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Abstract

Emotional Intelligence (EI) has become an essential skill in the organisations of today due to the increasing diversity, speed of change and complexity in the workplace. This report will explore emotional intelligence and how it is used in the workplace using key frameworks of theory, including Goleman's Emotional Intelligence Model, the Johari Window, the Four Primary States Model, the Bar-On Model, Mindfulness-Based Stress Reduction (MBSR), Management by Walking Around (MBWA), and Wiedmer's model of generational differences in emotional intelligence.

This report will discuss how managers and employees use emotional intelligence to improve communication, strengthen teamwork, handle stress, support and improve performance. The report will provide examples of both positive and negative emotional intelligence-showing how its use affects relationships in the workplace. Special attention will be given to the way emotional intelligence differs across generations, looking at the characteristics and different emotional needs of Traditionalists, Baby Boomers, Generation X, Millennials, and Generation Z.

Introduction

Emotional Intelligence speaks to the ability to recognise, understand and manage emotions effectively in oneself and in interactions with others. This is a popular concept put forward by Daniel Goleman (Goleman, 1998) who says that emotional intelligence is just as important as intelligence quotient (IQ) in determining success professionally. EI has gained attention because of its leadership effectiveness, strong relationship with performance, teamwork and wellbeing. Although qualifications and technical skills are always important, emotional intelligence has become widely accepted as a key factor that influences long-term success in the workplace.

Employees are expected to perform under workload pressures, technological change, high levels of competition, workforce diversity, collaborate with colleagues who have cultural and generational differences, adapt to rapid change and manage stress. In such an environment, emotional intelligence promotes harmony and is a stabilising force enabling individuals to remain calm, focused and empathetic, enhancing engagement and reducing conflict.

Goleman's Emotional Intelligence Model is one of most influential models used for analysing behaviour in organisations. It describes five key components that have influence over how individuals manage relationships and themselves in the workplace. Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. However, more understanding is gained by using supporting models such as the Johari Window and the Four Primary States where additional insight into behaviour and self-awareness is gained. How emotional intelligence can be developed supported and applied in leadership, self-development and team dynamics is shown by the Bar-On Model, Mindfulness-Based Stress Reduction (MBSR), and Management By Walking Around (MBWA).

With workplaces becoming more multigenerational, different generations bring different values, expectations and emotional needs that are shaped by technological economic and social experiences. Wiedmer's generational model (Wiedmer, 2015) gives an insight into how emotional intelligence should be looked at when recruiting and managing employees across different age groups.;

The examination of emotional intelligence in the workplace will explore and integrate the above theories and models and will look at how EI supports effective behaviour and its relevance for organisational effectiveness.

Goleman's Emotional Intelligence Model

(Golman,1998; 2001)



The components of the Emotional Intelligence Model.

Self-awareness. The understanding of one's emotions, triggers and effect on others.

Workplace Example; Recognising a stressful situation and pausing before responding.

Self-regulation. Managing disruptive emotions and impulses and adapting positively.

Workplace Example: Remaining calm during conflict rather than rise to anger.

Motivation. Inner drive and commitment to optimism regardless of adversity.

Workplace Example; Persisting through challenges and setbacks to meet targets.

Empathy. Understanding and responding to the emotional state of others.

Workplace Example; Recognising and giving support to a colleague in emotional stress.

Social Skills. Relationship management, influence on others.

Workplace Example. Teamwork, collaboration and communication.

Self-Awareness is the foundation of emotional intelligence. Employees who are able to handle stress are those who understand their emotional reactions, they can reflect on their behaviour and accept feedback. Other emotional intelligence components are difficult to develop without self-awareness.

Self-regulation is having control of emotional responses and being professional under pressure. Conflict is reduced, decision-making is enhanced and it supports positivity in workplace relationships.

Motivation is regarding inner drive and commitment to achieve goals. Employees who are emotionally intelligent tend to be more engaged and resilient. However, factors such as poor leadership, workload or lack of recognition can reduce motivation

Empathy is where individuals understand the perspective and emotions of others, important in leadership roles and diverse workplaces.

