

# **Emotional Intelligence and Executive Coaching: Emerging Topics in Business Education**

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**Submitted by**

**Dr. Rebecca Haskett  
Assoc. Professor of Business Administration  
Anderson University  
Falls School of Business  
765-641-4369  
bahaskett@anderson.edu**

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## **Abstract**

Emotional Intelligence (EI) and Executive Coaching have emerged as topics of growing interest in the field of business. Top selling business periodicals, books and textbooks are increasingly stressing the importance of EI and coaching skills for leaders. Recent surveys of employers are highlighting their desire to hire individuals with attributes related to the meta-construct of EI. This paper provides faculty with supplemental classroom material on the emerging construct of EI and its tie to the field of Executive Coaching. Additionally, the intent of the paper is to inspire faculty to assess and develop their personal EI for increased effectiveness in their roles as teachers and mentors in Christian business schools.

## **Introduction and Purpose**

Communication skills, honesty, interpersonal skills, teamwork, and motivation were listed as the most important skills/qualities employers are seeking in job applicants, according to the recent report Job Outlook 2004, distributed by The National Association of Colleges and Employers (NACE, 2004). In a recent Wall Street Journal article, a survey of recruiters ranked communication/interpersonal skills, teamwork, and integrity as the most important attributes they look for when hiring M.B.A. graduates (Alsop, 2004). Higher education is facing increasing demands from stakeholders to better equip graduates with the knowledge and skills necessary to be successful in the workplace and life. This growing need for the development of soft skills in students presents a challenge for faculty to first understand and develop their own skills to be effective models and teachers.

Following the release of Emotional Intelligence, a bestseller by Goleman (1995), there has been a growing interest in the idea that emotional intelligence (EI) is a very important factor for success in life. Goleman defines EI as, “The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships” (Goleman, 1998, p. 317). Emotional intelligence competencies include the skills most desired by employers (see Appendix A).

Increasingly, the topic of EI is being included in business related textbooks. Goleman, in his latest bestseller Primal Leadership states, “The most innovative business educators will, we hope, recognize the importance of emotional intelligence in higher education for helping their graduates become leaders instead of mere managers...business schools should be including the basics of emotional intelligence in the skill sets they offer” (Goleman, D., Boyatzis, R. & McKee, A., 2002, p. xiii).

A growing body of research has focused on the importance of EI competencies in predicting the success of students and leaders (Bar-On, Handley & Fund, in-press; Goleman, 1998; Goleman, Boyatzis & McKee, 2002). The topic of EI is increasingly the focus of dissertation studies. A recent review of the Dissertation Abstract database revealed over 600 dissertations on the topic of EI, up from less than 10 in 1996.

Many top selling business periodicals have featured stories on the importance of EI in business. The January 2004 issue of Harvard Business Review focused on the inner life of leaders and included articles highlighting the importance of EI. Additionally, the most requested Harvard Business Review article reprint has been “Leadership That Gets Results” which was focused on the theory of EI and leadership (Goleman, 2000). In the April 2003 issue of Harvard Business Review, EI was featured in the article “The 2003 HBR List: Breakthrough Ideas for

Tomorrow's Business Agenda," as one of the top five things business leaders should be thinking about as they plan for the future.

The major purpose of this paper is to provide faculty with supplemental classroom material on the emerging construct of EI and its tie to the field of Executive Coaching. Additionally, the intent of the paper is to inspire faculty to assess and develop their personal EI for increased effectiveness in their roles as teachers and mentors in Christian business schools. The indirect tie of EI competencies to Biblical principles (see Appendix B) provides additional support for the "value-added" of Christian Higher Education as we strive integrate ethical decision-making and Christian values into the education process.

