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Task 1

1.Introduction

Emotional Intelligence (EI) is defined as an individual's capacity to identify, process, regulate, and strategically utilise emotional information to guide cognitive decision-making and interpersonal relationships (Spytska, 2023). Modern organisations rely heavily on emotionally intelligent leaders to maintain employee engagement, manage workplace volatility, reduce emotional exhaustion, and cultivate cohesive team dynamics during periods of rapid structural change (Kumar, 2025; Salameh-Ayanian, 2025). To inform upcoming leadership development programs and recruitment frameworks ahead of the September 2026 strategic planning cycle, this report critically evaluates three models of EI: John D. Mayer and Peter Salovey's cognitive-ability framework, Daniel Goleman's performance-based competency framework, and Reuven Bar-On's socio-emotional wellbeing model. By evaluating these approaches, the report explores

how employees can apply emotional intelligence to enhance communication, collaboration, leadership effectiveness, and organisational climate.

2. Emotional Intelligence Models

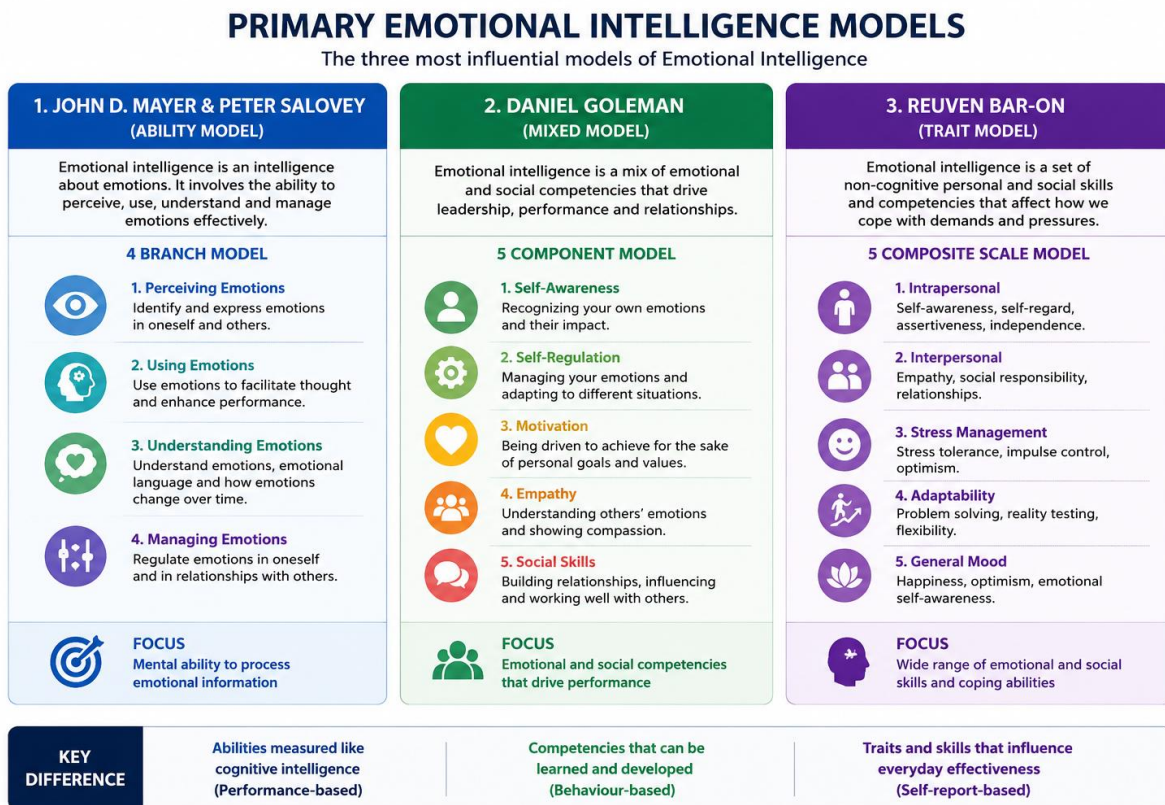


Figure 1. Source: Self-produced

2.1 John D. Mayer and Peter Salovey: The Ability Model

Mayer and Salovey define emotional intelligence strictly as psychological ability. Their framework views emotions as useful sources of information that help people make sense of their social environment. The model consists of four connected mental branches:

- 1. Perceiving Emotions:** The ability to identify emotions in oneself and in others through facial expressions, language and behaviour.
- 2. Using Emotions to Facilitate Thought:** Using emotional information to support reasoning and problem-solving.
- 3. Understanding Emotions:** Decoding complex emotional language, transitions, and cause-and-effect relationships.
- 4. Managing Emotions:** Regulating internal feelings and external reactions to promote personal growth (Fiorilli et al., 2021).

