BOOK OF ABSTRACTS

4TH International Congress on Emotional Intelligence

September 8 – 10, 2013
New York City, USA

International Society for Emotional Intelligence Inc.

INTRODUCTION

The 4th International Congress on Emotional Intelligence (ICEI2013) brings together researchers, consultants, educators and other professionals who are united by a common focus on emotional intelligence (EI). The increasing popularity of EI over the last two decades calls for a continued expansion of international exchange on its theory, assessment and application. ICEI2013 hopes to address this trend and the global interest in the EI construct.

From the initial academic publication in 1990 by Drs. Peter Salovey and John D. Mayer, the EI field has generated enthusiasm and controversy. The different models of EI conceptualize it as a set of abilities, personality traits, or competencies. From these models emerge various approaches to measurement and evaluation based on performance, self-report, or observations of others. Mixed or blended approaches may include social intelligence and related constructs that both broaden its application but diffuse the circumscribed boundaries of EI. In the general media EI has been misrepresented as its predictive validity has, at times, been overstated. The term "emotional intelligence" has also been applied to various programs or practices that can vary in their degree of empirical support. It is the task fo the EI practitioner to understand these differences and make determinations on the utility of the research or training programs.

The Book of Abstracts includes descriptions of the keynote and expert session presentations, the brief paper sessions and the poster presentations from the ICEI2013. Various views and EI models are represented and illustrate the diversity of perspectives in the EI field. Several disciplines are also represented and speak to the broad appeal and application of EI. The disciplines represented at the congress include:
(a) Business, organizational and workplace settings,
(b) Education and social-emotional learning
(c) Health, well-being and optimal human development
(d) Assessment, measurement, & evaluation
(e) Neuroscience & cognition
(f) Medical applications
(g) Consultation and coaching process
(h) Therapeutic applications
(i) Social and cultural issues
(j) Applications to creative arts

These abstracts represent current developments in EI that formally began just over 20 years ago. As the field evolves and EI becomes more integrated into society as a whole, its significance may become more evident. The shape of the EI field however may also change. In this way, the ICEI2013 Book of Abtracts stands as a historical record reflecting the growth of EI from its first two decades and also contains the seeds for it evolution into the next several years.

INTERNATIONAL SOCIETY FOR EMOTIONAL INTELLIGENCE

The *International Society for Emotional Intelligence, Inc.* (ISEI) is a non-profit organization that supports and encourages the advancement of Emotional Intelligence (EI) theory, research and professional practice. The society focuses on scientifically-based approaches to applying EI and related emotion theories to various professional areas (such as organizations, business, education, medicine, therapy, and assessment). ISEI provides education and disseminates information to the professional community through conferences, publications and networking. Through membership in the society researchers, scholars and practitioners can foster and create international and intercultural collaborations dedicated to advancing the field of emotional intelligence and its impact on creating more caring, responsible, citizens of our global society.

The purpose of the Society will be to support the international congresses every two years, disseminate information through periodic newsletters and educational workshops, establish a professional peer reviewed journal, and provide opportunities for networking and international collaboration. This ongoing work will allow for continued and improved research in EI across cultures and countries as well as the application of EI principles in various fields.

ISEI can also serve as a resource for various governments, organizations or other institutions that wish to apply emotional intelligence in order to improve human conditions, social systems, and to increase individual and social well-being of constituents.

ISEI developed from the international congress series. The first two international congresses were held in Spain (Malaga, 2007 and Santander, 2009) and the third was held in Opatija, Croatia in 2011. ICEI2013 is the first of the congress series to be held in North America. The 5th congress is planned for Buenos Aires, Argentina in 2015. Drs. Pellitteri, Fernandez-Berrocal and Taksic are the co-founders of the society which was incorporated in 2012. The board of directors includes researchers and scholars from numerous countries. The first newsletter for the Society was published in Spring 2013 and the peer-reviewed professional journal is being planned. Membership is opened to anyone interested in studying and contributing the the EI field.

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KEYNOTE PRESENTATIONS

Sunday September 8, 2013 9:30 AM

From Emotional Intelligence to Personal Intelligence

John D. Mayer, *University of New Hampshire*

Emotional intelligence involves the ability to reason about emotion and emotion-related information. After Peter Salovey and I introduced our 1990 ability model of emotional intelligence, accounts of our theory by journalists and others tried to equate our ideas with the idea of a "good" personality. People added in ideas like "optimism"—a cognitive style—and "persistence"—a motivational concept—and even equated emotional intelligence with good character. Many psychologists now recognize that emotional intelligence doesn't include such qualities. But if it doesn't, could there be another intelligence that might? Could emotional intelligence be a slice of a something broader—a more general set of abilities that pertain to reasoning about ourselves and other people as whole beings? This talk examines *personal intelligence*: an intelligence concerned with reasoning about an individual's overall personality—a kind of guidance system for each of us. I'll explore what personal intelligence is, why it might have come into existence, how it can be measured and the evidence to date that people do possess such a capacity. I'll conclude with a consideration of the significance of personal intelligence to each of us and to society.

Sunday September 8, 2013 4:00PM

The Emotionally Intelligent Manager

David Caruso**,** *EI Skills group*

The ability model of emotional intelligence consists of four related abilities. People who can accurately **perceive** how you and others feel, **use** these feelings to assist with the task at hand, **understand** how these feelings arose and how they will change, and then **manage** these feelings effectively to achieve a positive outcome possess a high level of emotional intelligence. These abilities can be objectively measured through the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT). This presentation describes the ability model of EI, how to measure EI in an objective manner and how to teach EI skills. Techniques to teach these skills include the mood meter, emotional intelligence blueprint, an intervening moment and a series of specific activities.

Successful Strategies for Developing Emotional Intelligence in the Workplace

Cary Cherniss, *Rutgers University*

In this presentation I will summarize what we've learned about helping people in the workplace to become more emotionally intelligent.   In doing so, I will focus on two questions. First, is it possible to help people become more emotionally intelligent? And second, if it is, what are the most effective strategies for doing so?

To some extent, the answers to these questions depend on what we mean by emotional intelligence. There now are several well-designed studies showing that it is possible to help people develop some of the traits or competencies associated with EI and measured by tests such as the EQ-I, the ESCI, or the TEIQue. However, it is less clear at this point whether we can help adults in the workplace to make lasting improvements in the core abilities of EI as measured by tests such as the MSCEIT. In the first part of the presentation I will briefly summarize the research and describe a few of the most compelling studies.

The rest of the presentation will describe what we've learned about implementing EI training programs. A close look at the best evidence-based programs reveals some important principles for effective implementation as well as a number of specific techniques that can be incorporated in other programs. I will describe these techniques, using examples from a number of different programs. The presentation will end with some observations and recommendations for EI training and development efforts in the future.

Monday September 9 2013 3:30PM

Creating Emotionally Intelligent Schools

Marc Brackett, *Yale University*, *Center for Emotional Intelligence*

Emotions matter. They influence everyday learning, decision making, relationships, and mental health in both children and adults. In my presentation, I will discuss the value of providing school systems with a model for incorporating emotional intelligence into daily classroom instruction. I will describe RULER—an evidence-based approach to social and emotional learning built from decades of empirical research conducted at Yale's Center for Emotional Intelligence. RULER teaches the skills of **r**ecognizing emotions in one's self and in others, **u**nderstanding the causes and consequences of a wide range of emotions, **l**abeling emotions using a sophisticated vocabulary, **e**xpressing emotions in socially appropriate ways, and **r**egulating emotions. Studies show that schools using RULER (1) foster emotional skills among educators and students, (2) improve academic performance and problem solving skills and (3) enhance their overall school climate.

Humanizing Medicine with Empathy and Emotional Intelligence Education

Helen Riess, *Harvard Medical School*

Empathy is essential to the patient-physician and coach-client relationship and is associated with better outcomes, greater patient safety and fewer malpractice claims. We tested whether a randomized control trial of an innovative empathy training protocol grounded in neuroscience could improve physician empathy as rated by patients. We conducted a randomized controlled trial with residents and fellows from surgery, medicine, anesthesiology, psychiatry, ophthalmology, and orthopedics, who received standard training or three 60-minute empathy training modules. The primary outcome measure was patient ratings of physician empathy, assessed within 1 month pre-training and between 1-2 months post-training with the Consultation and Relational Empathy (CARE) measure. Each physician was rated by multiple patients who were blinded to physician randomization. The primary outcome was change score on the patient-rated CARE. The empathy training significantly improved patient ratings of physician empathy compared to the control group. Trained physicians also showed greater changes in knowledge of the neurobiology of empathy and in ability to decode facial expressions of emotion. Our findings suggest that the quality of care in medicine could be improved by integrating the neuroscience of empathy into medical education. The training was well received by participants with strong evaluations for content and effectiveness. This research has relevance to other dyadic relationships, such as coaching, teaching, and parenting relationships, where trust and cooperation are essential for positive outcomes. Our training has been translated into a web-based format by Empathetics, LLC , for broad distribution to enhance empathy in medicine and other disciplines.

Tuesday September 10, 2013 3:30

Emotional Intelligence from a European Perspective

Pablo Fernandez-Berrocal, *University of Malaga*

The aim of my talk is to broadly discuss the state of European Research in Emotional Intelligence. So, I will start off by giving some brief examples of research are making in Europe focalized in three themes: (1) Experimental and correlational analysis of individual differences in emotional intelligence, (2) develop of new ways to assess emotional intelligence, and (3) design of educational and professional programs for improving people's emotional intelligence. Later, I wish to highlight some possible similarities and differences with research happening in the USA. Finally, I will discuss implications for future research and practice in Emotional Intelligence.

Biographies of Keynote Speakers
(In Alphabetical Order)

Marc Brackett, Ph.D., is Director of the Yale Center for Emotional Intelligence, Senior Research Scientist in Psychology, and Faculty Fellow in the Edward Zigler Center in Child Development and Social Policy at Yale University. Dr. Brackett is the author or co-author of over 100 scholarly publications and the developer of The RULER Approach to Social and Emotional Learning (RULER)—a CASEL SELect program that has reached over 500,000 students in hundreds of schools throughout the world. RULER develops emotional intelligence skills in kindergarten through high school students as well as school leaders, teachers, staff, and families. RULER has been shown to boost academic performance, decrease school problems, and enrich both classroom climates and teacher instructional practices. Dr. Brackett's grant-funded research focuses on (1) the role of emotions in learning, decision making, relationship quality, and mental health, (2) the measurement of emotional intelligence, and (3) experiments to demonstrate how emotional intelligence improves student and educator effectiveness, decreases bullying behavior, and improves classroom and school climate. He is a recipient of numerous awards, including the Joseph E. Zins Award, and he serves on a wide-range of Research Advisory Boards, including the Collaborative for Academic, Social, and Emotional Learning, Lady Gaga's Born This Way Foundation, and the Greater Good Science Center. Dr. Brackett regularly delivers keynote addresses and consults with school systems and corporations around the world. He has developed two university courses on emotional intelligence, one for Yale undergraduates and the other for aspiring school leaders at the Summer Principals Academy, Teachers College, Columbia University. Currently, he is working with Facebook on two projects. The first is a large-scale study to both prevent and decrease bullying and the second is an online help center for children, families, and schools to better manage online bullying. He also holds a 5th degree black belt in Hapkido, a Korean martial art.

David R. Caruso is the co-founder of the *EI Skills Group* and is Special Assistant to the Dean for Organization Development in the Yale College Dean's Office. He received his PhD in psychology from Case Western Reserve University and completed a two-year postdoctoral fellowship in psychology at Yale University. David also had stints in market research, strategic planning, and product management. David published a practical "how-to" book, *The Emotionally Intelligent Manager* with Peter Salovey and he also co-authored the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT). David has published numerous articles on the topic of emotional intelligence and has presented in the US, Canada, Brazil, England, Spain, Italy, Germany, France, Russia, Lithuania, Dubai, India, Japan, Korea, Philippines, and Australia.

Cary Cherniss received his Ph.D. in Psychology from Yale University in 1972. He went on to teach at the University of Michigan in Ann Arbor, the University of Illinois in Chicago, the Chicago Medical School, and the Illinois Institute of Technology. In 1983, he came to Rutgers University where he helped create the doctoral program in Organizational Psychology at the Graduate School of Applied and Professional Psychology. He currently is Director of the

Organizational Psychology program and Professor of Applied Psychology at Rutgers. Dr. Cherniss specializes in the areas of emotional intelligence, work stress, leadership development, and planned organizational change. He has published over 60 scholarly articles and book chapters on these topics as well as seven books, including *The Emotionally Intelligent Workplace* (Jossey-Bass, with Daniel Goleman) and *Promoting Emotional Intelligence in the Workplace: Guidelines for Practitioners* (American Society for Training and Development, with Mitchel Adler). His research has been funded by the National Institute of Mental Health, the U.S. Office of Population Affairs, and other sources. In addition to his research and writing, Dr. Cherniss has consulted with many organizations in both the public and private sectors, including American Express, Johnson & Johnson, the US Coast Guard, AT&T, Telcordia, the United States Office of Personnel Management, and PSEG Power. He currently is the director and co-chair of the *Consortium for Research on Emotional Intelligence in Organizations*; and he is a fellow of the American Psychological Association, past president of its Division 27 (Society for Community Research and Action), and a member of both the Academy of Management and the Society for Industrial and Organizational Psychology.

Pablo Fernández Berrocal, Ph.D., is Professor of Psychology and Director of Emotions Lab at the University of Malaga (Spain), and vice-president/co-founder, International Society for Emotional Intelligence. He has authored or edited sixteen books and published more than 120 journal articles and essays, focused primarily on human emotion and emotional intelligence. His current themes of research are: (1) Experimental and correlational analysis of individual differences in emotional intelligence, (2) develop of new ways to assess emotional intelligence in children and adolescents, and (3) design of customized training programs for improving people's emotional intelligence.

John D. Mayer, Ph.D. serves as professor of Psychology at the University of New Hampshire. Dr. Mayer is a pioneer and preeminent authority in the field of emotional intelligence and personality psychology. His groundbreaking work developed the concept of emotional intelligence. His current work involves fashioning a new view of human personality and how it works. His laboratory examines how people high in emotional intelligence differ from others in their lifestyles and life outcomes. For more than a decade Dr. Mayer has developed the concept of emotional intelligence, sought to improve its measurement and to understand what it predicts. Members of Dr. Mayer's laboratory have been examining how people high in emotional intelligence differ from others in their life styles and life outcomes. Dr. Mayer has also developed a systems approach to personality psychology. This system framework joined together many personality parts such as self-concept and sociability and considers how they are organized together and develop over the life span. Most recently his graduate students have been using this framework to assess the relationship between internal personality and a person's expression of personality in the life space. This framework now serves as the basis of another study examining alternative ways to measure personality. Dr. Mayer serves on the Strategic Advisory Board of Zoesis, Inc. since May 2004. He has served on the editorial boards of *Psychological Bulletin*, the

Journal of Personality, and the *Journal of Personality and Social Psychology*, among others. Dr. Mayer has been published in highly esteemed journals such as Psychological Inquiry and Journal of Research in Personality. He holds a B.A. from the University of Michigan, his Ph.D. in Psychology from Case Western Reserve University and was a postdoctoral Scholar at Stanford University. (Biography taken from *Bloomberg Business Week)*

Helen Riess, M.D., is Associate Professor of Psychiatry at Harvard Medical School and Director of the Empathy and Relational Science Program in the Department of Psychiatry at Massachusetts General Hospital.   Dr. Riess has devoted her career to teaching and research in the neuroscience and art of the patient-doctor relationship. Her research team conducts translational research utilizing the neuroscience of emotions. The effectiveness of Dr. Riess's empathy training approach has been demonstrated in pilot studies and a randomized, controlled trial. Dr. Riess is a core member of the Research Consortium for Emotional Intelligence and she is a faculty member of the Harvard Macy Institute Program for Leadership for Physician Educators and Program for Leading Innovation in Health Care. Dr. Riess is an internationally recognized speaker, researcher, and clinician. Her work has been published in the Journal of the American Medical Association, and other leading medical journals. Dr. Riess's empathy training curricula are implemented in healthcare, business, and education. She is Co-Founder, Chairman, and Chief Scientific Officer of Empathetics, LLC, a company that provides web-based empathy training and related relational skills solutions, Empathetics.com.

EXPERT SESSIONS

Sunday September 8, 2013 11:00 AM

Empathy: Why Should We Care?
Susan Stillman, *Director of Education, Six Seconds, the Emotional Intelligence Network, Global Office*

How important is empathy in the creation of caring and supportive relationships? What is the role of empathy in learning? In conflict resolution? Empathy is one of the most powerful EQ competencies. It's our ability to recognize, be open to, and respond to others' emotions. It's the key to forming enduring and trusting relationships.

In the 2012 IBM annual study of CEOs, a primary need identified by top leaders was collaboration. Yet empathy—the skill that would help people do that—is going down dramatically. In a recent study, a 75% decrease in empathy was found among US college students over the past 30 years. Emotional intelligence and, specifically, the skill of empathy is "the missing ingredient" in the corporate sector, healthcare, politics, and education.

In this session, we will examine current research—and ask ourselves why a sense of belonging and the feeling that one is listened to and cared about—is so important for educational and career success. Through interaction, we will explore the following: What does empathy do for you? What does it do for others? What effects would increasing empathy have on our decision-making and our relationships?   Imagine a school where empathy was a foundational skill -- widely understood and practiced consistently: What might happen?

What if you could increase your ability to build enduring, insightful connections grounded in empathy? How would you feel if you increased your empathy and you became more connected to others, to all living things, and to our environment?

Key Take-Aways:

1. Awareness of empathy research, including the social neuroscience of empathy and its relationship to learning.
2. Insights into the power of empathy to impact outcomes in your family, work setting, community, and environment.
3. Consideration of how increasing your empathy can support another EQ competency, your pursuit of a "noble goal."

Sunday September 8, 2013 11:00 AM

The Emotion Roadmap: Take The Wheel And Control How You Feel
Charles J. Wolfe, *Consultant, Charles J. Wolfe Associates, LLC*

Chuck Wolfe, a leadership consultant and pioneer in emotional intelligence, will lead an expert session that will introduce the Emotion Roadmap™, a unique methodology that assists leaders in managing change, strengthening teams, and improving organizational and individual performance. The Emotion Roadmap™ incorporates and translates aspects of the ability based model of emotional intelligence, change management theory, appreciative inquiry, and problem solving into a simple set of questions that create profound results.

When smart people are stuck, when good critical thinkers reach an impasse, it is almost because strong emotions are in play. By stripping away the content and focusing on the emotions that currently exist, and then on the emotions that would be ideal to feel, an individual or an organization can create a compelling vision of a future emotional end state and then plan how to get there.

Participants who attend the session will leave with a working knowledge of how to use the Emotion Roadmap™ to address situations occurring in leadership, coaching, changing culture, and employee engagement. You will also receive a copy of the Emotion Roadmap™. During the presentation there will be excerpts played of people he has helped on his radio show, The Emotion Roadmap: Take the Wheel and Control How You Feel. The show is on listener supported alternative public radio station WPKN in Bridgeport, CT 89.5 FM or streaming on www.wpkn.org. The show airs on the 1st, 2nd and 4th Wednesdays of each month 12-1 PM ET.

Emotional Intelligence in the Educational Environment
Michael T. Dealy, *Headmaster, Bay Ridge Preparatory School, Brooklyn, USA*

Dr. Dealy is a school leader who has engaged in the classroom teaching every semester at various levels since 1975. In that time he has never used traditional discipline methods. His life long quest to find the holy grail of effective teaching he has focused strongly on the need for emotional awareness for all participants in the school ecology. In this workshop he will share insights into the emotional dimensions of successful classroom management. His progressive approach to education identifies the necessary ingredients for developing emotionally intelligent teachers and involves looking at the school building environment as a living dynamic emotional network. His concept of "emotional hotspots" that emerge in individual and small group interactions will be illustrated.

Participants will gain new perspectives on the emotional dimensions of behavioral issues in students as well as therapeutic interventions for resolving conflicts and promoting optimal emotional development. Dr. Dealy will also present practical strategies, from his many years as a professor of crisis intervention and clinical issues, for handling crisis situations using nuances of emotional literacy.

Sunday September 8, 2013 2:00 PM

Process Design Training: A Method To Increase Emotional Intelligence

Jim Liautaud, *Clinical Professor and Program Chair, Emotional and Social Behavior Research, Liautaud Graduate School of Business, University of Illinois, at Chicago*

Observe the details of a seven-year experimental study, designed specifically to increase the Emotional Intelligence of 13 related families (75 family members) conducted in collaboration with the University of Illinois, at Chicago. Presentation will include the principal investigator Larry Grimm, PhD, Emeritus Chair of Graduate Studies, Department of Psychology; UIC's Clinical Professor Jim Liautaud, creator of Process Design Training (PDT); and members of the families that participated in this study.

PDT requires every group to follow the identical format each meeting, and specifies each step to practice between meetings for eight EI habits.

WHAT YOU'LL LEARN: This family will openly share how, on their own, they: (1) Successfully resolved a pre-existing inheritance conflict that was separating two of the families; (2) Provided unwavering support to the openly disclosed traumas of death, betrayals, separation, and drug abuse. This family has learned to openly share with each other, the best and worst of their lives.

SUMMARY: Besides learning how to effectively resolve conflicts and trauma, families could expect to receive these same sustained results: (1) A measured increase in Emotional Intelligence; (2) A measured increase in social gatherings beyond the meetings of the study; (3) A measured increase in closeness to each other; (4) This PDT format measurably increased the Emotional Intelligence of Corporate Executives 23%, in a two-year Control Study*.

TAKE HOME VALUE: (1) The 'effective communication' and the 'social and emotional competence' training was developed, and clinically proven, at the University--and designed to be applicable to any similarly profiled family. (2) Once a family learns the PDT format, they manage and moderate themselves.

Cross Cultural Adaptation of EI Instruments: Importance of Ecological Validity Isabel María Mikulic, *Professor, University of Buenos Aires, Argentina*

This workshop aims to help researchers and psychologists in any field to deal with building and adapting psychological assessment instruments. It will highlight that linguistic and psychological perspectives on translations can converge, in which case translation is straightforward, but they also may yield different versions in target language. It will be shown that in order to produce adequate instruments in another language, expertise in the source and the target language is necessary; but not sufficient. A psychological perspective is indispensable to producing high-quality tools. Examples of bias and typical sources for the three types of bias in cross-cultural assessment will be explained. Also, equivalence of different versions of instruments will be discussed. Distinctions that can help to identify bias and the negative consequences for the cross-cultural equivalence of test scores as well as approaches that help avoid these consequences will be dealt with.

Psychologists are aware of the misuse of instruments transculturally in the misinterpretation of scores resulting from the application of assessments that are not appropriate to the receiving (target) culture. In adapting measures of Emotional Intelligence the non-equivalence of psychological constructs in different cultures is a major source of error. Cross-cultural equivalence is especially problematic in adapting EI measures because agreement is lacking and it is also essential to take item-intensity specificity into account so that the full range of intensity of an emotional state can be assessed

Finally, as assessing and comparing individuals who function in different languages and cultures is challenging, participants will be invited to share insights and analyses regarding their practice with instruments in any field. After having pointed out threats to the internal validity of cross-cultural studies such as construct bias, method bias and item bias; ecological validity will be discussed regarding Emotional Intelligence instruments

Monday September 9, 2013 10:30 AM

The EI Leaders Experience – Evaluating, Training and Coaching EI at Organizational Setting

Alessandra Gonzaga**,** *Professor**,** HR Management at Senac Faculty, Brazil & Coordinator, EI Leaders Program.*

The case study reported in this paper session presents a specialized EI training and development program used in the organizational field. The study was conducted with a group of leaders from a multinational company, located in Brazil, during four months of 2012. The research made through the EI Leaders Program combined evaluation, training and coaching sessions of emotional skills and application to teams of organizational leaders by EI specialists. The goal of the EI Leaders Program was to conduct activities to investigate:

1. What were the emotional strengths and weakness of the group of managers and how can their strengths be used?
2. Would it be possible to share experiences about human behavior that could be useful for all the workers on the teams in the organization?
3. What EI abilities did each member of the group need to develop and how to best conduct this within a coaching model?
4. Would be possible see an improvement of the emotional skills after conducting workshops and coaching sessions? What would be an effective measure?

The EI Leaders Program uses the MSCEIT as a central measurement tool and provides graphic displays of feedback. It also incorporates a specially designed program of training and coaching for each of the four abilities (perceiving, using, understanding and managing). The application of the program resulted in improvements in the emotional skills of the group as measured by pre-post self-evaluation questionnaires, observations and reports of increased awareness of interpersonal dynamics. The data obtained from this project has enhanced the understanding of how to approach EI development through integration of assessment and training. It also examines how both individual and group level EI abilities can be impacted by one educational program.

Methods of Assessment of Emotional Intelligence: Choices, Challenges and Recommendations

Tabassum Rashid, *Professor, Effat University, Saudi Arabia*
Richard D. Roberts, *Researcher*, *Educational Testing Service, USA*

Emotional Intelligence (EI) has emerged in the past two and a half decades as one the most illustrious psychological constructs, and a growing new domain of psychological and behavioral research. The popularity of the construct among researchers has generated emergent considerable body of research, led to the advent of varied theoretical frame works and paradigms, and innovation and application of various assessment methods. Nonetheless, the debate among the academic and professional circles is continuing regarding the suitability and validity of methods for assessing EI.

In this workshop we provide participants with an overview of some of the main methods currently used to assess emotional intelligence, as well some new innovations. We begin with a discussion of self-report assessments and some of the challenges these assessments face. Recommendations for improving this assessment method include the use of anchoring vignettes and forced-choice approaches. Next, we explore the situational judgment methodology, and examine some of the recent data collected on measures employing this approach that provide robust validity evidence. We conclude with an overview of other approaches, including those that examine emotion recognition ability and the principal agent paradigm. The goal of the workshop is to provide familiarity with various assessment approaches, which should allow the participant to make informed decisions about the use of various emotional intelligence assessments in their research and/or practice.

Emotional Intelligence in the Workplace: Current Controversies and Future Directions
Jochen Menges, *Professor, Judge Business School, Cambridge University, England*
Elise Bausseron, *Researcher, UQ Business School, The University of Queensland, Australia*

The role of emotional intelligence in work environments has been debated fiercely over the years, with some arguing that it is an essential ability facilitating people's progress and well-being at work and others suggesting that its importance is overstated and emotional intelligence may in fact be detrimental if used for the wrong purposes. In this workshop, we discuss these current controversies by entertaining two ideas. First, we remind ourselves that emotional intelligence is an ability, not a morally charged construct. Therefore it can be used for good and for bad. We will introduce a framework to consider how strategic emotional intelligence intersects with leadership ethics. Second, we extend the paradigm of emotional intelligence from an individual perspective to a collective perspective, suggesting that not only people individually, but also groups and even entire organizations can be emotionally intelligent. Building on theory and some empirical evidence, we try to identify ways in which collectives can become more emotionally intelligent. The session will include input, group work, and plenary discussions with the aim of achieving a better understanding of emotional intelligence in the workplace for both scholars and practitioners.

An Approach to Emotional Intelligence through Perception: From the viewpoint of Personality Psychology

Paul G. Schmitz, *Professor, University of Bonn, Germany*

During the last two decades "Emotional intelligence" (EI) has become a major topic of interest in scientific psychology and is relevant in the area of applied psychology. It has stimulated a lot of empirical research in Personality Psychology in order to relate it to existing established theories of personality, such as Psychodynamic, Cognitive, and Trait theories. In particular, it has been of interest to find out where EI is established within the models of basic dimensions of personality, such as the models of the "Giant Three", the "Big-Five", and "Alternative Five". Beside the view of EI as a trait resp. a bunch of basic traits, EI could also be related to ability models of personality. It becomes apparent that EI has to be considered not only as a combination of traits and abilities, but that EI owns also a characteristic of uniqueness that goes beyond traits and ability components (Mayer, Salovey, & Caruso, 2000). Mayer, Salovey and Caruso (1997, 2002) define the construct EI as the ability to perceive, understand, manage and use emotions to facilitate thinking and developed a highly reliable and valid instrument, the MSCEIT, to measure EI. After the short introduction the workshop will focus on the following aims:

1. Relationships between constructs of some personality theories, trait and ability approaches, on the one hand, and constructs of EI models on the other will be illustrated and shortly discussed.
2. Further, methodological approaches, applied in the context of these personality theories and possibly being suitable in measuring aspects of EI should be proposed. They may be appropriate, beside of established instruments, such as the TMMS or the MSCEIT, to serve as additional instruments to evaluate EI and as research instruments.
3. Some series of selected Painting Pictures will be presented. Perceptions, cognitions and preferences referring to these paintings should show marked individual differences concerning components of "Trait-EI", such as attention, clarity and repair. They can be interpreted as indicators of Mayer, Salovey, and Caruso´s constructs of EI that refer to the ability to perceive, use, and understand emotions related to intra- and interpersonal processes.
4. The material based on paintings that will be developed during the session may also be useful in training programs for increasing EI.

Finally, some preliminary findings concerning the use of paintings in EI trainings will be presented.

The Hunter College Administration and Supervision Program (ADSUP), an aspiring leaders' program that integrates the theoretical base of emotional intelligence (EI), mixed and ability/skill-based models into the training of future school leaders.

Janet Patti, *Hunter College of the City of New York*
María Trinidad Sánchez-Núñez, *University of Castilla La Mancha, Spain.*

The skills and competencies of emotional intelligence have been noted to predict leadership performance and to develop leaders (Boyatzis & Ratti, 2009, Boyatzis, Stubbs & Taylor, 2002). The Hunter College Administration and Supervision Program (ADSUP), is an aspiring school leaders' program that integrates the theoretical base of emotional intelligence (EI) with other leadership coursework, to guide this pursuit. The ADSUP program follows the requirements of the National Council for Accreditation of Teacher Education, ELLC, the special legislative group that mandates the standards for programs that prepare aspiring leaders. The program prepares candidates to receive their certification as School Building Leaders or School District Leaders in New York State schools.

The program incorporates the use of assessment measures derived from the two constructs for understanding EI: mixed models and ability/skill-based models (Cobb & Mayer, 2000; Mayer, Salovey & Caruso, 2000). The inclusion of both models has proven to be essential for development. On one hand, the ability model (MSCEIT) has been integral in helping aspiring leaders to understand and evaluate their own capacity for identifying, understanding, using and regulating emotions so as to make better informed decisions, a critical need in leadership and in life. A mixed model such as the HayGroup's Emotional and Social Competency Inventory (ESCI) helps aspiring leaders to focus on essential leadership skills that are anchored in social and emotional intelligence. By using both of these perspectives the program strives to achieve greater understanding of EI and its relationship to other leadership variables.

Over the last decade, we have included EI theory as foundational to skill building in leadership training. The aim of this initiative has been to enhance the reflective capacities of aspiring leaders both intrapersonally and interpersonally. The scientific literature verifies that emotional and social intelligence is needed to develop effective high performing leaders of organizations. These developmental efforts are novice at best in the continuously emerging field of educational leadership.

