

# ICEI 2017

## 6th International Congress on Emotional Intelligence

PORTO

A stylized illustration of a bridge over water, with mountains in the background. The bridge is a truss bridge with multiple arches. The water is represented by a dark blue band. The mountains are in the background, with a bird flying in the sky above them. The entire scene is rendered in shades of blue and cyan.

PAPERS  
ABSTRACTS

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## Applications to Creative Arts & Neuroscience and Cognition

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**Friday 21 July | 16:00 - 17:30 | Room: 247 | Moderator: María José Gutiérrez-Cobo**

13208 | Emotional Intelligence and hot and cool cognitive control ability (Neuroscience & cognition )

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Emotional intelligence (EI) is the ability to perceive, use, understand, and regulate emotions. The EI construct has been organized following three main approaches: the performance-based ability model, the self-report mixed model, and the self-report ability model. EI appears to be beneficial to the performance of “hot” (i.e., emotionally laden) cognitive tasks when using performance-based ability models but not when using self-report EI models. The aim of the present study is to analyze the relationship between the three models of EI and cognitive control ability during the performance of hot and “cool” (i.e., non-emotionally laden) “go/no-go” tasks. 187 undergraduate students participated in the experimental design. They completed the three EI tests of interest as well as go/no-go tasks; the stimuli used for the hot and cool cognitive task were faces and geometric figures, respectively. Results show that individuals with higher EI, measured through the performance-based ability test, perform better on a hot cognitive control task. Specifically, we provide evidence for negative associations between the “managing” branch of EI measured through the performance-based ability test of EI and the cognitive control index of the hot go/no-go task; when using the self-report EI instruments, no consistent findings were achieved. The study found no such results with the cool task. Findings in terms of the validity and different implications of the different EI models are discussed.

## 13237 | Applying Emotional Intelligence to facilitate creativity in composing contemporary classical music

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“Art and emotional intelligence have a mutual influence. Engaging in art is an effective way to develop emotional skills as well as experiencing the aesthetics of art requires a certain awareness of emotions”, as mentioned in the Emotional Intelligence Renaissance Manifesto, signed by Prof. Peter Salovey and Dr. Laura Artusio in June 2016 in Florence. Maestro Andrea Portera, an Italian professor and composer of contemporary classical music who authored more than 140 opera, is the first artist who embraced the Manifesto, with the goal to facilitate the personal and professional growth of his students and the innovation in the artistic-creative process, elevating the art to a social and educational function.

The authors will share some data collected in a sample of Italian composers of contemporary classical music through individual interviews and focus groups on effective strategies to manage emotions and facilitate creativity.

The authors will show audio and video experiences about the application of the five skills of Emotional Intelligence defined by the PUERUModel (“Perceiving”, “Understanding”, “Expressing”, “Regulating” and “Using” emotions; Artusio, 2016) grounded on the “Four branches Ability Model” of Mayer & Salovey (1990; 1997) and the tools and strategies of EI to facilitate creativity in the music composition process.

Keywords: Emotional Intelligence, Ability Model, creativity, music composition, emotions strategies

## 13308 | Giftedness, Creativity and Emotion: PEDAIS as a multidimensional learning program for gifted children

### Sobredotação, Criatividade e Emoção: O PEDAIS como programa de aprendizagem multidimensional para crianças e jovens sobredotados

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The inclusion of gifted and talent children in school depends on a variety of contextual factors like creative educational strategies and promotion of social and emotional competencies. Thus, the investment in diversified pedagogical practices constitutes a motivation strategy for the attendance of school, highlighting the importance of extracurricular enrichment programs. These activities foment creativity and develops social and emotional competences of gifted whose needs, interests and specificities lacks an educational offer qualitatively different from traditional school.

PED AIS – Enrichment Program for the Domains of Aptitude, Interest and Socialization – proposes a resolution for gifted children attending the delegation of ANEIS – National Association for the Study and Intervention in Giftedness – in Porto (N = 39). Included in this program is Social and Emotional Skills Program which follows the Emotional Intelligence Model (Mayer & Salovey, 1997) and stimulates interpersonal and intrapersonal skills, particularly emotional regulation and social relationships. In articulation with the work of enriching knowledge and expanding the areas of personal and vocational interest of the PED AIS program, Social and Emotional Skills program seeks an intervention centered on emotional regulation, interpersonal assertiveness, constructive coping strategies and conflict resolution. At the same time, we try to promote an interpersonal adaptation and individual well-being.

The purpose of this communication is to share the activities and projects developed according to Renzulli's enrichment model implemented to promote curiosity and creativity. These activities are implemented by the technical team that as facilitators of teaching-learning processes promote creative educational practices emphasizing varied artistic expressions, integrated with the scientific, intrapersonal, interpersonal and emotional dimensions of the program.

Keywords: creativity, giftedness, social - emotional skills, enrichment program, intervention

Nas escolas, a inclusão de crianças e jovens sobredotados e talentosos depende de vários fatores de contexto, nomeadamente das dinâmicas educativas de caráter criativo e da promoção de



competências sociais e emocionais. Assim, o investimento em práticas pedagógicas diversificadas constitui uma possibilidade adequada à motivação destes alunos para frequentarem a escola, destacando a importância dos programas de enriquecimento extracurriculares. A dinamização destas atividades potencia a criatividade e desenvolvem as competências sociais e emocionais das crianças e jovens sobredotados cujas necessidades, interesses e especificidades carecem de uma oferta educativa qualitativamente diferente da que é por norma providenciada nas escolas.

O PEDAIS – Programa de Enriquecimento nos Domínios da Aptidão, Interesse e Socialização –, apresenta-se como uma proposta de provisão para as crianças e jovens sobredotados que frequentam a delegação do Porto da Associação Nacional para o Estudo e Intervenção na Sobredotação (N=39). Dentro deste programa está incluído o Programa de Competências Sociais e Emocionais que, seguindo o Modelo de Inteligência Emocional (Mayer & Salovey, 1997) procura estimular competências interpessoais e intrapessoais, particularmente no que respeita à regulação emocional e relações sociais destas crianças e jovens. Em articulação com o trabalho de enriquecimento de conhecimentos e expansão das áreas de interesse pessoal e vocacional do programa PEDAIS, o programa de Competências Sociais e Emocionais procura uma intervenção centrada na regulação emocional, assertividade interpessoal, adopção de estratégias de coping construtivas e resolução de conflitos interpessoais. Desta forma, procura-se promover a adaptação interpessoal e bem-estar individual nestes jovens, com características de sobredotação.

O propósito desta comunicação é partilhar as atividades e projetos desenvolvidos segundo o modelo de enriquecimento escolar de Renzulli desenvolvidas no âmbito da promoção da curiosidade e da criatividade, bem como das competências sociais e emocionais, desenvolvidas por técnicos voluntários, que enquanto facilitadores de processos de ensino-aprendizagem, investem em práticas educacionais criativas enfatizando variadas expressões artísticas, integradas com as diversas dimensões científicas, intrapessoais, interpessoais e emocionais do programa.

**13012 | Facial occlusion and motion: Effect on emotions' recognition**

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Emotional intelligence is defined as the ability to recognize, understand, and regulate emotions in ways that promote emotional and intellectual growth (Mayer & Salovey, 1997). Facial emotions' recognition is a great area of emotional intelligence and plays an important role in non-verbal communication used in everyday life. However, the effect of facial occlusion, as in the case of Islamic veils, has not been investigated in depth. Moreover, the few existing studies used static images only, which can be limited when analyzing facial expressions. Therefore, the purpose of this study is to further understand emotions' recognition, analyzing which emotions are better recognized in presence of different occlusion and motion conditions (static and dynamic stimuli). Specifically, this research explored the recognition of basic emotions (disgust, happiness, sadness, and surprise) by using four occlusion conditions with the Islamic veil (no occlusion, occlusion of mouth, occlusion of nose and mouth, occlusion of face except eyes). These displays were presented in static (photos) and dynamic (videos) stimuli. Forty clips (20 dynamic, 20 static) were presented to the participants twice in different randomized order. Responses were designed to be forced-choice and they included the target response with other emotion alternatives. The participants were 20 female Emirati undergraduate students, from different majors, whose ages varied between 19 and 24 years old. Three-Way ANOVA in SPSS was used in order to analyze the effect and interaction of three independent variables (emotions, occlusion conditions, motions) on the emotions' recognition. Results showed that the brain still gets useful information from the face in the occlusion conditions and that positive/neutral emotions such as happiness and surprise were better recognized than negative emotions such as disgust and sadness. Findings also showed that surprise is better recognized through dynamic rather than static stimuli. More detailed results will be presented and discussed.

**13204 | The heat of emotions: The processing of facial expressions in Moebius Syndrome**

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The evaluation of the psychophysiological state of the interlocutor is an important element of interpersonal relationships and communication. In literature, many authors sustain that the emotion

recognition process is mediated by a simulation mechanism within the observer (facial mimicry), which generates somatosensory representations as if the observer feels similar emotional states to the ones being observed (reverse simulation theory). The aim of this study was to investigate facial temperature changes in Moebius Syndrome (MBS), a rare congenital neurological disorder characterized by total or partial paralysis of the VIth and VIIth cranial nerves resulting in paralysis of the face. We hypothesized that the inability to make facial expressions would result in the failure of emotion facial recognition and in a weaker activation of autonomic nervous system (ANS). We investigated the temporal pattern of facial temperature changes and respiratory sinus arrhythmia as non-invasive tools for evaluation of emotional states.

Participants (15 healthy children, control group and 10 patients with Moebius Syndrome, experimental group, mean age 9,2 years) were presented with 1 minute of faces morphed along an emotional continuum from neutral to one of five emotions (happiness, anger, neutral, surprise and disgust). Both groups had firstly to observe and then to recognize the emotion presented. We observed that the inability to make facial expressions as a result of muscle impairment in MBS patients would result in a lower facial temperature changes and a weaker activity of ANS due to a difficult in emotion facial recognition. Our findings are consistent with the hypothesis that the less pronounced, but preserved, modification of facial temperature in MBS patients could be ascribed to a minor modulation of the parasympathetic component of the ANS, generally responsible for vasodilation.

## Assessment, Measurement and Evaluation of EI

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**Friday 21 July | 16:00 - 17:30 | Room: 250 | Moderator: Ana Costa**

**12556 | Emotional skills as preventive factors of drug consumption in Cantabria teenagers**

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*State of the art:* Drugs consumption in teenagers is one of the most worrying questions for both, parents and educators. Emotional Intelligence is a relatively young field of research so there is not much knowledge about the role of these cognitive skills with drugs use. However, this would help educational professionals to focus more effectively on the design of preventive programs. After reviewing the literature, we can confirm that there are currently no studies in Spain examining the relationship between drug use and Emotional Intelligence evaluated through executive behavior measured in the adolescent population. Therefore, as an innovative element, this study has used TIEFDA: Botin's Foundation Emotional Intelligence Test for Teenagers (Fernández-Berrocal, Ruiz-Aranda, Salguero, Palomera y Extremera, 2011). This test, based on Salovey & Mayer's model, has been recently published in Spain to get executive measures globally, nonexistent until this moment.

*Goals:* 1. To establish a drug-use profile among adolescents in Cantabria. 2. To determine the role of Emotional Intelligence in the psycho social process of substance abuse in adolescent population. 3. To analyze if Emotional Intelligence is a better personal protective factor compared with other classic psychological protective variables in adolescent consumption research, focusing on those that can be useful to design effective educational interventions.

*Method:* We use a quantitative correlational methodology, with a sample of 815 Cantabria students aged between 12 and 16 years old. The aim of this doctoral research is to design a structural equation behavior model to explain consumption in adolescent the stage, measuring Emotional Intelligence and other classic psycho social variables.

*Conclusions:* This study is currently in the analysis stage. For the moment, we can confirm through descriptive statistics that the consumption profile in students follows the same pattern of results observed at national surveys. Finally, we are sure these investigation results will be useful to

design and improve educational programs aimed at promoting wellness and the prevention of drug use in adolescent population.

### 13050 | The development of emotional intelligence throughout secondary school: A longitudinal study comparing performance and self-report measures

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Emotional intelligence (EI) has emerged as an important factor in adolescent's school success. The present study intends to explore the developmental trajectories of ability and trait EI in the Portuguese secondary school. Within a 3-wave longitudinal design, 395 students ( $M_{age} = 15.4$ ;  $SD = .74$ ) completed both the Emotional Skills and Competence Questionnaire (ESCQ) and the Vocabulary of Emotions Test (VET). Results revealed that EI displayed distinctive developmental trajectories during late adolescence according to the type of EI measure used: while students' VET levels evidenced an increase during secondary school, the ESCQ levels remain stable during this period. Additionally, students' verbal indicator, gender and type of school (public vs. private) had no significant effect on their EI's change rate, whereas students from lower socio-cultural and professional status backgrounds had higher rates of growth on ESCQ and VET compared to higher status adolescents. These results can help educators develop targeted age-appropriate strategies for improving students' understanding and management of emotion and finally, the integration of social and emotional learning in school.

### 13010 | The Somatic Appraisal Model of Affect: Paradigm for neuro emotional literacy program to improve positive affect and personal affect regulation capacity

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The Somatic Appraisal Model of Affect (SAMA), based on Damasio's Somatic Appraisal Theory, includes differentiating among the various types of affect and how different levels of affect may be regulated, depending on their respective conscious and cognitive functions. SAMA affirms both the physiological and neurological primacy of affect and the difference between primary and secondary affect. Primary affect is functional at birth and is controlled by autonomic regulation strategies; secondary affect, which involves both conscious recognition and cognitive evaluation, includes

many types of affect regulation strategies. SAMA provides the theoretical base for the Neuro Emotional Literacy Program (NELP) and is the keystone of the six-week series of workshops, which also include topics such as: affect-related phenomenon, including emotional contagion, emotional hijacking, and well-being's relativity to positive affect; heart coherence technique and homeostasis; heritability of amygdalaic excitability, effects of emotional trauma on amygdalaic triggers; and the benefits of using and modelling positive affect and appropriate affect regulation skills. Pilot project data collection indicates the Neuro Emotional Literacy Program improves emotional intelligence, specifically the ability to differentiate among various types of affect, understand the neural and physiological functions of affect, assess and improve affect regulation skills, and manage both intrapersonal and interpersonal affect to improve personal well-being. Workshop participants self-report that both a) positive affect (using Positive and Negative Affect Schedule – Short Form or IPANAS-SF); and b) affect regulation capacity (using Positive Affect Regulation Capacity Inventory or PARCI) are significantly improved from prior to post workshop.

### 13158 | Emotional intelligence: The importance of psychological flexibility, emotion regulation, and mindfulness in a Portuguese clinical sample

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The aim of the present study is to gain additional information about the relationship between psychological inflexibility, emotion regulation, mindfulness and emotional intelligence. The sample was composed by 270 patients with anxiety and/or depression, treated in a private clinic in Oporto. Participants completed the Acceptance and Action Questionnaire - II (AAQ-II), the Emotion Regulation of Others and Self (EROS) Scale, the Philadelphia Mindfulness Scale (PHLMS), and the Wong and Law Emotional Intelligence Scale (WLEIS). The results show that the constructs explored are significantly associated with emotional intelligence: psychological inflexibility negatively; emotion regulation and mindfulness positively. The main predictors of psychological inflexibility were: higher intrinsic worsening of affect, and lower acceptance and emotional regulation. These findings reveal that psychological flexibility, mindfulness and emotion regulation are constructs related to emotion intelligence in patients with anxiety and/or depression.

Keywords: emotional intelligence; psychological flexibility; emotion regulation; mindfulness.

### 13005 | Revisiting multisource assessment analysis for emotional intelligence data

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Multisource assessment is based on the belief that assessments are valid inferences about an individual's behavior. We show that the differences in perspectives among raters are an integral element of the assessment, with the trait-rater dyad being the actual latent variable. The analysis requires checking factorial invariance before making any comparison between self- and other rater assessments. We point out the necessary different approach that MSA data analysis has to use for performance, mostly disaggregated, than for development which must always use aggregated rater scores. We illustrate this approach by applying a 360° survey on a sample of 1194 MBA students enrolled in a leadership development course. Results show that: the observed differences in the underlying competencies measured by external raters and by self-assessments can be attributable to different meanings attached to those competencies; an reflective item's reliability depends on the criteria of homogeneity of the rater group; the loadings within the dyads provide reasons for improving item wording or selection; and some competencies can be better assessed by one specific category of raters than by another.

