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ALIGNING EMOTIONAL INTELLIGENCE TRAINING OF SECONDARY BUSINESS
STUDENTS WITH WORKPLACE NEEDS

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

BY
AMY RODRIGUEZ

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FOR THE DEGREE OF
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MAY 2020

BETHEL UNIVERSITY

EMOTIONAL INTELLIGENCE TRAINING OF SECONDARY BUSINESS STUDENTS
AND HOW IT ALIGNS WITH WORKPLACE NEEDS

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MAY 2020

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Abstract

Since the concept of emotional intelligence was first introduced, it has been developed, adapted and embraced by both business and academia. Emotional intelligence skills have been strongly associated with dynamic leadership, satisfying personal life experiences and success in the workplace. Despite the call from business for educational innovation and college and career readiness, America continues to fall short in preparing its students with the skills necessary for postsecondary life. Many businesses state that recent graduates are not prepared with the essential interpersonal and soft skills, known as emotional intelligence, that are needed to succeed in the workplace. The purpose of this literature review was to determine if emotional intelligence training could help prepare business students for the workplace and future success. Four components of emotional intelligence in preparing business students for a successful career were discussed: self-efficacy, decision making, development of leadership skills, and collaboration. Emotional intelligence interventions and training have shown that emotional intelligence programs produce beneficial results for students' overall career readiness and academic success. Emotional intelligence needs to be incorporated into high school business education curricula in order to develop our future business leaders.

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CHAPTER I: INTRODUCTION

Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.

- Jack Welch

Today's students are held to higher academic standards than ever before. Advanced placement classes and certain pathways such as engineering sometimes have to be chosen at the beginning of their high school career. Even though students are seemingly held to higher academic standards, many businesses state that recent graduates they hire are not prepared with the essential interpersonal and soft skills, known as emotional intelligence, that are needed to succeed in the workplace (Chamorro-Premuzic & Frankiewicz, 2019). Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). Daniel Goleman (1996) coined the term Emotional Intelligence in his first book entitled, "Emotional Intelligence: Why it Matters More than IQ". Goleman asserted that these soft skills are skill sets that can actually be *learned*.

Employers indicate the need for college graduates to possess a broad range of skills and knowledge to achieve long-term career success (Hart Research Associates, 2015). In fact, 88% of employers indicated the importance of colleges and universities ensuring that all students are prepared. In terms of the broad range of knowledge and skills, employers place great value on candidates who demonstrate proficiency in written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings. Recruiters and employers are unlikely to be impressed by candidates unless they can demonstrate a certain degree of people-skills (Hogan, Chamorro-Premuzic, & Kaiser, 2013). This is perhaps one of the biggest differences between what universities and employers look for in applicants. While employers desire candidates with higher levels of EQ, resilience, empathy,

and integrity (Chamorro-Premuzic & Frankiewicz, 2019), those are rarely attributes that universities nurture or seek during the admissions process. In 2016, the World Economic Forum's Future of Jobs Report predicted that emotional intelligence would be one of the top ten job skills by 2020. Enhancing the capacity for thinking differently, leading differently, and creating an engaging work environment are just three examples of the many ways in which the development of emotional intelligence competencies can be a significant asset to students as they graduate and enter challenging and turbulent work environments (Joyner & Mann, 2011).

Acknowledging emotional intelligence as an important job skill, in some cases even surpassing technical ability, has become more common in recent years. In a 2011 CareerBuilder Survey of more than 2,600 hiring managers and human resource professionals, 71% stated they valued emotional intelligence in an employee over IQ; 75% said they were more likely to promote a highly emotionally intelligent worker; and 59% claimed they would pass up a candidate with a high IQ but low emotional intelligence (Deutschendorf, 2016).

Purpose and Guiding Question

As a former successful businesswoman/entrepreneur turned high school educator, I have chosen to research the topic of emotional intelligence, paying specific attention to high school business students. Students may have academic knowledge learned from books and curriculum, but they need to be prepared to understand what it takes to be an effective decision maker, communicator, collaborator, and leader in and out of the workplace. The purpose of this literature review was to determine if emotional intelligence training can help prepare business students for the workplace. To investigate this purpose, the guiding question was: Can incorporating emotional intelligence training help prepare business students for the workplace? In addition, to help understand what being prepared for the workplace entails and how to align

with business needs, the following sub-guiding question was identified: How do employers perceive emotional intelligence as a skill needed by their workforce?

Definitions of Terms

Important terminology, used throughout this paper, is defined as follows:

Emotional Intelligence (emotional intelligence or EQ): Emotional Intelligence, as a psychological theory, was developed by Salovey and Mayer (1997) and is defined as, “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p. x).

Intelligence Quotient (IQ): is the ability to understand and apply information to logical reasoning, skills, and spatial thinking. IQ is used to identify highly gifted or capable individuals (Gottfried & Gottfried, 2011).

Leadership Emergence: represents the degree to which a person who is not in a formal position of authority influences the other members of a group (Lord, De Vader, & Alliger, 1986; Schneier & Goktepe, 1983; Taggar, Hackett, & Saha, 1999).

Life-Transition: According to Cowan (1991), life-transitions may be defined as significant changes within the life course. According to the life course perspective, lives are composed of multiple, interrelated developmental trajectories.

Self-Awareness: As a component of emotional intelligence, Goleman (1996) defines Emotional Self-Awareness as the ability to understand your own emotions and their effects on your performance.

Self-Efficacy: Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 2006). Self-efficacy

reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

Social Competency: Social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings (Hinkle, 2018).

Social and Emotional Learning (SEL): Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Goleman, 1996).

CHAPTER II: LITERATURE REVIEW

This chapter is a review of various research studies and literature reviews that analyze and explain emotional intelligence and the importance it plays in preparing students for the workplace. To locate the literature for this thesis, searches of ERIC, EBSCO MegaFILE, and Google Scholar were conducted to locate research studies on the impact of emotional intelligence and how it impacts career readiness, leadership abilities, and job success for business students when entering the workplace. Various search terms were used to locate relevant studies and generally followed the format of “emotional intelligence + workplace + students.” Studies were collected from the available literature that focused on emotional intelligence and its relationship with career decisions, self-efficacy, and leadership qualities.

Chapter II will first look at the definition of emotional intelligence and the theory behind it. Proceeding the theory and definition, this chapter will summarize and synthesize existing empirical studies that emphasize the importance of emotional intelligence training in preparation of a successful career in the workplace. These studies will be broken down into four components of emotional intelligence in preparing a business student for a successful career: self-efficacy, decision making, development of leadership skills, and collaboration.

It has been widely hypothesized that individuals who have a high level of emotional intelligence are expected to accomplish higher levels of achievement both in their personal life and their workplace (Bar-on et al., 2006; Goleman 1996, 1998) and that they contribute significantly to the performance of the organizations within which they work (Carmeli & Josman, 2006). Carmelli and Josman’s research (2006) has indicated that training in appropriate emotional intelligence skills is essential for preparing business students for career success and fulfillment. The emotional intelligence construct has garnered recent interest for its potential

utility in leadership assessment and development (George, 2000; Rubin, Munz, & Bommer, 2005). Riggio, Murphy, and Pirzollo (2002) proposed that effective leaders possess multiple forms of intelligence, which allow them to respond successfully to various situations. In particular, scholars have noted that emotional skills are essential for executive level leader performance (Carmeli, 2003) and become increasingly important (compared to IQ and technical skills) as individuals advance within their organizational hierarchies (Dulewicz & Higgs, 2003; Goleman, Boyatzis, & McKee, 2002). Thus, it is important that business students graduate with well-tuned levels of emotional intelligence.

