



Candidates must complete this page and then give this cover and their final version of the extended essay to their supervisor.

Candidate session number			
Candidate name			
School name			
Examination session (May or November)	MAY	Year	2015

Diploma Programme subject in which this extended essay is registered: PSYCHOLOGY

(For an extended essay in the area of languages, state the language and whether it is group 1 or group 2.)

Title of the extended essay: To what extent does emotional intelligence improve job performance in the workplace?

Candidate's declaration

This declaration must be signed by the candidate; otherwise a mark of zero will be issued.

The extended essay I am submitting is my own work (apart from guidance allowed by the International Baccalaureate).

I have acknowledged each use of the words, graphics or ideas of another person, whether written, oral or visual.

I am aware that the word limit for all extended essays is 4000 words and that examiners are not required to read beyond this limit.

This is the final version of my extended essay.

Candidate's signature: _____ Date: 21 Jan '15

Supervisor's report and declaration

The supervisor must complete this report, sign the declaration and then give the final version of the extended essay, with this cover attached, to the Diploma Programme coordinator.

Name of supervisor (CAPITAL letters) _____

Please comment, as appropriate, on the candidate's performance, the context in which the candidate undertook the research for the extended essay, any difficulties encountered and how these were overcome (see page 13 of the extended essay guide). The concluding interview (viva voce) may provide useful information. These comments can help the examiner award a level for criterion K (holistic judgment). Do not comment on any adverse personal circumstances that may have affected the candidate. If the amount of time spent with the candidate was zero, you must explain this, in particular how it was then possible to authenticate the essay as the candidate's own work. You may attach an additional sheet if there is insufficient space here.

is a very conscientious and academically able student. As her Psychology Teacher I am aware of her natural flair for the subject, and an exceptional writing ability. had difficulty in selecting a research question but finally chose this topic as it interested her. She has used a wide range of resources to help explore her research question. used the library database and other reputable sites. She has formed a well-structured and articulated argument. ✓
came to me for guidance on essay topic and structure, as well as how to express her argument. But as a very strong independent learner was able to construct this essay with minimal input from me. Upon completion of the essay, was able to discuss her research and conclusions with ease. I have no doubt that this essay is the result of a lot of hard work. ✓

This declaration must be signed by the supervisor; otherwise a mark of zero will be issued.

I have read the final version of the extended essay that will be submitted to the examiner.

To the best of my knowledge, the extended essay is the authentic work of the candidate.

As per the section entitled "Responsibilities of the Supervisor" in the EE guide, the recommended number of hours spent with candidates is between 3 and 5 hours. Schools will be contacted when the number of hours is left blank, or where 0 hours are stated and there lacks an explanation. Schools will also be contacted in the event that number of hours spent is significantly excessive compared to the recommendation.

I spent hours with the candidate discussing the progress of the extended essay.

Supervisor's signature

Date: 17/1/2015

Assessment form (for examiner use only)

Candidate session number		
--------------------------	--	--

Achievement level

Criteria	Examiner 1	maximum	Examiner 2	maximum	Examiner 3
A research question	<input type="text" value="2"/>	2	<input type="text"/>	2	<input type="text"/>
B introduction	<input type="text" value="2"/>	2	<input type="text"/>	2	<input type="text"/>
C investigation	<input type="text" value="4"/>	4	<input type="text"/>	4	<input type="text"/>
D knowledge and understanding	<input type="text" value="3"/>	4	<input type="text"/>	4	<input type="text"/>
E reasoned argument	<input type="text" value="3"/>	4	<input type="text"/>	4	<input type="text"/>
F analysis and evaluation	<input type="text" value="3"/>	4	<input type="text"/>	4	<input type="text"/>
G use of subject language	<input type="text" value="4"/>	4	<input type="text"/>	4	<input type="text"/>
H conclusion	<input type="text" value="2"/>	2	<input type="text"/>	2	<input type="text"/>
I formal presentation	<input type="text" value="4"/>	4	<input type="text"/>	4	<input type="text"/>
J abstract	<input type="text" value="2"/>	2	<input type="text"/>	2	<input type="text"/>
K holistic judgment	<input type="text" value="3"/>	4	<input type="text"/>	4	<input type="text"/>
Total out of 36	<input type="text" value="32"/>		<input type="text"/>		<input type="text"/>

Name of examiner 1: _____
(CAPITAL letters)

Examiner number: _____

Name of examiner 2: _____
(CAPITAL letters)

Examiner number: _____

Name of examiner 3: _____
(CAPITAL letters)

Examiner number: _____

IB Assessment Centre use only: B: _____

IB Assessment Centre use only: A: _____

Running Header: THE EXTENT TO WHICH EMOTIONAL INTELLIGENCE IMPROVE
JOB PERFORMANCE IN THE WORKPLACE

Extended Essay: Psychology ✓

To what extent does emotional intelligence improve job performance in the workplace? ✓

May 2015 Session ✓

Word Count: 3,991 ✓

Abstract

Emotional Intelligence (EI), or the ability to analyze and regulate emotions, is increasingly relevant today due to increasing competitiveness in the workplace. Researchers are moving away from the traditional intelligence quotient measures, and employers are taking into account employees' emotional capabilities instead of merely the conventional college degree, prior experience, and intelligence measurements as criteria for recruitment. The aim of this paper was to evaluate the effectiveness of EI when incorporated in businesses by focusing on the research question: *To what extent does emotional intelligence improve job performance in the workplace?*

This investigation utilized empirical research in order to evaluate the extent to which EI improves job performance. For example, EI training and its effects in the workplace were investigated to see whether it resulted in increase in revenues, as an indication of increase in job performance. Methods of measuring EI was also thoroughly analyzed thoroughly, with studies' limitations considered. The studies focused upon reached the same conclusion in that emotional intelligence brings benefits to the workplace (Spencer & Spencer, 1993). Both old and contemporary literature were utilized to compare findings and reach a conclusion.

