



**UNIVERSITAT  
JAUME·I**

**EMOTIONAL INTELLIGENCE AND ITS POSITIVE  
IMPACT ON BUSINESS PERFORMANCE**

**AUTOR: YAIZA NEBOT CARO**

**TUTORA: ALMA MARÍA RODRÍGUEZ SÁNCHEZ**

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## 1. **ABSTRACT**

The main objective of this theoretical review is to expand the existing literature on Emotional Intelligence (EI) by affirming that the incorporation of EI can be a competitive advantage for the company. In order to establish different fields where the incorporation of EI can be a great benefit for the company based on the role that feelings and emotions play in the field of organizational behavior. Within the roles played by feelings and emotions we will distinguish two fields.

On the one hand we will have the role of feelings and emotions in the field of labor conflict and how it affects the worker, work stress and worker's health together with the job satisfaction of the individual in an organization and how in this field the control of emotions thanks to Emotional Intelligence (EI) plays a fundamental role in the performance of the worker in his job as well as in his physical and psychological health.

On the other hand we will have the role of feelings in the field of job performance and work environment based on the importance of an emotionally intelligent leader in the organization and how this in turn affects the internal communication of the company. In this part, and unlike the previous areas, the control of emotions thanks to Emotional Intelligence (EI) is important but it has to take place together with certain organizational and structural changes within the company.

The final objective of this theoretical review will be the final understanding of the benefits that brings the incorporation of Emotional Intelligence (EI) within the company in different fields within the organizations based on the roles that feelings play in each of the different areas. All this will be necessary for the final understanding of Emotional Intelligence (EI) being used as a competitive advantage for organizations both internally and externally in the market.

This raises the question: Does Emotional Intelligence (EI) generate benefits for the organizations that implement it? Can these benefits lead to competitive advantages?

## **2. INTRODUCTION**

Emotional Intelligence (EI) is a topic that is currently very much in vogue, especially after covid-19. I have chosen this topic because during this year I have read many articles about companies that after the pandemic had to make changes and adopted emotional intelligence programs within their companies which ended up giving benefits in the daily actions they carried out. Mainly I am very interested in how, from the top management, it was important both to internalize how to externalize this emotional intelligence to your workers. In addition, after learning more about the subject I realized that it is not only a positive aspect at the psychological level of both workers and senior management, but it can also be seen from the point of view of competitive advantage at the economic level.

Through this theoretical review, to explain the concept of emotional intelligence from a more psychological point of view and through models of great researchers such as Peter Salovey and John Mayer (1995), David Goleman (1995) and Reuven Bar-On (1997). Then, to introduce this concept within the business and work environment and to expose the benefits that the incorporation of emotional intelligence can have in the company in the long term.

### **3. METHODOLOGY**

In this thesis I have carried out a theoretical review of articles and scientific literature in relation to Emotional Intelligence (EI) and its positive impact within companies. During the thesis I have relied on the Emotional Intelligence (EI) concept worked by Peter Salovey and John Mayer (1995), David Goleman (1995) and Reuven Bar-On (1997) and their respective models.

All the necessary information for the theoretical review has been extracted from the databases Proquest, Pubmed, Inderscience and Google Scholar as the main one, limiting the search from 2015 to the present. Once the main topic was chosen, I performed an advanced search in each of the databases combining the terms (emotional intelligence) AND (workplace) AND (benefit OR benefits) AND (business) AND (job performance) AND (leadership) NOT (physicians) NOT (nurse OR nurses). These last two specifications are due to the fact that, since this is a more psychological topic, many of the articles dealt with them from the medical field with studies in hospitals.

Once the terms in our systematic search had been established, I specified a series of criteria to narrow down the search and focus on these articles. The criteria used were as follows:

- The articles and research should focus on Emotional Intelligence (EI) attributed to terms that were not related to a business or work environment. With the exception of the theoretical framework, in which terms based on the psychological field of the concept of Emotional Intelligence (EI) were used.
- That it is studied in an economic context.
- That the benefits of emotional intelligence be treated as the central theme of the study.
- That the articles have been published between 2015 and the present so that it is more recent information. With the exception of the theoretical framework or any of the definitions that have been used.
- That the research that has been carried out is aimed at people related to the business and labor field, as well as companies.

The initial searches on Emotional Intelligence (EI) gave me a quantity of 3.000.000 articles among which 500.000 articles were focused on the benefits of EI and 300.000 articles were focused on the benefits of EI in the workplace and in companies. From this number I started to specify the benefits of EI in the workplace, in work performance or in leadership until I got 4.000 articles to start working with.

After the initial searches and having established the criteria, I started with the search which I managed through three stages:

- The first stage was based on selecting articles and research by reading the title. In this section alone I selected a number of 50 articles and researches belonging to the total number of databases I consulted, mainly Google Scholar with 30 articles and researches, Proquest with 14 articles and researches, Pubmed with 5 articles and researches and Inderscience with 1 article.
- In the second stage, based on the keywords and the purpose of the study, I discarded those articles and research that did not meet the aforementioned criteria and that deviated from the central theme of the thesis. After this stage I delimited the articles to 18 articles and researches with Google Scholar, 7 articles and researches in Proquest, 4 articles and researches in Pubmed and 1 article in Inderscience.
- In the third and final stage I delimited the articles and research with the abstracts of each article and research I had selected, again based on the criteria specified above. At the end of this last delimitation I obtained the final number of articles and research that were going to be the field of study in this theoretical review. With Google Scholar I chose 10 articles and researches, discarding 8 because they did not deal with the topic of emotional intelligence as a positive aspect within the company, with Proquest I chose 3 articles and researches discarding 4 because they did not meet any of my selection criteria, with Pubmed I chose 1 article and discarded 3 because these articles and researches were dissociated from the object of study in the middle of the summary and, with Interscience I chose 1 article and discarded none. In other words, I finally chose a total of 15 articles and research studies for the theoretical review on the central theme chosen.

Although I have mostly resorted to articles with the above criteria, I have also resorted to articles from 1980 to 2014 and books by authors such as "Emotional Intelligence in Business" written by Daniel Goleman in 1998 to have a much more complete guide in this theoretical review.

## **4. THEORETICAL FRAMEWORK**

In recent years, the concept of Emotional Intelligence (EI) has gained more strength not only in the generic field of psychological study. We can observe how it receives more attention in many more areas due to its benefits and mainly, it has been observed a growing interest on the part of the managers of companies or organizations in the labor and business field to introduce this concept within their organizations.

### **4.1. Emotional intelligence in the generic field**

Currently, the concept of Emotional Intelligence (EI) has spread so much that we cannot find a concrete definition that determines all that this concept encompasses. However, throughout history we have been able to find several definitions from the hand of great psychologists and doctors that can come to reflect the concept of emotional intelligence.

Emotional intelligence has been reflected in great books written by one of the greatest pioneers in this field, Goleman (1995) and in some articles and books by Mayer and Salovey (2000;1995). These authors have been the main ones in giving a definition to the concept of emotional intelligence, each one of them focusing their studies on the concept to a specific field or to several of them. Based on the three references mentioned above, some of the definitions that I can highlight and that, in my opinion, are closest to the definition would be the following:

Peter Salovey and John Mayer (1995), known as the main creators or disseminators of the term, define Emotional Intelligence (EI) as "The ability we have to observe our own emotions and the emotions of the people around us". Emphasizing the importance of the ability to use or properly use our emotions and thus be able to guide both our thoughts and our actions towards the most appropriate course.

Goleman (2019) defined the concept of Emotional Intelligence (EI) in an interview conducted by Aprendamos Juntos, a campaign developed by BBVA and El País. In this case, the doctor and psychologist Goleman defines emotional intelligence as "The ability or capacity of an individual to be intelligent by using our emotions, understanding our feelings, as well as being able to understand other individuals and use it in our relationships". In addition, he also emphasized "Emotional intelligence stems from personal skills, individual and academic learning. It focuses on how you manage yourself and your relationships."



Bar-On (1997) defines Emotional Intelligence as a social intelligence which allows the individual to be able to recognize his or her own emotions and feelings as well as the feelings and emotions of other individuals. In addition, the individual is able at all times to differentiate emotions and feelings as well as to use this information as a guide for his or her thoughts and actions.

