

KYMENLAAKSON AMMATTIKORKEAKOULU

University of Applied Sciences

Master's Degree Programme in International Business Management

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Applying of Emotional Intelligence in the Workplace:  
Success Strategies for Russian Female Leaders in Finland

Master's Thesis 2012

## ABSTRACT

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The research is focused on the emotional intelligence applying in the workplace. The objective of the research was to increase the knowledge and understanding of the group of the participating women regarding the emotional intelligence, how it is involved in everyday work life, and how it correlates with successful career. The result of the thesis is the preparation of an efficient guideline for the working Russian women – who aspire to be successful leaders in Finland and to climb the career ladder. The primal task was to recognize the level of emotional intelligence of the group of Russian female leaders. Another task was to choose the strategies, which help to use strong points and to level the weakness, the strategies for improving the leader's abilities linked with the emotional skills on the basis of this recognition.

The research was conducted in two phases. Phase I was the data collecting through the self-evaluation form. Phase II was the analysis of emotional intelligence level of the participants of the research with the purpose of their involvement in the research process and gaining a better understanding of the result. This form of investigation gives an opportunity to raise the role and status of the participants from passive participants to active partners of the research.

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## 1. INTRODUCTION

### 1.1 Area of the study

The classic models of leadership often do not take into consideration emotions and moods. The researches have analyzed what leaders are like, what they do for successful operating, how they motivate their followers and make decisions, but “effect of their moods and emotions and more generally, the role of emotions in the leadership process are often not explicitly considered in the leadership literature, with the notable exception of work on charisma” (George 2000, 1028).

According to the leading researchers on emotional Intelligence John Mayer and Peter Salovey, emotional Intelligence is “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey 1997, 5) and this ability can be managed and developed.

For me personally, leadership, and especially female leadership in correlation with emotion intelligence, has been the most attractive research theme. My first guide-book was “The Emotional Hostage: Rescuing Your Emotional Life” by Leslie Cameron-Bandler and Michael Lebeau (2004). I have understood that cognitive processes must be in control of our emotions, so that they work for us rather than against us. I learned how and why emotions occur, how I control them and how to use them to my advantage. It was a clear and very significant stage of my personal growth. I am sure that the concept of Emotional Intelligence, very popularized after publication of the book by the psychologist and New York Times science writer Daniel Goleman, provides the most important set of knowledge, which are necessary for the person for living the brightest life: self-developing, self –reflection, maintaining relationships and career advancement.

It is necessary to be aware of and take into consideration other people’s emotions in order to interact with them. “Working with Emotional Intelligence” by D.Goleman explains that emotions and feelings have to be reintegrated in or-

ganizational life. The workplace is an ideal arena for advancement of these competences, because work usually is an important part of the adult life. Most of us spend the largest part of our life in the workplace and our work experiences strongly affect our self-esteem, identity and well-being. This work has given me an opportunity to immerse in the issue of the use of emotional skills in workplace and to find out more information about the area in which I am so deeply interested.

## 1.2 The aims of the thesis

The main reason of the investigation of leadership challenges is often personal development and career growth. Emotional intelligence is considered to be an essential tool for the increasing of career success. Goleman (2001, 3) asserts that "the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. ...emotional intelligence is the sine qua non of leadership."

I decided to focus on something related to my personal interest and specifically related to my professional growth: to make a successful career in another country, to improve a foreign language, to understand a strange culture. Additionally I settled the goal to make the research useful for the people with similar interests and ambitions. My own background and work experience in Finland give me an ideal opportunity to conduct this investigation. My everyday observations indicated that emotions understanding and handling, empathy and especially culture empathy are the features which give a huge advantage for career progress. I decided to find some essential tricks for effective Russian female leadership and describe strategies for everyday using on workplace, the strategies based on emotional intelligence competencies.

Leadership and particularly female leadership ranks among very widely researched and debated subjects in the organizational sciences. The eliminating barriers (such as stereotypes, commitment to family responsibilities, discriminations etc) do not allow women to occupy the leading positions on an equal level with men, despite of the equal opportunities in the childhood, as well as in education and the equal asses to all the types of job training and development. It is much more difficult to build a successful career for an immigrant

woman. My early observations and discussions with the female leaders indicated that emotions are deeply involved in their work. The primal task was to recognize the level of the emotional intelligence of the group of Russian female leaders. The goal was to prepare strategies, which help to use the strong points and level weakness on the basis of this recognition. I anticipated that this work would be a unique and efficient guideline for working Russian women, who aspire to be successful leaders in Finland and climb the career ladder.

Russian-speaking people are the largest immigrant group in Finland. They numbered 54,559 or 1.01 % of the population in 2010 (Annual Report on immigration 2011, 6).

The educational level of Russian-speaking immigrants is rather high: almost 40% of them have graduated from the university or polytechnic, whereas the corresponding number of the whole Finnish population is 30%. Despite this fact, the unemployment among the Russian-speaking people is higher than that of Finnish citizens. Table 1 shows the Russian-speaking female immigrants by type of employment relationship in 2001. Table 2 describes the social-economic groups of Russian-speaking female immigrants in 2001.

Table 1. Type of employment relationship of Russian women in Finland in 2001 (Martikainen, Tiilikainen 2007, 342).

<b>The main achievement</b>	<b>Percentage, %</b>
Full time employee	27
Part-time employee	11
Independent entrepreneur	2
Unemployed / laid off	25
Other/student, retirement,etc	35

Table 2. The social-economic groups of Russian women in Finland in 2001 (Martikainen, Tiilikainen 2007, 342).

<b>Socio-economic Groups</b>	<b>Percentage, %</b>
Upper-level employees with administrative, managerial, professional and related occupations	8
Lower-level employees with administrative and clerical occupations	23
Manual worker	11
Entrepreneur	2
Student	7
Long-term unemployed	32
Other	17

### 1.3 Objectives of the study

The objective of the study was to increase knowledge and understanding of the group of the selected women regarding emotional intelligence. In more concrete terms, the objective was to study how emotions are involved in work life, and how emotional intelligence correlates with successful career.

The result of this work is to find out the approaches for improving the leader's abilities linked with emotional skills. Strategy is one of the often used forms in leadership research, where it traditionally refers to the most appropriate ways to pursue the desired objectives. The core idea is to indicate present statement, to set goals and mission then to prepare the most appropriate route to reach them.

Due to the present business environment, there is an increasing demand for leaders with cross-culture competence, with ability to adapt oneself to the cultural environment. Emotional intelligence is strongly correlated with person's values, beliefs, customs which are elements of a cultural background. This part of the work is a theoretical investigation of the cultural differences impact



on the emotional intelligence of female leaders in Finland. The cultural dimensions model of Geert Hofstede (2005) is a theoretical framework for understanding of this influence and getting of the theoretical propositions regarding emotional intelligence differences between Finns and Russians.

Multiple studies have shown that there are some differences between female and male leadership way and cultural differences between Finns and Russians as well. Granting this, the goal was to collect the maximally uniform group –by gender, by nation culture, and analyze the level of the emotional intelligence. Then the aim was to prepare the approaches for improving it.

#### 1.4 Structure of the thesis

The research is divided into 7 parts: introduction, background of female leadership, introduction of emotional intelligence, methodology, results, and success strategies for Russian women, summary and conclusions.

Chapter 1 describes the area of the research, the aims and objectives, gives an insight on the structure of the work.

The theoretical framework is presented in Chapters 2 and 3. Chapter 2 covers the main issues of female leadership. The reason of inclusion of it was to illuminate all the issues that influence the career of the participants of the research. It may be the level of emotional intelligence, culture differences or gender.

Chapter 3 introduces the theory of emotional intelligence. The models of emotional intelligence are described in this part, as well as the role and effects of gender and cultural differences in the emotional intelligence. The part regarding the culture value dimensions illuminates the differences in the organizational life in Russia and Finland. The listed ideas of advantageous influence of emotional intelligence on job success bolster the meaningfulness of this research.

Chapter 4, titled Methodology, presents the used researches and data collecting approaches. The two phases of the research method are described in this

chapter. Phase I was a quantitative data collection through self-evaluation form. Phase II was the analysis of the received result by the participants of the research with the purpose of their involvement in research process and gaining a better understanding of the result.

