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How Can Emotional Intelligence/Mindfulness/Disc Types, And Physiological Data Help with Stress Management for Technical Leaders?

Rosanna Elizabeth Popa, Texas A&M University, United States
Ben Zoghi, Texas A&M University, United States

Abstract
The research is to establish a pathway between physical biometrics taken from a watch-type device, worn by a group of participants from the Master of Engineering Technical Management (METM) class of 2023, and weekly reflections connection quantitative and qualitative analysis (mixed-methods approach). The impact of this project is to create better leaders through a breakthrough of emotional intelligence, mindfulness, and stress management by understanding the impact of daily decisions that are readable on real data from our physical health.
By analyzing several components of the participants' emotional intelligence (EQ) test, as well as their DiSC assessment, an analysis is performed to correlate health metrics with EQ improvements during the participants' first semester in the METM program. After gathering the information, the quantitative data was divided into 4 different groups, divided by type of personality, and the results were consistent with our expectations, that D and C types are people that struggle with health issues, while S and I carry a more tranquil lifestyle. We reached the conclusion that the benefits for the companies where these participants work are of Intangible nature, such as leadership effectiveness; improving decision making; quality of life; personal wellbeing; financial impact on companies.

Keywords: *Leadership, Emotional Intelligence, Mindfulness, Stress Management, Health Metrics.*

1. Introduction

The research aims to find how EQ skills, mindfulness, DiSC® profiles, and physiological data gathered via Fitbit device, affect technical leaders in their professional environment but more specifically how it impacts their stress management abilities.

The 5 components of emotional intelligence are:
- Self-awareness: knowing one's emotions, strengths, weaknesses, drives, values, and goals, and their impacts on others.

- Self-regulation: controlling of redirecting disruptive emotions and impulses.
- Motivation: being driven to achieve for the sake of achievement.
- Empathy: considering others' feelings, especially when making decisions.
- Social skill: managing relationships to move in desired directions (Goleman et al., 2017)

Emotional Intelligence is foundational to growing as a leader; this study will help us explore innovative ways to increase these 5 components in METM students, class of 2023, while they work in self-reflections for their Personal Leadership and Coaching class, TCMT-619.

Emotional Intelligence is difficult to develop because it is linked to psychological development and neurological pathways created over an entire lifetime. It takes a lot of effort to change long-standing habits of human interaction. People, and especially, leaders, need to be invested in changing their behavior and developing their emotional intelligence, or it just doesn't happen (Prati et al., 2003).

Mindfulness is a way of being in a wise and purposeful relationship with one's experience, both inwardly and outwardly. It is cultivated by systematically exercising one's capacity for paying attention, on purpose, in the present moment, and non-judgmentally, and by learning to inhabit and make use of the clarity, discernment, ethical understanding, and awareness that arise from tapping into one's own deep and innate interior resources for learning, growing, healing, and transformation, available to us across the lifespan by virtue of being human. It usually involves cultivating familiarity and intimacy with aspects of everyday experience that we often are unaware of, take for granted, or discount in terms of importance. Mindfulness practices in various forms can be found in all the meditative wisdom traditions of humanity (Halliwell, 2015, October).

DiSC® measures the dimensions of your personality. It does not measure intelligence, aptitude, mental health, or values. DiSC® profiles describe human tendencies —for example, how you respond to challenges, how you influence others, your preferred pace, and how you respond to rules and procedures.

Leadership can be defined as "the action of leading a group of people or an organization" but what this ten-word entails is much more than actions. Being a leader implies that one is no longer working towards their own goal, but instead, they have team goals, they are responsible for people, with different backgrounds, different dreams, and different aspirations. What all these people have in common is their leader.

In a technical leadership role, it is common to deal with anxiety, stressors that can be triggered by certain situations, or conversations. The common knowledge is that anxiety is bad, and that it needs to be avoided or be quiet about it so "it goes away". What many leaders fail to see, particularly in an industry such as Oil and Gas, is that there are coping mechanisms that can help use the anxiety in our favor. These coping mechanisms can be either positive or negative and they can help the leader to avoid certain trains of thought, or situations where the team is affected by the leader's stressors. By coping negatively with anxiety, the leader is creating an environment of misbehavior, violence, avoidance, isolation, and, workaholism (Suzuki, 2021, September 7).

