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EMOTIONAL INTELLIGENCE OF MANAGER AS BASED ASSUMPTION OF MANAGER COMPETENCES IN AIR FORCE ACADEMY CONDITIONS

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Abstract: *The authors point to the importance of the use of emotional intelligence for preparation of professional soldiers. They are concerned with development, conceptions and models of emotional intelligence as well as with specific features of military education. The authors pay considerable attention to self-evaluation of students and pedagogical staff in the field of emotional intelligence. They evaluate opinions of the Slovak Armed Forces members who participate in career courses and propose other possibilities of emotional intelligence development in the environment of the Armed Forces Academy by means of courses of study and professional and lifelong training courses.*

Keywords: *emotional intelligence, commander's personality and his key competences, influence of emotional intelligence in the Slovak Armed Forces, level of emotional intelligence within military education at the Armed Forces Academy, innovation of professional and lifelong education by means of emotional intelligence development for professional soldiers*

1. INTRODUCTION

Enhancement of education has been given the highest priority at all types of schools, regardless of their scope, because quality of education significantly affects the whole society. Teachers at the Armed Forces Academy (hereinafter AFA) make every effort to enhance their work and work better. Within the study programmes they propose curricula that would enhance the students' competencies necessary for the performance of their future work and their success in their jobs. One of the

examples of this effort is also the possibility to educate students at AFA in form of trainings within selected areas of emotional intelligence (hereinafter EI), which would positively influence the students' training for the military profession and the morale. Today the developed world is aware that the effects of emotional intelligence on success of people – individuals, groups, teams, organisations or companies is enormous.

Since the department of defence has specific aims within our society, these specifications should occur in the theoretical

training of AFA students, which affects the development of EI of the members of AF of SR. Manager competencies and the human factor have some gaps, what might reduce the efficiency of working processes at AFA, too. Thus, in this article we analyze different opinions of teachers on EI of students and we have conducted a survey of EI level based on the self-evaluation of AFA students and employees and we also analyze articles and remarks of AF of SR members on the issue of applying EI in practice within career courses. In our efforts we also try to support education within this field and create a kind of manual of EI that would serve as teaching aid for teachers and lecturers within AF of SR. Gradually, we want to inform the public universities and public administration about some of our results.

2. EMOTIONAL INTELLIGENCE

In recent years there have been more and more literature on emotional intelligence, which not only science, but also the public is interested in. Why is the general public interested in it? Because people already know that they need to find a way how to handle their emotions, because in the 21st century the illiterate are not just the ones who cannot write nor read, but also those who cannot learn, unlearn and learn again. This might be the reason why the public is interested in emotional intelligence. *Emotions* make our lives more colourful, they determine the level of our mental and physical activities. Our relationship to other people, to events and tasks depend on them. They also affect the evaluation of our own behavior and activities. Today we know that negative emotions such as anger, sadness, fear, outrageous resistance are worse than positive emotions such as joy, happiness, surprise, and love. The fact is that emotional learning is a social skill, that starts from experience and examples. Early identification and understanding our own emotions is the basic competence for adequate handling of our feelings in certain situations. This skill is also the basic assumption of all other building blocks of emotional intelligence. *An emotional illiterate* is someone who has no access to his/her

feelings. In situations causing powerful emotions this person remains passive, does not feel anything because he / she cannot identify and understand the feelings. Other people's feelings remain unknown, too. The absence of feelings worsens private as well as professional relationships. The reason is (if we exclude any brain disorders) the incomplete cognitive development during childhood, however, this can occur also in adulthood due to traumatic experience.

2.1 Development, concepts and models of emotional intelligence EI

Current research of intelligence is getting rid of the inadequate differentiation between thinking and feeling. Thanks to many psychologists such as Robert Sternberg, Howard Gardner and Peter Salovey there is a widespread term *concept of intelligence* being used instead. Modern research suggests that knowing oneself and being sensitive to others have a particular aim. H. Gardner calls them *intrapersonal interpersonal and intelligences*. At the beginning of the 90s P. Salovey and his colleague J. Mayer made up a more felicitous term "*emotional intelligence*".

