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Letter from the Editors

Welcome to a brand new year - and to the January 2024 edition of ITD World Vietnam! As we embark on this chapter, we are thrilled to unravel the transformative theme of "**Emotional Intelligence in Leadership**" – a compass guiding us towards leadership excellence and organizational success.

Introduction to Emotional Intelligence

In the opening section, we dive deep into the realm of Emotional Intelligence (EI). Recognizing and harnessing the power of emotions in the workplace is a pivotal skill for effective leadership. We explore how leaders who master EI can cultivate a positive organizational culture, foster strong team dynamics, and navigate the complexities of the modern professional landscape with finesse.

The Yong EQ Inventory

In our journey through the intricate landscape of Emotional Intelligence (EI), we are privileged to introduce 'The Yong EQ Inventory,' a transformative tool inspired by the profound insights of Dr. Leonard Yong, a distinguished professor and expert in EQ training.

Dr. Yong's model is not just a self-reflection guide; it's a comprehensive toolkit meticulously designed to empower you in assessing and enhancing your emotional intelligence. Through practical exercises and thoughtful reflections, this inventory will guide you on a personal exploration, helping you decipher the complexities of your emotional landscape.

As we navigate through Dr. Yong's framework, you'll uncover actionable strategies to enhance your self-awareness, manage emotions effectively, and cultivate meaningful connections. This inventory is more than just a checklist; it's a personalized roadmap toward becoming a more emotionally intelligent leader.

The top of the page features a large yellow triangle pointing downwards from the top-left corner, with a smaller white triangle nested inside it.

The Importance of Emotional Intelligence to Managers

Leadership is not merely about making decisions; it's about understanding and connecting with people. In the final segment, we unravel the profound impact of emotional intelligence on managerial effectiveness - plus practical strategies to equip managers with the skills needed to navigate the intricate web of emotions within teams.

As we embrace the dawn of 2024, let this edition be your guiding light to unlocking the full potential of emotional intelligence in leadership. May you find inspiration and actionable insights to lead with authenticity, empathy, and foresight.

To a year filled with unparalleled growth and prosperity,

ITD World Vietnam team

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The background features a yellow upper section and a grey lower section, separated by a diagonal line. The number '01' is prominently displayed in white on the yellow background.

01

Introduction to Emotional Intelligence

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Introduction to Emotional Intelligence

It has been generally agreed that the term emotional intelligence was first coined in 1990 by Peter Salovey and J.D. Mayer. However, the issue of noncognitive or social intelligence has been addressed by previous researchers as early as 1940 (Harmon, 2000). In his book on multiple intelligences, Gardner (1993) refers to the “personal intelligences” as one subgroup of intelligences. Personal intelligence includes inner-directed, intrapersonal knowledge, which allows one to detect and symbolize complex and highly differentiated sets of feelings; and outer-directed, interpersonal knowledge, which is the ability to notice and make distinctions among the moods, temperaments, motivations, and intentions of others.

Emotional intelligence is an umbrella term covering a wide-ranging group of individual abilities and temperaments usually called soft skills. These are outside the traditional area of specific knowledge, general intelligence, and technical or professional skills. According to Mayer and Salovey (1993), emotional intelligence probably overlaps with general intelligence. An emotionally intelligent person can think more creatively and use his emotions to solve problems.

It is crucial to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head, instead, it is the unique connection of both. Emotional intelligence combines affect with emotion and emotion with intelligence. Emotional intelligence does not and should not be thought of as a replacement or substitute for ability, knowledge, or job skills. Emotional intelligence enhances workplace outcomes but does not guarantee them without suitable skills.

Introduction to Emotional Intelligence

Applications of emotional intelligence in the workplace include:

Career development

People who have an aptitude for understanding people and themselves may perhaps consider a people-oriented career such as those in the customer service field.

Management development

Managers who focus on their technical skills do not manage, they are just in charge. Understanding and increasing emotional intelligence may improve certain management skills and styles.

Effective teamwork

Emotional intelligence contributes to high group morale, motivation, and improved conflict management.

