Assessing the Impact of the Multiple Intelligences in Global Business, Career Acquisition, and Retention:
A Qualitative Analysis and Propositional Inventory

by

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Abstract

Employee success in global business is related to many important skills and traits, but the multiple intelligences, especially Emotional Intelligence (EI) and Cultural Intelligence (CQ), are just as important as Intellectual Intelligence (IQ) in obtaining a job, effective communication, project realization, retention, and overall accomplishment in the workplace. This paper emphasizes the value of incorporating intelligence competencies and skills into business practices, hiring protocols, and university curricula, and includes a brief history of the many intelligences. The related aptitudes of situational awareness, critical thinking, cultural understanding, and developing unique business strategies are discussed. Principles of EI and CQ should be included in corporate training, and utilized by faculty through andragogy principles and methodology to enhance learning, the future career success of college students, and the retention and success of current employees. Methods are described on how and why the intelligences can be used in the workplace, how to prepare for a job interview, and how to sustain employment in the culturally diverse, borderless world of global business.

Key Words: Multiple Intelligence, Emotional Intelligence, Cultural Intelligence, Situational Awareness, Critical Thinking, Career Development, Blue Ocean Strategy, and Andragogy

TABLE OF CONTENTS

1. Introduction

Success in global business is related to many important skills and traits, but the multiple intelligences, especially Emotional Intelligence (EI), have proven just as important as Intellectual Intelligence (IQ) in obtaining a job, project achievement, job retention, and overall success in the workplace (Abraham, 2006; Chia, 2005; Couper & Karimi, 2013). This emphasizes the importance of incorporating EI competencies into university curricula. In recent years many new types of intelligence have been defined (Gardner, 1983; Goleman, 1998; Cherniss, 2000), and other related aptitudes such as situational awareness and critical thinking skills, and unique approaches to business strategies, have been highlighted. Social and emotional skills are also associated with success in many other areas of life besides employment. EI can be used by faculty to establish effective teaching through the development of andragogical methodology to enhance learning and future job success for college students.

This paper presents the following concepts: The importance of multiple and emotional intelligences in global business; a brief history of the many intelligences; mapping intelligences to types of industry; methods to increase EI through education; how intelligence is related to critical thinking and situational awareness; Blue Ocean Strategy; and finally, how intelligence skills can be applied to achieve a successful job interview and job retention.

2. The Many Intelligences

The study and measurement of intelligence have long histories. For example, Alfred Benet and Theodore Simon developed the first Intelligence Quotient (IQ) test in the early 1900s. IQ is a complex concept. Researchers in this field argue with each other. There is no clear agreement as to what constitutes IQ or how to measure it. Three researchers who have written widely sold books about intelligence are Howard Gardner (1983, 1993), Robert Sternberg (1988), and David Perkins (1995). And, of course, there is an extensive and continually growing collection of research papers on the topic.

Intelligence is a combination of the ability to learn. This includes all kinds of informal and formal learning via any combination of experience, education, and training. pose problems. This includes recognizing problem situations and transforming them into more clearly defined problems; and solve problems. This includes solving problems, accomplishing tasks, and fashioning products. (Moursund, 2001).

While it is commonly believed that intelligence is innate and can't be increased, research on emotional and social intelligence suggests that there are underlying emotional and social skills that can be developed. Just as you can increase your vocabulary and general knowledge through <u>education</u> (IQ), you can also work to improve emotional skills (EQ) and social skills/abilities (SQ). While there has been considerable debate over the exact nature of intelligence, no definitive conceptualization has emerged. Today, psychologists often account for the many different theoretical viewpoints when discussing intelligence and acknowledge that this debate is ongoing

Charles Spearman (1904) proposed a general intelligence factor, g, which underlies all intelligent behavior. Many scientists still believe in a general intelligence factor that underlies the specific abilities that intelligence tests measure. Other scientists are skeptical, because people can score high on one specific ability but show weakness in others.

The first modern intelligence quotient (IQ) was developed in 1904, by Alfred Binet (1857-1911). The French Ministry of Education asked these researchers to develop a test that

would allow for distinguishing mentally retarded children from normally intelligent, but lazy children. The result was the Simon-Binet IQ test. This IQ test consists of several components such as logical reasoning, finding rhyming words and naming objects. The score for the IQ test in combination with a child's age, provides information on the intellectual development of the child: is the child ahead of or lagging other children? The IQ was calculated as (mental age/chronological age) X 100. The test came to be a huge success, both in Europe and America.

