

Emotional Intelligence

in the Workplace

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F11 and F12 competences

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I. Introduction

I am creating a training manual for improving emotional intelligence as the product for my Advanced Project. I have spent many years reading various books and articles that claim to improve emotional intelligence, and I have encountered a few problems. One problem is that every source is using the same information rather than providing new insights. Another issue is that as soon as emotional intelligence became a popular subject, everyone wanted to stake claim to it. As a result, psychologists, business executives, and motivational speakers have each used the term with slightly different definitions.

With different definitions come different methods of improvement, different ways of testing the skill, and therefore, slightly different training methods. As a result of so many differences, validity and reliability leave something to be desired. These weaknesses led me to the conclusion that if someone wants to improve his or her emotional intelligence, there should be a resource that is free of charge, narrow in scope, and provides specific tips about how to improve this important skill.

I have a few goals in mind when creating my training manual for emotional intelligence in the workplace. One goal is to bring the significance of emotional intelligence into more people's awareness. The audience that I am addressing is employees who want to better understand themselves and others while learning to communicate more effectively with others in their team environment. Based on the survey I conducted among staff at the REST homeless shelter, I realized that there are still many people who do not really understand the concept of emotional intelligence. That seems like a great opportunity to show them some techniques to help with their

stressful workdays. If they are not aware, or do not understand, emotional intelligence, then how can they use it to be more productive and satisfied?

Another goal is to make the concept of emotional intelligence more accessible, and therefore, helpful in the everyday life of staff members. If someone is having difficulty interacting with a peer at work one day, that person is not likely to take the time to search the Web for the perfect solution about how to handle the interaction. The person is not all that likely to have a book on emotional intelligence at one's desk, and even if there was a book handy, it would not be convenient to flip through the chapters trying to find advice for a similar circumstance.

After reading my training manual, I would like staff members to feel empowered with their newly found understanding of emotional intelligence. I want the manual to be interesting and even entertaining to read, and then as a result of reading it, I would like people to have gained some skills. These skills will ideally help staff members in many parts of their lives—not just at work, but at home, and in daily interactions everywhere.

By creating my emotional intelligence training manual, I will be demonstrating the necessary skills to complete my F12 competence. Since I have analyzed so many sources on the subject of emotional intelligence, I am able to create a manual that uses the positive aspects that I found in some resources while discarding the negative aspects. This entails defining emotional intelligence in a manner that is comprehensive and meaningful to staff workers while using techniques that are helpful and practical. I will be creating well-defined sections of the manual that will make the different subjects easy to find.

II. Research Methodologies

In order to create an effective training manual, I needed to find out what staff members at REST know about emotional intelligence, what would be helpful for them to learn, and what problems or issues they have at work that emotional intelligence would improve. They will then have the manual as a reference tool when dealing with other staff members at REST, as well as clients. Staff members at any organization can use these skills, and people who do not work could even use the skills in their everyday interactions. However, most of the information is geared specifically toward employees in team environments. I used qualitative data collection by creating a survey that consisted of ten questions about emotional intelligence (see Appendix). I handed out the survey to all of the REST staff, and I received 20 surveys that were filled out. I also posted the survey online for people to take: eight people started the survey, and two completed it.

I conducted several face-to-face interviews with patrons at restaurants and bars, and friends and family. I asked them the same basic questions that I used in the survey, but in a more conversational tone. By speaking to people face-to-face, I was hoping to get more responses, varying results, and people's opinions. Survey respondents did not expound as much as I was hoping. As a result, I needed more information. By talking to people, I found it easier to ask them to give more explanation. I also analyzed people's responses and compared my findings with information I read in journals, books, and on Web sites as a way to test the helpfulness of information that is currently available.

III. Findings

A. Literature Review

Emotional intelligence has become a popular concept in the realm of effective communication, business acumen, and personal growth. Emotional intelligence can be defined as “the awareness of and ability to manage one’s emotions in a healthy and productive manner” (AllPsych Online). The topic is only about 20 years old, and emotional intelligence in the workplace is even newer. Jack Welch, the Chairman of General Electric, while speaking to the *Wall Street Journal* said, “No doubt emotional intelligence is more rare than book smarts, but my experience says it is actually more important in the making of a leader” (Welch, “Four E’s (a Jolly Good Fellow)).

