

ON THE ROLE OF EMOTIONAL INTELLIGENCE IN ORGANIZATIONS

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By

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## **On the Role of Emotional Intelligence in Organizations**

Today emotional intelligence is a popular topic of many discussions among academic scholars and corporate executives. What exactly is emotional intelligence, and what role does it play in business and in education? In this paper, I will attempt to answer these questions by providing definitions and a brief history of emotional intelligence (EQ); by discussing the key components of emotional intelligence and the importance of EQ in the business world; and, finally, by presenting EQ training techniques in a classroom setting. I will also present the results of EQ training study of “Top 50 National Universities” (2002 US News rankings).

### Brief History and Definitions

The study of emotional intelligence evolved from works by such theorists as Gardner (1983) and Williams and Sternberg (1988), who proposed broader approaches to understanding intelligence. Salovey and Mayer (1990) coined the term “emotional intelligence” and included Gardner’s intrapersonal and interpersonal components in the construct. Goleman (1998) popularized emotional intelligence in the business realm by describing its importance as an ingredient for successful business careers and as a crucial component for effective group performance.

These theorists and many others defined and explained the concept of emotional intelligence. In the course of this research, I found at least a dozen definitions of emotional intelligence (EQ). Here I will include the four most popular ones. Emotional intelligence (EQ) can be defined as:

- ✍ “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use the information to guide one’s thinking and action” (Mayer & Salovey, 1993).
- ✍ “ the intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results” (Weisinger, 1998).
- ✍ “the ability to recognize and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions” (Schmidt, 1997).
- ✍ “the ability to: 1) be aware of, to understand, and to express oneself; 2) be aware of, to understand, and to relate to others; 3) deal with strong emotions and control one’s impulses; and 4) adapt to change and to solve problems of a personal or a social nature (Reuven Bar-On, 1988).

Although many definitions exist, the basic ideas are the same. Emotionally intelligent people are aware of their emotions and the emotions of others. They use that information to guide their thinking and actions. The question here is: What is it that determines whether a person is emotionally intelligent?

## Key Components of EQ

There are five components to emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills.

The first component of emotional intelligence – self-awareness – means, “having a deep understanding of one’s emotions, strengths, weaknesses, needs, and drives” (Goleman, 1995). People who have a high level of self-awareness are very honest with themselves and others. They avoid the extremes of being overly critical and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others, and their job performance (Goleman, 1995).

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them from being prisoners of their feelings (Goleman, 1995). People with a high degree of self-regulation are more capable of facing the ambiguities of an advancing industry than those whose degree of self-regulation is low. Furthermore, people with a high level of self-regulation can help to enhance the integrity of an organization by not making bad decisions through impulse behaviors. Self-regulation will help individuals stay in control of their feelings and make thoughtful decisions.

The third component of emotional intelligence is motivation. Motivated individuals want to achieve beyond their and everyone else’s expectations. Motivation extends to the deep inner desire to achieve for the sake of achievement. Some of the signs that an employer will see in a motivated employee are: passion for his or her work, quest for challenges, desire to learn, and pride in completing a job well. Motivation makes people restless; therefore, they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people constantly raise their performance expectations for themselves, their team, and their organization. One of their greatest qualities, however, is remaining optimistic even though they have experienced failure or a setback. This is a valuable benefit to an organization, because it means that a motivated person is committed to seeing the company succeed in its goals and objectives.

The fourth component of emotional intelligence is empathy. When an individual shows empathy, he or she is aware and considerate of other employees’ feelings. The empathetic person combines employees’ feelings and other factors in order to make decisions. There are three reasons why empathy is important to leadership in today’s business world: “the increasing use of teams, the rapid pace of globalization, and the growing need to retain talent” (Goleman, 1995). When using teams, empathetic individuals can be astounding leaders because of their abilities to recognize and understand other opinions. Empathetic leaders play a key role when globalization is a factor, because they can understand the importance of others’ cultural differences. Empathetic individuals are also effective in retaining talent because they are able to develop personal rapport with new employees or protégés during coaching and mentoring stages. Through these growing relationships, an empathetic leader can provide them with effective feedback, which is essential in retaining employees.

The fifth component of emotional intelligence is social skills. Individuals use their friendliness in order to have people do what they want. Social leaders are able to build a rapport easily by finding some type of common ground with everyone, thus establishing a broad circle of acquaintances

(Goleman, 1995). In addition, the social individual is an effective persuader and is able to manage teams effectively.

As described above, the emotionally intelligent leader has many wonderful attributes. He or she is an empathetic person and a great motivator. In addition, an emotionally intelligent leader understands his or her weaknesses and is able to control his or her emotions.

As described in the next section, emotionally intelligent leaders can utilize these traits differently, thereby forming different leadership styles. These leadership styles can affect the climate of the organization, both positively and negatively.

EQ, Leadership Style, and Organizational Effectiveness

The link between EQ strengths in a leader and the organization’s climate is important for EQ theory. A Hey/McBer analysis of data on 3,781 executives, correlated with climate surveys filled out by those who worked with them, suggests that 50 to 70 percent of employees’ perception of working climate is linked to the EQ characteristics of the leader (Goleman, 2000). Research drawing on that same database sheds light on the role of EQ competencies in leadership effectiveness. It identifies how six distinct styles of EQ-based leadership affect climate. Four styles – the visionary (sometimes called the “authoritative), the affiliative, the democratic, and the coaching – generally drive climate in a positive direction. Two styles – the coercive and the pacesetter – tend to drive climate downward, particularly when leaders overuse them (though each of these two can have positive impact if applied in appropriate situations). Table 1.1. summarizes these effects.

