

## Ranking Various Small and Medium Industries in East Azarbaijan Province in Terms of Components of Managers' Emotional Intelligence: Fuzzy TOPSIS Method

Saeed Anvar Khatibi,<sup>1</sup> Saeed Zanjani,<sup>2\*</sup> Jamal Mohamadi<sup>3</sup>

<sup>1</sup>Ilkhchi Branch, Islamic Azad University, Ilkhchi, Iran

<sup>2</sup>Young Researchers Club, East Azarbaijan Science and Research Branch, Islamic Azad University, Tabriz, Iran

<sup>3</sup>Senior Auditor Supreme Audit Court

*Received: June 10 2013*

*Accepted: July 10 2013*

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### ABSTRACT

The present study aimed at ranking different groups of small and medium industries of East Azerbaijan Province in terms of components of managers' emotional intelligence. In order to achieve this goal two questions were posed. Research method was Descriptive and the sample consisted of all small and medium industries in East Azerbaijan Province. Using Cochran about 389 participants were randomly chosen as the sample of this study and using stratified sampling a relative of the 389 participants were selected. To collect the necessary data researcher's questionnaire was used. The validity of the questionnaire was calculated using Face validity and the reliability was calculated using Cronbach's alpha coefficient and the separation of components of managers' emotional intelligence. For data analysis, fuzzy TOPSIS method and Fuzzy Mathematics were used.

The results show that respectively the group of other transport equipment industries component from the perspective of managers' emotional intelligence among other small and medium industries is located in the first place.

**KEYWORDS:** emotional intelligence of managers, small and medium industries, TOPSIS Fuzzy

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### INTRODUCTION

One of the issues in the field of psychology and education which many researchers in recent years paid more attention is emotional intelligence, that its existence in addition to rational intelligence is known to be effective in succeeding in business and personal life. Though, generally emotional intelligence is not a new issue, but its effects on activity and human performance recently has been of interest to researchers. Effects of emotional intelligence on the successful managers are highly discussed. But one of the important areas compared to previous cases which have been studied partially is the influence of emotional intelligence of managers in the industry. Every year a large number of managers pass courses on topics such as professional issues, management techniques and management psychology... But training about how to control their emotions, manage emotions and learn how to influence others, especially for jobs like management is important, little or no attention has been paid to this issue. This is important especially if managers who have a tendency to management are able to control their bitter and painful emotions, if they can not have empathy, if cannot have human and spiritual relationships based on emotional intelligence it does not differ then how smart they are, and how effective they would be ambiguous. Despite the importance of emotional intelligence and managers realizing its importance, its utilization in managerial program has been very slow. Managers frequently confess inadequateness of their fitness for such interventions and feeling reluctance to take on such effective roles (Chan, 1992). It is often assumed that managers have emotional intelligence and its skills and are able to develop the skills of the staff; so no much work has been done in this field. Although the importance of different jobs, especially for management are discussed in several papers but its effect was less discussed in industry field research. This research has tried to rank different groups of small and medium industries of East Azerbaijan in terms of managers' component of emotional intelligence.

### REVIEW OF THE RELATED LITERATURE

#### Emotional Intelligence

Goleman said, emotional intelligence and emotional competence to me is the learnt ability based on emotional intelligence that results in outstanding performance in work, education and everyday life (Goleman, 1997). Salovey put his description of the theory of emotional intelligence based on Galunders'

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\*Corresponding Author: Saeed Zanjani, Young Researchers Club, East Azarbaijan Science and Research Branch, Islamic Azad University, Tabriz, Iran. e-mail: s.zanjani10@yahoo.com

