

RUNNING HEAD: Emotional Intelligence Benefits

The Benefits Emotional Intelligence in Companies

Recruiting and Leadership Management

A Capstone Project

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### Abstract

This purpose of this capstone proposal is to demonstrate the importance of emotional intelligence in the workplace. The capstone will discuss hiring emotionally intelligent people, evaluating leaders in companies with respect to how their level of emotional intelligence affects the rest of the organization, and training and continuing development of emotional intelligence skills in the workplace. It will determine if emotional intelligence is important enough for a company to increase the evaluation of emotional intelligence in prospective employees. The information collected in this study will be obtained from employees and students at the Sturm College of Law and University of Colorado at Boulder School of Law. The interviewees for this paper are either administrators in the Career Services Offices, current students or recent graduates. All of the information has been done to provide different perspectives on emotional intelligence in the workplace.

## Introduction

### *Statement of the Problem*

In 1990, Jack Mayer, Ph.D. a psychology professor at the University of New Hampshire, and Peter Salovey, Ph.D., a psychologist at Yale, constructed the term “emotional intelligence.” Author Daniel Goleman extended this phrase and brought it to the mainstream business world in the books, *Emotional Intelligence* (1995) and *Working with Emotional Intelligence* (1998). All three of these men, Mayer, Salovey, and Goleman, realized the importance of emotional intelligence in determining a person’s success. They believe that emotional intelligence is a distinctive way to understand how someone will react to situations and behave when faced with challenges.

There have been three largely popular approaches to emotional intelligence, Bar-On, Goleman, and Mayer & Salovey. “Each theory has been put forward in an attempt to better understand and explain the skills, traits and abilities associated with social and emotional intelligence,” (Emmerling, Goleman, 2003, p. 5). “While there might be some agreement between advocates of the concept at a macro level, one does not have to look far before disagreements appear. Some authors describe EI as an intelligence, others see it as a trait, perhaps linked to personality, or as a set of competencies, or even as something similar to a coping strategy,” (Smewing, 2004, p. 66). While these three approaches have somewhat different measures, all of them seek to understand how emotions are used and, if used appropriately, can increase success when dealing with others. “The existence of several theoretical viewpoints within the emotional intelligence paradigm does not indicate a weakness, but rather the robustness of the field,” (Emmerling, Goleman, 2003, p. 6).

Emotional intelligence is a combination of self-awareness, self-regulation, motivation, empathy, and social skills. These are also the skills people are able to work on and improve upon, if they take the time. “EI is not a journey with a clear path, not one that should be embarked upon lightly,” (Smewing, 2004, p. 67).

A problem many organizations have today is that emotional intelligence is not regarded as a significant skill in their working environment. Organizations constantly accrue the cost of training new employees because of retention problems. Emotional intelligence is not defined or understood in many human resources departments. “Many managers are not aware of how to assess emotional intelligence of their staff members or the job applicants,” (Fleming, 1999, p. 26). Countless people are unfamiliar with the different traits that make up the term emotional intelligence. According to Miller, “The components of EQ—self awareness, self-regulation, motivation, empathy and social skills are the qualities of a well-rounded person” (1999, p. 26). Thus, if recruiting professionals measured the emotional intelligence of job applicants, doing so could help in finding people who would fit well in their work environment.

It has been difficult to get CEOs and management to agree that using new recruiting tools in their employee searches is needed. “It all might seem a bit too ‘New Age’ for hard-nosed business executives focused on the bottom line, but emotional intelligence is increasingly being regarded as a valuable people skill that distinguishes the top-performers from average staff,” (Beagrie, 2004, p. 1). Management personnel must be taught and must understand they need to look beyond a resume in order for employees to fully prosper in their new setting.

Goleman (1998) notes the following:

Since emotional intelligence is not nearly as great a factor as IQ in selection for entering such fields, there is more variation in this “soft” domain than there is in IQ among these professionals. The difference between those at the high and low ends of the emotional intelligence scale is very large, and being at the top confers a major competitive advantage. Thus, “soft” skills matter even more for success in ‘hard’ fields. (p. 20)

Emotional intelligence is a skill that can be learned and improved. “Simply being high in emotional intelligence does not guarantee that a person will have learned the emotional competencies that matter for work; it means only that they have excellent potential to learn them” (Goleman, 1998, p. 25). Thus, training and development of emotional intelligence in organizations must be taken seriously for it to be effective.

People who stand out in an organization or “star performers” are those who usually have high emotional intelligence. Having high emotional intelligence doesn’t mean that the person is the smartest or the nicest in the organization. It means that they can offer their best skills to the rest of the organization while realizing what else they need to work on. “It’s not that star performers have no limits on their abilities, but they are aware of their limits and so they know where they need to improve, or they know to work with someone else who has a strength they lack,” (Goleman, 1998, p. 64).

Management needs to be aware that emotional intelligence skills can be developed and benefit their company. Management has difficulty putting money towards training employees on emotional intelligence because of the time it takes to see any results. While recruiting new employees with high emotional intelligence could shape

the whole culture of a workplace, it is important also to train and develop those who already work in the environment. As Laabs observes, “Developing emotional competences requires learners to unlearn old habits of thought, feeling and action that are deeply ingrained and learn new ones. Such a process takes motivation, effort, time, support and sustained practice” (Laabs, 1999, p. 69).

Organizations should appreciate the value of good leadership and the way that such leadership is created in a work environment. Although there are many different types of leaders, many people prefer to work with a leader who has outstanding soft skills. “Evidence increasingly shows that the higher one goes in an organization, the more important EQ can be” (Kemper, 1999, p. 16). Thus, the leadership of any organization can influence the entire workplace and affect everything from employee morale to productivity. “EQ starts at the top. The mind of an organization is really an amalgam of the mind-sets of the people who work there. It’s a collective mind. If an organization has people in leadership roles who display emotional intelligence, that generally will make the organization more that way” (Miller, 1999, p. 29). Belsten notes that “At the top, some researchers believe that 90-95% of success is driven by EQ, as technical work is handled by individuals at lower levels in the organization.” Accordingly, from the recruiting process to managerial leadership, organizations need to take emotional intelligence seriously.