Social Skills promote collaboration, effective communication and management of conflict, important in service-orientated and team-based organisations.

Although widely used, critics argue that Goleman's model can be too broad and that there is a crossover between personality and skill. Even so, it is a valuable starting point in understanding and assessing leadership effectiveness and emotional behaviour in the workplace.

Emotional Intelligence in the Workplace

Applying Goleman's EI Components

Goleman's emotional intelligence components have strong influences across a range of workplace settings, from conflict resolution to stress management to leadership involvement.

Self-Awareness

Self-awareness is where individuals know the emotions that influence their behaviour. They will recognise signs of tiredness, anxiety or frustration and adjust their behaviour. For instance, a sales team manager sees that they are becoming agitated while in a team meeting and adjusts their tone of voice to get constructive feedback. However, where mistakes are punished rather than taken as a learning curve or feedback is poor, self-awareness could be limited.

An example of negative emotional intelligence is when emotional aptitude is used to manipulate. For instance, a team leader pretending to be empathetic and exploiting the vulnerability of others to gain compliance and / or control. This behaviour destroys morale and trust, showing in that emotional intelligence must be used positively and ethically.

Self-Regulation

Self-control is enhanced by self-regulation, enabling employees to remain calm in adverse circumstances and avoid reactions that could negatively escalate situations. This component is reinforced within organisations that encourage composure and open dialogue. It is an individual skill that can be supported with in-house training projects and initiatives.

Motivation

Emotionally intelligent employees are driven by motivation. It is essential for sustained performance and resilience to achieve personal and professional goals. They remain enthusiastic even when times within an organisation is going through uncertain times. By recognising progress in performance, managers can nurture motivation. It is an aspect that can diminish if an employee feels undervalued, overworked or unsupported.

Empathy

Empathy enables managers to have a sense of team morale and to give support. It enables managers to support wellbeing and manage conflict. Empathy supports inclusion, diversity and understanding of cultural and generational boundaries. A lack of empathy can

alienate staff while too much can make it hard to make difficult decisions. Emotional intelligence seeks to achieve a balance.

Social Skills

Essential for collaboration and communication, social skills support co-operation, conflict management, network building and influence. These skills are becoming more important, particularly in hybrid or virtual environments.

An example of positive emotional intelligence would be Sale Team manager recognising a colleague's anxiety regarding a presentation to a top client. By approaching the situation first with light-hearted humour and acknowledgement of their efforts, tension is eased and confidence is encouraged, performance improved. This shows how emotional intelligence promotes psychological safety and productivity in one swoop.

Overall, Goleman's Model leads to a greater sense of unity among colleagues, less absenteeism, strong leadership. This is must be reinforced and sustained by the organisation itself.

Johari Window and Emotional Awareness

The Johari Window (Luft and Ingham, 1955) a communication model widely used in understanding how one sees oneself and how others see you. It is split into four quadrants.

The Johari Window

	Known to Self	Unknown to Self
Known to Others	Open Area	Blind Area
Unknown to Others	Hidden Area	Unknown Area

The **Open Area** contains information known to the individual and others such as attitude, behaviour work preferences and style of communication. Improving this area builds teamwork and trust.

The **Blind Area** includes traits and behaviour that are seen by others but not recognised by the individual. Constructive feed back will reduce this area and enhance self-awareness.

The **Hidden Area** contains information that is personal and not shared with others. It is important to have privacy but too much secrecy can hider trust.

The **Unknown Area** represents emotions and abilities not yet discovered but can be revealed under certain circumstances.

The **Johari Window** shows how important it is to communicate openly and receive feedback in the process of developing emotional intelligence. But without psychological safety, being able to speak within the workplace without fear, employees will be reluctant to speak out therefore hindering communication.

