



**UNIVERSITAT
JAUME·I**

EMOTIONAL INTELLIGENCE IN STRATEGIC PLAN

Author: David Mulet Arasa

Tutor: Miguel Angel Gimeno Navarro

**GRADO EN ADMINISTRACIÓN Y DIRECCIÓN DE
EMPRESAS**

AE1049 – TRABAJO FINAL DE GRADO

CURSO 2016-17

INDEX

A. TABLES INDEX.....	2
B. ILUSTRATION INDEX.....	2
C. ABSTRACT.....	3
D. INTRODUCTION.....	4
1. THE EMOTIONAL INTELLIGENCE	5
1.1. Emotional Intelligence Concept.....	5
1.2. Dimensions of Emotional Intelligence.....	9
1.3. Emotional competition.....	10
1.4. Emotional Intelligence in the labour context	13
1.5. Education of Emotional Intelligence	14
1.6. The Star Worker Concept.....	15
2. STRATEGY	16
2.1. Evolution of the company and different philosophies.....	16
2.2. Development of strategy	20
2.3. Strategic Thinking	21
3. METHODOLOGY	24
4. PROPOSAL FOR ACTION	26
4.1. Actions 0: Action on competences threshold.....	26
4.2. Actions 1: distinctive actions under strategic thought.	27
4.2.1. Strategic analysis.....	27
4.2.2. Strategic formulation	28
4.2.3. Strategic implementation.....	29
4.3. Tools for the implementation	30
4.4. Actions 2: Techniques to develop competences.....	33
5. CONCLUSIONS	41
6. BIBLIOGRAPHY	43

A. TABLES INDEX

Table 1: The IC's and EI's pure types and its characteristics.....	6
Table 2: Emotional Intelligence definitions	8
Table 3: Dimensions and emotional competences according to Goleman (1997).....	12
Table 4: Principal classic theories of company.....	18
Table 5: Principal modern theories of company	20
Table 6: Differences between convergent and divergent thinking.....	27
Table 7: Emotional competences and its methodology.....	40

B. ILUSTRATION INDEX

Figure 1: Relation between emotion and development of the individual: .	31
---	----

ABSTRACT

Given that there is high labor competitiveness, encouraged by globalization, companies must use all the resources they have as effectively as possible. One of these resources is the human factor, from the point of view of Emotional Intelligence and the competencies raised by Goleman (2008). On the other hand, it has the strategic plan, the framework where all the procedures and objectives of the company are integrated (Mintzberg et al., 1997).

This study has been carried out in order to broaden the vision and effectiveness of business strategy. This process has been implemented by implementing Emotional Intelligence in the development of the strategic plan.

To carry out this study, secondary sources have been used. This methodology has been used because of the great variety of it, which has allowed us to deepen our strategic plan and emotional intelligence.

The final results that have been obtained are:

- the delimitation of six threshold competencies to help the strategic plan as a whole;
- the definition of one or more distinctive competencies for each of the parts of the strategy .
- the use of emotional education to develop skills. And, finally,
- the techniques and dynamics for each one of the competitions.

The main conclusions that have been obtained are the limitation of being an innovative study, on which there is no written scientific bibliography, the future line of further developing Emotional Intelligence in more areas of the company and the reflection that the use of the Emotional Intelligence contributes a greater value to the company, since it is something positive for the workers, who are the base of any type of organization.

Key words: **Emotional Intelligence, Strategic Thinking, Star Worker, Worker Development and Adaptation.**

INTRODUCTION

The business world has been evolving very quickly during the XX and XXI century. One of the most important changes has been the **relationship with the environment**. Companies today are under great pressure because of the global market. In order to confront such pressure, the organization needs all possible resources to be able to achieve success in its objectives and develop in the market. Therefore, it is necessary to increase the flexibility of the organization at all levels (Caballero and Blanco, 2007). At first, the security of a constant and stable environment was sought, whereas at the moment there is a tendency to use the dynamic and variables, in some chaotic aspects. One of the most important resources that it has is the **human factor**, of the individuals who work in it. However, this factor can provide positive or negative approaches depending on the individual and all its characteristics.

In the area of Human Resources, according to Caballero and Blanco, the main objectives are (2007, page 616): "*reduction of social charges and polyvalence of workers*". At the end of the XXI century a large part of the working population will correspond, as defined by Peter Drucker (1999), "knowledge workers". The profile of these workers is that of those individuals whose productivity is channelled towards increasing the value of information, with a high expertise in the experience.

Emotional Intelligence is being adapted to the way companies work, it is considered as a part of the workers' curriculum, a tool that helps in achieving the goals of the individual and the company. Goleman (2000) points out that the best workers are those who are able to relate, work as a team, increase or lead when necessary.

On the other hand, as has been seen above, organizations must adapt all their profiles to make them as flexible as possible. One of these profiles is the strategic plan, the development of the **business strategy** that the company will follow in the short, medium and long term. It will include the mission and vision of the strategy and the objectives to be achieved. It will also establish the best strategy based on analysis, both internal and external.

In conclusion, a study will be carried out to identify the contributions of Emotional Intelligence to business strategy, in order to improve the strategy and make its workers more flexible. This will be important to address the increasingly chaotic environment.

1. THE EMOTIONAL INTELLIGENCE

1.1. Emotional Intelligence Concept

In the work Emotional Quotient (Goleman, 2008), two minds are differentiated for each individual. One of them is the one that thinks (the "**brain**", the rational side, conscious and with the capacity for reflection); the other is the one who feels (the "**heart**", the most impulsive side, powerful and illogical). The interaction and union of both enable to form what is considered the mental life. It should be considered that the stronger one is of both, the less effective the other will be. So it must tend to symmetry.

Goleman argues (2008, p.44) that usually, the two minds maintain a balance, in which "*emotion feeds and shapes the operations of the rational mind and the rational mind adjusts and sometimes censures the inputs from the emotions*". Both "*constitute, (...) two relatively independent faculties that reflect the functioning of different but interrelated brain circuits*".

As can be seen in Table 1, from a theoretical point of view, it is possible to speak of the Intellectual Coefficient -IC in future- and the Emotional Intelligence -EI in future. They are based on the pure types and their characteristics. The classification is made on two variables: the gender of the individual (man or woman) and the repercussion of the characteristics (social or individual). By this way, there are four types (Goleman, 2008):

- The pure man in IC is characterized by a profile based on being ambitious, predictable, careless of themselves, critical and condescending to others and inhibited and uncomfortable with sensory experiences. They are not very expressive, distant and emotionally cold and calm. They have a wide range of interests and intellectual abilities.
- On the other hand, the pure man in EI is extraverted, cheerful, not shy, socially balanced and worried. They know how to commit themselves to causes and people, take responsibilities and are close and affectionate in their relationships, with an emotional life that is rich and appropriate.
- The pure female IC can be characterized according to a profile with a great capacity for expressing thoughts, intellectual confidence and wide range of intellectual and aesthetic interests. However, they are usually introverted, with a greater degree of worry and anxiety and with a great ability to control emotions such as anger in public.

- In contrast, the pure woman EI has no problem to show her feelings, with a facility to focus life and a positive outlook, in addition to being energetic. It tends to be sociable and kind, properly supporting the tension and with the ability to control and express their feelings. He is able to create new friendships, being spontaneous, open and cheerful.

Table 1: The IC's and EI's pure types and its characteristics

Pure man IC		Pure women EI	
Individual	Individual	Individual	Social
<ul style="list-style-type: none"> • Ambitious • Careless of themselves • Not very expressive • Calm • With a wide range of interests and intellectual abilities 	<ul style="list-style-type: none"> • Facility to focus life and a positive outlook • Energetic • Sociable • Kind • Supporting the tension • Control and express their feelings • Spontaneous • Open • Cheerful. 	<ul style="list-style-type: none"> • Facility to focus life and a positive outlook • Energetic • Sociable • Kind • Supporting the tension • Control and express their feelings • Spontaneous • Open • Cheerful. 	<ul style="list-style-type: none"> • Socially balanced • Socially worried • Affectionate in their relationships
Pure man EI		Pure women IC	
Individual	Individual	Individual	Social
<ul style="list-style-type: none"> • Extraverted • Cheerful • Not shy • Take responsibilities 	<ul style="list-style-type: none"> • Intellectual confidence • Wide range of intellectual and aesthetic interests • Introverted • Greater degree of worry and anxiety 	<ul style="list-style-type: none"> • Intellectual confidence • Wide range of intellectual and aesthetic interests • Introverted • Greater degree of worry and anxiety 	<ul style="list-style-type: none"> • Great capacity for expressing thoughts • Great ability to control emotions

Source: own elaboration

These two minds allow exposing two types of intelligence, intellectual and emotional. However, according to Gardner (1983), there are seven different types of intelligence. Among this which we find two that refer to academic intelligence, such as **verbal abilities** and **logical-mathematical skills**. Other varieties of intelligence are **space ability**, **kinesthetic talent** to control our body in various physical activities and **musical skills**. Later Gardner (2001) will refer to two more intelligences, **existence** and **naturalist**. Finally, there are two more types, which encompass personal intelligences, called **interpersonal intelligence** and **intrapyschic intelligence**. Gardner defines interpersonal intelligence as the ability to know what motivates, how they work, and how others cooperate. Other authors (Zirkel, 2000; Topping, Bremmer and Holmes, 2000; Cherniss, 2000) have called it social intelligence. In short, it is the ability to understand others. Intrapersonal intelligence is what helps us to contact our feelings and use them to guide our own behavior. This tends to coincide with the so-called personal intelligence (Sternberg, 2000; Hellund and Sternberg, 2000). Finally, there are two more types, which encompass personal intelligences, called interpersonal intelligence and intrapsychic intelligence. Gardner defines interpersonal intelligence as the ability to know what motivates, how they work, and how others cooperate. In short, it is the ability to understand others. Intrapersonal intelligence is what helps us to contact our feelings and use them to guide our own behaviour.