The term “emotional intelligence” was formally mentioned for the first time in 1966 in a German article titled (translated): *Emotional Intelligence and Emancipation*. The article proposed that women who rejected social roles did so because of low emotional intelligence (Roberts, Zeidner, Matthews, 10). In twentieth-century America, the subject became popular in the 1990s. Since then, there has been controversy surrounding how to measure emotional intelligence or, more specifically, whether or not it can be measured accurately at all. Some of the most influential contributors to the field have been John Mayer, Peter Salovey, and Daniel Goleman (Roberts, Zeidner, Matthews, 11).

Emotional intelligence involves three related psychological processes, which are: verbal and non-verbal analysis and expression of emotions in ourselves and others, regulating our own and others’ emotions, and using our emotions to aid thought (Roberts, Zeidner, Matthews 197). In 1988, Reuven Bar-On coined the term EQ--emotional quotient as a way to measure emotional intelligence as a counterpart to IQ--intelligence

quotient (Cherniss, Goleman, 42). He defined it as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Kerr, 1).

Researchers have found that emotional intelligence is a factor in predicting success in education and occupation that goes beyond general intellectual ability (Roberts, Zeidner, Matthews, 196). A poignant example of the importance of emotional intelligence for skeptics is the story of James Dozier. He was a Brigadier General in the United States Army in 1981 when he was captured by Italian terrorists. In the first few days after the capture, he noticed the captors’ and his emotions all were very heightened: the captors were waving their guns around dramatically and becoming more and more irrational. Dozier knew that he needed to handle this situation with utmost caution in order to hopefully save his life. He remembered something he learned at a Creative Leadership Program: when in a group, emotions are contagious, and one person can greatly change the emotions of the group as a whole. So he consciously worked to calm himself and display calmness and reason. He soon noticed the captors becoming more rational and calm. He was sure that the regulation of his emotions saved his life. He was eventually rescued after two months of captivity (Cherniss, Goleman, 3).

In order to improve emotional intelligence in the workplace, team members first may want to know how emotionally intelligent they already are. This enables them to know their strengths and weaknesses in order to learn and improve. There are several tests that are available to measure emotional intelligence. The test that seems to be most respected is the Multi-Factor Emotional Intelligence Scale, MEIS. It is recognized by the Consortium for Research on Emotional Intelligence in Organizations (EI Consortium)

and the *Buros Mental Measurements Yearbook* as a scientific measure that is valid and provides cross-cultural norms. The MEIS is similar to IQ tests in that there is a “right answer” for every question – the same answer that others most frequently give and that experts have decided upon as being correct (ecom.mhs.com). The creators of this test view emotional reasoning as starting with the ability to accurately read emotions. They see this as similar to the idea that spatial relations start with knowing what the different shapes are. People who do well in emotional reasoning skills on the test succeed in convergent thinking (similar to others), but they can also reason well beyond that.

It seems strange that there can be “right” and “wrong” answers, not to mention experts, in emotions. One way of looking at it is this: in the cognitive world, objects are studied. In the world of emotions, people are studied. Emotions are biosocial and so, to a certain extent, an emotional expert becomes that way by studying general consensus and becoming more knowledgeable about reading emotions than a novice. When considering emotional intelligence, it is important to remember that what is emotionally intelligent in one culture may be very different from another culture’s idea of what is emotionally intelligent.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) improves upon the MEIS in the quality of measurement: for example, task level reliability was found to be higher on the MSCEIT than on the MEIS (Mayer, Caruso, Salovey, Sitarenios, 101). Twenty-one members of the International Society of Research in Emotion (ISRE) answered the questions on the test, and the score is based on the proportion of experts who answered each question a particular way (Mayer, Caruso, Salovey, 232).