In 1963, a psychologist named Raymond Cattell noticed that there are two distinct forms of intelligence that he wanted to identify and study. The first type is what he called fluid intelligence.

Fluid intelligence is defined as the ability to solve new problems, use logic in new situations, and identify patterns. a second, different type of intelligence that he called crystallized intelligence.

Crystallized intelligence is defined as the ability to use learned knowledge and experience. When you're taking a class at school, you use crystallized intelligence all the time. When you're learning a new language, you memorize the new vocabulary words and increase your vocabulary over time. You also learn the theory behind solving algebraic equations, or how to do long division, or the general rules of grammar when using a sentence

Years later Howard Gardner (1983; 2000) recognized that one type of intelligence was not adequate to define human differences and abilities and he identified nine types of learned intelligence, followed by Robert Sternberg's (1986) Triarchic Theory of intelligence (componential, experiential, and contextual), and Daniel Goleman's (1995) popular theory of *Emotional Intelligence* (EI or EQ).

In 1983, Howard Gardner presented a breakthrough idea in the evaluation of intelligence when he introduced the concept that traditional types of intelligence, such as IQ, do not fully explain cognitive ability. He described nine types of intelligence (musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic, and existential- (Gardner, n.d.). These included two categories of emotional intelligence, (1) interpersonal intelligence (the intentions, motivations and desires of other people) and (2) intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

Howard Gardner (1983) first defined seven types of intelligences in *Frames of Mind* He later added two more in *Intelligence Reframed* (2000). Gardner's MI Theory challenged traditional beliefs in the fields of education and cognitive science. According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests. According to Gardner, intelligence is: The ability to create an effective product, service or cultural set of skills that make it possible for a person to solve problems, which involves gathering new knowledge

Gardner's Intelligences include:

- **VISUAL/SPATIAL** - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.
- **VERBAL/LINGUISTIC** - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.
- **MATHEMATICAL/LOGICAL** - children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.
- **BODILY/KINESTHETIC** - children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!
- **MUSICAL/RHYTHMIC** - children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.
- **INTRAPERSONAL** - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.
- **INTERPERSONAL** - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or " too concerned about being social" in a traditional setting.
- **NATURALIST** - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.
- **EXISTENTIALIST** - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.

Different researchers have identified different components of intelligence. Robert Sternberg's Theory of Intelligence (1988), for example, focuses on just three main components:

- Practical intelligence--the ability to do well in informal and formal educational settings; adapting to and shaping one's environment; street smarts.
- Experiential intelligence--the ability to deal with novel situations; the ability to effectively automate ways of dealing with novel situations so they are easily handled in the future; the ability to think in novel ways.
- Componential intelligence--the ability to process information effectively. Includes metacognitive, executive, performance, and knowledge-acquisition components that help to steer cognitive processes.

Sternberg provides examples of people who are quite talented in one of these areas but not so talented in the other two. In that sense, his approach to the field of intelligence is somewhat like Howard Gardner's. However, you can see that Sternberg does not focus on specific components of intelligence that are aligned with various academic disciplines.

- Sternberg strongly believes that intelligence can be increased by study and practice. Quite a bit of his research focuses on such endeavors.

Perkins (1995) examines a large number of research studies both on the measurement of IQ and of programs of study designed to increase IQ. He presents detailed arguments that IQ has three major components or dimensions.

- Neural intelligence. This refers to the efficiency and precision of one's neurological system.
- Experiential intelligence. This refers to one's accumulated knowledge and experience in different areas. It can be thought of as the accumulation of all of one's expertises.
- Reflective intelligence. This refers to one's broad-based strategies for attacking problems, for learning, and for approaching intellectually challenging tasks. It includes attitudes that support persistence, systemization, and imagination. It includes self-monitoring and self-management.

There is substantial evidence to support the belief that a child's neural intelligence can be adversely affected by the mother's use of drugs such as alcohol and cocaine during pregnancy. Lead (such as from lead-based paint) can do severe neural damage to a person. Vitamins, or the lack thereof, can affect neural intelligence.

Moreover, there is general agreement that neural intelligence has a "use it or lose it" characteristic. It is clear that neural intelligence can be maintained and, indeed, increased, by use.