## **4.2. Emotional Intelligence Models**

Below I will show the models on emotional intelligence formed by Reuven Bar-On (1997), Mayer & Salovey, (1997) and David Goleman (1995) in order to have a more generic concept of emotional intelligence adapted to certain fields of study. In addition, I will also incorporate a table of my own creation where other models created from emotional intelligence that would be interesting to know appear in a visual way.

### **4.2.1. Mayer and Salovey's Ability Model**

Peter Salovey, currently professor and rector of Yale University, together with John Mayer, current professor at the University of New Hampshire, are known as the main creators or disseminators of the term Emotional Intelligence.

In the early 90's, Mayer and Salovey, influenced by the ideas that were already circulating in the United States through the psychologist and researcher Howard Gardner (1983) and his "*Theory of Multiple Intelligences*", created one of the first known concepts of Emotional Intelligence.

From this concept, Mayer and Salovey (1997) conceptualize EI in a model based on a set of mental skills. These mental skills are directly related to emotions and how they are processed at the emotional level.

In their model, Mayer and Salovey propose four skills to achieve this concept of emotional intelligence in a person:

- The first skill posed in the model (Mayer & Salovey, 1997) is based on the identification of emotions. This could be understood as the cognitive capacity of the individual to identify what he or she is feeling at that very moment, both at an individual and at a generic level. That is, what the people around us are feeling in turn.
- The second skill proposed in the model (Mayer & Salovey, 1997) is based on the emotional facilitation of thoughts. This skill is the cognitive capacity of the individual to

identify the emotion that he or she is feeling at that very moment and to detect what that emotion can be useful for that person. That is, how I can take the emotion I am feeling and use it in a more creative or problem-solving environment.

- The third skill within this model (Mayer & Salovey, 1997) is based on the understanding of emotions. This is the ability to reflect and understand where the feeling or emotion that is being felt comes from. That is to say, the emergence of emotions can come from many aspects, deficiencies or problems and this skill is based on the knowledge of what is the need to be covered by which the emotion of fear, joy, etc., has arisen.
- Finally, the fourth skill proposed by Mayer and Salovey (1997) is based on the expression and management of emotions, this being the top skill of the model. Once you, as an individual, have gotten to know your feelings, where they come from, the lack or need they cover and how you can use this feeling creatively or for problem solving, the next step is to reflect on the feeling that has arisen.

That is to say, at this point the possible regulation of the feeling once we know it fully and know if it is necessary to expose it or, on the contrary, its exposure is totally unnecessary. This is the most important skill in this model, since it affects the individual and his or her ability to act in the most appropriate and effective way possible, not by repressing the feeling, but by knowing how to regulate it.

In conclusion, the skills model (Mayer & Salovey, 1997) is based on four fundamental skills: the ability to identify emotions, the ability to use these emotions in a correct way, the ability to understand where these emotions arise from, what is the reason for their appearance, and the ability to manage or regulate these emotions without holding them back.

#### **4.2.2. Daniel Goleman's competency model**

Goleman (1995) states in his book *"Emotional Intelligence"* published in 1995 that emotional intelligence can be built based on five capabilities. In this book Goleman (1995) presents the current individual as a being with a rational mind, directly related to a more logical and analytical thinking, and an emotional mind, directly related to emotions and feelings. It is the harmony between both mentalities that allows for better decision making and more assertive behaviors.

Our limbic brain, the part of the brain that manages emotions, is able to control our rational part, this makes that many times, and hand in hand with negative feelings, we override our rational part and the well-known irrational behaviors arise. It is then when Emotional Control

(EQ) becomes important and is the fundamental factor that will allow us to control the emotional and sentimental part to obtain better and more satisfactory results in an individual.

In the book *"Emotional Intelligence"* Goleman (1995) explains that his model is based on personal or professional competencies, that is to say, on those behaviors or conducts that we can measure and observe since they are repeated over a period of time. In addition, he also introduces the existence of irrational behaviors and the possibility of Controlling Emotions (EQ), so that we can verify that IQ is not the only factor that determines future success, since he proposes Emotional Intelligence (EI) as a factor that could become even more important. Being able to control our emotions (EI) through EQ refers to having five fundamental capacities in an individual:

- The first capability is self-awareness, it refers to understanding our emotions by recognizing our feelings and emotions and knowing what is causing the emergence of that feeling or emotion.
- The second capacity is the ability to manage our emotions, that is, self-management. This capacity refers to the individual's ability to control his or her emotions and feelings when they emerge, mainly the negative ones, and to know how to act assertively.
- The third capacity is motivation or self-motivation and one of the most important factors within Emotional Intelligence. It refers to the ability to be motivated before the setbacks that may arise and persist.

We can also attribute the capacity for motivation to immediate gratification. Goleman, in one of his interviews conducted by Aprendemos Juntos, explains the experiment conducted at Stanford called *"The Marshmallow Test"*. The conclusion of the experiment was that those children who had the ability to wait the time needed to obtain the two small rewards, showed better outcomes later in life regardless of the IQ of both the child and the parents.

- The fourth fundamental ability is empathy. This factor is also very important as it refers to the ability to be able to understand how others around you feel and the emotions of others through their verbal and nonverbal language. David Goleman (1995) remarks that empathy is a very important point within Emotional Intelligence since it allows you to be able to understand the other person's point of view and, through that, to know what is happening to him/her and how it could be solved.
- Finally, the fifth capacity is the ability to manage your relationships as an individual with other people, that is, your social skills and the ability to establish a bond with people.

With this model we can conclude that Goleman (1995) is trying to explain that the goal of emotional intelligence is to become emotionally intelligent individuals. This allows us to relate intelligently and creatively by controlling our feelings without repressing them and to know how to act in the face of the different feelings and emotions that may arise during life. Moreover, based on this model, we can conclude that there is a direct connection between emotional intelligence and success in both personal and professional spheres.

#### 4.2.3. Reuven Bar-On's personality model

Reuven Bar-On is an Israeli doctor and psychologist known for being one of the main drivers, although underrated, pioneer and researcher in the field of emotional intelligence and social intelligence. In 1997, and influenced by models such as Goleman's (1995) or Mayer and Solovey's (1997), he developed his model related to emotional intelligence known as the "Personality Model" (1997).

In this model, the doctor and psychologist Reuven Bar-On (1997) defines emotional intelligence as a set of five major factors that are linked to the personality of the individual, thus implying that this emotional intelligence is something that is already part of the individual. The five factors are the following:

- The first important factor is the perception of oneself. In a way we could relate this factor to the Self-awareness "*Emotional Intelligence*" Goleman (1995). According to the personality model of Reuven Bar-On (1997), this factor has to do with the self-concept about ourselves, emotional self-awareness and self-realization in the face of the effective achievement of a goal or action performed by the individual.
- The second important factor is self-expression. Within this factor we would find the correct emotional expression and assertiveness, that is, that the individual is able to say things as they think or feel them without having to offend the person around them. Other factors that we find according to the doctor and psychologist Bar-On (1997) is independence, i.e., that the individual is able to make decisions for himself without being influenced by what others may think or say. This would also include the individual's ability to express denial or opposition to a situation or position.
- The third factor is the interpersonal component. This factor refers to everything that has to do with relationships between people, as we can see in the capacity or social ability of "*Emotional Intelligence*" Goleman (1995). According to this model, *empathy*, interpersonal relationships and social responsibility are very important parts to achieve this social ability or connection with other individuals around. In addition, a concept

that had not been taken into account until then appears and this is social responsibility, i.e., that the individual is aware of the impact that his actions have on the other individuals around him and, as a result of this point, be able to act responsibly.

