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ORIGINAL SCIENTIFIC PAPER

## Emotional Intelligence of the Eemployees in Serbia – Gender Differences



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### ABSTRACT

*The main goal of this paper is to examine the correlation between emotional intelligence and gender of the participants.*

*The survey covered 240 participants. According to the gender structure, the sample could be considered equable enough, 45% of the participants are males, and 55% females. About 50% of the sample are workers, while the other half is constituted by managers and owners.*

*The instruments used are: Emotional Competence Questionnaire, Personality Questionnaire, Questionnaire for measuring the family attachment, Humour Styles Questionnaire, Satisfaction with Life Scale.*

*Only a part of the results relating to gender differences on the three scales that measure emotional intelligence will be represented in this paper: the ability to perceive and understand emotions, the ability to express and label emotion, the ability to regulate emotions.*

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*The results indicate that employed women, comparing to their male colleagues, achieve better results on the three dimensions of emotional intelligence: the ability to perceive and understand emotions, the ability to express and label emotions, the ability to regulate emotions. In the key aspects of emotional intelligence such as self-awareness, awareness of the consequences of actions and empathy, women have better results than their male colleagues as it is evident in this research*

**KEY WORDS:** *gender, emotions, emotional intelligence, managers, employees*

## **Introduction**

### **Gender and Emotional Intelligence**

Emotional intelligence proved to be relevant construct in different spheres of everyday life, including physical health, social relationships and results at work (Brackett et al., 2011; Hervás, 2011; Mayer et al., 2008; O'Boyle et al., 2010).

Numerous studies indicate that women are more interested in the sphere of emotionality, better prepared for perceiving and expressing emotions and also more competent emotionally comparing to men. The question is if this is the stable stereotype about female emotionality or the scientific facts support these assumptions (Baron-Cohen, 2003; Hall & Mast, 2008; Candela et al., 2001). This paper deals with this important subject.

A certain number of studies indicate the differences in female intelligence in relation to socio-demographic variables, including gender and age of the participants (Ciarrochi et al., 2000; Day & Carroll, 2004; Mayer et al., 1999; Palmer, et al., 2005). The authors in their researches provide biological and social arguments supporting the assumption about higher emotionality in women. According to the biological explanations, the female brain is better prepared for understanding their own but also other people's emotions given that a woman has more responsibility for birth and maternity, i.e. for extension and survival of mankind. Supporting this assumption, some authors highlight the argument that the parts of the brain devoted to emotional data processing are bigger in women than in men (Baron-Cohen, 2003). As Baron and Koen highlight, the female brain is more structured to feel empathy while the male brain mostly endeavours to understand and develop systems. Thus, cognitive-emotional and behavioral systems of women and men are significantly biologically different.

On the other hand, women spend most of their lifetime within social networks they build in their families, with friends and also in business communication. Numerous studies show that women much more appreciate the quality of emotions, they are focused on emotional exchange with others and communication skills are significant to them (Candela et al., 2001).

Socially, women are being taught emotional reactions much more thoroughly, while men are, during their growing up, prepared to minimize some emotions such as sadness, guilt, vulnerability and fear. Both biological and social explanations have been proven through numerous studies that support the assumption about higher emotionality of women.

However, when considering gender differences and emotional intelligence we should take into account the results of researches on measuring different dimensions of emotional intelligence show that women are more aware of their emotions, more empathic, socially more responsible than men, but men better cope with stressful situations and have more expressed self-esteem (Baron-Cohen, 2003; Hall & Mast, 2008).

In his research, Baron distinguishes the dimensions in which women achieve better results than men, primarily in developing interpersonal relationships. Women have greater ability to establish and maintain mutually satisfactory relationships characterized by intimacy, giving and receiving affection. Empathy is also more expressed in women, since women show awareness, understanding and appreciation of other people's feelings. The research conducted by Baron has proven that women are socially more responsible, given that they are ready to meet the environment and they are a constructive element of a broader social group.

On the other hand, two dimensions in which men achieved higher scores than women are identified. In the first place, men are more capable of handling stressful situations and they have the capability of accepting their own characteristics, i.e. to respect themselves (Baron-Cohen, 2003). However, in most previous studies it was evident that women were emotionally more intelligent than men and had more developed capabilities to establish emotional communication with their environment, including understanding their own and other people's emotions and their expressions, but also acting in accordance with them (Brody & Hall, 1993; Brody & Hall, 2000).