Table 1.1. **LEADERSHIP STYLE, EQ, AND ORGANIZATIONAL EFFECTIVENESS**

<b>LEADERSHIP STYLE</b>						
	<b>Coercive</b>	<b>Authoritative (Visionary)</b>	<b>Affiliative</b>	<b>Democratic</b>	<b>Pacesetter</b>	<b>Coach</b>
<b>When Appropriate</b>	In a crisis, to kick-start a turnaround, or with problem employees	When change requires a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate during stressful times	To build buy-in or consensus, or to get valuable input from employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
<b>Objective</b>	Immediate compliance	Mobilize others to follow a vision	Create harmony	Build commitment through participation	Perform tasks to a high standard	Build strengths for the future
<b>Impact on Climate</b>	Strongly negative	Most strongly positive	Highly positive	Highly positive	Highly negative	Highly positive
<b>EQ Competencies</b>	Drive to achieve, emotional self-control	Self-confidence; empathy; change catalyst	Empathy, building bonds; conflict management	Collaboration; team leadership; communication	Conscientiousness; drive to achieve; initiative	Developing others; emotional self-awareness

Visionary leaders are empathic, self-confident, and often act as change agents. Affiliative leaders, too, are empathic, with strengths in building relationships and managing conflict. The democratic leader encourages collaboration and teamwork and communicates effectively – particularly as an excellent listener. The coaching leader is emotionally self-aware, empathic, and skilled at identifying and building on the potential of others (Goleman, 2001). The coercive leader relies on the power of his position and orders people to execute his wishes. This type leader is typically handicapped by a lack of empathy. The pacesetter leader sets high standards and exemplifies them. He or she exhibits initiative and a very high drive to achieve, but is often micromanaging or criticizing those who fail to meet his or her own high standards rather than helping them to improve.

Most effective leaders integrate four or more of the six styles regularly. They switch to the one most appropriate in a given leadership situation. For instance, the study of school leaders found that, in those schools where the heads displayed four or more leadership styles, students had superior academic performance relative to students in comparison schools. In schools where the heads displayed just one of two styles, academic performance was poorest. Often the styles here were the pacesetter or coercive ones, which tended to undermine teacher morale and enthusiasm (Hay/McBer, 2000).

In order to increase the level of employees' performance, morale, and enthusiasm, many organizations today want to promote an emotionally intelligent culture. To succeed in that, organizations must foster the following attributes (Book, 2000):

- ✍ The organization “promotes a culture in which openness and transparency are the norm”.
- ✍ Respectful assertiveness must exist in the organization.
- ✍ The organization encourages diversity.
- ✍ The organization tolerates constructive disagreement.
- ✍ The organization values flexibility and communication among its various departments.

By having these attributes, an emotionally intelligent organization can plan several years in advance, and its employees can work with each other more effectively.

In addition to having these characteristics, an emotionally intelligent organization should understand and possess the “3 R's”. That is, the “capacity to recruit, retain and rouse its workforce” (Books, 2000). Being able to retain its workforce is an advantage to an organization because of the expense of hiring and training new employees. In addition, high turnover can result in low employee morale. Therefore, it is best if a company has an ability to retain its current workforce. Rousing its workforce is also an important attribute of emotionally intelligent organizations. Motivated employees will work harder for the company and will likely be the most satisfied. To rouse their employees, companies should include them in the decision making process and recognize their contributions (Book, 2000).

It is necessary to have all three attributes present in the company in order for it to develop emotional intelligence. However, there are two even more important factors that influence the level of emotional intelligence of the company. The first one is the CEO's emotional intelligence.

The characteristics of leaders possessing a high level of emotional intelligence are as follows (Saavedra, 2000):

- ✍ They set goals that are clear and mutually agreed upon.
- ✍ They prefer praise as a tool for training and inspiring employees.
- ✍ They rely on decentralization for achieving their goals.
- ✍ They focus on employees and their feelings.
- ✍ They are role models.

As discussed previously, these leaders exhibit a high degree of self-actualization, self-regard, and a strong sense of self-awareness. They admit their mistakes and seek to learn from them.

The second factor that affects the organization's ability to foster an emotionally intelligent culture is organizational structure (Book, 2000). This structure must include "the organizational chart, role descriptions, lines of accountability and authority, and formal channels of communication up and down the organizational chart" (Book, 2000). Companies with this organizational structure in place are increasingly flexible and allow for bottom-up decision making.

As I have mentioned above, having an emotionally intelligent organization requires an effective, emotionally intelligent CEO. That is why it is important that CEOs pass their skills to their successors. Succession planning becomes critical during this process. Does having emotional intelligence facilitate this process? Who must have emotional intelligence? Is it important for the Board to display attributes of emotional intelligence as well?

CEO succession is definitely an emotional time for all members involved in the process. The Board, the successor, the outgoing CEO, and senior managers have many thoughts and feelings about the change. Each group experiences different emotions.

- ✍ The Board of the company is often "caught in the middle of a power struggle" (Stock, 2001) between the successor CEO and the outgoing CEO. They may feel loyal to the outgoing CEO and may feel unsure about the new CEO.
- ✍ The outgoing CEO may feel resentful of the changes the successor is making or defensive about what he or she put in place. In addition, he or she may feel uneasy about the future and possibly experience a feeling of guilt (Stock, 2001).
- ✍ The successor may feel frustrated, angry and unable to move forward because of the loyalty employees have to the predecessor. He or she may be unwilling to make drastic changes because of fear of resentment and criticism (Stock, 2001).
- ✍ The senior management team may feel threatened and overwhelmed (Stock, 2001) by the drastic changes introduced by the new CEO. They may also start worrying about the issue of job security.

As described above, the succession process is charged with many emotions. It definitely takes emotionally intelligent people to manage the process effectively; therefore, it is important that all groups possess this characteristic. Emotionally intelligent individuals will communicate their feelings and will control their emotions. By doing this, they will help facilitate the process and make the transition smoother.

High levels of emotional intelligence can definitely be advantageous for those companies that possess this quality. How can we learn to become emotionally intelligent leaders? Is this something that can be taught? The remainder of the paper discusses the various training techniques that can be used in the classroom.

