



BOOK OF ABSTRACTS

**III INTERNATIONAL CONGRESS ON
EMOTIONAL INTELLIGENCE**

OPATIJA, 8, 9 AND 10 SEPTEMBER 2011, CROATIA

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PRAZNA STRANICA

INTRODUCTION



Dear Friends and Colleagues,

It is both my great pleasure and honor to invite you to Croatia and the beautiful city of Opatija for the 3rd International Congress on Emotional Intelligence. It is the first Congress outside of Spain, and it will be very difficult to organize such a successful meeting with the same great atmosphere as it was in Spain. On behalf of the colleagues from the Scientific and Local Organizing Committee, I promise we will do our best to fulfill your expectations.

Emotional Intelligence has sparked a huge degree of interest both amongst the general public and in scientific and practical fields. Since the concept first emerged, research into Emotional Intelligence has grown exponentially and scientists and experts in a variety of different disciplines and in all parts of the world have joined this fascinating line of research. This is shown by the numerous publications that have appeared in prestigious magazines and by the volume of scientific work in the field of Emotional Intelligence being produced around the world and in Croatia too.

This Book of Abstracts of the 3rd International Congress on Emotional Intelligence contains the abstracts of all contributions accepted to the Congress by the international Scientific Committee.

The three main aims continuing to be topics of the upcoming Congress: I) to review existing EI conceptual models, together with theoretical aspects of the concept; II) to analyse the latest advances in the field with regard to current approaches available for the evaluation of EI; III) to demonstrate the impact of EI in practical environments. In this respect, the contributions for the Congress were divided into five sessions:

1. Measurement of EI
2. EI in educational and academic settings
3. EI at the workplace
4. EI and personality qualities
5. EI, health and well-being

We would like to acknowledge the support given by organizations and individuals who have collaborated on preparing this Congress, and to thank all of those who have taken part in it: members of the Scientific Committee; the exceptional speakers and all those whose hard work and scientific endeavour have contributed to this Book of Abstracts which gathers together the latest international research and advances in the field of EI.

We sincerely hope that you will find a lot of lectures of interest at the 3rd International Congress on Emotional Intelligence and help us create a pleasant and productive atmosphere which will lead to the launching of new lines of research and practical applications of EI.

Vladimir Takšić
Coordinator of Scientific and Local Organizing Committees

INVITED SPEAKERS ABSTRACTS**A PSYCHOLOGICAL CONSTRUCTION APPROACH TO EMOTIONAL INTELLIGENCE****Lisa Feldman Barrett***Northeastern University, USA*

For over a century, psychology has assumed that emotion, cognition, and perception are different processes within the human mind. Accumulating evidence strongly indicates, however, that the human brain does not respect these psychological categories. In this talk, I propose a psychological construction framework for understanding how the brain creates emotion in more or less intelligent ways. With psychological construction, emotions are the products that emerge from the interplay of distributed brain networks that can be described as basic psychological operations or ingredients. I will present both brain and behavioral evidence to show that the workings of these ingredients hold the key to understanding emotional intelligence.

THE RULER APPROACH: EVIDENCE-BASED PRACTICES TO PROMOTE SOCIAL, EMOTIONAL, AND ACADEMIC LEARNING

Marc Brackett

Yale University, USA

How are you feeling? It's not an idle question. Are you interested? Bored? Stressed? Enthusiastic? The feelings educators and students have matter. The RULER Approach to Social, Emotional, and Academic Learning (RULER) is based on the premise that emotions are central to decision making, learning, physical and mental health, academic success, and social interaction. An outgrowth of decades of research on emotional intelligence initiated by the Health, Emotion, and Behavior Laboratory at Yale University, RULER (1) teaches the accurate recognition, understanding, and labeling of emotion, the appropriate expression of emotion, and the effective regulation of emotion, that enable students and adults to thrive in their personal, academic, and social lives, and (2) helps schools to integrate the teaching and modeling of these skills into their instructional techniques and mission. In my presentation, I will provide an overview of RULER and its underlying theory, and discuss findings from experiments showing the impact of RULER on the academic, personal, and social lives of students and educators. I will make the case that in order to create caring, productive, and engaging learning environments where students thrive and become successful citizens, it is necessary for schools to provide structured learning opportunities for all students and stakeholders (leaders, teachers, students, and families) to develop critical emotional skills.

HELPING PEOPLE TO DEVELOP EMOTIONAL INTELLIGENCE IN THE WORKPLACE: CHALLENGES AND OPPORTUNITIES

Paulo N. Lopes

Catholic University, Portugal

There are tremendous challenges to helping people develop emotional and interpersonal skills in organizational settings. One of these is developing the flexibility to respond effectively and appropriately to different situations. Theory suggests that workers and managers benefit from developing a wide array of strategies for handling different interpersonal situations at work. In any one situation, they might need to draw upon different strategies to be deployed in sequence or in combination. They should strike the right balance and master the fine art of responding with the appropriate tone, at the right time and place. In order to do this well, they must be able to evaluate complex situations and identify effective responses to these, combining intuition and analysis, and drawing upon prior learning from experience. Furthermore, they should be able to adjust their responses to others' actions and reactions spontaneously as the conversation or situation unfolds. Such skills are difficult to master, difficult to train, and difficult to measure.

Research has clarified how some emotional processes influence the way that we interact and communicate with others, but these processes have typically been studied in isolation. The way that these skills are integrated into complex, emotionally intelligent behavior and communication is still poorly understood. In this talk, I will synthesize relevant prior work and recent research findings to explore some of the challenges involved in measuring and studying emotional intelligence, using it effectively in the workplace, and designing powerful training programs in this realm. In particular, I will discuss the way people manage emotionally challenging interpersonal situations and conflicts at work, and the role of response flexibility. Based on my experience of teaching executives and MBA students, I will propose ways to capitalize on reflective practice and learning from experience in order to help workers and managers to develop emotional and interpersonal skills. Finally, I will argue that there is great potential to improve motivation and productivity at work by enhancing leaders' capacity to manage their own and others' emotions.

EMOTIONAL INTELLIGENCE: A PREDICTOR OF EMOTIONAL ACCULTURATION?

Batja Mesquita

University of Leuven, Belgium

The more time immigrants spend in the host country, and the more contacts they have with members of the majority culture, the more similar their emotional experiences tend to be to the experiences of members of the host culture; we have coined this phenomenon "emotional acculturation" (De Leersnyder, Mesquita, & Kim, 2011). In several studies, and across different national contexts, we measured emotional acculturation by correlating immigrants' ratings of emotions with the average ratings of members of the majority culture in comparable situations.

The question that will be central to the current talk is to what extent an immigrant's emotional intelligence can predict the degree of emotional acculturation, above and beyond the variation explained by immigration status (e.g., number of years in the host country, the number of contacts with majority culture members). We will discuss the results of a study in which Turkish immigrants in Belgium completed the Understanding Emotions and the Managing Emotions Scales of the MSCEIT. The results suggest that some forms of Emotional Intelligence indeed predict an immigrant's adjustment to the new context. Higher scores on emotional understanding (especially understanding others' feelings) accounted for variation in emotional acculturation, such that those with higher Emotional Intelligence on this particular scale were more emotionally acculturated.

While this result may further validate the concept of Emotional Intelligence, we will also discuss an interpretation of the results that Emotional Intelligence is a culture-bound phenomenon. This alternative interpretation is supported by the consistently higher scores of Belgian majority members, compared to Turkish immigrants. Arguing against this interpretation is that finding that objective acculturation measures (such as length of stay in the new culture) were unrelated to the immigrants' MSCEIT scores.

BENEFICIAL ROLES OF EMOTION IN DECISION MAKING: FUNCTIONAL ASSOCIATION OF BRAIN AND BODY

Hideki Ohira

Nagoya University, Japan

Though traditional microeconomics has supposed that human decisions are based on logical and exact computation of cost-benefit balances or efficacies, studies in behavioral economics have shown that humans sometimes make seemingly irrational decisions driven by emotions. In our everyday situations, factors related to decisions are complex and which alternative will be the most beneficial is uncertain. In such cases, emotions can be adaptive because they can quickly reduce negative alternatives and facilitate fast and effective decision making. Some theorists argued that one important source of such emotional drives affecting decision making is bodily responses which are represented in brain regions (Damasio, 1994; Craig, 2009). In this talk, empirical evidence for the functional associations of the brain and body accompanying decision making will be shown as follows. (1) Heart rate responses and concentration of inflammatory cytokine (IL-6) can predict acceptance or rejection to an unfair offer in an economical negotiation game, the Ultimatum Game. Activation of the anterior insula mediates this phenomenon. (2) Sympathetic responses reflected by secretion of epinephrine are represented in brain regions such as the midbrain, anterior cingulate cortex, and anterior insula, and furthermore can determine randomness of decision making in a situation where action-outcome contingency is stochastic and unstable. Suggestions of these findings in a perspective of beneficial roles of emotion and bodily responses in decision making will be discussed.

EQ-NOMICS: CAN EMOTIONAL INTELLIGENCE SAVE THE ECONOMY? UNDERSTANDING THE RELATIONSHIP BETWEEN EQ AND ENTREPRENEURSHIP

Tomas Chamorro Premuzic

University of London, UK

Since the late 1990s there has been an exponential increase in academic research into individual differences in emotional intelligence (EQ). In Goleman's best-selling 1995 book, the author famously claimed that because IQ accounts for 20% of the variance in success, 80% of the variance is a function of EQ. Despite the improbability of this claim, Goleman's book caused furor among the HR practitioners, and businesses have been investing millions on "tests" of EQ for employee selection and development. Conversely, the mainstream academic community of individual difference and industrial/organisational psychology researchers have preferred to reject or ignore Goleman's claim, highlighting the predictive power of IQ tests instead. In this address, I will compare and contrast the predictive power of EQ and IQ as determinants of career success. Although the empirical evidence in support of the latter is substantially more compelling than for the former, I will argue that the importance of EQ as a driver of career success has been under-estimated by mainstream scientific research in Psychology: the main reason for this is that most if not all studies have conceptualised "career success" in terms of job performance, focusing only on traditional career trajectories. With a substantial number of people in both industrialised and non-industrialised countries being self-employed or running "one-man businesses", and the overwhelming contribution of entrepreneurs to society, it is clear that organisational job performance (as rated by a supervisor or objective performance data from a company) is not the only indicator of career success. What, then, determines the success of entrepreneurial careers? In two empirical studies with US and UK entrepreneurs, I will show how EQ is a better predictor of career success than IQ. Theoretical and applied implications are discussed.

NEW APPROACHES TO MEASURING EMOTIONAL ABILITIES

Richard D. Roberts

ETS, Princeton, NJ, USA

There is growing evidence for the importance of emotional intelligence in applied contexts, including school, work, social relationships, and mental health. There remains, however, concern within the scientific community around validity evidence for many existing assessments. In this presentation, I will discuss our research team's recent attempts to develop new measures of emotional understanding and management using the situational judgment test paradigm, given in both self- and other-rating formats, and as text or multimedia. Across nearly a dozen studies, we show the measures (particularly of emotion management) have acceptable reliability, and appear to predict a range of valued outcomes (including academic performance, well-being, and coping with stress). These relationships remain after controlling for personality and cognitive ability. Nevertheless, there are measurement challenges and the presentation will conclude with some of the more sober lessons learned.

EMOTIONAL INTELLIGENCE: WHERE ARE WE NOW?

Peter Salovey

Yale University, USA

Emotional intelligence involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. The competencies involved in emotional intelligence include (a) appraising and expressing emotions in the self and others, (b) understanding emotions, (c) regulating emotion in the self and others, and (d) using emotions in adaptive ways. In this presentation, I begin with a brief history of the idea of emotional intelligence and a formal definition of it. The challenges involved in measuring emotional intelligence as a set of abilities are described. I will then share the findings from several studies that address relations between emotional intelligence and competencies that matter in the workplace, school, family, and social environment. Finally, I will comment on the popularization of emotional intelligence by the media throughout the world and discuss some of the controversies that have ensued.

MEET THE EXPERT ABSTRACT**EMOTIONAL INTELLIGENCE AND CREATIVE ARTS: IMPLICATIONS FOR THERAPY AND EDUCATION****Pellitteri John¹***⁽¹⁾ Queens College, City University of New York*

Creative arts provide a natural medium for the creation, representation and expression of emotions. The inherent link between the arts and emotions forms the basis for the use of artistic modalities in educational and clinical work settings to develop emotional intelligence. The aims of the presentation are (1) to present a psychophysiological framework with which to compare emotions and the arts (2) to describe how the aesthetic structure of art works can be similar to the qualitative experience of emotions thus establishing the potential for art to evoke, represent, and convey emotional meaning, and (3) present selected methods for using the arts to develop emotional intelligence in education and in therapy. A review of relevant research as well as examples from the authors work as an educator and a clinical music therapist will be presented. The preliminary results of a current research study on aesthetic language and emotional representation will also be presented.

Keywords: creative arts, aesthetics, education, therapy

PRAZNA STRANICA

SYMPOSIUM ABSTRACT

SYMPOSIUM 1:

CROSS CULTURAL VALIDATION OF EMOTIONAL SKILLS AND
COMPETENCE QUESTIONNAIRE (ESCQ)**Takšić Vladimir ¹***(¹) Faculty of Social Sciences and Humanities, University of Rijeka, Croatia*

Because self-reported measures do not reflect actual performance, "it might be better to say that these measures assess emotional competence rather than intelligence" (Ciarrochi, Chan, Caputi & Roberts, 2001, p. 44). To avoid misunderstandings and criticism regarding to self-rating scales and their ability to assess intelligence, the scale was therefore named the *Emotional Skills and Competence Questionnaire* (ESCQ).

Originally, ESCQ was developed in Croatian settings using the theoretical framework from the emotional intelligence model (Mayer & Salovey, 1997). It consists of 45 items divided into three subscales: a) The Perceive and Understand emotions scale has 15 items (e. g., *When I see how someone feels, I usually know what has happened to him*), b) The Express and Label emotions scale has 14 items (e. g., *I am able to express my emotions well*), and c) The Manage and Regulate emotions scale has 16 items (e. g., *When I am in a good mood, every problem seems soluble*). Subjects were asked to rate the items at 5-point scales (1-never, 2-seldom, 3-occasionally, 4-usually, 5-always).

ESCQ has been translated into English by means of back-translation technique (Van de Vijver and Hambleton, 1996). By the same technique translations have been carried out into several languages from the English version.

The aim of the Symposium is to discuss the cross-cultural validation of the ESCQ, presenting the psychometric properties and the relations with relevant constructs in Croatian, Argentinean and Slovene contexts.

Keywords: emotional intelligence, competence, Emotional Skills and Competence Questionnaire (ESCQ), cross cultural validation

THE FACTORS OF EMOTIONAL INTELLIGENCE AND VIDEO GAMES PLAYING

Prot Franjo ¹, Prot Sara ², Takšić Vladimir ³

(¹) University of Zagreb, (²) Iowa State University, (³) University of Rijeka

Emotional intelligence and video games playing could be related in different ways. One of them is that the lack of emotional skills can influence the choice of leisure time activity not demanding social contacts. The aim of this study is to establish differences of players and non-players of video games in the factors of emotional intelligence. On the sample of 220 undergraduates The Emotional Skills and Competencies Questionnaire (ESCQ; Takšić, 2001) was applied. ESCQ questionnaire measures three factors of emotional intelligence: (1) perceiving and understanding emotions, (2) expressing and labeling emotions, and (3) managing and regulating emotions. The average time spent on video games playing per day was assessed by self-report, for workdays and weekends separately. In the sample, 213 subjects have valid results. Subjects were divided into two groups, of those who reported that they do not play video games (n=106) and those who play (n=107). Discriminant analysis showed no statistically significant difference between two groups regarding three factors of emotional intelligence. However, correlations of average time per day spent on playing video games and factors of emotional intelligence are indicating negative relationship. The hypothesis of negative relationship of video games playing time per day and factors of emotional intelligence should be checked by new research with the greater sample and analyses done separately for two genders.

