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How Emotional Intelligence Affects Human Resource Practices Within Dublin Bus

(A qualitative study)

Liam Maher

Submitted to the National College of Ireland business school in partial fulfilment of the requirements leading to the award of Master of Arts in Human Resource Management

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Declaration

I Liam Maher declare that this dissertation submitted in part completion of the award MA in Human Resource Management is entirely my own work and all sources have been accredited in the text and references.

Signed: Liam Maher 17402646

Date: August 24th 2021

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Abstract

This dissertation looks at the impacts emotional intelligence has on human resource practitioners and executives at Dublin Bus. This is based on three main emotional intelligence theories as discussed in the literature review, these are Goleman's 5 pillars, Bar Ons competencies model & Mayers, Salovey & Caruscos ability model. The purpose of this study is to examine the mental aspect of Human Resource behaviors behind one of Irelands largest semi state public companies. The findings reveal which aspects of emotional intelligence are more commonly used and which are the most useful within the human resources department. The research was collected in a qualitative manor as this allowed the interviewees to elaborate on their answers and allowed myself to ask more descriptive questions, thus giving a more detailed conclusion. The research method listed above will be conducted by myself whilst I interview 5 members of staff at Dublin Bus, which includes three human resource executives as well as two human resource clerical officers. The small sample size is eluded two and large conclusions cannot be drawn to as a result but in hope of spotting similar trends that conclude with similar & larger studies conducted by (Oztimurlenk 2020) & (SABIE 2020) will suggest that larger conclusions will be found in relation to trends amongst the three studies. As for the research methods the interviews took place over Microsoft teams due to the current climate and for the purpose of transcribing these interviews.

Introduction

Throughout this paper we will examine three extensive models of emotional intelligence as well as looking the quantitative processes that could have also been examined, however it is important to start of this dissertation by explaining its purpose. (Harvard Business Review Press 2017) went into detail exploring four key headings in relation to this topic, these were happiness, resilience, empathy and mindfulness. The overall purpose of this was to discuss the importance of emotional intelligence and why it should be studied. They found that the importance of empathy at work was the most influential aspect of an effective leader. As employees not only worked for themselves but they worked out of respect for the manager who understood them. They found that through empathy there were three sub-categories of empathy the first being cognitive empathy, this was understood to be the ability understand another person's direct perspective. The second was emotional ability, this was the ability to put yourself in someone else shoes and feel how they feel in a certain situation. The third was empathic concern, this refers to the ability to sense what someone else needs from you. The last topic their empathic concern does not necessarily mean that someone will use you it means sensing what emotions they seek from you such as compassion, understanding etc. This would turn out to be an interesting dissection within my conclusion as would the human resource practitioners that I interview feel the same way about the importance of empathy or perhaps would they see an aspect such as adaptability or self-regulation a being more important within human resources.

I also should explain where this research falls in alongside other similar conducted studies. The first of these being (Oztimurlenk 2020) study amongst Turkish business managers. This was a very similar study with a much larger sample size of my own and his conclusion was that the vast majority were aware that they had levels of emotional intelligence but also admitted that they also had trouble controlling it. Whilst this will certainly come up in my conclusion and findings, I also aim to find out what exact aspects of emotional intelligence do human resource practitioners know that they have. In (Oztimurlenk 2020) study the conclusion was concise however broad, I aim to look at the finer details of emotional intelligence and understand which individual characteristics are viewed to be the most important within one of the largest semi state companies in Ireland.

This study also fits in line with (SABIE 2020) study which in a way contrasts nicely against (Oztimurlenk 2020) in that it focuses on Romanian human resources employees whilst his only looked at Turkish. As mine will only look at Irish employees' cultural differences may have to be accepted for certain differences in findings. However, the same problem with this study is that it only has a broad outcome (which is looked at in the literature review). My study aims to slot in alongside these exceptional pieces of qualitative research and try to focus more on the smaller details rather than the larger conclusion, this is why my interviews are based off of emotional intelligence models with multiple competencies. Why should this topic be studied? Well, the importance of emotional intelligence was looked into by (Harvard Business Review Press 2015) and they dug into a particular interview with Daniel Goleman on "what makes a leader?". They found a number of things, one was that large companies all over the world were employing trained psychologists to come up with emotional intelligence models in order to evaluate and promote future star employees with the company. Goleman found that this was the case within 188 large global companies which included the likes of British Airways & Lucent Technologies. This shows us that the importance of emotional intelligence is widely recognized however the research into it from a work perspective is ever evolving, which is why I would like to delve

into this conversation as not only do I find the topic extremely interesting, it is also widely recognised now as a crucial aspect of effective management.

The limitations of the sample size do damage the integrity of the findings however in correlation with previous studies (listed in literature review) there can be some conclusions drawn based on the trends looked at in previous research. (Maharjan 2018) discusses some of the limitations as well as strengths of a small sample interview. The first strength being the quality of information collected, it is all primary information and is straight from the interviewee in question. They also explain that with the results being less conclusive, assumptions cannot be made on behalf of a whole group.

Literature Review

“CEOs are hired for their intellect and business expertise – and fired for a lack of emotional intelligence” (Goleman 1995). This simplistic quote captivates my desire to study the topic of emotional intelligence (EI) and its overall impact in human resource management. However before we dig into some of Goleman’s top work we must examine the broader depth of research that has been conducted within this field. The literature surrounding the topic of emotional intelligence within the workplace is broad and focuses on a vast number of personal and interpersonal fields. Which is why this literature review will be broken down into five key areas. The first area will consist of qualitative areas of research that have been conducted within this field, meanwhile the second area of research will look at the quantitative methods of research that have been studied within emotional intelligence. Concluding this section will be a closer look at the three models of emotional intelligence that helped me shape my interview and research methodology, I will go into more detail on these later in this chapter.

The first related qualitative study was conducted by (Oztimurlenk 2020). He explored areas within EI such as conflict management, self efficiency, & job satisfaction, assessing the impact of these emotional intelligence characteristics on human resource managers in Turkey. A key finding here is that there is a huge benefit in terms of executive communication. An interesting comparison with Oztimurlenk’s study that I would eventually like to explore is that he found that most HR managers in Turkey to be able to understand and accept their own emotions, however the vast majority did admit having problems actually controlling these emotions. This is an interesting conclusion in my opinion because this could suggest that naturally the most sociable and relatable employees went further in their respective HR careers because they were more relaxed and able to communicate with their peers better. This could be just a cultural interpretation but for an employee to progress even though they have a certain lack of control with their own emotions may mean that they are naturally more understanding and expressive. Therefore, this could also associate unsuccessful employees to be naturally more difficult to associate with and unable to express themselves. The knowledge within these HR employees interviewed by Oztimurlenk was relatively conclusive, they were more than aware of their own emotions and the impact that they had on their own work however they could not control their relevant emotions at work. This could mean that within certain cultures some employees have more natural emotional ability than others which may have helped them to progress over others in terms of career progression. This study helped me formulate the phrasing of my interviews and try to get a better understanding on if the HR practitioners that I interviewed had a better understanding on if they could actively control their own emotions whilst at work.

Another great study that influenced my research within the field was (Ilyas & Abdullah 2016) The Effect of Leadership, Organizational culture, emotional Intelligence, and job satisfaction on Performance. They focused more so on the teaching sector interviewing 78 teachers in relation to the four job performance factors listed above. One of their main areas of study found that emotional intelligence within high school teachers directly impacted and influenced job performance. This was because of the effective ability to recognise emotions, manage emotions and understand the feelings of others contributed to creating more constructive relationships within the workplace. Therefore, they found that by discovering the impact of EI on job performance they could dig a bit deeper, then they found that because overall job performance improved so too did job satisfaction. Which lead to the direct correlation of productive emotional intelligence within teachers in this high school correlated with these being the happier teachers overall within this study. An

interesting comparison can already be made between the two viewed articles, could the teachers who were aware of and in control of their emotional intelligence be considered as being happier than the HR managers in Turkey that could not directly control their emotions, although they were aware of the concept of emotional intelligence. This could mean that in some companies understanding emotional intelligence may not be enough, as if these emotions cannot be directly controlled, they may lead to a negative impact on overall job performance.