From these statements, it becomes evident that the factors that make an individual successful are not only rational or related to academic intelligence. They also include other classes, being important to achieve a balanced development in multiple intelligences. According to Goleman (2008, page 74) *"at best IC seems to contribute only 20% of the determinants of success (which means that the remaining 80% depends on other factors)."* That percentage of 80% is what Goleman calls Emotional Intelligence.

Emotional intelligence has been defined in many ways, with emphasis on the following. In the book *Emotional intelligence at work: The untapped edge for success* (Weinsinger, 1998) it suggests that is the intelligent use of emotions. **Gardner** (1993) defines the EI such as the ability to treat all the information that appears in the environment to solve the difficulties that appear. **Mayer and Cobb** (2000) extend the definition of Gardner including the concepts of perception, comprehension, assimilation, etc. **Mehrabian** (1996) defines a series of capacities that are included in the EI. They are the ability to perceive and master one's emotions, of to balance social and work emotions, of to work well from an emotional point of view and of to interact with other people and their own emotions. It can also be defined as the set of non-

cognitive skills that can intervene in how we perceive the environment (Bar-On, 1997). **García and Giménez** (2010, page 45) summarize the EI as "a way of interacting with the world, which takes into account feelings, and encompasses skills such as impulse control, self-awareness, motivation, enthusiasm, perseverance and / or mental agility." Other authors defined EI concept too, like **Saarni** (2000), **Davies, Stankov and Roberts** (1998), **Epstein** (1998) for examples. According to **Goleman** (1999, pg.75), Emotional Intelligence includes:

"Characteristics such as the capacity to motivate ourselves, to persevere in the effort despite the possible frustrations, to control the impulses, to defer the gratifications, to regulate our own moods, to avoid that the anguish interferes with our faculties Rational, and, finally, the ability to empathize and trust others. "

Table 2: Emotional Intelligence definitions

Author	Definition
Gardner	Ability to process information from the environment to solve obstacles.
Mehrabian	EI includes the ability to perceive and master emotions, to balance social and work emotions, to work emotionally well and to interact with other people and their emotions.
Bar-On	Non-cognitive skills that can intervene in how we perceive the environment.
Weinsinger	Intelligent use of emotions
Goleman	EI includes the ability to self-motivate, from perseverance to frustration, to control impulses, to defer gratification, to regulate moods, to prevent distress from interfering, and to empathize and trust.
Mayer & Cobb	Gardner + concepts of perception, understanding or assimilation.
García & Giménez	How to interact with the world, taking into account feeling and with the help of skills

Source: own elaboration

Taking into account what is shown in the table 2, from our point of view, EI is the individual's ability to allow the relationship and adaptation with its environment that will be variant according to one's own emotions.

1.2. Dimensions of Emotional Intelligence

The fundamental principles of the EI (García and Giménez, 2010) are:

- **Self-knowledge**, the ability to know the emotions or points that are strong or weak for us.
- **Self-control**, or the ability to control emotions at any time.
- The **self-motivation**, or aptitude of the own impulse, without needing of external factors.
- The **empathy** that is the ability to put ourselves in the shoes of others, for to know them better.
- **Social skills**, or aptitudes that to allow us to relate to others.
- **Assertiveness**, or the ability to express our feelings and ideas respecting the feelings and ideas of others.
- **Proactivity**, or competence to take the lead in developing certain actions that are believed to help improve.
- **Creativity**, or ability to create new ideas and concepts or associations between them.

Based on these principles, there are different models defined in the EI, classified as mixed, of skills and others (García and Giménez, 2010).

Mixed models incorporate aspects of the personality of member. The two most important models are **Goleman** and **Bar-On**. The Goleman model stands out.

Goleman's model defends the balance between the intellectual side and the emotional side. Goleman proposes this balance and five dimensions of the EI, which are (Goleman, 2008):

1. **Knowledge of one's own emotions**: defined as the ability to recognize a feeling at the time of its appearance.
2. **Self-regulation**: the ability that allows us to control and adjust feelings.

3. **Motivation**: the ability to motivate oneself.
4. **Empathy** or recognition of other people's emotions: it is the basic "social skill".
5. The **control of relationships**: the ability to adapt relationships with others' own emotions.

The skills models (García and Giménez, 2010) defend the idea of the existence of a series of skills to treat the emotional information of the individual. The most significant model is that of Salovey and Mayer (1990), in which it is argued that there are a number of internal and inclusive skills in the concept of EI, which should be strengthened. According to García and Giménez (2010) they are:

- The **emotional perception**, aptitude thanks to which can be repaired in the own emotions and those of the individuals of the environment through physical aspects like the body or the voice;
- The **ease of relating emotions**; emotional understanding, or problem-solving ability regarding emotions;
- The **emotional direction**, which is the ability to perceive the implication that our emotions have with the environment; and
- The **judicious regulation of the emotions** proper to the personal development.

Finally, there are other models (Garcia and Giménez, 2010) focuses on some aspects. Among others, Cooper and Sawaf model, Boccardo, Sasia and Fontenla, Matineaud and Engelhartn, Elias, Tobias and Friedlander, Rovira, Vallés and Vallés, the sequential of Emotional Self-Regulation, Self-Regulatory Emotional and the process of Barret and Gross.

1.3. Emotional competition

Related to the concept of EI, there is that of **emotional competence**. As we have seen previously, in the mixed model, the concept of emotional competence is defined, thanks to Goleman (2005, page 63) as *"a learned ability based on EI which results in outstanding performance at work."* Emotional competencies are grouped into a series of emotional dimensions, according to their characteristics. Salovey and Sluyter (1997) differentiate four emotional dimensions, namely cooperation, assertiveness, empathy and self-control. Goleman (1997), on the other hand, proposed 24 emotional competencies. They are framed in five emotional dimensions that are

self-consciousness, self-regulation, self-motivation, empathy, and social skills.

Further on, by reviewing Goleman's 1997 proposal, Boyatzis, Mckee, and Goleman (2002) themselves advocated only four emotional domains: self-consciousness, self-management, social consciousness, and relationship management. These domains or dimensions encompass 18 emotional competencies.

Therefore, following Goleman's model of 1997, emotional dimensions are divided into these emotional competencies:

- | | |
|--------------------------------|----------------------------------|
| 1. Self- consciousness | 4. Empathy |
| a. Emotional awareness | a. Understanding others |
| b. Proper appraisal of oneself | b. Service orientation |
| c. Confidence | c. Harnessing Diversity |
| 2. Emotional regulation | d. Political awareness |
| a. Self-control | 5. Social Skills |
| b. Fidelity | a. Influence |
| c. Integrity | b. Communication |
| d. Adaptability | c. Leadership |
| e. Innovation | d. Catalysts of change |
| 3. Motivation | e. Conflict Managers |
| a. Motivation of achievement | f. Link builders |
| b. Commitment | g. Collaboration and cooperation |
| c. Initiative | h. Team Skills |
| d. Optimism | |

The first three emotional dimensions refer to the **personal factors of EI**, while the last two are related to the **social factors of EI**. It will be collected in table 3.

Table 3: Dimensions and emotional competences according to Goleman (1997)

INDIVIDUAL COMPETENCES		
Self-awareness	Emotional regulation	Motivation
Emotional awareness	Self-control	Motivation of achievement
Proper appraisal of oneself	Fidelity	Commitment
Confidence	Integrity	Initiative
	Adaptability	Optimism
	Innovation	
SOCIAL COMPETENCES		
Empathy		Social Skills
Understanding others		Influence
Service orientation		Communication
Harnessing Diversity		Leadership
Political awareness		Catalysts of change
		Conflict Managers
		Link builders
		Collaboration and cooperation
		Team Skills

Source: own elaboration

There are other analyses (Bisquerra and Pérez, 2007) such as Saarni, et al.; Payton et al.; The ISBE and CASEL.