Keywords: emotional intelligence, The Emotional Skills and Competencies Questionnaire (ESCQ), video games playing

CANONICAL RELASIONSHIPS OF FACTORS OF EMOTIONAL INTELLIGENCE AND VIDEO GAMES PREFERENCES

Bosnar Ksenija¹, Prot Sara², Takšić Vladimir³

(¹) University of Zagreb, (²) Iowa State University, (³) University of Rijeka

Exposure to a specific type of video game might have multiple effects on cognitive, affective, and behavioral systems (Bailey, West, and Anderson, 2011). Video game playing can influence social and antisocial behaviors, cognitive styles, and affective processing (Barlett et al., 2009). Positive or negative effects of video game experience may be moderated by personal characteristics as well as social context (Bailey, West, and Anderson, 2011). Potential moderator of the effects of video games could be emotional intelligence, being related to different important aspects of human functioning (Takšić and Mohorić, 2009). Therefore, the aim of this study is to research the relationships of trait emotional intelligence and preferences of different video games. The research was done on the sample of 213 undergraduates from four University of Zagreb departments. Three factors of emotional intelligence were assessed by The Emotional Skills and Competencies Questionnaire (ESCQ; Takšić, 2001), measuring (1) perceiving and understanding emotions, (2) expressing and labeling emotions, and (3) managing and regulating emotions. Self-reported preferences of games were assessed using the list of 14 video game genres assessed on the six-point scale. Canonical relationships were defined by two algorithms: Hottelling's canonical correlation algorithm (Hottelling, 1936) and canonical covariance analysis (QCR; Momirović, Dobrić and Karaman, 1983). Canonical correlation analysis resulted in no significant relationships between two sets of variables. Canonical covariance analysis show one statistically significant canonical correlation ($\rho=0.257$, $p<0.001$). Canonical correlation is obtained by participation of all variables from the set of video games preferences, having negative coefficients. In the set of emotional intelligence factors, all three variables have substantial positive canonical coefficients, with slightly greater value for expressing and labeling emotions. From the results, it could be concluded that general interest in video games is negatively related with emotional intelligence.

Keywords: emotional intelligence, The Emotional Skills and Competencies Questionnaire (ESCQ), video games preferences

EMOTIONAL INTELLIGENCE RESEARCH IN ARGENTINA: CROSS-CULTURAL ADAPTATION AND VALIDATION OF "EMOTIONAL SKILLS AND COMPETENCE QUESTIONNAIRE (ESCQ)"

Mikulic Isabel Maria ⁽¹⁾

(1) University of Buenos Aires, Argentina

This study aims to discuss cross-cultural adaptation and validation procedures regarding important instruments for emotional intelligence psychological assessment as translating and adapting a psychometric test poses considerable challenges. The International Test Commission Guidelines on Test Adaptation stress quite clearly many of the issues that are faced in such a process (ITC, 2001). While the tests chosen for adaptation must be compatible with such an issue, rigour of the translation method, proper attention to local linguistic and cultural idiosyncrasies remain essential conditions to validity (Geisinger, 1994, van De Vijver & Poortinga, 2005). In such a context, the process of adapting such important instruments as "Emotional Skills and Competence Questionnaire" (Taksic, 2001), "Trait Emotional Intelligence Questionnaire" (Furnham & Petrides, 2001) and "Mayer-Salovey-Caruso Emotional Intelligence Test" (Mayer, Salovey & Caruso, 2002) known for both psychometric qualities and cross-cultural validity required that ample consideration was given to Argentina's cultural and linguistic particularities. According to the conceptual translation method (Jeanrie & Bertrand, 2001; Jeanrie & van De Vijver, 2005), they were first translated into Spanish by four bilingual psychologists. Each item version was scored for conceptual and linguistic equivalences by five assessors. The resulting versions were pretested and data from 10 assessors of the functional equivalence lead to final versions. This presentation will summarize the adaptation process and method and discuss the psychometric qualities shown regarding validity and liability.

Keywords: cross-cultural adaptation, emotional intelligence, tests

IMPORTANCE OF THE ALTERNATIVE FIVE AND TRAIT EMOTIONAL INTELLIGENCE FOR AGENTIC AND COMMUNION DOMAINS OF SATISFACTION

Avsec Andreja ⁽¹⁾ Kavčič Tina ⁽²⁾

⁽¹⁾ University of Ljubljana, Slovenia

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Many studies confirmed the importance of trait emotional intelligence (EI) for subjective well-being but specific domains of life-satisfaction were rarely of interest. We investigated, whether emotional intelligence is more important for interpersonal or communion-related domains (e.g. satisfaction with friends, intimate partners...) than for agentic domains of satisfaction (e.g. satisfaction with finances, work...). Due to the problematic differential validity of trait EI from personality, the relationship between trait EI and domains of satisfaction was controlled by personality. 442 Slovene students and young adults completed the Emotional Skills and Competence Questionnaire, the Zuckerman-Kuhlman Personality Questionnaire, and rated their satisfaction with 12 aspects of life. Principal component analysis of these domains revealed that items combine into three components, explaining 62% of total variance. The component of communion domains included self-reported satisfaction with popularity, respect, influence on others, family relationships, and intimate relationship. The agentic domains included satisfaction with professional carrier, financial situation, academic education, and achieved goals. The physical domains component was comprised of satisfaction with appearance, fitness, and health. Results supported the importance of trait EI for all domains of satisfaction even after controlling for personality. After accounting for personality, trait EI explained 16% of variance in communion domain and 10% of variance in agentic domain, thus suggesting greater importance of trait EI for interpersonal domains. However, trait EI seems to play an important role for satisfaction in the agentic domains also, as successful management of our emotions can help us reach our goals and thus be more satisfied.

Keywords: alternative five personality traits, personality traits, emotional intelligence, life satisfaction, domains of life satisfaction

SYMPOSIUM 2:

EVALUACIÓN DE LA INTELIGENCIA EMOCIONAL Y DIFERENCIAS INDIVIDUALES (*in Spanish*)

SPANISH TEST OF EMOTIONAL INTELLIGENCE – STEI-: DEVELOPMENT AND VALIDATION OF A NEW ABILITY TEST

Salguero José Martín¹, Ruiz-Aranda Desireé¹, Extremera Natalio¹, Palomera Raquel², Fernández-Berrocal Pablo²

(¹) University of Malaga, Spain, (²) University of Cantabria, Spain

In recent years, a large part of the work in the field of Emotional Intelligence (EI) has been focused on the development of valid measures for assessing the emotion-related abilities. Different measures assessing EI, both as ability or trait, have been developed in the last decade. Although huge efforts have been devoted to assessment field, research on EI ability measures are still too scarce and new and refined alternative ability measures are needed. In this work, we describe the development and validation of a new instrument to assess EI as a set of abilities in adult population, the Spanish Test of Emotional Intelligence (STEI). Based on the Mayer and Salovey model of EI (1997) and according to the Situational Judgment Test paradigm (McDaniel & Whetzel, 2005), the STEI assess the strategic area of EI, including the branches of Emotional Understanding and Managing of Emotions. Evidences of reliability, factorial, convergent and discriminant validity are provided suggesting that the STEI is a valid ability test to assess EI in adult Spanish-speaking population. Implications for theory and research in EI are discussed.

Keywords: emotional intelligence, ability measure, test development, ability model

A NEW ABILITY TEST FOR ADOLESCENTS: SPANISH TEST OF EMOTIONAL INTELLIGENCE (STEI-YV). DEVELOPMENT AND VALIDATION

**Ruiz-Aranda Desireé¹, Salguero José Martín¹, Palomera Raquel²,
Extremera Natalio²**

(¹) Universidad de Málaga, (²) Universidad de Cantabria

Despite the undoubted development of instruments to assess emotional intelligence (EI) in the last years, some issue remains unresolved. One of the fundamental principles of the ability model (Mayer and Salovey, 1997) is that EI abilities develop with age and experience; therefore we need research focusing on changes of emotional skills along life span. The aim of this study is to describe the development and validation of a new performance measure to assess EI in adolescents as a set of abilities based on the Mayer and Salovey theoretical model. The test measures four branches of abilities including perceiving emotions, facilitating thought, understanding emotions and managing emotions through emotional tasks related to an eliciting emotional situation. Evidences of reliability and factorial, convergent and discriminant validity are provided. Results suggest that the STEI-YV is a valid ability test to assess emotional intelligence in adolescents. Implications for theory and research on EI are discussed.

Keywords: adolescent, emotional intelligence, test, ability model

EMPATHY IN ASPERGER SYNDROME: DISCREPANCIES BETWEEN COGNITION AND EMOTION

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Current literature has agreed the fact that empathy is a multidimensional phenomenon composed by two aspects: the cognitive and the emotional components. The cognitive component entails the ability to be on the shoes of the other person and to attribute others a mental state, which corresponds with Theory of Mind (Baron-Cohen et al. 2001; Blair, 2005). The emotional aspect refers to the emotional response elicited by the emotion observed in the other person. Asperger Syndrome (AS) is an autistic spectrum disorder, first characterized by impairments in social interaction as a consequence of a lack of empathic abilities. Previous research in this field had showed that this impairment has not a general character, but is specific for the cognitive aspect (lack of Theory of Mind), being preserved the emotional component. In this way, the main goal of this study was to analyze empathic abilities of two adolescent groups aged between 10 and 17 years: 32 adolescents with AS and 32 well-matched controls. We used two measures, the Interpersonal Reactivity Index (IRI; Davis, 1980) and The Reading the Mind in the Eyes Test (Baron-Cohen et al. 2001) as a measure of Theory of Mind or cognitive empathy. The results confirmed the hypothesis that the AS group would obtain lower scores in cognitive empathy, but no differences would be found in the emotional aspect. In addition, the AS group obtained lower scores than the control group in The Reading the Mind in the Eyes Test, confirming the impairment in the cognitive aspect of empathy. Our results agreed with previous research about discrepancies in empathic abilities showed in several psychopathologies such as borderline personality disorder or schizophrenia, which empathic deficits are not global, but specific of one of its components.

Keywords: empathy, Asperger syndrome, theory of mind

**ARE WOMEN MORE EMOTIONALLY INTELLIGENT THAN MEN?
EMPIRICAL EVIDENCE****Cabello Rosario¹, Fernández-Berrocal Pablo¹, Castillo Ruth¹,
Extremera Natalio¹***⁽¹⁾ Universidad de Málaga*

Today it is widely believed, among the general public and academics alike, that the female gender is linked with better understanding of emotions. To analyze this affirmation, we consider here the relation between gender and emotional intelligence (EI), as assessed using the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT). We take a new perspective by controlling for age, which is one of the principal sociodemographic characteristics that interacts with gender as well as EI, in order to clarify how gender influences EI. Our results show that the gender differences initially reported for EI are mediated completely by age for the branches of facilitation and understanding, for strategic area and for total score, and partially by age for the dimension of emotional managing. These findings indicate the need for caution when concluding that gender affects EI in the absence of tests for possible interactions between gender and other variables that may influence EI.

Keywords: emotional intelligence, MSCEIT, gender, age

PRELIMINARY DATA FOR THE VALIDATION OF THE SPANISH VERSION OF THE WORKGROUP EMOTIONAL INTELLIGENCE PROFILE (WEIP-S): A CONVERGENT VALIDITY ANALYSIS

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The aim of this study was to analyze some of the psychometric properties of the Spanish version of the Workgroup Emotional Intelligence Profile, (WEIP-S; Jordan y Lawrence, 2009). 332 participants from 53 work groups from different public and private institutions completed the Spanish version of the WEIP-S, spanish version of Trait Meta-Mood Scale (TMMS; Salovey, Mayer, Goldman, Turvey, y Palfai, 1995), the Spanish version of the Interpersonal Reactivity Index (IRI; Davis, 1980), the Revised Social Problems Solutions Inventory (SPSI-R; D`Zurilla, Nezu y Maydeu-Olivares, 1997) and the Spanish version of the Self-monitoring scale (Snyder, 1987). Our results revealed a satisfactory internal consistency index for each of the WEIP-S subscales and the correlations between scores on these subscales and criterion measures were as expected. These results provide preliminary evidence justifying the use of the Spanish version of this instrument for research purposes.

Keywords: emotional intelligence, groups, convergent validation, spanish version

RELACIÓN ENTRE LA INTELIGENCIA EMOCIONAL PERCIBIDA Y LOS DOMINIOS PARA LA CALIDAD DE VIDA CONSIDERADOS POR LA ORGANIZACIÓN MUNDIAL DE LA SALUD

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Los estudios que han relacionado la Inteligencia Emocional con la Calidad de Vida, se han centrado en los aspectos psicológicos, específicamente la satisfacción con la vida o el bienestar psicológico, pero el objetivo de este estudio es relacionar el constructo de calidad de vida desde un nivel genérico y desde todos los ámbitos que la componen, para identificar las correlaciones entre ambos conceptos. Método: Se aplicaron las escalas de autoinforme TMMS-24 para evaluar la Inteligencia Emocional Percibida y el WHOQOL-100 para evaluar la Calidad de Vida a partir del Modelo de la Organización Mundial de la Salud a una muestra de 418 estudiantes mexicanos de Bachillerato. Resultados: Las subescalas de la Claridad y Reparación Emocional tienen correlación significativa con la Evaluación Global de Calidad de Vida y con todas las facetas consideradas: Estado Físico (energía y sueño), Psicológicas (sentimientos positivos, cogniciones, autoestima, imagen corporal y sentimientos negativos), Sociales (relaciones personales, apoyo social, sexo), Ambientales (seguridad física, ambiente residencial, recursos financieros, sistemas de salud, acceso a la información, recreación, medio ambiente físico y transporte) y el dominio espiritual. Del mismo modo, la percepción de la Inteligencia Emocional tiene una validez predictiva en la Evaluación de la Calidad de Vida representando el 20% de la varianza. Los resultados de este estudio demuestran que la Inteligencia Emocional favorece la Calidad de Vida.

Palabras clave: inteligencia emocional, calidad de vida

RELATION BETWEEN PERCEIVED EMOTIONAL INTELLIGENCE AND WORLD HEALTH ORGANIZATION'S QUALITY OF LIFE DOMAINS

The studies that have linked Emotional Intelligence with Quality of Life, have focused on the psychological aspects, specifically the Satisfaction with the life or the Psychological wellbeing, but the aim of this study is to relate the construct of Quality of Life from a generic level of all domains that compose it, to identify correlations between both concepts. Method: The scales of self-report TMMS-24 to assess Perceived Emotional Intelligence and WHOQOL-100 to assess Quality of Life from World Health Organization's Model, were applied to a sample of 418 Mexican high school students. Results: The subscales of Clarity and Emotional Repair have correlations with the Global Assessment of Quality of Life and all the facets of the Physical (Energy and Sleep), Psychological (Positive Feelings, Cognitions, Self-Esteem, Body Image and Negative Feelings), Social (Personal Relationships, Social Support, Sex), Environmental (Physical Safety, Home environment, Financial Resources, Social and Health Care, Information, Recreation, Physical Environment and Transport) and Spiritual Domains. Likewise, the Perceived Emotional Intelligence has a predictive validity for the Global Assessment of Quality of Life accounted for 20% of the variance. The findings of this study demonstrate that Emotional Intelligence ability promotes Quality of life.

Keywords: emotional intelligence, quality of life

SYMPOSIUM 3:

VALIDATION OF ABILITY-BASED EMOTIONAL INTELLIGENCE INSTRUMENTS

Several comprehensive models of emotional intelligence provide alternative theoretical frameworks for operationalization of the construct. These models do not contradict one another, but they do take somewhat different perspectives on the nature of emotional intelligence. Ability measures have the advantage of representing an individual's performance level on a task.

The aim of the Symposium is to discuss the validation of some ability-based emotional intelligence instruments. The cross-cultural studies of Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) as the most famous measure of EI, are trying to solve the problem of finding the correct answer, and differences in the convergent and discriminant validity. The adaptation of the Vocabulary Emotional Test (VET), which is originally developed in Croatia, to the Portuguese academic context, is particularly oriented the analysis of its psychometric qualities of reliability. Also, there psychometric properties of a newly constructed instrument that include a composite measure of emotional management ability will be discussed.

