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ENTREPRENEURIAL

BEST PRACTICE HANDBOOK

INTEGRATING EMOTIONAL INTELLIGENCE INTO ENTREPRENEURIAL EDUCATION

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TABLE OF CONTENTS

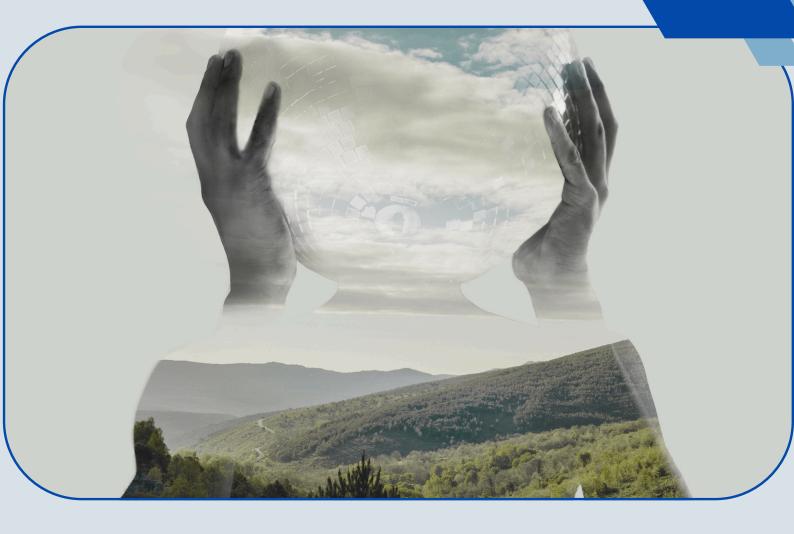# INTRODUCTION TO EMOTIONAL INTELLIGENCE

Entrepreneurship involves many elements, and any entrepreneur will quickly learn that managing a new venture is an emotional roller coaster. Surprisingly, little scientific research has been conducted integrating emotional intelligence into entrepreneurial education. This Best Practices Handbook is the result of assembling the most up-to-date, state-of-the-art practices on integrating emotional intelligence into entrepreneurial education. This comprehensive peer-reviewed resource will help inform best practices because it connects textbook theories with the experience of practitioners who have volunteered and actively participate in the (in)formal training of entrepreneurs.

Integrating emotional intelligence into entrepreneurial education is obviously necessary, but perhaps too easily assumed. Over years assumptions about how markets work presumed rational behavior with emotion played down. That emotional intelligence stands ready to expand entrepreneurial education in promising new directions is both timely and exciting. Why did we select emotional intelligence as a focal issue?

First, can anybody deny that entrepreneurs are heavily emotionally invested in their activities? In their minds, carefully protected hopes, dreams, and aspirations are part and parcel with a small business ownership mentality. Second, fairly extensive constructs of emotional intelligence exist and have been validated, including assessment instruments, such as Goleman's Emotional Competence Inventory (ECI). Third, the current high level of popular interest in emotional intelligence and related research questions serves to attract attention to pedagogical questions examined in this handbook.

Most importantly, as a field, we can't be complete until we understand how entrepreneurs manage their emotions. If we're going to understand entrepreneurs, we'll need this perspective as well.

UNDERSTANDING EMOTIONAL INTELLIGENCE

INTRODUCTION

At the center of our understanding is emotional intelligence (EQ). While the concept of emotional intelligence has been around since the early 20th century, in the last few decades it has become a recognized body of research. Psychologist Daniel Goleman has been instrumental in bringing this research to public attention. Goleman describes emotional intelligence as encompassing more than just the ability to reason with emotions; it represents how some individuals are able to master the intrinsic sensibility of the human experience. It is viewed as a key ability that allows some individuals to succeed in life.

Considered a combination of personal and interpersonal skills, emotional intelligence consists of four primary components:
 1) self-awareness; 2) self-management; 3) social awareness; and 4) relationship management.

Each of these components is described in greater detail in the following sections of this handbook. Within the organizational (and entrepreneurial education) literature, emotional intelligence, interchanged with the term emotional competence, has gained increased attention.

Research suggests that emotional intelligence enhances work leadership and performance. In the developing tradition of entrepreneurship as "a way of living," it is particularly useful to thoroughly define and understand this concept. This is because entrepreneurs in education and their students are typically exposed to high demand for risk and an environment where innovation abounds.

Emotional intelligence is associated with success in terms of entrepreneurial ability, and has been shown to play a significant role in job performance.

DEFINITION & COMPONENTS

The term 'Emotional Intelligence' (EI) was first used by psychologists in the 1980s. Today, it is defined as the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Goleman, a popular writer on EI, defines it as lying in the areas of interpersonal and intrapersonal intelligences, two of the seven multiple intelligences.

An earlier multi-faceted, operational definition of EI proposed by Salovey and Mayer encapsulates Goleman's work: EI comprises the ability to perceive accurately, understand, reason with, and use emotions for purposes of problem-solving, and also of personal and social development.

Schutte et al. conducted an exploratory factor analysis, using the Schutte Emotional Intelligence Scale, and confirmed this view. They found that EI is a multi-dimensional construct consisting of eight first-order factors, namely, assessing their relative importance.

They are considering these as second-order factors, and various other members of the EI research community also self-identify and encourage emotionally intelligent biases, or a strong inclination to behave in sensible, non-hostile, and cooperative ways, even when such an approach is not advised.

They conclude that in order to possess effective reasoning abilities and use this to help build social networks, nurture friendships, and regulate personal and others' emotions, one requires to be optimistic in outlook, considerate towards others, and of very special importance, appear to be grounded in traditional IQ and personality literature respectively.

IMPORTANCE OF EI IN ENTREPRENEURIAL EDUCATION

Research has shown the occupational relevance of emotional intelligence by demonstrating its impact on gleaning interviews and being effective in managing work-related stress.

The importance of emotional intelligence is also evident in entrepreneurship education and research. Indeed, given the present state of flux caused by the fourth industrial revolution, entrepreneurial activity and mindsets are vital.

Entrepreneurial activity results in new venture creation and involves the introduction of innovations into established businesses. Therefore, entrepreneurial education that promotes a capacity for innovation is crucial to future career prospects for our graduates. The question of skills and personal tools for better understanding oneself and others is vital in entrepreneurship. Indeed, educating a resilient workforce is critical as companies are increasingly finding themselves implementing change initiatives which create situations where resilience is vital.