In addition, the literature differentiates two types of competences (Goleman, 2000):

- Threshold competencies, defined as the minimum skills needed to properly perform the tasks associated with a given function; and
- Distinctive competences, those that a person needs in a certain position to achieve an outstanding level of performance.

It should be borne in mind that having these skills does not imply that there is a higher or lower EI, since there are more factors involved in this process, such as the fact that the individual exercises these skills. Therefore, it is not enough to possess the aptitude but it has

to be strengthened in order to have it. Consequently, it can be affirmed that the emotional competences have several implications:

- It is obtained through learning, so it is not enough to have the aptitude.
- It has its base in EI.

1.4. Emotional Intelligence in the labour context

In an era in which work safety is very low, what Goleman calls "portable skills" (2000) marks the permanence in the job of the individual and the ease of adaptation to the labour market. Regarding EI in the business approach, it should be noted that (1999, p. 240) "*the fact that lack of emotional intelligence has a cost is a relatively new idea in the world of work*". The EI, as we have seen above, may arise from relationships. Therefore, the EI and organizational effectiveness has two implications according to Goleman and Cherniss (2005, p. 40):

- "1) *That any effort made in an organization in order to increase the EI of its members will tend to fail unless it directly affects their natural relations.*"

- "2) *That the interventions that are made can not only focus on one part of the model, but should focus everything to increase its effectiveness.*"

Emotional competence has positive effects in different situations in the workplace, since, as Bisquerra and Pérez (2007, pg. 76) put it: "*it allows the effective resolution of delicate situations with a partner, contributes to improve the relationship with clients, criticisms of the bosses, to persevere in the task until completing it, to face the challenges that face us, etc.*". Therefore, when the individuals who work in a company have a **high emotional coefficient**, the company obtains a very valuable asset (Ryback, 1998), with a view to its success and development.

In addition, the benefits of mastery of EI by members of an organization must be taken into account. Such an organization will be able to create harmony between the feelings of its members, solve problems and conflicts before they are insurmountable, create a state of "flow" when working, etc.

1.5. Education of Emotional Intelligence

Many of these competencies, as seen above, are latent in the individual but can and should be educated or learned. From this point arises the concept of emotional education.

Bisquerra defines emotional education (2012) as the application of the EI in practice, taking other elements as fundamental. It makes a proposal related to the five dimensions of Goleman previously commented, focusing them like the objectives of the emotional education. Broadening its previous definition, Bisquerra defines emotional education (2012, p. 90) as:

"An educational process, continuous and permanent, that seeks to promote the development of emotional competencies as an essential element of the integral development of the person, in order to enable it for life. All of this is aimed at increasing personal and social well-being. "

It also defines it (p. 91) as *"a specific form of intervention"*. This should be translated as the learning of competences for its later application in certain situations, with the aim of strengthening us before them.

It should be taken into account that the contents of emotional education and, therefore, its methodology are variable based on the person who will receive it (Bisquerra, 2012). The methodology is basically practical (such as games, group dynamics, etc.) in order to achieve the objectives:

- For the emotional awareness, consisting of the knowledge of one's own emotions and those of others. The methodology that is proposed is self-observation and to others, in order to evaluate the magnitude of the emotions, to understand the difference between thinking, action and emotion. It will be important to interpret the causes and consequences of our emotions and to recognize and use the verbal and non-verbal language of the emotions too.

- For emotional self-regulation, in order to control (not suppress) our emotions. The methodology that is proposed includes practices such as relaxation techniques or meditation, assertiveness (knowing one's own rights and defending them, always respecting those of the others), internal dialogue, etc.

- For motivation, which is intimately related to emotion, we will seek the path to personal autonomy, with the use of our own will.

- For socio-emotional skills, which emotionally foster interpersonal relationships, we will raise active listening and empathic ability, with the aim of establishing a favourable social climate, with a coordinated team.

- For the relationships between emotion and subjective well-being, we must recognize the factors that favour or hinder the same, introducing the concept of flow, which will provide a framework for suggestions for possible actions.

1.6. The Star Worker Concept

When assessing emotional abilities, an innovative method is used to measure the excellence that an individual presents in a certain job. This method, defended by McClelland (1973), seeks the detection by means of the detailed observation of the so-called "star workers" by means of the skills that they have in any working environment. These skills will rarely be related to practical intelligence, but human skills that cannot be valued in the same way as the IC. It should be taken into account that they can vary according to two factors, the position exercised by the individual in the company and the specific environment that the company has. The first factor, the level of job category that the individual has, makes the emotional competencies necessary for success may be different at different levels of hierarchy of the company. The second factor encompasses the reality that surrounds the company, since each company and its sector can demand a series of competences over others.

According to McClelland (1973), the "star workers" not only excel in having emotional competence, but also have aptitudes in the five emotional domains. In order to differentiate "star workers", the concept of a critical point is defined by McClelland (1973) as the point at which a worker increases the possibility of highlighting. This critical point is marked as possessing at least six of the twenty-four emotional competencies (discussed above by Goleman).

With this part, the theoretical framework of the EI has been defined, as well as the nexus of union with the part of strategy that will be the definition of the star worker of each of the parts of the strategic plan.

2. STRATEGY

The strategy (Mintzberg et al., 1997) is the framework in which the procedures and objectives of a company are integrated, marking an order in them and stipulating them. The resources available to the company, taking into account internal factors (such as possible organizational deficiencies) and external factors (alterations in a continuously changing environment). Therefore, the strategy relates the organization to the environment, helping to adjust it with a view to making the company more competitive, with a long-term vision.

2.1. Evolution of the company and different philosophies

Currently, strategic thinking in the formation of business strategy is a basic field for any type of company for several reasons. The main one, according to Labarca (2008), is that the international context of any company together with a process of globalization that tends to a single global market requires companies to make adequate use of their human, financial resources, technological, etc. And, therefore, be both effective and efficient. In addition, strategy is also counted as the **main instrument for marking objectives and solving problems**.

There is an evolution in theories and trends on the orientation of companies and, therefore, on strategic thinking and strategy. It is possible to speak of some theories that appear in an approximate period of 100 years and summarized below (Rivas, 2007), that summarizes each of them with a catchword depending on its approach. Classical theories and modern theories differ. The classic theories are:

- **Scientific theory**, posed by Taylor in 1900: *"the best form of organization is the one that allows measuring the individual effort"*. This theory raises four grounds, namely the elaboration of a way of measuring the work of the people, the elaboration of a new process of selection and formation of the human resource of the company, the idea that the cooperation of the workers assures the Work and the conception that responsibilities and work are shared with the whole of the company, not only with the workers. In addition, incentives for additional efforts are being sought for the first time.

- **Functional theory**, developed by Fayol in the 1930s and in a global crisis: *"the best form of organization is the one that is based on a division of functions that are divided into subfunctions and procedures, which in turn are developed by one or more posts."* Henry Fayol posits the existence of five competencies in the company, accounting, administration, marketing, security and production. The main characteristics that emerged from this model were the centralism and the specification of the works.

- **Theory of human relations.** Several authors like May 1920, Follet and Maslow in 1954, Herzberg in 1966 or McGregor in 1957, developed this theory: *"the best form of organization is the one that considers and integrates the people who make it work."* The importance of the information that comes out of the information groups is raised, so that certain emotions applied to the participation of a team are very important variables to take into account in the productivity of the work. Follet also states that a leader will be able to understand the individual and the team and to coordinate them.

- **Cooperative Systems theory**, set out by Barnard in 1938: *"The best form of organization is the one that ensures the cooperation of the members who confirm the organization through fair treatment and reciprocal benefits."* In contrast to bureaucratic theory, this theory represents companies as cooperative systems in which workers interact with each other in a personal way and, therefore, the objective of leader is to achieve the participation and cooperation of the human factor. Appears the humanist psychology focused on business.

- **Theory of Systems**, studied by Beterlanffy, Katz and Rosengweiz in the 1930s: *"the best form of organization is the one that harmonically coordinates the different subsystems that define the system organizations"*. In this theory appear two aspects, the quantitative (Programmed and structured decisions) and systems theory, which proposes open systems with a series of subsystems related to the environment.

- **Behaviour theory**, posed by March and Simon from 1961 to 1984. *"The best form of organization is the one that allows employees at all levels to make decisions and collaborate in the fulfilment of the objectives according to their level of influence and authority"*. The main pillar of this theory is the decision process, which involves all levels of the organization. There are two types of decisions, both programmable and non-programmable.

- **Organizational development theory**, advocated by Lewin and McGregor in the 1940s, which can be summarized, as *"the best form of organization is the one that promotes planned change based on interventions, in which collaboration between different organizational levels is possible"*. This theory raises the importance of the commitment of the top management based on the complexity of the companies. Organizational development is applied at the individual, interpersonal, departmental and intergroup levels.

