

# Develop Emotional Intelligence as a MindTool for Leadership Effectiveness and Employee Career Development

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## Abstract

The study seeks to ascertain the nature of the relationship between emotional intelligence, cognitive intelligence and work performance, identify where emotional intelligence is mostly utilized, assess the human attributes of emotional intelligence, determine the nature of the relationship between emotional intelligence and leadership, and ascertain how to lead in an emotionally intelligent way. The study was carried out primarily through the survey method and interview of employees in five public sector organizations in Nigeria. Secondary data were obtained through books, journals, and internet. Findings indicate that there is a significant positive relationship between emotional intelligence, cognitive intelligence and work performance; emotional intelligence is mostly utilized in leader performance, organisational complexities, conflict resolution, and team performance; human attributes of emotional intelligence are empathy, self discipline, social skills, initiative and integrity; there is a significant positive relationship between emotional intelligence and leadership; and leading in an emotionally intelligent way involves creating an inspiring vision, making and announcing tough decisions. Emotional intelligence is vital in the achievement of outstanding performance by leaders and teams as it provides a basis for the establishment of positive relationship, communicative norms, trust and understanding, and openness to adjustment, and support systems. Emotional Intelligence could be an important organisational capability if possessed by business managers and leaders as it could help in understanding the behaviours of individuals at work and further aid in generating the right behaviours at workplace by concentrating at emotions that are right for the business.

**Keywords:** Emotional Intelligence, Cognitive Intelligence, Leadership, and Empathy.

## 1. Introduction

Emotional Intelligence refers to the ability to perceive, control, and evaluate emotions (<http://psychology.about.com>). Emotional intelligence is the ability to understand and manage both your own emotions and those of the people around you ([www.mindtools.com](http://www.mindtools.com)). Emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, emphasize with others, overcome challenges, and defuse conflict. When it comes to happiness and success in life, emotional intelligence (EI) matters just as much as intellectual ability (IQ). Emotional intelligence helps you build stronger relationships, succeed at work, and achieve your career and personal goals. People with high emotional intelligence are able to recognise their own emotional state and the emotional states of others and engage with people in a way that draws them to them. Emotional intelligence help people form healthier relationships, achieve greater success at work, and lead a more fulfilling life ([www.helpguide.org](http://www.helpguide.org)). Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups ([www.en.wikipedia.org/wiki/Emotionalintelligence](http://www.en.wikipedia.org/wiki/Emotionalintelligence)).

Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. Emotional intelligence involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

People with high emotional intelligence are usually successful in most things they do because they are the ones that others want on their team. They make others feel good, they go through life much more easily than people who are easily angered or upset. Emotional intelligence can be a key to success in life- especially in career. The ability to manage people and relationships is very important in all leaders, so developing and using emotional intelligence can be a good way to show others the leader inside of you. Although regular intelligence is important to success in life, emotional intelligence is key to relating well to others and achieving personal goals. Many people believe that emotional intelligence is at least as important as regular intelligence, and many companies now use emotional testing to hire new staff. Emotional intelligence is an awareness of your actions and feelings- and how they affect those around you. It also means that you value others, listen to their wants and needs, and are able to emphasize or identify with them on many different levels.

According to Salovey and Mayer (1990), emotional intelligence involves the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions. Emotional intelligence refers to ability to handle one's emotion and impulses, ability to handle distress, self discipline in work habits, motivation to keep learning, ability to use people better, well grounded sense of self confidence, optimism, and self motivation. Emotional intelligence also refers to skills at negotiating agreements, willingness to take criticism, communication skills, trustworthiness, achievement drive, ability to monitor and regulate one's and other's feelings, interacting smoothly, and delaying gratification to pursue goals ( Coleman, 1998: Cited by Ogbu, 2012).

Bar-On, 2006, in his emotional- social intelligence model defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Emotional intelligence develops over time and can be improved through training, programming, and therapy (Bar- On, 1997). Bar – On proposes that those individuals with higher than average emotional intelligence are in general more successful in meeting environmental demands and pressures. He states that a deficiency in EI can mean a lack of success and the existence of emotional problems. Bar – On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence which then offers an indication of one's potential to succeed in life.

Intelligence is a person's capacity to acquire knowledge, apply knowledge, and engage in abstract reasoning. It is the power of one's intellect, and as such is clearly a very important aspect of one's overall well- being. Intelligence quotient (IQ) is the score you get on an intelligence test (Boeree, 2003).

Cognitive intelligence is the intellectual ability to reason, have logic, reading, analyzing, prioritizing and writing ([www.wiki.answers.com](http://www.wiki.answers.com)).

