Building Marketing Managerial Competences Through Emotional Intelligence

N.Gladson Nwokah
Department of Marketing, Faculty of Management Sciences,
Rivers State University of Science and Technology, Port Harcourt, Nigeria

Gibson C. Ogonu
Department of Marketing, Faculty of Management Sciences
Rivers State University of Science and Technology, Port Harcourt, Nigeria

Abstract
The purpose of this chapter is to build marketing managerial competences model through emotional intelligence. A 32-item questionnaire was developed and 215 corporate organizations in Nigeria were selected as sample for this study. Hand delivery survey was conducted from key informants in the organizations. The results of the study validated the research instruments and found a strong association between emotional intelligence and marketing managerial competences of corporate organizations in Nigeria. The main finding is that emotional intelligence leads to marketing managerial competences. This paper reinforces confidence on how marketing managerial competences can be built and developed through managers' emotional intelligence.
Keywords: Emotional-intelligence, Marketing, Management, Competence, Nigeria

Introduction

In their paper 'Marketing in Governance: Emotional Intelligence Leadership for effective Corporate Governance', Nwokah and Ahiauzu, (2010) raised four propositions on the relationship between emotional intelligence and managerial competences and suggested further studies to empirically investigate this relationship using suggested four propositions. Therefore, the purpose of this hypothesis-testing research is to investigate how marketing managerial competences can be built through emotional intelligence.

There have been avalanches of studies on emotional intelligence such as Emotional intelligence and leadership effectiveness (Kerr, Garvin, Heaton & Boyle, 2006), Exploring stakeholders emotional intelligence (Keane, 2006), Emotional intelligence and counterpart mood induction in a negotiation (Mueller & Curhan, 2006); Developing and measuring the emotional intelligence of leaders (Groves, McEnrue & Shen, 2008); Emotional intelligence and Marketing Effectiveness (Nwokah & Ahiauzu, 2009); the relationship between emotional intelligence and buyer's performance (Schumacher, Wheeler & Carr, 2009), the relationship between emotional intelligence and psychological wellbeing (Carmeli, Yitzhak-Halevy & Weisberg, 2009) and many more.

Groves *et al.* (2008,pp. 225-226) reported that other empirical and theoretical studies on emotions have expanded to include topics particularly relevant to management development practitioners, such as the empirical relationship between leader emotional intelligence (EI) and transformational leadership (e.g. Barbuto & Burbach, 2006., Brown & Moshavi, 2005., Leban & Zulauf, 2004); the impact of EI on organizational change (Huy, 2002); and the link between EI and job satisfaction (Sy, Tram & O'Hara 2006); job performance (e.g. Cote & Miners, 2006.); and organizational citizenship behaviour (Cote & Miners, 2006).

Also the concept of managerial competences has been widely discussed in scholarly published articles such as: managerial competences and the managerial performance appraisal process (Abraham, Karns, Shaw & Mena, 2001); managerial competences and marketing effectiveness in corporate organizations in Nigeria (Nwokah & Ahiauzu, 2008), managerial competences for middle managers: some empirical findings from China (Qiao & Wang, 2009) and many others.

Surprisingly, none of these studies have reported any study investigating the relationships between emotional intelligence and managerial competences on one hand and specifically, on its relationship to marketing manager's performance. No doubt, these two constructs are emerging and are important in organizations strategic marketing performance. A test of the relationships between these constructs will not only add to the avalanches of literature in these topical areas but will also avail the marketing managers and in indeed the entire organizations the opportunity of knowing the extent their emotional intelligence will influence their managerial competences.

Thus, this present paper is a response to a glaring call by Nwokah and Ahiauzu (2010) on investigating relationships between the constructs of emotional intelligence and managerial competences and to close the seemingly gap in the associations between the two constructs particularly in the context of marketing managers effectiveness. The paper shall test these constructs in the context of marketing managers' emotional intelligence and their managerial competences. The paper describes how the empirical study was undertaken; presents the results of the study and findings; as well as the discussion of the findings. The conclusions and the recommendations are stated finally. The theoretical foundation is discussed next.

Theoretical Foundation.

To fully understand the search for literature, the researchers adopt a theoretical framework that underpins the theoretical foundations of the perspectives of emotional intelligence and literature based on marketing managerial competences. First the authors begin by reintroducing the construct of emotional intelligence and its domains and then review the literature on managerial competences. The review of relevant literature on emotional intelligence now follows.

