

Methodological Peculiarities of the Development of Emotional Intelligence of Competitive Graduates from Regional Higher Educational Institutes

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Abstract — Russia and other countries have to solve a great number of problems during the training of competitive specialists in regional institutes, and namely functioning of the world, national and regional labour markets where supply is oriented not to specialists who have different theoretical and practical skills and competences, but to specialists who have a high level of emotional intelligence which allows to develop non-professional skills connected with a high labour productivity, planning and team work. The development of such skills among students can be done by using techniques considered in the article which are aimed at involving into team work, creativity and perception of themselves and other people.

Keywords — *emotional intelligence, graduate's competitiveness, consumer's profile, project techniques.*

I. INTRODUCTION

In the modern society the system of education is becoming one factor of providing the competitiveness of the economic system of the region, its progressive and sustainable growth. The specialists' training should correspond to the social and economic development of the region and reflect its traditions and history, that's why Russia and other countries should solve problems connected with functioning of regional labour markets. Problems which define state educational politics in regions are the following [8, 2]: reduction of the total number of economically active population; discrepancy of workforce supply in accordance with professional skills' structure of employers' demand, including mismatch of supply and demand of professions, specialities which require high level of employees' skills on the labour market; discrepancy in the field of specialization; inadequacy of the structure and quality of the professional education of the personnel to the demand of the regional labour market; discrepancy of skills including

the non-use of the great part of knowledge and skills in practical activity and also 'over-education' of employees (the work oftener requires a lower level of skills than graduates have). As the result of the above-mentioned problems, high education, high level of knowledge, skills and competences not always influence accordingly indicators of graduate's being in demand on the labour market and success in general. Thus, the system of education faces the following contradiction: on the one hand, the growth of the indicator of the graduates' unemployment in regions because of the mismatch of skills required by employers (the problem of over-education and low education); on the other hand, the lack of knowledge and skills for the graduate's integration into the regional economy and society, quick response to changes on the regional labour market [11, 12].

At the session 'Youth 2030. Image of the future' of the world festival of youth and students held in Russia 14 – 22 October, 2017 the president of the Russian Federation V. Putin notes that requirements to the knowledge has changed, people who can combine knowledge from different fields of the science will be ahead, ... education should follow the changing world, ... people who have soft skills will get a competitive advantage; now skills to communicate with other people, to manage your emotions and to work in a team are in demand [15]. Obviously, he talks not about a basic combination of special knowledge and skills of the definite training programme which are written in state educational standards, but about skills which allow the future graduate to switch quickly from one activity to another one; to solve non-traditional problems and think non-typically; to orient in difficult situations; to work under pressure and in stressful situations; to work effectively independently and in a team; to be capable to increase his cultural, scientific and professional

level independently, and finally to become successful in the profession and in the life. Modern graduates have the necessity to improve knowledge which they got in higher educational institutes, to socialize in the market environment, to develop communicative skills. Therefore training techniques of future graduates should prioritize not only forming of professional knowledge and skills, but forming and development of communicative, cooperative skills and skills of self-development.

Accordingly, forming a range of skills in emotional intelligence described by J. Mayer, P. Salovey and D. Caruso is an ability to monitor your own and alien feelings and emotions, to distinguish them and to use this information in order to direct reasoning and actions [15]. In this context emotions are considered as a kind of data which should be processed by students with, for example, statistic data. The result of the processing is information about the person, situation, suitable behaviour and etc. It should be noted that emotional intelligence manifests mostly in the process of communication reflecting kindness, tactfulness and skills to assess the situation quickly and react to it accordingly.

II. MATERIALS AND METHODS (MODEL)

In psychology, pedagogy, teaching methods there are many methods: system, structural, functional, genetic, cultural and methods referred to the educational process: algorithmized, programmed, problem, task, situation, technologic, personality-oriented, personality and activity oriented and etc. [19]. Traditionally, higher educational institutes use information and development methods (lecture, explanation, narration, dialogue) where a professor plays the more active role than students. To improve skills the following reproductive methods are often used: retelling, doing exercises according to a model, laboratory work under the instruction and etc. They are oriented more to remember the educational material and less to develop creative thinking, to encourage independent cognitive activity, team work [14]. However, the process of the improvement of the market of educational services is constantly forcing educational institutes to work out new techniques and methods of education, to create new forms of pedagogical activity. This tendency is connected with the following: high level of graduates' training which is necessary for employers can be realized with the help of only traditional teaching methods and organization of the educational process.

