

Emotional-volitional regulation of the activity of a chief of law enforcement agency

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Abstract. Paying attention to the increased emotionality and stressfulness of professional situations of a chief of law enforcement agency, the author of the article emphasizes the importance of the emotional-volitional regulation of his activity. The article highlights the basic provisions of the empirical research devoted to the study of the level of emotional intelligence and optimism – psychological characteristics of the personality of a manager, which can contribute to his adaptive interaction with the surrounding reality. This will make it possible thereafter to specify ideas about the professionally important qualities of a chief of law enforcement agency and forecast the successfulness of his activity.

Keywords: management activity, chief of law enforcement agency, behavior, psychological state, emotional-volitional regulation, emotional intelligence, optimism, interpersonal relations, emotions management, professionally important qualities effectiveness of the activity.

I. INTRODUCTION

Management activity of a chief of law enforcement agency (LEA) is a subject-subject relationship, revealing with the fullest extent all the intensity of this type of human interaction. Public order protection, the suppression of unlawful actions, mass riots, the elimination of illegal armed formations often take place in conditions fraught with the risk of life. Such characteristics of the tasks performed by a manager as volume, peculiarity and frequent, due to professional distinctiveness, difficulties of execution, special social significance for citizens let us confidently attribute this activity to the category of increased complexity, and in some cases, extreme.

The increased stressfulness, intense interpersonal relations have a strong impact on the psychological state of a manager, and the burden of responsibility that falls on his shoulders only enhances the degree of such influence. The multidimensionality and diversity of the activity of a chief of LEA requires comprehensive control, efficiency and correctness of decision-making, and a complex emotional-volitional regulation. In our opinion, this is impossible without a complex emotional-volitional regulation.

Nonetheless, for a long time, among the factors affecting the quality of management activity and its basic element – timely and rational response to rapidly changing operative situation in the form of making relevant decisions – orientation on the cognitive component of this process prevailed. The influence of emotions in evaluating the effectiveness of management activities was ignored.

The introduction of the term "emotional intelligence" into the scientific paradigm was preceded by a gradual change of the point of view on the relationship between

emotional and cognitive processes. Reasoning on the correlation between cognitive and emotional processes, L.S. Vygotskiy writes about the "sense experience" (i.e., the intellectual moment) that exists between the experience and the direct act [1]. A.N. Leontiev states that thinking has an emotional (affective) regulation [2]. S.L. Rubinshteyn was of the similar point of view. Any emotion is considered by a scientist as "the unity of experience and cognition" [3, p. 153].

Having become actively discussed in recent decades, the concept of emotional intelligence reflects the principle of L.S. Vygotskiy on the unity of the effect and intelligence [4] and confirms the significance of the role of this psychological construct in successful management activity. This fully concerns the activity of a chief of law enforcement agency.

Generally, emotional intelligence (EI) is understood as a set of mental abilities to understand one's own emotions, emotions of other people and the emotional sphere management (recognition, understanding and control of one's own and others' emotions to realize one's own goals) [5, 6]. When analyzing the professionally important qualities of the head of the ATS, characteristics that relate to the components of EI – emotional balance, empathy, flexibility of thinking, ability to carry people, communication skills, etc. – are distinguished [7].

The increased emotionality of professional situations of a chief of LEA is the reason for him to use in solving the activity tasks of such personal psyche resource as emotional optimism. It helps to find more effective ways of coping with stressful and other non-standard situations. Adaptive interaction of a person with the surrounding reality and himself helps to cope with the occurring problems and difficulties, and the unpleasant events appear in a less negative vision and are more easily tolerated [8].

In this regard, the study of the level of EI and optimism acquires particular urgency, which will allow systemizing and concretizing the ideas about professionally important qualities of a chief of LEA, and further forecasting the quality of the emotional-volitional regulation of the successfulness of his activity in a management position.

In order to have a more concrete understanding of the relationship between EI and optimism – characteristics affecting the state of the emotional-volitional sphere of a chief of LEA and related to regulation and self-regulation of the behavior, – we conducted an empirical research.

