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THE EMOTIONAL INTELLIGENCE OF THE
MANAGER IN CHANGE MANAGEMENT

*Tesis doctoral
dirigida por*

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“El progreso consiste en el cambio”
“Progress is change”

MIGUEL DE UNAMUNO

ABSTRACT

Change management is one of the areas of knowledge that has had a major development in the world of managing organizations in the last three decades. As the change in the business environment accelerates, companies are increasingly faced with the challenge of adapting to new scenarios. For this reason, it is increasingly important to adequately manage the change processes that the company has to design and implement. At present, this area is becoming key as the number of processes of change, as well as their importance and the risk involved, is increasing. Emotional Intelligence is perceived as something capable of contributing to improve business results through improved personal performance; Therefore, EI has been studied in various areas of the vast world of business. To link the two concepts, IE and change management, and to study the possible influence of EI on the final results of change processes, a particular case has been chosen and developed: a sample of 31 business managers has been selected , Who have personally managed a change management project. Considering these 31 managers and the corresponding 31 change management projects, the data required for this study were collected through an interview, a survey and a personal IE test. This thesis aims to analyze the data collected in order to investigate and establish any possible relationship of EI in the final results of the corresponding change management projects. The results indicate the existence of a relationship between the IS of the leaders of the change process and the successful failure of the corresponding project. Given the growing importance of change management, any fact, circumstance or variable that can contribute to the improvement of the degree of success of this type of process would be of considerable importance.

RESUMEN

La gestión del cambio es una de las áreas de conocimiento que ha tenido un desarrollo más importante en el mundo de la gestión de las organizaciones en las últimas tres décadas. A medida que se acelera el cambio en el entorno empresarial, las empresas se ven cada vez más sometidas al desafío de adaptarse a los nuevos escenarios. Por esta razón, adquiere una importancia creciente administrar adecuadamente los procesos de cambio que la empresa ha de diseñar e implementar. En la actualidad, esta área se está convirtiendo en clave ya que el número de procesos de cambio, así como su importancia y el riesgo que ello conlleva, va en aumento. La Inteligencia Emocional es percibida como algo capaz de contribuir a poder mejorar los resultados de negocio a través de la mejora en el rendimiento personal; por ello, la IE ha sido estudiada en diversas áreas del vasto mundo de los negocios. Para vincular los dos conceptos, IE y gestión del cambio, y para estudiar la posible influencia de la IE en los resultados finales de los procesos de cambio, se ha elegido y desarrollado un caso particular: se ha seleccionado una muestra de 31 gerentes de negocio, los cuales han dirigido personalmente un proyecto de gestión del cambio. Considerando estos 31 gerentes y los correspondientes 31 proyectos de gestión del cambio, los datos requeridos para este estudio se recopilaron a través de una entrevista, una encuesta y un test personal de IE. Esta tesis pretende analizar los datos recabados con el fin de investigar y establecer cualquier posible relación de la IE en los resultados finales de los correspondientes proyectos de gestión del cambio. Los resultados indican la existencia de una relación entre la IE de los líderes del proceso de cambio y el éxito fracaso del correspondiente proyecto. Dada la creciente importancia de la gestión del cambio, cualquier hecho, circunstancia o variable capaz de contribuir a la mejora del grado de éxito de este tipo de procesos sería de una importancia considerable.

RESUM

La gestió del canvi és una de les àrees de coneixement que ha tingut un desenvolupament més important en el món de la gestió de les organitzacions en les últimes tres dècades. A mesura que s'accelera el canvi en l'entorn empresarial, les empreses es veuen cada vegada més sotmeses al desafiament de adaptar-se als nous escenaris. Per aquesta raó, adquireix una importància creixent administrar adequadament els processos de canvi que l'empresa ha de dissenyar i implementar. En l'actualitat, aquesta àrea s'està convertint en clau ja que el nombre de processos de canvi, així com la seva importància i el risc que això comporta, va en augment. La Intel·ligència Emocional és percebuda com una cosa capaç de contribuir a poder millorar els resultats de negoci a través de la millora en el rendiment personal; per això, la IE ha estat estudiada en diverses àrees del vast món dels negocis. Per vincular els dos conceptes, IE i gestió del canvi, i per estudiar la possible influència de la IE en els resultats finals dels processos de canvi, s'ha triat i desenvolupat un cas particular: s'ha seleccionat una mostra de 31 gerents de negoci, els quals han dirigit personalment un projecte de gestió del canvi. Considerant aquests 31 gerents i els corresponents 31 projectes de gestió del canvi, les dades requerides per a aquest estudi es van recopilar a través d'una entrevista, una enquesta i un test personal de l'IE. Aquesta tesi pretén analitzar les dades recollides amb la finalitat d'investigar i establir qualsevol possible relació de la IE en els resultats finals dels corresponents projectes de gestió del canvi. Els resultats indiquen l'existència d'una relació entre l'EI dels líders del procés de canvi i l'èxit fracàs del corresponent projecte. Donada la creixent importància de la gestió del canvi, qualsevol fet, circumstància o variable capaç de contribuir a la millora del grau d'èxit d'aquest tipus de processos seria d'una importància considerable.

Palabras clave/Keywords

Change Management – Transformation Management – Change Model –
Implementation – Emotional Intelligence (EI) – Skill – Competence – Leadership
- Test

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INTRODUCTION

Change management could be considered the 'quintessence' of current management. More than ever, change has accelerated as a result of the sweeping changes in customers, the increasingly fast environment, technological innovation, new competitors, changes in suppliers as well as big trends such as globalization or new opportunities created by the appearance of the Internet, among others.

A Google search using the term 'change management' yields more than 65,500,000 results, revealing that change management has been one of the most popular topics over the last 20 years.

Currently, change management is a term that goes further than operational improvements, cost efficiencies or process reengineering that defined it in the past. Change management, or transformation management (the term 'transformation' is used when the change is a far-reaching one, affecting company culture, strategic planning, processes, total organization, etc.) is a part of the overall business that plays a role in everything that an organization does day to day. Therefore, change management is an essential discipline that can represent success or failure, the sustainability or the death of a company.

However, having been so intensively treated, it is widely considered that, approximately, only one of every three change processes is successful. Why is the change management process so difficult? Probably, at least in an important part, it is mainly because it is related to people. It is not only a change in processes, systems, objectives and strategies. It is also about changing people's mindsets and behaviour, and it is a challenging task to put into practice. In this sense, it is a kind of mixture of science and art. Probably, this combination of art and science is what makes change management so exciting and debatable.

Transformation management is used to describe a greater change, i.e. one aimed at also changing company culture. In this regard, both concepts need to be understood. Change is more often applied than transformation. Change is used with some continuity in practically all the functional areas of the company. Therefore, instead of using a methodology based on experience or purely on common sense, it would be desirable to follow one of the developed models

employed to implement change. By doing so, the probability of success will increase. As transformation is not used so frequently and usually represents a greater change with important implications, it is highly recommended companies use better quality resources, i.e. external help and a change management model as a reference to follow.

Although the study of emotions has a long history, the modern 'discovery' of the concept and the term 'Emotional Intelligence' (EI) has only existed for a little over 20 years. A Google search using the term 'Emotional Intelligence' generates more than 11,600,000 results, indicating that the concept is quite popular, although not as popular as 'change management'. In this sense, it is curious that when carrying out the same Google search in Spanish with the phrase '*gestión del cambio*', the results fall from 65,500,000 to 10,500,000. Likewise, when searching using the Spanish phrase '*Inteligencia Emocional*', the results only drop from 11,600,000 to 9,680,000, indicating that curiously EI is relatively better known in the Spanish-speaking world than it is globally. Alternatively, it could also be concluded that change management is significantly less popular in the Spanish-speaking world than it is worldwide.

EI itself has undergone enormous development during the last 20 years. There are many areas in which EI is applied, one of the most important of which is education and the teaching sector, especially in primary and secondary education. The progress of neuroscience is constant and new discoveries in this area shine a light on how the brain and emotions work. Consequently, it could be easily maintained that knowledge of EI will continue to develop over the coming years. This progress will doubtlessly make new contributions to the practical improvement of EI at the individual level.

In reference to the business domain, a number of important studies have been published that in general support the importance of EI when considering the performance of leaders. As David Goleman pointed out, when a leader has an outstanding degree of Emotional Intelligence, the performance of his/her business is usually better than those of other leaders. Questions that should be considered more in-depth include: Which EI capabilities or skills are the most important, and To what extent do they influence a given position or business area. And, What do they mean for the leader of a large team or a high-tech project manager?

Thus, although there are a number of important works relating EI with the business arena, there is still a long way to go in terms of taking full advantage of the potentials of EI. As more fine-tuned the studies, the more important the paybacks. Specifically, according to the research work search, no relevant works exist that focus clearly on the potential influence of a change project leader's Emotional Intelligence and the final outcome of the project.

As mentioned before, it is commonly regarded that only one out of three change management projects is successful. It is obvious that the role of the project leader is essential. Could EI be a good tool to help improve this poor result of one out of three? If so, the benefit to organizations is obvious. And this forms the subject of the empirical part of this thesis: to analyse the potential relationship between the final outcome of a change management project and a project leader's EI, whether its overall level or the various capacities or sub scales.

The author of this thesis has more than 35 years of business experience in the Spanish and pan-European ambit, most of them spent working for big multinational companies that have been excellent settings in which to learn and practice. In the last 3 years, he has been working as a consultant, helping companies in the area of change management. In more than 10 years in a top management position, this author led important processes of change, the first of which was an important and challenging project that involved changing the entire company culture and way of working (indeed, there is an IESE case describing this project). The project started around 2003 and, due to the importance of the project, took place over a protracted period of time. Within this period, the lack of experience existing in Spain vis-à-vis these kinds of change management projects became evident. Such projects were based on common sense and did not follow any specific model and/or methodology. It was therefore necessary to seek external help in the form of consultancy companies to provide the know-how, as well as a personal study of some of the existing literature.

When designing the training and development plan for the company staff, as an essential part of the change project, it was considered appropriate to use EI as a reference for the mid- to high management positions within the team. The rationale behind this was that a good plan for improvement starts from self-knowledge, and at that time the concept of EI had begun to expand in Spain. It was thought EI could be a good way to provide the necessary self-knowledge in

addition to improving the main personal areas, capacities and skills to be developed.

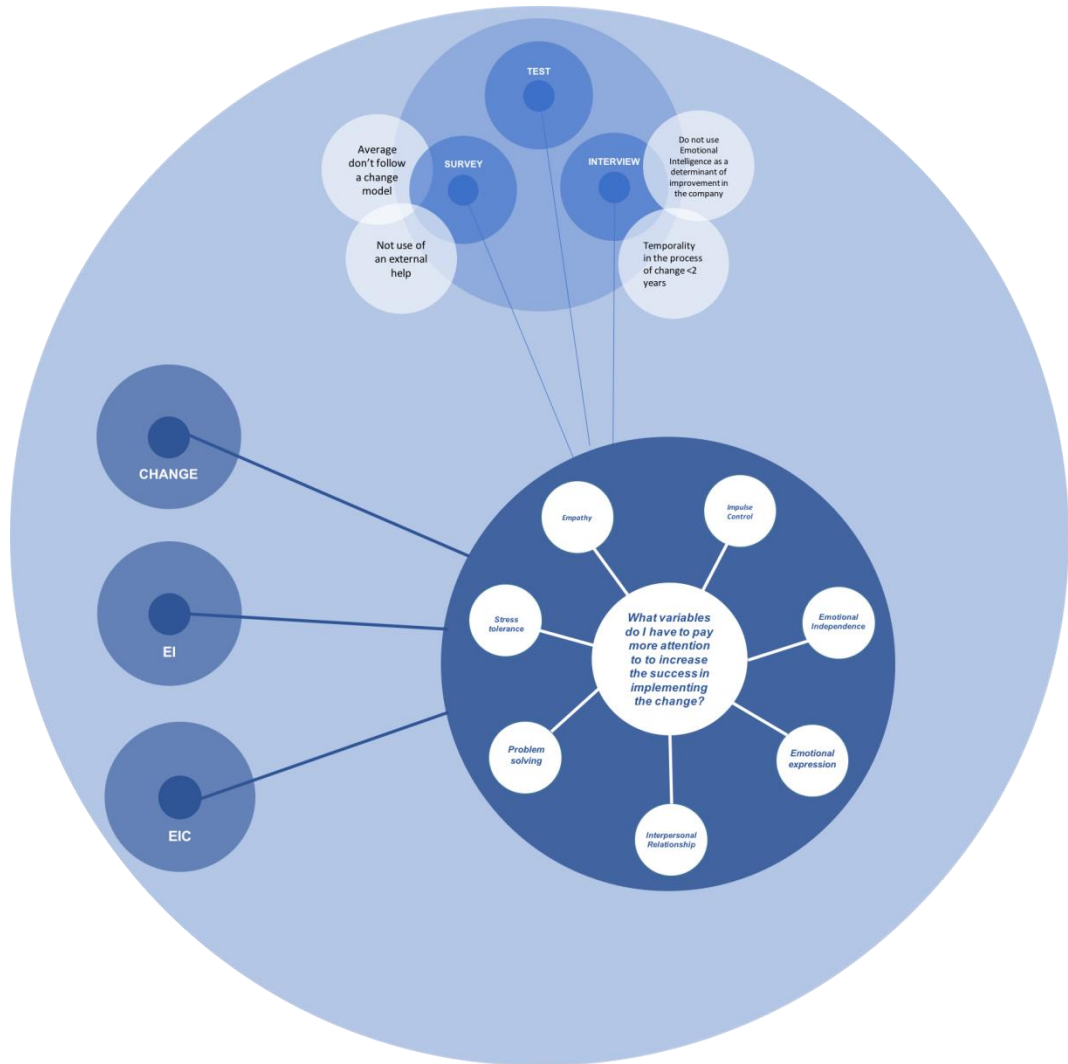
Having decided to focus on EI, the next point for consideration was how to measure it. The Bar-On self-report test was chosen because it is simple and easy to complete. The Spanish translation was one of the first versions of the test and, probably, the company involved in this particular project was one of the first to use this test in Spain. The results were very encouraging; with the Bar-On test positively contributing to developing better training and development plans.

Starting from this point, and based on personal observation, EI proved to be a powerful tool for personal improvement and a good reference for predicting personal behaviour and business performance., the know-how obtained in this first project was put into practice and reinforced in following change management projects.

A clear motivation for this study is to contribute, in however small a way and through the thesis author's personal experience, to expanding those concepts not so well known and/or used in Spain. Hopefully, it can contribute to improving work quality and, consequently, the performance of our organizations. As mentioned before, change and transformation management are not very popular in Spain. This means that change management projects are in all likelihood currently being implemented without taking into account the methodologies that have already been developed to contribute to a successful implementation, implying a loss of opportunity and diminishing company productivity.

Emotional Intelligence, however, seems to be better known probably because the concept is more general and the name has been used in other areas in addition to business, including teaching and education. However, the reality is that, as will be discussed in the corresponding section, although the name and the concept are known, in practical terms it is not used in organizations as a tool for personal or organizational improvement. And this represents a missed opportunity towards which it is worth continuing to work. Once an organization discovers the advantages of incorporating EI as an appropriate instrument for, among other things, personal self-knowledge, which is the beginning of a good development plan, it never abandons it.

Figure 1. Thesis scheme



Source: Author.

OBJECTIVES

The general objective of this thesis is to investigate the potential relationship between Emotional Intelligence of the change management project leader and the final outcome of the project s/he is leading. From a personal viewpoint, and as a result of this author's direct involvement in several important change management projects, some of them as project leader, this notion could be perceived almost as obvious. However, it is necessary to examine and confirm whether such a relationship exists.

Additionally, if confirmed, it would be necessary to define further the type and scope of the relationship, i.e. which main skills or capacities of Emotional Intelligence influence the final outcome of a change management project. Although an ambitious objective, the impact that any concrete conclusion may have in the daily operation of companies makes it worth it.

Furthermore, in order to contribute as much as possible to improving the poor rate of success of change management projects —one in three—, a number of specific good practices may be identified. Due to the relatively low level of knowledge and, more importantly, practice of both concepts in organizations in Spain, an additional objective is to raise awareness of both concepts by emphasizing the possibilities that Emotional Intelligence and Change Management, as a specific business discipline, may have on improving the quality and results of management in Spain. Having said that, the specific objectives encompassed within this study are as follows:

- O1: To examine the relationship, if any, between Emotional Intelligence and the outcomes of the change management projects for the selected sample.
- O2: To analyse the most influential Emotional Intelligence sub-scales in order to explain the overall Emotional Intelligence results for the selected sample.
- O3: To identify 'best practices' that may increase the success of change management implementation.

O4: To provide a description of the concept of change management and mail models.

O5: To provide a description of EI, its evolution and main areas of relations with the business arena.

And, more specifically with change management,

O6: To contribute to the dissemination of the concepts of EI and change management in Spain.

HYPOTHESIS

When considering the general objective of this study, which is to examine the relationship, if any, between Emotional Intelligence of change management project leaders and the final outcome of the change management project they lead, it could seem rather broad or non-specific. The first step would, therefore, be to investigate this relationship. Nevertheless, later on, further research and/or analysis should be done to progress and complement the mentioned relationship, should its existence be demonstrated. It would be necessary to define, as much as possible, the most important skills and variables in the relation of the change management project leader and the project's success or failure.

The orientation of this study is a very practical one, in the sense that the obtained results could be applied to organizations; that is why the level of detail and clarity is essential. Although the objective of this study is clear, as explained above, one final objective is to contribute to improving the success rate of change management projects, which currently stands at one in three. In other words, if there is a relationship between the EI of the change management leader and the final outcome of the change project, it could be a means to achieve the final objective, which is to improve the ratio of successful implementations. This is of great importance, especially in our Spain where, as has already been discussed, the use of EI and change management is not so widespread.

The research carried out with the selected sample of 31 managers working in Spanish companies (or multinationals operating in Spain) is an excellent opportunity to further understand how they manage change or transformation processes as well as the use they make of EI in their companies. Equally, it is a good opportunity to identify practices that may have contributed to successful change project implementations, with the clear possibility of being used in other organizations facing similar kinds of projects.

Therefore, the research carried out in this thesis is based on three hypotheses:

H1: The level of EI of the change project leader influences the final outcome of the project.

H2: Can an Emotional Intelligence profile of change management process leaders be identified that can be explained with less than the 15 sub-scales of the Bar-On test?

H3: Can the good practices identified in the interview and survey help to improve the degree of success of future change processes?

METHODOLOGY

The study has been framed within an ex post facto cross-sectional study aimed at analysing the influence of EI on the final outcomes of change management projects.

This doctoral thesis focuses on the influence of EI on the final outcomes of change management projects and tries to answer the following question:

Could EI be a good tool to help improve the fact that only one in three change management projects is successful?

This study is based on three different levels of analysis:

- A first level with a conceptual description of the development of change management based on the consultation of books, databases, statistical reports, economic studies, research networks, articles in business magazines, and on a test, a personal interview and an online survey.
- A second level consisting of a description and understanding of Emotional Intelligence models and its influence in the Change Management process, based on a test, a personal interview and an online survey.
- A third level consisting of analysing and understanding the influence of Emotional Intelligence on companies, as well as on change management through the consultation of books, economic studies, research networks, articles in business magazines, and on a test, a personal interview and an online survey.

It presents, therefore, a study that aims to identify the factors related to the influence of the Emotional Intelligence in the Change Management process.

The study allows data to be obtained in order to identify which EI capabilities or skills are the most important, and to a what extent they influence a given position or business area, and what influence they may have on the leader of a large team or a high tech project manager.

The Work Plan for this study consisted of 11 stages and 8 phases, which were carried out during the period 2014-2017, as shown in Table 1.

In the present investigation, more specifically in the analysis of phases 2, 3 and 4, a combined study was carried out through a personal interview and an online survey widely used in the academic field to make an approximation to reality or to the exploratory studies.

Table 1. Research Design

Phases	Stage	Description	Activities	Individual responsible for conducting work.
P1	1st. Theoretical review and bibliographic tracking of the subject	<ul style="list-style-type: none"> ▪ Define the object of study within the framework of the knowledge developed in the area. ▪ Approach of the theoretical framework. ▪ Background. ▪ Documentary analysis. 	<ul style="list-style-type: none"> ▪ Consultation of bibliographic and digital sources. ▪ Review of previous research. ▪ Study of 2 cases. 	Researcher

P2	2nd. Creation of the script of the personal interview	<ul style="list-style-type: none"> To establish the opinions of experts on the influence of Emotional Intelligence on change management 	<ul style="list-style-type: none"> Drawing up of the script. Assessment of the script (expert evaluation). Pilot study. Final design of the personal interview. 	<ul style="list-style-type: none"> Researcher Experts to validate the tool
	3rd. Applying the interview script	<ul style="list-style-type: none"> Approach reality through data collection. 	<ul style="list-style-type: none"> Conducting interviews. 	Researcher
	4th. Analysis of interview data	<ul style="list-style-type: none"> Group results according to the results that allow the true situation to be determined. 	<ul style="list-style-type: none"> Application of the SPSS statistical package. Write final report of results. 	Researcher
P3	5th. Creation of the script of the online survey	<ul style="list-style-type: none"> To establish the opinions of experts on the influence of Emotional Intelligence on change management. 	<ul style="list-style-type: none"> Drawing up of the script. Assessment of the script (expert evaluation). Pilot study. Final design of the personal interview. 	<ul style="list-style-type: none"> Researcher Experts to validate the tool
	6th. Survey guide application	<ul style="list-style-type: none"> Approach reality through data collection. 	Conducting the interviews.	Researcher
	7th. Analysis of survey data	<ul style="list-style-type: none"> Group results according to the results that allow the true situation to be determined. 	<ul style="list-style-type: none"> Application of the SPSS statistical package. Write final report of results. 	Researcher

P4	8th. Creation of the test script	<ul style="list-style-type: none"> To establish the opinions of experts on the influence of Emotional Intelligence on change management 	<ul style="list-style-type: none"> Drawing up of the script. Assessment of the script (expert judgment). Pilot study. Final design of the personal interview. 	<ul style="list-style-type: none"> Researcher Experts to validate the instrument
	9th. Test script application	<ul style="list-style-type: none"> Approach reality through data collection. 	<ul style="list-style-type: none"> Conducting the interviews. 	Researcher
	10th. Analysis of test data	<ul style="list-style-type: none"> Group results according to the results that allow the true situation to be determined. 	<ul style="list-style-type: none"> Application of the SPSS statistical package. Write final report of results. 	Researcher
P5	11th. Drafting of conclusions and thesis preparation	<ul style="list-style-type: none"> Contrast the results with the objectives and the theoretical framework. Drawing conclusions. 	<ul style="list-style-type: none"> Writing up the thesis. 	Researcher

Source: Author

Population and study sample

In phases 2, 3 and 4, which correspond to the interview, test and survey phases, respectively, a sample of relevant professionals related to the management of change in different sectors was selected.

To carry out the fieldwork, including the survey, the interview and the test, a total of 31 individuals from an initial group of 50 were selected. Each individual was required not only to answer the survey and the interview, but also to complete the Bar-On EI test. Due to its sensitive nature, it was stated clearly at the beginning

of the survey that confidentiality would be strictly maintained. Moreover, all the participants knew to some degree the thesis author beforehand and had total confidence in the seriousness of the work.

The aim of the interview was to gather the opinion of a representative population of professionals associated with change management, rather than aiming to generalise the results. The interview has been used to gather the opinions of these experts and therefore to explain the current state of affairs in change management, while at the same time examining the connection of change management with Emotional Intelligence.

Techniques used to collect information

This study employed a descriptive and comprehensive methodology that was both qualitative and quantitative. The information analysed was collected using three information collection techniques:

- A test developed with the aim of enabling inductive reasoning and thus establishing hypotheses or theories of mandatory reference for the present investigation.
- As a complement, an open personal interview was prepared regarding the situation of the sector, its weaknesses and strengths.
- Finally, an on-line survey, as a second and third information collection technique, allowed the results obtained to complement the results of the cases analysed.

Survey

One of the aims of this study was to establish the opinions, experience and personal contributions of professionals from different sectors (including insurance, the automotive industry, banking, industry, broadcast media, information systems, real estate and construction, education, consumer electronics, hostelry, mining, paperboard and packaging, private equity, omni-channel retail, consultancy, and telecommunications) involved in change

management projects and their opinions on linking Emotional Intelligence to change management.

The average duration of the surveys was ten minutes. In order to calculate the validity and reliability of the survey, it was submitted to an evaluation of the process and product, and to a control through expert judgment and item analysis of the questions that served as its basis.

Therefore, once the survey questionnaire had been drawn up, and to ensure that it measured what we wished to measure, it has been subjected to validation, i.e. a review of the questionnaire by other researchers through the expert judgment technique, in which professionals with experience in change management took part. They had the opportunity to make any necessary changes to the content, relevance, and wording, and to clarify any ambiguity or any other aspects that they considered necessary to make improvements.

By following this procedure, the observations and suggestions of the experts allowed the measuring instrument to be redesigned in order to proceed to its application in the population selected for this purpose.

Once the questionnaire had been redesigned following the recommendations of assessors, a pilot study was carried out with the aim of identifying errors in the construction of the items and problems of comprehension.

Interview

One of the aims this study was to establish the opinions, experiences and personal contributions of professionals from different sectors involved in change management projects and their opinions on linking Emotional Intelligence to change management.

In the course of the interviews, the present and future state of affairs of change management with regard to its links with Emotional Intelligence was examined in depth.

We started from a semi-structured interview to describe, explore and understand in all its dimensions the point where the current model transits. Through this technique, it was possible to obtain the opinions of the experts in order to be able, from their own narrative, an explanation of the relevant factors related to this thesis.

A semi-structured interview (according to the Del Rincón classification, 1997) was chosen with a set of questions as a guide for the interviewees with the aim of facilitating the delimitation of the aspects treated and a comparison between interviews.

This type of interview is characterized by a colloquial, spontaneous and informal style. Thus, the interviewees perceive the interview to be fluid and flexible in which they can respond in their own words. The interviewer, for his part, is free to change the order of the topics as the interview develops, and may, in some cases, avoid issues that have arisen in the development of the conversation.

The average duration of the interviews was sixty minutes. The issues raised required descriptive information.

In order to calculate the validity and reliability of the interview, it was submitted for an evaluation of the process and product of the interview, and to a control through expert judgment and item analysis of the questions that served as the basis for the interview (Vallés, 2000).

Therefore, once the interview script had been drawn up, and to ensure that it measured what we wished to measure, it was subjected to validation, that is, revision of the script by other investigators using expert judgment technique, in which professionals in instrument designs, experts in education and in the area of the tourism sector took part in the evaluation, and who had the opportunity to make any changes necessary to the content, relevance and wording, and to clarify any ambiguity or other aspects that they considered necessary to make improvements.

By following this procedure, the observations and suggestions of the experts allowed the measuring instrument to be redesigned in order to proceed on to its application to the population selected for this purpose.

Once the script had been redesigned following the recommendations of assessors, a pilot was carried out with the aim of identifying errors in the construction of the items and problems of comprehension.

Test

One of the aims of this study was to establish the opinions, experience and personal contributions of professionals from different sectors (including insurance, the automotive industry, banking, industry, broadcast media, information systems, real estate and construction, education, consumer electronics, hostelry, mining, paperboard and packaging, private equity, omni-channel retail, consultancy, and telecommunications) involved in change management projects and their opinions on linking Emotional Intelligence to change management.

This self-report test was chosen due to its familiarity to the thesis' author and its broad support. In the last three years it has been used more than 200 times in consultancy with different companies and the results obtained have usually been consistent and perceived as appropriate.

The test provides an overall EI score and five compounds or scales; each compound is divided into three sub-scales, with 15 sub-scales in total. In addition, the test explains in detail the skills that need to be enhanced in order to improve each of the 15 sub-scales.

Table 2 shows these compounds and sub-scales:

Table 2. Distribution of compounds and sub-scales

Compound	Competencies
Self-perception	(1) Self-Regard
	(2) Self-Actualization
	(3) Emotional Self-Awareness
Self-expression	(4) Emotional Expression
	(5) Assertiveness
	(6) Independence
Interpersonal	(7) Interpersonal Relationship
	(8) Empathy
	(9) Social Responsibility
Decision-making	(10) Problem Solving
	(11) Reality Testing
	(12) Impulse Control
Stress management	(13) Flexibility
	(14) Stress Tolerance
	(15) Optimism

Source: Author.

Techniques used to analyse the information

Data analysis consisted of the use of descriptive statistical inferential and multivariate techniques adapted to the nature of the variables included in the interview and the online survey and to the objectives of the descriptive-comparative and explanatory study.

For the treatment and analysis of the data, IBM's SPSS Statistics software version 20.0 was used. The following analyses were performed: univariate descriptive of all variables involved, descriptive bivariate to explore the relationship between variables, normality tests, non-parametric contrast tests to determine the significance of the differences found and the application of different multivariate statistical techniques.

In the case of the personal interview, a content analysis of the open questions to establish categories through the SPSS program was carried out.

STRUCTURE

A. THEORETICAL FRAMEWORK

Chapter I presents an explanation of Change Management as well as its evolution over the last few years. It provides a review of the main models developed in order to help change or transformational processes. Finally, a broader explanation is given of the three models considered the most representatives and that are, probably, the most used organizations during change or transformation projects.

The second chapter provides an overview of EI as a concept and its evolution. This is followed by a description of the biological bases of EI and the important discoveries that have been made., The differences between EI and intellectual or cognitive intelligence —the so-called IQ— are then reviewed. The chapter continues by describing the main models of EI developed and concludes with a description of the various ways or mechanisms for measuring EI.

Chapter III goes one step further by searching for the relationship between EI and the business world. It presents a review of the main EI capacities and the relevance they have in organizations, as well as some examples of how EI can be applied, from a practical viewpoint, in organizations. The chapter concludes by focusing on the search for existing studies that relate EI not the entire business domain but more precisely with change management.

B. EMPIRICAL ANALYSIS

The second part of this thesis is dedicated to explaining the fieldwork for research and its results. Firstly, a proposal for a new change management model is presented based on the thesis author's experience of leading different change and transformational processes. This proposed model differs from existing ones in that while the already existing models are in some way cyclical, the model presented in this thesis is a lineal model in which innovation, embedded into the company culture, plays an essential role.

This is then followed by descriptive explanations of the survey, the interview and the test, which formed the three basic tools through which the information of the selected sample was collected. The sample is composed of 31 managers, all of whom have been leaders of a change or transformation project at some time. Through the survey and the interview, the relevant information about how every single project was

managed in every single case and in every company was collected. The personal test chosen was the Bar-On test for measuring EI; the 31 managers voluntarily completed it and provided corresponding feedback that enabled them to draw up a plan to improve their emotional skills and capacities.

A factor analysis of the results of the 31 EI personal tests is then presented. The factor analysis was carried out using the 15 subscales of the Bar-On test —the highest possible level of disaggregation. This analysis aimed to detect whether there are any subscales that can explain the outcomes of the change projects better than others.

The last section of the second part of this thesis is the most relevant in terms of this study. It consists of an exercise aimed at determining whether there is any relation between the EI of the change project leader and the success or failure of the corresponding change project. This point constitutes the core of this study and the results are encouraging enough to invite to continued research in the near future.

C. CONCLUSIONS

In addition to the main conclusions of this work and its capacity to provide an answer to the three hypotheses raised, another important purpose for this section is to highlight the relevance this thesis may have from two perspectives: the first, to help divulge the concepts, as change management and/or EI are not sufficiently (in our opinion) practiced by organizations in Spain and, secondly, to stimulate continued research into the various areas opened by this work.

ACKNOWLEDGEMENTS

The acknowledgements have been the most difficult part of this entire work, as there are so many people that have contributed enormously that for sure, I feel someone will have been unintentionally left out. So firstly, my most sincere apologies go to those who should be mentioned here but who are involuntarily absent.

It is not usual to for people of my age to be completing a doctoral thesis, which is why my first comment is to my family, who have generously understood my absences over and above the usual ones. So, Chus, my wife, Ale, Paula and Laura, thank you.

If this work has been possible it is thanks to both Doctor Eva Perea, my thesis Director, and Doctor Vanesa Berlanga, my thesis Co-director. Firstly, they have provided me with continuous support and help in converting my practical 'cut and dry' business style of writing into more of an academic one. I would like to therefore thank them for their perseverance in this respect. Secondly, I would like to thank them for their passion, optimism and confidence they have shown me. I would also like to take this opportunity to mention the constant support given to me by the UAO Rector, Dr. Carlos Pérez del Valle. Also, Ana Berian, who advised me in defining the survey and patiently revised the different versions; Professor Rafel Bisquerra, for his valuable advice; Professor Antonio Argandoña, my professor, for his constant encouragement – I owe him so much; Doctor Jose Luis del Olmo, who has always been available; and finally Ismael Sancha, who always found some time in his busy agenda to listen my ideas and provide support. I would also like to mention the help and encouragement of fellow doctoral students born in that distant master's program a few years ago, all of the whom are now good friends and from whom I have learnt so much: I would especially like to mention Doctor Jaime Fluxa, María Ángeles Gaita, Joan Emili Masferrer, with a warm mention to Jorge Calvo, who, from his distant country of work, has always encouraged me.

A great contributor has been Charlotte Rose; thanks to her, this work is readable. Thank you, Charlotte, and I'm sorry about the rush and the many changes. Also,

Carla Restoy, who helped me to put every piece in the correct place and introducing the necessary order.

Thank you also to Sergi Garcia, my partner in our crazy experience of creating mtH-3, the company through which we are helping organizations to become a bit better through change and through people, the most valuable assets that organizations have and that are, unfortunately, so often forgotten or not properly used. Thank you too to the companies that have placed their trust in us for helping them in the fascinating journey that changing an organization represents. Much of the learning acquired from these experiences has been applied to this work.

And last, but not least, my warmest appreciation to the 31 volunteers of the sample. Thank you for your time, for sharing your experiences and congratulations for the courage you showed in completing the Emotional Intelligence test and initiating the exciting process of self-improvement. For sure you will benefit enormously.

A. THEORETICAL FRAMEWORK

CHAPTER I. Change Management. Concept Development.

1. Introduction

Change management could be considered as the 'quintessence' of current management.

More than ever change has been accelerated by the sweeping changes in customers, the increasingly fast environment, technological innovation, new competitors, changes in suppliers as well as the big trends such as the globalization or the new opportunities created by the appearance of the Internet, among others.

A visit to the website *Amazon* reveals that there are more than 94,000 books published on this subject. It means that change management is one of the most popular topics within the last 20 years.

Currently, change management is a term that goes further than operational improvements, cost efficiencies or process reengineering that defined it in the past. Change management, or transformation management (the term 'transformation' is used when the change is a far-reaching one, affecting company culture, strategic planning, processes, total organization, etc) is a part of the overall business that plays a role in everything that an organization does day to day.

Therefore, change management is an essential discipline that can represent success or failure, the sustainability or the death of a company. However, having been so intensively treated, it is widely considered that, approximately, only one in every three change processes is successful.

Why is change management process so difficult? Probably, at least in an important part, it is mainly because it is related to people. It is not only a change in processes, systems, objectives and strategies. It is also about changing people's mindsets and behavior, and it is a challenging task to put into practice. In this sense, it is a kind of mixture of science and art. Probably, this combination of art and science is what makes change management so exciting and debatable.

Within the next pages, we will describe the evolution of change management as well as the main theories and models required to bring about successful change. The three most representative of them will be considered more in-depth.

At the end of the work, we will propose a new model, which aims to increase the success ratio of transformation processes. This new model was derived not only from the consideration and study of the main theories and models already in existence, but is also based on experience accumulated during a professional career of more than thirty years working in multinational companies, and holding top management positions within the last twelve, both within Spain and Europe.

2. Evolution of Change Management

It is difficult to produce a chronology of the main contributions to the development of change management. Instead, we will try to mention some references that could be considered key in the creation of the discipline.

2.1. Early Beginning

In an interesting publication by Romero, Matamoros & Campo (2013, pg. 42) Kurt Lewin is mentioned as a kind of pioneer since “his work resulted in the understanding of change in organizations”.

More detail, Barnes (2007, pgs. 218-219) explains the relevance of the studies conducted by Lewin in 1943, 1953 and 1959 regarding the importance of group decision making in encouraging and sustaining change.

“Successful change goes through three steps: unfreezing, moving and refreezing. Although discussion could lead people to question and change their behavior (unfreezing and moving), making decisions as part of a democratic group had a refreezing effect that sustained the decision. Refreezing does not imply that a changed behavior is permanently set in stone. However, it does suggest that the group would have to become dissatisfied with the appropriateness of their behavior before it was ready to unfreeze it and seek more appropriate behaviors”.

In 1969, Elisabeth Kübler-Ross published her well-known book ‘On death and dying’. Kübler-Ross was a psychiatrist and the book was written based on her experience with patients suffering terminal illnesses. In the book, she defined a model in which there are five stages of grief experienced when facing death or imminent death, which were denial, anger, bargaining, depression and acceptance.

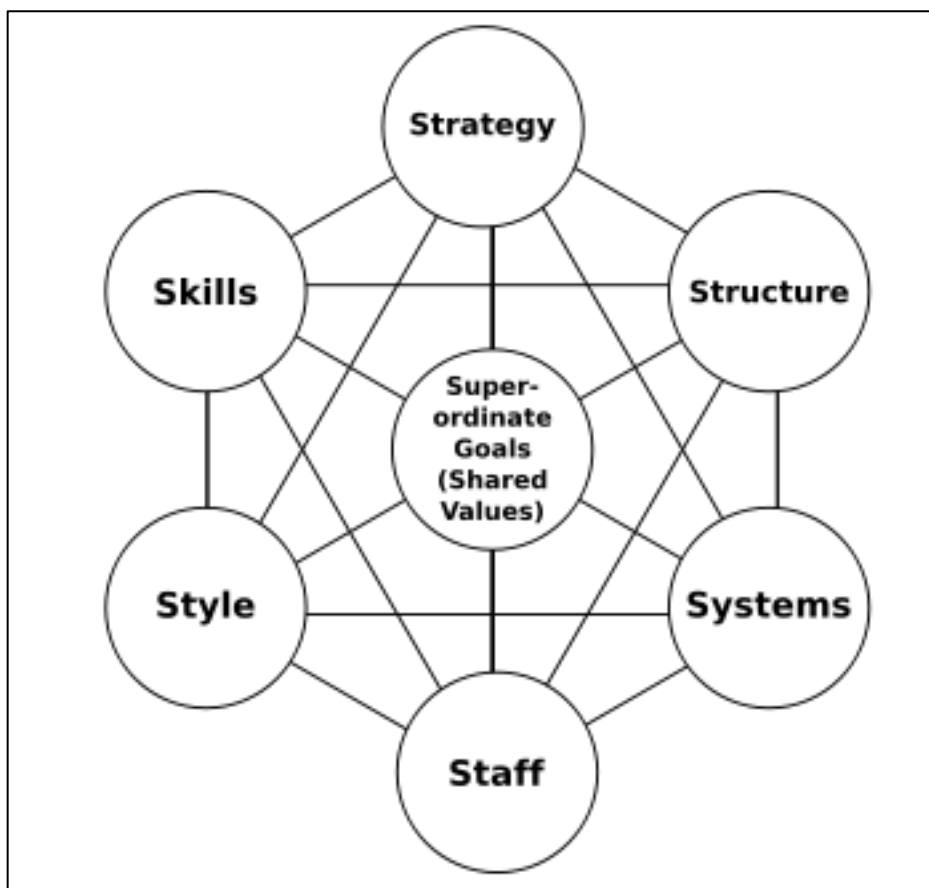
This model was later used in other cases of stressful situations to better understand the opposition to change. Obviously, the circumstances are not so severe in an ordinary situation of change management, but the five emotional stages help us understand the potential feelings of people affected by change, as well as how to prevent them.

2.2. The First Model

Waterman, Peters & Phillips (1980) made an important contribution when they formulated a model to guide change. As they were employees of McKinsey, the model is known as the McKinsey 7-S model. In summary, the model describes the company through seven elements (the 7-S):

- Strategy
- Structure
- Systems
- Superordinate goals
- Skills
- Staff
- Style

Figure 2. The McKinsey 7-S model



Source: Waterman et al., (1980. Pg. 18)

The first three elements were considered 'hard' and the last four 'soft'. At the time of the model's appearance, any organizational study focused on the top 'hard' elements and ignored the bottom 'soft' elements; these, however, are equally important in the analysis of a company as well as in the change process.

The 7-S elements are interrelated and one change affecting one 'S' affects in parallel all the others. Consequently, to be successful in any company change, all the interrelations among the 7-S have to be considered.

Obviously, it is necessary to carry out an in-depth analysis in order to obtain a complete perspective of the company's actual situation and the possibilities of development/progress in every 'S' before initiating any change: the 7-S functions as a network system and the interrelation has to be consistent in order to assure a successful change and, even, normal company operation.

2.3. From “morphing” to “ambidextrous organizations”

Since the end of the 1970s, Marshak (2004), has dedicated his efforts to this field. He introduced the well-known term of ‘morphing’ to express, in his opinion, a continuous whole system changes in products, services and resources.

Conner (1992) published an interesting study that analyses why one type of manager succeeds in driving the change and others do not. With many years of experience, more than formulating a theory or model for change, Conner considers what successful leaders are doing in change processes. Conner focuses on how people respond to important changes; why some people resist and others accept change. He believes the problem is that within change, many transitions are happening too fast: the solution is to increase resilience in the people who lead. For Conner, therefore, the basic thing to ensure the success of change processes is a high degree of resilience in the people who lead and drive those processes.

Greiner (1998) first published his article in 1972, which was subsequently updated later in 1998. He created a model to explain how organizations develop. He defines five key dimensions: the organization’s age and size, its stages of evolution and revolution, and the growth rate of the industry to explain the “five phases of growth” model. In this model,

“Each evolutionary period is characterized by the dominant management style used to achieve growth, while each revolutionary period is characterized by the dominant management problem that must be solved before growth can continue”.

The “five phases of growth” model is treated in greater depth in the next chapter.

Greenwood & Hinings (1996 pgs. 1025/6), also used a more or less similar way of explaining change:

“Thinking on organizational arrangements in terms of templates or archetypes provides a robust definition of radical and convergent change. Convergent change occurs within the parameters of an existing archetypal template. Radical change, in contrast, occurs when an organization moves from one template-in-use to another”.

Tushman & O’Relly (1996, pg. 18), worked for a long time on “ambidextrous organizations”, although it is not easy, as there are companies that are competing successfully in, for example, mature markets and new technology markets at the

same. Moreover, they do well in both. Taking into consideration that the company's skills requirements are different, how do they achieve that?

