

## **DEVELOPMENT OF EMOTIONAL INTELLIGENCE AS A COMPONENT OF SUCCESSFUL MARKETING TRAINING**

**Maryna Muller, Ph.D. (Economics), Associate Professor**  
**Albina Tkalenko**  
**Poltava National Technical Yuri Kondratyuk University**

---

© Muller M., 2019.

© Tkalenko A., 2019.

*Стаття отримана редакцією 14.08.2019 р.*

*The article was received by editorial board on 14.08.2019*

**Introduction.** Analysis of scientific sources shows that the problem of emotional intelligence began to attract the attention of researchers in the 90s of the twentieth century, thanks to the work by American psychologists Jack Mayer and Peter Salovey, who first used the term «emotional intelligence» and began research activities to study it.

Emotions and intelligence were opposed to each other. It was believed that emotions interfere with making «rational», «smart» decisions.

Only in the second half of the 20th century did social psychologists look at it differently. They assumed that in the process of evolution, emotions helped people to adapt to different environments and circumstances and were directly related to the survival of the person as a species.

The opinion that one should oppose mind and emotions, and the latter do not prevent a person from thinking, but on the contrary – help.

Emotional intelligence is studied from an applied point of view to find out how it is related to different areas of life, to work, to leadership, to happiness, to daily habits.

**Overview of recent researches and publications.** Scientists and researchers have been involved in the formation and development of emotional intelligence [1, 3, 4-6, 8-14, 16, 17]. However, the topic of emotional intelligence is extremely broad and because the term has appeared recently, some aspects such as: the peculiarities of the emotional state of students and its impact on the educational process, the role of the teacher in creating a psychologically comfortable atmosphere, the development of greater awareness of the importance of emotional intelligence in the training of marketing specialists – remain poorly understood. All this has led to a targeted research focus.

**Setting the task.** Today it is difficult to exaggerate the role and importance of emotional intelligence in the life of a person, because it is its level that determines the quality of life of a person. The specifics of the marketing specialist's work are in close cooperation with other people, and the quality of the work depends on how the manager understands the customer. However, to date, Ukrainian universities do not have any subjects that contain theoretical and practical foundations of emotional intelligence. These reasons determine the target of this article.

**Basic material and research results.** Analysis of scientific sources shows that the problem of emotional intelligence began to attract the attention of researchers in the 90s of the twentieth century, thanks to the work of American psychologists Jack Mayer and Peter Salovey, first used the term «emotional intelligence» and began research activities to study it.

Emotional intelligence, according to these scientists, is a set of cognitive abilities to identify, understand, and manage emotions [2]. In modern psychological literature, the concept of emotional intelligence is interpreted as the ability to differentiate between positive and negative feelings, as well as knowledge about how to change one's emotional state from negative to positive [4].

Researchers John Meyer and Peter Seloway name four directions of emotional intelligence:

- how we evaluate and express emotions;
- what we know about them;
- how we manage them;
- how we make decisions based on them.

The first component – the evaluation and expression of emotions – is in any interaction.

Imagine: the person you are talking to smiles in response to your lines, and you decide that her smile is ridiculous and she laughs at you.

In fact, a person rejoices at your words, or smiles, because polite, or with ten other reasons. However, at some point you misjudged the emotion, and, as a consequence, thought about the man and his intentions that she did not mean.

Developed emotional intelligence is exactly what allows us to more or less accurately assess the emotions of other people and saves them from such misunderstandings.

The other side of the coin is the need to accurately express their own emotions. If you wanted to show your approval to someone, but it looks more like envy, the consequences of communication can be unexpected.

Expressing emotions in a way that corresponds to the original plan is one of the manifestations of emotional intelligence.

The second component of emotional intelligence is knowledge of emotions. It is not about knowing their names, types or classifications. It's about a more cultural and social context: do we know what is causing certain emotions in our environment? The same actions and words in different societies or smaller groups can cause completely different emotions.