Keywords: emotional intelligence, cross cultural validation, MSCEIT, Vocabulary of Emotions Test (VET), emotional management ability

**MEASURING EMOTIONAL INTELLIGENCE IN ADOLESCENTS:
VALIDATION DATA ON SOME NEW ABILITY-BASED TESTS****Buško Vesna¹, Babić Čikeš Ana²***(¹) Department of Psychology, Faculty of Humanities and Social Sciences,
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The study presents a part of validation procedures pertaining to the new performance measures designed to assess aspects of emotional intelligence ability in early adolescence age. The instruments were created following Mayer and Salovey (1997) four branches conception of EI, and include a composite measure of emotional management ability (Babić & Buško, 2010) and an adapted version of Emotional analysis test (Kulenović et al., 2000) intended to measure understanding and analysis of emotions. Besides, the test of Perception of affective content in art (Takšić et al., 2004), designed to assess perception of emotions was also administered as well as two short measures of self-esteem and empathy. The data stem from two independent samples of students of higher grades of elementary school in Đakovo, Croatia, with follow-up data collected on one of the samples. The evidence of convergent and discriminant validity of the EI instruments will be presented along with reliability analyses of the instruments which were performed within the context of both classical test theory and the latent state-trait theory (Steyer et al., 1992). Measurement invariance of the scale as a function of age and gender was tested via confirmatory factor procedures.

Keywords: ability-based EI tests, validation, adolescents

VOCABULARY EMOTIONAL TEST (VET): ADAPTATION STUDY WITH PORTUGUESE SECONDARY STUDENTS

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Although great advances in the last decades, research on Emotional Intelligence (EI) still struggles with critical questions concerning its measurement (Conte, 2005; Davies, Stankov, & Roberts, 1998), particularly referring to the use and validity of self-report measures instead of classic abilities tests (Ciarrochi, Chan, & Bajgar, 2001). Therefore, this study presents the preliminary results of the adaptation of an ability measure of EI, the Vocabulary Emotional Test (VET) to the Portuguese academic context, particularly the analysis of its psychometric qualities of reliability, sensibility, and validity. Based on Mayer and Salovey's model, the original instrument with 35 items was developed by Takšic, Harambasic, and Velemir (2003) to assess the capacity to understand emotions. This study includes 682 Portuguese 10th graders, 53.2% female, ageing from 14 to 21 years-old ($M=15.5$; $SD=.77$), which answered collectively to VET and also to the Portuguese version of Marsh's Self-Description Questionnaire III (SDQIII; Faria, & Fontaine, 1992) and to the Academic Self-Efficacy Scale (ASES; Pina Neves, & Faria, 2006) constructed in the Portuguese academic context. VET's global results averaged 22.4 ($SD=4.6$), and ranged from 4 to 32 (from 0 to 35 possible). The items' analyses evidenced satisfactory values for the item's difficulty index ($M=.65$; $SD=.24$) and for the discriminative power ($M=.20$; $SD=.9.8$). The average values for inter-items correlation and covariance were .07 and .01, respectively. The Kuder-Richardson20 was .71. Finally, VET presented stronger correlations with the verbal dimensions of SDQIII ($r=.33$; $p=.00$) and ASES ($r=.23$; $p=.00$), than with Mathematics and General School Subjects dimensions. The relationship between VET and GPA will be explored, considering the last semester GPA only available next July.

Keywords: emotional intelligence, vocabulary emotional test (vet), reliability, validity, secondary education

COMPARATIONS OF GENERAL AND EXPERT SCORING METHODS FOR CORRECT ANSWERS IN EMOTIONAL MANAGEMENT BRANCH OF THE MSCEIT BASED ON THE RESULTS IN TWO DIFFERENT SAMPLES

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One of the main questions in ability-based emotional intelligence tests is the problem of the correct answer. Mayer-Salovey-Caruso Emotional Intelligence TEST (MSCEIT – Mayer, Salovey, Caruso, Sitarenius, 2003) is a first attempt in measurement of emotional intelligence as ability with correct answer. A 121 high school students and 132 supervisors, answered on MSCEIT manage emotion scale. Different methods for determination the correct answer, with particular regard to consensus scoring methods were compared. The first aim of the study was to explore which of the different methods of calculating the correct answer (proportion, mode, lenient mode) can be used as best estimation of correct answer. The results in both samples showed that proportion scoring method and mod scoring method can be used as estimation of correct answer.

Keywords: MSCEIT - manage emotion, correct answers, general scoring methods, expert scoring methods

THE SPLIT NATURE OF ABILITY EI MEASURED WITH THE SERBIAN MSCEIT: DIFFERENCES IN THE CONVERGENT-DISCRIMINANT VALIDITY OF EXPERIENTIAL AND STRATEGIC EI

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The paper reports preliminary findings on the convergent-discriminant validity of the two ability EI Areas (i.e., Experiential and Strategic EI) assessed through the Serbian MSCEIT. The issue was explored on a sample of 128 working adults (70 male), whose age ranged from 25 to 61 (mean = 39.67). All participants were administered the Serbian translation of the MSCEIT, four tests of academic intelligence (Raven's Progressive Matrices, Verbal Analogies, Number Series, and General Information), and the NEO-FFI. The results point to a moderate correlation between the two EI Areas scores ($r=.432$; $p=.000$).

The two scores are further found to exhibit somewhat different relationships with academic intelligence: Strategic EI correlates significantly with all four traditional intelligence tests ($r=.260-.490$, $p=.000$) and the derived g-factor ($r=.456$, $p=.000$), whereas Experiential EI is correlated only with Verbal Analogies ($r=.223$, $p=.012$) and RPM ($r=.183$, $p=.040$).

Strategic EI and the g-factor of academic intelligence exhibit strikingly similar patterns of correlations with the Big Five: both correlate significantly with Neuroticism ($r=-.450/-.344$, $p=.000$), Extraversion ($r=.351/.350$, $p=.000$), and Openness ($r=.336/.339$, $p=.000$); the only divergence from this pattern is the significant correlation of Strategic EI with Conscientiousness ($r=.382$, $p=.000$), which is not established for the g-factor.

Experiential EI has two correlates in the realm of personality: Conscientiousness ($r=.306$, $p=.000$) and Openness ($r=.204$, $p=.021$). Entering Strategic EI in a factor analysis with the traditional intelligence tests yields one single principal component; this is not the case with Experiential EI, which loads onto a different factor than the employed measures of academic intelligence. In sum, Strategic EI shows greater validity as a measure of intellectual ability than Experiential EI. This finding is accounted for by the hierarchical organization of EI branches postulated in the Mayer-Salovey model.

Keywords: ability EI, strategic/experiential EI, Serbian MSCEIT, convergent-discriminant validity

SYMPOSIUM 4:**SOCIO-EMOTIONAL LEARNING AS A BASE FOR
UNIVERSAL PREVENTION PROGRAMS****Bašić Josipa¹, Novak Miranda², Mihić Josipa²***(¹) University of Zagreb, Faculty of Education and Rehabilitation Sciences,**(²) University of Zagreb, Faculty of Education and Rehabilitation Sciences*

A comprehensive mission for schools is to educate students to be responsible, socially skilled, caring, and contributing citizens overall. This mission is supported by the growing number of school-based prevention programs. Most of those programs are based in socio-emotional learning which aims the enhancement of knowledge, skills, habits and values which represent a core of child's academic, personal and social development. Those skills are useful for school conditions and life in general: recognizing feelings and good emotion regulation, development of positive relationships with others, responsible decision making and problem solving help children to be more successful in general. Research shows that children who don't have socio-emotional skills are on higher risk for development of stabile behavioural disorders, learning difficulties and academic failure; they have problems with connecting to peers and higher risk for substance abuse. The socio-emotional approach to school-based prevention incorporates health promotion, competence enhancement, and youth development frameworks that integrate strategies for reducing risk factors and enhancing protective mechanisms. In our talk, we will present the PATHS socio-emotional program. Promoting Alternative Thinking Strategies is a school based universal prevention program developed by Mark Greenberg and Carol Kusché. Program is being delivered within pre-school settings and in all classes of elementary schools by a teacher on a weekly base. Although program is being delivered in school settings, intention of the authors was to reinforce the generalization of activities and strategies in other contexts of life. PATHS program goal is enhancement of self-control, enhancement of emotion regulation, learning of steps for problem solving and promotion of positive values and healthy relationships with others. Research shows that PATHS is successful in reducing aggression and violence among peers, enhancing positive climate in classroom and empowering children in problem solving.

Keywords: socio-emotional learning, universal prevention programs, PATHS

ADAPTATION OF PATHS IN SWITZERLAND

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In our canton (Ticino), in the Italian speaking part of Switzerland, there have recently been crimes and acts of violence committed by young people that have attracted widespread public response. Currently, there is a strong debate regarding the kind of measures we should implement in order to improve our educational programs and also prevent future incidents. Our answer, as the Department of Education and Learning at SUPSI, the University of Applied Science of Southern Switzerland, is a four-year research-oriented intervention aimed at training 80 teachers according to Social and Emotional Learning (SEL) principles in order to implement a SEL informed curriculum and to create a SEL school climate. The study, entitled "CALL THEM EMOTIONS", founded by the Jacobs Foundation, is expected to reach up to 1,200 children, from pre-school to elementary school, and is conducted in partnership with the local educational department to ensure wide dissemination. Overall, our project aims to utilize the educational system more effectively to build social and emotional skills that reduces aggression and disruption amongst young people and creates a more peaceful and friendly society. During our talk, we will present our project and some preliminary results from the field, and we will discuss how social and emotional learning training can become a fundamental asset to teachers' education.

Keywords: socio-emotional learning, Call them emotions, social and emotional skills of children

FOUR YEARS OF PATHS IMPLEMENTATION IN ISTRIA: RESULTS AND LEARNED LESSONS

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First trial of PATHS program was conducted in Istria within the research project "Communities That Care – development, implementation and evaluation of community prevention model" by the research team from University of Zagreb Faculty of Education and Rehabilitation Sciences within the partnership with the Region of Istria. Research within this project has shown the need for investments in social-emotional competencies of children and youth. With the support and friendly hand from Prevention Research Center, Penn State University, groundwork for PATHS implementation has started in fall 2006. It was decided that program is going to be piloted in two Istrian schools: Elementary School Porec and Elementary school Ivo Lola Ribar, Labin. In each of these schools program was implemented in two classes while for the purpose of research and adaptation, in both schools, two control classes were also chosen. PATHS delivery has started from the school year 2007/08 when children were 1st grade and program was running during whole elementary school, for four years. During our talk, we will present the results of PATHS evaluation in Istria. Evaluation of program went in two directions and connected evaluation of implementation process and evaluation of PATHS program effectiveness. We will show the results of the analysis of several measures of program effectiveness: Teacher Social Competence Rating Scale (Kam and Greenberg, 1998), Emotion Recognition Questionnaire (Ribordy, Camras, Stafani and Spacarelli, 1988), FT Social Problem Solving Scale (Corrigan, 2003), Kusché affective interview – revisited (Kusché, 2000), Test of Emotion Dictionary (Taksic, Harambasic and Velemir, 2003), UEK-15 (Taksic, 2001) and Understanding Our Lives (Schonert-Reichl, 2010). Also, we will show the comparison of experimental and control conditions and talk about the first PATHS implementation experience in Istria.

Keywords: PATHS, universal prevention, school based prevention, evaluation of prevention program

PATHS-RASTEM STUDY: PROGRAM DISSEMINATION AND FIRST RESULTS

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After the first trial of PATHS program in Istria, research team from University of Zagreb Faculty of Education and Rehabilitation Sciences got the grant for wider dissemination and research of PATHS program in Croatia. In collaboration with Celene Domitrovich from Prevention Research Centre, Penn State University, who is a project co-leader, we got the grant from Unity through Knowledge fund for the implementation and research of PATHS in schools and kindergartens in Zagreb, Rijeka and Istria. Each region has 5 intervention schools paired with 5 control schools and 2 pre-school settings. Program is being delivered to children from 30 classrooms from selected schools and will be delivered to 12 groups of children in selected kindergarten settings. Besides promotion of socio-emotional competence and skills, project goal is gathering of knowledge for program adaptation into Croatian conditions and assurance of program sustainability in Croatian curriculum. Project lasts from June 2010 until June 2012. PATHS program was already delivered to the 1st graders and it is continuing in September 2011 for the 2nd grade. Implementation of PATHS in kindergartens is starting also in September 2011. During our talk we will present the study design and first results in each of the 3 regions. PATHS implementation in schools is researched within experimental design while kindergartens have quasi-experimental design. Multi-informant and multi-method measurement strategy was employed for evaluation: children are assessed by teacher ratings and directly with individual interview.

Keywords: PATHS, universal prevention, school based prevention, implementation of prevention

SYMPOSIUM 5:**VALIDATION OF SELF-REPORTED EMOTIONAL INTELLIGENCE
INSTRUMENTS**

The majority of studies on emotional intelligence have relied on self-ratings. Although self-report assessment of emotional intelligence has been criticized (Mayer, Caruso & Salovey, 1999; Petrides & Furnham, 2000), the target person has the greatest access to information that is relevant for judging her/his own competences. The problem with the EI self-report scales is that they can be fairly similar to personality scales. Although self-report measures have been criticized as too subjective and less valid, it has been shown that these measures of EI are valid and have satisfactory psychometric properties (e.g., O'Connor & Little, 2003).

The aim of the Symposium is to discuss the cross-cultural validation of self-reported emotional intelligence instruments: Children's Self-reported Emotional Intelligence Scale (CSEIS), and the Emotional Skills and Competence Questionnaire (ESCQ). The development of both instruments comes from the theoretical model of Salovey and Mayer (1997).

Keywords: self-reported EI scales, cross-cultural validation, Children's Self-reported Emotional Intelligence Scale (CSEIS), Emotional Skills and Competence Questionnaire (ESCQ)

QUESTIONNAIRE OF EMOTIONAL COMPETENCE (SHORT-FORM): EXPLORATORY STUDY WITH PORTUGUESE UNIVERSITY STUDENTS

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This work aims to present a new short-form version of the Emotional Skills and Competence Questionnaire (ESCQ – Takšić, 2000 – adapted to the Portuguese context by Lima Santos & Faria, 2005), with 24 items, equally distributed by the same original three scales – Perceiving and Understanding Emotion (PU), Expressing and Labeling Emotion (EL) and Managing and Regulating Emotion (MR) – now with 8 items each one. The proposal of a short-form questionnaire is based into the analysis of the psychometric characteristics of the 45 items of the original ESCQ (reliability, validity and sensibility), previously studied near 730 Portuguese secondary and university students, and 629 Portuguese nursing and voluntary staff, and through the elimination of those items with worse reliability, validity and sensibility indices. The short-form questionnaire was collectively administered to whole classes during academic hours, near a sample of 240 participants, all university students, from several courses and academic grades, and from several public and private university institutions of the North of Portugal. The main results of this new short-form version of the ESCQ, regarding reliability, validity and sensibility, are currently under analysis and will be presented in this work.

Keywords: emotional competence, short-form questionnaire, validity, reliability, sensibility

EMOTIONAL COMPETENCE: WHAT DIFFERENCES IN PORTUGUESE SECONDARY SCHOOL?

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Emotional competence (EC), as the ability to accurately perceive, understand and express emotion, use emotion to facilitate cognition, and manage emotions for emotional growth (Mayer & Salovey, 1997), results from a differential development process, which is influenced by features of life-contexts. The most studied variable in this domain is gender, usually with girls presenting higher emotional skills (Brackett, Mayer, & Warner, 2004). Our aim is to analyze gender, and other variables that can contribute to explain EC differentiation in secondary school, such as grade, education's type and socioeconomic status. The sample includes 1794 students, 54.6% female, 10th (37.5%), 11th (32.3%) and 12th (30.2%) graders of private and public (60.1%) schools, and different socioprofessional (SPS - 21.2% low, 31.0% medium, and 47.8% high) and sociocultural (SCS - 30.2% low, 22.0% medium, and 47.9% high) statuses. The Emotional Skills and Competence Questionnaire (ESCQ - Takšić, 2000 - adapted to the Portuguese context by Lima Santos & Faria, 2005) was collectively administered to whole classes during school hours. The Portuguese version includes 42 items divided into three scales - perceiving and understanding emotion (PU), expressing and labeling emotion (EL) and managing and regulating emotion (MR) -, with alpha values between .71 and .87, positive correlations among dimensions ($>.49$), and a three-factor analysis structure explaining 36% of total variance. The confirmatory factor analysis revealed that the best fitted model (NNFI=.93, CFI=.94, RMSEA=.04, RMRst=.04) includes a three-factor structure with 20 items. The analysis of EC differences by gender, school year, education's type, SPS and SCS point to: girls had stronger emotional competence in PU, EL; no differences among the school years; higher levels of PU in private education students; higher PU, EL and MR in high SPS; and higher PU in high SCS.

