

Running head: EI AND CAREER INTENTIONS

Correlative Study of Emotional Intelligence and the Career Intentions of First-Year

School of Business Students

Dissertation

By:

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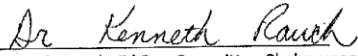
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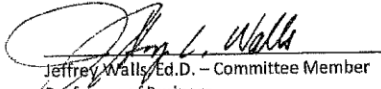
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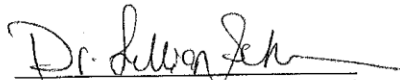
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## ABSTRACT

Yarrish & Law (2009) indicated that educators need to take seriously the responsibility of empowering the next generation of students (United States-based and international) with tools to assist them with their life's pursuits. The life's pursuits or career intentions of a first-year college student may depend on how effective their personal and interpersonal skills are developed. Goleman (1995) indicated that emotional intelligence might play a role in developing personal and interpersonal skills. The educators who train and teach students need better methods for understanding if they are successfully preparing their students for life's pursuits. Yarrish & Law (2009) found that there is an increase in demand for the primary (K12) schools up to the college and university level to develop emotional and social growth in students. This researcher recommends that the United States educational system be reformed to include emotional intelligence competencies development into the curriculum from the primary (K12) to the university level.

The purpose of this quantitative, exploratory, correlational research study was to examine if there was a significant correlation between emotional intelligence and the career intentions of first-year school of business students. A random sample of 75 first-year school of business students was surveyed using two valid and reliable research instruments. Emotional intelligence was measured with the EIS scale. Career intentions were measured with the CCI scale.

The primary finding is that there was no significant correlation between emotional intelligence and the career intentions of first-year college students. For this paper, the correlation between emotional intelligence and the career intentions of first-year school of business students was examined and explored.

*Keywords:* Emotional Intelligence, First-year College Students, International Students, Career Intentions, Global Leadership, Emotions

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## CHAPTER 1: INTRODUCTION OF STUDY

### Background of Problem

Yarrish & Law (2009) indicated that educators need to take seriously the responsibility of empowering the next generation of students (United States-based and international) with tools to assist them in their life's pursuits. The career intentions or life's pursuits of a first-year college student (United States-based and international) may depend on how effective their personal and interpersonal skills are developed. Colleges and universities campuses have become more global and interconnected. Global employers have long been calling for higher levels of personal and interpersonal skills among the college graduates they hire (Porter & McKibbin, 1988). Fabio & Palazzeschi (2009) posited that emotional intelligence is an important factor in determining the capacity to be successful in life and in influencing the wellbeing of individuals overall. In addition, individuals with high emotional intelligence possess a greater awareness of their emotions and have a greater capacity to integrate emotional experience with thoughts and actions. Emotional intelligence may play a role in the career exploration process (Di Fabio & Palazzeschi, 2009).

Goleman (1995) indicated that emotional intelligence might play a role in developing personal and interpersonal skills. Goleman (1995) defined emotional intelligence as the ability to recognize and understand emotions and the skill to use this awareness to manage self and the associations with others. Emotional intelligence consists of five components including, knowing one's emotions, managing emotions,

motivating oneself, recognizing emotions in other people, and handling associations (Goleman, 1995).

Schumacher, Wheeler, & Carr (2009) studied the correlation between emotional intelligence and buyer's performance. Schumacher et al., (2009) found that buyers' emotional intelligence is positively correlated to performance, most significantly from the perspective of their key suppliers. Depape, Hakim-Larson, Voelker, Page, & Jackson (2006) researched the correlation of emotional intelligence and self-talk on Canadian university students. Self-talk has been discussed in the literature as a means of enhancing self-awareness and self-regulation, both of which are considered important in the construct of emotional intelligence. Depape et al., (2006) found significant positive correlations between emotional intelligence and self-talk. Yarrish & Law (2009) explored the difference in emotional intelligence of first-year business students. Yarrish & Law (2009) found that students are in need of increased emotional intelligence development in all areas. In addition, Shipley, Jackson, and Segrest (2010) research posited the effects of emotional intelligence on age, work experience, and academic performance. Shipley et al. (2010) found that age was not positively correlated with emotional intelligence. However, work experience and academic performance were positively correlated to emotional intelligence (Shipley et al., 2010).

### **First-year College Students**

Malek, Noor-Azniza, Muntasir, Mohammad, & Luqman (2011) noted that most first-year college students are adolescents and young adults between the ages of 18-30 years. Williams and Luo (2010) stated that many college students (United States-based and international) are challenged by traveling inconvenience, difficulties in adjusting to

the college lifestyle, family support and/or responsibilities, and other social reasons. In addition, the first-year college student is confronted with major hurdles such as learning how to manage their emotions, developing their independence or autonomy, and developing their interpersonal relationship skills. The transition into college life can be a major adjustment for many first-year college students (Malek et al., 2011).

Malek, et al. (2011) indicated that the first-year international student is confronted with problems that include and are not limited to physical, social, academic, and emotional. Azniza (2005) indicated that the literature showed that studies on adjustment problem among first-year university students have been done in the development countries such as Malaysia. However, no studies were performed for all countries. The successful transition into a college setting is associated with several variables that consist of academic and non-academic factors. Emotional intelligence is one of the factors gaining attention from scholars and educators (Malek et al., 2011). In addition, another non-academic factor is that students seek out social environments in which their attitudes, beliefs, and personalities are valued by others and can be expressed in an easy manner (McCrae, 2001). In brief, many first-year college students (United States-based and international) need assistance in adjusting to college life and the workplace environment (McCrae, 2001).

### **Non-Traditional College Students**

Forbus, Newbold, & Mehta (2010) indicated a growing number of non-traditional college students (United States-based and international). Forbus et al., (2010) defined the non-traditional students as individuals who have not followed a continuous educational path into college. The non-traditional students are typically older than the traditional

college students (Evelyn, 2002). Non-traditional college students (United States-based and international) tend to be more diverse compared to the younger traditional students regarding their expectations of the college or university. The non-traditional college students are motivated to attend college because of their experiences in life and their chosen career paths. The non-traditional college student has a broadened outlook on education and life (Forbus, Newbold, & Mehta, 2011). The size of the non-traditional student population has increased (Forbus et al., 2010). This student population is characterized as being over 24 years old, working full-time, and often have dependents or children to support. Many of the non-traditional students attend college on a part-time basis (Forbus et al., 2011). Bye, Pushkar, & Conway (2007) indicated that between 1996 and 2006, the number of non-traditional undergraduate college students increased at a rate of 30 percent to 50 percent (Bye et al., 2007).

The global workplace and workforce has changed. Forbus et al. (2011) posited that over the last fifty years, the United States employment has gradually shifted from manufacturing blue-collar jobs to white-collared service related professions. With this job shift, more adults are becoming non-traditional students (Forbus et al., 2011).

Higher education has allowed the non-traditional college student to prepare for their career change (Forbus et al., 2011). Morris, Brooks, & May (2003) indicated that non-traditional students have significantly more time tensions and role tensions compared to traditional college students. The non-traditional college students are more stressed and apprehensive (Morris et al., 2003).

Forbus et al., (2011) indicated that non-traditional college students are presented with stressful situations more often during their higher education journey because of



work, social, and domestic situations. The non-traditional college student has more time constraints and less involvement in the college campus life. The non-traditional college student can be financially stressed having to balance college tuition, rent, vehicle, transportation, and other life events (Forbus et. al., 2011). With the increase of non-traditional students attending college, there is a need to understand how this group is impacted by their current life's situation and how they cope with the pressures of college life (Forbus et al., 2011). The construct of emotional intelligence may help to assist this student population throughout their college life and careers (Forbus et al., 2011)

### **College Students' Challenges**

Goleman (1995) noted that traditional intelligence or IQ alone has not been a strong predictor of performance at work nor in life. Globalization has changed the workplace and workplace success factors. Life success factors seem to be more influenced by emotional intelligence than cognitive abilities (Goleman, 1995). Goleman (1995) indicated that emotional intelligence is the set of skills that a student (United States-based and international) needs to function effectively in the world. Numerous emotional obstacles are presented throughout the college students' academic path. A convergence of disorientating dilemmas for the college students such as lay-offs, business closings, dwindling retirement accounts, declining job market, returning to college/school, and retirement itself are present to college students. These economic factors are increasing the number of older adults looking for retraining at colleges (Peters, 2010). A college education can become the path for this population to be retrained and re-engaged in civic and work activities (Zeiss, 2006). The correlation between emotional

intelligence and the career intentions of first-year school of business college students will be examined and explored in this study.

Colleges and universities are facing increased pressures from the recent global economic downturn. Okpala, Hopson, & Okpala (2011) found that the current global economic crisis has affected and will continue to impact colleges and universities in North Carolina and other states in the United States. These colleges and universities will be affected in the areas of funding, student support services, and student enrollment. Okpala et al. (2011) found that the effects of budget reductions in state funding are more profound in colleges and universities. Grubb (2001) also found that student support programs are vulnerable to budget reductions due to the abundance of part-time tutors and counselors. Okpala, Hopson, & Okpala's (2011) survey data showed that the national economic crisis resulted in severe cuts in student support services especially in the area of counseling and advising. As one college personnel indicated,

I see an erosion of quality especially in the basic education arena with the use of unqualified part-time faculty. Another one indicated that there is a need for counselors at my community college because students need to be properly advised in order to be successful, but we cannot hire due to the budget restriction (Okpala, Hopson, & Okpala, 2011).

One overarching theme that emerged from the analysis was fear of further budget cuts and its implication to the quality of teaching and learning at local colleges (Okpala, Hopson, & Okpala, 2011).

Grubb, Badway, Bell, & Castellano (2000) stated that colleges are important in meeting the training demands of sub-baccalaureate sector of the workforce. Grubb

(1999) emphasized that colleges are key to dealing with workforce shortages and job training. A good college education has been known to be the most cost-effective way to provide access for students to improve their life situation (Phelam, 2000).

### **Statement of the Problem**

Emotional intelligence is an important influencing variable in personal achievement, career success, leadership, and life satisfaction (Nelson & Low, 2003). College students (both United States-based and international) need to develop their emotional intelligence competencies. Emotional intelligence determines how people exercise self-control, zeal and persistence, and the ability to motivate themselves (Goleman, 1995).

Yarrish & Law (2009) found that students (United States-based and international) are in need of an increased emotional intelligence development in all areas. Yarrish & Law (2009) recommended their study on emotional intelligence and first-year students should be replicated comparing all students at college or university in the United States. In addition, global employers have long been calling for higher levels of personal and interpersonal skills among the college graduates they hire (Porter & McKibbin, 1988).

A review of the literature reveals a limited number of studies have investigated the correlation between emotional intelligence and the career intentions of first-year school of business students. This study investigated how emotional intelligence may correlate to the career intentions of first-year school of business students.

Hannah & Robinson (1990) indicated that many college students (both United States-based and international) need assistance in navigating their college life and developing their emotional and social competencies. Many college graduates seek and

need help with their career planning as well. From a global perspective, over fifty percent of college freshmen in the United States seek professional advice in choosing a career (Hannah & Robinson, 1990). In Korea, the number of students seeking career counseling and emotional/social support regarding schoolwork and future career paths has sharply increased (Han, Yang, & Choi, 2001; Kim & Oh, 1991, Lee & Han, 1997). Lee (2005) indicated that the growing demand for career counseling and emotional/social support among college students suggests that preparation and decision-making stages involved in career planning discussions are becoming increasingly stressful and confusing.

The specific problem this research will address is students need to be more informed about their emotional and social development and ways of resolving their psychological difficulties they may encounter during their emotional and social development process (Gati, Krausz, Osipow, 1996). This research will focus primarily on the correlation between emotional intelligence and the career intentions of first-year college students. In addition, this research will investigate the correlation between emotional intelligence and the career intentions of first-year international college students.

### **Purpose of the Study**

The purpose of this study is to examine and explore the correlation between emotional intelligence and the career intentions of first-year school of business college students (both United States-based and international). The independent variable will be emotional intelligence (EIS) and the dependent variable was the career intentions of first-year school of business college students (CCI). Yarrish & Law (2009) indicated that

educators need to take seriously the responsibility of empowering the next generation of students with tools to assist them in their life's pursuits. This research will attempt to address the question of, what is the correlation between emotional intelligence and the career intentions of first-year school of business college students (both United States-based and international).

### **Significance of the Study**

Yarrish & Law (2009) found that there is an increase in demand for the primary schools up to the college and university level to develop emotional and social growth in students (Goleman, 1995). Yarrish & Law (2009) indicated that educators need to take seriously the responsibility of empowering the next generation of students (United States-based and international) with the tools and methods to assist them with their life's pursuits or career intentions. Emotional intelligence competencies can be learned (Cherniss, 1998, 2000). Education or training that is intense, sustained, and based in job-embedded practice of the competencies is most conducive for sustained learning to occur (Goleman, Boyatzis, & McKee, 2002). In addition, Goleman (2005) indicated that approximately twenty percent of success in one's career could be accounted for by traditional intelligence or IQ. However, that leaves approximately eighty percent that is not taken into account. Goleman does not argue that the other eighty percent is attributed only to emotional intelligence. However, Goleman et al., (2002) argued that there is substantial room for one's mental and emotional abilities, skills, and competencies to either hinder or enhance one's capacity to function productively in the social context of the world. This includes in one's chosen career.

Emotional intelligence competencies need to be introduced and taught to primary (1<sup>st</sup> to 6<sup>th</sup> grades), junior high (7<sup>th</sup> to 8<sup>th</sup> grades), and high school (9<sup>th</sup> to 12<sup>th</sup> grades) students as well (Goleman et al., 2002). In chapter five of this manuscript, an emotional intelligence development model (Table 8) would be presented and introduced by this researcher. This model may be used to facilitate the strategic and sustained development of emotional intelligence in students from primary to the college/higher education levels. In chapter five, this researcher introduces an emotional intelligence and global leadership model (Table 9). Both of these models may be used to facilitate the educational reform that is needed in the current United States primary (K12) school to higher educational courses (Goleman et al., 2002).

Goleman (2005) posited that “EI (emotional intelligence) abilities rather than IQ or technical skills emerge as the ‘discriminating’ competency that best predicts who among a group of very smart people will lead most ably” (p. xv). Goleman (2005) indicated that emotional intelligence may affect one’s leadership abilities in nearly any career profession. Goleman et al. (2002) noted that as with traditional intelligence, some level of emotional intelligence is fixed (nature); however, much is malleable (nurture). Research studies concluded that learning organizations that are aware of the impact of emotional intelligence on productivity, quality of work, retention of employees, and job satisfaction can purposefully work to increase the emotional intelligence capacity of their employees. Goleman et al. (2002) indicated that emotional intelligence is a central trait in the best leaders. Primal leadership operates at its best through emotionally intelligent leaders who are able to create resonance (Goleman et al., 2002). As such, emotional

intelligence skills, abilities, and competencies need to be taught to first-year college students.

A limited amount of literature is available on the correlation between emotional intelligence and the career intentions of first-year school of business college students. This research serves to extend the literature in this area. Yarrish & Law (2009) study explored the differences of emotional intelligence examined by discipline in first-year students in the school of business in a liberal arts college. Yarrish & Law (2009) study was limited by the study's parameters of only first-year students in the school of business at a liberal arts college. Yarrish & Law (2009) recommended that their study should be replicated comparing all students in the college of business at either a college or university in the United States. This research will build on Yarrish & Law (2009) and Goleman, Boyatzis, & McKee (2002) emotional intelligence research.

Goleman (1995) indicated that emotional intelligence consists of five components including, knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in other people, and handling associations. The career intentions of first-year college students' may be impacted by their emotions or their emotional intelligence. Peterson, Sampson, Lenz, & Reardon (2002) theorized that poor career problem-solving and decision-making skills are related to negative thinking or dysfunctional career thoughts. By analyzing the emotional intelligence and career intentions scores of the study participants, this research may serve as a conduit to understanding the student population from an emotional intelligence and career intentions standpoint.

Emotional intelligence promotes associations, teamwork, and collaboration (Goleman, 2000). A number of studies support the notion that emotional intelligence

may be related to organizational performance outcomes. Goleman (1995) indicated that knowing one's emotions included self-awareness or recognizing a feeling as it happens. This self-awareness ability is important to insight and self-understanding. Managing emotions included an individuals' ability to handle their feelings in an appropriate manner (Goleman, 1995).

Goleman (1995) indicated that emotional intelligence competencies may help an individual to be able to sooth oneself which helps the individual to overcome anxiety and gloom. Through delayed gratification and refraining impulsive decisions, an individual with emotional intelligence competencies is able to motivate oneself including the ability to rally or gather their emotions in service of a goal. Recognizing emotions in other people includes the ability to empathize with others. Handling associations or relationships includes the abilities that lead to popularity, leadership, and interpersonal effectiveness (Goleman, 1995).

