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The Most Valued Emotional Intelligence Traits for Managers

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MASTER'S THESIS | ABSTRACT

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The Most Valued Emotional Intelligence Traits for Managers

Emotional intelligence has been gaining increasing interest in today's business environment. In this thesis, the main question is asked from recruiting managers' point of view: What emotional intelligence traits do they value most when they hire new people?

Theory part of this thesis focuses on the history and present of emotional intelligence. Thesis defines concepts used in this study, and considers previous study on emotional intelligence. Thesis focuses on Reuven Bar-On's fifteen competencies of emotional intelligence.

This thesis entails two studies. Studies are based on Reuven Bar-On's model of emotional intelligence and fifteen traits mentioned in Reuven Bar-On's material. First study is a content analysis, researching published job advertisements. Study is conducted as quantitative analysis based on job advertisements published in two main newspapers in Finland. Second study is conducted as a mixed methods analysis, by interviewing people who have experience from hiring people and who are familiar with the concept emotional intelligence. This study was made from social point of view and in a narrative way, asking people to explain in their own words what emotional intelligence traits they value when they are hiring people. The material in this thesis approaches emotional intelligence from a perspective of which traits possessed by an employee most benefit the employer and / or the company, per opinion of a recruiting manager.

The goal of this thesis is to build options for company HR and managers who would like to focus on emotional intelligence abilities of their employees and see which traits are commonly valued among recruiting managers and to compare how their employees match these valued traits. This thesis can also offer guidance for people applying for manager positions by helping them understand which traits are valued by recruiting managers.

KEYWORDS:

Emotions, Intelligence, Emotional intelligence, Manager, Recruitment.

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LIST OF ABBREVIATIONS (OR) SYMBOLS

Abbreviation	Explanation of abbreviation (Source)
EI	Emotional intelligence
EQ	Emotional intelligence (Emotional quotient)
HS	Helsingin Sanomat
AL	Aamulehti

1.INTRODUCTION

1.1 BACKGROUND

Intelligence, conceptualized as abstract thinking, has many times been demonstrated to predict success (Sternberg 2000, 399). David Wechsler (1896-1981), a known American psychologist, stated that “Individuals with identical IQ’s may differ very markedly in regards to their effective ability to cope with the environment.” A way to regard this limitation is to observe human life as naturally complex and subject to change events (Sternberg 2000, 399). Daniel Goleman, an internationally known psychologist, has made the extraordinary claims that emotional intelligence will account for success at home, and at work (Sternberg, 2000, 402). Goleman has stated that emotional intelligence will help in work life in teamwork and in cooperation in helping learn together how to work more effectively (Sternberg 2000, 402). Goleman goes onto say that emotional intelligence will confer “an advantage in picking up the unspoken rules that govern success in organizational politics” (Goleman 1995a, 36). It is claims like these that made me interested on the topic, that emotional intelligence traits may be just as important, if not even more important, than single IQ scores, when recruiters are valuing possible new employees. Wechsler’s statement implies that when there are different scenarios where a person should work, it requires more than just high intelligence score, since mere IQ does not say anything about a person’s ability to cope with the surrounding environment. Emotional intelligence makes you look at the limitations of the IQ (Epstein 1998, xi). The topic of emotional intelligence is important, because exploring and developing it helps us motivate ourselves, help manage stress, and resolve conflict with others (Hughes et al. 2005, about this book). I wanted to explore this topic more, because emotional intelligence determines how effectively we express emotions within the cultural contexts or our workplaces for example (Hughes et al. 2005, about this book).

In the history of the western world there has always been a divide between reason and emotion (Moshe et al. 2009, X). Blaise Pascal said: “The heart has its

reasons, which reasons does not know” (Pensees IV, 277) (Moshe et al. 2009, X). Emotional intelligence as a concept bridges that divide and allows intelligence to be viewed from the perspective of emotion, and emotion on the perspective of intelligence, and our understanding of each is enriched in the process (Moshe et al. 2009, X).

I believe the study of this area is important. Reasons are that the scientific investigation of this clearly identified concept of emotional intelligence is rare, though growing (Moshe et al. 2009, xii). This is more reason to study this topic, especially related to business world. At one point, there was over three million hits on the concept “emotional intelligence” in google, but only less than 1000 scientific publications in peer-reviewed journals (Moshe et al. 2009, xiv). That is one example on why more research is needed. There are studies that show that a manager can use emotional intelligence skills when dealing with collective emotions and the general mood of the staff. A manager who has emotional ability skills is on the same page with the emotions flowing within the staff, and understands the affects of his/her actions to them. A credible manager can interpret the silent feelings of the staff and respond to them without them growing to be too big or harmful to the entire community, causing general dissatisfaction (Kause 2009, 71). Emotionally intelligent leader can predict the outcome of his/her leadership. Interpreting collective emotions and adjusting the actions according to that is one way to use emotional intelligence at work. A staff that works with good team spirit will show in the level of performance, and the meaning of good team spirit is a value a manager should thrive for (Tähkänen 2011, 15).

Leaders throughout the history have used emotional intelligence at work. Napoleon Bonaparte, in spring 1790 after Jaffa battle, showed the meaning of military leaders emotionally intelligent behavior, positively affecting to the fighting morale of the soldiers. He used the basic methods, such as giving compliments to soldiers and using rewards. (Lindqvist 2005, 175- 180).

I have spent many years working with people from Asia and I think in Asian culture emotional intelligence is particularly visible. In many cultures is Asia there

is a strong emphasis on harmony (Henry 2011, 5). Asian culture also values self-restraint, which has a direct link to the way emotions are handled (Henry 2011, 5). This has often come very clear to me e.g. in meetings with Asian stakeholders of the companies where I have worked. For this reason, also, emotional intelligence raises interest for me.

1.2 OBJECTIVES OF THE THESIS

The following research questions formed the basis for the research design, methodology, and data analysis selected and utilized in this study:

1. What are the most valued emotional intelligence traits for an employee from a recruiting manager's perspective?
2. How could emotional intelligence traits be taken into consideration inside a company by HR and team managers by professional development plans?

There are proven cases that focusing on emotional intelligence may improve the results of a manager, thus leading to the fact that recruiters should pay attention to certain emotional intelligence traits when hiring someone. One example of a proven efficiency is by project manager Anthony Mercino, who says that when he started to focus on emotional intelligence traits and work on emotions and relationships, he was asked to lead a fast-moving project and made it a success (Mersino 2007, 5). Emotional intelligence has been noted and it has been used by the human resources and organizational development fields to characterize which fields are important in the workplace, if you are not considering the basic skills needed for each position (Barrett et al. 2002, 2).

Managers can utilize emotional intelligence starting from the first step; when interviewing people to new position in their organization. Saarinen (2001) has written about the importance of a successful recruitment process. In one interesting point, he brings out the question of do managers have the courage to hire people who seem more intelligent than themselves? (Saarinen 2001, 198–199). Saarinen also states that “people are hired for their intelligence and success, but fired due to their emotional defects that manifest in their behavior”

(Saarinen 2007, 22). This highlights the fact that being emotionally intelligent, not just intelligent in the original meaning of that word, has a big impact on staying on the job, maybe not so much in getting the job. I wanted to investigate, is this really the case or are emotional intelligence traits also important already when applying for a position.

I hope that this thesis will be helpful for people applying for jobs, to help them see which traits they should focus on and maybe develop in their selves, to be able to be more competitive compared to other people applying for the same jobs. It is very important that recruiting managers take emotional intelligence traits into account. Nearly every job in today's business requires emotional intelligence skills (Lynn 2008, 1). Hiring manager should take these into consideration in recruitment process (Lynn 2008, 1).

2. EMOTIONAL INTELLIGENCE

2.1 DEFINITION OF EMOTIONS

"What is emotion?" That question was asked by William James in 1884 as the title of an essay he wrote for *Mind* (Haviland-Jones 2000, 3). The question has proved to be as difficult to resolve as the emotions have been to master (Haviland-Jones 2000, 3).

Emotion serves as an alarm system essentially from birth: a baby cries when it needs some kind of care (Mayer & Salovey 1997, 12). For a child, emotions signal important changes in the person and in the environment (Mayer & Salovey 1997, 12). When a person matures, emotions begin to shape and mature by directing the person's attention to important changes (Mayer & Salovey 1997, 12). A second contribution of emotion to thinking is to generate emotions when needed so that they can be better understood (Mayer & Salovey 1997, 12). This means with children, that when they see a grown-up cry, they themselves may generate feelings of sadness as to put themselves in the other person's position (Mayer & Salovey 1997, 12). For an adult, this may be visible by knowing to

anticipate what they will be feeling e.g. in a new job, and by functioning like this they may get help in e.g. deciding whether to take a new job or not (Mayer & Salovey 1997, 12).

Emotion provides the ultimate validation for action (Matthews 2003, 8). Even though the history of philosophy has been described as the history of the development of reason, philosophers have never entirely neglected emotions (Haviland-Jones 2000, 4). In *Rhetoric* (1941) Aristotle described emotion “as that which leads one’s condition to become so transformed that his judgment is affected, and which is accompanied by pleasure and pain” (Haviland-Jones 2000, 4). David Hume (1711-1776) defined emotion as a certain kind of sensation, or what he called an “impression”, which is physically stimulated by the movements of the “animal spirits” in the blood (Haviland-Jones 2000, 7). Gilbert Ryle (1951) said that many emotions are mere “agitations” and dispositions to behave in certain ways (Haviland-Jones 2000, 10). Practically all emotions get expressed in behavior and all emotions pre-suppose or have certain sort of cognitions (Haviland-Jones 2000, 11).

Emotions can be recognized as one of four fundamental classes of mental operations (Sternberg 2000, 397). First of those classes is motivation, which is responsible for directing the organism to carry out simple acts to satisfy survival and reproductive needs (Sternberg 2000, 397.). Second class where emotions can be recognized is just that, emotions (Sternberg 2000, 397). It appears that emotions have evolved across mammalian species to signal and respond to changes between the individual and the environment (Sternberg 2000, 397). Third and fourth classes of mental operations are cognition and consciousness (Sternberg 2000, 397). Examples of negative emotions are jealousy and anger (Haviland-Jones 2000, 22). Example of positive emotion is affection (Haviland-Jones 2000, 20).

Ontologically speaking, emotion is like electricity: it can be described as invisible tension between two poles. You cannot see it, feel it or touch it, but you can see it’s effect in the environment surrounding us. Intellectually emotion can be

approached from many points of view, e.g. through chemistry, psychology and sociology (Fromm 2007, 12-16; Mumby & Putnam 1992, 465).

Even today the definition of emotion still raises up questions and is not an easy thing to explain. The debate about the essence of emotion has been reinvigorated over the recent years. There seems to be a lack on consensus among scholars in the literature on the definition of emotion (Zargari, 2015 [referred to 20.8.2016]. Izard, 2010). Some researchers define it as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. While this definition is realistic, it still does not seem to be as technical as it is defined as a state of feeling. When emotion is defined in terms of feeling it does not provide valuable information about the dynamics and attributes of the emotion itself. Also, you should consider that some differences between the two terms "feeling" and "emotion" is not considered in it. The differences may solve the issue of exact definition of emotion (Zargari, 2015 [referred to 20.8.2016]).

2.2 DEFINITION OF INTELLIGENCE

One of the most famous or infamous definition of intelligence was presented by Boring (1923) in an article in *The New Republic*, where Boring proposed that intelligence is what tests of intelligence test (Sternberg 2000, 7). Boring saw it as a "narrow definition but a point of departure for a rigorous discussion...until further scientific discussion allows us to extend [it]" (Sternberg 2000, 7). This definition by Boring however seems to define away intelligence rather than defining it, because it is not totally clear what intelligence tests measure, thus it cannot be clear based on this definition what intelligence is (Sternberg, 2000, p.7). One pioneer in intelligence testing was Alfred Binet. Below more information on him (picture 1, Zeidner et al.)

Picture 1.



How did Alfred Binet create the first intelligence test? Fortunately for the millions of children with learning disorders, Binet had spent “quality time” with his daughters. He asked them questions and queried how they solved them. This led to an understanding of their individual differences, and more important, that not all thought processes follow the same course. Binet was thus able to argue against the prevailing view that “lack” of intellect in certain fields was an “illness.” His discovery of different kinds of memory led to a government appointment to develop tests intended to identify areas of weakness in school children. In association with Theophile Simon, Binet identified developmental achievement levels expected of normal children. The *mental age* criteria that were the basis of these tests remain a benchmark in assisting children exhibiting poor performance in specific areas. Unfortunately, Binet died only five years after the first use of his test, and the necessary revisions and refinements were left largely to others. The antecedents in Binet’s career show how some decisions can lead to change that is for the better. His first degree was in law, after which he worked with Jean-Martin Charcot in hypnosis. He also studied phrenology and is reported to have great sympathy with the physiognomists to boot.

One study on intelligence was conducted by the editors of the Journal of Educational Psychology (“Intelligence and its measurement, “1921) (Sternberg 2000, 8). Contributors of that study provided many different definitions, examples as follows:

- The power of good responses from the point of view of truth of facts (E.L. Thorndike)
- Ability to learn or having learned to adjust oneself to the environment (S.S. Colvin)
- The capacity for knowledge and knowledge possessed (B: A:C Henmon)
- The ability to carry on abstract thinking (L.M Therman)

(Sternberg 2000, 8).

Bass (2002) has stated three different areas of intelligence: cognitive, social and emotional intelligence. In addition, mechanical intelligence and silent intelligence. Bass highlights that these areas overlap each other. He also states that a leader with emotional intelligence is more successful than a leader who has more cognitive intelligence (Bass 2002, 106).

As we speak about different varieties of intelligence (e.g. human intelligence and artificial intelligence), they have similarities: All imply gathering information, and reasoning with it -they all imply mental ability associated with the cognitive operations (Sternberg 2000, 398). Terman (1921, 128) stated that "An individual is intelligent in proportion as he is able to carry on abstract thinking" (Sternberg 2000, 398).

In the journal *Intelligence* Mayer & Salovey said that emotional intelligence could be considered an actual intelligence, as opposed to a highly valued social trait (Mayer & Salovey 1997, 8). They go on to say that there might exist abilities, e.g. being able to know what another person is feeling, that may involve a lot of thinking and consequently could be considered an intelligence. (Mayer & Salovey 1997, 8).

Intelligence has been a big topic throughout psychology's history. Today there remains to be substantial interest in the subject. While definitions of intelligence remain mostly the same as in earlier research, there is still considerable disagreement about what exactly constitutes intelligence. In addition to questions of how to accurately define intelligence, the debate continues today about whether measurements can ever be accurate.