The third component is how we manage emotions. It is about containing emotions without showing them (not getting angry when you want them to), and about regulating your condition after the emotions have already manifested themselves (to calm down after you have been angry). How much time does it take? Is it easy to do this? Researchers say that the more developed the emotional intelligence, the easier it is for a person to press the brakes and adjust their emotions.

Also with the emotions of others: do we know how to cheer up a sad friend, cause delight, joy or irritation among the interlocutors?

The fourth component of emotional intelligence concerns behavior. In communicating with another person, we saw a certain emotion and correctly defined it. Understanding emotions should help in the most important thing - to decide how to behave. Emotions are the same information as actions, words and gestures. The person uses this information to justify their actions.

What is the difference between the life of a person whose emotional intelligence is more developed than that of others? For example, Australian researchers Amy Chan and Peter Kaputi have found a relationship between emotional intelligence (EI) and life satisfaction: the higher a person's emotional intelligence, the more satisfied she is with her life.

Emotional intelligence is defined as a person's ability to comprehend, accept, and manage emotional states and feelings, both of his own and of others, formed during a person's life in communication and professional activities.

In the structure of emotional intellect, two aspects are distinguished – the inner-personal and interpersonal. The first is characterized by components such as self-esteem, self-awareness, self-confidence, tolerance, self-control, responsibility, motivation, optimism and flexibility. The interpersonal aspect includes empathy, tolerance, communication, openness, dialogue, and counteraction.

The level of emotional intelligence is an important means of successful personal fulfillment. High emotional intelligence helps to balance emotions and mind, to feel inner freedom and responsibility for one, to understand one's own needs and motives of behavior, balance, as well as to adjust the strategy of one's own life. Low emotional intelligence leads to a poor mental state and is characterized by fear, loneliness, instability, aggression, guilt, depression, and frustration [1]. Active research on this issue, attempts to understand its nature began in 1995 after the publication by Daniel Goleman's book «Emotional Intelligence», the author defined emotional intelligence as a means, a method and a form of human relationship to himself and others. The author separates its components, such as knowledge of one's own emotions, which covers the processes of identification and naming of emotional states, understanding of interrelations between emotions, thinking and actions. He also studies the process of emotion management – control over emotions. This researcher proposes to consider motivation for himself as the ability to enter into emotional states, contribute to success, the ability to recognize other people's emotions, to be sensitive to them, to manage the emotions of others and, finally, to support relationships, the ability to enter into interpersonal relationships with other people and support them. [3].

Later, emotional intelligence attracted the attention of many psychologists. Thus, in Lucine's works it is proposed to treat emotional intelligence as «the ability to understand and manage one's own and others' emotions». The author singles out three groups of emotional intelligence factors: cognitive abilities, perceptions of emotions, and peculiarities of emotionality [7].

In 1988 Reuven Bar-On introduced the concept of emotional and social intelligence and suggested that he was one of the personal and interpersonal abilities, skills and abilities that together define human

behavior. Bar-On first introduced the designation EQ – emotional quotient, the coefficient of emotionality, by analogy with IQ – the coefficient of intelligence. The scientist identified five areas of competence that can be compared with five components of emotional intelligence: self-discovery, interpersonal communication skills, adaptability, stress management, and mood [1].

C. Dulewicz and Higgs (1999) analyzed in detail how the components of emotional intelligence, self-consciousness, emotion management, empathy, attitudes, communications, and personality type correspond to such competences as flexibility, adaptability, viability, influence, ability to listen, leadership, consistency, motivation of others, energy, determination, and achievement orientation.

In the works by domestic researchers, namely E.L. Nosenko, emotional intelligence is considered in the context of the unity of external and internal in the determination of mental. According to the author, emotional intelligence as an aspect of identifying the inner world of personality reflects the degree of reasonableness of a person's attitude to the world, to others and to himself as a subject of life. It has internal and external components that determine the stress-protective and adaptive functions of this integral personality [6, p. 95].

