

Emotional Intelligence at Inclusive Workplace Better Place for Work

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ABSTRACT:

Emotional intelligence is important to professional success as technical ability. Emotional intelligence is the ability of a person to solve personal, business and social problems. Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn, and understand emotions. The person with high emotional intelligence are honest, knows their strengths and weaknesses. They do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. This study helps to know the emotional intelligence of all educated and non educated working in educational institution. . It is important for the all educated and non educated working in service industries to have high level or morale with emotional intelligence. The study is based on the emotional intelligence and the study has adopted with analytical methodology by measuring the satisfaction level with respect to various factors. The questionnaire has been designed in five segments consist of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The number of respondents decided for the study is 200, covering mental and physically challengend, teaching and non teaching staff and specially bankers on the basis of gender, age, occupation, educational background, marital status, designation, specialized department and number of years of experience. The study concluded that the improvement in emotional intelligence would increase the motivation and effectiveness of the all educated and non educated and our society with the help and support of inclusion of all categories the inclusion of peoples.

Keywords: Emotional intelligence, emotional morale, effectiveness, teaching staff.

INTRODUCTION

Emotional intelligence is the ability of a person to solve personal, business and social problems. Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn, and understand emotions. Many industries are struggling to adapt to the uncertainty engulfing society at the dawn of the 21st Century. In simple, if anyone wants to improve himself or if anyone wants to teach someone to improve, the best way is to know the emotional intelligence. Many the inclusion of people believe that the self-awareness is the most important part of emotional intelligence. The person with high emotional intelligence are honest, knows their strengths and weaknesses. They do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. Those persons who are not educated and able to understand the meaning of life .This study helps to know the emotional intelligence of all educated and non educated working in educational institution as well all those persons who belongs to this world specially our Nation. Emotional intelligence is becoming increasingly popular within industrial and organizational psychology as a measure for identifying potentially successful candidates, their promotions, training & development needs of the employees.

Emotional intelligence is the ability of a person to solve personal, business and social problems with inclusiveness. Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn, and understand emotions. In the present business scenario, where our youth are complaining of unemployment, severe competition and lower salaries as compare to higher rate of inflation on the other hand business world is complaining of lower skill, education and knowledge not at par with the fast

changing technology and on the top lack of patience in our youth which is due to lack of self-awareness which is the most important aspect of emotional intelligence.

The person with high emotional intelligence have patience, self-aware, honest, knows their strengths and weaknesses. They do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. In simple words, it is important for the all educated and non educated working in service industries to have high level or morale with emotional intelligence.

STATEMENT OF THE PROBLEM

It is wrong to say that the inclusion of people who are successful are born with talents. Most the inclusion of people successful are not genius; they do not have special talents and do not even have high intelligence. It is the ability to understand their own emotions and influence and inspire to understand the other emotions. Emotional intelligence helps to become self aware and become conscious of actions and in control of them. The inclusion of people who have high degree of emotional intelligence know themselves very well and they are also able to sense the emotional needs of others. They usually understand their emotions and they do not let their feelings rule them. They are confident as they trust their intuition and do not let their emotions get out of control. It is important for every one and its our moral duty that not only sympathetic we have to be empathetic with all to make accessible work place and create inclusive and we have to be very strong from our emotions. It is important for the all educated and non educated working in service industries to have high level or morale with emotional intelligence.

NEED AND IMPORTANCE OF THE STUDY

Emotional intelligence is important to professional success as technical ability. Organizations are increasingly using Emotional Intelligence when they hire and promote different personnel for different designations. Emotional intelligence is the ability to recognize emotions, understand what the others feel, and to realize how emotions affect the inclusion of people. Emotional Intelligence allows managing relationships more effectively and involves perception of others. The inclusion of people with high emotional intelligence is usually successful in most things they do. The inclusion of people with a high degree of emotional intelligence is usually motivated. They are highly productive, love a challenge, and are very effective in whatever they do. Emotional Intelligence is the ability to identify with and understand the wants, needs, and viewpoints of those around.