Since it is not objective of this work to look in-depth on that issue now, we would like consider some interesting comments that they make in reference to change:

“Older, larger firms develop structural and cultural inertia –the organization equivalent of high cholesterol-...As companies grow, they develop structures and systems to handle the increase complexity of the work. These structures and systems are interlinked so that proposed changes became more difficult, costlier, and require more time to implement, especially if they are more than small, incremental modifications. This is the structural inertia...quite different and significantly more pervasive than the structural inertia is the cultural inertia that comes from age and success”.

They described very well the main barriers to the change and, rightly, point out the most difficult ones to overcome.

Dean Anderson and Linda Ackerman Anderson, Anderson & Anderson (2010), focused on personal change and on organizational change, respectively. When they met in 1986 “it became clear that our two professional specialties were meant to be merged into one unified approach to transforming organizations”. They introduced a very interesting concept regarding how to explain change and how to make it successful (the first edition of the book was published in 2002).

As a result of a willingness of practical orientation they also published a kind of methodological guide for implementing change, titled “The change leader's roadmap: How to navigate your organization's transformation”.

Anderson and Ackerman Anderson introduced interesting approaches regarding how to deal with the inevitable change: whether leaders follow a ‘conscious’ approach or a ‘reactive’ approach (automatically and unconscious reaction to the internal and external dynamics). Obviously, the expected final results are totally different.

They also develop the ‘nine-phase change process’.

Equally they emphasize the importance of changing every individual's (leaders and employees) mindset to really be able to successfully change. The Anderson & Anderson model will be more extensively considered in the next chapter.

2.4. Planned Change

Porras & Silvers (1991) said, with a certain degree of vision:

“Rapidly changing environments demand that organizations generate equally fast responses in order to survive and prosper. Planned change that makes organizations more responsive to environment shifts should be guided by generally accepted and unified theories of organizations and organizational change –neither of which currently exists. Yet despite this absence of clear conceptual underpinnings, the field continues to evolve and grow.”

This concept of ‘planned change’ is very interesting; it is something that is desired by the organization (or the leader, or the leader team...). Following the ‘planned change’ concept, we will consider the most important models developed to help managers to succeed in the implementation of change management projects.

Of the different models available, five have been selected. We believe that, together with those mentioned before, it is a good representation to have a valid overview of the evolution of change management.

a) Jick

Egan & Fjermestad (2005, pg.3) describe in their article the model that T. Jick, introduced in 1991. The model has ten steps, as follows:

1. Analyze the organization and its need for change.
2. Create a shared vision and common direction.
3. Separate from the past.
4. Create a sense of urgency.
5. Support a strong leader role.
6. Line up political sponsorship.
7. Craft an implementation plan.
8. Develop enabling structures.
9. Communicate, involve and be honest.
10. Reinforce and institutionalize the change.

Kotter (1995) wrote his famous article ‘Leading change: Why transformation efforts fail’ in which he introduced his model and some other interesting contributions. For him, “transformation is a process, not an event” (same statement and understanding as Anderson et al., 2010). That is why it is necessary to take the right actions at each stage.

In the article, Kotter describes the eight main reasons for why change fails. In order to avoid every one of the reasons he develops an eight stage or eight phase model, as a proposal for succeeding in the transformation processes. The Kotter model is treated in greater depth in the next chapter.

b) GE

Egan et al., (2005) also describes the GE model. It has seven steps and was developed in an important reorganization in the company.

1. Clear explanation of reasons for change
2. Establish the vision
3. Line up leadership
4. Mobilize the workforce (make them part of planning/definition of change)
5. Measure the progress
6. Maintain consistency / stay on course
7. Change the systems and structures

c) Mento

Mento, Jones & Dirndorfer (2002) developed a new model. They started from the Kotter, Jick and GE models and, based on practical experience, proposed a new twelve steps model in an attempt to overcome and improve the previous ones:

1. The idea and its context

It is necessary to have a clear idea of "what needs to be changed, or what new product is to be introduced or particular innovation is to be implemented".

2. Define the change initiative

"The concern here is with identifying "the roles of strategists, implementers, and recipients and analyzing the organization and its need for change".

3. Evaluate the climate for change

It is necessary to consider "the stress on organization and pass history of success or failure with change".

4. Develop a change plan

“In this step, one considers the power dynamics in the organizations and the complicated interdependencies involved in making an implementation plan”.

5. Find and cultivate a sponsor.

“A powerful sponsor can facilitate driving the change process due to their extensive resources and considerable powers of influence through established organizational networks”.

6. Prepare the target audience

“Try to understand and learn from change resisters. Build on the energy and consider different tactics to deal with differential levels of support for the change effort”.

7. Create the cultural fit – Making the change last

“Just as a farmer needs to know which crops to plant where and when for a fertile yield, the change manager needs to consider changes in organizations design factors such as structure, measurement systems, reward system and development system that are needed to help the change to ‘take’ and thrive in a supportive environment”.

8. Develop and choose a change leader team

“Just as a forest requires a carefully develop ecosystem of plants and animals working in harmony, the change efforts require teams carefully chosen whose members are committed, competent and who share a common goal, like a super bowl winning football team as opposed to an all-star team”.

9. Create small wins for motivation

“Just as ribbon and medals are bestowed on members of the armed forces for commendable behavior, so to are we concerned

about rewarding progress toward intermediate milestones along the change journey”.

10. Constantly and strategically communicate the change

“In the same way that a teacher clarifies expectations, explains successful learning strategies and listen to student concerns, change implementers act in a similar fashion. They explain, listen to and work with change recipients to prepare them for the impending change”.

11. Measure progress of the change effort

“Just as a scientist needs to carefully and precisely measure ingredients in chemical experiments to prevent explosion, change implementers must take great pains to ensure that change measures have fidelity while assessing progress towards the change, with a focus on tangible accomplishments”.

12. Integrate lessons learned

“Just as the knowledge of the universe and of space exploration is built on the contributions of knowledge passed on through the millennia, so too must be our efforts to capture and diffuse knowledge gained in change efforts be carefully and systematically captured, gathered and diffused so that learning is continuous and the same mistakes are not repeated again”.

At the end of the article, they touch upon the importance of people: having good change leaders and the whole team working together are necessary for a successful change.

d) Cooperrider & Sekerka

Gallos, & Schein (2006, pgs. 223-238) include in their book a chapter from David L. Cooperrider and Leslie E. Sekerka titled:

“Toward a Theory of Positive Organizational Change”

The model that they propose for change is very different from the other models involving phases or steps which is why we would like to include it in this work.

Cooperrider & Sekerka state that:

“For the most part, the interventions in organizational development are problem-focused or deficit based: they start with the question, ‘what is wrong?’ It is assumed that a problem must be identified and then the appropriate intervention can be applied to ‘fix’ the issue.”

In short, “it is not an exaggeration to say that most change efforts emerge from deficit-based inquiry”.

Faced with this approach, they proposed using the Appreciative Inquiry, an organizational development and change process: “a process of search and discovery designed to value, prize, and honor”.

The objective would be to “touch the positive core of organizational life... by asking positive questions”.

For this, a four step process is as follows:

1. Discovery. It is designed “around an interview process”, made by company people, not consultants. The objective is to inquire into the positive capacity of the organization.

“There is a system wide analysis of the positive core by its members. The argument is that as people throughout the organization become increasingly aware of the positive core, appreciation escalates, hope grows, and community expands”.

2. Dream. “Appreciation becomes a form of power that attracts people into a transformational state”. The continuous

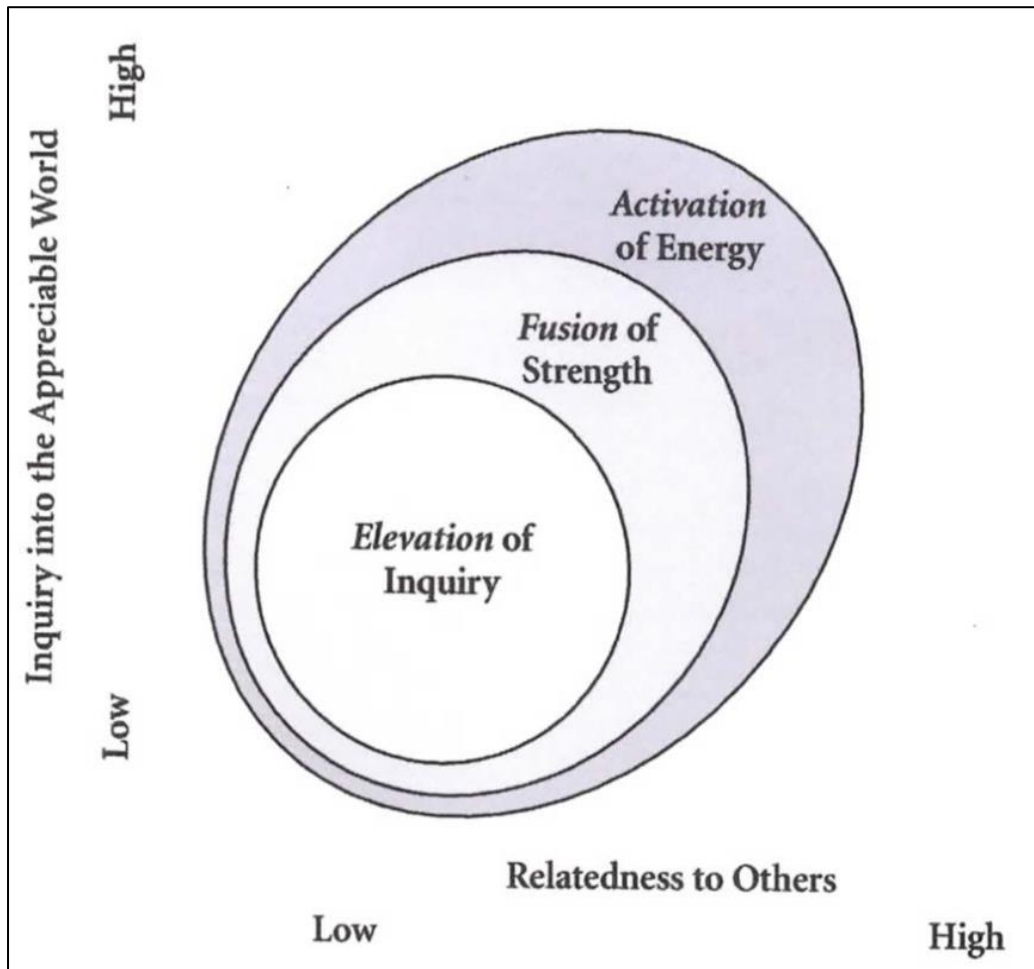
discussion through positive approach creates a positive loop in which “a dream begins to form. It is usually stated in terms of three elements: a vision of a better world, a powerful purpose, and a compelling statement of strategic intent”.

3. Design. After the two previous phases, the attention is directed to “how to readapt or change the current organization to materialize the dream”, to make it happen.
4. Destiny. They comment that previously this phase was denominated ‘delivery’ since it mainly dealt with planning and implementation. With the cumulative experience, they noticed that “the process is really about the transformation of existing paradigms”. What people are doing is just creating the world in which they are living or are going to live. At this moment,

“Instead of emphasizing planning and implementation, appreciative inquiry practitioners now emphasize giving the process away. Give it to everyone, and then step back. This sounds like a recipe for chaos. It is instead a recipe for self-organization and the emergence of the transformational proces”.

Following the Appreciate Inquire process, they propose a Theory of Positive Organizational Change, involving three stages, ranging from elevation of inquiry, to fusion of strengths, to activation of energy.

Figure 3. Toward a Theory of Positive Organizational Change



Source: Gallos, & Schein (2006, pg. 231)

“Each stage is triggered by increases of inquiry into the appreciable world and the expansion of relatedness to others” (see Figure 3).

To summarize: by applying the Appreciative Inquire Process, the relatedness to others will steadily increase. As the two axes are growing, the three stages of the change will happen.

And they conclude:

“While the description offered of positive change may seem an exaggeration, or perhaps a romantic view of the possibilities, there is a mounting wave of research from both the laboratory and the field, inviting us to focus on these possibilities as avenues for further consideration and study”.

The objective of this chapter has been to point out the great development that change management has experienced during the last decades. It can be considered in two aspects: in the number of models/proposals/theories, as well as in the very different angles in which they are perceived, studied and developed. For example, Holman, P., Devane, T., & Cady, S. (2007) compiles 61 methods or processes to help change happen. From our side, obviously, we are interested in those that focus on the company organizational world and, more specifically, in the more practical ones that help top managers to succeed in the change management processes.

Having said the above, it is important to keep in mind that as Blanchard (2010) points out: “up to 70 per cent of all change initiatives fail; a figure so high it means that most change initiatives are doomed to failure from the start”.

3. Main models

After the previous review on the evolution of change management, it would now be interesting to go into a bit more depth in describing a few models.

We have chosen three that, to some extent, could be considered 'break-throughs' at the time of publication, as well as being well-known and used/commented within the professional management and academics communities.

3.1. Larry E. Grainer

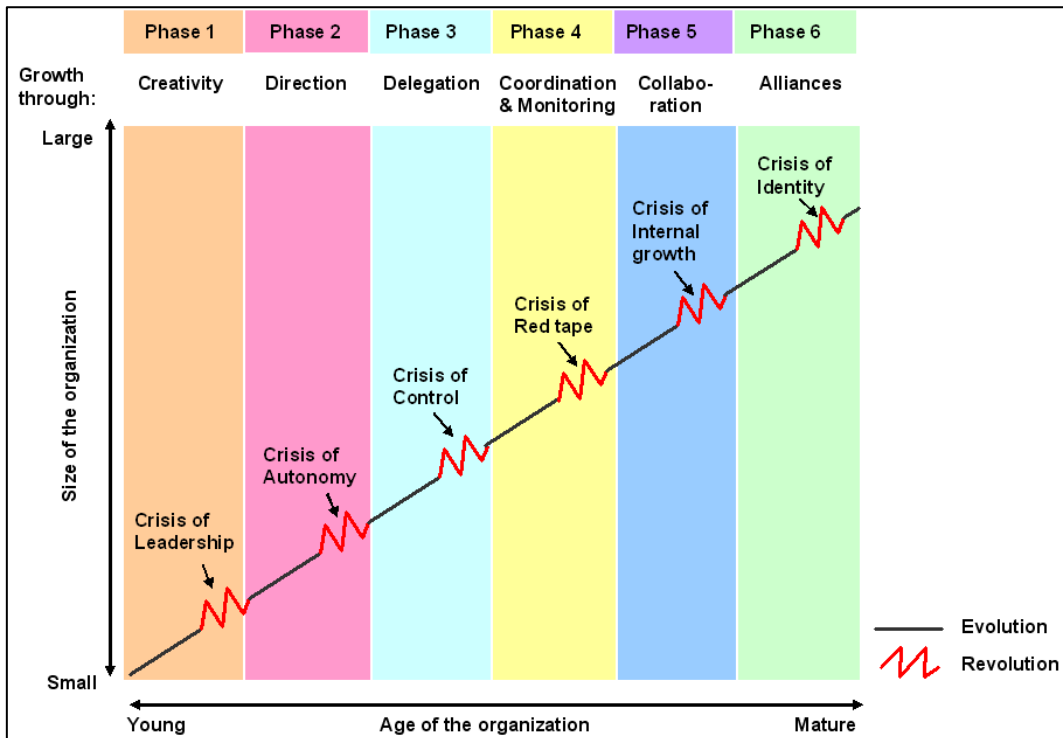
In 1972 Grainer (1998) published the article "Evolution and revolution as organizations grow", with the ambitious objective of explaining how a company grows through five different phases. At the end of every phase, a crisis will occur; the solution will arrive through a revolutionary change that will to move the enterprise to the next phase of growth. In other words:

"Each evolutionary period is characterized by the dominant management style used to achieve growth, while each revolutionary period is characterized by the dominant management problem that must be solved before growth can continue".

To build up the framework, Grainer defines what he calls the "five key dimensions": age and size of the organization, evolution and revolution stage, and the industry growth rate, the latter determining the scope of the company growth line.

Figure 4 shows the above in a quite descriptive manner:

Figure 4. The Five Phases of Growth



Source: Grainer (1998, pg. 5)

The chart reading is as follows: at the beginning of the company's creation there is an era of growth in which the management style is the creativity (people proximity, product innovation, team working...) until arriving at a crisis. The management solution for the crisis is leadership; this will provoke the next management style to support growth (stronger direction) until the next crisis...and so on.

The figure 5 illustrates well the different organizational practices by phase:

Figure 5. Organizational Practices in the Five Phases of Growth

CATEGORY	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Management Focus	Make and Sell	Efficiency of operations	Expansion of market	Consolidation of organization	Problem solving and innovation
Organizational Structure	Informal	Centralized and functional	Decentralized and geographical	Line staff and product groups	Matrix of teams
Top-Management Style	Individualistic and entrepreneurial	Directive	Delegative	Watchdog	Participative
Control System	Market Results	Standards and Cost Centers	Reports and profit Centers	Plans and investment centers	Mutual goal setting
Management Reward Emphasis	Ownership	Salary and merit increases	Individual bonus	Profit sharing and stock options	Team bonus

Source: Grainer (1998, pg. 10)

Grainer had no clear solution for the fifth crisis. He thought: “the ‘?’ crisis will center around the psychological saturation of employees who grow emotionally and physically exhausted from the intensity of teamwork and heavy pressure for innovative solutions”

Regarding the solution, he said:

“My hunch is that the phase 5 revolution will be solved through new structures and programs that allow employees to periodically rest, reflect and revitalize themselves”.

In 1998, 26 years later, Grainer (1998) republished his article introducing new comments under the headline “revolution is still inevitable”.

In this kind of “examination of the conscience”, he recognizes that four points of the model are still valid:

First,

“we continue to observe major phases of development in the life of growing companies...the growth rate of the industry seems to determine the phases’ length...everyone agrees that each phases contains its own unique structure, systems, and leadership”.

Second,

“transition between developmental phases still does not occur naturally or smoothly...all organizations appear to experience revolutionary difficulty and upheaval, and many of these organizations falter, plateau, fail or get acquired rather than grow further”.

Third,

“the logic of paradox underlying the model continues to ring true...managers have difficulties in understanding that an organizational solution introduced by them personally in one phase eventually sows the seed of revolution”.

Fourth,

“the greatest resistance to change appears at the top because revolution often means that units under each senior executive will be eliminated or transformed”.

On the other hand, regarding the differences with the original model, 26 years later, Grainer recognizes:

- *“There is much more ‘death’ in the life of organizations...few make it through all the phases...if they don’t fail...they often get acquired by companies that are in a later phase”*
- *“The phases are not as clearly marked off as I depicted them”*
- *“There are also miniphases within each evolutionary stage”*
- *“I would change some of the things I said about the fifth phase...the matrix of teams is confined largely to senior management...the most significant change occurs when the bureaucratic phase 4 control oriented staff and systems are replaced by a smaller number of consulting staff experts who help facilitate, rather than control, decisions”*

- *“A sixth phase may be evolving in which growth depends on the design of extra organizational solutions, such as creating a holding company or a network organization composed of alliances and cross-ownership”*

Despite the significant evolution in the business reality from 1972, Grainer’s model could be a valid reference to help in the analysis of change management in a given company.

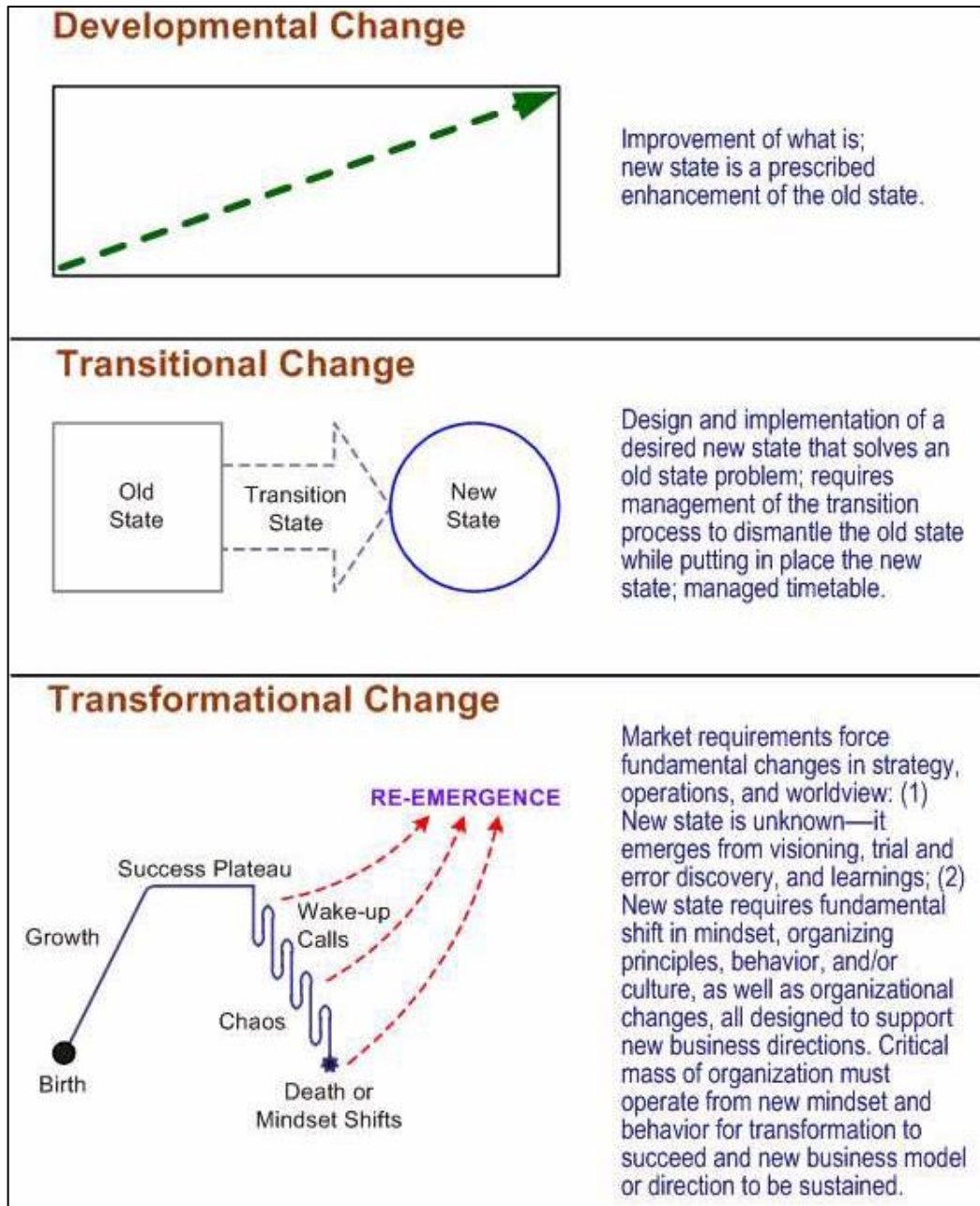
3.2. Dean Anderson & Linda Ackerman Anderson

As mentioned before, Anderson and Ackerman Anderson have been working on change management since the 80's. The approach they follow is very well described in the 3 books published and mentioned previously. Their approach is quite practical in terms of implementation, and is based on investigation as well as the numerous real cases that they have participated in as consultants.

They introduce interesting considerations (both from organizational and personal points of view), and we would like to go through some of these before arriving to the 9 phases change model proposal.

First, they make an interesting classification of the different kinds of change. What does change mean? How deep is it? And how wide? Is the route clear? Figure 6 shows their idea regarding the types of organizational change:

Figure 6. Three Types of Organization Change



Source: Anderson, D., & Anderson, L. A. (2010, pg. 53)

a) The Developmental change

“Are improvements within the box...it applies to individuals, groups or the whole organization...in all the following improvement processes:

- *Training (both technical and personal)*
- *Some application of process or quality improvement*
- *Some interventions for increasing cycle time*
- *Team building*
- *Problem solving*
- *Improving communication*
- *Conflict resolution*
- *Increasing sales or production*
- *Meeting management*
- *Role of negotiations*
- *Survey feedback efforts*
- *Job enrichment*
- *Expanding existing market outreach”.*

It does not require many efforts or pain and it is a kind of evolution from the current situation.

b) The Transitional change

“Is more complex. It is the required response to more significant shifts in environmental forces or market place that are required for success. Rather than simply improving what is, it replaces what is with something entirely different”.

“Examples of transitional change:

- *Reorganizations*
- *Simple merges or consolidations*
- *Divestitures*
- *Installation and integration of computers or new technology that do not require major changes in culture, behavior or mindset.*
- *Creation of new products, services, systems, processes, policies or procedures that replaces old ones”.*

In the transitional change, it is recommended that the operation be run with dual organization: the old one continues with the current businesses

while the new one is responsible for making the change happen, including what they term 'impact analysis':

Clarifying the key differences between the old state and the desired state and determining the implications of those gaps.

c) The Transformational change

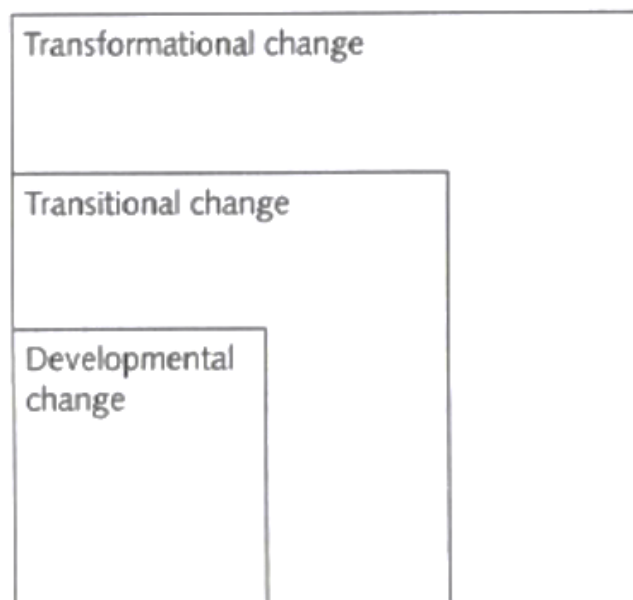
"is the least understood and the most complex type of change facing organizations today...it is one of the most challenging yet potentially rewarding undertakings for leaders...it is a radical shift of strategy, structure, systems, processes, or technology, so significant that it requires a shift of culture, behavior and mindset to implement successfully and sustain over time"

Change is so important and deep that "it began the process before the destination is fully known and defined".

It is important to say that "you do not choose your type (of change), you discover your type. In other words, the type of your change effort is determined by the dynamics of your marketplace and the nature of change it demands for your organization".

It is also important to comment that, as Figure 7 below shows,

Figure 7. Relationship of the Types of Change



Source: Anderson, D., & Anderson, L. A. (2010 pg. 73)

every one of the three types of change is not isolated and separate from the others. When transitional change is ongoing, some elements of developmental change are also in place. And when transformational change is happening, elements of transitional and developmental changes are also going to be present.

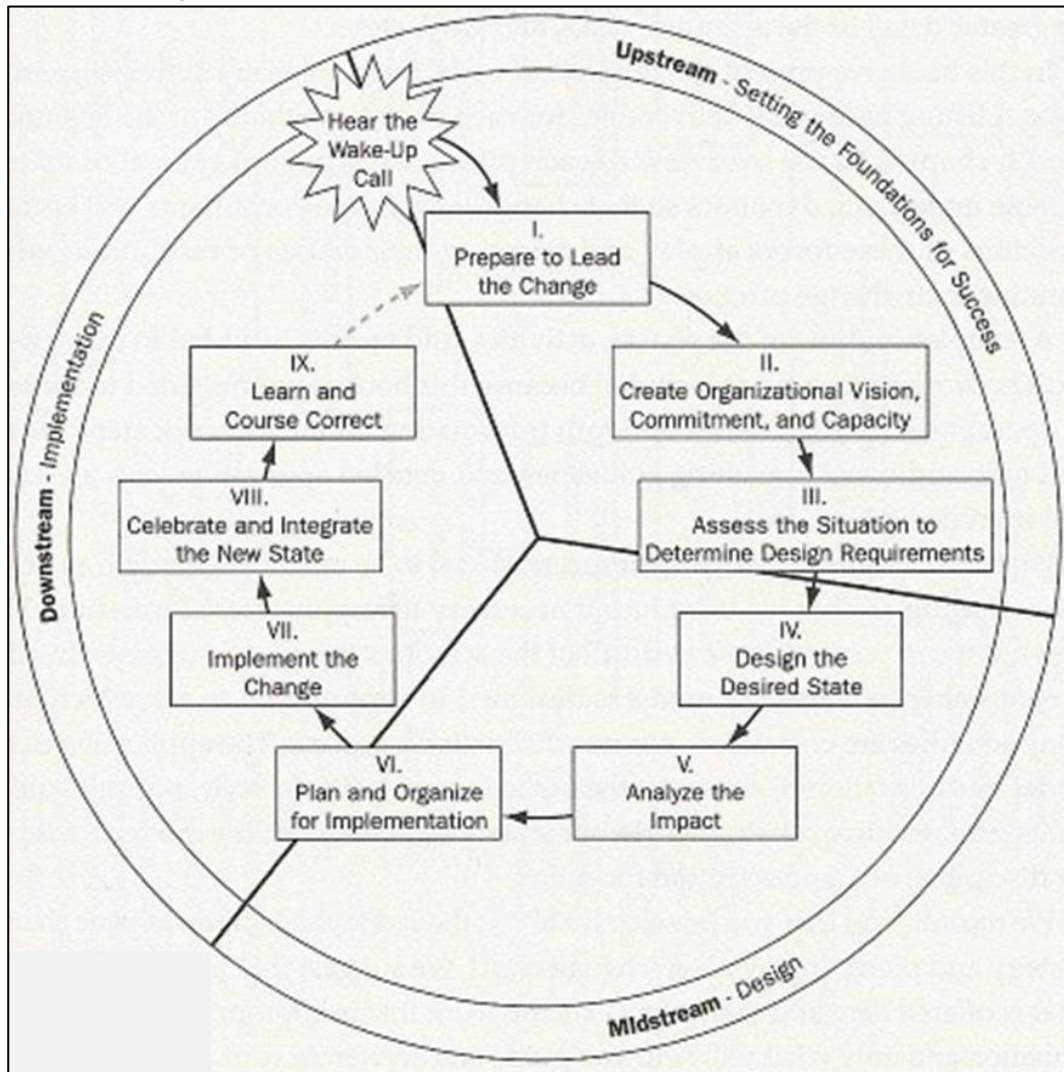
At this point, it is necessary to move from the global organization to the individual person: Who is going to drive the change? What leadership style he should adopt? The authors define two approaches (by approach “we mean the state of awareness or level of consciousness”): conscious leader (“the witness”) versus the unconscious leader (“the autopilot”).

“We define the term conscious as possessing conscious awareness; being mindful; witnessing your experience; reflecting; and being alert, clear-minded, and observant. Being conscious is being aware that you are aware and being aware of that fills your awareness”

“The transformation success formula is simple: On average your results on change will be in direct proportion to the level of awareness you bring to the effort”

Finally, the nine steps model process that Anderson and Ackerman Anderson propose is as shown in the Figure 8:

Figure 8. The Change Leader's Roadmap As a Fullstream Process



Source: Anderson, D., & Anderson, L. A. (2010, pg. 243)

The nine phases are aggregated into three groups:

- Upstream, or Setting the foundation for success
- Midstream, or Design
- Downstream, or Implementation.

"The model graphically represents the inherent logic and flow of the key phases of transformation.... transformation it is not linear and you may be in two, three or even four phases simultaneously...the accurate portrayal of the model is as a spiral going continuously upward"

The model is understandable and practical. It is a good evolution in the sense that one should pay attention not only to the model itself and to the company structure, but also to the individuals, who are the key drivers of the process.

A good way of finishing with this explanation of this model is comes from one shrewd author's comment:

"The structure of the model may give you the illusion that transformation can be easily managed, sequenced, and controlled...it is not possible! There is no cookbook for transformational change"

3.3. John P. Kotter

Kotter is probably the best known and most mentioned author in the discipline, at least among management professionals.

His eight-phase model is simple, meaningful, “hands-on, and practical”.

After the famous article was written in 1995 (mentioned previously), he continued broadening and deepening his proposal and, as a result of this, he published two new books:

Kotter (1996) and Kotter (2002).

The first one develops the idea expressed in the article, the eight-phase model. The second one, as its title emphasizes, focuses on real cases to explain the model better, or the doctrine supporting the model.

Before going on to describe the model itself, it would be interesting to highlight two main ideas set out in the first book, Kotter (1996).

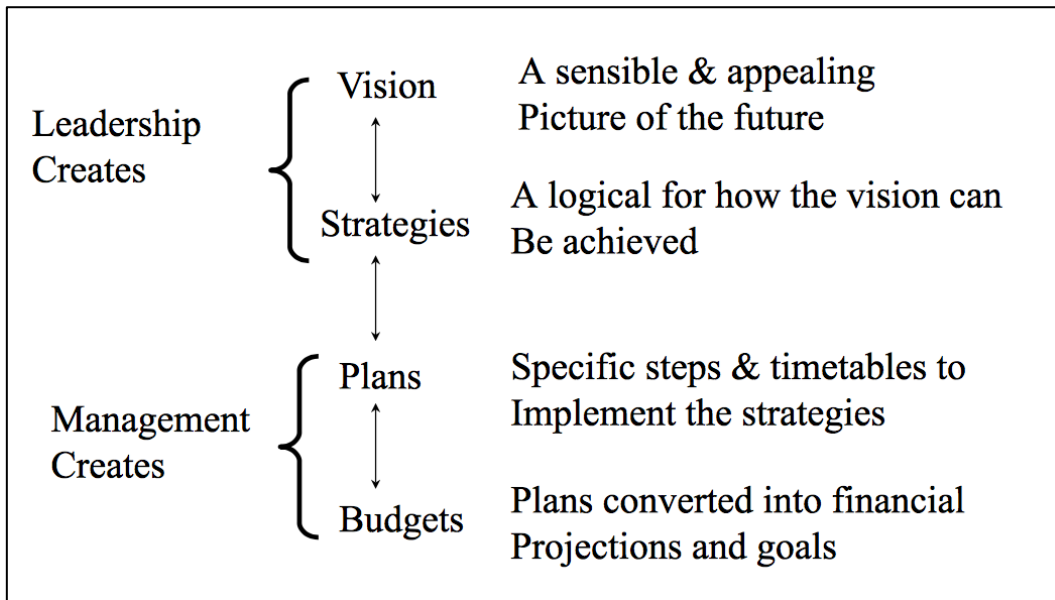
One central idea is that “the speed of change continues to increase” and that “the speed of change is the driving force”. That is why the change (or transformation) processes allow fewer and fewer mistakes each time or, more positively; it has to be more and more successful. To achieve it, the eight-phase model counter attacks the most frequent and important eight mistakes in the transformation processes and means that the change transformation ratio will increase. The failure ratio continues to be high not because “executives have learned nothing in the past few decades. They have. But the challenges have been growing as fast, or faster, than their skills”.

In this context, what should the profile/skills for the person (or people) driving the change process be? Here is where Kotter makes a crucial distinction, and it is the second important idea that we would like highlight: he (they) should be a real leader, and “management is not leadership”.

“Management makes a system work. It helps you do what you know how to do. Leadership builds systems or transforms old ones. It takes you into territory that is new and less well known, or even completely unknown to you”.

The main differences between management and leadership are described in Figure 9:

Figure 9. The relationship of vision, strategies, plans, and budgets



Source: Kotter, J. P. (1996, pg. 73)

It is already appropriate at this juncture to introduce the Kotter's eight-phase model:

1. Establishing a sense of urgency

"Examine market and competitive realities. Convince at least 75% of the company managers than status quo is more dangerous than the unknown".

2. Forming a powerful guiding coalition

"Assembling a group with enough power to lead the change effort. Encouraging the group to work together as a team".

3. Creating a vision and strategy

*"Creating a vision to help direct the change efforts.
Developing strategies for achieving that vision".*

4. Communicating the vision

*"Using every vehicle possible to communicate the new vision and strategies.
Teaching new behaviors by the example of the guiding coalition".*

5. Empowering employees for Broad-based action (to act on the vision)

“Getting rid of obstacles to change. Changing systems or structures that seriously undermine the vision. Encouraging risk taking and nontraditional ideas, activities and actions”.

6. Planning for and creating short-term wins

“Planning for visible performance improvements. Create those improvements. Recognizing and rewarding employees involved in the improvements”.

7. Consolidating improvements and producing still more change

“Using increased credibility to change systems, structures and policies that don’t fit the vision. Hiring, promoting and developing employees who can implement the vision.

Reinvigorating the process with new projects, themes and change agents”.

8. Institutionalizing new approaches

“Articulating the connections between the new behaviors and corporate success. Developing the means to ensure leadership development and succession”.

In Kotter (2002), additionally to the many real cases described for a better understanding of the model, there is an important idea that we would like to comment on: *“People says what they do less because they are given an analysis that shifts their thinking that because they are shown a truth that influences their feeling”.*

For us, it is a key idea that appears for the first time in this book. It probably means that Kotter figured it out through the many real cases studied. In other words, the idea comes from experience, which is why it so important to us.

“Almost always the core method is See-Feel-Change” and “rarely Analysis-Think-Change”.

The important conclusion from the above is that “the single biggest challenge in the (transformation) process is changing people’s behavior. The key to this behavioral shift is less about analysis and thinking and more about seeing and feeling”. In addition, we would say that a change in behavior has to be achieved, ideally, in every single employee of the company.

CHAPTER II. Emotional Intelligence. Concept Development.

1. *Origin and Evolution*

Many people may think that Emotional Intelligence (EI) is something new. It is not. Or better said, it depends: if it is in reference to the name, it is quite new, although if it is in reference to the concept, it is more than 2,300 years old.

According to various authors (Goleman, 2006; Kristiansen 2006 and 2012; McMullen, 2003; Zeidner, Matthews, & Roberts 2012, among others), Aristotle had already treated the importance of the emotions in depth. Zeidner et al. (2012) select a phrase from Aristotle's *Nicomachean Ethics*, which states that emotions:

“may be felt both too much and too little, and in both cases not well; but to feel them at the right times, with reference to the right objects, toward the right people, with the right motive, and in the right way, is what is both intermediate and best, and this is characteristic of virtue”.

“More than of virtue, this is a good description of Emotional Intelligence” (Zeidner et al., 2012).

Goleman (2006) also quotes a very descriptive phrase from *Nicomachean Ethics*:

“Anyone can become angry -that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way -that is not easy”.

Throughout history, therefore, the study of emotions has been a subject of interest for philosopher sand scientists. It is related to people's wellbeing and happiness, which obviously were, are and will be of considerable importance and interest, not only for the specialist but for everybody in general.

According to Bisquerra (2009), Broca (1824-1880) was probably the first to initiate studies on intelligence: “He measured the human skull and its characteristics and also discovered the location of the language area in the brain” (hence its name, the 'Broca' area). Influenced by Darwin, Galton (1822-1911) investigated the concept of genius, using the Gaussian bell. Moreover, Wundt (1832-1920) “studied the mental processes through introspection”.

More recently, Rodriguez (2015) states in his review of Emotional Intelligence that the history of EI would not be well understood without taking into consideration the Intelligence Quotient (IQ).

Siegler (1992) presents very well the importance of the works carried out by Alfred Binet, the father of IQ. During the last years of nineteenth century, when France was introducing compulsory education, Binet set out with the intention of helping children with learning difficulties by identifying them and trying to find education methods that better suited their needs. From 1890 to the year of his death, he published more than 200 books, articles and reviews “that now would be called experimental, developmental, educational, social and differential psychology”.

IQ “measures intelligence by taking the mental age of the child and dividing it by chronological age and then multiplying it by 100” (Fancher 1985, cited by Rodriguez 2015). Moreover, “IQ came to be known as the intellectual raw material for success” (Elias 2003, cited by Rodriguez 2015).

According to Siegler (1992), Binet’s three major contributions were to the: 1) understanding of intelligence; 2) understanding of development and, 3) understanding of memory. Explaining the main reason for the rapid success of IQ, he continues:

“...[the] test was inexpensive, easy to administer, objectively scorable and predictive of classroom performance. It combined numerous insights that go far beyond what was available previously. It was also useful for the practical goal of allowing school systems to identify students who were likely to learn less rapidly than most of their peers and who, therefore, were candidates for special education. Thus, part of the scale’s success is attributable to its accomplishing the difficult and important tasks for which it was designed”.

IQ was first used in Europe and later in the US. It was also used for recruitment during the First World War. Since then, it has been increasingly used with great success. However, there is still a minority of researchers who are of the opinion that “human beings possess multiple intelligences that are independent of each other and merit separate assessments” (Rodriguez, 2015).

1.1. Conceptual Origins

The first definitions of intelligence had special relevance to cognitive phenomena (memory, ability to solve problems etc.). However, Thorndike (1937) introduced the concept of “social intelligence” to mean the ability to understand and interact with other individuals in a society.

David Wechsler (1940) explained the relevance of non-intellectual aspects that influenced intelligent human activity, and argued that intelligence measurement systems would not be effective until such aspects were duly compared.

Years later, Howard Gardner (2011) referred to intelligence indicators such as IQ to argue that by simply using these measurers, cognitive ability cannot be fully reflected, since they do not consider either “interpersonal intelligence” or “intrapersonal intelligence”.

Gardner stated that

“In everyday life there is nothing more important than intrapersonal intelligence, since in the absence of it, we will not succeed in choosing the couple with whom we are going to marry, in choosing a job, etc.”

Following in the footsteps of Gardner, Peter Salovey (1989) organized personal intelligences into five main competences:

- Knowledge of one’s own emotions
- Ability to control oneself
- Ability to motivate oneself
- Recognition of others’ emotions
- Control of relationships

Together with Mayer, Salovey defined Emotional Intelligence as

“The ability to understand emotions and emotional knowledge and the ability to regulate emotions by promoting emotional and intellectual growth”.

The term “Emotional Intelligence” made its first appearance in Wayne Payne (1985). However, the idea had already been modelled by Beldoch (1964) and Leuner (1966).

The successful work of Daniel Goleman (1995) on Emotional Intelligence globalized the term and, in the workplace, the great importance of the analysis of emotions both for the productivity of workers and their influence on the business results became especially evident.

Goleman recalls that many of the vital skills that lead to a balanced life, such as the ability to make decisions, require staying in touch with one's emotions. These skills focus on three areas:

- Self-control.
- Enthusiasm.
- Empathy.

Regarding businesses, Goleman explains that a person who lacks control over their negative emotions may be the victim of an emotional outburst that prevents him/her from concentrating, remembering, learning and making decisions clearly. Hence the saying of certain business leaders, which states that stress makes people behave stupidly.

Indeed, the price a company can pay for the low Emotional Intelligence of its staff is so high that it could easily lead to bankruptcy.

The era of competitive and manipulative bosses, who viewed the company as a jungle, has passed into history. New society requires another type of manager whose leadership is not his/her ability to control and subdue others, but his/her ability to persuade them and guide the collaboration of all towards common purposes. In a work environment of increasing professionalism, where people are very good at specific tasks but ignore other tasks making up the value chain, productivity increasingly depends on the proper coordination of individual efforts.