Experiential intelligence is based on years and years of accumulating knowledge and experience in both informal and formal learning environments. Such knowledge and experience can lead to a high level of expertise in one or more fields. People who live in "rich" learning environments have a significant intelligence advantage over people who grow up in less stimulating environments. Experiential intelligence can be increased by such environments.

Reflexive intelligence can be thought of as a control system that helps to make effective use of neural intelligence and experiential intelligence. A person can learn strategies that help to make more effective use of neural intelligence and experiential intelligence. The habits of mind included under reflexive intelligence can be learned and improved.

Later college professors Peter Salovey and John Mayer (1989) wrote an insightful journal article entitled "Emotional Intelligence." However, the term did not become widely known until 1995, when Daniel Goleman (1995), a *New York Times* writer, published his best-selling book *Emotional Intelligence - Why It Can Matter More Than IQ*. The model introduced by Goleman focuses on EI components that include many competencies and skills that drive leadership. He defined five main components to emotional intelligence: Self-awareness, self- regulation, motivation, empathy and social skills. These components were later widened to include such competencies as optimism, conscientiousness, motivation, empathy and social competence. Goleman included a set of emotional competencies within each construct of EI. Emotional competencies are not innate, but are learned capabilities that can be developed to achieve successful careers.

Emotional intelligence has been defined as the ability to perceive and monitor one's own and other people's emotions, to discriminate between different types of emotions, and to reflect and use emotional information to guide thinking and behavior (Coleman, 2008; Mayer, Salovey, & Caruso, 2004). EI is as necessary as Intellectual Intelligence (IQ) for success in life. IQ helps to acquire learned facts to understand and resolve an issue, but EI helps manage the stress and emotions to implement solutions in an optimal way (Couper & Karimi, 2013). But, tests measuring EI have not replaced IQ tests as a standard metric of intelligence for college entry or job skills assessment.

David Perkins' Theory of Intelligence

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- There is substantial evidence to support the belief that a child's neural intelligence can be adversely affected by the mother's use of drugs such as alcohol and cocaine during pregnancy. Lead (such as from lead-based paint) can do severe neural damage to a person. Vitamins, or the lack thereof, can affect neural intelligence.
- Moreover, there is general agreement that neural intelligence has a "use it or lose it" characteristic. It is clear that neural intelligence can be maintained and, indeed, increased, by use.
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Daniel Goleman's Emotional Intelligence

Many articles on emotional intelligence use different definitions. For example, Daniel Goleman (1995) includes over 25 characteristics of emotional intelligence. Despite the controversy on just what emotional intelligence entails, and consequently how it can be assessed, most models are in agreement that it is a critical factor in achieving success in the business world. (Abraham, 2006; Mayer, Salovey, & Caruso, 2004) Regardless of how EI is defined, research indicates that it is a skill or set of skills that can be taught and learned. (Liptak, 2005).

3. Global Business and Cultural Intelligence

In today's global economy it is not just those who conduct business internationally that need to understand cultural differences in social customs and business practices, but everyone in the business community. Cultural intelligence is the ability to function across many areas, such as ethnic, generational, and organizational cultures (Livermore, 2011) People experience different cross-cultural situations differently according to personal backgrounds.

According to Early and Mosakowski (2004) successful managers learn to cope with different national, corporate, and vocational cultures. They defined yet another type of intelligence called cultural intelligence, or cultural quotient (CQ). Cultural intelligence is related to emotional intelligence, but cultural intelligence goes beyond determining what makes us collectively human, to define what is specifically peculiar to a person, group or corporation -- those traits that are not universal. CQ includes three components : The cognitive; the physical; and the emotional/ motivational (Head, body, and heart). There are six basic steps to developing CQ: (1) Self-assessment of cultural views; (2) Identify training for areas of weakness; (3) Master simple communication skills; (4) Determine internal corporate or training resources; (5) Immersion in a new cultural setting; and (6) Evaluate new skills and effectiveness. Unlike other aspects of personality, cultural intelligence can be developed.

Whether one participates in international business relationships, or simply wants to be a more thoughtful traveler or global citizen, developing cultural intelligence is paramount. People with high cultural intelligence are not experts in every culture; rather, they use empathy and observation to read people, situations, and other's actions. They also use cultural and emotional intelligence to monitor their own actions. Instead of making quick judgments or relying on stereotypes or schemas, they watch closely and then adapt their own behavior accordingly.