To know your emotional intelligence you need to understand these 25 abilities that matter the most. The five major categories include: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. There are only about two dozen emotional intelligence skills that affect all aspects of work. Some of them are: accurate self-assessment, self-confidence, self-control, conscientiousness, adaptability, innovation, commitment, initiative, and political awareness, optimism, understanding others, conflict management skills, team capabilities, communication, and the ability to initiate or manage change.

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SCOPE OF STUDY

In the future, employers are going to require emotional intelligence from their workers, especially as these skills become more critical in a global, diverse workplace. All educated and non educated will have to participate in team building and use collaborative, emotional intelligence skills that enhance working on shared goals. To get you started in a new emotional intelligence direction, the key is to change what may be just a bad habit. There are proven techniques that really work to modify behaviour, which ultimately can change

the outcome of your future at both work and home. EI skill areas that you may want to reinforce is to make a commitment to another person, who in turn, will put pressure on you when you don't comply with the area in need of improvement. The really happy news with emotional intelligence maturity building is that we can meet and master improvements in EI with skill techniques not just will power.

These "Emotional Intelligence" skills can count for far more when it comes to being a "star performer" or excelling at just about any job. To be outstanding, these EI skills are nearly everything for reaching success and the top of any career ladder. In the USA Today article, "Working Smart," author Dr. Daniel Goleman stresses that emotional intelligence is not just being "nice" or giving free rein to feelings so that it "all hangs out." Instead, successful the inclusion of people uses their EI to manage feelings both appropriately and effectively so that the common good and goals of the work group can be readily achieved.

REVIEW OF LITERATURE

Emotional Intelligence Quotient, or EQ, is a term being used more and more within human resources departments and which is making its way into executive board rooms. This article will help shed some light on what EQ is, how it is different than personality, and how it has proven to impact the bottom line in the workplace.

Emotional Intelligence Quotient is defined as a set of competencies demonstrating the ability one has to recognize his or her behaviours, moods, and impulses, and to manage them best according to the situation. Typically, "emotional intelligence" is considered to involve emotional empathy; attention to, and discrimination of one's emotions; accurate recognition of one's own and others' moods; mood management or control over emotions; response with appropriate (adaptive) emotions and behaviors in various life situations (especially to stress and difficult situations); and balancing of honest expression of emotions against courtesy, consideration, and respect (i.e., possession of good social skills and communication skills). Additional, though less often mentioned qualities include selection of work that is emotionally rewarding to avoid procrastination, self-doubt, and low achievement (i.e., good self-motivation and goal management) and a balance between work, home, and recreational life. In essence, EQ is the pattern of how the inclusion of people's biases in their thinking leads them to think one thing or choice is better than another, as well as their clarity in differentiating within those biases to exercise clear and sound judgment.

Each person has a profile of emotional strong and weak point areas. For example, a generality and on the average statement can be made that women are more aware of their emotions, are empathetic and are adept interpersonally. On the average, men appear more self-confident, optimistic, adapt easily, and handle stress better. Goleman reports that there are far more similarities than differences between women and men and there are five major categories with five components each that complete the EI profile.

Emotional intelligence correlated with several components of transformation I leadership suggesting that it may be an important component of effective leadership. In particular emotional intelligence e may account for how effective leaders monitor and respond to subordinate s and make them feel at work.

In psychology, personality refers to the emotion, thought, and behaviour patterns unique to an individual. Personality influences one's tendencies, such as a preference for introversion or extroversion. Like Intelligence Quotient (IQ), personality cannot be used to predict EQ. However, as EQ can identify both the biases and clarity in one's thinking patterns that allow them to make good sound decisions, personality only refers to the biases in the behaviours themselves.

To date, many companies have focused their selection criteria and training programs on hard skills (e.g., technical expertise, industry knowledge, education) and the assessment of personality traits. Topics including competencies like stress management, assertiveness skills, empathy, and political/social acumen were never measured in the selection process or focused on in training and development programs. In reality, these are critical success factors that should not be dismissed, and have a direct impact on the bottom line.

For example, the Hay Group states one study of 44 Fortune 500 companies found that salesthe inclusion of people with high EQ produced twice the revenue of those with average or below average scores. In another

study, technical programmers demonstrating the top 10 percent of emotional intelligence competency were developing software three times faster than those with lower competency.

