DESIGNING A PROTOTYPE COACHING MODEL BASED ON EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE: A CASE STUDY OF GLOBAL TECHNOLOGY GROUP COMPANY, MYANMAR

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Abstract

This research investigates the influence of emotional intelligence domains on job performance. The questionnaire is based on Emotional Intelligence's four domains as independent variables, namely: self-awareness, self-management, social awareness, and relationship management, and the dependent variable is job performance. Quantitative data using a questionnaire was gathered from a sample of 70 employees in the management, middle management, and supervisor levels working in Global Technology Group Company (GTG). Qualitative data was gathered from interviews of 12 employees. The results of the interview showed that employees recognize and control the positive outcome, Emotional intelligence helps motivation and career improvement, positive emotions keep a clear mind, understand well, and manage effectively, self-evaluation, listening to comments from coworkers, and observing how to treat them, job satisfaction in the relationship and job performance and target job accomplishment and work satisfaction on respective tasks. Moreover, the quantitative data results showed that self-management and relationship management's emotional intelligence domains influence job performance. The study recommends a coaching model that can be utilized to support self-awareness and relationship management for effective job performance.

Keywords*:* emotional intelligence, job performance, self-awareness, relationship management

Introduction

The introduction of emotional intelligence (EI) and the ability to perceive, control, and evaluate emotions has provided prospects about EI's capacity to predict job performance. This research investigates the influence of the domains of EI on job performance. Previous studies have combined EI's different dimensions into an overall emotional intelligence score to predict job performance. However, this common practice may mask the unique effects of specific (EI) dimensions. Another limitation is that EI is usually measured at a single point in time. Although this method allows the assessment of an individual's perspective to use EI, it does not disclose the conditions in which one tends to relate emotional intelligence (Elfenbein, 2016). This traditional method cannot disclose direct relations between the way people deal with emotions

during job experiences and their job performance. The research points out the potential value of distinguishing emotional intelligence EI dimensions in predicting job performance.

Research Objectives

To determine the influence of emotional intelligence domains on employee job performance

To design a prototype coaching model and practical strategies based on the findings

Literature Review

Emotional Intelligence

There is generally little debate amongst scholars related to the overall theory of emotional intelligence, which centers on emotional and cognitive abilities (Cherniss, 2001). However, a significant debate does exist as to which definition and model best represent the concept and the most effective way to measure emotional intelligence. Despite the lack of agreement concerning a single definition of emotional intelligence, three constructs and four related instruments have evolved from the academic research (Spielberger, 2004). The constructs and instruments include the Bar-On model (1997), which utilizes the Emotional Quotient Inventory (EQ-i); the Goleman model (1998), which utilizes the Emotional Competence Inventory (ECI); and the Mayer and Salovey model (1997), which utilizes the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Assessing Emotions Scale (Schutte, Malouff, & Bhullar, 2009).

Goleman (1995, 1998) is widely credited with bringing the concept of emotional intelligence to the broader business audience (Bar-On & Parker, 2000; Salovey, Mayer, & Caruso, 2002). The focus of Goleman's research is his focus specifically on work performance (Emmerling & Goleman, 2003). Goleman (1998) defined emotional intelligence as "the capacity for recognizing own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships" (p. 317). Emotional intelligence research tends to divide the models into either trait-based construct (Bar-On, 1997; Goleman, 1998), which are sometimes referred to as mixed models (Mayer, Caruso, & Salovey, 2000), or an ability-based construct (Mayer & Salovey, 1997). Emotional intelligence from a trait perspective focuses on individual self-perception, typically assessed using a self-evaluation, whereas the ability-based perspective is focused on emotional-related cognitive abilities measured using a test based on performance (Petrides, Pita, & Kokkinaki, 2007). Researchers classified the trait-based emotional intelligence models as mixed models, arguing that they have elements of other characteristics such as personality (Mayer et al., 2000). Other researchers suggest that all emotional intelligence constructs overlap with cognitive and personality elements (Bar-On, 2006).

