

Addressing EQ Leadership Training Using Innovative Technologies

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Abstract—Research over the times (Goleman, 1990, Salovey, 2000, Mayer, 2000 Dulewicz and Higgs, 2003) has handed an intriguing focus on the significance of Emotional Intelligence (EQ) and work success in leadership and managing others. There's a conspicuous rise in the subject since the last decade. These studies show the advanced the EQ situations in leaders and workers the advanced the organizational Return on Investment (ROI). The construct EQ was discovered in the 1990s and has since grown in understanding both particular and professional development. Daniel Goleman defined EQ as a set of norms of emotional and social chops. He goes on to describe it as 'the chops or capabilities to be suitable to know one's own feelings, manage one's own feelings, tone- motivate as well as fete others' feelings and handle connections''(1998, p. 93). Since also, the construct has entered wide transnational attention and the United Arab Emirates platform is no exception. In another exploration, in 2003, comparing intellectual, emotional, and directorial intelligence, Dulewicz and Higgs set up that the combination of emotional and intellectual intelligence was a better foreseer of achievement than either of them alone. Their findings prove that, in the capability to identify and understand one's feelings, leaders are suitable to exercise meaningful work that makes actors effective and effective as well as happy and fulfilled. Another literature review shows that internationally EQ can be broken down into five main principles and are tone- mindfulness, tone- control, rigidity, empathy, and conflict operation (Mayer & Salovey, 2000).

In the UAE, therefore far, slightly an exploration has been tried to measure the impact of Emotional Intelligence (EQ) rates in leaders and its relationship to hand satisfaction and therefore the ROI of the association. From my particular literature review therefore far in the UAE, there seems to be a strong connection between hand job advancement and product and the position of a director's Emotional Intelligence. papers gauging from 2005 to 2017 specifically suggest that institutions in the UAE could profit by perfecting EQ chops in their leaders as the question of what predicts professional success has come veritably pivotal, especially when considering the fast development and the posterior demands of an academically successful Emirati pool. The significance of this question becomes indeed more apparent when one takes into account the country's sweats to challenge the issues of the Emirati youth and prepare them for the new UAE National Agenda enterprise. The UAE Vision blazoned by His Highness Sheikh Mohammad Bin Rashid Al Maktoum targets the UAE to come among the stylish countries in the world by the Golden Jubilee of the Union time 2021. Turning these points into reality, its pillars have been divided into six public precedences and those areas are to do with society and conserving identity, erecting a strong knowledge frugality, world- class education, world- class healthcare, and a sustainable terrain (Vision 2021, United Arab Emirates).

Index Terms— EQ Leadership Training, Innovative Technology

I. PROBLEM STATEMENT

After reading literature and involving in conversations with some Emirati leaders in both corporate and government sectors, many leaders fear change and feel exposed in front of their teams while dealing with organizational change. Instead of empowering employees with the tools needed to succeed, there seem to be apparent difficulties while managing those very same leaders' own emotions, self-motivating themselves, and also recognizing their down-line employees' emotions. It is inevitable that with the rise of demanding millennials, leaders need to begin rethinking their approach to ROI and this only happens by prioritizing the "individual". One profound strategy that will overcome some of these shortcomings is by conducting well-thought-out innovative professional development programs addressing issues related to EQ for leaders first and then for everyone else. The right kind of corporate training offered to employees can help with the reduction of fear and/or frustration, which most employees have experienced on more than one occasion

during their employment careers (Cheng, 2001). In fact, developing employees for higher level tasks, assisting them to function more effectively in their present positions, and exposing them to the latest concepts, information, and techniques is a process that will surely shape up a competent line of working employees to ultimately raise the standards of that organization.

Executive education and leadership development are necessary for the growth of any organization, yet there still remains a lack of effective innovative strategies available for executives to build their EQ skillset to be able to build sustainable and loyal teams. Most corporate and government entities today must adapt their training strategies to meet the demands of today's workforce. Traditional models of training do little to improve engagement and performance and bridge the gap between employer and employee. Another disappointing factor, often a daunting challenge, is making the decision to improve a learning management program and invest in a learning management solution. "Other key reasons for dissatisfaction are that the programs are inflexible, impractical, and irrelevant to the needs of these executives"

(Little, 2017, p.1). Little in his article 4 Key Insights Into Corporate Learning In Europe, The Middle East, Japan, And China states that FT | IE Corporate Learning Alliance's CEO, Silveira, states that this year's -2017- top learning priorities in corporate learning are interpersonal skills, customer service and engagement, leadership capabilities and executive development, and successful innovation. According to Sadler-Smith in his article Cognitive Style, Learning and Innovation, cognitive function is usually acknowledged as an important factor of both individual and organizational behavior. He points out that this type of behavior "manifests itself in individual workplace actions and in organizational systems, processes, and routines". He argues "that in order to optimize individual performance: (a) a number of human resource interventions are required which facilitate a versatility of style at both the individual and the organizational levels; (b) managers and human resource practitioners have a crucial role to play and that a precondition for action is an understanding of the basis of style and its practical implications" (2007, p.247).

After speaking to executives from different corporate and government sectors in the UAE, there seem to be a lot of interesting corporate training programs inside and outside the UAE invested in government executives, but apparently, there is no definitive way to assess, track and reexamine the needs of the stakeholders to improve results of return on investment. Mr. Fadi Hindi, COO of Innovation and Future in DEWA, a government executive interviewed on October 15, 2017, said that "it would be a dream come true to be able to link executive corporate training effectiveness with return on investment". He mentions that the maximum that has been done in sharing best practices after training was writing a report and circulating it for others to read about or a presentation for other employees to learn from. Another pressing issue that seems to be lingering in the back of these senior leaders' heads is their psychological adaptation to the 2021 UAE National Agenda initiatives that are asked to be implemented across the organizational structure. This is not an issue that has ever been addressed in any leadership scientific research for the UAE. Countries with vision will always have new initiatives especially when a country is led by ambitious leaders such as that of the UAE. Adaptation and how it is done are essential to ensure proper ROI. The purpose of this research is dedicated to assess leadership development and training in corporate and government executives with emotional intelligence (EQ) skills and standards. Advocates of emotional intelligence argue that it may be more important than intellectual intelligence (IQ) in determining leadership success i.e. (IQ) gets you into a job, but (EQ) keeps you in it and doesn't get you fired.

