



Resilience and Emotional Intelligence: A Dynamic Partnership for Human Resources Professionals in Today's Workplace

Susan K. DENNETT, Michael A. DEDONNO

ABSTRACT

Purpose - The connection between participants' scores on a resiliency instrument and their scores on the Schutte Self Report Emotional Intelligence Test (SSEIT) were examined. This is significant to human resource professionals because they can use the findings to develop and strengthen employees' levels of resilience. The reasons for writing the paper are to provide data to human resource professionals so that they may develop workplace programs that build on emotional intelligence and resilience. Employees high in emotional intelligence are engaged employees. There is a gap in prior literature on the relationship between resilience and emotional intelligence and how this knowledge impacts human resource professionals.

Aims(s) - The aims of this paper were to evaluate the relationship between resiliency and emotional intelligence. The study explored gender, age and GPA on resiliency and emotional intelligence.

Design/methodology/approach - This was a quantitative research study. Participants answered questions on a six-point Likert-type scale ranging from strongly agree to strongly disagree relating to resiliency and emotional intelligence. There were two total scores. The convenient sample consisted of 266 undergraduate and graduate students. 197 females and 68 males, ages ranging from 18 to 65 years old.

Findings - The data were analysed using SPSS (Statistical Package for the Social Sciences) 28.0 version. A Pearson correlation revealed a strong correlation between the scores on the SSEIT and the Resiliency scale ($r=.599$).

Limitations of the study - Convenient sampling was used for this study. Participants self-reported. The implications for future research are to gather data from other industries and more globally.

Practical implications - Findings suggest resilience and emotional intelligence are related and these skills can be developed through workplace training.

Originality/value - Human resource practitioners can build a workforce equipped with the skills to develop relationships and a sense of self-awareness, they can lean on this knowledge to develop their employees and organizations.

KEY WORDS

emotional intelligence, resiliency, human resources, employees' performance

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1 INTRODUCTION

The purpose of this study was to evaluate the levels of resiliency and emotional intelligence between 266 participants and to see if the scores relate with each other. A secondary objective was to examine the impact of moderating factors such as gender, age, GPA scores and ethnicity on resiliency and emotional intelligence. The instruments used to examine the levels of emotional intelligence and resiliency were the Schutte Self Report Emotional Intelligence Test (SSEIT) and Henderson's Resiliency Quiz. It makes sense that emotional intelligence could be related to resilience. The study could be significant, especially to human resources professionals or managers, because if people are aware of their emotional intelligence, they can strengthen their levels of resilience and can bounce back in adverse conditions such as new employees adjusting to their early years at work, or those experiencing stressful situations in the workplace. Human

resource professionals can incorporate organizational development sessions to develop employees' emotional intelligence and resiliency levels. Having a workforce and leaders that have poor emotional intelligence can have negative consequences for organizations. The retention level can decrease due to employees having a lack of engagement. Productivity can decrease. Absenteeism can increase. Communication and innovation can suffer. According to Kuntz et al. (2017), employees that are resilient most likely can organize their resources in the workplace to accommodate challenges that require them to adapt. "More and more companies are seeing that encouraging emotional intelligence skills is a vital component of any organization's management philosophy." (Goleman, 1998, p. 7.) There is evidence that employees that are resilient are also very engaged in the workplace (Cooke et al., 2019). It is important that employees believe their work is meaningful because when they believe their work is meaningful, they are more engaged in the workplace and perform well (Brunetto et al., 2023). Therefore, a workforce that is high in emotional intelligence and resilience can result in many benefits for the organization. This knowledge is important for human resource managers as they attempt to develop employees to be equipped with problem solving skills, decision making skills and overcoming challenges in the workplace. Additionally, HR practitioners may determine it is worthwhile to assess potential employees' level of emotional intelligence prior to bringing these employees onboard. This prior information could potentially help in assessing how these potential employees would react to adverse situations and their level of engagement in the workplace. This knowledge could be a useful recruitment tool. The findings of this study are important to higher education institutions too. Students need to adjust during their early college days. Aderi et al., 2013; Kahn, 2016 state, early college life can be one of the most stressful times that require adjustment.