Within organisations, this model suggests that emotionally intelligent employees can recognise emotional signs, evaluate situations objectively, and respond appropriately during challenging interactions (Amdurer et al., 2023). However, critics argue that measuring EI as an ability remains difficult because emotional performance can be influenced by personality, motivation, and social context (Fiorilli et al., 2021).

2.2 Daniel Goleman: The Performance – Competency Model

Daniel Goleman adapted emotional intelligence for workplace leadership by focusing on practical, observable behaviours. His framework groups socio-emotional traits into five domains (Issah, 2021).

- **Self-Awareness:** Enables employees to recognise their emotional strengths, weaknesses and behavioural patterns and understand their direct impact on work performance.
- **Self- Regulation:** Supports emotional control during stressful situations.
- **Motivation:** Refers to persistence and commitment towards goals and act as intrinsic and extrinsic.
- **Empathy:** Enables understanding of others' emotional experiences.
- **Social Skills:** Support relationship management and effective communication.

Goleman's model has significantly influenced leadership development because it translates emotional intelligence into practical behaviours that managers can develop (Miao, Humphrey and Qian, 2021; Mattingly and Kraiger, 2022).

2.3 Reuven Bar-On: The Emotional- Social Intelligence (ESI) Wellbeing Model

Reuven Bar-On presents a broad "mixed model" that links emotional intelligence to overall psychological health and performance. The model includes five main areas: Intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood. This approach emphasises how individuals use emotional EI and social competencies to cope with environmental demands and maintain psychological wellbeing. In workplace contexts, adaptability enables employees to respond effectively to organisational change, while stress management supports resilience during periods of uncertainty. However, like Goleman's framework, Bar-On's model has been criticised for including characteristics that overlap with personality and general wellbeing rather than representing emotional intelligence alone (Keefer, Parker and Saklofske, 2021; Mattingly and Kraiger, 2022).

2.4 Comparative Summary

While all three models aim to improve interpersonal effectiveness, their core focus differs:

- **Mayer and Salovey** measure pure cognitive ability. This makes their model ideal for objective selection processes that test how people process information.
- **Goleman** targets workplace leadership behaviours. This makes his framework the best fit for leadership development programs.
- **Bar-On** focuses on overall emotional wellbeing and coping mechanisms. His model is uniquely suited for building workplace resilience and supporting employee mental health.

