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Module: Developing Emotional Intelligence skills in workplace
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Lecturer: Nishi Ramsurrun

Student Name: Malgorzata Maciejuk

Student ID: 2416874

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Introduction

Emotional intelligence (EI) is a concept that describes the capacity to sense, interpret, apply and manage emotions in both self and others (Mayer and Salovey, 1997). Emotional capabilities play a crucial role in the modern organisation as EI affects the performance of employees, the effectiveness of leaders, communication, collaboration and wellbeing. There is evidence that EI is linked with increased job performance, job satisfaction and organisational commitment and decreased job stress (Doğru, 2022). Its timeliness is supported by the fact that Gallup (2026) found that one out of five employees across the world felt very stressed during the last day. This report initially compares the Goleman model, Mayer and Salovey model of abilities and Bar-On emotional-social model and their application at work. It then contrasts Generation X, Millennials and Generation Z and evaluates the ways EI and mindfulness can nurture inclusive leadership, cooperation and employee retention.

Task 1: Emotional Intelligence in the Workplace

2. Emotional Intelligence Models

There are various theoretical models that have been used to conceptualise emotional intelligence (EI) and each of them has provided a dissimilar understanding of how people are able to identify, comprehend and deal with emotions. Some of the most impactful models include the Mixed Model by Goleman, the Ability Model by Mayer and Salovey and the Emotional-Social Intelligence Model by Bar-On. All the three acknowledge emotions as being vital to effective workplace behaviour, but they vary in their underlying assumptions, components and practical applications.

2.1 Daniel Goleman's Mixed Model

Goleman (1995) suggested that EI is a combination of five competencies that are interrelated, and these include self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness helps people to identify their feelings and how they impact behaviour, and self-regulation helps people to control their emotions and react in the right way to pressure. Motivation is the desire to drive towards the organisational objectives, and empathy improves the knowledge about the views of colleagues. Social skills will also enable teamwork, conflict management and relationship. As a result, the model proposed by Goleman has become common in

the leadership development process due to its direct connection of emotional abilities to managerial performance and organisational success (Issah, 2021).

2.2 Mayer and Salovey's Ability Model

In contrast to the competency approach developed by Goleman, Mayer and Salovey (1997) have conceptualised EI as a type of cognitive ability which possesses four emotional skills namely perceiving emotions, using emotions to facilitate thinking, understanding emotions and managing emotions. This model presupposes the fact that emotional skills can be tested and trained objectively. It has received much scholarly approval since it separates emotional intelligence as contrasted to personality traits and emphasizes on quantifiable emotional reasoning (MacCann et al., 2020).

2.3 Bar-On's Emotional-Social Intelligence Model

A more all-inclusive model was put forward by Bar-On (1997) incorporating emotional and social competencies. It consists of intrapersonal skills, interpersonal skills, stress management, adaptability and general mood. All these dimensions determine how one copes with the demands of the workplace, how he or she can relate well and adapt to organisational change. The model has found extensive application in employee development since it considers not only the psychological wellbeing but also the performance (Bar-On, 1997).

2.4 Critical Comparison

Even though the three models share a common understanding of the significance of emotions in organisational effectiveness, they vary significantly in the theoretical basis and practical use in the workplace.

Model	Core Assumption	Strengths	Workplace Usefulness	Criticisms
Goleman (1995)	EI consists of behavioural competencies.	Highly practical for leadership and management development.	Leadership, teamwork and communication.	Overlaps with personality and leadership traits, reducing conceptual clarity

				(Ashkanasy and Dorris, 2023).
Mayer & Salovey (1997)	EI is a measurable cognitive ability.	Strong theoretical foundation and objective assessment.	Employee selection, decision-making and emotional reasoning.	Less emphasis on organisational behaviours and leadership competencies.
Bar-On (1997)	EI combines emotional and social competencies influencing wellbeing and adaptation.	Holistic approach linking wellbeing and performance.	Employee resilience, adaptability and stress management.	Includes personality-related constructs, making boundaries between EI and personality less distinct (Ashkanasy and Dorris, 2023).

Generally, the framework by Goleman is the most practically relevant to leadership development, and Mayer and Salovey offer the most theoretical one based on the ability-oriented approach. Bar-On, on the other hand, takes a larger perspective, combining emotional competencies and psychological wellbeing. Thus, organisations can be more effective when they access the synergies of all three models and not just one model.

