



Professional reconversion to ensure a better professional future

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Chapter 6 Emotional intelligence



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Introduction

At the beginning of the 20th century, most psychologists agreed that intelligence was purely cognitive, i.e. that it was a set of mental processes linked to the mobilisation of knowledge such as memory, language, learning, reasoning, problem solving, etc.

From this idea, which ultimately reduces human intelligence to IQ alone, numerous psychometric tests (IQ tests) have appeared that aim to provide a quantitative and standardised evaluation of human intelligence. Noting the limits of these tests in predicting results in the professional field and in everyday life, social and emotional factors were gradually added as complements to the IQ, reconnecting it to the person's interiority and offering another way of understanding his or her differentiation.

It was in the 1990s that two American psychologists from Yale University, Peter Salovey and John D. Mayer introduced the concept of EI into their research work.

Their first definition of EI was "a form of intelligence that involves the ability to control one's own and others' feelings and emotions, to distinguish between them, and to use this information to guide one's thoughts and actions.

A second, more widely accepted and used definition was later proposed: "EI refers to the ability to perceive and express emotions, to integrate them to facilitate thinking, to understand and reason with emotions, and to regulate emotions in oneself and in others".

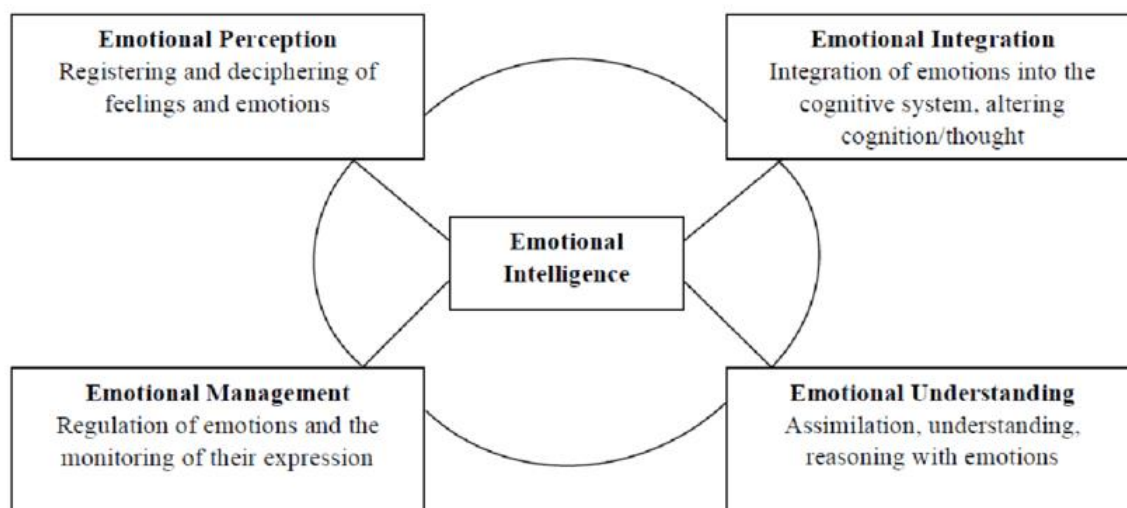


Figure: Emotional Intelligence Mental Ability Model (Salovey and Mayer, 2008)

Subsequently, several other psychologists and specialists completed the concept and popularised the concept, as Daniel Goleman, a psychologist and journalist, who built a model combining the notions of ability and mental capacities of Salovey and Mayer with personality traits (kind, warm, sympathetic character, etc.) contributing to performance, notably in management.

Other mixed models will continue to appear introducing the notions of emotional quotient as a tool for measuring this form of intelligence (Bar-On and Goleman), developing the link between emotions and human needs to be satisfied or adding the dimension of non-violent communication and the expression of one's emotions in a positive way...

Today, emotional intelligence has become an essential skill in daily life as well as in the professional world: stress management, conflict management, empathy, are human qualities that stem from emotional intelligence. In the following the stakes, the importance and the necessity to train today in emotional intelligence.

Learning Objectives

- Understanding what is emotional intelligence
- Understanding how emotions work (the 6 emotions, emotional mechanisms, the impact on relationships and performance)
- Improving the quality of relationships; transform emotions into a lever for progress and performance
- Developing one's emotional intelligence in an autonomous way by using adapted tools

6.1. What is emotional intelligence?

6.1.1. Definition

Emotional intelligence can be defined as the ability to perceive the emotional phenomena that run through others and us in order to adapt our behaviour. It therefore refers to the ability to recognise, understand and control one's own emotions and to deal with those of others.

6.1.2. Characteristics

In concrete terms, emotional intelligence comprises four dimensions.