Their merits lie in specifying what intelligence comprises. They identified 5 different sub-skills – *poznat' vlastné city, handling one's own feelings, using given options, sympathizing with other people, building social relations*. However, it was thanks to Harvard psychologist Daniel Goleman that emotional intelligence received worldwide attention (Märtinová, Boecková, 1998, p. 8 – 11). In Scopus database from 2001 to 2008 there are 552 articles with the term emotional intelligence in the title. *Hartl and Hartlová (2000, 2004)* define emotional intelligence (EI) as the ability to live joyfully and the level of coping with everyday problems. Emotional intelligence according to *Schulze (2007)* represents a psychometric frame of intuitively attractive idea that people differ in their emotional knowledge and that these differences are reflected in their real lives, (Schulze and col., 2007, p.128). *Pletzer (2009)* states that Daniel Goleman defines *emotional intelligence* as the ability to motivate oneself and not give up when facing



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frustration, as the ability to handle desires and postpone satisfaction, the ability to handle the mood, prevent anxiety and tension, the ability to affect one's own quality of thinking, the ability to sympathize with other people and not losing hope even in difficult situations.

Concepts of emotional intelligence

According to the research (*Molčanová, Baumgartner, 2008*) there are two different strams within the theory of EI that can be divided according to whether they are focused on maximum or typical performance. „The typical“ approach focuses on the way people usually behave in everyday situations while the other „maximum“ approach focuses on what people are able to do (Bracket, Geher, 2006). Based on that, Petrides and Furnham (in Pérez et al., 2007) differentiate between: *trait emotional intelligence and emotional intelligence as a skill*. These two concepts are different. *Trait emotional intelligence* focuses on self-characterization questionnaires, while *emotional intelligence as a skill* focused on tests of maximum performance. Nearly all existing concepts and tools of emotional intelligence cover at least four fields related to emotions, which are the results of factor combination of two dimensions self vs. the other one and recognition /consciousness verzus regulation/control,“ (*Molčanová, Baumgartner, 2008, p. 163*).

Models of emotional intelligence

At present there are several conceptual approaches to the models of emotional intelligence in professional literature. These models can be divided into two groups: *skill models* – focus on performance methods of measuring emotional skills and *mixed models* – when measuring EI they rely on *self-characterizing models*. Daniel Goleman has an

excellent ability to present the readers even a very difficult scientific theory. He processed a comprehensible model of emotional intelligence which caused that the term „emotional intelligence“ spread rapidly and became very popular in the USA as well as in Europe. *Model by D. Goleman (1998)* differentiates within the structure of qualities of EI two fields (Goleman, 1995, p. 16):

A. Abilities related to oneself i.e. „12 qualities“ for being successful at work:

1. *Self-awareness field (handle one's own mental processes, possibilities, preferences, intuition)*
2. *Self-regulation field (repressing impulsive behavior and coping with anxiety and insecurity)*
3. *Motivation for bigger pictures field (emotional tendencies leading to or facilitating the ascent)*

B. Competences within human relations, i.e. „13“ skills for getting a job

1. *Empathy field (empathizing – realizing the feelings and interests of other people)*
2. *Affecting others and team work field (flexibility in interaction with people, ability to reach the desired reactions from people)*
3. *Influencing people*
4. *Team work*

3. Špecific particularities of EI in practice within the AF of SR

Today we know that managers working eithin the AF of SR, i.e. commanders, significantly differ in knowledge, skills and experience and also in many other factors that build up their personality. Thus, it is necessary to pay attention to forming the character and especially their emotional maturity.

