EMOTIONAL INTELLIGENCE INTEGRATION

Elevating Regional Workforce Training for Success in the Post-COVID Workplace
YOUNG ADULT MENTAL HEALTH, AN OVERLOOKED CRISIS

Source: Making Caring Common, a project of Harvard University’s Graduate School of Education.
How Might We Integrate Emotional Self-Regulation Skills Into Workforce Training Programs
EMOTIONAL INTELLIGENCE

- Self-Awareness
- Motivation
- Empathy
- Social Skills
- Self Regulation
Facts About Self-Regulation

• 95% OF PEOPLE THINK THEY ARE SELF-REGULATED, AND ONLY 10 TO 15% ARE

  HARVARD BUSINESS REVIEW

• THE NEED FOR EMOTIONAL SKILLS IS EXPECTED TO INCREASE BY 26% BY 2030

  MCKINSEY GLOBAL INSTITUTE

• EMOTIONAL INTELLIGENCE WILL BE AMONG THE TOP 10 SKILLS REQUIRED FOR JOBS

  WORLD ECONOMIC FORUM’S FUTURE OF JOBS REPORT

• 90% OF HIGH PERFORMERS IN THE WORKPLACE POSSESS HIGH EMOTIONAL INTELLIGENCE

  TALENTSMART REPORTS
RESEARCH PROCESS

FOCUS GROUPS
- Program
- Participants

INTERVIEWS
- Training Provider
- Leadership

LITERATURE REVIEW
CALL TO ACTION

Regional workforce training programs should *intentionally* integrate self-regulation strategies into their curriculums and should be funded to do so.

PROGRAM PARTICIPANTS SHOULD RECEIVE INFORMATION AND STRATEGIES ON:

- THE SIGNIFICANCE OF EMOTIONAL INTELLIGENCE IN THE WORKPLACE,
- REGULATION OF EMOTIONS,
- MANAGING DISTRESS AND STRONG, NEGATIVE EMOTIONS
- FOSTERING EMPATHY AND COMPASSION FOR SELF AND OTHERS
- UNDERSTANDING TRIGGERING ENVIRONMENTS AND EVENTS,
- AND TECHNIQUES FOR HANDLING STRESS.
YOUNG PEOPLE WHO DO FIND PURPOSE
EXPERIENCE MOTIVATION,
POSITIVITY AND DRIVE

---William Damon, professor and director of Stanford University’s Center on Adolescence.
WILLIAM AARON
EMERGING INDUSTRIES TRAINING INSTITUTE
Chief Operating Officer

LISA MACHESKY
OAKLAND LITERACY COUNCIL
Executive Director

TASHAWNA PARKER
FOCUS: HOPE
Chief Operating Officer

CLAUDIA STEPHENS
MISIDE
Career Center Manager

MOUSSA TRAORE
HAZEL PARK PROMISE ZONE
Executive Director