2.3 DEFINITION AND PREVIOUS STUDIES OF EMOTIONAL INTELLIGENCE

Emotional Intelligence, as a psychological theory, was developed by Peter Salovey and John Mayer. "Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (Mayer & Salovey 1997, 10)

After Salovey ja Mayer published their first model on emotional intelligence Bar-on developed the theoretical model. (Bar-On 2000, 363–364.) That model was originally developed to evaluate the different aspects of emotional ability and to investigate the conceptualization of it. Bar-On says that emotional intelligence means the combination of personal, emotional, and social factors that affect individual's ability to cope with pressures and demands of the environment. (Bar-On 1997, 3).

The term emotional intelligence implies something having to do with the intersection of emotion and cognition (Sternberg 2000, 398). Emotional intelligence refers to an ability to recognize meanings of emotional patterns and to solve problems based on them (Mayer & Salovey 1997; Salovey and Mayer 1990) (Sternberg 2000, 400). Emotional intelligence entails the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use the knowledge that comes from those actions to guide one's thinking and functioning (Emmerling et al. 2008, vii).

The abbreviation EQ that is often used about emotional intelligence refers to "Emotional quotient", a measure of EI, which is more known than EI itself (Henry 2011, xiv).

Philosopher Aristotle said that emotions "may be felt both too much and too little and in both cases, not well; but to feel them at the right times, with reference to the right objects, towards the right people, with the right motive, and in the right way, is what is both intermediate and best, and this is characteristic of virtue (Moshe et al. 2009, foreword).

In the letters "emotional intelligence" are embedded competence in perceiving and communicating emotions, as well as understanding emotions of self and others and regulating emotions (Moshe et al. 2009, preface).

Emotional intelligence refers to a generic competence in perceiving emotions and a competence that helps us regulate emotions and cope well with emotive situations (Moshe et al. 2009, 3). It is said that the concept of "intelligence" is poorly formulated and badly misunderstood, because just by enumerating a

person's IQ does not inform us how intelligence plays out as an ongoing process in real life contexts (Sternberg 1985) (Moshe et al. 2009, 22). This lets us understand emotional intelligence as a process: it too should be viewed on how it is expressed in handling everyday problems (Moshe et al. 2009, 22). Example of this is how a person adapts to life's difficult situations (Moshe et al. 2009, 22).

Sternberg describes several competing models labeled as "emotional intelligence" (Sternberg 2000, 400). One model is by Mayer & Salovey (1997), which is a domain of emotional intelligence and describes several discrete emotional abilities (Sternberg 2000, 400). Those emotional abilities can be divided into four classes, as shown in table 1 (Sternberg 2000, 401). The most basic skill in this domain of emotional intelligence is the perception and appraisal of emotion (Sternberg 2000, 400). Second area of skills is assimilating emotion in thought (Sternberg 2000, 400). Third and fourth area are understanding and analyzing emotion, and reflective regulation of emotion (Sternberg 2000, 400).

Another model of emotional intelligence is Bar-On's model (Sternberg 2000, 402). Bar-On's model was intended to answer the question "Why are some individuals more able to succeed in life than others?" (Sternberg 2000, 402). Model by Bar-On reviewed the psychological literature for personality characteristics that seemed to be related to life success, as well as identified five broad areas of functioning relevant to success (Sternberg 2000, 402). These five areas are listed in table 1 (Sternberg 2000, 402): The five areas are (a) intrapersonal skills, (b) interpersonal skills, (c) adaptability, (d) stress management, and (e) general mood (Sternberg 2000, 402).

Third emotional intelligence model is by Goleman (1995a) (Sternberg 2000, 402). It has five areas (table 1): (a) knowing one's emotions, (b) managing emotions, (c) motivating oneself, (d) recognizing emotions in others, and (e) handling relationships (Sternberg 2000, 402). More than five million copies have been sold of Goleman's book "Emotional Intelligence: Why It Can Matter More Than IQ" (2005) which tells a lot about the interest towards emotional intelligence.

Table 1 (implemented from table 18.1, Sternberg, 2000, 401).

Three competing models of “Emotional Intelligence”.

Mayer & Salovey (1997)

Overall definition: “Emotional intelligence is the set of abilities that account for how people’s emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (after Mayer & Salovey, 1997).

Major Areas of skills: Perception and expression of emotion / Assimilating emotion in thought / Understanding and analyzing emotion / Reflective regulation of emotion

Bar-On (1997)

Overall definition: “Emotional intelligence is...an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On 1997, 14).

Major areas of skills: Intrapersonal skills / Interpersonal skills/ Adaptability scales / Stress-management scales / General mood.

Goleman (1995a)

Overall definition: “The abilities called here emotional intelligence. which include self-control, zeal and persistence, and the ability to motivate oneself.” (Goleman 1995a, x11). “There is an old-fashioned word for the body of skills that emotional intelligence represents: character” (Goleman 1995a, 28).

Major areas of skills: Knowing one’s emotions / Management emotions / Motivating oneself / Recognizing emotions in others / Handling relationships.

The raising interest towards emotional intelligence is part of zeitgeist of the modern western society, which increasingly recognizes the importance of emotions (Matthews et al. 2003, 8).

Below a description of how the concept of emotional intelligence has presented itself during the years (Mayer 2006, 5-6).

1900-1969: Intelligence and emotions as separate narrow areas.

- Testing of intelligence was developed and during this time modern psychological test methods were developed. Emotions were studied as their own area, separated from intelligence. There was ongoing debate about which comes first, is it the emotion or the physical reaction. The goal of the psychologists was to also identify social intelligence, but the concept of intelligence remained cognitive. (Mayer 2006, 5-6).

1970-1989: The pioneers of emotional intelligence

- During this period researchers started to be interested in how emotions and cognition affected each other. Through the theory of multiple intelligences Gardner brought up the concept of intrapersonal intelligence. Artificial intelligence study field was working on discovering how a computer could take emotional aspect of stories into account. The concept of emotional intelligence was used in this time period. (Mayer 2006, 5-6).

1990-1993: Emotional intelligence surfaces

- Salovey & Mayer came up with the concept of emotional intelligence (Salovey & Mayer, 1990). In a scientific article, it was argued that emotional intelligence is real intelligence (Salovey & Mayer 1993). At the same time brain research existed, which on its own part took forward the research of emotional intelligence. (Mayer 2006, 5-6).

1994-1997: The popularization of emotional intelligence and the expanding of the concept

- The concept of emotional intelligence was popularized in this time period. Concept spread all over the world (Goleman, 1995). Emotional intelligence tests started to surface. (Mayer 2006, 5-6).

1998- present time: Research of emotional intelligence and the institutionalization of it

- Clarification of emotional intelligence and empirical research of started and continues. There has been a lot of efforts to define the concept again by using new test methods. Lot of scientific articles about emotional intelligence. (Mayer 2006, 5-6).

Nowadays there is an increase in studies how to develop emotional intelligence. Emotional intelligence toolkits have been developed to help increase emotional intelligence in people, e.g. employees. Emotional intelligence toolkits are advertised to help people get in touch with difficult emotions and help in self-regulating emotions. The emotional intelligence toolkit is a progressive process, including five steps and skill-building tips (HelpGuide.org, 2016 [Referred to 20.8.2016]). Also increasing are professional develop plans. A professional development plan determines the goals and needed skillset that an employee needs to accomplish in order to support their personal and career development. A professional development plan is created by the first level manager of the employee, or an HR representative. (Duke 2016 [referred to 20.7.2016]).

2.4 FIFTEEN COMPETENCIES OF EMOTIONAL INTELLIGENCE BY

BAR-ON

In the empirical part of this thesis I will focus on fifteen competencies of emotional intelligence based on Bar-On's model. Below is an introduction of each of these fifteen characters, explanation what each trait means (a), and an explanation of why this trait is important (b).

1 Self-regard

- a. Skill of liking ourselves the way we are, including strength of our self-confidence (Hughes et al. 2005, 38). This trait is related e.g. to self-actualization (Hughes et al. 2005, 38).
- b. It is a critical competence because, without a self-integrated identity that allows you to know and respect yourself, you cannot participate authentically in life or be truly reliable e.g. in work (Hughes et al. 2005, 41-42).

2 Emotional self-awareness

- a. This trait reflects how familiar we are with our emotional response patterns (Hughes et al. 2005, 38). Do we know what and why we are feeling, and how strong that feeling is? (Hughes et al. 2005, 38).
- b. This trait allows us to know how we are responding to our environment and what we are feeling (Hughes et al. 2005, 46). This provides the stepping stone for the other emotional intelligence skills (Hughes et al. 2005, 46).

3 Assertiveness

- a. This trait is the emotional strength that enables us to confidently tell others what we like and we dislike or will not accept.
- b. Assertiveness is an important trait especially in business world, since it enables us to make our voices heard and stand up for ourselves (Hughes et al. 2005, 50). This trait feeds our sense of self-regard since we are announcing our feelings and setting up boundaries (Hughes et al. 2005, 50).

4 Independence

- a. Independence means the ability to make decisions based on your own assessment and comprehending a situation without having to satisfy the perceived emotional needs of everyone who has an opinion about the issue (Hughes et al. 2005, 38).
- b. This trait describes the ability to stand on your own feet and trust your own opinion (Hughes et al. 2005, 56). This is a key leadership trait that can enhance effectiveness no matter what size the company is (Hughes et al. 2005, 56).

5 self-actualization

- a. Ability to set and meet own goals (Hughes et al. 2005, 38).
- b. This is critical for companies because it is expensive to help grow employee's motivation (Hughes et al. 2005, 61). Stein and Book conducted research using EQ-i on nearly five thousand working people, and found out that the first of the top five factors is self-actualization (Hughes et al. 2005, 61).

6 Empathy

- a. This means being able to listen and pay attention so we understand how other people are feeling and why (Hughes et al. 2005, 38).
- b. Being emphatic leads to more accurate communications and enhanced productivity (Hughes et al. 2005, 66). This trait is increasingly important in today's business. World economy forum WEF states that "the empathy index" is one of the company's key factors in success (Yle.fi 2016 [referred to 10.1.2016]). The Lady Geek consulting company that developed the empathy index claims that an empathic company beats its competitors in growth. Picture 2 shows ten most emphatic companies in 2015.

10 empaattisinta yritystä 2015		
1.	Microsoft	100.00
2.	Facebook	93.21
3.	Tesla Motors	87.68
4.	Alphabet (Google)	87.32
5.	Procter & Gamble	78.14
6.	Apple	77.88
7.	Johnsson & Johnsson	77.84
8.	Walt Disney	76.90
9.	Prudential Financial	76.70
10.	Audi	76.60

Lähde: Lady Geek

Picture 2. Source: Yle.fi news graphics (Original source Lady Geek)

7. social responsibility

a. The ability of being able to care and discipline our work efforts to serve the interests of individuals and groups that lie outside the field of our personal needs (Hughes et al. 2005, 38).

b. Social responsibility holds societies and communities together (Hughes et al. 2005, 72). it is the reciprocal relationship between the single people and the whole group and so allowing them to achieve collective goals (Hughes et al. 2005, 66). This should be an important trait in a company since in many companies' work is often teamwork at least on some level.

8. Interpersonal relationships

a. The competency of initiating and sustaining lasting human relationships.

b. This trait is important because no one lives in the world alone (Hughes et al. p. 78). This is related to social responsibility, since as we live in the world with others we need to invest resources and concern into social re-

sponsibility (Hughes et al. 2005, 78). This trait also helps in our stress tolerance (Hughes et al. 2005, 79).

9. Stress tolerance

a. This is the trait that helps us cope from everyday struggles so that the threats do not weaken our physical and emotional state (Hughes et al. 2005, 39).

b. If a person is stressed it leads to physical and emotional damage and negatively impacts person's effectiveness (Hughes et al. 2005, 82). People who have trouble dealing with stress can easily resort to negative self-medication (Hughes et al. 2005, 82). It is no wonder why people in demanding and fast work environment need to have a good stress management ability.

10. Impulse control

a. The ability to control the buildup of nervous energy that comes often with stress without projecting it into anger (Hughes et al. 2005, 39).

b. The ability to control urges is essential to working at a high level of effectiveness (Hughes et al. 2005, 88). In the workplace, a person needs to be able to control ones feeling so that they won't end up e.g. hurting client relationships (Hughes et al. 2005, 88).

11. Reality testing

a. This trait enables us to correctly evaluate the nature of our current situation according to objective criteria (Hughes et al. 2005, 39).

b. We use only three of our five senses to construct the majority of our experience of reality, so it is helpful to verify that what we see/ hear and feel / sense around us is accurately perceived (Hughes et al. 2005, 92). Also, particularly in business world we should be able to confirm that our conclusions follow logically all the information that is available for us (Hughes et al. 2005, 92).

12. Flexibility

a. This skill allows us to change direction rapidly without resistance and without needing to be convinced when our reality changes (Hughes et al. 2005, 39).

b. This trait is important because our world changes constantly (Hughes et al. 2005, 97). flexible people often keep the deeper goal in mind in business, and this helps in building up a team (Hughes et al. 2005, 97).

13. Problem solving

a. This is the process through which we solve problems and thus are able to change the situation into better correspond with our needs (Hughes et al. 2005, 39).

b. In work life we are expected to solve problems quickly and economically (Hughes et al. 2005, 102). This is naturally an important trait for anyone working in business world.

14. Optimism

a. The skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39).

b. Seligman (2002, 128) wrote: "Being optimistic brings about less depression, better physical health, and higher achievement, at a cost perhaps of less realism" (Hughes et al. 2005, 106). Those traits mentioned by Seligman are ones that most people would like to see more in their lives, thus optimism is an important trait (Hughes et al. 2005, 106). Optimism is linked to better physical strength, as demonstrated by an American Psychological Association report on a study in 1995 and 1996 by Martin Seligman and Gregory Buchanan (Hughes et al. 2005, 107).

15. Happiness

- a. This is the trait of being more or less consistently content and satisfied in the current moment (Hughes et al. 2005, 39).
- b. Growth in productivity helps in achieving our goals and fulfilling our desires (Hughes et al. 2005, 112). For many people fulfilling our desires and achieving our goals closely related to happiness and so become their only meaningful criteria (Hughes et al. 2005, 112). A person's level of happiness affects the development and exercise of one's skills and relies on factors of persons' emotional intelligence (Hughes et al. 2005, 112).

I used the Bar On model explanation of the traits for basis in determining which quality mentioned in each add belongs under which emotional intelligence competence. Bar-On used EQ-I scales and explained what each of those scales assessed. The Emotional Quotient Inventory (the EQ-i) has had a substantial role in developing this model. The Bar-On model is operationalized by the EQ-i. The EQ-i is a self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence. The EQ-i was the first measure of its type to be published by a psychological test publisher (Bar-On, 1997a). EQ-I scales are Intrapersonal, Interpersonal, Stress management, adaptability and general mood. (Bar-On 2006).

