

<https://doi.org/10.31891/PT-2025-5-18>

UDC 159.9.072:159.942:005.32

Inokentii KORNIENKO

Doctor of Psychological Sciences, Professor,
Mukachevo State University, Mukachevo, Ukraine

<https://orcid.org/0000-0003-1451-4128>

e-mail: innokasha@gmail.com

Beata BARCHI

PhD in Psychology, Associate Professor,
Mukachevo State University, Mukachevo, Ukraine

<https://orcid.org/0000-0002-5923-7331>

e-mail: barchibeata@gmail.com

THE ROLE OF EMOTIONAL INTELLIGENCE IN MANAGERIAL ACTIVITIES: METHODS OF PSYCHODIAGNOSTICS

Emotional intelligence (EI) is a critical factor in effective managerial activity, influencing communication, team motivation, conflict resolution, and decision-making in complex and dynamic environments. This article examines the role of EI in management, focusing on contemporary methods of psychodiagnostics and strategies for its development. Key psychodiagnostic tools, including self-report measures (e.g., EQ-i 2.0, TEIQue), ability-based tests (e.g., MSCEIT), and 360-degree feedback methods (e.g., ECI, Genos EI Assessment), are analyzed for their applicability, strengths, and limitations in assessing EI competencies such as self-awareness, self-regulation, empathy, and social skills. The study highlights practical approaches to EI development, including coaching, training programs, and frameworks like RULER, to enhance managerial effectiveness. Special attention is given to the Ukrainian context, where EI research is emerging, particularly in public sector management. The findings underscore the need for culturally adapted diagnostic tools and structured development programs. Prospects for further research include longitudinal studies, neuroscientific approaches, and the integration of EI training in digitalized work environments. This article provides a comprehensive framework for understanding and fostering EI to improve leadership performance.

Key words: emotional intelligence, development of emotional intelligence, communication, motivation, self-regulation, management activities, psychodiagnostics, management effectiveness, organizational climate, decision-making.

Інокентій КОРНІЄНКО, Беата БАРЧІ

Мукачівський державний університет

РОЛЬ ЕМОЦІЙНОГО ІНТЕЛЕКТУ В УПРАВЛІНСЬКІЙ ДІЯЛЬНОСТІ: МЕТОДИ ПСИХОДІАГНОСТИКИ

У сучасних умовах соціально-економічної нестабільності, цифровізації управлінських процесів, зростання емоційного навантаження на керівників та необхідності ефективної взаємодії в умовах невизначеності емоційний інтелект (EI) набуває статусу одного з ключових психологічних ресурсів управлінської діяльності. Здатність керівника усвідомлювати власні емоції, регулювати емоційні стани, розуміти переживання інших та будувати конструктивну міжособистісну взаємодію

безпосередньо впливає на ефективність управлінських рішень, рівень командної мотивації, характер організаційного клімату та результативність професійної діяльності загалом.

У статті здійснено комплексний теоретико-методологічний аналіз ролі емоційного інтелекту в управлінській діяльності та систематизовано сучасні методи його психодіагностики. Розкрито сутність емоційного інтелекту як інтегрального психологічного утворення, що поєднує когнітивні, емоційно-вольові та соціально-поведінкові компоненти, зокрема самосвідомість, саморегуляцію, мотивацію, емпатію та соціальні навички. Проаналізовано основні наукові підходи до розуміння EI в працях зарубіжних і вітчизняних дослідників.

Особливу увагу приділено характеристиці сучасних психодіагностичних інструментів оцінювання емоційного інтелекту керівників. Розглянуто можливості та обмеження методів самозвіту (EQ-i 2.0, TEIQue), тестів здібностей (MSCEIT), а також багатоканальних методів оцінювання типу «360 градусів» (ECI, Genos EI Assessment). Висвітлено їхню діагностичну спрямованість, психометричні характеристики, практичну придатність для відбору, оцінювання та розвитку управлінського персоналу. Показано, що поєднання різних діагностичних підходів дозволяє отримати цілісне уявлення про рівень сформованості емоційних компетентностей менеджерів.