The phenomenon of emotional intelligence is a subject of study by I. Andreeva; for example, the author defines in his scientific works that in adolescence the general level of emotional intelligence in girls is more connected with cognitive processes of comprehension and understanding of emotions, and in boys it is more connected with the quality of interpersonal connections [2]. Daniel Goleman in his research proves that men in general are more restrained in showing sympathy, sadness, and distress, and women in showing sexuality, anger, and aggression [3].

M. Shpak in the structure of teachers' emotional intelligence distinguishes the following components:

- a rational (gnostic) component (a system of knowledge about the essence of emotional phenomena, the structure of the emotional sphere, functions and features of the manifestation of emotions and feelings; general cultural competence; creative thinking, as a result of which the emotional intelligence is a form of social creativity);

- emotional component (emotional well-being, ability to understand one's own emotions and feelings, cognize other people's emotional states, adequately show emotional attitude, empathy, interest in another person, perceptual-reflexive skills, high level of identification with professional and social roles performed; positive Self-concept; psycho-emotional states adequate to the requirements of activity (educational, professional, etc.); expressive skills);

- conative component (emotional self-regulation of behavior, activity, ability to manage the situation of interpersonal interaction with others, to apply constructive strategies of behavior in conflict situations; status-role positions);

- communication component (humanistic approach to communication, readiness to enter into dialogue relations, knowledge of communication style, including professional one, in particular, the peculiarities of one's own communication style, general and specific communication skills that allow to successfully establish emotional contact with the interlocutor; speech culture) [11, c. 285-286].

In his dissertation, A. Chetverik-Burchak presents emotional intelligence as an integral property of personal identity, which consists of four substantial components: dispositional, interpersonal, inner-personal, and information-processing [9, p. 157].

Thus, the analysis of foreign and domestic literature on the problem of emotional intelligence research has proved that today there are several approaches to the definition of the concept of «emotional intelligence», which complement each other. Taking into account the differences in views of scientists, a common feature of existing approaches to the definition of emotional intelligence is the understanding of the design as the ability to understand emotions and manage them. Rather contradictory for today is the divergence of opinions of scientists in studying the influence of various factors on the level of emotional intelligence in women and men.

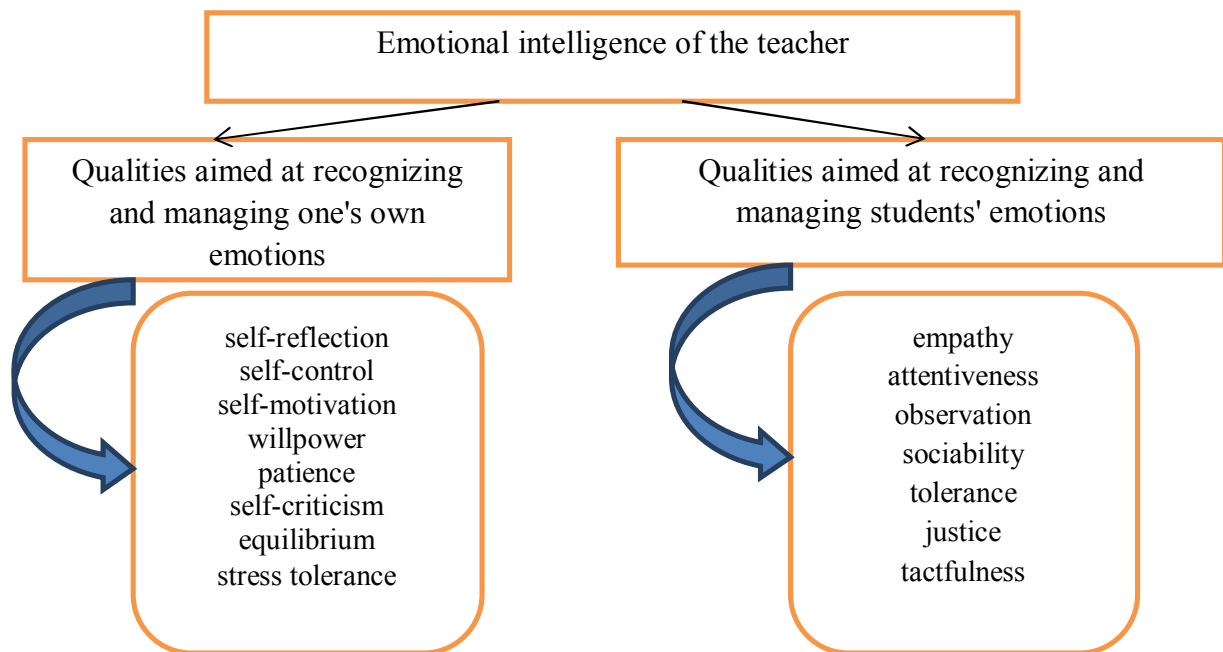
When training marketing specialists, it is not necessary to reduce the role of the teacher, his emotional intelligence in the teaching of the material. As for the emotional intelligence of the teacher, scientists note the constant development of this aspect, because it is the emotional intelligence that helps the teacher not only to better understand the students, to help them overcome obstacles, but also to take care of their psychological health and be less exhausted.

