



## Emotional Intelligence on port workers' performance in the Port of Algeciras Bay, Spain

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### ABSTRACT

Nowadays Spanish ports work in a very competitive and changeable environment, in fact, the experience and knowledge of the employees are not the only elements to be considered by them. It appears a new concept known as "Emotional Intelligence" which has shown to be a very useful method to improve employee productivity, generating competitive advantages. Therefore it is essential the Human Resources performance to do a good recruitment and selection of staffs based on the recognition of the emotional intelligence as another element for detecting and developing talents.

### 1. Introduction

Like the International Labour Organisation (ILO) itself, the dock industry is today an important link in the transport network that requires constant upgrading to respond to the demands of international trade. The growing transport volume, the increasing sophistication of infrastructure, the widespread use of containers, and the intensity of capital investment required for the development of dock activities, have led to profound reforms in the sector. Once a sector relying on mostly occasional and low-skilled labour, dock work now requires more highly skilled workers who are increasingly registered workers. At the same time, there are growing demands on dockworkers to be more productive and to work in shifts, while the overall dock workforce has been reduced (ILO, 2017). During the development of the current article, an attempt is made to give a more extensive focus on the whole concept of emotional intelligence (EI) within the Port sphere.

The present work is structured into four sections. The first includes the objectives of the study and the methodology used.

The second gives a review of the literature on EI. The third gives a case study of the Algeciras Bay Port Authority, and lastly, we finalise with the conclusions and considerations about the limitations of the work.

Work is one of the factors that can have most influence on the quality of life of the employee, able to deteriorate the health of the people while they perform their work within the organisation. Stress is the most common cause that accelerates the physical and mental exhaustion of the workers, generating lack of commitment and their later abandonment of the job (Blanco-Gómez, 2011). In the last two decades, diverse studies have been made to analyse the emotions, and their later effect on human conduct, with multiple findings appearing on EI that demonstrate a close relationship. Therefore, management of EI is key to surviving in an increasingly demanding and competitive market, enabling the challenges to be met more effectively, and thereby to achieve competitive advantages.

### 2. Objectives and Method

The present work develops on the basis of the Goleman (1998) model, as it has been demonstrated in previous research to be a valid model, and broader based than others when determining a worker's performance. If the employee has a level of

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EI suited to their position, they will be capable of experiencing a greater number of positive emotions and therefore their productivity will increase (Jiménez, 2007; Castro-Calvin et al., 2009).

The implementation of the competency-based management model provides a superior result in organisations, facilitates the development of human resources management practices, improves the integration of work parties and secures more information about the job, which is essential knowledge, especially in times of change. For this reason, the competency-based management model is incorporated in the II Collective Agreement of State Ports and Port Authorities, 2009. This Agreement includes the skills that Goleman and other important authors defined as "Social Skills", which form four of the six skills incorporated in the model. These are the generic skills of Leadership, Teamwork, Communication and Negotiation (conflict resolution). Nevertheless, this study shows that the Agreement is partially incomplete, since it does not include certain skills that are considered vitally important in Goleman's mixed model. Therefore, by not considering these skills, there is the risk of gaps in the performance of the worker, which produce idle times and lead to the detriment of productivity, extrapolating into an increase of costs (Alles, 2006).

This work presents a double objective. First, to analyse the role of EI in organisations, giving special attention to the link between the skills of EI and its effects within the organisational framework. Second, to study the importance of EI in the port sector to determine if it is necessary to incorporate new skills in the competency-based management model in the Spanish ports.

The methodology used in this work was based on a literature review of previous research on the subject at issue. The main sources used were articles from specialised magazines, books and research made by prestigious universities, in the sphere of human resources management. The information on previous scientific research came mainly from the ABI/INFORM data base. Information and documents from the State Ports and Port Authorities, as well as a series of interviews with the Director of Human Resources of the Algeciras Bay Port Authority, were used to develop the case study.

### 3. Revision of the literature on emotional intelligence

#### 3.1. History.

In the past, it was physical qualities that were more valued by companies in the sector. Later, the managers of companies became aware of the importance of their employees having basic and technical skills, which allow them to more easily solve the anomalies that appear routinely in their jobs (Jiménez, 2007). Currently that vision is not sufficient, and it is clear that there are non-cognitive intangible factors that are determinants for success. Therefore, in the last decade of the 20th century, there was a proliferation of research on these factors, because they are considered important in the attainment of the organisational results (Icart and Valero, 2001). Today's business world appears to be at a critical point, with easy Internet access having facilitated the market globalisation process, with the consequence of an increase of rival companies in the sector. This is

so much the case that the companies make great efforts to avoid domination by the competition, and it is for that reason that EI appears as an alternative for achieving competitive advantages.