The primary objective of this study was to evaluate the levels of resiliency and emotional intelligence for each participant and to see if the scores relate with each other. A secondary objective was to explore any individual characteristics such as gender, age, and GPA on resiliency and emotional intelligence. For the resiliency questions we used the resiliency quiz developed by Henderson. For a list of the resiliency questions see Appendix A: Questionnaire/Survey (resiliency survey). For the emotional intelligence questions, we used the Schutte Self Report Emotional Intelligence Test; SSEIT. For a list of the SSEIT questions, see Appendix B: Questionnaire/Survey (SSEIT).

There are a few studies that have looked at the relationship between emotional intelligence and resiliency. However, these few studies found positive relationships between emotional intelligence and resilience. Armstrong et al. (2011) investigated the relationship between resilience and emotional intelligence among 414 respondents aged between 24 and 58 years old. They found that the relationship between resilience and emotional intelligence was positive as individuals in the higher resilience group also have higher emotional intelligence scores. Another study that examined both emotional intelligence and resiliency and used two different instruments was Lopez-Angulo et al. (2022). Although different instruments were used in their research study to those used in this current study, their findings concluded emotional intelligence and resilience scores were related. The sample consisted of teachers during Covid-19.

Students can be equipped with coping mechanisms to adjust to their academic environment, as well as to prepare them to cope with uncertain situations as future leaders and citizens of the world. It is important that we equip the workforce with similar coping mechanisms. There have been significant changes in the world over the past couple of decades and the situations that leaders face now are very different to those they faced thirty years ago (Wang & Dennett, 2014). It would be helpful to build upon those skills that would make stressful situations easier to adjust to. We should question whether we can develop skills that leaders need to lead in a turbulent and ever-changing environment. The changing environment impacts the organizations and their workforce and the importance of being adaptable to change. Shin et al. (2012) agree that the employees have significant roles in dealing with these changes. In Rieckmann's (2012) empirical study, one of the competencies identified is the competency of ambiguity and frustration tolerance. Resilience is the ability to deal with stressors and to manage day to day challenges and pressure. According to the American Psychological Association (2014), resilience is the process of adapting when one faces hardships, trauma, tragedies, threats, or significant stressors. Emotional intelligence is "the capacity to reason about emotions, and of emotions to enhance thinking" (Mayer et al., p. 21). To quote the definition from Merriam and Webster, "resilience is an ability to recover from or adjust easily to misfortune or change". To learn from mistakes (Brooks, 2005). Resilience can mean being positive and hopeful (Halpin, 2003). Hargreaves and Fink (2007) posit that we should ensure we do

not tire the leaders that have the responsibility of dealing with continuous improvement because we need them. Duckworth (2016) questions nature versus nurture and resilience. She posits that resilience can be learned. If resilience can in fact be learned, organizations can design training programs that help to develop their employees' levels of resilience. According to Debb et al. (2018) a study was conducted of 218 third-year African American college students to examine resilience using the Connor-Davidson Resilience Scale within the sample. The findings indicated that the participants reported slightly above average resilience when compared to the general population. This finding is interesting in that in the present study, there was a finding where the minority students scored higher in emotional intelligence than non-minority students.

The results of this research study will contribute to the few existing studies and will advance knowledge in this field and demonstrate there is a connection between resiliency and emotional intelligence. If emotional intelligence skills can be developed, these will lead to a more engaged workforce and resiliency skills can be developed. The information will be helpful as human resource practitioners continue to build a skilled and competent workforce. They can design organizational training programs that focus on building skills that will lead to a more engaged and productive workforce.

2 THEORETICAL BACKGROUND

There are limited studies that examine both emotional intelligence and resiliency together. However, the few studies located agreed there were positive relationships between emotional intelligence and resiliency (Armstrong et al., 2011; Connor and Slear, 2009; Lopez-Angulo et al., 2022). In both studies, different instruments to the present study were used. Lopez-Angulo et al. (2022) also measured whether gender impacted emotional intelligence and resiliency scores and found that males scored higher in both areas than females. This finding did not agree with the current research study where the researchers found the opposite and females scored higher in emotional intelligence than males. Birks et al. (2009) examined gender and emotional intelligence and found no significance.