A. Zdoima in his publication says that two aspects are distinguished in the structure of the teacher's emotional intellect: the intra-personal and interpersonal. The first one is characterized by the following components: self-esteem, self-awareness, self-confidence, tolerance, self-control, responsibility, motivation,

optimism and flexibility. The interpersonal aspect includes empathy, tolerance, sociability, openness, dialogue, and counteraction [4].

Taking into account the specifics of the professional activity of social pedagogues / workers, the main direction of which is social prevention, the structure is specified (Fig. 1) and the functions of their emotional intellect are described.

Restorative function provides for restoration of emotional balance, preventive function is aimed at prevention of emotional burnout, occurrence of professional conflicts, corrective function consists in correction of negative emotional state to positive one, developing it provides for development of certain qualities, providing high level of emotional intelligence, controlling helps to identify the emotional state for the purpose of its regulation.



**Fig.1. Components of the teacher's emotional intelligence**

*Source: developed by the author*

Emotional intelligence is also associated with job satisfaction. Researchers Satya Kumar and Vidya Eyer from India surveyed educators and found that the higher the level of emotional intelligence, the more satisfied they were with their work.

Interestingly, this link is even stronger for teachers than for other educators. This is explained by the fact that teaching involves constant communication with people, and where people are, emotions.

Remember or imagine: the first couple at the university, 8.30 a.m., most of the students do not arrive on time, the teacher has not had time to buy coffee, and those present are not ready to discuss Plato and Aristotle. The teacher has not slept well, is irritated, disappointed, and angry.

The last hope for emotional intelligence: the more developed he is, the easier it is for the teacher to understand, evaluate and regulate his emotions, to keep calm and constructive dialogue with students.

The emotional intelligence determines how empathic a person is, i.e., able to imagine himself in the place of another person and understand how the other person feels.

Researchers of age psychology have established that the main source of a child's emotions is the leading (educational) and playful activity. At this age, higher feelings are intensively formed (this phenomenon is described in detail in the works of the outstanding Ukrainian teacher of world level V. Sukhomlynskyi). And a special role is played by intellectual emotions, which are closely related to learning activities: surprise, doubt, new experiences, joy of learning [14].

Later on, the range of emotions expands and reaches a higher level during studies at the university, because young people in this period start a more independent life, move to other cities, are responsible for the success of learning, in some cases – combine study and work. Of course, these factors influence the emotional state of students and form their personality.

If schoolchildren are emotional and often do not know how to restrain their feelings, control their appearance, then students begin to show more restraint in their emotions (irritation, envy, frustration), especially when they are among their peers, fearing their judgment. During this age period, young people actively develop social emotions such as ego, responsibility, trust and compassion. It is in the context of independent communication that the young person discovers various styles of possible relationship building. Reasonable and affective attitude to the rules and moral norms develops in a child through the emotional and evaluative attitude towards him or her as an adult. It is the adult who helps to comprehend the rationality and necessity of behavior, a deed that corresponds to this moment.