- The fourth factor is decision-making. At this point Bar-On (1997) talks about problem solving and the ability of people to solve problems based on the feeling they are feeling at that very moment and how this is going to affect their perception of their environment and their actions. If I as an individual feel sadness or any other negative feeling, those small problems that may arise we magnify them making the resolution of these more complex by our perception of the problem and, in turn, influenced by the negative feeling. On the other hand, if we feel happy or feel any other positive feeling, our perception of the problem will be less complex and possibly we will face it in a more adequate and effective way. Along with this factor, Bar-On (1997) introduces the concept of "impulse control", which is the key to emotional intelligence and how to manage the feeling or impulse is a very important factor in this field.
- The fifth factor is stress management. Bar-On (1997) talks about how emotions can affect us to the point of creating stress, alteration or even discomfort. Within this factor, the doctor talks about flexibility, stress tolerance and the concept of optimism. In summary, this factor talks about how the emotions or feelings we feel make us flexible or how they condition us when facing situations at a given moment and how, in turn, our emotional state can affect us when facing certain circumstances or negative situations.
- One of the most important factors in the personality model (1997), is how Dr. Bar-On proposes optimism as a positive perspective of the individual that can arise from the influence of feelings or emotions towards the future, in the same way, pessimism can also arise influenced by feelings and emotions.

In conclusion, the Bar-On (1997) personality model is based on five determining factors that are linked to the personality of each individual and how the control of these factors will be the key to manage our feelings and the impulses that arise along with them.

#### 4.2.4. Models of "Emotional Intelligence" by other authors

In this section I will explain, briefly, some of the models related to emotional intelligence and their authors that are important in this field but are less relevant for this work. Nevertheless, it is important to take them into account and to know them concisely.

TABLE N°1: Authors and the "Emotional Intelligence"

<u>AUTHOR</u>	<u>YEAR</u>	<u>OCCUPATION</u>	<u>MODEL</u>	<u>EMOTIONAL INTELLIGENCE CONCEPT</u>
<b>Wayne Payne</b>	1985	Psychotherapist	With his doctoral thesis "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire". Payne developed his thesis on emotion from a more critical and reasoning point of view.	Emotional intelligence based on the conscious ability to solve problems based mainly on emotions.

<b>Howard Gardner</b>	1983	Psychologist, Researcher and Harvard University Professor	<p>With "The Theory of Multiple Intelligences" where Garden (1983) claims that human beings do not have only one type of intelligence but we have 8 types of intelligence that are modular, independent and autonomous from each other. The intelligences we can see in this theory are:</p> <p>Special Intelligence, Musical Intelligence, Naturalistic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Logical-Mathematical Intelligence, Bodily-Kinesthetic Intelligence and Linguistic-Verbal Intelligence.</p>	<p>In this theory, "The Theory of Multiple Intelligences" (1983), the idea of emotional intelligence (EQ) was introduced together with interpersonal and intrapersonal intelligence, in contrast to the concept of intelligence quotient (IQ). Gardner (1983) explains that IQ does not allow the individual to know himself, to perceive his emotions, his motivation, his interests and the abilities or feelings of others. "If you are not able to know yourself, you will never be able to know the abilities or feelings of others".</p>
<b>Edward Thorndike</b>	1920	North American psychologist and pedagogue	<p>Thorndike (1920) exposed his concept of "Social Intelligence" as that ability of the individual to be able to understand, orient and direct other individuals around him. This capacity was carried out thanks to the sense of empathy and social ability of each person.</p>	<p>Under the point of view of "Emotional Intelligence" we could see this concept of "Social Intelligence" as self-knowledge and social skills oriented at all times towards relationships between people.</p>

Fuente: *Elaboración Propia*

### **4.3. Emotional intelligence in the business environment**

A few decades ago, perhaps this concept sounded a little strange to us and even more so if we attribute it to a field such as business and labor. However, in recent years the concept of emotional intelligence has been gaining importance, not only in the general and psychological field but, in turn, has also been gaining strength in the workplace and business.

Before the pandemic we could already see companies incorporating programs or actions that integrated emotional intelligence within the company by the hand of experts in the field, however, and after a pandemic, undertaking an emotional intelligence program is more important than ever.

As we all know, the pandemic has marked a before and after when it comes to understanding the labor market as it was understood before. It is together in these moments of crisis when, on the one hand, the best of companies and people emerge or, on the other hand, the worst of companies and people (Economista Spain, 2021).

On the one hand, the best can emerge because, after the pandemic, the business and labor situation was uncertain and complex. However, many companies have been able to take advantage of this situation of uncertainty to create changes within their companies. During this time we have been able to see new practices that previously were not so common, such as Teleworking. These practices have resulted, in many cases, beneficial for companies with increases in work performance and productivity by their employees thus changing the perspective of senior management to the leadership of the same companies as we can see in the study by Digital Publisher CEIT Sanchez and Montenegro (2019) where Telework is raised as an innovative proposal, from new technologies, in business productivity.

But on the other hand, it can arise the worst of companies and people. As I have commented previously in the model of personality Bar-On (1997), the fourth factor has to do with the decision making. In this factor, Dr. Bar-On explains that, on many occasions, we make decisions influenced by our feelings and emotions, tending to be more pessimistic. This could explain what happened after the pandemic, where companies that were not emotionally intelligent were involved in a succession of bad decisions focused mainly on trying to obtain results without taking into account their main source of results, the human factor.



Under this context we could already build a concept that joins emotional intelligence with the work and business environment. In a very generic way and based on the current business and work environment together with the concepts and models of *Bar-On (1997)*, *Mayer & Salovey, (1997)* and *Goleman (1995)* we can say that emotional intelligence in the company is that which allows us, as top management, to listen, observe, communicate and understand our staff and our customers in the most effective and efficient way and, in turn, get our employees to achieve their goals through appropriate practices where they are valued at all times.

## **5. EMOTIONAL INTELLIGENCE AND ITS BENEFITS WITHIN THE COMPANY**

Although nowadays we can already find certain changes within organizations, we cannot ignore that in western societies there are still many bureaucratic organizations focused mostly on rules and procedures for the achievement of the company's objectives. These bureaucratic organizations (Max Weber, *Economy and Society*, 1921) have a well defined line of authority with specific rules and procedures which have to be strictly followed. Control in this type of organization is high and the freedom and creativity of the workers is very restricted due to the repetitive, simple and highly specialized tasks they have to perform on a daily basis (Weber, 1921). During the last few years several studies have indicated that due to the management of workers within this type of bureaucratic organizations, we obtain as a consequence problems both at the individual and organizational level. Among these problems we can highlight labor conflicts, work stress, lack of worker satisfaction and even thoughts of resignation from the job by the worker (Buendía, 1998).

It is important to bear in mind that organizations and their managers are the ones who should manage the relationships and conflicts of their employees, taking care of establishing appropriate relationships with workers (Sloan & Geldenhuys, 2021). That is why a good management of the emotionally intelligent organization with a system aimed at achieving the objectives and focused on the welfare of its workers can benefit the company, not only in the market as a competitive advantage but also to establish a stable, creative and healthy work environment and climate (Sánchez Cobarro, 2016).

In the following, and for a better understanding of the term in the work environment, the benefits that the incorporation of Emotional Intelligence (EI) can cause within an organization will be specified in two parts. In the first part I will explain the role of emotions in Labor

Conflicts, Job Stress And Employee Job Satisfaction and, in the second part, I will explain the role of emotions in Leadership, Job Performance, Work Climate and Communication.

## **5.1. The Role Of Emotions In Labor Conflicts, Job Stress And Employee Job Satisfaction**

In the first section we will see the role of emotions in aspects such as labor conflict and how it affects the worker, work stress and worker's health together with the job satisfaction of the individual in an organization. The common factor in these areas is that emotions and their control play a fundamental role in managing and performing the tasks of the organization's operational activity as well as in the physical and psychological health of the worker.

In this section we focus on variables that react directly with the feelings and emotions of workers. The individual who manages to control his emotions will be considered an emotionally intelligent worker or a worker with a high level of Emotional Intelligence (EI).

### **5.1.1. Job stress and worker health**

One of the factors that we can see in workers is job stress. This job stress can be defined in many areas and in many ways that is why, with the help of some articles we are going to investigate a little on this job stress both in the personal and in the operational area.

According to the World Health Organization (OMS) (2020), "work stress is defined as a group of cognitive, emotional, psychological and behavioral relationships in the face of certain demands within the work environment that exceed the knowledge and/or skills of the worker to be able to perform perfectly". Likewise, for a full understanding of the concept of work stress, we can adhere that the International Labor Organization (OIT) defines stress as "the physical and emotional response of a damage caused by the imbalance between the perceived demands and the resources and capabilities actually perceived by the worker or person when facing certain demands by the organization". This work stress can be reflected in people both psychologically and physically.