Students need to be prepared for the increasingly interdependent and networked world. Migration is causing societies to become more culturally and linguistically diverse. Many of today's issues—including the environment, health, and terrorism– require countries to work together to solve global problems. Two educational references that help explain cultural differences are:

- *CultureGrams* (http://media2.proquest.com/documents/culturegrams.pdf), which contain cultural content for more than 200 countries; and
- *SIRS Issues Researcher* (http://proquest.libguides.com/IssuesResearcher) which provides background and analysis on over 320 articles of current global issues.

In education, many countries have adopted the concepts of multiple intelligence (MI), including cultural awareness, into national policy. In India teachers are required to have familiarity with this (Armstrong, 2013). Journal articles have covered populations from areas as diverse as Namibia, Zimbabwe, Zambia, South Africa, Malaysia, China, Phillipines, Switzerland, and Japan. Students are challenged to develop real-world business plans based on MI ideas. In Denmark, they have created a multiple intelligences interactive museum, where children and adults participate in over 50 activities designed to both test their multiple intelligences and also raise awareness concerning the many different ways of being smart.

Culturally, people in western democratic countries tend to believe a singular set of rules should apply to everyone regardless of circumstances. But in many Asian societies, Latin America, and Russia, they believe each situation should be handled individually. In some cultures, long pauses in conversation are uncomfortable, but in Asia it's a sign of

respect. These small examples demonstrate that in the modern, interconnected world, success will depend on relating to other cultures with thoughtfulness and sensitivity. This will require the increased use of cultural, emotional, and other multiple intelligences.

4. Situation Awareness and Critical Thinking

Situation Awareness (SA) is a term often used to describe the decision making process needed to analyze events and react quickly (Gasaway, 2011). In its simplest form it means that leaders and employees must pay strong attention to all the things that are happening around them. It is often applied to high stress, high consequence work environments, such as medical emergencies or fire and police incidents. But it can be used in many other business settings, such as during a job interview where complex questions are rapidly presented to the applicant, and involve quick responses. It applies to jobs where quick thinking is critical, such as transportation drivers or pilots, athletes, performance artists, the military, and sales and public relations scenarios.

SA is different than the traditional method of developing and weighing side-by-side alternatives to a problem. There is a three step approach: (1) Perception – Gather as much information before and during a situation. This can require a fast scan of the environment for all cues and clues, similar to laying out the pieces of a jig saw puzzle; (2) Comprehension – Connect the clues together to gain an overall image of the problem, sometimes called "chunking"; and (3) Projection – Make accurate assumptions about the future of the situation, predict where the problem is headed. If this decision is being done under stress, rational and natural judgments can be impaired. But, one can preload decision making scenarios into memory by doing research, and reading case studies and journal articles. These skills are also needed during the analysis and design of business strategies, albeit in a less hurried time frame.

Emotional intelligence is a form of critical thinking – the act of determining when to trust instincts and emotions and act on them, versus overriding those emotions and modifying an instinctive response. This requires analysis, reasoning, and logic. In the relationship between EI, IQ and personality, EI is the only one that represents aptness relative to the degree in which one is able to manage clarity in critical thinking, and self-regulation of feelings and emotions in a work environment. These are predicators of the ability to function well in job performance and work-related outcomes, and are separate from personality and IQ (Cherniss, Extein, Goleman, & Weissberg, 2006).

5. Mapping Intelligence to Careers

A Harvard Business School study of its graduates found there was little correlation between career success and IQ. This is consistent with the idea that IQ and grade point averages lack predictive ability, and that it is EI which provides the missing link between university evaluation and career success (Abraham, 2006). If emotional intelligence is what allows an effective leader to positively influence his/her organization's climate and subordinates, this is a critical strategy for examining relationships. Leadership involves influencing people to achieve a common goal, so interpersonal cultural understanding is key in any business setting. Awareness of staff morale and/or corporate climate has a direct correlation to organizational communication and effectiveness . The ability to control emotions and use responsible self-mastery helps to avoid an emotional decision that lacks rational thought. Leadership requires self-awareness, cultural knowledge, and personal reflection, all valuable job skills (Abrahams, 2007).

A meta-analytic review by Joseph and Newman (2010) showed that EI tends to predict job performance much better in jobs that require a high degree of emotional labor, where 'emotional labor' was defined as jobs that require the effective display of positive emotion (Abraham, 2006; Karimi, et al., 2014). In contrast, EI shows less relationship to performance in jobs that do not require emotional labor. But, the components of good communication and empathy using emotional intelligence skills are important to all industries. Firms must ensure that their staff become more emotionally intelligent to create a better working environment. Some industry examples include emergency service workers and accounting.

