



**Emotional stability as a key  
competence of managers**

## EMOTIONAL STABILITY AS A KEY COMPETENCE OF MANAGERS

### LA ESTABILIDAD EMOCIONAL COMO COMPETENCIA CLAVE DE GERENTES

#### ABSTRACT

The paper substantiates the psychological structure of emotional stability as a key competence of managers, including three interrelated components (cognitive, emotional-motivational, practical). On the basis of the competence approach, the criteria for the formation of this concept are proposed and disclosed. The content of the constituent elements of emotional stability as a key competence is specified. During the study, the following methods were used: theoretical (analytical-synthetic, comparative, modeling method); empirical (stating experiment, observation, method of expert assessments, testing). The diagnostic program revealed three levels of development of emotional stability: high, medium, low. Identified in the course of the study, the components and criteria for the level manifestation of emotional stability as the key competence of future managers were the basis for creating the author's course «Psychology of emotional development». The results of the study can be used in the planning and preparation of lectures and seminars of academic disciplines of the humanitarian cycle.

**KEYWORDS:** emotional stability, cognitive component, emotional-motivational component, practical component, student-manager. emotional stability, cognitive component, emotional-motivational component, practical component, student-manager.

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#### RESUMEN

El documento justifica la estructura psicológica de la estabilidad emocional como una competencia clave de los gerentes, incluidos tres componentes interrelacionados (cognitivo, emocional-motivacional, práctico). Sobre la base del enfoque de competencia, se proponen y divulgan los criterios para la formación de este concepto. Se especifica el contenido de los elementos constitutivos de la estabilidad emocional como una competencia clave. Durante el estudio, se utilizaron los siguientes métodos: teórico (analítico-sintético, comparativo, método de modelado); empírico (indicando experimento, observación, método de evaluación de expertos, pruebas). El programa de diagnóstico reveló tres niveles de desarrollo de la estabilidad emocional: alto, medio, bajo. Identificados en el curso del estudio, los componentes y criterios para la manifestación de nivel de estabilidad emocional como la competencia clave de los futuros gerentes fueron la base para crear el curso del autor "Psicología del desarrollo emocional". Los resultados del estudio se pueden utilizar en la planificación y preparación de conferencias y seminarios de disciplinas académicas del ciclo humanitario.

**PALABRAS CLAVE:** estabilidad emocional, componente cognitivo, componente emocional-motivacional, componente práctico, estudiante-gerente. Estabilidad emocional, componente cognitivo, componente emocional-motivacional, componente práctico, estudiante-gerente.

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## INTRODUCTION

Modern education system has high demands to the training of graduates, to their personal and professional qualities. It is known that from the competence approach point of view to training and upbringing education is oriented not only on knowledge transfer, but rather on the development of personal qualities (competencies), the operational skills of knowledge transfer and the understanding in specific situations.

One of professional tasks, which should be solved by a bachelor studying BA 080400 "Personnel management" is the management of conflicts and stress; the prevention of personal professional deformation and professional tiredness. According to this problem, a student should have the following general cultural and professional competences:

OK-7 - the ability to defend one's own point of view, without the destruction of relationships;

OK-8 - the willingness to cooperate with colleagues;

PK-70 - the knowledge of diagnosis and conflict and stress management skills;

PK-72 - the knowledge of self-management skills.

The ability to establish proper constructive relationships in a team [1, p.263], to overcome stressful situations, to solve conflicts effectively, be skilled in assertive behavior, to regulate personal emotional states, to control their symptoms is the basis of a person emotional stability.

The concept of "emotional stability" (ES) combines a whole range of skills and a wide range of multi-level phenomena.

Researchers determine the emotional stability as: 1) the stability of emotions with high efficiency (Marishchuk V.A., V.I. Evdokimov [2]; 2) the ability to manage emotions arising during activity performance (M.I. Dyachenko, V.A. Ponomarenko [3]; 3) the integrative property of an individual, providing a high activity using the means of arbitrary mental self-control (V.A. Miroshin [4]; 4) a strong positive emotional effect on the solution of complex and responsible tasks (O.A. Sirotina [5]); 5) the functional resistance of a man to emotional influences when the activity purpose is achieved (V.I. Dolgova, G.Y. Gol'eva [6]), P.B. Zilberman [7].

## THE CONCEPT OF EMOTIONAL STABILITY, ITS STRUCTURAL ELEMENTS

According to the result of the theoretical and methodological literature analysis on the topic of research, we formulated our own definition of ES.

Emotional stability is regarded by us as the integrative characteristics of a person with the theoretical understanding of emotion creation mechanisms, the need to work on a personal negative emotional state, who is able to recognize, assess and manage it in difficult emotional situations to save a reasonable behavior.