Окремий акцент зроблено на специфіці дослідження емоційного інтелекту в українському контексті, зокрема в системі державного управління, де проблематика EI лише формується як самостійний науково-практичний напрям. Обґрунтовано необхідність адаптації та валідації зарубіжних психодіагностичних методик відповідно до культурних, соціальних та організаційних реалій України.

У статті також висвітлено сучасні підходи до розвитку емоційного інтелекту керівників, зокрема коучинг, тренінги емоційної компетентності, програми розвитку лідерства та інтеграцію структурованих моделей на кшталт RULER у корпоративне навчання. Доведено, що цілеспрямований розвиток EI сприяє підвищенню ефективності управлінської діяльності, зниженню рівня професійного вигорання, оптимізації міжособистісних стосунків у колективах та формуванню сприятливого організаційного клімату.

Ключові слова: емоційний інтелект, розвиток емоційного інтелекту, комунікація, мотивація, саморегуляція, управлінська діяльність, психодіагностика, ефективність керівництва, організаційний клімат, прийняття рішень.

Стаття надійшла до редакції / Received 14.10.2025

Прийнята до друку / Accepted 30.11.2025

Problem's statement

In today's environment, management activities require managers to have not only professional knowledge and technical skills, but also a high level of emotional intelligence (EI), which plays a key role in ensuring effective interaction, team motivation and decision-making in conditions of uncertainty.

Despite the growing recognition of the importance of EI, in management practice, insufficient attention is often paid to its systematic assessment and targeted development. The lack of clear psychodiagnostic methods for assessing the level of EI in managers, as well as the lack of structured approaches to its development, complicate the formation of

effective management competencies. This leads to reduced team productivity, a deterioration in the organisational climate and ineffective conflict resolution.

I. Mazokha's (2020) study emphasises the importance of emotional intelligence (EI) as a vital personal resource that promotes effective interaction and adaptation in the professional environment. The author analyses EI as a complex characteristic that includes self-awareness, self-regulation, empathy, and social skills, and its impact on personal effectiveness. Mazokha emphasises the need to develop EI to increase psychological resilience and successful functioning in the face of modern challenges, which is particularly relevant for management activities. Her work reinforces the need for further research into methods of psychodiagnosics and EI development in the Ukrainian context.

Emotional intelligence, as the ability to recognise, understand and regulate one's own emotions, as well as to interact effectively with the emotions of others, is a key factor in a leader's success. It contributes to effective communication, the creation of a positive organisational climate, increased employee motivation and sound decision-making in stressful situations. In the context of global challenges such as digitalisation, remote work and intercultural interaction, the need to develop EI is becoming even more relevant. At the same time, reliable psychodiagnostic methods are needed to assess and improve emotional intelligence, allowing for an objective assessment of EI levels and the identification of areas for development. Thus, there is a need for a comprehensive study of the role of emotional intelligence in management activities, analysis of modern methods of its diagnosis, and development of practical recommendations for EI development, which will contribute to improving the effectiveness of management processes.

The aim of this study was to analyse the role of emotional intelligence in management activities, highlight modern methods of psychodiagnosics for assessing EI levels, and justify practical ways of developing it in order to improve the effectiveness of management processes.

Analysis of recent research and publications

The concept of 'emotional intelligence' (EI) is relatively new, but ideas about the relationship between emotions and intelligence have a long history. Ancient philosophers already considered emotions to be an integral part of human nature and recognised their influence on thinking and behaviour. In 19th-century psychology, with the development of behaviourism, emotions were often seen as an obstacle to rational behaviour.

However, humanistic psychology, represented by Abraham Maslow and Carl Rogers, revived interest in the study of emotions and their role in self-actualisation as it was highlighted by Marchuk (2021).

In the 20th century, research into emotions gradually took on an integrative character. In the 1920s, Edward Thorndike first introduced the concept of 'social intelligence,' which he described as the ability to understand and manage people in social situations. This concept became the theoretical basis for the development of the idea of emotional intelligence.

The origins of the modern concept of emotional intelligence can be traced back to the 1980s, when Howard Gardner proposed his theory of multiple intelligences. He argued that intelligence is not a single, uniform construct, but rather a combination of distinct subtypes that play an important role in human functioning. Based on his studies, Gardner distinguished seven types of intelligence: verbal, logical-mathematical, kinesthetic, spatial, musical, and emotional. Emotional intelligence, in his view, includes two dimensions: intrapersonal and interpersonal. Interpersonal intelligence, also referred to in psychology as social intelligence or social competence, characterises an individual's capacity to interact successfully with others. Intrapersonal intelligence, by contrast, involves self-awareness, striving for self-actualisation, and the ability to remain motivated in pursuit of personal goals.