Chapter 5 of the paper evaluates the results of the above mentioned two phases. The Chapter 6 provides the strategies based on the results of this work. The conclusions and summary are presented in the Chapter 7. The limitations of the work are described here as well.

## 2. FEMALE LEADERSHIP

Gender differences are based on sexual dimorphism of men and women. Our society is organized around the belief that the differences between sexes are more significant than the features they have in common. It is necessary to distinguish between sex and gender. Sex differences are natural, gender differences originate from the culture, not from nature.

Traditionally the leadership problem was investigated not regarding the gender, because the leading role was considered to be masculine. Since the mid of 1970th, under the influence of the feminist psychology, representatives of which had achieved that the gender approach became an integral part of leadership research.

Female leadership research usually debates the following issues:

- Can a woman be a leader?
- Are there differences between women and men in leadership behavior?-  
What prevents a woman from being a leader on equal positions with a man?

Despite the increasing presence of women in corporate and political leadership roles, the first issue is still an important point in military, church or in religion context (e.g. Islam). However the discussions about different manners of leadership have kept the greatest attention of the researches.

A meta-analysis of 45 researches conducted by Eagly and Johnson (2008: 817), measuring different kinds of leadership behaviors, found small, but statistically significant differences between the leadership styles of the leading women and men. Gender roles influence the behavior in leadership contexts and tend to produce gender-stereotypic behavior. The researchers noted that the strongest evidence for gender differences in leadership style was obtained. It is about the tendency for women to adopt a more democratic or participative style and for men to adopt a more autocratic or directive style (Eagly, Johnson 2003, 813).

The trend of the present time in almost every country is the increased representation of women in corporate and political leadership, although national

statistics on the proportion of women in management in different countries vary widely, due to the differences in national culture and politics. The rise of female leaders has been accompanied by the changes in theories and practices in leadership (Eagly, Carli 2003, 809). Previously idealized leadership attributes such as “think manager think male” (Schein, 2007) is not congruent now with the views of contemporary leadership. Involving the assertion of authority, the accumulation of power and command and control methods are typical male leadership features whereas female leadership is labeled as interactive, involving collaboration and empowerment of employees (Eagly, Carli 2003, 810). Researchers have found the arguments that the women leadership way is coincident with effective leadership. The present-day leader has more of the role of a coach or a teacher than the previous models of leadership. Stereotypically female communal behavior with creating a sense of community is a trait of an effective leader. To sum up, women can be more effective in leading positions which are congruent with their gender. Thus, women are less effective in domains with masculinized leading positions, e.g. in the military.

The idea, popular in mass culture, that men and women are from different planets (Gray, 2008) is an obvious example of the beliefs regarding gender and leadership behaviors. These beliefs influence women’s opportunity for career advancement more than real gender features/differences between men and women. According to gender stereotypes, men are more appropriate for leadership roles. Such factors as the size and form of company, environment, strategy and technology impose different expectations on leaders.

Differences between people’s expectations about leaders and the essential traits in female gender role give rise to potential for prejudice against female leaders. Eagly, Johannesen-Schmidt (2001, 785) have put forward the role of congruity theory of prejudice toward female leaders, representing two forms of prejudice: “less favorable evaluation of women’s (than men’s) potential for leadership because leadership ability is more stereotypical of men than women and less favorable evaluation of the actual leadership behavior of women than men because such behavior is perceived as less desirable in women than men”.

In the modern world it is improper to use the famous glass ceiling metaphor to describe the barriers women which encounter when trying to reach a leading position in present day. A more appropriate example may be the metaphor suggested by Eagly and Carli (2007, 6) "the labyrinth" that conveys obstacles and number of complexity which women encounter on their way to career success. In addition, many women now are aware that barriers and obstacles are no longer absolute.

### 3 INTRODUCTION TO EMOTIONAL INTELLIGENCE

#### 3.1 Models of emotional intelligence.

##### 3.1.1 The ability model

The term of emotional intelligence has been widely used since 1990. It has been characterized by different researches in different, but generally convergent way. The differences concern the method of measurement of the construct more than its theoretical domain (Petrides, Furnham 2006, 553). The three main existing models of emotional intelligence are:

1. the ability model
2. the trait model
3. the mixed model

Mayer and Salovey (1990: 189) defined emotional intelligence “as the subset of social intelligence that involves the ability to monitor one’s own and other’s feeling and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Mayer and Salovey were the first to extend a systematic theoretical report of the concept of emotional intelligence. The four inter-related abilities represent the ability model of emotional intelligence according to Mayer and Salovey (Cherniss, Goleman 2001, 96). These four abilities are the following:

1. Perception Appraisal and Expression of Emotion.
  - The ability to identify one’s physical states, thoughts, feeling, moods and their effects.
  - The ability to recognize emotions in others through verbal and non –verbal communication.
  - The ability to distinguish accurate and non –accurate expressing of emotions
2. Emotional Facilitation of Thinking.
  - The ability to prioritize thinking by directing emotional attention to important information.

- The emotions to be involved into the cognitive processes and guide, prioritize thinking.

### 3. Understanding and Analyzing Emotions; Employing Emotional Knowledge.

- The ability to recognize the emotional messages and the actions associated with them. The understanding of the emotional meanings.
- The ability to use emotional knowledge. "The ability to interpret the meaning that emotions convey regarding relationships, such as that sadness often accompanies a loss" (Cherniss, Goleman 2001, 97)

### 4. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth.

- "Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are." (Cherniss, Goleman 2001, 97)
- Ability to reduce negative feelings and intensifying pleasant ones, in oneself and others without suppressing or amplification information they may provide.

#### 3.1.2 The trait model

The trait model (named also "trait emotional self-efficacy"), promoted by Petrides et al. (2007) was defined as "a constellation of emotion-related self-perceptions and dispositions located at the lower levels of personality hierarchies (Petrides 2010, 137). In the trait model the emotional intelligence is considered as a personal trait and exists outside the taxonomy of human cognitive ability. As an advantage of this theory we may note that it recognizes the subjective nature of emotional experience. Petrides (2010, 138) supposes that "Trait emotional intelligence does not assume that there is some archetypal "emotionally intelligent" individual whom all leaders, managers, and employees should strive to emulate in order to succeed... Emotion based thinking tends to be intuitive and automatic, with low scientific rigor and low detail in judgment... Certain emotion profiles will be advantageous in some contexts but not in others."

### 3.1.3 The mixed model

For the current study, the mixed model is used. It has been introduced by Goleman (1996) and distinguished as a wide array of competencies and skills that drive managerial performance. These competences, according to the author, are not only inherent talents, but could be successfully improved. As a consequence, the career performance increases at any stage - from entry-level jobs to top executive positions.

The mixed model outlines five main components divided into two groups: personal competences (self-awareness, self-regulation, motivation), and social competences (empathy and social skills) (see Figure 1).

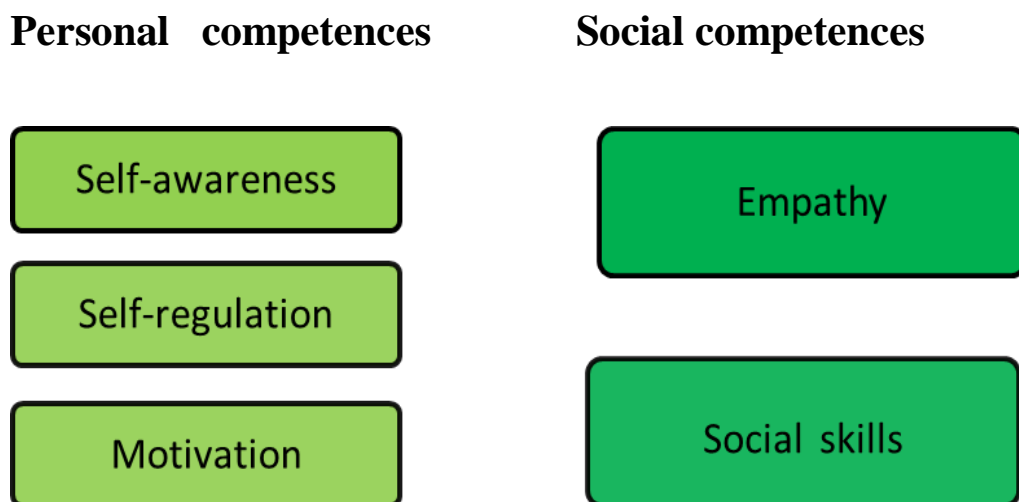


Figure 1. Mixed model of emotional intelligence (Goleman 1996).