- **Theory of contingency**, raised by Burns, Slater, Woodward or Child. He explains, *"the best form of organization depends on technology, size and environment"*. According to

this theory the organization is perceived as an open system, in which depending on the industry to which the organization belongs and the context in which it is found can be influenced in several ways. Four types of contexts, static and random, static and segmented, disturbed and reactive and turbulent, define the structure and behaviour of the company. Therefore, each company will have a different structure and model.

Table 4: Principal classic theories of company

CLASSIC THEORIES		
Scientific theory	Taylor	<i>"the best form of organization is the one that allows measuring the individual effort"</i>
Functional theory	Fayol	<i>"the best form of organization is the one that is based on a division of functions that are divided into subfunctions and procedures, which in turn are developed by one or more posts"</i>
Theory of human relations	Mayo, Follet and Maslow; Hersberg, McGregor	<i>"the best form of organization is the one that considers and integrates the people who make it work"</i>
Cooperative Systems theory	Barnard	<i>"the best form of organization is the one that ensures the cooperation of the members who confirm the organization through fair treatment and reciprocal benefits"</i>
Theory of Systems	Beterlanffy, Katz and Rosengweiz	<i>"the best form of organization is the one that harmonically coordinates the different subsystems that define the system organizations"</i>
Behaviour theory	March and Simon	<i>"the best form of organization is the one that allows employees at all levels to make decisions and collaborate in the fulfilment of the objectives according to their level of influence and authority"</i>
Organizational development theory	Lewin and McGregor	<i>"the best form of organization is the one that promotes planned change based on interventions, in which collaboration between different organizational levels is possible"</i>
Theory of contingency	Burns, Slater, Woodward or Child	<i>"the best form of organization depends on technology, size and environment"</i>

Source: own elaboration

As for modern theories, they differ:

- **Institutional theory**, defended between 1977 and 1983 by Di Maggio, Powel, Meyer or Rowan. *"The best form of organization is the one that considers and integrates the people who make it work"*. This theory affirms that the company must be seen as a whole and that it is necessary to differentiate between public and private institutions, based on the objectives of each one of them. It also argues that the worker needs social support, not only technical and that the social context directs behaviours.

- The **theory of resources and capabilities** outlined by Barney in 1991, who argues, *"the best form of organization is the one that most rationally manages its resources and capabilities."* In this theory, the idea of internal strengths and weaknesses is projected and in an environment such as the present, globalized, turbulent and complex, the company must develop distinctive capabilities that lead to competitive advantages.

- **Theory of deterministic chaos** is defined by Cambell in 1993 and is summarized, as *"the best form of organization is the one that manages the chaotic variability of the organization through its complexity"*. This theory defines the systems or organizations with a series of characteristics, the dynamism, the nonlinearity and the own transactional elements. These chaotic systems are those that lie between variations between constant periods, unpredictably and randomly.

- Kauffman's **theory of adaptive complex systems** or self-organized theory, 1995, which states, *"the best form of organization is the one that allows continuous adjustments of its elements among themselves and with their environment."* Two types of complex systems, those of decreasing complexity (which do not show any challenge) and those of increasing complexity (in which a measurement of the increase in difficulty marked by time) must be differentiated. In systems of increasing complexity there are several justifications for the complexity to increase. In some cases it is argued that it is the result of the constant adaptation of the organization. In other cases, it is postulated that it is the product of self-organizing processes.

- The **theory of organized self-criticism**, as expounded by Maturana and Varela in 1980, is summarized, as *"the best form of organization is the one that creates a network of processes or operations that can create or destroy elements of the same systems as a response to the perturbations of the medium"*. The theory holds that, in an autopoietic system, organization is the producer and the product, it is autonomous and at the same time

dependent on the environment. Therefore, can create or destroy components of it in order to adapt to the environment.

Table 5: Principal modern theories of company

MODERN THEORIES		
Institutional theory	Di Maggio, Powel, Meyer or Rowan	<i>"The best form of organization is the one that considers and integrates the people who make it work"</i>
Theory of resources and capabilities	Barney	<i>"the best form of organization is the one that most rationally manages its resources and capabilities."</i>
Theory of deterministic chaos	Cambell	<i>"the best form of organization is the one that manages the chaotic variability of the organization through its complexity".</i>
Theory of adaptive complex systems	Kauffman	<i>"the best form of organization is the one that allows continuous adjustments of its elements among themselves and with their environment."</i>
Theory of organized self-criticism	Maturana and Varela	<i>"the best form of organization is the one that creates a network of processes or operations that can create or destroy elements of the same systems as a response to the perturbations of the medium"</i>

Source: own elaboration

2.2. Development of strategy

A more detailed analysis of the strategy allows distinguishing three levels of the strategy (Guerras and Navas, 2007):

- The global or corporate level. The global or corporate strategy indicates the guide of the company as a whole.
- The competitive or business level, linked to the Business Units. The competitive or business strategy helps us to know how we can compete better in a business or ENU.
- The functional level. Functional strategies seek to increase the productivity of each of the areas of the company, taking advantage of the resources they have.

The global level, which defines the strategy of the company as a whole, will be considered.

The business strategy is divided into three parts, strategic analysis, strategic formulation and strategic implementation. These three parts are interrelated for the ultimate achievement of the strategy.

Strategic analysis: is the part that is in charge of identifying the mission, the vision, the strategic objectives and the current strategies. It also includes identifying the opportunities and threats of the environment and the strengths and weaknesses of the organization.

Strategic formulation: in this part is developed from the analysed the ideal strategy to meet and overcome the part of analysis.

Strategic implementation: finally, in this part will be exposed how to get the strategy formulated to the rest of the organization, using a series of models for it.

After exposing the level of strategy in which to work, strategic thinking will be defined the link between the strategic plan and the EI.

2.3. Strategic Thinking

From the concept of strategy, the idea of strategic thinking emerges, defined by Vivas (2000) as a corporate cultural attitude or state focused on having knowledge of the company. At a global level that allows us to be alert with possible future changes. Therefore, being seen as an attitude or culture, it is observed that it is a much more holistic concept than the merely intellectual, concept that encompasses and broadens, so that the "people" factor is fundamental. Strategic thinking is based on three ideas (Morrisey, 1997):

- The management of the company, those who make the important decisions, must have a clear and precise vision, in order to achieve maximum efficiency.
- A strategic plan contains organizational aspects such as mission, vision, values or company culture and strategies.
- Strategic thinking is the basis for strategic decision making.

Consistent with this idea, we can consider strategic thinking as the way management (or, failing that, decision makers) to use ideas, concepts and forms of communication to collect, understand and communicate objectives and Internal and external perspective of the organization (Mintzberg et al, 1997). Therefore, do not adapt to a past situation by being reactive, but be proactive in anticipation of the future situation.

From the point of view of Vivas (2000), we can find the strategic thinking based on these fundamentals:

- **Proactive nature**: to anticipate possible future situations in order to know the company
- **Global vision**: clear knowledge of the essential factors of the company as a whole
- **Value system**: the importance of culture, values, policies and rules of the company
- **Promote the organization**: show and make known the nature of the business, with the help of strategic thinking.
- **Correct adaptation to the changes**: posed as possible and future in a dynamic environment and with an internal form that can undergo transformations

The parts to be developed in the strategic plan:

The **mission** is what justifies the existence of the company, the reason for which it was created. Fleitman (2000, pg 37) defines it as: "*what the company intends to do and for whom it will do it*". It is a statement of the principles and intentions of society, so each will have a corresponding and individual. The mission can vary based on the field of activity, the capabilities of it (the way it has to achieve competitive advantages) and the culture and personality that the company has.

The **vision**, on the other hand, is the idea of future pursued by the company, the mental image it has of how it will or should be, appropriate to the ambitions that have. According to Ogliastri (2017, page 45): "*they are concrete facts, expected results*". It is used to see the differences between what one is and what one wants to be and thus, to define the course to follow in order to reduce those differences.

The **strategic objectives** are those goals imposed by the company. There are a number of conditions for effective strategic objectives (Hamel and Parlad, 1999). They must be realistic, measurable, specific, temporary and successive, competent and challenging. There are several types of strategic objectives, based on the goal to be achieved and a series of variables. Depending on their nature, the objectives can be financial or strategic; Depending on the time horizon they have, in the short term or in the long term; According to the degree of concreteness, which makes them open or closed; Depending on the scope they are given, can be ambitious or impossible; And according to the strategic level, which may be corporate, competitive or functional.

Having established the theoretical part of the EI and the business strategy will develop the methodology that was used during the project and then the results obtained after the study.

3. METHODOLOGY

The central objective to be achieved in this TFG is to **implement Emotional Intelligence in the process of the strategic plan**. This will be completed by defining three typologies of people that are suitable for each of the phases of the strategy.