Emotional Intelligence – Emotional intelligence 'focuses on one's personal development and effectiveness, as well as on one's relationships with others' (Schumacher, Wheeler, & Carr, 2009 p.264). While cognitive intelligence is primarily associated with memory and problem solving capacity, the founders of the modern concept of intelligence recognized the possibility of non-cognitive forms (Leary, D'Reilly & Brown, 2009., Nwokah & Ahiauzu, 2009). Emotional intelligence promotes relationships, teamwork, and collaboration. Carmeli, et al. (2009), Nwokah and Ahiauzu (2009), Salovey and Mayer (1989) observed that emotional intelligence is the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Carmeli et al. (2009) went further to argue that Seven years later, Salovey and Mayer refined their conceptualization of emotional intelligence to encompass four interrelated dimensions: the appraisal and expression of self-emotions, the appraisal and recognition of emotions in others, the regulation of self-emotions, and the use of emotions to facilitate performance. In this Carmeli et al.(2009,p.68) redefined emotional intelligence as 'the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth'.

In a study on emotional intelligence and marketing effectiveness in corporate organizations in Nigeria, Nwokah and Ahiauzu (2009) argued that unlike mental or cognitive intelligence, emotional intelligence focuses on understanding one's emotions and feelings and those of others.

Goleman (1995) defined emotional intelligence as the capacity for recognizing one's own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. While according to Kerr *et al* (2006, p.265) Salovey and Mayer (1989,p.185) defined EI as "a set of skills relevant to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feeling to motivate, plan, and achieve in one's life".

Of all the emotional intelligence models developed, so far, the Goleman's (2001) refined model appears to be the most prominent. This model is encapsulated in his latest pungent definition of emotional intelligence as: 'the abilities to recognize and regulate emotions in ourselves and in others' (Goleman, 2001, p. 14). This most parsimonious definition largely suggests four major emotional intelligence domains, namely: self-awareness, self-management, social awareness, and relationship management.

These four domains are shared by all the main variations of emotional intelligence theory, although the terms used by other researchers to refer to them may differ. For example, the domains of self-awareness and self-management fall within what Gardner (1983) called 'Intra-personal intelligence'. While social awareness and relationship management fit within his definition of 'Interpersonal intelligence'. Some researchers on emotional intelligence make a distinction between emotional and social intelligences, as they see emotional intelligence as personal self-management capabilities, such as impulse control, and social intelligence as relationship skills (Bar-On, 2000). This present paper shall here adopt mainly Goleman's (2001) model.

As shown earlier, one of Goleman's domains of emotional intelligence is 'self-awareness', with its associated leader-managerial competences as 'emotional self-awareness', 'accurate self-assessment', and 'self-confidence'. This domain has to do with a deep understanding of one's emotions, as well as one's strengths and limitations, and one's values and motives. Goleman explains that people who have strong self-awareness are usually realistic. They are normally not overly self-critical or naively hopeful; rather they are honest with themselves about themselves, as well as with others, even to the point of being able to laugh at their own foibles.

The second emotional intelligence domains of Goleman is 'self-management', which has its associated competences as: 'self-control', 'transparency', 'adaptability', 'achievement', 'initiative', and 'optimism'. Persons who possess emotional self-control always endeavour to manage their disturbing emotions and impulses, to their advantage (Nwokah & Ahiauzu, 2010). A hallmark of self-control is the one who stays calm and clear-headed in a highly stressful situation or during crisis. Such a person remains largely unflappable even when confronted by a trying situation (McEnrue, Groves, & Shen, 2009).

On the other hand, the 'transparency' competence, which connotes integrity, has to do with an authentic openness to others about one's feelings, believes, and actions. Persons, and particularly leader-managers, that are transparent, live their values, and where necessary they openly admit mistakes or faults, and have the courage to confront unethical behaviour in others, rather than turn a blind eye (Schumacher et al, 2009). Similarly, the competence of 'adaptability' enables one to juggle multiple demands without losing one's focus or energy. Adaptable leader-managers are comfortable with the inevitable ambiguities of organizational life, for they are

normally flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities (Nwokah & Ahiauzu, 2010).

The competence of 'achievement orientation' is very prominent in the emotional intelligence domains of 'self-management'. Persons, and particularly leaders, who possess strength in achievement, have high-personal standards that drive them to constantly seek performance improvements for themselves and those they lead (Nwokah & Ahiauzu, 2008). Such leader-managers are pragmatic, setting measurable but challenging goals, and are also able to calculate risk so that their goals are worthy but attainable. Achievement orientated leaders are interested in continually learning and teaching ways to do things better. In the same way, leader-managers who strongly believe that they have what it takes to control their own destiny excel in initiative (Leary et al, 2009). They seize opportunities, or create them, rather than simply waiting. Finally, regarding the domain of self-management, 'optimism' is a very important competence. An optimistic leader can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leader-managers perceive and respond to others positively expecting the best in them, as their 'glass half full' approach as life leads them to expect that changes in the future will be for the better (Nwokah & Ahiauzu, 2008).