Emotional intelligence may help to explain why some college students are better able to determine their career intentions while others are not able. This research may assist in developing programs, systems, and processes in guiding college students in obtaining their career intentions. Based on the literature, one may infer that a significant positive correlation exists between emotional intelligence and the career intentions of first-year school of business college students (Goleman, 1995; Goleman, 2000; Goleman et al., 2002; Yarrish & Law, 2009). As such, this study will focus on if a significant positive correlation exists between emotional intelligence and the career intentions of first-year school of business college students.

### **Research Questions**



**Research Question 1:** What is the correlation between emotional intelligence and the career intentions of first-year school of business college students?

**Research Question 2:** What is the correlation between emotional intelligence and the career intentions of first-year international school of business college students?

**Hypothesis H0 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis HA (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis H1 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

**Hypothesis HB (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

### **Theoretical Framework**

This study will be composed of both United States-based and international students. The international students were determined by their country of origin (Ng, Wang, Zalaquett, & Bodehorn (2007). For this study, the two theoretical frameworks that were used are the Schutte, Malouff, Hall, Haggerty, Cooper, Golden, et al. (1998) Emotional Intelligence Scale (EIS) and Larson, Heppner, Ham, & Dugan's (1988) Coping with Career Indecision (CCI) scale. Schutte et al. (1998) Emotional Intelligence

Scale (EIS) is a self-report measure that includes 33 items. In some literature, the Emotional Intelligence Scale is called the Assessing Emotions Scale. In addition, it is referred to as the Self-Report Emotional Intelligence Test, or the Schutte Emotional Intelligence Scale (Schutte, Malouff, & Bhullar, 2009). To measure the ability of first-year college students' career intentions to cope with career indecision, a modified version of the Coping with Career Indecision (CCI) scale will be used (Larson et al., 1988).

### **Limitations and Delimitations**

This exploratory quantitative study only recruited and used participants from one middle-western college for its sample set. Future research should incorporate a wider sample of participants. Future research should use a qualitative approach and more in depth research methods to obtain more raw data from the study participants. In addition, future research needs to examine the association between emotional intelligence, work experience, and other individual level variables such as conscientiousness that might have an important effect (Shipley, Jackson, & Segrest, 2010). Another limitation of this study was that this research used a self-reporting type of instruments to measure both emotional intelligence and career intentions. In future studies, it would be helpful to use other research instruments, preferably 360-degree instruments to measure both emotional intelligence and career intentions. Each of these limitations and delimitations must be taken into account.

### **Definition of Terms**

*Career Intentions*: the life's pursuits, aspirations and goals of a college student at a specific moment in time (Yarrish & Law, 2009).

*Community college*: a two year institution of higher learning. It meets the training needs of sub-baccalaureate section of the workforce (Grubb, Badway, Bell, & Castellano, 2000).

*Coping with Career Indecision scale*: a self-report measure that includes 35 items. It is commonly called CCI (Larson, Heppner, Ham, & Dugan, 1988).

*Emotional Intelligence*: the ability to recognize and understand emotions and the skill to use this awareness to manage self and the associations with others (Goleman, 1995).

*Emotional Intelligence Scale*: a self-report measure that includes 33 items. It is called the Assessing Emotional Scale or the Schutte Emotional Intelligence Scale (Schutte, Malouff, & Bhullar, 2009).

*Global leadership*: individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and cultural complexity (Mendenhall, Osland, Bird, Oddou, & Maznevski, 2008).

*Global mindset*: the ability to scan the world from a broad perspective always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional, or organizational objectives (Rhinesmith, 1993).

*Non-Traditional Student*: includes individuals who have not followed a continuous educational path into college (Newbold, Mehta, & Forbus, 2010).

*Self-leadership*: consists of a variety of interwoven strategies that address individuals' self-awareness, volition, motivation, cognition, and behavior (Manz & Neck, 1991).

*Self-talk*: means of enhancing self-awareness and self-regulation, both of which are considered important in the construct of emotional intelligence (Depape, Hakim-Larson, Voelker, Page, & Jackson, 2008).

### **Chapter Summary**

Yarrish & Law (2009) indicated that educators need to take seriously the responsibility of empowering the next generation of students (United States-based and international) with tools to assist them in their life's pursuits. The life's pursuits or career intentions of a first-year college student may depend on how effective their personal and interpersonal skills are developed. Goleman (1995) indicated that emotional intelligence might play a role in developing personal and interpersonal skills.

With the advances in technology and the globalization of society, postsecondary education or training (i.e. emotional intelligence) is increasingly becoming necessary. Locke (1999) articulated that improving the economic and social conditions for a community or a particular group in the United States has always been linked to education or training. The Education Trust (1999), State Education CEOs investigating the gap between high school graduation and college or high-performance jobs stated that:

Our nation is no longer well served by an education system that prepares a few to attend college to develop their minds for learned pursuits while the rest are expected only to build their muscles for useful labor. In the twenty-first century, all students must meet higher achievement standards in elementary, secondary,

and postsecondary schools and thus be better prepared for the challenges of work and citizenship (Locke, 1999).

This research did not directly show a correlation between emotional intelligence and the career intentions of first-year college students. However, it appears that our educational system should invest some effort into developing programs that would serve our primary to college student graduates in developing their interpersonal and personal skills.

Gostick & Elton (2007) indicated that there is a need to develop and utilize every employee to his or her full potential, without losing the high-potential employees. Global companies are looking for innovative means to achieve this worthy goal. Many obstacles may thwart this goal for some individuals. The importance of developing each employee regardless of his or her background, culture, national origin, ethnicity, and gender is vitally important to the success of any global corporation. The world has become more global and technology continues to move forward. Employers need well-rounded employees who are able to navigate and embrace the opportunities will be available to them. Individuals with high emotional intelligence would be better prepared to operate more productively in the new world economy.

Emotional intelligence is an important factor in determining the capacity to be successful in life and in influencing the well being of individuals overall (Fabio & Palazzeschi, 2009). Therefore, this research will explore and examine the association between emotional intelligence and the career intentions of first-year school of business college students. The data from this research will be shared with the academic community.

## **CHAPTER 2: REVIEW OF THE LITERATURE**

### **Introduction**

The purpose of this study is to determine if a correlation exists between emotional intelligence and the career intentions of first-year school of business college students.

The research questions are:

Research Question 1: What is the correlation between emotional intelligence and the career intentions of first-year school of business college students?

Research Question 2: What is the correlation between emotional intelligence and the career intentions of first-year school of business international college students?

This chapter reviewed the literature that addressed the theories or concepts related the areas of emotional intelligence, emotional intelligence development and career intentions.

At the end of the chapter, a summary of the literature will be presented.

### **Emotional Intelligence Defined**

Research on emotional intelligence (EI) began as early as the 1930s with researchers Thorndike and Stein (1937) and Wechsler (1943). Wechsler (1958) defined intelligence as the global capacity of an individual or person to act purposefully, to think rationally, and to work harmonious and congruent with his environment. Wechsler (1943) posited that total intelligence cannot be measured without some level of non-intellective factors being included. Gardner (1983) wrote about multiple intelligences. Gardner (1983) proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by traditional intelligence (IQ) and related tests (Webb, 2009).

Salovey and Mayer (1990) indicated that emotional intelligence included an “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” (p. 189).

Emotional intelligence has been defined as “ability to adaptively recognize emotion, express emotion, regulate emotion, and harness emotions” (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and et al., 1998, p.37).

Salovey and Mayer (1990) first used the term or expression of emotional intelligence. Salovey and Mayer (1990) developed a competency approach to emotional intelligence. Goleman (1998) presented an emotional intelligence (EI) model with 25 competencies arrayed in five clusters. The five clusters included self-awareness, self-regulation, motivation, empathy, and social skills. The clusters indicated the behavioral groups of the desired competencies. Goleman (1998) used a self-assessment questionnaire to collect data.

Schumacher, Wheeler, & Carr (2009) indicated that emotional intelligence research has been evident for over 35 years; rooted in the concept of social intelligence, dating back to the 1920s when it was first defined as, “the ability to understand people” (Fatt, 2002). Emotional intelligence promotes associations, teamwork, and collaboration (Druskat & Wheeler, 2003; Druskat & Wolff, 2001; Goleman, 2000). Emotional intelligence is the set of skills that a person needs to function effectively in the world. Emotional intelligence is different from traditional intelligence or IQ, which is a measure of cognitive abilities relating to such mental capacities as learning and recall (Goleman, 1995).

Goleman (1998) noted that college students must possess a wider array of skills and knowledge to become successful in their life's pursuits or career intentions. Liptak (2005) indicated that the theory of emotional intelligence can provide a valuable framework for educators in higher education. Emotional intelligence can help students to be more successful in planning for their career intentions (Liptak, 2005). Liptak (2005) posited that many colleges and universities are educating students using a broader and holistic approach that combines both job related knowledge and skills with social skills. In today's competitive environment, many colleges and universities are increasing concerned about the skill gaps in students who are looking for employment after their graduations (Liptak, 2005). Today's college students (United States-based and international) need other skills to succeed in the global workplace (Liptak, 2005). The global workplace expectations have changed for today's college students. Emotional intelligence is a valuable framework for higher education to use to help students be more successful in the workplace upon graduation.

Boyatzis & Saatchioglou (2008) rejected the notion that effective leaders, managers and professionals are born that way. In addition, they asserted that through quality competencies training one could learn to be a better leader, manager, and/or professional. To test this hypothesis, they built on the earlier longitudinal research studies of Boyatzis, Renio-McKee, & Thompson, 1995; Boyatzis, Stubbs, & Taylor, 2002. The researchers wanted to show that emotional, social, and cognitive intelligence competencies could be developed in adults. In addition, they identified some "cracks" and a breakdown of the effectiveness shown in earlier studies. These cracks may be attributed to destructive organizational practices.



Emotional Intelligence research supports more effective decision making among those with higher EI levels; Research points to the fact that individuals with higher levels of self-awareness, self-regulation, self-monitoring, global awareness, and thinking rationally might contribute to more effective decision making processes. Higher levels of emotional intelligence might be related to a first-year college student's career intentions because if students have higher levels of these factors (self-regulation, self-monitoring, global awareness, and thinking rationally) they are more likely to make good career choices and decisions.

It can be inferred that if primary (K12) school and higher education administrators can build emotional intelligence competency development into the curriculum, perhaps, emotional intelligence competency development could increase the likelihood that students can successfully increase their career intentions. This exploratory study explored the first-year students, international and domestic to observe if a significant correlation exists between emotional intelligence and their career intentions. The research methodology helped to address if there was a significant correlation between emotional intelligence and the career intentions of first-year school of business college students.

### **Emotional Intelligence Discussions**

Christie, Jordan, Troth, & Lawrence (2007) posited that the emotional intelligence construct is still the focus of substantial controversy. Some authors argued that emotional intelligence consists of a number of social and emotional competencies including self-motivation (Goleman, 1995; 1998); others maintained that emotional intelligence abilities are restricted to abilities that directly link emotions to cognition (Mayer & Salovey,

1997). The latter view does not include motivation as a factor, but acknowledges it as a separate, related function. Christie, Jordan, Troth, & Lawrence (2007) conducted an empirical study to test these two different conceptualizations. Mayer and Salovey (1997) provided a definition of emotional intelligence as the ability to monitor oneself and other's feeling and emotions, to discriminate among them, and to use this information to help determine one's thinking and action. Mayer & Salovey (1997) proposed that emotional intelligence is a higher order concept comprised of four iterative dimensions:

- (a) Emotional awareness, being aware of own and others emotions,
- (b) Facilitating emotion, using emotions to direct thought,
- (c) Understanding emotion, or knowledge about behavioral responses to emotions
- (d) Managing emotions in self and in others to enhance personal growth and associations.

Mayer and Salovey did not see motivation as a factor of emotional intelligence.

On the other hand, Goleman (1995) defined emotional intelligence as comprising emotional awareness, emotional management, motivation, empathy, and social skills. Goleman argued for a much broader definition of the emotional intelligence construct than Mayer and Salovey (Roberts, Zeidner & Matthews, 2001). The domains of Goleman's (1995) original model for emotional intelligence were knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling associations. Goleman's (2001) recent model is a framework of four domains/ability clusters. The model is comprised of 20 competencies. The domains/abilities are similar to the previous models but are now grouped as

- (a) self-awareness,

- (b) self-management,
- (c) social awareness
- (d) association management.

Goleman inferred that motivation stems from internal mechanisms rather than external sources (Christie, Jordan, Troth, & Lawrence, 2007).

Many researchers agree that emotional intelligence is a crystallized intelligence (Davies, Stankov & Roberts, 1998; Mayer & Salovey, 1997) because it draws on and develops with life experience. Mayer et al. (2000) attempted to clarify the plethora of definitions of emotional intelligence. Two main models of thought have emerged with the emotional intelligence (EI) paradigm (Mayer, Salovey & Caruso, 2000). The two models are mixed and mental ability. The mixed models include social and emotional competencies which includes aspects of social skills and personality (Goleman, 1995). The mental ability model explores the interaction between emotion and cognition. The mental ability model identifies the abilities that make individuals more emotionally adaptable across life and work (Christie, et al., 2007).

### **Emotional Intelligence Development**

Emotional intelligence is a noteworthy competitive advantage (Colfax, Rivera, & Perez, 2010). Brooks and Nafukho (2006) noted that people are the “single most sustainable source of competitive advantage” (p. 124). Brooks and Nafukho (2006) provided a theoretical framework that attempted to show the integration among human resource development (HRD), social capital (SC), emotional intelligence (EI) and organizational productivity. Brooks and Nafukho (2006) found evidence that it was logical to assume that the relationship among human resource development (HRD), social

capital, emotional and organization productivity is highly integrated. Brooks and Nafukho (2006) posited and observed that United States and United Kingdom organizations have been focusing on the employee opportunities to improve their marketability and employability instead of career progression. As such, in management training, the aim of development efforts is to help people become more effective. It requires the development of competencies, as well as arousal of the appropriate motivation and value drivers.

Boyatzis (2009) noted that the concept of competency and the nascent area of emotional and social intelligence competencies (ESC) have evolved into a flexible framework for the selection, assessment, and development of human talent in organizations all over the world. Emotional intelligence competency is an ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance. A social intelligence competency is the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance. And, a cognitive intelligence competency is an ability to think or analyze information and situations that leads to or causes effective or superior performance (Boyatzis, 2009). Emmerling & Boyatzis (2012) emphasized that ESC are “learned capabilities based on emotional intelligence which results in superior performance” (p. 8). ESC helps to underscore a distinction in the prediction of work performance (Emmerling & Boyatzis, 2012).

Beyond knowledge and competencies, the additional ingredient necessary to outstanding performance appeared to be the desire to use one’s talent. An outstanding person seems driven by personal values, philosophy, sense of calling or mission,

unconscious motives and traits (Boyatzis, 2006; Boyatzis & Sala, 2004). The motives and traits affected both the way a person sees the world, especially the perception of opportunities and challenges he or she perceives in the environment. However, they also are persistent and generalized drivers. They aroused dispositional ways a person responded to his/her environment and created a focus for a person's behavior.

These three domains of capability or talent helped to understand what a person can do (i.e. knowledge), how a person can do it (i.e. competencies), and why a person feels the need to do it (i.e. values, motives, and unconscious dispositions). Our role in management education is to help people add value on each of these domains – to help them to prepare to be effective in the future jobs and careers.

Boyatzis & Saatchioglu (2008) indicated that one of the primary objectives of training and graduate management education is to prepare people to become managers, leaders, and professionals. To understand what graduate students may be learning requires a model of human talent and an understanding of what the workplace needs for effective performance in terms of that mode (Boyatzis & Saatchioglu, 2008).

McEnrue, Groves, & Shen (2009) noted that an individual's predisposition to seek and utilize feedback is an important factor when considering which individuals are likely to benefit from emotional intelligence training or other leadership development educational programs. Receptivity to feedback is a significant predictor of emotional intelligence training gains. Receptivity to feedback plays a large role in the effort to develop potential leaders' emotional intelligence (McEnrue, Groves, & Shen, 2009).

Yuvaraj & Srivastava (2007) indicated that the role of emotions in the workplace was probably first underscored and documented by Hochschild who researched the

effects of emotional labor in service industries (Hochschild, 1983). Goleman (1998) indicated that emotional intelligence concepts may apply to the workplace environment. He noted that emotionally intelligent worker is skilled in two areas. The two areas are personal competence and social competence. The personal competence refers to how individuals manage themselves. The social competence refers to how individuals manage relationships.

