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Assesment of emotional intelligence level of employees in a business hotel in Istanbul - Turkey

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Abstract

The survey carried out at conference & fair hotel in Istanbul where “Emotional Intelligence” level of employees were evaluated through an analytical survey. The survey consisted of randomly selected 110 employees in total. The employees were selected from management* and non-management* employees within the company. The only fixed criteria was that the sample was deliberately selected in equal amount of male/female groups of gender. The questionnaire handed out was to assess the individuals “Emotional Intelligence” level and to define if there was a meaningful relation between gender, education level and position within the company.

Keywords: Emotional intelligence, gender, management, non-management, education, age

Introduction

Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

The ability to express and control our emotions is essential, but so is our ability to understand, interpret, and respond to the emotions of others. Imagine a world where you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ.

Emotional intelligence (EQ) matters just as much as intellectual ability (IQ). In this research *Chan's (2006) EI12 scale* was used for the measurement of emotional intelligence.

The survey carried out at Conference & fair hotel in Istanbul where “Emotional Intelligence” of employees were evaluated through an analytical survey and statistical findings are listed below:

The survey consisted of randomly selected 110 employees in total. The employees were selected from management* and non-management employees within the company. The only fixed criteria was that the sample was deliberately selected in equal amount of male/female groups of gender. The questionnaire handed out was to assess the individuals,

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills, *Goleman, D. (1995). Emotional intelligence. 1a*

In this research *Chan's (2006) EI12 scale* was used for the measurement of emotional intelligence. The questions were prepared and asked where employees graded each question on a 5 point scale chart indicating;

- I totally disagree
- I disagree
- Undecided
- I agree
- I totally agree

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Questionnaire of the survey was designed to measure the level of strength of the employee regarding Self-awareness, Self-regulation, Motivation, Empathy & Social skills. (Ibid, 1b)

While the sample group had to answer the questions on a 5 scale chart "*Chan's (2006) EI12 scale*" indicating their situation regarding the subjects above. The tabulation of the data collected indicated that the female groups; Empathy and Social Skill points were slightly higher than their counterparts. Hence the overall "Emotional Intelligence" level in these areas were higher than the male participants working in the same hotel.

Employee Profile

The survey was completed by 110 employees out of 120. Hence 91.66% attendance was attained. The sample group was deliberately selected in equal amounts of male and female. The total number of participants were 55 male & 55 female employees.

General Finding

The outcome of the survey indicated that there was no correlation between "Emotional Intelligence" and the education levels as well as the positions of the employees within the company. However, female employee scores were slightly higher on Empathy and Social Skills over their counterparts. Hence the overall "Emotional Intelligence" level were higher in this respect. This study implicates that more research is needed to determine more definitive results concerning gender factor with regard to "Emotional Intelligence".

Literature Review

Mayer and Salovey (1989) were the first who defined emotional intelligence (EI) as "The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (*Salovey, Mayer, 1989: 189*).

What distinguishes great leaders from merely good ones? It isn't IQ or technical skills. It's Emotional Intelligence. A group of five skills that enable the best leaders to maximize their own and their followers' performance are;

Self-awareness – Knowing one's strengths, weaknesses, drives, values, and impact on others.

Self-regulation – Controlling or re-directing disruptive impulses and moods.

Motivation – relishing achievement for its own sake.

Empathy – Understanding other people's emotional makeup

Social skills – Building rapport with others to move them in desired directions.

(Goleman, 1998: 16). The concept of EI has been International Journal of Advanced Multidisciplinary Research and Review Volume 3, No.:4, 2015 Winter Pages: 124 – 133.

International Journal of Advanced Multidisciplinary Research and Review (ISSN 2330-1201) Volume 3, No.:4, 2015 Winter Page: 126; popularized by Daniel Goleman's (1995) influential book "Emotional Intelligence" in which he claimed that EI can matter more than IQ and suggested a redefining of what it means to be smart.

Goleman's book argues that effective business leaders are distinguished not by their education, native intelligence (IQ) or subject knowledge, but by emotional intelligence, which in the context of the workplace includes characteristics like self-awareness and self-control; the ability to communicate and influence others; and facility at building bonds and creating group synergies (*Goleman, 1995*).