The third emotional intelligence domains of Goleman is 'social awareness', and it has 'empathy', 'organizational awareness', and 'service orientation' as the associated competences. The empathy competence enables a leader-manager to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group (Carmeli et al., 2009). Such leaders exercise patience to listen attentively and grasp the other person's perspective on issues. The empathy competence makes it possible for a leader to get along well with people of diverse backgrounds (Nwokah & Ahiauzu, 2010). Similarly, with the competence of organizational awareness, a leader-manager can be politically astute, able to detect crucial social networks and understand key power relationships. Such leader can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people in the organization. Also, persons who possess high-service orientation competence usually foster an emotional climate that keeps the relationship between them and their customers or clients on the right track. Such persons monitor customers' or clients' satisfaction carefully to ensure that they get what they need.

The last of Goleman's four emotional intelligence domains is 'relationship management'. This domain has six competencies, namely: 'inspiration', 'influence', 'developing others', 'change catalyst', 'conflict management', and 'teamwork and collaboration' (Nwokah & Ahiauzu, 2010). As regards the competence of 'inspiration', leaders that have this competence create resonance and move people with a compelling vision or shared mission. In the next section, the concept of managerial competences is discussed.

Managerial Competencies –In the early 1970s in the United States of America, there was a general belief among Management scholars and practitioners, that it was possible to identify and isolate the work behaviours very consistently exhibited by excellent performing managers and workers (Ahiauzu, 2006). It was also believed that such identified behaviours could be transmitted throughout an organization's workforce through well-planned and effectively administered training and coaching interventions. It is likely that these beliefs might have been prompted and energized by the results of McClelland's study (Kunnanatte, 2008). His study strongly suggested that there were behavioural variables that successfully predicted job performance. He called these variables 'competences'. Within the same period, the American Management Association (AMA) sponsored a research with the main objective of finding out what made managers competent. It was intended that the results of the study would be used to design a programme where managers could learn these competences and become high performers on the job. Richard Boyatzis was appointed to head the research. In 1982, Boyatzis published his book entitled: 'The Competent Manager: A Model for Effective Performance', which was based on the results of the American Marketing Association (AMA)-sponsored research.

On the first page of his book, Boyatzis (982) emphatically declared that: 'it is the competence of managers that determines, in large part the return that organizations realize from their human capital, or human resources'. There does not seem to be any doubt that the conceptual formulations underlying Boyatzis study were influenced by the results of the earlier studies of McClelland, on related themes. Boyatzis and Ratti (2009) therefore, adapting from Klemp's definition (Kuman & Woiff, 2008) of competence, observed that competence is an underlying characteristic of an individual which is causally related to effective or superior performance in a job. Boyatzis (2007, 2009) further argued that this could be a motive, trait, and skill, aspect of one's self-image or social role, or a body of knowledge which he or she uses.

In his 1982 study, Boyatzis identified and grouped managerial competences into two categories: (1) Consummate Competences – which include efficiency orientation, productivity, concern with impact, diagnostic use of concepts, conceptualization, self-confidence, use of oral presentations, managing group process, use of socialized power, and perceptual objectivity; and (2) threshold Competences – which include logical thought, accurate self-assessment, positive regard, developing others, spontaneity, use of unilateral power, self-control, stamina and adaptability, and specialized knowledge.

Because the Boyatzis' approach or the 'input' approach to management competence (Nwokah, 2008),

was driven by the need to make organizations more effective through selecting, developing and rewarding the right people, it largely concentrated on identifying the behavioural characteristics of superior performers. But the alternative to the Boyatzis or US approach to competence is the British approach. The United Kingdom Government Employment Department has defined 'competence' as focusing mainly on the outcomes expected from a job when it is adequately performed (Ahiauzu, 2006). This approach is captured very succinctly by Day's (1989) definition of competence as the ability to put skills and knowledge into action.

The British approach therefore, suggests not only skills and knowledge, but also the range of qualities of personal effectiveness required to get a job done very efficiently (Ashworth & Saxton, 1990). Adopting this approach, Baber et al. (2004, p.596) have defined competence as 'the specification of knowledge and skill, and the application of that knowledge and skill to the standard of performance required'. In this approach, the quality and standard of performance is used to define competence. By setting standards, a base level of performance is defined that becomes a benchmark of quality for individual to achieve (Woodburn, 2004).