On the one hand, this work-related stress could affect the worker psychologically and incapacitate them in certain situations of uncertainty, anger, fear, etc. In June 2012, the International Labor Organization (OIT) published an article called "Why does stress at work matter?". In this article, the OIT warns about the risks linking stress at work and the worker's mental health and states that such stress is one of the main causes of the increase in mental illness caused by the tensions arising in the workplace.

On the other hand, the worker may experience physical problems such as muscle tension, increased blood pressure and even accelerated heart rate that could initiate future health problems in the worker. The risks that work stress can cause on the worker's health can end up in diseases such as digestive disorders, cardiovascular disorders, etc. In 2015 the American Academy of Neurology conducted a study on tension and work stress and its direct relationship with the risk of suffering a stroke, reaching the final conclusion that those jobs that entail high tension were directly and positively associated with a higher risk of stroke or cardiovascular problem, mainly in women (Huang, Xu, Hua, Zhu, Liu, Hu, Liu, Xu, 2015), this last data is mostly due to the gender inequity between men and women, with more emphasis on the pressure felt by women to fit in the job (OMS, 2020).

With the data collected from OMS, OIT and some articles on work stress, we can conclude that one of the main causes of work stress is the poor management and organization of work by organizations. The common factor among all the problems resulting from stress caused in workers has to do, for the most part, with excessive workloads, work volume, lack of control, poor work schedules or even relationships between colleagues.

At this point we can differentiate between two types of stress.

- On the one hand, we have occupational stress caused by aspects related to the organization and its way of managing the jobs, the tasks to be performed and its workers (Buendía, 1988).
- On the other hand, we have personal stress associated with a more personal aspect of the individual, such as lack of self-confidence or the inability to manage their feelings and emotions in everyday situations. Here we could also include personal relationships between colleagues in the company (Parkes, "Stress, work and health: work characteristics, occupational context and individual differences").

We must bear in mind that an organization that incorporates Emotional Intelligence (EI) entails, once it is incorporated, a series of changes at both structural and organizational level, as well as operational and job changes. In addition, there is more involvement by senior management in the welfare and total involvement of workers in their jobs (Sánchez Cobarro, 2016). Some of the positive aspects of introducing Emotional Intelligence (EI) in the organization are the following:

- The organization carries out work stress prevention processes through actions directly influenced by Emotional Intelligence (EI). Since one of the main problems comes from the poor management and organization of tasks, the organization must

manage in the most appropriate way the schedules of workers in addition to measuring that the workload is compatible with the capabilities and resources of the worker (González-Rey, "El estrés y sus vías de desarrollo en la situación laboral. Alternatives for its prevention and intervention")

- The organization gives freedom and confidence to workers in making decisions on important aspects of their operational activity and gives less importance to excessive control in their jobs (O'Brien, "Job stress as a determinant of health").
- The organization improves the internal communication of the company and is more involved in creating a healthy and stable work environment where each worker can raise their intimate relationships, professional fulfillment and physical well-being to its highest level (Goleman, 1998).
- The self-control developed in the worker will enable them to self-discipline and adapt to the environment in a more adequate and subjective way according to the personal situation of each one. This effect will be positive for the organization since, as we have already known previously with the methods dedicated to emotional intelligence, when people have the capacity of self-control they tend to have a more positive attitude reflected in a more effective and efficient communication between workers regardless of the hierarchical level. In addition, this self-control makes the ideas or unconstructive or negative thoughts that can generate some stress on workers disappear, making the worker more capable of developing the day-to-day operational activities without any difficulty (Goleman, 1998; Bar-On, 1997; Mayer and Salovey, 1997).

All these actions and techniques of a cognitive-behavioral nature, for the most part, help to prevent the stress that workers may experience in their jobs, both at a personal level and at an organizational or operational level. Furthermore, if workers manage to control work stress or reduce it, it will be possible to reduce the risks and future consequences that such stress causes in workers at a physical and psychological level (Buendía, 1988).

### **5.1.2. Labor Conflict And Job Performance**

Workplace conflict is defined as any problem that may arise within the work environment that has a relationship to work instructions, rules or guidelines. While there are usually disagreements at the organizational level, problems of disagreements between employees and workers can also occur (Sloan & Geldenhuys, 2021).

In a study conducted by Monique Sloan and Madelyn Geldenhuys (2021) where the aim was to study the role of Emotional Intelligence (EI) in the process of work conflicts, task elaboration and job performance, it was concluded that conflicts within companies are totally negatively related to the job performance of workers (Sloan and Geldenhuys, 2021). These labor conflicts are also directly related in a negative way with the appearance of stress in workers which, as I have already explained above, can affect their capabilities and resources within their job causing problems both at a physical and psychological level (Buendía, 1988).

As I have already mentioned in previous sections, Goleman (1995) stated that having Emotional Intelligence (EI) implied that the person who possessed it had the ability to control his feelings and emotions even before they emerged. This, taken to the work environment and related to the tasks performed by workers, could manifest as a benefit within the productive and operational activity of the company since the employee would be able to control their emotions and reduce such negative aspects in the workplace as work stress (Goleman, "Emotional Intelligence in the Business", 1998).

Under another perspective we have Jeanne Morrison (2008) who stated in one of her studies that those individuals who show higher levels of emotional intelligence, are better able to handle situations of uncertainty such as conflicts in the workplace. That is why these individuals are more prepared to expose those resolution and self-control capabilities (Goleman, 1998; Bar-On, 1997; Mayer and Salovey, 1997).

Emotional Intelligence (EI) is important within an organization for the resolution of labor conflicts as well as for the resolution of family conflicts. A study conducted by Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores, (2021) randomly selected a sample of teachers from a school in Chile. This study hypothesized whether there was a direct and positive relationship between job satisfaction and performance as well as a negative relationship between job satisfaction and performance with work-family conflict, and concluded that work-family conflict, referring to the union between the term work conflict and family conflict, has a negative effect on job satisfaction and performance and even states that it has a direct and negative relationship with an intention or desire of the employee to leave his or her job.

To understand how emotional intelligence with different levels in the worker can better manage labor conflicts and improve the organization, we have to distinguish two types of conflicts: Task conflict and relational conflict (Sloan and Geldenhuys, 2021).

- On the one hand, we have task conflicts. According to Yang and Mossholder (2004), many labor conflicts may arise in the performance of tasks where disagreements

arise in the objectives, performance of tasks and even policies of the same organization. This usually comes from the lack of knowledge of employees on how to do their tasks in the most appropriate way following the indications set by the company. This malpractice can be mostly due to the erroneous interpretation of how to perform the task of each individual, affecting its elaboration, causing conflicts and, therefore, reducing work performance (Sloan and Geldenhuys, 2021).

- On the other hand, we have relational conflicts. Within the organization we can find many people who belong to different ethnicities, races and genders. Without going any further, we can distinguish among these people diverse thoughts, diverse personalities as well as diverse beliefs and values. The discrepancies between the differences of workers is what causes these types of conflicts to arise (Sloan and Geldenhuys, 2021). Unlike conflicts arising from the tasks to be performed (Yang and Mossholder, 2004) which arise from a misinterpretation of how the task is performed, this relational conflict arises from the emotional and interpersonal part of the worker.

In a part of the study conducted by Monique Sloan and Madelyn Geldenhuys (2021), a null hypothesis is put forward on labor conflicts both in the tasks and in the relational conflicts and their relationship with job performance and the elaboration of tasks with a low level of Emotional Intelligence in workers. On the other hand, a second null hypothesis is presented which refers to labor conflicts both in tasks and in relational conflicts and their relationship with work performance and the elaboration of tasks, but this time with a medium-high level of EQ in the workers.

Before continuing it is convenient to know what job performance is within an organization. When we talk about work performance in the context of the research we are dealing with, it refers to the way in which tasks are performed. It is here where we can highlight aspects such as quality and creativity as competencies and skills of each of the workers and how they use them to perform the tasks.

For a better understanding of the research conducted by Monique Sloan and Madelyn Geldenhuys (2021) and their conclusions, below is a table with the most relevant information explaining the relationship between conflicts in tasks and relational conflicts with the elaboration of tasks and work performance depending on the level of Emotional Intelligence (EI) possessed by the worker.