Intrapersonal consists of self-regard, emotional self-awareness, independence, and self-actualization. This mean for example to be aware and understand one's feelings. Interpersonal consists of empathy, social responsibility and interpersonal relationship. This means for example the ability to understand what another person is feeling. Stress management entails stress tolerance and impulse control. Example of this is to be able to control one's emotions. Adaptability consists of reality-testing, flexibility, and problem solving, for example to be able to adapt and adjust one's feelings to changing situations. Lastly, general mood consists of optimism and happiness. Example of this is to be positive. (Bar-On 2006).

The first trait mentioned is intrapersonal trait. Self-knowledge related to intrapersonal trait is close to the self-image of an individual, and knowing how an individual feel about something. Intrapersonal trait also includes independence, which is expressed by being assertive, not needing constant support, ability to ask for help when needed, ability to see the mission and to accomplish it. (Gardner 1993; Harju 2002, 115).

Interpersonal relationship skills include the ability to understand versatility at workplace. In general managers in their work need to have constant interaction with their staff, and work in an environment where instead of personal qualities many contextual factors are being highlighted. These factors are e.g. different types of assignments, different personalities and cultures that are visible at the workplace, etc. Leaders have to be able to develop more versatile leadership skills. Leaders need to understand versatility and adapt to it. (Lord & Smith 1999, 196-198).

There has been studies globally about emotional intelligence at work. Wong, Wong & Pengin (2010) did a research which looked into leading teachers in Hong Kong, and their emotional intelligence compared to work satisfaction of teachers. The research studied emotional intelligence skills and work satisfaction of 3866 teachers. The result was that the emotional intelligence skills correlated significantly with teachers work satisfaction and showed a positive connection of emotional intelligence to work satisfaction. research also showed that as well as leading teachers, also regular teachers needed emotional intelligence skills in their work. Wong et al highlight that emotional intelligence should be at the center stage when choosing who should get admittance to study for a teacher.

One study in the area of emotional intelligence had a sampling of 358 leaders from international Johnson & Johnson group. (Cavallo & Brienza 2001). Gender distribution in this study was 55 percent men and 45 percent women. Demographically they came from all continents. The purpose of this study was to find out which leadership competences can have an impact in making a leader to have high potential, meaning the best possible performance, in comparison with

leaders having an average capacity. The 360-degree evaluation indicator included 183 claims and was based on the own competence model of the consortium and the emotional intelligence competencies of the ECI-meter (Simström, 2005).

Results indicated that leaders with high emotional intelligence skills were more successful than the other leaders. Managers, colleagues and subordinates of the leaders were unanimous about the fact that the competencies that differentiate top level performers from others were confidence, performance level, ability to make initiatives, ability to influence others, people leadership skills, and ability to initiate change (Cavallo & Brienza 2001). When thinking about adaptation skills and helpfulness, women leaders scored higher in the eyes of their own managers than the opposite gender. The colleagues of the leaders in this study thought that women leaders possessed a lot of emotional self-consciousness, and they thought that women leaders were service oriented and helpful, had good communication skills and ability help other people in develop themselves. In this study the geographical differences were small and mainly reflected the cultural differences (Simström 2005).

Cavallo & Brieza (2004) also studied EI and career success within The Johnson & Johnson Consumer & Personal Care Group (N=1400) in thirty-seven countries. In this study, it was concluded that emotional competencies differentiate successful leaders and that emotional intelligence, as one of a broad spectrum of skills which managers have in varying levels. (Warrier et al. 2011).

3. INTRODUCTION TO EMPIRICAL PART

3.1 RESEARCH METHODS

As research methods for this empirical part I am using two different kinds of methods: case study from selected job ads during time period of one month, and qualitative interviews to recruiting managers for getting deeper knowledge and gathered deeper data from the subject for this research. To increase the

validity of this interview I chose the candidates from LinkedIn group “The Emotional intelligence network”. This group is a group defined as follows: Emotional intelligence is the capacity to integrate feeling and thinking to make optimal decisions. Being "smart with feelings" is essential to effectively leading -- building engagement, navigating challenge, and accelerating change. The skills of emotional intelligence have practical application in numerous areas of organizational and professional performance. This is a group to discuss the challenges and opportunities of increasing emotional intelligence in the workplace, to share practices and to learn together.

The group is hosted by Six Seconds, The Emotional Intelligence Network, a global not-for-profit corporation that supports change agents to make a positive difference (The Emotional Intelligence Network, 2016). By doing the interview in this group, I could make sure that the people who responded already know the term emotional intelligence and therefore are qualified to answer the interview question. I left out answers that did not directly answer to my question, and in the end, I got 20 replies which were valid for this interview.

I decided to do a content analysis since I wanted to interpret how emotional intelligence traits are visible in job adds. Content analysis is a good option for doing this, since it is a research option that is used to summarize large data amounts of unstructured textual content into interpretable data relevant to the research topic and questions (Saunders et al. 2005). I collected the job add data in December 2015 – January 2016. In studying job ads, I used a method called literature search, which involves reviewing all readily available materials, in this case newspaper articles. For the interviews, I LinkedIn group which is for people interested in emotional intelligence or professionals in emotional intelligence. The LinkedIn question opposed to personal interviews means that there is no possibility of interviewer bias which is a good thing and adds to reliability. The main disadvantage is the inability to probe respondents for more detailed information.

I chose both content analysis and interview so I used mixed methods research which is a great way to confront a given research question from more than one angle, resulting in a more than one type of investigative perspective.

I analyzed the results of the interview based on Bar-On's model of emotional intelligence (presented in table 1). Bar-On constructed the first commercially available operational index for emotional intelligence (Matthews 2003, 15). I compared the traits mentioned in the interview to the fifteen emotional competencies that combine to make up social and emotional intelligence according to the Bar-On model.

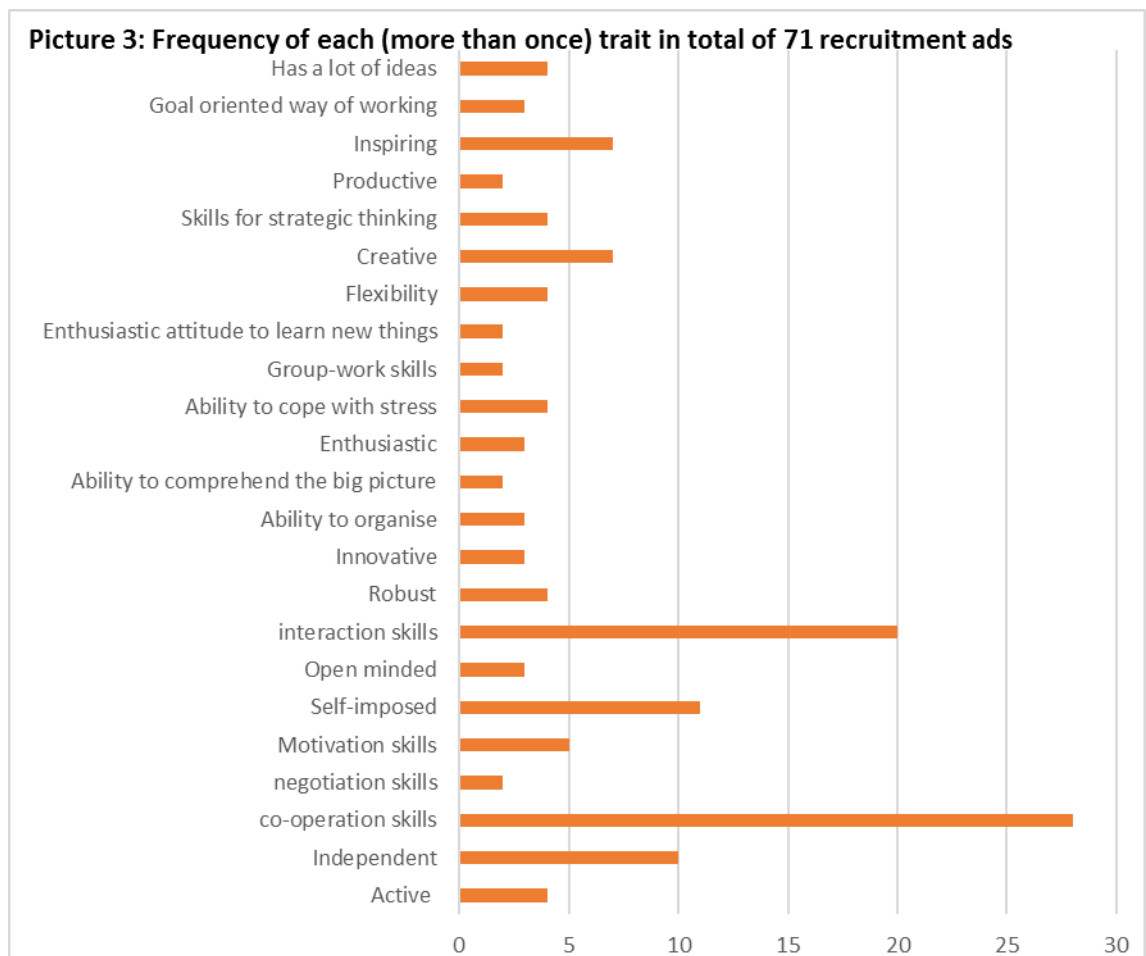
3.2 CONTENT STUDY: RECRUITMENT ADS

As research methods for this empirical part I used a method called literature search, which involves reviewing all readily available materials, in this case newspaper articles. I selected job ads during period of one month. I collected the data with case study. I took the sampling from Aamulehti and Helsingin Sanomat Sunday editions through period 06.12.2015 - 24.1.2016. I chose Helsingin Sanomat and Aamulehti because they are significant newspapers in Finland; Helsingin Sanomat was the second most read newspaper in Finland 2015, while Aamulehti was seventh on that list. Selected ads need to be ads for manager position, Leader, Director, top specialist, or similar. The 71 positions (in appendix 3) that were qualified for this study are listed as below:

- Managing directors or equivalent (13)
- Functional directors/executives (17)
- Sales managers (11)
- Other managers (11)
- Foremen (10)
- Project managers (3)
- Other professionals (6)

I looked for traits based on Bar-On's model of emotional intelligence. I compared the keywords found in ads and in Bar-On's emotional intelligence trait

list and interpretation of their meanings in reality. I collected all the mentioned traits to excel file, and later analyzed which trait is the most commonly used in these job advertisements. After collecting I started analyzing the information in recruitment ads. 71 positions that were fit for this study (appendix 1). I found 62 personality traits, which exemplify emotional intelligence (appendix 1). I investigated each of those 62 personality traits, to see which emotional intelligence trait they are related to (appendix 1, sheet: analysis). I made a calculation of how many times each of the found traits were mentioned in these 71 advertisements (appendix 1, sheet: analysis). Below picture 3 shows how many times the personality traits that were mentioned more than once were mentioned in the 71 recruitment ads. Calculation of all the traits mentioned in job ads and frequency of how many times each trait was mentioned are listed in appendix 2.



List of title/ position mentioned in each job add, publishing date, and list of traits mentioned in ad for each position are listed in appendix 3. After this, I focused on the most common five traits. From the data, it can be determined that five most commonly asked traits by recruiters are the following (Table 2):

Table 2.

IN ADDS	Amount	INTERPRETATION BY USING BAR-ONS TERMINOLOGY
1.Negotiation skills	28	Co-operation skills. Interpersonal/Social skills.
2.Positive attitude	30	Positive attitude. Interaction skills.
3.Open minded	11	Self-imposed
4.Ability to execute	10	Independent. Assertiveness.
5.Creative	7	Self-aware Flexible
6.Inspiring	7	Optimism. Happiness.

Next, I studied which emotional intelligence traits these personality traits can be related to. I checked each trait that was mentioned in the ad and placed it under the emotional intelligence trait it could be associated with. I added explanations to those associations to back up my decision. Full explanations in appendix 1, sheet Analysis. As seen, I have used my own thinking and own opinions in put-

ting the personality traits and emotional intelligence competencies together, but I have explanation for all the placements.

Co-operation skills can be associated with social responsibility. Social responsibility is the ability of being able to care and discipline our work efforts to serve the interests of individuals and groups that lie outside the field of our personal needs (Hughes et al. 2005, 38). Social responsibility holds societies and communities together (Hughes et al. 2005, 72). It is the reciprocal relationship between the single people and the whole group and so allowing them to achieve collective goals (Hughes et al. 2005, 66). Co-operation skills are also related to interpersonal relationships trait. The competency of initiating and sustaining lasting human relationships. Interpersonal relationship trait is important because no one lives in the world alone (Hughes et al. 2005, 78). This is related to social responsibility, since as we live in the world with others we need to invest resources and concern into social responsibility (Hughes et al. 2005, 78). This trait also helps in our stress tolerance (Hughes et al. 2005, 79). I would also see that good co-operation skills are related to flexibility. Flexible people often keep the deeper goal in mind in business, and this helps in building up a team (Hughes et al. 2005, 97). Therefore, in good co-operation and team work flexibility is needed. This result is parallel to Ruohotie's study where it is concluded that maturity in human relationships is one of the seven characters that make a good business leader. Maturity in human relationships manifests itself e.g. in showing more interest to others than to self, ability to listen to others and communicate clearly, ability to co-operate in a way that develops thinking, attitudes and co-operation (Ruohotie 2002a, 13.). Those traits can be placed under interpersonal relationships and good co-operation skills.

Interaction skills can be associated with interpersonal relationships competence. Social interaction skills can be described e.g. as a generic term for the exchange of different meanings between individuals. It is all the various ways in which people express themselves to each other. In face-to-face meetings. It is associated with such competencies as communications, collaboration in shared decision-making, and problem-solving. Above description gives input that inter-

action skills are clearly related to interpersonal relationships competence. As described in co-operation skills part, interpersonal relationships are the competency of initiating and sustaining lasting human relationships. Interpersonal relationship trait is important because no one lives in the world alone (Hughes et al. p. 78). This is related to social responsibility, since as we live in the world with others we need to invest resources and concern into social responsibility (Hughes et al. 2005, 78). This trait also helps in our stress tolerance (Hughes et al. 2005, 79).

Interaction skills are also related to empathy. Being emphatic leads to more accurate communications and enhanced productivity (Hughes et al. 2005, 66). That is why having sufficient empathy skills a person can be better at interaction.

Third most wanted trait was being self-imposed. A person is self-imposed if he/she requires or expects something of him/herself rather than something required by another (Your Dictionary [referred to 1.2.2016]). Self-imposed is a trait that is related to assertiveness. Assertiveness is an important trait especially in business world, since it enables us to make our voices heard and stand up for ourselves (Hughes et al. 2005, 50). This trait feeds our sense of self-regard since we are announcing our feelings and setting up boundaries (Hughes et al. 2005, 50). Being self-imposed can also be associated with independence. This BarOns competence of emotional intelligence is the emotional strength that enables us to confidently tell others what we like and we dislike or will not accept. Independence was also the fourth important single trait which was mentioned in job ads, so this underlines the importance of this competence. Lastly, being self-imposed is a part of self-actualization, which is the ability of being able to set and meet you own goals (Hughes et al. 2005, 38). It seems very understandable to me that this ability, which is important when a company wants its employees to be motivated, is on the top list with the recruiters.

