THE NEED FOR THE INCLUSION OF EMOTIONAL INTELLIGENCE IN THE AGRICULTURAL EDUCATION CURRICULA: A LITERATURE REVIEW

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Abstract

The concept of emotional intelligence is not new, but over the past 20 years has gone through major development and refinement. Almost daily there are new additions to the expanding body of knowledge that suggests that a person's EI profile provides a foundation for developing social and emotional competencies necessary for success in the workplace. The purpose of this theoretical article was to examine the need for the inclusion of emotional intelligence competencies into the local agricultural education curricula through a review of existing agricultural education and business literature. The researchers found evidence that emotional intelligence is vital for entry and success in today's workplace and that previous agricultural education research indicates that the inclusion of emotional intelligence competencies is important. The researchers recommend further research on incorporating emotional intelligence development in the various agricultural education instructional efforts. Research should also be conducted on leadership and emotional intelligence and how these results can be used to improve leadership development efforts. Teacher in-service workshops should also be held to inform agricultural education teachers about the importance of emotional intelligence and to help them include emotional intelligence in their curricula. Longitudinal studies should be conducted on high school students, following them throughout post-secondary education and into the professional workplace. Examine the emotional intelligence of agricultural educators and indicators of local program success including, but not limited to, instructional practices, student performance and students emotional competence. Agricultural education can not afford to ignore the importance of including the development of emotional competencies into the local agriculture curricula or into our research efforts.

Introduction

Since its beginning in 1917, agricultural education has seen many changes. Similar to production agriculture, instruction in agricultural education has moved toward the goal of real understanding, application and problem solving in agriculture and in the outside world (Phipps & Osborne, 1998). This goal seeks to provide realistic application and successful transfer of knowledge, skills and attitudes into real-world settings (Miller, 2000). Phipps and Osborne (1998) added, "Public school agricultural education also aids in the development of desirable attitudes and interests and in the development of social sensitivity and resourcefulness of students" (p. 9).

To survive, agricultural education programs must be dynamic and able to adjust to new situations and environments that help to improve on-the-job effectiveness of future graduates (Coorts, 1987; Slocombe & Baugher, 1988; Scanlon, Bruening & Cordero, 1996). Many agricultural education professionals can easily cite some of the new and emerging trends and issues in agriculture that should be included in the local agriculture curricula. These include aquaculture, biotechnology (from BT corn to cloning), the use of global positioning systems and hydroponics, just to name a few. While knowledge and entry level skills in these agricultural technologies are perceived as important to entry in the agriculture industry, do they paint the whole picture of what employers are looking for? What about teamwork? The ability to solve problems? The ability to relate to customers – domestically and internationally?

Emotional intelligence (EI), the ability to recognize our own and others feelings, is gradually gaining attention in the workforce, in education and in leadership development. Further, a growing number of experts are coming to the conclusion that emotional intelligence is a more effective predictor of success in the workplace than IQ (Goleman, 1998). During the past two decades, no psychological concept has had a greater influence on leadership development than emotional intelligence (Lajoie, 2002).

Emotional intelligence is not a new concept but is actually tied to ancient wisdom. Two thousand years ago, Socrates declared that the attainment of self-knowledge is humanity's greatest challenge. Aristotle added that this challenge was about managing our emotional life with intelligence (Lajoie, 2002). Fast forwarding to today, you will find business magazines such as the May/June issue of the *Ivey Business Journal* with an entire issue devoted to the virtues of emotional intelligence (Lajoie, 2002). Further, leadership gurus like John Maxwell are advocating more than ever the understanding and managing of one's emotional life in this very complex and ever changing business environment and serve at the heart of leadership and human systems development (Lajoie, 2002).

Keeping the local agriculture curricula current with the present and future directions of the agriculture industry requires monitoring of the agriculture industry practices and procedures as well as emerging trends in the broader business community. This monitoring must be coupled with an understanding of the current practices and research within the agricultural education profession. Once this is achieved, local agriculture curricula can be successfully adjusted.

Theoretical Framework — An Overview of Emotional Intelligence

Twentieth-century research in emotional intelligence began with the 1920's when Edward Thorndike identified his concept of social intelligence. This concept of social intelligence is one of three groups of intelligences (abstract, concrete and social) identified by psychologists of that time. Thorndike (1920) defined social intelligence as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations" (p. 228). Thorndike's definition included interpersonal and intrapersonal intelligences into the definition of social intelligence.