Research Questions

Grounded on the below problem statement, there seems to be a need to probe further how technology can be efficiently customized to enhance leaders' EQ. As such the following exploration questions will guide the present disquisition in

the UAE.

1. How emotionally intelligent are leaders in the commercial and government sector in UAE?
2. What types of innovative EQ training have leaders in the commercial sector preliminarily attended?
3. What are some innovative training sessions that leaders will presumably attend?

II. LITERATURE REVIEW

Emotional Intelligence (EQ)

Emotional Intelligence was discovered in the 1990s and has since grown in understanding both at the particular and professional situations. Emotional Intelligence was first introduced by academic experimenters as "the capability to perceive, use, understand and manage feelings in oneself and others" (Mayer & Salovey, 2000, p. 196). Since also, the conception has been spread by authors similar as Goleman and has been portrayed as a set standard of emotional and social chops. For illustration, Goleman (1998, p. 93) describes EQ as "the chops or capabilities to be suitable to know one's own feelings, manage one's own feelings, tone- motivate as well as fete others' feelings and handle connections". also, Mayer, Salovey, and Caruso (2000) defined emotional intelligence (EQ) as "the capacity to reason about feelings, and of feelings to enhance thinking. It includes the capacities to directly perceive feelings, to pierce and induce feelings so as to help study, to understand feelings and emotional knowledge, and to reflectively regulate feelings so as to promote emotional and intellectual growth" (p. 396).

Emotional intelligence helps as "the missing link in a peculiar finding people with average masterships outperform those with the loftiest masterships 70 of the time. This anomaly threw a massive wrench into what numerous people had always assumed was the sole source of success — Command. Decades of exploration now point to emotional intelligence as the critical factor that sets star players piecemeal from the rest of the pack. EQ is the "commodity" in each of us that's a bit impalpable. It affects how we manage geste, navigate social complications, and make particular opinions that achieve positive results. Emotional intelligence is made up of four core chops that pair up under two primary capabilities particular capability and social capability" (TalentSmartInc., 2017, p. 1). In exploration comparing Command with EQ, Dulewicz, and Higgs argues, that "EQ is a crucial element of effective leadership and leaders with high EQ are suitable to fete, estimate, prognosticate and manage feelings in a way that enables them to work with and motivate platoon members" (2003, p. 2). In another study, Sadri, mentions that "EI is essential to effective platoon commerce and productivity" and that the "emotional intelligence of the platoon leader is important to the effective functioning of the platoon. The leader serves as a motivator toward collaborative action and facilitates probative connections among platoon members. The emotionally intelligent platoon leader also provides a transformational influence over the

platoon" (2012,p. 535).

On the other hand, Mathews, Zeidner, and Roberts suggest that there's inflated media hype on the content. They argue that EQ fanatics don't explain the construct defined by its principal sympathizers, which eventually leads to misknew and crazy claims. They indeed state that “ on the negative side, jottings on EQ place lesser emphasis on the emotional capacities than on intellectual intelligence – an outgrowth that's agreeable to the particular biographies and worldviews of numerous ” (2002,p. 6). They argued Goleman’s findings in EQ especially where Goleman states that the advanced the EQ the more the return on investment and the more the protuberance of better performance will be in the plant than just traditional measures of intelligence (1990,p. 34). They challenge this construct and they go on to conclude that “ there is no published study reflective of this trend and the commissioned and unpublished disquisition that Goleman (1998) cites in support of this claim, doesn't include any measures of EQ() ” (Mathews, Zeinder and Roberts, 2002,p. 13). presently, there are several contending models of EQ in the literature. The two main models known as the capability model and mixed model are models used by experimenters to collect data to measure emotional intelligence. The main focus of the capability model is relating one's internal capability to emotional intelligence (Mayer et al., 2000,p. 397). sympathizers of the capability model don't consider EQ as an independent construct from general internal capability. On the other hand, the mixed model is believed to relate further to personality traits rather than cognitive capability." The primary focus of capability models is relating internal capability to EQ (Mayer et al., 2000,p. 398). lawyers of the capability model don't believe that EQ is independent of general internal capability (Van Rooy & Viswesvaran, 2004). Mixed models are allowed to be less affiliated to cognitive capability, and to include certain personality traits ” (Mayer et al., 2000; Van Rooy & Viswesvaran, 2004, Whiteoak and Manning, 2012,p. 1664).

Figure 1 by TalentSmart Inc. shows the four key skills of EQ to become better leaders and ultimately better human beings. Apparently, EQ taps into an important component of human behavior that is separate from one’s academic intelligence. Science shows no biological connection between EQ and IQ meaning that people with high IQ don’t necessarily have EQ and vice versa. Emotional intelligence is a skill that can be developed through scientific practice and training, however, IQ cannot be acquired.