The Four Primary States Model

A study focusing on emotional states has identified **Anger, Fear, Joy and Happiness** as core emotional states experienced by all universally (Ekman, 1992) Some sources have added two more, **Surprise and Disgust**. Wherever one finds themselves in the world, a smile is still a smile, a laugh is still a laugh. Sadness and even happiness are expressed by tears. Anger and displeasure can easily be distinguished. The added two emotional states of surprise and disgust once again, are recognised all over the world. The human race have these things in common.

The Four Primary States Model

Within the workplace the Four Primary Staes Model is based on the foundation of emotional awareness and effectiveness that links emotional awareness to emotional intelligence regarding self-regulation and response (Goleman, 1998)

Awareness	Effectiveness	Description
High	High	Aware and Effective-Emotionally intelligent, reflective and strategic
High	Low	Aware but Ineffective-recognises but mismanages emotions
Low	High	Unaware but Effective-handles situations well but lacks reflection
Low	Low	Unaware and Ineffective-reactive and unaware of emotional cues

To be aware and effective is the aim of emotionally intelligent employees. They understand emotions and seek to respond appropriately. This model supports coaching and leadership development to move towards more awareness and effectiveness through feedback, building skills and reflection. But people fluctuate between these states according to stress

and pressure of circumstances, meaning that Emotional Intelligence fluctuates according to situation. This model therefore is used alongside other frameworks.

Emotional Intelligence and Management Practice

Bar-On Model

The Bar-On Model looks at emotional intelligence as emotional and social skills that encompass interpersonal and intrapersonal effectiveness, stress management and adaptability, not only for the workplace development, but for general wellbeing and mental health. There are five Components with various key elements. These show an interrelated cross section of emotional skills and social abilities that can decide how effective individuals are in understanding and expressing themselves, cope with everyday demands and relate and understand others. Thus, emotional awareness, adaptability and management of stress influences emotional effectiveness (Bar-On, 2006)

Intrapersonal Skills Understanding one's own emotions and how to express oneself. This includes Emotional self-awareness. Assertiveness. Self-regard. Independence. Self-actualisation.

For example, The Sales Manager recognising frustration regarding stock shortages and voicing concerns constructively.

Interpersonal Skills Maintaining effective relationships and understanding others. This requires. Social responsibility. Interpersonal relationships. Empathy.

For example, A factory manager understands concerns about safety and responds empathetically.

Stress Management Measures how individuals handle adversity and pressure using emotional regulation and resilience.

For example, Staying calm and focused on a solution during disagreements.

Adaptability This is regarding thoughts, emotions and behaviours and adjusting them to changing situations. Reality testing. Problem-solving. Flexibility.

For example, Restructuring plans after feedback.

General Mood

Outlook and motivation show overall emotional positivity and well-being. Happiness. Optimism.

For example. Retaining a positive outlook that promotes continued engagement.

Being compatible with the Four States Model, the Bar-On Model suggests that emotional awareness is at the heart of functioning effectively, emotionally and social while enhancing wellbeing.

Mindfulness-Based Stress Reduction (MBSR)

A structured programme based on evidence, MBSR was developed by Jon Kabat-Zinn in the 1970's to enable individuals to manage illness, pain and stress by practising mindfulness, intentionally staying in the present moment, paying attention to the "now". (Kabat-Zinn, 1990)

It is an eight-week programme that covers meditation techniques, yoga with the aim of enhancing awareness of emotions, thoughts and even body sensations, reducing stress levels and anxiety and improving psychological wellbeing enabling individuals to respond effectively to stress rather than automatically reacting to stress (Kabat-Zinn, 2003)

Management By Walking Around (MBWA)

Leaders and management use the Management By Walking Around style that means visiting employees on a formal basis within their work environment. Communicating directly, building relationships, trust and empathy while observing operations. (Peters and Waterman, 1982)
The purpose of MBWA is to enhance communication and engagement, reduce barriers between management and staff and give first-hand insight into day-to-day operations (Lunenburg, 2010)

Wiedmer's Model: Emotional Intelligence Across Generations

The model of Tara Wiedmer (2015) shows that there are different emotional needs across the generations shaped by experiences in society, technology and the workplace.

