

Emotional Intelligence: perspectives and reflections before the era of the new normality¹

Reynier Israel Ramírez Molina²
rramirez13@cuc.edu.co
Universidad de la Costa, Barranquilla -
Atlántico, Colombia

Ricardo Romario Antequera Amaris³
ranteque2@cuc.edu.co
Universidad de la Costa, Barranquilla -
Atlántico, Colombia

Manuela Valentina Pinzón Acosta⁴
mpinzon1@cuc.edu.co
Universidad de la Costa, Barranquilla -
Atlántico, Colombia

Nelson David Lay Raby⁵
nelson.lay@unab.cl
Universidad Andrés Bello, Viña del Mar, Chile

Ramineth Joselin Ramírez Molina⁶
fundavibesalud@gmail.com
Universidad Privada Dr. Rafael Belloso
Chacín, Zulia, Venezuela

Paula Nieto Medina⁷
pnieto1@cuc.edu.co
Universidad de la Costa, Barranquilla -
Atlántico, Colombia

ABSTRACT

The research analyzes emotional intelligence in the era of the new normal. From the dialogic hermeneutics, conception of classical and current disciplinary theoretical referents, giving rise to perspectives and reflections. It is concluded that the strategies for emotional regulation, social awareness and facilitating emotions are articulated to integrate emotional intelligence, impacted by economic, social, environmental and political factors, insisting on the reinvention of the living being, modifying structures, models and management of people in business, allowing self-recognition of the human being and the assessment of their behavior, highlighting their sensitivity and control.

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² Full time Professor and Researcher, Department of Business Sciences, Universidad de la Costa, Atlántico - Barranquilla. ORCID: <https://orcid.org/0000-0002-5073-5158>

³ Student of the Business Administration program, Member of the Research Seedbed of Human Talent Management (SIGTH) at the Universidad de la Costa, Atlántico – Barranquilla. ORCID: <https://orcid.org/0000-0003-3949-0855>

⁴ Student of the Business Administration program, Member of the Research Seedbed of Human Talent Management (SIGTH) at the Universidad de la Costa, Atlántico – Barranquilla. ORCID: <https://orcid.org/0000-0002-3626-461X>

⁵ Full Time Professor, Faculty of Education and Social Sciences, Universidad Andrés Bello, Viña del Mar, Chile. ORCID: <https://orcid.org/0000-0001-8501-7570>

⁶ Doctorate in Management Sciences from Universidad Privada Dr. Rafael Belloso Chacín (URBE) Zulia - Venezuela, and Health Coordinator of the Fundación Villa Bernarda (FUNDAVIBE), Zulia - Venezuela. ORCID: <https://orcid.org/0000-0003-4531-0873>

⁷ Student of the Marketing and Advertising program, Member of the Research Seedbed of the Marketing and Advertising Program (SIMPLE), Universidad de la Costa, Atlántico – Barranquilla. ORCID: <https://orcid.org/0000-0003-0779-7748>

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Inteligencia Emocional: perspectivas y reflexiones ante la era de la nueva normalidad

RESUMEN

En la investigación se analiza la inteligencia emocional ante la era de la nueva normalidad. A partir de la hermenéutica dialógica, concepción de referentes teóricos clásicos y actuales disciplinares, dando origen a las perspectivas y reflexiones. Se concluye que las estrategias de regulación emocional, conciencia social y facilitar las emociones, se articulan para integrar la inteligencia emocional, impactada por factores económicos, sociales, ambientales y políticos, incidiendo en la reinención del ser vivo, modificando estructuras, modelos y la gestión de personas en los negocios, permitiendo el autoreconocimiento del ser humano y la valoración de su comportamiento, destacando su sensibilidad y control.

Palabras claves: inteligencia emocional, perspectivas y reflexiones de la inteligencia emocional, inteligencia emocional en la era de la nueva normalidad.

1. INTRODUCTION

The world of psychology and organizations in these times is becoming more and more united, being, the human being, the center of study, regarding their behavior inside and outside the companies, which has originated a fold of strategies to capture talents with value, that contribute their knowledge, abilities and skills to the companies. Making use of Employer Branding, defining the way in which companies differentiate themselves in the market, making it possible to attract, recruit, retain and involve people with strategic and competitive characteristics, that adapt to the market requirements.