Another study that perhaps blends the previous two together is (Forsyth, B. et al. 2020) qualitative study on emotional intelligence within a south eastern university in America and its managers. This is a step up from the previous study as these are no longer high school students, but 3rd level of education students that mostly have jobs in “executive positions” according to the study. As well as a smaller sample of managers from the university itself. One of the more fascinating things that I discovered from this article in particular was the theory of the dark side of emotional intelligence that was studied by (Marsh 2011), this study in a way contradicted Goleman’s optimism within his study of the impact of EI and instead explored some of the negatives of emotional intelligence. The article briefly used Marsh’s theory and dug into it even further. It found that a certain number of people with high emotional intelligence could be very effective manipulators. In turn they used their EI for their own personal gain by doing this in a destructive and evil manor. This trait according to Marsh is known as being Machiavellian, concluding this brief look at Marsh’s work those with Machiavellian traits were more likely to treat others poorly whilst accomplishing their own personal gains. However (Forsyth, B. et al. 2020) then returned back to looking at the positives of EI within their research group and also discovered the impact strong EI had on improving leadership especially within young professionals. They also found that in teaching and understanding EI, young professionals must be taught how to expand their own self awareness. Ultimately this comes with dissecting life/work experiences with an open mind and reviewing one’s own thought process behind each emotion felt. “Expanding your self awareness is the key to developing your emotional intelligence (Wall 2008). Then one might ask how else can you expand your self awareness? Well according to this particular article a great way is to see yourself through someone else eyes, the best way of doing this is to get honest feedback from someone you trust. However, you must approach this exercise with an open mind and be open to engaging with constructive criticism. Together the university students in this study found that some of the most productive questions from Walls study on self awareness were.

What two traits could I further develop to be a more effective manager?

What two currant qualities do you think would be my strongest qualities as a manager?

What particular time was my emotional reaction to an incident difficult to deal with?

Which of my tendencies/habits do you think are most likely to undermine my effectiveness as a potential manager?

They also looked at the positive effect EI had on teamwork. Usually, successful teamwork requires everyone to be on a similar emotional level, this does not allow one person to dominate but encourages collaboration of all team members involved. This co-aligned with a study that was conducted by (Luca & Tarricone 2001) which concluded that the aim of each team member should be to develop positive relationships whilst each team member recognises how their emotions can positively impact and help the team. This is what they believed constituted effect team work and team building within groups with a similar EI.

(Forsyth, B. et al. 2020) on concluding the rest of the results of this survey found that main benefit of using emotional intelligence within the workplace was creating a positive atmosphere. Which in turn would lead to employee satisfaction and higher levels of performance as looked at in the previous articles.

In the last qualitative study (Sabie, O.M. et al. 2020) examined the direct correlation between EI and Human Resource employee performance. This is probably the closest title to my actual dissertation so the findings here should indicate a similar result with those of the HR practitioners that I interview. This survey consisted of 268 respondents from various HR related fields however this was only conducted in Romania. So perhaps the right comparison would be to compare the answers to that of (Oztimurlenk 2020) study and compare the cultural differences of Turkey & Romania. These results might be used as a form of comparison within my own results here in Ireland. One of the more interesting results of this survey was that larger companies in Romania attracted an overall higher perceived level of EI among employees than that of medium or smaller organisations. This could be interpreted as larger firms can offer higher salaries, therefore they can attract higher performers. This can also be backed up by the studies finding that once again a strong correlation is formed between that of strong EI and high individual performance. However the study actually found the correlation between large companies and EI to be mainly down to competitiveness. The explanation for this was that in big companies there is less room for error and inefficiency as the market and their employers just doesn't allow for it. They also reference (Mikolajczak et al., 2007) in that employees that show higher levels of EI also have a higher resistance to stress, and therefore are more likely to thrive in a more competitive and high-pressure environment.

The Quantitative Approach

The first main method of measuring EI in a quantitative manner is by using (Salovey et al 2003) model of the MSCEIT. This is important because later in my study Salovey's model of EI will actually be used within my interviews, so I feel that it is important to address his use specifically on the use of quantitative as well as qualitative research. The MSCEIT model revolves around his four main EI concepts that perceiving emotion, understanding emotion, managing emotion and facilitating thought using emotion, however I will go into more detail on these later. The MSCEIT uses 141 interpretations and takes roughly 45 minutes to complete. Summarising these interpretations is a scoring system that consists of 15 main headings. The overall scores can be interpreted as anyone who scores in or around the 100 mark, has an "average" range of EI. However, anyone that score 115 or above is viewed as above average or one standard deviation above the mean of this model.

The other method of numerical measurement within EI is (Schutte et al 1998) SSEIT test. This is a self report on ones perceived emotional intelligence. This method consists of 33 statements and 5 responses numbered 1-5. These being, strongly disagree, disagree, neither disagree nor agree, agree and strongly agree. The maximum score for this is 165, however it is not a feasible score to achieve unless you just pretend to strongly agree with everything, and even to some of these statements it just doesn't make any sense. However the model is similar to the previous MSCEIT model in that the higher the overall score the higher the level of perceived EI. On average people tend to score around the 100 range whilst the higher inter quartile range tends to be from 115 to 120. This scoring is very similar to the previous model only that it presents less statements to interpret than its counterpart the MSCEIT. I was going to use a form of numerical measurement like one of these for my method of research however I think that a more structured qualitative style

interview will give me more information to work with. I also think it is a better way of gauging more in-depth analysis overall. With that being said I will now talk about the three main models that will shape my style of interview questions.

Goleman's 5 Pillars of Emotional Intelligence

Within (Goleman 2017) book "what makes a leader? He elaborates on one of his more in depth models about emotional intelligence, this model is known as the 5 pillars (see appendix 1.1) This model will be the first model to feature in my interviews however before we go examining the data collected we must first break down what the five pillars are and what they mean.

The first pillar is self-awareness, according to Goleman this refers to how one understands their own emotions and thought processes. It also looks at how someone can view their own strengths, without being overly modest, and their own weaknesses, without being too ignorant. Which leads to his understanding of the average self aware human being, these are not overly critical or unrealistically hopeful by his definition. This can be viewed as a person that appears to be a realist however not a nihilist either. To relate this pillar to human resources Goleman goes on to explain that a self aware employee understands how his/her own feelings affect their own job performance as well as their co workers. This means that they understand how their own attitude in work can help create a productive work environment. A great example is that if a person knows that deadlines bring out negative emotions in him, he will plan out his time in advanced so that he doesn't get stressed or flustered. Another example of a self aware employee can be seen within customer care scenarios, if an employee is dealing with an angry customer she can show empathy and see things from the customers point of view rather than taking what the customer says personally or to heart. Goleman also understands that self are people at work are more likely to be drawn to work that they excel in rather than going for other work that offers slightly higher money because they know that they will not be able to undertake their work with the enthusiasm that they normally show. A few more characteristics of self are people according to Goleman is confidence, a thirst for constructive criticism, and a self depreciating sense of humour. However, Goleman ended this chapter with an interesting contradiction, that sometimes self awareness by itself can lead to an employee getting overlooked for a certain leadership role due to the characteristics above showing a form of "wimpiness". However, from his studies he views employees with candour as being high quality leaders as making tough decisions within the workplace requires an honest evaluation of one's own work as well as the work of others.

The next pillar according to Goleman is self regulation, which he defines as an inner conversation that allows us to not be a prisoner of our own feelings. This doesn't mean that people with high levels of EI don't feel these negative emotions or have certain negative thoughts, it means that they know how to control them or even channel them in useful ways. The same phrase self regulation can also be used amongst athletes, as great athletes turn anger into strength, or get motivated by pressure. This is the same for company managers as Goleman explains, that the irritant manager disappointed at his/her teams' weekly performance may choose to roar or to slam the table with frustration however self regulation allows the manager in question to act differently. It allows the manager to acknowledge the groups bad performance and relax, choose their words carefully and think out their actions and how they could play out. Self regulation is an important trait for leaders to have as this gives off an aura of fairness and trust. A self regulated leader will strike employees as being more reasonable without being a push over. Goleman also states that within large companies self regulation can have a trickle down approach, therefore if the boss is calm none of the employees will want to seem like

the opposite for fear of being negatively viewed. He also concludes this chapter with an interesting contradiction as people with self regulation showing a calm approach can be viewed as having less passion than your “cliche” aggressive emotional manager. However, according to his research the higher an overly emotional employee goes their aggressive outbursts and impulses usually work against them, usually leading to a rapid decline in individual performance.