A teacher of entrepreneurial education needs to be visible as empathic, able to infer students' emotional and cognitive states, and thereby exploit business opportunities and aid overall student wellbeing.

The importance of emotional intelligence has also been noted in transitioning and helping students from developing nations explore future job choice options, potentially mitigating brain drain, "by providing opportunities to foster positive emotional development throughout the educational curriculum".

THE ROLE OF EDUCATORS, MENTORS, AND TRAINERS IN EI

CULTIVATING EQ:IMPACT OF EDUCATORS, MENTORS, AND TRAINERS

Developing emotional intelligence in learners commences with the educational program's leadership. For these conversations, the entire educational system (i.e. directors, educators, librarians, and other leaders, in addition to mentors and coaches), as multi-stakeholders, should engage in a process that develops an agreed-upon understanding of the learner's growth in emotional intelligence.

Educators operating in academic environments provide guidance to learners. Trainers operating in practicum settings provide mentors offering conversation, wisdom, values, role-modeling, emotional support, appreciation, and communication on pathways for emotional development. When collaboration among educators, mentors, and trainers translates into role-modeling, the learners' awareness of emotional intelligence needs is magnified.

Educators, mentors, and trainers should use a common strategy to elicit discussions that shape the learner's lifelong application of emotions in his or her life. Here are described the roles and activities of these three individuals. All three stakeholders are responsible for modeling emotionally intelligent behavior. One must work as educators co-create assessments of emotional intelligence that require evidence from mentors and trainers.

Educators must conference with mentors, in which the indicators of the emotional intelligence dimensions are described and shared. Mentors and educators must communicate about the integration of emotional intelligence development in the mentor-supported personal growth plan. Regularly, supervisors and mentors share observations on the learner with the desired qualities of emotional intelligence capacity.

DESIGNIING CURRICULA AND LESSON PLANS

PRACTICAL APPROACHES TO INTEGRATING EQ INTO EVERY LEARNING EXPERIENCE

It is strategically important to integrate EI into the teaching of entrepreneurship. It should be integrated into the very first courses in the first semester and then continued on through the entire educational program. The students can be engaged in creating an emotional intelligence toolbox throughout their education that they can take with them as they embark on their entrepreneurial journey. Lessons learned should also be infused into the program and courses in such a way that students continue to practice improving their EI throughout the program of study and practice.

Instructors should begin by integrating activities into basic course(s), then integrate an activity or other form of learning in each subsequent course. Educational Fusion of Education and Assessment.

At present, our assessment system is weak at measuring the development of emotional intelligence. Assessment is provided throughout the courses on students' capacity to work in teams, their ability to plan with a vision, listen and communicate, and manage others, including official events and feedback. This may be a skill/attribute that we would like to study in the future. It would be irrelevant to test graduates given that the program should be providing them with emotional intelligence experiences and support.

INCORPORATING EMOTIONAL INTELLIGENCE ACTIVITIES INTO ENTREPRENEURIAL COURSES

Emotional intelligence is often integrated into curricula by way of experiential activities or guest speakers, and the entrepreneurial course as well as the process of becoming an entrepreneur has been recognized as a rich context to develop one's emotional intelligence. For this reason, we have chosen to offer a number of best practices and insights for how to practically implement emotional intelligence into the entrepreneurial education.

A discussion of the electives added outside the entrepreneurial program for emotional intelligence deemed more effective in general is included afterwards. These insights are meant to offer support to the educators who are working with students and to assist the curriculum designers and administrators who are seeking to use emotional intelligence experiential education.

Many scientists have brainstormed some ideas to assist anyone wanting to enhance emotional intelligence, mainly those involved in discussing and contemplating how the emotional intelligence might be included in the 3 levels of curriculum. The most practical approach outlined is to have "demonstrate emotional intelligence" be a course-intended outcome, and the program's ability to deliver on this outcome be assessed at different levels.

This approach identifies the level of learning that is possible from those new to emotional intelligence (undergraduate courses) to the teaching of emotional intelligence in a research-based environment such as the Doctor of Business Administration Program, and the Program for Professional MBA students. The following are suggested actions for building emotional intelligence at this level. These insights can be applied at other levels of learning.

ASSESSMENT AND EVALUATION STRATEGIES FOR EMOTIONAL INTELLIGENCE

Just as it is important to determine desired outcome goals and teaching strategies, it is equally important to decide upon appropriate means of assessing whether desired outcomes have been achieved.

Without effective assessment strategies, it is difficult to determine how much - if any - students have changed as a result of exposure to new material. Also, in the absence of viable assessment strategies, it will be difficult to distinguish whether enhanced entrepreneurial abilities are attributable to the emotional intelligence dimension of the program or to other facets of the program.

This is especially problematic given the extant literature that has questioned the ability to improve emotional intelligence in adults. In the entrepreneurship and management literature, assessing emotional mastery is challenging precisely because of the nuanced and covert nature of EI behaviors.

A suggested best practice is to obtain "mirror ratings" or 180 or 360-degree assessments. While doing so would be ideal, it is not typically done because there is a cost in terms of time and money, and some resistance on the part of students to be judged by peers, especially when so many students converge in vicarious traits or weaknesses. Furthermore, entrepreneurs, like many others, bristle at judgment and dislike anyone "reading" them too closely. At many universities, the cost of using external evaluators to provide mirror ratings can also be prohibitive.

While there is growing evidence that changes in EI can be measured and quantified at the level of the business, assessing EI in the classroom has associated challenges because external evaluators may not know how students were before they entered the course.

CREATING A SUPPORTIVE LEARNING ENVIRONMENT

FOSTERING AN EMOTIONALLY INTELLIGENT CLASSROOM

A conducive learning environment plays an important part in nurturing the development of emotional intelligence among entrepreneurial learners. This is especially important as the development and practice of emotional intelligence are deeply personal and sometimes difficult to confront.

As educators work to integrate EI into the entrepreneurship curriculum, they must create a learning environment that supports learners' emotional development. Emotional intelligence cannot be developed simply by discussing and learning about emotional intelligence. It is only developed through meaningful practice and experience.

There are four key strategies entrepreneurs can use to develop a learning environment that will help facilitate this practice and support the further emotional intelligence of entrepreneurial learners throughout their lives.

The learning environment plays a critical role in shaping the emotional competencies of future business founders. When developing an academic plan, small group exercises, in particular, should be included as the curriculum is being built.