It is frequently observed that the most efficient employee is not the one that presents a higher cognitive level. This is because nowadays the concept of "intelligence" is not solely associated with the capacity to solve problems of physics, mathematics or other branches of knowledge, but also with the essential mastery of a series of generic skills that determine the traits of the worker. It is thought that people with a more developed left hemisphere of the brain have greater control in logic activities, and, on the contrary, individuals which show predominance of the right hemisphere have higher levels of creativity. However, what about the results of people who have supremacy in the paradigm of EI? (Icart and Valero, 2001). In order to respond to this question, it is necessary to mention Gardner (1995) and his theory of multiple intelligences, which allows the concept of "intellectual capacity" as the only intelligence to be broken. Gardner (1995) assures the existence of eight intelligences in his theory. All of them are comparable regarding their importance, and each individual has them developed to a greater or lesser extent, which determines the specific profile of each person.

- Verbal-linguistic intelligence: This is known as the ability to master language in all facets whether written or spoken.
- Logical-mathematical intelligence: This is the concept of intelligence based on the ability for solving problems, and is expressed and measured by the intelligence quotient (IQ).
- Visual-spatial intelligence: This is the skill that grants professionals the ability to be able to see objects from different perspective in a mental plane.
- Musical intelligence: This is the skill to play musical instruments, to compose pieces of music or even to be able to read a stave, among others observable characteristics.
- Bodily-kinaesthetic intelligence: This is the motor skill that certain people develop in a specific field, which entails the correct handling of tools.
- Naturalistic intelligence: This is the capacity to differentiate species of plants or animal or other aspects related to nature, geography or climatology.
- Intrapersonal and interpersonal intelligence: The notion of these two intelligences, described originally by Gardner, is included in a sole concept that will constitute EI, this concept marks the difference between key and non-strategic employees. This vision will be explicitly developed in the following sections.

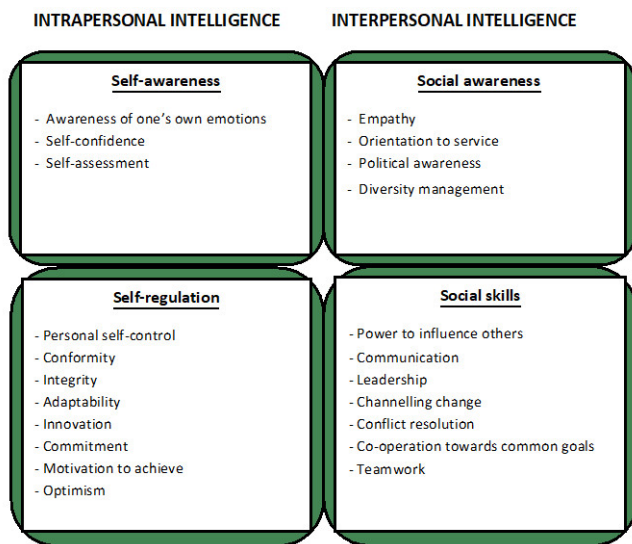
#### 3.2. Concept and skills encompassed in emotional intelligence.

Based on the previous background, the concept of EI has been evolving up to the present day. Initially it was presented

by Salovey and Mayer (1990), and is known as the "ability model", which is based on understanding and managing one's own emotions. From the first model, another, more developed approach arose termed the "mixed model", defended by Bar-On (1997) and Goleman (1998) among others. This type includes the notion of EI as a compilation of the characteristics of personality and of emotional and social skills (Bar-On and Parker, 2000; Fernández-Berrocal; Extremera-Pacheco, 2005; Pérez-Pérez; 2006 and Mayer et al., 2017).

The present work will develop based on the current mixed model, particularly Goleman's model (1998), since previous research has demonstrated that these models are valid and more developed than the "ability model", when determining performance (Jiménez, 2007; Castro-Calvin et al., 2009). This current model links the intrapersonal and interpersonal intelligence, whose skills fall into four quadrants that represent each of the facets of EI (Figure 1).

