

THE ROLE OF EMOTIONAL INTELLIGENCE IN DIRECT LEADERSHIP IN THE ARMY OF THE CZECH REPUBLIC

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Abstract

The purpose of this paper was identifying the level of emotional intelligence of future leaders in the level of direct leadership in the Army of the Czech Republic. The concept of emotional intelligence could be characterized as a file of social abilities, attributes and qualities, which are necessary for function of each individual in society, social interactions and during communication with others. Emotional intelligence is connected with required social competences of military leaders. In the research part was used method of quantitative research by using the standardized questionnaire research technique. This is a self-assessing test of emotional intelligence created by authors T. Bradberry a J. Greaves, which is based on model of author Daniel Goleman. The results of applied method describe the level and differences of emotional intelligence by each participant. The research sample consisted of a total 31 military students of fourth year master's degree programme of Faculty of military leadership, full time study in University of Defense in Brno. They are future officers, whom after graduation of study programme are predetermined to serve in the direct leadership in Army of the Czech Republic. This is a pilot research which will be followed by further standard research. The results of it are going to be applied the next period for suggestion and recommendation of interactive educational programs enhancing the competence of decision-making leaders. The results are discussed in the context of the training of military leaders under the auspices of Ministry of Defense in the Czech Republic.

Keywords: direct leadership, emotional intelligence, leader, army of the Czech Republic

INTRODUCTION

Nowadays the evolution of the society have changed from „hunter“ to agricultural“ to „industrial“ to „information“ stage. The changes have been indicated by proliferation of new technologies, leading to unprecedented ways in which media can reach

the eyes and mind of soldiers. These variations have led to readjustment in how the rank and file stands among each other in the military leaders in cutting edge, commanding officers, and today are much lesser, their perceptions and style of functioning therefore different (Ranjan, 2015). Leader leads, decides on the direction of the next step and

controls the activities and other's functioning. Managing people in the advanced state armies can be characterized as a human-oriented leadership. It is characterized by the fact that the leader strives for the deepest knowledge of the personality of his subordinates, expresses real interest about his subordinates and their problems, communicates effectively with them and informs them of all who should know, deliberately uses the rewards and punishes the trust of them, which is gained mainly by its professional competence – by trustworthy behavior and human attitude – by its work results – by its exemplary behavior – by its care of subordinates.

The authors Barbutto and Burbach took the view in 2006 that the concept of emotional intelligence played a key role in leadership. Based on that, there has been a great deal of research suggesting that in the long run, EI is more accurate determinant of successful communications, relationship and leadership than is intelligent quotient. Emotional intelligence has set of five skills that enable the best leaders to maximize their own and their follower's performance. These are self-awareness, self-regulation, motivation, empathy and social skills. These above mentioned components of EI designed by Daniel Goleman, as it could be applicable to military leadership, especially as the leaders grow in seniority and acquire crucial command assignments (Barbutto and Burbach, 2006).

Theoretical background of the study

Before explaining the role of emotional intelligence among training of Army leaders, it is necessary to understand definition of it and how this concept was discovered. The theoretical frame is divided to three research period. The first stage is connected with the term of social intelligence. This term has been known from first half of twentieth century. During the time the definition of social intelligence has been very changeable. In the article in 1920 „*Intelligence and its use*” L. Thorndike distinguished three kind of intelligence, which includes ability to understand and manage ideas (abstract intelligence), concrete subjects (mechanical intelligence), and other people (social intelligence). In his concept he defined social intelligence as ability to understand mans and women, boys and girls and wisely act in interpersonal. The authors O'Sullivan and Guilford have emphasized, that social intelligence can manifest in different ways (Plháková, 1999). Albrecht (2006) described social intelligence as

file of five components, which includes: situational awareness, presence, authenticity, clarity, and empathy. In 1980 the model of Multiple Intelligences was developed by Howard Gardner. He was a professor of psychology in Harvard University. He has distinguished many kinds of intelligence for instance musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal intelligence (Schulze and Roberts, 2007). As recently specified, Gardner (2006) found that these intelligences operate independently unlike the traditional intelligence quotient (IQ). As such, one could have a high level of intelligence in one area and a lower level in another, which could result in the appearance that one is highly capable in one area, for instance in technology or physics, but they may not seem able to function well with in other areas such as interpersonal aspects. With this in mind, interpersonal and intrapersonal intelligences have become important areas of interest for further research (Gardner, 1999).