Figure 1. Four key skills of EQ

The first skill involves tone- mindfulness. This skill entails the existent being suitable to directly know and estimate their feelings. The alternate skill concerns the existent being suitable to explain this emotion. “ For illustration, wrathfulness may do in a situation that's supposed illegal, but happiness isn't as likely to do in that same situation. In this script, the existent would need to understand what types of feelings typically do in analogous situations and may calculate on once recollections to help their judgment ”. (Ravichandran, Arasu, and Kumar,p. 157, 158). A third skill entails using emotion to help one's judgment and memory having social mindfulness and this means the capability to express feelings being according to certain surrounds. This skill also needs the individual to understand and dissect feelings easily in a wider environment. Principally what's pivotal is “ feting the rules of emotional expression and being suitable to meetly label feelings ” (Ravichandran, Arasu, and Kumar,p. 157, 158). Emotional structure and controlling social chops involve being suitable to assess and acclimate one's address and the address of others. An existent using this skill will be suitable to subside their own wrathfulness and will be suitable to help in assuring others who are worried. Debate continues also around how EQ should be measured. In the International Journal of Human Resource Management Whiteoak and Manning add “ Indeed the issues girding the dimension of EQ mind back to its commencement where Thorndike (1920) himself noted that while social intelligence revealed itself across a variety of situations formal testing was delicate as ‘ It requires mortal beings to respond to, time to acclimatize its responses, and face, voice, gesture, and garb as tools ’ (2012,p. 231) ”. Goleman is blamed for depending on measuring EQ using tone- report methodologies because they suffer from low trustability and validity. They suggest that one’s performance is dependent on tone- mindfulness rather than an factual particularity as Goleman suggests. In the United Arab Emirates (UAE) moment, the question of what predicts professional success has come veritably pivotal, especially when considering the fast development and the posterior demands of an academically successful Emirati pool. The significance of this question becomes indeed more apparent when one takes into account the country's sweats to challenge the issues of the Emirati youth and prepare them for the new UAE National Agenda enterprise. While examining the central question of the relationship between EQ in leaders and the ROI of associations, comprehensive exploration into the part of emotional intelligence in the professional achievement of Emirati workers is vital. still, not numerous exploration attempts have been made to explore this concern in the UAE environment. In a new kind of exploration by Whiteoak and Rana, it mentions that utmost of EQ exploration has been done in the USA and Europe and that this kind of study was conducted in anon-Western institution in the United Arab Emirates (UAE) with substantiallynon-Western workers. The methodology of the study measured the EQ of leaders" using platoon member

comprehensions rather than the traditional tone- reported approach. These comprehensions were also linked to the existent's general job satisfaction and group- position satisfaction also development intention both at the group and organizational position was delved ” (Whiteoak and Rana, 2012,p. 1662). Some of their crucial findings were attained by approaching EQ from the comprehensions of workers. This helped drop the impact of societal prejudices. Adding to the difficulty of carrying an accurate measure of EQ for leaders, is that this exploration was conducted in an Arab culture that's well known as a Culture of Face and there's a great deal of pressure in numerous Arab societies to conform to societal morals and beliefs and avoid giving an answer which others don't wish to hear (Whiteoak, Crawford, and Mapstone 2006,p. 1664). Indeed though the check was anonymous we were concerned that social advisability impulses may play a strong part in this exploration. These kinds of impulses are typically projected as a conscious or unconscious attempt from the replier’s point of view to make a certain print and this may push them to exaggerate their own EQ.

Leadership

The term leadership has gone through numerous stages of generality. The classical question of whether leaders are born or made still persists. Leadership is defined by the certain attributes and unique rates that leaders must have. Over the once century (100 times), leadership scholars have had the desire to define leadership. They tried numerous times to answer the question " What's leadership?" They used ideas similar as " particularity propositions" or " behavioral propositions" but weren't successful in duly defining leadership. The problem with numerous of the aged propositions is that they tried to concentrate on the leader when defining leadership. Leaders were seen as individualities, who had attributes, similar as a clear charge and vision, provocation of others, creativity and invention (particularly as entrepreneurs), good communication chops enjoying strength, and so on (Gill, 2009).

Lately, “transformational leadership (Burns 1978; Bass 1985; Buciuene and Skudience, 2008) and other affiliated propositions similar as authentic leadership (Kernis, 2003; Illes et al., 2005; Walumbwa et al., 2008) and ethical leadership (Treviño and Brown, 2004; Northhouse, 2010) — leadership is defined in a further holistic way (including other stakeholders, similar as the followers as part of the construct of leadership)" (Gumbo,p. 2- 3). Leadership entails cult as an integral part of impacting others. The conception of leadership" has led to the emergence of the ' New Genre Leadership Theory' (Avolio, 2009) and ‘ New New Leadership Paradigm ’ (Alimo- Metcalfe and Alban- Metcalfe, 2005), which presented and delved leadership as a process, trying to explain the miracle in a socio-cerebral environment. Under such a paradigm, also, leadership can be defined as the process whereby an individual influences a group or individualities ” (Gumbo,p. 5).

Thepost-industrial (the new views) focus is on the commerce between the leaders and followers. Thepost-industrial focus isn't on the leaders only. moment, views have changed because the substance of Leadership isn't on the leader, but on the relationship. In Joseph Rost’s book Leadership for the 21st Century, he defines leadership as ” an influence relationship among leaders and followers who intend real changes that reflect their collective purposes ” (1991,p. 104). He describes the relationship between leader and follower to be grounded on influence. He believes that Leaders and followers are people in a relationship that from time to time need real changes that reflect their intentions and purposes. Figure 2, in a nutshell, clarifies the difference in style of leadership between the old academy and versus new academy. The three pillars that number leadership are Power, Communication, and People have changed from an artificial view where the scale of an association is top- bottom to apost-industrial view where the substance of the scale depends on empowering others. (Rost, 1991) entrusted with people with the loftiest degree of moxie in their separate fields and in relation to the task at hand (Gumbo, Yeaky 2002,p. 9) ”, to arrive at advanced situations of ROI, or whether the leadership part is further of an experience further about bringing a platoon of people united under one thing, and so making professional occupations in the field secondary.