Change is a factor in many organizations today. Emotional intelligence evaluation would predict how employees will handle and adapt to change in their environments. “Much of the behavior of the new members can be explained only if we assume that they are insecure, unsure of their roles or position, and in effect “testing the

social waters.” Everyone comes into a new situation with some need to have influence, but that need will vary greatly from person to person,” (Schein, 1992, p. 79). “Things change radically, sometimes almost everyday. Your experience is not as crucial as your adaptability,” (Goleman, 1998, p. 42). Job responsibilities can always be taught. Emotional intelligence traits, while they can be learned or improved on through a process, take time and considerable focus. It would be much easier for organizations to understand that hiring the best employees would result in fewer problems in everyday working environments. These people would also be able to handle the challenges of today’s working environments. Goleman (1998, p. 64) states that “people in high positions often view their need to change as a sign of failure or weakness.” Leaders also should be put in those positions because they understand that change is positive in organizations. “Every group inevitably faces some issues not under its control, events that are intrinsically mysterious and unpredictable and hence frightening,” (Schein, 1992, p. 88). These types of events or changes can happen at any time, so it is crucial that leaders are able to hold their employees together and keep them focused on their tasks in the event that there is a tragedy that takes them all by surprise. Employees need someone who can motivate and help them understand that moving forward includes changing. Motivation and willingness to adapt to change would be something that could be learned through emotional intelligence evaluations.

It is important for recruiters to be aware that emotional intelligence is not just being nice to everyone. “The danger lies in assuming that because a person is optimistic or confident, he or she is also emotionally intelligent, when, in fact, the presence of those traits will tell you nothing of the sort,” (Mann, 2004, p. 13). A recruiter must look at the

competencies that Goleman (1997, 1998) discusses. They need to ask questions that test the competencies of self-awareness, self-regulation, motivation, empathy and social skills. These five skills were the recurring EQ qualities in most of the research. These skills are discussed in greater detail below:

Self-awareness is the ability to recognize and understand personal moods and emotions. This skill is essential for anyone in a working environment who has to deal with people. “Emotional awareness starts with attunement to the stream of feeling that is a constant presence in all of us and with a recognition of how these emotions share what we perceive, think and do. From that awareness comes another: that our feelings affect those we deal with,” (Goleman, 1998, p. 55). To be able to react appropriately in working situations with another person, people need to be able to know how to express their emotions and understand when and why they get any type of emotion. Each person should know themselves well enough to assume they will act a certain way when a situation that produces similar emotions comes up at work. This skill is helpful for people when they get frustrated or stressed. They can acknowledge why they are feeling that way and take steps to change their mood or behavior towards others. This skill could also help prevent explosions of tempers when a miscommunication happens. The person could be able to understand why they are frustrated and know that yelling and arguing will not be beneficial in that type of situation.

Self-regulation is the ability to control or redirect disruptive impulses and moods and to suspend judgment and think before acting. “The principle of remaining clam despite provocation applies to anyone who routinely faces obnoxious or agitated people on the job,” (Goleman, 1998, p. 88). People in jobs with any type of service aspect could

benefit from learning how to better self-regulate. Lawyers, doctors, customer service representatives, are some of the many occupations where it could be advantageous to be familiar with this skill.

Motivation is a passion to work for reasons that go beyond money and status. Having the ability to motivate one-self is a great ability for any leader or future leader to know. People usually believe in the people that motivate them to get something done or to start something new. This person is also usually good at looking at the big picture and explaining their thoughts to others. Usually excitement and optimism are also strong in people that are great at motivating. “They are persistent with their questions about why things are done one way rather than another; they are eager to explore new approaches to their work,” (Goleman, Harvard Business Review, 1998, p. 98). People who are motivated are usually very committed to their work and organizations and are proud when they have completed a job well done.

Empathy is the ability to understand the emotional make up of other people, a skill that may be used in treating people according to their emotional reactions. “For a leader it doesn’t mean adopting other people’s emotions as one’s own and trying to please everybody. Rather, empathy means thoughtfully considering employees’ feelings in the process of making intelligent decisions. A team’s leader must be able to sense and understand the viewpoints of everyone around the table, (Goleman, Harvard Business Review, 1998, p. 99). Empathy is also important for leaders to have when dealing with retention of great employees. It is vital to be able to understand what the effective, hard-working people around need to stay with the company.

Social skills often ensure proficiency in managing relationships and building networks and enhance an ability to find common ground and build rapport with others. Goleman (Harvard Business Review, 1998, p. 100) explains social skills as friendliness with a purpose: moving people in the direction that you desire, whether that's agreement on a new marketing strategy or enthusiasm about a new product. Like emotional intelligence, social skills entail more than just being friendly. It is more about knowing how to talk to different people within an organization to get to the same goal. They are able to build bonds with all different types of people so everyone understands each other when something comes up in an organization. "The leader's task is to get work done through other people, and social skill makes that possible," (Goleman, Harvard Business Review, 1998, p. 99).

Some people feel that EI is too broad a skill set and not clear enough to be measured. EQ evaluating may seem too difficult to determine among all the candidates for many company leaders. Even so, they should understand these EQ skills could not hurt their company. They should embrace new ways of recruiting if they are striving to attract the best employees.

*Goals and Objectives*

This capstone project will help management and organizations understand the important role emotional intelligence plays in their company. It will show that EQ is just as important in the workplace as IQ. Using emotional intelligence assessment tools would allow hiring managers to have information to back up their reasoning for using emotional intelligence when looking for new employees. Leaders within the workplace are highlighted in this capstone so organizations can understand how they contribute to the organizational environment. This paper will also touch on the effects of training and development of emotional intelligence for current employees. This project will demonstrate how recruiting people with high levels of emotional intelligence can influence the rest of the company. It will also demonstrate that company's workplace environment is a reflection of its leadership. The capstone will also explore cultures of companies. It will examine how the culture is modeled after the leadership in companies and how it can be molded to the leader's liking.

The capstone will also show that while grades are an important thing to look at in newly graduated students, their emotional intelligence abilities should also be evaluated during the hiring process. Too many wonderful graduates are overlooked because their grades were not in the top 10% of the class at their time of graduation. Many of these students were involved in a number of extra school activities that also took up some of their study time to help benefit their school environment. It is important to note that the current way that many organizations hire their employees is flawed and needs improvement.

I will interview current administrators who are employed by the two law schools in Colorado and the Daniel's School of Business. These employees all work in career services offices and are aware of how many companies hire and choose their employees. The main job for the university administrators is to counsel students on how to obtain the job they want after graduation. They are experts in resume writing and interviewing skills. They are also familiar with networking and how to market a student for the job that he/she wants. I will show how incorporating emotional intelligence screening can benefit the employee selection process. This project will confirm the benefits employees with high emotional intelligence create the workplaces.

