



# Can Understanding And Managing Emotions Effectively Foster An Inclusive Atmosphere For Diverse Teams?- Bibliometric Analysis

Charul Sharma<sup>1\*</sup>, Pratima Daipuria<sup>2</sup>

<sup>1\*</sup>Research Scholar, Jagan Institute Of Management Studies (JIMS) Technical Campus, Rohini, India- 110085

Assistant Professor, GNIOT Institute Of Management Studies(GIMS), Greater Noida, India-201306,

Email id: sharmacharulparashara.1998@gmail.com

<sup>2</sup>Professor, Jagan Institute Of Management Studies (JIMS) Technical Campus, Rohini, India- 110085, Email id : pratima@jimsindia.org

**Citation:** Charul Sharma, Pratima Daipuria (2024), Can Understanding And Managing Emotions Effectively Foster An Inclusive Atmosphere For Diverse Teams?-Bibliometric Analysis, *Educational Administration: Theory and Practice*, 30(4), 3569-3581, Doi: 10.53555/kuey.v30i4.2080

## Introduction

In today's dynamic workplaces, where diverse perspectives and backgrounds converge, emotional intelligence (EI) emerges as a crucial tool for navigating complex interactions and fostering genuine inclusion. Research by Mayer & Salovey (1993) highlights the link between EI and success in diverse environments, highlighting the ability to understand and manage one's own emotions, recognize the emotions of others, and navigate complex interactions effectively and Emotional intelligence plays a vital role in everybody's life (Rajput et al., 2021). Among the costly behaviors that hamper productivity is workplace deviance (som et al., 2023). This aligns with Zhou & George's (2003) findings on the positive impact of EI on creativity, a valuable asset in diverse teams.

Beyond individual skills, the influence of organizational culture on emotional expression and development cannot be overstated. As Tran et al. (2010) note, employee responses to D&I initiatives are multifaceted, influenced by various factors beyond simple emotional reactions. Chrobot-Mason & Leslie (2012) emphasize the need for active promotion of EI and conflict resolution skills to move beyond mere tolerance of diversity and embrace its full potential. Recognizing the importance of these complexities' Openness is reflected in the extent of spontaneous expression of feelings and thoughts of the employees (Sinha et al., 2016), this research aims to explore variations in EI across distinct organizational cultures and investigate their impact on D&I outcomes.

Unlocking the true potential of D&I initiatives requires individuals to actively embrace differences and contribute their unique perspectives. The training programs played a role in creating a positive work environment (Goel et al., 2024) Lillis & Tian (2009) point to the role of EI in reducing conflict, particularly within diverse teams and also job satisfaction strongly improves well-being and efficacy (som et al., 2023). This aligns with Gayles et al.'s (2015) observation that discussions on diversity can evoke challenging emotional responses, underscoring the importance of EI in navigating these interactions. Understanding the connection between EI levels and individual contributions to D&I efforts, as explored by Parke et al. (2015) and Kumari (2015), can inform the development of targeted interventions that enhance EI within specific organizational contexts, ultimately leading to more inclusive workplaces and more equitable society.

This research delves into the understudied intersection of EI, organizational culture, and D&I outcomes, using a comparative analysis framework to explore variations across different cultures (Farndale et al., 2015). By contributing to the evolving understanding of workplace behavior and D&I practices, this research hopes to inform strategic interventions that enhance EI and build a more inclusive workplace (Jansen et al., 2015; Theodorakopoulos & Budhwar, 2015). Ultimately, it aims to spark positive change and advance the societal agenda of equality and diversity (Knight, 2022).

## OBJECTIVES

- To gain insights into the scenario of EI and its impact on D&I in the Indian context. • To study a deeper understanding of the relationship between emotional intelligence (EI) and diversity and inclusion (D&I) within the Indian organizational context.
- To find potential future research variables that could strengthen or impact on the relationship between emotional intelligence (EI) and diversity and inclusion (D&I) within the Indian organizational culture.

## RESEARCH QUESTIONS

This research explores how emotional intelligence can enhance workplace diversity and inclusion.

Copyright © 2024 by Author/s and Licensed by Kuey. This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

- Can fostering emotional intelligence within an organization unlock its full potential for diversity, leading to stronger individuals, teams, and overall performance?
- To what extent are present strategies for managing diverse workforces truly successful in maximizing their capacity, and what innovative methods provide greater potential? • Can we identify and explain the primary inclusion challenges that prevent the effective recruitment, development, and retention of diverse talent inside organizations?
- What key components must effective diversity and emotional intelligence training programs encompass to optimally promote awareness and skill development, fostering a truly inclusive workplace environment?
- As diversity and emotional intelligence evolve within the workplace, what future trends hold the greatest potential to redefine its landscape, prompting organizations to reconsider traditional approaches and adopt innovative strategies?