### **International Students in Higher Education**

International students on college and university campuses have added a diversity and richness to college life. In addition, the number of international students in higher education continues to increase. Many international students will become global leaders once they graduate from college. The global landscape has changed for many of today's college students. The business world has become more global and connected. Lasonen (2005) asserted that globalization has manifested in the freer and more large-scale mobility of capital and people between economies and societies, triggering political and cultural exchanges.

Mendenhall, Osland, Bird, Oddou, Maznevski (2008) indicated that global leaders are individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and processes in a context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and cultural complexity. Based on this definition of global leaders, the role of global leaders is vast and complex. Project GLOBE found that different countries have both similar and different views on leadership. The GLOBE

researchers identified a list of leader attributes that are universally acceptable, universally unacceptable, and culturally contingent (Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999; Javidan, Dorfman, De Luque, & House, 2006). Some of the universally acceptable attributes were decisive, informed, honest, dynamic, administratively skilled, coordinator, just, team builder, effective bargainer, dependable, win-win problem solver, plans ahead, intelligent, and excellence oriented. The universally unacceptable traits were ruthless, egocentric, asocial, non-explicit, irritable, non-cooperative, loner, and dictatorial. The cultural contingent traits were enthusiastic, self-sacrificial, risk-taking, sincere, ambitious, sensitive, self-effacing, compassionate, unique, and willful.

Tichy, Brimm, Charan, & Takeuchi (1992) articulated that “true globalists,” should have the following:

- 1) A global mindset
- 2) A set of global leadership skills and behaviors
- 3) Energy, skills, and talent for global networking
- 4) The ability to build effective teams
- 5) Global change agent skills

Tichy et al. (1992) believed that the best global leadership systems develop people and the organization simultaneously. Training and developing future leaders without carrying out organizational development activities to enable the organization to function globally and take advantage of these leaders makes their potential effectiveness a greater gamble. Kets de Vries and Mead (1992) developed a list of leadership qualities that included envisioning, strong operational codes, environmental sense making, ability to instill values, inspiring, empowering, building and maintaining organizational

networks, interpersonal skills, pattern recognition and cognitive complexity, and hardiness.

Rhinesmith (1993, 1996) identified twenty-four competencies that he categorized as (1) strategy and structure; (2) corporate culture; and (3) people. Rhinesmith (2003) created a simpler model centered on global mindset. He describes as fundamentally “making decisions with increasing reference points.” In his model, global mindset has two components. The first is intellectual intelligence. It entails both business acumen and paradox management. Its second component is global emotional intelligence. Global emotional intelligence comprises cultural self-awareness, cultural adjustment, cross-cultural understanding, and cross-cultural effectiveness. Global emotional intelligence involves both self-management and cultural acumen. Intellectual and global emotional intelligence are the basis for the global behavioral skills that make up the global manager’s leadership style. Rhinesmith (2003) believed that the paradoxes of global business are never fully resolved and put to rest. There will always be global – local tensions. He suggested five steps for managing paradoxes:

- 1) Identify the competing forces of the paradox
- 2) Create a paradox management grid to show the positive and negative forces of the competing forces
- 3) Optimize, rather than maximize, your primary responsibilities by seeking win-win solutions
- 4) Include contradictions in your thinking by meeting with stakeholders likely to have opposing views
- 5) Create paradox alarm metrics that sound when negative reactions build up



Hames (2007) indicated that the five literacies of global leadership could be thought of as an integral suite of metacompetencies: the expertise required across five linked domains of knowledge in order to make better sense of tomorrow's world and wiser, more mindful business decisions in that environment. They are pivotal in the realization of a new global leadership praxis that articulates a new common sense of strategic leadership. In addition, the five literacies happen to be the foundation on which any large organization, institution, community, or nation-state must depend for managing its future viability. The five literacies are:

- 1) Networked Intelligence
- 2) Futuring
- 3) Strategic Navigation
- 4) Deep Design
- 5) Brand Resonance

Hames (2007) exclaimed that the five literacies is the manifesto of a group of remarkable people who are intent on creating better futures. These individuals do not reside only in the rich nations of the developed world. They are in the poorest parts of China, Russia, Bhutan, India, Brazil, Africa, Thailand, and Indonesia. They are found in different walks of life doing all kinds of work. Their spirit is as generous as their intellect. Hames (2007) indicated that they all have five things in common.

1. They are passionately optimistic. They have a burning desire to create a future that is better than the one they inherited.

2. Their curiosity about the world and their craving for wisdom compels them to explore and discover new knowledge. They are reflective practitioners.
3. They recognize that individual genius is fragile in comparison with the power of collective wisdom. They spend the majority of their time liberating new ideas and mindful action through collaborating with others.
4. They are expansive thinkers. Embracing emergence and uncertainty, they understand that sustainable change comes about through intelligent shaping of the whole system of which they themselves are only a small part.
5. They are compassionate people. Profoundly disturbed by a society that perpetuates inequity, injustice, conflict, homogeneity, poverty, and environmental degradation. They are determined to do their best to improve this state of affairs. Whatever business they are in, they are dedicating their lives to changing the world.

Ferdig, Coutts, DiPietro, & Lok (2007) indicated that there are many aspects of becoming a global citizen. One of the most important areas of becoming a global citizen is an awareness and understanding of the variety and relevance of all cultures. Intercultural awareness is important to college students. Education with the aim of promoting intercultural dialogue and understanding has the additional goal of training people to act. One is able to adopt a cooperative approach, as mediators and interpreters between different cultures and their citizens (Lasonen, 2005).

## Goal-Setting

Goal setting is a successful part of basic skills and emotional intelligence development (Burton, 1989; Leonard, 2007). United States-based and international students need to be able to establish and pursue meaningful goals. To pursue a meaningful goal in life, it takes persistence, motivation and endurance. Locke & Latham (2002) concluded that goal setting improves motivation and performance. This study explored the correlation between emotional intelligence and the career intentions of first-year school of business college students. Being that career intentions are the pursuit of a life's goals, this process involves setting meaningful and attainable goals. Locke & Latham (2002) noted that goals are the focus of what an individual or student is attempting to achieve. Leonard (2007) indicated that setting goals is a vital aspect of management. Locke & Latham (1990) noted that goal setting allows one to regulate human behavior by providing an object of purpose or intent. Once an individual or student defines a purpose or goal, the individual is able direct their behavior toward accomplishing it. The degree to which the goal is clearly defined and challenging to achieve affects the focus and amount of energy dedicated to the task performance (Kolb and Boyatzis, 1970; Locke & Latham, 1990).

Latham (2003) noted that goals should be SMART. The SMART acronym means specific, measurable, attainable, relevant, and timely. The literature on goal setting theories indicates that goals should be SMART. Goal-setting is a technique that is used in organizations as part of their traditional performance management interventions (Bipp & Kleingeld, 2010). Goal-setting is the core of management by objectives (MBO) programs that have been used since the 1970s (Drucker, 1976). Baron & Armstrong

(2004) indicated that nearly 62 percent of United Kingdom or Great Britain companies employ some form of goal-setting to manage their employees' performance. Locke & Latham (1990) noted that specific goals lead to higher performance than do-your-best goals or easy goals. Locke & Latham (1990) developed a theoretical goal-setting framework. The framework manifested how conscious goals affect performance through the arousal, direction, and intensity of behavior. Locke & Latham (1990) research demonstrated how goals affect performance by directing attention to the task, by increasing effort and persistence, and by prompting the development and use of effective task strategies. Locke & Latham (1990) goal-setting framework or theory noted several areas that influenced goal-setting. These areas included ability, task complexity, self-efficacy, feedback, and situational constraints. In Locke & Latham (1990) framework, ability are the goals that lead to high performance if they do not exceed a person's ability level. Task complexity refers to the goals that enhance performance to a greater degree in easy compared to complex tasks. Self-efficacy refers to a person's belief that he or she can accomplish a task. It can be stated as the goal commitment and effort. Feedback should be used as resources. However, goals are a better regulator of performance than feedback alone. Situational constraints refer to the goal-performance relation. When an individual is not encumbered with contextual factors which hinder their performance, the individual is able to achieve their goals (Locke & Latham, 1990).

Schindler & Tomasik (2010) indicated that humans are inherently motivated to control their environment and to invest their resources in courses of action or goal-setting activities that allows for maintaining and enhancing their capacity for control (Heckhausen, 1999, 2000; Heckhausen and Schulz, 1995). This control striving is

expressed in people trying to secure a fulfilling and well-paying job or establishing a close and satisfying association with a romantic partner. To succeed in such endeavors, individuals need to select appropriate life paths and set goals and refrain from inappropriate goals on which control striving would be wasted.

Schindler & Tomasik (2010) studied career planning and college students between 18 and 25 years. This phase of emerging adulthood has been characterized as “the age of possibilities” (Arnett, 2004; Heckhausen, 1999), where individuals still have time to experiment and figure out their choices in the areas of work and love. Schindler & Tomasik (2010) used the life-span theory of control (Heckhausen, 1999; Heckhausen & Schulz, 1995) as a framework for their study. This theory identifies two basic requirements that human behavior needs to fulfill in order to be effective. The management of selectivity and the compensation for failure experiences are the two. The theory further defines two corresponding types of control strategies (selective and compensatory control).

The functionality of employing these control strategies varies with the opportunities afforded by a person’s context as has been shown for different life domains including career development and family/intimate associations (Heckhausen and Tomasik, 2002; Wrosch & Heckhausen, 1999). When opportunities for achieving one’s goals are favorable, employing selective control strategies leads to positive outcomes. In contrast, compensatory control strategies proved adaptive with unattainable goals and foregone opportunities. The study participants had comparably favorable opportunities for choosing a college major or a romantic partner. Selective control striving is required

because of the great flexibility and scope of human behavior combined with individuals' limited resources for action (e.g., time, effort, skills) (Schindler & Tomasik, 2010).

It is impossible to pursue all available opportunities; humans need to focus their investment of resources on the attainment of selected goals and life paths. Individuals need to select specific behavioral options and to protect subsequently the selected options against competing action tendencies. Selective control involves two defining processes. First, selective control means engaging in the pursuit of chosen goals and trying to change one's environment so that goals can be achieved. Second, selective control refers to internal processes that enhance the motivation to pursue the goal by creating favorable representations to the goal and one's ability to pursue it. Such selective control strategies can be applied when choosing life paths (complete a college degree). When choosing a college major or career intention, using selective control strategies means investing energy and effort in collecting and evaluating information on possible majors and in remaining focused on the decision that needs to be made. If successful, the student should be able to identify a self-evident choice (Schindler & Tomasik, 2010).

Positive correlations were found between the participants who reported the use of selected control strategies when making important life choices in general and their satisfaction with the college major decision process. The perceived attractiveness of to-be-chosen college majors significantly increased between four months before the choice and the time of choice while the perceived attractiveness of to-be-rejected majors declined. In addition, participants further varied in the perceived attractiveness of their chosen and non-chosen majors at the time of choice. This was due to the sample size

(Schindler & Tomasik, 2010). The process of goal setting is vital to the success any student or individual.

### **Decision-Making**

The literature on decision making supports a correlation between career decision-making and emotional intelligence (Di Fabio & Palazzeschi, 2009). A considerable body of behavioral research concerned with organizational behavior addresses the process of decision making among college students (United States-based and international). Di Fabio & Palazzeschi (2009) posited that emotions represent an important determining factor in career choice and career intentions. The United States-based and international college students who trust their own feelings and allow themselves to be guided by those feelings seem to have more successful career paths (Di Fabio & Palazzeschi, 2009). Many college students will someday fill administrative positions in a variety of future careers. In most cases, individuals want to make good decisions for the betterment of themselves and their institutions. Therefore, it is a good idea to study this area. Staw (1976) suggests that decision makers often resist change and that organizations often maintain old ways even when faced with failure. In addition, some organizations may actually intensify their commitment to a failing program by “throwing good money after bad” (Moore, Jensen, & Hauck, 1990).

Moore, Jensen, & Hauck (1990) indicated that two theoretical models support the suggestion that decision-making is not always based on rational thought. The “conflict theory” asserts that anxiety and stress can determine conditions wherein administrators make either good choices, or where they make things worse through efforts to reduce their own anxiety (Janis, 1982). The other theory is called the “justification model.” The

justification model holds that individuals attempt to justify and rationalize past decisions, especially poor ones, in order to maintain self-esteem (Fox & Staw, 1979). Janis & Mann (1976) indicated that decision makers react differently to stressful or threatening situations. In efforts to reduce anxiety, one individual may choose “deference avoidance” behavior by rationalizing, while another individual may display “decisional vigilance,” by becoming aroused to seek new and vital information and rethink their alternatives.

### **Career Intentions**

Many researchers have acknowledged the importance of the non-cognitive aspect or emotional aspect in career planning (Lee, 2005). Today, researchers are seeking to learn more about dysfunctional career thoughts and how they relate to other constructs important in career planning. Previous studies have found dysfunctional career thoughts to be significantly correlated with the inability to choose a major field of study (Kilk, 1997), level of attention-deficit/hyperactivity disorder (Painter, 2004), and depression and career indecision (Saunders, Sampson, Peterson, & Reardon, 2000). Gati, Krausz & Osipow (1996) indicated that college students needed to be informed about the career decision process and ways of resolving their psychological difficulties they may encounter during this process. A possible first step for enhancing career counseling is to classify the career-related problems of students (Osipow & Winer, 1996). This classification can provide the information needed to establish differentiated intervention strategies that cater to the individual needs of students. A diversity of tools is available for this process including:

- (a) a screening devise for clients who need career counseling (Meyer & Winer, 1993),



(b) an analysis for identifying diverse problems according to sex differences

(Burns, 1994),

(c) an information guide to determine the focus of the intervention program for career improvement (Haislett & Hafer, 1990),

(d) criteria for evaluating career counseling outcomes (Mau & Jepsen, 1992).

Lee (2005) asserted that in career intentions discussions, students are typically classified into two groups in the literature: “decided” or “undecided”. However, some researchers have suggested that undecided students should not be treated as a homogeneous group. Rather, they point out the need to classify them into subtypes according to more specific factors (Chartrand, Robbins, Morrill, & Boggs, 1990); Larson, Heppner, Ham, & Dugan, 1988). Some of the subtypes are outlined in Gianakos (1999) and Bluestein (1989). Gianakos (1999) suggested four types of career choice including stable, conventional, multiple-trial and unstable. Bluestein (1989) developed a typology composed of stable, exploratory, and unstable types. The typologies have been empirically validated by employing career instruments such as the Career Decision Scale (Osipow, 1987), My Vocational Situation (Holland, Daiger, & Power, 1980), and the Career Factor Inventory (Chartrand et al., 1990).

Peterson, Sampson, Lenz, & Reardon (2002) theorized that poor career problem-solving and decision-making skills are related to negative thinking or dysfunctional career thoughts, and they developed the Career Thoughts Inventory (CTI) in 1996 to measure such thoughts. College students with higher levels of dysfunctional career thoughts do not appear to make a positive adjustment to their learning disability (Dipeolu, Reardon, Sampson, & Burkhead, 2002), and individuals with cognitive impairments have

more decision-making confusion and external conflict than do individuals with physical disabilities (Yanchak, Lease, & Strauser, 2005). Many college students are confronted with a myriad of physical, social, academic, and emotional adjustments as they transition from college to their career (Malek, Noor-Azniza, Muntasir, Mohammad, & Luqman, 2011). Malek et al. (2011) studied the effect of emotional intelligence training in the raising the level of social and academic adjustment for college students. Their study was conducted using a quasi-experimental pre-post design that included two groups of first-year university students from two universities in the middle-east (Malek et al., 2011). Their research showed that female and elder students showed better emotional intelligence scores than their younger counterparts (Malek et al., 2011). As such, they recommend that emotional intelligence training should be used to improve the social and academic adjustment among college students (Malek et al., 2011).

### **Summary of Literature Review**

Goleman (1998) presented a model of emotional intelligence by using 25 competencies arrayed in five clusters. The five clusters included self-awareness, self-regulation, motivation, empathy, and social skills. The clusters indicated the behavioral groups of the desired competencies. United States-based and international students need to develop their emotional intelligence competencies.

Christie, Jordan, Troth, & Lawrence (2007) noted that the emotional intelligence construct is still the focus of substantial controversy. The controversy surrounded two schools of thought. Goleman (1995, 1998) argued that emotional intelligence consists of a number of social and emotional competencies that includes self-motivation. Mayer & Salovey (1997) articulated that emotional intelligence abilities are restricted to abilities

that directly link emotions to cognition and that motivation is not a factor. Mayer & Salovey (1997) proposed that emotional intelligence is a higher order concept comprised of four iterative dimensions which included emotional awareness, facilitating emotion, understanding emotion, and managing emotions.