It would appear that North American scholars are inclined to using the term 'competency', whereas the British scholars prefer the term 'competence'. To avoid the academic definitional confusion likely to arise from this use of different terms, this present paper subscribes to Woodruff's (1993) suggestion that 'competence' should be used to refer to areas of work in which the person is competent, while 'competency' should be used to refer to the dimensions of behaviours underlying the competent performance. Nevertheless, the preferred term for the purposes of this paper is 'competence'. This paper accepts Armstrong's (2000) view that 'competence' or competency' is all about: (1) what you need to know; (2) what you need to do; and (3) how you need to do it. What should be noted therefore, is that there are two main meanings of the term 'competence'. One refers to the outputs, results or competence performance *per se*, while the other refers to the inputs or underlying behavioural attributes required of a person, that will enable him or her achieve competent performance.

In their critical analysis of the UK and US approaches to competences Cheng et al. (2003) have pointed out that the UK's approach to the competence perspective is chiefly concerned with providing accreditation of experience (i.e. has an individual completed a defined activity?) and is not able to evaluate expertise (i.e. how did the individual complete a defined activity?). They further argue that an effective demonstration of a managerial skill does not necessarily demonstrate that the manager has the necessary expertise to judge when and if the use of that competence is appropriate in another situation. Again, they believe that the UK perspective is highly centralized in determining the push for skill in job performance rather than understanding and fixing the output standards that regulate education and training. Cheng *et al.* (2003, p. 528) believe that one of the problems raised by the UK approach is the word 'competence' itself. Some one who is described as 'competent' according to them can be thought to be merely 'getting by' thereby creating the potential for delusions of adequacy. They argue that the word has to be qualified with affixes and adjectives such as 'incompetent', 'barely competent' or 'highly competent'.

In their analysis of the US approach to competence, Cheng et al. (2003) believe that the US approach does not suffer from the problems induced by UK's adherence to micro competences. They believe that the most common criticism is that it cannot be assured in all organizations that behaviours exhibited by today's superior performance will be equally effective in the future. The authors suggest that those planning for management's needs and development should focus on the future and it is vital that a list of competences be flexible and able to reflect changes in the organization's future direction. The US model focuses on individual managers' characteristics and their links to the context of performance (Cheng et al, 2003). Staurt and Lindsay (1997) point out that the U.S approach fails to adequately define managerial competences in terms of the organization, its culture, its market place and its business environment.

In order to find a way forward to these confusions of UK and US approaches; Cheng et al. (2003, p. 534) suggested the combination of both US and UK models. Their argument is that the most appropriate way forward of examining the UK and US models would be to combine elements of both models. The authors believe that human resource management practitioners and professions face dilemma. On the one hand, the underlying macro-competences approach seems removed from the everyday reality of most jobs and the need to demonstrate immediate benefits from training and development.

The conceptual framework for this study is shown in Figure 1

Figure. 1 Conceptual Framework: Emotional Intelligence and Marketing Managerial Competences
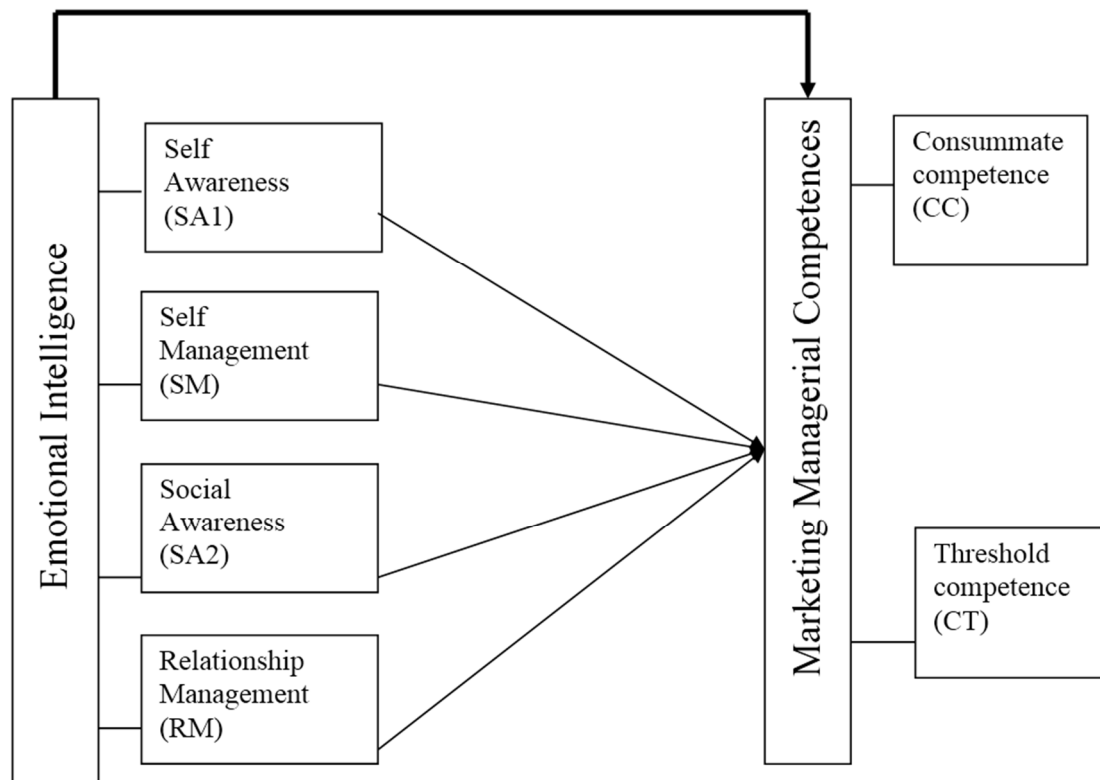