It was concluded that EI to a very large extent improves job performance in the workplace, but the degree to which it does, depends on the nature of the occupation. By enabling people to better foster relationships, evaluate emotions, and cope with stress, EI is extremely advantageous. However, there rises a few limitations: whether EI is a valid concept or form of intelligence, its vagueness in definition, its unquantifiability and challenges in measurement, and that it is co-occurring and not the cause of job performance improvement. Therefore, this indicates that more research is needed to evaluate EI as a concept in order to ensure that its implementation can truly bring benefits to society.

(299 words)

Table of Contents

Abstract.....pg. 2

I. Introduction.....pgs. 4-5

II. About emotional intelligence.....pgs. 5-10

a. What is emotional intelligence?pgs. 5-6

b. Development of emotional intelligence.....pg. 6

c. Measuring emotional intelligence.....pgs. 6-7

d. How emotional intelligence differs from intelligence quotient.....pg.8

e. Factors affecting emotional intelligence.....pgs. 8-9

i. Biology behind emotional intelligence.....pgs. 8-9

ii. Other factors contributing to emotional intelligence.....pg. 9

f. Importance of emotional intelligencepgs. 9-10

g. How to improve emotional intelligence.....pg. 10

III. Work and emotional intelligence.....pgs. 10-15

a. What emotional intelligence affects in the workplace.....pgs. 10-11

b. Value of emotional intelligence at work.....pgs. 11-13

c. Types of work.....pgs. 13-14

d. Alternate factors affecting job performance.....pg. 15

IV. Evaluation of emotional intelligence.....pgs. 15-17

V. Conclusion.....pgs. 17-18

References.....pgs. 19-24

Appendix.....pg. 25



I. Introduction

For two millennia, the Stoics of ancient Greece and Rome considered emotion, opposite to logic, as inferior (Grewal & Salovey, p. 330). With time, the relationship between emotion and rationality becomes understood, introducing the study of emotional intelligence. Neurologist Antonio R. Damasio of University of Iowa proposes that emotion and reason are indivisible, substantial evidence showcasing emotion's prominence today. (as cited in "Q+A Antonio Damasio", 2014) ✓

Emotional intelligence (EI) is "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" (Goleman, 1995, p. 375). Salovey & Mayer's Four Branch Model of Emotional Intelligence (1997) summarizes EI as: managing emotions, understanding emotions, facilitating thought, and perceiving emotions ("The Four", 1997). ✓

The 21st century is rapidly changing. With competition, there is increasing popularity of implementing EI to the workplace. EI's positive correlation with performance is valued greatly, incorporated into training for firms including L'Oreal, American Express, and the U.S Air Force (Bradberry & Greaves, 2003). Presently, more companies rely on human resources, since individual competencies enhance overall performance of a company. ✓

This paper's question is relevant to the present world as EI is expanding its influence. If, through this essay, the extent to which EI affects job performance can be thoroughly investigated, findings from this paper may translate into insights for team-building and improving training programs, finding a standardized quality for employee recruitment. Since EI is a relatively young theory, founded in the 1990s by Peter Salovey and John D. Mayer, this essay is an opportunity to evaluate EI's effectiveness and contribute to its hypothesis-testing stage. ✓

This paper debates whether EI will truly improve job performance, hence “to what extent” in the research question. Job performance in this essay will be a quantitative measurement: profits yielded from revenue selling and percentage increases indicating business growth. Workplace refers to any and all occupations across corporations. ✓

The essay question weighs heavy relevance to current real-life situations, hopefully bringing new insights that allow companies to thrive, enhance work efficiency, and foster a greater sense of work ethic through the investigation: *to what extent does emotional intelligence improve job performance in the workplace?* ✓ *EQ.*

II. About emotional intelligence (EI)

a. What is emotional intelligence?

Emotional intelligence (EI), interchangeable to emotional quotient (EQ), refers to an individual’s capability in coping with environmental factors. EI is “the ability to perceive accurately, appraise, and express emotion; the ability to access and or generate feelings when [people] facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997). EI includes happiness, enthusiasm, optimism, leadership, the ability to manage stress and evaluate others’ emotions, the ability to possess integrity, incorporate creativity, flexibility, and resilience, and the ability to have empathy and understanding towards others. (Cox, 2011, p. 436-437) ✓

From Edward Thorndike’s oversimplified definition of social intelligence in 1930, to David Wechsler predictions on the essentiality of social intelligence to life successes, to Abraham Maslow’s belief in that emotional strength can constantly be improved upon, to Howard Gardner’s notion of multiple intelligences in 1940, ✓ and finally, to Wayne Payne’s

introduction to EI, EI yields a number of definitions due to its varying origins. (Grewal & Salovey, p. 330). ✓