The fourth important single trait mentioned by recruiters was, as mentioned, independence, which is an emotional intelligence competence in itself. It can also be related to self-awareness, because self-awareness can improve our

judgment and help us identify opportunities for professional development and personal growth (Williams 2016 [referred to 1.2.2016]).

Recruiters often (7 times in this study) wanted the employees to be creative and inspiring. I relate this to emotional self-awareness. Emotional self-awareness trait allows us to know how we are responding to our environment and what we are feeling (Hughes et al. 2005, 46). This provides the stepping stone for the other emotional intelligence skills (Hughes et al. 2005, 46). Therefore, emotional self-awareness can be the enabler of creative and inspiring behavior. For the trait “inspiring” I would associate with optimism. Optimism is the skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Without the vision of improvement, it is difficult to be an optimist. This is an important trait when you want people to achieve something. Creativity also requires flexibility, which Bar On describes as an ability to adapt and adjust one’s feelings and thinking to new situations. Creativity is making something new, so new situations often require creativity.

3.3 CONCLUSIONS OF THE CONTENT ANALYSIS

Based on this sampling and study the two most common emotional intelligent traits valued by recruiting managers who recruit managers are social responsibility, and interpersonal relationships, since co-operation skills were the most wanted trait and that trait can be associated with those above three competencies of emotional intelligence based on Bar-On’s model. The second most popular trait was interaction skills, which is also related with interpersonal relationships competence. Interaction skills are related with empathy, so empathy can be valued as a popular trait among recruiters who are looking for skilled managers.

Another important emotional intelligence competence valued by recruiting managers is assertiveness, self-regard, self-actualization and independence. These competencies can be highly associated with the motivation level of an employee, which may be one reason why recruiters look for these traits. Assertiveness is needed e.g. giving in the important task when communicating company’s val-

ues to the staff. Values determine the short-term goals that direct an individual's thoughts and actions in a current situation. (Feather 1980, Pervin 1983). Independence was mentioned both directly and indirectly, which adds to its importance.

Two a bit more non-practical traits that were valued by recruiting managers, inspiring and creative, can be associated with optimism and emotional self-awareness. Emotional self-awareness provides the stepping stone for the other emotional intelligence skills (Hughes et al. 2005, 46). Emotional self-awareness is your ability to recognize your own emotions and their effects on yourself and other people. It represents the foundation of EQ because without being aware of and understanding your own emotions it is impossible to move into the other EQ competencies like self-management and social awareness. (Free Management Books 2016 [referred to 1.2.2016]) Therefore it is no wonder that it is high on this list.

Based on the seven most mentioned personality traits in this study, the most valued emotional intelligence competencies are listed in picture 4.

Interpersonal relationships were the most wanted emotional intelligence competence among these top traits. According to Bass (1985) a leader who can best bring out a change is a person who the staff can identify with. He/She is a transformational leader who can make sure the change is executed. (Bass 1985, 33). This is related to having good interpersonal relationship skills, and according to study in this thesis this confirms that this quality is important. Also, assertiveness is one factor that is needed when executing change among employees. According to Bass and Avolion (1994) transformational leader can get the staff to commit to common cause and be inspired about the mission. this requires again interpersonal relationships. Bass and Avolion (1994) state in general that a transformational leader needs emotional intelligence abilities. (Kolari, 2010, 40).

Optimism and happiness were valued among the most valuable traits in this study. This has been studied previously. Boyatzis and Van Oosten (2002) have conducted a leadership development model program based on self-driven learning. That

was executed in a large transportation company with over 26 000 employees. The goal of this study was to improve the emotional intelligence and self-regard of the leaders and help them develop manager skills in all levels and understand ways that are necessary for long time productivity. The people who participated the training firstly described the ideal self-based on their personal goals. An image of this ideal self was concluded by doing a 360-degree measurement of each leader's emotional intelligence skills (Goleman et al. 2002) and by discussing the results with a coach. Following this process, they went on to draft a personal development and learning plan to everyone, based on the results and the ideal self-image (Boyatzis & Van Oosten 2002).

The Boyatzis and Van Oosten training program resulted in interesting findings concerning positivity and happiness, which are mentioned as a successful quality according to managers also in this study. The leaders of the company were excited about their leadership, and the development of their emotional intelligence skills. The excitement and energy were contagious and spread among the employees. You could say that a totally new culture was born among the staff, a culture where motivated and innovative. This affected also other stakeholders than just the staff, since also the customer noticed this change and took it in a positive way (Boyatzis & Van Oosten 2002). This highlight the fact that positivity may bring out good affects in the working community and in other stakeholders. In a study conducted by Simström 2009 it was quoted that "with their own positive attitude a good manager enables the staff to feel comfortable in their job and enables them to be excited about developing the work" (Simström 2009, 151).

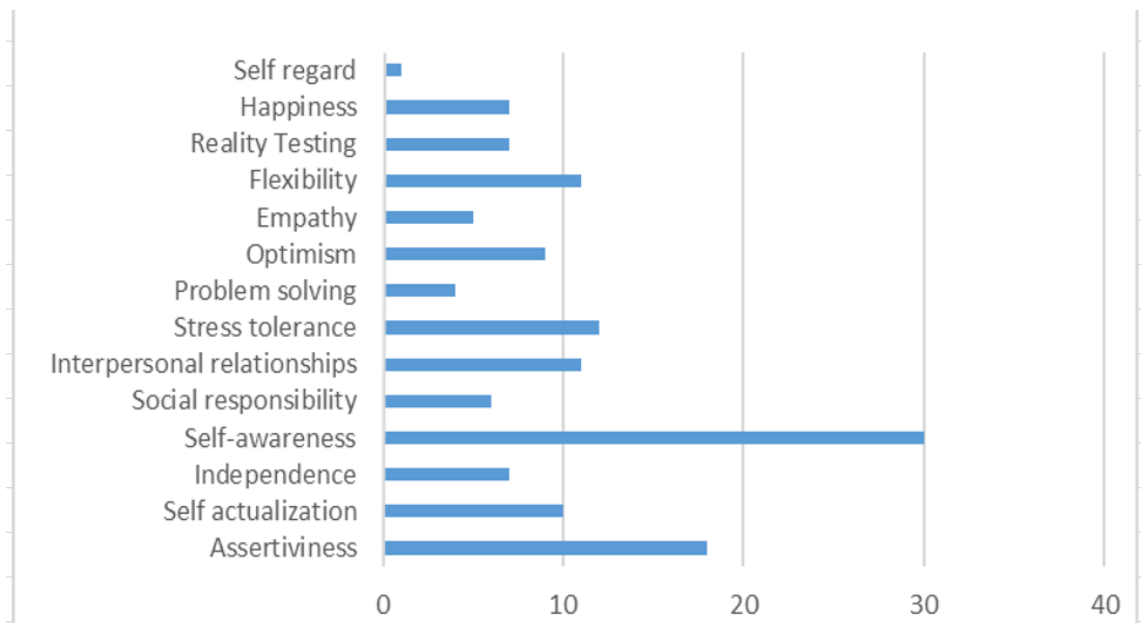
Competencies are presented in picture 4.

Picture 4.



Based on the all the mentioned personality traits in this study, the most popular emotional intelligence competencies in this sampling were as follows (Table 3):

Table 3. Most popular EQ Traits in Study



Self-Awareness seems to be the most mentioned EQ trait from all traits. As mentioned in the theoretical part of this study, self – awareness is a starting point for emotional intelligence is high self-awareness – a person understanding hi/her own strengths and weaknesses and how he/she comes across to others (Leadership traits. [Online, referred to 9.2.2016]). self-awareness is an essential first step toward improving management skills (Williams 2016 [referred to 1.2.2016]). Self-awareness can improve our decision making and help us identify opportunities for professional development and personal growth (Williams 2016 [referred to 1.2.2016]).

Leadership searches give short shrift to ‘self-awareness,’ which should actually be a top criterion, since a high self-awareness score has been the strongest predictor of overall success in some studies (Lipman 2013 [referred to 9.2.2016]). Therefore, it is not a surprise that it is on the top of my study also. Managers who are aware of their weaknesses are often better able to hire subordinates who perform well in categories in which the leader lacks acumen (Lipman 2013 [referred to 9.2.2016]). Also, a compelling argument for self-awareness is that leaders who practice it model the same values for employees and the organization (Generator Group admin 2013 [referred to 9.2.2016]). An organization that values self-awareness gains trust and respect and is open to change when necessary, and rewards flexibility, inquisitiveness, and innovation (Generator Group admin 2013 [referred to 9.2.2016]).

3.4 ANALYSIS OF INTERVIEWS

I interviewed 29 people (Appendix 5) in LinkedIn Emotional intelligence group. The target group was people who have recruited another person to a manager position. The interview question was: “What is/are the emotional intelligence traits you value most in a candidate, when you hire someone for a manager or specialist position?”. In informed the interviewees that I will publish these marked as “anonymous”, however I could see the name and job title of each person who replied, so I could be sure that they qualify for this study. The full description of the interview questions presented in appendix 4.

I reviewed the questions and compared the qualities mentioned to common emotional intelligence trait, looking for similarities to Bar On's fifteen emotional intelligence traits and compared the results to my content analysis.

3.5 ANALYSIS OF INTERVIEWS: REVIEW AND RESULTS

I used both qualitative and quantitative ways of analyzing interviews. Quotations of interviews and handling them by themes represents qualitative analysis. Counting the frequencies of themes represents quantitative analysis of the same interviews.

3.5.1 SELF-AWARENESS AND TRAITS RELATED TO SELF-AWARENESS

Emotional intelligence trait self-awareness was mentioned in interview replies 6 times directly, but also indirectly. Here are some examples:

"Self-awareness - are they self-awareness of themselves. Therefore, examples from resilience, adversity, growth are important indicators" (Anonymous no.7. 21.2.2016).

"Goleman and others contend that self-awareness is a gateway to emotional intelligence. As such, I think that core skill and its related competencies are a great place to begin" (Anonymous no.9. 21.2.2016).

"I would say humility, because without it one cannot have self-awareness. Without self-awareness, there can be no E.I." (Anonymous no.10. 21.2.2016).

"Self-awareness is the foundation of emotional intelligence as without it there is no basis for growth, change and adaption" (Anonymous no.13. 22.2.2016).

"I really look for emotional awareness.... self-awareness and awareness of others. There will be times as a manager when things don't go the way you'd hope, or you'll have times when you didn't handle something as well as you should in a stressful or volatile situation, or your staff doesn't. Being able to self-reflect and learn from the situation, and help your staff reflect and learn from those situations is really important to me" (Anonymous no.25. 25.2.2016).

“I am particularly wowed by women who interview for senior management positions and come in with a healthy dose of self-awareness. Self-awareness rings true for me to be an important foundation of emotional Intelligence most especially for women leaders” (Anonymous no.27. 25.2.2016).

As explained previously, self-awareness reflects how familiar we are with our emotional response patterns (Hughes et al. 2005, 38). Do we know what and why we are feeling, and how strong that feeling is? (Hughes et al. 2005, 38). Self-awareness was also included in the seven top traits that was mentioned in recruitment adds in the first study of this thesis. Therefore, it is no wonder that this trait also came up in the LinkedIn interview.

As mentioned, self-awareness includes the competence of knowing what and why we are feeling and how strong that feeling is. This trait came up in the replies, and can be also included to be part of self-awareness. Here are few examples of those replies:

“I always looked for a person's ability to respond thoughtfully rather than react emotionally to stressful situations and interactions. The difference is having and using the emotional intelligence and maturity to be sure that sound reason always wins out over raw emotion when making decisions and when interacting with people.” (Anonymous no.4. 21.2.2016).

“For me, the most important question is where am I afraid, insecure or hiding? In my experience bad hires are a result of the place the person was in who hired them. The tendency can be to project ourselves and our hidden inadequacies, or what we want to see onto others and then awake one day only to find out they aren't who WE imagined them to be. They didn't change or fool us but instead we finally decided to see them for who they always were. That realization is a product of who I am and not them. When I can be transparent and authentic with myself and others, I will interview those that can be as well and a "so-called" mistake won't be made. In my case, if it does become a "mistake" what it really means is I must have wanted to hire someone who would show

me what my weaknesses are. They become a mirror I can learn and grow from!" (Anonymous no.26. 25.2.2016).

3.5.2 EMPATHY AND TRAITS RELATED TO EMPATHY

Empathy was not among top seven most popular emotional intelligence in the content analysis of job adds in this thesis, but empathy was mentioned directly in the LinkedIn interview made for this thesis. Direct empathy quotes were as follows:

"Empathy is hands-down the most important EQ skill to develop in leaders: in today's world, you simply can't lead without it". (Anonymous no.23. 24.2.2016).

"I certainly agree with the need and importance of having empathy. The lack of empathy, however, doesn't mean the lack of concern or care for the feelings of others. It just means that you don't naturally understand how others are feeling. Among my 34 strengths (from the strengthfinder test), empathy ranked #34, at the very bottom. The Gallop Great Manager Program taught me that if you don't have a needed strength naturally, you have to find a way to use the strengths you do have to compensate for your lack of strength in the area of concern. Analysis is my #2 strength and I always make a point of using it to develop a better understanding about how others are feeling. That helped me see things through their eyes rather than being limited to seeing things only through mine. Empathy, however you get it, is extremely important personally and professionally" (Anonymous no.24. 25.2.2016).

If we are talking about supervisor or management level position, I think we want a candidate who has good social awareness skills (i.e. empathy, etc.). (Anonymous no.9. 21.2.2016).

Empathy was also mentioned indirectly. Quotes from the indirect answers where the content is related to empathy trait are below:

"The ability and desire to learn about individuals and treat others how they want to be treated, and not how the manager likes to be treated themselves." (Anonymous no.2. 21.2.2016).

“not at all feeling proud of his/her managerial position, always mentioning others, not egoistic are valuable traits” (Anonymous no.6. 21.2.2016).

“Like my father always said to me " treat people in a manner in which you would expect people to treat you". (Anonymous no.22. 24.2.2016).

“For instance: if someone is high in self-regard (loving yourself for your strengths and your weaknesses), but low on empathy, then this person may be arrogant and disruptive in the workplace.” (Anonymous no.18. 24.2.2016).

3.5.3 OPTIMISM AND TRAITS RELATED TO OPTIMISM

Optimism was among top seven most wanted traits in the content study of this thesis. Optimism was also among the traits mentioned directly in LinkedIn interview.

“There is no single EI trait...but I want to see drive, motivation, optimism, loyalty, self-confidence...the list can go” (Anonymous no.8. 21.2.2016).