Stress can be defined as everything that deprives a person of purpose and zest, that leaves them with negative feelings about themselves, with anxiety, tensions, a sense of lostness, emptiness, and futility (Pettinger, 2002).

Being emotionally aware of the lifestyle the leaders carry, the intrusive thoughts, and the patterns that prevent their relationships from blossoming is directly attached to their emotional intelligence, and the sooner they start understanding themselves and accepting when those patterns are causing breaks in their groups, in their interpersonal relationships, preventing empathy to sneak in, it will be easier to follow an acceptance mentality of tolerance, respect, self-management. Emotionally intelligent leaders serve as a benefit to teams in two ways. Leaders motivate team members to work together toward team goals. Leaders also serve as a transformational influence over team members. In turn, this behavioral conduct increases team effectiveness and performance, facilitates team member interaction dynamics, builds interpersonal trust, and inspires members to implement the articulated vision (Prati et al., 2003).

Emotional intelligence aids in the activation or energization of personality, allowing personality to demonstrate its effects. Furthermore, a network of trust can be established between individuals who maintain low affective conflict. These interactions require team members always to be aware of how they respond, and to remain sensitive to how their responses are received. Therefore, one must have a high degree of emotional intelligence to represent oneself as a trustworthy and accountable member in the team relationship.

The measure of stress in individuals with varying levels on the emotional intelligence continuum might reveal positive effects regarding employee welfare, such as better employee health and conflict management abilities.

Costs incurred include: the cost of having staff off sick for stress-related injuries and illness. The cost of paying compensation to those who can demonstrate and prove that their lives have been damaged or ruined as the result of stress at work. Cost in reputation and, business losses as the result of publicity surrounding specific media coverage (Pettinger, 2002).

2. Literature Review

Almost every human walk, every day, it's a task they do in an unconscious way to get from point A to point B. Paluch et al. (2021) discussed the relationship between the steps taken by the subjects, and how it affects their mortality rate. For this span-time analysis, the biometrics and amount of steps each person in the study takes, will be measured with a Fitbit device, to be able to create a path forward and provide strategies to induce to conscious changes in the subject's lifestyle that can help improve their livelihood and lifespan.

Arousal (stress) can be reappraised to better improve physiological responses and performance. This can be useful, in practice, by leaders since it can be used as a source of ignition for productivity while improving well-being, health, and subsequent coping and engagement with similar situations in the future. Jamieson et al. (2018) discuss how much the arouse reappraisal could improve each person's life since it can help in the present and for future stressors by providing useful stress management strategies.

One of the main questions to be answered with this research project is how people can have a proactive response to stress instead of a reactive approach. Organizations need to start making changes before stress among employees becomes a problem, a problem that can cause thousands if not millions of dollars in losses and be harmful to each employee's mental and physical health.

Sutherland and Cooper highlight the importance of dealing with stress, not just as an individual's problem, but how the surroundings, work environment, and relationships, have a

direct impact on organizations, and how it can help save money by keeping the employees mentally healthy.

How to be a transformational leader? Carroll expanded the research "by addressing the possibility of a differential level of influence for emotional intelligence on Charismatic/Transformational Leadership behaviors in different levels of leaders in an organization".

Talking about mental health is one thing, but understanding how mental stressors, situations, and conflicts can impact the physical health of people is a different story. Tsigos and Kyrou discuss the importance of stress management in relation to health issues such as the accumulation of visceral fat and type 2 diabetes. By improving stress management, our brains, more specifically the hypothalamic-pituitary-adrenal (HPA) axis and the sympathetic nervous system (SNS) can adapt to new responses and, consequently, health improvement. This research provides a technical ground of what's happening internally to the bodies of the subjects, and how by decreasing stress through adaptation and new techniques, possibly life-threatening diseases can be avoided (Kyrou & Tsigos, 2009).