The third pillar is motivation, Goleman points out the main differences within motivation amongst effective leaders. Some people get motivated by outcomes such as the big salary associated with a certain job or the status that comes with it, however an effective leader/employee gets motivated to achieve for the sake of achievement. They don't just get motivated by the external factors they get motivated to put in the work to get their or to reach their certain objective. This concludes one of his more obvious signs in how to spot someone with high motivation, the passion for the work they're doing becomes visible. You can see that they enjoy what they are doing and their head is not elsewhere, they are fully focused in what they are doing there and then.

The fourth pillar is empathy. Empathy in the mind of Goleman doesn't mean the soft side of a leader making sure that their employees are all okay, but the thought of process of how an employee or group of employees would feel about a certain decision within the business. For example, if a certain business decision was going to increase overall sales by 5% but decrease overall employee satisfaction by 30%, would it be worth it? An empathic leader would be able to understand business consequences in relation to their employees by putting themselves in their shoes. It is absolutely crucial to view this trait as not trying to always please everybody but understand other employees' situations and feelings when making intelligent decisions.

The last pillar of Goleman's 5 pillars of emotional intelligence is social skills. According to Goleman a leader's job is to get work done through other people, and this cannot be done without the leader in question having some sort of social skill. A leader who cannot express empathy may as well not be aware of its existence and motivation and passion are worth nothing if it cannot be translated to the rest of the organisation. Social skills are what helps a leader build his/her networks and build a strong rapport with the company. It is arguably life most basic skill, yet many people do not have it because for some it does require effort, however at work it is essential especially if one wants to be a successful leader.

Meyer & Salvoy Ability Model

(Kanesan and Fauzan 2019) discuss firstly how the mind was initially divided into 3 main components, these being cognitive, affective and motivation. This is where the term emotional intelligence stemmed from as the affective component was emotion, whilst the cognitive component related to intelligence. Motivation is what drives both of these factors in each human being, this then leads on to this next model. As Mayer and Salvoy elaborated on this initial thought process first discovered in the 18th century as per (Kanesan and Fauzan 2019) they understood this term to be one's capability to perceive, express, use and manage their own emotions as well as others. This leads us to their model which consists of 4 main headings.

The first heading is perceiving emotions. This heading refers to one's ability to not just differentiate between their own emotions and feelings but the ability to be able to notice emotions in others as well. They elaborate that by one stating that if one has mastered the

ability so identify their own emotions through self experience they can therefore identify these emotions within other people much easier. Some of the benefits of being able to perceive emotion at work are defusing tension, affective socialising and solving problems before they occur. These skills may be especially useful for employees working with the public as it allows employees to be more empathetic and not as reactive towards a customer's hostile action. This is where the correlation happens between employees that are able to perceive emotion affectively and being able to show more empathy with those they work with as well as members of the public. The trait of having empathy is a common association with a successful employee as also seen in Goleman's five pillars.

The second heading looks at facilitating thought using emotion. This thinking dimension according to (Mayer & Salvoy 1997) looks at the thought processes one goes through in order to understand their own emotions and how they use them. This process is mostly used in reasoning, negotiating, problem solving, teamwork, and communication. The basis of this characteristic is the ability to look at certain information and prioritise thoughts based on one's level of importance. The more advanced level of perceiving thoughts to an employee looks at adding emotion to the basic thought process of how one prioritises tasks and objectives, basically it is the process of how one incorporates emotion into their everyday decision making process.

The third dimension of the model is understanding emotion, this just does not only look at how you understand your own emotion, but understanding meanings implied by those emotions. This can reflect the ability to step back and breath before you do something out of anger for example, or even stop you from suggesting something unfeasible just because you're happy. This is an important trait for managers in particular as serious workplace decisions should not be made based on emotions alone. (Mayer & Salvoy 1997) Go a step further and say that identifying these emotions and their counterparts is the firsts level of understanding. The second level of understanding emotion leads to the ability to understand where that emotion originated from, for example what happened in particular to make you feel that way exactly? This is a key part of understanding as it helps us to avoid certain situations that make us feel any of these negative emotions (to an extent). The last section of understanding refers to the transition of emotion, this can look at jealousy turning into anger for example or excitement turning into happiness etc. This helps people to predict and understand not just our own emotions, but how they can occur and what we can do to put ourselves or even out colleagues in a better frame of mind.

The last trait is regulating/managing emotion. (Mayer & Salvoy 1997) found that this particular trait mostly encouraged cognitive growth within people. This looks at the part of the brain that develops knowledge, skills, solves problems and understand the world around them. They also found that people with a good regulation of emotional intelligence were more able to accept and process both negative and positive feelings. It is common understanding that accepting bad feelings is a quicker way of moving on from them and letting them go. This leads to a person being able to enhance present emotions and understand what brings them on. However more importantly it allows them to accept and control negative emotions, which is crucial for any worker or manager.

This model will also be used throughout my interviews and research as I think it compliments Goleman's five pillars very well. They have lost of similarities and overlaps however they also have many differences within which traits are more valued. Therein area of research will be to understand what human resource managers and practitioners like about each model and what they can relate to. I would also like to see if the traits they talk about in each model correspond to reveal an overwhelming answer or weather they

contradict themselves based on how they are shown with each model. The last model I will break down is Bar-ONS competency-based model. They 3 of these will make up the core of my interview as I believe they are 3 of the most thorough EI models that I have studied.

Bar-ONS Emotional Intelligence Competencies Model

This last model was constructed by (Bar-On 1997) and it will be the last model in which I use for my interviews. His research around this model concluded with 15 emotional intelligence competencies which are broken down into 5 main categories. Another honorable mention of a quantitative method of research not used is Bar-ONS emotional quotient inventory (EQ-I), this is used in conjunction with his qualitative diagram and findings (see Appendix 3) in order to measure levels of emotional intelligence. Just like the previous two quantitative methods we looked at earlier it is also a scoring-based system based off 133 statements. However, for this section I am just interested in breaking down his quantitative model for the sole purpose of my study.

The first category is intrapersonal. This refers to communication within one's own mind, very like some of Goleman's five pillars, especially regulation. Within this intrapersonal category are 5 competencies, the first of these being self-regard, this focuses on the idea of self-acceptance and goes hand in hand with (Mayer & Salvoy 1997) idea of being able to understand and perceive one's own emotions and not fight them. The next emotional self-awareness which is much the same as the first point only that is not focused on one's own image, only the emotional thought process. The third competency is assertiveness, this looks at how someone can effectively express their feelings in a constructive manner, being assertive doesn't have to mean starting arguments. Those with high levels of EI know how to get their own point across without putting someone else's down. The fourth competency is independence, this focuses more so on the idea of not being emotionally dependent of others which is crucial for any manager, a manager must be independent in order to convey good leadership. The last characteristic in this category is the idea of self-actualisation. This goes as far back as Maslow's hierarchy of needs (appendix 1.4). The idea of self-actualisation is the process of setting goals and striving to be the most that one can be, this also links in with motivation.

The second category is interpersonal. The hint is in the name, this is the opposite of intrapersonal traits. These are emotional competencies that mostly revolve around communicating with others. Some of these will overlap with the previous two models. The first competency is empathy, which just like the other models, is reinforced as one of the most useful ways of understanding other people. However this is a social skill and not everyone has it. The second is social responsibility. This can be contrasted in that a person's own social responsibility may not always align with that of a certain company, this is where ethics comes in to play. Social responsibility between people will differ depending on other external factors too such as origin, religion, overall culture etc. however the key word used by (Bar-On 1997) in their explanation of this competency is "co-operation". In order to fit in as such person must be able to co operate or identify with a certain social group. The last competency of this category is the idea of interpersonal skills as a whole. This is the same as (Mayer & Salvoy 1997) social skills description as it also refers to the importance of getting along with people and co-workers.