Nowadays the concept of emotional intelligence is under intensive researches. This term has been firstly used by American psychologists named Salovey and Mayer. These authors mentioned above has tried emphasizing that society has perceived the emotions as disturbing elements of mental actions which are necessary to have under control. According the fact that knowing that emotions guide decisions and how we act, it is necessary to understand the concept of emotional intelligence. The concept of EI as studied by Mayer and Salovey (1997) was defined as follows: “*Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate 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*” (Mayer and Salovey, 1997, p. 5).

In United States in twentieth century a lot of professional publications of program for support of emotional intelligence of students have been invented. These studies have come out from the context of social and emotional learning named in abbreviation SEL. Programs of SEL have been developed due to a lot of researches have showed that it is important to develop social-emotional competence of students in different age. According to scientists is required these components developed in educational organizations. SEL is a complex approach which includes trainee of social skills, programs of cognitive-behavior changes, and programs of self-controlling and solving conflict, generally support of development

of solving problems (Topping, Holmes and Bremmber, 2000). Many of these programs are focused on a few key aspect of emotional intelligence. The authors Zeidner, Roberts and Matthew (2002) have noticed six central aspects of support development of emotional intelligence:

- Solving problems – in programs of SEL and EI it contains different ways of solutions of problems, ability to see the issue from different perspective, ability to solve the problems and etc.,
- perception of emotions and understand emotions by self and others,
- controlling of impulses,
- regulations of emotions,
- managing the stressful and negative emotions,
- ability to see the issues from view of others (empathy) (Schulze and Roberts, 2007).

Programs of EI are possible to divide to school and out-of-school areas. The school programs integrated social-emotional learning to activities, which are realized in classes. In the opposite in out of school programs are dealing with social-emotional learning out of space of school. From Schulze point of view these running program are challenging to following mentioned problems:

- These programs are not working with clear definition of construct of EI.
- Evaluation is very problematic; due to there are not adequate tool of measurements EI in class.
- The external influences and maturation is not considered (Schulze and Roberts, 2007).

In the research of the University of British Columbia has been analyzed the emotional learning interventions. This mentioned new study analyzed results from 82 different programs involving more than 97,000 students from kindergarten to middle school in the U.S., Europe and the U.K. The effects were assessed at least six months after the programs completed. The authors found that social-emotional learning continued to have positive effects in the classroom but was also connected to longer-term positive outcomes. Students who participated in programs graduated from college at a rate 11 per cent higher than peers who did not. Their high school graduation rate was six per cent higher. Drug use and behavior problems were six per cent lower for program participants, arrest rates 19 per cent lower, and diagnoses of mental health disorders 13.5 per cent lower (Taylor and col., 2017).

These mentioned above research and programs could be applied to training of leaders ACR, although firstly it is important understand

the nowadays system of training of military leaders in the Czech Republic. The efficiency and effectivity of preparation and organization of army training is conducted of knowing and respecting generally validity laws and principles in process of education of soldiers. The organization of army training has specific core of process as common goal seeking, pedagogic activities of commanders and soldiers especially in line:

- Function of the commander with the character of activities and efforts of soldiers aimed at acquiring knowledge, habits and skills.
- Pedagogical function of the commander with the objectives and content of military training and soldiers' cognitive abilities.
- Pedagogical function of commander and soldiers with the possibilities of technical means of military training.

Military training is characterized a few strangeness. Firstly, high collective character and narrow connection with practical simulation combat activities. It is running in each other interaction of commander and soldier. The commander activities are categorized as managing process of learning of soldiers. This indicates that the acting of the commanders in the preparation and organization of the military training of Czech Army Forces members can be understood as a system of education, nurture and training. Education can be characterized as a process of planned and purposeful action on the consciousness, feelings and will of members of the ACR.

The aim is to shape the skills and habits of desirable behavior in accordance with the requirements and needs of military operations. The nature of education must be purposeful, long-term, comprehensive and psychological. The aim of the training is to provide the ACR members specific knowledges for the professional functions with the required qualification. Education is the subject of activities of military schools and training facilities, it is realized with different methods and forms. In the process of training, the educational and nurture tasks are mainly fulfilled. The military training is the subject of departmental educational and training facility of Ministry of Defence of the Czech Republic (Dziaková, 2009).

