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The Role of Emotional Intelligence in the Career Decision-Making Case study: Project Manager and Project Consulting on Industries Corporates Jeddah Saudi Arabia

Dr. Chiraz Rouissi

Jeddah University, Jeddah, KSA charrouissi@yahoo.fr

https://orcid.org/0000-0002-6363-2262

Abstract

Emotional intelligence is the ability to identify and manage one's emotions as well as the emotions of others. In the world of work, it helps build stronger relationships, build resilience, and achieve our goals. Being able to anticipate one's feelings and emotions in a given situation would make it possible to better assess the reaction of one's interlocutor in a similar environment. And in doing so, to create more favorable social interactions on both sides. This article aims to explore the role of adopting emotional intelligence (EI) in career decision-making difficulties; meanwhile, discussing the examination of the Bar-On Emotional Intelligence, and decision-making career. We use a quantitative method with a survey distributed to project managers working in Industries companies. Many authors distinguish models of mental skill, focusing on the ability to process affective information then mixed models that conceptualize EI as a complex construct, including aspects of personality, motivation as well as the ability to perceive, assimilate, understand, and manage emotions.The result of this article interprets Emotional Intelligence as having an impact positively on the decision-making process of the employees or employers in the corporation.

Keywords: Emotional Intelligence, Career Decision-Making Difficulties, Emotional Quotient Inventory

1. INTRODUCTION

Many theoretical as well as applicative studies of career decision-making argued that the more increasing rate of development, innovations, and the ability to face changes in workplaces requires a continued environment of learning new skills, adapting new ways of thinking, and using modern technologies to increase the job performance from current situation to future one throughout the one's lifetime that is stressed by Gati, Krausz, Osipow (1996). Within this context, Gati and al (1996) proposed and empirically validated the taxonomy of many different difficulties associated to career choice in that an individual could experience through time (Di Fabio & Blustein, on 2010). Gati and al. model (1996) indicates that there are three main types of difficulties that are related to the career decision–making process obviously: 1) lack of readiness, 2) lack of information, then 3) inconsistent information. The first type of difficulty that it is often encountered prior to the beginning of the decision-making process is a Lack of readiness in which it may happen due to a lack of motivation, indecisiveness, and dysfunctional beliefs. Sampson, Reardon, Peterson and Lenz (2017) address the cognitive information processing theory which includes the role as well as the impact of dysfunctional career beliefs in the career decision-making process (Kronholz, J., 2015). On the other side, there is a lack of information

encountered during the decision-making process related to decision-making itself, specific occupations, or the way of obtaining information (Nevo, 1987); while the third difficulty is inconsistent information (Di Fabio, Palazzeschi & Bar-On, 2012). So, we can ask the question which test to measure Emotional Intelligence?

In the same way that there is a test to assess the intelligence quotient (IQ), there is a test to define the emotional intelligence quotient (EQ) created by Bar-On (1988). "It's a measure that we compare to a standard," says our expert, after answering different questions divided into several categories (self-perception, individual expression, stress management, decision-making, human relations...). They are not fully representative of a person's emotional intelligence.

The result gives an overall overview of the level of emotional intelligence, but it is to be refined with scenarios, which are not measurable with a tool. The most recognized and used EQ test in the world is the EQi 2.0 (Emotional Quotient Inventory) diagnosis developed in 1997.

Despite not being a current term, emotional intelligence, or EI, has recently gained significant importance in corporate environments due to the quick changes occurring in multinational corporations. The social, political, and economic environments were all affected by these shifts. Moreover, utilizing technology in the company brought about many developments. In the current millennium, Emotional Intelligence is becoming increasingly apparent in how people think, which influences how they react to managers and other leaders. It also influences those who make decisions (Santos et al., 2018; Al Tahee, 2004).

The difference between Intelligence Quotient (IQ) which reflects the accumulated knowledge intelligence, and Emotional Intelligence (EI) which means the ability of people (leaders, managers, department chiefs in universities) to face threats; becomes very obvious because the second depends on the exchangeable effects among employees in organizations and/or among students in universities who are starting to think about their careers in future (Ran et al., 2022; Cherniss & Goleman, 2003).

This has led us to pose the following problem: Does Emotional Intelligence (EI) can support people in making comprehensive decisions? In other vision, identifying the function of EI in a particular decision-making process could aid people in comprehending the various challenges that occur during the decision-making process.

The first part will present the history of the term Emotional Intelligence and all the variables related and its impact on career decision-making. In the second part, we will discuss the results of the quantitative study conducted. In conclusion, some avenues of research will be developed.