Psychologist David Wechsler, a student of Thorndike and developer of one of the first IQ measurement instruments – the *Wechsler Adult Intelligence Scale*, recognized the importance of studying non-cognitive factors. In 1943, Wechsler proposed that non-intellective abilities are crucial in predicting one's ability to succeed in life. Wechsler referred to "non-intellective" and "intellective" factors as meaning affective, personal and social factors. Wechsler wrote (as cited by http://www.a2zpshchology.com, 2002):

> The main question is whether non-intellective, that is affective and cognitive abilities, are admissible as factors of general intelligence. (My contention) has been that such factors are not only admissible but necessary. I have tried to show that in addition to intellective there are also definite non-intellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors.

In the past 20 years, the field of psychology broadened the "non-intellective" paradigm of these early psychologists. Howard Gardner (1983) introduced the idea of multiple intelligences including "personal intelligences" which encompasses *intrapersonal intelligence* (knowing yourself) and *interpersonal intelligence* (knowing how to get along with others).

In the past five years, emotional intelligence has received much attention as an aspect that is potentially useful in understanding and predicting individual performance and success in the workplace. Miller (2000) stated that emotional intelligence is the complex and multifaceted ability to be effective in all the critical domains of life, including job success. Daniel Goleman has been one of the leaders in defining the competencies related to emotional intelligence. Goleman (1998) described emotional competence as "a learned capability based on emotional intelligence that results in outstanding performance at work" (pg. 4). Further, emotional competencies are job skills that can be learned and thus people have the potential to become skilled at these competencies (Cherniss & Goleman, 2001).

The emotional intelligence framework Goleman first designed in 1998 consisted of five domains of emotional intelligence that included 25 competencies. His framework of emotional competencies in the workplace reflects statistical analyses by his colleague Richard Boyatzis that collapses the 25 competencies into 20 and the five domains into the four: Self-Awareness, Self-Management, Social Awareness and Relationship Management (Boyatzis, Goleman, & Rhee, 2000; see Figure 1). *Primal Leadership: Realizing the Power of Emotional Intelligence* (Goleman, Boyatzis and McKee, 2002) reduced the 20 competencies to 18 competencies that

focused on upper-level leadership and management roles versus the 20 competencies that reflect those needed by the typical employee.

The first two domains are personal, while the second two are social and have to do with a person's ability to manage relationships with others. While each competence contributes on its own to workplace effectiveness, it is more practical to examine them in their clusters (Goleman, 1998). Emotional competencies seem to operate most effectively in synergistic groupings, with the evidence suggesting that mastery of a "critical mass" or cluster of competencies is necessary for superior performance. "Demonstrating the competencies in one of these clusters does not preclude nor arouse the competencies in the other cluster, but when both are demonstrated the person is typically more effective in professional and management positions" (Boyatzis, R. Goleman, D., & Rhee, K., 2000, p. 9).

Figure 1: Goleman's Framework Of Emotional Competencies

	SELF (Personal Competence)	OTHER (Social Competence)
RECOGNITION	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
REGULATION	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

The first cluster of emotional competencies within the *Personal Competence* domain is *Self-Awareness*. *Self-Awareness* is characterized by a deep understanding of one's emotions, strengths and weaknesses, and the ability to accurately and honestly self-assess (http://www.ceoforum.com.au, 2002). Fundamental concepts of *Self-Awareness* include individuals' personality traits, personal values, emotions, habits and the psychological needs that drive our behaviors. Three competencies lie within the *Self-Awareness* cluster: *emotional self-awareness*, *self-assessment* and *self-confidence*. *Emotional self-awareness* reflects the significance of recognizing one's own feelings and how they affect one's performance (Kesslin Associates Inc., 2002). Realizing one's own strengths and weaknesses are attributes of *self-assessment* (Consortium for Research on Emotional Intelligence in Organizations, 2001). The third competence in the *Self-Awareness* cluster is *self-confidence*. The capability to make sound decisions despite uncertainties and pressures, the ability to voice unpopular views while going out on a limb and the ability to be decisive are all characteristics of *self-confident* individuals (Consortium for Research on Emotional Intelligence in Organizations, 2001).