Gardner and Salovey expand these abilities into five major areas: 1 - Understanding personal emotions 2 - excitement applying 3 - self- Stimulation 4 - understanding the emotions of others 5 - maintain connections/communications. Understanding personal emotions: self-awareness - recognizing feelings as they occur is the cornerstone of emotional intelligence. Ability to monitor emotions in every moment is determinant in understanding of self and gaining psychological insight. Inability to recognize the true feelings, we will get confused. People, who feel more confident about their emotions, are better able to lead their lives. 2 - Applying the right emotion: emotion regulation ability is an ability that is based on a sense of self-awareness. People weak in this ability are constantly grappling with depression and feelings of despair, while those who are good at it can more quickly pass adversity in life. 3 - Self-stimulation: for attention, self-motivating, self-mastery, and for creative leadership it is to take the excitement on the track to achieve goals. People with these skills in whatever they undertake, will be more productive and effective. 4 - Understanding emotions in others: Empathy, another ability that relies on emotional awareness is the basis for "people's skills". People who are more sympathetic pay more attention to the needs or demands of the delicate social symptoms of others. This ability makes them successful in professions involving caring for others, teaching, sales and management. 5 - Maintaining connections: A major part of the art of communication skills is controlling emotions in others. These skills boost the popularity skills, leadership and interpersonal effectiveness. People who have the skills and ability in whatever peaceful interaction with others is returned to behave well, they are social stars. However, people are different in terms of their capabilities in each of those areas, maybe and some of us are quite successful in coping with their anxious, but not efficient enough to placate unrest of others. No doubt, the main foundation of our ability is nerve, but the brain is impressively forming and is constantly learning. People's weakness in emotional skills can be compensated. Each of these areas largely reflects a set of habits and reactions that can be improved through making some attempts (Goleman, 1995). Gardner notes that "the core of interpersonal intelligence is the ability to understand and respond appropriately to emotional moods, motivations and desires of other people." He adds that intrapersonal intelligence is the key to self awareness, "awareness of their own feelings and the ability to distinguish and use them to guide self behavior" (Gardner; Hetch, 1989). In fact, interpersonal intelligence is the ability to understand other people: that is what will trigger them, how they work and how they did something in common. Successful marketers, politicians, teachers, doctors and religious leaders are among those likely to have high levels of interpersonal intelligence. Intrapersonal intelligence is the same ability that exists within people. This intelligence refers to the talent of forming a real and precise model of the self and the ability to use the model for the effective use during life (Gardner, 1993). "Mayer and Salovey" defined emotional intelligence as: "the ability of reasoning about the emotions and enhance thinking., Which includes the ability to accurately perceive emotions, to access and generate emotions through emotions including understanding the emotions, accessing and creating emotions and understanding emotional knowledge, regulate emotions in a responsible manner so that they could improve their intellectual and emotional growth (Mayer, Salovey, 1997). Therefore, Salovey and Mayer, who had worked for many years in the field, defined emotional intelligence as the ability to process emotional information correctly and effectively including talent in the receiving, correct understanding and managing emotions, after the official definition, "Mayer and Salovey described" the personality of a person having emotional intelligence as self-consistent, honest, friendly, tolerant and optimistic (Mayer, Cobb, 2000). Emotional intelligence from the particular perspective refers to combination of emotional and intelligence. Mayer et al believed the level of emotional intelligence as a component of social, practical and self intelligent which are called the hot Intelligence. Studying psychology literature Salovey et al divided EI abilities and skills into four categories: (a) - the ability to receive the emotions - (b) using emotion to facilitate thought, (c) - understanding emotions - (d) control and guidance of emotions. First Category: reflect the receiving of emotion and excitement, and includes talent of determining the excitement in appearance and condition of others. Category II: Facilitating: includes emotions potential to assist thought. Knowledge of the link between thinking and emotions can be used to guide individual programs. Third category: understanding emotions: reflects the power of analyzing emotion, respecting the probable trends over time and understanding their consequences. Fourth Category: reflects the management and control of the excitement that necessarily includes organization of personality and this means that emotions in individual goals, individual knowledge and social consciousness are controlled. Also Mayer and Salovey's studies showed the relationship between emotional intelligence and personality factors, such as extroversion and anxiety and also those who have higher EI, are friendly, more open and more conscientious (Mayer, Salovey, Caruso, 2004). According to (Bar - Bar-on ,1997-2000) emotional intelligence is defined as "a set of social and emotional competence determinant of the feelings with which a person relates him/herself to others to cope with stress and environmental demands. "Therefore, emotional intelligence is an important factor in determining the success in life and generally affects individual health and comfort. Emotional intelligence can grow over time, change in the flow of life and can be increased through training programs. "Bar on - the" in a sampling using a short form