Social Media Meets Emotional Intelligence: Facebook's Enhanced Bullying Prevention System

Robin Stern, *Associate Director, Special Projects, Yale Center for Emotional Intelligence*
Zorana Pringle, *Yale Center for Emotional Intelligence*

Facebook has a new, more 'emotionally intelligent' system in place for teens (ages 13-16) to report problems they experience with posts and photos. In this workshop, participants will learn about the bullying prevention system that Drs. Robin Stern and Marc Brackett, along with colleagues at the Yale Center for Emotional Intelligence have developed in collaboration with Facebook to make this social network site a kinder environment for teens.

In developing the new system, the Yale team conducted focus groups with teens and infused emotional intelligence concepts to come up with adolescent-friendly language, nuanced descriptions of 'bullying behavior', and pre-crafted messages so that teens can get the help they need, including sending a message to the person who created the offensive message or getting help from someone they trust.

The new 'screens' and choices are tailored to 13-16 year olds. The accessible 'reporting flow' now anchored in emotional intelligence is designed to help kids recognize, understand, label, express and regulate their emotions. In fact, asking kids about how they feel, was an innovation for Facebook and has enhanced the popularity of the new flows.

Workshop participants will learn about the data collected and analyzed by a team of Yale researchers that included hundreds of thousands of teenagers. Finally, presenters will share what is coming up 'next' at Facebook as the research team continues to infuse this social network site with methods for including emotional intelligence.

BRIEF PAPER SESSIONS

Session 1A

"A Study on Emotional Intelligence of Secondary School Students of Meghalaya – India"

Dr. Ibadani Syiem, *North Eastern Hill University: Shillong, Meghalaya-India*

Whenever one talks about intelligence, the phrase that springs into our minds is 'Intelligence Quotient' more commonly referred to as IQ. A person with a high IQ score is automatically considered 'intelligent' with superlatives like bright, superior and very superior added on, depending on the score. Therefore we often encounter people who have a mindset bent on holding 'rational thinking' supreme and frown on emotions as these were considered irrational and beyond the purview of scientific study. Further, they argue that reason or thought should invariably precede reaction or feeling- we come across a stimulus; we think about it and then eventually react rationally. This sequence holds true provided we have or take the time to think. In our day to day affairs there are times when we make our decisions instantaneously with little or no thinking- in life threatening circumstances, in labeling people as smart, sloppy or irrational behavior and the thought that intelligence based only on rational behavior is inadequate, took shape. Emotions must be accounted for to arrive at a holistic understanding of intelligence and the need for this was further reinforced when cracks on the once infallible IQ appeared. Doubts about IQ were brought about when it was observed that some people with high IQ did not do well in their lives. The evidence is now clear that people skills are far more important when it comes to the bottom line. For many years, it has been considered inappropriate to show or to have emotions in a work situation. An overwhelming amount of research shows that not only are emotions very much a part of the work experience, but to a large degree they set the course that a company follows. Most people have trouble managing situations that are emotionally charged, especially when the emotions aroused are anger and anxiety. When this difficulty is accompanied by, or causes, poor communications skills, then people really do get into trouble. Those individuals who are able to handle their emotions, not just the expression or regulation of them, but who are also able to generate the kinds of emotions that are productive and efficient, are indeed emotionally intelligent.

"Emotional Intelligence Training: For Speech-Language Pathologists"

Isabella K. Reichel, Kenneth O. St. Louis, Yvonne van Zaalen, *Touro College, Speech and Language Pathology, New York, Department of Speech Pathology and Audiology, West Virginia University & Fontys University of Applied Science, the Netherlands*

Most of the curricula in fluency disorders courses are based, predominantly, on knowledge in the field of speech-language pathology, and frequently do not draw on the resources of allied fields. This limited focus may restrict the understanding of the nature and treatment of stuttering, a multifaceted neurologic communication disorder. The authors have explored curricula, which integrated Emotional Intelligence (EI) training into otherwise-traditional graduate courses in fluency disorders at different times and in different classes. Among the topics, the training included the EI definitions and models; critical assessment of EI constructs; neurobiology of

emotions; the role of the autonomic nervous system in emotions; cognitive-emotional interactions; relations between emotions and memory; awareness of one's own emotions; ability to discern others' emotions; cultural influences on emotions; specific emotions of anxiety/fear, anger, hostility, embarrassment, guilt, and shyness and their management in stuttering intervention; the role of emotions in stereotyping and prejudice. Laboratories where students met groups of six or seven people who stutter provided a forum for sharing emotional experiences as well as opportunities for students to manage emotionally difficult situations. The EI curriculum also included discussions of emotional competencies in SLPs, e.g., empathy, risk-taking, tolerance of diversity, flexibility, creativity, optimism, confidence, and persistence. The curriculum investigated the effects of emotional Intelligence (EI) training in fluency disorders courses on (1) self-ratings of EI, (2) attitudes toward people who stutter, and (3) perceptions of the value of EI training. Quantitative measures for the study consisted of three questionnaires. The *Emotional   Intelligence Scale* (*EIS*) (Schutte & Malouff, 1999); the *Public Opinion Survey of Human   Attributes—Experimental Edition* (*POSHA-E*) (St. Louis, Yaruss, Lubker, Pill & Diggs, 2001), and the 25 *Bipolar Adjective Scale* (BAS) (Woods & Williams, 1976). Qualitative measures consisted of open-ended written responses to a questionnaire about EI (Reichel & St. Louis, 2004; Reichel, 2007).

"What's Law Got to Do with It? Introducing the Development of Emotional and Social Intelligence Competencies in a Master in Law Program"

Basak Canboy, Adolfo Montalvo, M. Carmen Buganza, Robert Emmerling, *ESADE Business School*, *Ramon Llull University, Spain & ESADE Law School, Ramon Llull University, Spain*

Universities nowadays have to endow their students not only with technical knowledge but also with practical experience, skills, and competencies. This oral / paper presentation proposal shares the case of the transition of a Master in Law program, which added an interdisciplinary project to the curriculum, combined with the framework of Intentional Change Theory (Boyatzis, 2006). Learning is expected to take place in two dimensions: On the one hand, working groups generate their own knowledge and skills through action learning on an interdisciplinary project, which is applicable and useful to the professional reality. At the same time, each person enhances emotional and social intelligence competencies, to ensure the success of their personal development and, consequently that of the practical project. This module is distributed over the complete academic year and offers eight workshops that continuously interchange the focus between the external learning through the interdisciplinary project and the internal learning through self-knowledge exercises or evaluation tools. Students are offered three individual coaching sessions to ensure the best possible alignment of personal and team goals and enhance the desired personal change. Emotional and Social Intelligence Competencies are measured twice during the academic year with the ESCI-U (Boyatzis and Sala, 2004): First after a period of 3 months into coursework in order to enable students to get to know each other and thus deliver valid peer evaluations; and second at the end of the coursework. Positive change on emotional and social intelligence competencies established as individual development objectives is expected. Feedback on this course from students, professors, coaches and other stakeholders can help define possibilities of improvement for the next cohorts. This new curriculum can be applicable to any other faculty or program.

"A Study of Emotional-Social Intelligence in Preservice Teachers"

E.Ferda Bedel & Mustafa Cakir, *Canakkale Onsekiz Mart University & Marmara University*

Emotional intelligence is defined as the individuals' ability to perceive, assess, express, and regulate or manage emotions in themselves and others. Since the conceptualization of Emotional intelligence in the 1990s, it has received a considerable research attention. Emotional Intelligence measures have been translated to different languages and various studies have linked it to psychological or physical well being, leadership, job satisfaction and performance. In the field of education, there is a growing interest in emotional intelligence and it is generally examined in relation to academic performance. In addition, some other studies exists documenting the link between emotional intelligence and teaching efficacy which emphasizes the importance of exploring emotional intelligence in teacher candidates. This study aims to measure emotional intelligence of preservice teachers and to investigate statistical differences regarding gender and class level. A total of 300 students majoring in early chilhood education, biology education and math education were participated in the study. To collect data, the Bar-On Emotional Quotient Inventory (EQ-i) has been used. The EQ-i consists of five interrelated dimensions: Intrapersonal, Interpersonal, Stress Management, Adaptability and General Mood Scale. To analyze data, descriptive statisics and variance analysis were used. Results will be reported during presentation.

"The Emotional Intelligence Approach in Higher Education - The Case of the "Ca' Foscari Competency Centre"

Sara Bonesso, Fabrizio Gerli, Mariachiara Barzotto & Anna Comacchio, *Ca' Foscari University of Venice*

Previous research has mainly focused on the pivotal role played by the possession of emotional and social intelligence competencies in predicting and explaining work performance and individual wellbeing. This empirical evidence has spurred an increasing interest for those studies that address the development of emotional and social intelligence competencies, especially in the higher educational context. To this regards, prior studies highlight a mismatch between the set of graduates' emotional and social competencies requested by companies and the ones acquired by graduates over their academic experience. However, limited attention has been paid to the analysis and the techniques through which these competencies can be developed and how academic curricula can be designed in order to achieve a better match between students' competencies and firms' requirements. We illustrate the empirical experiences of the academic Ca' Foscari Competency Centre of Ca' Foscari University of Venice (ranked among the Top 200 QS World University Rankings), which mainly consist of: 1) monitoring the companies' expectations in terms of competencies possessed by graduates; 2) evaluating students' emotional and social competencies profiles; 3) exploring individual and contextual antecedents that favour the development of emotional and social competencies; 4) aligning students' academic curricula to labour market requirements by tailoring the learning process using jointly a set of innovative sophisticated on-line (interactive platform) and off-line (seminars, laboratories and coaching sessions) techniques for the measurement, assessment and development of emotional and social competencies. Our study aims to contribute to the assessment and the development of emotional

and social intelligence competencies of under-graduates and graduates by applying the intentional change theory - which has mainly been used in workplace settings – as theoretical framework and supporting them to undertake a self-directed learning process to foster their labour market entrance success.

"**From Evaluation to Intervention. Application of the MDI Questionnaire to a Single Class Study**"

Luca Sciaroni, Luciana Castelli & Alberto Crescentini, *University of Applied Science of Southern Switzerland, Locarno, Switzerland*

The present work is a "research intervention" (Dubost & Lévy, 2005, p.377), carried on a single class of low secondary school (ISCED 2), and is part of wider validation project, carried on a sample of 661 subjects (20% of the population in study). The instrument under validation is a questionnaire, translated in Italian and adapted from the original English version "Understanding our lives", MDI - The Middle Years Development Instrument (Schonert-Reichl, 2007), which is composed by five sections, each confronting issues as socio-emotional development, relation with adults, experiences at school, health, well-being and spare time. Data collected in the class, have been compared to whole sample results. Different areas have been identified as problematic or lacking; hence, a didactical itinerary has been projected in order to improve those lacking areas. While carrying the didactical intervention, the teacher wrote a diary, where she reported every intervention and her personal perceptions. Every pupil was asked to fill-in an open-questions questionnaire after every intervention, where personal feelings and perception could be reported. Analysis of the initial data has highlighted how pupils had uncertain relations with peers. They resulted to be not well integrated in the school and with a significant perception of bullying in the school environment. Then, teacher's journal and pupils report have been confronted and analyzed, in order to evaluate the impact of the didactical itinerary. The analysis of these documents indicates how the constant application of specific educational intervention may lead to a better awareness of psychological and social mechanisms, to a better understanding of the complex and delicate working of interpersonal relationships, and to a higher disposition and mutual sensitivity. This projects shares and pursuits the same educational goals promoted by CASEL and by other SEL program, having the aim to develop a better emotional handling and self-awareness, and to encourage pro-social behavior in order to improve learning and personal achievements.

SESSION 1B

"**A New Tool to Assess Teacher Social-Emotional Efficacy**"

Christa M. Tinari & Laura Roberts, *www.peacepraxis.com & www.rightangleeducators.com*

Changing teacher practice is challenging, even for teachers who are highly motivated to change. Common barriers include inadequate training, limited time and resources, lack of administrative support, and difficulties with *transfer*. Transfer is "the use of knowledge and skills in situations and contexts differing from the original one in which learning was acquired" (Cornford, 2002). Most people who are trained in a new skill will have difficulty actually *applying* the new skill

when they are back in their natural work environment (Joyce & Showers, 1980, 2002). One barrier to skill transfer is lack of confidence, or *efficacy*, in one's ability to be successful at the new practice. *Teacher efficacy,* in general, has been defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman et al,. 1977). Research suggests that higher *teacher efficacy* leads to higher levels of experimentation and success with implementing new strategies and persistence in the face of challenges (Tschannen-Moran, Wollfolk-Hoy & Hoy 1998). We are interested in the concept of efficacy specifically as it pertains to transfer of social- emotional (SE) skills. Moreover, we are interested in increasing the transfer rate of skills within SEL teacher training programs. SEL experts Kress and Elias (2006) suggest teacher efficacy improves successful SEL skill transfer. Because we believe efficacy can improve implementation of SEL programming, we felt it was important to define a new construct, Teacher SE Efficacy. We have developed a tool, the Teacher SE Efficacy scale, to assess this construct. The Teacher SE Efficacy scale was modeled after the Teacher Self-Efficacy Scale by Bandura. In this study, we will present Teacher SE Efficacy data from an evaluation of the 2011 Peaceful Schools Institute. The scale consists of questions that ask teachers about their degree of confidence to enact SE behaviors and influence their students' behaviors. The results of the study also raise new questions about best practices in the development of Teacher SE Efficacy.

"New Methodologies for Assessing "Emotion Perception" As a Component of Emotional Intelligence"

Edgar Bresó, *Universitat Jaume I de Castellón, Spain*

The main purpose of this study is to demonstrate the suitability of using an "alternative" method based on mobile devices for assessing the fist branch of Emotional Intelligence (EI) that is, emotional perception. The sample included 1,517 individuals (738 male, 779 female) from six different countries (Spain, United States, Germany, Romania, Colombia, and Italy) that completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT 2.0), and one original emotion perception subscale developed to be used by mobile devices. Results of the reliability and correlation analyses showed acceptable values of reliability for the newly developed scale and better correlations compared with the "classical" emotion perception scale used by MSCEIT. Theoretical and practical advantages of using this "new" scale are discussed.

"The #1 Mobile Emotional Intelligence Test (MEIT 1.0)"

Edgar Bresó, Francisco Ramos & Juana Bretón, *Universitat Jaume I de Castellón, Spain*

The main purpose of this study is to test the statistical validity of the "Mobile Emotional Intelligence Test (MEIT). That is a test for assessing Emotional Intelligence using Smartphone's and tablets. Data from more than 1,000 individuals from 4 different countries (Spain, United States, Germany, and Italy) were collected and analyzed for testing the reliability and validity of the scales (i.e., perception, understanding, and management of emotions). Additionally, several improvements were carried out in comparison with the classical paper-pencil surveys for assessing EI (i.e., time-response control, dynamic pictures, etc.) Results showed acceptable values of reliability for this newly developed scale. Thus, this study first study that test the

reliability of a "Mobile survey" for assessing Emotional Intelligence. Implications for research and practice were discussed.

"Evaluation of Emotional Variables in University Students Second Cycle Extremeños"

María Gordillo, D. Florencio Vicente Castro & Isabel Ruiz Fernández, *Catedrático de Universidad* & *Universidad de Extremadura*

With this investigation, we reveal that the knowledge of emotions and understanding how to work with them is a basic aspect of the current educational frame. In the present study, we use: to know, to evaluate and to analyze the emotional levels in the dimensions of the scale TMMS of Emotional Intelligence: Attention, Clarity and emotional Repair. We analyze these emotional dimensions in the future educational psychologists of the Faculty of Education in Extremadura. The two first objectives we had set at the beginning of our research we have met. We have described the emotional competencies of students and we have analyzed the function of the variables: attention, clarity and repair. In the variable focus, most subjects' results tend to skew toward an intermediate score. Variable in clarity and recuperation, lower scores by men than women were reported. The calculation of the averages of each variable by gender (male and female) indicates that the sample subjects achieved similar results. In relation to the variable the men that observe attention reached the established average (scores of between 22-32), but women that are left to limit its normative mean (which would correspond to the value 5, equivalent scores between 25-35). The results of the means of the variables of clarity and recuperation in both men and women show us the very fact that subjects obtained scores that are at the limit of reaching the average for its genre. The mean scores obtained by the subjects of the sample, overall emotional intelligence, as has been said above are 80.9. Regarding gender, the average scores for men is 82.46, while women gain an average of 80.62. To conclude, note that there is a small difference in favor of the man in the middle of the variables studied.

"Cultural Standardization of the Trait Emotional Intelligence Questionnaire (Teique)"

Roelof J. Schutte, *Thomas International AAP*

This paper aims to explore the impact of gender, age and culture on the measurement of trait emotional intelligence between South African (representing an African culture) and Thai (representing an Asian culture) sample groups. The Trait Emotional Intelligence Questionnaire (TEIQue) was utilized as the basis for this study. Trait emotional intelligence is located within the personality domain and is expected to conform to similar traits between cultures. This research forms part of an ongoing project to translate and adjust the TEIQue into various languages globally. The need for cultural relevance in the TEIQue required an investigation into the potential variances between cultures concerning basic biographical characteristics such as age, gender, socio-economic status and qualification. Phase 1 of the study applied international standardized translation protocols for each of the items to determine whether all items are meeting the reliability and validity requirements as set by the original assessment. Problematic items were identified and compared between the South African and Thai versions, as well as to the theoretical factor structure of trait emotional intelligence. Phase 2 of the study investigated

the translated and culturally adjusted versions of the TEIQue assessment. Sample groups from South Africa and Thailand were compared concerning gender and environmental criteria. Results indicated that the South African sample tend to score higher on each factor of the TEIQue. The influence of social desirability is explored. A one-way analysis of variance on age and gender showed significant differences on all facets and factors except on the factor of Empathy. Across both countries, those who are older tended to score higher on the TEIQue. Within the South African sample, the age differences were not significant. With regard to gender, females tended to score higher than males among the Thai sample. Implications for Modern test theory will be discussed as recommendations for further study.

Session 1C

"Sistematización Del Aprendizaje Experiencial Implementando La Inteligencia Emocional Como Canal Didáctico"

Marlene Talavera, María Luisa Trestini & Arelis Marcano *Universidad de Carabobo*

Con relación a las acepciones de las construcciones del conocimiento, el presente estudio tiene como objetivo general construir una estructura de sistematización para la interpretación de las experiencias, partiendo de la inteligencia emocional en el marco del servicio comunitario. Sustentada en el análisis interpretativo de los elementos prácticos constitutivos del aprendizaje experiencial y la inteligencia emocional. Se toma la corriente cognitivista, los aportes de la Gestalt, de Piaget y de Vigostsky, Salovey y Mayer y Bisquerra como referentes teóricos. Se trabaja metodológicamente con una investigación acción que conduce a cambios de comportamiento y con la hermenéutica en el propósito de hacer una interpretación a través de las reflexiones grupales e individuales, así como el espacio tutorial estudiantes- tutor de las experiencias de los prestadores del servicio comunitario. Con la participación de los 20 estudiantes prestadores del servicio comunitario, que previamente han recibido un módulo de inducción a la Educación Emocional. Se puede concluir que la Inteligencia Emocional como canal didáctico propicia un aprendizaje experiencial que produce conocimiento y permite orientar un saber-hacer aislado e individualizado hacia un conocimiento organizado y sociable a través de la práctica, que luego es constratado con los conocimientos previos (teoría) y el acumulado (práctica), de donde el estudiante se apropiará del conocimiento por medio de la lección aprendida. Esta acción genera una autotransformación que lo beneficiará a él y a su entorno. Pudiendo estar frente al reto del desarrollo de la Inteligencia Relacional y la inteligencia Existencial.

"Reflejos De La Inteligencia Emocional En La Convivencia Escolar En Venezuela"

Edith Liccioni. /luisa Soto. *Universidad de Carabobo. Facultad de Ciencias de la Educación. Centro de investigaciones Educativas. Venezuela.*

El desarrollo de la inteligencia emocional es un elemento clave en el desarrollo de la personalidad de los estudiantes de secundaria. Por ello, se requiere reforzar esta capacidad para mejorar las relaciones interpersonales dentro y fuera de la escuela. Lo que ocurre en las escuelas

es solo un reflejo de lo que ocurre en la vida publica y privada en todos sus aspectos. El propósito de esta investigación es comprender la inteligencia emocional de los estudiantes como una estrategia para mejorar la convivencia escolar, a través del método etnográfico con un diseño descriptivo. Las técnicas usadas para recolectar la información fueron las entrevistas, observaciones y notas de campo. Posteriormente, se procedió a la clasificación, categorización, triangulación y análisis de la información. Se evidenció que las conductas violentas en la vida escolar son entendidas como la acumulación de emociones negativas de los estudiantes de secundaria sobre sí mismos, caracterizadas por la baja autoestima, lo cual es el producto de la falta de patrones de conducta positivos y vida familiar saludable, donde el estudiante no puede desarrollar una personalidad armoniosa. Luego del desarrollo de las estrategias sobre inteligencia emocional con los docentes, estudiantes y padres, se evidenció un mejoramiento de las competencias emocionales y en todo el contexto escolar. También se incrementó el sentido de compromiso de los docentes, y de sus competencias profesionales porque ellos ahora están más atentos a reforzar el desarrollo emocional del estudiante. También se logró el desarrollo de habilidades socioemocionales con proyecciones a la comunidad y al ambiente escolar, promoviendo la comunicación efectiva entre los estudiantes, padres y los docentes.

"Implicaciones Cerebrales Afectivas En La Lengua Escrita"

Arelis Marcano, María Luisa Trestini, Marlene Talavera, *Universidad De Carabobo- Venezuela*

El aprendizaje de la lengua escrita implica desarrollar en el alumno una de las competencias más complejas de adquirir. Saber qué ocurre en el cerebro de una persona en el momento de aprender y en este caso la lengua escrita, se ha considerado un elemento de vital importancia. Especialmente saber qué ocurre en el sistema emocional el cual puede capitalizar todos los recursos del cerebro. Como le señala LeDoux(1994) "Es como si las emociones pudieran tomar el control del conjunto de las funciones cognitivas y perceptuales" En este sentido, la neurociencia ha aportado esenciales contribuciones al proceso escritural, por lo que esta investigación tuvo como objetivo establecer las implicaciones cerebrales afectivas en el proceso de adquisición de la lengua escrita, a través de un estudio documental, la consideración de las implicaciones cerebrales establecidas por la neurociencia a través del tiempo (cerebro diádico, cerebro triuno, cerebro total, cerebro Holoárquico-Holístico) enfocado especialmente en la influencia del cerebro límbico para posteriormente valorar el aporte de esta parte del cerebro al proceso de aprendizaje; dando como conclusión que, a partir de la valoración realizada, las implicaciones del cerebro límbico en el aprendizaje de la lengua escrita se había estado considerando tímidamente, pero en la actualidad cobra cada vez mayor importancia dado que a todos nos mueven las emociones, nadie percibe y mucho menos aprende algo que no le resulte atractivo. En las instituciones educativas se están presentando dificultades para sintonizar con los alumnos por su incapacidad para manejar las emociones y reconocer su importancia en el proceso enseñanza y aprendizaje. Remembrando a Rosler: "El Límbico tiene razones que la razón no entiende".

"Inteligencia Socioemocional Y Resiliencia En Adolescentes Mexicanos"

Norma Alicia Ruvalcaba Romero, Julia Gallegos Guajardo , Diana Villegas, *Universidad de Guadalajara (México) & Universidad de Monterrey (México)*

Todo ser humano posee una serie de recursos internos que utiliza o potencialmente puede utilizar para desempeñarse mejor en los distintos aspectos de su vida. Uno de ellos es la inteligencia emocional, cuyo papel puede estar involucrado con las capacidades resilientes. El propósito de este estudio es explorar la relación entre inteligencia socio-emocional y resiliencia en adolescentes mexicanos

"Emocionalidad En El Cuidado Ambiental (La familia como dimensión formadora de sentimientos a favor del ambiente)"

María Luisa Trestini, Marlene Talavera, Arelis Marcano, *Universidad De Carabobo- Venezuela*

En la familia como agente socializador, se adquieren y desarrollan hábitos, actitudes, valores y sentimientos, que sirven de guía en su transitar por la vida; es el escenario para fomentar valores ambientales, que deben comenzar con los hábitos básicos, de salud e higiene, para hábitos más colectivos, almacenamiento de desperdicios, utilización adecuada del agua, la electricidad, elementos nocivos para los ecosistemas, y con más expectativas, consolidación de valores, solidaridad, colaboración, respeto a la vida de las demás especies, a otras culturas, religiones, razas, que vendría a ser el cimientos de una sociedad más justa, humana y con la calidad de vida que nos merecemos. En ella, con su cotidianidad se desarrollan hábitos y actitudes, es en este escenario donde las emociones y sentimientos del hombre sirven para el fomento de una *conciencia ambiental*; Hayward y Varela (1997) plantean el abordaje de la espiritualidad en la educación ambiental, se incorpora la sensibilidad, ideas, basamento ético y de una práctica transformadora para la superación de la crisis ecológica y la construcción de un orden social natural pleno, armónico y justo; señala Blake (2001) que el hombre es la conjunción de la mente, el cuerpo y el espíritu, es verlo y entenderlo como un ser holístico e integral, donde los sentimientos y la espiritualidad marcan su accionar en la vida. Esta investigación busco el fomento de competencias socioafectivas para el cuidado ambiental con la familia como agente socializador y consolidador de actitudes, valores y sentimientos ambientalistas. Los sujetos significantes fueron 5 alumnos de tercer grado que participaron en el programa de formación en reciclaje, denominado Semillero 3 R. Manifestando que en sus hogares se tienen escasos hábitos de cuidado ambiental, se promueve poco la admiración y los valores estéticos hacia la naturaleza, y con ello muestran desapego a su entorno natural y social.

"El Papel De La Regulación Emocional En El Ajuste Psicológico De Los Desempleados"

Mª del Pilar Nieto-Flores, M. Pilar Berrios-Martos & Natalio Extremera-Pacheco, *Universidad de Jaén & Universidad de Málaga*

El presente estudio tuvo como principal objetivo comprobar si existe alguna relación entre la regulación emocional, el estrés, la ansiedad, la depresión, la balanza afectiva y la eficacia en la búsqueda de empleo. Para ello, se ha trabajado con una muestra de 196 personas en desempleo

(beneficiarias de acciones oficiales de las políticas activas de empleo españolas), de los cuales 107 eran hombres y 89 mujeres (Rango de edad = 18 - 59 años; M = 30.90; SD = 8.07). Los instrumentos utilizados para evaluar las variables objeto de estudio han sido: "Subescala de Manejo Emocional del Mayer, Salovey, Caruso Emotional Intelligence Test" (MSCEIT; Mayer, Salovey y Caruso, 2002; adaptación española de Extremera y Fernández-Berrocal, 2009); "Depression, Anxiety and Stress Scales" (DASS; Lovibond y Lovibond, 1995a, 1995b; adaptación española de Bados, Solanas y Andrés, 2005); "Positive and Negative Affect Schedule" (PANAS; Clark y Tellegen, 1988; adaptación española de Sandin, Chorot, Lostao, Joiner, Santed y Valiente, 1999); y "Career Search Efficacy Scale" (CSES; Solberg et al., 1994).

"Psychosocial Risks in Workers - Differences and Relationship with Other Factors: Sex, Anxiety, Healthy and Balance of Work and Family Life"

Carmen Hurtado de Mendoza, Lourdes Luceño Moreno, Marta Evelia Aparicio García
& Jesús Martín García, *Universidad Complutense Madrid UCM*

Psychosocial risks are those conditions present in a working situation directly related to the organization, job content and responsibilities, and having the capacity to affect both the well being and health (physical, mental or social) of the worker as well as to the working development (INSHT, 1997). The objective of this research is to know the worker perception of psychosocial risks present at the workplace, to analyze differences between men and women workers in terms to risk perception, anxiety, health and balance of work and family life. The global sample consisted of 260 workers from different sectors and most being college graduates, 53.8% women and 46.2% men. The mean age was 38.8 years. The weekly average of paid work hours is 40.74 and housework hours 9.81. 53.5% are married. Over 80% have had some type of disease during the last 12 months and over 50% have taken medication in the past two months. Fifty-nine percent practice physical activities. Fifty-five percent sometimes have smoked but currently only twenty-six percent are smokers. Forty-two percent reported feeling stressed or very stressed. The instruments used were the Sociodemographic data sheet, the DECORE Questionnaire (Luceño & Martín. 2008) for the assessment of psychosocial risks and the ISRA Questionnaire (Miguel Tobal & Cano Vindel. 1997) and STAI Questionnaire (Spielberger, Gorsuch & Lushene. 1986) for the measurement of Anxiety. The results indicate that women perceive higher psychosocial risks at work than men do. Women have higher anxiety trait, poorer health, consume more medicines, do less physical exercise and devote more time to housework than men devote. Results matching with some studies and surveys so we must work in prevention to improve the health of worker.

Session 2A

"Relationship between Emotional State and Dystrophy caused by job accident"

María José Gómez Romero, Javier Gassó Peralta, & Joaquín T.Limonero, *Egarsat, Mutua de Accidentes de Trabajo de la Seguridad Social núm. 276, Spain & Stress and Health Research Group (GIES). Faculty of Psychology. Universitat Autònoma de Barcelona, Spain*

El síndrome doloroso regional complejo (SDRC) es un desorden que puede desarrollarse como consecuencia de un trauma, con o sin una lesión nerviosa aparente, que se caracteriza principalmente por la presencia de dolor continuo e intenso y cambios tróficos que normalmente empeora con el tiempo, afectando especialmente a las extremidades.

"Intervención psicológica para mejorar la inteligencia emocional y disminuir la afectividad negativa en pacientes con distrofia post accidente laboral: propuesta preliminar"

María José Gómez Romero, Javier Gassó Peralta, & Joaquín T. Limonero, *Egarsat, Mutua de Accidentes de Trabajo de la Seguridad Social núm. 276, Spain & Stress and Health Research Group (GIES). Faculty of Psychology. Universitat Autònoma de Barcelona, Spain*

A raíz de los resultados obtenidos en un trabajo anterior que apuntan a que aquellos pacientes afectos de sintomatología del síndrome doloroso regional complejo (SDRC) que presentan poca capacidad para regular sus emociones así como el uso de estrategias de afrontamiento poco adecuadas presentan mayor intensidad de dolor, peor pronóstico en cuanto a la resolución del proceso distrófico (que puede generar secuelas que impedirán recuperar su actividad laboral previa) y la duración del proceso es mayor.

"Fortalecimiento de Inteligencia Emocional en padres de un hijo con cáncer. Una intervención cognitivo conductual"

Roxana Elena Rosel Peniche, Manuel Sosa Correa & Teresita Castillo, *Universidad Autónoma de Yucatán*

La presente investigación cualitativa tuvo como objetivo la elaboración e implementación de un programa psicoterapéutico grupal para fortalecer la Inteligencia Emocional (IE) de padres con hijos enfermos de cáncer que fungían el papel de Cuidadores Primarios (CP).

