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Thesis

**THE ROLE OF EMOTIONAL INTELLIGENCE
IN HUMAN CAPITAL DEVELOPMENT MANAGEMENT**

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This study is dedicated to my beloved parents



Petro & Katrina

for their love and affection

Furthermore it is dedicated

to my dearest sister Joanna & aunt Helen

and to my whole family

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SYNOPSIS

Scope: This study aims to analyze and examine the role of Emotional Intelligence in Human Capital Development Management and how the application of Emotional Intelligence principles affects positively, negatively or indifferently the enhancement of employees within an organization. Furthermore it analyzes the challenges and skepticism that arise from the above mentioned concepts.

Idea/Scheme: The concept of Emotional Intelligence has been vastly scrutinized and investigated by scientists of various scientific fields and most of them have concluded that Emotional Intelligence contributes to leadership development and therefore also contributes to employees' job performance, job satisfaction and job commitment, by working together with inspired emotional intelligent leaders and managers who support the workforce development and achieve the desired organizational goals offering to their employees work-life integration and a chance to lead a better life.

Methodology: The methodology implemented in this thesis is based on a review of relevant literature and research results collected. It synthesizes and analyses, evaluates and critiques the literature concepts relating to Emotional Intelligence and its interaction and implementation in Human Capital Development Management based on scientific theories, research papers and case studies.

Critique/Conclusions: The study ends with the conclusions arising from the analysis and examination of relevant concepts and theories appeared in literature review and the outcomes, questions and dilemmas that have not been answered, hence, the critical questions and inquiries that need further research.

INTRODUCTION-PROEM

In today's difficult times of global crisis it becomes more crucial than ever, the need to drive back to real values and ideals of human nature and to look deep within ourselves in order to accomplish our best capabilities and abilities. Hence, we will be capable to reverse the grim crisis and therefore our generation to live well and the future generations to live even better.

The fact that human resources can bring to the organization's the comparative advantage that will make the organization flourish and excel in the business economy has led to the need of Human Capital Development Management which is the alliance of Human Capital Management¹ and Human Resource Development². These concepts are integral parts of the holistic Strategic Human Resource Management. The Strategic Human Resource Management (HRM) is the set of policies that help the company to achieve its strategic objectives (Bourantas & Papalexandri, 2002)³.

Furthermore the Human Capital Development Management is connecting the Human Resource (HR) department's strategic goals and objectives with those of the whole organization in an holistic approach in order to improve business performance, enhance organizational culture and accomplish the organization's strategic goals.

Consequently innovative organizations and business leaders are moving towards applying the principles of Emotional Intelligence offering more choice and flexibility in the workplace and attaining increased productivity, job commitment, devoted and happy employees who achieve excellent organization's results.

¹ *Human Capital Management is an approach of Human Resource Management where employees are perceived as assets that can be enhanced through investment and development.*

² *Leonard Nadler L., Garland W., (1986), Managing Human Resource Development, San Francisco: Jossey-Bass Inc.*

³ *Bourantas, D., Papalexandri, N., (2002), Human Resource Management, Athens, Benou Publications.*

CHAPTER ONE

1.1 The concept of Emotional Intelligence (EI)

In recent years there has been developed considerable interest in the role of Emotional Intelligence (EI), especially since Daniel Goleman (1995)⁴ argued that Emotional Intelligence explains a higher percentage of personal achievement in relation to Cognitive Intelligence and the index of Intelligence Quotient (IQ) that was measuring the intelligence of a person.

This means that although the cognitive intelligence does not guarantee the personal success of an individual, hence but the Emotional Intelligence can remarkably contribute to personal well-being and furthermore EI can be learned and improved not only in the early stages of human life but during his whole life as well.

Already by the 1920s, the psychologist Edward L. Thorndike (1920)⁵ revised the predictive power of Intelligent Quotient and furthermore he developed the concept of "Social Intelligence" in order to explain aspects of success that could not be explained by Intelligent Quotient.

Much later, Howard Gardner (1993)⁶, Professor of Cognition and Education at the Harvard Graduate School of Education, has revived the interest in factors other than Intelligent Quotient that can affect individual success, having developed and created the "Howard Gardner's Theory of Multiple Intelligences". More specifically, the "personal intelligence" according to Gardner includes interpersonal skills, self-awareness and emotional characteristics.

⁴ Goleman D., (1995), *Emotional Intelligent: Why it can matter more than IQ.* N.Y., Bantam.

⁵ Thorndike E.L., Stein, S., (1937), *An evaluation of the attempts to measure social intelligence.* *Psychological Bulletin*, 34, 275-284.

Thorndike E.L., (1920), *Intelligence and its uses.* *Harper's Magazine*, 140, 227-235. Thorndike E.L., (1932), *The Fundamentals of Learning*, *American Psychological Association, APABook/Monograph (January 1932).*

⁶ Gardner, H., (1993), *Multiple Intelligences: The Theory in Practice*, *Basic Books, New York.*

1.2 The term "Emotional Intelligence"

The term "Emotional Intelligence" was first appeared in scientific papers in 1986 in the doctoral dissertation of Wayne Payne and was followed by other scientists who used this terminology.

However, the term Emotional Intelligent became well-known when introduced by the psychologists Peter Salovey and John Mayer (1989)⁷ and Daniel Goleman (1995). Professor Peter Salovey⁸ is currently the 23rd President of Yale University and leads the "Yale Center for Emotional Intelligence", Dr. John Mayer⁹ is a personality Psychologist at the University of New Hampshire and Dr. Daniel Goleman is the most renowned psychologist attached to the concept of Emotional Intelligence.

Furthermore Bar-On (1997a, b)¹⁰, Mayer et al. (1999) and Dulewicz and Higgs (2000)¹¹ have widely used the term of Emotional Intelligence and furthermore have created questionnaires for its measurement that are widely used in the United States and the United Kingdom.

The Salovey and Mayer (1990) Model considers emotional intelligence as a person's ability to understand the feelings and emotions of others and moreover, to manage and use them as a source of information and influence.

⁷ Salovey P., Mayer J.D., (1989). *Emotional intelligence: Imagination, Cognition and Personality*, Volume 9, Issue 3, 185-211.

⁸ ei.yale.edu

⁹ www.unh.edu/emotional_intelligence

¹⁰ Bar-On, R. (1997a). *Bar-On Emotional Quotient Inventory: a measure of emotional intelligence*. In *Technical Manual, Multi-Health Systems, Toronto*.
Bar-On, R. (1997b), "Development of the Bar-On EQ-i: a measure of emotional and social intelligence", paper presented to the 105th annual convention of the American Psychological Association, Chicago, 11, August.

¹¹ Dulewicz, V., Higgs, M.J., (2000). *Emotional Intelligence Managerial and Managerial 360° User Guide. Making Sense of Emotional Intelligence*. ASE: Windsor.

The same authors reiterated the definition of emotional intelligence as the ability of humans to understand, appreciate and express emotions, illustrate and creates feelings, understand emotion and emotional knowledge and control emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997)¹².

Daniel Goleman (1995, 1998)¹³, by the term emotional intelligence stipulates the ability of oneself to recognize both his own feelings and the feelings of others, to create incentives for himself and to properly handle both one's feelings and relationships.

Later on, at the dawn of the twenty-first century, K.V. Petrides and Adrian Furnham¹⁴ of University College London, referred to two types of Emotional Intelligence.