Goleman greatly expanded the boundaries of emotional intelligence - the model includes numerous of subcategories - emotional abilities and other personality traits such as trustworthiness, adaptability, innovation, motivation, initiative, optimism, political awareness, communication, collaboration and cooperation. Goleman and colleagues remarked that this model “clearly links specific clusters of competencies to the underlying brain dynamics that drive them” (Goleman 2010, 46).



This model seems to be more appropriate for everyday use and popularization of the emotional intelligence ideas, whereas the ability model and the trait model are used more often for research purposes. The Goleman's concept is more promotional and optimistic – it states that the emotional competencies are learned abilities. It stimulates to analyze one's own abilities and improve them. This concept has got overwhelming popularity – from bestselling books to a super trend in business and educational establishments.

### 3.2 The Role of Gender in Emotional Intelligence

Despite the stereotype that women are the more emotional sex, in whole, it is impossible to mark one gender as “smarter” than another when it comes to emotional intelligence. Each person has some set of individual characteristics, personal profile of strengths and weaknesses in emotional intelligence. (Goleman1998). However, as a higher-order personality factor, gender influences the level of these capacities. Traditionally, women are considered more socially sensitive than men, in other words, they easily feel emotions and express their own feelings, whereas men are typically associated with general and spatial intelligence. It has been affirmed that women can better perceive emotion-laden information regarding others; they have greater empathy and a more extensive vocabulary for emotions (McIntyre 2010, 618). Women are perceived readily to pay greater attention on their emotions than man, and they understand them better as consequence. The researches examining gender differences in leadership have found out that women, manifested collaborative democratic leadership behavior better than men and have better social skills. Female managers stereotypically are associated with supportiveness and interpersonally sensitivity and empathy (Eagly, Carli 2003, 815), greater ability for the non-verbal emotion perception (Byron 2008, 118). Albeit the features mentioned are very convincing, there is not any strong evidence that generally women have a higher emotional intelligence level than men.

There are some studies, (e.g. Sanchez-Nunez et al. 2008) the results of which suggested that essential gender differences and a predominance for women exist in emotional intelligence (Sanchez-Nunez et al. 2008, 463), especially in specific aspects such as social abilities, interpersonal relationships (Lopez-

Zafra et al.2012, 100). The researches which gather data through self-report and emotional intelligence measures through performance test have found significant results on how men self-report a higher emotional intelligence that they subsequently perform, whereas just the opposite happens with women.

### 3.3 The Effects of Cultural Differences on Emotional Intelligence.

Cultural differences have a meaningful impact on business effectiveness, although there is contemporary tendency to consider leadership as a culturally universal behavior. The differences exist in values, beliefs, needs, and cognitive processes.

Cultural background apparently depends on emotional intelligence. Emotions are easier to identify within the own culture (Saarinen & Aalto-Setälä 2007). Scholars have found some cultural dimensions which were linked with the emotional intelligence. For instance, self-awareness and its relation with leadership behavior does seem to vary from culture to culture (Tang et al. 2010, 899). Another example is that emotional differentiation in Asian countries helps to build and maintain interpersonal relationships, because it enables the members of collectivistic cultures more to be sensitive to the feelings of others, than to be focused on the expressing their own emotions. Expression of emotions is different in various cultures. Some societies have a tendency to maximize the expression of positive emotions and to minimize the expression of negative emotions. This is not appreciated in the Asian cultures (Tang et al., 2010, 902). A lot of popular and scientific books about nonverbal expressions of emotions in different cultures exist. They even warn the wrong interpretation and misunderstanding of non-verbal signals. "We generally have difficulty in reading the subtle nonverbal signals of emotions in those belonging to groups very different from our own –whether a different gender, race, nationally, or ethnic group. Every group has its own norms for expressing emotions, and to the extent we are unfamiliar with those norms, empathizing grows more difficult." (Goleman 1999,187.)

The set of dimensions proposed by Hofstede (Hofstede 2005) is the widely accepted framework for systematization of differences between cultures. The original Hofstede's research the on basis of questionnaires provided to the

worldwide employees of IBM did not include Russia. However, he made some hypothesis, which were tested and supported in later investigations. Russia was characterized by high power distance: its score is 76. By way of comparison, Finland has 30 score (Bollinger 1994, 50). "In fact, societies that are strongly hierarchical, with high power distance, tend to more readily accept inequality, including gender inequality"(Jonsen, Maznevski 2010, 555). Democracy and equal business relationships in Finland simplify assimilation and making successful carrier for Russians in Finland than vice versa.

Russia has quite high rate on uncertainty avoidance -86. It is higher than in Finland (59). "According to our survey, Russian executives display a high level of anxiety about the future which manifests itself in a tendency to be nervous, emotional and aggressive" (Bollinger 1994, 49) wrote Bollinger, who examined Russian cultural values as an international consultant. Russia is a country with collectivity mentality with score of 26 on individualism, and Finland has higher score -59, it means that Finns are less involved into group and more than Russians appreciate time spent in their personal sphere of life.(Bollinger 1994, 51.)

Masculinity defines the division of roles between genders. "Masculine" societies display differences in roles between men and women, different gender expectation and stereotypic traits which are associated with women and men, for instance women are expected to be modest and tender and men to be tough and assertive. On the contrary, social gender roles are not fixed in "feminine" societies. Russia and Finland have almost the same score: 28 and 26, respectively (Bollinger 1994, 51). Noteworthy that according to Hofstede (Hofstede 2005, 121) the difference between these countries is wider: Finland - 26, Russia - 36. However as Bolinger remarked, this dimensions in Russia certainly varies greatly from one region to another (Bollinger 1994, 51).

Culture-based differences in work-related values and behavior can even increase disquiet and stress on the work place whereas cultural empathy was considered to be an important determinant of job satisfaction (Peltokorpi 2010, 55). Culture differences understanding and knowledge are important, but not necessary for a successful career in foreign country. Emotional intelligence

competence is presumably a guarantee for successful intercultural communication. The ability to understand the emotional ground of other persons, the ability to find common sphere and build rapport - all of these are indications of an intuitive cross-culture sensitivity. Empathizing also means being attuned to national culture.

Culture differences issue was the main reason to collect only for the research with Russian women. In this way we can avoid the contrast in answers caused by impact of culture differences. Likewise it can ensure that everybody understands the questions in the same manner. It is particularly important that they were translated from English to Russian.

### 3.4 Emotional intelligence in the workplace

The idea of advantageous influence of emotional intelligence on health, social relationship and job success is widely supported both in popular and scientific literature. Emotional intelligence affects numerous areas of organizational effectiveness (Cherniss, Goleman 2001, 6):

- Teamwork
- Efficiency
- Sales and revenues
- Productivity
- Quality of service
- Customer loyalty
- Employee recruitment and retention
- Development of talent

According to Goleman emotional intelligence plays the central part in work success: "There are widespread exceptions to the rule that IQ predicts success ... at best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces" (Goleman 1996, 34). The researchers investigated, for instance, the impact of trait emotional intelligence on team work (Quoidbach, Hansenne 2009), emotional expression and organizational culture (Van Maanen, Kunda, 1989) or emotional intelligence and leadership emergence (Hong et al. 2011), confirming the conceivable benefits from the use of potential emotional intelligence in the workplace.