questionnaire showed that emotional intelligence differs based on gender and age, especially in general management and emotional adjustment subscale. Participants in the younger age groups achieved lower scores compared with older age groups, and the other individual subscale scores in males were more significant than women, while women score were higher than men on interpersonal subscale (Bar-on, 2002). Most of the popularity of emotional intelligence (EI or EQ) mentioned is that it is stronger than IQ and its importance is two times higher IQ or the best predictor of success in life. Which Mayer et al believed that such claims do not help in this area and none of the claims and criticisms are enough alone. And therefore more research is needed in this area. Research has been done on the prediction of emotional intelligence grades and solving clever (Askanasy & Dasbough, 2003; Barchard, 2003; Bracket & Mayer, 2003; Lam & Kirby, 2002, all of these researches have shown correlations between the two. And emotional intelligence behaviors changes with anger and drug problems, smoking reversely (Rubin, 1999; Trinidad & jahnson, 2002). The relationship between intelligence and personality variables were significant even remain when they are statistically controlled. People who have higher EI tend to be open and are friendly to others and more cheerful than others and tend more to jobs that create social interaction, such as teaching and consulting. People who have higher emotional intelligence than others, are less involved in problematic behaviors, and avoid negative behaviors and have more positive social interactions (Mayer, Salovey, Caruso, 2004). A study was also performed in Iran titled "The Relationship between Emotional Intelligence, Job Satisfaction and Organizational Commitment in private section of a factory in Shiraz". The results showed a significant relationship between emotional intelligence and job satisfaction and organizational commitment. EI predicts 16 percent of the variance in job satisfaction and organizational commitment predicts 14% of the variance (Ostovar, Amirzade, 2009).

Emotional Intelligence is a process to identify a structural unit of quantity. Sex, age, race, and socio-economic status, are effective variables in evaluating emotional intelligence and behavior. In addition to physical maturation of the human brain, other functions of prefrontal cortex of the brain, and their expressive skills, planning, organizing, prioritizing and classification (time Management), targeted approach, how to cope with needs felt (ethics committed) and pressure or stress management, are the factors affecting emotional intelligence (American psychotherapy, 2007). Here, there is ongoing debate over how to define and measure the EI EI. And if yes, how important are different aspects of the concept of emotional intelligence predict in predic success in life. There two dominant approaches in the field are ability of emotional intelligence, emotional intelligence and the other traits approach (Look at: Petrides & Others, 2000, 2001). Emotional intelligence is often diagnosed as a cognitive ability that involves the cognitive processes of emotional information. This model interferes with emotional intelligence as traditional intelligence which is measured by tests of ability (Petrides and Furnham, 2001). Another approach suggests its trait feature that emotional intelligence involves understanding the emotions and aspirations of the individual associated with lower levels of the personality hierarchy system. While the capability approach can be seen as something related to intelligence. This view is more closely associated with personality (Baron, 1997). Bar-on knew emotional intelligence as a set of talents, merit and non-cognitive skills that penetrates one's ability to understand to succeed in dealing with environmental demands and pressures. Traits approach includes features such as: Optimism, a sense of happiness, social competence, and self-belief. Here, there is evidence that how EI trait adjusts the connection between stress and mental health, especially hopelessness and thoughts of suicide (Ciarrochi and Others, 2002). Also low self confidence features and low EI (woolery and Epel, 2002 Salovey, Stroud,) and anxiety (Summerfeldt, Kloosterman, Anatomy, Parker, 2006) and poor impulse control (Schutte et al., 1998) are associated. And despite high EI are theoretically associated with increased life satisfaction (Palmer, Donaldson, Stough, 2002). So no doubt there is some evidence for emotional intelligence that is important in predicting academic and personal success. But coaches have to be cautious in claiming further evidence obtained from the scientific community, and it is likely that future it will be integrated in educational policies (Qualter, Gardner, Whiteley, 2007). Defabio and Palazchi in a study investigated the effect of emotional intelligence on managers' self-efficacy in Italy, while considering over all impact of emotional intelligence on managers' self-efficacy, significant differences were observed with respect to age. Men in comparison with women gained higher scores on in intrapersonal emotional intelligence, while women gained higher scores on interpersonal dimension (Defabio & Palazzeschi, 2008). Research findings about emotional intelligence and effectiveness of managers at a technology center in Taiwan showed managers have talent, comfort, empathy, higher leadership and self-esteem was more effective in performance. Managers having high emotional intelligence are able to understand the needs of staffs to provide a supportive environment Hwang, 2007)

## RESEARCH METHODOLOGY

This paper is an applied research which is descriptive in terms of methodology. The study population consisted of all the groups of small and medium industries. Using the formula for determining the sample

size, 300 participants were determined, stratified sampling of this 1364 unit is shared among 300 companies. In order to gather data and information about research questions of interest field measurements were taken.