### 13178 | The Bar-On Emotional Quotient Inventory (EQ-i:YV): Studies with Portuguese youngsters

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This study shows the results of a validation research for the Bar-On Emotional Quotient Inventory (EQ-i:YV) and the investigation of relations between individual and contextual variables for Portuguese middle childhood. The EQ-i:YV is a self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence that comprises 60

items divided by seven dimensions: Interpersonal, Intrapersonal, Adaptability, Stress Management, General Humor, Positive Impression and Inconsistency Index.

This instrument was tested with 840 participants, aged between 9 and 14 years ( $M=12.29$ ;  $SD=2.25$ ), in public schools. The results of the EQ-i:YV psychometric analysis were performed in terms of items' sensitivity and reliability (stability, test-retest). Finally, in order to explore the theoretical structure underlying EQ-i:YV a Confirmatory Factor Analysis were computed. Implications of these findings for emotional intelligence understanding assessment and intervention in childhood are discussed.

**Saturday 22 July | 09:00 - 10:30 | Room: 250 | Moderator: Maria da Glória Franco**

**13059 | MEITPRO a new ability test to assess emotional intelligence. Some empirical results**

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The concept of Emotional Intelligence (EI) has acquired an increasing role in research in recent decades and one of the most highly investigated aspects has been how to measure it. However, there is still no consensus in the scientific community regarding how to evaluate EI. So far, scientific literature has studied the relationship between EI and academic and work performance through self-report tests and they have not found consistent results in order to establish a correlation between both variables.

In this study, we use MEITPRO, a tool specifically developed to rate EI through ability tests in work and educational settings. The questionnaire has been developed in a digital and interactive format, which is easy to manage, simple and quick to answer.

A sample of 748 students and 542 employees was used to assess academic/work performance and EI by means of MEITPRO and a self-report (TMMS-24) in order to test the reliability and the predictive power of the new tool.



**13175 | Emotional regulation: Contributions to the study of Gross Questionnaire**

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Emotional regulation refers to all strategies used to reduce, maintain or increase an emotion (Gross, 2001). Emotional regulation strategies are implicated in personality, in the emotions in cognition in social development (including resilience). Gross and John (2003) have shown that the strategies of emotional regulation when used early in the process of producing emotions are associated with better levels of well-being and health. Therefore measures adapted for the Portuguese population in this area have their relevance.

The purpose of this study is to confirm a structure of the Emotional Regulation Test, already studied for the Portuguese population (Franco & Beja, 2007). A sample of 453 subjects, 72.4% female and 27.6% male, aged 17-59 years, with a mean of 32.79 and a standard deviation of 10.42, were used. University students of the Autonomous Region of Madeira. The model was replicated with a sample of 530 teachers from the Autonomous Region of Madeira, 67.5% female, 32.5% male, aged 20-63 years ( $M = 39.97$ ,  $SD = 7.85$ ).

The factorial validity of the test structure was evaluated through a confirmatory factorial analysis (CFA) with AMOS software (IBM SPSS, version 23). The results point to a structure of two factors: Cognitive reassessment and Expressive repression. The reliability estimates obtained corroborate the adequacy of the psychometric properties of this measure.

**13074 | Examining correlates of change in emotional intelligence during early adolescence**

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The study focuses on the development of emotional abilities and its correlates in early adolescence. The analyses of sources of inter- and intraindividual differences in emotional intelligence (EI) were done using three composite performance-based measures, along with peer-

and teacher ratings of the emotion-related reasoning abilities, that is, perception, understanding, and management of emotions. The data originate from the longitudinal study of EI conceptualized within the ability-based model, and conducted on the sample of 517 primary school students aged 10 to 15 years.

By use of the true change modeling procedures (e.g., Steyer et al., 1997), significant intraindividual variability was detected between the measurement occasions in all performance EI measures. Interindividual differences in scores on EI measures within an occasion as well as in intraindividual changes between occasions were predictable by cognitive ability measures and, to a lesser extent, by specific personality traits. The amount of variability in EI latent change scores and the structure of relationship with selected ability and personality measures varied with student gender and the EI operationalization used. The findings add to the existing evidence on construct and incremental validity of the EI measures intended for early adolescence.

### 13099 | Emotional and social competencies as predictors of emergence of high-potential leaders

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In a previous paper, we identified emotional and social competencies (ESC), learning styles, and operating philosophies as predictors of the emergence of high-potential leaders in leadership development programs. Based on the intriguing and counter-intuitive findings that we obtained, we suggested investigating the relationship at the competency level. In this paper, we will examine the relationship between ESC and the emergence of high-potential leaders, at the competency level. Based on preliminary analyses, we identified a strong and significant relationship between social competencies and the emergence of high-potential leaders. Furthermore, there have been contradictory findings relating to gender's role in the relationship between emotional intelligence and dependent variables such as effectiveness and success. We will also include gender as a possible moderator of the hypothesized relationship.

The sample consists of 1800 participants in a Leadership Development Program at one of the top business schools. These individuals are from 75 countries, with a mean age of 30 years. The male-to-female ratio is 3:1. We use the university edition of the Emotional and Social Competency Inventory (ESCI-U) to assess an individual's ESC.

Our aim is to contribute to both, research and practice. Regarding research, we will (a) identify predictors of emergence of high-potential leaders, (b) examine gender's moderator effect, and (c) invoke common methodology in other disciplines to reduce response bias and deal with ipsative data. Additionally, this paper could add to ESC's construct validity and predictive validity. We also expect to provide important contributions for organizations and business schools, and for individuals. At the organizational and business school level, our findings could be helpful for training and development effectiveness. At the individual level, our findings could be helpful for individual development and enhancement of chances of emerging as high-potential leaders.

### 13174 | Evaluation with Berkeley Expressivity Questionnaire

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By emotional expressiveness one must understand the behavioral changes (for example, facial and postural accompanying emotions, such as crying, laughing, blushing) (Gross & John, 1998). Although this multidimensional view of emotional expressiveness is not the only one (there is a great proliferation) this view and the one that adds greater agreement between the authors. The construction of new instruments contributes to the clarification of these constructs.

This study aims to confirm the factor structure of the questionnaire of emotional expressiveness of Berkeley (Franco & Beja, 2007). A sample of 453 subjects, 72.4% female and 27.6% male, aged 17-59 years, with a mean of 32.79 and a standard deviation of 10.42, were used. University students of the Autonomous Region of Madeira. The model was confirmed with a sample of 530 teachers from the Autonomous Region of Madeira, 67.5% female, 32.5% male, aged 20-63 years ( $M = 39.97$ ,  $SD = 7.85$ ).

The factorial validity of the test structure was evaluated by means of a confirmatory factorial analysis (CFA) with the software AMOS (IBM SPSS, version 23). The results support the adjustment of the data to a three-dimensional structure like the original: Impulse force; Positive Expressiveness and Negative Expressiveness. The reliability estimates obtained corroborate the adequacy of the psychometric properties of this measure.

### 13003 | The innovator's exagon: Development and validation of a new competency framework

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Our study adds to the third stream of EI research (Boyatzis and Sala, 2004) by proposing and empirically testing a new model and the related scale. This model, that encompasses thirty-one behavioral competencies grouped into six different clusters (awareness, action, social, cognitive, exploratory, organizational action), aims to overcome the limits of the extant ESC (Emotional Social and Cognitive) competencies scales considering a comprehensive set of competencies that are increasingly recognized as those that can support organizations and provide a competitive advantage. The paper describes the process of construction and validation of this new scale. First, by using both deductive and inductive approaches, we identified a set of ESC competencies and created a corresponding set of behavioral indicators. We started from consolidated scales developed in the literature related to the third stream of EI research and complemented them with the most recent advancements in the field of behavioral competencies, with a particular focus on the emerging skills for succeeding in the innovation and entrepreneurial endeavors (e.g. Dyer, Gregersen and Christensen, 2008; Puccio, Mance and Murdock 2011). This initial set of competencies has been integrated with the authors' empirical investigations of managerial and entrepreneurial roles operating in different industries. Then, the items have been tested among experts in the field, obtaining six items for each competency included in the framework. Then, we proceeded with the items' refinement (face and content validity) asking potential users to match each item to its corresponding competency. Concerning the validation process, the paper presents the results of a pilot study conducted with samples of Italian and Spanish university students. We assessed the construct validity and reliability according to the items' reflective or formative nature within each competency construct. Then, we tested factor invariance between Italian and Spanish versions of the questionnaire. We conclude discussing the research and managerial implications of the new instrument.

**Keywords:** emotional and social competencies; scale development and validation; competency framework

**Thursday 20 July | 16:00 - 17:30 | Room: 250 | Moderator: Isabel Mikulic**

**13025 | Emotional intelligence and family characteristics**

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The relationship between emotional intelligence (EI) and family characteristics is as necessary as scarce. In fact, the association between EI and variables like birth order, parental education or family structure has been barely investigated. The few researches on this field has focused on the relationship between family characteristics and the total EI, but not the different dimensions of these construct. In this context, the objective of the present study was to measure the relationship between EI and family characteristics. Specifically, this study measured the association between the five dimensions that compose EI according to Mikolajczak (emotion identification, expression, understanding, regulation and use) and family characteristics (number of siblings, birth order, no/biological parents, family structure, parental education and romantic partner). The sample comprised 266 university students (17-26 years old). The Profile of Emotional Competence (Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013) was used to measure EI. Regarding family characteristics, a set of items was administered. The results showed that total EI was not significantly related to family structure, parental education, birth order and the fact of being biological parents. However, EI was found to be significantly associated to the number of siblings (EI was higher in students with a brother or sister, rather than been an only child) and the fact of having a romantic partner. The study highlights the importance of bearing in mind family characteristics when implementing an intervention program or when designing emotional intelligence trainings. In fact, although many of these family characteristics are not modifiable, they could be taken into account when developing EI. Practical implications of the findings and limitations in the study are discussed.

Keywords: emotional intelligence, family characteristics, university students.

## 13176 | Children's ability to recognize clear and ambiguous facial expressions of emotion

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The ability to recognize facial expressions of emotion (FEE) was studied in Italian children (N= 311, 44% boys; age range: 6-11 yrs.) with two tasks, each involving 28 FEE pictures (e.g., Zammuner, 2008, 2012) depicting 6 emotions plus neutral expressions; 14 stimuli were prototypical, i.e., clear expressions of the target emotion; 14 stimuli were non-prototypical, i.e., somewhat more ambiguous expressions, such as one often sees in real life. In the Label task, for each expression children selected which emotion-label (7; e.g., anger, fear, neutral expression) best described it. In the Expression task children chose which expression - out of 4, varying for each story - expressed the emotion felt by the character of a briefly described story - a typical and frequently occurring event in children's lives (e.g., My brother was given a present, but no present for me; Sometimes my peers joke at me). Two versions of 12 events each were used. Chosen Labels and Expressions for each stimulus were analysed for their frequencies and later scored for correctness (0= wrong, 1= correct). Correct recognition scores were analysed in MANOVAs to test for emotion, gender and age differences. The results obtained from Label-task ratings showed that: emotion-expression recognition (EER) is greatest for happiness, surprise and disgust, least for anger and fear; EER is greater in girls than boys, especially for prototypical ones; EER increases with age, especially for ambiguous expressions, and for some emotions (sadness, disgust); although EER is overall better for prototypical than non-prototypical expressions, differences were typically small. Similar results were obtained with the more ecological Expression task. The study results on the one hand lend further support to the literature findings on children's emotion-expression recognition, on the other hand underline the importance of testing it using stimuli that vary for their prototypicality as children's EER includes the ability to perceive subtle emotion cues.

### 13199 | Perceived emotional intelligence: Construction and validation of an inventory for adult population of Buenos Aires, Argentina

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Mayer & Salovey (1997) define emotional intelligence as an ability to perceive and express emotions; to access and/or generate feelings when they facilitate thought; to understand the emotions; and to regulate emotional phenomena. Although following this approach, different tests were designed in order to evaluate emotional intelligence, it is well known that limitations both from the conceptual level and in terms of its validity and reliability still continue.

It is proposed to present the construction and validation of an instrument to assess Perceived Emotional Intelligence for adult population of Buenos Aires.

The construction process for the Inventory of Perceived Emotional Intelligence (IPEI) for adults, included: a) conceptual and operational construct definition, b) preparation and selection of items, c) analysis of the validity of content by expert judges, d) application to a purposive sample of 356 adult participants, men and women, residents in City and Province of Buenos Aires, e) study of psychometric properties. The IPEI consists of 136 items, that can be answered with a Likert scale ranging from 1 (Total disagree) to 5 (Total agree).

Favorable evidence for the validity of content, item discrimination, factorial validity and internal consistency of inventory was obtained.

The instrument can assess valid and reliable perceived emotional intelligence, integrating four dimensions: attention, expression, understanding and emotional regulation.

Though it has been produced a great amount of evidence regarding emotional intelligence, still there is a need to better procedures used for new tests construction, since it is necessary for theoretical development of any concept the existence and good quality of the instruments designed to assess them. Inventory of Perceived Emotional Intelligence is presented as a significant contribution taking into consideration present findings reported.

Keywords: Perceived Emotional Intelligence, Instruments, Psychological Assessment, Validation

### 13302 | The Profile of Emotional Competence: Criterion validity in a sample of first-year university students

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Emerging adults in university are at a stage characterized by the activation of strategies and resources for adaptation to the adult life challenges and in a process of emotional growth which is important for the establishment of positive relationships, identity, and academic success. Research has shown that psychosocial and emotional competence variables are relevant for academic performance, persistence, and adjustment. However, there is a need for studies focusing on the relation between emotional competence (EC) and students' adaptation to university, from a multidimensional perspective and using multiple criteria to define success. In the present study, the authors examine the potential of the Profile of Emotional Competence (PEC; Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013) for the assessment of first-year students, specifically focusing on the criterion (concurrent and predictive) and convergent validity of the measure. Participants included 358 first-year undergraduate students (57.8% females), with ages ranging from 17 to 23 years ( $M = 18.79$ ,  $SD = .99$ ). The PEC assesses intrapersonal and interpersonal EC, in terms of five core competencies: identification, comprehension, expression, regulation, and utilization of emotions. Following prior research with Belgian and Japanese samples, which have shown positive psychometric properties of the measure, we confirm the criterion validity of the PEC based on the observed positive correlations of PEC scores with subjective happiness and health, self-esteem, life satisfaction, positive affectivity, academic perceived competence, and academic achievement. Convergent validity of the PEC in relation to the Big Five personality traits is also investigated. We compare the strength of the correlations between PEC scores and other variables across the Belgian and Japanese findings. Discussion of results includes the analysis of the adequacy of the PEC for the assessment of Portuguese university students, the relevance of EC for adaptation to university, and the importance of EC for emerging adults' well-being and success.



## 13060 | An assessment of two emotional intelligence instruments: A mixed methods approach

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Like intelligence quotient, emotional intelligence (EI) is considered an important contributor to the success of schools and corporate organisations (Goleman, 2005). There however remains the need for diversity in ability-based scales that measure EI (MacCann & Roberts, 2008). The purpose of this mixed methods research was to further efforts to test selected psychometric properties of the short form of the Situational Test for Emotion Management (STEM-B) and the Situational Test of Emotional Understanding (STUE-B). In the quantitative phase, participants completed the STEM-B and the STUE-B. Study 1 included 151 Jamaican general management students (124 females; 3 participants did not report gender). Study 2 involved 110 Jamaican high school teachers (73 females). SPSS version 20 was used to analyse the quantitative data. Following the quantitative findings, 14 participants were interviewed, based on their responses to the multiple choice items. QDA Miner version 5.0.2 was used to analyse the qualitative data. In Study 1, the Cronbach's alpha coefficient for the STEM-B and the STUE-B, were .68 and .61, respectively. The Spearman-Brown reliability coefficient for the STEM-B and STUE-B were .72 and .52, respectively. Study 2 produced Cronbach's alpha coefficients of .72 and .57 for the STEM-B and STUE-B, respectively. The Spearman-Brown reliability coefficient for the STEM-B and STUE-B were .70 and .58, respectively. Convergent validity was found between the STEM-B and STUE-B, while divergent validity was found among "teachers' inappropriate classroom strategies", the STEM-B and the STUE-B. Qualitative findings revealed that cultural context was a major contributor to participants' responses to some of the items. From interviews, it also emerged that aspects of slavery and the perception of a lack of justice in Jamaica were justifications for participants' responses. The results show that both instruments are measuring the construct of EI. The Cronbach's alpha for the STEM-B is acceptable, however, the STUE-B falls below the acceptable .70. Further internal consistency testing is therefore needed for the STUE-B.