Koolhaas et al. (2011) focus on the terms "stress" and "stressor" as a response to either an uncontrollable or unpredictable event expressed by a physiological and behavioral response. Stress should be considered a process that involves the stimulus, the perceptual processing of this input, and the behavioral and physiological output. Controllability and predictability are the two keywords taken from this reference to improve the subjects in this research project.

3. Methodology

A. Research Design

Both quantitative and qualitative research methods were used to determine the different ways a person can cope with stress, and how to improve the Emotional Intelligence (EQ) capabilities or everyone which are correlated to interpersonal relationships which is one of the EQ characteristics. The exploratory Action Research methodology will guide the study.

B. Participants

The Exploratory Action Research participants are thirteen (13) students of the Master of Engineering Technical Management (METM) by Texas A&M University class of 2023 during the first semester, fall of 2021. The age window for the students is 25 to 48 years old, 13% of students are female, 87% of students are male. The races of the students are White/Caucasian and Hispanic/Latino.

C. Instruments

The primary instrument used for this project's quantitative analysis was the real data from a Fitbit® Luxe worn by the participants daily. This device can measure steps, minutes of activity, set alarms, and receive notifications but most importantly, it has relaxation features to take a breather and relax, track trends with health metrics, sleep tracker, and sleep zones (light, deep and rapid eye movement REM. Each student received a Fitbit Luxe during Residency week in August of 2021.

Qualitative data was collected by the METM team and the researcher. For this Capstone project, the data used from the Fitbit device is the resting heart rate.

Interviews and surveys will be created based on insights from the pre-data collection. Both data sets will support the final design of specific best practices for teaching leaders in engineering to better manage their stress, as well as weekly reflections from the Personal Leadership and Coaching class (TCMT-619).

EQ test and DiSC assessment results will be used to find patterns in the same type of DiSC personalities, and to understand and analyze better each of the participants and how they cope with stressful situations.

D. Procedure

As previously discussed, each participant will wear a Fitbit device during their daily activities, including situations of conflicts where stress management can be reflected in heartbeats, skin temperature, and other metrics captured by the device. This gathered data combined with the reflections for that week will be a baseline for the situations where each participant feels that they could improve their EQ as well as their coping mechanisms by using techniques and tools to act and feel better.

4. Analysis

This analysis will provide an insight into the results obtained during the data gathering process, as well as the results and discussions of those results. Participants are listed with a number, protecting their confidentiality.

A. Quantitative Data:

Table I shows each participant, their average heart rate, DiSC assessment personality type, and data from the EQ test done at the beginning of the master's program.

Table I. Participants and Qualitative Data.

Participant	Ave HR	DISC	Total EI	Self-Perception Composite	Self-Expression Composite	Interpersonal Composite	Decision Making Composite	Stress Management Composite
2304	87	SC	78	96	73	91	62	81
2308	70	Si	112	108	95	120	116	110
2312	62	CD	100	98	103	104	98	98
2313	95	S	114	114	115	123	111	99
2316	86	CD	76	84	72	76	83	81
2322	84	Si	119	117	118	119	113	112
2328	64	CS	88	83	78	93	89	103
2329	61	DC	93	98	89	71	107	106
2332	78	C	80	68	70	88	93	97
2334	99	C	95	97	89	97	98	95
2335	90	Si	107	107	114	115	94	101
2338	72	iD	112	117	106	115	105	110
2339	68	S	104	111	103	86	113	104

The data from Table I was divided into four (4) different groups, Table II shows the different groups and their categorization.