The third category looks at stress management, this also goes hand in hand with Goleman's pillar of self-regulation. It focuses on how we consciously and sub-consciously

control our own emotions. There are only two competencies within this factor, and they contrast each other in the sense that one focuses on managing emotions internally and the other focuses on how we manage emotions externally. The first competency within this category is stress tolerance. This reflects the internal side of managing emotions and revolves more so around one's thought process in how they deal with pleasant and unpleasant emotions. The second competency is impulse control, and this looks at how we manage these emotions through our actions. This would be the competency that someone might be struggling with if they slam a table in frustration or throw something across a room in anger. In a way if someone is good at only one of these competencies, it does not mean that they may be good at managing their own stress. For example, if one is calm on the inside but cannot control a physical outburst, it will give off the impression that they are out of control. On the other hand, if a person reacts calmly on the outside but a decision eats them up internally, then it is likely to damage their overall performance of other tasks. Therefore it is crucial to manage stress through both of Bar-On's competencies.

The fourth category looks at adaptability which Bar-On defines as how we "manage change". This is broken down into three sub-categories, the first of which is reality testing. This looks at the idea of validating one's thoughts with the world around them. You can argue that this factor looks at how a manager or an employee can adapt to different organisations in different settings or even parts of the world, and still have the ability and drive to be authentically themselves. The next factor is very like the first only that it is more situational, it is flexibility. However, it refers to flexibility of the mind and how someone can adjust their thoughts and critical thinking skills to different situations. This coupled with reality testing would mean the person that has both of these competencies would be more than capable to perform at their highest level in multiple locations. The last competency is the ability to problem solve. Problem solving is essential for any high performing employee and one can argue as that it is a mental skill in itself it should be grouped within the intrapersonal. However, Bar-On's thought process behind it was that it is a skill that needs to be adapted to different situations, it is not a one size fits all thinking skill. For that reason, it was grouped in the adaptability category.

The fifth and final category looks at the overall goal which is general mood. A manager could have all the EI in the world but if they weren't happy with themselves it just wouldn't work, they would be fooling themselves. General mood breaks down into two sub-categories, the first being optimism. We all know what this is, an optimistic manager can be realistic as well, but showing a positive mood is proven to have a knock on affect to their employees (Goleman 1995). You cannot force anyone to be optimistic or view the glass as half full but if the person in question is aware of their own thought process behind their own feelings and emotions, it gives them a chance to be able to find the problem. The final most obvious sub-category is general happiness. Literature on this is all too vast, however I like to compare this to (Maslow 1943) simple model of his "hierarchy of needs". The idea that a person must have the basic physiological needs, coupled with safety as a corner stone is the basis of a secure person. If one doesn't have the basics then they cannot expect to satisfy their belongingness and esteem needs, thus never actually reaching self-actualisation, their full potential.

Methodology

Research Philosophy

(Mkansi & Acheampong 2012) have looked at some of the more important philosophical comparisons between quantitative and qualitative research. The views on qualitative research tend to vary between researcher to researcher however they eventually landed on (Guba & Lincoln 1994) four paradigms within qualitative research. These are positivism, post positivism, critical theory & constructivism. Positivism looks at how a researcher interprets data in an objective way, they also specify on how positivism depends on quantifiable observations that are based off of statistical analysis. Meanwhile post positivists look at other alternatives and don't agree with the positivist "single view" when conducting research. For the sake of this dissertation my write up will take a more post positivist point of view as there will be no exact right or wrong in relation to my conclusion and discussions. I have to take the view that there is more than one way to view and interpret each question as that is the basis of emotional intelligence, interpreting different personal views on emotion and the three EI models I have included. The third paradigm is critical theory. Critical theory is a school of thought that looks at the examination of society and culture and critiques on why certain philosophical issues are viewed in that way and to ultimately discover the ideology behind a certain issue. Then the fourth paradigm constructivism is a theory that looks at how people generate knowledge and meaning based off of various experiences that they may have had, thus re-configuring each individuals ideas based off of what they have gone through in their own personal lives. This directly relates to my study as the topic of emotional intelligence is purely based upon an individuals opinion of it, although there are theories and models, each individual may only have their own viewpoint on this topic. Constructivism looks at learning as an active process and focuses more so on the idea that we are all learning to learn as we grow in life. Therefore my dissertation on emotional intelligence will probably take a more post positivist stance along with more of a constructivist approach when analysing my results. The reason for this is because of my research instrument, the interview, will require me to objectively interpret all relevant data given whether it is conclusive or not.

Research Sample

(Modha & Saiyed 2017) have looked at the impact of sample sizes on various studies conducted by researchers and they have indicated that qualitative research tends to have a much smaller sample size than quantitative research due to the focus on in depth analysis compared to "generalisation" within quantitative conclusions. They have also looked at a few notions about sample sizes in general. The first of these being that the sample size should correspond to the size of the total population, the rough figure for this is 10%. So for example, if I am studying HR behaviours In Dublin Bus such as my dissertation, I would have to have a sample size of 10% of the department to get a proportionate example. Of course this varies and it does so for other factors such as large grant funding and man power in general. There are other viewpoints such as (Creswell 1998) outlook on the idea of qualitative studies associated with phenomenology, he suggests that the ideal sample size for these studies can be from 5 - 25. The category of phenomenology focuses on the structures of conciseness from a first person point of view. Considering emotional intelligence falls into the category of phenomenology five could be a viable choice given the topic studied. Other factors influencing sample sizes within qualitative research can be the purpose of the data, if the purpose is generalisation then the higher number of samples is encouraged, but if the objective in this case is themes in phenomenology then a lower

number may be required for a more in depth type of research. another factor is the method of data collection, for example for qualitative data collection in depth interviews will usually lead to a lower sample size as opposed to focus groups simply because they are more in detail. Accessibility is also a fairly common issue as some sample sizes may just not be feasible.

Research Instrument

As for the research instrument, I have decided to go with in depth interviews. The reasoning behind this is that in depth interviews allow for more of a personal conversation and that one to one aspect allows the interviewee to express themselves which is exactly what is needed to gauge information within such an intimate topic such as emotional intelligence. Alternative research instruments that were considered were focus groups and surveys. However I felt that within a focus group, the participants would not be able to express themselves fully as emotional intelligence is a delicate subject and some people may not have felt comfortable discussing this topic in a slightly larger group. The pro of using a focus group however would have meant that I could have a lot more participants and thus have a more credible number of participants. I decided against this because I thought that the quality of information that I would get from an in depth interview would be more valuable than the much more vague answers that I would have probably got from a focus group. Also in relation to my company of study, Dublin Bus, there would have never been a right time to get 7 or 8 employees together, it just wasn't feasible. A survey could have been used to gauge emotional intelligence scores based on numerous models as looked at in the literature review. However these would have given us scores with no detail on why and how they were scored, in other words, no insight into how each person thought about each emotional intelligence principle or theory. This is why I narrowed my methods down to the in depth interview. Choosing the questionnaire was a little more tricky, as the topic of emotional intelligence is very broad and different researchers have looked at different theories. So I narrowed my questions down based on what I viewed as the 3 most important emotional intelligence models, along with a few more open ended/general questions. The first question looks at probing at the broader field of what each participant "believes emotional intelligence to be". I chose this question because its open ended and allows the participant to express their true belief of the topic before the interview starts. The second question looks at the importance of communication within the workplace, this question helps me gain a better view on what communication skills match up with those from the various models within emotional intelligence. The third and fourth questions revolve around Daniel Goleman's five pillars of emotional intelligence and they look at which pillar stands out as being the most crucial within day to day work life of the participants. The other question on the five pillars also looks at how HR workers and managers actually use the five pillars within their day to day tasks. These questions are particularly useful in understanding how practical Goleman's five pillars are with real life human resource practices. Questions five and six then look at Mayer Salovey & Caruso's ability model. These delve a bit deeper in understanding which aspect of this model each HR practitioner would view as their strong point and their weak point. The other question looks at their opinion on which ability they feel would be the most useful within the workplace. These questions go well because it will be interesting to see if there is any trend that develops between each HR executive and practitioner, and if these trends align with their own answer to the second question on what they feel would be the most useful EI ability to have according to this model. Questions 7 & 8 then look at the last model I have used, Bar-On's competency model. These questions focus more so on the management aspect within HR and which set of emotional competencies each HR executive and practitioner should have and which they rank in order of importance. It will

be interesting to see if any trends develop here and if each manager & practitioners own individual strengths align with those they view within an effective department manager. Questions 9 and 10 then look at each participants self awareness of their own strengths and weaknesses and also if they believe weather or not emotional intelligence could in fact be learned.

