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Part 2: Individual Reflection Report

1. Introduction

Today's leadership requires capabilities more than technical knowledge, including emotional awareness and cultural engagement. The combination of Emotional Intelligence (EI) and Cultural Intelligence (CQ) is fostering an integral framework that enables trust, partnership and responsibilities with a diverse work culture. This reflective report explores my understanding of EI and CQ, analysing limitations, and outlines a strategy to embed them in future leadership practice.

2. Understanding Emotional Intelligence

Emotional intelligence by Goleman (1995), highlights that it consists of five factors: self-awareness, self-regulation, motivation, empathy, and social skills which enable a leader to handle emotions and create a positive impact. With regard to myself, I am confident about my strengths in motivation and social skills, but I identified that I need to work on regulating my emotions while under pressure. Also, emotional intelligence can be cultivated by individuals, and this has offered me hope that it is possible to improve this trait (Shengyao *et al.*, 2024). I am also aware that emotional intelligence has been critiqued to the extent that the emotional intelligence constructs overlap with personality traits and also because no measure has consistently demonstrated validity across contexts (Anglim *et al.*, 2022). For these reasons, I plan to turn my development strategy into practice and feedback, rather than simply adopting a self-assessment tool.

3. Understanding Cultural Intelligence

Cultural intelligence is the capacity to operate across various cultural contexts. Their model consists of four dimensions: cognitive, metacognitive, motivational and behavioural (Semenov and Randrianasolo, 2024). In my academic or workplace experiences, I sometimes have assumptions about cultural behaviours rather than engage in critical examination. Hofstede's (1980) cultural dimensions illustrate how workplace behaviours are influenced by values such as individualism or collectivism, but they present concerns about overgeneralising if we apply them prescriptively.

For example, Alexandra, Ehrhart and Randel (2021), noted that shallow applications of CQ and risk a reification of stereotypes. This reflection made evident that I need to be purposeful about developing my metacognitive CQ in terms of questioning the biases I hold and taking a more open stance.

4. Personal Development Plan

To build up my EI, I will use reflective journaling which highlights my increasing self-awareness and using mindfulness techniques to manage my emotions. I will also use peer feedback to identify any blind spots in my interpersonal interactions. In terms of CQ, I will contrive to set development goals aligned with the model by Earley and Ang (2003) including: increasing my knowledge about cultures; reflecting on my assumptions; staying curious in intercultural contexts; and adapting my behaviour in different groups. For more improvement, join intercultural workshops and engage with people from different cultures.

5. Conclusion

This reflection has indicated the importance of EI and CQ to leadership effectiveness in increasingly complex, multicultural contexts. My goal is to develop into a more inclusive and ethical leader by enhancing strategies for emotional control, empathy and cultural adaptability. I believe by strengthening these capacities I will also improve my professional effectiveness and equip myself to positively contribute to any community in diverse organisational settings.

References

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