Generation	Key Traits	EI Considerations
Traditionalists born 1945	Loyalty, discipline, stability.	Experience, respect hierarchy, self-regulation.
Baby Boomers 1946-1964	Work-ethic, career minded, driven.	Needs stress support, work-life balance, recognition.
Generation X 1965-1980	Pragmatic, independent, adaptive.	Needs transparent communication, autonomy.
Millennials 1981-1996	Tech savvy, collaborative, seeks feedback	Needs engagement, meaning, resilience.
Generation Z 1987 plus	Socially aware, anxious, tech savvy, pragmatic.	Seeks Inclusion, psychological safety, wellbeing.

At an organisational level, emotional intelligence is enhanced by generational understanding. For instance, a Generation X manager leading a Traditionalist employee would need to adapt their style of communication—promoting innovation while showing respect. Organisations benefit from generational emotional intelligence because of the blending of wisdom and modernity. On the other hand, when older managers and leaders supervise younger teams, flexibility and empathy promotes mutual learning and less friction. By promoting cross generational mentoring, empathy can be strengthened and the “open area” of the Johari Window can be expanded throughout the organisation.

Conclusion

Emotional intelligences at the heart of the function of an effective organisation. The intelligence model as shown by Goleman teaches employees to balance internal awareness with external empathy. Supported by complimentary frameworks such as the Johari Window and The Four Primary States Model, feedback and empathy are enhanced. The Bar-On Model, Mindfulness-Based Stress Reduction, and Management By Walking Around give an understanding of emotional behaviour in the workplace with working strategies to cultivate emotional intelligence across all levels of management to achieve good, positive communication levels and emotional balance. Wiedmer's analysis of generational emotional needs shows that emotional intelligence must grow and evolve with cultural and demographic diversity. Leaders and managers who incorporate emotional intelligence strategies to generational needs will stimulate an inclusive work environment that value flexibility, experience and wellbeing. Emotional intelligence supports wellbeing, improves communication, reduces conflict and magnifies performance. To be effective, organisational culture must have emotional intelligence fixed firmly within leadership and management behaviour and practices.

The examples of negative and positive emotional intelligence show that emotional perception can uplift or manipulate, there must be positive ethical intent so as to distinguish it from emotional exploitation. Successful organisations realise that emotionally intelligent cultures that have their roots in self-awareness, respect for themselves and others, empathy and open collaboration can sustain success and retain the loyalty of their employees.

In an organisation that practices wellbeing and cultivates a psychologically safe environment, employees are willing to share, without fear of backlash, constructive opinions and outlook regarding organisational operations, training, and learning programmes. There will be a greater sense of duty towards the team. In other words it creates a committed, more engaged workforce.

These Models are best used in tandem in order to provide a balanced view of emotional intelligence both internal and external of an individual. Self-awareness is essential to be able to progress effectively. Being able to perceive and respond to the emotions of others is required in order to show empathy

Recommendations

Organisations should integrate emotional intelligence into recruitment and development of leaders through training. Emotional and interpersonal skills should be assessed alongside technical skills and qualifications for good selection of candidates, whether for recruitment or promotion. Emotional intelligence assessments are conducive to effective and fair hiring.

Mindfulness-Based Stress Reduction (MBSR) programmes and coaching to promote empathy, self-regulation and improve communication skills

Encourage a culture of open feedback and team reflection activities

Incorporate Management By Walking Around (MBWA) enabling leaders to build trust through empathetic and informal engagement.

Generational needs should be addressed by adapting style of communication, to take into consideration generational values and apply motivational techniques such as incentive programmes.

Emotional intelligence effectiveness should be monitored and reviewed regularly

Track cultural and behavioural improvements using engagement surveys and the Bar-On Model.

Organisations that incorporate emotional intelligence create an environment of shared purpose, belonging, and adaptability.

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