Research by COOPER and SAWAF (1997), ALLES (2009), GOLEMAN (1995, 2002, 2012, 2013), FINEMAN (2000), MATTHEWS et al. (2002), ALDOSIRY et al. (2016), RAMÍREZ and HUGUETH (2017), RAMÍREZ, LAY, AVENDAÑO and HERRERA (2018), RAMÍREZ, AVENDAÑO, ALEMAN, LIZARAZO, RAMÍREZ and CARDONA (2018), and RAMÍREZ, MARCANO, RAMÍREZ, LAY and HERRERA (2019), in recent years, have studied the soft skills in the strategic management of human talent, for this reason it is evident how essential these are in

daily life and their social impact that this causes in companies, prioritizing the development of personal skills to captivate the client.

Currently, practices are implemented in the strategic management of human talent, specifically in the provision subsystem, among these, the recruitment and selection of personnel, such as *inbound recruiting*, to integrate and relate to potential candidates, establishing an assertive communication and visualizing their personal brand, *gamification*, providing playful opportunities to recreate interactions with attention to the emotions, due to fun, rewards, candidate progress, and leaderboard.

Collaborative recruitment, integrating both human resources professionals and others from different departments, in order to obtain points of view that outline the requirements, assessment of attitudes, skills and specific real qualities that the future candidate must possess, creating an objective and effective selection process. *Artificial intelligence*, which seeks the evaluation of the non-verbal behavior of the interviewed candidates, the management of relations with the candidates (MRC) is a strategic model to manage the candidate's experience, in this technique the knowledge is facilitated and manages the differentiating value with the candidate's feedback in the company.

These new trends to recruit and select talents with value, are implemented with the premise that they share the philosophy and way of working that the company preaches, people who contribute their knowledge and solutions, people with a healthy mind and spirit developing the being of the collaborator, active personnel involved with the business, this implies knowledge and skills for self and intelligent management in organizations. Human beings who know themselves and know how to manage their emotions for an adequate behavior, affecting an identity as a distinctive characteristic seal, which favors the profitability of both, the person and the market.

This is how emotional intelligence was introduced in the 20th century in the literature of psychology, this concept has gained relevance in the last decades in the organizational field, specifically in the management of human talent. Starting with the contribution of Thorndike, who was the forerunner in the development of the concept of social intelligence in 1920, it was seen as the ability to understand and guide individuals on how to proceed with the management of social relationships.

Later, in the 1960s, psychologists used the term “emotional intelligence” (EI) (MAYER and SALOVEY, 1990), to describe a new theory, in which emotional intelligence is a compound of the aforementioned social intelligence, these authors define EI as the capacities to exercise control over

emotions and feelings, to later characterize them and use the information as knowledge that guides actions. While GOLEMAN (1995), explains that it is the capacity to identify one's own and other people's emotions, in addition to using feelings that promote control, motivation, and proper management of social relationships.

Years later these Mayer and Salovey proceed to redefine the concept of EI, providing a broader concept, they conceptualize it as the ability to identify, understand and express one's own emotions, in addition to employing emotions that promote emotional and cognitive development. Reflection on emotions can lead to the generation of moments or traits that facilitate the understanding and control of emotions, so that the individual is faced with traits such as happiness, motivation and others (MAYER et al., 2008).

Theoretical references of ALLES (2016,2017), RAMÍREZ, CHACÓN and EL KADI (2018), RAMÍREZ, VILLALOBOS and HERRERA (2018), RAMÍREZ, ESPINDOLA, RUÍZ and HUGUETH (2019), RAMÍREZ, LAY and SUKIER (2020), SUKIER , RAMÍREZ, PARRA, MARTÍNEZ, FERNÁNDEZ and LAY (2020), have shown how the human factor affects the organization's strategies, and its action enhances sustainable competitive advantages as a distinctive feature in the real sector, becoming the collaborator into a generator of strategic value due to its competences in the organization, responding to the demands of the environment, influenced by theories, schools, administrative trends, models of organizational behavior and times.