Goleman (2001) revised his emotional intelligence framework to four ability clusters. The abilities are similar to the previous model. However, they are groups as self-awareness, self-management, social awareness, and association management. Goleman maintained that motivation stemmed from internal mechanisms rather than external sources.

Emotional intelligence development entails the development of competencies. Boyatzis (2009) indicated that the concept of competency and the nascent field of emotional and social intelligence competencies (ESC) have evolved into a flexible framework for the selection, assessment, and development of human talent in organizations all over the world. Additional ingredient necessary to outstanding performance appears to be the desire to use one's talent (Boyatzis, 2006).

Today's college students (United States-based and international) need emotional intelligence competencies to compete in the global marketplace. The global business playing field has changed. In addition, global employers require that their college recruits have higher levels of personal and interpersonal skills (Porter & McKibbin, 1988). Goleman (1995) indicated that emotional intelligence might play a role in developing personal and interpersonal skills. This exploratory study explored the first-year college students (both international and domestic) to observe if a significant correlation exists between emotional intelligence and their career intentions. The

research methodology helped to address if there was a significant correlation between emotional intelligence and the career intentions of first-year school of business college students.

## CHAPTER 3: METHOD OF RESEARCH

### Introduction

This study used a quantitative, exploratory, correlational research design. The independent variable was emotional intelligence (EI). The dependent variable was the career intentions of first-year college students (CCI). The EIS and CCI scales helped in providing quality data that was analyzed to determine if a significant or insignificant correlation exists between emotional intelligence and the career intentions of first-year school of business college students.

### Research Purpose

The purpose of this study was to determine if a significant positive correlation exists between emotional intelligence and the career intentions of first-year school of business college students. The related research questions were:

**Research Question 1:** What is the correlation between emotional intelligence and the career intentions of first-year school of business students?

**Research Question 2:** What is the correlation between emotional intelligence and the career intentions of first-year international school of business college students?

### Hypotheses

**Hypothesis H0 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis HA (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis H1 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

**Hypothesis HB (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

The research hypothesis for the first research question was that there will be no significant correlation between emotional intelligence (EIS) and the career intentions of the first-year school of business college students (CCI). The alternative hypothesis is that there is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI). To address research question two, the hypothesis H1 and HB refers to the international school of business students.

### **Research Design**

Random selection was used to obtain the study participants. The study participants included first-year school of business college students. The study participants were obtained from a Midwestern private university, School of Business students' population. According to its official website, the university has 5,400 students on its main campus. It has more than 35 states (United States) and 47 nations represented among its student population. Five percent of the undergraduates are international students. The university is ranked in the top tier of Midwest universities by *U.S. News & World Report*. The school of business has appropriately 450 undergraduates with about 100 of these students being international.

This research will add to the research of Yarris and Law (2009) and Goleman et al., (2002). Yarris and Law (2009) requested that additional research be conducted in the area of emotional intelligence and students in college of business at both private and public colleges and universities. This research will use a similar sample size. The sample size was calculated using G\*Power with a priori for correlation of bivariate normal model, with actual power equal to .95 (Faul, Erdfelder, Lang, & Buchner, 2007). The total sample size was calculated to be 75. For this study, 75 participants were used as the sample size. This study used a similar sample size as Yarrish & Law (2009) study. Yarrish & Law (2009) used a sample size of 66 first-year students in the business division of a small liberal arts college. For this study, to account for attrition, the maximum number of study participants that were canvassed was approximately 90 participants. This represents an increase of 20 percent. The study participants included both male and female students. United States-based and international students were included in the sample. A demographic questionnaire was given to each study participants. The demographic questionnaire helped to identify international students from United States-based students. Ng, Wang, Zalaquett, & Bodehorn (2007) indicated that international students may be determined by their country of origin. As such, for this research, international students were determined based on their country of origin.

The study is designed as a quantitative, correlational research design. Adams, Khan, Raeside, & White (2007) noted that the Pearson's Product Moment Correlation Coefficient ( $r$ ) is a measure of the degree of association between variables. It takes of value between -1 and 1. A value of  $r$  near to 1 indicates a strong positive association. A

value of  $r$  near to  $-1$  indicates a strong negative linear association. When  $r$  is equal  $\pm 1$ -this indicates that the two variables are perfectly correlated.

The primary data set was derived from the two survey instruments. The two survey instruments were discussed previously. Prior to the research being conducted, permission from Indiana Tech's Institutional Review Board (IRB) and the university's Institutional Review Board was obtained. A letter of cooperation from the university's business school was included in the Indiana Tech's IRB forms.

### **Research Questions**

**Research Question 1:** What is the correlation between emotional intelligence and the career intentions of first-year school of business students?

**Research Question 2:** What is the correlation between emotional intelligence and the career intentions of first-year international school of business college students?

### **Hypotheses**

**Hypothesis H0 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis HA (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis H1 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).



**Hypothesis HB (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

### **Data Collection**

The data was collected from the school of business students' population. Prior to inviting the study participants, the class sessions were identified and agreed on by the university's administrators and the researcher. The courses that were surveyed included Business Communications, Business Law, and two Organizational Behavior classes. During a brief classroom presentation, the first-year business students were invited to participate in the study.

The study invitation was completed by a brief (less than ten minutes) class visit presentation (Appendix C) by the researcher. During the brief presentation, the students were provided a detailed overview of the study requirements and procedures (Appendix C). To ensure random selection of the sample, the convenience method was used. The data collection was conducted outside of a regular class session. This study included both United States-born and international students.

The study participants were communicated of the informed consent process (Appendix A) before they complete the two survey instruments and demographics questionnaire. To optimize the data collection process, the researcher presented a brief (less than five minutes) presentation to the business students regarding the informed consent process, the demographics questionnaire, and the two survey instruments. The students who volunteered for the study were given an envelope that included the

informed consent form, demographic questionnaire, Emotional Intelligence Scale (EIS) and Coping with Career Indecision (CCI) surveys.

During the presentation to the students, the study participants were told that they can complete the survey items over a week's timeframe or they can complete it after the class session and return to the researcher. After a week, the researcher returned to pick up the sealed envelopes.

The study participants were communicated that to keep their anonymity, they should not write any individually identifiable information on any document. The study participants were asked to protect their own and others' privacy and confidentiality by not talking about the study outside of the classroom. In addition, the study participants were informed that their participation or non-participation was voluntary. The study participants were informed that if they choose to terminate (not complete the data collection process) that their participation would not positively or negatively influence their academic status.

Likewise, the study participants were given the opportunity to keep the informed consent waiver or discard it. To clearly identify, distribute and maintain the collation of data collection instruments to ensure each set of the instruments represents a particular student, the following procedure was used:

- 1) Pre-collated and pre-numbered each set of documents (i.e. informed consent document, demographic questionnaire, EIS, and CCI);
- 2) Placed each set in its own envelope;
- 3) Distributed one envelope to each student.
- 4) Researcher left the classroom.

5) Students returned the completed and sealed envelopes to completed survey box or returned to the researcher at a central collection location.

6) After one week, researcher retrieved completed envelopes from the survey box or central collection location.

The participants were asked to complete two survey instruments for this study and a brief demographics questionnaire. The survey instruments are the Emotional Intelligence Scale (EIS) and Coping with Career Indecision (CCI) scales. The EIS scale has a total of 33 items. The CCI scale has a total of 35 items.

Per the researcher's estimates, it took approximately a total of 13 to 20 minutes to complete the study materials per study participant. The researcher estimates it took about 1-2 minutes to read and review the informed consent form. It took about 2-3 minutes to complete the demographics questionnaire and about 10-15 minutes to complete both the EIS and CCI scales.

In exchange for the students' participation, the researcher graciously thanked the study participants. In addition, the study participants may request a copy of the study by sending an email request to the researcher. Moreover, the students who did not volunteer to participate were not penalized. After the data was collected from the study participants, the collected data was securely contained in sealed envelopes and delivered from the university to the researcher's home. At the researcher's home, the collected data was placed in a locked office to protect the data. The researcher entered and stored the collected data onto his password protected and secure computer. Once the data was entered, the data was analyzed. After three years, the collected data will be destroyed.

The data and data analysis will be shared with both faculty and administrators at the university and Indiana Tech.

### **Data Analysis**

After the data was collected from the study participants, the data was analyzed using the SPSS for Windows program. The data items were placed into the program. The data was coded and transposed to ensure that the appropriate variables were reporting accurate information. Chambliss & Schutt (2010) indicated that using a cross-tabulation approach is an effective means to analyze quantitative data. Cross-tabulation (crosstab) enables the researcher to include two variables. The crosstab approach will help to show if a correlation exists between the independent and dependent variables (Chambliss & Schutt, 2010). During the data analysis phase, the analyzed data was reviewed with the dissertation committee chair for accuracy, thoroughness and completeness before it was deemed as completed.

### **Research Instruments**

This study used two primary research instruments. Emotional intelligence was measured using the EIS scale (Table 11). Career intentions were measured using the CCI scale (Table 14).

#### **Emotional Intelligence Scale (EIS)**

Table 11 shows the items comprising the Emotional Intelligence scale (EIS). The model proposed that emotional intelligence consists of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems. In addition, other branches include functions

such as verbal and non-verbal appraisal and expression of emotion and using emotions to motivate as part of the utilization of emotions (Schutte, Malouff, & Bhullar, 2009).

Evidence has been found for the measure's reliability and validity in adults from both university and community settings. Table 12 shows internal consistency, means and standard deviations on the total Emotional Intelligence Scale. The measure was constructed based on the model of emotional intelligence proposed by Salovey and Mayer (1990). Participants respond to each item using a 5-point scale, including 1 as "strongly disagree" 2 as "somewhat disagree," 3 as "neither agree nor disagree," 4 as "somewhat agree," and 5 as "strongly agree" (Schutte et al., 1998). This measure yields a global score ranging from 33 to 165, with higher scores indicating greater emotional intelligence (Schutte et al., 1998). The reliability and validity of data collected from the measure is internal consistency of the 33 item scale was found to be .90 for a sample of university and community adults. Two- week test-retest reliability was reported at .78 for university students. Schutte and Malouff (1998) found that higher EIS scores were related to greater self-monitoring and empathy. Generally, these studies have found that women score somewhat higher on the measure than men. In some studies, this difference has been statistically significant (Carmeli & Josman, 2006; Schutte et al., 1998). In other studies, the difference has not been statistically significant (Saklofske et al., 2003; Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes & Wendorf, 2001; Wing, Schutte & Byrne, 2006). Table 13 provides a selection of mean scores for males and females reported for different samples. Factor analyses performed on the EIS has resulted in four subscales. The subscales identified by Ciarrochi, Chan, & Bajgar (2001) were perception, managing other's emotions, managing self-relevant emotions, and

utilizing emotions, with alpha coefficient reliabilities of .76, .66, .63, and .55, respectively. The alpha coefficient for overall emotional intelligence (sum of all 33 items) was .84.

The Emotional Intelligence Scale (EIS) is offered in several languages, but most students have used the English version. The items for the original Assessing Emotions scale or EIS were in English (Schutte et al., 1998). Most studies utilize the English language version of the scale. However, some studies have used translations of the scale. Carmeli (2003) used a Hebrew version of the scale. Oginska-Bulik (2005) used a Polish version of the scale. Sjoberg (2001) used a Swedish version of the scale. In addition, Yurtsever (2003) used a Turkish version of the scale. The scale was first developed and validated as an English language scale (Schutte et al., 1998) and the majority of studies use the scale focused on participants from English speaking countries.

### **Coping with Career Indecision Scale (CCI)**

Schutte et al. (1998) suggested that the Coping with Career indecision (CCI) scale (Table 14) maybe appropriately used for research purposes and to assist individuals who are motivated to self-reflect on aspects of their emotional functioning in the context of issues such as career goals or experience of problems that may be related to emotional functioning.

As the items on the CCI scale are transparent and respondents may perceive some answers as more socially desirable than others. The scale is based on the definition put forth in the original Salovey and Mayer (1990) model.

Table 14 provides an example of the CCI scale. This instrument uses a scale ranging from 1 (strongly agree) to 6 (strongly disagree); study participants will rate the extent to which they agree or disagree on items. Higher scores indicate more negative

appraisals for the career decision-making process. The 35-item CCI scale consists of four factors:

- 1) subjective career distress and obstacles (i.e. negative feelings about the pressures or obstacles in decision-making);
- 2) active problem-solving, (i.e. feelings about a lack of knowledge and information to solve the problem);
- 3) academic self-efficacy (i.e., a lack of general academic ability);
- 4) career myths, (i.e., beliefs about the importance of making a choice and the urgency to decide on careers).

The internal consistency coefficients of CCI was .89 and reliabilities for the four factors ranged from .69 to .90 (Larson et al., 1994). The test-retest reliability of the overall scale was .86, and the stability of the four factors ranged from .68 to .90 (Larson et al., 1994).

### **Chapter Discussion/Summary**

In this chapter, the research methodology was discussed. This research methodology helped to address my research questions and hypotheses. This research method involved testing two variables. The two variables were emotional intelligence and career intentions. To test emotional intelligence, the Emotional Intelligence Scale or EIS tool was used. To test career intentions, the Coping with Career Indecision or CCI tool was used. Each of these tools is valid and reliable.

Global employers have long been calling for higher levels of personal and interpersonal skills among the college graduates they hire (Porter & McKibbin, 1988).

The growing importance of global commerce and trade creates a strong demand for leaders who are sophisticated in international management and skilled at working with people from other countries (Hartog, 2004).

Leading in today's global and multicultural business environment presents challenges not experienced a generation ago (Gupta, 2009). The comprehensive development of human capital resources is essential to the survival and profitability of the global organization. Organizations need the intellectual and resourcefulness of its human capital. In addition, global organizations need its human capital to perform at a very high level. Many global organizations have human capital in several geographical areas. As such, it is imperative that business leaders understand the importance and dynamics of its human capital.



## CHAPTER 4: RESULTS

### Introduction

The purpose of this exploratory study was to examine the correlation between emotional intelligence (EI) and the career intentions of first-year school of business college students. The data was collected from a small, private, and Midwestern university. The data gathered for this analysis was collected through conducting two surveys and one demographics questionnaire from the university's first-year school of business students. The two surveys were used to measure the emotional intelligence scores and the career intentions scores of the students. The demographics questionnaire helped to understand the demographics of the students who participated in the study. In addition, the demographics questionnaire helped to obtain information on the study participants' age, gender, race/ethnicity, country of origin, country of residence, academic major and class level.

To analyze the data and obtain the study's findings, this study presented the descriptive statistics of variables considered for this study. In addition, this study presented the results of the Pearson's correlation used to determine the correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

In particular, this analysis chapter was guided by these research questions posed for this study. The research questions were stated as: What is the correlation between emotional intelligence and the career intentions of first-year school of business college students? What is the correlation between emotional intelligence and the career intentions of first-year school of business international college students? Ng, Wang, Zalaquett, &

Bodehorn (2007) indicated that international students may be determined by their country of origin. For this study, the international students were determined by their country of origin.

The research questions aimed to identify the correlation between emotional intelligence and the career intentions of first-year school of business college students. The first part of this chapter included a description of the study variables and how the study variables will be used in the analysis procedures. After that, a Pearson's correlation was conducted on the Emotional Intelligence (EI) scores and Career Intentions (CCI) scores for both United States-based and the international students. The following hypotheses were postulated for this study:

H0: There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

HA: There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

### **Descriptive Frequency of Demographic Variables**

The study gathered data from 75 first-year college students in a private Midwestern university school of business population. Table 1 present the frequency and percentages of the demographic attributes of the participants gathered in the study. Thirty two percent of the total respondents were found be 20 years old. Majority of these participants were male and 68 percent are found to be "White" in race. Nearly 75 percent of the participants were found to be United States-based and the other 25 percent are those who have another country of origin or international.