TABLE N°2: Relationship between work conflict, task elaboration and work performance according to the level of emotional intelligence.

	<b>LOW EMOTIONAL INTELLIGENCE LEVEL</b>	<b>MEDIUM-HIGH LEVEL OF EMOTIONAL INTELLIGENCE</b>
<b>Task Conflict, Task Elaboration and Job Performance</b>	<ul style="list-style-type: none"> <li>- Employees are efficient due to the decision making they have to deal with.</li> <li>- Average or above average job performance but conflict management still affects task performance.</li> <li>- Employees will not be able to regulate emotions in the face of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Employees are more efficient in completing tasks.</li> <li>- Job performance increases as well as the improvement of employees' ability to work successfully.</li> <li>- Employees will be able to recognize and control their emotions.</li> <li>- Task elaboration will be task-focused rather than emotion-focused.</li> </ul>

<p style="text-align: center;"><b>Relational Conflict, Task Elaboration and Job Performance</b></p>	<ul style="list-style-type: none"> <li>- Relational conflicts are related to interpersonal problems and involve negative emotions that cannot be managed.</li>   <li>- Job performance and task performance are not directly affected but the worker will already have negative emotions that may have future consequences.</li> </ul>	<ul style="list-style-type: none"> <li>- Relational conflicts by parking the other interpersonal ones with negative emotions that can be managed.</li>   <li>- Job performance and task performance are not affected by emotion management.</li>   <li>- Creates stronger bonds between colleagues.</li>   <li>- Emotion regulation helps in resolving dilemmas about the workplace and tasks to be performed.</li> </ul>
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*Fuente: Elaboración propia*

If we make a compilation with all the data that have been provided, we can conclude that Emotional Intelligence (EI) in workers makes them able to manage emotions with self-awareness and self-control in addition to being able to manage social relationships and empathize with colleagues (Goleman, 1998; Bar-On, 1997; Mayer and Salovey, 1997) for a better execution of tasks, an increase in work performance and a decrease in conflicts that may arise in the workplace (Sloan and Geldenhuys, 2021).



### **5.1.3. Employee Job Satisfaction**

In a society that is in constant movement, change and adaptation to such change is important and vital to continue evolving as a society and as individuals. This same aspect is reflected in companies, the constant changes and movements make it necessary to take new reins and decisions in the organizational behavior and directives of organizations (Chiang Vega, Gómez Fuentealba and Salazar Botello, 2014).

Organizations have to adapt to changes and be aware of new trends, not only to be able to meet the new needs of customers, but also to satisfy internally the needs of their employees and create an optimal and productive work environment. The concern of the leaders of organizations for their workers is increasing (Hernández González, 2018), and it is at this point where the introduction of Emotional Intelligence (EI) plays a key role both for the training of senior management and leaders, and to get to know and meet the needs of your workers.

Employees' feelings and attitudes towards the workplace are different. One of the most characteristic work attitude variables in the field of organizational behavior is job satisfaction, which can influence our behavior and actions in the workplace. Job Satisfaction (LS) is fundamental when it comes to explaining work success, which is why it is currently an important term in the organization as it is linked to concepts such as well-being, productivity, commitment to the organization, employee performance or motivation, however, before delving into this term it is important to know how it is defined. Nowadays there are many terms that can define job satisfaction and that are close to the representation of this term, likewise, there is not only one definition but it is a construct of many (Harpaz, 1983).

In several articles we can see how Locke (1976) defines job satisfaction as the emotional response that comes from the individual towards his work within the company, thus incorporating the term emotions and feelings for its definition. As we have seen above, feelings and emotions can be positive or negative. With Job Satisfaction (LS) we can obtain a positive response from the worker with positive emotions or, on the contrary, we can obtain a negative response or negative emotion caused by the dissatisfaction of the worker within his job or with the company in general (Viamontes García, 2010).

Another definition that could reflect well the meaning of the term could be Koontz and O'Donnell (1995, in Morillo, 2006:48) where Job Satisfaction (LS) is defined as "The well-being that an individual experiences at work when a desire or need is satisfied and relating it also to work motivation".

Job Satisfaction (LS) has been a field of study for many authors and for several researches, which is why each definition treated brings a different perspective and subjectivity depending on the author and the field of study (Viamontes García, 2010). In generic terms and after having seen several definitions, Job Satisfaction (LS) is defined as the satisfaction felt by an individual in relation to its job and depending on various tangible and intangible factors or, in another term, depending on the individual variable of each individual.

This variable has three fundamental dimensions: the characteristics of the subject, the characteristics of the work activity and the balance he/she makes between what it obtains as a result of its work and what he/she expects to receive in return for his/her physical and mental effort.

This individual variable is the different perspectives of individuals regarding their work seen under three dimensions: The characteristics of the subject and his values, the characteristics of the position he performs and his work, and the balance between both dimensions with what the worker obtains after performing his task and what he perceived to have after performing his task (Viamontes García, 2010). That is, while 'subject x' has a more positive perspective and sees every small step as great achievements that increase his job satisfaction day by day, we have the counterpart with 'subject y' who has a different perspective with the need to take big steps to feel fulfilled and, therefore, satisfied at work. In this individual variable not only the intangible counts, but also tangible aspects such as the perceived salary or the work area are variables that can increase job satisfaction depending on the worker. Another example that could be given is that while 'subject x' feels satisfaction at being valued and having his work recognized in the company, we have the counterpart with 'subject y' whose job satisfaction depends on the salary received each month.

Despite the positive aspects of Job Satisfaction (LS), for years leaders have paid more attention to capital or production factors, measuring every aspect within the production chain in order to produce at the lowest possible cost and leaving aside other factors of vital importance such as organizational, structural and human factors.

It is mainly the latter that tend not to be taken into account. This lack of attention to workers on the part of the company can cause great disadvantages for the company, and more specifically can create job dissatisfaction among workers.

Job dissatisfaction comes from the inability of the organization to meet and satisfy the needs of workers or not knowing which needs to meet. When there is dissatisfaction at work, two groups of behaviors can be created (Gregory, K., 2011):

- First we have the undesirable behaviors which we would define as those behaviors that can affect the worker and which comes mostly from another individual who is part of the company. Among the most common undesirable behaviors we can distinguish harassment, sabotage, or even theft.
- Secondly, we have the behavior known as Withdrawal Behavior. This behavior is related to the worker's dissatisfaction with the company to the point where he/she is forced to start or has thoughts of wanting to leave the company. The latter can be related to psychological abandonment of the job or absenteeism, where the person continues to go to his job but at a functional level does not perform his work properly.

It is the company's responsibility to understand which are the factors that contribute to a worker feeling more satisfied or more dissatisfied and to implement the necessary actions so that satisfaction increases and dissatisfaction disappears.

An organization that manages to have its staff more satisfied implies that it has managed to know the needs of its workers and that it has found the most appropriate way to meet these needs in the workplace. This process is much easier if the top management and the leader are highly involved in knowing and establishing affective relationships, as well as empathizing with the workers (David Goleman, 1998; Bar-On, 1999), reaffirming once again the need to incorporate Emotional Intelligence (EI) within companies. For years, several researches have been carried out to know if there is a direct and positive relationship between Job Satisfaction (LS) and Emotional Intelligence (EI) giving diverse results, among which we can highlight the following.

In 2018, María de la Villa Moral Jiménez and Sergio Ganzo Salamanca conducted research to check if there was a relationship between Emotional Intelligence (EI) and perceived satisfaction in work life. For this research they chose a random sample from different provinces of Spain with a variety in work experience, age, gender and sector in which they work. The result of the research determined that there is a significant relationship between emotional intelligence and job satisfaction with respect to work sectors, mostly the education sector. However, it did not imply any significant difference to sociodemographic variables such as gender, age or level of experience. This is why we can conclude that job satisfaction is mostly dependent on the job sector and tasks as well as on the organization and the efforts it makes to have its workers satisfied at the job level.

