FINAL RESEARCH PROJECT

Emotional Intelligence in Organizational Management

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Note:

This document complies partially with APA Standard (American Physiological Association). Some licenses have been taken in terms of representation of tables and graphs, illustrations and paragraph spacing. It also includes inspirational and representative images based on art as a mode of holistic expression, as a way of amplifying human understanding and as a deconstructor in what art contributes to the knowledge of the development of emotional intelligence in organisations.

ABSTRACT

The ways of doing business are changing in response to contextual circumstances and changes in the environment. It is no longer the same today as it was in the past. Nowadays, business is no longer only about competing on price or product, employers need changes in the behaviour and way of working within companies, and as a consequence, soft skills are increasingly being requested in employees, that is why it was decided to recall the concept of emotional intelligence to highlight its importance applied within organisations.

The purpose of this research work is to deepen the knowledge about emotional intelligence, dealing with topics of utmost relevance in the daily activities of any organisation such as leadership, interpersonal relationships, decision making, among others. All of this is achieved after having an understanding of the concept and its components.

The insights were obtained by processing information from reliable sources such as internet articles, books, surveys and interviews.

RESUMEN

Actualmente, la forma de concretar negocios está cambiando en respuesta a las circunstancias contextuales y a los cambios en el entorno. Ya no es lo mismo hoy que en el pasado. Hoy en día los negocios ya no consisten sólo en competir en precio o producto, los empresarios necesitan cambios en el comportamiento y la forma de trabajar dentro de las empresas, y como consecuencia, las habilidades blandas son cada vez más solicitadas en los empleados, es por ello que se decidió recordar el concepto de inteligencia emocional para resaltar su importancia aplicada dentro de las organizaciones.

El propósito de este trabajo de investigación es profundizar en el conocimiento de la inteligencia emocional, abordando temas de suma relevancia en el quehacer diario de cualquier organización como el liderazgo, las relaciones interpersonales, la toma de decisiones, entre otros. Todo esto se logra después de tener una comprensión del concepto y sus componentes.

Todos los conocimientos se obtuvieron mediante el procesamiento de información obtenida de fuentes confiables como artículos de internet, libros, encuestas y entrevistas.

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They would also like to thank the university and their course director Maria Florencia Sciarrotta for supporting, helping and guiding them during the last four years. Thank you for your deep commitment to the students.

Last but not least, the authors would like to express a deep and heartfelt thanks to their professor Jorge Washington Barrientos for guiding and helping them during the process of developing the research work, and we are very grateful for his commitment to the authors' team.

DEDICATIONS

The entire research thesis is wholeheartedly dedicated to all the people who accompanied us during the four years of our university career, who were always there unconditionally to make this possible and make this period a unique and unforgettable experience.

I, Lucía Asteggiano, would like to dedicate this thesis to my parents and my siblings. Without their love and support, none of this would be possible. I thank them for always being present despite the distance, being cheerful, and being willing to listen to all my crazy projects. I would also like to dedicate it to my group of friends. I am more than grateful to have crossed paths with people who were always present throughout my career, I take with me unforgettable memories. Thank you for all the laughs shared and for all the kindness.

I, Analia Cheng, want to dedicate the thesis and the entire career primarily to my family; without their support and encouragement, nothing would have been possible. In addition, I would like to dedicate it to all my friends, especially those who worked with me in the research work, for believing in me and helping me improve and learn in every aspect of life. I would also like to give my deepest gratitude to the university for giving me this space to grow and to all the professors I have met during these years of my career because, without their unconditional teaching, it would not have been possible to get to where I am standing today. Finally, I want to dedicate it to myself for not giving up in the middle of the whole process.

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Chapter I - PRESENTATION OF THE TOPIC

This chapter introduce the theme that is developed throughout this study. It provides the readers with information about what is being investigated and how it is approached; taking into account the hypotheses, the purpose of the research, the objectives, the aim, the goals and the questions that provides information to be able to fulfil what is proposed.

1.1. Introduction

Almost everyone has heard or read about emotional intelligence, whether directly about the topic or a topic related to it. For those who do not know well what Emotional Intelligence refers to, it could be said that it is a tool that can be strengthened and fostered by all human beings. It is a learning journey where people learn not to judge feelings, express ideas assertively, and develop empathy, self-motivation, and general well-being. Emotional intelligence allows you to become aware of your emotions, understand the feelings of others, tolerate the pressures and frustrations that people endure at work, accentuate your ability to work in a team and adopt an empathetic and social attitude. All these benefits provides you with greater possibilities for personal development.

In this research, the topic is Emotional Intelligence within the work environment. Companies of the present demand professionals capable of identifying and managing their own and other people's emotions, with social skills and the ability to adapt to different situations.

The subject is approached within national and international companies of all sizes to carry out this study. The idea is to analyse an in-depth analysis of how emotional intelligence impacts organisations. To conduct this comprehensive study, many sources of information are taken into account. There are papers, academic sources, academic databases, surveys, google

research and books related to the topic. The established title of this research project is "Emotional Intelligence in organisational Management."

1.2 Keywords

Emotional intelligence - importance - changes - impact - self-awareness - emotional control - management - empathy - workplace wellness - EI tools - organisational performance - motivation - social skills -interpersonal skills - emotional quotient - productivity - emotional beings.

1.3 Aim, Goals and Objectives

Every research is done with a specific interest. This case analyses the importance of emotional intelligence inside organisations and how it directly impacts understanding its performance. The entire investigation process approach how it reshaped the organisational culture and benefit from it.

The goal, aim, and objectives proposed and intended to achieve in the following subsections are stated and explained.

1.3.1 Goal

The outcome intended to achieve with the research project about emotional intelligence in the workplace is to demonstrate the value of emotional intelligence.

Having that in mind, the goal statement is: to prove the importance of emotional intelligence for organisations.

It is believed to make people aware of the positive impact of emotional intelligence in their daily lives and their performance within the company.

1.3.2 Aim

In order to provide a direction for the actions to be taken in this research project, the team made a general statement that is considered the aim.

Therefore, the aim is: evidence the positive changes generated by emotional intelligence within organisations.

The evidence of impact to be corroborated with knowledge generated during the research through content analysis of several credible sources and extra activities such as interviews and surveys.

1.3.3 Objectives:

People set objectives to achieve them later; those objectives need to be SMART, which means Specific, Measurable, Achievable, Realistic, and Timed.

To achieve the goal mentioned earlier, the research team defined a research plan with the following concrete measurable objectives:

Note that every objective may be supported by more than one question. The connections are considered adequate if the questions respond to the ore-established objectives.

- **Objective 1:** Investigate if the implementation of emotional intelligence changes employee productivity within organisations.
  - Supported by questions 5, 6 and 11

- **Objective 2:** Analyze how the adoption/implementation of emotional intelligence influences the decision-making process.

    ○ Supported by question 10

- **Objective 3:** Reveal the connection/supporting evidence that demonstrates the improvement of interpersonal relationships thanks to higher emotional intelligence.

    ○ Supported by questions 7 and 8

- **Objective 4:** To propose an inclusive definition of emotional intelligence.

    ○ Supported by questions 1 and 2

- **Objective 5**: To elaborate a comprehensive explanation of how emotions impact the business environment.

    ○ Supported by questions 3, 4 and 9

1.4 Researching Questions

Considering the objectives set out above, a series of questions are developed to allow the researchers to collect the necessary information to fulfil the objectives of the investigation. The following questions were designed considering the key factors that the team assumed were most relevant to the study.

- **Q1:** What is emotional intelligence, and which are the significant milestones in the business environment?

- **Q2:** Which are the types of emotional intelligence, and how can you measure it?

- **Q3:** What are the benefits of emotional intelligence? And what is the given importance within organisations?

- **Q4:** How can emotions influence the development of the workers' careers?

- **Q5:** Which are the visible/tangible consequences of applying the use of emotional intelligence in the performance of an organisation?

- **Q6:** Which tools can businesses give to employees to contribute to higher emotional intelligence?

- **Q7:** How to manage conflicts at the workplace by applying emotional intelligence? And how does it change the quality of interpersonal relationships?

- **Q8:** Which are the characteristics of a person with high scoring of emotional intelligence?

- **Q9:** What are the benefits of applying emotional Intelligence to the leadership style?

- **Q10:** How does emotional intelligence impact the quality of negotiation and the decision-making process?

- **Q11:** What are the changes in productivity as a consequence of the use of emotional intelligence?

1.5 Researching Hypotheses

The study aims to examine how the implementation of emotional intelligence affects business, specifically in the workplace. Since this research follows an exploratory and descriptive methodology, the hypotheses refers this study.

After having said that, the authors would like to express that all the information collected to prove the hypotheses are taken from several sources, most studies, papers and surveys. In addition, some surveys are included to reinforce the validity of these hypotheses using up-to-date data.

There are four hypotheses to validate:

- **H1:** The implementation of emotional intelligence in organisations collaborate in increasing the organisation's productivity.

- **H2:** Emotionally intelligent employees have better performance and are more successful at work.

- **H3:** In the long term, emotional intelligence helps companies save costs, e.g. reduce employee turnover and increase loyalty.

- **H4:** To be emotionally intelligent, a person needs to be more intrinsically motivated rather than extrinsic.

1.6 Justification

This report, as mentioned above, focuses on how the implementation of emotional intelligence within organisations impacts on business management. Based on the effect it has on productivity, decision-making processes, interpersonal relationships, and increased well-being within work environments.

This study is relevant to the Global Business Management community because, generally speaking, not only within the business focus, emotions are part of every person's life. They are what generate the actions and impulses that people have. If it relates to the business environment, learning and incorporating emotional intelligence helps to improve communication and relationships between the people that make up organisations.

In addition, this report provides the research community with relevant and useful information on how emotions directly affect outcomes within organisations. Providing a greater openness to the possibilities and characteristics that contribute to the individual progress of people.

Chapter II- STATE OF THE ART AND THEORETICAL FRAMEWORK

This chapter provides information on the concept of emotional intelligence within organisations. It covers the implementation of the concept from various points of view. Considering the benefits that it brings either for productivity, interpersonal relationships or from the point of view of leadership, among others.

2.1 Emotional Intelligence

Each organisation, regardless of the field or the industry to which it belongs, built a structure throughout its trajectory that turns out to be the basis of every action carried out by its members within it. There are different types of structures; some are more traditional, others more modern, but they all have in common that they all need people to be in action.

When emotional intelligence is introduced within an organisation, the first thing to analyse is its organisational culture. It should be studied what factors can be changed and the factors that culture wants to preserve.

Every organisation is known to exist in order to achieve objectives. Depending on the type of organisation, they can be infinite. However, to perform any kind of objective, processes have to be carried out. And to carry out these processes, some people are trained to fulfil specific roles and responsibilities which, if they perform them effectively, lead to the fulfilment of a particular purpose.

Once the areas in which emotional intelligence can be introduced in the organisation are detected, the following begins to be analysed:

As mentioned in the previous paragraph, each area of an organisation comprises people who work together to achieve a common purpose. It is a fact that all people are emotional

beings. Therefore, each action they perform are based on the emotion they feel at that moment. By working all towards the same objective, it can be said that an intangible current is generated in the workspace that can be defined in several ways: some people call it an energy field, others a synergy, others an atmosphere, as can also be called as the environment or scope of work, among other possibilities. The point is that this field, setting, or atmosphere influences teamwork. This means that when people are not flowing in the same stream, it is felt in the environment.
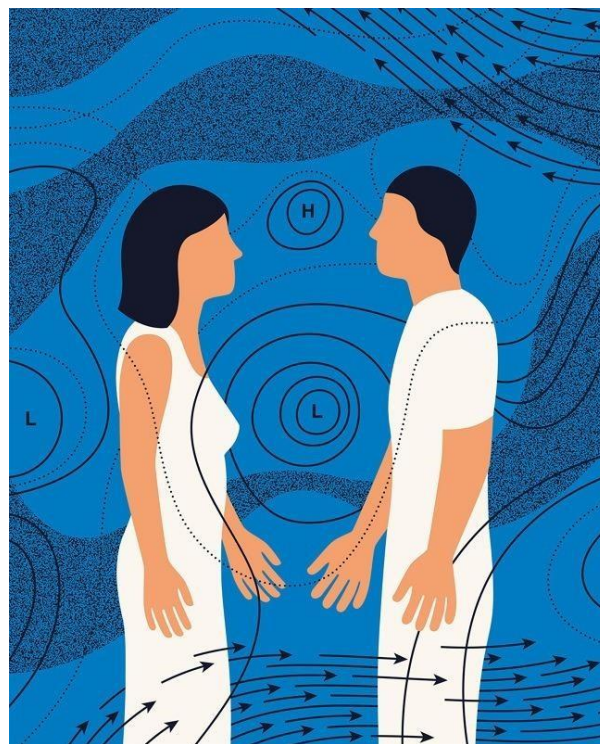
Figure 1 - Highs and Lows

Note: *Adapted from Highs and Lows, by Francesco Ciccolella. U&W Magazine. (https://www.francescociccolella.com/Highs-And-Lows-U-W-Magazine).*

Figure one represents for the research team the energy fields that exist within the working environments.

When this intangible current is balanced, something happens and is perceived in an understanding atmosphere that makes people feel more comfortable. This is because when there exists a balance, group trust increases. By having greater confidence, people feel greater well-being when expressing themselves, and in turn, fear disappears. Fear is a feeling of mistrust that leads one to believe that something negative can happen; therefore, if people are afraid to express themselves, the probability that the work they do is not one hundred per cent effective increases. Also, people who feel fear tend to be constantly defensive, causing them to be more reactive and less reflective when expressing their emotions.

Emotional intelligence seeks to optimise the work of people within the organisation. Acquiring the ability to know when to ask and when to offer, recognise mistakes, delegate, share, express themselves creatively, connect with opportunities, express themselves assertively, value the work of the other, organise in time. These examples are just some of the factors which encompass human relationships. And what is going to define this type of action are the values represented in the organisational culture that the company presents.

2.1.1 Historical Background and Definition

Defining emotional intelligence is essential to understanding the historical context and the leading players involved.

How did the concept of "Emotional Intelligence" originate? About three decades ago in 1987, Peter Salovey (President of Yale University at present) and John D. Mayer, discuss the research they were conducting at that time. The main topics of the study included thoughts, feelings, and behaviour. They realised that the valid theories of intelligence did not consider

people's emotions and that they could improve and contribute to "Intelligence" by adding "Emotion".

Why are people's emotions that important? "In psychology, emotion is often defined as a complex state of feeling resulting in physical and psychological changes that influence thought and behaviour. Emotionality is associated with various psychological phenomena, including temperament, personality, mood, and motivation."

Emotions are always present, and no matter what you do, emotions are consistently applied to them. Emotions need to be well managed and controlled to react appropriately when facing different situations that may arrive. Feelings play an important role in people's lives; they directly influence how they think and behave. Consequently, it could be said that emotions motivate future behaviours by preparing their bodies for immediate action.

A person that manages their emotions well can learn and grow on a large scale. Professionals in the subject express six basic emotions: Anger, Disgust, Fear, Happiness, Sadness, and Surprise. To manage and control them, people need to develop emotional intelligence, bringing together the two minds: the rational mind and the emotional one. Being aware of that, Salovey and Mayer coined the term "Emotional Intelligence" in 1990 in the journal "*Imagination cognition and Personality*" as a new type of intelligence describing it as:

> *"A form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" "Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote*

emotional and intellectual growth." (article "The History of Emotional Intelligence in the Workplace" by Enid R. Spitz / Heartmanity Contributor)

Shortly after the theory was conceived by Salovey and Mayer, in 1995, Daniel Goleman, a famous science writer for the New York Times, contributed with a premier and best seller book called "*Emotional Intelligence: Why It Can Matter More Than IQ".* With the release of this book, for the first time in history, someone applies emotional intelligence to the business world, expressing that emotional intelligence plays a key role inside companies and is even more needed than cognitive intelligence for business success.

The main idea behind this book was to explain the importance of emotional intelligence. The author said that IQ does not guarantee success in every aspect of human life, including October, professional, social, and personal, whilst it is possible with the help of emotional intelligence.

> *"Emotional intelligence is the capacity to process emotional information that allows us to adapt our behaviour to a given situation or context. The greater our capacity to solve these types of problems, the greater our emotional intelligence." … "It is a set of skills that allows us, among other things, to take control of our emotional impulses, understand the deepest feelings of our fellow human beings and manage our relationships with kindness."* (Quotes from Daniel Goleman's Emotional Intelligence book).

Thanks to Goleman, this concept broke into society's collective consciousness shortly after the theory was announced. People started to think of the psychological field and applied it to psychological healthcare, education, and most recently, into business. As the theory spread through society, people started to think of better definitions to explain this theory.

Here are some of the other meanings that the authors of this paper consider interesting to show in this research:

"EQ refers to someone's ability to perceive, understand and manage their own feelings and emotions" (Chignell, 2018).

"Emotional intelligence is the ability to manage and apply emotions properly or in a balanced manner. A more formal definition of EI was provided by Brown (2003) as a sound basis for emotional skill building: learning to listen and harness emotions, being able to make emotion an ally, and appropriately using emotion to make intelligent behavioural choices." (article "An analysis for role of emotional intelligence in career success in commercial banks of India" Examining the Role of Emotional Intelligence in the Work and Life Balance of Foster Care Workers).

"Emotional Intelligence refers to the use of our own emotions and those of others intelligently. The term emotion is defined as "feeling arising as a result of experience from external environment and self-awareness." (Mayer, Salovey & Caruso, 2008).

It is common to hear that when people speak about emotional intelligence (EI) they confuse it with EQ, the abbreviation of Emotional Quotient. Many people use both words interchangeably. However, the truth is that they have different meanings. According to the Emotional Intelligence Institute, in an article which express the "Keys to Healthier Mind Development":

"Emotional intelligence (EI) is defined as the ability to monitor one's own emotions, as well as those of other people, to discriminate between different emotions,

and to label them appropriately. While applying EI, we are guiding our thinking and behaviour with an educated focus on healthier mind development."

"Emotional quotient (EQ) is a testing measurement of our ability to understand and apply our minds emotionally. Although a comprehensive ambition, EQ testing is meant to reveal how well we have learned to manage the harmful and helpful effects of emotions to facilitate healthful thoughts, communication, and behaviour." (Keys to Healthier Mind Development by Emotional Intelligence Institute)

So it could be said that EQ is a score derived from one of several standardised tests designed to assess and measure an individual's intelligence focusing on emotions.

2.1.2 Components of Emotional Intelligence

Now that you already understand the historical background and definitions of emotional intelligence let's move into more in-depth by explaining the types and components of the concept.

First, you read an analysis of emotional intelligence from the point of view of Goleman, the North American psychologist, journalist and writer who is considered the main contributor of the theory about this concept and the one that helped to popularise Emotional Intelligence. According to Goleman, EI has five main components, and it is important to understand that people are not born with them innate; all these components can be learned and cultivated.

1. Self-awareness
2. Self-regulation
3. Motivation

4. Empathy

5. Social Skills

Self-awareness

It is the ability to recognise and understand the mood, emotions, and drives you can have in different situations. A self-aware person can identify their triggers, strengths and weaknesses; the person can also note their patterns of behaviours and motives. So, according to this, understanding what you are going through increases your capacity to know how those emotions and actions that you present each day can affect the people surrounding you.
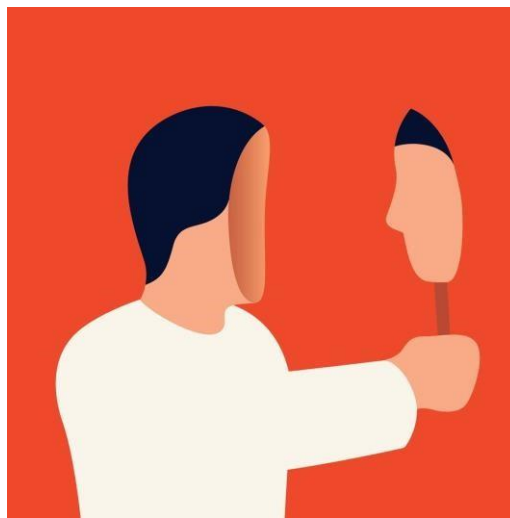
Figure 2 - Self-Awareness

Note: *Adapted from Self-Awareness, by Francesco Ciccolella. U&W Magazine. (https://www.francescociccolella.com/Self-Awareness-U-W-Magazine).*

The research team relates Francesco Ciaccolella's work to the self-knowledge of emotions. It depicts how one has to take the time to observe oneself and recognise how one is acting and what sensations cause one to work in that way.

Self-regulation

Self-regulation can be considered the next step to self-awareness. It concerns the action of thinking before acting by considering all the future consequences. So, knowing this, it could be said that once you are aware of your thoughts and effects, you can manage your behaviour. If you are self-regulate, your emotional reactions are in proportion to the given circumstances, so self-awareness is essential. It is crucial to accept and control your emotions and feelings to regulate them and choose what kind of behaviour you want to perform when interacting with other people.

Motivation

There is a well-known quote that says that motivation is the primary fuel for success. It is not just about extrinsic motivation but also intrinsic. But, what does intrinsic motivation mean? It means that you have a thirst for personal development driven by "success" regarding your personal interests, instead of the general material success that people all believe in, such as money, fame, status, among others. Also, it is an inspiration to pursue and accomplish goals with energy and persistence since it helps you grow as a person and allows you to be in a better position to help and influence others. The person in charge of negotiating must develop.

Empathy

In simple words, it can be defined as the act of people putting themselves in other people's shoes, understanding the different situations that others may have. To feel the desire to understand what the other person is feeling, either by problems that oneself causes or conditions alien to oneself. If people are empathic with others, they have different perspectives regarding other people's experiences. In turn, they react healthier to the various situations, gaining acknowledgement and respect from the people that belong to their circle.
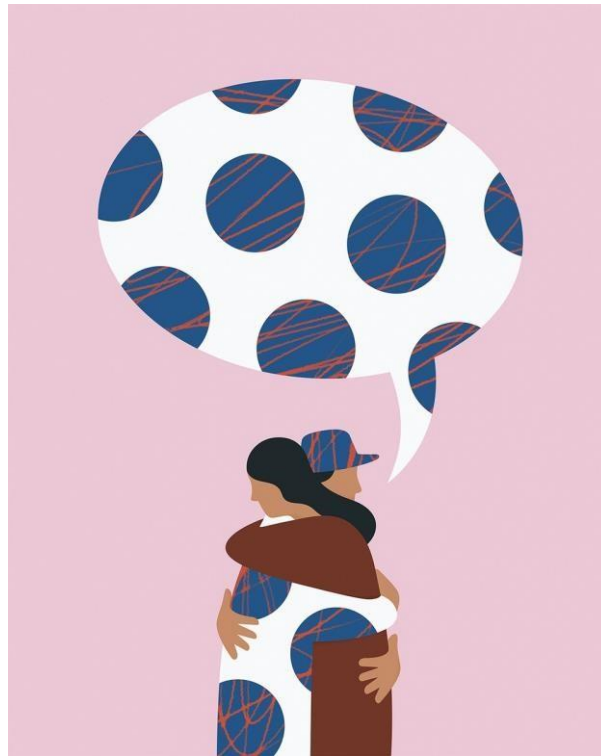
Figure 3 - Cancer

Note: *Adapted from Cancer, by Francesco Ciccolella. Le Pèlerin.*
(https://www.francescociccolella.com/Cancer-Le-Pelerin)

The team relates the illustration with the power of empathy. Being empathetic does not require any type of special relationship. Far less, it is about always feeling like the other person, but just understanding the situation the person is going through is enough, either through verbal or non-verbal body language; one could spread empathy by putting oneself in the other's shoes.

Social Skills

All human beings are part of a community which, at the same time, takes part in society. Because of these, it is indispensable that people develop social skills to enhance their relationships with members of their relational circle.

People need to learn how to manage themselves in a relationship whilst maintaining and building new networks. In this sense, social skills improve their ability to work in teams, be aware of others' needs, and manage conversations and conflict resolution. To accomplish social skills, people need to learn how to be active listeners, create eye contact with another person, use body language correctly, and use verbal communication skills.

As you may know, every theory has many different models, which happens with emotional intelligence. Let's get into a deep understanding of another approach to this theory.

According to an article published by Harvard Business Review, called "Emotional Intelligence has 12 Elements. Which Do You Need to Work On?" - written by Daniel Goleman and Richard E. Boyatzis, EI comprises four domains: Self-Awareness, Self-Management, Social Awareness and Relationship Management. It is also expressed that the four domains have twelve elements under them. Those elements called emotional skills are as important as hard skills, and they are very similar to those explained in the first model. Why do Daniel Goleman and Richard E. Boyatzis say that? As you can see in the figure below, there is emotional self-awareness inside Self-Awareness which is a component that was already talked about earlier. An example of self-awareness is knowing what you feel, why you feel it, what determines its consequences, what you can do right or wrong.

Then there is emotional self-control, adaptability, achievement orientation and a positive outlook that constitute Self-Management. Self-management means self-regulation; nonetheless, in this case, it also comprises the motivation component since achievement orientation demands motivation. Managing oneself means Achieving your goals, being positive in the face of setbacks, controlling disturbing emotions so that they don't destroy your life or prevent you from doing what you want to do.

Thirdly, under Social Awareness, empathy and organisational awareness can be found. It is about understanding how others feel. People don't say everything with words, but with the tone of voice, non-verbal language, etc. So, understanding that, understanding the other person's point of view, and, using that, knowing what's going on with the other person.

And finally, the last domain is Relationship Management which can be considered similar to social skills. It includes influence, coach and mentor, conflict management, teamwork and inspirational leadership. E.g. on how to better manage relationships: collaborating, being good in a team, resolving conflicts, influencing people, persuading, communicating, listening, all those skills".

Emotional Intelligence Domains and Competencies

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation	Organizational awareness	Conflict management
			Teamwork
	Positive outlook		Inspirational leadership

Figure 4 - Emotional Intelligence Domains and Competencies

Note: *Adapted from "Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?" by Daniel Goleman and Richard E. Boyatzis (https://bit.ly/30WKWMK)*

The article claims that leaders need to develop a balance of strengths across these twelve competencies to transform themselves into good leaders. However, it is crucial to understand that this theory is not only valid for leaders, it also applies to everyone, and everyone should use it in daily life to achieve success in many senses.

Another prominent theory worth mentioning suggests four levels to emotional intelligence, arranged by complexity, from the simplest to the most advanced and complex one:

1. **Perceiving emotions:** to understand your emotions, first, you need to have the ability to accurately notice them by understanding nonverbal signals, such as body language and facial expressions. You cannot connect people's behaviour with emotion if you cannot perceive them correctly.

2. **Reasoning with emotions** means that you have and can develop the capacity to use emotions to guide your thinking and cognitive activity. It also helps to decide and choose when a situation needs to be prioritised.

3. **Understanding emotions:** you understand someone's emotions when you can observe and look beyond the emotional behaviour to interpret the underlying cause. Pay attention to every perceived emotion since it can carry a wide variety of meanings. It is essential to clarify that first, you have to learn to understand your own emotions; if not, the chances of understanding what the other people are feeling decreases. Because you first have to have a basic understanding of emotions in order to be later able to identify them in others.

4. **Managing emotions:** the last step to emotional intelligence is to have the ability to regulate each emotion and respond appropriately in a wise way. This may

sound easy, but it is the most complex task since people tend to lose control over their emotions and consequently perform mistaken behaviours.

