

Emotional Intelligence in the workplace



the insights of 5 EU countries



DISAWORK

Development and Implementation of a Social Emotional Approach to the Workplace

Intellectual Output 1



*The State of the Art for the creation of the
"EMOJOBS" product; analysis, articles,
events papers & academic papers*



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1. About the project



DISAWORK project aims at providing high quality management in emotional skills to European entrepreneurs, managers and SME, as well as their workers and employees. EQ has application in multiple productive sectors, always focused on the improvement of results of persons and organizations, from a personal or professional point of view.

Every day we make emotionally charged decisions. We feel plan A is better than plan B and we sometimes make choices based on our emotions or gut feelings. When we understand the origin and source of these emotions, especially when working in a team, we are more attuned to each other. With globalization, Emotional Intelligence is more significant than ever when teams are cross-cultural and global, increasing the complexity of interactions of emotions and how they are expressed. Essentially, Emotional Intelligence in the workplaces comes down to understanding, expressing, and managing, good relationships and solving problems under pressure.

The more technology we have in this digital age, the more we automate tasks and trust machines to take over duties, the more we realize the importance of emotions.

Yes, emotions. That is why we have developed this first output, to define the 10 basic emotional skills in the workplace and in the productive process, because EQ is becoming an essential factor in the workforce. Some say Emotional Quotient (EQ) is more beneficial for your career than IQ, although others argue the opposite. Regardless of which is more important, Emotional Intelligence plays a decidedly important role at work.

For DISAWORK project we will take the definition of Emotional Intelligence from Mayer and Salovey and Daniel Goleman.

According to Mayer and Salovey, there are 4 fundamental branches of EI that must be considered to give an adequate definition of what EI is, and these are:

- Perception, evaluation, and expression of emotions such as the ability to identify our own emotions and the emotions of others.
- The use we make of emotions as the ability to create a connection between emotions and decisions, thoughts and the ability to generate problem-solving attitudes, decision-making power, self-efficacy and communication.
- Understand emotions as the ability to see the link between different emotions and predict the change between one emotion and another.
- Managing emotions in ourselves and in others as a strategy to regulate and adapt the effect to be caused based on effectiveness.

According to Goleman, Emotional Intelligence (EQ/EI) is defined as: "the ability to recognize our own feelings and those of others, to motivate ourselves and to manage relationships properly".

The partners will present data about the actual situation of Emotional Intelligence in the workplace at a national level, paying a special attention to the implications of soft skills and their development in the country.

DISAWORK PLANS TO SHOW THE IMPORTANCE OF THE APPLICATION OF EMOTIONAL INTELLIGENCE TOOLS AND STRATEGIES FOR ENTREPRENEURS, LEADERS AND EMPLOYEES TO IMPROVE PRODUCTIVITY, REINFORCE STABILITY AND, AS A RESULT, TO BENEFIT THE LEVEL AND QUALITY OF EMPLOYABILITY. THE PROJECT WILL HAVE A DOUBLE LINE OF INTERVENTION, WITH ENTREPRENEURS AND WORKERS, LOOKING FOR THE NECESSITY OF VERTICAL AND HORIZONTAL COMMUNICATION WITH A COMMON GOAL.

2. Important definitions



Some useful definitions:

- **Job satisfaction** has been defined as a pleasurable emotional state which can be related to the appraisal of one's job, an affective reaction to one's job and/or an attitude towards one's job. As Weiss (2002) claims, job satisfaction is an attitude that people form towards their job by taking into account their feelings, beliefs and behaviours.
- **Ability EI (or information-processing EI)** which conceives of EI as a constellation of related abilities including the identification and regulation of emotions, the ability to understand the causes of emotions and the transitions among them and the ability to integrate emotional information into decisions and actions and facilitate thinking (Mayer et al., 1999).
- **Trait (or perceived) EI** includes a set of non-cognitive emotional and social capabilities and skills, motivational and personality dimensions that influence one's ability to succeed in coping with environmental demands and pressures, social and moral abilities and performance skills (Bar-On, 1997; Petrides et al., 2007). Trait EI models are associated to personality dimensions as they encompass behavioural dispositions and self-perceived abilities.
- **Emotional Quotient (EQ) or Emotional Intelligence** is the ability to identify, assess, and control the emotions of oneself, of others, and of groups.
- **An intelligence quotient (IQ)** is a score derived from one of several standardized tests designed to assess intelligence.

3. State of the art per country ● ● ●

3.1 Greece

3.1.1 Introduction

The first thing one can see when visiting the country profile of Greece on the World Business Culture website (<https://www.worldbusinessculture.com/>), is a humorous illustration of what is expected in a business meeting in Greece. One can discover more by navigating towards the business culture in Greece. When going to the Greek business management style, we can read that it is highly paternalistic, a trait which is a direct derivative of Greece's relationship and ties with the family and the societal norms at large.

Beyond the informative and funny aspect, it is interesting to observe how the article authors are trying to give tips and hints of communication and etiquette, which makes you wonder, why do we need such "warnings"? Well communicating and understating others is important, even more so in a business context. We need to know how to behave, how to make business interactions easier and how to integrate in known or lesser-known worlds.

This awareness in turn brings us to the question, or maybe even an ascertainment, that cultivating interpersonal relationships is a skill, a skill which can be developed and improved. Well, this is not a revelation either; it is well known in 2021 that all people possess Emotional Intelligence (EI) which according to the most prominent scholar of the field, David Goleman, is "the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and adjust emotions to adapt to environments" (Coleman, 2008). What we need to explore deeper is how EI can contribute to a better workplace and what we can do about it.

After a careful look into the situation in Greece, we realized that research about the topic is scarce. However, there have been significant efforts both on an academic and entrepreneurial level. To dive deeper into the state of art, namely, to investigate the relationship of EQ to the workplace, leadership, and job satisfaction in Greece, we chose a range of studies, from Master and PHD theses to journal publications and peer reviewed papers. We purposefully decided to include studies placed in the period of the decade 2010 – 2020, so this would allow us to see the nuances of progress on this scientific field in correlation to the financial crisis which hit Greece hard and the global trends which have been developed. We also decided to diversify our investigation on various sectors in order to have a broader perspective. As such, researches on education, banking, hospitality, big corporations and SMEs and family businesses, even the public sector, were all integrated into our study.

3.1.2 Research, documents or sources consulted

Starting from Maria Platsidou and her research on Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction, conducted in 2010, the perceived Emotional Intelligence of teachers was significantly related to burnout syndrome and job satisfaction. That is to say, teachers of high-perceived EQ are likely to experience less burnout and greater job satisfaction. In her research, Maria Platsidou puts the emphasis on special education teachers, since they are more susceptible to occupational stress leading to job dissatisfaction. She mainly focused on trait EQ while she includes an analytical framework to define burnout and job satisfaction. She concludes that Greek special education teachers who reported high scores of their overall perceived EI tend to be more satisfied with their job. This naturally brings us to the conclusion that teachers' burnout and low job satisfaction which may emerge at any time in their career is likely to be preventable, if they are helped to enhance their EQ. (Platsidou, 2010).

On the same note, a study on Emotional Intelligence, emotional labour, and job satisfaction among physicians in Greece, was carried out by four Greek authors in 2012. Their goal was to investigate the relationships between Emotional Intelligence with emotional labour and job satisfaction in Greek medical staff working in tertiary healthcare. Results have shown that not only was Emotional Intelligence significantly and positively correlated with job satisfaction, but the authors also demonstrated that EI may promote better interpersonal relationships in the work environment and contribute to employees' success and competence gain in an organization. In other words, physicians receiving collegial support and maintaining long-term relationships with patients appeared to be more satisfied. Therefore, physicians who used the practical skills underlying EI (i.e. self-confidence, empathy, adaptability, conflict management) to successfully interact with patients and co-workers may feel more competent and satisfied with their job (Psilopanagioti et al, 2012).

These results move in line with the study of Maria Platsidou, mentioned above, where she investigated among others, the correlation of job satisfaction of the relationship of the teachers with their co-workers and the support received by administrators/ leadership (Platsidou, 2010). Apparently, the employees with higher Emotional Intelligence find it easier to interact with others, because they are able to understand other people emotions and can comport their attitudes to others' expectations. This mean, they can "read the environment" and adapt to it accordingly. (Bousaki, 2013 Galazios, 2015)

This statement inevitably brings us to the understanding of Emotional Intelligence and its implications. We already know EI is both about intrapersonal and interpersonal relations. This brings us to leadership and the significance of this role in comprehending these components. The Greek management culture has been influenced by the global trends and the societal individualities of the country, according to Charalampos Giousmpasoglou (2014).



In his research, he indicates that Greece has been facing many external factors which left it hanging in a rift of radical changes. Nevertheless, he argues that the Greek businesses and leaders are eager to accept change, even though uncertainty avoidance is part of the dominant Greek business structure. (Giousmpasoglou, 2014)

Giousmpasoglou and almost all examined researchers have outlined the most dominant characteristics of the Greek management culture. According to them, these topics are national identity, trust, humanism and collectivism (IBID), albeit still in a highly competitive spirit (Chatzivamvaki, 2016).

Examining these almost paradoxical statements, it leaves us with the imprint that culture and society are two inseparable themes which we need to consider, when examining Emotional Intelligence in the workplace.

When, exploring leadership Vasileios Kanas (2020), the most recent study we chose, shows in his research that managers need to focus on anthropocentric behaviours, using emotional and social intelligence techniques that will lead them to developing leadership change-transformation behaviours. According to him, managers need to inspire, be respected for their work, act as role models, reward, adapt to their team and manage as effectively as possible the human resources which are the heart of a healthy organization. He concludes that the degree of knowledge of Emotional Intelligence techniques can lower or maximize the effectiveness of the organization as well as the contribution to the development of effective leadership styles when managing the different organizational teams. (Kanas, 2020).

These findings are confirmed by all the following researchers who chose to examine various workplaces. Specifically, Dimitrios Belias, Aikaterini Gkolia, Athanasios Koustelios and Kostantinos Varsanis in 2015, confirmed through their study of almost 500 banking employees, a clear preference to transactional and transformational leadership styles. These styles are highly based on the emotional component, given that they allow space for one to efficiently use their emotions and those of the team, towards a more productive and healthy work environment,

According to Shiza Shahid, Co-Founder and Global Ambassador, Malala Fund, and a Member of the Global Agenda Council on Education, "The best leaders know they must mediate, listen and include the opinions of others before making a decision. Global perspective; long-term, empirical planning; strong communication skills; empathy; courage; morality; and a collaborative nature are just a few virtues among many that a leader must possess. Execution, team building and delegation are key, as is to remain positive in the face of adversity. (WEF, 2015)



In the case of Greece, Chatzimamvaki (2015), found that that business structures in Greece remain strictly hierarchical, a thing that is reflected in a directive and authoritative leadership style. Moreover, as in other hierarchical societies, the traditional and prevalent management style is highly paternalistic, the individual responsibility of the owner/manager is most of the time ascendant, and the collective responsibilities of a group are absent, a thing that is more evident in family-owned businesses. She continues her discouraging findings, where Greek managers fail on motivational practices, thus, employees feel disengaged and dissatisfied. They don't feel part of the "family"; as leaders fail in sharing the same vision and goal. In Greece the organizational culture is process-oriented because cost reduction is commonly the primary concern for organizations willing to create a sustainable competitive advantage.

On the same year (2015), Konstantinos Galazios, conducts his thesis on the correlation of Emotional Intelligence and emotional labour, based upon the case study of hospitality workers in Greece. He chose this target group, as service providers who engage in highly distressing emotional labour, in a demanding sector. His observations are also pessimistic. Arguing that there is no formal education to help employees develop skills and competences related to emotional labour, he believes that emotional labour should be high in the agenda of training and possible gaps should be attempted to be filled with qualitative and efficient training on Emotional Intelligence. We see here, the same pattern of thought taking place three years later than the study on Greek physicians (Psilopanagioti et al, 2012) which calls for updated training programs, based on robust research findings.

The same reserved thoughts are depicted on Dimitris Drenos (2018) research about Emotional Intelligence in the workplace, with a special focus on public administration in Greece. Public administration is a prominent sector in Greece, characterized by most of the pathologies of an old-fashioned management style, following strict hierarchy and paternalistic style, with minimum space for flexibility and initiative. He cites Founda's research, which shows that the public sector, as a service oriented working environment, faces an increased danger of burnout. Founda also, concludes that carefully picked and tailored made training programs on Emotional Intelligence, could be trailed in the workplace to support employees in dealing with emotional labour and the improvement of the working environment.

3.1.3 Conclusion

These findings, give our project, DISAWORK, a reason to "smile" and keep an ambitious stance, as the deeper we go into the topic, the more we understand both the necessity of such projects and the margin for improvement. Especially, for countries like Greece it seems that leadership transformation and a vital change in the culture of management is essential, as most managers and employees alike, have expressed a clear wish for more understanding and use of Emotional Intelligence in the workplace.

Key points of the national report from Greece

According to the national report, Greece is a country where the management system is characterised as highly paternalistic.

Another characteristic highlighted is the perceived lack of communication in the business world in the country.

This focus on the lack of communication allows us to introduce those social skills and in particular interpersonal relationships have to be worked on as elements that shape Emotional Intelligence.

