



**PROGRAMME: BA (HONS) LEADERSHIP AND
MANAGEMENT SKILLS FOR THE WORKPLACE**

MODULE: DEVELOPING EMOTIONAL INTELLIGENCE SKILLS

MODULE CODE: LCLM5006

**ASSIGNMENT TITLE: COMPONENT 2 - INDIVIDUAL WRITTEN
REPORT**

NAME: Malgorzata Dhouib

ID: 2412522

WORD: 3097

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1. Introduction

Emotional intelligence (EI) and mindfulness have gained prominence in modern organisations because it has been involved in shifting into good leaders, employee welfare and organisational productivity. Although highly demanding and varied workplace settings require employees and managers to have technical knowledge, they should be emotionally attentive, sharing, resilient and have high level of interpersonal competence. Emotional intelligence helps people to notice, cognise, control, and cope with their own feelings as well as react suitably to the feelings of others, thus enhancing communication, team work, conflict management and decision making. Equally, mindfulness promotes individuals to be present, focused, and emotionally stable and decrease stress levels in the workplace and enhance psychological safety (Bartels, 2025). The combination of these competencies promotes inclusive leadership and makes organisations more effective in diverse teams in terms of backgrounds and experience.

In this report, critical analysis of emotional intelligence application in the workplace is conducted through evaluation of the theoretical models of emotional intelligence application, which include The Emotional Intelligence Framework set out by Goleman, the Ability Model of emotional intelligence set out by Mayer and Salovey and the Emotional-Social Intelligence Model of emotional intelligence set out by Bar-On (Buasuwan, 2023). It also evaluates ways in which emotional intelligence has relevance in relationship to communication, leadership, conflict management, and decision-making. The report also assesses the nature of Generation X, Millennials and Generation Z, and explains how managers can utilise emotional intelligence and mindfulness to recruit, manage and retain multi-generational workforce and how to build the inclusive, productive, and psychologically safe working environment.

2. Emotional Intelligence in the Workplace

2.1 Understanding Emotional Intelligence

Emotional intelligence (EI) is defined as the skill of identifying, comprehending, controlling, as well as making successful use of both personal and other individuals' emotions. Emotional intelligence, unlike cognitive intelligence, puts interest on emotional awareness and effectiveness in interpersonal dealing (Dorio, 2023). The technical competence in contemporary organisations where team work, diversity, and high change rates are a norm are no longer adequate when it comes to the success of the organisation. These workers have high emotional intelligence that makes them self-aware, empathetic, flexible and resilient so that they can positively cope with work stress and create a healthy working relationship.

EI also plays a significant role in the behaviour of employees, in teamwork and in their health. Emotional management enables greater effectiveness in interpersonal communication, allow individuals professional handling of conflicts and cooperation with colleagues (who may have a different background). In addition, the employees with a high level of emotional intelligence can better deal with work stress, adjust to the change in the organisation, and have positive attitudes at the time of challenging circumstances (Drigas et al., 2023). Emotional intelligence has therefore gained importance in organisations as a key competency to enhance employee engagement, performance in an organisation and to establish a supportive, effective and psychologically safe work environment.

2.2 Goleman's Emotional Intelligence Framework

Daniel Goleman's Emotional Intelligence Framework is one of the most influential models of emotional intelligence. It hypothesises that emotional intelligence is comprised of 5 competencies that interact with each other that would lead to successful personal and professional performance. In contrast to the old-fashioned intelligence measures, which pay attention to cognitive ability, the framework by Goleman is based on emotional and social skills which can be acquired through learning and experience, which makes it very applicable in organisations.

The first element, self-awareness, is the ability to identify and interpret the feelings or self-emotions and how they impact the behaviour and decision-making. Self-regulation is the ability to keep one's emotions under control, stay cool during stressful situations and adjust to the working environment (Filice and Weese, 2024). Motivation focuses on personal interest of the individual to pursue the organisational objectives, commitment, perseverance and optimism in the face of challenges.

The fourth element is empathy in which the capability is to identify and share the feelings and mind of other people. The caring employees can also build a stronger connection with one another, support colleagues, and contribute to a more welcoming working environment. The final component is social skills which are based on competent communication, building relationships, influence and team-work. Good social skills enhance working together, sharing of knowledge and general organisational performance.