3. Use EI to Improve Performance.

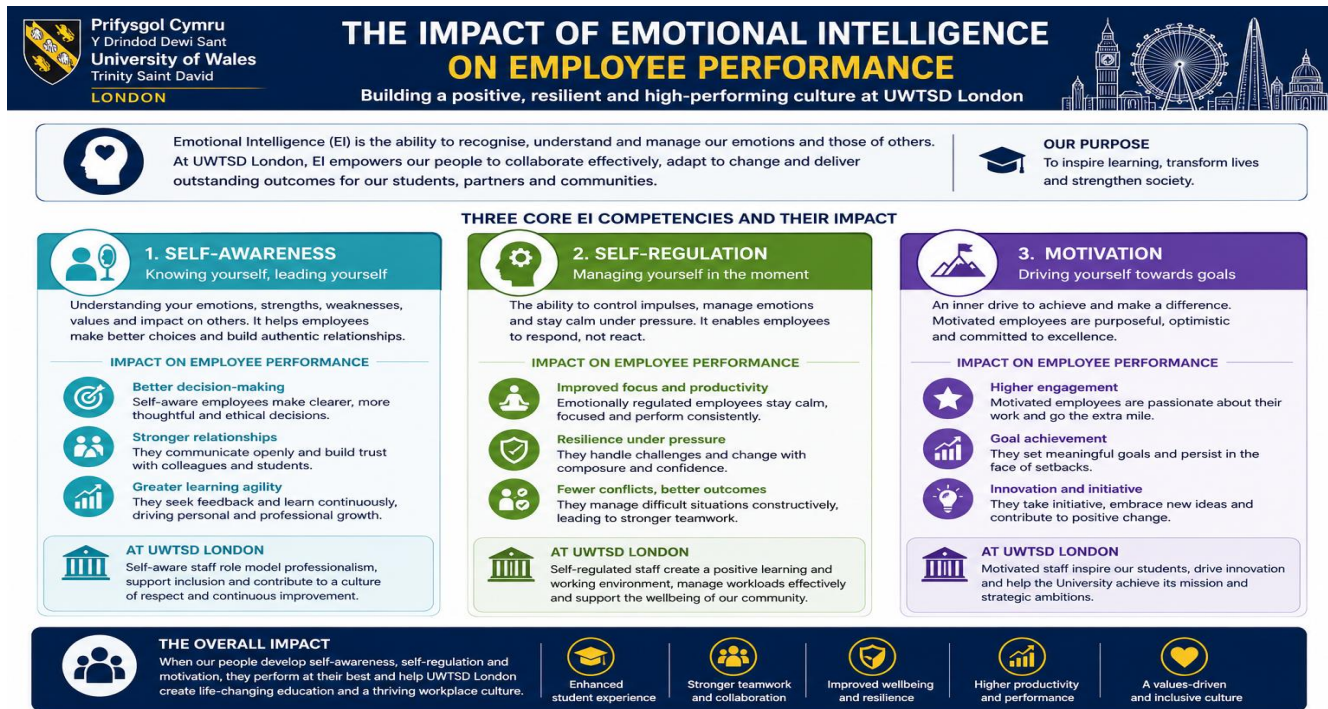


Figure 2: Source: Self-Produced

Employees apply emotional intelligence competencies to elevate their daily work output, decision quality, and institutional effectiveness.

- Self-Awareness:** Enables university staff to assess personal strengths and limitations accurately and plan what and how to overcome challenges accurately using the right strategies. Employees who understand their emotional triggers seek targeted support while focused on areas where they add the greatest value. For instance, at the UWTSD London Campus (Westferry Circus), a senior lecturer in business management who recognises a gap in new digital assessment software proactively collaborates with the campus digital learning team to ensure getting the right training and CPD. By acknowledging this technical gap, the lecturer delegates software configuration to specialist support staff while focusing on delivering high-impact curriculum content, optimising campus resources, and preventing errors during student submission periods (Miao, Humphrey and Qian, 2021).
- Self-Regulation:** Equips professional services and academic staff to manage stress and maintain emotional composure during high-pressure academic deadlines. Rather than reacting defensively under pressure, self-regulated staff process constructive feedback rationally and adjust their focus. During peak enrollment cycles at UWTSD London, a student support officer faced long queues of mature students needing urgent module registration; the officer stayed calm, systematic, and patient. By regulating stress, the officer guides students through administrative steps efficiently without escalating frustration or making administrative errors. Such behaviour contributes to improved service quality, employee wellbeing, and satisfaction (Fiorilli et al., 2021; Issah, 2021).

- **Motivation:** Fuels persistence, task engagement, and commitment to institutional goals despite operational obstacles. Driven by student transformation and academic quality, emotionally intelligent staff view setbacks as learning opportunities. For example, a module coordinator on the London campus facing low initial engagement on a blended learning platform reframes their approach, gathers feedback from student representatives, and redrafts interactive workshops. Driven by personal commitment to student achievement, the coordinator improves retention without relying on external management pressure (Mattingly and Kraiger, 2022; Miao, Humphrey and Qian, 2021).

3.1. How EI improves Communication and Collaboration



Figure 3. Source: Self-Produced

Empathy: allows university leadership and line managers to appreciate unseen operational pressures, including heavy marking loads, research demands, and pastoral student care. At UWTSD London, where many students balance full-time employment with study, empathetic staff recognise both student and colleague commitments. When a programme director notices a course tutor struggling with marking deadlines during assessment week, an empathetic response involves reviewing workload distribution and offering temporary marking support rather than issuing formal reprimands. Such behaviour promotes psychological safety, strengthens professional trust, and contributes to staff morale and wellbeing (Ashkanasy and Dorris, 2021; Issah, 2021).