In order to analyze the data in the study fuzzy TOPSIS method is used. Considering decision in the multi dimensional fuzzy criteria, usually the index value of options and their corresponding weights are expressed by fuzzy numbers; most common fuzzy numbers are triangular fuzzy numbers and trapezoid fuzzy numbers (Wang & Elhag, 2006, 310).

**Analysis of Research Findings**

The analysis carried out in formation of small and medium industries, based on fuzzy TOPSIS method is as follows:

**Ranking Small and Medium Industries**

To answer this question Topsis fuzzy method is used. Therefore fuzzy measures obtained for components of managers’ emotional intelligence were entered into a matrix model and decision-making table form 4 was formed.

**Table 1: Summary of information about the indicator**

<i>Relationship Management</i>	<i>Social Awareness</i>	<i>Self Management</i>	<i>Self-awareness</i>	<b>indicator</b>
4	3	2	1	<b>ID</b>

**Table 2: Summary of information related to options**

<b>Wood/ Wooden Industry</b>	<b>Textile</b>	<b>Apparel</b>	<b>Food and Beverage</b>	<b>Industry</b>
4	3	2	1	<b>ID</b>
Non-Metallic Mineral	Rubber and Plastic	Chemical Meterial and Products	Paper and Paper Products	<b>Industry</b>
8	7	6	5	<b>ID</b>
Machinery and Electrical Apparatus	MAchinery and Equipment	Research and Dvelopment	Basic Metals	<b>Industry</b>
12	11	10	9	<b>ID</b>
Furniture and other	Other Transportaion Equipments	Motor vehicles	TV and Radio	<b>Industry</b>
16	15	14	13	<b>ID</b>
Other Business Activities	Education Equipments	Fabric Metals	Computer and Related Activities	<b>Industry</b>
20	19	18	17	<b>ID</b>

**Indicator’ Weights**

In this study, first four variables of self-awareness (1), self-management (2), social awareness (3), relationship management (4) were determined as a measure of ranking managers’ emotional intelligence of managers in small and medium industries. In the following steps, based on a fuzzy TOPSIS  $\rightarrow$  weights of each indicator based on the method described, is calculated.

Table (3): Determining Indicator’ Weights

	Variables			
	Relationship Management	Social Awareness	Self -Management	Self-awareness
1	High	Very High	High	Low
2	Very High	Very High	Very High	Very High
3	High	Low	Medium	High
4	Very High	High	Low	High
5	Very High	High	High	.Medium
6	High	Very High	Very High	High
7	Very High	Medium	Very High	High
8	High	High	Very High	High
9	High	Very High	Medium	Very High
10	Low	High	Low	Very High
Average	(0.600 0.800 0.950)	(0.500 0.680 0.860)	(0.520 0.720 0.870)	(0.560 0.760 0.920)
Certain	0.777	0.687	0.709	0.736