Another emotional intelligence assessment is the Emotional Quotient Inventory (EQ-i) developed by Bar-On, Ph.D. As opposed to the MEIS, the EQ-i is based on self-report. It focuses on respondents' overall life performance, as well as workplace performance in 15 areas of emotional skill. By knowing where one's strengths are, and where one's weaknesses are, a client can know where to work harder and where one can become even more effective. Some of the skills tested are: self-regard, independence, empathy, stress tolerance, impulse control, problem-solving, and happiness. The EQ-i contains 133 short sentences (there are also two shorter versions available) that the client answers on a scale of 1-5 (not true – very often true). One way this test deals with the possible inaccuracy of self-reporting is by having four validity indicators: omission rate, inconsistency index, positive impression, and negative impression. This reduces bias caused by “faking good,” for example.

The EQ-360 is another version of the Bar-On test that is designed for multiple raters: generally, managers, co-workers, and subordinates, as well as family and friends. This can be quite useful in the workplace because it provides feedback from supervisors, peers, and even family and friends. This method gives a person a more well-rounded idea of his or her emotional intelligence. This feedback can then be used for training, counseling, or coaching to increase productivity at work and could be useful to several people within an organization (MHS.com). It is possible that some people might skew the results by not being completely honest, but since the entire team is involved in being assessed, as well as assessing, it behooves them to be honest.

Some researchers have suggested that emotional intelligence does not necessarily fit the traditional standards for an intelligence; therefore, there is concern as to how to

measure it, and whether or not there can be “right” and “wrong” answers (Roberts, Zeidner, Matthews, 2001). Human emotions are subjective, and therefore, they are difficult to measure with much reliability. However, the research findings about testing by Roberts, et al. were quite similar to Mayer et al.’s findings: the main differences involved how to score the MEIS. Mayer et al. have created two subsequent tests: the MSCEIT RV1.0 and V2.0. All of these tests have full-scale reliability of over .90. Many assessments are self-report tests that are often not very reliable, and there are probably hundreds of online tests that claim to test this skill but are not scientific in nature. Even the reliability of self-assessments is not altogether agreed upon. One psychometric review of 33 studies on self-assessments found that although some EI characteristics are more prone to “faking good” than others, none are affected significantly enough to skew the scale scores (Tett, 29).

Given the research on emotional intelligence, some believe that it is a valid concept, while others are not convinced. As more and more research is being done, and reliability is improving, emotional intelligence is gaining merit. Of course, like anything else, improvements in testing and training would certainly help justify the subject. One way to give emotional intelligence more credence is to work at drawing a stronger distinction between the legitimate research-based findings and the hokum found primarily on the Internet.

Since emotional intelligence is still a fairly new concept, there is controversy surrounding not only its testing, but its overall legitimacy in or out of the workplace. Not all researchers have faith in emotional intelligence as a way to measure success. Lynn Waterhouse, for example, points to Daniel Goleman’s claim that emotional intelligence

explains over 80% of job competencies of superior employees (Goleman, 320). This claim was based on the idea that there are 21 job competencies, 18 of which are emotional intelligence competencies. There was no empirical evidence that there are 21 competencies determining job success, and the list of skills could not be replicated (Waterhouse, 218). This criticism is worth noting because it would be beneficial to find a list of emotional intelligence skills that are replicable.

Jeffrey M. Conte reviewed the major emotional intelligence assessments and found some major problems. One problem is that each assessment defines emotional intelligence slightly differently. Another problem is that each assessment uses different measurement techniques (self-report, informant approach, and ability-based assessment). He found that the Emotional Competence Inventory should not even get serious consideration due to the fact that at the time of his review it had not yet been peer-reviewed. He concluded that Bar-On's EQ-i test had "adequate reliability and some validity evidence," but it does not have sufficient evidence of discriminant validity (Conte, 435). I think these criticisms are accurate, and one reason is that the subject is still fairly new. Once emotional intelligence became popular in the 1990s, everyone wanted to use it to make money; hence, the many definitions. As each slightly different definition emerges, it needs to be classified into scientifically-backed tests and information, and tests and information that are for entertainment purposes only. Once there is more of a distinction, researchers can work more effectively at finding the best way to define and measure emotional intelligence.