Depending on the theorist, the definitions of EI vary. Overlapping definitions lead to vagueness on EI's meaning (Druskat, Sala, & Mount, 2006). There is no sole definition that helps EI becomes distinguished from other psychological explanations of controlling emotions, such as trait anxiety and coping dispositions (Zeidner et al., 2004, p. 373). To truly investigate whether EI can improve job performance in the workplace, EI's background must be thoroughly investigated. ✓

b. Development of emotional intelligence

Some would argue that EI is malleable, constantly improvable. According to Fineman (1997), one's childhood learning and experiences, including the environment they live in, link to EI (as cited in Khosravi, Manafi, Hojabri, Aghapour, Gheshmi, 2011, p. 224). Majorly developed during adolescence, EI is alterable, as it is not an inherent quality. It is an acquired skill that can be honed, due to the human brain's neuroplasticity. ✓

c. Measuring emotional intelligence

Since EI is a relatively new theory, there is no single best solution to measure EI. Emotion, a component of the cognitive level of analysis, is far too abstract to be quantitated to a numerical value. Methods to calculate EI include Bar-On in 1997, the EQ Map by Cooper in the same year, and the Emotional Competency Inventory Test (ECI) by Goleman in 1999. The most recent one is the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT Test) created in 2002 (Deepa & Krishnaveni, 2008, p. 76). ✓ EI measurements consist of self-judgment questionnaires, such as the Schutte Self-Report EI by Schutte in 1998 (Schutte et al., 1998, p. 167-177) or the Trait Emotional Intelligence Questionnaire

created by K.V Petrides (Deepa & Krishnaveni, 2008, p. 76). Largely based on the participant's self-perception, questionnaires lack reliability and validity, as they lead to demand characteristics. Answers are transient, depending on mood. The subjectivity allows participants to answer administered tests according to situation, leading to confirmation and social desirability bias. The test also shows that the correlation is a very low number of $r=0.30$ out of the 1; a person's intelligence measured by the test and his actual EI is at a large discrepancy (Mayer et al., n.d.). Self-report measurements are difficult to analyze due to weak correlations. ✓

The lack of empirical methods is a relevant evaluation point regarding the essay's key research question. Most EI measurements were created in the 1980s (Gowing, 2004, p. 10), rather outdated, simply measuring general mood. For example, the Bar-On model, considers intra-personal (ability to be cognizant of emotions) and inter-personal (ability to maintain social relationships) skills, adaptability, stress management, and general mood areas of a person (Bar-On, 2004, p. 111-142). These are criteria, not predictors, and these five personality factors are more suited in being calculated with personality measurements (Murphy, 2006). Evaluating one's own emotional capabilities is problematic, as according to professors Sigal Barsade and Donald Gibson, it is analogical to estimating math skills by asking "How great are you at solving quadratic equations?" instead of making people solve quadratic equations (Grant, 2014). ✓

Attempts to improve upon measuring methods include the analysis of facial expressions, a more non-verbal measure (Brown & Levenson, 1978, p. 56-311). Yet, this, too, requires questioning, since cross-cultural human expressions are socially constructed; therefore, not entirely universal (Hare, 1986). The irresolute methods of measuring EI question the extent to which EI affects job performance. ✓

d. How emotional intelligence (EI) differs from intelligence quotient (IQ)

Compared to intelligence quotient (IQ), EI is a better method for measuring the quality of one's job performance. Two people possessing the same jobs have the same IQ. However, with EI, one can be a significantly better performer in the workplace (Emmerling, Shanwal, Mandal, 2003, p. 70). ✓

However, there is discordance regarding EI and IQ's correlation—it is ambiguous as to whether EI influences IQ or vice versa, as it is difficult to compare EI and IQ on equitable grounds, since techniques for computing them are dissimilar. Both EI and IQ tests do not rule out cultural and language bias, making measurements inaccurate. IQ measurements in autistic children yield high results (Baron-Cohen, 1999), yet their EI skills are low as their communication skills and social relations are to them, a challenge. Seeing that IQ and EI are two completely different measurements, the old method of categorizing things by “intellectuality” or “non-intellectuality” through IQ can be improved upon, as EI can improve job performance in the workplace. ✓

e. Factors affecting emotional intelligence

i. Biology behind emotional intelligence

The amygdala and other limbic structures account for EI. According to Bear, Connors, & Paradiso (1996), those who allow the emotional brain to overpower the rational brain, the neocortex, have higher levels of EI. The amygdala restrains logical procedures of the brain, allowing them to respond by showing more empathy, handling situations with flexibility, etc. However, this also allows people to be less emotionally intelligent, as the amygdala may overstress an individual's emotional response, causing them to respond belligerently. People with high EI levels can regulate their emotions from over controlling their physiological states or meta-regulation of mood (Mayer, Salovey, Caruso, 2004). Therefore, the extent to

which a person responds to situational factors in the workplace, consequently affecting their job performance, is also rooted in biological factors. ✓

ii. Other factors behind emotional intelligence

Environmental factors also affect EI. Childhood poverty links to lower levels of EI. Research by *Proceedings of the National Academy of Sciences* shows how different participants respond to pictures (Beck, 2013). An fMRI shows that those who experienced poverty at age nine seemed to have a prefrontal cortex that dominated in activity as opposed to in the amygdala, emphasizing a lack of emotional control. ✓

Familial relationships also affect EI of students on a secondary level. According to the *International Journal of Scientific and Research Publications*, greater parental acceptance yields higher EI numbers (Bhatia, 2012, p. 4). ✓