Figure 1 assumes that the four dimensions of emotional intelligence have direct influence in building the two dimensions of marketing managerial competences.

Hypotheses

Based on the foregoing discuss, and Figure 1, this paper hypotheses thus:

H1   Self awareness has a positive relationship in building marketing managerial competences.

H2   Self management influences marketing managerial competences in corporate organization.

H3   Social awareness significantly builds marketing managerial competences for effective corporate management.

H4   Relationship management significantly influences the marketing managerial competences in corporate organization.

The Empirical Study

Research Methodology – This hypothesis-testing study adopted a cross-sectional survey strategy and a deductive approach to establish the nature of the relationships between the study variables (Sekaran, 2003, Saunders, Levis & Thornhill, 2009, Bryman & Bell, 2003).

Sample selection - A sample frame was compiled from the 2009 edition of Nigerian Stock Exchange Gazette. A total of 215 corporate organizations were systematically selected from the 368 corporate organizations listed in the Stock Exchange. The choice of the sample is rationalized as follows. Those listed organizations are indicative of the most progressive organizations in Nigeria, and have their headquarters in Lagos and Port Harcourt. The choice of Nigerian Stock Exchange is based on the fact that companies listed therein are publicly quoted companies with re-challenging responsibility and performance to their corporate stakeholders, including shareholders and customers. To obtain reliable information for this study, the key informant approach was used. Therefore, two key informants (two most senior marketing executives) in each of the corporate organizations among the sample frame constituted the respondents.

Construction of Research instruments - Two sets of instruments were designed to test the two constructs. A 12-item five-point Likert scale anchored by "1" strongly disagree to "5" strongly agree was developed to measure managerial competences. A 20-item five-point Likert scale anchored by "1" strongly disagree to "5" strongly agree was also constructed to measure each dimension of emotional intelligence.

Validity of research instrument and measurement scales - The validity of the scales utilized in this study was assessed for content and construct (convergent) validity. Content validity was enhanced via the conventional process for measure development. The marketing managerial competences and emotional intelligence scales were

tested for construct (convergent) validity.

Data collection and analysis - Given the nature of this study as regards data generation requirements, it was considered that responses should be elicited from sources knowledgeable in the organization's marketing management activities so as to limit measurement error (Nwokah & Ahiauzu, 2009). In this regard, two marketing executives at the managerial position in each sample organization were treated as the key informants. A personal/hand delivery survey with the help of five research assistants was used to administer research instrument following the principles of the total design method with pre-notification correspondence. Therefore two copies of questionnaire were distributed to a company making a total of 430 copies of questionnaire distributed. It was assumed that such marketing managers have the best vantage point to provide the most accurate responses.

A total of 403 copies of useable questionnaire were returned and used in the study. A multiple regression was carried out to obtain r 2 value, standard deviation and the sum of emotional intelligence was regressed to the sum of the square of marketing managerial competences to the r 2 values. The analysis, however, reveals that there is a relationship between emotional intelligence and marketing managerial competences (as shown in Table 2).

Research results and findings

Scale construction

Emotional intelligence. Table1. Shows the findings of descriptive analysis of the emotional intelligence.

Table I Emotional intelligence measures: scale statistics.