Kets de Vries mentioned that according to his experience the persons with high emotional intelligence are able to create stronger interpersonal relationships, they are more innovative, creative and proactive, cope better with changes, lead more effectively and function with pressure better. They are more at peace with themselves and better at motivating themselves and others. (Kets de Vries 2006, 32.) “The higher up a person is in an organization, the more important emotional intelligence becomes (and the less important the technical skills become” (Kets de Vries 2006, 32). Leaders with high emotional intelligence are able to high quality relationships with their followers and as consequence build and maintain high levels of cooperation and trust. They may spread a sense of optimism, enthusiasm and excitement in their organizations (George 2000, 1043). Understanding and managing of one’s own emotions give the opportunity for leaders to use emotions to improve the processes of making decision: for example, to avoid resistance effects in decision making or to consider alternative scenarios, to more flexibly approach problems (George 2000, 1043).

Applying the emotional intelligence in the organization has become a common practice for the increasing of effectiveness in a great number of companies. An increase of net revenue of sales agents selected on the basic of certain emotional competencies (L’Oreal), saving 3 million USD annually due to using emotional intelligence to select recruiters (The US Air Force).The business of financial advisors whose managers completed the emotional competence training program grew by 18.1% compared to 16.2% for those whose managers had not (American Express) (Cherniss 1999).

Good or unhappy working life of individuals affects the whole society. For instance, in 2002 The Social Insurance Institution of Finland–(KELA) paid the compensations by the absenteeism caused by work-related stress, mental health issues 3.5 million working days. Mental disorders are currently the largest single cause of early retirement (Saarinen & Aalto-Setälä 2007, 18).

Stresses as consequence of risk taking are integral part of work for leaders. In addition to gender differences issue, Saarinen & Aalto-Setälä referred to the

investigation of The Family Research Centre of Jyväskylän University, and noted that men enjoy risk taking more than women. The pressure of work and being busy are the appreciable problems for women managers. This difference can be observed at all the levels of leadership, despite that men usually occupy higher level of management. Positive atmosphere in the workplace provides more satisfaction to female than to the male leaders. However, female managers are more committed to their work, and they have more sickness absences (Saarinen & Aalto-Setälä 2007, 22-23).

## 4. METHODOLOGY

### 4.1 Phase I

The research was conducted in two phases. Phase I was the data collecting through the self-evaluation form. The capacity of the sample has been selected according to some criteria the group of Russian women, and their level of emotional intelligence has been measured. The Phase II is the analysis of the result received by the participants of the research with the purpose of their involvement in the research process and gaining a better understanding of the result.

Reliable and useful self-assessment must to be constructed according to following requirements (Rodriguez-Garcia, White 2005, 10):

- Credible. Self-assessment should be objective as possible. In the research, this point was additionally discussed with each participant. The meaning of this criterion for successful self- investigation and benefits of it were explained in the introduction to a self-assessment form. Trustful and safety atmosphere was created to stimulate the participants to be maximum objective.
- Valuable. This criterion focuses on the outcome; it should add significant value to management needs. Self-assessment form used in this work could be considered as an effective tool of increasing the emotional intelligence level.
- Logical and Systematic. Self-assessments should be planned on the basis of inquiry methods.
- Result oriented and useful. Self-assessment findings are to be used for better management of results. Participants should be involved in the process. Result orientation for the self-assessment effects as a catalyst for understanding how it can help to achieve outcomes.

The process of conducting the research through self-assessment has included a set of required steps. Figure 2.

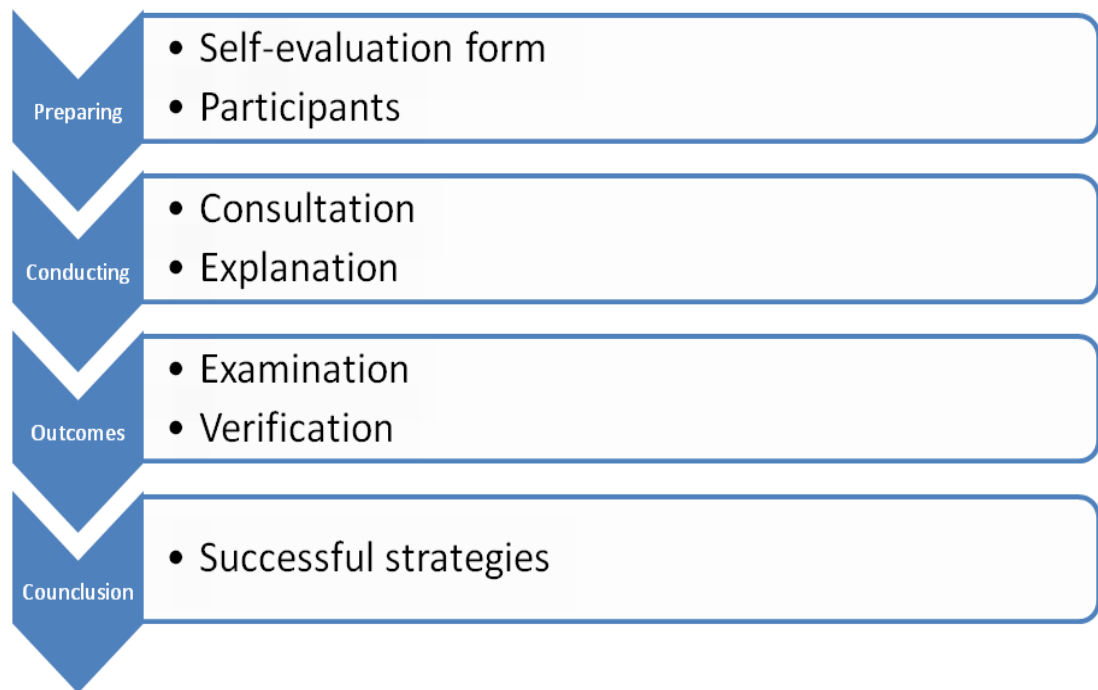


Figure 2. The phases of the research through the self-evaluation form.

The data was collected with help of self-evaluating form (Appendix 1) based on the emotional competencies identified by Goleman (1998) and adapted by Lindeman, (Senior lecturer of KYAMK, M.Sc. (econ.) M.A. (phil.)). During to beginning stage of this study I tried to find for a long time an appropriate approach for emotional intelligence measurement. In that period Ari Lindeman, as supervisor, familiarized me with his own adaptation of listed by Goleman competencies for self- measuring of the emotional intelligence abilities. His form seemed so competent, simple and usable that I decided to use it for my thesis. The form is organized into two clusters: Personal Skills and Social Skills; and five subgroups: Self-Knowledge, Self-Control, Motivation, Empathy and Social Skills.

Self-Knowledge concerns the awareness one's internal feeling, desires, resources, and intuitions. This cluster contains three competencies:

- Awareness of one's own feeling: Recognizing one's own feeling and their impact.
- Self-evaluation: Understanding of one's own strengths and limitations.
- Self –confidence: Feeling of self-worth and competence.



Self-Control refers to managing ones' internal state of mind, feeling, and resources. The Self –Control cluster contains five competencies:

- Self-discipline: Controlling disruptive feeling and desires
- Trustworthiness: Honesty and professional ethics
- Prudence: Responsibility for one's own actions
- Flexibility: Adaptability to changes
- Innovativeness: Natural and open attitude towards new ideas, perspectives, and facts

Motivation refers to how the person reveals the qualities that steer and assist the attainment of goals. This cluster contains four competencies:

- Ambition: desire to develop oneself and reach for better performance
- Commitment: Adopting the goals of a group or organization
- Initiative: Readiness to seize an opportunity
- Optimism: Persistence to go for goals regardless of setbacks

The next cluster, Empathy, concerns social skills and understanding of others people 's feelings, need, and worries. The Empathy cluster contains five competencies:

- Understanding: Understanding of other people's perspectives for them
- Development of others: Recognizing the development needs of others and promoting their potential
- Service-mindedness: Anticipating, identifying, and fulfilling customer needs
- Valuing plurality: Going for goals with the help of diverse work force
- Sensitivity to group culture: Awareness of the atmosphere and power structure of a group.

