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METHOD OF ASSESSING THE IMPACT OF EMOTIONAL INTELLIGENCE ON STAFF EFFICIENCY[3]

This article explores the role of EI in the context of business and its impact on organizational efficiency. The authors propose an innovative mathematical model that considers various aspects of employees' emotional intelligence and investigate its correlation with efficiency. Utilizing decision models, they analyze key factors affecting EI levels and forecast the number of successful projects for each employee. These insights enable organizational leadership to develop personalized approaches to team development and ensure efficient resource utilization. Moreover, the analysis of forecasts aids in anticipating future risks and selecting optimal strategies for market success. The practical application of the developed model can assist corporations in understanding and maximizing their personnel's potential amidst constant change and competitive landscapes.
Keywords: emotional intelligence; motivation; efficiency; management; success achievement; competence development
JEL: J24; J63; J82; M12; O15

1. Introduction

In the post-pandemic era, navigating through uncertain market conditions and remote work environments presents unprecedented challenges for businesses worldwide. The ability to effectively manage emotions and foster strong interpersonal relationships among employees has become paramount for organizational success. Studies have shown that emotional intelligence (EI) significantly influences workplace efficiency, team cohesion, and overall business performance. However, many businesses struggle to harness the full potential of EI due to a lack of understanding and structured approaches to its implementation.

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The current business landscape demands innovative strategies to adapt to rapidly changing market dynamics and ensure competitiveness. Therefore, there is a pressing need to explore and quantify the impact of emotional intelligence on workforce efficiency and organizational resilience. By addressing this gap, businesses can develop targeted interventions and training programs to enhance EI competencies among employees, leading to improved decision-making, collaboration, and adaptability in the face of challenges.

It is evident that the inability to manage one's emotions, as well as a low level of emotional intelligence, can lead any activity to complete failure. This is most vividly and prominently manifested in stressful and conflict situations. The essence of developing emotional intelligence lies in learning to build relationships in any environment and under any conditions.

The complexity and dynamism of the external environment, coupled with increasing competition and the consequences of the pandemic, contribute to the emergence of internal organizational conflicts and a high level of workforce fluidity (Kisiołek, et al., 2023). Resisting the significant impact of external and internal factors while simultaneously increasing the efficiency of managerial activities can be achieved through the realization of a manager's managerial potential, namely – emotional intelligence. This article aims to investigate the impact of emotional intelligence on employee efficiency and develop strategies to enhance organizational competitiveness. Objectives:

1. Develop a mathematical model that considers the level of EI among employees and predicts the number of successfully completed projects.
2. Analyze the influence of EI level, age, and motivation on employee efficiency using the model for predicting employee efficiency.
3. Conduct statistical analysis of real-world data to validate the model and identify key factors affecting efficiency.
4. Provide practical recommendations to managers for improving employees' EI level and ensuring organizational resilience and growth in times of uncertainty and change.

2. Analysis of published data and problem setting

Emotional intelligence is a distinct parameter that is not related to "emotionality" in the conventional sense. An emotionally temperamental person may well possess a low EI due to their inability to analyze and manage their emotions (Gayathri, Meenakshi, 2013). Conversely, a calm, balanced individual may demonstrate a high level of emotional intelligence. According to D. Goleman, "emotional intelligence" is the ability to recognize one's own feelings and the feelings of others, to motivate oneself and others, and to manage emotions both individually and in relation to others. It is calculated as the sum of indicators of seven abilities: self-awareness, self-motivation, resilience to frustration, impulse control, mood regulation, empathy, and optimism (Goleman, 2008; Goleman, 1995).

Emotional competence is recognized as one of the most significant factors in personnel motivation, increasing organizational efficiency, and enhancing social cohesion within a

collective (Gasiul, 2007). The intense interest in emotional intelligence (EQ) is linked to its crucial role in achieving success in nearly all types of professional activities (Lazarus, 1991; Matczak, Knopp, 2013). Researchers of emotional potential, Cooper R. K. and Sawaf A. (1997), argue that "if the intellectual driving force in the business of the 20th century was IQ, in the early 21st century it will be EQ." Thus, the substantial influence of emotions on social-labour relations necessitates an active search for effective management tools, namely the development of emotional competence based on emotional intelligence.