II. RESEARCH METHODOLOGY

The research involved 50 respondents (random sample) – chiefs of LEA (men) aged 32 to 47 years old, who are

currently pursuing a master's degree at the Academy of Management of the Interior Ministry of the Russian Federation. The research participants have from 10 to 23 years of police experience; from 2 to 20 years of command experience, and officer's ranks – captain, major, lieutenant colonel, colonel.

Methodical support for the research comprises:

1. Questionnaire "Diagnosis of emotional intelligence" by N. Hall [9]. This questionnaire was created by the American scientist to identify the ability to understand personal relationships represented in emotions and to manage the emotional sphere in order to make behavioral decisions. The author considers the structure of EI as a mixed model, including personal characteristics. Its measurement is carried out as a self-report in the form of answers to questions. The questionnaire includes 30 statements (the full text of the questionnaire is given in Appendix 1), the attitude to which is expressed in points from -3 to +3, depending on the degree of agreement. The questionnaire makes it possible to determine the level of general (integral) intelligence and 5 levels of partial intelligence on 5 scales, respectively: emotional awareness, one's own emotions management, self-motivation, empathy, other people's emotions management.

Scale 1. The author determines "emotional awareness" as the ability to recognize, understand and correctly characterize one's emotions, as well as the emotional background of one's inner state and behavior; the ability to see the connection between one's own feelings, thoughts, words and actions.

Scale 2. Such quality as "one's own emotions management," according to N. Hall, implies emotional flexibility (non-rigidity), the ability to show the widest possible range of adequate emotions in accordance with the situation.

Scale 3. "Self-motivation," according to N. Hall, is a quality that makes it possible to control one's own behavior by controlling emotions.

Scale 4. "Empathy" is the understanding and correct interpretation of the emotions and emotional state of other people. This quality is reflected in the ability to empathize, willingness to provide support.

Scale 5. The author believes that "other people's emotions management" is expressed in the ability to influence the emotional state of other people.

For each scale, points are calculated that correspond to the levels of partial EI – low, medium, high. Total (integral) EI is defined as the sum of points scored on five scales. Its level also varies as low, medium, high depending on the number of gained points

2. The optimism questionnaire SOSE (M. Seligman; the Russian adaptation of T.O. Gordeeva, V.Yu. Shevyakhova; the full text of the questionnaire is given in Appendix 2) [10]. The Russian scientists T.O. Gordeeva and V.Yu. Shevyakhova adapted the second version of the popular attributional style questionnaire proposed by the American scientist M. Seligman. The scale of the optimistic style explanation (SOSE) measures the optimistic/pessimistic explanation style in the field of positive and negative events. The respondents are offered options of life situations and two options for reaction-interpretations, from which they must choose the one that

they consider most appropriate for themselves. Depending on the number of points scored according to the results of answers to questions on the proposed situations, the questionnaire diagnoses the respondents as pessimists, moderate pessimists, moderate optimists and optimists.

III. DISCUSSION OF THE RESEARCH RESULTS

The empirical data indicated that the levels of general EI of the managers are differentiated as low (22 %), medium (20 %) and high (58 %). Moreover, most of the chiefs who took part in the research have not only a high level of general (integral) EI, but also the proportion of high EI on all five scales. A visual demonstration of the representation of levels of general EI is represented in a circle diagram (Fig. 1).

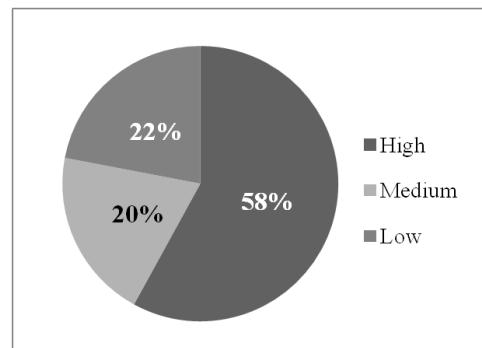


Fig.1. Levels of integral Emotional Intelligence (N. Hall's EI questionnaire), %

The success of the activities of a chief largely depends on the relations with the executives, top management, and population. Empathy and other people's emotions management are precisely these characteristics that have a particular impact on the effectiveness of interpersonal relationships. According to the results of our research, the highest percentage level of high partial EI was discovered among the respondents on the "empathy" (56 %) and "other people's emotions management" (54 %) scales, which undoubtedly characterizes them as chiefs who pay great attention to social aspect of management.