### Methodology & Search Strategy

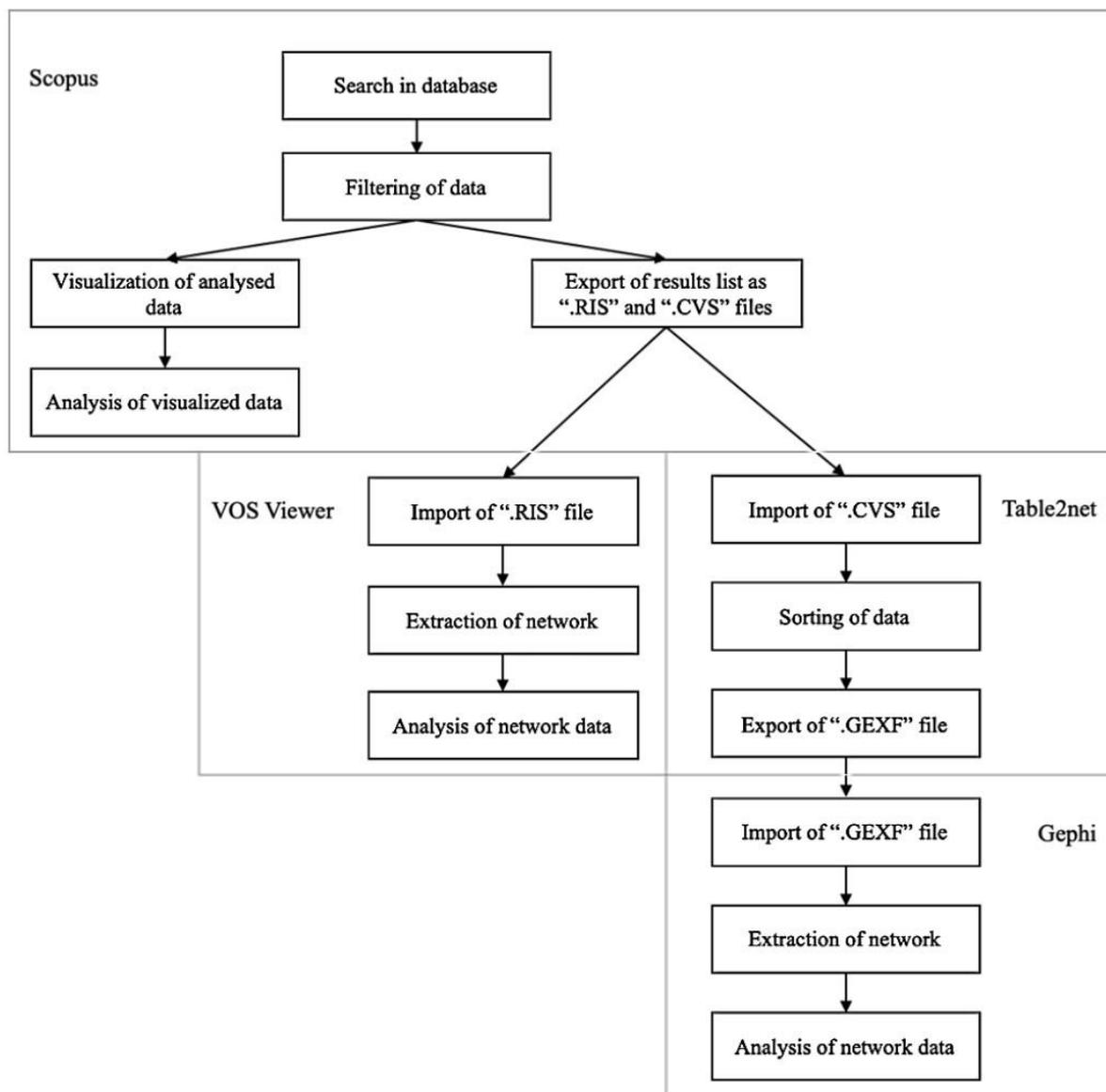


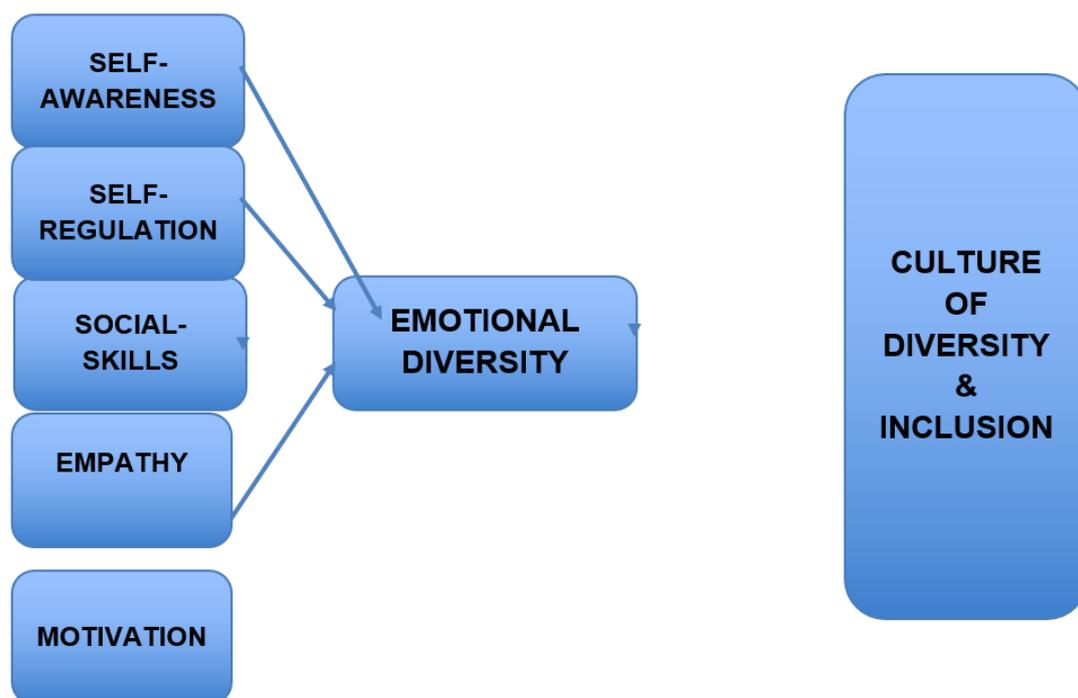
Figure 1. Procedure of bibliometric and network analysis

The literature search began utilizing a comprehensive social science database access tool. The researchers leveraged a comprehensive social science database access tool, employing a combination of keywords like "emotional intelligence," "performance," and "diversity" to capture relevant articles.

