[**EI For Engineers**](http://www.wiete.com.au/journals/GJEE/Publish/vol12no1/14-Chischolm.pdf) **[[1]](#footnote-1)**

*“The formation of engineers through the development of Emotional Intelligence and Emotional Competence for global practice.”*

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*“Support the development of sustainable Emotional Competence in the context of a global information society, where social responsibility, social justice and ethics are key components needed* ***to address the formation of the global professional engineer.*** *A key prerequisite for the formation of the global practicing engineer will be the successful establishment of intercultural awareness.”*

*“…research evidenced suggests that many management skills do not transfer from one culture to another and* ***that the major contributing factor to expatriate failure is the inability to adjust to foreign culture rather than lack of technical competence [6]. “***

*“The author believes that the components, which constitute EI, could underpin the establishment of Emotional Competencies,* ***which in turn, would underpin the formation of engineers capable of interpreting the global environments in which they practice and societies in which they serve.*** *As EI has both personal and social components, it can also adequately underpin the development of social responsibility and social justice in global working environments. “*

*“The Emotionally intelligent person is skilled in four areas; identifying emotions, using emotions, understanding emotions, and regulating emotions [8].* ***It was reported as early as 2001/02 of the need for in depth consideration to be given to EI as a way forward for more effective formation of engineers [9][10].*** *It was concluded that graduate engineers entering industry and commerce needed a range of skills derived from EI in addition to their university developed IQ. Attention was drawn to the fact that EI was most probably a prime factor for the development of engineers****. The Emotional skills offered through EQ are morally neutral****, like intellectual skills. EQ does not provide values that govern use [10].”*

1. <http://www.wiete.com.au/journals/GJEE/Publish/vol12no1/14-Chischolm.pdf> [↑](#footnote-ref-1)