2.2 The Development of Emotional Intelligence

The research group relates this image to the identification of all emotions that human beings can feel. It refers to the fact that there are no good and bad emotions or positive or negative emotions. The feelings that people feel are always learning spaces towards self-knowledge.

When people talk about the concept of development, they refer to doing a thing or that a person goes through a particular series of successive states to grow, increase, or progress based on a specific concept.

Personal development, technically, is a process in which an individual focuses on discovering certain aspects to put them into practice and improve him or herself. It can be called a transformation process in which the person decides to change aspects of their life to feel more accomplished and fulfilled. It could be said that human beings are constantly in a state of development. Every person who goes through a learning process goes through a development process, whether it could be physical, personal, intellectual, professional development or, in the case of this research, emotional development.

To achieve a state of evolution is critical to emphasise that what needs to be recognised are different factors that leads the person who wants to succeed. Among them are the will, flexibility to change, the idea of starting self-knowledge and finally, the setting of long and short-term goals.

2.2.1 The Development

To talk about the development of emotional intelligence, the authors of this paper divide the concept of emotional intelligence into two parts: the Emotional Brain and the Rational Brain.

The emotional brain explains how emotions develop, while the rational brain describes how it interprets and manages them.

"An emotion is a set of neurochemical and hormonal responses that predispose us to react in a certain way to an external stimulus (something you see or hear) or an internal stimulus (thought, memory, internal image...)". *(DE LA ROSA CENTELLA, 2019).* Therefore, it can be said that stimuli travel through people's brains, passing through the limbic system, which is where emotions are finally generated.

On the other hand, there are the components of the rational brain, which are the ones that help all human beings to construct a response to these emotions and, from that response, generate control over them.

When the rational brain - in this case, the neocortex- and the emotional brain or - limbic brain - come together, the result is emotional intelligence. It does not mean that the bits of intelligence are related. You can have a high IQ (Intellectual Quotient) and have a low EQ (Emotional Quotient) or vice versa. Nevertheless, without a doubt, to generate and develop emotional intelligence, both parts have to be present.

Some experts on the subject, including Daniel Goleman, said that emotional intelligence could be developed, so people can work on it to increase it. This does not mean that it is part of academic learning. Still, it does mean that if people focus on themselves and their relationships with others, they can develop different skills that encompass the emotional intelligence concept.

During a Ted talk called "The Power of Emotional Intelligence", Dr Travis Bradberry explains that emotional intelligence is flexible and responsive. This means that if people develop emotional intelligence, neurons begin to branch out, and the flow of information between the two brains increases.

2.2.2 Organisational Tools That Contribute to EI Development

This section covers the tools that a company can provide to its employees to help them develop their emotional intelligence or simply put it into use. And in the next section, its benefits are explained.

There are many activities that a company can do to provide employees with tools that can be useful to develop or better take into account emotional intelligence. These do not necessarily have to be applicable only in the business environment; nonetheless, they can also be helpful in everyday life.

Within these activities, there are relevant concepts that need to be made clear to give you an idea:

- Emotions are something natural that all human beings have. And people have to apply them as allies to provide them with information about themselves.

- Some emotions are more complex than others, and these are the most important for learning to manage them. That is why people need to pay more attention to them. The complexity of emotions depends on each person, and this is because everyone is and feels differently.

- It is essential to recognise the emotions of others to be in tune with them and be a source of information for another person.

- You cannot run away from your emotions. You need to find how they help you.

Companies can implement some activities which help them to:

- Identify and express in clear words what you are feeling and how.

- Recognise the other person's feelings through non-verbal language and offer a respectful response to them, thus working on empathy.

- Help the other person to express their feelings and provide active listening.

- Accept your emotions and not be ashamed of them.

However, there are different activities to be taken into account if organisations want to create leaders to show you what this means:

- Accept mistakes and learn from them.

- Accept feedback positively with humility. And also, give feedback with the intention that the person receiving it with a positive perspective.

- Activities involve taking an interest in the team members and having overall skills, talents, and knowledge. Get to know them not only within the work environment but also from the outside.

- Practice openness to new ideas and proposals brought by employees.

- Learn to recognise when team members work hard and achieve meaningful goals.

- Recognise and differentiate between the nuances and values that are necessary with each type of team.

- Use strategies to prevent stress from taking over team performance.

- Encourage team members to behave more like friends/family than colleagues. Grant Gordon states that colleagues who are interested in each other's lives work harder.

Many organisations choose to do in-house training or coaching to provide tools. Below, you can find an example of training for developing emotional intelligence within organisations:

The first activity would be a game that has the function of breaking the ice. The game could be based on riddles in pairs. For example, one person could express a particular emotion with their body or face, and the partner could guess the emotion they are communicating. This would help to refine the identification of emotions in the other person. Or cards with written

situations could be handed out, and each person chooses which emotion would be most appropriate. On the other hand, this game would be helpful to represent how people recognise that they choose different responses when they are premeditating an answer rather than reacting.

Secondly, it would be good to present the training objectives so that everyone involved is aware of where the training is going.

Thirdly, it would be ideal for creating a comfortable space where people can talk about their previous knowledge of the subject.

Fourthly, present the program's contents and cover all the skills and knowledge the participants are expected to learn. Use a variety of Media, lectures, presentations, videos, discussions. Structure information to themselves easy to understand and recall. Use examples, activities, role-play or repetition.

Fifthly, facilitate learning by listing and emphasising the key points. Cover the program using a step-by-step process. Do a demonstration of the task or model of the expected behaviour. Have the participants complete a learning activity applying the knowledge and skills.

In the sixth place, it comes the time for practice. This can be the longest step as it would be ideal for people to practice what they learned several times to gain confidence with it. At this last point, cultivating help would be time for feedback from the coaches; it would be good to give group feedback, but it also is essential to provide personal feedback. The training would not end there, but those would be the seven steps in which people who have to acquire skills would be involved. Then this continue but not with the following of the coaches.

2.2.3 Measurement

The first question that arises when someone talks about measuring the level of emotional intelligence is: Can it be estimated? And the second is: are there any kind of methods to measure the emotional quotient? The answer is yes, to both questions.

There are many different methods, depending on how you want to measure it, the type of person, the organisation, and even the country you are talking about. At the same time, there are many tools available to achieve this measurement that is still being discovered.

These methods and tools not only measure the emotional quotient of people. They also have an impact on the work inside an organisation or people's own business.

In 1983, Howard Gardner presented the theory of "Multiple Intelligences". He introduced the idea that IQs, like EQ, did not fully explain the ability to succeed in life and work because they lacked "interpersonal intelligence" - understanding oneself, appreciating one person's feelings, fears, and motivations.

Many studies by various authors agree that a person's IQ cannot be considered a good predictor of work or personal success. There are many factors to consider that show a high correlation, such as perseverance, empathy, self-awareness, and other components of emotional intelligence.

The concept of emotional intelligence is evolving as society changes, and new metrics are needed to measure it.

If you ask yourselves why an organisation should be interested in measuring IQ, a good answer would be that there is a percentage of success, or the likelihood of success, that could be accounted for by assessing emotional quotient (EQ) as well as an intellectual quotient (IQ). "About three hundred studies sponsored by different companies emphasise that excellence

depends more on emotional competencies than on cognitive abilities" (Spencer & Spencer, 1988).

The number of companies emphasising this statement has increased over the years. This is clear evidence that society is evolving and showing more interest in emotional intelligence.

Some psychologists claim that seventy-five per cent of the decisions made are made with the emotional brain and not with the rational brain. For instance, that the aspects on which they are based characterised more emotional than reasonable.

However, organisations are more composed of rational aspects than anything else, but this is not the most important thing they have, nor the most fundamental, on the contrary.

There is a formula that explains very well why it is essential to measure this. This formula can be described as follows:

RESOURCES * INTERPERSONAL RELATIONSHIPS = RESULTS

*Figure 6 - Resources * Interpersonal Relationships = Results*

Resources represent all the tools the organisation must achieve the desired results. Results are what all organisations want or expect to obtain due to their performance over a certain period.

And finally, and most importantly, the interpersonal relationships that work as a multiplier and, if developed positively and effectively, increase the results leading to a better version of them.

2.3 Importance of Emotional Intelligence in the Work Atmosphere:

Every organisation has many different objectives which help it to progress in time. To accomplish them, various production processes exist. Those in charge of carrying out these production processes are the people who are part of the organisation. Therefore, if you take all the production processes out of sight, there are only left people. And it could also be said that without people, production processes do not exist - unless there is a machine that manages all the operations - although, at the same time, there has to be a person or a group of people pressing a button for it to work.

Currently, companies are looking for professionals capable of identifying, controlling and managing their own emotions. This is because it is proven that people who acquire this type of skill are trained to perform their tasks more effectively.

Emotional Intelligence within organisations plays a fundamental role at all hierarchical levels. It is proven that employees with high levels of emotional intelligence can understand and motivate their co-workers, thus strengthening their work relationships. Also, they develop the ability to identify needs, accept their mistakes, learn from them and above all, resolve

conflicts that appear daily in the work environment, whether people are internal or external to the organisation.

It is critical to recognise the importance of emotions within organisations because they collaborate with cultural transformation and foster creativity and innovation. It depends on emotional intelligence that teams and workers manage their feelings in the best possible way and adapt to new situations and challenges in their tasks.

It is a fact that humans are emotional beings. This means that they are constantly communicating their emotions either consciously or unconsciously. As mentioned above, there are different types of emotions; if humans do not manage adequately, they can lead to conflict situations within the work environment, therefore, the loss of productivity.

According to Daniel Goleman, people with high emotional intelligence can self-motivate, persevere in the face of frustrations, control their impulses, regulate their moods, prevent emotions from interfering with their rational faculties, empathise and trust others. They are also often committed and have no problem accepting responsibilities.

One of the most complex tasks within an organisation is to establish good communication between the people who integrate the work teams so that the objectives they have to achieve are reached in the best possible way. The organisation members must persevere and manage the emotions connected with frustration, stress, anger, jealousy, enthusiasm, euphoria, and joy. And keep in mind the importance of being and staying motivated, empathising with colleagues, and maintaining a rational approach to overcome daily obstacles.

2.3.1 The Benefits

If a company is affective, it is easier and more likely to become a more effective company. Taking into account the idea proposed by Daniel Goleman, several reasons show that the implementation and the training of emotional intelligence are essential for organisations:

One of the main reasons is that it improves communication skills. This means that emotionally active people are more aware of their own needs and are more attentive to their colleagues' needs. Being attentive to the needs of others is one of the exercises that help to increase empathy. Empathy contributes to the enjoyment of social relationships and helps feel personally better about oneself; this facilitates effective communication. Also, it is said that people with high communication skills contribute to an easier time getting help from their colleagues and are more effective in persuading and influencing others. In other words, those people with high levels of emotional intelligence are more attentive to understanding and communicating effectively, which makes it easier to develop ideas, increase group creativity, and maintain a common team vision.

Another practical reason is that emotional intelligence contributes to the connection between leaders and work team members. If both leaders of the organisation and the members of each area have the competence to stay motivated, proactive, and committed when facing adversity, highly effective communication and trust between them increases and are reinforced, generating more optimal results in their responsibilities.

Therefore, if good communication exists and a good relationship between all the organisation members, the work atmosphere improves proportionally. The work environment can be defined as a physical and human environment in which different production processes occur. It is also defined as an intangible current. It is essential because it is a critical factor that

influences staff's satisfaction. Therefore, it can be said that it affects the efficiency and commitment of workers to their objectives and responsibilities. Also, a positive work atmosphere translates to better control of people's motivation.

Having a high level of emotional intelligence improves negotiation skills. It is proven that learning to recognise the emotions that the person is going through, knowing oneself and learning to develop self-control of emotions, keeping the levels of frustration or anger in balance and having priority rational thinking of the situation are skills that end up being fundamental to carry out a highly effective negotiation.

According to Daniel Goleman, there is a direct relationship between the work environment, productivity, and profitability. It could be said that everything is related in a chain. This means that if communication, interpersonal relationships, the work environment and negotiation skills are improved and connected, the productivity and profitability of the organisation tends to increase because people is connected to all the capacities that they have to afford the organisation. And if they feel comfortable within the organisation, their commitment to it and their desire to progress grow. A good work environment, functional teams, and empathic leadership directly influence a company's income statement.

As mentioned above, perseverance and the handling and management of emotions helps to create an environment conducive to growth and prosperity. However, this is not the only benefit, and these same competencies also collaborate with efficiency for good conflict resolution management. Conflicts can be characterised by opposition, an argument, a problem, a rush, or any other complex and delicate situation that concerns the organisation. Generally, conflicts are produced by emotional clashes between different needs or positions that can be relativized and made more flexible for resolution if analysed rationally. So highly emotionally

intelligent people can handle the stress, the uncertainty, and the anxiety that can be evidenced in each situation.

On the other hand, incorporating emotional intelligence in organisations with profit motives brings various benefits in sales processes. It is proven that having these skills impacts professionals' success in the sales area. Among them are the ability to handle conversations, the ability to manage interpersonal relationships, the ability to be aware of weaknesses and strengths to address mistakes and defects with decision-making power, and the ability to handle criticism and negative comments.

The ability to handle conversations is evidenced by actively listening to customers' needs and problems while maintaining effective interaction. The professional, in this case, know what t to obtain from the client and how to convey the message without falling into erroneous interpretations.

The ability to manage interpersonal relationships is evidenced because people with this intelligence can understand those around the concerns, needs and behaviours. Knowledge and understanding are the keys to offering a good shopping experience and, with it, cultivating an optimal and lasting relationship with customers.

The ability to be aware of weaknesses and strengths to address errors and defects with decision-making power is evidenced by the fact that emotionally intelligent people are aware of their mistakes and are willing to work decisively to improve by finding solutions without hiding behind their excuses or guilt. This helps them to get closer to achieving their goals and therefore also increases their productivity.

And finally, the ability to handle criticism and harmful comments are generated because the person who meets these characteristics has emotional stability, confidence, and resentment.

An emotionally intelligent professional can reflect and try to understand the client's point of view, thus improving her weaknesses and turning the situation into an opportunity to continue enhancing her performance.

2.3.2 The Given Importance

Having talked about the benefits that the implementation of emotional intelligence brings within organisations, it can be said that any sustained action in the work that each member of the company performs (whatever the hierarchical level and the area it belongs to) strengthens and provides feedback on its values.

To implement emotional intelligence within the company's culture, it is necessary to continue developing and constantly monitoring the use of this tool. Culture impacts if the company opens and gives space to evaluate the behaviour cultivating of its members concerning the concept of emotional intelligence. Finding spaces for improvement and learning to continue growing. When speaking of evaluation spaces, the recognition of the achievements that each person has within their area or workspace begins to be taken into account, that is, in this case, the recognition of the development of the level of emotional intelligence.

All the members that make up a company, whatever their position, are part of the same work team. As mentioned above, each company has a culture that defines the values to follow. And it is those values that drive teamwork to achieve goals. All the members are in the same boat, and they decide to reach port together or sink in the middle of the road. This metaphor highlights the importance of maintaining the development of emotional intelligence within the company culture to promote teamwork.

In the previous paragraph, lectures stated that each company has its own organisational culture. Therefore, each one presents different values. Values are the principles, virtues or qualities that characterise a company, and it is from them that employees have to base themselves to achieve the objectives set by the organisation. Among them, you can find trust, humility, proactivity, group collaboration, the desire to develop people, the desire to maintain motivation, commitment, loyalty, responsibility, leadership development, among many other examples. These values make people sustain and enjoy the work process within the organisation. Therefore, it must be essential to use them so that the members of the same guide themselves throughout all the actions they carry out and the decisions they make. When implementing emotional intelligence, workers have to consider the values and virtues that the company wants to preserve despite the change caused by implementing this intelligence. If they are always aware of them, they maintain a healthy work environment in the long run, thus strengthening the spirit of the new culture that proposes the development of emotional intelligence.

2.3.3 How Emotions and EI Influence the Development of Worker Careers

Until now was mentioned the benefits and importance of emotional intelligence within organisations. There how this intelligence affects the career development of the company members is explained.

When an organisation expands its emotional intelligence, it generates a more significant number of spaces in which the company members feel valued. In these spaces, an atmosphere of containment is opened where the people who are part of the different jobs feel heard, recognised and valued. Within this contention, the behaviour of all the members of the

organisation is reflected. That is, how people choose to act concerning the contributions they decide to make, their needs, the bottlenecks or the conflicts that may arise, among other factors.

An organisational culture that reflects high levels of emotional intelligence is characterised by giving place and support to people for the resolution of conflicts, giving rise to the necessary conversations so that all those people who work dedicating a large part of their time and contributing their knowledge are seen, valued, and taken into account. Therefore, this implies a physical space where people can meet to exchange ideas and reflections.

Now, considering the employees' careers, it can be said that it is only in their power to choose what type of performance they want to achieve. First of all, it is the person who has to have the desire to generate and want to work in a healthy environment, being itself a space of essential well-being for the management of the work of each member that makes up the teams. Therefore, first, there must be the desire to work together with the other organisation members, and it is also essential that everyone believes that the project or the desired objective is achievable.

It is known that emotional intelligence is the ability to understand one's own emotions and thus be able to respond to them in the most effective way to achieve the desired behaviour. Being open to showing emotions may sound a bit sensitive and vulnerable to the academic and professional environment but knowing how to recognise and manage them is a strength every employee should have. This is because if the person is aware of what he is feeling at that moment, he can, through reflection, choose how to act to cope with that emotion, understanding and self-managing his feelings to generate optimal work within the organisation.

This does not mean that the person must express all their emotions when things do not go as expected. There must be a filter and control of them. It is okay to describe what he feels,

but you have to find the right moment to express yourself. Employees who know how to manage and recognise emotions can use this ability to encourage themselves to look internally at themselves and thus positively impact their work and all aspects of their lives.

If the worker decides to implement the development of emotional intelligence in his life, he needs to acquire the techniques and strategies that can allow him to think and reflect and then choose the best option when handling situations in which uncontrollable emotions appear. Knowing how to manage and control these situations gives the person a more comfortable space in their career trajectory within the organisation.

A healthy work environment is essential when it comes to the well-being of employees. And to achieve this, it is necessary that they can manage themselves. Employees who know how to motivate themselves and have control of their impulses by regulating their moods facilitate coexistence within the work environment, generating that their trajectory within the company ends up being more comfortable and lasting.

Then, it can be said that the ability of employees to grow and develop to their maximum potential is if they are willing to reflect, releasing the certainties of where they are standing at that moment and ask themselves if they want to be where they are.

2.4 Increasing performance and productivity

It is known that a company's productivity is characterised by being one of the most critical indexes when it comes to knowing whether an organisation is directing its activities on the right track. Technically speaking, productivity is an economic measure that calculates how many goods and services have been produced for each factor used during a given period. Those factors could be the workers, the company's capital, the time used, the land, etc. The

productivity objective is to measure the efficiency of production for each factor or resource used, understanding by efficiency the fact of obtaining the best or maximum performance using a minimum of resources. In other words, the fewer resources necessary to produce the same quantity, the higher productivity and, therefore, greater efficiency.

On the other hand, there also exists the productivity of people. Productivity, viewed from this perspective, is said to be a philosophy of life, a state of mind. People who are efficient and productive are people who, at all times, consciously choose to do what they do and do not feel compelled by circumstances. For people to be qualified as productive, they must be determined and control and manage sources of distraction, including their emotions.

It can be said that increasing productivity, both financially and personally within the organisation, should be a fundamental strategy for any company since it allows it to achieve higher levels of income, growth, positioning and well-being.

2.4.1 Characteristics of People With High EI

Figure 7 - Feelings

The research team relates this image to the importance of recognising, accepting and expressing what a person feels when they feel it. It is essential to say that recognising emotions collaborates with one's knowledge and is one of the characteristics that emotionally intelligent people develop.

Nowadays, fortunately, the concept of emotional intelligence is taking more and more presence in the business world. It is more taken into account and when hiring people is not a minor aspect since interpersonal relationships are the basis of any organisation; therefore, when the organisations want to increase the number of members, they should take into account specific characteristics that are present in a person with a high level of emotional intelligence.

"The rules governing the world of work are changing: nowadays we are not only judged by what is more or less intelligent than we can be, nor by our training or experience, but also by the way we relate to ourselves and it is a criterion that is increasingly applied and will eventually determine who will be hired and who will not, who will be fired and who will keep their job, who will be relegated to the same position for years and, finally, who will be promoted." Daniel Goleman wrote this to start one of his books in 1998.

Some of these characteristics may be very present, to the point where they can be noticed at a glance, without the need to resort to activities. On the other hand, others can only be detected in specific situations, so it would be essential to have some activities to show them.

Here is a list of some of the characteristics present in people with high Emotional Quotient levels:

- They make better decisions and have a high power of conflict resolution.

- In situations of maximum pressure, they maintain self-control and do not panic.

- They have an excellent way of responding to criticism; they manage to make it constructive and reflect on it to get the most out of it.

- They are very empathetic, which makes it easier for them to deal with criticism.

- They have much empathy, which facilitates relationships with others.

Why is it necessary when an organisation decides to hire a person with a high level of emotional quotient? Studies show that employees who score high on this competency also tend to score well on interpersonal functioning and stress management measures, two qualities of utmost importance for those working in organisations. In addition, people with high levels of emotional intelligence tend to have skills that make them better team leaders.

One of Goleman's studies shows that the success of the company and the level of intelligence of the people who work within it is directly related. The reasons that Goleman gave for this are as follows:

- "Employees with a high level of Emotional Intelligence have the self-awareness that helps them understand co-workers and meet deadlines.

- When people have high Emotional Intelligence, they are not bothered by client criticism; they remain focused on outcomes rather than feeling offended.

- If two job candidates have similar Intellectual Quotients, the one with the higher Emotional Intelligence is likely to be a better fit for the company."

People who tend to achieve high Emotional Quotient scores adapt to the conditions they live in without being afraid of change. They see change as a natural part of life and adaptation to changes is consider as something fundamental to remain part of the system. Society is changing very quickly, and only those who are prepared to accept these changes are the ones who are be able to continue to be part of it, deciding to avoid conflicts.

They are also aware of what they are good at and what they are good at doing. This is very important for any person. Knowing what their qualities are, but there is something even more critical that probably differentiates a high EQ person from a low EQ person, and that is that they also know what their weaknesses are and what are the things they have to keep learning.

They are empathetic people, making them essential in a work environment to relate to others by being aware of what is happening in other people's lives. Knowing the other person's story and the situation they are going through helps you to treat them more appropriately.

They are also people who have been shot at. In the past, being a workaholic was quite common; nowadays, not having the motivation to work is also standard. People with high EQ achieve a balance between these two points; they do not abandon their personal life for their work-life, nor vice versa.

Two aspects are probably the most innate, the most difficult to achieve and also the most important. They are curious people who explore all the possibilities they can find for the situation they are going through. This curiosity allows them to open their minds to new ideas and propose different perspectives to find solutions.

The other aspect is the fact of being grateful. Not only in particular situations. But every day, they find different reasons to be grateful to live, no matter how simple they are. Daily

gratitude is a healthy attitude that helps people maintain their happiness and mental health. It is said that giving thanks stimulates specific brain pathways by causing them to release a hormone known as oxytocin. Oxytocin stimulates affection, tranquillity, reduces anxiety and also fear. The human brain cannot feel both gratitude and anguish, for example, so it can be said that if people cultivate gratitude, they can live a full life.

On the other hand, some people present a low level of emotional quotient; these types of people are easy to distinguish as they are people who most of the time choose to place themselves in the role of victims; they do not take the risk of facing new possibilities because they want to avoid their responsibility and also affective responsibility in case something goes wrong.

They tend not to participate much in conversations or communicate aggressively and refuse to work in teams. They generally tear down the opinions of others by belittling them.

2.4.2 Changes in Productivity

After all the concepts and ideas that have been explained above, to think that changes in employee productivity thanks to EQ exist would not be a big deal. Previously, it was mentioned that human beings are mainly emotional beings, which creates many consequences in everyday life.

The kind of behaviours that people have affect them not only in the workplace but in any area of their lives. Many times people's behaviour is a direct response to the emotions they have, that is why several studies claim that the temperament and emotions of an employee have a very significant impact on job performance as it interferes in essential activities such as decision making, it can also affect the skills of them. It was mentioned earlier that people with

high EQ tend to be better leaders, but if they were to be driven by their emotions without processing and analysing them, they would probably not improve themselves in the leader condition.

That's why how employees can explain what they feel and why is critical when analysing the performance of each employee.

Now, if the question arises as to "how" emotional intelligence can contribute to better performance, a study made by the author Michael R Frazier describes six traits and characteristics that respond to this "how". They are:

- Emotional stability (more significant ability to manage their own emotions and tolerate stress)

- Conscientiousness (tendency to be diligent, hardworking, control impulses)

- Extraversion (a personality trait that makes people more open and better at establishing relationships with others)

- Ability EI (individuals' ability to perform emotion-related behaviours, like expressing emotions, empathising with others, and combining emotion with reasoning)

- Cognitive ability (IQ; studies suggest there is at least some overlap between the IQ and EQ)

- General self-efficacy (confidence in the ability to cope with the demands of our job)

In turn, a lack of emotional intelligence in the workplace would result in poor employee performance and reduce the likelihood of success for companies. It is vital that the company can provide these tools through programs, but there are different things to consider when implementing activities related to emotional intelligence.

The more people in the organisation are involved in these activities, the more benefits the company gets. If it is not possible to integrate many employees, it is necessary to start with the leaders. Leaders from different departments of the organisation must have access to these tools to achieve wide dissemination.

Another significant point is communication. The company must communicate its interest in providing this and why it is considered necessary. This serves to make employees aware of the issue. In addition, if you show the goals that the company achieves thanks to the implementation of emotional intelligence, it can work as a source of motivation for everyone.
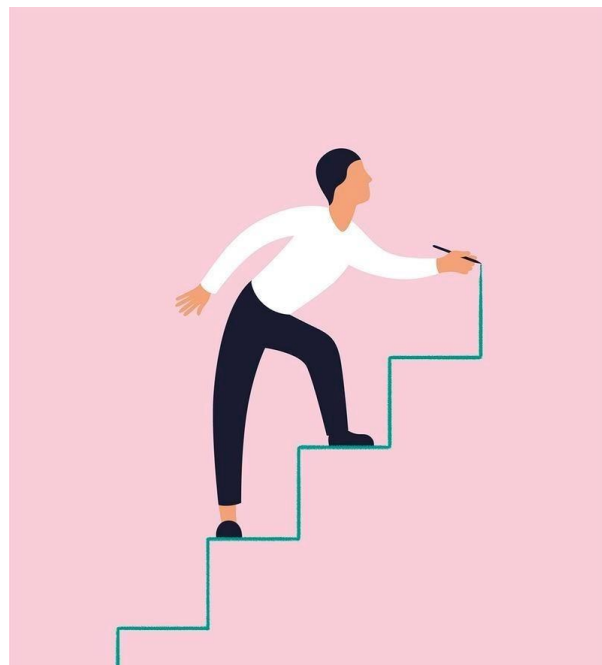
Figure 8 - Playing It Dangerous

Note: *Adapted from Playing It Dangerous, by Francesco Ciccolella. Brummell Magazine. (https://www.francescociccolella.com/Playing-It-Dangerous-Brummell).*

The research group relates this image to self-improvement. When people learn to manage their emotions, they improve and make an internal transformation on selfimprovement. And by bettering oneself, productivity tends to be higher.