In conditions of increasing uncertainty and instability in the market environment, the role of human capital in ensuring the competitiveness of enterprises is growing, leading to an active search for potential factors influencing their formation and development. One component of human capital is emotional intelligence, which is receiving significant attention in research today. One of the directions of scientific research in the socio-cultural sphere of strategic enterprise development is the assessment of personnel not only based on intellectual criteria but also on the level of emotional intelligence (Florkowski, 2000).

The issue of emotional intelligence is grounded in the scientific propositions of researchers (Boruc, 2019; Goleman, Jankowski, 1997; Goleman, 2007), but in the context of the interrelationship between the emotional intelligence of personnel and organizational development, the problem requires further in-depth investigation. According to the authors (Henne, 2003; Kanarski, 2002; Knopp, 2007; Alamarat, et al., 2024), the concept of emotional intelligence is crucial in considering the reproduction of human capital, especially in its utilization process. Emotional intelligence directly influences a person's ability to offer their knowledge, skills, and abilities in the labour market and apply them in practical activities (Shpak, et al., 2022; Podolchak, et al., 2014; Podolchak, et al., 2019). Today, the ability to adapt to the process and social and labour relations, mastery of communication, cognitive, and other abilities, in accordance with the requirements of the market economy, are key to professional, career, and financial success (Masyk, et al., 2023; Dziurakh, et al., 2022; Sokil, et al., 2023; Howaniec, et al., 2022; Halkiv, 2020). Despite active research in this area, little attention has been paid to determining the impact of emotional intelligence on the efficiency of human labour activity.

As practice shows, those who can control their emotions in critical moments and resist anger, irritation, or despair tend to achieve the greatest success in life. When a person has developed self-control skills, they extend to all areas of life, not just professional activities. Of particular importance in this context is the research of Covey, S. (2005), who distinguishes four types of intelligence: mental, physical, emotional, and spiritual. When we talk about intelligence, we usually refer to mental intelligence, which encompasses language proficiency, reasoning, analysis, and understanding (Bar-On, 2000).

Since emotions contain information and influence thinking, it is crucial to consider them when building logical chains, solving various tasks, making decisions, and choosing one's behaviour. Therefore, it is necessary to manage emotions, i.e., to evoke or alienate them depending on the situation and their significance. In the process of emotional management, a person must learn to understand themselves and their intentions. In this case, success becomes a logical culmination of all tasks (Goleman, 2008). Emotional intelligence also shapes the level of initiative, i.e., the ability to seize favorable opportunities to enhance overall performance.

Despite significant research in the field of the chosen problem, the essence and specifics of employees' emotions within the organization are still not fully understood. Therefore, the question of the impact of emotional intelligence on increasing employee efficiency and the manager's ability to influence the improvement of employees' emotional state remains relevant.

Analyzing scientific literature (Di Fabio, 2011; Fernandez-Berrocall, Ruiz, 2008; Goleman 2001), it should be noted that the greatest difficulty in measuring EI lies in the subjective nature of emotional experiences, which, as a result, are not characterized by objectivity that would depend on reliable and consistent measurement of maximum efficiency. Currently, there is no simple way to apply truly reliable criteria during the objective assessment of EI.

Thus, the emotional intelligence of personnel is the basis for forming an emotionally intelligent organization, which becomes possible with the presence of a whole range of conditions that need to be implemented. The main problem, which remains insufficiently studied, is the ways, instruments, and methods of forming all components of such an organization. This problem is the purpose of this research.

3. The Research Methodology

This section explores the methodology of assessing the impact of emotional intelligence on employee efficiency by constructing a decision model for predicting employee performance. Cluster analysis was used to group personnel based on the efficiency indicators selected. An example of applying the developed methodology is provided, and the influence of emotional intelligence on employee efficiency is analyzed, followed by forecasting.