### 1.1 Objectives

The study has the following specific objectives

- To ascertain the nature of the relationship between emotional intelligence, cognitive intelligence and work performance
  
- To identify where emotional intelligence is mostly utilized
- To assess the human attributes of emotional intelligence.
- To determine the nature of the relationship between emotional intelligence and leadership
- To ascertain how to lead in an emotionally intelligent way.

### 1.2 Hypotheses

These hypotheses were proposed for the study

H<sub>1</sub>. There is a significant positive relationship between emotional intelligence, cognitive intelligence and work performance .

H<sub>2</sub> Emotional intelligence is mostly utilized in leader performance, organisational complexities, conflict resolution, and team performance.

H<sub>3</sub>. Human attributes of emotional intelligence are empathy, self discipline, social skills, initiative and integrity.

H<sub>4</sub>. There is a significant positive relationship between emotional intelligence and leadership.

H<sub>5</sub>. Leading in an emotionally intelligent way involves creating an inspiring vision, making and announcing tough decisions.

### 1.3 Research Method

The study was carried out primarily through the survey method and interview of employees in five public sector organizations in Nigeria.

Secondary data were obtained through books, journals, and internet. A sample size of 370 was obtained from the population of 5000 at 5% error tolerance and 95% degree of freedom using yamane's statistical formular. 350(94.6%) of the questionnaire distributed were returned while 11 (5.4%) of the questionnaire distributed were not returned. The questionnaire was designed in likert scale format. Empirical works of other scholars were consulted. The researcher conducted a pre-test on the questionnaire to ensure the validity of the instrument. Data collected were presented in frequency tables.

Correlation Coefficient and Chi-Square statistical tools were used to test the hypotheses.

## 2. Literature Review

### 2.1 Characteristics of Emotional Intelligence

A Framework of five elements that define emotional intelligence (Goleman,1998).

- **Self Awareness:** People with high emotional intelligence are usually very self aware, they understand their emotions: they don't let their feelings rule them. They are confident because they trust their intuition and don't let their emotions get out of control. They know their strengths and weaknesses, and they work on these areas so they can perform.
- **Self Regulation:** This is the ability to control emotions and impulses. People who self regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Self regulation involves: thoughtfulness, comfort with change, integrity, and the ability to say no when it is necessary.
- **Motivation:** People with high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long- term success. They are highly productive, love a challenge, and are very effective in whatever they do
- **Empathy:** This is perhaps the second- most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills:** It is usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team leaders. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

### 2.2 Four Branches of Emotional Intelligence

Salovey and Mayer (1990), propose a model that shows four different factors of emotional intelligence.

- **Perceiving Emotions:** The first step in understanding emotions is to perceive emotions. This involves understanding nonverbal signals such as body language and facial expression.
- **Reasoning with Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
- **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of his anger and what it might mean.
- **Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management (<http://psychology.about.com>).

### 2.3 Why is Emotional Intelligence Important

Emotional intelligence is important because it affects:

- ✓ **Your Performance at Work:** Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. Many organisations view emotional intelligence as being as important as technical ability and require Emotional intelligence testing before hiring.
- ✓ **Your Physical Health:** The first step to improving emotional intelligence is to learn to relieve stress. If you are unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process.
- ✓ **Your Mental Health:** If you are unable to understand and manage your emotions, you will be open to mood swings and inability to form strong relationships can leave you feeling lonely and isolated. Uncontrolled stress can affect your mental health, making you vulnerable to anxiety and depression.
- ✓ **Your Relationships:** By understanding your emotions and how to control them, you are better able to express how you feel and understand how others are feeling. This allows you to communicate effectively and forge stronger relationships, both at work and in your personal life ([www.healthguide.org](http://www.healthguide.org)).

## 2.4 How to Develop Emotional Intelligence

To improve your emotional intelligence and decision- making abilities – you need to understand and control the emotional side of your brain. This is done by developing five key skills