Nowadays a lot of researches in area of emotional intelligence are conducted. These researches are interested about different kind areas where can be EI trained and applied for instance school, public area, universities, militaries, working area and etc. They have been focusing on different kind of

perspective of emotional intelligence. For review in t mentioned below Tab. I is briefly described a few interesting studies from divergent environment and countries.

MATERIALS AND METHODS

Purpose of study

Emotional intelligence is connected with required social competences of military leaders. The paper is focused on that the emotional intelligence is the most crucial leadership attribute, applicable to tactical level military leadership. The arguments

have been built upon Emotional quotient aspects of leadership as propounded by Daniel Goleman, an internationally known psychologist in USA. According nowadays researches is possible to EI learn, based on that it can be consider to realize program of training of emotional intelligence in Czech Army Forces. The research problem of this paper was identifying the level of emotional intelligence of future leaders in the level of direct leadership in the Army of the Czech Republic. Based on defined research problem has been conducted quantitative research by using the standardized questionnaire research technique.

I: *Summary of nowadays researches in emotional intelligence*

Study	Participants	Research design	Outcomes
Kambeya (2008)	5 teachers	Qualitative	Interpersonal skills played a role in teacher performance. Attitudes and productivity of teachers were affected by principals“ interpersonal communication skills
Barbuto a Burbach (2006)	80 Elected public Officials and 388 of their Direct-Report Staff	Quantitative: survey	A positive relationship was found between emotional intelligence and transformational leadership. Leader with empathy for others were more likely to identify themselves as transformational leaders.
Cook (2006)	143 Elementary Principals	Quantitative: survey	There was no statistically significant effect on emotional intelligence as it related to gender, age, and years of experiences. Level of emotional intelligence affected their leadership performance
Eichmann (2009)	51 corporate leaders	Mixed Method: surveys	EI improved after training. Gender did impact the effect of training on adaptability. Training resulted in increases in stress management emotional intelligence. After the training there were high amounts of change their behavior, particularly as they related to coaching and providing feedback to employees, improvements were experienced in their capacity to facilitate teamwork as well as their eagerness to listen and show empathy.
Army Training and Leader Development Panel Report (2003)	40 000 Army Civilians and soldiers	Mixed method: Surveys, Interview and Focus Groups	Four major areas were determined for the Army to address. These included accountability, lifelong learning, interpersonal skills, and Army culture.
Bar-On, Handley a Fund (2006)	591 U. S Air Force Recruiters	Quantitative: survey	Successful recruiters had higher levels of emotional intelligence. Level of emotional intelligence can predict performance.

Source: (authors)

Research sample

The research sample has been created by 31 military students (male) of University of Defence in Brno. The data was collected in three dates 6. 11., 7. 11. and 9. 11. 2017. The participants are students of Faculty of military leadership, Master's degree programme "Economics and Management", full time study. The Faculty of Military Leadership carries out and develops the education of experts in the Economics and Management follow-up master's degree programme. The programme graduate receives the general academic and military-oriented education being thus qualified for middle management positions within the defense department, possibly in organizations involved in ensuring state security. They are future officers, which after graduation of study programme are classified to working places on in the direct leadership in Army of the Czech Republic. The selection of participant was conducted based on availability which was enabled to authors.

Measurement tools

In research part was used method of quantitative research by using the standardized questionnaire research technique. This is a self-assessing test of emotional intelligence from publication named Emotional intelligence in practice from T. Bradberry a J. Greaves, which is based on model of author Daniel Goleman. The test is based on a model which includes four aspects of EI: personal abilities (self-awareness, self-management), social skills (social awareness, relationship management). The result of the test is complex level of EQ, the rate of personal and social skills and evaluation of each four aspect

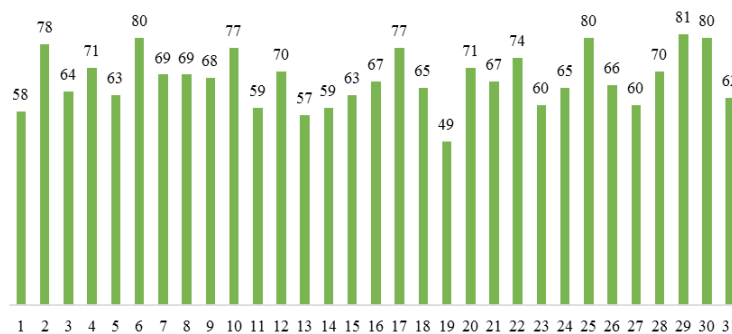
of the model. The strong dependencies between four aspects reveal that personal and social abilities are the best indicators of level EI. These four aspects cannot exist independently, although they are evaluate as justified files of EQ. The test contains 28 statements. The resulting values are in the range 0–100. Internal reliability values range from 0.85 to 0.91, which is a strong indication that the test is reliable. The standard confidence level is 0.70 and above.