Our proposed model aims to quantify the relationship between EI and employee efficiency within the organizational context. We developed this model in response to the increasing recognition of the pivotal role of EI in driving individual and team performance, particularly in the contemporary business landscape characterized by remote work, digitalization, and market volatility (Podolchak, et al., 2023). To operationalize our model, we employ a mixed-methods approach that combines quantitative data analysis with qualitative insights from employee surveys and interviews. We collect data on EI levels, team dynamics, and efficiency metrics from a representative sample of employees across different departments and organizational levels.

The decision to develop this model stemmed from the need to address the following questions:

1. How does EI impact various aspects of employee efficiency?
2. What specific EI competencies are most closely associated with enhanced performance outcomes?
3. How can organizations effectively measure and assess EI levels among their workforce?
4. What strategies can organizations implement to leverage EI for improved efficiency and performance?

Key Components of the Model:

1. Individual EI Assessment: We begin by assessing the EI levels of individual employees using validated assessment tools such as Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer, et al., 2016; Salovey, et al., 2012). These assessments measure various facets of EI, including self-awareness, self-regulation, social awareness, and relationship management.
2. Team Dynamics Analysis: Next, we analyze the impact of EI on team dynamics and collaboration. We consider factors such as team composition, communication patterns, and conflict resolution strategies to understand how EI influences collective performance outcomes.
3. Efficiency Metrics Integration: Finally, we integrate efficiency metrics such as project completion rates, age and level of motivation into our model. By correlating these metrics with EI assessments and team dynamics data, we aim to quantify the impact of EI on overall organizational performance.

Before taking the MSEIT test, we collected information about the age and the number of successfully completed projects of 30 employees of the Lviv Polytechnic National University through interviews and also asked them to fill out a questionnaire to assess the level of their motivation, where they rate it on a scale from 1 to 10.

We will administer the MSCEIT test to each employee. They will go through all four parts of the test to assess their level of emotional intelligence. For each employee, we will gather data from each part of the test and calculate their scores. The test consists of the following parts:

· Emotional Perception: Each employee will receive a score based on their ability to recognize emotions in facial expressions, gestures, tone of voice, etc.

· Emotional Expression: We will evaluate how effectively employees express their own emotions and respond to emotional signals from others.

· Understanding Emotions: We will determine how well employees understand the emotional context in different situations and can anticipate the consequences of their actions.

· Emotion Management: We will assess how effectively employees use emotions to manage their own actions and interactions with others.

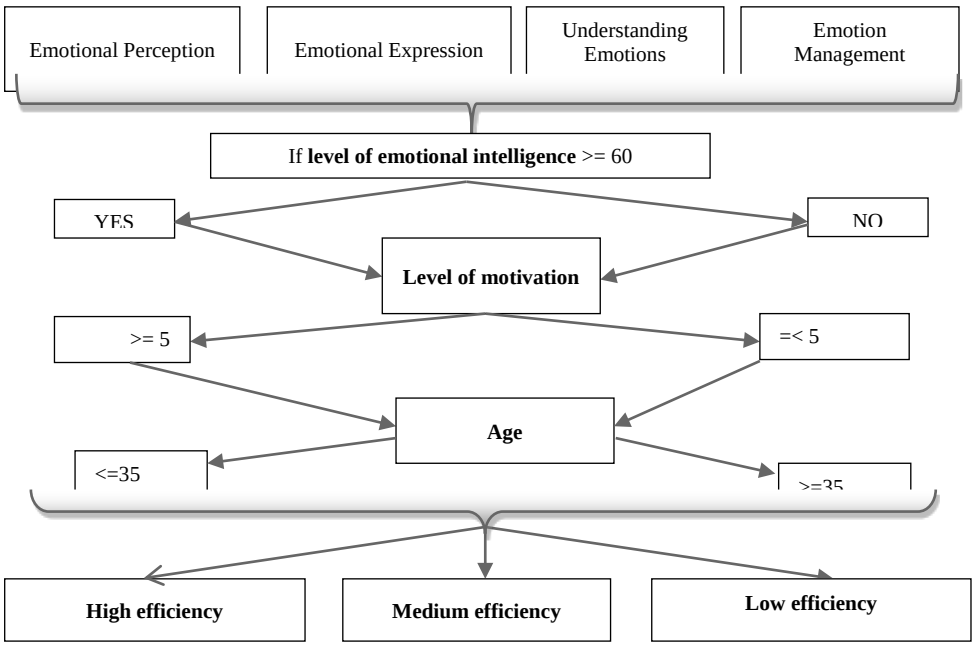
Overall, for model validation, we have 30 test participants from Lviv Polytechnic National University. After completing the test, each employee will be assigned scores for each part of the test, for example, from 0 to 100. Thus, for each employee, we will have four numbers reflecting their level of emotional intelligence in each area.