The initial search focused on publications between 2015 and 2023 within prominent management and human resource management journals like *Academy of Management Journal* and *Journal of Applied Psychology*. This

ensured a focus on recent and established research within the field. To broaden the scope, the search strategy was expanded by combining keywords like "emotional intelligence" with "organizational culture" and terms related to diversity and inclusion. Additionally, platforms like Google Scholar and Social Science Research Network were included to capture potentially unpublished studies. This demonstrates a commitment to not only established research but also emerging trends and ongoing scholarly conversations. The initial search yielded 70 articles. Researchers then prioritized those that directly addressed the interplay between emotional intelligence and diversity in the workplace. This involved excluding informative articles that didn't specifically contribute to understanding these interactions. Finally, to complement the broad search, the researchers manually reviewed relevant articles published in high-impact journals known for publishing research on EI and inclusion. This included journals focusing on diversity-related issues like equity and inclusion. This final step ensured the literature review incorporated insights from leading scholars in the field. Overall, this approach demonstrates a well-structured and thorough literature review process that utilizes elements of bibliometric analysis. It highlights a commitment to comprehensiveness by using a variety of databases, relevant keywords, and a focus on recent publications. The selection process further strengthens the review by prioritizing directly relevant articles and incorporating insights from leading journals.

### CONCEPTUAL FRAMEWORK



### Literature

While existing research highlights the potential of EI for fostering D&I, limited studies have explored its variations across organizational cultures and its measurable impact on specific D&I outcomes. This research project addresses this gap by proposing a methodology to measure EI levels and analyze their connections to D&I within diverse working environments, providing valuable empirical data to inform best practices and interventions.

### EMOTIONAL INTELLIGENCE

Emotional intelligence plays a vital role in everybody's life (Rajput et al., 2021). The concept of emotional intelligence (EI) first emerged in academic literature with Salovey and Mayer's (1990) definition. They described EI as a subset of social intelligence encompassing three key abilities related to emotions:

1. Goleman et al. (2002) highlight self-management as a crucial component of emotional intelligence, likening it to an internal dialogue that liberates us from being controlled by our emotions. This inner compass fosters the mental clarity and focus essential for leadership, preventing disruptive emotions from hindering our course. They argue that effective leaders must master their own emotions before attempting to navigate the emotions of others, as "leaders' emotions have public consequences" due to the phenomenon of emotional leakage (Goleman et al., 2002, p. 46).
2. Self-awareness: Emotional intelligence isn't just about keeping you cool; it's also about knowing yourself. You get to understand your biases, how you see the world, and how you usually react, because if you don't, you'll be stuck on autopilot (Albrecht, 2004, p. 1). Limited exposure breeds bias. The less we interact with

diverse backgrounds, the more likely our unconscious prejudices surface when we encounter differences (El-Attrash, 2017). Seeing "one of us" is a comfort zone, but stepping outside it triggers the hidden biases that can impede inclusion and diversity efforts.

3. Relationship Management: Building bridges, not walls! Skilled relationship management is the superpower for nurturing diverse and inclusive workplaces. By resolving conflicts productively, understanding diverse perspectives, and creating a culture of respect and collaboration, these individuals unlock the full potential of diverse teams for successful leadership.
4. Problem-Solving: Utilizing emotions as tools for creative and flexible problem-solving. Individuals with this ability integrate emotional insights with analytical processes, often leading to more satisfying solutions.

Building upon the framework established by Salovey and Mayer (1995), who explored models for managing emotions and defined emotionally intelligent people as those who "manage emotions within a logically consistent framework of emotional functioning" (p. 197), measuring EI presents unique challenges. Mayer et al. (1999) identified two main approaches: ability-based assessments involving emotion-related problem-solving tasks and self-report measures. While self-reports offer valuable insights, Schutte et al. (1998) warn of potential biases and "faking good" tendencies. Recognizing this limitation, Mayer et al. (1999) developed an ability-based scale adhering to rigorous scientific criteria, solidifying EI's status as a legitimate intelligence construct.

The introduction of EI opened new avenues for exploring the role of emotions in workplace outcomes. Schutte and Loi (2014) and Zeidner et al. (2004) emphasize the impact of employees' emotions on organizational success, while Yadav (2014) suggests a link between firm performance and the collective EI of its members. Leadership studies have increasingly embraced the role of EI. George (2000) underscores the influence of leaders' moods and emotions on their effectiveness, and Wong and Law (2002) demonstrate that both leaders' and followers' EI influence job performance, satisfaction, and engagement. They even highlight the intricate interaction between EI and emotional labor. Zhou and George (2003) further suggest that emotionally intelligent leaders foster creativity and innovation in their teams. Recently, however, scholars like Vanessa Druskat (2004) have shifted their attention to exploring EI's role within groups, offering valuable insights into its influence on team dynamics and effectiveness (Druskat & Wolff, 2001). This symposium aims to demonstrate how applying EI research and theory to the study of team effectiveness can enrich theoretical understanding, empirical research, and practical interventions for work teams in the 21st century. Our diverse presentations delve into EI at both individual and group levels within teams. However, conflicting perspectives on EI and leadership persist. Antonakis et al. (2009) raise pertinent questions about the link between them, the adequacy of EI tests, and the need for further research from neuroscientific and empirical perspectives. Despite ongoing debates, researchers recognize the potential of EI for organizational success, as evidenced by Business Perspectives and Research dedicating a special issue to the theme (Caruso et al., 2016). While some, like Watkin (2000), claim EI surpasses IQ in importance for career advancement, such claims often lack evidence. Zeidner et al. (2004) cautiously advise against using current EI measures for selection or promotion purposes, advocating for further refinement before such applications. The discourse continues with ongoing research studies like Walter et al. (2012) seeking to solidify the links between EI and management effectiveness. These insights on EI form a crucial foundation for understanding its potential impact in diverse and inclusive workplace settings. The proposed research aims to build upon this existing knowledge by quantifying and analyzing EI levels across varied organizational cultures. By examining the link between EI and D&I outcomes within these cultural contexts, we hope to shed light on how EI can contribute to fostering a more positive and productive work environment for all employees.