Although there is such criticism, there are also studies that demonstrate the importance of emotional intelligence. One study about emotional intelligence sent a

survey to about 1,150 people from 56 online discussion forums that focused on life events, such as: healingwell.com, widownet.org, and joblayoffsupport.com. Just under half of the people completed the survey. Their results seemed fairly predictable: there was a negative correlation between stressful life events and high emotional intelligence scores. In other words, if someone was in the category of being emotionally resilient, that person was less affected by stressful life events, and conversely, people who were vulnerable due to lower emotional intelligence were more seriously affected by stressful life events. The study found that intrapersonal emotional intelligence is more beneficial than interpersonal emotional intelligence. The study found that people with a lack of self-control in regards to their emotions are likelier to react to personal distress with anti-social behaviors. This could have a deleterious effect on a workplace environment (Armstrong, Critchley, Galligan, 365-548).

In a study entitled, “Affective Events-Emotions Matrix: A Classification of Work Events and Associated Emotions” by John Basch and Cynthia D. Fisher, 101 participants were asked about job-related events and the feelings they associated with those events. The study used 20 emotions and 736 job-related situations. Forty-five percent of the events that happened were associated with positive emotions, while 55% were associated with negative emotions. In the negative emotions category of events, a mere two were responsible for 59% of the negative emotions – Acts of Management and Acts of Colleagues: no other event category accounted for more than 7%. Furthermore, “Acts of Colleagues” led to negative emotions 75% of the time (25% of the time, Acts of Colleagues led to positive emotions) using 198 total events. Acts of Management led to

negative emotions 93% of the time. This helps clarify where work is needed in quality of emotional life at work (Ashkanasy, Zerbe, 43-47.)

In order to effectively train people to become more emotionally intelligent, one first needs to be cognizant of what current training provides, what current training lacks, and what is most necessary in the work environment. Several issues exist that prohibit emotional intelligence training from being practical for the general population. The first issue with the existing programs is that they are expensive. Training often begins with testing. The tests generally cost at least \$200 per person, not including such necessary components as training manuals. One company that offers EQ (emotional quotient) training (the Emotional Intelligence Training Company) offers a 2-day seminar that costs over \$400 (eivancouver.eventbrite.com). Talentsmart.com offers an online self-assessment for \$39.95, and multi-rater and team versions for \$199.95.

In addition to the high cost of many training programs, there are issues regarding time and resources. The training usually involves a seminar or class that lasts anywhere from one to a few days, if not more. If a company wants to provide its own administration and assessment of emotional intelligence for employees, a supervisor must take a class to become competent at assessing EI. One also must earn documented credit from a "Tests and Measurements" course (MHS.com). This obviously is very important in order to uphold ethical standards in testing; however, what if someone just wants to casually glean some information about oneself or one's work group?

Most of the training programs currently available for emotional intelligence seem to be similar. The first scenario is online training and assessment for which the group or an individual pays. The second scenario is that a person from an organization either takes

a training seminar on how to teach EI to his or her group, or a group goes to a seminar that someone teaches about EI. Most companies would probably opt for the training seminar. This is time-consuming and expensive, and it could be difficult to find a good program among many programs that are less than ideal. Nevertheless, if care was taken to find a good program at a reasonable cost, it would be beneficial for a team to undergo training to become more emotionally intelligent people and employees.

The emotional intelligence of an organization's employees influences the effectiveness of that organization in various ways, such as: teamwork, development of talent, efficiency, customer loyalty, and employee morale (Cherniss and Goleman, 6). Since emotional intelligence is seen by many as an important part of success in and out of the workplace, it is important to analyze the myriad training programs available to find one that is helpful, practical, and legitimate.

Talentsmart.com offers emotional intelligence training and has examples of several success stories. In these examples, productivity scores increased after the training when compared to performance prior to training. One example is AT&T. All levels of management were tested through the Emotional Intelligence Appraisal[®] before and after the emotional intelligence training. Ninety-one percent of the top performers were high in emotional intelligence, while only 26% of low performers were high in this domain (Talentsmart.com).

An interesting emotional training program is a game called "Creating an Emotionally Intelligent World" that people at work can play together as a group. There are seven categories of challenges for which players get points in an effort to finish a 30-

piece puzzle. At the end of the game, players can view their own and the team's statistics in order to learn where their strengths are, and where work is needed (Kerr, 7).