## **Emotional Intelligence**

The numerous works of Salovey and Mayer (Mayer et al., 2002) rely on Gardner's theory of multiple intelligence (Gardner, 1983) and Sternberg's theory of intelligence (Sternberg, 1985), and form the basis for a new concept known as emotional intelligence. "They defined emotional intelligence as ability of following and differentiating between one's own and others' emotions and using that information as a guide for thinking and behavior (Mayer & Salovey, 1996). According to their opinion, the offered definition emphasizes only perception and regulation of emotions, but does not include thinking of emotions. For that reason, they suggest a revised definition according to which emotional intelligence includes ability of quick perception, estimation and expression of emotions, ability of insight and generating emotions which facilitate thinking, ability of understanding emotions and knowledge of emotions, ability of regulation of emotions for purpose of promoting emotional and intellectual development (Nikić et al., 2014, p.283)".

Baron (Bar-On & Parker, 2000) developed one of the first systems for evaluation of emotional intelligence and first used the phrase – the coefficient of emotional intelligence. He defines the purpose of emotional intelligence in effective self-understanding and understanding others for establishing good interpersonal relationships and adaptation to the environment for success in meeting demands of the environment. He believes that EQ can be developed over time and that the individuals with higher EQ are generally more successful in facing the demands and pressures of the environment (Bar-On, 2006). Goleman (1997) defines emotional competences as a learned skill based on emotional intelligence which results in success at work and in life. He defines emotional intelligence as an ability to learn a great number of practical skills, which consists of five elements: self-awareness, motivation, self-regulation, empathy and commitment in relationships.

The concept of emotional intelligence has found a strong basis in the works of some psychologists but also among laymen. However, the numerous doubts were expressed in professional literature in the validity of the model of emotional intelligence, especially in the conceptual, correlational and developmental criteria. But the researchers conducted by Mayer, Caruso and Salovey (2002) have shown that emotional intelligence can be operationalized as a set of abilities, i.e. there are individual differences in EQ. At the same time, it is shown that emotional intelligence

is moderately associated with verbal intelligence, which is an evidence of a separate type of intelligence. The criterion that requires development opportunities of the construct was confirmed given that adult participants scored better than adolescents.

Recent research has confirmed that emotional intelligence can be used as a relevant construct in different spheres of everyday life, including mental and physical health, interpersonal relationships and business communications (Mayer et al., 2008; O'Boyle et al. 2010).

### **Three Aspects of Emotional Intelligence**

For the purpose of this work, the Questionnaire of emotional competence was used (Takšić et al., 2006), constructed according to the model of Mayer and Salovey, which estimates three aspects of emotional intelligence: the ability to perceive and understand emotions, the ability to express and label emotions, the ability to regulate emotions. Emotional intelligence is defined as the ability of quick perception, evaluation and expression of emotions, the ability of insight and generating emotions that facilitate thinking, the ability of understanding emotions and the knowledge about emotions, the ability of regulation of emotions in order to enhance emotional and intellectual development (Mayer et al., 2002).

In this research, we investigated emotional intelligence among employees in a number of organizations, but also among the managers of middle, higher and high rank, as well as a number of owners (in this article only one segment of the results will be shown, (see Nikić et al., 2014; Nikić et al., 2014).

Perceiving emotions is one's ability to recognize his/her own and other people's emotions. This is a significant dimension of emotional intelligence by which individual emotional skills can be measured (for example, the participant can be asked to conclude about the mood and emotions of the person shown on the screen based on his/her face expression)

Human emotions are rarely expressed in words. For intuitive cognition of others' emotions the key ability is the ability to interpret the expression of non-verbal communication, e.g. the interlocutor's tone, gestures, face expressions or the whole set of unconscious movements that he/she makes during the conversation. Understanding emotions is associated with understanding and predicting what will happen when expressing certain emotions and how the other people will react to them, and it is important

that the person is able to observe the situation from different perspectives. Emotionally intelligent persons will easier understand others' feelings and behavior. They will be able to see the situation from multiple perspectives (e.g. in a dispute among several people they will easier decide who is right).

Expressing and labelling emotions are very important for harmonious emotional functioning. Non-perception of others' emotions is a major failure in the emotional life of an individual, because every kind of human relationship comes from the emotional harmony as well as empathy.