As described earlier in this thesis, optimism is the skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Looking from this point of view, you can include some of the replies in LinkedIn Interview to optimism:

“desire to grow and develop staff under him/her.” (Anonymous no.13. 22.2.2016).

One respondent replied that they would look for *“ability to bounce back”* (Anonymous no.2. 21.2.2016). That can be related to optimism: believing that things will work out in the future even though a failure has been realized.

“Adversity quotient” (Anonymous no.20. 24.2.2016).

Adversity quotient can be associated with optimism, since it tells of ability to not let troubled times get you down, instead wanting to move forward and try again.

3.5.4 SELF-REGARD AND TRAITS RELATED TO SELF-REGARD

Self-regard was not mentioned directly in the LinkedIn interview or content analysis. But looking at the description of self-regard, it was clear that it was mentioned indirectly in the LinkedIn interview.

Self-regard is a skill of liking ourselves the way we are, including strength of our self-confidence (Hughes et al. 2005, 38). This trait is related e.g. to self-actualization (Hughes et al. 2005, 38).

Looking at above description, these answers could be drawn from the LinkedIn interview and be considered as part of self-regard.

“There is no single EI trait...but I want to see drive, motivation, optimism, loyalty, self-confidence...the list can go on” (Anonymous no.8. 21.2.2016).

“self-confidence” (Anonymous no.16. 23.2.2016).

“confidence” (Anonymous no.27. 25.2.2016).

3.5.5 ASSERTIVENESS AND TRAITS RELATED TO ASSERTIVENESS

As described earlier in this thesis, Assertiveness is the emotional strength that enables us to confidently tell others what we like and we dislike or will not accept. Assertiveness is an important trait especially in business world, since it enables us to make our voices heard and stand up for ourselves (Hughes et al. 2005, 50). This trait feeds our sense of self-regard since we are announcing our feelings and setting up boundaries (Hughes et al. 2005, 50).

Assertiveness was not directly mentioned in the LinkedIn interview responses. However, it was clear that traits that can be attached to assertiveness were

mentioned. Assertiveness can also be understood to be the same as being confident (Thesaurus 2016 [referred to 19.7.2016]), so it may be that people who mentioned confidence were thinking about assertiveness.

“Courage. I look for courage in every candidate; the kind of courage that lifts one up after failing at something; that burning confidence to push forward long after the world seems to be holding one back” (Anonymous no.5. 21.2.2016).

Reading from the explanation that the below Reply number 5 gave, the responder links the trait courage with the ability to push forward due to objections; which means this can be linked to assertiveness.

“Another is their drive. Not motivation but drive and the reasons behind their drive.” (Anonymous no.11. 22.2.2016).

“There is no single EI trait...but I want to see drive” (Anonymous no.8. 21.2.2016).

Drive can be related to assertiveness: to have drive you need to be assertive and move forward bringing your ideas on the table.

Perseverance can also be associated with assertiveness.

“Perseverance” (Anonymous no.1. 21.2.2016).

3.5.6 INDEPENDENCE AND TRAITS RELATED TO INDEPENDENCE

Independence means the ability to make decisions based on your own assessment and comprehending a situation without having to satisfy the perceived emotional needs of everyone who has an opinion about the issue (Hughes et al. 2005, 38). This trait describes the ability to stand on your own feet and trust your own opinion (Hughes et al. 2005, 56). This is a key leadership trait that can enhance effectiveness no matter what size the company is (Hughes et al. 2005, 56).

Independence was among the top seven emotional intelligence traits in content analysis. In LinkedIn interview independence was not directly mentioned as a

trait in any of the replies. However, again there were traits that can be associated with the trait independence.

“A good balance between interpersonal skills (especially empathy) and decision making.” (Anonymous no.22. 24.2.2016).

“being dynamic in decision making.” (Anonymous no.12. 22.2.2016).

Decision making skills are part of independence since Independence means the ability to make decisions based on your own assessment (Hughes et al. 2005, 56).

3.5.7 SELF-ACTUALIZATION AND HAPPINESS AND TRAITS RELATED TO SELF-ACTUALIZATION AND HAPPINESS

One trait that was mentioned directly in many of the interview replies was motivation.

When a person is motivated in their job, it increases the happiness. Happiness was one of the top seven traits in the content analysis, and indirectly also mentioned in the Linked interview replies, since many of those talked about motivation. the success of any part of a business can many times be traced back to motivated employees, and happy employees lead to success. (Inc.com 2016 [referred to 19.7.2016]).

In addition to happiness, I associate motivation to emotional intelligence trait self-actualization, which is the ability of being able to set and meet you own goals (Hughes et al. 2005, 38). This trait is critical for successful companies because millions of dollars are spent annually in developing employees to help grow their motivation (Hughes et al. 2005, 61). This trait has been studied previously, e.g. stein and Book conducted research using EQ-i on nearly five thousand working people, and found out that the first of the top five factors is self-actualization (Hughes et al. 2005, 61).

Motivation was the single most mentioned trait in the LinkedIn Interview for this thesis.

“Self-motivation” (Anonymous no.1. 21.2.2016).

“For example being able to articulate and frame the business goals in a language that fits with the values of an individual and presses their motivational buttons. A manager driven by numbers and targets, may have staff who are not, and no matter how much you beat them up about the numbers they won’t be intrinsically motivated by them”. (Anonymous no.3. 21.2.2016).

“motivation,” (Anonymous no.8. 21.2.2016). “the manager needs to motivate.” (Anonymous no.12. 22.2.2016).

“motivation. I wouldn’t like to hire a highly motivated person who doesn’t communicate well with the team or clients” (Anonymous no.14. 22.2.2016).

“Motivation” (Anonymous no.22. 24.2.2016).

One interesting trait that was mentioned many times in LinkedIn interview replies was humor. I associate humor most of all with happiness: humor is grabbing onto something that makes you smile.

“Finally humor.” (Anonymous no.11. 22.2.2016).

“sense of humor” (Anonymous no.27. 25.2.2016).

Furthermore, related to motivation, in the LinkedIn replies one person mentioned *“passion” (Anonymous no.1. 21.2.2016)*. Passion feeds motivation: passionate people tend to want to spend time doing what they are passionate about so it feels natural to want the employee to have passion.

3.5.8 INTERPERSONAL RELATIONSHIPS AND TRAITS RELATED TO INTERPERSONAL RELATIONSHIPS

Interpersonal relationships are the competency of initiating and sustaining lasting human relationships. (Hughes et al. 2005, 78). Interpersonal relationships were among the top seven traits in the content analysis conducted for this thesis.

Interpersonal relationships were not directly mentioned in the LinkedIn replies. However, when looking at the number of traits that can be linked to interpersonal relationship, this category had the most answers and therefore appears to be most important trait according to LinkedIn interview. Replies quoted below:

“I look for a couple of things in interviews. The first being self-reflection through the ability to articulate how they behave in and out of work and how their behaviors impacted others positively and negatively. if they can relate to me in an interview situation, they are more likely be to be appealing to others in everyday life” (Anonymous no.11. 22.2.2016).

“All I can say is that a manager needs to be a good listener” (Anonymous no.12. 22.2.2016).

“Look for listening skills” (Anonymous no.13. 22.2.2016).

“I would first look for social skills,” (Anonymous no.14. 22.2.2016).

“I look for people who have good situational judgement which includes the ability to naturally understand what makes people tick, how to react to that with humility, fairness and honesty.” (Anonymous no.17. 23.2.2016).

“They are mostly team players” (Anonymous no.27. 25.2.2016).

3.5.9 SOCIAL RESPONSIBILITY AND TRAITS RELATED TO SOCIAL RESPONSIBILITY

Social responsibility is the ability of being able to care and discipline our work efforts to serve the interests of individuals and groups that lie outside the field of our personal needs (Hughes et al. 2005, 38).

Traits related to social responsibility were among top seven most popular traits in the content study done for this thesis. Social responsibility was not directly mentioned as a trait in LinkedIn interviews, but there were indirect mentions of traits that can be associated with social responsibility.

“humaneness’. I believe it is important to watch out for these with women because of societal expectation that has made some women try too hard to be like a ‘male leader’. Such managers believe in the skills they bring to the table but are also aware of their lack. As such, they are open to learning even from subordinates” (Anonymous no.27. 25.2.2016).

“Respect is a solid quality.” (Anonymous no.12. 22.2.2016).

Social responsibility is also explained as keeping societies and communities together (Hughes et al. 2005, 72). Loyalty was mentioned as the most valued trait two times in LinkedIn Interview, and loyalty can be associated with social responsibility; feeling a sense of loyalty to your group or community.

“loyalty,” (Anonymous no.8. 21.2.2016 and no.16. 23.2.2016).

Integrity was mentioned in the LinkedIn interview. I would associate this trait to social responsibility since to be able to have functional relationships and care for people, a person would need integrity. With lack of integrity it would be difficult to work in a correct way to increase social wellbeing.

“Try to look further for integrity..... True Integrity is somehow hard to test; it needs time to discover” (Anonymous no.14. 22.2.2016).

3.5.10 FLEXIBILITY AND TRAITS RELATED TO FLEXIBILITY

Flexibility is a skill that allows us to change direction rapidly without resistance and without needing to be convinced when our reality changes (Hughes et al. 2005, 39).

Flexibility is a valued trait according to both content analysis and LinkedIn interview done for this thesis. Flexibility was among top seven traits wanted in job ads in the content analysis of this thesis, and it was directly mentioned in the LinkedIn interview replies.

“flexibility” (Anonymous no.13. 22.2.2016 and no.19 24.2.2016).

3.5.11 SUMMARY AND CONCLUSIONS OF INTERVIEWS

Though the sampling was small and the results cannot be generalized, it is interesting to see how the results correlate with content analysis results. Per interview results the most valued traits were:

- Self-awareness
- Empathy
- Optimism
- Assertiveness/Self-Confidence
- Happiness
- Interpersonal Relationships

Self-awareness was also included in the seven top traits that was mentioned in recruitment adds in the first study of this thesis so according to this thesis self-awareness is an important trait in an employee candidate.

Empathy was valued in interview responses both directly and indirectly, even though it was not so highly valued per content analysis result. Perhaps the difference in this is related to the fact that people who responded to interview

questions were often from a more creative position than people who draft the job adds, who need to have more focus on filling the business needs. People responding to research interview in this thesis have titles such as writer or emotional intelligence expert, which means they may think about the topic more widely than a company recruiter who is hiring for a specific role. People answering to interview question in this research are also not attached to a certain specific business need, and can think about the term more broadly and from a general perspective, compared to the person who is drafting a job add and needs to be sure the framework for that specific task and organization is being followed.

LinkedIn interview responders valued assertiveness high, when looking at responses that could be associated with assertiveness. One example being “perseverance”. It was clear that people replying to interview valued traits related to assertiveness.

Optimism was among most valued traits in interview, and the same trend could be seen in content analysis, which is an indicator of the fact that recruiters value positive attitude and spirit in the employees they choose.

Interpersonal relationships were one of the top qualities appreciated by recruiters based on LinkedIn Interviews, through indirect responses that could be associated to Interpersonal relationships. This is an indicator that recruiters value people who can build relationships and this correlates with today's need of networking which is a visible character in business today.

When comparing content analysis and interview, interview was not so focused on the trait happiness, whereas in content analysis several traits were mentioned which can be associated with happiness commonly.

Flexibility is a valued trait per both content analysis and LinkedIn interview done for this thesis.

Traits related to social responsibility were among top seven most popular traits in the content study done for this thesis. Social responsibility was not directly mentioned as a trait in LinkedIn interviews, but there were indirect mentions of

traits that can be associated with social responsibility. I believe the fact that social responsibility was more common in job adds than in interview replies may have something to do with the fact that companies nowadays also need to sell themselves for the employees, and social responsibility is a trend these days which every big company needs to take into consideration. As job ads are official statement from a company, they need to express the fact that they value traits related to social responsibility, whereas people who answered to interview in this research need to only give a personal opinion and not think about company's values or company image.

4. PROFESSIONAL DEVELOPMENT PLAN

To be able to increase the use of emotional intelligence skills in an organization, HR could conduct a development plan for employee / employees focused on emotional intelligence qualities. There are several plans available for doing this.

A professional development plan documents the goals, the needed skillset, competency aspect, and objectives that an employee needs to accomplish to support their personal improvement and career development. A professional development plan is created by the immediate manager or manager upper in the chain, who is working closely with the staff member to identify the necessary skills and to support the staff member's professional growth as well as organization's business requirements. (Duke 2016 [referred to 20.7.2016]).

In many of today's organizations personal development discussions have a regular cadence. This development plan about emotional intelligence skills could be easily incorporated to those discussions. Planning should not take place only after a staff member is identified as needing improvement in emotional intelligence area. It would be good to talk about those regularly throughout the year, for example in personal development discussions. (Duke 2016 [referred to 20.7.2016]). The increasing emphasis on an employee's personal development has resulted in Human Resource departments developing and

implementing tools that increase employees learning and preferred mindset. Popular techniques are multi-source or 360-degree feedback, career growth and development discussions with managers and Personal Development Plans (PDPs). However, as McDowall and Fletcher (2004) highlight, most studies have focused on performance or rewards rather than development, and so mirroring the traditional practice of retrospective assessment (Nathan et al, 1991)

4.1. PROFESSIONAL DEVELOPMENT PLANNING STEPS

This is an example of professional development plan an employee. This is a rough guideline which can be adjusted per employees and employer's needs.

- Step One: Request a self-assessment from the staff member
- Step Two: Develop your assessment of the individual's skill level
- Step Three: Assess the department and organization's needs
- Step Four: Explore development opportunities with the staff member
- Step Five: Record and analyze the staff member's progress

(Duke 2016 [referred to 20.7.2016])

Step One: Request a self-assessment from the staff member

Have the staff member complete a certified emotional intelligence test to see what is his/her current level. There are several tests available e.g. in the internet. One example is EQ-i tool which was developed based on Bar-Ons studies. Updated version was released in 2011 (EQ Europe 2016 [referred to 20.7.2016]).

EQ-i 2.0 ja EQ360

EQ-i measures emotional intelligence in the environment of international comparison material and in context of millions of individual results. This tool is being

used in over 60 countries and in many recruitment programs and development programs (EQ Europe 2016 [referred to 20.7.2016]).

EQ-i 2.0 consists of five main areas and 15 more specific emotional intelligence skills. It describes the strengths and the areas that need improvement for the individual who responds to the test.

This is just one example of a test. HR and manager should think about what is the test for them, and continue with the chosen method.

Step Two: Develop your assessment of the individual's skill level

Based on the staff member's self-assessment results of the emotional intelligence test, also considering their work contribution and manager's observations, determine the staff member's skill level in emotional intelligence (Duke 2016 [referred to 20.7.2016]).