When we think about resiliency, often we think about people who have overcome remarkable hurdles. While this is true, what about the leader that has had a significant challenging year? Perhaps a leader that has experienced a sale of a school, or challenging situations within the organization? What about a college student embarking on college for the first time? According to Merriam and Webster, "resilience is an ability to recover from or adjust easily to misfortune or change". Dennett (2018) states that when one learns from mistakes, it can be classed as resilience. Connor et al. (2003) describe resilience as using personal qualities to cope with stressors and to help overcome risk. Resilience includes the leader's ability to cope with stress and to learn from mistakes, to grow from disappointments, and to have a hopeful attitude (Halpin, 2003). Davies (2007) describes resilience as:

Within particular changing and environments, resilience encompasses the individual's capacity to deal effectively with stress and pressure, to cope with everyday challenges, to rebound from disappointments, mistakes and adversity, to develop clear and realistic goals, to solve problems, to interact comfortably with others, to treat oneself and others with respect and dignity, and to have the ability to meet life's challenges with thoughtfulness, confidence, purpose, responsibility, empathy and hope (p. 68-69).

"The environment has evolved. It is important that there are leaders with the necessary skills to provide leadership for the future in this rapidly altering world", Dennett (2018, p.41). Measuring a person's level of resiliency could be helpful in assessing whether someone may perform better in a stressful job. Potential applicants with a high score on resiliency instruments are expected to perform better than those potential applications who have a lower score on resiliency. Additionally, they demonstrate a more positive mental health, as well as remain in training programs (Oprins et al., 2021). This indeed is true for emotional intelligence. For example, Kalra et al. (2022) reported that emotional intelligence influenced productivity, in particular, workplace selling.

There are limited instruments that specifically measure resiliency between young and older adults. The Physical Resilience Instrument for Older Adults (PRIFOR) was developed specifically for older adults

(Hu et al., 2022) and the Physical Resilience Scale (PRS) that is specifically designed to measure determination in overcoming physical challenges. To meet the objectives of this research study, the resiliency quiz was the best fit since it was applicable to all ages and to students and various industries. Another instrument was considered: The INSPIRE instrument (Oprins et al., 2021). However, this instrument has been used specifically to measure resilience in people who worked in high stress positions. The resilience scale (RS) developed by Wagnild and Young (1993) was considered and has credibility especially with the adolescent community (Windle et al. (2011). However, Windle et al. (2011) found no resiliency tests that had a high score when assessing quality. There were limitations of the resiliency scale in the positive wording throughout the scale.

There is research that supports the relationship between an employee's level of resiliency and various behavioural aspects in the workplace. Fredrickson et al. (2003) found that employees who are resilient develop strong relationships and have good support systems in their workplace. People who are resilient also are found to have optimism and a positive outlook (Block & Kremen, 1996).

2.1.1 EMOTIONAL INTELLIGENCE

Emotional intelligence has long been identified as an important managerial trait (Northouse, 2022). It includes individuals' emotions and their thinking and how each of these connect with one another. Mayer et al. (2004) suggests that emotional intelligence can be described as the skill to process sophisticated information regarding other people's emotions, as well as one's own emotions. Being able to do this also serves as a guide to the way a person thinks and behaves. Goleman's (1995) definition included self-awareness as well as managing one's own emotions. He discusses there are two sets of competencies: Personal and social. The personal competencies include self-awareness, as well as self-regulation and confidence. The social competencies include empathy as well as communication and conflict management. Ashkanasy et al., (2009) discuss that emotional intelligence is a trait that can be learned and developed. A study conducted by Magnano et al. (2016), found that emotional intelligence played a significant role in a person's level of resilience. Emotional intelligence is used as a logical antecedent to inform and address self-regulatory mechanisms to resilience. By considering emotional intelligence, individuals can adjust in how they respond and react and recover to various situations. Armstrong et al. (2011) found that resilience and emotional intelligence are connected.

There are studies that agree that emotional intelligence can be connected to job performance (Goleman, 1995; Law et al., 2008; Sabie et al., 2020; Wong & Law, 2002). Kafetsios and Zampetakis (2008) found that there was connection between emotional intelligence and job satisfaction when they surveyed 523 educators using the Wong Law Emotional Intelligence Scale. Goleman took it a step further and suggested that emotional intelligence was responsible for job performance (Goleman, 1998). Sabie et al. (2020) sampled 268 participants and found a strong relationship between emotional intelligence and job performance. They also found that females scored higher on emotional intelligence than males. The present research study concluded the same (females had a higher score on their emotional intelligence than males). In a study of 252 nurses in a hospital in South Africa, the researchers concluded that emotional intelligence and resilience had an influence on work engagement. They found that those who had a higher level of emotional intelligence, demonstrated the ability to regulate their emotions and that in turn ignited their resilience and produced higher levels of work engagement (Chikobvu & Harunavamwe, 2022).