As noted by L. Burkova, Doctor of Pedagogical Sciences [1], the facts of influencing the development of a person's EQ have the following ratio:

- genotype of parents (40%);
- upbringing in the family (10%);
- social environment (50%).

The process of development of emotional intelligence has its peculiarities, but its main structural elements begin to develop in the younger school age and do not disappear, but are improved during school education, so for the time of graduation, a young person has the opportunity to achieve such a level of development, as well as the development of emotional intelligence, in order to successfully continue learning in adult life, to organize positive communication with new people in new social conditions, to be involved in social relations in the process of practical

Psychologist V. Yurkevych expresses the paradox: emotional intelligence is more likely to be developed and to be taught in a targeted way than in an abstract and logical way.

A holistic perception of the world occurs only when a student not only analyzes events, but also treats them emotionally. The educator should know and consider this:

- emotionally significant situations for students encourage them to express themselves;
- emotions create a «platform» on which to write new knowledge;
- emotionally colored knowledge motivates the individual to further knowledge, study, and research;
- education, involves the emotional sphere of the person, promotes the development of a value attitude to knowledge, world, other people.

Extinction of emotions is equivalent to loss of happiness as only the developed emotional sphere is a source of joy. Adults should try to see the positive aspects of everything that surrounds us, make optimistic conclusions and instill it in students. This is important because the development of emotions depends on our perception of the world around us.

In order to identify the ability of students, and especially graduate students to understand their own thoughts and feelings, to control their emotions during various life situations, especially stressful ones, we conducted a survey on the topic: «Features of response to stressful situations depending on the level of emotional intelligence of a person.

The relevance of this work is due to the fact that the ability to experience stress correctly is one of the main indicators in achieving maximum success in the life of an individual.

In the course of our research, 23 students of the 4th and 5th years of study with a specialization in «Marketing» were interviewed. As a result of our empirical research on the method of N. Hall we have found the following results: on the scale of «Emotional awareness» 20.8% of respondents have a high level of partial emotional intelligence, 50% – the average level, 29.2 – a low level. On the scale of «Emotional management»: 4.2% – high level; 79.2% – average; 16.6% – low. «Self-motivation» – 0% – high level; 41.6% – average; 58.4% – low. «Empathy» is only 20.9% of respondents have a high level; 58.3% – average; 20.8% – low. On the scale «Recognition of other people's emotions» the results were distributed as follows: 8.3% – high level; 54.2% – average level; 37.5% – low level.

According to the integrative level, 12.5% of respondents have a high level of emotional intelligence; 62.5% – average level; 25% – low level of emotional intelligence.

Thus, the majority of respondents have an average level of emotional intelligence. This indicates that students are good at controlling their emotions and are therefore self-confident. People with a low level of emotional intelligence in stressful situations aimed at overcoming emotions, due to excessive fixation on the problems (dominates the external over the internal). The highest level of emotional intelligence is marked by a harmonious combination of internal and external. Human behavior is based on a wide range of well-established social skills. In this case, the emotional stress state only mobilizes and stimulates it.

**Conclusions.** So, emotional intelligence is an important component of personal development that can be developed. The process of development of emotional intelligence has features, but the main structural elements of

emotional intelligence begin to develop in the younger school age and do not disappear with age, but improve during the period of training.

In our opinion, psychologists, teachers and educators should focus on such concepts as «emotional giftedness», «emotional balance», «emotional style», «emotional freedom», «emotional maturity».

They should know and take into account that:

emotionally significant situations for the child encourage self-expression;

emotions create a «platform» on which to write new knowledge;

emotionally colored knowledge motivates the child to further knowledge, study, and research.

In order to develop emotional competence and control of emotions, it is important to improve perception processes and emotional assessment of reality.

Open communication is based on emotional freedom, which makes it possible to be oneself, to be natural and real in relationships.

Emotions always exist, we always feel something. And you can often hear it in an educational institution: «Be calm and serious! Be rational! And do not approve of emotionality». Usually, the sphere of human feelings remains outside the circle of pedagogical interests, but due to the existence of emotional intelligence a person differs from a modern computer with artificial intelligence.