Step Three: Assess the department and organization's needs

For professional growth to be successful, the employees' needs and interests must be applied to address organizational objectives. The staff member's professional development must align with the organization's workforce needs. (Duke 2016 [referred to 20.7.2016]). Manager should study emotional intelligence traits and see which traits he/she feels are most important for their organization. The results of this thesis can be used as a reference, e.g. seven most mentioned traits in content study, or most mentioned traits in LinkedIn interview; or take all 15 Bar-Ons traits and try to find and build all those 15 qualities in an employee. Also, the manager should think about that the skills they want to increase in the company does not have to be according to any list, since every organization is different and perhaps needs their own specific values to be highlighted. In the LinkedIn interview done for this thesis, some replied that the most important emotional intelligence skill depends on different variants.

“The short answer: it depends. The longer answer: it depends on the industry, company culture, the position, etc.” (Majaniemi 2016 LinkedIn interview, Reply nr. 15).

“The answer is: it depends. On the position, on the culture, etc. Also, note that someone needs to be balanced” (Majaniemi 2016 LinkedIn interview, Reply nr. 18).

Step Four: Build a development plan for the missing skills

Next the manager should study the results of the employee’s emotional intelligence test and see how the results match up to the requirements of the company. Next steps should be created.

Example:

Empathy is determined to be one of the most important emotional intelligence qualities for a company. Employee seems to lack empathy according to emotional intelligence test.

Action plan: Ask the employee to come up with a plan with five different ways how he/she could contribute to others work or could help someone else in the company. Those ways could be e.g. being a mentor to someone, giving expert advice to another project, participating in volunteering event on behalf of the company, etc.

Another example could be lack of inter personal relationships. To build these skills, manager should focus on thinking how the staff member would be better equipped to work with other people. This could be done by e.g. giving the employee more projects that need intensive group work, or organizing more free time group events to build the we spirit in the company.

Step Five: Record and analyze the staff member's progress

Collect feedback from the employee about their development progress to assist in identifying how they are progressing, are they building their skills, or does the approach to the problem need to be changed. This can be done e.g. during personal development discussions. (Duke 2016 [referred to 20.7.2016]).

In the LinkedIn interview conducted for this thesis there seemed to be some thought that emotional intelligence cannot be taught.

"I have hired many people who did not have the desired technical skill set, only because they had the other, more important, E.I. based skills that cannot be easily taught, if at all." (Majaniemi 2016 LinkedIn interview, Reply nr. 10).

"EI is often something that is just within a person's skill set and cannot be as easily taught and developed as technical skills so a very important topic!" (Majaniemi 2016 LinkedIn interview, Reply nr.17).

It has been studied that emotional intelligence qualities can be developed. Nelis et al studied whether Emotional intelligence could be improved among young adults and whether these changes lasted (Nelis et al 2011). The goal of this was to increase the participants' skills in emotional intelligence areas. Each session included different approaches and techniques such as lectures, role playing exercises, group talks, and readings. (Nelis et al 2011, 356). Nelis and her colleagues found that members of the group that received the training showed a significant improvement in their intrapersonal and interpersonal relationships. These improvements were not short term but were visible also six months after training. (Nelis et al. 2011, 358).

Improvement projects should normally begin with an assessment of the gap between the current situation and the desired future situation. Having an accurate sense of who you are helps you decide what you should do to improve. Often assessment reveal a skills gap that you want to work on. I hope that after this study people who are applying for manager positions, can now more carefully think about which emotional intelligence qualities they should develop in

themselves, and that way improve their chances of getting a job. In this thesis, it is explained which emotional intelligence traits are most important to recruiting managers, and by applying this information when presenting themselves in a job interview an applicant can benefit from this.

5. CONCLUSIONS

The goal of this research was to shed light on the question of what emotional intelligence traits do recruiting manager value most, when they hire new people. The topic was viewed by the perspective of the research question, "What are the most valued emotional intelligence traits for an employee from a recruiting manager's perspective?". Research content was used to gather most important emotional intelligence traits according to recruiting managers and compared to established emotional intelligence theories to see if they have similarities.

This thesis compares the research material from content study and interview to emotional intelligence traits introduced by Reuven Bar-On. The Bar-On model describes EI as an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior (Bar-On 1997).

This research focused on listing the most popular emotional intelligence traits according to recruiting managers, based on the results of the context study focusing on job ads and interview to recruiting manager. This thesis used the mixed method approach and both qualitative and quantitative analysis to be able to add the validity of the results.

In the results, it was clear that traits that were most popular both in content analysis and in interview could be associated with the 15 traits of emotional intelligence introduced by Bar-On. Based on the seven most mentioned personality traits of the content analysis of this study, the most valued emotional intelligence competencies were independence, self-awareness, social responsibility, interpersonal relationships, assertiveness, flexibility, optimism, happiness, and stress tolerance. When comparing these to Bar-Ons fifteen traits of emotional

intelligence, they all can be directly found among those fifteen traits that Bar-On introduced. This confirms the fact that the traits introduced in previous theories of emotional intelligence are still valid in today's business world and the traits highlighted in e.g. Bar-On's study are those traits that managers look for in an employee when hiring new managers.

Most important and valued trait in job ads according to content analysis was Interpersonal relationships. According to Bass (1985) a leader who can best drive transformation through in a work environment is a person who the staff can identify with. He/She is a transformational leader who can make sure the process of change is implemented. (Bass 1985, 33). This is related to having good interpersonal relationship skills, and according to study in this thesis this confirms that this quality is important.

Based on the results of the interview I made a qualitative analysis of the responses of 29 people who filled the needed attributes to be able to participate in the interview, meaning that they understood what emotional intelligence means and having been in a position that they have once or more often hired someone for a manager position. I reviewed the questions and compared the qualities mentioned to common emotional intelligence traits, looking for similarities to Bar-On's fifteen emotional intelligence traits and compared the results to my content analysis.

One of the most frequently valued traits in the interview turned out to be self-awareness. It was mentioned directly, but also indirectly. Self-awareness can be found from Bar-On's list of fifteen most important emotional intelligence traits, so the result can be combined to previous research of emotional intelligence.

Interpersonal relationships were among the top seven traits in the content analysis conducted for this thesis. However, Interpersonal relationships were not directly mentioned in the interview replies. Still when looking at the number of traits that can be linked to interpersonal relationship, this category had the most answers and therefore appears to be most important trait according to LinkedIn interview. Therefore, according to this thesis this is one of the most important

traits to think about when wanting to succeed in business by using emotional intelligence. This trait is important because we live in a world interacting with other people (Hughes et al. p. 78). This is especially relevant when thinking about working environment, unless a person is working alone. This trait is related to social responsibility, since as we live in the world with others we need to invest resources and concern into social responsibility (Hughes et al. 2005, 78). This trait also helps in our stress tolerance, which again is an important emotional intelligence trait both according to previous studies (Hughes et al. 2005, 79) and according to research results of this thesis.

This thesis also presents an example on how HR or manager can develop emotional intelligence skills in their employees. Manager can study emotional intelligence traits and see which traits he/she feels are most important for their organization and then take those into action by using a personal development plan designed for everyone personally. It has been studied that emotional intelligence qualities can be molded and increased. Nelis et al. studied and concluded that emotional intelligence could be developed among young adults and whether these changes did last (Nelis et al. 2011) and according to research results of this thesis, also recruiting managers believe that they can affect and develop emotional intelligence skills in their employees.

The sampling of this study was different in content analysis and in interview, as the sampling of the content analysis was wider than the interview. However, the mixed methods add some reliability and basis for adaption into everyday life. The goal of this thesis was to give some sort of guidance on which emotional intelligence traits people who apply for a manager position could focus on, and for managers so that they would think about which traits they should look more closely into when they hire new people. The goal of this thesis was to raise awareness on what traits are valued and to the fact that emotional intelligence can be developed. This thesis introduces one angle on the issue of what kind of emotional intelligence is expected in today's workplace and business environment. This thesis aims to help the reader to think about emotional intelligence

and how that is valued and perceived, as well as expected in recruitment situations and work in general.

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APPENDIX 1

Content analysis: Quantitative analysis material.

Emotional intelligence traits mentioned in the job adds, and comparison to which Bar-On's emotional intelligence trait do they can be associated with in a wide or close scale, traits which they correlate with. This includes basis for the categorization according to research / theory. The comparison has been made without being a trained professional in emotional intelligence field, connecting obvious similarities between acknowledged emotional intelligence traits and traits mentioned in data. There is a possibility of error and there may be other interpretations or more emotional intelligence traits that might also have association to the traits mentioned in data, than is described here. The purpose is to give a general view and to associate the most obvious traits to research data.

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
1	Active	4	Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.) Self-actualization To strive to achieve personal goals and actualize one's potential (Bar-On, 2006).
2	Independent	10	Independence: To be self-reliant and free of emotional dependency on others, Bar On 2006). Independence means the ability to make decisions based on your own assessment and comprehending a situation without having to satisfy the perceived emotional needs of everyone who has an opinion about the issue (Hughes et al. 2005, 38). Self-awareness is an essential first step toward maximizing management skills. Self-awareness can improve our judgment and help us identify opportunities for professional development and personal growth. (available online at http://www.wright.edu/~scott.williams/LeaderLetter/selfawareness.htm).
3	Ability to execute	1	Self-actualization To strive to achieve personal goals and actualize one's potential (Bar-On, 2006). The ability Independence means the ability to make decisions based on your own assessment and comprehending a situation without having to satisfy the perceived emotional needs of everyone who has an opinion about the issue (Hughes et al. 2005, 38) Self-awareness: Leaders with well-developed emotional self-awareness are more effective intuitive decision makers. In complex situations, intuitive decision makers process large amounts of sometimes unstructured and ambiguous data, and they choose a course of action based on a "gut feeling" or a "sense" of what's best. This type of decision making is becoming more important for managers as the rate of change and the levels of uncertainty and complexity in their competitive environments increase. Managers who are highly emotionally self-aware are better able to read their "gut feelings" and use them to guide decisions. assertiveness. (Available online at (http://www.keystogrowth.com/thoughts/2011/4/13/leadership-coaching-6-effective-self-awareness-traits.html))

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
4	co-operation skills	28	Co-operation skills can be associated with social responsibility . Social responsibility is the ability of being able to care and discipline our work efforts to serve the interests of individuals and groups that lie outside the field of our personal needs (Hughes et al. 2005, 38). Social responsibility holds society's and communities together (Hughes et al. 2005, 72). it is the reciprocal relationship between the single people and the whole group and so allowing them to achieve collective goals (Hughes et al. 2005, p. 66). To identify with one's social group and cooperate with others (Bar-On, 2006). Co-operation skills are also related to interpersonal relationships trait. The competency of initiating and sustaining lasting human relationships. Interpersonal relationship trait is important because no one lives in the world alone (Hughes et al. p. 78). This is related to social responsibility, since as we live in the world with others we need to invest resources and concern into social responsibility (Hughes et al. p. 78). This trait also helps in our stress tolerance (Hughes et al. 2005, p. 79). Stress tolerance : To objectively and constructively manage emotions (Bar-On, 2006)
5	Negotiation skills	2	Assertiveness : To effectively and constructively express one's emotions and oneself (Bar On, 2006.) Assertiveness is an important trait especially in business world, since it enables us to make our voices heard and stand up for ourselves (Hughes et al. 2005, 50). Interpersonal relationships : To establish mutually satisfying relationships and relate well with others (Bar-On, 2006). Problem solving : To effectively solve problems of a personal and interpersonal nature, (Bar-On, 2006)
6	Motivation skills	5	Self-awareness (That quality is self-awareness. The best thing leaders can to improve their effectiveness is to become more aware of what motivates them and their decision-making) and self-actualization : Self-actualization is critical for successful company's because millions of dollars are spent annually in developing employ-eyes to help grow their motivation (Hughes et al. 2005, 61). Interpersonal relationships : To establish mutually satisfying relationships and relate well with others (Bar-On, 2006). Satisfaction increases motivation.

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
7	Perseverance	1	Self-awareness. Self-actualization To strive to achieve personal goals and actualize one's potential (Bar-On, 2006)
8	Self-imposed	11	Self-awareness. Assertiveness. Independence: To be self-reliant and free of emotional dependency on others (Bar-On, 2006).
9	Open minded	3	Self-awareness: Without self-awareness, you cannot understand your strengths and weakness, your "super powers" versus your "kryptonite." It is self-awareness that allows the best business-builders to walk the tight-rope of leadership: projecting conviction while simultaneously remaining humble enough to be open to new ideas and opposing opinions. Optimism: To be positive and look at the brighter side of life (Bar-On, 2006)
10	interaction skills	20	Interpersonal relationships: To establish mutually satisfying relationships and relate well with others (Bar-On, 2006). and empathy. Also, self-awareness. Stress tolerance: To objectively and constructively manage emotions (Bar-On, 2006)
11	Positive attitude	1	Assertiveness: Assertiveness is an important trait especially in business world, since it enables us to make our voices heard and stand up for ourselves (Hughes et al. 2005, 50). Optimism The skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Stress tolerance: To objectively and constructively manage emotions, (Bar-On, 2006)
12	Robust	4	Independence To be self-reliant and free of emotional dependency on others (Bar On, 2006). Independence means the ability to make decisions based on your own assessment and comprehending a situation without having to satisfy the perceived emotional needs of everyone who has an opinion about the issue (Hughes et al. 2005, 38). Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.)

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
13	Development driven	1	Self-actualization: To strive to achieve personal goals and actualize one's potential (Bar-On, 2006).
14	Innovative	3	Self-awareness: Compelling argument for self-awareness might be that leaders who practice it model the same values for employees and the organization. Organization that values self-awareness gains credibility and respect. It is open to change when necessary, and rewards flexibility, inquisitiveness, and innovation. Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006)
15	Ability to organize	3	Assertiveness: To effectively and constructively express one's emotions and oneself (Bar On, 2006.) Problem solving: To effectively solve problems of a personal and interpersonal nature (Bar-On, 2006)
16	Ability to comprehend the big picture	2	Reality testing (this trait enables us to correctly evaluate the nature of our current situation per objective criteria (Hughes et al. 2005, 39).
17	Enthusiastic	3	Optimism The skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Stress tolerance: To objectively and constructively manage emotions, Bar-On, 2006)
18	works well with other people	1	Interpersonal relationships: To establish mutually satisfying relationships and relate well with others (Bar-On, 2006).
19	Good ability to cope with stress	4	stress tolerance: To effectively and constructively manage emotions (Bar-On 2006). (stress tolerance is the trait that helps us cope from everyday struggles so that the threats do not weaken our physical and emotional state (Hughes et al. 2005, 39). Happiness To feel content with oneself, others and life in general (Bar-On, 2006).
20	Good group-work skills	2	Social responsibility (thesis, Social responsibility holds societies and communities together. It is the relationship between the single people and the whole group and so allowing them to achieve collective goals (Hughes et al. 2005, 66 & 72). To identify with one's social group and cooperate with others (Bar-On, 2006).