In this same vein, EI is a construct that refers to the ability of individuals to recognize their own and others' emotions, discriminate between feelings and label them appropriately, use emotional information to guide thought, conduct and behavior, and strategically manage or adjust emotions to adapt to the environment and achieve goals. Given these considerations, the following question is asked, ¿what is emotional intelligence like in the era of the new normal?

2. THEORETICAL FUNDAMENT

2.1. Emotional intelligence: theoretical references

Emotional intelligence has become a class issue for individuals and organizations because of the importance it has taken on in the organizational and psychological context. This is because this capacity promotes self-knowledge, empathy, social and organizational awareness, through certain

processes such as (1) the identification of emotions, (2) the interpretation and understanding of emotions, (3) the obtaining of information, resulting in individuals with greater capacity to interpret emotions and also how to influence emotions. other people. Regarding the study variable, GEORGE (2000) states that emotional intelligence is the capacity of individuals to perceive, generate and understand emotions, reasoning about them in order to develop cognitive and emotional growth. For SNOWDEN et al. (2015), it is an intellectual process of a social nature that involves the existence of traits and/or abilities that help the analysis, characterization and orientation of actions in the face of emotions.

For BRADBERRY and GREAVES (2009), emotional intelligence refers to the abilities to identify and interpret one's own emotions and those of people in the environment, using the knowledge developed to control behavior and relationships. According to FERNÁNDEZ-BERROCAL and EXTREMERA (2009), they define it as the ability to identify, evaluate and express emotions and feelings, allowing emotional and cognitive growth due to the knowledge acquired and the implementation of behaviors and emotions that favor them. SOLOSHENKO (2015), conceptualizes it as the ability to relate and communicate assertively and efficiently due to the perception, understanding and control of one's own and other people's emotions, giving them the possibility to influence other people and at the same time to build knowledge through the control and evaluation of emotions.

SERRAT (2017), on the other hand, states that it is the capacity or skill to perceive, value and control personal emotions and those of others, allowing them to know themselves and learn to be resistant through behavioral and emotional learning in situations. Faced with such theoretical references of emotional intelligence, the characterization of this study variable is established, taking into account the contributions of MAYER and SALOVEY (1990), GOLEMAN (1995), GEORGE (2000), and SNOWDEN et al. (2015). These are aimed at providing an integral approach to EI, and the social impact it has on the lives of human beings, and for this reason in its actions, with a business scope, glimpsing the behavior of talent for the generation of value (Table 1).

Table 1. Characterization of emotional intelligence

| Authors | Characterization |
|----------------------------|---|
| MAYER and SALOVEY, (1990). | Ability to identify, understand and express own emotions. It uses emotions that promote emotional and cognitive development. They generate moments or traits that facilitate understanding and control of emotions. |

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|----------------------------|--|
| GOLEMAN, (1995). | Ability to identify one's own and others' emotions. It employs feelings that promote control, motivation and proper management of social relationships. |
| GEORGE, (2000). | Individual capacity to perceive, generate and understand emotions. Develops cognitive and emotional growth. |
| SNOWDEN et al., (2015). | Intellectual process of a social character. It involves the existence of traits and/or abilities. It helps to analyze, characterize and orient in the face of emotions |

Source: own elaboration (2020).

Different authors consider that emotional intelligence is developed under certain dimensions, such is the case of MAYER and SALAVEY (1990), who propose four (4) dimensions related to EI, among these: (1) perception, (2) analysis and evaluation of emotions, (3) facilitation of the emotion of thought and (4) analysis and understanding of emotional information, making clear the need for cognitive and emotional knowledge in order to carry out these dimensions.

For GOLEMAN et al. (2002), EI is made up of five (5) dimensions, such as: self-awareness, self-regulation, motivation, empathy, and social skills. Skills that can be of a personal or social nature, the first three skills mentioned involve cognition and management of emotions in their own way, while empathy and social skills encompass knowledge and management of other individuals' emotions, that is, of a social nature. On the other hand, ALDOSIRY et al. (2016) considers that it is necessary to have three (3) skills such as: (1) assessment and emotional manifestation, (2) control of emotions and (3) use of emotions. Finding coincidences with the skills required in emotional intelligence.