2.4.3 Impact on Organisational Performance

In order to talk about how emotional intelligence impacts company performance, it is essential to know what the term "organisational performance" means. According to Louise James, "organisation performance relates to how successfully an organised group of people with a particular purpose perform a function". Also, how to measure it "organisational performance is measured for different levels of hierarchy and can be assessed for individuals, groups, and the entire organisation as a whole" (Knies, Jacobsen and Tummers, 2016).

Four criteria are considering by the researchers of this investigation when measuring it:

The first criteria considered is Goal Accomplishment. Here, how well the company is organised is measured in terms of the objectives it wants or has to fulfil. The fulfilment or non-fulfilment of these objectives is generally what companies use to measure this criterion. They do not only have to be objectives, but also goals, purposes, among others. The second criterion is Resource Acquisition. Companies are mainly about the resources they consume; not only material resources such as raw materials and human factors, etc., are considered. In this criterion, what is measured is whether the company is acquiring the resources it needs and is using them in a good way. It indicates how efficient the company is regarding resource management.

The third criteria are Internal Processes. This criterion mainly measures how employees feel about the company and the communication circuits, i.e. whether people can communicate quickly and efficiently. It also measures whether employees are satisfied with their work, position, loyalty to the company, and trust.

Finally, the fourth and last criteria is Strategic Constituencies Satisfaction. This last criterion measures the satisfaction of all stakeholders who integrate the organisation with its performance.

As mentioned above, organisations are a space where human-to-human interaction is indispensable and arises naturally. While it would be good for employees to be able to talk about their personal lives, they usually talk about work-related topics or what they do on a day to-day basis. No matter what the specific topic is, if, in a space full of people talking and interacting in different ways, no one has control of their emotions, if no one can be empathetic with each other, if no one has emotional intelligence, this lead to chaotic moments where confrontations between them break out, preventing activities from continuing in a usual way.

This is one of the reasons why it could be said that emotional intelligence impacts organisational performance. EI brings harmony in spaces where many people come together with the same common purpose. As a consequence, people are more motivated to work in places where they feel comfortable. For example, when you look at the Great place to work or the Best Place to Work articles, you can find the best companies to work for internationally. When you read why those companies are considered the best, none is chosen because of their salary or industry. These organisations are selected because of how the employees feel about working there, how they are treated within the organisation, their benefits, and so on.

In many of the aspects for which these organisations are chosen, you can see emotional intelligence reflected. Those companies are examples of how EI is fundamental to increase a more outstanding performance.

As a result of this, it can be said that emotional intelligence impacts the organisation's performance and impacts job satisfaction, employee loyalty, internal and external communication, employee motivation to work according to the organisation's objectives, etc.

Helping people involved in organisational performance develop the skills that emotional intelligence provides could be pivotal in achieving objectives and helping the organisation achieve its purposes.
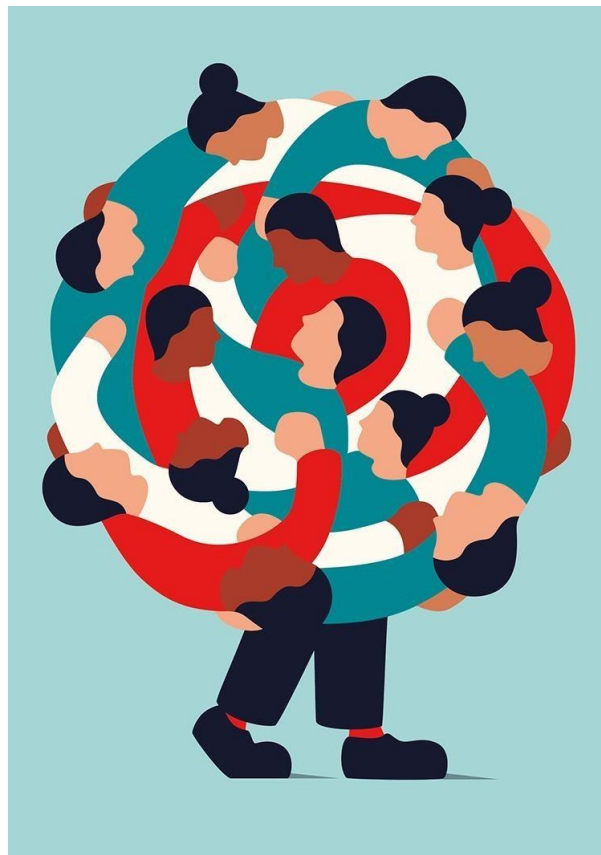
Figure 9 - What Keeps a Social State Going?

Note: *Adapted from What keeps a social state going? by Francesco Ciccolella. Chamber of Labour. (https://www.francescociccolella.com/Social-State-Chamber-of-Labour).*

The research group relates this image to organisational work. When the performance of each employee improves, teamwork is managed differently. It is known that all members of a

company follow the same goal. The implementation of emotional intelligence towards themselves exponentially enhances the way people understand situations, the realities of others. And good self-management of emotions collaborates with better performance, improving the relationship with colleagues and promoting teamwork. Therefore, everyone in the organisation can be heading in the same direction.

2.5 Managing Conflicts and Interpersonal Relationships

Most of the time, conflicts arise from differences. They occur in all human beings in different places and moments of life. It can be very often or not, but what can be said with certainty is that they are inevitable, and the act of avoiding them is not recommendable.

Conflicts are strongly interconnected with the quality of interpersonal relationships because if you are unable to deal with disagreements smartly to, a sustained and unresolved conflict in the long term creates tension between the parties involved and can also erode the strength and satisfaction of the relationship, creating possibly emotional or even physical pain.

In this research stage, the investigators recommend managing conflicts in the workplace by applying Emotional Intelligence.

The implementation of emotional intelligence is a fundamental matter in every organisation because, as mentioned repeatedly in this research, it collaborates with the organisation to increase the level of wellness, in this case regarding the management of conflicts. All types of disputes tend to incur significant costs, such as time lost, lowered job motivation and productivity, loss of investment in skilled employees, health costs, restructuring around the issue, damaged credibility, among many others examples.

To improve any kind of relationship with the people around you, it is essential first to manage conflicts, since the conflicts and problems are the roots that cause poor interpersonal relationships. How can a person manage conflict? What are the tools at their disposal? Research suggests applying emotional intelligence to manage conflict successfully. Please continue reading for practical recommendations.

2.5.1 Recommendations to Manage Conflict Applying EI

As already was stated, conflicts are inevitable, but if they are managed carefully, they can be reduced significantly. As mentioned repeatedly in this research, applying emotional intelligence would potentially help address and resolve conflicts. To know how to manage them, first, it is necessary to explain the possible roots of the disagreements or problems that can lead to future conflicts.

What are the main reasons why conflicts occur in the workplace? It could be possible that the first thing that comes to your mind when you hear that question is "the lack of communication". Besides poor lead communication, another common reason that is more complicated to control is the differences in personalities that often cause character clashes that lead to disagreement and mistrust among employees.

Another cause of conflict between the members of an organisation includes the different work styles and values. Every employee has their way to accomplish the expected processes, and this situation is even more notable when there are different generations of people in the same team. Depending on age, the work style and point of view can be highly diverse, triggering disagreements over time.

The values also may differ within the workplace depending on the age, for instance, nowadays the young workers value personal development, challenges and they are continuously looking for better places to work and grow, whilst the older workers just prefer to stay in their comfort zone, they tend to be not willing to adapt to innovation and change their working process selecting the traditional "easiest" way. This example shows clearly the importance of each member of the organisation developing emotional intelligence skills because the differences between them set off several stages in which they have to use their social skills to endure them.

Well, having differences in that sense is entirely normal because otherwise, humans would be all equal. And it is a fact that in this domain, it could be said that each person think, feel, reflect and act differently. That difference is not the reason for the conflict but the fact that some people fail in accepting that difference is.

Companies try to foster competition inside the workplace to motivate improvement for the performance and, consequently, the organisation. The problem is that when the competitive environment becomes so strong, that possibly cause an unhealthy workplace. A competition that is not accurately managed can result in employees abating or insulting others. This is something that organisations should consider in all their supervisions because an unhealthy workplace environment promotes individuality and poor teamwork management.

As mentioned before, organisational success mainly comes from the productivity of their employees. Employee productivity comes from their motivation, and no matter their place and time, they are still humans who need support, trust, containment, and appreciation from people around them. Without all these factors, integrant of the teamwork might lose their self-confidence and self-motivation. In addition, bear in mind that sometimes, or rather many times,

conflicts between workers in a company are also a notable reason for the high employee turnover rate.

With that being said, managers or leaders that are in a better position to control situations inside a company should ensure that everyone puts their effort to prevent conflicts with their workmates no matter how difficult it may be because once the conflict exists, people lose their productivity and at the same time, decrease their desire to work in the organisation. Managers should also be aware of the signs of conflicts early and address them as soon as possible by bringing employees together to discuss and resolve the motive of such disagreement. The company must provide a tangible place where employees can discuss their differences to solve the conflicts in the matter smartly.

Conflicts are unavoidable and solve them; there are several emotional intelligence tools to manage them. And it is important to be aware that those conflict management skills can be learnt by anyone who proposes to assimilate them. To apply emotional intelligence in this field, first, you need to master the components of it. As mentioned earlier in the research, this includes self-awareness, self-management, social awareness, relationship management.

Here there are some recommendations to start managing issues when they arise:

1. Acknowledge the situation is the first thing to do. If you do not admit the issue, you won't realise the need to find a solution.

2. Keep calm, maintain emotions under control, and try to connect with others, letting them express their thoughts freely, understanding their needs and what they are trying to communicate.

3. Improve communication, negotiation, and mediation skills.

4. Active listening by listening carefully

5. Take advantage of the observation of verbal and non-verbal signals

6. Do not fight over who is to blame for what but accept the conflict.

7. Think before you react and before you speak.

8. Respond in time to the conflict, do not let it persist for too long because it only make worst the situation.

9. Make sure to find the correct root of the problem, including the person responsible for it.

10. Do not forget to define an action plan for conflict resolution.

Conflict management is key for increasing company performance. If handled well can turn into a learning experience; otherwise, it can cause a damaging effect on the interpersonal relationship between colleagues. The final goal is to learn and grow, become conscious using empathy skills of the harm that conflicts might bring to people and find the best possible way to avoid them from happening again.

2.5.2 Increase the Quality of Interpersonal Relationships with Colleagues

At this point of the research, having analysed most of the benefits of emotional intelligence inside organisations, you can see that one of the most incredible benefits of this concept is that it also leads to improved interpersonal relationships between colleagues at work, enabling the amount of trust among them.

Trust is a critical factor that helps a team to be successful. In other words, it is essential because to create an effective team, you depend on trust, which is the basis that leads the people

who integrate it to accomplish their goals. Since the team use their time to attain the purposes of protecting themselves and their interests. Mistrust also leads to less innovation, collaboration, creative thinking and productivity. As a manager or any member of a company, you should ensure trust among everyone inside the workplace.

Please remember that, in this situation, interpersonal relationships can only be improved if proper conflict management exists; otherwise, the relationship undoubtedly can be negatively affected.

You already know that emotional intelligence involves many other skills, empathy and social skills as key components. In a Forbes article, where members of Forbes Business Council detail why emotional intelligence is critical in the workplace, Matthew Holden says that EQ starts with empathy:

> *"The definition of emotional intelligence is empathy. In the workplace, it can be thought of as one's ability to understand, use and manage one's own emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges and defuse conflict. Leaders must display empathy to manage all interpersonal relationships on a daily basis and be effective. - Matthew Holden, Holden Legal Group, LLC"*

you leave a mark on every person that you meet

Figure 10   Leave People Better Than You Found Them

Note: *Adapted from Leave People Better Than You Found Them, by NewHappyCo. July 2021. (https://bit.ly/3cNCfqR).*

The research group relates this image to the fact that every action a person chooses, every word they decide to use, has and generates an impact on the other person. And not only on the other person but also on oneself. The implementation of emotional intelligence helps human beings broaden their understanding and be aware of the world of realities that they can generate from their feelings.

The following information are examples that give you an idea of how to be more Empathic in the workplace:

- Understanding others' ideas, emotions and opinions
- Developing listening skills
- Leverage in company diversity

- Watch and observe signs of burnout in others, realise when others are stressed and collapsed of work.

- Show interest in supporting and helping others.

- Show compassion with colleague's personal life problems.

High emotional intelligence is strongly correlated with improved social abilities, and consequently, through interaction, you successfully obtain enhanced interpersonal relationships, reducing aggression and interpersonal problems.

The second component considered essential for improving interpersonal relationships is social skills. To accomplish what is called "social skills", a person needs to have the ability to persuade and influence others, the ability to communicate clearly, some leadership skills are also required, change management skills to deal with transformation for improved results, conflict management skills and also the most required working method of nowadays, which is teamwork by collaboration and cooperation between the teammates.

To make it more straightforward, here are the suggested social skills key competencies:

- Influence

- Communication

- Conflict management

- Leadership

- Change catalyst

- Building bonds

- Collaboration and cooperation

- Team capabilities.

Personal connections with everyone, from external stakeholders to the internal ones, are essential since nobody lives and works alone. There are accountable times where you need help from other people, so improving your competencies and skills regarding human relationships drives you to long-term success, and most importantly, to feel good about yourself enrolled with other people.
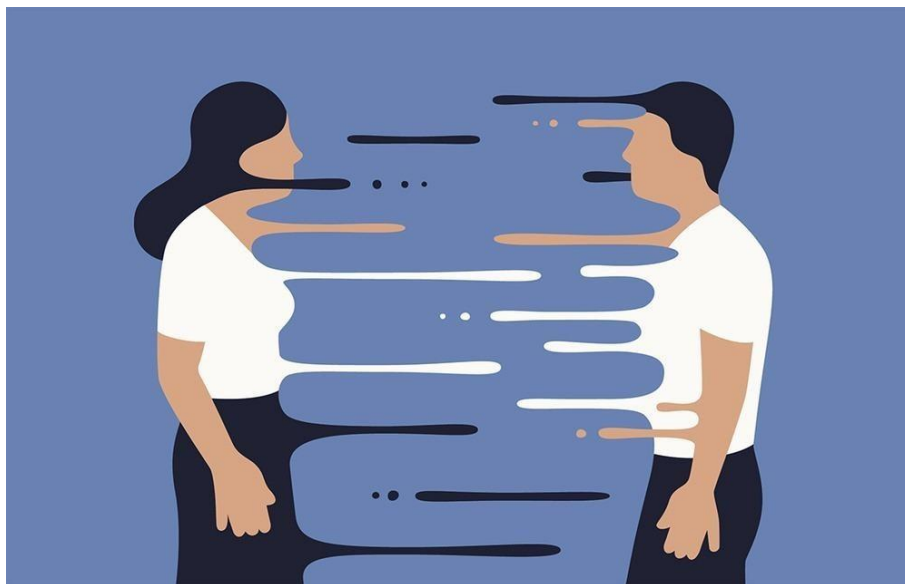
Figure 11 - Emotionally Permeable

Note: *Adapted from Emotionally Permeable, by Francesco Ciccolella. Psychologie Heute. (https://www.francescociccolella.com/Emotionally-Permeable-Psychologie-Heute).*

The research team relates this image to the fact that when a person wants to connect with another person, there must be a synergy between both parties. The implementation of emotional intelligence collaborates with the expansion of the sensors that human beings have when it comes to an understanding of what the other person is going through or wants to manifest in a specific situation.

2.6 Emotional Intelligence Applied to Leadership

A leader is a person who sets a direction, transmits a mission, and guides the people who follow him by making use of the emotional balance, it can be one of the primary motors that drive the success of team members. Organisational leaders are those people who can influence others to achieve, through collaborative work, the organisational objectives that were proposed. Also, leaders can motivate the people who make up an organisation to develop their potential to the maximum and thus function in the best possible way within their work environment. It can be said that when people in a workplace feel comfortable, it is when they work best that reflects their highest degree of productivity.
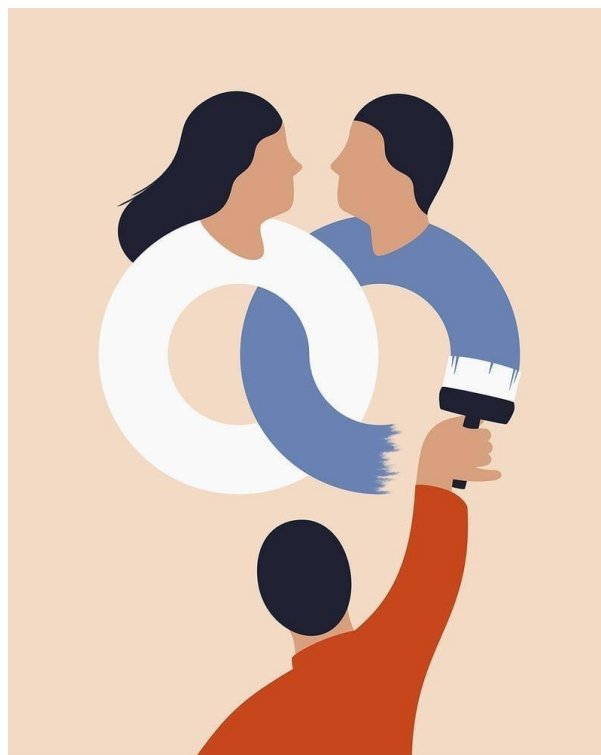
Figure 12 - Will You Marry Us, Mate?

Note: *Adapted from Will You Marry Us, Mate? by Francesco Ciccolella. The Guardian. (https://www.francescociccolella.com/Marriage-The-Guardian).*

The research team relates this image to the importance of developing exceptional leaders within organisations. Learning emotional intelligence in the position of a leader can help them develop skills and resources for good relationships with team members. And it is, to a large extent, the leader or leaders who are responsible for making the people who make up a team feel committed to the company, its objectives, its relationships and, of course, to themselves.

2.6.1 Advantages of Applying EI Together with Leadership Style

Leaders with high emotional intelligence performance are those with self-awareness. Self-awareness involves a deep understanding of their emotions, strengths and weaknesses, and needs and the impulses that that person may have.

A leader inspires social emotions, which means emotions that arise when the person is in contact with other people. Leaders who succeed in transforming organisations can manage their feelings and maintain the commitment of employees and colleagues. One of the primary missions of leadership is to shift attention to where it should be focused and know how to manage priorities and objectives. Intense negative emotions absorb all of the individual's attention, hampering any attempt to attend to something else. So, it can be said that any type of emotion, whatever it is, causes changes in people's behaviour. In this way, with the support of emotional intelligence as a tool, a leader can achieve a positive and productive work climate in employees through their emotions, which is reflect in the effectiveness of the company.

It can be said that good leadership is one of the critical factors to achieving success within an organisation. Therefore, the organisation's leaders must develop their capacities to recognise, accept, manage and control their emotions. The ability to express the feelings that

they feel is a fundamental social skill. Although it tends to be an exercise that is difficult to perform most of the time, knowing your emotions and learning to express them is vital because humans are social beings. Leadership, according to Daniel Goleman, is not synonymous with domination; it is the art of convincing people to collaborate to achieve a common goal. An exceptional leader seduces others with a charismatic personality and persuasion skills.

Acquiring this type of intelligence gives handy tools to those in charge of leading to positively influence workers' behaviour, keeping them motivated to improve in each of their areas and fulfil the development of their organisational responsibilities. A leader with emotional intelligence can motivate and generate greater confidence within the work team. This is because it profoundly influences people's feelings.

On the other hand, leadership that is empathetic has a direct influence on the company's results. The success of any company depends on the decisions that are constantly being drawn, and a leader with emotional intelligence is better able to achieve the organisation's objectives. They are be more likely to tolerate work pressures and frustrations based on experiences, ethics, enthusiasm and excellence. In negotiation, a leader with these qualities can perceive the motivations and concerns of his counterpart; therefore, they have more elements to propose, focused on solving different problems. An effective leader requires these virtues to have better results in their strategies.

2.6.2 Influence of EI on Decision-making Process and Negotiation

Each day that passes, people are introduced more into the concept of emotional intelligence, either consciously or unconsciously. As was mentioned repeatedly in this research, emotional intelligence is a way of interacting with the world that is very much in counts feelings

and encompasses skills such as impulse control, self-awareness, motivation, enthusiasm, perseverance, empathy, and mental agility. They configure character traits such as self-discipline, compassion or altruism, which are essential for a good and creative social adaptation. (Daniel Goleman, 1995. Book "The emotional Intelligence")

Considering this definition, there are several reasons why Emotional Intelligence must be present in all organisations. Emotions play a fundamental role in people's lives. People use emotions to establish a position in front of the environment, and they drive them towards certain people, objects, actions, ideas and move them away from others.

A quote said by the well-known Chilean biologist philosopher and epistemologist Humberto Maturana states that "human beings are emotional beings even if they try to deny it. Rationality arises from emotionality, from people's preferences and desires". Humberto Maturana means that emotions are the foundation of all doing, and both cannot be separated.

It could be said that every type of decision making within an organisation is wholly connected with the emotions presented by the people who have to make that decision. So, this is clear evidence of how the decision-making process is affected and influenced by emotions. If the person in charge of making decisions reactively bases them on anger, jealousy or frustration, among other emotions, the probability of increasing risks for that organisation grows. On the other hand, if the person knows how to recognise, control, and self-manage their emotions acting rationally, the probability of achieving the goal is completely different and effective.

On the other hand, negotiation is an activity that is carried out frequently because that is how most decisions are made, although that does not imply that it is done consciously. It is of public knowledge that the term "negotiation" refers to a process of dialogue between two or

more people. There is a conflict between the negotiating people, which usually motivates the parties to reach an agreement, resulting in both having common interests. The development of emotional intelligence collaborates so that this process ends up being productive for both parties.

Generally, within the process that involves negotiating, conflicts or disagreements almost inevitably arise. And it is here where the negotiator has to develop their skills to understand and lead the other party along the path that is most convenient for both of them, managing the interpersonal relationship in the most propitious and appropriate way.

The person in charge of negotiating must develop an expected objective knows their emotions, leading them towards a framework of fundamental values, which allow them to understand other people's emotions and feelings to achieve the desired goals. On the other hand, emotional skills or attitudes help the person in charge negotiate to maximise their performance. Thus, increasing self-confidence, improving their integrity, self-control, the ability to resolve conflicts, their ability to communicate and express themselves, and the perseverance to achieve the desired objective.

A good negotiator needs to have good self-knowledge. This refers to the fact that the person must learn to know himself in terms of the factors that influence their strengths and those that exploit their weaknesses to manage their actions in the decision-making process.

The development of emotional better intelligence also gives the negotiator the temperament to control stress levels and be more flexible to adapt quickly to changes that may arise. It also increases the motivation to achieve the objectives, which is very important since an unmotivated negotiator loses power and has a high percentage of reaching an agreement where much more could be lost than what is gained. It also collaborates with the initiative to

find solutions to the negotiations, making the person more available to take advantage of the opportunities. On the other hand, good self-management of emotions makes the person more responsible and better understand the parties involved in the negotiation.
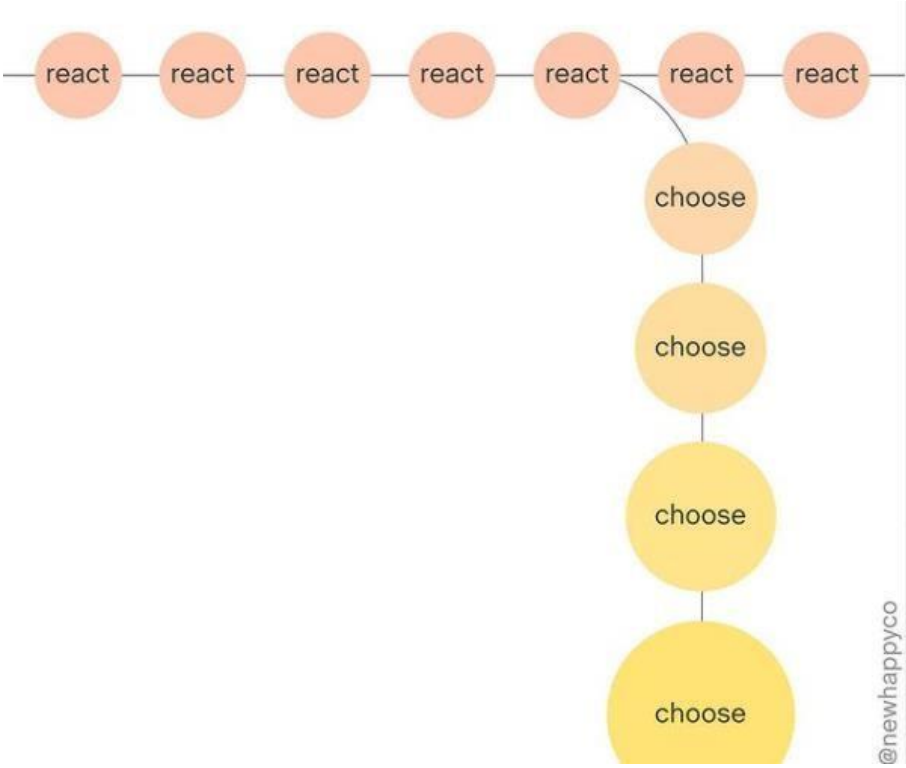
Figure 13 - One Choice Can Transform Yourself and Your Life

> **Note:** *Adapted from One Choice Can Transform Yourself and Your Life, by NewHappyCo. November 2021. (https://bit.ly/3FITbuR).*

The research group relates this image to the importance of recognising the difference between reacting to an unforeseen situation and choosing what action to take in the same case. Temperance, recognition of emotions, and self-awareness can make a huge difference considering people's words and actions to create different realities.

Chapter III - METHODOLOGY (SURVEY, INTERVIEW, AND CONTENT)

This chapter describes the methods selected to carry out this research and the implemented tools, the underlying reasons why these tools were chosen and how they were implemented to make the best possible use of them.

3.1 Methodological Design

The comprehensive plan for data collection to conduct this project is explained in this section. The data collection plan aims to answer the specific research questions mentioned in "Chapter I", to test the stated hypothesis of emotional intelligence in the workplace.

As mentioned earlier, the methodology selected to conduct the research is exploratory, mainly used for the main content. The work is also combined with a descriptive method to analyse and conclude some expected results. Starting from the real word to draw evidence obtained through article findings, the team made relevant connections to validate those hypotheses later. Based on the findings, the team also made some descriptions on the subject based on perceptions.

In the development of this research, primary and secondary sources were employed. The content type has a non-experimental approach. In addition, qualitative and quantitative data were used. Most of the quantitative data are from the three surveys conducted, whilst the qualitative data comes mainly from the information gathered from various resources and interviews.

Those methods were chosen since the team considers that they are the ones that allow one to express all the ideas freely while exposing all the critical information collected from the

prominent authors that contributed to the Emotional Intelligence. In addition, the variables won't be manipulated, and the information is used as it is, and a group of people is selected to accomplish a sampling to carry out the interviews and surveys.

The process carried out was straightforward; the first thing done was to collect data and information from everywhere, either in the books from the library or on the reliable sources of the internet and the articles provided by the professor. After that, all the information considered valuable to address the objectives of the project was filtered. After that, the team began to develop the main content. At the same time that this was progressing, the research group conducted three surveys to strengthen the ideas and knowledge.