Decision Making Matrix

**Table (4): Fuzzy Decision Making Matrix**

	<i>Relationship Management</i>	<i>Social Awareness</i>	<i>Self-Management</i>	<i>Self-awareness</i>
1	(0.411 0.623 0.888)	(0.291 0.632 0.972)	(0.314 0.644 0.953)	<b>(0.364 0.631 0.844)</b>
2	(0.211 0.422 0.720)	(0.233 0.724 0.981)	(0.321 0.651 0.894)	<b>(0.391 0.602 0.766)</b>
3	(0.231 0.542 0.841)	(0.254 0.408 0.924)	(0.254 0.621 0.843)	<b>(0.207 0.611 0.845)</b>
4	(0.241 0.452 0.742)	(0.194 0.412 0.729)	(0.321 0.632 0.861)	<b>(0.304 0.561 0.945)</b>
5	(0.291 0.574 0.851)	(0.236 0.422 0.836)	(0.255 0.472 0.906)	<b>(0.321 0.623 0.904)</b>
6	(0.313 0.524 0.887)	(0.206 0.478 0.865)	(0.366 0.566 0.944)	<b>(0.391 0.544 0.874)</b>
7	(0.222 0.404 0.804)	(0.304 0.544 0.874)	(0.243 0.548 0.864)	<b>(0.231 0.594 0.932)</b>
8	(0.321 0.514 0.924)	(0.295 0.412 0.845)	(0.409 0.632 0.842)	<b>(0.566 0.850 0.925)</b>
9	(0.307 0.409 0.793)	(0.193 0.223 0.821)	(0.354 0.555 0.766)	<b>(0.365 0.607 0.756)</b>
10	(0.364 0.574 0.904)	(0.249 0.458 0.903)	(0.358 0.602 0.943)	<b>(0.387 0.666 0.954)</b>
11	(0.371 0.542 0.937)	(0.304 0.249 0.855)	(0.244 0.574 0.745)	<b>(0.347 0.547 0.923)</b>
12	(0.193 0.308 0.742)	(0.208 0.503 0.864)	(0.299 0.468 0.903)	<b>(0.294 0.654 0.849)</b>
13	(0.198 0.392 0.842)	(0.283 0.489 0.893)	(0.301 0.567 0.888)	<b>(0.403 0.541 0.753)</b>
14	(0.231 0.403 0.879)	(0.191 0.507 0.904)	(0.406 0.594 0.837)	<b>(0.324 0.531 0.953)</b>
15	(0.214 0.421 0.845)	(0.201 0.444 0.931)	(0.309 0.608 0.806)	<b>(0.341 0.564 0.932)</b>
16	(0.197 0.321 0.791)	(0.281 0.602 0.911)	(0.387 0.622 0.761)	<b>(0.294 0.484 0.777)</b>
17	(0.307 0.621 0.908)	(0.274 0.499 0.867)	(0.261 0.551 0.794)	<b>(0.247 0.446 0.759)</b>
18	(0.241 0.524 0.842)	(0.245 0.547 0.852)	(0.321 0.547 0.826)	<b>(0.632 0.796 0.923)</b>
19	(0.238 0.532 0.899)	(0.309 0.612 0.923)	(0.346 0.590 0.839)	<b>(0.329 0.510 0.893)</b>
20	(0.207 0.306 0.944)	(0.267 0.511 0.911)	(0.324 0.592 0.847)	<b>(0.231 0.477 0.805)</b>

- Decision-MakingMatrix without Scaling

**Table (5): Fuzzy Decision-MakingMatrix without Scaling**

	<i>Relationship Management</i>	<i>Social awareness</i>	<i>Self Management</i>	<i>Self awareness</i>
1	(0.435 0.659 0.940)	(0.296 0.644 0.990)	(0.329 0.675 1.000)	<b>(0.381 0.661 0.884)</b>
2	(0.223 0.447 0.762)	(0.239 0.738 1.000)	(0.236 0.683 0.938)	<b>(0.409 0.631 0.802)</b>
3	(0.244 0.574 0.890)	(0.258 0.415 0.941)	(0.266 0.651 0.884)	<b>(0.216 0.640 0.855)</b>
4	(0.255 0.478 0.786)	(0.197 0.419 0.743)	(0.236 0.663 0.903)	<b>(0.318 0.588 0.990)</b>
5	(0.308 0.608 0.901)	(0.240 0.430 0.852)	(0.267 0.495 0.950)	<b>(0.236 0.653 0.947)</b>
6	(0.231 0.555 0.939)	(0.209 0.487 0.881)	(0.384 0.593 0.990)	<b>(0.409 0.570 0.916)</b>
7	(0.235 0.427 0.851)	(0.309 0.554 0.890)	(0.254 0.575 0.906)	<b>(0.242 0.622 0.976)</b>
8	(0.340 0.573 0.978)	(0.300 0.419 0.861)	(0.429 0.663 0.883)	<b>(0.582 0.890 0.969)</b>
9	(0.325 0.423 0.837)	(0.196 0.239 0.836)	(0.271 0.582 0.803)	<b>(0.382 0.636 0.792)</b>
10	(0.385 0.608 0.957)	(0.253 0.466 0.920)	(0.375 0.631 0.989)	<b>(0.405 0.698 1.000)</b>
11	(0.393 0.574 0.981)	(0.309 0.504 0.871)	(0.256 0.602 0.781)	<b>(0.363 0.573 0.967)</b>
12	(0.204 0.326 0.786)	(0.212 0.512 0.880)	(0.313 0.491 0.947)	<b>(0.308 0.685 0.889)</b>
13	(0.209 0.415 0.891)	(0.288 0.498 0.910)	(0.315 0.594 0.931)	<b>(0.422 0.567 0.789)</b>
14	(0.244 0.426 0.931)	(0.194 0.516 0.921)	(0.426 0.623 0.878)	<b>(0.239 0.556 0.998)</b>
15	(0.226 0.445 0.895)	(0.204 0.452 0.949)	(0.324 0.637 0.845)	<b>(0.357 0.591 0.976)</b>
16	(0.208 0.340 0.837)	(0.286 0.613 0.928)	(0.406 0.652 0.798)	<b>(0.308 0.507 0.814)</b>
17	(0.325 0.657 0.961)	(0.279 0.508 0.883)	(0.273 0.578 0.833)	<b>(0.258 0.467 0.795)</b>
18	(0.255 0.555 0.891)	(0.249 0.557 0.868)	(0.236 0.573 0.866)	<b>(0.662 0.834 0.977)</b>
19	(0.252 0.563 0.952)	(0.314 0.623 0.940)	(0.363 0.619 0.880)	<b>(0.344 0.534 0.936)</b>
20	(0.261 0.536 1.000)	(0.272 0.520 0.928)	(0.239 0.621 0.888)	<b>(0.242 0.500 0.843)</b>