The first type called the Trait Emotional Intelligence and the second type called Ability Emotional Intelligence, each type focusing on different dimensions of Emotional Intelligence.

¹² Mayer, J.D., Salovey, P., (1997). "What is emotional intelligence?" in Salovey, P. and Sluyter, D. (Eds), *Educational Development and Emotional Intelligence: Implication for Educators, Basic, New York, 3-31.*

Mayer, J.D., Caruso, D.R., Salovey, P., (2000), "Selecting a measure of emotional intelligence", in Bar-On, R. and Parker, J.D.A. (Eds), *The Handbook of Emotional Intelligence, San Francisco, CA: Jossey-Bass.*

¹³ Goleman D., (1995), *Emotional Intelligent: Why it can matter more than IQ, N.Y., Bantam.*

Goleman D., (1998), *Working with Emotional Intelligence, London, Bloomsbury Publishing.*

Goleman Daniel (1998b), *Working with emotional intelligence. N.Y, Bantam.*

¹⁴ Petrides, K.V., Furnham, A., (2000). *On the dimensional structure of emotional intelligence. Personality and Individual Differences, 29, 313–320.*

Furnham, A., Petrides, K.V., (2003). *Trait emotional intelligence and happiness. Social Behavior and Personality, 31, 815–823.*

Furthermore, the Ability Emotional Intelligence includes emotion related cognitive abilities whereas the Trait Emotional Intelligence comprises emotion related behavioral attitudes and self perceived abilities.

Furthermore, far and beyond Emotional Intelligence, there had always been an increased philosophic and scientific concern for the power of emotions.

Hence ancient Greek philosophers as Plato and his professor, educator and mentor Socrates, have been studied the great impact of emotions on human beings by referring to the utmost virtue of "Know thyself" as a requisite for happiness and integration in one's life.

1.3 The domains of Emotional Intelligence

According to Daniel Goleman (2000)¹⁵, Emotional Intelligence has four dimensions or domains which are mentioned and followed hereunder. Each domain contributes differently in the total emotional intelligence quotient and is described by specific characteristics. The four dimensions or domains of Emotional Intelligence are:

1. Self-awareness,
2. Self-management,
3. Social awareness and
4. Relationship Management.

1. Self-awareness:

It is defined as the ability of a person to be in harmony with his own feelings and to be aware of the implementation that these feelings have on others.

¹⁵ Goleman, D., (2000). *Leadership That Gets Results*. *Harvard Business Review* (March-April), 78-90.

Goleman, D., (2000), *An EI-based theory of performance*. In D. Goleman, & C. Cherniss (eds.), *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco, CA: Jossey-Bass.

Self-awareness also comprises additional skills such as self-confidence, accurate self-assessment and emotional self-awareness.

- Emotional self-awareness is the consideration that one has on emotions, skills, abilities, values and motivations. In this connection a person characterized by self-awareness can be considered as a realistic.
- Self-confidence is a person's knowledge of his weaknesses and strengths. Consequently, self-confidence is a positive feeling that a person has for his value and capabilities (Daniel Goleman et al., 2002).

2. Self-management:

It is defined as the ability of a person to keep under control all negative emotions and impetuous attitudes, keep calm and focused on performing a duty.

- Self-management comprises additional skills such as self-control, flexibility, optimism and orientation to the objectives.
- Self-control is the ability of a person to control himself and originates from self-awareness and the ability to manage violent and negative emotions.
- Flexibility is the ability to adapt to changing circumstances, either positive or negative.
- Orientation includes the objectives, yet the incentive to improve one's performance and the longing for working and seizing opportunities.
- Optimism is defined as a person's ability to see the positive side of things and situations (Daniel Goleman et al., 2002).

3. Social awareness:

It is defined as the ability of a person to value other people's feelings and emotions. Social awareness also comprises individual skills of empathy, organizational awareness and orientation in service of people.

- Empathy is the ability of a person to perceive the emotions of others and their problems.

- Awareness is the understanding of current issues.
- The orientation in service of others is a person's ability to identify and meet the needs of colleagues, friends and clients. (Daniel Goleman et al., 2002).

4. The relationship management:

It is defined as the ability of a person to influence, lead and lever other's emotions. The relationship management comprises leadership, motivation, developing others, conflict management, building relationships, fostering changes, teamwork and collaboration.

- Leadership is the ability to influence people, persuade and convince them to follow the vision of the leader. Inspiration is a person's ability to lead other people toward a vision.
- The development of other people is the ability of a person to develop and enhance the strengths of others.
- Conflict management is the ability of a person to resolve conflicts peacefully and amicably.
- Building relationships is the ability to create and maintain a network of relationships.
- Collaboration and teamwork is the ability to work harmoniously and effectively with other people (Daniel Goleman et al., 2002).¹⁶

¹⁶ Goleman, D., Boyatzis, R., McKee, A., (2002). *The New Leaders: Transforming the art of leadership into the science of results*. London: Little Brown.

1.4 The measure of Emotional Intelligence

The measure of emotional intelligence is an important tool in wide use and application of emotional intelligence. There have been developed by various scientists, simple as well as more sophisticated assessment instruments each appropriate for a different use. The self-assessment tests measure personal and social skills of the respondents to the process of self-evaluation.

That is why they have been mostly criticized for lack of objectivity and lack of thorough scientific point of view. In general, the personal and social abilities and skills that are measured are the following:

A. Personal Abilities

1. Self-awareness which includes awareness of feelings, self assessment and self confidence.
2. Self-control which comprises self-discipline, conscientiousness, reliability, self regulation, adaptability and innovation.
3. Motivational Behavior which refers to the tendency towards achieving goals, commitment, initiative and optimism.

B. Social Abilities

1. Empathy which comprises the ability to understand the others, the orientation in providing services, enhancing the development of others, the appropriate handling of diversity.
2. Social skills such as leadership, influence, communication, leadership, managing disagreements, collaboration and teamwork.

Daniel Goleman (1998), presented a model with twenty-five dimensions, classified into twelve groups, which have since been reduced to twenty empirical skills to form the set of emotional competencies.

Later on, in the early of 2000, Daniel Goleman and Richard Boyatzis, (Goleman, Boyatzis et al., 2000), created the Emotional and Social Competency Inventory (ESCI) measurement system, in collaboration with the researchers at the McClelland Institute at Hay Group in Boston.¹⁷

¹⁷ <http://www.danielgoleman.info/ei-assessments/>

- **Emotional and Social Competency Inventory (ESCI) created by Goleman, Boyatzis et al., 2000.**

This test assesses the emotional and social competencies assisting to make a distinction between prominent leaders. In addition the ESCI-U tool assessment is designed for educational use at colleges and graduate school level.

ADDITIONAL MEASURE INSTRUMENTS:

- **Howard Weisinger (1998)**, has created a questionnaire for measuring Emotional Intelligence which consists of twenty-five questions which measures the five domains, self-awareness, managing emotions, motivating yourself, empathy and social skills.¹⁸

- **Reuven Bar-On EQ-i Test.**

Reuven Bar-On (1997, 2004),¹⁹ created a questionnaire derived from empirical research on personal factors related to emotional intelligence. The Emotional Quotient Inventory (EQ-i) Test of Reuven Bar-On, is a self-report test considered to measure competencies comprising awareness, problem solving, stress tolerance and happiness and it consists of one hundred-thirty-three items.