*Table 1**Descriptive Frequency Analysis of Demographics - Age*

	Frequency	Percent	Valid Percent	Cumulative Percent
18.00	3	4.0	4.0	4.0
19.00	11	14.7	14.7	18.7
20.00	24	32.0	32.0	50.7
21.00	18	24.0	24.0	74.7
22.00	11	14.7	14.7	89.3
24.00	1	1.3	1.3	90.7
25.00	3	4.0	4.0	94.7
27.00	2	2.7	2.7	97.3
28.00	1	1.3	1.3	98.7
33.00	1	1.3	1.3	100.0
Total	75	100.0	100.0	

*Table 2**Descriptive Frequency Analysis of Demographics –Gender*

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	44	58.7	58.7	58.7
Female	31	41.3	41.3	100.0
Total	75	100.0	100.0	

Table 3

*Descriptive Frequency Analysis of Demographics –Race*

	Frequency	Percent	Valid Percent	Cumulative Percent
White	51	68.0	68.0	68.0
Black	3	4.0	4.0	72.0
Asian	9	12.0	12.0	84.0
Mid-East	4	5.3	5.3	89.3
Latino	2	2.7	2.7	92.0
Arab	2	2.7	2.7	94.7
African	1	1.3	1.3	96.0
Non-Resident	2	2.7	2.7	98.7
Native Hawaiian	1	1.3	1.3	100.0
Total	75	100.0	100.0	

Table 4

*Descriptive Frequency Analysis of Demographics –Status*

	Frequency	Percent	Valid Percent	Cumulative Percent
US-based	56	74.7	74.7	74.7
International	19	25.3	25.3	100.0
Total	75	100.0	100.0	

**Descriptive Statistics of the Study Variables**

For this study, two main variables are considered namely the Emotional Intelligence (EIS) and Career Intentions (CCI). The participants were divided into two groups. The two groups were United States-based college students and international college students. The descriptive statistics for these variables are shown in Table 5. This table presents the summary for both United States-based and international school of

business college participants. It can be observed that there are 56 United States-based students and 19 international students present in this study. The Emotional Intelligence (EIS) average mean scores of students who are living within the United States is 127.96 and Career Intentions (CCI) are 122.07. On the other hand, the Emotional Intelligence for the international students is 127.74 and the Career Intentions for international students is 115.95.

*Table 5*

*Descriptive Statistics of First-year College Participants*

Status		N	Minimum	Maximum	Mean	Std. Deviation
US-Based	EIS	56	102.00	145.00	127.9643	10.07962
	CCIS	56	70.00	159.00	122.0714	18.61071
	Valid N (listwise)	56				
International	EIS	19	116.00	146.00	127.7368	7.75200
	CCIS	19	66.00	174.00	115.9474	29.61507
	Valid N (listwise)	19				

### **Data Analysis**

In order to determine whether there is a significant correlation between emotional intelligence and the career intentions of first-year school of business college students, a Pearson's correlation  $r$  needed to be conducted for this study. However, prior to conducting a Pearson's correlation, it was critical to determine if the dataset was reliable and valid. Therefore, a Cronbach's alpha needed to be conducted. Table 6 presents the Cronbach's alpha test for reliability for the data set. It can be observed that the result

yielded is .817 which means that the dataset scores being used are reliable given that it exceeds the requirement of .70. Thus, the Pearson's correlation should be conducted next.

*Table 6*

*Cronbach's Alpha test or Reliability*

Cronbach's Alpha	N of Items
.817	72

To address the research questions and hypotheses posed for this study, the hypotheses were tested. The null hypothesis states that there are no significant correlation between emotional intelligence and career intentions of first-year school of business college students (both US-based and international students). The alternative hypothesis states that there is a significant correlation between emotional intelligence and the career intentions of first-year school of business college students (both US-based and international students). To test the hypotheses, a Pearson's correlation  $r$  was conducted. The two primary research questions and hypotheses were as follow:

**RQ1:** What is the correlation between emotional intelligence and the career intentions of first-year school of business college students?

**RQ 2:** What is the correlation between emotional intelligence and the career intentions of international school of business college students?

**Hypothesis H0 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and career intentions of first-year school of business college students (CCI).

**Hypothesis HA (Alternative Hypothesis):** There is a statistically positive

correlation between emotional intelligence (EIS) and the career intentions of first-year school of business college students (CCI).

**Hypothesis H1 (Null Hypothesis):** There will be no significant correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

**Hypothesis HB (Alternative Hypothesis):** There is a statistically positive correlation between emotional intelligence (EIS) and the career intentions of first-year international school of business students (CCI).

The Pearson's correlation  $r$  was conducted to test whether the emotional intelligence of the first-year college students have statistically significant correlation with their career intentions. As observed in Table 7, there is no statistically significant correlation between the emotional intelligence and the career intentions of first-year school of business college students ( $p$  value = .299).

In addition, no statistically significant correlation exists between emotional intelligence and the career intentions of first-year international school of business college students ( $p$  value = .173). The analysis shows no correlation between emotional intelligence and the career intentions of first-year school of business college students.

Table 7

*Pearson's Correlation between Emotional Intelligence and Coping with Career**Indecision Scales*

			CCIS
US-Based	EIS	Pearson Correlation	.142
		Sig. (2-tailed)	.296
		N	56
International	EIS	Pearson Correlation	-.328
		Sig. (2-tailed)	.170
		N	19

### Global Implications and Comparisons

In this study, the average emotional intelligence scores for United States-based and international school of business students were nearly identical. The emotional intelligence scores for both groups were in the 127 range. The range for emotional intelligence scores are from 33 to 165. The higher the scores indicate greater emotional intelligence. With an emotional intelligence score in the 127 range for both the United States-based and international students, these scores can be improved. Table 12 shows the internal consistence, means and standard deviations elements for the EIS scales. Table 12 has data collected from several countries. The emotional intelligence score of 127 for both the United States-based and international college students is similar to Canadian university students. However, it is below the Malaysia adolescents score of 132.08. Table 13 shows means and standard deviation for males and females on the EIS scale. The mean average score for United States-based males was 127. The mean average score for the United States-based females was 130.



Table 12

*Internal Consistency, Means and Standard Deviations for the Assessing Emotions Scale*

Author	Sample	Country of Data Collection	Scale Alpha	Mean	SD
Abraham, 2000	79 customer service employees	United States	.89	*	**
Austin, Saklofske, Huang, & McKenney, 2004	500 university students	Canada	.84	*	**
Bastian, Burns, & Nettelbeck, 2005	246 university students	Australia	.89	123.80	12.50
Brackett & Mayer, 2003	207 university students	United States	.93	123.42	14.52
Brown & Schutte, 2006	167 university students	Australia	.85	126.51	11.61
Carmeli, 2003	98 senior managers	Israel	.90	122.43	12.21
Carmeli & Josman, 2006	215 employees	Israel	.83	126.39	12.21
Charbonneau & Nicol, 2002	134 adolescents	Canada	.84	124.41	14.52
Ciarrochi, Chan, & Bajgar, 2000	131 adolescents	Australia	.84	120.45	13.86
Clyne & Blampied, 2004	11 women with binge eating disorder undergoing treatment	New Zealand	***	113.40 at pre, 122.50 at post	19.50 12.44
Depape, Hakim-Larson, Voelker, Page, & Jackson, 2006	125 university students	Canada	.85	127.78	12.38
Guastello & Guastello, 2003	566 university students	United States	.78	122.27	**

Guastello & Guastello, 2003	465 mothers of university students	United States	.86	122.41	**
Guastello & Guastello, 2003	401 fathers of university students	United States	.83	117.66	*
Liau, Liau, Teoh, & Liau	203 adolescents	Malaysia	.76	132.08	11.14
Newcombe & Ashkanasy, 2002	537 university business students	Australia	.88	94.57****	13.60
Ogińska-Bulik, 2005	330 human service professionals	Poland	***	123.58	15.15
Pau & Croucher, 2003	223 university students	United States	.90	117.54	14.90
Riley & Schutte, 2003	141 community members and students	Australia	***	121.54	17.18
Saklofske, Austin, Galloway, & Davidson, 2007	258 female university students	Canada	***	123.96	14.40
Saklofske et al., 2007	104 male university students	Canada	***	119.29	12.66
Saklofske et al, 2007	362 university students	Canada	.90	*	**
Schutte & Malouff, 2002	49 university students in emotional intelligence training program	United States	***	126.88 at pre, 134.05 at post	14.39 15.49
Schutte & Malouff, 2002	103 university students in a control condition	United States	***	130.79 at pre, 131.35 at post	13.73 18.14
Schutte, Malouff, Simunek, McKenley, & Hollander, 2002	40 retail employees	United States	***	130.00	14.99

Schutte et al., 2002	50 students and employees	United States	***	133.46	14.62
Schutte et al., 2002	47 students and employees	United States	***	131.17	14.37
Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998	346 community members and university students	United States	.90	128.86	15.57
Schutte et al., 1998	32 university students	United States	.87	*	**
Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes & Wendorf, 2001	24 university students	United States	***	126.88	12.18
Schutte et al., 2001	37 teaching interns	United States	***	142.51	9.46
Schutte et al., 2001	77 community members and university students	United States	***	132.84	12.37
Schutte et al., 2001	38 employees and university students	United States	***	131.61	14.23
Schutte et al., 2001	43 community members and university students	United States	***	131.56	15.67
Schutte et al., 2001	37 married employees	United States	***	121.13	13.18
Scott, Ciarrochi, & Deane, 2004	276 university students	Australia	***	122.10	12.87
Sjöberg, 2001	226 prospective university students	Sweden	.79	*	**
Thingujam & Ram, 2000	165 male and female university students	India	.89	*	**
Thingujam & Ram,	293 male university	India	***	121.69	13.84

2000	students					
Thingujam & Ram, 2000	518 female university students	India	***	126.43	14.78	
Totterdell & Holman, 2003	18 customer service employees	United Kingdom	.89	127.39	13.66	
Van Rooy, Alonso, & Viswesvaran, 2005	275 university students	United States	.87	129.46	14.21	
Wing, Schutte & Byrne, 2006	175 community members and university students	Australia	.88	*	**	
Yurtsever, 2003	71 university students	Turkey	.95	*	**	
Yurtsever, 2003	78 university students	Turkey	.94	*	**	
Yurtsever, 2003	94 university lecturers	Turkey	.95	*	**	
Zizzi, Deaner, & Hirschhorn, 2003	61 baseball players	United States	***	128.60	11.25	

\* Means not provided in article. \*\**SD* not provided in article. \*\*\*Alpha not provided in article. \*\*\*\*Scale scores in this study were reported as a low score indicating high emotional intelligence. To allow comparison with other sample means, the sample mean was converted so that a high score indicates higher emotional intelligence.

*Table 13*

*Means and Standard Deviations for Males and Females on the Assessing Emotions Scale*

Author	Sample	Male <i>N</i>	Male Mean	Male <i>SD</i>	Female <i>N</i>	Female Mean	Female <i>SD</i>
Charbonneau & Nicol, 2002	Canadian adolescents	72	121.77	15.81	62	127.38	13.53

Ciarrochi et al., 2001	Australian adolescents	73	115.00	*	58	126.72	*
Pau & Croucher, 2003	British dental students	103	115.10	16.37	110	119.82	13.05
Saklofske et al., 2003	Canadian university students	119	121.70	13.83	235	124.25	13.22
Saklofske et al., 2007	Canadian university students	104	119.29	12.66	258	123.96	14.40
Schutte et al., 1998	United States adults	111	124.78	16.52	218	130.94	15.09
Van Rooy et al., 2005	United States university students	59	127.15	12.82	216	130.09	14.53

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\* *SD* not provided in article.

### Chapter Summary

This chapter addressed and analyzed the research questions for this study. The research questions posed for this study sought to determine whether there was a statistically significant relationship between emotional intelligence of first-year college students and their career intentions. To determine if a significant correlation exists between emotional intelligence and the career intentions of first-year college students, a Cronbach's alpha test for reliability was conducted to determine if the dataset was valid. Given the positive result of the Cronbach's alpha, a Pearson's correlation  $r$  was conducted.

The analysis showed that there were no statistically significant correlation exists between the emotional intelligence and the career intentions of the first-year school of business college students. The same results were yielded for the emotional intelligence

and the career intentions of the international students. The emotional intelligence and the career intentions of first-year school of business student did not have a significant correlation. The analysis also showed that both null hypotheses should be accepted that there were no significant correlation found between the emotional intelligence and the career intentions of first-year school of business students. These findings may be the result of several limitations and delimitations. The literature on emotional intelligence indicates that students that develop their emotional intelligence competencies perform better than those that do not develop their emotional intelligence competencies. Based on this researcher's analysis and literature review, the need to develop emotional intelligence competencies is needed in students from the primary grades (K12) to college and university level.

Based on the data analysis for this study, no significant positive correlation between emotional intelligence and the career intentions of first-year school of business college students was found. Numerous reasons manifest why there is no positive correlation between emotional intelligence and the career intentions of first-year school of business college students. The first-year school of business college student is still developing their emotional intelligence competencies. Many first-year college school of business students have not been exposed to enough of life's challenges. Once the students are exposed to more life situations, this may help to increase and develop their emotional intelligence competencies.

Based on this research analysis and the emotional intelligence literature, emotional intelligence competencies need to be taught in the primary (K12) school to the college and university curriculum. It would help the students to learn valuable life skills

that could help them throughout their lives. Moreover, substantial research has shown that emotional intelligence is a learned competency. Boyatzis (2009) noted that emotional intelligence development entails the development of competencies. Boyatzis (2009) indicated that the concept of competency and the nascent field of emotional and social intelligence competencies (ESC) have evolved into a flexible framework for the selection, assessment, and development of human talent in organizations all over the world.

In this study, the average emotional intelligence scores for United States-based and international school of business students were nearly identical. The emotional intelligence scores for both groups were in the 127 range. The range for emotional intelligence scores are from 33 to 165. The higher the scores indicate greater emotional intelligence. With an emotional intelligence score in the 127 range for both the United States-based and international students, these scores can be improved significantly. These scores were less than the Malaysia students. Based on this information, the need exists for a program to increase the emotional intelligence scores of both the United States-based and the international students. This may be done by providing additional emotional intelligence training at the primary school (K12) to the college levels.

## **CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS**

### **Review and Discussion of the Principal Conclusions of the Study**

Goleman (2005) posited that approximately twenty percent of success in one's career may be accounted for by traditional intelligence. This leaves nearly eighty percent that is not accounted. In today's United States educational system, traditional intelligence is measured and assessed with standardized tests, valid and reliable researcher instruments (i.e. ACT, SAT, GMAT, etc.). This researcher recommends that emotional intelligence should be measured and assessed at the same level as traditional intelligence or IQ. This researcher recommends that his emotional intelligence competencies development model should be used measure and assess emotional intelligence development (Table 8).

This researcher recommends that a pilot program be initiated to increase emotional intelligence competencies in the United States-based students. This researcher recommends that a longitudinal study be used to investigate the pilot emotional intelligence competencies development program. This pilot should be done from the primary (K12) schools up to the college levels. In addition, this researcher recommends that the proposed emotional intelligence development model (Table 8) be used as a framework to develop emotional intelligence competencies. Table 9 indicates Goleman et al., 2002 emotional intelligence domains and competencies.