3 METHODOLOGY

The methodology for this current study followed similar methodology to other studies (Ain et al., 2021; Birks et al., 2009; Blasco-Belled, 2020; McGuire, 2023). There were three phases to this study: Development, collection, and analysis. During the development phase, the instruments to measure resilience, as well as emotional intelligence were identified and located. The demographic questions were prepared, as well as the participant consent document. Electronic versions of the instruments were used. The self-report Schutte Emotional Intelligence Scale (SSEIT) was used in the present study and comprises of 33 questions on a six-point Likert scale ranging from strongly agree to strongly disagree. The scores are

totalled to provide one score. According to Schutte, the SSEIT has a reliability rating of 0.90. An internal consistency listed a Cronbach's Alpha of 0.90. Scores on the 33-item self-report measure of emotional intelligence, completed at the start of the academic year, significantly predicted grade point average at the end of the year, $r(63) = 0.32, p < 0.01$ (Schutte et. al., 1998). This instrument was selected due to its high use in studies. Van Rooy et al. (2005) conducted a meta-analytic review and found that the emotional intelligence scale was the instrument used most often. Birks et al., (2009) used the SSEIT in their research study when they examined emotional intelligence levels in 147 students. Additionally, McGuire (2023) used the SSEIT in a recent research study and the Brief Resiliency Quiz to measure resiliency. In this current study, the self-report resiliency instrument was used, and it consisted of 18 questions on a four-point Likert scale ranging from strongly agree to strongly disagree. The scores were totalled to provide one score. The quiz was developed for teenagers, adults, and seniors with the purpose of examining their levels of resiliency so that they could strengthen their resiliency. An example of a question included "I have several people in my life who let me know they believe in my ability to succeed."

Demographic data were gathered prior to completing the two instruments. A total of 266 (n=266) undergraduate students and graduate students participated in this study.

Demographics - *Gender*: In this research study, there were 197 females and 69 males (Table 1).

Origin: There were 3 students that identified as Asian, 80 students that identified as black, 45 students that identified as Hispanic or Spanish origin, 126 students that identified as white and 12 students that identified as other. *Age*: Students' ages ranged from 18 years to 65 years old and the mean age was 31 years old. The findings of the study relate to the mean age of the participants. The majority of individuals were in the age range of the 30's. It is worth mentioning that only one participant reported their age as 65 years of age.

Table 1. Table 1. Participant Demographics (N = 266)

Demographic Information	Count
Total Female	197
Total Male	69
Asian	3
Black	80
Hispanic or Spanish Origin	45
White	126
Other	12

Convenience sampling was used in this research study to recruit participants. Convenience sampling was also used in McGuire's 2023 study examining emotional intelligence in students taking health care courses. Participants were recruited through faculty announcements posted in both undergraduate leadership online classes and graduate online leadership classes within one university that was based in Southeast Florida. Participants were asked in the online classes to volunteer for the study. If participants volunteered to participate, they clicked on a link within the Canvas course to volunteer to participate in the study and to complete the instruments. The data collection phase began in 2018 and ended in 2023. During the collection phase, once participants chose to participate, they clicked on a Qualtrics link that took them to a consent form that asked them their age. Qualtrics is a web-based data management research platform that can be used to collect and analyse data. If participants were under 18, they were automatically exited from the survey. If they consented, they then completed a demographic questionnaire (table 1) that included gender, age, and ethnicity. Once participants answered the demographic questions, they automatically continued to both the resilience survey and the emotional intelligence survey. The complete survey consisted of 51 questions placed on a six-point Likert-type scale ranging from strongly agree to strongly disagree and generally it took the participants approximately ten minutes to finish the survey. Part one of the survey consisted of resiliency questions (18 questions) and part two related to emotional intelligence (33 questions). The scores were calculated into two total scores. The higher the score, the higher the level of resilience and emotional intelligence the participants had. The data were analysed using

SPSS (Statistical Package for the Social Sciences) 28.0 version. SPSS is used to analyse statistical data and is a software package.

4 RESULTS

Cronbach's Alpha revealed the emotional intelligence scale was highly reliable ($\alpha = .916$). Cronbach's Alpha also revealed the resiliency scale was highly reliable ($\alpha = .906$).