To reinforce the statement about the significance between Emotional Intelligence (EI) and Job Satisfaction (LS) is as an example the research conducted in 2021 by Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores with the aim of analyzing whether there

was a relationship between emotional intelligence (EI), work-family conflict (WFC) mentioned in the previous section, job satisfaction (LS), job performance (D) and the employee's intention to leave his or her job. Based on several studies carried out on the variables Emotional Intelligence (EI) and Job Satisfaction (LS) that have given significant similarities between them, the null hypothesis is proposed where Emotional Intelligence (EI) has a direct and positive effect on job satisfaction. The final conclusion in the random sampling research was that there was a direct and positive effect between Emotional Intelligence (EI) and Job Satisfaction (LS).

Another conclusion reached was that there was a positive and direct relationship between Job Satisfaction (LS) and job performance. With this conclusion we can deduce that, if a worker feels satisfied with his job, he will perform it with much more enthusiasm, he will be more motivated and also his work performance and productivity will increase.

Finally, another conclusion reached was that there is a direct and negative relationship between job satisfaction and the worker's intention to leave his job (Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores, 2021). This statement is reinforced by the arguments that have been previously used in the definition of job dissatisfaction and how this job dissatisfaction can cause enough discomfort in the worker to force them to want to quit their job (Viamontes García, 2010).

According to the aforementioned research, definitions and data provided on Job Satisfaction (LS) we can say that the final results suggest that Emotional Intelligence (EI) interventions aimed at increasing job engagement could be especially useful and positive in increasing job satisfaction. A job satisfied employee will be a competitive advantage and a benefit for the company since he/she will be motivated in his/her job under a healthy environment where he/she can perform his/her tasks more efficiently.

All this under the leadership of an emotionally intelligent leader who manages not only to communicate and establish links with his workers to know their real needs, but who is also capable of taking these deficiencies or needs to actions that provide Job Satisfaction (LS) at work and maintain it in the long term (Goleman, 1998).

## **5.2. The Role Of Emotions In Leadership, Job Performance, Work Climate and Communication**

In the second section we will see the role of emotions in aspects such as work performance and how this can increase or decrease depending on the emotions of workers and the work environment of the organization. In addition, we will also discuss important aspects such as the importance of leadership and emotionally intelligent leaders along with good internal communication and transparency. The common factor in these areas is that emotions and their control play a fundamental role but they are not enough to achieve the success of the organization but certain organizational and structural changes are required within the company.

In this section we focus on variables that react directly with the capabilities and skills necessary to achieve good leadership. The leader who manages to control his emotions will be considered an emotionally intelligent leader.

### **5.2.1. Emotionally intelligent leadership**

Emotional Intelligence (EI) in generic terms establishes a connection between the cognitive part and the emotions causing a better use of our capabilities thus improving aspects such as our motivation, the ability to reconcile conflict, empathy towards the people around us, better reasoning in critical situations and improved stress management and prevention of the problems that such work stress entails (Cui, 2021). It is for all these reasons that Emotional Intelligence (EI) in managers or leaders of organizations is essential not only for the improvement of internal aspects of the organization itself but also for its future success.

Although it is true that current circumstances have made companies evolve and change certain internal and external mechanisms or operations often valuing emotional intelligence as the value that can be provided to skills in technology, in the work environment there is still a highly competitive environment with strong pressure on results and efficiency, which is why most organizations continue to prioritize the IQ, technical knowledge and experience of workers, i.e. the cognitive part, over their social and emotional capabilities (Goleman, 1998; Bar-On, 1997).

To prioritize the IQ, technical knowledge and experience of workers over the emotional quotient (EQ) (Bar-On, 1997) or over the EI of a worker (Goleman, 1998) is totally wrong, especially if it is the manager or leader of a company, since the leader will be the one to make decisions, manage and direct the company. Goleman (1998) commented with respect

to his book "The Emotional Intelligence in the Business" in 1998 that IQ only predicted between 4% and 10% of professional success, making reference to the fact that it is not that IQ, experience and technical knowledge are unimportant in both workers and business leaders, but that they should be treated as basic skills without such a high priority. In addition, Goleman (2013) also makes it clear that Emotional Intelligence (EI) marks 80% of people's success in the labor field, representing then 20% the rational intelligence or IQ (intelligence quotient).

This situation causes many workers perform their tasks in a standard way to keep their jobs, showing a totally negative image of what can really be achieved within organizations with Emotional Intelligence (EI). If these workers felt motivated and committed to their company and their tasks, job performance would be higher and workers would be positioned in an optimal zone, defining the optimal zone as the zone where the worker feels more motivated and, therefore, more committed and willing to do their tasks. However, if we put pressure on them, establish impossible schedules, tasks with complexity and lack of communication, very little support and little time for compliance, they will feel overwhelmed and will move towards a less optimal zone where job performance decreases.

This is where leadership, good leadership, helps workers to be able to reach and stay in the optimal zone where we will get the best performance from them and guide them so that the worker is able to establish and maintain their best internal states and their best mental state (Goleman, 1998).

Goleman (1998) states that this internal state of the worker or leader is characterized by several things:

- Full attention focusing 100% on what is being done.
- Being flexible and adaptable to any unexpected situation that may occur, analyzing the situation and handling it.
- The challenge at all times in the skills and abilities of workers.
- The realization of these actions makes the person feel good and happy with the internal state in which they find themselves.

It is in this state that workers produce their peak performance and where, in turn, they feel at their best (Goleman, 1998).

An intelligent and affective leader, emotionally intelligent, will be able to help the people who are part of his company to obtain and maintain that internal state through several guidelines, among them are the following:

- Make clear what are the goals and objectives to be achieved.
- Express clearly what are the tasks to be performed and how to perform them with the flexibility factor always present.
- Give feedback to your workers, the sooner this feedback is established, the better the worker's understanding of the situation and helps them to know how they are carrying out the assigned tasks properly
- Develop people's skills through challenges by establishing types of tasks that require or challenge them.
- The capabilities of the workers should match the tasks assigned within the organization.

Another perspective that we can give to the emotionally intelligent leader is the Emotional Intelligence (EI) theory formulated by Goleman in his book "The Emotional Intelligence in the Business" (1998) he discovered six totally different styles of leadership. This discovery was based on research carried out together with a team headed by Maty Fontaine and Ruth Jacobs where a random sample of 3817 managers was studied in order to obtain an overview between leadership and Emotional Intelligence (EI) under the variables of environment and performance.

At the same time, it was also found that different components of Emotional Intelligence (EI) emerge in each of the six different leaders. Below is a table explaining the types of leadership, a brief description, the capabilities of each and the effect that such leadership has on the company's environment.

The work environment or work climate (McClelland, 1998) refers to six factors based on the flexibility and innovation capacity of the workers, the sense of responsibility that the worker has with the company, the values of the organizational culture, the performance evaluations and their results, the degree of commitment of the workers with the objectives and the clarity of the company's mission. Thus establishing the importance between an emotionally intelligent leader and the work or business climate.

TABLE N°3. Type of leaders based on Goleman's (1998) study on leadership and its relationship with emotional intelligence.

<b>LEADER TYPE</b>	<b>DESCRIPTION</b>	<b>EMOTIONAL INTELLIGENCE (EI) CAPABILITIES</b>	<b>EFFECT ON THE WORK ENVIRONMENT AND THE COMPANY'S PERFORMANCE</b>
The Coercive leader	Demands everything it wants immediately. Effective in times of crisis.	<ul style="list-style-type: none"> <li>- Initiative</li> <li>- Self-control</li> <li>- Willingness to improve</li> </ul>	Negative effect on the environment and on the company's bottom line
The Authoritarian leader	Mobilizes personnel to carry out actions. Used when a different or clear vision is needed in the company that goes in a different direction from the common one.	<ul style="list-style-type: none"> <li>- Self-confidence</li> <li>- Empathy</li> <li>- Adaptable to changes</li> </ul>	Positive effect on the environment and on the company's bottom line
The Affiliative Leader	Creates interpersonal relationships with your employees. Effective for motivating employees or resolving conflicts within the company	<ul style="list-style-type: none"> <li>- Self-confidence</li> <li>- Empathy</li> <li>- Communication</li> <li>- Relationship development</li> </ul>	Positive effect on the environment and on the company's bottom line
The Democratic Leader	Promotes decision-making through consensus. Effective in generating consensus when making decisions and creating avenues for listening to employee input.	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Team Leadership</li> <li>- Communication</li> </ul>	Positive effect on the environment and on the company's bottom line
The Pioneering leader	Establishes demanding performance criteria. Efficient in achieving results.	<ul style="list-style-type: none"> <li>- Achievement of objectives</li> </ul>	Negative effect on the environment and on the company's bottom line
The Formative leader	Serves as a guide for workers	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Self-confidence</li> <li>- Empathy</li> <li>- Train workers</li> </ul>	Positive effect on the environment and on the company's bottom line

Fuente: *Elaboración propia*



At the end of the experiment, Goleman (1998) concludes that a good leader is one who achieves two main points. On the one hand, a good leader is one who manages to master the five components of Emotional Intelligence (EI), i.e., self-awareness, self-management, self-motivation, empathy and social skills. And on the other hand, a good leader is one who manages the six different types of leadership and is able to use the type of leadership that best suits the circumstances and the situation of the company at a particular time.