Entrepreneurship classrooms and academic programs are busy places to be, and the focus is often on the acquisition of content, theories, models, and methods. Entrepreneurs must not overlook the opportunity to offer EI-building learning environments. Camps and activities are a strong method of meeting the cause of helping individuals build emotional competencies.

BUILDING EFFECTIVE COMMUNICATION SKILLS IN ENTREPRENEURIAL EDUCATION

THE IMPORTANCE OF COMMUNICATION SKILLS IN ENTREPRENEURIAL EDUCATION

In many contexts, and especially in cooperation and personal and interpersonal interaction, success depends on impression management, emotional and social competence, social skills and competencies, and social intelligence.

Essential competencies in these areas that can predict success in a given context, or useful and preferred actions in a given role or position, have been identified for each of the competencies below. These competencies are essential not only for successful entrepreneurs but for initiating and conducting successful business interactions.

The consensus among educators, researchers, and businesspeople is that the successful entrepreneur must manage and understand their thoughts and emotions, and effectively understand and manage those of others. They are expected to act competently and effectively in these areas.

8 COMMUNICATIVE COMPETENCIES RELEVANT FOR ASPIRING ENTREPRENEURS

8 key competencies that have been identified as being relevant to entrepreneurial interactions and relationships:

1. Passion for communication/key motivators
2. Connection and communication/relationship building
3. Listen, listen, listen/honoring input
4. Dealing positively with emotions (not minding feelings; providing a good "emotional climate")
5. Alert and receptive in communication situations
6. Confidence and difference
7. Collaboration
8. Creativity

HOW COMMUNICATION SKILLS ARE ADDRESSED IN ENTREPRENEURIAL EDUCATION

Workshop and exercise:
The Personal Map for Entrepreneurs is an idea for a workshop and an exercise that can apply the Personal Mapping methodology for a community of students or graduates to develop their communication skills for interaction in a community that covers educational and business settings.

FOSTERIING RESILIIENCE AND ADAPTABILITY IIN ENTREPRENEURS

THE UNBREAKABLE ENTREPRENEUR: CULTIVATING RESILIENCE AND ADAPTABILITY

A high level of entrepreneurial resilience has been found to facilitate the overcoming of entrepreneurial challenges and thus facilitate business performance and success.

Adaptability to change has been identified as an important attribute of entrepreneurs and is associated with the successful management and adaptation of entrepreneurial endeavors to changes in the business environment. People who have these two essential attributes, resilience and adaptability, are also more likely to persevere through failures and thus have a greater likelihood of achieving sustainable entrepreneurial success and of fulfilling the potential of their entrepreneurial efforts.

Emotional intelligence can contribute to the development of these two attributes, which support the qualities and personal characteristics most associated with the development and operation of an entrepreneurial venture. They are important attributes for prospective entrepreneurs and factors that can facilitate entrepreneurial success.

CULTIVATING SELF-AWARENESS AND SELF-REGULATION IN STUDENTS

EMPOWERING SELF: BUILDING SELF-AWARENESS AND SELF-REGULATION IN EDUCATION

Self-awareness and self-regulation are what Daniel Goleman (1998) refers to as internal competencies. They are factors which are crucial in an entrepreneur's personal and professional development.

Emotional intelligence is the factor that connects self-awareness and self-regulation. In working to improve an entrepreneur's personal development, the ability to interpret and manage one's own emotions are skills that can assist an educator in promoting self-awareness and self-regulation with their students. Educators are expected to cultivate self-awareness and self-regulation in students. This, in turn, would contribute to the production of "emotionally intelligent" student entrepreneurs.

The notion of self-awareness was found important among entrepreneurs in that they practiced checking with their own personal barometers. Entrepreneurial decision-making is frequently affected by the emotional imminence of a situation. Student entrepreneurs who were interviewed were more than aware of the internal emotions they felt in particular situations. Emotions experienced within certain circumstances served as a form of internal checkpoint with regard to their potential consumer acquisition strategy at the given time. This is indicative of the development of self-awareness among the entrepreneurs.

The aim of developing self-awareness in the education of the student entrepreneur is crucial because this would increase the potential to not only "know" oneself, and one's emotions, but to be able to recognize emotions at the moment they happen. This can have an effect on student entrepreneurs such that they develop their instincts and are better able to listen to their "gut" feelings. Emotional intelligence is all about getting in touch with one's innermost self and is seen as a belief that guides actions.

PROMOTING EMPATHY AND SOCIAL SKILLS IN ENTREPRENEURIAL EDUCATION

BUILDING BRIDGES: SOCIAL SKILLS AND EMPATHY FOR ENTREPRENEURIAL SUCCESS

Empathy is the capacity to understand or feel what another person is experiencing. In the entrepreneurial context, empathy is crucial for interactions with stakeholders, potential customers, team members, and many others.

Developed social skills and networking are central in the role of the entrepreneur: people who excel in their social skills are seen as more entrepreneurial. Therefore, empathy and social skills are aligned with the content of entrepreneurial behavior. Daniel Goleman stated that empathy, friendship, and social skills are habits of the 'heart' and the 'hand' and as such, can be developed through social learning and entrepreneurial education. Goleman's work suggested there were benefits to fostering emotional intelligence in the company. Social skills were considered important to the entrepreneur in forming a great business plan and were also seen as important in hiring a team to build the company.

The key to entrepreneurship is building profitable relationships with a wide range of people, both customers and outside stakeholders. Relationships are predicated on knowing what others want and need and then marshaling resources - people and information - to meet in an efficient and beneficial manner. Emotional intelligence helps to build these relationships and more organization is turning to emotional and social intelligence characteristics as a way of sustaining in the competitive environment. Emotional intelligence is held to be a predictor of success in various professions, including entrepreneurial endeavors. Those who aspire to be entrepreneurs must be able to sense the needs of their colleagues and respond accordingly.

Empathy promotes effective intra-organizational communication and can help to reduce conflict in the workplace. Lone entrepreneurs need a different kind of empathy in running their businesses. They need to fluently read the marketplace and respond appropriately.

INTEGRATING EMOTIONAL INTELLIGENCE INTO TEAM BUILDING AND COLLABORATION

SYNERGY THROUGH EQ: ENHANCING TEAMWORK AND COLLABORATION

Far too often, the contemporary entrepreneur envisions his venture as a struggle for competitive advantage. Teachers of entrepreneurship must also emphasize the vital importance of the collaborative aspect.