Keywords: emotional competence, Emotional Skills and Competence Questionnaire (ESCQ), secondary school, gender, socioeconomic status

DOES EMOTIONAL INTELLIGENCE (EI) DETERMINE THE ACCEPTED AND REJECTED STATUS? A STUDY OF SOCIOMETRIC STATUS, EMOTIONAL COMPETENCY AND SELF-PERCEPTION

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Researchers have identified a number of correlates of rejected status within the group including poor social-cognitive skills; and likewise a number of desirable characteristics like more sociable, helpful, etc., have been associated with the accepted status. Aggression, withdrawal, sociability, and cognitive skills are the four major areas that distinguish accepted and rejected children (Newcomb, et.al., 1993). Does the presence or lack of emotional intelligence as well distinguish between the accepted and rejected status? Moreover how do the two groups perceive themselves? The current study aimed to explore the difference between the two sociometric groups vis-à-vis the emotional competency, and self perception. The sample comprised of 121 peer accepted and 150 peer rejected students. The accepted and rejected groups were identified after administering a Sociometric Test on 1035 students enrolled in the grade 9 & 10. The adapted version of Emotional Skills & Competence Questionnaire (ESCQ) and a list of adjectives were used to assess the emotional intelligence and self-perception respectively. The results illustrate significant differences between the accepted and rejected groups on self-perception as well as the emotional intelligence.

Keywords: Emotional Intelligence, sociometric status, person perception

SYMPOSIUM 6:**EMOTIONAL INTELLIGENCE ABILITIES, EMOTIONAL INTELLIGENCE PROGRAMS AND PSYCHOSOCIAL ADJUSTMENT****EFFECTS OF AN EMOTIONAL INTELLIGENCE PROGRAM IN THE REDUCTION OF AGGRESSIVE BEHAVIOR AMONG SPANISH ADOLESCENTS****Castillo Ruth¹, Salguero José Martín², Fernández-Berrocal Pablo²***(¹) School of Psychology, University of Málaga,**(²) School of Psychology, University of Málaga*

Aggressive behavior at school age has become a common problem in the educational system. Recently it has been shown the role of Emotional Intelligence (EI) in the prevention of aggressive behavior, as well as the promotion of positive aspects of social competence. This work is based on the ability model of EI and focuses on the sequential development of EI skills through structured programs. Previous research have demonstrated how those students who received EI training, have shown fewer conduct problems, aggressive behaviors, bullying or disruptive class conducts, among others. But to the best of our knowledge, the effects of an EI program on aggressive behavior and others outcomes related to aggression have not been studied in Spanish population. Therefore, the present study aimed to explore the effects of a two years EI intervention, called INTEMO program, in the reduction of aggressive behavior. This work is a quasi experimental pretest-intervention-posttest design study. The program contained a total of 24 lessons delivered once a week during the second and third term of the school years 2008/09 and 2009/10. Results have shown an effect in the reduction of verbal aggression and physical aggression, as well as the development of empathic skills among males, and a decrease of negative emotions frequently related to aggressive behaviors for both sex. These results support evidence-based of how EI programs have significant effects on the reduction of Spanish adolescent's level of aggressive behaviors and development of social competence. Future directions of EI interventions are discussed.

Keywords: emotional intelligence, programs, aggressive behavior, adolescents

EMOTIONAL INTELLIGENCE: A CROSS-NATIONAL ASSESSMENT AND TRAINING BASED ON MAYER & SALOVEY'S ABILITY MODEL

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Partners: Universitat Jaume I (Castellò, Spain); University of Florence (Florence, Italy); Yale University (New Haven, USA); Hospital Lluís Alcanyis (Valencia); Centro di Riabilitazione G. Ferrero (Cuneo, Italy).

The main purposal of research is increasing Emotional Intelligence (EI) levels in two samples of supervisors through a training created ad hoc for the Hospitals partner of research, with a co-supervision of Yale's authors, hypotesizing that higher EI levels are associated with lower burnout and emotional stress consequences and higher levels of well-being, engagement and performance, both individual level and team's. Considering the context's importance, we want also to compare results in the two different companies and countries. The Reference Model of the present research is the Mayer & Salovey' "Four Branches Model of EI" (1997).

Participants: the Spanish sample is composed by 152 Hospital employees, and the Italian's by 140 Hospital employees; researchers are applying the EI training just to a sample of randomly selected supervisors (n=12) and each company counts a control group.

The test administered were: M.S.C.E.I.T. (EI ability test; Mayer, Salovey & Caruso, 2002); Work-Engagement (UWES; Schaufeli et al., 2002); Burnout (MBI-HS; Schaufeli, 1996); Emotional Stress (FEWS; Zapf et al., 2001); Performance, Five factors Minimarkers (Saucier, 1994).

Results: we found a relationship between emotional competences and stress, preformance and engagement in both samples and differences and implications are discussed.

Keywords: emotional intelligence, assessment, training, ability-model

EMOTIONAL INTELLIGENCE (EI); IS THAT ALL THERE IS? NEW PROPOSALS FOR THE EI ASSESSMENT

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After 20 years of accumulating research findings about the 'existence' of other intelligences besides those based on mental skills (such as verbal-propositional intelligences), we consider that the existence of a valid and measurable construct named Emotional Intelligence (EI) is largely supported. EI as "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189) has of late replaced the conventional intelligence 'supremacy' for explaining professional success in modern society. The results of the last 20 years (since 1990) have shown that the benefits of general (cognitive) intelligence are overstated, and EI can often be more relevant than conventional intelligence. The Mayer-Salovey-Caruso test (MSCEIT) is the most supported for its attempt to measure EI. MSCEIT assess EI using four scales (i.e. perception, use, understanding, and management) that coincide with the four-branch model (Mayer, Salovey, 1997). However, there are some inconsistencies and difficulties that should be addressed. This is actually the main outcome of the present study. The first conclusion of the current study is that, being the best way to measure EI, MSCEIT could still be improved. Specifically, the "perception scale" seems to assess poorly the "real" competencies. Finally, regarding to the proposals (for improvements), the use of "emotional avatars", instead of static pictures for assessing perception of emotions, the "time-control" by the instructor when the test is filled in, and the use of a "full range" of emotions instead of just a few. In short, our results support that nowadays, EI should be assessed in a similar "rigor" that IQ has been assessed in the past, and in order to face that goal, some improvements could undertake in the current MSCEIT scales.

Keywords: emotional intelligence, assessment, work-place

EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH MOOD REGULATION STRATEGIES FOR CHANGING A SAD MOOD

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Research on emotional intelligence has systematically shown that emotionally intelligent people show better psychological adjustment. However, scarce research has specifically examined what are the most used mood-regulation strategies for emotionally intelligent people and its relationship with sad mood. The objective of this study is to analyze the frequency and effectiveness of mood-regulation strategies that people use when they feel sad, and to examine how these strategies are associated with the emotion management subscale of an EI ability measure and with depressive symptoms in a Spanish sample of 400 participants. The measures used were the Self Regulating Strategies of Mood Questionnaire (Thayer et al., 1994), the Beck Depression Inventory (Beck et al., 1979), and the Subscale of Emotion Management of MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test). As expected, higher scores in MSCEIT emotional management branch were associated with lower depression, as well as with the use of different mood-regulation strategies to reduce sadness. Moreover, the emotion management subscale accounted for some of the variance in depression beyond mood-regulation strategies. Implications of the present findings for future research and potential intervention using emotionally intelligent regulation strategies for reducing depression are discussed.

Keywords: emotional intelligence, depression, mood-regulation strategies, sad mood

**SPANISH VALIDATION OF THE "EYES TEST CHILD VERSION":
PRELIMINARY DATA****Fernández-Berrocal Pablo¹, Rueda Pilar¹, Cabello Rosario¹***⁽¹⁾ Universidad de Málaga*

The objective of this research was to present preliminary data of the Spanish validation of The Eyes Test child version (also known as Reading the Mind in the Eyes test). The Eyes Test is a measure of Theory of Mind (ToM), developed by Baron-Cohen et al. (2001) to solve problems of previous measures of ToM, which were too simple and were not accurate detecting ToM deficits. This test requires decoding of an emotional state in a picture of the eye region by selecting the correct emotion from four possible answers. The sample was composed by 953 adolescents aged between 12 and 17 years (mean age: 14.16 years). Psychometric properties of the Spanish version were analyzed and its relation with the emotional perception branch of the Mayer, Salovey & Caruso Emotional Intelligence Test (MSCEIT; Extremera, Fernández-Berrocal & Salovey, 2006) and the Interpersonal Reactivity Index (IRI; Davis, 1980), as measures of emotional perception and empathy, respectively. Results showed an appropriate reliability for the Spanish version of the Eyes Test child version and positive correlations between it and the other measures, which point out to a good construct validity. Implications of these findings and future research need are discussed.

Keywords: Eyes Test, Theory of Mind, Spanish validation, psychometric properties

DOES EMOTIONAL PERCEPTION PREDICTS ADOLESCENT'S WELL-BEING?

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Emotions are a very valuable source of information for our adjustment and well-being. Inside our skills to process the emotional information, the emotional perception is fundamental to begin the above mentioned process successfully. Nevertheless, the majority of the studies conducted in this area have used adult or clinical samples. In this work we investigated through a prospective one-year longitudinal study the relation between emotional perception (Percepción emocional adolescente; Salguero, Fernández-Berrocal, Ruíz-Aranda, Castillo y Palomera, en prensa; Reynolds y Kamphaus, 2004) and psycho-social adjustment (BASC-S3; Reynolds y Kamphaus, 2004) in a secondary student sample (N=536). Through several hierarchical regression, results confirmed most of the raised hypotheses, finding emotional perception as a stable predictor of higher personal adjustment and lower emotional imbalance and clinical maladjustment. The emotional perception ability also appeared as a significant predictor of dependent variables, even when variable criterion at time 1 was controlled for. Finally, different results were found depending on sex and age. Possible educational implications and future lines of research on emotional perception and emotional intelligence are discussed.

Keywords: emotional perception, psycho-social adjustment, adolescence, emotional intelligence

INTELIGENCIA EMOCIONAL Y EFECTO PYGMALIÓN EN LA FAMILIA. DIFERENCIAS ENTRE HIJOS E HIJAS

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156 hijos (71 varones y 85 mujeres) fueron estudiados en relación a la inteligencia emocional autoinformada (IEA) y la inteligencia emocional percibida (IEP) en la familia. Se evaluó la IEA de los hijos y sus padres a través de la escala de autoinforme TMMS-24 (Fernández-Berrocal, Extremera & Ramos, 2004) y la IEP de los hijos sobre sus padres y de los padres sobre sus hijos por medio de una versión modificada de la anterior PTMMS-24. De este modo se podía contrastar la evaluación que los hijos hacían sobre su IE frente a la percepción que sus padres tenían sobre ellos y al contrario, tratando de controlar el efecto que las percepciones pueden tener en la imagen que los hijos tienen sobre sí mismos en IE. Así, a través de análisis de regresión múltiple estratificado comprobamos de todas las variables evaluadas cuáles predecían en mayor medida la IEA por los hijos y las hijas en Atención, Claridad y Reparación, encontrando diferencias significativas en función del sexo. La IEA por los hijos/as se predecía en primer lugar por la IEP de los hijos sobre los padres, por encima de la propia IEA de los hijos/as y de la IEA por los padres. En el caso de las hijas, la percepción de los padres sobre ellas también resultó tener poder predictivo sobre su IE. Las repercusiones de estos resultados se discuten en el interior, justificando las diferencias de género encontradas en relación a la inteligencia emocional y aportando algo de claridad al desarrollo diferencial de dichas competencias mediante el posible influjo de factores como el „efecto Pigmalión“, esta vez aplicado al ámbito familiar.

Palabras clave: inteligencia emocional autoinformada, padres, hijos/as, inteligencia emocional percibida, Efecto Pigmalión

EMOTIONAL INTELLIGENCE AND PYGMALION EFFECT IN FAMILIES. DIFFERENCES BETWEEN SONS AND DAUGHTERS

156 children (71 males and 85 females) were studied in relation to self-report emotional intelligence (SEI) and perceived emotional intelligence (PER) in the family. The SEI of the children and of their parents were assessed using the TMMS-24 self-report tests (Fernandez-Berrocal, Extremera & Ramos, 2004) and the children's PEI of their parents and the parents PER of their children were studied using a modified version the aforementioned PTMMS-24. In this way, the children's evaluation of their own EI could be compared with the parents perception of their children's EI and vice versa, in an attempt to control the effect that the perceptions of others can have on the child's perception of their own EI. Hence, by means of stratified multiple regression analysis we established that all the variables which predicted the SEI by the sons and daughters to the greatest extent corresponded to Attention, Clarity and Reparation, and significant differences were found between the genders. The SEI by the sons/daughters was first predicted by the children's PEI of their parents, above the children's own SEI and the parents own SEI. In the case of the daughters, the parents' perceptions of them also had a positive predictive value on the EI. The repercussions of these results are discussed in the article, explaining the gender-related differences found in relation to emotional intelligence and providing some insight into the differential development of these skills owing to a possible influence of factors such as the „Pygmalion effect“, but here applied in a family context.

Keywords: self-report emotional intelligence, parents, children, perceived emotional intelligence, Pygmalion effect

SYMPOSIUM 7:

ENHANCING EI ABILITIES BY RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT) BASED PROGRAMS: SOCIAL EMOTIONAL LEARNING FACILITATOR KIT (SELF KIT) AND RATIONAL EMOTIVE TEACHER TRAINING (RETT)

Opre Adrian ¹

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We note with concern that in the last years maladaptive behaviors and emotions manifested in educational and professionals settings has increased. Long-term consequences on school performance of students, their social integration, and the professional performance of adults are also more severe. We are looking for solutions to reduce or eliminate the induced dysfunctional effects. A close review on this field shows that in the last decades, cognitive-behavioral interventions proved to be most efficient ways in preventing or remission of these problems. Under these circumstances, we decided to develop two intervention programs with a prophylactic - curative purpose: "SELF KIT" and RETT. Based on rational-emotive and behavioral therapy/theory (REBT) principles, they are psychological and educational counseling programs. "SELF KIT" (Social Emotional Learning Facilitator KIT) major objective aims to develop socio-emotional skills of preschool and school aged children. RETT (Rational Emotive Teacher Training) is focus on developing cognitive - emotional control skills of teachers (university and pre-university teachers). In this symposium the main theoretical framework, the structure and the content of the two programs will be presented along with implementation strategies and empirical data obtained after their application.

EMOTIONAL INTELLIGENCE, GENDER STEREOTYPE THREAT AND ACADEMIC PRFORMANCE OF UNIVERSITY TEACHING STAFF**Opre Dana ¹, Iucu Romita ², Miclea Mircea ¹, Opre Adrian ¹***(¹) Babes Bolyai University, (²) Bucharest University*

In this era of acerb competitiveness the negative consequences of gender stereotypes are difficult to ignore, as they severely affect the professional field. When we look at the academic departments (especially those that have traditionally be dominated by men) is easy to realize that women are underrepresented numerically and in chair positions. This asymmetry leads to a pressure upon female teaching personnel, expressed in so labeled "stereotype threat" (ST). ST is a socio - psychological threat that arise when one is in the situation of doing something for which a negative stereotype about her/his group applies. The presence of stereotype threat is expressed in high levels of occupational stress and anxiety that account for decreases in performance. In order to overcome these negative consequences in the present study we have proposed a preventive/curative intervention based on Rational Emotive Behavior principles. In fact we were going to improve the cognitive -emotional competencies (EI) of women university teaching staff. The outcomes revealed the efficiency of such a program for faculty development and argue for its transferability in other professional conflictual contexts.

Keywords: gender stereotype treat, academic performance, emotional intelligence, REBT

INCREASING RESILIENCE THROUGH COGNITIVE PROGRAMS

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(¹) Babes Bolyai University

Research in resilience is marking a major impact in what concern studying the concept under normative conditions. Our objective was to develop a program for young people in order to develop resilient competence. By resilient competence we understand emotional intelligence, coping strategies, and recognition of social support. The program is designed for a week of face to face activities, continued by 2 months of online interactions. For measuring the impact, we use quantitative and qualitative instruments. The results showed a list of effective exercise for the objective of increasing resilient competences. We also obtained significant differences in what concern the awareness of social support, the use of active strategies of cognitive and behavioral coping and emotional control.