Therefore, important effects have been found in the personal and working life of individuals, as well as in the organizational climate and culture., studies have verified the contribution of EI to the reduction of stress and depression levels in the last decades (KESSLER, 1997; PAYKEL, 2003; TENNANT, 2002). Likewise, in emotional intelligence, the strengthening of personnel performance stands out (RICHARDS and PRYCE, 2006), studies show that having emotionally intelligent collaborators enables the ability to adapt and resolve conflicts or situations (CARMELI, 2003). Similarly, researchers highlight that emotional intelligence is a tool for decision-making

that leads to results, being able to obtain a better psychological state, higher quality social relations and greater work success (SCHUTTE et al., 2007, LOPES et al., 2004). In this regard, table 2 is provided, regarding the dimensions of emotional intelligence, according to the contributions of the aforementioned referents.

Table 2. Dimensions of emotional intelligence

| Authors | Dimension | Definition |
|----------------------------|--|--|
| MAYER and SALAVEY, (1990). | Perception. | It responds to the ability to interpret how human beings are seen by others in situations and problems. |
| | Analysis and evaluation of emotions. | It includes the study and assessment of emotions, establishing an information process, in order to project specific emotional responses, enabling the capacity to adapt to situations. |
| | Facilitation of the emotion of thought. | It is a continuous process of improvement, regarding the response to a stimulus, according to the emotional state that predominates in the human being at that moment. |
| | Analysis and understanding of emotional information. | It studies emotional traits of human beings and how they influence their behavior in themselves and with others. |
| GOLEMAN et al. (2002). | Self-awareness. | It allows to value in the human being perception in the present, taking into account the past and future. |
| | Self-regulation. | Ability to respond to some requirement, being socially tolerant and flexible, with spontaneous reactions. |

| | | |
|-------------------------|---|--|
| | Motivation. | It is the stimulus of a living being, before a certain environment, as a response to satisfy a need, fostering an impulse to perform an action or stop doing it. |
| | Empathy. | Ability to perceive, share or infer the feelings, thoughts and emotions of others, for the recognition of the other as similar. |
| | Social skills. | They are behaviours aimed at achieving a goal and defending rights, assertively expressing emotions and desires. |
| | Assessment and emotional manifestation. | It analyzes the conditions that elicit the different emotions of the human being. |
| ALDOSIRY et al. (2016). | Control of emotions. | Emotional regulation criteria to respond assertively to a situation. |
| | Use of emotions. | Possession of the appropriate states of mind, in conjunction with thought and knowledge. |

Source: own elaboration (2020).

For the above-mentioned reasons, a position is established with the contribution of GEORGE (2000), who considers that emotional intelligence ranges from perceiving to generating emotions that can give rise to cognitive and emotional production. For those who investigate emotional intelligence, it is the capacity for the full identification of feelings and emotions, allowing its valuation and subsequent regulation, facilitating the obtaining of knowledge that promotes improvements in decision-making, management of social relations and the diverse situations that can present themselves personally and professionally.

At the same time, one can talk about the proven benefits of EI, among these: (1) it strengthens the self-recognition of the human being, (2) it allows the internal analysis of their emotions from self-awareness, (3) it improves continuously before the regulation of the emotions, (4) it stimulates human beings to consciously and responsibly carry out their management, (5) it strengthens the empathic capacity, (6) enables the promotion of the development of social skills, (7) conditions the human being in difficult situations to behave assertively, (8) adequately maintains the states of mind, and (9) socially impacts the organizational culture in a positive way, projecting people's personal brand.

2.2 Perspectives of emotional intelligence in the era of the new normal

Currently, individuals and organizations are facing changes due to various situations, from taking advantage of market opportunities to situations of epidemiological crisis, so it requires individuals who are able to adapt to change and with skills to deal with their own emotions and those of others, in response to these stimuli and forces of the environment, giving great importance to emotional intelligence as that ability that facilitates the identification and control of emotions in order to be assertive, empathetic, resilient, resonant and competitive.