Additional research unearthed the following success stories. A Fortune 500 company in financial services proved that their high EQ sales the inclusion of people produced 18 percent more than the lower EQ sales the inclusion of people. One recent study conducted by a Dallas corporation measured that the productivity difference between their low scoring emotional intelligence all educated and non educated and their high scoring emotional intelligence all educated and non educated was 20 times. A Texas-based Fortune 500 Company had utilized personality assessments for candidate selection for years with little results in reducing turnover in their high turnover sales force. After turning to an emotional intelligence-based selection assessment and EQ training and development program, they increased retention by 67 percent in the first year, which they calculated added \$32 million to their bottom line in reduced turnover costs and increased sales revenues. A large metropolitan hospital reduced their critical care nursing turnover from 65 percent to 15 percent within 18 months of implementing an emotional intelligence screening assessment. A community bank that reduced staff by 30 percent due to the sluggish economy assessed the remaining workforce for their emotional intelligence competencies, placed them in the right role for those competencies, and the bank is now producing more with less the inclusion of people.

Lastly, through a series of recent studies conducted by ZERORISK HR, Inc., a correlation was found among low emotional intelligence and theft and shrinkage. One other study in the construction industry yielded results showing workers with low emotional intelligence had a higher likelihood of getting injured while on the job.

All of these cases are starting to prove the value of having highly emotionally intelligent all educated and non educated make up your workforce if you want a competitive advantage in this highly competitive business world.

RESEARCH METHODOLOGY

The study is based on the emotional intelligence and the study has adopted with analytical methodology by measuring the satisfaction level with respect to various factors. The questionnaire has been designed in five segments consist of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. Each segment covers the different aspect of emotional intelligence with five options viz., strongly agree, agree, neutral, strongly disagree and disagree. The number of respondents decided for the study is 200, covering mental and physically challengend teaching and non teaching staff on the basis of gender, age, occupation, educational background, marital status, designation, specialized department and number of years of experience.

TESTING EMOTIONAL INTELLIGENCE

HOW TO TEST EMOTIONAL INTELLIGENCE

There are three general ways to measure emotional intelligence: Self-Report, Other-Report and Ability measures. The MEIS is an ability test, which we believe is the best way to measure Emotional Intelligence. Let's take a look at each of these methods.

Self Report

Some tests use a self-report method. Self-report is the most common way to measure things such as personality traits. Personality traits include warmth, empathy, anxiety and so on. Here is an example of a self-report test of personality:

I often worry for no reason at all.

Not True Somewhat True Very True

It's hard to fall asleep at night.

Not True Somewhat True Very True

I feel down and blue a lot.

Not True Somewhat True Very True

How do you know if you are depressed, or not, by answering these questions? In a well-developed personality test, we would have many more questions of this type, and we would ask hundreds of the inclusion of people to take the test. By analyzing the inclusion of people's responses, we would be able to

determine what a low, average and high score consisted of. For instance, we may find that by answering one question Not True, one question Somewhat True and one Very True that this score is actually well above the average score. Such a series of responses would then indicate that the person with this profile may be depressed.

Self-report tests have been around for decades and they serve a very useful purpose. As a way to measure emotional intelligence, they have serious drawbacks. Emotional Intelligence consists of a number of skills. Skills are best measured by ability tests, not by self-report.

This is akin to asking you a series of questions about your intelligence:

I am very smart.

Not True Somewhat True Very True

I am good at solving problems.

Not True Somewhat True Very True

I have a large vocabulary.

Not True Somewhat True Very True

This would be a great test of what you thought of your intelligence, and could be a measure of your self-image. But a test of intelligence? I don't think so.

Other Report

If Emotional Intelligence is all about the inclusion of people skills, why not ask other the inclusion of people what they think of us? On the face of it, this seems to be a legitimate means of testing emotional intelligence. But let's take a closer look at this method, called Observer Ratings, and in human resources, 360-Degree Assessment.

Observers, let's say team members, are given a form to complete about you. Here are some examples of questions that they may be asked:

Is able to read the inclusion of people well.