Measurement of Emotional Intelligence

Goleman (1998) mentions that around 90 % of the difference between the best top and average managers is due to different emotional intelligence levels rather than the more traditional measure of rational intelligence. Thus, EI improves both a person's professional and personal life (Cichy, Kim & Cha, 2009). Emotional intelligence can be understood in terms of a group of inter-related dimensions. Daniel Goleman categorized EI in terms of five dimensions in his Emotional Intelligence Model. These dimensions are related to both recognizing and regulating

emotions in ourselves and others. Each dimension is based on several types of emotional intelligence competencies that can be used to measure EI (Praveen et al., 2009). They are elaborated as follows:

Self-awareness refers to our ability to recognize emotions in ourselves precisely. This includes identifying the intensity of the emotion, the tell-tale signs of body language, and certain triggers and behaviors that induce emotions in us and others (Georgiana, 2014). Self-awareness is the idea that one exists as an individual, isolated from other individuals, with personal considerations.

Self-management refers to one's ability to control and mitigate one's emotional response to others; this includes the choice of appropriate emotional reaction and the intensity of that reaction, which is associated with others' behavior and emotional cues (Georgiana, 2014).

Self-motivation refers to the skill of managing one's time properly. People who are motivated tend to be happier and feel more self-assured. In simple terms, motivation propels people to achieve their goals (Mayer & Salovey, 1997). Self-motivation is the capability to inspire and stimulate self.

Social-Awareness shows that managers with great social skills tend to be very well-versed in networking, persuasion, introducing productive change in the organization, and have great leadership skills (Mayer & Salovey, 1997)

Relationship management is the aptitude to inspire, motivate, encourage, influence, and develop others to achieve effective and successful outcomes. Integrity includes perceived regularity and uniformity of actions, beliefs, approaches, measures, and principles.

Employee Performance

Job performance refers to the degree to which an individual executes their roles concerning certain specified standards set by the organization (Nayyar, 1994, cited in Akhlaq I & Amjad II, 2010). A good performance involves being punctual at work, cooperating with coworkers and management in overcoming problems, having control over emotions, commitment, and regular at work, among others. In contrast, poor performance involves late arrivals at the workplace, leaving early, lack of commitment, absenteeism, too many complaints, unwillingness to accept the delegated duties, and have no control over emotions; hence strikes are staged (Cole, 1998, cited in Justine, 2004). Performance is accomplishing or executing a given task (Okunola, 1990, cited in Adeyemi, 2010). It could also be described as the ability to combine the right behavior towards the achievement of organizational goals and objectives skillfully. According to Justine (2004), "performance" is the behavioral aspect that defines how organizations, teams, and individuals get work done. Individuals basically can use their knowledge efficiently and effectively. When researchers discuss employee performance, it is based on both the intellectual and physical aspects (Mehmood et al., 2013). Moreover, Travers (1988) defined performance as a product of the individual's skills.

 Employee's performance is mainly managed by using formal processes, such as supervisor rating, management by objectives, 360° appraisals, and peer evaluation to ensure that employees have been contributing towards their own and the company's development. Morrison (1993) states that task identity and significance are crucial for efficient performance relationship between supervisors' feedback, while Ashford and Black (1996) found that supervisory association development positively influenced job performance.

**Emotional Intelligence Domains and Job Performance**

To attain outstanding performance, emotional competence, "a learned capability based on emotional intelligence that results in an outstanding performance at work," is essential (Goleman, 1998). The EI domain of self-awareness includes self-confidence, self-assessment, and emotion handling. Employees seek out feedback, learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths. Self-awareness stimulates self-confidence, which is a stronger predictor of performance than the level of skill. In a sixty-year study of more than one thousand high-EI men and women tracked from early childhood to retirement, those who possessed self-confidence during their early years were most successful in their careers (Holahan & Sears, 1995).

Conceptual Framework

Figure 1 shows the conceptual framework of the study. The independent variables are the four EI domains, namely: self-awareness, self-management, social management, and relationship management. The dependent variable is job performance.