When selecting indicators for the model, we were guided by their potential importance for assessing employee efficiency and their impact on it. Here are a few reasons why these indicators were chosen:

1. Emotional Intelligence (EI): Emotional intelligence has proven to be a critical factor for successful teamwork and management. Individuals with higher EI levels typically have better communication, leadership, and emotional control skills, which contribute to improved efficiency and performance.
2. Age: Age can influence experience, stress resilience, flexibility, and other factors that affect efficiency. While this is not always a universally accepted fact, considering age can help understand how diverse groups of employees may impact team performance.
3. Level of Motivation: High motivation level is often a key factor in achieving high efficiency. Motivated employees are more likely to set high goals and work towards achieving them, which can positively impact team performance and overall organizational efficiency.

Using the collected data, we create a model for predicting employee efficiency (Figure 1).

Figure 1. Model for predicting employee efficiency



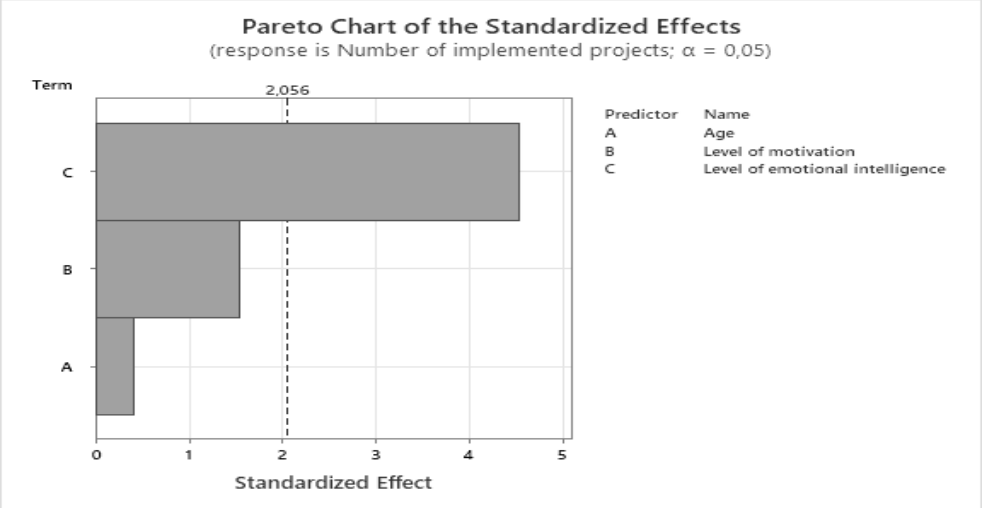
Source: Source: formed by the authors.

We'll start from the root of the model, considering the level of Emotional Intelligence (EI). Then we move to nodes that consider the level of motivation and age. Along each branch of the model, we establish conditions and relationships between different factors. Using regression analysis to identify and quantify the relationship between a dependent variable and one or more independent variables helps understand how changes in several independent variables are related to changes in the dependent variable. In our case, we determine the

impact of emotional perception, emotional expression, understanding of emotion, emotion management, level of emotional intelligence, level of motivation, and age on employee performance effectiveness.