Not True Somewhat True Very True

Manages emotions effectively.

Not True Somewhat True Very True

Understands my emotions.

Not True Somewhat True Very True

One team member rates you Not True on all the items. Are you low in emotional intelligence? You certainly are, at least according to this person. But what does this person know about you? You see, their ratings of your behaviour are based upon their own observations, as well as their own biases. They don't see you in all situations. They don't know how you think, or what you feel. Only you know that.

The other problems with the 360 approach are that the observers which you pick may just not like you. They have an axe to grind, and they grind that ax to sharpen the pencil as they give you uniformly low ratings. Or, if you pick the inclusion of people who work for you, they are probably not likely to tell you, even anonymously, that they think your leadership style reminds them of Attila the Hun.

Are 360's useless? No. They provide interesting information about how other the inclusion of people perceive you. They can help to better understand social skills, management skills, and so forth. They do not provide any information on whether you are emotionally intelligent or not.

Ability Tests

We saved the best for last. How do you determine whether you are skilled or not skilled? You test your skills of course. If you want to know if you can type, you take a typing test. A typing test does not ask you how fast you are, it does not ask a friend how fast you can type. It requires you to type.

Emotional Intelligence is a set of skills or abilities. They can be measured just like other skills or other abilities. An Emotional Intelligence ability test may have questions such as these:

A manager gives an employee unexpected negative feedback in front of other team members. How is the employee likely to feel?

| | | | |
|-----------|------------|----------|-------|
| Angry | Not at All | A Little | A Lot |
| Sad | Not at All | A Little | A Lot |
| Accepting | Not at All | A Little | A Lot |
| Happy | Not at All | A Little | A Lot |

Determining the Answers

That's great, you may be thinking, but what is the correct answer? There isn't one. And I'm not being flip with you, because there really isn't a single, best answer. There are answers to this emotional intelligence test item, some of which are better than others. Here's how we figure out the best answers.

Hundreds of the inclusion of people has taken the MEIS. We then look at the frequency with which these the inclusion of people select each of the rating responses. For instance, lets say that these were the results for the example given above, listing the number of the inclusion of people who selected each of the ratings:

| | Not at All | A Little | A Lot |
|-----------|------------|----------|-------|
| Angry | 0 | 25 | 75 |
| Sad | 10 | 50 | 40 |
| Accepting | 65 | 25 | 10 |
| Happy | 90 | 10 | 0 |

To score the MEIS, we would compare your responses on the test to those of the hundreds and hundreds of the inclusion of people in the database. If you said that the person was feeling Angry "A Lot" then you would get 75 points. If you said "Not At All" you would get 0 points, and so on.

Is this a legitimate way to score a test? We certainly think so. (We will be adding to this section later on. This issue is discussed in several research papers.)

Other Ways to Score the Test

We have two other methods to score the test, but they tend to not be the best methods. I'll tell you about them so you can get a good idea of what they are about.

Expert Scoring - emotional experts indicate the best answers

Target Scoring - the person featured in the item tell us how they were feeling at the time and we use their answers as the correct answers

Each of these methods can be quite useful, and each has their own limitations. Expert scoring can tell us how the inclusion of people should feel, but we don't always follow such patterns of emotion. Target scoring is the self-report of emotions, the way we think we feel In reality, these three methods tend to yield pretty similar results, with the Consensus methods being the hands-down best way to score the MEIS.

WHAT IS THE MULTIFACTOR EMOTIONAL INTELLIGENCE SCALE (MEIS™) ?

The MEIS is the result of several years of research. It is also, we believe, the first and the only ability test of emotional intelligence on the market.

The MEIS, developed by Dr. Jack Mayer, Dr. Peter Salovey, and Dr. David Caruso, consists of a number of different parts. The MEIS measures the four branches of emotional intelligence, based upon the theory developed by Drs. Mayer and Salovey:

Identifying Emotions - the ability to recognize how you and those around you are feeling

Using Emotions - the ability to generate emotion, and then reason with this emotion.

Understanding Emotions - the ability to understand complex emotions and emotional "chains", how emotions transition from one stage to another.