With the growing support for the importance of EI, faculty who desire to become more effective teachers could benefit from opportunities to assess and develop their personal EI competencies and the EI of their students. The usefulness of assessing EI is based on an increased self-awareness of emotional strengths and weaknesses, and the knowledge of specific EI competencies that are most critical to particular careers. A growing body of research on EI suggests that it is possible to raise your level of EI, at any age, through emotional learning activities (Bar-On & Parker, 2000; Boyatzis & Wright, 1997; Cherniss & Goleman, 1998). While EI skills can be taught, they can also be "caught from faculty who are role models of high EI" (Stufft, 1999, p. 43).

### **The Emerging Meta-Construct of Emotional Intelligence (EI)**

There are currently three leading schools of thought on the definition of EI and measurement of EQ. As previously discussed, Goleman's definition is focused on the recognition and control of your emotions and seeking to understand and work well with others. This view proposes the use of the Emotional Competence Inventory (ECI), a 360-degree

assessment tool to measure personality traits, behaviors, and social skills deemed important for success in life. Additionally, the Emotional Intelligence Appraisal (EIA) self-report and multi-rater assessment tools are based on Goleman's model.

Another school of thought views EQ as a set of abilities to perceive, use, understand, and regulate emotions for personal growth (Mayer et al., 2000). These authors formally defined EQ as, "the capacity to process emotional information accurately and efficiently, including the capacity to perceive, assimilate, understand, and manage emotion" (Mayer & Cobb, 2000, p. 165). According to Mayer (2000), EQ includes internal feelings that may not be viewed as strictly "social skills" and offers a broader construct that captures emotional skills and capabilities. This ability-based view proposes the use of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) self-report test instrument, a performance-based measure of EQ (Mayer et al., 2000).

A third view of EQ has emerged from the field of psychological testing related to predicting the success rate for psychological counseling and defines EQ as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 2002, p. 16). This definition and theory of EQ is based on the components of the BarOn Emotional Quotient Inventory: Short-version (EQ-i:S) self-report test instrument (Bar-On, 2002). Bar-On has devoted over twenty years of study to the refinement of a comprehensive test of EQ, namely the EQ-i and the EQ-i:S. This is the first EQ test instrument to be approved and registered by the Buros Institutes Mental Measurement Yearbook (Impara & Plake, 2001).

As an emerging field of study, the meta-construct of EI is still being defined. Researchers tend to focus their studies on factors or competencies relating to an individuals non-

cognitive capabilities, skills, abilities, and behaviors (Bar-on & Parker, 2000). These competencies are defined as personal traits, or sets of habits, that lead to more effective or superior job performance (Spencer & Spencer, 1993). Due to the emerging nature of this broad umbrella-like construct, there are differing views relating to the exact competencies included in the measurement of EI. Many conceptualizations of EI have developed on the theoretical level. The emphasis is now on empirical studies to more clearly define the construct of EI. There are variations of theories relating to the specific competencies to include in the meta-construct of EI, however, they all emerge from the theory of multiple intelligences.

#### IQ vs. EQ and “Multiple Intelligences”

The study of EI is beginning to redefine what it means to be intelligent (Stein & Book, 2000). Research has proven that IQ alone is actually a poor predictor of how well a person would perform on the job (Gardner, 1983; Goleman, 1998; McClelland, 1973). In relation to IQ, the measurement of emotional intelligence is referred to as “EQ”. The definition of intelligence continues to be a highly debated topic centered on the primacy of one general factor of intelligence, and the use of IQ tests as a major predictor of success in school, career, and life.

A paper published by Golemans’ doctoral advisor at Harvard, professor McClelland (1973), “Testing for Competence Rather than Intelligence,” revolutionized thinking about predictors of success on the job, and in life. In discussing the validity of IQ testing McClelland stated, “Neither IQ tests nor school grades seem to have much power to predict real competence in many life outcomes, aside from the advantages that credentials convey on the individuals concerned” (McClelland, 1973, p. 6). McClelland proposed that the most useful tests should assess competencies necessary for career and life success such as level of ego development and interpersonal skills.