For this reason, Emotional Intelligence, which allows for good relationships with other people, is an invaluable asset for the contemporary worker.

Goleman also indicates that in a study published in the Harvard Business Review, Robert Kelley and Janet Caplan compared a group of "star" workers with the rest in the middle: with respect to a series of indicators, they found that, while there was no significant difference in IQ or academic talent, there were critical disparities in relation to internal and interpersonal strategies used by "star"

workers in their work. One of the greatest contrasts they found between the two groups was the type of relationships they established with a network of key people.

A company's "star" workers are often those who have established strong connections in informal social networks and therefore have enormous potential to solve problems, knowing who to turn to and how to get their support in every situation even before that complications crop up, compared to those others that are constrained by them for not having the appropriate support.

On the other hand, and more generally, the effectiveness, satisfaction and productivity of a company are conditioned by the way in which problems are presented. Although often avoided or done in the wrong way, feedback is essential for enhancing employee effectiveness.

In providing feedback, Goleman explains that generalized attacks directed at the individual's character, such as when he/she is called stupid or incompetent, should always be avoided, as they often have a devastating effect on the motivation, energy and trust of the person receiving them. Good criticism is not so much about attributing errors to a character trait as it is about focusing on what the person has done and can do in the future. Harry Levinson, a veteran psychoanalyst who has moved over to the business field, recommends being specific, providing solutions and being sensitive to the impact of words on the interlocutor when offering good feedback.

In contemporary professional settings, Goleman indicates that diversity constitutes a competitive advantage, enhances creativity and represents almost a requirement of the heterogeneous markets that have begun to prevail. But to be able to take advantage of it, it requires the presence of those emotional abilities that facilitate tolerance and that reject prejudices. In that sense, Thomas Pettigrew, a social psychologist at the University of California, underlines the great difficulty in this, as the emotions of prejudices are consolidated during childhood, while the beliefs that justify them are learned much later. Thus, while it is feasible to change the intellectual beliefs about a prejudice, it is extremely difficult to transform the deepest feelings that give life to it.

Research on prejudice emphasizes that efforts to create a more tolerant labour culture must begin with an explicit rejection of any form of discrimination or harassment, no matter how minor.

Studies have shown that when one group expresses ethnic prejudices, all members are more likely to do the same. Therefore, a corporate policy of tolerance and non-discrimination should not be limited to a couple of “diversity training” courses on a weekend, but should permeate all areas of the company and be a practice rooted in every day action. While long-held prejudices are not easy to eradicate, it is possible, in any case, to do something different with them. The simple act of calling prejudices by their name or strikingly opposing them establishes a social atmosphere that discourages them, whereas, on the contrary, acting as if nothing has happened is tantamount to authorizing them.

However, the first approximations to the concept of “Emotional Intelligence” must be sought in the evolution of the human being.

1.2. Biological Bases

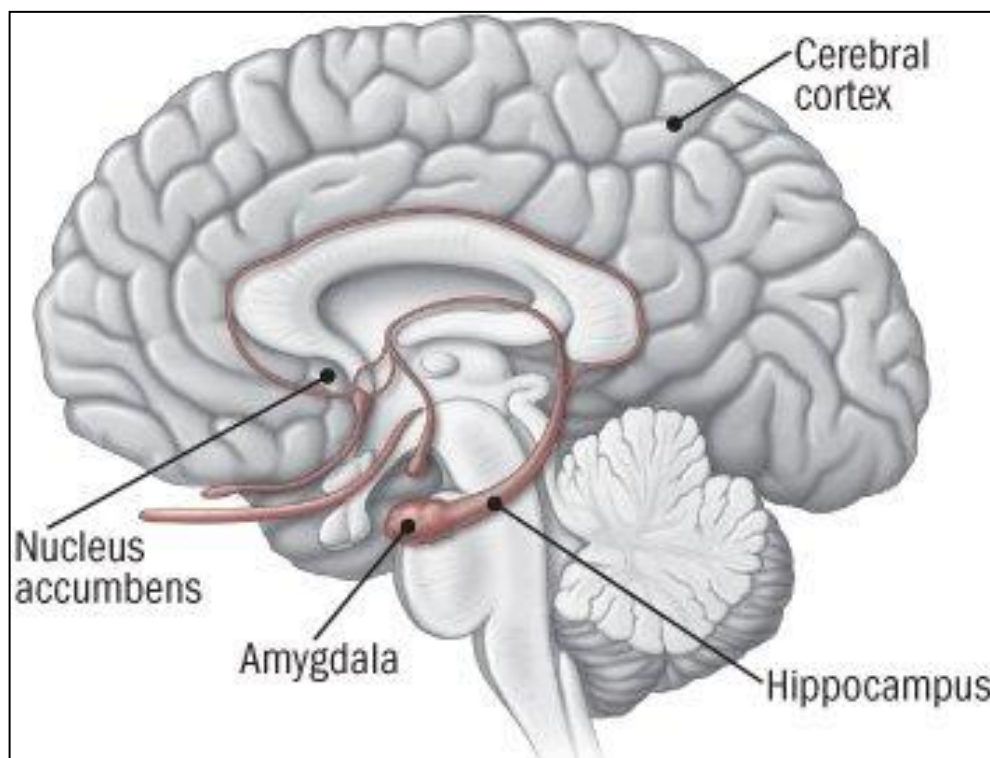
The primitive olfactory brain, formed mainly by the hippocampus and the cerebral amygdala, after centuries of evolution, gave rise to the cortex and, a posteriori, to the neocortex.

The human brain has two amygdala (each on one side of the brain) interconnected and located above the brain stem; in relation to volume, they are considered higher than those of primates.

The functions of the amygdala are to correctly process the emotional aspects of the human being as well as those related to memory and learning.

Dysfunctional of this limbic structure results in a lack of emotional perception of the environment that, in extreme cases, can reach a situation of “affective blindness”.

Figure 10. Section of the human brain



Source: Harvard health publications (http://www.health.harvard.edu/newsletter_article/how-addiction-hijacks-the-brain)

In reference to memory, the amygdala and cingulate cortex operate as memory stores, especially those that contain a greater emotional repercussion, such as traumatic experiences or great achievements. Thus, individuals with anomalies in these structures are hardly able to retain their memories.

In addition, the amygdala secretes large amounts of noradrenaline in situations where the brain and senses need to be on alert.

LeDoux (Goleman, 2006) found that auditory and visual perceptions directly reach the thalamus and from there are transferred, through a single synapse, to the amygdala. He also discovered that the thalamus sends a parallel signal to the neocortex, allowing the amygdala to react in advance to the interpretation the neocortex makes of the perceptions the senses perceive.

In LeDoux's words,

"... anatomically speaking, the emotional system can act independently of the neocortex. There are certain emotional reactions and memories that take place without the least conscious cognitive participation".

The possibility of gaining a fraction of a second and reacting quickly to possible risks has left its mark since the first mammals appeared.

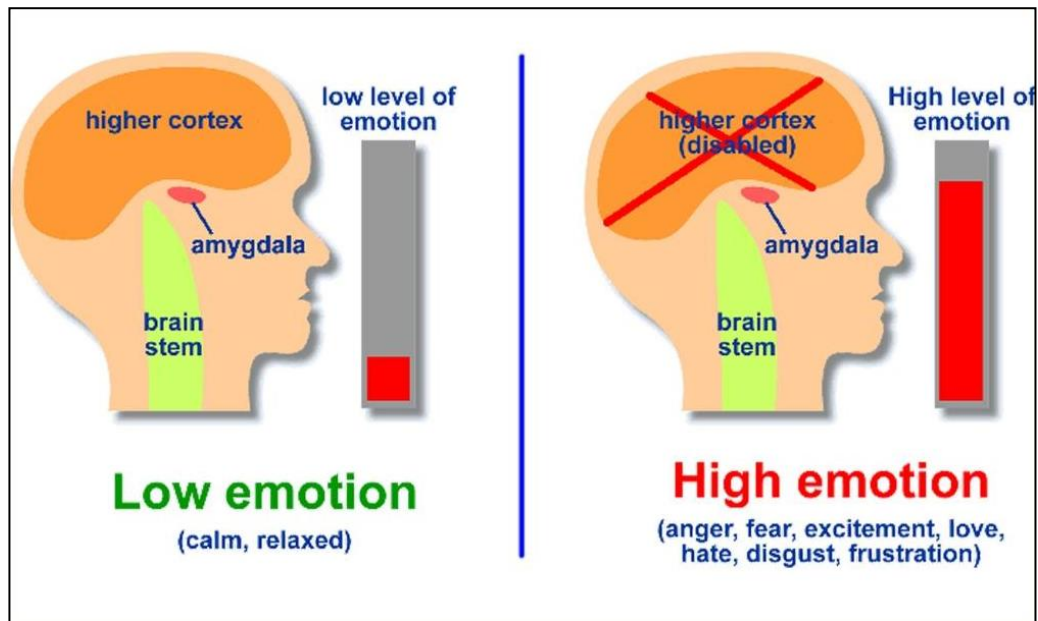
LeDoux explains that

"The rudimentary minor brain of mammals is the main brain of non-mammals, a brain that allows a very rapid emotional response. But, although it is fast, it is also a very rough response at the same time, because the cells involved only allow rapid processing, but also imprecise".

In fact, (Goleman, 2006) this crude focusing on what it feels instead of processing it and acting accordingly is what is known as the "precognitive type emotions".

Thus, to counteract the activity of the amygdala and compensate for their impulsive responses, the prefrontal lobe is responsible for dampening the reactions of the amygdala and other areas of the limbic system, offering the possibility of generating more reasoned answers. Specifically, the left lobe seems to be the most active in curbing highly unbalanced reactions.

Figure 11. Brain reaction to emotional impulses



Source: Heal & Grow for ACOAS (<https://acoarecovery.wordpress.com/tag/amygdala/>)

Thus, the relationship between what is felt and what is interpreted is forged in the junctions between the amygdala, the rest of limbic formations, and the neocortex, with the prefrontal cortex being the area that manages the so-called “memory of work”. These unions would explain why emotions are such a relevant factor in making effective judgments and making decisions in a clear and reasoned way.

1.3. Socio-emotional Adaptation

In children, prolonged situations of stress are one of the main barriers to their intellectual and learning development. In hyperactive and anxious children in particular, prefrontal control over limbic structures is usually rather limited. As a consequence, this type of individual is accustomed to suffering from high school failure and, later, also professional, sentimental (ill-treatment, lack of empathy etc.), social (delinquency), and personal (addiction to alcohol or drugs) problems. These situations are not due to a lack of intellectual potential of the individual but appear as a result of a low -or almost null- control over their emotional experiences.

Thus, feeling and processing emotions properly is of great relevance to conveying coherent reasoning. In this way, emotions form the first step in reasoning, making possible or preventing access to the rational mind of the individual.

John Maxtell (2012), from his theory of “self-conditioned evolution”, questions the existence of the two sources of intelligence (the emotional part and rational part). The theory states that reasoning has evolved to both support the emotional part and to know how to manage emotions.

Although the emotional side is usually perceived only when there is some disturbance, the brain generates emotions constantly (in personal life, with partners, with friends, at work etc.) as a survival mechanism to maintain the individual within the appropriate limits of emotional comfort. However, this mechanism does not always work correctly and can create a hypersensitive reaction to new events. The amygdala analyses the events that are occurring and compares them with other similar traits already experienced in the past.

The brain’s neurochemical alert tools memorize the most intense emotions of the past (frustration, anxiety, tension etc.), causing the adrenal glands to secrete epinephrine and norepinephrine, which in turn reprogram the signals sent to the heart and back to the brain. These signals activate the neuronal cells of the amygdala that “remember” similar events of the past in order to react more immediately.

For this reason, according to LeDoux, the emotional education that human beings undergo in childhood and the interaction they have with others around them, especially family members and caregivers, is extremely important. At this stage of life, although the hippocampus and neocortex are still in development, the amygdala matures relatively faster, so that learning to adapt to changes and setbacks is fixed in the early years of life.

According to John Maxtel (2012), evolution has not eliminated this system of rudimentary emotional learning due to its functional utility. In his “theory of self-conditioned evolution”, Maxtel defends that the human is the result of its interaction with the environment that surrounds it, added to the fact that biological evolution is already in charge of selecting those traits that are useful and necessary and those which are not.

However, through learning, emotional responses can be regulated. Although they are not usually regulated during childhood —but are usually tolerated— the ability to control them increases as adulthood is reached. This is due to the biological need for adaptation to the environment and the sociological need to follow certain rules within the surrounding society (Güell-Barceló, 2013).

1.4. Self-control and Brain State

Self-control requires self-awareness and self-regulation, the basic tools of Emotional Intelligence. In addition, one of the keys to self-control is the optimization of the brain state to perform a task (Caruso et al., 2004).

According to Goleman (2012), in terms of personal efficiency, an individual has to be in the best internal state for the work he/she is to perform, each one with points in favour and points against. For example, research shows that the advantages of being in a good mood are:

- Having more creativity.
- Solving problems better.
- Having greater mental flexibility.
- Being more efficient in decision-making in many ways.

Goleman (2012), however, indicates that among the drawbacks, there is a tendency not to use the critical sense so well in distinguishing between solid and insubstantial arguments, or to make hasty decisions, or not to pay sufficient attention to the details the task requires.

On the other hand, being in a bad mood or having a pessimistic view of life or a particular aspect has its advantages: it shows a greater ability to pay attention to detail, even when doing something boring.

The main drawback of being in a bad mood is how irritating it is for the same individual and for others around him/her. However, there are also others, such as the possibility of abandoning a project when it is not going well or negatively influencing the harmony of a group of people and disrupting the efficiency of the team (Goleman, 2012).

From self-control to stress management, the basic principles of self-control are:

- Consciousness (self-awareness)
- Management of internal states (self-management)

These capabilities are those that, according to Goleman (2012), allow someone to show excellent individual performance in any field, and in business in particular, in order for them to make outstanding personal contributions (the “solitary star”).

Competencies such as the management of emotions, the conscientious impulse to achieve goals, adaptability and initiative are based on emotional self-management.

The most important area for self-regulation is the prefrontal cortex (which is where cognitive control is found) and, in a nutshell, regulates attention, decision-making, voluntary action, reasoning, and responsiveness. On the other hand, the amygdala is the “radar” that detects dangers and is thought of as an instrument of survival that reacts almost instantaneously and preferentially over other areas of the brain.

However, the amygdala can often be mistaken, as only a small part of the information is collected by the eyes and ears. Much of the information is directed to other areas of the brain in order to be analysed and for the brain to perform a more precise management of what is perceived.

In the workplace, the five most common threats that trigger the “survival” functions of the amygdala are:

- Being condescending and disrespectful
- Being unfairly treated
- Not feeling valued
- Having the impression that there is no active listening
- Being subjected to unrealistic deadlines

Therefore, faced with an economic environment of great uncertainty, where people fear losing their jobs, thereby endangering the economic security of families, and workers’ anxieties about having to do more with less resources etc., how should workers manage this stress?

Richard Davidson (1999), director of the Laboratory of Affective Neuroscience at the University of Wisconsin, and his team have discovered that when the individual is in full excitement of the amygdala or is subjected to distressing emotions, relatively high levels of activity are detected in the right prefrontal cortex, but when he/she feels full of energy, enthusiastic and eager to do things, the left prefrontal area is activated much more.

In the laboratory, Davidson (1999) concluded that all individuals have an index of “left prefrontal activity-right prefrontal activity” that accurately dictates the range of moods every day. This index reveals the emotional set point.

Those with more left-to-right prefrontal activity are more likely to experience a greater number of positive emotions on a daily basis. Conversely, those with a more active right side tend to suffer more negative emotions.

Barbara Frederickson (2009) demonstrated that people who thrive in life experience at least three positive emotional events for each negative. Frederickson also analysed the collective effect of the left-right index and its implications on positive or negative emotions in successful teams, and found it to be at a ratio of five to one.

Daniel Siegel (2007) analysed the strategy of “mindfulness”, which consists of generating a presence that focuses on the experience of the moment, a conscience that does not judge and does not react to the thoughts or feelings that pass through the mind. It is considered a very effective mechanism to relax and enter into a state of tranquillity and balance.

Goleman (2012) prefers to resort to meditation, rather than to medication, to intervene in states of the brain. As he states,

“It’s a natural way to handle it [stress].”

There are several types of meditation that involve different mental strategies (concentration, full consciousness, visualization etc.), each having concrete effects on mental states. In fact, a new scientific field, “contemplative neuroscience”, has begun to study the differences between the consciousness’s of one type or another of meditation in the brain, which centres are activated, and what the concrete benefits might be.

2. Intellectual vs. Emotional Intelligence

According to the Royal Academy of the Spanish Language, the “intellectual quotient” (IQ) is

“A number that expresses the relative intelligence of a person and is determined by dividing his mental age by his physical age and multiplying by 100”.

This number is the result of applying a series of standardized tests that are designed to estimate the general intelligence of an individual, although the result is not totally reliable.

To prevent this system from failing, the psychologist usually assesses the applicability of the IQ to the profile of the individual under analysis and uses other complementary estimators.

The IQ was introduced by William Stern in 1912 to measure the intelligence of children, and as a counterproposal to the methods of Alfred Binet and Theodore Simon. In this way, Stern could compare the intelligence of different individuals through the percentage quotient between the mental age and the chronological age of the individual.

At present, other tests (e.g. Wechsler Scale of Intelligence for Adults) that measure human intelligence use mid-range projections in a Gaussian bell composed of probable results for a group formed by members of the same age as the subject under study, with a central value and a standard deviation. Thus, subjects with scores above the central value have above-average intelligence, and those with lower scores have below average intelligence.

Table 3. IQ scores and correlation with cognitive development

IQ scores	Cognitive development
0 – 4	Null
5 – 19	Profound disability
20 – 34	Severe cognitive impairment
35 – 54	Moderate cognitive impairment
55 – 69	Mild cognitive impairment
70 – 84	Mental retardation
85 – 99	Below average
100	Average development
101 – 111	Above average
112 – 129	Bright intelligence
130 – 139	Intellectual gifting
140 – 154	Intellectual genius
155 – 174	High intellectual abilities
175 – 184	Exceptional intelligence
185 – 201	Deep intelligence
+ 201	Greater intelligence

Source: Author, based on Cervilla et al. (2004) and López (1998).

It should be noted that the core values of several population groups have increased by three points each decade since the beginning of the 20th century thanks to higher education rates, better nutrition and a larger number of families with few members etc. Known as the “Flynn effect”, some are of the opinion that these increases may be due to methodological errors in the tests.

Within physiology, having one level or another of IQ predisposes the individual to certain diseases (Cervilla et al., 2004). In addition, the social status of the parents and their intelligence rank is also related to the degree of intellectual development of their children (Devlin et al., 1997).

Nonetheless, Hampshire (2012), together with other researchers, the Western University of Canada and the Science Museum of London, concluded that the analysis of human intelligence using the IQ does not correspond to the reality of the cerebral processes. Through brain scanners, they verified that short-term memory, reasoning and verbal ability are part of three independent neuronal activities. In their conclusions they indicated that the

“Results deny once and for all the idea that a single measure of intelligence, such as the IQ, is sufficient to concentrate all the differences in the cognitive ability we see among people; The human brain is the most complex object known, for now, and the idea that there is only one measure of intelligence could be wrong”.

Emotional Intelligence, on the other hand, is characterized by providing the individual the ability to keep up with potential adversities, self-control, managing positive and negative feelings, managing moods appropriately, and being able to trust others and have empathy with others and their environment.

The level of ability that the individual demonstrates in having these characteristics—compared to others with a similar intellectual level— mark the difference between success in his/her relations with the rest of society and, on the contrary, mediocrity or absolute failure.

Therefore, IQ, with its limitations, is an inherent magnitude of every individual and can vary independently of the will of the individual, whereas Emotional Intelligence is a skill that can vary more freely, for example, through education and self-control.

3. Emotional Intelligence Models

The skills integrating the EI parameter are numerous and diverse according to the theoretical models that various authors have proposed. In the scientific literature, there are two main models of EI:

- Mixed model
- Ability model

The mixed model combines personality dimensions such as assertiveness, optimism, etc. with emotional skills. This model is represented mainly by Goleman and Bar-On.

The ability model, represented by John Mayer and Peter Salovey, is less well-known though highly empirically supported in specialized journals and focuses exclusively on the emotional processing of information and the study of the capabilities related to such processing.

For Mayer and Salovey (1989), their theoretical model views EI as a genuine intelligence based on the adaptive use of emotions in our cognition so that the individual can solve problems and adapt effectively to the environment.

In addition, their EI model is evaluated by tasks of emotional ability in the same way that the classic IQ is evaluated by cognitive tasks as in the Wechsler tests.

In contrast, mixed models focus on stable and variable personality traits (empathy, assertiveness, impulsivity, optimism, etc.), as well as other variables without any confirmation of their true link with EI (motivation, happiness etc.); their evaluation methods focus on questionnaires, scales and inventories that provide a self-perceived index.

Finally, Goleman (2006) establishes a more specific distinction of the three models, distinguishing Salovey and Mayer's model as a model of mental ability, while defining the Bar-On one as a model within the context of personality, specifically as a "welfare model", and his own as a "theory of execution" of emotional competencies applied to the labour and business world.

3.1. Emotional Competence

At present there are divergent opinions as to what is meant by emotional competencies. Although this is a topic under continuous review and discussion, a number of specialists, including Bisquerra (2011), point out that emotional competence is

“The ability to mobilize a number of resources, through the identification of own emotions.”

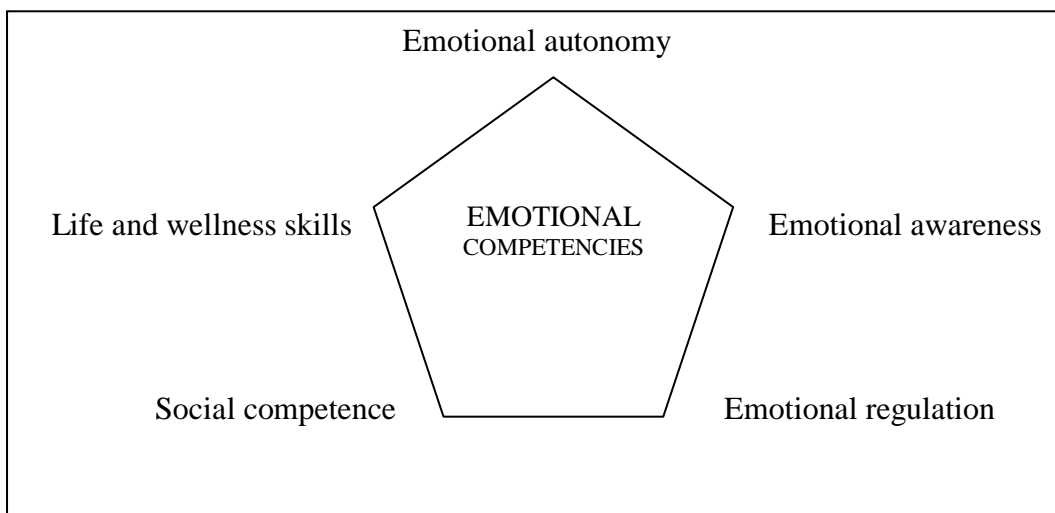
Recent literature indicates that an individual with developed emotional competencies is less likely to succumb to social risk and health problems. Thus, these people are less likely to fall into delinquency, vices (alcohol, drugs, gambling...), etc. It is therefore more likely that these people, who have greater emotional control, are more in touch with their social environment, maintain good health and a balanced diet, and respect rules, among other aspects.

If an individual does not have the minimal characteristics to identify his/her own emotions (and also the emotions of other individuals), it will inevitably be reflected in his/her way of understanding his/her present and future.

Bisquerra (2012) also indicates that these competences can be learned through targeted education. Therefore, it is considered of great relevance that emotional education begins in early childhood.

Graphically this model can be represented by the following:

Figure 12. Pentagonal model of emotional competencies



Source: Alzina, R. B. (2013). *Cuestiones sobre bienestar: cinco pilares para el desarrollo del bienestar personal, social y emocional*. Editorial Síntesis.

In the field of research and academic organization in Spain, the contributions of the Research Group in Psychopedagogical Orientation (GROP) model of the University of Barcelona (Bisquerra, 2009) is worth mentioning.

Applied to the education sector, it studies the following competences:

Table 4. Five pillars for the development of personal, social and emotional well-being

<ul style="list-style-type: none"> • Emotional awareness: the ability to become aware of one's own emotions and the emotions of others, including the ability to gauge the emotional climate of a given context. It studies aspects such as: <ul style="list-style-type: none"> ○ Awareness of one's own emotions ○ To be able to name emotions ○ Understanding the emotions of others ○ Becoming aware of the interaction between emotion, cognition and behaviour ○ Beliefs
<ul style="list-style-type: none"> • Emotional regulation: the ability to handle emotions appropriately. This involves taking emotional awareness and understanding the relationship between emotion, cognition and behaviour. Its competences are:

- Appropriate emotional expression
- Regulation of emotions and feelings
- Tolerance to frustration
- Coping strategies
- The ability to generate positive emotions

- Emotional autonomy: this is understood as a broad concept that includes a set of characteristics and relational elements with personal self-management, among which are self-esteem, a positive attitude towards life, responsibility, the ability to critically analyse social norms, the ability to seek help and resources, as well as emotional self-efficacy. It includes the following skills:
 - Self-esteem
 - Self-motivation
 - Emotional self-efficacy
 - Responsibility
 - Positive attitude
 - Critical analysis of social norms
 - Resilience

- Social skills or social-emotional skills: this is the ability to maintain good relationships with other people. This involves mastering basic social skills, the ability for effective communication, respect, assertiveness, etc. Competences include:
 - Mastering basic social skills
 - Respect for others
 - Practice receptive communication
 - Practice expressive communication
 - Sharing emotions
 - Pro-social behaviour and cooperation
 - Assertiveness
 - Conflict prevention and resolution
 - Ability to manage emotional situations
 - Emotional leadership

- Competences for life and well-being: these include the capacity to adopt appropriate and responsible behaviours to satisfactorily meet the daily challenges of life, and to allow individuals to organize in a healthy and balanced way, facilitating experiences of satisfaction or well-being. The following

competencies are included:

- Setting adaptive goals
- Decision-making
- Searching for help and resources
- Active, participatory, critical, responsible and committed citizenship
- Emotional well-being
- Flow

Source: Author, based on Alzina, R. B. (2013). Cuestiones sobre bienestar: cinco pilares para el desarrollo del bienestar personal, social y emocional. Editorial Síntesis.

These competencies can be instilled through emotional education using strategies of action focused on the students.

Bisquerra (2000) points out that such education is

“A process that is given continuously and permanently.”

Consequently, emotional education does not discriminate by the educational level of the individual but by the type of person receiving such education (child, adolescent, adult...).

Therefore, emotional education seeks to get the “pupil” to:

- Recognize own emotions
- Recognize the emotions of others
- Identify and name emotions correctly
- Be able to regulate one’s emotions
- Increase the threshold of tolerance to frustration
- Identify in advance the harmful effects of negative emotions
- Be able to build positive emotions
- Be able to achieve self-motivation
- Have a positive attitude towards life
- Develop the ability to move forward

These objectives are considered of vital importance for the individual to develop properly through emotional control, requiring the active cooperation of the tutor/teacher instilling these values, and of the educational authority that builds an optimal strategy.

3.2. Main Models of Emotional Intelligence

For Goleman (1995), EI refers to

“the ability to recognize our own feelings, those of others, motivate ourselves and properly manage the relationships we sustain with others and with ourselves.”

This capability encompasses five capabilities:

- Self-knowledge
- Self-control
- Self-motivation
- Empathy
- Social skills

Bar-On (1997) defines EI as

“a series of non-cognitive, emotional, personal, and social skills that influence individual capacity to effectively address environmental pressures and requirements.”

Mayer, Caruso and Salovey (1999) propose the following expanded definition: EI refers to an ability to recognize the meaning of emotions and their relationships, and to reason and solve problems based on them. Emotional Intelligence involves the ability to perceive emotions, to assimilate feelings related to them, to understand emotional information and to manage it.

Salovey and Mayer (1997) establish the skills involved in EI:

- Perception, evaluation and emotional expression. This includes the following skills:
 - Identifying one’s own physical and psychological states.
 - Identifying the emotion in others.
 - Expressing emotions accurately and expressing needs related to those emotions.
 - Discriminating between appropriate or inappropriate emotional manifestations, honest or dishonest.
- Emotion as a facilitator of thought: Emotions direct our attention to relevant information, and determine both the way we deal with problems and the way in which we process information. This includes the following skills:

- Focusing and prioritizing own thoughts based on feelings associated with objects, events or people.
- Generating and emulating intense emotions to facilitate judgments and memories related to emotions.
- Taking advantage of mood swings to adopt different points of view and expand our perspectives from different moods.
- Use of emotional knowledge: Proper labelling of emotions, understanding emotional meaning, not only in simple emotions but also in more complex ones, and also understanding the evolution from one emotional state to another. Includes:
 - Understanding how different emotions are related.
 - Perceiving their causes and consequences.
 - Interpreting complex emotions such as combined or contradictory emotions.
 - Predicting possible transitions between emotions.
- Regulation of emotions: This consists of the ability to emit behaviours that involve the emotions that are desired, and to maintain the desired moods or use emotional repair strategies. This involves:
 - Being open to the emotional experience (pleasant and unpleasant).
 - Controlling and reflecting on emotions.
 - Engaging, prolonging and/or distancing oneself from emotional states.
 - Managing one's own emotions and those of others.

Goleman (1995) proposes five capacities:

- Self-awareness: Consciousness of oneself and of one's internal states, resources and intuitions. Emotional awareness: recognizing one's own emotions and their effects. Understanding the links between one's emotions and behaviour. Having conscious knowledge of one's values and goals.
- Self-control, self-regulation: control of one's states, impulses and internal resources. This aspect involves integrity, adaptability and capacity for innovation.

- Self-motivation: Management of the emotional tendencies that guide and facilitate the achievement of one's objectives. Motivation of achievement: striving to improve and grow inwardly. Commitment. Optimism.
- Empathy: Awareness of the feelings, needs and concerns of others. It involves realizing the developmental needs of others. Political awareness. Orientation towards the service.
- Social skills: Ability to induce desirable responses in others. Knowing how to give and receive information, affectively and effectively. Capacity for collaboration and cooperation, synergy, leadership etc.

Bar-On (1997) proposes five large groups of factors related to his model:

- Intrapersonal capacity: self-awareness, assertiveness, self-perception, self-actualization and independence.
- Interpersonal capacity: empathy, interpersonal relationships, social responsibility.
- Stress coping: stress tolerance, impulse control.
- Adaptability: Problem solving skills, flexibility and reality testing.
- Mood and motivation: happiness and optimism.

3.3. Main Disagreements

Goleman's contribution has not been without controversy, especially when it comes to his emotional base as a form of intelligence. So much so that Eysenk (2000) finds discrepancies in the definitions of intelligence and comments that Goleman

"Exemplifies more clearly the absurdity of the tendency to classify almost any type of behavior as intelligence".

If these five "abilities" define "Emotional Intelligence",

"We would expect some evidence that they are highly correlated; Goleman admits that they might be a bit unrelated, and if we cannot measure them, how do we know they are? So the whole theory is built on quicksand: there is no solid scientific basis".

In turn, Locke (2005) states that the definition of Emotional Intelligence does not correspond completely with what is commonly known as intelligence, and that EI should be labelled as one more skill; Locke argues that EI is not a variant of intelligence but is the ability to apply intelligence to the emotional world.

The central basis of these disagreements and criticisms is that scientific research should focus on the use of testable premises and unambiguous concepts. But in the field of EI, several researchers had already theorized on skills, attitudes, values, personality aspects and emotions. Thus, part of the scientific community thinks that the term EI can lead to confusion (Mattiuzzi, 2008).

Landy (2005) believes that most EI studies have concluded that the possibility of predicting events is limited or zero (except for work or academic environments). He argues that the limited validity of studies is explained by the non-consideration of alternative assumptions, such that

"EI compares and contrasts with a measure of abstract intelligence, but not with a measure of personality, or with a measure of academic intelligence".

Criticisms of the studies of correlations between different tests and personality are not few. However, the majority opinion of scientists is that EI needs to be relocated and identified as a set of personality traits (Mikolajczak et al., 2007).

4. Mechanisms of Measuring Emotional Intelligence

When it comes to measuring a theoretical construct such as EI, it should be taken into account that it is a very complex procedure, since it is a meta-ability that lies latent in the subject, and is therefore not something directly observable (Mestre, Guil, Carrera and Braza, 2000). We are therefore faced with an abstract theoretical variable or, as other statistical theorists prefer to call it, a synthetic variable, to explain phenomena that are of scientific interest but cannot be directly observed (Sosa, 2008).

Salovey and Mayer developed the idea of EI to explain why some people seem to be more “emotionally competent” than others. They believed it was necessary to develop an indicator of Emotional Intelligence to explain this difference, based on the discrepancies observed in the emotional competition between different subjects.

Based on this idea, it is logical to think that many human behavioural scientists would be interested in being able to measure EI using a paper and pencil test, or in other words, a questionnaire or scale. The questionnaire is the instrument normally used for the acquisition of data in field research through correlational methodologies such as surveys, aptitude tests or personality tests.

However, we must question whether these evaluation instruments really measure what they say they measure. Field studies involve research in the “real world” rather than a laboratory. If we fail to understand EI as a psychological indicator, we will end up developing questionnaires that seriously threaten the reliability and validity of the conclusions we reach with them (Cook, Hepworth, Wall and Warr, 1981; Schriesheim, Powers, Scandura, Gardiner and Lankau, 1993; Hinkin, 1995).

Based on the attractiveness of any attempt to measure EI, it is common for some researchers to use these measurements or questionnaires before knowing whether they are suitable or not, and often make significant conclusions based on these measurements that cannot be tested (Hinkin, 1995). It is also important to take into account that there is no clear consensus, at present, about what is or is not Emotional Intelligence.

In addition, two more points could be added:

- The approach of EI and its implications in the successful adaptation of the individual, has been carried out through the study of intelligence without the contribution of theorists and researchers of emotion, and perhaps also of motivation.
- What conceptual differences does EI have with other concepts, at first glance related, such as self-efficacy (Bandura, 1987) and personal maturity?

At present, the study on this concept is focusing on the efforts to look for an instrument of measurement that guarantees that what we are evaluating is what we mean by EI and nothing else (Mestre, Gil, Carreras, Braza, 1997).

However, developing an instrument for measuring a psychological indicator is a difficult and extremely laborious process if it is to be done correctly (Schmitt and Klimoski, 1991). And if we do not develop the process in the right way we may end up generating results that lead to dubious conclusions. According to Schoenfeldt (1984), many researchers from organizations such as the American Educational Research Association, the American Psychological Association, or the National Council on Measurement in Education believe that the legitimacy of research is assured by having valid and reliable instruments and methodological procedures. In this way we guarantee the adequate advance of psychological science.

Therefore, the instruments (questionnaires, scales, registers...) that measure psychological indicators must demonstrate validity of content, criterion validity and internal consistency, or reliability, which in turn provide evidence to the psychological indicator. Construct validity is a type of superstructure that includes other validity types, such as apparent validity, content validity, predictive and concurrent validity, and convergent and discriminant validity. Reliability seeks to determine to what extent the answers to questions in a questionnaire correlate with the overall score of the questionnaire.

EI is a theoretical indicator whose quantitative concretion may be controversial; however, we should at least try to achieve this goal, rather than give up. Any operational construction requires a clear definition and what is involved is to obtain it quantitatively (Silva Ayçagüler, 1997).

It is also necessary to be aware that the result obtained does not completely satisfy academics working in this area. However, if the concept of EI evolves without current dogmatisms, both its definition and operationalization will have to be modified in order to obtain a more subtle application and a broader acceptance.

According to Mestre, Guil, Carreras and Braza (1997), any attempt to operationalize EI is extremely valuable and an effort that should not be condemned. However, at least in drawing conclusions, prudence must be shown if it is known that an EI evaluation instrument is not sufficiently validated, or at least if there are doubts as to what is being measured. Although these comments may seem to go against the general discourse of constructs or psychological concepts, the intention is to call for scientific prudence.

4.1. Self-report Test

Self-report measurements are the most traditional and used methods in the field of psychology. Through questionnaires, profiles have been obtained for personality variables such as extraversion and neuroticism. Moreover, emotional aspects such as empathy and self-esteem have been evaluated, and measurements have been obtained on other more cognitive factors, such as constructive thinking or coping strategies. Similarly, the use of scales and questionnaires has shown its usefulness in the evaluation of EI and the effective management of our emotions.

In most cases, these questionnaires consist of short verbal statements in which the respondent expresses their EI by their own estimation of their levels in certain emotional abilities through a “Likert scale”, which varies from Never (1) to Very frequently (5). This indicator is called the “Perceived or Self-Informed Emotional Intelligence Index” and reveals students’ beliefs and expectations about whether they can perceive, discriminate, and regulate their emotions.

As will be seen later, this form of evaluation has its disadvantages, but it is important to realize that none of the alternatives is perfect and that self-report tests have the advantage, the economy, compliance with the criteria of validity and reliability depending on the test used. Moreover, the measurement of self-efficacy evaluated with these types of instruments is of considerable heuristic value (Sosa, 2008).

Bandura (1987) defined self-efficacy as

“People’s beliefs about their abilities that allow them to organize and execute courses of action required to achieve certain types of performance.”

Hackett and Betz (1981) have demonstrated their predictive value in relation to the significant variables of vocational behaviour, such as academic performance and career choice (Hackett & Lent, 1992; Multon, Brown & Lent, 1991). As a result of this predictive utility, the self-efficacy indicator has become one of the most prominent in vocational literature.

Social-cognitive researchers have shown that students’ confidence in the skills required by an academic area is often a better predictor of later success in that

area than their objective abilities (Bandura, 1997). This is due in part to the fact that such self-perceptions help individuals determine what to do with the knowledge and skills they possess. Although cautious, these arguments in favour of self-efficacy tests could serve not only in vocational assessments but in other skills such as emotional skills.

However, since the emotional world is interior, one of the most effective ways to get to know subjects, despite their biases, is to ask them about how they feel, what they think, or how certain events that occur in their life affect them.

The evaluation of EI through questionnaires is very useful in those cases in which the evaluator wants to obtain an index of people's emotional adjustment and to obtain a profile of affective deficiencies in certain areas whose only way of evaluating is through introspection itself. For example, among schoolchildren, it is very useful to know the capacity for emotional discrimination, attention to positive and negative emotions, level of affective regulation, or degree of tolerance to frustration stress.

However, some authors, such as Mayer and Salovey, view EI as a genuine intelligence and consider an evaluation based solely on paper-and-pencil questionnaires deficient. These authors consider that EI questionnaires may be affected by the person's own perceptual biases and, in addition, the tendency to falsify the response to create a more positive image is also possible.

In spite of this, the usefulness of self-report measurements in the field of emotions is indisputable, especially in providing information about intrapersonal skills and the self-reported behaviours of the subjects.

As already mentioned, in this method subjects evaluate themselves in their perceived capacity in different competencies and emotional skills. There are several EI questionnaires that, although similar in structure, evaluate different components of it (Sosa, 2008).

One of the first questionnaires to be developed was the Trait-Meta Mood Scale (TMMS) (Salovey, Mayer, Goldman, Turvey and Palfai, 1995), which evaluates what Salovey and Mayer call "Perceived Emotional Intelligence" (PEI) – the meta-knowledge subjects have about their emotional abilities; specifically, their beliefs about their own abilities of attention, clarity and intrapersonal emotional repair.

Studies carried out in several countries following the model of Salovey and Mayer used TMMS as an indicator of PEI, examining how subjects try to adequately understand, address and overcome different stressful situations, whether in the laboratory or real (Fernández-Berrocal, Ramos and Orozco, 1999; Goldman et al., 1996; Salovey, Bedell, Detweiler and Mayer, 1999).

Research on PEI has revealed interesting relationships with wellness measurements such as depression, anxiety, and physical and mental health. Subjects with an emotional imbalance present a profile characterized by high attention to their emotions, low emotional clarity and the belief that they cannot modify their emotional states (Salovey, 2001).

There is also evidence suggesting that Emotional Intelligence allows for the correct elaboration and integration of intrusive thoughts that usually accompany highly stressful events, as well as those that are due to normal stress and are present in the non-clinical population (Fernández-Berrocal, Ramos and Extremera, 2001).

This questionnaire has been one of the most used in the scientific and applied field. The scale provides a personal estimate of the reflective aspects of a subject's emotional experience.

TMMS contains three key dimensions of intrapersonal EI:

- Attention to own feelings
- Emotional clarity
- Repair of own emotions

The classic version contains 48 items, although there are reduced versions of 30 and 24 items (Salovey, Mayer, Goldman, Turvey and Palfai, 1995) adapted to Spanish by Fernández-Berrocal, Alcaide, Domínguez, Fernández-McNally, Ramos and Ravira, 1998).

Participants respond on a 5-point Likert scale (1 = Nothing according to 5 = Totally agree) the degree of agreement with respect to the items presented. This test has been shown to have adequate indexes of internal consistency and convergent validity in different samples (Attention, alpha = 0.86, Clarity, alpha = 0.87 and Reparation, alpha = 0.82, Salovey et al., 1995; Salovey et al., in press). For samples from Chile and Spain, a Spanish version was used with the following

internal consistency indexes: Attention ($\alpha = 0.87$), Clarity ($\alpha = 0.81$) and Repair ($\alpha = 0.76$) (Fernández-Berrocal, Alcaide, Domínguez, Fernández-McNally, Ramos and Ravira, 1998).

The literature has revealed that self-reporting scales such as TMMS show good validity and reliability in various populations (Salovey, 1995), add incremental validity to other classical personality constructs, and predict various aspects of physical and mental health (Extremera And Fernández-Berrocal, 2002; Salovey et al., 2002). Other scales, such as the EQ-I, have also presented adequate psychometric properties and divergent validity with fluid intelligence.

To check the relationship between EI and life satisfaction, Palmer, Donaldson and Stough (2002) conducted a study to discriminate between this relationship and certain personality traits, especially neuroticism, extraversion and positive and negative affect are great predictors of life satisfaction and emotional adjustment. Moreover, given that EI can also be a predictor of life satisfaction, they examined these variables in combination with the aim of trying to delimit the effect of each one. To this end, they used the Toronto Alexithymia Scale (TAS-20), which measures the difficulty of identifying emotions, the difficulty of describing emotions and externally oriented thinking, the Trait Meta Mood Scale (TMMS) (Salovey et al. (1995), the Positive and Negative Affect Schedule (PANAS), which evaluates the level of positive and negative emotions experienced during the previous year and establishes a general index of positive or negative affect, and finally the Satisfaction With Life Scale (Diener et al. 1985).