Figure 1: Emotional Intelligence Competencies



Source: Own author from Goleman, (1999)

### 3.2.1. Self-awareness.

This quadrant includes the capacities that indicate the self-knowledge of the emotions, which is the basis of the rest of the EI principles (Goleman, 1999). During a working day, employees undergo a broad diversity of emotions that generate variations in their performance and influence decision making. To have skills within this sphere will allow the worker to know their personal strengths and weaknesses, which will facilitate their professional development. On the contrary, employees with deficiencies in these skills will not self-assess nor learn from errors, which is why they will never become optimal employees for the company. This first group, includes the skills of:

- Self-awareness of the emotions: Capacity to recognise our own emotions and their possible effects.
- Self-confidence: To be sure of our own capacities.

- Self-assessment: To know our strengths and limitations.

### 3.2.2. Self-regulation.

This facet of EI includes the abilities that allow people to exert correct control of their internal impulses when faced with situations of fear, stress or anxiety, which are present on a daily basis in the employees. In order to palliate the effects, it is necessary that people have at least some of the skills of this sphere, since "the stronger the emotions we feel, the easier it is for them to dominate us, and knowing how to act at the right moment will serve to transform a defect into a virtue" (Icart and Valero, 2001, p.43). This second group of IE, can be broken down into different skills that are defined below:

- Self-control: The ability to handle conflicting internal impulses.
- Compliance: The capacity to integrate and be honest.
- Integrity: Allows the assumption of personal responsibilities.
- Adaptability: Flexibility to confront changes that affect the comfort zone.
- Innovation: To feel receptive to new ideas.
- Commitment: To be responsible and fulfil functions wholeheartedly.
- Motivation to achieve: To have an interest in improving, to obtain an excellence level.
- Optimism: To be tenacious at work despite problems.

### 3.2.3. Social awareness.

This sphere of EI presents an importance relevant for managers, since the skills that are included in this section determine how their workers relate amongst themselves and with their clients. In addition, it allows the worker to recognise power pressures that certain groups present within the company, and is what is called organisational empathy. Workers with high levels of these types of skills will find it easier to develop their professional activity effectively, creating synergies that will foster a suitable working environment, in addition to gaining customer loyalty. Also, having skills in this sector of EI will facilitate fruitful staff diversity management, and leverage of the opportunities that the staff present (Icart and Valero, 2001). Within this sphere are emphasised the following skills:

- Empathy: Capacity to understand other people's emotions, concerns and needs.
- Service orientation: Ability to anticipate the needs of the consumers.
- Political awareness: Ability to notice the emotional currents and power pressures within group.
- Diversity management: To benefit from other people's capacities in order to generate opportunities.

3.2.4. Social skills.

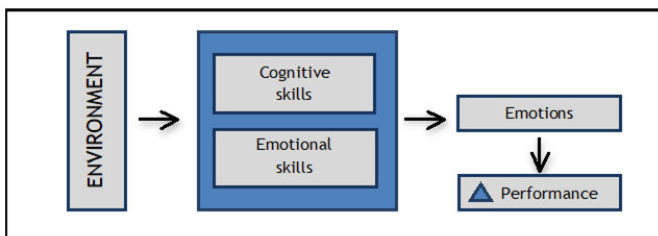
Workers possessing "social skills" are characterised by being people with high levels of leadership, who can exert influence on other people's emotions, in order to generate a positive impact on the members of the organisation. As well as the skills of communication, leadership and channelling change among others, they favour public speech and directing a group of employees towards common success (Jiménez, 2007). Those employees who do not have mastery in some of the skills of this sphere will tend to have less possibilities of making a working career within the organisation, giving rise to a professional stagnation (Alles, 2006). Within this group of EI the following skills are clarified:

- Power of influence: Ability to use persuasion techniques.
- Communication: Mastery of issuing clear and convincing messages.
- Leadership: The skill to direct, inspire and influence people.
- Channelling change: Capacity to initiate processes of change.
- Conflict resolution: Ability to negotiate, to resolve mishaps.
- Co-operation towards common goals: Ability to work in a team to obtain group objectives.
- Teamwork: Capacity to create synergies between the members of the organisation.