Keywords: resilience, mental health, cognitive coping, emotional control

SELF KIT – A PROGRAM DESIGNED TO IMPROVE SOCIO-EMOTIONAL COMPETENCIES OF CHILDREN IN ROMANIAN EDUCATIONAL SETTINGS

Buzgar Ramona ¹, Opre Adrian ¹

(¹) Babes Bolyai University

Working in the field of Emotional Intelligence, first we were trying to enhance social and emotional skills of children and adolescents using well-known REBE (rational -emotive and behavioral education) programs. Assessing the outputs we concluded that cultural differences may be a significant drawback in the efficiency of these programs. Looking for the pertinent solutions and based on our 10 years experience with cognitive-behavioral (CBT) counseling programs, we developed the SELF KIT program. SELF KIT (Social-Emotional Learning Facilitator KIT) is a REBE program that was elaborated by a team of Psychologists and Pedagogues who work in the CBT intervention paradigm. Due to its structure, content and implementation strategies, SELF-KIT can be easily adapted to diverse socio-cultural and educational (curricular) contexts. Additionally, the typology and difficulty level of activities are selected based on the cognitive and socio-emotional profile of children at different ages. In the present study we assumed to demonstrate that SELF KIT is efficient in developing social and emotional competencies in children aged 4 to 6 years old. In order to do that, first, preschool children (N=180) were assessed with PedA (Platform of Child Development Evaluation) to identify the cognitive-socio -emotional and behavioral profile of children. Then an 8 weeks intervention program (SELF KIT) was implemented. Soon after that intervention the same dimension (cognitive, social, emotional and behavioral) were assessed. Using a 3x2 design, (intervention type vs. team expertise) our results, analyzed with MANOVA, showed that emotional and social-emotional competencies significantly improve after the program implementation ($p<.05$) and the frequency of conduct disorders decreased ($p<.05$). We consider that the data collected in this pilot study, represent strong arguments in supporting the viability and ecological validity of SELF KIT program. A primary school version of SELF KIT program will be also presented.

Keywords: rational-emotive and behavioral education, mental health, SELF KIT program, therapeutic stories, rational games

PRAZNA STRANICA

INDIVIDUAL PAPER ABSTRACTS

(IN ENGLISH)

THE GLOBAL DRAMA OF EMOTIONAL INTELLIGENCE

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Almost all models of EI include such competence as "Emotional Awareness". It is easy to understand that man can not manage his emotions and develop his EI when he is not aware of his own emotions. At the same time, Emotional Awareness is one of the most difficult competencies to develop in practice. It looks like it is very simple: a person just needs to answer the question: "How do you feel now"? As it looks very simple, people reading or being at training usually think that they can do it and want to know how to manage emotions. But really they hardly can understand what they feel. But it turns out that it is almost impossible to find an answer to this simple question: "How do you feel now"? Using simple model of emotions, authors show main difficulties we can face developing emotional awareness in ourselves and others. Why is it so difficult to be aware of my own emotions? This theory is strongly connected with the fact that we can not feel strong emotion and think logically at the same time, so when feeling is strong, we can not understand our emotions. We think that our emotional language is very rich, but in fact we have lack of emotional terms. In presentation authors will cover such topics as:

- What instruments do we need to understand emotions?
- What is "awareness"? What does it mean in practice?
- Is our language enough for emotional awareness (examples in English)?
- Can man understand his emotions when emotion is strong (of high intensity)?
- What can practitioners and coaches do to overcome this Global Drama of Emotional Intelligence?

Keywords: emotional awareness, developing EI, emotions and brain

DEGREE OF SATISFACTION IN UNIVERSITY TEACHERS AFTER AN INNOVATION PROCESS IN CONCORDANCE WITH THE EUROPEAN HIGHER EDUCATION AREA

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The European Higher Education Area involves new university teaching practice focused on enhancing the student's competence learning. In this innovation, the intervention of those teachers that will carry it out is essential to guarantee significant learning. Particularly, the relationship between the teacher's degree of satisfaction and the students' performance is one of the factors that account for the goodness of a university teaching model. Given the significance of this relationship, a research was carried out about the degree of satisfaction in teachers from the Primary Education degree course, Ramon Llull University, Barcelona, after having implemented the first academic year of the new syllabus in 2009-2010. The sample consisted of 30 teachers that answered a questionnaire, divided into eight categories referring to the new university model. Likewise, students' representatives were asked for their opinion, through a focus group, as the students' perception is a significant element to promote their own learning. The analysis of their answers shows that the aspects with a higher degree of satisfaction among respondents were: management, students' performance, and coordination among teachers. The item that teachers showed less satisfaction with is assessment due to the complexity of reducing competence-based work in many subjects to a single final mark. Students make a positive assessment of the organization of didactic spaces and higher presence of professionalizing competences in teaching curricula. As a conclusion, we highlight the need for a new assessment system closer to the professional reality, and for an organizational system that enhances competence-based work. These aspects are very significant, mainly considering the relationship among satisfaction, motivation, and expectations.

Keywords: teacher satisfaction, university innovation, European convergence of higher education

EMOTIONAL SKILLS CONTRIBUTIONS TO THE HAPPINESS IN ADOLESCENTS

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Positive psychology over the past decade has stressed the importance of introducing happiness as an educational objective in schools. Socio-emotional skills that make up emotional intelligence, appear in the literature as key variables to facilitate meaningful social relationships and higher levels of psychosocial adjustment as one of the most important educational aspects of being human. This study analyzes the relationship between happiness (Lyubomirsky), emotional intelligence in adolescents N (800) and socioemotional variables such as empathy (IRI), self-esteem (Rosenberg), assertiveness (ADCAS-1), school adjustment (EMA) and socialization (BAS-2) and personality (EPQ-J). The results show significant relationships between these variables. We also examined differences according to various demographic characteristics. These findings support the need to insert into the school curriculum to facilitate social-emotional skills welfare and adolescent adjustment.

Keywords: happiness, emotional intelligence, adolescent, emotional skills

PREDICTIVE VALIDITY OF TMMS-C VARIABLES ON PSYCHO-SOCIAL ADJUSTMENT IN CHILDREN

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The TMMS-C is a measure of perceived emotional intelligence in children, which measures attention, clarity and emotional repair. In this study we analyze the predictive validity of the same through an analysis of its relationship with variables: empathy, prosocial behavior, assertiveness, social and school environment, psychosocial adjustment, family parenting style and academic performance. We have used a sample of 500 students aged 8-12 to which we have measured in two stages with an interval of three years in a longitudinal and transverse study. We found significant results regarding the relationship of these variables. We also analyzed its relationship with sociodemographic variables and differences were analyzed according to sex and age. Results support the importance of Emotional Intelligence in child welfare and school need to support it.

Keywords: psychosocial adjustment, children, TMMS-C, longitudinal, EI

THE IMPACT OF CLASSROOM EMOTIONS ON THE EXPERIENCE OF HAPPINESS

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Individual Emotional Intelligence (EI) has been related to social and psychological adjustment and adaptation in adolescent population. However, despite the nested structure of educational settings (pupils nested in classrooms and schools), little research has been conducted to examine the interaction between classroom EI and individual attitudes and behaviour. This study examines, from a multilevel perspective, the relation between individual EI and group EI on the difficulty to feel happiness. Participants were 2,182 adolescents (1,127 female and 1,055 male students) aged between 13 and 19 ($M=14.51$; $SD=1.55$), attending secondary schools in the Basque Country (north of Spain). A two level model was used (pupils nested in classrooms) with three level 1 predictive variables (emotional attention, emotional clarity and emotional repair) and one level 2 variable (group EI). Data were analysed with the Mixed procedure of the SPSS software applying the multilevel regression model. Results indicate that group EI had an important influence on the capacity to feel happiness ($r=0.34$) and reduced considerably the variance component at the classroom level associated to depression (18%). As expected, following the same pattern as in the case of individual level emotional intelligence, there was a negative relationship between the classroom's emotional intelligence and pupil's depression. The interaction term between group EI and individual EI wasn't statistically significant although it showed a r value of 0.15. Results of this study indicate that group EI is an important predictor of individual well being and must be taken into account to better explain differences in adolescents' psychosocial adaptation.

Keywords: classroom emotions, group emotional intelligence, depression, happiness

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SHOW ME YOUR SMILE AND I WILL TELL YOU WHO YOU ARE: WHY AND HOW HIGH EI INDIVIDUALS MAY ESCAPE TO THE RULE

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Smiling individuals are often judged as positive and trustworthy (Krumhuber, Manstead, Cosker, Marshall, Rosin, & Kappas, 2007), and thus likely to induce cooperative behaviors. Yet, smiles themselves may have different meanings and are not always produced in prosocial contexts. The Simulation of Smiles Model (SIMS) newly proposed by Niedenthal, Mermillod, Maringer, and Hess (2010) identifies three processes that can guide the judgment of a smile: a) perceptual features such as Duchenne marker, b) beliefs and stereotypes about the meaning of the smile in a given situation, and c) embodied simulation of the facial expression associated with the correspondent emotion.

One major prediction of SIMS is that achieved eye contact is a sufficient trigger of embodied simulation and therefore may influence the affective state of the observer. In the current presentation we build on existing research on smile to discuss recent allegations made as for the potential "dark side" of the EI construct (e.g. Austin, Farrelly, Black, & Moore, 2007; Kilduff, Chiaburu, & Menges, 2010; Porter, Brinke, baker, & Wallace, 2011). More precisely, we suggest the possibilities of manipulation of perceptual features of smiles by individuals high in EI to facilitate personal goal achievement. We argue that intentional production of Duchenne smiles or manipulation of smile dynamics and achieved eye contact by individuals high in EI may affect judgments of the smiler's intentions. This may happen because of the morphological features of smile itself or via the embodiment of positive emotions by the perceiver. As a consequence, conscious use of perceptual features of smiles and achieved eye contact may ultimately induce cooperative behaviors. We also suggest that a high level of EI may help individuals to accurately judge the meaning of perceived smiles and trust reliable persons.

Keywords: Duchenne smiles, eye contact, embodiment, emotional intelligence, getting ahead

HIGH AND LOW INTENSITY FACIAL EXPRESSIONS OF EMOTION AND THEIR RECOGNITION BY ADOLESCENTS

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Zammuner Vanda Lucia¹, Quattrocchi Alice¹**

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The present study, which is part of an ongoing research project on EI skills (founded by CARIPARO foundation), tested a new face database containing Caucasian face images. In particular, since ceiling effects are prominent in various facial emotion recognition tasks, we developed a database that contained faces expressing emotions at different intensities. Nine young adults posed the emotions of happiness, surprise, disgust, sadness, fear, and anger, plus a neutral expression. Encoders were asked to pose 'normal' expressions, plus toned-down, minimized expressions. All expressions were later coded using FACS (Ekman, Friesen, & Hager, 2002). On the basis of the FACS intensity levels, pictures were classified in high (prototypical) and low intensity pictures. 278 adolescents (226 females; M age=17) were presented with 32 pictures. Image order was randomized. For each image, participants judged the depicted expression (the expression rating was forced-choice with eight response categories), the intensity, the clarity, the genuineness, the valence and the attractiveness of the expression. Analyses showed that at both high and low intensity level the participants recognized better some expressions (happiness and disgust) than others (fear and anger), $F(6,414)=32,35$, $p<.001$. Moreover the high intensity expressions were more accurately recognized than low intensity pictures except for fear expression, $F(5,660)=19,84$, $p<.001$) that was better recognized at low intensities, $t(211)=-3,88$, $p=.002$. This result could be explained by an effect of genuineness $F(5,645)=13,88$, $p<.001$: compared with all other expressions, the fear expression was judged more genuine at low intensity than at high intensity, $t(211)=3,09$, $p=.002$. The results suggested that this new face database could represent an alternative method to test emotions recognition in that it could offer a finest way to assess this emotional ability.

Keywords: emotional perception, emotional faces, adolescence, FACS

CHILDREN AND PEACE: PERCEPTION, COGNITION AND EMOTION

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Schools should promote, among others, competences relating to personal, social and civic students' development. The complexity of today's societies reckons peaceful coexistence as a priority, so that all kind of educational programs dealing with living together skills, many of which have a clear emotional component, are proliferating. In this study we raise the need to know what is, today, the meaning and significance of peace for children in order to build peace on their perceptions, cognitions and emotions. A questionnaire developed for this research, and validated by experts, has been applied to 627 school children aged 10 to 13, from 24 schools settled in the Autonomous Community of Catalonia (Spain). The instrument consists of 12 items, 8 in Likert type and 4 open-ended questions. Through the qualitative analysis of the last four items we set categories that show that children conceive peace as inner harmony, freedom from war and conflict, social justice and ecological ideals and symbolic. The research findings show that socio-affective education seeking peaceful coexistence should consider the four previous assumptions to move, on the one hand, from a utopian and perfect peace towards an imperfect and practicable peace and, on the other, from a negative peace based on the eradication of direct violence to a positive and just peace.

Keywords: peaceful coexistence, peace education, socio-affective education, inner harmony, violence

EXPERIENTIAL LEARNING THEORY AND EMOTIONAL, SOCIAL AND COGNITIVE INTELLIGENCE COMPETENCIES: UNVEILING THE LINK BETWEEN LEARNING AND BEHAVIOR

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Today's constantly changing business environments call for managers who not only know what they do, but also know how to adapt successfully to different situations in order to guarantee the person's and the organization's survival and growth (Kelly, 1999). This phenomenon increases the importance of learning and converts it into one of the many managerial tasks (Hogan and Warrenfeltz, 2003). A global example: According to Yamakaze and Kayne (2004) learning skills influence success in cross-cultural adaptation of expatriates. The Experiential Learning Theory (ELT) (Kolb, 1984) integrates the important facet of adaptable flexibility. Mainemelis, Boyatzis and Kolb (2002) have demonstrated that some balanced learning styles show greater adaptability in specific learning contexts. In parallel, success and outstanding performance at the workplace is associated with competencies, often grouped into Emotional Intelligence, Social Intelligence or Cognitive Intelligence Competencies (Boyatzis, 1982, 2009). Since both ELT and competencies show a clear link to success, we are interested in analyzing the relationship between these research lines. Some authors suggest that the key to adaptability is self-awareness (Hogan and Warrenfeltz, 2003; Boyatzis, 2007).

Therefore, our overall hypotheses are: - Persons with high adaptive flexibility in learning skills score highly on the self-awareness competency - Learning skills correlate highly with strengths in specific competencies. These hypotheses with various sub hypotheses including possible effects of alternative variables, such as the philosophical orientation (Boyatzis, Murphy and Wheeler, 2000), will be tested with data from approx. 2000 postgraduate students who participated in a competency development program at a Spanish Business School. The results will have important implications for further research, e.g. on the question which learning skills profiles predict successful sustainable change in competencies, and on practical issues such as curriculum design in management education based on emotional intelligence.

Keywords: experiential learning theory, emotional social and cognitive competencies, emotional intelligence, competencies

BASIC EMOTIONS – SELF-AWARENESS

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We start from basic emotions using Paul Ekman's model (1999): joy, sadness, anger, surprise, disgust, fear and contempt, to study the concepts of Self-Awareness - Knowing our own emotions - (Goleman, 1995), and Emotional Awareness - Ability to become aware of one's own emotions - (Bisquerra, 2001).

Objectives: To understand the levels of Emotional Self-awareness/ Emotional awareness of a group of preschool, primary and lower secondary school teachers through the identification and reference to the body areas where the emotion is felt.

Method: A transversal, descriptive and qualitative study, using "grounded theory" methodology, with semi-structured interviews conducted from January to March 2011 to a purposive sample of 60 subjects: 7 preschool teachers and 53 primary and lower secondary school teachers aged 22 to 59, within 4 to 30 years of working experience. Each group of interviewees has developed a reflective work indicating the areas of the body where the basic emotions advocated by Paul Ekman were felt.

Conclusions: The discursive references of the sample evidenced Self-awareness/Emotional Awareness skills: every teacher identified the bodily states of these emotions in the study, as shown by the following statements: joy is felt "face: smile, smaller eyes, (...) gesturing, waving"; sadness is experienced with "tightness in the chest, drooping mouth, eyes downcast"; anger is referred to "changes in: heart rate, vision and voice"; surprise is felt "in pulse (heart rate), in voice (running out of words), having no reaction"; disgust is felt "in the stomach (digestive tract), all over the body (sight, smell, taste and touch)"; fear is felt in the "Heart, Skin and Face (eyes/eyebrows) and hands"; and contempt is evidenced through "Facial expression/eyes, Shiver in the chest, Neck, Jaw". These results corroborate the facial expressions argued by Paul Ekman (1999).