For the AF of SR it is typical that organization structure of individual units (organizations) puts people in specific relations, the goal of which is performing certain tasks. In spite of that the most employees within the AF of SR as well as in organization of any type and mission think that their work requires just their heads and not hearts. Many employees worry that empathizing with their colleagues could easily get them into a conflict with their organization goals or mission. Emotional intelligence influences the ability to vent negative events in form of constructive criticism, the ability to create a creative working atmosphere, the ability to communicate effectively. According to scientific research high level of emotional intelligence supports the phenomenon of leadership, a fact that should be considered within the AF of SR. It is obvious that the individual working performance of people, be it mental or manual work, is mostly influenced by emotional intelligence. Indeed, people who do not dispose of such levels of emotional intelligence cannot be condemned. People can perform a lot of work also without using emotional intelligence, however, *their chances are limited*. An advantage of emotional intelligence is that we can work with it throughout our whole life, we can enhance it. Flexibility of emotional intelligence is definitely one of the advantages when compared to cognitive intelligence, the development options of which are sometimes limited. Various organizations such as L'Oréal and U.S. Air Force have saved millions of dollars by introducing programmes focused on enhancing emotional intelligence, (Bradberry, Greavesová, 2007, p. 63).

The AF of SR have limited financial resources, thus enhancing emotional intelligence might be a way of ensuring effectivity.

Last but not least, it is necessary to mention the effect of emotions on human health. People should know their feelings because this is the only way people can prevent further problems that might come. Suppressed emotions lead fast to stress, tension or anxiety.

Professional soldiers exposed to psychological and physical stress for long will not

be prepared well enough regarding his emotional level. He will be prone to illnesses and his convalescence will last longer. Enhancing the emotional consciousness is an investment in oneself. We must consider also the fact, that the professional soldier lives his private and his professional lives. He lives with his wife and brings up children, who might not be attracted to the military profession of their father and the family might find it difficult to cope with his typical military stringency. Thus, he cannot perform the military regime (follow the order) at home, because his family would fall apart. To be successful in his military life he needs a solid family background – happy family life, to which he can get through enhancing his EI. Military education is full regarding the content for the development all kinds of intelligence, thus we can ask: Why shall we enhance the emotional intelligence? We have to think in a broader context of the profession. There are several high-risk professions, where people might be threatened and even their lives might be in danger. However, from all of these types of profession, only soldiers (eventually also poliemen) find themselves in situation in which they have to take the lives of even healthy people, which is very difficult (e.g. during war or other conflicts). This is why they have to handle their emotions (regret, fear, despair, resistance etc.). The history and the present offers many examples of situations when soldiers could not handle their emotions, consequently they were prosecuted or convicted. Thus, the developed armies in the world pay attention to the training of morale (or moral intelligence). The development of emotional intelligence should serve as its support. In this context within the military education it is necessary to **train** each EI skill **dually** – in fictional situations, in war and peace, within theoretic lessons, at work, at home, in privacy, in public etc. Controlling one's own emotions (both positive and negative) is not easy, people need to train it their whole life. The good news is that we can learn how to do it.

Within AFA we have been dealing with the enhancement of EI due to the decline of EQ of students regarding their behavior. There have been more remarks regarding many



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shortcomings and negative aspects in fulfilling their tasks, low activity in classrooms and unwillingness to work for their own sake. Furthermore, there have been some cases of inappropriate behavior or even aggressive behavior. And finally, we have noticed an increase in negative experiences of teachers regarding EI.

Self-assessment of students regarding EI

Thus, the goal of students' self-assessment was to determine the level of their emotional intelligence, which affects their total intelligence level. The results of their self-assessment can suggest several shortcomings in the quality of their training for the military profession. The participating students were 2nd year students of study groups 22 and 23 military organization management (MOM) due to their branch of study, in which they need manager competences. Their task was to perform self-assessment of 25 skills from emotional intelligence field and mark it on an answer sheet. They were supposed to assign 1 - 6 points to each skill, 6 points meaning the best evaluation. There were 28 answer sheets used for this survey, 22 respondents participated (78,57 %).

Results of the students' self-assessment

The results of the self-assessment can serve for the needs of educating students. The results according to individual fields can be seen in Chart 1. We can see the total result of assigning points to the EI skills from 5 fields.