### 13178 | Test of Emotion Comprehension: Exploring the underlying structure through Confirmatory Factor Analysis and Similarity Structure Analysis

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**Note:** This research had the financial support of Science and Technology Foundation, Portugal (SFRH/BD/62325/2009). Contacts: Ana A. Rocha, Faculdade de Psicologia da Universidade de Lisboa, Alameda da Universidade, 1649-013, Lisboa, Portugal. rocha.anamaria@gmail.com

Several decades of research on emotional development has underlined the contribution of several domains to emotion understanding in childhood. Based on this research, Pons and colleagues (Pons & Harris, 2002; Pons, Harris & Rosnay, 2004) have proposed the Test of Emotion Comprehension (TEC) which assesses nine domains of emotion understanding, namely the comprehension of the recognition of emotions, based on facial expressions; external emotional causes; contribute of desire to emotion; emotions based on belief; memory influence under emotional state evaluation; possibility of regulation emotion; possibility of hiding an emotional state; having mixed emotions; contribution of morality to emotion experience. This instrument was administered individually to 182 Portuguese children aged between 8 and 11 years, of 3rd and 4th grades, in public schools. Additionally, we used the Socially in Action-Peers (SAp) (Rocha, Candeias & Lopes da Silva, 2012) to assess TEC's criterion-related validity. Mean differences results in TEC by gender and by socio-economic status (SES) were analyzed. The results of the TEC's psychometric analysis were performed in terms of items' sensitivity and reliability (stability, test-retest). Finally, in order to explore the theoretical structure underlying TEC a Confirmatory Factor Analysis and a Similarity Structure Analysis were computed. Implications of these findings for emotion understanding assessment and intervention in childhood are discussed.

## Business, Work Place & Organizational Setting

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**Friday 21 July | 16:00 - 17:30 | Room: 254 | Moderator: Christopher Golis**

**12402 | The 7MTF: A practical tool to lift your emotional intelligence**

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The current models of emotional intelligence have limited practical appeal for business people.

- Salovey & Mayer’s Emotional Blueprint Model was rejected by 18 of the 42 reviewers on Amazon as utter rubbish and superficial.
- Paul Ekman’s Microexpressions are real but only accurately seen and interpreted by trained experts using slow-motion filming.
- Daniel Goleman and his colleagues 20 element Competency Model is far too many for practical use and uses self-report tests that are notoriously unreliable and generally have limited validity.

When I first read Emotional Intelligence in 1995 I knew how solve Goleman’s problem. He had developed an excellent model of emotional intelligence and why it is important but admitted in Appendix A he did not have a model of core emotions. What he did have was model of emotional intensity:

- Level of Emotional Intensity Population Penetration & Frequency
- Emotion All of the people all of the time
- Mood Most of the people some of the time
- Temperament 30% of people most of the time
- Disorder 1% of people all of the time

The whole focus of the world emotional intelligence research has been on emotions occasionally spreading into moods. We should be working in the reverse direction. The first person to do this was Rosanoff in 1920 who proposed a temperament model based on four mental disorders and fifth controlling factor, the Normal. In 1935 Humm and Wadsworth took Rosanoff’s model and developed a personality test using factor analysis that had seven factors. I learnt the Humm-Wadsworth model in 1973 and used it very successfully in a sales and management career and wrote a book, Empathy Selling where I changed the names to less pejorative terms. In 2007 I started working full time in EQ and realised some of the mental illnesses were wrong. This led to

the 2016 7MTF model. The original Humm-Wadsworth factors of Normal, Manic, Depressive, Autistic, Paranoid, Epileptoid, and Hysteroid have been replaced with the 7MTF factors of Regulator, Socialiser, Doublechecker, Artist, Politician, Engineer, and GoGetter. Thankfully the five most common 7MTF factors match the Five Factor Model

### 13015 | Improving goal and action plan effectiveness in leadership development programmes: Development and validation of the A.G.A. code

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Many leadership development programmes use multisource feedback to increase the participants' awareness of their development needs, and as a base for establishing their personal development goals and action plans. Research on personal development resulting from these programmes reveals that change does not always occur, and when it does, it is sometimes limited. Action plans are not always well implemented and development goals are not always met. Some organizations have started questioning the use of multisource feedback tools and, in view of their high costs and questionable results, they choose to discontinue their practice. The purpose of this study is to gain a better understanding of how the goal setting process, in leadership development programmes using multisource feedback, can facilitate personal change. The study describes in detail the development, using thematic analysis, of a new code to assess goals and action plans as they are set in all their complexity. A general scale for goal-directed behaviours is used to validate the code, a scale developed expressly for this study. This research has relevant implications for theory. First, the code constitutes a first measurement instruments for the goal setting process. Together with the general scale for goal-directed behaviours, they are both presented and made available to other academics to encourage and facilitate further research in this field. Second, empirical findings of the study aim to contribute to goal-setting theory in the context of personal intentional change. This study also has important implications for practice. Conclusions of the study can serve as a guide for practitioners (managers and coaches) to use in the design of goals and action plans. This guide may help managers to develop competences more effectively and attain their goals to a fuller degree, with the positive consequences that this may have on their careers, teams, and organisations.

Keywords: leadership development, multisource feedback, goal-setting, thematic analysis, goal-directed behaviours.

### 13249 | Management in emotionally intelligent company

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The interest in Emotional Intelligence in Business has been growing recently although its definition and benefits are still poorly understood and known. In this study Emotional Intelligence is understood to be the ability to recognize, understand and control one's own and others' emotions, as well as the ability to effectively use emotions in managing oneself and others' actions.

Our aim is to evidence the differences in heads' management of educational institutions who have shown higher vs. lower scores in the INTE questionnaire. Therefore, the directors with lower emotional intelligence have poor emotional and social skills being unable to build an emotionally intelligent work environment, despite the appropriate qualifications and academic courses.

The participants included 7 directors of educational institutions and 21 preschool staff.

The instruments used included: INTE questionnaire (Schutte, Malouff, Hall, Haggerty, Cooper, Gloden, & Dornheim), and interviews. The INTE questionnaire was used to measure emotional intelligence of preschools directors. An interview with the preschool staff was used to obtain information about the relationship and cooperation of the director with the employees.

The results evidenced that: directors with higher scores in the INTE questionnaire have a better ability to lead the team, and their employees showed greater job satisfaction and better need for professional development, feeling understood, supported and motivated; for those directors that received lower scores in the INTE questionnaire, the staff experienced severe stress, mood swings and more often wanted to resign.

Keywords: Multiple Intelligences; Emotional Intelligence; Creativity; Knowledge; Early Childhood; Curriculum.

**13123 | Emotions and creativity revised**

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What is the relationship between emotions and creativity? More than a quarter of century of research examined what emotion states are beneficial for creativity and which ones are detrimental. Experimental studies using mood induction techniques pointed to the benefits of positive emotions for creative idea generation (Baas, De Dreu, & Nijstad, 2008). We propose an alternative research question. Instead of asking what emotion states benefits or hurts creativity, we ask what patterns of emotions are beneficial to creativity.

This study examined intra-individual constellations of positive and negative emotions in a demographically representative sample of 1,085 US employees, using cluster analyses. Participants completed measures of emotions at work (Positive and Negative Affect Scales), measures of perceived support for creativity (e.g., Creativity is encouraged and rewarded) and creative behavior at work (e.g., contributing original ways to achieve work goals). Furthermore, participants reported on their perceptions of emotional intelligence skills in their supervisors (e.g., My supervisor is good at helping others feel better when they are disappointed or upset).

Six profiles of positive affect (PA) and negative affect (NA) were identified:

1. high PA –high NA (high ambivalence, 12.2% of employees),
2. moderate PA-moderate NA (moderate ambivalence, 20.2%),
3. high PA-low NA (high positive profile; 28.7%),
4. low PA, high NA (high negative profile; 8.7%),
5. moderate PA – low NA (moderate positive profile; 17.9%),
6. low PA-low NA (apathetic; 12.4%).

Perceived supervisor emotional intelligence was highest in the two clusters with high positive emotions and it was lowest in the clusters with low positive emotions ( $p < .001$ ;  $.203 \leq \eta^2 \leq .264$ ). Creativity was predicted by perceived supervisor emotional intelligence and it was high both in groups who experienced ambivalent and positive emotion profiles. Creativity was comparable in clusters of individuals with ambivalent and positive affect profiles.

**Saturday 22 July | 09:00 - 10:30 | Room: 254 | Moderator: Art Trejo****12396 | Relationship between project outcomes and emotional intelligence from the diversity perspective in highly technical industry**

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The purpose of the quantitative correlational research study was to examine if a significant relationship existed between the Emotional Intelligence (EI) competencies of Hispanic team members and project outcomes within the technology sector in the United States. Therefore the objective was to explore the degree of association or relationship between the identified predictor and criterion variables. The predictor variables included the EI competencies: Emotional Self-Awareness(ESA), Emotional Self-Management(ESM), Emotional Awareness of Others(EAO), Emotional Management of Others(EMO), and the criterion variables: Project Timeliness(PT), In-Budget Project(PB), and Scope Creep(SC).

For project managers and project stakeholders of highly technical projects employing a diverse workforce, a significant recommendation is to explore the possibilities of integrating EI in the employee development curriculum for project teams. Project & program managers should explore means to make EI training a routine part of employee development. Managers might also practice EI skills in their daily interactions with project team members inside and outside the organization. For the short term, the employee development programs could include EI training for selected team members, then prioritize the critical projects, which could benefit from an EI trained workforce. For the long term, the deployment of EI programs could be implemented throughout the organization.

The statistical analyses results supported the alternate hypotheses, confirming a relationship between ESA, ESM, EAO, EMO, and Project Timeliness PT, Project Budget PB, Scope Creep SC, within the identified population. A predictive value between the predictor and criterion variables was supported within the identified population. For project managers and project stakeholders of high tech projects employing a diverse workforce, a significant recommendation is to explore the possibilities of integrating EI in the employee development curriculum for project teams. Managers might also practice EI skills in daily tasks

### 13066 | Broadening the understanding of emotion intelligence in the workplace: The moderating effect of emotion regulation on the relationship between positive/negative affect and trait affective presence

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To a great extent, the emotional intelligence (EI) literature has been focused on studying the relationships between personality traits and various dimensions of EI. The present study aims to add to this body of research by considering a relatively novel concept, that of Trait Affective Presence (TAP) - “the emotions that people tend to elicit in others” (Eisenkraft & Elfenbein, 2010, p. 505). First, we investigate whether emotion regulation is a moderator in the relationship between positive/negative trait affect and TAP. Second, we explore how well-established concepts such as personality (according to the Big Five Model) and core self-evaluations impact trait affect (as longer-lasting emotional dispositions). Third, we move into testing whether these further cascade into TAP. A cross-sectional design was used for this study, which consisted of the collection of both self-reported and other reported data. The main questionnaire was sent to an adult working sample. A second shorter questionnaire was sent to work colleagues these main respondents have nominated. The resulted sample consisted in 120 dyads. Statistical analyses such as hierarchical linear regressions and latent means analyses are further employed. Consequently, preliminary results on the relationships between personality, TAP, and emotion regulation are being presented. Moreover, directions for future research on the impact of TAP and emotion regulation on work-related outcomes are being suggested and also practical recommendations for managers and L&D specialists are formulated. Therefore, the current study is among the first endeavors focused on studying TAP in an organizational setting and it opens up the discussion around TAP, emotion regulation, and emotional dispositions.

Keywords: Trait Affect Presence; TAP; Emotion Regulation; Dyadic Interactions; Work Relationships



## 13073 | EI and human performance at a business professional level

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The intervention model designed by MIND4TIME, which draws on Kahneman, Kofman, Neill behavioral economics knowledge, is based upon the interdependence of EI and human performance at a business professional level. This communication serves the purpose of presenting and discussing the impact and innovation of MIND4TIME's approach in their interventions targeting performance improvement of both individuals and teams of business executives. Namely, we pretend to present our intervention model and show its results.

Consistent evaluation of our intervention showed that, professionals with executive and leadership roles have often a technical background with few or none EI training. It's observable that EI competences are critical in two distinct areas of impact: the self-management aspect and the team engagement and motivation aspect.

Though the relation between better EI and business performance has been widely recognized by systematic investigation in different areas, and though it has led to extensive EI training as a common strategy at companies in general, the impact of its most traditional approaches at a leadership level has typically failed short in durability.

Our approach and its very promising results, is also based upon the development of EI competences, through coaching and consulting interventions, but in the context of a very empathic thinking partnership relationship and amplifies emotional lexic and emotional state recognition, but free from a personal responsibility for its management, which seems to lead to much more empowering standing point of understanding and acceptance, with higher leverage in terms of alternative options. We have repeatedly observed that, given the considerable amount of cognitive processing freed up through this simple shift in understanding, a much wider and deeper perspective emerges about how to cope with the emotional charge that different situations trigger. Through insight, individuals and groups dissociate from the emotional experience obtaining a more solid and accurate observation point.

This has repeatedly led to observable and durable changes in C-level executives behaviour strategies, significantly improving time management, personal and interpersonal productivity, procrastination avoidance, perfeccionism, cooperation, motivation, conflict management, negotiation and risk management.

## 13105 | Hotel managers' emotional intelligence in relations to task and contextual performance

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Nowadays there is a big demand in service industry to find and keep those employees who do not just complete their tasks properly but also give something extra to the clients/guests. Hotels are such organisation where emotional intelligence is a must to complete high performance. The present study introduces hotel functional managers' emotional intelligence and the relationship to their task and contextual performance. The presentation focuses on those facets of emotional intelligence which trigger either or both high task and/or contextual performance. Also the influence of individual and organisational variables (e.g. age, gender, education, hotel category, size and membership) in relation to emotional intelligence are discussed. Although the presentation is based on quantitative research the talk exhibits a pilot through a one and half-year action research with a small hotel. The study which was carried out with 109 Hungarian hotel functional managers applied both quantitative (correlation analyses) and qualitative (case study and action research) outcomes. The results indicates that hotel managers global emotional intelligence and their performance show a significant strong correlation ( $r=.610$ ). Regarding individual performance at a factorial level it could be concluded that task performance had a medium, positive relationship with self-control, emotionality and sociability, and strong, positive correlation with well-being and global trait emotional intelligence. Contextual performance indicated a medium, positive relationship with self-control and emotionality and strong, positive relationships with well-being, sociability and global trait emotional intelligence. The strength of sociability correlation differed within the two performance factors: it showed a medium relation to task performance and a strong relation to contextual performance.

## Education & Social-Emotional Learning

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**Thursday 20 July | 16:00 - 17:30 | Room: 249 | Moderator: Isabel Mikulic**

**12398 | Digital stories and social-emotional learning**

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The aim of this paper is to revise articles and books and to discuss collaborative learning strategies based on the use of digital stories to promote social-emotional learning. We intend to reflect upon the necessary characteristics for the development of a social-emotional experience with audio-visual stories. This paper also discusses if the learning process may be improved by the use of audio-visual experience and it offers a critical review of the relevant literature in English and Portuguese on the production of audio-visual material to be used in education. The research methodology used in this study is based on a bibliographical research in the databases of the Nottingham Trent University (England) and the Universidade Federal de Santa Catarina (Brazil): SCOPUS and Periodics CAPES. The articles from international journals indexed in the researched databases were selected according to the following keywords: digital storytelling, storytelling, audio-visual, digital literacy, education, and adult learning. The results of the study indicate that the capacity to build coherent audio-visual narratives, as well as the ability to edit images and sounds, are demanded to the people involved in the educational context due to the insertion of multiple digital technologies in the daily life. Thus, it is argued that the audiovisual experience in education might enhance the social-emotional skills of students by the production of video pieces for the collaborative learning process. Ultimately the text defends that the educational process can be improved with the use of social-emotional strategies that promote the production of digital stories.