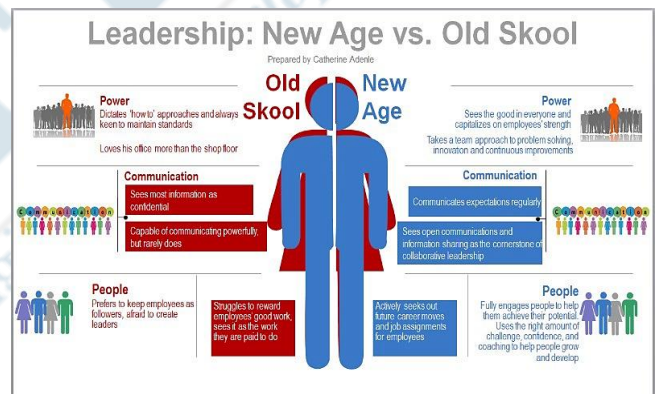


Figure 2. The difference in style of leadership between old school versus new school

Queries Similar as these lead us to suppose about how the power of leadership is above moxie. One can have all the moxie in the world, but if his/ her social chops are limited also one won't get so far up the graduation. A leader’s moxie in the subject matter is surely important, but for productivity in an association, exploration easily states, as mentioned preliminarily, that there's a correlation between situations of EQ and platoon spirit and ROI." This is an important question as nearly all leadership propositions find their substance in the capability to motivate others, whether it's through deals — transactional leadership (Bass, 1990) — or through rhetoric, playing on peoples' emotional and cerebral soft spots, similar as fear, nationalism and etcetera (Yukl, 1989) ”.

Leadership in the United Arab Emirates has progressed in the once five decades since the union of the Emirates and has

been represented by the Sheikdom led by the late Sheikh Zayed bin Sultan Al Nahyan and the late Sheikh Rashid bin Saeed Al Maktoum and their union members Sheikhs of the other seven Emirates. Because of this inestimable leadership, the UAE has come one of the leading and competitive countries in the world led by their exceptional successors His Highness (HH) Sheikh Khalifa bin Zayed Al Nahyan and His Highness Sheikh Mohammed bin Rashid Al Maktoum. Looking at Figure 3, shows His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, one of the most distinguished personalities in the world has been blazoned in October 2017 as one of the top 10 lists of the world's most followed leaders on Twitter, according to Burson- Marsteller's Twiplomacy study (Mukhrejee, 2017).

In a recent publication co-authored by His Highness Sheikh Mohammad Bin Rashid Al Maktoum- My Vision Challenges in the Race for Excellence, he presents his vision of the experience of development in the UAE as a whole and Dubai in specific. In the alternate chapter, (HH) addresses about the rudiments of assiduity development in his eyes and understanding of " vision, leadership, operation, resolution and cooperation " (HH MBRALM, 2012). The book speaks to all people anyhow of their occupation on motifs of leadership, operation, employment, decision- timber, cooperation, positive thinking, and idea generation. One can find commodity that will gusto up their vision.

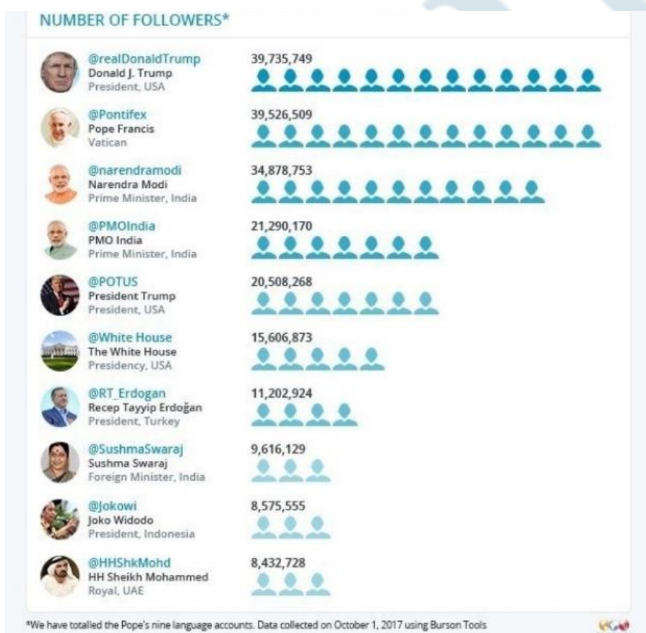


Figure 3. Most followed World Leaders 2017

Innovative Leadership Training

Professional development is one of the most established and accepted morals for gift operation. It can also be delivered in the most innovative ways. With recent technology developments and the nippy embracing of social collaboration on different social media spots, literacy, and

development have come a long way. Innovative training can mean numerous effects to numerous people, but in a recent study by Peteoski (2017), he states that Alternate Reality Games (ARG) are one of the most robust amalgamated literacy results that can be employed in commercial training because it's " a combination of mediums, game design, and immersive literacy, not confined to one space or time. In addition, an ARG is a great way to introduce the game and immersive literacy generalities into the company culture in as big or as small a way as demanded"(p. 1). He further states that " five crucial trends and stylish practices that companies should consider for gift development include the use of mobile technology, relinquishment of social literacy tools, aligning with commercial objects, using of adaptive literacy principles, and the capability to measure effectiveness " (Peteoski, 2017,p. 1). Traditional training models do n't bridge the gap effectively between associations and their workers or indeed ameliorate drastically on issues of engagement and performance. " By aligning literacy strategies with commercial objects and using innovative technology, associations will be suitable to significantly ameliorate their literacy functions " (Whitoak and Rana, 2012,p. 1670). With the rise of demanding millennials, companies must begin redefining their approach to ROI and this seems to begin by prioritizing the" existent." There must be a new approach to literacy, one that can acclimatize to the requirements of a changing pool and align nearly with organizational objects (Little, 2017,p. 1). utmost commercial realities moment must acclimatize their literacy strategies to meet the demands of moment's pool. As mentioned in the preface, Bob Little wrote 4 crucial perceptivity Into Commercial literacy In Europe, The Middle East, Japan, And China stating that according to VanDyck Silveira, FT| IE Corporate Learning Alliance's CEO, 2017's top literacy precedences in organizational literacy are interpersonal chops, client service and engagement, leadership capabilities and administrative development, and successful invention. nevertheless," 58 of elderly professionals believe that literacy and leadership development programs are the keys to holding onto their stylish workers. The same chance believe that these programs can also deliver palpable and impalpable value to their association, while a analogous chance – 53 – believe that investing in their workers via these programs drives change and invention in their association. Some 84 of elderly professionals believe that literacy and leadership development programs have bettered their business knowledge, capabilities, and confidence; 83 believe that these programs are vital to achieving business pretensions, and 81 say that administrative education/ leadership development is more important than ever" (Little, 2017). The main issue that keeps persisting while assessing leadership requirements for professional development comes back to family and nonage/ youth influences and how these affected them growing up to come leaders in the UAE. utmost of these scholarly studies were shown and written on the development of UAE leaders '