American Express Financial Advisors have had an emotional training program developing since 1992. One major goal of the program is for managers to become emotional coaches for their direct reports. Additionally, the managers become more aware of their own emotional reactions and gain an appreciation for the role emotion plays in the workplace. The company conducted a study that compared managers who completed the emotional intelligence training with managers who did not. The four quarters before training and the four quarters following training were compared for each of the groups. The managers who completed the training increased sales revenue by 18.1% while managers without the training increased revenue by 16.2% (eiconsortium.org). The goal was not to increase sales revenue; nevertheless, it was an additional bonus. While this is only a slight difference, given that it is based solely on a change in emotional intelligence, I think this increase is noteworthy.

A couple of factors are likely to play a large part in the success of this example. One probable reason for the success is that it has been in the works since the early 1990s. The second reason is that the training does not oversimplify: it consists of 12 weekly half-day sessions. These sessions are in-depth and tackle real-world problems and scenarios. The session begins with a brief lecture on emotional intelligence followed by a self-awareness activity (these activities occur at various times throughout the training). Next, participants learn about their self-talk, its effects on mood and actions, and practice reframing self-talk that occurs with troubling issues or scenarios.

While there are plenty of companies that are using emotional intelligence training programs successfully with quantifiable results, there are a plethora of sources claiming to improve emotional intelligence with no quantifiable results and a lack of credibility. It is difficult to sift through and know the good from the bad; however, some things to look out for are generalities, e.g. “stress,” “calm,” “challenges,” and huge promises, e.g. “How to Succeed in Business: Emotional Intelligence” (MacLean).

One website (Helpguide.org) offers five skills that will increase your emotional intelligence. The first skill is reducing stress. The three tips included under this skill are: realize when you’re stressed; identify your stress response, and find stress-relieving techniques that work for you. For each of those tips, there is a sentence or two that expands upon the point, but nothing specific. For example, under the heading of “Realize when you’re stressed,” the website states:

“The first step to reducing stress is recognizing what stress feels like. Many of us spend so much time in an unbalanced state that we’ve forgotten what it feels like to be calm and relaxed” (helpguide.org).

That might pique someone’s interest about emotional intelligence, but it does not give much, if any, information about how to improve the skill.

The other four skills listed are equally vague, such as: “Skill 2: Connect to your emotions,” or “Skill 4: Use humor and play to deal with challenges.” Under each skill, there is a link to another page that gives more vague tips. For example, for the skill of conflict resolution, there is another page with more information. It gives more tips, but they still do not tell a reader HOW to improve these skills. For example, one tip says, “Manage stress quickly while remaining alert and calm. By staying calm, you can accurately read and interpret verbal and nonverbal communication” (Helpguide.org).

The difference between current training that is available online--and of questionable value--and my training manual is that I will give specific tips about how to deal with difficult or poignant circumstances or interactions rather than vague suggestions. I will not waste people's time with summaries of emotional intelligence, or advertising services that teach emotional intelligence, or analysis of current training and testing of emotional intelligence. Instead, I will provide down-to-earth, real world information that anyone can use within minutes.

After my review of available emotional intelligence resources, I have discovered that there is a whole lot of talk with very little information. In other words, there are a few basic concepts of emotional intelligence and some helpful ways to improve this skill, but every resource is using those same nuggets of information and only slightly changing the wording and exact methods. Company executives have become more aware that emotional intelligence is hugely important. As a result, there are organizations capitalizing on a need by selling their services, and there are organizations victimized by their need for improving the emotional intelligence of their employees. This particular system of supply and demand is going nowhere, and that's why my training manual will be helpful.

Instead of charging money and requiring an account for my manual of helpful hints, it will be free of charge and in print. My goal for the training manual is not to rate people's emotional intelligence skills; I am providing suggestions to improve one's emotional intelligence. Staff members can assess their own skills. If they are confident that they are effective listeners, then it is their choice to skip that section of the manual.

If they decide they need work handling stress, they can choose to focus on that subject matter.

Instead of taking up two to five days of people's time and hundreds of dollars, my manual will be free and at employees' fingertips whenever they want to seek it out. Rather than spouting the same nuggets of information about emotional intelligence that every other source has already explained, I will use the current information as a guide to improving emotional intelligence. For example, rather than say for the umpteenth time that emotional intelligence consists of regulating one's emotions, I will provide ways to accomplish this regulation, and real world examples of putting this into action. By sticking to the facts, I intend to bring emotional intelligence into more people's consciousness; as a result, one organization will hopefully have happier employees who are more productive.