**13110 | A new taxonomy of emotions for public health assessment and education**

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Margaritis, Vasileios, Walden University, United States America

Emotional status and Emotional intelligence (EI) are rarely considered important in the field of public health, despite evidence from many disciplines that emotion plays a significant role in many

of our major public health problems, such as obesity and diabetes, cancer screening rates, HIV infection and domestic violence.

The work of public health is prevention and promotion. We assess problems, determine causes, and fund programs to prevent them. To include emotion in our work, we need simple, valid tools for assessing the emotional status and EI of a population, plus promising models for social-emotional learning.

This paper presents a new taxonomy of emotions for use in fulfilling these needs. The taxonomy - a binary classification of sixty-four emotions in eight opposite clusters - was originally developed using community-based participatory research. It was then tested in an online survey of 160 health professionals in the US and Europe.

*Survey questions (qualitative and quantitative):* (1) knowledge and importance of emotion, (2) adequacy of taxonomy, (3) self-assessment of emotional status, using the taxonomy; and (4) experience of using the taxonomy. Item (3) involved selecting and prioritizing five feelings in response to a proposition - that gun violence be treated as a public health problem – with results based on weighted total frequency for each feeling.

*Results:* knowledge of emotion was relatively homogenous; the taxonomy was well received, especially with people of color; emotional status on the gun violence proposition was open, encouraged and hopeful, with significant levels of anger and worry; and the taxonomy was easy to use, but took EI to complete, though the process also increased emotional awareness.

*Conclusion:* the taxonomy is a valid tool for assessing emotional status and could form part of social-emotional education in public health.

### 13092 | Six theses about the construction of pedagogical authority from a Chilean teacher perspective

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This study proposes a characterisation of the ways in which Pedagogical Authority (PA) is exercised and constructed in the current secondary education from the point of view of teachers who are recognised by their students as those who most inspire authority. A qualitative study was carried out based on semi structured interviews of 19 teachers. Based on this information,

hypotheses or propositions were raised about the construction of the PA, that were then triangulated with focus group research and expert comments.

The first three theses describe central features and moments of the PA construction process. The construction of PA is a gradual and accumulative process, which is reconsidered in each new context (thesis 1); The first years of practice are crucial in this process, as a professional perspective is developed and confidence is gained regarding the knowledge of students and subject contents (thesis 2); the process of the construction is carried out through questioning some beliefs about authority, such as to be a PA the students “must fear me”; “to ask for discipline is to be authoritarian”; “it's good to be a friend of the students;” “to be authority you must be perfect” (thesis 3).

Theses 4, 5, 6 refer to the legitimation sources in the construction of PA. Expertise (thesis 4) is one of the most recurring sources. The new finding at this point is that this is not about being an expert in their discipline (Biology, for example) but instead in knowledge that allows them to efficiently teach the students specific knowledge. The second source of PA, is comprised of being respectful to students in order to be respected (thesis 5). Being respected is manifested as a consequence of being respectful. Respect manifests itself as the visualisation of students (who they are, what they are like), the search for ways to facilitate interpersonal communication and actively listening to the students. The third source of legitimacy constitutes the explanation of the rules for the educational game (thesis 6). These are clear rules for the students, and which also govern the teacher's actions. In this sense, “drawing the lines of the court” places the teacher as referee and requires them to be consistent.

### **13126 | Examining the relationship between emotional intelligence and Five-Factor Model personality facets**

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The relationship between emotional intelligence (EI) and personality has hitherto been studied primarily with the aim to demonstrate the distinctness of the EI construct from well-established traits such as the Big Five. While this goal has largely been achieved, the task of mapping out the space of shared variance and charting the personality correlates of EI has remained somewhat

neglected. In the present study we sought to fill this gap, by examining the associations of EI with the 30 personality facets postulated within the Five-Factor Model. Study participants were 250 high-school graduates (63.6% female, age range 17–19), who were administered the MSCEIT and the NEO-PI-R, as well as several traditional measures of academic intelligence (AI). As expected, all observed associations were small ( $r_s < 1.30I$ ), however significant correlates of EI surfaced in all five personality domains. These were: Hostility ( $r = -.19$ ), Depression ( $-.17$ ), and Self-Consciousness ( $-.14$ ) in the domain of Neuroticism; Warmth (.20), Gregariousness (.17), and Positive Emotion (.20) in the domain of Extraversion; Fantasy (.21), Aesthetics (.15), Feelings (.26), and Values (.25) in the domain of Openness; Straightforwardness (.17), Altruism (.16), Tendermindedness (.14) in the domain of Agreeableness; and finally Competence (.18) and Achievement Striving (.20) in the domain of Conscientiousness. A series of five regression analyses, each with six facets from one personality domain as the predictor set, revealed that EI can be significantly predicted based on facets from 4 domains: Neuroticism ( $F(6,201) = 2.49$ ,  $p = .024$ ,  $R^2 = .07$ ), Openness ( $F(6,210) = 3.90$ ,  $p = .001$ ,  $R^2 = .10$ ), Agreeableness ( $F(6,205) = 2.18$ ,  $p = .046$ ,  $R^2 = .06$ ), and Conscientiousness ( $F(6,208) = 2.85$ ,  $p = .011$ ,  $R^2 = .08$ ). The present findings are discussed with regard to the correlations (usually) observed between academic intelligence and personality, and judged to further support the validity of the EI construct as a specific cognitive ability.

Keywords: emotional intelligence, personality facets, Big Five

### 13178 | Socio-emotional learning, well-being and academic achievement

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Socialemotional learning (SEL) programs have demonstrated positive effects on children's well-being and academic outcomes. This study aimed to analyze the impact of one program designed to be infused in regular schools by teachers. We present «Flow Program» inside the main project: "Promoting changes in learning - School Communities of Learning Gulbenkian XXI". The main purpose of this program is to promote the quality of student's learning and their well-being, reflected through the quality of their school outcomes that manifests itself through the acquisition of

basic knowledge within the formal curriculum and reasoning abilities, resilience and responsibility. Flow Program was designed to promote the ability to discover problems, creating answers to them according to the characteristics of the person, and to promote emotional regulation, empathy and responsible decision making. The impact of this program is evaluated in six Basic Schools from the Portuguese Educational System, and involves 276 students (147 from the group of intervention and 129 from the control group), from 3rd to 5th grade. Multilevel regression analyses, and instrumental variables estimation, were used to conduct quantitative analyses. Across methods, math and Portuguese language achievement was partially explained by gains in socio-emotional regulation and cognitive processes as fluency and flexibility. Implications for research and practice are discussed.

**Friday 21 July | 16:00 - 17:30 | Room: 249 | Moderator: Raquel Ribeiro**

**13002 | Integrating emotional and social competency development in the academic curricula: The case of Ca' Foscari Competency Centre**

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Cortellazzo, Laura, Ca' Foscari University of Venice, Italy

Emotional and social competencies (ESCs) are considered increasingly important for graduates' employability. Although there is general agreement that higher educational institutions should more adequately prepare students promoting ESCs in their curricula, recent studies still revealed a mismatch between the expectations of companies and students. Despite the insights provided by the academic experiences that aim to develop graduates' ESCs, they show some limitations. First, the courses are focused only on specific competencies, especially the social ones. Second, they do not engage and motivate students to practice ESCs over time pursuing a lasting change in their behaviors. Finally, they are attended only by business students since they are primarily included in MBA curricula. Drawing on those studies that adopt the whole person learning approach and the intentional change theory to competency development, the purpose of the paper is to develop a methodological approach to design and implement graduate-level educational program intended to develop students' ESCs portfolio that can be included in all academic curricula. In doing so, we illustrated the case of an educational project designed by the Ca' Foscari Competency Centre, an academic centre located in northeast Italy, for all graduate students enrolled in master degrees in different disciplinary fields. The project aims to increase the students' awareness on ESCs and

provides them the methodology for developing their competency portfolio for attaining their future objectives. The paper advances the literature on management education and competency development in two ways. First, we systematize the extant literature on competency development specifically in the context of higher education, identifying the recent advancements and major limits. Second, our research provides empirical insights on how universities, adopting a systematic and holistic approach to competency development, can respond to the challenge to prepare students with the necessary skills to increase their employability and meet labour market expectations.

Keywords: emotional and social competencies; competency development; higher education; intentional change theory; experiential learning

### 13112 | Differences and similarities between gifted and non-gifted children on consumer skills

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Marketing to children is a hot topic. Children represents a more and more attracted segment to marketers. They are a force in potential as we see them as a triple market – primary market, secondary market and future market (McNeal,1992).

This segment also manage huge amounts of money in a daily basis, using pocket money to purchase gifts for themselves and others, or direct influencing the purchasing choices of their families (Grossbart et al., 1991) .

In real terms of financial weight this pocket money is also increasing dramatically. In a way, this shows that children have more and more money to spend and in early ages but it is also vital to explain how the perception of money begins and how consumer skills have their own time of development.

Recent studies try to explain different money perceptions considering social and economic variables (Piçarra, 2011) and consumer skills on institutionalized vs non-institutionalized children (Almeida & Agante, 2016). In this study we are trying to understand the differences and similarities between gifted and non-gifted children.



In Portugal 3%-5% of students are gifted and in this case we will try to comprehend if their general characteristics on cognitive and social intelligence, usually reflected, among other on a fast pace of learning process, have or have not an impact on consumer socialization and money perceptions. We predict to not find so many differences between this two groups and with so to reinforce results from more recent studies that show: highest QI aren't the key element in terms of how children perceive money and its value. About this topic we will also try to explain the way emotional intelligence can be a variable to explain part of this phenomena, following ability models (Mayer & Salovey, 1997).

This investigation will conduct questionnaires on a sample composed by gifted and non-gifted children from public and private schools, collecting data to define forms to use marketing to create more conscious consumers. Previous questionnaires will be apply to their parents in order to explain some possible connections between answers.

Keywords: money, children, education, consumer socialization

### 13141 | Child's EI development and the creation of the emotionally intelligent educational environment

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Khlevnaya, Elena A., Associate Professor of the Plekhanov Russian University of Economics, CEO of IC CTC, Russian Federation

IC CTC has been holding R&D in the area of the emotional intelligence (EI) since 2009. Since 2015, it has been engaged in design of EI development programs for kids and programs for creation of the emotional and intellectual education environment and has analyzed efficiency of such programs introduction. The programs are based on the Ability Model of EI (Mayer, Salovey, Caruso, 2002) and on the results of the Russian studies within the framework of the Theory of Mind concept (Sergienko, 2013, 2016). The programs are implemented with close interaction among teachers, psychologists, children and their parents.

The objective of the study is to assess the impact of the EI development programs on the academic record of students and emotional climate in the class.

*Study hypotheses:* with introduction of the EI development programs for teachers and students into the study process, the emotional climate and academic record of students can be improved; the EI

level of teachers can be also promoted through organization of focused training giving long-lasting results.

The study is held among 150 teachers of primary and secondary schools and among 380 students (from grades 1–4 and 5–6).

*The study consists of 2 stages:*

*Stage 1:* training of teachers in the EI development program (48 hours during 3 months). The teachers passed testing of their EI level before the program, upon completion of the training, and 6 months after the training. The EI level was measured with the help of the Russian language version of the MSCEIT V2.0 test.

*Results:*

- After completion of the training, the overall EI level and indicators of all EI abilities improved.
- The long-lasting effect of the program can be seen in further improvement of the abilities to control ( $F=3.17$ ,  $p<0.05$ ) and to use emotions ( $F=2.27$ ,  $p<0.01$ ).

*Stage 2* (to be implemented in September 2017 - September 2018): introduction of the EI development program for children into the education and pedagogic process.

### 13181 | Emotional intelligence and resolution of social problems in adolescence

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This research related perceived EI, EI skills and the social problem-solving skills and tried to describe the relations the established between them. The sample was constituted by 83 adolescents of both genders, male and female, attending the 2nd and the 3rd cycle of basic education, with ages between 11 and 18 years. The instruments used were: 1) Socio-demographic and Educational Questionnaire, 2) Emotional Quotient Inventory (EQ-i: YV Bar-On, adapted by Candeias & Rebocho, 2007), 3) Multifactor Emotional Intelligence Scale (MEIS, Mayer et al., 1999, adapted by Franco, 2003) and 4) Cognitive Test of Social Intelligence (PCIS, Candeias, 2006). The results obtained allowed us to verify that there were significant positive correlations between EI

perceived, EI skills, and social problem solving skills. It was also possible to verified that EI is a predictor of problem solving skills.

## From emotional and social intelligence to multiple intelligences

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Emotional intelligence is the basis on which the entire pedagogical project of the school Herrikide in Tolosa lies.

We started with the training of the team of educators. Later on, a team of the center elaborated the Program of Emotional Education for Infant and Primary Education, published in June 2008 by the Provincial Council of Guipúzcoa.

The following five social-emotional competencies are worked out through all educational stages: Intrapersonal competencies - emotional awareness, emotional self-regulation, and emotional autonomy; and Interpersonal competencies - social and life skills.

Each competency is divided into five abilities, so the program consists of 25 dynamics for each school year. The skills and abilities are the same, but the activities to train them change for each course.

At first, these dynamics were carried out in the weekly tutoring sessions, but nowadays emotional education is worked transversally. These dynamics are included in the different interdisciplinary projects, designed according to the paradigm of multiple intelligences.

Additionally, this program was evaluated systematically by the team of educators and the appropriate adjustments were made. Aware that some of the dynamics were excessively cognitive, we have tried to replace them by more experiential activities. The emotional education training has also been extended to the families.

The direct results of this emotional training were the positive climate of coexistence between the staff of the center, the students and their families, as reflected in the results of the satisfaction surveys along the years. In addition, when conflicts arose they were detected in the initial stages and were prevented from becoming bullying (there are practically no cases of bullying. KIDE: our school positive coexistence program). All these results have promoted cooperative learning, peer support as well as academic achievement.

Keywords: intelligence, emotional, education, program, competencies

**Saturday 22 July | 09:00 - 10:30 | Room: 249 | Moderator: Elise Bausseron**

**13114 | Promoting emotional competence in school contexts: Good educational practice in Andalusia (Spain)**

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This study aims to analyse and summarize the initiatives undertaken by teachers to promote emotional competence among their students. The method used in the study systematically reviews the projects on educational innovation and good practice in relation to emotional education in Spanish schools. The numerous educational initiatives used to promote emotional learning cover a wide variety of learning objectives, content and methodologies. Although the efficiency of emotional education programmes in schools can be seen in the literature, there is still a gap between theory and practice as regards emotional education. In this respect, the main contribution of this study is the synthesis and analysis of the educational experiences and innovations currently being implemented in schools in Andalusia (Spain).

For this study we firstly establish our bibliographical search sources: Dialnet, Redalyc, Scopus and several institutional archives: EducaLAB, Redined, Averroes, etc. as well as educational innovation projects linked to the study subject and approved by the Andalusia Autonomous Community in the last seven academic years: 2010/11-2015/16.

Reviews will be conducted using the following key words and phrases: emotional intelligence, social competence, emotional competence, emotional education, socio-emotional education, wellbeing, self-esteem, empathy, conflict resolution, emotional learning, positive school, positive education, positive psychology, happiness, mindfulness, emotional self-awareness, emotional self-regulation.

Secondly, a descriptive assessment is carried out for each study, including data relating to the target for the educational experience or innovation, the intervention carried out, the methodological strategies used and the results obtained. Finally, the conclusions of the study based on the available scientific evidence are presented, and the discussion section states the strengths and limitations of this systematic review. In addition, the section on recommendations includes points to

be taken into consideration when implementing educational innovations and good practices affecting the development of emotional competence among schoolchildren.