A related study by Gardner (1983) explored the theory of multiple intelligence. Gardner's' early work on the capabilities of intrapersonal and interpersonal intelligence made an important contribution to the seminal work on the emerging theory and measurement of EQ (Gardner, 1983). Intrapersonal intelligence involves self-awareness of your own desires, strengths and weaknesses. Interpersonal intelligence denotes a person's capacity to understand intentions, motivations, and desires of other people and consequently, to work effectively with others.

Instinctively, many individuals have suspected that factors, other than IQ contribute to the success of individuals in meeting personal and career goals. In fact, to be able to capitalize on a high level of IQ or cognitive intelligence, it is necessary to possess strengths in particular EQ competencies that are important for the desired task. If people are frustrated by an individuals' abrasive or unsympathetic behavior, they may not choose to be around that individual long enough to recognize his/her level of cognitive intelligence (Goleman, 1995). Another perspective of the relationship between IQ and EQ is that EQ taps into the extent to which people's cognitive capabilities are informed by emotions, and the extent to which emotions are cognitively managed (George, 2000).

The concept of EQ supports the theory that cognitive skills alone do not hold the key to success in life. This theory has been supported by studies comparing the relationship between IQ and EQ on job performance. The majority of studies found no direct correlation between IQ and EQ, but did find significant correlations between specific EQ competencies and successful job performance (Goleman, 1998). An individuals' IQ is viewed as a "threshold competency" that is a prerequisite for getting a job; however, it is EQ that has been shown to be more predictive of success. The interest in EQ has grown out of a desire to more fully understand

what predicts success, “In reviewing EQ, it is evident that a major driver of interest has been the failure of IQ tests to account for sufficient variance in success criteria both in an educational and organizational context” (Dulewicz & Higgs, 2000, p. 346). A review of tests of intelligence commissioned by the Office of Educational Research and Improvement, U.S. Department of Education concluded that “there is more to cognitive abilities required for various kinds of school and job success than is measured by IQ and related constructs” (Sternberg, 1996, p. 13).

### **Importance of EI for Faculty**

The profession of Teaching has been rated in the top ten careers requiring a high level of EI for success and satisfaction (Yate, 1997). At the global EQ conference in Chicago, “Emotional Intelligence: Optimizing Human Performance in the Workplace,” Goleman stated his belief that the future area of emphasis for EI training will be in the schools as they focus on educating the whole person (Goleman, 1999). The pressing issue is whether faculty and staff are adequately prepared to convey both intellectual knowledge and EI competencies development to students (Murray, 1996).

Palmer (1998), senior associate of the American Association for Higher Education writes, “If we faculty are to help form our students in the image of truth, we must attend to our own re-formation” (p. xxvi). This idea is supported by the current website of Six-Seconds, a nonprofit educational service organization supporting the development of EI which states, “Research indicates that the single most effective predictor of a faculty member’s effect on a student is that faculty member’s ability to model behavior concurrent with the ideas and philosophy taught” (Six-Seconds Organization, 2000).

Most faculty members are required to possess formal training in their discipline; however, historically faculty members are not formally trained to teach. It is widely accepted

that certain behaviors contribute to teaching success, but there is much debate over the identification of the specific behaviors and related variables (Ornstein, 1990). A more complete understanding of the unique competencies of Teaching Award winning faculty could enhance faculty development efforts.