Salovey and Mayer's Theory of Emotional Intelligence

Peter Salovey and John Mayer view emotional intelligence as, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life (Salovey & Mayer, 1990). Their current writing on emotional intelligence emphasizes four cognitive components: the capacity to perceive emotion, to integrate it into thought, to understand emotion, and to manage emotion (Mayer & Salovey, 1997).

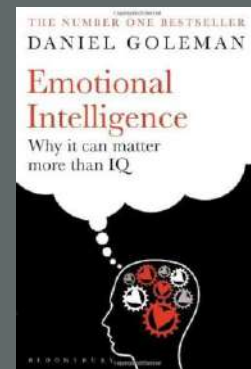
Their work subsumes Gardner's (1983) intrapersonal and interpersonal intelligence and in many ways is consistent with earlier research on social intelligence (Ford & Tisak, 1983). Salovey and Mayer contend that it is not problematic to view emotional intelligence as a legitimate type

Introduction to Emotional Intelligence

of intelligence and acknowledge that neither their theory of emotional intelligence nor research necessarily supports the g model of intelligence. The g-factor (general intelligence) represents the dominant proportion of individual intelligence and is manifested in one's ability to perceive the strength of relationships and to, where appropriate, spot causal connections between ideas or events.

Goleman's Theory of Emotional Intelligence

The publication of Daniel Goleman's (1995) best-selling book, *Emotional Intelligence*, made popular the notion that emotions are a valid domain of intelligence. He defines emotional intelligence as, being able to rein in emotional impulse; to read another's innermost feelings; and to handle relationships smoothly.



Goleman (1995, p. 28) argues, In a sense, we have two brains, two minds - and two different kinds of intelligence: rational and emotional. How we do in life is determined by both...ordinarily the complementarity of the limbic system and neocortex, amygdala, and prefrontal lobes, means each is a full partner in mental life.

Goleman's (1995, 1998) thesis is that the balance and management of our emotions determines how intelligently we will act and our ultimate success in life. Goleman's (1995) model of emotional intelligence is extensive. He hypothesizes that a large number of human abilities fall within the emotional intelligence construct, including frustration tolerance, delay of gratification, motivation, zeal, persistence, impulse control, regulation of mood, ability to empathize, attunement to others,

Introduction to Emotional Intelligence

hopefulness, and optimism. Goleman (1995) defines emotions as impulses to act (p. 6). He points out that, although there is no consensus on which human emotions are primary, the main candidates are anger, sadness, fear, and enjoyment.

Emotional Intelligence and Gender

Research concerning gender differences in emotional intelligence has found that in terms of total emotional intelligence, men and women do not seem to differ. Due to the perception that emotional intelligence is a “soft” skill (skills relating to people issues) that involves emotions, some may believe women are more emotionally intelligent than men. According to Simmons (2001), women are not more emotionally intelligent than men. Instead, they are emotionally intelligent in different ways. Simmons (2001) further states that analysis of emotional intelligence in thousands of men and women has shown that women on average, possess more self-awareness of their emotions, demonstrate more empathy, and display more interpersonal skills.

On the other hand, men are found to be more self-confident, optimistic, adaptable, and manage stress better. In general, men and women share more similarities than differences in terms of emotional intelligence. As Simmons (2001) puts it

“Some men are as empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men.”

Introduction to Emotional Intelligence

Other studies have also found evidence that men and women may differ in specific competencies. In a study by Bar-On (2000), an analysis of the emotional intelligence scores of over 7,700 people revealed that while men and women did not differ on total emotional intelligence, men scored higher on Self-Actualization, Assertiveness, Stress Tolerance, Impulse Control, and Adaptability, while women scored significantly higher on Empathy, Interpersonal Relationships, and Social Responsibility.

It can be suggested that when the overall ratings for men and women are taken into account in total, the strengths and weaknesses average out, resulting in a similar level of emotional intelligence for both genders. In conclusion, from the review of the research on gender differences in emotional intelligence, women and men are equally as intelligent emotionally, but they are strong in different areas.