Researches have confirmed that emotional intelligence not only distinguishes outstanding leaders but can also be linked to strong performance. The findings of the late *David McClelland*, the renowned researcher in human and organizational behavior, are a good example. In a 1996 study of a global food & beverage company, McClelland found that when senior managers had a critical mass of emotional intelligence capabilities, their divisions outperformed yearly earnings goals by 20%

McClelland, D. C. (1973). Testing for competence rather than intelligence. American Psychologist, 28(1), 1-14.

Daniel Goleman Harvard Business Review Press 10 must reads, p.7 B. M. (2015)

Creating good moods in employees may be even more important than previously thought. It is common sense to see that workers who feel upbeat will go the extra mile to please customers and therefore improve the bottom line. There is research to show that for every 1 percent improvement in the service climate, there's a 2 percent increase in revenue. New research from a range of industries now reaffirms the link between leadership and climate and to business performance. According to *Daniel Goleman in Primal Leadership (2002)*, how people feel about working at a company can account for 20 to 30 percent of business performance.

To measure the emotional intelligence level of the participants Daniel Goleman's five skill method was used during this research. The first, three dimensions—Self-Awareness, Self-Regulation, and Motivation—described personal competencies, that is, knowing and managing emotions in oneself. The last two dimensions—Empathy and Social Skills—described social competencies, that is, knowing and managing emotions of others.

An EI-Based Theory of Performance From the book The Emotionally Intelligent Workplace Edited by: Cary Cherniss and Daniel Goleman emotions in others.

Consortium for Research on Emotional Intelligence in Organizations EI and Performance 1 (www.eiconsortium.org)

Due to the finding of the survey, the first three dimensions will be briefed as a summary while the last two will have more information in general.

Self-awareness

Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest-with themselves and with others.

People who have a high degree of self-awareness recognize how their feelings affect them, other people, and their job performance. Thus a self-aware person who knows that tight deadlines bring out the worst in him; plans his time

carefully and gets his work done well in advance.

How can one recognize self-awareness? First and foremost, it shows itself as a candor and ability to assess oneself realistically. People with high self-awareness are able to speak accurately and openly – although not necessarily effusively or confessional-about their emotions and the impact they have on their work.

Self-regulation

Biological impulses drive our emotions. We cannot do away with them-but we can do much to manage them. Self-regulation which is like an ongoing inner conversation, is the component of emotional intelligence that frees us from being prisoners of our feelings. People engaged in such a conversation feel bad moods and emotional impulses just as everyone else does, but they find ways to control them and even to channel in useful ways. The signs of emotional self-regulation, therefore are easy to see: a propensity for reflection and thoughtfulness, comfort with ambiguity and change; and integrity-an ability to say no to impulsive urges.

Motivation

If there is one trait which virtually all effective leaders have it is motivation. They are driven to achieve beyond expectations-their own and everyone else's. The key word is achieve. Plenty of people are motivated by external factors, such as a big salary or status that comes from having an impressive title or being part of a prestigious company. Bu contrast, those with leadership potential are motivated by a deeply embedded desire to achieve for the sake of achievement.

Interestingly people with high motivation remain optimistic even when the score is against them. In such cases, self-regulation combines with achievement motivation to overcome the frustration and depression that come after a setback or failure.

Empathy

There are at least three varieties of empathy, the first, cognitive empathy, means that we can understand how the other person thinks; we see his point of view. This makes for good debaters, sales people and negotiators. On the other hand, people who have strengths in cognitive empathy alone can lack compassion -- they get to see how you see it, but don't care about you. Psychologists speak of the "Dark Triad" -- narcissists, Machiavellians, and sociopaths, who can be slick with their arguments but have a heart of stone (think Dick Cheney).

The next variety, emotional empathy, refers to someone who feels within herself the emotions of the person she's with. This creates a sense of rapport, and most probably entails the brain's mirror neuron system, which activates our own circuits the emotions, movements and intentions we see in the other person. This lets us feel with the other person -- but not necessarily feel for, the prerequisite for compassion.

That requires empathic concern, the third variety of empathy. Empathic concern means we not only understand how the person sees things and feels in the moment, but also want to help them if we sense the need. A study of empathic concern in seven-year-olds found that those who showed least concern when they saw their mother in distress were most likely to have a criminal record two decades later.

Does that point to a woman as the likely best candidate?