3. How Employees Use EI to Improve Performance

Emotional intelligence (EI) competencies can be used by employees to improve individual performance and bring success to the organisation. Self-awareness also helps employees realise their strengths, weaknesses and personal biases so that they can make sound judgments on how they act and where they are lacking in any aspect to enhance their professional life. Increased self-awareness also enhances confidence and promotes lifelong learning, which increases job performance (Sánchez-Álvarez, Extremera and Fernandez-Berrocal, 2021).

Self-regulation assists staffs to manage emotional responses especially when under pressure. Managing frustration and staying calm in stressful situations makes people

make more rational choices, remain professional and minimise interpersonal conflict, which facilitates team building and organisational performance (Miao, Humphrey and Qian, 2021).

The other central EI competency is motivation which helps employees to stay strong when they must overcome obstacles, maintain high productivity and work towards organisational objectives despite the challenges. Intrinsic motivation correlates with increased work engagement and perseverance, especially in dynamic workplaces (Dirican and Erdil, 2022).

To illustrate the point, a project manager experiencing an unforeseen project delay, who stays calm, objectively analyses the options at hand, communicates openly with team members and encourages colleagues to achieve the new deadlines is evidence of how self-awareness, self-regulation and motivation can collectively enhance individual and team performance.

4. EI, Communication and Collaboration

Emotional intelligence (EI) enhances communication and teamwork at the workplace by helping employees to comprehend emotions, establish trust and react positively to interpersonal issues. Empathy enables employees to consider the views of colleagues, and customers, which will facilitate respectful relations and enhance the quality of services. Empathic employees are less prone to disregard the concerns of clients, personalize their interactions and increase customer satisfaction, as well as contribute to supportive relationships at the workplace (Miao et al., 2022).

Good social skills facilitate individuals to express themselves, build trust and work effectively in different teams. With a highly developed EI, employees are active listeners who give constructive feedback and promote knowledge sharing, which facilitates collaboration in work and enhances team performance and innovation (Newman et al., 2023).

EI also aids in effective conflict management whereby emotional regulation in case of disagreement is aided. Calm employees will be able to negotiate impartially, see the opposing sides and determine mutually acceptable solutions rather than increase conflict (Lee and Kim, 2024).

To illustrate this point, when a customer service-related conflict occurs, an empathetic listening team leader who controls their emotions and allows staff to constructively discuss the matter with the customer can solve the problem in an

effective manner and retain customer confidence and ensure healthy staff-customer interactions.

5. EI and Employee Wellbeing

Emotional intelligence (EI) improves the wellbeing of employees by enabling them to deal with pressures at work and remain in good relations. Stress management helps the employees to learn to identify the emotions that trigger them and control their reactions to lessen anxiety and avoid emotional exhaustion (Mérida-López, Extremera and Rey, 2022). Increased EI also enhances resilience, which enables employees to overcome setbacks, adjust to organisational change and maintain performance in difficult events (Kotsou et al., 2023). Also, employees with high EI tend to report more job satisfaction due to their ability to effectively communicate, handle interpersonal difficulties and form supportive work relationships leading to trust, cooperation and psychological safety (Montani, Courcy and Vandenberghe, 2022). Nevertheless, EI does not necessarily imply a positive wellbeing. When working in jobs that require a lot of emotion management, employees can be affected by emotional labour and fatigue when they must constantly manage emotions or portray empathy without organisational support to do this. Thus, although EI is an effective personal asset, organisations ought to supplement with wellbeing programs, supportive leadership and healthy work practices to ensure that staff wellbeing and long-term organisational performance are optimised.

6. Critical Evaluation of Emotional Intelligence

Emotional intelligence (EI) has been broadly recognised as a desirable skill that boosts leadership, teamwork, engagement and decision making among employees. Meta-analytic data suggest that employees and leaders who are more EI tend to exhibit a stronger interpersonal relationship, exhibit more effective leadership behaviours and better job performance due to the ability to regulate emotions and react to workplace stressors in a more appropriate manner (O'Boyle et al., 2021). These are the competencies that are especially useful in dynamic and collaborative organisational settings.