RESULTS AND DISCUSSION

Answers of 31 respondents have been analyzed. According the Fig. 1 mentioned below it can be observing a huge diversion of emotional quotients of each respondent.

In Fig. 2 five respondents have gained fifty-nine or less points. Based on that, they are classified to lowest score in chosen survey. In this level the emotional intelligence is causing problems or selected respondents do not attach any importance to it or they have not even known it was essential. The efficacy of their performance is limited by their skills. It is recommended starting training components of emotional intelligence. During the training will substantially increase their emotional intelligence and their success in life. Fourteen participants have acquired score between 60–69 points. They belong to level where they should work on improving the emotional quotient. This is an area where they sometimes manage to maintain themselves in accordance with emotional intelligence, but it does not happen too often. Maybe they're disappointed because of their surroundings. It is likely that you have no natural talent in this area or they are not using it. There is only a small improvement in this area and their credibility will go up sharply.

Emotional quotient of each participants



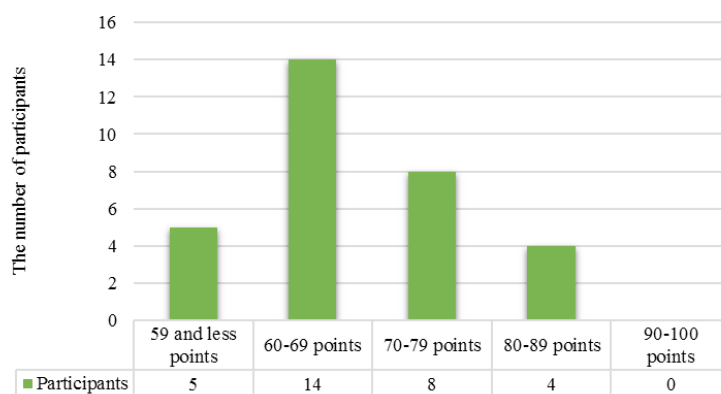
1: The Results of emotional quotient of each participant

Source: (authors)

Eight participants have gained between 70–79 points. This area can be characterized as if they are focusing on the improvement, the EI will become their precedence. They are to some extent aware of the behavior they have achieved, and they are doing well in this area. Other types of behavior

from this group of emotional intelligence take them to the ground. Many people start at this level and they are doing a lot of improvement as soon as they begin to focus on these shortcomings. Fourth participants have acquired the score between 80–89 points. Their EI can be described as precedence to

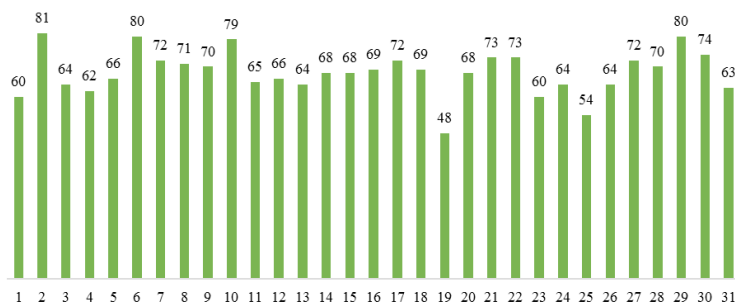
The classification of score of participants



2: The classification of score of participants

Source: (authors)

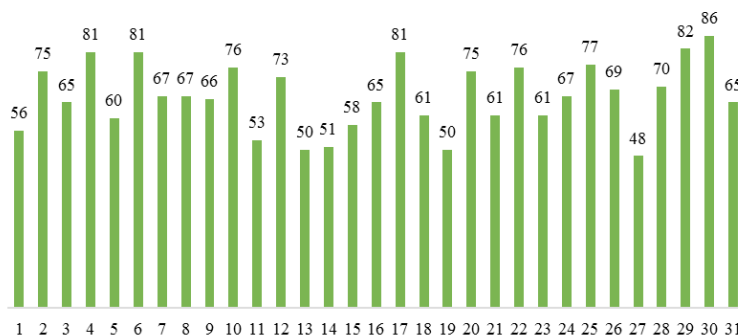
Results of personal skills of each participant