For this purpose, a Pareto chart of effects is used, which allows comparing the relative magnitude and statistical significance of the terms. The terms' graphs are built in decreasing order of their absolute values. The control line on the chart indicates which terms are significant. By default, Minitab software uses a significance level of 0.05 to display the control line. This significance level is acceptable for the conducted study.

Figure 2. Pareto chart of the effects



In these results, the effects for one factor are statistically significant (α = 0.05). The significant effect is the level of emotional intelligence (C). The effects for age (A) and Level of motivation (B) are not statistically significant, as their bars do not extend beyond the red line.

In turn, the level of emotional intelligence has p-values less than the significance level of 0.05. This result indicates that this key component has a statistically significant relationship with employee efficiency. For example, an increase in the level of emotional intelligence by one unit will contribute to an increase in employee efficiency by 0.1924.
In these results, the model explains approximately 86% of the variation in response. For these data, the R^2 value indicates that the model provides an adequate fit to the data.
Based on this, it is appropriate to adjust the proposed model for predicting employee efficiency as follows.

Table 1. Employee efficiency regression equation

Employee efficiency regression equation	=	-7,18 – 0,0141 Age + 0,422 Level of motivation + 0,1838 Level of emotional intelligence

Coefficients

Term	Coef	SE Coef	T-Value	P-Value	VIF
Constant	-7,18	2,12	-3,39	0,002	
Age	-0,0141	0,0343	-0,41	0,685	1,04
Level of motivation	0,422	0,275	1,53	0,137	4,38
Level of emotional intelligence	0,1838	0,0404	4,54	0,000	4,33

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Regression	3	265,416	88,4718	51,59	0,000
Age	1	0,289	0,2886	0,17	0,685
Level of motivation	1	4,036	4,0359	2,35	0,137
Level of emotional intelligence	1	35,399	35,3989	20,64	0,000
Error	26	44,584	1,7148		
Total	29	310,000			

Model Summary

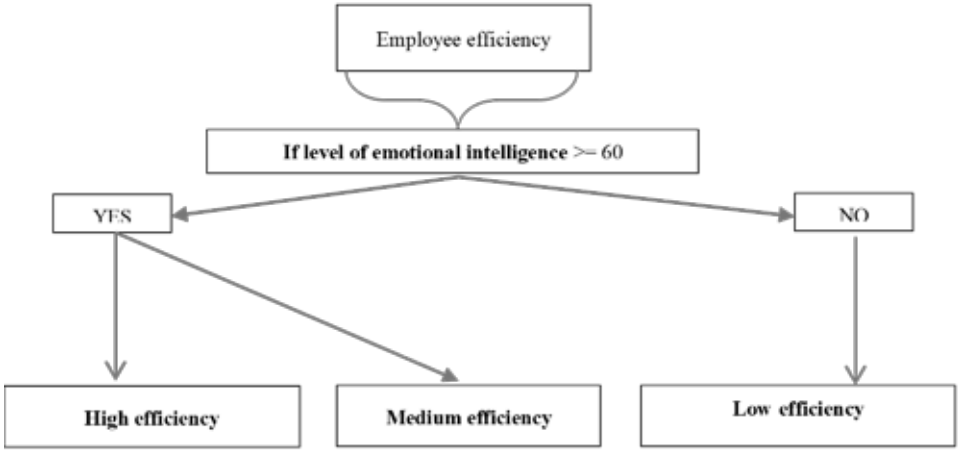
S	R-sq	R-sq(adj)	R-sq(pred)
1,30950	85,62%	83,96%	81,19%

Fits and Diagnostics for Unusual Observations

Obs	Number of implemented projects	Fit	Resid	Std Resid	
22	3,000	5,826	-2,826	-2,26	R
29	12,000	14,406	-2,406	-2,02	R

R Large residual

Figure 3. Model for predicting employee efficiency



Source: Source: formed by the authors

4. Results

Table 2. Data on age, number of implemented projects, level of motivation and level of EI of employees*