The framework as developed by Goleman has made it easy to develop leadership and undertake organisational training as it offers practical skills that improve functioning in terms of communication, leadership, employee engagement and improving performance in workplaces. The model has however also been criticised (Fiori et al., 2023). Other scholars maintain that its

skills are redundant to personality aspects and leadership qualities, and thus emotional intelligence is hard to discard as other more general behavioural concerns. Some posit that the framework is very much dependent on subjective self-evaluation which limits reliability of emotional intelligence measurement. In spite of these shortcomings, the model developed by Goleman is very useful in that it illustrates how emotional intelligence, self-regulation, empathy, as well as social talents, can lead to successful leadership and business performance.

2.3 Mayer and Salovey's Ability Model

The conceptualisation of emotional intelligence by Mayer and Salovey is based on an ability conceptualisation of emotional intelligence as a cognitive ability that entails appropriate perception, perception and control of emotions (Kovalchuk et al., 2022). Through four pyramid emotional abilities, this framework insists that emotional intelligence underpins effective thinking and decision-making processes contrary to other models which focus on personality traits.

The first skill, perceiving emotion, is the ability to perceive emotions in others and oneself by observing facial expressions, voice tone and body language. Application of emotions is known as using emotions in order to help in reasoning, creativity and problem solving. Knowledge of emotions helps people understand emotional shifts and predict how emotions affect behaviour, staff cope with relationships in the workplace and change in organisational functions (Ganguli et al., 2022). The fourth skill, emotion management, is about being able to control the emotions and be calm when under the pressure, solve the conflict in a professional way, and sustain relationships in the workplace.

The Ability Model is appreciated because it offers a convincing theoretical framework, in that the factor of emotional intelligence is viewed as a cognitive capability as opposed to a personality trait. It has also aided in the creation of objective emotional intelligence assessment tools. Nevertheless, critics suggest that it is still challenging to objectively measure emotional skills and the model does not attach significant importance to social competencies (Hendrastomo and Januarti, 2023). Although these are the limitations, the Ability Model offers us some useful insights into how emotional awareness and regulation enhance communication, collaboration, leadership effectiveness and decision making in modern organisations.

2.4 Bar-On's Emotional-Social Intelligence Model

Emotional-Social Intelligence Model by Bar-On describes emotional intelligence as a blend of emotional and social skills that help individuals to self-understand, establish effective relationships and handle workplace pressures. In contrast to the Ability Model by Mayer and Salovey which emphasises on an ability to model that involves cognitive emotional skills, the model developed by Bar-on is more comprehensive, as it embraces more behavioural competencies that can affect organisational performance (Mishra et al., 2024).

Self-awareness and expression and self-confidence come under intrapersonal skills with empathy, relationship building and social responsibility developing under interpersonal skills. Adaptability helps workers to address change in organisations and find solutions to work-related issues. Stress management enables people to manage emotions, stay strong in situations of pressure and be productive (Mukhidinovich, 2024). The general mood will foster a positive outlook and positive attitudes, which will aid the motivation of employees and contribute to their cooperation.

The model has been highly appreciated as a complete guidance in the development of leadership, coaching of employees and training of organisations. But critics claim that, there are multiple dimensions which also overlap with personality traits and thus, the emotional intelligence cannot be measured separately. Although this is a limitation, the model by Bar-On is still applicable as it highlights resilience, adaptability, and interpersonal competence as critical components necessary in enhancing organisational effectiveness, staff welfare and performance in the workplace.

2.5 Application of Emotional Intelligence in the Workplace

2.5.1 Emotional Intelligence and Effective Communication

Emotional intelligence improves workplace communication in that employees are able to notice emotion, be an active listener and react by empathy. These competencies minimise misunderstandings, enhance trust, and promote open communication among team members. Even on emotional intelligence, the employees give constructive feedback in a respectful manner, encouraging collaboration and knowledge exchange (Pitout and Hoque, 2022). Consequently, there is enhanced partnering, employee engagement, and enhanced working relationships in organisations.

2.5.2 Emotional Intelligence and Conflict Management

The war in organisations occurs often because of the differences in opinions and priorities at the workplace. Emotional intelligence assists employees to control their feelings, empathise with others, and solve conflicts in a work-related way (Primastio et al., 2023). Self-awareness, empathy, and emotional regulation are skills that promote negotiation and collaborate to resolve issues instead of conflict. This means that conflict management based on the level of emotional intelligence facilitates positive relationships in the work place and a psychologically safe and respectful working environment.