The study provided preliminary empirical evidence of the influence of EI (component clarity) in relation to life satisfaction. Subjects who perceive emotional events with clarity reduce the time spent on the negative reasoning process. Moreover, they recommend that future research should compare EI with personality measurements, such as the NEO PIR (Costa and McCrae, 1992), and suggest the development of training and intervention programs to increase EI skills.

In Spain, Fernández-Berrocal et al. (1998) adapted the TMMS for use in Spanish-speaking countries and, using this measurement method, analysed the influence of EI on the psychological adjustment of adolescents, with indicators of

depression and anxiety and other variables such as empathy, suppression of thoughts and emotional inhibition.

Fernández-Berrocal, Alcaide and Ramos (1999) found that adolescents scored more on the subscale of TMMS, empathy, anxiety and depression. In relation to depression, they found that students classified without depression showed higher rates of clarity and repair than those classified as depressives who had higher scores on anxiety and suppression of thoughts.

These authors conclude that the negative relationship between clarity and repair and depression, anxiety and suppression of thinking indicates that belief in being able to prolong one's own positive emotional states and interrupt negative ones assures an acceptable level of mental health, understood as an absence of symptoms of anxiety and depression.

In another study, Fernández-Berrocal, Ramos and Orozco (1999) analysed the relationship between EI and psychological adjustment in pregnant women. The results showed that depressive women showed lower rates of attention, clarity and repair, the latter skill explaining the difference more.

Fernández-Berrocal et al. (2001) carried out a cross-cultural study with North American, Chilean and Spanish populations. They found similar results: subjects with higher scores in perceived clarity and repair have better indicators of emotional adaptation than in previous studies (Fernández-Berrocal, Ramos and Extremera, 2001; Salovey, et al., 1999; Salovey, et al., 1995).

In many cultures, when subjects believe and perceive themselves as very skilful in their capacity for emotional understanding and in their ability to regulate their emotional states, it is a good indicator of their emotional balance and adaptability. The authors found evidence that suggests that Emotional Intelligence would allow the elaboration and correct integration of intrusive thoughts that usually accompany highly stressful events, as well as those that are due to normal stress and that are present in the non-clinical population.

Another instrument, similar to the previous, is the "Schutte EI" scale, which provides a unique EI score (Schutte et al., 1998). It consists of 33 statements such as "I am aware of emotions when I experience them" or "I help others feel

better when they are sad” that must be corroborated on a Likert scale from 1 to 5 (1 = I completely disagree, 5 = I completely agree).

However, further research has found that this scale can be divided into four sub-factors:

- Emotional perception.
- Managing own emotions.
- Managing the emotions of others.
- Use of emotions.

Internal consistency ranged from 0.87 to 0.90 (Schutte et al., 2001).

Schutte et al. (2001) conducted a study to examine the connection between EI and personal relationships. They found:

- A relationship between EI and self-control and the empathy component of perspective.
- Significant relationship with social skills.
- Cooperation.
- Affective relationships.
- Marital satisfaction.

However, the authors concluded that it was not possible to determine whether there was a direct or inverse causal relationship between these constructs. They reported that EI could be improved with intensive training and that studies with subjects who had received training could determine the possible causal relationship.

In Spain, Chico (1999) carried out a study to measure EI in relation to personality and intelligence traits. The questionnaires used were the Schutte test (1998), the 3A scale, progressive matrices and the revised Eysenck personality questionnaire. With the data obtained, the author performed a factorial analysis that revealed that the empirical factors, including valuation and expression of emotions, regulation of emotions and use of emotions, coincided with those of the Schutte scale. The results showed significant correlations between EI and extraversion, non-significant negative correlations between EI and cognitive abilities, and a low predictive value of EI and academic performance.

A third EI self-report tool is Bar-On's EQ-i (1997, adapted to Spanish by MHS, Toronto, Canada). However, it is an inventory of a broad range of emotional and social skills rather than a genuine EI tool. It contains 133 items to which agreement or disagreement has to be answered on a 5-point Likert scale, and which is composed of five general factors:

- The self-perception component assesses: self-regard, self-actualization and emotional self-awareness.
- The self-expression component assesses: emotional expression, assertiveness and independence.
- The interpersonal component assesses: relationships, empathy and social responsibility.
- The decision-making component assesses: problem solving, evaluation of reality and impulse control.
- The stress management component assesses: flexibility, stress tolerance and optimism.

In addition, the inventory includes 4 validity indicators that measure the degree to which subjects respond at random or distort their responses and whose objective is to reduce the effect of social desirability and increase the safety of the results obtained. They can be further divided into a total of 15 subscales that include emotional self-awareness, assertiveness, self-evaluation, empathy, interpersonal relationships, problem solving, reality assessment, flexibility, stress tolerance, and impulse control, among others.

Davies, Stankov and Roberts (1998) point out some problems of these self-report tests, including those with on the one hand low reliability and low discriminatory validity of the different components, and, on the other, divergent validity of factors related to personality traits such as neuroticism, extraversion, sympathy, openness, etc.

4.2. External Observers

The second method for assessing EI levels starts from a basic premise, which refers to whether EI implies the ability to manage and understand one's own emotions and the people around us; one might then ask the people closest to us about how to handle our emotions in public and how to deal with the problems and events that occur to us.

This procedure is considered an effective way to evaluate interpersonal EI, that is, it indicates the level of emotional ability perceived by others. However, it has problems evaluating intrapersonal EI (Sosa, 2008).

External observer methods are commonly called instruments based on external observation, or 360° evaluation. Colleagues are asked for their opinion about how they perceive an individual in his/her daily life and his/her interaction with other people around him/her, about how to resolve his/her conflicts with others, and about the way in which emotionally intense situations are confronted (discussions, criticisms of others, misunderstandings etc.). This form of evaluation is complementary to the first group of methods and provides as additional information. It also serves to avoid biases of social desirability and distortions.

Some measures, such as the Emotional Competent Inventory (ECI), are aimed at the business world. They also present appropriate psychometric properties (Sala, 2002) and positive relationships with various organizational aspects.

Questionnaires such as Bar-On's EQ-i (1997) also include an external observation instrument complementary to the questionnaire to be completed by the student. On other occasions, sociometric techniques are used in which students and/or teachers evaluate the rest of the class using various emotional adjectives and habitual behavioural styles (Sosa, 2008).

4.3. Measures of Ability

This last group of methods aims to overcome the bias problems presented by the two previous methodologies. The aim of these instruments is, on the one hand, to avoid distorting the responses of the subjects themselves in situations where a positive image is desirable and, on the other hand, to reduce the perceptual and situational biases provoked by external observers.

The logic of these assessment instruments is based on the fact that the best way to evaluate whether a person is skilled or not in an area is to test their abilities in this area (Sosa, 2008).

In general, ability measurement methods consist of a set of emotional tasks, more novel in their procedure and format, that assess the style in which a student solves certain emotional problems by comparing their responses with predetermined and objective scoring criteria (Mayer et al., 2002; Mayer, 2001).

Likewise, if the purpose is to assess emotional management ability, the appropriateness of the problem-solving strategies selected by the student to resolve an interpersonal conflict is assessed. There are two methods that measure the ability to assess EI that use this approach:

- The Multifactorial Emotional Intelligence Scale (MEIS) (Mayer, Caruso and Salovey, 1999), which is based on the model of Salovey and Mayer (1990).
- And their improved Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) version (Mayer, Salovey and Caruso, 2002; Mayer, et al., 1999).

These methods cover four areas of Emotional Intelligence proposed by Mayer and Salovey (Mayer and Salovey, 1997):

- Emotional perception, through stories, drawings, music and faces.
- Emotional assimilation in perceptual and cognitive processes.
- Emotional understanding, which entails how subjects reason and understand their emotions.
- Affective regulation, which involves how they manage their own emotions and that of others.

Although EI is considered a form of intelligence in the same way as verbal, spatial, or mathematical intelligence, the authors are of the opinion that it can be assessed by different emotional tasks in the same way that IQ can be assessed through the skills put in practice, for example, in the Wechsler intelligence test.

As with those instruments that present a specific situation to the subjects that they must solve, the tests are highly contextual and must be adapted according to the population to be evaluated.

At present, one measure of ability currently being developed has greater applicability to the classroom and is adapted to the cognitive capacities of children and adolescents. In addition, situations of interpersonal conflict, frustrations and affective management are more related to the educational context.

The MSCEI test was designed to solve some of the problems associated with MEIS. More practical and shorter, it takes about 30 minutes to complete. It consists of four scales that measure the four skills of the model (perception, utilization, compression and regulation of emotional information) and yields two scores for each. However, both MSCEIT and MEIS require further empirical studies to explore their potential. These tests have been administered to a sample of 503 adults between 17 and 70 years old. The internal consistency, measured with Crombach's alpha, was 0.84, 0.86, 0.89 and 0.81 for each of the abilities.

Part of the limitations of these questionnaires is that they require more time to complete compared to previous methods, which implies that biases can be found in the responses caused by subject fatigue. Moreover, they have a high cultural load, pre-established answers, and the problems to be solved by the subjects may not be significant, or they may be capable of solving that particular item in a successful way, but not in other areas where they might have difficulties. In addition, subjects have no other way of responding other than that pre-established by the author.

Finally, ability measurement methods present acceptable coefficients of reliability and validity (Mayer, Caruso and Salovey, 1999) and show predictive and incremental validity with several relevant variables (Trinidad and Johnson, 2002; Lopes, Salovey and Straus, 2003).

CHAPTER III. Emotional Intelligence and the Business World.

1. Introduction

Consider at present a professional who wants to make a business career, develop in one or different organizations and be able to reach a relevant position, it is necessary to refer to the world of Emotional Intelligence. Through EI, a group of elements, which have been described by various authors as aptitudes, capacities or abilities, can be deciphered. Their development can be directed to organizing the behaviour of the employee and the manager in terms of success, either at the personal or organizational level.

It is increasingly understood that professional success depends on a group of personal qualities developed through emotional skills rather than on intellectual knowledge or technical skills (Goleman, 1999).

Despite their academic record, brilliant professionals can be clumsy in their relationships with others due to their emotional incompetence and their limited abilities to assimilate the world of inner emotions and the emotions of those around them, often generating a negative and little-gratifying atmosphere in the work environment in which they work.

Exploring the concept of EI means first leaving aside the advantages of having a high IQ —through which we achieve the highest grades and our entry probably into the best jobs. Other questions arise in terms of the skills required to know and manage one's feelings, to interpret or confront the feelings of others, to feel satisfied and to be effective in life while at the same time achieving behaviours that favour one's own productivity.

In order to establish a positive and stimulating environment in the business setting and to promote good leadership, it is essential to have, especially in management positions, people with good intellectual and technical training who also have a good level of emotional competencies.

In this way, it is possible to determine whether there is a group of competences that constitute EI, which are, in some way, inherent to the job position and allow an appropriate business management style.

EI is a way of interacting with the environment that takes into account the development of emotions and feelings, encompasses the development of skills that start with the self-knowledge of how we value ourselves, through to the ability to achieve satisfactory social relations. In general, EI refers to the ability to recognize one's feelings and the feelings of others, and to motivate oneself and to manage emotions well both in oneself and in the context in which one develops (Martin et al., 1997).

Getting the most out of EI does not imply always being happy or avoiding either disturbances or being subject to manipulators, but maintaining an intra-psychic balance in the world of social relations.

In terms of what lies at the centre of EI development, at the biological level, its base of operations is in what neurologists refer to as the limbic system, which in turn is composed of the amygdala (the basis of all emotions) and the hippocampus. It is here that the emotional expressions of pleasure, disgust, anger, and fear, among others, arises.

This primitive nucleus is surrounded by the neocortex (the basis of thought), which is responsible for reasoning, reflection, the ability to foresee and to imagine. It also processes the information that comes from the sense organs and produces conscious perceptions.

Normally the neocortex can anticipate emotional reactions, elaborate them, control them and even reflect on them. There are individuals who manage to take advantage of emotions in the best way and combine them with reasoning to achieve good behaviour.

Within EI, Goleman (1997) distinguishes five skills:

The ability to recognize one's feelings, to manage oneself, to motivate oneself, to recognize the emotions of others, and to have the empathy or capacity to react correctly to the feelings of others.

2. Emotional Intelligence Skills and Their Relevance in the Company

The development of EI occurs in two scenarios of the individual:

- The inner world
- The relationship

Thus, we will first examine the three skills, which focus on organizing the internal dynamics that underpin behaviour, in order to understand how the individual perceives, self-regulates and directs his/her emotions properly.

We will then analyse the two skills related to aspects associated with the analysis and assessment of the attitudes that originate in the others and how to channel them for the development of a better group dynamic.

2.1. Self-knowledge

This consists of knowing how you feel at any moment and using those preferences to guide optimal decision making, of having a realistic idea of the personal skills and strong self-confidence, of analysing how one values oneself and how to value others (and how to react with appropriate behaviour).

Negative impacts on the development of EI include overvaluing or undervaluing; the criterion developed by the interlocutor may predispose one response or another. In other words, the assessment made of the other qualifies the reaction to a particular problem. It is necessary, therefore, to come to understand that it is only self-evaluation that causes the reaction to a specific event, and is, therefore, always subject to change.

One way to channel the phenomenon properly is to:

- Recognize one's own emotions and their effects
- Know your own strengths and limits
- Trust yourself

A number of authors (Goleman, 1999; Ryback, 1999; Ryback, 1998; Valls, 1997) suggest several techniques as part of EI training, such as annotating, analysing and mentally redoing self-assessments.

2.2. Self-regulation

This consists of managing emotions so that tasks are facilitated, of being careful and directing in favour of the objectives, of adapting behaviours towards the solution of problems, and of recovering from emotional tensions.

The key to self-regulation lies in realising that it is not the problems that are the issue but the answers to the solutions that cause the problems. In other words, we must not deny that the problems exist, but adapt our behavioural tendencies towards the solution of them.

In this way, we should take into account how to:

- Handle harmful emotions and impulses
- Maintain standards of honesty and integrity
- Accept responsibility for personal performance
- Be flexible to handle change
- Be open and well-disposed for novel ideas, approaches and new information

Adequate self-regulation of emotions facilitates keeping calm when correcting mistakes, more easily engaging in conversation, avoiding emotional disturbance, and eclipsing rational capacity. In this way, it is possible to deal with the clear procedures and complex situations that productive processes present.

When an individual becomes angry or loses control, s/he usually recalls incidents that favour anger, and limits the objectivity of reality. What would otherwise be interpreted normally is perceived with hostility.

In the business world the strength or weakness of a boss is measured by the good or bad use that s/he makes of the talent and the different states of mind that s/he presents to his/her subordinates.

For example, when difficulties arise in the marketing of a product, moods can easily be altered. A good boss knows how to control him- or herself, to be calm and to dilute any tension that may arise. For this s/he needs an authority established through his/her human and professional prestige.

In the relationship with the workers of the company, the patience and serenity of the manager are determining factors in order to achieve an adequate work climate. A neutral, quiet mood is best suited to relating to other employees and maintaining a good emotional presence.

Openness to change in managers is synonymous with EI. Resistances and postures occasionally arise in favour of the status quo because managers know that current approaches already work, giving little importance to the novel and the different. People open to change often recognize the need to make changes and remove obstacles. They challenge their own status to recognize the need to change, thereby serving as a model for the change that is expected of others.

Occasionally, the only way to achieve significant performance is to make important changes in the company, changes that involve a previously planned attempt by managers to improve the overall performance of employees, of groups or the company itself, by modifying structure, behaviour and processes. If change is carried out correctly, individuals and groups tend to improve their performance. Any determined, planned and evaluated effort that improves performance has great potential for success.

Similarly, managers prefer to deal with employees who are not sensitive or aggressive and who know how to properly manage their emotional behaviour according to the group.

In the business world and in relation to the development of skills, the ability to innovate and accept new points of view is essential to be emotionally intelligent, as creativity is valued considerably for its contribution to any sphere within the organization.

2.3. Self-motivation

This consists of using the deepest preferences of the individual to orient and move towards objectives, to take initiatives and to be very effective, and to persevere in the face of setbacks and frustrations. Motivation is related to issues that are necessary and extremely important, having as its central axis the self-actualization within the various aspects of the daily life of the individual. In the context of EI, this means using the emotional system to catalyse the whole system and to keep it running. Motivation is responsible for sending “energy” in a specific direction and with an established purpose.

Self-motivation also includes aspects related to the crises that lead to demotivation, to the handling of setbacks in order to turn them into future bases of success, and being able to use demotivation caused by a particular failure as a starting point for other new opportunities that motivate the individual.

What makes one person more flexible than another in mobilizing favourably and opportunely in the face of setbacks and turning them into the bases for future success is the ability to process and productively use the emotion generated from that setback.

During this process it is recommended that we:

- Positively guide emotion resulting from failure
- Unify thoughts and interpretations
- Repeat encouraging sentences
- Do not lose a sense of humour
- Use relaxation techniques
- Provide support in support networks
- Combine intellectual work with physical activity

Conflict resolution has also developed as a theme within organizational psychology, identifying various methods through which negotiation ensures the proper use of emotions.

For leaders and managers it is necessary to know that before making a decision that could affect the motivation of their subordinates, a process occurs where the individual's emotions range from distrust and denial of the

situation, anger (which could be organized favourably through self-regulation), resistance to change and the desire to return to the previous situation, depression (where the individual remains isolated), acceptance and, in a more positive phase, the employee shows interest in the new situation of optimistic way until the execution of new actions oriented towards the new task.

However, in the labour market there are people who are not motivated enough to increase their professional skills and improve their employment. With this attitude they become incapable of working as a team and stop striving to increase the level of performance of their work.

Some employers complain about the lack of motivation and social skills of workers, especially their inability to accept criticisms made of them: they adopt a defensive and hostile attitude, and interpret these corrections as if they were a personal attack.

There are those who, as part of the resistance to change, fail to channel their dismay and generalize their discomfort, trying to convince themselves that it is not a self-related issue and predicting a rather pessimistic scenario for the entity in which they work (Vargas, 1999).

The constant innovations and changes that appear in the business world give rise to a series of new and unforeseen problems, which necessarily require the development of emotional abilities, especially when the subject is exposed to a process of labour reordering as a demand of economic dynamics. This causes demotivation as a result of the lack of security of the job itself, fear and distrust in the face of an uncertain professional future.

In general, one way of organizing motivation could be structured according to the following indicators:

- To strive to improve or meet a standard of excellence
- To be alive to the goals of the group or organization
- To be willing to take advantage of opportunities
- To show tenacity to achieve the goal, despite obstacles and setbacks

2.4. Empathy

With the development of this capacity, EI moves from the analysis of intrapersonal aspects to the interpersonal plane, with empathy being one of the aspects most valued in today's companies and defined as the capacity to interpret the feelings of others. Thanks to this emotional ability, the emotions and feelings of the people with whom the individual relates to in the work world can be properly managed and treated.

The basis of empathy is to realize what others feel without needing to be told. This arrangement makes it easier to put oneself in the position of the subordinates and to guess their needs, so that the manager is in the right conditions to help them more effectively to achieve the objectives.

The ability to perceive these subtle communications is characteristic of empathic subjects, and people with empathy who rely on trust in their relationships with others tend to be more connected with their feelings. In the same way, it is important to perceive feelings themselves, otherwise the manager would be out of touch with the moods of his subordinates. However, if empathy is forced and does not arise naturally and sincerely, it ends up creating the opposite effect.

The lack of an "emotional ear" leads to social awkwardness, either by misinterpreting the feelings of others, by mechanical and inopportune frankness, or by indifference that takes its toll on affinity. One of the forms that this lack of empathy can adopt is to treat others as if they were stereotypes and not the unique individuals they are.

Empathy requires, at least, how to interpret the emotions of others; on a higher plane, this includes perceiving others' concerns or feelings and responding to them; empathy means understanding the problems and interests that underlie the feelings of others.

The elements indicated are of great importance if one wants to create suitable work environments, since modern companies are based on the interaction between people, work groups, sales teams, etc.

Empathy must be properly channelled and distributed, because if it draws us too closely to the needs of the other person, we may be predisposed to help

him/her to the detriment of others. A lack of empathy in leaders is reflected in the affirmation of a rigid and distant authoritarianism.

It should be remembered that empathy is the ability to recognize the emotions of others, to know what they want and what they need, to perceive what they feel, to be able to see things from their perspective and to cultivate affinity with a wide variety of people; it is the fundamental ability to establish social relationships and adequate personal bonds.

In relation to the commercial field of a company, a salesperson with emotional skills and sufficient empathy is not only limited to paying attention to customers (sales should not be the only objective) but is aware of their needs and calls them when they have something that may be of interest to them. Rather than selling, it is about establishing and consolidating relationships with customers, giving greater attention to their particular interests. Good empathy with customers provides one of the most effective business strategies, since it allows for anticipating and detecting market demands. Unfortunately, there is a tendency to pressurize the customer into buying something, regardless of their needs. This tactic can work in the short term, but in the long run ends up leading to failure.

One of the most relevant emotional skills of a good salesperson is to understand what the client transmits, to find a way to serve him/her according to how the customer wants to be served.

“Self-opening” is considered essential for the development of empathy, valuing and not speaking from the absolute but from an interpretation of the individual’s information, being sensitive to the feelings of the other and taking great care of body language.

Likewise, “assertiveness” is the ability to maintain one’s rights, opinions, beliefs and desires while respecting the positions of others, which contrasts with aggressiveness (which does not take them into account) or passivity (ignoring own positions).

In order to be empathic subjects, it is also necessary to develop “active listening”, with emphasis on deactivating the reception filters themselves, synthesizing the statements of the other, using phrases of dynamization,

giving notice that one is aware of the other's feelings, and using appropriately non-verbal cues of the listener. Often, in business, managers use their power irrationally, making it difficult to establish a dialogue where respect flows and the possibility of being heard.

The inappropriate use of technology, answering the telephone while the other is overflowing with emotions, answering mail, doing some work management, looking for drawers, facilitating interruptions and even not acknowledging the presence of third parties may predispose the worker to believe that his/her boss does not take into account his/her subordinates, which, therefore, ends up affecting the degree of involvement of the group and work performance.

Therefore, empathy usually focuses on the following aspects:

- Understanding others
- Helping others develop
- Service orientation
- Harnessing diversity
- Political awareness

2.5. Social skills

The development of social skills involves using emotions well in a relationship and properly interpreting situations and social networks, interacting without difficulty, using these skills to persuade and direct, and negotiating and resolving conflicts through cooperation and teamwork. This means that knowing how to act in accordance with the emotions of others determines the ability of leadership, teamwork and popularity of the individual.

In interpersonal relationships, intelligence at the service of emotions involves adjusting emotions and rationality according to the type of bond established through flexibility, openness, mobility and according to the scenario.

In practice, it is important to separate people from issues in order to organize the emotional behaviour of the individual, and to focus on the interests that matter most and not on the positions that are established. Having this clear allows business situations that involve a relative degree of human relations to

be explained and influenced, thereby leading to changes in the level of productivity.

The most effective workers naturally use their emotional radar to perceive how others react and to tune their own response in order to drive interaction in the best possible direction. Setting precise negotiation goals and working together to create mutually beneficial options as a conflict resolution mechanism is essential within social skills.

The group of elements related to the development of social skills includes:

- Influence
- Communication
- Conflict management
- Leadership
- Catalysing change
- Establishing links
- Collaboration and cooperation
- Team skills

Leadership also requires a degree of firmness. A characteristic of the firm leader is the ability to say “no” with determination, especially in decision-making. It is necessary to know when to stand firm and to make someone understand the mistakes made in his/her task and when to use more direct ways of guiding or influencing. Leadership requires making tough decisions, and persuasion and consensus-seeking. However, other influencing arts are not always enough: occasionally, a leader needs to use the power of the position for someone to act.

One of the obstacles to achieving that firmness is passivity or the need to be nice. Therefore, people who feel uncomfortable with confirmation or anger are reluctant to take a firm stand when needed.

Incompetence at this point may surface in something as common as not leading a meeting properly or allowing tangential issues to be addressed rather than addressing the main agenda items. Another shortcoming in this respect is the impossibility of expressing himself clearly and firmly. As a result, workers do not know what is expected of them.

When subordinates do not comply, the leader's mission is to offer useful constructive criticism, rather than allowing the error to go unnoticed. On the other hand, when someone usually works poorly, it is necessary to confront the error directly.

Likewise, a good leader should not lose touch with the emotional currents that move his/her teams. This way, s/he will be able to detect the influence of his/her decisions and to capture the feelings expressed and articulate them for the benefit of the team. S/he should also try to make the most of the emotional capacities of the various individuals making up a particular team and to achieve interpersonal harmony that predisposes them to participate actively and to work as a team.

If these social skills are lacking, leaders will not have the precise conditions to persuade or inspire members of the group, nor will they be aware of their weak points and will therefore make frequent mistakes.

When a 'distant' leader issues a warning or conveys a message, it has a persuasive effect inferior to the leader who maintains daily contact with his/her subordinates.

In general, it can be stated that good EI in leaders is appreciated through three elements that define the development of this capacity:

- Emotional flow
- Emotional attunement
- Pedagogical spirit

In the analysis of EI as a category that includes all these aspects essential in the business world and life in general, it is necessary to know that in order to achieve excellent work performance, a combination of qualities must be mastered in order to improve this capacity.

Knowing the advantages of their development, both personally and professionally, allows communication improves, and the worker feels fuller and increases motivation.

In terms of social relations, people are more involved in their work and are more responsible and autonomous, which improves the work climate,

strengthens leadership, increases team efficiency. Moreover, processes of change and continuous improvement are streamlined, which improves relations with customers and groups in the company, and promotes productivity.

The success of the development of EI in a company lies in personal development itself, in the effort of each of the individuals involved, from introspection, awareness and willingness to change and continuous improvement of their relations. In particular, leaders who intend to develop EI within the company and its subordinates should start developing their own.

Table 5. The five components of Emotional Intelligence at work

	Definition	Hallmarks
Self-awareness	The ability to recognize and understand one's moods, emotions, and drives, as well as their effect on others	Self-confidence
		Realistic self-assessment
		Self-deprecating sense of humour
Self-regulation	The ability to control or redirect disruptive impulses and moods; the propensity to suspend judgment and to think before acting	Trustworthiness and integrity
		Comfort with ambiguity
		Openness to change
Motivation	A passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence	Strong drive to achieve
		Optimism, even in the face of failure
		Organizational commitment
Empathy	The ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions	Expertise in building and retaining talent
		Cross-cultural sensitivity
		Service to clients and customers
Social skills	Proficiency in managing relationships and building networks; an ability to find common ground and build rapport	Effectiveness in leading change
		Persuasiveness
		Expertise in building and leading teams

Source: Goleman, D. (1998).

3. Learning of Emotional Intelligence Applied to the Company

For years the debate over whether the level of Emotional Intelligence was innate or could be learned or improved has been present in major psychological discourses.

In business, this aspect of psychology is decisive for choosing the right leader for a project or for hiring a manager. Brown and his team (2006) stated that EI could be a useful concept for management practice, although tools such as the IQ inventory are not a useful measure for the selection and development of managers.

Sadri (2012) recalled the fact that Emotional Intelligence advocates argue that intelligence is more important than intellectual intelligence in determining leadership success in a manager. Regardless, it should not be forgotten that the professional well-being of the employee will not only depend on his/her personal characteristics, but also on the condition of the work context (Bisquerra, 2013).

Goleman (1998), for his part, states that

“Emotional Intelligence increases with age”.

Although in part this increase is due to “maturity”, it is also true that an increase in emotional skills is necessary, which, together with consolidation in adulthood, have a greater or lesser impact on an individual’s Emotional Intelligence.

According to Vermeulen (2016), the study of EI attempts to analyse intrapersonal and interpersonal competences.

Alternatively, Bradberry (2016) refines and contribute adding that the emotionally intelligent individual must take into account:

- Personal competence
- Social competence
- Being tirelessly positive
- Having a strong emotional vocabulary
- Being assertive
- Being curious about other people
- Forgiving but not forgetting

- Not letting anyone limit his/her joy
- Giving a funny vision to everything
- Not getting offended easily
- Avoiding pessimistic monologues about oneself

Programs, training courses, and activities for managers to learn to develop activities and increase these Emotionally Intellectual aspects exist. However, Goleman (1998) explains that this set of activities is not useful —“they are a waste of time and money”— because they do not target the right areas of the brain.

Emotional Intelligence is “produced” by the neuronal activity of the transmitters of the brain’s limbic system. This zone governs the most intense impulses and feelings and, according to Goleman’s research, the limbic system learns most effectively through motivation, practice and feedback. However, reasoning is managed in the neocortex and is based on analytical and logical relationships.

Therefore, courses that focus on improving the level of Emotional Intelligence and that are based on the memorization of concepts and techniques focus on the wrong issues. Indeed, Goleman’s study (Goleman, 1998) with the Research Organization on Emotional Intelligence concluded that such courses may have a negative impact on employees’ work performance. In fact, companies should initiate training programs that focus on influencing the limbic system of their employees. These new training techniques and intellectual training not only require more time and persistence than conventional courses, but also require an individualized and focused treatment to eliminate old habits and fears, and to establish new practices.

It is worth remembering that teams need a solid leader to dynamize and coordinate the various actions aimed at achieving the objectives (Bisquerra, 2013). Therefore, the way leadership is exercised can determine the work of the whole team and, consequently, the success of the project.

Bisquerra (2013) states that great leaders know how to manage emotions and that their success does not depend so much on what they do but on how they do it. The keys to emotional leadership are based on the competencies of Emotional Intelligence; in other words, in the way emotions are managed in the leader’s relationships with him- or herself and with others.

Bisquerra is of the opinion that

“Leading is to influence people to move towards the achievement of common goals”.

In this sense, Goleman (1998) emphasizes that intellectual improvement at the emotional level also needs the self-interest of the interested individual and a strong workload directed in that sense.

On the other hand, Cole (2013) stresses that to increase talent and to take care of the EI of future managers it is necessary:

- To determine your strengths and weaknesses
- To link future managers to a mentor within the company
- To encourage openness to new feelings

In practice, there are numerous studies and programs that focus on improving EI. For example, Belén Sánchez (2013), a clinical psychologist at the NISA Valencia al Mar Hospital has launched an EI training program. She begins by questioning why people who are intellectually very intelligent and who academically obtain very satisfactory results do not achieve the expected professional and personal success in their adult life. The answer lies in their level of EI.

Sánchez comments that:

“In fact, it has been proven that professional and personal success in life depends on 20% IQ and 80% Emotional Intelligence”.

The highlight of the program is the personalization of it; each person is different and needs to learn certain skills or others, each person has a different learning pace and in each case the order of the tools to train varies.

At first, the program focuses on being aware, through exercises, of one's own emotions, feelings, thoughts, beliefs, values, needs, desires, fears, and frustrations. Once this information is available, a decision is made as to which of these aspects needs modifying and, having made that decision, how one wants to change oneself and one's own life so that one can begin with training in different emotional competences.

This training offers benefits in several everyday areas of the individual because:

- It promotes emotional balance
- It promotes physical well-being
- It encourages motivation for change, enthusiasm
- It develops self-esteem
- It promotes a positive attitude towards life
- It teaches the proper management of the difficulties that inevitably arise in life
- It allows for the better development of personal relationships, in the family, affective, social and professional areas
- It improves work performance

The objective of the training program and that of the optimization of Emotional Intelligence, insists Sánchez, is to have the appropriate emotions according to the circumstances. There is a phrase by Aristotle that perfectly sums up this idea: *“Anyone can get angry, that is something very simple. But being angry with the right person, in the right degree, at the right time, with the right purpose and the right way, that, certainly, is not so simple”*.

4. Employment Recruitment and Emotional Intelligence

At present, organizations still continue to select their workers for their cognitive skills, and often dismiss them because of their lack of skills and emotional skills (Bresó and Salanova, 2010).

In addition, most psychosocial risks associated with work are related to the lack of Emotional Intelligence in the work environment, both by leaders and by employees themselves in their relationships with each other, and of course, in their interactions with clients and users.

Since the beginning of studies on EI and companies, it has been emphasized that such competence is essential when establishing relationships with colleagues and superiors at work.

In a study by Lopes et al. (2006), it was empirically demonstrated that the employees with higher scores in EI were valued more positively by their peers and by the leaders of the teams in which they performed their work. Their colleagues claimed to have less conflict with them and perceived them as creators of a positive work atmosphere.

The current labour market demands new ways of working. One of the aspects that should be taken into account in the management of human resources therefore is to manage people in terms of Emotional-skills. This involves defining for each position, the knowledge, skills and attitudes that correlate with successful performance in that job.

Therefore, the importance of EI in the management of human resources is evident. As Bresó and Megías (2012) point out, it is very important to have people in organizations that know how to identify and manage their feelings properly and those of others. Thus, in the selection of personnel, in addition to technical competencies and personality traits, people should be selected who are capable of developing competences such as showing an understanding of themselves, taking into account the feelings and emotions of others, and having respect for others.

In this sense, the most innovative companies only incorporate managers and supervisors with a good level of EI. This is a great investment, because from the

outset this ability has a positive impact on the climate and the performance of the teams, as well as on the company's results.

In terms of leadership, Goleman (1999) points out that:

“Emotional fitness is important especially in leadership, the essence of which is to get others to do their jobs more effectively. The ineptitude of leaders reduces everyone's performance: it wastes time, creates harshness, corrodes motivation and dedication to work, and accumulates hostility and apathy”.

As an example, in a study carried out by Leslie and Van Velsor (1996) with different managers, it was observed that those who failed (dismissed, transferred or stalled professionally) had in common the traits of inflexibility or inability to adapt to minor changes or establish good relationships with their subordinates.

On the other hand, successful managers were characterized by more self-control, more responsibility, greater loyalty, better social skills, and positive links with a larger number of people.

There is a large amount of scientific literature that relates Emotional Intelligence to leadership in work (Vitello-Cicciu, 2002), pointing out that Emotional Intelligence is a common factor that characterizes effective and innovative leaders (Cadman and Breuer, 2001).

Similarly, as Druskat and Wolf (2001) mentioned, Limonero, Tomas-Sábado, Forcader and Gómez (2004) has applied the concept of Emotional Intelligence to the study of the functioning of work teams, demonstrating that a high level of Emotional Intelligence is the basis of effective work teams.

According to Daniel Goleman's studies, there are six classes or styles of effective leadership that emanate from different Emotional Intelligence skills. The situations or environments in which managers find themselves dictate the particular combination of skills and eventually the right style of leadership s/he will use:

- Visionary leader. Is willing to make any changes that are required according to the main goal of the business
- Leader instructor. Helps employees improve every day
- Leader of affiliation. Tries to unify the members in a team
- Democratic leader. Seeks feedback and consensus

- Leader that sets guidelines. Achieves quality results with motivated teams
- Authoritarian leader. Deals with conflicting employees and, in addition, controls crises that can arise

4.1. Emotional Intelligence Model Applied to Recruitment

Traditionally self-report questionnaires have been the most commonly used tools for the study of workers' health. However, self-report tests have been criticized for many years because it is difficult to assess certain competencies. Furthermore, most workers have a biased belief that they are more emotionally intelligent than they really are (Bresó and Salanova, 2010).

For these reasons, the use of Emotional Intelligence skills has, within the space of a few years, gone from being anecdotal to being the most solid, reliable and constructive method of evaluation, at least when one understands Emotional Intelligence as a set of emotional processing skills involving the ability to perceive, assimilate, understand and regulate one's emotions and those of others (Mayer and Salovey, 1997).

In this regard, in 2002, Mayer, Salovey and Caruso developed a different method for measuring Emotional Intelligence, namely the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which is an instrument based on skills rather than self-perceptions. In this way, the bias of social desirability is also minimized or nullified. However, the administration time required is much greater than that for self-report measurements.

MSCEIT has developed from a tradition of cognitive intelligence assessment, which yielded a substantial amount of information about the emerging scientific knowledge of the understanding of emotions and their function (Extremera and Fernández-Berrocal, 2010).

It consists of eight different tests (with a total of 141 items) in which subjects are presented with photographs of people showing sensations, scenes or descriptions of situations for which they must assess the emotion that appears in the image, what the subject feels when witnessing a specific scenes or what is the most appropriate emotional response to the situation reported (Bresó and Salanova, 2010).

In the workplace, MSCEIT can be used to recruit emotionally intelligent and therefore potentially successful staff. It also contributes to reinforcing the results obtained with other tools in selection processes and to the development of groups.

The main characteristics of MSCEIT (Extremera and Fernández-Berrocal, 2010) are as follows:

- It takes between approximately 30 and 45 minutes to complete
- It has proven reliability and unique predictive validity
- It has a long history of psychometric development
- It has been typified with a large sample
- It uses a scoring system based on the consensus of participants in the typing sample
- It is easy to use and attractive for the people who complete it
- It provides easily interpreted scores and reports

5. Business Conflict and Emotional Intelligence

With regard to conflicts within a company, the study by Hopkins and Yonker (2015) concludes that the skills related to interpersonal relationships, adaptability and stress management are closely linked with different styles of conflict resolution. A manager who is flexible in putting these skills into practice will ensure a more effective behaviour to deal with conflict in a company.

Hopkins and Yonker (2015) add that the EI factors “problem solving” and “social responsibility” are key to delivering a good result in an integrative style (reaching a mutually acceptable solution) of problem solving among employees. From these data, managers can achieve a good integrative process and a strategically optimal result.

Finally, the article also extends its research towards the identification of EI and certain specific relationships and skills and certain styles of conflict management. The correct detection, interpretation and management (controlling their emotional impulses and escaping a dominant approach) of problems equips the manager with the skills needed possibility to solve problems efficiently and effectively, and to create and develop adequate and cohesive work teams.

It should be remembered that, according to Izard (2010), emotions

“Consist of neural circuits, response systems and moods that motivate and organize cognition and action”.

Typically, emotions in the workplace have had a negative connotation, so it was normal to hide and disguise them (Putnam et al., 1993). A more realistic view, however, is that emotions have a direct impact on individual decisions and decision-making, and therefore emotions must occupy a recognized place in the realm of human relationships. Thus, emotions can be useful mechanisms for individuals to develop their relationships with other individuals (Kumar, 1997).

Scientific interest in the role of EI and emotions within work and business environments has grown in recent years. In fact, Goleman (2002) and Mayer and Salovey (1997) define EI as the capacity to understand and process

one's own emotions and those of others in an effective way. Emotional expression is a component of work experience, and emotions have been found to be directly related to job satisfaction, work performance, and job performance (Rafaeli et al., 1989; Dulewicz et al., 2005).

In the study of the role of emotions in labour conflicts, it is important to take into account the emotional load of these conflicts (Jones, 2000). Emotions have a profound impact on the individual's conceptualization of the conflict, as well as the decisions and behaviour that the individual consequently makes or adopts.

Bodtker and Jameson (2001) noted that:

“Conflict is an emotionally defined and driven process, and recognizing this fact fundamentally alters the conflict management approach”.

On the other hand, Hocker and Wilmot (1985) defined the term “conflict” as:

“A struggle between at least two interdependent parties seeking incompatible goals, scarce rewards, and that interfere with the achievement of the other party's goals”.

In work environments, Jehn and Mannix (2001) classified conflicts into three groups:

- Relational
- Task
- Process

Relational conflict combines affective components with interpersonal (potentially negative) incompatibilities. Task conflict focuses on the knowledge of related differences of opinion within the work team. And process conflict is based on disagreements about how best to do a job or project.

However, conflict management can lead to positive (Jehn, 1997) or negative (Jehn, 1995) results. In addition, conflict management styles do not necessarily resort to rational thought processes, as they also incorporate emotional components (Desivilya et al., 2005); emotions form an important part in the mediation of any conflict (Betancourt, 2004).

Alternatively, Mintzberg (1973) stated that one of the primary functions of managers is the management of conflict within their company. Lax and Sebenius (1986) added that this management is part of a continuous negotiation process.

It should not be forgotten that management of these conflicts is one of the most complicated tasks faced by managers (Skjorshammer, 2001), and that facilitating a cooperative work environment and good relationships between employees has a positive impact on employees and the interest of the company. Managers who effectively manage conflict are able to reduce negative emotions and improve team performance (Ayoko et al., 2012).

On the other hand, managers and other employees of a company that are strongly dependent on their emotional framework in the resolution of conflicts will be less effective in resolving these conflicts. In addition, they will have a negative impact on the development of their functions at work (Jehn, 1997). This assertion is supported by Baron (1991) when he pointed out that the negative emotions involved in a conflict have a negative impact on an individual's ability to effectively solve this conflict.

In contrast, Bell and Song (2005) showed that close and affectionate behaviour when managing a conflict had positive effects on the problem, and corresponded to cooperative and pro-social behaviour. On the other hand, a behaviour linked to negative and excluding affects caused competitive effects with limited opportunities and with few group advantages.

Another study (Friedman et al., 2000) concluded that different styles of conflict management depend on the type of conflict involved (task conflicts, relationship conflicts, or high levels of stress). Friedman found that an integrative style in conflict management reduced levels of conflict in tasks, relationships, and stress; however, a dominant conflict management style (or simply avoiding conflict management) led to an increase in these levels. Therefore, an integrative style was considered the most effective and appropriate.

In contrast, Gross and Guerrero (2000) found that a dominant style can be effective if used in conjunction with an integrative style. On the other hand, compromising and obligatory styles are not considered as effective, as they

simply have a neutral or little useful effect. Or they may even be considered ineffective.

Ayoko and Callan (2010) argue that, as a consequence the style of conflict management adopted by the manager , employees can respond in two ways:

- Productive reaction by learning from and productive reaction by learning form disagreements
- Destructive reaction and failure to manage

The authors of the study found that when faced with of low levels of destructive reactions to conflict, there were higher levels of teamwork performance; on the contrary, higher levels of destructive reactions correlated with higher levels of feelings of disintegration.

Desivilya and Yagil (2005) carried out a similar study in which they came to similar conclusions. These authors found that positive emotions in conflict resolution in work teams correlated with integrative and compromising management styles and that negative emotions correlated with dominant styles and management avoidance.

In previous scientific analysis, the relationship between emotions and management and negotiation was also observed. Positive effects lead to greater joint gains, the emergence of cooperative strategies and the creative resolution of disagreements. On the other hand, negative effects reduced joint benefits and encouraged competitive strategies (Allred et al., 1997; Baron, 1990; Forgas, 1998). Thus, negotiations with positive emotions were more likely to succeed than negative or neutral emotions (Kopelman et al., 2006).

Fisher and Shapiro (2006) also studied the relationship of emotions to the management of negotiations, and proposed that negotiations must assess five aspects that can lead to (or aggravate or mitigate) a conflict:

- Appreciation
- Membership
- Autonomy
- Status
- Role

Therefore, emotions (positive or negative) affect a conflict or negotiation differently, but the magnification or contradiction in the expression of emotions can diminish the effectiveness of conflict resolution or negotiation. So much so that problems with a high emotional load, for example, are less treatable than those with a lower emotional impact (Jehn, 1997).