Employee	Age	Number of implemented projects	Level of motivation	Emotional Perception	Emotional Expression	Understanding Emotions	Emotion Management	Level of emotional intelligence (average value)	Conclusion
Empl. 1	35	12	9	85	72	78	80	85.0	High level of emotional intelligence, some potential for improvement in emotional expression.
Empl. 2	28	8	6	65	88	70	75	67.5	Satisfactory level of emotional intelligence, weakness in understanding emotions. Attention to contextual understanding of emotions recommended
Empl. 3	40	10	7	70	75	85	90	77.5	High level of emotional intelligence, particularly strong in emotion management
Empl. 4	45	5	4	60	65	68	72	52.5	Average level of emotional intelligence, requires improvement in understanding own emotions.
Empl. 5	32	14	10	80	78	75	85	82.5	High level of emotional intelligence, some potential for improvement in understanding and managing emotions.
Empl. 6	38	7	5	75	82	70	78	62.5	High level of emotional intelligence, some potential for improvement in understanding emotions.
Empl. 7	42	13	10	68	70	65	60	87.5	Average level of emotional intelligence, requires improvement in emotional perception.
Empl. 8	29	9	7	90	85	88	92	72.5	High level of emotional intelligence, particularly strong in perceiving emotions.
Empl. 9	36	4	3	75	68	72	70	57.5	Average level of emotional intelligence, requires improvement in emotional expression
Empl. 10	31	15	10	85	80	82	75	97.5	High level of emotional intelligence, requires improvement in emotion management in the workplace.

** The results are presented in part. Out of 30 respondents, the results of 10 interviewed respondents are given as an employees Source: compiled by the authors.*

In today's rapidly changing business landscape, the ability to understand and effectively manage emotions in the workplace has become increasingly important. This is especially true in the post-pandemic era, where organizations face new challenges related to remote work, digital transformation, and market uncertainty (Piotrowski, et al., 2011; Stępień, 2002). In this context, the concept of EI has garnered significant attention as a key factor influencing employee efficiency, team dynamics, and organizational performance.

Given the critical role of EI in organizational success, there is a growing need to explore its impact on various aspects of business operations (TenHouten, 2006). Understanding how EI affects employee performance can provide valuable insights for leaders and managers seeking to optimize workforce efficiency and adapt to changing market conditions Otrębski, Rutkowska, 2006).

Generalized data on age, number of implemented projects, level of motivation and level of EI of employees are presented in Table 2. By choosing these indicators, we hope to gain a more comprehensive insight into the factors influencing employee efficiency and make the model more accurate and representative.

Thus, we have a team of 30 employees, among whom:

- 24 employees with a high level of emotional intelligence (EI value above 60);
- 6 employees with a low level of EI (EI value below 60).

The distribution of emotional intelligence levels in the team can influence its efficiency and ability to achieve goals. High-EI employees exhibit greater openness in communication and empathy, contributing to building trusting relationships within the team. Conversely, employees with low EI may create tension and conflicts within the team. The high EI level of team members enables them to effectively resolve conflicts through open communication, seeking compromise, and considering the emotional aspects of problem-solving.

The results of employee efficiency by Model, presented in Table 3.

Using linear regression, we predict the number of successfully completed projects for each employee (1). In our linear regression model, we are looking for a relationship between emotional intelligence (EI) level, age, motivation level, and the number of successfully completed projects. Each of these factors has its own coefficient, indicating how much it affects the outcome.

$$Forecast = \beta 0 + (\beta 1 \times EI), \quad (1)$$

where

EI is the average of four results from the 4 stages of the test.

β0 – the baseline number of successful projects that can be completed regardless of other factors.

β1 – the coefficient determining how changes in EI level affect the number of successful projects.