Managing Emotions - the ability which allows you to manage emotions in your self and in others.

The original MEIS consisted of 12 separate sub-tests, or parts. After a series of analyses, we selected 7 sub-tests which work the best, those which have the best reliability and the best validity (see the MEIS manual for more information). These sub-tests are:

Identifying Emotions: Faces & Stories

Understanding Emotions: Blends & Progressions & Relativity

Managing Emotions: Others & Self

OTHER ATTEMPTS AT MEASURING EMOTIONAL INTELLIGENCE

Goleman provided a fun quiz on emotional intelligence which is available from the Utne Reader web site. The purpose of this quiz is to promote discussion on the topic as it is not a validated test.

A psychologist, Reuven Bar-On, has developed a self-report measure of a number of personality traits which he believes make up emotional intelligence. The Bar-On EQi, or Emotional Quotient Inventory, is available to qualified professionals from the test publisher MHS .

There will be other tests of emotional intelligence. Many of them will probably be simple self-report measures of a grab-bag of personality traits that sound interesting and important. Other tests will combine self-report with other report. Consider the arguments listed above when evaluating these approaches.

EMOTIONAL INTELLIGENCE SELF ANALYSIS QUESTIONNAIRE FOR ALL CATEGORIES

This Emotional Intelligence questionnaire provides a quick profile which will be adequate for the purposes of the conference. A more sophisticated 360 is available for a more in depth analysis which provides development notes.

For each statement, please rate yourself on the following scale

- 1 = Not at all
- 2 = To a little extent
- 3 = To some extent
- 4 = To a great extent
- 5 = To a very great extent

| Not at all | To a little extent | To some extent | To a great extent | To a very great extent |
|------------|--------------------|----------------|-------------------|------------------------|
|------------|--------------------|----------------|-------------------|------------------------|

- 1 I am able to recognise my emotions
 2 I do not lose control when I am angry
 3 I am aware of the impact my moods have on other the inclusion of people
 4 I am able to express my emotions in an appropriate manner
 5 I am aware of situations that cause me to think negatively

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Self Awareness _____

- 6 I act decisively when faced with a tough decision including staff issues
 7 I am able to perform consistently when under pressure
 8 I am able to press my case in the face of opposition
 9 I am able to deal with challenge or criticism
 10 I regulate my work/life balance in order to be resilient

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Emotional Resilience _____

- 11 I have sufficient levels of energy to ensure the completion of tasks and projects
 12 I have a positive outlook on life
 13 I am able to balance my short and long term goals effectively
 14 I am able to pursue my goals in the face of rejection or questioning
 15 I do not become despondent when things go wrong

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Motivation _____

- 16 Before making a decision I listen to the views of others

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

| | | | | | |
|--|---|---|---|---|---|
| 17 I am aware when others are upset | 1 | 2 | 3 | 4 | 5 |
| 18 I am able to put myself in others' shoes and acknowledge their feelings | 1 | 2 | 3 | 4 | 5 |
| 19 I achieve 'buy in' to decisions and ideas for action | 1 | 2 | 3 | 4 | 5 |
| 20 I take into account the input received from others when making a decision | 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Inter-Personal Sensitivity _____

| | | | | | |
|---|---|---|---|---|---|
| 21 I listen to the perspective of others before trying to persuade them | 1 | 2 | 3 | 4 | 5 |
| 22 I provide a rationale for change when trying to persuade others | 1 | 2 | 3 | 4 | 5 |
| 23 I do not have difficulty persuading others to change their viewpoint | 1 | 2 | 3 | 4 | 5 |
| 24 I receive a positive response to my views on direction and goals | 1 | 2 | 3 | 4 | 5 |
| 25 I make sure I know where others are coming from before trying to persuade them | 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Influence _____

| | | | | | |
|--|---|---|---|---|---|
| 26 I make decisions quickly when necessary | 1 | 2 | 3 | 4 | 5 |
| 27 I can make decisions without waiting for all the information | 1 | 2 | 3 | 4 | 5 |
| 28 I am prepared to act upon my inner judgement | 1 | 2 | 3 | 4 | 5 |
| 29 I am happy to make decisions even if the given information is ambiguous | 1 | 2 | 3 | 4 | 5 |
| 30 I feel comfortable with risk | 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Intuitiveness _____