3.2 Unit of Analysis

The unit of analysis of this research can be considered broader than most other researches. This is because the concept of emotional intelligence is used in all aspects of life whether consciously or unconsciously.

However, the unit of analysis that the researchers decided to carry out in this study is related to the implementation of emotional intelligence by people who are part of the orking teams within the work environment.

The observation and conclusion is going to be made on the basis of the behaviours that people have within the workplace, assuming that the type of behaviour is highly affected by emotional intelligence and the level of emotional quotient.

3.3 Sampling & Participant Selection

"Sampling is the research strategy of collecting data from a part of a population with

a view to drawing inferences about the whole. The "population" in this sense is often termed

the "universe". (Survey Design and Statistical Methodology Metadata, Software and

Standards Management Branch, Systems Support Division, United States Bureau of the

Census, Washington D.C., August 1998, Section 3.3.17, page 28).

For the research, the team analysed the topics that needed to be resolved and decided by taking the different variables into account. In addition, a representative group from the whole population was used to proceed with the study. All the details are available in the following subsections.

3.3.1 Sampling

Our population and sample include men, women, and people with other gender identities of different nationalities and living in different countries worldwide.

What was done to establish our population was to take all people within the working age range, i.e. from eighteen to sixty-five years old. First, that group was separated into five age ranges according to marketing standards. After the research team defined the population, they chose a sample of people working in different organisations. Regarding the type of organisation, the research group took a more generic approach, including all kinds of organisations.

On the other hand, the researchers created two questionnaires with six to eight questions each. To answer them, even a smaller group of the sample was selected. The first questionnaire was aimed only at people with high positions within the organisations, such as managers or

CEOs, who have to make decisions. At the same time, the second questionnaire was aimed at people who have advanced knowledge on the subject regardless of their job position.

3.3.2 Participant Selection for the Interviews

To complete this part of this investigation, the research group put two selection criteria into practice, generating two groups.

The first criterion was addressed to people who occupy managerial positions in different organisations since the research team seeks to know the leaders of diverse groups about the importance of the emotional intelligence concept.

Then, the second criterion brings together people with a high level of knowledge about neuroscience, coaching, mindfulness, Neuro-Linguistic-Programming, among others and emotional intelligence.

The following profiles are from the people selected for the interviews.

Interviewed #1

- **Gender:** *Female*
- **Location:** *Argentina*
- **Occupation:** *International consultant and university professor*
- **Other information of interest:**
She worked in more than five organizations around the world.

Alejandra Efron

Interviewed #2

Brian Dwyer

- **Gender**: *Male*
- **Location:** *Argentina*
- **Occupation**:*Principal consultant*
- **Other information of interest:** *He worked in more than five organizations around the world.*

Interviewed #3

Gustavo Deya

- **Gender:** *Male*
- **Location:** *Argentina*
- **Occupation:** *General director*
- **Other information of interest:** *More than fifteen years working as a leader.*

Interviewed #4

Carina Aristondo

- **Gender:** *Female*
- **Location:** *Argentina*
- **Occupation:** *Human resources manager*
- **Other information of interest:** *More than ten years working with soft skills.*

Interviewed #5

Monica Costantino

- **Gender:** *Female*
- **Location:** *Argentina*
- **Occupation:** Educational neurosociologist
- **Other information of interest:** Working with kids and adults, being part of the change.

Interviewed #6

- **Gender:** *Female*
- **Location:** *Argentina*
- **Occupation:** CEO
- **Other information of interest:**

She studied many years emotional intelligence and she apply all her knowledge in her business.

Corina Andretich

Interviewed #7

- **Gender**: *Female*
- **Location:** *Chile*
- **Occupation**: Consultant
- **Other information of interest:** More than twenty-five years working for companies applying emotiona intelligence in their organizational culture

Pamela Astudillo

Interviewed #8

Maria Rita Nahúm

- **Gender:** Female
- **Location:** *Argentina*
- **Occupation:** Trainer in ontological coaching
- **Other information of interest:** She works in global coaching federation for the north of Argentina, Paraguay and Brazil.

Interviewed #9

Antonella Giuffrida

- **Gender:** *Female*
- **Location:** Argentina
- **Occupation:** *Facility Manager*
- **Other information of interest:** *She manages the whole Argentina representation office administration team of Huawei*

3.4 Variables Mapping

In the surveys carried out for this research project, it can be said that not many variables were considered since the topic is considered to be very broad and can be applied to any person. Since the research is focused on the labour area, the team sent the surveys to as many currently working in organisations. Nonetheless, the opinion of not working people and those who starts working in an organisation in the near future was considered.

The surveys were conducted in Spanish as it is the official language of Argentina, the country where the research was conducted. We believe that by doing it in Spanish, it is possible to collect more responses than a survey in English. Moreover, people also feel more comfortable filling the study.

Please note that the illustrations of the variables are in English; the authors translate the text.

3.4.1 First Survey - "Concept of Emotional Intelligence."

To conduct the first survey, only three variables were used. The group wanted to make sure it was as simple as possible as it was a warm-up question. The principal interest was to find out what people thought was the most appropriate definition for the term Emotional Intelligence.

Variable	QuestionRelated	Source	Measurement	Purpose
Awareness	Previous knowledge of the term	Closed question	yes or no	Be aware of how many people know something about the topic.

Age	Select your age range	Closed question	15 - 24 25 - 40 41 - 56 57 - 75 76 or more	Figure out what people from different age ranges think of EI.
Concept	Which of the following statements do you think best defines the concept of Emotional Intelligence?	Multiple choice. Select a maximum of 2 answers	"The emotional capacity that allows us to adapt our behaviour and mental processes to a given situation or context." "The ability to perceive, value and express emotions accurately, understand and regulate them promoting personal and intellectual growth". "Ability of people	This variable tells people's perception of EI by choosing the most appropriate definition they believe.
			to recognise, understand and manage their emotions to also register the emotions of others." "Learning to listen to and take advantage of emotions, turn them into an ally and properly use them to make intelligent decisions."	

Table 1 - First survey - "Concept of Emotional Intelligence"

3.4.2 Second Survey - "The Importance of Emotional Intelligence Inside Organisations."

For the second survey, three were also taken into account. Such a survey aimed to know the important people perceive in applying emotional intelligence within an organisation. The new variable is gender, as it was also interesting to understand how people of different gender think about the relevance of EI inside the workplace.

Variable	Question Related	Source	Measurement	Purpose
Age	Select your age range	Closed question	10 - 24 25 - 40 41 - 56 57 - 75 76 or more	Figure out what people from different age ranges think of EI.
Gender	Select your gender	Closed question	Feminine Masculine I prefer not to say Others	This variable is used to find out if one gender cares more about EI than the other.

Importance	Taking into account that the definition of emotional intelligence is: *"the ability of people to recognise, understand and manage their emotions to also register the emotions of others"*. How important do you think it is to apply emotional intelligence within an organisation ?	Closed question	Not very important Indifferent Important Very important	This final variable is the primary purpose of the survey. To know the importance of EI in the workplace from a scale of not very important to very important.

Table 2 - Second Survey - "The Importance of Emotional Intelligence inside organisations"

3.4.3 Third Survey - "The Analysis of the Concept of Emotional Intelligence Inside the Work Atmosphere."

While for the last survey, the authors present ten different variables, some of which were already used in the other two surveys but still essential to be included in this one. Inside the following chart, the readers can find all the information needed regarding the variables included.

Variable	Question-Related	Source	Measurement	Purpose
Awareness	Do you know the concept of Emotional Intelligence?	Close Question	Yes or No	Be aware of how many people know something about the topic.
Age	Select your age range	Closed question	10 - 24 25 - 40 41 - 56 57 - 75 76 or more	Figure out what people from different age ranges think of EI.
Workers	Do you currently work in an organisation?	Close Question	Yes or No	Figure out what worker thinks about EI
Factors	Can you mention two or more factors where you consider that emotional intelligence contributes within work environments?	Open-ended question	Short answer	Know how people think emotional intelligence can help them in the workplace
Healthy- work- environment	In simple words, how would you define a healthy work environment?	Open-ended Question	Short answer	Know what people think a healthy work environment is

Performanceworkenvironment	Do you agree with the following statement? *Emotionally intelligent people perform better in their work environment.*	Close Question	Agreement Disagreement	Analyse if people think that EI improves employee performance
Success- work- environment	Do you agree with the following statement? *Emotionally intelligent people have a higher*	Close Question	Agreement Disagreement	Analyse if people think that EI improves the
	degree of success within their work environment.			success of employees in the workplace
Productivity Level	Do you consider that the implementation of Emotional Intelligence increases productivity within your work environment?	Close Question	Totally in agreement In agreement Indifferent Totally in disagreement	Analyse if people think that EI increases productivity in the workplace
Cost Reduction	Do you consider that the implementation of Emotional Intelligence collaborates with cost reduction in organisations?	Close Question	Yes No	Analyse if people think that EI helps with the reduction of costs in organisations

Motivation	Do you agree with the following statement? *To be emotionally intelligent, a person needs to be more intrinsically than extrinsically motivated.*	Close Question	Agreement Disagreement	Analyse if people think that motivation needs to be intrinsic or extrinsic

Table 3 - Third Survey - "The Analysis of the Concept of Emotional Intelligence Inside the Work Atmosphere"

3.5 Instrument of Inquiry and Gathering Data

To acquire all the available information, the research team uses qualitative and quantitative sources of information through surveys disseminated in different digital media and surveys.

The quantitative information is first-hand as it was obtained through surveys created with the Google Forms application. Surveys were conducted because they are easy to apply, the data is reliable, the responses are limited, it is easy to analyse and interpret the data. The questions asked in these surveys were closed-ended, open-ended, multiple-choice, and questions answered with a rating scale.

The questions were asked to get a more accurate picture of what concept people give to emotional intelligence, how important they consider it within a work environment, and their experience with work intelligence applied in the organisations they were part of. These questions, in turn, provided information that is treated in the following sections.

Google form was chosen to carry out the surveys as it has many advantages compared to other platforms for creating online surveys. The way it is used is effortless, it has readymade templates that can be used and allows infinite modifications; all of this is free, it can be shared with several collaborators so that everyone can make modifications to the survey when they need to and the rest of the team can see it instantly. At the same time, the storage location is Google Drive, which the authors chose to store the document on which the thesis was developed. One of the most significant advantages of Google Forms is how it organises the data, gives you graphs and filters the answers, facilitating information creation.

The surveys carried out were distributed on different digital platforms such as Instagram, Facebook and WhatsApp. Thanks to these platforms, the reach of the surveys was quite broad.

On the other hand, qualitative information was obtained through interviews with the people who make up our sample. The asked questions were always open, as the participants were given the possibility to expand on their answers as much as they considered necessary to express their opinions. The surveys were conducted through two different platforms that allowed us to record while the interviewer could make a video call with the interviewees; the platforms were Google Meets and Microsoft Teams. All the asked questions collaborated with the information collected to affirm or discard the hypotheses presented in the work.

Sources were approached by email and WhatsApp since the interviews were done with people the research team had met before.

3.6 Processing Method for the Surveys and Interviews

As already mentioned, for the research, the team made three surveys and a couple of interviews with people working inside a company and with people who know about the topic of discussion.

The following subsections explain every single method used to decode and recodify the results and findings. Please remember that the decode/codification method is based on the author's previous experience, perspective, and situation perceptions.

3.6.1 Surveys

In this section, the readers have available the formulas used to generate and collect data. The data collected was used to create information based on the surveys that the researchers had done. Due to the different alternatives that "Microsoft Excel" offered, the research team analysed the data collected using all the tools that this platform provides. The work made was facilitated using the filters and formulas that it contributes.

To analyse the data collected in the three surveys launched by the teamwork, there has been used the following formulas:

A. =SUM (Number1; Number2; Number3; ...)

B. = [(number1 * number 2) / number3]

C. = X = ΣXin X = Σ X i n

There was no need to use more formulas because in the first survey, called "The Concept of Emotional Intelligence", the researchers were looking to collect data about what people think

that emotional intelligence concept is. So the formula "A" was used to analyse the number of people who responded to the different questions provided in the survey. And the formula "B" was used to calculate the percentage of participants who collaborated with their responses, the percentage of the people who were aware of the concept in question-based on the age range and the portion of the chosen concepts.

Regarding the second survey launched by the research team called "The importance of Emotional Intelligence Inside organisations", both formulas "A" and "B" also have been used. The formula "A" was used to count and divide the data collection results. How many people think this concept inside organisations is very important, important, indifferent, and unimportant. Also, it was used to count and divide the answers based on the age and the gender of people. And the Formula "B" was used to calculate the percentage based on each factor explained in the last sentence.

Considering the third and last survey launched by the team called "The Analysis of the Concept of Emotional Intelligence Inside the Work Atmosphere", it could be said that both formulas have been used. The formula "A" was used to calculate the number of answers to each question involved, regarding the age variable and if participants are currently or not working in an organisation. Then, with this data, the researchers could analyse the responses of the people who are presently working, giving place to the use of the formula "B". This formula was used to calculate the total percentage of people who responded to the survey, the people who work and do not work in organisations, and the rates of the currently working participants' responses.

Finally, formula C was used in the three surveys. It was the formula that allowed the team to create the analysis and conclusions based on the data collected in each study.

It must also be explained that all the analysis work made by the research team using "Microsoft Excel" was possible thanks to the existence of filters. The filters were used to narrow down the data in the worksheet. That facilitates the counting step because some variables were hidden. This allowed the researchers to qualify and display only the data that was necessary for the different analyses.

3.6.2 Interviews

All the questions that have been done to the people interviewed are shown in this section.

Most of the interviews were handled online through instruments such as Teams and Zoom meetings since the researcher team is not located in the same places as the interviewees.

The experts on the topic and the management or CEO were selected to conduct the interview. The team first created a list with all the possible participants who matched the profile desired, and then they were contacted one by one through private channels. Although many were contacted to participate, not all of them answered.

These are some of the questions that were made:

CEO AND MANAGER'S QUESTIONS

- WHAT DO YOU THINK EMOTIONAL INTELLIGENCE IS?
- DO YOU CONSIDER THAT IS IMPORTANT TO APPLY IT WITHIN AN ORGANIZATION?
- DO YOU THINK THAT THE CONCEPT IS APPLIED WITHIN YOUR ORGANIZATION?
- DO YOU THINK THAT YOUR ORGANIZATION PROVIDES TOOLS TO THE EMPLOYEES TO DEVELOP THEIR EMOTIONAL COEFFICIENT?
- WOULD YOU INVEST IN TRAINING TO INCREASE THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE AT THE WORKPLACE?
- DO YOU THINK THAT IN THE LONG TERM IT WOULD HELP THE COMPANY TO REDUCE COSTS? WHY?
- HOW DO YOU THINK EMOTIONAL INTELLIGENCE WILL IMPACT YOUR ORGANIZATION IN THE NEXT FEW YEARS?
- DO YOU THINK THAT IT WILL BE A KEY TOOL TO INCREASE THE COMPANY'S PRODUCTIVITY?

PEOPLE WITH PREVIOUS KNOWLEDGE ON EMOTIONAL INTELLIGENCE

- WHAT WOULD BE YOUR DEFINITION OF EMOTIONAL INTELLIGENCE?
- DO YOU CONSIDER THAT EI IMPROVES PEOPLE'S PRODUCTIVITY?
- DO YOU THINK THAT IT IS IMPORTANT FOR THE IMPROVEMENT OF INTERPERSONAL RELATIONSHIPS?
- DO YOU THINK IT IS IMPORTANT FOR THE DEACON-MAKING PROCESS?
- WHAT TOOLS DO YOU CONSIDER ESSENTIAL FOR DEVELOPING EI?
- TO HAVE A HIGH LEVEL OF EI, DO YOU THINK THAT PEOPLE MUST BE INTRINSICALLY MOTIVATED RATHER THAN EXTRINSICALLY? WHY?
- CAN YOU TALK ABOUT A CASE WHERE YOU HAVE NOTICED THAT THERE WAS OR IS A LACK OF EI?

CHAPTER IV - RESULTS FROM SURVEYS AND INTERVIEWS

In this chapter, you find the results from the surveys and interviews carried out throughout this research.

4.1 Survey Results and Conclusions

In this section, the researcher team specifies all the data they took out from the surveys that the people from different groups have answered.

4.1.1 "Concept of Emotional Intelligence."

The purpose of this survey was to analyse how many people know, have a basic notion or think they know about the concept of Emotional Intelligence. And how many people do not know it, regardless of whether they are part of business organisations. On the other hand, another purpose was to analyse the concepts that people relate to emotional intelligence.

The survey was launched on the twelve of October, and responses were received until the seventeen of October since the authors considered that the number of responses was good enough. The total number of answers to this survey was five hundred and one responses. The number of responses is because the researchers decided to have a large sample to analyse how well known the concept in question is, regardless of whether people integrate organisations.

The following graphic shows the number of responses and the percentages of the people who collaborated based on the age range:

AMOUNT OF PEOPLE WHO COLLABORATED BASED ON AGE RANGE

8,2%
17,2%
38,5%
34,7%

● 15-24 (193)   ● 25-40 (174)   ● 41-56 (86)   ● 57-75 (41)   ● 76 or More (1.4%) (7)
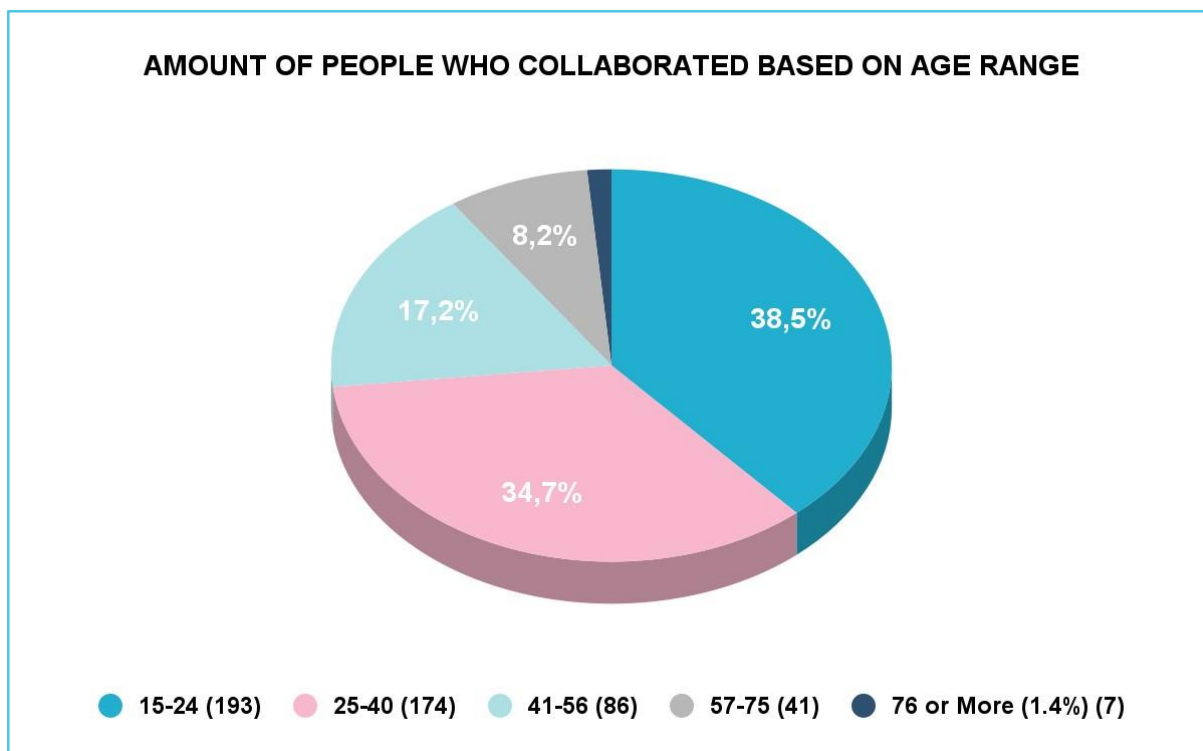
Figure 14 - Amount of people who collaborated based on the age range

As explained in Chapter III - Section 3.4.1, only three variables were used to collect data from the segment of people chosen for this survey.

The first variable was the age range. This variable was chosen to analyse what people of different ages think about the concept of emotional intelligence. The research team divided the spectrum into five segments starting from fifteen years old to seventy-six or more. It was decided to start from fifteen years old because the researchers believed that people, esteeming their experiences, start having their criteria at that age. In addition, they kept in mind the requirements that many marketing researchers have presented when dividing groups. This criterion is the generations division. There are five different options to answer these questions, and those are divided by generation, starting from the silent age to the centennials.

The second variable was the awareness of people about the concept of emotional intelligence. The research team wanted to analyse how many people know about the idea and

how many do not understand the size of the awareness in the research sample. It is essential to clarify that the participants did not know anything about emotional intelligence in the consecutive question.

The following graphs show the number of responses of people who know about the concept according to the age range:
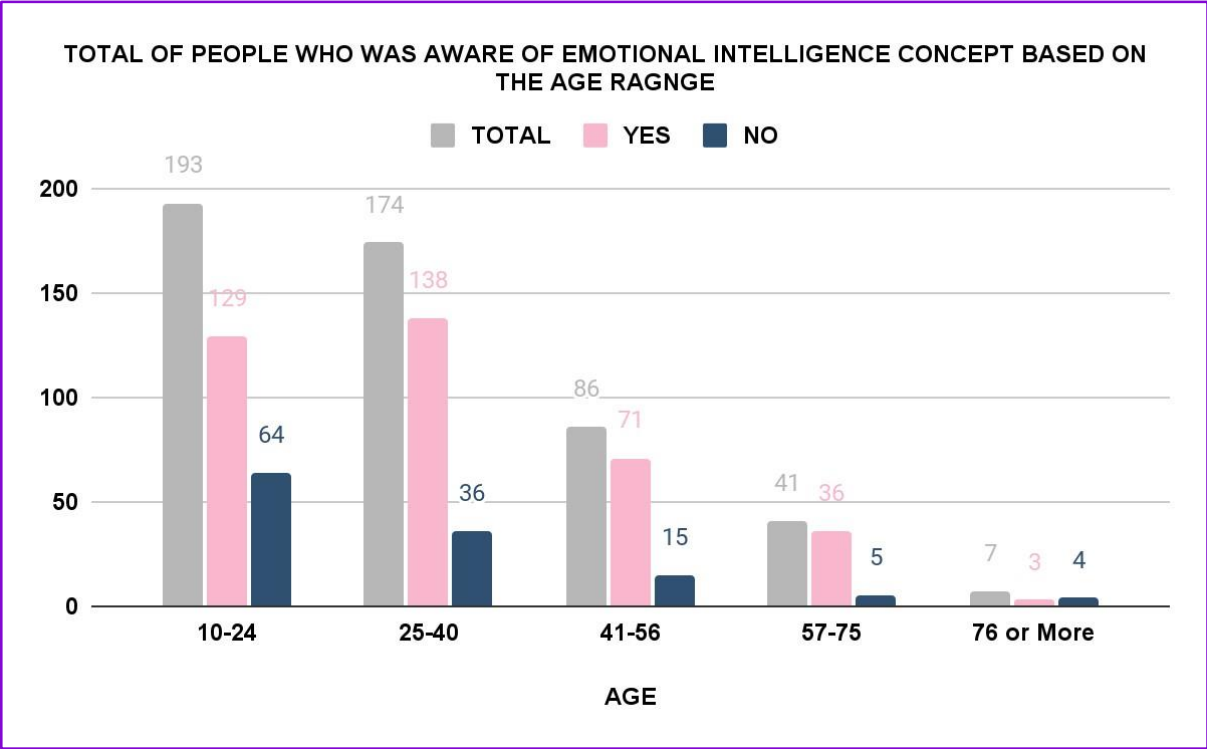
Figure 15 - Total of people who was aware of emotional intelligence concept based on the age range

The following graphs show the total percentage of the number of responses of people who know about the concept according to the age range:

PERCENTAGE OF PEOPLE WHO WERE CONSCIOUS ABOUT THE TOPIC BASED ON THE AGE RANGE
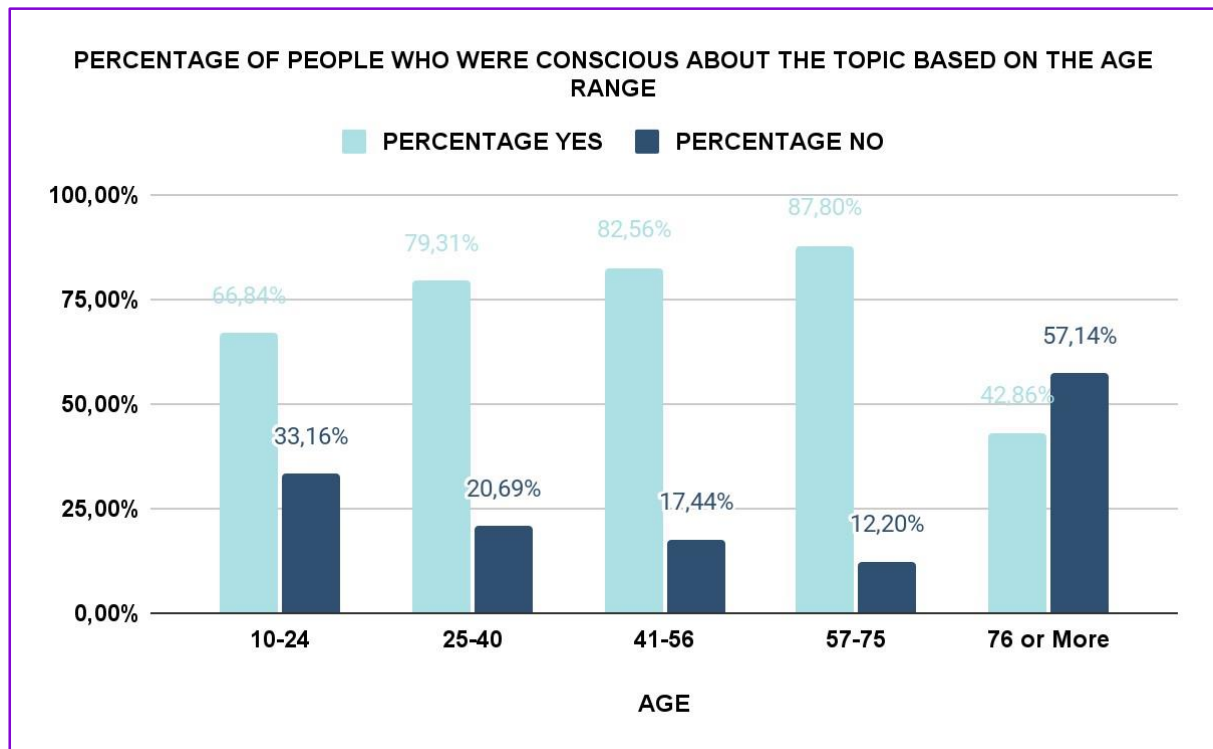
Figure 16 - Percentage of people who were conscious about the topic based on the age range

The third variable was the concept. The research team asked the five hundred and two people who answered the survey to choose between one and two of the four concepts related to the emotional intelligence definition. The principal idea was to ask them to select the concept pertaining more to the subject in question. The primary purpose of this variable was to analyse what kind of definitions participants chose based on the age range.