This general objective can be realized in the following specific objectives:

- Analyse the **potential of emotional intelligence** as part of human talent in organizations
- Develop the vision of business strategy, expanding **strategic thinking** through EI.
- Propose an **EI worker's model** that allows improving the development of the strategy.
- Establish a **line of work** for the development of EI throughout the business environment.

In order to achieve these objectives, different research actions have been carried out:

- EI has been analysed, theoretically. In this sense, its evolution and its main definitions have been studied. We have also studied the different dimensions that compose it and the concept of deriving from them, which is emotional competition.
- It has examined the concept of business strategy, its evolution in the company and the different theories throughout history. We have considered the parts that compose it and strategic thinking (the point of union with EI).
- We have studied the tools that will allow the union of these two concepts so different, focusing on emotional education.
- The basic or threshold competencies have been defined for the entire development of the strategic plan and the distinctive or specific competencies for each part of the plan.
- Techniques and methodologies have been developed to promote the chosen competences, in order to be able to apply them in the labour context.

The detailed study of the two central constructs of work (Emotional Intelligence and Business Strategy) has been carried out through the analysis of different **secondary sources**. The objective has been to achieve the saturation of the information obtained through them. Secondary information refers to that which *"has not been produced by the same researcher and for a purpose that does not have to coincide with the objectives of his research...The term" secondary "does not imply anything about the importance of investigation; only that it is based on data not generated by the researcher himself"*. It is

exposed by Cea D'Ancona (2010, p.157). These allow us to know facts or phenomena from documents or data collected by others. It is for this reason that the selection of the documents has been rigorous, guided by the research objectives mentioned above.

Among the **advantages of using documents and secondary sources**, it should be noted (Department of Sociology II, 2012) that: it generates an important amount of information in a short time and with scarce resources; it facilitates access to more information; it covers longer periods of time; it helps design research; it allows comparative studies; it does not provoke reactivity in the object of the investigation. And among its **disadvantages** stand out: multiple interpretability; problems in defining the concepts they use; inadequacy of the objectives of the secondary source with those of our research; difficulty finding data on the specific topic; lack of information on the process of obtaining the information; problems of reliability and validity of the data found.

The availability of secondary sources is **wide** and **varied**. In this research, the following have been used: Research reports; Scientific publications registered in databases; Academic searchers specialized in scientific-academic literature; Bibliographic Funds. Each source has been of special utility in the function of the study element.

After explaining the methodology used for this work, the results and actions to be developed.

4. PROPOSAL FOR ACTION

4.1. Actions 0: Action on competences threshold

Analysing the contributions of (Mintzberg et al., 1997; Vivas, 2000; Guerras and Navas, 2007; Goleman, 2008; Labarca, 2008; Bisquerra, 2012) it can be affirmed that the threshold competencies for the development of the business strategy are the **emotional awareness**, the **adaptability**, the **motivation of achievement**, the **harnessing diversity**, **collaboration and cooperation**, and **understanding others**.

Emotional consciousness. It is the competence that allows the correct perception of feelings and emotions. It is important to be able to use the emotions to achieve the stated objectives, i.e. the development of the strategy.

Adaptability, the competence to regulate emotions and adjust them to different situations. It is an important competition for the star worker to be able to accommodate at least the three parts of the strategy.

Achievement motivation, that is the competence to generate and experience positive emotions, including the regulation of negative emotions. The importance of this competition lies in the optimistic approach to the development of competition, so that there is a predisposition to achieve it.

The harnessing diversity, the competition that allows us to take advantage of the opportunities offered by the variety of people. This is a fundamental competence to know the individuals and in what form and in what job they will be more convenient.

Collaboration and cooperation, the competence to be able to work with others in achieving a common goal. This competition will allow the synergy of the company to achieve the objectives.

The competence to understand others, that is, to have the ability to capture people's points of view and feelings and interest in the things they care about. Thanks to this competition, we will be able to understand the individuals about whom we are going to apply the new strategy and be able to adapt it to the situation in the best possible way.

Once these threshold competences have been developed, the distinctive competencies will be defined for each of the phases of the strategic plan. As seen above, the strategic plan is part of strategic thinking, along with two other ideas, management and

strategic thinking itself. It consists of three phases, the analysis, formulation and implementation of the strategy.

4.2. Actions 1: distinctive actions under strategic thought.

4.2.1. Strategic analysis

First part, corresponding to the strategic analysis, has been studied continuously through a convergent thinking, defended among others by Porter (1991). However, with the application of EI in this part, this contributes a divergent thinking, exposed by De Bono (1970). The differentiation between these two thoughts is presented in the following table:

Table 6: Differences between convergent and divergent thinking

CONVERGENT THINKING	DIVERGENT THINKING
Look for logical correction and deny lateral deviations	Do not select or reject paths
Selects more promising approach	New approaches are continually sought
Moves only if there is an address	Moves to create an address
He says "I know what I'm looking for"	Consider "I search, but I will not know what until I find it"
Analytical	Provocative
It is based on the sequence of ideas	You can make jumps
Each step must be correct	It is not necessary that the steps are correct
It excludes what does not seem related to the theme	It is explored even what seems totally unrelated to the theme
Categories, classifications and labels are fixed	They are not fixed
Follow the most obvious paths	Follow the less obvious
It is a finite process: it offers at least a minimal solution	It is a probabilistic process: it increases only the possibility of arriving at a better solution

Source: own elaboration

The analysis part of the strategy is divided into two parts, the **internal** and **external** analysis (Guerras and Navas, 2007). The internal analysis process is based on the mission, vision and strategic objectives, as well as the strengths and weaknesses belonging to the company.

As for the external analysis, the strengths and weaknesses of the company must be comparative with its competence. With respect to the **environment**, the five Forces model (Porter, 1991) helps to determine the profitability that a sector can offer and, therefore, its use pursues the objective of finding a good positioning of the company to be able to fight or to change those forces in their own favour. However, as mentioned above, this convergent thinking is not capable of introducing the concept of EI in the study of the environment. Therefore, with the introduction of EI, there is an improvement in the study of the environment.

The competencies that are related to this part of the strategic plan are:

- The **emotional awareness**. It is the competence that allows the correct perception of feelings and emotions. It is important to be able to use the emotions to achieve the objectives of the strategy analysis posed.

- **Empathy**, or awareness of the feelings, needs and concerns of others. This competence is fundamental when analysing both internal and external, since it allows visualizing how others feel.

- **Innovation**, or competence that allows you to feel comfortable and open to new ideas, approaches and information. For strategic analysis it should be open-minded for all approaches you can find.

Delineated the distinctive competences of the strategic analysis will proceed to the part of the strategic formulation.

4.2.2. Strategic formulation

The formulation of the strategy is to define the strategic plan that will define the actions of the company. For this, four parts will be defined (Guerras and Navas, 2007).

The first is to generate multiple strategic alternatives. In this part, it is convenient to study the strategies and results obtained by the companies of the competences, with the purpose of imitating or adapting them.

The second part indicates the direction in which the strategy is to be developed, whether from the outside in or from the inside out. The route from outside to inside begins with a market study from which the strategy will be adapted to the information obtained. On the contrary, the one that starts from the inside to the outside is based on the progressive development of products or services and of internal capacities that will be offered to the market.

The techniques to develop the strategy are the third part. Among them is brainstorming, a technique in which several people interact giving any idea that comes to mind.

Finally, and as a fourth part of the process, the evaluation criteria of the perceived strategy. These criteria are usually the growth potential of the company, the increase of value, the risk and other business objectives. They can also focus on how they help other job objectives, or strategy, such as company vision, mission or values

The distinctive powers raised in this part are:

- **Self-control** or ability to properly govern conflicting emotions and self-impulses. This competence will allow that they do not intervened feelings that do not allow being objective in the formulation of the strategy.
- **Communication** or the competence to issue the information in clear and convincing messages. Communication allows the transfer of information needed to formulate the strategy at different levels.
- The **team skills** or competence with which it is able to create a group synergy in the achievement of certain common goals. Team skills will enable the achievement of the formulation goal.

4.2.3. Strategic implementation

In this block will differentiate the five possible models of application of the strategy (Guerras and Navas, 2007).

Each of these models can integrate distinctive emotional competencies:

- Executive model: is the one in which the main purpose is to achieve adequately the strategic objectives raised in the formulation. **Leadership** will help inculcate the necessary path to achieve goals and **self-confidence** to ensure that managers are able to know and communicate the necessary avenue.