Table 9

*Emotional Intelligence Domains and Competencies (Goleman et al., 2002)*

<b><u>Domains and Competencies</u></b>	<b><u>Definitions</u></b>
<p><b><i>Self-Awareness</i></b></p> <p>Emotional Self-Awareness</p> <p>Accurate self-assessment</p> <p>Self-confidence</p>	<p>Reading one's own emotions and recognizing their impact</p> <p>Knowing one's strengths and limits</p> <p>A sound sense of one's self-worth and capabilities</p>
<p><b><i>Self-Management</i></b></p> <p>Emotional self-control</p> <p>Transparency</p> <p>Adaptability</p> <p>Achievement</p> <p>Initiative</p> <p>Optimism</p>	<p>Keeping disruptive emotions and impulses under control</p> <p>Displaying honesty and integrity</p> <p>Flexibility in adapting to changing situations</p> <p>The drive to improve performance to meet one's standards</p> <p>Readiness to act and seize opportunities</p> <p>Seeing the upside in events</p>
<p><b><i>Social Awareness</i></b></p> <p>Empathy</p> <p>Organizational awareness</p> <p>Service</p>	<p>Sensing others' emotions</p> <p>Reading the currents, decision networks, and politics</p> <p>Recognizing and meeting follower and clients needs</p>
<p><b><i>Relationship Management</i></b></p> <p>Inspirational leadership</p> <p>Influence</p> <p>Developing others</p> <p>Change catalyst</p> <p>Conflict management</p> <p>Building bonds</p> <p>Teamwork/collaboration</p>	<p>Guiding and motivating with a compelling vision</p> <p>Wielding a range of tactics for persuasion</p> <p>Bolstering others' abilities through feedback and guidance</p> <p>Initiating, managing, and leading in a new direction</p> <p>Resolving disagreements</p> <p>Cultivating and maintaining a web of relationships</p> <p>Cooperation and team building</p>

Table 8

*Proposed Emotional Intelligence (EI) Development Model*

<b><u>Self-Awareness</u></b>	<b><u>Development Methods/Tools</u></b>	<b><u>Assessment Methods</u></b>
Emotional Self-Awareness	360-degree feedback questionnaire	360-degree feedback results
Accurate Self-Assessment	Self-Awareness survey(pre/post)	Personal observations
Self-Confidence	Learning contracts	Self-Awareness course scores
	Self-Awareness courses/workshops	Personal interviews
	Mentors/Coaches	EI survey results
	Accountability partner	
	EI survey(pre/post)	
<b><u>Self-Management</u></b>	<b><u>Development Methods/Tools</u></b>	<b><u>Assessment Methods</u></b>
Emotional Self-Control	360-degree feedback questionnaire	360-degree feedback results
Transparency	Self-Management courses/workshops	Self-Management course scores
Adaptability	Facilitated role-playing exercises	Personal observations
Achievement	Learning Contracts (Knowles, 1975)	Personal interviews
Initiative	Mentors/Coaches	EI survey results
Optimism	Accountability partner	
	EI survey(pre/post)	
<b><u>Social Awareness</u></b>	<b><u>Development Methods/Tools</u></b>	<b><u>Assessment Methods</u></b>
Empathy	360-degree feedback questionnaire	360-degree feedback results
Organizational Awareness	EI survey (pre/post)	EI survey results
Service	Social awareness courses/workshops	Social awareness course scores
	Learning Contracts (Knowles, 1975)	Learning contracts observation
	Intentional Change Theory model	Personal observations
	(Boyatzis, 2006)	Personal interviews
	Interviews (pre/post)	

<u>Relationship Management</u>	<u>Development Methods/Tools</u>	<u>Assessment Methods</u>
Inspirational Leadership	360-degree feedback questionnaire	360-degree feedback results
Influence	Leadership development courses	Leadership dev. courses scores
Developing Others	Conflict management courses	EI survey results
Change Catalyst	Role-playing exercises	Conflict mgmt courses scores
Conflict Management	EI survey (pre/post)	Personal observations
Building Bonds	Relationship management courses	Interviews (pre/post)
Teamwork/Collaboration		

### **Proposed Emotional Intelligence (EI) Development Model**

Based on the emotional intelligence literature and this researchers' analysis, this researcher proposes this emotional intelligence development model in Table 8 to help facilitate the development of emotional intelligence from the primary (K12) school to the higher education levels. This proposed emotional intelligence development model should be used in conjunction with traditional or cognitive intelligence development curriculum. The cost for this proposed emotional intelligence development model may be funded from private dollars in the initial stages. However, as the program grows and expands, the expenses and costs may be allocated from current public schools' budgets. In addition, some of the funding would have to come from state and federal government sources.

In today's United States educational system, the primary focus has centered on cognitive or traditional intelligence. There seems to be consensus around the fact that cognitive intelligence or abilities increases one's capacity to learn and process relevant information more rapidly and accurately (Fulmer & Barry, 2004). The results of hundreds of studies revealed that two generalizations regarding cognitive intelligence.

First, cognitive intelligence is predictive of individual outcomes in a wide variety of setting (i.e. educational success, occupational training success, job performance, decision-making performance, health, and social outcomes (Gottfredson, 2004). Second, cognitive intelligence provides greater practical advantages in novel and/or complex settings than in simpler situations (Gottfredson, 1997). Higher cognitive intelligence abilities predict better decision-making performance (LePine, Colquitt, & Erez, 2000). Cognitive intelligence abilities enable an individual to “reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience” (Gottfredson, 1997, p. 13). Hunter (1986) noted that cognitive intelligence abilities are related to performance itself not just to job or subject knowledge. High cognitive intelligent individuals are faster at cognitive operations on the job or school settings. These high cognitive intelligent individuals are better able to prioritize between conflicting rules and they are better at adapting old procedures to alter current situations.

With the need to develop students’ emotional and social competencies, this researcher proposes the emotional intelligence development model (Table 8) may be used as a tool for administrators and school officials. This model is based on the framework (Table 9) by Goleman et al. (2002). This proposed model is called the emotional intelligence (EI) development model. The model addresses four primary emotional intelligence domains with their associated competencies. The four domains are self-awareness, self-management, social awareness, and relationship management (Goleman et al., 2002). This model provides a simple approach for emotional intelligence development. It provides tools and methods to improve emotional intelligence competencies. In addition, it provides a means of assessment. The assessment tools may

be modified on an as-needed basis. However, the proposed emotional intelligence development model provides a framework that could be the genesis and catalyst for policy makers, law-makers, school administrators and school officials to develop the emotional and social competencies of today's United States-based students.

In the proposed emotional intelligence development model, it is adapted from the emotional intelligence domains and competencies of Goleman et al., (2002). The development methods and tools are very practical and reasonable. In addition, the assessment methods are simple yet very helpful in ascertaining valuable and useful data points to improve the student outcomes. This emotional intelligence development models found in tables 8 and 9 were adapted from Goleman et al., (2002):

#### *Self-awareness*

Goleman et al. (2002) indicated that self-awareness included three personal competencies: 1) emotional self-awareness, 2) accurate self-assessment, and 3) self-confidence. Self-awareness is the ability to honestly reflect on and understand one's emotions, strengths, challenges, motives, values, goals, and dreams. One is able to see the big picture in a complex situation. Self-awareness helps an individual to be candid and authentic, which allows the individual to speak and express themselves in an open and clear manner. The individual is able to express themselves with emotions and conviction. Self-awareness provides the primary building block for the other three domains (self-management, social awareness, and relationship management). An individual that cannot adequately know and understand themselves would have a difficult time trying to manage their emotions, assess the emotions of others, or to use that information to manage their relationships with others (Goleman et al., 2002). Emotional

self-awareness is the ability of reading one's own emotions and recognizing their impact; using one's inner signals to guide one's decisions. (Goleman et al., 2002). Accurate self-assessment is the ability to know and understand one's strengths and limits. In addition, one is able to exhibit a sense of humor about them. One is able to have a gracefulness in learning in areas they need to improve. In essence, one is able to accept and welcome constructive criticism and feedback. Self-confidence is defined as a sound sense of one's self-worth and capabilities. It allows an individual to have a sense of presence and self-assurance that allows them to stand out in a group (Goleman et al., 2002).

### *Self-management*

Self-management has six personal competencies: 1) self-control, 2) transparency, 3) adaptability, 4) achievement, 5) initiative, and 6) optimism. Goleman et al. (2002) noted that self-management is equated to an ongoing inner conversation and "is the component of emotional intelligence that frees us from being a prisoner of our feelings. It is what allows the mental clarity and concentrated energy that leadership demands, and what keeps disruptive emotions from throwing us off track." (p. 46). It is difficult to achieve one's personal goals and aspirations without effective self-management. Managing one's emotions and being open to others about one's feelings, beliefs, and actions helps to establish trust, integrity, and personal capital (Goleman et al., 2002). Self-control is defined as the ability to manage disturbing emotions/impulses and to channel them in a useful way. Self-control enables one to stay calm and clear-headed under high stress or during a crisis (Goleman et. al., 2002). Transparency is the ability to display one's feelings, beliefs, and actions. This allows for integrity. Transparency helps one to openly admit mistakes or faults. In addition, transparency emboldens one to

confront unethical behavior in others rather than turn a blind eye (Goleman et al., 2002). Adaptability allows one to juggle multiple demands and priorities without losing one's focus or energy. Adaptability enables one to feel comfortable with ambiguities and difficult life situations. Adaptability helps one to be flexible, nimble, and limber in the face of new challenges in life (Goleman et al., 2002). Adaptability facilitates one's ability to overcome many of life's obstacles (Goleman et al., 2002). Achievement drives an individual to have high personal standards which drives them to constantly seek performance improvements. Achievement helps one to be pragmatic and honest about one's goals and career intentions. Achievement enables one to set challenging goals that are measurable and attainable. Achievement pushes one to continually learn and grow (Goleman et al., 2002). Initiative is the ability of one to act and seize opportunities. Initiative allows one to create better possibilities for themselves and others. Initiative enables one to take control of one's own career intentions and destiny. Optimism is seeing an opportunity rather than a threat in a major setback or difficulty. Optimism allows one to positively look for the best in others. Optimism is expecting better days and/or outcomes in the future.

### *Social Awareness*

Social awareness is composed of three social competencies: 1) empathy, 2) organizational awareness, and 3) service. Social awareness is defined as being acutely aware of the emotions and needs of others. Goleman et al. (2002) indicated the following:

By being attuned to how others feel in the moment, a leader can say and do what's appropriate – whether it be to calm fears, assuage anger, or join in good

spirits. This attunement also lets a leader sense the shared values and priorities that can guide the group. (p. 49).

In essence, social awareness enables an individual to monitor and adjust strategy, direction, and work toward accomplishing a shared vision. It helps an individual or leader to know when to push and capitalize on the momentum of the group and when to pull back and encourage reflection and collective re-examination of the purpose and priorities (Goleman et al., 2002). Empathy is the ability to be attuned to a wide range of emotional signals which let one to sense other's emotions. Empathy helps to one to understand others perspective and beliefs. Empathy helps one to get along with other people of diverse backgrounds and difference cultures. Empathy allows one to listen very carefully to others and grasp the other person's perspective and/or opinion.

Organizational awareness allows one to be attuned to the organizational norms.

Organizational awareness helps one to navigate and operate effectively in an environment with political/social networks and relationships. Organizational awareness helps one to be aware of the guiding values and unspoken rules that need to be adhered to and followed (Goleman et al., 2002). Service fosters an emotional climate which allows one to keep relationships on the right track. Service enables one to monitor and adjust to other's needs. Service helps one to stay attune and attentive to other's desires (Goleman et al., 2002).

### *Relationship Management*

Relationship management includes six social competencies: 1) inspiration, 2) influence, 3) developing others, 4) change catalyst, 5) conflict management, 6) teamwork and collaboration. Relationship management germinates from the domains of self-



awareness, self-management, and social awareness allowing the emotionally intelligent individual to effectively manage emotions perceived in others. Relationship management allows one to cultivate webs of relationships, find common ground, and to use shared vision to motivate people to move forward toward accomplishing a mission or goal (Goleman et al., 2002). Inspiration allows one to create resonance and motivates others to follow them. Resonance means that people's emotional centers are in synch in a positive way (Goleman et al., 2002). Inspiration enables one to be a positive example to others. Inspiration helps one to articulate a shared mission and compelling vision that inspires others to follow (Goleman et al., 2002). Influence helps one to find the right words that would appeal to others. Influence helps one to get buy-in and acceptance from key individuals. Influence helps one to be persuasive and engaging when they address a group or others. Developing others means cultivating other's abilities and competencies. Developing others mean showing a genuine interest in helping others to achieve their career intentions and life's aspirations. Developing others mean understanding and appreciating others goals, strengths, and weaknesses. Developing others allows one to give timely and constructive feedback others. Developing others allows one to become a mentor or coach to others. Change catalyst allows one to recognize the need for change and challenge the status quo. Change catalyst helps one to become a strong advocate and proponent for positive change even in the face of strong opposition or difficult circumstances. Change catalyst allows one to overcome barriers by finding practical and pragmatic solutions (Goleman et al., 2002). Conflict management allows one to understand and appreciate all parties' sides and perspectives. Conflict management allows one to find a common and shared solution that would appeal to all parties.

Conflict management helps one to address a difficult situation with boldness and conviction of purpose (Goleman et al., 2002). Teamwork and collaboration allows one to get along with others. Teamwork and collaboration enables one to create an atmosphere of friendly collegiality and respect for others. Teamwork and collaboration allows for respect, helpfulness, and cooperation amongst others on a team. Teamwork and collaboration affords the opportunity to forge and create close relationships beyond just school or work obligations (Goleman et al., 2002).

In the emotional intelligence development model (table 8), the development methods and tools that are proposed include the following items: 360-degree feedback questionnaire, self-awareness survey (pre/post), learning contracts, self-awareness courses and workshops, mentors and coaches, accountability partner, and emotional intelligence survey (pre/post). The 360-degree feedback questionnaire would help the students to understand how they are viewed from others perspective. This development method would be valuable to developing the student's sense of self-awareness and self-confidence. The student would have a genuine understanding of their competencies and abilities. When the student's behavioral weaknesses and/or strengths have been identified, a learning contract could be used to either systematically change or keep the positive student's behavior. The self-awareness survey would be given to students and their parent/guardian in the primary to high school grade levels. The student and their parent/guardian would be responsible for completing the self-awareness survey before the start of a school year. In addition, they would be responsible for completing the self-awareness survey after the school year. Each year, the student and the school administrators would be responsible for reviewing the self-awareness survey results in a

private manner. The annual self-awareness reviews would build accountability into the process. The learning contracts would be used to develop a plan of action for the individual student. Each student would agree to a learning contract between the teachers, parents, and the student. The learning contracts would be used in the primary to high school grade levels. At the college level, the use of learning contracts could be used by first-year college students and their professors. Self-awareness courses and workshops would serve to educate the students on the essentials of self-awareness. The self-awareness courses should be mandatory courses in the primary to the high school level. At the college level, the self-awareness courses and workshop should be optional. Mentors and coaches should be identified and provided to any student that wants a mentor or coach from the primary to the college levels. The mentors and coaches would serve as role-models and examples. The mentors and coaches would create a sense of community around the student. The accountability partner could be a fellow student. The accountability partner is responsible for ensuring that the student stays on track to achieve the student's goals. The emotional intelligence survey (pre/post) should be used to identify which specific emotional intelligence competencies are strong and/or weak. The emotional intelligence survey should be completed by the student at the beginning and end of the academic school year. The emotional intelligence survey should be completed by primary to high school level students. In addition, the first-year college student should be complete the emotional intelligence survey.

In the proposed emotional intelligence development model, the following assessment methods should be used: 360-degree feedback results, personal observations, self-awareness courses scores, personal interviews, emotional intelligence survey results,

self-management course scores, social awareness course scores, learning contract observation, leadership development course scores, and conflict management courses scores. The 360-degree feedback results provide a barometer of how the student is perceived and viewed by others. When this 360-degree feedback results are provided to the student from the primary to the college levels, this would give the student a realistic view of how the student is emotional perceived by others. The student may use the feedback to modify and change their behavior. The personal observations would be administrated by a trained behavioral profession. The personal observations would serve as a means to provide a means of observing the student's behavior in a safe and normal environment. The use of personal observations would be done on a voluntary basis from the primary to the first-year of college. The self-awareness course scores would be used to identify how the student is progressing. In addition, the student would be able to observe their own progress and which behaviors need to be changed or modified. The personal interviews would be done in conjunction with the personal observations. The personal interviews would provide a qualitative research approach for identifying and developing the student's behavioral needs. The personal interviews would be completed in a voluntary and confidential manner. The emotional intelligence survey results would serve as a vehicle to improve the emotional intelligence competencies of the students from the primary to the first-year college level. The student would be provided their emotional intelligence survey results at the start and end of an academic school year. The student would be able to track their emotional intelligence competence development. The self-management course and social awareness scores would be used to see if the student comprehends and understands the course material. The scores would be

compiled and provided to the student from the primary to the first-year college level. The learning contract observation would be used to see if the student has written down their learning contract. In addition, the learning observation would serve as a conversation starter between the student and the observer. If the student needs assistance with the learning contract, the observer would direct the student to the appropriate area. The leadership development course scores would serve to see if the student is grasping the primary leadership skills and competencies from the course material. The leadership development course and conflict management scores should be collected, compiled and shared with the student from the primary to the first-year of college.

### **Career Intentions Recommendations**

Furthermore, the career intentions scores of the international students were lower than the population sample. In this study, the international school of business students was more aware of their career intentions than the United States-based college student. The international students were more career-focused and better prepared with their careers intentions than the United States-based college student. This researcher recommends that some cross-functional learning between the United States-based students and the international students may be useful and helpful in sharing what works for the international students. The international students may share their career preparation mindset with the United States-based students.

In addition, this researcher recommends that the United States school official, policy-makers, law-makers and educators research into why the international students are more aware of their career intentions than the United States-based college students. The

United States school officials, policy-makers, law-makers and educators could learn from the international educators and administrators.

In addition, this researcher recommends that an open dialogue that focuses specifically on the career intentions of students should take place between the United States school officials and international school official and educators. This process may help to raise the career intentions scores of the United States-based college students. Moreover, this process may help to provide a vehicle for exchange of academic knowledge and ideas such as emotional intelligence development and other noteworthy and global topics. Also, this process may help to address the career-minded deficit of the United States-based first-year college students. This process would provide a win-win scenario for both the international and United States-based first-year students.

This researcher recommends that the United States educators, policy-makers, law-makers and administrators should invest in researching the international students' secondary educational systems. This may helped the United States educational system in preparing the next generation of students.