In this article we analyse different techniques aimed at forming and developing emotional intelligence of bachelors of economic specialties. The theoretical basis of our article includes the analyses of the scientific research of the following authors: Thorndike E.L. [18], Guilford J.P. [7], Goleman D. [4, 5], Clarke N. [4], Bradbury T. [3], Manfred Kets de Vries [8], Steven J., Howard E. [17]. Teaching Marketing, Marketing research, Marketing management, Empirical marketing the offered techniques have been worked out, adapted and tested in accordance with the theory of emotional intelligence during training bachelors of specialties

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The use of such techniques involving students, on the one hand, into team work, and, on the other hand, contributing to their self-development as experts and personalities, allows to combine knowledge and skills from different professions, to develop their emotional intelligence.

III. RESULTS AND DISCUSSION

Therefore higher educational institutes have the task of creating an opportunity of communication, discussion and dialogue not only among students and professors, but among students within considered themes of the class. Dialogue form of a class contributes to training respect to another point of view, tolerance, mutual understanding and etc. Dialogue leads to the change of opinions in the process of searching an alternative judgment and teaches students to listen and hear opponents and namely in the process of the dialogue students can obtain self-identification, self-development and they cooperate in order to achieve goals of the class, that's why they co-educate and co-create. In this context dialogue is becoming not only a technique of training but a way of existing in the world.

We offer the following techniques contributing to the development of emotional intelligence and its communicative function among bachelors of economic specialties where emotional intelligence is the basis which allows to combine knowledge and skills from different professions.

1. *Designing a consumer image.* Doing this task the student has to characterize an abstract person as a consumer of the given product X answering the following questions: Who are the people who buy this product? What do they look like? How do they live? What problem do consumers solve by buying this product? To perform this task different enterprises and organizations from various industries and fields of activity can be chosen. For example, the student can tell about the main reason why people enter the college (not higher educational institutes) according to his opinion. Performing this task the student can find a photo of a typical consumer of educational services of a college and ask students to imagine what this person thinks about entering a college. Judging by the photo (consumer's portrait) students should characterize the person, describe his gender, age, clothes, give emotional (strict, pensive, strong, weak) and behavioural features of the person. To solve the same task students can be offered several incomplete sentences to finish them. For example, one of the sentences can be the following: A person needs to enter a college ...

The variant of the realization of this technique is the description of your own consumer experience by answering the following questions: Where are you when you buy this product? Describe this place. What can you see? What are you feeling? What are you doing?

The offered technique in the terminology of the theory of emotional intelligence contributes to the development of the students' social adaptability that is it allows to feel emotions of other people, to understand their point of view, to be actively interested in their problems, and also to orient in social life, and the second realization of this technique develops self-consciousness as the ability to understand your own feelings and limits. The opportunity of being a consumer of a concrete product also leads to the development of the skill of understanding other people.

2. *Situation 'a person from the Moon'*. The student should describe the product X for 'a person from the Moon' who has never heard about it, has never seen it, has never tasted it and etc. The student should persuade him to taste this product X telling him, for example, why he buys it describing why this product is important for him; what this product means to him and when this product will not be important and etc. Other participants who act the role of 'the person from the Moon' should define if they wish to taste this product X. They have to describe two or three situations when they will decide to buy this product, and two or three situations when will decide to buy something different.

Performing this task students have to analyse their own consumer behavior, positive and negative consumer experience, to monitor marketing environment.

The technique 'a person from the Moon' requires thinking activity of the students, creative search, analysis of their own experience, a broad outlook, and develops critical thinking; skills of communication, adaptation to team work and making organizational and management decisions in the non-standard marketing situations, readiness to be responsible for them, expressing their reasonable ideas.

3. *Project techniques*. These techniques are realized by creating a situation which can have different interpretations. The situation discloses a number of personal characteristics and peculiarities of a consumer which influence the development of his emotional intelligence. The originality and unexpectedness of incentives and creative tasks make seminars more entertaining, and these result in more interested and productive work of the students.