Figure 1

Conceptual Framework of the Study
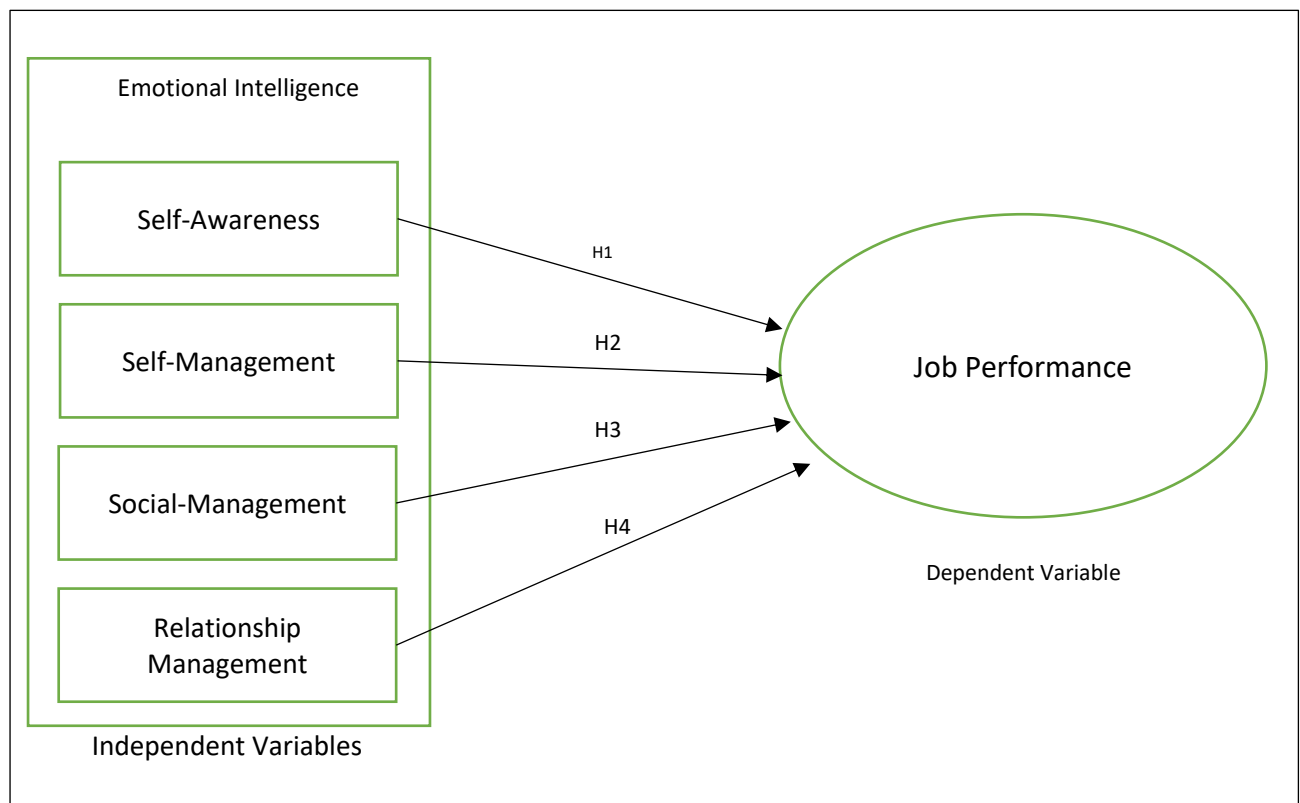
Based on the conceptual framework, the hypotheses of the study are:

H1 Self-awareness has a significant influence on Job Performance
H2 Self-management has a significant influence on Job Performance
H3 Social awareness has a significant influence on Job Performance
H4 Relationship management has a significant influence on Job Performance

Research Methodology

The research utilized mixed research utilizing qualitative and quantitative approaches to determine the influence of four emotional intelligence domains on job performance. Quantitative Data was through a self-administered online questionnaire with a sample of 70 employees in the management, middle management, and supervisor levels working in Global Technology Group Company (GTG) Ltd. Qualitative data was obtained from focus interviews with the 12 informants. The questionnaire's reliability was verified using Cronbach's alpha, and Item Objective Congruence with three experts verified the questionnaire's validity.   Quantitative data analysis used multiple linear regression to determine the four EI domains' influence on job performance. Content analysis was used to code the responses from the informants. The model was designed based on both the quantitative and qualitative findings of the study.