### EQ Training Techniques in the Classroom

In order for emotional intelligence to positively emerge as an ingredient for a successful business career, it must first be integrated into classroom learning. Because emotional learning is processed differently than any other type of learning, it must evolve from a training and developmental approach. This approach can be broken down into four stages that will ensure the success of emotional learning and encourage effective individual and group performance. The four stages of training are preparation, training, transfer and maintenance, and evaluating change (Tucker, Sojka, Barone, McCarthy, 2000).

The first stage – preparation – consists of assessing personal strengths and weaknesses, linking learning goals to personal values, and gauging readiness. This stage of training can begin only if a student is motivated to commit to a change and is ready to put in a great amount of concentrated effort. This motivation is critical because college students are generally unaware of their own emotional weaknesses and already possess an understanding of themselves and how they relate to other people. In order to generate the self-evaluation needed to begin this stage, students must first examine their abilities to apply emotional intelligence and evaluate their strengths and areas in which they need improvement.

The feedback from this evaluation is more positive if the student realizes the self-assessment as a confidential development tool and the instructor's interest as a motivation to succeed (Tucker, Sojka, Barone, McCarthy, 2000). The instructor also should offer students a choice as to whether or not they wish to participate in the evaluation because individuals will be more motivated to change if they are presented with options. This change, according to behavior researchers, occurs after students move through the following four stages of readiness to change (Tucker, Sojka, Barone, McCarthy, 2000):

- ✍ Students deny that they have any need for a change.
- ✍ Students delay action to change. Although they see the need, they are not sure that anything can be done to cause the change.
- ✍ Students realize the problem but have not worked out a plan that will allow them to deal with it.
- ✍ Students incorporate a plan and begin the process to change.

The self-assessment completed at the beginning of training will ensure that the student moves from stage one to stage two; whereas, the exercises and motivational tools provided by the instructor will help students move into stages three and four.

During stage two – training – the instructor gathers all information provided by the students' self-assessment and provides an intervention appropriate to the students' level of readiness. At this stage, the instructor and the student must foster a positive relationship because of the potential threats to the students' self-esteem that may occur in emotional learning. If a positive relationship is established, then the instructor can most effectively offer the proper motivation and match each

student's needs and goals with the appropriate self-awareness training. For example, a classroom training exercise that promotes self-awareness asks students to list all the emotions they can name. Then they are asked to choose from that list all the emotions that they expect to face during the course of that day. Finally, during the next class period, they will list all the emotions that they experienced during that day and compare their expectations with the reality.

Another activity that promotes not only self-awareness but also relating well with others is asking students to identify a particularly troublesome working relationship. After identifying the problem, students must review their listening and verbal skills as well as any nonverbal communication skills to determine what they could have done differently. Then the students learn techniques that will help them realize when others are not in control of their emotions and find ways to manage those emotions. Techniques include offering the person a drink of water or redirecting the conversation. The students then write a scenario that describes observing a person not in control of his or her emotions and then rewrite the scenario using one or more of the control techniques. After using one or more of these exercises and providing feedback and motivational support, the instructor can move the students to the third stage.

The success of stage three – the transfer and maintenance – of emotional training largely relies on the faculties' ability to provide a supportive environment for the student. A supportive environment encourages the use of proper emotional skills and provides a culture that will support further growth (Tucker, Sojka, Barone, McCarthy, 2000). This encouragement can come by modeling desired competencies and reminding students to use the skills that they have learned. Once the transfer and maintenance phase is established and students obtain support from the faculty, the fourth stage can take place.

At stage four – evaluating change – students will evaluate their progress at the end of each year. This not only allows the student to access his or her emotional progress but it also encourages continuous improvement and provides an ongoing evaluation of the faculty as well. This evaluation will ensure that the program can become more effective over time by monitoring social and emotional competence when linked to learning (Tucker, Sojka, Barone, McCarthy, 2000).

#### EQ Academic Preparation and Training: A Study of USNews 2002 “Top 50 National Universities”

Students learn to be emotionally intelligent through communication with college peers and professors. However, apart from this informal process of EQ learning, it is critical that they go through EQ training in a formal setting. That is why it is important for emotional intelligence training to be implemented in colleges and universities. People improve their EQ through numerous life experiences over periods of time. However, when college graduates try to find jobs – many of them in their early twenties – they possess little of life experiences and their levels of emotional intelligence are low. Therefore, it is the task of undergraduate programs at higher educational establishments to compensate for the lack of students' life experiences and to provide formal emotional intelligence training to them.

In order to find out whether and how emotional intelligence training is implemented on the undergraduate level, a study of selected undergraduate programs was conducted. It was designed to answer the following four groups of questions:

1. Do undergraduate programs include a topic of emotional intelligence in their curriculum?
2. How do educators incorporate the topic of emotional intelligence into undergraduate curriculum?
  - a. Is emotional intelligence included into college or university curriculum as a separate course or is it only a part of a course?
  - b. What portion of the course time is allocated to the topic of emotional intelligence?
3. What methods are used to teach emotional intelligence to students?
4. How do educators ensure efficiency of emotional intelligence training? What measures do educators take in order to increase the effectiveness of EQ training?

### Methodology

**Sample.** The study sample was selected from UsNews.com “Best US Colleges” 2002 rankings. Out of all college and university categories in these rankings, the undergraduate programs of “The Top 50 National Universities” (Appendix 1) have been chosen to be examined and analyzed because these educational establishments focus on research and, therefore, stay on top of new trends in science and education providing students with unique opportunities to advance themselves.

A degree of emotional intelligence plays a critical role in each graduate’s life and career regardless of a major he or she chooses. Therefore, this study was not aimed to concentrate on any specific academic program or school (business, communication, science etc.), but rather to look at a college or university course offerings at large.

In order to find out if an emotional intelligence course or topic was a part of curricula, the following programs and departments of “The Top 50 National Universities” were contacted:

- ? Business/Management
- ? Communication/Organizational Communication/Journalism
- ? Cognitive Science
- ? Education
- ? Psychology
- ? Sociology
- ? Theater/Drama

In addition to that, curricula of such programs as *Leadership, Science and Society, Human Development, or Applied Behavioral Science* were examined (see Appendix 2).