Table II. Participant Groups

Participant	Ave HR	DISC	GROUP
2304	87	SC	1
2308	70	Si	2
2312	62	CD	3
2313	95	S	2
2316	86	CD	3
2322	84	Si	2
2328	64	CS	1
2329	61	DC	3
2332	78	C	3
2334	99	C	3
2335	90	Si	2
2338	72	iD	4
2339	68	S	2

1) Group 1

C- S tend to be analytical, reserved, precise, systematic but at the same time even-tempered, accommodating, patient, humble, and tactful:

- The average Heart Rate for participants 2304 and 2328 is below 90, and in the normal ranges, which shows the individuals are experiencing a slight increase in heart rate without reaching peak levels, or tachycardias.
- As far as the highest score for everyone, they have different components as their highest score. For 2304, the highest score is the Self-Perception composite which includes Self-regard and Self-actualization.
- 2328 highest score is the Stress Management composite which includes flexibility, stress tolerance, optimism, and well-being.
- For these 2 individuals, their lowest score was the same component: The self-Expression composite which includes emotional expression, assertiveness, and independence.
- This matches with a CS or SC DiSC type of personality, people that are analytical and reserved tend to withhold from expressing themselves, and people that are accommodating and even-tempered tend to be dependent somehow
- 2328 has the highest score on the Stress management composite and the lowest heart rate, which is an indicator of how by managing stress, we are directly impacting our biological data, such as heart rate, which leads to a calmer personality, someone that won't get upset as easily and by-end a potential good technical leader, exceeding 2304 in that aspect.

2) Group 2

Group 2 participants are Si and S on their DiSC assessment:

- What this indicates is that the participants are even-tempered, accommodating, patient, humble, and tactful but at the same time, for Si, they're outgoing, enthusiastic, optimistic, high-spirited, and lively
- Based on the collected data we can see that for 4 out of 5 participants, the highest score was Interpersonal composite, which makes sense since these people are an I, Influence. They have the type of personality that will create bonds with their co-workers, that will make things run smoothly.
- On the other hand, all the participants had different components for lower scores, being only two of them the lowest in the Stress management composite.
- Compared with Group 1, we can start seeing a trend of Total EQ for group 2, as a high score, above or equal to 104, While 104 was the highest in group 1, indicating only 1/3 of the group 1 population broke the 100 barrier.
- S and Si's have higher emotional intelligence than C-S, based on the collected data
- The heart rate for group 2 is average, within normal range, only one of five, below 70 bpm.

3) Group 3

Group 3 has a mix of C and CD, DC:

- D stands for dominance, direct, firm, strong-willed, forceful, and results-oriented. D usually make good managers through their capability to deliver, to get things done.
- But, when it comes to EQ, the total score is sub-par, reflecting the difficulty that this type must engage in different components.
- Their lowest score goes from self-perception, self-expression, interpersonal, decision making, and stress management, for which we can say there is no pattern in this behavior. These participants have a variety of strengths and a variety of weaknesses when it comes to EQ.

4) Group 4

This group is only participant 2338, they have the highest score of all the groups we have analyzed.

- Dis or iDs are people that are dominant but enthusiastic, they bring the "deliver" mentality to their groups but at the same time, they do it in an approachable and relaxed way. Which makes them perfect to be technical leaders.
- This group will be the example of what every other group should aim for.

B. Qualitative Data:

The qualitative data shown in Tables III and IV, V, VI, and VII are from surveys done at the beginning of the master's program, in August 2021. They are classified by participant number.

Table III. Questions From Initial Survey

Question 1	Based on your EQ- I 2.0 Assessment, what were your TOP 3 scoring competencies?
Question 2	Based on your EQ- I 2.0 Assessment, what were your BOTTOM 3 scoring competencies?
Question 3	I am an effective leader
Question 4	I am effective at influencing decisions
Question 5	I am effective at leading during stressful situations
Question 6	I am effective at bringing a team together to accomplish difficult tasks
Question 7	I avoid talking with individuals I don't know very well.
Question 8	My body feels relaxed when I speak during a small group meeting.
Question 9	My heart beats faster than usual when I talk with someone I've just met.
Question 10	When I fail at something important to me, I become consumed by feelings of inadequacy.
Question 11	I try to be understanding and patient towards those aspects of my personality I don't like.
Question 12	When something painful happens, I try to take a balanced view of the situation.
Question 13	When I'm feeling down, I tend to feel like most other people are probably happier than I am.
Question 14	I try to see my failings as part of the human condition.
Question 15	When I'm going through a very hard time, I give myself caring and tenderness I need.
Question 16	When something upsets me, I try to keep my emotions in balance.
Question 17	When I fail at something that is important to me, I tend to feel alone in my failure.
Question 18	When I am feeling down, I tend to obsess and fixate on everything that's wrong.
Question 19	I'm disapproving and judgmental about my own flaws and inadequacies.
Question 20	I'm intolerant and impatient towards those aspects of my personality I don't like.