3.3. The influence of emotional intelligence in the organisations.

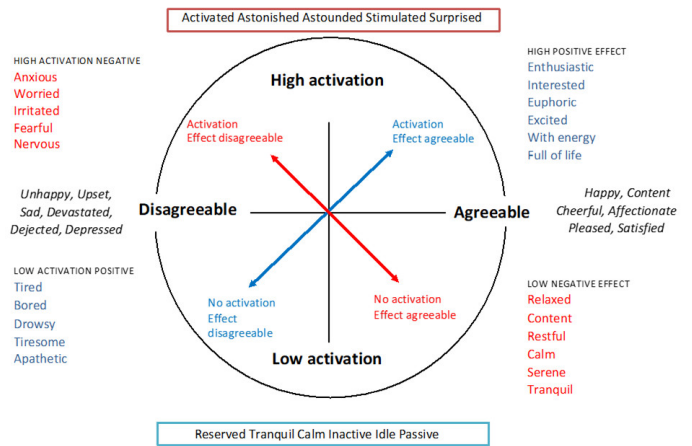
People are beings comprised of a certain level of knowledge and emotions, which is why competency-based management is one of the more effective instruments in the hands of human resources management, allowing best use to be made of the human capital in an increasingly turbulent environment (Moreno-Domínguez et al., 2004). For this reason, it is necessary to realize a comprehensive process of talent management, based on basic, technical and EI skills, in order to detect the optimal employees who have an above standard performance (Moreno-Domínguez et al., 2004; Lozano-Correa, 2013; Rovira, 2001; Bisquerra-Alzina and Pérez-Escoda, 2007).

Figure 2: Interaction of competencies with the environment.



Source: Own author from Castro-Calvin et al (2009).

Figure 3: Adaptation of the Bifactorial Circumplex Model of Emotion.



Source: Kercher (1992). (1999).

In order clarify this idea, Figure 2 shows that the worker is a heterogeneous mixture of technical knowledge and EI skills, which are themselves affected in a specific working environment, and which will consequently cause a certain emotion influencing their performance (Torrecilla, 2005). As can be observed, the EI skills are closely linked by the principle of "cause and effect" (Ceballos et al., 2009). If the employee has the level of EI appropriate to their position, they will be able to experience a greater number of positive emotions and therefore their productivity will increase.

According to García-Martín (2002), the set of emotions can be grouped into four dimensions, as reflected in Figure 3.

- High-activation negative emotions: These are the visible parts of human behaviour based on the lack of necessary EI skills for a high level job, with the generation of diverse negative emotions that bring about anxiety at work, and influence the perception of stimuli.
- Low-activation negative emotions: These are feelings caused by the lack of involvement of individuals in their jobs, causing adverse behaviour such as boredom or apathy, among others.
- High-activation positive emotions: These are produced by having propitious personal capacities for the job, with the employee showing an efficient attitude, and a dynamic, enthusiastic and committed performance in their work.
- Low-activation positive emotions: These are produced when performing tasks of low physical exhaustion or occupations where the user feels drawn to the work and fulfilled, deriving positive sensations such as happiness or comfort.

As is shown, there is a wide range of emotions that shape the affective state of the employees and which therefore affect their professional performance. If the companies contract or develop their professionals so that they are able to generate positive emotions, occupational wellbeing will be promoted and

with it the "engagement" factor. This will generate organisational growth through an improvement in the quality of its services, customer loyalty and reduction in the rate of work accidents, due to the reduction of stress at work (Wilding, 1999; Gracia and Martínez, 2004; Torrecilla, 2005; Swart et al., 2012 and Castellano et al., 2013). On the contrary, where the company does not invest in EI, negative emotions will be more easily caused among the employees, which entails an increase in the degree of "Burnout" until reaching the point of emotional collapse. This will result in generating a cost overrun for the organisation, derived from the process of disaffection of the employee with the company (Flores et al., 2008).

#### 4. Case study: the Algeciras Bay Port Authority.

The Algeciras Bay Port Authority (ABPA) manages the ports and harbours of Algeciras and Tarifa. Algeciras is a city located in the province of Cadiz in the autonomous community of Andalusia, Spain. The ABPA is a public organisation that pertains to the Department of Public Works & Transport, with its own legal status and assets, and the full capacity to act. It is governed by the consolidated text of the State Ports & Merchant Navy Act, as passed under Royal Legislative Decree 2/2011. It is the 28th busiest container port in the world. The 2020 Strategic Plan of the ports managed by ABPA, establishes the mission statement of consolidating the port as an intercontinental logistics staging platform and hub port, which is an intermodal benchmark in the Mediterranean. Its labour policy is framed within the competency-based management model in all the ports of the State Ports public holding company.