S/No	Scale item (Emotional intelligence)	Mean	S.D	Item total scale correlation
A	**Self-awareness** (significant alpha for scale = 0.81)			
1	Marketing managers who have strong self-awareness are usually realistic	3.14	1.32	0.44
2	Self-awareness marketing staff are normally not overly self-critical or naively hopeful	3.81	0.91	0.40
3	Self-awareness is a propensity for self-reflection and thoughtfulness in our marketing management practices	3.05	1.38	0.42
4	Self-aware marketing managers typically find time to reflect quietly	3.22	1.21	0.39
5	Self-aware marketing managers think things over rather than react impulsively	3.88	1.06	0.41
B	**Self-management** (significant alpha for scale = 0.83)			
6	Marketing managers who possess emotional self-control always endeavour to manage their disturbing emotions and impulses, to their advantage	3.86	0.85	0.35
7	A hallmark of self-control is the one who stays calm and clearheaded in a highly stressful situation or during crisis	3.81	0.96	0.39
8	Marketing managers that are transparent live their values, and where necessary they openly admit mistakes and fault	3.29	1.26	0.41
9	Marketing managers who possess strength in achievement, have high personal standards that drive them to constantly seek performance improvements for themselves and those they lead	3.44	1.30	0.38
10	Achievement-oriented marketing managers are interested in continually learning, teaching and wants to do things better	3.50	1.33	0.41
11	An optimistic marketing manager can roll with the purchase, seeing an opportunity rather than a threat in a setback	3.87	1.38	0.43
C	**Social awareness** (significant alpha for scale = 0.82)			
12	Social awareness enables a marketing managers to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group	3.88	1.38	0.38
13	Social awareness enables a marketing manager to detect crucial social networks and understand key power relationship.	3.58	1.29	0.37
14	Social awareness makes it possible for a marketing managers to get along with people of diverse backgrounds	3.55	1.22	0.41
15	Social awareness enables a marketing managers monitor customer's or client's satisfaction carefully to ensure that they get what they need	3.81	1.27	0.40
D	**Relationship management** (significant alpha for scale = 0.87)			
16	Marketing managers that have inspiration competence create resonance and move people with a compelling vision or shared mission	3.19	1.20	0.39
17	Inspirational marketing managers embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow	3.51	1.28	0.42
18	Marketing managers who are good at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals	3.32	0.99	0.36
19	Marketing managers who possess the change catalyst competence are usually able to lead in the recognition of need for the change, challenge the status quo, and champion the new order	3.38	1.02	0.39
20	Marketing managers with conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand the differing views and then find a common ideal that everyone will endorse	3.33	0.89	0.37

As can be seen from Table 1, the mean scores of the dimensions of emotional intelligence range from

3.20 to 3.88 with a reasonable dispersion about this measure of central tendency. It was found that the Cronbach Alpha coefficient for self awareness is 0.81, self-management is 0.83, social awareness is 0.82 and relationship management is 0.87. Also item total scale correlation analysis calculated all variables to be positive and highly statistically significant in their relationship with emotional intelligence.

Exploratory factor analysis
A preliminary factor analysis was performed in items from the marketing managerial competence scale to ensure that the dimensions intended to reflect each of the different competence contexts loaded on common factors. A principal component factor method with a varimax orthogonal rotation was applied to the scale. Based on the criteria of eigen values greater than one, an evaluation of the scree plot, and a minimum factor loadings of 0.6, the analysis indicated a two-factor solution for the emotional intelligence scale (More & Fairhurst, 2003, p.392). This preliminary factor model was subsequently used in the confirmatory factor analysis.

Confirmatory factor analysis
Confirmatory factor analysis was performed to evaluate measurement of the exogenous variables (marketing managerial competence). During the confirmatory factor modelling process several iterations were performed. No excessive inter-correlation between factors and kurtosis was found; therefore, no item was eliminated. The confirmatory factor model indicated a very good fit with a no significant X^2 of 41.53 (p<0.30, df=36). Indices of both absolute and relative fit also presented support for the measurement model (consummate competence = 0.88, threshold competence = 0.82). The root mean square error of approximation associated with the confirmatory model produced an acceptable value of 0.05, well below the maximum acceptable value of 0.07 (Byrne, 2001). The scales analysis subsequently confirmed two factors of marketing managerial competences (consummate and threshold) for the purpose of this study.