Chart. 1: Hypothesis of students' EQ according to the self-assessment (source: our own research)

Types of areas	Ø points assigned of the max. number of 6 points	% of the max number of points
Self-awareness	3,91	65,2
Self-regulation	4,25	70,8
Motivation	4,07	67,8
Empathy	3,58	59,7
Relations and team work	4,19	69,9
Hypothesis of students' EQ	4,03	67,1

According to the self-assessment the level of EI is mathematically expressed by arithmetic average as **EQ 67,1 %**. This suggests that students themselves feel an approximate 33 % deficit of EI, which might be a signal for the teachers to adapt the education process. The best skill was the area of self-regulation (70,8 %) and relations and team work area (69,9 %), which is quite impressive given their age and immaturity. An interesting finding is the fact that students are relatively self-critical, which results from their answers for the area of empathy, which they assigned the least points (59,7 %) of all areas. It is related to the typical traits of young people, for example being shallow, not empathizing with others, perception barriers and various prejudices. Empathy area should be given proper attention within the education process. Since every area consists of several skills, let us have a look at them. Chart 2 show which concrete skills are considered by students the best or the weakest. According to this self-assessment we could hardly process the students' characteristic as a whole. They think of themselves they are flexible and at the same time that they are not willing to adapt to changes or innovations. If

they had a sense of the policy of organizations, they would know that each company or entrepreneur care about their customers (purchasers of their products or services). These are the disadvantages of generalizing. Thus it would be very useful to have this kind of information from every individual for the need of his / her individual development within EI.

Chart 2: Level of EI skills according to the self-assessment of students (source: our own research)

Areas the skills belong to	Skills evaluated as best	Skills evaluated as worst
Self-awareness	Self-confidence Ø 4,32	Self-assessment Ø 3,68
Self-regulation	Adaptability Ø 4,73	Innovation Ø 3,82
Motivation	Optimism Ø 4,23	Loyalty Ø 3,77
Empathy	Sence for policy of organization Ø 3,85	Focus on customer Ø 3,48
Relations and team work	Schopnost' spolupráce a vzájomnej podpory Ø 4,77	Willingness to change Ø 3,41

In general we can see that there is no big difference in the averages. Students admitted some shortcomings even in the best evaluated skills. The obtained information shows the necessity to develop EI especially in the area of self-awareness, motivation and empathy. Curricula at AFA should, however, include emotional intelligence as a whole.

Self-assessment of employees regarding EI

Self-assessment within the area of EI has been voluntarily performed by employees of individual departments of AFA, see Chart 3.

Chart 3: Number of self-assessments of employees (source: our own research)

Departments	Respondents
Department of Management	6
Department of Electronics	9
Department of Mechanical Engineering	5
Department of Informatics	7
Department of Social Sciences and Languages	4
Security and Defence Department	10
Department of Science and Foreign Relations	7
Education Department	5
Spolu:	53

Self-assessment of their own 25 skills within EI was evaluated by respondents on an answer sheet. Each skill could be assigned 1 – 6 points, 6 points being the best evaluation.

Employees' self-assessment results.

For the purpose of interpretation we focused on the results according to individual departments, as well as results of employees as a whole. We counted the results as the arithmetic average of values that had been assigned to the individual skills by the employees. Employees' EQ represents the mathematically expressed level of EI.

Question 1: In which EI area did employees evaluate their skills the most?

Chart 4 suggests that although the results in individual areas are quite similar, the best skills are in the area of self-regulation.

Chart 4: Hypothesis of employees' EQ according to self-assessment (source: our own research)

Types of areas	Ø of assigned points	% of points
Self-awareness	4,36	72,7
Self-regulation	4,71	78,4
Oblasť motivácie	4,48	74,7
Empathy	4,24	70,7
Relations and team work	4,44	74,1
Hypothesis of employees' EQ	4,45	74,2



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AFASES 2014

Brasov, 22-24 May 2014

Employees from 6 departments placed self-regulation in the first place, but most points have been assigned by the Department of Science and Foreign Relations, in both cases \bar{O} 5 points (83,3 %). Respondents from the Security and defence department assigned most points to self-awareness \bar{O} 4,93 points (82,2 %) and at the Department of Management the area of motivation dominates with \bar{O} 4,29 points (71,5 %).