lives also taking into consideration the preceptors, scholars, and interpreters in aiding them in effectively designing successful leadership programs for Arab leaders in general and for women especially in educational and non-educational settings (Madsen, 2010, p. 77). "The results indicate that a wide variety of influences (for illustration, parents, siblings, influential individualities, lessoning conditioning and gestures, and struggles difficulties) during the early phases of their lives handed unique gestures that enhanced their leadership chops and capacities" (Madsen, 2010, p. 77). Numerous claims were made in literature regarding the power of EQ, but supporting empirical substantiation is missing. A great illustration of this is Goleman's recrimination that EQ might be more influential than Command without any quantitative substantiation. Latterly in an composition in the Weekly News Time magazine, this claim was repeated suggesting that EQ may be more important in prognosticating success than IQ or other measures of cognitive capacities. Still, the supporting exploration for these types of claims is frequently personal and not intimately available. There's a clear gap between the popular and academic conceptualizations of EQ, with one side making broad claims and the other asking for restraint" (Landy, 2005, p. 2- 3). Not only is there a lack of EQ exploration identified with job performance in the UAE, yet this gap is a incarnation of a larger gap in the literature concerning EQ exploration and can only be brought to a close with farther disquisition of the EQ construct.

Emotional Intelligence and Innovative Leadership Training

Emotional intelligence (EQ) has generated adding interest during the once decade among those involved in leadership development and training (Goleman, 1998). Innovative leadership training can include new recent styles like adaptive literacy, micro-learning, cooperative and social literacy, and peer literacy. Experimenters in the field similar as Richard E. Mayer, John Sweller, and Roxana Moreno established the scientific literature of thee-learning proposition as a set of multimedia educational design principles that promote effective literacy for all situations of educational and professional development--- from seminaries to jobs. With 'Smart' training, came a new surge of creating the veritably same crucial literacy dispatches we know and reusing those in new and intriguing ways to contribute to the 'Smart' knowledge frugality. The thing of innovative training is to empower associations worldwide, with the right smart tools to empower their workers and eventually raise their ROI rather than those veritably same companies feeling vulnerable towards their staff members. Veritably limited exploration has been tried on innovative leadership strategies in the UAE to develop EQ chops. One study conducted by Madsen (2012) was to probe the influences that current Arab women leaders believe were most important in guiding them during their lives to prepare for their present leadership places and liabilities within the United Arab Emirates. Another study by Stephenson (2010) from Zayed University Experimenter

Development in UAE Classrooms getting schoolteacher - Leaders contributed to the knowledge base on professional literacy and assaying schoolteacher professional literacy; the development and perpetration of a new model of schoolteacher professional literacy; the identification of a frame that has a implicit operation in other surrounds; and evaluation of an interdisciplinary operation of schoolteacher professional literacy. The results reflect" the wider literature on undergraduate exploration similar as value and benefits, challenges and perpetration issues, while others are more specific to the Emirati environment. Five crucial thematic rudiments crop from the data including professional literacy and leadership development, complexity, tutoring approach, and assessment" (Barbara Harold, Lauren Stephenson, 2010, p. 231). More on the UAE environment, leadership professional development on emotional intelligence is gaining further interest in numerous different occupations – see Figure 4 according to view a recent analysis by TalentSmartInc. of the necessity of EQ chops in the different occupations. In The Impact of Emotional Intelligence on Employee Work Engagement Behavior An Empirical Study, the authors agree that EQ has come a popular tool in associations yet the construct isn't clear and therefore there's a pressing need for empirical exploration. This specific study contributes to the literature by furnishing further information about" emotional intelligence, which may palliate Work Engagement Behavior. It does this by erecting on the small being pool of knowledge in order to extend the exploration on EQ. The anticipated outgrowth of this study was an increased understanding of how EQ impacts Work Engagement Behavior" (Ravichandran, Arasu and Kumar, 2011, p. 157). A time latterly, EQ training was applied to police associations and its counteraccusations of the findings were bandied in a study by the felonious psychology department representing police associations. An disquisition of the Relationship Between Emotional Intelligence and Job Performance in Police Organizations explains that, after the controlling of general internal capacities and personality traits," EQ has been set up to explain fresh incremental dissonances in prognosticating police job performance" (Al-Ali, Garner, and Magadley, p 1- 2). In an composition in Entrepreneur Middle East Magazine, Mariah DeLeon, a professional trainer, and HR adviser, reconfirms this and adds, that" workers with high EQ are more suitable to work in brigades, acclimate to change and be flexible. No matter how numerous degrees or other on- paper qualifications a person has, if he or she does not have certain emotional rates, he or she's doubtful to succeed. As the plant continues to evolve, making room for new technologies and inventions, these rates may come decreasingly important" (2015, p. 1). Another composition named The Top 10 Essential Chops Every Hand Training Program director Needs Right Now in the Journal of eLearning Industry, shows that the part of an hand training program in soft chops, i.e. EQ, is largely demanding and the need for the right leader and/ or influencer

is important. The composition tackles ten needed chops to insure that hand training programs flow effectively and efficiently icing the workers' amenability to change. Those training programs are designed in such a way that make workers apprehensive of their significance, people good of the investment, communicate with the right people, have knowledge about the company, have genuine curiosity, have knowledge of the training assiduity, suitable to find results, having knowledge of merchandisers, being suitable to form mates and last but not least having leadership with a certain extent of their emotional intelligence. The right leader/ influencer can lead, organize and motivate people to get operations fulfilled with the right emotion of sense of order and direction. The combination of EQ training programs exercising innovative strategies likemicro-learning, smart literacy, gamification, and adaptive literacy will ameliorate and maintain a rational and objective address when faced with stressful or emotional situations. therefore, those veritably same leaders can cover and motivate others effectively and communicate their directors' vision and purpose, always being approachable (Pappas, 2017).