2.5.3 Emotional Intelligence and Leadership

One of the essential traits of a good leader is emotional intelligence. High emotional intelligence leaders are understanding, self-regulated and people persons who can inspire employees, instil trust and encourage teamwork. They modify their leadership style to satisfy the needs of the individual, promote openness to communication, and empower the growth of employees. These behaviours enhance engagement, organisational commitment as well as making contributions towards a positive organisational culture.

2.5.4 Emotional Intelligence and Decision-Making

Emotional intelligence enhances the decision-making process as employees and managers are able to manage emotions and thoughts as well as taking into account the diversity of opinions. Emotional intelligent people do not get stressed when faced with a difficult situation, have a balanced judgment and think about the ethical implications of their actions (Rauvola and Rudolph, 2022). This results in more efficient problem-solving, excellent strategic decision, and organisational performance as well as employee wellbeing.

2.6 Critical Summary

The three models of emotional intelligence offer useful but different lines of thought in learning and implementing emotional intelligence in organisations. Goleman is pragmatic, Mayer and Salovey have developed an Ability Model conceptualisation of emotional intelligence as a cognitive skill and Bar-On has supplemented emotional and social skills, which contribute to adapting and coping (Sánchez-Núñez et al., 2023). Despite the limitations in each model, especially in terms of measuring and overlapping with personality traits, they all demonstrate that emotional intelligence can be enhanced to improve communication, conflict management, leadership, and decision-making. As a result, organisations that invest in the emotional

intelligence of employees are in a better place to enhance performance, teamwork, staff well-being and sustainability of organisational performance.

3. Managing a Multigenerational Workforce

3.1 Introduction to a Multigenerational Workforce

Multigenerational workforce is a group of employees representing various age groups who work in the same organisation. It is not unusual to have various generations, such as Generation X, Millennials (Generation Y) and Generation Z in the modern workplaces all accompanied by diverse experiences and different powers, skills, and expectations. Diversity has the potential to enhance creativity, innovation and sharing of knowledge as well as creating challenges through the existence of barriers like differences in the communication styles and values of work as well as preference in technology (Shrivastava et al., 2022). Leadership in a multigenerational workforce needs to acknowledge these differences and lead through an inclusive approach to encourage collaboration, engagement of employees and organisational performance.

3.2 Characteristics of Generation X, Generation Y (Millennials), and Generation Z

3.2.1 Generation X

Employees in generation X are more or less independent, experienced, and like stability at their work places. They like explicit communication, realistic management and avenues to practice their experience. They are usually motivated by factors like job security, professional recognition, and healthy work-life balance. Though their technological changes have been well adjusted, they might lack the desire of constant change in technology as they might want to stick to well-trained systems and depended systems. The fact that they have been in the field and can be relied on, makes them worthy mentors in organisations.

3.2.2 Generation Y (Millennials)

Millennials are very collaborative and are interested in continuous learning, career development, and meaningful work. They would like to have open communication and frequent feedback provided by the managers, but they would like the chance to learn and grow professionally. A good working environment and flexibility of the working arrangements and the work-life balance are significant aspects that determine their job satisfaction (Singh et al., 2022). Millennials can easily embrace the digital means of communication and new ways of working as confident users

of technology. Recognition, teamwork and avenues of contributing towards the success of an organisation motivate them.

3.2.3 Generation Z

Gen Z is the first generation to have been fully digital and is very tech savvy. They also appreciate diversity, inclusion, innovation, and constant evaluation to encourage an individual and professional development. The other important expectations relating to the workplace are mental health or flexibility of work. They are technologically flexible and this implies that they learn quickly and are able to introduce new ideas. Nevertheless, they usually desire quick communication, career development, and regular development opportunities.

3.3 Impact of Generational Differences on Organisational Effectiveness

Various impacts of existence of generational differences on the performance of the organisation are many. The values, preference of communication, motivation factor and the level of technological flexibility may differ in the various generations of employees (Zhao et al., 2025). As an example, Generation X may value stability and introduce sanity in communication, whereas Millennials and Generation Z prefer to work in teams, implement frequent feedback, and use Internet communication. A lack of understanding by management of the divergent expectations can lead to misunderstandings.