Social Skills: Strong social skills foster seamless cross-departmental collaboration between academic faculty and campus administrative teams. During a major degree accreditation review at the London campus, an emotionally intelligent academic lead uses clear communication, active listening, and open updates to align computing and business module teams with central university quality standards. This keeps diverse academic units working toward shared compliance deadlines without misunderstandings and inter-departmental friction (Mattingly and Kraiger, 2022; Miao, Humphrey and Qian, 2021).

Conflict Management: Workplace disputes in higher education often arise in shared teaching spaces, timetable slots, or module allocation. Emotionally intelligent leaders de-escalate these situations by managing emotional reactions and encouraging constructive dialogue. For

instance, when two program leaders at UWTSD London disagree over access to prime teaching rooms at the Westferry Circus campus during peak timetable hours, an emotionally intelligent department head reframes the argument by encouraging open communication and objective decision-making. Rather than letting seniority dictate room allocations, the head guides both parties in creating a shared, flexible room-use schedule based on cohort sizes, teaching requirements, and specialist needs. This collaborative approach transforms potential conflict into an equitable solution while maintaining positive working relationships and organisational effectiveness (Ashkanasy and Dorris, 2021; Mattingly and Kraiger, 2022).

3.2. How EI Supports Employee Wellbeing.

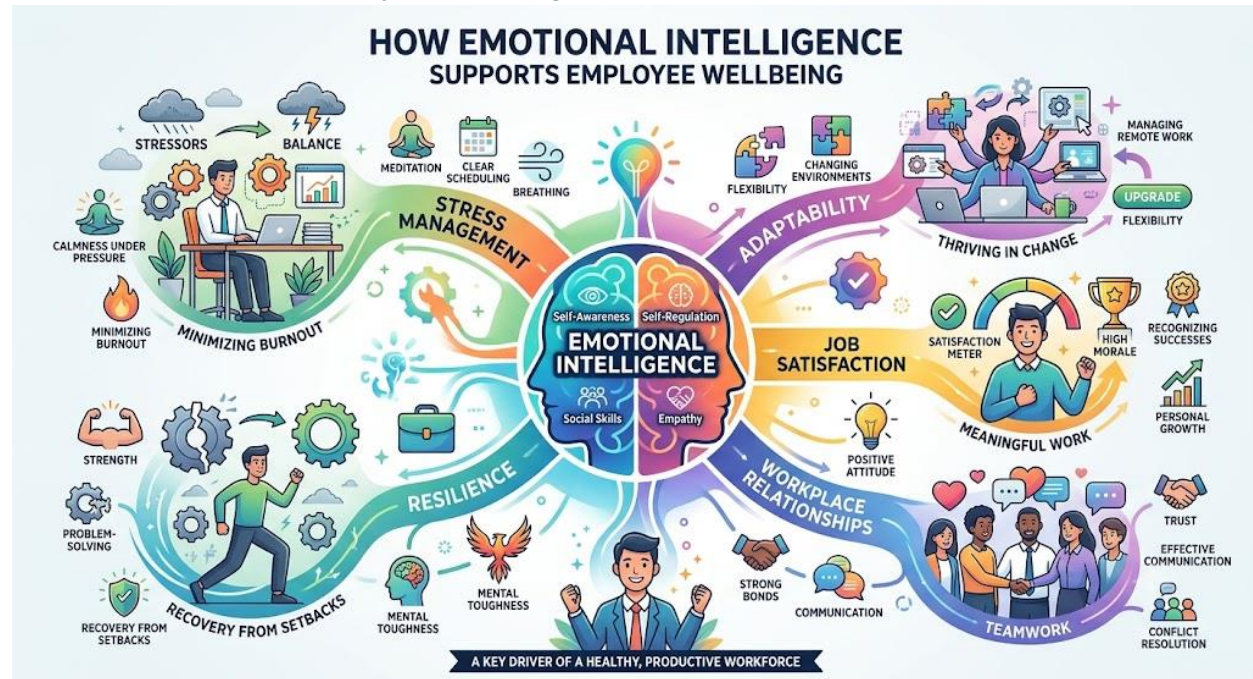


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Stress Management: High emotional intelligence enables employees to spot physiological stress signals early and use constructive coping mechanisms before emotional exhaustion sets in (Goleman & Boyatzis, 2017). Rather than suppressing anxiety, emotionally self-aware individuals identify root stressors and implement structured boundary-setting strategies. This proactive approach prevents severe job burnout and keeps stress levels manageable during intense workloads.