Table IV. Questions From Initial Survey Part I

Participant	DISC	Question 1	Question 2
2304	SC	Emotional Self Awareness, Emotional Expression, Interpersonal Relationships	Independence, Problem Solving, Stress Tolerance
2308	Si	Interpersonal Relationships, Empathy, Problem Solving	Emotional Expression, Assertiveness, Independence
2312	CD	Self-Actualization, Independence, Interpersonal Relationships	Emotional Self Awareness, Impulse Control, Optimism
2313	S	Self-Actualization, Emotional Expression, Empathy	Assertiveness, Impulse Control, Flexibility
2316	CD	Self-Actualization, Social Responsibility, Stress Tolerance	Emotional Expression, Empathy, Optimism
2322	Si	Self-Actualization, Empathy, Reality Testing	Assertiveness, Problem Solving, Flexibility
2328	CS	Interpersonal Relationships, Stress Tolerance, Optimism	Emotional Self Awareness, Emotional Expression, Assertiveness
2329	DC	Self-Regulation, Self-Actualization, Impulse Control	Emotional Self Awareness, Empathy, Social Responsibility
2332	C	Independence, Impulse Control, Stress Tolerance	Self-Actualization, Emotional Expression, Social Responsibility
2334	C	Emotional Self Awareness, Assertiveness, Empathy	Self-Regulation, Emotional Expression, Interpersonal Relationships
2335	Si	Independence, Interpersonal Relationships, Empathy	Reality Testing, Impulse Control, Optimism
2338	iD	Self-Actualization, Emotional Self Awareness, Empathy	Assertiveness, Independence, Reality Testing, Impulse Control
2339	S	Independence, Reality Testing, Stress Tolerance	Interpersonal Relationships, Empathy, Optimism

Table V. Questions From Initial Survey Part II

Participant	DISC	Question 3	Question 4	Question 5	Question 6
2304	SC	3- Neutral	3- Neutral	2- Disagree	3- Neutral
2308	Si	4- Agree	5- Strongly Agree	4- Agree	4- Agree
2312	CD	4- Agree	3- Neutral	4- Agree	4- Agree
2313	S	5- Strongly Agree	5- Strongly Agree	5- Strongly Agree	5- Strongly Agree
2316	CD	4- Agree	3- Neutral	4- Agree	4- Agree
2322	Si	4- Agree	4- Agree	4- Agree	4- Agree
2328	CS	4- Agree	4- Agree	4- Agree	4- Agree
2329	DC	4- Agree	4- Agree	4- Agree	3- Neutral
2332	C	3- Neutral	4- Agree	4- Agree	3- Neutral
2334	C	4- Agree	4- Agree	2- Disagree	4- Agree
2335	Si	4- Agree	4- Agree	4- Agree	4- Agree
2338	iD	4- Agree	5- Strongly Agree	5- Strongly Agree	5- Strongly Agree
2339	S	4- Agree	4- Agree	5- Strongly Agree	4- Agree

For Table V, the results are based on questions based on effectiveness, as a leader, as an influencer, as a stress manager, and as a team builder. Participants 2304 and 2328 from Group 1, are SC and CS. SC is either neutral or disagrees with leadership effectiveness, while CS agrees with all the prompts but does not strongly agree with them. For participants 2308, 2313, 2322, 2335, and 2339 from Group 2, there is a more balanced coincidence of results, with either agree or strongly agree for all the questions, this is consistent with question 1 results from Table IV. Group 2 tends to have good interpersonal relationships and empathy EQ competencies, helping establish and build teams, which improves their leadership capabilities and the way they're perceived by their team members. For participants 2312, 2316, 2329, 2332, and 2334 from Group 3, and participant 2338 from Group 4, we also see consistency with either agree or strongly agree answers which are natural for D types, in all combinations.