Self-Management involves a person's ability to control and regulate their emotions, their ability to stay calm, clear and focused when things do not go as planned, and the ability for self-motivation and initiative (http://www.ceoforum.com.au, 2002). The *Self-Management* cluster of emotional intelligence competencies is the second cluster in the *Personal Competence* domain and encompasses six competencies: *self-control, trustworthiness, conscientiousness, adaptability, achievement drive* and *initiative*. *Self-control* is the ability to manage one's own disruptive and distressing emotions and impulsive feelings by keeping them in check (Boyatzis, 1982). *Trustworthiness* translates into "letting others know one's values and principles, intentions and feelings, and acting in ways that are consistent with them" (Cherniss & Goleman, 2001, p. 7). People with *adaptability* are flexible in how they see events, can smoothly handle multiple demands and are able to adapt their responses and tactics to fit fluid circumstances (Goleman, 2002). *Achievement driven* professionals learn how to improve their performance by pursuing information to reduce uncertainty and find ways to do better (Goleman, 2002). The final competence in the *Self-Management* cluster is *initiative*, which entails taking preventative action to avoid problems before they happen (Cherniss & Goleman, 2001).

Social Awareness is the understanding of others' feelings, needs and concerns which stem from the awareness of one's own feelings. *Social Awareness* skills determine how you relate to others, specifically "your ability to sense other people's feelings and read the mood of a group; to inspire and build relationships; to work in teams; to listen and communicate" (Exley, 2000, p. 96). Sensitivity to others is crucial for superior job performance whenever the focus is on interactions with people (Cherniss & Goleman, 2001). Three competencies lie within the *Social Awareness* cluster of the *Social Competence* domain: *empathy, service orientation* and *organizational awareness*. *Empathy* is the ability to sense others' feelings and perspectives, and take an active interest in their concerns (Steel, 1997). The *service orientation* competence involves anticipating, recognizing and meeting clients' needs (Cherniss & Goleman, 2001). The third competence in the *Social Awareness* cluster is *organizational awareness*. Individuals with this ability can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there (Goleman, 2002).

Relationship Management, the second cluster in the *Social Competence* domain, has to do with a person's ability to manage relationships with others and involves the ability to communicate, influence, collaborate and work with colleagues (http://www.ceoforum.com.au, 2002). The *Relationship Management* cluster focuses on essential social skills and includes the following competencies: *developing others, influence, communication, conflict management, leadership, change catalyst, building bonds* and *teamwork and collaboration*. *Developing others* entails sensing what others need in order to develop and reinforcing their abilities (Cherniss & Goleman, 2001). A leader who has mastered the *influence* competence uses complex strategies like indirect influence and persuasion to build harmony and support with others (Consortium for Research on Emotional Intelligence in Organizations, 2001). Effective *communication* means listening openly and sending clear and convincing messages (Hay Group, 2001). *Conflict management* is the fourth of eight competencies in the *Relationship Management* cluster. Those skilled in the *conflict management* competence are able to handle difficult people and tense situations with skill and tact while negotiating and resolving disagreement (Consortium for Research on Emotional Intelligence in Organizations, 2001). Those excelling in the *leadership* competence "are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to

lead by example" (Cherniss & Goleman, 2001, p. 9). Those proficient as a *change catalyst* are able to challenge the status quo to acknowledge the need for change. Leaders must also be able to recognize the need for change, remove barriers and enlist others in pursuit of new initiatives (Cherniss & Goleman, 2001). The cornerstone of the *building bonds* competence is networking and nurturing instrumental relationships (Consortium for Research on Emotional Intelligence in Organizations, 2001). The final competence in the *Relationship Management* cluster of the *Social Competence* domain is *teamwork and collabo*ration. It involves creating group synergy, which fosters the ability to work with others in pursuing collective goals (Cherniss & Goleman, 2001).

Purpose

An understanding of previous research on agriculture workplace skills and competencies as well as emotional intelligence and defining emotional competencies was needed to understand the need for incorporating emotional intelligence development into the agricultural education curricula. Therefore, the main purpose of this study was to examine the need for the inclusion of emotional intelligence competencies into the local agricultural education curricula through a review of existing literature. As a means of accomplishing this purpose, the following objectives were sought:

1. Examine the literature for findings related to employee emotional competence needs of the agriculture industry.
2. Examine business-related literature for current findings related to the importance of emotional intelligence in career success.