Research Design

In this research, mixed-method research was used to accomplish the study purpose. Mixed methods research builds on qualitative and quantitative data, the relationship between emotional intelligence with four variables, and job performance. Data are collected through a self-administered questionnaire targeting the Operations Supervisor, Assistant Managers, Managers, and Assistant General Managers at Global Technology Company Limited.

The data collection instrument consisted of three main parts (a) demographic characteristics, (b) emotional intelligence, and (c) job performance. The questionnaire contained the individual's scores with the distribution score; a five-point Likert scale was used, ranging from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree).

In this research, the qualitative data was obtained from focus interviews with the employees to identify their job performance and job performance. The quantitative data was collected through questionnaires using google form with EI questions consisting of four variables and job performance questions. The questionnaires are measured using 20 questions.

Target Group Respondents in this Study

Based on the study's research objectives, the selected respondents come from the management level, middle management level, and Assistant Operations Manager in the company. Both primary data and secondary data were used in this study. To determine the best sample size number based on the selection list, the researcher used the Raosoft application (www.raosoft.com) to develop the recommended sample size of 70 persons.

Primary data were obtained from 70 respondents out of 85 mentioned above the three-level, surveyed regarding their emotional intelligence and job performance. This study's survey questionnaire is made up of six main sections: demographic information, EI domain variables: self-awareness, self-management, social awareness, and relationship management, and job performance.

Discussion

Demographic Profile of the Research Participants

There is a total of 70 respondents from Global Technology Company in this study. Table 1 shows that among the 70 respondents, 57% were female; aged between 31 to 40 years

(50%), held job positions in the middle-level management (60%); and are working for more than ten years in the company (43%).

Table 1

Demographic Profile of the Respondents

Demographic Profile	Frequency	Percentage
Gender		
Male	30	43%
Female	40	57%
Total	70	100%
Age		
21-30 years	18	26%
31-40 years	**35**	**50%**
41-50 years	15	21%
50 years above	2	3%
Total	70	100%
Current Job Position		
Management Level	8	11%
Middle-Management	42	60%
Assistant or Operation Staff	20	29%
Total	70	100%
Service Years		
0-3 years	25	36%
3.1-6 years	3	4%
6.1-10 years	12	17%
10 years above	**30**	**43%**
Total	70	100%

Table 2 shows the reliability test results based on Cronbach's Alpha were above 0.70 and have obtained internal consistency.

Table 2

Reliability Statistics for the Factors in the Study

Variables	Cronbach's Alpha Results	No. of questions	Internal Consistency
Self-Awareness	0.816	4	Acceptable
Self-Management	0.791	4	Acceptable
Social Awareness	0.804	4	Acceptable
Relation Management	0.801	4	Acceptable
Job Performance	0.826	4	Acceptable

Results

Descriptive Analysis Results of the Variables

Table 3 shows the results of the descriptive analysis of the variables in the study. The self-awareness statement shows the highest mean value of 4.47 and the lowest mean of 3.87. The data shows that self-awareness is learned from past experiences that have yet to be determined with precision. Data also shows that employees are ready to accept feedback and recognize their feelings. The statement on self-management with the highest mean value is 4.43, *"I build trust with people by being authentic as I carry out my responsibility,"* and the lowest is 4.0, *"I manage my impulsive feelings and distressing emotions well."* The statement on social awareness with the highest mean value is 4.53, "I get along well with my colleagues with respect." and the lowest is 3.84, "I willingly offer appropriate assistance." The statement on relationship management with the highest mean value is 4.34, "I am comfortable talking with anyone," and the lowest is 4.01, "I try to give space and time with colleagues or stakeholders." The statement on job performance with the highest mean score (4.43) is "I focus on the results that I have to achieve in my work," while the question on "I can do normal tasks right away with a little effort." got the lowest mean (3.70).