The Social skills refer to the ability to produce the desired reactions in others, and contain eight competencies:

- Influence: Ability to persuade
- Communication: Listening to others and sending assertive messages
- Conflict management: Mediating and solving disagreements
- Leadership: Inspiring and steering people and groups
- Ability to change: Initiating and managing change
- Networking: Creating and maintaining productive relationships

- Cooperation: Working with others towards common goals
- Team work: Creating synergies when working towards common goals

Each sections includes emotional intelligence core ideas with highest possible score 4 points and the lowest is 1 point. The participants were required to make a choice and assess their own weak and strong points.

The main advantage of the use of the self-assessment form is that it is easy to manage to large samples and that the provided data is quantifiable and easily analysable. This form of skills measurement requires less time than testing. The important merit is the fact that the participants possess the information about themselves that outside observers do not.

In this study, the use of the self-evaluation form enables to avoid mistakes during the measurement of the level of emotional intelligence caused by non - professionalism of the researcher. Only group results were analyzed and the conclusions were made regarding the whole group, not personal emotional intelligence ability. The participants' own vision about their strong and weak points was used. This form of investigation gives an opportunity to lift the role and status of the participants from passive participants to active partners of the research. Phase 2 of the investigation encourages a deeper approach to the development of the own emotional intelligence level of the participants.

This kind of form of measuring the emotional intelligence involves the participants in the research process. The self-assessment form impels participants to critical and reflective attitude. It could be suggested to be the stage of improving of emotional intelligence. It helps the participants to become more aware of themselves. This work is already evidently useful as some participants asked me with real interest e.g. about the concepts of emotional intelligence and approaches to improve it.

Theoretically there is some possibility that participants can provide socially desirable answers, but not truthful ones. "Self-evaluations are vulnerable to skews from people wanting to look good. And when it comes to assessing emotional competence, there is the question of whether someone low in self-

awareness can be trusted to accurately evaluate her own strength and weaknesses.” (Goleman 1999, 386.)

It is significant that between me as an independent researcher and the participants there was an atmosphere of maximal confidence. It would be more difficult to reach if such assessment will be conducted for instance on a work place because of office politics or organizational culture. The participants had no reason to lie for trying to look “to good to be true”. They perceived the self-assessment form as the first step of enhancing of success on the work place. Goleman noted that “...self-evaluations can be helpful (and candid) if people trust that the results will be used for their own good, without this trust they can be less reliable” (Goleman 1999, 386). For the evidence of self-assessment accuracy we can refer to the result of the research conducted by Saarinen. He noted that managers rate themselves as quite the same way as others (Saarinen 2007,164).

#### 4.2 Phase II. Participants

For the study the group of Russians female managers aged 27- 42 with higher education has been chosen. Most of them have graduated in Russia, some got high education in Finland. They moved to Finland as adults and use not native language for their education and work achievements. 9 participants completed the self-evaluation form in 2011. Before considering the candidate, some questions were asked for finding out their view about work and successful career. Only women with clear desire to improve their carrier and leader competencies were included in the group. For some participants, the self-evaluation form was translated into Russian.

The following women participated in this investigation:

P1 (Kouvola) is a responsible person for all financial tasks in the Finnish branch of the big international logistic company.

P2 (Helsinki) is a head of the logistics department with a large international manufacturer specialized in power and automation technologies improving performance while lowering environmental impact.

P3 (Kouvola) is a startup entrepreneur with big ambitions and grandiose plans. She is director and owner of a small- sized well-being company.

P4 (Helsinki) is a manager in the large and famous company, provided interior design services. She is a responsible person for international customers.

P5 (Helsinki) is a manager in the department of industrial sales. in a large wholesaler of heating, ventilation, industrial pipe products

P6 (Kouvola) was an executive assistant. During writing the work, she was dismissed and decided to study in another area. Now she is a health care student.

P7 (Hamina) is a director and an owner of a logistic company.

P8 (Hamina) is a logistic manager in a middle-size company. She has the plans to make her own firm, specialized in transportation services.

P9 (Helsinki) is an export manager at a large manufacturing company.

My cultural background and some similarities (work place and desire of career achievements, age, and education) and investigated literature about emotional intelligence have worked as my pre-understanding factors. It was developed very considerably during Phase II. Sometimes probably pre-understanding acts as limitations of comprehension of the results. For example, according to my pre-understanding, empathy is a significantly important ability for the desire of careers success. The original question regarding this emotional intelligence ability was “How the empathy level can be improved?” After the first discussion with the participants it has been changed to “What kind of emotional intelligence abilities should be improved?” This was done because it has been found out that not all women in the group consider empathy a crucial factor in career success.

The second phase of investigation consisted of the analysis of the results of the participants - direct involvement of participants in the process of analyzing. The Phase II of the work has continued and saved “a spirit of self-

assessment” (Lindeman A). A phone conversation was conducted with each participant. Some prepared questions had been a framework for this dialog. The goal for this investigation was to understand the results more deeply. Per se, it is an explanation for the numbers. The participants have assessed the groups result and compared it with individual’s scores. They have expounded their own vision and shared ideas. Some opinions have been in the framework of the emotional intelligence theory. Additionally the participants have expressed some ideas, conflicting a little with the spirit of emotional intelligence.

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## 5. RESULTS

### 5.1. Phase I

Baldwin (1994, 4) has noted that “the correctness of the answer depends in large part on the clarity and precision of the question” (Baldwin 1999, 4). Data was collected from 9 participants. All the participants responded that the questionnaire is built quite clearly, all the parts are understandable. The language and words used in the self-assessment form are straightforward and do not have double or hidden meaning. The questions that occurred were only general, in the essence of emotional intelligence.

It is easier to analyze quantitative data qualitative data. There is one single right way for interpretation. In this research, data was to be quantified, but the analysis itself is qualitative. The results were calculated using the average of each section included in the self-assessment form. Two numbers after the decimal point have been taken into consideration for more specific representation. The results were compared with the help of basic statistics. Figure 3 illustrates the results for Phase I.

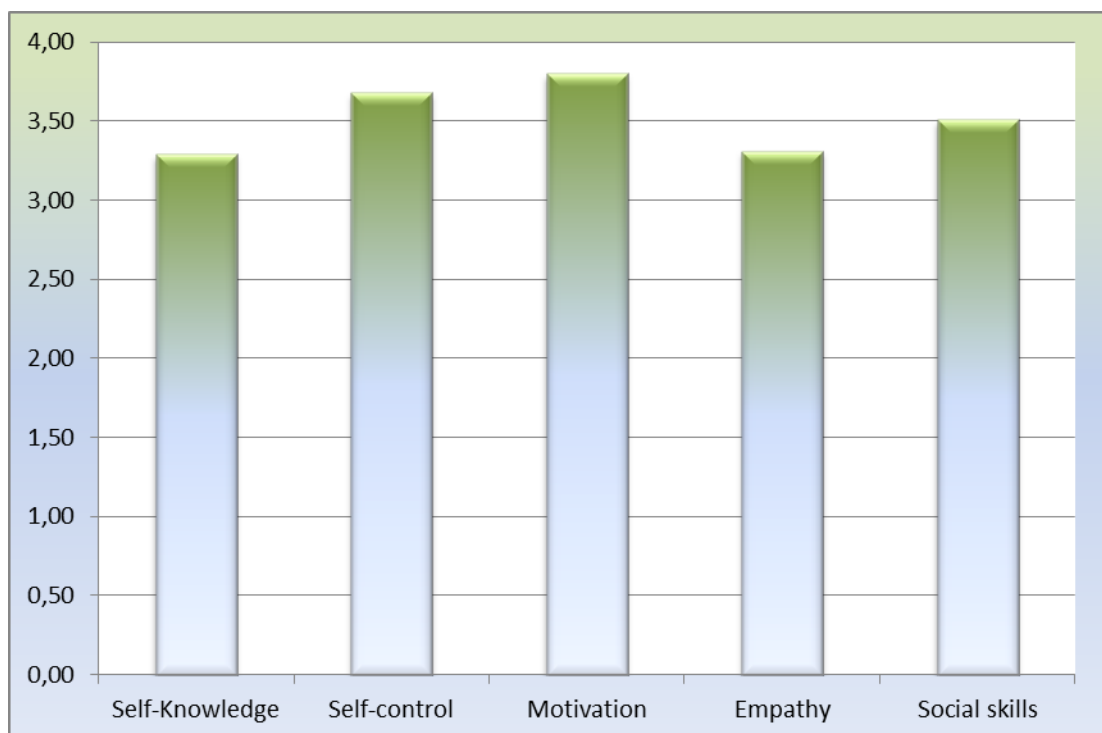


Figure 3. The result of Phase I

The analysis of data indicated that the participants assess very high level of own motivation and self-control. The averaged parameters make up 3.79 and 3.67, respectively, as can be seen in Table 3. The level of self-knowledge and empathy was estimated on the average on 3.28 and 3.30 respectively. The result for social skills is 3.5.

