

Module	LCLM5006 – Developing Emotional Intelligence Skills
Programme	BA (Hons) Leadership and Management Skills for the Workplace
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Introduction

As Daniel Goleman (1995) has said. 'If you have tuned out your emotions, you will be poor at reading other people's emotions. This has displayed the significance of having emotional intelligence within a workplace. This can help recognise, regulate and respond to emotional signals. With either oneself or others. It's extremely important from a technical perspective. The importance of emotional intelligence to leadership has become more effective, allowing for better teamwork, employee wellbeing and organisational performance. These are clearly stated within some literature (Mayer, Salovey and Caruso, 2008; Goleman, Boyatzis and McKee, 2013).

This report will prepare the senior management into consideration and intends to give quite the understanding of being mindful and applying emotional intelligence towards the workplace. This report relates to the poster about emotional intelligence which was developed in component 1. These mentioned the Goleman's statement applied to the Gibbs Reflective model by identifying the development strategies which include emotional journaling or mindfulness practice whilst implementing active listening.

This report is structured into three parts. First evaluating how employees can use aspect of emotional intelligence into practice. Supported by Goleman's (1995) model. The Mayer and Salovey's model (1997) and Bar-On's (2006) emotional-social intelligence framework. In the second part analysing some of the unique characteristics that managers must be able to understand when recruiting and managing individuals from different generations. The report concludes with evidence-based recommendations for cultivating emotionally intelligent workplaces across generational cohorts.

Emotional intelligence in the workplace

Emotional intelligence has been defined as the capacity to understand and manage emotions in oneself or in others. This acts to allow for adaptive functioning (Mayer, Salovey and Caruso, 2008). Since Goleman (1995) has popularised the concept, emotional intelligence has attracted interest and been used through competing yet complementary models. Understanding the models is extremely vital for employees and managers seeking to apply the emotional intelligence principles within and organisation and their context.

Goleman's five component model

Goleman's (1995-2001) model remains the most applied in organisation settings. By identifying the 5-model concept self-awareness, self-regulation, motivation, empathy, and social skills. These components each act and relate to how employees' function within the workplace.

Self-awareness The ability to be able recognise their own emotions and the effects it can have. This is a foundation towards all emotional intelligence competencies. In practice those self-aware employees are better to manage their emotional responses during periods of pressure such as reviewing performances or conflicts among themselves. Research by Eurich (2018) demonstrates that only 10 – 15 % of people are genuinely self-aware despite the majority believing themselves to be so, highlighting that there is a significant gap in most organisations. This poster which is

developed in component 1 highlighted that being self-aware is the first stage in developing emotional intelligence, by noting how stress triggers before any deadlines approach which gives more prioritisation and time management.

Self-regulation is the management of disruptive emotions and impulses. This enables employees to respond rather than react in emotionally oppressive situations. Goleman (2001) has argued that the managers who are able to self-regulate can create a much safer environment where colleagues are feeling less threatened and are willing to contribute much more often and voice their concerns. This is relevant in the context of Edmonson's (2018) work on safety psychologically, which identifies any self-regulation within leadership as a condition for teamwork and innovation.

Motivation in Goleman's (1995) theory refers to motivation. Drive that is rooted in the satisfaction of work rather than receiving external rewards. Employees with a high motivation displays greater resilience, commitment and problem solving. Deci and Ryan's (2000) self-determination theory provides complementary evidence, that competence and relatedness are psychological needs that must be met to achieve sustainable motivation and emotional engagement.

Empathy is being able to understand and share the same feelings as others. This has been identified as the most outward emotional intelligence component. It is also one of the most critical for having effective leadership and team management. Empathetic leaders can identify when their colleagues are disengaged, overwhelmed or experiencing personal problems. They can have sensitive interventions. In more diverse workplaces, empathy is extremely important as different generations may carry distinct emotional languages and workplace expectations. (Twenge, 2023).

Social skills the ability to manage relationships and build bridges. They represent the applied expressions of the four components previously. When put into practice, employees with these strong social skills are much more effective in collaborative projects, change management and client facing roles. Goleman, Boyatzis and McKee (2013) demonstrate through leadership theory that leaders who combine social skills with empathy create emotionally capable teams characterised by higher morale, productivity, and retention.