The prospective study covers the period from 2010 to 2020 and is based mainly on studies and doctoral theses on the subject.

It is noteworthy that in Greece it is still a new topic.

The sectors of the study were mainly education, banking, hospitality, SMEs and family businesses.

Conclusions of the studies:

- Business structures in Greece remain strictly hierarchical, which is reflected in their managerial and authoritarian or autonomous leadership style Chatzimamvaki (2015),
- Study that relates the ability to withstand burnout in relation to Emotional Intelligence, "The higher the Emotional Intelligence of the teacher, the happier he/she will be in his/her job". Author: (Maria Platsidou, 2010)
- Study linking physicians' happiness at work to their Emotional Intelligence: "Physicians who receive collegial support and maintain long-term relationships with patients were more satisfied. Thus, physicians who use the practical skills underlying EI (i.e., self-confidence, empathy, adaptability, conflict management) to interact successfully with patients and co-workers may feel more competent and satisfied with their work Author: (Psilopanagioti et al, 2012)
- Employees with higher Emotional Intelligence find it easier to interact with others, as they are able to understand the emotions of others and can adapt their attitudes to those of others. This means that they can "read the environment" and adapt to it accordingly. (Bousaki, 2013 Galazios, 2015).
- Other authors point out as dominant elements in the Greek management culture, national identity, trust, humanism and collectivism (IBID), although still with a highly competitive spirit (Chatzimamvaki, 2016). Elements that are sometimes positive and other times negative in interaction with Emotional Intelligence.



- Depending on the degree of knowledge of Emotional Intelligence techniques, leaders' contribution to organisational effectiveness and the development of humanistic leadership styles, will lead to effective management of different organisational teams. (Kanas, 2020).
- These conclusions are confirmed by all the following researchers who chose to examine various workplaces. Specifically, Dimitrios Belias, Aikaterini Gkolia, Athanasios Koustelios and Kostantinos Varsanis in 2015, confirmed through their study of almost 500 employees, showed a clear preference for transactional and transformational leadership styles. These styles rely heavily on the emotional component, as they allow one to effectively use one's emotions and those of the team, to achieve a more productive and healthy work environment.
- Public administration is a prominent sector in Greece, characterised by most of the pathogens of an outdated management style, following a strict hierarchy and paternalistic style, with minimal room for flexibility and initiative. Dimitris Drenos (2018).

For all of the above points, it is necessary to listen to the characteristics of a good leader and what are the characteristics and competencies we are looking for.

According to Shiza Shahid, co-founder and global ambassador of the Malala Fund and member of the Global Education Agenda Council, "***the best leaders know that they must mediate, listen and include the opinions of others before making a decision. Global perspective, empirical long-term planning, strong communication skills, empathy, courage, morality and a collaborative nature are just some of the many virtues a leader must possess. Execution, team building, and delegation are key, as is staying positive in the face of adversity.***" (WEF, 2015)

3.2 Italy



3.2.1 Introduction

The aim of this National report is to investigate the Italian state of the art regarding Emotional Intelligence in the workplace, and the importance that in terms of company management is given to it.

According to the World Economic Forum Report, *The Future of Jobs 2020*,

- “Despite the current economic downturn, the majority of employers recognize the value of human capital investment. An average of 66% of employers surveyed expect to get a return on investment in upskilling and reskilling within one year. [...]”
- Companies need to invest in better metrics of human and social capital through adoption of environmental, social and governance (ESG) metrics and matched with renewed measures of human capital accounting.” (World Economic Forum, 2020, p. 6)

The Italian trends, according to the same report show the following emerging skills trends:

Emerging skills

Skills identified as being in high demand within their organization, ordered by frequency

1. Creativity, originality & initiative
2. Analytical thinking & innovation
3. Critical thinking & analysis
4. Active learning & learning strategies
5. Resilience, stress tolerance & flexibility
6. Emotional Intelligence
7. Leadership and social influence
8. Complex problem-solving
9. Technology use, monitoring & control
10. Service orientation
11. Technology design & programming
12. Reasoning, problem-solving & ideation
13. Persuasion & negotiation
14. Quality control & safety awareness
15. Coordination & time management

Current skills in focus of existing reskilling/upskilling programmes

Share of companies surveyed identifying this skill as being in focus across their reskilling or upskilling programmes

1. Analytical thinking & innovation
2. Emotional Intelligence
3. Technology design & programming
4. Management of personnel
5. Active learning & learning strategies
6. Leadership & social influence
7. Critical thinking & analysis
8. Resilience, stress tolerance & flexibility
9. Service orientation
10. Quality control & safety awareness

It appears that Emotional Intelligence is recognised as an important factor that could contribute to the job industry and there is an explicit request of upskilling and reskilling in view of the new needs of company and workers.

The researches and articles that are chosen for this National report are very specific and refer only to specific sectors, are mainly academic and show that the topic is newly emerging in the national context.

3.1.2 *Research, documents or sources consulted*

1. SOFT SKILLS CHE GENERANO VALORE: LE COMPETENZE TRASVERSALI PER L'INDUSTRIA 4.0

Martina Pezzoli

The world of work has changed drastically in the last decade, facing a crisis that changed the traditional productivity system and turning it into what is defined as VUCA1: labor market is distinguished by “Velocity, Uncertainty, Complexity and Ambiguity” and the companies that dealt with it in a good way are those that were able to adapt and imagine new business and organizational models that could respond to new needs and that put at the center of the reflections human emotions and the individuals before the workers. Therefore, today we can talk of soft skills in the workplace, as the obvious consequence of an evolution where it is asked to give more credit to transversal competences instead that valuing only technical ones.

This section of the volume analyzed here, states that working on soft skills appear as a necessity not only in relation to the entrepreneurial world, but also to the educational world because they set the proper bases for students to get into the job market.

When mentioning soft skills, we include also Emotional Intelligence as part of it, as the World Economic Forum put it, in The Future of Jobs Report of 2020 - among Cross Functional Skills: as mentioned in the introduction there is a high request of this kind of ability connected to the job market and there is a big need of upskilling.

The skills that, according to HR managers, are the most important nowadays are:

- Problem Solving in complex situations
- Critical Thinking
- Creativity
- People Management
- Coordination with team members
- Emotional Intelligence
- Judgment ability and decision making
- Service Orientation
- Negotiation
- Cognitive flexibility

In the previous survey of 2015, there is no mention to Emotional Intelligence (EI) and in general, emotional abilities take more ground in the latest one.

In the context of a reflection on the labor market the author says that soft skills and hard skills are like the two strands of DNA: behavioral and cognitive skills are linked to technical ones and both should be equally evaluated. Hard skills represent what we can do, while soft skills represent how we do it.(Martina Pezzoli)



2. THE ROLE OF PERSONALITY TRAITS, CORE SELF-EVALUATION, AND EMOTIONAL INTELLIGENCE IN CAREER DECISION-MAKING DIFFICULTIES.

Annamaria Di Fabio, Letizia Palazzeschi, and Reuven Bar-On

This study examines the role of personality traits, core self-evaluation, and Emotional Intelligence (EI) in career decision-making difficulties. According to previous studies mentioned in this research (Gati et al., 1996; Nilsson et al., 2007; Saka & Gati, 2007; Albion & Fogarty, 2002.) lack of readiness is the first type of difficulty one can face when approaching the career decision-making process, and this may result from a lack of motivation, indecisiveness, and/or dysfunctional beliefs. Also, personality traits are usually widely recognized as those that can also influence and obstacle a decision making process: stable individuals experience struggle less in situations of career decision-making. To these researches, another branch is to add and it is the one regarding core-self-evaluation (CSE):

“Judge, Erez, Bono, and Thoresen (2003) referred to this concept as fundamental self-evaluation in relationship with perceived self-value, effectiveness, and individual skills. More succinctly, core self-evaluation refers to a concept of a higher order typically defined by four key factors: (a) self-esteem, (b) self-efficacy, (c) the tendency to have a negative cognitive and explanatory style, and (d) locus of control.”(Di Fabio, Palazzeschi, Reuven Bar-On, 2012, 119).

Finally, Emotional Intelligence is also a variable in the situation of career decision making process. The aim of the study is to verify if EI “can explain a significant percentage of incremental variance compared with both personality traits and core self-evaluation in explaining career decision-making difficulties” (Di Fabio, Palazzeschi, Bar-On, 2012, 121).

To assess how these factors, influence the results of a career decision making process, the study involved 232 Italian university students (from 12 different university courses of Florence) who were asked to respond to questionnaires: the tools chosen to perform the evaluation and analysis were:

- the Big Five Questionnaire of Caprara, Barbaranelli, & Borgogni (1993), which assessed personality traits;
- Core Self-Evaluation Scale, in the Italian version of Di Fabio & Busoni (2009) to assess CSE
- Bar-On Emotional Quotient Inventory in its Italian version of Franco & Tappatà (2009), in order to assess Emotional Intelligence and
- Career Decision-Making Difficulties Questionnaire, in the Italian version of Di Fabio & Palazzeschi (2010).

The results of the research show that the hypothesis was correct: **core self-evaluation, Emotional Intelligence and personality traits affect the three dimensions of career decision-making difficulties** when changing their numbers and percentages; in other words, EI adds significant incremental variance compared with personality traits and core self-evaluation in predicting career decision-making difficulties.



The results are really interesting, because it draws attention to the often underestimated role of EI in career decision-making difficulties, offering new research opportunities and intervention possibilities such as specific trainings, specific educational paths, strategies of intervention in career counselling and career development.

3. PROMUOVERE E POTENZIARE L'INTELLIGENZA EMOTIVA: APPLICAZIONI IN AMBITO FORENSE

Tiziana Lanciano, Giuseppe Barile, Antonietta Curci

Analysing the Emotional Intelligence in the workplace can also mean to investigate how EI can be a benefit for specific job fields, this research has been chosen to enlighten how this is applicable to the forensic field especially. It is indeed possible to extrapolate interesting data regarding also similar jobs requiring the same skills (jobs where there is a strong bond with the client in terms of involvement and a strong need of negotiation and assertiveness skills).

The study wants to promote curriculums that take into account EI as a teachable subject: it points out that acknowledging its importance as a basic skill to become a successful professional and also considering it as a part of the forensic curriculum can become a good practice for law students and lawyers.

According to the authors of the present study, there are four branches of EI (Mayer e Salovey, 1997) that are focused on the ability of putting EI into practice and that have to be taken into consideration in order to give a proper definition of what EI is and to define how it can be important for the forensic field:

- *Perception, evaluation, and expression of emotions* as the ability to identify our own emotions and others' emotions.
- *The use we make of emotions* as the ability to create a connection between emotions and decisions, thoughts, and the ability to generate problem solving attitudes, decision power, self-efficacy and communication.
- *To comprehend emotions* as the ability to see the link between different emotions and to predict the shift between an emotion and another one.
- *The handling of emotions* in ourselves and from others as the strategy to regulate and adapt the effect one wants to provoke according to efficacy.

In this context, considering EI as fundamental for the development of every individual in the most various aspects of life, in every situation where one has to interact with another human being, it seems relevant to make a reflection on the forensic field, being a truly interactive profession where also emotions should have their place, but usually they are put aside in favour of logic and rationality.



This scepticism toward emotions has always been a brake for the forensic practice, but despite the limited attempts to insert emotional skills in the forensic field, it must be said that carrying out a profession in this field requires not only a sufficient knowledge of the procedural mechanisms in force in the forensic field, but also psychological skills in order to provide the right answers at the right time. In short, the jurist needs to know how to listen to the person and understand how the human mind works. The legal profession is based on an emotionally collaborative and alliance relationship between the jurist, the client, the counterparty, and the other actors.

The profession of lawyer is based on three emotional skills: persuasion, communication and knowing how to influence in order to help the client better understand interests and priorities. Teaching future lawyers the skills necessary to welcome, understand, evaluate, manage the emotional load connected to the experience of their client, would make them better professionals, better counsellors, better negotiators and better communicators.

It is also very interesting in the study the comparison between the judge and the leader that needs to embrace all the quality of one: a judge needs to consider all the emotions connected to the emotive load that all the actors carry, he/she has to take decisions firmly and conduct often difficult communications between parts, with usually a big number of tensions. For the high responsibility of his/her role, a judge must guarantee others' trust through putting into place emotive and social skills, impartiality, temperament, and behaviour in general. It is clear that in order to do that it is important to have or acquire all the skills connected to EI, especially emotional awareness as that ability to recognize which emotions are in place in a specific context.

The authors conclude the study highlighting the importance of introducing in Italy preparatory classes, that could give future lawyer skills related to the Emotional Intelligence, something which is taking place in the USA, while Italy is lagging behind.

4. THE AMADORI CASE: SUPPLYING MCDONALDS. EQ, ENGAGEMENT, AND PERFORMANCE

Six Seconds case study

In 2009, Amadori, leading company in the Italian agri-food sector, partnered with Six Seconds, The Emotional Intelligence Network, to develop stronger people-leadership skills for managers as a part of an already started process of putting a higher value on the importance of Emotional Intelligence in the company procedures. The goal was for top and middle managers to have new "Emotional Intelligence" skills and insights that would enable them to lead the complex changes that were underway.



