

## The Role of Emotional Intelligence in the Work Environment

Barbora Pánková<sup>1,\*</sup>, Renáta Bašová<sup>2</sup> and Annika Unbereítová<sup>3</sup>

<sup>1</sup> Centre for Applied Psychology, NEWTON University; Faculty of Education, Charles University, Prague, Czech Republic;

<sup>2</sup> Centre for Applied Psychology, NEWTON University, Prague, Czech Republic

<sup>3</sup> NEWTON University, Prague, Czech Republic

### Abstract

**INTRODUCTION:** Emotional intelligence (EI) is increasingly recognized as a key factor shaping leadership effectiveness, workplace atmosphere, and employee performance.

**OBJECTIVES:** This paper examines managers' EI in the workplace and explores whether higher EI (measured by MSCEIT) is associated with more positive subordinate evaluations of leadership and communication skills.

**METHODS:** A standardized MSCEIT test was administered to seven regional managers in a multinational company and complemented by a subordinate survey (n=43) rating managerial behaviours on a five-point Likert scale; data were analysed using descriptive statistics and Pearson correlations within a single-subject research design.

**RESULTS:** MSCEIT results placed most managers in the average to low-average range, while subordinates generally rated managers' EI-related behaviours as average to above average. Correlations indicated no positive relationship; several EI components showed moderate negative associations with subordinate ratings.

**CONCLUSION:** The divergence between standardized testing and subordinate perceptions suggests that EI assessment in organizations benefits from combining objective and subjective measures. Practical recommendations focus on developing emotion regulation, communication, and consistent managerial behaviour to improve employee satisfaction and performance.

**Keywords:** Emotional intelligence, MSCEIT, workplace, skill development, smart business, human resources.

Received on 25 February 2026, accepted on 03 March 2026, published on 16 March 2026

Copyright © 2026 B. Pánková *et al.*, licensed to EAI. This is an open access article distributed under the terms of the [CC BY-NC-SA 4.0](#), which permits copying, redistributing, remixing, transformation, and building upon the material in any medium so long as the original work is properly cited.

doi: 10.4108/ectsbi.1.12044

### 1. Introduction

Emotional intelligence is increasingly becoming a key area of interest in both professional and social settings. It is widely recognized as a crucial factor in achieving personal and career success. The ability to perceive, understand, and manage one's own emotions, as well as those of others, plays a fundamental role in workplace relationships.

Work-related stress, workload, and the overall work environment significantly impact employee performance. Emotional intelligence plays a crucial role in mitigating these stressors and improving overall job efficiency [20]. Research indicates that employees with high emotional intelligence are better equipped to handle workplace stress by managing their emotional responses, maintaining resilience, and effectively navigating high-pressure situations. Since the managerial role is associated with a

\*Corresponding author. Email: [barbora.pankova@newton.university](mailto:barbora.pankova@newton.university)

higher level of workload, it can be assumed that higher emotional intelligence is an advantage for the managerial role. Emotional Intelligence significantly impacts leadership success, employee satisfaction, and organizational performance [6]. Johannesen and Pressley argue that employees with high emotional intelligence are better equipped to regulate their emotions, maintain productivity under pressure, and foster a positive work environment [15].

Integrating these skills effectively into interpersonal interactions and decision-making processes is essential for personal growth and well-being. For managers, fostering a supportive and secure environment for employees while pursuing organizational goals is critical. In today's fast-changing work landscape, adaptability and flexibility are more important than ever, contributing to the success of both individuals and organizations.

## 2. Emotional Intelligence

Emotions are an integral part of an individual's life. Innate emotions are responses to events of vital significance [21]. American psychologists Ekman and Friesen identified seven basic emotions that are universally recognized across cultures: happiness, sadness, anger, fear, surprise, disgust, and interest [9]. Each of these emotions has a distinct facial expression that is universally acknowledged, yet individuals experience these emotions differently based on their subjective personal experiences [21]. All emotions play a unique and irreplaceable role in our lives, manifesting in every interpersonal relationship—whether with friends, family, partners, or colleagues. However, the most crucial relationship is with oneself. If we can recognize, understand, and regulate our emotions, they can greatly enhance our quality of life. Conversely, neglecting our emotions may lead to discomfort and situations arising from a lack of self-awareness and understanding of others [1].