Table 2 Principal component analysis of marketing managerial competence

S/No	Scale items (marketing managerial competence)	Factor loading	Item to total correlation
A	**Consummate competences** (Cronbach Alpha = 0.88)		
1	Marketing management practices in our organization are governed by an orientation towards efficiency	0.97	0.82
2	Management lays emphasis on increased marketing management productivity	0.89	0.84
3	Marketing Manager's actions are judged by the level of impact such actions have on the system	0.78	0.73
4	Marketing staff are encouraged to develop self confidence in the performance of their assignments	0.99	0.88
5	Management constantly seeks to develop marketing workers' oral presentation abilities	0.93	0.81
6	Marketing officers are encouraged to use social skills in the performance of their jobs	0.96	0.82
B	**Threshold competences** (Cronbach Alpha = 0.82)		
7	Our marketing management team are systematic in their work processes	0.96	0.82
8	Our marketing management team express positive regard towards clients and customers	0.99	0.87
9	There is distinct succession planning programme in our organization	0.88	0.79
10	Marketing management staff are trained to give spontaneous response to urgent and unanticipated marketing needs	0.87	0.77
11	Marketing management staff easily adapt to changing work situations	0.91	0.81
12	Marketing management staff apply specialized knowledge in handling complex marketing situations	0.95	0.83

As can be seen from Table 2, principal components analysis was used to assess the underlying relationships of each dimension within marketing managerial competences. Table 2 illustrates that in all cases; a single factor was extracted, suggesting the homogeneity within each factor. The factor most emphasized by organizations in their marketing managerial competence appears to be consummate competence.

Reliability of research instrument and measurement scales
After the survey had been completed the reliability of the scale was further examined by computing their coefficient alpha (Cronbach Alpha). All scales were found to exceed a minimum threshold of 0.7 (Cronbach, 1970; Nunnally (1978; Seaman & O'Hair, 2006; Nwokah & Maclayton, 2006). Convergent validity is also suggested

when the individual variables scores are combined into a single scale to give a Cronbach Alpha of 0.81. The results of the scale reliability analysis are reported in Tables 3 and 4.

Table 3 Scale reliability of marketing managerial competences

S/No	Scale items (marketing managerial competences)	Item to total correlation	Scale alpha if deleted
A	**Consummate competences** (Cronbach Alpha = 0.88)		
1	Marketing management practices in our organization are governed by an orientation towards efficiency	0.41	0.87
2	Management lays emphasis on increased marketing management productivity	0.39	0.89
3	Marketing Manager's actions are judged by the level of impact such actions have on the system	0.36	0.78
4	Marketing staff are encouraged to develop self confidence in the performance of their assignments	0.40	0.81
5	Management constantly seeks to develop marketing workers' oral presentation abilities	0.44	0.71
6	Marketing officers are encouraged to use social skills in the performance of their jobs	0.38	0.77
B	**Threshold competences** (Cronbach Alpha = 0.82)		
7	Our marketing management team are systematic in their work processes	0.37	0.76
8	Our marketing management team express positive regard towards clients and customers	0.41	0.77
9	There is distinct succession planning programme in our organization	0.44	0.75
10	Marketing management staff are trained to give spontaneous response to urgent and unanticipated marketing needs	0.39	0.80
11	Marketing management staff easily adapt to changing work situations	0.37	0.71
12	Marketing management staff apply specialized knowledge in handling complex marketing situations	0.42	0.70

As can be seen from Table 3, all items are reliable suggesting that they can be used to measure the hypothesized dimensions of marketing managerial competences of marketing managers in corporate organizations in Nigeria

. Table 4 Scale reliability of Emotional intelligence measures

S/No	Scale item (Emotional intelligence)	Item total scale correlation	Scale alpha if deleted
A	**Self-awareness** (significant alpha for scale = 0.81)		
1	Marketing managers who have strong self-awareness are usually realistic	0.39	0.77
2	Self-awareness marketing staff are normally not overly self-critical or naively hopeful	0.42	0.79
3	Self-awareness is a propensity for self-reflection and thoughtfulness in our marketing management practices	0.36	0.77
4	Self-aware marketing managers typically find time to reflect quietly	0.39	0.80
5	Self-aware marketing managers think things over rather than react impulsively	0.37	0.79
B	**Self-management** (significant alpha for scale = 0.83)		
6	Marketing managers who possess emotional self-control always endeavour to manage their disturbing emotions and impulses, to their advantage	0.38	0.81
7	A hallmark of self-control is the one who stays calm and clearheaded in a highly stressful situation or during crisis	0.37	0.77
8	Marketing managers that are transparent live their values, and where necessary they openly admit mistakes and fault	0.41	0.78
9	Marketing managers who possess strength in achievement, have high personal standards that drive them to constantly seek performance improvements for themselves and those they lead	0.40	0.77
10	Achievement-oriented marketing managers are interested in continually learning, teaching and wants to do things better	0.41	0.76
11	An optimistic marketing manager can roll with the purchase, seeing an opportunity rather than a threat in a setback	0.43	0.77
C	**Social awareness** (significant alpha for scale = 0.82)		