BRIONES (2014), considers that EI is the new tool that enables entrepreneurs to have the motivation to achieve their objectives, due to the skills that emotional intelligence contains, which allows these individuals to identify, characterize and generate emotions that ensure organizational success, especially when it is said that EI helps make to make the right choices when facing market situations. Confirming this with the position of MAYER and SALOVEY (1997), who state that having collaborators with EI can have greater work success due to better decision-making in complex situations.

While others consider that EI contributes elements to leadership, adaptation, management of social relations and communication, ensuring that management tools are in place to orient staff towards organizational success (COOPER and SAWAF 1997; FINEMAN 2000; MATTHEWS et al. 2002; MAYER et al. 2000). Therefore, it is important to specify how valuable emotional intelligence becomes in the life of each talent, impacting the work environment, added to dimensions such as motivation, empathy, and self-regulation, key allies required by organizations.

In this sense, researchers have studied emotional intelligence from the biological or neurological perspective, finding that certain organs store and receive cognitive and emotional information, authors such as LEDOUX (1996), confirm this in their study on the brain, highlighting the amygdala as the heart of the limbic system, which is responsible for integrating internal and external information, thanks to the emotional and cognitive development obtained through experiences. Likewise, DAMASIO (2005), found in his neuroscientific studies that the different brain areas influence the internal decision-making processes and the behaviors of individuals, specifically in behaviors involving emotions.

FERNÁNDEZ-BERROCAL and CHECA (2016) consider that EI is directly related to the psychological (cognitive) context, called the cognitive psychological perspective, they affirm that with emotions it is possible to make assessments and interpretations about behaviors and communications, in addition to considering that the processing of emotions is given by the brain. Similarly, the American Psychological Association, considers emotional intelligence as the capacity to identify, evaluate and communicate feelings and emotions in an assertive manner, as well as facilitating reasoning and understanding of situations and emotions.

2.3 Emotional intelligence in the era of the new normal: reflections

According to the conceptions of the classic theoretical and current disciplinary references of EI, some reflections deciphered that are oriented by social, life and welfare skills, which frame social awareness, organizational awareness, relationship management, communication skills, positive psychology, emotional facilitators, time management and change management of human talent; this proposal favors the appropriate behavior of people personally and in any type of organization. Social awareness is known as the ability to interpret people's feelings, identifying emotions and understanding their situation. BRADBERRY and GREAVES (2009), see it as a capacity where the individual can perceive those feelings and/or emotions of people, trying to understand the person's reality, allowing them to stay focused and obtain selective information.

MOUSAVI et al. (2012), considers that it allows leaders to identify and understand the emotions that their collaborators have, in this way they can channel their emotions and in this way obtain a better state of mind, motivating them to the fulfillment of objectives. For SERRAT (2017), it consists of knowing the feelings and perspectives of individuals in order to guide them to develop

actions that allow them to take an active position in the face of uncertainty, in addition this author considers that social awareness requires certain elements such as: empathy, service orientation, skills development, take advantage of diversity and organizational knowledge. For those who investigate social consciousness, it contemplates elements required to develop capacities, to perceive one's own emotions and those of other people in order to understand the situations of each individual, giving rise to key elements such as empathy, communication skills and organizational knowledge.

Organizational awareness enables the establishment of networks and alliances, knowing the organizational structure and objectives. GOLEMAN (2000), defines it as the capacity to identify emotions and understand the realities of each individual, thus promoting the constitution of networks, having an influence on the different organizational teams, highlighting the capacity for analysis in an objective manner. AL-BAHRANI (2017), considers that organizational consciousness perceives emotional currents and, in turn, the relationships that facilitate the maintenance of power.

SPITZER (2015), states that it is a capacity that allows the identification and understanding of the elements of the organizational environment, from its structure, to the company's policies, making it possible to perceive signals from collaborators and the organization about their behaviors. Consequently, for those who research, organizational awareness is considered as the capacity to interpret the reality of individuals, identifying and understanding their emotions and behaviors, as well as understanding organizational elements such as structure, objectives and strategies, all this in order to build solid networks that enable the fulfillment of objectives.

