

Emotional Intelligence: How to use Science for Employee Development

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### Abstract

In this paper I will be writing about the benefits of having EI abilities in the workplace and how they may lead to success. Studies have shown there is a strong correlation between high EQ and a healthier more successful workplace. I also explain the five competencies of emotional intelligence, Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills. I will be exploring the four models used as platforms for emotional development and the different ways you can test for Emotional Intelligence and what methods have been created to teach and train on it. I will also explore the possibilities of introducing Emotional Intelligence and the importance of EQ in primary to post-secondary education.

## How to use Science for Employee Development

College students start their journey hoping to find a concentration that is interesting, that they feel passionate about and ultimately that will result in a successful career. They strive for excellent Grade Point Averages, excelling in every and all internships awarded to them, and breaking ground with their Senior Project. The general perception becomes, the better you do in school the better you will be in your career. For years the idea of a high IQ has meant you will perform better at any given task, be it in an office space or field position. Yet as of recently the otherwise underestimated study of Emotional and Social Intelligence has become increasingly important in the workplace. You will now find that having thorough knowledge about a subject is equally as important as having the comprehension ability to interact with those you work with. The science of Emotional Intelligence has been in development for hundreds of years, some research dating back to the 1920's, yet the study only just broke ground about 20 years ago. Now most fortune 500 businesses are trying to implement tests to optimize the development of their employees and to use as a baseline for new employees. At a much slower rate, colleges are showing interest and are also including classes in which EQ is taught to better prepare students for a successful career. "Cognitive Skill gets you in the door, but Emotional Skill helps you thrive once your hired" (Goleman, 1995).

After a long career filled with promotions and significant recognitions I finally landed the job of my near dreams. My manager, a man of education, BA, CPA and countless audit certifications, hired me based on my references. We had plenty conversation in which he praised my motivation, discipline and diligence, he couldn't have been happier with me as an employee. He later confessed that one of the main reasons he hired me, a rookie, new to the company,

whose competition had much more experience than, was because “education meant everything to him.” He had not realized or even bothered to look at the fact that I was a college dropout. He was completely oblivious to his surroundings. It didn’t occur to him that I could possibly be uneducated, the way I conducted myself and learning speed was enough for him to assume I had at least a bachelor’s degree. He was, to say the least, obsessively organized and an expert in his field, yet his interpersonal skills left something to be desired. He knew the ins and outs about our job tasks and taught me in detail how to do my job, what he didn’t teach me was how to interact with my coworkers, he didn’t because, he wouldn’t know how. Every one of my coworkers had issues with him, condescending speeches, disrespectful tones of voice, derogative comments, etc. Working in the department was difficult, deadlines often missed, errors found in almost all reports, absentee employees every other week and so on. A few months into working with him, he received an offer from a competitive firm and took the job. I was left in an acting-in role and found myself with a completely different team than the one I had started with. The minor details that were never completed by the clerks were all of a sudden impeccably done. The reports were being handed in on time if not before the due date. I would point things out once and saw nothing but perfection thereafter. It was in fact a little eerie at points. One day I went up to one of the clerks to point out his extraordinary improvement and hoping to appease my curiosity about it I asked what made him change so drastically, his response was simple, “I didn’t like him, so I didn’t bother doing my job rite.” As much education as my manager has it was not enough to get a group of qualified individuals to work well with him and with others, and as qualified as the employees were their leadership didn’t inspire better quality of work.

For years the study of multiple intelligence has been gaining traction. Since the 1990’s with researchers like Peter Salovey, John D. Mayer PhD, and Daniel Goleman have been