Keywords: self-awareness, basic emotions

FLOW STATE – A POTENTIAL OF EMOTIONAL INTELLIGENCE

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This study sets off from the construct of "flow activity or experience" (Csikszentmihalyi, 1982, 1990, 2000), or "optimal experience" to know the living activities that can provide this state. According to the author, they occur when the energy of an individual is focused on experience: thoughts and mixed feelings disappear, one loses track of time and space. He also argues that work can trigger the flow, a phenomenon confirmed by (Veiga Branco, 2004 a, b; 2007, 2010 Agostinho, 2009), although it can be achieved by any activity.

Objective: To understand the activities leading to "flow state" (Csikszentmihalyi, 1982, 1990, 2000), according to the perception of a sample of preschool, primary and lower secondary school teachers.

Method: A transversal, descriptive and qualitative study, using "grounded theory" methodology, with semi-structured interviews conducted from January to March 2011 in a purposive sample of 60 subjects: 7 preschool teachers and 53 primary and lower secondary school teachers, aged 22 to 59, within 4 to 30 years of working experience. The obtained discursive contents were subjected to a content analysis, generating a "categorical tree" with 3 generations, built around the activities that provide the "flow state" (Csikszentmihalyi, 1982, 1990, 2000).

Conclusions: The study of the "flow state" includes a tree of 13 categories, which will be presented in descending order according to the number of discursive units: "Love" composed of 97 discursive units; "Friends" (93); "Experiencing Nature" (84); "Family" (63); "Fare Niente" (59); "Travels" (53); "Musicality" (46); "Sleep" (35); "Reading" (32); "Loving your job" (27); "Socialising" and "Having a Bath" (23); and finally "Having Money" consisting of 22 discursive units.

Keywords: flow, personal enjoyment

MANAGING EMOTIONS - AN ABILITY OF EMOTIONAL INTELLIGENCE

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This study focuses on the concept Managing Emotions from Emotional Intelligence (I.E.), (Mayer-Salovey, 1990, 1997, Goleman, 1995), also identified as Emotional Regulation (Bisquerra, 2000), to obtain recognition and practical use of this concept, through the use of Emotional Fitness charts (Bimbela-Pedrola, 2008), to develop these abilities and manage emotions in contexts of practical life.

Objective: To train preschool teachers, as well as primary and lower secondary school teachers to confront negative emotions by using self-regulatory strategies (identifying errors of thought and changing negative emotions/thoughts to positive thoughts/emotions).

Method: A transversal, descriptive and qualitative study, using "grounded theory" methodology, with semi-structured interviews conducted to a purposive sample of 60 subjects: 7 preschool teachers and 53 primary and lower secondary school teachers, aged 22 to 59, from January to March 2011. To operationalise the Emotions Management concept the proposed work consisted of two activities: firstly, to identify the nine most common errors of thought (Bimbela-Pedrola, 2008), namely: Mental filter, Labelling, Overgeneralisation, Overreacting, Catastrophism, Mind reading, Error of control in excess, Error of control by default, Use of "should"; secondly, the completion of an Emotional Fitness chart where they had to identify: 1. The precise stressful situation; 2. First emotions; 3. First thoughts; 4. Errors of Thought; 5. New thoughts; 6. New emotions.

Conclusions: The most frequently mentioned causes of negative emotion were: traffic on the road, bad student behaviour and rudeness of parents. The errors indicated as the most frequent were: Overgeneralisation (Using the words "always, all, never, no, never, impossible"), Labelling (Putting labels. e.g.: He is lazy.) and Overreacting (Using excessive adjectives e.g. : This is unacceptable!).

Keywords: managing emotions, emotional fitness, errors of thought

TEACHER SKILLS – EMOTIONAL INTELLIGENCE SKILLS PROFILE

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The current situation of education has changed: the social, economic and personal circumstances of the population require a more complex and demanding teacher than a few years ago (Hernández, 2007).

Objective: To know the variables assigned to the competent teacher – through the perception of a sample of teachers - in order to create a profile in terms of effective teaching practice, for the present day.

Method: A transversal, descriptive and qualitative study, using "grounded theory" methodology, with semi-structured interviews conducted to a purposive sample of 60 subjects: 7 preschool teachers and 53 primary and lower secondary school teachers aged 22 to 59, within 4 to 30 years of working experience. The discursive contents obtained were subjected to a content analysis, from which a "categorical tree" emerged defining the profile of the ideal teacher.

Conclusions: The skills profile obtained shows three main categories: "Emotional Competence", "Personality Traits" and "Scientific and Teaching Competence".

- The first, "Emotional Competence" with 226 discursive references (knowing how to read nonverbal language; paying attention, managing emotions/relationships; learning how to put oneself in the shoes of the student, being assertive; respectful, being positive; being creative...);
- The second main category, "Personality Traits" with 115 discursive references (duteous; rigorous...);
- The third main category refers to "Scientific and Teaching Skills" with 45 discursive references (updated scientific knowledge, appropriateness of strategies...).

Keywords: teacher profile, emotional competence

THE IE-ACCME TEST: THE MEASUREMENT OF EI ABILITIES AND EI SELF-AWARENESS

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In the study of Emotional Intelligence, a big debate is its definition as an ability, as a trait, or as a mix between them. These differences in definition, very important under a theoretical perspective, influenced significantly the nature of assessment tools of EI that have been developed in recent years. The ability model was built around the well-known Mayer, Salovey & Caruso Emotional Intelligence Test (2002; recently adapted also in Italian language by D'Amico & Curci, 2010), a performance test that requires people to answer to emotional problem solving situations. On the other hand, the measures used by researchers defending the trait or the mixed models are almost based on self-report scales, and require people to evaluate their typical performance in various aspect of EI. A frequently discussed problem, however, is that the available measurement tools of EI lack of strong convergent validity, as they result often weakly related each other. This is not surprising, if we consider that both the underlying theoretical models and the measurement methodologies are very different. The aim of the present communication is to illustrate the IE-ACCME, a new Italian test specifically addressed to adolescent, that aims to assess the four branches of emotional intelligence described in the Mayer & Salovey's model (1997) using both performance measures and self-report measures. The goal of this test, indeed, is to obtain an accurate EI profile of individuals, both in terms of abilities and of self-awareness of these abilities. The EI abilities are measured using performance tasks with general and expert consensus scores; the EI self-awareness is measured using meta-cognitive tasks of self-evaluation and self-description. First results of standardization, that will be discussed, offer interesting insights to the ability-trait theoretical debate and to implications of using particular measurement methodologies.

Keywords: emotional intelligence, assessment, ability, self-report, adolescent

EMOTIONS, EMPATHY AND COPING STRATEGIES IN RESPONSE TO DIFFERENT TYPES OF AGGRESSION AT SCHOOL *

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The role of emotions, empathy and coping strategies has received little attention in research into aggression at school, although no one seems to doubt its importance. Psychopedagogic literature suggests that victims may have extreme emotional reactions and may adopt an unassertive coping style. Furthermore, some authors claim that emotions may be a key element in distinguishing between those who opt to put a halt to a given situation and those who choose to do nothing when witnessing an attack on a classmate. This study, which forms part of a research initiative focused on developing an intervention for preventing and coping with abuse, both during Tutorials and during Citizenship Education classes, aims to clarify the relationships between emotions and coping strategies. The study has three specific objectives. Firstly, it aims to describe the strategies adopted in response to different types of aggression (direct, relational and cyber aggression), and to detect any possible differences in accordance with gender or educational stage. Secondly, it seeks to explore the emotions provoked by each type of aggression. And finally, it proposes to analyze the possible association between emotions and preferred strategy. Participants were 220 students (109 girls and 111 boys) of primary school and secondary school. The data collection instruments used were a situational questionnaire containing 5 brief stories of aggression, and an empathy questionnaire (21 items). The data were analyzed using the SPSS statistical program and the results reveal that the emotional language of students is very limited. An association was found between sadness and helping and also between anger and strategy adopted (negative reciprocity) although this association was only significant for some types of aggression.

Keywords: emotions, coping strategies, peer violence, empathy

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This study forms part of the research project entitled "Autonomy, positive treatment and citizenship education from a gender perspective" (EDU2008-01478/EDUC and IT 427-10).

RESPONSES TO DIFFERENT TYPES OF AGGRESSION AND PROACTIVE COPING IN 10-14-YEAR-OLD STUDENTS *

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Research into aggression at school has provoked a widespread debate regarding gender differences in the coping strategies adopted in response to aggression. The results found are divergent. Moreover, studies have mainly been carried out from the perspective of the victim, and in most cases, refer to a single type of specific aggression. The study presented here explores the relationships which exist between proactive coping and the responses of 10-14-year-old students to situations of peer violence, not only from the perspective of the victim, but also from that of a classmate who witnesses the incident. Participants were 1,018 students from 12 different primary and secondary schools in the Basque Country (Spain). The data presented were gathered using two instruments: a situational questionnaire containing brief stories of direct, relational and cyber aggression; and the PCS (Proactive Coping Scale) questionnaire (Schwarzer and Knoll, 2009), which assess subjects' tendency to cope self-confidently and positively with challenging, threatening or stressful situations. The data were analyzed using the SPSS statistical program. The following results are worth highlighting:

- 1) a significant association was found between gender and the coping strategy adopted in response to aggression in all stories and in all three types of aggression;
- 2) a relationship was also found between strategy and educational stage in some situations of direct and relational aggression, both from the perspective of victim and from that of classmate, although this relationship was not found in situations of cyber aggression;
- 3) proactive coping is significantly related to responses to situations of violence when students put themselves in the position of the victim.

Keywords: proactive coping, direct aggression, relational aggression, cyber aggression

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EI IN WOMEN SUFFERING FROM CANCER

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Association "EVERYTHING for HER" is an association for women suffering from cancer, their families and friends. It has been established by three women suffering from cancer, after seeing that Croatian health system systematically neglects mental health as a part of adequate treatment of women suffering from cancer. Therefore, Association has established and opened Centre for psychological assistance for women suffering from cancer. Emphasis of our work in the Centre is on psycho-social support towards women, especially giving support on coping with cancer in any and every way possible. Women suffering from cancer have to deal, not only with physical problems, but, during long-lasting and hard treatment, show lot of psychological disturbances caused by emotional problems. Therefore it is our goal in this research to investigate their knowledge about EI and their abilities to recognize their own and also others' feelings in order to cope better with the difficulties caused by their diagnose. We have made a research with 4 focus groups (6-7 members) with the intention to get answers on 3 main topics: definition of EI; elements of EI and how to use them; how to identify, use and properly control their emotions. Preliminary results show that majority of women are not able to define and elaborate what is EI and what do we use it for. Also, most of the participants have difficulties identifying their own and others' emotions. Possible explanation for these results is that women, that have the experience of coping with cancer, are overwhelmed by their own emotions and therefore have lower capability to recognize their own and emotions of others. However, we would like to emphasize that their willingness to ask for psychological assistance proves that they find emotions to be an important part of healing and further research should be conducted.

Keywords: cancer, emotions, coping

BIORAM: A PROGRAM TO DEVELOPMENT THE EMOTIONAL INTELLIGENCE ON ENFANTS AND TEENAGERS IN A BORDER RURAL ZONE IN NORTH MEXICO**Fulquez Castro Sandra Carina¹, Flores González Angélica¹***(¹) Universidad Autónoma de Baja California*

Bioram is a program that development emotional habilities on enfants and teenagers with a finality to diminish the violence, concretely bullying. This program is divided in three phases. On the first phase the participants (enfants, adolescents, teachers and parents) assist to a workshops of awareness designed for each group and considering the age. The themes about these workshops are about bullying (what is, forms of expressions, agressors' feelings and victim's feelings and strategies of conflicts resolutions) and the self-knowledge across self-esteem. On the second phase we realize 12 interventions doing activities to development habilities to identify and understand emotions and to regulated it. The objective of the sessions is increasing the qualities of the person as the weaknesses, favoring the self-knowledge, the development of the self-esteem and the self-confidence across the work of the emotions in certain situations. BIORAM teach strategies of resolution of conflicts from feelings that appear or can appear in situations created or expressed by the participants, developing skills for the relations with peers and the superiors (parents and teachers, for example). From the month of finished these 12 sessions BIORAM's personal returns to the group once per week as maintenance in that approached questions are revised and how they are carrying out them in situations of his life. Program BIORAM receives goods comments and it receives honors as a social program to develop quality of live.

Keywords: emotional intelligence, enfants, adolescents, family, buylling

THE ROLE OF EMOTIONAL INTELLIGENCE ON INNOVATION: THE CASE OF ITALIAN LUXURY FOOTWEAR DISTRICT

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Despite the acknowledged positive effect of human capital on firm innovativeness, there have been few attempts to investigate which emotional intelligence competencies promote innovative outcomes. In human intensive industrial clusters specialized in traditional products, firm innovativeness depends mainly on tacit individual competencies possessed by some key roles. Our research aims to identify the emotional intelligence competencies that distinguish outstanding performers who operate as key roles in one of these clusters. The field work is carried out in the industrial district of Riviera del Brenta, localized in the Northeast region of Italy and specialized in high-fashion woman footwear production. These companies represent the excellence of luxury shoe manufacturing worldwide with global brands such as Louis Vuitton, Fendi, Gucci, Dior, Yves Saint Laurent and Givenchy, and with products characterized by high technical and stylistic standards of quality. For each of the 21 selected companies, assessed according to their innovative performance, three key professional roles have been identified due to their impact on the innovation process: the style manager, the production manager and the sales manager. An inter-firm emotional intelligence modeling process was carried out on 63 role-holders. The study used Behavioural Event Interviews (BEI) to collect critical episodes in which interviewees felt effective in implementing product, process and organizational innovations. An original thematic analysis allowed to enrich the traditional code-books with new competences and their indicators for innovation-related behaviors. Statistical tests were used to compare the sub-groups of performers. The contribution of this study is twofold: firstly, it suggests a set of specific indicators to analyze those behaviors related to innovative outcomes and, secondly, it highlights the role of self-management and relationship-management EI competencies in the attainment of higher innovative performance.

Keywords: emotional intelligence, competency, innovation, innovative performance, footwear industry

I WOULD LIKE TO BE A LEADER

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"I would like to be a leader" is a training tool that aims to provide an overview of competences and skills that people in a leadership position should have. Emotional Intelligence is one of these skills. The e-training tool is the result of the collaboration among universities, companies and students and was funded by the European Commission within the framework of the Lifelong Learning Programme. Young people are the main target; in order to catch and keep their attention, the training is organised like a game: a journey to the islands of an archipelago. The "Emotional Intelligence" island hosts one animal and five objects. The animal is linked to a text describing what Emotional Intelligence is and its importance for an effective leadership. The 5 objects are linked to: a video from Daniel Goleman; a simple quiz about Emotional Intelligence; a text about the influence of Emotional Intelligence on organisational climate; a true story for identifying the Emotional Intelligence qualities that were put in practice; a final test. After reading or listening to each piece of content, the trainee is awarded the object/animal related to it. To go deeper into the topic, a bibliography and links are provided. A Forum area is also available. The presentation shows how Emotional Intelligence can be taught providing serious contents that are packed in amusing way to catch the attention of young people. The participants will get knowledge of a tool for sensitizing on Emotional Intelligence and its importance for the advancement in job career. Teachers in high schools and in the last year of the secondary level schools might suggest the e-training tool to their students; consultants in company might use it as introduction to Emotional Intelligence training of young employee.