The four concepts were[1]:

1. *"Learn to listen to and harness emotions, turn them into an ally and use them appropriately to make smart decisions."* Kirk, Schutte, & Hine,

---

[1] All the definitions are translated by the research team.

2. *"Ability of people to recognize, understand and manage their emotions as well as the emotions of others."* Facundo Manes

3. *"The emotional capacity that serves to adapt our behaviour and mental processes to a given situation or context."* Daniel Goleman

4. *"The ability to perceive, value and express emotions accurately, understand and regulate them promoting personal and intellectual growth."* Mayer y Salovey

After reading and researching the different authors who talk about emotional intelligence nationally and internationally, the researchers decided to use these concepts. Three of the concepts they chose to include in the survey are from internationally known authors. They are Daniel Goleman, Mayer & Salovey and Kirk, Schutte & Hine. And the fourth concept belongs to the nationally known author Facundo Manes, who was one of the first to bring the concept of emotional intelligence to Argentine society.

In this survey, the research team decided not to write the authors' names in each definition. This decision was because they believed that mentioning them could lead participants to generate prejudices. For example, Facundo Manes is currently part of a political party in Argentina, and the investigators thought it could be possible that participants chose the concepts based on that.

The number of participants who knew the concept of emotional intelligence was three hundred and seventy-seven.

The following graphic shows the percentage of the concepts chosen by the people who participate in the survey and have a basic knowledge of the concept in question:

TOTAL PERCENTAGE OF THE CONCEPTS CHOSEN BY PARTICIPANTS

- CONCEPT 1 — 123 (23.03%)
- CONCEPT 2 — 177 (33.15%)
- CONCEPT 3 — 81 (15.17%)
- CONCEPT 4 — 153 (28.65%)
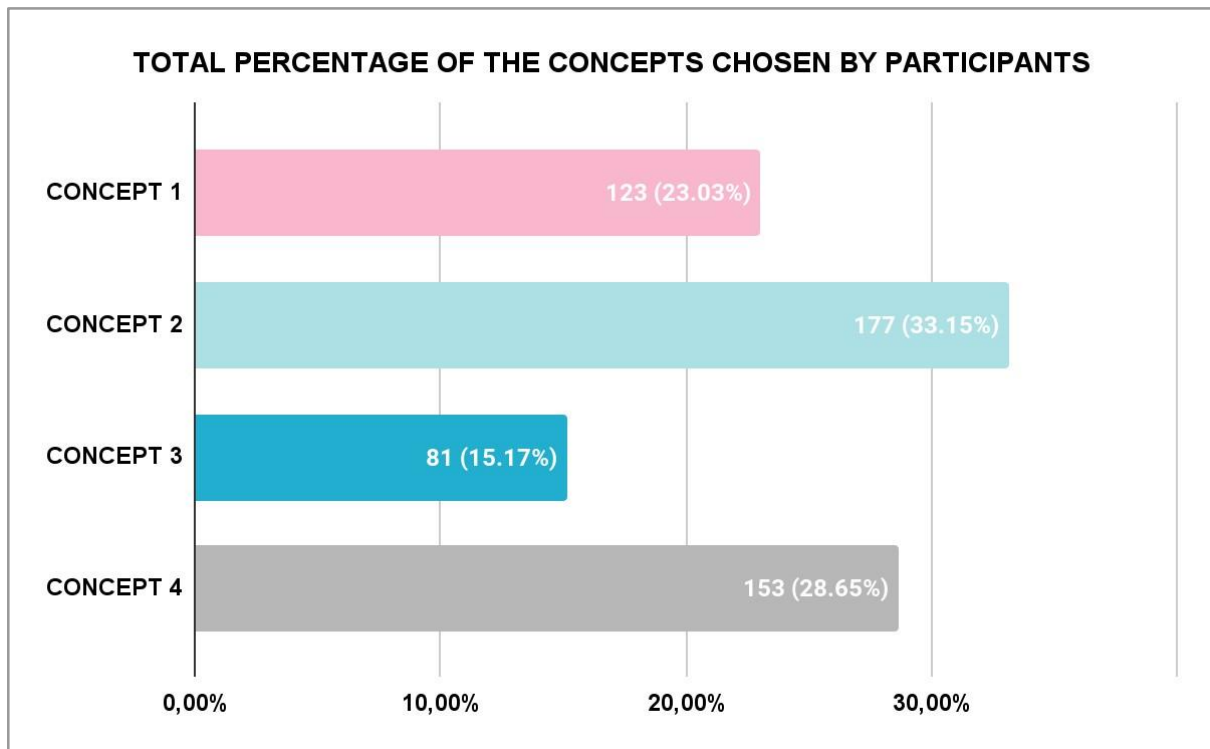
Figure 17 - Total percentage of the concepts chosen by participants

4.1.1.1 Variable's Analysis

The research team conducted a comparative analysis considering the ages in which the five generational ranges were grouped into two more general groups. The proposal was made to see which of the two-generational groups tended to know more about the concept of emotional intelligence and which less.

Two analysis groups were obtained. The two younger age ranges, i.e. the younger generations, make up the first group (A). And the three older age ranges, i.e. the older generations, make up the second group (B).

First Analysis

Below is a table prepared by the researchers showing the totals of the responses and the calculations made to conclude:

GROUP	AGE	TOTAL	AWARE	NOT AWARE
A	15-24	367	267	100
	25-40			
B	41-56	134	110	24
	57-75			
	76 or More			

Table 4 - Concept of emotional intelligence, variable analysis

Below is a table with the results calculated by the researchers using the arithmetic mean formula:

GROUP	AWARE	NOT AWARE
A	0,727520	0,272479
B	0,820895	0,179104

Table 5 - Concept of emotional intelligence, using arithmetic mean formula

After analysing both tables, it can be seen that the answers of group A concerning the knowledge of emotional intelligence present a mean of 0.7275, while the responses of group B concerning the knowledge of emotional intelligence present a mean of 0.8209. The difference between the two groups is 0,0932 points. This shows that the people of generational group B present more excellent knowledge of emotional intelligence than group A.

On the other hand, the answers of group A concerning the lack of knowledge of emotional intelligence present a mean of 0.2725, while the responses of group B concerning the lack of knowledge of emotional intelligence present a mean of 0.1791. The difference between the two groups is 0,0932 points. This shows that people from generational group A present a more remarkable lack of knowledge of emotional intelligence than group B.

As a general conclusion, it can be said that although generational group B represents only 27% of the total responses in this survey, they are the ones who have the highest degree of knowledge about the concept of emotional intelligence. While the people who make up generational group A represent most of the responses, 73% have less knowledge of the idea in question.

Second Analysis

As expressed in objective four, the researchers wish to propose an inclusive definition of emotional intelligence.

As a result of this survey, the author's definition was the neuroscientist Facundo Manes proposed in 2019. This was the most voted definition in the surveys. Therefore, according to the authors' interpretation, it is the most inclusive definition for all ages.

In other words, this is the definition that the authors propose as the most accurate and to which they refer when speaking about emotional intelligence. This appears explained with more details in Chapter V, section 5.1, called "Key Findings".

4.1.2 "The Importance of Emotional Intelligence Inside Organisations."

The primary purpose of this second survey was to analyse the importance of emotional intelligence within organisations according to the people chosen to collaborate in the survey. The authors wanted to investigate whether the people selected to be the study segment consider that companies should be emotionally intelligent or not necessarily.

The survey was launched on October seventeenth, and responses were accepted until October twenty-second. The total number of responses received was three hundred and forty-eight. It was decided to have a smaller sample on this occasion because the researchers limited the number of responses to people who are or have ever been part of business organisations. Although the authors cannot state that all the participants are currently working in an organisation, they are all part of the age range where they are supposed to be active in the labour market or are close to it.

As was explained in Chapter III - Section 3.4.2, to collect data, three variables were used: Age, Gender and the Importance that participants give to the emotional intelligence inside organisations.

The first variable was Age. The research team asked the collaborators to select their age range, which had the same divisions as the first survey. The content starts from fifteen to seventy-six or more. This variable was chosen because the researchers wanted to analyse how much importance people give to implementing emotional intelligence inside organisations in consideration of the age range. The same criteria as the first survey of dividing the range according to the generations were considered. However, unlike the first survey, the purpose of this question is different from the purpose of the previous study. In this question, the researchers took into account the age range of the person because, since emotional intelligence is a

relatively new concept in business, it is believed that older people consider it less important, and it was gaining importance with more recent generations.

The following graphic shows the percentage of people who collaborated with the responses of this survey:

PERCENTAGE OF PEOPLE WHO COLLABORATED THE SURVEY BY AGE

● 15-24 (147)   ● 25-40 (112)   ● 41-56 (50)   ● 57-75 (34)   ● 76 or More (1.4%) (5)
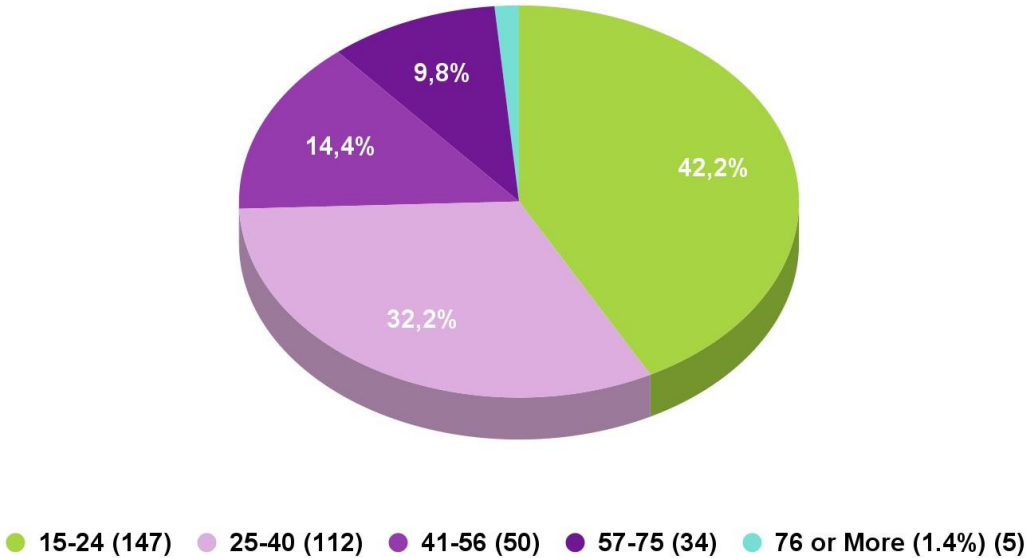
Figure 18 - Percentage of people who collaborated the survey by age

The second variable used in this poll was the Gender of people. Participants could choose between Male, Female or any other gender with which they could feel identified. Analysing the results, it can be said that the percentage of responses of the female gender was more significant than the male or the non-binary gender. The intention of asking this question within this survey was to discern if gender influences the importance of Emotional Intelligence inside an organisation. Researchers considered this question since many people and scientists say that women are more sensible and more receptive regarding emotions than men.

The following graphic shows the number of responses considering the gender variable:

TOTAL AMOUNT OF ANSWERS BASED ON GENDER

Female (59.8%)   Male (39.9%)   Non-Binary (1) (0.03%)
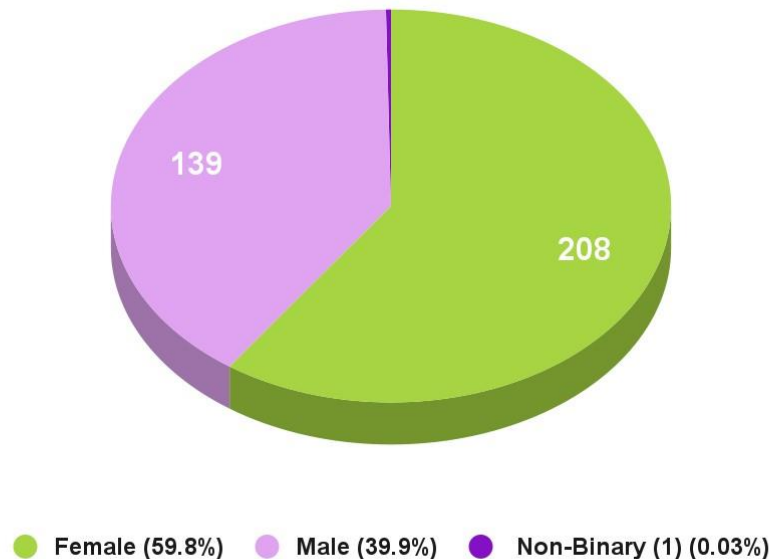
Figure 19 - Total amount of answers based on gender

The third and last variable used in this survey, as was explained before, is the analysis of the importance that people give to emotional intelligence inside the workplace. The survey participants must choose between four options to the following question: How important do you think it is to apply emotional intelligence within an organisation?

The four options were: Not very important, Indifferent, Important and the last one, very important. The researchers decided to include these four options in this question to limit the opinions of the collaborators since it is a topic that gives several opportunities to express themselves, to find clear and concise answers to the question.

The following graphic shows the answers that participants choose, considering this last variable:

TOTAL OF ANSWERS DIVIDED BY OPTIONS
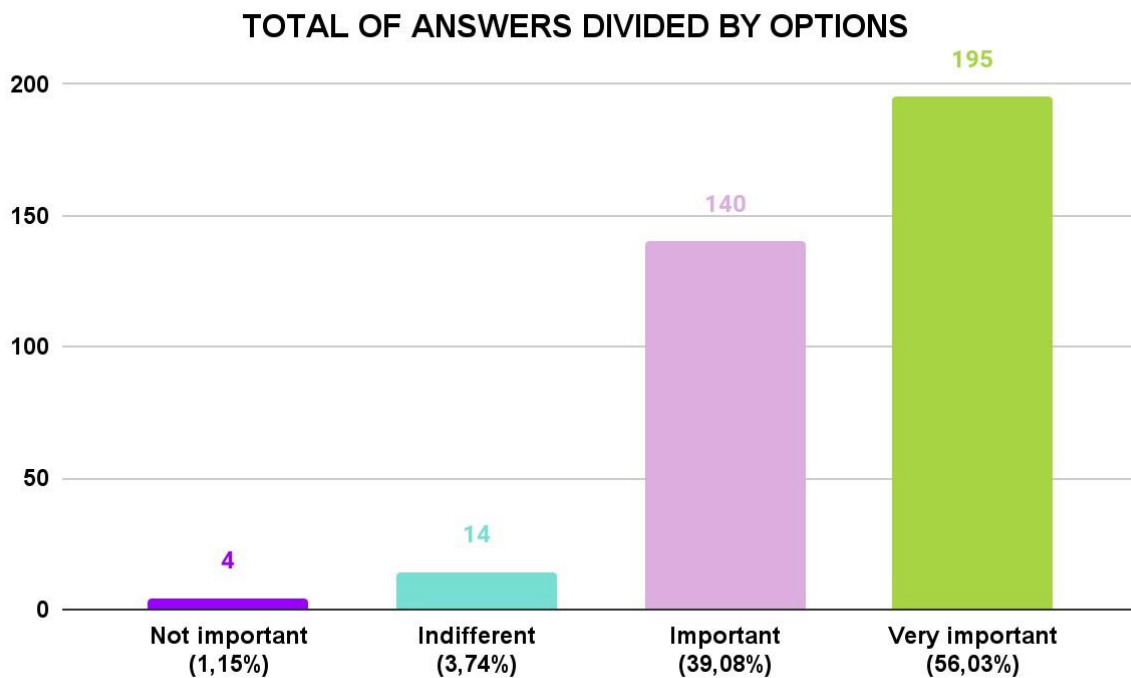
Figure 20 - Total of answers divided by options

As it is shown in the graphic, four people think that emotional intelligence is not important, representing 1.15% of the answers. Two of them are between 25-40 years old; the third one is between 41-56 years old, and the last one is between 57-75 years old.

The option "Indifferent" has fourteen votes, representing 3.74% of the answers. Six of them are people between 15-24 years old; five more people are between 25-40 years old; one has between 41-56 years old; the other is between 57-75 years old, and the last one is 76 years old or more.

The third option, "Important", has one hundred and forty votes which are very pleasant for the authors, representing 39.08% of the answers. Sixty-two votes correspond to people who are between 10-24 years old; Forty-three people who are between 25-40 years old also voted

for it; another twenty-two votes are from people between 41-56 years old; nine votes are from people between 57-75 years old, and finally, only one person aged 76 or over chose this option as well.

Finally, the last option was "Very important" and has more votes, representing 56.03% of responses. The composition of the 195 votes was as follows: Eighty-four people between 10-24 years old consider that emotional intelligence in the workplace is very important. Sixtytwo people between the ages of 25-40 agree as well. Twenty-six people between 41-56 years old chose this option. The last twenty-three votes correspond to people between 57-75 years old.

This survey was very significant for the project and revealing. The research team expanded more   about the   results of   this   survey in   Chapter   V, Section   5.1.

4.1.2.1 Variable's Analysis

The research team decided to conduct a comparative analysis considering the ages in which the five generational ranges were grouped into two more general groups. The purpose of doing this is to compare both groups to have evidence that the implementation of emotional intelligence is essential within organisations.

First Analysis

The research group decided to group the five age ranges, resulting in two final analysis groups. The two younger age ranges, the younger generations, make up the first group (A).

And the three older age ranges, the older generations, make up the second group (B).

The following table shows the number of responses considering both groups:

GROUP	AGE	TOTAL	INSIGNIFICANT	INDIFFERENT	IMPORTANT	VERY IMPORTANT
A	15-24	259	2	10	101	146
	25-40					
B	41-56	89	2	3	35	49
	57-75					
	76 or More					

Table 6 - The Importance of Emotional Intelligence inside organisations, variable analysis

The following table shows the arithmetic mean calculated by the researchers based on the age range data:

GROUP	INSIGNIFICANT	INDIFFERENT	IMPORTANT	VERY IMPORTANT
A	0,007722	0,038610	0,389961	0,563706
B	0,02247	0,033707	0,393258	0,550561

Table 7 - The Importance of Emotional Intelligence inside organisations, using the arithmetic mean formula

The answers of group A and group B are compared within the option "VERY IMPORTANT", the difference between both results is 0.01 points. Being the result for group A is 0.56 and for group B 0.55. Then, if the answers of group A with the responses of group B are compared within the option "IMPORTANT", the mean is practically the same for both.

If the averages of the answers of group A concerning the options "VERY IMPORTANT" and "IMPORTANT" are added, the result is 0.95 points. If you add the averages of the answers of group B for the options "VERY IMPORTANT" and "IMPORTANT" the result is 0.94 points. The difference between these two results is 0.01 points.

The conclusion that the team drew within these two variables is that beyond the generational range, the people who were part of the sample identified the implementation of emotional intelligence within organisations as a convenient tool.

If the answers of group A with the responses of group B are compared within the "INDIFFERENT" option, it can be seen that the difference is 0.005 points. The result for group A was 0.039 and for group B 0.034. If you compare group A's answers with group B's answers within the option "INSIGNIFICANT", you see that the difference is 0.014 points. The result for group A is 0.0077 and for group B 0.022.

If the averages of the answers of group A are added, considering the options "INDIFFERENT" and "INSIGNIFICANT", the result is 0.046 points. And if the averages of the responses of group B to the options "INDIFFERENT" and "INSIGNIFICANT" are added, the result is 0.056 points.

Although the difference between both generational groups is 0.1 points, there is a tendency for group B to consider less important the implementation of emotional intelligence within organisations.

In general, 95% of the responses on this variable are directed to the importance of implementing emotional intelligence within organisations. While only 5% of them correspond to the thought that it is unimportant or indifferent.

Second Analysis

The research group decided to carry out an analysis to see if a conclusion could be reached based on the variables of Female and Male gender identity since these are the two that represent the highest percentage of the total sample. The main idea was to analyse if there was a different tendency between both genders to analyse the importance of emotional intelligence within organisations.

The following table shows the total responses based on gender:

GENDER	TOTAL	INSIGNIFICANT	INDIFFERENT	IMPORTANT	VERY IMPORTANT
FEMALE	208	3	6	76	123
MALE	139	1	7	60	71

Table 8 - The Importance of Emotional Intelligence inside organisations, second variable analysis

The following table shows the arithmetic mean calculated by the researchers based on gender data:

GENDER	INSIGNIFICANT	INDIFFERENT	IMPORTANT	VERY IMPORTANT
FEMALE	0,014423	0,028846	0,365384	0,591346
MALE	0,007194	0,050359	0,431654	0,510791

Table 9 - The Importance of Emotional Intelligence inside organisations, second analysis using an arithmetic mean formula

If the female responses are compared with the male responses within the "VERY IMPORTANT" option, you can see that the difference between both results is 0.08 points. The

female result is 0.59, and the male result is 0.51. Now, if you compare the female responses with the male responses within the "IMPORTANT" option, it can be seen that the difference between them is 0.07 points. The female result is 0.36, and the male result is 0.43.

If you add the averages of the female responses concerning the "VERY IMPORTANT" and "IMPORTANT" options, the result is 0.95 points. And if you add the means of the male responses for the "VERY IMPORTANT" and "IMPORTANT" options, the result is 0.94 points.

In conclusion, it can be said that beyond gender identity, the people who were part of the sample identify the implementation of emotional intelligence within organisations as a convenient tool.

If you compare the female responses with the male responses within the "INDIFFERENT" option, it can be seen that the difference is 0.02 points. The female result is 0.03, and the male result is 0.05. If you compare the female responses with the male reactions within the "INSIGNIFICANT" option, we can see that the difference is 0.03 points. The female result is 0.01, and the male result is 0.007.

Now, if you add the means of the female responses concerning the options "INDIFFERENT" and "INSIGNIFICANT", the result is 0.043 points. And if you add the means of the male responses for the "INDIFFERENT" and "INSIGNIFICANT" options, the result is 0.05755 points.

In conclusion, it can be said that although the difference between the two identities is very minimal, 0.014 points, there is a tendency for the male identity to consider the implementation of emotional intelligence within organisations as less important.

In general, it was evident that 95% of the responses on this variable are directed to the importance of implementing emotional intelligence within organisations. While only 5% of them correspond to the thought that it is insignificant or indifferent.

4.1.3 "The Analysis of the Concept of Emotional Intelligence Inside the Work Atmosphere."

The primary purpose of this survey was to conduct an analysis based on the opinions of people who are certainly part of organisations. The researchers created the answers to some of the questions that were integrated into the questionnaire to conclude the hypotheses that were initially proposed in Chapter I, section 1.5.

The survey was launched on October twenty-nine, and responses were accepted until November three. The survey was closed after six days because the researchers found that the number of responses was helpful in beginning drawing results and conclusions. The total number of participants who responded to this research was eighty-seven. The research group decided to have an even smaller sample than in the previous survey because they would only focus on people who are currently working within organisations.

As previously mentioned in Chapter III, section 3.4.3, ten variables were considered for this survey. Each variable gave the researchers a hint of how the participants of this survey think about implementing emotional intelligence inside the work atmosphere. The ten variables considered were: Awareness, Age, Workers, Factors, Healthy-Work-Environment, Performance-Work-Environment, Success-Work-Environment, Productivity Level, Cost Reduction and the last one Motivation.

The first variable was awareness. The research team wanted to know if people who were part of the sample knew or had a basic notion about the concept of emotional intelligence.

The second variable was Age. The research team asked the collaborators to select their age range, which is different from the first and the second survey. The range in this occasion starts from eighteen years old to seventy-six or more. The decision to start the range at eighteen was because people in Argentina's society generally start working when they are at the age of eighteen. However, the same criteria as the first and second survey of dividing the range according to the generations were considered in this survey.

The third variable was the Work. The research team asked the participants to indicate if they are or not working currently. The primary purpose of this question is to study the niche group of people for this research easily, this is why the research group only took into consideration the responses of people who are part of organisations in the present to elaborate a more transparent and concise conclusion.

The following graphic shows the total number of people who collaborated regarding the age range and if they are or not working nowadays:
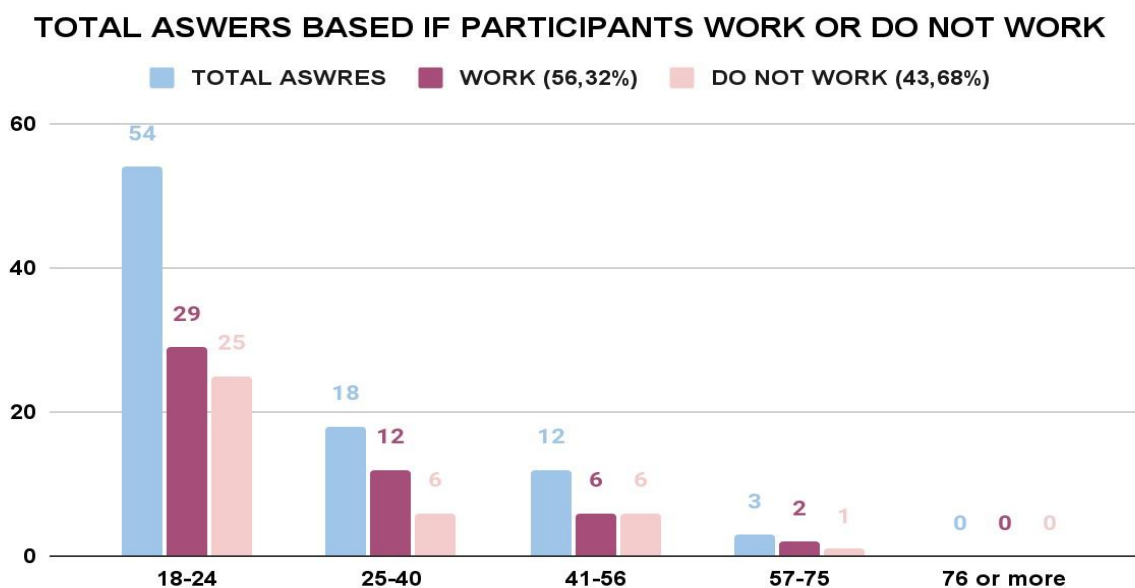
Figure 21 - Total answers based on if participants work or do not work

After explaining all the demographic data collected in this survey, the research team decided to make analyses only with the responses of people who currently are working. For this reason, the researchers continued the study of the rest of the variables only with the answers of the participants who know about the concept of emotional intelligence and chose the option of being currently working.

It was decided to consider this decision, the research team wanted to ensure that the answers are only from people who have had work experience within organisations. However, the team did not rule out the responses of those not currently working since they can collaborate to draw future conclusions.

The fourth variable was the Factors. The researchers asked the people who were part of the sampling to mention at least two factors in which they consider that the implementation of emotional intelligence generates a contribution within the work atmosphere. The primary purpose of this question was to analyse how people who integrate the sampling think about this topic. The researchers wanted to see if new factors, actions, and ideas that they did not consider could be implemented using emotional intelligence within the workplace.

These are some of the words and ideas that the authors found inside of the answers:

Figure 22 - Wordcloud

Those weren't the only answers, but most of them were repeated more than twice. To create that figure, the authors took into consideration all the most relevant and popular answers.

The variable number five was Healthy-Work-Environment. The participants were asked to define a healthy work environment in simple words. The purpose of this question was to generate an understanding to the authors through what people who are part of the sampling and currently are part of business organisations think about the definition of a healthy environment. The researchers used the word healthy because they wanted to use a word that inspires wellbeing. The following statements are from some of the participants considering all responses, both those of people who are currently working and those who are not.