Methods/Procedures

To achieve the research objectives, several data sources were used. For Objective 1, articles published in the *Journal of Agricultural Education (JAE)* and papers presented at the *National Agricultural Education Research Conference (NAERC)* were searched. These were selected because they are the premier refereed outlets for published research in agricultural education. Data was gathered from the *Journal of Agricultural Education* online on the American Association for Agricultural Education website (http://aaaeonline.org) using the keywords "agricultural education curriculum." Data was gathered from NAERC proceedings manually.

For Objective 2, a broader search was conducted that included Internet searches using the *Google* search engine, university library electronic and manual searches and use of personal references. Using keywords "workplace success," "emotional intelligence," "emotional competencies," and "social intelligence" the searches revealed theses, papers from conference presentations, articles from professional journals, magazines, books and Internet sites.

Items found for both objectives were reviewed for relevance to the purpose and research objectives of the study. The results of this study are limited to the search procedures utilized and the completeness of the data sources examined.

Findings

Employee Emotional Competence Needs of the Agriculture Industry

Research has been conducted to determine the best-suited characteristics and competencies needed in order to be successful in agriculture careers, especially in developing youth. Furthermore, many of these findings relate to many of the emotional competencies defined by Goleman (see Figure 1).

Spotanski and Foster (1989) sought to determine what agribusiness skills were needed by students in order to succeed in entry-level employment. The survey of Nebraska agribusiness managers and vocational agriculture instructors found that "getting along with people," "talking to customers" and "recognizing and helping customers" as important skills required for employment in agribusiness. "Customer relation skills" and "communication skills" were also required by Nebraska agribusiness managers. The researchers recommended that required employment skills be identified and instructional materials developed to meet the needs as identified by the agribusiness employer. The findings of this study relate to the *Social Competence* domains of Goleman's Framework of Emotional Competencies (see Figure 1).

Miller and Bowen (1993) conducted a one-shot case study design on 8th grade students enrolled in Ohio public schools examining students who were members of 4-H and students who had never been a part of 4-H or other youth organizations. The researchers used the Life Skills Development Instrument to measure the three 4-H life skills areas of *competence* (developing knowledge and subject matter skills), *coping* (dealing with stresses), and *contributory* (increasing social skills which allow self and others to overcome situational and/or personal barriers). The researchers concluded self-esteem was the best indicator to which youth had perceived the development of life skills and that competence, coping and contributory life skills appear to be complementary. The researchers recommended analyzing the curricula and programs of 4-H and related clubs to make them more effective in helping students develop life skills and self-esteem. These findings relate to the *Personal Competence* domains of Goleman's Framework of Emotional Competencies (see Figure 1).

Scanlon, Bruening and Cordero (1996) conducted focus groups of agribusiness individuals and college advisory committee representatives to identify appropriate modifications for the agricultural education curricula being offered. The researchers found that industry professionals seek teamwork, leadership and problem solving skills as aids in the hiring process. Other valuable skills determined by the study were empathy and the ability to understand and work with people. The researchers found agricultural education curricula capable of incorporating these necessary skills into the existing curricula. The findings of this study relate to the *Social Competence* domains of Goleman's Framework of Emotional Competencies (see Figure 1).

Ayers and Stone (1999) studied the Texas Agricultural Extension Service to identify outstanding characteristics of Extension educators employed during 1996-97. The study found that the majority of core competencies needed by extension educators related to emotional intelligence. These findings relate to both the *Personal Competence* and *Social Competence* domains of Goleman's Framework of Emotional Competencies (see Figure 1).

A study conducted by Kellog & Vernon (2001) provided findings of competencies that should be included in collegiate agricultural communications courses as portrayed by members of agricultural communications-related professional organizations. The respondents identified the ability to demonstrate reliability and trust; work as a team member; apply human relations skills to solve workplace problems; and demonstrate responsibility and credibility as part of the top five agricultural competencies that should be included in an agricultural communications curricula. The researchers findings relate directly to the *Social Competence* domains of Goleman's Framework of Emotional Competencies (see Figure 1).

Akers, Miller, Fraze and Haygood (2002) conducted a study to determine the importance and inclusion of various emotional intelligence competencies as perceived by agriculture teachers. The teachers identified communication and self-control as high-level successful abilities and are including them in their curricula. These teachers identified conflict resolution as a critical need but are not including it in their program curricula. These findings relate to both the *Personal Competence* and *Social Competence* domains of Goleman's Framework of Emotional Competencies (see Figure 1).