##### 4.1. The competency-based management model in the Spanish ports.

Taking the developed theoretical framework as a starting point, prior studies have verified that the implementation of business policies, based on competency management, provides a superior result, facilitates career plans, improves the integration of working parties and obtains greater information about the job, which is essential to know in moments of change. For that reason, the need to apply these policies in the ports has meant that the competency-based management model has been included in the II Collective Agreement of State Ports and Port Authorities (2009). According to Article 3 of this agreement, there is a catalogue of jobs that are classified, from position 1 to 51. Each job takes into account a total of 30 technical skills that are focused different areas of Port knowledge, and six generic skills, which are shown in the following table.

The agreement takes into account the technical and generic skills, and develops the job profiles and the workers' skills profiles (Icart and Valero, 2001; Jiménez, 2007; Dessler, 2014; Alles, 2006; Pereda-Marín and Berrocal-Berrocal, 1999). Validation tables developed by the Port Authorities are used to assess the technical skills of the worker. Degrees and courses undertaken are also considered. The generic skills are assessed by means of specific questionnaires. Both profiles are assessed according to six pre-established levels regarding the degree of

Table 1: Generic skills in the Spanish ports.

Inventory of Generic Skills	
1.	Communication
2.	Management
3.	Leadership
4.	Negotiation
5.	Planning
6.	Teamwork

Source: II Collective Agreement of State Ports and Port Authorities (2009).

development of these skills; these categories are: Level 0 (Unnecessary), Level 1 (User), Level 2 (Professional I), Level 3 (Professional II), Level 4 (Specialist), Level 5 (Expert), and Level 6 (Strategist/Investigator).

Finally, the local committee of the different Port Authorities uses the distance algorithm to know the suitability of the worker for the job, by comparing the job profile with the individual's profile and analysing the differences, to see if the worker fits the requirements of the Port Authority.

##### 4.2. The skills of emotional intelligence in the ABPA.

The II Agreement includes the skills that, a priori, Goleman and other important authors defined as "Social Skills", specified as the generic skills of Leadership, Teamwork, Communication and Negotiation (conflict resolution). Also, within those six generic skills mentioned in the Agreement, some others from the Goleman model are included, such as empathy, co-operation towards common goals and the ability to influence others. Nevertheless, the Agreement is partially incomplete, since it does not include certain skills that are considered vitally important in the mixed model of Goleman, such as diversity management, self-control, commitment, adaptability to change and self-assessment. The literature shows that when these skills are not considered, risks of breaches in the performance of the worker may occur, which produce idle times to the detriment of productivity, extrapolating to an increase of costs (Alles, 2006).

###### 4.2.1. Methodology of the case study.

To analyse the need to modify the competency-based management model in the Port Authorities, a case study with a qualitative approach was carried out. This involved an analysis of

the II Collective Agreement of State Ports and Port Authorities, as well as several semi-structured and in-depth interviews with the personnel manager of the ABPA, to analyse their perception on the competency-based management model. The formulated questions were answered openly and without limitations. The questions were previously designed and ordered, taking into account the different variables of EI.

Data collection was carried out through open questions, as this allows the most faithful, extensive and in-depth views of the interviewed expert to be gleaned. In addition, it is a flexible method that facilitates delving into specific subjects or to generating hypotheses, which helps to obtain quality information for the study (Rodríguez, 2011; Malhotra, 2004).

#### 4.2.2. *Obtained results.*

In 2004, the Agreement did not adapt to what the Port Authority needed. The Port Authority concept included two different Port Authorities, on the one hand, the old independent ports, which at that time were Barcelona, Bilbao, Valencia and Huelva, and on the other hand, the harbour works' boards. For years, these ports had a regime of greater autonomy than the rest, that is to say, a slightly different labour regime. In 2004, it was decided to include the competency-based management model to respond to the existing, considerable diversity, which led to the origin of an agreement in a ground-breaking manner for the time, but which was necessary to safeguard this nonconformity.