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
21	Ability to take responsibility	1	Assertiveness: Assertiveness is an important trait especially in business world, since it enables us to make our voices heard and stand up for ourselves (Hughes et al. 2005, 50). Independence To be self-reliant and free on emotional dependency on others (Bar-On, 2006)
22	Good social skills	1	Social responsibility: To identify with one's social group and cooperate with other (Bar-On, 2006). Interpersonal relationship: To establish mutually satisfying relationships and relate well with others (Bar-On, 2006). Daniel Goleman's five key areas. Self-management: This involves being able to keep your emotions in check when they become disruptive. Self-management involves being able to control outbursts, calmly discussing disagreements, and avoiding activities that undermine you like extended self-pity or panic (available online at http://lifehacker.com/emotional-intelligence-the-social-skills-you-werent-ta-1697704987 . . Social skills: This category involves the application of empathy as well as negotiating the needs of others with your own. This can include finding common ground with others, managing others in a work environment, and being persuasive.
23	Enthusiastic attitude to learn new things	2	Self-awareness & flexibility (allows us to change direction rapidly when our reality changes (Hughes et al. 2005, p. 39). Optimism: To be positive and look at the brighter side of life (Bar-On, 2006)
24	Efficient	1	Self-awareness: The best thing leaders can to improve their effectiveness is to become more aware of what motivates them and their decision-making. Stress tolerance: To objectively and constructively manage emotions (Bar-On, 2006).
25	Self-guided	1	Independence: To be self-reliant and free on emotional dependency on others (Bar-On, 2006). Self-awareness

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
26	Flexibility	4	<p>Self-awareness: The most compelling argument for self-awareness might be that leaders who practice it model the same values for employees and the organization. An organization that values self-awareness gains credibility and respect. It is open to change when necessary, and rewards flexibility, inquisitiveness, and innovation.</p> <p>Flexibility: This skill allows us to change direction rapidly without re-distance and without needing to be convinced when our reality changes (Hughes et al. 2005, 39).</p>
27	Fair	1	<p>Self-awareness. Reality testing: To objectively validate one's feelings and thinking with external reality (Bar-On, 2006)</p>
28	trustworthy	1	<p>Self-regard: It is a critical competence because, without a self-integrated identity that allows you to know and respect yourself, you cannot participate authentically in life or be truly reliable e.g. in work (Hughes et al. 2005, 41-42). Reality testing: To objectively validate one's feelings and thinking with external reality (Bar-On, 2006)</p>
29	Target driven mindset	1	<p>Stress tolerance: To objectively and constructively manage emotions (Bar-On, 2006). Self-actualization: To strive to achieve personal goals and actualize one's potential (Bar-On, 2006).</p>
30	Systematical way of working	1	<p>This is related to Self-awareness: You know what skills you are lacking, so you know how to develop yourself.</p> <p>Happiness: For many people fulfilling our desires and achieving our goals closely related to happiness and so become their only meaningful criteria (Hughes et al. 2005, 112). A person's level of happiness affects the development and exercise of one's skills and relies on factors of person's emotional intelligence (Hughes et al. 2005, 112). Reality testing: To objectively validate one's feelings and thinking with external reality (Bar-On, 2006).</p>

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
31	Set high goals for yourself	1	Self-awareness: You know what skills you are lacking, so you know how to develop yourself. Happiness: For many people fulfilling our desires and achieving our goals closely related to happiness and so become their only meaningful criteria (Hughes et al. 2005, 112). A person's level of happiness affects the development and exercise of one's skills and relies on factors of person's emotional intelligence (Hughes et al. 2005, 112). Self-actualization: To strive to achieve personal goals and actualize one's potential (Bar-On, 2006).
32	Creative	7	Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006) & Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.) & Self-awareness: To be aware of and understand one's emotions (Bar-On, 2006).
33	Skills for strategic thinking	4	Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006). Strategic thinking can be defined as being purposeful about your approach, process and actions to accomplish your goals (available online at http://www.cgrowth.com/strategic_planning.html). So, this is related to Self-awareness: You know what skills you are lacking, so you know how to develop yourself. Happiness: For many people fulfilling our desires and achieving our goals closely related to happiness and so become their only meaningful criteria (Hughes et al. 2005, 112). A person's level of happiness affects the development and exercise of one's skills and relies on factors of person's emotional intelligence (Hughes et al. 2005, 112).
34	Enthusiastic way of leading	1	Self-awareness. Optimism: To be positive and look at the brighter side of life (Bar-On, 2006)
35	Thoughtful	1	Self-awareness. Empathy: To be aware of and understand how others feel (Bar-On, 2006)
36	Excellent communication skills	1	Self-awareness. Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.) Social responsibility (To identify with one's social group and cooperate with other, Bar-On 2006).

	TRAITS MENTIONED IN DATA	FRE- QUENCY (how many times the trait is men- tioned)	RELATED TO WHICH EMOTIONAL IN- TELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
3 7	Development skills	1	Self-awareness: You know what skills you are lacking, so you know how to develop yourself) Stress tolerance: To objectively and constructively manage emotions (Bar-On, 2006). Self-actualization To strive to achieve personal goals and actualize one's potential (Bar-On, 2006). Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006)
38	Well-developed leadership competencies	1	Self-awareness (http://www.keystogrowth.com/thoughts/2011/4/13/leadership-coaching-6-effective-self-awareness-traits.html : When we understand "what make us tick"-- what gets us excited, why we behave the way we do, we also have insight into what makes others tick. To the extent that other people are like you (and, of course, there are limits to the similarity), knowing how to motivate yourself is tantamount to knowing how to motivate others. Stress tolerance (to objectively and constructively manage emotions (Bar-On, 2006). Independence: To be self-reliant and free on emotional dependency on others (Bar-On, 2006) Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.)
39	Political savvy	1	Political savvy in the workplace has also been called political intelligence. (McIntyre, 2005), political astuteness (DuBrine, 1990; Reardon, 2005), political ability (McIntyre, 2005), and political acumen (Reardon, 2005). These descriptors represent the composite of skills needed for successfully steering through the political waters of an organization to achieve leadership goals (Truty, 2006). Teaching Political Savvy as a Workforce Skill V. Marie Vicher Southern Illinois University Carbondale. p. 6. 2010. Reality testing: To objectively validate one's feelings and thinking with external reality, (Bar-On, 2006).

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
40	Productive	2	Empathy: Being emphatic leads to more accurate communications and enhanced productivity (Hughes et al. 2005, 66). Stress tolerance: To objectively and constructively manage emotions (Bar-On, 2006). Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.)
41	Ability to create trust	1	Interpersonal relationship: To establish mutually satisfying relationships and relate well with others (Bar-On, 2006). Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On 2006.)
42	Ability to work in wide scale with different stakeholders	1	Social responsibility: To identify with one's social group and cooperate with other (Bar-On, 2006). Interpersonal relationships: To establish mutually satisfying relationships and relate well with others (Bar-On, 2006).
43	Can lead his/her own work	1	Self-awareness: To be aware and understand one's emotions (Bar-On, 2006). You know what things motivate you and keep you on track. Independence: To be self-reliant and free on emotional dependency on others (Bar-On, 2006)
44	Good decision making skills	1	Reality testing: To objectively validate one's feelings and thinking with external reality (Bar-On, 2006). Self-awareness: That quality is self-awareness. The best thing leaders can to improve their effectiveness is to become more aware of what motivates them and their decision-making (Available online at http://www.keystogrowth.com/thoughts/2011/4/13/leadership-coaching-6-effective-self-awareness-traits.html). Leaders with well-developed emotional self-awareness are more effective intuitive decision makers. In complex situations, intuitive decision makers process large amounts of sometimes unstructured and ambiguous data, and they choose a course of action based on a "gut feeling" or a "sense" of what's best. This type of decision making is becoming more important for managers as the rate of change and the levels of uncertainty and complexity in their competitive environments increase. Managers who are highly emotionally self-aware are better able to read their "gut feelings" and use them to guide decisions. Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.)

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
4 5	Proactive	1	Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006). Self-awareness .
4 6	Good problem solving skills	1	Problem solving : To solve problems of a personal and interpersonal nature (Bar-On, 2006) (The process through which we solve problems and thus can change the situation into better correspond with our needs (Hughes et al. 2005, p. 39). Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006) & Stress tolerance : To objectively and constructively manage emotions (Bar-On, 2006)
4 7	Ability to learn quickly	1	Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006). Self-awareness . (http://www.keystogrowth.com/thoughts/2011/4/13/leadership-coaching-6-effective-self-awareness-traits.html Having an accurate sense of who you are helps you decide what you should do to improve. Often, self-awareness will reveal a skills gap that you want to work on, which is half the battle.)
4 8	Ability to make initiatives	1	Assertiveness : To effectively and constructively express one's emotions and oneself (Bar-On, 2006.)
4 9	Entrepreneurial personal profile	1	Flexibility To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006)
5 0	Inspiring	7	Optimism : The skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Interpersonal relationships : To establish mutually satisfying relationships and relate well with others (Bar-On, 2006). Happiness : To feel content with oneself, others and life in general (Bar-On, 2006)
5 1	Energetic	1	Self-awareness . Happiness : To feel content with oneself, others and life in general (Bar-On, 2006) Assertiveness : To effectively and constructively express one's emotions and oneself (Bar-On, 2006.)
5 2	Goal oriented way of working	3	Self-actualization : To strive to achieve personal goals and actualize one's potential (Bar-On, 2006). (thesis. a. This is the ability of being able to set and meet you own goals (Hughes et al. 2005, p. 38).

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
53	Has a lot of ideas	4	Assertiveness: To effectively and constructively express one's emotions and oneself (Bar-On, 2006.) Flexibility: To adapt and adjust one's feelings and thinking to new situations, (Bar-On, 2006)
54	Service oriented	1	Social responsibility: To identify with one's social group and cooperate with other (Bar-On, 2006). Interpersonal relationship: To establish mutually satisfying relationships and relate well with others. (Bar-On, 2006).
55	Solution focused	1	Self-actualization: To strive to achieve personal goals and actualize one's potential (Bar-On, 2006). Problem solving: To effectively solve problems of a personal and interpersonal nature (Bar-On, 2006)
56	Open for changes	1	Self-awareness & Flexibility: To adapt and adjust one's feelings and thinking to new situation (Bar-On, 2006). Flexibility allows us to change direction rapidly without resistance and without needing to be convinced when our reality changes (Hughes et al. 2005, 39). Stress tolerance: To objectively and constructively manage emotions (Bar-On, 2006)
57	Clear self-expression	1	Self-awareness. To effectively and constructively express one's emotions and oneself (Bar-On, 2006)
58	Emphatic	1	empathy: Being emphatic leads to more accurate communications and enhanced productivity (Hughes et al. 2005, 66). To be aware of and understand how others feel (Bar-On, 2006). Self-awareness: To be aware and understand one's emotions. (Bar-On 2006).
59	Can communicate in an open manner	1	empathy: Being emphatic leads to more accurate communications and enhanced productivity (Hughes et al. 2005, 66). Reality testing: To objectively validate one's feelings and thinking with external reality (Bar-On, 2006).
60	Create good working atmosphere	1	Optimism: The skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Interpersonal relationships: To establish mutually satisfying relationships and relate well with others (Bar-On, 2006).

	TRAITS MENTIONED IN DATA	FREQUENCY (how many times the trait is mentioned)	RELATED TO WHICH EMOTIONAL INTELLIGENCE TRAIT and explanation why this category was chosen, based on theory and research mentioned.
61	Inspired	1	Optimism: The skill of positive expectancy holds the vision for improvement in the future (Hughes et al. 2005, 39). Happiness: To feel content with oneself, others and life in general (Bar-On, 2006)
62	Drive for improvement	1	Self-actualization, to strive to achieve personal goals and actualize one's potential (Bar-On, 2006)

APPENDIX 2

Calculation of all the traits mentioned in job ads and frequency of how many times each trait was mentioned.

Active	4
Independent	10
Ability to execute	1
co-operation skills	28
negotiation skills	2
Motivation skills	5
Perseverance	1
Self-imposed	11
Open minded	3
interaction skills	20
Positive attitude	1
Robust	4
Development driven	1
Innovative	3
Ability to organise	3
Ability to comprehend the big picture	2
Enthusiastic	3
Interacts well with other people	1
Ability to cope with stress	4
Group-work skills	2
Ability to take responsibility	1
Social skills	1
Enthusiastic attitude to learn new things	2
Efficient	1
Self-guided	1
Flexibility	4
Fair	1
trustworthy	1
Target driven mindset	1
Systematical way of working	1
Set high goals for yourself	1
Creative	7
Skills for strategic thinking	4
Enthusiastic way of leading	1
Thoughtful	1
Communication skills	1
Development skills	1
Leadership competencies	1
Political savvy	1
Productive	2
Ability to create trust	1

Ability to work in wide scale with different stakeholders	1
Can lead his/her own work	1
Good decision making skills	1
Proactive	1
Good problem solving skills	1
Ability to learn quickly	1
Ability to make initiatives	1
Entrepreneurial personal profile	1
Inspiring	7
Energetic	1
Goal oriented way of working	3
Has a lot of ideas	4
Service oriented	1
Solution focused	1
Open for changes	1
Clear self expression	1
Emphatic	1
Can communicate in an open manner	1
Create good working atmosphere	1
Inspired	1
Drive for improvement	1

APPENDIX 3

List of title/ position mentioned in each job add, publishing date, and list of traits mentioned in ad for each position. NOTE ABOUT TRANSLATIONS: If the job ad was in Finnish, I marked the exact Finnish words used in the ad also in these table.

The sampling was taken from Aamulehti and Helsingin Sanomat Sunday editions through time 06.12.2015 - 24.1.2016.