1. LITERATURE REVIEW

The literature recently reveals Emotional Intelligence (EI) as a represented considerable variable in the career decision-making process (Di Fabio & Blustein, 2010; Di Fabio & Kenny, 2011; Di Fabio & alazzeschi, 2008, 2009; Di Fabio, & Gati, in the press, Di Fabio, and al, 2012). EI plays a crucial role in the career decision-making process based on contextual perspective (Brown, Crran & Smith, 2003; Di Fabio & Blustein, 2010); while Young Valach, and Collin (1996) offered the action theory of career development, which means that the career can grow and develop through everyday actions (Jiang, 2014). According to this theory, emotions are embedded in an individual's internal process, and they relate to needs, goals, plans, projects, and decisions.

Although, EI began appearing in publications in the early 20th century with Thorndike's (1920) as he referred to as (social intelligence) that is closely related to EI, but EI becomes a major area of interest in many scientific aspects during the last decades which currently referred to (social-

emotional intelligence) as for (Bar-On, 2000, 2004, 2006), researchers introduce the concept EI to examine its relation to career- related issues (Brown et al., 2003; Carson & Carson)

2.1. Emotional Intelligence

Lelord and André (2001) defined emotion as "a sudden reaction of our whole organism, with physiological, cognitive and behavioral components". In 2005, Goleman mentioned the etymology of the term "emotion", consisting of the word "motere", meaning "to move" in Latin, and, reflecting a tendency to act outwards. The author explained that each emotion plays a specific role, preparing us to act in a certain way in a given situation, for the purpose of survival. In addition, we can recite that our emotions help us to face tasks too important to be entrusted to he intellect alone. A quote from Damasio (1994) supports this view, explaining that 'feelings are indispensable for rational decisions'. Indeed, from an anatomical point of view, feeling emotions would involve different regions of the cortex (amygdala, hippocampus, or thalamus), which will receive sensory information and prepare us to act. This different knowledge thus leads to the conception of Emotional Intelligence.

2.2. Competence

Salovey and Mayer (1990) (cited by Hwang, Feltz & Lee, 2013), described Emotional Intelligence as "the ability to listen to our own emotions and those of others, to differentiate them from each other and to use the information to guide our own thoughts and actions".

In 1997, Mayer and Salovey (cited by Chan & Mallett, 2011) developed the Emotional Intelligence capacity model and thus supported the definition of EI: "The ability to perceive, use, understand and manage our emotions and those of others". As a result, the model is composed of four branches: perception, use, understanding, and management of emotions. These conceptions of EI are essentially based on the ability of EI, also called EI "skill". The literature shows that other conceptions have been developed, and contrast to the work carried out by Salovey and Mayer.

2.3. Trait

Petrides and Furnham (2001) (cited by Hwang, Feltz & Lee, 2013), have argued that EI is based more on the personality and behavioral dispositions of individuals. In other words, the authors consider EI to be innate, rather than acquired, as we have seen previously. This conception would then be considered as a personality trait.

In accordance with the literature, EI often presents two conceptualizations: (1) skills, which is acquired and can vary depending on the situation. It can be trained to be developed in individuals and is represented through maximum performance. (2) The trait is associated with the personality of the individual. It is more stable over time and situations and is represented according to a typical performance (Laborde, Dosseville & Allen, 2016).

2.4. Tripartite Model

In 2009, Mikolajczak devised a model to bring together three often opposing conceptions: EI ability as a form of intelligence, EI trait as a personality trait, and knowledge of EI. This model is called the Tripartite Model. Indeed, this new conceptualization proposes to bring together the three levels of organization of Emotional Intelligence: knowledge, skills, and traits.

Dosseville, Laborde, and Allen (2016) specified to use the existence of five emotional skills: identification, understanding, expression, regulation, and use of emotions. Each of these skills can be broken down according to the three levels previously stated .

Mikolajczak (2009) and Dosseville, Laborde, and Allen (2016) defined these three levels as follows: Knowledge: implicit and explicit knowledge that an individual can have about emotional skills. Episodic knowledge (memories of past experiences) and semantic knowledge (what to do in a given emotional situation) are present in each individual, which explains the wide individual differences.

Skills: consists of the ability to apply knowledge, to implement a given strategy, in an emotional situation. This differs from what people know. Indeed, we can very well know that a strategy is effective in reducing an emotion, and yet not implement it when confronted with it. For example, an individual is able to employ the distraction strategy in a situation that makes him angry, if it is Emotional Intelligence and Coach-Athlete Relationship asks him, but he would not necessarily have done it on his own. Trait: is defined as the propensity to behave in a certain way in emotional situations in general. This is what people "do", not what people "can do" (skills).