Emotional Intelligence Theory

Emotional intelligence has been defined as an individual's ability to perceive, express, and process emotional thoughts while understanding, reasoning through, and regulating emotions in one's self as well as in others (Mayer & Salovey, 1997). Goleman (1996) explained emotional intelligence in terms of the workplace, identifying it as emotional management that allows people to work through emotions to achieve common goals. Bar-On (2006) defined emotional intelligence as "a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p. 3). Bar-On (2006) also considered emotional intelligence to include noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Emotional Intelligence in Self-Efficacy

Emotional intelligence continues to receive a considerable amount of attention from researchers who argue that it is a key predictor of health, welfare and especially, work-related results. Emotional self-efficacy, which is concerned with beliefs in one's emotional functioning

capabilities, has recently been shown to be important in relation to graduate employability (Pool & Qualter, 2012). However, there are very few factual studies which illustrate that emotional functioning ability is something that it is possible to teach and develop. Pool and Qualter's (2012) study examined whether it was possible to improve levels of emotional intelligence and emotional self-efficacy in university students through a teaching intervention.

Pool and Qualter's (2012) research measures used were the online MSCemotional intelligenceT for emotional intelligence and the Emotional Self-Efficacy Sale (ESES) for emotional self-efficacy and GPA for cognitive ability. All of these measures were formatted into one elective course intended as an intervention model. Participants completed the measures during the first class, before any teaching took place, and during the final class. Completion of the pen and paper measures and the on-line test was supervised by the class tutor at both time points.

Positive changes in emotional intelligence and emotional self-efficacy were seen in both male and female participants. As the intervention in this study was carried out over 11 weeks, it is possible that this had an important effect on the results: people needed a longer period of teaching and reflection in order to develop their emotional understanding abilities (Pool & Qualter, 2012). Developing the 'understanding emotion' element of emotional intelligence could be crucial for graduate employability, particularly in relation to future leadership potential, as ability to 'understand' emotion has been shown to be the most consistent predictor of leadership emergence (Côté et al., 2010). The results of this study also showed that a person's self-efficacy can be learned when engaged in the subject at a deeper level.

This is particularly true in the accounting discipline. In an emotional intelligence study of business students, Esmond-Kiger, Tucker and Yost (2006) showed that the non-accounting

majors demonstrated significantly higher levels of emotional intelligence than the accounting majors. However, the accounting majors had a significantly higher Grade Point Average (GPA). The research also suggested that emotional intelligence skills are critical for accounting students early on in their education. A study by Esmond-Kiger and Kirch (2003) incorporated emotional intelligence skills with the implementation of a Business Activity Model in their intermediate accounting course. This activity model involved adopting a problem-based learning approach which enabled teachers to provide students with experiences to gain the interpersonal skills currently demanded by the accounting profession. Apart from more motivated students, two other results were reported. First, the changes were noticed by recruiters as evidenced by more offers of employment opportunities for the accounting graduates and secondly, the university experienced an increase in the number of students choosing to do an accounting major (Esmond-Kiger & Kirch, 2003).

Adolescents differ vastly in the way they manage their emotions in everyday life, not only because they have different abilities, but also because they differ in their perceived capabilities to regulate their emotions. Self-efficacy theory, developed by Bandura (1997), includes two dimensions: self-efficacy in managing negative affect and self-efficacy in expressing positive emotions. Bandura states that if adolescents believe they can successfully obtain proposed objectives, they are motivated to undertake activities oriented to attain those objectives, and they persevere when facing difficulties and failures. Therefore, regulated emotional self-efficacy beliefs have a direct influence on the behavior (Bandura, 2006).

A similar study completed by Mesurado (2018) tested a longitudinal model that analyzed the direct effect of negative emotions such as anger, depression, and anxiety on prosocial and aggressive behavior in adolescents. The study also tested the indirect effect of negative emotions

on prosocial and aggressive behavior through regulatory emotional self-efficacy. Data was obtained from 417 adolescents in a two-wave longitudinal study from schools located in Valencia, Spain. Two different emotional intelligence models were administered to explore longitudinal models. The survey was administered by trained researchers in the classroom in 50-minute sessions during school hours. The two assessments took place during the first trimester of the school year (Mesurado, 2018). Results showed that anger had a direct relationship with prosocial behavior and aggression, measured two years later. However, the depression and anxiety states did not predict prosociality and aggressiveness. The mediation role of regulatory emotional self-efficacy between negative emotion and behaviors was confirmed. Finally, only the perception of self-efficacy in expressing positive affect was related to prosociality and aggressiveness.

Emotional Intelligence in Decision Making and Conflict Resolution

Businesses recognize the need for, and lack of, emotional intelligence in new hires. In the traditional recruitment model, mostly Indian companies focused their criteria on hard skills such as technical expertise, industry knowledge and education, but paid less attention to the real factors that determine success and are harder to quantify. Human resource specialists and recruiters need to select the right candidates that not only fit the role but are able to fit with the organization. This will help the new and existing employees adapt and react accordingly in critical situations (Khardanda & Sapramadan, 2015).

Emotional intelligence is how an employee will manage both themselves and others. It is about understanding and gaining an accurate insight about an individual's emotion and motivating themselves and others to succeed. Employees with strong emotional intelligence in business will fly through their probation period and stay with the organization for the longer term

(Kharbanda & Sapramadan, 2015). Being able to recruit and select for emotional intelligence ensures organizations are focusing on the real human factors that determine success (resilience to pressure, controlling critical emotions, motivation to succeed, decision making, and understanding others). This is the key to human capital management. Emotional intelligence will help businesses:

- Save recruitment costs from bad recruitment decisions
- Improve the caliber of new employees
- Improve training and development of new and existing employees
- Increase sales and productivity
- Enhance team building capability
- Reduce the rate of fraud and absenteeism

Kharbanda and Sapramadan (2015) set out to learn about the importance of emotional intelligence in the HR process, use emotional intelligence as a tool in the recruitment and selection process and improve the decision-making ability of hiring managers. All the information and data presented in their working paper were gathered from various sources of secondary data and the following conclusion was derived: emotional intelligence has been stated to be responsible for over 85% of outstanding performance in the workplace (Bennis, 2001). Emotional intelligence is considered a strong indicator of how an employee will perform on the job and is also an indicator of leadership behaviors (Downey, Papageorgiou, & Stough, 2006). It has also been concluded that the development and use of emotional intelligence tests in the hiring process can differentiate candidates on their emotional intelligence and recruit them according to their capabilities and lower the employee turnover ratio.

A life course includes personal relationship trajectories, an educational trajectory, an employment trajectory, and physical health trajectories, among others. These trajectories are marked or accentuated by significant life transitions, with transitions in one trajectory often necessitating or involving transitions in another. A small university in Canada performed a study (Parker, 2005) and sought to explore several issues surrounding the stability of the emotional intelligence construct during a major life-transition, in this case, the transition from high school to university. This transition can be a particularly stressful situation for many young adults (Perry, Hladkyj, Pekrun, & Pelletier (2001). Young adults face a variety of stressors while making this transition: modifying existing relationships with family and friends, making new relationships, and learning study habits for a new academic environment. They must also learn to function as independent adults. This involves not only budgeting money, but time as well. The failure to master these types of tasks and challenges are the most common reasons reported by postsecondary students for withdrawing from their institutions (Hunsberger, Pratt, & Alisat, 2000). The first goal of the study by Parker, Saklofske, Wood, Eastabrook, and Taylor (2005) was to examine the long-term stability of emotional intelligence over several years. The second goal was to examine a major life transition and emotional intelligence levels.