3: The results of personal skills of each participant

Source: (authors)

Social skills of each participant



4: The results of social skills of each participant

Source: (authors)

which they can stand. Their results are higher than the average score. However, even in this area, there are a few situations where there do not behave in accordance with emotional intelligence. For many actions, they deserve this score and there are a few things they can improve with practice. Analyze those aspects of behavior that have lowered their score and think about how to improve them. It is interesting to mention that in the area of the score where is possible to gain 90–100 points have not gained in these selected respondents.

In the Figs. 3 and 4 are observing the result of personal and social skills of each respondent.

The personal skills are combined power of their self-awareness and self-management. It's about how they use their emotional intelligence on issues that concern them only personally. The social skills are compound of social awareness and relationship management. It's about how they use their emotional intelligence on issues related to other people.

In Tab. II is showed the result of each component of personal and social skills of each participant. Firstly in column of self-awareness are described the score which is ability to accurately perceive their emotions and be aware of them as soon as

II: *The result of personal and social skills of each participants*

Part.	Self-awareness	Self-management	Part.	Social awareness	Relationship management
1	57	63	1	54	57
2	75	57	2	70	79
3	57	71	3	64	65
4	66	57	4	90	71
5	69	63	5	61	69
6	72	87	6	77	85
7	72	71	7	67	67
8	72	69	8	64	69
9	69	71	9	64	67
10	82	75	10	48	57
11	40	69	11	77	75
12	66	73	12	66	73
13	66	61	13	48	51
14	66	69	14	41	61
15	72	63	15	61	55
16	66	71	16	67	63
17	63	81	17	87	75
18	75	63	18	61	61
19	54	41	19	51	49
20	66	69	20	70	79
21	78	67	21	58	63
22	78	67	22	74	77
23	57	63	23	58	63
24	63	65	24	70	63
25	88	79	25	80	73
26	48	79	26	64	73
27	69	75	27	41	55
28	63	77	28	67	73
29	78	81	29	80	83
30	69	79	30	83	89
31	63	55	31	64	65

Source: (authors)

they arise. This includes the ability to keep an eye on certain situations and to confront specific people. In second column of self-management is seen the diversification of the score which shows their ability to use the knowledge of their emotions to stay flexible and positively manage their behavior. It means the ability to control their emotional responses to all people and situations.

In second part of the table are components of social abilities. Firstly the score of social awareness

describes their ability to actively take note of other people's emotions and understand what really takes place in them. It is mostly about understanding their thoughts and feelings even if they do not share this opinion or feeling themselves. In section of relation management the score showed the level of their ability to use the knowledge of their own and other emotions to successfully communicate. This will happen if they leave this knowledge to help you communicate and effectively manage conflicts.

CONCLUSION

This paper is dealing with the concept of emotional intelligence which could be characterized as a file of social abilities, attributes and qualities, which are necessary for function of each individual in society, in social interactions and during communication with others. The reason why it is necessary to focus on this concept is that emotional intelligence is connected with required social competences of military leaders. The article describes theoretical backgrounds of the study which includes historical development of three researches stages of EI concept. The subsequent part is focused on current form of emotional intelligence training around the world. In the second part of theory is specified the efficiency and effectivity of preparation and organization of army training which is conducted of knowing and respecting generally validity laws and principles in process of education of soldiers. In the end of the theory part is summarized the nowadays researches which have been accompanied lately in different area of society.

The realized research is classified as a pilot study, which will be followed by further standard research. The purpose of this paper was identifying the level of emotional intelligence of future leaders in the level of direct leadership in the Army of the Czech Republic. Answers of 31 military students have been analyzed. These students are in fourth year master's degree programme of Faculty of military leadership, full time study in University of Defense in Brno. They are future officers, which after graduation of study programme are predetermined to serve in the direct leadership in Army of the Czech Republic. The results of defining emotional quotient of respondents are very diverse as is showed in charts mentioned above. Based on performed analysis, there is a necessary to start searching for new possibilities of programs how to increasing the emotional quotient and include into it the emotional intelligence concept and its characterization. These findings are going to be applied the next period for suggestion and recommending interactive educational programs enhancing the competence of decision-making of leaders.

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