Managing emotions implies acceptance of emotions instead of suppressing them and their use for making more useful decisions. Emotional intelligence does not act independently but is closely associated with mental processes and behavior of individuals, but also with the psychological traits and character of individuals (Takšić et al. 2006).

One of the basic questions is when and how this ability develops. The way a child learns how to understand or not to understand emotions, to accept or not to accept his/her own and other people's emotions, affects the child's emotional intelligence. It is also important if the child has been taught to express or not to express his/her emotions, and if he/she has, in which way (Capatides & Bloom,1993). An adult's emotional intelligence is affected by his/her willingness to devote to learning and personal development. Some individuals continue with their lives and are willing to overcome obstacles, while others surrender easier and blame circumstances and other people for their own failures.

Emotional intelligence is one of the key factors that make a difference between individuals who are "the victims of life circumstances" and those who are made strong and wise by the difficulties (Brenner & Salovey, 1997).

Emotional intelligence can be developed regardless of age. Each of us can learn how to communicate better with others, to control anger or to listen to others more carefully. This ability can be developed only to certain extent while growing up and facing with various life situations.

In order to develop EQ properly in adulthood, it is necessary to acquire the knowledge and to be ready for permanent practicing and improving until the new skills outgrow into the habit.

## **The Significance of Emotional Intelligence in Business**

In the changed business conditions in recent years the importance of emotional and social competences at work: adaptability, self-confidence, persistence, perception and control of emotions, empathy, the ability of agreement with others, has been more and more discussed and emphasized in numerous studies (Bar-on & Parker, 2000; Berso, Yammarino, 2006).

Bearing in mind the changes in the business environment and increased stress of employees, it is clear that coping with stress and difficult emotions such as anger, anxiety or depression, conflict solution as everyday situation, come into the focus of scientific interest for examination of emotional competences.

The results also indicate that these competences are playing a considerable role on the higher levels of management. In the highest leadership positions, nearly 90% of the competences necessary for success are social and emotional in nature. In other words, if the leaders of higher rank achieve brilliant results, their effectiveness could be attributed to emotional competences (Goleman et al., 2006). It has been shown that the managerial leadership processes are especially filled with emotions and moods, both from the perspective of managers and employees. It has also been shown that the knowledge of emotions and "coping with them" especially important for managers because they work in special social context with constant interaction with employees and clients (Salovey & Mayer, 1990).

On the list of desirable features, the dominant social and emotional qualities of employees are: adaptability in facing setbacks and obstacles, self-management, self-control, self-confidence, motivation to work focused on goals, group and personal effectiveness, teamwork, negotiation skills, and potential for leadership (Bar-On & Parker, 2000). Employers today still need these qualities in employees because jobs are increasingly characterized by competitive pressures, constant change and downsizing.

On the other hand, employees are expected to act in interaction, professionally as well as socially, to achieve better results. Many employees have become part of teams and the necessity of cooperation imposes working with others to complete the work and develop new products. In the past, employees often performed tasks independently, often behind closed doors, while in modern conditions it is becoming open, from collaborating on projects to shared offices. Team members are highly related to each other

so that the individual success of each team member is conditioned by the success in performance of the other team members. In order to achieve organizational goals, all must be "as one". Interaction and closeness that team members develop are similar to the relationships developing in a family.

Group relationships are mostly based on common interests in the field of performing tasks and achieving success. Complications come with collaboration, especially in work teams that, by definition, develop much closer relationships than it used to be in organizations in the past. Often, emotions dominate among employees due to competition, inadequacy, superiority, insecurity and vulnerability (Brenner & Salovey, 1997).

One of the most requested properties in the work place today is the ability to adapt to changes in the work process and the people we are working with. In the workplace people come into contact and collaborate with colleagues who come from different backgrounds, belong to other cultures and even races. This is, according to Goleman (Goleman et al., 2006), the reality of today's open market. The fact is that people on all sides of the world are experiencing the same emotions, but different cultures teach people different ways of expressing these emotions. Because of this, it is clear why well-developed emotional intelligence is important for all actors in business, especially for managers and leaders.

According to Bennis (Bennis, 2002), the main task of new leaders is to build good interpersonal relationships and to make an organization a pleasant place to work. The new trend in organizations is establishing various forms of alliances between leaders and employees. The main recommendation is that all forms of organization come in account except pyramid with outdated top-bottom management. New forms of "creative alliance" between leaders, managers and employees need a completely new set of skills: the ability to recognize talent, renunciation of one's ego in favor of the talents of others, establishment and maintenance of trust, pointing employees to make sense of what they are doing. Zohar and Marshall represent the view that the survival of capitalism involves a change in values, meanings, motives, and that only in this context we can talk about sustainable organizations and sustainable social system. "We need a sense of purpose and a sense of fundamental values and purposes to build the wealth that they can generate" (Zohar & Marshall, 2004, p. 19).