- **Rapidly Reduce Stress:** High level of stress can overwhelm the mind and body, getting in the way of your ability to accurately read a situation, hear what someone else is saying, be aware of your own feelings and needs, and communicate clearly. Being able to quickly calm yourself down and relieve stress helps you stay balanced, focused, and in control- no matter what challenges you face or how stressful a situation becomes. Being aware of your physical response to stress will help regulate tension when it occurs.
- **Emotional Awareness:** Being able to connect to your emotions- having a moment- to –moment awareness of your emotions and how they influence your thoughts and actions is the key to understanding yourself and others. Without emotional awareness, we are unable to fully understand our own motivations and needs, or to communicate effectively with others. It is important to learn how to manage stress, when you can manage stress, you will feel more comfortable reconnecting to strong or unpleasant emotions and changing the way you experience and respond to your feelings.
- **Non- Verbal Communication:** Being a good communicator requires more than just verbal skills. To hold the attention of others and build connection and trust, you need to be aware of and in control of body language. You also need to be able to accurately read and respond to the non- verbal cues that other people send to you. Your non- verbal messages can produce a sense of interest, trust, excitement, and desire for connection, or they can generate fear, confusion, distrust, and disinterest. Successful non-verbal communication depends on your ability to manage stress, recognize your own emotions, and understand the signals you are sending and receiving. When communicating: focus on the other person, make eye contact, and pay attention to non- verbal cues you are sending and receiving.
- **Use Humor and Play to deal with Challenges:** Humor, laughter, and play are the natural antidotes to life’s difficulties. They lighten burdens and help you keep things in perspective. A good hearty laugh reduces stress, elevates mood, and brings the nervous system back into balance.
- **Resolve Conflict Positively:** The ability to manage conflicts in a positive, trust- building way is supported by the previous four skills of emotional intelligence. Once you can manage stress, stay emotionally present and aware, communicate non- verbally, and use humor and play, you will be better equipped to handle emotionally- charged situations and catch and defuse many issues before they escalate ([www.helpguide.org](http://www.helpguide.org)).

## 2.5 Skills which a Person with Emotional Intelligence Displays:

- Awareness of and, ability to read body language and other nonverbal communication that includes facial expressions.
- The capacity to listen so intently that he or she can hear the words not spoken by paying attention to tone of voice, inflection, pauses, and other cues.
- The ability to control and handle frustration, anger, sorrow, joy, annoyance, and other emotions.
- Recognising and reacting to the impact that his or her words and actions are having on co-workers.
- Understanding the underlying emotion of a communication from a staff member and responding as effectively to the emotional aspects of the communication as to the stated needs.
- Effectively interpreting the cause of the emotion expressed by a co-worker. The sad, dejected posture can indicate a significant issue at home as well as an unresolved work issue (<http://humanresources.about.com>).

## 3. Results and Discussion

This section presents the analysis of data collected in the course of this study. Data were presented in tables for analysis. Hypotheses 1 and 2 were tested by chi- square test statistics, while hypothesis (3) was tested by correlation coefficient using SPSS.

**Table (1) What is the Nature of the Relationship between EI, Cognitive Intelligence, and Work Performance.**

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Relationship between EI and work performance become more positive as cognitive intelligence decreases	300(268)	50(81.6)	350
2	Employees with low cognitive intelligence get higher task performance and organizational citizenship; the higher their EI.	305(268)	45(81.6)	350
3	Emotional intelligence tend to predict job performance for emotional jobs only	200(268)	150(81.6)	350
<b>Total</b>		805	245	1050

Source: Field Survey, 2013

H<sub>1</sub>. There is a significant relationship between emotional intelligence, cognitive intelligence, and work performance

**Table (2) Descriptive Statistics**

	Mean	Std. Deviation	N
Emotional Intelligence	1.5543	.84377	350
Cognitive Intelligence	1.4514	.75829	350
Work Performance	1.5429	.98536	350

**Table (3) Correlations**

		Emotional Intelligence	Cognitive Intelligence	Work Performance
Emotional Intelligence	Pearson Correlation	1	.933(**)	.912(**)
	Sig. (2-tailed)		.000	.000
	N	350	350	350
Cognitive Intelligence	Pearson Correlation	.933(**)	1	.940(**)
	Sig. (2-tailed)	.000		.000
	N	350	350	350
Work Performance	Pearson Correlation	.912(**)	.940(**)	1
	Sig. (2-tailed)	.000	.000	
	N	350	350	350

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table (2) shows the descriptive statistics of mean (m), standard deviation (std. deviation) and number of cases (respondents) (N) which were displayed for emotional intelligence, cognitive intelligence and work performance. Emotional intelligence had mean of (1.5543), Std. deviation (.84377) and number of respondents (350); cognitive intelligence had mean of (1.4514), Std. deviation (.75829) and number of respondents (350); work performance had mean of (1.5429), Std. deviation (.98536) and number of respondents (350). By careful observation of standard deviation values, there is not much difference in terms of the standard deviation scores. This implies that there is about the same variability of data points between the dependent and independent variables.