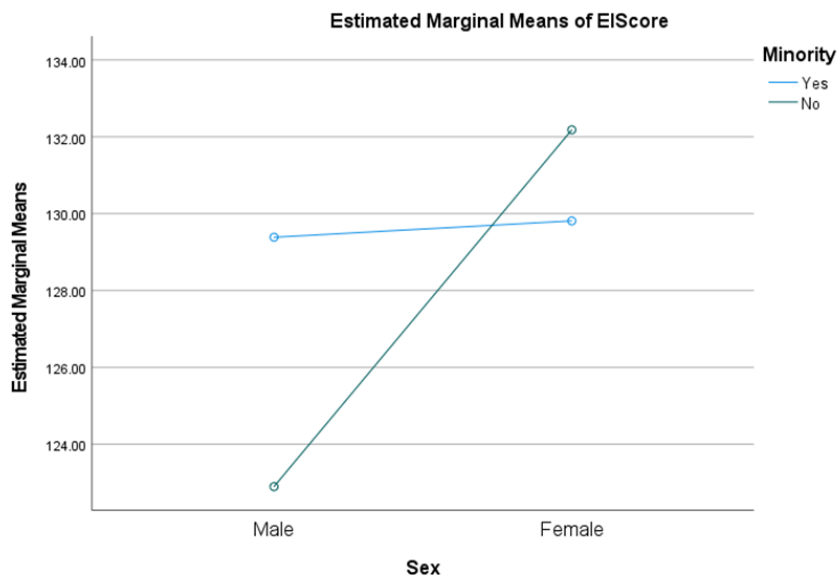
The purpose of this study was to examine participants' resiliency and emotional intelligence scores and to look for a relationship. A secondary objective was to use moderating factors: Gender, age GPA scores and ethnicity and to look at any potential impact on levels of emotional intelligence and resiliency.

Primary Research Questions

To support the purpose of the research study, two primary research questions were created: RQ1) What is the influence of sex (female, male), and minority status (yes, no) on emotional intelligence, and RQ2) What is the influence of sex (female, male), and minority status (yes, no) on resiliency? A secondary research question (RQ3) explored a potential association between resiliency and emotional intelligence. To investigate RQ1, a 2-way analysis of variance (ANOVA) was conducted. The independent variables include sex (female, male), and minority status (yes, no). The dependent variable was results on the SSEIT.

There was a statistically significant interaction between sex and minority status on emotional intelligence, $F(1,251) = 4.728$, $p = .031$, partial $\eta^2 = .018$, with a large effect. See Figure 1 for a display of the interaction. There was also a statistically significant main effect of sex on emotional intelligence $F(1,251) = 5.675$, $p = .018$, partial $\eta^2 = .022$, with females having a higher EI score ($M = 130.98$) than males ($M = 126.44$). Results also revealed a large effect. This was different to a study conducted by Birks et al. (2009) where they found no difference between emotional intelligence and gender. There was no main effect of minority status on EI score ($p = .313$).

Figure 1. Results of 2-way ANOVA on EI score



To investigate RQ2, a 2-way analysis of variance (ANOVA) was conducted. The independent variables include sex (female, male), and minority status (yes, no). The dependent variable was results on the Resiliency scale. Results revealed no interaction or main effects between sex and minority status on resiliency (all p s $> .100$).

It is worth pointing out that in this present study, the results identified an interaction between emotional intelligence and minority males and non-minority males. Minority males had higher scores in emotional intelligence than non-minority males. The minority groups had a higher score than the white participants, with a larger effect size for Hispanic-White differences ($p.01$). The Black-White effect size was

marginally significant ($p = 0.068$). Elfenbein and Ambady (2002) agree that Blacks were able to notice emotions among minority groups and were more accurate than Whites.

Additional research agrees: Hispanics and Blacks have scored higher than Whites on emotional intelligence tests (Elfenbein & Ambady, 2002; Gignac & Ekermans, 2010; Mayer et al., 1999; Roberts et al., 2001; Van Rooy et al., 2005). Van Rooy et al. (2005) studied 275 undergraduate psychology students (59 males and 216 females), (Caucasian 60, African American 50, Hispanic 135, and others 30) within a university in the Southeast United States. Participants completed the Schutte Emotional Intelligence Scale.

To investigate RQ3, a Pearson correlation was conducted. Results revealed a strong correlation between the scores on the SSEIT and the Resiliency scale ($r = .599$).