The combination of the terms "emotion" and "intelligence" forms the concept of emotional intelligence. Hasson argues that although we often consider intellect separate from emotion, the two are deeply intertwined [14]. While logic and rationality are central to how we perceive ourselves, it is our emotions that drive and motivate us. Emotions, though sometimes seen as irrational, cannot be dismissed. Rather, the key is learning to control them, as will be explored in the section on emotional intelligence.

Historians claim that the term "emotional intelligence" was first used as early as the 1980s. However, it only became widely known a few years later, thanks to Daniel Goleman's book *Emotional Intelligence* [22]. The term in his point of view describes a range of abilities that support mental processes. These include the ability to maintain motivation and perseverance despite challenges and setbacks, regulate both positive and negative reactions, manage one's mood to prevent stress, cultivate constructive thoughts, show empathy toward others, and maintain optimism and faith during difficult times [12].

### 2.1 Mayer-Salovey-Caruso Ability Model of Emotional Intelligence

The Mayer-Salovey-Caruso model, proposed by psychologists Salovey and Mayer in 1997, is the original and most widely recognized model of emotional intelligence. The authors conceptualize emotional intelligence as an acquired ability rather than an innate trait, which evolves throughout an individual's life based on experiences. This model identifies four key abilities of emotional intelligence that enable individuals to understand and navigate social environments: perception, utilization, understanding, and regulation of emotions [18].

Perception of Emotions involves recognizing and interpreting emotional information from external stimuli such as facial expressions, body language, voice tone, and gestures. This skill is fundamental to understanding both one's own emotions and the emotions of others. It extends beyond interpersonal interactions, allowing individuals to emotionally interpret inanimate objects (such as music, art, and architecture), creating a deeper connection to the world around them. According to Mayer and Salovey, this is the foundational ability of emotional intelligence [18].

Utilization of Emotions refers to the capacity to use emotional states to facilitate cognitive processes and decision-making. Individuals with this ability can harness emotions to perceive situations from multiple perspectives, which can help reduce errors in judgment. Moreover, it supports empathy and better interpersonal understanding by allowing individuals to recognize and respond to the emotional states of others. This emotional flexibility enhances both problem-solving and social interactions [18].

Understanding of Emotions involves the ability to comprehend emotional language, understand the causes and consequences of emotions, and differentiate between various emotional states. This skill evolves with experience, as individuals become more adept at recognizing even subtle emotional cues and understanding their implications. By developing a nuanced understanding of emotions, individuals can better navigate complex emotional situations and apply this knowledge in different contexts [18].

Regulation of Emotions is the ability to manage both one's own emotions and those of others in a way that promotes emotional and intellectual growth. This skill includes managing emotional responses to achieve desired outcomes, such as remaining calm under pressure or motivating others during challenging times. It also involves self-reflection, enabling individuals to assess and control their emotions for personal development and better interpersonal outcomes [18].

## 2.2 Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

There are several types of tests and methods used to measure emotional intelligence, each focusing on different aspects of the aforementioned models. Generally, these methods are categorized into two types of tests: performance-based and self-report. Self-report tests rely on individuals assessing and evaluating themselves. The questions are centred around skills, emotions, abilities, perceptions, and beliefs, with individuals responding through introspection. However, these tests are not widely favoured for measuring emotional intelligence due to the potential for unconscious bias and distortion [16]. According to Schulze and Roberts, performance-based tests are considered more objective measures of emotional intelligence, as they assess an individual's abilities and skills through external observation [24].

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a performance-based test designed to provide an unbiased and impartial assessment of an individual's emotional intelligence. The test evaluates two main areas of emotional intelligence: experiential emotional intelligence, which involves the perception and use of emotions, and strategic emotional intelligence, which focuses on the understanding and regulation of emotions.

The test consists of eight subtests, which address various aspects of emotional intelligence. These include the perception of faces and images, sensory impressions and support, emotional changes, complex emotions, emotional regulation, and emotion regulation in relationships. Respondents are asked to evaluate specific scenarios and predict how they would behave, act, and respond in particular situations [19].

The scale uses a five-point Likert scale and multiple-choice items with correct and incorrect options, covering a total of eight tasks [5]. The test evaluation is carried out by a computerized system, which provides information about the overall level of emotional intelligence as well as insights into the individual areas defined by [19].

However, this tool also faces criticism. Its convergent validity has been questioned, as no correlation has been found between the MSCEIT emotional perception scale and other emotional perception tests [5].