*Benefits*

If organizations began to recruit people with high emotional intelligence, doing so could potentially improve working relationships in the workplace. Eventually, some of those recruits with high levels of emotional intelligence will become the leaders in the organization. They will be able to pass their emotional intelligence on to their subordinates. Everything from the environment and culture of the organization would begin to shift if more emotionally intelligent people were placed in high positions within the organization. They could influence the other employees to create new shared assumptions for the organization. Having people with high emotional intelligence in leadership positions can only benefit the organization as a whole. Because they would be able to change the work environment so everyone benefits. Recruiting for emotional intelligence should become an accepted practice in organizations because doing so would help in the development of new leadership within that organization. This would produce happy employees and higher retention rates. Emotional intelligence awareness and action taken in organizations would benefit the company greatly over time. An article in Harvard Management Update notes that “Studies indicate that your emotional intelligence or emotional quotient (EQ) accounts for 15%- 45% of your success on the job. Your IQ, by comparison, is said to account for less than 6%,” (*Harvard Management Update* p. 9).

Additional research on emotional intelligence could also benefit the Applied Communication Masters program at the University of Denver. Emotional intelligence incorporates all of the communication ideas that students learn about in the program. Many of the skills needed to achieve high levels of emotional intelligence are highlighted

in the classes in the Applied Communications program. The knowledge would help students understand how improving such concepts as conflict management, interpersonal communication, multi-cultural communication, and organizational communication could enhance their emotional intelligence. Incorporating the different topics discussed in class would show students how their education at the University of Denver will increase their advancement opportunities.

### Literature Review

Many people wonder how IQ is compared to EQ. Kemper investigates the differences in Communication World in the article “EQ vs. IQ”. “As one of the most ancient parts of the brain and source of the fight or flight response, the amygdala has an important role in each of us it’s a crucial part of our survival. Even though we are approaching the 21<sup>st</sup> century, this circuit in our brain is still wired to take over when it senses an emergency—often taking on the unwitting role of saboteur,” (Kemper, 1999, p. 18). This explains how emotions take over when stressful or quick response is needed. It is vital that when working with other people, employees are able to control this response and come up with the best solution. He describes situations where people have high EQ. Instead of describing the person as having high EQ, someone could think they were just able to handle pressure well. In other words, they are able to be self-aware of what is going on in their work environment and know how to self-regulate. These are all skills of emotional intelligence.

The term emotional intelligence is linked with the concepts of self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness is the ability to recognize and understand personal moods and emotions. Self-regulation is the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting. Motivation is a passion to work for reasons that go beyond money and status. Empathy is the ability to understand the emotional make up of other people, a skill that may be used in treating people according to their emotional reactions. Social skills often ensure proficiency in managing relationships and building networks and enhance an ability to find common ground and build rapport with others.

These terms are defined by Goleman in his book, *Working with Emotional Intelligence* (1998).

Daniel Goleman is one of the leaders in the movement supporting teaching emotional intelligence to people in the workplace. In his book, he discusses the importance of developing good emotional intelligence skills in the workplace. He discusses the benefits to companies when their leadership has emotional intelligence skills. He shows the advantages of teaching employees how to increase their emotional intelligence and discusses how their potential to move up in a company grows as result of developing their emotional intelligence. Goleman suggests, “Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships,” (1998, p. 27). He fully discusses the success companies have when they already employ emotionally intelligent. The book does not talk about using emotional intelligence when recruiting new employees. Goleman is referenced in many of the articles and books that I used in this capstone. He is one of the main resources behind emotional intelligence, and therefore is regarded as one of the main experts in the field. His two books on emotional intelligence are quoted in almost all of my reference material.

His book *Emotional Intelligence, Why it can matter more than IQ* (1995) was said to be a groundbreaking book that redefines what it means to be smart. This book has the basics of emotional intelligence with chapters that include, What are Emotions for, Know Thyself and The Social Arts. I was particularly interested in the chapter called, “The Family Crucible.” This chapter says that family is a big element in the development of a person’s emotional intelligence. “This emotional schooling operates not just through the

things that parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass between husband and wife,” (Goleman, 1995, p. 190).

There is also a very informative article that Goleman wrote with Robert J. Emmerling for the Consortium for Research on Emotional Intelligence in Organizations in October, 2003. The article is entitled “Emotional Intelligence: Issues and Common Misunderstandings.” They acknowledge that there has been a rapid growth in the study of emotional intelligence and try to decipher the different theories that have been found. They also suggest some of the questions that are still in debate. One of the big questions that is asked is if EQ can be developed. They discuss what the different theories believe and then go on to explain:

“If the impression has been given that significant improvement of social and emotional competencies is easily accomplished, this is unfortunate. That the development of social and emotional competencies takes commitment and sustained effort, over time, is a position that we, in addition to others, have held for some time. However, a wide range of findings from the fields of psychotherapy; training programs and executive education all provide evidence from people’s ability to improve their social and emotional competence with sustained effort and a systematic program. In addition, new findings in the emerging field of affective neuroscience have begun to demonstrate that the brain circuitry of emotion exhibits a fair degree of plasticity, even in adulthood.”

The article goes on to present research on how MBA programs found just a 2% increase in social and emotional competencies as a result of program completion of corporate

leadership development initiatives. The program results were sustained for a period of several years, so it proves that EQ can be developed and changed. “Although traditional corporate leadership initiatives tend to fare better, the effects are also relatively small and tend to fade significantly over time,” (Emmerling, Goleman, 2003, 12).

Jennifer Laabs wrote in Workforce an article in 1999 entitled “Emotional Intelligence at Work.” The article states that EQ training is an emerging trend and that a training program should have all the elements of a good adult-learning program, such as appealing to different types of styles. “A typical program might incorporate visual, sensory, auditory and interactive elements- such as role playing and group discussion,” (Laabs, 1999, p. 69). She also states that the training is one to give people techniques to deal with emotions in the workplace, especially negative ones (Laabs, 1999, p. 69). She also stresses that EQ training is most effective when it is done in groups of 15 to 25 people. “As with other training that only needs cerebral or intellectual involvement, EI training thrives on group interaction that can only come with a smaller group. Although such training isn’t intended to be a team building, that’s often one important outcome,” (Laabs, 1999, p. 70).

I found a couple articles that discuss how hiring people with emotional intelligence would benefit companies. “Hiring (Emotionally) Smart” in Harvard Management Update, performed research conducted in the U.S. Air Force. This research used a test of EQ (Emotional Intelligence) for all of the Air Force’s new recruits. Multi-Health Systems, the company which specialized in emotional intelligence assessments instruments, designed and administered the test. The test proved to be a successful recruiting tool for the Air Force. “Among the 250-300 people the Air Force hired using

the test, the retention rate went up by 92%. Factoring in the costs of hiring, training, and settling a new recruit into a position, this high retention rate was translated into a \$2.7 million savings.”