In this research, we examined emotional intelligence among employees in a larger number of organizations, but also among the managers of middle,



higher and high rank, as well as a number of owners. We were interested in whether the women and men of different ages and professions, in the life period when they are most active professionally, differ in terms of EQ and to what extent.

In this article, only a segment of the results of the broader research on emotional competences of leaders, managers and employees in Serbia will be shown (Nikic et al., 2014).

## **Method**

### **Goals and Tasks**

The main goal of this part of research was to examine correlations between emotional intelligence and gender of the participants.

### **Hypothesis**

H1: It is expected that there is a statistically significant difference in emotional intelligence depending on the gender of the participants

### **Data collection**

Data collecting for this research was conducted from August to December 2012. This research covered participants employed on different levels and in different business spheres (private companies, institutions, schools, universities, entrepreneurs, judiciary, public companies, banks...) Significantly, this sample is constituted of different age groups of both genders, which provides a number of advantages in understanding the phenomenon.

### **Sample**

“Choosing the sample, we paid attention to have an approximately equal number of employees and managers in the companies, as well as an equal number of male and female participants. The sample is of convenience type and partially satisfies the conditions given. The research covered 240 participants.

The sample could be considered equable enough, 45% of the participants are males, and 55% females. About 50% of the sample are

workers, while the other half is constituted by managers and owners, 18% of which are department managers, 12, 5% owners, 12, 1% sector managers, 7,5% top managers. Most of the examinees graduated from the university, and that is 47, 5% of the complete number, 32% are people who finished only high school, while 15% of them graduated from college. There are only 5,4% of those with the highest degree of education. The youngest one is 20 years old, and the oldest 65, while the average age is 42. When it comes to the years in the service, the shortest period is a year, the longest 38 and the average period is 17 (Nikić & Travica & Mitrović, 2014, p. 285)''.

*Table 1: Frequency variable, gender*

	<b>Number of participants</b>	<b>Percentage</b>	<b>Percentage of valid</b>	<b>Cumulative percentage</b>
Male	107	44.6	45.0	45.0
Female	131	54.6	55.0	100.0
Total	238	99.2	100.0	
Missing	2	.8		
Total	240	100.0		

According to the gender structure, the sample can be considered sufficiently homogeneous, 45% are male participants and 55% are female participants.

### **Instruments and Variables**

To estimate emotional intelligence Emotional Competence Questionnaire was used (Takšić et al., 2006). This is a shortened version of Emotional Intelligence UEK-136 constructed according to the model of Mayer and Salovey(1990), which estimates three aspects of emotional intelligence: the ability to perceive and understand emotions, the ability to express and label emotions and the ability to regulate emotions. All scales have satisfactory reliability in a variety of samples, from  $\alpha=0,71$  and  $\alpha=0,90$ . This is a shortened version prepared by the mentioned authors.

In this research, we used several scales to measure emotional competence of managers, owners and employees. The basic instruments are: Personality Questionnaire for personality type estimation ZKPQ (Zuckerman, 2002). Questionnaire for the assessment of personality traits KPQ (Zuckerman et al., 2002), Questionnaire for measuring the family

attachment – PAV (Sugawara, Jelic, 2003), Humour Styles Questionnaire HSQ (HSQ; Martin et al., 2003) Satisfaction with Life Scale (SWLS; Diener et al., 1985). All the scales were used in original forms with the consent of the authors.

In this paper, only part of the results relating to gender differences on the three scales that measure emotional intelligence will be represented: the ability to perceive and understand emotions, the ability to express and label emotion, the ability to regulate emotions.

## **Results**

### **Canonical Discriminant Analysis**

In the canonical discriminant analysis, the criterion variable was gender. The set of predictor variables are the scores on subscales: humor styles, attachment and emotional intelligence, and also the overall score on the scale of life satisfaction and factor scores on the first main component of the subscales of the questionnaire for estimation of personality traits.