### Data Collection

In the months of November and December of 2001, the data was collected from examining the contents of online course catalogues and course descriptions of selected universities and colleges. Then, in January of 2002, initial email contact was made with 3-4 instructors in each designated department/program of the colleges and universities surveyed. Professors and staff were contacted with regards to whether the EQ topic was taught. Then, the instructors who taught EQ topic in their courses were interviewed via email and telephone. Open-ended questions were used, which mostly concentrated on the four groups of research questions

In order to increase the response rate, up to 4 people from every selected department/program of each university or college were contacted in the hope that at least one faculty member would respond. More than 600 initial contact emails were sent, and about 350 responses were received. Information on each department and program was obtained. At least one instructor per department/program responded bringing response rate to 100%.

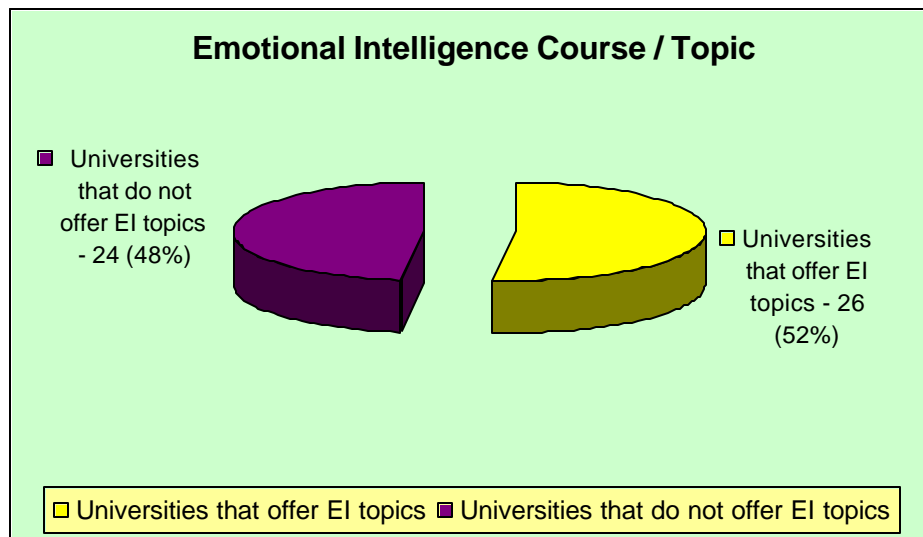
### Findings

#### **Research Question 1:**

#### **Do undergraduate programs include a topic of emotional intelligence in their curriculum?**

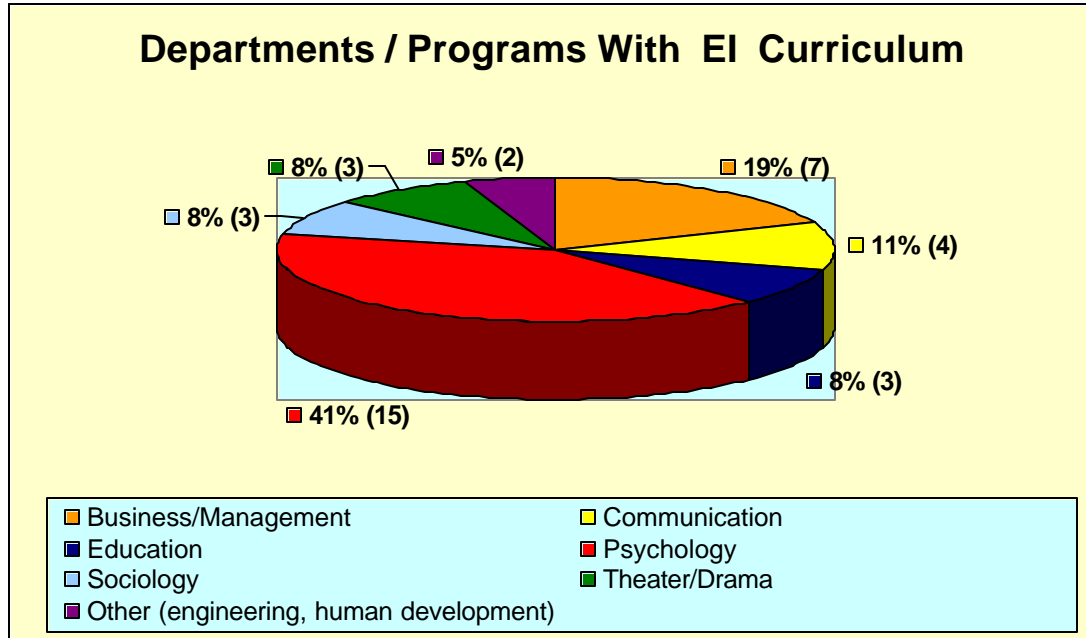
Out of 50 universities, 26 offered EQ education in various formats.

**Chart 1** shows the percentage and absolute value of EQ courses or topics in university or college curricula.



**Chart 1**

At these 26 universities and colleges, different departments and programs offered EQ courses.



**Chart 2**

**Chart 2** shows percentage and absolute values of course contents distribution among Top 50 National Universities. As we can see from the chart, the majority of EQ education was provided by psychology programs/departments (41%(15)), with business management programs falling into the 2<sup>nd</sup> place (19% (7)).

While many programs at the polled universities and colleges offered EQ education, different departments used different approaches to teaching EQ depending on the goals pursued by instructors. This notion leads us to research question # 2.