Table 3

Descriptive analysis of the variables

No.	Self-Awareness	n	Mean	Std. Deviation
SA1	I recognize how my feelings impact my performance	70	3.87	0.61
SA2	I try to learn from experience	70	4.47	0. 61
	Social-Awareness			
SM1	I manage my impulsive feelings and distressing emotions well	70	4.00	0.54
SM2	I build trust with people by being authentic as I carry out my responsibility	70	4.43	0.50
	Social-Awareness			
SoA3	I get along well with my colleagues with respect.	70	4.53	0.56
SoA4	I willingly offer appropriate assistance.	70	3.84	0.77
	Relationship Management			
RM1	I am comfortable talking with anyone.	70	4.34	0.51
RM4	I try to give space and time to colleagues or stakeholders.	70	4.01	0.58
	Job Performance			
JP 1	I focus on the results that I have to achieve in my work.	70	4.43	0.50
JP 2	I can do normal tasks right away with a little effort.	70	3.79	0.70

Results of Hypotheses Testing of the Variables

Table 4 shows the results of quantitative data analysis using multiple linear regression. The adjusted R square is 0.451 explains that the four independent variables can explain the change in job performance by 45.1%.

The value of significant influence on dependent variable based on p value is 0.05. Based on the statistical data, p value of self-awareness is 0.036 which is less than 0.05, "self-awareness (p value) = 0.036<0.05". Self-management's p value is 0.609 which is greater than 0.05, "self-management (p value) = 0.609>0.05". Social awareness's p value is 0.235 which is greater than

0.05, "social awareness (p value) = 0.235>0.05". Relation management's p value is 0.005 which is less than 0.05, "relation management (p value) = 0.005<0.05".

The result indicates that p-value of relationship management and self-awareness is less than 0.05. Therefore, relation management (p value) = 0.005<0.05 and self-awareness (p value) = 0.036<0.05 have significant influence on job performance.

Based on the multiple linear regression results, Table 5 shows the results of the hypotheses testing, which shows that only H1 "Self-awareness has a significant influence on job performance" and H4 "Relation management has a significant influence on job performance" are supported.   Relation management with a standard beta of 0.411 is the first rank predictor, and self-awareness is the 2nd predictor with a standardized beta coefficient of 2.144.

Table 4

The Influence of Emotional Intelligence Domains on Job Performance

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	0.236	0.515		0.459	0.648	
Self-Awareness	**0.234**	**0.109**	**0.238**	**2.144**	**0.036**	**1.553**
Self-Management	0.076	0.147	0.066	0.514	0.609	2.071
Social Awareness	0.114	0.095	0.125	1.200	0.235	1.360
Relationship Management	**0.518**	**0.177**	**0.411**	**2.931**	**0.005**	**2.469**
Adjusted R Square	0.451					

Dependent variable: job performance   p-value<0.05

Table 5

Summary of Hypotheses Testing

Hypotheses	Sig.	Conclusion	Beta	Rank
H1 Self-awareness has a significant influence on job performance	0.036	Supported	0.238	2nd
H2 Self-Management has a significant influence on job performance	0.609	Not supported		
H3 Social Awareness has a significant influence on job performance	0.235	Not supported		
H4 Relationship Management has a significant influence on job performance	0.005	Supported	0.411	1st

Results of Qualitative Analysis by Inter-coding

The qualitative data from the inter-coding of interviews from 12 informants are summarized as follows:

Question 1: What is the meaning of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) for you? How do you want to interpret it?"

The meaning of emotional intelligence is:

- Ability to recognize and control for a positive outcome
- Ability to manage his/her emotions
- Self-awareness whenever changes in minds and bodies
- Understand and manage
- emotions can keep a clear mind
- Self-management drive our behavior and impact people
- Self-evaluation, listening to comments from coworkers, and observation how to treat to them

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

Question 2: Could you please tell me your best job performance, when you felt most satisfied in your work?"

- Finished the target jobs in time
- Team collaboration
- Handle to get the customers satisfaction
- Solved out the issues
- Challenge of figuring out what customer needs
- Finished negotiation and got what our BODs want

Best job performance and felt satisfaction in their work go beyond their everyday activities to include team members/managers' happiness, corporate policy satisfaction, and the effect of their work on employees' personal lives.

Question 3. "How could your organization possibly support you to utilize your emotional intelligence to retain you in this organization?"

The organization can support by:

- Encouraging to consider EI for sustainable development and growth
- Practicing ways of keeping a favorable attitude
- Finding out negative feelings and strive to make the company peaceful.
- Maintaining a good-team-work environment
- Creating a trusted workspace

High emotional intelligence can help you navigate the workplace's social complexities, lead and motivate others, and excel in your career. When it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

Question 4: "How do you think your emotional intelligence (self-awareness, self-management, social awareness, and relationship management) will affect your job performance?"