4.1 DISCUSSION

The purpose of this study was to assess the levels of resiliency and emotional intelligence between 266 participants and to see if the scores relate with each other. A secondary objective was to determine whether there was an impact on emotional intelligence and resiliency scores using moderating factors such as gender, age, GPA scores and ethnicity on resiliency and emotional intelligence. The researchers expected to find that there was a relationship between resilience and emotional intelligence and the study did in fact find that a significant relationship existed between resilience and emotional intelligence. This was also the finding in Van Rooy and Viswesvaran's study in 2004. In emotional intelligence, females scored higher than males. This has been consistent among other research studies (Van Rooy et al., 2005). Other studies agree that emotional intelligence and resilience are related (Dhamodharan & Ravikumar, 2014; Ngui & Lay, 2000; Trapp, 2010). Mayer et al. (2004) state that the skills required for high levels of emotional intelligence can be learned and developed and in turn can lead to high levels of resiliency and the ability to bounce back. This knowledge is significant for organizations and human resources practitioners as they plan to hire and develop employees. This information can be helpful in general for people being able to cope when faced with certain stressors. When people recognize their own emotions, they can identify ways to adapt and to bounce back from setbacks. The ability to make decisions can be affected by emotions and therefore when managers recognize and address their emotions, they are better prepared to make good decisions. Being aware of emotional intelligence may build a person's resilience. McGuire (2023) found that the development of emotional intelligence might increase a person's resiliency levels.

The results suggest that factors such as gender, GPA, and ethnicity did not make a difference to the overall score on the resilience and emotional intelligence scales. However, there was an interaction between minority males and non-minority males and emotional intelligence. Minority males had higher scores in emotional intelligence than the males who were non-minority. Additionally, the results identified that the minority groups scored higher than the white participants with an effect size of $\{p = 0.068\}$. This finding was worth noting and contributes to the limited research. Additional research could potentially look closer at these differences. Perhaps the higher emotional intelligence scores related to differences in lifetime experiences. This finding could also be significant to human resource professionals if they consider emotional intelligence assessments during the hiring process. The minority groups could potentially have an advantage in the hiring process if their emotional intelligence scores are higher than non-minority groups.

The current study was limited because it used a convenient sampling technique to gather the data. It might be helpful to gather data from other industries and in other parts of the world. Since the resiliency instrument and the emotional intelligence instrument were both self-reporting instruments, the participants self-reported.

The study was unique based on the use of the two instruments together. The researchers used the Schutte Emotional Intelligence Scale (SSEIT) as well as the resiliency scale developed by Henderson. By using these two instruments together provides a more holistic view of the strengths of the person. Instead of just looking at a person's emotional intelligence and their empathy and emotions, the research looked at the person's coping mechanisms too. This produced a more comprehensive assessment. There was a

gap in the literature of research studies using these two instruments together. Since the instruments were offered without cost, the researchers felt that the current study would be easier to replicate based on the availability of the instruments. There is no one clear way to measure emotional intelligence, rather there are an array of instruments that may be used. This present study was different in the fact that this one emotional intelligence scale was used with the resilience scale, rather than a standalone instrument. The study was also unique because data were collected over a period of five years. The researchers began collecting data in 2018 and finalized the collection in 2023. This long-term data gives a more overall view of the results. Even though data were collected during the Covid-19 Pandemic, the data collection phase included two years prior to the pandemic. It is worth noting that resiliency levels could have been impacted by experiencing the pandemic and developing resiliency coping mechanisms.

It is clear from the literature, there is evidence that resilience and emotional intelligence are related. It appears that researchers agree that a strong disposition to emotional intelligence could help with levels of resilience required to cope with various situations. Therefore, the more emotional intelligence skills are developed, the more employees, students and people in general can be equipped to deal with adverse and stressful situations. Even though the literature is limited in supporting our findings that minority males score higher in emotional intelligence than non-minority males, there is some evidence to support this. It is evident more research needs to be conducted in this area. Some potential reasons for higher scores in minority males are as Whitman et al. (2014) suggest, that because Blacks “experience lower social status and more social stigma than Whites, scholars have suggested that Blacks should be motivated to more accurately recognize the emotional displays of ethnic groups” (p.200).