¹⁸ Weisinger, H. (1998), *Emotional Intelligent at Work*. San Francisco: Jossey-Bass: 214-5., available at <http://faculty.washington.edu>, accessed on 22 Nov., 2013 as shown on Appendix.

¹⁹ Bar-On, R., (1997a), *Bar-On Emotional Quotient Inventory: a measure of emotional intelligence*. In *Technical Manual, Multi-Health Systems, Toronto*.
 Bar-On, R., (1997b), "Development of the Bar-On EQ-i: a measure of emotional and social intelligence", paper presented to the 105th annual convention of the American Psychological Association, Chicago, 11, August.
 Bar-On, R., (2004), *The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description and psychometric properties*. In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy*. Hauppauge, NY: Nova Science.

The Reuven Bar-On Emotional Quotient Inventory model includes EQ-i, EQ-360 and EQ-i: YV.

- **Reuven Bar-On ESI Test.**

In addition Reuven Bar-On (2006),²⁰ created a Model of Emotional-Social Intelligence Model which assesses both emotional and social intelligence. ESI Test gives an overall EQ score as well as scores for the five fundamental scales and fifteen supplementary subscales (Bar-On, 2006).

- **Victor Dulewicz and Malcolm Higgs (2000)** have created questionnaires derived from empirical research on personal factors related to emotional intelligence.

According to the abstract of their paper "*Emotional intelligence-A review and evaluation study*", which was issued at the Journal of Managerial Psychology in 2000, "*it was used an EQ scale based on sixteen relevant competencies showed highly promising reliability and validity. The results also showed the relevance of two other competency-based scales intellectual intelligence (IQ) and managerial intelligence (MQ) which both predicted organizational advancement. Taken together, however, the three scales had even higher validity. The overall results supported the view that EQ constructs can be measured more effectively by "performance analysis" than "classic paper and pencil tests". Furthermore they provided support for the proposition that the combination of EQ and IQ is a more powerful predictor of success than either measure alone.*"²¹

²⁰ Bar-On, R., (2006), *The Bar-On Model of Emotional-Social Intelligence (ESI)*, R. Bar-On, 2006, Psicothema, 18, suppl., p. 21.

²¹ Dulewicz V., Higgs, M., (2000), *Emotional intelligence - A review and evaluation study*, *Journal of Managerial Psychology*, Vol. 15 Issue: 4, 341 - 372.

- **The Mayer - Salovey - Caruso - Sitarenios (2003) Emotional Intelligence Test (MSCEIT) V.2.0** ²²

The Mayer - Salovey - Caruso - Sitarenios (2003) Emotional Intelligence Test, is considered the Systems Framework for Personality Psychology.

Furthermore, the MSCEIT V.2.0 is a revised version of the initial multifactor emotional intelligence scale (Mayer, Salovey, & Caruso, 1997 and additionally Mayer, Caruso, & Salovey, 2000).²³

It consists of one hundred-forty-one items and provides fifteen main scores: Total EI score, two Area scores, four Branch scores and eight Task scores. In addition to these fifteen scores, there are three Supplemental scores. ²⁴

- **Trait Emotional Intelligence Questionnaire (TEIQue).**

Dr. K.V. Petrides, who has been leading an international program based on Trait EI, at the Psychometric Laboratory of University College London, has developed a Trait Emotional Questionnaire which measures distinct facets of Emotional Intelligent. ²⁵

The Trait Emotional Intelligence Questionnaire is diversified according to the requisite measures and it is developed in diversified forms and scales.

²² Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G., (2003), *Measuring emotional intelligence with the MSCEIT V2.0*. *Emotion*, 3, 97-105.

²³ Mayer, J.D., Caruso, D.R., Salovey, P., (2000), "Selecting a measure of emotional intelligence", in Bar-On, R. and Parker, J.D.A. (Eds), *The Handbook of Emotional Intelligence*, San Francisco, CA: Jossey-Bass.

²⁴ Consortium for Research on Emotional Intelligence in Organizations, <http://www.eiconsortium.org/measures/msceit.html> accessed on Nov.22, 2013.

²⁵ <http://www.psychometriclab.com>, accessed on Nov. 22, 2013.
<http://www.eiconsortium.org/measures/msceit.html> accessed on Nov.22, 2013

a. TEIQue-Full Form, (Petrides, 2009).

This is a self-report which consists of one hundred-fifty-three items, measuring fifteen distinct facets, four factors and global trait EI.²⁶

b. TEIQue-Short Form, (Petrides & Furnham, 2006, Cooper & Petrides, 2010).

This is a thirty item questionnaire which measures global trait EI.²⁷

c. TEIQue 360° and 360 °-Short Forms

These forms are most used when measuring trait EI both by self-report and observer-report as in measuring of leadership.

d. TEIQue-Child Form, (Mavroveli, Petrides, Shove, & Whitehead, 2008). This is an item made for application on children.

²⁶ Petrides, K.V., (2009), *Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue)*. London: London Psychometric Laboratory.

²⁷ Petrides, K.V., Furnham, A., (2006), *The role of trait emotional intelligence in a gender-specific model of organizational variables*. *Journal of Applied Social Psychology*, 36, 552–569.

Cooper, A., Petrides, K.V., (2010), *A psychometric analysis of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) using Item Response Theory*. *Journal of Personality Assessment*, 92, 449-457.

CHAPTER TWO

2.1 The impact of Emotional Intelligence in Human Capital Development Management

Emotional intelligence affects the efficiency of a company in a series of activities (Cherniss & Goleman, 2001)²⁸ :

- Recruiting and Retaining employees
- Develop the Skills and Talents of employees
- Teamwork & Conflict Management
- Employee Motivation & Engagement
- Innovation & Entrepreneurship
- Productivity & Profitability, Sales & Revenues
- Quality of Services, Customer Satisfaction & Loyalty

A key question is what features of supervisors and managers affect their relationship with their employees. The most effective leaders are those who have the ability to understand how employees feel and intervene effectively when employees begin to feel discouraged or feel unhappy.

Effective leaders are also able to manage their emotions, to understand the emotions of their subordinates, making employees to trust them and feel good about their work. These leaders are characterized by high emotional intelligence (Cherniss & Goleman, 2001).

Emotional intelligence can be particularly useful in times of great change and upheaval in a business.

Addressing a large change requires, inter alia, the leader's ability to perceive and understand the emotional impact of change on employees and himself. To be effective in the management of change, leaders must first know and manage appropriately the feelings of anxiety and uncertainty.

Moreover leaders should know the emotional reactions of the other members of the organization and act in a way that will help employees cope

²⁸ Cherniss, G., Goleman, D., (2001), *the emotionally intelligent workplace. How to select for, measure and improve Emotional Intelligence in individuals, groups and organizations. San Francisco: Jossey- Bass.*

with these reactions. Many studies have aimed to identify the relationship between emotional intelligence and performance of an organization.

The research of Williams (1994) showed that companies whose Chief Executive Officers (CEOs) increased emotional intelligence had had better economic results, as measured both in terms of profit and in terms of development (Williams, 1994).²⁹

The same positive results between emotional intelligence in leaders and total performance of an organization were also demonstrated in the studies of McClelland (1998)³⁰ as well as in the studies of Goleman (1998b),³¹ and Yoder (2004).³²

Furthermore Daniel Williams (1994) and Yoder (2004) focused on the powerful and influential relationship between emotional intelligence of leaders and the organizational climate that they create.