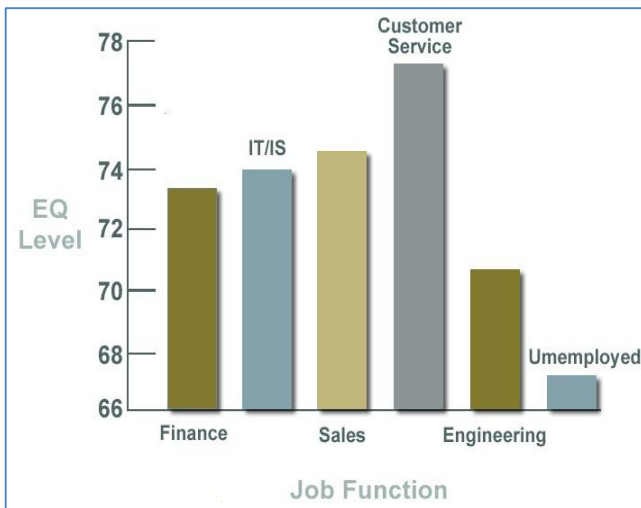


Figure 4. Level of EQ in Different Occupations in UAE

III. RESEARCH METHODOLOGY

Survey methodology was used to address the research

questions. The sample was chosen from executives whose ages ranged between 25 and 38, and working in both the corporate and government sector in Dubai. 31 executives responded to the survey questionnaire.

The data was secured to answer the following questions:

1. How emotionally intelligent were leaders in the corporate and government sector in UAE?
2. What types of innovative EQ training have leaders in the corporate and government sector previously attended?
3. What are some innovative training sessions that leaders will probably attend?

IV. RESULTS

Emotional Intelligence of Leaders in the UAE

The study sample which was leaders from different industries ages between 25 and 45 years old were asked basic questions about their personality traits; those traits in EQ science that are necessary to have great awareness and control of. Questions varied from realizing their strengths and weaknesses to how one manages anxiety, stress, anger, air grievances, and become defensive when criticized, to listening without jumping to judgment, and to managing fear in pursuit of their goals. Also, positive questions were sought such as how they personally maintain a sense of humor, look to the future with confidence, give credit when credit is due, and treat people with respect and dignity.

A total of 31 employees in management positions who took the survey are in the corporate and government sector in Dubai ages between 25 and above. The following were the nationalities of participants: United Arab Emirates (22%) Pakistan (40%), Jordan (12%), and India (26%). There were approximately 48.39% females and 51.61% males. The survey consists of four sections; section A aims to understand the demographics of the group. Section B asks about personal traits and features to show the degrees of EQ in their leadership style. Data were analyzed to assess the degree of emotional intelligence of participants' leadership styles. From the data, close to 50% of the respondents were from the age group 35-44 years. The other 50% of respondents were from the age group 25-34 and 45-74 years.

Table 1 Percentage Score of EQ of Leaders in the UAE. N=3

		Never	Rarely	Average	Usually	Always
1.	I am aware of my strengths and weaknesses	0.0	0.0	3.70	56.26	37.04
2.	I do not become defensive when criticized	3.70	18.52	18.52	51.85	7.41
3.	I can stay calm under pressure	0.0	3.70	7.41	70.37	3.7
4.	I handle setbacks effectively.	0.0	0.0	11.11	59.26	29.63
5.	I manage anxiety, stress, anger, and fear in pursuit of a goal.	0.0	0.0	35.93	33.33	40.74
6.	I air grievances skillfully.	0.0	7.14	25.0	53.57	14.29
7.	I am positive.	0.0	3.57	14.29	42.86	39.29
8.	I maintain a sense of humor.	0.0	3.57	3.57	46.43	46.43
9.	I utilize criticism and other feedback for growth	0.0	0.0	14.29	42.86	42.86
10.	I can listen without jumping to judgment	0.0	3.57	3.57	71.43	21.43

11.	I can freely admit to making a mistake.	0.0	0.0	10.71	42.86	46.43
12.	I recognize how my behavior affects others.	0.0	3.57	10.71	46.43	39.29
13.	I try to see things from another’s perspective.	0.0	3.57	17.86	39.29	39.29
14.	I maintain a sense of humor.	0.0	7.14	7.14	46.43	39.29
15.	I look to the future with confidence.	0.0	3.57	14.29	39.29	42.86
16.	I give credit when credit is due.	0.0	0.0	7.14	28.57	64.29
17.	I treat people with respect and dignity.	0.0	0.0	3.57	14.29	82.14
18.	I am a good listener.	0.0	3.57	7.14	39.29	50.00
19.	I seldom say things that I later regret.	3.57	17.86	14.29	46.43	17.86
20.	I am able to grasp other people’s feelings.	0.0	0.0	17.86	50.00	32.14

With reference to Table 1, it is noticeable that when the study group was asked if they knew their strengths and weaknesses 27, 26 answered that they always or most of the time knew themselves very well. When asked if they stay calm under pressure, 70% of them answered that most of the time they were able to control their stressful moments. Similarly, handling their setbacks, was a feature that 89% of them answered that they always handle their turmoil effectively. Also, only 25% of the leaders responded that about half the time are they able to handle anxiety, fear, and anger in pursuit of their goals leaving the other 73% of them as experts. 18% of the respondents admitted to being negative a lot of the time and not looking at the future with confidence and 81% of the others are always or most of the time happy. 82% to 85% of those same managers assured that they maintain a sense of humor, accept criticism and other feedback, and are able to grasp other people's emotions. Almost 92% of them feel that they are effective listeners. Also, freely admitting to making mistakes and being good listeners seem to be easy for 88% of these leaders, and apparently only 13% of them don't recognize how their behavior affects others and 78% try to see their views from others' perspectives. Next a whopping 92% of the leaders give credit when credit is due and 98% feel that they treat others with dignity and respect.