Emotional intelligence effect on job performance:
- Manage and anger stages are not good for both parties
- Mediatory role of job satisfaction in the relationship between EI and job performance.
- Higher emotional intelligence
- Self-awareness and social awareness

Emotional intelligence helps us to deal with stress effectively. Besides, emotionally intelligent individuals often have the potential to evaluate circumstances as less stressful initially. Although this has the obvious effect of minimizing the negative effects, it also results in greater satisfaction and happiness in life.

Question 5: "If you are the CEO/head of this organization, what are three main strategies to retain high performers or excel staff's high performance in the organization?"

Three main strategies of CEO to retain high performers:
- A method to ensure that your processes, methods, and practices are as efficient, accurate, and effective as possible Pair them with effective mentors.
- Within a company, the power of mentoring will improve retention, allow growth, and create a stronger leadership bench.
- One of the main reasons for employee training is that it keeps their skills young, their abilities sharp, and their confidence booming.
- Business transparency can be described as frank, two-way openness between staff and management.

Leaders build the work environment through the message they send. Leaders always find how to retain and grow high performers. When they take the time to pay attention to encourage and engage their high performers, the power is massive.

Table 6

Summary of Qualitative Result from Individual Interviews

Variables	What high performers "like"	What high performers "*want to improve.*"
SA	Ability to understand self-emotions	Ability to understand, use, and manage self-emotions
SM	Ability to control self-emotions in positive ways	Ability to control self-emotions for positive outcome reducing stress and conflict
SoA	Ability to understand other people's emotions	Manage to understand well other people, better communication, and relation
RM	Teamwork, Trusted Workplace, and Positive Attitude	Teamwork, Trusted Workplace, and Positive Attitude. Sustainable development and long-term relationship
JP	Ability to evaluate the situation as less stressful to perform the target jobs	Manage the situation as less stressful to overcome the challenges and achieving results

Table 6 presents qualitative results statement from individual interviews on each variable. The left side explains (what high performers understand) how they understand emotional intelligence and its impact on job performance, and the right side explains (what high performers want to improve) what they would like to improve continuously and sustainably.

Self-Awareness: High performers of GT very well recognize their emotions. That what they are feeling and know how their feeling affects their performance. They can plan to perform multiple tasks of shifting priorities. So, they are willing to improve their ability to understand, use and manage their emotions as they know that emotional intelligence is part of organizational success.

Self-Management: As presented, they understand very well that they can control their emotions in positive ways. Also, they like to cultivate such ability to reduce stress and overcome conflict and challenges for a positive outcome. So, they have the skills to manage situations with diplomacy and stay focused under pressure.

Social Awareness: They revealed that the ability to understand other people's emotions is also important, and they try to maintain and impart their ability to manage and understand others, create effective communication, and construct sound relations. So, it can be said that they can know others' emotional situations and are willing to offer appropriate assistance.

Relationship Management: Based on the interview discussion with high performers of Global Technology, they fully understand how relationship management is critical to success as they embrace Teamwork, a Trusted Workplace, and a Positive Attitude. However, they discussed that it should be a continuous improvement, sustainable, and long-term relationship. It can be concluded that most of the employees have a high level of emotional intelligence.

Job Performance: Analyzing the key points of high performer interviews regarding job performance shows their ability to evaluate the situation as less stressful to perform the target jobs. Moreover, they are most likely to improve to manage the situation as less stressful to overcome the challenges and achieve results. In short, they know their feelings and other's feelings and how such feeling might impact their job performance and must manage and practice well to be a high-level emotionally intelligent person.

Based on the survey result on job performance, it was found that the employees who are working for Global Technology Company have more awareness about their job performance. They can perform their work with minimal time and a maximum effort by preparing well before performing the tasks and keeping their skills up to date. Moreover, they have productive work behavior, which can positively affect organizational performance. They know how to distinguish the important matters while working as professional employees. They also know how to solve difficult situations. It can conclude that most of the mid-management level employees can perform their job effectively and efficiently.