"Técnicas de Inteligencia Emocional asociadas a intervenciones exitosas en Niños Hospitalizados"

Agustín Rodríguez Ake, Manuel Sosa Correa, Yanning Calderón Pérez, *Universidad Autónoma de Yucatán*

La hospitalización genera efectos contraproducentes a nivel cognitivo, conductual y emocional para los niños hospitalizados, perjudicando la capacidad de adaptación del niño como lo demuestran diversas investigaciones (Cadman, Boyle, Szatmari, & Offord, 1987; Gortmaker, Walker, Weitzman, &y Sobol, 1990; Katz, E. Kellerman, J. & Siegel. S, 1980; Lavigne, J. V, & Faier-Routman, J. 1992). El modelo de Inteligencia Emocional (IE) propuesto por Mayer y Salovey (1997) permite crear ejercicios y estrategias para enseñar y desarrollar las habilidades destinadas a ganar control sobre la enfermedad, reducir sentimientos negativos y recuperar las capacidades de afrontamiento del niño.

"Impacto de una Intervención en Inteligencia Emocional con niños Hospitalizados"

Agustín Rodríguez Ake, Manuel Sosa Correa, Celia Escalante Castillo, *Universidad Autónoma de Yucatán*

La presente investigación se desarrolló a partir de la necesidad de evaluar el impacto de una intervención de Inteligencia Emocional (IE) implementada con niños hospitalizados para saber si puede mejorar su estado anímico. Se pretende responder a las preguntas ¿la intervención para desarrollar la IE que se ofrece logra disminuir significativamente el afecto negativo durante la hospitalización?, y ¿esta intervención mantiene el afecto positivo?

"Una propuesta de intervención integrativa cognitivo-conductual para mejorar la IE de padres cuyos hijos padecen cáncer"

Manuel Sosa Correa, Roxana Elena Rosel Peniche & María Teresita Castillo León, *Universidad Autónoma de Yucatán*

La presente investigación cualitativa tuvo como objetivo la elaboración e implementación de un programa psicoterapéutico grupal para fortalecer la Inteligencia Emocional (IE) de padres con hijos enfermos de cáncer que fungían el papel de Cuidadores Primarios (CP).

Session 2B

"Study of Emotional Intelligence and Self Control towards risks in adolescents in Buenos Aires, Argentina."

Livia Garcia Labandal & Gabriela L. Cassullo *School of Psychology, University of Buenos Aires.*

In the last two decades the scientific study of emotions has increased its strength, emphasizing the role that emotions may have in the welfare of people in contexts such schools, family and business.

In the theoretical framework, Mayer and Salovey (1990, 1993) introduced the concept of Emotional Intelligence as the ability to perceive, appraise, understand and manage emotions, involving the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions. From a different perspective, Petrides and Furnham (2001) have defined it as a constellation of emotions, perceptions and traits of personality, outstanding the empathy, happiness and optimism.

From a preventive point of view, the need to study emotions and its relation with risk behavior among adolescents is stated. In this way, the study of self control towards risk situations allows to know to what extent adolescents may anticipate or avoid getting involved with risky situations when regulating their emotions.

The purposes of this study are to describe the emotional intelligence main factors among adolescents and to study the relation between emotional intelligence and self control perception towards risk situations among them.

Trait Emotional Intelligence Questionnaire (TEIQue, Petrides y Furnham, 2001, 2003, Argentinean Version, Mikulic, 2009) and Self Control Perception towards Risk Scale (EPA, Cassullo, 2002) were administered to 100 adolescents, High School students, in Buenos Aires, Argentina. Results show significant correlations between the EPA subscales, drug consumption, violence and public insecurity, exogamic way out, accidents in public ways, traffic accidents, peer pressure and Welfare, Abilities and Self control as described in Trait Emotional Intelligence Questionnaire.

Results of this investigation elucidate how adolescents perceive emotional competences and its relation with self control towards risk.

"Age Differences Moderate the Relationship between Gender and Emotion Regulation Ability"

Pablo Fernández-Berrocal, *University of Málaga, Spain*
& Rosario Cabello, *University of Huelva, Spain*

A meta-analysis of EI that included gender differences concluded that women obtained higher scores than men on all EI dimensions with an effect size ranging from .29 to .49 (Joseph & Newman, 2010). In the present study, we explored the relationship between gender and emotion regulation ability in an adult sample, focusing on the moderating the role of age. To assess emotion regulation ability, we used the dimension of emotional managing of *Mayer, Salovey, Caruso Emotional Intelligence Test* (MSCEIT). Our results showed that the gender differences initially reported for emotion regulation ability are moderated by age. These findings indicate the need for analyzing possible interactions between gender and other relevant sociodemographic variables that may influence our emotional abilities. Given the fundamental role of emotion regulation ability in everyday social life and its many important personal and social correlates, more research is warranted to fruitfully examine potential gender and age differences and interactions in emotion regulation ability.

"Emotional Intelligence Synchronizes the Eight Dimensions of Health"

Wanda Bonet-Gascot, *DRW Life Skills Institute, Orlando, Florida*

The DRW Life Skills Institute EI model facilitates the integration of Emotional Intelligence to the eight dimensions of health: individual, intellectual, emotional, mental, physical, social, financial and spiritual. Individual Health: I am…; Emotional Health: I feel…; Intellectual Health: I know…; Mental Health: I understand…; Physical Health: I behave…; Social Health: I interact…; Financial Health: I exchange… and Spiritual Health: I believe…. DRW Life Skills Institute's model combines science and holistic approach. It consists of LISTEN, ACCEPT, RESPECT and HONOR your emotions and those of others, learning and practicing a group of strategically selected skills. This group of skills is used to facilitate the understanding of emotions, improve human performance and promote healthy relationships Responsibility, Honesty, Commitment, Creativity, Confidentiality, Tolerance, Integrity and Initiative. Emotional Intelligence skills act as a "transformer" to synchronize all the dimensions of health, promoting well-being and increasing quality of life.

"Level of Emotional Intelligence (EI) Of Mothers of Children with Intellectual Disability and Its Relationship with Their Level of Stress and Coping Strategies Used"

Payal Maheshwari & Khyati Sampat, *Nirmala Niketan, College of Home Science & Affiliated to Mumbai University, Mumbai, India*

The present study aimed at ascertaining the level of Emotional Intelligence and the level of Stress in Mothers of Children with Intellectual Disability and studying the interrelationship between them. The study also intended to identify the coping strategies employed by the mothers of children with Intellectual Disability based on the level of Emotional Intelligence. The sample consisted of 60 non-working mothers of children with Intellectual Disability from Mumbai. Judgmental or Purposive and snowball sampling technique were used to select the sample. Four self constructed scales namely, Emotional Intelligence scale, Stress Scale, Coping Strategies Scale (with an open-ended inquiry) were used to study the different variables. Cronbach's alpha was computed to establish the internal consistency of the tools. Results revealed that out of the total sample, a substantial number of participants perceived themselves in the average levels of Emotional Intelligence (22), and Stress (18). Emotional Intelligence competencies, like Emotional Self Awareness, Self Confidence, Emotional Self Control, Adaptability, Initiative, Empathy, Communication, that were found to be most essential in literature for the mothers to take care of their children with Intellectual Disability, most mothers perceived themselves at an average level of these competencies. It also emerged from the findings that among the high Emotional Intelligence group, the percentage of participants having rated coping strategies of Confronting, Self Controlling, Suppression of competing activities and Positive Reappraisal as used often was more than the percentage of participants in the average Emotional Intelligence group. Further, a moderate significant negative correlation was found between Emotional Intelligence and Stress (r = -.518, p = .000). Guidelines were formulated to direct training programs for mothers of children with Intellectual Disability to enhance their Emotional Intelligence competencies.

"Relationship between Life Satisfaction and Emotional Intelligence Measured By Self-Reports and Ability Test"

Maryurena Lorenzo & África Borges, *University of La Laguna, Spain*

Emotional intelligence has been linked to several variables, which include life satisfaction. However, the results are inconclusive because they depend on the model assumed, and the type of instrument used. The objective of this research is to analyze the relationship between life satisfaction, measured by the Scale Satisfaction with Life by Diener, and the scores obtained on two instruments used in the assessment of emotional intelligence in Spain: the Trait Meta Mood Scale-24 (TMMS-24) and the Spanish adaptation of the MSCEIT v.2.0 test. For the present study, we used a sample of college students from the University of La Laguna.

Session 2C

Emotional Intelligence, Employability, and Leadership Potential

Tomas Chamorro-Premuzic

The proposed talk will present meta-analytic evidence for the validity of a novel Emotional Intelligence measure (the Hogan EQ assessment) as predictor of employability and leadership potential. The Hogan EQ assessment is an empirically-keyed self-report measure of six facets of EQ, namely emotional self-awareness, detection, regulation, influence, expression, and empathy. The test predicts a person's probability to perform both productive and counter-productive work-related behaviors. Thus, it can be a measure of the bright and dark side of emotional competence. Data from around 50,000 working adults from over 10 countries will be synthesized, providing a meta-analytic coefficient for each of the EQ facets and an overall EQ score, as predictors of different career success outcomes. Particular attention will be devoted to a sub-sample of senior managers in order to assess the applied and theoretical significance of each EQ scale in the prediction of leadership effectiveness. Results in relation to past findings will be discussed. The talk's conclusion is that personality-based measures of EQ should be utilized for both personnel selection and leadership development. Limitations and recommendations for practitioners will be considered.

"Emotional and Social Intelligence Competencies as Predictors of Managers' Career Success, Career and Life Satisfaction"

Fabrizio Gerli, Sara Bonesso & Claudio Pizzi, *Ca' Foscari University of Venice*

Human capital factors such as dispositional traits, motivation and education have been demonstrated to explain why individuals are more successful in their careers than others are and why they are more satisfied with their life and career. Recently, scholars have suggested that another important predictor of career success and employees' satisfaction is emotional intelligence. However, few attempts have been made to provide an empirical support on how emotional and social intelligence competencies predict managers' career success as well as their perceived career and life satisfaction later on in their work lives. This paper addresses this issue contributing to the growing body of literature that aims to understand the role of emotional intelligence in the workplace. The research design adopts a longitudinal study on a sample of Italian managers who participated in the last nine editions of a part time MBA. Within the MBA, a process of assessment of the emotional and social competencies was done adopting the critical incident interview technique. Data on the three dependent variables (career success, life and career satisfaction) were collected through an online survey. We asked the managers to rate their life and career satisfaction on item scales validated by prior research. We measured career success adopting objective measures such as hierarchical position and promotions. Against the cross-sectional nature of prior studies, this paper provides preliminary empirical evidence on the long-term impact of behavioral competencies on both managers' career success as well as life and career satisfaction. In addition, it offers insights on the specific emotional and social

intelligence competencies that predict managers' success and satisfaction drawing implications in terms of competency-based human resource management practices.

"The Relation between Emotional Intelligence and Transformational Leadership. What Do We Really Know?"

Albert Alegre & Ken Levitt, *East Stroudsburg University, PA*

From a theory point of view, transformational leadership and emotional intelligence are regarded as strongly interconnected (Goleman, 1998; Caruso & Mayer, 2002; Megarian & Sosik, 1996). For this reason, there is an array of studies in this area. However, the results obtained are unclear and often contradictory. The reason lies in the different definitions of emotional intelligence used by scholars, and the diverse measures and methods used to investigate this relationship. Considering the two main conceptualizations of emotional intelligence – ability and trait – and the two main types of measures – ability tests and self-report questionnaires -, Ashkanasy and Daus (2005), have proposed three streams in the study of emotional intelligence. Those scholars that use the ability-based definition and the ability based measurement of EI represent the first stream. The second stream corresponds to those authors that follow the ability definition of emotional intelligence, but use self-report measures. Those scholars who use the trait definition of emotional intelligence and use self-report questionnaires to measure it represent the third stream. In addition, data gathering methods can focus in only one source of information (e.g. managers), or use a diversity of informants (e.g. managers and subordinates). This study reviews all the previous peer reviewed empirical studies investigating the relation between transformational leadership and emotional intelligence, and organizes the data according to the stream they belong to and whether they use a mono or multi-informant methodology. In general, the review shows that while there is strong evidence of a relationship between trait emotional intelligence and transformational leadership, the data is still scarce and unclear about the relationship between ability emotional intelligence and transformational leadership. The significance of these results is discussed in depth.

"Friends, Relatives, and Couples' Perspectives on Multisource Assessments of Emotional and Social Competencies"

Nicolás Loewe, Joan Manuel Batista, Basak Canboy, Leticia Mosteo, Margarida Trüninger Albuquerque, ESADE Business School, Ramon Llull University, Spain

Traditionally, 360-degree assessments of Emotional and Social Competencies (ESC) only incorporate the focal manager's self-evaluations and feedback from co-workers, superiors, or subordinates omitting the perspective sources from the manager's personal life. However, personal sources may provide feedback, which can be of particular interest when assessing behaviors that manifest across multiple life contexts, as in the case of ESC. In addition, communication technologies have changed working habits, places, and times; giving personal sources more opportunities to observe managers while in work situations. Accordingly, this article examines whether extending sources beyond the traditional organizational setting provides complementary feedback to the manager, which might be relevant for his or her performance at work. Using a repertoire of emotional, social, and cognitive competencies that

have been related to performance effectiveness, we compared the ratings from six different rating sources: supervisors, work-peers, subordinates, friends, relatives, and couples. We sampled 358 MBA students between 2006 and 2011 who had at least one rater in each of the six groups. Participants had an average of 15.6 raters (S.D = 6) with a range of 7 to 39. We found evidence that personal sources were similarly suited as professional sources to evaluate these competencies. Also, while differences among co-workers' ratings were found not to be statistically significant, personal sources' ratings were higher than co-workers' across most of the evaluated competencies. Yet, we attributed rating differences mostly to inflated personal sources scores', rather than to the managers' true behaviors.

"Understanding the Cognitive-Affective Processing Through A Coaching Experience: The Impact of Coaching On Positive and Negative Affect and Goal Directed Thinking"

Leticia Mosteo, Basak Canboy & Joan Manuel Batista, *ESADE Business School, Ramon Llull University, Spain*

It has been shown that providing an executive coach represents one way in which the likelihood of behavior change can be enhanced (Smither et al., 2005). We know that the effects of Positive Emotional Attractors activation enhance an individual's motivation, effort, flexibility, creative thinking, resilience and other adaptive behaviors by triggering constructive cognitive and physiological responses (Ashby, Isen, & Turken, 1999; Fredrickson, & Branigan, 2005; Critchley, 2005; Howard, 2006). Drawing on Intentional Change Theory (Boyatzis, 2006) and supporting cognitive emotion and social complexity perspectives on positive and negative affect, this research aims to unveil how a coaching experience within a Leadership Development Program at a European Business School, may impact the MBA and Master in Law students' cognitive-affective processing in terms of their levels of positive-negative affect and goal directed thinking. Fourteen students participated in this pilot study with a Pre-Post design around a coaching session. Data was collected through various questionnaires: AD ACL (Thayler, 1978), PANAS (Watson, Clark & Tellegen, 1988, 2003), Adult State Hope Scale (Snyder et al., 1996), General Perceived Self-Efficacy Scale (Schwarzer & Jerusalem, 1993), and LOT-R (Scheier, Carver, Bridges, 1994). Preliminary analyses show that the coaching experience has a positive impact on goal directed thinking. Additionally, results show less polarized levels of positive and negative affect after the coaching session. Students' tendencies on optimism, pessimism and overall emotional perception of the coaching experience were considered as control variables, which did not have any impact on the level of change of any of the other variables. Despite the limitations of a small sample, this pilot study revealed interesting findings with implications for further research on coaching such as the need to also, consider the quality of the coach – coachee relationship as a possible moderator.

"Emotional Intelligence & Coaching Experience with Professors of Rey Juan Carlos University"

Víctor Fernández, Daniel López & Laura del Peso, *MeM Group* & *King Juan Carlos University (URJC)*

Nowadays, the implementation of the Bologna Process is one of the main Educative challenges of the European Universities, and the continuous learning of professors and university staff is one of the keys to deal with this challenge. Currently, the professors need to train competences related to emotional and social abilities, which can be successfully handled by using Emotional Intelligence (EI) & Coaching Techniques. The "Rey Juan Carlos" University (URJC) took awareness of this issue and several actions have brought successfully implementation of the Bologna Process. Recently, this University has incorporated to its internal learning program several courses for its professors in order to facilitate them a complete training of emotional and social competences. During the first semester of the academic year 2012-2013, more than 50 professors have participated in these courses. It is notable that the MeM Group has supported these courses, an organization specialized in Competences Development in Universities environments using EI & Coaching techniques. The survey method have been used in order to know the utility of the EI & Coaching tools presented and practiced in the courses, and also to know the satisfaction degree of the professors enrolled in the these courses. The collected information show positive results as the EI & Coaching techniques have been found by the participants a suitable resource to help them with the implementation of the Bologna Process in their classes and tutorships. Therefore, it can be concluded that the courses related to EI & Coaching tools have successfully handled the challenge of the emotional and social competences development in the URJC. Currently, more courses are being incorporated to the URJC internal learning program in order to extend the presented results to more professors.

Session 3A

"Correlación entre inteligencia general e inteligencia emocional en niños de 4° y 5° de primaria"

Gabriela López Aymes, Santiago Roger Acuña, María de los Dolores Valdez Sierra. María Guadalupe Ocampo Núñez, Aldo E. Mercado Abúdez & África Borges del Rosal, *Universidad Autónoma del Estado de Morelos (México), Universidad Autónoma de San Luis Potosí (México), Universidad de Guadalajara (México), Universidad Autónoma del Estado de Morelos (México), Universidad Autónoma del Estado de Morelos (México) & Universidad de la Laguna (España)*

Tradicionalmente ha existido una línea divisoria entre los campos de la inteligencia y la emoción, que ha conducido a una visión restringida de la inteligencia en la que se han sobrevalorado los aspectos racionales, minimizando otros componentes como el emocional. En las últimas décadas se ha producido una ampliación y complejización de la idea de inteligencia a partir de enfoques multidimensionales, así como la aparición de constructos como el de la inteligencia emocional que han contribuido a destacar aspectos emocionales y afectivos igualmente fundamentales en la inteligencia. En esta comunicación, nos interesa conocer la

relación entre inteligencia general y la inteligencia emocional. Los estudios con niños en edad escolar aún son escasos, por lo que nuestra población objetivo son alumnos en esas edades. Se trata de un estudio descriptivo-correlacional, donde participaron 195 estudiantes (94 de 4° y 101 de 5° de primaria) de diferentes colegios públicos y privados de tres provincias mexicanas. Para medir la inteligencia general se utilizó el Test de Matrices progresivas de Raven, escala general. Además se aplicó el Test de Inteligencia Emocional de Chiriboga y Franco (2001) el cual se basa en los componentes expuestos por Goleman (Autoconciencia, Autocontrol, Aprovechamiento Emocional, Empatía, Habilidades Sociales). Los resultados muestran que existen correlaciones altas ($r= .82$) y medias ($r= .47$) entre los componentes de inteligencia emocional. Con la inteligencia general tienen una correlación significativa los componentes de autoconciencia, empatía y la escala total, todas ellas de manera que a más puntuación en inteligencia, más en esta escala de IE. En una regresión múltiple (qué parte de la inteligencia cognitiva se puede explicar por la IE), tenemos que R=.294, que es significativa (.003). En este caso, solo el componente Autoconciencia resulta significativo. Los resultados pueden contribuir a la discusión y análisis de la inteligencia emocional entre personas de diferentes capacidades intelectuales.

"Inteligencia emocional en niños y niñas con altas capacidades intelectuales"

Gabriela López Aymes María Guadalupe Ocampo Núñez & Santiago Roger Acuña, *Universidad Autónoma del Estado de Morelos (México) & Universidad Autónoma de San Luis Potosí (México)*

El objetivo de esta investigación es detectar las características de alumnos con altas capacidades intelectuales, desde una perspectiva de la inteligencia emocional, basándonos en los componentes expuestos por Goleman (Autoconciencia, Autocontrol, Aprovechamiento Emocional, Empatía, Habilidades Sociales). Se trata de un estudio descriptivo, donde participan 50 estudiantes de 4° y 5° de primaria de diferentes colegios públicos y privados de la ciudad de Iguala, Guerrero (México), de los cuales 25 tienen altas capacidades intelectuales (ACI) y 25 tienen capacidades intelectuales medias (CIM). Se aplicó el Test de Inteligencia Emocional (Chiriboga y Franco, 2002). Se realizó una prueba de validez para dicho instrumento obteniendo valores aceptables (un Alpha de Cronbach de .868); además se realizó un análisis de correlación de Spearman entre los componentes del instrumento de IE observándose una alta correlación entre todos ellos. Tras la aplicación del test se realizó un análisis de diferencia de medias intergrupal entre el grupo con ACI y grupo CMI, a través del estadístico *t* de Student, con el programa SPSS versión 18 para Windows. Los resultados muestran que los puntajes de inteligencia emocional de los alumnos con altas capacidades intelectuales son altos o muy altos y no se encuentran diferencias estadísticamente significativas con respecto a estudiantes de capacidades medias, tal como se ha comprobado en otros estudios como los de Sánchez, Prieto, Parra, Ferrando, Ferrándiz y Bermejo (2006) y el de López-Aymes y Acuña (2010). Se analiza la pertinencia de utilizar otro tipo de medidas de la inteligencia emocional (por ejemplo medidas de ejecución) para obtener mayor claridad en las características de inteligencia emocional en niños y niñas con altas capacidades intelectuales.

"Instrumento de evaluación de las competencias emocionales: CDE (9-13)"

Elia López-Cassá, Núria Pérez-Escoda & Mercedes Torrado Fonseca, *Universidad de Barcelona*

En esta comunicación se presenta el Cuestionario de Desarrollo emocional CDE (9-13), instrumento para la evaluación de las competencias emocionales de los niños y niñas de 9 a 13 años de edad.

El instrumento se basa en el marco teórico elaborado por el GROP (Grup de Recerca en Orientació Psicopedagògica) que entiende la Educación Emocional como un proceso educativo, continuo y permanente, que pretende potenciar el desarrollo de las competencias emocionales que contribuyan a afrontar mejor los retos de la vida y como consecuencia aportar un mejor bienestar personal y social, **Bisquerra (2000 y 2009)**. El CDE (9-13) evalúa la competencia emocional compuesta por cinco dimensiones conciencia emocional, regulación emocional, autonomía emocional, competencia social y competencia para la vida y el bienestar.

Tras someterse a una validación por jueces, durante el curso 2008-2009 se realizó un estudio preliminar con 369 alumnos, de 4º a 6º curso de educación primaria. Posteriormente se realizó un nuevo estudio con una muestra más ampliada entre los cursos académicos (2009-2010 y 2010-2011). Además el CDE (9-13) se ha correlacionado con diferentes pruebas estandarizadas como el A-EP (Cuestionario de la Autoestima en Educación Primaria) de Ramos y otros (2006) y el STAIC (inventario de de ansiedad estado rasgo) de Spielberger .

Los resultados de estos estudios nos permiten concluir que, el CDE (9-13) dispone de buenas características técnicas de validez y fiabilidad (α de cronbach entre .81y .86) y que es adecuado para la exploración de las competencias emocionales de niños y niñas entre 9 y 13 años.

Es un instrumento que ayuda a detectar los puntos fuertes y débiles del alumnado en relación a sus competencias emocionales y así poder ajustar las intervenciones educativas a necesidades reales, potenciando sus capacidades mediante programas educativos que ayuden a la mejora y el desarrollo de las competencias emocionales.

"Campus de Paz: Proyecto dedicado al desarrollo emocional de niños y jóvenes víctimas o afectados por el terrorismo"

Ignacio Sell, Margarita Rodríguez Lucas, Victoria Gomez Agüero & Cristina Ruiz Gutiérrez, *Universidad Camilo José Cela*.

Las Víctimas del Terrorismo, sufren huellas imborrables en las mentes y en los corazones. A partir de un macabro segundo, la vida de cada uno de ellos, cambiara para siempre y siempre el dolor, la ira, la impotencia y la tristeza intentaran invadir sus almas. Estos y otros muchos sentimientos enquistados, afloran a raíz de tres grandes heridas muy difíciles de cicatrizar: la herida física, la psicológica y la emocional. En unos casos, no existe una sin las otras, pero no es menos cierto que la superación de una puede ayudar a sobrellevar las demás. "Campus de Paz" es un proyecto multidisciplinar que trabaja con niños y jóvenes afectados por el terrorismo, sobre una de las heridas anteriormente argumentadas: la emocional. Este es el colectivo más sensible

ya que la causa y el efecto de la violencia que han sufrido, es muy compleja para ellos de entender. Sin embargo, la receptividad a nuevos parámetros de conducta y de regulación emocional, es mucho más dinámica ya que sus barreras son más moldeables, al carecer de prejuicios consolidados por la experiencia y la educación recibida.

"Las emociones y la política según Aristóteles. Aportes a la discusión sobre la educación emocional y moral"

María Lilián Mujica, *Universidad Nacional de San Juan*

Los estudios realizados sobre la Inteligencia Emocional y sobre su incidencia en la formación de los líderes, la prevención de la violencia escolar, familiar y social, la salud y la educación moral son múltiples. Pero los análisis realizados sobre la relación entre las competencias emocionales y la vida política son escasos.
Por otra parte, la realidad mundial actual ha puesto de relieve el problema de la corrupción política vinculado a la responsabilidad de los ciudadanos en su sostenimiento. Parece ser clara la relación entre el temor y el silencio que sostiene la corrupción, al mismo tiempo que la relación entre conocimiento y manejo de las emociones, manipulación y vida política.

En los sistemas democráticos se afirma con insistencia la necesidad de educar al ciudadano, sin embargo se vincula la educación ciudadana sólo con la educación moral y no con la educación emocional. A ello responde en cierta medida la generalizada ausencia de la inclusión de esta última en el curriculum escolar oficial.

Aristóteles vio una estrecha relación entre la formación del ciudadano, la educación moral y las emociones. Por esta razón, se propone en esta ponencia el análisis de los aportes de la teoría aristotélica sobre este tema, que han quedado en el olvido durante siglos. Para ello, se ha empleado el método filosófico hermenéutico centrado en cuatro obras de Aristóteles: Ética a Nicómaco, Ética a Eudemo, Política y Retórica, atendiendo especialmente a la vinculación establecida por el autor entre las emociones, la ética, la política y la educación.

"Prospectiva del modelo de Habilidad de la Inteligencia Emocional"

Manuel Sosa Corea, Jorge Navarrete Centeno & Rosa Isela Cerda Uc, *Universidad Autónoma de Yucatán*

En este trabajo, se presenta por un lado la situación de la Inteligencia Emocional (IE), en cuanto a las diferencias entre los modelos mixtos y el de habilidad, así como la explicación de por qué los modelos de habilidad cuyos principales autores son Mayer y Salovey (1997), corresponderían más a la propuesta de Psicología Positiva de Seligman (2003), aunque este autor muestra una preferencia por los modelos mixtos.

También, alerta en tomar a la IE dentro de la Psicología Positiva como sinónimo de estudio de las mal llamadas "emociones positivas". Como señala Lazarus (2003), sacar a la emoción de su contexto y denominarla a priori "positiva", considerando que es por sí misma buena, implica perder información esencial sobre el distinto papel que cada emoción juega en la adaptación de

la persona a las distintas situaciones de la vida, por lo que se trivializa facilitando lo que algunos autores han llamado "la tiranía de la actitud positiva" (Held, 2002). De tal modo que puede llevar al extremo su mensaje, implicando así la necesidad de una actitud positiva o de optimismo considerándola siempre como la actitud adecuada. Por lo tanto se creará un problema nuevo necesitando a un psicólogo ahora para "curar" la depresión y otro para "ser feliz", ya que el no ser feliz será un nuevo problema. Como señala Csikszentmihalyi (2003), las nuevas ideas pueden morir tanto por la oposición como por la aceptación no-crítica.

La intervención para el fomento de la IE probablemente tenga un mejor pronóstico si se ciñe a los modelos de habilidad quitándole así la idea de que es una panacea para el humano, de este modo se pueden tomar elementos ya probados en la creatividad para su desarrollo, de tal forma que al tomar la IE como habilidad se puedan hacer planteamientos concretos para su desarrollo (Lopes, Cote & Salovey 2007; Sosa-Correa 2011), como se ha avanzado en tópicos como la creatividad al dejar de verse como una inspiración divina, de esta manera se podrían trabajar las guías para desarrollarla, por lo que probablemente a largo plazo se terminará hablando de la Creatividad Emocional tanto a nivel intrapersonal como interpersonal, en los diferentes ámbitos que se requiera.

Session 3B

"Design, Intervention, and Evaluation of a Programme to Promote Empathy in Pre-Schoolers"

Nuria Luis, Rodrigo J. Carcedo & Valeriana Guijo, *University of Salamanca & University of Burgos*

This presentation is focused on the development, application, and evaluation of a program to promote self-empathy in pre-schoolers. Fourteen sessions of 20-30 minutes were conducted with 4-year-old children. Identification and understanding of emotions, and empathy and empathic behaviour were the main areas of intervention of this program. A pre-post design with an experimental and control group was utilized. The evaluation of the program was conducted to a group of children who participated in the program (n=23) and a group of children who did not participate (n=53). An adaptation of the "Faces Test" of Borke (1971, 1973) developed by Leighton (1992) was used to measure empathy (affective perspective taking). The results showed a group moment of evaluation interaction significant ($p<.001$). The experimental group presented a higher increase in empathy after the intervention than the control group. Implications for education will be discussed during the presentation.

"Design, Intervention, and Evaluation of a Programme to Promote Self-Esteem in Pre-Schoolers"

Rodrigo J. Carcedo, Alejandra Gómez, Isabel Páez, Diosa Moreira & Isabel del Canto, *School of Education of Zamora, University of Salamanca*

Having a positive self-esteem is one of the most important aspects to promote in children in order to achieve a good social and emotional development. There is a lack of programs for pre-schoolers properly evaluated. We have developed, applied, and evaluated a program to promote self-esteem in pre-schoolers. Twenty-two sessions of 20-30 minutes were conducted with 5-6 years old children, focused on physical, academic, social, and family self-esteem. A pre-post design with an experimental and control group was utilized. The evaluation of the program was conducted to a group of children who participated in the program (n=57), their parents (n=40) and their teachers (n=3), and a group of children who did not receive any intervention (n=53), their parents (n=40), and their teachers (n=3). An adaption of the Perception of Child Self-Concept Questionnaire (Villa & Auzmendi, 1999), the Perceived Social Competence Scale (Anderson-Butcher, Iachini, & Amorose, 2008), and an item to assign the perception of well-being was used for the children, and an adaptation and short versions of these scales were used for parents and teachers in this study. The results showed that the experimental group presented a higher increase in self-esteem after the intervention than the control group from the evaluation of children and teachers. In addition, the experimental group also showed a higher increase of social competence and perceived well-being than the control group, from the evaluation of teachers.