- Model of change: this model consists of studying how the organizational structure can be modified to adapt the company to the nuances of the strategy for its correct execution. For this model, the **adaptability** competence will allow knowing how to make changes in the structure and the **use of diversity** to know the resources available and how to use them for that purpose.
- Participatory model: seeks the achievement of the full collaboration of the members of the management team in the development of the strategy. In this alternative, the **influence** will allow to involve all the members of the organization and the **commitment** the way to execute correctly the implantation on the part of all of them.
- Cultural model: this model is based on the dissemination of a series of values at an organizational level that help achieve the strategic objectives. The cultural model will be better posed thanks to the ability to **catalyse change**, by means of which the above-mentioned values and the **integrity** of the members can be introduced in order to be able to trust that these values are adequate.
- Emergent model: it is a variety of daily actions that will allow managers to develop new opportunities. For a model that seeks continuous improvement, **innovation** is fundamental. The **adaptability** competition will help you know which actions can best help managers.

4.3. Tools for the implementation

According to García (2012, p. 18): "one does not learn that which does not motivate, and if something does not motivate it is because it does not generate positive emotions that drive action in that direction." This statement applies to the work environment. Therefore, the tool that will allow the development of emotional competencies is emotional education.

The emotional education (Bisquerra, 2003) is a:

"Continuous and permanent educational process, which seeks to promote the development of emotional competencies as an essential element of the integral development of the person, in order to empower him for life. All of this has the purpose of increasing personal and social welfare. "

It is considered a continuous process because it is vital, that is, it must concur throughout the life of the individual. It is, therefore, the continuous acquisition of a series of emotional competencies that will apply diverse circumstances. In order to carry out the process of emotional education, four related steps are carried out (Bisquerra, 2003):

1. Design of methodologies and programs with theoretical basis.
2. Have qualified personnel to bring these programs into practice.
3. Have curricular materials to support the implementation of programs.
4. Have instruments for the correct evaluation of the programs and their application.

Bisquerra (2003) raises emotion as the basis of all emotional education. From the emotion will be based emotional competences, which will serve for prevention and development at the individual and social level.

Figure 1: Relation between emotion and development of the individual:



Source: own elaboration

The main objective of emotional education (Bisquerra, 2003) is to properly know the personal emotions and those of others, regulating their own to prevent negative effects, to generate positive emotions, etc. This is summarized in the five emotional dimensions developed by Goleman (2008).

Therefore, the programs will be designed from the objectives set. When applying them, consideration should be given to the identification of risk factors and protective factors (Bisquerra, 2003):

- **Risk factors:** these are divided into five groups: the individual, the family, peer groups, school or work, and the community.

- **Protective factors** (Graczyk et al., 2000): divided in two categories, personal and environmental. Personal factors are the emotional and social competencies of the individual. Environmental factors are those characteristics of the direct environment that may affect their social relations.

Considering these factors, we will highlight four basic implications for EI:

1. The theoretical framework in which the individual is located should be focused on reducing the effect of risk factors and increasing the effect of protective factors.
2. The same emotional education program can cover several emotional aspects.
3. The development of emotional competencies should include individual interventions and references to the different contexts in which the individual can be found.
4. The recognition of socio-emotional competencies as protective factors will help the implementation of the program.

It is possible to create a line of work from the foundations of what is known as the GROPP (Grup de Recerca en Orientació i Psicologia de la Universitat de Barcelona), an entity formed by a group of teachers at various levels, from primary education to training in the company. The line of work of this entity is summarized with ten fundamental objectives (GROPP, 1999):

1. The development of a theoretical framework for emotional education in constant verification.
2. The identification of the emotional competences necessary for the social life of the moment.
3. The sequencing in the acquisition of the emotional competences in each determined moment.
4. The training of professionals in emotional education, in order to design, apply and evaluate the corresponding programs.
5. The creation of curricular material to support the implementation of emotional education.
6. The creation of the instruments necessary to evaluate emotional education.

7. The design, implementation and evaluation of the programs to be applied in the life cycle of the individual.

8. Design the right strategies for implementing emotional education programs.

9. Encourage change to ensure continuation of applied programs.

10. Promote the permanent optimization of the programs.

In this work the first three steps of the GROU work line (1999) will be developed. Starting from the part of education developed until now, it will be defined the techniques and dynamics that will be used.

4.4. Actions 2: Techniques to develop competences

From the evaluation of the competences we will propose the methodology to develop them. They will be collected in the table 7.

For the **self-knowledge** the methodology is based on promoting self-observation.

- **Introspection exercise:** ask yourself what you want for today and what you want for tomorrow. When the night arrives you should ask how you have felt during the day, if you have acted according to your values, why it has been done and why not.

- **Learn to self-observe yourself,** pay attention to what you feel above what you think, in order to get to know yourself better. You can translate the ideas into a role, the feelings, beliefs, emotions or thoughts that we believe or know that arise on certain occasions.

- **The technique of the wheel of life,** a method in which for 20 minutes will expose the parts of our life that are important to us and how we believe they can work. Then the importance of each of these areas in our life was assessed on a scale.

To promote **adaptability,** methodologies will be presented in which a series of situations will be presented in which the emotions that can help them to overcome them should be related.

- **Role play:** with this dynamic we can evaluate the ability of candidates in the use of communication and adaptability when there is a situation to solve. For this, it is distributed to the participants in pairs and they are given a case that they will have to solve by representing it. The cases can be like the following ones: "Tomorrow I must miss the work and I have to communicate it to my boss. However, the last time I asked him to leave, last week, he

discovered that the excuse I gave him was a lie. However, tomorrow is true and I need to absent myself”.

- **Determine several situations** and explain how they would react in each one of them. For example, how do you think you would respond to a situation of stress at work, before good or bad personal news, before an ascent, before dismissal, etc.

For the **motivation** of achievement competition:

- You can use **the glass technique half full**. Before a situation that does not motivate, you must think about the positive part that will report.

- Another technique is to think of **small "prizes"** that can be obtained at the end of the day. These small "prizes" can range from having a coffee or refreshment, doing some sport, contacting a friend, making travel plans, etc.

In order to develop the **use of diversity**:

- The **group of cannibals**: This is a dynamic that allows the argument. It should be distributed to participants in groups of 8 candidates at the most. Each participant should receive a card with a number (from 1 to 8) and a form where the case is described. They should be told that they must solve the case in group and have 20 minutes to do so. The case is as follows: "8 tourists are traveling in the jungle next to the guide, but suddenly they are captured by a tribe of cannibals. They have eaten the guide and locked up all the tourists. Eating the guide, cannibals have it for one week, and next week they will choose the next one. However, it is they who must decide who will be next and the order in which the cannibals will eat them. They must also decide how to escape from there. Each one will adopt an assigned role (depending on the number he has touched) and from the character must negotiate with others that he should be the last to be eaten:"

- Obese singer who knows about medicine
- Young and strong killer
- Lame prostitute who knows how to hunt
- Old man who knows the area
- Blind locksmith
- Sick biologist
- Lion Tamer who is deaf
- Interpreter who knows the language of the tribe

To promote **collaboration** and cooperation:

- The dynamic of **exchange**: this dynamic is a game of physical contact that allows us to meet different members of the group through the exchange of partners promoting the socialization of the group, and in turn allows us to move through space guaranteeing fun. The process is as follows: two people hold hands (house) and place a third in the middle of the two being the tenant. When the coordinator shouts "house", the house is changed from "tenant". When the coordinator shouts "tenant," he changes his house; and when he shouts "earthquake", everything is disarmed and re-arming.

- **To be numbered**: individuals are asked to be numbered from one to four in their teams. A question is asked and a time limit is announced. Participants should discuss together and get a response. A number is indicated and all participants with that number are asked to stand and answer the question. In response to the correct answers, the topic is explored through group discussion.

The competence to **understand others**:

- **Gesture sharing technique**: the process of this dynamic is as follows: a sample of gestures typical of participants of the dynamics is recollected. Then, in pairs, they will create a code of gestures of their own that they will show to others. This activity aims to identify moods and emotional expressions on the faces of students.

- The **dynamics of the unknown friend**: the purpose of this dynamic is to be able to understand others and to recognize others' feelings and emotions. The development of this technique is: the instructor assigns each individual a secret friend. During a certain time, each individual will be attentive to the qualities and values of this secret friend. Once the time is up, each one will write a letter to his friend explaining what he thought of him. Then everyone takes their letter and reads it. The day after the reading, it will be interesting to share the feelings experienced.

To boost **empathy**:

- The technique of **putting yourself in the other's shoes**. This technique is easy if the other person usually conveys optimistic feelings but the challenge is to think of people who transmit negative feelings and try to put us in their situation, to discover the real feelings or reasons behind them.

- The technique of exchanging glasses. The process of this technique begins with a dialogue about what we mean by respecting others. To do this, individuals are asked to

comment on the following statements and add others. Finally, a list of ideas is presented in which one considers that one has respect for the others.