emphasizing the importance of enhancing these as skills for the workplace. CI, SI, and EI(EQ) are three types of intelligences that have been proven to affect your quality of work and your success in it. CI, Cultural Intelligence is according to Ng and Earley (2006) as mentioned in Thompson (2018) “the ability to understand and adapt to new and different cultures.” SI, Social Intelligence, is seen as “an array of non-cognitive skills, capabilities, and competencies that influence a person’s ability to cope with environmental demands and pressures” Martinez, (1997), and as noted in Sigmar et al, (2012). Emotional Intelligence (EQ) “is defined as the ability to identify, assess, and control one’s own emotions, the emotions of others, and that of groups.” Goleman, (1995), this intelligence in particular has been used in many tests to measure the competency of a future employee and the effectiveness of a future leader. It was popularized by Goleman that “EI is twice as important as technical skills and more important than IQ for success in jobs at all levels” Goleman (1995). Emotional Intelligence has an effect on leaders as well as on employees, the more aware of your peers’ emotions the better your response to them will be, and vice versa for employees and their leaders. An environment in which leaders and associates are both growing in their perspective fields and also developing the ability to better assess a situation in which stress or panic might ensue is critical for a successful workplace. Companies all over the world have become aware of the movement of Emotional Intelligence in the workplace, many designing training programs and conducting tests to measure and subsequently teach Emotional Intelligence.

During my research I came across an article that identifies four major theoretical perspectives and their associated measure. Goleman’s four-dimensional trait-based model of self-awareness, self-management, social awareness, and social skills (1995, 1998); Bar-On’s five-dimensional trait-based model of intrapersonal, interpersonal, adaptation, stress

management, and general mood (1997); Salovey and Mayer's (1990; Mayer & Salovey, 1997), four-dimensional ability model of emotional perception, appraisal, and expression, emotional facilitation of thinking, understanding emotions, and regulating emotions; and Dulewicz and Higgs's seven-dimensional trait-based model of self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, and conscientiousness (1999a, 2000).

Numerous studies have been conducted to research the importance of Emotional Intelligence in the workplace. Based on the above models researchers have created tests that breakdown Emotional Intelligence into a measurement. The array of tests has allowed further studies on the subject to occur by using the statistical findings of each one in connection to specific jobs, like human services or corporate jobs. These tests include the Emotional Competency Index (ECI-2; Sala, 2002), the Emotional Quotient Inventory (EQ-i; Bar-On, 1997), the Emotional Intelligence Questionnaire (EIQ; Dulewicz & Higgs, 1999b), and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer et al., 2002) as mentioned in Choosing among tests of emotional intelligence: What is the evidence? McEnrue, M. P., & Groves, K. (2006). With these tests, companies have been able to assess their current and future employees' EI in the workplace. A study performed by Nina Oginska-Bulik shows the different methods used to test Emotional Intelligence in Human Services Employees. She measures the importance of Emotional Intelligence and the effect it has on the workplace. The methods she used include, as previously mentioned "The Emotional Intelligence Questionnaire – INTE, developed by Schutte et al. in Polish adaptation by Jaworowska and Matczak [24], consists of 33 items with the range of responses from 1 ("I don't agree at all") to 5 ("I completely agree") and scores from 33 to 165. The higher the score the higher the emotional intelligence." IJOMEH, (2005). This test measures that emotional intelligence correlates well with extraversion, openness

to experience, and need for social desirability, but poorly with anxiety and neuroticism. A second test used in the study was “The Subjective Work Evaluation Questionnaire, developed by Dudek et al. [25], consists of 55 items, which allow to assess the global level of stress experienced in the workplace and to assess, which factors are highly stressful. The response range is from 1 (“this trait does not occur”) to 5 (“irritates me all the time”). The higher the score the stronger the job stress.” IJOMEH, (2005). Lastly the third test they provided was The General Health Questionnaire (GHQ-28) developed by Goldberg is regarded as a good method to measure psychological consequences of stress experienced in the workplace. The Polish version of GHQ has been developed by Makowska and Merecz [26]. The questionnaire consists of 28 items which allow to measure general health status and its four components: somatic complaints, functioning disorders, anxiety and insomnia, and depression symptoms. The higher the score the worse the health status. Each one of these tests emphasizes the importance of well-balanced Emotional Intelligence at work. Her findings include correlations between stress, depression, heart health and sleep deprivation due to poor working environment. An office space in which the employee is not made to thrive can not only result in a space of low morale but of poor quality work. As mentioned in Firms make Hiring Emotional, Mhaoilroin 2014, “A growing number of companies – Google, L’Oreal, AT&T, even the U.S. Air Force – are factoring emotional intelligence (EI) into their hiring processes. TalentSmart, a leading EI consultancy company, claims that 75 percent of Fortune 500 companies seek out its services.” The demand for courses in which Emotional Intelligence is introduced to the workplace has increased tremendously. Companies have noticed that the benefits from EI training do not just grant the employee personal and emotional growth but lower their turnover ratio and new hire budget. Saving money and making the most out the employees hired the first time around sounds like too



good of a situation to dismiss. Using these methods companies have begun implementing training courses that focus on teaching emotional intelligence.