Limitations

I have mentioned a few of the main limitations throughout this dissertation already but I will come back and address the main one. The data research size. Of course five interviewees isn't enough of a number to draw conclusions however I am hoping in my findings and discussions chapters that I can establish strong trends and correlations with that of the already conducted credible studies that I have talked about in my literature review. As there are many different papers and previous studies that I have mentioned, I am hoping that the answers I receive will make for some interesting reading when lined up against the already established research that has been conducted within this field already.

Data analysis

(Maguire & Delahunt 2017) have explained the importance of efficient data analysis in relation to credible qualitative research. They understand that the lack of quality analysis can badly hamper even the most thorough of studies. Therefore, they describe one of the most useful types of data analysis as being a thematic analysis. I believe that this will suit my research specifically as I aim to spot emotional intelligence trends between my conclusions and other more established papers within the field. The best way of doing this is believed to be through a thematic analysis because identifying key themes within each interview question can help me compare and contrast answers based on the themes found. For example, within my interview each emotional intelligence model has a numerous amount of competencies, so if one particular competency is chosen a lot more than the others I can begin to draw a certain theme around that question. (Clarke & Braun 2013) identify that a good thematic analysis doesn't just summarise data but more so interprets the data and attempts to explain it and make sense of it. This will be useful for dissecting emotional intelligence answers because the information given may not be black and white, it may be elaborative and involve some interpretation from the interviewer. Using a thematic analysis will help me to draw more flexible statements based on my findings. (Clarke & Braun 2006) Also outline a brief 6 step method which I will explain in relation to my own research process. The first step is to become familiar with the data that you have collected, this will require me to transcribe each interview once concluded and have a couple of reads through just so I get a good first impression on what type of answers I have got. The second step is to generate codes for the data, so for example empathy may be 1 and tolerance to stress maybe 2 and so on. This allows you to spot trends at a quicker rate when searching through numerous amounts of text. The third step is then searching for these themes, (Clarke & Braun 2006) also specify that there are no exact definitions on what characterises as a theme, a theme is simply characterised by its significance. I will aim here to draw on the most common given answers in each question and try to relate them back to one overall theme or umbrella theme if they are similar enough. If they are not, I will have to contrast and compare these themes which will make for a slightly longer analysis. The fourth step is reviewing the themes you have found. A couple of key questions (Clarke & Braun 2006) suggest are do the themes make sense in relation to the questions asked? If one of my questions revolves around Goleman's five pillars and the interviewee goes off topic, it is my job to re-direct them back during the interview. If I don't do this, I risk the information collected not making any sense in relation

to my topic. Another key question they ask is if there is an overlap in certain themes, are they really different? This is where the models used in my interview will help me out, each theme is defined as a characteristic within each model so there wont be an overlap as themes don't re-occur outside of each model. The fifth step is defining the themes, after you've spent time analysing the answers you then must identify what they key reoccurring themes are. Then the sixth step conclusively leads to the write up. The write up then refers to each question of your interview and allows you to analyse the answers a bit more clearer through the use of identifying the key themes chosen.

Findings

Introduction

In this section we look into the findings from the five interviews conducted. The main themes that emerged were the importance of interpersonal skills, the affects of empathy and self awareness and the importance of social skills.

Participants

Participant_one has worked in Dublin Bus within the Human Resources department for over ten years and is currently employed as the Recruitment & Personnel Executive with the company.

Participant number two has also been employed within Dublin bus for over ten years and currently operates as the Equality & Diversity Executive, which falls under the Human Resources department.

Participant number three is a Clerical Officer within the Human Resources department and has currently been in that position for the past two years and is relatively new in the role.

Participant number four has been In the company for over 15 years and now operates as the Customer Service Executive, this role is not directly tied in with the Human Resources department but instead works in conjunction with the department.

Participant number five has been with the company for five years after having previously worked in the training centre, and has bee currently working in the Human Resources department for the past three years.

What I aimed for when I chose my participants was to get a diverse group of individuals that all still have Human Resources experience. That is why I was fairly happy to get a good mix of long serving executives as well as two relatively new minds within the Human Resource department.

Understanding & Self Awareness

Question one focused on trying to gauge from my participants, what they understood emotional intelligence to be in terms of the broadest of context. Although there were some honourable mentions for this question such as self modification and being positive in ones mindset, the two most popular definitions of emotional intelligence were self awareness and understanding. Whilst (Hackney & Cormier 2008) understand self-awareness to be open mindedness and reliability as two of its main factors, it is slightly different in terms of Human Resources. (ŞİMŞİR 2021) looks more so at the communication aspect of what self awareness is judged to be, and this is being aware of ones thoughts, acts & attitudes. This is much more like Daniel Goleman's explanation of self awareness as it focuses more so on using ones own awareness to affectively communicate with other people. This is what I found out throughout the interviews, each participant strongly believed in self awareness and understanding in terms of relating to other people, this is probably because Human Resources is an industry that solely relies on day to day communication with all company departments.

Active Listening & Empathy & Social Skills

Question two delved deep into the idea behind effective communication and what three specific skills are needed to communicate within the workplace itself. Collaboration and problem solving were mentioned as valuable communication skill sets to have however active listening, empathy and social skills were the three most popular. Before I had even introduced my interviewees to Goleman's five pillars they were already alluding to them within their answers. This probably shows the validity specifically within his five pillars. (Kawamichi, H. et al. 2015) understood active listening to portray characteristics of mirroring others behaviour, they have also concluded that active listening can be perceived as a rewarding experience for the person trying to communicate, this may be because that the listener is active listening by showing genuine interest, mirroring is just one aspect of active listening. Active listening may be so useful in Human Resources because it "improves the evaluation of topics associated with the ongoing social interaction" (Rogers 1957). This basically summarises the use of active listening as turning conversations in which it is a part of into more productive discussions, this an extremely useful skill set to have for a business. Empathy was the next skill brought up in relation to its importance in communication. In relation to the interviews empathy was brought up as being able to relate to different people in different departments and being able to understand their problems. Effective Human Resource management could not be conducted within a company as large as Dublin Bus, if the Human Resource department was not able to relate to its counterparts within other departments within the company. Another interesting side of empathy that was brought up was that although Human Resources should remain impartial within in-company disputes, empathy should be used to understand and how to mediate situations better between the departments in conflict. The last skill that was brought up was the general idea of social skills, which falls under Goleman's five pillars as well as being brought up within the interpersonal competency in Bar-On's model. The idea of social skills was explained by the interviewees as the ability to create long lasting and meaningful company relationships. This is critical for communication as Human Resource practitioners need to have the basic social skillset not only in order to just progress their careers, but also to enable the Human Resource department to be as effective as it can be. A human Resource department with no social skills may as well be just a bunch of machines.

Self Awareness & Self Regulation

Daniel Coleman had a great piece in (Harvard Business Review 2017) where he discussed the importance of self regulation itself, many of the ideologies that he talks about in this article corresponded with that of the interviews. The first one being that facing any type of failures, managers must always maintain their composure. Within the interviews this was explained as having the ability to keep a cool head even when things are not going well, this will help employees calm down if something dramatic has occurred. It was also tied in with stress management, if a manager is stressed and cannot regulate his/her emotions to remain calm, it is going to send the rest of the team into panic. Goleman also spoke on this saying that by a manager having the "gift" of emotional regulation, the manager is in fact able to control any potential outburst and select their own words carefully in order to help the team recover in the face of any adversity. This ties in with self awareness because if one is not aware of their own thoughts, they cannot regulate them. These came across as the two most important pillars to Human Resource employees & managers.