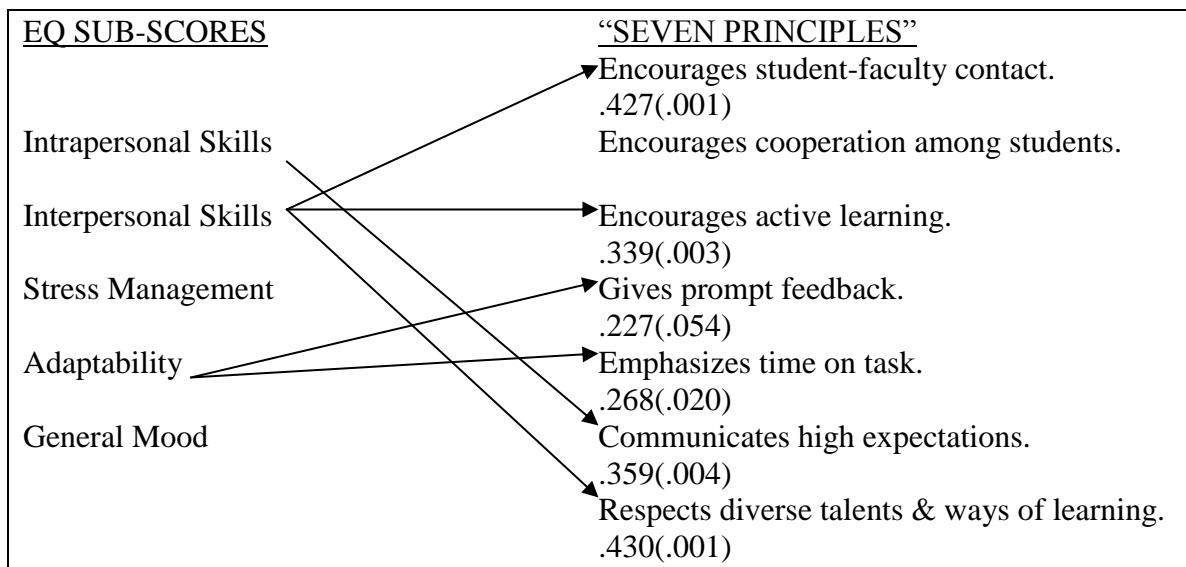
A recent research study involving 86 Teaching Award winning faculty and 200 non-award winning faculty compared scores on their degree of utilization of the “Seven Principles for Good Practice in Undergraduate Education Teaching” and their EQ test scores to determine the most significant differences in their EI competencies (Chickering & Gamson, 1987; Haskett, 2003). The Seven Principles for Good Practice in Undergraduate Education were identified by a committee co-sponsored by the American Association of Higher Education (AAHE) and the Johnson Foundation for improvement of educational practices (Chickering and Gamson, 1987; Gamson, 1991). Prior research studies have supported the theory that success in a particular career draws on a unique cluster of EI competencies for that field of work. According to Boyatzis (2000) in The Handbook of Emotional Intelligence, “We seek to understand characteristics that predict better performance because we wish to be more effective” (Bar-On & Parker, 2000, p. 359).

The initial motivation for this study grew out of the desire to better understand the potential relationship between EI and effective teaching in higher education. Faculty who aspire to become exemplary teachers should benefit from a clearer definition of the characteristics of exemplary faculty. This insight could enable faculty development efforts to become more focused on the development of specific competencies that contribute to effective teaching. A review of existing studies revealed that very limited research had been focused specifically on

the identification of important EI competencies for faculty in their roles as teachers and mentors of students.

The results of the study revealed that the EI competency of General Mood/Optimism was a significant determinant of Teaching Award winning faculty. Additionally, a significant link was found between specific EI competencies, and behaviors of effective teaching, as measured by the “Seven Principles” as noted in the following figure:

Standardized Coefficients & Significance Level of EQ Sub-Scores on “Seven Principles”



Note. Values enclosed in parentheses represent significance levels.

Based on these findings, one could conclude that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching.

Prior studies of effective teaching have been mainly limited to the study of observable behaviors relating to the teaching/learning process and student/faculty interaction. This study attempted to go beyond that level, and to offer a starting point for continued research into the

underlying emotions that differentiate the most effective faculty at institutions of higher education. These emotions encompass motives and attitudes that influence behaviors.