Question 2: Which two areas do the individual departments handle the best? Two best handled areas of EI are those with the most points. According to the previous chart self-regulation and motivation are the best evaluated areas. Differences between individual departments are in the number of points they assigned. It is obvious, that self-regulation is considered the best handled area of EI, which is essential for teachers educating students. We have expected higher number of points assigned to evaluation of motivation.

Question 3: Which specific EI skills do employees consider their best ones?

Chart 5: Best EI skills of employees
(source:our own research)

Categories of employees	Know yourself	Interpersonal relationships
Department of Management	Reliability \bar{O} 4,83 Conscientiousness \bar{O} 4,83	Cooperation and support \bar{O} 4,83
Department of Electronics	Loyalty \bar{O} 5,33	Enhancing ties and relations \bar{O} 5,0
Department of Mechanical Engineering	Innovation \bar{O} 5,2	Influencing others \bar{O} 5,6

Department of Informatics	Conscientiousness \bar{O} 4,71	Stimulate others \bar{O} 4,57 Cooperation and support \bar{O} 4,57
Department of Social Sciences and Languages	Reliability \bar{O} 4,57	Focus on customer \bar{O} 4,5
Security and Defence Department	Conscientiousness \bar{O} 5,5	Cooperation and support \bar{O} 5,5
Department of Science and Foreign Relations	Loyalty \bar{O} 5,71	Understand others \bar{O} 5,29 Cooperation and support \bar{O} 5,29
Education Department	Conscientiousness \bar{O} 5,6	Cooperation and support \bar{O} 5,6
Total	Reliability \bar{O} 5,0 Conscientiousness \bar{O} 5,15	Cooperation and support \bar{O} 4,94

Question 4: Which EI skills have the least points?

Chart 6: EI skills with least points assigned
u zamestnancov (source: our own research)

Categories of employees	Know yourself	Interpersonal relationships
Department of Management	Selfconfidence \bar{O} 3,17 Selfcontrol \bar{O} 3,33	Leadership skills \bar{O} 3,33
Department of Electronics	Initiative \bar{O} 4,33 Ambitions \bar{O} 4,33	Focus on customer \bar{O} 3,56
Department of Mechanical Engineering	Selfcontrol, adaptability, loyalty \bar{O} 4,0	Enhancing diversity \bar{O} 3,60
Department of Informatics	Sebaovládanie \bar{O} 3,86	Focus on customer \bar{O} 3,71
Department of Social Sciences and Languages	Sebadôvera a optimizmus \bar{O} 3,25	Enhancing diversity and willingness to change \bar{O} 2,75
Security and Defence	Selfcontrol \bar{O} 3,90	Understanding others \bar{O} 4,40

Department		Rozvoj diverzity Ø 4,30
Department of Science and Foreign Relations	Self-knowledge Ø 3,71	Influencing others Ø 3,71 Leadership skills Ø 3,71
Education Department	Self-knowledge Ø 4,0	Enhancing diversity Ø 3,80
Total:	Self-control Ø 4,09 Self-knowledge Ø 4,25	Enhancing diversity Ø 3,94 Sense for policy of org. Ø 4,06

Question 5: What is the order of departments according to the number of assigned points? Security and Defence Department Ø 4,81 (80,1 %) Education Department Ø 4,65 (77,5 %). Department of Science and Foreign Relations Ø 4,58 (76,4 %) Department of Electronics Ø 4,53 (75,5 %) Department of Mechanical Engineering Ø 4,46 (74,4 %) Department of Informatics Ø 4,19 (69,9 %) Department of Management Ø 4,14 (69 %) Department of Social Studies and Languages 3,82 (63,7 %).