Today's world is a quickly integrating one, and entrepreneurs must be able to team-build effectively in order to keep pace. EI (pertaining to oneself and in one's relationships with others, as well as fostering and encouraging it from others) is very important to effective team-building and collaboration. And perhaps it is most vital to the entrepreneurial team.

Many of the strategies for bringing EI into the entrepreneurial class into market-self-awareness and market-empathy into the heart of venture pre-screening, into all aspects of the venture feasibility-planning-research process, and then-outlet this skill in a new product development etc., can be summarized in the phrase "utilizing empathy". As we prepare our students to become successful entrepreneurs, we must help them integrate the many human dimensions of new venture into their entrepreneurial science and art - emotion among them - for the benefit of all.

Spiritual intelligence, we'd suggest, relies more heavily on one's emotional world than in other areas simply because our conceptions of spirituality also depend more heavily than usual on questions of values alone.

ADDRESSING CHALLENGES AND OVERCOMIING RESISTANCE TO EMOTIONAL INTELLIGENCE INTEGRATION

BEYOND RESISTANCE: STRATEGIES FOR SUCCESSFUL EI INTEGRATION

There is a general lack of awareness of EI or silent resistance against it that is not openly communicated to the stakeholders in the training and educational processes. This can lead to problems, conflicts, and negative emotions that can damage atmospheres and set acceptance of the training measures working on the integration of EI in entrepreneurial education.

On the one hand, the students may resist the idea that they should know more about how to deal with their emotions and get along better with others. On the other hand, the lecturers may not be motivated to counteract those emotions, arguing why one should act against something that is natural.

These potential situations can manifest in students being absent from classes, refusing to participate or to share their thoughts, showing a great deal of skepticism, making offensive signs of disapproval, and opposing directly or quietly. Such situations can be an obstacle to letting the participants learn and integrate new contents.

Lack of knowledge on the part of policymakers, formal and informal educators, and even the general public is the number one barrier to successfully implementing EI initiatives for economic well-being. Social and emotional learning and development (also known as social and emotional competencies or skills) and programs aimed at nurturing them are struggling with being recognized and included in the greater education agenda, as well as cultivating support from key stakeholders.

Policymakers in education can sometimes feel that they are inundated with many important initiatives, often having to juggle them with insufficient support in terms of time and resources.

ETHICAL CONSIDERATIONS IN TEACHING EMOTIONAL INTELLIGENCE IN ENTREPRENEURIAL EDUCATION

RESPONSIBLE EQ: ADDRESSING ETHICAL CONSIDERATIONS IN ENTREPRENEURIAL EDUCATION

Over the years, the ethical dimension of education has attracted increased attention. This focus is especially relevant when educators are nurturing future businesspersons.

Over the last 10 years, scholars have shown increased interest in examining and understanding the intersections of the entrepreneurial realm and ethics. These discussions have mainly revolved around the ethical challenges practitioners and policymakers may encounter as they navigate the entrepreneurial process and ecosystem.

Little is known about the ethical considerations or implications associated with developing emotional intelligence among those aspiring to be a part of the entrepreneurial community. Yet the same arguments raised in regard to emotional intelligence have also questioned the ethical implications and responsibilities of the use, including teaching, of EI in other contexts, such as the business and education disciplines.

Emotionally intelligent people could either use their emotional skills for good and ethical decisions in the world of work or in a destructive and manipulative manner.
Teaching and nurturing emotional intelligence among entrepreneurs may reflect the principles of balanced self-determination and non-maleficence in that it enables each aspiring businessperson to make a fully informed decision as to whether to pursue entrepreneurship, and if so, the manner in which they intend to invest and gain returns from the new venture.

By addressing these issues, educators are providing would-be entrepreneurs with an opportunity to understand emotional capabilities as an integral element of corporate entrepreneurship.

BEST PRACTICES FOR POTENTIALLY SUCCESSFUL PROGRAMS

VIRTUAL ENTREPRENEURSHIP ESSENTIALS: INTEGRATED CURRICULUM DESIGN TRAINING

OBJECTIVES

- Empower young aspiring entrepreneurs and young leaders with the knowledge, skills, and resources to integrate Emotional Intelligence (EI) principles into entrepreneurship education

TARGET GROUP

- 15 Young people

EXPERTS/STAFF

- Facilitators, Mentor

DESCRIPTION

The "Virtual Entrepreneurship Essentials" is a three-day online program designed for young aspiring entrepreneurs and leaders.

This immersive training equips participants with skills to integrate Emotional Intelligence (EI) into entrepreneurship education, fostering EI development among peers in virtual learning.

IMPLEMENTATION

Day 1: Understanding Emotional Intelligence in Entrepreneurship (3 hours)

- Session 1: Introduces the importance of EI in entrepreneurial success and explores core EI competencies (self-awareness, self-regulation, empathy, social skills).
- Session 2: Focuses on strategies and case studies for seamlessly integrating EI into entrepreneurship curriculum design.

Day 2: Designing Interactive Curriculum Modules (3 hours)

- Session 3: Covers techniques for crafting engaging, interactive, and experiential learning activities that promote EI development.
- Session 4: Explores methods for assessing EI competencies within curriculum modules and developing appropriate assessment tools.

Day 3: Implementation and Continuous Improvement (3 hours)

- Session 5: Provides strategies for delivering the integrated curriculum effectively in virtual learning environments, including relevant tools and technologies.
- Session 6: Discusses techniques for ongoing evaluation, monitoring outcomes, and gathering feedback for continuous program improvement.

METHODOLOGY

- Designed with the needs and preferences of young people in mind, the training program employs a mix of engaging and interactive learning methods.

- Live webinars, group discussions, and virtual workshops provide opportunities for real-time interaction and collaboration.

- Self-paced learning activities, multimedia resources, and gamified exercises enhance engagement and cater to diverse learning styles.

- Participants are encouraged to share their insights, ideas, and experiences through social media platforms and online forums, fostering a sense of community and peer support.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Interactive multimedia presentations and videos that explore EI concepts and entrepreneurship principles in a youth-friendly format.
- Engaging case studies and success stories featuring young entrepreneurs who have successfully applied EI in their ventures.
- Creative activities, games, and challenges that encourage experiential learning and practical application of curriculum design principles.
- Digital toolkits and resources for designing and implementing virtual entrepreneurship projects and initiatives in their schools and communities.

CONCLUSION

The "Virtual Entrepreneurship Essentials: Integrated Curriculum Design Training for Young People" empowered participants to become change makers and leaders in their entrepreneurial journey.