According to the ideas of R. Bar-On [11], D.V. Lyusin [12], M.A. Manoylova [13], these scales characterize interpersonal, or social (external), EI. The other three scales of the N. Hall's questionnaire are emotional awareness, one's own emotions management, self-motivation can be attributed to intrapersonal, or internal, EI.

Among the scales that characterize internal EI, the largest percentage of low EI indicators was discovered on the scales "emotional awareness" (18 %) and "one's own emotions management" (16 %). Scale "self-motivation" (According to N. Hall it is management of one's behavior due to the control of emotions) among the scales characterizing intrapersonal EI has the largest share of participants with high EI (52 %).

A summary of the results is presented in the form of a column diagram (Fig. 2).

We pay attention to the fact that among five scales the largest number of managers has low levels of development of EI on the "emotional awareness" scale. The proportion of respondents with a low level of EI on this scale is 18 %. The ability to be aware of one's own emotions and their consequences is an important skill that characterizes

competent in this regard people. Solving their professional tasks, chiefs of LEA often find themselves not only in stressful, but also in extreme situations. Stress becomes almost normal for them, a kind of "adaptation" to stress occurs. As a result, a manager does not pay enough attention not only to recognizing his emotions for a stressful situation, and, therefore, to managing one's own emotions that arise in this case (this is another scale of internal EI – "one's own emotions management"). This is one of the possible emotional chains, which is built with a low level of EI on the scale of "emotional awareness".

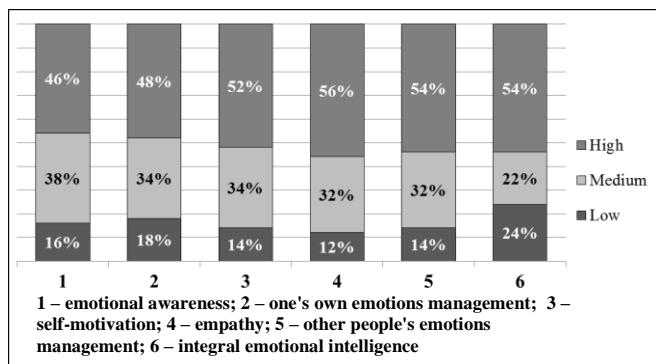


Fig. 2. The levels of partial Emotional Intelligence on the scales of the N. Hall's EI questionnaire, %

Despite the fact that the LEA chiefs who took part in the research have a higher level of interpersonal EI compared to intrapersonal EI, these differences are not so great in numerical terms. The level of integral EI as a personal characteristic is really significant, as largely determines the quality of emotional response and behavior. Nevertheless, the organization of psychological support in law enforcement agencies, in our opinion, can't help taking into account the need to provide appropriate psychological assistance to managers for the purpose to increase some individual indicators in the EI structure (trainings for increasing the EI).

The analysis of the representation of the EI levels of the subjects of the research revealed that, in general, the EI increases depending on the age (Table 1 shows these data) and term of command experience (Table 2 shows these data) – the characteristics that determine the professional maturity of a manager. The managers aged from 36 to 40 years old and the term of command experience from 5 to 10 years are distinguished by a large representation of a high level of EI and a lower level of EI compared to these indicators in the category of the respondents under the age of 35 years and term of command experience of less than 5 years.

TABLE I. REPRESENTATION OF GENERAL EMOTIONAL INTELLIGENCE LEVEL FOR AGE-GROUPS OF RESPONDENTS (N. HALL'S EI QUESTIONNAIRE), %

Age (years old)	Quan- tity (men)	High		Medium		Low	
		Men	Share	Men	Share	Men	Share
Under 35	20	7	35%	9	45%	4	20%
From 36 to 40	17	12	71%	0	0%	5	29%
Over 41	13	8	62%	2	15%	3	23%

The results obtained for the first two age groups of respondents (under 35 years old and from 36 to 40 years old) make it possible to suppose that EI develops with age; it coincides with the point of view of J. Mayer and P. Salovey, who believe that EI develops consistently during

ontogenesis [14]. In the third age group (over 41 years old), there is a slight decrease in the proportion of managers with a high level of EI (62%). This fact corresponds to the position of D.V. Lysin that "age does not significantly affect the level of EI" [15, p. 6]. Our research, therefore, poses the problem of the influence of the age of a manager on the level of his EI. This question requires further examination.