The content of the basic educational program of the federal state standard concerning higher professional education within the trend 080400 "Human Resource Management" stipulates that the result of the discipline "Psychology" study by a student involves the obtaining of the following skills and knowledge:

The knowledge of the basic concepts of a course;

The ability to apply the conceptual and categorical apparatus in professional activity;

The ability to apply the methods and the means of knowledge for intellectual development and professional competence;

The knowledge of a holistic approach skills to the problem analysis.

Taking into account the competence approach in education, we decided to deter-

mine the following levels of ES components that will fit the mastered knowledge, skills and acquired competences (Table 1):

1. Cognitive (to know)
2. Emotional-motivational (to be able)
3. Practical (to be competent)

The cognitive component includes the basic concepts according to the module "Individual-psychological, emotional and volitional personality traits" in the framework of "Psychology" discipline. Students must know such concepts as affect, emotions, feelings, mood, passion, stress, frustration; emotion theory, emotion functions, physiological mechanisms of emotions; the methods of negative emotional state diagnosis, prevention and correction. One may judge about the cognitive component of ES according to the knowledge presence and the degree of knowledge mastering.

The criteria of this component development:

1. Above average or a high level of knowledge concerning the module "Individual-psychological and emotional -volitional personality traits".

#### Emotional-motivational component

The desire to develop effective relationships, the need for productive functioning in the stressful situations of learning activities, the desire to succeed.

The emotional component involves the ability to recognize your emotional state, to establish the fact of emotional experience existence, to identify an emotion and find its verbal definition, to understand the possible causes which led to an emotion appearance, and the consequences to which it will lead.

The criteria of this component development:

1. The need to manage your own emotions
2. The reflective assessment of an emotional state

The practical component involves the mastering of self-control skills (the elimination of emotional tension, the weakening of fatigue manifestation, the increase of psychophysiological reactivity).

Criteria:

1. Favorable mood.
2. Average level of stress.
3. High level of emotional resistance.
4. High stress resistance.

Table 1. Emotional stability structure

Components	Indicators	Criteria
<i>Cognitive</i>	<i>The presence and degree of knowledge mastering</i>	<i>Above average or a high level of knowledge according to the module "Individual-psychological, emotional and volitional personality traits".</i>
<i>Emotional-motivational</i>	<i>The need to manage their own emotions. The awareness, the analysis and the assessment of personal emotional state.</i>	<i>1. Motivation to success. 2. The reflective assessment of emotional state.</i>
<i>Practical</i>	<i>Mastering of self-control skills.</i>	<i>1. Favorable mood. 2. An average level of anxiety. 3. Emotional stability. 4. High resistance to stress.</i>

Three levels of emotional stability were identified for study purposes.

High level of emotional stability was characterized by the formation of the vast majority of indicators among its four components.

The average level of emotional stability is characterized by the combination of persistently manifested indicators of its components with other ones manifested situationally.

The emotional stability was considered as low one, if any one component, or most indi-

cators of all three components were manifested in an unstable way.

### EMOTIONAL STABILITY DEVELOPMENT STUDY

To study the level of emotional stability development on the basis of Tyumen State Oil and Gas University the psychological and pedagogical research was conducted, in which 50 students of the second course took part. These student studied "Human Resources" at the Institute of Management and Business.

In order to solve this purpose the set of complementary methods and techniques was used: observation, survey, questioning, tests and ascertaining experiment.

In order to determine the level of cognitive component development the system of educational process support «Educon» was used, developed on the basis of the university. The use of «Educon» allowed to carry out an objectified, that is, independent control of students' knowledge for a teacher. The program «Educon» tests the students' knowledge on the subject without a teacher who developed the course, which includes all kinds of tests.

Given that the students had the opportunity to study "Psychology" at school or at college, we decided to check out their initial level of knowledge, and performed an acceptance test for this purpose.

The acceptance (diagnostic) test allowed us to determine the level of students' knowledge concerning the module "Individual-psychological, emotional and volitional personality traits".

This kind of test was performed prior to the study of "Psychology" discipline, which showed the following results.

64% of students have a low level of cognitive component development, the results of their testing ranged from 12 to 30 points (maximum possible score is 100 points).

28% of students have the theoretical knowledge indicators about the emotional sphere of a person at the level below the average one.

8% of the students showed an average level of knowledge.

The following methods and techniques were used to determine the level of emotional-motivational component development [8]:

1. Reflection Diagnostics by A.V. Karpov.
2. Motivation to success achievement by T. Ehlers.
3. "Motivation assessment" questionnaire.

Reflection is the understanding of his own actions and deeds by a man, their analysis and critique. Its importance lies in the fact that there is the realization of own actions, the determination of correct decisions, the evaluation of any complex or unusual situations takes place during meditation. In this case, the self-cognition of an emotional state takes place.