This alternative model makes it possible to take into consideration the different conceptualizations of EI, each of which has an interest in the success of individuals. Laborde, Dosseville, and Allen (2016) recommended using measures from all three levels of the tripartite model in EI studies, thereby providing a better appreciation of EI's role in sports performance. The authors explain that each level can feed another. And Columbus (2015), which used the EI tripartite model to establish an EI training program. This program acted on the levels of knowledge and skill, to promote the development of the EI trait in the long term.

However, knowledge does not always translate into skills, and skills do not always translate into disposition (trait) (Mikolajczak, 2009). We may know that the best strategy to implement before a major review is a positive reassessment of the situation but be unable to positively reassess our own review session Or, we may very well be able to positively reassess the situation when it is requested by a friend or a coach, when we do not usually use this strategy.

2.5. Performance and Emotional Intelligence

The researchers highlighted different properties associated with emotions. First, Pena-Sarrionandia and al. (2015) mentioned that emotions help in decision-making. Chan and Mallet (2011) explained that if emotions are used intelligently, they can help improve decision-making. However, it is important to emphasize that EI's skill depends on the emotional situation. Thus, certain factors, such as time pressure, for example, can impact this decision-making. We can also mention the study by Vaughan, Laborde, and Mcconville (2019), which suggests a positive link between athletes' expertise, EI, and the quality of decision-making.

The literature also reports that the notion of performance is positively correlated with EI. Indeed, the regulation of emotions makes it possible to achieve optimal functioning, and EI is associated with better adaptations in the areas of social support, social relationships (with better quality relationships), studies, and work (which leads to better performance) (Pena-Sarrionandia et al., 2015).

Labord and all. (2016) pointed out that athletes with a high level of EI perform better because they rate competition as a challenge and employ more effective coping strategies to respond to competition stress.

2.6. Leadership and Emotional Intelligence

Chan and Mallet (2011), as well as Laborde and al. (2015), highlighted the link between EI and leadership. Leadership was defined by Barrow (1977, cited by Vanden Auweele, Van Mele, Wylleman, and Durand, 1994) as "a process that influences individuals and groups in achieving

goals." In their 2011 study, Chan and Mallet mentioned that a coach needs leadership qualities in order to manage coach-athlete-performance relationships.

These leadership qualities include skills in the mental dimension of performance, such as EI, motivation, conflict management, and the ability to get athletes to join a common project. We can also read that in the leader-follower relationship, the ability of leaders to arouse emotions in followers increases engagement and leads to the achievement of common goals.

3. METHODOLOGY

The question posed in this research is whether there is a positive and meaningful relationship between EI and decision-making. Specifically, we test the general hypothesis that EI decreases decision-making. It means that Emotional Intelligence impacts positively or negatively the decision-making process of the employees or employer in the corporation.

3.1. Sample Selection

The interviewees were in continuous training with project managers at the KSA chapter specifically in the Jeddah area. They were taking the same Human Resources Management course. They had at least five years of professional experience. Most of them have had to exercise management responsibilities.

The questionnaire administered made it possible to collect general information including demographic variables: age, sex, level of education, or type of professional experience exercised. The sample is composed of 114 individuals, the vast majority of whom are women (27 men, 87 women).

3.2 Measuring Variables

Decision bias was measured using a questionnaire developed from the work of Simon and al. (2000) and Bazerman (2006). Five types of bias were studied: loss aversion, lack of cognitive flexibility, optimism, conjunction error, and overconfidence.

The degree of emotional intelligence of the study participants was assessed using the SREIT scale proposed by Schutte and al. (1998). The SREIT is a self-reported 33-item scale assessing the extent to which participants identify, understand, manage, and regulate their emotions and those of others. Each item is coded by a 5-point Likert scale.

In order to test the validity of our measures, we calculated a Principal Component Analysis (PCA) of participants' responses to the 29-item scale. This analysis suggests a five-factor structure explaining 45.6% of the variance.