However, we note that the same factors (age and term of command experience), having reached a certain amount (in our research these are managers older than 41 years with the term of command experience of more than 10 years) have the opposite effect in the direction of some decrease in the level of EI. We suggest that the reason for this is an emotional burnout, which is explained by the character of the professional activity of the chiefs of LEA. In addition, the chiefs of LEA, like any other participants of the subject-subject relations, in their professional activity, spend most of their working time on interpersonal communication, which requires high energy costs, concentration, patience and endurance. These two circumstances, having to do with the problem of emotional burnout, apparently affect the level of EI by decreasing it.

TABLE II. REPRESENTATION OF GENERAL EMOTIONAL INTELLIGENCE LEVEL DEPENDING ON THE TERM OF COMMAND EXPERIENCE OF RESPONDENTS (N. HALL'S EI QUESTIONNAIRE), %

Command experience (years)	Quan- tity (men)	High		Medium		Low	
		Men	Share	Men	Share	Men	Share
Less than 5	16	8	50%	4	25%	4	25%
From 6 to 10	12	9	75%	2	17%	1	8%
More than 11	7	3	43%	1	14%	3	43%

Our research also provides data on the level of optimism of the chiefs of LEA, which is represented in the following ratio: 42 % optimists, 32 % moderate optimists, 26 % moderate pessimists, 0 % pessimists (Fig. 3).

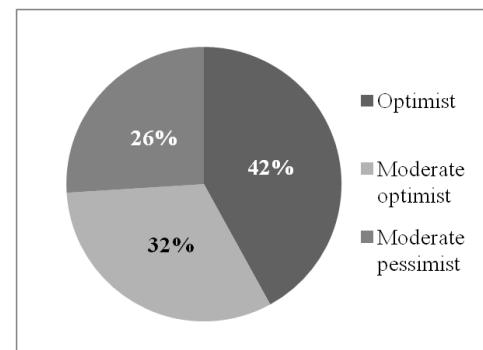


Fig. 3. Optimism levels (optimism questionnaire SOSE by T.O. Gordeeva, V.Yu. Shevyakhova), %

Optimism curve as a composition of optimism and moderate optimism, taking into account the age category (Fig. 4) of the LEA chiefs and the term of their command experience (Fig. 5) first goes up a little and then goes down a little bit. This does not contradict the existing point of view that with age people can evaluate their lives less positively.

Correlation analysis using the calculation of the Pearson criterion revealed a positive correlation between the level of EI and optimism ($r = 0.65$; $20.90 > 12.59$; the empirical value is greater than the tabular one). The calculation of the Mann-Whitney U-test showed that $U_e = 145.5$ is in the

significance zone.

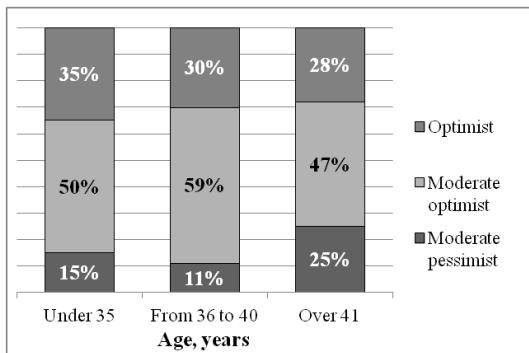


Fig. 4. Representation of optimism levels for age-groups of respondents (optimism questionnaire SOSE by T.O. Gordeeva, V.Yu. Shevyakhova), %