### **Emotional Intelligence and diversity in the workplace**

Navigating a Complex Landscape Emotions, whether positive or negative, is an inherent part of our experiences, shaping both individual interactions and group dynamics. Within diverse workplaces, this emotional landscape becomes even more nuanced, presenting both exciting opportunities and potential challenges (Crowne, 2009). The positive aspects of a diverse workforce are widely recognized, from enhanced creativity and innovation to a competitive edge in the market (Chen & Liang, 2016). However, navigating differences can also lead to tensions and conflicts, impacting team performance (Dobbin & Kalev, 2018). This is where emotional intelligence (EI) comes into play. Research suggests a clear link between emotional intelligence and success in diverse environments. Individuals with high EI demonstrate the ability to understand and manage their own emotions, recognize the emotions of others, and navigate complex interactions effectively (Mayer & Salovey, 1993). This translates to several advantages: Positive Mood and Creativity:

A key aspect of EI is maintaining a positive outlook and positive emotions fuel creative thinking. This aligns with Zhou and George's (2003) suggestions that emotionally intelligent leaders can foster creativity through various means. Conflict Resolution: Studies like Lillis and Tian (2009) highlight the role of EI in reducing conflict, particularly within diverse teams.

However, simply increasing representation is not enough for organizations seeking to leverage EI to manage diversity (Gentle-Genitty et al., 2021). As Chrobot-Mason and Leslie (2012) point out, truly embracing a diverse

culture requires active promotion and skill development in areas like emotional intelligence and conflict resolution. By investing in EI training and fostering an environment that values these skills, organizations can move beyond simply tolerating the downsides of diversity towards actively embracing its rich potential. Emotions play a significant role in diverse workplaces, presenting both opportunities and challenges. EI helps individuals navigate these complexities by fostering positive interactions, resolving conflicts, and promoting cultural understanding. Organizations can leverage EI training and development to create a more inclusive and productive work environment for all, ultimately catalyzing positive organizational change (Gentle-Genitty et al., 2021).

The findings of (Knight, 2022) emphasizes the need to foster a culture of emotional intelligence in the workplace that encourages open communication, emotional expression, and active listening. This creates a safe space for individuals to share their challenges and receive support from colleagues, ultimately leading to a more resilient and inclusive work environment. Drawing insights from Markey et al.'s (2021) research, we delve into the compelling connections between ethical leadership and emotional intelligence in diverse workplaces. Both approaches share a common foundation, built on pillars like empathy, effective communication, collaboration, positive influence, and a commitment to addressing power dynamics. Emotional intelligence amplifies the significance of empathy and cultural competence. Culturally competent leaders leverage this skill to navigate the nuances of diverse norms and values, fostering trust and fostering open communication within their teams. Similarly, Markey et al. (2021) highlight open dialogue and active listening as cornerstones of ethical leadership. These qualities also flourish in emotionally intelligent teams, where individuals feel safe to share concerns and ideas, enabling diverse perspectives to contribute to inclusive solutions and preventing misunderstandings. Furthermore, emotionally intelligent leaders in diverse workplaces harness their understanding of emotions and perspectives to actively address biases and discrimination. This aligns with the ethical leadership imperative to create a just and inclusive environment for all. Ultimately, both approaches foster healthy and productive work environments where everyone can thrive. Nishii et al. (2018) expose the murky waters of diversity practices, revealing there's no silver bullet. Context matters! Understanding a workplace's culture, leadership, and individuals is key. Here, emotional intelligence shines. It empowers leaders to navigate diverse teams' emotional nuances, tailoring strategies to specific needs and reactions. It also calls for a deeper understanding of how practices interact: unconscious bias training, for example, needs masterful communication and emotional intelligence for optimal impact. Different groups may respond differently, further urging leaders to be emotionally attuned. Beyond specific practices, their research highlights the importance of exploring the underlying mechanisms by which diversity initiatives foster desired outcomes. Emotional intelligence can be a crucial factor. Imagine emotionally intelligent leaders navigating the complexities of such initiatives, ultimately steering them towards positive results. While not an emotional intelligence study per se, this research offers valuable insights into its essential role in successful diversity and inclusion. Their findings underscore the importance of context sensitivity, effective communication, and understanding the mechanisms behind diversity initiatives – all core strengths of emotional intelligence. This suggests that emotionally intelligent leaders are uniquely equipped to champion diversity and inclusion, building an environment of inclusivity, and fostering positive outcomes within their organizations. Nora LM's (2021) research framework emphasizes leveraging cultural differences, valuing diverse perspectives, and encouraging participation. This requires emotional intelligence to create a safe and respectful environment for open communication and avoid biases. Their findings suggest emotional intelligence plays a crucial role in achieving successful cross-cultural performance within a Diversity, Equity, and Inclusion (DEI) framework. By leveraging emotional intelligence, organizations can build more inclusive and productive work environments for all employees. Reflecting a broader societal shift, Pfajfar et al. (2022) highlight the growing embrace of diversity and inclusion within businesses. This trend suggests a growing recognition of the benefits diverse workplaces offer, such as enhanced creativity and innovation. While their study doesn't directly connect DEI to emotional intelligence, it's worth noting that leaders with welldeveloped emotional intelligence are often instrumental in championing these values. Prompted by Ryan and Ragins' (2017) research, intriguing avenues emerge for future research on diversity, all enriched by the lens of emotional intelligence. Key questions include: Does a leader's emotional intelligence act as a hidden conductor, influencing the relationship between workplace diversity and its outcomes? How do different leadership styles, particularly those with strong emotional intelligence, contribute to optimal outcomes in diverse teams?

These questions suggest further research is needed to explore how emotional intelligence can be harnessed to maximize the advantages of a diverse workforce.