Resilience and Adaptability: Resilience represents an individual's capacity to recover quickly from unexpected operational setbacks and workplace friction. Emotionally intelligent employees exhibit higher cognitive flexibility, allowing them to frame sudden organisational changes or rejected proposals as growth opportunities rather than personal failures. By maintaining emotional balance during periods of high uncertainty, resilient staff adapt smoothly to shifting projects without compromising their mental wellbeing (Prati et al., 2022).

Job Satisfaction and Workplace Relationships: Emotional intelligence enriches interpersonal interactions across teams by fostering open dialogue, mutual respect, and trust (Vitello-Cicciu et

al., 2021). When employees apply empathy and active listening skills during daily collaborations, they reduce workplace misunderstandings and build reliable support systems. These positive professional relationships create an inclusive social environment, directly boosting day-to-day job satisfaction and strengthening overall employee retention (Deloitte, 2024).

3.3. Critical Evaluation of Emotional Intelligence Models.

While emotional intelligence (EI) is frequently cited as a major driver of workplace performance, a rigorous evaluation requires examining the theoretical limitations of these models and acknowledging the negative consequences that can arise when EI is applied inappropriately (Landy, 2020).

Mayer and Salovey (Ability Model): Offers strong conceptual precision by treating EI as a true mental ability separate from personality (Mayer et al., 2020). However, its objective measurement tool (MSCEIT) fails to account for internal motivational or personal values.

Daniel Goleman (Performance Model): Highly practical for leadership development but criticised by organisational psychologists for bundling broad traits like optimism, initiative, and drive together (Antonakis, 2021). This creates conceptual redundancy with the Big Five personality traits.

Reuven Bar-On (Wellbeing Model): Provides comprehensive coverage of socio-emotional coping mechanics (Bar-On, 2021). However, it relies heavily on self-report questionnaires (EQ-i), making it vulnerable to self-report bias, social desirability, and inaccurate self-assessment.

Emotional intelligence does not automatically produce positive, ethical, or high-performing organisational outcomes. Key research insights highlight several major risks:

- **Strategic Manipulation and Deception:** High emotional regulation and social awareness can be repurposed for self-serving motives or political actions. Individuals with EI can disguise genuine feelings, craft superficial impressions, and emotionally manipulate colleagues to advance personal agendas (Kilduff et al., 2020).
- **Cognitive Overload and Decision Paralysis:** High empathy without firm boundaries can cause leaders to absorb team stress, leading to emotional exhaustion. Excessive concern for others' feelings often causes managers to avoid giving constructive feedback or delay necessary structural changes (Grant, 2021).
- **Context-Dependent Efficacy:** In roles like human resources, customer engagement, or team leadership, high EI can be demanding; in technical roles (such as data analysis or financial accounting), high EI can distract employees from analytical tasks (Miao et al., 2022).

Conclusion

In summary, emotional intelligence (EI) is an indispensable strategic capability within contemporary organisations, shifting leadership from traditional command-and-control styles toward empathetic, psychologically safe management (Goleman & Boyatzis, 2017).

Critical evaluation of the Mayer-Salovey ability framework, Goleman's performance competencies, and Bar-On's socio-emotional wellbeing model demonstrates that EI directly enhances employee performance, resilience, and cross-departmental collaboration (Miao et al., 2022). While leaders must guard against potential biases, mindfulness equips individuals to navigate complex workplace dynamics with clarity and composure.

As organisations navigate hybrid environments and multi-generational workforces, integrating EI into recruitment standards, leadership development, and succession planning will be essential for sustaining long-term productivity and employee retention (Deloitte, 2024).

4. TASK 2: Managing a Multigenerational Workforce

4.1. Introduction

A multigenerational workforce refers to a workplace where employees from different age groups work together towards shared organisational goals. Today, many organisations employ people from Generation X, Generation Y (Millennials), and Generation Z (Deloitte, 2026). Each generation has experienced different social, economic, and technological changes while growing up, which have influenced their attitudes, behaviours, and expectations at work (Chhabria, 2024). As a result, managers need to understand these differences to build strong teams, improve communication, and increase employee satisfaction.

Although people should not be judged only by their generation, recognising common patterns can help organisations develop better recruitment, management, and retention strategies. This report examines the characteristics of Generation X, Millennials, and Generation Z, comparing their workplace values and expectations, and discussing how emotional intelligence and mindfulness can help managers create an inclusive and productive working environment.

