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1. Introduction

Emotional management skill has gained more significance in the modern organisations because of the high level of change, diversity in the workforce and the pressure in the workplace (Radha and Aithal, 2024). Emotional intelligence (EI) and mindfulness have become important skills that facilitate the wellbeing of employees, effective leadership, and organisational performance. In contrast to conventional intelligence measurement scales, EI is about cognition, regulation, and control of emotions in oneself and others, and is essential in the contemporary, people-oriented workplaces (Goleman, 1998). Together with this, mindfulness promotes mindfulness in the moment and emotional control, as well as helping the person to respond and not react to the challenges at workplace (Kabat-Zinn, 2003).

The fact that Daniel Goleman claims that when a person is not listening to his or her feelings and emotions, he or she will fail to read them in others indicates the fact that self-awareness is the core of successful leadership and working relationships. Lack of emotional awareness can hamper the communication, conflict management, and decision making processes of the leaders and employees where emotionally intelligent people are well positioned to influence others, deal with stress and establish trust (Goleman, 2001).

2. Understanding Emotional Intelligence and Mindfulness in the Workplace

2.1 Emotional Intelligence: Definition and Importance

An emotional intelligence (EI) is a personal capacity to identify, perceive, process and communicate emotions in others and their own selves to translate into desirable results during interpersonal encounters (Goleman, 1998). In contrast to cognitive intelligence (IQ), which is mainly an indicator of analytical and technical skills, EI is concerned with emotional intelligibility, self-control, motivation, empathy, and social. Although IQ does play a role in competency in tasks, it cannot assure success on the job more so in a job that entails collaboration, leading and flexibility (Goleman, 2001). Studies indicate that high EI individuals are better placed to deal with work-related stress, solve disputes and ensure effective relationships with colleagues, therefore, EI is one of the most important predictors of long-term professional performance.

Emotion has a great impact on decision-making and EI contributes to it since it is involved in judgement, risk evaluation, and ethical thinking. Emotionally aware employees will be better placed in the minds of those making decisions regarding the emotional impacts on other people

and stakeholders, therefore resulting in more sustainable and balanced decisions. Applied in leadership situations, EI enables the leader to inspire, motivate and guide others which is a difference between leadership and management that was traditionally concerned with planning and organising resources (Gardner, 1975).

2.2 Mindfulness as a Foundation of Emotional Intelligence

Mindfulness refers to the act of attentively listening, now and without considering (Kabat-Zinn, 2003). Mindfulness in the work environment is also helpful in enhancing emotional intelligence by enhancing self-awareness and allowing one to notice emotional triggers in advance, thus preventing impulsive reactions. This increased consciousness can be better at regulating emotions, ability to tolerate stress and in responding to problematic situations in a considered manner. Mindfulness helps the brain to transform itself, through neuroplasticity, or the ability to rewire itself by enhancing brain circuits that are linked to attention, emotional regulation, and resilience (Siegel, 2010).

Organized mindfulness meditation programs including Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) have been shown to be effective in alleviating the stress, anxiety and emotional reactivity in the workplace (Kabat-Zinn, 2003). More importantly, mindfulness is not about emotion suppression but rather about allowing employees to respond positively to stimulus, which improves EI competencies that are required to address complexity and interpersonal demands of the work environment in contemporary settings.

3. Critical Evaluation of Emotional Intelligence Components in the Workplace

Emotional intelligence consists of competencies that are interconnected and which make people perceive, analyze, and react to emotions in the working environment. It is a critical review of the important elements of EI including self-awareness, self-regulation, self-motivation, social awareness, and social skills based on the existing models and exploring their implications in terms of employee behaviour and organisational performance.

3.1 Self-Awareness

Self-awareness is the capability of identifying and comprehending how one feels, in moods and how these feelings shape their behaviour and decision-making (Goleman, 1998). Self-aware employees can be better able to detect emotional triggers, recognise personal strengths and limitations at the workplace and manage them by changing behaviour.

The Johari Window model is a valuable technique to work out self-awareness, as it involves dividing the personal knowledge into four zones which are open self, blind self, hidden self, and unknown self (Luft and Ingham, 1955). The processes of feedback and self-disclosure seen to expand the open self in an organisational setting in turn improve trust, collaboration, and communication. As an illustration, employees that actively pursue feedback are in a better position to resolve blind spots that can otherwise hurt relationship or performance in the team.