The findings from this study support those of previous researchers on the topic of teaching effectiveness. Numerous studies have found that a positive mood is associated with effective teaching (e.g. Centra, 1993; Chickering & Gamson, 1987; Feldman, 1986; Murray, 1991; Rice & Austin, 1988; Watkin, 2000). People in positive moods tend to be more optimistic and have greater determination to achieve future success for themselves and others (Salovey & Birnbaum, 1989). Faculty member's mood has been viewed as a product of level of enthusiasm, enjoyment of life, cheerfulness, approachability, optimism, and ability to motivate others. Optimism was found to be the most significant differentiator of highly effective teachers as compared to their colleagues in research studies conducted by Watkin (2000), and Stein & Book (2000).

The importance of leader behaviors and mood on bottom-line performance of organizations is discussed in the bestseller, Primal Leadership (Goleman, Boyatzis & McKee, 2002). The authors note that an individual's mood is contagious as we often rely on our connections with others to determine our moods. A cranky boss or teacher may foster toxic emotions such as anger and frustration, which drains the energy of others.

### **Importance of EI for Students**

The EI of students is another important factor for success in higher education. Recent research studies, books, and business periodicals have focused on the importance of EI competencies, including "people skills," in predicting success of professionals and students (Goleman, 1998 & 2000; Loehr & Schwartz, 2001; Stein & Book, 2000). With the growth in service sector employment of college graduates, the importance of EI competencies for career

success is paramount. The senior editor of Educational Leadership stated that “emotional well-being is the strongest predictor of achievement in school and on the job” and that “recent studies have shown that emotional intelligence predicts about 80 percent of a person’s success in life” (Pool, 1997, p. 12).

Several studies have demonstrated the ability of EQ assessments to predict success in school, careers, and life (Abraham, 1999; Bar-On, 2002; Goleman, 1998). Research during the last quarter century has supported the idea that personal and social competencies, captured in the meta-construct of EI, are key ingredients related to the success of an individual. A growing body of literature is emerging as researchers continue to examine the relationships between EI competencies and a range of outcome variables.

The positive correlation between assessed EQ level and predicted end-of-year grade point average for incoming freshman students has been well documented (Abraham, 1999; Bar-On, 2002; Goleman, 1995). One such study focused on Asian students, each rated high in enthusiasm and persistence competencies, and displayed superior academic performance (Abraham, 1999). A current study is underway by several major U.S. universities to validate an earlier Canadian study that concluded the academic success of college freshman is more closely correlated with their level of EQ, than with their incoming GPA or SAT scores (Parker, 2002). Based on that study, high school GPA was a poor predictor of student grades or retention in college.

Numerous research studies have focused on the benefits of EI training in higher education to assist graduates in becoming leaders instead of mere managers, and in the development of the whole student (Boyatzis, Cowen & Kolb, 1995; Goleman, Boyatzis & McKee, 2002). In addition to vocational and intellectual training, emphasis is being placed on

the development of each student's values, emotional maturity, and civic duty (Bowen, 1991; Goleman, 1999). The focus on the importance of EI training provides a challenge to ensure that faculty and staff understand, develop, and model those skills in their interactions with students.

### **EQ Assessment and Development in Higher Education**

In an interview with a writer for the AACSB International publication BizEd, Goleman was asked, "How can business schools teach emotional intelligence to their undergraduates and MBAs" (Shinn, 2003)? In responding, Goleman noted that schools of business could build EI into their curricula learning experiences following the example of Case Western MBA program. These changes are highlighted in the book, Innovations in Professional Education (Boyatzis, Cowen & Kolb, 1995). The book summarizes the redesign and implementation of the new MBA program at the Weatherhead School of Management at Case Western Reserve University that included curriculum revisions focused on the transformation from teaching to self-directed learning and the development of EI competencies. The emotional development of Case Western MBA students has been the focus of a research study that provides support for the conclusion that EI improvement has continued to be displayed by graduates up to seven years after graduation. As noted in Primal Leadership (2002), "The half-life of traditional MBA knowledge is only six weeks unless motivated to learn" (p.99). The Case Western program is demonstrating the lasting effect of the emotional learning process.