Generation X

Generation X or Gen X includes people born approximately between 1965 and 1980. This generation entered the workforce during periods of economic uncertainty and organisational restructuring. Many witnessed companies downsizing and changing employment conditions, making them value job security while also recognising the importance of being self-reliant (Britannica, 2026).

Generation X employees are often described as independent, practical, and adaptable. They prefer clear goals and expect managers to trust them to complete their work without excessive supervision. Work-life balance is important to this generation because many experienced demanding work environments while growing up or during the early stages of their careers (Career.io, 2026).

Communication among Generation X employees is generally direct and professional. They are comfortable with face-to-face discussions, emails, and telephone conversations (Woodward & Vongswasdi, 2017). While they use digital technology confidently, they often prefer technology that improves productivity rather than following every new trend.

Generation Y (Millennials)

Millennials, also known as Generation Y, were born between 1981 and 1996. They entered employment during a period of rapid technological development and globalisation. Compared with previous generations, Millennials are more likely to value meaningful work, career development, and regular feedback from managers (Deloitte, 2024).

Millennials generally prefer collaborative working environments where teamwork and knowledge sharing are encouraged. They value flexibility in working hours and often expect employers to support hybrid or remote working where possible. Career progression, learning opportunities, and personal development are strong motivators for this generation (Chillakuri et al., 2022).

Communication for Millennials is usually informal, open, and technology based. They are comfortable using emails, instant messaging, video meetings, and collaborative digital platforms. They also appreciate regular communication from managers instead of waiting for annual performance reviews.

As digital natives, Millennials are highly confident in using technology and are quick to adopt new systems that improve efficiency. However, they also expect organisations to provide modern digital tools that support flexible working (Mahmoud et al., 2021).

Generation Z

Generation Z includes individuals born from 1997 onwards. They are the first generation to grow up with smartphones, social media, and constant internet access. As a result, technology plays a central role in both their personal and professional lives (Seemiller & Grace, 2019).

Generation Z prefers quick, clear, and continuous communication. Instant messaging, collaboration platforms, and video communication are often their preferred methods because they allow rapid responses and easy access to information. They also value honest feedback and frequent recognition of their work (Deloitte, 2024).

This generation adapts quickly to new technology and is comfortable learning digital systems. They often expect workplaces to use modern software, automation, and digital communication tools as standards of practice (Apollo Technical, 2026).

4.2. Comparing the Three Generations

Although all three generations contribute valuable skills and experience, they often differ in their workplace priorities.

One of the three generations contributes valuable skills and experience; they often differ in their workplace priorities.

One of the biggest differences is their workplace values. Generation X generally values stability, independence, and work-life balance. Millennials place greater importance on meaningful work, career development, and flexibility. Generation Z focuses strongly on inclusion, wellbeing, continuous learning, and working for organisations with strong ethical values (Chillakuri, 2020).

Communication preferences also vary. Generation X often prefers structured and professional communication through meetings, emails, or telephone calls. Millennials are comfortable combining traditional communication with digital collaboration tools and appreciating regular conversations with managers. Generation Z prefers fast, technology-based communication through messaging applications and online collaboration platforms (Chillakuri, 2020).

Motivation also differs across generations. Generation X is often motivated by autonomy, responsibility, and recognition for experience. Millennials are encouraged by opportunities for learning, promotion, coaching, and constructive feedback. Generation Z values career growth, meaningful work, flexibility, and employers who support diversity and employee wellbeing (Bencsik et al., 2020).

Technology is another area where clear differences can be seen. Generation X adapted to technology during their working lives and generally uses it confidently but selectively. Millennials grew alongside the expansion of digital technology and are highly comfortable using a wide range of digital tools. Generation Z has never experienced a world without advanced technology and experts' digital innovation to be fully integrated into the workplace (Apollo Technical, 2026).

Despite these differences, there are many similarities. Employees from all three generations want respect, fair treatment, opportunities for growth, and supportive leadership. Therefore, organisations should avoid making assumptions based only on age and instead recognise individual strengths and preferences (Schroth, 2019).