The participants were 238 young adults attending full-time at an Ontario university. This sample was part of a larger set of data collected in 2000 and 2005 with incoming freshmen classes of 870 and 944 students respectively. While in small groups, the participants were given a 51 question EQ-i:Short (Bar-On, 2002) survey broken down into the following sub-scales: intrapersonal, interpersonal, stress management, and adaptability. A high score on any individual subscale reflected a high level of emotional competency. Approximately 32 months later, 200 of the students were emailed and asked to volunteer for a follow-up survey on personality and

academic success. The rationale for this length of time was due to the fact that a majority of the students would have completed the requirements for a three-year general degree (Parker, 2005).

The results of the 32-month test correlations showed that the total emotional intelligence score (combination of the four subscales) was moderate in change. However, the subscales each showed a high change in scores. A problem with interpreting the results of these tests according to previous research (Pascarella & Terenzini, 2005), is that emotional intelligence levels increase with age. Did the subscale's results come from emotional intelligence development or from the students aging over the 32-month period? It is unclear whether the change results were part of a maturation process that occurs in most adults or an effect of various life transitions that take place in an adult's life. The results of this study (Pascarella & Terenzini, 2005) indicate that life-transition had the capability to change several emotional intelligence subscale abilities in the right direction and future research should examine the impact of other life-transitions such as marriage, parenthood, death of family, and unemployment. This finding is consistent with an emerging body of work documenting the noncognitive benefits of a postsecondary education.

In an additional study, Parker (2004) researched the relationship between emotional intelligence and academic retention. Participants were selected from a sample of 1270 freshmen at a small University in Ontario, Canada, who were making the transition from high school to university. Participants were recruited during the first week of classes during their freshman year and completed a measure of emotional intelligence tests. Students were divided into two groups while their academic progress was tracked over the course of the year. The first group consisted of students who withdrew from the university before their sophomore year (213 students), and the second group consisted of a matched sample of 213 students (on the basis of age, gender and ethnicity) who continued at the university for their sophomore year. Participants from each

group completed the short form of the Emotional Quotient Inventory (EQ-i:Short; Bar-On, 2002). This 51-item self-report scale is designed to assess four components of emotional intelligence abilities: intrapersonal abilities, interpersonal abilities, adaptability, and stress management abilities. Results of the present study are consistent with those of Parker's previous study, that various emotional intelligence dimensions were significant predictors of academic success and academic success was not associated with graduating high school GPA, age or course load.

Students who demonstrate higher emotional intelligence exhibit greater career decision-making self-efficacy, and students who report higher emotional intelligence express greater clarity and confidence for vocational exploration and career choice commitment. In a study by Brown, George-Curran, and Smith (2003), the relationship between career decision-making self-efficacy, vocational exploration and commitment, and emotional intelligence were investigated. The extent to which gender moderated the relationship between emotional intelligence and career decision-making self-efficacy and between emotional intelligence and vocational exploration and commitment was also examined. There were 288 participants at a university in Missouri. Several different tools were used to measure emotional intelligence: The Emotional Intelligence Inventory Revised, the Vocational Exploration and Commitment Scale (VECS), and the Career Decision Self-Efficacy Scale–Short Form (CDSES-SF) developed by Betz, Klein, and Taylor (1996).

The results established that emotional intelligence was measured by the following: empathy, utilization of feelings, handling relationships, and self-control factors. These results were positively related to career decision-making self-efficacy. However, the utilization of feelings and self-control factors were inversely related to vocational exploration and

commitment (Brown, George-Curran, & Smith, 2003). The associations found between emotional intelligence and career behaviors called attention to the practical importance of emotional intelligence in career counseling and assessment. Further arguments in favor of emotional intelligence assessment in career development, selection, and training were provided by Caruso and Wolfe (2001), who professed that how a person manages her or his emotions and the emotions of others in the workplace can significantly affect job satisfaction and performance.

Difficulties in career decision making are expressed as possible obstacles that may prevent a better career decision (Saka, 2007). It is also believed that these obstacles lead to failures in career readiness. The act of making career decisions utilize various skills and abilities, career preferences, and personal expectations. The effect of making a bad career decision could lead to low job performance, low satisfaction, unhappiness, and lack of motivation (Kirdok, 2010).

Recent studies identified that career-decision making is correlated to one's emotions and personality (Saka, 2007). Kirdok and Korkmaz (2010) examined dimensions of personality and emotional intelligence as a predictor of career decision difficulties. The participants of this study consisted of 432 students, ages 14-19, who attended five different high schools in Adna, Turkey. Several methods were used for collecting data: Career Decision Difficulties Questionnaire (CDDQ) (Bacanli, 2008, Saka, 2001), Emotional Intelligence Assessment Scale (emotional intelligenceAS) (Hall, 1999) and Adjective Based Personality Scale (ABPS) (Bacanli et al., 2009). The CDDQ was a 34-question survey used to measure the career decision difficulties and data was collected while the students were in grades 9-12.

The analysis showed that emotional instability was a predictor of career decision difficulty. Yet, self-awareness and extraversion were negative predictors of career difficulty

decisions. Individuals who score high on the extraversion subscale of emotional intelligence are known to be more caring, social, and talkative (Yazgan, 2016). Kirdok and Korkmaz (2010) concluded that individuals with strong interpersonal relationships have fewer problems in making career decisions. The predictor on emotional instability showed that individuals who are indecisive about their careers may have anxiety, depression, stress and other negative emotions. This study shows that individuals' emotional processes and active social relations may reduce their career decision difficulties. Self-awareness-enhancing activities can be included into group guidance activities for students who have difficulty in career decision-making. In career counseling, it may be useful to focus on self-awareness of individuals' emotions. This study did have limitations. Lack of cultural diversity was one factor. It was suggested that similar studies need to be conducted in different cultures. Gender was another limitation of the study. Gender was not taken into consideration and some studies show that women and men may differ in emotional features that impact decision making.

Drawing from the theoretical model of Mayer and Salovey (1997), Di Fabio and Kenny (2011) developed a program to improve emotional intelligence among students attending a network of schools in Tuscany, Italy. The program was intended to serve as a preventive strengths-based intervention to enhance ability-based emotional intelligence (Mayer et al., 2008). Related to concerns that emotional intelligence training demonstrates both a direct impact on emotional intelligence abilities, and contextually relevant behaviors important for school and work success (Caruso & Kornacki, 2007), the program was expected to result in emotional intelligence gains as well as decreases in indecisiveness and career decision difficulties. The training was constructed using an ability-based model of emotional intelligence. It was hypothesized that specific training would increase both ability and self-reported emotional

intelligence and reduce levels of indecisiveness and career decision difficulties. In the preliminary phase of intervention, four classes (91 participants) were randomly selected from those classes completing their final year of high school in a school system located in the province of Florence. EQ questionnaires were administered and scored for students in those four classes pre and post intervention.

The findings supported the hypothesis and suggested that the intervention contributed to the hypothesized effects, with students participating in the training demonstrating increased in both ability-based and self-reported emotional intelligence. The gains in ability-based intelligence were consistent with the Mayer and Salovey (1997) model and previous findings (Mayer et al., 2002). More specifically, the students who participated in the training showed a significant increase in all of the emotional intelligence abilities that were targeted in the intervention and evaluated by the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Moreover, these data contribute further evidence that emotional intelligence can be increased through specific training (Bar-On, 2000). Kirdok and Korkmaz (2010) concluded that certain emotions and personality traits make it less difficult for students in making career decisions.