The organizational climate reflects the feeling of people in terms of their ability to do their job effectively. Indicators of change include the degree of clarity in communication, the flexibility of workers at work, their ability to innovate, the responsibility for their work, the level of performance standards.

Emotional Intelligence competencies reported as affecting organizational climate comprised organizational awareness, visionary leadership, achievement initiative, teamwork and collaboration, building bonds, respect and open communication, appreciative attitude and social responsibility.

²⁹ Williams, D., (1994), *Leadership for the 21st Century: Life Insurance Leadership Study*. Boston: HayGroup.

³⁰ McClelland, D.C., (1998), *Identifying competencies with behavioral-event interviews*. *Psychological Science*, 9(5), 331-340.

³¹ Goleman, D., (1998b), *Working with emotional intelligence*. N.Y, Bantam.

³² Yoder D.M., (2004), *Organizational Climate and Emotional Intelligence: An appreciative inquiry into a "leaderful" community college*, *Community College Journal of Research and Practice*, Volume 29, Issue 1, 45-62.

2.2 The function of Emotional Intelligence in Human Capital Development Management

The revised model of Daniel Goleman or framework of Emotional Intelligence currently consists of twenty-emotional abilities, which are divided into four groups (Boyatzis, Goleman, & Rhee, 2000).³³

The choice of an employee that combines all the twenty skills would be an extremely difficult and costly task. Thus, McClelland (1994)³⁴ proved that the abilities operate in groups, and not just individually.

Professor David McClelland (1917-1998) was one of the preeminent psychologists and had been Chair of Harvard University's Department of Social Psychology. By his research McClelland³⁵ recognized and verified eleven characteristics of Achievement notion. In this connection the motives Achievement, Membership and Power according to the results of McClelland account for the ninety per cent of motivated human notion.

According to McClelland (1994), there is no single set of characteristics that lead to success. There are alternative combinations of skills that can bring results. This phenomenon is referred to as a formula, or algorithm, for success. The model of algorithm capacities supports capacities that operate at the level of skills cluster. Therefore, each group of employees or a specific position requires a different combination or algorithm skills.

As an example for managers, the model emphasizes the skills that facilitate the manager to lead or to influence others.

³³ Boyatzis, R.E., Goleman, D., Rhee, K.S., (2000), *Clustering competence in emotional intelligence*. In Bar-On, R and Parker, J.D.A. (Eds), *The Handbook of Emotional Intelligence*, Jossey-Bass, San Francisco, CA.

³⁴ McClelland, J.L., (1994). *Learning the general but not the specific*. *Current Biology*, 4, 357-358.

McClelland, J.L., (1994), *Neural networks and cognitive science: Motivations and applications*. (Cheng, B. & Titterington, D. M. *Neural Networks: A review from a statistical perspective*.) *Statistical Science*, 9, 1, 2-54.

³⁵ McClelland, D.C., (1975), *Power: The inner experience*, Oxford, U.K. Irvington.

In the group of self-awareness, confidence is particularly important at the managerial level. The same applies to the credibility or integrity. In order for managers to be effective, they must consistently act in accordance with their values and beliefs.

The orientation in results is also a key skill, while self-control is the core of self-management, since it was found in long-term studies that it can predict the success of managers (McClelland & Boyatzis 1982,³⁶ Jacobs & McClelland 1994³⁷). In the group of social cognition, empathy and organizational awareness are critical competencies for managers.

Relationship management, emphasis on managerial jobs is given in ability to lead and influence people. Thus, the influence of leadership and the workforce skills development are considered particularly important. Moreover, conflict management and communication have also been shown to be important skills for managers.

McClelland verified that motives can be taught not only early in one's life but also in later stages of an adult's life. By his scientific research he demonstrated that with the proper motivation training, adults can benefit in business efficiency. The method that he implemented later laid the fundamentals for the Entrepreneurship Development Program of the United Nations in fifty five countries.

Furthermore, McClelland laid the fundamentals in the modern competency movement in Educational and Organizational Psychology and has influenced the theories of a large number of scientists in social, economic and political domains.

³⁶ *McClelland, D.C., Boyatzis, R.E., (1982). Leadership motive pattern and long-term success in management. Journal of Applied Psychology, Volume 67, Issue 6, 737-743.*

³⁷ *Jacobs, R.L., McClelland, D.C., (1994), Moving up the corporate ladder: A longitudinal study of the leadership motive pattern and managerial success in women and men. Consulting Psychology Journal: Practice and Research, 46(1), 32-41.*

2.3 The implementation of Emotional Intelligence principles in Human Capital Development Management

As the global economy becomes increasingly universal and based on the information, organizations need to adapt to a rapidly changing and competitive environment.

The emotionally intelligent organizations are able to capitalize on the talents of their members and to address these challenges more effectively.

These organizations have some fundamental characteristics, such as orientation to objectives and to providing excellent quality services, positive change, flexibility and adaptability, teamwork and collaboration, open communication and empathy, appreciative attitude and leveraging diversity, respect and social responsibility (Cherniss & Goleman, 2001).

At the same time, as more organizations use networks, the need for emotional intelligence among their members will be more crucial and vital than in organizations with more traditional hierarchies.

The members of the organizations must be able to work in harmony with others through self-management, self-awareness and self-monitoring, open communication, teamwork and collaboration, conflict management, influence of others in a collaborative way through empathy and effective leadership, to find faster ways to act through initiative and results orientation (Cherniss & Goleman, 2001).

Emotional intelligence also affects the development of employees', since the relationships in the workplace can contribute to the development of talents.

However, not all relationships are equally effective for this purpose. The emotional intelligence of mentors or supervisors can significantly influence employees to develop and utilize their talents.

Emotional intelligence affects the everyday life of employees as it helps create partnerships.

The collaboration is a fundamental process of interaction in working groups, but also a fundamental component of the effectiveness of a team.

The teams with the fewest barriers to communication excel in knowledge acquisition (Carroll & Edmondson, 2002).³⁸

According to Goleman (1998), emotional intelligence affects significantly the three elements of teams which are:

- a) The existing trust within the team
- b) The team's identity and
- c) The team's effectiveness

Emotional Intelligence is crucial and essential in building these collective characteristics.³⁹

At first trust is a basic component for the enhancement and development of collaboration within teams in the workplace.

The second basic component which is considered indispensable for creating effective interactions and harmonic relationships within a team is the team's identity. The team's identity is the common belief of its members that the team is an important, significant, outstanding and unique entity.

The third basic element for building effective interactions and harmonic relationships within a working team is the team's effectiveness which is closely associated with the sense of the team for the significance of its mission. It is this consciousness that leads to the realization and success of the team's mission.

³⁸ Carroll J., Edmondson A., (2002), *Leading organizational learning in healthcare. Quality and Safety in Healthcare. 11:51-56.*

³⁹ Goleman D., (1998), *Working with Emotional Intelligence, London, Bloomsbury Publishing.*

2.4 The Emotional Intelligence in Personal and Organizational Development

The implementation of Emotional intelligence principles can lead to the realization of both personal and organizational development.

According to Claude Steiner (1997) the basic ideas of emotional literacy, training, education and culture are the following:

1. *Equality is the Premise*
2. *Love is the Energy*
3. *Honesty is the Method.*

Steiner supports the concept that emotional literacy, training, education and culture, improves the temper and efficiency in the workplace.⁴⁰

Steve Langhorn (2004)⁴¹ in his paper "*How emotional intelligence can improve management performance*" has studied the relation between emotional competencies of three hundreds managers in bar restaurant sector of United Kingdom and the performance outcomes of their leadership control, using the Bar-On EQ-i.