12% of the students detected a high level of reflection. Such students may evaluate their own actions and analyze deeds. The ability to find some positive aspects in a difficult situation and to work with negative ones is also important - people with high levels of reflection are able to do so. They can be described as prudent, capable of work and comprehend new things.

48% of students have an average level of reflection. They are not fully aware the peculiarities of their own behavior, but try to analyze it. Students have such qualities as innovation, the desire to develop, but they have some difficulty with this. It is not always possible to evaluate your own actions in order to learn some useful experience from this.

36% of the tested students have low reflection level. The group with a low reflection level is not able to reflect and evaluate their actions. It is a negative aspect for the students whose professional activity is related to communication, because their work involves the development of effective relationship and the lack of self-analysis will make the understanding of a failure or a conflict cause more difficult.

According to the author's methods, the selected statements are accurate ones and reflect full and stable result.

Then the motivational component of this element was analyzed. Only 24% of students

responded positively to the question "Can you accurately and timely notice, which emotional state you have during the day?" Others can not identify and name their emotions correctly. "How would you describe your condition in a difficult situation?" Many students responded as follows: "Everything annoys me", "I become angry", "I lose my temper", "I cry," "I cease to control myself", "It is difficult for me to remain calm".

44% of students can not determine the cause of their negative emotions, they are subject to influences from the outside and blame people around them. The question "Do you your emotional stress (agitation, anxiety, aggressiveness) prevent you from effective achievement of goals?" was answered positively by everyone. The result of such a state is the following one: they can't develop a constructive conversation, hear each other, they noted decreased performance.

The study of motivation allowed to determine the need and desire of students to master the skills of self-control. 56% have a high level of motivation, they want to know about the causes and the mechanisms of their negative emotion appearance. Such students are active and enterprising ones. They are characterized by full mobilization and concentration for this goal achievement. 32% of testes persons have an average level of motivation. They believe that positive emotions have a positive effect on the vitality of business partners, promote joint activities, stimulate the formation and development of personal relationships. "You want to cooperate with a man who is emotionally stable - students tell - And in difficult situations of business interactions you want to find an optimal solution of business problems".

Low level of motivation is observed among 12% of the respondents. Such students are not ready for change, for the opening of new opportunities.

The following methods were used to determine the level of practical component development [8]:

1. Questionnaire SUN.
2. The methods of anxiety level study (Spielberger's questionnaire).

3. The five-factor personality questionnaire (R. McCrae and P. Costa).

After the performance of test for the rapid assessment of health, activity and mood, they revealed that the state of health is comfortable among 48% of students, they show care and desire to work, but not fully. 32% of the respondents demonstrate the activity below the average level. Such students show the classroom passivity, inactivity, apathy, indifference, drowsiness and distraction. Mood depends on class performance time. For example, at eight in the morning 23% of the students tend to melancholy, gloomy, sad and pessimistic mood.

The methods of personal anxiety level according to testing results showed that 21% of students have a low level of anxiety, which indicates passivity, uncertainty and may occur in protective mechanism. 37% of students have a moderate level of anxiety, i.e., students look like concerned about their learning and result, and on the other hand "they are confident that they will pass all easily". And 42% of the students have a high level of anxiety, which is manifested in personal alarm during education, for example, the anxiety not to get the expected points.

In five-factor personality questionnaire, we focused our attention on last three factors: self-control, ES, expressiveness. Thus, 38% of students have a high behavior self-control, which indicates the presence of integrity and responsibility, they show persistence in educational activity. 62% of the students have a low self-control of behavior, which indicates carelessness, tendency to rash decisions and superficial attitude to work.

Emotional stability is typical for 27% of students, they are confident in their abilities and are constant in their plans. 73% of students have emotional instability, which is characterized by the lack of their action control, the tendency to depression. A mixed disorder of emotions and behavior - emotional symptoms and social behavior disorders are determining ones [9. p.335]

59% of students have expressivity, which manifests itself in carelessness and irresponsibility. 41% of students are characterized by practicality - they are realists who are concerned about material problems.

## CONCLUSIONS

Summing up the results of the research, we can conclude that most indicators of emotional stability three components are developed at a low level, which in its turn states the fact of low emotional stability among students.

## SUMMARY

The development of emotional stability is an important component of graduate manager training and is determined by the specifics of their professional activities. The training of the specialty 080400 “Management of personnel” refers to such type of profession, as “man-man”, which differs by the availability of competence at the interaction with people, sound decision-making and the average optimal level of emotional activity.

In our opinion the development of emotional stability will be supported by the implementation of the author’s course “The psychology of emotional development”, designed for 72 academic hours, using the interactive forms of learning (training courses, training and reflexive games) and it includes the development of the necessary knowledge and skills, as well as the mastery of own behavior correct regulation strategy. 

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