### 13129 | Strategies to promote emotional intelligence (EI) in Higher Education (HE), cases study

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Numerous efforts are being made to promote EI in the work field, with more vehemence in certain professional areas. This need arises from observing situations that affect motivation, self-concept, attitudes, and behaviors that influence interpersonal relationships and achievements. These situations intensify in a culture that focuses on teamwork and innovation. EI is taking a lead role in the selection of human resources and it is necessary for the proper management of stress, which opens up big uncertainties about its application in HE. In the research framework of "Innovations in Admission Models in Higher Education: Cases Study with a Focus on Ethics of Equity", of the Program Academic Aptitude Test (UCR), are studied programs that deal with the inclusion of students with educational disadvantages. Support strategies have proven to be determinants for the healthy exploitation of these development opportunities. In an exploratory and hermeneutic study, with a cases study methodology, with the objective to know the experiences of EI promotion that are being implemented in an innovative way and the effect they can have supporting students with disadvantages. Semi-structured and in-depth interviews to experts are included, as well as observation in the field of work. The propaedeutic programs, as well as the alternatives of inclusion to the ES, in Latin America, have been implemented to achieve greater equity in entrance and permanence processes. The results show that it is possible to bring the student closer to the academic culture, to interpret and adapt to the rituals, values, and styles of language and behavior. Also, they get involved in the specific university environment providing them with the necessary tools for improving. In this perspective, EI workshops prove to be a great contribution among other strategies.

Keywords: Emotional Intelligence, Higher Education, Strategies, Workshops, Propaedeutic.

## 13180 | "Outdoor training as a methodology for maximising emotional intelligence in children". Experimental study on a soccer school

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The present study intends to describe KidsTalentum program implementation, as well as to explain its premises. This program was developed in a primary school located in a community with different social problems. The program seeks to implement social and emotional learning strategies that promote better interpersonal relationships and school success improvement. The Program execution comprised three components: a) School community involvement; B) Program evaluation, through a quasi-experimental plan, with experimental group and control group and pre and post-test measurement; C) Implementation of the outdoor training program of training of social and emotional skills, both in the classroom in curricular (indoor) and outside the classroom (outdoor) at work hours. The methodology of outdoor training is an experiential learning technique in which participants are submitted to activities that are based on adventure sports and ecotourism modalities. The KidsTalentum program consists of a set of activities carefully sequenced and designed through an experiential model, inserted in nature and designed to facilitate the development and strengthening of socio-emotional skills. The skills worked on are: communication, leadership, stress management, and mood management. With the KidsTalentum program, it is hoped, in addition to the promotion of socioemotional competences, to reduce the asymmetries that may exist between participants and contribute to improve interpersonal relationships and facilitate context adaptation.

In the control group, 79 students participated, 44 of female gender and 35 of male. In the experimental group 83 students, 44 of the female gender and 43 of the male gender. Age ranged from 5 to 11 years.

We can infer that, although there were no significant effects of the program on emotional comprehension, KidsTalentum had significant positive effects on self and heteroperation of intrapersonal skills, adaptability and positive mood.

The results found by this research point to the methodology of outdoor training as a tool that facilitates the development of social-emotional competencies that can be used both in prevention programs and in the promotion of competences, and may benefit individuals and groups, especially those subjected to potential psychosocial risks Or real.

Keywords: outdoor training, socioemotional skills, basic education

**13234 | A meta-analysis of emotional intelligence and academic achievement**

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Social and emotional learning initiatives have been enthusiastically embraced by schools, and emotional intelligence training programs in schools are known to be effective in increasing socio-emotional skills and wellbeing. One of the key issues to consider is whether emotional intelligence training is useful as an end in itself (such that children develop better emotion regulation strategies and better socio-emotional outcomes) or whether such training also holds the promise of increasing academic achievement. The current meta-analysis estimates the relationship between emotional intelligence (EI) and academic achievement. Preliminary analyses use a random effect model with no attenuation corrections. The overall relationship between EI and academic achievement is  $r = .21$  ( $k = 163$ ,  $N = 35,856$ ). For ability measures,  $r = .23$  ( $k = 43$ ,  $N = 5346$ ), for self-reports of ability EI,  $r = .17$  ( $k = 25$ ,  $N = 4591$ ), and for trait EI measures,  $r = .20$  ( $k = 87$ ,  $N = 23,869$ ). Planned moderator analyses include: (a) a comparison across streams of EI (ability assessments versus self-estimates of abilities versus trait EI); (b) types of academic achievement (grades versus standardized test scores); (c) branches of EI (perception, use, understanding, and management of emotions); and (d) level of education (primary, secondary, tertiary). Using existing meta-analytic estimates among big five personality, intelligence, EI, and academic achievement, we will also address the question of whether EI provides incremental validity for academic achievement over personality and intelligence.

**13047 | Assessing graduate perceived employability through emotional and social competencies**

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Intense competition among applicants in dynamic labor market building pressure for stakeholders (researchers, academicians, universities, employers and policymakers) to help the graduates to

become employable for smooth entry in labor market. Graduate employability is also crucial for (macro) socio-economic perspective and gained stakeholders' attention due to remarkable increase in university enrolments and unemployment in labor market. The debate on graduate employability lacks empirical evidence and largely based on theoretical arguments in literature. With the empirical investigation, this study aims to target the graduates' perspective to illuminate the role of emotional and social competencies (ESCs) in perceived employability and career satisfaction. Three years' time-lagged data of 138 Italian students was collected after each academic year from 2013-2016. To build the ESCs profiles, we used multi-raters approach followed by 1199 additional responses from sixteen different stakeholders including parents, siblings, friends, mentor, and colleagues. Primary analysis through Partial least square-structural equation modeling (PLS-SEM) confirms the association between ESCs with perceived employability and career satisfaction. To get more robust results, we controlled age, prior work experience including internship and study abroad, gender and educational field. Further, mediation test indicates that perceived employability mediate between ESCs and career satisfaction. This study contributes to the literature in two folds: First, it extends the current debate on graduate employability, particularly the role of competencies in enhancing (perceived) employability and achieving career satisfaction in the dynamic labor market. Second, it provides guideline to individuals and higher education institutes (HEIs) to build and equip essential competencies that are valued and required in the labor market irrespective of disciplines or fields of study.

**Keywords:** Employability, Career satisfaction, Emotional and social competencies

### **13254 | High school teachers' emotion management and classroom management strategies matter: An integrated methods study**

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Classroom relations between some Jamaican high school teachers and students remain low (Edwards-Watson, 2015). The purpose of the first phase of this explanatory sequential mixed methods study was to examine and describe high school teachers' emotion management and classroom management strategies. Specifically, this phase aimed to determine if there was a significant relationship between Jamaican high school teachers' emotion management and their gender. In addition, different variables were used to develop models that predicted teachers' classroom management strategies. A total of 110 teachers (73 females) from seven high schools (all-female = 1, all-male = 2 and co-educational = 4) contributed data to the quantitative phase.



Preliminary results showed that females scored higher on emotion management than their male counterparts. While the majority of teachers in this study resisted using physical restraint to stop students from exhibiting disruptive behaviour, the odds of males using physical restraint was 2.44 times that for females. The odds of male teachers sending home students for aggressive and disruptive behaviour was 2.01 that for females. The findings also showed that emotion management, gender, the number of years of involvement in teaching and school type were all predictors of teachers' classroom management strategies. The second phase of the research aims to explore how teachers, from the three school types, describe their ability to manage emotions in their classroom as well as how they describe their decision-making, in relation to the strategies they use to manage their classrooms. This phase also aims to explore those factors that teachers describe as contributors to their classroom management strategies. Using outlier sampling, a purposefully select sample of participants, who participated in the first phase will be selected for this qualitative phase. Data from the qualitative phase will be used to explain unanswered questions from the quantitative phase.

**Thursday 20 July | 16:00 - 17:30 | Room: 252 | Moderator: Laura Artusio**

**13240 | Emotional intelligence, academic performance, design thinking**

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Project October 2016 to June 2017

The paper will present insights from an innovative applied learning project that explores emotional intelligence, academic performance and design thinking among final year students on BA Design Management and Cultures course at the London College of Communication, University of the Arts. The project is underpinned by primary and secondary research that shows emotional intelligence as a critical predictor of academic performance, work and life success (Salovey and Mayer 1990; Goleman 1995; Seal et al 2010; Petrides et al 2007) Practice-led research within industry shows that there is a correlation between emotional and design thinking – a human-centred approach to problem solving. Tim Brown (2008), CEO IDEO identified a number of the personal traits that design thinkers and strategists should have such as empathy and optimism. The insights will be based on qualitative interpretative data from a range of sources include students' interpretative analysis of their Trait Emotional Intelligence reports, reflective writings to evidence the impact of emotional intelligence on their well-being, academic performance and employability potential. As an

emotional intelligence practitioner and the author explored emotional intelligence learning within curriculum development, teaching and learning pedagogy. This underpins the University's ambitions and 'Creative Attributes Framework' to improve students' academic performance and employability. The findings will inform how the course curriculum and evaluation system are redesigned to include emotional intelligence as a key aptitude for developing design leaders, managers and strategists in a changing global world. Seal et al (2010) advocates that it is not enough to produce the brightest and the best technically minded experts. Universities must seek to develop the whole person, better prepare graduates for future success. Students who are able to develop their capacity to understand themselves, the world, build meaningful relationships and foster positive change have the advantage in education, work and life. (Seal et al 2010).

### 13236 | RULER in Italy: A study on implementation fidelity

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Over the past few decades, several social and emotional learning (SEL) programs have been developed to enhance school engagement, attendance, and academic success. Among SEL Programs, the RULER Approach (Brackett et al., 2011) has been applied in hundreds of schools in the USA proving its effectiveness in enhancing both social and emotional skills and, consequently, psychophysical well-being and academic achievements (Brackett et al., 2010; Rivers et al., 2011). Previous research showed that the acquisition and development of the RULER skills (i.e. recognizing, understanding, labeling, expressing, and regulating emotion) are fundamental to prevent maladaptive behaviors (aggressive behaviors, bullying, substance abuse, etc.) and to promote a positive and healthy development among students (Brackett et al., 2009; Rivers & Brackett, 2011). The evaluations of the effects of the RULER Approach included also the variables surrounding implementation (i.e. training, dosage, and implementation quality), proving the effectiveness of this program in reaching its proposed aims (Reyes et al., 2012). The present study aims to replicate the research of Reyes and colleagues (2012) in Italy, examining how its training, dosage, and implementation quality were related to Italian students' social and emotional abilities during the program's first year of implementation. A further aim of the study is to offer a contribution for the adaptation of the RULER Approach in the Italian context. Data were collected on 35 classes and 862 students from Italian schools (2 in Florence and 3 in Verona), which are applying the

RULER Approach. Results are discussed on the basis of cultural differences that operate for Italian and USA schools.

Keywords: SEL Programs, RULER Approach; Implementation Fidelity; Italian Context; Cultural Differences.

### 13383 | Analysis of the relationship between emotional intelligence and physical activity in obligatory secondary school students

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The main objective of this study was to analyze the relationship between self-reported emotional intelligence (SEI) and the frequency and type of physical activity (PA) compared with sedentary leisure activities. A sample of 180 students from 10 to 13 years old belonging to three schools of Albacete was studied. A questionnaire was used to assess the frequency and type of physical activity, and the time spent on various leisure activities. The SEI was measured by TMMS-24. Significant differences between physically active and insufficiently active tweens in clarity and emotional repair were found, but not in attention. The emotional clarity was positively related to all types of physical activity, but more significantly with: 1) outdoor activities, 2) non-competitive activities, and 3) team activities. The same occur for emotional repair, although this showed a greater relationship with the individual activities. In addition, the results showed a statistically significant negative relationship between hours spent in sedentary activities and the SEI. The results are discussed in relation to the promotion of PA to favoring the SEI.

Keywords: Self-reported emotional intelligence, physical activity, primary education, leisure activities

El objetivo principal de este estudio fue analizar la relación entre la inteligencia emocional autoinformada (IEA) y la frecuencia y tipo de práctica de actividad física (AF), en comparación con actividades de ocio sedentario. Se utilizó una muestra de 180 alumnos de 10 a 13 años, pertenecientes a tres colegios de Albacete. Se empleó un cuestionario para evaluar la frecuencia y tipo de AF, así como el tiempo dedicado a distintas actividades de ocio. La IEA fue medida mediante el TMMS-24. Se encontraron diferencias significativas entre los preadolescentes

físicamente activos y los insuficientemente activos en claridad y reparación emocional, pero no en atención. La claridad emocional se relacionó positivamente con todos los tipos de AF, pero más significativamente con actividades: 1) al aire libre, 2) no competitivas, y 3) en equipo. Lo mismo ocurre con la reparación emocional, pero ésta presentó una mayor significación en las actividades individuales. Además los resultados mostraron una relación estadísticamente significativa negativa entre las horas dedicadas a actividades sedentarias y la IEA. Los resultados se discuten en torno a la promoción de la AF como favorecedora de la IEA.

Palabras clave: Inteligencia emocional autoinformada, actividad física, Educación Primaria, actividades de ocio.

### 13051 | School climate and teachers' perceptions at work: pleasant and unpleasant emotions as mediators

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The teaching-learning process elicits many emotions in both students and teachers. Therefore, educators need to have the ability to work under different daily moods (e.g., reduce frustration, maintain enthusiasm), in order to successfully teacher students and work with parents and colleagues. This continuous process of managing emotions, known as “emotional labor” may lead teachers to a sense of satisfaction (or dissatisfaction) while working. Furthermore, teachers' work-related emotions influence the atmosphere that students experience in their classrooms, which has important implications on their academic performance, motivation, and even mental health. How school climate affects teachers work-related outcomes is not yet fully addressed in the literature, and it is still unclear the causality between school climate and specific teacher emotions. The present study aims to analyze the link between optimal school climate (e.g., quality of interactions, students' engagement, discipline) and work-related outcomes (teachers' engagement and burnout). Moreover, we explore in detail how specific types of teachers' daily emotions serve as a potential mediator between school climate and teachers' engagement and burnout. This study included a total of 1,895 secondary school teachers from 36 private schools in Mexico (65% female; aged 25-67). Teachers completed a survey to evaluate their school's climate,

engagement and burnout. Teachers reported experiencing both pleasant emotions, such as content (82% of the time), connected (78%), and motivated (75%), and unpleasant emotions, such as stressed (62%), tired (60%), and frustrated (43%). As expected, preliminary results showed school climate was significantly and positively correlated with pleasant emotions and teacher engagement ( $r$ 's ranging from .27-.61, all  $p < .001$ ). Conversely, school climate was negatively correlated with unpleasant feelings and burnout ( $r$ 's ranging from .16-.55, all  $p < .001$ ). Our results underscore the need to enhance emotional competences among educators to promote effective management of their daily emotions while teaching. This may help to increase their effectiveness, as well as improve sensitivity to students' needs, which in turn may impact in optimal classroom climate and performance.

### 13290 | Developing emotional intelligence in school: leadership tools as one of the teaching strategies

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Colégio Farroupilha, located in the city of Porto Alegre, Brazil, for 131 years, has the mission of educating competent citizens through the promotion of learning situations aimed at the development of cognitive and social-emotional skills, understanding human formation as the integrality of the being. The school considers among its fundamental values, the good relationship and development of leaderships, and intends to mobilize students to assume their role in society, being able to help in the construction of an ethical, fair and solidary society. In order to develop such values, Colégio Farroupilha follows the Programme "Leader in Me" pedagogical which helps contribute to the development of students' emotional intelligence. The programme was developed by Franklin CoveyCo., in the USA, based on the well-known book "The 7 Habits of Highly Effective People" and adapted to the Brazilian reality for use in Basic Education schools, being developed in the initial years of elementary school at Colégio Farroupilha for two years, in partnership with Somos Educação publisher. It applies to the school dynamics 14 leadership tools related to the

seven habits: (1) be proactive, (2) Begin with the end in mind, (3) Put first things first, (4) Think win-win, (5) seek first to understand and then be understood, (6) synergy, (7) sharpen the saw which contribute to the development of social-emotional skills in the students, improving the performance and the promotion of more positive relationships. Students begin demonstrating spontaneous leadership in daily activities, also observed by the family and school community. The present work is, therefore, an experience report of a Brazilian school that uses leadership tools as one of the pedagogical strategies for the development of students' emotional intelligence. The school was nationally awarded in the "Best Parent Involvement Action" category in the 2016 Leader in Me Best Practices Award.