"Self-Esteem as a Mediator between Social Competence and Well-Being in Preschool"

Rodrigo J. Carcedo, Diosa Moreira, Isabel del Canto, Alejandra Gómez & Isabel Páez, *School of Education of Zamora, University of Salamanca*

Self-esteem, social competence, and wellbeing are variables that have been found to be related among each other. However, the direction of this relationship in preschoolers keeps unclear. This presentation is based on a cross-sectional and a longitudinal study, and three perspectives: children, their parents, and their teachers. In both studies, an adaption of the Perception of Child Self-Concept Questionnaire (Villa & Auzmendi, 1999), the Perceived Social Competence Scale (Anderson-Butcher, Iachini, & Amorose, 2008), and an item to assign the perception of well-being was used for the children, and an adaptation and short versions of these scales were used for parents and teachers. Whereas 137 5-6 years old children, 108 parents, and 6 teachers participated in the first study, 76 5-6 years old children, 62 parents, and 76 teachers participated in the second one. The second study was a follow-up 5 months later of the first one. Both cross-sectional and longitudinal studies found that self-esteem played a mediation role in the relationship between social competence and perception of wellbeing. Implications for future interventions will be discussed.

"Emotional Intelligence and Academic Achievement of University Students with Intellectual Capacity High"

Maria de los Dolores Valadez Sierra, Maria Borges del Rosal Africa, Rogelio Zambrano Guzmán & Maryurena Lorenzo Alegría, *Universidad de Guadalajara, México & Universidad de La Laguna, España*

In the field of high intellectual abilities, the literature shows controversy without a unanimous result on the relationship between emotional intelligence and academic achievement. In the present study analyzes the effect modulator having academic performance in a sample of freshmen university students, a group with high capacity and other with average capacity. One hundred twenty-nine students who entered the University of Health sciences in the 2011-2012 school year were evaluated, 64 with high capacity and 65 with average intellectual capacity. To measure emotional intelligence used the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), and grade point average. The results indicated that academic performance plays a differential role in the MSCEIT variables. Similarly, significant differences between the groups in emotional Facilitation, Strategic Emotional Intelligence and Emotional Understanding, being in all cases higher score in students with high intellectual capacity. The results indicate relationship between emotional intelligence and performance academic also is found a relationship between emotional intelligence and intellectual capacity, relying partly the hypothesis that the most able have more emotional intelligence.

"Emotional Intelligence and its Relation With Social Competences and Academic Success in Children"

Maria Glória Franco, Natalie Nóbrega, Elisabete Silva & António Roazzi, *Madeira University, Portugal & Pernanbuco University, Brasil*

Emotional intelligence has been poorly studied in children (Lahaye et al., 2010). This study analyzes the emotional understanding in children, a complex construct, considered key component of EI of small children (Denham et al., 2003) and an important predictor of the development of social skills (Belacchi & Farina, 2010). The sample consisted of 615 children between 4 and 13 years old, from RAM, attending regular schools, which were administered the Test of Emotion Comprehension (TEC; Pons, Harris, & de Rosnay, 2004 translated to the Portuguese population by Roazzi et al., 2008), the Raven Coloured Progressive Matrices (MPCR, ada the Portuguese population Simões, 1995), EQ-i: YV – Emotional Intelligence (Candeias, 2010); PCIS – Social Intelligence (Candeias, 2007). The results show how the components of emotional understanding do not appear all at once, but they evolve over the years alongside cognitive development. Children from an early age are able to recognize the expression of basic emotions, but the ability to reflect on the emotions consolidate later. We also analyzed the differences in relation to gender, socioeconomic status and established relationships of emotional intelligence with social skills, as well as cognitive skills and academic success.

"Emotional Literacy in Adolescents"

Maria Glória Franco & Sílvia Jorge, *Madeira University, Portugal*

Thoughts and feelings need words, once integrated and understood as concepts they are useful as an important device that assist students to control and govern their lives in a satisfactory manner. Maurer & Brackett (2004) compared the deprived children that learn properly their emotional vocabulary to "removing one of the colors of the rainbow", emphasizing that "not only would the single color would be lost, but also the entire rainbow would be compromised" (p. 22). The present studys main objective, to understand what the emotional vocabulary of teenagers and how this is organized. With this purpose, was constructed and applied an instrument based on the Emotional Intelligence Mayer and Salovey model (Jorge & Franco, 2011). The sample consisted of 157 participants (72 female and 84 males), aged between 13 and 18 years (Mean = 15.3, SD = 1.17), of the 9th grade in two schools the Autonomous Region of Madeira, Portugal. Adolescents admit they know a large extension of the emotional vocabulary presented, 80 in 104 emotions. The environment variable does not seem to influence the knowledge of emotional vocabulary. But gender, although not influence the vocabulary known, influences the knowledge of some emotions as well as the frequency with which it is used, and the ability to identify whether the emotion is positive, negative or neutral. Despite the knowledge of the emotional vocabulary does not appear to be related to academic success, the correct categorization of it is associated. Therefore, it can be stated that there is a relationship between academic success and emotional literacy. Finally, we can't say that there is a relationship between the variables of emotional vocabulary knowledge and student retention.

Session 3C

"Taking School-Based Social Emotional Learning to Scale"

Tia Kim & Brian H. Smith, *Committee for Children*

One of the most common vehicles for the dissemination of interventions to increase the emotional intelligence of children is school-based Social Emotional Learning (SEL) programs. Probably the most commonly used SEL program in the United States is the Second Step program, produced by Committee for Children, a Seattle-based non-profit organization. Committee for Children estimates that roughly 40% of K-8 schools in the US purchased the Second Step program. The Second Step program is also widely used internationally. Educators in 70 different nations use the program in 13 language translations. How has this program come to be so widely used? What are some of the keys to taking a research-based SEL program to scale in educational settings? This presentation will briefly discuss the content of the program, research findings supporting the program's impact, the history of the development, the dissemination of the program, and some of the critical elements behind the successful efforts to take the program to scale. We will make the argument that program design is critical to successful widespread dissemination of SEL interventions in school settings. Effective program design requires a complex collaboration between researchers, curriculum developers, video production staff, a design team, and a marketing department, all working off the foundation of

active collaborating with and input from people working in schools. We will also discuss the role of research findings in the dissemination process and how the Committee for Children actively markets the program to schools.

"The Emotionally Competent Highway from General Intelligence to Performance: An Interaction Model"

Margarida Trüninger Albuquerque, Joan Manuel Batista-Foguet, Richard Boyatzis & Ricard Serlavós, *Leadership Development Research Centre, GLEAD, ESADE Business School, Ramon Llull University, Spain*

A great majority of studies inspecting how emotional intelligence (EI) affects performance do so by testing additive effects. However, linear effect models of EI may be overly simplistic, as they miss out on the essence of emotional intelligence: the intertwining of emotion and cognition for thought and decision-making processes. In agreement with Van Rooy &Viswesvaran's (2004) suggestion that moderating effects may exist, we designed and tested an interaction model whereby EI moderates the relationship between general intelligence and academic performance. The present study is based on a sample of 791 business management graduate students over the period 2006-12, and uses structural equation modelling techniques to test an interaction model wherein emotional competencies act as moderators of general mental ability (*g*, as measure by GMAT total, quantitative and verbal scores), in affecting academic performance in several courses. The main purpose of this paper is to test an original model whereby EI acts as a strategic complement rather than a substitute (Côté & Miners, 2006) to cognitive intelligence, positively moderating its effect on performance. Among the ever increasing number of EI measures since the ability-based model by Salovey & Mayer (1990) - we choose to assess EI through a behaviorally visible and consistent manifestation, as in competencies. For this matter we use 360º assessments of the Emotional and Social Competency Inventory – University edition (ESCI-U; Boyatzis, 2009). We report and discuss our results by focusing on certain profesional rater-types, such as colleagues, collaborators and bosses. We also take into account several types of courses, with respect to the amount of teamwork involved, and social versus physical cognitive domains.

"The IE-ACCME Test: The Measurement of EI Abilities and EI Self-Awareness"

Antonella D'Amico, *Università degli Studi di Palermo*

The IE-ACCME is a recently published Italian test about EI addressed to people from 10 to 18 years of age. It is aimed at measuring the four branches of emotional intelligence described in Mayer & Salovey's model (1997) using both self-report and performance measures. The IE-ACCME includes the following scales:

•CE scale (beliefs about emotions). It includes 16 items exploring individuals' beliefs about emotions, i.e. about their role in perception or in facilitating thought or about the human abilities of understanding and managing emotions in daily life.

•CME scale (Meta Emotional Self-Concept). It includes 20 items exploring individuals' self-perception about their own skills in the recognition of emotion in faces and pictures, in the use of emotion in thinking, in the comprehension of emotional lexicon and emotional transformation, and in the management of emotional problem solving situations.

•AE scale (Emotional Abilities). The scale, inspired by the Salovey, Mayer and Caruso Emotional Intelligence Test (2002) includes eight tasks requiring individuals to identify emotions in faces and pictures, to match physical sensations to emotional states, to understand emotions, and to manage intra-personal and inter-personal emotional problem solving situations.

•AP scale (Self-evaluation of performance). It is composed of eight items requiring individuals to evaluate their own performance in each of the tasks included in the AE scale.
Given its characteristics, the IE-ACCME allow the exploration of EI in a metacognitive perspective, helping to understand if individuals are aware of the role played by emotions in daily life and their own levels of emotional abilities (i.e. if they tend to underestimate or to overestimate them). The test is provided with an automatized scoring system and graphic report of all the individual performances. The comparison between scores in the four scales may allow psychologists to realize more individualized treatment programs in clinical or educational settings.

"The Development of a Test of Interpersonal Understanding Emotional Intelligence Using Filmed Scenarios"

Jennifer Bryce, *Australian Council for Educational Research*

The construct of emotional intelligence, conceptualised as 'interpersonal understanding' or 'interpersonal skills' has become a key focus for high stakes admission tests in areas such as medicine. One of the main challenges for test developers is to provide valid and reliable measurement in a situation that does not lend itself to self-report (because of the possibility of 'faking') or observation (because of the costs involved with high numbers of candidates).

The paper will report on background research being undertaken for a medical entrance test in Australia. Until now stimulus for testing 'Understanding People' has been presented in written scenarios. This research investigates the feasibility of using filmed scenarios that may more accurately reflect the type of interpersonal interactions that occur in real life. Work of this kind has been undertaken in Situational Judgment Tests (eg at ETS). This study aims to: explore the feasibility of using filmed scenarios as stimulus material; investigate differences in outcomes for test questions based on stimulus presented in both filmed and written form.

In particular, the study explores whether there are significant differences in facility when material is presented in film rather than written format. Experienced actors performed the filmed scenarios so that the test stimulus provided realistic examples of interpersonal scenarios and a genuine comparison could be made with the same 'pen and paper' versions of the test items. The trial test was administered to 160 candidates in Australia who intended to apply for entry to medicine, half of whom sat the filmed version of the trial test and half of whom sat the paper-and-pencil version of the trial test. On completion of the testing, the data on the filmed version of

the items was compared with the item analysis available for the paper-and-pencil versions of the test questions.

"Development and Validation of the "E-DIKO Test" To Measure Emotion-Related Styles on Divergent/Convergent Thinking"

Goretti Soroa, Nekane Balluerka, Arantxa Gorostiaga & Aitor Aritzeta, *University of Basque Country (UPV/EHU)*

Recent studies indicate that cognitive processes underlying creative problem-solving tasks are influenced by affective states. In this sense, it has been found that pleasant states facilitate cognitive flexibility while unpleasant ones help perseverance during the task. Given the scarce of measurement instruments in the area of emotions and creativity, the aim of the present study was to develop a test to evaluate simultaneously affective states (pleasant or unpleasant) and cognitive processes (divergent or convergent thinking) that young people present in creative problem-solving contexts. We developed an initial battery of 40 items to examine affective-cognitive styles associated with creativity, which was subjected to a qualitative assessment by 15 young people and 12 experts on the subject. Subsequently, a pilot study was conducted (N= 81). Based on a theoretical structure of four dimensions, we removed those items with lower rates of homogeneity than .40 in the corresponding dimension. The derived version of the pilot phase, which included 32 items, was taken as a reference for the empirical validation phase. Participants comprised 711 university and vocational training students (53.6% women and 46.4% men), aged between 18 and 32 (SD= 3.48). Principal components analysis with oblique rotation was carried out in order to examine the dimensionality of the instrument. A structure of four factors was revealed, which were named as divergent-pleasant, convergent-pleasant, divergent-unpleasant and convergent-unpleasant. These factors showed acceptable levels of internal consistency. In addition, the scale presented evidences of external validity based on the relation of the mentioned affective-cognitive styles with gender, emotional intelligence and personality. The results indicate that E-DIKO is a useful test to evaluate simultaneously pleasant and/or unpleasant affective states in tasks that require divergent and/or convergent thinking. We discuss the implications of the use of the test in creative problem-solving contexts, mainly in young people in age of labor insertion.

"What Has Emotional Intelligence Got To Do With Being A Good Doctor? Using an Ability Model of EI as Part of the Entrance Requirements for Medical Courses"

Judy Nixon, *Australian Council for Educational Research*

This paper outlines the challenges of creating valid and reliable items for use in high stakes situations such as for entrance into medical courses, or in the workplace for job suitability.

This paper examines the construct of 'interpersonal understanding', a construct based on the Mayer-Salovey-Caruso ability model of emotional intelligence that is relevant to these settings. It outlines the process of developing test items, which assess interpersonal understanding for the Undergraduate Medicine and Health Sciences Admission Test (UMAT) conducted by the Australian Council for Educational Research (ACER) in Australia and the UK. It examines how

we test interpersonal understanding at ACER, treating it as an ability that can be measured in much the same way as other cognitive abilities such as literacy and numeracy. The paper will address the implications of an approach that infers interpersonal ability from multiple-choice items, in contrast with approaches that rely on observation, self-report or other types of performance or personality measures. The ACER tests of interpersonal understanding are therefore examined as *objective* measures of candidates' ability to understand and reason about people and in this way the ACER model specifically relates to and builds on two branches of the MSCEIT. The paper will provide data to indicate that this method of assessing interpersonal understanding is robust and reliable. It presents data, which highlights the convergent validity of the ACER tests of interpersonal understanding with the MSCEIT. We address the issues that arise from inferring interpersonal ability from multiple-choice items, which are analysed using a combination of

Classical Test Theory and Item Response Theory. The paper also examines the wider issue of accurate assessment of individual differences in the testing environment.

Session 4A

"Programa de fortalecimiento de habilidades emocionales integrando a diversos agentes sociales: el caso de Corazones Inteligentes"

Sandra Carina Fulquez Castro, Gilberto Galindo Aldana, Verónica de Belén Jiménez Suarez & Mercedes Alejandra Caballero Martínez, *Universidad Autónoma de Baja California*

El individuo experimenta algunas veces sucesos problemáticos, pero que se conviertan en conflicto depende de cómo sea percibido y resuelto, es decir, de cómo sea sentido (de sentimientos) y manejado. La mala resolución constante puede conducir a pensamientos y sentimientos de ansiedad, angustia, inseguridad, frustración y baja autoestim. La Organización Mundial de la Salud informa que la tasa de depresión y ansiedad aumenta considerablemente, y en nuestro ejercicio en Laboratorio de Psicología Básica y Aplicada en el último año se han incrementado un 42% las consultas por depresión y ansiedad. En él acuden individuos con ansiedad, depresión, intentos de suicidios, bullying y autolesiones, principalmente. Además de padres de familia demandan nuestros servicios profesores y directores/as de escuelas debido a problemas de agresión o falta de integración. Ante estas solicitudes y de resultados de una investigación se crea un programa de atención comunitaria denominado *Corazones inteligentes* (CORI) cuyo objetivo es proporcionar herramientas psicológicas para relacionarse satisfactoriamente con el entorno mediante entrenamiento en habilidades de inteligencia emocional (IE).

El programa desarrolla habilidades implicadas en la relación interpersonal y en resolución de conflictos, centrándose en identificación, comprensión y regulación de emociones.

Corazones Inteligentes se divide en dos etapas: 1) implementación de talleres dirigidos a niños, adolescentes y adultos sobre motivación, proyecto de vida, bullying, emociones importancia y su expresión; y 2) 13 sesiones donde aplican técnicas para promover nuevos hábitos y generar sensibilización sobre importancia de las emociones, de cómo ser conscientes de ellas y aprender

a manejarlas. Estos nuevos aprendizajes permitirán promover nuevos estilos de respuestas. Las actividades se adecuan a cada edad y están encaminadas al autoconocimiento, comunicación efectiva y desarrollo de habilidades sociales y manejo de emociones. La base teórica de trabajo de CORI es la inteligencia emocional, enfocándose en estilos de afrontamiento y comunicación, autoconocimiento, autoestima, resiliencia y regulación.

"La educación emocional en los centros educativos"

Elia López Cassá, *Universidad de Barcelona*

El propósito de este trabajo es presentar cómo se implementa la educación emocional en las escuelas de educación infantil y de la educación primaria. El objetivo principal de la educación emocional es el desarrollo de las competencias emocionales. Entendemos las competencias emocionales como el conjunto de conocimientos, capacidades, habilidades y actitudes necesarias para tomar conciencia, comprender, expresar y regular de forma apropiada los fenómenos sociales (Bisquerra y Pérez, 2007).

"Reduciendo el impacto del estrés sobre el bienestar: la habilidad de manejo emocional como moderador diferencial en función del género"

Natalio Extremera & Lourdes Rey, *Universidad de Málaga*

Este trabajo examina el papel moderador de una dimension central de la inteligencia emocional, la habilidad de manejo emocional, en la relación entre estrés percibido e indicadores de bienestar positivo y negativo en una muestra de población adulta. Para evaluar las variables en este estudio se utilizaron la rama 4 del Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) para evaluar habilidades de manejo emocional, la escala de estrés percibido (PSS) y la escalas de Depresión, Ansiedad y Estrés (DASS-21). La relaciones encontradas fueron comparadas para hombres y mujeres. Como esperamos el nivel de estrés percibido fue positivamente asociado con mayores niveles de síntomas de depresión, ansiedad y estrés y negativamente asociado con felicidad subjetiva. Más aún, los resultados evidenciaron que la habilidad para manejar las emociones moderó la asociación entre estrés y felicidad subjetiva y entre estrés y depresión para la muestra total. Sin embargo, los análisis específicos por género mostraron que el efecto de moderación era solamente significativo para hombres. Estos hallazgos sugieren que al implementar programas de manejo del estrés, los programas de entrenamiento de habilidades manejo emocional podrían ser más beneficiosos para hombres. Nuestros hallazgos son discutidos a la luz de la necesidad de examinar más profundamente el papel diferencial por género en las asociaciones entre estrés, regulación emocional e indicadores de bienestar y tener en consideración estas diferencias en futuros programas de intervención.

"Evaluación de la formación del profesorado en educación emocional"

Núria Pérez-Escoda, Gemma Filella, Esther García Navarro & Alberto Alegre, *Universidad de Barcelona, Universidad de Lleida & : East Stroudsburg University of Pennsylvania*

Este trabajo presenta la evaluación de un programa formativo de educación emocional dirigido a maestros. El programa se basa en un modelo teórico sólido de educación emocional centrado en el desarrollo de estas cinco competencias emocionales: conciencia emocional, regulación emocional, autonomía emocional, competencia social y competencias para la vida (Bisquerra y Pérez, 2007).

El programa, de 30 horas de duración, fue impartido por los investigadores y dirigido a la educación emocional de 92 maestros de diferentes centros de educación primaria de dos ciudades españolas.

Se utilizó un grupo experimental y un grupo control para encontrar evidencia de efectos significativos .

Se analizó el efecto del programa de educación emocional para maestros en lo relativo al desarrollo de sus competencias emocionales. Para llevar a cabo este análisis, se utilizó el Cuestionario de Autoinforme sobre Desarrollo Emocional para Adultos (CDE-A) del Grupo de Investigación en Orientación Psicopedagógica (GROP) de la Universidad de Barcelona.

Para medir el nivel de estrés de los participantes se elaboró una escala de cinco ítems basada en estas dimensiones: personal, interpersonal y de contexto (situación de la salud, el empleo y la familia), propuestas por Novak (1991, 2008):

Asimismo se evaluó también el clima relacional en la escuela. Los participantes puntuaban de 0 (muy mal) a 10 (excelente) el clima relacional (entre maestros, entre alumnos y con las familias). El análisis de los resultados del estudio permite llegar a la conclusión de que el programa de educación emocional para profesorado de primaria produce mejoras significativas en el desarrollo de la competencia emocional de quienes lo han seguido, siendo destacables los progresos del profesorado en las dimensiones de regulación emocional y competencia social.

"Carencias En El Desarrollo De La Inteligencia Emocional Del Profesorado Y Su Incidencia En La Formación Inicial"

Nair Floresta Andrade Neta, *Universidad Estadual de Santa Cruz (UESC)*

Las investigaciones provenientes de la psicología de la emoción, de la neurociencia y de la Inteligencia Emocional vienen demostrando la incidencia de las emociones y sentimientos en la inteligencia, en la salud, en la ética, en la razón, en las relaciones sociales, en la educación, entre otros ámbitos. Sin embargo, aún es patente la acentuada carencia de inversión en el desarrollo de investigaciones teóricas y aplicadas que se destinen a la comprensión de esa incidencia, así como al desarrollo de programas de educación emocional. Entendiendo que este debe ser un compromiso de todas las áreas del conocimiento, llevamos a cabo una investigación educativa,

de tipo cualitativo, con el objetivo de evaluar la influencia de las emociones y sentimientos en la formación inicial de profesores de Español como Lengua

Extranjera, desde la perspectiva de tres grupos de informantes: profesores en formación, profesores egresados y profesores formadores de profesores, vinculados al escenario del estudio, una universidad pública brasileña. Los datos fueron recogidos in situ, mediante el empleo de tres técnicas cualitativas: la observación cuasi participativa, la entrevista focalizada de grupo y la entrevista individual. Para el análisis fue utilizado un procedimiento simplificado del análisis de contenido. Este estudio ha permitido conocer cómo los participantes perciben la influencia de la emoción en el aula de ELE; identificar qué factores institucionales, metodológicos, intrapersonales e interpersonales funcionan como Estímulos

Emocionalmente Competentes de emociones positivas y negativas; verificar cómo las experiencias de formación emocionalmente marcadas repercuten en la calidad de las relaciones entre los pares del proceso de formación; discriminar entre las experiencias de formación agradables y desagradables; inferir la existencia de carencias en las habilidades emocionales de los participantes. El objetivo de esta comunicación es presentar los resultados referentes a la identificación de carencias en el desarrollo de las habilidades de la Inteligencia Emocional de los participantes del estudio, que van desde la percepción, identificación y etiquetaje de las emociones hasta la regulación emocional.

"Educación Emocional En La Formación Inicial Y Continua De Profesores De Español Como Lengua Extranjera: Evaluación De Una Propuesta De Intervención"

Lindomar Coutinho da Silva, Nair Floresta Andrade Neta & Sebastián Gómez Jiménez,
Universidad Estadual de Santa Cruz & Universidad Complutense de Madrid

De acuerdo con la legislación educativa de Brasil, todas las asignaturas del currículo de la educación básica deben convergir hacia tres objetivos principales: la educación integral del alumno, el desarrollo de la conciencia ciudadana y la preparación para el trabajo. Todo ello requiere el desarrollo de las habilidades socio-emocionales. Sin embargo, hasta el momento, poca atención se ha prestado al componente emocional en la formación de profesores que les habilite para educar sus propias emociones y para contribuir al desarrollo de la inteligencia emocional de sus alumnos. Con la finalidad de suplir esa carencia en la formación de los profesores de Español como Lengua Extranjera, hemos desarrollado una propuesta de minicurso de educación emocional, en el marco del Programa de Consolidación de las

Licenciaturas (PRODOCENCIA), financiado por el Gobierno Federal de Brasil, bajo la coordinación de la CAPES. La propuesta consistió en la realización de encuentros semanales de 4 horas, durante dos semestres (2012-2013) académicos, con la participación voluntaria de profesores en formación y profesores egresados. Los participantes fueron sometidos a evaluaciones antes y después de la intervención, mediante la aplicación del TMMS 24, en portugués, y de una evaluación introspectiva, con preguntas abiertas, elaboradas para ese fin.

El objetivo de esta comunicación es presentar los resultados obtenidos antes y después de la aplicación de la propuesta, que indican avances significativos en las habilidades para: percibir y

expresar las emociones, comprenderlas y regularlas inteligentemente. Concluimos que podemos contribuir para la mejoría de la formación docente mediante acciones de bajo coste que promuevan la educación emocional de los docentes.

Session 4B

"Leveraging Technology to Build and Scale Emotional Intelligence in Youth"

Jessica Berlinski, *Chief Learning Officer, If You Can, San Mateo, California*

For the past 10-11 years, I have explored how educational programs and tools best support youth to "succeed" from three distinct vantage points: informal learning environments, social and emotional learning-focused environments, and those leveraging digital tools and games. Since the outset of this work, the educational community's definition of success has changed. With the enactment of No Child Left Behind in early 2002, educators, government, even thought-leaders, largely referred to a child's "academic success" as the goal toward which we aimed to support youth to achieve. With an expanding field of research demonstrating increased social and emotional competencies building everything from learning to life success (Durlak, J., Weissberg, R., Dymnicki, A. & Taylor, R., Schellinger, K., 2011; Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R., 2007), and against a backdrop of an ever-increasing digital and interactive world climate, our definition of a "successful child" has changed. We now know we must build social and emotional skills in youth as both the foundation for capable, self-aware, empathetic children; and as turnkeys to creating agile, confident, and innovative collaborators and citizens of tomorrow. Our definition of a "successful child" has rightly expanded. In this talk, I present research supporting why we can no longer ignore technology as a means to effectively build social and emotional skills in youth. I then share how game-based platforms provide not only unique opportunities to reinforce and measure these skills, but an organic means to prospectively scale this learning. Lastly, I share research on the power of informal learning environments – specifically the home – as climates we must acknowledge, leverage and support in our efforts to build and consistently support "successful" children.

"Emotional Intelligence Applied To the Freshmen Learning Community Proposal Summary"

Paula C. Peter, *San Diego State University*

This research focuses on the effectiveness of Emotional Intelligence (EI) and EI training designed for an introductory course seminar taken by freshmen living on campus. The purpose of the EI training is to teach basic principles of EI as relevant to students' welfare.

As revealed by a study of UCLA's Higher Education Research Institute, over 200,000 first-time freshmen at four-year colleges across the United States experience lower amounts of good emotional health compared to the previous years (Wegrzyn 2011). Moreover, according to American College Testing (2008), between the freshmen and sophomore years, around 27% of students drop out of their four-year institutions due to low emotional health and financial difficulties. Freshmen are also at higher risk for adoption of risky behaviors, such as alcohol and

drug abuse. Universities have initiated several programs (e.g. First Year Experience and University Seminar) in order to educate students about these topics and try to prevent the adoption of risky behaviors. However, results have only been partially successful.

As many studies suggest, informational-based interventions might be less effective than desired because emotions play a prominent role in the adoption of risky behavior. Previous literature has suggested that individuals with lower EI might be more predisposed to unhealthy/risky behaviors (Brackett, Mayer and Warner 2004), as well as poor academic performance (Goleman 1998). With a longitudinal study and two classes of 60 students each, this study test for the positive role of EI and an EI training on general student well-being as well as academic performance. Results reveal that EI seems to play a significant (p<.05) and positive role on academic performance (SAT and Study Skills) and student welfare (less

Impulse Buying and more Self-Esteem). Findings from this longitudinal study suggest that EI is a key variable, which needs to be fostered in order to promote the healthy development of young adults.

"Creativity and Emotional Intelligence In University Students"

María Teresa Sanz de Acedo Baquedano & María Luisa Sanz de Acedo Lizarraga, *Public Universtity of Navarre*

The present study was conducted to examine the relationship between verbal and graphical creativity and emotional intelligence. The creativity is understood as a multidimensional construct that involves generating many ideas (fluency), varied (flexibility), new (originality) and detailed (elaboration). The emotional intelligence according to the model of skills of Salovey and Mayer (1997) is based on the emotional balance of the individual so that you can solve problems and adapt to the surrounding environment. The study sample consisted of 62 university students, of both sexes, all students of the Master's Degree in Secondary Teacher

Training taught at the Public University of Navarre and belonging to seven branches of knowledge: mathematics, experimental sciences, humanities and social sciences, native languages and classical languages, foreign languages, technology and company management.

The evaluation of the variables under investigation was performed with two instruments: a)

The Creative Imagination Test for Adults (PIC-A), which measures divergent thinking through imagination or fantasy, consisting of four games, three of the creativity which assess verbal or narrative and fourth creativity evaluating graphical or figurative b) The Emotional Intelligence Test Mayer-Salovey-Caruso (MSCEIT), which measures general emotional intelligence and a set of skills such as perception, facilitation, understanding and emotional management. The results indicated that there were no significant correlations between any of the components of verbal and graphical creativity and skills of emotional intelligence, that is to say, both constructs acted independently. Finally, note that one possible explanation for these results would be that the binomial intelligence and emotion seems to lean more theoretically towards the affective to the cognitive.

"SEL Next Stop: Embedding With Disciplines - The Case of Mathematics"

Davide Antognazza & Silvia Sbaragli, *University of Applied Science of Southern Switzerland, Locarno, Switzerland*

Considering the most innovative neuropsychological findings (Damasio, 1995, Damasio, 2003; Ramachandran, 2006) there is no doubt cognitive and emotional functions coexist and cooperate in our mental processes, and are consequently embedded in our learning processes. This interdisciplinary research involves two disciplines, pedagogy and didactic of mathematics, with the goal of designing, developing and subsequently implementing and assessing activities for the elementary school, aimed at improving the social and emotional skills of children, underline the importance of these skills in school and develop cognitive and meta-cognitive skills in mathematics. We have tested specifically designed activities that show how social and emotional education could promote the learning of mathematics, and vice versa. We believe that, in order to succeed in school, SEL skills such as, considering different points of view, persisting and recognizing your emotions, are necessary to manage. Similarly, well-designed activities in mathematics may be able to enhance these students' skills, also offering valuable educational opportunities for the generalization of these skills in other areas. After one year of implementation, we present here our preliminary results that show how, in order to support students' learning process, it is also important to consider their feelings when they facing a mathematical problem. Moreover, we have found that it would be very important for a teacher to consider how his attitude, his "emotional way" to present an activity (e.g. a geometric problem) has a strong influence on the motivation and the perseverance that the students will show during the process of resolution. We believe that the future educational programs will have to take into account the relationship cognition-emotion, paying attention at the same time to the content you want to teach, to the way you teach it, but also to the emotional experience of your students while they are learning.