Table 3. Means and standard deviation of all scores obtained by the participants

<b><i>EI Competencies</i></b>	<b><i>Means</i></b>	<b><i>Standard Deviation</i></b>
<b><i>Self-knowledge</i></b>	3.28	0.57
<b><i>Self-control</i></b>	3.67	0.55
<b><i>Motivation</i></b>	3.79	0.51
<b><i>Empathy</i></b>	3.30	0.79
<b><i>Social skills</i></b>	3.50	0.62

It seems quite natural that these two parameters of emotional intelligence have almost the same level. Empathy strongly relates with the self-knowledge. Without the ability to sense one's own feeling, it will be hopeless to understand the moods of others.

The level of motivation of the group illustrates the readiness for striving to improve or preserve a standard of excellence. It is crucial competence for career performance and required changes, because it means that the participants are result-oriented: they set challenging goals and tend to learn how to improve their performance. They are initiative and optimistic and it allows overcoming setbacks and obstacles successfully. Generally motivated people disseminate a spirit of achievement motive in the organization and create a team, striving for success.

## 5.2 Phase II

Phase II of the work strives for a deeper and more advanced understanding of emotional intelligence, skills and opportunities. It develops the better understanding of the subject by the participants. Additionally, it gives a more complete coverage about the sources of the received scores. Some members of the group were not able to participate in the Phase II due to objective and subjective reasons. Eventually seven women have assessed the outcome of the Phase I. The following questions were asked during the phone conversations:

How the results of the group can be characterized?

Do you agree with the results?

Whether the results of the whole group correspond with your own scores?

What abilities need to be improved?

How is it possible to improve the results?

It should be remarked that all the participants are satisfied with the results. The reason for it is that the participants show over middle-level of emotional intelligence.

No one of the participants strongly argued that the group results do not correlate with her answers at all. Two participants have been certain about their own self-knowledge. They have remarked that they continually try to develop their own self-understanding and understanding others.

It was noticed that the entrepreneurs participating in this research have different opinion regarding the development of their own social skills. They remarked that empathy and cooperating with others have considerable significance, but motivation and ability to control one's own emotions are even more important.

The participants were surprised that they have good results regarding the self-control. They mentioned that sometimes it is very difficult and not possible to damp down distress or stifling negative emotional impulse. The group results for self-control (ability to manage disruptive emotions and impulses) was 3.2



points - the lowest one of the self-control clusters. In fact, women are considered to be less skillful at controlling their own emotions. (Sanchez et al. 2008, 463.) Related to this point, it was discussed with the participant that being emotionally intelligent does not mean just restraining all negative feelings. It is more about understanding and choosing how emotions can be expressed. Certain participants even remembered some confirmation of effective using of negative emotions, when they become sources of energy or motivation.

It was remarked by almost all participants that significantly that the group has quite good result for self-control. They said that this ability is meaningful for nowadays stressful work life, and it is to help to build social connection and relations in workplace.

Self-knowledge is strongly correlated with social skills; this understanding has been expressed by more than half of the respondents. A group of participants have the same meaning regarding social skills and empathy: with different people and different situations our social skills can appear more or less.

Regarding empathy the following assumption has been noticed: empathy is not a necessary skill/ability for career success. If a person is motivated to go ahead, empathy can be an obstacle. Anyway during the subsequent discussion and made circumstantiation of conception empathy, this meaning was modified to understanding that empathy is helpful for getting a better career. In this case, difference between empathy and sympathy has been explained in the conversation.

Obviously, however, it may be necessary sometimes to moderate empathy. In a situation, for example, when the matter is about the allocating of some tight resources in an organization or when empathy occurs distress. Goleman even remarked that "Managers who go overboard on relationships or catering to people's emotional needs at the expense of organizational requirements perform poorly" (Goleman 1999, 169).

Some participants offered to analyze more detailed the results for "Empathy", specifically "Developing of others". The score for this parameter is particularly low -2.7 points. It is the lowest result for this investigation. It should be men-

tioned that this chapter provoked a lot of questions and reflections (at least aloud) during the work with the self-assessment form. “Why I need to develop others?” “I would like to be the best in my competence” “It could be even dangerous if I will share my professional secrets”. Two respondents supposed that they do not need to “develop others” in their current position. It should be even harmful for their career. It was marked that only top-managements positions demands developing and bolstering the abilities of others. Nevertheless, the participants mentioned that expressing empathy and developing others may be supportive and useful even in the start of a career to establish good relations with co-workers.

To be culturally empathic was mentioned by several participants as successful style for Russian women’s career development. Understanding of cultural differences achieve during everyday relationships. It is not necessary to read some books, as understanding and respect the other person’s point of view build on tolerance.

The participants noticed that this research is already working as a tool for improving the self-knowledge abilities. The work with the self-assessment form and further conversation were the moments of thinking and reflecting. Some women pointed out their own interest in emotional intelligence and willingness to investigate this issue more.

Other participants remarked that the development of one’s own skills and abilities is crucial for making a career and for successful life. However, there was the opinion that some emotional abilities, for instance optimism or self- control, are inherent and cannot be learned.

During the discussion, the importance of cognitive processes for personal growth and development of self-efficacy was underlined repeatedly. Thinking and reflections were recognized by the participants to be the most effective tools for understanding and developing of emotional processes. Self-beliefs and motivation are necessary sources of self-influence.

As conclusion the opinion that moods and emotions are very contagious was expressed. Competent emotions use is very advantageous for a leader and

for a team member as well. Undoubtedly emotional intelligence knowledge is a considerable benefit for working life.

## 6. SUCCESS STRATEGIES FOR RUSSIAN WOMEN

The results of phase I and II were used as a basis for the suggested strategies. Phase II was the most important part of this research. Due to the discussion with the participants, I gained a fuller picture of how emotions are involved in usual life, how the persons, unfamiliar with emotional intelligence theory, understand some issues, for instance, emotional control and empathy. The materials stated below illuminate all the issues related to in Phase II. The strategies describe the advice which should be followed for successful career progress.

It has been assumed that the higher estimated parameters such as motivation and self-control already work for the success of these women. Therefore suggested strategies are based on strengthening of concepts on which the lowest results are received: self-knowledge, social skills, empathy. "There are some elements of emotional intelligence that are so basic as to constitute "meta-abilities", which are essential for most other competencies. These basics include self-awareness, self-regulation, motivation, empathy, and social skills. These primary capabilities are essential for supporting the emotional competences that flow from them."(Goleman 1999, 309.) In fact, some competencies like leadership or change catalyst are assembled from others. Usually people need to improve some set of competences, not just one: "Emotional capabilities are interwoven, not independent" (Goleman 1999, 309). Competences make clusters. For success and career development a person must master a mix of competencies, not just one or two. The clusters of emotional competences, as defined by Goleman (1999, 44), which most often led to success are initiative, achievement drive, and adaptability; influence, team leadership, and political awareness; and empathy, self-confidence, and developing others.

The results of the participants have demonstrated weaknesses in whole group of emotional competences. It could be often "fatal flaws" (Goleman 1999, 44).

Exactly those competencies need more attention and development. It is not a fact that all Russian female leaders have the same weak points as the participants of this research. However, the amount of participants was sufficient to deduce that those competencies need to be developed. The high level of motivation measured in the study is a key factor of success for these Russian women.