### **Emotional Intelligence and Global Leadership**

Goleman et al. (2002) indicated that global leaders have always played a primordial emotional role. Since the arrival of humans, the original leaders earned their place in large part because of their compelling and emotional-based leadership approach. In cultures everywhere, the leader has been the one to whom others look for assurance and clarity when facing uncertainty or threat. The leader acts as the group's emotional guide.

Goleman (1995) indicated that emotional intelligence is characterized as a set of key skills, abilities, and competencies. Emotional intelligence is unlike an individual's IQ. Goleman (1995) noted that EI included skills such as being able to motivate oneself, being persistent in facing obstacles and achieving goals, controlling impulses and delaying gratification, controlling one's moods, thinking rationally, empathizing with others, and hoping.

Emotional intelligence has been defined as the ability to accurately process emotional information such as perception, assimilation, understanding, and the management of one's emotions (Mayer and Cobb, 2000). Today's employers are looking for more than just job-related skills. Emotional intelligence appears to be an excellent framework to use to help develop college students.

Goleman et al. (2002) noted that each of the four domains of emotional intelligence – self-awareness, self-management, social awareness, and relationship management – adds a crucial set of skills for resonant leadership. The domains are closely intertwined with a dynamic relationship among them. Goleman et al. (2002) research showed that self-awareness facilitates both empathy and self-management. These two, in combination, allows effective relationship management. Emotional intelligence leadership builds up from a foundation of self-awareness. Self-awareness is the foundation for the rest. Without recognizing our own emotions, we will be poor at managing them and less able to understand them in others. Self-aware leaders are attuned to their inner signals. They recognize how their feelings affect themselves and their job performance. Leaders who lack this emotional self-awareness might lose their

temper but have no understanding of why their emotions push them around. Self-awareness plays a crucial role in empathy as well (Goleman et al., 2002).

Emotional intelligence promotes relationships, teamwork, and collaboration (Druskat & Wheeler, 2003; Druskat & Wolff, 2001; Goleman, 2000). Multiple research studies support the notion that emotional intelligence may be related to organizational performance outcomes. Great leadership works through the emotions. A global leader is able to connect with his followers on a personal and emotional level. A global leader must be able to get the best results and productivity from his followers. A global leader must be able to create resonance – a reservoir of positivity that frees the best in people. A resonant leader is attuned to people's feelings and moved them in a positive emotional direction. He speaks authentically from his own values and resonating with the emotions of those around him. He hits the right chords with his message, leaving people feeling uplifted and inspired even in a difficult moment. When a leader triggers resonance, you can read it in people's eyes: They are engaged and they light up (Goleman, Boyatzis, & McKee, 2002).

Ireland & Hitt (1999) noted that global or strategic leadership is defined as a person's ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization. When strategic leadership processes are difficult for competitors to understand and to imitate, the firm has created a competitive advantage (Ireland & Hitt, 1999). The creation of sustainable competitive advantage is the universal objective of all companies, being able to exercise strategic leadership in a competitively superior manner facilitates the firm's efforts to earn superior returns on its investments (Ireland & Hitt, 1999).



Today's leaders and recent college graduates face the challenge of earning the trust and commitment of organizational followers in their endeavor to guide their teams, peers, and companies to success in a highly competitive global environment. In this global marketplace, the importance of understanding the correlation between global leadership behaviors, perceptions about leader's trustworthiness and the ethical duties implicit in the psychological contract have become increasingly important.

Goleman et al. (2002) noted that from a global business context, global leaders must be diverse, global-thinkers, and have a global mindset. "Great leaders move us. They ignite our passion and inspire the best in us" (p. 3). Therefore, developing a leader through the lens of emotional intelligence may be another viable approach. The primal job of leadership is emotional. This primal dimension of leadership is often invisible or ignored entirely. Primal leadership demands that we bring emotional intelligence to bear (Goleman et al. 2002). The global marketplace has become both more competitive and more dependent on employees' creativity, commitment, and initiative to maintain a strategic advantage (Caldwell, Hayes, & Long, 2010).

The 21<sup>st</sup> century is bringing a frenzy of innovation driven by the continuing digital revolution and expanding global markets. Our current environment of accelerated uncertainty and change is not going to blow over and settle down (Horney, Pasmore, & O'Shea, 2010). The global economy is a major irrevocable event whose existence has already had a major influence on today's global leadership practices and offers insights about practices that should be used in the future (Ireland & Hitt, 1999). In this paper, this researcher examined the correlation between emotional intelligence and the career intentions of first-year school of business college students.

### **Limitations and Recommendations**

This research study was conducted at a small, private, and mid-western United States university. The sample size was relatively small. The sample size was only 75 study participants. One of the limitations of this study was that the study participants were only from first-year school of business courses. In addition, the sample size could have been bigger. A larger sample size would have allowed for more diversity in the population sample. In future research, the outcomes may be different if more than first-year school of business college students were included in the study. This researcher recommends that the sample of students should be taking college courses that are not related to the school of business courses or major. In addition, this researcher recommends that future studies should include all first-year students then compare academic majors.

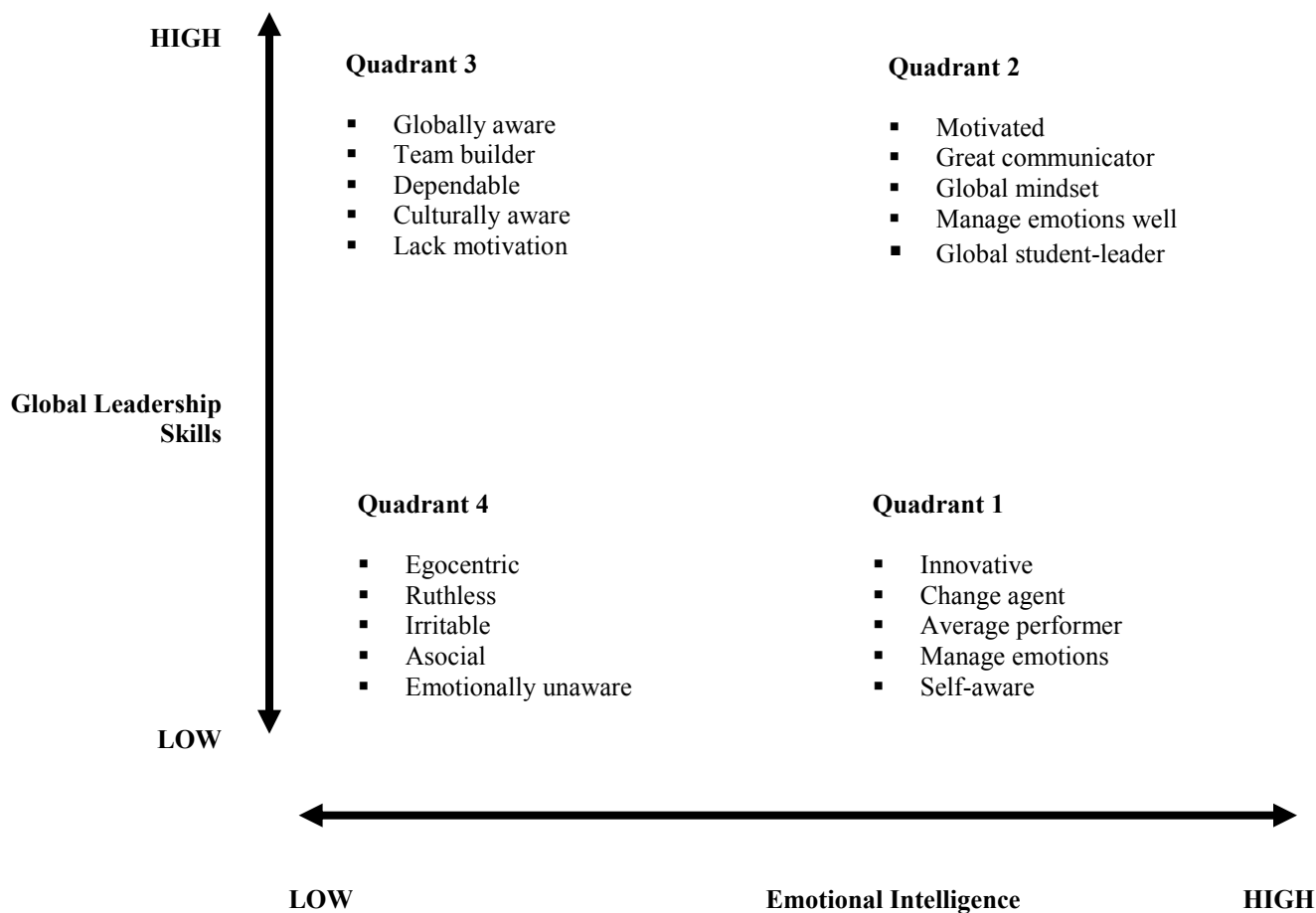
This researcher recommends that this research study be replicated with second, third and fourth year college students. This researcher recommends that this research be conducted with students (both international and United States-based) that are outside of the school of business at a college or university and that is not in the Midwestern part of the United States. This researcher recommends that this research be conducted with students from east or west coastal states of the United States.

In addition, this researcher recommends that other validated and reliable emotional intelligence scales be used to collect the emotional intelligence scores of the study participants. Likewise, this researcher recommends that other validated and reliable career intentions scales be used to obtain the career intentions of college students.

For this study, a self-reporting type of measurement was used to measure both the independent variable (emotional intelligence) and the dependent variable (career intentions) of college students. This researcher recommends that another reliable and validated research tool should be used that is not self-reporting. This research method may provide some different findings.

This researcher recommends that the proposed emotional intelligence development model (Table 8) and the emotional intelligence/global leadership models (Table 10) should be incorporate into primary (K12) school to the higher educational level curriculums. The models in Tables 8 and 10 would help to develop emotional intelligence competencies at an early age. In addition, the models provide a strategic and systematic approach to emotional intelligence competencies and global leadership development. The Table 10 model was the result of emotional intelligence and global leadership literature. This model is an exploratory model of how one could develop both emotional intelligence competencies and global leadership skills/attributes. This researcher recommends that the Table 10 model should be used in conjunction with the Table 8 model to develop the emotional intelligence and global leadership of students from the primary to the college levels.

Table 10

*Emotional Intelligence/Global Leadership Model*

Today's students need to become better student-leaders. Having high emotional intelligence would help the students to become better student-leaders both in school and in their career intention or chosen career path. To understand each of the quadrants that are outlined in the emotional intelligence/global leadership model (Table 10), the following explains and articulates the attributes and behaviors that are mentioned in each of the quadrants:

### *Quadrant 1*

In the first quadrant, Emotional Intelligent (EI) is high and global leadership skills are low. High emotionally intelligent individuals tend to possess qualities of self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1998). Individual or students with high global leadership skills tend to be decisive, informed, honest, dynamic, administratively skilled, coordinator, just, team builder, effective bargainer, dependable, win-win problem solver, plans ahead, intelligent, and excellence oriented (Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999). Moreover, in the quadrant 1, the student can defined as being innovative, change agent, average performer, manage emotions, and self-aware.

The student would be innovative because of the high emotional intelligence. Studies reveal that only twenty-seven percent of success at work is contributed by an employee's intelligence quotient, the rest of it being contributed by emotional intelligence. The 21<sup>st</sup> century is bringing a frenzy of innovation driven by the continuing digital revolution and expanding global markets.

The student would be perceived as a leader. As a student-leader, the student would be a change agent. Having a high degree of emotional intelligence would enable the student to effectively lead small to medium projects or assignments. However, the student may have some difficulties with large and global projects or assignments.

The student would be an average performer. Without the global leadership skills, the student would not be a risk-taker, ambitious, and sensitive to others. These qualities would not allow the student to prosper on a global basis. However, the student would succeed on an average basis with small to medium level projects or assignments.

The student would be able to manage their emotions because of the high emotional intelligence. This would serve the student well. The student would be able to communicate with others. In addition, the student would be able to recognize how their actions and behaviors are affecting others.

The student would be self-aware in quadrant 1. The student will have high emotional intelligence. The student would continually check within himself to ensure that he is motivated by the correct motives. When the student demonstrate the attributes described in quadrant 1, this would benefit the student, the student's school, school officials, and other organizations that are associated with the student.

### *Quadrant 2*

In quadrant 2, the student possesses a high degree of emotional intelligence and global leadership skills. As such, this student tends to be motivated, great communicator, global mindset, manage emotions well, and global student-leader.

As a motivated student-leader, this quality tends to affect the other students. The student groups functions as a unit. The student groups are able to plan and execute school projects with precision and accuracy. In addition, the student group is motivated to succeed because of the transformational leadership skills of the student-leader.

A great communicator is able to speak and listen effectively. This quality allows for others to be heard and feel appreciated. With this ability, the student-leader is able to communicate to the student groups and school officials in an effective manner. This allows for the student groups to complete school projects and assignments on-time and with less stress.

The global mindset in a student-leader is important. The student-leaders that possess a global mindset will look beyond their current local realm and see the global ramifications of their actions. A global mindset is needed in today's global leaders and student-leaders.

The student-leader who is able to manage their emotions well tends to attract like-minded individuals around them. This allows the student-leader the opportunity to be successful on various school or other projects. In addition, the student-leader is able to convey a sense of confidence to the other students.

As a dynamic student-leader, other students will want to follow this type of leader. The student-leader is able to motivate and inspire others to action. The student-leader is able to successfully keep the right type of students around them. This ensures that student-leader and other students succeed in their current and future endeavors.

### *Quadrant 3*

In quadrant 3, the student's emotional intelligence is low and global leadership skills are high. The student would have the following qualities such as globally aware, team builder, dependable, culturally aware, and lacks motivation.

The globally aware student-leader would understand the importance of global inclusion. The student-leader would work very hard to ensure that all of the school group members are motivated and aligned. The student-leader would listen to others opinions. The student-leader would be willing to follow others if needed.

The student-leader is a team-builder. The student-leader is able to recruit, select, and work well with other individuals. The student-leader is able to nurture and motivate

others to action. The student-leader possesses a strong sense of purpose. The student-leader is able to inspire others.

A dependable student-leader is important to a global team. The group members need a leader who is trustworthy and truthful. This allows the team to develop trust. The dependable student-leader has more credibility with the team and his school officials and administrators.

The culturally aware student-leader is sensitive to other cultures and practices. The student-leader is open-minded to new ideas that may generate from others. The student-leader allows others to grow and develop their talents. The student-leader is easy to work with.

A student-leader that lacks motivation is not an easy individual to work for. In this quadrant, the student-leader is not able to inspire others to action. The student-leader is not able to complete large or complex projects/assignments on-time. The student-leader may be a nice person. However, the student-leader would have a difficult time getting quality people to trust him.

#### *Quadrant 4*

In quadrant 4, the student-leader would have low emotional intelligence and low global leadership skills. The student-leader would have significant problems. The student-leader would possess qualities of egocentric, ruthless, irritable, asocial, and emotionally unaware.

As an egocentric student-leader, it would be difficult for the teams to thrive. The student-leader would want all of the glory and attention. In addition, the team would not



feel appreciated. This would lead to low morale of the team and group members. This would lead to failed projects and assignments.

The ruthless student-leader would do and say anything to get the project completed. This type of student-leader would lie, cheat, and take credit from others. This student-leader would probably get a few projects and assignments completed. However, no one would like to work with them again. This would not be beneficial to the student-leader or others over the long run.

The asocial student-leader would not bring the intensity to the team or group. The student-leader would not be willing to speak on behalf of the team or group. The student-leader would not provide proper recognition to the team. In addition, the student-leader may appear as aloof and unapproachable. The student-leader would not be helpful or beneficial to team or group.

The emotionally unaware student-leader would not possess the necessary tact and sensitivity to others feelings and emotions. This could lead to misunderstandings and morale issues. In addition, the group members may feel unappreciated. This could lead to failed projects and assignments.

This researcher recommends that both the emotional intelligence development model (Table 8) and the emotional intelligence/global leadership models (Table 10) should be used from the primary grades (K12) to the university/higher education levels to develop the emotional and social competencies of students. The two models outlined in Tables 8 and 10 may be used as a framework. In addition, United States school corporations and administrators are welcome to use these two models to help change the

current public school system. Emotional intelligence may be the missing link to graduating students who are able to compete and performance on a global basis.

### **Operational Application of Findings**

The operational applications of the findings from this study are numerous. The need for emotional intelligence development program from the primary school (K12) to the colleges and university curriculums is necessary. Primary schools to the college and universities levels should invest the necessary resources to include emotional intelligence development programs.

Emotional intelligence competencies should be taught to students from the primary to the college levels. With the present class of college students, emotional intelligence competencies should be taught to the first-year students and throughout the college years. Emotional intelligence competencies should be available and taught to all college students. The emotional intelligence competencies development program should be offered on an on-going basis.