Table (3) is the Pearson correlation matrix of emotional intelligence, cognitive intelligence and work performance, showing the correlation coefficient significant values and the number of cases. The results in the multiple correlation matrix show that there is a relationship between emotional intelligence and cognitive intelligence ( $r=.933$ ); relationship between emotional intelligence and work performance ( $r=.912$ ). the computed correlation coefficients of the relationship between emotional intelligence, cognitive intelligence and work performance ( $r =.933$ ,  $r =.912$ ). The computed correlation coefficients were greater than the table value of  $r = .195$

with 348 degrees of freedom (df = n-2) at alpha level for a two-tailed test ( $r = .933, p < .05; r = .912, p < .05$ ). However, since the computed  $r = .933$  and  $r = .912$  were greater than the table value of .195, we reject the null hypothesis and conclude that there is a significant relationship between emotional intelligence, cognitive intelligence and work performance ( $r = .933, p < .05; r = .912, p < .05$ ).

**Table (4) Where does Emotional Intelligence mostly Utilized**

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Leader Performance	330(324.5)	20(25.5)	350
2	Organisational Complexities	348(324.5)	02(25.5)	350
3	Conflict Resolution	300(324.5)	50(25.5)	350
4	Team Performance	320(324.5)	30(25.5)	350
<b>Total</b>		<b>1298</b>	<b>102</b>	<b>1400</b>

**Source: Field Survey, 2013**

H<sub>2</sub> Emotional intelligence is mostly utilized in leader performance, organizational complexities, conflict resolution, and team performance.

**Table (5) Chi-Square Test**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	577.886(a)	12	.000
Likelihood Ratio	482.662	12	.000
Linear-by-Linear Association	178.145	1	.000
N of Valid Cases	350		

**Source: SPSS Version 15.00**

Table (5) shows the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from the five public sector organisations in Nigeria. Pearson Chi-Square computed value ( $X^2_c = 577.886$ ) is greater than the Chi-Square tabulated value ( $X^2_{\tau} = 21.03$ ) with 12 degrees of freedom (df) at 0.05 level of alpha ( $X^2_c = 577.886, p < .05$ ).

#### Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi-Square value is greater than tabulated Chi-Square value otherwise reject the alternate hypothesis and accept the null hypothesis.

Since the Pearson Chi-Square computed  $X^2_c = 577.886$  is greater than Chi-Square table value  $X^2_{\tau} = 21.03$ , the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that Emotional intelligence is mostly utilized in leader performance, organizational complexities, conflict resolution, and team performance

**Table (6) What are the Human Attributes of Emotional Intelligence**

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Empathy	345(340.5)	05(9.5)	350
2	Self discipline	347(340.5)	03(9.5)	350
3	Social Skills	330(340.5)	20(9.5)	350
4	Initiative and integrity	340(340.5)	10(9.5)	350
<b>Total</b>		<b>1362</b>	<b>38</b>	<b>1400</b>

**Source: Field Survey, 2013**

H<sub>3</sub> Human attributes of emotional intelligence are empathy, self discipline, social skills, initiative and integrity.

**Table (7) Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	443.858(a)	12	.000
Likelihood Ratio	416.402	12	.000
Linear-by-Linear Association	154.396	1	.000
N of Valid Cases	350		

**.Source: SPSS Version 15.00**

Table (7) shows the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from the five public sector organisations in Nigeria. Pearson Chi-Square computed value ( $X^2_c=443.858$ ) is greater than the Chi-Square tabulated value ( $X^2_t=21.03$ ) with 12 degrees of freedom (df) at 0.05 level of alpha ( $X^2_c=443.858, p < .05$ )

**Decision Rule**

The decision rule is to accept the alternate hypothesis if the computed Chi-Square value is greater than tabulated Chi-Square value otherwise reject the alternate hypothesis and accept the null hypothesis.

Since the Pearson Chi-Square computed  $X^2_c=443.858$  is greater than Chi-Square table value  $X^2_t=21.03$ , the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that Human attributes of emotional intelligence are empathy, self discipline, social skills, initiative and integrity.

