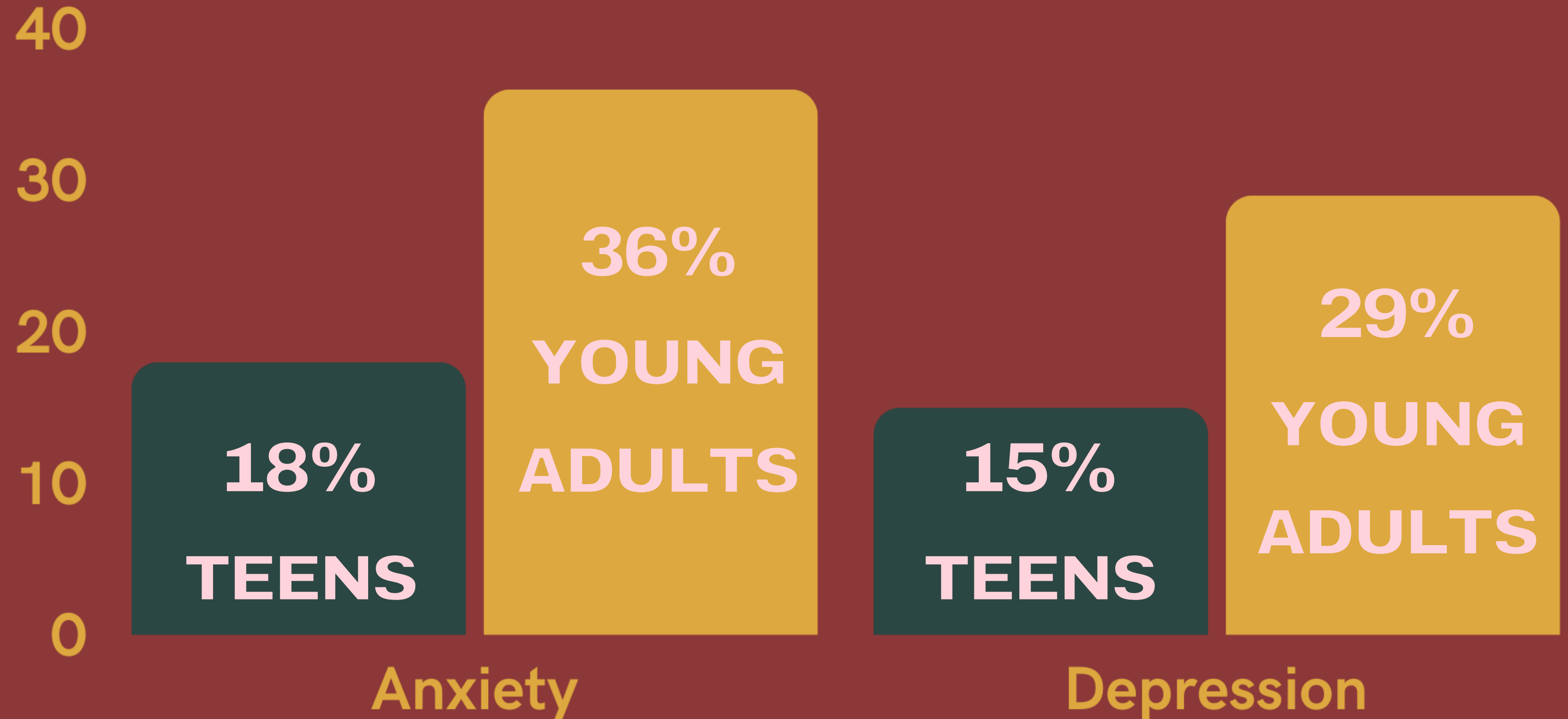


# EMOTIONAL INTELLIGENCE INTEGRATION

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**

A diagram illustrating the components of Emotional Intelligence. At the center is a large yellow circle containing the text "EMOTIONAL INTELLIGENCE". Surrounding this central circle are five smaller dark teal circles, each containing a component: "Self-Awareness" (top-left), "Motivation" (top-right), "Social Skills" (bottom-right), "SELF REGULATION" (bottom-center), and "Empathy" (bottom-left).

**EMOTIONAL  
INTELLIGENCE**

Self-Awareness

Motivation

Empathy

**SELF  
REGULATION**

Social Skills

# 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.



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