### **Methods used to Teach Emotional Intelligence<sup>1</sup>**

The most popular method used to create a teaching model for Emotional Intelligence has been Goleman's five competencies of EI. This method includes the ability to become self-aware in managing emotions and controlling impulses, set goals and perform well, be motivated and creative, empathize with others, handle relationships effectively, and develop appropriate social skills. The article Strategies for Teaching Social and Emotional Intelligence in Business Communication, Sigmar et al 2012, presents four team-based strategies for teaching Emotional intelligence in the workplace using the mixed-model approach that addresses Goleman's five competencies.

The first activity is titled Matrix, this activity is focused on vocabulary. The importance of affective vocabulary is emphasized, specifically with management positions to better understand and express their feelings. Teaching students is also mentioned, correctly expressing their emotions is often overlooked and therefore should be stressed during the education process. Students are given 10 minutes to complete the blank matrix with high-intensity, medium-intensity, and low-intensity descriptors (three per box) for each of the primary emotions. Descriptors for "happy," for example, may range from ecstatic (high) to delighted (medium) to glad (low).

"Students generally have some difficulty in completing the matrix in the time period and struggle with articulating the subtle differences in emotional intensity.

They quickly realize that they are underequipped for identifying their own emotions—much less the emotions of others—and recognize the need to develop their emotional vocabularies as a fundamental skill set in the development of empathy. Next, students play Emotion Charades, enacting an emotion pulled at random from a box (e.g., “outraged”) and identifying the appropriate emotion/intensity level (“angry,” high intensity), thus raising emotional self-awareness in themselves (as the actor) and in relating others (in interpreting emotions).” (Sigmar et al, 2012 as used in Bradberry & Greaves, 2009, p. 15)

This exercise ends with a debriefing in which students are asked questions like “How effectively did you enact an emotion in Emotion Charades?” focusing the learning experience on how students read others’ emotions and how well they were able to express their own. Many times, the obstacles faced in the workplace are due to miscommunications or misunderstandings that can easily be avoided if the appropriate language is used.

A second exercise observed was that of the Magic Carpet. This exercise focuses on enhancing nonverbal communication. It centers on teaching students how to communicate their thoughts in an effective and concise way. During this exercise two separate functions are highlighted, the *task function* on one hand, which consists of direction giving, information seeking, information giving, elaborating, coordinating, enforcing and summarizing, and *maintenance function*, on the other, are sensitive to relationships among the team members, (Sigmar et al, 2012). An instructor is assigned to facilitate and he starts by telling a story, “You are standing on a magic carpet, flying high above the clouds. Suddenly you realize that you are headed in the wrong direction! In order to reverse course, you must flip over the magic carpet. Naturally, anyone who steps off the carpet will fall to his or her death. Your task is to turn the

carpet upside down.” (Sigmar et al, 2012) Everyone must remain standing on it with at least one foot at all times. This exercise is a bit more complicated. About 18-20 people volunteer to get on the carpet and try solve the puzzle. Failing occurs several times, sometimes even resulting in one of the participants to give up and quit. After much communication, starting with laughter and ending in frustration at not being able to solve the problem, they conclude by figuring out the best way to flip the carpet over. The exercise can take from 5- 30 and followed by a debriefing as well. During the debriefing students are asked questions like, “Who were the task leaders and the maintenance leaders? How do you know? Give examples of statements for each function.” and “How did each of these functions contribute to the team’s solution?”, inducing thoughts about how each participants’ actions contributed to the team as whole and what improvements could have been made by each.