Building on these ideas, J. Meyer and P. Salovey (1993) advanced research on emotional intelligence and identified five essential components: self-awareness – recognising and understanding one's emotions and their underlying causes; emotion regulation – managing negative emotions, maintaining self-control, and overcoming distress effectively; motivation – channelling emotions toward goal achievement and sustaining effort by postponing immediate gratification for long-term benefits; empathy – understanding the emotions of others, being sensitive to emotional expressions and social signals; social skills – fostering positive interpersonal relationships, regulating emotions in communication, and ensuring effective collaboration.

According to the authors, emotional intelligence represents the ability to perceive, express, comprehend, and regulate emotions, which plays a significant role in both personal growth and intellectual development.

R. Bar-On (2000) introduced his own model of emotional intelligence, which differs from other existing approaches. He emphasised that emotional intelligence should not be viewed solely as a set of cognitive abilities or social skills, but rather as a complex integration of non-cognitive abilities, knowledge, and competencies. These qualities allow an individual to cope successfully with diverse life situations.

Within his framework, Bar-On identifies five key components of emotional intelligence: intrapersonal skills – involve self-awareness, self-esteem, self-actualisation, and independence. This dimension reflects a person's capacity to understand their emotions, strengths, and limitations; interpersonal skills (social component) – encompass the ability to establish effective communication and interaction with others. They include empathy, interpersonal relationships, and social responsibility, reflecting a person's competence in understanding others, fostering meaningful relationships, and engaging productively with the social environment; adaptability – relates to flexibility, problem-solving, and readiness for change. It shows an individual's ability to manage challenges and adjust to new or stressful circumstances; stress management – refers to the ability to remain calm and emotionally balanced in stressful situations while maintaining psychological resilience; general mood – covers aspects of happiness and optimism, reflecting one's overall emotional well-being and capacity to enjoy life.

Bar-On (2000) maintains that these five dimensions are crucial for an individual's adaptation in both social and professional contexts. They enhance self-understanding, improve relationships with others, and support effective regulation of emotions and interactions.

A study by Shafait et al. (2021) examines how emotional intelligence (EI) helps manage knowledge and promotes creativity in universities. The authors surveyed 248 employees of higher education institutions in Pakistan and found that EI significantly influences effective knowledge management ($\beta = 0.80, p < 0.001$), which, in turn, increases creative productivity ($\beta = 0.49, p < 0.001$). Self-directed learning partially reinforces this relationship ($\beta = 0.17, p < 0.001$). The study shows that EI development helps to be more autonomous and responsible, which is important for managers in the field of education. The authors suggest conducting EI training to improve creativity and emphasise the importance of such approaches for developing countries.

Contemporary research on emotional intelligence Fiori M, Agnoli S and Davis SK (2023) is developing within an interdisciplinary approach. It emphasises the importance of EI for developing leadership qualities, improving psychological well-being, and optimising learning processes. In the context of leadership, research shows that high EI helps managers to better understand the emotions of others, which improves teamwork and the achievement of corporate goals. In psychology, EI is associated with increased stress resistance and improved emotional state. In education, EI can help increase student motivation and facilitate learning through increased self-control and empathy. The concept of EI is actively researched in

management, where its application helps in team management, conflict resolution, and increasing the effectiveness of organisations.

I. Oliinyk (2023) conducted research on the role of emotional intelligence in the context of achieving effective leadership, where emotional intelligence is directly considered as a complex skill of awareness and management of one's own emotions, as well as the ability to understand and manage the emotions of other people. The scientist defines the role of emotional intelligence in building an effective enterprise management system and points to the relevance of issues considered in the process of analysing factors that increase management effectiveness and form a long-term competitive advantage for the enterprise.