Texas A&M University – Kingsville has established an Emotional Intelligence Research Initiative to conduct and support collaborative research on the assessment and development of EI ([www.tamuk.edu](http://www.tamuk.edu)). In February 2004, Texas A&M was host for a two-day Institute on Emotional Intelligence to disseminate research findings on the role of emotional intelligence in education. The university has also created a required class related to EI for all incoming

freshman and has experienced an increase in retention. Other universities, The University of Texas and IUPUI, have recently incorporated EI training in their Medical/Dental Schools. These programs have provided promising results for students while challenging faculty to learn broaden their knowledge and increase their utilization of experiential learning techniques.

### **Suggestions for Faculty Development**

Bean (1998) discussed the topic of EQ and faculty roles in his article, “Alternative Models of Professional Roles: New Languages to Reimagine Faculty Work.” In the article, Bean states the following: “If our emotional quotient is more important than our intelligence quotient for success in our lives, then a faculty role including emotions could improve not only our own lives but the lives of our students and the values underlying our research” (p. 507).

Offering opportunities for EQ assessment and development could enhance faculty development efforts. To encourage faculty development, it would be beneficial for administrators to recognize and reward the important function of teaching and involvement with students when making promotion and tenure decisions. The effort should lead to a more positive educational experience for students.

### **EI Development Process**

Based on the theory that development of specific EI competencies leads to greater success, the devotion of time and effort to understand and improve on areas of weakness is rapidly becoming a priority for personal growth (Goleman, 1998). Based on the findings of successful EI development programs, and decades of research on effective behavior modification training, the only sustainable behavioral changes are those that are intentional and self-directed (Boyatzis, 2000). Prior studies have demonstrated that individuals can improve their levels of

EQ by personally recognizing areas of strength and weakness, and then going through a process of emotional learning (Goleman, 1995).

According to research conducted by Goleman and others, the intrapersonal competency of self-awareness forms the foundation for the development of additional EI competencies (Goleman, Boyatzis & McKee, 2002). The development of the EI competency of self-awareness has proven to be a critical first step toward becoming more emotionally intelligent by giving individuals greater perceived control over relationships with others. Individuals must first understand their emotions to be able to regulate or control their emotions. This self-awareness and self-management of emotions will then enable them to empathize with or understand the emotions of others, and develop effective relationships (Goleman, 1998). Individuals involved in the EI development training must have a personal desire to improve their EI. Their motivation to improve may be based on their desire to increase their effectiveness at work, to achieve personal growth, or to be better equipped to assist others with the development of EI competencies.

The concern for faculty EI development is reflected in the comments of a leader in the promotion of character education in schools, “Increasingly, schools are providing students with opportunities for social and emotional learning. We must be equally concerned with the social and emotional learning of our school leaders” (Cherniss, 1998, p. 28). It is important to acknowledge that the information conveyed as educators is both cognitive and emotional in their roles as teachers, models, and mentors (Mayer & Cobb, 2000). Effective education must develop the cognitive and emotional mind through modeling, teaching, and informal relationships with students. Social and emotional learning may be best achieved through indirect teaching and modeling effective behavior, rather than by direct endorsement of selected values (Mayer et al.,

2000). By providing students with self-awareness and tools for emotional reasoning, they are free to develop their own capacity to make effective decisions. To promote the development of EI competencies in students, it is beneficial that faculty members develop and model emotional intelligent behaviors in their interactions with students.

### **Executive Coaching/Mentoring for EI development**

A successful EI development program would involve EQ assessment, along with a plan for on-going development of EI competencies. It is sometimes useful to engage mentors or coaches to assist individuals with meeting personal development goals related to EI. During the past five years, the field of Executive Coaching has received increasing attention. There is a direct tie between Executive Coaching and the development of EI competencies. At the 2003 CBFA conference, Regent University presented an overview of their new program to train Executive Coaches. The Regent program focused on taking a spiritual perspective on coaching and incorporates the topic of EI.