Empathy & Interpersonal Relationships

One thing that became evident throughout these interviews was the importance of building relationships within Human Resources, the interpersonal side of things focused more so on the internal communication within the company. Meanwhile the empathy side of things helped build relationships with customers and those people that were not a direct part of the company. Some of these situations were outlined by executives that said that empathy has helped them avoid certain conflicts within the office as well as outside the office. For example, being in Human Resources, you exist to serve the company, and work with the company. So in Dublin Buses instance, if one of it's 2500 drivers come to Human Resources with a problem, they expect it to be treated with care and consideration. This is where empathy helps management resolve all of these mini external conflicts that are always going on within every company. Although relationships within the company are important, it is also just as important to be able to accept that there are going to be problems. Empathy is what helps the employees deal with these problems as they arise because they have the ability to understand problems from someone else point of view, thus meaning that they can more effectively and efficiently solve these problems when they arise.

Perceiving Emotions > Managing Emotions

The theme that caught on amongst this section was that everyone's ability to be able to perceive emotions was very strong, however the overall consensus was that the general weak point amongst participants was managing their own emotions. This could be explained by understanding the social aspect of day to day life within the Human Resource department, where being able to communicate effectively is crucial in every day activities. In relation to Mayer Salvo & Carusco's ability model, the perceiving side of things according to their definition states that perceiving emotion leads to automatic influences in cognition, in other words how we communicate and interpret what other people are feeling. As for the managing side of things, the biggest reason for this category being labeled as the "weaker" aspect of HR practitioners mainly revolved around conflict. The interviewees were comfortable with managing emotions until conflict was involved, this is fairly rational amongst Irish people as dealing with conflict has never been one of our strong points. However an interesting comparison again here is if we go back the literature review and look at (Oztimurlenk 2020) study on emotional intelligence with Turkish managers. What we found here was that he explained how people were aware of their own emotional intelligence however they also admittedly had trouble managing and controlling their emotions. The information that we found in this paper specifically correlates with my finding's except the only difference being that the reason why people had trouble controlling and managing their emotions was conflict related.

Understanding Emotions Is The Bottom Line

When asked which skillset amongst the ability model was most effective within the workplace it boiled down to two answers, perceiving and understand, however understand was slightly more prominent. Again this was very much related to the ability model and Mayer Salvo & Carusco's idea of understanding was to understand complex information and how emotions are linked to relationships. The reasoning behind this answer given was usually to do with communicating and problem solving. This was because if someone was trying to communicate with an employee over a sensitive subject, if they didn't fully understand what they were saying they could easily miss-interpret what they are trying to say, thus leading to a breakdown in communication which usually causes problems. The next reason for the importance of understanding was that when solving a problem, a lack

of understanding will usually mean in the problem not getting resolved. This idea of understanding emotions and the reasons given also fell in line with (Manjiri et al 2018) idea of manifesting peace within the workplace. His study concluded that understanding emotions amongst colleagues made for a much more peaceful workplace. He conducted a study amongst hundreds of office workers in America and one of the more interesting conclusions was that 67% of the employees within his survey said that they use peace and calmness within the workplace to improve the pace and quality of their work. I get the idea that the statement about peace and productivity and work correlating is no coincidence as the main reasons my interviewees gave for the importance of understanding was to prevent conflict, which could be interpreted as keeping peace within the workplace.

The Importance Of Interpersonal Skills

This theme originated from question seven which looked at what each interviewee chose from Bar-Ons competencies model and picked which set of competencies they related to individually. Interpersonal skills was a unanimous number one here. The reasons this was cited by each interviewee was based around their job and how every day communication is key when running an effective human resources department. This also lined up with (Brink & Costigan 2015) study of the society for human resource management (SHRM). This study was conducted amongst HR students, HR professionals and senior HR professionals who also all rated interpersonal skills as the most valuable skill for undergraduate and post graduate career success. Considering the overwhelming majority found in my study I can draw a conclusion that interpersonal skills are vital within Dublin Bus. However other studies such as this one brought up by (Brink & Costigan 2015) only back up this hypothesis. The next question within this theme is why, why interpersonal skills? Well as lauded to in previous sections of this study, for many it was the nature of the job. The role of working in Human Resource departments especially in Dublin Bus is existing to “serve the company”, not directly manage it. This is why interpersonal skills brought up by Bar-On within his model were so relatable to the interviewees within Dublin Bus. Empathy was already brought up as a crucial factor within communicating however social responsibility also featured in Bar-Ons interpersonal category. Which explains why the interviewees felt the need come across as how communication helps them to solve and prevent conflict. It is the nature of the role, the human resource department has the social responsibility to ensure a smooth running of the company by serving the people it exists for, its employees.

What Makes The Perfect Manager

(Fiango et al 2020) have argued that emotional intelligence is a critical indicator of effective leadership because leaders need to recognise their followers emotional states and attempt to manage these emotions accordingly. This theme slots in with the idea that emotional intelligence is essential in order to be an effective manager however it ranks EI concepts within Bar Ons competency model. However the question here was to rank the competencies in order in relation to they're importance for an effective department leader. Looking at our previous findings it was no surprise to find out that interpersonal skills ranked at the top of the list as the most important for an affective manager. Intrapersonal skills ranked second, the general reasoning for this was because a manager could not inspire a team if they were not aware of their own strengths and weaknesses. All effective managers need to know themselves so that they can strategies around their own flaws

and strengths. A great example that occurred in one interview specifically was that one particular interviewee expressed one of their strengths as being an exceptional strategic planner. However countered this with that one of their weaknesses was discipline. So that emotional intelligence operated by allowing them to plan around their weakness. So if they were on a team, they would greatly contribute to the structure and design of the plan in question, however they would surround themselves with strongly disciplined peers that would make sure their plan stayed on track. If this interviewee in question was not aware of their own weakness then they couldn't have planned around it and still have achieved success. This shows the importance of understanding yourself as well as others especially in management. The third competency ranked was adaptability. The importance of this was discussed with the interviewees as the ability for a manager to be thrown into different situations and remain calm. Sometimes they are going to have plenty of time to make a certain decision and sometimes they are going to be under pressure to make the exact same decision, this can be just based off of circumstances. This is why it is crucial for a manager to remain consistent no matter what the situation and adaptability provides the manager with that skill. Ranked fourth was stress management, all but one of the interviewees found this and adaptability very tough to choose from however it was just piped for third. The importance of it however does remain crucial but according to the interviewees it was for its potential knock on affect for the rest of the department. This was because if a manager expresses stress in such a concerned way it could send panic across the rest of the department. This is why even when a manager feels stressed, they shouldn't express it in an alarming way to the rest of their team, as it will have a knock on affect and within minutes the department will be in disarray. The competency that generally ranked sixth was general mood, which surprised me because (Goleman et al 2002) brought up the fact that managers can no longer be steely and emotionless in order to relate to the new styles of management. However according to my general consensus general mood was viewed as the least important amongst the five. Which poses one of my own questions, how can people perform to their highest interpersonal capabilities whilst not in a good mood? Maybe this competency being placed last explains that general mood is not the most important for a manager as long as it is not expressed in a negative way within the workplace. In other words, managers are allowed to have bad days as long as they don't let them affect their general emotional intelligence behaviours.

High Levels of Awareness

All five interviewees were aware of their own personal strengths and weaknesses. One even pointed out that even by briefly studying emotional intelligence concepts in school or college modules they were made more aware of the actual topic itself. Then its one of those things you never really forget about. However another popular answer given specifically revolved around human resources itself. This answer came up a few times and it explained that by being in an environment that revolves around high levels of social interaction it forces you to learn who you are and more importantly, who you're not. There are many other jobs like this however there are some jobs that are more isolated, and require different skills completely, finance being one. By engaging in human resources daily you become more aware of your own strengths and weaknesses as you're exposed to new social scenarios within the company everyday, weather they are over the phone or dealing with people in person. These experiences force you to learn who you are, and not only that but they force you to develop. For instance in every interview interpersonal skills were viewed as each interviewees strong point, however even the two most inexperienced practitioners of the five stated that it forced them to work on that side of themselves more so then they would have imagined. Considering that most peoples emotional weakness was based around conflict this goes to show the high levels of social awareness as

managers and practitioners alike make the social effort to make sure conflicts happen less frequently, such is the job of HR, putting out fires if you will. This is why the modern human resource employee has to have high levels of interpersonal skills and self awareness, which is what came across in these interviews.