**Table (6): Non Scale Weighted Scale**

	<i>Relationship Management</i>	<i>Social Awareness</i>	<i>Self Management</i>	<i>Self-awareness</i>
1	(0.243 0.301 0.865)	(0.154 0.463 0.862)	(0.164 0.459 0.860)	<b>(0.228 0.529 0.840)</b>
2	(0.125 0.239 0.701)	(0.176 0.531 0.870)	(0.168 0.464 0.806)	<b>(0.245 0.504 0.762)</b>
3	(0.127 0.436 0.819)	(0.134 0.299 0.819)	(0.123 0.443 0.760)	<b>(0.130 0.512 0.841)</b>
4	(0.142 0.363 0.723)	(0.102 0.302 0.646)	(0.168 0.450 0.776)	<b>(0.191 0.470 0.941)</b>
5	(0.172 0.462 0.829)	(0.125 0.309 0.741)	(0.133 0.336 0.817)	<b>(0.201 0.522 0.900)</b>
6	(0.185 0.421 0.864)	(0.109 0.350 0.767)	(0.192 0.403 0.851)	<b>(0.245 0.456 0.870)</b>
7	(0.131 0.325 0.783)	(0.161 0.399 0.775)	(0.127 0.391 0.779)	<b>(0.145 0.498 0.928)</b>
8	(0.190 0.425 0.900)	(0.156 0.302 0.749)	(0.214 0.450 0.759)	<b>(0.349 0.712 0.921)</b>
9	(0.182 0.329 0.770)	(0.102 0.244 0.728)	(0.185 0.396 0.691)	<b>(0.229 0.509 0.752)</b>
10	(0.215 0.462 0.881)	(0.131 0.236 0.800)	(0.187 0.429 0.850)	<b>(0.243 0.558 0.950)</b>
11	(0.220 0.436 0.903)	(0.161 0.363 0.758)	(0.128 0.409 0.672)	<b>(0.218 0.458 0.919)</b>

12	(0.114 0.247 0.723)	(0.110 0.369 0.766)	(0.156 0.323 0.814)	(0.184 0.548 0.845)
13	(0.117 0.315 0.820)	(0.150 0.358 0.791)	(0.157 0.404 0.801)	(0.253 0.453 0.749)
14	(0.137 0.324 0.856)	(0.101 0.272 0.801)	(0.213 0.423 0.755)	(0.203 0.445 0.949)
15	(0.126 0.238 0.823)	(0.106 0.325 0.825)	(0.162 0.423 0.727)	(0.214 0.472 0.928)
16	(0.116 0.258 0.770)	(0.148 0.441 0.807)	(0.203 0.443 0.686)	(0.184 0.405 0.773)
17	(0.182 0.499 0.884)	(0.145 0.366 0.758)	(0.136 0.393 0.716)	(0.155 0.274 0.755)
18	(0.142 0.421 0.820)	(0.129 0.401 0.755)	(0.168 0.390 0.745)	(0.397 0.667 0.929)
19	(0.141 0.428 0.876)	(0.163 0.449 0.818)	(0.181 0.420 0.757)	(0.206 0.427 0.889)
20	(0.146 0.407 0.920)	(0.141 0.275 0.807)	(0.169 0.422 0.764)	(0.145 0.400 0.801)