These results seem more on the optimistic side. People like to see themselves in a better image, but with my experience as a certified trainer on matters of happiness and motivation and EQ in general, when the audience is asked to face one weakness that needs to be changed, the two most popular weaknesses in anger management and fear of confronting hurtful people in their lives. The analysis presented is similar to research conducted in a new article Emotional intelligence and its implications on individual and group performance: a study investigating employee perceptions in the United Arab Emirates, it mentions adding to the difficulty of obtaining an accurate measure of a leader's EQ is that this research was conducted in an Arab culture that it is well known as a Culture of Face and there is a great deal of pressure in many Arab societies to conform to societal norms and beliefs and avoid giving an answer which others do not wish to hear (Whiteoak, Crawford, and Mapstone 2006, p. 1664). Even though the survey was anonymous they were concerned that social desirability biases may play a strong role in this research. These kinds of biases are normally projected as a conscious or unconscious attempt from the respondent’s point of view to build a certain impression and this may push them to exaggerate their own EQ. (Please refer to Appendix 2 for actual bar charts).

Table 2 Percentage Score of Innovative EQ Training Previously Attended

	I have attended sessions about:	Yes	No
1.	The brain science of emotions that drives my behavior under pressure	50	50
2.	Increasing my awareness of the situations that put me at risk of having my emotions lead to unskillful behavior and poor decisions	45.83	54.17
3.	Learning practical strategies to help me respond more skillfully as pressure, tension, and complexity increase	75	25
4.	Identifying patterns, triggers, and emotional habits that either drive or derail my performance	70.83	29.17
5.	Learning to suspend judgment – become ‘more curious and less certain’ – to effectively engage and influence others	41.67	58.33
6.	Understanding how to be an effective coach and help others develop the skills to perform under pressure	70.83	29.17
7.	Practicing techniques through interactive exercises and developing an action plan to put those strategies into practice	70.83	29.17

With reference to Table 2, in section C, the same study group was asked if they have gone through certain training

sessions that addressed EQ skills like learning practical strategies to help them wire their brains better to

understanding their emotions, explaining them, and raising their social awareness and social skills. 50% of the focus group agreed to have taken some training on brain science and how it drives emotions. 54% don't agree that they participated in a workshop that addressed increasing their awareness when put in risky situations and 58% disagree that they took enough professional development on suspending judgment, engaging with and influencing others. Only 75% of the respondents believed that they did get a grip on a course on practical strategies to control pressure and anxiety. Similarly, 70% seem to believe that they have attended three workshops, one on identifying emotional habits that derail their performance, second on how to become an effective coach to develop other people's skills, and third on practicing techniques through interactive exercises to develop action plans and put them into practice.

Looking at the results from this section, they seem to be too optimistic of a picture that immediately raises flags on many different levels. The only way to sort out these queries opens up further research to investigate the level of truthfulness. "Putting our best image forward" known as "first impressions" is a typical human trait, which is an important quality for presentations and marketing. However, for research purposes where a problem is involved and a solution is under quest, transparency is required. So moving forward there should be an additional tools such as interviews and group discussions to compare results and assess where is the flaw. When emotions are displayed publically, one tends to shy away assuming the worst repercussions. Culture also plays a big role in limiting human interaction and transparency. Some personal experiences, traits, and circumstances are not to be shared with even some of the closest family members. Judgment is a characteristic that human beings commit towards each other and thus they tend to shed light away from their true personalities which makes results like this case study not as accurate as expected. (Please refer to Appendix 3 for actual bar charts).

Table 3 Innovative EQ Training That You Will Possibly Attend

1.	Gaming	66.67	33.33
2.	Microlearning	62.50	37.50
3.	Adaptive learning	91.67	8.33
4.	Apprenticeships	58.33	41.67
5.	Cross-training	33.33	66.67
6.	Role-playing	70.83	29.17

With reference to Table 3, in the final section D, the focus group was asked to choose which innovative training approach would they prefer to learn more about emotional intelligence. 91% voted for adaptive learning as learning by doing. Professionals lean towards practical experiences rather than theoretical ones. The next most popular is cross-training roleplaying and gaming approaches. These seem to fall into the same spirit of adaptive learning and it is no surprise that they are the three most famous training courses voted by this

particular focus group. 62% voted for micro-learning approaches which is also a relatively good number, however, people probably feel that a micro-learning message is subjective to the speaker in the video. If the content presented is not appealing to all professionals then it defeats the purpose of improving humanistic skillset. Finally, apprenticeship is the least favorite workshop tool, perhaps because it touches on ego issues where people avoid being labeled as "weak" or even as "strong/tough" characters. (Please refer to Appendix 4 for actual bar charts) .

V. CONCLUSION AND RECOMMENDATIONS

The survey results can be summarized as follows:

1. UAE leaders treat their employees with respect and dignity.
2. UAE leaders are unable to stay calm under pressure
3. UAE leaders did not attend training sessions on increasing their awareness of the situations that put them at risk of having their emotions lead to unskillful behavior and poor decisions and learning to suspend judgment – become 'more curious and less certain' – to effectively engage and influence others.
4. They had training in practical strategies to help them respond more skillfully as pressure, tension, and complexity increased.
5. UAE leaders will attend training sessions on EQ if they are adaptive, has gamification, has role-playing elements, and has micro-content.