The third exercise used was the Corporate Blindfold. This exercise like the previous also focuses on the verbal and nonverbal along with group problem solving skills, but does so while focusing on higher branches of management hierarchy. A simple but very interesting exercise, the Corporate Blindfold, starts by an instructor forming a “corporation”, he assigns a president as he is CEO, and he follows that by going down the hierarchal corporate line with each volunteer. The students are asked to form a line and instructions are given to follow the direction of the president who will be guided by the CEO. This exercise demonstrates the importance of communication with corporations starting from the top of the pyramid. Throughout the exercise there were a few students who lost track of the direction due to communicating skills, poor listening skills, distractions, and even speaking amongst each other when specifically, being told not to. During the debriefing of this activities questions like “What is the ideal state between the grapevine and formal communication in an organization?” and “Depending on where you were

in line, what difficulties in communication did you encounter? How did you overcome those difficulties?” were asked which open the discussion up to students thinking of active ways of improving their company as a whole. Where does the communication have to start and how miscommunications should be handled? The results draw attention to the importance of “the power of nonverbal communication, the reciprocity of formal and informal networks, the difficulties of communicating quickly and efficiently in tall organizational structures” (Sigmar et al, 2012).

The fourth and last activity included in the article is called the Xion, (Adapted from Gochenour, 1993). This role-play activity is a bit more intricate, it teaches though a more complex branch of the mixed-model, intercultural communication.

“It challenges their assumptions and exposes them to issues of power, failure, and context as they learn conflict management and reflect on ways to induce preferred responses in others.” (Sigmar et al, 2012). As shown in the article the activity consists of a set of rules and designations:

- Two groups of three are needed to run the simulation.
- One team is made up of two women and one man (the Xions from Country X).
- The other team is made up of two men and one woman (the Journalists).
- Xions and Journalists meet by chance in a restaurant in Greece.
- Journalists try to get permission from Xions to go to the annual Queen’s Garden Festival, take photos, and write a magazine article.

Country X is a matriarchal society. Men keep house, cook, and care for the children. In all respects, women are viewed by the Xion culture as being superior to men.

This belief is reinforced by individual attitudes and institutionalized beliefs, norms, and structures. Marriage is between two women, forming “the Bond.” The Bond then may jointly receive a man to their household for the purposes of having children, tending the home, and so on. The man is protected and “cherished” by the Bond.

Students are then asked to follow along with the story. The journalists must follow by the rules of the country, who is to be spoken to, what vocabulary is to be used, and how long the conversation can last are all factors that need to be taken into consideration and formed into a plan to achieve the ultimate goal of being invited to extremely exclusive “Queen’s Garden Festival.” The activity is created to force the students to look at the situation through the eyes of their own culture and see the variances a different culture can share or deviate.

All four activities touch on subjects that are crucial for developing Emotional Intelligence in the workplace, vocabulary, problem-solving skills amongst peers, problem-solving skills amongst management, and culture. Each touch upon the most common difficulties that corporations may face. In the development of a better workplace environment and a better quality of work trainings like the ones listed above should be made a priority. Group activities that promote team building are conducive to a thriving business. “EI tests can’t promise cuddly, harmonious workplaces, but the widespread adoption of these assessments is certainly a welcome sign that the raw materials of human experience – emotion, empathy, relationships – are being prioritized in the modern workplace.” (Mhaoileoin, 2014)

The tests and methods used to teach Emotional Intelligence in the workplace are vast. The popularity of such subject has become unprecedented and it is not difficult to see why. The benefits of Emotional Intelligence include a better relationship between peers, knowing how to communicate feelings and emotions can also translate into using your knowledge of others’

emotions to better communicate directions, leading to an effective and productive workplace. My manager used great detail to communicate the tasks he wanted to be completed yet never took any of his associates emotions into consideration leading to a slow and defective department. The importance of learning Emotional Intelligence surpasses being able to create a thriving work environment. Businesses are not the only factor profiting from Emotionally Intelligent employees, employees are benefiting from learning how to better communicate with each other, whether with peers or upper management. Communication skills, group facilitation, affective vocabulary are all tools that can be used to further one's career. The tools are certainly available, if 75 percent of fortune 500 companies are investing in intelligence education, colleges and even high schools should follow.