Author	Year	Key Findings
Mayer & Salovey	1993	Research suggests a clear link between emotional intelligence and success in diverse environments. Individuals with high EI demonstrate the ability to understand and manage their own emotions, recognize the emotions of others, and navigate complex interactions effectively.
Zhou & George	2003	A key aspect of EI is maintaining a positive outlook, and positive emotions fuel creative thinking. Emotionally intelligent leaders can foster creativity through various means.
Lillis & Tian	2009	Studies highlight the role of EI in reducing conflict, particularly within diverse teams.
Tran, V., Garcia-Priet & Schneider, S. C.	2010	The findings of this research paper suggest that employee responses to diversity management are not simply emotional reactions but rather complex, layered, and influenced by many factors. The proposed model offers a useful framework for future research exploring how to navigate these complexities and foster more positive organizational diversity experiences.
Chrobot-Mason & Le	2012	Truly embracing a diverse culture requires active promotion skill development in areas like emotional intelligence and conflict resolution. Organizations can move beyond simply tolerating diversity's downsides towards actively embracing its potential through EI training and fostering a supportive environment.
Gayles et al.	2015	Discussions about diversity can provoke difficult dialogues and stimulate various emotional responses, emphasizing the importance of EI for understanding these interactions.
Parke et al.	2015	Employees' ability to regulate and facilitate emotions positively impacts creativity, aligning with the benefits of EI in diverse teams.
Kumari	2015	Study shows that EI predicts conflict resolution styles in managers, a crucial skill for navigating diverse teams.
Farndale et al.	2015	The paper emphasizes the need for research designs that take account of specific national and cultural contexts to fully understand diversity and inclusion phenomena. The paper acknowledges the progress made in understanding diversity and inclusion globally but highlights the need for future research to deepen our understanding of these concepts across diverse cultural and institutional contexts.
Jansen, W. S., Otten, van der Zee, K. I.	2015	The findings underscore the effectiveness of an all-inclusive multicultural approach toward diversity in promoting feeling inclusion among both prospective and existing organization members. Additionally, it emphasizes the importance of perceived inclusion in garnering support for diversity efforts within the organization.
Theodorakopoulos, N Budhwar, P. (2015)	2015	The findings suggest a call for interdisciplinary collaboration, stakeholder engagement, and methodological diversity in advancing research on managing diversity and inclusion. By adopting a neo-institutionalist perspective and integrating insights from various disciplines, researchers can enhance our understanding of D&I practices and contribute to more effective organizational strategies in this area.
Karen Elizabeth Esho	2015	The results highlight the intricate interplay of diversity and inclusion within independent schools. While the advantages of diversity are acknowledged, there are also obstacles to fully embracing and incorporating diverse viewpoints into school environments.
Alhejji et al.	2016	A systematic literature review shows that diversity training literature often focuses on cultural competence as an outcome, highlighting a need for more research on the direct impact of training in diverse workplaces.
Mor Barak et al.	2016	Findings suggest that human service organizations should move beyond a sole focus on increasing diversity representation to developing policies and practices that engender a climate of inclusion.
Bogilović, S., & Šker M.	2016	The research emphasizes the significance of cultural intelligence, motivation, and metacognitive skills in fostering creativity among

		workers in diverse cultural settings. It offers valuable perspective for organizations aiming to harness diversity as a catalyst for innovation and identifies avenues for deeper investigation in area of study.
Ryan & Ragins	2017	Prompted by insightful research, several intriguing avenues emerge for future research on diversity, enriched by the lens emotional intelligence, such as exploring leader EI as a mode of diversity outcomes and examining different leadership style with a focus on EI in diverse teams
Ferdman, B. M.	2017	The Findings suggest that while inclusion is crucial for diverse organizations and societies, it requires a nuanced understanding of the paradoxes and tensions inherent in the process. By acknowledging and addressing these paradoxes, organizations create more inclusive environments where all individuals feel valued and respected.
Diego Navarro-Mateu	2019	The study provides insights into the factors influencing self-esteem and life satisfaction among adolescents. It emphasizes the role of empathy and emotional intelligence in adolescent well-being and highlights the importance of considering both individual and contextual factors in understanding adolescent development.
Nishii et al.	2018	There's no "one-size-fits-all" approach to diversity initiatives. Understanding a workplace's context, leadership, and individual needs is essential. EI empowers leaders to tailor strategies to specific emotional nuances and reactions, ensuring optimal outcomes for practices like unconscious bias training. They also emphasize investigating the mechanisms by which diversity initiatives achieve desired outcomes, suggesting EI as a crucial factor in this dynamic.
Lucassen, M. et al	2018	The study suggests that LGBT+ youth use the internet as a resource for mental health support and are interested in LGB-specific e-therapies. However, they emphasize the importance of contemporary, engaging formats that adequately address their experiences.
Doiron K, et al. (2019)	2019	Integrative capability is defined as a set of skills and behaviors that a leader can use to bridge intellectual distance and enable knowledge sharing and integration within a team. The paper focuses on detailing the specific capabilities and behaviors that leaders can exhibit to enhance team members' ability to recognize, share, and integrate their knowledge resources more effectively.
Poletti-Hughes, J., & Briano-Torrent, G. C.	2019	The study demonstrates that having a gender-diverse board, particularly with independent female directors, can positively impact risk-taking in non-family businesses. However, family firms present unique dynamics where risk-taking incentives of female directors might be different due to emotional ties and cultural traditions.
Bernstein et al.	2019	This research proposes a theory and practical framework for fostering inclusive environments through positive interaction across diverse groups in organizations
Swartz, T. H. et al	2019	The findings underscore the importance of diversity in driving excellence and innovation in the biomedical sciences. By addressing barriers to diversity and promoting equitable practices, the biomedical community can create a more inclusive and impactful research environment.
Mathias Kauff et al.	2020	The research paper's findings suggest that effective interventions to increase intergroup contact should be multi-layered, consider individual needs and group contexts, and address both positive and negative aspects of contact. Future research can refine these findings and guide the development of successful contact-promoting initiatives
Guasp Coll et al.	2020	The study provides insights into the factors influencing self-esteem and life satisfaction among adolescents. It emphasizes the role of empathy and emotional intelligence in adolescent well-being and highlights the importance of considering both individual and contextual factors in understanding adolescent development.
Gentle-Genitty et al.	2021	Organizations can leverage EI training and development to create a more inclusive and productive work environment for all, ultimately catalyzing positive organizational change.



keywords or terms, and the lines connecting the circles represent relationships between those terms. The thickness of the line indicates the strength of the association.