Emotional Intelligence and Workplace Success

Prior to the publication of two academic papers by John Mayer and Peter Salovey in 1990, Intelligence Quotient (IQ) was the primary predictor of an individual's life success. It is now believed that emotional intelligence plays a major role in leadership, work-life and career development. IQ predicts only about 20 percent of career successes, which leaves the remaining 80 percent to other factors such as emotional intelligence (Pool, 1997). Within the last 10 years, a great deal of literature has been published about the positive impact of emotional intelligence in the workplace.

Goleman (1998) noted that a 1997 survey of benchmark practices among major corporations, done by the American Society for Training and Development, found four out of five companies (80%) are trying to promote emotional intelligence in their employees through training and development, through their hiring process and when evaluating performance. This study also revealed that six of seven desired traits for entry-level workers were non-academic and those six were directly correlated with emotional intelligence (Goleman, 1998).

In 1992 American Express Financial Advisors (AEFA) researched why only 28% of customers the company advised had purchased life insurance. It was determined that financial advisors who were more responsive to a client's emotions were more successful at discussing and selling the life insurance policy. From the study, they found a direct correlation between the emotional intelligence of the company's financial advisors and the success of the business. As a result of this study, the company implemented an emotional competence (EC) program. American Express conducted a follow up survey in 1998 on employees who had completed the training and found that more than 90% said the training was pertinent to their jobs. Cannon, the former director of leadership development at AEFA, stated, "In my 25 years of going through a million training programs, EC is the only one I know that has a positive impact. It produces behavioral changes at an individual level, which has an impact on everyday life" (Hays, 1999, p. 74).

The US Air Force used the Emotional Quotient Inventory (EQ-I), a 133-item instrument designed to measure a person's emotional intelligence, to select recruiters. They found, by selecting recruiters based on their emotional intelligence, their ability to predict successful recruiters increased by three-fold. The immediate gain from the change in employing emotionally intelligent recruiters was a savings of $3 million annually (Cherniss, 2001).

A global study was recently conducted at Johnson & Johnson's Consumer Companies (JJCC) using the Emotional Competence Inventory (ECI). The purpose of the study was to determine if the emotional, social and relational competencies identified by Goleman and other EI theorists did in fact distinguish high performing leaders at JJCC. It was found that the highest performing managers had significantly more emotional competence than others. There was a strong inter-rater reliability with an agreement that the self-confidence, achievement orientation, initiative, leadership, influence and change catalyst competencies differentiated superior performers (Cavallo & Brienza, 2002).

In an article published in the August 2002 issue of *Moving Business Forward*, Dan Lajoie, President of Growth Creation Associates, highlighted other findings from business world that relate to the importance of emotional intelligence for business success.

- Experienced partners in a multinational company who scored above the median on nine or more of the 20 emotional intelligence competencies delivered $1.2 million more profit from their accounts than did other partners.
- An analysis of more than 300 top-level executives from 15 global companies showed that six emotional competencies distinguish stars from the average: influence, team leadership, organizational awareness, self-confidence, achievement drive and leadership.
- Competence research in over 200 companies and organizations worldwide suggests that about one-third of the difference in productivity of top performers was due to technical skill and cognitive ability while two-thirds was due to emotional competence.
- At L'Oreal, sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company's old selection procedure.
- In a national insurance company, insurance sales agents who were weak in emotional competencies such as self confidence, initiative and empathy sold policies with an average premium value half of those who were very strong in at least five of eight key emotional competencies.
- In a large beverage firm, when they began selecting employees based on emotional competencies such as initiative, self-confidence and leadership, two-year defection rates dropped from 50% to only 6%.
- Research by the Center for Creative Leadership has found that the primary causes of derailment in executives involve deficits in emotional competence (handling change, teamwork and interpersonal relations).
- Emotional competence training of supervisors in a manufacturing plant resulted in a reduction of lost-time accidents by 50 percent, for grievances from an average of 15 per year to three per year, and the plant exceeded productivity goals by $250,000.

- The most successful store managers in a retail chain were those best able to handle stress. Success was based on net profits, sales per square foot, sales per employee and per dollar inventory investment.
- New salesmen at Met Life who scored high on a test of "learned optimism" sold 37% more life insurance in their first two years than pessimists.
- A study of 130 executives found that how well people handled their own emotions determined how much people around them preferred to deal with them.
- For sales representatives at a computer company, those hired based on their emotional competence were 90% more likely to finish their training than those hired on other criteria.
- At a national furniture retailer, sales people hired based on emotional competence had half the dropout rate their first year.