**Research Question 2:**

**How do educators incorporate the topic of emotional intelligence into undergraduate curricula?**

- a. Is emotional intelligence included into college or university curricula as a separate course or is it only a part of a course?**
- b. What portion of the course time is allocated to the topic of emotional intelligence?**

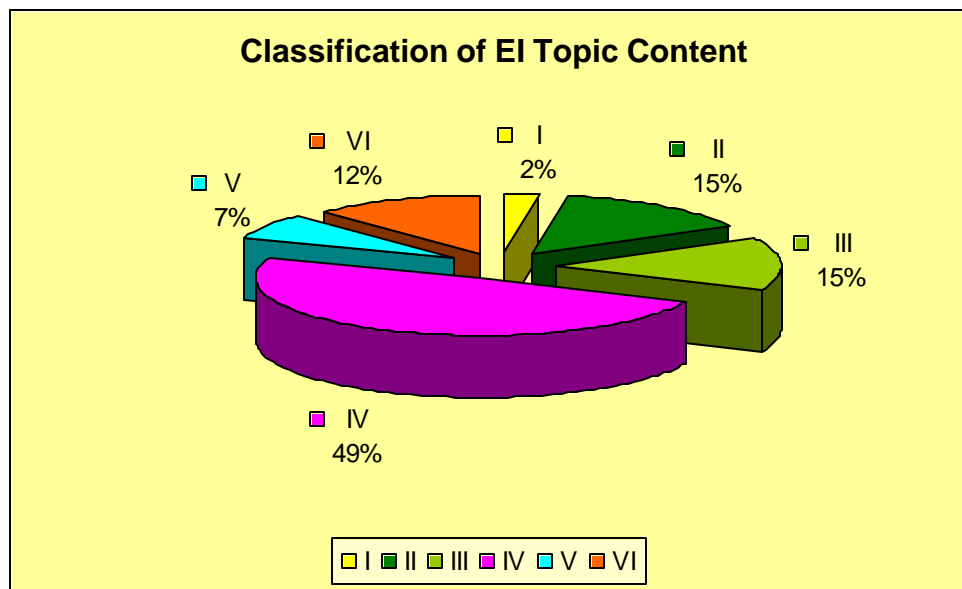
In attempt to group instructors’ responses, the following six categories of answers were identified:

- I. Emotional intelligence is a separate course: instructors seek both to inform and train students in this area.
- II. Emotional intelligence topic is a significant part of the course, but the course includes other topics as well. Instructors use some EQ assessment measures and some exercises to increase some of EQ components. They use textbooks and written assignments.
- III. Emotional intelligence topic is a significant part of the course, but the course includes other topics as well. Instructors do not seek to train students to increase their EQ level.

The goal is to familiarize them with the concept and educate them in this area so that they were able to recognize it in different situations and settings. The EQ topic is usually covered in 2-3 lectures.

- IV. Emotional intelligence is discussed briefly to familiarize students with the concept. It is usually covered in .25 - 2 lectures.
- V. One or several components of EQ are discussed in the course. Instructors seek to train students to increase the level of one or several EQ components (mostly, in theater/drama programs).
- VI. One or several components of EQ are discussed in the course. Instructors seek not to train students in the area of EQ but rather to educate students on the subject.

**Chart 3** shows distribution of EQ topic content among the departmental course offerings.



**Chart 3**

As we can infer from the chart, the majority of the instructors who taught EQ in their courses fell into category # IV.

It is necessary to note that while many departments and programs at the universities offered courses that included the topic of emotional intelligence, the majority of them covered the topic briefly, i.e. with .25- 3 class periods allocated to EQ discussions.

**Research Question 3:**

**What methods are used to teach emotional intelligence to students?**

In most cases, emotional intelligence was taught to students by the means of lectures, reading assignments, individual and group exercises.

Methods depended on the goals of the instructors. For some, whose goal was simply to inform students about the EQ concept, lectures and reading assignments were the only teaching methods

used in class. For others, whose goal was to raise students' EQ levels, group and individual exercises and assignments were used in addition to lectures, class discussions, and reading materials. In those theater and drama programs that targeted to teach students some of the elements of emotional intelligence, theoretical aspects of EQ were not covered; however, practical training was widely applied.

#### **Research Question 4:**

#### **How do educators ensure efficiency of emotional intelligence training? What measures do educators take in order to increase the effectiveness of EQ training?**

While many instructors included EQ topic in their courses, very few devoted a sufficient amount of time to combine both theoretical and practical aspects of EQ concept. Therefore, research question # 4 could be addressed only to one instructor whose course - "Engineering Emotional Intelligence" - was specifically dedicated to the topic of emotional intelligence. This course was targeted at undergraduate engineering students. In it, the instructor sought both to provide students with theoretical background in the area of EQ and to raise their emotional intelligence levels. His response indicated that the efficiency of EQ training was insured through various individual and group assignments throughout a semester and a big final project at the end of the semester. Other than these measures, it was impossible to determine any other methods to ensure EQ training efficiency.

In order to increase the effectiveness of EQ training, the instructor used an exit survey system, where students would leave feedback about how satisfied they were with EQ training, what difference it made for them, and leave suggestions about how EQ could be taught more efficiently.

#### Discussion and Analysis

The findings of the study have shown that EQ is not a course that students can have access to in their college or university curriculum. While many other courses under differing titles educate students on the concept of emotional intelligence, most of the instructors do not aim to use any applied methods or procedures to train students in this area.

It is clear that more research needs to be done because the area of emotional intelligence is relatively new for academic scholars. Even the definition of "emotional intelligence" is being debated, let alone the concept and its implications. This fact may explain the resentment of academic scholars in teaching emotional intelligence to students.

In many colleges and universities, emotional intelligence is taught at a graduate level. However, I strongly believe that it is more critical to start teaching it at an undergraduate level. Graduate students are often older and already had a chance to improve their levels of emotional intelligence through their life and work experiences and different types of training. Undergraduates, with the exception of non-traditional students, lack this sort of experience.

Many instructors expressed an opinion that it was too late to teach 18 to 24-year-olds emotional intelligence in an applied sense because the foundation to students' emotional behavior was laid at

the age of 3-15. While some of it may be true and students do have some sort of emotional coping experiences based on communication with their parents, teachers and peers, it is only a small part of what can be done to help them learn to become aware of their feelings and those of others, to be able to control their feelings, and treat others with empathy.