Mayer and Salovey's ability model

Mayer and Salovey's (1997) four-branch ability model emotional intelligence as a genuine ability, structured as a hierarchy from basic emotional perception to complex emotional management. The four branches perceiving emotions, facilitating thought with emotions, understanding emotions, and managing emotions are sequentially dependent higher-order branches cannot function effectively without lower-order foundations.

In workplace terms, the perceiving branch enables employees to accurately read emotional cues in colleagues, clients, and organisational communications a capability that reduces misunderstanding and interpersonal friction. The facilitating branch allows individuals to harness emotional states to enhance cognitive performance; for example, using mild anxiety as a motivational catalyst before a high-stakes presentation rather than allowing it to become debilitating. The understanding branch involves insight into emotional complexity recognising, for instance, that a colleague's apparent anger may be rooted in underlying anxiety or feelings of disrespect. Finally, the management branch enables individuals to regulate both their own and others' emotional states to achieve productive outcomes (Mayer, Salovey and Caruso, 2008).

Critically, Mayer and Salovey's model diverges from Goleman's in its insistence that EI is a measurable ability rather than a personality trait or learned competency. This has important implications for recruitment and development: if EI is a genuine cognitive capacity, it can be assessed with greater reliability through ability-based tests such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), offering managers a more objective basis for talent decisions (Brackett, Rivers and Salovey, 2011).

Bar's model of emotional social intelligence

Bar's model (2006) has extended emotional intelligence to corporate social functions which interrelates emotional and social competencies. These skills determine how effective individuals can understand and express themselves. The five broad domains intrapersonal, interpersonal, stress management, adaptability, and general mood.

Relevance to the workplace in Bar's model has put emphasis on adaptability. The ability to manage change, solve problems and adjust to the emotional circumstances. After the post-pandemic hybrid working, improving digital transformation and organisational structuring. The adaptability has emerged as a very critical competency at all levels. (Deloitte, 2022). Organisations that use emotional adaptability through mentoring, reflective practice and safe culture can demonstrate more capable of navigating strategic disruptions.

Mindfulness as a foundation for emotional intelligence

Mindfulness defined by Kabat-Zinn (2003). As paying attention in a specific way on purpose. In the present moments and being non-judgmental. This has established that there is powerful development to emotional intelligence. Demonstrating that having mindful interventions within a workplace can improve emotion management. It can also reduce emotional exhaustion and better functioning. By mindful practice can support the self-awareness and self-regulation is relevant to Goleman's (1995) model by training these individuals to observe their emotions without reactivity.

In the component 1 poster, by identifying mindfulness alongside emotional journaling and active listening as core development for emotional intelligence. Practically being mindful in the workplace can be implemented through programmes such as Mindfulness-Based Stress Reduction (MBSR), the brief reflective practices or digital platforms is able to do a systematic review of the workplace mindfulness research and consistent effects on employee resilience, job satisfaction and better relationships. all outcomes of direct relevance to managers seeking to cultivate high-performing, emotionally intelligent teams.

Generational characteristics and emotional intelligence used in recruitment

For the first time in modern organisational history. Many of these workplaces employ from four distinct generations. Baby Boomers (born 1946–1964), Generation X (born 1965–1980), Millennials or Generation Y (born 1981–1996), and Generation Z (born 1997–2012). These generative labels can shape unique personal experiences as they can be used to understand vague patterns that occur within the workplace, communication preferences, emotional expression and leadership

expectations (Twenge, 2023). Managers responsible for recruitment and team development must be cognisant of these patterns to build emotionally intelligent, inclusive, and productive organisations.

Generation X

The generation X employees enter the workforce during a significant economic downturn. The early stages of technological disruptions. These experiences have shaped independence and adaptability leading to a higher tolerance for ambiguity. (Cennamo and Gardner, 2008). Generation X workers typically value autonomy, direct communication, and results-oriented management, and are often sceptical of hierarchical authority structures.

From the emotional intelligence perspective, Generation X employees tend to have strong self-reliance and adaptability. These components aligned with Bar's model and Goleman's self-regulation. However, research can suggest that generation x may be less likely to express vulnerability or seek emotional support. This is due to the cultural norms of that time. Managers recruiting Gen X individuals should prioritise in environments that have psychological safety where independence does not become a barrier to help-seeking or collaborative emotional expression.

Generation Y

Millennials have the largest generation in contemporary workforces and are done by having high levels of digital fluency, strong values and a desire for meaningful, purpose driven work. (Deloitte, 2023). Having grown up during social media rises and more digital culture. Millennials can have developed interpersonal skills and awareness of social and emotional dynamics. These characteristics align strongly with Goleman's (1995) empathy and social skills components.