In a related study, Kumar, Singh, and Tewari (2018) sought to understand the role of emotions and emotional intelligence in conflict formation and resolution at the workplace. They used theoretical understandings and findings from various studies and research. The emotional ability of individuals was also evaluated in order to reduce or manage conflicting situations in the workplace. Several findings were identified. First, a person with a high degree of emotional intelligence can manage conflicts better and retain strong relationships with others in an organization, in comparison to a person with low or moderate emotional intelligence levels

(Kumar, Singh & Tewari, 2018). Second, it was found that more than half of leaders or managers at organizations find themselves playing the role of mediator, referee or peacemaker when resolving conflict in the workplace. Third, individuals with a high level of emotional intelligence are more likely to engage in a collaborative approach to conflict resolution (Jordan & Troth, 2002). This study found two variables towards conflict management as having a significant impact, the ability to manage emotions and the ability to understand others emotions.

Kumar, Singh, and Tewari (2018) then looked deeper into the impact of high emotional intelligence levels over low emotional intelligence levels, finding that employees with high levels of emotional intelligence have more success at workplace conflict resolution. This study researched a question of why people with high EQ have more career advancement, better personal and professional relationships and good health in comparison to workers with low emotional intelligence levels. Answers to the questions, provided by different authors in the ways like Goleman, (1996) “describe the reason, that workmen with high EQ are communication effective they are well expressive of their ideas, objectives, and interest in a positive way so that they and others interacting with them feel better conducive to the work environment” (Kumar & Singh, p 10).

A study by Chia (2005) investigated the effects of academic performance, extracurricular activities, and emotional intelligence of potential accounting major graduates on the outcomes of their respective interviewing activities and the number of final job offers given by the Big Five public accounting firms. The American Institute of Certified Public Accountants (AICPA) called for an expanded education for accounting students, it identified the need for professionals to be “technically competent and who possess the analytical abilities, communication and interpersonal skills [emphasis added], and cultural awareness that will enable them to serve the

public in a complex and changing environment” (AICPA, 1992, p. 2). Maupin & Lehman (1994) also identified the need for the public accounting organizations to be more responsive to human needs. Public accounting firms are looking to hire entry-level accountants whose strengths are soft skills and intellectual knowledge that the profession has emphasized that it needs in lieu of technical skills. The soft skills form the emotional competencies that are linked to emotional intelligence.

The research model for this study (Chia, 2005) consisted of three stages of the recruitment process/job search that are undertaken by an accounting-major graduate. The outcome for each stage was as follows: the number of initial job interviews in the first stage, the number of subsequent job interviews in the second stage and the number of final job offers for the third stage (Chia, 2005). The study sample consisted of 91 accounting major graduates of a university, with an average age of 22 years, who all intended to enter public accounting upon graduation. The instrument used to measure the emotional intelligence of participants was the 133-item emotional Quotient Inventory (EQ-i) developed by Bar-on (2000). Total scores showed a broad spectrum of emotional intelligence which covered scores for five composite dimensions of intrapersonal intelligence, interpersonal intelligence, adaptability, stress management, and general mood. Several outcomes were identified. The number of initial job interviews was affected by both a graduate’s academic performance and level of participation in ECA; the number of subsequent job interviews was affected by both the number of initial job interviews as well as the level of a graduate’s emotional intelligence; the number of final job offers was affected by the graduate’s level of emotional intelligence and both the number of initial and subsequent job interviews (Chia, 2005). The results indicated the relevance of emotional intelligence in the job search process and would also be useful for accounting educators to plan

their curriculum more effectively to enhance the job placement of their graduates with the Big Five firms.

Emotional Intelligence in Leadership

In the last two decades, there has been a growing body of research (Hooijberg et al., 1997; Zaccaro, 2001) regarding the importance of emotional intelligence for successful leadership. Underlying this research interest was the view that people with high emotional intelligence competencies are more likely than less emotionally intelligent people to gain success in the workplace. Particularly, scholars Myers and Tucker (2005) have noted that social skills are essential for executive level leaders; as individuals ascended the organizational hierarchy, social intelligence became an increasingly relevant determinant of who will and will not be successful.

Some of the most important qualities that characterize effective leaders include integrity, maturity, business acumen and social skills (Charan & Colvin, 1999), which are also emotional intelligence traits. However, the traditional recruitment of business graduates put more emphasis on intelligence quotient (IQ) measures than emotional intelligence (EQ) measures (Siegel & Sorensen, 1994). This is despite the fact that companies often invest significant amounts of time and money in the recruitment process (Moncada & Sanders, 1999).

Students in leadership courses typically emerge with an understanding of how various leaders face difficult situations, implement tools and strategies, and experience outcomes. However, this approach does not teach the students how they would face difficult situations or use different strategies. By developing a certain level of self-awareness through introspection, individuals can better understand how they affect others and take action to address skill gaps. Hinkle (2018) emphasized the importance of teaching business student's self-awareness, an ability that business leaders find lacking in their new hires. Academic courses on leadership tend

to focus on theory as well as case studies of historical and contemporary leaders. The literature on leadership has recently underscored the value of self-awareness on managerial capabilities and effectiveness. Showry and Manasa (2014) defined self-awareness as the ability to think critically about oneself and understand the social cues and interactions with others as they relate to our own behaviors. However, this ability cannot be learned individually or with preconceived opinions. It is important to see how others perceive oneself and how they handle their feedback. For students to achieve the learning outcome of becoming effective leaders, a foundational graduate course in organizational leadership, focused on the competency of self-reflection, is required (Hinkle, 2018).

This organization leadership course took a new approach for students to achieve the learning outcomes of becoming effective leaders. Through a two stage process of a survey and follow up interviews, Hinkle (2018) found that students developed a greater awareness of their existing leadership qualities, a desire to behave in ways that build trust, collaboration, and empathy, and a higher propensity to seek feedback. The survey (Hinkle, 2018) contained 17 statements that related to behaviors associated with self-awareness. The first stage conducted the survey with 23 students participating in the organizational leadership course. This was a traditional course evaluation that was conducted online at the end of the course. Thirteen survey items asked about the student's group effectiveness, six of the items in the survey showed a significant difference between the pre and post EQ training. The biggest changed was with the item "non-verbal behavior noticed by others" (Hinkle, 2018, pp. 48). This was a big emphasis in the EQ training sessions. The data supported an affirmative answer to their first research question. The students' satisfaction with their group and satisfaction with their own

contributions to the group significantly improved on a number of dimensions as a result of the EQ training sessions.

The second stage of the study included interviews with five of the survey participants six months later to evaluate if there were connections to the course content and increased self-awareness. With everyone considering their own behaviors and attributes, students openly discussed in class choices they have made in the past and their thinking processes at the time compared to how they would handle those same circumstances now. This personalization and application of content may be how students connected with the learning and were able to draw upon them months later (Hinkle, 2018).

Being a 21st century learner may require a shift in the education paradigm. To be successful, students may need to possess a different type of intelligence. Cherniss (2001), Goleman (1996), and O'Neil (1996), suggested that the key to positive life outcomes should acknowledge emotional intelligence as more important than intellectual quotient (IQ). Emotional intelligence is associated with positive life outcomes, as seen in several studies conducted on emotional intelligence in business leadership, educational leadership, achievement, and life success.