Reference: www.fepic.eu/iwouldliketobealeader

Keywords: leadership, emotional intelligence, students, e-training tool

MINDFULNESS AND EMOTION REGULATION FOR A HEALTHY BEHAVIOUR

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Mindfulness was defined as a process of regulating attention in order to bring a quality of nonelaborative awareness to current experience and a quality of relating to one's experience within an orientation of curiosity, experiential openness, and acceptance. We further see mindfulness as a process of gaining insight into the nature of one's mind and the adoption of a de-centered perspective... on thoughts and feelings so that they can be experienced in terms of their subjectivity (versus their necessary validity) and transient nature (versus their permanence)" (Bishop et al., 2004, p. 234). Emotional regulation is defined by Mestre & Guil (2011) as the result of two dynamic arrays, following Russell (1980)'s affect circumplex model. This new array in two affective processes: cognitive-affective self-assessment (unpleasant-pleasant) and arousal emotion (activation- deactivation). In a sample of 381 undergraduates (M=21.46, DT=2.34), it was assessed emotional regulation using CERQ (Garnefski, Kraaij, & Spinhoven, 2002), MSCEIT (Mayer, Salovey, & Caruso, 2002, Spanish adaptation version by Extremera, 2003) and ER-10 (Gross & John, 2003). Mindfulness was measured using two measures: FMI (Freiburg Mindfulness Inventory; Walach, Buchheld, Butenmüller, Kleinknecht, & Schmidt, 2006) and CAMS-R (Cognitive and Affective Mindfulness Scale-Revised; Feldman, Hayes, Kumar, Greeson & Laurenceau, 2007). As criteria was used BDI (Beck Depression Inventory, Beck et al., 1961). Findings show a strong positive relationship between emotional regulation and mindfulness to face symptoms related to depression. Mindfulness is showed as an interesting tool to manage both emotional cognitive regulation and emotional arousal regulation.

Keywords: mindfulness, emotional regulation, affective process, emotional intelligence

EMOTIONAL INTELLIGENCE OF LEADER IN THE HUMAN GOVERNANCE THROUGH THE MODEL OF SPIRITUALITY

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This paper is a concept paper which is focused on the discussion about the emotional intelligence of leader in the human governance elements at the workplace from the perspectives of the spirituality model. These are the claims of reality the management application which is based of religion and science as well as browse the dimension of emotional in organizations today. This discussion encompasses the conceptual of emotional intelligence, human governance and spirituality model; application needs; challenges and hopes. In line with the demands of human capital development, supposed the physical development and materially advanced with that momentum growing over the years in tandem with human development. We not only want the country to have a first class facility, but most important are the mentality, spiritual and behaviour first class which is oriented of human capital. The synonyms here, every each employee in any organization as a human entity are should be the ideal capacity of human capital in terms of emotional intelligence in an effort to produce quality work and have strong human governance. To that end, leaders in the workplace should have a high level of emotional intelligence to form a positive culture among employees and create practices that are consistent so that it can become a habit that is conducive to all parties in the working environment. The end of this paper will demonstrate the need for all leaders to have the emotional intelligence with spiritual strength and lead a more meaningful behaviour. It would also allow workers to perform a dynamic human capital and thus able to establish a framework of a major platform in the management and human governance characterized by spirituality trait in their work.

Keywords: emotional intelligence, leader, human governance, spirituality model

SELF-ESTEEM OF EMPLOYEE: PERSPECTIVES OF EMOTIONAL INTELLIGENCE THROUGH THE PSYCHOTICISM PERSONALITY OF LEADER AT THE WORKPLACE

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This paper is a critical discussion about the self-esteem of workers from the perspective of emotional intelligence through the psychoticism personality of leader in the workplace. Discussions are encircling the definition of self-esteem, emotional intelligence and psychoticism trait; impact; challenges and outlooks. In this new millennium, world is increasingly emphasized the development of human capital as a means of human resources in society, religion, race and nation. In fact, the development of human capital should be in line in the physical and material development of the country which is the rapid development is time to time. In the same tone, all employees in a workplace or organization are an entity of human resources should be an ideal capacity of human capital in terms of emotional intelligence in order to produce the quality of output. In short, the leader in the workplace should have a stable emotional intelligence for a good personality trait that can help create a fun work environment, thus increasing the level of employee self-esteem and motivation. However, if the leader was characterized by negative psychoticism trait, it was not only affects the emotion themselves, but also the emotional impact of workers and will be damage the quality of work. Obviously with this situation, the self-esteem among employees is to achieve their optimum level and thus can help achieve the percentage of success in realizing the vision and mission of the organization in particular and the country's vision in general. The end of this paper will demonstrate the need for all leaders to have the emotional intelligence that is based on the strength of the ideal affective and personality as a catalytic force to help enhance employee self-esteem at the workplace.

Keywords: self-esteem, emotional intelligence, psychoticism personality, workplace

STUDENTS' PERCEPTION ON FACTORS CONTRIBUTING TO MENTAL AND EMOTIONAL PROGRESS IN SCHOOL LIFE

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School environment provides opportunities for students to interact with teachers and peers through intellectual and social experiences. Specific objectives of the study were to identify and assess the perception of students on factors contributing to their mental and emotional development, and to assess the influence of parents, teachers and peers on school education. Study was conducted among the Advanced level students of two schools in Central province, Sri Lanka. Study included a sample of 200 Advanced Level students belonging to Biological science, Mathematics, Commerce, and Arts streams based on stratified random sampling. A questionnaire was used to survey the perception of students. Informal observations verified the findings. The questionnaire consisted of two parts measuring the major variables on students' perception of emotional and mental progress in school life. SPSS computer package was used for descriptive and inferential statistical analysis. Teachers' involvement was significant in mental development of school students. Students believed that self appreciation and negotiation were very important in mental development. Parental influence was significant in building resilience in students. Teachers' influence was significant for the development of negotiation, affiliation, and self appreciation among respondents. Affection between their parents was identified as the most important factor in emotional development of students. The level of influence from parents, teachers and peers in the process of socialization was similar. Family was the major influential source for school children. However, teachers seemed to have replaced the role of family at school. The influence of peers had made a considerable level of influence in emotional development of students. Awareness of parents and teachers on dimensions of students' development, and team building activities among school students could facilitate their mental and emotional progress. Promoting openness among students to discuss peer relationships would enhance the same.

Keywords: emotional development, mental development, teachers, parents, peers

COGNITIVE PREREQUISITES FOR EMOTION

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The purpose of this communication is to explore the role and importance of cognitive prerequisites for emotion with regard to physiological and experiential correlates of appraisal, and to study the relation between emotion and cognition in organisational environment. An overview of cognitively oriented emotion theories has provided conclusion that the prerequisites for emotion include cognitive processes sufficient to make or retrieve an appraisal of situation, but it did not clarify how exactly such appraisals are made. From the other side, Ortony, Clore and Collins (OCC) account specifies both cognitive basis of emotion in general and the cognitive requirements for specific emotions. With regard to this theory three kinds of cognitive structures (goals, standards, attitudes) are three cognitive prerequisites for emotion because without these structures nothing matters to the person. Since none of these theories emphasize neither the importance of physiological and experiential correlates of appraisal, nor the types of cognitive operations underlying emotion-generation process, the aim is to explore the nature of two-way interactions between emotion-cognition systems in organisational environment. In this communication, the relations between cognition and emotion are analysed through appraisal theories, the debate between Zajonc and Lazarus and Zajonc "feelings are first" hypothesis, compensatory model, as well as the real problems of mundane behavior in organisational environment that at the first glance do not require cognition. The main innovation of this perspective when compared with the perspectives in the domain is application of compensatory model of emotion-cognition system, which, when implemented in organisational settings, explains the nature of job promotion and satisfaction. It is concluded that emotion requires different levels of cognitive processing depending on a sequence of appraisals and that relation between emotion and cognition in organisational environment is based on the act of compensation.

Keywords: cognitive prerequisites, emotion, appraisal, OCC account, Zajonc hypothesis

THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE CORPORATE CULTURE AND JOB PERFORMANCES

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Emotional intelligence (EI) and the corporate culture influence the individual and group behavior. They have attracted many researches which claim that both EI and corporate culture are linked to organizational performances. However, there is no much evidence showing the impact of emotional intelligence on the corporate culture and how to integrate EI into corporate culture.

Purpose: The purpose of this paper is to: (a) examine how emotional intelligence (EI) affects the corporate culture in light of motivation, work performance, and organizational behavior and (b) how to integrate EI into corporate culture to produce competitive advantages.

Design/methodology/approach: Due to the lack of previous researches on the topic, this paper focuses on evidence of the applied literature on competencies related to EI and its impact on the corporate culture and organizational performances.

The paper is guided by three research questions: 1. Which forces at work and trends challenge organizational performance and make EI valuable to corporate culture (challenges and opportunities)? 2. How these challenges influence managers to integrate EI into corporate culture to produce competitive advantages (dimensions of EI)? 3. How to integrate EI into corporate culture (implementation)?

Findings: The results show that EI competencies influence corporate culture in terms of creating more positive and proactive workplace that helps to bridge economic and human development. EI and corporate culture are linked to employees' motivation, work performance and organizational behavior. Integrating EI competencies into corporate culture shapes the organizational identity, communication, and values, which contributes to organizational performances.

Practical implications: This paper describes how EI impacts corporate culture to add values to organizational performance and competitiveness. Since EI affects the quality of employee relationship, managers will have to integrate EI competencies into the corporate culture to better manage individual and group emotional intelligence.

Keywords: emotional intelligence, corporate culture, organizational performance, competitive advantage

TEACHERS' EMOTION NARRATIVES AND EMOTIONAL INTELLIGENCE

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The presentation deals with my doctoral research on the emotional nature of the teaching profession and the four-branch model of emotional intelligence. The doctoral study investigated the kinds of emotional expressions teachers use, and the identities teachers construct with and within verbal emotional expressions as they talk about their work and everyday lives. From a social constructionist perspective, teacher identity was seen as an affective process of positioning oneself and others through language. The empirical data consisted of interviews with eight teachers. Understanding the ultimate meaning of emotional expressions required considering them within a story context. I searched for the emotion narratives from among the data, identified them and categorized them using qualitative content analysis. This gave rise to the categories of love, inadequacy, emotional understanding, and emotional actions. The next phase of analysis involved interpreting narrative-discursively how teachers define and position themselves and other teachers within the emotion narratives. In the love narratives, the teacher was positioned as a philanthropist and a helper, and in the inadequacy narratives as a survivor or victim. In the narratives of emotional understanding, the teacher is one who understands, who helps and who is in control of the situation. In the emotional action narratives, the teacher was positioned, for example, as an ethical actor. In my presentation, I will describe how I have re-examined the categories of the emotion narratives by combining the categories of love and inadequacy into the category of feeling emotions. Thus, the final three categories are as follows: 1) feeling emotions, 2) emotional understanding, and 3) emotional actions. I will also elaborate upon these categories and the teacher positions from the perspective of the four-branch model of emotional intelligence, which may help facilitate a deeper understanding of the emotional nature of the teaching profession.

Keywords: emotion narrative, teacher identity, position, emotional intelligence

THE EXPERIMENTAL RESEARCH OF THE POSSIBILITY TO IMPROVE THE LEVEL OF EMOTIONAL INTELLIGENCE

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The main researching hypothesis: improving of the emotional intelligence by the way of direct influence to the main four compounds of this construction through the Knowledge Components. To improve it - the experiment was carried out. During this experiment the programme of the social-psychological training was realized. It was aimed to the improvement of the regulators' emotional intelligence. To carry out the main experiment there were formed two groups of the test persons.

1) The first experimental group consisted of two training groups – 31 and 37 people each. The participants took part in the cycle of emotional intelligence improvement trainings which lasted for 6 months. To estimate the long - term perspective of the changes, the participants had to pass the test for three times: at the beginning of the experiment (before the first module), after the 4th module and after six months.

2) The second experimental group, the control group, consisted of 68 persons. The participants of the second group didn't serve apprenticeship but they were also tested at the same time with the first group.

Russian version of Mayer, Salovey, Caruso MSCEIT V2.0. test were adopted by Russian specialists Sergienko, Vetrova, Volochkova, Popov and used for the reason to observe the Emotional Intelligence changes.

The estimation of the programm's effectiveness was done after its realization. For this reason the benchmarking study of the facts was used in the experimental and control groups. At the end of the training program we had received the positive improvements in general EI level as well as in its 3d and 4th compounds. In comparison with the control group, training groups had shown the significant increase in scales of "Emotional identification", "Using emotions in the solving of the problems", "the conscious emotional administration". The whole positive changes were stable during 6 months.

Keywords: emotional intelligence, experiment, training

THE INFLUENCE OF THE LEADERS' LEVEL OF EMOTIONAL INTELLIGENCE AT THE EXTENT OF THE KEY PERFORMANCE OF THE ORGANIZATION

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Nowadays Russian researchers have opportunity of measuring EI level and revealing connections with other indicators, in particular with indicators of management effectiveness, expressed in "system of the balanced indicators". Hypothesis of researching: there is positive connection between individual quantity of EI and level of key indicator of heads and managers effectiveness. Also special methodic of measuring EI – MSCEIT V2.0 test, was developed by J. Mayer, P. Salovey & D. Caruso. In 2010 this test was adapted to Russia by Russian academy of science.

"Balanced Scorecard" BSC system described in R. Kaplan, D. Norton (published in 2006) and their followers' books is the most popular KPI (Key performance indicator) method in Russia. "System of the balanced indicators" is a kind of causative structure of purposes and indexes, by the use of which you can efficiently manage an organization.

For the researches were chosen Heads of companies who implemented "System of the balanced indicators" in the work process and established similar KPI by each of 4 perspectives of this system. 166 people took part in this research. All of them are heads or managers of departments.

Result has proved the hypothesis about connection between personal level of EI and effectiveness of managing, counting with the help of KPI (0.630(**)).

In particular, subject "Emotional Identification" directly connected with "HR" and "Internal business processes". Scale of "Using emotions in solving problems" connected with financial perspective and perspective "HR" (training and staff developing) especially with Interchangeability factor. Scale of "Realization and analysis of emotions" has high coefficients of connecting with perspective "Internal business processes" and "HR". Scale "conscious emotional control" connected with clients' perspective.

As a result, researches proved that level of heads' EI makes influence on professional decision-making that makes productivity of company higher, more effective, increases the income and profitability of investments.

Keywords: performance, management effectiveness, system of the balanced indicators

THE DARK SIDE OF EMOTIONAL INTELLIGENCE IN ORGANIZATIONAL LIFE

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Research on emotional intelligence has disproportionately focused on positive and prosocial outcomes. But to see emotional intelligence as necessarily leading to beneficial outcomes is to mix up a set of abilities (related to perceiving, using, understanding, and managing emotion) with a normative belief concerning how individuals should use them. Thus, we consider the possibility that those high in emotional intelligence could use their abilities to advance their own interests, even at the expense of others, in competitive environments such as the modern workplace. We posit four tactics that emotionally intelligent individuals are likely to employ under competitive pressure. The first tactic is to focus on strategically important targets. Emotionally intelligent individuals might be better able to use their abilities selectively to attend to those whose attitudes and behaviors facilitate or impede their personal goals, with the emotions of less significant others generally disregarded. The second tactic involves disguising and expressing emotions for personal gain. Emotionally intelligent individuals might be better able to intentionally shape their emotions to fabricate favorable impressions of themselves. The third tactic of stirring and shaping emotions through sensegiving and misattribution entails that individuals use their emotional abilities both to change the meaning of events and to construe uncertain situations in terms that subtly advance their own agenda. Emotionally intelligent individuals might be better able to help colleagues interpret ambiguous feelings, and these interpretations can be infused with self-interest. The fourth tactic is the strategic control of emotion-laden information. Emotionally intelligent individuals might be better able to influence the flow of information to affect others' reputations, provoking specific emotional reactions through selective communication and the allocation or deduction of resources. In addressing how emotionally intelligent individuals obtain self-serving benefits in competitive environments, we reveal the dark side of emotional intelligence and open new areas for research.

Keywords: organizational behavior, competition, performance, interpersonal relations

THE PARENTS' MARITAL RELATIONSHIP AND EMOTIONAL INTELLIGENCE OF THEIR ADOLESCENT CHILDREN

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The majority of researchers dealing with emotional intelligence emphasize the influence of the environment on its development. It is assumed that parents play the most important role in this process. Children learn from parents by observing and imitating their behavior. Parents' relationships and dyad communication can affect the development of their children's emotional skills. The aim of the paper is to present the research searching for connections between adolescents' emotional intelligence and their parents' marital relationship. 102 families took part in the research. Adolescents' emotional intelligence was measured with the Popular Questionnaire of Emotional Intelligence (PKIE) by A. Matczak and co-authors, whereas their parents' quality of marriage was diagnosed by the the Marital Bonds Scale by Szopiński and the Communication in Marriage Questionnaire devised by Plopa. The study measured such components of emotional intelligence as empathy, emotional control, acceptance, expression and use of emotions in actions as well as comprehension and awareness of one's own emotions.

Two aspects were considered in terms of the marital relationship:

- 1) the bond between the married couple, the dimensions of which were empathy, mutual understanding and cooperation, as well as
- 2) the dyad communication process, the dimensions of which were support, involvement or depreciation of the partner.