The result was a three-year study conducted by Six Second, that assesses links between Emotional Intelligence, worker performance, organizational engagement, and organizational performance. “Emotional Intelligence was found to predict 47% of the variation in manager’s corporate performance management scores. Emotional Intelligence was also massively correlated with increased organizational engagement with 76% of the variation in engagement predicted by managers’ Emotional Quotient. Finally, plants with higher organizational engagement achieved higher bottom-line results building a value chain of: EQ -> Engagement -> Performance. During this period,(three years) employee turnover also dropped by 63%”(pag. 2)

The three key factors the study has been built on are, as stated above: Performance, Engagement and Emotional Intelligence and its aims was to answer three questions:

- Does Emotional Intelligence affect Individual Performance?
- Does Emotional Intelligence affect Organization Engagement?
- Does Organizational Engagement Impact Organizational Performance?

According to the results of the study the answer is always affirmative to the three questions. The level of Engagement, Performance and EQ have been measured through various system that are the trademarks of Six Seconds being an organization focused on Emotional Intelligence and having them their own developed tools that are available in the mentioned study. All the Amadori branches have been involved in a training to develop soft skills connected to Emotional Intelligence and they say: “In general it is possible to say that within a few years of using the performance and talent management system we have witnessed an improvement of the managerial competencies of the whole structure and especially in those of middle management.” “This is a not a negligible result, as it affects both corporate culture and the management approach towards change and complexity. We can certainly say that the training proved decisive in pushing managers and middle managers towards improving their leadership skills and towards applying at best the personnel development practices offered by our department.” 2*



5. EMOTIONAL INTELLIGENCE AND SELF-EFFICACY IN A SAMPLE OF ITALIAN HIGH SCHOOL TEACHERS

Annamaria Di Fabio, Letizia Palazzeschi

The present study aims at analyzing the importance and effect of Emotional Intelligence within a school context, concerning teachers.

Most of the academic studies had indeed focused their attentions on students' possession of Emotional Intelligence skills and on the role these skills play on academic achievements, while this study instead starts from the ground of considering the role of teachers as promoters and guidance for students acquisition of EI: "teachers who promote Emotional Intelligence skills emphasize the value of individual differences, enhance group work and problem-solving ability, and channel students to develop adequate social competences" (Kaufhold & Johnson, 2005).

To properly being a guide, a teacher needs to be adequately prepared and often teachers express a concern of lacking preparation on the topic and feel reluctant to take on this role. It is also possible that teacher with a low self-efficacy (not performing well) also have lower Emotional Intelligence (Di Fabio, Palazzeschi, 2008, p. 316).

That is why the present study wants to analyze the relationship between EI and teacher self-efficacy in Italian school teachers using a specific measuring scale and demonstrate if there is any difference in EI in relation to the gender/age of teachers and the typology of schools.

One hundred and sixty-nine high school teachers from Tuscany were involved, 111 female and 58 males in the age range that went from 29 to 64; the instrument used were Bar-On Emotional Quotient Inventory: Short (Bar-On, 2002), to obtain Emotional Intelligence score and the Ohio State Teacher Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001) to assess teacher self-efficacy.

The results of the tests (through the answers to different questionnaires) showed that younger teachers have a higher level of Emotional Intelligence than older ones and they seem to have greater emotional and social skills, which allow them to keep in contact with themselves and with others more effectively and to use emotions in order to handle pressure and problems that may occur in the classroom.

As to gender, male teachers seem to be more aware of their own emotions and describe themselves as more capable of expressing their feelings and communicating their needs, while female teachers can more easily establish cooperative, satisfying and constructive interpersonal relationships and describe themselves as good listeners who understand other people's feelings.



No interesting data about the possible differences concerning the kind of schools.

The general analysis of the correlation between EI and self-efficacy showed the presence of a great number of correlations between these last two, globally and in its three dimensions of efficacy in instructional strategies, efficacy in classroom management and efficacy in students' engagement.

A higher Emotional Intelligence was linked to higher teacher self-efficacy in the capacity to manage the classroom, motivate and involve students, and use appropriate teaching strategies and in general this correlation itself is already the result that this study wanted to achieve. The following scheme can also be hypothesized: teachers' Emotional Intelligence increases teachers' self-efficacy that helps the development of student's Emotional Intelligence. Another aspect that emerged is the importance of courses targeting teachers regarding EI.

6. PERSONE: BEST PRACTICE ITALIANE

Six Seconds, the above mentioned network that among other topics is focused on bringing under the spotlight the Emotional Intelligence in the workplace, has performed and reported two studies turned into their good practice of the method of assessment-training-results in two different Italian firms: Ydreia, a company specialized in Human Resources Management and Gambro Dasco, a company specialized in the manufacturing of medical devices.

Ydreia's aims were to support the development of management skills, team building, enhance internal communication skills and people integration. After seeing a quick development of the company, that put workers under pressure, the Management decided to invest in the soft skills in order to create a more pleasant and productive environment. Six Seconds designed an intervention based on team building practices (outdoor training for fostering the development of socio-emotional skills, targeting all the employees) and coaching for managers and the CEO (about the development of leadership skills and communication skills with a mechanism of feedbacks and sharing).

A questionnaire was given before and six months after the training and the results show that there was a big improvement in the personal development of EI skills (+8.4%). This proves how important is the involvement of all the team in processes of improving and also of the individual when considering the multitude of skills that one can bring and need to be well evaluated within a company.

Gambro Dasco, the second case study, had the aim of improving the management growth of its team leaders: they were involved in a training for 6 months, centered on self-development, acquisition of soft skills and self-awareness through coaching classes, evaluation and assessments, outdoor training and follow-ups.



The impact of the training was successful: EI improved between 6 and 10%.

This shows that an integrated educational path within a company can also be fruitful regarding people management, by giving tools and the know-how on to deal with weaknesses and critical issues, how to motivate workers, and how to handle relationships.

7. È L'INTELLIGENZA EMOTIVA LA CHIAVE DEL SUCCESSO

La Repubblica

This article of a famous Italian newspaper states that according to a research by the Sodexo group, 34% of headhunters when looking for talents, highly value the Emotional Intelligence of a candidate for a job position and give a high credit to this competence during interviews.

Also, in the article, the author says that the creation of a favorable work environment is becoming a trend, in order to foster the development of Emotional Intelligence that is helpful to compensate the needs for technical and specialistic knowledges.

The article traces the definition of EI back to Daniel Goleman, who refers to it as the ability to recognize and acknowledge our own and others' emotions and feelings and of being able to deal with them: a quality not easy to assess. According to a Yale University team of researchers, the personal possession and ability of being Emotional Intelligent is overestimated by the majority of people (80%) but it is at the same time not difficult to learn how to be Emotionally Intelligent: with proper trainings EI can grow by almost 70%. Nowadays workers are performing more tasks and feel less taken into consideration and uncertain about their future in the work fields. This is why managers need to be capable of having and using skills of management related to emotions and communication and translate them into strategic leadership techniques, in order to create proper working condition for every employee and adequate psychological environments. Goleman himself states that today workers are less patient toward "bad bosses", incapable of listening to people's needs.

In short, work environments that are more focused on human feelings and emotions besides the classical and technical skills of each worker are more destined to make profit and last longer.

The CEO of Sodexo affirms, as reported by the newspaper, that in order to be able to untangle ourselves in an ever-changing world, featured by global economy and demographic changes, EI is essential. The work environment and the relationships among colleagues, clients, managers play a major role and we should be able as individuals and not only as workers to express that spectrum of emotions we have.



8. L'INTELLIGENZA EMOTIVA AL LAVORO. ASSESSMENT E TRAINING PER VALUTARE E POTENZIARE LO STILE DI LEADERSHIP E LE ABILITÀ EMOTIVE DEI MANAGER NELLE PROFESSIONI SOCIO-SANITARIE

Amelia Manuti, Maria Luisa Giancaspro, Tiziana Lanciano, Fabiana Bruno

The present study, based on the recent acknowledgement of the importance of EI for the work performances, has the aims of investigating managers' emotional skills, resistance to change and leadership style in the context of healthcare sector. Managers are on the spotlight of the present research due to their recognised role as leaders who, not only have the role of supervising, planning and controlling, but also should have the role of inspiring workers, to create and support a shared vision to foster a feeling of belonging and commitment. These last points are strictly connected to soft skills, and Emotional Intelligence as a whole concept.

Starting from this assumption, the idea is to prove that in order to be a good manager, one needs to possess high level of EI and low levels of resistance to changes and that these two are linked.

The study involved 38 managers working in Italy, in an Oncological Institute, who have been invited to first assess their emotional skills, their leadership style and their resistance to change with a self-evaluation. Then they have been involved in a training session that lasted 3 months and after 8 months they have been asked to reassess their skills. The tools that have been used for the assessments are: the MSCEIT (Mayer Salovey Caruso Emotional Intelligence Test), used to assess Emotional Intelligence (Italian version by Curci & D'Amico, 2011), Transformational Leadership Scale was assessed through the scale developed by Rafferty and Griffin (2004) and resistance to change through the Italian version of the Oreg Scale (2003).

During the training the managers had the time and opportunity to discuss of topics such as self-awareness, empathy and change management from an organizational development perspective.

The results of the comparative data show that the correlation between level of EI and leadership, as well as between EI and resistance to changes are in line with what was expected: this study has, in fact, confirmed that as the manager's ability to handle their own and others' emotions increase, the resistance to change decreases, that change that was previously seen as negative for the effects that it could have on daily work practices and on themselves. It is demonstrated indeed that EI is connected with a less strict attitude against changes: this data appears particularly interesting as it suggests the need for managers to work on their own management skills and regulate one's own and others' emotions to achieve a more adaptive and reinforcing mood.



On the other hand, increasing the skill to recognize emotions, the self awareness as a charismatic leader decreases: this can be explained keeping in mind that after the training managers were generally more aware of the complexity of dealing with these topics and skills and saw the same question from a different and deeper perspective.

9. INTELLIGENZA EMOTIVA E STRUMENTI DI PIANIFICAZIONE E CONTROLLO

Ernesto Visentin

The aim of this Italian study of 2007 is to consider the performance measurement and control systems tools used for the business management not only as rational, technical tools but instead also “emotional”: in this way it could be possible to keep into account also emotional objectives among all the others. These new tools could enrich the companies and the long- lasting mechanism of learning and of improvements, in order to obtain smoother processes starting from a correct formulation of strategies and objectives.

According to the present study, it would seem a good strategy to expand very technical processes of management, planning and control, already used among companies, with Emotional Intelligence. The effect would be a higher degree of self and mutual trust, collaboration, innovation and well-being.

This blending of these two aspects would be more beneficial for:

- Decision making mechanism that would improve;
- The evaluation of companies results that would be more effective
- The strategy implementation would be facilitated

The modifications to make on the tools will concern the deepening of cause-effect relationship between economic combination and results, in order to trace back the deepest cause through the extension from a rational sphere to the emotional part: this would help the companies to be more aware of their skills and to be more oriented toward their missions.

In the companies, EI can be mixed with rational intelligence on three levels: on the level of the individual, on the level of the organization and on the level of the general world of work; on these three levels the performance measurement and control systems tools can also give a “cultural” contribution if they are used as means of verification instead of means of control or judgement in an evolutionary perspective.

A concrete example of how to put this into practice is to consider asking the following questions:

- What are the economic, strategic, organizational and emotive revenues of the project?
- What are the economic, strategic, organizational and emotive costs of the project?



The second chosen course states that it provides the student with the basics and knowledge to develop and consolidate their Emotional Intelligence, through techniques and practical tools to increase self-awareness by learning to understand and manage their emotions through practical exercises. The student will also be able to understand the emotions of others and thus improve their interpersonal relationships.

The lessons cover the following topics:

- The power of emotions; emotion and reaction; rational mind and emotional mind; the architecture of our brain; IQ and Emotional Intelligence
- What is Emotional Intelligence and its components; self-awareness; the inability to read one's emotions; conscious and unconscious emotions
- Knowing how to manage emotions; anxiety; depression
- Knowing how to motivate; positive motivation
- Empathy and how it develops; social intelligence and its components
- Emotional development; recognition of other people's emotions
- Emotional competence
- Emotional Intelligence in the workplace; constructive / destructive criticism; knowing how to create an atmosphere that values diversity; measure your Emotional Intelligence.

3.1.2 Conclusion

The aim of the study was to show, on a national scale, the importance and attention that is given to Emotional Intelligence in the workplace.

In Italy all the research and studies that are public and online are mainly focused on the specific hypothesis of the importance of a training to foster the skills related to Emotional Intelligence in the specific and narrow context of some professions. Unfortunately, there are many other research and studies that are not freely accessible, that seemed also valuable in the optic of the present report.

As seen above in the research, the studies examined the role that EI could potentially have in jobs (forensic, health, teaching) that are in direct contact with clients/people (students, patients) and only some instead are general and discuss the importance per se of this skill in the workplace.

Most of the studies' approach is to use a scale of measurement in order to assess the level of EI before and after trainings provided by the companies/institutional bodies and prove that the effects are beneficial for those workers or managers that attended the trainings and coaching.