Furthermore, females are more emotionally capable than men (Morand, 2001, p. 26; Mayer et al., 1999; Ciarrochi et al., 2000), as they are more aware of others' emotions, are more empathetic, and associate with others better. Similarly, men are more capable of handling stress, analyzing and resolving problems, are more flexible, and are less pessimistic than women. EI grows with age, and genetics may be a key part in the maturation of emotional intelligence. Because different factors affect people's abilities to cope with environmental demands, these must be considered to fully appraise the extent to which EI improves job performance. ✓

f. Importance of emotional intelligence

According to Martinez (1997), people's successes are credited to 20% IQ, but 80% EI (as cited in Goleman, 1995, p. 375). An individual's improvement in performance is directly linked to an individual's EI (Dulewicz & Higgs, 2000, p. 341-372). Dr. Walter Mischel

(1970) in Stanford University conducted a study on emotions, where 4 year-olds waited in a room with a marshmallow. If they did not eat the marshmallow after waiting for 15 minutes, they are rewarded with another. Those displaying patience showed greater ability of emotional control, relating to higher EI levels in adulthood and more successes than those who were impatient (as cited in Khosravi, Manafi, Hojabri, Aghapour, Gheshmi, 2011, p. 224). EI has been directly correlated with higher self-esteem, concentration levels, and successful job outcomes, improving cohesion within organizations as it enhances loyalty, trust, and commitment, thereby causing efficiency and improving job performance in the workplace.

g. Improving emotional intelligence

Unlike IQ, EI can be manipulated and improved. Whereas IQ is predetermined since the early onset of an individual's life and is alterable to a certain degree until teenhood, EI is malleable, and can increase with age and training (Bar-On, 2002). The Weatherhead School of Management conducted a longitudinal study (Boyatzis, Cowan, & Kolb, 1995), where students were told to choose an emotional competency they wish to hone. Participants were monitored from the beginning of the program, throughout graduation, and even after receiving jobs. Results indicated that EI is constantly developed. However, to fully answer whether EI can improve job performance, EI is to be discussed in a workplace setting.

III. Work and emotional intelligence

a. What emotional intelligence affects in the workplace

Because performance in the workplace relies on psychological support received by others, (Kraimer & Liden, 2001), EI is critical in increasing performance by affecting relationships, productivity, and leadership, which stimulate a better work environment.

Internal relationships impact efficiency and productivity of the workplace, determining successes in businesses (Keyser, 2013). By allowing people to better cope with stressors, time demands, and often the need to adapt to company structure changes, EI improves job performance in the workplace by fostering positive relationships, increasing team efficiency, and nurturing social capabilities (Lopes, Grewal, Kadis, Gall, Salovey, 2006). As the American Institute of Stress reports, stress accounts for 40% of job changes and 80% work-related problems (Chamorro-Premuzic, 2013). EI can attenuate stress by honing skills to cope with them, increasing productivity. ✓

Workplace performance is also dependent on the leadership it is under. Strong leaders create a suitable workplace environment for its employees, therefore fostering greater improvements in job performances. Stone, Parker, and Wood (2005) conducted a study involving 464 principals and vice-principals from nine schools in Canada (as cited in Cook, 2006, p. 41). Those scoring higher in four emotional intelligence aspects of relationships, adaptability and stress management were found to be in the above average leadership group, while the latter were in the below average leadership group. ✓

b. Value of emotional intelligence at work

Today, organizations deviate from the typical evaluation of experience, training, and college graduate as criterion for success, but consider the way employees socially interact (Hamel and Prahalad, 1991, p. 225). Goleman (2001) claims that a company's employee holding higher positions have higher levels of EI. EI can improve job performance, as seen in the following studies. ✓

A multinational consulting firm found that employees scoring above the median or 9 of the 20 EI criteria, generated an increase in \$1.2 million profit, a 139% increase in revenue (Boyatzis, 1999). Similarly, selection of sales agents at L'Oreal were altered from the

traditional criteria based on leadership and sales abilities, to EI as the criterion. This change generated a net revenue increase of \$2,559,360 (Spencer & Spencer, 1993; Spencer, McClelland, & Kelner, 1997); significantly improving job performance in the workplace.

After EI training, a national insurance company sold policies worth \$114,000, as opposed to the average \$54,000 (Hay/McBer Research and Innovation Group, 1997; Cherniss, 1999). Psychologist Daniel Kahneman stated that more people would exchange in business transactions with a person they trust and enjoy being with, even if they are providing a product of second-class at unreasonable prices (Jensen, 2012). This portrays that insurance sellers with higher EI levels are advantaged, as they can sell more products, making them an asset to the company.

Similarly, EI allowed salesmen of Met Life to sell 37% more life insurance in their first two years than the average employee (Seligman, 1990). Optimistic salesmen are quick to improve, adapt, and make external causal attributions while pessimists attribute failures internally, falling behind when confronted with setbacks. Employees who scored highly on optimism tests but failed the standardized examination, sold 27% more insurance than the regular experienced agent. This portrays that pessimistic salesmen, when motivated to have a more positive approach to circumstances by increasing EI, can significantly improve job performance in the workplace.

Even a manufacturing plant company experienced similar benefits. By training its employees to increase emotional competencies, goals were exceeded by \$250,000 and production increased by 17% (Pesuric & Byham, 1996; Porras & Anderson, 1981; Cherniss, 1999). There is also an increase in business by 18.1% as opposed to the typical 16.2% for those trained in EI in American Express (Cherniss, 1999). Lastly, debt collectors were able to achieve their goals by 163% in a three-month period as opposed to the typical 80%, all due to EI (Bachman et al., 2000).