By equipping young people with the knowledge, skills, and resources to integrate EI principles into entrepreneurship education, the training set the stage for a new generation of socially conscious and emotionally intelligent entrepreneurs who are ready to tackle real-world challenges and make a positive impact in their communities.

RECOMMENDATION AND GUIDELINES

- Foster a supportive and inclusive environment where young people feel empowered to express their creativity, explore new ideas, and innovate solutions to real-world problems.
- Emphasize peer-to-peer learning, collaboration, and networking opportunities that enable young participants to learn from each other, share experiences, and build meaningful connections.

EMPOWEREI: HARNESSING EMOTIONAL INTELLIGENCE FOR ENTREPRENEURIAL SUCCESS

OBJECTIVES

- To empower young people with practical skills in Emotional Intelligence (EI) and business plan development through an interactive and immersive 5-hour workshop.

TARGET GROUP

- 16 Young people

EXPERTS/STAFF

- Workshop Facilitators, Support Staff

DESCRIPTION

The 5-hour non-formal education workshop is designed to provide participants with hands-on experience in applying Emotional Intelligence (EI) strategies and creating business plans within a collaborative group setting.

Through interactive activities and group exercises, participants will explore EI concepts, practice relevant skills, and develop comprehensive business plans.

The workshop aims to foster teamwork, critical thinking, and practical problem-solving abilities, equipping participants with valuable tools for entrepreneurial success.

IMPLEMENTATION

- Introduction to EI Strategies (1 hour): Overview of EI's role in entrepreneurship, exploring concepts like self-awareness, self-regulation, empathy, and social skills, and introducing practical strategies.
- Hands-On EI Exercises (1.5 hours): Small group exercises focusing on specific EI skills, practicing techniques like active listening and conflict resolution, with peer feedback and reflection.
- Business Plan Development (2 hours): Applying EI strategies to create business plans, using templates for market analysis, product/service offerings, and marketing strategies, and setting goals through group discussions.
- Group Presentations and Feedback (0.5 hour): Each group presents their business plans, receiving constructive feedback, and engaging in a debrief session.

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METHODOLOGY

- Interactive Learning: The workshop utilizes interactive learning methods such as group discussions, role-playing scenarios, and hands-on exercises to engage participants actively. These activities encourage active participation, foster collaboration, and facilitate the application of EI strategies and business planning concepts in real-world scenarios.
- Experiential Learning: Participants engage in experiential learning activities that simulate entrepreneurial challenges and opportunities. By immersing themselves in these activities, participants gain practical insights and develop essential skills in EI and business planning through hands-on experience.
- Guided Facilitation: Facilitators provide guidance and support throughout the workshop, offering insights, clarifications, and feedback to help participants navigate the learning process effectively.

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ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Role-Playing Scenarios: Develop clear, concise scenario cards for the active listening and conflict resolution exercises. Each card should describe a situation and assign roles to participants.
- Sticky Notes and Markers: Abundant supplies for brainstorming, idea generation, and prioritizing during group discussions for both EI exercises and business plan development.
- Flip Charts or Whiteboards: Essential for group work, brainstorming, and presenting ideas during the business plan development and feedback sessions.
- Timer: A visible timer to help facilitators keep track of time during each segment and ensure all components are covered within the 5-hour window.

CONCLUSION

The 5-hour non-formal education workshop provided young people with a dynamic and engaging learning experience that combines practical skills development with collaborative group activities.

By exploring Emotional Intelligence strategies and business planning concepts in a hands-on manner, participants enhanced their abilities to communicate effectively, resolve conflicts, and develop comprehensive business plans.

RECOMMENDATION AND GUIDELINES

- Emphasize the importance of teamwork and collaboration in group activities.
- Create a supportive and inclusive environment where all participants feel comfortable expressing their ideas and opinions.

INCORPORATING EMOTIONAL INTELLIGENCE ASSESSMENTS AND PERSONALIZED FEEDBACK

OBJECTIVES

- Implementing emotional intelligence (EI) assessments at the beginning and throughout the entrepreneurship education program to help youth/students understand their current EI levels and identify areas for improvement

TARGET GROUP

- International Baccalaureate (IB) Business students
- Youth/Students/Young Entrepreneurs

EXPERTS/STAFF

- Educators
- Facilitators
- Mentor
- Business Influencers

DESCRIPTION

Implementing emotional intelligence (EI) assessments at the beginning and throughout the entrepreneurship education program can help students or young entrepreneurs understand their current EI levels and identify areas for improvement.

Tools like the EQ-i 2.0 or the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) can be used.

South Reward, St. Maarten, Caribbean Netherlands

IMPLEMENTATION

- Initial Assessment: Administer an EI assessment at the start of the program to establish a baseline for each student.
- Personalized Feedback: Provide individualized feedback sessions where students can discuss their assessment results with a mentor or coach. These sessions should focus on interpreting the results and setting personal development goals.
- Ongoing Evaluation: Periodically re-assess students' EI to track their progress and adjust their learning plans accordingly.
- Reflection Activities: Encourage students to engage in regular reflection activities, such as journaling or group discussions, to help them internalize their growth and understand the practical implications of improved EI in their entrepreneurial endeavors.
- Follow-up Dissemination Activity: Lead the students/ participants to organize a dissemination activity and to assist other youth or interested participants to understand their current EI-level by doing steps 1-4 during this dissemination activity.

METHODOLOGY

- Initial Assessment Phase:
- Selection of EI Assessment Tool: Choose a reliable and validated emotional intelligence assessment (EQ-i 2.0 or the MSCEIT)
- Administration of the Assessment: Conduct the assessment at the beginning of the program.
- Personalized Feedback Sessions: Schedule individual feedback sessions with each student to discuss their assessment results.
- Goal Setting: Work with each student to set personal development goals.
- Ongoing Evaluation and Monitoring: Administer follow-up EI assessments at regular intervals (e.g., mid-term and end of the program) to monitor progress.
- Progress Reviews: Conduct regular check-ins to review progress towards goals and adjust learning plans as needed.
- Reflection and Reinforcement: Encourage students to maintain journals where they reflect on their emotional experiences and growth.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Relatable books, articles and websites can be useful
- Speeches from experienced entrepreneurs can be inspiring

CONCLUSION

Personalized feedback and continuous monitoring foster self-awareness and personal growth.

Students learn to manage their emotions better, enhancing their decision-making, leadership, and interpersonal skills.