U. Motornyuk (2022) substantiates the growing acceptance of emotional intelligence as the main factor in assessing personality and effective human resource management. According to the author, emotional intelligence is the ability to develop potential, empathise, cooperate, motivate and develop others, and cannot be separated from the system of effective activity and human resource management. Studies have shown that in relationships between employees and managers who run a company, it is necessary to understand each other's emotions, what they feel or think, what motivates them, how they react, their views on various topics, strengths and weaknesses, approaches to work, etc.

Yuliia Asieieva (2021) studies the emotional intelligence of Ukrainian civil servants, focusing on its impact on competence in recognising emotions and management. Olena Trynchuk (2021), a researcher in the field of psychological aspects of management and co-author of works on emotional intelligence in the public sector, focuses on empirical research on the level of EI among managers, which influences leadership and motivation.

The results of the research and their discussion

Emotional intelligence (EI) is a key aspect of management, as it influences a manager's ability to interact effectively with their team, make informed decisions and create a favourable organisational climate.

Various psychodiagnostic methods are used to assess EI levels, which can be divided into three main categories: self-reports, ability-based tests, and 360-degree feedback. These methods allow for the measurement of such EI components as self-awareness, self-regulation, motivation, empathy, and social skills.

Below is an overview of the main modern methods of EI psychodiagnostics used in a management context, taking into account their characteristics, advantages, and limitations.

Self-report methods are based on respondents' self-assessment, who answer questions about their own emotional reactions, behaviour, and perceptions. They are easy to use and widely applied in organisational practice.

EQ-i 2.0 (Emotional Quotient Inventory) developed by Reuven Bar-On (2000). This test assesses 15 subcomponents of EI, including emotional self-awareness, stress resistance, and interpersonal relationships. It consists of 133 items that are rated on a 5-point scale. It is used to assess the EI of managers, particularly in corporate training. Its advantages include high reliability (Cronbach's $\alpha \approx 0.85-0.90$), online availability, and adaptability to different cultures. Its limitation is that the subjectivity of responses may distort the results due to respondents' desire to look better (social desirability).

TEIQue (Trait Emotional Intelligence Questionnaire) developed by K. V. Petrides (2009), assesses EI as a personality trait through 153 questions covering four main domains: well-being, self-control, emotionality, and sociability. This test is used to assess the leadership qualities of managers and predict their effectiveness. Its advantages (Mikolajczak et al. 2007) include high validity for predicting work behaviour and adaptation to management contexts. Its limitations may include dependence on the honesty of respondents and less accuracy in assessing the cognitive aspects of EI.

Ability-based tests assess EI as a cognitive ability by measuring the ability to recognise, interpret and regulate emotions through tasks similar to intelligence tests.

The MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) developed by Peter Salovey, John Mayer, and David Caruso (2003), includes 141 tasks that assess four branches of EI: perceiving emotions, using emotions for thinking, understanding emotions, and regulating emotions. The test is widely used to assess the EI of managers in complex organisational environments. Its advantages are objectivity (less dependent on self-assessment) and high validity for predicting leadership competencies. Its limitations are that it takes about 45 minutes to complete and is difficult to interpret without professional training.

360-degree assessment (Multi-Rater Feedback). This approach involves assessing the EI of a manager from different perspectives: self-assessment, assessment by subordinates, colleagues and management.

The ECI (Emotional Competence Inventory) developed by Richard Boyatzis and Daniel Goleman (1999) assesses 12 EI competencies, such as empathy, leadership and conflict management, through a survey of several sources. This method is used in organisations to assess and develop the leadership qualities of managers. Its advantages include comprehensiveness, consideration of different points of view, and high practical applicability.

Limitations may include high cost, the need for coordination among participants, and possible discrepancies in assessments.

Genos EI Assessment, developed by the Australian company Genos International, assesses six EI competencies (self-awareness, empathy, influence, etc.) through a 360-degree evaluation. It is used for coaching and developing managers in the corporate sector. Its advantages include a convenient online format and detailed reports for development planning. The limitation is that it requires the involvement of several assessors, which complicates the process in small organisations.

Situational Judgment Tests (SJTs), such as STEM (Situational Test of Emotional Management), assess the ability to resolve emotionally charged situations. It is used to predict managerial behaviour.