*Table 2: Typical root, percentage of variance and canonical correlation*

<b>Function</b>	<b>Typical root</b>	<b>Percentage of variance</b>	<b>Cumulative percentage</b>	<b>Canonical correlation</b>
1	.219	100.0	100.0	.424

*Table 3: Estimation of the importance of discriminative function*

<b>Function</b>	<b>Wilks' Lambda</b>	$\chi^2$	<b>Numb of degrees of freedom</b>	<b>p</b>
1	.820	29.837	15	<b>.013</b>

The extracted discriminant function is statistically significant on a significance level of  $p = 0.013$  and the coefficient of canonical correlation  $R = 0.424$ , which means that the existence of differences between the groups is evident, and this difference is of moderate intensity.

*Table 4: Matrix of the structure of discriminative function*

	<b>Function</b>
	1
Aggressive humour style HSQ	-.405
Express and label emotions	<b>.386</b>
Neuroticism- anxiety ZKPQ	<b>.374</b>
Perceive and understand emotions-EQ	<b>.340</b>
Self- defeating humour style HSQ	-.319
Affiliate humour style HSQ	<b>.286</b>
Activity - ZKPQ	-.267
Anxiety – AV	-.239
Avoidance AV	.145
Self- enhancing humour style HSQ	.115
Impulsive searching for sensations ZKPQ	-.092
Aggression- hostility ZKPQ	-.090
Regulate and manage emotions EQ	.083
Overall life satisfaction	.066
Sociability ZKPQ	-.029

The positive pole of discriminant functions defined on all three dimensions of emotional intelligence and with affiliate humor style, while the negative pole is defined by aggressive and self-defeating style of humor, activity as a personality trait and anxious attachment style.

*Table 5: Centroides of groups*

	<b>Function</b>
<b>Gender</b>	1
male	-.548
female	.395

The male participants are on the negative pole of discriminant function, which means that they have more aggressive and self-defeating style of humor, activity and anxious attachment style than women. The female participants achieved scores on the positive pole of discriminant function, which means that they achieve better results on all three dimensions of emotional intelligence and are more prone to affiliate style of humor in comparison to men.

## **Discussion**

With the basis in the theory and researches previously done, this paper starts from the assumption that men and women differ in terms of emotional intelligence and some other capabilities.

The results indicate that female participants achieved scores on the positive pole of discriminant function, which means that they achieve better results on all three dimensions of emotional intelligence: the ability to perceive and understand emotions, the ability to express and label emotions, the ability to regulate emotions, as well as on the scale of affiliate style of humor. On the other hand, it has been shown that men are on the negative pole of discriminant function and have more aggressive and self-defeating style of humour, activity and anxious attachment style than women

The results of this research issues are not unambiguous. The study of Mayer, Salovey and Caruso (Mayer et al., 2002) has shown that women are emotionally superior to men. The studies of Mendel and Pharo (2003, according to Shahzad and Nasreen, 2012) have also shown that women achieve better results on tests of emotional intelligence. Shahzad and Nasreen's (2012) findings indicated that men achieved higher scores on the test of emotional intelligence than women. Baron-Cohen (2003) distinguishes two dimensions in which men achieved higher scores than women. In the first place, men are more able to cope with stressful situations and have higher self-esteem than women.

However, most previous studies have shown that women are emotionally more intelligent than men and have more developed capabilities to establish emotional communication with their environment, including understanding their own and other people's emotions and their expressions, but also acting in accordance with them (Brody & Hall, 1993; Brody & Hall, 2000). It is important to bear in mind the factor of socialization that significantly affects the behavior of women and men. Girls are taught from an early age a caring and friendly behavior as well as to identify and analyze their own and others' feelings. They also learn how to response adequately to other people's feelings. On the other hand, boys are often taught to behave independently and assertive, and that showing feelings is a sign of weakness.

The numerous studies in Serbia indicate that empathy as an important aspect of emotional intelligence characterizes women to a greater extent. We will give the results of several studies that have been conducted in our

region. The correlation of empathy with various measures of sensitivity for others, which is usually expressed through caring for others and altruistic behavior, has been empirically proven (Stojiljkovic, 1997).

The women included in the research in Nis (Simic et al., 2013) show a higher degree of empathy than men, which is consistent with previous findings (Stojiljković, 1997; Chakrabarti et al., 2006). As a possible interpretation of these findings, the authors point out the differences in socialization of male and female persons. While in women the traits that are encouraged are those essential for maternal role, such as emotional closeness, compliance with other people's feelings and devotion to the needs of others, selective discouraging of these characteristics is present in men.