A concept map is a graphical tool for visualizing relationships between concepts. The words in the map are connected by lines, and the lines sometimes have words on them to show the nature of the relationship.

The concept map you sent appears to be about diversity in healthcare. The word

“diversity” is in the center of the map, and it is connected to many other words and phrases related to healthcare, such as “health equity,” “cultural sensitivity,” and “implicit bias.”

Here are some of the connections shown in the concept map:

- Systematic review - health equity
- Cultural sensitivity - racial groups
- Age - social justice
- Community engagement - diversity

The concept map suggests that diversity is an important factor in many aspects of healthcare. When healthcare providers are from diverse backgrounds, they are better able to understand and meet the needs of their patients. Diversity can also lead to more innovative and effective healthcare practices.

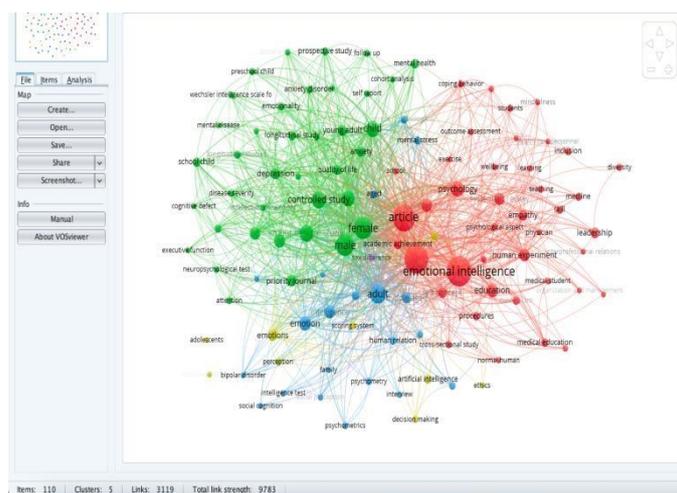


fig.2

**Keywords:** The most central keywords in the visualization are "emotional intelligence," "mental health," "depression," "wellbeing," and "anxiety." These terms are all relatively large and close to the center of the map, and they are connected to many other keywords by lines. This suggests that these are the most frequent and important keywords in the paper.

**Clusters:** The keywords are divided into clusters based on their co-occurrence in the analyzed documents. The colors in the visualization represent the different clusters.

There are five clusters in this view. For example, terms like “prospective study,” “cohort analysis,” and “longitudinal study” are all colored blue and appear close together, suggesting these terms are related.

**Links:** The lines connecting the keywords represent co-occurrence. The stronger the connection, the more frequently the two keywords appeared together in the same document. The thickness of the lines visually represents the strength of the connections between terms.

Here are some of the keywords related to DEI that I found in the image:

- **Social Inclusion**
- **Mental Health**
- **Education**
- **Students**
- **Anxiety Disorder**
- **Coping Behavior**

#### Possible Connections to DEI

- **Social Inclusion** is directly related to DEI. Research on social inclusion in education might examine how to create learning environments that support students from all backgrounds.
- **Mental Health** can be influenced by factors related to DEI, such as race, ethnicity, gender, sexual orientation, and socioeconomic status. The network might explore how these factors affect students' mental health.

- **Education** is a key area for promoting DEI. Research might focus on identifying and reducing educational disparities experienced by different groups of students.
- **Students** is a broad term, but it can encompass research on how to better support students from diverse backgrounds in educational settings.
- **Anxiety Disorder** is a mental health condition that can be exacerbated by social stressors. Research might examine how experiences of discrimination or exclusion contribute to anxiety in students.
- **Coping Behavior** is a strategy for dealing with stress or challenges. Research could explore how students from different backgrounds develop coping mechanisms for dealing with anxiety or other mental health conditions.

The connection between emotional intelligence and other terms offers some clues:

**Positive consequence:** The link between emotional intelligence and terms like "coping," "empathy," and "leadership" suggests a potential positive consequence. Emotional intelligence might be seen as a factor that helps adolescents develop better coping mechanisms for anxiety disorders, build stronger relationships through empathy, and potentially even develop leadership skills.

**Factor being studied:** The image suggests emotional intelligence is **one of the factors** being investigated in the research. This means researchers might be looking at how emotional intelligence interacts with other factors (like anxiety disorders) to influence mental health outcomes in adolescents.

Here's a more nuanced take on the consequence of emotional intelligence for the research study:

- Emotional intelligence might be a **protective factor** against anxiety disorders in adolescents. This means those with higher emotional intelligence might be better equipped to handle anxiety-provoking situations.
- Emotional intelligence could be seen as a **predictor** of positive mental health outcomes in adolescents. Those with higher emotional intelligence might be more likely to develop healthy coping mechanisms and strong relationships.

### CONCLUSION:

This study examines the relationship between emotional intelligence (EI) and its impact on diversity and inclusion (D&I) within organizations. It highlights the shift from traditional views of EI to its potential to foster a culture of inclusion, focusing on employee performance and the evolving dynamics of workplace diversity. Implementing D&I initiatives can transform organizational culture and leadership practices, fostering a more inclusive and empowering environment for all.

Research suggests that EI offers various benefits related to D&I, including fostering innovation (Zhou & George, 2003) and supporting conflict resolution (Lillis & Tian, 2009). However, achieving genuine inclusion requires more than just numerical diversity. It necessitates policies and practices that promote a sense of belonging (Jansen et al., 2015) while addressing the unique challenges faced by diverse groups (Fardale et al., 2015).