Many of teenagers do not have access to wise and knowledgeable mentors who would be willing or able to teach emotional intelligence to them. There is, of course, a lot of popular literature on self-help topics and empathy. However, it is unlikely, that teenagers will be browsing bookstores in search of such books (they might not be experiencing need for literature of such kind or might not know that it even exists) without being given direction from teachers or parents. Being emotionally intelligent is not only an issue of upbringing. Parents do not usually pay specific attention to the area of emotional intelligence while raising their children. Many of them cannot control their own emotions and emotional behavior very well.

With all that in mind, EQ training can be a tremendous advantage for college graduates if provided in a well-planned and thought-out manner with a necessary follow-up. However, in order to be effective, it needs to be designed as a separate course. Yet, it is very hard to determine the efficiency of EQ training. Educators are still seeking reliable measures that would indicate that students do fully benefit from this type of training and will be able to use its results in the future.

### Conclusion and Implications

Emotional intelligence plays an important part in every aspect of people's lives. In everyday life, having a high EQ may help us develop stable and trusting relationships, understand others better, and interpret actions of others more clearly.

In today's corporate world, the issue of emotional intelligence is widely emphasized. Researchers study its effects on employee productivity, commitment, leadership style, organizational success, and well-being in general. The emotionally intelligent leader promotes qualities that are instrumental in guiding an organization to success. Emotionally intelligent leaders foster self-regulation, self-awareness, motivation, empathy and social skills and effectively guide employees through the use of these skills. Leaders who display these qualities promote working environments in which employees feel comfortable voicing their opinions, thereby promoting an environment that is successful and stable.

In the academic world, the topic of emotional intelligence is still relatively new; therefore, many studies should be done before researchers establish clear and unambiguous relationships between the degree of emotional intelligence and success, both on personal and organizational levels.

Because of its impact on today's organizational success, it is critical to implement effective EQ training into university curricula in order to prepare students for thriving corporate careers and successful personal relationships.

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## Appendix 1

### List of 50 Top National Universities (USNews.com 2002 rankings)

National Universities—Doctoral																				
What are National Universities—Doctoral? To rank colleges and universities, <i>U.S. News</i> first assigns schools to a group of their peers, based on categories developed by the Carnegie Foundation for the Advancement of Teaching. There are 249 universities in the country that offer a wide range of undergraduate majors as well as master's and doctoral degrees; many of the schools on this list strongly emphasize research.																				
Sort by Rank																				
Rank	School (State)	Overall score	Graduation rank	2000 predicted grad rate		2000 overperf.(+)/underperf.(-)		% of classes under 20		Student/faculty ratio		Selectivity rank	Freshmen in top 10% of HS class		Financial resources rank		Alumni giving rate			
		Reputation score (5.0 highest)	Freshman retention rate	2000 actual grad rate	Faculty resources rank	% with 50 or more	% of full-time faculty	SAT/ACT 25th-75th percentile	Acceptance rate	Alumni giving rank										
1.	<a href="#">Princeton University</a> (NJ)	100.0	4.9	1	99%	92%	97%	+5	4	71%	11%	6/1	92%	4	1350-1540	92%	12%	13	1	66%
2.	<a href="#">Harvard University</a> (MA)	99.0	4.9	2	96%	91%	97%	+6	7	69%	13%	8/1	91%	1	1410-1580	90%	11%	8	6	46%
	<a href="#">Yale University</a> (CT)	99.0	4.9	3	98%	93%	95%	+2	10	75%	8%	7/1	90%	2	1380-1550	95%	16%	2	5	46%
4.	<a href="#">California Institute of Technology</a>	96.0	4.7	25	94%	95%	82%	-13	2	76%	5%	3/1	96%	5	1450-1580	98%	13%	1	13	39%
5.	<a href="#">Massachusetts Inst. of Technology</a>	95.0	4.9	10	98%	93%	91%	-2	19	58%	16%	7/1	89%	3	1410-1560	97%	16%	3	9	41%
	<a href="#">Stanford University</a> (CA)	95.0	4.9	7	98%	91%	93%	+2	15	69%	14%	7/1	99%	6	1360-1560	89%	13%	9	11	40%
	<a href="#">University of Pennsylvania</a>	95.0	4.5	15	97%	87%	91%	+4	1	70%	8%	7/1	89%	8	1310-1490	92%	23%	6	10	41%
8.	<a href="#">Duke University</a> (NC)	93.0	4.6	8	97%	91%	93%	+2	8	69%	7%	9/1	98%	12	1300-1500	86%	26%	10	7	45%
9.	<a href="#">Columbia University</a> (NY)	89.0	4.6	14	98%	86%	88%	+2	14	68%	9%	7/1	93%	7	1310-1510	87%	13%	18	21	32%
	<a href="#">Dartmouth College</a> (NH)	89.0	4.4	5	96%	91%	92%	+1	20	57%	11%	9/1	88%	10	1330-1520	86%	21%	11	3	48%
	<a href="#">University of Chicago</a>	89.0	4.7	24	94%	86%	85%	-1	3	68%	3%	4/1	95%	22	1280-1490	82%	44%	15	20	33%
12.	<a href="#">Northwestern University</a> (IL)	88.0	4.4	11	96%	89%	92%	+3	11	69%	8%	7/1	94%	18	1290-1470	84%	33%	12	30	29%
	<a href="#">Rice University</a> (TX)	88.0	4.3	16	96%	91%	89%	-2	4	68%	9%	7/1	89%	13	1310-1510	84%	23%	23	14	38%
14.	<a href="#">Cornell University</a> (NY)	87.0	4.6	12	96%	88%	90%	+2	26	49%	21%	13/1	98%	15	1270-1460	82%	31%	17	16	37%
	<a href="#">Washington University in St. Louis</a>	87.0	4.1	20	96%	81%	86%	+5	12	71%	9%	7/1	90%	20	1290-1450	85%	30%	5	12	40%
16.	<a href="#">Brown University</a> (RI)	86.0	4.4	6	97%	91%	94%	+3	29	58%	14%	10/1	93%	9	1290-1490	87%	16%	29	8	44%
	<a href="#">Johns Hopkins University</a> (MD)	86.0	4.7	19	96%	86%	85%	-1	35	53%	18%	10/1	93%	28	1300-1480	70%	32%	4	33	28%
18.	<a href="#">Emory University</a> (GA)	84.0	4.0	23	92%	86%	87%	+1	6	65%	7%	5/1	96%	19	1300-1460	90%	45%	14	15	37%
19.	<a href="#">University of Notre Dame</a> (IN)	83.0	3.9	4	98%	86%	94%	+8	16	54%	11%	12/1	85%	14	1270-1430	84%	34%	48	4	48%
20.	<a href="#">University of California—Berkeley</a> *	82.0	4.8	27	95%	86%	83%	-3	38	58%	16%	17/1	92%	11	1200-1450	99%	26%	40	93	18%
21.	<a href="#">University of Virginia</a> * 12	81.0	4.4	9	97%	79%	91%	+12	28	50%	15%	15/1	96%	21	1200-1410	83%	39%	66	29	29%
	<a href="#">Vanderbilt University</a> (TN)	81.0	4.1	29	92%	85%	84%	-1	9	70%	5%	9/1	93%	35	1220-1400	71%	55%	21	24	31%
23.	<a href="#">Carnegie Mellon</a>	80.0	4.2	40	92%	82%	76%	-6	13	68%	8%	10/1	96%	29	1280-	72%	36%	20	33	28%