The use of such techniques during seminars allows to show students skills of weakening psychological protection of a respondent in the situations under carrying out marketing research of consumers, sorting out management conflicts, business negotiations and etc. Thus students will learn correct ways of getting answers to their questions, especially when it is difficult to get information with direct questions.

Project techniques allow to overcome psychological protection and give the opportunity to learn, for example, why consumers decide or do not decide to buy the product or to choose the product; what image of the product consumers have; what characters, terms and other arguments in advertisements could encourage to buy this product.

This technique is aimed at asking intentionally indefinite and ambiguous questions and people when they answer these questions reveal their real attitude and emotions. The project

techniques include associative, final, structural and expressive methods.

The most well-known *associative method* is the method of word associations. Words concerning the theme of the survey are called test words along with the neutral words they are scattered over the whole list. Such associative technique allows respondents to reveal their internal feelings concerning the interested theme. Associations are divided into positive, negative and neutral.

In *final methods* respondents are asked to finish the offered situation in the sentence, passage or story. The end given by the respondent will show his attitude to spent time and his emotionality at making different decisions.

Methods of constructing a situation are closely connected with final methods and require respondents to create a story, dialogue or description of the situation. The researcher offer respondents less material than in the above-mentioned method. There are two basic methods of constructing the situation: a story based on the pictures and animation tests.

A story based on the pictures. Students are offered to come up with a story based on the picture of indefinite content (test of thematic apperception). At the beginning it is necessary to identify the theme and come up with the title of the story which should include the characteristic of basic features of the subject given in the picture. For example, describing the poster of the advertising campaign it is necessary to describe the plot, composition (placement (foreground and background, proportions, angle), hierarchy of conceptual components, their functional meaning, tonality (light, colour, place of shooting, season, variant of the product presentation), tectonics and etc.), style decisions. Describing inanimate subjects it is necessary to characterize the purpose of the advertised product, variants of its use, its raw material and etc. In conclusion, the basic thought, basic impression and mood from the picture (happy, sad or alone) should be emphasized.

Students should distinguish main and minor moments, generate the given quantity of sentences, work out the logic order narration, and be ready to explain the importance of underlined aspects in the text.

The variant of the development of this task is a cartoon with two characters who have a dialogue where some definite replies are not given. Students should complete the gaps in the dialogue and thus their own attitude to the given picture will be seen.

This method will help to develop students' individuality and skills to understand general moods contained in the surroundings, scenes and abstract forms, to communicate (listen to other people and state your thoughts constructively and logically).

In the *expressive method* (role play and method of the third person) in oral or visual form the respondent is given the definite situation where he is required to describe other people's feelings and emotions in this situation.

Role play. The essence of this method is that students should play definite roles in the marketing situation described in general features, and also suggest ways of solving the revealed problem in the situation. It's better to use this method

in group discussions with great time resources for more productivity. Role plays are effective as a method to develop students' skills to think independently and creatively, to take decisions concerning productive problems and situations, to express their ideas with arguments, to adapt quickly and to model their work in a team [1]. The didactic aim of the role play in marketing is to form and develop action competence including successful and systematic use of skills of document provision of the professional activity of the organization, of revealing and forming of consumers' supply with the help of marketing methods and etc.

The methodical aim of the role play is to act out and check strategies of solving marketing problems in different industries and fields of activity, to realize and analyze your own and other management decisions when it is necessary to change the point of view and behaviour. Empathy, monitoring, cooperation and communication skills are developed during the role play to achieve the educational aim.

As a result, students are taught to take into account all interests of participants of educational and market relations, to express their ideas logically, discuss and defend them. The motivation of the play activity is provided by elements of competitiveness, of satisfaction of needs of self-affirmation and self-realisation.

There are the following examples of role plays in marketing and advertising [11]:

1. Shopping. It can be used while studying such themes as Merchandising, Consumers' behaviour, Marketing research, The process of taking decisions by consumers about the purchase, Commodity turnover and etc. Students try to achieve maximum purchases managing the shop and its commodity turnover and thus consolidating their knowledge concerning the process of buying management.

2. Advertising agency. For example, students have to work out the concept of decorating the enterprise from the service industry and they should take into account the offered assortment and format, specific features of the holiday (New Year, Easter, 23 February, Mothers' Day, Day of the children's protection, St. Valentine's Day, Pancake Week and etc.). They should suggest the concept of advertising, style decoration of the enterprise (colour and verbal elements (signs, banners and etc.), smell and etc.), decoration of window displays, play lists and emphasize which aspects should be paid attention to, enumerate ways how to influence consumers.