### **When Should Teaching Emotional Intelligence Begin?**

Businesses have been seeing the breakthrough achieved by Emotional Intelligence trainings and assessments and have been on an upwards movement to incorporate competency models for the development of their employees. Sanofi, the French pharmaceutical company, focused on the emotional intelligence skills of its sales force, which boosted annual performance by 12 percent (see the research by S. Jennings and B.R. Palmer in "Sales Performance Through Emotional Intelligence Development," *Organizations and People*, 2007). After Motorola provided EI training for staff in a manufacturing plant, the productivity of more than 90 percent of those trained went up (Bruce Cryer, Rollin McCraty, and Doc Childre: "Pull the Plug on Stress," *Harvard Business Review*, July 200, Wilcox, 2019) Corporations have noticed the difference it has made, higher EQ can lead to better employee morale, superior performance rates

within leaders of the company, increased promotions within to higher rates in productivity. If corporations are benefiting from the new training programs being introduced in the field of Emotional Intelligence then primary, secondary and post-secondary education should benefit from it as well. Teaching students, vocabulary, empathy, respect and awareness of others is crucial not just for companies to succeed but for every person to do so. The importance of high EQ is still being undervalued. The rate in which corporations are using EQ models is not nearly met by the rate schools are offering EQ training. Breaking that gap can mean hiring already self-aware personnel to the company, peers with empathy, excellent communication skills, and passion for the company they are entering. For the student though, it will mean more selling points as a potential employee. If spending all the years we do developing our IQ, and cognitive skills for the purpose of landing a job, why not train in Emotional Intelligence and be one step ahead of the hiring company? Marc Brackett, lead developer of RULER a new outreach program targeting secondary schools to train in Emotional Intelligence, he believes having a more productive society should start with our children. He speaks about the difficulties in implementing this movement during an article by Rafael Heller,

“But keep in mind that people don’t get as excited about RULER as they do when, say, a new Star Wars movie comes out. After all, it’s work to implement the approach. We require a lot from people. We’re not asking educators to hang a chart on a wall or do a little check-in every week. Rather, we’re asking them to make emotional intelligence part of the immune system of the school and to look at teaching, leading, and learning through an additional lens.” (Kappan, 2017) The study of EQ is fairly new and many people have yet to understand the magnitude of it. Similar to the results attained by CEO’s using the Emotional Intelligence competency methods, verbal skills, managing emotions,

teamwork, schools using programs like RULER are attaining them as well. Vocabulary was touched upon as one of the contributing factors to the development of the “Matrix Exercise” (Sigmaar et al, 2012),

An extensive emotional vocabulary is fundamental to the development of EI. The use of *affective* language has a physical effect on the brain and can alleviate negative emotions (Lieberman et al., 2007, Sigmar et al 2012). What better time is there to introduce vocabulary than during primary to secondary education for example. Students will be optimizing their rate of development by learning the skills prior to finding a career. Tasks like having to learn to assess situations in which they might not be trained, how to instruct a coworker, how to ask for a raise, how to react to insubordinate associate, etc. would in fact be unnecessary because they will be prepared already. Trainings could be conducted to merely improve skills not teach them. The skill to communicate should be emphasized from a younger age, while our brains are still forming and expanding. Teaching students an emotional vocabulary, identifying and modeling appropriate behavior, mirroring these behaviors, and encouraging higher levels of critical thinking and reflection (challenging or testing assumptions) are essential in the development of EI. (Sigmar et al, 2012) The importance of IQ has been studied and emphasized for so long, it has been the pin point of companies when hiring for over a hundred years, having a competent leader required expertise in his field and that knowledge was what got you the job. What we are now beginning to realize is the importance of EQ has also risen an existential amount, companies are no longer hiring just based on your concentrated skill but the ability to express it, for that matter schools should be teaching for high IQ and EQ. In a Harvard Business Review article Daniel Goleman says, “When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather



than cognitive abilities.” (Harvard Business Review, 2001) EQ should be developed from a young age, it should be infused in us, it will result in a base for future movement within post-secondary schools and later careers. “But it’s becoming clear to most people that we need to integrate emotional skills into the curriculum in order for youth to reach their full potential.” (Kappan, 2017)

### **Misconceptions**

Speculations about the importance of Emotional Intelligence range from being too much a “soft-skill”, to not having a valid source of measurement and therefore not something that can be taught as many researchers have said they could.