With regard to emotions, Yang and Mossholder (2004) comment that:

“Becoming aware of emotions involves a greater ability to manage emotions and influence relationships in the workplace”.

Therefore, they reaffirm that self-awareness is the basis of EI without, however, losing sight of the fact that EI *“is the ability of a person to identify and perceive emotions in themselves and in others, and to understand and manage those emotions effectively”*(Ashkanasy and Daus, 2002).

In the words of Bar-On (2007), EI determines:

“How we understand and express ourselves, understand each other and relate to them, and respond to everyday demands, challenges and pressures”.

As for the relationship with the world of work, the study by Dulewicz (2005) shows that EI correlates with labour development within companies. In fact, Wong (2004) showed that this correlation is also perceived in the turnover of companies; and Law (2004) and Slaski and Cartwright (2002) also showed that those firms that paid more attention to EI had better managers and supervisors.

In terms of team feeling, Druskat and Wolff (2001), Jordan and Troth (2004) and Lopes (2005) found that the companies with the highest valuation of EI showed more consistent, solid and better performing teams.

And with regard to conflict management, the role of the leader and the involvement of EI, Lopes (2003) found that EI improves managerial skills and leads to more success, better results and positive relationships with other employees. It also enables a company to achieve collective goals (George, 2000) and to assess the level of EI within the company (Ashkanasy and Daus, 2002).

At the same time, Lopes (2005) also added that workers with greater EI tend to have less conflict with other employees and usually manage these problems more effectively. However, Ayoko (2008) found that work groups with a lower collective level of EI tend to have more conflicts in their internal relationships and in the performance of their tasks. Indeed, in a later article, Ayoko and Konrad (2012) found that the correct management of emotions in a conflict by a leader mitigates the negative effects on teamwork.

In fact, the inability of the leader to manage the conflicts of his/her team has led to the ruin of successful professional careers (McCall and Lombardo, 1983). In addition, this inability can impede the correct processing of the information and, in this way, avoid that the solution to the problem is constructive (Baron, 1991).

On the other hand, Fulmer and Barry (2004) commented that those negotiators with greater EI understand and manage “with more precision” the especially tense conflicts.

Foo (2004) reinforces this idea and in his study, tests the hypothesis that EI is indeed considered a decisive factor in achieving integrating results. In the same vein, Jordan and Troth (2002) explains that employees with higher levels of EI are more likely to participate in collaborative approaches to conflict resolution, a fact that also appears when one studies the same hypothesis within a team (Jordan and Troth, 2004).

However, Yu (2006) showed that the greater the EI of the person in charge of the team, the more likely it is that the rest of the team will choose to solve and manage the conflicts in an integrating and compromising way.

6. Conflict Prevention and Emotional Intelligence

Intervention in the field of psychosocial risk prevention is not only a legal requirement, but also an ethical requirement. It involves working and developing the strategies needed to achieve higher levels of health and well-being in people (Zarraquiños and González, 2010). In addition, psychosocial risks are essential in prevention because safety ultimately depends more on the human factor than on the technical factor (Meliá, 2007).

On the other hand, it has also been proven that the satisfaction of a company's employees is directly reflected in the results.

In short, the improvement of psychosocial environments means an improvement of the company, achieving greater efficiency and reducing labour accidents. And this search for a healthier psychosocial environment in companies is where Emotional Intelligence is making interesting and innovative contributions.

The importance of EI in the field of work is indisputable, since it has been statistically proven that success and effectiveness depends on 20% technical skills and 80% on the level of emotional competence and social skills that professionals have (Goleman, 1999).

Moreover, it does not only impact on success or work efficiency; several studies have shown that Emotional Intelligence is a protective factor against stressful situations (Augusto-Landa et al., 2008), in addition to helping to increase resistance to stress (Luminet et al., 2006).

These results indicate that subjects with high socio-emotional competencies view stressful situations as less threatening and, therefore, are more personally efficacious and have greater adaptive capacity. Therefore, it is evident that these socio-emotional competencies should be encouraged within the business context.

With respect to work teams, studies indicate that the ability to regulate emotions can help a team to effectively perform a task and make appropriate decisions under pressure. In addition, it helps reduce burnout in employees and helps them stay motivated during stressful periods of organizational change. Companies increasingly assign tasks to work teams, which rely on informal networks rather than a rigid chain of control (Megías et al., 2011). In the same way, emotional

skills can help individuals negotiate teamwork challenges and guide all the interpersonal interactions involved in achieving optimal work (Caruso, et al., 2002, Cotê and Morgan, 2002).

6.1. A Particular Case: Mobbing

Mobbing, also known as psychological harassment, is a scientific term that describes individual or group behaviour in which relationships of harassment and harassment are established between two or more members of a team. Provoking a climate of hostility and violence between the actors of the phenomenon causes an irreversible deterioration in the good performance and health of workers. Mobbing is a form of aggression that contributes to generating a work environment that does not favour the good performance of the organization (Trujillo et al., 2008).

The Advisory Committee of the European Commission for Safety, Hygiene and Health Protection at Work (2011) defines workplace harassment as:

“A form of negative behaviour among peers or between hierarchical and subordinate superiors, whereby the person in question is humiliated and attacked several times, directly or indirectly by one or more persons for the purpose and with the effect of alienating it.”

Mobbing involves psychological, social, ethical and labour factors that may have legal, economic and political implications for the place where it occurs. In study mobbing, it is necessary to consider the psychological characteristics of individuals, including EI.

In their review, Einarsen and collaborators (2003) point out that the characteristic elements of mobbing are as follows:

- It is a process of non-occasional behaviours, repeated and prolonged over time
- Behaviours are considered negative and hostile, ranging from criticism of work to slander
- The behaviours cause different consequences in the victims, according to the stage of the process in which they find themselves

- The harasser may have the intention of achieving a goal or to damage the victim
- There is imbalance of power between the opposing parties, or at least the victim does not have the necessary resources to cope

As pointed out by Trujillo et al. (2008), the worker can also be harassed for enjoying personal or family situations that are envied by others who lack them. This happens frequently in scenarios dominated by corruption and influence peddling. People who have characteristics that make them stand out from most of their peers are often the target of harassment. Thus, differences in age, work experience, customs, purchasing power, educational level, etc., can cause the persecution of that person when they are perceived as being different from the other members of the majority group.

Often, the harasser seeks to gain and increase his/her power and influence within the organization and uses mobbing as a means to achieve his/her goals, eliminating potential competitors or getting rid of those who may represent obstacles in his way.

It is also possible that mobbing obeys the pathological inclinations of a certain member of the organization, who takes advantage of his/her hierarchical situation to harass a colleague for no reason, simply because "I just don't like him/her", or perhaps for having had a fall out with him/her and from that moment on consider him/her "his/her enemy" and, therefore, his/her potential victim.

According to the observations made by Hogg and Vaughan (1995), there are some characteristics of organizational behaviour that favour the emergence of mobbing and that must be taken into account in the models for the evaluation of mobbing, including:

- Task overload
- Absence of relevant tasks
- Bureaucratization
- Organizational rigidity
- Internal disorganizations
- Authoritarian leadership styles
- Promoting interpersonal competitiveness as a cultural value

- Promotion of leadership positions to people with psychopathological traits and a history of incompetence
- Lack of training in management and leadership
- Unsafe conditions at work
- Persecution of solidarity, trust and fellowship as suspicious or anti-corporate values

On the other hand, it should be remembered that since the 1980s, organizations considered to be competitive have had to promote processes of change to adapt to a complex and dynamic social reality, including changes in the characteristics of their employees at all levels.

The traditional model that provided employee security and job stability has become redundant. The new organizational climate fuels internal battles for power, generating shocks and confrontations of all kinds between people and groups and affecting society and the organization.

The studies that have been carried out on mobbing indicate that organizations in which mobbing is propagated tend to be rigid, highly bureaucratic, with an overload of work and insecure working conditions, in addition to a constant threat of dismissal.

A consequence of these characteristics is that the efficiency of the organization gradually decreases and the work climate stops being motivating and rewarding for the worker (Piñuel and Zavala, 2002; González de Rivera, 2003).

Table 6. Consequences for the organization

Consequences for the organization
<ul style="list-style-type: none"> • Reduced efficiency, performance and profitability
<ul style="list-style-type: none"> • Low morale, loss of loyalty and dedication on the part of workers
<ul style="list-style-type: none"> • Increased absenteeism, sick leave
<ul style="list-style-type: none"> • Changes in personnel
<ul style="list-style-type: none"> • Poor image, negative publicity in the eyes of the public
<ul style="list-style-type: none"> • Time lost during the harassment process and during hiring and training of new staff
<ul style="list-style-type: none"> • Related expenses of assistance to the worker, therapy, medical and psychological help, etc.
<ul style="list-style-type: none"> • Non-compliance with legislative provisions
<ul style="list-style-type: none"> • Compensation of labour costs
<ul style="list-style-type: none"> • Dangerous working conditions

Source: Piñuel, I. (2001).

In Spain, a study based on 5,236 interviews conducted with employees on issues related to working conditions, psychological factors and labour violence in the National Survey of Working Conditions carried out by INSHT found that 5.02% of the participants were victims of workplace harassment (Carnero and Martínez 2005). The medical cost per individual was 100 euros and implied an annual health expenditure of 64 million euros (0.12% of public health expenditure).

In another study, Pastrana (2002) analysed a sample of 6,500 cases of casualties of temporary disability and found that 1.71% were related to mobbing. In addition, he estimated that, for 2002 alone, mobbing accounted for more than 1,850,000 days lost and more than 52 million euros spent.

Moreover, in 2006 a report on occupational harassment published in Spain showed that the prevalence of workplace harassment stood at 9.2% (Moreno-Jiménez et al., 2006).

In conclusion, although the prevalence of workplace harassment varies considerably among different studies, it is clear that the consequences of mobbing affect the physical and psychological health of those who suffer from it, resulting in a deterioration of their social and labour relations.

Therefore, preventive measures should aim to prevent the emergence of conflicts and, more importantly, employee stigmatization. This can be achieved through proper organization of work and through the implementation of the necessary instruments to prevent, regulate and, where appropriate, take appropriate action in the face of interpersonal problems.

7. Emotional Intelligence and Change Management

A number of works and investigations relating both concepts currently exist, though probably not as many as would be expected. To start with, it would be interesting to take as a reference some of the main authors from both disciplines. First, in his book "Working with Emotional Intelligence" D. Goleman (1998) relates EI with the business domain (indeed, the title of the Spanish edition is: "La inteligencia emocional en la empresa" [Emotional Intelligence in the Company]). Surprisingly, little mention is made of change or transformation management and its relationship with the EI. In the first of such mentions, Goleman quotes advice given to him by Kevin Murray, Director of Communications of British Airways, who told him: "Organizations going through the greatest change are those who need emotional intelligence the most". A little later in his book, he quotes:

"For any organization to reinvent itself, basic assumptions, visions, strategies, and identities have to be questioned. But people hold emotional attachments to all these elements of their work life, making change all the harder."

In his chapter "surviving change: emotional prerequisites" , he mentions that "at work, these days, the constant is change" and, "people who lack adaptability are ruled by fear, anxiety, and a deep personal discomfort with change."

And in the section titled "change catalyst", which forms part of the chapter "The art of influence", in which he discusses initiating or managing change, he states:

"People with this competence

-Recognize the need for change and remove barriers

-Challenge the status quo to acknowledge the need for change

-Champion the change and enlist others in this pursuit

-Model the change expected of others."

Later, he states:

"More and more companies are putting a premium on people who can lead through change."

And,

“In addition to high levels of self-confidence, effective change leaders have high levels of influence, commitment, motivation, initiative, and optimism, as well as instinct for organizational politics.”

Goleman also describes the “Transformational Leader” thus:

“The model of ‘transformational leadership’ goes beyond management as usual; such leaders are able to rouse people through the sheer power of their own enthusiasm. Such leaders don’t order or direct; they inspire. In articulating their vision they are intellectually and emotionally stimulating.”

The last mention Goleman makes of ‘change’ is in the same chapter, in a section titled “The Emotional Craft”, in which he refers to J. P. Kotter in relation to the difference between ‘management’ and ‘leadership’. He states:

“In the way he uses the words, management refers to the way complex enterprises are kept orderly, non-chaotic, and productive. Leadership, by contrast, refers to effectively handling the changes that the competitiveness and volatility of the times have wrought.”

Within the 330 pages of his book, Goleman makes no other mention of ‘change’.

Similarly, in the field of ‘Change Management’, J. P. Kotter, in his book “Leading Change”, also makes no mention of ‘Emotional Intelligence’ in its 194 pages.

Likewise, in their main book “Beyond change management: how to achieve breakthrough results through conscious change leadership” (2010), D. Anderson and L. A. Anderson make just one mention of ‘change’ within its 262 pages. In Chapter 4, titled “Two leadership approaches to transformation”, in the section in which they discuss the ‘conscious approach’, they write:

“Conscious change leaders often possess greater emotional intelligence. They are often more in touch with their feelings and have more understanding of what triggers them. This gives them insight in to how others feel and builds empathy to consider people’s feelings in how they lead. This, of course, makes them more effective with people and better able to design change strategies that minimize resistance in stakeholders”.

To summarize, of three of the main authors of both disciplines, there is very little cross-referencing between change management and emotional intelligence. What mentions there are scarce and somewhat generic. This is probably just a reflection of the fact that the two disciplines are relatively young and that there is

still a great deal of work to be done to investigate the potential benefits that a better knowledge of EI and its influence on leadership may have in the final results of change or transformational projects.

Continuing, we would like to mention and consider a number of other published works relating EI and change management.

As Cherniss (2000) writes:

“...rather than arguing about whether EI is new, I believe it is more useful and interesting to consider how important it is for effective performance at work...as the pace of change increases and the world of work makes ever greater demands on a person’s cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important.”

Scott-Ladd and Chan (2004), in their interesting paper, propose:

“a model of how emotional intelligence, organizational learning and participation in decision-making can be operationalized to improve an organization’s capacity to manage change and improve performance outcomes.”

They continue:

“Fostering emotional intelligence has clear advantages for organizational learning. Some reviewers imply that simply having higher levels of emotional intelligence is sufficient to allow employees to contribute more effectively to change the organization... an organization wishing to thrive through change must make the choice to resource, promote and allow employee expressions of emotional intelligence”

In their model:

“...employees with higher levels of emotional knowledge, perception regulation and general intelligence will contribute more effectively to organizational learning. Higher emotional intelligence will promote personal mastery, shared mental models and a shared vision, team learning and systems thinking...In summary, the primary reason for implementing organizational learning is to enable organizations to adapt to change and remain competitive. Our contention is that organizations that can promote emotional intelligence within the protection of participative decision-making frameworks will be the most adept at organizational learning and change”.

They conclude:

“This paper attempts to synthesize how emotional intelligence, organizational learning and participation in decision-making can combine to facilitate an organization’s response to

change...However, organizations need to provide emotionally intelligent employees with clarity about their role in decision processes, particularly in relation to why, how, when and to what degree they can participate. To do so will facilitate greater commitment and ownership of solutions, returning benefits for both employees and employers”.

The model they propose is not supported by any field work, something that they recommend for future studies. The relevance from their paper is that they consider EI to be a powerful engine able to boost change and organizational learning.

Vakola M. et al. (2004) carried out a very interesting study in which they examined the influence of EI and personality variables in personal attitudes on change in the organization. The focus is on people at the individual level and on the people who are exposed to the change. As they explain:

“...the purpose of the present study is to add a different way of looking and working with organizational change by focusing on individual’s emotions and personality traits. This paper explores how emotional intelligence and the ‘big five’ dimensions of personality can facilitate organizational change at an individual level by exploring the relationship between these attributes and attitudes toward organizational change...The results confirmed that there is a relationship between personality traits and employees’ attitudes toward change...the contribution of emotional intelligence to the attitudes to change was found to be significant...”

They continue later:

“change can be received with excitement and happiness or anger and fear while employees’ response to it may range from positive intentions to support the change to negative intentions to oppose it.”

With regards to the methodology, they used a sample of 137 people “from various public and private organizations based in Athens”. They state:

“These organizations had undergone major organizational changes such as restructuring, culture change, interventions and mergers”.

With regard to measuring EI, they used the so-called “emotional intelligence questionnaire” (Tsaousis, 2003). This is a self-report questionnaire consisting of 91 statements to be ranked from 1 to 5. With regard to this method, they comment:

“It is the only Greek measure of EI and is based on the theoretical model proposed by Meyer and his associates.”

Among the six different hypotheses that they propose for the work environment, two are particularly relevant for our purposes:

-Hypothesis 2: "Attitudes toward organizational change will demonstrate positive relationship with use of emotions for problem solving, control of emotions as well as with overall EI score."

This hypothesis is formulated under the assumption that:

"employees with low control of emotions are expected to react negatively towards the proposed changes, since they are not well equipped to deal effectively with the demands and the affective consequences of such a stressful and emotionally expensive procedure. In contrast, employees with the ability to use their emotions appropriately, since they are optimistic and often take initiatives, usually decide to reframe their perceptions of a newly introduced change program and view it as an exciting challenge."

After the empirical work, the conclusion they reached only "partially confirmed hypothesis 2", since:

"The only dimension predicting attitudes toward organizational change at a statistically significant level was the use of emotions for problem solving. Significant contribution made also the overall EI score [...] Control of emotions did not predict employees' attitudes toward organizational change."

The second hypothesis of interest to us is:

Hypothesis 3: "EI will explain additional variance of attitudes toward change above and beyond the effect of personality."

They accept this hypothesis since:

"The results...demonstrate that the EI scales and most notably the use of emotions for problem solving predict additional variance beyond the effect of personality. The result is similar when we use the overall EI score instead of the EI sub-scales. Two personality dimensions (i.e. openness to experience and agreeableness) positively predict attitudes toward organizational change, revealing a significant influence of individual characteristics on employees' attitudes toward organizational change. It is worth noting that the effect of the use of emotions scale is quite stronger than the effect of openness and agreeableness on attitudes towards change."

The two above conclusions are interesting and establish a new way of investigation to improve the results of change projects from the point of view of the people involved in them, not just the leader of these projects.

Brown et al. (2006) carried out another important study aimed at demonstrating whether there is a “relationship between and among emotional intelligence, leadership, and desirable outcomes in organizations”. The sample of 2,411 people that they used was drawn from a manufacturing site (engineers, workers and staff) and the test used for measuring their EI was the Bar-On Emotional Quotient Inventory (EQI). Of the four hypothesis they establish, three are of interest to us:

- *Hypothesis 2: “Leader EI is positively related to desirable outcomes (DO), either independently or after controlling for the effects of transformational leadership (TL).”*
- *Hypothesis 3: “EQI will be positively related to transformational and negatively related to contingent reward and laissez-faire leadership styles.”*
- *Hypothesis 4: “Adding EI to a predictive model where TL is used to predict DO will produce a significant interaction effect.”*

After the analysis of the data gathered from the field, it was concluded that none of the three mentioned hypothesis could be supported:

“in this study no support was found for hypothesized relationships between EI and desirable outcomes or a significant relationship between EI and transformational leadership.”

Nevertheless, they clarify that:

“The possibility that the results might be bound to the cultural or organizational circumstances cannot be completely discounted...the current study was conducted in a manufacturing setting in the USA. The relatively large sample size should in and of itself provide some elements of psychological and cultural diversity...”

They comment and compare their research with others in which “data were collected on human resource representatives from ‘volunteering’ organizations”, to conclude that:

“To the extent that the interactions in these types of organizations are more affectively based, as opposed to a manufacturing plant, which is largely performance based, we might hypothesize that EI would be a more significant predictor.”

The second important clarification they made is that:

“The lack of support for hypothesized relationships between EI and DO and TL in this study does not necessarily indicate that those relationships do not exist. Rather, the more

appropriate interpretation of the results is that this study does not support relationships between EI as measured by the EQi and either DO or TL.”

The two qualifications are very timely and leave open new possibilities for research in this field.

With the objective of explaining why change programs fail in spite of best practice processes and procedures and to examine the improvements that can be made by developing effective change leaders, Kilkelly, E. (2014) has written an interesting paper related to our research.

He states that:

“Traditionally, best practice has reflected the engineering and IT roots of most change management theory. There is a focus on process, reporting and assigned areas of responsibility that is helpful for managing clearly defined, discrete projects, but today’s organizations operate in constantly changing global markets, driven by competition and social and technological change... High levels of failure, even among projects led by experienced change professionals, indicate that traditional models do not provide the full answer to the problems faced by modern organizations... Change professionals may not appreciate the power of interpersonal skills, emotional intelligence and networking to overcome barriers to success”.

The author describes what an organization of close to 1000 project and program employees did in order to improve the failure ratio. With the arrival of a new CEO and its clear support (something repeatedly mentioned as crucial), a change academy it was created and developed:

“The program helps senior, experienced professionals with decades of experience to take a fresh look at their working practices and emotional intelligence...The academy program has delivered clear results...The organization has enhanced its capability for change; there is a can-do attitude and it is now commended for the success of its change initiatives and is often held up as an exemplar for others to follow within its sector”.

And the paper concludes with an interesting sentence:

“The academy reflects the new reality of change management – it is a journey, not a destination. Plan and processes are important, but it is even more important to work with people and through people to allow the organization to evolve on a constant basis to meet new challenges and opportunities”.

An extremely interesting recent study has been carried out by Dhingra & Punia (2016). This study, in some ways, follows a similar line to that presented in thesis, although with significant differences. The main objectives of their study were: 1) to assess the relationships between EI dimensions and employees' change management skills and, 2) to find out the extent to which EI dimensions contribute to employees' change management skills.

For the study, they considered four dimensions of EI: self-awareness, social-awareness, self-management and social skills.

The functional areas considered were manufacturing and service. The study was carried out in India, with the sample being composed by 510 'white collar' employees of various companies, including three levels of seniority: top, middle and operational.

When presenting the results of the study, they conclude that:

"The major objective of this research article is to assess the relationship between EI and employees' change management skills...Employees' change management skills were positively correlated with EI dimensions...These findings identify that EI contributes significantly to change management skills of the employees. The more the employee is emotionally intelligent, the more easily they will manage changes in the organization".

The authors comments several times that there are not many studies that focus solely on EI and change management skills, which is why they recommend continuing and extending this research to other 'industries and professions'.

When mentioning the practical implications of their study, they emphasise that:

"...organizations seek out top-level managers with high EI and seek ways to enhance the EIs of the current managers because this element of managerial success can be developed. It is also recommended that firms should develop programmes that could enhance the EI of their managers. This could enable them to motivate themselves and their subordinates and to work in more creative, more fulfilled and more enthusiastic ways".

The last research to be mentioned is that carried out by Müller and Turner (2010), and although it is not totally in line with the objectives of this study, they conducted an interesting study about successful project managers and their leadership competency profiles:

“...the study examines the leadership competency profiles of successful project managers in different types of projects. Four hundred responses to the Leadership Development Questionnaire (LDQ) were used to profile the intellectual, managerial and emotional competences (IQ, MQ, and EQ, respectively) of project managers of successful projects.”

As mentioned above, the sample they used consisted of 400 people and, importantly, participants from Europe (21%), North America (56%), Australia/New Zealand (12%), and the remaining from other countries of the world. With regard to the competences they considered, they mention Dulewicz and Higgs (2005) as the ones who identified, among the existing theories:

“15 leadership dimensions, which they then clustered under three competences of intellectual (IQ), emotional (EQ) and managerial (MQ).”

Of the 15 leadership dimensions, the 7 emotional competencies considered were:

- Self-awareness
- Emotional resilience
- Intuitiveness
- Interpersonal sensitivity
- Influence
- Motivation
- Conscientiousness

They also carry out a classification of projects according to “application area, complexity, strategic importance and contract type.” Equally, they define up to ten different variables to qualify the project success.

The conclusion they reached is quite relevant since:

“the results indicate high expressions of one IQ sub-dimension (i.e. critical thinking) and three EQ sub-dimensions (i.e. influence, motivation and consciousness) in successful managers in all kinds of projects.”

And they continue by commenting on the theoretical implications:

“With increasing project requirements, however measured (complexity, project type, duration, etc.), there is an increasing need for emotional competencies in the manager. Thus transactional leadership, and concern for process, is more important on relatively simple projects, but transformational leadership, and concern for people, is necessary on more-demanding projects.”

The purpose of discussing the above research papers is simply to point out that there are already studies, most of which are probably in progress, that consider EI and change management to some degree, although not so many as would be expected a priori. One of the main reasons for this, as mentioned earlier, could be the relatively youthfulness of both disciplines. This would imply that there are enormous opportunities for further investigations and huge benefits still to be discovered relating EI to change management.

B. EMPIRICAL ANALYSIS

1. Introduction

To carry out the fieldwork, including the survey, interview and test, a total of 31 individuals from an initial group of 50 were selected. Each individual was required not only to answer and handle the survey and the interview, but also to complete the Bar-On EI test. Due to its sensitive nature, it was stated very clearly at the beginning of the survey that confidentiality would be strictly maintained. Moreover, all the participants knew to a certain degree the thesis author beforehand and had total confidence in the seriousness of the work.

Below are described some of the relevant characteristics of the sample:

- All the interviewees had personally led at least one 'project of change', which could be defined as a total company project or a project affecting a functional area of the organization. The important thing was that the interviewee was in charge of the project from the very beginning, including the diagnosis, and through to the very end of implementation.
- A brief description of each project corresponding to the 31 interviewees is included in the interview results.
- They represented a wide variety of economic sectors, including insurance, the automotive industry, banking, industry, broadcast media, information systems, real estate and construction, education, consumer electronics, hostelry, mining, paperboard and packaging, private equity, omni-channel retail, consultancy and telecommunications.
- The number of employees of the surveyed companies varies considerably from 8 to 95,000 with a mean of 4,111, a mode of 400, and median of 350.
- The turnover of the mentioned companies also varies appreciably, with the average turnover being 124M €.
- In reference to the hierarchical position held by the interviewees at the time of the change or transformation project, 16 (51.6%) occupied a

top position (CEO, Executive President or similar), with the remaining being the head of a group, e.g. department, division, etc.

- The number of people managed by the interviewee, also varied from 1 (in two cases) to 8,000 (in one case). 50% of the sample had up to 21 people reporting to them, and 76.9% up to 200.

2. Survey: Descriptive analysis and main findings

The 31 survey participants had the following characteristics:

- All had personally led at least one 'change project', which could be a total company project or a project affecting a functional area of the organisation. The important thing is that the interviewee was in charge of the project from the very beginning, including its diagnosis, through to the end of implementation.

A brief description of each of the projects corresponding to the 31 interviewees is included in the section describing the interview results:

- They represented a wide variety of economic sectors, including insurance, the automotive industry, banking, industry, broadcast media, information systems, real estate and construction, education, consumer electronics, hospitality, mining, paperboard and packaging, private equity, omni-channel retail, consultancy, and telecommunications.
- The number of employees of the surveyed companies is quite varied, ranging from 8 to 95,000, with a mean of 4,111, mode of 400, and median of 350.
- The turnover of the mentioned companies is also very varied, with an average value of €124M.
- In reference to the hierarchical position held by the interviewee at the time of the change or transformation project, 16 (51.6%) occupied a top position (CEO, Executive President or similar), with the remaining being the head of a group, e.g. department, division, etc.
- The number of people managed by the interviewee, obviously, was also varied: from 1 (two cases) to 8,000 (one case). 50% of the sample had up to 21 people reporting to them, and 76.9% up to 200.

- At the beginning of the survey, the interviewees were given an explanation about the meaning of 'change' and 'transformation' in reference to the present study. It is important to point out that 70% of the interviewees considered the project led by them to be a 'Transformation'.
- Reinforcing this point, 74.2% of the sample rated how the change project affected or influenced to the company at between 8 and 10.
- When considering the length of the project, 50% of the cases lasted up to 18 months, while 73.3% lasted up to 24 months. In the remaining 26.7% of cases, the length was more than 24, and up to 60 months.
- It is also important to point out that 77.4% of the cases did not follow any known change management model (e.g. Kotter or Ackerman).
- In reference to communication with all company employees, 90.3% of the sample maintained some form of communication. 5.3% communicated with them every day, 42.1% once a week, and 52.6%, every month. With regards to how the communication was delivered, 75% was by talking directly with them, while 10.3% took place over the company intranet as a supporting feature.
- In 64.5% of the cases, the employees involved in the change or transformation process received a degree of training: in 53.8% of cases, up to 30 hours per person, and in 76.9% of cases, up to 100 hours per person.
- When considering the external help received, in 29% of the cases, this took place throughout the entire project, while in 19.4% of cases, help was received only at the beginning of implementation. For a variety of different reasons (mainly the belief that they could manage the change project themselves), the remaining did not use external help.

- With regard to whether the project was considered a success or failure, 90.3% of the 31 interviewees reported that it was a success.
- Going further and ranking the success of the project from 0 to 100, 58.6% ranked it up to 80, meaning that 41.4% of the projects scored between 80 and 100, which could be considered as a good percentage of success.
- All interviewees were aware of the concept of Emotional Intelligence. However, 78.6% did not use EI as an instrument for people development and improvement.

3. Interview: Descriptive analysis and main findings

An interview was held with each of the 31 people participating in the survey. Details of their economic sector, company profile, individual profile and level of responsibility at the moment of design and implementation of the change/transformational project, are explained in the previous section.

A variety of change or transformational projects were described. As examples, we would like to mention the following:

- A deep transformation in the culture of the company, i.e. in the business model and ways of working.
- The replacement of the company president / leader after an important change in the shareholder composition, which involved the important generational relief with the almost simultaneous exit of 3 of the 4 key executives (who were minority shareholders): The President, Director of Operations and Technical Director. The Managing Director, who took over the new position of CEO, had to implement change due to the new management team and the new company culture. Although the company had worked well during its 50-year history, it was necessary to change the leadership style from a culture that was rather authoritarian and with little control over international affiliates to a modern culture.
- Changing the approach and business model of the company in a few years from a graphics workstation company to a server and services company, and in a short time to a mainframe company.
- The integration of the company's operations in Europe, the Middle East and Africa (EMEA), acquisition of local company shares, organisational restructuring and implementation of new management systems.
- A new system of distributing the investment to the accounts managed by the sales team, who, based on their input and contribution to the

development of innovative ideas in the commercial field, had access to a series of incentives they could invest in along with their clients

- The objective was to incorporate a new process-oriented management style in order to gain agility and greater involvement of a multidisciplinary team with activities that almost always transcended the department and demanded rapid decision-making; this was also necessary to avoid a long decision-making processes along the hierarchical line of the organisational structure.
- The creation of a new important group of services starting from scratch, defining the scope of business action, the objectives to be achieved, a media proposal and action plan.
- The transformation of the company culture that was heavily focused on costs and production to one that placed the management of people at its centre.
- The transformation of two companies into a single business unit by merging R&D, manufacturing, sales and finance areas to achieve a reduction in operating costs, creating a culture focused on innovation to develop profitable products through the appropriate use of resources and Information available.
- The implementation of a Principal Operating Company (POC) model in the group's Spanish subsidiary. This involved the creation of different legal entities, the reorganisation of how the resources were structured and the adaptation of systems and processes to the new requirements.
- In acquiring an investee company, the purchasing company were faced with the challenge of completely reorganising the management team, with a new CEO, CFO, COO, international development, etc. in a family-run company.

- The transformation of the company by making it much more focused on the international sector and on end customers and mediators (distributors) in order to reverse the financial results (from many losses to great profitability). This was achieved by considering and transforming all fronts: processes, systems, organisation and company culture.
- A change of company culture. This case involved a family insurance company that wanted to adapt the company to new business strategies.
- The transformation of a hotel company from one that focused exclusively on economic results and that showed little interest in the satisfaction of its customers into another oriented towards excellence, both in the satisfaction of its customers and in its economic results in the short, medium and long term.
- This company is a university that was dedicated mainly to teaching degrees in law, economics, psychology, and others. For market, demographic and other reasons, it decided to become a mainly educational organisation dedicated to postgraduate and masters courses. This entailed a change of product, mentality, marketing, customers, positioning, teacher profiles, etc.

When asked whether any well-known 'change management model' had been used or followed during the process, only one response was positive, namely 'Kotter', which in this particular case received support from one of the 'big four' consultancy companies (Deloitte).

When questioned about the need for new change processes for the company in the future, practically all interviewees responded positively. When considering main reasons to support this thought, "our company changes and must be adapted continuously to the new challenges" obtained 23 mentions, followed by "technological changes lead to it" with 17 mentions, while "our sector is very dynamic and drove us to it" was mentioned by 14 interviewees, "our competition

is highly changeable and requires us to be so too” obtained 12 mentions and “our customers are constantly changing” obtained 8 statements.

As has already been covered in the survey comments, half of the cases received external help at some time during the project or throughout the entire process. It is important to consider the main reasons for why this help was sought, which in this case are quite balanced: “it is always good to have other opinions for important issues” was mentioned in 8 cases; “internally, we did not have the necessary know-how”, received 6 mentions, while “was an excessive workload to for our employees only to carry out” and “internally, we did not have experts in change management”, which obtained 5 mentions each.

For the 50% that did not use external help for the change project, the main reasons were “we had the necessary know-how” and “we could do it with the same employees”. Only one response said that “never, or almost never, use consultants”.

In the cases in which the change or transformation projects were considered a success, it is important to pay attention to the reasons the corresponding leaders considered the foremost. The most frequently cited, at 22 times, was “the talent and dedication of the human team”, followed by “a good diagnosis of the situation”, at 17 times. In third position, “a good strategic plan design” was mentioned 16 times, “a good implementation” was mentioned 15 times, “the leadership exercised throughout the project”, 13 times, and “the external help we used”, was cited 8 times. Only on one occasion was “common sense and good luck” mentioned as something necessary for success.

In the cases considered a failure, the main reasons mentioned were: “mediocre/poor implementation”, “an inadequate situation diagnosis”, “a poor strategic plan” and, “the lack of talent and dedication of the human team”.

4. Test: Descriptive analysis and main findings

The test completed by the 31 interviewees was the R. Bar-on EQ-i 2.0: the 'Emotional Quotient Inventory', version 2.0.

This self-report test was chosen due to its familiarity to the thesis' author and its broad support, as explained in chapter 2. In the last three years it has been used more than 200 times in consultancy with different companies and the results obtained have usually been consistent and perceived as appropriate.

The questionnaire consists of 132 simple and easy-to-answer questions, with a five-point scale. There are two final reports: one for the interviewee and another for the interviewer; the difference is that the latter contains a recommendation on how to carry out the feed-back session, indicating the questions to be made and the order to be followed, and an additional detailed explanation. On the other hand, the test for the interviewee explains in more detail each of the scales and sub-scales under consideration.

The test provides an overall EI score and five compounds or scales; each compound is divided into three sub-scales, with 15 sub-scales in total. In addition, the test explains in detail the skills that need to be enhanced in order to improve each of the 15 sub-scales.

The assessment score ranges from 60 to 140, with the average considered to lie between 90 and 110. For both the general average EI level and for each of the 5 compounds and 15 subscales, the reference is the Leadership Bar, which represents the range of scores of the most outstanding leaders (those whose EQ-i 2.0 score is in the upper half of the sample of leaders), and which serves to compare the results of the EQ-i self-report test with those of exceptional leaders who achieve a high EI level.

Moreover, the assessment also provides a 'leadership potential' and a 'happiness indicator', which are obtained by combining the results of different sub-scales.

Space is provided at the end of the assessment to deliver the methodology required to develop an action plan to improve the selected skills.

With regard to the EQ-i results:

- The total EI average of the thirty-one interviewees was 105, which is above the average of 100. This is perhaps not surprising, since the people selected had led a change project at some time; it means that, probably, their overall capacity and skills are well above average. The highest individual score was 131, which is closer to the potential maximum score of 140 than the minimum individual score of 79 is to the potential minimum of 60.
- When considering the five different compounds, there are significant and interesting differences: the two best ranked are the self-perception and the interpersonal compounds, with an average of 110.71 and 110.48, respectively. Both are significantly above the average of 100.
- On the other hand, the worst is the decision-making compound, although with a close-to-average score of 98.77.
- The remaining two compounds, self-expression and stress management, yielded average scores of 101.74 and 101.42, respectively.
- Analysing further the 15 sub-scales, it would be interesting to list them in descending order:
- Self-perception, 110.71: the three subscale results are in line with the general scale, although with differences: self-actualization, 111.10; self-regard, 110.19; and emotional self-awareness, 105.58.
- Interpersonal, 110.48: the three subscales are quite aligned, with practically no differences: relationships, 109.10; empathy, 108.32; and social responsibility, 109.74.
- Self-expression, 101.74: significant differences were observed in this compound. While the average in assertiveness was 106.16 and 103.23 in emotional expression, the subscale of emotional self-awareness yielded an average score of only 94.13.

- Stress management, 101.42: important differences were also observed among these three subscales. While optimism yielded a maximum average of 108.65, and stress tolerance, an average of 104.94, flexibility yielded an average score of just 89.35.
- Decision-making, 98.77: As mentioned previously, this yielded the lowest score, which was just below the average. Again, there are important differences among the three subscales: from 108.77 for the evaluation of reality, to 97.48 for problem solving and 93.90 for the impulse control subscale.

In summary, the three of the 15 subscales to yield the highest average scores were: self-actualization, with 111.10; self-regard, with 110.19, and social responsibility, with 109.74. The three yielding the lowest scores were: flexibility, with 89.35; impulse control, with 93.90; and emotional self-awareness, with 94.13.

Comparing these last results with the author's experience in the test run, the overall impression is that flexibility usually yields one of the lowest results, while self-perception yields one of the best, especially when the profile of the interviewees corresponds to individuals with a certain level of experience and leadership capacity.

5. More Relevant Sub-Scales. Factor Analysis.

Once all the Bar-On test results were obtained, the most relevant subscales were established to determine whether any of them were more important than others.

It is important to point out that this referred to this specific sample of 31 individuals, and should not be extrapolated to any other group or sample.

Factor analysis was then carried out to reduce the set of measured subscales or variables to a smaller set of factors by interpreting these factors.

The first step was to evaluate whether the factor analysis can be applied to the data set obtained. This was done by using the Kaiser-Meyer-Olkin (KMO) and Bartlett tests. Bartlett's test of sphericity compares the hypothesis that the elements outside the main diagonal (correlations) of the correlation matrix are zero. In this case the value obtained was 315.771 with a p-value of 0.000, with significance. The KMO index takes into account the correlations and partial correlations between variables. It is advisable to obtain large values (more than 0.60) so that the factor analysis can be performed with guarantees. In this study case, a high value of 0.697 was obtained.

In sum, from the data obtained it can be concluded that the factor analysis is feasible since the p-value (Sig.) is <0.05 , although the correlation between all the variables is moderate.

Table 7. KMO and Bartlett tests

KMO index of sample adequacy		0.697
Bartlett sphericity test	Chi-square approximate	315.771
	gl	120
	Sig.	0.000

Source: Author.; Extraction method: Principal Component Analysis.

Therefore, since the data are appropriate according to the factor analysis, the extraction of the factors can be carried out. The main axes method, a recursive

method of computation similar to that of the main components (indeed, it is a generalization of this latter technique), was used.

SPSS first shows the initial factor solution. In the case of extraction by main axes, the commonalities are those shown in Table 8.

Table 8. Commonalities

	Initial	Extraction
Self-regard	1.000	0.658
Self-realisation	1.000	0.772
Independence	1.000	0.865
Emotional expression	1.000	0.887
Assertiveness	1.000	0.496
Emotional self-awareness	1.000	0.754
Relationships	1.000	0.704
Empathy	1.000	0.906
Social responsibility	1.000	0.806
Problem solving	1.000	0.719
Evaluation of reality	1.000	0.732
Impulse control	1.000	0.588
Flexibility	1.000	0.687
Stress tolerance	1.000	0.738
Optimism	1.000	0.563

Source: Author.; Extraction method: Principal Component Analysis.

The commonalities represent the variance of each variable explained by the factors or principal components. The commonality of a variable is the sum of the factor loads associated with it squared. Its calculation is made from the matrix of factorial loads. In the case of principal components, when all variables are retained, commonality is always 1. When other extraction methods are used, the initial commonality is the multiple correlation coefficient between each variable and all others.

In this case, if a four-factor solution is adopted, more than 70% of the variance is explained with the variables Independence, Emotional Expression, Empathy and Social Responsibility (Tables 8 and 10).

All the eigenvalues and variances explained before and after extraction and after rotation are shown in Tables 9 and 10.

Table 9. Total variance explained

Component	Initial eigenvalues			Sum of the saturations of the extraction to the square
	Total	% of the variance	% accumulated	Total
1	7.615	47.596	47.596	7.615
2	1.815	11.341	58.937	1.815
3	1.272	7.950	66.888	1.272
4	1.006	6.286	73.174	1.006
5	0.907	5.666	78.839	
6	0.740	4.624	83.464	
7	0.673	4.207	87.671	
8	0.458	2.863	90.533	
9	0.401	2.505	93.038	
10	0.327	2.047	95.084	
11	0.273	1.706	96.791	
12	0.199	1.246	98.037	
13	0.136	0.852	98.889	
14	0.098	0.612	99.501	
15	0.050	0.310	99.811	

Source: Author.; Extraction method: Principal Component Analysis.

Table 10. Total variance explained by the resulting factors

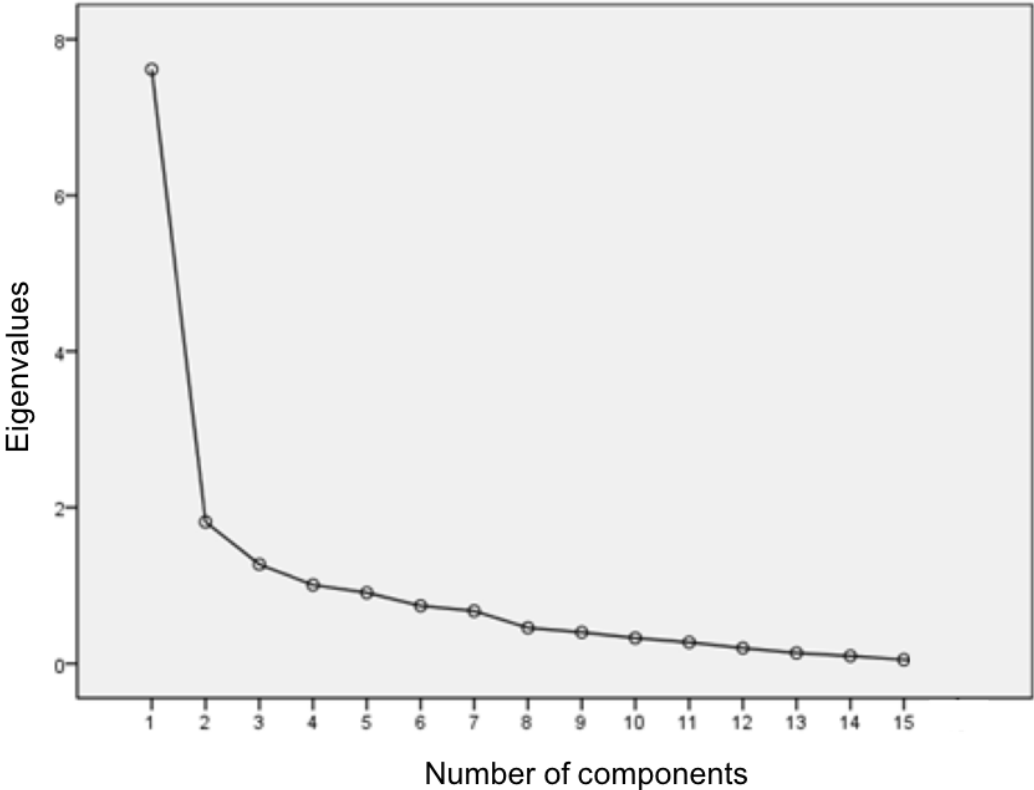
Component	Sum of the saturations of the extraction to the square	
	% of the variance	% accumulated
1	47.596	47.596
2	11.341	58.937
3	7.950	66.888
4	6.286	73.174
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Source: Author.; Extraction method: Principal Component Analysis.