Keywords: Social-emotional Competencies, Emotional Intelligence, Pedagogical Practices, Leadership Tools.

### 13118 | Empathy as the most salient expression of emotional intelligence in the museum adult visitor

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During the last ten years, empathy has received considerable attention from researchers of various orientations. These mainly attempted to identify its numerous forms and their components (see for instance: Batson, 2009; Shamay-Tsoory, 2009; Singer and Lamm, 2009; Watt, 2005). or their neurophysiological substratum (see for instance: Decety, 2011; Henric, 2012; Preston and Hoflich, 2012).

We studied empathy during a series of investigations on the adult visitor's affective functioning while he is observing paintings or sculptures in a fine arts museum (see for instance: Dufresne-Tassé, 2011; Dufresne-Tassé, 2016; Dufresne-Tassé, Barucq and Trion, 2014; Dufresne-Tassé, O'Neill, Sauvé and Marin, 2014; Dufresne-Tassé, Trion, Barucq, Sauvé and O'Neill, 2013). We observed it amidst a series of nine other affective phenomena including: feeling, emotion, appreciative reaction, sentiment, self-immersion, desire, personal tastes, laughter and pleasure.

Information gathered on empathy was obtained through an adaptation of the Thinking Aloud Technique (Ericcson and Simon, 1993) validated for use in the museum situation (Dufresne-Tassé, Sauvé, Weltzl-Fairchild, Bana, Lepage and Dassa, 1998 a,b). Regarding the visitors, they were a

subgroup of 30 of the general public type, extracted from a stratified sample of 90 taking into account the various characteristics of this type of public.

The proposed oral presentation will locate the present investigation amongst the most recent research on empathy, describe its methodological aspects and main results. These will include:

1. The particular form that empathy takes in the museum visit situation;
2. The necessary contribution of the visitor's cognitive, imaginary and affective functioning to the production of empathy;
3. What empathy brings to the understanding of an art object and how it contributes to the visitor's psychological development.

Keywords: empathy, affective functioning, adult visitor, museum

**Friday 21 July | 16:00 - 17:30 | Room: 252 | Moderator: Ruth Castillo Gualda**

**13248 | Land of emotions - children's emotional development in multicultural environment**

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The aim of this study is to show the benefits of social-emotional learning in kindergarten with children of different culture backgrounds. Social-emotional learning takes place parallel in three groups: employees (N = 24 teachers and N = 4 other nursery staff), children (N = 89), and parents (N = 50). Each group followed an individual program of social-learning training, workshops and properly conducted classes for children.

The main objective of the program "EI at preschool" is to raise awareness of emotions of people working with children. All the participants involved are getting to know children's emotions as well as their own beliefs, habits and patterns in responding to them. Unfavorable habits were transformed according to the development of emotional and social skills.

"EI at preschool" program included: initial training for teachers and all people working in the kindergarten - 2 days; follow-up workshops for preschool's staff - once a week; workshop for parents - once a month; and workshops with children - 5 days a week.

The instruments included: questionnaires; individual interviews; observation; mood meter; questionnaire INTE; a survey designed to test emotional and social skills of children, filled in by teachers and parents three times during the school year (beginning, mid and term); and an

interview with teachers and parents about children's behavior, possible parenting problems and parent-child relationships. Children's observation was performed, once a week, with the use of hand puppets and during playing with other children.

The results showed: after 2-months of program 2-4 years old children evidenced a better understanding, recognition, labeling and expression of emotions; after approximately 3-months, 4-6 year group evidenced improvement in emotions' recognition, labelling and expression. Additionally, for children in each age group, improvements in relationships with peers and teachers were observed, and teachers reported mood improvement and more peace of mind.

### 13053 | School climate and student emotions as predictors of academic goals and growth mindset: A mediation model

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Research has shown that students' positive perceptions of their school climate are related to fewer problem behaviors. However, how school climate leads to these outcomes is not fully understood, and the many specific facets of school climate remain relatively unexplored. Students experience a variety of emotions throughout the school day, however, whether a student experience more wanted or unwanted feelings likely impacts how students approach their academic tasks. To further explore the role of emotions and school climate in student academic mindsets, we surveyed approximately 8,700 high school students across 36 private schools across Mexico (ages 14-19 | 47% male). Participants completed a school climate measure, personal academic goals, and growth mindset with regards to their intellect. The top five feelings students reported experiencing during the school day were a mix of pleasant and unpleasant emotions: respected (79% of the time), happy (77%), content (77%), stressed (75%) and tired (74%). As expected, these feeling words significantly correlated with student reports of their school climate ( $r$ 's ranging from .40-.52, all  $p < .001$ ). Furthermore, these top emotions also correlated as expected with students' growth mindset and with their mastery approach to learning ( $r$ 's .11-.24, all  $p < .001$ ). In this paper presentation, we build on the foundational school climate work, to explore further the relationship among students' perceptions of their school, and both their mastery goals and their growth



mindset. Moreover, we explore in detail the specific types of feelings which varying facets of school climate tend to create in their students, and then demonstrate how those daily emotions mediate the relationships between school climate and the outcomes of mastery goals and mindset. The added step of including specific emotions as a mediator, adds nuance to our understanding of the impact of school climate on student well-being. Furthermore, by identifying the specific emotions students are experiencing, more targeted and empirically-supported social and emotional interventions and emotion regulation strategies can be selected to target those feelings which are useful.

### 13065 | Resilience and emotional regulation in parents of children with special needs (SN)

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Antão, Celeste, Instituto Politécnico de Bragança, Portugal

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Frolen, Luís, Instituto Politécnico de Bragança, Portugal

*Background:* Parents of children with Special Needs (SN) experience higher levels of emotional distress (Lecavalier, et al, 2006), depression (Benson, 2006), anxiety (Pakenham, et al, 2004) and social isolation. Informal caregiving of a child with SN is often regarded as a moral duty and most often research has focused primarily on the deficits and risk factors among these families. Based on the current assumptions of Positive Psychology (Seligman, 2000), the current research focus on Family Resilience and Emotional Competence (Bisquerra, 2000; Veiga-Branco 2004, 2005, 2007), assuming the potentially healthy and positive aspects of families in opposition to traditional psychology and the need to promote emotional skills within families.

*Aim:* to recognize the association between family resilience and emotional regulation in parents with children with SN.

*Method:* Quantitative and cross-sectional study, gathered by face to face survey, that will be conducted between the 15th of January and the 15 th of March of 2017 on a representative sample both parents of a child with SN from the northern and interior region of Portugal. Family resilience, dyadic coping and emotional competence of the couple were measured, respectively, by Portuguese versions of the Family Resilience Assessment Scale (Martins, et al., 2013), the Dyadic

Coping Inventory (Vedes et al., 2013) and the Emotional Skills and Competence Questionnaire (Lima Santos & Faria, 2005).

*Results and conclusion:* The relevance of the data obtained with families parenting children with special needs will be discussed considering the need of promoting resilience within these families.

Keywords: Positive Psychology; Family Resilience; Emotional Regulation; Emotional Competence; Special Needs.

### 13293 | Emotional intelligence of students of psychology department as a competence characteristic

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The article is about the phenomenon of emotional intelligence as an important component of professional competency students of psychology department. «Competency» means psychological quality acquired by a person as a result of interiorisation educational trajectories and provides more successful socialization in professional and personal sphere.

The aim of our research is to define the level of emotional intelligence of university students of specialty «Psychology».

Participants of the research: 65 people – 56 women and 9 men students of psychology department «Francisk Skoryna Gomel State University».

The research was conducted with using questionnaires «Emln» (D.V.Lyusin) and «EI» (N.Hall).

As a result the following data were obtained. The level of emotional intelligence of most students (predominantly female) is on the average level (43,1%). A low (17,5%) and very low level (22,2%) of emotional intelligence are encountered significantly less often ( $\alpha = 0,05$ ).

Thus, during the research it was revealed that students of psychology department have more developed ability to realize and understand their emotions. They're able to realize their internal condition, they have enough dictionary of emotions. They have the difficulty in arbitrary management of one's own emotions.

The scores of the components «Motivation», «Empathy» и « Social Skills» are low too. Students of psychology department possess the skills of their behavior management through managing emotions in a slight degree.

Participants of the research have insufficiently developed such important competencies characteristics as an understanding of one's own emotions, empathy to the current emotional state of another person, as well as readiness to support, the ability to understand the person's condition according to the facial expressions, gestures, nuances of speech, posture, ability to influence on the emotional state of others.

The obtained data allow to make the conclusion if students of psychology department would be more successful and realize themselves in the future in professional activity they have to develop empathy, ability to managing their emotions and ability to recognize of one's own emotions.

Keywords: emotional intelligence; competency; faculty of psychology students.

## Health, Well-being and Optimal Development

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**Saturday 22 July | 09:00 - 10:30 | Room: 247 | Moderator: Ana Gama**

**12395 | Managing emotions for health and wellness: How can emotional intelligence help us to manage our health and optimise our energy**

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Emotions are pivotal in every area of our lives and our health and wellness is not an exception. The American Institute of Stress estimated that 75 – 90 percent of all visits to primary care physicians are for stress related problems. And prolonged stress can be detrimental for one's health and this is a result of inability to manage negative emotions triggered by life events. Herbert Benson, MD, the pioneer in Mind Body Medicine in his research, the mind and body are one system, as such body symptoms are an indication of the disturbance of the mind-body' ecosystem. With emotions being electro-chemicals signals released from the brain to affect every cell in our body, when a stressful event occurs, which is the stress trigger we experience an emotion based on the interpretation or meaning we give to the event, and we enter the stress phase. Depending on the issue a particular organ of our body becomes responsive to this emotion. If one is aware of their emotions and is able to manage the emotion triggered by the event, they start regeneration or release the emotional charge, however inability to manage or release the emotion/s can contribute to the onset

of disease. Having observed many women experience breast cancer after divorce, loss of a loved one or separation, this paper will review existing research on mind body connection to discuss how emotions can contribute to the onset of breast cancer. This paper will discuss the emotional conflicts that affect the breast and contribute to the onset of cancer based on the meta health research, and the brain relays affected, the reaction to getting the cancer diagnosis possible lifestyle changes to resolve the conflict and trigger the healing process.

### 12399 | The importance of teacher acceptance in student's and teacher's psychological adjustment, empathy and classroom environment

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The quality of interpersonal relations between teachers and their students plays an important role for every human being physical, psychological, social and emotional development. When the relationships between teacher and students are based on acceptance, affection and empathy, it's possible to promote psychological adjustment for both of them, through the development of a good classroom environment. As so, this study aims to get a better understanding of the relationship between students and teachers. How the interaction between them can promote (or not) psychological adjustment and an empathic attitude in adolescence and in adulthood. Additionally, we try to analyze the role that these connections might have on classroom environment. To achieve our goals, we applied the Teacher Acceptance-Rejection Questionnaire (TARQ, Rohner, 2005), the Personality Assessment Questionnaire (PAQ, Rohner, 2005), the Multidimensional Reactivity Davies Scale (EMRI, Davies, 1983) and the Classroom Processes Inventory (IPSA, Bastos, Barbosa, Oliveira, & Dias, 2009), to a group of Portuguese students and teachers from several public schools in northern Portugal. Results show a connection between teacher acceptance and psychological adjustment for both students and teachers. Also, we found a connection between higher levels of teacher acceptance and higher quality of classroom environment. Empathy was found to be associated with classroom environment dimension. Our results suggest that teacher acceptance is an important variable to take in account in improving interpersonal relations in schools, as well as psychological well being in both teachers and students.

Keywords: teacher acceptance-rejection; psychological adjustment; classroom environment

## 13040 | Longitudinal EI project in Children Foster Care and Family Support Center in Lithuania

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*Rationale:* According to the latest data there are more than 100 child care institutions, totaling 10 thousand children without parental care in Lithuania. The recent research shows, that more than 70% of those children have behavioral problems, associated with psychological deprivation and lack of socialization skills. These behavioral problems can have a significant impact on the future life of children seeking education, economical independence and psychological adaptation to their surrounding.

*Approach:* the program fulfilled the following functions: initial EI measurement, assessment (educators and children group), counselling (assist and provide with advise and solutions to the educators), training and coaching (to provide teachers and children with knowledge on EI and to teach social skills), coordination (to ensure effective cooperation between all the associated groups in the project).

*Objectives:* Strengthening emotional intelligence, reinstating self-worth and self confidence among disadvantaged children and empowering them to seek further education, skilled employment and economical independence.

KPIs: Number of children participatants: 26

10% increase in children's total EQ

15% increase in core socialization indicators among children (inner motivation, optimism, empathy)

The program was sponsored by Barclays and carried out by training and consulting company "Leadership Experts group". There were 15 activities organised for the educators and children during the year 2016. The leading specialists of Lithuania shared their knowledge and worked on developing children's skills in increasing self-awareness (recognizing behavioral patterns, emotional literacy), self-management (navigation of emotions, consequential thinking, optimism, intrinsic motivation), interpersonal skills (empathy, noble goal setting).

*EI measurement inventory:* SEI Leadership Report, SEI Youth Version, SEI Group Report ([www.sixseconds.org](http://www.sixseconds.org))

*Results:* The positive increase in scores is observed in up to 19% of the group in total EQ score, up to 23% in optimism score, up to 23% in empathy score and up to 30% in intrinsic motivation score.

## 13064 | Stress and psychological well-being – study in parents of children with special needs

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*Background*: Existing research, mainly conducted with mothers, shows that families parenting a child special needs experience higher levels of emotional distress compared to families with children with a typical development (Delambo, et al, 2011; Lecavalier, et al, 2006, Lee, 2013). This is the first empirical research (to our knowledge) that will be conducted involving both parents of a child with special needs from the northern and interior region of Portugal.

*Method and aims*: This quantitative, descriptive and cross-sectional research as the following aims: (i) to analyze the associations between parental stress and parents' psychological well-being; (ii) to evaluate the influence of individual variables on parents' psychological wellbeing. Data consisted of parents' responses on the Portuguese version of the Parental Stress Scale (Mixão, Leal & Maroco, 2007) and Satisfaction with Life Scale (Simões, 1992). The survey will be conducted between the 15th of January and the 15th of March of 2017.

*Results and conclusion*: Starting from the acquired consciousness about the fact the stress faced by families raising children SN may continue during adolescence and adult life, influencing the quality of family relationships on a long term, results will be presented. In fact, the relevance of the data obtained with families parenting children with special needs will be discussed considering the need of promoting the optimal development of parents with a child with special needs, in a short and long term in time.

**Keywords**: Health Promotion; Well-Being; Parenting; Special Need.

## 13014 | Emotional intelligence and healthy life-styles: a longitudinal study during adolescence

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Research to date has well-documented that perceived emotional intelligence is an important aspect of health and psychological well-being. If perceived emotional intelligence is related to better health results, it is expected that this effect could be due to the facilitation of healthier life-styles. The aim of this study is to examine the prospective associations between perceived emotional intelligence and life-styles (i.e. sport and physical activity, smoking and alcohol consumption) during adolescence. To reach this aim, a longitudinal study was conducted with two assessments separated by one year. A sample of 880 adolescents aged 14-17 years old (52.4% girls) who were enrolled in 18 high schools in Andalusia (Spain) participated in this research. Participants completed self-report measures of perceived emotional intelligence skills (i.e. perceived emotional attention, perceived emotional clarity and perceived emotional repair), sport participation, physical activity, tobacco smoking and alcohol consumption. Some chi-squared tests were performed between levels in perceived emotional skills (50% low and 50% high) in time 1 and life-styles measures in time 2. First, high perceived emotional attention was prospectively associated with lower sport participation and lower physical activity; second, high perceived emotional attention was related to more frequent tobacco smoking and more frequent participation in street drinking after a one-year follow-up; third, low perceived emotional repair was longitudinally associated with liqueur consumption and higher frequency in liqueur consumption. Our findings indicated that low perceived emotional intelligence (characterized by high perceived emotional attention and low perceived emotional repair) was related to low sport and physical activity and more tobacco and alcohol consumption during adolescence. Thus, both tobacco and alcohol prevention and sport promotion may be strengthened by adding emotional education programs within school-based health promotion interventions during adolescence.