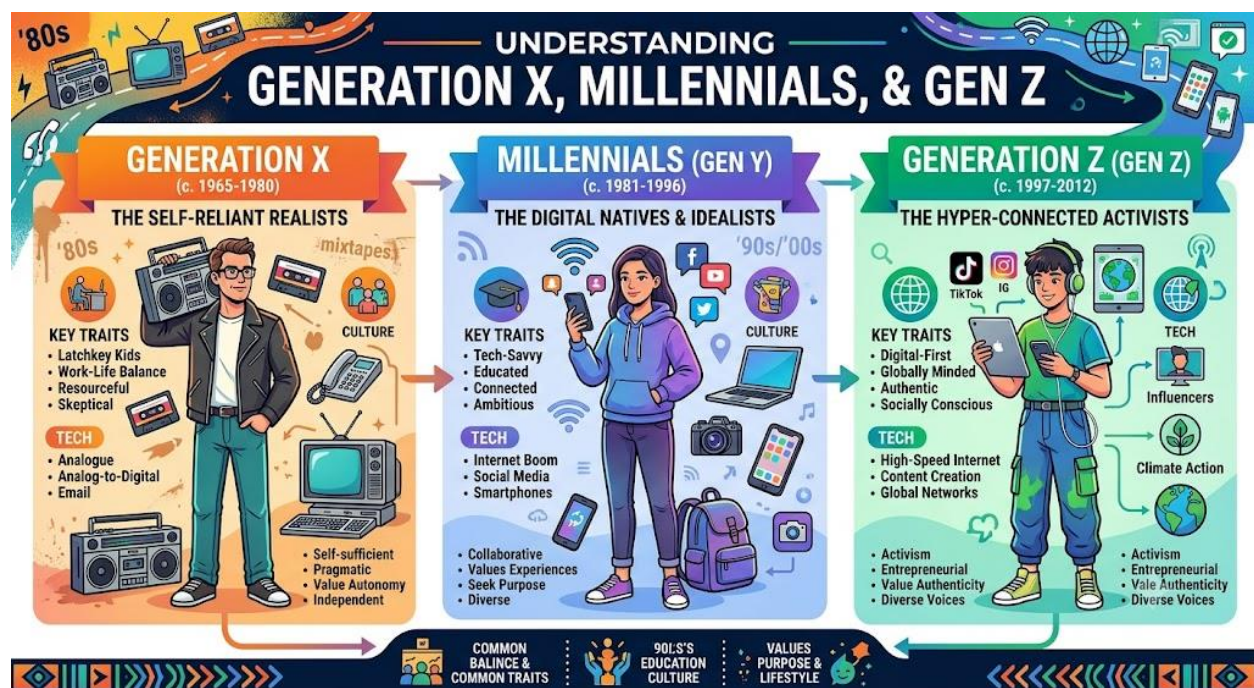


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4.3. Impact On Organisational Effectiveness

Generational differences can influence organisational performance in both positive and challenging ways. When managed effectively, a multigenerational workforce brings diverse perspectives, knowledge, creativity, and problem-solving abilities.

Experienced Generation X employees often provide valuable organisational knowledge and mentoring, while Millennials and Generation Z contribute fresh ideas, digital skills, and innovative thinking (Chillakuri, 2020).

However, misunderstandings may arise because of different communication styles, work expectations, or attitudes towards change. For example, Generation Z managers may expect immediate responses through digital platforms. Differences in expectations regarding flexible working or career progression may also create tension if managers fail to understand employee needs (Deloitte, 2024).

If organisations ignore these differences, employee engagement, teamwork, and productivity may decline. On the other hand, organisations that value diversity and adapt their management approaches are more likely to improve collaboration, employee satisfaction, and overall organisational performance (Bencsik et al., 2020).