**Table (8) What is the nature of the Relationship between Emotional Intelligence and leadership**

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	There is a significant positive relationship between emotional intelligence and leadership	330(226.6)	20(123)	350
2	There is a significant negative relationship between emotional intelligence and leadership	10(226.6)	340(123)	350
3	There are negative consequences of unmanaged emotions and low emotional intelligence in leaders	340(226.6)	10(123)	350
<b>Total</b>		680	370	1050

**Source: Field survey, 2013**

**H<sub>4</sub>:** There is significant positive relationship between emotional intelligence and leadership.

**Table (9) Descriptive Statistics**

	Mean	Std. Deviation	N
Emotional Intelligence	1.4971	.82145	350
Leadership	1.3600	.69924	350

**Table (10) Correlations**

		emotional intelligence	Leadership
Emotional Intelligence	Pearson Correlation	1	.620(**)
	Sig. (2-tailed)		.000
	N	350	350
Leadership	Pearson Correlation	.620(**)	1
	Sig. (2-tailed)	.000	
	N	350	350

Source: SPSS Version 15.00.

Table (9) shows the descriptive statistics of emotional intelligence and leadership, with a mean response of 1.4971 and Std. deviation of .82145 for emotional intelligence and a mean response of 1.3600 and Std. deviation of .69924 for leadership and number of respondents (350). By careful observation of standard deviation values, there is not much difference in terms of the standard deviation scores. This implies that there is about the same variability of data points between the dependent and independent variables.

Table (10) is the Pearson correlation of emotional intelligence and leadership. The correlation coefficient shows 0.620. This value indicates that correlation is significant at 0.05 level (2tailed) and implies that there is a relationship between emotional intelligence and leadership ( $r = 0.620$ ). The computed correlation coefficient is greater than the table value of  $r = .195$  with 348 degrees of freedom ( $df = n-2$ ) at alpha level for a two-tailed test ( $r = .620, p < .05$ ). However, since the computed  $r = .620$ , is greater than the table value of .195 we reject the null hypothesis and conclude that there is a significant positive relationship between emotional intelligence and leadership ( $r = .620, P < 0.05$ ).

**Table (11) How could a Leader lead in an Emotionally Intelligent Way**

S/N		AGREEMENT	DISAGREEMENT	TOTAL
1	Creating an inspiring vision	300(322.5)	50(27.5)	350
2	Making and announcing tough decisions	320(322.5)	30(27.5)	350
3	Influencing and inspiring people who are fearful, reluctant, or resistant	340(322.5)	10(27.5)	350
4	Confronting difficult behaviour and poor performance	330(322.5)	20(27.5)	350
<b>Total</b>		<b>1290</b>	<b>110</b>	<b>1400</b>

Source: Field Survey, 2013

**H<sub>2</sub>: Leading in an emotionally intelligent way involves creating an inspiring vision and making and announcing tough decisions.**

**Table (12) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1720.479(a)	12	.000
Likelihood Ratio	1829.351	12	.000
Linear-by-Linear Association	671.314	1	.000
N of Valid Cases	1400		

Source: SPSS Version 15.00.

Table (12) is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from the five public sector organisations Pearson. Chi-Square computed value ( $X^2_c = 1720.479$ ) is greater than the Chi-Square tabulated value ( $X^2_t = 21.03$ ) with 12 degrees of freedom (df) at 0.05 level of alpha ( $X^2_c = 1720.479, p < .05$ )

#### Decision Rule

The decision rule is to accept the alternate hypothesis if the computed Chi-Square value is greater than tabulated Chi-Square value otherwise reject the alternate hypothesis and accept the null hypothesis.

Since the Pearson Chi-Square computed  $X^2_c = 1720.479$  is greater than Chi-Square table value  $X^2_t = 21.03$ , the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that leading in an emotionally intelligent way involves creating an inspiring vision and making and announcing tough decisions.

#### 4. Concluding Remarks

Emotional intelligence is vital in the achievement of outstanding performance by leaders and teams as it provides a basis for the establishment of positive relationship, communicative norms, trust and understanding, and openness to



adjustment, and support systems. Emotional Intelligence could be an important organisational capability if possessed by business managers and leaders as it could help in understanding the behaviours of individuals at work and further aid in generating the right behaviours at workplace by concentrating at emotions that are right for the business. Emotional intelligence has come to be considered as a paramount requirement for leadership and the performance of top executives; providing an important point of contrast over and above the mores of technical, intellectual skills, and abilities (Owen,2004, Goleman, 1998a).

Recognising the importance of emotional intelligence in the workplace and making efforts to develop it within employees is a critical step towards reducing risks and enhancing overall organisational performance. The emotional maturity of employees directly impacts not only their behaviour at work- reducing and resolving employee conflicts, increasing individual responsibility and ownership for a job well done, improving team effectiveness, enhancing leadership potential- but also their behaviour in their personal lives with their family and friends. Business leaders are no longer being defined by their IQ's or even their technical skills. It is their emotional intelligence that makes the difference ( [www.leading challenges.com](http://www.leadingchallenges.com)).

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