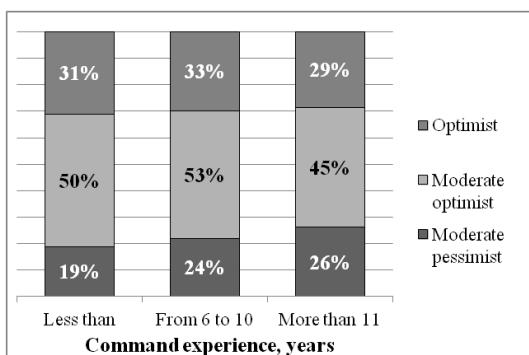


Fig. 5. Representation of optimism levels depending on the term of command experience of respondents (optimism questionnaire SOSE by T.O. Gordeeva, V.Yu. Shevyakhova), %

IV. CONCLUSIONS

The ability to establish psychological contact with staff, the ability to persuade people, to build conflict-free relations, to be resistant to stress characterizes the chiefs of LEA as a person, whose emotional-volitional regulation corresponds to the degree of complexity and importance of the professional tasks that they accomplish. Under these conditions, the research of the role of emotional intelligence and optimism becomes urgent; it will allow systemizing and specifying ideas about the professionally important qualities of a chief of LEA and forecast the successfulness of his activity.

In view of the foregoing, we can conclude that a developed emotional intelligence and a corresponding level of optimism are qualities that should characterize a modern LEA chief. His emotional and intellectual activity should be considered as strictly ordered and regulated, aimed at positive communication, reasonable use of one's own emotions and other people's emotions [16].

The analysis of the investigated personal psychological characteristics of a chief of LEA determines management activity not as the sum of functionally oriented patterns of behavior, but as an integral and complex phenomenon, the emotional-volitional regulation of which will make it possible to get the final result in the most effective way. The development of the issue of this research, in our opinion, will provide a rich scientific and applied relevance.

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APPENDIX 1.

QUESTIONNAIRE THE OPTIMISM QUESTIONNAIRE SOSE (M. SELIGMAN; THE RUSSIAN ADAPTATION OF T.O. GORDEEVA, V.YU. SHEVYAKHOVA)

The following statements below somehow reflect different aspects of your life. Please mark with an asterisk or any other sign the corresponding point on the right, which reflects the most the degree of your agreement with the statement.

	Statement	Point (degree of agreement)					
		-3	-2	-1	+1	+2	+3
1	For me, both negative and positive emotions are a source of knowledge about how to act in life.						
2	Negative emotions help me understand what I should change in my life.						
3	I am calm when I feel pressure from outside.						

4	I am able to observe a change in my feelings.						
5	When necessary, I can be calm and concentrated to act in accordance with the demands of life.						
6	When necessary, I can bring about a wide range of positive emotions, such as fun, joy, inner lift in feelings and humor.						
7	I take control of my health.						
8	After something upset me, I can easily cope with my feelings.						
9	I am able to listen to other people's problems.						
10	I do not get hung up negative emotions.						
11	Я чувствителен к эмоциональным потребностям других.						
12	I can act soothingly on other people.						
13	I can make myself face the obstacle again and again.						
14	I try to be creative with life problems.						
15	I respond to the moods, motivations, and desires of other people adequately.						
16	I can easily enter a state of calm, readiness and concentration.						
17	When time allows, I appeal to my negative feelings and understand what the problem is.						

18	I am able to quickly calm down after unexpected quickly.						
19	Knowing my true feelings is important for maintaining "good form."						
20	I am good at understanding the emotions of other people, even if they are not openly expressed.						
21	I can easily distinguish emotions by facial expression.						
22	I can easily discard negative feelings when it is necessary to act.						
23	I am good at catching signs in communication, which indicate what other people need.						
24	People consider me a good expert of other people's experiences.						
25	People who are aware of their true feelings, better manage their lives.						
26	I am able to improve the mood of other people.						
27	One can consult with me on issues of relations between people.						
28	I set oneself up for other people's emotions.						
29	I help other people to use their motivations to achieve personal goals.						
30	I can easily take my mind off a trouble.						

APPENDIX 2.
**OPTIMISM QUESTIONNAIRE SOSE (M. SELIGMAN,
THE RUSSIAN ADAPTATION OF
T. O. GORDEEVA, V.YU. SHEVYAKHOVA)**

Read the description of each situation and try to visualize that all this is happening to you. It may happen that, from your point of view, none of the answers fit exactly; then try to choose the one that you think suits you best.