"An environment where everyone feels comfortable and able to perform the tasks assigned to them, and where suggestions for improvement are accepted, regardless of whom they come from." Anonymous, 2021

"Friendly and collaborative spaces leading to a steady of growth" Anonymous, 2021

"The existence of stable co-working relationships and efficient communication as a working tool." Anonymous, 2021

The sixth variable was Performance-Work-Environment. The researchers asked the contestants to mark between two options to the question if they agreed or not regarding the following statement: "Emotionally intelligent people perform better in their work environment.". The primary purpose of this was to analyse what people think about productiveness if they connect being emotionally intelligent with the increment of productivity.

After analysing the responses, the research team found that 95.02% of the people who are currently working think that the development of emotional intelligence increases a better performance in workers' careers inside organisations. And only 4.08% of them believe that it does not affect the performance of workers.

The following graphic shows a visual of the results of this question:

Emotionally intelligent people present a better level of performance in their work environment.

● People who agree (95,92%) ● People who disagree (4.08%)
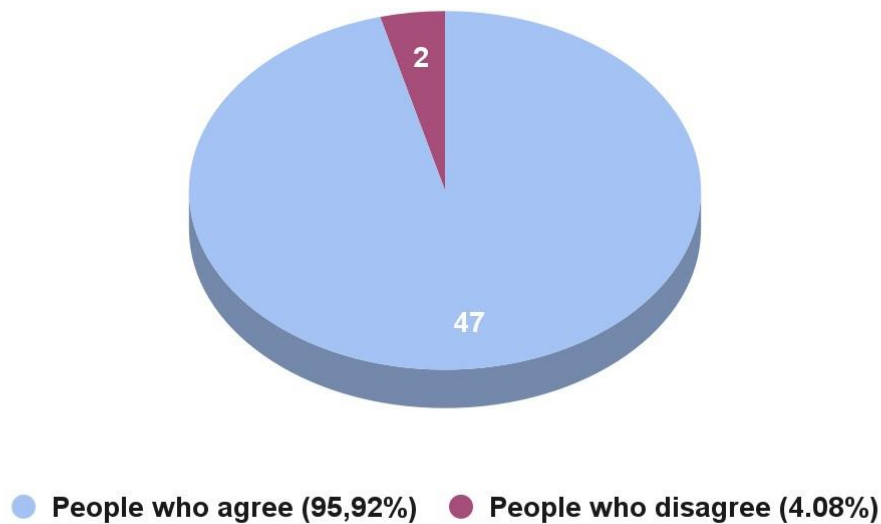
Figure 23 - Emotionally intelligent people present a better level of performance in their work environment

The variable number seven was Success-Work-Environment. The investigators asked participants to choose between agreeing and disagreeing to the following statement: "Emotionally intelligent people have a higher degree of success within their work environment". The purpose of asking this was to be able to analyse how participants consider, taking into consideration the fact that the development of emotional intelligence improves the success of workers inside organisations.

The research group considers that the development and improvement of workers' performance are wholly connected to their success. If the organisation member presents a better performance within their specific area or workspace, the probability that they have, or feels that has become more successful, increase. That said, the researchers, after analysing the responses

to this variable, found that some participants contradict their responses between the performance and success statements.

After analysing the answers of the total number of people currently working in an organisation, 81.63% agree that the development of emotional intelligence in employees contributes to increasing the degree of success of the members of the companies. And only 18.37% do not agree with this statement.

The following graphic shows the answers that correspond to the responses of this statement:

Emotionally intelligent people are more successful in their work environment.

● People who agree (81.63%)   ● People who disagree (18.37%)
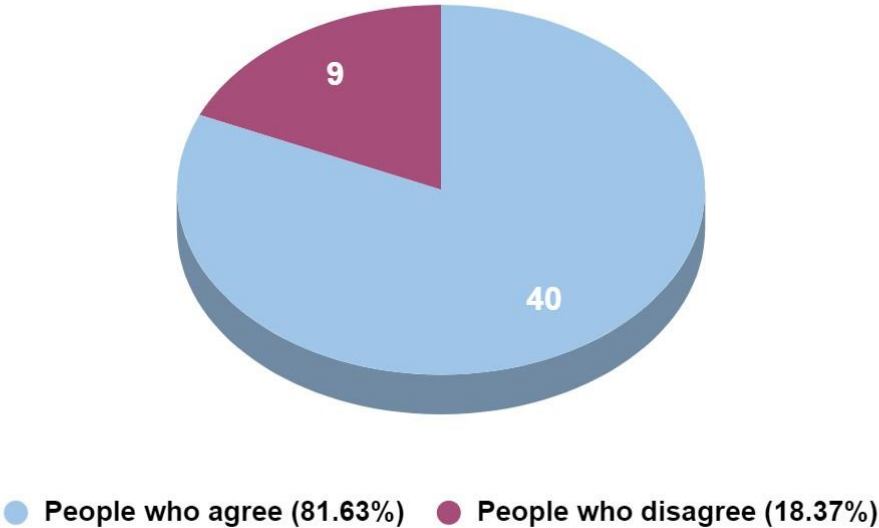
Figure 24 - Emotionally intelligent people are more successful in their work environment

Having already a notion of the data collected, and taking into account the researchers' thinking that the implementation of emotional intelligence improves the performance of those involved within the organisation and as a consequence this generates an increase in the level of

both personal and professional success, it can be said that the percentage of people who contradict their answers is 14.9% (seven people).

The eighth variable was Productivity Level. The research group asked participants to choose between four options answering the following question: "Do you consider that the implementation of Emotional Intelligence increases productivity within your work environment?". The four options were: Totally in agreement, In agreement, Indifferent and Totally in disagreement. The purpose of this question was to analyse if people consider that the implementation of emotional intelligence inside organisations increases the workers' productivity.

The following graphic shows the number and percentage of people who participate in this survey:

Do you consider that the implementation of Emotional Intelligence increases productivity within your work environment?
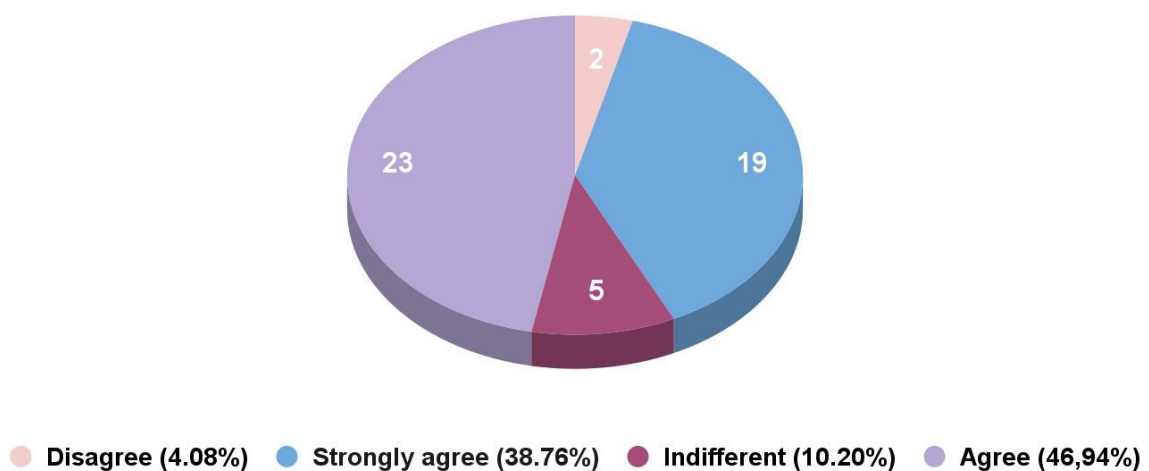
Figure 25 - Do you consider that the implementation of emotional intelligence increases productivity within your work environment?

It can be seen that the majority of responses are from people who agree or strongly agree to the fact that productivity increases carrying out the development of emotional intelligence

inside the workplace. Whereas the reactions of people who think indifferent or disagree are less than 20% of the total.

The following graphic shows the total number of responses based on the age range:
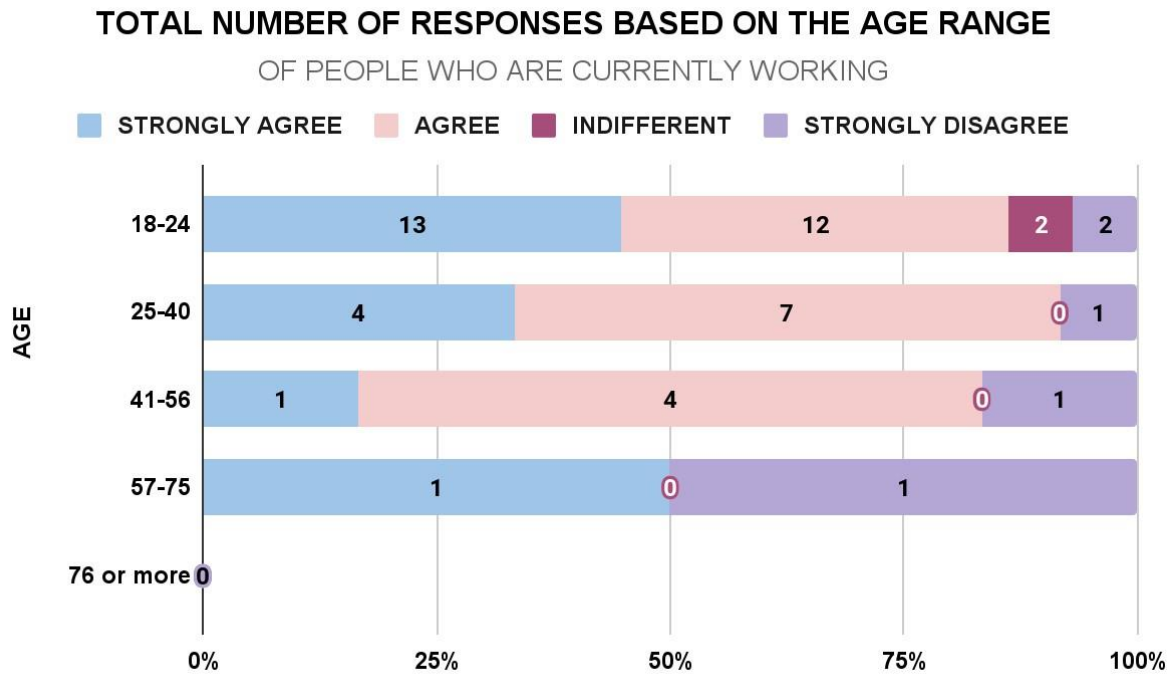
Figure 26 - Total number of responses based on the age range

The graph shows the number of responses, but this time based on age range. While an even comparison cannot be made because the total number of responses is not the same in each age range, the research team could perform analysis and draw conclusions that are explained in Chapter 6.

The research group believes that there is a relationship between increased performance, productivity and success. It is for this reason that it chose to include these three variables within the survey. As can be seen by comparing the graphs, most of the people who completed the questionnaire, either consciously or unconsciously, also connect and interrelate these concepts

being that the improvement of these concepts, with the help and implementation of emotional intelligence in a conscious way, collaborates with organisational improvement.

The ninth variable was Cost Reduction. The researchers asked the collaborators to respond with Yes or No to the following question: "Do you consider that the implementation of Emotional Intelligence collaborates with cost reduction in organisations?". The purpose of this variable was to collect responses to analyse what people who are part of the sample think about this topic. The team wanted to know if they agree or disagree that implementing emotional intelligence in organisations relates to a future cost reduction inside them.

The following graphic shows the responses of the people who are currently working in organisations:

Figure 27 - Do you consider that the implementation of emotional intelligence contributes to cost reduction within organisation?

As mentioned above in the explanation of variables number six, seven and eight, the research group considers an interrelation between good performance, productivity and success.

Taking this into account, and after analysing the variables, the researchers think that a good and integrated performance of an organisation goes hand in hand with the variables mentioned above. Bringing benefits, which may not be so explicit but are part of the changes that the mobilisation generated by the implementation of emotional intelligence in the workplace.

The tenth and last variable was Motivation. The team asked participants to mark if they agreed or disagreed with the following statement: "To be emotionally intelligent, a person needs to be more intrinsically than extrinsically motivated". The purpose of this question was to analyse what people think about the fact that motivation needs to come from oneself and should not depend on external circumstances or situations, including different scenarios or also attitudes of people with whom they are related daily in their workplace.

The following graphic shows the responses of the participants considering if they agree or disagree with the statement:

TOTAL NUMBER OF RESPONSES BASED ON THE FACT THAT MOTIVATION NEED TO BE INTRINSIC RATHER THAN EXTRINSIC

● Agree (73.47%)   ● Disagree (26.53%)
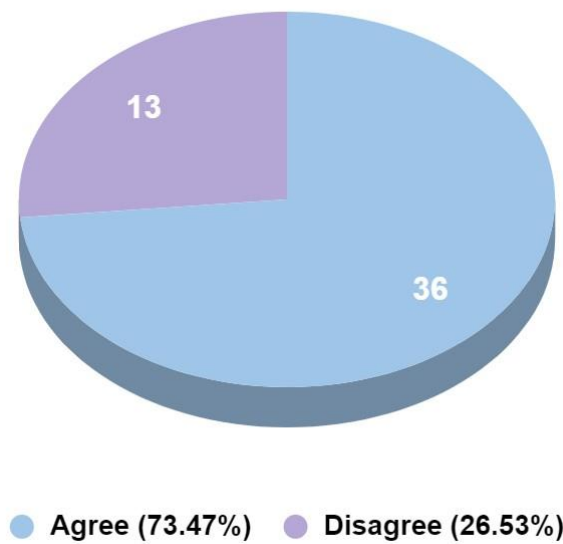
Figure 28 - Total number of responses based on the fact that motivation needs to be intrinsic rather than extrinsic

The graph shows that 73.47% of the responses correspond to people who agree with the idea of motivation being alien to external circumstances, meaning that emotionally intelligent people must be intrinsically motivated. At the same time, 26.53% is from to the responses which are from people who believe that external situations can affect motivation, meaning that emotionally intelligent people do not need to focus only on the intrinsic point of view to increase motivation.

4.1.3.1 Variable's Analysis

The research team decided to conduct a study comparing the total responses across two groups. Group A is those who are currently working and group B is those who are not working. The comparison of both groups is use within the five analyses below.

First Analysis

The first analysis is related to the Productivity-Level variable.

The following table shows the total number of responses divided, taking into account both groups mentioned above:

GROUP	TOTAL	TOTALLY AGREE	AGREE	INDIFFERENT	DISAGREE
WORKERS (A)	49	23	5	19	2
NOT WORKERS (B)	38	13	16	4	5

Table 10 - Productivity level variable analysis

The following table shows the arithmetic mean calculated by the researchers considering the data presented in the table above:

GROUP	TOTALLY AGREE	AGREE	INDIFFERENT	DISAGREE
A	0,469388	0,1020408	0,387755	0,0408163
B	0,342105	0,421053	0,105263	0,131579

Table 11 - Productivity level variable analysis (arithmetic mean)

If you compare group A's answers with group B's answers within the option "TOTAL AGREE", you can see that the difference is 12 points. The result for group A is 0.46 and for

group B 0.34. On the other hand, if you compare the answers of group A with the answers of group B within the option "AGREE", it can be seen that the difference is 32 points. The result for group A is 0.10 and for group B 0.42.

Now, if you add the averages of the answers of group A concerning the options "TOTALLY AGREE" and "AGREE", the result is 0.57 points. And if you add the averages of the answers of group B for the options "TOTALLY AGREE" and "AGREE", the result is 0.76 points.

In conclusion, it can be said that with a difference of 0.19 points between group A and group B for the two options in question, it can be seen that group B is the group that agrees the most with the idea that the implementation of emotional intelligence helps to increase productivity in the work environment.

Then, if you compare group A's answers with group B's answers within the option "INDIFFERENT", you can see that the difference is 0.28 points. On the other hand, if you compare the answers of group A with the answers of group B in the option "DISAGREE", the difference is 0.09 points. The result for group A is 0.04 and for group B 0.13.

Now, if you add the averages of the responses of group A to the options "INDIFFERENT" and "DISAGREE", the result is 0.43 points. And if you add the averages of the responses of group B concerning the options "INDIFFERENT" and "DISAGREE", the result is 0.24 points.

In conclusion, it can be said that with a difference of 0.19 points between Group A and Group B for the two options in question, it can be seen that Group A mostly disagrees with the

idea that the implementation of emotional intelligence within organisations helps to increase productivity in the work environment.

To conclude, a final general conclusion could be that the responses from group A, which make up 56% of the total responses, tend to consider that the implementation of emotional intelligence within organisations helps increase people's productivity. However, they tend to contemplate it to a lesser extent than group B, which accounts for 44% of the responses. The second group thinks that the implementation collaborates with the increase of productivity to a greater extent. Generally speaking, those who do not work tend to consider that it increases productivity to a greater extent than those who work.

Second Analysis

The second analysis is related to the Performance-Work-Environment Variable.

The following table shows the total number of responses divided, taking into account both groups mentioned above:

GROUP	AGREE	DISAGREE
WORKERS (A)	47	2
NOT WORKERS (B)	33	5

Table 12 - Performance-Work-Environment variable analysis

The following table shows the arithmetic mean calculated by the researchers considering the data presented in the table above:

GROUP	AGREE	DISAGREE
A	0,959184	0,040816
B	0,868421	0,131579

Table 13 - Performance-Work-Environment variable analysis (arithmetic mean)

Group A responses related to agreeing on performance improvement have a mean of 0.96 points. Group B responses related to agreeing on performance improvement have 0.87 points.

The difference between the two groups is 0.09 points. This shows that people in group A mostly agree with the statement.

Group A responses related to disagreeing about performance improvement have a mean of 0.04 points. Group B responses related to disagreeing about performance improvement have a standard of 0.13 points.

The difference between the two groups is 0.09 points. This shows that people in group B mostly disagree with the statement.

A general conclusion to this analysis is that group A representing workers mostly agree that the implementation of emotional intelligence helps increase the performance level of workers within organisations. In contrast to group B which represents those who are not currently working, who mostly agree with this statement but to a lesser degree. However, it could be said that beyond the groups of workers and not workers, people who are part of this sample tend to agree with this statement.

Third Analysis

The third analysis is related to the variable Success-Work-Environment.

The following table shows the total number of responses divided, taking into account both groups mentioned above:

GROUP	AGREE	DISAGREE
WORKERS (A)	40	9
NOT WORKERS (B)	32	6

Table 14 - Success-Work-Environment variable analysis

The following table shows the arithmetic mean calculated by the researchers considering the data presented in the table above:

GROUP	AGREE	DISAGREE
A	0,816327	0,183673
B	0,842105	0,157894

Table 15 - Success-Work-Environment variable analysis (arithmetic mean)

Group A responses related to agreeing with the increased level of success within the work environment mean 0.82 points. While Group B's responses related to agreeing on improving performance had a standard of 0.84 points.

The difference between the two groups is 0.02 points. This shows that people in group B mostly agree with the statement.

The responses of group A related to disagreeing about increasing the level of success have a mean of 0.18 points. The answers of group B related to disagreeing about improving performance have a standard of 0.16 points.

The difference between the two groups is 0.02 points. This shows that people in group A mostly disagree with the statement.

As a general conclusion on this analysis, it can be said that people in the non-worker group mostly agree with the idea that the implementation of emotional intelligence helps to increase the degree of success of employees in an organisation. In contrast to group A, representing those who are currently working, who are the ones who mostly voted that they agree, but to a lesser extent compared to group B. Regardless of whether or not people are currently working, there is a greater tendency to agree with the statement in question.

Fourth Analysis

The fourth analysis is based on the variable Motivation

The following table shows the total number of responses divided, taking into account both groups mentioned above:

GROUP	AGREE	DISAGREE
WORKERS (A)	36	13
NOT WORKERS (B)	22	16

Table 16 - Motivation variable analysis

The following table shows the arithmetic mean calculated by the researchers considering the data presented in the table above:

GROUP	AGREE	DISAGREE
A	0,734694	0,265306
B	0,578947	0,421053

Table 17 - Motivation variable analysis (arithmetic mean)

Group A responses related to agreeing with the statement that to be emotionally intelligent, a person needs to be more intrinsically than extrinsically motivated, has a mean of 0.73 points. While group B responses related to agreeing with the statement about performance improvement have a standard of 0.57 points.

The difference between the two groups is 0.16 points. This shows that people in group A mostly agree with the statement.

Group A responses related to disagreeing about intrinsic motivation have a mean of 0.27 points. Group B responses related to countering about performance improvement have a mean of 0.42 points.

The difference between the two groups is 0.15 points. This shows that people in group B mostly disagree with the statement.

As a general conclusion on this analysis, it can be stated that the people in group A, i.e. the employees, mostly agree with the idea that motivation should come from intrinsic motivation. In contrast to group B, which agrees to a lesser extent and represent the highest percentage of disagreement.

Fifth Analysis

The fifth analysis is related to the variable Cost-Reduction.

The following table shows the total number of responses divided, taking into account both groups mentioned above:

GROUP	YES	NO
WORKERS (A)	33	16
NOT WORKERS (B)	25	13

Table 18 - Cost-Reduction variable analysis

The following table shows the arithmetic mean calculated by the researchers considering the data presented in the table above:

GROUP	YES	NO
A	0,6734693878	0,3265306122
B	0,6578947368	0,3421052632

Table 19 - Cost-Reduction variable analysis (arithmetic mean)

The responses of group A related to agreeing with the idea that the implementation of emotional intelligence collaborates in the future with the reduction of costs presents a mean of 0.67 points. In comparison, the answers of group B related to agreeing with the improvement of performance had a mean of 0.66 points.

The difference between the two groups is 0.01 points. This shows that people in group A mostly agree with the statement.

The responses of group A related to disagreeing about the reduction of shortages have a mean of 0.33 points. The answers of group B related to disagreeing about improving performance have a mean of 0.34 points.

The difference between the two groups is 0.01 points. This shows that people in group B mostly disagree with the statement.

As a general conclusion on this analysis, it can be observed that regardless of whether people are currently working or not, they mostly agree that implementing emotional intelligence within organisations helps to reduce costs. However, it should be considered that the responses related to not agreeing represent a pretty significant percentage.

4.2 Interview results

The research group decided to conduct some of the interviews in Spanish since it is the native language of the interviewees. Considering this, the researchers are responsible for the translation of the interviewees' answers into English.

4.2.1 Interviews with CEOs and Managers

The questions that the research team asked to the interviewees are related to the objectives and hypotheses mentioned earlier in Chapter I. The purpose was to collect information as directly as possible in order to be able to analyse and draw conclusions.

Question One: **What do you think emotional intelligence is?**

BRIAN DWYER

Emotional intelligence means taking emotional considerations into account, which means being aware of your emotional state and the needs of your colleagues and your clients. That leads you to think about different perspectives based on your understanding.

ALEJANDRA EFRON

Is the intelligence that has a couple of feelings as a part of it.

GUSTAVO DEYA

It is a tool that helps one understand how a person feels, what he or she is doing, or what they are facing in daily activities.

CARINA ARISTONDO

I understand that it is how people manage their emotions, understanding what their feelings are and how they impact positively or negatively according to what the person is experiencing. I also think that emotional intelligence is knowing oneself, obviously about their emotions, as I mentioned, knowing how emotions impact either personally or work, knowing our feelings and understanding how to manage them will also allow us to empathise much more with another person, it also allows us to establish more stable and secure relationships and understand what the other person contributes to me and what does not contribute to me and also to be able to lead to a successful relationship.

ANTONELLA GIUFFRIDA

I think emotional intelligence has the ability not to push down the emotions but to acknowledge them and try to make them a source of power and weakness, meaning a source of opportunities and knowing your weaknesses and knowing your strengths. It is important to identify what you are thinking at any moment and just see how to acknowledge your frustration and use it as a tool to develop it.

General Conclusion Considering Responses of Question One

After analysing the five responses, it can be affirmed that all the interviewees referred to emotional intelligence as recognising emotions. The research group understands that recognising one's own feelings and the emotions of others collaborates with the opportunity to broaden perspectives and understandings.

Some responses emphasised the recognition and analysis of one's own emotions, whereas others focused on the understanding and credit of the emotions of others. Also, some referred to emotional intelligence as the art of recognising and using emotions as tools/resources to cope with situations.

Question Two: Do you consider it important to apply emotional intelligence within organisations?

BRIAN DWYER

It is present in every organisation; whether it is applied, it very much depends on Managements, individual managements and members of management.

ALEJANDRA EFRON

Yes, yes, it is. Because EI has the feeling in it, and it allows us to see the reality from another perspective, and therefore arrive at solutions to solve the different issues within the process or within the organisation. You couldn't come at those solutions from a non-feeling perspective.

GUSTAVO DEYA

Yes, one of the things that I want to reinforce and start in discussion with a person is to work on how to build trust and to work with empathy. Learn how to be open to feeling what the other is feeling, and help the other person feel comfortable in different situations. To be able to make mistakes and to create an environment where people can grow and feel satisfied by themselves, in a matter of pushing the activities to be done, to feel that he can work in an environment working in teams with different people following the same objective.

CARINA ARISTONDO

Of course, emotional intelligence must be taken into account, it is essential that teams work towards the same goal, which finally has to do with the primary objective of emotions, for that, as I mentioned before, this to meet one himself and his feelings allows you to be able to manage these emotions and when one reaches that state of knowledge, he manages to establish ties and networks. These skills help you understand that we are all a team and can work towards the same goal. This, in turn, generates a great level of motivation for you. At the same time, being able to work with empathy to understand others to work as a team, I always say that these networks are generated between groups visually. I think of them as a framework that allows me to work together and achieve different objectives. Emotional intelligence is essential to me in this regard in creating this framework. And for that, it is essential to know yourself, know your emotions, manage them, not only for yourself but also for others.

ANTONELLA GIUFRIDA

I consider that it is true. And many organisations already do; when you see a team building, it is crucial to be able to brainstorm with your employees, it is essential to know how they are feeling, to understand how this impulse the job, not only to maximise work and increase productivity but to do better work. I think it is essential to listen to the people and see how they are feeling.

General Conclusion Considering Responses of Question Two

The implementation of emotional intelligence exists within all organisations, whether it is implemented consciously or unconsciously by the organisation's members. Generally speaking, spreading it depends mainly on the people shown as examples and play the role of leaders.

Within the answers, the same idea is repeated as in the answers to the first question. The implementation of the same collaborates with the broadening of perspectives. They are the ones that contribute to the resolution of situations or problems within the production systems within the organisation. If the stands do not include feelings, the results are not be the same.

The implementation of emotional intelligence helps to increase the level of trust within work teams. When there is trust, fear and shame tend to disappear, generating better collaborative work teams.

Question Three: Do you think that the concept is applied in your organisation?

BRIAN DWYER

Sometimes, and when that happens, it works well.

ALEJANDRA EFRON

Uh no, no, it wasn't. I mean, it was with this example, but I didn't know that it was called emotional intelligence when I did, um, just applied it because I think I think it's a very personal one. I don't think it has been…. The concept of emotional intelligence, it can be taught. However, I mean, it can be taught in school. It can be taught in books.

GUSTAVO DEYA

Yes, because I know what are my limits. I work in a technology company. There are more than 250 people. And I know my limits regarding my technology knowledge. [...] So I understand that I need to bring people to my team that will provide me with the knowledge I'm missing. [...] Find the common language of discussion, so every person involved in the team can understand the different situations. And this is something that I need to push as a leader. To show them that we honour their technical knowledge, but we need to be sure that we all understand the same level to make the right decisions.