In turn, through this study, it was also possible to establish a direct and positive relationship between the emotionally intelligent leader and the business or work climate, reaching the conclusion through the resulting data that "Between 50% and 70% of the employees' perception of the work climate was related to the characteristics of an emotionally intelligent leader". Thus making reference to the fact that a good work climate goes hand in hand with an emotionally intelligent leader (Goleman, 2000b).

Incorporating Emotional Intelligence (EI) to the leadership of the company is something that can be done since a leader or a person can learn how to be emotionally intelligent through workshops or actions that develop that part of the individual. Therefore it is clear that Emotional Intelligence (EI) can come from an individual by birth, as we could mention the ability of empathy or the ability of social skills, while other individuals develop these skills throughout their lives through external help or experiences (Rosa Garcia, 2013).

Finally, and to conclude this point, some of the benefits that the incorporation of Emotional Intelligence (EI) in leadership can bring to the company are the following (Akter, Rahman, Al-Amin, Ferdausy, 2021; Goleman, 1998).

1. It improves in the management of decision making counting on the rest of the workers and their different proposals.
2. Attends the different discernments of the work.
3. Maintains an interpersonal and positive relationship with the workers within the companies.
4. Establish a safe environment and a positive work climate where positive work attitudes can be created among employees.
5. Improves internal communication within the organization.
6. It generates more trust and reduces labor conflicts.
7. It is possible to identify more effectively the needs of their workers as well as their talent to establish more adequately the tasks they will perform.

### 5.2.2. Communication and Transparency

During the theoretical review, communication has already been mentioned several times and how important it is for the positive development of the company. Communication is defined by the RAE as that action that consists of the exchange of information between two or more participants with the objective of transmitting, sharing or receiving diverse information or opinions. If we take communication to the workplace, we can differentiate between different types of communication depending on several characteristics such as the type of message, the type of organization or the purpose of the message. Among the different types we have nonverbal communication, verbal communication, intrapersonal communication, intragroup communication, individual communication, collective communication, internal communication, external communication... etc.

Communication is a process in which information or opinions are exchanged both verbally and non-verbally between the different groups that make up the organization. Effective communication is necessary for the company as it plays a crucial role in its perfect functioning by transferring the necessary information for the correct performance of activities by employees and thus avoiding missed deadlines or poorly performed tasks that can negatively affect an organization. This information mostly comes from top management and the leader to the workers in each of their departments (Cui, 2021).

According to the research conducted by Cui (2021) poor communication can develop problems both internally and externally, which is why we can distinguish external communication and internal communication as well as the practices that can arise from them.

On the one hand, we have external communication defined as the information that the company directs towards its external agents such as its suppliers and customers as well as creditors, investors or the company itself. Poor external communication has a negative impact on the company and this is due to a lack of information or problems with communication with external agents. Among some of the situations that we can find we have: Poor information about the company's situation towards investors causing their anger, lack of transparency towards customers thus losing potential sales or potential purchases of products or services and even communicating erroneous information towards suppliers affecting raw materials or services.

On the other hand, we have internal communication defined as the information that flows through the company to its employees for the correct performance of operational activities as well as to keep the company's internal agents, i.e. the employees, informed at all times. Poor

internal communication can also negatively affect the company and, in this case, can lead to internal problems such as reduced performance, poor performance of activities, lack of understanding between top management and workers and can even lead to labor conflicts.

That's why efficient communication and transparency in the process of a company plays such an important role within it, mainly the internal communication towards the workers. To improve communication, one of the best resources that can be applied is the incorporation of Emotional Intelligence (EI).

Several studies have been conducted over the years on the possible relationship between communication and transparency with Emotional Intelligence (EI) reaching the conclusion that these variables react positively to their incorporation (Hassan, Saeid, Hashim, Bin and Khalil, 2014). This is because both top management, leaders and emotionally intelligent workers acquire the ability to be able to identify, recognize and use emotions in a totally constructive way and to their benefit, reducing any problems that may occur at an emotional level, being able to resolve difficulties and stop conflicts that may arise.

A very important variable in the process of achieving more efficient communication that goes hand in hand with it is transparency. Transparency could be defined as the exposure of clear, accurate and necessary information in an open manner by the company, ensuring that both its employees and external agents have the knowledge and information necessary to perform their work more efficiently. Offering such transparency to external agents and workers from top management generates trust and leads to positive results by showing greater support to workers and treating their customers with greater kindness and attitude (Cui, 2021).

Another important point to highlight is that, in order to achieve open, transparent and efficient communication based on Emotional Intelligence (EI) there are three important capabilities that both management and workers should understand and which are based on the theories of Goleman (1998), Bar-On (1997) and Mayer and Salovey (1997):

- Social Skills: Where relationships between people are a very important interpersonal factor in communication (Bar-On, 1997) being able to manage relationships with other individuals and to establish links with them (Goleman, 1995).
- Self-knowledge: The first capacity of Emotional Intelligence (EI) mentioned by Goleman (1995) where the individual is able to understand his emotions and know his feelings as well as what is causing that feeling or emotion to emerge. This is how the individual will be able to act in the most correct and efficient way possible,

regulating his/her feelings (Mayer and Salovey, 1997) and optimizing the state of communication and well-being in the company.

- Empathy: It refers to being able to understand how the individuals around you feel through verbal and nonverbal language, this being a very important point because it allows the person to understand the point of view of other individuals, to know the problems and provide solutions to them (Goleman, 1998; Bar-On, 1997). Likewise, to develop or increase the level of empathy in an individual, it is necessary to practice active and continuous listening as it enriches communication between individuals and to analyze each situation being able to adapt to a specific context.

In conclusion, the incorporation of emotionally intelligent individuals within the company will emphasize interpersonal relationships improving relations between workers and senior management as well as with customers or other people related to the company. Emotionally intelligent managers will be able to understand the point of view of their workers and to know the needs in order to provide more efficient solutions. An emotionally intelligent worker will be able to manage their feelings and perform their work more efficiently. In addition, this improvement of Emotional Intelligence (EI) will achieve that between individuals in a company there is a more accurate listening of information, thus establishing a more open, efficient and transparent internal and external communication (Cui, 2021; Hassan, Saeid, Hashim, Bin and Khalil, 2014).

## **6. EMOTIONAL INTELLIGENCE AS A COMPETITIVE ADVANTAGE FOR COMPANIES**

The world is constantly changing and companies have to be able to adapt to these changes by assuming daily challenges. This is where the role of Emotional Intelligence (EI) plays such an important role in both workers and managers and leaders of an organization.

An organization led by emotionally intelligent professionals will be able to adapt to constant changes and will have the necessary skills to achieve its objectives successfully (Goleman, 1998).

That is why, in times of globalization, Emotional Intelligence (EI) in generic terms is gaining much more strength than ever in organizations but, especially, in the leadership and top management part. This will affirm the new trend of emotionally intelligent companies by prioritizing the control of emotions and skills against the knowledge, experiences and studies that were previously measured as a success factor for an organization.

After all the study of the theoretical review that has been carried out on the benefits and the positive relationship that Emotional Intelligence (EI) can have on the variables of labor conflict, job stress and job satisfaction of workers as well as leadership along with the work environment, communication and transparency in organizations, the question is: Can Emotional Intelligence (EI) be seen as a comparative advantage for organizations?

To answer this question, we must first make it clear that it is a competitive advantage. This term was coined by Porter in 1984, who said that "a company has a competitive advantage if its profitable value is above the average profitability value of the sector in which it operates". It is in turn related to the value chain and the company's internal production.