Can Emotional Intelligence Be Taught

Conclusively, the opinions of all five interviewees came to the optimistic conclusion that emotional intelligence could in fact, be learned. The beliefs behind why this is the case varied, one interviewer described the concept as emotional maturity. By emotional maturity, they put a heavy emphasis on the fact that people learn through experience's and also stated the importance of surrounding yourself with good mentors. The reasoning for this answer in particular was that through everyday experiences, people develop self awareness and with a good mentor they would be made aware of how they are improving. Other answers described the power of feedback as being key and the willingness for someone to take criticism. The concepts of 360 degree feedback and appraisals are often talked about, however these concepts are no use if the person in question won't listen or has no desire to improve. People have to want to get better if they want to develop any skill and emotional intelligence and self awareness is no different, people have to want feedback and criticism. The other process given was reflection, through long periods of self reflection people can begin to understand their own strengths and weaknesses more and more. EQ assessments as talked about in the literature review can be a good indicator of what a persons more obvious strengths and weaknesses are. Maybe this isn't a bad place to start, a free EQ assessment for employees so they can begin to get a better idea of themselves. All these methods above listed are beneficial, however it is also interesting to hear what Daniel Goleman said in an interview with (Harvard Business Review Press 2017). He started off by stating that emotional intelligence can be learned however the answer isn't as black and white as one feedback process. He explains how scientific research does suggest that in many cases genetics does play a part. However learning as we grow is also a factor, such as life experiences and how people develop empathy. He concludes on two separate thoughts, one is very similar to what came up in one of my interviews and this is that emotional intelligence absolutely increases with age. The second is that emotional intelligence can be thought, however the problem is many external coaches are not teaching emotional intelligence the right way. Goleman explains this by elaborating on the science of emotional intelligence. The idea of emotional intelligence stems from a part of the brain called the limbic system, within the limbic system stems feelings, impulses, drives, etc. Scientific research shows that the limbic system specifically learns through motivation, extended practice and feedback. Then when we look at another part of the brain, the neocortex. The neocortex is responsible for analytical and technical ability and learns best through theory, educational concepts and logic. The problem here is that companies that engage with emotional intelligence focus more so in trying to teach it through methods more associated with the neocortex and not the limbic system. Goleman actually alludes that this in many cases has a negative impact on peoples job performance when it comes to emotional intelligence. So what should companies do? Well for a start they need to accept that emotional intelligence stems from the limbic system, then they need to look into how the limbic system actually learns and make the training process much more individualised to suit the person in question. This could perhaps be done by monthly feedback sessions in which the person talks about job related issues and tasks and how they approached them, then the manager can give feedback on what they believed worked well, and what they could work on. By setting an individual a certain goal throughout these feedback sessions it could motivate the individual to change one behaviour at a time. However this is a long process that many

companies just don't have the time for, so they try to rush a process by implementing the wrong strategies.

Awareness

In this section I aim to address certain issues that link back with the literature review and elaborate on them in relation to the findings of my own study. The first comparison will be made between (Oztimurlenk 2020) study of emotional intelligence within Turkish managers. His conclusion was that Turkish managers were aware of their own emotional intelligence however they admitted to have trouble controlling it. From my findings the level of emotional intelligence within Dublin Bus were high, all five participants which included three executives were all aware of their own emotional strengths and weaknesses. However managing emotion was brought up within Mayer Salvoy's ability model as one of the weakest aspects for nearly all five participants. I'm not directly assuming that there was a lack of managing emotion however it was an evident weak point. Some of the interviewees helped me narrow this down and gave the exact reason of difficulty and this was managing conflict specifically. Therefore similarities could be drawn with (Oztimurlenk 2020) study, however due to the small sample size assumptions cannot be made on behalf of Dublin Bus, however it is interesting to note the correlation with this credible study.

The Dark Side Of Emotional Intelligence

Another topic that popped up in the literature review was (Marsh 2011) study on the dark side of emotional intelligence. This study focused on the more shady negative impacts of emotional intelligence in relation to using people for one's own individual needs. It's a very hard aspect to measure as very few people would openly admit to this. However there was no obvious correlation between that and my study. However the importance of the social aspect in the workplace was indeed critical. So perhaps this could be looked at in a more negative way than how it was phrased, you have to get along with people at work. Whether for some this means pretending or portraying it still has to be done, there seems to be a strong correlation between social skills and effective human resource job performance.

Importance Of Teamwork

(Luca & Tarricone 2001) also examined thoroughly the correlation of strong emotional intelligence on the impact of effective teamwork within organisations. This was fairly evident for human resources as all characteristics interpersonal appeared to be the most prominent in most answers given related to job performance. This was heavily influenced by the nature of the human resource position, liaising with different departments everyday as well as different employees really strains a person's interpersonal skills. These have to be developed in order to thrive, however the job itself does provide natural exposure to each individual in order to help them establish these skills. In other words experience is crucial in learning and picking up these interpersonal skills however a human resource worker will be given plenty of subconscious opportunities to establish these skills as this is the nature of the job. A large part of this is establishing good connections with peers, this is where the teamwork aspect comes in to play. Since human resource department employees socialise with different departments and employees everyday there is a comforting aspect of always being part of a team. You always have members to check in with regarding any given query you may receive on any given day. Without realising you build up a strong personal connection with those in your department through socialising and interpersonal skills. This was clear in my study as interpersonal skills were evidently

the most important for all five interviewees, communication seems to be the key for success within human resources.

The Importance Of Company Size

Initially in (Sabie et al. 2020) study about the correlation of strong emotional intelligence within large companies she came to a clear conclusion. After my interviews I can back this up as Dublin Bus has a little under 3'500 employees so it would be classed as a large company. Also within this large company there was a finding of strong levels of each of Daniel Goleman's five pillars. Which in conclusion would indicate that there were high levels of emotional intelligence within this large company. As well as that initial finding, the broad reasoning of why this is may be even more similar to that of (Sabie et al. 2020) study. Higher levels of emotional intelligence are shown in larger companies for a few reasons, the first is that bigger companies usually have higher levels of exposure to more social interactions. The second being that they tend to pay above the average, therefore they should get an above the average applicant if management is competent. However the contradiction I would like to make is that to enable emotional intelligence within employees, it should be easier for smaller companies. The reason I say this is because the larger companies rely on external factors such as broad day to day activities and higher levels of social exposure. Therefore in terms of personal one to one training, this is a rare occurrence. Smaller companies have the advantage of being able to devote more time to a singular employee as there are in general less employees to divide that attention to. In order to maximise the potential of the smaller number of employees the company should devise a communications plan. This plan could be monthly one to one meetings with employees in which the manager and the employee talk about emotional impacts on performances over that time, and make an effort to reach out and find out each employees motivations. Throughout these meetings management should begin to see an overall increase of self awareness with each individual employee.

Conclusion

So now its probably best to revert back to our original hypothesis, how does emotional intelligence effect human resource practices within Dublin Bus? Well there are a few key factors however I will now explain in my own opinion from the findings which I believe to be the most important ones. I think the most influential skill within emotional intelligence for human resource executives and clerical officers is indeed their level of interpersonal skills. I think this was a general consensus across my five interviews, the importance of interpersonal skills could not be underestimated. A lot of the reasoning behind this seemed to be explained by the nature of the job. Within Human Resources communication within the department as well as outside the department is absolutely crucial. As much of the job is leasing with different departments and finding out what they need or else just resolving conflicts between employees, it all boils down to constant communication. I think then the second most important side of emotional intelligence within influencing human resource practices was the general ability of self awareness and understanding. It didn't just seem like the ability to understand where other people were coming from, it seemed to start with yourself and maybe even your own department, what do you need as an individual? What do you want as an individual? How do you feel as an individual within the company? Surround these personal questions with a bit more of a work place emphasis on them and you start to ask yourself performance and motivation based questions. I think this idea of self awareness and understanding is critical in perfuming everyday human resource tasks because if you don't know what you want then you don't know what you're looking for in a task. In order to perform to the best of your abilities you must first understand your abilities, this boils down to emotional strengths and weaknesses. The third most important factor was empathy, and again this links in very closely with social skills. When forming bonds with each department, or even unions, a human resource manager or employee has to be to put themselves in the other persons shoes in order to solve a problem in the most effective way possible. This cannot be done without empathy, empathy helps human resource managers understand the give and the take that each department may need, a lot of the time in human resources this can come down to the allocation of man power and understanding where its needed the most. Also the idea of social skills links back to the idea of forming interpersonal relationships. This helps the human resource department again stay connected with the rest of the company as this is just crucial for human resource decision making. They are probably the most influential findings of this study, although the findings break it down better and go into more detail I think the role of this conclusion piece is to link everything back to the initial hypothesis. With that being said I believe that this study sums up that the implications of emotional intelligence on human resource practices.

