
	Difference Upper Bound	3.779

Emotional Intelligence and management: Human Resources

	Contrast Estimate		-500
	Hypothesized Value		0
	Difference (Estimate - Hypothesized)		-500
Level 4 vs. Level 5	Std. Error		.727
	Sig.		.501
	95% Confidence Interval for	Lower Bound	-2.041
	Difference	Upper Bound	1.041

a. Reference category = 5

Test Results

Dependent Variable: Define_Subordinates_Emotions

Source	Sum of Squares	df	Mean Square	F	Sig.
Contrast	4.833	4	1.208	3.432	.033
Error	5.633	16	.352		

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Define_Subordinates_Emotions

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.710 ^a	.121	3.454	3.967

a. Based on modified population marginal mean.

2. Working_Experience

Dependent Variable: Define_Subordinates_Emotions

Working_Experience	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1-5 years	2.733 ^a	.293	2.111	3.355
6-10 years	3.833 ^a	.221	3.365	4.302
11-15 years	4.611 ^a	.268	4.043	5.179
16-20 years	3.611 ^a	.268	3.043	4.179
20+ years	3.750 ^a	.278	3.162	4.338

a. Based on modified population marginal mean.

3. Educational_Level

Dependent Variable: Define_Subordinates_Emotions

Educational_Level	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High school	4.833 ^a	.313	4.170	5.496
Professional school	2.778 ^a	.268	2.210	3.346
Bachelor	3.625 ^a	.246	3.104	4.146
Master	4.008 ^a	.184	3.619	4.398
Doctoral	3.000 ^a	.420	2.111	3.889

a. Based on modified population marginal mean.

Emotional Intelligence and management: Human Resources

4. Working_Experience * Educational_Level

Dependent Variable: Define_Subordinates_Emotions

Working_Experience	Educational_Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1-5 years	High school	. ^a	.	.	.
	Professional school	1.000	.593	-.258	2.258
	Bachelor	3.000	.593	1.742	4.258
	Master	4.200	.265	3.637	4.763
	Doctoral	. ^a	.	.	.
6-10 years	High school	4.500	.420	3.611	5.389
	Professional school	. ^a	.	.	.
	Bachelor	3.000	.297	2.371	3.629
	Master	4.000	.420	3.111	4.889
	Doctoral	. ^a	.	.	.
11-15 years	High school	5.000	.593	3.742	6.258
	Professional school	. ^a	.	.	.
	Bachelor	4.500	.420	3.611	5.389
	Master	4.333	.343	3.607	5.060
	Doctoral	. ^a	.	.	.
16-20 years	High school	. ^a	.	.	.
	Professional school	3.333	.343	2.607	4.060
	Bachelor	. ^a	.	.	.
	Master	3.500	.420	2.611	4.389
	Doctoral	4.000	.593	2.742	5.258

Emotional Intelligence and management: Human Resources

20+ years	High school	5.000	.593	3.742	6.258
	Professional school	4.000	.420	3.111	4.889
	Bachelor	4.000	.593	2.742	5.258
	Master	^a	.	.	.
	Doctoral	2.000	.593	.742	3.258

a. This level combination of factors is not observed, thus the corresponding population marginal mean is not estimable.

Post Hoc Tests

Working_Experience

Multiple Comparisons

Dependent Variable: Define_Subordinates_Emotions

Bonferroni

(I) Working_Experience	(J) Working_Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
1-5 years	6-10 years	-.05	.307	1.000	-1.05
	11-15 years	-.93	.330	.125	-2.00
	16-20 years	.07	.330	1.000	-1.00
	20+ years	-.23	.347	1.000	-1.36
6-10 years	1-5 years	.05	.307	1.000	-.95
	11-15 years	-.88	.320	.148	-1.92
	16-20 years	.13	.320	1.000	-.92
11-15 years	20+ years	-.18	.338	1.000	-1.28
	1-5 years	.93	.330	.125	-.14
	6-10 years	.88	.320	.148	-.17

Emotional Intelligence and management: Human Resources

16-20 years	16-20 years	1.00	.343	.100	-.11
	20+ years	.70	.359	.691	-.47
	1-5 years	-.07	.330	1.000	-1.14
	6-10 years	-.13	.320	1.000	-1.17
	11-15 years	-1.00	.343	.100	-2.11
	20+ years	-.30	.359	1.000	-1.47
20+ years	1-5 years	.23	.347	1.000	-.90
	6-10 years	.18	.338	1.000	-.93
	11-15 years	-.70	.359	.691	-1.87
	16-20 years	.30	.359	1.000	-.87

Multiple Comparisons

Dependent Variable: Define_Subordinates_Emotions

Bonferroni

(I) Working_Experience	(J) Working_Experience	95% Confidence Interval
		Upper Bound
1-5 years	6-10 years	.95
	11-15 years	.14
	16-20 years	1.14
	20+ years	.90
6-10 years	1-5 years	1.05
	11-15 years	.17
	16-20 years	1.17
	20+ years	.93
11-15 years	1-5 years	2.00
	6-10 years	1.92

Emotional Intelligence and management: Human Resources

16-20 years	16-20 years	2.11
	20+ years	1.87
	1-5 years	1.00
	6-10 years	.92
	11-15 years	.11
20+ years	20+ years	.87
	1-5 years	1.36
	6-10 years	1.28
	11-15 years	.47
	16-20 years	1.47

Based on observed means.

The error term is Mean Square(Error) = .352.

Homogeneous Subsets

Educational_Level

Multiple Comparisons

Dependent Variable: Define_Subordinates_Emotions

Bonferroni

(I) Educational_Level	(J) Educational_Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
High school	Professional school	1.58 [*]	.383	.008	.34
	Bachelor	1.25 [*]	.363	.034	.07
	Master	.67	.343	.694	-.45
	Doctoral	1.75 [*]	.514	.036	.08
Professional school	High school	-1.58 [*]	.383	.008	-2.83

Emotional Intelligence and management: Human Resources

Bachelor	Bachelor	-.33	.320	1.000	-1.38
	Master	-.92	.297	.070	-1.88
	Doctoral	.17	.484	1.000	-1.41
	High school	-1.25*	.363	.034	-2.43
	Professional school	.33	.320	1.000	-.71
Master	Master	-.58	.271	.468	-1.46
	Doctoral	.50	.469	1.000	-1.03
	High school	-.67	.343	.694	-1.78
	Professional school	.92	.297	.070	-.05
	Bachelor	.58	.271	.468	-.30
Doctoral	Doctoral	1.08	.453	.295	-.39
	High school	-1.75*	.514	.036	-3.42
	Professional school	-.17	.484	1.000	-1.74
	Bachelor	-.50	.469	1.000	-2.03
	Master	-1.08	.453	.295	-2.56

Multiple Comparisons

Dependent Variable: Define_Subordinates_Emotions

Bonferroni

(I) Educational_Level	(J) Educational_Level	95% Confidence Interval
		Upper Bound
High school	Professional school	2.83*
	Bachelor	2.43*
	Master	1.78
	Doctoral	3.42*
Professional school	High school	-.34*

Emotional Intelligence and management: Human Resources

	Bachelor	.71
	Master	.05
	Doctoral	1.74
	High school	-.07*
	Professional school	1.38
Bachelor	Master	.30
	Doctoral	2.03
	High school	.45
	Professional school	1.88
Master	Bachelor	1.46
	Doctoral	2.56
	High school	-.08*
	Professional school	1.41
Doctoral	Bachelor	1.03
	Master	.39

Based on observed means.

The error term is Mean Square(Error) = .352.

*. The mean difference is significant at the .05 level.

Profile Plots