CARINA ARISTONDO

I consider that it is applied a lot in my organisation, and there is still much to improve. [...]

For me, leadership is essential to understand these issues, and I have thousands of examples

that I can get to comment on, but fundamentally from my sector from HR, I

always say that our clients are people, employees. Therefore, I do not stop thinking about

always humanising those processes. For me the management of emotional intelligence

within an organisation is fundamental, I consider that the current leadership of this new

company is not as prepared as if the leadership that came from this merger that has

accompanied me many years in which I have worked a lot.

ANTONELLA GIUFFRIDA

Yes, well, there is a bridge between having good control of your team and being a good

leader and how the ability to be vulnerable and open yourself up and make them see that you

care and that you as a leader as well are a person. If you have a team that is open about the

feelings they are going through, you will have a stronger team, and you have a concept about

what the team is going through.

General Conclusion Considering Responses of Question Three

This question reveals that not all organisations implement emotional intelligence, as not all interviewees said it does. However, it demonstrates that where it is applied, it is giving good results.

Question Four: Do you consider that your organisation provides tools to the employees to develop their emotional development?

ALEJANDRA EFRON

Um, the one that I worked for, yes, it gave tools, but again, it was personal, and you have to prove that it worked because when you do it by objectives when the organisation works by objectives, it doesn't matter (as long as it's legal within the legal requirements) how you arrived at your objectives.

GUSTAVO DEYA

I am not sure which are the specific tools. It is a matter of the way you are leading the team. Because we all understand that if we work big corporations big, the decisión-making ande leadership come from different people.

CARINA ARISTONDO

I believe that companies are starting to work on that, particularly my company has a long way, this new leadership that I am beginning to travel and I consider that it has not been given the tools, that it has maintained an unlimited Q status and the famous phrase "it was always done like this" and "it was always like this", don't go out and think outside the box. And particularly in HR, I am working a lot on this issue, on the management of softer skills; I believe that The hard work that one always has to do on leadership because I consider that the leader is the person who almost directly impacts the people, regardless of whether the employee may or may not have their particular or personal motivations, for me career development has a lot to do with joint management, obviously of the person with their concerns, their attitudes and what moves them in such way. Intrinsic and also everything that the leader helps and collaborates with.

ANTONELLA GIUFRIDA

Well, I do not think that my organisation does it; I think they know it is crucial and I think that they care about it and acknowledge it, which is a lot, I can say. But no, we do not have brainstorming meetings at the moment, we do not have personal projects, we don't have personal goals, we don't have a forum where we can hear. As an organisation, I think that right now we don't have those, but think that the way it is organised now, like the action, yeah I think that you can come to someone and ask them how you feel. I believe that if you do not have as an organisation, as an institution the tools, you do have the kind of people that can help you be heard and feel heard.

General Conclusion Considering Responses of Question Four

In some cases, it can be observed that the professionals did not know how to identify tools. It is likely that if the research group had used another word, such as resources, instead of tools, the answers would have been different.

On the other hand, some affirmed that implementing tools that collaborate with the learning and acquisition of emotional intelligence is up to each individual. While others stated that they tend to originate from leadership, implying that it is the pany's leaders who are responsible for disseminating them.

<u>Question Five:</u> Would you invest in training to increase the development of

emotional intelligence in your work teams?

<u>ALEJANDRA EFRON</u>

Yes, yes, I would. Because it has been proven that it boosts production.

<u>GUSTAVO DEYA</u>

Yes, because I think that Emotional Intelligence is critical. [...] The attitude will depend on each person, and It is not easy to work with someone's attitude. This can be considered part of the challenge of being a leader. You have to evaluate the people's attitude, why they want to work with us, why they do what they do, what they are looking for, what their objectives are, etc. And then, if the leader detects that there is some specific knowledge needed to do the job, you can work on that. But first, you have to start with the human being and then see if that person needs more knowledge about a specific area.

CARINA ARISTONDO

Clearly, yes, as I said from my HR role for me, it is something critical, the times that I have worked in self-knowledge training and how to interact with teams through the provision of behavioural evaluations, precisely to retain, motivate and develop talents, this allowed us to understand the profiles, not of each one, which is very interesting.

ANTONELLA GIUFRIDA

Yes, I think so. As an investment, I would invest my time in knowing these tools because I am personally interested in developing this. But if I were a person who is unwilling to learn how to use it as a tool, I would invest in someone who can apport these to my offices.

General Conclusion Considering Responses of Question Five

Based on the answers obtained, the team finds that they support the idea of investing in training to incorporate emotional intelligence within the organisations. On the other hand, although they all would invest, each one mentioned a different purpose for carrying out this action. Some referred to increased productivity, others to increase self-knowledge, motivation and even the development of human talent within the company.

Question Six: Do you think that it would help the company reduce costs in the long

term?

BRIAN DWYER

Yes, it should, because it will reduce conflicts, employees will have a better focus on outcomes and goals, so it should do. Well, but how do you quantify that? It's challenging.

ALEJANDRA EFRON

It makes the organisation more efficient. I wouldn't say it reduces cost, but it makes the organisation more efficient.

GUSTAVO DEYÁ

For me, this will help reduce cost, because, in the end, I think that the implementation of EI will collaborate to reduce the attrition of the people. They will feel more comfortable, we know that every time that we need bring someone in the market, is not also more expensive because in most of the cases you need to pay more than the person who is in the company, and there is much time that we state in, there is knowledge even if you do a transition. So at the end of the time, it will reduce costs because people will feel more engaged.

General Conclusion Considering Responses of Question Six

By analysing and comparing the responses, the team concluded that implementing emotional intelligence within organisations contributes to improving the well-being of the people who make up the organisation.

Applying emotional intelligence within work teams helps to reduce conflicts. In the long term, this generates greater wellness within the different workgroups, leading to higher productivity and efficiency. Since the level of emotional exhaustion of the workers' decreases, therefore costs are reduced. The application of it also increases collaboration and synergy in

work teams through better communication, reducing the margin of errors that can be generated due to problems such as disconformity.

In conclusion, we could say that Emotional Intelligence has the power of reducing costs, maybe not in that direct way, but indirectly, giving a second or third level impact.

4.2.2 Interviews to people with special knowledge about Emotional Intelligence

<u>Question one:</u> What would be your definition of Emotional Intelligence?

<u>MONICA COSTANTINO</u>

For me, emotional intelligence is the ability of one to recognise their emotions and regulate them, as well as those of others.

<u>CORINA ANDRETICH</u>

Emotional intelligence is a training/learning of people to solve life situations where being located from the multi possibility, they take advantage of their wealth of capacity, and at the same time, they develop a record of other people to collaborate with them and/or work as a team.

MARÍA RITA NAHÚM

Let's start from the basis of Humberto Maturana. H Maturana says that we are

emotional beings who think. This is a very different view from the one we had, this 'I

think therefore I am, so he situates emotion as the space where what we think is

triggered. And from what I believe I have a readiness for action and inhibition for

activity.

(…) So the idea is that we can work intelligently, not by intellectualising, but by

managing our emotions. So that we can distinguish the emotions that drive our actions, it

is often very different when I have a feeling than when the feeling has me. When I am

immersed in

emotion, I don't think, I don't reason, I go into the 'I want. I want to take revenge on you

because you did this to me. I'm going to do that for you. So, I am not acting intelligently

in that space; why? Because I go on the impulse of what I want. When you work and

manage

emotion, you work from the 'I choose'. The choice is: I have the impulse of what I want, but

I value the consequences. So, we must learn to make bodily contact -because emotions, I

wouldn't say they are in the body, but I can feel them.

(…) When you don't include your own emotions, what happens is that things happen to

you, and you have no idea what to do with it. So you go after the feeling. That's why it's

essential to learn about emotional intelligence.

(…) What I think has to do with what I feel. And that gives you, as I said, a predisposition

or an inhibition for action. Being able to have that complete reading is what gives me a

more conscious range of action.

Decoding

       Emotions directly affect thinking, and it is from believing that people decide what kind of actions to take. By learning to manage one's feelings, in a way, one also learns to manage one's thoughts. This creates an opening of possibilities that one loses when acting impulsively. Part of the process of becoming emotionally intelligent is learning to act consciously.

PAMELA ASTUDILLO

The first thing that comes to my mind when I see emotional intelligence is that I don't know if emotions can be strictly speaking intelligently because it seems that intelligence is a cognitive thing and emotionality is something more corporal. However, the truth is that I believe in emotions as a whole that is put into a human system and that emotion moves my thoughts (...) feeling is super physiological.

(...) Emotionality is seen as something separate from the rest of the human system as if I could control emotion, and that is impossible, it is the emotion that moves me. In fact, there are many emotions; as long as there is life, there is emotion.

(...) When emotion changes, the whole map moves and the indicators change, and many people don't see this, because they are set, many people are very set on the idea that emotion has nothing to do with the technical, because feeling is human and the technical is more related to machinery. And what I always say is that the technical is profoundly human. We live in the idea that this is split, but it is united; it is part of the same thing that is moving all the time.

Decoding

Emotion is a sensation that is felt in the whole body, not just in people's minds. Emotion is what collaborates with the generation of thought; depending on emotions, thoughts change. Emotion is considered separate from all the systems of human beings, but it is the same emotion that causes them to be mobilised. In all situations that people experience, there is an emotion that mobilises the person to act in a certain way. Emotions cannot be controlled. What the person can control is the action that drives that emotion. People do not choose which emotion to feel in each situation, but they have the power to decide how to act consciously based on what they feel.

Question two: Do you consider that Emotional Intelligence improves people's productivity inside organisations?

MONICA COSTANTINO

Totally, it is scientifically proven and I have also proven it in practice. Although I mostly have practice as a teacher, I see it in children, but I also see it in the adults I work with.

CORINA ANDRETICH

Yes, I think it improves productivity. Developing one's emotional intelligence generates autonomy, reflective capacity, multiple possibilities of action and synergy in teamwork. Strengthening the processes the well-being to transit them and the maximum productivity for the benefit of the company or the organisation.

Decoding

Each person within the company has an important role to play. If a single person is emotionally unstable and does not fulfil their role correctly, the company's value chain becomes less effective. This means that the person who is not fulfilling their role correctly loses productivity

and causes everyone else in the organisation not to perform their work as efficiently as possible, making the organisation less productive.

PAMELA ASTUDILLO

The answer is yes. Without any doubt. Because emotions modulate action and that modulates results.

(...) If we look at the process with the emotionality of sadness, depression, shame, the process will not have the exact cost in terms of resources. You have to look at how the social body of the organisation moves in such a way that it generates costs, resources, and how much I am investing in processes with this emotionality and how much with another emotionality. And you will always realise how it moves and how effectively emotions influence it.

(...) These are examples of why emotionality has to do with the results of an organisation; in an organisation where people are stressed and stressed, there will be a higher turnover rate than in an organisation where people work for wellbeing. So not looking at emotion is to stop looking at the operational fundamentals that move human beings and make the organisation possible.

Decoding

Every emotion that people feel generates actions. And it is actions that lead to different results. Suppose the people who make up an organisation do not feel emotionally stable. In that case, the actions they decide to take differs from those carried out by people who know how to

self-manage their emotions. Therefore, emotions directly affect the productivity of the people who make up an organisation.

Question three: Do you think it is important for the improvement of interpersonal relationships?

MONICA COSTANTINO
Yes, obviously, yes. I believe that today all races should have emotional intelligence training because it helps a lot.

CORINA ANDRETICH
Definitely, because learning emotional intelligence facilitates conversations between the members of the organisation, the resolution of bottlenecks, the understanding of natural human errors (in production processes, assuming errors) and their resolution, development listening to the contribution of each co-worker and assessing and recognising the work of teammates.

Do you know why? Because if I learn to live including my emotions, and I always come back: the system needs inclusion, the first EI that I have to bring into play is what happens to me with myself, what happens to me when I am afraid when I am excited, what happens to me when I am anxious at a time like this. Everyone is not looking at tomorrow; they are looking at tomorrow; emotions are running high; there is no reasoning there. There is fear; that's emotion.

Of course, I think we need each person to listen to themselves from their emotions, because only from there can I relate to you at that moment.

(...) But I have to realise to give space to your emotion; I don't see it in you because I don't give space to me; nobody can give what they don't have. That's why as it is inside is outside.

Decoding

Feeling good and content with oneself, identifying what is happening to oneself generates an opening of one's sensors that collaborate with determining what is happening to the other person. And by being more aware of what the other person is experiencing, one develops empathy, which improves the relationship with the other person.

PAMELA ASTUDILLO

There is an author, Peter Drucker, who says that culture eats strategy for breakfast. And what is culture? The relationship between the parts and the way the components of an organisational system relate to each other that is, culture. When I talk about transforming culture, I am talking about how people relate to each other.

Decoding

Every company has an organisational culture. Culture would not exist without the existence of interpersonal relationships between the people who make up the organisation. When emotional intelligence learning is applied within an organisation, certain transformations are generated. And when there are transformations, the relationship between people within the company changes. In this case, by implementing emotional intelligence, people feel better about themselves, generating a better relationship with others.

<u>Question four:</u> Do you think it is important for a decision-making process?

<u>MONICA COSTANTINO</u>
Yes, I think it also depends on the decision you have to make. If they are significant decisions, it is better to regulate your emotions and not take them with impulses, it seems to me that it is relative. Obviously, it depends on the decision and the moment. Sometimes you can't, it is very easy to say in theory but not very easy when you go to practice.

<u>CORINA ANDRETICH</u>
I consider yes. It provides the necessary tools to be able to understand the situations to be resolved and to perform with expertise and professional ethics.

Absolutely. Because when I make a decision, first of all, what happens is that it ceases to be... You know when you say 'and what are the bosses going to say... and I don't know, we have to wait... they say that next week...' and everyone is in tension all week... and then what we do... This is all the time, all the conversations about what we talk about and what we don't talk about, and what we would like to talk about but I can't talk about it because I'm in the company I'm in.

(...)There are emotionalities of what I say and there are emotionalities of what I don't say.
There are emotionalities of what I do and there are emotionalities of what I don't do.

(...) It is absolutely important to make a decision. If I am making a decision I am measuring the consequences.

Decoding

There are emotions in every action we take. And decision-making is an action. Emotions affect people's thinking. This is because human beings are emotional beings and rationality arises from emotionality. So to make good decisions, people must be rational. And good management of their emotions collaborates with it.

Absolutely, the answer is yes. From where you choose, from where you are choosing, are

you choosing or are you obeying, what is the emotion of obedience because obedience

has

to do with submission, I am doing this because someone told me to, and also I am not in

charge because I am doing this. After all, I was told to, or autonomy, it autonomously

moves you. So decision making and emotionality have a relationship that is very important

to look at, from where the other person is choosing, and there are so many twists and

turns in the conversations within organisations that sometimes I choose, I make the

decision because I feel that this is the decision that my boss would like me to make.

Decoding

Learning to be emotionally intelligent helps with self-confidence. By being more aware of how you feel, you are also more aware of how others feel. And you feel freer to make decisions autonomously, without thinking about what the other person expects or wants.

Question five: What tools do you consider essential for the development of emotional intelligence?

MONICA COSTANTINO

For me, meditation, mindfulness, working in the here and now, I think all the techniques serve a lot. For me, doing yoga helped me a lot, also applying breathing techniques, breathing changes your day. I give my students guided breathing and it changes your day. If you start spinning very fine, feeding helps a lot. This is because emotions enter from the senses, but they go directly to the brain, they are seconds. The brain makes the neurotransmitter fluids and that goes to the whole body. It is a chemical issue and we are prepared for this.

If a manager of a company comes and asks me what tools he can give his employees, I would tell him to implement meditation, with a good relaxation technique and good breathing technique.

He would also recommend brain breaks, for example, you can stretch, breath, what is sought is to cut the tension placed in the same place.

If a manager of a company comes and asks me what tools he can give his employees, I would tell him to implement meditation, with a good relaxation technique and good breathing technique.

I would also recommend brain breaks, for example, you can stretch, breath, what is sought is to cut the tension placed in the same place.

> **CORINA ANDRETICH**
>
> *Learn to converse, learn to listen, learn to validate the different capacities, know one's own rhythms and tones as well as the rhythms and tones of other people within the organisation.*
>
> *Tools like learning to delegate, share achievements, and validate one's intuition.*

> **MARÍA RITA NAHÚM**
>
> *This: the passage from tool to resource, being able to see the greatness in the person. Because when I'm thinking, let's see, what would Lucia need to develop EI? Lucia would need A B C D E F G. That's what I say you would need. If I don't listen to you, what I think the organisation or the person in human resources lacks is to develop listening. Listening is not taken as part of the process. What is happening to the other person? Because sometimes I say it's fear and you have no idea what I'm afraid of. So, from my point of view, to be able to add strongly to listening. And remember that one says what one says, the other listens to what one listens to.*
>
> *(...) What will happen if you are moved by the way I express myself? So we are emotional beings who think and act accordingly. Therefore, never forget to take emotion into account*

> *when determining, when making explicit, and above all, listen again: what hurts you, what matters to you and what you need.*

Decoding

People do not own tools. People possess resources that implement them for development and learning. Therefore, people should not acquire tools. They should acquire

essential resources. One resource that people can use to develop and learn emotional intelligence is to recognise what bothers them, what they care about, and what they need to improve.

PAMELA ASTUDILLO

I think that an excellent tool is to generate, for all the people who are part of organisations, communities or whatever, learning space to know, understand and generate actions that take into account how human beings operate. For me, that is a great tool.

Question six: **To have a high level of EI, do you think that people must be intrinsically motivated rather than extrinsically? Why?**

MONICA COSTANTINO

I don't think so, not necessarily. I think that if a person has already gone through a similar situation and can link him to this situation then yes, otherwise I think not.

CORINA ANDRETICH

Yes, I agree. organisations can make it possible to give the tools and offer the facilitators for individuals to motivate themselves and choose to develop and empower themselves for their development.

From my experience and conviction, the extrinsic space can generate certain ups and downs concerning the motivation of each one, in any case, I consider that if it were to deflate, a person who learned to self-manage their emotions surfs that demotivation for a moment, until it becomes harmonized again. Emotionally intelligent people have the ability to adjust and self-manage intimately to remain productive in their work.

MARÍA RITA NAHÚM

Motivation is a motive for action. If I am not listened to, if my emotions are not taken into account, if you choose what you think is good for me, many times even if it is better for me, I will not be able to do what I want to do.

(...) There is an intrinsic part, there is an extrinsic part. Now, if the intrinsic and the extrinsic are in a relation, if what appears outside has to do with the need I have inside, surely the result will be better. Now, if what comes from outside comes because it occurred to you, no matter how well intentioned you may have been, you come from you and I don't exist, you are going to awaken all my fears, my fears.

(...) You have to share what is outside that is inside you. What is inside you, what is inside me, what is inside of us.

PAMELA ASTUDILLO

Do you know Humberto Maturana's contribution known as the "niche organism structural coupling"?

(...) here you have the organism, and this organism internally has a structure and some structures are available for motivation or not at a given moment in the history of that organism because we are also changing from moment to moment, but what is it that modifies the organism in addition to the structure itself? Its relationship with the environment, so here we have how it is coupled with the environment, and it is interesting because the environment will make the structure move and the intrinsic structure of the organism, in this case, moves according to its structure, but also according to how it moves with the environment, and the environment moves according to the structure, and the structure moves according to the environment and its own structure. So this is interesting because it means that I am living, with my actions, which come out of the structure that I have available, which has been modified with history.

(...) so is it the organisms own or is it the environment's own? Both, because when there is

a change in the environment, for example, a pandemic or for example I meet someone, there is a change, a transformation in me. structurally there is a change in me, and when there is a change in me, there is a change in the other person.

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Decoding

Motivation depends on oneself, in this case on the intrinsic, on what comes from oneself. However, the external structures that exist also affect and form part of the motivation of each person. People can base their motivation on what they feel is internal and at the same time adapt to external situations or structures.

Chapter V - ANALYSIS AND DISCUSSIONS

This chapter shows the analyses and discussions that the research group carried out on the basis of the information explained in the previous chapter.

5.1 Key findings

In this section the authors describe those findings that were unexpected but turned out to be key to the overall analysis of this project.

First Survey - "Concept of Emotional Intelligence"

On the one hand, the authors assumed that elderly people would choose the concepts which the elder authors proposed, and the younger participants would choose the newest concepts. However, analysing the results of survey number one, they found that this assumption is not true as in all age ranges, the most chosen concept was the newest concept, which corresponds to the neurologist known as Facundo Manes, which was provided in the year 2019.

Below you can find the evidence which supports this key finding. The table shows the results based on the age range and divided by concepts:

AUTHOR	MANES	GOLEMAN	SALOVEY	KIRK
AGE/YEAR	2019	1995	1989	2008
10-24	33,85416667	16,14583333	32,29166667	17,70833333
25-40	34,23913043	13,04347826	30,97826087	21,73913043
41-56	28,97196262	17,75700935	26,1682243	27,10280374
57-75	36,95652174	17,39130435	13,04347826	32,60869565
76 or More	50	0	25	25

Table 20 - Key findings of first survey - "Concept of Emotional Intelligence"

On the other hand, the authors also investigated the data provided by this survey to find out which were the authors with the most votes without taking into account age ranges,

expecting Daniel Goleman, the primary referent of Emotional Intelligence to have the most votes or to be among the most voted. However, the data show that Goleman's concept of Emotional Intelligence was the one that received the fewest votes.

These data are shown in the following table:

CONCEPT	TOTAL	PERCENTAGE
1	123	23.03 %
2	177	33.15 %
3	81	15.17 %
4	153	28.65 %

Table 21 - Key findings of first survey - "Concept of Emotional Intelligence"

Concept number one is the concept proposed by Kirk, Schutte, & Hine. Concept number two, which received the most votes of all ages, was presented by Facundo Manes. The third concept, proposed by Daniel Goleman, as can be seen, and as explained above, out of the total number of votes, it received the least votes. The fourth concept was proposed by Salovey and was the second most voted.

Second Survey - "The Importance of Emotional Intelligence inside organisations"

Given that women are considered much more emotional than men, the authors expected to find results that show that emotional intelligence is significantly more important than for men; however, the results did not show this. The difference between the results was not significant.

In Chapter IV, section 4.1.2 in the second analysis, you can find the two tables which show the results of the answers regarding the importance of emotional intelligence based on gender identity.

The following survey shows the addition of the means indicated in Chapter IV section 4.1.2 based on gender identity.

GENDER	SUM IMPORTANT & VERY IMPORTANT	SUM INDIFFERENT & INSIGNIFICANT
FEMALE	0.9567307692	0.04326923077
MALE	0.9424460432	0.05755395683
TOTAL PERCENTAGE	95.10 %	4.90 %

Table 22 - Key findings of the second survey "The Importance of Emotional Intelligence inside organisations"

You can see in the table that the difference between the male gender and the Female gender is less than 2 points. Which provides the basis for the fact that, taking into consideration the sample used in this survey, there is no wide difference between the male and the female gender.

Third Survey - "The Analysis of the Concept of Emotional Intelligence Inside the Work Atmosphere"

As far as the latest survey is concerned. The research group managed to obtain exact information through the combination of different data. In the third survey, several questions were developed regarding the impact of emotional intelligence on various aspects of the work area in which human beings develop. As explained in section 4.2.3, the questions were about the impact of emotional intelligence on performance, degree of success and increased productivity in their work environment.

The authors highlight from the results of this survey that people who do not work agree more with the fact that emotional intelligence increases productivity than people who do work.

On the other hand, the authors find a lack of correlation between the responses, as workers consider that it does increase the degree of success of employees.

5.2 Answering research questions

The purpose of this entire section is to define a concrete answer for every research question established at the beginning of the research. The research questions served as a basis for the entire content. Various types of information from credible sources were used to answer these questions. Also, the results and findings from the surveys and interviews performed were taken into account to answer the following questions.

5.2.1 Question 1 - *What is emotional intelligence and which are the major milestones in the business environment?*

The term "Emotional Intelligence" was introduced not long ago, by Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition, and Personality, 9, 185-211.

The first definition of EI describes it as a form of social intelligence that involves monitoring one's own and others' feelings and emotions to later use that information as guidance for thoughts and actions. Also considered as the ability to perceive different emotions, understand them, and create emotional knowledge to properly regulate and manage it to improve emotional and intellectual growth.

Emotional Intelligence is also considered as a set of skills that allows human beings to take control over their emotional impulses and be able to manage relationships wisely, adapting the behaviours to any given situation or context. It could be said that it is a life-saving skill that can be learned and improved over time.

From its conception to the present day, emotional intelligence has had and continues to impact every area of people's lives. As it is a fascinating and valuable finding, there is no doubt that it has started to be applied in business as a tool for managing all key areas within an organisation. Whether it is for decision-making, interpersonal relationships between colleagues and players of the business environment, conflict management, or planning strategies and processes, one can always achieve great success in the process by applying emotional intelligence.

5.2.2 Question 2 - *Which are the types of emotional intelligence and how can you measure it?*

According to Goleman, who is the main contributor to the concept of Emotional Intelligence thanks to his New York Times Best Seller book, there are in total five main components that together are five key components that together make up emotional intelligence. The better you achieve those components, the higher the Emotional Intelligence of a person.

The five key components are self-awareness, self-regulation, motivation, empathy, and social skills. A person who is self-aware means that she or he can recognise and understand the emotions that may arise in various situations. After being aware of their own emotions, the person is able to regulate it by themselves, by thinking before acting, taking into account all the possible consequences.

If a person aspires to be emotionally intelligent, he or she must have a certain level of motivation, which means that they have a thirst for personal development and improvement. That solid desire called motivation helps to achieve high emotional intelligence. The fourth component, empathy means putting yourself in the other person's position and taking action by

thinking from the other's perspective. Finally, you have to develop social skills. Since we are part of a community, enhancing social relationships is essential to creating emotional intelligence. By having good relationships, you can improve your soft skills.

In addition to the main components, there are several competencies to be developed: emotional self-awareness, emotional self-control, adaptability, achievement, orientation, positive outlook, empathy, organisational awareness, influence, coach and mentor, conflict management, teamwork, inspirational leadership.

Although it may seem complicated, emotional intelligence is something that can be measured. There are many different methods available depending on the core subject to be evaluated. In addition to those already available, they are still looking for improved and more efficient processes.

There are three common ways to measure emotional intelligence: Self-report, Other report and ability measures. Self-report is considered to help measure personal traits. Considering that emotional intelligence is about interpersonal relationships and soft skills, asking the opinions of others about us is also a practical way. Finally, we have the ability tests, which are the best way to measure, by testing the different skills that comprise emotional intelligence. An example of an ability test could be MEIS. MEIS means Multifactor Emotional Intelligence Scale, considered by some researchers to be the first and the only ability test of emotional intelligence on the market.

To conclude with the measurement, we could not miss mentioning the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test), which is the most researched and supported measure of ability EI, proposed by the creators of the EI, Mayer, Salovey and Caruso. It measures your EI through your ability to perceive, comprehend, act and manage emotions.

5.2.3 Question 3 - *What are the benefits of emotional intelligence? and what is the given importance within organisations?*

Emotional Intelligence leads to a more effective organisation. One of the main benefits is that it improves communication skills by understanding your colleagues and being empathic to company stakeholders, which is key to accomplishing company goals since high-quality communication allows better development of ideas and increased group creativity as well as a collaborative vision. As a consequence of good communication, there is also a good connection and valuable relationship between all the employees, promoting trust, motivation, teamwork, and commitment.