An article in People Management, “Catch ‘em young,” discusses how it is easier and more cost effective for companies to find employees who already have highly developed emotional intelligence. Finding new hires that don’t need training saves companies thousands of dollars. This article also discusses how our education system is more focused on teaching materials instead of on teaching better social skills to students. The article maintains that, if children at a young age were encouraged to develop their emotional intelligence skills in school and at home, training adults would not be needed as much in organizations today. “Most schools are desperately concentrating on academic performance to improve their position in their school system—a situation that many of them resent because of the time it takes away from character building they went into teaching to achieve,” (Moloney, 2003, p. 47). Children not only need to be taught in school about the importance of emotional intelligence and social skills, but also in the home. “The growth in technology and the exposure of children to technology-based media—television, movies, the internet, video games—has decreased the opportunities to develop emotional intelligence. EQ is developed mostly through interacting with people or having experiences in the world,” according to Miller (1999, p. 4). Goleman also investigates the idea that children should be taught not only numbers and words. “We should spend less time ranking children and more time helping them to identify their natural competencies and gifts, and cultivate those. There are hundreds and hundreds of ways to succeed, and many, many different abilities that will help a child get there,”

(Goleman, 1998, p. 37). One program operated by the New Haven, Connecticut, public schools' social development department teaches students social skills, impulse control and anger management. The school has had a lower dropout rate and a decrease in violence since its inception (Saxbe, 2004, p. 34).

While the above articles discuss hiring emotionally intelligent people, they do not show the influence that leadership with high emotional intelligence can have on a company. Goleman discusses how emotional intelligence becomes more important to peoples' success, the higher in the organization they are. Mike Miller's 1999 article from Credit Union Magazine, entitled "Emotional Intelligence Helps Managers Succeed," also informs the reader that today's managers often fail because of too rigid and poor relationships. The article also states that managers need to develop their emotional intelligence skills to become more successful with their subordinates. "Many managers are unable to receive or respond to feedback about how they need to change their approach to leading others. They alienate people they work with by being overly harsh in their criticism, manipulative, insensitive, unethical and untrustworthy. Many simply expect too much out of staff. They cling to autocratic, outdated methods of direction and control," (Miller, 1999, p. 26). Miller also claims that today's workplace needs a different type of leader. "The new breed of successful manager is markedly different in nearly every aspect of the role as a leader and motivator of people. Successful managers place daily emphasis on elevating the emotional intelligence and developing emotional competencies. In short, they pay as much attention to the emotional elements of decision making as leadership," (Miller, 1999, p. 26).

The development of emotional intelligence skills at work is also discussed in the article “A Hard Case for Soft Skills,” by Shari Caudron, published in Workforce (1999). Caudron explains that skills that contribute to emotional intelligence can be taught and developed over time, unlike IQ skills. “Because emotional intelligence can have such a significant impact on the bottom line, it makes sense that companies would be willing to help employees develop the competencies that contribute to EQ. Unfortunately, many employers may be going about it the wrong way,” notes Caudron (1999, p. 62). Caudron also explains that many companies are learning about emotional intelligence and expecting to have short training days that really only explain the concept of emotional intelligence. Management expects there to be a big change when EQ is discussed with its employees. She thinks management does not understand that developing or changing behaviors is not done overnight.

The short article in People Management titled “GSK gets emotional in its hunt for senior staff,” describes the new steps that a company in the UK is taking to make sure the leaders are able to deal with people in the organization. The article also illustrates how the interviewers at the company were told to listen for words that indicate the candidates held a high level of emotional intelligence. The candidates were also asked to rate themselves on many of the emotional intelligence skills between one and five and then were asked to justify their score. The company admitted, “There had been a mixed reaction from the candidates. Some executives look at us blankly and wonder why we are asking about their feelings. Others really get into it,” (People Management, 2004, p. 13). This was one of the few articles that was available that gave some sort of insight into how companies could assess emotional intelligence in potential employees.

Many previous classes had books that were referenced, since they all talk about communication and human behavior. Excellent communication skills lay the ground work for emotional intelligence. While emotional intelligence was not necessarily specifically talked about, I do believe that many of the books had sections to the different aspects that make up emotional intelligence. Each of the following books helps to describe the different tools that are needed to excel in communication and emotional intelligence.

*Communication Mosaics* (2004) by Julia Wood, in the first chapter informs the reader why communication is so important for those in management and leaders in companies. She writes, “The most important qualifications for management are not technical skills but abilities to interact with others and to communicate effectively. Good managers know how to listen, express ideas, build consensus, create supportive climates, and balance tasks and interpersonal concerns in dealing with others,” (Wood, 2004, p. 46). Throughout the book she describes why communication is the most important skill a person can learn. She explains that being good at communications requires many different skills and knowledge of how to behave in many different situations. She also explains the basics on environment and culture that were looked at in this capstone when describing how leadership can affect both. She states, “Environmental factors are elements of setting that affect how we feel, think and act,” (Wood, 2004, p. 138).

In the book *Communication and Human Behavior* by Brent Ruben and Lea Stewart, they talk about reaction, action and interaction. “Through message receiving and sending we sense, make sense of, and act toward the people, circumstances and

objects in our environment. As we process visual, auditory, tactile, olfactory or gustatory messages, we are reacting to our environment,” (Ruben, Steward, 1998, p. 217).

Emotional intelligence explains the decision process and how a person decides to react after receiving messages. Edgar H. Schein, in his book *Organization Culture and Leadership*, (1992) discusses shared assumptions that people have. “In every culture there are shared assumptions about what it means to be human, what our basic instincts are, and what kinds of behavior are considered inhuman and therefore grounds for ejection from the group. There are also shared assumptions about the relationship of the individual to the group that ultimately reflect the concept of self,” (Schein, 1992, p 124). Shared assumptions are a huge part of any organization. The shared assumptions can affect the behavior and the culture of the working environment. It can also affect the leadership and relationships with the employees. Emotional intelligence is the ability to figure out these shared assumptions. The leader is then able to accept or challenge the assumptions.

### Design and Implementation of the Project

This capstone project explores the subject of emotional intelligence and will examine how its understanding and application in the workplace is essential. I will research how emotional intelligence could be used to help companies during their recruiting and hiring stages. I will explain the benefits of companies giving leadership roles to employees with high emotional intelligence. Further, I will discuss the importance of the training and development of the emotional intelligence skills in the workplace. I will show the effects that training and development have on companies that commit to using emotional intelligence training.