The four success strategies to be presented in this work are labeled as:

“Know thyself”,

“Development of own social radar – empathy”

“Influence and Persuasion” and

“Leader is a creator of an emotional intelligence team”

### 6.1 Strategy 1 “Know thyself”

This Ancient Greek aphorism very brightly calls reinforcement of one of most important component of emotional intelligence –self-awareness. It is identified with one's own areas of development and strong part of personality. Goleman named self-awareness the fundamental emotional competence. Lacking this ability might lead to being an emotional hostage. Furthermore, self-awareness is the vital foundation skill for three emotional competencies: emotional awareness, accurate self-assessment, self-confidence.

Such awareness guides managing unruly moods and feelings, handling destructive emotions and developing good work related social skills, including those essential for leadership and teamwork. One of the characteristics of self-awareness is the understanding of a person's values and goals and keeping oneself motivated.

There is a strong correlation between abilities to realize own emotions and emotions of others people. Self –awareness tunes in with the accuracy to the feelings of those around and develops work related social skills.

One of the most important aspects of self-awareness is intuition. The rhythm of crushed modern life gives a little time for becoming sensitive to the voice of mood; however it is essential characteristic of a successful woman. There is a

widely-held view that women as more intuitive, whereas men are more analytical and logical. We, women, might feel that it is our most important advantage and develop it.

Goleman (1999. 63) offers examples of successful use of intuition and suggested that this “ability lies at the heart of self-awareness...” Effective management requires holistic, intuitive thinking further to traditional analytical, logical approaches. Intuition is especially effective in situations, when time is limited, where facts are limited, in situation with high level of uncertainty.

Discovering and identification of additional personal resources within ourselves is a significant part of self-knowledge. Each person has lots of stored deep inside “information” about oneself. Our emotions have their own timetable, different from our hurrying life. People have to take a mental pause to reflect, assimilate and react. If not, emotions go to underground and might be a serious mental pressure. Another important part of this knowledge is to develop easier access to these hidden resources using an appropriate stimulus as a question. “Why am I feeling this emotion?” “What kind of emotion am I feeling now?” “What kind of link exists between my feelings and my thinking, doing and saying?” The attempt of naming emotion without judgment is very efficient approach to understand it.

Being completely open and honest with oneself helps to understand and admit some personal weaknesses. It is important to accept these weaknesses as a part of unique personality, to identify areas for development. Self-knowledge is deeply related with self-esteem: lack of self-knowledge is a cause of low self-esteem. Hereby, self-knowledge is a way to self-development and personal growth through self-acceptation.

Self-knowledge is linked with the leader’s self-belief and self-confidence. A leader with a high degree of self-awareness trusts herself. She can be flexible and resilience, because of the knowledge what she really is.

Self-evaluating form is a method to launch the process of critical thinking about oneself. Moreover, information of how a person is perceived by others is an effective approach of motivating the person to change behavior and career

development. Assessment from multi-sources including supervisors, colleagues, subordinates, etc can have a significant impact on a person, especially when such sources are credible.

## 6.2 Strategy 2. Development of own social radar – empathy

Empathy is crucial for effective leadership. It is one of “higher-order” emotions that arise in the context of someone else’s emotional experience and the essence of empathy is to understand what the others feel at the moment. People tell about their feeling in words rather seldom, instead they tell about them using nonverbal ways - tone of voice, facial expression etc. One of the sides of empathy is the ability to see how the other person thinks – to imagine his or her point of view, and in the long run, this understanding creates some empathic concerns – the will to help others, when they need it.

In the workplace, empathy means accurately sensing one’s own staff, colleagues and competitors, all the stakeholders; understanding of the customer’s and client’s needs, etc. As was revealed in Phase II of this research, empathy and sympathy are very close and sometimes they are used as synonyms though they should be separated. Empathic people often feel sympathy, but it is not necessary, as is not necessary to agree with others. Empathy is a building of trust and open atmosphere, more skillful negotiations and management through showing the understanding of their feeling and moods.

Empathy is particularly important as a component of successful leadership. “Being able to see reality from their perspective, to sense how they are reacting to the company’s actions, offers a powerful set of readings for effective management” (Goleman 1999,159). For a leader empathy is an ability to reach an intelligent decision considering the employees’ feeling. Especially nowadays, because of the growing use of team work, and results of globalization - multicultural teams as well. Leader’s empathy should allow to sense and understand the whole team emotional background; and act accordingly. Empathy is an antidote for misunderstanding and blunders, which can emerge during the cross-culture dialogues. (Goleman 2001, 16-17.) It is an ability to attune to the subtleties in the body language and recognize non-verbal messages correctly.

Lack of empathy may be caused by misunderstanding of feelings and moods of others, wrong their interpretation or indifference that destroys rapport. According to Goleman, all it leads to social awkwardness, people are “off”. It results in responding to other people as stereotypes rather as the unique individuals they are (Goleman 1999, 159-160).

Empathy is a foundation for all social competencies, very important for workplace. Understanding of other people is one of them. It is perception of feelings and points of view of people around, analyzing their motivation and demonstration of active interest to that what worries them. At the workplace this ability helps to catch some emotional signals and adjust behavior accordingly. It is critical for perfect performance wherever the job focus is on people. “Empathy is essential as an emotional guidance system, piloting us in getting along at work” (Goleman 1999, 164).

Service orientation is the occurrence of empathy as well. The deep exploration into customer’s need, combined with change readiness is a key to innovative products and services at a company level. The personal level of service orientation implies empathizing with customers and also colleagues, stakeholders, employees etc. It means to divine and realize their demands and then find a way to meet those needs. The one effective approach of it is deep listening. “A finely tuned ear is at the heart of empathy. Listening well is essential for workplace success.” (Goleman 1999,166.)

The next constituent part of empathy is assistance in the development of others. The participants of this research have demonstrated lowest score for this characteristic of emotional intelligence. Fortunately, it can be and must be learned. Goleman noted that it is one of most important competences among superior managers. (Goleman 1999, 173) Coaching or mentoring is a way to create professional team, to help employees perform better, to enhance their loyalty and job satisfaction. Ability to be a coach is based on empathy: genuine interest in their employees/colleagues and understanding of them, encouragement in developments of their abilities. If a coach seems impersonal and cold, the learning process would be unsuccessful. Trust is important, because lack of it creates feeling of one-sided or even self-serving relationship.

Women have more opportunity to follow a coaching leadership style: to understand necessities of progress of other people and cultivate favorable possibilities by assistance of other people. According to meta-analysis conducted by Eagly, Carli (2003, 817) women more often manifest a leadership style which is to mentor and empower the followers, to help the followers to develop their potential. and thus to contribute more effectively to their organization.

Each organization has its own invisible system of connections and influence. Understanding these political and social currents in an organization means political awareness. It is ability to empathize others on organizational level, not on an interpersonal one. Successful career performance demands to maintain wide personal networks and understand larger realities that affect the organization. A leader needs to reconcile some opposition continually and find a balance between the conflicting at first blush points of views or interests of colleagues, subordinates, customers. The effective way for it is to distance from a situation and one's own emotional involvement for achieving maximum objective reaction. In a critical situation, it is necessary to describe with accuracy the position of each side involved and take multiple perspectives. This ability based on self-control and empathy, allowing people to see clearly rather than be influenced by their own point of view. (Goleman 1999, 191)

Empathy is an essential ability of the best negotiators. These masters can understand not only point of view of the opposite side, but also its needs and fears. It requires the ability to read the feelings of the other side and sense which issues have an important and emotional weight for the opposition during negotiations and acquiesce there. However, at the same time they press for concessions in points that do not carry such matter. "Empathy need not lead to sympathetically giving in to the other side's demands – knowing how someone feels does not mean agreeing with them. But, cutting off empathy to hold a hard line can lead to polarized positions and deadlocks". (Goleman 1999, 217.) Empathy in a workplace is a favourable atmosphere for the retention of talent employees by developing and keeping good people (Goleman 2001, 18).



As all emotional intelligence competencies, empathy is increasingly important in a multicultural setting. Russian women, representatives of culture with high power distance, need to remember that Finland is a country with low level of power distance. Some researchers have suggested that empathic emotions are more natural in such cultures, who are more appropriate to use a collaborative, consensus leadership style and involve others in decision making (Sadri et al 2011, 821).