Nowadays most of the companies are promoting a working method based on teamwork, but what often happens is that companies end up struggling with teams that do not work well together, because fights often occur within groups due to misunderstandings and this causes a drop in effectiveness and productivity, which is a problem that would not happen with the existence of emotional intelligence. Making teams feel valued is of high importance and that only can be achieved if the company culture focus and give importance to it.

Companies should realize the benefits of hiring emotional intelligence instead of just hiring hard skills, because a person may be highly qualified but if they have zero capacity to get along with co-workers, would be a non-valuable resource for the company.

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Companies should realize the benefits of hiring emotional intelligence instead of just hiring hard skills, because a person may be highly qualified but if they have zero capacity to get along with co-workers, would be a non-valuable resource for the company.

Another key benefit is that persons with high emotional intelligence generally have higher negotiation skills, because they know what the others exactly want, allowing them to directly address others needs, in addition to the awareness of all the Strengths, weaknesses, opportunities and threats present in the situation. Employees may also take advantage of EI to carry conflict management.

Having intelligence plus the emotional one allows one to have emotional stability, confidence and accomplish things more effectively, knowing oneself can enable management of emotions and self-control over the reactions to different situations of everyday life.

The work environment, productivity and profitability of an organisation are interconnected; meaning that if one part is improved, the others can also improve and achieve higher performance.

Having mentioned some of the major benefits, it is clear that it is one of the key essential skills to focus on and work on. Organisations are becoming more and more aware of the advantages that EI brings to the company and it can be said that in the last ten years they

are starting to implement it as a core competence in their organisational culture, not only the incorporation but also the improvement of such valuable soft skills.

If a company wishes its employees to become more emotionally intelligent, they have to put their effort into developing and monitoring the use of such tools, giving employees the space to gain knowledge over the skill and encourage the implementation of it.

All the information used to answer this question was obtained from academic articles and from the analysis of the answers obtained during the interviews with professionals who are experts in the field.

5.2.4 Question 4 - *How can emotions influence the development of the workers' careers?*

At this stage of the research, it is clear that emotions play a central role in everyone's life. Humans are made of emotions. The way that each of us perceives things and consequently reacts is based on emotions and therefore, personalities are directly affected by emotions.

A worker's career inside the company depends on the performance of everyday tasks. When an employee performs any kind of task, he or she is doing it with the emotions included, even if it is unconsciously because, as we already said previously, human beings are emotional beings. Every single behaviour is reflected by emotions.

Employees with a high emotional quotient (EQ,) which translates into high EI, tend to achieve better performance and consequently improve their career inside a company because they can motivate themselves, manage and control their emotions and impulses, it also allows them to be empathic to colleagues and as a consequence, their time at a company is more enjoyable leading to a longer-lasting trajectory.

An employee's career depends not only on the desire to grow but also on the other colleagues around them and the work environment. If these factors are not aligned, it is impossible to have room for improvement.

5.2.5 Question 5 - *Which are the visible/tangible consequences of applying the use of emotional intelligence in the performance of an organisation?*

Emotional intelligence influences a company's performance directly. As mentioned before, "organisational performance relates to how successfully an organised group of people with a particular purpose perform a function". There are four criteria for measuring company performance: Goal Accomplishment; Resource Acquisition; Internal Processes, and Strategic Constituencies Satisfaction.

A company is made up of employees, and by employees, we mean human beings that interact continuously with each other daily, and it is not about individual work; work teams is needed because it is believed to increase work efficiency, in that sense, one plus one equals three. With that being said, it is clear that the first indispensable skill to develop is the communicational one; good communication allows for harmony in the work environment since through the conversation of the thoughts and ideas of each person, the other can understand what is going on inside the other person, thus understanding the emotions present at that moment. Good communication allows a better understanding of basically everything and helps everyone to move towards the same direction, which is the mission and vision of the company, fulfilling the established objectives and goals.

In simple words, the tangible and visible consequence is the increased work efficiency and productivity driven by motivation and reduced error rate in daily tasks. It lower turnover rates,

reduced costs such as the one of hiring and training new entrants, and much more benefits which in conjunction translates into higher profit levels for the company.

5.2.6 Question 6 - *Which are the tools that businesses can give to the employees to contribute to higher emotional intelligence?*

Employees' emotional intelligence not only depends on their effort to have it, they also need the help of organisational tools. What do we mean by organisational tools? It is a concept directly linked to corporate culture. The culture should foster diversity, making everyone feel comfortable and part of the organisation, promote the free expression of feelings and ideas at a certain level as the primary point, communication, recognition and input. It should promote empathy, respect, and support among colleagues and managers. It should also create a healthy and joyful work environment. Most importantly, it should promote personal well-being, which can be achieved through various benefits.

Nowadays, companies that are in the top "Best Place to Work" are those companies that invest a significant part of their effort into increasing their employees' wellness. However, they do that not entirely because they care about the employee, but rather see the value of investing financial resources in employee wellness, as it directly impacts their performance, and the results are higher and more valuable than what is supported. Some of the benefits that contribute to motivation and higher emotional intelligence are gym passes, monthly bonuses, yoga sessions to prevent stress, outdoor team building activities, and different rewards for reaching successful milestones.

5.2.7 Question 7 - *How to manage conflicts at the workplace by applying emotional intelligence? And how does it change the quality of interpersonal relationships?*

The main characteristic of conflicts is that they are everywhere and inevitable since they surge from cultural/personal differences and misunderstandings. Individuals in a conflict situation require the skills and ability to make informed judgments to manage the conflict effectively. If the conflict couldn't be avoided, the first thing to do is to recognise the situation and try to understand the other's point of view by using empathy and active listening methods. Think calmly about the main reasons and the root of the problem and then try to find together between the parties a solution for that problem using the main components of EI mentioned before. Conflicts generally worsen as time goes by; therefore, they should be solved as soon as possible, but there is no need to hurry. It is essential to think and analyse the different circumstances and consequences thoroughly before taking any action.

Emotional intelligence is gaining its place in companies everyday life as a 21st-century skill. All conflict within the workplace can be stressful and taxing for everyone involved, a way to perform conflict management is by the implementation of it, bearing in mind that when there is a conflict the first reaction of a person is the appearance of negative emotion such as anger and/or annoyance, that should be calmed down as soon as possible as it would end up in damaged interpersonal relations. For that, we need self-control and the ability to understand and relax under ugly circumstances, which is exactly what emotional intelligence is all about.

Emotional intelligence is gaining its place in companies' everyday life as a 21st-century skill. All conflict within the workplace can be stressful and taxing for everyone involved, a way to perform conflict management is by the implementation of it, bearing in mind that when there is a conflict the first reaction of a person is the appearance of negative emotion such as anger

and/or annoyance, that should be calmed down as soon as possible as it would end up in damaged interpersonal relations. For that, we need self-control and the ability to understand and relax under ugly circumstances, which is exactly what emotional intelligence is all about.

The conflict between colleagues is not destructive; a conflict solved intelligently brings many lessons and surprisingly improves interpersonal relationships. Nowadays, companies emphasise group work, then all the more reason to create good bonds between colleagues Otherwise, the day-to-day work becomes harder and more challenging to perform the required tasks. All the competencies of a knowledgeable person in the emotional sense lead him to develop team capabilities, enhancing the relationship with all the critical stakeholders through trust, listening, acknowledgement of the others needs and feelings, managing emotions, support, compassion and comfortable expression and communication, among others skills achieved thanks to emotional intelligence.

5.2.8 Question 8 - *Which are the characteristics of a person with high scoring of emotional intelligence?*

> *"Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy." - Aristotle.*

In that quote, the philosopher Aristotle encapsulates the whole idea of EI. It is a hot topic present in business, education and a lot of other fields. This concept is considered a combination of the skills developed throughout human life, and it is not something you are born with. They are traits that a person can learn and improve.

In addition to the already mentioned ones, there are many qualities more that define a person with high emotional intelligence:

- They know how to balance work and personal life. It is essential since otherwise, it creates unnecessary stress and health problems in your life. Having clear when it's time to do which thing and having the capability to prioritise in an effective way all the tasks helps achieve all the responsibilities whilst also keeping mental health.

- Emotionally intelligent people are self-motivated. They have a thirst for success in every aspect of life, so they are ambitious and very hard-working.

- They are resilient; in other words, they have the capacity to recover quickly from challenging situations because they can understand what is going on in their surrounding environment and people's thoughts and emotions, so it helps to go with the flow more easily and see the positive side of every complex situation.

- Flexibility and adaptability are other traits because they embrace changes and learn from the uncertainty's outcomes. They are not afraid to jump outside their comfort zone.

- Emotional intelligence allows you to be independent because you know yourself very well. You do not need constant external validation, so you can build your autonomy and thrive by yourself.

- They have strong social skills since empathy is one of their core strengths, and they show appreciation for others using active listening. Also, they are humble, enthusiastic and most importantly, they make use of body language correctly.

In conclusion, we can say that emotionally intelligent people have four primary skills that permit them to have the rest of the habit: the ability to perceive, reason, understand and manage emotions and feelings of self and others.

5.2.9 Question 9 - *What are the benefits of applying emotional Intelligence to the leadership style?*

A leader is the one that guides the direction of a team. In simple words, if the leader possesses high emotional intelligence, which means that they are good at persuading and convincing a team to work towards the same goal, then the team has huge possibilities to succees. Their job is to build a work team in which the interpersonal connections are strong and create a comfortable workplace environment to feel motivated and work at their best. The leader is not always a manager, but in this case, applied to the company, let's assume that it is a manager, who has a crucial role in the final performance of the company; because they have the power to directly influence the emotions of the rest of the employees who try to meet the expectations set by the leader and the behaviours and way of working agreed by the same. Thus, the objectives to be achieved depend a lot on the manager, who generally has more experience.

Let's take an example, if the manager does not have emotional intelligence and does not know how to channel emotions, any complaint from a customer can make him lose control of the feeling of anger and go straight to blame their employees, that can cause conflict not only between the manager and the worker but in the whole team, not to mention the solution to the customer's problem that can be utterly impossible given the circumstances of anger and conflict.

It is evident that EI not only brings benefits to the leadership but also should be considered as an essential skill because an emotionally intelligent leader has no boundaries. They can achieve more objectives than a person with no emotional intelligence since emotional stability is what allows them to be able to skilfully resolve conflict whilst inspiring others to take a positive action learning from it.

5.2.10 Question 10 - *How does emotional intelligence impact the quality of negotiation and the decision-making process?*

A person's behaviours are rooted in their emotions. Read the previous sentence thoroughly, and you can realise the real impact of the feelings and the need always to possess EI for every moment of life, whether at work or in your personal life.

Let's start with negotiation. Negotiation is considered a process in which parties reach an agreement over the topic while avoiding argument and dispute. Decision-making is also an activity embedded in our daily lives; it is the cognitive process of making choices from a set of alternatives. To make that decision, one must gather information and assess all the alternative solutions.

Almost every day, everyone makes decisions and probably negotiates without even realising it, so developing and improving negotiation and decision-making skills is key for personal growth and better performance inside the organisation. By developing EI, we can incorporate many skills that help us positively impact the decision making and negotiation process. Thankfully they are easy to acquire and learn, but sometimes it is difficult to apply them because we are all so used to doing things quickly without thinking that we forget to take advantage of these tools. A Forbes article called ["15 Critical Skills Required To Become An Excellent Negotiator"](#) sums up all traits owned by an emotionally intelligent person that we described in chapter two: 1. Listening; 2. Adaptability; 3. Communication; 4. Patience; 5. Asking Questions; 6. Beliefs in Oneself; 7. Assertiveness and Empathy; 8. Vulnerability and Collaboration; 9. Being of Service; 10. Emotional Intelligence (considered as the key traits that involve almost all the others); 11. A Winning Mind-set; 12. Projecting Confidence and

Competence; 13. Understanding the Intangibles; 14. Identifying the BATNA (best alternative to a negotiated agreement); 15. Being Able to Say No.

5.2.11 Question 11 - *What are the changes in productivity as a consequence of the use of emotional intelligence?*

In addition to the six characteristics that describe how a person can contribute to improved work results through EI, it is vital to highlight the changes produced. EI increases effectiveness in individuals and teamwork because of the working methods and greater happiness and satisfaction perceived. According to an article published on PositivePsychology.com written by Courtney E. Ackerman (author of four books and graduated from Master of Arts in Positive organisational Psychology) called "How to Improve Emotional Intelligence in the Workplace":

- "Researchers found that emotional intelligence training boosted employee productivity and resulted in better evaluations from management (Hosseinian et al., 2008)."

- "A 2017 study by Pekaar and colleagues showed that emotional intelligence is significantly correlated with job performance, particularly the EI/EQ components of recognising and managing the emotions of the self and others."

5.3 Objective Compliance

This section explains all the proposed objectives in the first stage of this investigation. The primary purpose is to show if all of them expressed beforehand in Chapter I section 1.3.3 were accomplished or not.

5.3.1 Objective One - Completed

The first objective was: *"Investigate if the implementation of emotional intelligence changes in employee productivity within organisations."*

The objective mentioned above was thought and created to validate hypothesis number one, which affirms that an employee can increase productivity by taking advantage of EI. Fortunately, it was successfully fulfilled with the third survey, explicitly using the following questions:

Mention at least two factors that the implementation of emotional intelligence contributes to the work atmosphere.	"Efficiency, productivity" "Decision making, better results", "Teamwork, commitment".
Emotionally intelligent people present a better level of performance in their work environment.	91.9% agreed.
Do you consider that the implementation of Emotional Intelligence increases productivity within your work environment?	44.19% agreed 37.21% totally agreed.
Emotionally intelligent people have a higher degree of success in their work environment.	83.7% agreed.

Table 23 - Objective one - Completed

The interviews were also used to complete this objective. When people were asked about the benefits of implementing emotional intelligence, they answered clearly and without much hesitation that it benefits increased productivity.

The following interview questions responded to this objective: Do you consider it important to apply emotional intelligence within organisations? Would you invest in training to increase the development of emotional intelligence in your work teams? Do you think that in the long term it would help the company to reduce costs? Do you believe that Emotional

Intelligence improves people's productivity inside organisations?

5.3.2 Objective Two - Completed

The second objective was: *"Analyse how the adoption/implementation of emotional intelligence influences the decision-making process."*

As it is a research thesis conducted for the bachelor's degree in Global Business Management, the objective of analysing how it impacts on decision making is of utmost importance because, after all, all processes require decision making and more being a manager, team leader, taking into account that all decisions taken may represent a path to success or failure.

The objective was accomplished with the interview question made to the people with previous knowledge of the concept: Do you think it is important for the decision-making process? In short, yes. Because emotionally intelligent people can understand the impact that their emotions can have on decision-making, they can be objective and avoid acting impulsively, taking a calm posture and analysing every consequence of the decision.

5.3.3 Objective Three - Completed

The third objective is: *"Reveal the connection/supporting evidence that demonstrates the improvement of interpersonal relationships thanks to higher emotional intelligence."*

It was placed as the third objective due to the relevance of interpersonal relations in any organisation. Everything starts from a connection between people and a conversation that implies good communication, either with critical external stakeholders or the internal ones. To achieve high quality and valuable interpersonal relationships, it is believed that a person must possess high EI, and that is proved with question 3 (do you think it is important for the

improvement of interpersonal relationships?*)* from the second interview, the one for people that are familiar with the concept.

This objective was also accomplished with research question number 7*:* How to manage conflicts at the workplace by applying emotional intelligence? And how does it change the quality of interpersonal relationships?

Both results came out as expected, after the analysis taking into account the real-life experiences of a professional in the area and taking information from sources of different authors, we can conclude that emotional intelligence is a crucial tool, or one could even call it the basis for the creation of valuable relationships between people.

5.3.4 Objective Four - Completed

"To propose an inclusive definition of emotional intelligence."

This objective clearly cannot be missed; it is one of the first ones the group came up with; since the group chose to carry out a research work centred on the concept of emotional intelligence, it is logical to find, first of all, a good definition that is identified by the great majority.

To meet this objective, research question one was the primary source, which speaks directly about the definitions of the different authors who contributed the most to the theory. In addition to that research question, it was interesting to know how aware and familiar people are with the concept and to know the thoughts of people from different age ranges nowadays by choosing a definition they believe to be appropriate.

Finally, if you remember, in both interviews conducted, the first question is about defining emotional intelligence; those answers from the interviewees were of utmost relevance to help complete the goal.

5.3.5 Objective Five - Completed

The final objective is: *"To elaborate a comprehensive explanation of how emotions impact in the business environment."*

This objective was concluded. All the information explained about how emotions impact and influence different core activities, such as the decision-making process, was developed during the entire document.

In chapter 2.3, where the importance of emotional intelligence at the workplace was explained, it can be assumed that emotions are everywhere and it is something inherent that is embedded as a part of human beings, so when talking about businesses, the emotions are already included as a part of it, so it can be said that emotions are the heart of every organisation. A company where employees possess high emotional intelligence and can also positively influence the clients' emotions (for instance, changing their minds in the purchasing funnel, helping increase sales) the probability of its success.increase.

Regarding the emergence of emotions, a phrase extracted from an article would contribute to the achievement of this objective: *"Emotion arises from sensory stimulation and is typically accompanied by physiological and behavioural changes in the body. Hence emotion is a complex reaction pattern consisting of three components: a physiological component, a behavioural component, and an experiential (conscious) component."* ("The Emergence of Emotions" by Richard Sied, February 2017).

5.4 Hypotheses

In this section, the hypothesis stated previously at the beginning of the research in Chapter I; section 1.5 are validated or not based on the results and findings obtained. Those hypotheses were set to guide the project work and verify a couple of the beliefs about the subject.

5.4.1 Hypothesis One - Validated

"The implementation of emotional intelligence in organisations collaborates in increasing the organisation's productivity."

The hypothesis was successfully validated by chapter 2.4, where information was given on the direct positive connection between productivity and performance with the application of emotional intelligence. In addition, the outcomes of the third survey and the interviews were taken into account to validate this hypothesis.

It could be said that emotional intelligence increases productivity, and as a consequence, efficiency also increase, achieving better overall results for the company.

5.4.2 Hypothesis Two - Validated

"Emotionally intelligent employees have better performance and are more successful at work."

The research team considers that this hypothesis is interdependent with the first one since when productivity is increased, performance is likely to increase as well and that leads to success at work. Thus this hypothesis is taken as valid and can be

corroborated as in the previous case, with the interviews, chapter 2 and the third survey in which 81.63% of the people who answered agreed with this statement.

5.4.3 Hypothesis Three - Validated

"Emotional intelligence in the long term helps companies to save costs, e.g. reduced employee turnover and increased loyalty."

If one thinks logically as well, one would come to the same statement that it contributes to cost reduction as emotional intelligence is the basis of a person and his or her relationship with work depending on their perception. By possessing this ability, the company could have a stable employee, which is likely to be much more productive thus reducing the margin for mistakes and also be motivated for the daily work without quitting the job, that commitment to the company is very valuable being cost efficient and reducing costs for avoidable problems.

5.4.4 Hypothesis Four - Inconclusive

"To be emotionally intelligent, a person needs to be more intrinsically motivated rather than extrinsic."

The researchers decided to declare inconclusive the fourth and final hypothesis of this research. The reason was that two points of view were found based on the data collected in the third survey and the interviews with the professionals in the subject.

The first point of view was the results found in the third survey. The majority of responses integrating both groups of workers and not currently workers were positive towards the statement, which was the same as this hypothesis. So the first conclusion, considering only

the results of this survey, is that to be emotionally intelligent, a person has to base their motivation on the intrinsic aspects.

On the other hand, the research group also decided to relate this hypothesis to the information collected in the interviews with professionals in the field. Considering the answers of three of the four professionals, the team learned about the concept of "niche organism structural coupling" proposed by the renowned philosopher and biologist Humberto Maturana.

The concept of structural coupling explains that different organisms internally have a structure; in this case, each person is an organism. This internal structure would be intrinsic to each person. On the other hand, some designs are available or not available for motivation at a given moment in the history of each person. What is considered extrinsic? What exists outside of oneself? What modifies the organism in addition to the structure itself is the relationship that the organism has with the environment. Therefore, the person is coupling with the environment, and it is the environment that make the extrinsic structure move, making the intrinsic structure move as well. This means that people generate what they are living, resulting from their actions that come from the internal structure of each organism, which has been modified throughout its history.

The second conclusion that the team interprets is that emotionally intelligent people generate their motivation not only by relying primarily on the intrinsic, which is what is inside oneself. But they are also sufficiently capable of engaging with the extrinsic structure, which is what happens outside of you.

Chapter VI – FINAL CONCLUSIONS

This chapter includes the final analyses conducted by the researchers. The conclusions are based on the analyses carried out throughout the report.

6.1 Conclusions

Throughout the study, issues related to how the learning, development and implementation of emotional intelligence generates different effects within organisational management were addressed. This study as stated in Chapter I consisted of five objectives (ORs), four hypotheses (HRs) and eleven research questions (RQs) which drove all the analysis undertaken.

The eleven research questions were used to inform the information collected which is available in the literature review in Chapter II. In addition, the answers to the eleven questions were also used to conduct the analyses corresponding to the proposed objectives and hypotheses.

The five objectives were achieved by taking into account the research questions, interviews and surveys that were conducted throughout the research process. In Chapter V, section 5.3, the five objectives and their respective analyses are expressed, explaining how they were achieved and where the information was obtained from in order to achieve them.

The final conclusions will be related to the hypotheses that were explained in Chapter V, section 5.4.

6.2 First Conclusion: *"The implementation of emotional intelligence in organisations collaborates in increasing the organisation's productivity."*

As explained in Chapter IV section 4.1.3.1 in the first analysis related to the variable "Productivity-Level", although the answers were divided into two groups - those currently working and those not currently working - it was concluded that the implementation of emotional intelligence within the organisations acts directly on the increase of the productivity level of the members of an organisation because if the answers of both groups are added together they represent the highest amount of the total. The number of positive responses was 65.5% out of a total of 87 responses.

On the other hand, taking into account the answers of the interviewees, which can be found in chapter IV section 4.2, it can be concluded that both entrepreneurs and experts agree with this statement.

6.3 Second Conclusion: *"Emotionally intelligent employees have better performance and are more successful at work."*

As explained in Chapter IV section 4.1.3.1, in the second analysis related to the variable "Performance-Work-Environment Variable", the majority of the answers related to this statement, regardless of the work situation of the people who were part of the sample of this survey, is positive. This represents 91.9% of the total number of responses.

On the other hand, taking into account the third analysis related to the variable "Success-Work-Environment", it can be seen that the majority of the people who took part in the survey agree with the idea that IE helps to increase the success of employees in their work areas. This results

in greater long-term business success. The total number of positive responses is 72 representing 82.8%.

6.4 Third Conclusion: *"Emotional intelligence in the long term helps companies to save costs, e.g. reduced employee turnover and increased loyalty."*

Although this statement has already been made repeatedly throughout the research work, it is felt that it is of utmost importance to state it as a conclusion. If the managers of the companies that were interviewed say so, there is a reason for it, isn't there? Companies should start projecting more into the future and not focus on cost reduction only in the sense of reducing production errors or misallocating resources, but should think more about employee welfare.

Nowadays there is a lot of talk about customer centricity when in reality employee wellness should be just as important because they are the ones who generate wealth for the company. And the only way to achieve employee wellness is by imposing a company culture centered in the practice of emotional intelligence, creating quality of that kind is the way to long term success.

The group believes that the findings obtained on the basis of this statement are extremely valuable but are often not taken into account when making decisions about employees.

6.5 Reflection of the Authors

I, Analia Cheng, believe that the research project brought me much learning about the subject, and not only that, but it was very useful to integrate and give a closing to all the topics learned during the years of my bachelor's degree in Global Business Management.

After finishing my thesis, I don't regret at all the topic I chose together with my friends. Now with more certainty, I can tell you that emotional intelligence is useful for all aspects of life, in fact, because I can tell you from my own experience, it was very valuable for me to know about it while I was going through this last semester of university, as it is a very tough period full of changes in my life. I was able to apply it to the new job I started at present and it helped me to channel the many combined emotions and be able to progress at this time despite the difficulties.

I believe that it was definitely worth it to have spent a whole semester of hard work on this research project because although it is closed, it is a learning that remains forever and can continue to be reinforced through the implementation of the topic in the aspects of life.

I am Lucía Asteggiano, consider that we will spend many years of our lives in different workgroups, different communities, and many other spaces throughout our professional careers. Spaces where human relationships were, are and will continue to be essential.

At least as far as I understand, every human being is constantly in search of spaces where well-being prevails. Therefore, I would like to highlight the importance of asking ourselves what generates enjoyment and wellbeing. And an exciting resource to use to answer this question is the learning, development and implementation of emotional intelligence. Because a large part of one's well-being comes from self-knowledge. When you know yourself, you know what you want and what you don't want. You locate yourself in time and space and decipher where you want to get to by considering the actions you decide to take. Rationality arises from emotionality, so every decision we make is based on our emotions.

Everyone in an organisation occupies a physical space within it. It is critical for each individual to connect with their capabilities, to themselves as professionals, and know their

potential and learning spaces. Being willing to recognise one's own emotions and the emotions of others in the team ultimately fosters creativity and innovation.

One of the many concepts that I have learned after carrying out this research work with my two colleagues is the concept of empathy. I consider it to be a wisdom that is beginning to play a more significant role in the present. It is a resource that every human being should learn to use in workgroups and personal life.

After many months of teamwork, I can say that I experienced in my own body the need to identify and recognise emotions. It was one of the most powerful tools I used to stay within my parameters of well-being when things did not go as expected or disagreements arose. I learned a lot about teamwork, seeing and understanding the other person, and listening and understanding the needs of my co-workers. Although every situation and person is unique, after doing this research work, I have developed the strength to cope with any trouble that may arise in my future career.

I am Renata D'Anna and I would like to share my reflection with you:

Heraclitus said that no one can bathe twice in the same river, even if the river is the same, its elements, the course and the water that runs changed. I like this reflection, I feel that many analogies can be made with what refers to life. Today, I read those words and all the path travelled not only throughout the development of this thesis but throughout these four years comes to mind what I need to conclude my university degree.

I did not go through any academic year as I had the previous year, with my same classmates, in the same classrooms, even many times with the same teachers; however, each semester went through it in a different way. Undoubtedly, doing the thesis in the last semester

of the degree dyes everything a little more nostalgic and at the same time, a little more intense colours. This thesis not only gives me academic knowledge but also what I call "useful things", what are the knowledge that really serves you for life.

This thesis meant for me a path full of very intense emotions, from a euphoric moment with the first answer of the surveys, to an indiscriminate reluctance on the last days of the semester when it seems that one will crawl to reach the end. This work served me as a selfknowledge tool, playing to apply what we learned while we investigated, I can assure you that today none of the three participants is the same as when this began. After doing a job as it is, one does not look at things as they were before. It's impossible to relate to people in the same way after you've done your research on emotional intelligence.

Undoubtedly, it is a subject that I am passionate about and what I recommend to everyone to read even if it is the least bit so that we can get to know each other a little more.

More than happy to culminate my university career with an investigation of this style. Very proud of my workgroup. I take knowledge in all its forms.

I am grateful to have been able to carry out this thesis. And I also thank you for getting here, I hope you enjoyed it as much or more than us

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