Thus, in order to develop the ability to feel happiness and successful self-realization, a person should develop his or her emotional intelligence, because it allows us to find a balance between the mind and feelings and to get closer to a sense of harmony in life.

#### **REFERENCES:**

1. Belkina V. What is emotional intelligence and how do you know your EQ level? [Electronic resource] / V. Belkina. - Access mode: <http://itstechnology.ru/page/shho-take-emocijnij-intelekt-i-jak-diznatisja-svij-riven-eq> - Name from the screen.
2. Burkova L.V. Socionomical professions: innovative training of specialists in higher educational institutions: monograph [Text] / L.V. Burkova.- K.: Information systems, 2010.- 278 p. - Bibliogr. : P. 260-277.
3. Goleman D., Boyacis G., Annie McKee. Emotional leadership. Art of human management based on emotional intelligence [Text] / D. Goleman, R. Boyacis, Annie McKee. - M.: Albina Business Books, 2005. 21 p.
4. Emotional intelligence [Electronic resource]. - Access mode: <https://uk.wikipedia.org> - Name from the screen.
5. Emotional intelligence [Electronic resource]. - Access mode: [http://www.psychologos.ru/articles/view/emocionalnyy\\_intellekt](http://www.psychologos.ru/articles/view/emocionalnyy_intellekt) - Screen name.
6. Zdoima A. Development of emotional intelligence as a component of modern management [Electronic resource] / A. Zdoima. - Access mode: [http://www.rusnauka.com/10\\_NPE\\_2010/Economics/62658.doc.htm](http://www.rusnauka.com/10_NPE_2010/Economics/62658.doc.htm)
7. Competently directed education: first experience, comparative approaches, perspectives: mater. [Text] / V.V. Zaritska // Development of emotional intellect in the context of competence-oriented education; All-Ukrainian scientific-practical conf. (April 28, 2011). - Moscow: Kiev. Institute of Modern Art, 2011.-92 p.
8. Kostiuk A. Emotional intelligence and ways of its development / A. Kostiuk // Visnyk of Kherson State University. - 2014. - Issue. 2, Vol. 1. - P. 85-89. - (Series «Psychological sciences»).
9. Loshenko A. Emotional Intelligence and Emotional Competence: Problems of Correlation / A. Loshenko // Visnyk of Kyiv National Taras Shevchenko University. - 2010. - No 2. - P. 49-52. - (Series «Psychology. Pedagogy. Social work»).
10. Melnyk A. Emotional Intelligence and Critical Thinking / A. Melnyk // Scientific Notes. - 2009. - Issue. 12. - P. 122-131. - (Psychology series).
11. Popova T. Emotional intelligence and anxiety in the period of early growth / T. Popova // Collection of scientific works of the Kharkiv H. S. Skovoroda National Pedagogical University. - 2013. - Issue. 15. - P. 109-114. - (Biology and Valeology series).
12. Khvostenko A. Emotional intelligence as a prerequisite for a successful career [Electronic resource] / A. Khvostenko. - Access mode: <http://www.business-territory.com/articles/emotsiini-intelekt-yak-peredumova-uspishnoi-kar%E2%80%99%D1%94ri> - Name from the screen.
13. Chetverik-Burchak, A.H. Mechanisms of influence of emotional intellect on the success of a person's life activity: dis ... PhD in Psychology: 19.00.01 / Alina H. Chetverik-Burchak; Dnipropetrovsk National University. - Dnipropetrovsk, 2015. - 187 p.
14. Shpak M. Emotional intelligence in the context of modern psychological research / M. Shpak // Personal psychology. - 2011. - No 1 (2). - P. 282-288.
15. Ekman, P., & Davidson, R.J. The nature of emotion: fundamental questions. New York: Oxford University Press.
16. Mayer, J.D., Salovey, P., & Caruso, D.R. (2000) Emotional Intelligence. In R.J.