EI psychodiagnostic methods, such as EQ-i 2.0, MSCEIT, ECI, and Genos EI, allow for a comprehensive assessment of managers' emotional competencies. Self-reports are accessible but subjective; aptitude tests provide objectivity but require preparation; 360-degree assessments provide a comprehensive picture but are resource-intensive. The choice of method depends on the purpose of the assessment (e.g., selection, development, or research) and the organisational context. Further research should focus on adapting these methods to Ukrainian realities, in particular through the translation and validation of tools.

Conclusions and prospects of further research

Emotional intelligence (EI) plays a key role in management activities, ensuring effective communication, team motivation, conflict resolution, and informed decision-making in complex and stressful situations. An analysis of modern EI psychodiagnostic methods, such as EQ-i 2.0, MSCEIT, ECI, and Genos EI Assessment, demonstrates their diversity and ability to assess various aspects of managers' emotional competencies, from self-awareness to social skills. Self-reports are accessible and widely applicable, but prone to subjectivity; aptitude tests, such as MSCEIT, provide objectivity but require professional interpretation; 360-degree assessment methods offer a comprehensive approach but are resource-intensive.

The choice of method depends on the diagnostic goals and organisational context. Effective ways to develop EI include coaching, training in empathy and self-regulation, and integrating programmes such as RULER into corporate training. In Ukraine, research on EI in management is in its early stages but shows potential for improving management practices, especially in the public sector.

We see prospects for further research in conducting longitudinal studies, i.e., studies of the long-term impact of EI development on

management effectiveness, including team productivity, reduced staff turnover, and improved organisational climate.

References

1. Asieieva, Y., Trynchuk, O., Furman, A., Melnichuk, I., & Koval, K. (2021). Emotional intelligence peculiarities of civil servants of Ukraine. *Amazonia Investiga*, 10(48), 129–137. <https://doi.org/10.34069/AI/2021.48.12.14>
2. Bar-On, R., & Parker, J. D. A. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On & J. D. A. Parker (Eds.), *Handbook of emotional intelligence* (pp. 363–388). Jossey-Bass.
3. Boyatzis, R. E., Goleman, D., & Rhee, K. (1999). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On & J. D. A. Parker (Eds.), *Handbook of emotional intelligence*. Jossey-Bass.
4. Fiori, M., Agnoli, S., & Davis, S. K. (2023). Editorial: New trends in emotional intelligence: Conceptualization, understanding, and assessment. *Frontiers in Psychology*, 14, 1266076. <https://doi.org/10.3389/fpsyg.2023.1266076>
5. Marchuk, S. V. (2021). Theoretical analysis of the concept of emotional intelligence in psychology. *Scientific Bulletin of Uzhhorod University. Series: Psychology*, (3), 20–23. Helvetica Publishing House. [in Ukrainian]
6. Mazocha, I. (2020). Analysis of the problem of emotional intelligence as a personal resource. *Modern Psychology: Problems and Prospects*, 100–104. [in Ukrainian]
7. Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433–442. [https://doi.org/10.1016/0160-2896\(93\)90010-3](https://doi.org/10.1016/0160-2896(93)90010-3)
8. Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3(1), 97–105.
9. Mikolajczak, M., Luminet, O., Leroy, C., & Roy, E. (2007). Psychometric properties of the Trait Emotional Intelligence Questionnaire. *Journal of Personality Assessment*, 88(3), 338–353.
10. Motornyuk, U. I., & Krokhmalna, Ya. O. (2022). Emotional intelligence in the personnel management system: Structure and problems of assessment. *Management and Entrepreneurship in Ukraine: Stages of Formation and Development Problems*, 2(8), 52–60. [in Ukrainian]
11. Oliinyk, I. V. (2023). The role of emotional intelligence in effective leadership. *Tavriyskyi Scientific Bulletin. Series: Economics*, (13), 222–228. <https://doi.org/10.32782/2708-0366/2023.16.29> [in Ukrainian]
12. Petrides, K. V. (2009). *Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue)*. London Psychometric Laboratory.
13. Shafait, Z., Yuming, Z., Meyer, N., & Sroka, W. (2021). Emotional intelligence, knowledge management processes and creative performance: Modelling the mediating role of self-directed learning in higher education. *Sustainability*, 13(5), 2933. <https://doi.org/10.3390/su13052933>