Chapter 2: Literature Review

[For sufficient depth, Chapter 2 must fully support the theoretical and conceptual development of your study. In this introductory paragraph, provide an overview of the general topic and general research question(s) to establish the context of the study and orient the reader to the field. You should fully describe the phenomenon of interest and broad theory. Lead toward the introduction of prior research and theory in the theoretical orientation and conceptual framework sections.]

Literature Search Strategy

[Describe the library and search engine sources, and search terms. Rely on literature from the last 5 years when possible. 50% or more of references should be recent and peer reviewed. These are guidelines, but the topic selected, and your study design should drive this and should be discussed with your chair. At minimum, 50 relevant sources should be cited.]

Synthesis of the Literature

[The body of your literature review must address these topics: theoretical orientation, conceptual framework, and a synthesis of what is known about your topic and research problem. Your review should be organized using sub-headings (APA heading levels 3, 4, and 5) to organize the narrative in this and each section that follows in chapter 2. Discuss in depth any foundational studies that inform your study including methodology, design, sample size, and study recommendations. The order in which you present your synthesis, theoretical orientation, and conceptual framework should be discussed with your chair. Additional resources related to writing literature reviews are provided at the end of this section.

If completing a quantitative or mixed methods study, be sure you include a hypothesis development section and description of your research model. Develop a diagram of your model and a table relating the research questions to the relevant hypotheses (quantitative and mixed methods studies only).

EXAMPLE:

**Chapter 2: Literature Review**

**Synthesis of Literature**

**Target Organization, Industry, Benchmarking**

**Papoutsi, C., Drigas, A., & Skianis, C. (2019). Emotional intelligence in the workplace: A review. *International Journal of Advanced Corporate Learning, 12*(1), 22-29.**

In their review paper, Papoutsi et al. (2019) explained the applicability of EI in different types of workplaces. They highlighted that EI helps improve communication, interpersonal relations, and organizational performance. The study notes that organizations that provide training and developmental opportunities for EI receive better employee retention and satisfaction results. Therefore, this is especially true in occupations like healthcare, where emotional work is a central component. These insights are crucial since this review provides a benchmark for comparing the best practices in EI development across industries.

**Carminati, L. (2021). Emotions, emotion management, and emotional intelligence in the workplace: Healthcare professionals' experience in emotionally-charged situations. *Frontiers in Sociology, 6*, 640384.**

Carminati (2021) studies the applicability of emotional intelligence to healthcare professions, especially for those who consistently experience heightened emotional environments. The study focuses on aspects of emotional intelligence in the context of healthcare employees. It addresses such questions as whether self-emotion regulation and perception of patients' emotions will contribute to the client's general well-being and improve the work climate in a medical facility. Carminati (2021) also supports the findings, showing that organizations within the healthcare sector that provide EI training provide their staff with the knowledge required to control the emotions they encounter in their work environment, creating happy employees and happy patients.

**Theory or Framework, Theoretical Model**

**Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.**

Goleman's (1995) foundational work on emotional intelligence outlines the five key components of EI: Self-identity, self-control, goal setting, interpersonal understanding, and social relationships. These components are crucial for comprehending the possibilities of non-verbal regulation of one's affect, as well as the affect of others – a factor paramount for constructive leadership and teamwork inside a working establishment. Goleman (1995) has stated that these skills are all learnable, suggesting that organizations can gain much from EI training in the abovementioned aspects.

RUBRIC:

Assignment-Driven Criteria

15 points

Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical Thinking/Application to Professional Practice

15 points

Demonstrates mastery conceptualizing the problem, and analyzing information. Conclusions are logically presented and applied to professional practice in an exceptional manner.

Business Writing and Quality of References

10 points

Demonstrates mastery and proficiency in written communication and use of appropriate and relevant literature

Citations

5 points

Demonstrates mastery applying APA formatting standards to both in-text citations and the reference list

Professionalism and Timeliness

5 points

Assignment submitted on time or student collaborated with professor for an approved extension on due date.