Chapter 12
Developing Emotional Intelligence Skills in Emerging Talent

Roberta Maldonado Franzen
Duke University, USA

ABSTRACT

Today's workplace demands continue to evolve, and prospective talent is expected to lead upon arrival. In response to these expectations, academia and industry partnerships emerge to support the development of undergraduate students with the essential skills to lead. Scholars suggest emotional intelligence (Ei) is necessary for career success. This case study reflects on the collaboration between a university and industry partnership that integrated the Ei framework in the coaching and training of students. It further explains the elements of curricula design and program evaluation.

BACKGROUND

According to the National Association for Colleges and Employers (NACE) (2018), future talent must enter the workforce prepared with essential skills as the need to attract and retain unique expertise in a competitive job market grows. Talent is trained individuals (Lauby, 2018). Therefore, employers can maintain a competitive edge by connecting with potential talent through relationships built within campus communities (NACE, 2020). Furthermore, a proactive approach to attracting talent will prepare future employees with the necessary skills before entering the workforce. This action will build a pipeline of experienced people and give the employer an advantage in recruiting a highly talented, diverse workforce through collaborative

practices among academia and industry. However, it is essential to identify the skills needed to join the workforce.

Employers seek the following top attributes when considering emerging talent: has completed an internship with the organization, has internship experience in the industry, and majors (Gray, 2022). Early career professionals may also want to highlight their abilities by demonstrating they possess the essential skills needed to be successful in the workplace. Such essential skills are emotional intelligence (Bergeron, 2021; Goleman, n.d.) Therefore, to maintain a competitive edge, emerging talent shall consider opportunities to engage potential employers to gain experience and acquire the necessary skills that set them apart from others seeking similar roles.

This chapter will explore how emerging talent can engage in an industry fellowship program through collaboration with a university and industry partner. Therefore, seeking opportunities and experiences that provide them with an advantage before entering the workforce. The program offers coaching and training for participants, resulting in the prospect of an internship and potential employment upon graduation. The university and industry collaborators leverage program evaluation to strengthen the experiences and outcomes with a continuous improvement mindset.

REVIEW OF RELATED SCHOLARSHIP

Emotional Intelligence

Researchers suggest three essential skills predict strong performance: intellectual ability, understanding self, and managing relationships (Boyatzis et al., 2002), and the latter two are characteristics prevalent in emotional intelligence (Goleman, 1995; Salvovey & Mayer, 1990). Salvovey and Mayer (1990) introduced Ei, and Goleman (1998) expanded on their work. Goleman (1998) describes Ei as "the capacity for recognizing our feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships (p. 317). In other words, Ei focuses on understanding self and others and how our reactions impact our relationships.

Many scholars have suggested that the key to success and increased performance is strengthening Ei in employees (Amdurer et al., 2014; Boyatzis et al., 2002, Goleman et al., 2002). Those skills are self-awareness, self-management, social awareness, and relationship management (Goleman, 1998; Goleman et al., 2002). Self-awareness is understanding individual emotions during an event, while self-management focuses on what happens when someone does or does not respond to the action (Bradberry & Greaves, 2009; Goleman et al., 2002). Social awareness is the ability to assess others' emotions, and relationship management is leveraging

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/developing-emotional-intelligence-skills-in-emerging-talent/344704

Related Content

Building Rapport With Students in Short-Term, Solution-Focused Settings
Malia Minnick (2023). *Becoming and Supporting Online Adjunct Faculty in a Gig Economy (pp. 146-164).*
www.irma-international.org/chapter/building-rapport-with-students-in-short-term-solution-focused-settings/331846

Computational Thinking and Mathematics: Possible Relationships Revealed by an Analysis of National Curriculum Guidelines
Thiago Schumacher Barcelosand Ismar Frango Silveira (2016). *Leadership and Personnel Management: Concepts, Methodologies, Tools, and Applications (pp. 853-865).*
www.irma-international.org/chapter/computational-thinking-and-mathematics/146420

A Socio-Economic Model for Developing Ethics Code in a Multicultural Environment
Isaiah O. Ugboroand Chi Anyansi-Archibong (2016). *Leadership and Personnel Management: Concepts, Methodologies, Tools, and Applications (pp. 470-480).*
www.irma-international.org/chapter/a-socio-economic-model-for-developing-ethics-code-in-a-multicultural-environment/146403

Ethics Courses Teaching Linkage to Quality Management Education
Damini Sainiand Sunita Singh Sengupta (2020). *Quality Management Principles and Policies in Higher Education (pp. 232-245).*
www.irma-international.org/chapter/ethics-courses-teaching-linkage-to-quality-management-education/237624

Chimamanda Ngozi Adichie: Effectively Communicating Cultural Complexity to Enact Change
Mika Morikawa-Zhou (2022). *Women Community Leaders and Their Impact as Global Changemakers (pp. 115-119).*
www.irma-international.org/chapter/chimamanda-ngozi-adichie/303986