## 3. Emotional Intelligence in the Workplace

Emotional intelligence plays a critical role in the creation of a positive organizational culture. The ability to manage pressure, maintain composure, and focus on problem-solving is essential for optimal performance [13]. Employees with higher emotional intelligence are typically more effective at resolving issues and building deeper relationships within the organization [2]. Moreover, they

are capable of listening attentively and understanding the needs of their subordinates, thus fostering a positive work environment that enhances motivation and facilitates leadership in driving team success [3].

Highly emotionally intelligent individuals can communicate effectively and empathize with others, allowing them to develop cohesive, supportive relationships. Emotionally intelligent individuals can think in an innovative manner and create an environment that supports these activities. Studies show that emotional intelligence competencies are significantly related to individual performance. A group's ability to manage itself both on a group and individual level plays a crucial role in developing social relationships, effective task processes, and overall group effectiveness [7].

Johannesen and Pressley have shown that emotional intelligence significantly contributes to employee well-being, reducing burnout and enhancing job satisfaction [15]. Employees with higher emotional intelligence demonstrate greater resilience in high-stress environments, enabling them to manage their emotions constructively and maintain productivity under pressure. Mendez et al. suggests that organizations that implement emotional intelligence-focused well-being programs see improved overall employee retention and engagement levels [20].

Emotional intelligence fosters a collaborative workplace environment by improving interpersonal communication and conflict resolution. Research indicates that emotional intelligence positively influences team dynamics, reducing misunderstandings and fostering an inclusive culture where employees feel valued and heard [10]. Furthermore, teams with high emotional intelligence demonstrate higher adaptability and problem-solving capabilities, which are crucial for organizational agility and innovation [8].

Research conducted by Udd et al. examined the role of emotional intelligence in managerial employees and its influence on motivation, productivity, and employee empowerment [25]. The study, which focused on middle managers within a large non-profit organization in Western Canada, utilized a qualitative approach incorporating semi-structured interviews. Employees were invited to share their experiences with managers they perceived as effective and supportive. The collected data were transcribed and systematically coded, identifying key themes related to managerial behaviour and employee empowerment. The findings from this study indicate that managers with higher levels of emotional intelligence have a positive impact on employee motivation, productivity, and empowerment. The emotional intelligence of managerial staff is identified as a key factor in cultivating a supportive and positive work environment, significantly influencing overall employee engagement and well-being [25].

Leadership effectiveness is increasingly tied to emotional intelligence rather than traditional cognitive intelligence [11]. Leaders with high emotional intelligence foster trust, enhance team motivation, and manage conflicts effectively [6].

The modern workplace comprises multiple generations, each with distinct working styles and expectations. A study on intergenerational collaboration found that emotional intelligence facilitates communication between younger and older employees, promoting synergy and workplace harmony [10]. While younger employees (Generation Z) exhibit higher levels of empathy, older employees (Baby Boomers) tend to have stronger self-awareness, making emotional intelligence a critical factor in ensuring productive intergenerational relationships [10]. Organizations that invest in EI training foster inclusive environments where employees of all ages can contribute effectively.

Additionally, companies that actively encourage intergenerational emotional intelligence-based mentorship programs see improved team cohesion, knowledge transfer, and overall employee satisfaction [10]. Dwi Astuti et al. indicate that modern leadership must evolve beyond command-and-control approaches and instead emphasize empathy, relational intelligence, and adaptability [8]. Leaders with strong emotional intelligence skills contribute to higher employee engagement and improved communication, particularly when working with diverse generational cohorts, such as Generation Z, who value transparency and emotional connection [8].

Furthermore, Caldwell highlights that emotionally intelligent leaders are more effective in crisis management. They anticipate challenges, communicate clearly, and maintain accountability to build trust and ensure organizational resilience [6].

## 4. Research

### 4.1 Methodology

The objective of this study is to assess the level of emotional intelligence among managers in a specific company. Main research question: Is there a positive relationship between the level of emotional intelligence of managers, as measured by the MSCEIT test, and the evaluation of managers' leadership and communication skills as indicated by their subordinates?

#### 4.1.1 Research Design

The research design is based on the principles of single-subject research. Single-subject research is a method that focuses on the detailed study of individuals and is widely used in psychology and pedagogy, where experimental designs are often applied to measure behaviour and responses of individual subjects [17].

#### 4.1.2 Research Sample

The research sample consisted of seven regional managers from a multinational corporation operating in the trade sector. These managers were participants in a coaching

training program organized by an undisclosed company, their detailed characteristics see in Table 1.