Two dimensions about oneself :

- Self-Awareness : Understanding our emotions
- Self-Management : Regulating our emotions

Two dimensions about others:

- Social Awareness : Understanding the emotions of others
- Relationship Management : Regulating emotions in relationships

	SELF	OTHERS
AWARENESS	Self-Awareness Awareness of own values and emotions and how they impact our performance	Social Awareness Tuning in to others' emotional states and concerns; having empathy
ACTIONS	Self-Management - Keeping focused when things are tough - Regulating our emotions and ensuring own responses are under control - Providing a positive role model to others	Relationship Management - Effectiveness in our interactions and influencing others - Reinforce purpose and contribution - Motivate teams and individuals to work together - Improve system performance

Source: [Emotional Intelligence | theCompleteMedic](#)

- Understand your own emotions. Being able to perceive them, identify them and distinguish them from the events that triggered them. Recognising the feelings generated by these emotions is also an integral part of the process of understanding emotions.
- Know how to influence and tame your emotions. Being able to accept and welcome them, and not deny or repress them. Understand, with reason and hindsight, the messages they send us so that we can return to emotional balance. No longer see them as enemies, but as allies.
- Understand the emotions of others. Identify and understand the feelings of others. Learn to detect their emotions and moods based on the signals they can send us (perception of non-verbal language, for example). Working on active listening and empathy helps to develop this ability.
- Learn to welcome other people's emotions in a positive and caring way. Act by helping the other person to realise what they are feeling or to understand the factors that triggered this emotion.

The Goleman model develops a list of 25 underlying skills linked to 5 main skills induced by emotional intelligence:

- **Self-awareness:** Emotional awareness, accurate self-evaluation, self-confidence.
- **Self-control:** Self-control, reliability, conscientiousness, adaptability, innovation.
- **Motivation:** The demand for perfection, commitment, initiative, optimism.
- **Empathy:** Understanding others, passion for service, enriching others, exploiting diversity, political sensitivity.
- **Social skills:** Influence, communication, mediation, leadership, change management, relationship building, collaboration and cooperation, team building.

“Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships”. Dan Goleman (1995)

6.1.3. Values

It is easy to understand what the development of this type of competences can bring. To begin with, the return to oneself through self-analysis and then work on self-regulation brings better self-knowledge, which strengthens self-confidence and allows for greater openness and attention to one's environment. The individual who knows how to manage his or her potential internal conflicts in a fluid way gains in availability. Thus, more attentive to the outside world, the individual will be able to progress in this type of competence through the other, develop his listening skills, his empathy and his ability to resolve conflicts.

Having already learned to carry out this approach internally, he or she will be able to deploy the same actions in professional and daily relational situations.

6.1.4. The Importance of this competence in modern life

Emotional skills are increasingly considered indispensable for the proper functioning of a team.

In Ilios Kotsou's book "Emotional Intelligence and Management", we find a synthesis of research on the effects of EI in the functioning of organisations. Referring to 26 studies, he shows the positive effect that the development of EI has on, among other things:

- the performance of salespeople,
- the effects on a positive organisational climate,
- the link between the EI of managers and the level of salary,
- the effectiveness of leadership,
- the effectiveness of recruitment as highlighted above, resistance to stress, physical and mental quality and the effects of quality of life at work

The following five emotional competencies are considered to be key components of emotional intelligence:

- self-awareness
- self-regulation
- motivation
- empathy
- social skills.

People with these skills tend to have integrity and resilience, be honest, have high levels of commitment, can influence without positional authority and show positive emotional energy.



Image by [Cognitive Institute](#)

The importance of emotional intelligence in the workplace should not be underestimated. It has a positive impact on employees' careers at all levels, whether in terms of communication, productivity or leadership.

What's more, as companies become increasingly globalised, emotional intelligence becomes even more essential: multicultural teams need to be able to understand each other effectively, express their thoughts and opinions, and take account of each other's differences.

Similarly, employees must adapt to increasingly complex interactions with customers, colleagues and associates from all over the world. Thus, the emotional ability to empathise, interact and work with people from different social groups enhances corporate performance and effectiveness in these cross-cultural situations.

6.2. Teaching approaches

6.2.1. Challenges / Barriers

For several decades now, our society has been undergoing profound professional, personal and social changes. The COVID pandemic that the world has experienced has led to an acceleration of this profound change on many levels. We have entered a world where loss of bearings and anxiety about an uncertain tomorrow destabilise humans, and where the release of fears, collaboration, openness and cooperation are key issues. Our collective challenges, be they social, professional, economic, cultural, environmental, etc., depend in large part on our emotional maturity.

This emotional maturity must be discovered, rediscovered and developed. In short, it must be learned.

It is important to point out that traditional companies have long set aside emotions. Thirty years ago, and even today, expressing emotions in business would have been unthinkable. Instead, it is accepted to express positive feelings such as joy or enthusiasm to a certain extent.

With Covid-19 and the uncertainties it has generated, it is common to feel anxiety, fear, anger and frustration over an unjustified refusal, for example.

These emotions are natural and need to be expressed in order not to create a blocking situation, misunderstandings and sometimes even a departure from the company and complications to get back on track professionally. The fact is that emotions can also, as we have seen, be a real asset for companies. Here, the challenge is to learn to recognise one's emotions, understand them and analyse them in order to be able to manage them so that they finally find their place in the professional context without impacting us.