I will be interviewing professionals from the Sturm College of Law, Daniel's School of Business and the University of Colorado at Boulder College of Law. All of the administrators work in their career services offices. All three of the interviewees have previously worked in law firms. Two of them worked in the hiring department at their firms before working in education. These professionals have hired new employees in the past and now are trying to help students get jobs in their related fields.

I conducted these interviews after making sure that the interviewees were willing to participate and had been made aware that their comments may be included in my capstone. I asked each interviewee if they didn't mind that I tape our conversation so I didn't have to take notes the entire time. I was hoping that they would expand and give personal accounts from their experience based on the questions that I asked. I began the interviews by giving them a definition of emotional intelligence and asking if they were aware of the term. I do not believe that many law firms would let me know their exact hiring processes, but the people who work closely with these firms will have a good idea

of what different types of law firms are looking for when hiring new law students. The interviewees were knowledgeable on what many organizations and law firms are looking for when conducting their recruiting at their schools. Many of the students that graduate from the University of Denver Sturm College of Law are not looking for jobs in big law firms. I talked to the interviewees about how they feel emotional intelligence evaluation could help students find internships and full time employment that would fit with their personalities and maximize their strengths. I asked whether, from an administrator's perception, people with emotional intelligence have better retention rates. I also asked the questions of whether emotional intelligence should play a part in law firms' hiring process at all. We also discussed leaders during the interviews. I asked them what qualities they believed are important for good leaders to possess. I wanted to find out how they would change CEO's and partners of law firms to understand the importance of EQ. I also inquired about what they coached the students on before an interview.

I also administered surveys to current law students and recent graduates from the University of Denver Sturm College of Law. The students who come to my office have questions for the Student Affairs office, which I work in at the College of Law. These were the people who I asked to fill out surveys for this capstone. Everyday there is a random group of students who visit the Student Affairs office for problems they are having, advice, and just general questions. It is unclear from day to day what students will be in the office. This ensures the surveys were given to a wide array of students. It is certain they were filled out by those who receive high grades and are in the top 10% of their class, and to others who are involved in many student organizations and may not

receive the highest grades but are very social students. (See Appendix for a copy of the survey).

I passed out a survey that had questions about emotional intelligence and leaders. I asked specific questions about what they believe their potential employers will be looking for when choosing and interviewing them for jobs after law school. I wanted to see what students believed to be the important skills for when they graduate and join the working world. I asked the student questions on the EQ skills and how relevant they found EQ was for the workplace. The survey also requested that, in their own words, they describe the term emotional intelligence. The survey asked different questions on what types of people they enjoy working with. I wanted the students to examine what skills they believe are essential so they would have a positive impact on the organization and culture they will soon work in. I also asked that they explain how leaders affect their work environment.

I compared the answers that I had from the career service administrators to what the students said in their surveys. My capstone will not measure any specific studies but will get many different perspectives on emotional intelligence in the workplace and will ask how, if at all, emotional intelligence could benefit companies from the beginning of the hiring process to the leadership programs.

### Results of the Project

The research from my interviews examined EQ and what people in the career services field thought about it. I posed the question of what are companies and organizations tell them they are looking for when they come to interview at their schools. One administrator said, “What law firms, larger ones that is, tend to look for is students who are academically superior. They look first primarily at grades and academic performance. Once students pass the test on paper then the firms decide who to interview. The interview is the place where the recruiter determines if they like the student and if the student has the personality that will fit within the culture of the firm.” I was also told that smaller firms and public interest organizations tend to take a holistic approach. They are willing to look at a student’s background and value system that point in the direction of public interest.

Another administrator felt that hands-on experience whether it is through an internship or a summer experience is becoming crucial to all companies. He explained there are three types of skills that employers are looking for when recruiting. “Technical skills, things that are learned in the class room and through hands on-training experience are one type of skill set. As importantly, they look for transferable skills which are skills that can transfer from one job to another. Communication, how the student relates to people in interpersonal situations, if he/she is able to ask questions effectively and organizational skills are all transferable skills. There are also adaptive skills which are very subjective but can be as important as the technical and transferable skills. Adaptive skills are things that people have complimented a person on in the past. They are skills like patience, being energetic, easy to talk to, nice, friendly.” He then explained that all

three of the skills are looked at when organizations are considering the “fit factor.” He believes that all companies are looking for people who will work well with the other people in the company. He explained, “Employers are always telling me that they need to find people who are able to work with the existing employees and the supervisors in the company.”

My next question concerned whether they believed students with higher grades make better employees. One person said, “Not necessarily. I think they may be better at the technical skills but they may lack in adaptive and transferable skills. I have seen that a lot in my own work settings, but also that is something that employers talk about too. They recruit the number one student in the class and the student has a poor attitude or can’t relate to the rest of the administrative staff or can’t communicate with others.”

Another interviewee stated that she has been exploring that same question lately. She has been thinking a lot about people she knows who are unhappy with their current work environment. She believes that law firms and legal employers need to take a holistic approach when looking to hire recent graduates. She stated, “There are students who do well academically and finish in the top 10% of their class who have no business working in a law firm. They would be good lawyers if they take the opportunity to explore areas of the law and practice in places where they will be suitable to them as a whole person. They should find a place that feels congruent with their values and the students often don’t look at that.” She also feels that students themselves, who do well and rank high in their class, tend not to look at themselves and do any self assessment. They are often in debt and are lured by the money that is offered to them by organizations that are not their ideal working environment. She believes that they need to look at who they are as a

person and decide what type of workplace would suit them best. She has seen many examples of this poor workplace/personality fit. “What usually happens is those who shouldn’t have been in that environment in the first place figure it out in a couple of years and decide to make a change. They leave which really does the firm and the students a disservice.”

After again going over the five EQ skills I asked if they believed evaluating for EQ would benefit the company. The first administrator said she definitely thinks it would be a benefit. She explained, “The problem is that people who do the recruiting (especially in the legal profession) are at the mercy of their bosses who are saying that they need to find people in the top 10 %. There tends not to be enough emphasis on those factors and skills on emotional intelligence. There is this feeling on the part of the attorney doing the hiring that they must put in a lot of billable hours. They have clients to serve and don’t have that much time to put into recruiting. Emotional intelligence seems way too touchy feely.” She then went on to say that too many organizations want people to come and do work, forgetting that they need people to get along with each other. She feels that a good employee is willing to be a team player while working projects and be nice to the support staff so everyone feels valued, therefore more productive. She declared, “It all goes hand in hand but bosses don’t pause to consider that.”