Maybe. Converging data confirms that women tend to be more empathetic on average than men, especially when it comes to emotional empathy. On the other hand, Ruth Jacobs, who coaches executives to boost leadership essentials like empathy, has found that among those who perform in the top ten percent on business outcomes, the men's empathy is as strong as the women's.

http://www.huffingtonpost.com/dan-goleman/empathy---whos-got-it-who_b_195178.html

Of all the dimensions of emotional intelligence, empathy is the most easily recognized. We have all felt the empathy of a sensitive teacher or friend; we have all been struck by its absence in an unfeeling coach or a boss. But when it comes to business, we rarely hear people praised, let alone rewarded, for their empathy. The very word seems un-business like, out place amid the tough realities of the marketplace.

Empathy is particularly important today as a component of leadership for at least three reasons: the increasing use of teams; the rapid pace of globalization; and a growing need to retain talent.

Daniel Goleman Harvard Business Review Press 10 must reads, p.7 B. M. (2015) B1

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Social Skills

The first three components of emotional intelligence are self-management skills. The last two, empathy and social skills, concern a person's ability to manage relationships with others. As a component of emotional intelligence social skills is not as simple as it sounds. It is not just a matter of friendliness, although people with high levels of social skill are rarely mean-spirited. Social skill, rather, is friendliness with a purpose: moving people in the direction you desire, whether that's agreement on a new marketing strategy or enthusiasm about a new product.

Socially skilled people tend to have a wide circle of acquaintances, and they have knack for finding common ground with people of all kinds - a knack for building rapport. That doesn't mean they socialize continually; it means they work according to the assumption that nothing important gets done alone. Such people have a network in a place when a time of action comes.

Social skill is the culmination of the other dimensions of emotional intelligence. People tend to be very effective at managing relationships when they can understand and control their own emotions and can empathize with the feelings of others. Even motivation contributes to social skill. Remember people who are driven to achieve and to be optimistic, even in the face of setbacks or failure. When people are upbeat, their "glow" is cast upon conversations and other social encounters. They are popular, and for good reason.

Because it is the outcome of the other dimensions of emotional intelligence, social skill is recognizable on the

job in many ways that will by now sound familiar. Socially skilled people, for instance are adept at managing teams—that's their empathy at work. Likewise, they are expert persuaders—a manifestation of self-awareness, self-regulation, and empathy combined. Given those skills, good persuaders know when to make an emotional plea, for instance, and when an appeal to reason will work better. And motivation, publicly visible, makes such people excellent collaborators; their passion for work spreads to others, and they find solutions.

But sometimes social skill shows itself in ways the other emotional intelligence components do not. For instance socially, skilled people may at times appear not to be working while at work. They seem to be idly schmoozing—chatting in the hallways with colleagues or joking around people who are not even connected to their “real” jobs. Socially skilled people, however, don't think it makes sense to arbitrarily limit the scope of their relationships. They build bonds widely because they know that in these fluid times, they may need help someday from people they are just getting to know today.

Ibid, (B1)

Brudy and Hall [39] say, in their study titled “Sexuality and emotion”, that boys and girls learn different lessons in controlling their emotions. Parents accurately. This is particularly because they mostly talk to their daughters, rather than sons, about emotions (except for anger). Compared to sons, parents give more information about feelings to their daughters. Since girls get mastery over language faster than boys this causes them to be more experienced in expressing their feelings and more skillful in using words to name emotional reactions and replace words for physical reactions than boys. Boys, for whom emotions and expression has not been emphasized, are probably unaware of their and others' emotional states to a large extent [36]. [http://idosi.org/wasj/wasj15\(4\)11/14.pdf](http://idosi.org/wasj/wasj15(4)11/14.pdf)

The Relationship Between Gender and Emotional Intelligence Fataneh Naghavi, Marof Redzuan Faculty of Human Ecology, University Putra Malaysia Serdang 43400, Malaysia, World Applied Sciences Journal 15 (4): 555-561, 2011 ISSN 1818-4952 © IDOSI Publications, 2011, C1

In a study by Mayer and his colleagues [28] determination of psychic-kinetic features of emotional structure have been focused. Their factor analysis of MEIS indicated overall intelligence and conception factors, cognition and emotion management factor. Their specimens were 503 people mostly young females. With an average deviation of 0.5, females had better performance than males [18]. [http://idosi.org/wasj/wasj15\(4\)11/14.pdf](http://idosi.org/wasj/wasj15(4)11/14.pdf)