Table 1. Research sample

Sample	Gender	Age	Number of subordinates
Regional Manager 1	Female	41	2
Regional Manager 2	Male	35	8
Regional Manager 3	Female	43	12
Regional Manager 4	Female	44	6
Regional Manager 5	Male	43	5
Regional Manager 6	Female	43	4
Regional Manager 7	Female	44	6

Source: Own research

#### 4.1.3 Data Collection

For data collection, two types of tools were used. First, a standardized tool—the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)—was distributed to seven regional managers from an anonymous company. This method is relevant and is provided in the Czech Republic by Hogrefe – Test centrum.

Table 2. Structure of the MSCEIT

Two Areas of Emotional Intelligence MSCEIT	Four Components of MSCEIT	Subtests	Section
Experiential Emotional Intelligence (Perception and Use of Emotions)	Perceiving Emotions	Faces	A
		Pictures	E
	Using Emotions	Support	B
		Sensory Impressions	F
		Changes	C

<b>Strategic Emotional Intelligence</b> (Understanding and Regulation of Emotions)	Understanding Emotions	Complex Emotions	G
	Regulations of Emotions	Emotion Regulation	D
		Emotion Regulation in Relationships	H

Source: Mayer & Salovey & Caruso, 2002

Second tool was a questionnaire for subordinates. Questionnaire was developed for this research and containing items focused on the perception of managerial behavior and actions from the perspective of subordinates. The items listed in Table 3 were rated on a five-point Likert scale.

Table 3. Subordinate questionnaire items

1.	When I feel down, the manager can recognize it and supports me/offers help.
2.	I feel that the manager creates a positive emotional environment at work.
3.	I feel that the manager can adjust their behaviour to our moods as employees.
4.	The manager encourages me to use my emotions to connect with others and build relationships.
5.	Whenever there is a crisis at work, I feel I can rely on my manager.
6.	If a conflict arises among employees at work, the manager can meaningfully resolve it or offer support.
7.	I receive sufficient support at work for the development of my additional skills.
8.	The manager allows us to improve social relationships (for example, through team-building activities and other bonding events).
9.	I receive feedback at work that helps me improve my performance.
10.	The manager tries to understand me even in difficult work situations.
11.	If difficult situations arise in my personal life, I know I can rely on my manager, and they will support me.
12.	In case of a crisis during the workday, the manager remains calm.

13.	The manager behaves differently every day, depending on their mood.
14.	The manager's inconsistent behaviour affects the team's productivity.
15.	The manager's behaviour toward employees depends on friendly relations with them.
16.	My manager's positive emotional state has a significant impact on the atmosphere in the work environment.
17.	My manager's negative emotional state has a significant impact on the atmosphere in the work environment.
18.	Over the past year, I have noticed a change in behaviour/conduct/approach.

Source: Own research

The standardized MSCEIT questionnaire was distributed to the participants (managers) during the coaching training organized by an undisclosed company. Data collection was then conducted via an online interface (email). The questionnaire assessing emotional intelligence from the perspective of the managers' subordinates was distributed via an online platform (Google Forms). All data collection was conducted between November and December 2023, achieving a 100% response rate, indicating a high level of engagement and cooperation among respondents.

## 4.2 Results

### 4.2.1 Data Processing Methodology

The MSCEIT test result is expressed as an Total EQ score, which ranges from 55 to 145, similar to the IQ scale. The average score is set at 100, with a standard deviation of 15. Achieving an EI score of 100 indicates that the result aligns with those of other individuals from the selected standardization sample. Scores between 85 and 115 are considered a broader average (highlighted in darker shades in the results tables). Scores below 85 are classified as below average, while scores above 115 are considered above average [19]. Brackett and Salovey report that the understanding and regulations of emotion branches have a weight of 2 (as opposed to perceiving emotions and using emotions with a weight of 1) are more complex and more predictive of strategic use of emotional intelligence [4].

As previously mentioned, subordinates responded to the emotional intelligence evaluation questionnaires using a five-point Likert scale. If a response indicated sufficient emotional intelligence in a manager, a rating of "Strongly Agree" was assigned 5 points, while "Strongly Disagree" was assigned 1 point, and vice versa in reverse cases. The subsequent questionnaire analysis involved calculating the average score for each question, followed by the mean of

all sections, providing an overall assessment of managers' emotional intelligence from the employees' perspective. Scores from 1 to 2 were classified as below average, scores around 3 were considered average, and scores from 4 to 5 were regarded as above average.