Table VI. Questions From Initial Survey Part III

Participant	DISC	Question 7	Question 8	Question 9
2304	SC	1 - Almost Never	2 - Sometimes	1 - Almost Never
2308	Si	4 - Almost Always	3- Often	1 - Almost Never
2312	CD	2 - Sometimes	4 - Almost Always	1 - Almost Never
2313	S	4 - Almost Always	2 - Sometimes	1 - Almost Never
2316	CD	3- Often	2 - Sometimes	2 - Sometimes
2322	Si	2 - Sometimes	2 - Sometimes	2 - Sometimes
2328	CS	2 - Sometimes	3- Often	2 - Sometimes
2329	DC	2 - Sometimes	3- Often	1 - Almost Never
2332	C	3- Often	3- Often	2 - Sometimes
2334	C	2 - Sometimes	2 - Sometimes	2 - Sometimes
2335	Si	1 - Almost Never	4 - Almost Always	1 - Almost Never
2338	iD	1 - Almost Never	1 - Almost Never	1 - Almost Never
2339	S	2 - Sometimes	3- Often	1 - Almost Never

In Table VI, we can see a variety of answers. Focusing on Question 8, my body feels relaxed when I speak during a small group meeting, on Group 1 we can see Sometimes and Often, Group 2 is Sometimes, Often and Almost Always, Group 3 is Almost Always, Sometimes and Often, and Group 4 is Almost Never. What's interesting is that Group 4, participant 2338, has one the highest EQ score (112) and they almost never feel relaxed. This could be due to their lack of assertiveness and independence, they can be driving their focus to thinking they're not good enough, or they need to rely on a third person to come out as a strong-willed individual.

By reading participant 2338, we can understand how independency and the fact that they see it as a weakness can affect their ability to speak with others. They don't trust their technical abilities, they don't trust in their performance. They also need external validation to feel like the decision they're making is correct.

Table VII. Questions From Initial Survey Part IV

Participant	DISC	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
2304	SC	4	3	4	4	3	2	3	4	4	3	4
2308	Si	3	4	5	3	5	5	5	1	3	2	1
2312	CD	5	3	4	4	2	1	3	5	4	5	4
2313	S	4	2	4	2	4	3	5	4	2	4	3
2316	CD	4	3	2	4	3	3	3	4	4	5	4
2322	Si	1	5	5	1	5	4	5	1	4	4	1
2328	CS	4	3	4	4	2	4	5	4	3	5	4
2329	DC	3	2	4	2	3	1	4	4	2	5	5
2332	C	1	3	4	1	3	3	5	2	1	1	4
2334	C	4	4	3	4	4	3	4	4	3	3	3
2335	Si	2	3	4	2	4	2	3	4	3	2	3
2338	iD	2	4	5	1	3	5	4	3	3	3	3
2339	S	1	4	5	1	3	3	5	2	1	1	1
Scales: 1- Almost Never; 2-Sometimes; 3-Neutral; 4-Often; 5- Almost Always.												

In Table VII, Participant 2312, on Question 10, was the only one to reply Almost Always. The question was: when I fail at something important to me, I become consumed by feelings of inadequacy?. In Table IV, it shows that Optimism is one of the bottom scores for EQ. Based on their personal reflections, this person has frequently negative self-talks. As a person who has difficulty feeling their feelings and being open about them, it seems like the answer to the question makes sense. The path forward with 2312 is to work in self-confidence, self-regard and understand that we don't choose our childhood but we can make conscious decisions for our adulthood to be different, and it's in our hands how that happens and what's the best outcome for our interpersonal and professional relationships.

Questions 11, 12, 13, and 14 provide results that are mixed but don't raise any flags. For Question 15, there is our friend 2312 and also 2329. The question is: when I'm going through a very hard time, I give myself caring and tenderness I need? It was established in the previous paragraph that 2312 has a hard time acknowledging their feelings, and facing them, which is why they replied Almost Never to the prompt on question 15. Analyzing participant 2329, the lower scores and the areas of improvement are: Emotional Self Awareness, Empathy, and Social Responsibility. Based on their reflections it's easy to see how this person is more concerned about their work, and how other people perceive them than their own personal care. My recommendation is to take time for themselves, assess and evaluate the empathy, but towards themselves, understand that we're humans and not machines and that it is okay to feel and be worried about family members, that there are days when we are not 100% and that is okay, that's part of life, and they don't need validation

from their boss or anybody to understand that events in life happen, whether they impact our work or not, it depends on how we handled them, but that is okay to take a step back to advance multiple steps forward.