My follow-up question asked what they believed would need to change for leadership to understand the importance of EQ. The first interviewee said, “People in business can understand the bottom line and economics. They understand productivity, money and talking in those terms.” She explained that if there is a high attrition rate

because they have not paid enough attention to EQ and the way they hire people, those wanting to use EQ assessment could demonstrate that on paper in hard numbers. She thinks that talking about money loss is one of the best ways that people can understand the importance of EQ. She assumes that if they know they will be losing money, they may understand a change or shift needs to be made in the way they interview.

I asked her if she believed training and development sessions on EQ would be effective. She said that it might be helpful, but they need continued reminders of the training. She stated, “It just can’t be a one shot deal where people come in and have wonderful flip chats, graphs and numbers, examples and expect change. I can imagine a program where CEO’s who get it come in and talk to those who don’t get the importance of EQ. There has to be follow-up and they need to convince those at the very top so the values trickle down through the ranks.” She believes the people at the very top are the only people who are able to tell human resources they need to make a change with respect to recruiting and hiring. She said, “I think training could help but in the legal profession it would take a long time. The legal profession resists any type of change. They want to operate on the same traditional old fashion principles as the older generation followed. There are a lot of conservative white men who are still running law firms, although it is changing gradually. Those are the people who are still the most powerful are the ones that are the most resistant to any change.” When asked the same question about changing the thoughts of company recruiting, another interviewee said, “Slowly I have seen law firms starting to ask more behavioral questions, so I know that it is catching on if law firms are doing it since they are usually conservative and the last to change.” He believes much more progress with EQ assessments should happen soon. He

believes that behavioral questions are the best way to find people that fit with the company.

The next question was whether they thought it would be beneficial if EQ skills were taught to children at an early age. The first interviewee said, “Overall we don’t do a good job in our education system for preparing children for real life. We should be giving them information about careers at an early age. So certainly, EQ and leadership skills should be taught to children. They also should be taught how to make good decisions on what to do with their own life. These life skills should be incorporated into the curriculums from elementary school on. They could do this in stages in a way that kids can relate to.” She thinks that it is going to take educators to sit down and develop certain levels and skills of how to train the children and then sell school systems on the value of teaching EQ to them. She said, “It isn’t just reading, writing and arithmetic. They have to pick up life skills while at school. I have seen too many examples of people who are so book smart but cannot relate well to others at all. I would think that when I look at their resumes that they would have the potential to rise in an organization and be the managers and great leaders, but some of them are just jerks and on one would want to work with them!”

I asked the interviewees if they thought “soft” skills could sometimes make a person less productive at work. I did this to show that even the people that know what emotional intelligence is, are still confused by the term soft skills. I wanted to see what their perception of soft skills was. The first person thought that they need to have a balance between the soft and the hard skills. She stated, “As for what the formula is for productivity, they have to have instincts or some sort of inner compass that tells them

when it is now time to shift from the soft skills to the hard skills.” She also believes that employees, especially leaders, must command respect from the people that they work with. She also said, “Every once in a while the leader has to be the one to make the hard decisions. Even when they make hard decisions that may not sit well with the people who work for them, and there is a way to communicate that. Going back and forth between the soft skills and the hard skills is an element of exhibiting strong communication skills or EI.” She thinks that most of the time it is how the person says something, more than what the person says. The tone of voice they use should still maintain respect when they are talking or reprimanding someone for instance.

There were a few student surveys that reflected soft skills can be a distraction from productivity in the workplace. Most of the students didn’t agree with the statement that soft skills make a person less productive at work. They also said that when people have soft skills it is usually a more relaxed environment and more enjoyable.

I asked the administrators who work in the career services offices to explain the skills they coach students on when they are going for an interview. The first administrator said, “When I am coaching a student and preparing them, we talk more about the demeanor which they should use and then talk about what skills they should highlight for the employer when they are sitting in front of them. We talk a lot about maintaining eye contact and firm hand shakes and engaging the person they are talking to by demonstrating that they have good oral communication skills. Those communication skills include being articulate, organizing their thoughts well and being succinct. They also should be able to demonstrate that they have done things in their past that matches well with what particular employer would want them to be able to do.” She always tells

the students the employer is looking for someone that they will like, so please be friendly and personable when interviewing. I then asked if she finds that most people have to be told to be friendly in interviews, she said, “Yes, because sometimes when they are really nervous they forget that part. They want to come off as being serious, committed, and dedicated, and they forget that people really want to like who they are working with. So I tell them to be somewhat lighthearted and be able to engage in a good conversation.”

Another interviewee explained that he thinks they need to be able to tell their story by talking about the skills as being technical, transferable and adaptive, and providing examples of each. He said, “Examples are the best indicator of what they will do for their company.” He also thinks it is important for students to get sample interview questions and practice before meeting with the recruiter. He also talks to them about etiquette. He explains, “When they go into a reception area I tell them to be nice to the receptionist and secretaries because even if they don’t think so, everyone they encounter has input on who is hired.” Of course he makes sure they know to dress professionally. He can’t believe it, but knows that some people don’t think dressing professionally is as important as it is. He also knows that researching the employer is huge. He tells the students to know about the organization’s structure and history and tailoring questions based on that research. While these skills are important when going to an interview, the administrator does little EI coaching. All of the administrators agree that the interview is the most important part in finding a job. This is when a student is able to tell the recruiter what they will have done in the past, and what they will be able to bring to the company if they are hired.

My next set of questions for the interviewees was about leaders. I asked them what qualities they thought makes for a great leader in the workplace. The first person said, “There are hard and soft qualities that make a good leader. The hard ones are exercising sound judgment, good organizational skills, strong commitment to position and organization, flexible management style, good people skills, empathy and vision.” She also told me that the ability to play up the strengths of the employees so they can shine is very important for a workplace leader to possess. In addition, being able to communicate was a quality she knows is essential in a good leader. Another interviewee said that empathy, collaboration, intelligence, sense of humor, constant communication, and open lines of communication are what he considers the qualities of a great leader. The interviewees were asked how leaders affect a workplace culture. The first administrator said, “In general leaders can have a huge, substantial impact on the culture of a workplace. I have been in situations where there have been bad leaders. It is amazing how one person who leads an organization can ruin the morale of so many employees that they supervise. The negative energy a leader puts out can permeate the entire environment. That adversely impacts productivity, morale and adds to the stress of doing your job.” She went on to say, “If an organization has a good leader who is positive and genuinely cares about the wellbeing of his or her employees, and has their best interest at heart, then that too can affect the workplace culture. It’s why if someone wants to affect the culture they need to go directly to the top. This is especially true when trying to communicate the importance of changing the culture. They can’t just go and talk to a lower level person because they are not going to be able to exercise the power and take action on and run with it. They have to be able to convince the leader