Table 3. The results of worker efficiency by Model*

Employee	Employee efficiency	Emotional intelligence levels
Employee 1	1 High level of efficiency	85.0
Employee 2	2 Medium level of efficiency	67.5
Employee 3	2 Medium level of efficiency	77.5
Employee 4	3 Low level of efficiency	52.5
Employee 5	1 High level of efficiency	82.5
Employee 6	2 Medium level of efficiency	62.5
Employee 7	1 High level of efficiency	87.5
Employee 8	2 Medium level of efficiency	72.5
Employee 9	3 Low level of efficiency	57.5
Employee 10	1 High level of efficiency	97.5
Employee 11	2 Medium level of efficiency	65.0
Employee 12	2 Medium level of efficiency	60.5
Employee 13	1 High level of efficiency	80.5
Employee 14	3 Low level of efficiency	52.5
Employee 15	1 High level of efficiency	85.5
Employee 16	2 Medium level of efficiency	72.5
Employee 17	2 Medium level of efficiency	67.5
Employee 18	2 Medium level of efficiency	72.5
Employee 19	2 Medium level of efficiency	70.5
Employee 20	1 High level of efficiency	80.0
Employee 21	2 Medium level of efficiency	75.0
Employee 22	2 Medium level of efficiency	60.0
Employee 23	2 Medium level of efficiency	72.5
Employee 24	1 High level of efficiency	85.0
Employee 25	2 Medium level of efficiency	70.0
Employee 26	1 High level of efficiency	90.0
Employee 27	2 Medium level of efficiency	69.5
Employee 28	3 Low level of efficiency	57.5
Employee 29	1 High level of efficiency	97.5
Employee 30	1 High level of efficiency	90.0

Source: compiled by the authors.

The coefficients in the forecasting formula were computed using the method of least squares. This method involves finding coefficient values that best fit the model to minimize the difference between observed and predicted values. It helps find optimal parameters that best explain the relationship between input and output variables. These coefficients help us understand how each factor influences the outcome and make our forecasting model more accurate.

We calculate the forecasted number of successful projects for all 30 employees based on the average emotional intelligence, age, motivation level, and regression formula. Following the calculation of the forecasted number of successfully completed projects for each employee using the developed model, we compared the obtained forecasts with the actual results. This comparative analysis allowed us to assess the accuracy of our model and determine how well the forecasts align with the actual performance of employees. This process is crucial for evaluating the efficiency of the model and identifying opportunities for improvement. By comparing, we gain insight into how accurately the model accounts for various factors

influencing employee efficiency and identify areas for further research and enhancement. The results are presented in Table 4.

Table 3. Employee efficiency regression equation

Employee efficiency regression equation = -8,71 + 0,2397 Level of emotional intelligence

Coefficients

Term	Coef	SE Coef	T-Value	P-Value	VIF
Constant	-8,71	1,47	-5,91	0,000	
Level of emotional intelligence	0,2397	0,0197	12,18	0,000	1,00

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Regression	1	260,803	260,803	148,43	0,000
Level of emotional intelligence	1	260,803	260,803	148,43	0,000
Error	28	49,197	1,757		
Lack-of-Fit	19	41,197	2,168	2,44	0,086
Pure Error	9	8,000	0,889		
Total	29	310,000			

Model Summary

S	R-sq	R-sq(adj)	R-sq(pred)
1,39217	86,25%	81,87%	76,98%

Fits and Diagnostics for Unusual Observations

Obs	Number of implemented projects	Fit	Resid	Std Resid	
5	14,000	11,065	2,935	2,27	R
22	3,000	5,672	-2,672	-2,10	R
29	12,000	14,661	-2,661	-2,19	R

R Large residual

Table 4. The forecasted number of successful projects

Employee	Forecasted number of successful projects	Discrepancy between the forecasted and actual number of projects
Employee 1	12	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 2	8	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 3	10	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 4	4	The actual number of completed projects exceeds the forecasted one. This may indicate the efficiency of the employee in task execution.
Employee 5	11	The actual number of completed projects exceeds the forecasted one. This may indicate the efficiency of the employee in task execution.
Employee 6	7	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 7	13	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 8	9	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 9	5	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.