Taking into account illiteracy (situation of a person who has benefited from learning but who has not acquired - or who has lost - mastery of reading and writing, due in particular to learning that is too fragile) and illectronism (difficulty, or even inability, to use digital devices and IT tools due to a lack or total absence of knowledge about how they work) must be an important part of the design of learning content and in the reflection on the use of this or that type of educational means to be put in place. The use of images, simple words and adapted digital tools (tablets, smartphone applications are now more widely used than computers) can be solutions for developing skills that may be lacking in addition to those targeted.

6.2.2. The role of the educator

The educator must implement a genuine emotional education. They must teach participants to recognise and welcome their emotions without restricting them, and then to express them in a nuanced way, taking into account the person they are talking to in order to avoid provoking a negative reaction. The educator must guide the participants on the path to this intimate knowledge and give them all the keys to progress and develop their emotional intelligence.

Addressing the emotional terrain can be complex depending on the personalities and liabilities of the participants. The educator must be careful not to turn the learning process into a negative experience. He must be reassuring, set the framework and objectives, create cohesion and benevolence in the group. The use of games can be very interesting to desacralize a subject that may sometimes be sensitive for the participants.

The educator could be trained in the use of the Emotional Quotient Diagnostic Tool (EQ-i).

The Emotional Quotient Inventory 2.0 (EQ-i 2.0®) gives a snapshot of an individual's level of emotional intelligence (EI) using one total score, five composite scores and specific subscale scores as per demonstrated by the EQ-i 2.0® Model based on the Bar-On EQ-i® model by Reuven Bar-On.

The EQ-i Emotional Quotient Inventory is based on emotional intelligence, which is a set of emotional and interpersonal skills that influence what we can perceive and express. It is a psychometric test comprising 135 questions. The results are compared with a defined nominative sample. The EQ-i measures the ability to succeed professionally through [15 skills linked to 5 areas](#).

6.2.3. Characteristics of a class

A group of about ten people can be sufficient for this type of training. Too large a number could hinder equitable participation. The trainer should create an atmosphere of kindness and respect in the class, as emotions are an intimate and sometimes fragile aspect for certain individuals. The objectives must be clear, and emphasis should be placed on practice and the participation of all participants, so they can realise the real benefits of emotional intelligence. Exchanges and debates will be important here; it is through oral expression that participants can also understand the workings of their own emotions and those of others.

The training can be conducted asynchronously, but in-person interaction will be prioritised (emotions are conveyed through body language above all).

6.2.4. Assessment

Questionnaire / knowledge quiz (in mirror) at the beginning and at the end of the training to evaluate the representations of the participants and to evaluate the knowledge acquired and to identify areas for improvement.

Examples:

- What are the 4 key elements of emotional intelligence?
- Do you think the development of emotional intelligence could be useful to you in a professional environment? Please explain
- When and how do you plan to apply what was discussed during the workshop?
- Do you now have a better understanding of emotions, both in yourself and in others?

Other ideas:

- EQ-i test to perform an Emotional Quotient Assessment
- Self-assessment/observation grid with the possibility of levelling the mastery of the skill.
- Before the training: audit of needs and level either by interview or by positioning test
- At the end of the training: evaluation of the understanding and assimilation of knowledge and know-how by the educator (different evaluation methods: oral questioning, practical exercises, tests, MCQ)

6.3. Good practices/applications in adult education

Emotional intelligence should be presented as much more than a set of approaches and strategies to identify and better manage our own emotions. It is about acquiring an authentic emotional awareness with which to build solid and respectful relationships, the key to security, success and production.

Let us remember that the world of work is tending more and more towards automation. More and more tasks are and will be performed by robotic systems. Many experts show that in the future, technical knowledge will no longer be valued, but personal skills will be put forward.

On a CV, soft skills must and will soon have to be considered as essential in the recruitment process and in the valorisation of the worker. In training, the emphasis must be on the fact that the development of this EI in an individual is a foundation that leads to other underlying skills. As we have seen above with Goleman's model, EI, when conscious and used, ensures greater self-confidence, initiative, develops communication, etc. EI is indispensable for the proper functioning of our cognitive faculties such as learning, concentration, memory, reasoning, decision-making, but also the ability to adapt.

It is obvious that these human skills are crucial in all kinds of practical situations:

- Loss of employment, return to employment.
- Choice of retraining, training, decision making.
- Rapid adaptation to a new job, a change of environment.
- Offering a new vision of the professional world potentially truncated by an unclarified regulation of its emotional field.

EI can be applied to management techniques and conflict management. It can also be used to improve the performance of an employee or a collaborative group. It can also be used to develop learning and retention skills in corporate training. By using EI, the manager can anticipate and diffuse difficult situations. By recognising the emotional reactions of their employees, they feel recognised and listened to and can then accept certain constraints and difficulties. The ability to manage stress is also induced by EI. From the job interview to the pressure of numbers and the boss in the company, we can see the importance of mastering this skill.

Resources

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