Question 6: What results can we draw from the EI self-assessment of employees? In the above stated analysis each employee can find a general overview of the self-assessment of EI of all employees, as well as his / her closest colleagues. For the success at work each person has to cope with the area of „self-awareness“, which means: have the ability of „self-knowledge“, understanding one’s own abilities and limits, have the ability to „self-assess“ what we are good at and what we need to improve, have enough self-confidence.

The area of self-awareness (together with the area of motivation) has gained the least points in this research. *Each training within EI should start with training the area of self-awareness.* The most important is also the most difficult. Handling self-awareness requires the person to be honest with himself / herself and judgmental enough. This is the only way EI training should be focused on acquiring those skills that are most needed for groups or individuals when trying to be successful. We cannot determine the real EQ value without relevant skills testing in

a research project, only based on self-assessment. Because most people tend to consider themselves much better at everything that they really are. They tend to think „I can do it“. In spite of that, self-assessment has brought along a useful experience. The depth, amount of knowledge from EI areas could surprise many students and employees that have not been dealing with EI so far.

Question 7: What is the difference between employees’ and students’ self-assessment? Chart 10 determines the parameter representing the hypothetical EQ. We can see that employees evaluate their skills with 74,2 %, which is only by 7 % better than students do. Is this difference due to experience, family and surrounding influence? Shouldn’t this difference be bigger for a successful education process? What do individual areas differences mean? These are questions for a psychologist, but all of us have our own answers and opinions about them.

Chart 7: Comparison of EI level of employees and students (source: our own research)

Number of the points (max. 6 points for each skill)	Employees		Students	
	Ø	%	Ø	%
Self-awareness	4,36	72,7	3,91	65,2
Self-regulation	4,71	78,4	4,25	70,8
Motivation	4,48	74,7	4,07	67,8
Empathy	4,24	70,7	3,58	59,7
Relations and team work	4,44	74,1	4,19	69,9
Hypothesis of EQ	4,48	74,2	4,03	67,1

Regardless of the level of EQ, a significant difference between the employees’ and students’ skills is only in the area of empathy. In other areas the students seem to **parrot their teachers** and employees with a very similar result. The level of employees’ and teachers’ EQ affects the EQ level of students, too. They mirror us.

2.3. Career courses participants’ contributions to EI

Career courses participants had the opportunity to research their 25 EI skills, too.



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INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2014
Brasov, 22-24 May 2014

They were asked to select 2 skills and in their free time write a short, anonymous paragraph on how they use them in practice, what experience they have from work or personal life and what their attitude to them is. We wanted to understand their attitude, so that our students can expect from their future superiors.

*Chart 8: Courses respondents overview
(source: our own research)*

Type of course	Number of respondents	Return of the set task	
ACSC = Advanced Command and Staff Course	60	3	5,00 %
JCSC = Junior Command and Staff Course	29	22	75,86 %
WOC = Warrant Officers Course	29	18	62,06 %
Total:	118	43	36,44 %

At first sight, someone might remark, that “the fish stinks from the head down”. If there is a mistake somewhere, just rarely is only one side responsible for it, especially if we do not have the opinion of the other side. We have chosen the easiest criterion to evaluate the paragraphs: A – they understanding of the skill and attitudes is felicitous B – they capture the given skill, they dispose of correct and incorrect attitudes, C –they inaccurately capture the ability, their attitude is either lack stimuli or there are no attitudes at all. If this was a common evaluation (grades 1, 2, 3), then the ACSC participants would score Ø 1,14, JCSC Ø 1,5 and WOC Ø 2,4. All 43 paragraphs would score Ø 1,9. We need to note, that in this case this was a subjective

evaluation, because “truth is in the eye of the beholder”. **Courses participants as a whole** commented on 22 skills (out of 25). Nobody commented on skills such as – reliability, innovation, willingness to accept changes. For the sake of a total evaluation it was necessary to notice positive and negative remarks in each paragraph.