Feedback reception is especially important with respect to self-awareness. High self-awareness in employees makes them less defensive and more open to constructive criticism as they consider feedback as a developmental opportunity to a personal attack. This helps in continuous learning and better performance. Self-awareness boosts credibility in leadership positions because leaders who are ready to acknowledge their weaknesses and emotional reactions are recognized to be genuine and honest (Goleman, 2001).

On the other hand, lack of self-awareness is very dangerous. Unconscious employees can inadvertently cause conflict, depress colleagues or make prejudiced decisions. Lack of self awareness may result into impulsive response, feedback resistance and poor leadership especially when dealing with situations of high pressure or emotional appeal. Most importantly, because organisations do not encourage self-awareness, the interpersonal conflict and ineffective decision-making can occur continuously, which will weaken the effectiveness of individuals and teams.

3.2 Self-Regulation and Stress Management

Self-regulation entails the skill of controlling disruptive emotions, impulses, and reacting to the challenges of the workplace in the right way (Goleman, 1998). Self-regulation is a necessity in the high pressure settings where there are strict deadlines and performance standards, organisational change and where maintaining professionalism and psychological stability is crucial.

Through the Bar-On model of emotional intelligence, stress tolerance and impulse control are highlighted to be the fundamental aspects of successful emotional functioning (Bar-On, 1997). It is possible to have employees who have high stress tolerance levels because they are able to remain calm even when they are under pressure and impulse control so that they do not react impulsively but take time to think. These are applicable skills especially in customer facing jobs, leadership positions and the crisis situation where emotional outbursts can affect an organisation seriously.

Mindfulness is also essential in enhancing self-regulation by increasing awareness of the emotional states at the given moment. Mindfulness training teaches people to take a moment to respond, which allows them to have time to respond in a deliberate and positive manner (Kabat-Zinn, 2003). Such responsiveness as opposed to reactivity lowers emotional reactivity and helps in the maintenance of emotional stability in the long term.

Transactional Analysis also explains self-regulation in terms of ego states, which classifies the behaviour as Parent, Adult and Child states (Berne, 1964). Adequate emotional regulation can be related to working in the state of the Adult or Nurturing Parent, which promotes rational thinking, compassion, and understanding communication. Conversely, operating under inefficient conditions like the Critical Parent or the Rebellious Child will increase the conflict, decrease cooperation and destroy relationships at work.

3.3 Self-Motivation and Adaptability

Self-motivation is a quality that enables individuals to apply emotions to achieve goals, persevere, and remain optimistic despite the failure (Goleman, 2001). The ability of emotionally intelligent employees to be focused, manage frustration, and persist in the long-term makes self-motivation an important predictor of performance and career success.

Adaptability, which is related closely to self-motivation, entails the ability to be flexible in thoughts and behavior in accordance with the prevailing conditions. The Bar-On model recognizes adaptability and reality testing as vital competencies, which help a person to evaluate situations objectively and flexibly react to them (Bar-On, 1997). Adaptability is becoming more and more important in the contemporary working environments that are marked by the transformations in technology, remote work and the changing nature of the job descriptions.

Most importantly, flexibility has become a good predictor of performance in uncertain situations. Resistance to change or employees with low emotional resilience can have innovation and collaboration problems. Nevertheless, overadaptability without clear contours can result in role ambiguity or emotional overload which implies that it is possible to have balanced expectations and organisational support.

3.4 Social Awareness and Empathy

Social awareness entails the awareness and perception of emotions, needs, and concerns of other people. Empathy, which is a fundamental aspect of social awareness, helps an employee to relate to the co-workers, clients, and stakeholders on an emotional basis (Goleman, 1998). Empathic listening, where a person acknowledges the views and feelings of others, brings about a feeling of trust, psychological safety, and cooperation.

Social awareness is needed in the various workplaces to overcome cultural, generational, and interpersonal differences. Emotional literacy in employees will help them decode verbal and non verbal messages, and this will minimize misunderstanding and improve the effectiveness of communication (Mehrabian, 1971). Empathy is also important in the customer service where employees who are emotionally sensitive will be in a better position to serve the customer needs and handle complaints thus leading to increased satisfaction and loyalty.

Socially, social awareness is associated with engagement of employees. Empathic leaders have higher chances of inspiring commitment, lowering turnover, and wellbeing. Nonetheless, empathy should be under control. Emotional engagement may cause empathy fatigue especially when dealing with caring or service jobs, which causes emotional burnout and decreased performance.