In view of the findings and the main exploration problem-that's addressing EQ leadership training, using innovative technologies, it's recommended that unborn training designs be adaptive and concentrated on adding their mindfulness of the situations that put them at threat of having their feelings lead to unskillful geste

and poor opinions and learning to suspend judgment. UAE leaders also need innovative training (adaptive) on how to stay calm under pressure. The author coincidently created micro-learning content on EQ and participated it on social media spots similar as Instagram, LinkedIn, Facebook, Twitter, and Snapchat. A aggregate of 17 vids, each lasting one to two twinkles were uploaded. The idea is to present EQ values and ways that will help people in UAE and encyclopedically to revive those introductory mortal traits and feelings that have been concentrated by our jobs and careers. EQ motifs vary from empathy, sympathy, modesty, tolerance, defying wrathfulness, defying negativity, incarnation, positivity, disaster, loving one another, forgiving, and leading by illustration. LinkedIn specifically was one platform where I was suitable to test the impact of those vids. originally, it's a business platform where professionals come together to partake ideas and learn from each other. Secondly, I did not calculate on any marketing strategies to insinuate the vids; all I did was recorded, uploaded, and observed the impact. One videotape on LinkedIn on modesty reached up to 27,745 views, 850 likes, and 166 commentary. Other vids on

equivalency versus justice had 22,694 views, 652 likes, and 107 commentary, on ways to get relieve of negative energy views went up to 19,227, 605 likes and 72 commentary stress operation entered 18,743 views, 554 likes, and 75 commentary, and on taking opinions views went up to 14,110, 450 likes and 67 commentary. Profile observers increased by 41 in the last 90 days, 50 of observers are at an superintendent/ director/ author position, and over 75 of these commentary were positive with praises and appreciation for subject matter, voice pitch, body language, simplicity of communication and for the practicality of applying subject matter to their everyday life. It seems that mortal beings are drawn to introductory mortal traits maybe hysterical of the new surge of Artificial Intelligence hype. They feel to want further EQ dispatches that touch their souls and remind them of humanity. Sandra MacEachern Davis, a follower on LinkedIn, watched the videotape on equivalency and justice and reflected the following" Thank you Maya. Justice and equivalency are motifs that transcend culture. Then in the West we enjoy complete freedom of speech. This brings the occasion of equivalency, but the true" equalizer" the factual chance for equivalency is determined by education. An educated grown-up is suitable to duly describe any injustice he or she may have endured without prejudice, but an uninstructed or ill-educated grown-up invites injustice

because he or she creates value judgments in his listeners. Accentuations, alphabet, colloquialisms- these all invite value judgments. Only the educated person enjoys a fully unprejudiced chance for equivalency and justice. ” Another comment by Tona Paul Adebayo also from the LinkedIn network, says" Thanks Maya really appreciate you for saying this as a formal DPS security guard in Dubai! Have encountered numerous jungle justice with some stubborn people that refuse instruction anyway thanks I am one of your stylish suckers". Also, Marlene, reflected on another videotape about modesty and its significance in leading healthy connections and she said “ Hi Maya. Actually, you're right about this caption. It's veritably applicable indeed on LI. In this period of 5 twinkles of fame we live on, people frequently warrant natural values and the desire to shine; we frequently forget that we're all mortal and we've excrescencies, we come intolerant, and enduring of the same faults we're shamefaced of and with all the noises out there, we do not get enough soul-searching. The below experimental design was to test the impact of creatingmicro-content, using innovative technology ways, and it seems to indicate that the training of leaders can bere-examined to suit ultramodern leaders. As the below exploration is an original airman, the experimenter will take over further rigorous and ferocious exploration to further test the findings.

Appendix 1: Survey Instrument

Section A: Personal Particulars

1. Nationality
2. Age
3. Gender
4. Occupation
5. Emirate

Section B: Emotional Intelligent Levels

		Never	Rarely	Average	Usually	Always
1.	I am aware of my strengths and weaknesses					
2.	I do not become defensive when criticized					
3.	I can stay calm under pressure					
4.	I handle setbacks effectively.					
5.	I manage anxiety, stress, anger, and fear in pursuit of a goal.					
6.	I air grievances skillfully.					
7.	I am positive.					
8.	I maintain a sense of humor.					
9.	I utilize criticism and other feedback for growth					
10.	I can listen without jumping to judgment					
11.	I can freely admit to making a mistake.					
12.	I recognize how my behavior affects others.					
13.	I try to see things from another’s perspective.					
14.	I maintain a sense of humor.					
15.	I look to the future with confidence.					
16.	I give credit when credit is due.					
17.	I treat people with respect and dignity.					

18.	I am a good listener.					
19.	I seldom say things that I later regret.					
20.	I am able to grasp other people’s feelings.					

Taken from “Enhancing Personal Quality” by Dr. Ranjit Singh Malhi.

Section C: Innovative EQ Training Previously Attended

	I have attended sessions about:	Yes	No
1.	The brain science of emotions that drives my behavior under pressure		
2.	Increasing my awareness of the situations that put me at risk of having my emotions lead to unskillful behavior and poor decisions		
3.	Learning practical strategies to help me respond more skillfully as pressure, tension, and complexity increase		
4.	Identifying patterns, triggers, and emotional habits that either drive or derail my performance		
5.	Learning to suspend judgment – become ‘more curious and less certain’ – to effectively engage and influence others		
6.	Understanding how to be an effective coach and help others develop the skills to perform under pressure		
7.	Practicing techniques through interactive exercises and developing an action plan to put those strategies into practice		

Section D: Innovative EQ Training That You Will Possibly Attend

		Yes	No
1.	Gaming		
2.	Microlearning		
3.	Adaptive learning		
4.	Apprenticeships		
5.	Cross-training		
6.	Role-playing		
7.	Case studies		
8.	Mobile technology		

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