| | | | | | |
|--|---|---|---|---|---|
| 31 I adhere to expected standards of personal conduct | 1 | 2 | 3 | 4 | 5 |
| 32 I adhere to prevailing ethical norms when making business decisions | 1 | 2 | 3 | 4 | 5 |
| 33 I pursue an ethical solution to a difficult business issue | 1 | 2 | 3 | 4 | 5 |
| 34 I lead by example | 1 | 2 | 3 | 4 | 5 |
| 35 I demonstrate integrity and honesty | 1 | 2 | 3 | 4 | 5 |

TOTAL SCORE: Conscientiousness _____

RECOMMENDATIONS&SUGGESTION

Emotional Intelligence as intelligence - provides core emotional aptitude, and thus, could be viewed as an "IQ" equivalent. Emotional Intelligence as traits - offers insights into how one filters and directs their emotional aptitude. Emotional Intelligence as a set of learned competencies - allows examining how a person has adapted to their environment, which can be seen as an outcome measure. Emotions matter and that emotional competence is as important as intelligence to help the inclusion of people do well -- has become a culture-wide "paradigm shift" readying the inclusion of people to confront the long neglected emotional realm. Emotional Intelligence competencies entail emotional capacities in addition to purely cognitive abilities, modes of learning that work well for academic subjects or technical skills and hence, it is well suited for helping the inclusion of people improve an emotional competence. Given the value of the personal and organizational effectiveness of Emotional Intelligence based capabilities, there is a clear need to integrate that valuation into the organizations' functions.

Organizations need to hire for Emotional Intelligence along with whatever other technical skills or business expertise they are seeking. When it comes to promotions and succession planning, Emotional Intelligence should be a major criterion, particularly to the extent that a position requires leadership. When those with high potential are being selected and groomed, Emotional Intelligence should be central. And in training and development, Emotional Intelligence should again be a major focus. No great successes in life, business or personal, have been accomplished without the power of emotions behind them. Emotions are a leader's greatest source of energy, connection and influence.

In these dynamic times, leaders need all three: energy to create vision and execute brilliant strategy, connection to build sustainable client relationships, and influence to inspire those around them.

The conclusion must be that when choosing leaders we must focus more strongly on finding persons with conscious and constructive values and high Emotional Intelligence.

Given the new understanding of the crucial role emotional competence plays in individual, group, and organizational success, the implication for education is clear: We should be helping young the inclusion of people master these competencies as essential life skills. There are already numerous school-based programs in the basics of Emotional Intelligence, programs that deliver social and emotional learning (SEL). But when it comes to preparing young the inclusion of people in the essential Emotional Intelligence skills that matter most for their success in the workplace, for piloting their careers, and for leadership, there is a serious gap.

The SEL programs cover the early school years but not higher education. Only a scattered handful of pioneering SEL courses exists at the college or professional level. And yet the data showing the crucial role Emotional Intelligence skills play in career success make a compelling case for envisioning higher education in order to give these capabilities their place in a well-rounded curriculum. Given that employers themselves are looking for Emotional Intelligence capacities in those they hire, colleges and professional schools that offered appropriate SEL training would benefit both their graduates and the organizations they work for.

The future, I hope, will recognize the importance of Emotional Intelligence not just for the students, not just for the students' employers, but for the vitality of an economy as a whole.

No great successes in life, business or personal, have been accomplished without the power of emotions behind them. Emotions are a leader's greatest source of energy, connection and influence. In these dynamic times, leaders need all three: energy to create vision and execute brilliant strategy, connection to build sustainable client relationships, and influence to inspire those around them. The conclusion must be that when choosing leaders we must focus more strongly on finding persons with conscious and constructive values and high Emotional Intelligence. Given the new understanding of the crucial role emotional competence plays in individual, group, and organizational success, the implication for education is clear: We should be helping young the inclusion of people master these competencies as essential life skills.