Despite the call from business for educational innovation and college and career readiness, America continues to fall short in preparing its students with the skills necessary for postsecondary life (Wilkins & Wilmore, 2005). Emotional intelligence is correlated with positive life outcomes and transitions. The purpose of a study by Wilkins and Wilmore (2015), was to compare the implementation of a positive behavior support (PBS) system, also known as The Leader In Me (TLIM), that embedded emotional competencies throughout an entire learning community with its effect on student achievement and career readiness. More than 1,200 schools

across the United States use the TLIM approach. The schools chosen for this study were located in Texas. Data was obtained from the publicly available archival datasets from the Texas Education Association (TEA). A causal comparative analysis, using a one-way ANOVA, was used to determine whether a significant correlation existed between schools that used TLIM and those that did not. Results indicated no statistically significant difference between the two school groups. Additional analysis was performed to examine the level of implementation. Schools that had reached Lighthouse status, a three-year criterion for schools which requires them to prove continued excellence in nine specific areas demonstrated, found success. A few of these criteria were: development of a Lighthouse team, staff collaboration, community engagement, leadership environment, leadership instruction, student leadership, goal setting and tracking, and measurable results (Wilkins & Wilmore, 2015).

Although the study showed that there was no statistically significant difference between TLIM school versus non TLIM schools, variables showed significant growth in the nine development areas with Lighthouse status schools. Wilkins and Wilmore (2015) found that the importance of greater success in a global society, it is important to continue research on TLIM and other programs that promote emotional intelligence.

Focus on social and emotional intelligence competencies to improve effective leadership has become commonplace in the corporate arena and is now considered by many a prerequisite to successful job performance and outcomes (Antonakis, Ashkanasy, & Dasborough, 2009). Only recently has a similar trend become recognized and more accepted in the field of education (Patti, Holzer, Brackett, & Stern, 2012). Little empirical research exists on the role that educational leaders' social and emotional competencies play in their job performance and

effectiveness; none exist that explore such development with aspiring school leaders (Sanchez-Nunez, 2015).

This quasi-experimental pilot study evaluated the effectiveness of a post-graduate development program for aspiring school leaders that incorporates social and emotional intelligence based on the Goleman-Boyatzis model (Goleman, Boyatzis, & McKee, 2001) and inspired by the original concept of emotional intelligence (Salovey & Mayer, 1990). The interrelated social and emotional competencies explored in this study form four core clusters that include: self-awareness, self-management, relationship management, and social awareness (Brackett, Rivers, & Salovey, 2011; Goleman, 1996; Salovey & Mayer, 1990; Zins & Elias, 2007). Sanchez-Nunez's (2015) study sample consisted of 32 aspiring leaders who participated in a post-graduate educational leadership program at a university in New York. The study evaluated whether or not there were any effects of focused social and emotional intelligence content and skills on aspiring leaders' emotional intelligence and other related characteristics such as assertiveness, empathy, mental health, personality, and openness to experience. Post-tests on various characteristics after one semester found no statistical significance in the tested variables. However, after two years, when the social and emotional intelligence competencies were post-tested, there were significant findings in the student candidates' self-reported competencies directly related to leadership. These important findings demonstrate that the students experienced a perceptual adjustment regarding their own social and emotional intelligence competencies. At the end of two years, results indicated that there was a significant change in the self-reported increase of the competency variables related to leadership. Sanchez-Nunez's (2015) research discussed these findings as well as the strengths and challenges of

implementing social and emotional intelligence development within aspiring school leaders' programs.

The ability to understand emotions is a key ingredient for successful leadership in groups with no formal authority, a new paper has found (Cote, 2011). The findings come through two different studies using University of Toronto commerce students. The first study consisted of 138 undergraduate students in a commerce program and enrolled in an organizational behavior course. These participants worked in small groups averaging three to four per group. The first study looked at the emotional intelligence of its participants as they worked in these small groups and who emerged as leaders through the completion of a project. Both an ability test (MSCemotional intelligenceT) and self-report scale developed by Shcutte (1998) were used to measure emotional intelligence. At the end of the project they were asked to identify whom they thought had shown the greatest leadership. Those identified by their peers as leaders scored high on the emotional ability test, which included tasks such as identifying emotions in faces in a photograph and rating the effectiveness of different emotion regulation strategies. People's perceptions of their own emotional skills, however, did not predict leadership as reliably.

The second study consisted of 165 undergraduates from the same commerce program. Cote (2011) expanded on study one, adding the additional measures of cognitive intelligence and self-monitoring. This time participants were randomly assigned to groups to work on a project. In addition to the MSCemotional intelligenceT used for measurement, the Wonderlic Personnel Test (Wonderlic, 2002), a 50-question paper and pencil test, was used for measuring self-monitoring and leadership effectiveness. As in study one, the ability to understand emotions predicted leadership emergence. This adds to evidence that emotional intelligence is a separate

trait from other leadership qualities such as having cognitive intelligence and being cooperative, open to ideas, and conscientious. Cote (2010) states,

Traditionally we've had the assumption that leaders have high IQ, are gregarious individuals, or happen to be dominant personalities, but this shows it's not just about these traditional factors, it's also about being able to process other people's emotions.

Anybody who wants to pursue a position of leadership and power can benefit from these abilities (p. 497)

The results validated that the ability to understand emotions was most consistently correlated to leadership emergence.

As in the study by Gottfried and Gottfried (2001), expanded on their research from children to adults that were 29 years old. However, this longitudinal study did not just focus on a major life-transition but does the education of intrinsic motivation during childhood and adolescence provide a foundation for motivation to lead. The participants of this study were from the Fullerton Longitudinal Study (FLS). The FLS is a contemporary investigation that was initiated in 1979 with 130 infants and their families and has been ongoing with the most recent assessment conducted at age 29- years in 2008 (Gottfried & Gottfried, 2011). During the course of the study, children were assessed at a six-month interval until they were four years old. The next assessments were yearly during their childhood to young adults. From the ages 24 - 29, 106 of the participants were given surveys which included a host of leadership measures. The data analyzed in Gottfried and Gottfried's (2011) study consisted of three segments: academic intrinsic motivation (ages 9-17), intelligence (12-17), and motivation to lead at age 29. The Motivation to Lead survey consisted of 27 questions and nine subscales regarding different

aspects of leadership. Subscales looked at differences between the types of people who enjoy leading without any reward or benefit to those who like being in charge of others.

The results of the survey were conducted in two phases. Phase one analysis was to determine the continuation of academic intrinsic motivation to the subscales of motivation to lead. Phase two analysis was to determine the contributing factor of IQ to the subscales of motivation to lead. Phase one results reported is significant continuity of academic intrinsic motivation to motivation to lead with need of reward. Phase two results reported that IQ has no significant direct effects on motivation to lead. Aspects of intelligence may play a role in the emergence of leadership (Bass, 2008) however, in this study (Gottfried & Gottfried, 2011) IQ did not play a direct role in motivation to lead. This may not be applicable to all types of leadership roles where high intelligence may be necessary, such as: educational institutions, scientific organizations, or businesses. These results also have implications regarding a variety of business trends that have resulted in the need for individuals to develop better leaders. Globalization, diversity at home, retirement of baby boomers, and lower birth rates (Riggio, 2008) add to the growing need for more individuals who are motivated to lead.

Based on the same FLS study above, research continued with the same group of participants, but adult social skills and leadership potential were investigated. In addition, Gottfried & Gottfried's (2011) study examined the joint effect on leadership potential using both a variable and a pattern approach. The study evaluated six components of leadership development and their corresponding measurement type:

- Extraversion: NEO five-factor inventory scale
- Intelligence: Wechsler Adult Intelligence Scale
- Social skills: Social Skills Inventory

- Measures of leadership potential: FLS self-developed measurement report for the age 29-year assessment
- Work duties: Leadership Resume Questionnaire
- Temperamental approach/withdrawal of new stimuli: Reichard scale

Gottfried and Gottfried's (2011) results of the six leadership components varied. The relation between adolescent extraversion and adult leadership potential was completely mediated by adult social skills. Utilizing longitudinal data from early childhood through adulthood, a specific developmental pathway to adult leadership potential spanning the first three decades of life was delineated. Adolescent IQ had neither a direct nor an indirect relationship with adult leadership potential, nor did it interact with extraversion in predicting adult leadership potential. A pathway beginning in early childhood with temperamental approach/withdrawal shows stability throughout childhood and leads to extraversion in adolescence, which in turn relates to leadership potential in adulthood via adult social skills.