-Determining Positive and Negative Ideal

**Table (7): Fuzzy Positive and Negative Ideal**

Positive Ideal	Negative Ideal	Variables
(1 1 1)	(0 0 0)	Self Awareness
(1 1 1)	(0 0 0)	Self Management
(1 1 1)	(0 0 0)	Social Awareness
(1 1 1)	(0 0 0)	Relationship Management

-The distance of each alternative from positive and negative ideal solution concep

**Table(8):The distance of each alternative from positive idea solution**

2.221	$d_2^+$	2.448	$d_1^+$
2.472	$d_4^+$	2.328	$d_3^+$
2.360	$d_6^+$	2.417	$d_5^+$
2.204	$d_8^+$	2.457	$d_7^+$
2.280	$d_{10}^+$	2.478	$d_9^+$
2.508	$d_{12}^+$	2.369	$d_{11}^+$
2.422	$d_{14}^+$	2.439	$d_{13}^+$
2.444	$d_{16}^+$	2.446	$d_{15}^+$
2.437	$d_{18}^+$	2.439	$d_{17}^+$
2.463	$d_{20}^+$	2.351	$d_{19}^+$

**Table (9): The distance of each alternative from negative ideal solution**

2.325	$d_2^-$	2.139	$d_1^-$
2.036	$d_4^-$	2.166	$d_3^-$
2.196	$d_6^-$	2.155	$d_5^-$
2.290	$d_8^-$	2.130	$d_7^-$
2.307	$d_{10}^-$	1.956	$d_9^-$
2.049	$d_{12}^-$	2.154	$d_{11}^-$
2.179	$d_{14}^-$	2.074	$d_{13}^-$
2.233	$d_{16}^-$	2.147	$d_{15}^-$
2.145	$d_{18}^-$	2.068	$d_{17}^-$
2.014	$d_{20}^-$	2.209	$d_{19}^-$

**- Calculating the relative closeness of each alternative to the ideal solution**  
**Table (10): closeness of each alternative to the ideal solution**

Rank	$CC_i$	Alternative	Rank	$CC_i$	Industry
8	0.476	11	7	0.511	1
19	0.4496	12	1	0.479	2
15	0.459	13	13	0.466	3
9	0.473	14	17	0.451	4
12	0.467	15	10	0.471	5
18	0.4496	16	6	0.482	6
16	0.458	17	14	0.464	7
11	0.468	18	2	0.509	8
5	0.484	19	20	0.441	9
4	0.498	20	3	0.502	10

According to table (10), final ranking of the alternatives in order is: 1 - Apparel, 2 - non-metallic mineral, 3 - R D 4 - Other business activities, 5 - Teaching Tools, 6 - chemical product, 7 - Food and Beverage, 8 - machinery and equipment, 9 - motor vehicles, 10 - paper and paper products, 11 - fabricated metals, 12 - other transportation equipment, 13 - Textiles, 14 - rubber and plastics, 15 - Radio and TV 16 - computer and related activities, 17 - wood products, 18 - Furniture and other artifacts, 19 - electrical machinery and equipment and 20 - basic metals.

**Conclusion**

The results show that the band apparel, non-metallic mineral research, development, and other business activities, equipment, training, materials and chemical products, food and beverage, machinery and equipment, motor vehicles, paper and paper products, fabricated metals, other transport equipment, textiles, rubber and plastics, radio, TV, computer and related activities, wood products, furniture and other products, basic metals and electrical machinery and equipment from the perspective of managers' emotional intelligence dimension are ranked from first to twentieth. Emotional intelligence is the ability to run a good mood, psychological condition, impulse control, and a factor that while failure caused by not reaching the target creates motivation and hope in the person. This kind of intelligence is showing empathy, awareness of the feelings of those around us as well, people with high emotional intelligence, have the art of communicating with people and the skills to manage feelings of others. These skills, popularity, power and leadership strengthen and succeed people in any social activities and intimate relationships with others. These people understanding the insight of the inner emotional desires of the self and others, show the best performance in different life situations. It is important to note that emotional intelligence can be applied to higher goals or posts.

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