RECOMMENDATION AND GUIDELINES

- Firstly, guide and assess this practice with IB-Business students.
- Secondly, instruct and guide the trained students to assess the best practice as a local event. (Dissemination!)

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INTEGRATING EXPERIENTIAL LEARNING AND REAL-WORLD SCENARIOS

OBJECTIVES

- To create experiential learning opportunities that allow students to apply emotional intelligence concepts in real-world entrepreneurial scenarios. This can include role-playing exercises, simulations, and interactions with actual entrepreneurs

TARGET GROUP

- International Baccalaureate (IB) Business students
- Youth/Students/Young Entrepreneurs

EXPERTS/STAFF

- Educators
- Facilitators
- Mentor
- Business Influencers

DESCRIPTION

Create experiential learning opportunities that allow students to apply emotional intelligence concepts in real-world entrepreneurial scenarios.

This can include role-playing exercises, simulations, and interactions with actual entrepreneurs.

IMPLEMENTATION

- Role-Playing Exercises: Design role-playing activities where students must navigate complex emotional and social situations, such as negotiating a deal, managing a team conflict, or pitching to investors.
- Simulations: Use business simulations that incorporate EI challenges, requiring students to make decisions based on emotional and social factors.
- Guest Speakers and Mentors: Invite successful entrepreneurs to share their experiences and discuss how EI has played a role in their business journey. Arrange mentorship opportunities where students can observe and practice EI in real business settings.
- Group Projects: Encourage collaborative projects where students must work in teams, fostering an environment where they can practice empathy, active listening, and conflict resolution.
- Follow-up Dissemination Activity: Lead the students/ participants to organize a dissemination activity and to assist other youth or interested participants to apply emotional intelligence concepts in real-world entrepreneurial scenarios by doing steps 1-4 during this dissemination activity.

METHODOLOGY

- Designing Role-Playing Exercises:
  - Scenario Development
  - Role Assignment
  - Debriefing Sessions
- Implementing Simulations:
  - Business Simulation Tools
  - Interactive Sessions
- Feedback and Reflection: Provide immediate feedback.
- Engaging with Guest Speakers and Mentors:
- Speaker Series: Invite successful entrepreneurs to share personal stories.
- Mentorship Programs: Pair students with mentors who can provide real-world insights.
- Interactive Q&A Sessions: Allow students to ask questions and engage in discussions.
- Facilitating Group Projects:
  - Project Design: Create group projects that require collaboration, problem-solving, and leadership.
- Team Dynamics Workshops: Conduct workshops on effective team dynamics.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Relatable books, articles and websites can be useful
- Speeches from experienced entrepreneurs can be inspiring

CONCLUSION

Integrating experiential learning and real-world scenarios into entrepreneurship education proves to be a highly effective method for developing emotional intelligence among students.

By engaging in role-playing exercises, simulations, and interactions with experienced entrepreneurs and mentors, students can bridge the gap between theoretical knowledge and practical application.

This hands-on approach not only enhances their understanding of emotional intelligence but also equips them with the skills to navigate the complexities and emotional challenges of the entrepreneurial world.

RECOMMENDATION AND GUIDELINES

- Firstly, guide and assess this practice with IB-Business students.
- Secondly, instruct and guide the trained students to assess the best practice as a local event. (Dissemination!)

"ACTÍVATE" PROGRAMME BY ANDALUSIAN YOUTH INSTITUTE

OBJECTIVES

- To develop entrepreneurial competence as one of the key objectives of the European Union in the framework of lifelong learning.
- To define the importance of soft skills and personal talent as key elements for business success.
- To establish a training program that accompanies the recipients in the implementation of the acquired skills.

TARGET GROUP

- Young people between 18 and 30 years of age from the towns and municipalities of Andalusia.

EXPERTS/STAFF

- Trainers/mentors - Andalusian Youth Institute (Organizer)

DESCRIPTION

The Andalusian Youth Institute, through the Activate program, offers young people between 18 and 30 years of age this tele-training. You learn to develop personal competencies when it comes to making key decisions, managing uncertainty and adverse circumstances.

Being an entrepreneur is not only knowledge of your business and financial aspects, but a whole series of skills that have to do with interpersonal relationships (customers, employees, colleagues, suppliers...), emotional management and self-esteem, setting goals, self-motivation, handling frustration, communication and other skills, which are vital to define the basic skills of the entrepreneur and the worker of the coming decades.

Andalusia, Spain

IMPLEMENTATION

- Interactive Online Modules: Using videos, presentations, and multimedia on an e-learning platform for flexible, self-paced learning.
- Practical Exercises and Simulations: Hands-on activities like virtual role-playing, case studies, and guided simulations to build skills.
- Collaborative Group Work: Virtual group activities using online tools for peer learning and problem-solving.
- Personalized Feedback and Coaching: Facilitators providing regular feedback and individual coaching sessions.
- Real-World Application Projects: Participants applying learned skills to their own ideas or real-world scenarios.
- Continuous Assessment and Reflection: Monitoring progress through self-assessments, peer evaluations, and reflection exercises.

METHODOLOGY

- The central tenet of the methodology is the development of critical personal competencies. This goes beyond mere theoretical knowledge, aiming to foster practical skills in:
- Decision-making: Empowering participants to make sound judgments in various contexts.
- Uncertainty Management: Equipping individuals with strategies to cope with and adapt to unpredictable situations.
- Adverse Circumstance Navigation: Building resilience and problem-solving abilities in challenging environments.
- While specific pedagogical techniques for the tele-training are not detailed, the focus on "developing" competencies implies an interactive, practical, and application-oriented learning approach. It is designed to facilitate the acquisition and practice of these skills, enabling participants to integrate them effectively into their personal and professional lives.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Interactive Online Modules: Content delivered via engaging videos, presentations, and multimedia on an e-learning platform, allowing for self-paced learning.
- Practical Exercises and Simulations: Hands-on activities like virtual role-playing, case studies, and guided simulations to develop skills in communication, decision-making, and emotional regulation.

CONCLUSION

The course is presented as a valuable opportunity for young people looking to start their own business or who are already in the early stages of their entrepreneurial venture. Upon completion of the program, participants will have acquired the tools and confidence to make informed decisions, effectively manage their business and face the emotional challenges of entrepreneurship.

In short, the "Entrepreneurship for All" course is a valuable initiative that contributes to the empowerment of young entrepreneurs and the promotion of entrepreneurship in Andalusia.