3.5 Social Skills and Relationship Management

Social skills are the external manifestation of emotional intelligence which involves communication, conflict resolution, influence and collaboration. The key to relationship management is effective communication and studies have indicated that non-verbal communication and tone have more emotional connotation than verbal communication (Mehrabian, 1971). Emotionally intelligent people are skilled at putting verbal communication with non-verbal to come up with clarity and authenticity.

Social skills help people to handle conflicts in a constructive manner and they should seek to solve the problem instead of blaming. Positive influence on other people helps to become a team player, negotiator, and effective leader. Reinforcement as an aspect used in shaping behavior in the Social Learning Theory enables the managers to reinforce wanted behaviors by rewarding and acknowledging the emotive intelligent behaviors (Bandura, 1977).

4. Emotional Intelligence and Workplace Performance

Workplace performance can be said to be the level at which employees perform their functions well as per organisational standards in terms of accuracy, efficiency, quality, and timeliness. Performance management is a continuous process that involves communication between the employees and managers to ensure individual behaviors and performance are aligned with the organisational goals (Armstrong, 2014). Emotional intelligence (EI) becomes more and more recognised as one of the most important factors that affect performance, emotional competency significantly influences the responses of a person to requirements, the nature of interactions with other people, and motivation at work.

There is a good correlation between EI and employee engagement. Higher levels of emotional intelligence also help employees to experience positive work-related emotions, cope with stress, establish meaningful workplace relationships and this increases the levels of engagement (Goleman, 2001). Increased commitment, discretionary effort and resilience are other benefits that engaged employees will exhibit which improves on overall organisational performance. On the other hand, a lack of EI can lead to emotional withdrawal, conflict, and disengagement, which is more likely to cause burnout and absenteeism.

Staff turnover is also largely affected by EI. Empathic, emotionally aware, and well-communication leaders make their work environments supportive, which lead to the development of psychological safety and job satisfaction. The environments inhibit voluntary turnover in that it satisfies the emotional needs of employees and creates trust (Bar-On, 1997). Conversely, management practice that is emotionally unfeeling can result in discontent, stress and high turnover of employees especially those in high stress or service oriented jobs.

5. Generational Differences in Emotional Intelligence

The contemporary workplace is becoming more and more multigenerational and the organisations must know how emotional intelligence (EI) is manifested and exercised among the

various age groups. The differentiation between generations affects the awareness of the emotions, the style of communication, stress reaction, and anticipations of government.

5.1 Overview of Generational Groups

Gen X, who were generally born in the mid-1960s to the early 1980s, came into the workforce when there were uncertain times in the economy and in organisational restructuring. Consequently, they tend to appreciate self-reliance, independence, and emotional control at the workplace (Twenge, 2010). Emotional expression by the employees of Generation X can be more cautious as it is based on the traditional workplace rules where professionalism was more valued than emotional openness.

The name Generation Y, or Millennials, defines the individuals born in the early 1980s to the middle of the 1990s who were shaped by the booming technology development, more parental focus, and the rise of the work-life balance concept. This generation is more emotionally demonstrative and appreciates frequent feedback, teamwork and worthwhile work (Howe & Strauss, 2000). Their behaviours in terms of emotional intelligence are mostly defined by being open and having a tolling towards supportive leadership.

The digital natives who are generation Z are children born after the mid-1990s and have been brought up in an age of social media, global connection and increased concern over mental health and social inclusion. It is a generation that exhibits a kind of digital emotional intelligence, involving the use of technology to express emotions, as well as anticipating psychological safety and sincerity in the workplace (Seemiller and Grace, 2019). Nonetheless, this is because they depend on online communication, which could restrict them in the development of emotional skills in real life.

5.2 Emotional Intelligence Characteristics Across Generations

The generation X workers tend to be quite self-contained and flexible due to their experience working during organisational change and in economic turbulence. Their emotional control can sustain professionalism and independence of solution but it can also lead to less emotional expression and less empathetic participation (Goleman, 1998). Although flexible, not all the members of Generation X are used to emotionally expressive leadership styles.

Employees of Gen Y generation are characterized by emotion expression and social awareness. They appreciate the importance of having an empathetic leader, open

communication, and development on the basis of feedback, which is in line with EI skills including empathy and social skills (Goleman, 2001). Their cooperative attitude fosters collaboration and creativity, but as a result of teamwork, they are prone to greater stress or discontent when the expectations of being appreciated and supported are not fulfilled.