The findings in this research study tell us that there are implications for both the business setting, as well as the educational setting. The mean age of participants in this study was 31 years old (only one person reported their age of 65 years old). Since most individuals were in the age range of the 30's, the study could be generalized to the workplace. The literature supports many positive benefits for organizations with a workforce skilled in emotional intelligence and resilience. Therefore, with this knowledge, human resource professionals can design workplace learning opportunities and training programs to strengthen their employees' levels of emotional intelligence and resilience. Examples of programs that organizations can offer include workshops that develop a self-awareness and a sense of empathy to build emotional intelligence skills. These workshops can include activities that assist employees in recognizing and managing their own emotions and provide ways to manage their conflict resolution. Additionally, workshops can be designed to develop managers and supervisors in giving constructive feedback effectively so that employees can realize how their emotions can impact others. Job shadowing programs can be developed to allow employees to shadow others who demonstrate strong emotional intelligence and resiliency.

If the organization relies on assessments that measure candidates' levels of emotional intelligence and resiliency, they run the risk of eliminating potential candidates that have the propensity to develop these skills. Therefore, the results of this study are important to know. The results identifying that minority males scored higher in emotional intelligence than non-minority males might be significant in the hiring process.

The results of this research study contribute to the knowledge of emotional intelligence and resiliency by adding evidence to support the relationship between resiliency and emotional intelligence. The use of the two instruments together was unique to this research study and therefore can encourage additional replicate studies to build the literature. As human resource practitioners continue to build a workforce equipped with the skills to develop relationships and a sense of self-awareness, they can lean on this knowledge to develop their employees and organizations.

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Appendix A

Resiliency Scale

1. I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are "there for me."
2. I am involved in school, work, faith, or other group where I feel cared for and valued.
3. I treat myself with kindness and compassion and take time to nurture myself (including eating right and getting enough sleep and exercise).
4. I have several people in my life who let me know they believe in my ability to succeed.
5. I get the message "You can succeed," at my work or school.
6. I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties.
7. My voice (opinion) and choice (what I want) is heard and valued in my close personal relationships.
8. My opinions and ideas are listened to and respected at my work or school.
9. I volunteer to help others or a cause in my community, faith organization, or school.
10. I am involved in one or more positive after-work or after-school hobbies or activities.

11. I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.
12. I feel “close to” most people at my work or school.
13. Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).
14. I experience clear, consistent expectations and rules at my work or in my school.
15. I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying “no” when I need to.
16. I have (and use) good listening, honest communication, and healthy conflict resolution skills.
17. I have the training and skills I need to do my job well, or all the skills I need to do well in school.
18. I know how to set a goal and take the steps to achieve it.

Appendix B

The Schutte Self Report Emotional Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale: 1 = strongly disagree 2 = disagree 3 = neither disagree nor agree 4 = agree 5 = strongly agree

1. I know when to speak about my personal problems to others
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
3. I expect that I will do well on most things I try
4. Other people find it easy to confide in me
5. I find it hard to understand the non-verbal messages of other people*
6. Some of the major events of my life have led me to re-evaluate what is important and not important
7. When my mood changes, I see new possibilities
8. Emotions are one of the things that make my life worth living
9. I am aware of my emotions as I experience them
10. I expect good things to happen
11. I like to share my emotions with others
12. When I experience a positive emotion, I know how to make it last
13. I arrange events others enjoy
14. I seek out activities that make me happy
15. I am aware of the non-verbal messages I send to others
16. I present myself in a way that makes a good impression on others
17. When I am in a positive mood, solving problems is easy for me
18. By looking at their facial expressions, I recognize the emotions people are experiencing
19. I know why my emotions change
20. When I am in a positive mood, I am able to come up with new ideas
21. I have control over my emotions
22. I easily recognize my emotions as I experience them
23. I motivate myself by imagining a good outcome to tasks I take on
24. I compliment others when they have done something well
25. I am aware of the non-verbal messages other people send
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
27. When I feel a change in emotions, I tend to come up with new ideas
28. When I am faced with a challenge, I give up because I believe I will fail*
29. I know what other people are feeling just by looking at them
30. I help other people feel better when they are down
31. I use good moods to help myself keep trying in the face of obstacles
32. I can tell how people are feeling by listening to the tone of their voice
33. It is difficult for me to understand why people feel the way they do

Contact address:

Susan K. Dennett, Instructor, Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33431, USA, e-mail: susandennett@fau.edu

Michael A. DeDonno, Associate Professor, Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33431, USA, email: mdedonno@health.fau.edu