	University (PA)															1460					
	<a href="#">Georgetown University (DC)</a>	80.0	4.0	13	96%	85%	92%	+7	44	59%	9%	10/1	87%	16	1280-1450	78%	22%	25	26	30%	
25.	<a href="#">University of Michigan – Ann Arbor*</a>	77.0	4.6	26	95%	74%	82%	+8	53	50%	15%	16/1	92%	34	25- 30	67%	55%	42	141	13%	
26.	<a href="#">Univ. of California – Los Angeles*</a>	76.0	4.3	32	96%	79%	80%	+1	57	47%	24%	17/1	91%	17	1170-1400	97%	29%	28	156	12%	
	<a href="#">Wake Forest University (NC)</a>	76.0	3.4	22	93%	83%	87%	+4	27	61%	2%	10/1	93%	33	1220-1380	67%	49%	7	18	36%	
28.	<a href="#">Tufts University (MA)</a>	75.0	3.6	18	96%	82%	89%	+7	25	71%	5%	8/1	82%	24	1240-1410	73%	26%	37	27	30%	
	<a href="#">U. of North Carolina – Chapel Hill*</a>	75.0	4.2	30	94%	72%	79%	+7	72	41%	12%	14/1	96%	32	1130-1340	65%	37%	31	42	25%	
30.	<a href="#">College of William and Mary (VA)*</a>	73.0	3.8	17	96%	78%	89%	+11	39	46%	9%	12/1	92%	26	1230-1410	79%	41%	131	32	29%	
31.	<a href="#">Univ. of California – San Diego*</a>	72.0	3.9	35	94%	78%	78%	None	59	50%	28%	19/1	94%	23	1160-1370	99%	38%	22	200	9%	
32.	<a href="#">New York University</a>	71.0	3.7	50	90%	80%	74%	-6	17	63%	9%	11/1	77%	27	1250-1420	70%	29%	38	86	18%	
	<a href="#">Univ. of Wisconsin – Madison*</a>	71.0	4.3	42	92%	66%	75%	+9	64	42%	19%	13/1	91%	48	25- 29	48%	72%	57	133	14%	
34.	<a href="#">Brandeis University (MA)</a>	70.0	3.6	31	92%	83%	85%	+2	40	68%	9%	9/1	86%	38	1220-1420	61%	48%	45	22	31%	
	<a href="#">Univ. of Southern California</a>	70.0	3.8	48	94%	71%	73%	+2	52	58%	14%	11/1	84%	25	1210-1400	80%	34%	49	39	26%	
36.	<a href="#">U. of Illinois – Urbana-Champaign*</a>	69.0	4.2	38	92%	69%	76%	+7	127	32%	18%	16/1	94%	42	24- 29	53%	64%	66	137	14%	
	<a href="#">University of Rochester (NY)</a>	69.0	3.4	39	94%	74%	71%	-3	24	62%	10%	9/1	96%	47	1240-1410	53%	50%	16	72	21%	
38.	<a href="#">Boston College</a>	68.0	3.5	21	94%	82%	86%	+4	90	39%	9%	13/1	80%	30	1220-1390	68%	32%	87	38	26%	
	<a href="#">Case Western Reserve Univ. (OH)</a>	68.0	3.5	45	91%	83%	75%	-8	45	50%	15%	8/1	97%	40	1240-1450	71%	71%	26	25	31%	
	<a href="#">Lehigh University (PA)</a>	68.0	3.2	28	94%	73%	84%	+11	42	43%	12%	11/1	92%	46	1183-1365	52%	46%	53	17	36%	
41.	<a href="#">Georgia Institute of Technology*</a>	67.0	4.0	69	87%	84%	69%	-15	146	19%	25%	13/1	100%	37	1250-1420	60%	57%	39	19	35%	
	<a href="#">University of California – Davis*</a>	67.0	3.9	44	91%	74%	73%	-1	103	32%	27%	19/1	95%	39	1060-1290	95%	63%	40	139	13%	
	<a href="#">University of California – Irvine*</a>	67.0	3.7	41	93%	69%	73%	+4	51	45%	23%	17/1	90%	41	1070-1275	95%	57%	47	198	9%	
	<a href="#">Yeshiva University (NY)</a>	67.0	3.0	37	84%	81%	88%	+7	18	67%	1%	15/1	92%	64	1130-1330	N/A	79%	19	67	21%	
45.	<a href="#">University of Washington*</a>	65.0	4.0	54	90%	61%	71%	+10	123	36%	16%	11/1	93%	84	1050-1270	47%	78%	43	116	15%	
46.	<a href="#">Pennsylvania State U. – University Park*</a>	64.0	3.8	33	93%	63%	80%	+17	188	30%	20%	18/1	95%	65	1080-1290	44%	48%	81	64	21%	
	<a href="#">Tulane University (LA)</a>	64.0	3.5	56	85%	77%	70%	-7	32	50%	9%	9/1	89%	53	1210-1390	55%	73%	52	66	21%	
48.	<a href="#">Pepperdine University (CA)</a>	63.0	3.1	58	87%	74%	68%	-6	21	70%	1%	12/1	77%	44	1150-1350	69%	36%	58	78	20%	
	<a href="#">Rensselaer Polytechnic Inst. (NY)</a>	63.0	3.6	47	91%	79%	75%	-4	107	35%	16%	16/1	91%	51	1180-1370	59%	73%	79	48	24%	
	<a href="#">Texas A&amp;M Univ. – College Station*</a>	63.0	3.6	61	88%	64%	69%	+5	60	40%	15%	21/1	96%	59	1070-1290	53%	66%	94	59	22%	
	<a href="#">Univ. of California – Santa Barbara*</a>	63.0	3.5	64	89%	66%	67%	+1	45	43%	20%	19/1	93%	36	1090-1290	95%	47%	113	115	15%	
	<a href="#">University of Texas – Austin*</a>	63.0	4.1	76	89%	68%	69%	+1	92	42%	18%	19/1	97%	58	1090-1310	47%	62%	148	136	14%	