Nevertheless, despite these positive aspects, there are several criticisms towards EI. One of the issues is associated with the measurement, where self-report measurements can be affected by a social desirability bias. Moreover, different cultures perceive and manifest emotion in different ways, which does not allow

generalizing on the use of certain EI models (Miao, Humphrey and Qian, 2021). There is also a discussion about whether EI is a separate construct, with some models overlapping personality traits and other existing measures of cognitive skill (IQ), with conceptual boundaries becoming blurred (Ashkanasy and Dorris, 2023). There is thus still academic debate on whether EI is a constant enhancer of organisational performance or not. Although numerous sources indicate positive correlations, some studies indicate that it has contextual effects, organisational culture and technical competence have moderating effects on its effectiveness. Overall, EI is not a substitute to cognitive intelligence or professional skills but a complement to them. Organisations would then have a higher chance of performing well when EI development is combined with technical skills as well as leadership training and supportive workplace practices.

Task 2: Managing a Multigenerational Workforce

8. Introduction to Multigenerational Workforce

A multigenerational workforce is defined as an organisation that hires individuals representing various age groups who have different values, experiences and work preferences (CIPD, 2024). These differences are becoming increasingly significant due to the need to manage them as organisations strive to enhance collaboration, innovation and employee retention in a changing labour market. The report is devoted to Generation X (born around 1965-1980), Millennials (Generation Y) (1981-1996) and Generation Z (1997-2012) because these generations are most of the present-day workforce. Their varying expectations, communication styles and motivations can be understood to allow managers to adopt inclusive leadership practices that can improve the performance and engagement of their employees.

9. Characteristics of Each Generation

9.1 Generation X

Generation X, or Gen Me, is a generation who is yearned to be independent, responsible and secure in their jobs. They tend to be resilient, flexible and with a high work ethic, having had to endure high levels of economic instability and change in technology throughout their careers (SHRM, 2023). At work, generation x likes to

work independently and is driven by job security, career advancement and a good balance between work and life. They have a direct, professional, and relationship-based communication style and tend to discuss issues or make important decisions face-to-face when dealing with complex issues (CIPD, 2024). They are not digital natives, but they have managed to adjust to technological progress and utilize digital tools well without having to underrate practical training when new systems are being implemented. Leadership wise, Generation X appreciates trustworthy, supportive and open managers who give employees a lot of autonomy to carry out their duties. These attributes make Generation X a good member of multigenerational teams as they can bring a wealth of organisational knowledge, mentoring skills and sound decisions.

9.2 Millennials (Generation Y)

Millennials (Generation Y) are born around 1981-1996 and appreciate meaningful work, career development and continuous learning. Professional growth is an important motivation as they want frequent feedback, the ability to work flexibly and acquire new skills (Deloitte, 2025). Being digitally savvy, Millennials easily embrace collaborative technologies and they like two-way communication with supervisors that is open and two-way. They also prefer participative leadership which promotes innovation, employee contributions and work-life balance. Clarity of career progression, mentoring and purpose-driven cultures make organisations more appealing, engaging and able to retain Millennial employees (PwC, 2024).

9.3 Generation Z

The members of Generation Z, born around 1997 to 2012, are the first generation to have been exposed to unlimited access to digital technology and are thus very at home with digital communication and innovation. They believe in flexibility, diversity, inclusion and good organisational support of mental health and wellbeing (Deloitte, 2025). In comparison to the past generations, the members of Generation Z are demanding frequent feedback, quick learning opportunities, and open leadership styles that encourage authenticity and trust. Organisations that provide them with a sense of purpose, technological advancement and career development drive them. The more employers that promote inclusive cultures and flexibility in their workplaces, the higher they would attract and retain Gen Z talent (PwC, 2024).

9.4 Comparison of Generational Characteristics

Even though each generation has its own work preferences, managers must not stereotype since it is not only individual experience and organisational culture that impact behaviour (CIPD, 2024). The knowledge of these differences can assist the leaders to tailor the communication, motivation and leadership strategies to produce more inclusive and productive work environments.