It seems then, that despite the lack of general studies, those specific researches stress out the need of introducing educational pathways and training courses targeting companies and workers so that Emotional Intelligence could become part of the workforce skills on a national basis: it is time to not consider only rationality and technical skills as the foundation of a good work system but also emotional skills, human factors and to value workers for their emotional abilities.

Key points of the national report from Italy

Among the conclusions drawn from the State of the Art in Italian we find relevant:

The Future of Jobs Report of 2020: This report highlights the niche areas of work in relation to transversal skills.

The skills that, according to HR managers, are the most important nowadays are

- Problem solving in complex situations
- Critical thinking
- Creativity
- People management
- Coordination with team members
- Emotional Intelligence
- Judgement and decision-making skills
- Service orientation
- Negotiation skills
- Cognitive flexibility

We find that according to studies by Judge, Erez, Bono and Thoresen (2003) in line with Di Fabio, Palazzeschi, Reuven Bar-On, 2012, 119), they consider self-evaluation to be fundamental in relation to perceived self-worth, efficacy and individual skills. To such an extent that it is fundamental in taking evaluations. Therefore, we should not forget this key concept: Self-assessment.

In another document it is mentioned to us that there are four branches of EI (Mayer and Salovey, 1997) that focus on the ability to put EI into practice and that need to be taken into account in order to give a proper definition of what EI is and to define how it can be relevant for the forensic field:

- The perception, evaluation, and expression of emotions as the ability to identify our own emotions and those of others.
- The use we make of emotions as the ability to create a connection between emotions and decisions, thoughts, and the ability to generate problem-solving attitudes, decision-making power, self-efficacy and communication.
- Understanding emotions as the ability to see the link between different emotions and predict the change between one emotion and another.
- The management of one's own and other people's emotions as a strategy to regulate and adapt the effect one wants to provoke in terms of effectiveness.



The sectoral studies presented in the state of the art highlight the importance of Emotional Intelligence not only in the business world, but also in the school and academic world, as evidenced by the studies of Annamaria Di Fabio, Letizia Palazzeschi, Letizia Palazzeschi and Annamaria Di Fabio.

In all of them, the management of emotions is mentioned as a key concept.

In turn, we find grounds for considering the expression of emotions as a key concept.

Finally, it is necessary to talk about the type of courses that are being developed in Italy on Emotional Intelligence.

Among the contents we find:

- Reading emotions
- Knowing the emotional potential and the emotional pattern
- How to manage anxiety and uncertainty and turn them into resources.
- Knowing the EI models developed by Goleman, Ekman, and how they can help in the managerial role.
- The power of emotions; emotion and reaction; rational mind and emotional mind; the architecture of our brain; IQ and Emotional Intelligence.
- What is Emotional Intelligence and its components; self-awareness; the inability to read one's own emotions; conscious and unconscious emotions
- Knowing how to manage emotions; anxiety; depression
- Knowing how to motivate; positive motivation
- Empathy and its development; social intelligence and its components; social intelligence and its components
- Emotional development; recognizing other people's emotions
- Emotional competence
- Emotional Intelligence at work; constructive/destructive criticism; knowing how to create an environment that values diversity; measuring your Emotional Intelligence

3.3 Austria



3.3.1 Introduction

This national report from Austria presents an introduction to the topic of Emotional Intelligence in workspace in this country. Emotional Intelligence in workplace is of significant importance in Austria, so this literature analysis provided information on theories and studies that analyze connection of EI and success at workplace, employee satisfaction, employee mental health etc.. There were thirteen topics examined and those were:

- 1) Studies on competencies related to Emotional Intelligence in the workplace
- 2) Benefits of Emotional Intelligence in the workplace
- 3) Competences of a good leader related to Emotional Intelligence
- 4) Competencies of a good entrepreneur related to EI
- 5) Relationship between the success of an employee and his or her Emotional Intelligence skills.
- 6) Characteristics of a leader and their competencies.
- 7) Skills needed to be an Emotional Intelligence worker and employer.
- 8) Studies, data or research on the impact of competencies related to Emotional Intelligence and the success of the company and/or worker.
- 9) Motivation in the workplace for employees
- 10) Self-Motivation for employers
- 11) Emotions management with colleagues, leaders and clients.
- 12) Emotional Intelligence and productivity in companies
- 13) Emotional Intelligence and how to keep the talent in companies

Following the table, there is compiled data from the sources used and a conclusion where we can see what are the foci in the field in Austria.

3.3.2 Research, documents or sources consulted

Emotional Intelligence in workplace is a highly discussed topic in Austria. The country has also been a host of the International Conference on Emotional Intelligence in Organizations: "Development & Application of EI" where The Department for Human Resource Management & Leadership, Salzburg University of Applied Sciences, Austria, invited researchers, managers, educators and practitioners to join an exciting new International Conference on Emotional Intelligence in Organizations held in Salzburg, Austria. The discussion was on how Emotional Intelligence is a major player in change processes, leadership, human resource management and marketing.

When conducting the literature review, we analysed all given topics, however in this report we decided to focus mostly on topics of emotions management with colleagues, leaders, and clients as well as Emotional Intelligence and its connection to productivity and talent retention.

3.3.3 Conclusion

What is Emotional Intelligence?

EI is often divided in three main parts: Emotional Perception, Emotional Appraisal and Emotional Regulation. By understanding and controlling emotional responses allows us to better focus on productivity and collaboration with others in the workplace.

Another important part of EI is the work-life balance, it can lead to higher productivity and employee satisfaction. There has been also correlation found between high EI and negotiation performance, which is crucial in diverse fields.

Other concepts found are emotional and social effectiveness skills which are: valuing self, valuing others, responsive awareness, courage and authentic success.

The impact of EI on job outcomes will differ, depending on different job categories. It is evident that jobs where employees are required to have extensive interactions with customers (e.g., in sales or customer service) or with coworkers (e.g., project teams) have to rely more on their emotional capabilities than in certain other jobs (e.g., production line workers).

There are guidelines for managers and HR in how to nurture Emotional Intelligence skills on a company level. Firstly, it is important to identify the key EI skills that are important for their workforce. And then identify and develop targeted training by career levels and functions.

Application process:

1. Select for Emotional Intelligence.
2. Start at the top to assess Emotional Intelligence and to achieve buy-in.
3. After the senior leader pilot program, launch a voluntary, company-wide initiative.
4. Evaluate the program's effectiveness.

Emotional Intelligence and Talent Management

Nowadays managers are exposed to an increasing pressure and have to withstand it while motivating their employees to high performance and lifelong learning, as satisfied employees are the key to success. In this context, the terms social competencies, Emotional Intelligence, EQ instead of IQ and emotional leadership have been used more and more frequently in recent years. As a manager, it is important to keep your employees motivated. There are two types of motivation: financial and non-financial. In order to increase productivity and keep the employee engagement high, the focus on non-financial motivators is crucial.

Leadership competencies can be divided in cognitive, personal, social and functional competencies. There are also 6 Leadership Principles: Goal orientation, Contribution to the whole, Focus on a few things, Strong point orientation, Trust, Optimism.



Key points of the national report from Austria

The Austrian study once again highlights the importance of Emotional Intelligence as a key element in change processes, leadership, human resource management and marketing. This is what the study of the Department of Human Resource Management and Leadership of the Salzburg University of Applied Sciences shows.

Among the documents provided, it shows that the division of leadership competencies can be divided into cognitive, personal, social and functional. There are also 6 leadership principles: Goal-orientation, Contribution to the whole, Concentration on a few things, Focus on strengths, Confidence, Optimism. We do not know anything about the type of courses that exist and whether this is a concept that is being worked on.

3.4 Spain



3.4.1 Introduction

This document shows us the need to know the research studies and existing material regarding Emotional Intelligence and its relationship with workers and employers in the best performance of their work.

In this sense, the document is based on quantitative and qualitative reports that show the need to have workers with a high level of Emotional Intelligence and the benefits we find in the company both in terms of quality and improvements in production processes

Generally speaking, we must understand what are the 5 fundamental types of Emotional Intelligence.

Skills that make up Emotional Intelligence:

Empathy

It consists of knowing how to recognize others, with their emotions and ideas. To be empathetic is to understand what the people around us feel and why they feel it.

In the workplace, practicing empathic behaviour improves team relations, communication and performance.

Understanding others and being understood will make it easier for employees to deal and cooperate with each other. This skill plays an essential role in knowing what the needs of others are and not hesitating to offer help. Practicing it is as simple as asking "how does my colleague feel?", "does he or she need help?", "can I do something for him or her?"

It will also improve appreciation. Empathy is often rewarded.

Motivation

This is the ability not to give up, not to say "I can't". We must always keep in mind that we are capable of achieving what we want to achieve. But we must also set realistic goals.

In order to have a good motivation it is very important to work on the feelings that are capable of diminishing it. Some of them are:

The feeling of obligation: "I have to find a job", "I have to do what I was told to do".

Complaining: "They don't want to help me", "I have too much work", "nobody wants to hire me".

Fear: "If I make a mistake, I might get fired", "If I try to get a better job, I might not make the grade".

Guilt: "If I hadn't made that mistake, we would have finished the job sooner", "If my colleague had done it, I'm sure it would have turned out better".

Resentment: "I have worked so hard to finish this project and nobody has valued it", "I fought so hard to get that job and they fired me".

All these attitudes and emotions make the person think that the situation is more serious than it really is and their motivation is affected.

Self-awareness

This is self-awareness. It consists of knowing our strengths and weaknesses, our goals in life and how we want to achieve them.

For periods of unemployment, it will be key. At this time, self-knowledge can help us to know what makes us different from others: what qualities do we have, how can we strengthen them in our search? Practicing self-knowledge will improve our Emotional Intelligence. We must know and internalize what happens inside us when some kind of stimulus takes place, what is it due to, how to accept it or change it properly?

We have to investigate ourselves, our actions and emotions: what makes us tense, angry or frustrated and why does it have that capacity?

Self-regulation or self-control

"Anyone can get angry - that's easy. But to be angry with the right person, at the right intensity, at the right time, for the right reason, and in the right way... that's not easy." - Aristotle.

We are emotional animals and, on many occasions, we are governed by our irrationalities. However, we have to be able to control our impulses when unforeseen events occur, manage them and be able to see the positive side of every negative situation.

In a period of unemployment, knowing how to self-regulate our emotions will prevent us from falling into defeatist thoughts. To do this, we must identify the tools we have to change these attitudes when they start to occur.

Before letting ourselves be carried away by a negative impulse, we must think about whether our reaction is going to be the right one, and if not, we must try to model it. Letting ourselves be carried away by our emotional responses can be very dangerous and damaging, both for ourselves and for our teammates.

Social skills

Among the most important social skills are the abilities to:

- Leading a group of people.
- Being able to motivate in terms of specific objectives.
- Listening and attending to those who need to be listened to.
- Persuading the members of a group to carry out certain work.
- Conciliate, negotiate or mediate in conflict processes.
- Pleasing, captivating or seducing in both affective and professional life.
- According to research carried out by several US universities and the ESSEC business school, Emotional Intelligence is a predictor of career success. The study notes that it "helps employees develop stronger interpersonal relationships and leadership skills, leading to higher financial rewards".

Leadership and Emotional Intelligence

"Managers are hired for their intellect and business expertise and fired for their lack of Emotional Intelligence" - Goleman.

As we have said before, Emotional Intelligence is equally or more important than IQ. And, according to Goleman, it is the best predictor of who will be the best leader in a group.

Good management and identification of emotions is not related to intellectual capacities, but it is undoubtedly one of the best indicators of intelligence. It is in situations of tension or stress that this ability is put to the test.

That is why workers who know how to manage their emotions will know how to lead a team successfully. Not only will they be better able to carry out persuasion and motivation skills, but they will also understand the members of their group better, know how to relate to them and how to help them in their complication

The studies and material provided in our report will help us to understand the importance of Emotional Intelligence as the backbone of teamwork and will bring multiple benefits on a personal and business level.

3.4.2 Research, documents or sources consulted

We find the following scientific studies particularly relevant:

- A meta-analysis of Emotional Intelligence and work attitudes. -Chao Miao. Salisbury University
- Emotional Intelligence: A Leader's Impact on Productivity in a Distribution Environment. - Herbert Callahan Brandman University
- Emotional Intelligence and Employee Performance: An Intervention Based Experimental Study- Muhammad Munir University of Narowal

Rather than being interpretative documents, they are scientifically rigorous studies that go beyond the issuing of an opinion.

Regarding studies carried out in Spain we find that Muñoz and Bisquerra (2006) illustrates the application of an emotional education programme emotional education programme for the development of emotional competencies, with a quasi-experimental pretest-posttest design with a control group and using both control group and using both quantitative instruments and qualitative techniques.

The results show progress in the experimental group of students in the ability to cope with interpersonal relationships and in the reduction of psychosocial stress. On the other hand, at the end of the intervention, the teachers observed an improvement in relations with their pupils, which took the form of greater empathy, openness on the part of the pupils towards the teachers in expressing conflicts in their relations with their classmates, increased motivation, and an increase in the number of pupils with their peers. with classmates, increased motivation and more positive thinking in the face of conflict.



Finally, the authors highlight that the programme has had a significant impact on teachers, as all teachers in the experimental group expressed their interest in the programme, in continuing to work in this line of intervention in emotional education.