Sternberg (ed.) Handbook of Intelligence. New York: Cambridge University Press. (pp. 396 – 420).

17. Saarni, C (1990). Emotional competence: How emotions and relationships become integrated. In: R.A. Thompson (ed.), Nebraska Symposium on Motivation: Vol. 36 Socioemotional development Lincoln: University of Nebraska Press. (pp. 115 – 182).

18. Salovey, P., & Meyer, M. (1990/1998). Emotional Intelligence. In J. Jenkins, K. Oatley, N. Stein (eds.), Human Emotions. A Reader. Malden, M.A.: Blackwell Publishers (pp. 313 – 319).

УДК 37.025

**Муллер Марина Вячеславівна**, кандидат економічних наук, доцент. **Ткаленко Альбіна Олегівна**. Полтавський національний технічний університет імені Юрія Кондратюка. **Розвиток емоційного інтелекту як складова успішної підготовки маркетолога**. Розглянуто проблему розвитку емоційного інтелекту успішної підготовки маркетологів в умовах конкурентного середовища. Сьогодні складно перебільшити роль і значення емоційного інтелекту, тому що від його рівня залежить не тільки продуктивність праці, але й відчуття задоволення від життя. Визначено і розкрито цільову спрямованість дослідження, а саме: особливості емоційного стану студентів та вплив його на процес навчання; розвиток більшої обізнаності щодо важливості розвитку емоційного інтелекту при підготовці фахівців з маркетингу. У результаті проведеного емпіричного дослідження за методикою Н. Холла виявлено, що у більшості (67%) респондентів (студентів 15-го курсів спеціальності «Маркетинг») наявний середній рівень емоційного інтелекту. Перспективами подальших досліджень у цій сфері є формування системи розвитку емоційного інтелекту в усіх учасників навчального процесу на основі тренінгів і ситуативних завдань, а також розвиток більшої обізнаності щодо важливості EQ.

**Ключові слова:** емоційний інтелект, емоційний баланс, соціальна профілактика, особистісна ідентичність.

UDC 37.025

**Muller Marina**, Ph.D. (Economics), Associate Professor of the Department of International Economics and Marketing. **Tkalenko Albina**. Poltava National Technical Yuri Kondratyuk University. **Development of Emotional Intelligence as a Component of Successful Marketing Training**. The problem of development of emotional intelligence of successful training of marketers in the conditions of competitive environment is considered. The purpose of the research is defined and revealed, namely: peculiarities of students' emotional state and influence on learning; developing greater awareness of the importance of EQ in training marketing professionals. As a result of the empirical study according to the method of N. Hall, the average level of EQ was found in the majority of respondents.

**Key words:** emotional intelligence, emotional balance, social prevention, personal identity.

УДК 37.025

**Муллер Марина Вячеславовна**, кандидат экономических наук, доцент. **Ткаленко Альбина Олегівна**. Полтавский национальный технический университет имени Юрия Кондратюка. **Развитие эмоционального интеллекта как составляющая успешной подготовки маркетолога**. Рассмотрена проблема развития эмоционального интеллекта успешной подготовки маркетологов в условиях конкурентной среды. Сегодня сложно преувеличить роль и значение эмоционального интеллекта, так как от его уровня зависит не только производительность труда, но и ощущение удовлетворения от жизни. Определена и раскрыта целевая направленность исследования, а именно: особенности эмоционального состояния студентов и влияние его на процесс обучения; развитие большей осведомленности касательно важности развития эмоционального интеллекта при подготовке специалистов по маркетингу. В результате проведенного эмпирического исследования по методике Н. Холла, выявлено, что у большинства (67%) респондентов (студентов 15-го курсов специальности «Маркетинг») средний уровень эмоционального интеллекта. Перспективами дальнейших исследований в данной области является формирование системы развития эмоционального интеллекта у всех участников учебного процесса на основе тренингов и ситуативных задач, а также развитие большей осведомленности касательно важности EQ.

**Ключевые слова:** эмоциональный интеллект, эмоциональный баланс, социальная профилактика, личностная идентичность.