The outcomes of his research demonstrated that the emotional intelligence leadership resulted in organizational development improving performance, customer satisfaction and increased quality of services.

There are two main ways to increase emotional intelligence in an organization:

1. Either to recruit people who are emotionally intelligent or
2. To develop the emotional intelligence of existing members of the organization.

⁴⁰ Steiner C., (2003), *Emotional Literacy: Intelligence with a Heart*, CA Fawnskin, Personhood Press. 191-205.

⁴¹ Langhorn S., (2004) *How emotional intelligence can improve management performance*, *International Journal of Contemporary Hospitality Management*, Vol. 16 Issue: 4, 220 - 230.

Although the selection of employee with high emotional intelligence is a relatively secure way to acquire emotional intelligence workforce, this solution can also be costly and uneconomic.

The cost of a new intake can also accounts for lost working time in interviews and in training.

It is more practical for an organization to increase the emotional intelligence of the existing workforce through appropriate training and development.

Both young and senior employees should be educated in order to acquire emotional intelligence abilities and skills that will lead to their personal as well as to the whole organizational development.

According to Cherniss & Goleman, (2001), the abilities and skills associated with emotional intelligence can be developed. However, their development needs time, commitment and support.⁴²

In addition, organizations often hinder rather than promote the development process. The erroneous need and emphasis on producing immediate results often leads to false emotional development methods, which in turn reinforces the bad behavior and pose risks to the organization and its members.

Even in organizations that provide training, education model is usually designed to produce a specific technique or a specific cognitive skill level.

Daniel Goleman (1998b)⁴³ notes that technical training is easy to achieve compared to the development of emotional intelligence, since the entire educational system is oriented towards the cognitive skills. But when it comes to learning emotional skills, there are obvious shortcomings.

Beneficially in nowadays there is significant evolution in the field of emotional intelligence knowledge and the advantages that arise from the implementation of emotional intelligence principles both in our personal and professional life.

⁴² Cherniss, G., Goleman, D., (2001), *The emotionally intelligent workplace. How to select for, measure and improve Emotional Intelligence in individuals, groups and organizations.* San Francisco: Jossey- Bass.

⁴³ Goleman, D., (1998b), *Working with emotional intelligence.* N.Y, Bantam.

In this connection there have been established organizations and institutions specialized in the education of emotional intelligence such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) which is the United States nation's leading organization advancing the development of academic, social and emotional competence for all students.

According to CASEL's statement "*the mission is to help make evidence-based social and emotional learning an integral part of education from preschool through high school. Through research, practice and policy, CASEL collaborates to ensure all students become knowledgeable, responsible, caring and contributing members of society*".⁴⁴

Furthermore Dr. Joseph Durlak from Loyola University at Chicago and Dr. Roger Weissberg (2011) from Collaborative Academic, Social and Emotional Learning Organization (CASEL) of University of Illinois at Chicago, have been working upon education and training programs of Social and Emotional Learning (SEL) on children and students.

Their research indicates that if students will be equipped with the appropriate Social and Emotional Learning (SEL) education and training program, then they will be endowed with the abilities and skills that are required to young people in order to become creative, innovative and efficient employees.⁴⁵

⁴⁴ <http://www.casel.org>

⁴⁵ Durlak J.A., Weissberg R.P., (2011), *Promoting Social and Emotional Development Is an Essential Part of Students' Education, Human Development, Volume 54, 1-3.*

CHAPTER THREE

3.1 The development of Emotional Intelligence in the Workplace

Cherniss and Goleman (2001) have published a series of guidelines and directions for the development of emotional intelligence through training programs that produce measurable results. The main directions are the following:

- **Establishment of a supportive environment:** Before an organization starts a training or development program for emotional intelligence development, there must be a holistic approach and commitment to support this program. The commitment to the development of emotional intelligence should start from the top of the organization up to the bottom line. Since, as mentioned above, the development requires time and labor and if the effort is not considered most important, people will quickly abandon this effort.
- **Readiness:** The organization's readiness for change should be reported both at individual and at organizational levels.
- **Assessment of thyself:** In order to develop emotional skills, individuals must first have a clear awareness on their own strengths and limitations.
- **Focus on development:** A process that measures the emotional intelligence should be conducted for development and enhancement purposes. It is important that goals be clearly communicated to all members of the organizations. Otherwise, employees are likely to believe that there is a hidden agenda that affects areas which threaten the safety and protection of their positions.
- **Effective communication:** The informative contact is critical to the implementation of a successful evaluation.
- **Assessors' selection:** Participants should choose a sufficient number of assessors holding various positions within the organization in order to secure reliable feedback to all groups.

- **Providing feedback:** The feedback should be provided within a friendly environment since the participant is likely to face difficulties in perceiving the image of thyself as well as the perception that the others have formed for him.

In any case, support is a critical success factor in order to achieve the requested change. In addition measure should be following every training program in order to ensure that the applied program has fulfilled the requested needs.

However, very often, although employees have attended a program of emotional intelligence development, without any further measure upon completion of the training, they fail to achieve the expected progress. (Cherniss & Goleman, 2001).

Therefore, before implementing training programs for emotional intelligence development, the organizations should prior consider to build support mechanisms that will enable employees to perform their assignments, and to be given constant feedback about them.

3.2 The implementation of Emotional Intelligence principles in Recruitment

The impact of emotional intelligence in human resource management begins with recruitment. The candidates' emotional intelligence is considered very important and crucial in the ultimate success or failure of the employees'. Furthermore the emotional intelligence of people in charge for recruitment is also vital for making right decisions in the selection and recruitment of candidates (Cherniss & Goleman, 2001).

Recruitment is one of the quickest ways to increase emotional intelligence in an organization. However, this is possible only if the organization recruits a critical mass of emotionally intelligent people otherwise there may be no substantial positive effect on the organization's results. Moreover, if the climate of the organization does not support or reward emotionally intelligent behavior, it is likely that these people to resign. Therefore, it is important for organizations to develop and maintain the emotional intelligence of existing employees (Cherniss & Goleman, 2001).

However, although the quickest way to increase emotional intelligence in an organization is by selecting candidates with high emotional intelligence, unfortunately, typical procedures for selecting workforce tend to focus on the data shown in the applicant's resume: education, skills and experience.

While these factors are very important and often a base to adequately fulfill a position's duties, nevertheless, rarely do they assign the employees to exceed the average performance.

Emotional intelligence, although it is more difficult to detect, has proven to be a key factor which shows the difference between typical and exceptional employees (McClelland 1998).⁴⁶

⁴⁶ *McClelland, D.C., (1998), Identifying competencies with behavioral-event interviews. Psychological Science, Volume 9, Issue 5, 331-340.*

Additionally Goleman (1998b) consents that emotional intelligence differentiates the moderate from the superb employees.⁴⁷

If organizations want to increase those skills of their workforce, then they should adopt a recruitment process that includes methods for identifying the emotional intelligence of candidates (Cherniss & Goleman, 2001).⁴⁸

Dr. C. Cadman, MED, RNT, RN and Dr. J. Brewer, MED, DIPN, RCNT, RNT, (2001) in their paper "*Emotional intelligence: a vital prerequisite for recruitment in nursing*", issued in the Journal of Nursing Management, have studied the implementation of emotional intelligence to recruitment in nursing.⁴⁹

Their research also assured the concept that emotional intelligence is the common factor which traces distinguished and exceptional employees.