Possibilities of enhancing EQ within AFA

If AFA is interested in enhancing effectiveness in all areas of remit by means of enhancing EI and human resources, there are several options that might lead to the desired aim – requirements to meet EI criteria when joining the army or a certain phase, through the military career and at the end of certain phases.

- At the beginning of certain phases we can require specific EI criteria when hiring new employees, as well as students at the admission exams regardless of the study degree.
- We can continuously process requirements for EI skills, propose the system of rewarding AFA employees and students. Consequently we can regularly test (e.g. psychodiagnostic testing) these criteria.
- At the end of certain phases we can monitor the criteria as well. For example, by means of evaluating the Students’ Scientific papers, Diploma papers, state exams, habilitations, inaugurations etc.

Require meeting the criteria within EI is a difficult task. It is not difficult just due to the time needed, but also due to the means used for setting the criteria and especially due to the ways of monitoring the desired skills – preparation of EQ tests, motivation interviews, model situations for admission interviews, preparation of courses and EI trainings etc. For suchlike EI enhancement project it is

necessary to progress gradually, step by step. The first step should be to *organize short-term EI courses and trainings*. After participating in them the next step would be suitable – *including EI issue in the study programmes*.

Organizing EI courses

Suitable courses for enhancing EI would be organized namely for students and separately for AFA employees. If the legal conditions allow it, AFA could organize EI courses within the department of defence (or outside of it for payment). For organizing suchlike courses we could use the recommendations by Goleman: „*Hlavné smernice pre školenia v EI*“ (*Basic guidelines for EI trainings*). They might inspire AFA for our own internal guidelines or for amendments to our guidelines.

Including EI in study programmes

Regarding higher education institution, the most common way to include a new topic in the curriculum so that students can obtain new competences is a change or innovation of basic pedagogical documents. It is not just restructuralization of the graduate's profile, but just an update of the study programme, that must be accepted by the guarantor. Before the update of study programmes it would be convenient to confirm the success of the proposal, for example at the Lifelong Education Centre at AFA, which provides lifelong and career education for the AF of SR members. They should include the given topic in their individual subjects. The choice should be made by individual departments or courses guarantors. The offer of courses should contain more topics to choose from. If there is a positive response from participants, then we can update the study programmes and include EI in several areas, because all departments teach subjects with suitable subjects, where EI could be easily included and the students would benefit. If we consider EI an individual subject, most suitable subjects would be for example: Management, Leadership, Manager communication, Human resources management, Organization behaviour, Ethics and military behaviour, Mass media communication and military diplomacy and crisis communication, Public relations,

Strategic management, Project management, Changes and innovation management, Crisis management (national and international).

Besides updating the study programmes for our own students, the Department of Management can update the issue of EI also within short-term specialized courses with the title „Key manager competences“, that they provide. The content of the courses comprises modules focused on management, communication skills, human resources management, team work, ethics and manager diplomacy. Almost all modules are suitable for EI updates.

CONCLUSIONS

Similarly to the Department of Management, also other departments have the opportunity to innovate their study programmes by including the EI issue in their programmes and subjects, especially the Department of Social Studies and Languages and Security and Defence Department. When discussing and deciding about the suitability of EI for study programmes a closer look at this issue might help. We can use the Goleman's manual of models that divide EI in 25 skills. We have used this model for our research. This model is not the only one dealing with this topic. Other departments can choose from models by other authors. Within the AF of SR it is possible to use a processed text for the support of enhancement of EI. Our aim was to confirm the possibilities to educate at AFA within EI. If teachers agree with including EI in the module or study programmes, they would probably face problems related to the lack of texts and books for this purpose. Compiling texts is very time-consuming and difficult, that is why the EI Manual for AFA teachers might be helpful. The manual can also serve as study text for students instead of the missing books. It can also be a useful handbook for employees and managers at AFA when dealing with everyday problems. It is suitable also for teachers of other types of universities and schools, because it can be used in any education process.



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Brasov, 22-24 May 2014

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