Ibid, (C2)

Mayer, J.D., P. Salovey and D.R. Caruso, 2002. *Intelligence abilities across the life course. Personality Relation of an ability measure of emotional and Individual Differences. Intelligence to personality. J Personality Assessment, 79(2) 306-320*

Siaruchi and his colleagues [23] selected 73 boys and girls of 13 to 15 age group to whom Schutte's Emotional Intelligence Scale was given and they reported proper validity results. In this study, emotional intelligence had overlapping with self-respect and hidden anxiety. The girls

were meaningfully higher than the boys in overall emotional intelligence, emotion understanding skill, emotion regulation and emotion utilization at $P < 0.05$ [http://idosi.org/wasj/wasj15\(4\)11/14.pdf](http://idosi.org/wasj/wasj15(4)11/14.pdf)

Ibid, (C3)

Khosrow Javid [11] reported, in a research to study the validity and admissibility of Schutte's Emotional Intelligence Scale structure in adolescents, that this scale has high structure validity and admissibility in adolescents' society. Factor analysis and factors internal methods were used together to assess the admissibility of the scale structure. The results of factor analysis by using main constituents analyzing suggested three factors: emotion regulation, emotion expression and emotion utilization. Also, the girls had higher scores than the boys in overall emotional intelligence and its relation with daily behaviors. Criterion intelligence ($P < 0.05$) and emotion appraisal ($P < 0.001$), but with regard to emotion regulation and utilization factors, the difference was not meaningful.

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Ibid, (C4)

Although *Goleman (1995)* considered males and females to have their own personal profiles of strengths and weaknesses for emotional intelligence capacities, studies conducted by activities, spare time and interpersonal communications *Mayer, Caruso and Salovey in 1999 and Mayer and Geher in 1996* indicate that women score higher on emotional intelligence than men.

Mayer, J.D., P. Salovey, D.R. Caruso and G. Sitarenios, 1997. *Emotional intelligence as a standard intelligence. J. Emotion., 1(97): 232-242.*

[http://idosi.org/wasj/wasj15\(4\)11/14.pdf](http://idosi.org/wasj/wasj15(4)11/14.pdf)

Based on the literature review, it can therefore be concluded that emotional intelligence has been put forward for about two decades and many related studies have been carried out to study it. It is understood from the previous studies that emotional intelligence is associated with factors such as life satisfaction, adaptability, optimism, overall intelligence, personality and emotional disorders like alexithymia, depression and anxiety, birth order, gender and family size.

Previous studies have also shown that girls are higher than boys in their emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement. Research orientation has mostly been done toward clarifying and expanding the concept of emotional intelligence. From what has been mentioned above we can conclude the following. Gender differences in EI can be glimpsed from infancy due to the differential teaching given to boys and girls. According to these studies further to individual differences of boy and girl, the expectations of society and people around, especially parents, are different in terms of children's sexuality. Culturally, girls are mostly expected to be more expressive of feelings, whereas abstaining from feelings expression in boys is strengthened as a manly model. Thus, it is more widely believed that

women have higher EI than men but, although these findings seem to contradict this, it could perhaps be an indication that more research into EI and reaction time within gender to be carried out to further this discovery.

Ibid, (C5)

Objectives

The main objective of this research was to examine if there was a direct correlation between Emotional Intelligence and

1. Education level of an employee
2. Position (title) of an employee within the company
3. Gender of an employee

Testing of Hypothesis

Specifically pertinent to this research the hypothesis was that there is no significant correlation between emotional intelligence regarding employees' level of education neither his/her position (title) within the company. However; there is a positive correlation* between the genders.

* Female employee scores were slightly higher on Empathy and Social Skills over their counterparts. Hence the overall "Emotional Intelligence" level were higher in this respect.

Suggestions

Turkish work force in the hospitality industry is male dominant. It's important for companies to recruit female employees to use the advantage of the findings above. Generally female employees are in greater numbers in the Housekeeping department. However, female employees can be hired and professionally trained, guided to be more effectively utilized in Sales & Marketing, Human Resources, Front Office and Guest Relations departments where face to face contact is important. The employees working in these departments would require high level of Empathy and Social Skills. Thus the company would be able to achieve higher guest satisfaction and higher profits in an extremely competitive environment.

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