#### 4.2.2 Data Analysis

The overall EQ score across all managers reached an average level of 95, which falls within the mid-range of the distribution. Examining the individual components of emotional intelligence, the first is Experiential EQ, which achieved an average score of 96. The second component of overall emotional intelligence is Strategic EQ, where the average score across all managers was 94.

Strategic EQ consists of two subcomponents: Perceiving Emotions and Using Emotions. Table 4 illustrates that Perceiving Emotions scored higher within the average range for most managers, with two individuals scoring either below or above average. The overall average score for this component was 103, classifying it as above-average. In contrast, Using Emotions showed lower average values, with two managers scoring below average. The overall average for Using Emotions was 89, positioning it at the lower end of the average range.

Understanding Emotions and Regulation of Emotions fall under Strategic EQ. Table 4 indicates that

Understanding Emotions is predominantly in the lower-average range, with one manager scoring below average. The overall average score across all managers was 88, classifying it as low-average. Regarding Regulation of Emotions, most managers fell within the average range, with two individuals surpassing the above-average threshold, leading to an overall average EQ score of 100.

In the overall assessment of all managers by their employees, the total EQ score was above average. Conversely, the highest ratings were assigned to questions addressing supportive behaviour and managers' reliability in both personal and professional challenges. Employees also gave high ratings for adequate feedback, conflict resolution, and crisis management skills.

A comparison between standardized EQ test (MSCEIT) results and the survey responses from forty-three subordinates reveals significant discrepancies. The average emotional intelligence score measured by the MSCEIT test ranged between average and lower-average levels, whereas the employee evaluations rated their managers as above-average in emotional intelligence. For this small sample, no positive relationship was observed. On the contrary, the manager who received the lowest rating from subordinates achieved the highest emotional intelligence score in the MSCEIT test within the studied sample.

Table 4. Values of Respondents in MSCEIT and Subordinate Questionnaire Items

Attribute	Manager 1	Manager 2	Manager 3	Manager 4	Manager 5	Manager 6	Manager 7
Gender	Female	Male	Female	Female	Male	Female	Female
Age	41	35	43	44	43	43	44
Subordinates	2	8	12	6	5	4	6
MSCEIT							
Total EQ Score	99	82	108	101	93	90	89
Experiential EQ	95	90	102	114	99	77	97
Perceiving Emotions	94	107	110	120	107	82	103
Using Emotions	96	73	94	108	91	72	91
Strategic EQ	102	78	111	95	90	96	86
Understanding Emotions	87	70	104	93	86	87	86
Regulations of Emotions	117	85	117	97	93	106	85

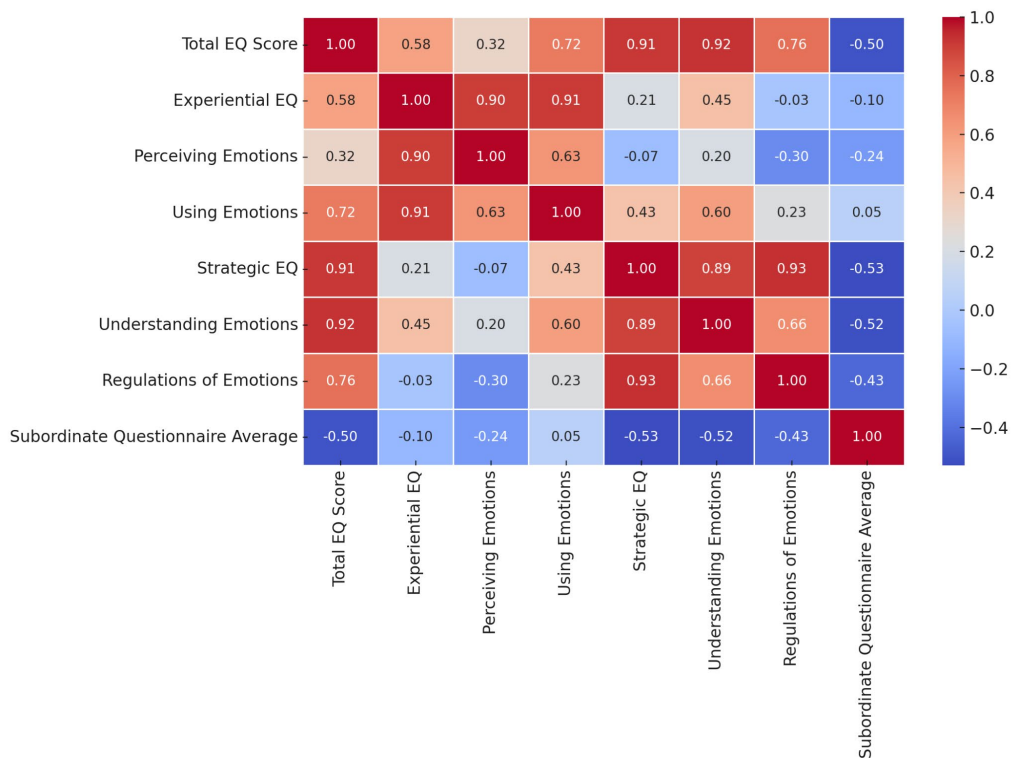
Subordinate Questionnaire							
Overall Average	4.6	4.3	3.6	4.5	4.3	4.4	4.7
Qualitative Summary of Responses	Above-average feedback, strong support, reliability, and understanding. Weak in negative emotional influence and encouragement.	Higher than expected, strong in crisis management, support, and reliability. Weak in emotional regulation and mood management.	Employee ratings are average, strong in feedback, support, and crisis resolution. Weak in emotional influence.	Above-average ratings, strong in support, feedback, and crisis handling. Weak in mood consistency.	High ratings from employees, strong in reliability, support, and crisis management. Weak in emotional influence and feedback.	Above-average employee feedback, strong in support and crisis handling. Weak in consistency and emotional influence.	Above-average employee feedback, strong in team-building and support. Weak in emotional influence and encouragement.