Furthermore it demonstrated and corroborated the theory that emotional intelligence is the key element for the workforce in professions like nursing in which specific abilities are very crucial and important for success. These specific abilities of the emotional intelligence spectrum include the ability to recognize and respond to one's own and others' feelings, the ability to empathy, to work effectively in teams, to eliminate conflicts and to motivate oneself and others.

The researchers demonstrated that is needed selection process that will determine levels of emotional intelligence in prospective candidates, as they could be a reliable predictor of success in nursing profession since emotional intelligence abilities cannot be developed quickly enough through interpersonal skills training and therefore it is essential to create assessment strategies that will identify emotional intelligence at recruitment.

⁴⁷ Goleman, D., (1998b), *Working with emotional intelligence*. N.Y, Bantam.

⁴⁸ Cherniss, G., Goleman, D., (2001), *The emotionally intelligent workplace. How to select for, measure and improve Emotional Intelligence in individuals, groups and organizations*. San Francisco: Jossey- Bass.

⁴⁹ Cadman, C., Brewer, J., (2001), *Emotional intelligence: a vital prerequisite for recruitment in nursing*. *Journal of Nursing Management*, Volume 9, Issue 6, 321-324.

3.3 The implementation of Emotional Intelligence principles in Evaluation

Although many organizations confront their workforce evaluation as a typical process of a performance review that it takes place once a year in order to integrate the performance pay system, organizations that espouses the emotional intelligence principles act completely differently.

The emotional intelligent organizations incorporate not only training but also a long-term development in the evaluation process (Cherniss & Goleman, 2001).⁵⁰

The evaluation process should incorporate the following components:

1. Setting targets and goals
2. Perennial training and development programs
3. Ongoing couch and mentoring

In this connection the evaluation process can be an excellent opportunity and a correct instrument to assess with accuracy the abilities that can ultimately lead to superb employees' performance.

Although increasing salaries and offering bonuses may provide a kind of motivation, however this cannot be a long-term motivation strategy for the development of the employees and the attaining of the organization's achievement.

These extrinsic incentives and rewards have only short-term effects on employees' organizational behavior where as intrinsic motivation like employees' personal and professional integration provides a holistic organizational change strategy.

The evaluation systems should operate as an integrated process, incorporating elements such as performance targets, guidance and counseling, skills assessment, the connection of pay to performance and supplementary training and educational programs for the development of emotional intelligence.

⁵⁰ Cherniss, G., Goleman, D., (2001), *The emotionally intelligent workplace. How to select for, measure and improve Emotional Intelligence in individuals, groups and organizations. San Francisco: Jossey- Bass.*

3.4 The implementation of Emotional Intelligence principles in Leadership

In today's business world the role of a leader has become very fundamental and crucial for the performance of the organizations and for the wellbeing of all the people involving, that is, the stakeholders, the workforce and their families, the clients and the suppliers, the associates and partners and generally the society as a whole.

A leader has to collaborate impeccably with all the stakeholders, with both employers and employees and furthermore is responsible for the financial outcomes and achievements, the employees' development and the organization's development as well.

According to Goleman (2013) the superb and exceptional leaders often have in common specific characteristics.

In addition to the traditional requirements for success, they also possess unique talent to inspire people, strong work ethics and ambition and specific elements that signify a high degree of emotional intelligence.⁵¹

Consequently the implementation of Emotional Intelligence principles in Leadership has developed the knowledge of organizations and involving leaders and managers in the crucial domains of increasing employees' performance, building effective relationships with colleagues, leading teams and managing conflicts, managing change and enhancing organizational culture.

Professor Richard Boyatzis (2012), of Case Western Reserve University, together with Dr. Darren Good and Dr. Raymond Massa investigated the role of Emotional and Social Intelligence (ESI) in effective leadership.

The Emotional and Social Intelligence (ESI) model is an enhanced concept in which Emotional Intelligence is considered a pair with Social Intelligence making two of a kind.

⁵¹ Goleman, D., (2013), *Focus: The Hidden Driver of Excellence*, HarperCollins Publishers, New York.

The paper of Boyatzis Good and Massa, "Emotional, Social, and Cognitive Intelligence and Personality as Predictors of Sales Leadership Performance" published on May 2012, at *Journal of Leadership and Organizational Studies*, Volume 19, Issue 2, pages 191-201.⁵²

The research analyzes and examines the role of the behavioral level of Emotional and Social Intelligence (ESI) competencies on leader performance.

The derived outcomes revealed that Emotional and Social Intelligence (ESI) radically and considerably predicted leader performance despite the fact that measures of cognitive intelligence and personality did not. Furthermore two specific competencies the Adaptability and the Influence, characteristically estimated sales leadership performance.

Furthermore, in a meta-analytical review of the relationship between emotional intelligence and leaders' constructive conflict management, performed by Andrea Schlaerth, Nurcan Ensari and Julie Christian, published at *Group Processes Intergroup Relations Journal*, Volume 16, Issue 1, pages 123-136, on January 2013, the relationship between emotional intelligence, constructive conflict management and the role of leadership was examined and scrutinized.⁵³

A total of twenty studies yielding two hundreds-eighty effect sizes and involving 5,175 participants were examined. The results supported the hypothesis that Emotional Intelligence is positively associated with the leaders' constructive conflict management, and this relationship proved to be stronger for subordinates than leaders.

⁵² Boyatzis, R.E., Good, D., Massa R., (2012), *Emotional, Social, and Cognitive Intelligence and Personality as Predictors of Sales Leadership Performance*, *Journal of Leadership and Organizational Studies*, Volume 19, Issue 2, 191-201.

⁵³ Schlaerth, A., Ensari, N., Christian J., (2013), *A meta-analytical review of the relationship between emotional intelligence and leaders' constructive conflict management*, *Group Processes Intergroup Relations Journal*, Volume 16, Issue 1, 123-136.

CHAPTER FOUR

4.1 New fields of Human Resource Management linking to Emotional Intelligence

What is more, the theory of Emotional Intelligence has shed light in scientific fields and concepts that were already existing in business world but had never been analyzed and scrutinized before the development of the Emotional Intelligence model.

Nowadays more than ever it is indispensable for the organizations to espouse the Emotional Intelligence principles and incorporate them in Human Capital Development Management in order to administer the new organizational challenges in miscellaneous diverse domains comprising the Female Talent, the Gender Diversity as well as the Minorities' Diversity and the Leadership of Teams and Networks.

Moreover there have been developed new domains of Human Capital Development Management in which the Emotional Intelligence theory performs an exceptional, brilliant and outstanding role.

The new fields of Management associated with the Emotional Intelligence concept are the following:

Development Management

Knowledge Management

Talent Management

Diversity Management

Stress Management

Conflict Management

Relationship Management

Change Management

In the domains of Diversity Management and Talent Management the contribution of female management plays an important role especially as far as emotional intelligence concept is concerned.

Burton, L.A., Hafetz, J., and Henninger D., (2007), in their paper "Gender differences in relational and physical aggression" at the International Journal of Social Behavior and Personality, have investigated the emotional intelligence of students and the differences between male and female students.