An alternative method for selecting the number of factors is the sedimentation graph in which the eigenvalues (ordinate axis) for each factor (x-axis) are represented graphically. The visual analysis of this graph focuses on the search for a point of inflection in the graph, which usually occurs with values below 1.

In our case the view of the sedimentation graph justifies the selection of 4 factors, something that had already occurred when setting the criterion of eigenvalue in the unit.

Graph 1. Sedimentation graph



Source: Author.

The weights of each variable in each factor appear under the epigraph of factor matrix (Table 11).

Table 11. Component Matrix

	Component			
	1	2	3	4
Self-regard	0.627	0.158	-0.284	-0.399
Self-realisation	0.708	0.013	-0.140	0.502
Independence	0.799	-0.369	0.303	-0.006
Emotional expression	0.789	-0.328	-0.087	-0.387
Assertiveness	0.684	0.046	0.038	0.160
Emotional self-awareness	0.519	0.582	0.008	0.382
Relationships	0.772	-0.298	-0.135	-0.029
Empathy	0.783	-0.259	0.473	0.046
Social responsibility	0.659	-0.515	-0.016	0.325
Problem solving	0.659	0.491	-0.195	-0.075
Evaluation of reality	0.851	-0.072	0.045	-0.010
Impulse control	0.593	0.361	0.283	-0.161
Flexibility	0.712	0.219	-0.242	-0.271
Stress tolerance	0.705	0.386	-0.252	0.172
Optimism	0.699	-0.194	-0.168	-0.092

Source: Author.; Extraction method: Principal Component Analysis.

The values of the matrix of rotated factors indicate that all variables have a high load on the first factor. These coefficients correspond to the Pearson linear correlation coefficients between the component and the variable involved.

Therefore, we observe that the subscales Self-regard, Self-actualization, Independence, Emotional expression, Assertiveness, Emotional self-awareness, Relationships, Empathy, Social responsibility, Problem solving, Evaluation of reality, Impulse control, Flexibility, Stress tolerance and Optimism are more closely related to the first component.

The subscales Emotional self-awareness and Problem solving are more closely related to the second component, while the subscale Empathy is related to the third component and Self-actualization, with the fourth.

In the case of the first component, it is obvious that all fifteen subscales are closely related, since they all comprise the test. The remaining three components yield some interesting results. Based on these, there are four variables that explain the test results better than others. It is also interesting to point out that each of the four subscales corresponds to a different compound or test scale (explained above), as follows:

- The Self-actualization subscale is included in the Self-perception component.
- The Independence subscale is included in the Self-expression component.
- Empathy is included in Interpersonal relationships.
- Problem solving forms part of the Decision-making component.

So, the only compound with no subscale in this analysis is Stress Management.

We can go a bit further in the explanation of the relevance of each of the four subscales in terms of the factor analysis.

5.1. Self-Actualization

When referring to the relevance of self-regard, we can refer to the comments of the Bar-On test (2102), since it explains clearly the different scales and subscales:

“Self-actualization is closely related to success and performance in the company. It can be summed up in three words: search for meaning. Though this may sound very philosophical, for the leader, it means finding purpose and pleasure in his role”.

A characteristic of individuals with a high Self-actualization is that they “always find a way to make the most of their talent and expect the same from their team.”

From an organizational point of view, a leader with a high self-actualization “allows employees to achieve success in their role and brings out the best of each.”

Of the 132 questions in the Bar-On test, the following 9 were the dedicated to this subscale:

- I reach my goals.
- I feel I can contribute something.
- I look for enriching experiences.
- I am a person with own initiative.
- I use my skills well.
- I strive to be the best that I can be.
- I am goal-oriented.
- I try to make my life as meaningful as possible.
- I am looking for ways to improve.

Easy to realize that they are oriented to look for / detect a focus-oriented profile.

In their very interesting, and helpful from a practical view point, book, Hughes and Terrell (2012) name Maslow as probably the first to define self-actualization; in his hierarchy, at the end of the various human needs was self-actualization: “we must live up to our potential or we will feel dissatisfied”. They continue:

“Self-actualization reflects how successful we feel at achieving the goals that make life meaningful for us individually. This ability to construct meaning from the challenging and even violent aspects of human experience demonstrates the amazing resilience of the human spirit. Inspiring stories of people who were able to demonstrate this skill under the very worst of conditions can be found in Man’s Search for meaning by Viktor Frankl.”

Resilience is an extremely important skill for a manager. Obviously, although not comparable to the extreme conditions Victor Frankl had to deal with, the various challenges that a leader has to face continuously require a good dose of resilience in order to be overcome.

Since self-actualization “is a journey, not a destination”, the key question to consider for the individual would be:

-How am I doing on this journey?

-How am I being on this journey?

-Am I happy about where am I now?

-Am I pacing myself on this journey?

-Am I motivated to be the best I can be?

To emphasise how important this ability is, Hughes and Terrell (2012) mention that “self-actualization is critical for today’s successful business [...] it is at the heart of organizational success.”

Since this ability is defined as a process, the advice the above authors provide to managers and leaders is to:

“Remember that self-actualization is an evolutionary journey. Be motivated to be the best you can be today. Don’t get depressed that you haven’t accomplished everything by today, and watch success unfold!”

To summarise, when considering important processes of change in a company, we can imagine that these factors —resilience, purpose, ability to compromise, ability to focus on the task, goal-oriented, ability to drive teams and get the best of every team member— are characteristics that a change manager, a real

change leader, needs in order to maximise the probability of success. As always, the important and positive news is that, as stated before, it is not a condition an individual is given; however, it can be improved with adequate training and perseverance.

5.2. Emotional Self-Awareness

This is the second ability we would like to better explain in order to understand why it was selected in the factor analysis.

According to the Bar-On test (2102), this subscale is defined as the ability “to be able to think, feel and work on one’s own [...] it is a key characteristic common to all great leaders”.

It means to think and act independently from emotions. For some people, this is extremely difficult, especially in situations of great pressure: at these moments, the emotions seize the individual and it is practically impossible to think and act freely in such an emotional ‘straightjacket’.

And when we mention emotions, we are referring not only to personal emotions, but also to the emotions, interests and desires of others as well.

In order to get a clearer picture of the profile sought by the Bar-On test, let us consider the 8 questions that define this ability out of the 132:

- I find it difficult to make decisions alone.
- I cling to others.
- I am easily influenced by others.
- I prefer a job where they tell me what to do.
- I find it difficult to do things alone.
- I need the approval and trust of others.
- I need others more than others need me.
- I am more of a follower than a leader.

If the interviewed person scores high in these questions, it is clear that s/he is than more of a follower than a leader. A person who cannot think, feel or act by

themselves obviously cannot be a leader; it is very difficult to be followed by others.

And by thinking and acting independently, we do not mean a person totally isolated from others, but a person able to listen and to feel what others feel and in the end is able to decide and act by him/herself, in agreement with his/her values and to be able to take the responsibility of thinking and doing so by him/herself.

Related to this, Bar-on (2102) continues: a person with a high degree of emotional self-awareness “can take initiatives and act freely, which makes their team trust their convictions”. Emotional self-awareness “contributes greatly to strong leadership [...] and creates a central vision.” Therefore, emotional self-awareness also contributes to creating and bringing together teams.

Hughes and Terrell (2012) point out that:

“Independence is the ability to stand on one’s own two feet and trust one’s own judgement. It reflects self-confidence and the willingness to take risk. Independence is a key leadership trait that can enhance effectiveness whether one is the leader of a global company, supervisor of a small team, a parent, a volunteer with a community organization, or the leader of his or her life”.

And we would like to add: or the leader of a change process in a small department, or in a large company.

For a better understanding what independence means, these authors introduce what they call “the joy of independence”:

“Remember riding your first two-wheeled bike:

-At first it had training wheels, and then they were removed.

-You were left with just the two wheels and you parent holding the back of your seat while you pedalled.

-Finally, you experienced the freedom of doing it all by yourself. What a rush!!”.

As Hughes and Terrell (2012) rightly mention, the meaning or understanding of independence has very much to do with culture. For example, the concept of independence is not the same in the East as it is in the West. In most Eastern societies, the group is prevalent to the individual and is more important, while in Western societies, it is just the opposite: the individual is prevalent to the group and, consequently, there is a higher predisposition to independence.

To summarise, independence is needed to generate confidence in the team, to be able to act under pressure, to take risk, to create a central vision, to act on your own values—all are necessary ingredients for good leadership. And leadership, as already mentioned many times, is essential in order to be a good change leader, a manager able to drive the change process to a successful outcome.

5.3. Empathy

We have already explained this ability in Chapter III. However, we believe it is worth expanding on the explanation here.

According to the Bar-On test (2102), empathy is defined as the “ability to recognize, understand and realize what others feel”. It is “a crucial skill for building strong interpersonal relationships”, since these relationships are “the vehicle to transform a team and take the organization to higher levels”. Additionally, “the successful leader has the ability to put him/herself in the shoes of others”. This is a good way of explaining the importance of empathy and why it is absolutely necessary for a leader. However, it is not an abstract concept: “empathy is a process that is exercised daily in solving conflicts, managing change or making difficult decisions”. It also contributes to creating strong teams, since “the ability to show empathy allows one to be an authentic leader capable of gaining the trust and respect of one’s team.”

As with any other EI ability, empathy can be improved, and “an increase in one’s empathy will help weaken defences in conflict management and gain the commitment one needs to achieve common goals.”

The 9 questions, out of the 132, that the Bar-On test dedicates to evaluating the empathy of interviewees are:

- I am aware of how others feel.
- I am empathic.
- I am good at understanding how others feel.
- I avoid hurting the feelings of others.
- I perceive the emotions of others.
- I relate to the emotions of others.
- I respect how others feel.
- I am sensitive to the feelings of others.
- I care about other people's feelings.

Continuing with other views, Hughes and Terrell (2012) state "Empathy is the ability to 'read' others by getting into resonance with them."

Among the many definitions of empathy, we have also included the previous one, since it is very graphic, simple and, in some way, challenging as well.

They continue with their interesting observations:

"Our emphatic capabilities begin to emerge when we first learn to distinguish between ourselves and others. As humans, we can look in the mirror and recognise ourselves. Most other animals do not have that capacity. In order to exercise our empathic skills, we must be aware of the differences between ourselves and other people".

Equally interesting is the distinction they made between sympathy and empathy. Sympathy "can be very good when we need to respond together to a common challenge, because sympathy is a critical component of loyalty and camaraderie". To emphasise how important emotional self-awareness is, "when sympathy lacks independence, sympathy can degrade into co-dependency. We lose our objectivity, and with it goes our helpfulness".

In order to increase empathy, it is necessary to increase our attention to others. In this sense, they recommend the following strategies:

- *Put yourself in the other person's shoes. This can be a quick interaction as part of a conversation or you can job share, job shadow, or find another way to experience literally what is happening for the other person.*
- *Seek to understand the duties of others and the demands they face.*
- *Inquire. If someone says something that seems way off to you, say, 'That's interesting; please tell me more'. This can help you correctly understand what the person is seeking to communicate. It might help the other person understand him- or herself better, as well".*

Another piece of advice about how can we build empathy suggests we

"Learn to read body language. Attend to a person's facial expressions, breathing, posture, and tonality; then match his or her physical state in your own body and see how it feels to you! This is an easy way of getting into resonance".

To stress about how important empathy is, they comment:

"In today's increasingly fast-paced world, empathy becomes more important every day. Paying sufficient attention to other people may take a bit more time up-front [...] however, practicing empathy pays off because it leads to dramatically more accurate communications. Productivity is enhanced and conflict is reduced [...] The first step in creating a collaborative climate is emphatic interaction. Certainly it is the beginning of building trust".

The comments above state clearly how important empathy is. If anything is key in a change process, it is the ability of communicate and drive teams. It is very clear that it cannot be done by the change process leader without a good level of empathy. Or, in other words, if the change process leader enjoys a high level of empathy, the probability of success for the change project could significantly increase.

5.4. Problem Solving

This is a key ability very much used in normal work by managers. As described in the Bar-On test (2012):

“Problem solving is a daily reality for leaders. However, they need more than problem-solving skills because they have to face situations where there are emotions at play, and to know how to recognize how they are influencing their decisions”.

This means that it is not possible to isolate problems from emotions; emotions are involved in problems and the necessary decisions to be taken; that is why it is necessary to detect the emotions involved and to know how they may influence decisions.

Hughes and Terrell (2012) comment that problem solving is not an ability used only in the business domain,

“...it is a skill we employ constantly in our lives, from figuring how to get all our materials and a hot cup of coffee into the car in a single trip without spilling anything, to planning for our children’s college and our own retirement. Regardless of the field in which we are employed, we are expected to solve problems and to solve them quickly, economically and permanently”.

They say that problem solving is an “emotional competency that calls into action our sleuthing skills, as it is very much like detective work.”

They continue by saying that:

“This requires disciplined attention, emotional awareness and perseverance because problems do not necessarily yield to the first attempt at a solution. That is why we call them problems!”.

With regard to how we can build our problem-solving competencies, they recommend creating a check list:

“Ask yourself whether you have

- *Properly defined the issue*
- *Gathered all the facts*

- *Incorporated your emotional responses and sorted your emotions to determine which are helpful and which might be holding your back*
- *Brainstormed all the possibilities, and*
- *Incorporated all this into a timely solution”.*

It would be interesting to check the 8 questions out of the 132 that the Bar-On test dedicates to rating this ability:

- When I am very upset, I cannot decide what to do.
- I tend to worry about a problem instead of trying to solve it.
- I avoid facing problems.
- I find it difficult to decide what the best solution is at the time to solve a problem.
- I get blocked when I think of different ways of solving a problem.
- I feel overwhelmed when I have to make a decision.
- If I find it difficult to solve a problem, I get frustrated and give up.
- I let my emotions intrude when it comes to taking decisions.

Examining these questions, it is apparent they are very much in line with the previous comments and explanation with regards to what problem solving means.

In relating change management and problem-resolution skills, it is plain to see that a high score in these skills can significantly contribute to better performance.

A change process constantly presents problems and, correspondingly, decisions to be taken. If the manager is trapped by emotions, no decisions are taken, the process will become slow, the team will become demotivated and the entire change process will be in danger. A good leader needs a high degree of ‘problem solving’ skills. The decision-making process has to be fluid and fast and, to do so, a leader has to be able to have a ‘good sense of smell’ and handle adequately the emotions involved in decision-making processes.

6. Explanatory Variables of Success and Failure

At this point, it would be interesting to look for some more relationship between the results obtained in the survey, the interview and the test.

Obviously, everything pivots around the success or failure in the implementation of the processes of change in a company and success or failure relation with Emotional Intelligence. To do so, further in-depth analyses were carried out of the self-rating given to the success of the change project implementation:

Each interviewee was asked to give a measure/qualification of the final success of the project led by him/her. The rating ranged from 0 (total failure) to 100 (total success, in the sense that the objectives set for the project were fully achieved).

In order to classify the various results in a more meaningful way, two groups of results were created: the first, from 0 to 79.9, and the second from 80 to 100. All cases in the first group were considered as failures, while the cases in the second group were considered successful projects. The first group represents 41% of the total number of cases and the second the remaining 59%.

In reference to the 15 subscales of the EI test, the non-parametric test U Mann-Whitney reveals that there are significant differences in relation to the professionals who considered the final result of the change process as a success ($p < .000$). These data are extremely relevant, since they reveal that certain variables influence the success of the change process to a greater extent than others, as shown in the table below:

Table 12: Success-Failure Sample Groups

	In what percentage do you evaluate the final outcome of the change process?	
	Failure	Success
	Average	Average
EI total	102.92	107.59
Self-regard	110.34	110.65
Self-actualization	111.42	112.12
Independence	106.25	106.59
Emotional expression	104.25	102.30
Assertiveness	104.34	107.88
Emotional self-awareness	91.50	95.70
Relationships	109.17	110.70
Empathy	104,17	110.47
Social responsibility	111,35	108.94
Problem solving	91.00	102.41
Evaluation of reality	103.17	110.00
Impulse control	88.34	96.59
Flexibility	83.42	94.35
Stress tolerance	101.66	107.59
Optimism	109.66	108.82

Source: Author.; Extraction method: Principal Component Analysis.

When considering the above data, there are some comments to make:

- There is a high degree of consistency among the differences of both groups of data.
- Even the total EI average shows a significant different
- Taking into consideration the percentage difference between each subscale of the two groups of data, the most significant EI subscales are, in descending order: Flexibility, Problem solving, Impulse control, Evaluation of reality, Empathy, Stress tolerance and Independence. In 'stricto sensu', and in the order listed, they are the most relevant

subscales that could explain the success and failure of the projects of change considered in this work, from the EI perspective. In other words, when considering the success or failure of the change processes and the influence that the Emotional Intelligence of the leader of the change process may have on them, the mentioned EI subscales could be considered the most relevant in influencing the results of the change processes. Obviously, for the selected sample that we are considering on this work.

- Of the seven subscales established as the most influential in the success of a change process, it is important to pay attention to the fact that three of them coincide with three of the four detected in the factor analysis described in section 5: Problem solving, Empathy and Independence. Thus, these three, out of four, which are also the best to explain the results of the EI test for this sample, also coincide with three out of seven that could influence more the final result of success or failure of a change or transformation project from the perspective of Emotional Intelligence.

7. Introducing Another Change Management Model

In the last two sections of Chapter I, we have reviewed some of the most important models to guide change (or transformation) in organizations.

They are not just rocket science but an indication that tries to help the person (and/or team) leading a change process to succeed.

During the author's professional career, there were occasions for leading transformation and change processes. Obviously, the author has reviewed some of the theories and models commented in this work. In addition, professionals from consultancy companies helped in these processes. With the passage of time and the accumulation of experience, there was a logical learning processes, an "it works v. it doesn't works" approach and, step by step, the idea of developing simpler new model aimed at bringing about a lasting impact, grew. In the following pages, we will introduce this new model.

There are a few common denominators among the different models:

- Practically all of them were developed (at least originally) at the end of the last century.
- Only a few (with no significant contributions) were developed later. Needless to say, the important changes have occurred in the business world within the last ten to fifteen years.
- Most of them have a minimum of seven steps, or phases. Taking into account that simplicity is the key to success in the business world, there are probably too many; i.e. considering that a company may have different speeds in the phases implementation by territory, division, business unit (as most of the models proposes), the complexity may significantly increase.
- The models are considered as cycles, fluxes, or spirals that should be repeated again and again to maintain permanent change as a source of continuous improvement.
- Most of the steps or phases are related to the implementation. Especially, when referring to the future, things are a little vague: "learn the lesson", "institutionalize new approaches"

- In some of the models, it is recommended that companies have a dual organization: one that keeps current operation running while the other implements the change.

Obviously, this will require more resources and will represent an additional complexity of the process.

Based on the above considerations and with the personal experience of leading two considerable transformation processes, as well as monitoring others, we would like to propose a new sequential four-phase model:

- a) Diagnosis
- b) Design
- c) Implementation
- d) Continuity

a) Diagnosis

Current organizations are under increasing pressures from different areas and for different reasons. As such, a company has to continuously aim to maintain a lean, flat, agile and flexible organization and operations, be able to quickly respond (try to anticipate) to the increasingly numerous internal and external changes.

This means making permanent changes, adaptations and, sometimes, transformations (important changes). The current business climate is so absorbent that often “we don’t see the wood for the trees”, which is why a given company should establish a continuous monitoring process for detecting the necessary adaptation, changes or transformation (which is more obvious to detect, of course).

What are the main variables to pay attention to?

- Customers
If the main reason for a company’s existence is to serve its customers, any change in them will affect the company. Customers are not “frozen” agents but very much alterative ones.

Additionally, a company should define and know very well its customers. They may be final consumers, industrial customers, and intermediaries' agents in the market place (i.e. distributors), or any combination of the three.

- Technological changes

Given the nature of the company's business, they may be significantly affected by technological changes. Even these changes may affect, change, make disappear or create new business models, with the consequent threats and opportunities.

Even, in non-technological companies, the "digitalization" is affecting the way of doing business so importantly that a company may have severe troubles if this variable is not adequately taken into account and, indeed, may miss important opportunities if it fails to do so.

A paradigmatic example of how technology may change at business model took place in the consumer electronics goods. When analog technology became dominant in this industry, there were clear entry barriers and the status quo was very clear. The end of last century saw the start of the transition from analog to digital technology. It happened much faster than expected and the impact was enormous: new-comers with no legacy in the former analog technology penetrated the industry with more efficient structures that provided a competitive advantage in terms of costs. The change was so rapid that 'analog companies' had practically no time to replace the thousands of analog engineers with the necessary digital ones. Furthermore, they had to implement the costly structure of dual engineers organizations during the transitional period. The 'new comers' quickly dominated the industry. Some of the previous companies disappeared and the rest struggled to continue being competitive.

- Changes in competition

New competitors may appear, others disappear, or may bring about a change in some important approaches regarding the final customer, distribution, manufacturing, etc. Some of these changes may require other changes from the company's side as well. This could be provoked by an important external change, as touched upon in the previous point or because one or several competitors develop new competitive advantages in operations, products or cost structure.

- Changes in suppliers

For some industries, the supplier's structure is vital and, consequently, may importantly affect the companies. For example, there are industries with only a few suppliers. If some of them reach an important agreement with one competitor, it may affect to companies in this sector. On the other hand, the merger or acquisition of suppliers may also seriously affect industry players.

- Governmental re- or de- regulations.

Government may also have a big impact on some companies and, in consequence, request important changes.

Moreover, it not only affects companies directly related to governmental business but also for example, manufacturing companies who have to deal with sometimes complicated laws on contamination or new laws related to employees safety, etc.

- Environment

In our increasingly open and global economy, environmental changes and trends have to be considered carefully. Through the Internet, any company can easily became global, which it why changes in the environment will affect the companies' way of operating, and may represent threats and opportunities that will require the necessary company changes.

As an example, Smith (2011) describes four global trends till the year 2050: new demographic structure; natural resources becoming scarce (consumption cannot continue as if they were infinite); globalization will continue and increase; climate change.

Another trend could also be the concentration of wealth in fewer and fewer hands as Judt (2010) clearly states.

So, these kinds of trends or changes will affect any company, especially in an increasingly open and global economy. When considering the meaning of 'affecting', our interpretation is usually negative as it is considered a potential risk. However, we prefer to emphasize the potential opportunities behind these changes; companies able to interpret the implications of mega trends will anticipate changes and will reap great benefits.

- Internal situation in the company

The company is not a fixed entity; it evolves to adapt to the challenges mentioned above. But is it doing well? What talent does the company have access to? It is going to increase or decrease? Are we referring to the total company, the HQ's role, a business unit, or a subsidiary?

The company is continuously changing and evolving, although sometimes it (or a part of it) becomes stagnant and needs a change in order to readapt or to go through a transformation to survive and achieve a significant competitive edge. Due to strong demands on time and pressure from daily operations, it is difficult to make the above reflections, although they are very necessary in order to avoid unnecessary risky situations. Some changes are easier to make with a favorable wind than with the wind against us.

b) Design

Once the necessity for change and the reason supporting the change have been decided, the company area, etc. will move on to the design phase: the company needs to clearly define the aim of the change. In other words, which is the company vision? (Although we prefer the term 'aspirational objective').

A complete strategic plan has to be prepared: aspirational objective, objectives, and strategies by objective and concrete action plans by strategy. They need to be well described and defined and with concrete timings. Depending on the scale of the change, strategic planning will affect the company systems and processes. Even company culture will be affected by transformation processes, which is why it is so important to draw up a strategic plan in as much detail as possible.

Once the above is completed, it will be necessary to contemplate the company's resources (human, material, and financial) to bring about change. Will it be enough? Will new investment in facilities, machinery, etc, be necessary? And the most important consideration: has the company got enough talent to succeed in the implementation of the plan? If any of the questions is partially negative, it will be necessary to prepare an additional plan to provide the company with the necessary resources at the necessary time. Often, it is a critical point that has an enormous influence later in the failure of a change process. The company often fails to consider the human team. Even worse: the facilities, machinery, processes are carefully studied and considered, but not the team. It is usually

thought (more unconsciously than consciously) that the human team will quickly adapt to the new scenario, or that quick and superficial training will be enough: this is a big mistake! Changing mindset, behavior, uses and old practices is one of the most difficult things to achieve in any one company. Consequently, to avoid the serious threat of failure, the human team, including its current and necessary future skills, mindset, behavior and talent need to be carefully considered.

c) Implementation

This is the most important, and difficult, part of the change. An excellent strategic plan with poor implementation is going to fail; an acceptable strategic plan with a superb implementation is going to succeed.

Why is implementation so difficult? Mainly because, assuming that the previous phase was carried out successfully, change implementation is related to changing people's mindset and behavior.

Based on personal experience, there are three steps to engage the employees in the process of implementing change:

1. They have to perfectly understand the need for change. Clearly, there should be no grey areas or doubts. They need to realize that there is no alternative to the change. In other words, there is no future without change. Change does not occur overnight. It takes time. It should not be overly dramatic, rather, a gentle process. It should gently penetrate minds, although be permanently communicated. It is a rational approach and should be supported with figures and facts. Any communication should be well prepared. It should be delivered in a simple way but showing strong evidence, and with only one possible interpretation. The information may need to be repeated in different ways (direct speech, company intranet, posters, etc.) until there is clear evidence that the majority of employees really understand the need for change. To reinforce the message and deliver the idea of its importance, it should come from the CEO directly and, especially, never from an external consultant.
2. The necessary key people ('evangelists') to drive change have to understand that they also have something to gain with change. The sooner the employees understand this, the sooner they will support the process. Obviously not all the desirable people will be willing to support the process; it is the work of the CEO in collaboration with his direct team

to make sure the information filters down to the whole organization. Although there is no evidence to support it, it is a widely held belief at the company level that seven employees in favor of change are needed to neutralize the dissenting voice of one negative person. This approach is also rational and will demand considerable time from the CEO and the top management team.

3. The change process has to be 'packaged' in a very attractive way, such that it should be something that they really want to carry out. It should also be understood as unstoppable. At the beginning of the process, the situation is similar to a tennis match: the 'negatives' and the 'positives' are playing, and most of the people are watching the match and looking to the right and to the left alternatively and thinking "Who is going to win?" That is why it is not only important for the organization to gain quick wins, but also to rapidly increase the number of people playing on the side of the 'positives'. By doing so, even more people will quickly align themselves with the winning side. It is a more emotional approach and the Emotional Intelligence capacity of the CEO, as the main change leader, and that of the management team will be crucial.

If these three premises are fulfilled, there is a good chance that the employees will become engaged and will support the change or transformation process.

When talking about implementation we would like to avoid phases or 'recipes' that make it happen: it is a question of having a company culture oriented to the execution. As Bossidy & Charan (2003) said:

"No company can meet its commitments or adapt to change well unless all leaders practice the discipline of execution at all levels. The execution has to be part of the strategy and goals of the company. It is the missing link between aspirations and results".

They continue,

- *Execution is a discipline, and it is integral to strategy*
- *Execution is the major job of the business leader*
- *Execution must be a core element of a company's culture".*

Therefore, for change implementation to succeed it is necessary to have a company culture focused on execution. It could already exist, be achievable prior

to change implementation or within the process, but it is a must. Once achieved, it will endure as a central part of the company culture.

Often, the sources of mistakes bring about failure. Managers do not measure the company's capacity, as a whole, to implement change. In this regard, it helps to use the company's history: are there any prior examples of important implementations? Do we have clear examples that the company has sufficiently developed a culture oriented toward execution? If the answer is not, there is work to be done.

d) Continuity

In our opinion, the change or transformation should not be a recurrent process or cycle to repeat. Instead, given the necessity of continuous changes, it should be incorporated to the company culture to ensure permanence. This way, the four-phase process will not be a kind of additional task for the organization but, after the implementation period, will become an ordinary routine at all the levels of the company, from every individual to the global organization (CEO level). By following this approach, the need to work as a dual organization is also avoided; it represents a clear saving in costs as well as complexity. To achieve this some companies, create a very small and operative group of people, called a CTO (Chief Transformation Office), who are fully devoted to supporting the implementation. It is necessary to control the number of people in this office: numbers should always be limited and individuals should be dedicated one hundred percent to helping implement change.

As Denison, Hooijberg, Lane & Lief (2012) point out,

"...implementing a business strategy is very different from formulating a business strategy. Formulation can occur primarily at the top of organizations, but implementation can work only when alignment is achieved across levels, geographies, functions, product lines, and supply chains. After all, managing culture is about managing the balance between external adaptation and internal integration".

How can this be achieved? In our opinion, as said before, the aim should be to incorporate the four-phase process into the culture: enrich the current culture by converting it into an innovative culture. And, importantly, innovation is not only related to products, but to processes, ways of approaching the customers, ways the organization can be more efficient, etc. In this way, the continuous change will be embedded in the culture.

It we can succeed at that, after the first transformation process, it will not be necessary any more. The innovative culture will move the company on to a state of continuous change as a way of permanently improving and adapting (and, sometimes, advancing) the external and internal pressures the company constantly receives.

The Figure 13 describes, in a simple manner, the four-step sequence and the non-necessity for repetitive transformation processes. Ideally, the company would be a new one with a new innovative culture ready to rediscover itself continuously. For this model, it is clear that the profile of the top executive is key. Also, practically all the models we have reviewed emphasize the importance of the role of the company CEO in the transformation process.

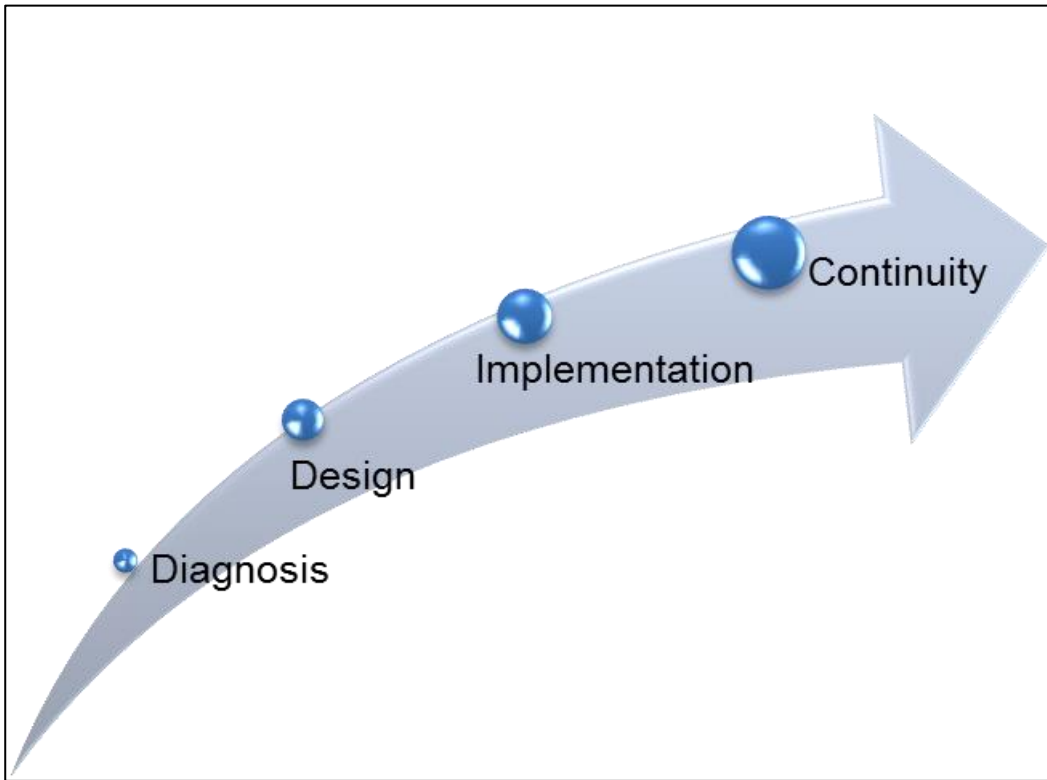
Kotter (2002) points out that it is not only the CEO but also the “guiding coalition” which will be critical for success. Anderson and Akerman Anderson (2010) go a bit further in the description of the change leader’s (CEO) profile, defining the importance of being a “conscious leader”. They even provide ways and tools to increase the level of awareness.

Having said that, in the models studied the skills and personal profile of the “ideal CEO” needed to maximize the chances of success in a change or transformation project are not described clearly. We can assume that a manager has three main dimensions that shape their professional personality: IQ, professional competences and EI (Emotional Intelligence).

The first two should have a proven track record before arriving at the level of CEO (or top executive). However, this is not always the case for EI.

However, since the transformation is a task in which the relationship and capacity of influential people are essential, the leader’s degree of EI should be of paramount importance to ensure a successful outcome of the transformation. As Freedman, & Ghini (2010) point out: “companies change when people change, and people change through emotion”.

Figure 13. Lineal Change Management Path



Source: PVN & Asociados

C. CONCLUSIONS

1. Results obtained

“We also believe that it would be worthwhile to carry out more empirical investigations in order to prove the correlation between the EI ratio of the CEO, and that of his direct management team, and the success in the implementation of the change or transformation process. Although we have experienced this correlation in several real cases, it would be desirable to collect more real cases with the objective of having enough cases to support the proposed correlation”.

This thought has been the guide to this current work and its main purpose. It represents an excerpt from the author's master's dissertation, which was completed in 2014. The extensive personal experience of more than 30 years working in various multinational companies has allowed the author to participate in several important change and/or transformation projects. Indeed, in some of them he was the leader. Throughout his experience, the author perceived how difficult such change projects are. Related literature, including more recently published work, reports that the rate of success of change or transformation projects is of one in three. Why are these processes so difficult? Probably because they are related to people, and people are difficult to change, much more so than systems procedures or processes, for example. Or better said, people like to change, what they do not like is to be changed. In this sense, change management is a sort of art, or even a mixture between science and art.

During the above-mentioned change and transformation projects, Emotional Intelligence was used in as a tool for personal improvement. It was around 2004 and the concept was not yet well known, let alone practiced, in Spanish organizations. The EI test used was one of the first versions of the Bar-On self-report test: most probably, the company that used this tool was a pioneer in Spain in terms of using such an approach. In addition to all the support and evidence in the literature at that time, during this experience the importance of EI in the business domain from a practical viewpoint was perceived. And the good news is that with a good development plan and persistence, emotional skills, or competencies, can be improved. For the last three years, this author has been working as a consultant, specifically in the area of change management, helping companies to manage these projects properly. EI continues to be recommended

and used, mainly during the diagnosis phase, to test the consistency and homogeneity of the management team; it is also used for personal self-knowledge as an initial point of personal development.

In terms of both change management and Emotional Intelligence, it was perceived that there was a certain relationship between them, based on pure observation of the day-to-day business reality. People with a high level of EI managed the change management projects well and obtained better results in terms of implementation. For several years now, the author has been interested in pursuing this research further because the results could be of importance and may open new lines of investigations for future research. An additional motivation was that, as has been previously mentioned, neither of the two concepts was well known in Spain. Therefore, the expected improvement in management as a result of the spread of these practices and the development of approaches to improve its efficiency could be extremely important. Therefore, the first hypothesis, discussed earlier, is:

H1: The level of EI of the change project leader influences the final outcome of the project.

Within the theoretical framework, studies establishing that managers with a high level of Emotional Intelligence achieve better results than average in the areas under their responsibility have already been discussed. D. Goleman (1995 and 1998) has covered this topic widely and could provide a good example. However, no research that precisely covers the area treated here has been identified.

Because of its importance, and to investigate this area in further depth, a practical approach was designed. To carry out the fieldwork, including the survey, interview and test, a total of 31 individuals from an initial group of 50 were selected. Each individual was required not only to answer and handle the survey and the interview, but also to complete the Bar-On EI test. Due to its sensitive nature, it was stated very clearly at the beginning of the survey that confidentiality would be strictly maintained. Moreover, all the participants knew to a certain degree the thesis author beforehand and had total confidence in the seriousness of the work. Each of the final 31 selected managers had personally led at least one project of change in their respective companies, in which they were the

project leader for the entire project: from the diagnosis phase through to implementation. The 31 represent a wide variety of economic sectors, including insurance, the automotive industry, banking, industry, broadcast media, information systems, real estate and construction, education, consumer electronics, hostelry, mining, paperboard and packaging, private equity, omni-channel retail, consultancy, and telecommunications. The number of employees of the surveyed companies varies considerably from 8 to 95,000, with a mean of 4,111, a mode of 400, and median of 350. The turnover of the mentioned companies also varies appreciably, with the average turnover being 124M €. In reference to the hierarchical position held by the interviewees at the time of the change or transformation project, 16 (51.6%) occupied a top position (CEO, Executive President or similar), with the remaining being the head of a group, e.g. department, division, etc. The number of people directly managed by the interviewee also varied from 1 (in two cases) to 8,000 (in one case). 50% of the sample had up to 21 people reporting to them, and 76.9% up to 200.

Once all information was collected, the best way of relating the EI test results with the final results obtained in the implementation of the change project, case by case, was considered. Within the survey, one of the questions was to provide a self-score, ranging from 0 (total failure) to 100 (total success), of the result of the corresponding change project. Although this may represent a rather subjective way of measuring the results, the seniority of the selected sample and their considerable commitment towards the results of this study meant that this was not considered an important issue. In this sense, an additional consideration has been the method Spanish people use to rate such projects: the extreme results are discarded so that, for example, 3 is considered quite a negative result, while 8 is considered a very good one. Based on these considerations and to generate a better, clearer positive and negative classification of the results obtained from the project implementation, the sample was divided into two groups: one containing the failed change management projects (ones with a score from 0 to 79) and the other containing the successful projects (those that scored between 80 and 100). By creating this simple classification, the following results were obtained:

Table 13: Subscales in the change management outcomes

	In what percentage do you evaluate the final outcome of the change process?	
	Failure	Success
	Average	Average
EI total	102.92	107.59
Self-regard	110.34	110.65
Self-actualization	111.42	112.12
Independence	106.25	106.59
Emotional expression	104.25	102.30
Assertiveness	104.34	107.88
Emotional self-awareness	91.50	95.70
Relationships	109.17	110.70
Empathy	104.17	110.47
Social responsibility	111.35	108.94
Problem solving	91.00	102.41
Evaluation of reality	103.17	110.00
Impulse control	88.34	96.59
Flexibility	83.42	94.35
Stress tolerance	101.66	107.59
Optimism	109.66	108.82

Source: Author. Extraction method: Principal Component Analysis.

For each of the two groups, the table shows the overall EI average, as well as the average of the 15 Bar-On test subscales. It was considered not necessary to include the 5 compounds, since with the subscales represent the maximum disaggregation level required to obtain the most possible detailed results.

On analysing the data, a number of interesting findings can be identified:

- There is a high degree of consistency among the differences of both groups of data. This indicates that some of the subscales yield practically the same value (self-regard and emotional self-awareness), that the group of subscales with very small differences can be considered irrelevant (self-actualization, emotional expression, assertiveness, relationships,

social responsibility and optimism) and that the third group of subscales, whose scores show clear, positive differences, consists of those successful change projects that consistently obtained a higher a score.

- This third group is composed of 7 subscales. In descending order these are:
 - Flexibility
 - Problem solving
 - Impulse control
 - Evaluation of reality
 - Empathy
 - Stress tolerance
 - Independence

These 7 subscales show clear and important differences, and always in the same sense: they correspond to the group of successful change projects, whose outcomes obtained higher scores than the group of failed projects in all cases.

Reinforcing the above finding, it is important to point out that even the overall EI average shows an important difference (102.92 for the failed projects vs. 107.5 for the successful ones). It is important to remember that the Bar-On EI test score ranges from 60 to 140, meaning that the score scale is actually 0 to 80, which means that in an ordinary base of 0 to 100, the differences would be higher.

Summarizing the above, the first conclusion is that, when considering the success or failure of the change processes and the influence that the emotional intelligence of the leader of the change process may have on them, the 7 above-mentioned subscales of the Bar-On EI test could be considered the most relevant in terms of influencing the outcomes of the mentioned change processes (from the perspective of EI, obviously).

These results confirm hypothesis H1.

This conclusion may have more interpretations. Here, we are not only considering the overall EI of the leader of the change management process; this

conclusion is much more precise because it is related to 7 specific skills. Moreover, each of these 7 sub-scales has a specific importance, as can be seen from the difference between the scores of the successful group compared to the failed group. This means that the 7 subscales can be prioritized. This is important, for example, when designing a development plan for the manager: the focus should be on 3 or 4 of the leader's most relevant skills. Equally, they could be used in the recruitment process, or in fine-tuning the process to select the managers to lead the change or transformation process.

Another interesting point to touch upon is that the 7 mentioned skills with the greatest differences between the two groups mainly correspond to the compounds Stress management, Decision-making and Interpersonal, implying that these capacities are externally focused, i.e. on the action. On the other hand, the remaining two compounds, Self-perception and Self-expression, are more about looking at the inside of the person, to self-knowledge, and are not considered so important in our case.

H2: Can an Emotional Intelligence profile of change management process leaders be identified that can be explained with less than the 15 sub-scales of the Bar-On test?

From the outset of this study, it has been considered interesting to determine whether any of the 15 different subscales of the Bar-On EI test were more important or could explain the test results better than others for our particular case. In other words, given the selected sample in which all the managers have led processes of change, are some of the subscales more relevant than others vis-à-vis explaining the test results?