“Despite a bevy of research and best-selling books on the topic, many managers still downplay emotional intelligence as a “touchy-feely” soft skill. The importance of characteristics like empathy and self-awareness is understood, sure. But intelligence and technical capability are seen as the real drivers of professional success.” (Forbes, 2016)

A downside to in fact being a soft skill is the sources for testing and statistics can be skewed due to self-reporting tests and can be seen as more of a personality test than that of ability. Theorists maintain that EI has no objective quantity on which it can be based (Eysenck, 2000; Locke, 2005; Roberts, Zeidner, & Matthews, 2001). Some researchers, while applauding test validity of the specific ability and integrative models, have questioned the mixed model, saying it has no valid assessment protocols (Mayer et al., 2008). Others have questioned whether EI can predict personal and professional success at all (Antonakis, 2003; Antonakis, Ashkanasy, & Dasborough, 2009; Landy, 2005) and have called into question “self-reporting” measures (Conte, 2005).

“Moreover, despite the plethora of EI testing measures over the years, some critics argue that actual ability is not measured at all; rather, these tests “measure” conformity (Roberts et al., 2001) or knowledge (Brody, 2004)—not actual behavior.” (Sigmar et al, 2012) Yet company CEOs like Elon Musk, Jeff Bezos, and Ursula Burns have been considered three of the top leaders who illustrate Emotional Intelligence as their leading criteria for a successful company. They have found their way to the top by incorporating the competencies of EQ and being able to “make decisions, tolerate stress, and manage time, among many other things.” (Boitnott, 2017) Ursula Burns for example is most known for transforming Xerox from simple manufacturing company to something that would surpass the test of time, she made it modern and unique. It was without hardships though the previous CEO says Burns,

"Earlier in her career she didn't have a good poker face--all her emotions were visible. That's a big thing for a CEO, because everybody is looking at you. You can destroy someone by showing your emotions, particularly negative ones. It just shuts people down. ... As chief executive, you have to consciously set the right tone, and Ursula worked to develop that." (Boitnott, 2017)

Burns developed her Emotional Intelligence though, with communication, empathy, and self-awareness she made it through the hardships and came out stronger and resulted in a more confident leader than ever. The school system still sees cognitive skills as the priority when it comes to education, Emotional Intelligence is yet to be something tangible to create a rubric around. In fact, researchers disagree with this being the method to be used at all. “We require a lot from people. We’re not asking educators to hang a chart on a wall or do a little check-in every week. Rather, we’re asking them to make emotional intelligence part of the immune system of the school and to look at teaching, leading, and learning through an additional

lens.” (Heller, 2017) Many educators can misunderstand the science behind Emotional Intelligence. For so many years subjects like science, math, history have been the base for all future concentrations and beyond, now being asked to teach feelings may come as a shock. What is not understood is the difference it will make in a child’s or teenager’s life to learn these simple yet immensely complicated skills to learn otherwise. Speaking of a principal on one the schools in which he is implementing RULER, Bracket quotes,

“When I approached him at lunch, he said he just couldn’t imagine the successful integration of emotional intelligence in his school. But at the end of the second day, when I checked in with him again, he told me, “I realize now that I just didn’t know what I didn’t know.” I asked him to stand and share one takeaway with the group. He looked around the room at his colleagues — about a hundred in all — teared up and said, “Thank you for giving me the permission to feel.”

Teaching empathy may sound redundant but in the long run it can give our students the skills to become not just great leaders one day but live a more successful life.