A conceptual study by Riggio and Reichard (2003) from the Kravis Leadership Institute in Claremont, California provided suggestions for research and the development of emotional and social skills for leadership and management. The most common approach used to measure emotional intelligence is the abilities model developed by Salovey and Mayer (2004). This four-factor model is broken down into the following abilities: identifying emotions in oneself or others, using emotions to facilitate thinking, understanding emotions, and managing emotions. This test is referred to as the Mayer-Salovey-Caruso Emotional Intelligence Test (Salovey & Mayer, 2004), a performance-based assessment tool.

Riggio and Reichard's (2003) research expanded on the emotional intelligence model and MSCemotional intelligenceT and applied it to the domain of leadership effectiveness and

interpersonal communication. This expanded model suggested that emotional and social communication can be composed of three basic skills: skill in expression, sensitivity, and control. Each of these skills function on both the emotional and social domains. Riggio and Reichard's (2003) research showed that the first skill of expression both emotionally and socially have demonstrated that the manipulation of a leader's emotional expressiveness can lead to perceptions of charisma and that they are more effective.

The skill of social and emotional expression has shown not only charisma in leadership, but a positive emotional climate in the group or organization. For example, leaders such as Southwest Airlines' Herb Kelleher and Cisco Systems' John Chambers, became well known for their ability to create and sustain a positive emotional climate among their employees. Isen's (2004) research has demonstrated that positive affect in a work group is related to better group motivation and coordination and to better task performance, particularly on creative tasks.

The second skill, social and emotional sensitivity, is associated with leader emergence and upward leader career progression according to Isen (2004). It was proposed that as managers progress in their leadership roles, speaking and social expression skills will become more important. In one study of fire service officers/leaders, an increase of social expressiveness and other social skills moving up the organizational hierarchy was observed (Riggio et al., 2003).

The third skill, social and emotional control, is a skill in role-playing and social self-presentation. Isen (2004) found this skill is related to the emergence of leaders in small groups, a sense of self-confidence, and a belief in one's ability to lead. This study has shown that with expanding on the MSCemotional intelligenceT and added assessments such as: self-report assessments, corrective feedback, targeted training interventions, and performance-based measurements, all three social and emotional skills can be developed and improved.

A study by Carmeli (2005) suggests that managerial skills in general, and emotional intelligence in particular, play a significant role in the success of senior managers in the workplace. This can be attributed to the fact that although a few studies have provided evidence to support this argument, it has not received an appropriate empirical investigation. Carmeli's (2005) study attempted to narrow the gap by empirically examining the extent to which senior managers with a high emotional intelligence employed in public sector organizations develop positive work attitudes, behavior and outcomes.

The population of Carmeli's study (2005) were senior managers employed as chief financial officers in the local government authorities in Israel. A questionnaire was mailed to 262 senior managers, and there was a 37% response rate. The questionnaire was broken down to five dependent variables: work outcomes, work-family conflict, job satisfaction, organizational commitment, and job involvement.

The results indicated that emotional intelligence augments positive work attitudes, altruistic behavior and work outcomes, and moderated the effect of work-family conflict on career commitment but not the effect on job satisfaction. The results also indicated that emotionally intelligent senior managers develop emotional attachment to their organizations and are also more committed to their career. In addition, findings also indicated that emotionally intelligent senior managers tend to be more satisfied with their work. Retaining talented and knowledgeable senior managers is a major concern for many organizations (Carmeli, 2005).

Emotional Intelligence in Collaboration & Communication

In addition to preparing students to handle difficult situations, the importance of preparing students for the job market where collaboration is expected and excellent communication skills are required cannot be overlooked (Sigmar, Hill & Hynes, 2012). Business

communication professionals understand the importance of collaborative writing skills for students entering the job market where working in teams is the primary form of collaboration. The ability to collaborate in this type of work environment requires the development of elaborate social and emotional skills. While much of this can be learned with hands-on experience, most students lack these skills upon entering the workforce.

Incorporation of social and emotional skills (EQ) training into the business communication curriculum is an important step in preparing students to function effectively in a constantly changing global workplace with technology, integrated networks and leadership. Sigmar et al. (2012) investigated the impact of EQ training on student satisfaction with the collaborative writing process and also analyzed the effect on the writing product. Two distinct research questions were created and researched through surveys, EQ training and post surveys. Sigmar et al (2012) selected students from four sections of a business communications course in an undergraduate business school program. The students went through four sessions: a pre-training collaborative writing task and survey, two EQ training sessions and a post-training collaborative writing task and survey. After these sessions, the students were asked two questions. The first question was “Did students’ satisfaction with the group and individual contributions to the group change as a result of EQ training?” The results of this 27-question survey showed that students' satisfaction did improve due to the EQ training. The second question was “Did the writing quality of the documents written by the groups change as a result of the EQ training?” This question was reviewed by an independent expert in business writing and evaluated the writing samples with a 16-item rubric. The results of this question showed that their writing did not improve as a result of the EQ training. However, this study showed the importance of business schools including a course in social and emotional intelligence skills in

the business communication curriculum to prepare the students to enter the job market with skills for collaborating and communicating at a professional level (Sigmar et al, 2010).

A similar study was conducted by Landau and Meirovich (2011) who endeavored to explore the role participative college classroom environments play in the development of emotional intelligence and whether emotional intelligence is related to academic achievement. Emotional intelligence has become an increasingly popular topic in recent years in the management and behavioral science literature. The researchers now broadly acknowledge that emotions play a critical role in organizational life and performance. The subjects for the study were upperclassmen from an undergraduate business school in New England. There were two parts to the study: part one was a handwritten survey on academic success and was completed by students in class. Part two was a voluntary online survey to be conducted by the same students, of which only 137 participated in the second survey. There were varying results throughout the study; a positive relationship was not found between opportunities of participation and emotional intelligence.

Finally, according to Landau & Meirovich (2011) emotional intelligence was not related to grade point average (GPA). It is suggested that GPA is more likely related to cognitive ability. emotional intelligence has also become a concern and focus for companies that face a serious gap between required and actual level of their employees' emotional abilities. Although employers of new college graduates emphasize the importance of soft skills, they are substantially less satisfied with graduates' interpersonal and emotional competencies than with their conceptual and analytical skills (Landau & Meirovich, 2011). Acknowledgement of this discrepancy makes it essential for educators to address the issue of enhancing students' emotional intelligence in academic institutions.

Currently, in some Masters in Business Administration (MBA) programs, new approaches are being integrated into the MBA curriculum with activities aimed at preparing students to collaborate effectively across disciplines, adapt to change, work with flexibility, and think critically. As these MBA programs are redesigned, priority is placed on more fully linking content to context and ensuring that opportunities for decision making are integrated throughout (Epstein, 2010). Over the past two decades, an escalating interest in the construct of emotional intelligence has made its way into the popular press, professional press, and peer reviewed journals. In addition, an interest in emotional intelligence is also gaining ground in academic settings (Bond, Duffy, Hogan, Parker & Wood, 2002; Eastabrook, Hogan & Parker & Wood, 2006; Eastabrook, Parker, Saklofske & Wood, 2005). Several major longitudinal studies have laid a sound theoretical foundation supporting the development of emotional intelligence competencies as a component of the MBA curriculum (Boyatzis, Stubbs & Taylor, 2002).