Another study in our environment (Dimitrijevic et al., 2011) confirmed the findings on gender differences in empathy, which is consistent with numerous studies (see eg. Harton & Lyons, 2003; Rueckert & Naybar, 2008; Vukosavljević-Gvozden & Hanak, 2007). Women use close persons more successfully as a source of security and comfort.

Most previous studies indicate that women have greater emotional skills, express both positive and negative emotions more frequently and more specifically, and have more communication skills and competences (Brody & Hall, 1993; Brody & Hall, 2000; Ciarrochi et al., 2005; Hall & Mast, 2008; Hargie et al., 1995). The results obtained in this study are consistent with the findings on a higher emotional intelligence of women. However, we should bear in mind the contemporary cultural and social trends which are important for new researches and suggest men to take more care of their emotions.

It is also important that our results indicate well-developed EQ in employed women. As business becomes more complex with globalization, innovations and turbulent changes, the market is increasingly becoming "hungry" for emotionally literate male and female leaders, which represents challenge for the women in Serbia to advance their careers, especially in the places where emotional competence is crucial.

## **Conclusion**

In this research, we examined emotional intelligence among employees in a number of organizations, but also among middle, higher and high rank managers, as well as a number of owners.

The results indicate that the employed women, comparing to their colleagues, achieve better results on the three dimensions of emotional intelligence: the ability to perceive and understand emotions, the ability to express and label emotions, the ability to regulate emotions.

The findings on the emotional competences of women are consistent with the new trends of the best business practices, where the importance of social responsibility and environmental and social self-consciousness is increasingly emphasized, serving to a noble purpose, according to Dona Zohar, to transform the business as it is today into the business of the future. There is an opportunity for the employed women and women leaders in our environment to demonstrate their abilities in business, considering the advantages they show in emotional competencies. These differences may be important for women to improve their careers.

In short, insufficient sample size and using the scales that provide only general information about emotional intelligence of women and men are some of the problems that can be counted. The proposal for future research is a modification of the scale, as well as expanding the sample of managers and owners, especially managers in high positions. At the beginning, it was emphasized that there was no significant consensus on this issue and that tests of emotional intelligence and its aspects, especially in men, should be done. A significant finding of this study is that women achieve higher scores on all three dimensions of emotional intelligence, but it does not give precise information about many different aspects of emotional competences. One of the assumptions that should be tested is how the current trends affect the emotional expressiveness and self-recognition of men.

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## **Emocionalna inteligencija zaposlenih u Srbiji – polne razlike**

### **APSTRAKT**

*Osnovni cilj ovog rada je da se ispita povezanost emocionalne inteligencije i pola ispitanika.*

*Istraživanje je obuhvatilo 240 ispitanika. Prema polnoj strukturi, uzorak se može smatrati dovoljno ujednačenim, 45% ispitanika su muškarci, a 55% žene. Oko 50% uzorka su radnici, dok drugu polovinu čine menadžeri i vlasnici.*

*Korišćeni instrumenti su: Emotional Competence Questionnaire, Personality Questionnaire, Questionnaire for measuring the family attachment, Humour Styles Questionnaire, Satisfaction with Life Scale. (Upitnik emocionalne kompetencije, Upitnik za procenu osobina ličnosti, Upitnik za procenjivanje porodične afektivne vezanosti, Upitnik stilova humora, Skala zadovoljstva životom)*

*U ovom radu biće prikazan samo deo rezultata koji se odnose na polne razlike na tri skale za merenje emocionalne inteligencije: sposobnost uočavanja i razumevanja emocija, sposobnost izražavanja i imenovanja emocija i sposobnost upravljanja emocijama.*

*Dobijeni rezultati ukazuju na to da zaposlene žene, u odnosu na svoje muške kolege, postižu bolje rezultate na tri dimenzije emocionalne inteligencije: sposobnost uočavanja i razumevanja emocija, sposobnost izražavanja i imenovanja emocija i sposobnost upravljanja emocijama. U ključnim aspektima emocionalne inteligencije kao što su samosvesnost, svesnost o posledicama postupaka i empatičnost, žene imaju bolje rezultate od svojih muških kolega, kao što se pokazalo u ovom radu.*

**KLJUČNE REČI:** *pol, emocije, emocionalna inteligencija, menadžeri, zaposleni*

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