The instructor invites individuals to check how this value is lived in the group. First indicates that they stand up in a circle; Then give each one five plastic glasses. Then he explains that they must give those five glasses, following rules, to the companions who show a greater respect towards the others. It is not a question of a vote, but of an awareness of those who usually act respecting others. It is advisable to leave some time for each one to think about who is going to give up their glasses, and why. The rules of exchange are:

- It must be done in absolute silence.
- No one can ask for a glass.
- Distribute the five glasses.
- More than one glass can be delivered to the same person (even all).

After the exchange, a dialogue about the experience is given. Some questions that may help in this dialogue are:

- How did you feel when receiving glasses?
- Has it been difficult for you to decide who you gave them to?
- By whom did you decide and why?
- How can we help each other to respect one another more?

For the development of **innovation** competition:

- The dynamics of **questioning everything**: it must be present that everything is susceptible to question and improve. Although in the environment we find things that have a correct functioning, we must continually look for new ways to modify and improve. Taking into account that one of the fundamental keys to encourage innovation is to break existing prototypes, this dynamic establishes that all these prototypes are questioned, come from the person who comes and have the influence they have.

- **Brainstorm**: it is a dynamic in which a group of individuals will be formed as heterogeneous as possible. It is based on briefly exposing the topic to be addressed and launching responses without much meditation.

- **Technique 6.3.5:** This is a dynamic that serves to generate creative ideas. In groups of 6 people, participants gather around a table to generate ideas on a topic that had been previously agreed upon. Each participant is invited to present three ideas on a particular topic that should be thought of in five minutes. After five minutes pass the sheet to the partner who will point three other ideas in five minutes. At the end of the wheel eighteen ideas per sheet will be arranged.

- The **key to success:** we choose a case from the sector that is successful and with a team the causes of this success are studied. At the end the solution is given and an explanation is made of how success is achieved.

To work **self-control:**

- To regulate the emotions in a moment of anger can be used the technique of the **palace of the thoughts**. This technique involves thinking, at the time of limit before negative emotions appear to think that you are in a quiet and airy room, the palace of thoughts. This will achieve regulation.

- Another technique is before acting, thinking, analysing the situation and reasoning the **best form of action**.

To improve **communication** both individual and group:

- To improve non-verbal communication you can **change the reactions** that are sent to others. These reactions can range from a smile to a hug, to a pat on the back.

- To improve verbal communication is essential is to **listen to others**, to be able to retain the feelings that transmit us and know how to respond effectively.

- **Group communication:** for this group dynamics, you will need paper and pencil and choose one of the participants. This will be the one who makes a drawing that others cannot see. You can start by making drawings easier (based on lines and geometric shapes). And later, through instructions, he will try to have the rest of his colleagues copy him in his papers without having seen it, only through his explanations

- **Sports in mime and slow motion:** the process to develop this technique tries to imitate the gestures of different sports in slow motion, jointly or individually before the rest of the group. The objective is to work and develop a body language of its own with which Feel, express and communicate in an integrated, authentic and creative way.

The **team skills** can be developed with several techniques:

- **Case study:** this dynamic tries to have a group carry out an exhaustive analysis of a given situation from multiple visions to obtain conclusions. The goal is not to reach a single solution; it is the interaction and dialogue between the members of the group. A case is chosen first, a single problem is presented, presenting the relevant details so that it can be understood and solved. It must be adapted to the type of participants to be interesting. Each group is discussing the case and reaching conclusions according to the script. And then it is exposed in a large group. This is a useful technique to respect the ideas of peers, to establish active listening, to see how a problem is solved in groups, how they discuss ideas and agree, etc.

Leadership can be developed with:

- **Role games:** interaction with other colleagues, based on previously assigned roles, contributes to individuals facing possible situations that may arise at work. The dynamics of this activity is simple: it is about distributing different roles among the participants (the pessimist, the expert, the proactive ...) and let them interact by representing each character. There will be several situations, such as:

- Would you be able to solve a problem of demotivation by employees?
- How would you present negative results to the shareholders' meeting?
- What would be your behaviour in a meeting with potential clients or partners?

- The dynamics of **looking for a leader:** in this workshop of leadership can identify the people who have the greatest leadership abilities. The regulator separates the participants into two distinct groups and organizes as many exercises as there are individuals in each formation. Leadership in each activity is rotating, enabling all team members to lead peers. At the end of this batch of activities, it will be the members themselves who choose between them the leader for a sixth game. In this way, leadership skills are enhanced in a positive way.

Self-confidence can improve with:

- The technique of the **three jumps:** three volunteers are requested in a wide space. One of them stands with his feet together. We point to the tip of the feet and you are asked to guess how far you will jump. We mark where it says it will arrive and you are asked to jump. It is marked with a signal where you fall and you study the forecast, the confidence that has

put in oneself, etc. The experiment is carried out with the other three volunteers. And the process is repeated again. That way you can see how you can improve trust.

To increase the level of **influence**:

- Technique of the **slamming in the face**: this technique starts by asking another individual something very high that we know the other person will reject and when it does we make a minor request (the one that really interested us) that is usually accepted because the other person interprets We have already given in our petition and we have reduced it and in addition he has already rejected one thing. The receiver believes that it is the one that controls the request but it does not, it gives a false sense of control. In order for the first request to work, it must not be too large, both requests must be similar and reasoned, and between the two requests a short time must elapse (maximum one day).

To promote the **commitment** of individuals:

- Technique of the **company is my home**: it will be considered to the individual that in the case that his place of work was his home, his life, what improvements would be made in him, how he would raise any difficulties that may arise, etc.

To drive the **catalyst for change**:

- Dynamics of **crossed fingers**: a group of seven people are asked to interlace their fingers in the form of a prayer. Next, it is asked to observe how the fingers have been arranged and that the position is changed. You will see how this change affects people, the ability of some to adapt and the rejection of others in the face of this change. A number of questions are raised.

Questions:

- Did some of you feel uncomfortable with your fingers in the new position? Why?
- People resist change? They agree? Why?
- What techniques can be used to reduce resistance to change?

Several techniques can be used to improve **integrity**, for example:

- Dynamics of **Noah's ark**: it is a dynamic in which groups of six people are made. Each individual is asked what animal, object or plant would choose to survive in Noah's ark. Each group represents an independent Noah's ark. New breeds of animals and plants and

new objects can be developed. At the end, each group will present to the others their six proposals and why they have been chosen.

Table 7: Emotional competences and its methodology

Emotional competence to develop	Methodology
Self-knowledge	<ul style="list-style-type: none"> - Introspection exercise - Learn to self-observe yourself - The technique of the wheel of life
Adaptability	<ul style="list-style-type: none"> - Role play - Determine several situations
Motivation	<ul style="list-style-type: none"> - The glass technique half full - Small "prizes"
Use of diversity	<ul style="list-style-type: none"> - Group of cannibals
Collaboration	<ul style="list-style-type: none"> - Exchange - To be numbered
Understand others	<ul style="list-style-type: none"> - Gesture sharing technique - Dynamics of the unknown friend
Empathy	<ul style="list-style-type: none"> - Putting yourself in the other's shoes
Innovation	<ul style="list-style-type: none"> - Brainstorm - Technique 6.3.5 - Key to success
Self-control	<ul style="list-style-type: none"> - Palace of the thoughts - Best form of action
Communication	<ul style="list-style-type: none"> - Listen to others - Change the reactions - Group communication - Sports in mime and slow motion
Team skills	<ul style="list-style-type: none"> - Case study
Leadership	<ul style="list-style-type: none"> - Role games - Looking for a leader
Self-confidence	<ul style="list-style-type: none"> - Three jumps
Influence	<ul style="list-style-type: none"> - Slamming in the face
Commitment	<ul style="list-style-type: none"> - Company is my home
Catalyst for change	<ul style="list-style-type: none"> - Crossed fingers
Integrity	<ul style="list-style-type: none"> - Noah's ark

Source: own elaboration

5. CONCLUSIONS

The evidence shown above demonstrates that EI gives added value by adapting to business strategy. Therefore, the goal of this TFG is confirmed, which is none other than implementing EI in the strategic plan process.

The evolution of the concept of intelligence has been carried out by several authors, outlining the mind of the individual in two parts, emotional and intellectual. From this idea emerges the concept of EI, the ability of the individual to know and use their own emotions and that of others to relate to the environment, variant because of emotions. Among the authors who have developed EI we will highlight Goleman and his model. This model divides 24 competencies into 5 emotional dimensions.

The application of EI in the labour context, in the context of this work, will be defined in the form of threshold competencies and distinctive competences. Six of the 24 Goleman model competencies will be representative of the McClelland star labourer, as threshold competencies of the overall strategic plan. Distinctive competencies will be specific to each part of the plan, taking into account the emotional needs of each one of them.

On the other hand, the strategy, as well as the company, has had to evolve to adapt to the new existing environment. This adaptation has been focused from several points of view, among which strategic thinking stands out. This includes, among others, the strategic plan. This plan is divided into three parts, the analysis, formulation and implementation.