"Developing Preschool RULER: An approach for bringing emotional intelligence to early childhood education"

Susan E. Rivers, Shauna L. Tominey, Elisabeth C. O'Bryon & Marc A. Brackett, *Yale Center for Emotional Intelligence*

Preschool RULER is a theoretically based approach for developing emotional intelligence in preschool children and the key adults involved in their education, including their parents or caregivers, teachers, school administrators and staff. Preschool RULER is an adaptation of the empirically tested RULER, currently available for kindergarten through grade eight. RULER is a comprehensive, systematic approach which focuses on the development of five emotional intelligence skills: recognizing, understanding, labeling, expressing, and regulating emotions. In this presentation we describe the iterative process for developing Preschool RULER and how we modified key features of the existing approach to meet the unique needs of early childhood education settings. We discuss our partnership with a non-profit organization providing multi-site early childhood education programs to children and families from underserved, low-income populations and we describe our experiences working

collaboratively with teachers, school administrators, children, and their families to develop and field test components of Preschool RULER. Preschool RULER includes a whole-school approach for full integration of the work. Training and support for adults involves professional development opportunities that appropriately align with the broad range of education and experience levels of early childhood educators, as well as a coaching model that supports the logistical needs of early childhood classrooms (e.g., daily time constraints, multiple teachers in the classroom). Preschool RULER also importantly incorporates instructional tools and curricular elements grounded in developmentally appropriate practices. Instructional strategies are designed to address the needs of mixed-age preschool classrooms and classrooms that include culturally and linguistically diverse children who are English language learners. Methods for fostering home-school connections and engaging family members are also critical to the approach and include embedding Preschool RULER activities into daily drop-off routines and holding parent workshops. We conclude the presentation by highlighting key recommendations for successfully creating social and emotional learning programming for early childhood education settings.

Session 4C

"Perception of the Appropriateness of Affect Communication"

Arisara Jiamsanguanwong & Hiroyuki Umemuro, *Department of Industrial Engineering and Management, Tokyo Institute of Technology, Japan*

Appropriateness of affect or emotion is important in any communication setting. Individuals need to talk about and reflect on their emotional experiences. People use affect communication as a strategic means of communication to achieve their goals such as benefiting in negotiations. On the other hand, several researchers found that inappropriate affect communication might lead to undesirable outcomes for both themselves and others. Despite that fact, very little is known about how people's perception of the appropriateness of affect communication is in a given circumstances. This study investigated factors that influenced people's perceptions of the appropriateness of affect communication. Japanese male participants (N = 167) were given personality assessments for overall general feelings of trust, self-image, and empathy. Participants rated their perceptions of the appropriateness of communicating their affect in various situations involving combinations of nine factors, using the Display Rule Assessment Inventory, which provided seven possible responses. Each response was scored toward one of five expressive behavioral modes: express, deamplify, amplify, qualify, and mask. Multivariate analysis of variance with 12 factors, i.e. three personality variables and 9 situation factors performed on the five expressive behavior scores as characteristic variables. Ten factors influenced perceptions of the appropriateness of affect communication: valence of self-affect, valence of affect of others, social role, audience size, psychological distance, privacy, security, trust, self-image, and empathy. Some of the meaningful interactions between the 10 factors were significant such as the interaction between valence of self-affect and valence of affect of others. These results might imply the existence of implicit display rules of regulation of emotions regarding appropriateness. Discussion of the results focused on the interdisciplinary usefulness and implications of a conceptualization of the appropriateness of affect communication in various research fields including emotional intelligence.

"The Elements of Expression: New Emotional Expressions and Patterns and Differences Across Cultures"

Daniel Cordaro, *University of California, Berkeley*

In the study of emotional expression, strong evidence exists in support of both universal displays and cultural variations in emotional expression. We collected and FACS coded over 5500 free-response facial displays of emotion as part of an emotion expression production study of 21 emotions in China, India, Japan, Korea, and the USA. Participants demonstrated nonverbal displays of emotion in response to stories representing 21 emotions and other cognitive states. Our analyses reveal common core patterns of expressive behavior for these 21 states, extensive "cultural accents" across the 21 states and 5 cultures, and systematic individual differences in expressive style. We conclude that there are no true "archetypes" of emotional expression, but rather pools of facial action units that are used between and within cultures to express internal states.

"Emotional Intelligence in Anorexia Nervosa: Preliminary Results of an Ongoing Study"

Anne-Solène Maria, Lena Bourdier, Jeanne Duclos, Damien Ringuenet, Nathalie Godart, Annaïg Courty, Laura Bignami, Corinne Blanchet, & Sylvie Berthoz, *Inserm U669, Maison de Solenn, Univ Paris Sud & Paris Descartes, Paris, France, Department of Adolescent and Young Adult Psychiatry, Institut Mutualiste Montsouris, Paris, France, AP-HP, Department of Psychiatry and Addictology, Eating Disorders Unit, Paul Brousse Hospital, Villejuif, France, AP-HP, Maison de Solenn-Cochin, Paris, France, AP-HP, Sainte Anne Hospital, Clinique des Maladies Mentales et de l'Encéphale, Paris, France, LPPS - EA 4057, Institut de Psychologie, Univ Paris Descartes, Paris, France*

Anorexia Nervosa (AN) is associated with a wide range of difficulties in the emotional sphere (emotional introspection, communication and regulation, social avoidance…). The suggestion that disordered eating is related to poor EI and reflects an ineffective strategy to cope with negative affects has been confirmed in students' samples. However, this question has been rarely addressed in clinical samples. The purpose of this study was to assess the relationships between Perceived Emotional Intelligence (PEI) factors and eating disorders symptomatology among adolescents and young adults hospitalized for AN. 120 inpatients (15-40 years old) will be recruited from three specialized units for Eating Disorders in Parisian area. Inclusions started in October 2012. In addition to the Trait Meta-Mood Scale (TMMS), participants' complete self-report questionnaires measuring disordered eating symptomatology and body image disturbance (EDE-Q; BSQ), depression and anxiety (HAD), self-esteem (RSES), obsessive-compulsive symptoms (MOCI) and perfectionism (MPS). To date, 25 patients (mean age 20.7; mean BMI 15.5) have been recruited (more will be included by September). Preliminary analyses suggest that AN patients report lower Perceived Emotional Intelligence (PEI) scores than those observed in healthy young French women (DETENDOEMO, RGB:2007-A01068-45). No associations were observed between PEI and disordered eating symptomatology scores, except for the proneness to use weight control compensatory behaviours (BSQ Purging score, r=-.55). This further supports the suggestion these behaviours aim to avoid or reduce negative emotions that

these patients have difficulty to cope with. Moreover, PEI total score was significantly associated with the level of self-esteem (RSES score, r=-.49), and with the severity of the most common clinical and psychological traits incriminated in the development and maintenance of AN: perfectionism (MPS Concern over Mistakes score, r=-.51) and OCD symptoms (MOCI total score, r=-.64). These results suggest that improving emotional competencies could be an important therapeutic modality for this difficult to treat population.

"What Matters In Predicting EI: Exploring the Contribution of Academic Intelligence, Personality, Demographic Variables, and Attachment"

Ana Altaras Dimitrijević *& Zorana Jolić Marjanović, University of Belgrade*

It is now well established that EI predicts important criteria, but what predicts EI? This study examined the contribution of academic intelligence, personality, attachment quality, and demographic variables in predicting the variance in EI. Participants were 288 adults (160 males, M_{age}=40.41), who completed the MSCEIT and TEIQue, as measures of ability and trait EI, respectively; Raven's Progressive Matrices, Verbal Analogies, Number Series, and General Information, as measures of academic intelligence (yielding a g-factor); the NEO-FFI, measuring the Big Five; and the ECR-R, assessing attachment anxiety and avoidance. Participants also provided data on age and gender. In a series of regression analyses testing the predictive power of variables from particular domains, (i.e., academic intelligence, personality, demographic variables, attachment), the best predictor of ability EI is attachment quality ($R^2_{(adj)}$=.22, $F_{(2, 254)}$=36.79, p<.001), whereas trait EI was best predicted by the Big Five ($R^2_{(adj)}$=.73, $F_{(5, 276)}$=150.36, p<.001). When variables from all four domains were entered together as predictors, two significant models were obtained, explaining 30% and 78% of variance in ability and trait EI, respectively. Significant predictors of trait EI were: Neuroticism (β=-.35, p<.001), Extraversion (β=.24, p<.001), Conscientiousness (β=.21, p<.001), attachment anxiety (β=-.20, p<.001), age (β=-.08, p=.014), and Openness (β=.07, p=.026). For ability EI, it was attachment anxiety (β=-.32, p<.001), the g-factor (β=.18, p=.006), Conscientiousness (β=.18, p=.006), and gender (β=.13, p=.027) that contributed significantly to the prediction. The finding that trait EI is largely predicted by the Big Five is not surprising, since the former is conceived as a construct from the domain of personality. More interestingly, however, the best predictor of ability EI was attachment quality, which also figures as a significant predictor of trait EI. Together with higher Conscientiousness, lower attachment anxiety seems to represent a particular asset with respect to (self-perceived) emotional competence.

"The Relationship Between Emotions and Emotion Regulation Difficulties and Obsessive Compulsive Symptoms"

Sevginar Vatan, *Psychology Department Hacettepe University, Ankara, Turkey*

Preliminary evidence supports the role of emotion-related deficits in psychopathological symptoms. In literature emotional intensity, poor understanding of emotion, negative reactivity to emotions, non-acceptance of emotional process and most importantly ineffective emotion modulation specifically about fear and anxiety have a function in the development and maintenance of anxiety symptoms. However, questions remain concerning whether all these

variables modulates symptoms of the varying anxiety symptoms. Although there are evidence support for anxiety disorders symptoms, researches about emotion regulation in OCD is limited. Therefore, questions remain concerning whether all these variables modulate symptoms of the varying anxiety symptoms or relevant for understanding obsessive compulsive symptoms. In the current study, 183 participants were administered measures of obsessive compulsive symptoms and emotion related factors in order to understand the relation among all these variables. Results indicated that emotion regulation difficulties correlated with obsessive compulsive symptoms. Furthermore, regression analysis revealed that different subtype symptoms of OCD were predicted by a different model.

"The Relationship Between Attachment, Emotion Regulation and Psychopathological Symptoms in Turkish and American University Students"

Sevginar Vatan, *Psychology Department Hacettepe University, Ankara, Turkey*
John Pellitteri, *Queens College, City University of New York, USA*

In the last two decades there has been an increasing attention to emotion regulation and its relation with well-being. Emotion regulation has been linked to such important outcomes as psychopathological symptoms. Cognitive appraisals affected by mental representation which is specifically related with attachment theory shape emotional experience and expression. Attachment studies highlight the sense of attachment avoidance and anxiety are a risk factor for maladaptive strategies for dealing with emotional problem and deficient in well-being. Therefore, the aim of this study was to study relationship between attachment, emotion regulation difficulties and psychopathological symptoms in university students and moreover, investigate the similarities and differences of prediction models. With this aim in the present study 224 Turkish and 144 USA university students who volunteered to participate in the study completed Experience in Close Relationship Scale, Difficulties in Emotion Regulation Scale and SCL-90 R. Results in both sample indicated that emotion regulation difficulties and attachment correlated with symptoms. However, regression analysis revealed that different symptoms were predicted by different model in two samples. There were two important differences in models. Firstly, in Turkish sample parents education level was more important variable than USA sample. Secondly, avoidance attachment level predicted only interpersonal sensitivity not other symptoms in Turkish sample and only anxiety symptoms not other symptoms in USA sample.

Session 5A

"Exploring the Role of Emotional Intelligence on the Effectiveness of Advertising Disclaimers on Digitally Enhanced Images"

Paula C. Peter, *San Diego State University*

In light of the increase in eating disorders and lowered self-esteem facing the young generations, public policy makers, legislators, and academic researchers have begun to question the negative effects of unrealistic images portrayed in advertising on body satisfaction. Israel has recently passed a legislation, which makes disclaimers mandatory on digitally enhanced images used in

advertising (Associated Press 2012), and several legislators are currently advocating for similar regulations in the United States. Nevertheless, very few are the studies that have looked at the effectiveness of advertising disclaimers on body satisfaction (Slater et al. 2012) and no study to our knowledge has considered the role of Emotional Intelligence (EI) in processing this information. Research by Slater and colleagues (2012) suggests that, considering women, disclaimers produce lower levels of body dissatisfaction. Research by Peter and Brinberg (2012) finds that high EI individuals are better equipped to process information aimed at their general well-being. The aim of this study is to further develop work by Slater et al. (2012) and explore the role of EI in processing this information, considering both males and females. With a two-factor experimental design (ad disclaimer present or not present) and a convenience sample of 274 subjects (143 males and 131 females), preliminary results reveal that EI does significantly (p<.05) moderate the effect of digitally enhanced images on body dissatisfaction. Individuals who have high levels of EI seem to be the least affected by the ads (lowest level of body dissatisfaction) regardless whether the ad has a disclaimer or not. In addition, high EI individuals seem to experience a decrease of body dissatisfaction when exposed to the disclaimer while low EI individuals seem to experience an increase in body dissatisfaction. A second study with over 600 subjects is currently underway to further analyze the direction of these findings. The results of this second study will be available for presentation at ICEI 2013.

"Emotional Intelligence, Selection Measures and Academic Performance: Initial Exploratory Study"

Chris Skinner, *Notre Dame Medical School*

EI has been reported to be a possible predictor of positive interpersonal and communications skills that are sought by medical schools in student applicants. A comprehensive and systematic review (Arora et. al, 2010) found that measures of Emotional Intelligence correlate with many competencies of current medical curricula. Whilst a recent study (Carr, 2009) indicated that there was no relationship between cognition (measured by the Undergraduate Medicine and Health Sciences Admission Test (UMAT)) and various subset scores of Emotional Intelligence (measured by the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT)), the research did suggest that further work should be undertaken to investigate associations between EI and academic performance. This study explores the possible relationship between Emotional Intelligence and selection methods, as well as providing descriptive information on EI across specific years in medical school. Data was collected and collated which helped to examine any relationship between academic performance and EI abilities. The study aimed to investigate: The association between EI and present Notre Dame selection criteria scores (GAMSAT, GPA, Questionnaire and Interview); Whether there are any significant differences in Emotional Intelligence between first and fourth year medical students; Whether there is any association between academic performance measured at two points (preclinical Med100 and clinical Med400) and Emotional Intelligence. Importantly, results of the study aimed to clarify the relationship between the present Notre Dame medical student selection measures, and measures of Emotional Intelligence. This information will help suggest whether current measures used for the selection of students could be augmented by measures of EI. In addition, the collection of EI scores from first to fourth year students will provide useful information on any EI changes that could be related to a students' progression from first to fourth year. Finally, data will be collected

exploring whether there is any relationship between academic performance and EI with consequent implications for specific training and development of EI in the medical curriculum. The presentation will report on collected results.

"Measurement of EQ by using SD Scale"

Sunila Banerjee, *Shetty College of Commerce Science and Management, Powai, Mumbai*

Most EQ measuring scales have the following: 1) Understanding of one's emotions, 2) Managing one's emotions, 3) Understanding others emotions and 4) Managing others emotions. There are various scales each having certain characteristics and measuring EQ. As a part of observation of the various scales which have been developed from time to time, but in most of these scales environmental consciousness and Information Orientation is missing. Now by information orientation we mean the growth in Technology that has improved the speed of work and quality. As well as, mental makeup, which effects competence leading to higher levels of creativity, innovation, achievement, accomplishments that require the use of technology. Where the mind attains higher level of knowledge it needs to recall, connect, analyze and conclude which takes the mind through states of self actualization. Thus, at an individual level information orientation by being Tech savvy, reading journals and Scientific temperament helps a person to see understand the cause effect relationship. It helps them to understand and improve performance, reduce conflict, develop motivation and that heightened the state of information leads to scientific research of higher order and turns out complete individual or human Capital for the organization. It is extremely important to see and check which area in the entire process i.e. Personal Qualities or Mental makeup needs to be cultivated. General observation people with high EQ are generally expressive , try to interact with others to know others problems and share their own . As high achievers, do not carry any mental baggage.

"Medical Effects of Emotions and Cure by Music Therapy"

Sunila Banerjee, *Shetty College of Commerce Science and Management, Powai, Mumbai*

The current lifestyle of people in the 21st century, due to various reasons, has lead to lifestyle disorders. Most of these are due to imbalances of emotions, the ratio of positive and negative emotions is 1:3. Positive emotions, like gratitude leads to secretion of endorphins and continued attitude of such emotions enables better health. Similarly, negative emotions harbored for a long time will affect health and decrease immunity. Positive emotions leads to secretion of pituitrin resulting in growth and harmonious functioning of organs which keeps body fit and healthy and leads to an effective lifestyle. The reverse is also true. Negative emotions over a period of time leads to imbalance of enzymes and hormonal functioning leading to stress, depression, insomnia, Alzheimer's, Parkinson's, Dementia, Anorexia, etc. The cause of negative emotions could be lack of rationalizing the thought process, this process is carried out by the Frontal lobe. Even if we see how the brain wave function, we see that the emotions vary with the brain waves and it impacts health. For example, lower brain wave frequency is associated with less brain activity and can attribute to various health problems, while higher brain wave frequency is due to high activity, leading to a flow state and a better health status. Music

Therapy is a complimentary therapy where The Clinical Sur Sanjeevan are using Instrumental Indian classical based on ragas .Where different ragas are identified for different problems, for example, Pooriyadhanashri is for diabetes. Ayurveda does the administration of music for 22-28 days after analyzing the problem. Initially, offered as a complimentary therapy can eventually replace medicines also. Now ragas which are composition of surs ,the energy of the surs may be required to be increased or decreased depending on the ailment, leading to the cure of the disease. Apart from the Instrumental aspect, I have personally composed songs which I have named Mokto Sangeet, these are Melody with logical thought process that leads to introspection in order to improve the Mental and Physical Health.

"Counseling Essentials for Special Educators and Counselors: For Use with Teens and Pre-Teens"

Jane Idell, *NYS Certified School Psychologist, Counseling Essentials*

Teens in residential treatment participated in a proactive, intensive program to learn basic strategies for positive decision-making with the goal of decreasing the frequency, duration and intensity of egregious behaviors. Egregious behaviors appeared to be sustained by students' unhelpful core beliefs and lack of some basic information regarding dealing with challenging situations. These lessons were developed to increase metacognition and address the most common and egregious patterns of unhelpful thinking. The six interactive lessons offer students an uncomplicated strategy for decision-making by organizing the information into a readily accessible framework that makes it possible for teens to access and use that information even in the 'heat' of challenging situations. The goal: To teach basic, consistent principles proactively, reinforce them reactively and expect students to master them, rather than give them many lessons and over-whelm them, so that the use of these skills, even in challenging situations, will be facilitated. In very brief summary: Lesson 1: Whose responsibility is it? Taking responsibility/Asking for help vs. blame and shame. Lesson 2: If the trigger or challenging situation does not cause behavior, what does? Lesson 3: Self-honesty: In evaluating our behavior and; its relationship to trustworthiness & Goal setting: What happens tomorrow depends on what you do today. Lesson 4: Even in challenging situations, there is a positive choice. Lesson 5: How handling-challenging situations skillfully puts us on the road to maturity. Lesson 6: Establishing boundaries and priorities in our lives. Having an organized framework for decision-making created a logical foundation for introducing SEL skills. These lessons target three over-arching goals: Self-Acceptance – Understanding that the road to maturity is not always linear; Self-Responsibility – Understanding that self-responsibility is not about assigning blame or shame but about developing problem-solving skills and Self-Empowerment – Understanding that the way in which we become empowered is by developing self-responsibility.

Session 5B

"Emotional Intelligence & Coaching For the Competence Development"

Daniel López, Mª Luisa Casado, Victoria Lapuerta, Carmen Sánchez, Víctor Fernández & Natalia Rey, *MeM Group, ETSITGC, EIAE, Technical University of Madrid (UPM)*

Since the entry of European Higher Education Area, the competence development has been one of the main Educative challenges of the European Universities. The Tuning Project identified the main competences that should be acquired by the future professionals. Some of these competences are related to the emotional, social and systemic abilities, which can be successfully trained by using Emotional Intelligence (EI) & Coaching Techniques. From the academic year 2009-2010, the Technical University of Madrid (UPM) has conducted Educative Innovation Projects in order to enhance the emotional and social growth of UPM community. These projects are led by INNGEO, Educative Innovation Group from the Topography, Geodesy and Cartography School, and technically supported by the EI & Coaching specialists from MeM Group. More than 300 students have participated in courses for the EI development, workshops focused on Interpersonal & Systemic abilities, and Coaching processes; and close to 100 professors have participated in EI & Coaching seminars. The survey method and the Constructive Thinking Inventory (CTI) with before/after measurements have been used in order to know the impact of these PIEs. The results show the significant improvement of the EI development of the enrolled students, who increase their self-esteem, self-motivation, proactivity, flexibility, empathy and social skills. The results are also positive with the enrolled professors as they consider that the EI & Coaching techniques are suitable to help them with the implementation of the new Educative paradigms according to the Bologna Process. It can be concluded that the related Projects have successfully handled the challenge of the transversal competences development using EI & Coaching approaches. Currently, all UPM Schools are being covered and online methodologies are being used in order to extend the presented results to the whole University.

"Emotional Intelligence & Coaching Learning Using Online Methodologies"

Daniel López, Mª Luisa Casado, Raquel Portaencasa, Reyes Armada, *MeM Group, ETSITGC, Educative Innovation Staff Technical University of Madrid (UPM)*

Nowadays, the European Universities are dealing with the implementation of the Bologna Process and the competence development. The Tuning Project identified the main competences, and several learning methodologies to train them, that should be acquired by the future professionals. Some of these competences are related to the emotional, social and systemic abilities, and they can be successfully handled with Emotional Intelligence & Coaching techniques using online methodologies. In the last years, the Technical University of Madrid (UPM) has provided their students and professors with an online platform named "*Puesta a Punto*" (PaP) in order to deal with the competence development issue. Recently, and based on the experience of previous Educative Innovation Projects, a new module related to the emotional, social and systemic competences has been incorporated into the PaP platform. This module,

designed by the professionals of MeM Group, contains four courses related to Intrapersonal & Interpersonal Intelligence, Coaching techniques and Professional competences. Several online possibilities have been used to build this module: written manuals, interactive exercises, recorded classes, practical videos, and so on. Moreover, seminars certified by the University are being complementary offered to consolidate the knowledge acquired at the online courses. From its opening, the online courses have received 2533 visits, being enjoyed by 783 students and 173 professors and administration staff. Moreover, the set of youtube videos have been seen 32135 times. Furthermore, 22 students have accomplished the first seminar related to Intrapersonal Intelligence. The attendant participants have considered this seminar a useful complement to the online courses and their usual Academic Curriculum. Currently, the student emotional growth is being measured with the MSCEIT Test. The encouraging results point out to the utility of the online methodologies for the development of emotional, social and systemic competences. Moreover, the participants have founded the seminars as a necessary complement to consolidate their competence training. As future work, dissemination actions in the whole University will be done in order to extend the online courses usage and more seminars will be offered.

"Relationship between Academic Performance and Emotional Intelligence, Measure through Self-Reports and Ability Tests"

Maryurena Lorenzo & África Borges, *University of La Laguna, Spain*

It is possible to find, in scientific literature, numerous studies that investigate academic performance predictors. In recent years, with the rise of emotional intelligence research, the predictive ability of emotional intelligence has been studied on academic performance. Different results have been obtained depending upon the type of instrument and/or model used. In the present work, the main objective is to analyze the relationship between academic performance and emotional intelligence of a sample of students from the University of La Laguna. For this purpose, it will be taken into account, on the one hand, their high school marks and the marks obtained in the University Admission Test and, on the other hand, their scores on two questionnaires of emotional intelligence: one ability test, the MSCEIT, and a self-report, the TMMS-24. The results will be presented here.

"Differential Development Of Emotional Intelligence: A Longitudinal Study With Performance And Self-Report Measures"

Ana Costa & Luísa Faria, *University of Porto, Portugal*

Accepting the fact that emotional intelligence (EI) results from a process of differential development influenced by features of life-context, the purpose of this study is to explore the EI intra and inter-individual development in the academic context, analyzing the effects of socio-demographic and academic variables throughout the secondary school, using for this either performance and self-report measures. The participants included 401 Portuguese students, 53.1% female, aged from 14 to 20 years-old (M=15.4; SD=.73), mainly from high sociocultural and professional statuses (53.6% and 53.1%, respectively) attending public (59.6%) and private schools and different academic courses. The students collectively answered a self-report measure previously adapted to the Portuguese context, the *Emotional Skills and Competence*

Questionnaire (ESCQ; Taksic, 2000, adapted by Lima-Santos & Faria, 2005), with 42 items organized into three dimensions – Express and Label Emotion, Perceive and Understand Emotion, and Manage and Regulate Emotion –, and a performance measure of EI, also adapted to the Portuguese context, the *Vocabulary of Emotions Test* (VET; Takšic, Herambasic, & Velemir, 2003, adapted by Costa & Faria, 2011), with 35 items, both revealing good psychometric properties, previously reported. The within-subject analyses evidenced an increase throughout the secondary school grades on VET and ESCQ results for all students and a similar development, particularly from 10th to 11th grade, for the *manage and regulate emotion* dimension of ESCQ. Significant differences over time were only found on VET considering the effects of student's sociocultural and professional statuses. Between-subject analyses with both measures showed that student's from private schools, attending scientific academic courses and from higher sociocultural and professional statuses presented stronger levels of EI. VET had also displayed differences considering gender, favoring girls. Globally, both measures evidenced student's positive development of EI during secondary school and the important effect of the academic variables in this process.

"Teachers' Personal Styles, Emotional Relationship and Stress"

Núria Arís Redó, *Universitat Internacional de Catalunya. Barcelona, Spain*

The relationship between stress and teaching styles motivates this study. We believe that the profile of personal styles can influence the emotional relationship and the level of stress. The teacher's educational style, the way in which they process the information and their own emotional relationships and self- awareness, could provide an interesting look into the possible levels of stress. People use their brain in a particular way. Some rely on the capacities of the left hemisphere and give priority to analysis and logic. Other people feel more comfortable in the right hemisphere prioritizing intuition and imagination overview (Chalvin, 1993). Knowing this information is very important in relationships in the school environment, especially for developing insight into teaching and teaching related stress. Our hypothesis is that the differences in levels of stress among teachers depend on their teaching styles. In other words, communicative and outgoing people tend to experience lower levels of stress than those who are more thoughtful and analytical. We have researched the preferences and brain styles to find out whether MJ Chalvin's research (1995) is an important factor in rapidly acquired work-related stress. The questionnaire drawn up by Professor Chalvin M.J. (1995) establishes multiple response questions. The description of the characteristics of profile styles depicts an overview of what the most important relationships are. We present a classification scheme. The reader must however, consider that it is a simplification, since people have all four styles that are used in different ways depending on the information to be processed. It is also true that there is a tendency that participants have a preference with one or two styles. According to Chalvin's research (1995), thirty percent of adults can display three styles. Depending on the activity, it can sometimes be simultaneously. In this study, we obtained data on the teachers' personal styles and their relationship with stress.

Session 5C

"The Relationship between the Level of Emotional Intelligence and Job Satisfaction in the Employees Working In Private Banks"

Jeenal C. Desai & Payal Maheshwari, *University Centre Doncaster, United Kingdom*, *College of Home Science, Mumbai, India*

This study aimed to ascertain the relationship between the level of emotional intelligence and job satisfaction of employees working in private banks. Managers (40) from reputed private banks in Mumbai were selected by purposive sampling. Quantitative analysis was done to (a) measure the level of emotional intelligence using modified emotional intelligence scale and (b) measure the level of job satisfaction using a self-constructed job satisfaction scale. This data was then collated to study the relationship between emotional intelligence and job satisfaction of employees. Findings revealed that majority of the employees (31) were above average (Mean=281.77, SD=23.72) in their levels of emotional intelligence. Majority of the employees (30) were very satisfied with their jobs (Mean=180.488, SD=15.65). A significant positive weak relationship was established between emotional intelligence and job satisfaction of employees (r=0.321, p=0.022). A significant positive modest relationship was also found between emotional intelligence and intrinsic factors of job satisfaction of employees (r=0.474, p=0.001). However, no significant relationship was found between emotional intelligence and extrinsic factors of job satisfaction of employees (r=0.249, p=0.061). The study discusses the implications for the workplace settings especially for the Human Resource departments who can set up training programs and workshops facilitating the employees to practice emotional intelligence skills and enhance their job satisfaction. Emotional intelligence competencies are not just innate talents but learned abilities. This study suggests some guidelines that can be of help to the employees and employers at workplace.

"The Development of Emotional Intelligence via a Mobile App"

Elena Khlevnaya & Tatiana Kiseleva, *Department of Economics and Organization of Industrial Production Russian Economic Academy of G.V. Plekhanov, International Center & International Center*

Continuing investigating the possibility of developing (EI) through targeted Training effects on the development of each of the four components of EI in the model of cognitive abilities, we developed a software system of personal registration of emotions. A program is a set of applications designed to detect and analyze emotions of users in real time. The main purpose of the program is the development of their level of EI, in particular branches of the "identification of emotions" and "analysis and understanding of emotions," accompanied by increased efficiency of communication with others and the quality of life. The application works on the principle of a mobile alarm clock. With a given frequency determines its owner a question about the emotional feeling at that moment, and allows you to choose from an existing list, emotion, its intensity and its cause. The collected data is transmitted to the application server. Expanded Stats allows you to analyze your emotional state for the entire period of the program. In order to test the effectiveness of this system formative experiment was conducted, in which, after completion

of the program of development of EI, the subjects used the program to register your emotions in a period of three consecutive months.

For the experiment, two groups of participants were created: Experimental group that used a system; Control group that did not use the system but that made a test at the same times. For the EI measurement, Russian-language version of MSCEIT V 2.0 was used. Compared with the control group, the experimental group showed a significant increase on the scale "identification of emotions", "analysis and understanding of emotions", "conscious control of emotions." In this case, a positive dynamics of EI after 3 months was observed in the control group. Thus, the system of a personal emotions checking promotes systematic development of Human EI.

"The Development of Emotional Intelligence of Managers as a Tool to Enhance Business Effectiveness"

Elena Khlevnaya & Tatiana Kiseleva, *Department of Economics and Organization of Industrial Production Russian Economic Academy of G.V. Plekhanov, International Center & International Center*

Continuing to study the characteristics of the relationship of emotional intelligence (EI) level of leaders and the effectiveness of the activities of their organizations in 2012, we made the third stage of the empirical longitudinal study. IC CTC made first and second stages in 2010. In the third stage took part 68 participants who had participated in first two stages – top managers. All of them studied the cycle of trainings of the EI development during 6 months. For measurement, Russian language version of MSCEIT V 2.0 was used. The results of the KPI research of managers were given twice – before the studying (2010) and on the third stage (2012). At the end of the third stage of the research, we have next results:

1. Positive changes in the growth of the overall level of EI, as well as separate scales remain quite stable even 1.5 years after the training program. Compared with the values of 3rd measurement (6 months post-training) with the results of the 4th measurement, further increasing indicators of the scale of using emotions in solving problems (t = -2,29, p <0,05, Z = -3,04, p <0,01); 2. The increase in the values of the degree of achievement of individual KPI between the first and third stages. In particular, the significant increase in value in terms of "the proportion of transactions in the total amount of consumer demand" and "index of commitment to consumers." There is also increase in the correlation of these indicators and the scale of conscious control of emotions, as well as the scale of the use of emotions in solving problems. Increasing values for the parameters of "employee satisfaction", "index of interchangeability," increase the correlation values of the indicators "staff turnover" and "level of staff satisfaction" with the scale of emotion identification and the scale of conscious control of emotions. Increasing values in terms of "average time of negotiation of documents" and "average time of processing the client's request." There has been an increase in the values of the degree of achievement of EBITDA and other financial indicators, indicating the high importance of EI development programs in organizations to improve business performance as a whole.