B. Findings from Research Methodologies

While I was doing my literature review, I felt encouraged about emotional intelligence in the workplace. It seems as though a lot of big companies are aware of the importance of this subject and are working to train their employees to be more emotionally intelligent. While doing my research, I felt more discouraged, but also more inspired. In the 'real world,' many people may have heard of emotional intelligence, but they are not sure what it means, and they certainly have not had any training.

Results of my survey gave me a more realistic view of people's perspectives on emotional intelligence than I had while conducting my literature review. I sent out a survey consisting of ten questions about emotional intelligence to all staff members at the REST homeless shelter and received 22 completed surveys. Fifteen respondents, or 68 percent, said they were familiar with the term "emotional intelligence." Of those fifteen people who were familiar, I asked them to define the concept in their own words. Although most of the answers (11 out of 14) fit into one of three categories -- controlling emotions, reading emotions, or awareness -- each answer was a little different. The fact that people who are familiar with emotional intelligence can't agree on a definition illustrates that everyone -- especially people who are not familiar with the term -- could use some clarification.

Three respondents had received training in emotional intelligence, and only one mentioned what kind of training. Rather than being a course or seminar, it was three separate classes (interpersonal communication in business, negotiation training, and communication workshops), as well as books, that were listed as training. Herein lies part of the problem with current emotional intelligence training: there is not one universal standard for what it is, how to get it, or how to test it.

One finding was of particular interest to me: When respondents were asked whether or not they thought they were good listeners, one person had no opinion, and 19 people agreed or strongly agreed that they were good listeners. In others words, absolutely no one said he or she was not a good listener. Yet, when the same respondents were asked if they thought their co-workers were good listeners, one-third answered “no.” Although that is not a horrible amount of discrepancy, it does illustrate the difference between how people view their own skills, and how others view their skills. An important aspect of emotional intelligence is being aware of your own weaknesses and strengths, as well as how others perceive you.

When asked if respondents felt they expressed themselves well, 95 percent agreed or strongly agreed (one person had no opinion.) About 25 percent of respondents felt that their co-workers do not express themselves well. Clearly, there is a disconnect between how we view ourselves and how others view us. This can be improved once we are aware of the phenomenon and have a desire to change. Once we know that others might not understand us when we think we are being perfectly clear, that opens the door to better communication. Instead of droning on and on about a topic, we may stop and ask, ‘does that make sense to you?’ Then the listener has the opportunity to improve communication further by rewording what the speaker just said, and saying, ‘is this what you meant?’ rather than nodding and possibly not understanding the speaker’s meaning.

Some people who took the survey had some very helpful insights that deserve to be addressed. For example, one respondent from the anonymous survey said the following:

“I work in mental health and social work, and I feel, unfortunately, that many of my co-workers don't see emotions as an issue to learn about or care about except for as a clinical subject in their clients. I think that people who work in the human services, whether as clinicians, or even as case managers or aids, need to learn to look at and reflect on their own feelings and emotions more often. Since many of the people I work with are operating from a clinical mind-set, they view only outward behavior as important, even in themselves. They seem to be frequently disengaged -- if not completely dissociated -- from their own subjectively experienced emotions and the "emotional environment" around them. Empathy can be taught, and it should be taught more often.”

When I spoke to people face-to-face about emotional intelligence in their work environments, people opened up and had quite a few common grievances. For example, many people have one problematic person with whom they must contend. Problematic people were often cited as either not doing their fair share of the work, being controlling, overstepping boundaries, or not listening well. One anonymous respondent, when asked what they would like to change in relation to co-workers' emotional intelligence, stated that one problem person who is not willing to give in holds things up for everyone.

People who answered my questions on social networking sites on the Internet gave more specific feedback. One person shared that there is too much elitism in the workplace and that people should be treated more fairly regardless of position. Another person stated that there is some racial prejudice by a supervisor. Instead of causing feelings of inequality, the unfair treatment makes this survey participant want to “instigate and push buttons.” Another respondent felt that co-workers do not understand

each other's responsibilities and do not listen well. One person, when asked about regulation of emotions stated a somewhat unique perspective:

“Communication may ultimately solve everything, but arguably the time required to communicate fully and completely may not be worth the situation, the people involved, etc., and is perhaps better resolved by bottling up emotions.”