1. A mysterious admirer gives you flowers. You think:
 A. It seems that she (he) likes me.
 B. No wonder, I am well liked.
2. You win the competition for an elected position.
 A. I spent a lot of time and efforts to win this competition.
 B. I always work hard.
3. You miss an important meeting. You think:
 A. I sometimes forget to look in the diary.
 B. Sometimes my memory fails me.
4. You organized an excellent reception.
 A. I was especially good this evening.
 B. I am generally a good host (hostess).
5. You fail an important exam. You think:
 A. I did not prepare well for it.
 B. I am more stupid than others who passed this exam.
6. You have prepared a special dish for a friend (girlfriend), and he (she) hardly touched it.
 A. This time I had little time to cook.
 B. I cook badly.
7. You are losing in a sporting competition for which you have been preparing for a long time.
 A. I am not too successful in this sport.

B. I have bad sports skills.

8. In a dispute with a friend (girlfriend) you lose your temper.
 A. He (she) was in a bad mood.
 B. He (she) constantly drives me.
9. With you removed the award for the fact that you did not submit a report in time. You think:
 A. This time I did not have time to pass it.
 B. I always hand over materials later than necessary.
10. The team, for which you support, won the match.
 A. They played well that day.
 B. They are a good team (professionals who know their business well).
11. You invited someone to a date, but you were refused. You think:
 A. I did not manage to be convincing and charming enough.
 B. I am probably unattractive.
12. At the party you are constantly invited to dance. You think:
 A. I looked particularly good that day.
 B. As a rule, I have success at parties.
13. You began to learn a foreign language, but you don't make good progress in studies. You think:
 A. We have a bad teacher.
 B. It has always been difficult for me to learn foreign language.
14. You have been very successful in employment interview.
 A. I felt particularly confident during the interview.
 B. I am always good at being interviewed.

15. Your boss gives you too little time to complete the project, but you make it in time.

A. I am good at this job.

B. I work efficiently.

16. You saved a drowning person by artificial respiration.

A. I know a few tricks that help to save a drowning person.

B. I know what to do in extreme situations.

17. During the holidays you go on a tour, and you are checked in a disgusting hotel. You think:

A. At this time I was not lucky with the travel agency.

B. As a rule, I do not manage to have a good rest.

18. A friend (girlfriend) says something that hurts you a lot.

You think:

A. He (she) had a bad mood today and he (she) expressed his (her) displeasure.

B. He (she) is always chatting, not thinking about the feelings of other people.

19. The chief turns to you for advice. You think:

A. I am an expert in the field that he is interested in.

B. I can give valuable advice.

20. A friend (girlfriend) thanks you for helping him (her) in trouble.

A. It was important for me to help him (her) in a difficult moment.

B. I am not indifferent to the troubles of other people.

21. Your doctor says you are physically fit.

A. I try not to forget to do physical exercises all the time.

B. I pay a lot of attention to my health.

22. The chief is dissatisfied with the quality of the report that you submitted to him the day before.

A. I have not spent enough time preparing this report.

B. The boss is always dissatisfied with me.

23. Your boyfriend (girlfriend) or spouse (spouse) gives you a romantic weekend.

A. He (she) needed to change the scenery.

B. He (she) loves new places.

24. You left the house, forgetting to turn off the tap with water, and flooded your apartment and the apartment of your neighbors. You think:

A. My head is stuffed with other things, and I myself do not know how I forgot to turn off this tap.

B. I often meet with troubles.

25. You are asked to lead an important project.

A. Recently, I successfully completed a similar project.

B. I am a good leader.

26. You have won a prestigious award.

A. I found a solution to an important problem.

B. I won because I am the best.

27. You spent money on an expensive sports simulator (food processor, etc.), but it turned out that this is a completely useless thing.

A. Advertisement of this product seemed convincing to me.

B. I do not know how to spend money.

28. You gained a couple of kilograms at the weekend and can not lose weight.

A. The diet I tried did not help me.

B. Diets do not help me.

29. You have unexpectedly discovered that electricity is cut off in your apartment for non-payment.

A. I forgot to load my account.

B. I can not control my expenses.