3.3 The Conceptual Model

To better understand the context of the study, the conceptual framework is mapped out as follows:

The components of the relationship approach:

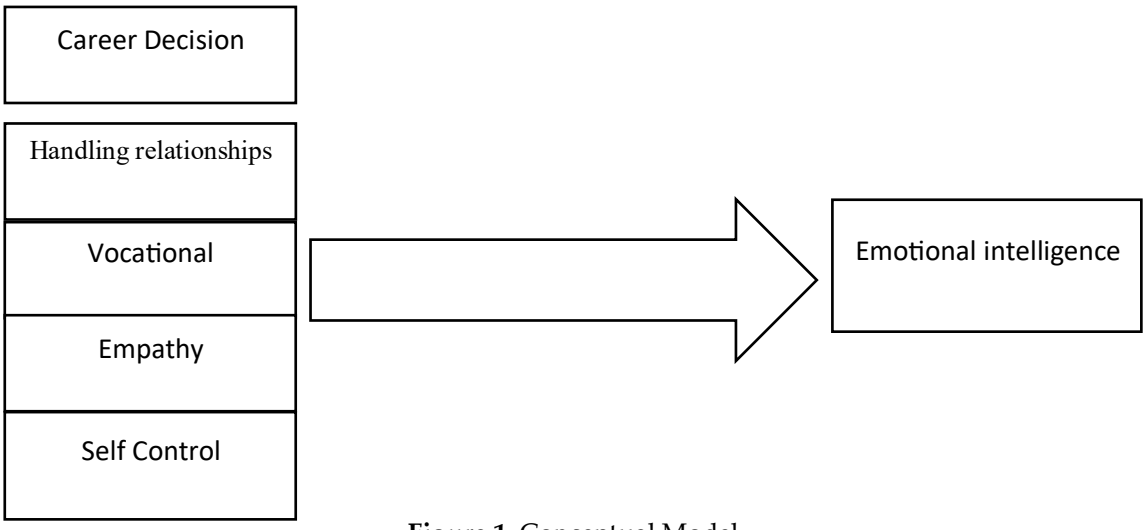

Figure 1. Conceptual Model

Through this model, we have reviewed five widely used measures of EI and made recommendations regarding their appropriate use. This article was written primarily for researchers and practitioners who are not currently experts on EI and therefore we also clarified the difference between EI and Career Decisions.

4. RESULTS

Table 1. Intercorrelations Between Emotional Intelligence and Career Decision

Variables	2	3	4	5	6
1. Career decision-making self-efficacy	–.48**	.12*	.34**	.11*	.30**
2. Vocational exploration and commitment		–.02	–.34**	–.02	–.41**
3. Empathy			–.29**	.37**	–.09
4. Utilization of feelings				.51**	.17**
5. Handling relationships					–.02
6. Self-control					

*$p < .05$. **$p < .01$.

The following statistically significant associations were found in the analyses, which further supported the ideas that higher EI is associated with more clarity and confidence for vocational exploration and commitment, as well as higher levels of self-efficacy while making professional decisions. Self-efficacy in making career decisions was positively correlated with each of the four EI characteristics.

When it comes to making career decisions, people who perceive themselves as having lower levels of self-efficacy than those who perceive themselves as having higher levels of self-efficacy

may feel more anxious or avoid decision-making tasks altogether. Empirical research on career exploration and decision-making behaviors has shown that individuals who move forward without the advantages of exploration are less likely than those who have engaged in exploratory behavior to experience successful decision-making and job implementation outcomes (Greenhaus & Sklarew, 1981; Grotevant, Cooper, & Kramer, 1986).

There are four-factor scores and a total score available from the Emotional Intelligence Inventory-Revised. The four-factor scores are described by Tapia (2001) as follows: (a) Empathy, comprising 12 items that evaluate the perception, appraisal, and expression of emotion (X = 42.4, SD = 6.20). (b) Utilization of Feelings: 11 items (X = 38.9, SD = 5.21) that are classified as emotional knowledge application and comprehension; (c) Handling Relationships: 9 items (X = 3019, SD = 5.43) that reflect emotional facilitation of thinking category; and (d) Self-Control: 9 items that describe emotion regulation (X = 37.52, SD = 5.50). The ranges for the total score and the four factor scores (self-control, handling relationships, empathy, and utilization of feelings) are 38 to 203, 11 to 59, 10 to 53, and 8 to 50, respectively. Tapia reported internal consistency reliability coefficients of.80,.73,.72,.77, and.69 for the total score and four factor scores, respectively, using Cronbach's alpha. Overall scales, a test-retest reliability of.83 was found.

Table 2.Multiple Regression Analysis for Variables Predicting Career Decision-Making Self-Efficacy

Predictor Variable	*B*	*SE B*	β	R^2	ΔR^2
1. *n 114*					
Step 1: Empathy	0.43	0.16	.12**	.01	
Step 2: Gender	0.01	3.74	.00	.01	.000
Step 3: Empathy ◎ Gender	0.03	0.44	.03	.01	.000
2. *n* =114					
Step 1: utilization of feelings	2.22	0.31	.35***	.13	
Step 2: Gender	–0.34	3.48	–.00	.14	.000
Step 3: Utilization of Feelings ◎ Gender	–0.26	0.63	–.14	.14	.000
3. *n* =114	,				
Step 1: handling relationships	0.83	0.34	.12*	.01	
Step 2: Gender	0.56	3.72	.00	.01	.000
Step 3: Handling Relationships ◎ Gender	0.43	0.71	.22	.01	.000
4 *n* =113					
Step 1: self-control	1.60	0.26	.30**	.09	
Step 2: Gender	0.07	3.56	.00	.09	.000
Step 3: Self-Control ◎ Gender	0.57	0.57	.27	.09	.001

*p < .05. **p < .01. . ***p < .001.