However, when dealt with properly, generational diversity is an opportunity that all organisations should have. Staff of Generation X offers their new experience and coaching abilities, Millennials foster teamwork and innovation, whereas the generation Z brings digital skills and creative thinking. Collecting these strengths improves teamwork, productivity and learning in the organisations. Companies where it is possible to appreciate other points of view and exchange the knowledge have higher chances of creating innovative solutions, empower organisational culture and enhance work engagement in all age groups.

3.4 Applying Emotional Intelligence and Mindfulness in Managing a Multigenerational Workforce

3.4.1 Recruitment

Emotional intelligence helps managers to have fair and inclusive hiring practices, as they will be able to be aware of the various expectations of various generations, and decrease the unconscious bias impacts racism in the hiring decisions. Employees of EI recruiters do not necessarily base their judgments on age related assumptions, but on the skill, experience and

potential contribution of the prospective employees (Primastio et al., 2023). This practice upholds the diversity in the workforces and equitable employment opportunities.

3.4.2 Employee Management

Understanding and sensitivity to the different expectations of the employees across the different generation increases employee retention as the organisations observe the importance of employees. Generation X are more likely to be interested in job security and stability, Millennials are more interested in career advancement and meaningful employment and Generation Z has a more interest in flexibility, lifelong learning and wellbeing. Once organisations align their retention initiatives to these divergent needs, they have an enhanced opportunity to have a retention pool of a fully motivated and loyal workforce. Some of the ways of enhancing job satisfaction among all age groups include career development, flexible working practices, employee recognition and well-being practices. Emotional intelligence can assist the manager to know their personal concerns, build trusting relations and respond in a way that is empathetic and in retaliation, working environment will be a supportive and respectful one. In the meantime, mindfulness may be used to handle emotions, reduce stress, and safeguard the psyche due to openness and respect. Combined, emotional intelligence and mindfulness enhance employee engagement, organisation commitment, staff turnover and organisational success in the long term.

3.4.3 Employee Retention

Managing multigenerational workforce involves organisations having an understanding of the unique traits, expectations, and work preferences of Generation X, Millennials, and generation Z. Despite the differences in values, communication styles, motivation and technological adaptability that may produce challenges at work place, there is an opportunity of innovation, collaboration and sharing of knowledge. Using emotional intelligence and mindfulness, managers are able to recruit in a fair way, lead in an inclusive manner, effectively resolve conflicts, and keep talented employees as well by encouraging leadership and psychologically safe work environments. As a result, the strategies improve the well-being of the employees, organisational performance, and assist organisations in creating an engaged resilient, and productive workforce that has the ability to adapt to the workplace challenges in the future.

3.5 Summary

Recognising the specifics and needs of Generation X, Millennials and Generation Z allows managers to recruit better, foster healthier employee relationships, enhance inclusivity and foster a productive and psychologically safe work environment that ensures organisational outcomes and employee involvement over the long term.

4. Conclusion

Mindfulness and emotional intelligence have become crucial skill areas to organisational effectiveness in the current multi-ethnic and fast-paced work environment. This report has shown that emotional intelligence goes beyond the awareness of emotions to allow employees and managers enhance communication, constructively resolve conflicts, making well-founded decisions and offering effective leadership (Sánchez-Núñez et al., 2023). The comparison of the Framework by Goleman, Monitoring the Ability Model by Mayer and Salovey and the Emotional-Social Intelligence Model by Bar-On suggests that each of the models offers significant information on gaining knowledge of emotional intelligence, but all have weaknesses of measurement and overlap of concepts. However, collectively these models offer a complete ground on how to come up with emotionally intelligent behaviours in organisations.

The report has also pointed out that leading a multigenerational workforce needs leaders to understand the various values, communication styles, motivations as well as technical capabilities of Generation X, Millennials and Generation Z. Although these differences can pose a challenge at the workplace, they can be treated to innovations, collaborations, and even knowledge sharing, when they are well managing (Shrivastava et al., 2022). The emotional intelligence and mindfulness techniques allow managers to hire equal employees, lead inclusively, and retain employees because they create an environment of trust, empathy, and psychological safety. All in all, when organisations invest their energy, time, and resources in the development of emotional intelligence and mindfulness, they are in a better position to improve employee well-being, increase organisational performance, and create resilient, inclusive and sustainable workplaces that can endure this future challenges.

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