Many people stated that they listen well when they are interested and not busy, so I would like to focus on some ways to use this information to improve emotional intelligence.

Common problems in the workplace often include ineffective listening and self-expression, as well as misunderstandings regarding others and ourselves. My training manual will have a section addressing effective speaking, a section about effective listening skills, and a section about understanding the message. I also intend to have a section about nonverbal communication, since a lot of misunderstandings may be avoidable if co-workers could read others' body language more effectively. After reviewing the current literature about emotional intelligence in the workplace, I realize that there does not need to be another definition or another testing method. Although my training manual will not solve, or even address, the lack of consensus regarding emotional intelligence, it will focus on giving specific tips based on one definition for real world situations that is easily accessible for current and future reference.

IV. Analysis

After I reviewed the literature and conducted original research about emotional intelligence in the workplace, I noticed a missing link. There were lots of sources regarding what it means to be emotionally intelligent, or how to measure your emotional intelligence, and arguments against the legitimacy of emotional intelligence. However, it was much more difficult to find out how to improve your own emotional intelligence, or how to deal with situations where emotional intelligence, or lack thereof, plays a role. As a result of this gap in material, I created a training manual for emotional intelligence in the workplace.

My idea for the Emotional Intelligence Training Manual was to provide basic steps to increase emotional intelligence in the spur of the moment at work in order to improve peer relations and overall well-being. I did not see a need for long-winded explanations or complexity, and I did not want to provide too much information that would make it overwhelming. My method for creating the manual was to suss out what issues occur most frequently through the available literature, and then provide simple solutions – or at least ways to cope in the short-term. The manual is only about 20 pages and is broken down into sections, such as: “Listening,” “Stress,” “Nonverbal Communication,” and so on. That way, depending on what issue someone is encountering, he or she can flip right to that section and find a few ways to move forward unscathed.

My research methods gave me a good idea of what is needed and what is already known; it also allowed me to see the difference between what scholars know versus what the general public knows. I learned that most people have a familiarity with the concept of emotional intelligence is, but they are unsure about its definition. When I asked

people specific questions about how they get along at work with their own emotional issues, as well as with co-workers, they had quite a lot to say, as opposed to when I generally asked them about their issues with emotional intelligence at work. I felt as though my survey gave me a good idea of people's issues, but I also felt good that it gave the respondents a better idea of emotional intelligence too.

I believe that everything I learned through my research helped me create a better training manual because all of the feedback was relevant. The most helpful research method was the survey, although a close second was talking to people face-to-face about their issues with certain people at work. The least helpful research method was asking questions via email and social networking. I got some information through this methodology; however, the responses tended to be briefer, and there were less responses.

In hindsight, I see that I could have narrowed my focus quite a bit while doing my literature review. However, even though I delved too far into the subject of emotional intelligence, thus sidetracking my progress, I felt very well-prepared for creating a helpful manual. Everyone encounters certain problems at work, at least some of the time, and there is a plethora of information available as a result. There were several times during which I had to rework my ideas and find new information because it was easy to meander through the literature to the point of veering off topic. The concepts I read about helped my general knowledge of what needed to be done, although it took a while to get there. Many of the concepts and theories were not directly implemented for my product, but without knowing about them, my product would not have been as relevant.

I wish I had researched more regarding other people's training programs in emotional intelligence. I chose to skip this avenue because there was so much nonsense

in the realm of training programs. Everything from general business sense to help with your interpersonal relationships, and everything in between was covered, and it was just too much. However, I think my product might have been even more helpful had I researched how others were claiming to train in emotional intelligence—regardless of the outlandish claims. If I had to do this project again in the future, I would spend about a third of the time focusing on testing and corporate training programs, and about a third more time focusing on training seminars and written material for increasing individual emotional intelligence. I would also spend more time learning about the aspects of emotional intelligence that I use as sections in the training manual (e.g. listening skills, being an effective speaker, and respecting others' boundaries).