Boyatzis, Stubbs and Taylor's (2002) research described why and how Indiana University's MBA program took theory to practice and piloted the integration of content designed to develop competencies related to emotional intelligence into its curriculum. The program was a 45-credit general management cohort that was typically completed in 33 months. Each cohort consisted of 25 students that represented 45 employers, 65 undergraduate programs, and a significant mix of international students. The pilot study took place from 2007- 2010 using specific content related to the development of emotional intelligence competencies of the MBA curriculum. The content used for the program was continuously scaffolded over the three-year period. The emotional intelligence awareness and training protocol conducted by Boyatzis, Stubbs and Taylor's (2002) consisted of the following steps:

- Develop deeper awareness to answer the question: Who am I?

- Identify challenges, opportunities, expectations, and demands of the current context in order to fully answer the question: What are the most important components of my context?
- Identify development opportunities and leverage points through self-knowledge to answer the question: How can I increase my effectiveness?
- Establish and implement a development plan.

Boyatzis, Stubbs and Taylor's (2002) study was conducted using one of the most widely used instruments for measuring emotional intelligence, the Bar-On Emotional Quotient Inventory (Bar-On, 2000), to identify significant changes between the beginning and the end of the program in the aggregate measures of emotional intelligence competencies.

Enhancing the capacity for thinking differently, leading differently, and creating an engaging work environment were three results of the many ways in which the development of emotional intelligence competencies can be a significant asset to students as they graduate and enter challenging and turbulent work environments. Success in these settings requires managers to have both strong disciplinary and interdisciplinary knowledge along with tools, models and frameworks for analysis and synthesis and well-honed and continuously improving emotional intelligence competencies (Joyner & Mann, 2011).

A study by Krishnamurthi and Ganesan (2008) demonstrated how business schools could enhance emotional intelligence of their graduates by imparting experiential learning through a specially designed training and development module on emotional intelligence. The 27 participants in the study were second year MBA students enrolled in an Interpersonal Effectiveness course. The participants were administered an emotional intelligence test developed by Weisinger before and after training. This emotional intelligence test measured the

five dimensions of emotional intelligence. A Training and Development Module (TDM) for emotional intelligence included training the students on the five dimensions of emotional intelligence: Self-Awareness, Self-Monitoring, Self-Motivation, Relating Well and Emotional Mentoring. TDM was designed for 40 direct contact hours, eight hours for each dimension, and a number of indirect contact hours during a period of three months (Krishnamurthi & Ganesan, 2008). There was a significant difference between the emotional intelligence scores of the respondents after the experiential learning intervention, so results established that emotional intelligence can be enhanced through well-designed experiential learning modules. A recommendation was made for business schools to incorporate emotional intelligence training in their curriculum.

A similar recommendation was made by Meyers and Tucker in 2015. Their recommendation was to increase students' emotional intelligence through incorporating emotional intelligence into a business school's communication curriculum. Meyers and Tucker (2015) also used Weisinger's 1998 emotional intelligence model that measures self-awareness, managing emotions, and self-motivation.

Meyers & Tucker (2015) described an emotional intelligence instructional module that utilized outside-of-class assignments for the majority of the learning. The project started with students completing an emotional intelligence assessment, reading a short book on emotional intelligence, developing a personal plan for intrapersonal and interpersonal communication improvement, and submitting weekly journal entries that detail progress toward their plan's goals. After reading about emotional intelligence and tying it to their personal plan, students applied what they learned to further develop their skills in an action-learning, role practice, and discussion during an in-class emotional intelligence workshop (Meyers & Tucker, 2015). The

last component of this project, a communication interview and analysis, encouraged students to read additional articles about emotional intelligence and to network with individuals in the business world through interviews that sought out information that connects the emotional intelligence concepts studied to the real world.

Results of the study by Meyers and Tucker (2015) showed incorporating emotional intelligence theory into a course allowed for personal growth and enhanced teamwork in the classroom. Furthermore, emotional intelligence is a theoretical model that promotes both intrapersonal and interpersonal communication skills as a means for understanding the role of emotions in the workplace, because identifying, understanding, regulating, and expressing one's emotions are inherently communicative actions (Meyer & Tucker, 2015).

Chapter Summary

This literature review first looked at the definition of emotional intelligence and the theory behind it. Following the theory and definition, the chapter summarized and synthesized existing empirical studies that emphasized the importance of emotional intelligence training in preparation of a successful career in the workplace. These studies were then broken down into four components of emotional intelligence in preparing a business student for a successful career: self-efficacy, decision making, development of leadership skills, and collaboration.

Chapter III will discuss the key findings from the literature review, limitations from the research, and how to apply the research to business education.

CHAPTER III: DISCUSSION AND CONCLUSION

The purpose of this research was to explore the importance of training business students in emotional intelligence to prepare for career readiness in the workplace. Many businesses are still stating that the recent graduates they are hiring are not prepared with the essential interpersonal and soft skills that are needed to succeed in the workplace, also known as emotional intelligence (Chamorro-Premuzic & Frankiewicz, 2019). The second guiding question focused on how employers perceive emotional intelligence as a skill needed for their workforce and whether these two components align success for both the student and the employer.

Summary of Literature

In today's work culture, organizations are highly focused on developing a stronger relationship between management and employees in order to reduce differences in opinion, collaborate on ideas, increase participation in decision making and, most importantly, to reduce workplace conflicts. An emotional intelligence quotient is a person's capacity to reason and analyze emotional information. Becoming aware of emotions can help leaders become attuned to their own needs and the needs of others and can help them make better decisions and develop better relationships.

Emotional self-efficacy, which is concerned with beliefs in one's emotional functioning capabilities (Badura, 2006), has been shown to be important in relation to graduate employability (Pool & Qualter, 2012). Several studies indicated that emotional intelligence is positively related to self-efficacy, can predict academic achievement, and show that a person's self-efficacy can be learned when engaged in the subject at a deeper level. The associations found between emotional intelligence and career behaviors in Brown, George-Curran, and Smith's (2003) study called attention to the practical importance of emotional intelligence in

career counseling and assessment. Further arguments in favor of emotional intelligence assessment in career development, selection, and training are provided by Caruso and Wolfe (2001), who claimed how a person manages her or his emotions and the emotions of others in the workplace can significantly affect job satisfaction and performance.

Research suggested that the most essential skill involved in emotional intelligence is self-management (Sanchez-Nunez, 2015). It is usually developed in concordance with self-awareness, or when you notice an emotion. What can happen is that an emotional response takes on a life of its own, gets hijacked, or snowballs into a reaction that is difficult to control. Kharbanda and Sapramadan's (2015) research was far-ranging and confirmed conclusions that are becoming more widely accepted: organizations that emphasize emotional intelligence have higher employee engagement and customer loyalty. This engagement and loyalty then leads to greater productivity and profitability.

While the importance of having a focus on emotional intelligence is becoming increasingly more accepted in organizations, the question of how to develop it has been a difficult one. One study at a high school (Di Fabio & Kenny, 2011) and one at the college level (Pool & Qualter, 2012) researched and implemented emotional intelligence intervention training. The findings suggested that the intervention training contributed to the hypothesized effects, with students participating in the training demonstrating increases in both ability-based and self-reported emotional intelligence. The gains in ability-based intelligence were consistent with the Mayer and Salovey (1997) model and previous findings (Mayer et al., 2002). More specifically, the students who participated in the training showed a significant increase in the emotional intelligence traits of critical thinking, self-awareness, stress management, flexibility, and

assertiveness. These are all key traits that align with employers' needs when hiring new employees.