Measuring Emotional Intelligence

There is presently no evidence of a widely accepted measure of emotional intelligence. However, one dozen or more self-report instruments purport to measure it and a smaller number of emotional intelligence measures are not in a self-report format.

Salovey and Mayer's work has incorporated a variety of self-report measures that purport to measure EI. They use tests developed by them and instruments borrowed from other researchers, such as the BarOn Emotional Quotient Inventory (Bar-On, 1996; Bar-On & Parker, 2000); The Style on the Perception of Affect Scale (Bernet, 1996); The Toronto

Introduction to Emotional Intelligence

Alexithymia Scale (Taylor, Ryan & Bagby, 1985); The Emotional Control Questionnaire (Roger & Najarian, 1989). Below is a description of three emotional intelligence measures, one developed by Bar-On (Bar-On & Parker, 2000) and two measures developed by Salovey and Mayer.

The BarOn Emotional Quotient Inventory: Youth Version (Bar-On & Parker, 2000) is a 60-item self-report instrument designed to measure emotional intelligence in young people ages seven to eighteen years. The authors define emotional intelligence as, abilities related to understanding oneself and others, relating to people, adapting to changing environmental demands, and managing emotions. Employing a 4-point Likert style format (very seldom true of me, seldom true, often true, and very true), items invite self-appraisals about having fun, ease at telling others how you feel or talking about deep feelings, the importance of having friends, and knowledge about how other people are feeling.

The Trait Meta-Mood Scale (Salovey, et al., 1995) is a 30-item self-report scale that measures attention to, and clarity of feelings, and mood repair - aspects of emotional intelligence, according to the authors. Subjects rate on a 5- 5-point Likert scale the extent to which they agree with items such as:

- “When I become upset, I remind myself of all the pleasures in life”
- “I almost always know exactly how I am feeling”

Introduction to Emotional Intelligence

It purports to measure emotional perception in colors, musical vignettes, sound intervals, and faces. Subjects are presented with various stimuli (visual images, musical excerpts, etc.) and asked to rate, again on a 5-point scale, their experience of the amount of emotion present in each stimulus, across six different emotion scales. The six emotion scales are happiness, sadness, anger, fear, surprise, and disgust (Davies, Stankov, & Roberts, 1998).

Another measuring instrument is the Yong EQ Inventory. The Yong EQ Inventory was designed by Yong (2002) and has been used in Malaysia among Malaysian managers.

The background features a bold, geometric design. The top half is primarily yellow, with a grey triangular shape on the left side. The bottom half is white, with a grey trapezoidal shape on the left and a yellow triangular shape on the right. The number '02' is prominently displayed in white on the yellow background.

02

The Yong EQ Inventory

The Yong EQ Inventory

The Yong EQ Inventory is a self-report questionnaire comprising 28 items that measure seven dimensions of emotional intelligence. It employs a 5- 5-point Likert style format (disagree strongly, disagree a little, neither agree nor disagree, agree a little, agree strongly). The seven emotional intelligence dimensions measured by the Yong EQ Inventory are:

1. Intrapersonal skills
2. Interpersonal skills
3. Assertiveness
4. Contentment in life
5. Resilience
6. Self-esteem
7. Self-actualization

The Yong EQ Inventory

These seven dimensions were chosen based on an exhaustive review of literature on the concept of EQ as well as the inventories (Bar-On & Parker, 2000; Salovey, et al., 1995;) which have been researched to a reasonable extent. The literature on the current understanding of EQ seems to indicate these seven dimensions as the common factors influencing the emotional intelligence of an individual. These dimensions will be described in the following section.



Intrapersonal personal skills include skills such as the ability to form an accurate, realistic model of oneself, and to be able to use that model to operate effectively in life.



Inter-Personal Skills, on the other hand, include skills such as the ability to understand other people; what motivates them, how they work, and how to work cooperatively with them.



Assertiveness is the third dimension. It gives an estimate of the individual's ability to express needs, opinions, feelings, and beliefs in direct, honest, and appropriate ways.



The fourth dimension, Contentment in Life has to do with the individual's satisfaction and happiness with life.