RECOMMENDATION AND GUIDELINES

- Keep it Concise: Break down video lectures into short, digestible segments (e.g., 5-10 minutes each) to maintain engagement and accommodate varying attention spans in a tele-training format.
- Vary Media Types: Don't rely solely on video. Integrate interactive quizzes, polls, clickable infographics, and short readings to cater to different learning styles.
- Clear Navigation: Ensure the e-learning platform is intuitive and easy to navigate, with clear module progression and access to all resources.
- Accessibility: Use captions for videos, provide transcripts, and ensure all materials are accessible to participants with diverse needs.

NEURO-LINGUISTIC PROGRAMMING (NLP) TRAININGS

OBJECTIVES

- Communicate effectively.
- Changing our behavioral patterns to more efficient ones.
- Manage our emotional states.
- To come up with more adaptive coping strategies.
- Overcoming fears or blockages and personal limitations.
- Increase our self-concept and self-esteem.
- Improve our family, social and professional relationships.

TARGET GROUP

- Professionals in Coaching, Neuro Linguistic Programming, and Emotional Intelligence

EXPERTS/STAFF

- Trainers/mentors

DESCRIPTION

INDEPCIE offers professional training in Neuro Linguistic Programming (NLP) that is certified by the Asociación Española de Programación Neurolingüística (AEPNL), which is the Spanish Association of Neuro Linguistic Programming.

INDEPCIEs NLP programs are designed for professionals in Coaching, Neuro Linguistic Programming, and Emotional Intelligence.

While specific program names and detailed curricula are not fully outlined in the search results, the endorsement by AEPNL signifies that their training adheres to recognized standards within the field of NLP in Spain.

Córdoba, Spain

IMPLEMENTATION

- Interactive Online Modules: Using videos, presentations, and multimedia on an e-learning platform for flexible, self-paced learning.
- Practical Exercises and Simulations: Hands-on activities like virtual role-playing, case studies, and guided simulations to build skills.
- Collaborative Group Work: Virtual group activities using online tools for peer learning and problem-solving.
- Personalized Feedback and Coaching: Facilitators providing regular feedback and individual coaching sessions.
- Real-World Application Projects: Participants applying learned skills to their own ideas or real-world scenarios.
- Continuous Assessment and Reflection: Monitoring progress through self-assessments, peer evaluations, and reflection exercises.

METHODOLOGY

- Multi-level Structure: The program progresses through NLP Practitioner, Master Practitioner, and optional Trainer levels, each with specific durations, focuses, and key topics (e.g., communication, state management, belief change, modeling).
- Flexible Delivery: Training can be conducted through in-person intensive workshops, blended learning (online modules with in-person sessions), or live online training using advanced virtual platforms.
- Experiential Learning: Pedagogical approaches emphasize demonstrations, extensive practical exercises, live coaching and feedback, case studies, Q&A, and modeling.
- Curriculum Principles: The design is competency-based, progressive, practically relevant for professionals (coaching, leadership, personal growth), and integrates an ethical framework.
- Assessment & Certification: Evaluation involves continuous assessment, and culminates in a certificate endorsed by INDEPCIE and AEPNL.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Training Space & Setup: This includes a flexible training room (for in-person sessions), whiteboards/flip charts, projectors, sound systems, comfortable seating, and designated breakout areas.
- Participant Materials: Comprehensive course manuals/workbooks, exercise sheets/cue cards, reflection journals, and a recommended reading list are vital for participant engagement and learning.

CONCLUSION

NLP is a path of self-knowledge that can allow us to achieve personal excellence. The learning of this discipline begins with the "NLP Practitioner", where through simple exercises and following an enjoyable methodology, we will approach the extraordinary complexity of human thought and behavior.

We discover how human beings process information, how they access their thought patterns, how they activate their behaviors and coping strategies. We delve into how they interact with the environment through their verbal and non-verbal communication.

RECOMMENDATION AND GUIDELINES

- Emphasize experiential learning as the cornerstone of the program. The majority of time should be dedicated to hands-on practice.
- Implement a "demonstrate, practice, feedback" loop for every technique. Facilitators demonstrate, participants practice in pairs/small groups, and then receive immediate, constructive feedback.
- Integrate live coaching and feedback consistently. Facilitators should actively observe exercises, provide real-time adjustments, and facilitate group debriefs to consolidate learning.
- Guideline: Utilize case studies and real-world application discussions to help participants bridge the gap between theory, practice, and practical implementation in their professional and personal lives.

SUSTAINABLE ENTREPRENEURSHIP FOR INTERNATIONAL DEVELOPMENT

OBJECTIVES

- To empower young people with activism and empathy as with the knowledge, skills, and resources to integrate Emotional Intelligence (EI) principles with international development cooperation principles and with sustainable entrepreneurship

TARGET GROUP

- 10 young people

EXPERTS/STAFF

- Facilitators, Mentor

DESCRIPTION

The activity is designed for young people to learn basic principles of international development cooperation and Official Development Assistance (ODA) which is a part of Sustainable Development Goal (SDG) no.17.

It is based upon a pro et contra role play. The activity focuses on hypothetical funds from the EU for the development of sustainable tourism in Wallis and Futuna Islands . These are French-owned islands in the Pacific, a part of the EU Overseas territories but due to low GNI, they are a recipient of Official Development Assistance (ODA) funds according to the rules of OECD DAC.

Ljubljana, Slovenia

IMPLEMENTATION

- Official Development Assistance (ODA) Module: An introductory module covering international development cooperation, ODA definitions (OECD DAC), the EU's role as a major ODA donor, and SDG 17 (Partnership for the Goals).
- Wallis and Futuna Module: A module focusing on the history, culture, and economy of the Wallis and Futuna Islands, introducing concepts like EU Overseas Territories and the Global South, and the role of the EU Global Gateway in promoting entrepreneurship.
- Entrepreneurship Promotion Module: This module promotes entrepreneurship for job creation, aligning with SDGs 1, 5, 8, 9, 16, and 17. It includes examining successful entrepreneurial cases, brainstorming sustainable tourism project ideas to foster youth entrepreneurship , with the goal of attracting donor funding for community benefit.
- Delivery and Evaluation Strategies Module: The final module focuses on strategies for delivering the curriculum, discussing methods for monitoring outcomes, and gathering feedback.