Students who reported greater understanding and analysis of emotion, as well as self-regulation of emotion, were more likely to display a highly clarified and confident level of career choice commitment, according to the inverse relationship found between the Utilization of Feelings and Self-Control. EI factors and vocational exploration and commitment. It makes sense that those who struggle with comprehending, interpreting, and controlling their emotions would find it difficult to commit, as they would be less conscious of the ways in which their feelings influence their decisions and behaviors, leading to an uncommitted position.

Greater confidence in one's decision and perspective for one's professional future is suggested by the negative association between career decision-making self-efficacy and vocational exploration and commitment.

This result was not surprising; rather, it is in line with previous research that has indicated that a high level of dedication to one's career choice and in-depth exploration are linked to increased confidence in one's capacity to achieve one's professional objectives (Brown, C., George-Curran, R., & Smith, M. L 2003). Given that professional choice commitment is a manifestation of one's affirmation and confidence in concepts that align with career behaviors, it stands to reason that one's confidence in making.

5. DISCUSSION

In terms of the level of practice and its possible effects on participants' EI levels or their perceptions of the interdependence of their relationships, many effects were observed: the level of EI-trait is greater around Jeddah area and the empathy and the utilization of feelings. So, we can interpret Emotional Intelligence as having an impact positively on the decision-making process of the employees or employers in the corporation.

However, this result is different from what the literature highlights Pena-Sarrionandia and al. (2015), as well as Laborde et al. (2016) identify a positive link between EI and athlete performance; Vaughan, Laborde, and Mcconville (2019) suggest a significant positive link between expertise, EI-trait and athletes' decision-making quality. These studies would then lead us to envisage that dyads at a national level have a higher level of EI treatment than those at a regional level.

The performance of high-level dyads is higher, and their decision-making is higher. This difference can be explained by the "self-reported" format of the TEIQue questionnaire, which we will develop within the limits of this study.

6. CONCLUSION

As a result, still career decision making difficulties should be considered more seriously in other cultures and larger universes in the future. Because the career decision making changed over time and it should focus on other aspects such as health factors, resilience, and well-being as well, especially if the EI considered as a malleable factor that could improve through training and innovating as described in literature (Bar- On, Maree, & Elias, 2007; Di Fabio & Kenny, 2011; Judge et al., 1997). These results could be different in other aspects of business according to the services that are submitted in which EI might be more beneficial, meanwhile strengthening the effectiveness of the process of career decision-making.

EI has now become a modern subject seeking to establish itself in organizational practices. According to the results of literature reviews, emotions are our best professional allies, they form the backbone of the organization and allow us to develop strong, lasting, and positive interpersonal relationships, to predict success at work better than intellectual skills. Today, traditional management practices have been modified to give rise to the development of emotional skills of employees and managers. The ultimate objective of this article has been to highlight the importance of emotional awareness by the various stakeholders of the organization. Employees, project managers, and leadership were faced with a real challenge, that of compensating for the inadequacies of traditional management.

Theoretically, Emotional Intelligence should help employees develop stronger interpersonal relationships, and managers to positively influence work atmosphere and decision making, by instilling and understanding subordinates' emotions.

To test this proposed relationship, our next work refers to the study of empirical analysis of the variables linking emotional intelligence with career decision-making, with a closer look at the multidimensionality of the concept of performance.

Empirically, after this historical overview, we now need empirical research that tests the ideas proposed in this article. Given the complexity and multidimensionality of the concepts dealt with and the lack of empirical work to explore the notion of emotional intelligence in the Saoudian context, qualitative and qualitative methodologies seem promising to explore how emotional intelligence can contribute to decision-making.

Overall, we recommend that users should use single, complete tests where possible and choose measures of EI most suitable for their purpose (i.e., choose ability EI when maximal career decision is important and trait EI when typical career decision is important). We also point out that, across the majority of emotion-related outcomes, trait EI tends to be a stronger predictor and consequently we suggest that new users of EI consider using a trait-based measure before assessing alternatives.

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