Factor	Generation X	Millennials	Generation Z
Values	Stability, independence	Purpose, career growth	Flexibility, wellbeing
Communication	Direct, face-to-face	Collaborative, regular feedback	Digital, instant communication
Motivation	Job security, autonomy	Development and meaningful work	Learning and flexibility
Technology	Digital adopters	Highly digitally competent	Digital natives
Leadership	Trustworthy, empowering	Coaching, participative	Inclusive, authentic

10. Impact on Organisations

The multigenerational labour force has the potential to enhance the performance of an organisation since it brings together various experiences, knowledge and outlooks. Mentoring, skill development and organisational learning is possible through knowledge sharing between the older generation of the experienced employees and the young generation. The exchange enhances succession planning and maintains important organisational knowledge (CIPD, 2024). Moreover, the generational diversity promotes creativity, because employees will be bringing varying ideas, and problem-solving strategies. Digital expertise is usually brought along by younger workers, but experienced employees bring strategic judgement and industry experience. This diversity has the potential to improve creativity and organisational flexibility (OECD, 2023).

Along with these advantages, there are several challenges faced by organisations. Communication preferences can cause misunderstandings as older employees may prefer face-to-face communication, and younger generations may prefer digital

communication. Interpersonal conflict can also be caused by conflicting values and expectations at the workplace when managers do not encourage the development of mutual understanding. Moreover, the differences in technological confidence may influence the cooperation and productivity in digital transformations projects (SHRM, 2023). Leadership thus becomes essential when it comes to developing an inclusive culture that leverages the strengths of each generation as it meets the expectations of different generations. Through the implementation of adaptable leadership strategies and fostering teamwork, organisations will be able to minimise the clash between generations and optimise employee motivation, creativity and overall organisational performance.

11. Using Emotional Intelligence and Mindfulness to Manage Generations

Emotional intelligence (EI) can be used together with mindfulness by managers to address generational differences without assuming that age-related preferences are preconceived notions. In the recruitment process, managers ought to apply self-awareness to identify personal bias and use structured and skills-based criteria. Recruitment messages need not be homogenous in terms of benefits, like development, flexibility and job security, since not all members of a generation will share the same priority.

Empathy and social awareness in leadership assist managers to comprehend individual expectations of employees. Frequent discussions (once every one or two weeks) one to one can determine whether an employee appreciates autonomy, frequent feedback or career development. Inclusive leadership is especially significant since transparency and engagement of employees may enhance the psychological safety and make employees share ideas (Fatoki, 2024).

Different channels should be employed in communication, such as face-to-face meetings, email and collaborative platforms. Nonetheless, managers ought to consult employees on their preferences and not allocate styles of communication based on age. As an illustration, a project leader might assign an older generation X worker with a more digitally assured Generation Z worker and encourage two-way flow of knowledge rather than postulating mentoring as a unidirectional process.

Self-regulation can allow managers to take time to react during conflict, whereas empathy can allow them to seek the interests underlying conflicting positions. Short

mindful breathing before hard conversations will help in reducing reactive behaviour and assist in active listening. A study of nurse managers identified that mindfulness had a connection to more integrative conflict-resolution strategies, albeit with its cross-sectional, self-reported design, which precludes causal inferences (Dar Assi, Eshah and Rayan, 2022).

To retain, managers are encouraged to use individualised development plan, flexible working, reverse mentoring and frequent recognition as a combination. Non-punitive feedback sessions where employees are allowed to challenge decisions and admit their errors can aid in supporting psychological safety. Mindfulness training can enhance the presence of the leaders, their listening and social awareness; however, it must be practiced regularly and cannot be regarded as the immediate solution to the structural issues, including a heavy workload or unjust policies (Urrila and Mäkelä, 2022).

Conclusion

This report has shown that emotional intelligence (EI) is a core competency to enhance the performance of individuals and organisations. Critically assessing the Goleman Mixed Model, the Mayer and Salovey Ability Model, and the Bar-On Emotional-Social Intelligence Model, the report revealed that each model offers valuable information in comprehending and dealing with emotions in the workplace. It was also noted that self-awareness and self-regulation, motivation, empathy and social skills improve communication, collaboration, decision-making and employee wellbeing. Moreover, the discussion of Generation X, the Millennials and the Generation Z demonstrated that to be an effective multigenerational leader, one has to understand the expectations of various people at the workplace without falling into the trap of stereotypes related to different generations. Using EI and mindfulness will help managers build psychologically safe, inclusive and collaborative work environments that enhance employee engagement and retention. All in all, organisational success in the long-term is not just a matter of the technical competence of employees but also the capability of leaders to use emotional intelligence to manage people, enhance organisational relationships and react effectively to ever-growing diverse organisational environments.

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