As faculty begin to focus on improving their own EI competencies, students may be motivated to develop their own personal improvement plan focused on self-improvement in emotional awareness and development. Marshall Goldsmith, a leading executive coach, highlighted the importance of leading by example in his recent article in Fast Company entitled “To help others develop, start with yourself” (Goldsmith, 2004). This article profiled the leadership development of the CEO of General Mills as he utilized 360-degree feedback to work on self-improvement. As stated by Goldsmith, “Who knows? If we work hard to improve ourselves, we might even encourage the people around us to do the same thing” (Goldsmith, 2004, p. 100).

## **Conclusion**

If the ultimate goal for Christian higher education is to educate the whole person, which includes EI competencies, then faculty desiring to assist students must possess the necessary competencies themselves to be effective teachers or mentors. As stated by the director of The Institute for Social and Emotional Learning:

If, as teachers, we do not have the support or guidance to uncover what lies in our own shadows, we may hurt our students or ourselves. When we uncover what we too have disowned, we become much safer, more responsible teachers. What we do not see in ourselves we may project onto our students and colleagues through feelings of envy or disgust. What we suppress from our own awareness may erupt in ways that are often out of our control (Kessler, 2000, p. 83).

This idea is supported by the conclusion that to become a more effective teacher requires taking the time to gain self-knowledge as thinkers and learners on what underlies our own motivations and behaviors as demonstrated in interactions with students (Sobyra, 2002).

APPENDIX A

**EMOTIONAL INTELLIGENCE COMPETENCIES**

<b>SELF-AWARENESS</b> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<b>SOCIAL AWARENESS</b> Empathy Organizational Awareness Service Orientation
<b>SELF-MANAGEMENT</b> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Orientation Initiative Optimism	<b>SOCIAL SKILLS</b> Developing Others Leadership Influence Communication Change Catalyst Conflict Management Building Bonds Teamwork & Collaboration

Goleman, 2002, Primal Leadership

APPENDIX B

**EXAMPLES OF TIE BETWEEN BIBLICAL PRINCIPLES &  
EMOTIONAL INTELLIGENCE**

<p><b><u>SELF-AWARENESS</u></b></p> <p>I can do everything through him who gives me strength. Phil 4:13 (self-confidence)</p> <p>We ask God to give you a complete understanding of what he wants to do in your lives. Col. 1:9 (self-awareness)</p>	<p><b><u>SOCIAL AWARENESS</u></b></p> <p>Love your neighbor as yourself. Mark 12:31 (empathy)</p> <p>Fools have no interest in understanding; they only want to air their own opinions. Prov. 18:2 (empathy &amp; organizational awareness)</p>
<p><b><u>SELF-MANAGEMENT</u></b></p> <p>Fruits of the Spirit: But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Gal. 5:22 (self-control, trustworthiness, adaptability)</p> <p>Loyalty makes a person attractive, and it is better to be poor than dishonest. Prov. 19:22 (trustworthiness)</p> <p>A cheerful heart is good medicine, but a broken spirit saps a person’s strength. Prov. 17:22 (optimism)</p> <p>Don’t worry be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God...will guard your hearts and minds in Christ Jesus. Phil. 4:6-7 (optimism)</p>	<p><b><u>SOCIAL SKILLS</u></b></p> <p>Blessed are the peacemakers for they shall be called the sons of God. Matt 5:9 (conflict management)</p> <p>For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many. Mark 10:45 (developing others)</p> <p>Do not make friends with a hot-tempered man, do not associate with one easily angered, or you may learn his ways and get yourself ensnared. Prov. 22:24 (conflict management &amp; influence)</p> <p>The godly think before speaking; the wicked spout evil words. Prov. 15:28 (communication)</p>

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