In the workplace, Sánchez, Guillén and León (2006) have analysed the potential role of feelings of competence and self-efficacy and perceived professional self-efficacy in coping in public administration staff, perceived professional self-efficacy in coping with psychosocial.

Psychosocial occupational risks (e.g., work overload or role ambiguity) as a modulating dimension of burnout. The authors find a differential moderating role of self-perceived self-efficacy on burnout but which is a function of the specific working conditions. Thus, their findings show that, under conditions of work overload, high levels of self-efficacy can be a protector of burnout while high levels of self-efficacy can be a protective of burnout, while high self-efficacy

High self-efficacy under conditions of role ambiguity increases the probability of suffering from burnout. In light of these results, the authors suggest the need to develop occupational profiles and psychosocial risk maps together with intervention programmes tailored to these profiles that minimise the psychosocial risk factors and potential risk factors of the risk factors and the potential of workers' personal resources.

Other relevant studies:

In the document entitled "*The benefits of Emotional Intelligence at work*" (Engel & Völkers), we found a business study that shows us and in which we can appreciate the main advantages of a high level of Emotional Intelligence in work environments, such as:

- Increased productivity
- Sales increase
- Greater stability of workers
- Workers with a high level of satisfaction
- Better customer services
- Better business communication

Particularly relevant is the information provided in the document: "*5 Emotional Intelligence competencies to apply at work*". In this document it relates the mechanisms that we must articulate within Emotional Intelligence to provide the attitudes and tools that will allow us to develop the competencies to feel full and contribute at work. According to this report and in relation to the report called A meta-analysis of Emotional Intelligence and work attitudes, all of them already exist in us, it is only a question of activating them consciously.



In this way we distinguish fundamentally:

1. Self-awareness
2. Self-regulation
3. Self-motivation
4. Relationship management
5. Change management

And finally, there is no doubt that there is a relationship between Emotional Intelligence and soft skills, and to the extent that this relationship between Emotional Intelligence and soft skills is strengthened, it will be a very important factor in the development of the person.

In line with the previous point, in the study "The impact of Emotional Intelligence at work in 10 facts", we can see the incidence of Emotional Intelligence in multiple and diverse factors;

- Success.
- Work satisfaction.
- Performance
- Productivity.
- Leadership.
- Innovation
- Self-control.
- Adaptation.
- Resilience
- Burnout

3.4.3 Conclusion

We must consider that although the level of general knowledge about Emotional Intelligence in Spain has grown in the last few years, it is still something very new within SMEs, being often atomized in the sector of large corporations or HR management companies.

It is our role to act as prospectors at the same time that we investigate the knowledge that SMEs have about this concept.

The difficulty of being able to measure with quantitative indicators the impact it generates is an added difficulty that shows us why there is a lack or non-existence of quantitative data and comparative statistical reports.

Most of the documents consulted relate professional success to a set of skills among which we find many competences related to Emotional Intelligence.

A good leader must be a person who has a series of characteristics that go beyond pure knowledge. We are talking about social competences, empathy, motivation, self-control, and emotion management. We will have to determine on the basis of common studies which of these competences are necessary within our DISAWORK project.

Key points of the national report from Spain

As for the data obtained in Spain, we found that knowledge of Emotional Intelligence issues is quite high at the academic level and within the field of higher education studies: university and vocational training. At the business level we find very different realities about the knowledge of Emotional Intelligence, finding on the one hand companies very committed to the support of emotionally intelligent workers with very committed human resources departments, and on the other hand small and micro companies in which the issues of Emotional Intelligence and the possible benefits of workers who enhance it, is unknown.

Supporting documents and the conclusions we draw from them include:

Study by Muñoz and Bisquerra (2006) shows us how through dynamics that promote Emotional Intelligence, students and teachers obtain benefits when it comes to managing interpersonal relationships and in the management of stress and anxiety.

Similar conclusions can be found in the study Sánchez, Guillén and León (2006), in the workplace.

And finally, in the Engel & Völkers document we find a business study that shows us and in which we can appreciate the main advantages of a high level of Emotional Intelligence in the work environment, such as

- Increased productivity
- Increased sales
- Increased employee stability
- Workers with a high level of satisfaction
- Better customer service
- Better business communication

Particularly relevant is the information provided in the document "*5 competences of Emotional Intelligence to apply at work*":

1. Self-awareness
2. Self-regulation
3. Self-motivation
4. Relationship management
5. Change management

3.5 Romania



3.5.1 Introduction

Dale Carnegie said, "When you work with people, remember that you are not working with logical creatures, but with emotional creatures."

David Caruso said, "It's very important to understand that Emotional Intelligence is not the opposite of IQ, it's not the triumph of the heart over the mind - it's the only intersection between the two."

The best leaders/managers/entrepreneurs are self-aware of not only their emotions, but also their weaknesses and limitations, as well as their strengths. Companies with good Emotional Intelligence enjoy many advantages, including:



HOW to Become More Emotionally Intelligent?

- ➔ Pay attention to how you are feeling
- ➔ Practice Self-Regulation
- ➔ Be aware of emotional strengths and weaknesses
- ➔ Listen to what others have to say and avoid "office drama"
- ➔ Focus on what you love about your work
- ➔ Become More Empathetic

3.5.2 Research, documents or sources consulted

The main (relevant) resources used as references for investigation can be seen below:

- 1) Emotional Intelligence in Leadership
- 2) 6 great ways in which people with Emotional Intelligence respond to pressure
- 3) How to motivate your employees according to Maslow's Pyramid of Needs - from those who need security to those who need social recognition
- 4) 3 causes for which employees lose their motivation
- 5) Personality traits and the characteristics of an entrepreneur
- 6) Study: Employees feel motivated by benefits, such as private health insurance
- 7) Employee's retention strategies in a dynamic world
- 8) Emotional Intelligence: What it is and how it influences professional relations
- 9) Emotional Intelligence, the lifeboat of organizations in crisis
- 10) 6 strategies for motivating and retaining the best employees
- 11) Top benefits that employees want versus what employers want from workers - "Obedience and timely work"

The information collected based on various resources gave good input on how Emotional Intelligence is "demonstrated" in Romania (broader vision as well). The research showed that there are 3 most common causes for which employees lose their motivation at work:

- 1) Lack of self-efficiency.
- 2) Routine.
- 3) Inappropriate values

Generally, the leadership skills are tested in "troubled times", and a true leader needs Emotional Intelligence to get his/her organization through a crisis. Anxiety about the sources of financing, frustrations regarding the impossibility to continue the activity in the initially established form, all these can tempt the entrepreneur to abandon the business. To avoid this, Emotional Intelligence is the "weapon" to be used.

Companies consider employees with Emotional Intelligence to be very valuable for several reasons. Below are the identified six main reasons:

- 1) People with Emotional Intelligence respond, not react.
- 2) People with Emotional Intelligence are authentic; they do not hide.
- 3) People with Emotional Intelligence think before they speak.
- 4) People with Emotional Intelligence do better in difficult situations.
- 5) People with Emotional Intelligence practice self-control.
- 6) People with Emotional Intelligence have an overview.



Specific skills and behaviours for a good entrepreneur were collected as well:

- Communication
- Facilitate meetings and the decision-making process
- Vision and strategic planning
- Conflict resolution and negotiation
- Project Management
- Working with people
- Public presentations
- Teamwork
- Decision making
- Taking risks

An employee's motivation can be influenced by both internal and external factors. Not only the salary package or benefits contribute to an employee's motivation, but other reasons can be identified that are given less attention. Managers are advised to communicate with employees and to identify, as much as possible, the real causes of their lack of motivation, in order to then be able to apply an appropriate strategy.

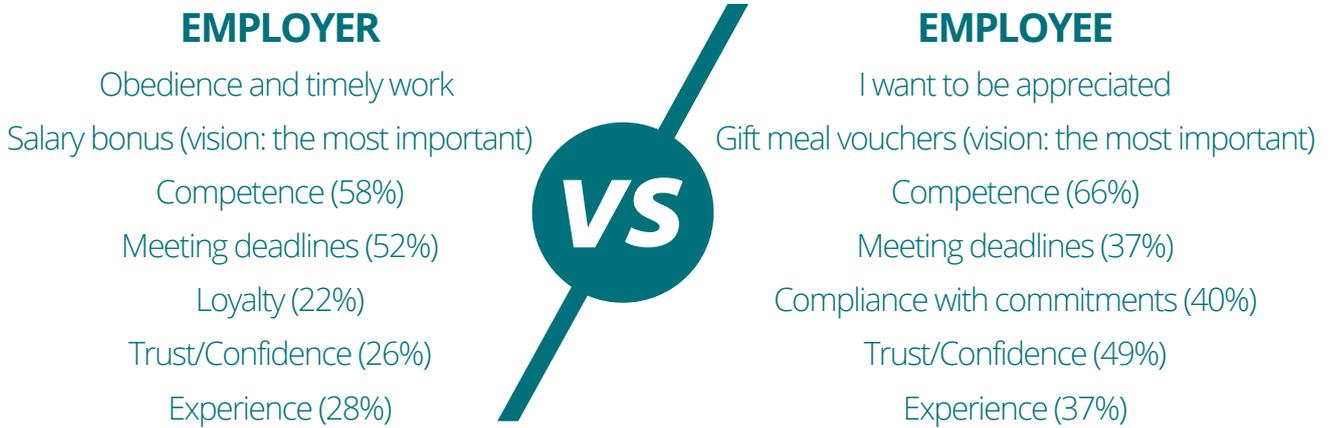
Good employees should be kept in the company as long as possible – a strength of EI. But what does a manager or entrepreneur do when s/he doesn't know how to keep their best employees? **Studies have shown 8 of the most “handy employee loyalty strategies”:**

- 1) Set individual discussions earlier, or separately, from regular evaluations.
- 2) Collect feedback from the employees.
- 3) Be open to the talents of your employees.
- 4) Make sure the management knows your team.
- 5) Show them that the balance between professional and personal is important to you.
- 6) Always say thank you.
- 7) Be regularly available for a discussion, especially one that talks about the next steps in an employee's career.
- 8) Make sure the actual workplace is a pleasant one.

A good Emotional Intelligence practice can provide a better understanding on the most important differences in expectations and needs in terms of the employee-employer relationship. Studies show that when the needs are seen from a single direction/vision, there are discrepancies between what employers see as most important and what employees see as the most important.



Results of a study which was conducted on a nationally representative sample of 678 blue-collar workers and 1,000 employers, using the CATI (Computer Assisted Telephonic Interviews) methodology between March and April 2018.



3.5.3 Conclusion

Emotional Intelligence plays an important role not only in well-being but also in your success in the workplace. In order for the objectives of each of us to be achieved, it is necessary to meet four conditions that make up Emotional Intelligence:

Self-knowledge: identifying one's own desires, emotions and values.



Social awareness: the ability to receive the emotions and thoughts of others.



Self-control: the ability to control negative emotions, the recognition of mistakes and flexibility.



Relationship management: influence on interlocutors and prevention of conflicts.

The research defined that there are three special needs of people (employees particularly) to be focused on:

- The need for security.
- The need for recognition.
- The need to belong

Social skills are also highly valued in the workplace because they lead to better communication and a more positive company culture. You might wonder why Emotional Intelligence in business is important and why you need it. If you want to succeed in the workplace then Emotional Intelligence is critical to your success. Leaders set the tone of their organization. By communicating with empathy, you can better support your team, all while improving your individual performance.



There is evidence that managers' Emotional Intelligence positively accounts for differences in employee outcomes. A manager with outstanding relationship management skills can inspire, guide and develop their team members, greatly affecting team performance and productivity.

Empathy is also essential for team harmony because it is the ability to connect emotionally with others and take into consideration their feelings, concerns and points of view.

Emotional Intelligence is for everyone! But it depends on each individual how and to what extent...

Key points of the national report from Romania

The study on the state of the art in Romania is in line with other studies where there is not a high level of knowledge.

We cannot filter data by sectors of activity but we can draw some conclusions from the study in Romania.

Companies consider employees with EQ to be very valuable for several reasons. The six main reasons are identified below:

- 1) EQ people are responsive, not reactive.
- 2) EQ people are authentic; they do not hide.
- 3) EQ people respond, they do not react.
- 4) EQ people think before they speak.
- 5) People with EQ are better at coping with difficult situations.
- 6) People with EQ practice self-control.
- 7) People with EQ have an overview of the big picture.

Specific skills and behaviours for a good entrepreneur were also collected:

- Communication
- Facilitating meetings and the decision-making process
- Strategic vision and planning
- Conflict resolution and negotiation
- Project management
- Working with people
- Public presentations
- Working in a team
- Decision-making
- Taking risks

4. General conclusions



According to D. Goleman, Emotional Intelligence is, the ability to recognise our own feelings of others, to motivate ourselves and to adequately manage our relationships, the relationships we have with others and with ourselves.

To achieve this, he considers it essential to master personal aptitudes that determine one's control over oneself, personal skills that determine self-control (self-esteem, motivation and self-control), and others of a social nature that determine the management of relationships (empathy and social skills).