"On-Line Estimation and Measurement of the Emotional State Of Employees"

Elena Khlevnaya & Tatiana Kiseleva, *Department of Economics and Organization of Industrial Production Russian Economic Academy of G.V. Plekhanov, International Center & International Center*

As one of the research areas in the emotional intelligence sphere, we developed Information System of Assessment and measurement of emotional state employees. The main elements of the developed information system are the desktop application and mobile application installed on the mobile phone. The collected data is transmitted by applications to the server. The server contains a personal account with a set of tools for the classification of recorded emotions and emotional dynamic analysis, also a separate entrance for enterprise managers, employees, HR services and other departments of the company that are in charge of the internal (emotional) microclimate of the company and effectiveness of its work. For the employees of these departments is available general analytical information - the emotional card of the company. The accumulation of various types of information over time helps to score the emotional dynamics of the group in the medium and long term. As the scientific basis, we rely on a R. Plutchik theory and the theory of K. Izard, the system uses a scale, which includes three sections: 1) emotions, which influence negatively on the efficiency, 2) emotions, having both negative and positive effects and, 3) emotions, that positive influence on the efficiency. One of the fundamental elements of the system is to fix the causes of emotions within each of the above groups. In accordance with the main possible causes of emotions in the course of professional activities, emotional Assessment and measurement can be carried out in the following areas: 1) Interaction with clients and customers, 2) Interaction with colleagues, 3) The interaction between management and subordinates, 4) Performance of the process and, 5) Developing new ideas. Assessment and measurement in this case is part of a holistic process of improving the efficiency of the organization and is intended to identify the existing teams in emotional problems and barriers to the adoption of highly effective situational decisions. Currently, among the corporative information systems, in principle, there are no such systems, that covers the emotional areas of the company, and therefore it should be noted the uniqueness of the system from the standpoint of practical use in the real business.

"Developing EI in Managers: Challenges and Opportunities"

Elena Aleshina, Sergey Shabanov, Anton Glavatskikh, *EQuator Training Company*

Difficulties in developing EI in managers:
- Stereotypes about "emotional" and "emotions at work"
- Connection between developing EI and economic results is not obvious
- Wrong understanding of emotional intelligence as "nice management"
- Fear of managers that training is going to be "too personal" or "psychotherapeutic"
- Fears of HR that EI is "too difficult" for their managers
- Developing of EI needs time, but managers want brief training and fast results
- Low motivation to train emotional awareness – but it's the most important skill
- Unconscious resistance of participants

1. What is important when working with managers taking into consideration the above-stated difficulties? What works and what doesn't work? Presenting benefits of developing EI to managers: what is really important?
2. System approach to developing EI. Drawing up modules of a training program – what should be included? Examples of interconnection of EI, leadership, managerial skills and soft skills in training programs.
3. Russian specifics of management and managerial styles.
4. How to work with personality in business trainings?
5. How to motivate managers to do self-development tasks?
6. How to develop EI in organizations through developing EI in managers?
7. What are the results of developing EI in managers – examples.

**"The Role of Emotional Intelligence in Enhancing Intercultural Sensitivity:
A Training Model"**

Maria Saberi, *Ahlia University. Bahrain*

Today's globalized multinational corporations (MNCs) have recognized the importance of developing their diverse workforces' intercultural sensitivity (ICS) – a worldview towards cultural difference – as a means of reducing resistance to cross-cultural ambiguity hence maintaining a professional multicultural work environment. However, no studies have investigated the role of emotional intelligence (EI) in better regulating emotions produced from resistance to cultural difference and thus enhancing ICS. Therefore, this study has explored this role aiming at increasing the effectiveness of intercultural training within the context of multinational organizations. A theoretical framework presenting the idea of EI entry-points into intercultural sensitivity and resistance to difference was constructed. Through an inductive research approach, a chosen multinational airline company's flight attendants took in-depth semi-structured interviews. Grounded theory analyses were applied; these data furthered the development of a grounded emotional-cognitive intercultural adaptation process including three adaptive cognitive states, named *Learn*, *Understand*, and *Know*. Each cognitive state was noted to be associated with a particular emotional state that causes the interacting individual to shift into the relevant cognitive state. The emotions surprise and curiosity were associated with *Learn* while empathy was associated with *Understand*, and finally acceptance was associated with *Know*. The research results strongly support the proposed EI entry-points within the grounded emotional-cognitive content of the produced intercultural adaptation process. Through the EI entry-points, ICS is indirectly enhanced as EI mental abilities help regulate one's behavior towards the three grounded emotional-cognitive intercultural adaptation states. As linking EI and ICS remains an important and under-explored topic, it is hoped that the developed model in this study would contribute to enhancing the effectiveness of intercultural training through a better understanding of the dynamics of emotions during intercultural interaction within multinational organizations, subsequently leading to further research in this area.

Session 5D

"Social and Emotional Competences and Quality of Life study with future professors in Buenos Aires, Argentina"

Gabriela Cassullo, Sch*ool of Psychology, University of Buenos Aires.*

Traditional and historically, educational system has focused on the academic training and formation of students. Cognitive development has received a special emphasis compared to emotional growth that has been forgotten in the curriculum contents of teaching practices. Considering this perspective, it is necessary in the twentieth century to follow models developed by psychologists in some countries whose teaching programmes have faced this debate from its very beginning including the double mission of educating head and heart, academic and emotional aspects. With the certainty that both types of learning are totally connected, it is not necessary to choose one or the other (Fernández Berrocal y Extremera, 2002). When analyzing the main causes of school failure, not only cognitive but also emotional abilities are considered and studied. Daily news through all mass media show us frequent stressful episodes, in educational contexts as well as in virtual settings, where students, teachers, professors and authorities are victims of physical, verbal and psychological violence.

In spite of the growing popularity of emotionaI competence concept into educational practice, and unlike other parts of the world where there are lots of emotional competences studies (e.g., Gore, 2000; Bar-On & Parker, 2000; Bodine & Crawford, 1999; Finley, 2000), there is little local empirical evidence directly relating it to students' performance or developments.

What emotional abilities and competences are associated to the perception of a higher quality of life? What emotional abilities and competences are used in order to cope with stressful events in their teaching practice?

The purpose of this study therefore attempts to enrich the understanding of emotional competence in the local context by assessing the relationships between emotional competences and future professors' life quality of life and satisfaction, and their attainment of their future teaching career goals in Buenos Aires, Argentina.

Emotional Skills and Competence Questionnaire (ESCQ, Taksic, 2001, Argentinean Version Mikulic, 2008) and Quality of Life Inventory (ICV, Mikulic, 2003) were administered. Results obtained show significant differences between the subscales Perceiving and understanding emotion (PU), Expressing and labeling emotion (EL), and Managing and regulating emotion (MR) and the areas of Quality of life and Life satisfaction. It is relevant to include how students perceive emotional and social competences influencing their quality of life regarding their future teaching practice while future professors are being trained.

Emotional Intelligence and Positive Coping in Mothers of Preterm Newborn Hospitalized in Neonatal Intensive Care Unit (NICU).

Agostina Caruso, *Psychology Faculty – University of Buenos Aires*

Preterm birth, defined as childbirth occurring at less than 37 completed weeks of gestation, is a major determinant of neonatal mortality and morbidity and has long-term adverse consequences

for health. Around 9.6% of all births worldwide, are preterm. The hospitalization of a premature baby in the Neonatal Intensive Care Unit (NICU) becomes a stressful life event for the mother. Several studies have demonstrated that this is a traumatic event for all the family (Shaw et al., 2006).

Different coping responses are developed in order to face demands, external as well as internal, always overcoming their resources, trying in this way to adapt themselves to the stressful situation. Some authors have found that stress and depressive symptoms are two of the major influences on how the mother will be coping with the hospitalization (Speer, Leef, Epps and Locke, 2002). The purpose of the present study is to examine the Emotional Intelligence and coping in mothers of preterm newborn hospitalized in NICU. The study is conducted on a sample of 52 mothers whose babies are hospitalized at NICU in Buenos Aires City private hospital. The instruments used in this research are *Emotional Skills and Competence Questionnaire* (ESCQ-45, Taksic, 2001; Argentinean Version: Mikulic, 2008) and Coping Response Inventory (CRI, Moos & Moos, 1993; Argentinian Version, Mikulic, 1998). Results show that high emotional intelligence levels are associated with coping strategies based on the approach to the problem and problem solving, while low levels are associated with coping strategies based on avoidance. This study represents a significant contribution to the perinatal psychology, which has become a new field of early childhood psychology. It is very important to have reliable and valid instruments that can guarantee a proper psychological assessment of parents going through this stressful event. Once obtaining an accurate diagnosis of the situation, it is possible to generate appropriate preventive interventions.

Assessment of Social and Emotional Competencies and Coping in offenders

Melina Crespi, *Psychology Faculty – University of Buenos Aires*

The concept of social and emotional competencies can be defined as a set of knowledge, skills, abilities and attitudes necessary to understand, express and appropriately regulate emotional phenomena and handled properly in relationships (Bisquerra & Pérez, 2007).

Regarding the problem of delinquency previous research indicate that social and emotional competencies have an important role in the initiation and maintenance of criminal behavior. Thus, many of the programs for the prevention of recidivism are directed to training different socio-emotional competencies such as empathy, emotion regulation, self-efficacy, problem solving and the appropriate management of interpersonal relationships (Garrido, 2005).

Current researches have focused on socio-emotional competencies as they can help in coping with stressful situations, encouraging the adoption of healthy behaviors. The evidence accumulated so far shows that specific competencies are associated with active coping strategies based on reflection and problem solving while others are associated with predominantly avoidant coping (Smith, 2006). The aim of this study is to analyze Socio-emotional competencies in a sample of adult offenders in the City of Buenos Aires, Argentina and the existence of significant associations between them and coping responses implemented.

A descriptive-correlational study with the participation of 52 offenders between 18 and 45 years of age. Assessment instruments administered were: Socio-demographic Interview (Crespi, 2011), Inventory of Socio-emotional Competencies (ICSE-Mikulic, 2013) and the Coping Responses Inventory (CRI - Moos, 1994, Adaptation Argentina, Mikulic, 1998).

The results have a correspondence with previous research in this area, revealing a low level of socio-emotional competencies in many of the participants, and significant associations with avoidant coping responses. Based on these results, we discuss the important role that socio-emotional competencies have in programs for prevention and treatment of delinquency.

Emotional Intelligence and Quality of Life in patients with coronary heart disease

Mariana Elmasian, *Psychology Faculty – University of Buenos Aires*

Heart disease is the first cause of death in Argentina. This scenario is similar worldwide. While its study traditionally focused on biomedical risk factors, over the past decades research on social and emotional variables intensified. Quality of life and Emotional Intelligence (EI) assessment in these patients is vital to understand psychosocial factors role in cardiac disease. Studies showed that cardiac patients' quality of life is affected by illness progress. Therefore, quality of life could be considered as one of the most important components of health care. EI is associated to various indicators of well-being, as physical and psychological health. Also, increased positive feelings and reduced negative emotions have been identified as preventative factors for heart disease. Present paper examines the relationship between coronary heart disease, quality of life and emotional intelligence. The study includes 51 patients with coronary heart disease and 51 controls who had no indications of heart disease. Two self-report questionnaires were administered, the Quality of Life Inventory, ICV (Mikulic, 2003) and the Emotional Skills & Competence Questionnaire, ESCQ-45 (Taksic, 2001. Argentinean version - Mikulic, 2008). Results indicate that patients' quality of life scores are lower than controls'. Also, patients showed a lower emotional intelligence level especially on emotion management, expression and regulation. Our results emphasize the importance of assessing quality of life and emotional intelligence in cardiac patients as both are useful to improve interventions currently used in these patients.

Social and emotional competences assessment of child abused mothers

Rosa Inés Colombo *Psychology Faculty – University of Buenos Aires*

The present study is focused on maltreatment, especially in child abused mothers `competences. Socio-emotional competences can be defined as knowledge, capacities, skills and attitudes for understanding, expressing and regulating emotions in a proper manner, and to manage them properly in any interpersonal relationship (Bisquerra & Perez, 2007).
The Socioemotional Competence Inventory (Inventario de Competencias Socioemocionales, ICSE) (Mikulic, 2013) has been built to assess social and emotional competences considering nine dimensions: empathy, emotions regulation, assertiveness, communication, autonomy, self-efficacy, optimism, consciousness, prosocialization. In this research, it has been applied in a forensic field in order to prove its validity for child abused cases.
A sample of 30 participants has been selected in order to analyze mothers´ competences in child maltreatment cases. These mothers belong to cases undergoing judicial procedures due to children being abused by their fathers.
Another group of 30 mothers of general population participated, in order to homologate both groups of comparison.

Some indicators, as mentioned in literature, could be observed, lack of empathy and self efficacy self centered and lack of skills to express feelings or to regulate emotions as well as difficulties in taking decisions.

Therefore, it is considered an important finding the possibility to assess social and emotional competences in forensic field especially in complex cases like child abused mothers. It is also important to provide instruments like ICSE ecologically validated for legal processes in Court.

Emotional Education in High School

Livia García Labandal *Psychology Faculty – University of Buenos Aires*

Adolescence is a stage of life in which changes occur not only at physical, but also at cognitive, emotional and social level. The transition from elementary school to high school, takes place, in many cases, in a hostile environment, which impacts on adolescents and pushes them into a new, unknown world, with few or no strategies at all to cope with change.

In this paper we will analyze the types of coping tools that students choose in their first year of high school, their quality of life and their resilient behaviors.

This is an exploratory-descriptive study involving 500 adolescents aged 12 to 15 who attend public schools in high social vulnerability contexts.

The instruments used in this research are: the Coping Responses Inventory (CRI), the Inventory of Perceived Quality of Life of Children and Adolescents (ICV), the structured Interview for assessing Strengths in Children and Adolescents (ISCA).

In assessing the pattern of coping responses produced by participants, it has been observed that there is a misbalance between the approach strategies and avoidance strategies. The latter are of greater importance in this profile. By analyzing coping responses, it is found there is a predominance of avoidance responses such as cognitive avoidance and search for alternative cognitive satisfaction. Adolescent's quality of life is strongly influenced by family and school factors. In the family, parents, brothers, sisters and friends have significant weight in the perception of the quality of life of adolescents. At school, teachers, as resilient guides, are also perceived as those that contribute to improve teenagers' quality of life. On the other hand, several protective factors or personal and contextual 'strengths' in adolescents have been identified. It has been an important contribution to social and emotional education to integrate adolescents perceptions regarding their coping resources in school context and influence on their quality of life.

Session 6A

"Team Emotional Intelligence, Team Interactions, and Gender in Medical Students during a Psychiatry Clerkship"

Nicole J. Borges, *Wright State University Boonshoft School of Medicine*
Britta Thompson, *University of Oklahoma College of Medicine*
Brenda Roman, *Wright State University Boonshoft School of Medicine*
Mark Townsend, *Louisiana State University Health Science Center*
Lisa Carchedi, *Southwestern Medical Center, Austin*
Jeff Cluver, *Medical University of South Carolina*

Julia Frank, *George Washington University School of Medicine*
Ruth Levine, *The University of Texas Medical Branch, Galveston*

Team emotional intelligence is a relatively new construct in the existing literature. We examined the relationship between team emotional intelligence, quality of team interactions, and gender in a medical student population. During academic year 2011-2012, third-year psychiatry clerkship students (N = 802, response rate 98%; 53.4% males) across five medical schools completed the Workgroup Emotional Intelligence Profile – Short Version (WEIP-S) pre and post clerkship to assess the ability of individuals to work with others in a team in an interpersonally effective way. Students participated in teams through Team-Based Learning (TBL) throughout the clerkship, or they were not involved in TBL teams (Control). The Team Performance Survey (TPS), completed at the end of the clerkship, assessed learning teams in terms of quality of team interactions. Statistically significant correlations (p < .01) existed between quality of team interactions (i.e., TPS) and team emotional intelligence (i.e., WEIP-S) with higher correlations noted for WEIP-S subscales concerned with controlling one's own emotions ($r =.347$) and awareness of one's own emotions ($r =.433$) compared to recognizing other's emotions ($r =.264$) or managing other's emotions ($r =.369$). No significant correlations were noted between quality of team interactions and team emotional intelligence based on gender. TBL and control groups showed significant differences existed pre to post on WEIP-S as well as between the two groups (p=.02, η^2=.12), with students in TBL teams making larger gains in all four subscales, most notably in controlling one's own emotions (p<.01, η2=.10) or managing other's emotions (p=.001, η2=.09). The quality of team interactions are statistically significantly associated to all sub-scales of the WEIP-S for third-year psychiatry clerkship students. No gender differences were detected. Higher emotional intelligence was noted in all four sub-scales for those students who were in teams throughout the clerkship compared to those who were not.

"Understanding Subjective Emotions: A Study of Congenitally Blind Children"

Saffron Morris & Amanda Ludlow, *University of Birmingham*

The understanding of emotions is pivotal to our daily lives. We both strategically display emotions to influence the behaviour of others and react to the emotional responses of others; we may even anticipate emotions and adapt our behaviour accordingly. This ability to understand the emotions and intentions of others is referred to as Theory of Mind (TOM) (Leslie, 1987), and is fundamental for a child's ability to interact socially. Poor social skills in blind children are often attributed to blind children's deficits in theory of mind such that they appear to have limited understanding of the role that mental states play in determining emotions and behaviour. Children with congenital blindness have been found to have a developmental delay of 4-7 years in the acquisition of TOM compared to normally developing sighted children (Brambring & Asbrock, 2010; Pijnacker, Vervloed, & Steenbergen, 2012). The lack of visual co-orientation for blind children means that they are deprived of a source of information regarding distinct yet related mental states and limitations to joint attention. This results in reduced social understanding for children with visual impairments (Green, Pring & Swettenham, 2004). This study aims to expand our understanding on the extent to which blind children have an understanding of the subjective character of emotions. Verbal IQ of above 75 was ensured using the 5 verbal subscales of the WISC (WISC III, Weschler, 1992). The participants were then

asked to explain protagonists' typical and atypical emotions from six emotion-evoking stories. To ascertain the extent to which children attributed mental states to the protagonist in their emotion explanations, responses were assigned to one of the following categories; fact beliefs, desires and preferences, value beliefs, situational and responses which failed to explain the protagonist's emotion fell into the category 'don't know'.

"Changes in the Emotional Intelligence of First Year University Students"

Cindy L. James, *University of British Columbia, Vancouver, British Columbia, Canada* & Lesley Andres, *Thompson Rivers University, Kamloops, British Columbia, Canada*

There is a consensus that the first year of undergraduate study offers significant challenges for new students who must adjust to the academic rigor of post-secondary schooling and, as importantly, to a new social and cultural milieu. Consequently, the first year of university is considered a transformative one, and as such, it is reasonable to postulate that the emotional and social skills of first year students should improve over the course of this first year. To test this hypothesis, an in-depth study assessing the pre and post emotional intelligence of 42 first year students using the BarOn Emotional Quotient Inventory (EQ-i: Higher Education) was conducted at a public university in North America. The results revealed a significant increase in the Total EQ-i from the pre to post assessment, representing a small sized effect. To determine if this difference related to all or only a few specific EI skills, further analyses were conducted at the EQ-i subscale level. This comparative analysis revealed significant increases on the Intrapersonal subscales of Emotional Self-Awareness and Assertiveness; on the Adaptability subscales of Reality Testing and Problem Solving; and on the General Mood subscale of Optimism. For these differences, the effect size ranged from small to medium. These quantitative findings were verified by qualitative data gathered from interviews conducted with each participant after they completed the post EQ-i assessment. In this session, a summary of these findings will be presented along with a short discussion on the practical implications of this research.

"Emotional Intelligence and Leadership Effectiveness of University Students"

Cindy L. James & Elizabeth Templeman, *University of British Columbia, Vancouver, British Columbia, Canada* & *Thompson Rivers University, Kamloops, British Columbia, Canada*

The relationship between emotional intelligence and leadership has generated much research in occupational settings, but less so in the setting of higher education. This five-year study was designed to supplement and expand upon research in the latter setting by examining the intersection between EI and the leadership ability of students involved in an academic support program−Supplemental Instruction−at a public university in North America. Utilizing the BarOn Emotional Quotient Inventory (EQ-i: Higher Ed), this study compared the emotional intelligence of student leaders who were considered to be *Above Average* in terms of their leadership effectiveness to those who were considered to be *Average.* The results revealed a statistically significant difference between the mean score on the Total EQ-i for the Above Average leaders as compared to the Average leaders, representing a medium effect size. To determine if this difference was related to all or a few specific EI skills, further analysis at the EQ-i subscale level

was conducted. This analysis revealed all EQ-i subscale mean scores for the Above Average leaders were greater than those of the Average leaders. However, the only significant differences were on the Social Responsibility and Reality Testing subscales, with both differences demonstrating a medium effect size. In this session, a summary of these findings and their practical implications for student leadership programs will be presented.

"Profiling the Emotional Intelligence of Law Students"

Cindy L. James, *University of British Columbia, Vancouver, British Columbia, Canada* **&** *Thompson Rivers University, Kamloops, British Columbia, Canada*

Emotional intelligence research involving graduate students and especially law students is sparse. This six-year study, which began in 2011, was designed to address this gap by investigating the emotional intelligence of students enrolled in the Faculty of Law at a North American university. The primary purpose of this study is to establish an EI profile of law students as they enter and exit their degree. To date, the emotional intelligence of 95 first-year law students was assessed via the BarOn Emotional Quotient Inventory (EQ-i: Higher Education). The average age of these students was 26 (*SD* = 5.3), with 48 being female and 47 male. The EQ-i mean scores for this unique cohort of graduate students were all within the effective function range, between 90 and 120. The lowest score was on the Reality Testing subscale and the highest on the Happiness subscale. A comparison of these scores by gender revealed no significant difference on the Total EQ-i; however, there were significant differences at the individual skill level. Specifically, the female students scored significantly higher than male students did on the subscales of Emotional Self-Awareness, Empathy, Social Responsibility, Interpersonal Relationships and Happiness. The effect sizes for these differences were medium. In addition to presenting this preliminary data, an overview of the remaining project and its possible implications will be discussed.

Difficulties In and Suggestions for Evaluating the Development of Emotional Competencies and Improving Group-Dynamics among Primary-Aged Pupils (10 to 12-Year-Olds): A Practical Experiment

Roberto Salazar Muñoz

In our work on the development of emotional competencies and the improvement of school-life, carried out in the Basque Country with 1,015 pupils in the final cycle of Primary education and their respective class tutors (Salazar Muñoz, 2010), one of the greatest challenges we have faced has been the evaluation of said competencies. Measuring this type of complex competency is of the utmost relevancy, though taking these measurements presents many difficulties. Thus, the evaluated parts of the curriculum are deemed the most important, it is vital to highlight the need to include the evaluation of these competencies. In order to do this, bearing in mind the results of research into Emotional Intelligence (Extremera, and Fernández Berrocal, 2007) vis à vis the desirability of using a range of measuring tools, and based on our own experiences, we identified the need to triangulate the collected data and to use standardized and more qualitative measuring tools (Álvarez, González, 2001). We are not sure whether the use of self-assessment by pupils offers a true picture of their level of competencies; however, it does seem advisable to find out

individuals perception of their own work on these skills. Pen-and-paper testing presents limitations when measuring competencies, so it is important to be aware of this and to use more quantitative and qualitative test-types (group discussions, interviews, socio-metric analysis, questionnaires on the resolution of in-class conflicts), as we have done for our research project. Other ways to measure emotional competencies not used in this project include some very useful strategies, such as implementation activities, observation of changes in competencies demonstrated by pupils or proposals like 360° evaluation.

Session 6B

"The Relationship between Emotional Intelligence and Mood Disorders"

Khatuna Martskvishvili, Luiza Arutinovi, Maia Mestvirishvili & Kristine Lortkipanidze
Tbilisi State University, Georgia

An inability to deal with negative emotions is considered a risk factor for affective disorders. There is a distinct lack of empirical research investigating the relationship between emotional intelligence and depression, particularly in clinical samples. The present study was designed to investigate whether emotional self-perceptions of individuals with affective disorders differ from those of without mental illnesses; we also examined whether emotional intelligence predicts mood disorders and other primary psychiatric symptom dimensions. Twenty-seven psychiatric inpatients (48.1 % male and 51.9 % female; M of age = 35.89, SD=11.17) with mixed diagnosis of affective disorders and sixty group-matched controls completed (1) The Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009); (2) The Hopkins Symptom Check-list (HSCL) and (3) short demographic disease-specific questionnaire. A multivariate analysis of variance revealed a significant main effect for group with patients with affective disorders scoring lower than controls on most TEIQue facets; there were also some significant main effects of gender. Multivariate regression indicated that different trait EI variables contribute to development of different psychiatric primary symptom dimensions. The results suggest that low emotional intelligence represents a risk factor for affective disorders; more research is required to be done with clinical population to clarify exactly which components of emotional intelligence contribute to the development of which specific mental disorders.

 "Does Emotional Intelligence Predict Personality Disorder Symptomatology?

Khatuna Martskvishvili, Maia Mestvirishvili & Luiza Arutinovi, *Tbilisi State University, Georgia*

Disturbances in emotion are associated with most of the diagnostic criteria of the personality disorders, though the role of emotional intelligence in the diagnosis of personality disorders has been the subject of limited research. The present study, investigates the relationships between trait emotional intelligence (trait EI), personality disorder symptomatology and aggression in an undergraduate student sample. One hundred and twenty university students (27.1 % male and 71.7 % female; M of age = 19.23, SD=2.45) were administered with (1) Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009), along with (2) Personality Disorder

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Questionnaire-4 (PDQ-4) (Hyler E. Steven, 1994), and (3) Buss-Durkee Hostility Inventory (BDHI) (Buss & Durkee,. 1957). Results of m*ultivariate regression analysis indicated that trait EI predicts most* personality disorder symptomatology *(Wilks' λ = .63, F (10,110) = 5.97,* p =.000) (ß = -.265 to ß = -.424*); different trait EI variables contribute to development of different* personality disorders*; h*ostile affectivity was positively related with almost all personality disorder *symptoms; multivariate regression showed trait EI variables predict* anger and hostility dimensions*. The* results suggest that different components of emotional intelligence contribute to the development of different personality disorder symptomatology. More research is required to replicate the results with clinical population.

"Relationship between perceived emotional intelligence, negative affect and risk of suicide: a preliminary study"

Joaquín T. Limonero, María José Gómez-Romero, Nona Ollé & Joaquín Tomás-Sábado, *Stress and Health Research Group (GIES), Universitat Autònoma de Barcelona, Spain, Egarsat, Mutua de Accidentes de Trabajo de la Seguridad Social núm. 276, Spain, Universitat Autònoma de Barcelona, Spain & Escola Universitària d'Infermera Gimbernat, Universitat Autònoma de Barcelona, Spain*

Aim: Analyze the relationship between perceived emotional intelligence (PEI) and negative effect on suicidal ideation. Method: Participants were a convenience sample of 378 undergraduates was recruited, with ages ranged between 18 and 26 years (*M*= 20.46; *SD* = 5.32). Procedure: The subjects responded to an anonymous, self-administered questionnaire that, in addition to data regarding their gender and age, comprised the following tools: Trait Meta-Mood Scales (*TMMS*, Mayer & Salovey, 1997); The Suicide Risk Measure (RS, Plutchik et al (1989); The Revised Life Orientation Test (LOT-R, Scheier, Carver, & Bridges, 1994); The Zung Self-Rating Depression Scale (ZSDS, Zung, 1965); The Positive and Negative Affect Scales (PANAS, Watson, Clark, & Tellegen, 1988); The Kuwait University Anxiety Scale (KUAS, Abdel-Khalek, 2000); The Perceived Stress Scale (PSS Cohen et al., 1988); The Brief Resilient Coping Scale (BRCS, Sinclair & Wallston, 2004); and the Satisfaction with Life Scale (SWLS, Diener, Emmons, Larsen, & Griffin, 1985). Results: The principal results obtained points to 57 (15.1%) students have scores indicating suicide risk. The suicide risk negatively correlated with optimism, positive affect (PANAS), resilience and life satisfaction, and with two of the three components of the PEI (emotional clarity and emotional repair), ranging from -.232 to -.461. Conversely, positive correlations were observed between risk suicidal and self-esteem, depression, anxiety and stress (ranging from .32 to .3). Students who present high scores at risk suicidal, present, significantly, lower scores on self-esteem, satisfaction with life, positive affect (PANAS), and resilience as well as in clarity and emotional repair (PEI); while showing higher scores in depression, anxiety, pessimism, stress and negative affect (PANAS). Discussion: The observed prevalence of suicide risk, although relatively high, is similar to that observed in other studies with college students. The results suggest that suicide risk is modulated by some components of perceived emotional intelligence and negative affect. This raises the need for early detection of this problem and provides resources e.g. effective coping strategies through psychological learning program

"Emotional Regulation and Friendship"

José L. Zaccagnini & D. Ruiz Aranda, *Universidad de Málaga, Spain*

Previous literature has shown that emotional regulation facilitates the establishment and maintenance of social relations (Dodge Garber, 1991; Saarni, 1999). The objective of the present study was to analyze the influence of emotional regulation (Gross & John, 2003) in positive friendship (Berscheid, 2003), specifically at the level of intimacy with friends. In addition, we examined the mediating role of positive emotions in the relationship between the emotional regulation and the level of intimacy with friends. The results of the study indicate that positive emotions mediate the relationship between emotional adjustment and the levels of intimacy that we maintain with our friends. These findings suggest that those people that use a reassessment as a form of emotional regulation strategy generate more positive emotions, which then affect a higher level of intimacy with another.

"Why Women Have A Greater Intimacy In Their Friendship Relationships?"

José L. Zaccagnini & D. Ruiz Aranda, *Universidad de Málaga, Spain*

The objective of this study was to analyze gender differences in the quality of interpersonal relationships (Zaccagnini & Martin, 2008) from a Positive Psychology perspective (Berscheid, 2003). In addition, we discuss the contribution of emotional regulation (Gross & John, 2003), as a predictor of these dimensions. The results of the study indicate that women have a higher quality of social relationships and ability to regulate emotions than men do. These findings suggest that women use, to a lesser extent than men do, emotional suppression strategies, which creates a more intimate relationship in their social relations. Our findings suggest that emotional regulation skills predict better positive interactions.

Session 6C

"Understanding of Pre-Service Teacher Social and Emotional Competence and Their Beliefs about Emotion"

Leanne Fried, *Edith Cowan University*

This research project conducted at a university in Western Australia is designed to develop an understanding of pre-service teacher social and emotional competence and their beliefs about emotion. The project addressed the following questions: 1. What patterns are there in the social-emotional profiles of first and fourth year pre-service teachers? 2. What aspects of pre-service teacher social-emotional competence are related to practical and theoretical achievement in their undergraduate courses? 3. What differences can be seen in social-emotional profiles of first and fourth year pre-service teachers? 4. How do pre-service teacher beliefs about emotion compare to in-service teacher beliefs? Using the ESCI, profiles of social-emotional competence for 250 pre-service teachers in their first year and fourth year of study at university were obtained. To ascertain the importance of social-emotional competence to success, components of this profile were then correlated with pre-service teacher marks obtained from theoretical and practical units

in their undergraduate teaching courses. Using interview data from twenty pre-service teachers and twenty competent teachers, comparisons were also made between pre-service teacher beliefs about emotion with those of competent in-service teachers. The data obtained from this project has enhanced an understanding of how social-emotional competence changes over time in pre-service teacher education and has highlighted aspects that need a targeted approach for development to occur. The data is being used to design undergraduate workshops that enhance social-emotional competence.