Their results have shown that female students had achieved higher scores in the interpersonal skills such as social responsibility, empathy and interpersonal relationships.⁵⁴

The implementation of Emotional Intelligence principles, in Female Talent and Gender Diversity, empowers women position in the business world and provide them with the opportunity to thrive as well as to prove their business talent, establish their position and move up the ladder of hierarchy within organizations.

In this connection the theory of Emotional Intelligence has been applied in research field and has drawn the attention of social scientists and researchers.

Hence, this issue and concern for the impact of Emotional Intelligence theory in employees' development and the correlation with gender, has been examined from the perspective of Human Resource Development (HRD).

Professor Kathryn Thory from Strathclyde University Business School in Glasgow UK, has scrutinized the issue of Emotional Intelligence theory in employees' development and the correlation with gender and has written a paper "A Gendered Analysis of Emotional Intelligence in the Workplace" published at the Human Resource Development Review on June 2013.

The paper of Professor Kathryn Thory, scrutinizes on how emotional intelligence abilities are socially structured and assessed and additionally examines the way that both males and females are alleged and evaluated, while performing gendered conceptions of Emotional Intelligence.

⁵⁴ Burton, L.A., Hafetz, J., Henninger D., (2007), *Gender differences in relational and physical aggression. International Journal Social Behavior and Personality, Volume 35, Issue 1.*

Besides, the paper stresses that it is indispensable for both genders to empower the implementation of the Emotional Intelligence concepts and authorize them in correlation with genders diversity and employees' development.⁵⁵

In connection with Knowledge Management the Emotional Intelligence concept has been correlated with the person's capacity to enhance their knowledge over the ages.

Joseph Ciarrochi and John D. Mayer (2007), in their book *Applying Emotional Intelligence: A Practitioner's Guide*, affirm that the emotional intelligence of human beings increase in parallel with the age. As people growing older their cognitive skills and experiences increase as well as their emotional intelligence.⁵⁶

Above and beyond, the increase of emotional intelligence over the age, was also acknowledged by the outcomes of the research conducted by Dr. Paul Atkins, Professor at Crawford School of Public Policy of Australian National University and Dr. Con Stough, Professor at Swinburne University of Technology (2005).⁵⁷

Professor Paul Atkins and Professor Con Stough, in their paper "Does Emotional Intelligence change with age?" that was presented at the *Society for Research in Adult Development*, in Atlanta, pointed out that, there is also positive and essential relation between the emotional intelligence and the age, resulting in increase of emotional intelligence as people aging.

⁵⁵ Thory K., (2013), *A Gendered Analysis of Emotional Intelligence in the Workplace*, *Human Resource Development Review*, Volume 12, Issue 2, 221-244.

⁵⁶ Ciarrochi J., Mayer J.D., (2007), *Applying Emotional Intelligence: A Practitioner's Guide*. New York, NY: Psychology Press.

⁵⁷ Atkins, P.W.B., Stough, C., (2005), *Does Emotional Intelligence change with age? Paper presented at the Society for Research in Adult Development, Atlanta, GA.*

4.2 Questions encouraging and supporting further Research

Nowadays we live in the ages of globalization and the rapidly and pervasive development of new technologies has demolished the boundaries and has shorten the world.

The earth has become a global village where the most crucial and vital issue for people is, to live in peace with each other and in harmony with the environment.

The globalization of our era has brought people from all over the world much closer. This diverse workforce has to live and collaborate together in international environments where different experiences and dissimilar cultures have to work idiosyncratically in partnership. People, far and beyond their diversity, have to collaborate and cooperate intimately.

Therefore the new scheme of emotional intelligence has been integrated to Social and Emotional Intelligence (SEL) which also comprises social intelligence in addition to emotional and is more complete, integrated and valuable.

There is much scientific interest in exploring the new theories and concepts in business, health and educational psychology which incorporate the Social and Emotional Intelligence (SEL) as well as other theories of intelligence, as the Ecological Intelligence and their impact on society.

The new approach of the Social and Emotional Learning (SEL) supports that all students and trainees become knowledgeable, responsible, caring and contributing members of the society.

These concepts should be investigated and researchers should analyze and study thoroughly and systematically the relationships and interactions existing in these theories and the corresponding results and outcomes and their consequences and impact on the whole society. Furthermore there is need for research in the relationships and interactions between employees and new technologies and the impact on their professional and private life.

Concluding, in the era of globalization and hyper technology, research should be focused on the consequences of multi cultural environment and hyper technology interaction and their impact on organizational development, as well as people's quality of life and work-life integration.

CRITIQUE-CONCLUSIONS

The Role of Emotional Intelligence in Human Capital Development Management supports that the largest part of employees upon completion of appropriate and comprehensive educational and training programs will thrive and contribute to the highest degree both to their personal enhancement as well as to the organizational growth, progress and evolution.

Moreover, emotional intelligence should be incorporated in a holistic way into the organizational culture and be present in all operations of strategic management.

However, in order to magnetize and retain knowledgeable, sophisticated and emotional intelligent workforce, organizations should support employees to overcome serious obstacles of workplace bias and empower them to undertake more challenging roles.

Thus, it would be useful, in all processes of strategic human resource management including selection, recruitment, evaluation and performance, training and development.

Taking into account the role of emotional intelligence in the evaluation process, is therefore considered, very crucial and significant for the exceptional performance of employees' and organizations' as well.

This process should include setting objectives and goals, providing feedback on the achievement of settled goals, linking performance with payments and rewards and further enhancement through long-term educational and training programs.

However, when this process involves feedback on emotional intelligence, managers and employees should collaborate closely and honestly to identify strengths and weaknesses and how these can be transformed and changed positively, in order to achieve the settled goals.

Furthermore, the organization should be very careful when incorporates emotional intelligence in the process of enhancement, as the development of employees' skills are most successful when it stems from intrinsic motivation and employees are self-directed.

Additionally, as the development of emotional intelligence is a long term effort and even a lifelong great effort and endeavor, focusing solely on extrinsic rewards may not be most valuable and successful.

Besides, Emotional Intelligence should not be considered as a universal therapy for all entrepreneurial illnesses. It is not a panacea for all problems, and, furthermore it does not possess all answers of entrepreneurial questions and dilemmas.

Likewise, it is much financially costly and time consuming to develop the Social and Emotional Intelligence of today's employees, than to develop the abilities and skills of students, the tomorrow's employees, who are endowed with the competitive advantage of youth and juvenileness and if properly educated, they can outmost perform, in their adult life as employees.

Our society, is in need of emotionally intelligent leaders, managers, executives, employees and workforce, who will work effectively and create thriving organizations, which offer prosperity and welfare to the whole society, in order to create a better world.

Therefore, it is indispensable, to carry on full and comprehensive educational programs in schools, colleges and universities, so that new generations, walk the avenue of professional fulfillment and personal happiness by becoming complete and integrated personalities.

Consequently, it is concluded, that the contribution of Emotional Intelligence in organizations' development, has been intensively researched and scrutinized for more than two decades, and has been proved to be mostly significant and positively critical, for the development and thriving of organizations and their workforce, as well as for the prosperity, happiness and wellbeing of the whole society.