The analysis includes the definition of the mission, the vision and the strategic objectives of the organization. The formulation will outline the strategies that can be adapted to the previously analysed. Finally, the implementation will determine the models through which the strategy will be established in the organization.

Finally, the use of emotional education will be the tool that organizations will use to implement EI in the strategic plan. This will lead to various techniques and specific dynamics to develop one or more emotional competencies, in order to create a model of worker suitable for the development of business strategy.

Limitations of the study:

- The methodology used has taken into account only the bibliography of the authors of each of the fields (EI and strategy). It has no evidence support, that is, no study has been conducted with a sample base of people, because of the lack of resources for it.

- The fact that it is an innovative study does not allow justifying some aspects exposed in this work. The delimitation of the competences for each of the parts of the strategy, for example, does not have any bibliographic support in the scientific literature.
- The variables not studied and that have not been taken into consideration.

Future lines:

- Continue with the steps of the GROU line of work. It is considered that we have concluded with the first three points of the ten that complete this line of work. Therefore, a line of future development would be to continue completing all the remaining steps.
- To deepen in the diversity that the models of implementation of the strategy show.
- Take into account other variables and their effect on the development of the strategic plan.
- Impact of EI in the field of external analysis (on concepts such as sustainability, common Good Economy, etc.).

Main reflections of the work:

The use of emotional intelligence provides a greater added value to the company. The reason is because it creates mental habits (Emotional Intelligence in Organization, 2012) that favour the productivity of the individual (worker). Therefore, an improvement in the human factor of the organization (both individually and socially), will have a positive impact on the final result of the organization.

In the area studied, business strategy is fundamental for the company, since it is the one that contributes a framework to the achievement of objectives and goals. This framework is based mainly on internal and external resources and relations. Therefore, the vision of the strategic plan will grow with the use of Emotional Intelligence.

As a proposed star worker, he seeks to establish a model of an individual that, from an economic point of view, maximizes the development of the company. The idea does not to limit the number of people who can access these jobs. The aim is to be able to educate and develop a series of competencies so that "any" worker can carry out this work, from an emotional point of view.

On a personal level, during the study of Emotional Intelligence, I have come to the conclusion that it is not an aspect that should be applied only to the world of work, but that one must look into one's personal life.

6. BIBLIOGRAPHY

- Bar-On, R. (1997). *The Emotional Quotient inventory (EQ-I): Technical Manual*. Toronto: Multi-Heath Systems.
- Bisquerra, R. (2003). *Educación Emocional y competencias básicas para la vida*. Revista de Investigación Educativa, 21 (1), 7-43.
- Bisquerra, R. (2012). *Orientación, tutoría y educación emocional*. Madrid: Editorial Síntesis.
- Caballero, D.; Blanco, A. (2007). Competencias para la flexibilidad: la gestión emocional de las organizaciones. *Psicothema*, 19 (4), 616-220
- Cea D'Ancona, M.A. (2012): *Fundamentos y aplicaciones en metodología cuantitativa*. Madrid: Editorial Síntesis.
- Davies, M., Stankov, L., and Roberts, R.D.(1998). Emotional intelligence: in search of an elusive construct. *Journal of Personality and Social Psychology*, 75, 989-1015.
- De Bono, E. (1970). *Lateral Thinking. A textbook of Creativity*. UK: Mica Management Resources
- Departamento de Sociología II (2012). *Fuentes secundarias y documentación*. Universidad de Alicante. Recuperado el 15 mayo 2017 <https://personal.ua.es/es/francisco-frances/materiales/tema2/index.html>
- Drucker, P. (1999). "Knowledge-Worker Productivity: The Biggest Challenge", *California Management Review*, 41 (2), 79-94
- Epstein, S. (1998). *Constructive thinking: The key to emotional intelligence*. Westpoint, CT: Praeger.
- Fleitman, J. (2000). *Negocios Exitosos*. México: McGraw-Hill Interamericana
- García, J.A.(2012). The Emotional Intelligence, its importance in the learning process. *Revista Educación*, 36 (1), 0379-7082.
- García, M.; Giménez, S.I. (2010). La Inteligencia Emocional y sus principales modelos: Propuesta de un modelo integrador. *Espiral. Cuadernos del profesorado*, 3 (6), 43-52.
- Gardner, H. (1983). *Frames of Mind*. Nueva York: Basic Books.
- Gardner, H. (1993). *Múltiples Intelligencias*. New York: BasicBooks, Traducción española en Ed. Paidós.
- Gardner, H. (2001). *La inteligencia reformulada. Las inteligencias múltiples en el siglo XXI*. Barcelona: Paidós.

Goleman, D. (2000). *La práctica de la inteligencia emocional*. Barcelona: Kairós

Goleman, D. (2008). *Inteligencia Emocional*. Barcelona: Kairós

Goleman, D.; Cherniss, C. (2005). *La inteligencia emocional en el trabajo*. Barcelona: Kairós

Graczyk, P.A., Weissberg, R.P., Payton, J.W., Elias, M.J., Greenberg, M.T., y Zins, J.E. (2000). Criteria for Evaluating the Quality of School-Based Social and Emotional Learning Programs. En R. Bar-On y J. D. A. Parker, *The Handbook of Emotional Intelligence*. Theory, Development, Assessment, and Application at Home, School, and in the Workplace (pp. 391-410). San Francisco, Ca: Jossey-Bass.

GROP (1999). Actividades de educación emocional. En M. Álvarez y R. Bisquerra, *Manual de orientación y tutoría* (pp. 330/270-330/59). Barcelona: Praxis.

Guerras, L.A. y Navas, J.E. (2007). *La Dirección Estratégica de la empresa. Teoría y aplicaciones*. Madrid: Civitas.

Hamel, G. y Prahalad, C. (1999). *Compitiendo por el futuro. Estrategia gerencial para crear los mercados del mañana*. España: Editorial Ariel.

Labarca, N. (2008). *Evolución del pensamiento estratégico en la formación de la estrategia empresarial*. (Tesis doctoral). Escuela de Economía. Facultad de Ciencias Económicas y Sociales. Universidad del Zulia. Maracaibo.

LosRecursosHumanos.com (2008). *La inteligencia emocional en la organización*. Recuperado el 20 de mayo de 2017 de <http://www.losrecursoshumanos.com/la-inteligencia-emocional-en-la-organizacion/>

Mayer, J.D.; Cobb, C.D. (2000). Educational policy on emotional intelligence: the case for ability scales. In R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional intelligence*. San Francisco: Jossey Bass

McClelland, D. (1973). *Evaluar la competencia en lugar de la inteligencia*. Harvard University, 167 (431), 33-37.

Mehrabian, A. (1996). *Manual for the balanced Emotional Empathy Scale (BEES)*. Monterrey, CA: Alta Mesa.

Mintzberg, H; Quinn, J. y Voyer, J. (1997). *El proceso estratégico, conceptos, contextos y casos*. México: Prentice Hall.

Morrissey, G. (1997). *Pensamiento estratégico*. México: Prentice Hall Hispanoamericana.

EMOTIONAL INTELLIGENCE IN STRATEGIC PLAN
DAVID MULETARASA



- Navas, J. E. y Guerras, L. A. (2007): *La dirección estratégica de la empresa: Teoría y aplicaciones*. Madrid: Civitas.
- Ogliastri, E. (2017). *Manual de planificación estratégica*. Costa Rica: INCAE BUSINESS SCHOOL.
- Porter, M.E. (1991). *La ventaja competitiva de las naciones*. Buenos Aires: Javier Vergara Editor
- Rivas, L.A. (2009). *Evolución de la teoría de la organización*. Universidad & Empresa, 17, 11-32.
- Ryback, D. (1998). *IE: trabajo con su inteligencia emocional: los factores emocionales al servicio de la gestión empresarial y el liderazgo efectivo*. Madrid: Editorial EDAF, S.A.
- Saarni, C. (2000). Emotional Competence. A development Perspective. In Baro-On y J.D. A. Parker, *The handbook of Emotional Intelligence. Theory, development, assessment, and Application at Home, School, and it Workplace* (pp.68-91). San Francisco, Ca: Jossey-Bass.
- Salovey, P.; Mayer, J.D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9, 185-211.
- Salovey, P.; Sluyter, D.J. (1997). *Emotional Development and Emotional intelligence*. Educational implications. Nueva York: Basic Books.
- Sternberg, R.J. (2000). *Handbook of Intelligence*. Nueva York: Cambridge University Press.
- Vivas, R. (2000). *Gerencia y pensamiento estratégico. Material de trabajo*. Universidad Rafael Belloso Chacín (Urbe), Maracaibo (Venezuela).
- Weisinger, H. (1998). *Emocional intelligence at work: The untapped edge for succes*. San Francisco: Josey-Bass.