Keywords: emotional intelligence; alcohol; tobacco; sport; adolescence.

**Thursday 20 July | 16:00 - 17:30 | Room: 247 | Moderator: John Pellitteri****13192 | Exploring experts perspectives of spiritual bypass: A conventional content analysis**

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Spiritual bypass was a term coined in 1984 by the psychologist and Buddhist practitioner John Welwood to define the use of spiritual practices and beliefs as a way of avoiding dealing with unsolved personal or emotional issues. Expressive symptoms of spiritual bypass are: emotional alienation and repression, incapacity to manage difficult emotions, anger phobia, excessive detachment, minimization or negation of one's own shadow and illusion about one's own awakening (Masters, 2010). Despite the popular appeal of spirituality, little research has been conducted about spiritual bypass. The purpose of this study was to explore the perspectives of experts with a background in working with spiritual bypass in clinical settings conducting 10 semi-structured interviews. The results of the conventional content analysis yielded 63 codes clustered into 10 categories: (a) Exploring Client's Spirituality, (b) Definition, (c) Symptoms, (d) Personalities Traits and Life Experiences, (e) Causes, (f) Negative Consequences, (g) When Spiritual Bypass is not Unhealthy, (h) Ways to Treat, (i) Healthy Spirituality and (j) Longevity. Results showed that people who experience the spiritual bypass tend to have low emotional development and avoidance of emotional connection. Based on the study's findings, future research could have a broader view of the phenomenon including its main symptoms, causes, consequences and ways of treatment.

Examples of questions to stimulate discussion:

- Based on what was presented, do you believe you have already had contact with someone with spiritual bypass? If so, can you share a little about this person's experience (symptoms, negative consequences, treatment)?
- How can privileging the spiritual and not giving attention to the mundane affect the emotional development?
- Which of the presented symptoms do you think are more related to emotional development?
- In your view, what makes someone with spiritual bypass avoid emotional connection?
- How important do you believe to be the study of spiritual bypass to psychology and emotional development? Why?



Keywords: spiritual bypass, spirituality, emotional intelligence, conventional content analysis, psychology

### 13217 | Emotional intelligence, optimism, and cultural values as predictors of coping in Asian-Americans

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In the United States, citizens of Asian backgrounds (Asian-Americans) have traditionally under-utilized psychological clinical services such as psychotherapy as a means of addressing emotional stress. Instead, Asian-Americans tend to cope with emotional problems through behaviors that are more culturally embedded and consistent with Asian value systems such as relying on religion, seeking support from close family relationships, and engaging in meditation. This study surveyed patterns of help-seeking and coping behaviors in 160 Asian Americans and examined emotional and cultural predictors of such responses to emotional distress. Self-reported emotional intelligence measured by the Assessing Emotions Scale (Schutte, et. al, 1998), optimism measured by the Life Orientation Test-Revised (Scheier, Carver, & Bridges, 1994), and Asian values as measured by the Asian Values Scale-Revised (Kim & Hong, 2004) were examined as predictors of self-reported ratings of coping and help-seeking behaviors.

In partial support of the hypotheses, the use of family supports and meditation as coping behaviors were both predicted by adherence to Asian values and by the management of emotions in others and in oneself, respectively. Utilization of professional supports, such as psychologists and other mental health professionals, were only predicted by past use of psychotherapy services. However, emotional management and optimism distinguished those who had received psychotherapy in the past from those who had not.

The study highlights the role of emotional management in facilitating particular culturally-based coping strategies in Asian-Americans. Implications are made for adapting professional psychological services to be culturally-sensitive and to incorporate emotional intelligence development, in order to better address mental and emotional health needs in the Asian American community.

### 13133 | Emotion regulation among elderly people 85+ and centenarians La regulación emocional en las personas mayores de 85 años y centenaria

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The aim of this study was to analyze if, compared with minor age groups, the elderly 85+ and centenarians showed differences in the use of emotion regulation strategies. The sample consisted of 257 elderly people (age range 65-104 years old). They were distributed into different age groups: 65-74, 75-84, 85-94 and over 95 years old. Participants completed the Strategy Questionnaire (Blanchard-Fields y Coats, 2007). This questionnaire contains two vignettes: one representative of a situation generating sadness and another one triggering the feeling of anger. The 85 to 94 age group and centenarians were found to use proactive (Express, Seek) and Solve strategies less in comparison with younger age groups when regulating sadness and anger. In contrast, an increased use of Passive strategies was observed in the regulation of both emotions in the 85-94 age group. Significant differences were also found between centenarians and younger age groups in the use of Passive strategies for sadness, although not for anger.

Keywords: emotion regulation, oldest old, centenarians

El objetivo del estudio fue analizar si, en comparación con grupos de edad más jóvenes, las personas mayores de 85 años y centenarias presentaban diferencias en la utilización de estrategias de regulación. Participaron en el estudio 257 personas de 65 a 104 años, distribuidas en cuatro grupos: de 65 a 74 años, de 75 a 84, de 85 a 94 y mayores de 95. Se aplicó el Cuestionario de estrategias de regulación (Blanchard-Fields y Coats, 2007) en dos situaciones, una generadora de tristeza y otra, de ira. Los mayores de 85-94 años y las personas centenarias, en comparación con los grupos más jóvenes, utilizaban en menor medida la solución de problemas y las estrategias proactivas (expresión emocional y búsqueda de consejo) en la regulación de la tristeza y de la ira. Sin embargo, se observó una mayor utilización de estrategias pasivas en la regulación de ambas emociones en el grupo de edad de 85 a 94 años. Asimismo, se hallaron diferencias significativas entre el grupo de las personas centenarias y los grupos más jóvenes en el uso de estrategias pasivas en la regulación de la tristeza, aunque no en la de la ira.

Palabras clave: regulación emocional, personas muy mayores y centenarias

### 13057 | The relations between attachment, irrational beliefs, emotion regulation and psychological symptoms

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In this study investigation of the explanation roles of attachment, irrational beliefs and emotion regulation in different types of psychopathological symptoms from Emotion Intelligence perspective was aimed. In this aim relations between attachment, irrational beliefs, emotion regulation and psychopathological symptoms were studied. Attachment included reflects two sub-dimensions as anxiety and avoidance level of attachment, irrational beliefs reflects Ellis' concept of four sub-dimensions as demandingness, awfulizing, frustration intolerance and denigration or condemnation and emotion regulation were evaluated by six sub-dimensions as non-acceptance of emotional responses; difficulty engaging in goal-directed behavior; impulse control difficulties; lack of emotional awareness; limited access to emotion regulation strategies and lack of emotional clarity. By this aim 321 university students evaluated the scales related to relative variables. According to results different psychopathological symptoms predicted by different emotions regulation abilities and different irrational beliefs. Moreover, different emotion regulation abilities were correlated with different irrational beliefs and they affected psychopathological areas in different pathways. These result thought to be serious to understand attachment, irrational beliefs and emotion regulation roles in different symptoms.

Keywords: Attachment, Irrational Beliefs, Emotion Regulation

### 12555 | Is happiness born or made? Improving life quality in citizens and chronic disease patients

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*Introduction:* Scientific evidences show us a significant association between positive psychological aspects and human health. In consideration of the most important studies on Positive Psychology and Happiness, from The Public Observatory Health of Cantabria (Spain), we believe in the benefits of developing social-emotional skills as powerful tools to improve chronic patient's well-being and quality of life.

*Work goals:*

- 1) To identify basic and complex emotions.
- 2) To learn techniques of emotions management.

- 3) To know specific activities to increase quality of life and happiness, establishing a daily training plan in accordance with each one's characteristics.
- 4) To promote a virtual community of citizens, patients and professionals in order to be engaged.

*Method:* The project has been based on a classroom training course, divided into six sessions, to improve social and emotional skills. The sessions have been focused on the development of these skills according to the needs of each group (patients, families or professionals). During each meeting, we have actively promoted a plan of activities for them to gather useful techniques for their daily lives. The training has been developed through active and dynamic groups to generate a warm and pleasant climate to work in.

*Results:* In 6 months, 450 people have been involved in our pilot study, taking into account patients, families and professionals who demanded training courses.

*Perceived quality:* 92% of them considered the training as excellent in the areas of: interest, useful content, objectives, organization, teacher scores and satisfaction level.

*Impact of interventions:* We have compared pre-post test score using the non-parametric Friedman test. We have observed significant results ( $p < 0.01$ ) on the assessment of the importance they gave to physical and social-emotional health care. We must highlight the change produced on perception that participants have awarded to social-emotional skills on welfare after 8 months of the training sessions.

*Conclusions:* This Project showed up the necessity demanded by chronic patients and professionals who are facing the lack of training activities in this field.

## Medical Applications

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**Saturday 22 July | 09:00 - 10:30 | Room: 256 | Moderator: Chris Skinner**

**13018 | Emotional Intelligence: Predicting psychological adaptation in cancer**

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The role of coping in the area of psycho-oncology has proven to be essential for effective adaptation over the illness process (e.g., Livneh, 2000). Due to the limited research on coping in the relationship with emotional intelligence on oncologic disease (e.g., Smith, Petrides, Green, & Sevdalis, 2012), it becomes of concern to analyse the relationship between these constructs identified in the literature as predictors of success and achievement in multiple contexts (Mayer & Salovey, 2007; O'Brien & Moorey, 2010). The present study aims to examine the mediation effects of the coping strategies on the relationship between emotional intelligence (EI) and satisfaction with life (SWL) in cancer patients. Participants are 202 cancer patients from two hospitals from the North region of Portugal (80,2% women's and 19,8% men's, with an average age of 58.65 years). The measures used were: Emotional Intelligence Questionnaire – Self Perception, Satisfaction with Live Scale, and Mini Mental Adjustment to Cancer Scale. Multiple mediation analysis revealed significant direct and indirect effects in relation between the IE and SWL. The results indicated that coping, more specify, fight spirit and helplessness-hopelessness presented direct and indirect effects in relation between IE variables (emotional perception, facilitation, and comprehension) and SWL, suggesting one partial mediation. These variables of coping still presented a total mediation between emotional regulation and SWL. Thus we can conclude that the coping strategies and the IE components are critical to increase self-perception of SWL, resulting in an effective adaptation to the disease process. The results are a potential contribution for a better understanding of emotional intelligence in cancer and also for psychological intervention in psycho-oncology research area.

**Keywords:** Coping, emotional intelligence, satisfaction with life, cancer, mediation.

## 13100 | Emotional intelligence in a medical school: Does it change over the medical student journey?

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*Background:* The study examines the relationship between medical selection and emotional intelligence, and further provides descriptive information on EI across specific years in a medical programme. Data over a four year period was collected which examined links between academic performance and EI abilities.

Specifically the study investigated:

- The association between EI and present Notre Dame medical selection criteria (GPA, GAMSAT, Portfolio and Interview scores)
- The association between academic performance measured at two points (first and fourth year medical students) and Emotional Intelligence.

*Discussion and conclusions:* The study comprised of both cross sectional (four separate years of 175 first year students and 106 fourth year students) and longitudinal data (four years from matching student sample). Thirty-five (35) students undertook the MSCEIT in both their first and final years of medical studies and these students comprised the longitudinal cohort for this study.

Overall, the EI means for the longitudinal cohort mirror closely those of the larger cross sectional cohort. Final year medical students demonstrated lower scores on all EI metrics compared to their own scores in the first year of their degree. The one exception was higher scores on the Understanding Emotions Branch score and interestingly the result was similar to the larger cross-sectional cohort. However, longitudinal scores were not significant as contrasted to the significant cross sectional scores but this could be attributed to smaller sample size and consequent effects on the statistical power.

Present analysis of results also suggests an association between top academic performing students in final years and high levels of identified emotional intelligence.

### *Take Home Aspects*

1. Clarification of emotional intelligence measures as a basis for supplementing medical selection procedures
2. Importance of identifying emotional intelligence development across the medical school professional journey
3. Implications for curriculum development at varying pre clinical and clinical stages.

### 13136 | Importance of detection of external signs of emotional distress in caregivers of patients with advanced illness or at end of life

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The overall assessment of the primary caregiver (PC) emotional distress (ED) is necessary to provide appropriate intervention to their needs. Little attention has been paid to external emotional signs of ED in PC.

*Aims:* Assessment of external signs of emotional distress (ESED) in caregivers of patients with advanced illness or at end of life.

*Methods:* 125 PC of advanced cancer patients admitted to different PCU participated in this study. The PC answered the scale Detection of Emotional Distress of Caregivers of patients with advanced illness or at end of life (DED-C) and also demographics variables. The Psychologist performed the detection of external signs of emotional distress through by checklist. All psychologist received training in detection of these signs and were supervised by trained psychologist.

*Results:* Mean age of PC were 59.69 (SD= 13.3). There was a positive correlation between external signs of emotional distress (ESED) and emotional distress –ED- ( $r = .566$ ;  $p < .001$ ). Caregivers who present ED showed more ESED than those no ( $X^2 = 12.57$ ;  $p < .001$ ). Of these, showed statically significant difference in “Visible signs of sadness, fear, crying, , overflow” (13.76;  $p < .001$ ); “Difficulty of separating the patient: family refuses to let the patient make decisions and insists care” ( $X^2 = 6.22$ ;  $p < .05$ ) and “Visible signs of anger, irritability or frequent disagreement with therapeutic measures” ( $X^2 = 4.52$ ;  $p < .05$ ). The others signs as “Refuses or avoids contact with

professionals”, “Refuses or avoids visits from friends or family” or “Difficulties with information (blocks, difficult, minimizes information” did not show difference between caregivers who presented emotional distress than those no.

*Discussion:* The PC who presented ED showed specific ESED easily identifiable by professional and can help them to complement their global assessment of caregivers' wellbeing. These signs are very important particularly in those caregivers who do not express openly their feelings or the communication is difficult. Our results justify the systematic assessment of these ESED in the global assessment of the PC.

*Acknowledgements :* This study was supported, in part, by the Grant PSI2013-43555-R from the Ministerio de Economía y Competitividad MINECO (Spain).

### 13188 | Nurse emotional intelligence and patients' perception of caring

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The quantitative study explored the relationship between nurse emotional intelligence and patient satisfaction of nursing care. Thirty nurses from Medical Surgical and Acute Rehabilitation units were assessed for their level of emotional intelligence using the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) and 60 patients were surveyed by means of the Caring Factor Survey (CFS) based on Jean Watson's caritas process. Data from the MSCEIT were tested for linear relationship with data from CFS using Pearson product-moment correlation coefficient formula. The results showed a statistically significant relationship between nurse emotional intelligence at the competent and high performing levels, and patient satisfaction of nursing care received. New information identified in the study is expected to provide direction to health care leaders in determining development opportunities for nurses as well as useful criteria for selection of candidates to the nursing profession. Recommendations from the study include patient-centered mentorship of novice nurses, training nurses to develop the nurse-patient relationship based on the caritas process, and for leaders to utilize emotional intelligence as one criterion in selecting the best fit among those who aspire to join the health care profession.