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Part B: Web Resources of Universities and Organizations endorsing EI

- **Ball State University**
<http://www.bsu.edu>
- **Berkeley University of California**
<http://www.berkeley.edu>, <http://greatergood.berkeley.edu>
- **Collaborative for Academic, Social and Emotional Learning (CASEL) Organization**
<http://www.casel.org>

- **Consortium for Research on Emotional Intelligence in Organizations**
<http://www.eiconsortium.org>
- **Harvard University**
<http://www.harvard.edu>
- **Harvard Business Review Publishing**
<http://www.hbr.org>
- **Monash University**
<http://monash.edu.au>
- **St. Louis Community College -Corporate College**
<http://www.stlcc.edu>, <http://www.stlcc.edu/corporate college>
- **Stanford University**
<http://www.stanford.edu> & <http://www.gsb.stanford.edu>
- **Swinburne University of Technology**
<http://www.swinburne.edu.au>
- **University College London (UCL), London Psychometric Laboratory at UCL**
<http://www.ucl.ac.uk>, <http://www.psychometriclab.com>
- **University of Illinois at Chicago (UIC)**
<http://www.uic.edu>
- **UIC Social and Emotional Learning Research Group**
www.uic.edu/labs/selrg
- **University of Macedonia (UOM)**
www.uom.gr
- **University of New Hampshire (UNH)**
<http://www.unh.edu/emotional intelligence>
- **University of Washington (UW)**
<http://www.washington.edu>, <http://faculty.washington.edu>
Forum on Social Emotional Development: Marc Brackett
<http://education.uw.edu/Social-Emotional-Learning-Forum-2013>
- **Yale University (UY)**
<http://www.yale.edu> & ei.yale.edu

- **Yale University (UY) and The Botin Foundation**

<http://www.fundacionbotin.org/the-botin-foundation-and-yale-university-sign-a-collaboration-agreement-to-research-about-the-use-795816204132732.htm>

APPENDIX

- **WEISINGER HOWARD (1998) Questionnaire for measuring Emotional Intelligence** quoted at: **Weisinger, H., (1998), *Emotional Intelligence at Work: The untapped edge for success.* San Francisco: Jossey-Bass: 214-5.**

<p>Weisinger, H., (1998), <i>Emotional Intelligence at Work : The untapped edge for success.</i> San Francisco: Jossey-Bass: 214-5</p> <p>Measuring Your Emotional Intelligence at Work</p> <p>For each of the following items, rate how well you are able to display the ability described. Before responding, try to think of actual situations in which you have had the opportunity to use the ability.</p>	V E R Y S L I G H T A B I L I T Y	S L I G H T A B I L I T Y	M O D E R A T E A B I L I T Y	C O N S I D E R A B L E A B I L I T Y	G R E A T A B I L I T Y
1. Associate different internal physiological cues with different emotions.	1	2	3	4	5
2. Relax when under pressure in situations.	1	2	3	4	5
3. \geq Gear up \leq at will for a task.	1	2	3	4	5
4. Know the impact that your behavior will have on others.	1	2	3	4	5
5. Initiate successful resolution of conflict with others.	1	2	3	4	5

6. Calm yourself quickly when angry.	1	2	3	4	5
7. Know when you are becoming angry.	1	2	3	4	5
8. Regroup quickly after a setback, stay motivated.	1	2	3	4	5
9. Recognize when others are distressed.	1	2	3	4	5
10. Build consensus with others.	1	2	3	4	5
11. Know what senses you are currently using.	1	2	3	4	5
12. Use internal \geq talk \leq to change your emotional state.	1	2	3	4	5
13. Can stay motivated when doing uninteresting work.	1	2	3	4	5
14. Help others manage their emotions.	1	2	3	4	5
15. Make others feel good.	1	2	3	4	5
16. Identify when you experience mood shifts.	1	2	3	4	5
17. Stay calm when you are the target of anger from others.	1	2	3	4	5
18. Stop or change an ineffective habit.	1	2	3	4	5
19. Show empathy toward others.	1	2	3	4	5
20. Provide advice and emotional support to others as needed.	1	2	3	4	5
21. Know when you become defensive.	1	2	3	4	5
22. Know when you are thinking negatively and head it off.	1	2	3	4	5
23. Follow your words and actions.	1	2	3	4	5
24. Engage in intimate conversations with others.	1	2	3	4	5
25. Accurately reflect people's feelings back to them.	1	2	3	4	5

Scoring:

Subscale	Sum Questions:	Your Score:
Self-awareness	1,6,11, 21	
Managing Emotions	2,7,12,17,22	
Motivating Yourself	3,8,13,18,23	
Empathy	4,9,14,19,24	
Social Skill	5,10,15,20,25	
Total		

Interpretation:

Overall: If you scored above 100, you have high emotional intelligence in a work context. A score of 50 to 100 means you have a good platform of EQ from which to develop your managerial capacity. A score below 50 indicates that you realize you are probably below average in EQ.

Subscales: For each of the five components of EQ—self-awareness, managing emotions, motivating oneself, empathy, and social skill—score above 20 is considered high, while a score below 10 is low.

Self-Awareness: This component provides the basis for all the other components of EQ. Self-awareness means being aware of what you are feeling, being conscious of the emotions within yourself. People who are in touch with their emotions are better able to guide their own lives. Managers need to be in touch with their emotions in order to interact effectively and appreciate emotions in others. Managers with high levels of self-awareness learn to trust their feelings and realize that these feelings can provide useful information about difficult decisions. Answers are not always clear about direction, strategy, courses of action and managers need to blend their experience, knowledge, analytical abilities into a proper response to each unique situation.

Managing Emotions: The extent to which someone is able to balance his or her own moods such that worry, fear, anxiety, change and anger do not interfere with getting the job done. Managers who can manage their emotions perform better because they are able to think clearly. Managing emotions does not mean suppressing or denying them, but understanding them and using that understanding to deal with situations productively. Managing emotions also does not mean managing through fear and intimidation. Managers should first recognize a mood or feeling, think about what it means and how it affects them, and then choose how to act. Learning to interpret how emotions affect others' behavior is also useful.

Motivating Oneself: This is the ability to be hopeful and optimistic despite obstacles, setbacks, or even outright failures. It is crucial for pursuing long-term goals in life, or in business. A classic example of the crucial role of self-motivation was demonstrated in a study conducted by MetLife Insurance Company. A special group of job applicants who tested high on optimism but failed the normal sales aptitude test were hired, in spite of their performance on the standard selection tests. Compared to salespeople who

passed the regular aptitude test, but scores high on pessimism, the optimistic group made 21 percent more sales in their first year and 57 percent more in their second (Hequet, Flat and Happy? *Training*, April 1995, pps 29-34)

Empathy: The extent to which you can put yourself in someone else's shoes, or explore someone else's cage is the fourth component of EQ. Can you recognize what someone else is feeling without them having to tell you? Sometimes when they don't even know, or can't quite articulate, what they are feeling? Most of the time people don't tell us what they feel in words, but rather in tone of voice, body language, and facial expressions. Empathy is built from self-awareness, and then the ability to transcend your own cage in order to understand the feelings, perspective and experiences of the other person. Being attuned to one's own emotions can make it easier to read and understand the feelings of others.

Social Skill: The ability to connect to others, build positive relationships, appropriately respond to the emotions of others, and influence others is the final component of EQ. Social skill benefits managers in their interpersonal relationships to handle disagreements, resolve conflicts, unite team members together, influence others, etc.

Source: **Howard Weisinger, (1998), *Emotional Intelligence at Work: The untapped edge for success, San Francisco: Jossey-Bass: 214-5.***

Measuring Your Emotional Intelligence at Work

<http://faculty.washington.edu/janegf/eq.html>