In today's world of work, with the new management models, competencies such as Emotional Intelligence are of crucial importance. As organizations evolve into more competitive and dynamic markets, internal restructuring or start to become part of globalization, leading to strong changes in management and leadership style.

As a result, employees will have to develop new characteristics to better adapt to these organisational changes and achieve optimal results.

As we have seen in this study, in all partner countries, to a greater or lesser extent Emotional Intelligence has been studied as a key tool to improve employee competencies and productivity.

It is also necessary to mention that the studies that have been found tell us about the benefits at an emotional level and how important it is to have tools that allow us to control stress and anxiety.

There are themes and key words that are common to all countries and in all studies such as:

1. Self-awareness
2. Self-regulation
3. Self-motivation
4. Relationship management

The skills that, according to HR managers, are the most important nowadays are:

- Problem solving in complex situations
- Critical thinking
- Creativity
- People management
- Coordination with team members
- Emotional Intelligence
- Judgement and decision-making skills
- Service orientation
- Negotiation skills
- Cognitive flexibility

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6. Annexes



6.1 Greece

TOPIC	Emotional Intelligence, emotional labor, and job satisfaction among physicians in Greece. BMC health services research
TITLE	Emotional Intelligence, emotional labor, and job satisfaction among physicians in Greece. BMC health services research
AUTHOR(S) or ORIGIN	Psilopanagioti, Aristeia & Anagnostopoulos, Fotios & Mourtou, Efstratia & Niakas, Dimitris.
FORMAT	Scientific article
SUMMARY	<p>The study aimed at investigating the relationships, direct and/or indirect, between Emotional Intelligence, the surface acting component of emotional labor, and job satisfaction in medical staff working in tertiary healthcare.</p> <p>Results: Emotional Intelligence (Use of Emotion dimension) was significantly and positively correlated with job satisfaction, whereas a significant negative correlation between surface acting and job satisfaction was observed. Furthermore, Self-Emotion Appraisal was negatively correlated with surface acting. Self-Emotion Appraisal was found to influence job satisfaction both directly and indirectly through surface acting, while this indirect effect was moderated by gender.</p>
TOPIC	Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction
TITLE	Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction
AUTHOR(S) or ORIGIN	Maria Platsidou





FORMAT Scientific article

SUMMARY The study reveals that perceived EI was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived EI are likely to experience less burnout and greater job satisfaction.



TOPIC Greek Management and Culture

TITLE Greek Management and Culture

AUTHOR(S) or ORIGIN Charalampos Giousmpasoglou

FORMAT Scientific article

SUMMARY This study manifests how Greece is going through a radical social transformation. All the major European studies mentioned in the paper, regarding management in relation to societal values and cultural influences were unable to predict the devastating effects of the economic crisis in countries like Greece.

On the same note, organisations in general and managers in particular, cannot remain unaffected from these changes since they must gain and maintain a minimal level of approval from society in order to function effectively.



TOPIC Leadership style and personal characteristics of Greek banking employees

TITLE Leadership style and personal characteristics of Greek banking employees

AUTHOR(S) or ORIGIN Dimitrios Belias, Gkolia Aikaterini, Athanasios Koustelios, Konstantinos Varsanis

FORMAT Scientific article

SUMMARY A sample of 487 banking employees rated transactional and transformational leadership as they preferred leadership style.



TOPIC Leadership styles and organizational performance in Greek enterprises

TITLE Leadership styles and organizational performance in Greek enterprises

AUTHOR(S) or ORIGIN Pinelopi Chatzivamvaki

FORMAT Thesis

SUMMARY

A study will investigate leadership styles in Greek enterprises. It examines leadership, culture and organizational performance and concludes that:

"Greece is characterized by many contradictions like the combination of extreme and familiar, of modern and traditional. People are looking for strong collectivism while sticking to their individualism. As it seems, Greeks strongly desire for their society what they themselves are reluctant to practice and that is why there is a big gap between "as is" and "as should be". To be an effective leader in Greece can be challenging and difficult because one must develop flexibility and deeper understanding of these characteristics of Greek culture. However, Greeks are very bright, easy going, relaxed and hard-working at the same time. Hence, with the right guidance and support they can and will offer more than expected."



TOPIC Analysis of Emotional Intelligence (EI) and Leadership in one large company in Greece

TITLE Analysis of Emotional Intelligence (EI) and Leadership in one large company in Greece

AUTHOR(S) or ORIGIN Kanas Vasileios

FORMAT Thesis

SUMMARY

The study investigates the assumption that, if -in their perceptions- managers in the organizational context, display in their daily tasks personal abilities such as self-regulation and self-control and develop the three dimensions of Emotional Intelligence (social skills, motivation and empathy), then they develop charisma, intellectual motivation, and individualized consideration, that is, they practice transformational leadership.

It moves on to underline the need for managers to focus on anthropocentric behaviors. Managers need to inspire, be respected for their work, act as role models, reward, adapt to their team and manage as effectively as possible the human resources that is the heart of a healthy organization.

TOPIC Emotional Intelligence and Emotional labour: the case of hospitality employees

TITLE Συναισθηματική Νοημοσύνη και Συναισθηματική Εργασία: η περίπτωση των υπαλλήλων υποδοχής ξενοδοχείων

AUTHOR(S) or ORIGIN Konstantinos Galazios

FORMAT Thesis

SUMMARY

A critical analysis of various EI models and their application in the workplace. The research focus areas are emotional labor and EI, as demonstrated in the service provider industry of hospitality, in Greece. The study concludes with proposals for an “emotional agenda” to be included in state career counselling and professional guides.

TOPIC Emotional Intelligence in conjunction with emotional labor in the public sector of Greece

TITLE Η Συναισθηματική Νοημοσύνη στο Χώρο της Εργασίας

AUTHOR(S) or ORIGIN Δημήτρης Δρένος (Dimitris Drenos)

FORMAT Thesis

SUMMARY

A critical report of the application of EI in the workplace and the different nuances, with a specific focus on the public sector of Greece. The study suggests that the model of EQ in the workplace can work as an antidote to the technocratic focus on EI. However, EI is not a panacea, and it should be examined under the prism of organizational culture. And under no circumstances should it take the shape of the previous models, otherwise there is always the danger of creating new repressive management systems, which place the individual as the sole responsible of their emotional management.



TOPIC Emotional Intelligence in the workplace

TITLE Η συναισθηματική νοημοσύνη στο χώρο εργασίας

AUTHOR(S) or ORIGIN ΝΙΚΟΛΑΟΣ ΠΛΟΥΜΙΤΣΑΚΟΣ (Nikolaos Ploumitsakos)

FORMAT Thesis

SUMMARY

The study highlights the relevance and importance of EI for both employers and employees in the workplace.

Also, EI is positively correlated with transformational management.

Finally, adopting such innovative models of governance, requires a transformation in organizational culture, not just individual intervention.

6.2 Italy



TOPIC Skills needed to be an Emotional Intelligence worker and employer.

TITLE Soft Skills che generano valore: Le competenze trasversali per l'industria 4.0

AUTHOR(S) or ORIGIN Marina Pezzoli

FORMAT Book, Franco Angeli s.r.l., Milano, 2017

SUMMARY

The article introduces the most important skills for entering the job market according to the HR managers:

- Problem Solving in complex situations
- Critical Thinking
- Creativity
- People Management
- Coordination with team members
- Emotional Intelligence
- Judgment ability and decision making
- Service Orientation
- Negotiation
- Cognitive flexibility

The article also defines soft skills and hard skills.



TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE The role of personality traits, core self-evaluation, and emotional intelligence in career decision-making difficulties

AUTHOR(S) or ORIGIN Annamaria Di Fabio, Letizia Palazzeschi, and Reuven Bar-On

FORMAT Article



SUMMARY

This study examines the role of personality traits, core self-evaluation, and Emotional Intelligence (EI) in career decision-making difficulties: it proves that EI adds significant incremental variance compared with personality traits and core self-evaluation in predicting career decision-making difficulties. Moreover, it suggests that a specific curriculum including also EI would help to prepare people for the job market.



TOPIC

Studies on competencies related to Emotional Intelligence in the workplace

TITLE

Promuovere e potenziare l'Intelligenza Emotiva: applicazioni in ambito forense

AUTHOR(S) or ORIGIN

Tiziana Lanciano, Giuseppe Barile, Antonietta Curci

FORMAT

Article

SUMMARY

Emotional Intelligence (EI) applied to the forensic work field: the study wants to promote curriculums that take into account EI as a teachable subject. It points out that acknowledging its importance as a basic skill to become a successful professionals and also considering it as a part of the forensic curriculum can become a good practice for law students and lawyers.



TOPIC

Emotional Intelligence and productivity in companies
& Competences of a good leader related to Emotional Intelligence

TITLE

The Amadori Case: Supplying McDonalds. EQ, Engagement, and Performance

AUTHOR(S) or ORIGIN

Six Second, The Emotional Intelligence Network

FORMAT

Website/Article

SUMMARY

A three-year study of AMADORI that assesses links between Emotional Intelligence, individual performance, organizational engagement, and organizational performance.

TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE Emotional Intelligence and self-efficacy in a sample of italian high school teachers

AUTHOR(S) or ORIGIN Annamaria Di Fabio, Letizia Palazzeschi

FORMAT Article

SUMMARY This study starts from the ground of considering the role of teachers as promoters and guidance for students acquisition of Emotional Intelligence and it proves that teachers' Emotional Intelligence might improve self-efficacy that is really helpful for their students, who might also develop their Emotional Intelligence.

TOPIC Emotional Intelligence and productivity in companies

TITLE Persone: Best Practice Italiane

AUTHOR(S) or ORIGIN Six Second, The Emotional Intelligence Network

FORMAT Website

SUMMARY Two Italian case studies on the importance of Emotional Intelligence and training for businesses: managers and employees have been involved in different trainings and coaching and the results show that it is possible to improve, investing in a company, the level of EI and it would be beneficial for the business productivity and environment.

TOPIC Relationship between the success of an employee and his or her Emotional Intelligence skills

TITLE E' l'intelligenza emotiva la chiave del successo

AUTHOR(S) or ORIGIN La Repubblica

FORMAT Newspaper article



SUMMARY

Italian article, connected to the press release of an Italian firm, that states how EI is important for good achievements in the workplace. Work environments that are more focused on human feelings and emotions beside the classical and technical skills of each worker are more destined to make profit and last longer.



TOPIC

Competences of a good leader related to Emotional Intelligence

TITLE

L'intelligenza emotiva al lavoro. Assessment e training per valutare e potenziare lo stile di leadership e le abilità emotive dei manager nelle professioni socio-sanitarie

AUTHOR(S) or ORIGIN Amelia Manuti, Maria Luisa Giancaspro, Tiziana Lanciano, Fabiana Bruno

FORMAT

Article

SUMMARY

How to assess and train the leadership skill and the Emotional Intelligence of managers in the health care professions. This study confirmed that as the manager's ability to handle their own and other's emotions increases, with the proper training, the resistance to change decreases. It is particularly interesting as it suggests the need for managers to work on their own management skills and regulate one's own and others' emotions to achieve a more adaptive and reinforcing mood.



TOPIC

Studies, data or research on the impact of competences related to Emotional Intelligence and the success of the company and/or worker.

TITLE

Intelligenza emotiva e strumenti di pianificazione e controllo

AUTHOR(S) or ORIGIN Ernesto Visentin

FORMAT

Article

SUMMARY

According to the present study, it would seem a good strategy to expand very technical processes of management, planning and control, already used among companies, with Emotional Intelligence. The effect would be a higher degree of self and mutual trust, collaboration, innovation and well-being.



TOPIC University courses, or private ones about EI for developing a personal, successful career path

TITLE Private courses on EI in Italian

AUTHOR(S) or ORIGIN Various

FORMAT Websites

Two educational courses focused on Emotional Intelligence, the sub subjects that are included in the curriculums, and the learning objectives.

They focus on:

SUMMARY

- Reading emotions
- Know the emotional potential and the emotional pattern
- How to handle anxiety and uncertainty and turn them into resources
- Know the models on EI developed by Goleman, and other experts
- Knowing how to motivate; positive motivation
- What is Emotional Intelligence in the workplace

6.3 Austria



TOPIC Characteristics of a leader and their competencies.

TITLE Connection between Emotional Intelligence and leadership competence

AUTHOR(S) or ORIGIN Katharina Krenn

FORMAT PhD Thesis

SUMMARY Leadership Principles: Goal orientation, Contribution to the whole, Focus on a few things, Strong point orientation, Trust, Optimism



TOPIC Relationship between the success of an employee and his or her Emotional Intelligence skills.

TITLE Impact of Emotional Intelligence on Performance of Employees

AUTHOR(S) or ORIGIN Hassan Jorfy

FORMAT Article

SUMMARY Emotional Intelligence is a crucial factor for organization's performance and growth and plays an important role in performance of today's competitive organizations. The findings of the study indicate that Emotional Intelligence has a positive impact on the performance level of the managers and employees. There is a significant relationship between the intrapersonal of Emotional Intelligence and performance.



TOPIC Skills needed to be an Emotional Intelligence worker and employer.