that it is good for the entire company.” The leader is the person who should then look for ways to demonstrate the commitment to change. The interviewee believes that whoever is at the top has a huge affect on the company in so many ways. It is important to have someone who is able to lead a team and collaborate. She also thinks that people don’t want a leader to become a dictator so whatever they say goes, they want someone who is able to recognize that others have good ideas too. The next interviewee said, “Yes, leaders can motivate people to do good work through little things like complimenting them on small tasks that people are doing. Employees should know how they are contributing to the success of an organization, and leaders should be the people recognizing them for their contributions.” He believes that one part of a leader’s job is to make sure that people feel supported if things go wrong. He said, “Leaders can also make work a fearful place by not communicating with people under them so they are always wondering if there is something wrong or if they are doing the job right. Lack of communication is huge because people like to know where they stand.” He thinks that feedback is really important for a leader to always do. He stated, “It is important for the leader to not only come around when something is wrong or bad. They need to acknowledge people when things are good or nothing is going on.”

I asked them if they have found that it is easier to place people with high EQ in jobs. One interviewee said, “Yes, typically they relate to people easier and so much of finding work is networking. It can be as simple as a conversation. If they have high EQ the likelihood of them making a positive impression is increased. That means that the people they meet are more likely to pass along their name if a job comes up and refers them to other people which could also lead to jobs.” He has seen people with low EQ

come across as distant or aloof which translates into not a good fit to the recruiter. He stated, “I have to be comfortable referring people on so it is important that a person’s EQ is high.”

I asked if they thought it would be easier for organizations to hire people with high EQ or train and develop those with low EQ but maybe a better class rank. One person said, “It depends on the job. If it is a very technical job, then I do think that EQ may not be as important. For a lawyer it is better if the firm could just hire the people with high EQ skills and just train them to do the technical skills.”

The student surveys were comprised of 11 yes or no questions and three questions that asked them to write their answer. The first yes or no question asked if they thought employers based too much emphasis on grades when hiring. Thirty-two out of 40 believed that employers did base too much on grades. All 40 enjoyed working with people who had “soft” skills. Thirty-five believed that soft skills didn’t make a person less productive at work. All 40 said they preferred to work with people who had empathy, self-assessment skills, self-awareness skills, were able to motivate others, and who had good social awareness. Thirty-six said they believed a leader’s behavior did influence the rest of the company.

I asked each student to write in their own words what they thought the term emotional intelligence means. I found that while most people did enjoy working with those with EQ skills, they were not exactly sure what emotional intelligence meant. There were only a few people that were even familiar with the term emotional intelligence. The answers varied, but were mostly good guesses. Most had never heard of the term before. One student thinks that EQ is the ability to effectively communicate

and relate to others. It is also the ability to empathize and tailor their communication to the recipient to make it most effective. Another person said they thought it was the awareness of one's emotions and reactions and the ability to channel those emotions productively. One student wrote that they thought it is probably a person's knowledge or understanding about their own emotions and the emotions of others.

The next question asked if they thought emotional intelligence affects a person's workplace success. All 40 said that they believed it did.

The survey asked if the leader is always the person in charge. Thirty-three believed that the leader isn't always in charge. Three students believe that sometimes the leader is in charge and four said the leader is always in charge. One person said that the leader must delegate but is ultimately responsible for the outcome. One survey respondent explained that a leader could be a fellow co-worker. The person is not in charge, but someone who takes charge. One quote stated that, "While the leader may get paid the most or have the higher education, it's often the people under him/her that pushes the leader to lead." Another person commented that a leader is not just a title, it is shown through actions. They believed that a leader is the person who everyone listens to and bases their opinions on. Another survey respondent stated that if a leader can't communicate effectively with the group, everyone might look to someone else who can interpret what the leader is trying to say. That interpreter then becomes a leader as well.

The students felt that training and development was important but not always effective. One survey said, "Some people get really backed up and intimidated by change, or when people require something new from them. They might feel resentful or angry to be asked to learn new skills." Another said that training is the only way to keep

employees up to date on skills that they need to have. Other people stated that if the employees do not feel vested in the new skills the training becomes ineffective and a waste of time. One student commented that when training is mandatory many people do not get excited about the training. It usually turns out to be really boring and on a topic that the employee is not necessarily interested in.

## Discussion

I believe that the project was successful since my research suggests that EQ is important and can affect a workplace. More research still needs to be done, but from the perceptions I have accumulated, it seems that EQ evaluation would be beneficial for companies. It does seem easier to convince companies, besides law firms, of the importance of hiring people with high EQ instead of instituting a training program for enhancing EQ. I believe it will take a while for many professions to understand the relevance and affects that those with high EQ can have on an organization. More hard numbers and examples of EQ hiring success will need to become well known for those who dislike change to take notice.

After I read more about the training and development of emotional intelligence skills, I decided I would like my capstone to focus more on the recruitment for those who already possess high levels of EQ. I did ask a couple of questions of the interviewees and on the survey about training and development of skills to get a feel for what the perceptions on the subject was. Instead of suggesting a training and development program to an organization, I think it would be easier to suggest that companies recruiting for emotional intelligence. I also think that companies would have an easier time changing their advancement strategies to start promoting those with high emotional intelligence to leadership positions. It seemed that the training would take a very long amount of time. This also correlates with a huge amount of money that organizations would have to pay. I didn't think that the benefits were substantial for the costs that would accrue. The research also explains that in order to see any progress in emotional intelligence training, the subjects must be fully committed and work hard to achieve new

goals. While most of the surveys and interviewees said that training was effective in the workplace, it would be easier to change one thing at a time.

I found that most people already think they have high levels of emotional intelligence without really knowing what it means. I think that many people have the ability for one EQ skill to be developed more than the others. “The existence of a single general emotional awareness component suggests some people may be relatively impervious to emotions in the workplace, which may affect their ability to perform in tasks and situations with a heavy inter-personal component such as negotiation and conflict resolution, customer service, etc.,” (Montemayor, 2004, p. 5). It would seem to me that many employees would be skeptical of EQ training and would not be as committed to the program as they would need to be to see any significant change in EQ. I do think that a general knowledge of EQ skills is a good way to keep employees aware it can affect their working environments. I don’t believe that most organizations would benefit from putting their employees through the training. Unless the company was willing to commit a great deal of time and money to a program, I would not recommend that a company have EQ training for all employees. “Management may know the value of regular performance appraisals or training and development opportunities but don’t have the time or inclination to do them,” (Cohen, 2004, p. 45). I do think that the leaders of companies would greatly benefit from EQ training. “The ability to manage emotions is likely to contribute to warm, smooth, and spontaneous social interactions to the extent that it enhances positive emotions, preempts conflict and tension and facilitates executive functions as well as a flexible focus of attention,” (Lopes, 2004, p. 1031). I would highly recommend that an organization put a huge effort into hiring those with high EQ or

training the people that are already in higher positions. “As people move higher in an organization, we need to know that they can build relationships. If we have leaders that are emotionally competent, experienced and have the technical knowledge, then we’ll be successful in their roles,” (People Management, 2004).