"Emotional Intelligence of Adolescents – A Sociocultural Study"

Jina moni Saikia & Anshu, *Assam Agricultural University, Assam, India & Sam Higginbottom Institute of Agriculture, Technology & Sciences, Uttar Pradesh, India*

The last decade of the twentieth century witnessed a revolutionary change in the field of human intelligence. The newer concept, which has emerged as a key construct in recent psychological research appears, as most widely, disclosed aspect of intelligence in current literature is "Emotional Intelligence". Emotional health of adolescents needs attention through research to get an insight in to the psychology of adolescents and evolve strategies to make the future generation more effective, productive, and mentally healthy. Hence, the study has been undertaken to find out the emotional intelligence level of adolescents of different sociocultural settings and to assess the efficacy of the intervention programme to enhance the emotional intelligence of adolescents. The total sample selected for the present study was 325 from the age group of 16-18 years. In order to assess the Emotional Intelligence of the respondents, a standardized questionnaire named Mangal Emotional Intelligence Inventory (MEII) was administered. An intervention package had been prepared by the researcher to enhance the emotional intelligence levels of adolescents. It was found that the level of emotional intelligence of most of the adolescents was far better in the dimension of interpersonal management than intrapersonal awareness and interpersonal awareness. Majority of adolescents were least competent in the abilities pertaining to the dimension of intrapersonal management. The overall picture of intervention emerging from the results strongly emphasized that emotional intelligence can be modified and elevated significantly when intervened appropriately. The intervention program had been a success largely and could bring significant developmental changes and eventually upgraded the level of emotional intelligence of urban and rural adolescents. As far as the tribal adolescents were concerned, the intervention program was effective significantly within the purview of rigid sociocultural prescription barring the male respondents in the dimension of intrapersonal management.

"Understanding Emotional Diplomacy in International Negotiation"

Valon Murtezaj, *IESEG School of Management, France*

This study attempted to further understand the role of emotional intelligence (EI) in diplomacy. A qualitative phenomenological descriptive approach was used to achieve this purpose. Results show that working with emotional intelligence significantly influences effective negotiation processes and conflict management outcomes. This research can serve as guidance for leaders negotiating complex deals and managing difficult conflicts through emotional diplomacy. The

study aspires to contribute to the body of best practices for leaders and diplomats across the world. Research Problem: Although the emotional intelligence area of study has shown an increase of exploration in the past three decades (Bar-On, 1997; Boyatzis & McKee, 2005; Chopra & Kanji, 2010; Cooper and Sawaf, 1998; Druskat & Wolff, 2001; Goleman & Boyatzis, 2008; Salovey & Mayer, 1990; Salovey, Brackett, & Mayer, 2007; Thompson, 2009), the study of the role of emotional intelligence in diplomacy and its role in reaching agreements and managing conflict situations is still a new horizon. Research has accumulated ample evidence demonstrating that working with EI translates to more effective leadership, which, in turn, can produce better results in the workplace, however there is as of yet little clarity as to what is the role of EI in diplomacy. That represents a gap to the research and a need for further research and application. Largely many other authors (Adler, Rosen & Silverstein, 1998; Benoliel & Cashdan, 2010; Lax & Sebenius, 2006; Thompson, 2009) have discussed competences of emotional intelligence in negotiations and conflict management. Nonetheless acknowledging the role of emotional intelligence in negotiating and conflict management among leaders and diplomats remains the problem. Finally, this research attempted to answer one main question: What is the role of Emotional Intelligence in the work of leader diplomats in negotiating agreements and managing conflict situations?

"Reframing EQ"

Ann Gazzard, *Wagner College*

This paper is an attempt to broaden the perspective in which Emotional Intelligence (EQ) has often been understood and to show that for EQ, like most other things, it is necessary to think 'outside the box'. Sometimes attention to the specifics of different research paradigms, that is, the physiological, the educational, the psychological, etc., causes us to lose sight of the larger picture, in this case, 'the person.' I hope that in what is presented here, sufficient detail is given of the different fields of knowledge and research drawn upon not only to honor and respect them but also to preserve a sense of that whole, namely 'the person', which they serve. Information and 'knowledge' change, and at different times, seem more or less valued and applicable. This is after all what we expect of scientific knowledge. It is fallibilistic. Things that seem to remain true, useful, and meaningful have value, irrespective of the current fashion of speculative theorizing. This paper, while perhaps speculative in its own right, hopefully, creates a meaningful and useful tool by which to work both theoretically and practically with emotional intelligence. Sometimes what works and becomes practically useful for people runs counter to what one might otherwise rationally conclude from popular theory. Sometimes, what is intuitively meaningful runs counter or at least not in parallel with what is rationally meaningful, and sometimes it does. We have to learn to dance with both. Conclusions are drawn that alert us to the relationships with spiritual development that emotional development entails. The conclusions heed warning. Before we act unreflectively on the tenets of physiological and psychological theorizing, we should perhaps consider the possible differences between theories of conditioned emotional development and those of spiritual development and emotional liberation.

"How to promote high-school-students Social and Emotional Competence in everyday school life - An introduction of a short training program"

Muriel Schmitz, *University of Bonn, Germany*

The concern of this project was the implementation of a recently developed short-time training program of social-emotional sensitivity and Nonviolent Communication into regular school life. In addition, the curriculum was designed to support teachers to create a friendly environment that promotes children's learning of social-emotional skills.

519 high school students participated in this longitudinal study (age of 11-14 years). Across a 6-month period, trainers implemented three lessons of training (90 minutes each) in understanding of emotions and non-aggressive communication. The taught social competent language focuses on two aspects of communication: honest self-expression (defined as expressing oneself in a way that is likely to inspire compassion in others) and empathy (defined as listening with compassion). The training program was developed to improve the children's social-emotional competence and to reduce problem behavior in classroom. The training was divided into thematic units that included lessons on non-aggressive communication, group works like role plays, e.g. imitation of typical school conflict situations, and the understanding of basic emotions. The main goal of this project was to support children's awareness on identifying their own and others' emotions, promote their problem solving skills in conflict situations and to develop non-aggressive communication skills to create a positive classroom atmosphere.

Child assessments and teacher reports of the students' behavior were collected at the beginning and at the end of the training program, and finally after a 3-month period. The findings show, that the intervention-group children had higher emotion knowledge skills compared to control group children, were better in interpreting facial expressions and in identifying their own emotions and those of others in conflict situations. In addition, they displayed better knowledge of socially appropriate behavior. Furthermore, they were rated by their teachers as more socially competent and showing fewer problems with peers.

POSTER SESSIONS

SUNDAY SEPTEMBER 8th 2013 (Group A)

"Socioemotional Competence Assessment in Cardiac Patients"

Mariana Elmasian & Isabel María Mikulic, *University of Buenos Aires*

In the past two decades researchers provided substantial evidence that negative emotions, contribute to the initiation and progression of cardiovascular disease. In particular, stress-related emotions (hostility, depression and anxiety) have been implicated in Coronary Heart Disease risks and outcomes. However, positive emotions received much less attention. The study of social emotional competence in cardiac patients could make an important contribution towards this direction. The development of these competences facilitates a better adaptation to the context; promote better coping with stressful situations and emotional well-being. The aim of this study is to examine the social emotional competence profile of cardiac patients compared to the general population. The study includes 51 patients with coronary heart disease and 51 controls who answered a self-report questionnaire, the Socioemotional Competence Inventory (Inventario de Competencias Socioemocionales, ICSE) (Mikulic, 2013). This Inventory has been built to assess social and emotional competences considering nine dimensions: empathy, emotions regulation, assertiveness, communication, autonomy, self-efficacy, optimism, consciousness, prosocialization, As expected, cardiac patients presented lower scores in socioemotional competences, especially in emotion regulation and communication. This study supports the need for further research on these patients' socioemotional competences profile to introduce new population-specific interventions based on emotions.

"New Contributions to the Assessment of Socioemotional Competencies and Individual and Family Resilience"

Isabel María Mikulic, Melina Crespi & Agostina Caruso, *University of Buenos Aires*

The emphasis given to the medical model of assessment limited the theoretical and methodological developments in psychological assessment because it focused in the deficit. However, since the early seventies, several approaches centered in the relationship between the individual and the environment appeared and questioned the individual and reductionist perspective. In this sense, the competences and the resilience focus contributed to the study of coping with various ecological transitions (Bronfenbrenner, 1987). The concept of competence refers to the ability to mobilize flexible and adaptive responses to demands, generating strategies to benefit the opportunities of the environment (Waters and Sroufe 1983). Associated with this concept, resilience is conceptualized as an ability to resist to the adversity, leaving even strengthened (Masten, Burt and Coastsworth, 2006). The concept of competence is linked to resilience, because both represent dynamic processes that moderate the risk ´exposure (Becoña, 2006). Within the competence approach, in particular socio-emotional competences can be understood as protective factors that can promote positive development of people facing

adversity. Over the last few decades in Argentina, much effort has been put into building, adapting and validating tools to permit some of most important construct to be evaluated. For this reason, this research presents new instruments that have been specially constructed and validated for the assessment of socio-emotional competences and resilience in Argentinean context: Inventory of Socio-Emotional Competences (ICSE-Mikulic, 2013), the Structured Interview for evaluating Risk and Protective Factors and Potential Resilient in Adults (ERA-Mikulic, Crespi, 2007) and the Inventory of Family Potential Resilient (IPRF-Caruso, Mikulic, 2010). The possibility of having instruments supported by the contributions of the mentioned approaches is very important for the prevention and for the intervention in different applied fields such as health, education, legal and social community.

"Balance of Work and Family Life: Differences between Men and Women-Paid Working Hours and Housework Hours"

Carmen Hurtado de Mendoza, Marta Evelia Aparicio García, Lourdes Luceño Moreno & Jesús Martín García, *Universidad Complutense Madrid, UCM - Psicología*

The growing incorporation of women into the workplace has led to increase the difficulties in reconciling work and family life. Usually men devote more time on paid work and women to housework. This research aims to determine whether there are differences between men and women regarding the number of hours devoted to paid work and housework by single workers and by married workers with children. In addition, to identify if some of the variables measured by DECORE Questionary, (the psychosocial risks), are able to predict the number of hours devoted to paid work and housework by the total group. The global sample consisted of 260 workers, 53.8% women and 46.2% men, mean age 38.8 years, from different sectors and most being college degrees. The weekly average of paid work hours is 40.74 and housework hours 9.81. The selected group consisted of 121 single workers and 100 married workers with children. The instruments used were the Socio-demographic data sheet and DECORE Questionnaire (Luceño & Martín, 2008) for the assessment of psychosocial risks. The results indicated that single women devote more hours on housework and paid work than men (ns) and that married women with children devote more hours on housework but fewer hours on paid work than men (s). In the total group, we found that the variable COGNITIVE DEMANDS predicts the number of hours devoted to paid work and the variable REWARDS the corresponding to housework. Results matching some studies. We must work to improve this situation in our current time.

"Control at Work -Differences between Men and Women - Relation to other factors"

Carmen Hurtado de Mendoza, Lourdes Luceño Moreno, Marta Evelia Aparicio García & Jesús Martín García, *Universidad Complutense Madrid UCM*

The current social environment into a changing and globalized world, demands a very quick learning according to the fast evolving of the new technologies. It is difficult to have control over the work being done. This research aims to determine if any relationship exists between the CONTROL at work (psychosocial risk measured by DECORE Questionary) and the variable SEX and to determine if the variable CONTROL is predictive of ANXIETY. The global sample consisted of 260 workers, 53.8% women and 46.2% men, mean age 38.8 years, from different

sectors and most being college degrees. The weekly average of paid work hours is 40.74 and housework hours 9.81. The 53.5% are married. Over 80% have had some type of ailment during the last 12 months and over 50% have taken medication in the past two months. Fifty-nine percent practiced physical activities. Fifty-five percent have smoked but only twenty-six percent are currently smokers. Forty-two percent reported feeling stressed or very stressed. The instruments used were the Sociodemographic data sheet and DECORE Questionnaire (Luceño & Martín, 2008) for the assessment of psychosocial risks and the ISRA Questionnaire (Miguel Tobal & Cano Vindel, 1997). The results indicate a significant statistically difference between CONTROL and SEX variable (.001). Women score higher so they perceive to have less control. The CONTROL is the only one of the variables measured with the DECORE Questionnaire which predicts the TOTAL ANXIETY measured with the ISRA Questionnaire. In summary, people with a high perception of little control at work are more sensitive to present anxiety trait. The results are consistent with other research, so we consider it very important to facilitate a higher margin of decision to the worker in his own work.

"The Influence of Work Integrated Learning On the Emotional Intelligence of Therapy Students"

Nigel Gribble, Richard Ladyshewsky & Brenda Scott-Ladd, *Curtin University*

This study is investigating the influence that Australian and international work integrated learning (WIL) placements have on the emotional intelligence (EI) of occupational therapy, physiotherapy and speech pathology students (therapy students). Previous research has shown that an individual's EI can be enhanced through various methods such as training, coaching and life experiences (Clarke, 2009; Dulewicz & Higgs, 2004; Ergur, 2009; Grant, 2007). This study is unique as it will identify the experiences during WIL placements that therapy students perceive to influence their EI capacity. This longitudinal study uses a mixed methods approach using a Quasi-Experimental Embedded Design. The Experimental group includes therapy students who are being tracked over an 18-month period. In the larger study, EI will be measured using the Emotional Quotient Inventory (EQ-i$^{2.0}$) at three points – before (T_1), during (T_2) and after (T_3) WIL placements. Therapy students complete approximately 1000 hours of WIL between T_1 and T_3. The Control group consisted of Business students who do not undertake WIL. This poster presents the data analysis from Phase 1 of the study including baseline EQ-i$^{2.0}$ scores and demographic data at T_1. Means, t-tests and ANOVAs comparing the EI of therapy students (n = 300) to the business students (n = 100) will be presented. We will highlight the EQ-i$^{2.0}$ meta-factors demonstrating the most significant differences between the experimental and control groups. Results showed the significant interactions between EI and the therapy students' course, age, gender and the type of paid employment the students undertake while studying (i.e. health care related work, for example employed in a career, versus non-health care work). The insights gained from this EI research will appeal to those working in the realm of WIL and the health sciences.

"Understanding How Emotional Intelligence and Emotional Creativity Work Together From A Gender Perspective"

Goretti Soroa, Arantxa Gorostiaga, Aitor Aritzeta & Nekane Balluerka, *University of Basque Country (UPV/EHU)*

Whereas Emotional Intelligence (EI) refers to how people handle emotions (Mayer, 2001), Emotional Creativity (EC) refers to the richness of a person´s emotional life (Averill, 1999). Differences between EI and EC concern the cognitive processes involved in the two abilities and the criteria used in their assessment. EI requires convergent thinking and solving emotional problems in order to cope more successfully with negative emotions and maintain or increase positive emotions. In contrast, EC requires a divergent thinking process and generation of appropriate, but also original responses. Research on EC has been scarce and focused on the description of emotion-related creative abilities rather than in clarifying its correlates with other relevant psychosocial processes. Moreover, there is a lack of research focused on examining gender differences in EC. Thus the goal of this study was twofold: (1) to examine the relation between EI and EC, and (2) to observe if such relationships differ between women and men. Participants comprised 1074 students (57% women and 43% men), aged between 18 and 32 (SD= 3.19). To measure EI we used the Spanish version of the *Trait Meta-Mood Scale* (TMMS-24; Fernández-Berrocal, Extremera, & Ramos, 2004). The Spanish reduced version of the *Emotional Creativity Inventory* was used to assess EC (ECI-CR; Soroa et al., *in process*). Moderate correlations were observed between *attention to emotions* (TMMS-24) and the dimensions of ECI-CR (r= .47 and .42). *Emotional clarity* and *emotional repair* (TMMS-24) were positively correlated with *emotional preparedness* (r= .29 and .16), but not with *emotional richness* (ECI-CR). Women scored higher on *attention to emotions* (TMMS-24), as well as on *emotional preparedness* and *emotional richness* (ECI-CR). There were no sex differences in any other dimension. Implications for future research in the relation between EI and EC are discussed from a gender perspective.

"Investigation of an Integrative Model of Emotional Competences: Theoretical and Methodological Challenges"

Rita Seixas, *University of Luxembourg*

The emotional intelligence (EI) research has led to the establishment of two conflicting approaches. On one hand, the *ability* perspective conceives EI as a form of intelligence that should be measured via performance tests (Mayer, Salovey, & Caruso, 2008). On the other, *trait* models argue that EI is a set of personality traits and dispositions measurable via self-reports (Petrides, 2009). This lack of consensus, however, has not impeded either school from reporting some validity evidence supporting their potential as predictors of real-life outcomes (Zeidner, Roberts, & Matthews, 2008). Although their definitions are very different, they are more complementary than contradictory (Van Rooy, & Viswesvaran, 2004). That is to say, to behave in an emotionally competent way one needs to be both *able* and *disposed* to (Mikolajczak, 2009). This calls for a 'time-out' to reflect outside the *Trait-Ability* debate to investigate the plausibility of an integrative approach. The "Three-level model of EI" proposes that emotional competent behavior requires emotion-related: *knowledge* (to know what to do), *abilities* (to be able to do it)

and *dispositions* (propensity to put it into practice) (Mikolajczak, 2009). Our project aims to test this integrative model by embracing Mayer and Salovey (1997) components of EI but intends to go beyond its focus on ability. We propose the investigation of the *recognition*, *understanding*, *use* and *regulation* of emotions at the level of knowledge, ability and dispositions using clear measures for the three levels. Assuming that for example, low regulation of emotions can originate from poor emotional-related knowledge, abilities and/or dispositions allows for clearer conceptual distinctions and interventions that are more effective. Moreover, this poster will discuss methodological challenges for the EI field – e.g., How to distinguish the measurement of real abilities (particularly to regulate emotions) from the measurement of knowledge? How to deal with scoring methods' limits?

"A Review of Age Differences in Emotional Intelligence: Implications for the Study of Aging and Emotional Processing"

Cabello, R. & Fernández-Berrocal, P., *University of Huelva, Spain & University of Málaga, Spain*

Age-related decline in cognitive function (e.g., information processing speed and memory performance) has been well described. However, the most of these investigations have been centered on cognitive topics, but not in another type of intelligence, Emotional Intelligence (EI). The present study reviews age differences in EI, measured as an ability using the "Mayer, Salovey, Caruso Emotional Intelligence Test" (MSCEIT). Specifically, the goal of the current study was to review the previous literature by examining age differences in MSCEIT at two levels. First level, using a total EI score reflecting a general level of EI; and the second level, using four branch scores that assess the four primary abilities of the Mayer and Salovey model: perceiving, facilitating, understanding and managing emotions. Studies analyzing how EI using MSCEIT changes with age have given contradictory results. Some studies have found older individuals to perform significantly better on all branches of the MSCEIT. Still other studies have even found a negative correlation between age and some specific emotional abilities. These findings are discussed in terms of theoretical and methodological implications for the study of aging and emotional processing.

"How is EI Related to Demographic Variables?"

Zorana Jolić Marjanović & Ana Altaras Dimitrijević, *University of Belgrade*

Although the identification of meaningful group differences is considered an important element of the scientific validation of the EI construct, its relation to demographic variables, with the exception of gender and age, was not systematically explored. This study investigated the relationship of both ability and trait EI (abbr. AEI and TEI) with a wider pool of demographics, usually explored in cognitive abilities assessment. Participants were 288 adults (160 males, $M_{age}=40.41$), who completed the *MSCEIT* and *TEIQue,* as measures of the two EIs, and provided information on gender, age, birth order, place of upbringing, education, and occupation. ANOVAs revealed significant differences in ability and trait EI regarding: *birth order* ($F_{AEI}(3, 264)=7.15$, p<.001; $F_{TEI}(3, 273)=6.48$, p<.001), *place of upbringing* ($F_{AEI}(1, 247)=7.26$, p=.008; $F_{TEI}(1, 255)=11.68$, p=.001), *education* ($F_{AEI}(1, 265)=13.57$, p<.001; $F_{TEI}(1, 273)=27.49$,

p<.001), and *occupation* (F_{AEI}(3, 265)=4.87, p=.003; F_{TEI}(3, 275)=7.53, p<.001). Both EI measures favoured: firstborns and secondborns in contrast to those born fourth+, urban compared to rural place of upbringing, university over high-school graduates, and higher occupational groups over semiskilled workers. *Age* differences were significant for TEIQue (F_{TEI}(2, 276)=11.03, p<.001), with the youngest group scoring highest. No significant *gender* differences emerged. With demographics as independents, MRs yielded significant models (F_{AEI}(6, 263)=5.95, p<.001; F_{TEI}(6, 244)=12.63, p<.001), explaining 11% and 22% of MSCEIT and TEIQue variance, respectively. Birth order was the sole significant predictor of ability EI, while education, age, and birth order substantially predicted trait EI. While questioning previous findings on gender and age differences, the current results accentuate the importance of other demographics for understanding ability and trait EI. SES-related group differences established in this study directly oppose the claim, reiterated in popular accounts of the phenomenon, that EI is equally available to all, and prescribe background data analysis when interpreting EI assessment results.

"Fiabilidad y Validez del TMMS-24 en una muestra mexicana: análisis preliminares."

Adriana Vanessa López Tovar, Elizabeth Blum Valenzuela, Nelly Sánchez Garay, Rodrigo E. Elizondo Omaña, Santos Guzmán López & Oralia Barboza Quintana, *Fac. de Medicina U.A.N.L.*

En la literatura consultada no encontramos normas de calificación aplicables a poblaciones de estudiantes universitarios mexicanos, por lo cual este trabajo tiene como principal objetivo estandarizar y validar el TMMS-24 con una población de estudiantes de medicina.

"Estandarización y Validación de la prueba TMMS-24 con estudiantes de Medicina (UANL MX) e implementación de un puntaje global"

Adriana Vanessa López Tovar, Elizabeth Blum Valenzuela, Nelly Sánchez Garay, Rodrigo E. Elizondo Omaña, Santos Guzmán López & Oralia Barboza Quintana*, Fac. de Medicina U.A.N.L.*

En la literatura consultada no encontramos normas de calificación aplicables a poblaciones de estudiantes universitarios mexicanos, por lo cual este trabajo se enfocó a estandarizar y validar el TMMS-24 con una población de estudiantes de medicina.

"The emotional management, communication and leadership style"

Núria Arís Redó. & Mireia Tintoré Espun, *Universitat Internacional de Catalunya (UIC). Barcelona. Spain.*

El objetivo de esta investigación es establecer, desde un punto de vista teórico, la relación entre la gestión emocional, el estilo de comunicación y el estilo de liderazgo.
Se emplea metodología cualitativa y orientada a la comprensión, para describir e interpretar la relación entre dichos conceptos, y su repercusión en el entorno más inmediato. La técnica para la recogida de información consiste en una rigurosa revisión de la literatura científica. Se

pretende comprender las dimensiones objeto de estudio y a partir de ellas establecer las relaciones y vinculaciones más significativas.

Se establece la relación del estilo de liderazgo con el carácter generativo del lenguaje. El lenguaje no sólo describe la realidad, sino que *crea realidades*, es decir ya no es que solo el lenguaje *habla sobre* las cosas sino que *hace que sucedan cosas* (Gergen, 1996). Es decir, *el estilo de comunicación tiene consecuencias*.

Por ello, la naturaleza *ejecutante* del lenguaje (Austin, 1995), es aplicable a la comunicación que asume el líder como un factor determinante en el estilo de liderazgo.

Respecto a los tipos de liderazgo, se sigue el esquema de Burns (1978), Bass 1985) y Leithwood & Jantzi (2005)., se distinguen dos grandes tipos de liderazgo: transaccional, ligado a estilos autoritarios; y transformador, ligado a estilos proactivos y cooperativos.

Se relacionan a nivel teórico los diversos conceptos de manera que un determinado tipo de líder y de subordinado se relacionan de forma directa con un estilo comunicativo, al que refuerzan y del que resultan beneficiados.

Al final, se concluye, que mejorar las habilidades emocionales y comunicativas ha de permitir ser un mejor líder; y un buen liderazgo implica desarrollar mejores maneras de comunicar y gestionar las emociones. En definitiva, a mayor calidad de comunicación, mejor calidad de liderazgo y cultura en la organización.

Todo ello se pone de manifiesto en un esquema de interrelación conceptual

MONDAY SEPTEMBER 9th 2013 (Group B)

"Social-Emotional Competence and Coping in Educational Contexts of Buenos Aires, Argentina"

Garcia Labandal, Livia & Cassullo, Gabriela L., *University of Buenos Aires*

In a globalised world characterized by constant and unexpected changes, the *paradigm* of the traditional university whose objectives are training future professionals, develop potential researchers and increase their commitment towards society, is not enough to cope with the new social and scientific demands of our present time. For new social sceneries, new competences are needed. In the educational context, considering its different levels, most of the strategies and teaching methods used in past and even in recent times, have been stuck in the past and are considered outdated. At present, and as a real expression of new requirements for teaching training, personal and social–emotional competences are being highlighted as significant dimensions involved in the relationship between teachers and students, promoting relevant learning in students. Training future professors in social and emotional competences not only includes formal education, but also their background of learning that plays a significant role in the configuration of professors' profile. The perception of their own emotions helps them balance their way of thinking and behaving in the different contexts where they work as well as planning and solving situations. The objective of this study is to show the assessment of social, .emotional competences, and coping responses among future professors of a Teacher Training National Institute J. V. González, in Buenos Aires, Argentina. With this aim, 200 future professors attending first and last year of their careers, Social and Emotional Competence Scale (ECSE,

Repetto, Lozano, Fernández Berrocal, Extremera, Mudarra y Morales, 2009) and Coping Response Inventory (CRI, Moos y Moos, Argentinean Version, Mikulic, 2007) were administered. Results obtained allow us to compare Social Emotional Competence Intelligence level in each group of participants (1st and 4th year) and to identify significative differences among them (t=-3,81; p < 0,70). Future professors attending 4th year show higher Consciousness (M=3,71; SD=0,97) and higher Empathy (M=3,80; SD=0,6) comparing with 1st year group (M=2,50; SD=0,74; M=4,05; SD=0,4). Significant differences were also found in coping responses scales. 1st year group obtained higher scores in Logical Analysis Scale, (X= 1,8; DS=, 6, t=-,756 *p.000*), whereas Positive Reappraisal (X= 2; DS= 1,2, t=-,875 *p.000*) and Seeking Alternative Rewards (X= 1,6; DS=1,2, t=-1,382 *p.000*) showed higher levels among 4th year group. This shows the importance of taking into consideration competences development in teachers and professors training in order to integrate social and emotional education in the course of their careers.

"Emotional Intelligence Training of Psychology Teachers in the University of Buenos Aires"

Livia Garcia Labandal, *University of Buenos Aires*

Initial teacher training represents a challenge that involves the whole university in the professional development of their trainee teachers. The generation of an inviting environment, of pedagogic discourse and practices encouraging the training of future teachers of Psychology is the aim of the Didactics and Psychology Teaching Practice Course. The university professors accompany future teachers in their first experience in the field of intervention and validate their knowledge, which grants them their certification as a teacher.

The analysis of the complexity of the process involved in the development of knowledge related to the teaching practice is channeled through the notion of teaching competence, as a set of capacities of professional performance, which are contextualized in a particular practice, to foster the development of trainee teachers' self-esteem regarding their competencies. Experience seeks to identify pre-competence stages in their pedagogic, assessment and metacognitive dimensions along with the initial training of the future teacher of Psychology. The methodology used by tutors is the observation of classes and feedback to the teachers-to-be together with portfolios and autobiographies created by the trainee teachers. It contributes to the consolidation of reflective practice in future Psychology teachers as well as to the tutors' better understanding of training processes that take place within the learning community. This learning format facilitates the development of emotional intelligence in that it enables trainee teachers' to perceive their own emotions and those of others, understand them and regulate them. The intervention in the field of training of future teachers in Psychology emphasizes the importance of developing and building "sense" among all actors taking part in the educational situation, the University being a learning space that privileges the process of collaboration and reflective dialogue among peers and with the tutor. All dimensions of the learning process are redefined and rebuilt in the light of a cooperative approach.

"An Investigation into Students' Emotional Intelligence in a High School in Kingston Jamaica"

Rohan Stephen McCalla

The question of whether there is a difference in Emotional Intelligence (EI), based on age and gender continues to capture the attention of many researchers, but the answer remains inconclusive. Hassan, Sulaiman & Ishak (2009) and Mirza & Redzuan (2010) found differences in boys and girls' EI, based on age. Nasir & Masrur (2010) found no significant correlation between students' EI and age; neither any difference between EI and gender. Bar-On (1997) & Goleman (1998) also found that there was no difference in EI between sexes. Chu (2002) however found that males had higher levels of EI than females. Chu's (2002) finding is different from others (Extremera, Fernández-Berrocal & Salovey, 2006 and Mirza & Redzuan, 2010) who found that girls' EI was significantly higher than boys'. While countries such as the United States of America, India, Malaysia and Islamabad have done research in understanding the relationship that exists between students' EI and age and gender, I am yet to find any such research in Jamaica or much in the Caribbean; this points to a gap in the literature. My paper therefore investigates whether there is any significant difference in EI, age and gender among a group of high school students in Kingston Jamaica. I intend to add to the body of literature by establishing whether there are differences or similarities, based on geographic region and culture. I argue that there is no significant difference in students' EI based on age and gender, at this point in their life; neither should there be any difference based on the geographic location. What I do think is that as people move further through the cycle of human development, changes in EI may be recognized. This research should add to the body of knowledge on students' EI, age and gender, based on geographic boundaries.

"Importance of Emotional Intelligence in Educational Settings: Perceptions of Pre-Service Teachers"

Mónica Valverde & Lourdes Rey, *Universidad de Málaga*

The objective of this study is to assess the pre-service teachers training and its perception of importance of emotional intelligence on three key aspects: knowledge, training and role of Emotional Intelligence for teaching. Data collection was conducted over a complementary activity of the educational program of the Teacher's Master of Malaga University in which 226 students completed our ad-hoc questionnaire. For the data analysis procedures were performed descriptive and frequency analysis and means comparisons tests. The results on EI knowledge area show that only 33% of the participants report the concept of emotional intelligence, 71.2% of the pre-service teachers think that emotional intelligence construct has scientific validity and 77.4% of the pre-service teachers believe that these skills can be developed through training and development. Concerning to the training area, 80.1% of the teachers had never received training in this area during their academic careers although 75.7% thought it should be collected as a critical competency in his career. Regarding the value given to IE, over 90% believe that emotional intelligence is very important in communicating with students and claim their future performance would be better if they had emotional intelligence skills. Based on the findings, we conclude that pre-service teachers have received poor training in emotional competencies and

over half of participants do not know the concept of emotional intelligence. However, they consider positively to receive specific training in this area since these skills will have a very important role in their teacher performance, being useful to successfully cope with challenging situations for example when students question the authority of the teacher.