Talisayon (2001-2002), in a discussion of schools of the future, cited the importance of emotional intelligence in the curricula and believes that in the near future the schools will teach the fundamentals along with teaching people how to live life. Goleman (1995) cited educational follow-up studies that found emotional intelligence as an important variable:

- The careers and lives of 95 Harvard students were followed to middle age. The researchers found that success (measured by salary, productivity and status), life satisfaction, and happiness with friendships, family and romantic relationships were not correlated with their collegiate grades.
- The careers and lives of 450 boys from a slum near Harvard were followed to middle age. The researchers found that IQ was generally correlated with socioeconomic status but emotional skills (such as the ability to handle frustrations, control emotions, and relate to other people) were even more highly correlated.
- Valedictorians from Illinois high schools in 1981 were studied. By their late twenties, the group's performance was only average; only one-fourth were performing at par with successful young people their age, and many of the rest were not doing as well.

Conclusion

The researchers were able to conclude the following:

1. There is evidence that emotional intelligence is important for entry and success in today's workplace.
2. Previous agricultural education research has found that the inclusion of emotional intelligence competencies is important.

Recommendations

Emotional intelligence is a relatively new idea in the realm of education, especially in the area of agricultural education. As a result of this study, the researchers recommend the following:

1. Further research should be conducted dealing with the importance of incorporating emotional intelligence in the various courses and educational activities found in agricultural education. Research should also be conducted to determine the appropriate age and/or grade level for developing the various emotional competencies.
2. Research should also be conducted on leadership and emotional intelligence. The results of this research should be used to modify leadership development materials and activities in agricultural education, Supervised Agricultural Experience (SAE) and FFA.
3. Teacher in-service workshops should be held to inform agricultural education teachers about the importance of emotional intelligence and to help them include emotional intelligence in their curricula.
4. Longitudinal studies should be conducted on high school students, following them throughout post-secondary education and into the professional workplace.
5. Examine the emotional intelligence of agricultural educators and indicators of local program success including, but not limited to, instructional practices, student performance and students emotional competence.

Discussion

Emotional intelligence, a phrase first coined by Yale psychologist Peter Salovey and John Mayer from the University of New Hampshire, refers to an array of competencies, capabilities and skills which influence one's ability to succeed at work and life. The concept of emotional intelligence is not a new, but over the past 20 years has gone through major development and refinement. Almost daily there are new additions to the expanding body of knowledge that suggests a person's EI profile provides a foundation for developing social and emotional competencies necessary for success in the workplace. The business environment of today is increasingly complex; the pace of change is lightning fast, and the demands placed on employees challenge not only their cognitive and physical resources but their emotional resources as well (Lajoie, 2002). The agriculture industry is no exception.

Emotionally intelligent individuals have an ability to appropriately guide one's emotional response to events and to act upon those emotions in a suitable manner. What is vitally important to remember is that emotional intelligence is a learned capability. It can be developed over time through understanding (emotional intelligence assessment tools) and thoughtful effort (training and development) to realize even greater benefits in personal performance and ultimately success in all aspects of life (Lajoie, 2002). As such, agricultural education could successfully integrate emotional intelligence into the local agriculture curricula.

Contrary to historical beliefs, IQ takes a back seat to emotional intelligence in determining outstanding job performance. Research has shown that high emotional intelligence skills are the distinguishing characteristics that separate star employees from average ones. It also suggests that people with high levels of emotional intelligence "experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than those with low [emotional intelligence] EQ" (Cooper, 1997, p. 32).

Competencies and abilities needed by individuals in the agricultural workplace have changed with technology and evolving job requirements, indicating a need to examine the importance and inclusion of emotional intelligence into the agricultural education curricula. The defining 20 competencies within the four main constructs of Goleman's framework are each a piece of the puzzle of an emotionally competent and intelligent individual. The examination of these competencies by the agricultural education profession can provide a curricula development and research starting point for the profession.

Effective agricultural educators are essential in today's social climate. The literature emphasizes the need for emotionally intelligent employees and shows those with a higher emotional intelligence will have a better chance at getting hired and succeeding in their job. No major study has been conducted to identify the emotional competencies essential to be successful agricultural education professionals. Perhaps the time for such a study has arrived.

Goleman (1995) stated, "Emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come" (p.160). Agricultural education can not afford to ignore the importance of including the development of emotional competencies into the local agriculture curricula or into our research efforts.

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