Egon Zehnder International Search firm found that 515 senior executives that had higher EIs were better employees than those who had higher IQs or greater prior experiences (Cherniss, 2003). Cavallo & Brienza (2003) conducted a study of 358 managers from Johnson & Johnson, concluding the same. Similarly, a study conducted by Fernandes-Aaroz (2001) in Latin America, and 315 managers in Japan and Germany conducted by Daniel Goleman (Cherniss & Goleman, 2001), along with a study of 1171 Air Force recruiters, displayed the same. AT&T found a 20% difference in productivity with those who had high EI (Bradberry & Greaves, 2003), and Goleman, Boyatzis & McKee (2002) found an 85% difference in job performance after conducting studies for Credit Suisse, IBM, Lucent, British Airways, PepsiCo and other government organizations, academic institutions and healthcare corporations.

Therefore, higher EI levels contribute to a higher ability to perform better in the workplace, as a person of high EI would engage in better social relationships, having higher verbal capacities, and avoiding conflicts. Through adaptability, an increase in the awareness of others' and own feelings, and high levels of motivation, one can improve job performance in the workplace. The extent to which EI improves job performance in the workplace is very large. Yet, the degree to which EI improves job performance should be considered in different workplace contexts.

c. Types of work

Occupations requiring high EI levels are ones that require social interactions, namely teaching and counseling. Work that involves administrative tasks would not require high levels of EI, unlikely improving job performance. The focus of this essay must be reconsidered; the extent to which EI improves job performance in the workplace varies to different degrees depending on the nature of the job.

A recent case study focusing on FedEx Express provides relevant evidence as to how a 10-50% improvement in EI yields a correlational result of major improvements in job performance (“Case Study”, 2014). In 2005, FedEx underwent a new training program for its managers, LEAD1. Prior to the training, the managers took an EI assessment. Over the next six months, EI-increasing training began. At the end of the study, participants were required to take the EI assessment again (see Appendix 1 for graph result). ✓

According to results, after EI training, all EI components increased. Conclusions portray a 20% increase in relationships between a leader and her team, a 10% increase in a manager’s change in the way he treats people, and impressive rises in revenue. Employees became more able in following the company’s “PSP Philosophy” – People-Service-Profit, significantly raising revenue. Because FedEx Express is very people-oriented, those tested in this study showed major improvements in job performance as EI levels increases. However, workers in the logistics section of FedEx Express may not yield to the same degree improvements in job performance, as unpacking and loading boxes would not require much EI. Thus, the extent to which EI improves job performance in the workplace varies to different degrees depending on the type of work, and different roles (e.g. leaders vs. workers). ✓

Similarly, Dana Joseph of University of Central Florida and Daniel Newman of University of Illinois evaluated employees from 191 occupations, concluding that EI is not consistently associated with improvement or enhancement in job performance. (Grant, 2014) Salespeople, real-estate agents, those working in the call center, and counselors see a correlation between EI and their job performance – the higher, the better. Yet, to mechanics, scientists, and accountants, EI is vulnerability rather than a selling point, as analyzing emotions, a skill irrelevant to their jobs, serves as a distraction. ✓

d. Alternate factors affecting job performance

Other factors improving job performance in the workplace must be considered. The correlation between whether EI affects job performance is vague; EI and job performance do not portray a directional, cause-effect relationship. EI cannot be isolated as a single factor that affects job performance. Productivity, workplace satisfaction, and overall job performance is affected by lighting, ventilation rates, access to natural light, free air movement, existence of windows, and acoustic environment (Becker, 1981; Humphries, 2005; Vietch, Charles, Newsham, Marquardt & Geerts, 2004; Karasek & Theorell, 1990). According to Iyer and Soberma (2005), job performance is highly affected by compensation in terms of salary and bonuses, effort appraisal (how much it costs for an employee to work) (Brown & Peterson, 1994), goal-setting, feedback, role congruity, defined processes, support, mentoring, and resource availability. The extent to which EI improves job performance must be further investigated.

IV. Evaluation of emotional intelligence

There are other evaluation points to consider about EI as a concept.

IQ gets one a job, but EI determines whether one will be promoted or downgraded. A multi-tasking employee in an organization displays how the two complement one another— IQ is not what solely matters in improving job performance, and EI is not the sole factor that determines one's success: both need to commingle and enhance one another simultaneously. However, Locke (2005) believes that EI is not a valid form of intelligence, but rather a misconstrue on the concept. EI is not a different type of intelligence but is one utilized in emotions. He believes that EI should be rebranded as an expertise, a learned skill: not a form of intelligence.

Some argue that EI is a fad and not a fact. According to ABC Science, differences in people's job performance up to 25% can be contributed to the different IQ levels, but EI can only explain a 3% difference in job performance, with the exception of 7% difference in jobs that require positive emotions, like that of customer service (McCann, 2012). However, Dr. Carolyn MacCann at The University of Sydney (2012) argues that the 3%-7% difference among workers' productivity amounts to 3-4 more hours of work per week for an entire year, displaying that EI makes the difference and is valid. Many organizations have proved to hire those even with low IQs, simply because EI has been taken account – again portraying that EI is effective. She discovered that EI can explain the 29% of differences in people's eudaimonic well-being, referring to the well-being that allows one to perform to their fullest potential (MacCann, 2012).