Fire department and emergency medical personnel around the globe have both specific and universal traits related to handling incidents and stress. By studying the emergency services protocol in diverse cultures a comprehensive EI foundation can be established which can be then used to promote and customize related EI training programs (Couper & Karimi, 2013) EI has also been found to reduce stress in the nursing profession and increase job retention (Karimi, et al., 2014). Casey (2013) stated that research supports a direct correlation between EI and successful leadership. He noted "Fire officers obviously cannot solve every problem, but they can surely recognize that every problem has an effect on human feelings that is unique to every person, time, and circumstance. The presence of emotion should never be overlooked, particularly during times of heightened sensitivity" (p. 25).

Even in the complex field of accounting EI skills are needed (Abraham, 2006). Accountants work both alone and in teams, and they must exhibit good communication and interpersonal skills. Goleman's (1998) EI competencies include self-awareness, self-regulation, motivation, integrity, flexibility, and accepting responsibility for one's actions. Skills such as empathy and social ability are keys to handling relationships.

6. Andragogy

Andragogy is defined as "the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children" Knowles (1980, p.43).With the hyper-competitive global marketplace, organizations and colleges are looking to define training systems that give employees and students a competitive advantage. The nature and content of courses can vary dramatically from informal coaching, business school programs, to corporate training experts. Generic teaching/learning approaches are rarely effective. Training must be designed to match the capabilities, learning styles, experiences, and future goals of the individuals (Van Gender, 2013).

Pedagogy provides educational guidance in which there is little differentiation between child and adult education. In pedagogy, the education methodology is primarily focused on delivering preset content in a logical sequence. In andragogy (education geared towards adult learning) the methodology is based more on a varied delivery and design process, using interactive experiential resources (e.g., peers, supervisors, counselors, specialists). This approach is based on Malcolm Knowles (1980) definition of andragogy and the six adult learning styles of: "(a) self-directedness, (b) need to know, (c) use of experience in learning, (d) readiness to learn, (e) orientation to learning, and (f) internal motivation" (Chan, 2010, p. 25). Andragogy improves communication between the student and instructor, who work together as partners to design instructional content and methods. Training should take into account both the organization's and the individual's capabilities, values, and goals. Companies can easily imitate the tangible assets of technology and machinery, but these assets cannot maintain a successful global strategy. Employees are the most valuable asset to the future of a company. A competitive advantage can best be sustained through human

capital. Thus, experiential learning based on adult theories can unlock the potential of any labor force.

Within careers, an andragogical approach has been recommended for medical consultations because doctors and nurses need to be active listeners to patients' ideas, concerns, and expectations. In police training this approach can help police officers develop problem solving skills and become more effective in dealing with community issues. These skills will allow the officers to prevent small disorders from becoming serious problems.

7. The Job Interview

Since the concept of emotional intelligence (EI) was first introduced, it has been embraced by the business world and strongly associated with leadership and job success. This highlights the importance of including EI competencies in university curricula. (Abraham, 2006). Firms must also develop a recruitment strategy whereby the interview process goes beyond measuring just technical skills. The experience of UK accounting firms demonstrated that EI competencies enhanced the applicant's performance in the interview process.

Emotional intelligence enables people to use emotions advantageously to achieve desired outcomes. Fox and Spector (2000) measured three components of emotional intelligence (empathy, self-regulation of mood, and self-presentation), as well as affective traits and found they were related to job interview success. Some, but not all, of the affect and ability measures were mediated by the interviewer's response so they proposed that both emotional intelligence and trait affect are important to interview success.

Technical and academic skills have become less effective for job success due to the speed of changes in the global business environment (Chia 2005, p. 87). However, counselors working with undergraduates generally coach them on career management and job search skills, and do not include developing EI skills (Liptak, 2005). Colleges emphasize "hard" job related skills instead of combining these with "soft" social skills, but businesses now want both. Goleman (1995) noted that the soft EI skills were rated more important than hard skills now. These include self-motivation, persistence in facing obstacles, controlling impulses, controlling moods, delaying gratification, thinking rationally, and empathizing with others. Teaching El skills is an experiential process in which individuals plan an action, engage in it, reflect on how effective it was, and then take steps to either repeat it or make adjustments to it (Kolb. 1984).