At that time, the interviewee had a certain leading role when incorporating that theoretical model for the first time in the public system, and which appeared within the text of the Collective Agreement. The six generic skills, which are defined in this text, were met with much uncertainty through being the first time that a model had been introduced that was a little more advanced than was customary, and it was not known how the unions were going to act on the subjectivity in the candidate evaluations. According to the interview, the present Agreement, which dates from 2004, presents some very broad generic skills that can entail difficulties when managing them. It is considered that the management model of the Port Authority is old fashioned, compared to new trends, and that the competency-based performance assessment model has not yet been fully introduced, it being important to improve these two questions.

#### 4.2.3. *Emotional intelligence and conflicts at work.*

Some studies made by external companies in 2007, noted that conflicts have a very residual character in the ABPA, as only a very small group of people had a greater percentage of stress, when compared with other companies in the public sector. This organisation, which consists of approximately 350 people, has six unions, which does not favour the correct functionality of the port as there is excessive dispersion, with each having a different position. This fact, added to the collective conflicts, such as a strike, or between the personnel, are the main causes of confrontations. This generates an increased cost, not only economic, but in efforts to maintain a motivated and enthusiastic work atmosphere. In some cases, the conflicts arise due to the lack of the EI skills that are necessary for the

job. It is for this reason, that the "level" of EI of each individual can be an excellent indicator of future conflicts within the company. In order to know if a candidate has higher EI levels in a selection process, the port authorities evaluate people using different methods, such as group dynamics, personal interviews and personality testing, among others. These alternatives must be weighed together, since that will be the only way to make a reliable selection process. Later, once engaged, the evolution of the skills of the employee will be periodically assessed for future internal promotion. This method consists of assessment by the managers, suppressing outlying scores to avoid the distortion of results. However, all the grades must be based on concrete facts that support them, thereby reducing the subjectivity of the assessment. Although these assessments should be yearly, they are only made every three years in the ABPA.

#### 4.2.4. *Emotional intelligence: Social skills.*

The interviewee maintains that the six generic skills mentioned in the Collective Agreement are as important as the thirty technical skills. Unfortunately, it is frequently observed that workers with high academic training who lack social skills, that is to say, good workers who are not able to create a suitable working atmosphere, which ends up harming the team.

Social skills are more difficult to acquire than technical skills, and require long-term investment. In order to avoid profiles of managers and middle managers with deficiencies in social skills, the ABPA has a specialised consultant who promotes activities which allow the learning of these skills to be accelerated, developing in-depth group sessions, leadership workshops or even live experiences, such as the acquisition of a radio transmitter to improve communication skills.

#### 4.2.5. *Emotional intelligence: Self-awareness.*

This set of skills is important for the labour world. The employees must recognise their problems and avoid mixing their personal life with their professional life. Workers having emotional awareness is a positive factor, since it allows a more accurate diagnosis of the conflict to be made in order to be able to approach it and to resolve it. The ABPA manager and middle manager selection process begins with a personal self-assessment, where the candidates must make their own SWOT analysis. Later, the data is corroborated by means of the various selection methods, mentioned previously.

The skills are assessed as observable and recordable external behaviour, so focusing on knowing if the candidate has adequate control of their emotions is somewhat intrusive. If, for example, the employee has a high level of Leadership skills, it means that they have indirectly mastered other skills, such as self-confidence, motivation to achieve or diversity management, which is why it is fundamental to evaluate social skills as they contribute concealed information.

#### 4.2.6. *Emotional intelligence: Self-regulation.*

The port of Algeciras Bay has an average of 5.5 million passengers per year, which is why skills in the self-regulation quadrant are fundamental for the workers who have positions dealing with the public. For the interviewee, the skills of optimism

and commitment are the most important in this sphere, since, if the employees are committed to the organisation it will be easier to undertake ambitious projects in the Port, which would indirectly generate use and wealth in the area around Gibraltar. On the other hand, the self-regulation skills help to reduce stress and increase the performance of the worker. Therefore, if the organisation is able to manage the generic skills of this quadrant effectively, it should improve the organisational results. Regarding the development of these skills, it is necessary to consider their subjectivity, that is to say, each person can understand a skill differently, which is why the workshops are an effective form of emphasizing common understanding.