Research done on EI is cross-sectional but not cross-cultural, occurring over a short time period; the legitimacy of the results could vary over time. Because the concept is largely popularized in Western nations, the same studies have not been conducted in many Asian countries. Emotional skills vary in different cultures; therefore, answers to MSCEIT should change accordingly depending on cultural context where the test is conducted, considering the influence culture has on the emotional control of a person (Fernandez-Berrocal & Extremera, 2006, p. 8).

Most of the studies on EI include a limited sample size, displaying gender bias, focusing on males more than females. Different personalities and individuals have different EI levels and approaches to situations, and women tend to be more empathetic and patient when faced with a circumstance.

The idea of self-reporting also raises ethical issues, as people become aware of their emotional capabilities: while some may take this as an advantage in bettering their social

skills, others may take it to heart and discourage them from thriving. Some may overvalue their successes while others, their weaknesses.

Many of these emotional tests lack ecological validity. There is a lack of focus in the investigation of EI (Lopes et al., 2003, p. 11) – would people react highly in EI when doing a test, but respond with a low level of EI when a real situation forces them to react?

The overarching question is whether it is possible to accurately measure EI at all, since emotions are unpredictable. Low EI scores among employees may be a result of the uncomfortable experiences in the workplace, thus decreasing their performance alongside their EI levels, not being the cause of their low job performance. Akin to this, high EI scores may be a result of a great experience of the job instead of being the cause for great job performances in the workplace, as EI may be co-occurring.

Furthermore, EI is merely one factor that plays a role in improving job performance, alongside abilities, interests, and motivation theories and psychological concepts (Lowman, 1991). Longitudinal research is required in order to fully appraise the effect of EI. For example, managers and judges have a high EI, yet a person of high EI may not be a good manager or judge, simply because there requires certain skills specific to the job.

Despite EI's existence for 20 years, research is still at infancy. A meta-analysis approach to summarizing findings and leading to a single framework of explanation is necessary.

V. Conclusion

Through the journey, the scope of this essay has transcended beyond: *to what extent to which EI improves job performance in the workplace?* Rather, it is also to the extent to which it can predict job performances prior to employment. Conclusions regarding EI have been too reductionist – emotions are intricate and complex. EI has been popularized largely

due to a reverence of the psychoanalytical—people today ask, “How do you feel” instead of “How do you do?” (“Putting emotional”, 2013).

Regardless, evidences show that EI improves job performance in the workplace to a large extent. However, the extent to which it does, varies on the nature of the work; whereas jobs that require constant interactions, such as managers, require high EI levels to improve job performance, occupations in the legal, medical, and engineering do not (Zeidner, Matthews, & Roberts, 2001, p. 372).

However, the essay allowed for evaluation of the concept of EI as a whole. EI is a valid concept, proven by supporting studies regarding its advantages to job performance, but not everyone agrees due to its overlap with standard personality factors, immeasurability, vague definition, and its limitations. Therefore, whether EI is quantifiable, ceases to exist, or can predict work success, let alone improve job performance, exposes the need for ample research to be conducted and evaluate why EI is related to performance and how it can be implemented to corporations.

Research related to EI has largely been anecdotal or carried out internally (Zeidner et al, 2004). Similar to general intelligence, debated for years, EI also requires time, energy, and effort and take years to be truly understood. Based on Weick’s Theory Construction as Disciplined Imagination (1989), EI is still at the “selection” stage, where it is constantly validly tested (as cited in Jordan, Ashkanasy, Härtel, n.d, p. 195-197).

All in all, although emotional intelligence does, to a large extent, improve job performance, as a concept as a whole, it is a phenomenon that still calls for further research in the current 21st century.

References

- Ajala, E. (2012). THE INFLUENCE OF WORKPLACE ENVIRONMENT ON WORKERS' WELFARE, PERFORMANCE AND PRODUCTIVITY. *The African Symposium: An Online Journal of the African Educational Research Network*, 12(1), 141-149. Retrieved September 5, 2014, from <http://www.ncsu.edu/aern/TAS12.1/TAS12.1Ajala.pdf>
- Babakus, E., Cravens, D., Johnston, M., & Moncrief, W. (1996). Examining the Role of Organizational Variables in the Salesperson Job Satisfaction Model. *The Journal of Personal Selling and Sales Management*, 16(3), 33-46.
- Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment*, 8(3), 176-182.
- Baron-Cohen, S. (1999). Social intelligence in the normal and autistic brain: An fMRI study. *European Journal of Neuroscience*, 11, 1891-1989
- Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description, and summary of psychometric properties. In Glenn Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy*. Hauppauge, NY: Nova Science Publishers, pp. 111-142.
- Bear, M. F., Connors, B. W., & Paradiso, M. A. (2007). *Neuroscience: exploring the brain*, (3rd Ed.). Philadelphia: Lipincott, Williams and Wilkins.
- Beck, J. (2013, October 24). Study: Childhood Poverty Linked to Less Emotional Regulation Later in Life. Retrieved November 20, 2014, from <http://www.theatlantic.com/health/archive/2013/10/study-childhood-poverty-linked-to-less-emotional-regulation-later-in-life/280806/>
- Bhatia, G. (2012). A study of Family relationship in relation to emotional intelligence of the students of secondary level. *International Journal of Scientific and Research*



Publications, 2(12), 1-5. Retrieved July 9, 2014, from <http://www.ijssrp.org/research-paper-1212/ijssrp-p1210.pdf>

Boyatzis, R. E. (1999). From a presentation to the Linkage Conference on Emotional Intelligence, Chicago, IL, September 27, 1999.

Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0* (Illustrated ed., pp. 1-255). TalentSmart, 2009.

Brown, P., & Levinson, S. (1978). Universals in language usage: politeness phenomena. In Goody, E.N. (ed.)

Freedman, J., & Daniel, J. (2014, January 14). Case Study: Emotional Intelligence Improves Leadership at FedEx. Retrieved July 22, 2014, from <http://www.6seconds.org/2014/01/14/case-study-emotional-intelligence-people-first-leadership-fedex-express/>

Chamorro-Premuzic, T. (2013, May 29). Can You Really Improve Your Emotional Intelligence? Retrieved August 14, 2014, from <https://hbr.org/2013/05/can-you-really-improve-your-em>

Cherniss, C. and Adler, M. (2000). *Promoting Emotional Intelligence in Organizations*. Alexandria, Virginia: ASTD.

Cherniss, C., & Goleman, D. (2001). How to select for measure, and improve emotional intelligence in individuals, groups, and organizations. In R. Boyatzis & M. Elias (Eds.), *The Emotionally Intelligent Workplace* (Vol. Advances in Emotional Intelligence, pp. 1-304). San Francisco: Jossey-Bass.

Christensen, M., Iyer, G., & Soberman, D. (2005). Job Satisfaction, Job Performance and Effort: A Re-Examination. In *Job Satisfaction, Job Performance and Effort: A Re-Examination* (Revised Version of 2001/01/MKT ed., Vol. 2005/16/MKT, pp. 1-29). San Francisco: INSEAD.

- Ciarrochi, J., & Forgas, J. (2000). The pleasure of possessions: The interactive effects of mood and personality on evaluations of personal effects. *European Journal of Social Psychology*, 30, 631-649.
- Cook, C. (2006). *EFFECTS OF EMOTIONAL INTELLIGENCE ON PRINCIPALS' LEADERSHIP PERFORMANCE*, 1-103. Retrieved from <http://scholarworks.montana.edu/xmlui/bitstream/handle/1/1099/CookC0506.pdf?sequence=1>
- Cox, J. (2011). EMOTIONAL INTELLIGENCE AND ITS ROLE IN COLLABORATION. *18*(1), 435-445. Retrieved August 21, 2014, from <http://asbbs.org/files/2011/ASBBS2011v1/PDF/C/CoxJ.pdf>
- Deepa, R., & Krishnaveni, R. (2008). *Journal of Contemporary Research in Management. Concepts and Measures of Emotional Intelligence – A Research Prespective, April - June 2008*. Retrieved November 7, 2014, from <http://www.psgim.ac.in/journals/index.php/jcrm/article/viewFile/12/19>
- Druskat, V., Mount, G., & Sala, F. (Eds.). (2005). *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups* (pp. 1-340). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Dulewicz, V., & Higgs, M. (2000). Emotional intelligence – A review and evaluation study. *Journal of Managerial Psychology*, 15(4), 341-372.
- Emmerling, R., & Goleman, D. (2003). EMOTIONAL INTELLIGENCE: ISSUES AND COMMON MISUNDERSTANDINGS. *Consortium for Research on Emotional Intelligence in Organizations*, 2-32. Retrieved September 4, 2014, from http://www.eiconsortium.org/pdf/EI_Issues_And_Common_Misunderstandings.pdf
- Fernández-Berrocal, P., & Extremera, N. (2016). Emotional intelligence. *A Theoretical and Empirical Review of Its First 15 Years of History*, 18(0214-9915), 7-12. Retrieved

from <http://www.psicothema.com/pdf/3270.pdf>

Grant, A. (2014, January 2). The Dark Side of Emotional Intelligence. Retrieved June 14, 2014, from <http://www.theatlantic.com/health/archive/2014/01/the-dark-side-of-emotional-intelligence/282720/>

Grewal, D., & Salovey, P. (2005, July 1). Feeling Smart: The Science of Emotional Intelligence. *American Scientist*, 330-339.

Retrieved from:

http://www.psy.miami.edu/faculty/dmessenger/c_c/rsrscs/rdgs/emot/salovey.emot_intell.amersci.05.pdf

Hare, R. (1986): The social construction of emotions. New York: BasilBlackwell. Questions and Politeness. Cambridge: Cambridge University Press, 56-311.

Jensen, K. (2012, April 12). Intelligence Is Overrated: What You Really Need To Succeed. Retrieved July 21, 2014, from <http://www.forbes.com/sites/keldjensen/2012/04/12/intelligence-is-overrated-what-you-really-need-to-succeed/>

Jordan, P., Ashkanasy, N., & Härtel, C. (2003). The Case for Emotional Intelligence in Organizational Research. *The Academy of Management Review*, (28), 195-197.

Keyser, J. (2013, June 11). Emotional Intelligence Is Key to Our Success. Retrieved September 20, 2014, from <https://www.td.org/Publications/Blogs/Management-Blog/2013/06/Emotional-Intelligence-Is-Key-to-Our-Success>

Khosravi, B., Manafi, M., Hojabri, R., Aghapour, A., & Gheshmi, R. (2011). The Relationship between Emotional Intelligence and Effective Delegation. 2(19), 223-235.

Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (in press). Evidence that emotional intelligence is related to job performance and affect and attitudes at work.

Psicothema.

- MacCann, C. (2012, September 11). Emotional intelligence: Fact or fad? Retrieved January 18, 2014, from <http://www.abc.net.au/science/articles/2012/09/11/3587590.htm>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15, 197-215.
- Mayer, J., Caruso, D., Ciarrochi, J., Dalle, N., Freedman, J., Gardner, K., ... Salovey, P. (2005, January 1). The Four Branch Model of Emotional Intelligence. Retrieved June 18, 2014, from http://www.unh.edu/emotional_intelligence/ei_What_is_EI/ei_fourbranch.htm
- Mayer, J., Ciarrochi, J., Freedman, J., Gardner, K., Hetley, R., Landy, F., ... Salovey, P. (2005, January 1). Measuring Emotional Intelligence. Retrieved August 19, 2014, from http://www.unh.edu/emotional_intelligence/ei_Measuring_EI/eiMeasure_How_do_you.htm
- Morand, D. (2001). THE EMOTIONAL INTELLIGENCE OF MANAGERS: ASSESSING THE CONSTRUCT VALIDITY OF A NONVERBAL MEASURE OF "PEOPLE SKILLS". *JOURNAL OF BUSINESS AND PSYCHOLOGY*, 16(1), 21-32.
- Murphy, K. (2006). *A critique of emotional intelligence: What are the problems and how can they be fixed?* Mahwah, N.J.: Lawrence Erlbaum Associates.
- Putting emotional intelligence to the test. (2013, August 2). *TES Magazine*.
- Pesuric, A., & Byham, W. (1996, July). The new look in behavior modeling. *Training and Development*, 25-33.
- Porras, J. I., & Anderson, B. (1981). Improving managerial effectiveness through modeling-based training. *Organizational Dynamics*, 9, 60-77.
- Q A Antonio Damasio [Personal interview]. (2014, 6).
- Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C., & Dornheim, L.

(1998). Development And Validation Of A Measure Of Emotional Intelligence.

Personality and Individual Differences, 25, 167-177.

Seligman, M. E. P. (1990). *Learned optimism*. New York: Knopf.

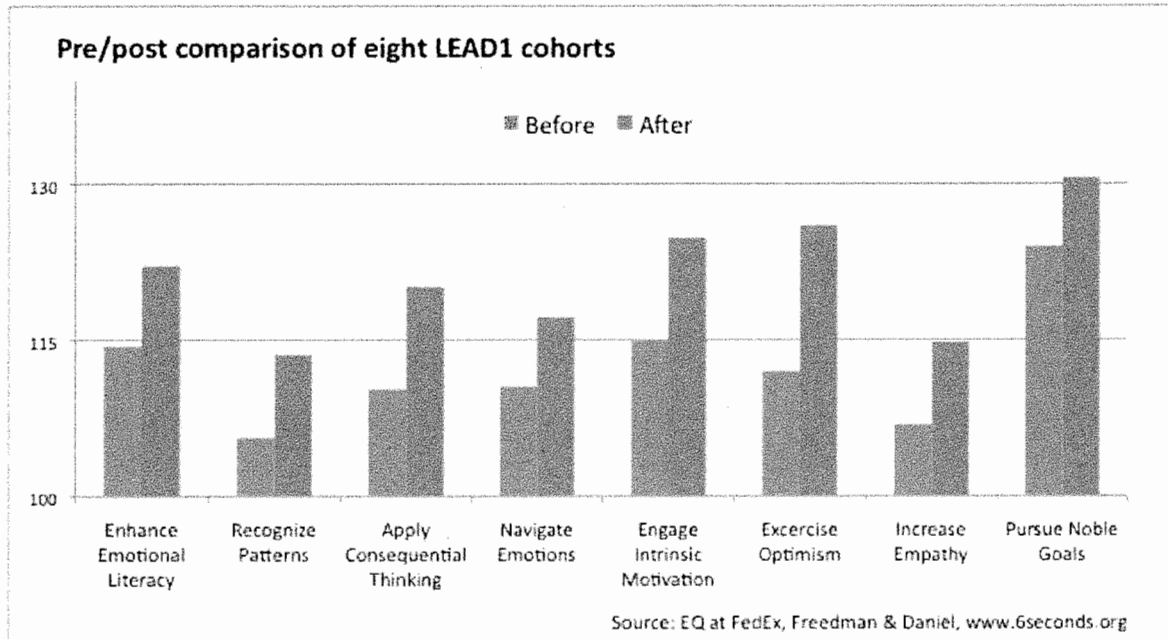
Spencer, L. M. J., McClelland, D. C., & Kelner, S. (1997). *Competency assessment methods: History and state of the art*. Boston: Hay/McBer.

Spencer, L. M., Jr., & Spencer, S. (1993). *Competence at work: Models for superior performance*. New York: John Wiley and Sons.

Zeidner, M., Matthews, G., & Roberts, R. (2004). Emotional Intelligence In The Workplace: A Critical Review. *Applied Psychology*, 53 (3), 371-399. ✓

Appendix

Appendix 1 – FedEx Express Employee EI Levels Pre/Post EI Training *Date?*



Joshua, F. (Photographer). (2014, January 14). Pre/Post comparison of eight LEAD1 cohorts [Print Photo]. Retrieved from <http://www.6seconds.org/2014/01/14/case-study-emotional-intelligence-people-first-leadership-fedex-express/>