The fifth dimension of Resilience indicates the individual's ability to bounce back after disappointment; learn from failures and move on, persevere in the face of adversity.



An individual's Self-Esteem represents the sixth dimension of EQ. Self-esteem yields an individual's sense of worth, confidence, and self-respect. An individual with high self-esteem is deemed to have a favorable opinion of oneself.



The seventh dimension, Self-Actualization, measures the individual's achievement of personal potential; the degree to which an individual believes they have realized their full potential.

The Yong EQ Inventory

Based on the respondent's self-report on these seven dimensions, the Yong EQ yields a score for the individual's EQ.

Validity of the Yong EQ Inventory

Validity is concerned with the goodness of the data. An instrument is considered to be valid if it measures what it purports to measure. There are generally three types of validity for an instrument. These are Face Validity, Criterion Validity, and Construct Validity. Face validity refers to the decision whether the items composing the instrument are plausible and appear to make a logical sense that these items do measure what the instrument purports to measure. The face validity for the Yong EQ Inventory was established by consulting Human Resource Practitioners and asking them to give their judgment as to whether the Inventory does measure what it purports to measure. All three of them thought that the Inventory dimensions yield valid measures of what has been operationalized in the instrument.

Criterion Validity is made up of two types, concurrent validity and predictive validity. Predictive validity refers to future events that are predicted based on the measurement results, e.g. the Malaysian Form Five National Exam (SPM) results for an individual may have some predictive validity in predicting his subsequent academic achievement at university.

Concurrent validity refers to the existence of a significant correlation between the instrument with a similar instrument already existing and having widespread acceptance.

The Yong EQ Inventory

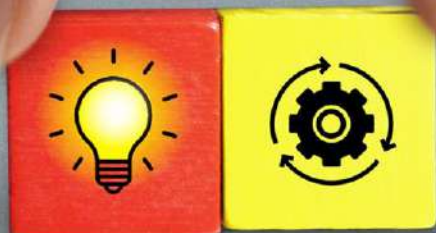
Concurrent validity is thus an important aspect of the instrumentation. In subsequent updates of these norms and technical manual concurrent validation studies will be established.

The third type of validity is Construct Validity which refers to the relationship between variables linked to the ones measured. Construct Validity exists when the components of the construct being measured are shown to exist. Construct validity gives great confidence to the instruments but requires further research. In future updates of this Manual, construct validation studies will be reported.

Reliability of the Yong EQ Inventory

Reliability refers to the consistency and stability of a measure over time, yielding the same results when applied to the same person at different times. There are two types of reliability, namely test-retest reliability to establish the stability of the instrument and internal consistency reliability which refers to the homogeneity of the items measuring the same dimension in the instrument. It is generally more problematic to obtain test-retest reliability as this involves requiring the participants to do the test twice.

The most common method of establishing the internal consistency reliability of the instrument is to use the Alpha-Cronbach coefficient of internal consistency. The Alpha Cronbach coefficient will be established for each of the seven dimensions of the Yong EQ Inventory.



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03

The Importance of Emotional Intelligence to Managers

The Importance of Emotional Intelligence to Managers

Low emotional intelligence brings a host of negative emotions, like self-pity, fear, and aggression. These consume a great deal of energy, lower self-esteem, lead to absenteeism, and indifference, and are an effective block to teamwork. Some insensitive managers try to run over the people they manage. They think that steady criticism, backed by a loud voice and threats, will motivate staff to perform better. Undoubtedly, this is not emotionally intelligent behavior.

A manager may behave unpleasantly because of similar feelings caused by negative past experiences or they have a misconception of how a boss should behave. The negative behavior evokes bad reactions in the staff, which in turn evokes bad behavior. According to Bagshaw (2000), once emotionally unintelligent behavior starts, it creates a downward spiral of low morale, avoidance, and negative politics.

Fineman (1997) argues that managerial learning is emotional and that the traditional cognitive approach to management has ignored the presence and role of emotion. This may be a causal factor in the frequent dysfunctionalities of the managerial learning process (Dulewicz and Higgs, 2000). Other researchers and authors have also explored the role of emotional rather than rational behaviors in managerial performance, and urge managers and organizations to pay attention to the emotional components of performance (Kolb et al., 1994).