Question 20: I'm intolerant and impatient towards those aspects of my personality I don't like had one Almost Always from participant 2329, the same person we discussed before. Based on their reflections, this comes down to the same components, empathy, first and foremost towards themselves, to be able to see themselves as human beings. But also, emotional self-awareness. Understanding the root of our feelings, the importance of feeling all the emotions, and understanding the triggers, either for good or for bad, can provide a solution to the way people see themselves. People, in general, have things they like about themselves and things they rather change, the why? Comes from within, and the how comes from self-awareness.

To summarize the results analysis, each individual is doing the work, and all the data that the team gathered for this project shows that they're on the right track towards self-awareness and the betterment of their inner selves. It is not a fast path, nor an easy one, it takes changes in all aspects of ourselves to understand without judging.

The data gathered for this project is the intellectual property of Texas A&M and their researcher's team. Quantitative and Qualitative data were gathered with the consent of each participant. Their names are confidential.

5. Return on Investment

A. The investment

This project focuses on investing in people, people's development, their capabilities, and managerial capacity to become better leaders, through conscious decision-making and self-awareness.

It's a necessity from the leader's standpoint to become better, a role model, to manage emotions and stressful situations while maintaining a high level of emotional intelligence. As a company, the healthier the employees, the less expenses as far as health insurance, and resources on sick time off from projects, which means valuable progress as well as a positive financial impact.

B. The return on investment

Intangible benefits such as:

- Leadership effectiveness
- Improving decision making
- Quality of life
- Personal wellbeing
- Financial impact on companies

"A workplace health program has the potential to both keep healthy employees in the "low-risk" category by promoting health maintenance, while also targeting those unhealthy employees in the higher-risk categories, therefore lowering overall health insurance costs. A systematic review of 56 published studies of worksite health programs showed that well-

implemented workplace health programs can lead to 25% savings each on absenteeism, health care costs, and workers' compensation and disability management claims costs.

Individual employees can also save money by improving their health. For example, a smoker who spends $5 per pack of cigarettes per day can save $1825 a year by giving up smoking and many companies provide lower insurance premiums for non-smokers creating additional savings.

Other insurance premiums such as life insurance are also lower when an individual has lower health risks. And by practicing a healthy lifestyle and getting recommended clinical preventive services, an individual employee may reduce the number of trips needed to go see the doctor because of an illness and the co-payments which come with those office visits, such as getting an influenza vaccine to avoid getting influenza." (Centers for Disease Control and Prevention, 2015, December 4).

6. Recommendations and Conclusions

The recommendations based on the development of this project are connected to improvements in each person's lifestyle. By making changes in the way they eat, sleep, workout, as well as managing emotions, not denying them, but feeling them through a conscious attitude and behavior, with developed and improved communication skills, it can lead to the betterment of the company's culture and relationships between leaders and employees.

By improving EQ characteristics such as self-awareness, each technical leader can ask themselves:

- Why is this situation triggering this reaction?
- What am I learning from this situation?
- How can I make a positive impact at the conclusion of this resolution?
- How can I positively influence the employees I work with by being mindful?
- What steps should I take to calm myself down and be less reactive?
- Is this situation familiar and I've dealt with it before or is it a new experience that I need to learn how to process and handle?
- If I went through something similar before and got out of it with a positive mindset, how can I develop the same for this situation?
- How do I find a balance between character and politeness while maintaining the trust and respect of the people that work for me?
- What lifestyle change can I make to improve my overall health and calm my nerves down?
- Am I drinking too much coffee, smoking too much, what are my controllable and how can I take control of myself to positively impact my surroundings?

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