TITLE Emotional Intelligence at the Workplace

AUTHOR(S) or ORIGIN Radhika Kapur

FORMAT Article



SUMMARY

There are five emotional and social effectiveness (ESE) skills, valuing self, valuing others, responsive awareness, courage and authentic success. When an individual is required to adequately develop his tasks and conduct at the workplace, then it is vital that he should thoroughly understand emotional and social effectiveness. Irrespective of the qualifications and the skills and abilities, the employees should understand the meaning and significance of Emotional Intelligence. In the case of performance of all tasks, functions and job duties, besides skills and capabilities, Emotional Intelligence too plays an equally important role and leads to accomplishment.



TOPIC

Emotional Intelligence and productivity in companies

TITLE

The Relationship between Emotional Intelligence and Negotiation Performance: Preliminary Findings of an Experimental Study with International Business Students

AUTHOR(S) or ORIGIN Andreas Zehetner & Joerg Kraigher-Krainer

FORMAT

Publication

SUMMARY

Research on the relationship of EI and negotiation performance - data collected from students of University of Applied Sciences Upper Austria.
LINEAR EFFECT: There is a positive direct effect of EI on negotiation outcome. With increasing levels of EI, negotiation performance increases as well. Higher job experience increases the effect of EI on negotiation outcome.



TOPIC

Emotional Intelligence and productivity in companies

TITLE

How Emotional Intelligence Can Improve Your Productivity

AUTHOR(S) or ORIGIN Entrepreneur contributors

FORMAT

Article

SUMMARY

EI manifests itself on 3 levels: Awareness and regulation, Empathy & Social skills
Understanding and controlling emotional responses allows us to better focus on productivity and collaboration with others in the workplace.



TOPIC Emotional Intelligence and productivity in companies

TITLE A Study on Emotional Intelligence At Work Place

AUTHOR(S) or ORIGIN Dr. Desti Kannaiah & Dr. R. Shanthi

FORMAT Study (European Journal of Business and Management)

SUMMARY The study confirms that both Emotional Intelligence and work life balance together create organizational success and develop competitive advantage for organizations. Understanding the potential and the talent that the employees have and ensuring the difference that employees bring to the workplace, making them a part of the organizational success.



TOPIC Emotional Intelligence and productivity in companies

TITLE Relationship between Emotional Intelligence and Job Performance: A Study in Indian Context

AUTHOR(S) or ORIGIN Priyam Dhani, Anil Sehrawat & Tanu Sharma

FORMAT Article

SUMMARY EI along with all its components (Emotional Perception, Emotional Appraisal and Emotional Regulation) is significantly correlated to all indicators of job performance, including: punctuality, competence, accuracy and team work.



TOPIC Emotional Intelligence and how to keep the talent in companies

TITLE Emotional Intelligence– the essential skillset for the age of AI

AUTHOR(S) or ORIGIN Capgemini Research Institute

FORMAT Digital Report



SUMMARY

AI and automation will increase the demand for EI skills as employees will have a more client/people-facing role.

There is a high need for adapting hiring processes, since fewer than 40% of organizations test for EI skills while hiring. In particular, companies should:

- Identify the key EI skills that are important for their workforce
- Identify and develop targeted training by career levels and functions



TOPIC

Emotional Intelligence and how to keep the talent in companies

TITLE

Being Smart About Emotional Intelligence

AUTHOR(S) or ORIGIN Lauren Garris

FORMAT

Article

SUMMARY

HR and talent management professionals have the opportunity to improve their organization's productivity by making increased Emotional Intelligence a strategic organizational goal. Examples of the steps to follow are listed below:

1. Select for Emotional Intelligence;
2. Start at the top to assess Emotional Intelligence and to achieve buy-in;
3. After the senior leader pilot program, launch a voluntary, company-wide initiative;
4. Evaluate the program's effectiveness.



TOPIC

Self-Motivation for Employers

TITLE

Motivation: Outstanding way to promote productivity in Employees

AUTHOR(S) or ORIGIN Almas Sabir

FORMAT

Academic Journal: American Journal of Management Science and Engineering. 2(3):35, January 2017.

SUMMARY

Managers who want to encourage productivity should work to ensure that employees are greatly appreciated and rewarded with diligent employee performance. A motive is what prompts a person to act in a certain way, or at least develop an inclination for specific behavior.



SUMMARY

Managing motivation is therefore a critical element of success in any business; with an increased productivity, an organization can achieve higher levels of output. It is easy to tell when people are properly motivated because they: a) look for better ways to do a job, b) care about customers, c) take pride in the work, and d) are more productive.



TOPIC

Self-Motivation for Employers

TITLE

Employee Motivation – Self Motivation

AUTHOR(S) or ORIGIN Tutorials Point

FORMAT

Online Article, Tutorials Point.

SUMMARY

Managers or employers in small organizations need to be self-motivated and for them self-motivation is more necessary as they need to motivate others. As a team leader or manager you will be looked to for reassurance and guidance in a job, and if you give the impression that you are merely going through the motions, your lack of motivation can become contagious and may prove disastrous for the organization as a whole.



TOPIC

Self-Motivation for Employers

TITLE

A Story of Motivation: Self Driven Employees

AUTHOR(S) or ORIGIN Sumaiya Mukadam

FORMAT

Academic Journal: International Journal of Human Resource & Industrial Research

SUMMARY

There are two specific types of motivation: financial and non-financial. Companies could be more efficient if the employees had an invested interest in the future of the company. There are essential needs to be met for a person, specifically an employee, to succeed in the workplace.



SUMMARY

Employees make up an organization and if they do not have organizational commitment, then there is no incentive to excel at their jobs. Two important reasons that employees should be motivated are to achieve their own personal goals and the organizational goals.



TOPIC

Emotions management with colleagues, leaders, and clients

TITLE

Manage your emotional culture.

AUTHOR(S) or ORIGIN Sigal Barsade and Olivia A. O'Neill

FORMAT

Academic Magazine Article: Harvard Business Review, January- February 2016.

SUMMARY

Most companies don't realize how central emotions are to building the right culture. They tend to focus on cognitive culture: the shared intellectual values, norms, artefacts, and assumptions that set the overall tone for how employees think and behave at work. Emotional culture influences employee satisfaction, burnout, teamwork, and even "hard" measures such as financial performance and absenteeism.



TOPIC

Emotions management with colleagues, leaders, and clients

TITLE

Dealing with feelings: How to be an Emotionally- Aware Leader

AUTHOR(S) or ORIGIN Meghan M. Biro

FORMAT

Online Article Entrepreneurial Europe:

SUMMARY

Many leaders think emotion is a handicap in the workplace, but it's actually critical to good management. Effective leaders lead with emotion. Four important skillset: Self-awareness: understanding their own emotional state. Self-management: the ability to control their own emotions and reactions. Social-awareness: the ability to pick up emotional cues from others. Relationship-management: an approach combines communications and team building with the ability to manage conflict and influence employees.



TOPIC Emotions management with colleagues, leaders, and clients

TITLE How to Improve Emotional Intelligence in the workplace

AUTHOR(S) or ORIGIN Courtney E. Ackerman

FORMAT Online article from Positive Psychology

SUMMARY How a person deals with her co-workers or employees when they are having a bad day is a good indication about her EI/EQ level. Emotional intelligence training boosted employee productivity and resulted in better evaluations from management. If a workplace is generally high in Emotional Intelligence, it likely handles change well. Change initiatives are probably taken seriously and carried out in earnest.



TOPIC Emotions management with colleagues, leaders, and clients

TITLE Interdisciplinary teamwork: is the influence of Emotional Intelligence fully appreciated?

AUTHOR(S) or ORIGIN Antonette McCallin, Anita Bamford

FORMAT Article Academic Journal, Journal of Nursing Management,

SUMMARY Interactional skills and Emotional Intelligence affect team behaviour and performance. An effective team needs both Emotional Intelligence and expertise, including technical, clinical, social and interactional skills, so that teamwork becomes greater or lesser than the whole, depending on how well individuals work together.



TOPIC Emotions management with colleagues, leaders, and clients

TITLE The many faces of emotional leadership.

AUTHOR(S) or ORIGIN Ronald H. Humphrey

FORMAT Article Academic Journal: The Leadership Quarterly



SUMMARY

Empathy is shown to be an important variable that is central to both Emotional Intelligence and leadership emergence. It is argued that a key leadership function is to manage the emotions of group members, especially with regard to feelings related to frustration and optimism. Leaders' emotional displays are demonstrated to have a larger impact on perceptions of leaders than the content of the leaders' messages, at least in some circumstances. Leaders' influences upon emotional process variables are found to have a large impact on performance.



TOPIC

Benefits of Emotional Intelligence in the workplace

TITLE

Emotional Intelligence for workplace success. Building effective relationships for enhancing work productivity

AUTHOR(S) or ORIGIN GLOMACS

FORMAT

Training course

SUMMARY

Emotional Intelligence is essential for workplace success. Emotionally intelligent leaders and employees can help build effective relationships for enhancing work productivity. Understanding and raising your Emotional Intelligence is vital to your success and leadership potential.

6.4 Spain



TOPIC Benefits of Emotional Intelligence in the workplace

TITLE The benefits of Emotional Intelligence at work

AUTHOR(S) or ORIGIN Engel & Völkers

FORMAT Webpage

SUMMARY

In this document we can appreciate the main advantages of a high level of Emotional Intelligence in work environments, such as:

- Increased productivity
- Increased sales
- Increased stability of workers
- workers with a high level of satisfaction
- better customer services
- better business communication



TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE Competences of Emotional Intelligence in the workplace

AUTHOR(S) or ORIGIN Cesar Piqueras

FORMAT Webpage: <https://www.cesarpiqueras.com/inteligencia-emocional-en-el-trabajo-competencias>

SUMMARY

The author divides competencies based on the competency framework of Emotional Intelligence, defined by Goleman in Working with Emotional Intelligence (1999):

Obtaining a division between personal competences and social competences:

Personal competences: Self-regulation, Self-awareness, Motivation.

Social competences: Empathy and social skills.

TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE 5 Emotional Intelligence competencies to apply at work

AUTHOR(S) or ORIGIN <https://www.unir.net/>

FORMAT Webpage

SUMMARY Emotional Intelligence provides us with the attitudes and tools that will make it possible for us to develop the competencies to feel full and contribute. All of them already exist in us, it is just a matter of consciously activating them:

1. Self-awareness
2. Self-regulation
3. Self-motivation
4. Relationship management
5. Change management

TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE Emotional Intelligence and entrepreneurship: key competences to get out of the Valley of Death

AUTHOR(S) or ORIGIN José Antón López-Acevedo
Vicepresidente del Instituto Europeo de Innovación en Inteligencia Emocional

FORMAT Webpage

SUMMARY Personal characteristics of the entrepreneur, predictors of success and positively and significantly related to EI

RELATED PERSONAL OR SOCIAL EI COMPETENCE (Goleman/Boyatzis Model 2002)

PERSONAL Self-Confidence/ Self-Knowledge

Ability to perceive opportunities Indirect: Self-knowledge

Achievement Orientation PERSONAL/ Motivation

Extroversion Basic Personality Trait

Locus of control (internal) Indirect: Self-knowledge

Risk-taking propensity Indirect: Self-awareness, Self-regulation

Associative networking ability SOCIAL/ Social Skills

TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE Emotional Intelligence management entrepreneur

AUTHOR(S) or ORIGIN <http://www.injuve.es/>

FORMAT http://www.injuve.es/sites/default/files/guia_jovenes_talento_perfilemprendedor_7.pdf

SUMMARY

Relationship between competences related to Emotional Intelligence and fear of entrepreneurship

This article contextualises the relationship between Emotional Intelligence as a vehicle for the backbone of emotions.

TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE The impact of Emotional Intelligence at work in 10 facts

AUTHOR(S) or ORIGIN Capitalismo Consciente

FORMAT

<https://capitalismoconsciente.es/blog/el-impacto-de-la-inteligencia-emocional-en-el-trabajo-en-10-datos/#:~:text=Rendimiento,los%20datos%20publicados%20por%20TalentSmart.>

SUMMARY

In this study we can see the incidence of Emotional Intelligence in multiple and diverse factors

- Success.
- Work satisfaction.
- Performance
- Productivity.
- Leadership.
- Innovation
- Self-control.
- Adaptation.
- Resilience
- Burnout



TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE A meta-analysis of Emotional Intelligence and work attitudes

AUTHOR(S) or ORIGIN Chao Miao, Salisbury University

FORMAT <https://www.researchgate.net/journal/Journal-of-Occupational-and-Organizational-Psychology-2044-8325>

SUMMARY

Our meta-analysis of Emotional Intelligence (EI) demonstrates that: First, all three types of EI are significantly related to job satisfaction (ability EI: = .08; self-report EI: = .32; and mixed EI: = .39). Second, both self-report EI and mixed EI exhibit modest yet statistically significant incremental validity ($\Delta R^2 = .03$ for self-report EI and $\Delta R^2 = .06$ for mixed EI) and large relative importance (31.3% for self-report EI and 42.8% for mixed EI) in the presence of cognitive ability and personality when predicting job satisfaction. Third, we found mixed support for the moderator effects (i.e., emotional labour demand of jobs) for the relationship between EI and job satisfaction. Fourth, the relationships between all three types of EI and job satisfaction are mediated by state affect and job performance. Fifth, EI significantly relates to organizational commitment (self-report EI: = .43; mixed EI: = .43) and turnover intentions (self-report EI: = -.33). Sixth, after controls, both self-report EI and mixed EI demonstrate incremental validity and relative importance (46.9% for self-report EI; 44.2% for mixed EI) in predicting organizational commitment. Seventh, self-report EI demonstrates incremental validity and relative importance (60.9%) in predicting turnover intentions.