Factor analysis was then carried out to reduce the set of measured subscales or variables to a smaller set of factors by interpreting these factors. The first step was to evaluate whether the factor analysis can be applied to the data set obtained. This was done by using the Kaiser-Meyer-Olkin (KMO) and Bartlett tests. Bartlett's test of sphericity contrasts the hypothesis that the elements outside the main diagonal (correlations) of the correlation matrix are zero. In this case the value obtained was 315.771 with a p-value $p=0.000$, with significance. The KMO index takes into account the correlations and partial correlations

between variables. It is advisable to obtain large values (more than 0.60) so that the factor analysis can be performed with guarantees. In this study case, a high value of 0.697 was obtained. In summary, from the data obtained it can be concluded that the factor analysis is feasible since the p-value (Sig.) is <0.05, although the correlation between all the variables is moderate.

After completing all the steps of the factor analysis, explained in the Empirical analysis section, the final results of the factor analysis indicate that there are four variables that explain the EI test results better than the others: Independence, Problem solving, Empathy and Self-actualization.

With regard to Independence, according to the Bar-On test (2102), this subscale is defined as the ability “to be able to think, feel and work on one’s own [...] it is a key characteristic common to all great leaders”. It means to think and act independently from emotions. For some people, this is extremely difficult, especially in situations of great pressure: at these moments, emotions take control of the individual and it is practically impossible to think and act freely in such an emotional ‘straightjacket’. Independence is needed to generate confidence in the team, to be able to act under pressure, to take risk, to create a central vision, to act on your own values—all are necessary ingredients for good leadership. And leadership, as already mentioned many times, is essential in order to be a good change leader, a manager able to drive the change process to a successful outcome.

In reference to Problem solving, this is a key ability very much used in normal work by managers. As described in the Bar-On test (2012):

“Problem solving is a daily reality for leaders. However, they need more than problem-solving skills because they have to face situations where there are emotions at play, and to know how to recognize how they are influencing their decisions.”

This means that it is not possible to isolate problems from emotions; emotions are involved in problems and the necessary decisions to be taken; that is why it is necessary to detect the emotions involved and to know how they may influence decisions. In relating change management and problem-resolution skills, it is plain to see that a high score in these skills can significantly contribute to better performance. A change process constantly presents problems and,

correspondingly, decisions to be taken. If the manager is trapped by emotions, no decisions are taken, the process will become slow, the team will become demotivated and the entire change process will be in danger. A good leader needs a high degree of 'problem solving' skills. The decision-making process has to be fluid and fast and, to be so, a leader has to be able to have a 'good sense of smell' and handle adequately the emotions involved in decision-making processes.

With regard to Empathy, according to the Bar-On test (2102) it is defined as the "ability to recognize, understand and realize what others feel". It is "a crucial skill for building strong interpersonal relationships", since these relationships are "the vehicle to transform a team and take the organization to higher levels". Additionally, "the successful leader has the ability to put him/herself in the shoes of others". This is a good way of explaining the importance of empathy and why it is absolutely necessary for a leader. However, it is not an abstract concept: "empathy is a process that is exercised daily in solving conflicts, managing change or making difficult decisions". Hughes and Terrell (2012) state "Empathy is the ability to 'read' others by getting into resonance with them." These comments state how important empathy is. If anything is key in a change process, it is the ability to communicate and manage teams. It is very clear that it cannot be done by the change process leader without a good level of empathy. In other words, if the change process leader enjoys a high level of empathy, the probability of success for the change project could significantly increase.

When referring to the relevance of self-actualization, we can refer to the comments of the Bar-On test (2102), since it explains clearly the different scales and subscales:

"Self-actualization is closely related to success and performance in the company. It can be summed up in three words: search for meaning. Though this may sound very philosophical, for the leader, it means finding purpose and pleasure in his role."

A characteristic of individuals with high self-actualization is that they "always find a way to make the most of their talent and expect the same from their team." From an organizational point of view, a leader with high self-actualization "allows employees to achieve success in their role and brings out the best of each."

Self-actualization is related also to resilience, and resilience is an extremely important skill for a manager. Obviously, although not comparable to the extreme conditions Victor Frankl had to deal with, the various challenges that a leader has to face continuously require a good dose of resilience in order for him/her to overcome them. To summarise, when considering important processes of change in a company, we can imagine that these factors —resilience, purpose, ability to compromise, ability to focus on the task, goal-oriented, ability to drive teams and get the best of every team member— are characteristics that a change manager, a real change leader, needs in order to maximise the probability of success. As always, the important and positive news is that, as stated before, it is not a condition an individual is given; however, it can be improved with adequate training and perseverance.

The above-mentioned results confirm hypothesis H2.

One of the purposes of the interview and the survey was to identify a set of good practices in order to help improve the results of the change processes. Sometimes the practices were positive: “do that...”, while others were negative: “do not do that...”. For this reason, the third established Hypothesis states:

H3: Can the good practices identified in the interview and survey help to improve the degree of success of future change processes?

The interview and survey have been reviewed in order to identify practices carried out by the successful companies. Obviously, they are common to several companies and not isolated cases. Similarly, practices common in several of the failed companies were identified that negatively contributed to the outcome. A summary of these practices include the following:

- Companies need to be ready for a relatively long project: 73.3% last up to 24 months. Change is not short-term, although it is very much related to its objective. If the project takes the form of a transformation, the duration is even longer, which is why three of every four projects of the sample lasted up to two years: 70% of the sample projects qualified as transformations, with 74.2% of the sample rating the degree to which the change project affected or influenced the company at between 8 and 10.

For less important projects, the duration would more than likely be shorter.

- It is better to follow some of the already established change management models. To rely solely on experience is not recommendable. Several very well known and tested models exist these days that introduce discipline and provide a good degree of know-how. Employing one of these models can save time and inconvenience; additionally, the discipline they provide, avoids the constant unforeseen events and the lack of order, prioritization and focus that change or transformation projects often suffer.
- Communication to all company employees affected by the change is important. Points to be considered include frequency (almost half of the sample informed their employees on a weekly basis) and the way in which communication is carried out (in addition to the standard ways, most of the successful projects also directly informed their employees). With the numerous means available today to inform, a good, creative plan to keep all employees involved in the change informed and engaged is a priority, and not so difficult to draw up. The information received directly from the change project leader is always very much appreciated. Obviously, the number of people involved and the different geographical locations in which they working is something important when planning direct communication, but today multi-video conferences make this quite easy. We should never forget that people like to change, but they do not like to be changed.
- Adequate training and/or development should be provided for the affected employees. If we consider one person following the same process and routine for several years, then for them to suddenly change is not simple. S/he has to be properly trained and convinced of the benefits and need to change. This area is usually a source of problems and it is extremely necessary to ensure that every single person to be affected by the change receives thorough training before final implementation.
- External help from experts may also contribute to a successful outcome. Some companies do not like working with external consultancies. They

believe that all the necessary know-how is already in the company, and although this position is usual, it is a fallacy for three reasons: firstly, it is quite difficult for an organization to truly have the necessary in-house know-how to design and implement a change or transformation project; secondly —and companies often do not consider this important point—, although a company may have the necessary know-how, they may not have the time needed to dedicate to this important process, meaning that external help provides, in addition to expertise, time, which is usually scarce; and, thirdly, money: some companies believe, again erroneously, that using external help is expensive. When considering the number of errors they can avoid, the time they can save and/or provide and the increase in the likelihood of achieving a successful outcome, if the consultancy chosen to help is the right one, it will save money.

- Other reasons mentioned as important for the success include: “the talent and dedication of the human team”, “a good diagnosis of the situation”, “a good strategic plan”, “good implementation”, “the leadership exercised throughout the project”, and just one mention for “common sense and good luck”.
- Other reasons mentioned as a reason for failure include: “mediocre/poor implementation”, “an inadequate situation diagnosis”, “a poor strategic plan” and, “the lack of talent and dedication of the human team”.
- From the above, a good diagnosis seems to be essential, as well as “talent and dedication from the human team”. Organizations often make mistakes in the diagnosis: before deciding to change, it is very important to carefully study why change is needed and, if clearly necessary, to clearly establish in an easy-to-understand and objective fashion, where the organization should be after the change process.

Taking into account the above explanation, it can be considered that hypothesis H3 has been confirmed.

Two additional interesting conclusions can be made:

- Although EI is well known by the interviewees, practically none of them use it as an instrument for people development and improvement within their organizations. And this is a fundamental point, very much in line with one the objectives of this work, as is: “To contribute to the dissemination of the concepts of EI and change management in Spain”. EI is a powerful tool that can be used in different areas and ways within companies. EI can provide many benefits, from personal development to making companies emotionally intelligent. Its use is simple but powerful and should be known by everyone in a company as a good reference for the continuous personal improvement that everyone should constantly pursue, and which the organization should facilitate.
- Practically all the interviewees were of the opinion that their companies will continue to need to undergo new change management projects in the future. The main reasons given by the sample interviewees included: “our company changes and must be adapted continuously to the new challenges” followed by “technological changes led to it”, “our sector is very dynamic and drove us to it”, “our competition is highly changeable and requires us to be so too” and “our customers are constantly changing”. Their opinions confirm our belief and opinions expressed several times throughout this work, in the sense that change and transformation management is something increasingly used and needed within organizations. And all the indications are that this trend will continue in the future.

2. Main Contributions

It is a fact that change management is something increasingly important in today's organizations. However, only one in every three projects can be considered successful. Consequently, all contributions directed towards improving the level of success of change management projects are important. Organizations are continuously increasing in complexity and answers need to be adequate, although always seeking simplicity is easier said than done.

The main objective of this work is to contribute in some small way to increasing the rate of success of change or transformation management projects in two ways: firstly, by improving and applying a set of "good practices" to new projects and, secondly, by introducing a new factor: the importance of the change management project leader's EI and the influence that it may have in the final result of the project.

In terms of the first point, a number of factors and practices have been identified that could be added to existing ones to be taken into account when considering a change or transformational project. Such projects are continuous and never ending: from every single case, it is necessary to learn and to incorporate the knowledge learnt into the good practices. This process should be repeated continuously and will certainly grow, increasingly providing more and better help. That is why external consultancy in this area is so important. For a single organization, it is very difficult to keep this important set of experiences in-house. An external organization specialising in change and transformational management can provide this know-how with the evident advantages already pointed out in the conclusions.

With regard to the second point, following an in-depth analysis of the EI test results obtained from the sample of 31 selected change management leaders, two main conclusions can be drawn:

- 7 sub-scales of the EI test have been identified in which the results obtained in the group of successful change management projects are consistently and importantly superior to the group of managers leading failed projects.

- The Bar-On EI test results of the subject sample could be mostly explained by only 4 of the 15 sub-scales.

These two findings may be of paramount importance when considering the profile of the right manager to the lead change or transformation management processes. And these findings could be applied in several occasions. For example, in the recruitment of future employees that are to work in the area of change and transformation management, every candidate should complete an EI test, not as the unique element of course, but to better know his/her EI profile and to match it with the emotional skills required. Determining a manager's EI profile could help guide the direction of his/her future development, emphasizing the development of the most important skills. Therefore, from a practical point of view, clear benefits can be derived from these findings, the most important of which is to increase the rate of success in the implementation of these kinds of processes.

Objective of this work is to contribute to the dissemination of the concepts of EI and change management throughout Spain. Knowledge leads to use, and once an organization incorporates both concepts and discovers how powerful they are, it will continue to use and expand their use internally. Making both concepts more popular within organizations in Spain, and highlighting the importance that the correct knowledge and use of them may have will undoubtedly contribute to increasing the quality of company management, talent and financial results.

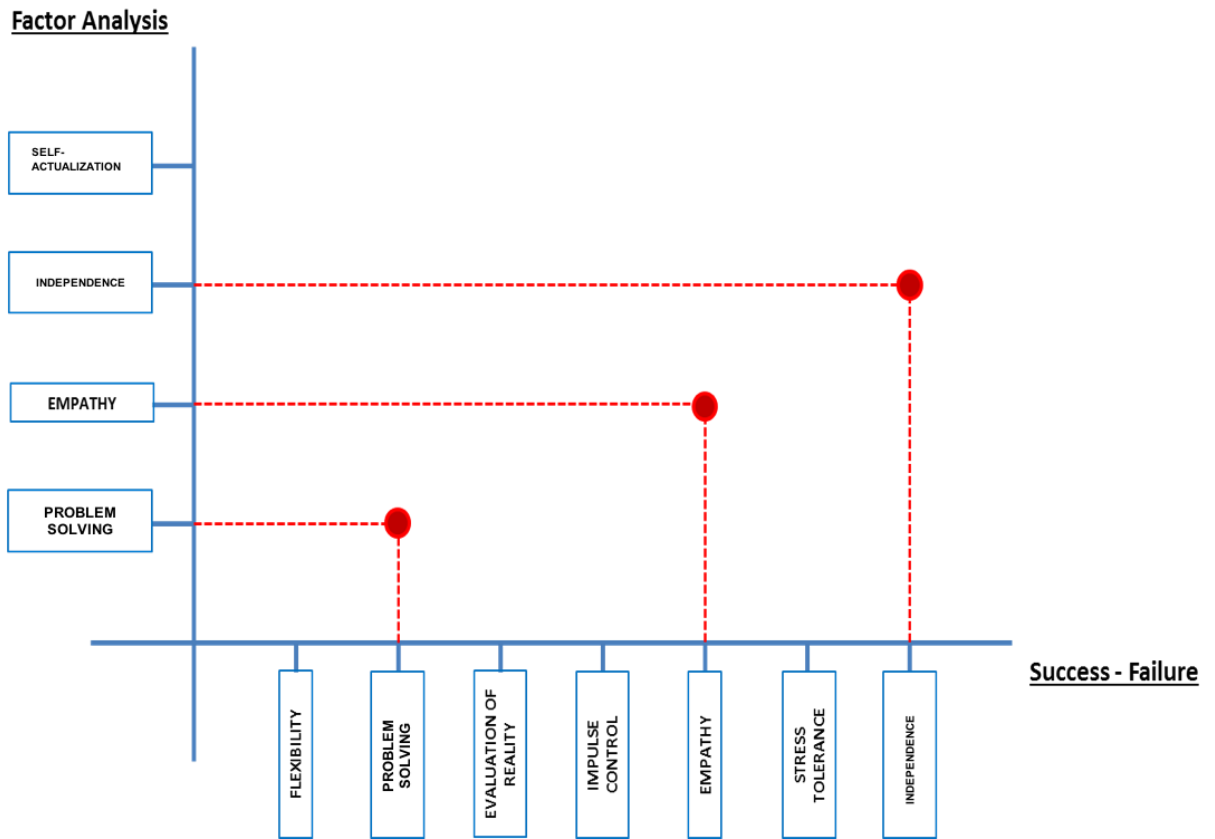
3. Future Lines of Research

As stated earlier, one of the objectives of this work is to contribute to divulging the concepts of EI and change management within the business domain in addition to the academic area, where little literature exists and scant research has been conducted in Spain.

Obviously, the results obtained in study were obtained from a selected sample of 31 managers. Consequently, other areas of investigation can be opened, including:

- In more specific economic sectors. For example, what are the most important EI skills in the automotive sector compared to the tourism sector? What are the main differences in the change/transformation projects between both sectors? Are the main results the same?
- With more precise samples vis-à-vis the profile of change management leaders. For example: are these profiles the same for different ages? Are they the same in large, medium or small companies? Are they the same in family or public companies?
- To analyse in greater depth the 7 EI sub-scales identified as the most influential, in terms of EI, in the final outcome of the change project.
- To examine in greater depth the 4 sub-scales identified in the factor analysis as the most important in explaining the EI test results of this selected sample.
- And, consequently, to analyse in greater depth the relationship between the above-mentioned 7 subscales and the 4 sub-scales identified in the factor analysis. Three sub-scales are common to both groups: Problem solving, Empathy and Independence, indicating that these three sub-scales could play an even more important role in contributing to the success of a project.

Graph 2. Common subscales



Source: Author.

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Exhibit I: Survey Questionnaire

Table 11. Survey Questionnaire

User name
Sector
Approximate number of employees
Approximate billing
Your position (position in the organization chart / Title) at the time you led the change
Number of people in your charge at that time
According to the above explanation, the process carried out in your company and which we took as reference for this study, would you call it Transformation or Change?
In a ranking of 0 to 10 a process of transformation usually affects the company between 8 and 10. Referring to the process carried out in your company, and also in a ranking of 0 to 10. In what order would you qualify it?
Since its inception, how many months or so did the project last?
Have you ever had a concrete model (I.e. Kotter, Ackerman ... or some consulting company) to manage the Process of Change / Transformation?
Were different ways of communicating to all the people affected by the project on the progress, problems that arose, etc., during the whole duration of the change / transformation process?
If we have dialed YES. How often was this communication maintained?
How was this communication carried out?
Did the employees affected by the change receive training?
If we have dialed YES. What type of training did they receive?
Approx. Hours / person
Your answer
Has external help been used for the Change / Transformation process?
How would you rate the Change / Transformation project?
If 0% represents an absolute failure of the project and 100% have been fully achieved, at 100%, the proposed objectives. In what percentage would you evaluate the final outcome of the change process?
Do you know the term "Emotional Intelligence" (IE)?
Is the EI concept used as an improvement tool in your company?
Do you know, as the person responsible for the Change / Transformation process that concerns us, your EI level?

Source: Author.

Exhibit II: Emotional Intelligence Bar-On report



EQ-i^{2.0}
assess. predict. perform.

LEADERSHIP

REPORT

INFORME INTELIGENCIA EMOCIONAL

 **MHS**

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Introduction

Understanding Your Report

Welcome to a new way of examining your emotional intelligence (EI) skills! You will find this report has many unique features linking EI and leadership development. These features provide you with a snapshot of how your EI compares to that of other leaders and insight into your leadership strengths and potential areas for development. This report examines your results on the EQ-i 2.0 through four key dimensions of leadership:

Authenticity	Coaching	Insight	Innovation
An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.	A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.	A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.	An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.

These leadership dimensions were identified from research conducted on 220 leaders who took the same assessment you did (the EQ-i 2.0) and who also responded to a leadership assessment measuring performance across these four areas of leadership. These leaders held positions of mid-level management through to C-suite leadership roles and were from a variety of industries (e.g., healthcare, technology, financial services, and construction) across North America. The majority of leaders were working in large organizations (over 400 employees).

As a group, the leaders had significantly higher EI than the general population. *In fact, the average Total EI score for leaders was 14 points higher than that of the general population.*

While this leadership sample is a valuable comparison group, it also helped organize the EQ-i 2.0 subscales (page 4) according to the four leadership dimensions to which they were most strongly connected. Particular subscales were associated with stronger performance in these four leadership areas (page 6).

Emotional Intelligence and Leadership

How is EI linked to leadership? In addition to the research supporting this report, fifteen years of research has shown that leaders tend to score higher in EI than the general population. Also, many professionals find it easier to focus on improving a few specific skills that underlie broader leadership competencies, making the EQ-i 2.0 subscales the perfect building blocks to reaching your leadership potential.

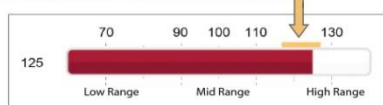
Getting the Most out of Your Report

Keep the following tips in mind as you work through your Leadership Report:

1. No one knows your role like you do. Although this report offers insight into how your EQ-i 2.0 results can help strengthen your leadership skills, the value of the report is enhanced by framing it within your own individual context. Integrate your wealth of knowledge about your organization, its culture, and the specifics of your leadership with the information in this report to derive the most value from it.
2. Take notes as you read the report. Choose strategies for development that you wish to try in your role.
3. *All EQ-i 2.0 subscales are related to leadership behaviors, but selecting the right areas to focus on is key to development.* Work with your coach or administrator to determine which subscales will help drive the leadership results you are looking for. You can treat subscales as building blocks that strengthen broader leadership skills like mentoring, communication, or conflict resolution.

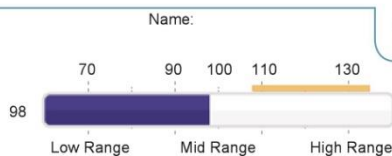
Leadership Bar

The gold bar positioned on the top of your graph is the Leadership Bar. This bar represents the range of scores of the top leaders (those whose EQ-i 2.0 scores were in the top 50% of the leader sample). Using this bar you can compare your results on the EQ-i 2.0 to those exceptional leaders who demonstrate high EI. If your score falls near the bottom of the leadership bar, then your EI skills need further development in order to be on par with top leaders. If your score falls near the top of the leadership bar, then your EI skills are as strong as those of top leaders.



Executive Summary

Total EI



Highest 3 Subscales

Compared to your other scores, these three subscales might be areas you could further leverage. The corresponding subscale pages may provide insight.

Self-Regard (120)



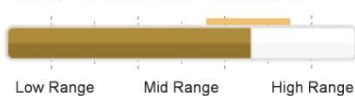
You have a strong sense of your strengths and weaknesses, which enables you to take a confident and self-assured leadership role. Your result on this subscale is not only above average but it also falls within the leadership bar.

Optimism (117)



Your high level of optimism is contagious in your leadership approach and you likely can encourage others to see the same grand possibilities. Leaders with optimism such as yours cultivate innovation and inspiration in their teams. Your result on this subscale is not only above average but it also falls within the leadership bar.

Interpersonal Relationships (116)



For you, interpersonal relationships are essential to your role as a leader. Coaching and bringing the best out of your team are built on these strong relationships. Be careful not to let the fear of damaging relationships bias your decisions. Your result on this subscale is not only above average but it also falls within the leadership bar.

Lowest 3 Subscales

Compared to your other scores, these three subscales might be areas you could develop. The corresponding subscale pages will provide you with Strategies for Action.

Problem Solving (60)



You often fall victim to your emotions and might feel overwhelmed when it comes to making decisions. Improve in this area to use emotions to your advantage when solving problems instead of falling victim to them. Your result on this subscale falls below the leadership bar.

Impulse Control (68)



You may have a tendency to make rash decisions that can overwhelm your team. Work on this area to avoid being derailed by the temptation to act, particularly when others are not on board with your decision. Your result on this subscale falls below the leadership bar.

Independence (71)



You are likely more reliant than you should be on your team's reassurance and approval of your decisions. Improvement in this area will benefit you when objective and difficult decisions need to be made. Your result on this subscale falls below the leadership bar.

EQ-i 2.0 Model of Emotional Intelligence

SELF-PERCEPTION

Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

Self-Actualization is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

Emotional Self-Awareness includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions and those of others.

STRESS MANAGEMENT

Flexibility is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.



SELF-EXPRESSION

Emotional Expression is openly expressing one's feelings verbally and non-verbally.

Assertiveness involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

Independence is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.

DECISION MAKING

Problem Solving is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

Impulse Control is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

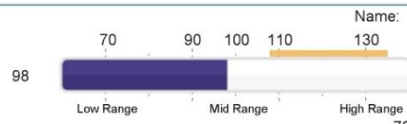
INTERPERSONAL

Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

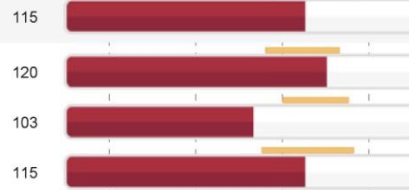
Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

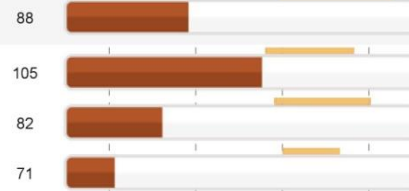
Overview
Total EI



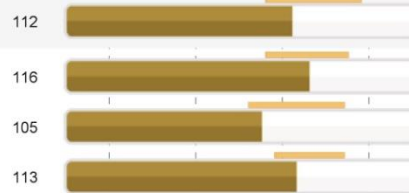
Self-Perception Composite



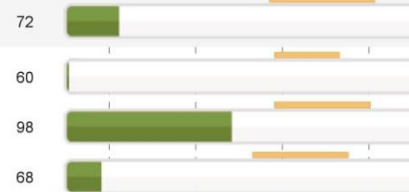
Self-Expression Composite



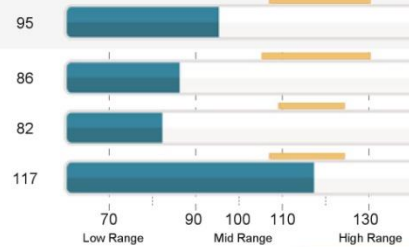
Interpersonal Composite



Decision Making Composite



Stress Management Composite



70 90 100 110 130
Low Range Mid Range High Range

Name: _____



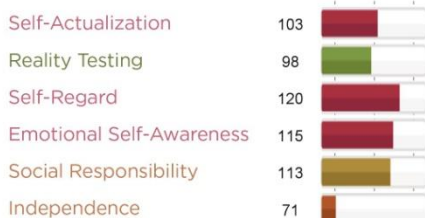
Leadership Potential

The EQ-i 2.0 subscales are strongly related to leadership competencies that in turn may be associated with productivity, decreased employee turnover, and increased efficiency. A leader who embodies the competencies below is more likely to increase work satisfaction, create trust, and foster organizational commitment and loyalty.

This page provides you with a leadership lens through which to view your EQ-i 2.0 results. There are four general competencies required of most leaders: authenticity, coaching, insight and innovation. The top six EQ-i 2.0 subscales (based on theory and research) that are associated with each competency are displayed below. High scores on the associated subscales help ensure optimal functioning in the competency area. Alternatively, if you score lower on a few subscales for a particular leadership competency, you can quickly see that this might be an area of challenge for you in your current leadership role. Focusing development efforts in these areas are likely to yield the greatest return in your growth as a leader.

Authenticity

An authentic leader serves as a role model for moral and fair behavior. A transparent approach commands esteem and confidence from employees.



Coaching

A leader who coaches effectively is seen as a mentor who supports employee growth. Employees are nurtured towards achieving their highest levels of performance.



Insight

A leader provides insight by sharing a purpose and hopeful vision for colleagues to follow. Employees are compelled and inspired to exceed goals.



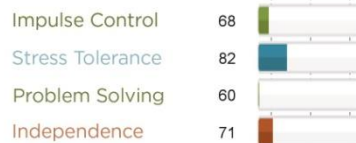
Innovation

An innovative leader focuses on taking risks, spurring colleagues' ingenuity and autonomous thought. Knowledge is valued and challenges are viewed as learning opportunities.



Leadership Derailers

JORDI, you may be at a **very high risk of derailment** as you received low scores in the subscales shown on the right. Lower scores on any of the four subscales are associated with adopting a more passive or avoidant leadership style. Your team may see you as being ineffective in certain situations and may not be fully satisfied under your leadership. Strengthening any of these subscales may help you reach your true leadership potential.



Self-Regard

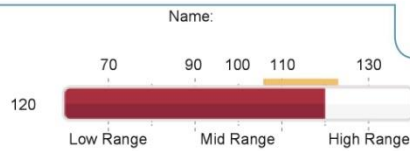
Respecting oneself; confidence

What Your Score Means

Leaders with self-regard respect themselves and accept both personal strengths and limitations while remaining satisfied and self-secure. XXXX, your result suggests that your self-regard is stronger than most people's. You are likely seen as a self-confident leader who understands both personal strengths and weaknesses. It is important to ground your self-assuredness by using your reality testing skills and by continually seeking feedback. You may:

- Exercise your considerable influence on key, strategic decisions.
- Demonstrate courage to stick by your convictions even in the face of dissenting viewpoints.
- Use a leadership approach that leverages your strengths and delegates tasks in your weaker areas.
- Want to ensure that your perception of your strengths is supported by objective evidence, otherwise you run the risk of being seen as overconfident in your abilities.

You scored well above average on Self-Regard and fall within the leadership bar.



Leadership Impact



Authenticity



Insight

Leadership Implications. Your result may mean that you are driven to surpass organizational targets, create an atmosphere of excellence and demonstrate a strong sense of confidence in your leadership capabilities. The challenge is that you could lose touch with a realistic appraisal of your capabilities. It is important to draw on reality testing behaviors and feedback from your team to maintain a healthy self-perception.

Organizational Implications. Your ability to understand and accept your strengths and weaknesses is likely perceived as a genuine approach to leadership. Your higher confidence can probably be seen across department lines, as you feel assured that you can help out in a variety of capacities. You likely serve as a role model, and your higher expectations of yourself and your employees may lead to better quality decisions and greater productivity. Use external validation to avoid any attempts at self-aggrandizement and to maintain a realistic appraisal of your talents.

Strategies for Action

Be Mindful of Your Weaknesses. Awareness of your shortcomings helps to circumvent an inflated self-concept and temper this exaggerated self-image.

- Nobody's perfect; our flaws make us human. The key is to be cognizant of your limitations and ensure that they do not impinge on organizational performance.
- Develop strategies to improve your limitations. For example, if you are impatient and anxious when deadlines are not met in a timely fashion, you may want to refocus and practice relaxation techniques (e.g., deep breathing).
- You are only limited by the power of your imagination. Awareness leads to action and meaningful change. Be mindful that change does not occur overnight, but with persistence, transformation is possible.

Modesty is the Best Policy. While it is important to feel good about your strengths, do not overinflate them.

- Watch that you don't fall prey to arrogance; demonstrate humility and be humble in your approach. Successful leaders know their worth, but they remain grounded by seeking feedback from their team as well as from other leaders.
- Colleagues respect a leader who is visionary and exudes charisma, but who is also approachable, genuine and can relate to others. Your modest approach will help you win the esteem and admiration of your employees.

Balancing Your EI

This section compares Self-Regard with Self-Actualization, Problem Solving, and Reality Testing. The subscale that differs the most from Self-Regard is Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

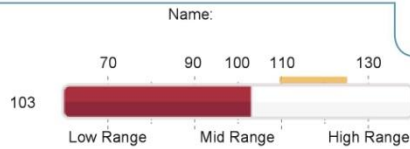
Self-Regard(120) Problem Solving(60)

Your Self-Regard is higher than your Problem Solving. These components work effectively together when self-confidence promotes the feeling that you can and will succeed. Therefore, cultivate a feeling of resilience and perseverance to commit to finding required solutions.

Self-Actualization

Pursuit of meaning; Self-improvement

What Your Score Means



Self-actualization is strongly related to overall work success and performance. It can be summed up in three words: pursuit of meaning. While this sounds quite philosophical, as a leader, it means finding purpose and enjoyment in your role and performing to your fullest potential. XXXX, your result suggests that you operate with a slightly higher sense of accomplishment and resolve than most leaders, which spurs both you and the organization to strive for greatness. Your result may mean that:

- You operate with an energetic focus and involvement in your business objectives.
- You achieve the goals you establish for the organization, although you may benefit even more by setting stretch goals that challenge yourself and others.
- For the most part, you believe you are fulfilling your potential.
- On rare occasions, you may not be making optimal use of your full skill-set.

While you scored slightly above average on Self-Actualization, you could benefit from strengthening these skills and reaching the leadership bar.

Leadership Impact



Authenticity



Coaching



Insight



Innovation

Leadership Implications. You are likely leading people with a moderate sense of mastery and accomplishment. You usually motivate your employees to achieve their potential, and you ignite their ingenuity and resolve to achieve personal and professional goals. You may benefit from striving even harder to be the best you can be so that your work and personal life are as meaningful as possible.

Organizational Implications. You are perceived as a person who is striving to learn, developing new skills and willing to grow in order to fully optimize your talents. If strengthened, this quest could permeate the entire organization, as employees may emulate your approach. This drive for self-fulfillment may stimulate higher productivity and greater employee satisfaction. Continue to work on achieving the zenith of your potential so that employees may learn from this style.

Strategies for Action

One Small Step. Transcribing your objectives is a great strategy to solidify your action plan as you work toward greater self-actualization.

- By writing your action plan on paper or sharing it with a colleague, you solidify your goals. Choose one small strategy for making your life more enriching and share this with a colleague or place it in your calendar. Or, is there a way you can get your whole team involved in adding more meaning to the workday? Research clearly demonstrates that the likelihood of successful goal attainment increases by the mere fact of simply writing down your goals.

Capitalize on Strengths. You are already aware of your passions, though at times you may not realize it.

- List tasks in which you excel (e.g., chairing meetings, producing comprehensive financial reports), and try to incorporate these activities throughout the workday. If you feel unsure of your areas of strength, pinpoint pursuits in which you receive many compliments, or ask your colleagues for feedback. These activities will reinvigorate your zeal for work and improve your productivity.

Balancing Your EI

This section compares Self-Actualization with Self-Regard, Optimism, and Reality Testing. The subscale that differs the most from Self-Actualization is Self-Regard. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

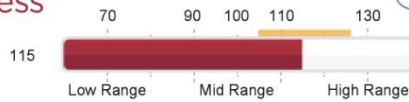
Self-Actualization(103)  Self-Regard(120)

Your Self-Actualization is lower than your Self-Regard. To balance these components, leverage your inner strength and confidence by participating in meaningful activities. Keep your expectations realistic to promote feelings of success. Set and evaluate goals that align with your strengths.

Emotional Self-Awareness

Understanding own emotions

Name:



What Your Score Means

If you have a solid understanding of what brings about your emotions, it is much easier to regulate your behavior and control the impact your emotions have on employees in the organization. XXXX, your result indicates that more than most people, you are conscious of your emotions and the impact they have on performance. You likely lead with composure and a full understanding of your impact on others. It is likely that you:

- Can choose a course of action based on a "gut feeling" in time-constrained situations.
- Generate respect, admiration, and honesty from employees because you are viewed as highly self-aware.
- Generally take time to contemplate instead of acting rashly, thereby considering your emotional response and those of others.

You scored well above average on Emotional Self-Awareness and fall within the leadership bar.

Leadership Impact



Authenticity



Coaching

Leadership Implications. As a leader, you have a thorough grasp of your emotional triggers and reactions. This in-depth understanding helps fuel a streamlined decision-making process as you incorporate your emotions into your role as a leader. Knowing your emotional triggers and reactions, you are able to utilize this emotional knowledge to effectively navigate through challenging or difficult situations.

Organizational Implications. Your capacity to grasp subtle emotional nuances helps you take calculated risks that help the organization meet its strategic goals. This comfort with, and knowledge of, your emotional triggers and reactions allows you to lead with authenticity and a candid approach to help you gain credibility and buy-in with employees. You are able to manage tense and perhaps overwhelming situations with ease, and you are able to use and recognize your full spectrum of emotions.

Strategies for Action

Be a Role Model. Through the steadfast control of your emotions, you can be innovative, successfully take risks, and gain the trust of your employees.

- The most prominent leaders have an aptitude for remaining composed in competitive situations and under mounting pressure and duress. Your ability to be aware of your emotions helps you to serve as a model of composure and ensures that employees feel secure and content to overcome any potential challenge.
- Give seminars/workshops or hire an expert to teach employees about understanding emotions and the impact of their emotions on others.

Weigh the Evidence. As you are highly adept at understanding your emotions, you may have a tendency to be overly reliant on your emotional barometer to make decisions. Be mindful to incorporate objective evidence.

- Intuition can only carry you so far. While a deal may feel right, data may not support the intended strategy. Be sure to seek counsel from colleagues, involve members of your team and emphasize facts to support your proposed course of action.

Balancing Your EI

This section compares Emotional Self-Awareness with Reality Testing, Emotional Expression, and Stress Tolerance. The subscale that differs the most from Emotional Self-Awareness is Stress Tolerance. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Emotional Self-Awareness(115) [Stress Tolerance\(82\)](#)

Your Emotional Self-Awareness is higher than your Stress Tolerance. When these scales work well together, you are able to recognize how stressful situations are affecting you on an emotional level. That is, you are better able to navigate the situation and manage the emotions created by the situation. Emotions should not be ignored but neither should they entirely dictate your behavior when under stress.

Emotional Expression

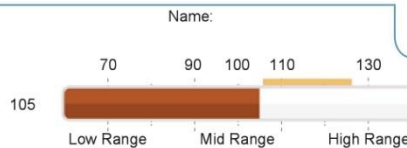
Constructive expression of emotions

What Your Score Means

Think of Emotional Expression as the action part of the emotional experience. Leaders who effectively express their emotions use words and physical expressions to convey their feelings in a way that is not hurtful to others. Your result portrays a generally emotionally expressive leader; you bring your true feelings to the surface with more ease than most. Sharing your emotions with your team, as you do, helps to build a culture of open communication. Consider the following, which may be characteristic of you:

- You are comfortable expressing emotions with the right words and/or facial expressions.
- You find beneficial ways to express your emotions, both positive (e.g., appreciation) and negative (e.g., frustration).
- At times, you have difficulty articulating or sharing certain emotions; the right words or expressions may elude you.

While you scored slightly above average on Emotional Expression, you could benefit from strengthening these skills and reaching the leadership bar.



Leadership Impact



Insight

Leadership Implications. Expressing one's feelings verbally and nonverbally allows you to build authentic relationships that are beneficial to successful leadership. Although you have a solid foundation for expressing your emotions, you may at times come across as emotionally reserved, leaving your team hesitant to share information or approach you because your reactions, or lack thereof, are difficult to predict. It will be easier to engage followers if your expressions match what the situation demands of you.

Organizational Implications. Your result suggests that you generally express your emotions in a meaningful way and create a culture of open communication with your team and organization. It is especially important in difficult times to ensure that you stay connected with your team's reality. Furthermore, during times when you use strong emotions and captivating expressions, you are able to inspire your team to reach greater heights, and realize organizational and team goals. At other times, determine why you might choose to hold back expressing your emotions.

Strategies for Action

Expression Check-In. Identify a few instances from the past few weeks when you chose not to express your thoughts and feelings.

- What were your thoughts and emotions?
- Why did you choose not to share them?
- How would you and your team have benefitted had you expressed the emotions?
- Make a note to express your emotions at the next appropriate time.
- Over time, this process will become natural to you and enable you to express your thoughts and emotions before the moment passes.

Deal with the Difficult. As a leader, your Emotional Expression is constantly center stage. Therefore, it is critical that you are comfortable handling even the toughest situations.

- Assess the situation: What's the difficulty? How is the situation impacting your team?
- Reflect on your feelings: What do you feel about the situation? Assign "emotion words" to those feelings.
- Make your selection: What would your team appreciate hearing from you (don't assume they already know)?
- Delivery: Take your notes to the meeting as a reference and carry the conversation using the emotion words.

Balancing Your EI

This section compares Emotional Expression with Interpersonal Relationships, Assertiveness, and Empathy. The subscale that differs the most from Emotional Expression is Assertiveness. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

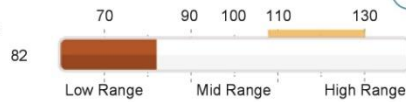
Emotional Expression(105) Assertiveness(82)

Your Emotional Expression is higher than your Assertiveness. Are you more comfortable expressing thoughts and feelings than you are expressing directives? Balancing Emotional Expression and Assertiveness requires not just expressing your thoughts, but also appropriately letting people know what action you expect to see.

Assertiveness

Communicating feelings, beliefs; Non-offensive

Name:



What Your Score Means

Picture a line between the words *passive* and *aggressive*. At the middle point of this line lies assertiveness, a place where you work with your team by finding the right words at the right time to express your feelings and thoughts. JORDI, you have a tendency to be more toward the passive side of this line, keeping opinions and thoughts to yourself, rather than sharing them openly with your team. The following characteristics may apply to you:

- You may be seen as a supportive leader, but at the expense of expressing your beliefs and making tough decisions to benefit your team in the long run.
- Since they don't often hear your opinions and thoughts, your team is likely missing out on strong and confident guidance.
- You might avoid difficult conversations that are an inevitable part of being a leader.
- You have a lot to contribute, but you fear pushback on your ideas.
- You work harder than most because you struggle to clearly articulate your needs to your team.

You scored below the leadership bar on Assertiveness and could benefit from strengthening skills in this area.

Leadership Impact



Coaching



Innovation

Leadership Implications. Your level of assertiveness suggests that your team may see you as a leader who shies away from voicing opinions and making decisions. In the constantly-changing nature of an organization, your team will appreciate hearing your thoughts, ideas, and opinions. Your team will look to you for direction and swift action, especially in situations where difficult decisions need to be made. Increasing your level of assertiveness will also help you to inspire your team and gain their buy-in for goal achievement and processes. A large part of leadership is championing for your team's work and well-being. Your low level of assertiveness can hold you back from clearing obstacles and winning resources for your team.

Organizational Implications. Your lower assertiveness score may prevent you from motivating your team to achieve individual and team goals, effectively dealing with inter- and intra-team conflict, and obtaining adequate resources needed for success. Increased levels of assertiveness will help you inspire and coach your team to reach their potential while pushing boundaries to address today's business challenges.

Strategies for Action

Communicate a Vision. This vision does not have to be large-scale. Take a look at the next task you will be leading your team through.

- Write down a description of what you believe the final output will look like and the steps required to get there.
- Make a checklist of the final features of the outcome, in very succinct, clear terms.
- When meeting with your team, have copies of these and discuss them. For each point, practice assertiveness by being firm and direct, with no questioning or second guessing what you believe success looks like.

Gaining Support. Prepare ahead of time when you need to secure resources for your team.

- Make a list of what you need and why. When you have the "why" determined, you will feel much more confident sticking to your guns in a battle over resources.
- Mark down your essentials (resources you cannot give up on).
- Use this list as a reference to guide you when meeting with other decision-makers in the company.

Balancing Your EI

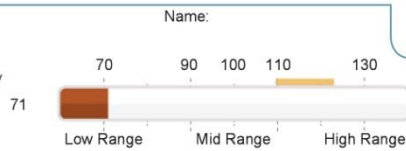
This section compares Assertiveness with Interpersonal Relationships, Emotional Self-Awareness, and Empathy. The subscale that differs the most from Assertiveness is Interpersonal Relationships. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Assertiveness(82) [Interpersonal Relationships\(116\)](#)

Your Assertiveness is lower than your Interpersonal Relationships result. Placing greater emphasis on interpersonal relationships than on being assertive may permit you to support those you work with. Make sure you give equal emphasis to standing up for what you believe in, and speaking your mind when it is important to do so.

Independence

Self-directed; Free from emotional dependency



What Your Score Means

JORDI, being independent means that you are capable of feeling, thinking, and working on your own, a critical skill that all great leaders have in common. Your results show that you are not regularly showcasing your independence; instead, you often look to others for advice, reassurance, and direction. As a leader, this approach can be particularly obvious when you need to make decisions. Although you do need to consult with your team and gain their buy-in, regularly passing on the role of primary decision maker can hurt the performance of your team and your reputation as a leader. Consider the following interpretation of your results:

- You prefer to receive guidance and direction from others on many decisions you make.
- Since you likely crave the approval of your team, you may not bring forth alternative opinions, which may mean the group is determining the course of action without your input.
- You may fear that the decisions you make for your team will prove to be a mistake, restraining risk taking.

You scored below the leadership bar on Independence and could benefit from strengthening skills in this area.

Leadership Impact



Authenticity



Innovation

Leadership Implications. Your tendency to depend on others instead of operating autonomously means you may struggle to make quick, objective decisions — a critical skill for leaders. Your team is likely to find you open to their ideas and needs, and while on the surface this appears to be a great characteristic, you may do so at the expense of voicing your own thoughts and beliefs. Even though your team may not agree, sharing your personal and unbiased thoughts helps you be viewed as a leader and not as a follower.