"International Program of the Emotional Intelligence Development"

Elena Khlevnaya & Tatiana Kiseleva, *Department of Economics and Organization of Industrial Production Russian Economic Academy of G.V. Plekhanov, International Center & International Center CTC, Russia*

International Program of the Emotional Intelligence Development International Center CTC (Russia) has conducted research in the field of the emotional intelligence (EI) since 2009. According to the model P. Salovey, J. Mayer, D. Caruso had concerning EI as the ability associated with the processing of emotional information, experts MC CTC have created a unique program for the development of EI. The program is based on the following statement: targeting each of the four components of the EI is an effective means of increasing the overall level of EI. The training program was implemented in the experimental format in 2009 and in 2010, showed high results. The program includes a system of personal registration emotions. The main elements of the system are the desktop application and mobile application. The scientific basis for the creation of the system was a group of emotions described in R. Plutchik's psycho evolution theory and the theory of differential emotions by K. Izard. EI development program are designed for four modules to 30 hours, (120 hours) for 4 months. In addition, each of the exercises primarily focused on the development of one of the branches of the EI, and each module includes exercises designed to develop at least two branches of emotional intelligence. In November 2014, graduates and participants of the programs plan to launch the International Camp of the EI in one of the small islands of Thailand, within which it is possible to conduct master classes and mini - trainings on emotion management, creativity development, harmonization of emotional states, the development of domestic resources, increasing the flexibility and effectiveness of interactions. The main motto of the camp is "speaking different languages - to agree on the language of emotions"! For the international development of this project, we invite for cooperation for partners, volunteers, and investors who are interested in international cooperation.

"Emotional Intelligence for Cancer Health Care Providers"

Wanda Bonet-Gascot, *DRW Life Skills Institute, Orlando, Florida*

More than one third of cancer patients suffer of distress. Distress is described by The National Comprehensive Cancer Network as "an unpleasant emotional experience of a psychological, social and or/ spiritual nature that extends on a continuum from normal feelings of vulnerability, sadness and fears to problems that become disabling, such as depression, anxiety, panic, social isolation and existential and spiritual crisis". Many doctors have come to accept that treating distress will not only improve the quality of life for people living with cancer but will also enhance treatment adherence, fasten recovery times and even lower healthcare costs. The healthcare providers, including massage therapists, working with cancer patients need specific

skills to manage emotions and emotional releases. Emotional Intelligence is the ability to manage emotions effectively, and it is the foundation for an outstanding performance. Objective: This study examines the association between emotional intelligence and cancer healthcare provider's performance, including empathy and compassion. Method: A literature search was undertaken using PUBMED database. Search terms used were "emotional", "intelligence", and "cancer". Results: Based on the literature search emotional intelligence has been included in several medical and oncology nursing programs worldwide in order to improve retention, teamwork and performance. Conclusion: Research associates emotional intelligence in physicians and nurses with performance improvement. Findings suggest that emotional intelligence abilities increase empathy and compassion in cancer health care providers. However, the review illustrates the need of emotional intelligence education for other healthcare providers that manage emotions and witness emotional releases, including oncology massage therapists.

"Cognitive Coping Strategies and Subjective Happiness in a Sample of Spanish Elderly Women"

Lourdes Rey & Natalio Extremera, *Universidad de Málaga*

The aim of this study was to analyze the main strategies of cognitive-emotional regulation uses a sample of Spanish elderly women, and to examine the predictive validity of these strategies on subjective happiness levels. To do this, participants completed the Short Cognitive Emotion Regulation Questionnaire (CERQ) and Happiness Subjective Scale (SHS). The results showed that elderly women used mainly positive regulation strategies. Mainly, the use of planning, positive reappraisal, and perspective taking were reported as most used for our elderly women sample. Furthermore, the results indicate that catastrophizing and positive reappraisal predict higher levels of subjective happiness in our sample. Our findings suggest that the use of positive regulation strategies is associated to better levels of subjective happiness, which could be taken into consideration in future positive psychology intervention programs in this population.

¿Difieren en inteligencia emocional los adolescentes talentosos de aquellos no talentosos?

Nair Floresta Andrade Neta, María de los Dolores Valadez Sierra, Rogelio Zambrano Guzmán & Angel Alberto Valdés Cuervo, *Centro Universitario de Ciencias de la Salud, Universidad de Guadalajara , México & Instituto Tecnológico de Sonora, México*

Se han desarrollado diversos estudios sobre inteligencia emocional con alumnos superdotados y/o talentosos (Mayer y otros, 2001; Chan, 2003; Zeidner y otros, 2005; Lupu, 2012). Sin embargo, a pesar de estos estudios, actualmente no existe un perfil claro sobre la inteligencia emocional de los adolescentes talentosos. Por ello, el presente estudio tuvo la finalidad de conocer si los alumnos talentosos difieren en la inteligencia emocional de aquellos que no son talentosos. Para ello, 363 adolescentes participaron en el estudio, los cuales fueron previamente evaluados con instrumentos de detección de Talento (Matemático, Lingüístico, Social y Tecnológico) desarrollados por el equipo de Pérez (2008) de la Universidad Complutense de Madrid. 94 fueron identificados como talentosos y 269 no. Ambos contestaron el EQ-i: YV de Bar-On y Parquer (2000) que es una medida de autoinforme diseñada para medir el comportamiento emocional y socialmente inteligente en niños y adolescentes de 7 a 18 años de

edad. Dicha escala consta de 60 reactivos que se distribuyen en las siguientes subescalas: Intrapersonal, Interpersonal, Manejo del Estrés y Adaptabilidad. Estas cuatro subescalas conforman la puntuación en Inteligencia Emocional Total (IET), y se contestan en una escala de respuesta tipo Likert de 4 puntos (1 = "nunca me pasa", 4 = "siempre me pasa"). Los resultados indicaron que no había interacción talento y sexo en ninguna de las dimensiones del Bar-On, pero sí se encontraron efectos debido al talento en la dimensión interpersonal, manejo de estrés y en Inteligencia Emocional Total (IET). De igual forma, se observaron efectos debido al sexo para las dimensiones intrapersonal, interpersonal e IET. Por otra parte, se compararon los puntajes obtenidos entre el grupo de talentosos y no talentosos, y los resultados indicaron diferencias significativas en las dimensiones de manejo de estrés y en IET, donde el grupo de talentosos obtuvieron puntuaciones significativamente más elevadas que el grupo de no talentosos. Estos resultados sugieren que los superdotados se perciben con más inteligencia emocional que los niños y adolescentes con un CI promedio son vistos por sí mismos y   por sus padres como psicológicamente equilibrados y sanos.

"Educación Emocional Para Profesores: Una Iniciativa Pionera Del Programa Prodocencia"

Nair Floresta Andrade Neta, Lindomar Coutinho da Silva, Thaíse de Santana Santos & Isabelle Góes Cedraz, *Universidade Estadual de Santa Cruz*

Las investigaciones sobre la emoción y sobre la inteligencia emocional indican la necesidad, pertinencia y relevancia de invertir en programas de educación emocional aplicados a diversos ámbitos, incluido el educativo. En 2010 realizamos una investigación exploratoria para saber qué interés había despertado el constructo de la Inteligencia Emocional en Brasil y constatamos la insipiencia de investigaciones teóricas y aplicadas sobre la IE, en especial en lo referente a la educación. En 2011 concluimos una investigación doctoral que tuvo como objetivo evaluar cómo los profesores en formación percibían la influencia de las emociones y sentimientos en el aula de lengua española. Identificamos la existencia de carencias significativas en lo que atañe a las habilidades emocionales de alumnos y profesores que incidían sobre la calidad de la formación y de las relaciones en el aula de ELE. Esos resultados corroboraron los hallazgos de una investigación anterior, llevada a cabo en 2001, con alumnos, profesores y personal de la escuela básica. En 2011, al amparo de un Programa de Consolidación de las Licenciaturas (PRODOCENCIA), auspiciado por el Gobierno Federal de Brasil, a través de la Institución CAPES, emprendimos una exitosa acción de intervención en la realidad investigada, en forma de minicursos de educación emocional para profesores de español como lengua extranjera en formación inicial y egresados. El objetivo de este poster es presentar los puntos principales de esa acción, así como los positivos resultados alcanzados, destacándose la superación del analfabetismo emocional de los participantes, reconocido por ellos mismos al empezar la experiencia. Nuestro equipo de trabajo se compuso de cuatro participantes, dos profesores de distintos departamentos y áreas de actuación y dos alumnas-becarias de Letras español y el escenario de la experiencia fue la Universidad Estadual de Santa Cruz, ubicada en la ciudad de Ilheus-Ba-Brasil.

"La inteligencia emocional como factor protector del maltrato psicológico en la pareja"

Pablo González, Macarena Blázquez, Elena García-Baamonde, Juan Manuel Moreno, Eloísa Guerrero & José Manuel Pozueco*, Departamento de Psicología. Universidad de Extremadura (España)*

En la actualidad, existen trabajos que sugieren que la capacidad de regular las emociones negativas a través del empleo de las mismas como guía de pensamiento y conducta puede ayudar a evitar o afrontar eficazmente las situaciones de violencia íntima. La presente investigación estudia la relación entre conductas de maltrato psicológico y determinadas competencias emocionales en las relaciones de pareja de jóvenes universitarios/as. Aporta un mayor conocimiento sobre la relación existente entre la violencia psicológica instaurada en la pareja y su vinculación con el repertorio emocional de los individuos que la conforman y analiza la presencia de los diferentes componentes que configuran la interacción coactiva en el sistema conyugal. Participaron 1.080 estudiantes de la Universidad de Extremadura (España) extraídos aleatoriamente con edades comprendidas entre 17 y 23 años. Se diseñó y validó un Cuestionario de Maltrato Psicológico (CMP) configurado por 92 ítems destinados a detectar el riesgo de maltrato psicológico en 7 factores y 23 subfactores, que posibilitó la recogida y posterior análisis de datos. Asimismo, para evaluar la inteligencia emocional empleamos el Inventario de Pensamiento Constructivo (CTI) compuesto por una escala global de pensamiento constructivo/destructivo, 6 escalas principales con las formas básicas de pensamiento constructivo y destructivo; y 15 subescalas. La aplicación de ambos instrumentos se realizó de forma colectiva, en una sesión, en horario de mañana y tarde, durante los cursos académicos 2007/2008 y 2008/2009. El estudio constata la existencia de relaciones entre cada una de las manifestaciones de violencia psicológica consideradas, evidenciando la presencia de conductas de minusvalorización, hostilidad, desapego, coartación, exigencias desmedidas, culpabilización y actitudes manipuladoras en las relaciones de noviazgo de los jóvenes estudiados, y las competencias emocionales examinadas. El desarrollo de la educación emocional se presenta como una alternativa eficaz de prevención de los conflictos facilitadores de conductas violentas en las relaciones de pareja.

"El Poder Predictivo De La Regulación Emocional En La Búsqueda Tenaz De Trabajo"

Mª del Pilar Nieto-Flores, M. Pilar Berrios-Martos & Natalio Extremera-Pacheco, *Universidad de Jaén & Universidad de Málaga*

El presente estudio tuvo como principal objetivo comprobar si los recursos personales como la regulación emocional, la autoeficacia, el optimismo, y la resiliencia influyen en la búsqueda tenaz de trabajo. Para ello, se ha trabajado con una muestra de 196 personas en desempleo (beneficiarias de acciones oficiales de las políticas activas de empleo españolas), de los cuales 107 eran hombres y 89 mujeres (Rango de edad = 18 - 59 años; M = 30.90; SD = 8.07). Los instrumentos utilizados para evaluar las variables objeto de estudio han sido: "Subescala de Manejo Emocional del Mayer, Salovey, Caruso Emotional Intelligence Test" (MSCEIT; Mayer, Salovey y Caruso, 2002; adaptación española de Extremera y Fernández-Berrocal, 2009); "Life Orientation Test" (LOT-R; Scheier, Carver y Bridges, 1994; adaptación española de Otero, Luengo, Romero, Gómez, y Castro, 1998); "Brief Resilient Coping Scale" (BRCS; Sinclair y

Wallston, 2004; Adaptación española de Limonero, Tomás-Sábado, Fernández-Castro, Aradilla, Vinyes, Gómez-Romero, Sinclair y Wallston, 2010); "General Self-Efficacy Scale" (Schwarzer, Bäßler, Kwiatek, Schröder y Zhang, 1997; adaptación española de Bäßler y Schwarzer, 1996); "The Assertive Job-Hunting Survey" (Becker, 1980).

Una vez controlados el sexo, la edad y la duración del desempleo, los resultados obtenidos indican que la regulación emocional y la autoeficacia percibida explican el 7% y el 6,6% de la varianza de la búsqueda tenaz de trabajo respectivamente, mientras que el resto de las variables no muestran ningún poder predictivo. Se discuten estos resultados y se plantean algunas sugerencias para futuras investigaciones.

TUESDAY SEPTEMBER 10th 2013 (Group C)

"Feeling Creative, Thinking Creatively, Being Creative": An Empirical Study Of The Affective-Cognitive Styles On Creative Performances

Goretti Soroa, Aitor Aritzeta, Nekane Balluerka & Arantxa Gorostiaga, *University of Basque Country (UPV/EHU)*

Increasing evidence suggests that emotions affect cognitive processes such as creative thinking. The dual pathway to creativity model argues that creativity (the generation of original and appropriate ideas or products) is a function of cognitive flexibility and cognitive persistence, and that dispositional or situational variables may influence creative performance either through their effects on flexibility, on persistence, or both (Nijstad, De Dreu, Rietzschel, & Baas, 2010). We conducted a study to test this model and to explore the relation of different affective-cognitive styles and reasoning preferences with young people´s creative performance. Participants comprised 711 university and vocational training students (53.6% women and 46.4% men), aged between 18 and 32 (M= 21.75; SD= 3.48). We used a correlational design with measures of three variables: (1) affective styles (pleasant or unpleasant) during cognitive processes (divergent or convergent thinking) (E-DIKO test; Soroa et al., in process); (2) preference for analogical reasoning or analytical reasoning (Qreategias, Alfonso, 2000; ENC, Falces et al., 2001); and (3) emotionally creative performance (cognitive flexibility and originality) (Emotional Consequences Test; Averill, 1999). Results revealed moderate correlations between cognitive flexibility and these three affective-cognitive styles: divergent-pleasant, convergent-pleasant and convergent-unpleasant (rs among .26 and .37). Cognitive originality was correlated with divergent-pleasant style and with preference for analogical reasoning. As expected, originality was not related to dimensions that include unpleasant moods or analytical reasoning. The work discusses how pleasant styles and preference for analogical reasoning are related to cognitive flexibility, while unpleasant styles and preference for analytical reasoning are associated with cognitive persistence. Implications for theory and practice are discussed.

"Emotional Awareness and Social Functioning in Adolescence"

H. Claire Rowsell, Joseph Ciarrochi, Frank Deane & Patrick Heaven, *University of Wollongong, Australia, University of Western Sydney, Australia & Australian Catholic University, North Sydney, Australia*

Emotional awareness is the ability to identify, label and describe one's emotions, and is a key component of emotional intelligence. Even though emotional awareness is assumed essential for establishing supportive personal relationships, there has been limited longitudinal research assessing the extent that awareness is an antecedent to the development of social functioning, particularly during adolescence. Two studies were conducted to assess the relationship between emotional awareness and social functioning during this developmental phase. Study 1 explored the association between emotional awareness and friendship. Students from five Australian high schools completed a subjective measure of emotional awareness from Grade 8 through Grade 12 and an objective measure of friendship in Grade 12. Results indicate that emotional awareness in early adolescence is predictive of friendships for females in late adolescence. Specifically, girls starting out with low emotional awareness in Grade 8 tended to have fewer female friendships and more male friendships. There were no effects for males. Study 2 investigated the relationship between the development of emotional awareness and social support over a three-year period (Grades 9-12). Students completed yearly self-report measures of emotional awareness and the quantity and quality of social support. Cross-lagged structural equation modeling was used to assess the extent to which emotional awareness is an antecedent to changes in social support, a consequence of changes in social support or, both representing a reciprocal influence model. We found evidence for the reciprocal influence model, indicating that awareness led to higher quality social support and higher quality support led to greater awareness. We discuss the implications of these studies for intervention research and overall well-being.

"Emotional Intelligence Predicts Happiness beyond Personality in Middle Adults"

Cabello, R. & Fernández-Berrocal, P., *University of Huelva, Spain & University of Málaga, Spain*

This study examined the capacity of Emotional Intelligence to predict happiness in middle-aged adults. The participants were 320 Spanish adults with an age range of 30-59. This community sample responded to self-report measures of Big Five personality traits (*the Big Five Inventory-44*) and happiness (*the Subjective Happiness Scale)*. To assess EI we used an ability emotional intelligence measure (*Mayer, Salovey, Caruso Emotional Intelligence Test*; MSCEIT). Results indicated a positive relationship between some dimensions of MSCEIT and happiness. Exploratory hierarchical multiple regression analyses showed that MSCEIT dimensions explained part of variance of happiness when controlling for the Big Five and sociodemographic variables. This results suggesting that several dimensions of EI are important to be happy, beyond of Big Five personality traits and sociodemographic variables. These findings are discussed in terms of theoretical and methodological implications for the study of well-being and the incremental value of emotional intelligence on happiness in middle adulthood.

"Dysfunctional Attitudes, Well-Being and Burnout Syndrome In Non-University Teachers"

Pablo González, Rosa Gómez, Ana Caballero, Juan Jesús Castaño & Joan Bustamante, *Universidad de Extremadura, España*

The aim of this descriptive work is to evaluate the burnout syndrome, mental health, well-being and dysfunctional attitudes, as well as to identify the predictors of the syndrome. The sample consisted of 152 non-university teachers. Data were collected using the inventory of burnout of Maslach and Jackson (1981), the abbreviated version of the overall health scale from Goldberg and William (1972), and the scale of dysfunctional attitudes from Weissman and Beck (1978), Burns' version (1980). Our results show that the sample has a medium grade of burnout, with a 40.8% suffering mental health problems. Among their dysfunctional attitudes, implementation and perfectionism are highlighted. Regression analyses confirm that years of teaching experience, level of satisfaction, initial expectations and perceived stress are predictors of the syndrome. Mental health explains the 20.4% of the variance of depersonalization, the 30.5% of the fatigue and 20.4% of the performance. For dysfunctional attitudes, perfectionism explains the 14.2% and the 14.7% of the variance of depersonalization and emotional fatigue, respectively. Only the 9.7% of the variance of the conduct is explained by the omnipotence.

"Perceived Stress, Working Conditions And Well-Being In Non-University Teachers"

Pablo González, Eloísa Guerrero, Juan Manuel Moreno, Macarena Blázquez & Elena García-Baamonde, *Universidad de Extremadura, España*

The objective of this work is to evaluate the psychosocial conditions and factors affecting non-university teachers, identifying the sources of job stress, perceived stress level, well-being and potential risk of psychiatric disorders, as well as their possible relationships. A transversal study was made through survey of 550 non-university teachers of Extremadura (Spain), with an average age of 41 years, from various schools representative of the Autonomous Community of Extremadura and covering all stages of education. Information was obtained from sources of stress, psychosocial factors, perceived stress level and risk of psychiatric disorders by means of various validated instruments of evaluation. The main psychosocial factors correspond to the different demands that teachers are exposed to and the sources of stress that most affect them are the lack of discipline and respect on the part of their pupils, and of cooperation on the part of the families. The 46.8% present a mean level of stress, and the 36.9% are cases of probable risk of psychopathology. We observed a significant association between perceived stress and the risk of suffering psychiatric disorders. The psychosocial factors, sources of stress, and perceived stress pose a threat to the mental health of teachers and to the quality of the service they provide to pupils and society. The greater the level of perceived stress is, the more vulnerable they are to suffering mental disorders. A program of psychological intervention can reduce stressor impact, and improve teachers' management of stress and general health."

"No Future For Me: The Trait EI Profile Of Juvenile Offenders"

Sonja Milojević, Ana Altaras Dimitrijević & Zorana Jolić Marjanović, *University of Belgrade*

It is commonly reported that EI is positively related to maintaining one's physical/mental health and good interpersonal relationships, and that low-EI individuals are at risk for various maladaptive and harmful behaviors – the lists of which tend to include juvenile delinquency. In this study, we sought to establish whether juvenile offenders are indeed lower on trait EI compared to their peers from the nonclinical population. Study participants were 45 juvenile offenders (all male, M_{age}=16.44) and 54 adolescents from the general population (all male, M_{age}=14.24). The two groups equaled with respect to years of schooling. All participants completed the Serbian translation of the TEIQue-AF, a 153-item self-report measure yielding a global trait EI score and scores on four factors: Well-being, Self-control, Emotionality, and Sociability. The results of an ANOVA indicate that the delinquent group scores significantly lower on global trait EI ($F_{(1, 97)}$=13.96, p<.001), and on three out of four factors: Well-being ($F_{(1, 97)}$=22.40, p<.001), Emotionality ($F_{(1, 97)}$=12.30, p=.001), and Self-control ($F_{(1, 97)}$=5.12, p=.026). A discriminant analysis with the four factors as independents yields a significant function (eigenvalue=.33, canonical correlation=.50, Wilks' λ=.75, χ^2=27.05, p<.001), most saturated by Well-being (.84) and Emotionality (.62). According to *a posteriori* classification results, 73.3% of participants would be classified into their respective groups based on TEIQue-AF factor scores. In sum, juvenile offenders can be differentiated from the nonclinical adolescent population based on their trait EI profile, characterized particularly by low Well-being and Emotionality. The delinquents are less efficient in perceiving and expressing emotions, and more likely to have a gloomy vision of their present and future. Although generally lower on EI, juvenile offenders do not perceive themselves as less sociable, probably because experience has proved them able to act assertively and influence other's feelings – even if in a maladaptive and destructive way.

"Socio-Emotional Intelligence And Resilience In Mexican Adolescents"

Norma Alicia Ruvalcaba Romero, Julia Gallegos Guajardo & Diana Rocío Villegas Guinea, *Universidad de Guadalajara* & *Universidad de Monterrey*

All human beings possess a series of inner resources that they use or could potentially use to perform better in different aspects their life. One of these inner resources is emotional intelligence, and its role could be involved in resilience. The purpose of this study is to explore the relationship between socio-emotional intelligence and resilience in Mexican adolescents. Participants were 840 adolescents ages 12 to 17 that lived in the metropolitan zone of Guadalajara, Mexico. The measures were the Resilience Scale for Adolescents (READ) and the Bar-On Inventory of Social and Emotional Competencies (EQ-i YV). The READ evaluates personal competence, social competence, structured style, family cohesion and social resources, and the EQ-i YV evaluates intrapersonal and interpersonal competences, stress management, adaptability, and general mood state. Relationships found between all the variables were statistically significant. In the same way, regression analysis using the total score of the resilience scale and the factors from the utilized models, showed a predictive validity in most of the social and emotional competences. It is important to note the strong influence that mood state

and socio-emotional competences have in each of the factors involved in resilience. Socio-emotional competence constitutes an important predictor in the development of resilience in adolescents. Therefore, the implementation of socio-emotional programs is crucial to strengthen adolescents' psychological well-being, particularly at a time where a context of social violence is more likely to influence an adolescents' mental health. The increase of social and emotional competences in adolescents could also facilitate the restructuring of the community support.

"Does Emotional Intelligence Play A Role In Psychosocial Adjustment Of Adolescent Immigrants Of Second Generation?"

Antonella D'Amico, Jhony Jalier Mejia Diaz & Antonella D'Amico, *Università degli Studi di Palermo*

The study is aimed at exploring if individuals' levels of EI in adolescent immigrants of second generation are related to different indicators of psychosocial adjustment, such as individual well-being, social relationships with peers, scholastic performance and motivation.
To this aim, a group of 307 adolescents aged 10-18 years, 237 autochthonous (153 females, 84 males) and 70 immigrants of second generation (39 females, 31 males); attending two secondary schools in Palermo, Italy, were involved in the research. EI was measured using a recently published Italian test IE-ACCME (D'Amico, 2013) addressed to preadolescents and adolescents and aimed at measuring the four branches of emotional intelligence described in Mayer & Salovey's model (1997) using both self-report and performance measures. Psychological well-being was measured using the scale by Ryff (PWBS; Italian version by Ruini, 2003), and Moreno's sociogram (1980) was used in order to explore social relationships among adolescents belonging to the same school classes. Moreover, students' teachers were requested to evaluate both scholastic performance and motivated behavior at school. Since most of the tests presented to students are based on reading complex sentences or passages in Italian language, a control measure of reading comprehension of Italian as a second language was also administered (developed by the center for foreign students of the University of Siena, Italy). We expect to find a linear relationship, in all the adolescents involved in the study, among levels of EI and many of the indicators of psychosocial adjustment considered in the study. Moreover, we expect that these relationships are stronger in immigrant of second generation and that, particularly for newly arrived immigrants, emotional intelligence may represent a key factor for adjustment to the new culture. Results of the study will be reported.

"Effects of Trait Emotional Intelligence on Regulation of Ostracized Others' Retaliation"

Yuki Nozaki & Masuo Koyasu, *Graduate School of Education, Kyoto University & Japan Society for the Promotion of Science*

This study investigated how people with high trait emotional intelligence (EI) interacted with ostracized others attempting retaliation. Eighty participants played Cyberball and a "recommendation game", a variation of the ultimatum game, with three other players who were in fact virtual and controlled by a computer. During Cyberball, the other two players in an ostracism condition ostracized participants and one other player, whereas no ostracism occurred in an inclusion condition. Following Cyberball, they played the recommendation game. We set

the following situation to assess how participants interacted with others attempting retaliation. In this session, a participant was assigned to a recommender. Next, a proposer, who was an excluder in the ostracism condition, made a fair offer to a responder. If the responder accepted this offer, the responder and proposer could receive points in accordance with the offer. If the responder rejected the offer, no players received anything. Next, the responder, who was the other ostracized person, selected "reject" to this offer. Receiving the responder's choice, the recommenders suggested whether the responder should accept or reject the offer. If the participant recommended the responder should accept the offer, this behavior would make the responder realized that inhibiting retaliation was more rational for increasing his/her points. The results revealed that people with higher interpersonal EI were more likely to recommend the ostracized other should inhibit retaliation when they have a weaker intention to retaliate ($B = 0.16$, $p = .04$). However, they were more likely to recommend the ostracized other should retaliate when they have a stronger intention to retaliate ($B = -0.307$, $p = .007$). These results suggest people with high interpersonal EI regulate others' emotions based on their own goals. Contrary to the general view, trait EI is not necessarily associated with prosociality but facilitates interpersonal behaviors for achieving goals.

"Inteligencia emocional y percepción de felicidad alta, media y baja en una muestra de adolescentes"

Guerra Bustamante, Joan, León del Barco, Benito & Guerrero Barona, Eloisa

El principal objetivo de la presente investigación ha sido estudiar en un grupo de adolescentes qué factores de la inteligencia emocional predicen y cuantifican mejor las diferencias entre tres grupos de
felicidad: alta, media y baja. La muestra se compone de 915 sujetos de España y Argentina, cuyas edades están comprendidas entre los 12 y los 17 años. Los instrumentos de evaluación utilizados han sido el TMMS-24 *(Atención, Claridad y Reparación)* y el Cuestionario de Felicidad de Oxford. La comprobación de la hipótesis se ha realizado mediante un análisis discriminante, en nuestro caso tenemos como variables independientes y predictoras los tres factores del TMMS-24 y como variables dependientes los diferentes grupos de Felicidad. Los resultados de nuestra investigación revelan que las puntuaciones altas en reparación y claridad predicen la alta felicidad y las puntuaciones bajas en reparación y claridad predicen la baja felicidad. Es decir, la comprender y regular las emociones se relaciona con ser una persona feliz. Por tanto concluimos que los adolescentes con una mayor claridad en la discriminación de sus emociones y con una mayor reparación emocional son más felices.

"Estudio intercultural sobre inteligencia emocional en adolescentes de España y argentina"

Guerra Bustamante, Joan, León del Barco, Benito & Guerrero Barona, Eloisa

Este trabajo presenta una investigación de carácter intercultural en la que nos hemos adentrado en las diferencias en inteligencia emocional debidas al país de origen. La muestra se compone de 915 sujetos, cuyas edades están comprendidas entre los 12 y los 17 años. El 69 % de participantes son españoles y el 31 % argentinos, siendo un 45,4 % mujeres y un 54,6% varones. El instrumento de evaluación utilizado ha sido el TMMS-24 *(Atención, Claridad y Reparación)*.

Este instrumento ha sido utilizado en otras investigaciones acerca de la inteligencia emocional transcultural. Así, Fernández-Berrocal, Salovey, Vera, Ramos y Extremera (2001), encontraron diferencias en inteligencia emocional, en estudiantes universitarios, según el país. En este estudio los participantes de Chile y Estados Unidos sólo presentaban diferencias en el factor *Atención* (mayor en los participantes de Estados Unidos), sin embargo, los estudiantes españoles presentaban puntuaciones más bajas en los tres factores del TMMS-24. El presente estudio, se trata de un diseño no experimental ya que no incluye manipulación de variables. Tras aplicar la prueba Kolmogorov-Smirnov y U de Mann-Whitney, se encuentran resultados que sugieren la existencia de diferencias interculturales en inteligencia emocional según el país. Los adolescentes españoles y argentinos presentan resultados similares en los factores *Atención* y *Claridad* del TMMS-24, sin embargo en el factor *Reparación* los participantes argentinos muestran puntuaciones mayores que los participantes españoles.

"Inteligencia emocional y Mindfulness en una muestra de estudiantes adolescents"

Luna Lunera Cascabelera, León del Barco, Benito, Guerra Bustamante, Joan, Polo del Río, Mª Isabel & García Martín, Almudena, *Universidad de Extremadura*

La atención plena es un estado que nos permite vivir el aquí y el ahora, se trata de que la persona se concentre en su presente activamente. Consiste en darnos cuenta de forma contemplativa de nuestros sentimientos, acciones y pensamientos sin hacer valoraciones. La atención plena incrementa la claridad de nuestros sentimientos y emociones, por eso creemos que el desarrollo de la atención plena en el ámbito escolar puede ser primordial para el aprendizaje del alumno y para su desarrollo afectivo y emocional.

En este trabajo pretendemos encontrar relaciones significativas entre atención plena e inteligencia emocional con una muestra de 344 alumnos de entre 14 y 16 años de edad (1º y 2º ESO). Hemos utilizado para evaluar la inteligencia emocional medidas de autoinforme, concretamente el TMMS-24 (Trait Meta Mood Scale) y para la atención plena hemos diseñado un instrumento al que hemos denominado "Escala de Atención Plena". Nuestros resultados ponen de manifiesto la existencia de relaciones significativas entre ambas variables, verificando las relaciones entre atención y emoción.