V. Generalizations

My advanced project has provided me with invaluable information that I feel that I can use in virtually every aspect of my life in the future. Emotional intelligence is necessary with friends, with co-workers, with competitors, and even with yourself. Since I want to become a clinical psychologist, emotional intelligence will be an absolute requirement in dealing with others. In the past, I have had some trouble at jobs with some emotional intelligence issues without even realizing it. For example, if a supervisor was stressed and being impatient with me, I would get really anxious. This would sometimes cause me to get flustered and make mistakes: this was a vicious cycle because my supervisor would get more stressed out, leading me to get more anxious, and sometimes this cycle ended with me crying in a bathroom stall. By learning more about emotional intelligence and writing a manual to help others, I can take my own advice when stressful situations come up in the future. If I am getting

anxious, I can focus on my breathing for a few minutes in order to gain my composure. If a co-worker is somewhat frantic, I can react in a calm manner and use active listening skills to let the person know that I understand the stress he or she is currently feeling. This will hopefully dampen any negative feelings and ease the way to effective problem solving.

VI. Conclusions

The competence statements that I wanted to address are:

F-11: Can design and produce a significant artifact or document that gives evidence of advanced competence, and

F-12: Can analyze subject matter of emotional intelligence thoroughly and write a paper that describes the subject in a way that is helpful to people in the workplace.

I designed and produced a significant artifact that demonstrates advanced competence in emotional intelligence by completing my Emotional Intelligence in the Workplace Training Manual. After completing my literature review and original research, I believe that I was able to demonstrate advanced competence in emotional intelligence. It is my hope that I created a manual that will be helpful to the staff at REST Homeless Shelter, as well as staff at other organizations. I addressed the issues that people told me they had, and therefore, created a relevant artifact.

Regarding the F12 competence statement, I was able to fully analyze emotional intelligence, and write a paper that describes emotional intelligence, and how it is relevant in the workplace. After reading the literature that is currently available about emotional intelligence, and emotional intelligence in the workplace, I demonstrated a breadth of knowledge about the subject beyond what the layperson knows about the

topic. As a result, my research, my findings, and my helpful hints will be likely to help staff members cope with stressful situations at work. I believe that I can educate the staff members about some healthy ways to communicate, help them to understand others, and provide them with some ideas to deal with stress in order to work more effectively and more happily.

This project fits into my focus area of Psychology because emotional intelligence is a huge part of the subject of psychology, and psychology is a huge component of emotional intelligence. Psychology helps us understand our own, as well as others' emotions, and emotional intelligence aids us in finding healthy and productive ways to understand the emotions of ourselves and others, as well as express ourselves in a healthy and effective manner. Without these subjects, communication would not be nearly as effective, and people would not have the ability to increase their effectiveness and well-being.

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Appendix

Qualtrics Survey Software

<https://qtrial.qualtrics.com/WRQualtricsControlPanel/PopUp.p...>

EMOTIONAL INTELLIGENCE SURVEY

This is a short survey about emotional intelligence in the workplace. It is completely anonymous, and your time and feedback are sincerely appreciated.

An anonymous survey regarding views of emotional intelligence in the workplace.

Are you familiar with the concept of emotional intelligence?

- Yes
 No

How would you define emotional intelligence?

Have you ever received any training in emotional intelligence? If so, what kind of training was it?

- Yes
 No

Do you consider yourself to be a good listener?

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

Would you say that you express yourself well?

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

Do you think your co-workers have good communication skills in their interactions with you?

- They express themselves very well, and listen very well
 They express themselves very well, but don't listen as well
 They listen very well, but don't express themselves as well
 They don't listen very well, and they don't express themselves very well
 I never paid much attention

Emotional intelligence can be defined as "the awareness of and ability to manage one's emotions in a healthy and productive manner" (AllPsych Online). How important do you think it is for peers to have emotional intelligence in the workplace?

- Very important
 Neither Important nor Unimportant
 Very Unimportant

Are there any recurring problems or situations regarding emotional intelligence in your workplace that you would like to see solved or improved upon?

What would you most like to learn about emotional intelligence in the workplace?

Is there anything you wish your co-workers would learn about emotional intelligence in the workplace?

Do you have any additional questions, comments, or suggestions regarding emotional intelligence or this survey?