Organizational Implications. In conversations or meetings, you may find yourself adopting the same emotions or opinions as others in the room, or easily conforming to others' decisions. When ideas are brought to the table, you may find yourself being more of a passive receiver than an active participant. As a leader, it is crucial to consider multiple ideas, explore each idea from a broad range of perspectives, and encourage your team to do the same.

Strategies for Action

Step Up. The next time you have to make a decision, follow these steps.

- Write down a list of people you can consult for advice.
- Write a list of pros and cons for and against the possible decisions.
- Reach out for advice: if you have any additional information for your list of pros and cons, integrate it now.
- For options you wish to dismiss, write the reasons why.
- Use the remaining pros and cons to make the final decision from the options.

Enhance Your Confidence. Holding on to convictions becomes difficult when we start doubting ourselves and the decisions we make. When you start second-guessing your decision:

- Rewrite the problem you are trying to solve, considering the people and areas affected by the decision.
- Check-in with trusted colleagues to ensure that you have not missed any information required for your decision.
- Review the list of pros and cons you used in your decision-making process.

These steps will keep you focused on the task and give you the confidence you need in your decision-making.

Balancing Your EI

This section compares Independence with Problem Solving, Emotional Self-Awareness, and Interpersonal Relationships. The subscale that differs the most from Independence is Interpersonal Relationships. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

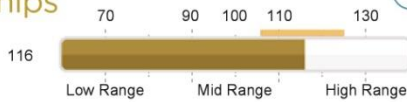
Independence(71) [Interpersonal Relationships\(116\)](#)

Your Independence is lower than your Interpersonal Relationships result. To balance these components, recognize the importance of being a team player, without becoming overly reliant on the direction or support of others. Be collaborative, but retain the courage of your convictions.

Interpersonal Relationships

Mutually satisfying relationships

Name:



What Your Score Means

Leadership cannot exist without strong relationships. While you likely have solid technical skills, your ability to form strong relationships in your team is also important, especially to help weather difficult times. XXXX, you place an emphasis on building strong relationships and, even more than most people, model what it means to be a team player. Your leadership style uses people and relationships to get the job done, by gaining buy-in and commitment, building integrity, and attaining the resources your team needs to succeed. You likely:

- Know your team's hidden and visible strengths and weaknesses.
- Strive to understand each team member individually.
- Consistently reach out beyond your team to build a network of support that can buffer you from the negative effects of stress.

You scored well above average on Interpersonal Relationships and fall within the leadership bar.

Leadership Impact



Coaching



Insight

Leadership Implications. Your Interpersonal Relationships result indicates that you value maintaining confidences, team harmony, and open communication in your relationships. These features of authentic relationships help you engage the hearts and minds of your team. You likely have built loyal relationships where you know people at a very personal level. By maintaining a strong rapport, you can motivate and inspire others towards innovative and challenging goals.

Organizational Implications. You likely have a commitment to forming healthy interpersonal networks throughout the organization and are able to share the benefits of these connections with those you lead. The consistent and natural effort that you invest in relationship maintenance likely provides you the opportunity to influence the organizational stage by leveraging the people you know to get the job done.

Strategies for Action

Balance Recognition with Constructive Feedback.

Remember to express recognition on a regular basis and to coach your team by delivering constructive feedback. As a leader, you are in an ideal position to inspire, coach, and motivate your team to reach their individual and group potential.

- Do you know what kind of recognition your team prefers? Not everyone likes a reward given in front of their peers or "Happy Birthday" sung at their desk.
- Leverage empathy skills to understand the types of recognition that motivate and inspire each of your team members.
- Find opportunities where you can help your team members unlock their individual potential; the most successful leaders develop their employees.

Take the Extra Step. Building resilient and trusting relationships with all types of people, regardless of your personal feelings toward them, is crucial to navigating the political landscape of your workplace.

- Identify an individual outside your team whose relationship with you is superficial at best.
- What have you done to earn their trust and their willingness to help you? List what you think this person needs from you.
- Meet with this person to confirm your perspective. Emphasize the importance of understanding mutual needs and arrive at an action plan to support one another on common goals.

Balancing Your EI

This section compares Interpersonal Relationships with Self-Actualization, Problem Solving, and Independence. The subscale that differs the most from Interpersonal Relationships is Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

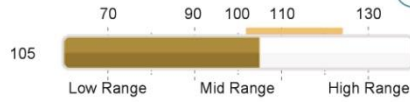
Interpersonal Relationships(116) > Problem Solving(60)

Your Interpersonal Relationships result is higher than your Problem Solving result. These components are well balanced when you can leverage relationships with others to help solve problems, and recognize how your decisions may be affected by others. It is important to consider the opinions of others without being overly influenced by them.

Empathy

Understanding, appreciating how others feel

Name: _____



What Your Score Means

As a leader, the ability to manage relationships is your medium for transforming your team and taking the organization to new heights. Empathy, the ability to recognize, understand, and appreciate the way others feel, is a crucial component in building these strong interpersonal relationships. XXXX, your result indicates that you tend to lead with empathy, grasping what another is feeling, even if it is much different from what you feel. Your empathic nature makes you an approachable leader and your team feels safe sharing thoughts and ideas. With a result such as yours, you may find:

- You are "tuned in" to how others are feeling.
- You care about the thoughts and feelings of your team as much as you do your own.
- Under times of stress or moments of defensiveness, you are likely to adopt a less empathic approach, possibly making decisions without considering the needs of your team.

You fall within the leadership bar on Empathy.

Leadership Impact



Coaching

Leadership Implications. For you, empathy is a daily active process when resolving conflict, managing change, or making tough decisions. Your ability to show empathy usually allows you to come across as an authentic leader who can gain the trust and respect of your team. In order to be even more effective in inspiring and coaching your team, watch for instances where your empathic demeanor may crack (e.g., when you are feeling stress, or anger) and cause an emotional disconnect between you and your employees.

Organizational Implications. Although you have a reasonable level of empathy, working to increase it will benefit both you and your organization. The need to feel heard and understood is in the core nature of all human beings. Further increasing your level of empathy to provide this validation will help dampen defenses in conflict management and gain the commitment you need to achieve common goals.

Strategies for Action

Kick it up a Notch. Successful leaders have the ability to adopt others' perspectives and can understand how different people experience emotions. Take the time to understand each member of your team. Prior to your next meeting, prepare by:

- Listing all attendees and what needs and expectations each bring to the meeting.
- Predicting how they will act during the meeting. What issues do you need to be sensitive towards?
- Generating a number of questions that you can use during the meeting to further understand your team's needs.
- Keeping a journal that records your correct predictions (hits) and incorrect predictions (misses) of the issues and actions that would be brought forth. Reduce the number of misses by understanding individual team members on a deeper level.

Watching a Pro. Find someone who is an empathic and yet efficient communicator.

- Observe their communication style in practice, taking note of how they balance their ability to remain empathic and respectful with meeting organizational demands.
- Examine your scores on Independence, Interpersonal Relationships, and Assertiveness to see how you can leverage other skills to develop Empathy.

Balancing Your EI

This section compares Empathy with Emotional Self-Awareness, Reality Testing, and Emotional Expression. The subscale that differs the most from Empathy is Emotional Self-Awareness. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

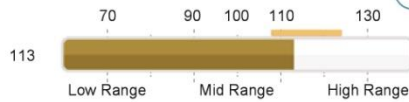
Empathy(105) [↔](#) Emotional Self-Awareness(115)

Your Empathy is lower than your Emotional-Self-Awareness. To balance these components, make sure you do not over-focus on your own feelings, and don't assume that others feel the same way as you do. Reach out as often as possible to ask your team members how things are going or how they feel about a decision.

Social Responsibility

Social consciousness; Helpful

Name:



What Your Score Means

Social responsibility calls for leaders to act in a moral and responsible manner, promote the greater good, and be a strong voice in their teams, organizations, and communities. XXXX, your result suggests that you are usually seen as a highly socially responsible leader, taking most, if not all, opportunities to help your team and the organization. Your concern for others, whether at work or in the community, is demonstrated through the selfless contributions you make. Based on your result, you:

- Consistently demonstrate your social conscience and are compelled to coach those who you lead.
- Are seen as a "Good Samaritan" who helps others without expecting anything in return.
- Gain fulfillment from a variety of sources, including activities outside of work.

You scored well above average on Social Responsibility and fall within the leadership bar.

Leadership Impact



Authenticity



Insight

Leadership Implications. Your level of Social Responsibility suggests that you believe in coaching and serving as a champion for your team/community. You likely uphold the moral and ethical compass in your leadership approach and often place your team's goals ahead of your own agenda. You may also contribute/make a difference in society (e.g., charity involvement/fundraising). Be mindful that being helpful to the point where you do all the work is not truly helping or coaching; allow your direct reports to spread their wings and grow on their own.

Organizational Implications. You are likely involved in a variety of social and leadership pursuits both inside and outside of the workplace (e.g., charity involvement, fundraising). You consistently promote employee engagement, morale, mentoring, and other development practices that help build talent in your team and others in the organization. One note of caution is to be wary that such involvement may involve taking on too many responsibilities, regardless of the cost to the quality of your work or personal well-being.

Strategies for Action

Reflect and Focus. Being a successful leader is not a solo activity. Real success comes from helping your team members reach professional goals and individual improvement. Always supporting others, however, can take away the time you need to spend on yourself as a leader. Try to ensure that you are not avoiding your current emotional state, goals, and functioning by focusing too heavily on others.

- Reflect on how you spent your time last week. What activities and tasks did you spend your time on?
- Which of those tasks were for the betterment of yourself, your family, your work, those you lead, and others?
- If you are over involved in any area, adjust your schedule for the next month and refocus your efforts.

Inspiring Initiative. Inspiring others to be socially responsible can create an overall feeling of meaning while contributing towards the greater good.

- Leverage your passion for causes you care about by reaching out to your team and organization (e.g., setting up a community support group within the organization).
- Brainstorm several activities that you, your team, or the organization as a whole can engage in. Ensure these activities are in line with your organization's vision and are of benefit to the employees.
- Identify a plan of action to build social responsibility within your organization; identify specific roles and a time frame in which to complete the plan of action.

Balancing Your EI

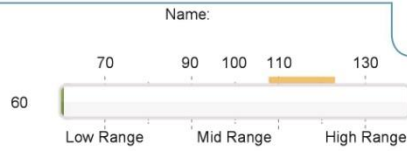
This section compares Social Responsibility with Self-Actualization, Interpersonal Relationships, and Empathy. The subscale that differs the most from Social Responsibility is Self-Actualization. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Social Responsibility(113) Self-Actualization(103)

Your Social Responsibility is higher than your Self-Actualization. To balance these components requires balancing the importance of contributing to society with achieving your own personal goals. Helping others to achieve their goals is important, but ideally this should work in a reciprocal way, so that the relationship helps you to achieve your potential and aspirations as well.

■ Problem Solving

Find solutions when emotions are involved



■ What Your Score Means

Solving problems is an everyday reality for leaders. However, leaders need more than just problem-solving skills, they need to work with problems where emotions are involved and recognize how these emotions impact their decisiveness. XXXX, this is an area of emotional intelligence that you currently underuse, sometimes falling victim to your emotions during times when decisions need to be made. Leaders who score in this range may not actively tackle problems and may evoke a sense of doubt and uncertainty in their fellow workers. Your result indicates:

- You may feel overwhelmed with the responsibility of making a decision, preferring others to make decisions for you.
- You may struggle to keep a clear focus on the problem at hand.
- Your team may see you worrying about a problem rather than implementing a solution.

You scored below the leadership bar on Problem Solving and could benefit from strengthening skills in this area.

■ Leadership Impact



Innovation

Leadership Implications. Your result on this scale suggests that you are hampered in your ability to efficiently solve people and process oriented problems. Rather than leveraging emotions (e.g., happiness to spur creativity), you tend to fall victim to your own emotions, such as worry, anxiety, and fear. This tendency can result in feelings of paralysis and spending time worrying about a problem rather than solving it.

Organizational Implications. You may appear indecisive, incapable, or unsure of yourself when faced with a problem to solve. Although you may eventually reach sound solutions, it is difficult for people to see you in a leadership capacity where decisiveness and execution are paramount. Organizational responsiveness and innovation may be dampened if you don't quickly move into problem-solving mode.

■ Strategies for Action

Fresh Perspective. Leaders need to examine problems from multiple angles in order to arrive at the best possible solution. How many different ways do you look at a problem when you are faced with one?

- Involve your team (if appropriate) in brainstorming different perspectives of problems. How would other teams view the same problem? Your customers? Your competition?
- Challenge yourself to come up with at least 5 fresh perspectives for a problem you are facing. Doing so will help move you into problem-solving mode as opposed to worrying about the problem.

Watch Your Limit. While a comprehensive amount of information and considering many possibilities can be beneficial when solving a problem, too much information can leave you overwhelmed and paralyzed.

- The next time you are stuck while solving a problem, break down the task into smaller chunks to simplify the problem and make it easier to move forward.
- Categorize the information and the possibilities you are considering in order to limit the options. Remember to find a balance: too much information paralyzes you, while too little leaves you uninformed.
- If the nature of your decision is stressful, your mental and emotional resources will be strained, so you may want to limit yourself to three options.

■ Balancing Your EI

This section compares Problem Solving with Flexibility, Reality Testing, and Emotional Self-Awareness. The subscale that differs the most from Problem Solving is Emotional Self-Awareness. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Problem Solving(60)  Emotional Self-Awareness(115)

Your Problem Solving is lower than your Emotional Self-Awareness. To balance these aspects of EI, emotions should be considered in the decision making process, but not over-analyzed. Emotional information should be integrated into the decision making process but should not block action. Working through emotions verbally with others as you are arriving at a decision can be helpful.

Reality Testing

Objective; See things as they really are

What Your Score Means

Reality Testing is a key contributor to how you make decisions as a leader, whether your approach is seen as grounded, objective and in touch with the work environment, or disconnected and biased. XXX, your result on this subscale may mean that at times you lose your objectivity in favor of seeing things the way you wish them to be. Falling just below the midpoint means you may be connected with what is happening around you. However, if your decisions and interactions at times seem unrealistic, your team may question them. Your result suggests:

- You have a moderate sense of what is happening around you, but could benefit from being even more tuned in to your team and the organizational landscape.
- You may habitually deal with everyone in the same way, not always adjusting your approach to individual needs.
- You may set goals for yourself and others that are unrealistic, and you can benefit from creating goals that are based on data and reasonable expectations.

You scored below the leadership bar on Reality Testing and could benefit from strengthening skills in this area.

Leadership Impact



Authenticity

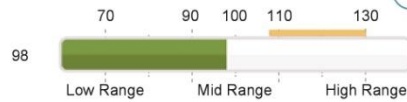


Coaching

Leadership Implications. You are likely conveying an appropriate level of objectivity which helps your direct reports see you as a fair, accurate and in-touch leader. Your leadership is likely even-keeled, particularly if you are high on impulse control as well. However, there may be times, particularly when under stress, when you allow your emotions and personal biases to cloud your objectivity.

Organizational Implications. Your midrange result suggests that you understand that giant possibilities are inspiring, but matching possibilities with capabilities will create the buy-in you need. Your goals are usually seen as realistic although more effort here could ensure that others, particularly those in other teams, can trust that your decisions are rooted in evidence. Leaders who can accurately size up external events and solve problems based on this assessment tend to be capable of greater achievements.

Name:



Strategies for Action

Fearing the Worst, or Sugarcoating Reality? Under times of stress, you may rely less on your reality testing skills and fall victim to fearing the worst-case scenario or sugarcoating reality. Which of these two extremes best describes you when you are not seeing things realistically?

- If you worry about catastrophes, remember that sometimes the best actions involve risks. Don't be stymied by worst-case scenarios that may never occur. Is there evidence that there is real danger? Try running your catastrophe hypothesis by a third party to see if it has any truth.
- If you tend to sugarcoat reality, try playing the role of "devil's advocate", and find data to more accurately describe the current situation. Also, watch others' reactions to your positivity; if there is hesitation in their voice or body language, they likely see your positive outlook as unrealistic.

Opening the Books. Keeping up-to-date data at your fingertips will ensure you have objective information ready to fuel strong decisions and goal-setting processes.

- Provide yourself and your team with critical business unit or departmental data (e.g., profit and loss, sales, product development costs) to make intelligent decisions with your team.
- Information is a form of power and can combat the tendency to color reality with our own personal biases. Instill this power in your team. Validate theories, and assumptions and avoid targets that have no basis in hard data.

Balancing Your EI

This section compares Reality Testing with Emotional Self-Awareness, Self-Regard, and Problem Solving. The subscale that differs the most from Reality Testing is Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

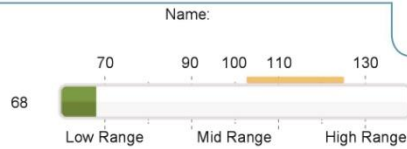
Reality Testing(98) ▶ Problem Solving(60)

Your Reality Testing is higher than your Problem Solving. Balancing these components requires attention to emotional information that can lead to timely decisions. Reality Testing is about being grounded and practical, however the best solutions involve integrating objective information with people factors, negotiating and managing emotional responses, and taking swift action when needed.

Impulse Control

Resist or delay impulse to act

What Your Score Means



Impulse control is the ability to think before acting and to show restraint in the face of impulses and temptations to act. XXX, your result is indicative of a leader who may be more often impulsive than restrained, showing a tendency to jump to hasty conclusions and appear impatient in decision making. You may respond in unpredictable ways to your emotions, rendering those you lead to distance themselves from you, particularly under times of stress. Your result may indicate:

- That you are overly talkative or controlling in meetings and conversations.
- That you need to be extra vigilant about appearing too spontaneous or wayward in your leadership approach.
- An "act now, think later" approach to solving problems and making decisions.
- You experience moments of regret, perhaps wishing you would have analyzed a situation more before responding.

You scored below the leadership bar on Impulse Control and could benefit from strengthening skills in this area.

Leadership Impact

Leadership Implications. Your lower impulse control may put you at of derailment as you tend to give the impression of being rash, spontaneous or mercurial in the way you lead your team. While spontaneity helps you adjust to an ever changing environment, being too erratic in your behavior can easily overwhelm those you lead. You need to watch how often you control conversations, interrupt others, or chase the next great idea, as these can all lead to you being perceived as an over-powering leader.

Organizational Implications. Over the long term, your inability to delay temptation and avoid rash decision-making can easily confuse your colleagues by sending mixed messages and priorities. Setting strategic direction for either a division or an entire organization requires thorough planning and long-term implementation. Changing courses of action too frequently will cause employees to question the organization's mission, vision and strategies, not to mention your commitment to leading in a way that upholds these corporate tenets.

Strategies for Action

Five Deep Breaths. Your best weapon against impulsive behavior is forcing yourself to pause before committing to an action.

- Take five deep breaths the next time you feel yourself being impulsive or interrupting someone.
- Give yourself this permission to pause. During this short 30 seconds or so, ask yourself what alternative actions you can take.

Watch Your Manners. The manners you learned as a child are just as important in the workplace as they were in the playground. Focusing on your manners will give your mind a chance to reflect and focus on demonstrating socially acceptable behavior instead of jumping into reaction mode. Here are a few to try to put into your daily regime.

- Don't interrupt others; be attentive and alert but do not speak over other people, regardless of how excited you feel.
- Maintain proper, open posture, non-vigorous hand movements and eye contact during meetings.
- Introduce others (those with more seniority first), use proper names, and finish conversations before you begin exiting a room.
- Research business etiquette strategies to help combat impulsive behavior.

Balancing Your EI

This section compares Impulse Control with Flexibility, Stress Tolerance, and Assertiveness. The subscale that differs the most from Impulse Control is Flexibility. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Impulse Control(68) Flexibility(86)

Your Impulse Control is lower than your Flexibility. It is important to remain open to new ideas and change, as long as changes are not made haphazardly without proper thought to the implications of the changes. Creating a balance between Impulse Control and Flexibility can result in more efficient and effective actions.

Flexibility

Adapting emotions, thoughts and behaviors

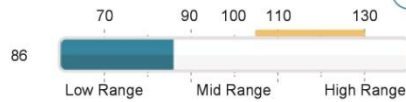
What Your Score Means

Flexibility requires that you be able to modify your thoughts, emotions, and behaviors in response to change. XXX, you appear to be less willing to adapt to transformation in the organization, which may convey a rigid and formal atmosphere and managerial style. You are likely to stick by your convictions even in the face of dissenting viewpoints, and although at times this steadfastness could be seen as a strength, it needs to be balanced with an openness to change. Your result suggests:

- You do not tend to seek out new and engaging experiences.
- You may use a "one size fits all" leadership style, and miss the benefits of adjusting to the individual needs of those on your team.
- You may become mired in an individualistic thought process and may not incorporate colleagues' perspectives on key issues.

You scored below the leadership bar on Flexibility and could benefit from strengthening skills in this area.

Name:



Leadership Impact



Innovation

Leadership Implications. Your propensity to be unyielding and sticking to "tried and true" methods of operations may appear conservative and outdated. An adaptable approach is particularly needed by leaders to help manage external factors, such as changing markets, competition, and rapid advances in technology. In addition, flexibility is required to deal with the most important resource in the organization — its people. You may not appear to be as open to different points of view, which can lead to decisions that do not incorporate varying perspectives.

Organizational Implications. Change is a permanent fixture in most organizations. If you struggle to embrace change, you may not be able to actively solve issues or problems that can spontaneously surface. You may abide by and follow standard protocol at the expense of system-wide upgrades that help to fuel growth and productivity. If your team is more open to change than you are, they may not voice their opinions or innovative thoughts, because their feedback on process improvements is rarely incorporated.

Strategies for Action

Examine Your Emotions. Your emotions may be contributing to your resistance to change.

- The next time you encounter a novel situation, write down the emotions that you are experiencing. For instance, some common emotions may be fear, anxiety, nervousness and/or panic. By gauging your emotional barometer, you help to identify the reason for your reticence to embrace change.
- Try to pinpoint whether there is a valid and logical reason for experiencing these emotions. Recall the last time that you effectively dealt with change, and the sense of accomplishment and triumph that resulted.

Visualization. Try to visualize the best-case scenario when dealing with change.

- Similar to how athletes use guided imagery to train for an event, you can exercise your mental creativity and overcome your internal struggle with change. In great detail, visualize yourself embracing change and overcoming any potential roadblocks.
- This visualization technique can be used in team meetings to brainstorm, and help you and those you lead to picture a desired goal and plan ahead for possible roadblocks.

Balancing Your EI

This section compares Flexibility with Problem Solving, Independence, and Impulse Control. The subscale that differs the most from Flexibility is Problem Solving. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Flexibility(86) [Problem Solving\(60\)](#)

Your Flexibility is higher than your Problem Solving. It is good to be open to change and to consider options, as long as you don't get stuck making a decision or postponing action. The best decisions usually involve proper consideration of alternatives, and the ability to act when needed.

Stress Tolerance

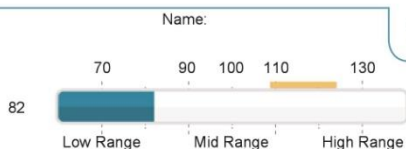
Coping with stressful situations

What Your Score Means

Stress Tolerance is the ability to effectively cope with and respond to stress and mounting pressure. XXX, your result indicates that you may be unable to effectively lead under the demands and pressures of your role without letting your emotions color your perspective. Your trepidation may hamper how you communicate a shared vision. Failure to remain composed under pressure can lead others to question your leadership capability. Some characteristics of your result are:

- You may feel anxious and overwhelmed when faced with competing demands.
- Your ability to overcome obstacles may be compromised.
- You may fear being challenged and you may mitigate risk by taking the safe and secure route.

You scored below the leadership bar on Stress Tolerance and could benefit from strengthening skills in this area.



Leadership Impact

Leadership Implications. A lower ability to withstand stress may affect your ability to clearly think about viable solutions when under pressure. To your direct reports, you may appear daunted, as your arsenal of coping strategies may not properly address the demands of the situation. You may adopt a narrow focus regarding challenges, delegate key strategic decisions to others, or withdraw from a strong leadership position during stressful times.

Organizational Implications. You may experience some trouble dealing with crisis situations that arise in the organization. As a result, issues (e.g., interpersonal conflict, downsizing, competitive threats) may not be promptly addressed, and may be left to worsen with time and inactivity. Organizational progress may be delayed and changes may take longer to implement. Risk-taking and an assertive stance may not be strategies that you readily use, likely due to emotions (e.g., fear, anxiety) getting the better of you.

Strategies for Action

Work-Life Balance. The separation of work from your personal life will aid in the creation of a buffer between work stressors and your home life.

- Ensure that you spend adequate time with your friends and loved ones. This will encourage a fresh outlook and perspective on the stressors at work.
- Hobbies (e.g., golf, reading books outside your field of expertise) will help you reframe your mindset and better equip you to deal with the pressures at work.

Delegate Tasks. Under situations of mounting pressure, share responsibility with colleagues to alleviate stress.

- Focus on tasks in which you excel (e.g., delivering presentations, preparing reports) and allow your colleagues to tackle other assignments.
- Your colleagues will gain a larger repertoire of skills, and you will be able to channel your expertise into tasks that you enjoy and in which you excel.

Balancing Your EI

This section compares Stress Tolerance with Problem Solving, Flexibility, and Interpersonal Relationships. The subscale that differs the most from Stress Tolerance is Interpersonal Relationships. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

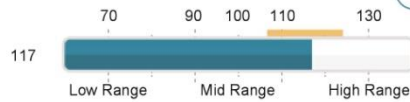
Stress Tolerance(82) [Interpersonal Relationships\(116\)](#)

Your Stress Tolerance is lower than your Interpersonal Relationships result. Balancing these components means using social support to assist during times of stress, while at the same time dealing directly with the cause of the problem. In fact, one of the best uses of a social support network is to help identify specific actions that can be implemented.

Optimism

Positive attitude and outlook in life

Name:



What Your Score Means

Optimism, the ability to remain positive despite setbacks, is a crucial differentiator between successful leaders and others in the workplace. It permeates almost every application of EI, from helping you persevere, to motivating and inspiring colleagues. XXXX, your result is indicative of a leader who is extensively optimistic and views work and life in a positive light. Some characteristics of your result are:

- You expect success from the people you lead and from relationships in your personal life.
- You are perceived as very enthusiastic and inspire colleagues to accomplish their objectives, helping them reach for even greater heights.
- You consider challenging situations as temporary and easily overcome.

You scored well above average on Optimism and fall within the leadership bar.

Leadership Impact



Insight



Innovation

Leadership Implications. Your positive outlook on work and life helps you thrive as a leader and galvanizes employees into action. You view challenges as naturally occurring events, and you embrace both success and failure. As you adjust well to new experiences and are comfortable with change in the organization, you likely encourage the same positivity in those you lead. Your positive energy, enthusiasm, and resilience are contagious and help foster creativity, innovation, and new ideas.

Organizational Implications. Your positive demeanor has far-reaching consequences, and helps employees thrive under challenging situations. You are able to persuade colleagues to achieve greater levels of performance. You may find it easier than other leaders to transform conventional and outdated methods of conducting business into improved and revolutionary methods. You galvanize commitment and energy from colleagues that lead to swift action, and you encourage others to see possibilities and take risks.

Strategies for Action

Temper Expectations. Your highly optimistic perspective may generate unrealistic expectations of yourself and colleagues. Be careful to ground your expectations in reality.

- Generate a candid appraisal of the elements at your disposal (e.g., time, cost) and weigh their supply against the goals that you have set for the team/organization.
- Ask yourself if you have enough of these finite resources to achieve all the objectives you have established.
- This process will help ensure that you ground your idealism in reality, and ensure that you have all the required resources at your disposal to help drive the organization forward.

Manage Difficult Discussions. You can leverage your optimism by directly confronting challenging conversations.

- As a leader, you may encounter situations in which you have to speak with your team about stressful issues (e.g., downsizing, merger or takeover). In such instances, you can leverage your strong optimism by conveying a hopeful outlook to help your team persevere through adversity.
- You will inspire your team to change perspective (optimism is contagious) and develop effective coping techniques to mitigate any anxiety/concern that surfaces as a result of actions beyond the realm of control.

Balancing Your EI

This section compares Optimism with Self-Regard, Interpersonal Relationships, and Reality Testing. The subscale that differs the most from Optimism is Reality Testing. Improving the interplay between these subscales is likely to significantly impact your overall emotional intelligence.

Optimism(117) [Reality Testing\(98\)](#)

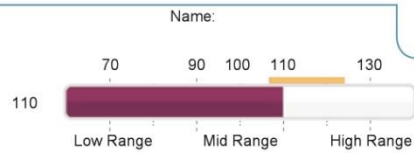
Your Optimism is higher than your Reality Testing. To achieve balance in these components, look to ground your goals and expectations by seeking concrete evidence to support your plans, and by seeking confirmation from others when needed. The idea is to find an optimal balance between being optimistic and being realistic.

Well-Being Indicator

Satisfied with life; content

How to Use this Page

Happiness includes feelings of satisfaction, contentment and the ability to enjoy the many aspects of one's life. It is different than the other EI abilities in that Happiness both contributes to, and is a product of, emotional intelligence. As such, your result in Happiness is like an indicator of your emotional health and well-being.



Your Happiness result is shown on this page, linked to your results on the four subscales most often associated with Happiness.

Because Happiness is so interconnected with all EI abilities, you may find further development opportunities if you explore how the remaining subscales contribute to your level of Happiness, and vice versa.

Happiness

JORDI, your result in Happiness suggests that you almost always maintain a happy disposition towards all aspects of your life. You enjoy the company of others and are likely on a positive life course where your happiness is seen and experienced as infectious. Your result in Happiness is high, as are your results across the four most connected subscales. You may want to look into lower scoring subscales (Assertiveness, Independence, Problem Solving, Impulse Control, Flexibility and Stress Tolerance) to identify ways your happiness can bolster these areas. You may:

- Exude cheerfulness at both work and play while participating in activities you truly enjoy.
- Be seen by your team as motivating and resilient in the face of obstacles.

Self-Regard (120)

Happiness is a by-product of believing in oneself and living according to your own values and standards. Your high level of Self-Regard helps to promote positive feelings about oneself, confidence, and enhanced life satisfaction and happiness.

- How do you envision success in your leadership position? Are you reaching the pinnacle of success?
- What are some strategies you have used in the past (e.g., positive self-talk) to be confident and self-assured?

Optimism (117)

In the face of setback and disappointment, the ability to recover and claim a happy state is contingent on one's level of optimism. Your results indicate that you have a high level of optimism, adopting a positive framework during adverse conditions. This approach to life enhances and sustains pervasive feelings of happiness.

- How does your optimism increase employee motivation and productivity?
- What can you do to impart this optimistic outlook in a transparent manner so that colleagues can benefit?

Interpersonal Relationships (116)

Your Interpersonal Relationships result indicates that you have well-developed relationships that likely help shield you from the negative effects of life's daily demands. If maintained, these relationships can enhance and sustain pervasive feelings of happiness.

- Do you have a confidant outside of work who helps buffer any stressful or negative events that you encounter?
- How can you effectively leverage your network to maintain happiness in your work life?

Self-Actualization (103)

Happiness comes from a willingness to learn and grow on a journey aligned with your values. Your result suggests a good level of self-actualization, but further development in this area will help to promote feelings of achievement and overall happiness.

- What responsibilities in your current leadership role allow you to feel self-actualized?
- Can you identify ways to spend more time on those specific activities (e.g., by delegating other tasks to colleagues)?

Name: _____



Action Plan

The steps you take towards achieving your EI goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide you closer to your goals. Remember to use the **SMART** goal setting criteria for each goal.

SPECIFIC
MEASURABLE
ACTION-ORIENTED
REALISTIC
TIMELY

Write down up to three EI skills or behaviors that you would like to further develop (e.g., "reflective listening" to build empathy, or "recognizing how my body reacts to stress" to raise emotional self-awareness). The **SMART** goals that you outline in the template should help to strengthen these EI skills and behaviors.

- 1.
- 2.
- 3.

Write down up to three overall qualities that you would like to have (e.g., integrity, providing clear leadership, team player, clear communicator). In some way the goals you outline in this action plan should help you achieve the overall qualities you identified.

- 1.
- 2.
- 3.

Transfer your **SMART** goals into the action plan template below.

SMART Goal	Time Frame	Benefits	Measure of Success	Support and Resources Needed	Potential Barriers
Practice active listening	Today, especially in one on one meetings with my direct reports	Improved interpersonal relationships, empathy with my team. Increased employee engagement.	- Feedback - 360 results increase	Direct feedback from my team	Obtaining honest feedback can be difficult. Time – don't cancel one on one meetings – demonstrate the importance of regular touch points

I commit to this action plan _____
(signature)

Name: _____



■ EI Development Commitment

A Development Commitment is a tool to help hold you accountable for accomplishing the goals outlined in your action plan. As we all too often know, our plans for personal growth and development often fall by the wayside when we get engrossed in work and our

organization's demands win the competition for our time and attention. By outlining your objectives here and leaving a copy with your coach you are increasingly more accountable to reach your personal goals.

■ My Personal Development Goals

My action plan includes the following goals:

Due Date

1.	
2.	
3.	
4.	

Your Signature _____ Your Coach's Signature _____

Leadership, Conflict Management, and Emotional Intelligence

Managing conflict of any kind can be a frustrating task for most of us. For leaders, resolving some sort of conflict is usually the norm rather than the exception. From competing resources and deadlines, to new project teams, mergers, and managing through organizational change, leaders are continually required to flex their interpersonal conflict management skills.

In addition, more and more of the work we do today involves multiple teams to reach organizational goals. The increased need for clear communication and role clarity between teams will help to ease potential conflict, and if navigated well, can provide team members with the opportunity to be innovative, take risks, and increase productivity.

As a leader, you may find the tips below can help you to leverage your emotional intelligence skills in times of conflict.

Manage yourself first...

1. Listen to yourself with purpose.

Leverage **Emotional Self-Awareness** skills to recognize your reactions, thoughts, and feelings regarding the conflict at hand. What are your thoughts about the conflict; the way it has been handled thus far and what can be done to get through it? What frustrates you about it? What is good about it? Remember, even though it may feel personal at times, the conflict is often not about you. Pay attention to how you feel and bring the focus back to the issue.

2. Timely expressions of yourself.

As a leader, your emotional expressions are always in the limelight, and while some situations call for instantly expressing yourself, most require a more deliberate and controlled expression. Your genuine expression and authenticity will be appreciated by others—especially when it is timely and constructive. Along with the awareness from Tip #1, utilize your **Emotional Expression** and **Impulse Control** skills to make the conscious decision to express yourself in a constructive manner, thinking through the outcome you expect from your expression before you express it.

...manage others second.

3. Empathy in conflict management?

Yes! So much so that without empathy, conflict would bring nothing but harm to your team and your effectiveness. Use your **Empathy** skills as a tool to bring down the temperature of the situation. Listen to the other side attentively

and genuinely—make it “their” time. Even if you disagree completely with the other side, find ways to express your genuine understanding (e.g., how frustrating the situation must be for them; the amount of effort being dedicated; how much is at stake for them). Validation in this way can be the single most powerful tool to get others to pull back their defenses. If the conflict is within your team, take the time to truly listen to each individual. The time spent will be a rewarding investment.

4. Conflict ~~resolution~~ management.

Note that the title of this article is conflict management—not conflict resolution. Yes, there will be situations that call for immediate action, and you will need to make use of the authority behind the position you hold at your organization. For others, try simply managing the conflict as opposed to resolving it. Leaders usually have the tendency to jump right into problem solving mode, especially when problem solving skills are second-nature, or it seems easier to solve it yourself than allow others to do so. Make the conscious decision to use **Impulse Control** skills and apply your **Problem Solving** skills at a different level—manage the conflict as a leader and use it as an opportunity to develop your team. Use your **Interpersonal**, **Stress Tolerance**, and **Optimism** skills to guide and develop your teams to find innovative solutions to the conflict they experience. Provide them with the latitude to generate solutions and then review the best course of action with them. Remember, conflict can be a good thing! Learn to manage its destructive potential and harness its constructive energy.

■ A Leadership Guide to Striking the Optimal Balance

Meet Harriet, Senior Vice-President of Communications at a multi-national Fortune 500 corporation. As she interacts with stakeholders in different time zones, her day begins at the crack of dawn when she checks her work email. After eating a hurried breakfast and dropping her children off at school, the rest of her workday consists of a slew of meetings, intermingled with bursts of brainstorming and team debriefs. In the rare occasion that a spare moment presents itself, editing and sign-offs are slotted in throughout the day. Her biggest problem is time pressure, as she finds it difficult to complete an ever-growing list of competing priorities. Her harried, multi-tasking lifestyle prevents her from being fully present and engaged in her work and personal life. Recently, Harriet has encountered health problems, such as rapid, irregular heartbeat, headaches, and aches and pains throughout her body. Because of these issues, her children are often let down when she can't attend their after-school sporting events.

Harriet's situation is endemic throughout organizations, and costs companies billions annually in lost productivity. In our globalized economy, pressures to accomplish more with fewer resources, and our hurried, frantic lifestyles are causing leaders to sacrifice their health to complete a long list of seemingly endless responsibilities. Aside from the personal toll, families may feel disappointed and neglected as interpersonal contact steadily decreases.

For today's time-pressured leader, the following is a guide to harness EI skills to strike the elusive work-life balance:

✓ Keep work in perspective

Work is an essential component for leaders in organizations. Nevertheless, it should not consistently overtake other responsibilities. Use **Reality Testing** skills to maintain an objective view of your schedule and your various obligations (professional and personal).

✓ Temper unrealistic expectations

Leaders are only capable of taking on so much before physical and emotional resources deplete. Use **Emotional Self-Awareness** to gauge emotional reactions to unfeasible demands, which can serve as a trigger to adopt a more efficient/streamlined schedule.

✓ Set boundaries and leave work at the office

When work continually encroaches on a leader's personal life, quality of life suffers to the detriment of **Happiness**. Use **Assertiveness** to ensure that discontent with work volume is vocalized as much as appropriate, and implement **Flexibility** to secure breaks at lunch and in the evenings/weekends.

✓ Change your mindset

Leaders frequently feel compelled to shoulder a great deal of responsibility to achieve the strategic vision of the organization. Use **Problem Solving** to alleviate strain, and leverage **Optimism** to alter perspective (adopt the mindset "this too shall pass").

✓ Meditate and exercise

When pressure mounts, leaders often focus their priority on achievement and neglect their well-being. Meditation and exercise boost **Stress Tolerance** and **Optimism**, both of which help you to refocus attention and manage competing priorities.

✓ Delegate

Harness the power of delegation; assign tasks to your team to alleviate the burden of competing deadlines. Leverage **Interpersonal Relationships** to identify those who can shoulder some obligations, or those who need exposure or development in a particular task, and use **Flexibility** to ensure fair distribution of work.

✓ Prioritize responsibilities

Leaders must ensure that duties are prioritized according to importance, and tackle obligations in order of impact on organizational goals. Use **Reality Testing** to address the most significant issues, and implement **Problem Solving** to create a plan to address tasks.

✓ Ensure proper rest and community engagement

Use **Flexibility** to ensure you receive proper sleep to help reframe challenging situations, and leverage **Interpersonal Relationships** and **Social Responsibility** to participate in community engagements that buffer the effects of competing priorities.

✓ Indulge in your passions

Leaders devoid of hobbies or extra-curricular activities are not well-rounded, which can prevent a holistic or alternative view of the organization. Use **Independence** and **Self-Actualization** to identify interests and ensure that you engage in these pursuits.

Name: _____



Leading a Multigenerational Workforce

Take a quick survey of all the people you work with on a daily basis. Chances are you interact with people representing every generation: Baby Boomers, Generation Xers, and the latest addition to the workforce, Millennials. Although generation gaps have always been present in the workplace, never have we encountered such differences in values, communication styles, and expectations of leadership mixing together on the company stage. By leveraging your EI skills, you can capitalize on the dynamic work environment created from this mix of generations, while minimizing the tension that can arise when different expectations are present.

Leverage **Empathy** and **Flexibility** in order to manage the generation gap. Here are some suggestions:

Empathy

- View your leadership style from the perspective of each generation, then from the perspective of each individual.
- Ask questions to uncover what your team members value and what motivates them.
- Value each person as unique and having individual needs, regardless of the generation they belong to.

Flexibility

- Be tolerant of different tactics/approaches for communication. Show that you are open to using different methods for communication.
- Accommodate different learning styles amongst your team, and offer them alternatives (i.e., mentoring, e-learning, hands on training).
- Keep an open mind to alternative or innovative approaches to work. Your way may not be the only way.

The table below outlines some common trends for each generation. These characteristics may help you uncover the root of different expectations and preferences amongst your team. However, use your **Interpersonal Relationships** skills to form solid bonds with those you lead and get to know them personally; generational stereotypes should never replace healthy conversations between a leader and his or her team.

This generation...	prefers communication that is....	values things like...	approaches work by...
Baby Boomers • born between 1946-1964	- structured and systematic, like performance reviews - face to face	- expertise and experience - institutional and political knowledge - social contributions and loyalty	- separating professional and personal life - building strong relationships and networks
Generation X • born between 1965-1981	- face to face, or email - clear, direct, and transparent as they tend to be slightly skeptical	- efficiency - work/life balance - security	- working independently - learning on the fly - multitasking
Millennials/Gen Y • born after 1981	- instantaneous - transparent - about strategy and vision for the company - technology based, like instant messaging	- fast-paced work environment - empowerment - creativity, innovation - hyper-connectivity	- working with others, team work, socializing - doing what's meaningful and has purpose

Exhibit III. Endorsement of the Bar-on report distributor



I, Juan Luis Fernández, Executive President of Manum Grupo Consultor, a company that distributes the Bar-En EQ-i Emotional Intelligence test in Spain, through the Canadian company MHS, informed anyone who might be interested that Pedro Navarrete has been using the test since 2004, both in the position of Dr. General of his previous company, SONY SPAIN, in version 1.0, and during the last years in his new consulting firm mTH-3, in its version EQ-i 2.0.

Therefore, I believe and confirm, that Pedro Navarrete is fully capable of using the named test, interpretation of its results as well as any other type of analysis or utility that he might consider appropriated and convenient to perform.

I would also like to point out that the Bar-On test, EQ-i, is a simple, highly standardized tool (hence its frequent and widespread use) that does not require specific knowledge or training, beyond a presentation session and Experience of use supported by our staff, and whose use by a person who does not hold the Psychology degree is quite habitual and, therefore, does not suppose any deontological lack given its, I repeat, extended and eclectic character.

In Barcelona, on 10 May 2017

Fdo. Juan Luis Fernández

Presidente Ejecutivo

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