METHODOLOGY

- The social innovation methodology is applied by co-creating collaboration of participants to develop sustainable enterprise solutions through pro et contra role play.
- The activity aims to create ideas for fulfilling jobs that people want through locally relevant micro enterprises for youth, that also address local social and environmental challenges. By doing so, the activity contributes directly in achieving targets for the Sustainable Development Goals.
- The Global Education and the pro et contra role play methodologies are employed as well.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- Digital software to create a website to put an online interactive curriculum module for Sustainable Entrepreneurship For International Development Cooperation with examples of best practice.
- Multimedia presentations such as videos)that explore Sustainable Development Goals and Official Development Assistance in accordance with the rules of OECD DAC.
- Printed material from platforms of NGOs active in the international development cooperation and Sustainable Development Goals

CONCLUSION

The Sustainable Entrepreneurship For International Development Cooperation instills in participants activism and empathy which are aligned with Emotional Intelligence principles.

Besides the pan-European dimension, it also adds a global dimension as the proposed activity country Wallis and Futuna is geographically located in Global South while being a part of France and thus EU. Participants also learn to walk in someone else's shoes during the role play activity.

RECOMMENDATION AND GUIDELINES

- Equip participants with the knowledge of concepts such as international development cooperation, Sustainable Development Goals and Official Development Assistance.
- Explain to them that the EU is the largest donor of ODA in the world.
- Prepare them to work in teams through peer-to-peer learning and collaboration, and instill in them empathy and activism in order to develop entrepreneurial skills and knowledge compatible with EU Green Deal and UN Sustainable Development Goals in order to empower local communities.

MINDFULNESS FOR CREATIVE MINDSET

OBJECTIVES

- To empower young people with mindfulness skills within self-awareness skills as the part of the Emotional Intelligence (EI) and use mindfulness as a tool to conduct out-of-the-box business plan development through a holistic interactive and immersive 3-hour workshop.

TARGET GROUP

- 8 young people

EXPERTS/STAFF

- Workshop Facilitators
- Support Staff

DESCRIPTION

The 3-hour non-formal education workshop is designed to provide participants with hands-on experience in applying basic principles of mindfulness skills within self-awareness skills as the part of Emotional Intelligence (EI) strategies and creating innovative out-of-the-box business plans.

Participants explore relevant mindfulness concepts, practice them, and develop comprehensive business plans.

The workshop aims to teach the right posture and attitude of non-attachment, faith and patience towards receiving mindfulness skills in order to gain peace of mind, belief in the good outcome, and practical out-of-the box problem-solving abilities, equipping participants with skils for entrepreneurial success.

Ljubljana, Slovenia

IMPLEMENTATION

- Introduction to mindfulness (1 hour): Overview of the use of mindfulness as a part of self-awareness for entrepreneurship, exploring concepts such as self-awareness, self-regulation, empathy, and social skills, and introducing practical strategies.
- Hands-On Mindfulness Exercises (1 hour): Group exercise focusing on mindfulness by practicing some mindfulness technique (for example the Einstellen)
- Business Plan Development, Presentation and Feedback (1 hours): Applying mindfulness skills and out-of-the box ideas that you have received during meditation/relaxation to create one's business plans, using templates for market analysis, product/service offerings, and marketing strategies, and setting goals such as perseverance, patience, faith and positive goals through group discussions. Each group presents their business plans, receiving constructive feedback, and engaging in a debrief session

METHODOLOGY

- Interactive Learning: The workshop utilizes interactive learning methods (group discussions, role-playing scenarios) and hands-on exercises to engage participants actively. These activities encourage active participation and foster collaboration,
- Experiential Learning: Participants engage in experiential learning activities that simulate using mindfulness in entrepreneurial challenges and opportunities. By immersing themselves in these activities, participants gain practical experience and insights into how mindfulness works and develop essential skills such as trust, patience and perseverance in EI and business planning through hands-on experience.
- Guided Facilitation: Facilitators provide guidance and support throughout the workshop, offering insights, clarifications, and feedback to help participants navigate the learning process effectively.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

- For the workshop some printed material, a CD player and a CD (or a mobile phone with internet connection to Youtube), as well as chairs and a table are needed.

CONCLUSION

The 3-hour non-formal education workshop provides young people with a positive experience of mindfulness through meditation/relaxation activities which combine individual and personal experiences with the group ones.

By exploring the use of mindfulness as a part of self-awareness through Emotional Intelligence strategies and business planning , participants enhance their abilities of hope and faith, raise their level of patience and perseverance in order to develop innovative business plans which can work in the long run.

The workshop's aim is to empower participants for success not only in business but also in other walks of life with a positive creative mindset via mindfulness.

RECOMMENDATION AND GUIDELINES

- Mindfulness skills are useful both on an individual and group level.
- Collaboration in group activities is important as individuals can share their experiences, support each other with words of hope, faith, perseverance and patience on their individual paths so that in the long run beneficial entrepreneurial results can be brought about.
- A supportive and inclusive environment where all participants feel comfortable expressing their experience is created and enhanced with mindfulness knowledge.

CONCLUSIONS

FUTURE TRENDS AND INNOVATIONS IN EMOTIONAL INTELLIGENCE EDUCATION FOR ENTREPRENEURS

As the landscape of entrepreneurship continues to evolve, the integration of emotional intelligence (EI) into entrepreneurial education is poised to become increasingly sophisticated and impactful. Future trends and innovations in this field will likely focus on leveraging advanced technologies, such as artificial intelligence and virtual reality, to create immersive and personalized learning experiences. These technologies can provide real-time feedback, simulate complex business scenarios, and offer tailored coaching, thereby enhancing the development of EI skills in dynamic and interactive ways.

Moreover, there will be a growing emphasis on interdisciplinary approaches, combining insights from psychology, neuroscience, and business studies to offer a holistic understanding of emotional intelligence. This interdisciplinary focus can help entrepreneurs better understand the neurological and psychological underpinnings of their emotions, leading to more effective self-regulation and interpersonal strategies.

Additionally, the rise of remote work and global entrepreneurship will drive the need for culturally responsive EI education. Programs will increasingly incorporate cross-cultural communication and emotional adaptability training to prepare entrepreneurs for diverse and international markets.

Finally, ongoing research and innovation will continue to refine assessment tools and methodologies, making them more accessible and actionable. These advancements will enable educators to provide more precise and impactful guidance, helping entrepreneurs cultivate the emotional resilience and agility needed to thrive in a rapidly changing business environment.

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FQ
ENTREPRENEURIAL

IVAIGO

Caribbean Education and Culture Foundation
CECF

DBS
Društvo Bodi Svetloba

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