Regarding relationship management, it is the ability to analyze and interpret emotions in order to have productive interactions successfully, allowing effective communication and greater intelligent management of conflicts, (BRADBERRY and GREAVES, 2009), in the same way ENGLER and NEHRT (2011), define it as a capacity that encourages solidarity, sympathy and mutual esteem with the teammates, obtaining good relationships and more effective leadership. While for MOUSAVI et al. (2012) relationship management consists of the ability to manage emotions in order to understand them, being useful for leaders in current organizations to have this ability, leading to the coordination of their staff. Given these conceptualizations, it can be said, that it is a capacity that brings individual and organizational benefits, to understand and develop

emotions that make it possible to maintain good interpersonal relationships and manage conflicting situations thanks to the permanent assertive and intelligent communication between individuals.

With reference to communication skills, AMINI et al. (2019) define it as the capacity that promotes understanding and cooperation between individuals, where they seek to communicate efficiently, care for and generate information from the organization to individuals or teams. For FLORES et al. (2016), they are part of the social skills and that these imply the grouping of experiences, which lead to the development of behaviors that make it possible to hold a conversation in an assertive way, where it is possible to express emotions, attitudes and pretensions.

According to GOLDSMITH and NEWTON (2011), they state that these contemplate the forms of expression and understanding of the emotions and communicative values of the linguistic elements, in addition to their context and previous knowledge. In relation to the above, it is clear that communication skills encourage cooperation between individuals, having this ability favors communication and understanding, it is the body-vocal capacity that facilitates the expression, development and interpretation of information, facilitating communication assertiveness and the fulfillment of individual and organizational objectives.

Regarding positive psychology, it is the study of positive emotions, their precursors and consequences, their specific functioning and their relationship with other psychological areas. Positive psychology is usually understood as a set of study topics and research findings that have as a common link to be focused on positive aspects of the human being. One of the aspects to take into account, as some authors have pointed out, is that, although in general emotions and positive traits are adaptive and have many beneficial effects, this may not be the case in all situations or for all people (HERVÁS, 2009). While for BAR-ON (2014), it is an analysis of the characteristics, behaviors and strengths that favor the development of individuals/followers, highlighting those positive ones that generate motivation and satisfaction on the staff.

HAM KIM (2012), on the other hand, considers that this term refers to the study and analysis of those positive traits and behaviors that lead to the generation of a balanced state, so relevance is given to positive emotions that facilitate the empowerment of the virtues and strengths of these members. Therefore, the contribution of HERVÁS (2009) is taken, which defines and considers those aspects that should be taken into account for the management of emotions. For those who research positive psychology, it is the analysis and interpretation of emotions and positive aspects

resulting from the individual's experiences, in order to later employ behaviours that favour the capacity to adapt and achieve.

Likewise, there are emotional facilitators, FERNÁNDEZ-BERROCA and EXTREMERA (2004), who consider that these are skills that favour understanding and expression in relation to others, as well as how they relate and face daily situations, becoming a sample of social and emotional competencies. RANJAN and VASANTHA (2017), consider that emotional facilitators refer to the ability to identify and use emotions according to the need to communicate feelings or use them in cognitive processes, in short, they refer to the ability to perceive and control feelings and emotions in order to understand and be understood. For those who investigate, they are tools for the identification of emotions in front of other individuals trying to lead to the development of better experiences.

In reference to time management according to ÁLVAREZ and FERRERO (2019), they know it as a set of behaviors that enable individual growth based on individuals, who must manage time according to their functions and tasks, thus avoiding loss of effectiveness and response times. Converging TRACY (2013), sees it as a skill that favors the control and management of time for the fulfillment of objectives and to achieve states of harmony and mental well-being, considering it as a precious asset for individuals and organizations.

For their part, MOUSAVI et al. (2012), consider that time management is supported by methods that allow time control, so it is necessary to agree and plan strategies and objectives, establish priorities and visualize the functions to be performed. Establishing a position with the contribution made by ÁLVAREZ and FERRERO (2019), who considers that time management affects individual development and effectiveness of fulfilling tasks and functions. According to those who investigate, time management is a process in which tasks and functions are identified and then planned for the execution of tasks that lead to the fulfillment of achievements within the agreed time frame.