Conclusion

The research is designed for measuring the influence of emotional intelligence on job performance covering high-level employees of Global Technology Group. In this research, four dimensions of EI – Self Awareness, Self-Management, Social Awareness, and Relationship Management are used as independent variables.

The study results (Table 7) show the recent situation of the influence of the four domains of emotional intelligence on employee job performance through qualitative and quantitative research.

Table 7

Summary of Qualitative and Quantitative Result from Individual Interviews

Common Results		
Independent Variable	**Quantitative (Statement of highest mean)**	**Qualitative (Summary from the individual discussion)**
SA	I try to learn from experience	- Recognize and control for a positive outcome - Emotional Intelligence help motivation and career improvement
SM	I build trust with people by being authentic as I carry out my responsibility	- Positive emotions keep a clear mind, understand well, and manage effectively
SoA	I get along well with my colleagues with respect.	-Self-evaluation, listening to comments from coworkers, and observing how to treat to them
RM	I am comfortable talking with anyone.	- Job satisfaction in the relationship and job performance.
JP	I focus on the results that I must achieve in my work.	- Target job accomplishment and work satisfaction on respective tasks

Firstly, the common result of self-awareness highlighted that the high performers always try to learn from experience and recognize and control EI for a positive outcome as they are aware that EI helps motivation and career improvement. The Goleman Model of Emotional Intelligence highlighted that the self-awareness cluster contains three competencies that include (1) emotional awareness-being able to recognize one's emotions and the effects they have; (2) accurate self-assessment-having the ability to know one's weaknesses and strengths; and (3) self-confidence-knowing one's capabilities and having a sense of self-worth (Wolff, 2005). So, the organization should embrace the practice of self-awareness culture to adapt to everyone.

Secondly, the high performers built trust with people by being authentic to carry out the responsibility and mentioned that Positive emotions keep a clear mind, understand others well and manage effectively. Previous studies stated that the *self-management* cluster consists of six competencies: emotional self-control, transparency, adaptability, achievement, initiative, and optimism (Wolff, 2005). So, the organization should encourage everyone to understand, use and manage emotions for better efficiency and continuous development.

Thirdly, the high performers show respect to their team members and colleagues, listen to their suggestions and comments, evaluate, and observe for better treatment. Wolff (2005) described social competence clusters include social awareness-how an individual handles

relationship and is cognizant of other's concerns, needs, and feelings; and relationship management one's level of proficiency at creating a desirable reaction from others.

Fourthly, high performers are comfortable talking with anyone, thus strengthening the relationship between job satisfaction and job performance. Goleman's Model of Emotional Intelligence, Bar-On's (2006), and Wolff (2005) described relationship management competencies. Mayer and Salovey's (1997) model described an individual's ability to use emotions to assist thinking by focusing on important information and using emotions to help make judgments. They could also alter moods that lead to multiple perspectives on a situation or problem and can use different moods to facilitate different reasoning methods (deductive and inductive).

Proposed Coaching Model based on the Findings

Figure 2 shows the recommended design for Coaching Strategy based on the research findings and recommended to be implemented in Global Technology Group.

The coaching model elements include Environment**:** Family problems, Social and environmental issues are external factors that affect emotions and performances. **Input:** Two majors' findings, Self-Awareness, and Relationship Management, are used as effective internal resources. **Transformation Process**: Recommended Programs are used as the process of transforming input to output. **Output:** Expected outcomes, EI, and JP indicators are the output that can enhance EI and JP of Global Technology Group. **Performance:** Performance from the output generation shall be used for evaluating and re-inputting for continuous improvement.

This recommendation model can enhance the output; self-awareness such as employees have more confidence, happiness, and success in their careers, job enlargement, and promotions. Also, it will improve employee's loyalty, quality of the job, team performance, and efficiency. Therefore, this prototype coaching model would be highly recommended for retaining Emotionally Intelligent High Performers in the Global Technology Group with high productivity and sustainable development guidance, practice, and feedback on each team leader. After uplifting their understanding and mindfulness competency, a developing program will follow to re-coach their respective teams under this framework and guidelines. In this recommendation, meditation and yoga exercises are proposed as informal approaches.