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DISCUSSION AND CONCLUSION

With the analysis and help of questionnaire we observed that inclusive and accessible workplace give more productivity with fruitful result. The results showed that the mean scores of emotional intelligence, intrapersonal relations, interpersonal relations, adaptability, stress management, and public mood were above average. These results can be extended to all primary school managers in Isfahan. The results and findings of the present study are consistent with the theories presented by Meir-Saloy, Goleman and Bar-On, while Meir-Saloy believe that the ability of understanding emotions, appropriate and honest as well as flexible and innovative use of emotions in social situations in line with retaining positive motivations have

significant role in achieving objectives while give this opportunity to the individual to change negative and harmful emotions to adaptable and harmonic ones. Bar-On states that emotional intelligence grows over time and can be improved by exercise, planning and psychotherapy. He believes that individuals with emotional intelligence higher than average, generally are more successful in fulfilling their needs and bearing environmental stress. In summary, they believe that individuals with high emotional intelligence have successful management, make decisions more appropriately, work with others better and understand them easily. Furthermore, the results of the present study are consistent with those of Vakili (2006), Stone (2004) and Koman& Wolf (2008). In his research, they showed that leaders with high emotional intelligence are more efficient and able to make better decisions.

The results showed that the mean scores of Isfahan' primary school managers' performance is above average. In a research paper about the school managers of Florida, Synder&Aanderson (1989), for the managers who have high performance, find features such as high emotional intelligence; accountability; firm decision making; commitment to the school mission; attention to the needs of students, teachers and other staff; efforts to establish good human relations; having emotional intelligence; collecting Information for decision making; adaptability; motivation; development-oriented orientation toward growing staff and students; delegation of authority; proper communication; organizational sensitivity; and ability to express themselves. The results of the present study are consistent with those of Synder&Aanderson (1989) and Zcelik&Langton (2005).

The obtained analyses indicate that the correlation between emotional intelligence and managers' performance is 0.666 and coefficient of determination is 0.443; therefore, 44.3 percent of scores variance related to Isfahan's primary school managers' performance is described, and non educated persons with hard work and potential and a small motivation give them strength to work efficiently, explainable and explicable by scores of emotional intelligence. In others words we can say that "CREATING AN INCLUSIVE ACCESSIBLE WORKPLACE WITH EMOTIONAL INTELLIGENCE IS BEST FOR HR INITIATIVES.

Goleman knows emotional intelligence as a prerequisite of successful leadership and states that for various reasons, individuals with higher emotional intelligence use evolutionary behaviors more likely. The leaders who are self-esteem can be considered as models for their followers and therefore, promote their followers' respect toward themselves. The managers who enjoy higher emotional intelligence realize their followers' expectations reasonably with the emphasis on recognizing others' emotions and feelings. The main part and parcel of personal considerations is the ability to recognize followers' personal needs and interact with them appropriately. Leaders with high emotional intelligence by positive approval of sympathy and ability to manage relations, show their high personal considerations appropriately. Regarding the correlation between emotional intelligence and outcomes of leadership, the obtained findings are consistent with research conducted by Kiersted (1999), Vakili (2006), Love & Wang (2008), Yeung et al. (1990), Barling (2002), Stough-Lee (2003), Gardner and Stough (2001), but Stone (2009) shows in his research that there is no significant correlation between emotional intelligence and high performance, job satisfaction and efficacy.

This analysis provides important insight into the opportunities for females in the workforce, and for those concerned with developing organizational leadership.

First: Women who want to advance their careers need to tap into the capabilities to Pursue Noble Goals and Engage Intrinsic Motivation, the two competencies where those in leadership have the biggest advantage.

Second: In developing EQ strengths, "Ms. Average" should prioritize Navigating Emotions while capitalizing on stand-out strengths of Enhancing Emotional Literacy and Applying Consequential Thinking.

Third: If it's true that the skills of emotional intelligence are increasingly important in an increasingly complex marketplace, then males who want to compete will take heed. Males, especially in leadership roles, must increase self-awareness and reduce impulsivity.

The bottom line is that as the value of emotional intelligence continues to be recognized, females have an important opportunity for creating added value and building workplaces where the inclusion of people thrive.

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