On the other hand, when talking about change management, AL-BAHRANI (2017) considers that this is a strategic and rational process, where organizations analyze factors in order to establish new sets of operations that can be adapted to the current situation. In turn, HASHIM (2013), considers that change management can occur in the change of strategic plans or the identification of new improvements that favour organizational performance, covering technological, cultural, economic, social and political factors.

Likewise, the Project Management Institute (2013), states that change is a cyclical and integral process, driven by internal or external transformations that require rethinking organizational strategies and policies towards a future vision that ensures the generation of benefits, integrating all its stakeholders in the alignment and integration into new processes, culture and strategies, emphasizing the collaborators, who must be informed and trained to ensure the maintenance of quality in their processes and final products. Therefore, change management is a transformation generated by external or internal factors, which bring about problems or crisis situations that lead to modification of organizational strategies that modify processes and results, specifically in the management of human talent, aimed at improving their performance.

Table 3. Reflections Indicators of emotional intelligence in the era of the new normal

| Indicators of emotional intelligence in the era of the new normal | Reflections |
|--|--|
| Social awareness. | It establishes a person's knowledge of the state of others or the environment, altering their emotions. |
| Organizational awareness. | It enables responsible knowledge to responsibly manage human capacities. |
| Relationship management. | It creates an assertive action in the talent to establish harmony, relationship and interaction with the environment, in search of loyalty. |
| Communication skills. | It refers to the body-voice capacity of people to facilitate, receive and develop information, contributions and ideas assertively, allowing the consolidation of personal and work goals. |
| Positive psychology. | It associates positive and resilient experiences, to assume an appropriate behavior, enabling a favorable stimulus to adapt to a situation. |
| Emotional facilitators. | It turns people into a tool for recognizing emotions before others, inviting them to generate the best life experiences. |

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|--------------------|--|
| Time management. | The process of planning and exercising time conscious management in order to ensure meaningful accomplishments. |
| Change management. | Transformation given by a need, before a situation or problem, in order to guarantee a better performance in human talent. |

Source: own elaboration (2020).

According to the EI's reflections on the era of the new normal, social, life and well-being skills are linked to strategies of emotional regulation, social awareness and facilitating emotions, integrating emotional intelligence, which in turn is impacted by economic, social, environmental and political factors, influencing the reinvention of the living being, modifying structures, models and the management of people in business, allowing the recognition of the human being and the valuation of their behavior.

3. FINAL CONSIDERATIONS

According to the analysis of emotional intelligence in the era of the new normal, the perspectives and reflections allow us to conclude that (1) emotional regulation strategies are necessary as a human being's ability to adapt to new changes in the environment, where uncertainty is part of the context and is increasingly present in our lives, and as such in companies. This provides talent with the skills to properly manage their life, impacting people, encouraging new styles of work and active participation, minimizing demotivation and seeking harmony.

On the other hand, (2) in view of the era of the so-called new normality, it is imperative that human talent be a facilitator of emotions, providing the best customer experience, changing paradigms in time management and change, giving the opportunity for self-development. for the generation of value, allowing to be a guide in others to channel their emotions assertively. (3) The emotional intelligence, is articulated with social awareness to impact the awareness of organizations, relationship management and communication skills. This triangulation gives way to the value that the intangible currently possesses for the functioning of people, permeating the

attitude and individual aptitude, generating in turn significant behaviors or conduct for the improvement of organizational competitiveness.

(4) The economic, social, environmental and political factors have had a notable influence on the reinvention of the human beings, establishing social, life and welfare skills, to work with people, originating characteristics in talent, which in turn are measured in daily and work performance. (5) The perspectives of EI have modified the management of human talent, the way of recruiting and selecting staff, identifying differentiating characteristics required by the real sector and the market, associated with the business strategy. (6) The theory and reflections in reference show that the new trends of EI are based on the self-recognition of human beings and the evaluation of their behavior, highlighting their sensitivity and control, in the face of emotional stimuli, deciphering the meaning of situations and problems in order to provide an assertive and responsible respond.

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