

Chapter 5

Key Strategies that Promote Emotional Intelligence Among Organizational Leaders in Latin America

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ABSTRACT

For Brackett and Stern (2024) “everyone values Emotional Intelligence, but actually learning the components is another matter entirely” (p. 26). According to Goleman (2020), the components of EI are self-awareness, self-regulation, motivation, empathy, and social skills. Most effective educators based in Goleman’s (2015) view are alike in one crucial way: “they all have a high degree of what it has come to

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known as emotional intelligence” (p. 1). This book chapter aims to provide a comprehensive guide on the critical factors for effectively designing and implementing an emotional intelligence (EI) training program. The data were collected using a qualitative method. The participants who were purposefully selected for obtaining data were expert practitioners on adult professional development and one expert on EI development. As a result of this study, some of the strategies and aspects recommended to consider within an EI educator training program may be applicable to international leadership as well.

INTRODUCTION

Emotional intelligence (EI) has become increasingly crucial within the organizational sector. Emotions play a very important role on people; for such reason, they should not be ignored by organizational leaders (Brackett & Stern, 2024, p. 26). Organizational leaders play an important role exceling, inspiring, and encouraging their colleagues in their professional lives (Salcedo, Gandolfi & Garza, 2023, p. 103; Salcedo & Garza, 2023, p. 17). Thus, training current and future organizational leaders on emotional intelligence is necessary. The mission of this chapter is to provide a comprehensive foundation of knowledge for designing and implementing effective emotional intelligence EI training programs, mainly for organizational leaders. However, it can also offer a general framework for developing EI training programs on an international scale. This chapter begins by defining EI and its components, highlighting its significance based on insights from 50 interviews with organizational leaders. It then discusses the findings from a review of existing EI programs and expert interviews. Finally, it presents recommendations for designing and implementing effective EI training programs.

Emotional intelligence is seen as a foundation for effective leadership and for leadership development (Ingram & Cangemi, 2012; Lopez-Zafra, Garcia-Retamero, & Martos, 2012; Caruso, Mayer, & Salovey, 2003; Zeidner, Mathews, & Roberts, 2012). When organizational leaders have high levels of EI, it is more likely that they will be effective in their position. For Goleman (2020), it is very important for organizational leaders to develop EI. Fostering EI among organizational leaders promotes among them a healthy way of living, working, and relating to others. Moreover, it aids to establish a positive organizational climate, lessens stress among them, enhances their effectiveness in the workplace, and fosters motivation, teamwork, and work engagement among its employees. For such reason, it is vital to seek to promote EI competencies among organizational leaders and future leaders through training.

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