Interviews proved to be the most important aspect when deciding if a student will receive a job. From the recruiter’s perspective, it might be difficult to hire by EQ alone because when they do the interviews they may find that the people they want to hire are not the ones with the best grades, but could be getting pressure from the partners to hire only those that are in the top of their class. The interview should be a time when the recruiter is able to see the person’s skills and personality to know if they would fit in the organization. It is important for the people doing the interviewing to have backing from the leaders so it is fine to look for someone who has good grades, but also is a person they can see in the company. Organizations should begin to look at emotional intelligence competencies to decrease turnover, and also insure that employees will be an asset to the continued advancement and growth of their organization. “People who are happy in an organization will work for 10% to 15% less and stay where they are rather than go elsewhere. On the bottom line, it’s worth 14% to keep your employees happy. And that’s part of emotional intelligence –knowing how to do that,” (Fleming, 1999, p. 28). To increase productivity, employee morale, retention and job satisfaction, emotional intelligence evaluation should be introduced to organizations that are not yet realizing the beneficial result these qualities can have on their company.

Recruiters should not only be aware of what emotional intelligence is, but learn how to pick those with already high EQ. They need to be trained on how to ask the right

questions so candidates can express their EQ in the interview. Some organizations are moving toward this new way of approaching interviews of potential employees, but not enough are aware that these skills are necessary to create an ideal culture.

This project also focused on culture and how it can affect all aspects of an organization. I believe that the people in charge are usually responsible for developing the culture that others work in. Many of the students surveyed ended up commenting on the working culture and how the environment can affect their attitude towards work and the leaders in charge. Many felt that a more relaxed work atmosphere was easier to feel comfortable at. They admitted that they usually did more quality work in relaxed settings. While in uncomfortable settings they usually were responsible for more quantity. Others stated that the stress of knowing they were on a deadline would make them stay later and put in more hours. They all agreed that everyone in the work place played a role in how the culture was formed. They all thought that the leaders would have to be the people to change the atmosphere and culture of their workplaces. This is another reason I think that hiring people with high EQ would help a company. The culture can change if there are people that come in and are willing to change it.

Leadership also cultivates a company's culture within an organization. According to Wood, "Culture consists of beliefs, values, understandings, practices, and ways of interpreting experience that a number of people share," (Wood, 2004, p. 64). A company's culture is made of up the same things, but is usually enforced by the leadership. Many companies do nation wide searches to find the best person fit to lead their company. Emotional intelligence evaluating techniques should be used when interviewing these higher up employees, as well as those just starting out. "In every

culture there are shared assumptions about what it means to be human, what our basic instincts are, and what kinds of behavior are considered inhuman and therefore grounds for ejection from the group,” (Schein, 1992, p. 123). Each organization is able to set expectations for what is accepted within the organization. This is usually done by the leaders in the company and is followed by those who do not want to lose their jobs or be punished by the group. A set of rules and norms is established, sometimes without saying them out loud. “To function, every group must develop a system of sanctions for obeying or disobeying the rules. There must evolve some consensus on what symbolically and actually is defined as a reward or punishment and on the manner in which they are administered. The shared assumptions concerning this issue constitute some of the most important elements of an emerging culture in a new organization,” (Schein, 1992, p. 86). While new leaders may not always be coming into a new organization, they are more than likely coming into a new situation. They have the power to change little things that can have a great difference on the attitudes of the employees. They must be able to get a feel for what was appropriate in the organization and see what they would like to change now that they are in charge. Small environmental changes can be done by leadership.

I believe that I might have had different results if I would have surveyed all types of students, instead of just law students. I also could have interviewed people who had more experience in different professions. It is my belief that most people in the law profession rely heavily on their intellect and might have a harder time realizing the importance of EQ. This project also showed that the career services offices need to start

focusing their interview training more on EQ. It also shows that if EQ was taught at a younger age, more people would have higher EQ.

These results added value to the discipline of EQ because it may change the stereotype that lawyers typically have. It shows that the majority of students entering the legal profession understand the importance of EQ and how it can affect their work. It shows that lawyers, while it is crucial they have intelligence to comprehend the law, also think that emotional intelligence is a skill set that would be helpful to them.

The results of this project are a good starting point for companies to understand that EQ evaluation is a trend that will continue to grow with recruiters. The results should get leaders thinking if this type of evaluation would be beneficial in the long run for their company. “Getting the recruitment process right and aligned to the customer experience they wish to deliver will reduce the huge problem of emotional labor, which creates problems of churn and stress at work,” (Shaw, 2002, 16). I believe the results will help leaders start talking and examining the implications that EQ evaluation could have for their organization. “Organizational success is determined not only by employees’ job performance, but also by behaviors that help their coworkers and organization. That is, to be successful, organizations need employees who assist their coworkers, create a positive work environment, and care about their organization,” (Day, 2003, p. 1447).

Appendix

*Student Survey*

- Y N Do most employers base too much emphasis on grades when hiring?
- Y N Do you enjoy working with people who have “soft” skills (nice, personable, cheery, thoughtful, etc.)?
- Y N Do “soft” skills make a person less productive at work?
- Y N Do you enjoy working with people who recognize and understand their own moods and emotions?
- Y N Do you enjoy working with people who recognize and understand other people’s moods and emotions?
- Y N Do you enjoy working with people who can control or redirect their disruptive impulses and moods?
- Y N Do you enjoy working with people who have a passion to work for reasons other than status and money?
- Y N Do you enjoy working with people who are able to build relationships and find common ground with others?
- Y N Do you believe a leader’s behavior influences the rest of the company?
- Y N Is the statement “It’s not the message, but the messenger” true?

Is the leader always the person in charge? (Please explain)

Is training and development for new skills always effective? (Please explain)

What does the term “Emotional Intelligence” mean to you? (Please explain)

- Y N Can emotional intelligence affect your workplace success?

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