Source: Own research

Pearson's Correlation Coefficient was used to examine the correlation of the MSCEIT and Subordinate Questionnaire Average scales (Table 5). Pearson's

correlation assumes linearity and normally distributed data, making it a suitable measure for understanding the relationships between different emotional intelligence (EQ) components and subordinate evaluations.

Table 5. Correlation Matrix of MSCEIT Scales with Subordinate Questionnaire Average



Source: Own research

A higher Strategic EQ (the ability to manage and regulate emotions effectively) is negatively correlated (-

0.53) with how subordinates rate their leaders. This could indicate that managers who excel in emotional regulation

and strategic decision-making might be perceived as less emotionally approachable or too rational in their leadership approach.

The overall EQ score also correlates negatively (-0.50) with the Subordinate Questionnaire Average, suggesting that a manager's higher emotional intelligence does not necessarily translate to higher subordinate satisfaction. This could imply that emotionally intelligent leaders might set higher expectations, enforce structured decision-making, or maintain a professional distance from their teams.

Managers with a higher ability to understand emotions tend to receive lower ratings from subordinates (-0.52). This could suggest that while emotionally analytical leaders may comprehend their employees' emotions, they may not always act on them in a way that aligns with subordinates' expectations.

The Experiential EQ, which includes the ability to perceive and use emotions in thinking, has a negligible correlation (-0.10) with subordinate ratings. This suggests that recognizing emotions alone does not significantly impact how leaders are perceived by their teams.

A leader's ability to use emotions to enhance reasoning and problem-solving has almost no correlation (0.05) with their subordinate ratings, indicating that this skill may not be a deciding factor in how employees evaluate leadership.

The ability to regulate emotions effectively shows a moderate negative correlation (-0.43) with subordinate satisfaction, reinforcing the idea that leaders who excel in emotional self-control may come across as less emotionally expressive or overly composed, potentially affecting how their leadership is perceived.

The negative correlations between Strategic EQ, Total EQ Score, Understanding Emotions, and Subordinate Questionnaire Average suggest that highly emotionally intelligent leaders may not always be perceived as "favourable" by their subordinates. This might be due to factors such as higher expectations, professional detachment, or rational leadership approaches that, while effective, may not always align with subordinates' preferences for emotionally engaging leadership. These insights highlight the complex relationship between emotional intelligence and leadership perception. While EQ is essential for decision-making and conflict resolution, its impact on leader-subordinate relationships depends on how it is applied in practice.

### 4.3 Discussion

The goal of this study was to determine whether the level of emotional intelligence of managers influences the satisfaction of their employees with their managerial and communication skills in a specific company. The emotional intelligence of managers was evaluated using the standardized MSCEIT test and the subjective evaluation from their subordinates.