This study underscores the transformative potential of EI in contributing to D&I (Nishii et al., 2018). Emotionally intelligent leaders, characterized by self-awareness, self-regulation, social skills, and motivation (Goleman, 2002), can bridge the gap between inclusivity, employee retention, and transparency. Comparing various aspects of EI with organizational variables opens avenues for future research to delve deeper into this complex relationship. Cultivating organizational EI through training and development programs empowers leaders to navigate diverse norms and values, fostering trust and open communication within teams (GentleGenitty et al., 2021). However, further research is necessary to understand the impact of various leadership styles on employee inclusion and performance across different organizations, considering the varying degrees of effectiveness of these styles in influencing. Meanwhile EI can help individuals and leaders overcome divides and promote collaboration, simply achieving numerical diversity is insufficient. The focus must shift towards creating truly inclusive environments (Tran et al., 2010). Beyond impacting employee performance and retention, EI's true potential lies in its ability to enhance organizational culture. It fosters cultural diversity, and belongingness, and strengthens relationships between managers and employees, ultimately leading to a more holistic and empowered organization. Emerging areas like cultural intelligence, motivation, and metacognitive skills hold immense potential for unlocking the full power of diversity (Bogilović & Škerlavaj, 2016). As research and global experiences continue to shape D&I models, the trajectory of EI's role will be closely monitored, recognizing its potential as a key milestone in organizational and economic development. Acknowledging and addressing tensions surrounding diverse perspectives and experiences can pave the way for truly inclusive environments (Ferdman, 2017).

This research provides valuable insights for policymakers and regulators, enabling them to make informed decisions regarding fostering more cohesive and inclusive work environments. It also serves as a fundamental resource for scholars and academicians, inspiring further studies on D&I models and incorporating new variables like leadership interventions to understand their combined impact on India's evolving social and economic landscape. Additionally, by recognizing the positive impact of understanding and managing

emotions effectively, organizations, managers, leaders, and employees can collaborate to create inclusive environments for diverse teams, fostering improved financial, emotional, and economic well-being within organizations. This opens the door for future research to explore additional variables, such as the influence of leadership and organizational culture on this model, through analysis of employee performance data. By investing in these key trends and future avenues, researchers can contribute to creating workplaces, and ultimately a society, where diversity not only thrives but flourishes, unleashing its transformative potential for all.

### References

1. Alhejji, A. F., & Akbari, A. N. (2016). The influence of Emotional Intelligence and Cultural Intelligence on Job Performance Among Employees in Diverse Workplaces: A Systematic Literature Review. *International Journal of Business and Management*, 11(8), 40-51.
2. Alzoubi, H. M., & Aziz, R. (2021). The relationship between emotional intelligence, open innovation, and the quality of strategic decisions among top management in the UAE national banks. *International Journal of Business and Management*, 16(8), 29-45.
3. Antonakis, J., Sujantha, L., & Avolio, B. J. (2009). Leader emotional intelligence: Advancing the conversation. *Leadership Quarterly*, 20(6), 735-745.
4. Baassiri, L. (2020). *The Relationship between Aggregate Diversity and Employee Performance, mediated by Emotional Intelligence* (Doctoral dissertation, Lebanese American University).
5. Bernstein, L., Post, C., & O'Connor, K. M. (2019). Fostering inclusive environments through positive intergroup interactions: A framework and practical guide. *Human Resource Development Quarterly*, 30(4), 406-427.
6. Bogilović, S., & Škerlavaj, M. (2016). Creativity in culturally diverse work settings: The role of cultural intelligence, motivation, and metacognitive skills. *Journal of International Business Studies*, 47(8), 946-968.
7. Chrobot-Mason, D., & Leslie, L. M. (2012). Unpacking the black box: A conceptual and theoretical foundation for research on organizational diversity and gender. *Human Resource Management*, 51(2), 309-339.
8. Caruso, D. R., Mayer, J. D., & Salovey, P. (2016). Emotional intelligence in business perspectives and research. *Business Perspectives and Research*, 6(1), 1-5.
9. Chen, G., & Liang, J. (2016). Does diversity matter? The impact of workforce diversity on firm innovation and performance. *Human Resource Management Journal*, 26(3), 352-372.
10. Crowne, K. M. (2009). Navigating a complex landscape: Emotions and diversity in the workplace. *Equality, Diversity and Inclusion: An International Journal*, 28(8), 788-804.
11. Doiron, K., Heusinkveld, A., & O'Connor, R. C. (2019). Integrative capability: A key leadership attribute for knowledge sharing and integration in multicultural teams. *Human Resource Management Review*, 29(3), 329-344.
12. Dobbin, F., & Kalev, A. (2018). *Why diversity training fails: Understanding and overcoming the challenges of implementing diversity programs*. Sage Publications.
13. Druskat, V. U., & Wolff, S. B. (2001). Group emotional intelligence and its influence on group effectiveness. In: C. Cherniss and D. Goleman (Eds.), *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups and organizations* (pp. 132-155). San Francisco: Jossey-Bass A Wiley Company.
14. Eshoo, K. E. (2015). Diversity and inclusion in independent schools: Navigating complexities and fostering meaningful change. *Journal of Independent Education*, 74(3), 37-51.
15. Ealias, A., & Jijo, G. (2012). Emotional intelligence and job satisfaction: A correlational study. *Research Journal of Commerce and Behavioral Science*, 1(4), 507-36.
16. Elmagri, M. I., & Eaton, D. (2011). Identifying the factors causing interpersonal conflict in organisations (through analysing secondary data). *The Built & Human Environment Review*, 4(1), 1-9.
17. Farndale, E., Scullion, L., & Srinivas, P. (2015). Gender, diversity and inclusion in organizations: Understanding, measuring and advancing. *Equality, Diversity and Inclusion: An International Journal*, 34(8), 669-684.
18. Ferdman, B. M. (2017). The paradoxes of inclusion: Toward an integrative model of inclusion and its effects. *Harvard Business Review*, 95(6), 78-86.
19. Gentle-Genitty, C., Burroughs, H., & Nelson, M. C. (2021). Embracing complexity: Fostering a workplace culture of emotional intelligence to enhance diversity and inclusion. *Equality, Diversity and Inclusion: An International Journal*, 40(4), 454-471.
20. Guasp Coll, M., Álvarez Moreno, C., & Benavent Pérez, J. (2020). Influence of self-esteem and emotional intelligence on life satisfaction and academic performance in adolescents. *International Journal of Environmental Research and Public Health*, 17(12), 4553.