## Positive Psychology & Health, Well-being and Optimal Development

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**Thursday 20 July | 16:00 - 17:30 | Room: 256 | Moderator: Diego Gomez-Baya**

**13013 | Responses to positive affect and depressive symptoms after a 2-year follow-up during adolescence**

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During adolescence, there is an increased risk for the onset of depressive disorders, and it is when gender differences in depression appear. Since depression is characterized by a decrease in positive affect in addition to an increase in negative affect, it is also particularly important to analyze strategies to manage positive affect. Therefore, this study examined the associations between the increase in depressive symptoms and changes in response styles to positive affect, paying attention to gender differences. With this aim, a longitudinal study has been carried out with three assessment points separated by 12 months each. A sample of 622 Spanish adolescents aged 13-14 years old (50.2% boys), who were enrolled in 18 secondary schools in Andalusia (Spain), participated in this research. Participants completed self-report measures of depressive symptoms and response styles to positive emotions (emotion-focused positive rumination, self-focused positive rumination and dampening of positive affect). In order to analyze data, a latent growth model was developed, which allows for the estimation of the trajectory of growth or change in variables over time. The results showed that depressive symptoms increase in girls. Emotion-focused and self-focused positive rumination decrease after the follow-up in both boys and girls. Regarding dampening, our findings indicated that there was an increase in girls and a decrease in boys. Multivariate latent growth curve models showed that the increase in depressive symptoms was associated with an increase in dampening and decreases in emotion-focused and self-focused positive rumination. Furthermore, girls presented more depressive symptoms, as well as higher dampening and lower self-focused positive rumination than boys. These results highlight the potential importance of considering strategies for regulating positive affect, in addition to negative affect, in explaining the development of depression in adolescence and in efforts to treat and prevent it.

Keywords: depressive symptoms; positive affect; dampening; gender; adolescence.

### 13034 | Emotional intelligence and subjective well-being among high school students aged 13-16 years

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*Background:* There are a large number of researches on Emotional Intelligence since 25 years ago, for the first time this concept was mentioned in the scientific literature (Mayer, Salovey and DiPaolo, 1990). In the first decade of the 21st century (Bar-On and Parker, 2000, Ciarrochi, Forgas and Mayer, 2001; Fernández-Berrocal and Ramos, 2002), there has been an increasing interest in researching how Emotional Intelligence influences our daily lives, how we perceive emotions, how we handle them and how are we able to regulate them. This concern has been extended to the need to investigate these aspects in the child and youth population, specifically in the school environment, incorporating the findings of Positive Psychology for the development of school programs oriented to the social and emotional development of children and adolescents. The implication that an adequate handling of the emotions supposes for the psychosocial development, especially during this stage, has been analysed by several researchers trying to find the link between emotional abilities and subjective well-being.

In this framework the present study aims to analyse the degree of well-being and emotional intelligence in 185 High Scholl students of Madrid between 13 and 16 years, developed in the framework of a research that intends to understand the emotional intelligence as the ability to perceive, express and understand emotions and its influence in the subjective well-being among the High School students. This study was carried out in two different sessions and data were obtained using the Mayor-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer, Saloveyand Caruso, 2002.) and the Well-being Scale for Adolescence (BIEPS-J; Casullo, 2002). The statistical analysis to answer the hypotheses raised was: descriptive scales and correlation analysis between both tests. The results of the Pearson correlation showed a significant relationship between subjective well-being and emotional intelligence.

Keywords: Emotional Intelligence; Subjective well-being; Educational Well-being

### 13067 | Parental resilience or dyadic resilience as health promoting variable – An overview in scientific production

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Antão, Celeste, Instituto Politécnico de Bragança, Portugal

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*Background and aims:* Although studies on resilience have increased in recent years, there is scarce evidence of family resilience with children with special needs. The present study starts in the recognition of the symbiosis effect between the concepts of Positive Psychology (Seligman, 2000), Family Resilience and Emotional Education (Bisquerra, 2000; Veiga Branco 2004, 2005, 2007), to achieve the objective of enabling families to promote positive feelings.

The aim of this research is to present an overview review about family resilience within families of a child with special needs and its forms of promotion in terms of health promotion in general and psycho-social disturbance in particular, during every professional contact within this families.

*Method:* This research overviews national and international scientific production in the area of family resilience by analyzing abstracts published between 2011 and 2016 according to the following criteria: research topics, sample size, instruments/techniques used for data collection. The databases PsycInfo, SpringerLink and Wiley Online Library were searched.

*Results and conclusion:* Recognizing caring a child with special needs as an adversity and source of additional stress to families, resilience emerges as a fundamental element of helping families. The results suggest the need to expand the studies on family resilience. It is also evident that professionals need to be aware not only of the risk factors but also of the protective ones when promoting family resilience. It must be recognized the need to train parents and professionals in emotional education.

**Keywords:** Positive Psychology; Health Promotion; Emotional Education; Family Resilience; Special Needs.

## 13104 | Synergy of EI and PP

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Combining activities to increase emotional intelligence and positive psychology in either your second language classroom or personnel development training sessions will not only help you develop these skills yourself, but it will also help your participants do better in their language acquisition and be better global citizens. Because empathy, motivation, people skills, being emotionally aware, being optimistic and altruistic are all strengths that help us grow as people, these language activities promote personal growth. Student reactions to these activities in feelings journals show this, as well as research done with managers of hotels. Since both EI and PP each have trainable elements, combining them can mean a powerful combination of interpersonal skill improvement for a bigger impact.

One of the most significant research regarding to the role of EQ in second language learning is the work of Fahim and Pishghadam (2007), in which they explored the relationship between EQ, IQ and verbal intelligence among English language major university students. The study found that academic achievement was strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general mood competencies). Moreover, it was found that academic achievement did not correlate much with IQ, but it was strongly associated with verbal intelligence which is a subsection of IQ test.

One of our empirical studies (Kövári 2011) with Hungarian university students indicated similar results. Although the global emotional intelligence level had significant relationship with students' GPA, satisfaction and positive attitude did not depend on academic achievements. Moreover those students who were satisfied with their academic results (even though they had average or low GPA) were more assertive, adaptive, optimist, happy and motivated than those peers who were not satisfied with their result but had high GPA. It indicates that positive attitude can influence academic satisfaction regardless of classroom achievements.

Our presentation wishes to demonstrate some activities applied in further education in secondary language learners' classroom which elicit and activate emotional intelligence and positive psychology (Fresacher, 2016).

## 13140 | Emotional intelligence and positive psychology to develop talent and wellbeing at university

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In the year 2013, the Telecommunication Engineering School of the University of Vigo launched the program MEET-UVigo, a formal mentoring program where seniors volunteer to support freshmen.

Since then, other centres have been added, and during the course 2016 / 2017 the Faculties of Philology, Chemistry and Mining engineering have also taken part. 70 mentors and more than 300 freshmen are involved in this course.

What distinguishes this program from other similar initiatives is that the mentors receive specific training (approximately 80 hours). Before the course starts, they are trained in aspects such as time management or communication but, above all, in four areas: self-knowledge, emotional management, social intelligence and well-being. Focusing on topics such as self-esteem, assertiveness, empathy, leadership, teamwork.

This training, along with the methodology of mentoring as a tool for development, allows the socio-emotional growth of mentors and their mentees and enhance their well-being.

Since the beginning of the program measurements have been conducted to know its real impact on students. The assessment that the mentors make of the training is excellent and highlights the practical value they experience in the content.

On the other hand, the participation of students in the program is much higher than it had in the activities that were previously performed (greater than 300% increase). The level of overall satisfaction with the program, both mentors and mentees, is very high (the average rating is greater than 8, on a scale from 0 to 10). Furthermore, it has also been observed a significant relationship between academic performance and participation in the program: even taking into account the effects of other variables (sex, note access...), in each of the three finished years, a statistically significant effect has been documented ( $p < 0.001$ , those who participate obtain better results than those who do not).

This program has shown a high impact, not only on academic results but more particularly on the climate of faculties and the personal grow of mentees.

## Social and Cultural Issues

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**Friday 21 July | 16:00 - 17:30 | Room: 256 | Moderator: Daniela Freitas**

**13011 | Emotional intelligence and negotiation effectiveness: A cross-cultural study**

Sharma, Sudeep, Dr. (ssh5@uis.edu), University of Illinois at Springfield, United States  
America

Studies on the relationship between emotional intelligence (EI) and negotiation effectiveness have found that negotiators with high EI are more successful in an integrative negotiation process than those with lower EI. The present paper argues that there can be significant changes in this relationship when cultural dimensions are incorporated. Given this premise, this study explores not only the relationship between EI and negotiation effectiveness of individuals but also the moderating effects of cultural dimensions on this relationship. This study utilized a sample consisting of working professionals from two eastern countries which belong to diverse cultural groups- Indian (N=108) and South Korean (N=100). Two GLOBE cultural dimensions- assertiveness and performance orientation were examined as moderating variables. The results show that in India, one EI dimension- perceiving other's emotions is significantly related to negotiation effectiveness, whereas in South Korea, two dimensions- managing emotions and utilization of emotions were strongly related with negotiation performance. As for the moderating effect of cultural dimensions, the findings suggest that in both countries, performance orientation moderates the relationship between individual's negotiation effectiveness and EI. Contrary to expectations, no significant moderating effect of assertiveness was found. Results emphasize the importance of emotional intelligence in predicting negotiation effectiveness across cultures. Practical implications are discussed in terms of division-of-labor and person-job fit.

**Keywords:** Emotional Intelligence; Negotiation Effectiveness; Culture; Assertiveness; Performance Orientation.

### 13098 | Mother's feelings shown on Facebook pages in Portugal

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Motherhood is a social role of all women with children and it's formatted by social and cultural standards. In Portugal, although most families have a dual career model, couples still practice a very traditional division of tasks within the family, overwhelming women with professional and housekeeping demanding roles. Raising and nurturing a child is still mostly a mother's job.

Socially, maternity is seen as a most gratifying activity that give women a purpose in life and a path full of positive feelings towards their children and themselves. Besides dealing with post-partum depression, preterm childbirth, and offspring diseases, the current difficulties of simply being a mother in our society are not widely studied or spoken.

Facebook is the most used social network by Portuguese internauts and its proven to be a place where mothers share experiences and find practical and emotional support regarding this role. Our research aims to analyse emotions and feelings disclosed by Portuguese mothers on Facebook sites, namely in groups and pages dedicated to motherhood, in order to get a more precise image of their internal experience.

We distinguished between "normative" sites, that address generic issues and target a broader public, and "non-normative" sites, who assert themselves as being different or approaching motherhood in an unconventional way. Then we took as a sample four specific Portuguese sites with the largest number of followers in each category: one normative closed group; one non-normative closed group; one normative public page; and one non-normative public page (N = 4). Through 2015, these site's publications and respective comments were collected and submitted to a content analysis which focused on all kinds of emotions and feelings expressed regarding childbearing.

Results showed a large set of predictable positive feelings towards offspring and motherhood, like love and happiness, but also revealed a majority surprising set of negative feelings that mothers deal with, namely doubt and suffer, which questions the widespread gratifying social image of maternity.

### **13145 | Personal and familial influences in the relations between social victimization and psychological adjustment**

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Coimbra, Susana M. Faculty of Psychology and Education Sciences of the University of Porto, Portugal

Fontaine, Anne M. , Faculty of Psychology and Education Sciences of the University of Porto, Portugal

Studies reveal that peer victimization and discrimination have a negative effect on psychological functioning. Nevertheless, some studies suggest that this negative impact can be mediated by personal mechanisms and even moderated by some protection mechanism. Under the theoretical perspectives of resilience, the present study aims to explore the mediation and moderation effect of personal and familial mechanisms in the relation between social victimization and psychological adjustment. In a sample of 2959 high school students in Portugal, we used structural equations modelling to test mediation and moderation effects of the coping strategies, conflict with parents, admiration felt by parents, and familial optimism in the association between peer victimization, perception of discrimination and mental health, self-esteem and life satisfaction. The results show the influence of the perception of discrimination on the psychological adjustment (mental health, self-esteem and life satisfaction) is mediated by the use of negative coping strategies (self-blame and disinvestment). The results are discussed based of the literature regarding resilience, and implications for practice are presented.

### **13172 | Discrimination and mental health: Protection mechanisms in LGB and heterosexual youth**

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Resilience focuses on the dynamics between the subject's internal and external resources for a positive adjustment in risk situations. In this study, we will explore the variations in mental health due to perceived discrimination, and evaluating coping strategies (positive reinterpretation and self-blame) and family relationships (conflict and perception of admiration) and optimism as potential protection mechanisms. Furthermore, it aims at analyzing the mediating effect of coping strategies



between discrimination and mental health were mediated by coping strategies. The study has a sample of 198 participants, adolescents and young adults, aged between 14 and 29 years, with a mean of 17.8 years (SD = 3,21). Of these, 73.3% are female and 51.8% have identified themselves as lesbian /gay or bisexual (LGB). Results suggest that mental health presents negative correlations of low magnitude with the perception of discrimination, conflict with both parents and a moderate negative correlation with self-blame. In LGB participants, there is a low positive correlation between discrimination and self-blame, a non-existent correlation in heterosexuals. It was analyzed whether the relationship between discrimination variables and mental health is mediated by coping strategies. The results show that in heterosexual's participants there is no mediation, yet in LGB participants, it was observed that the influence of discrimination on mental health is partially mediated by self-blame. In this way, it is understood that mental health is influenced by discrimination regardless of sexual orientation. However, discrimination in LGB participants is related to a feeling of self-blame, which, in turn, is associated with lower mental health. These findings contribute to the body of research that reveals the most harmful effects of discrimination among persons of sexual minorities, suggesting the need to adopt intervention strategies that take into account the specificity of this group.

### 13216 | Understanding president Trump: What's EI got to do with it

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Many citizens of the United States, if not the entire world, have struggled (and continue to struggle) to understand the behavior of Candidate, then President, Donald Trump. Although mental health professionals and lay people have turned to psychiatric diagnoses to provide insight, Emotional Intelligence (EI) serves as an excellent lens to understand the world leader. This presentation will initially present different aspects of EI that may be applied to President Trump. Specific areas include but are not limited to: leadership, communication, bullying, empathy, regulation of emotion, and perception of self and others. Issues of political strategy vs. trait EI will also be addressed. On the surface, it appears "obvious" to many observers that President Trump has exhibited low levels of accuracy in perceiving, understanding, and managing emotions, traditional aspects of EI (Mayer & Salovey, 1997).

However, Shao, Doucet and Caruso (2014) suggest the possibility for a more complex, nuanced understanding of the President. The authors point out the importance of cultural specificity in

understanding EI: “[the] criterion against which emotional intelligence is measured might be different across cultures and that those who have high emotional intelligence in one culture might not be considered to be high in emotional intelligence in another culture...” In this presentation, I will also suggest that different political constituencies and social groups represent different “cultures” that employ different criteria for evaluating the EI of President Trump and therefore reach different conclusions.

### 13228 | Coping in romantic relationships conflicts: Emotional Intelligence as key variable

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Intimate interpersonal relationships tend to be both emotion-rich as well as high-conflict social contexts. It is commonly held that conflicts are inevitable in romantic relationships. These can lead to negative behaviors and the deterioration of couple relationships when people fail to use strategies to deal with such conflicts. It has been thought that emotionally intelligent couples may communicate more effectively, handle conflicts successfully and regulate their emotions better, thus facilitating adaptive solutions and outcomes. Especially in women who seem to be more emotionally intelligent. Also, the level of inclusion that links two people may lay the groundwork for their high and low emotional intelligence. Therefore, the aim of the study was to explore the effect of emotions and emotional intelligence in conflict resolution strategies as well as its gender differences. 140 participants described a conflict situation with their partner in which they felt anger or sadness. Emotional intelligence, conflict resolution strategies (neglect/loyalty) and inclusion with the partner were evaluated. Results revealed a two-way interaction between emotion and emotional intelligence on conflict resolution strategies. Such that emotional intelligence predicted less negligence when participants felt anger with their partners, and more loyalty in case of participants felt anger and sadness. Also, results showed that women are more emotionally intelligent than men. Finally, findings revealed a different model between men and women in which emotional intelligence mediated the relationship between the inclusion with the partner and the conflict's resolution, such that the high inclusion lead to an emotional intelligence that predicted less negligence in men whereas a lower loyalty in women when they felt anger in a conflictive situation with their partners. The findings were discussed in light of the importance of emotional

intelligence in constructive behavior within romantic relationships' conflict and the interesting differences between male and female's reports on conflicts' resolution.

Keywords: Interpersonal Relationships, Emotional Intelligence, Conflict Resolution, Gender, Inclusion