	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
AL 06.12. 2015	Chief executive officer (toimitusjohtaja)	Active (aktiivinen)	Independent (itsenäinen)	Ability to execute (toimeenpanokykyinen)	Good cooperation skills (hyvät yhteistyötaitot)	Good negotiation skills (hyvät neuvottelutaidot)			
AL 06.12. 2015	Sales manager (myyntipäällikkö)	Invigorating (innostava)	Motivation skills (osaat motivoida)	Perseverance (pitkäjänteisyys)	self-imposed (omaloitteinen)	Open-minded (ennakkoluuloton)	Good interaction skills (hyvät vuorovaikutustaidot)		
AL 06.12. 2015	District Manager (piirijohtaja)	Positive attitude (positiivinen asenne)	Invigorating attitude (innostava asenne)	Good interaction skills (hyvät vuorovaikutustaidot)					
AL 06.12. 2015	Site Foreman (vastaava työnjohtaja)	Self-imposed (omaloitteinen)	Robust (jäykkä)						
AL 06.12. 2015	Foreman (työnjohtaja)	Self-imposed (omaloitteinen)	Robust (jäykkä)						
AL 06.12. 2015	General Foreman (työpäällikkö)	Self-imposed (omaloitteinen)	Good cooperation skills (hyvä yhteistyökyky)						
AL 06.12. 2015	Garage Manager (korjaamopäällikkö)	Self-imposed (omaloitteinen)	Good cooperation skills (hyvä yhteistyökyky)						
AL 06.12. 2015	Garage Director (korjaamojohtaja)	Self-imposed (omaloitteinen)	Good cooperation skills (hyvä yhteistyökyky)						
AL 06.12. 2015	Detonation Director (räjäytysjohtaja)	Self-imposed (omaloitteinen)	Good cooperation skills (hyvä yhteistyökyky)						

HS 06.12. 2015	Chief executive officer (toimitusjohtaja)	Development driven (kehityshakuinen)	Good co-operation skills (hyvä yhteistyökyky)						
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	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
HS 06.12.2 015	Customer Manager (asiakkuuspäällikkö)	Independent way of working (itsenäinen työskentelytapa)							
HS 06.12.2 015	Education Manager (koulutuspäällikkö)	Innovative (innovatiivisuus)	Ability to organise (organisointitaito)	Ability to comprehend the big picture (kyky hahmottaa kokonaisuutena)					
AL 13.12.2 015	Sourcing Engineer (hankinta insinööri)	Enthusiastic (innostunut)	Interacts well with other people (tulee hyvin muiden ihmisten kanssa toimeen)						
AL 13.12.2 015	Customer Manager (asiakkuuspäällikkö)	Good interaction skills (hyvät vuorovaikutustaidot)							
AL 13.12.2 015	Store Manager (myymäläpäällikkö)	Good organisation skills (hyvä organisointikyky)							
AL 13.12.2 015	Editor-in-chief (päätoimittaja)	Good interaction skills (hyvät vuorovaikutustaidot)	Good ability to cope with stress (hyvä paineensietokyky)						
AL 13.12.2 015	Project Manager (projektipäällikkö)	Good group-work skills (hyvät ryhmätyötaidot)	Good interaction skills (hyvät vuorovaikutustaidot)	Ability to take responsibility (vastuunotto)	Enthusiastic attitude (innostunut asenne)	Self-imposed (omaloitteisuus)			
AL 13.12.2 015	Accountable Work Director (vastaava työnjohtaja)	Responsibility (vastuullisuus)	Good social skills (hyvät sosiaaliset taidot)	Enthusiastic attitude to learn new things (innostunut asenne oppi-utusta)					
HS 13.12.2 015	Accountable Work Director (vastaava työnjohtaja)	Self-imposed (omaloitteinen)	Efficient (tehokas)	Self-guided (itseohjautuva)	Ability to make independent decisions (itsenäisyys)	Flexibility (joustavuus)	Fair (reilu)	Trustworthy (luotettava)	Co-operation skills (yhteistyötaidot)

	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
HS 13.12.2015	Executive Director (toiminnajohtaja)	Good interaction skills (hyvät vuorovaikutustaidot)							
HS 13.12.2015	Medical Director	Target driven mindset							
HS 13.12.2015	Safety- and Quality Manager (turvallisuus- ja laatu-päällikkö)	Sturdy way of working (jäykkä työskentelytapa)	Systematical way of working (suunnitelmallinen työskentelytapa)						
HS 13.12.2015	Business Development Director (liiketoiminnan kehitysjohtaja)	You set high goals for yourself (asetat itsellesi korkeat tavoitteet)							
HS 13.12.2015	Executive Director (toiminnajohtaja)	Good co-operation skills (hyvät yhteistyötaidot)	Good interaction skills (hyvät vuorovaikutustaidot)						
HS 13.12.2015	Chief executive officer (toimitusjohtaja)	Active (aktiivinen)	Ability to work independently (kyky itsenäiseen työskentelyyn)						
HS 20.12.2015	Staff Manager (henkiköstöpäällikkö)	Good co-operation skills (hyvät yhteistyötaidot)	Good interaction skills (hyvät vuorovaikutustaidot)						
HS 20.12.2015	Marketing Manager (markkinointipäällikkö)	Creative (luova)							
HS 20.12.2015	Culture- and Communications Manager (kulttuuri ja kommunikaatiopäällikkö)	Good ability to cope with stress (hyvä paineensietokyky)	Flexibility (joustavuus)	Independent way of working (itsenäinen työskentelytapa)					
HS 20.12.2015	Church Social Work Director (diakoniajohtaja)	Good co-operation skills (hyvät yhteistyötaidot)	Skills for strategic thinking (strategisen ajattelun kyky)						
HS 20.12.2015	Statistics Finland Manager (tilastokeskuksen päällikkö)	Good co-operation skills (hyvät yhteistyötaidot)							
HS 20.12.2015	City Development Director (Kaupungin kehitysjohtaja)	Enthusiastic way of leading (innostava johtaminen)	Ability to comprehend the big picture (kokonaisuuksien hallinta)						
HS 20.12.2015	Region Manager (Aluevastaava)	Self-imposed (omaloitteinen)	Co-operation skills (yhteistyötaidot)	Ability to deal with stress (paineensietokyky)					

	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
HS 20.12.2015	System Manager (järjestelmävastaava)	Co-operation skills (yhteistyökyky)	Interaction skills (vuorovaikutustaidot)	Ability to work independently (kyky itsenäiseen työskentelyyn)					
HS 20.12.2015	Project Manager (projektipäällikkö)	Co-operation skills (yhteistyökyky)							
AL 03.01.2016	Mayor (kunnanjohtaja)	Active (aktiivisuus)	Good interaction skills (hyvät vuorovaikutustaidot)						
AL 03.01.2016	Service Director (palvelujohtaja)	Innovative (innovatiivinen)	Good interaction skills (hyvät vuorovaikutustaidot)	Thoughtfull (ajatteleva)					
HS 03.01.2016	Chief executive officer (toimitusjohtaja)	Excellent communication skills (erinomaiset viestintätaidot)	Excellent co-operation skills (erinomaiset vuorovaikutustaidot)						
HS 03.01.2016	Senior analyst (Senior analyttikko)	Independent way of working (toimii itsenäisesti)	Good co-operation skills (hyvä yhteistyökyky)						
HS 03.01.2016	Well-being Director (hyvinvointijohtaja)	Good interaction skills (hyvät vuorovaikutustaidot)	Ability for strategic thinking (kyky strategiseen ajatteluun)						
HS 03.01.2016	Vitality Director (elinvoimajohtaja)	Good interaction skills (hyvät vuorovaikutustaidot)	Ability for strategic thinking (kyky strategiseen ajatteluun)						
HS 03.01.2016	City environment Director (kaupunkiympäristöjohtaja)	Good interaction skills (hyvät vuorovaikutustaidot)	Ability for strategic thinking (kyky strategiseen ajatteluun)						
AL 10.01.2016	Project Manager (projektipäällikkö)	Good interaction skills (hyvät vuorovaikutustaidot)							
AL 10.01.2016	Kitchen Manager (keittiöpäällikkö)	Team work skills (tiimityötaito)							
AL 10.01.2016	Maintenance Foreman (kunnossapidon työnjohtaja)	Good co-operation skills (hyvät yhteistyötaitot)							

	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
AL 10.01.2016	Finance Manager (rahoituspäällikkö)	Good co-operation skills (hyvät yhteistyötaidot)	Ability to deal with stress (paineesietokyky)						
HS 10.1.2016	Early Childhood Education Manager (Varhaiskasvatuspäällikkö)	Independent way of working (Itsenäinen työote)	Co-operation skills (yhteistyökyky)	Development skills (kehittämiskyky)	Interaction skills (vuorovaikutustaito)				
HS 10.1.2016	Sourcing planner (Hankintasunnittelija)	Good co-operation skills (Hyvä yhteistyökyky)	Self-imposed (omaloitteisuus)						
HS 10.1.2016	Administrative director	well developed leadership competencies	political savvy						
HS 10.1.2016	Leadership coach (johdamisen valmentaja)	productive (aikaansaava)	good interaction skills (hyvät vuorovaikutustaidot)	ability to create trust (kyky herättää luottamusta)					
HS 10.1.2016	Managing Director (toimitusjohtaja)	Ability to work in wide scale with different stakeholders (kyky toimia laaja-alaisesti eri sidosryhmien kanssa)							
HS 10.1.2016	Sales Manager (myyntipäällikkö)	Innovative (innovatiivinen)	Enthusiastic (innokas)	Great co-operation skills (erinomaiset yhteistyötaidot)	Can lead his/her own work (osaa johtaa omaa työskentelyä)				
HS 10.1.2016	Department Manager (osastopäällikkö)	Co-operation skill (yhteistyötaidot)							
HS 10.1.2016	Evaluation director (arviointijohtaja)	Good co-operation skills (hyvät yhteistyötaidot)	Good negotiation skills (hyvät neuvottelutaidot)						
HS 10.1.2016	Legal counsel	Good decision making skills	Proactive	Good problem solving skills	Ability to learn quickly				
AL 17.01.2016	Spare Part Manager (varaosapäällikkö)	Ability to work with different kind of people (kyky tulla toimeen erilaisen ihmisten kanssa)	Ability to work independently (kyky työskennellä joustavasti)	Ability to work in a flexible manner (kyky joustavaan työskentelyyn)					
AL 17.01.2016	Sales Manager (myyntipäällikkö)	Openness (avoimuus)	Co-operation skills (yhteistyökyky)						

	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
AL 17.01.2 016	Key Customer Manager (avainasiakaspäällikkö)	Openness (avoimuus)	Co-operation skills (yhteistyökyky)						
AL 24.01.2 016	Sales Manager (myyntipäällikkö)	Independent (itsenäinen)	Ability to make initiatives (aloitteellinen)	Has Interaction skills (vuorovaikutustaitoinen)					
AL 24.01.2 016	Business Unit Leader	Entrepreneurial personal profile							
AL 24.01.2 016	Business Director (liiketoimintajohtaja)	Flexible (Joustava)	Inspiring (innostava)	Goal oriented (päämäärätietoinen)					
AL 24.01.2 016	Executive Manager (toiminnanjohtaja)	Inspiring (innostava)	Productive (aikaansaava)	Energetic (energinen)					
AL 24.01.2 016	Personnel Manager (henkilöstöpäällikkö)	Motivating (motivoiva)	Has a lot of ideas (idearikas)	Creative (luova)					
AL 24.01.2 016	Culture Director (kulttuurijohtaja)	Motivating (motivoiva)	Has a lot of ideas (idearikas)	Creative (luova)	Inspiring (innostava)				
HS 24.01.2 016	Financial Director (talousjohtaja)	Goal oriented way of working (tavoitteellinen toimintatapa)	Enthusiasm for new challenges (intoa tarttua uusiin haasteisiin)						
HS 24.01.2 016	Chain Management Manager (ketjuohjauksen päällikkö)	Excellent interaction skills (erinomaiset vuorovaikutustaidot)							
HS 24.01.2 016	Office Manager (toimistopäällikkö)	Service oriented (palveluhenkinen)	Solution focused (ratkaisukeskeinen)	Active (aktiivinen)	Open for changes (avoin muutoksille)	Goal-oriented (osaat toimia päämäärätietoisesti)	Clear self-expression (ilmaiset itseäsi selkeästi)		
HS 24.01.2 016	Purchasing Manager (ostopäällikkö)	Emphatic (empaattinen)	Sturdy (jäykkä)	Good co-operation skills (hyvät yhteistyötaidot)					

	TITLE FOR THE POSITION IN THE ADD	DESIRED COMPETENCIES							
		1	2	3	4	5	6	7	8
HS 24.01.2 016	Personnel Manager (henkilöstöpäällikkö)	Quick to learn (nopea oppimaan)	Good motivation skills (osaat motivoida)	Good inspiring skills (osaat innostaa)	Can communicate in an open manner (osaat kommunikoida avoimesti)	Create good working atmosphere (luot hyvää työilmapiiriä)	Idearich (idearikas)	Creative (luova)	Ability to organise (organisointikykyinen)
HS 24.01.2 016	Culture Director (kulttuuri-johtaja)	Creativity (luovuus)	Ability to create ideas (ideointikyky)	Ability to motivate others (motivointikyky)	Inspiring (innostava)				
HS 24.01.2 016	Construction Development Manager (rakennuttamisen kehityspäällikkö)	Good cooperation skills (hyvät yhteistyötaidot)	good interaction skills (hyvät vuorovaikutustaidot)						
HS 24.01.2 016	Managing Medical Superintendent (johtava ylilääkäri)	Creative (luova)	Inspired (innostunut)	Drive for improvement (kehittämishakuinen)					

APPENDIX 4

INTERVIEW Feb 2016.

Linkedin group "The emotional intelligence network".

Interview question:

"Hi all! Since I have a great chance to interact with such a talented group, I would like to ask for your help for my MBA thesis work. I would like to ask comments from those who have once or more often recruited someone for a manager position. What is/are the emotional intelligence traits you value most in a candidate, when you hire someone for a manager or specialist position? It would be great to get your valuable feedback! I will of course use the information in my thesis anonymously, if I use it. You can also send me your opinion by InMail if you like. Thank you for reading. I am looking forward to your comments. "

APPENDIX 5

Interview: LinkedIn group and roles of the people responding

Candidates were interviewed in LinkedIn group “The Emotional intelligence network”. I chose this group since people who are members of this group already know the definition of the term “emotional intelligence”, and therefore are better equipped to reply with a correct validity. When thinking about people who recruit employees, they may not all know what “emotional intelligence” means. The chosen group is defined in the group information field as follows: “Emotional intelligence is the capacity to integrate feeling and thinking to make optimal decisions. Being "smart with feelings" is essential to effectively leading -- building engagement, navigating challenge, and accelerating change. The skills of emotional intelligence have practical application in numerous areas of organizational and professional performance. This is a group to discuss the challenges and opportunities of increasing emotional intelligence in the workplace, to share practices, and to learn together”.

The group is hosted by Six Seconds, The Emotional Intelligence Network, a global not-for-profit corporation that supports change agents to make a positive difference (The Emotional Intelligence Network, 2016).

The interview was started 21.2.2016 by posting the interview question to this Emotional intelligence forum. I left out answers that did not directly answer to my question, and in the end, I had 20 replies which were valid for this interview.

The roles of the valid repliers were:

Partner

Emotional Intelligence Expert

CEO / World Business / Investor

Business Development Director

Director

Chief Information Officer

Head of Information technology

Lecturer in Sport Psychology

International Business Professional

Professional Learning Specialist

Senior Solutions Manager

Ombudsman

Writer

Consultant

Field Officer

Training Manager

Brand Ambassador

Director of Health Services

Senior Organisation Development Specialist

Business Development Manager