Gen Z has a different emotional intelligence profile that is inclusive, awareness of mental health and technologically fluent. They feel free to talk about feelings and health and break the old-fashioned standard of not expressing emotions in the workplace (Seemiller and Grace, 2019). Nevertheless, they favor online communication, which can make them less equipped with the ability to build non-verbal emotional awareness and the ability to resolve disputes in person.

5.3 Positive and Negative Influences of Generational Differences

Generational diversity may also play a positive role in increasing organisational emotional intelligence through the introduction of diverse emotional background and problem-solving methods. The various EI practices aid in creativity, innovation and adapting thinking especially when groups harness the best of both generations (Bar-On, 1997). The resilience of Generation X, the empathy of Millennials, and the inclusiveness of Generation Z can be used to reinforce the dynamics of the team, in particular.

Nonetheless, even the generational differences can lead to problems. The lack of communication can be caused by the difference in emotional norms, preferences to feedback and attitude to authority. As an example, Generation X might be sensitive to frequent feedback requests, whereas Millennials and Generation Z might consider the lack of feedback as a sign of disengagement. The conflicts that arise due to such different emotional expectations may cause misunderstandings, lack of trust, and conflict when not managed well (Twenge, 2010).

Training of mindfulness and emotional intelligence can be very essential to fill these generational gaps. Mindfulness promotes attention in the present moment and listening without judging, where employees can learn about the difference in emotional styles and respect them (Kabat-Zinn, 2003). The EI models encourage empathy, flexibility, and self-understanding, which encourage positive intergenerational cooperation.

5.4 Implications for Recruitment and Management

EI-based tests must also begin to be used in the recruitment of candidates to determine their emotional skills such as self-awareness, empathy, flexibility, and stress coping. Insight into the emotional intelligence of candidates beyond the technical qualification can be obtained during behavioural interviews, situational judgement test and reflective exercises (Goleman, 1998).

To the management, the flexibility of technology and leadership that is emotionally intelligent is essential in leading multigenerational teams. There are various emotional needs that require managers to change their communication style, feedback approach and motivational strategy. Managers may use EI models like the Bar-On model and competencies introduced by Goleman in order to encourage integrative and supportive workplaces.

6. Application of Emotional Intelligence for Personal Career Development

Emotional intelligence (EI) needs to be developed in order to prepare effectively to the more complex and diverse work environments. Emotional intelligence knowledge can be used to identify emotional triggers, handle stress and be able to effectively react to workplace pressures or stressors, which positively influence emotional resilience and adaptability (Goleman, 1998). These abilities enable them to perform over time in periods of pressure and also adapt to organisational change. Moreover, the creation of EI enhances the development of empathy and communication, which play an important role in teamwork, leadership and conflict resolution. Self-awareness practices like reflective journaling help people to examine their emotional reactions and behavioural patterns, whereas mindfulness can facilitate emotional control and impulse regulation (Kabat-Zinn, 2003). Making and taking action on feedback goes a step further to develop the open self as explained in the Johari Window model and facilitates constant learning and development in the profession (Luft and Ingham, 1955).

7. Recommendations for Senior Management

Emotional intelligence and mindfulness should be included within organisational strategy by senior management as a way of improving performance and wellbeing of the employees. Self awareness, stress resilience and emotional regulation among the workforce can be enhanced through formal EI and mindfulness training programme, including Mindfulness-based Stress Reduction (MBSR) (Kabat-Zinn, 2003). Recruitment and performance management procedures should include EI models like Goleman model and the Bar-On model so that the competencies can be measured like empathy, adaptability, and impulse control (Goleman, 2001). They also need to encourage managers to act in a way that demonstrates the emotionally intelligent

leadership behaviours such as communicating empathetically and providing constructive feedback.

8. Conclusion

This report has established that emotional intelligence and mindfulness are key determinants of workplace effectiveness, which determine performance, leadership and the wellbeing of employees. EI aids positive organisational performance and allows addressing generational differences positively due to the capacity of increasing self-awareness, emotional control, compassion, and flexibility. Mindfulness also enhances EI because it would contribute to emotional resilience and decision-making. Emotional intelligence workplaces are more likely to succeed in the future since, as Goleman points out that one must be aware of their own feelings in order to be aware of those of others, emotional intelligence is the best way to address future challenges. Those organisations which use EI and mindfulness as cultures will become more adaptive, inclusive, and sustainable.

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