Leaders with a strong mixture of emotional awareness, self-management, and social skills navigate relationships more effectively and are more likely to be successful in their personal and professional lives. Cote (2010) and Isen (2004) both found that through emotional intelligence training, the ability to understand emotions predicted leadership emergence. Participants that received high scores on the emotional intelligence tests emerged as leaders in groups and showed the greatest leadership attributes. Two separate longitudinal studies conducted by Gottfried and Gottfried (2011) and Mesurado (2018) showed the impact of a pathway beginning in early childhood with temperamental approach/withdrawal showed stability throughout childhood and led to extraversion in adolescence, which in turn related to leadership potential in adulthood via adult social skills.

Carmelli (2005) also indicated that emotionally intelligent senior managers developed emotional attachment to their organizations and are also more committed to their career. In addition, findings also indicated that emotionally intelligent senior managers tend to be more satisfied with their work. Retaining talented and knowledgeable senior managers becomes a major concern for many organizations and the need for preparing students through emotional intelligence training is evident.

Professional Application

Emotional intelligence is highly important in a teen's development and has not been incorporated into typical business curricula. There is considerable evidence pointing to its positive role in helping students deal with stress, develop relationships, and handle the life transitions facing them. Many students seem to focus on a project's points and rubric

requirements instead of understanding how this content is applicable to their future. Some students need to see the immediate results from a lesson with a structured test. However, emotional intelligence training is learned over time in addition to life experiences. Incorporating emotional intelligence training into the high school business classroom is key to giving our students the tools they need for decision making, self-efficacy and collaboration in the workplace.

A suggested starting point for emotional intelligence training is to scaffold the curriculum over the students' four-year high school experience to assist in this stressful transition to post-secondary life. If high schools fulfilled this goal, one would expect emotional intelligence levels to change for the better over the course of a student's postsecondary career. Students who persevere in a postsecondary program are likely to have higher levels of emotional intelligence at the end of their program when compared to levels at the start of their program (Eastbrook et al., 2006).

Another benefit of emotional intelligence education for students is college readiness. As this paper has shown, many studies have linked emotional intelligence to benefits in school and personal life. We need to prepare our high school students for the challenging transition of entering post-secondary institutions, trade schools or the workforce. Moving from high school to a post-secondary institution is a major life event that has been linked with a variety of emotional and social variables. Several studies have demonstrated a link between emotional intelligence and academic achievement in students making the transition from high school to a post-secondary environment.

In the effort to prepare students for the business world, integration of emotional intelligence training into the curriculum should be considered. Within the framework of business

education, suggestions for integrating emotional intelligence training include conducting lectures, continuous formative assessments and group projects to teach students about emotional intelligence personal competencies (self-awareness, self-regulation, self-motivation) and social competencies (social awareness and social skills) and their relevance to the workforce. Sigmar, Hynes, and Hill (2012) recommended a variety of classroom activities that can be introduced to the business and professional communication curriculum for emotional intelligence training purposes. They discussed the use of having students complete an emotional matrix activity, a “magic carpet” assignment, a corporate blinding exercise, and a role-playing exercise. Another study by Myers and Tucker (2005) suggested that simply exposing students to emotional intelligence theory will enhance their emotional intelligence. Myers and Tucker (2005) also recommended using an array of teaching strategies, including journaling, role-playing, interviewing, and case analysis to strengthen students’ emotional competence, which they believe is valuable for students’ acclimation in the business field.

In the collaborative context of initial teacher education partnerships in school districts, emotional intelligence education and training aspirations should go beyond business teachers to a wider learning community. This community should include high schools, higher education settings, and professionals who will openly share existing good practice and support each other’s development. Development could take place through observation, discussion and modelling of emotionally intelligent teaching. To make this successful, teachers need to have training themselves to ensure they are equipped with the same emotional intelligence tools they are requiring of their students.

To assist in this process, business professionals should partner with schools to ensure the training provided aligns with their business needs and goals. Organizations such as The

Collaborative for Academic, Social, and Emotional Learning (CASEL), BigEQ.org and Yale's Center for Emotional Intelligence collaborate with leading experts, business leaders to support districts, schools, and states nationwide to drive research, guide practice, and inform policy for social and emotional intelligence training to students. These existing programs can be used as a platform to expand training and interventions consistently and ensure the training aligns with business needs.

As studies have shown, Emotional Intelligence is highly important in a teen's development. There is considerable evidence pointing to its positive role in helping students deal with stress, develop relationships, and handle the transitions facing them. Because self-awareness involves becoming attuned to our internal dialogue, exercises to help build self-awareness can be a first step toward challenging these irrational processes (Hinkle, 2018). Some examples to enhance business curriculum include building student knowledge of emotional intelligence through individual assessment, role-practice and discussion, primary research, analysis, and synthesis. Helping students develop self-awareness, therefore, is one means of helping them deal with challenges like exam stress or test anxiety. Emotional Intelligence training in the classroom can take shape in a variety of ways. It is promoted through explicit instruction, often using an evidence-based program, and should also be integrated across classroom instruction and academic curriculum.

Limitations of the Research and Implications for Future Research

All research has limitations, or drawbacks which may affect the recommendations and professional application. Emotional intelligence is a vast topic with many different facets in the educational community and business world. However, this literature review has some shortcomings and limitations. First, the problem has been investigated mainly through qualitative

research methodology and more quantitative research, focused on high school business students, should be performed. Second, different demographic variables such as age, gender, academic grade, location, family education, family income, and culture are variables that may have affected the outcomes of several of the studies reviewed, but these variables were not considered in many studies. Focusing on those variables could change the results of future studies, which may change some of the ideas about the importance of implementing emotional intelligence in high school curricula.

In addition, many studies reviewed were not focused on business education and had a wider lens into different industries or professions. This was due to a lack of specific research focused on high school business programs and emotional intelligence training. Future research could focus specifically on high school business students, the impacts of emotional intelligence curricula, and what employers may gain from hiring high school business graduates who have received emotional intelligence training. As more high schools, colleges and universities adopt practices to improve emotional intelligence skills and behaviors, the field will benefit from efforts to share lessons learned and best practices, as well as from rigorous implementation and impact studies to identify and understand what works best, under what circumstances, and for which students.

Conclusion

Despite the call from business for educational innovation and college and career readiness, America continues to fall short in preparing its students with the skills necessary for postsecondary life. The purpose of this literature review was to determine if emotional intelligence training could help prepare business students for the workplace and future success. To investigate this purpose, the guiding question was: Can incorporating emotional intelligence

training help prepare business students for the workplace? In addition, to help understand what being prepared for the workplace entails and how to align with business needs, the following sub-guiding question was identified: How do employers perceive emotional intelligence as a skill needed by their workforce?

These studies were then broken down into four components of emotional intelligence in preparing a business student for a successful career: self-efficacy, decision making, development of leadership skills, and communication/collaboration. Emotional intelligence interventions/training have shown that emotional intelligence programs produce beneficial results for students' overall career readiness and academic success. Emotional intelligence in business education needs to be incorporated into the high school classroom, universities and workplace to develop, enhance, align with business needs, and grow our future business leaders.

There is an enormous emphasis on academic performance and IQ these days. There are many options, research, and examples from studies where emotional intelligence interventions/training have shown that emotional intelligence programs produce beneficial results for students' overall career readiness and academic success. Emotional intelligence in business education needs to be incorporated into the classroom in order to ensure the use of common language and practices throughout the entire school. The outcome will produce students with greater social, emotional, and academic achievements. Business educators, in particular, have the responsibility to provide their graduates with a strong foundation in both technical and emotional training so that they will be well-rounded individuals, and hence worthy employees, effective managers and dynamic leaders.

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