In addition, based on this research, the international students should be included in the emotional intelligence competencies development program. For the international students, the emotional intelligence competencies development program should be tailored to meet their unique needs. The international students' emotional intelligence competencies development program should account for cultural and language barriers. These opportunities and challenges should be addressed with cultural sensitive and dedicated faculty and administrators. The emotional intelligence competencies development program will help the colleges and universities to differentiate from their peers. The emotional intelligence competencies development program would help the

colleges and universities to attract and graduate international and United States-based students. In addition, this emotional intelligence competencies development approach would be appealing to global employers as well. The global employers would be interested in recruiting and hiring these emotionally intelligent college graduates due to their high emotional intelligence competencies and skills.

### **Implications for Future Research**

Future research should incorporate a wider sample of study participants. The study participants should come from other college majors instead of the school of business. This researcher recommends that future research should use a qualitative approach to the data collection process. This will provide for more depth and richness of data. In addition, by using a qualitative research method, the researcher would be able to observe the behavior of the study participants. In addition, the researcher would be able to better understand the feelings and the inherent emotions of the study participants.

Future research should consider using other research instrument instead of self-reporting measurements. The dataset would be richer by using other research instruments. Future research is needed to examine the correlation between emotional intelligence, work experience, and other individual level variables such as conscientiousness that might have an important effect (Shiple, Jackson, & Segrest, 2010).

### **Chapter Summary**

In summary, for this study, a significant correlation between emotional intelligence and the career intentions of school of business college students was not found. However, emotional intelligence research has shown that interpersonal and

intrapersonal skills are some of the most needed characteristics of new and prospective employees or college graduates. Interpersonal and intrapersonal skills are needed more than job-related knowledge and skills. Emotional intelligence appears to be an excellent framework or construct to help college students to become successful in the global marketplace (Liptak, 2005).

Many global employers are looking to recruit, develop, and retain employees that possess many of the attributes of an emotionally intelligent college graduate. The need for colleges and universities to develop job-ready and career-ready college graduates is imperative. Many colleges and universities are educating students using a broad, holistic approach that combines “hard” job related skills with “soft” social skills (Shivpuri & Kim, 2004).

Boyatzis (2009) noted that the concept of competency and the nascent area of emotional and social intelligence competencies (ESC) have evolved into a flexible framework for the selection, assessment, and development of human talent in organizations all over the world. College students may develop their emotional intelligence competencies through several means. Liptak (2005) indicated that teaching emotional intelligence skills can be done through an experiential process. Individuals need to have a plan of action, engage in the plan, and reflect on how effective was the plan, and then they need to take steps to either repeat it or make adjustments to their plan (Kolb, 1984).

Goleman (1995) noted that there is an increase in demand to develop the emotional and social growth in students from the primary (K12) schools up the college and university level. Fabio & Palazzeschi (2009) posited that emotional intelligence is an

important factor in determining the capacity to be successful in life and in influencing the wellbeing of individuals overall. In addition, individuals with high emotional intelligence possess a greater awareness of their emotions and have a greater capacity to integrate emotional experience with thoughts and actions. Students are in need of an increased emotional intelligence development in all areas (Yarrish & Law, 2009). Emotional intelligence determines how students exercise self-control, zeal, persistence, and the ability to motivate themselves (Yarrish & Law, 2009).

Christie, Jordan, Troth, Lawrence (2007) indicated that individuals with a higher perceived ability to regulate their emotions were more likely to report being motivated by achievement needs. Emotional intelligence is an important influencing variable in personal achievement, career success, leadership, and life satisfaction (Nelson & Low, 2003). Emotional intelligence determines how people exercise self-control, zeal and persistence, and the ability to motivate themselves (Goleman, 1995).

The construct of emotional intelligence has proven to help individuals to become more receptive to feedback. In many cases, if an individual is more receptive to feedback, they are easier to train, develop, promote and grow within an organization. As such, it is imperative that college students both United States-based and international students be afforded the opportunity to develop their emotional intelligence competencies and skills. This should be done in a formal and systematic manner.

This researcher recommends that emotional intelligence competencies should be developed in a systematic and strategic manner. This researcher recommends that emotional intelligence competencies should be developed in students from the primary grades (K12) to the college and university level. This researcher recommends that the

United States educational system should be reformed to include emotional intelligence competencies development into the curriculum. The emotional intelligence competencies development program should be administered in conjunction with the traditional intelligence (IQ) development curriculum. This researcher recommends that the proposed emotional intelligence development model (Table 8) be used as a framework. The model is adapted and based on the research of Goleman et al., (2002).

In addition, this researcher recommends that first-year college students should be taught about the importance of developing their emotional intelligence competencies. This researcher recommends that developing a college students' emotional intelligence competencies should be done throughout the college and university years of the college students. The emotional intelligence competencies development program should incorporate developing each of the core emotional intelligence competencies. Boyatzis (2009) indicated that emotional intelligence competency is an ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance.

In summary, the need for the development of emotional intelligence is essential to the growth, development, and maturity of students. Furthermore, the need for emotional intelligence competencies development programs in the primary (K12) to the college and university level curriculums is very compelling based on the results of many years of emotional and social intelligence research. In this research, the correlation between emotional intelligence and the career intentions of first-year school of business college students was explored and examined.

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**APPENDICES**

## Appendix A

### Informed Consent Form

Dear Business Student,

My name is Reginald Ramsey. I am a PhD candidate in the Indiana Tech's Global Leadership doctorate program. You are invited to participate in this study because you are enrolled in the business program at the University. This research will be used to study emotional intelligence and career intentions of first-year college students.

This study will involve completing two surveys and one brief demographics questionnaire. The two surveys are on emotional intelligence and career intentions. The demographics questionnaire will be used to identify your background. All of this information will be kept confidential. Your information will not be shared with other individuals or the college.

By filling out the two surveys and demographics questionnaire, you are agreeing to participate in this study. You are not required to participate. If you agree to participate and later change your mind, you will be allowed to discontinue in this study. If you have any questions about this study, you may contact my supervising faculty member or me at any time.

The Institutional Review Board at Indiana Tech reserves the right to access all informed consent forms. All material from this study will be kept in a locked file cabinet at my home. Informed consent and any identifying information will be kept separate from your data. All records of this study will be shredded after five years.

The results of this research will be published in my dissertation and may later be published in journal articles or other publications. The results of this study will be given to Indiana Tech and the University.

If you have any questions about your rights as a study participant, you can contact my supervising faculty member or me. If you would like a summary of these findings, please email me your request at my email below.

Sincerely,

Reginald Ramsey

**Supervising Faculty**

Dr. Ken Rauch  
Indiana Tech  
Fort Wayne, IN  
[KERauch@indianatech.edu](mailto:KERauch@indianatech.edu)  
260-422-5561

**Researcher**

Reginald Ramsey  
Indiana Tech  
Fort Wayne, IN  
[RLramsey01@indianatech.net](mailto:RLramsey01@indianatech.net)  
317-313-1103

**Appendix B****Demographics Questionnaire**

- 1) Please state your age. \_\_\_\_\_
- 2) Please identify your gender? (Circle one) Female or Male
- 3) What is your race/ethnicity? (Circle one)  
African American or Black  
American Indian/Alaska Native  
Asian  
Native Hawaiian or other Pacific Islander  
Caucasian or White  
Latino/Hispanic  
Non-Resident Alien  
Other: \_\_\_\_\_
- 4) Country of origin: \_\_\_\_\_
- 5) Country of residence if different than country of origin: \_\_\_\_\_
- 6) Please state your academic major of study: \_\_\_\_\_
- 7) Please indicate your class level. (Circle one)  
Freshman  
Sophomore  
Junior  
Senior

## Appendix C

### Invitation and Survey Instructions

Dear Business Student,

My name is Reginald Ramsey. I am a PhD student at Indiana Tech. I am studying Global Leadership. The purpose of this letter is to invite you to participate in my doctoral research study. My research topic is entitled, “*Correlative Study of Emotional Intelligence and the Career Intentions of First-year School of Business Students.*” The purpose of this study is to examine the association between emotional intelligence and first-year college students’ career intentions.

Your participation in this study is important. It will help us to understand the role of emotional intelligence in regards to college students. If you agree to participate in this study, you will be asked to respond to three surveys. The surveys will take about 10-15 minutes to complete. Your participation in this study is voluntary and confidential.

If you decide to complete the surveys, there are no correct answers. Please choose or select the best answer that describes you at the time of the surveys. If you have any questions, please contact me or my supervising faculty member. Our contact information can be found below. Thank you for your participation in this study.

Supervising Faculty  
Dr. Ken Rauch  
Indiana Tech  
Fort Wayne, Indiana  
[KERauch@indianatech.edu](mailto:KERauch@indianatech.edu)  
260-422-5561

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Reginald Ramsey  
Indiana Tech  
Fort Wayne, Indiana  
[RLramsey01@indianatech.net](mailto:RLramsey01@indianatech.net)  
317-313-1103

## Appendix D

### Permission to use Emotional Intelligence Scale (EIS)

From: Nicola Schutte [nschutte@pobox.une.edu.au]

To: RLRamsey01@indianatech.net

You replied on 6/13/2011 9:43 PM.

You are welcome to use the scale for your research. Please find attached a manuscript copy of a published chapter that provides background information.

Kind regards,  
Nicola Schutte

At 20:16 11/06/2011, you wrote:

Sent Items

Saturday, June 11, 2011 6:16 AM

Dr. Schutte,

My name is Reginald Ramsey. I am a PhD student with Indiana Institute of Technology (Indiana Tech). I am studying Global Leadership. My advisor's name is Dr. Ken Rauch. Moreover, for my dissertation, I will be investigating the relationship between emotional intelligence and community college students' educational decisions. I would like to use your Schutte Self Report Emotional Intelligence Test (SSEIT) as one of my survey instruments. I observed that you developed this excellent measure and published your findings in *Personality and Individual Differences*. As a PhD student, what process do I need to follow to obtain permission to use your SSEIT for my dissertation? I look forward to your response.

Respectfully,

Reginald Ramsey, MBA

PhD student

Indiana Tech

317-313-1103(mobile)

## Appendix E

### Permission to use Coping with Career Indecision Scale (CCI)

You replied on 6/13/2011 3:37 PM.

Mr. Ramsey,

You have my permission to use the CCI for this study. Attached are the items and the scoring of the measure. Good luck to you.

Dr. Larson

From: RLRamsey01@indianatech.net

To: LMLarson@iastate.edu

*Sent Items*

Saturday, June 11, 2011 5:50 AM

Dr. Larson,

My name is Reginald Ramsey. I am a PhD student with Indiana Institute of Technology (Indiana Tech). I am studying Global Leadership. My advisor's name is Dr. Ken Rauch. Moreover, for my dissertation, I will be investigating the relationship between emotional intelligence and community college students' educational decisions. I would like to use your Coping with Career Indecision (CCI) scale as one of my survey instruments. I observed that you developed this excellent measure and published your findings in the *Journal of Career Assessment*. As a PhD student, what process do I need to follow to obtain permission to use your CCI scale for my dissertation? I look forward to your response.

Respectfully,

Reginald Ramsey, MBA

PhD student

Indiana Tech

317-313-1103(mobile)



Table 11

*The Assessing Emotions Scale*

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you.

There are no right or wrong answers. Please give the response that best describes you.

- 1 = strongly disagree
- 2 = somewhat disagree
- 3 = neither agree nor disagree
- 4 = somewhat agree
- 5 = strongly agree

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I know when to speak about my personal problems to others.  | 1 | 2 | 3 | 4 | 5 |
| 2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.       | 1 | 2 | 3 | 4 | 5 |
| 3. I expect that I will do well on most things I try.  | 1 | 2 | 3 | 4 | 5 |
| 4. Other people find it easy to confide in me.   | 1 | 2 | 3 | 4 | 5 |
| 5. I find it hard to understand the non-verbal messages of other people.                               | 1 | 2 | 3 | 4 | 5 |
| 6. Some of the major events of my life have led me to re-evaluate what is important and not important. | 1 | 2 | 3 | 4 | 5 |
| 7. When my mood changes, I see new possibilities.  | 1 | 2 | 3 | 4 | 5 |
| 8. Emotions are one of the things that make my life worth living.                                      | 1 | 2 | 3 | 4 | 5 |
| 9. I am aware of my emotions as I experience them.   | 1 | 2 | 3 | 4 | 5 |
| 10. I expect good things to happen.  | 1 | 2 | 3 | 4 | 5 |
| 11. I like to share my emotions with others.   | 1 | 2 | 3 | 4 | 5 |
| 12. When I experience a positive emotion, I know how to make it last.                                  | 1 | 2 | 3 | 4 | 5 |

13. I arrange events others enjoy. 1 2 3 4 5
14. I seek out activities that make me happy. 1 2 3 4 5
15. I am aware of the non-verbal messages I send to others. 1 2 3 4 5
16. I present myself in a way that makes a good impression on others. 1 2 3 4 5
17. When I am in a positive mood, solving problems is easy for me. 1 2 3 4 5
18. By looking at their facial expressions, I recognize the emotions people are experiencing. 1 2 3 4 5
19. I know why my emotions change. 1 2 3 4 5
20. When I am in a positive mood, I am able to come up with new ideas. 1 2 3 4 5
21. I have control over my emotions. 1 2 3 4 5
22. I easily recognize my emotions as I experience them. 1 2 3 4 5
23. I motivate myself by imagining a good outcome to tasks I take on. 1 2 3 4 5
24. I compliment others when they have done something well. 1 2 3 4 5
25. I am aware of the non-verbal messages other people send. 1 2 3 4 5
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself. 1 2 3 4 5
27. When I feel a change in emotions, I tend to come up with new ideas. 1 2 3 4 5
28. When I am faced with a challenge, I give up because I believe I will fail. 1 2 3 4 5
29. I know what other people are feeling just by looking at them. 1 2 3 4 5
30. I help other people feel better when they are down. 1 2 3 4 5
31. I use good moods to help myself keep trying in the face of obstacles. 1 2 3 4 5

32. I can tell how people are feeling by listening to the tone of their voice. 1 2 3 4 5
33. It is difficult for me to understand why people feel the way they do. 1 2 3 4 5

Table 14

*CCI Scale*

Indicate the extent to which you agree or disagree with the following 35 questions: (Mark one response for each item)

- 1= Strongly agree
- 2= Moderately agree
- 3= Slightly agree
- 4= Slightly disagree
- 5= Moderately disagree
- 6= Strongly disagree

1. I feel a lot of pressure from my parents to choose a certain major and/or career.
2. I am confident in my ability to succeed academically in the courses necessary to enter my chosen or potential career.
3. If graduate school were necessary for pursuing a career, I am confident that I would be accepted and do well.
4. I have a high degree of math ability.
5. I have a high degree of academic ability.
6. A career decision at this point is so important because it determines what I will be doing for the rest of my life.
7. It is essential to choose the right major now so that I don't have to change later and waste time and money.
8. People with good jobs are almost always happy.
9. I feel as if I have too many interests to settle on any one field.
10. If I could find the right career, many of my other personal problems would be solved.
11. I need to identify right away what skills and abilities I have.
12. Finances limit what career choice I make.
13. An influential person doesn't approve of my career choice, which is hindering me from seeking that career.
14. I don't have the special talents to follow my first career choice.
15. I often feel that my life lacks much purpose.
16. I know little about what kinds of people enter different occupations.
17. I know a lot about the typical duties of jobs that interest me.
18. I know the types of careers in which I could perform well.
19. It seems like I receive a lot of contradictory or confusing information on academic majors that I have considered.
20. I spend time every day thinking about a major and career, and what I might do about it.
21. I have a clear idea how to go about choosing a major (field of study) and selecting a career.
22. At this point in time, almost any major would be better than no major.

23. I have actively persisted by doing something to help me select a major and career.
24. I tend to smooth over any career indecision and pretend that it doesn't exist.
25. I tend to procrastinate or avoid selecting a major and career, and just let time run its course.
26. I frequently blame myself for something I did or did not do in selecting a major or career.
27. I often feel down or depressed about selecting a major or career.
28. I often hope that any problems I have or have had in selecting my major and career would just disappear.
29. I often feel a sense of helplessness in selecting a major and planning my career.
30. I think that I should make a career decision as soon as possible, but I can't and this makes me anxious.
31. I get worried when I think about the intense competition in most careers.
32. I find it difficult to make decisions in general, no matter what issue is involved.
33. I have looked for information (e.g., have read books or taken particular classes) that have helped me make a decision regarding a major and career.
34. I have an adequate amount of information to make a career decision.
35. I feel stress or pressure in selecting a satisfying major and career.