Journal of Resources Development and Management
www.iiste.org
ISSN 2422-8397   An International Peer-reviewed Journal
Vol.26, 2016

12	Social awareness enables a marketing managers to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group	0.35	0.79
13	Social awareness enables a marketing manager to detect crucial social networks and understand key power relationship.	0.39	0.79
14	Social awareness makes it possible for a marketing managers to get along with people of diverse backgrounds	0.41	0.78
15	Social awareness enables a marketing managers monitor customer's or client's satisfaction carefully to ensure that they get what they need	0.38	0.71
D	**Relationship management** (significant alpha for scale = 0.87)		
16	Marketing managers that have inspiration competence create resonance and move people with a compelling vision or shared mission	0.44	0.80
17	Inspirational marketing managers embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow	0.40	0.79
18	Marketing managers who are good at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals	0.42	0.77
19	Marketing managers who possess the change catalyst competence are usually able to lead in the recognition of need for the change, challenge the status quo, and champion the new order	0.39	0.73
20	Marketing managers with conflict management competence have the capacity to manage conflict effectively, as they are able to draw out all parties, understand the differing views and then find a common ideal that everyone will endorse	0.41	0.75

As can been seen from Table 4, all the items are reliable and can be used to measure the dimensions of emotional intelligence of marketing managers in corporate organizations in Nigeria

Regression analysis
The result of the regression analysis is shown in Table 5.
Table 5 Multiple regression of emotional intelligence and marketing managerial competences.

Emotional intelligence	Marketing managerial competence	Spearman correlation	significance	Multiple R^2 values
Self- awareness	Consummate competence	0.65	0.79	0.67
	Threshold competence	0.62	0.71	
Self-management	Consummate competence	0.69	0.77	0.64
	Threshold competence	0.61	0.69	
Social awareness	Consummate competence	0.67	0.87	0.66
	Threshold competence	0.66	0.79	
Relationship management	Consummate competence	0.66	0.74	0.62
	Threshold competence	0.59	0.68	

As can be seen from Table 5, there are positive and significant relationships between the dimensions of emotional intelligence and marketing managerial competences, thus giving support to all the hypotheses - self awareness has a positive relationship in building marketing managerial competences; self management influences marketing managerial competences in corporate organizations in Nigeria; social awareness significantly builds marketing managerial competences for effective corporate management; and relationship management significantly influences the marketing managerial competences in corporate organizations in Nigeria. The relationships between each of these findings are discussed next and conclusions made thereafter.

Discussion
Table 5 suggests that there is a statistical evidence to demonstrate that where emotional intelligence is deemed to be effectively taking place in this hypothesis-testing study, it demonstrates a clear evidence of effectiveness in marketing managerial competences. The underpinning hypotheses proposed by Nwokah and Ahiauzu (2010) and as stated earlier, are clearly substantiated by the result of this study. In general there are strong relationships between the hypothesized dimensions of emotional intelligence and marketing managerial competences. The findings reported in Table 5 demonstrate that each dimension of emotional intelligence contributes to marketing managers managerial competences, however, these relationships vary according to the dimensions of each of the variables.

Implications
For marketing managers, this paper reinforces confidence on how marketing managerial competences can be built

and developed through managing managers' emotional intelligence. This paper also helps to assess the effectiveness of emotional intelligence and marketing managerial competences in the transitional economy of Nigeria. The inconsistent growths of the Nigeria have caught worldwide attention in recent years.

However, understanding more about business strategies and associated managerial practices in Nigeria can be enormously helpful for multinational organizations in collaborating and/or competing against Nigeria enterprises. For academics, this paper adds to the growing number of literature in marketing management, emotional intelligence and managerial competences in the Nigeria context. This paper represents the first of the series of using established model of emotional intelligence to build marketing managerial competences.

Conclusions and recommendations

This study shows that a substantial degree of cognitive intelligence is needed by marketing managers in corporate organizations in Nigeria; however the extent to which the marketing managers can manage and direct the feelings of their marketing team and customers, in order to attain the desired corporate goals, largely depends on the marketing manager's emotional intelligence. The survey results suggest that a valid instrument for measuring the level of emotional intelligence and marketing managerial competences in the Nigeria context has be developed.

In furtherance to the realization of set objectives, this paper recommends marketing managers need to have a high degree of emotional intelligence in other to manage the marketing team and the customers for effective marketing managerial competences. This research can be replicated in other diverse market environments and also a study differentiating Nigeria and foreign marketing managers' emotional intelligence/competences relationships in various industries/sectors for generalizability improvement and theoretical building is called for. These recommendations should form base for further studies on "Building Theory of Marketing Managerial Competences in Nigeria context".

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