Data obtained quantitatively were analysed using the principles of single-subject research. When analysing the

data, it was found that the results of emotional intelligence of managers in the MSCEIT test and the evaluations given to them by their subordinates significantly differed. For example, Manager No. 2 achieved very low results in emotional intelligence in the MSCEIT test, not only in the overall score but also in its individual categories (with one exception). However, when evaluated by their subordinates, they received very positive feedback and ranked in the above-average range compared to other managers. On the other hand, Manager No. 3 scored in the average to above-average range in the MSCEIT test, but the feedback from employees was not as positive, and the manager achieved rather below-average results.

These results are not consistent with the findings from the Canadian study mentioned above, which focused on the level of emotional intelligence of workers and its impact on the motivation, productivity, and empowerment of their employees. In that study, it was found that a higher level of emotional intelligence among employees positively affects the creation of a pleasant atmosphere in the workplace, which impacts overall employee engagement and performance [25].

When examining the overall evaluation of emotional intelligence using the MSCEIT test, we found that the test classified most managers as average, with some even rated as below average. On the other hand, the subjective evaluation from their subordinates showed a predominance of average and above-average ratings. This may suggest that employees perceive and assess the emotional intelligence of their managers significantly differently than the standardized test, which could be influenced by personal interactions, work experiences, and relationships in the workplace. This difference may be due to the fact that employees may evaluate managers based on their practical skills and ability to manage a team, while the MSCEIT test evaluates general emotional intelligence in relation to oneself and everyday life relationships.

## 5. Limitations

This research has brought new insights; however, its execution is not without limitations and constraints. One of these limitations is the selection of the research sample. The selection of employees from an anonymous company was influenced by the managers' participation in coaching training, which in itself may affect the motivation of the respondents. If, in future research, the respondents (i.e., company employees) were selected randomly, it would increase the validity of the study.

## 6. Implications for Future Research and Practice

Research data suggest that there is a significant discrepancy between the level of emotional intelligence of managers, as assessed by the MSCEIT test, and the evaluation of these managers by their subordinates. This

finding opens the door to the need for deeper and more systematic investigation, which should focus on analysing the factors leading to this difference. One potential direction for further research could be examining the impact of employees' emotional intelligence on their perception and evaluation of managerial competencies. This could lead to a better understanding of how employees' emotional intelligence may reflect in their evaluations of managers.

Another aspect that could be explored is the possibility of using alternative evaluation methods, such as EIA, which measures emotional intelligence in the workplace according to Goleman's model components. Comparing results from different evaluative tools could provide new perspectives and understanding in the area of emotional intelligence in the context of the workplace.

## 7. Conclusion

Emotional intelligence is a fundamental skill for workplace success, influencing leadership, employee performance, and collaboration across generations. As businesses continue to evolve, emotional intelligence will remain a cornerstone of effective leadership and organizational success. Adaptive leadership principles emphasize that emotionally intelligent leaders are better equipped to manage crises, navigate change, and inspire employees [6]. Companies prioritizing emotional intelligence development programs see measurable benefits, including enhanced employee morale, reduced turnover, and improved productivity [20]. Johannessen and Pressley suggests that artificial intelligence and emotional intelligence training will increasingly intersect, with AI-driven assessments helping leaders and employees improve their emotional competencies in real-time workplace scenarios [15].

In the studied sample, subordinates generally evaluated their superiors with negative emotional tones and their impact on the work environment, as well as inconsistent behaviour, which affects team productivity and managers' behaviour depending on their mood. Based on these criteria, it is recommended that managers focus on developing emotional intelligence, particularly emotional regulation skills and managing emotions. These recommendations aim to minimize the negative impacts of managers' emotional fluctuations on the work environment, thereby enhancing employee performance and satisfaction.

Based on the findings, several practical implications for workplace organizations can be drawn, which could improve the work environment and enhance employee effectiveness.

Important aspect is improving communication and relationships between employees and managers. The subjective evaluations from employees showed that they perceive and evaluate the emotional intelligence of their

managers differently than what standardized tests would indicate. This difference suggests that practical managerial skills in communication and relationships are more important to employees than abstract or theoretical assessments of emotional intelligence. Furthermore, organizations should consider providing training to employees aimed at enhancing their own emotional intelligence, as this could positively affect their relationships with managers and improve the overall atmosphere in the workplace. When employees have higher emotional intelligence, it may improve their perception of their managers' competencies and contribute to a more productive work environment.