Recommendations Based On Findings

As for the recommendations, there were a few ideas thrown around with emotional intelligence assessments being a big one. But I personally think that even just having all entry level employees complete an EQ assessment is a great start. Especially for the younger employees, there are many websites out there companies can use, one specifically being on goodtherapy.org where once the fun assessment is completed the person in question then receives a detailed report on their initial strengths and weaknesses. The full report costs 9.95 (euro) but I think that this is a great starting point for companies as it plants the seed of emotional intelligence into the minds of young employees and gets them more aware of their obvious strengths and weaknesses. Obviously depending on the companies financial structure 9.95 euro per employee may be too expensive however I think its a worthy investment in the long run. I say this because

I've done a similar test in school and my strengths were adapting and accommodating however my weaknesses were negotiating and compromising, so I already have a clear business related idea of what I need to make more of an effort on in work. As for the managers, I strongly believe that all senior level managers should do an emotional intelligence course or a coaching course incorporated in to emotional intelligence. This is where pricing gets a little more tricky, golemanei.com is a website designed by Daniel Coleman where he has numerous emotional intelligence courses on offer. I think all human resource executives would strongly benefit from something like this as a course accompanied with monthly individual meetings with employees could really bring out the best of them. The costing for one of the courses "leading with emotional intelligence is 405 euro on the website. I think this would definitely be worth while for other companies not just including Dublin Bus. I think each department manager should have knowledge of emotional intelligence and coaching (which are both incorporated in that course) and once they have finished these, they should arrange meetings individually with each of their department employees if feasible to discuss their motivations and job related feedback. I think this would be very beneficial in developing employees especially within the human resources department in dealing with emotions and people at work. The timeline gets messier because the course only takes six weeks according to Goleman's website however can managers find this time. Then you have to take into account the individual meetings with employees, so all in all time is money and this would be a sacrifice. However after even three meetings per employee they should have a much better knowledge of their emotional strengths and weaknesses within work and how these can be improved.

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5 Components of Emotional Intelligence



Self-awareness



Self-regulation



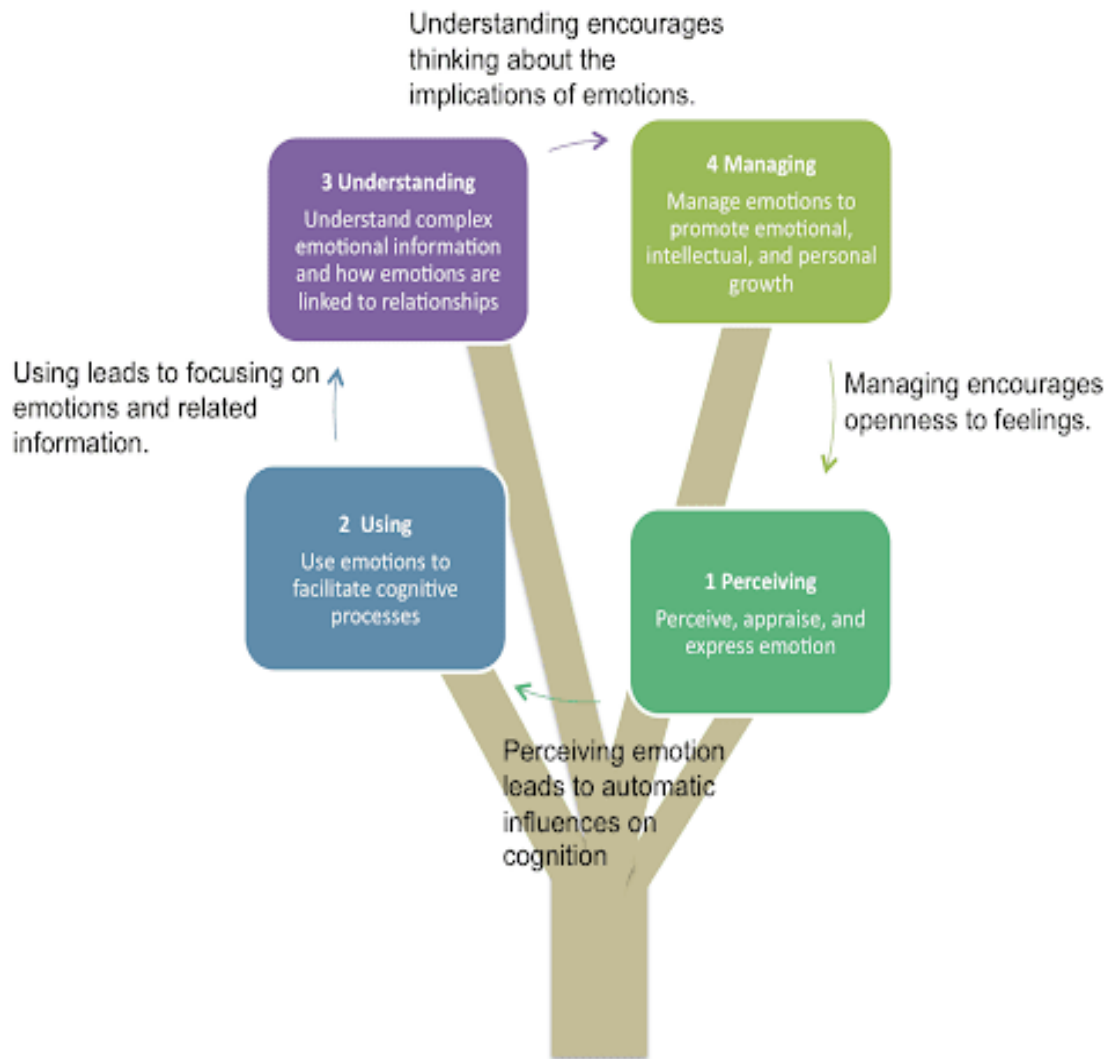
Motivation



Empathy



Social skill



Appendix three

Intrapersonal

- Emotional Self-Awareness
- Assertiveness
- Self-regard
- Self-actualization
- Independence

Interpersonal

- Empathy
- Interpersonal Relationships
- Social Responsibility

Adaptability

- Problem Solving
- Reality Testing
- Flexibility

Stress Management

- Stress Tolerance
- Impulse Control

General Mood

- Happiness
- Optimism

Appendix four



Appendix five

1. What is your understanding of the concept of emotional intelligence?
2. What three personal skills do you think are the most important in understanding and communicating with people in the workplace (and why)?
3. Out of Goleman's 5 pillars of emotional intelligence (listed above) which two strike you as being the most important (pick two and explain)?
4. How do you think the 5 factors can impact the performance of your own daily tasks within Dublin Bus?
(Mayers, Salovey & Caruscos ability model)
5. Out of the four skillsets of Mayers, Salovey & Caruscos ability model, which would you suggest you are the strongest & weakest in?
6. Which emotional skillset (listed below) do you view to be the most effective within the workplace? (why?)
7. Which category out of Bar-On's competencies model would you most associate yourself with (and why)?
8. Ranking the five competencies in order, which would you view as the most important for an effective department manager?
9. Would you be aware of your own emotional intelligence? (strengths & weaknesses?)
10. Do you think any particular aspects of emotional intelligence can be taught/learned?