\* denotes a public school.

N/A means not available.

† New to *America's Best Colleges* this year.

‡ This school was reclassified by Carnegie in 2000 and appeared in a different category of schools last year.

‡ In the 2002 *America's Best Colleges* guidebook, the University of Virginia was ranked incorrectly because of an error in entering faculty salary

data. In the corrected rankings, which appear here on usnews.com and in the September 17, 2001 issue of the magazine, U-Va. rose three places to a tie at No. 21; the order of all the other schools stays the same.

## Appendix 2

University/ College	Program / Department							
	BUS / MGT	COM	COGN. SC	EDU	PSY	SOC	DRAMA	OTHER
1. Princeton	-	-	-	+	+	+	+	-
2. Harvard	-	-	-	+	+	+	-	Social Studies
3. Yale	-	-	-	+	+	+	+	-
4. Caltech								
5. MIT	+	-	-	-	+	-	+	Science, Tech, & Society
6. Stanford	-	+	-	+	+	+	+	-
7. U Penn	+	+	+	+	+	+	+	-
8. Duke	+	-	-	+	+	+	+	Mkt. Com; Human Development
9. Columbia	+	Journalism	-	-	+	+	-	-
10. Dartmouth	-	-	-	+	+	+	+	-
11. U Chicago	-	-	-	+	+	+	+	-
12. Northwestern	+	+	-	+	+	+	+	-
13. Rice U	+	-	+	+	+	+	-	Leadership Program
14. Cornell	-	+	-	+	+	+	+	-
15. Wash U St. L.	+	+	-	+	+	-	+	Leadership; Soc. Thought
16. Brown U	-	-	+	+	+	+	+	Human Behavior & Psychiatry
17. John Hopkins	-	-	+	-	+	+	-	Behavioral Biology
18. Emory U	+	Journalism	-	+	+	+	+	Science & Society
19. U Notre Dame	+	-	-	-	+	+	+	-
20. UC Berkley	+	Mass. Com.	+	+	+	+	+	-
21. U Virginia	+	-	+	+	+	+	+	-
22. Vanderbilt	+	+	-	-	+	+	+	Psy & H. Dev; H & Org. Dev.
23. Carnegie Mel'	+	-	-	-	+	-	+	Society & Decision Science
24. Georgetown	-	-	+	-	+	+	+	-
25. U Mich-An' A'	+	+	-	+	+	+	+	Leadership
26. UCLA	+	+	-	+	+	+	+	Psychiatry
27. Wake Forest	+	+	-	+	+	+	+	Summer Mgt Program
28. Tufts U	+	+	+	+	+	+	+	Leadership
29. U.NC-Chapel'	+	+	+	+	+	+	+	Mgt & Society
30. William&Mary	+	+	-	+	+	+	+	-
31. UCSD	-	+	+	+	+	+	+	-
32. NYU	+	-	-	+	+	+	+	Applied Psychology
33. U Wisc-Mad'	+	+	-	+	+	+	+	-
34. Brandeis U	Int. Business	Journalism	+	+	+	+	+	-
35. USC	Entrp;Mgtor	+	-	+	+	+	+	Journalism
36. Urbana-Ch'	+	+	-	+	+	+	+	Speech Com      Engineer
37. U Rochester	-	-	Brain&cs	+	+	+	+	-
38. Boston College	+	+	+	+	+	+	+	-
39. CaseWest. Res.	+	+	-	-	+	+	+	Human development
40. Lehigh U	+	+	-	+	+	+	+	Journalism
41. Georgia IT	+	+	+	-	+	+	-	-
42. UC – Davis	-	+	-	+	+	+	+	Behavior;      H.devpt
43. UC – Irvine	-	-	+	+	-	+	+	Neuroscience & Behavior
44. Yeshiva U								
45. U Washington	+	+	-	-	+	+	+	Speech Communication

46. Penn State	+	+	-	El.Edu	+	+	+	Applied &. Behavior Sc; H. Dev
47. Tulane U	+	+	-	-	+	+	+	-
48. Pepperdine U	+	+ Speech Com.	-	-	+	+	+	-
49. Rensselaer Polytechnic Inst	+	+	+	-	+	-	-	-
50. Texas A&M	+	+	-	+	+	+	+	-
51. UCSB	-	+	-	+	+	+	+	-
52.U Texas-Austin	+	+	-	+	+	+	+	-

**+** - Program exists /contacted; **-** - program does not exist; **Color Boxes** - EQ course or topic is offered  
**Grey lines** – universities excluded from the list due to the difficulty of obtaining information