Lastly, the findings highlighted the importance of consistent managerial behaviour. Negative feedback regarding inconsistent behaviour suggests the need for managers to focus on ensuring stability and consistency in their actions. This could help reduce the negative impact of emotional fluctuations on the work environment and improve overall team productivity and satisfaction.

## References

- [1] Bariso J. EQ applied: The real-world guide to emotional intelligence. Smashwords Edition; 2018.
- [2] Bock L. Work rules!: Insights from inside Google that will transform how you live and lead. New York: Twelve; 2015.
- [3] Bradberry T, Greaves J. Emotional intelligence 2.0. San Diego (CA): TalentSmart; 2009.
- [4] Brackett MA, Salovey P. Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*. 2006;18:34–41.
- [5] Bru-Luna LM, et al. Emotional intelligence measures: A systematic review. *Healthcare*. 2021;9(12):1696.
- [6] Caldwell C. Emotional intelligence and the leader's role. Nova; 2021.
- [7] Coronado-Maldonado I, Benítez-Márquez MD. Emotional intelligence, leadership, and work teams: A hybrid literature review. *Heliyon*. 2023;9(10):e20356. <https://doi.org/10.1016/j.heliyon.2023.e20356>
- [8] Dwiastruti W, et al. Emotional intelligence in insurance leaders for managing business communication with Generation Z. *Jurnal Spektrum Komunikasi*. 2024;12(3):284–293. <https://doi.org/10.37826/spektrum.v12i3.681>
- [9] Ekman P, Friesen W. Constants across cultures in the face and emotion. *Journal of Personality and Social Psychology*. 1971;17(2):124–129. <https://doi.org/10.1037/h0030377>
- [10] Fedorova Y, et al. Emotional intelligence profiles and intergenerational collaboration in business. *Journal of Business Economics and Management*. 2023;24(4):797–817. <https://doi.org/10.3846/jbem.2023.20280>
- [11] Goleman D. Emotional Intelligence: Why It Can Matter More Than IQ. New York: Bantam Books; 1995.
- [12] Goleman D. Emotional intelligence: Why it can matter more than IQ. Bantam; 2012.
- [13] Goleman D, et al. Primal leadership: Learning to lead with emotional intelligence. Boston (MA): Harvard Business School Press; 2008.

- [14] Hasson G. *Understanding Emotional Intelligence: Strategies for Boosting Your EQ and Using It in the Workplace*. Harlow: Pearson Education Limited; 2015.
- [15] Johannessen L, Pressley G. The influence of emotional intelligence in the workplace environment: A literature review. *Indonesian Journal of Business, Accounting and Management*. 2023;6(1):25–32. <https://doi.org/10.36406/ijbam.v6i01.717>
- [16] Kanitz A. *Jak rozvíjet svou emoční inteligenci*. Praha: Grada; 2008.
- [17] Leavy P. *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York: Guilford Press; 2023.
- [18] Mayer JD, Salovey P. What is emotional intelligence? In: Salovey P, Sluyter DJ, editors. *Emotional development and emotional intelligence: Educational implications*. New York: Basic Books; 1997. p. 3–34.
- [19] Mayer JD, Salovey P, Caruso DR. *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's Manual*. Toronto: Multi-Health Systems; 2002.
- [20] Mendez MRD, et al. Effect of work stress, workload and work environment on employee performance is mediated by emotional intelligence (Study at the Maumere Pratama Tax Service Office). *Journal of Economics, Finance and Management Studies*. 2025;6(8). <https://doi.org/10.47191/jefms/v6-i8-63>
- [21] Nakonečný M. *Základy psychologie*. Praha: Academia; 2004. ISBN 80-200-1290-7.
- [22] Neubauer AC, Freudenthaler HH. Modely emoční inteligence. In: Schulze R, Roberts RD, editors. *Emoční inteligence*. Praha: Portál; 2007. p. 53–72.
- [23] Roldán-Castellanos F, et al. Emotional Classification Method (ECW): A methodology for measuring emotional sustainability in a work environment utilizing artificial intelligence. *Axioms*. 2023;12(2):97. <https://doi.org/10.3390/axioms12020097>
- [24] Schulze R, Roberts RD. *Emoční inteligence: Přehled základních přístupů a aplikací*. Praha: Portál; 2007.
- [25] Udod SA, et al. *Dynamics of emotional intelligence and empowerment: The perspectives of middle managers*. SAGE Open. 2020. <https://doi.org/10.1177/2158244020919508>