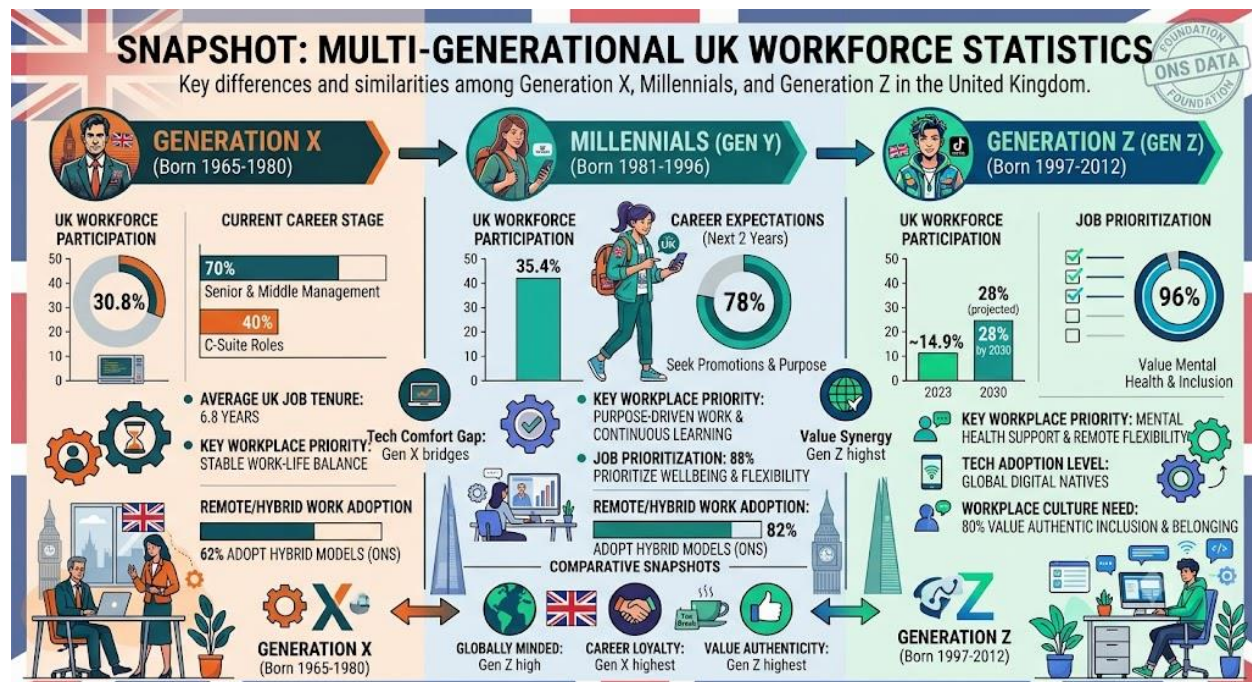


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4.4. Using Emotional Intelligence and Mindfulness.

Managers play an important role in creating an inclusive workplace for employees of all generations. Emotional intelligence is the ability to recognise, understand, and manage one's own emotions while understanding the emotions of others (Mayer et al., 2020). Managers with strong emotional intelligence communicate effectively, resolve conflicts fairly, and build positive relationships with employees regardless of age.

During recruitment, emotionally intelligent managers avoid making decisions based on stereotypes and instead focus on applicants' skills, experiences, and potential. This helps organisations attract talented employees from different generations (Krings et al., 2021).

When managing employees, emotional intelligence helps leaders adapt their communication styles to individual needs. For example, Generation X employees may appreciate greater independence, while Millennials and Generation Z may prefer more regular feedback and coaching. Recognising these differences helps improve motivation and trust within teams (Mahmoud et al., 2021).

Mindfulness also supports effective leadership by encouraging managers to remain focused, calm, and aware of their own behaviour. Mindful managers are likely to listen carefully, respond thoughtfully, and make balanced decisions rather than reacting emotionally during difficult situations. This creates a respectful working environment where employees feel valued and supported (Good et al., 2016).

For employee retention, emotional intelligence and mindfulness help managers understand changing employee expectations. Offering flexible working arrangements, learning opportunities, wellbeing support, and fair recognition enables organisations to meet the needs of different generations while reducing staff turnover (Deloitte, 2024).

Conclusion

A multigenerational workforce brings together employees with different experiences, values, and expectations (Krings et al., 2021). Generation X contributes experience, independence, and stability. Millennials bring collaboration, flexibility, and a strong desire for professional development. Generation Z offers digital expertise, innovation, and a strong commitment to diversity and wellbeing (Chillakuri, 2020).

Although these generations differ in communication styles, motivation, workplace values, and attitudes towards technology, these differences should be viewed as strengths rather than barriers (Bencsik et al., 2020). Organisations that understand and respect generational diversity can improve teamwork, innovation, and organisational performance (Krings et al., 2021).

Managers who demonstrate emotional intelligence and mindfulness are better equipped to recruit, manage, and retain employees from different generations. By adapting leadership styles, encouraging open communication, and creating an inclusive workplace culture, organisations can build on the strengths of every generation and create a more engaged, productive, and successful workforce (Mahmoud et al., 2021).

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