Another definition that is closer to the term we are looking for is the one established by Kotler and Keller in 2006, who defined competitive advantage as the ability of a company to act in a certain way towards competitors that they cannot match or do not seek to match. If we base it on generic terms, competitive advantage is based on a unique and differential set of values or qualities that a company has over its competitors and that helps it to differentiate itself from its competitors in the market.

Although it is true that there are several definitions of competitive advantage and it has been the subject of study by many authors for years, there is no exact definition, although there is an approximate one, that comes close to the concept of a competitive advantage based on Emotional Intelligence (EI). However, the most important aspects to be taken into account when certifying a competitive advantage within an organization is whether within it we can find an individual value proposition that is distinctive from competitors, that brings benefits and that this value is adapted to the target market (Kotler and Keller, 2006).

As a result of everything we have seen in the theoretical review and together with the knowledge of what a competitive advantage is, we conclude that the incorporation of Emotional Intelligence (EI) in the company can lead to two competitive advantages. On the one hand, we could obtain a competitive advantage from emotionally intelligent workers and, on the other hand, we could obtain a competitive advantage from an emotionally intelligent leader (Torres, 2012).

## **6.1. Emotionally intelligent worker**

As explained above, we start from the premise that an emotionally intelligent individual is able to understand and comprehend his emotions and feelings (Goleman, 1995) and control them without holding them back (Bar-On, 1997).

An emotionally intelligent worker, or one with a high level of Emotional Intelligence (EI), can perceive greater job satisfaction in his or her job. This increase in job satisfaction (Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores, 2021) is reflected at the intrapersonal level as the worker is able to understand his own feelings and use them effectively as a resource to cope with negative feelings or emotions, regulate his emotions and cope with job stress and its consequences (Buendía, 1988). At the intrapersonal level, workers are able to understand again their feelings and emotions and to regulate them but this time for the benefit of others, using these abilities and skills to improve the relationship with other colleagues and with the rest of the organization, thus reducing possible conflicts that may arise (Sloan and Geldenhuys, 2021). This is why more emotionally intelligent workers tend to maintain a much more positive attitude and a much more affective behavior towards their peers.

Increased job satisfaction leads to increased job performance (Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores, 2021) which, in turn, will conclude in obtaining greater results for the organization in its internal production thus creating an internal competitive advantage.

This internal value competitive advantage is based on the well-being of workers within an organization and on the efficient results produced within the value chain. That is, the company's competitive advantage is based on its efficient internal performance and production based on the achievement motivation, satisfaction, higher performance and increased production of its emotionally intelligent workers.

## **6.2. Emotionally intelligent leader**

It is necessary for leaders to work with emotional intelligence if they intend to be successful as individuals and take the organization to obtain good results (Bar-On, 2003). As already mentioned in the point about emotionally intelligent leaders, they must have the ability to understand, treat and actively listen to their workers as well as to manage emotions and possible work stress in order to solve problems efficiently and make the best decisions.

An emotionally intelligent leader will have the necessary skills and competencies that, together with efficient internal communication and the correct treatment of personnel, will make workers feel listened to and valued in their jobs (Goleman, 1998). Likewise, good efficient internal communication together with empathy and leading social skills make it much easier to see what workers need, find the problems that may be happening in the work environment and provide efficient solutions (Cui, 2021).

According to a study conducted by Torres in 2012 where he studied the relationship between emotional intelligence and leadership skills, Torres concluded that the implementation of emotional intelligence by leaders to the organization allows it to achieve better results in their work performance and productivity and greater success. That is, the incorporation of emotional intelligence in the leadership and management of the company by an emotionally intelligent leader can lead a company to success, thus implying that this position is a competitive advantage for the organization against competitors in the market.

## **7. CONCLUSION**

The purpose of this theoretical review is to understand and expand knowledge about the concept of Emotional Intelligence (EI) in terms of psychology and how this intelligence affects individuals who possess it. Likewise, it also tries to explain the concept of Emotional Intelligence (EI) within the work environment and the positive implications and benefits it can have within it.

Firstly, a theoretical framework on the concept of Emotional Intelligence (EI) was developed, more oriented towards the psychological field by authors such as Peter Salovey and John Mayer (1995), David Goleman (1995) and Reuven Bar-On (1997) and their respective models on Emotional Intelligence (EI), as well as other perspectives on this concept by other authors that broaden the better understanding of this concept. This theoretical framework, together with the introduction, were made to have a broader understanding of the concept of Emotional Intelligence (EI) under different perspectives and how it could be reflected in each

different individual. Emotional Intelligence (EI) is a concept that has been a source of study for years, having Goleman (1995) as a pioneer, but, although it is a concept that has been talked about before, in recent years it has gained special importance and awakened interest from companies due to the global changes that have occurred both socially and economically after the covid-19 and the need for companies to adapt to new changes.

Once understood the concept of Emotional Intelligence (EI) under the different perspectives, in second place we transfer this concept to the work environment and we will establish, under different variables, the positive performance that has the incorporation of the Emotional Intelligence (EI) inside the organizations and its positive relation with the possible success and benefits of the organizations after your implementation.

Having understood the relationship between Emotional Intelligence (EI) and organizations in generic terms, the study of the most important variables that provide better results to the organization and the positive relationship that these have with Emotional Intelligence (EI) is divided into two parts based on the role that emotions have in each of the highlighted variables.

In the first part of the study, the role of emotions on the variables of work stress, work conflict and job satisfaction is explained, as well as the relationship that these variables have with the performance and productivity of the worker. During the study of these variables, and under several studies conducted by authors, we can determine that there is a negative relationship between work conflict and work stress with the worker's performance thus causing their productivity to decrease as well as their performance within their job (Sloan and Geldenhuys, 2021; Yang and Mossholder, 2004). All this changes with the introduction of Emotional Intelligence (EI) programs to workers who will be able to control their emotions and feelings used as a resource (Goleman, 1998; Bar-On, 1997) decreasing labor conflicts and work stress and its consequences. Likewise, a positive relationship between job satisfaction and Emotional Intelligence (EI) is also determined (Sloan and Geldenhuys, 2021; Delgado-Bello, Veas-González, Avalos-Tejeda and Gahona-Flores, 2021).

The second part of the study explains the role of emotions on leadership variables, job performance together with the work climate and organizational communication. In this part the relationship between Emotional Intelligence (EI) and leadership is studied giving as a final result that both parts are positively and directly related (Goleman, 1998, 2013; Bar-On, 1997) and which, in turn, has a positive effect on the work climate and job performance translating the latter information into a more positive and safe environment for workers (McClelland, 1998) to develop their potential increasing their job performance and job satisfaction. Likewise, Goleman (2013) establishes a positive relationship between those



organizations led by emotionally intelligent leaders with the potential job success of an organization.

Likewise, Emotional Intelligence (EI) has a positive relationship with communication and transparency (Cui, 2021) according to several studies. Good, efficient and transparent internal communication is positive for establishing good relationships with workers and achieving more efficient work performance. With all the information that has been extracted from the variables together with their relationship with Emotional Intelligence (EI) we conclude that the (EI) marks 80% of people's success in the labor field, representing then 20% the rational intelligence or (IQ) intelligence quotient (Goleman, 2013).

In third place we indicate the possibility that establishing Emotional Intelligence (EI) within the organization can be seen as a competitive advantage, reaching the final conclusion after the data collected in the previous sections, that this statement is true and that it can be seen in an emotionally intelligent worker and emotionally intelligent leaders as an internal and differential value of an organization (Torres, 2012).

In conclusion, the Emotional Intelligence (EI) so that the company improves its work performance and productivity obtaining better results within the internal production, likewise, implement this Emotional Intelligence (EI) through actions and participatory workshops led by professionals can get to general emotionally intelligent workers or with a level of emotional intelligence sufficient to combat against possible labor conflicts and work stress, thus increasing their job performance and satisfaction within the organization. On the other hand, we can also get emotionally intelligent leaders who manage the company by listening, empathizing, solving problems and making decisions in the most efficient way possible, thus serving as a role model and motivation for workers. All that has been mentioned translates into a possible competitive advantage for the organization of internal value towards competitors in the market by the organization.

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