Emotions have an important part to play in the workplace.

The Importance of Emotional Intelligence to Managers

Emotional intelligence is an asset. There is growing research evidence that EQ helps organizations to improve employees' performance. Based on his review of several research studies, Cherniss (2000) suggests that emotional intelligence contributes immensely to an organization's performance. He summarized the following benefits of high EQ practices.

Firstly, division leaders outperformed their targets by 15 % to 20%.

McClelland (1999) reports that division leaders with emotional competencies such as initiative, self-confidence, and leadership outperformed their targets by 15 to 20 percent. Individuals who lacked these competencies underperformed by almost 20%.

Secondly, accurate self-assessment leads to superior performance in managers.

A study by Boyatzis (1982) indicates that accurate self-assessment, an important emotional competency, was associated with superior performance among several hundred managers from 12 different organizations.

Thirdly, the ability to handle stress is linked to success.

The ability to handle stress, another emotional competency, was linked to success as a store manager in a retail chain. The most successful store managers were those best able to handle stress (Lusch & Serpkeuci, 1990).

Managers and leaders, in particular, need high emotional intelligence because they represent the organization to the public, they interact with the highest number of people within and outside the organization and

The Importance of Emotional Intelligence to Managers

they set the tone for employee morale (Goleman, 1995). Leaders with empathy can understand their employees' needs and provide them with constructive feedback according to Goleman, (1995).

Each individual is unique, and there are many possible reasons why a person with poor emotional intelligence skills performs or behaves that way. However, given the right developmental efforts, emotional intelligence can be improved. Managers who are technically adept at their job but who have poor interpersonal skills that de-motivate others may simply not have had opportunities to develop their emotional intelligence skills in earlier years (Harmon, 2000). But if these managers can be made aware of their blind spots and are brought to understand that their deficit is not a fundamental character flaw, chances are they will not be defensive when asked to work toward change.

Relationships between Emotional Intelligence & Personality Styles

According to Goleman, (1995) and Coleman (1998), of the seven essential qualities required by employers, six can be described as functions of emotional intelligence. These he lists as adaptability and resilience, personal management, motivation and confidence, and interpersonal skills. Based on the literature on personality psychology, Polednik and Greig (2000) noted that these six emotional intelligence areas bear a remarkable resemblance to the Five-Factor Model of personality.

The Importance of Emotional Intelligence to Managers

using the most widely respected personality measures, researchers have been able to identify a common factor structure underlying these disparate approaches to personality assessment. This new consensus about the scope and structure of normal personality gives a balanced view of the total picture, rather than an arbitrary selection of traits or a bias towards any one doctrinaire view of personality.



The similarity between theories of emotional intelligence and personality is further supported by Goleman himself. He adds several variables to the original concept of Emotional Intelligence that may be better defined as personality traits and classes the remainder as learned abilities or competencies. Combining his six "construct areas" in this way, using personality and competency descriptions, looks similar to the five areas presented in the five-factor model. The five areas presented in the Five Factor Model (FFM) are similar to Goleman's six areas of Emotional Intelligence as shown in the table below.

Table 3.1: The FFM and Goleman's Six Emotional Intelligence Constructs

(Polednik & Greig, 2000)

Five-Factor Model	Goleman's Six Emotional Intelligence Constructs
FFM 1 Emotional Stability	Adaptability and Resilience
FFM 2 Extraversion	Motivation and Confidence
FFM 3 Agreeableness	Interpersonal Skills
FFM 4 Conscientiousness	Personal Management
FFM Openness	---

Regarding Table 3.1 Emotional Stability is represented by Adaptability and Resilience, Extraversion is represented by Motivation and Confidence, Agreeableness by Interpersonal Skills, and Conscientiousness by Personal Management. Openness however is not represented in Goleman's emotional intelligence constructs.



Happy New Year: A Toast to New Beginnings

As we bid farewell to the echoes of the past and step into the dawn of a brand new year, we at ITD World Vietnam would like to wish you a year filled with boundless possibilities, joyous accomplishments, and profound moments of growth.