### 6.3 Strategy 3. Influence and persuasion

Emotions are contagious. People influence each other by catching and returning emotional states and behavioral. It is a natural part of any contact between people. An expert of such exchanges can model emotional atmosphere around themselves and influence to others and situations. They are skilled to attach the surrounding people.

Influence and persuasion are the abilities to awake some specified emotions in the other persons - enthusiasm for a new project, desire to excel a competitor or respect for your power. It is crucial for these skills to notice at the proper time when logical arguments do not work efficient enough and add emotional ones for more impact. The tricks of influence include impression management, access reason and facts, dramatic arguments, creating coalition and so on (Goleman 1999, 202). "Good feelings spread more powerfully than bad ones, and the effects were extremely salutary, boosting cooperation, fairness, collaboration, and overall group performance" (Goleman 1999, 197).

The first step for wielding influence is creating a rapport, because for effective influence it is necessary to sense how others feel and understand, to be a socially active person. So, empathy is the key to influence, and in turn listening is the key to empathy and effective communication. Without these skills influence is not possible. Effective communicator can persuade and influence being open minded and assures understanding, to ask clarifying questions, encourage open discussion.

Influence and persuasion are crucial competences for effective change management. Leaders can raise subordinates for changes through emotions and power of own enthusiasm. They stimulate and motivate.

#### 6.4 Strategy 4. Leader is a creator of an emotional intelligence team.

The leader can model emotional intelligence behavior in a group through their own actions. “Group emotional intelligence...determines a team’s ability to manage its emotions in a way that cultivates trust, group identity, and group efficacy and so maximizes cooperation, collaboration, and effectiveness” (Goleman 2010, 229).

Leader is a bearer of emotional intelligence ideas in a group. If the leader expresses mutual understanding and support vigilance, it works as a behavioral model. Even though it is not necessary to be a formal leader, Goleman points out that “very often it is an emotionally intelligent team member –not just the leader –who is able to point out the underlying problems and thus raise the self-awareness of the group” (Goleman 2010, 231), but anyway the leader has some advantage for creating emotional atmosphere in team. Emotions can be very infectious, but it is very natural to pay extra attention to leader’s words, behavior, moods and emotions.

Emotionally competent leader can create emotionally intelligent team with the capabilities, related to the personality and a team as a whole: self-knowledge, self-control, motivation, empathy and social skills. A team may express its emotional intelligence by having empathy for each other, mindful of shared moods, by creating norms as careful listening to everyone’s vision before decision making and so on.

The research between employees and managers has confirmed the fact, that overall trust in female managers remains higher than trust in male managers (de Vita, 2010).

## 7. SUMMARY AND CONCLUSIONS

This research was focused on the applying of emotional intelligence in the workplace and career development for Russian female managers. Particular attention was paid to the level of emotional intelligence of the control group of Russian women, selected according to some criteria. The research has been conducted in two phases. Phase I was the data collecting through the self-evaluation form, and the level of emotional intelligence of the participants has been measured. Phase II is the analysis of the received results by the participants of the research with the purpose of their involvement in the research process and gaining a better understanding of the result.

Phase II was significantly important for achieving the goals of the research. It expanded and deepened my understanding of the results received thorough the self-valuation form. Moreover, the discussions with the participants illuminated and leveled the inaccuracies in the participant's understanding of some emotional intelligence issues. This form of research gave an opportunity to lift the role and status of the participants from passive participants to active partner of the research. Phase II of the investigation has encouraged a deeper approach to the development of own emotional intelligence level of the participants.

Phase II was more interesting for me personally as well. The opinions of the participants contained so many aspects that destroyed some of my previous understanding and gave me considerable food for thought.

The participants have shown high level of motivation, but rather poor results in emotional intelligence competence, which is extremely important for leadership and carrier advancement. This finding was a basis for the strategies suggested which accented the three most important competences, as defined by Goleman, emotional intelligence competence: self-knowledge, social skills and empathy. The last suggested strategy has described the possibility of emotional competent leader or a team-member to guide emotional intelligence into a team.

The results of the research have practical implications for the participants. The present research has increased their knowledge about the role of emotional intelligence in workplace. This research may be useful for the assessment of one's own level of emotional intelligence and comparison with the result of the control group. The described strategies suggest benefits from developing emotional intelligence skills. They are: "emphasize on self-knowledge" and social skills cultivation.

The participation in this research was a certain act of development of own self-knowledge for these women. They were involved in this process through the "Self-evaluating form", used as measure of level of emotional intelligence of participants. On the other hand, this tool could be named as the limitation of this work. The result of self-knowledge of the participants was one of the lowest. Such poor score makes people non competent observers of themselves and prejudices all the results. It would be worthwhile to use another sources for investigation of emotional intelligence level of the participants. "In general, the ideal evaluation relies not on any one source but multiple perspectives..." (Goleman 1999, 310).

One limitation of this work can be the quantity of the participants. It is obviously that the generalizability of the study depends on the quantity of the participants. The results of the investigation of nine participants probably are not valid for conclusions about emotional level of all Russian female managers working in Finland, but these participants were not randomly-selected. This group was carefully composed. The main criteria were current work position and aspiration to develop one's own career.

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## Emotional intelligence – a self-evaluation form (adapted from D. Goleman by A. Lindeman/KYAMK)

Instructions: Evaluate your emotional intelligence. Use the scale: 1- weakness and 4-strong point, 2 and 3 in between. Don't hesitate to use extremes.

### I. Personal skills that determine how well we come to terms with ourselves

	weakness		strong point	
<b>1. Self-knowledge, i.e. information about our own feeling, desires, resources and intuitions</b>				
1.1 Awareness of ones own feeling: Recognizing ones own feeling and their impact	1	2	3	4
1.2 Self-evaluation: Understanding of ones own strengths and limitations	1	2	3	4
1.3. Self –confidence. Feeling of self-worth and competence	1	2	3	4
<b>2. Self-control, i.e. controlling ones state of mind, feelings, desires and resources</b>				
2.1.Self-discipline: Controlling disruptive feeling and desires	1	2	3	4
2.2. Trustworthiness: Honesty and professional ethics	1	2	3	4
2.3. Prudency: Responsibility for ones own actions	1	2	3	4
2.4. Flexibility: Adaptability to changes	1	2	3	4
2.5. Innovativeness: Natural and open attitude towards new ideas, perspectives, and facts	1	2	3	4
<b>3. Motivation, i.e. qualities that steer and assist the attainment of goals</b>				
3.1. Ambition: desire to develop oneself and reach for better performance	1	2	3	4
3.2. Commitment: Adopting the goals of a group or organization	1	2	3	4
3.3. Initiative: Readiness to seize an opportunity	1	2	3	4
3.4. Optimism: Persistence to go for goals regardless of setbacks	1	2	3	4

## II. Social skills that determine how well we come to terms with others

	weakness		strong point	
<b>4. Empathy, i.e. understanding of people's feelings, need, and worries</b>				
4.1 Understanding: Understanding of other people's perspectives for them	1	2	3	4
4.2 Development of others: Recognizing the development needs of others and promoting their potential	1	2	3	4
4.3. Service-mindedness: Anticipating, identifying, and fulfilling customer needs	1	2	3	4
4.4 Valuing plurality: Going for goals with the help of diverse work force	1	2	3	4
4.5. Sensitivity to group culture: Awareness of the atmosphere and power structure of a group	1	2	3	4
<b>5. Social skills, i.e. ability to produce desired reactions in others</b>				
5.1. Influence: Ability to persuade	1	2	3	4
5.2. Communication: Listening to others and sending assertive messages	1	2	3	4
5.3. Conflict management: Mediating and solving disagreements	1	2	3	4
5.4. Leadership: Inspiring and steering people and groups	1	2	3	4
5.5. Ability to change: Initiating and managing change	1	2	3	4
5.6. Networking: Creating and maintaining productive relationships	1	2	3	4
5.7. Cooperation: Working with others towards common goals	1	2	3	4
5.8. Team work: Creating synergies when working towards common goals	1	2	3	4