Blue Ocean Strategy

Blue Ocean Strategy involves creating an uncontested, and often unfamiliar, market through a systematic approach that makes the competition irrelevant (Kim & Mauborgne, 2005). This involves forming a strategy "less traveled" or "not yet traveled" and moving away from the usual competitive tactics, leaving the competition behind in a *Red Ocean* of contest. If the new approach is copied, the company using Blue Ocean Strategy is poised to launch another new process, constantly moving ahead. These principles relate well with EI and the job interview process. Use of the three E principles of engagement, explanation, and clarity of expectation requires EI's branches of perception and understanding – of oneself, the market, and the marketplace. Engagement involves the ability to use critical thinking in decision making, explanation calls upon interpersonal relationship skills, and expectation clarifies the future rules of the industry. Together, these principles contribute to a strategy execution that becomes profitable intra- and interpersonally.

Gone are the days when skill matching was all that was required to land and keep a job. With strong global competition it is the candidate who can research a company, find a

weakness or opportunity that they can satisfy, and propose a unique idea during the interview who will succeed! Continuing such skills after being hired will support job retention. A Blue Ocean Strategy point of distinction is to not allow competitive ideas to occupy the center of strategic thinking. This is where EI can provide clarity in the use of emotion and critical thinking. A great strategy has focus, the ability to be in the present, to read the interviewer's expressions, and to think on one's feet. This affords the tipping point that may render other applicants irrelevant.

   Another use for Blue Ocean Strategy in the job interview is to review and analyze the company. Then present a potential marketing concept that they might like to consider for promoting their products or services. This shows not only an interest in the firm, but also the ability to design optional approaches to their needs.

Emotional Intelligence Questions

   A central concept of ancient Greek philosophy, or *sophrosyne,* was a directive from the gods to the oracle at Delphi: "Know thyself." Critical to any job interview is the ability to understand what skills and strengths one has to contribute to an organization in that organization's best interest. This potential employee must know his or her personal weaknesses in order to be reflective in consideration of any biases, passions, or ignorance that might compromise his or her competitiveness. This foreknowledge allows control of one's emotions to one's advantage. A most basic job interview question is, "What is your greatest weakness?" Of course, the key to this question is to understand one's weakness and turn it into a positive, either by explaining how you deal with this, or how you have corrected it. Using a specific job example to illustrate this will help demonstrate the important skill of being a problem-solver, both within teams and individually.

   When evaluating a candidate it is important to determine the social and emotional skills, which show an ability to work well with others, accomplish goals and communicate effectively in business and social settings (Dunkelblau, n.d.). The hiring methods can be presented in two ways: (1) the <u>Situational Interview:</u> Interviewer provides a scenario and asks the applicant a series of questions about a task. Example: "how they would handle the situation", and (2) the <u>Behavioral Interview:</u> Interviewer delves into the applicants past experiences and asks job specific questions. Example: "Tell me about a time when…" Other questions to explore that show compassion and work perspective include: "Have your life experiences helped or hindered you?," "Is there someone who influenced your career and how did they do this?" , "Who was the most unforgettable boss you ever had, and why?" An interesting exercise is to have the candidate write a memo introducing themself to the staff. This will show their priorities and communication style. Does it fit the corporate culture? A person with a high regard for social and emotional skills will work well with others, accomplish goals, and be effective in business settings.

Controlling Emotion in Responses

   Emotional intelligence awareness can place the candidate ahead of the competitors during the stresses of a job hunt and interview by demonstrating how one might interact in the workplace. To be able to perceive emotions based on facial expressions correlates well with managing emotions in an interview setting, both for the interviewer and the applicant. This can help predict future behavior beyond the existing measures of intelligence and personality, indicating how well one may work with others (Brackett, Rivers, & Salovey, 2011). Correctly interpreting and effectively managing emotions, and integrating critical thinking into behavior, helps one manage communication more efficiently.

Self-regulation of EI can be anticipated and planned when approaching a new and potentially stressful situation, including a job interview. According to Blue Ocean Strategy, the term "Leverage your angels and silence your devils" allows one to prepare (Kim & Mauborgne, 2005). As for angels, these questions include asking who are they, who will align with me, and how can we gain the most through a strategic shift? Discovering devils requires asking oneself what are my personal devils, and who is competing against me. Once targeted, the interviewee will then strive to create a broader group of angels in order to minimize the devils – anticipating and sizing up both.

8. Career Retention

9. Summary

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