However, Millennials have been associated with rates of having workplace anxiety and burnout. The demand for constant feedback and recognition. These patterns suggest that challenges in regulation and stress management. (Twenge, 2023). From recruiter perspective, managers may be aware that millennials are likely to thrive in cultures that allows for more transparent communication, feedback and values. Organisations in emotional intelligence programmes by mentoring structures and initiatives are likely to attract and retain a high-performance millennial talent.

Generation Z

Generation Z represents the most digitally native to enter the workforce, having grown up entirely within the era of smartphones, social media, and on-demand information. This has cultivated a generation characterised by rapid information processing, entrepreneurial thinking, and a strong commitment to social justice (Francis and Hoefel, 2018). Notably, Generation Z employees demonstrate greater openness about mental health, emotional vulnerability, and psychological wellbeing than any preceding generational a characteristic that both reflects and reinforces the growing organisational emphasis on emotional intelligence and mindfulness (Mind, 2022).

At the same time, Generation Z employees have been found to have comparatively lower thresholds for workplace stress, reduced face-to-face communication confidence, and a tendency towards social anxiety challenges that may be at least partially attributable to formative experiences of

social comparison and cyberbullying through digital platforms (Twenge, 2023). Managers recruiting Generation Z individuals should therefore consider emotional intelligence informed onboarding processes that build confidence, establish clear relational norms, and create structured opportunities for mentorship and peer support. The application of Mayer and Salovey's (1997) perceiving and facilitating branches is particularly relevant here, as developing the capacity to accurately read and productively use emotional signals is foundational for Generation Z employees navigating the transition from educational to professional environments.

Managing generational diversity

The juxtaposition of these generational profiles presents significant opportunities and challenges for managers committed to building emotionally intelligent organisations. While generational diversity enriches organisational knowledge, creativity, and perspective, it also introduces the potential for misunderstanding, values conflict, and communication breakdown. Managers must therefore cultivate what Goleman, Boyatzis and McKee (2013) term social awareness the empathic capacity to read and respond to the emotional and motivational landscapes of diverse individuals.

Practically, this requires that recruitment processes move beyond traditional competency frameworks to incorporate emotional intelligence assessment, values alignment, and generational cultural competency. Organisations such as Google, and the NHS have incorporated emotional intelligence recruitment tools, including structured emotional scenario assessments and values-based interviewing, with positive outcomes for team and employee retention (CIPD, 2023). Furthermore, creating intergenerational mentoring programmes in which Generation X knowledge are paired with Millennial purpose-orientation and Generation Z digital fluency can generate culturally intelligent, emotionally responsive teams that harness the strengths.

Conclusions and recommendations

This report has evaluated the role of emotional intelligence within the workplace. applying Goleman's (1995) five-component model, Mayer and Salovey's (1997) ability model, and Bar-On's (2006) emotional-social intelligence framework to demonstrate the practical significance of EI for individual performance, team dynamics, and organisational culture. It has further examined the unique EI-related characteristics of Generation X, Generation Y, and Generation Z employees, highlighted both the opportunities and challenged that generational diversity presents for managers engaged in recruitment and talent development.

The evidence indicates that emotionally intelligent organisations are those who promote being self-aware, empathy, mindfulness and generational culture. This helps achieve superior outcomes in terms of employee wellbeing, team performance and adaptability. The component 1 poster has demonstrated through Gibbs cycle that developing emotional intelligence is a continuous process of reflection, practice and refinement.

Four evidence-based recommendations are proposed for the SMT's consideration. First, the organisation should implement a structured emotional intelligence development programme for all staff, incorporating mindfulness-based practices, emotional journaling, and reflective supervision, aligned with Goleman's (1995) five competencies. Second, recruitment processes should be redesigned to incorporate ability-based EI assessment instruments such as the MSCEIT (Mayer,

Salovey and Caruso, 2008), ensuring that emotional capability is evaluated alongside technical competence. Third, line managers should receive dedicated training in generational diversity and emotionally intelligent leadership, equipping them to adapt their communication and motivational approaches across generational. Fourth, the organisation should establish intergenerational mentoring partnerships to leverage the complementary strengths of different generational, fostering cross-generational empathy and knowledge transfer. Collectively, these recommendations represent a evidence-based pathway towards a more emotionally intelligent and generationally inclusive organisation.

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