The example of New Year's decoration of the trading floor of the clothes' shop.

Banners: small things but pleasant; a gift for an unexpected guest and etc.

Small gift products (gloves, mittens, scarves, hats) should be placed in the zone of the thematic display. There are displays of 4 or 5 models on the island shelves (the combination of no more than three colours (white, gray, any bright colour (red / blue / green))).

Style decoration: New Year's stickers and advertising material – snowflakes, fur trees, snowmen, deer, bears, Christmas toys and etc. Dominant colours are red, green, gold.

It is possible to use artificial snow and hoarfrost, pine needles, cones.

Advertising materials: posters in traditional New Year's colours; price tags in the form of snowflakes. The quantity of price tags is 10% of assortment (preferably new products).

The entrance thematic display: evening dress, boleros and cardigans. It is more preferable to use mannequins, displays of the three most popular models.

Play list depends on the age of the segment: Happy New Year ABBA, Jingle Bells, Last Christmas Wham!

3. Court hearing concerning protection of consumers' rights. The role of consumer is the most played by everyone: buyer, client of the hairdresser, passenger, patient, client of the café, owner / tenant of the apartment and etc. Each student can play the role of the consumer describing one of the typical situations (The client bought a washing machine in the Internet. He was not given guarantee documents when the good was delivered, he was promised to be given them later. Now he can't get the answer when documents will be sent.), other students should suggest solutions of the problems. In this case under the court hearing breaking of consumers' rights and necessary actions of the rights 'protection are considered. The role of the judge is acted by one person or by several people alternately and thus the level of students' theoretical training can be assessed.

In the *expressive method of the third person* in oral or visual form the respondent is offered the situation where he has to express his own emotions at describing the third person's reactions (friend's, neighbour's, colleague's or passerby's ones). For example, the professor gives students the list of products and asks them to characterize this list for buyers.

4. *Planning and focus-groups.*

According to the definite theme the seminar is conducted in the form of focus-group, some students are responsible for this activity. They independently define tasks of the qualitative research which can be in the form of questionnaire for participants of the focus-group. Themes of focus-groups can be connected with defining target segments for different enterprises, with the analysis of a certain advertising campaign or events, with the assessment of PR-campaigns of organizations or persons, with the introduction of a new product on the market and etc. Before planning the focus-group moderator and responsible students prepare a case and provide the participants with its content. The moderator of the focus-group should monitor important ideas expressed by the participants, understand tasks of the focus-group and know how the obtained data will be used in the future. The discussion in the focus-group during the seminar will give the opportunity to reveal subjective reasons of person's behavior. After discussion in the group the moderator and other responsible students check the information, analyze the results and present the conclusion. Responsible students should not comment the obtained data and interpret different answers, ideas, emotions expressed by gestures and plastics, hypotheses which were approved or rejected by participants of the

discussion and translate them into the language of categories and concepts of the discussed problem.

The above-mentioned techniques can be used in developing the following: students' emotional intelligence and independent creative thinking, making up decisions concerning marketing problems and situations, expressing reasonable ideas, quick adaptation, modeling team work, team cooperation, relations' management (skills to communicate (to listen and express your ideas logically and persuasively)), conflict management (settle arguments). As a result, students learn to take into account the interests of all participants of market relations and express their ideas logically.

IV. CONCLUSION

In all times the aim of the educational system is training specialists regardless industry and sphere of the future activity who are ready to solve problems of providing comfort life for people in the changing environment. Under the modern stage of the development of economy and society graduates of higher educational institutes should be in demand and competitive on the dynamically changing labour market. The use of the above-mentioned techniques in training students of economic specialties results in the growth of their emotional involvement into the educational process. Generally, any group activity oriented to team forming leads to the development of students' emotional intelligence, friendliness, tactfulness, especially skills of their own emotional perception and interpretation, and interpretation of their partners' emotional reactions, skills to assess the situation quickly and react accordingly. The formed soft skills contribute to the productive processing of the data contained in emotions, the regulation of their own emotions, defining the meaning of emotions and their interaction with each other as a factor influencing making decisions; they increase graduates' competitiveness on the labour market and their success in general.

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