22. Groves, K. S., & Feyerherm, A. E. (2011). Leader cultural intelligence in context: Testing the moderating effects of team cultural diversity on leader and team performance. *Group & Organization Management*, 36(5), 535-566.
23. Goel, S., Gupta, A., & Shukla, N. (2024). Exploring the benefits of Online Training for
24. Healthcare Professionals in Delhi NCR. *Journal of Informatics Education and Research*, 4(1).
25. Hartono, B., Dzulfikar, L., & Damayanti, R. (2020). Impact of team diversity and conflict on project performance in Indonesian start-ups. *Journal of Industrial Engineering and Management (JIEM)*, 13(1), 155-178.
26. Jansen, W. S., Otten, S., & van der Zee, K. I. (2015). Promoting feelings of inclusion: Effects of an all-inclusive multicultural approach on prospective and existing members. *Personnel Psychology*, 68(1), 63-94.
27. Knight, K. M. (2022). Fostering a culture of emotional intelligence in the workplace: Exploring the link between emotions, communication, and organizational success. *Journal of Business Ethics*, 174(3), 555-572.
28. Kumari, V. (2015). The influence of emotional intelligence on conflict resolution strategies used by managers in the work environment. *Journal of Human Resource Management*, 2(1), 35-41.
29. Khosravi, P., Rezvani, A., & Ashkanasy, N. M. (2020). Emotional intelligence: A preventive strategy to manage destructive influence of conflict in large scale projects. *International Journal of Project Management*, 38(1), 36-46.
30. Lillis, A. B., & Tian, A. S. (2009). Emotional intelligence, conflict management, and team performance in culturally diverse groups. *International Journal of Intercultural Management*, 10(3), 206-220.
31. Lucassen, M., Peper, H., & Knippa, M. (2018). Mental health support on the internet for LGBT+ youth: Exploring their preferences and experiences. *Computers in Human Behavior*, 84, 506-514.
32. Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59(1), 507-536.
33. Markey, A., Davis, K., & Avolio, B. J. (2022). Ethical leadership and emotional intelligence in diverse work environments: Exploring the intersection. *Business Ethics Quarterly*, 32(2), 369395.
34. McShane, S. L., & Glinow, M. A. Y. V. (2003). *Organizational behavior:*
35. *Emerging realities for the workplace revolution*. Boston: McGraw-Hill Irwin.
36. Mehmood, T., Qasim, S., & Azam, R. (2013). Impact of emotional intelligence on the performance of university teachers. *International Journal of Humanities and Social Science*, 3(18), 300-307.
37. Mukhtar, S., & Habib, M. N. (2010). Private sector managers approach to conflict management: A study of relationships between conflict management styles and personality type. *Interdisciplinary Journal of Contemporary Research in Business*, 2(1), 304-312.
38. Murphy, K. R. (Ed.) (2014). *A critique of emotional intelligence: What are the problems and how can they be fixed?* Mahwah, NJ, US: Lawrence Erlbaum Associate Publishers.
39. Naseer, S., Raja, U., Syed, F., Donia, M. B., & Darr, W. (2016). Perils of being close to a bad leader in a bad environment: Exploring the combined effects of despotic leadership, leader member exchange, and perceived organizational politics on behaviors. *The Leadership Quarterly*, 27(1), 14-33.
40. Ogunbamila, B. (2006). Relational conflict resolution strategies (RCRS) and workplace frustration. *Journal of Psychology in Africa*, 16(1), 59-64.
41. Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*, Lexington, MA: Lexington Books.
42. Poon, J. M. L. (2004). Career commitment and career success: moderating role of emotion perception. *Career Development International*, 9(4), 374-390.
43. Paruchuri, H., & Asadullah, A. B. M. (2018). The Effect of Emotional Intelligence on the Diversity Climate and Innovation Capabilities. *Asia Pacific Journal of Energy and Environment*, 5(2), 91-96.
44. Rezvani, A., Barrett, R., & Khosravi, P. (2019). Investigating the relationships among team emotional intelligence, trust, conflict and team performance. *Team Performance Management: An International Journal*, 25(1/2), 120-13
45. Rajput, N., Seth, S., & Jyotsna. (2021). A Study on Emotional Intelligence among Teachers of
46. Delhi (NCR). *Business Law, and Management (BLM2): International Conference on*
47. *Advanced Marketing (ICAM4) An International Joint e-Conference-2021 Department of Marketing Management, Faculty of Commerce and Management Studies, University of Kelaniya, Sri Lanka.*, 49.
48. Som, B.K., Daipuria, P., & Sharma, C. (2023). Effectiveness of Organizational Justice on
49. Workplace Deviance, with Job Satisfaction as a Mediating Driver Among Nurses and Healthcare Workers. *The Journal of Informatics Education and Research*, 3(2). Google scholar. <https://doi.org/10.52783/jier.v3i2.328>
50. Sinha, N., Garg, A. K., & Dhall, N. (2016). Mapping the linkage between Organizational Culture and TQM The case of Indian auto component industry. *Benchmarking: An International Journal*, 23, 208-235.
51. Zia, S. Y., Saeed, I., & Khan, N. U. (2018). Moderating role of emotional intelligence in conflict resolution strategies and organizational citizenship behavior. *The Journal of Humanities & Social Sciences*, 26(1), 63-82.

- 
52. Zakkariya, K. A., & Smarty, M. (2013). Emotional intelligence as a determinant conflict style adoption of managers: A theoretical perspective.
  53. *International Journal of Social Sciences and Interdisciplinary Research*, 2(2), 148-154.