

Emotional Intelligence and its four components

- ▶ 'All learning has an emotional base'

Plato

- 
- ▶ Perceiving emotion
 - ▶ Recognizing the emotions we feel
 - ▶ To be able to understand why I feel what I feel
 - ▶ To recognize differences between an emotion and a simple behaviour
 - ▶ **Result:** To be able to know how I feel and to communicate to others clearly
 - ▶ To be able to manage my emotions
 - ▶ To have a high level of reaction to stress
 - ▶ **Result:** Fewer conflicts with others, not enervate teachers or be expelled from school
 - ▶ To use my emotions better
 - ▶ Be in control of my emotions so that
 - ▶ **Result:** do better in exams
 - ▶ Empathy
 - ▶ Be in a better position to understand other persons' perspective
 - ▶ **Result:** Have better relationships

What is Emotional Intelligence?



- ▶ The ability to perceive, to evaluate and to express emotion properly and in a way that helps communicating with others
 - ▶ The ability to understand emotion and the knowledge we have around emotions
 - ▶ The ability to cause emotional reactions in order to facilitate thinking
 - ▶ The ability to manage emotion so that we communicate better with other people
- (Salovey & Mayer, 1990)

Example of high and low EI

▶ High

- ▶ Draws the correct conclusions about others' affective states
- ▶ Know what to say according to the situation
- ▶ Has a rich emotion vocabulary
- ▶ Understands that it is natural to experience conflicting emotions
- ▶ Can differentiate one emotion from the other even if these are very similar

▶ Low

- ▶ Don't understand others' emotions well
- ▶ I surprised by others' emotion
- ▶ Finds it difficult to explain how s/he feels or how the other person feels
- ▶ Experiences emotion contrasts (e.g., black and white)
- ▶ Others do not understand him/her easily

Example: Emotion Perception in others



1. No Happiness

1

2

3

4

5

Extreme
Happiness

2. No Fear

1

2

3

4

5

Extreme
Fear

Example: Emotion Perception in the self



To what degree does the above picture express the following emotions

1. Happiness

2. Sadness

1	2	3	4	5
				
				

Emotion integration - facilitation

- ▶ It is how the way we feel (affect, emotion) influences the way we think (Mayer, 2001).
 - ▶ E.g., a positive affective state (but not TOO MUCH happiness) positive influences memory, taking decisions, evaluating options (Bower, 1982. Isen, 1998).
 - ▶ Negative affective states can sometimes have positive and other times negative effects. For example, feeling a bit sad and a bit stressed can help me do well in exams. because those affective states can help me focus.
 - ▶ However, feeling too much stressed cannot help me in a cognitive task as it will impede my memory and will cause problems in my behaviour with others

Emotion use: Example

To what extent the following moods would help you when you prepare for a party with a friend of yours?

	Not useful				Very useful
a. Irritation	1	2	3	4	5
b. Boredom	1	2	3	4	5
c. Happiness	1	2	3	4	5
d. Surprise	1	2	3	4	5

Understanding emotion

- ▶ It is about cognitive skills and processes (memory, judgment) that influence understanding what emotion exactly I am feeling
 - ▶ High emotion understanding of specific emotions (to both label the emotion correctly and to understand how positive or how negative it is)
- ▶ It is developed through training. For example, mothers who speak with more emotion words have children that have a more crystallized understanding of emotions

How can you train your EI

Part of EI	Aim	What can you do
Emotion perception	To try to be as accurate as possible in your perception of emotion	Listen carefully what is said Try to put yourself into the other person's situation Ask questions
To use emotion	Try to learn how to make your emotion help you think better	See in which situations you are better in thinking or in cognitive tasks
To understand emotion	Try to evaluate better the causes and consequences of emotion	What are the causes and consequences of your and others' emotions?
Emotion management	How do emotions function in peoples' behaviors? What people do with their emotions when they speak and communicate to one another?	Collect information about the others' emotions, do not focus on the other only, focus on the self as well

References

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