Employee	Forecasted number of successful projects	Discrepancy between the forecasted and actual number of projects
Employee 10	15	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 11	7	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 12	6	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 13	11	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 14	4	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 15	12	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 16	9	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 17	8	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 18	9	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 19	8	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 20	11	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 21	10	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 22	6	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 23	9	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 24	12	The actual number of completed projects matches the forecasted one, indicating the accuracy of the model for this employee.
Employee 25	8	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 26	13	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 27	8	The actual number of completed projects is less than the forecasted one. This may indicate possible efficiency issues or shortcomings in the model.
Employee 28	5	The actual number of completed projects exceeds the forecasted one. This may indicate the efficiency of the employee in task execution.
Employee 29	15	The actual number of completed projects is slightly less than the forecasted one, but the difference is not significant.
Employee 30	13	The actual number of completed projects exceeds the forecasted one. This may indicate the efficiency of the employee in task execution.

Source: compiled by the authors.

Overall, it can be seen that for most employees, the forecasts closely reflect the actual number of completed projects. However, some employees have small deviations from the forecast,

which may be attributed to various factors such as changes in working conditions or individual employee characteristics.

The benefit of forecasting lies in the ability to optimize workflow processes and distribute tasks more effectively. For example, if the model indicates that employees with higher levels of emotional intelligence and motivation typically complete more projects, the company can focus on developing these skills among its staff or assign them to key tasks.

Forecasting can be done over different time frames, depending on the company's needs. For instance, forecasts can be calculated for a month, quarter, or year ahead to plan resources, allocate tasks, and determine strategic development directions.

Thus, forecasting helps management make informed decisions regarding personnel management aimed at increasing efficiency, improving workflow efficiency, and achieving the company's strategic goals.

Given the efficiency forecast results for our 30 employees, several key strategies can be identified for company management to optimize workflow processes and enhance personnel efficiency.

Ten employees (Employee 1, 3, 5, 8, 10, 11, 13, 15, 17, and 20) demonstrate high or moderate efficiency, which may be explained by their high level of emotional intelligence (EI) and strong organizational skills. Recommendations for management regarding this group include providing additional development opportunities and workplace support, such as participation in training programs, increased responsibility for strategic tasks, and roles requiring higher responsibility and complexity.

Employees with average work efficiency (Employee 2, 6, 7, 12, 14, 16, 22, 24, and 26) have the potential for growth and improvement in their efficiency. For this group, it is recommended to create individualized development programs aimed at enhancing leadership skills, increasing team influence, and addressing any areas of weakness. Personalized feedback sessions, mentoring, and participation in cross-functional teams can further support their development.

Analyzing the forecast results for employees with low efficiency (Employee 4, 9, 18, 19, 21, 23, 25, 27, 28, 29, and 30), there is a need to improve motivational measures and support in developing emotional intelligence. Recommendations for management include conducting individual consultations, creating programs to boost motivation and EI levels, regular performance reviews, and structured support systems to address specific challenges and improve job engagement.

Overall, developing and implementing individualized strategies for each employee based on their personal characteristics and forecasted efficiency will help the company improve personnel efficiency and achieve strategic goals.

5. Conclusions

Recommendations for management include conducting individual consultations and creating programs to boost motivation and increase EI levels.

Overall, developing and implementing individualized strategies for each employee based on their personal characteristics and forecasted efficiency will help the company improve personnel efficiency and achieve strategic goals.

Based on the analysis, we will develop individual recommendations for each employee. For example, if someone has a low score in the "Emotional Expression" section, they may be recommended to participate in training programs or receive individual coaching on expressing emotions.

After implementing these recommendations, we will track changes in each employee's emotional intelligence level and evaluate the efficiency of the measures in real work conditions.

Through the application of our model, we anticipate gaining a deeper understanding of the nuanced relationship between EI and employee efficiency. This understanding will enable organizations to develop targeted interventions and training programs aimed at enhancing EI competencies and fostering a more emotionally intelligent workplace culture. Ultimately, we aim to provide actionable insights that empower organizations to optimize performance, adapt to change, and achieve sustainable growth in today's dynamic business environment.

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