#### 4.2.7. Emotional intelligence: Social awareness.

In an organisation with similar characteristics, it is necessary to master the skills that encompass social awareness. The interviewee defends that in a multipurpose port, such as Algeciras, where there are passenger, bulk and container terminals, a worker can frequently have different arguments in the same day with very different approaches. This can also be affected by specific seasonal traffic such as the so-called "Operation Crossing the Straits". These social skills that comprise the EI, are improvable if a suitable atmosphere is created. This philosophy must be present from the selection processes, which is why developing skills is a very long-term investment. Currently, the Port of Algeciras and the ABPA run courses with first-rate psychologists and educationalists in order to approach problems and to promote the skills of "diversity management".

#### 4.2.8. The need for a new Collective Agreement.

The interviewee stated that during the creation of the II Collective Agreement, there were people who were aware that it was the first stone of a management model that was different and unknown to the unions. It was hoped that the III Agreement would be signed in five years, but the economic crisis has not favoured the creation of the following model in a context where the present one is undergoing deficiencies. In this year, negotiations for the III Collective Agreement of State Ports and Port Authorities have been resumed, in the hope that in the coming years the Ministry of Finance will be disposed to give its approval. Regarding the future agreement, the interviewee is in favour of emphasising social skills within the group since they are considered too broad to be managed correctly, and to avoid the introduction of a long list of new skills. This is because it can generate a lack of control and excessive dispersion in terms of management.

## Conclusions

It would not be absolutely correct to understand EI in isolation, since it is not the only factor that determines personal and organisational productivity. Emotional Intelligence appears as an essential complement for companies, irrespective of their size and legal form, with which it attempts to reach the objectives that have been previously established by the managers. The present situation is framed by an urgent economic crisis

that is wreaking true havoc, where reductions in costs are presented daily as the general remedy. This situation has brought about a change in the mind-set of executives, who have evolved from traditional to modern management. In this new approach, Emotional Intelligence appears as one of the fundamental elements to manage by Human Resources, because it facilitates companies to increase their potential value, through an unquestionable bond between the workers and the organisation. All this gives rise to more dynamic, flexible companies with greater capacities to develop careers within the organisation through internal promotions, which will harness considerable sustainable advantages over time. Employees with high levels of EI, stand out for having adaptability, commitment, self-confidence, and teamwork and conflict resolution abilities, among many other values, which give them a more marked performance than the rest. The Human Resources Manager must know how to detect these potential employees to manage their productivity, which is a laborious but very fruitful task. It is a fact that appears as a basic key for adding value to companies and strengthening the institutional directives. These organisations established under a modern management based on EI, spotlight three important characteristics, "the human team, results and excellence", in order to reach their objectives and satisfy needs, through relationships based on confidence, commitment, respect and closeness between their employees. With the company being based on these values, they will be the ones with which it will be recognised in the future.

In the case study, it has been attempted to give a view of the management of Emotional Intelligence in one of the more important Port Authorities in the country, where periodic assessments and processes of change are put into practice, based on EI. Even so, the Collective Agreement, which establishes the bases of action, is outdated and would need a reform. Only in this way will it be possible to emphasize and adapt to current requirements more effectively. Therefore it is necessary to make improvement proposals, with the aim of developing a more precise agreement than the one in force. Therefore, some of the proposed improvements are:

1. Consider additional generic skills: There are diverse skills that affect the result of the worker, the skills that the Agreement mentions remain brief. Prestigious authors in the field of EI relate the importance of other abilities such as self-control, commitment or diversity management, among others, which are not considered in the present Collective Agreement and which could have relevance for the Port Authorities.
2. Improve the assessment of personal performance: It is essential to perfect the control model that allows the manager to know if the efforts are bearing fruit. One important means of control is the anonymous surveys which should be made six-monthly or annually, and not every three years as has been shown. This would give updated and important information to resolve possible anomalies and to know which employee, or employees, present unsuitable levels of performance for the demands of the job.
3. Review the compensation policies: This is a really im-

portant proposal, since the salary is the main driver of the worker. However, other types of compensatory measures may be used for those workers who have had a good assessment in the control process. This measure can be implemented in the monetary and/or the non-monetary sphere.

### Limitations and gratitude

We cannot end this work without presenting a series of limitations. Firstly, only one Port Authority was studied, which has not allowed comparisons or an in-depth study to be made regarding the subject under study. A second limitation has been the lack of the perception of the unions, which would have enriched the obtained results. We wish to emphasise that although these limitations may show a certain weakness in the results, they do not diminish the importance of this work, and it must be considered inasmuch as it can suggest feasible improvements for future studies.

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