The competencies of Emotional Intelligence are simple, Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills. Using them to succeed in your career might be a little difficult to wrap yourself around. While these skills do seem innate, we must understand that we do not all have the ability to practice them. Like my manager, priority was set on learning how to be the best accountant he could be, learning how to speak to people, how to interact with them or how to understand their actions was never something he gave a second thought to. That resulted in stressed, unruly and scorned employees, followed by poor production, personnel leaving the department or taking sick days to never show up. The moment he left, communication went in

the complete opposite direction, everyone was able to say what they felt and how they wanted to be treated. Once the correct ambiance was obtained, the department began to thrive. The tests that are out there like the MSCEIT; Mayer et al., 2002, EIQ; Dulewicz & Higgs, 1999b, ECI-2; Sala, 2002 and the EQ-i: Bar-On, 1997, should be used actively to see where our leaders stand and what improvements need to be made. The training that is being provided that includes activities like the Matrix Exercise, the Magic Carpet, Corporate Blindfold and Xion, should be implemented by every company and school to develop the skills required for a better work climate. The emphasis on IQ should be matched by the training in Emotional Intelligence. Lastly programs like RULER should be introduced to more primary, secondary and post-secondary schools to ensure that our children are provided the right tools to find success in whatever career they choose.



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## Tables

**Table 3.** Pearson's correlation coefficients between emotional intelligence and perceived job stress and general health status

Variables	r
Perceived stress at work (general)	-0.23***
work overload	-0.18**
lack of rewards	-0.12*
uncertainty in workplace	-0.18**
social relations	-0.18**
threat	0.10
physical burdens	-0.13*
unpleasant work conditions	0.04
lack of control	-0.27***
lack of support	-0.22***
responsibility	-0.19***
General health status	-0.08
somatic complaints	0.01
anxiety/insomnia	-0.04
functioning disorders	0.06
depression symptoms	-0.28***

r – correlation coefficient;   \*\*\* p < 0.001;   \*\* p < 0.01;   \* p < 0.05.

Table in Emotional Intelligence in the Workplace: Exploring its Effects on Occupational Stress and Health Outcomes in Human Service Workers, Ogińska-Bulik, N. (2005).

**Table 8.** Health status in employees with low and high level of emotional intelligence in a group of employees who experienced low level of stress

Variables	Emotional intelligence				t	P
	Low (n = 59)		High (n = 33)			
	M	SD	M	SD		
General health status	16.69	9.08	17.74	8.16	-0.380	NS
somatic complaints	4.85	3.24	5.77	4.05	-0.741	NS
anxiety/insomnia	4.00	4.62	5.20	3.64	-0.941	NS
functioning disorders	6.23	1.69	6.46	2.00	-0,360	NS
depression symptoms	1.62	2.78	0.60	1.29	1.730	NS

M – mean; SD – standard deviation; t – t test value; P – level of significance; NS – not significant.

Table in Emotional Intelligence in the Workplace: Exploring its Effects on Occupational Stress and Health Outcomes in Human Service Workers, Ogińska-Bulik, N. (2005).

		Intensity	
Category	High	Moderate	Low
Happy			
Sad			
Scared			
Angry			
Confused			
Strong			
Weak			

SOURCE: Adapted from and reproduced in part by permission from Julia West.

Matrix Chart used during the Matrix Exercise in Strategies for Teaching Social and Emotional Intelligence in Business Communication, Sigmar et al, 2012.

Figures

<b>Five components of emotional intelligence at work</b>		
Self-awareness	The ability to recognize and understand your moods, emotions and drives as well as their effect on others	Self-confidence, realistic self-assessment, self-deprecating sense of humour
Self-regulation	The ability to control or redirect disruptive impulses and moods; propensity to suspend judgement – think before acting	Trustworthiness and integrity, comfort with ambiguity, openness to change
Motivation	Passion to work for reasons that go beyond money or status; propensity to pursue goals with energy and persistence	Strong drive to achieve, optimism even in the face of failure. Organizational commitment
Empathy	The ability to understand the emotional make up of other people; skill in treating people according to their emotional reactions	Expertise in building and retaining talent, cross-cultural sensitivity, service to clients and customers
Social skills	Proficiency in managing relationships and building networks; an ability to find common ground and build rapport	Effectiveness in leading change, persuasiveness, expertise in building and leading teams

Figure used in Emotional Intelligence at the Workplace, PATHAK, M. (2013).