May the lessons of yesterday guide you, the challenges of today strengthen you, and the dreams of tomorrow inspire you. As you embark on this fresh chapter, may your endeavors be met with resilience, your aspirations with determination, and your journey with unwavering purpose.

In the tapestry of 2024, may each thread be woven with success, every challenge met with courage, and every opportunity embraced with enthusiasm. May your professional endeavors flourish, your personal relationships thrive, and your moments of reflection bring clarity and wisdom.

Here's to conquering new horizons, fostering meaningful connections, and making a positive impact in the world. May the coming year be a canvas for you to paint the masterpiece of your dreams?

Cheers to a Happy New Year filled with prosperity, growth, and uncharted possibilities!

Warmest wishes,

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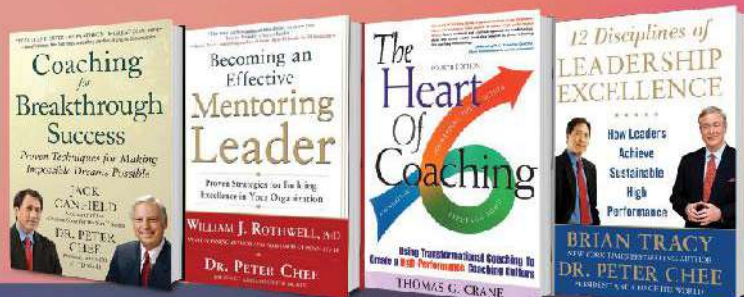


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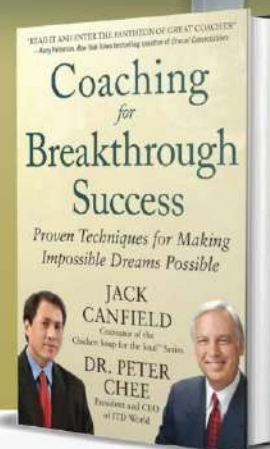
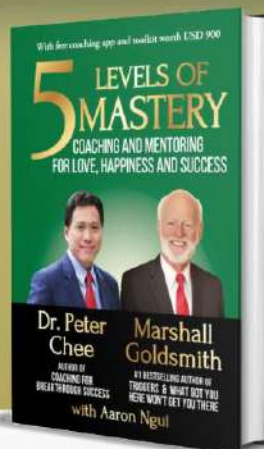
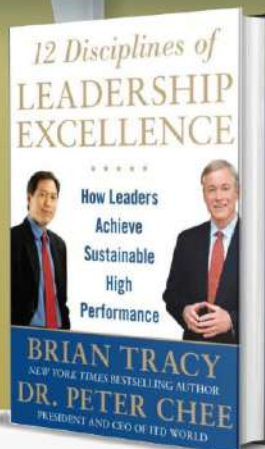
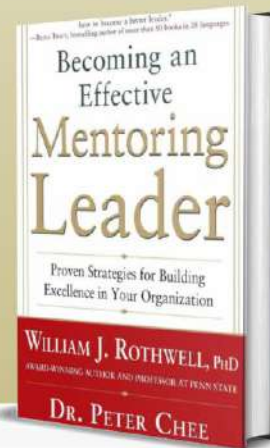
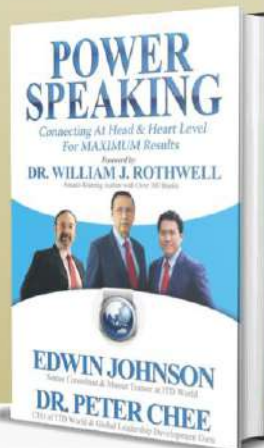
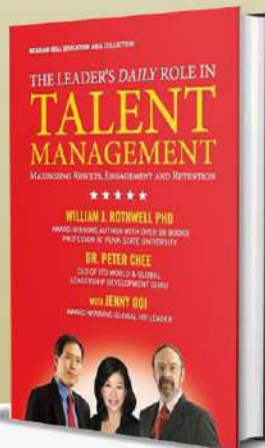
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