TOPIC Studies on competencies related to Emotional Intelligence in the workplace

TITLE How Emotional Intelligence Can Improve Your Productivity

AUTHOR(S) or ORIGIN <https://www.entrepreneur.com>

FORMAT <https://www.entrepreneur.com/article/296888>

SUMMARY

Emotional Intelligence manifests in three main dimensions: Awareness and regulation. First, there's the introspective side of Emotional Intelligence.



This dimension is all about your ability to recognize, analyze and respond to your internal emotions. For example, if your idea is laughed at by a group of people, Emotional Intelligence will enable you to recognize the frustration or humiliation you feel, and give you some level of control over that emotion.

SUMMARY

Empathy. Second, empathy allows you to internally feel what other people are feeling. This allows you to relate to others on a deeper and more reflective level, understanding their motivations and who they are as people.

Social skills. Third, Emotional Intelligence gives you better social skills, since you can use your emotional understanding to regulate your response, adjust your tone for different target audiences and figure out the “right” thing to say in almost any situation.



TOPIC

Studies on competencies related to Emotional Intelligence in the workplace

TITLE

Emotional Intelligence and productivity - is there a relationship between them?

AUTHOR(S) or ORIGIN <https://www.shl.hu/>

FORMAT

<https://www.shl.hu/en/about-us/blog/emotional-intelligence-and-productivity-is-there-a-relationship-between-them#:~:text=However%2C%20high%20emotional%20intelligence%20helps,n oticeably%20improves%20productivity%20as%20well.>

SUMMARY

In this article we show an analysis between Emotional Intelligence and production capacity.



TOPIC

Studies on competencies related to Emotional Intelligence in the workplace

TITLE

Emotional Intelligence: A Leader 's Impact on Productivity in a Distribution Environment

AUTHOR(S) or ORIGIN Herbert Callahan, Brandman University

FORMAT

https://digitalcommons.brandman.edu/cgi/viewcontent.cgi?article=1023&context=edd_dissertations

SUMMARY

The purpose of this qualitative study was to explore and describe the impact of a supervisor's Emotional Intelligence on the performance of the associates that work for them within a distribution environment. The research design will include assessing a supervisor's levels of Emotional Intelligence through the administration of the Emotional Intelligence Appraisal®-Me Edition and will include the gathering of data through semi-structured interviews from identified associates that work with them

TOPIC

Studies on competencies related to Emotional Intelligence in the workplace

TITLE

Emotional Intelligence and Employee Performance: An Intervention Based Experimental Study [Journal of Business & Economics (2075-6909

AUTHOR(S) or ORIGIN Muhammad Munir, University of Narowal

FORMAT

https://www.researchgate.net/publication/330133322_Emotional_Intelligence_and_Employee_Performance_An_Intervention_Based_Experimental_Study_Journal_of_Business_Economics_2075-6909

SUMMARY

Emotional Intelligence (EI) significantly and positively contributes towards employees' task and contextual performance. Previous studies have explored this relationship in descriptive and/or cross-sectional research designs which did not establish a true causal relationship. The Current study used a longitudinal intervention-based pretest-posttest experimental design where employees were trained to enhance their Emotional Intelligence which consequently enhanced employee performance. The study was carried out in a three-stage process consisting of pretest, Emotional Intelligence interventions' implementation and post-test. As a part of the Emotional Intelligence interventions, four Emotional Intelligence skills (Self-awareness, Self-management, Social awareness, and Relationship management) were imparted through training for a duration of five months followed by one month of coaching.

Thirty-six (36) participants with a low level of Emotional Intelligence had joined the study voluntarily after submitting an informed consent taken for training and coaching interventions

6.4 Romania



TOPIC Why is Emotional Intelligence important? The benefits and development of EI in Leadership

TITLE Emotional Intelligence in Leadership

AUTHOR(S) or ORIGIN Business Days

FORMAT Business Days (Article)
<https://www.businessdays.ro/blog/leadership-resurse-umane/inteligenta-emotionala-in-leadership>

SUMMARY Do you recognize the emotion you feel when you feel it? Can you manage your emotions without being affected at work or at home? Can you motivate yourself to continue despite the emotions you are going through? Do you feel the emotions of those around you and can you respond to them?
Dale Carnegie said, "When you work with people, remember that you are not working with logical creatures, but with emotional creatures."
David Caruso said, "It's very important to understand that Emotional Intelligence is not the opposite of IQ, it's not the triumph of the heart over the mind - it's the only intersection between the two."



TOPIC Emotional Intelligence is one of the ten essential qualities employees need to thrive in 2020.

TITLE 6 great ways in which people with Emotional Intelligence respond to pressure

AUTHOR(S) or ORIGIN Marcel Schwantes

FORMAT Webpage <https://www.thriveglobal.ro/stories/6-moduri-geniale-in-care-oamenii-cu-inteligenta-emotionala-raspund-la-presiune/>

SUMMARY Companies consider employees with Emotional Intelligence to be very valuable for several reasons. In my own studies and observations over the years, as a leadership coach, I have identified six main reasons.

SUMMARY

- 1) People with Emotional Intelligence respond, not react;
- 2) People with Emotional Intelligence are authentic, they do not hide;
- 3) People with Emotional Intelligence think before they speak;
- 4) People with Emotional Intelligence do better in difficult situations;
- 5) People with Emotional Intelligence practice self-control;
- 6) People with Emotional Intelligence have an overview;

TOPIC

Practical tips for motivating employees whose needs are mainly on the first step of the Maslow's Pyramid - primary physiological needs

TITLE

How to motivate your employees according to Maslow's Pyramid of Needs - from those who need security to those who need social recognition

AUTHOR(S) or ORIGIN Victoria Bulai

FORMAT

Republica (Article)

<https://republica.ro/cum-sa-ti-motivezi-angajatii-conform-piramidei-nevoilor-a-lui-maslow>

SUMMARY

There are many methods of meeting this type of need, from the most subtle, such as creating an organizational culture by selecting staff according to certain principles and values, to the most visible, such as methods of guidance, integration and feedback. A healthy organizational climate, based on collaboration and collegiality, on a constructive competition among employees, awakens the feeling of belonging both for new employees and for those with a "long lasting work career".

At the same time, no matter how much "goodwill" you would have as an employer, the degree of motivation will increase in proportion to the level of self-motivation of each employee. Over time, I have learned one thing: all the actions you take are governed by the trusting relationships you build with your employees.

TOPIC

Human Resource managers realized the importance of motivating employees and began to pay more attention to the needs and well-being of employees

TITLE

3 causes for which employees lose their motivation



AUTHOR(S) or ORIGIN Portal Resurse Umane

FORMAT Article
<https://www.portalresurseumane.ro/3-cauze-pentru-care-angajatii-isi-pierd-motivatia-540.htm>

SUMMARY An employee's motivation can be influenced by both internal and external factors. Not only the salary package or benefits contribute to an employee's motivation, but other reasons can be identified that (are given less attention. Managers are advised to communicate with employees and to identify, as much as possible, the real causes of their lack of motivation, in order to then be able to apply an appropriate strategy.
These are 3 of the most common causes for which employees lose their motivation at work:

- 1) Lack of self-efficiency;
- 2) Routine;
- 3) Inappropriate values



TOPIC Entrepreneurship and Emotional Intelligence

TITLE Personality traits and the characteristics of an entrepreneur

AUTHOR(S) or ORIGIN Dogaru Lia Dorica

FORMAT Article
<https://www.forseda.ro/wp-content/uploads/2018/06/A6.1-Modulul-I-sinteza-PPT-Trasturi-de-personalitate-si-characteristicile-unui-antreprenor.pdf>

SUMMARY Specific skills and behaviours for a good entrepreneur:

- Communication
- Facilitate meetings and the decision-making process
- Vision and strategic planning
- Conflict resolution and negotiation
- Project Management
- Working with people
- Public presentations
- Teamwork
- Decision making



SUMMARY

- Taking risks
 - The desire for personal evolution
- Emotional Intelligence has five main components:
- Self-awareness
 - Self-adjusting
 - Motivation
 - Empathy
 - Social abilities



TOPIC

Among the desired benefits is private health insurance, according to a recent study.

TITLE

Study: Employees feel motivated by benefits, such as private health insurance

AUTHOR(S) or ORIGIN Andreea RADU

FORMAT

Study (statistics)
<https://www.1asig.ro/Studiu-Angajatii-se-simt-motivati-de-beneficii-precum-asigurarile-private-de-sanatate-articol-3,100-58786.htm>

SUMMARY

The most important benefits that an employer should offer a blue-collar employee to motivate him:

- Dark blue is for the vision of an employer; 67% Salary bonus
- Light blue is for the vision of an employee; 59% gift meal vouchers

The others are: flexible schedule, private medical insurance, training, wellbeing



TOPIC Just like in relationships, it is more productive to work on the relationship with your employees than to start from "scratch" with someone else.

TITLE Employee's retention strategies in a dynamic world

AUTHOR(S) or ORIGIN Up Romania

FORMAT Webpage:
<https://upromania.ro/blog/strategii-de-retentie-a-angajatilor/>

SUMMARY Eight employee's retention strategies:

- 1) Set individual discussions earlier, or separately, from regular evaluations;
- 2) Collect feedback from the employees;
- 3) Be open to the talents of your employees;
- 4) Make sure the management knows your team;
- 5) Show them that the balance between professional and personal is important to you;
- 6) Always say thank you;
- 7) Be regularly available for a discussion, especially one that talks about the next steps in an employee's career;
- 8) Make sure the actual workplace is a pleasant one.

TOPIC What are the branches of Emotional Intelligence

TITLE Emotional Intelligence: What it is and how it influences professional relations

AUTHOR(S) or ORIGIN Office Direct

FORMAT Article
<https://www.officedirect.ro/blog/inteligenta-emotionala-ce-este-si-cum-influenteaza-relatiile-profesionale>

SUMMARY In order for the objectives of each of us to be achieved, it is necessary to meet four conditions that make up the whole of Emotional Intelligence:

Self-knowledge: identifying one's own desires, emotions and values;

Social awareness: the ability to receive the emotions and thoughts of others;

Self-control: the ability to control negative emotions, the recognition of mistakes and flexibility;

Relationship management: influence on interlocutors and prevention of conflicts.



TOPIC How much Emotional Intelligence matters in business

TITLE Emotional Intelligence, the lifeboat of organizations in crisis

AUTHOR(S) or ORIGIN Oana Dimitriu

FORMAT Business 24 - Article
<https://business24.ro/leadership/leadership-carismatic/inteligenta-emotionala-barca-de-salvare-a-organizatiilor-in-criza-1611910>

SUMMARY Leadership skills are tested in “troubled times”, and a true leader needs Emotional Intelligence to get his organization through a crisis. Beyond the perspective of companies, entrepreneurs are a hard-hit category of the pandemic. Anxiety about the sources of financing, frustrations regarding the impossibility to continue the activity in the initially established form, all these can make the entrepreneur be tempted to abandon the business. To avoid this, Emotional Intelligence also offers the solution.



TOPIC One of the most important internal goals of today's companies is to retain the best employees

TITLE 6 strategies for motivating and retaining the best employees

AUTHOR(S) or ORIGIN Business Academy

FORMAT Webpage:
<https://www.business-academy.ro/6-strategii-de-motivare-si-pastrare-a-celor-mai-buni-angajati>

SUMMARY 6 strategies for motivating and retaining the best employees:

- 1) Help new employees get started right;
- 2) Meet the three special needs of people;
 - the need for security;
 - the need for recognition;
 - the need to belong
- 3) Create a work environment in which employees feel good;
- 4) Give your employees your full attention;
- 5) Motivate your employees;
- 6) Reduce the stress of your employees

TOPIC The study shows the most important differences in expectations and needs in terms of the employee-employer relationship

TITLE Top benefits that employees want versus what employers want from workers - "Obedience and timely work"

AUTHOR(S) or ORIGIN STARTUP CAFE

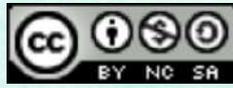
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<https://www.startupcafe.ro/afaceri/angajati-beneficii-angajator-salariu-bonus.htm?amp>

SUMMARY The study was conducted on a nationally representative sample of 678 blue-collar workers and 1,000 employers, using the CATI (Computer Assisted Telephonic Interviews) methodology between March and April 2018.

EMPLOYER EMPLOYEE

Obedience and timely work (they want)	I want to be appreciated (they want)
Salary bonus (vision: the most important)	Gift meal vouchers (vision: the most important)
Competence (58%)	Competence (66%)
Meeting deadlines (52%)	Trust/Confidence (49%)
Experience (28%)	Compliance with commitments (40%)
Trust/Confidence (26%)	Meeting deadlines (37%)
Loyalty (22%)	Experience (37%)





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