Figure 2

The Prototype Coaching Model Based on the Findings
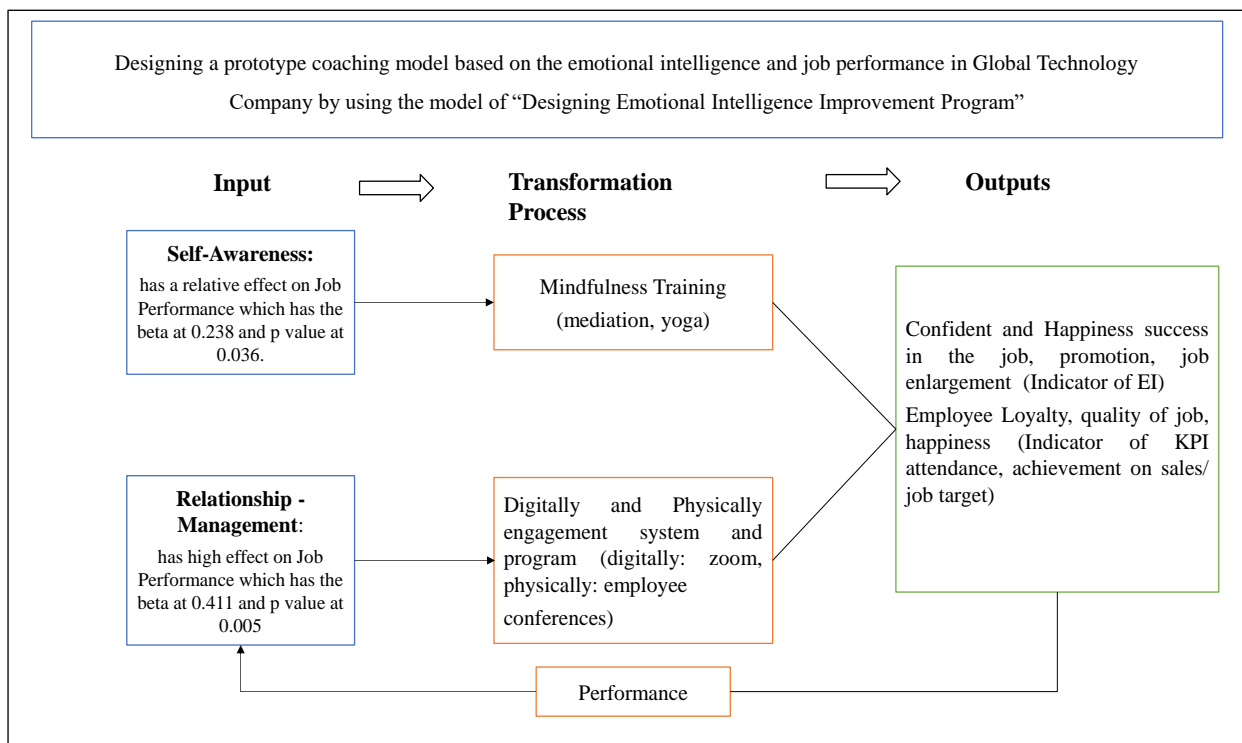
Based on the findings of this research, the recommended programs to be implemented are as follows:

Mindfulness Training: the coaching framework and strategy that provide clear vision,

Digital and Physical Engagement Program: the coaching framework and strategy is value creation and constructing symbolic relationships through digital and physical networking. Activities-based, multichannel platforms and support programs such as quality training or practicing provide opportunities for coaches to display their knowledge and skills to help prepare athletes for competition. Training involves providing tuition about physical, tactical, technical, and mental aspects of the sport can drive value included happiness, health, and well-being, and enriched their goals.

Expected outcomes, indicators: EI and JP are the output that can enhance EI and JP; while confidence and happiness are often thought of as a fixed trait (something you either do or do not have), it is a soft skill that changes over time. There is ample evidence that happier employees are more productive, and confidence brings similar benefits. While confidence may ebb or flow depending on circumstances, we can build up, and it is in employers' best interest to help. The way they feel about themselves directly affects productivity and their job performance. However, a healthy level of confidence will make employee more likely to engage in challenging but manageable projects, help the employee get outside their comfort zone, and allow the employee to achieve new goals–all of which are valued characteristics of successful workers.

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