The research showed significant correlation between the level of emotional intelligence among adolescents and some indicators of their parents' quality of marriage.

Keywords: emotional intelligence, marital bond, marital communication, adolescents

THE INFLUENCE OF ENTREPRENEUR'S EMPATHY TO CORPORATE WORK EFFICIENCY

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Purpose: The purpose of this paper is to explore and evaluate how corporate entrepreneur's empathy, as one aspect of the effective interaction between entrepreneurs and employees, as well as entrepreneurs and clients, influences the work efficiency in the insurance industry. In order for such effective relations to happen, employment and client policies, as well as company procedures should be shaped by entrepreneur's empathy.

Design/methodology/approach: The approach used in this research was based on the corporate entrepreneur's empathy as a critical predictor for the work efficiency. Participants, 59 entrepreneurs from insurance companies in Croatia completed surveys, and were assured that their response would be not disclosed to their employer, supervisor, or coworkers. The entrepreneur's empathy was measured by using Feedback Report 360° instrument, which assesses the level of entrepreneur's empathy and its influence on the work efficiency.

Findings: The results show that there is a correlation between the level of entrepreneur's empathy and the corporate work efficiency. Entrepreneur's empathy, as one of the interpersonal emotional components, influences the quality of relationship between the entrepreneur and employees, as well as the entrepreneur and clients. Being able to demonstrate active interest in others and their concerns (i.e. being good listener, open, and honest), leads to acceptance of their feelings and, as a result, to better relationship management. In addition, the findings suggest that the potential of entrepreneur's empathy may lead to the better business performances and corporate work efficiencies.

Research limitations/implications: Since findings are based on a sample of just one industry in one country, they should be treated with caution due to the possibilities that the results cannot be applicable to other industries.

Keywords: entrepreneur's empathy, work efficiency, relationship, business performance, insurance industry

INCREASING EMOTIONAL INTELLIGENCE: CONDITIONS AND EFFECTS

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Though emotions are common to all human beings, individuals markedly differ in the extent to which they identify, express, understand, regulate, and use their emotions and those of others. The construct of Emotional Intelligence or "emotional competence" (EC) provides a scientific framework to this idea.

This presentation will show that people with lower emotional competence are not condemned to display poor health indicators. In two studies, we investigated, using a controlled experimental design, (1) whether it is possible to increase emotional competence in young and later adulthood, (2) and whether this improvement results in better mental, physical, and social adjustment.

A 15-hour intervention followed by a 1-month internet follow up led in both studies to an improvement in EC and to significant - and meaningful - benefits in various life domains. The increase in EC was associated with lower cortisol secretion, enhanced psychological and physical well-being, and improved quality of social and marital relationships. None of these improvements occurred in the control group. This study suggests that emotional competencies can be trained, with effective benefits on health, well-being and interpersonal functioning.

Keywords: emotions, emotional intelligence, intervention, well-being, emotional plasticity

ATTENTION, CLARITY AND AUTONOMY: A LATENT CLASS ANALYSIS APPROACH

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The main goal of this research was to explore the effect of the perceived autonomy provided by the teacher on the student's autonomy across different latent classes based on two perceived emotional intelligence factors, emotional attention and emotional clarity, in a sample of 422 university students (60 male and 362 female). Regarding to the emotional attention latent class analysis (LCA), the results showed that the best model was comprised of three latent classes, low ($n=54$), middle ($n=209$) and high ($n=159$). They showed through a structural equation model (SEM) that the effect of the perceived autonomy was higher in the middle attention latent class ($\beta=.64$) than in the low ($\beta=.61$) and in the high class ($\beta=.55$). With respect to the emotional clarity LCA, the best model consisted of three latent classes, low ($n=31$), middle ($n=224$) and high ($n=167$). The results showed via a SEM that the effect of the perceived autonomy was higher in the high latent class ($\beta=.66$) than in the low ($\beta=.41$) and in the middle class ($n=.59$). We can conclude that pupils with middle attention and high clarity will benefit more of being with an autonomy supportive teacher. Therefore, students who pay attention to their feelings and think that they perceived feelings clearly will take more advantage of being in a class where the teacher allows students to choose between different options, minimize the pressure to perform work of a specific way and encourage students' own initiative.

Keywords: emotional attention, emotional clarity, latent class analysis, autonomy

EMOTIONAL INTELLIGENCE AND COACHING WITH UPM STUDENTS

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This work is framed within the actions that the Technical University of Madrid (UPM) is carrying out in order to adapt its programs and teaching practices to the guidelines of the European Convergence Plan for the creation of the European Space for Higher Education (ESHE). In this direction, the UPM has been calling Educational Innovation Projects (PIE) since 2005, and it has approved the rules for the creation of Educational Innovation Groups. Two of these groups, "INNGEO" from ETSI Topografía, Geodesia y Cartografía (ETSITGC) and "Mentoring and Formative Actions Group" from ETSI Telecomunicación (ETSIT), carried out a PIE, throughout the academic year 2009-2010, whose main aim was to enhance the Emotional Intelligence growth of the students, both at an intrapersonal level (ability to be in touch with one's own feelings, distinguish among them, and make the most of this knowledge to guide his conduct) and at an interpersonal level (ability to identify and respond to the different states of mind, temperaments, motivations and wishes of others). In order to achieve this goal, first years students of both schools volunteered to take part in a live seminar on Emotional Intelligence and to follow individualized processes of Coaching. Facilitators and coaches were provided by "Escuela de Inteligencia", a coaching center specialized in Emotional Intelligence since 1991. The evolution of the Emotional Intelligence of the participant students was analyzed through the following subjective and objective measurements: surveys at the end of the seminar and after the Coaching Processes and comparison of the Constructive Thinking Inventory (CTI) results, before and after the end of the project. These measurements showed an enhancement in their emotional and relational skills, due to this project had continued in the academic year 2010-2011 extending the number of participants.

Keywords: emotional intelligence, coaching, learning innovation, competence development, university

EMOTIONAL INTELLIGENCE, CULTURE OF HONOR AND DISTORTED THOUGHTS OF GENDER VIOLENCE PRISONERS: RESULTS OF A COGNITIVE-BEHAVIORAL INTERVENTION

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Gender violence is considered a social problem by the whole population. Call for the attention and treatment to women victims of such violence is demanded from different areas. However, when proposing the need of intervention programs for abusive men, it probably will emerge a deep debate and some suspicion by some sectors of society. But the need for such therapies as a way to combat this serious problem is considered. The aim of the intervention programs is, among others, to change certain aspects that have been related to violence against women. In this study, a group of 13 imprisoned men for crimes of violence was submitted for one year cognitive-behavioral intervention in order to ascertain whether there was a change in the variables of interest. Our results show that several changes in the variables and relationships between them take place. In general, we found a decrease in attention and regulation components of Emotional Intelligence whereas clarity of emotions arises, Culture of Honor and thoughts about violence and women with these men also decrease after the intervention. We also found negative relationships between IE and CH, and between IE and distorted thoughts about violence and women, and positive relations between CH and distorted thoughts about violence and women. Specific results and the implications arising from them will be explained in more detail in the Congress.

Keywords: culture of honor, prisoners, gender violence, emotional intelligence

THE WARPED RELATIONSHIPS BETWEEN PERSONALITY, EMOTIONAL INTELLIGENCE, ACADEMIC SUCCESS AND WELL-BEING

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Several studies have examined the role of Emotional Intelligence (EI) on performance and well-being in the academic context. Within this line of research we identified two important limitations that motivated the present investigation. First, some studies analyse the predictive power of EI without taking into account other relevant individual differences. Since EI is either measured as an ability or as a trait, it is important to control for cognitive ability or personality characteristics, depending on the operationalization that was used. Otherwise, the possibility for alternative explanations and the added-value of EI are left open. Secondly, studies that incorporated these control variables repeatedly employed statistical techniques that assume linear relationships between variables (e.g., multiple regression and covariance based SEM analyses). This may have lead to inaccurate and inconsistent results between different studies, particularly when EI was measured as trait, where curvilinear relationships seem more realistic.

Therefore, the purpose of this study is to contribute to the development of EI research in to main ways: (1) by moving beyond direct effects and examining explanatory mechanisms, namely by taking EI (measured as trait) as mediator between personality and both academic success and well-being; (2) by exploring the possibility that these relationships are not linear. Using "WarpPLS" to test the structural models, results showed curvilinear relationships between all the variables, questioning the accurateness of data obtained with linear based techniques and reinforcing the importance of studying likely moderators and mediators. Moreover, although personality explained considerable variance in EI (measured as trait), especially in the intrapersonal dimension, additional variance was accounted for in the criteria variables when both predictors were present. Finally, when EI was included as a mediator most of the direct paths between personality and academic performance/well-being were not significant anymore, indicating that EI was an important mediator of these relationships.

Keywords: personality, emotional intelligence, academic success, well-being, warped

HOW THE SPIRITUALITY IS INVOLVED IN OUR COGNITIVE EMOTIONAL REGULATION?: EMOTIONAL INTELLIGENCE FOR WHAT...

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Nowadays, psychologists are retaking the spirituality as a topic that it deserves both to watch and to research. For years, this topic was avoided from psychology because it was difficult to study and to measure. But the spirituality of human kind belongs to our system of beliefs and behaviors, even if people are living in western countries. The clinic practice of psychology used to find problems of mental health with topics related to beliefs about religion and spirituality. Even, it is well known that beliefs can help to people to face their problems. In a sample of 400 undergraduates, this paper is focused in search how these beliefs about the spirituality are involved in the emotional regulation strategies and coping to face the negative emotions. To measure beliefs about spirituality it was used the Spiritual Intuition Inventory (SII) (Slocum & James, 2005) and the Spirituality Index of Well-Being (SIWB) (Daaleman & Frey, 2004). Emotional regulation was measured using MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test) and RESE (Regulatory Emotion Self-Efficacy) (Caprara et al., 2009). For assessing coping it was used CERQ (Cognitive Emotion Regulation Questionnaire) (Garnefski, Kraaij, & Spinhoven, 2001). Outcomes claim that beliefs in topics about the human spirituality could be related to our abilities and self-efficacy to face negative emotions. If people have a high score in the spirituality their emotional regulation abilities are focused in adaptative and positive strategies for the rest of people. Instead, people with high score in EI and low scores in spirituality measures could be more interested in personal goals. It will be discussed if people with high scores in MSCEIT could use their abilities for "maquiavelic" purposes when their moral development have non-social goals.

Keywords: spirituality, emotional intelligence, emotional regulation, emotional self-efficacy

EMOTIONAL INTELLIGENCE AND RISK PERCEPTION: COMPARATIVE STUDY IN STUDENTS FROM UNIVERSITY OF BUENOS AIRES, ARGENTINA

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Even though scientific psychological research about risks has focused in cognitive factors during the last years, recent studies start to consider emotional factors in the assessment process and risk experimentation, identifying the affective nature of judgements about risks. The contributions of the psychometric perspective (Fischhoff, Slovic, Lichtenstein, Read y Combs, 1978; Slovic, 1992) allowed advances in understanding how people perceive risks, demonstrating the qualitative aspects taking part in this perception, such as beliefs, values and opinions. People do not only judge a risk considering their thoughts but also their feelings. The objective of present study is to show assessment of Emotional Intelligence and its relation with risk perception in a sample of students from Psychology, Geography and Environmental Science careers.

Instruments. With this aim, 150 students were assessed using TeiQue (Petrides y Furnham, 2000; Argentinean Version, Mikulic, 2009) and Risk Perception Questionnaire (Rohrmann, 2003, Argentinean Version, Mikulic, 2009) Results obtained allow us to compare Emotional Intelligence level in each group of participants and to identify significative differences among them ($F(2)=30,56$, $p<0,001$). Psychology students show higher Emotional Intelligence Trait level ($M=83,62$; $SD=6,9$) comparing with Geography ($M=76,47$; $SD=11,3$) and Environmental ($M=77,9$; $SD=9,7$). Groups differ in risk perception dimensions evaluated regarding Emotional Intelligence Trait level and also show positive correlations between EI and Risk Magnitude Opinion ($r=.26$; $p<0.01$) and Social Risk Acceptance ($r=.22$; $p<0.05$) and negative correlation between EI and Attitudes towards Risk Situations ($r=-.26$; $p<0.01$). Finally, the results of this investigation elucidate the crucial role of emotions in how people think in magnitude and acceptability of risks when they make their decisions and judgements. Larger and more broadly defined samples is the most important means in order to increase validity.

Keywords: emotional intelligence, risk perception, psychological assessment, university students

FACTORS OF STUDENTS' EMOTIONAL INTELLIGENCE PROMOTING UNIVERSITY PARTICIPATION

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One of the roles of education is to build an active democratic society where citizens can live with responsibility and harmony thanks to their participation as active subjects. In this sense, the European Higher Education Area regards students as transformers of the educational model, and gives them a prominent role in different fields of responsibility. For this reason, it is important that universities work to improve students' participation and representation in academic managing boards and in areas of culture and leisure, and to extend it to organizations in the university system at a national and European level. We understand participation as an element to improve the quality of university education, but this participation is sometimes not very significant. With the aim of analyzing the means of promoting it, which include different fundamental aspects related to emotional intelligence such as motivation, satisfaction, and personal involvement, we carried out a research with participation of 374 university students in their last year of studies. An instrument especially designed for this project was used. Among results, it is worth highlighting that students understand motivation as a necessary condition for there to be participation, and consider that it strengthens links among them and improves communication, and also increases their social projection and feelings of belonging to the university. Satisfaction for participation is linked to recognition by the group and capacity to influence decision-making processes. However, students recognize that they are not very motivated because their opinions are of little importance in university life, and that their low participation is related to lack of interest and information.

Keywords: participation, university students, motivation, satisfaction, personal involvement

EVALUATING THE IMPACT OF EMOTIONAL INTELLIGENCE: CAN EMOTIONAL INTELLIGENCE INFLUENCE JOB SATISFACTION?

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Job satisfaction impacts upon the productivity, absenteeism, retention and turnover of employees. Dissatisfied employees will look to express their dissatisfaction in a number of ways including leaving the organization, being disloyal to their employer, chronic absenteeism, lateness, neglecting work, and reduced effort or increased error rate. Intense dissatisfaction could even result in the determined sabotage of the work environment. As such job satisfaction is a valued and necessary consideration in organizations. The notion that emotional intelligence can have an impact on job satisfaction is highly feasible. However, this view is one that has not as yet been investigated. This presentation is based on a study which addressed this gap by examining the potential relationship and impact of emotional intelligence on job satisfaction. A mixed mode case study approach engaged eleven participants in semi-structured interviews, job satisfaction surveys and an assessment of emotional intelligence. The qualitative and quantitative data that was gathered was analysed to identify whether emotional intelligence had any impact on job satisfaction and if so what emotional intelligence skills, strategies and traits could influence a person's job satisfaction. The study was conducted in an education setting but has broad applicability for organizations. The research found that those engaging in emotional intelligence practices were more likely to have high positive job satisfaction. This finding was further supported by the fact that those participants in the study who scored highly in an emotional intelligence assessment (the MSCEIT) also had greater job satisfaction. This presentation will expand on these findings providing explicit details of the impact of emotional intelligence on job satisfaction and the specific emotional intelligence skills, strategies and traits that could influence a person's job satisfaction.

Keywords: job satisfaction, impact, education, emotional intelligence

HOW DOES AN AWARENESS OF EMOTIONAL INTELLIGENCE IMPACT ON PRACTICE: DEVELOPING EMOTIONAL INTELLIGENCE IN AN EDUCATION SETTING

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Research has strongly supported the link between an individual's emotional intelligence and the positive effect this can have on the work environment and culture. An individual's appropriate management of their emotions underpins characteristics such as trustworthiness, conscientiousness, adaptability, achievement and initiative. The presence of these individual characteristics can impact on team dynamics and the organisational culture. Emotional intelligence can evoke a deeper understanding of one's self, which can be the catalyst for enhancing professional practice and interpersonal relationships. The important question however, is what level of emotional intelligence understanding and skill proficiency is needed to bring about these positive outcomes. This presentation, which is based on a study that explored how emotional intelligence can be developed, proposes that even a basic awareness of emotional intelligence can have a significant impact on an individual's professional practice. A mixed mode case study approach engaged eleven participants in semi-structured interviews, pre and post engagement in a leadership capacity development program (LCDP). The LCDP included sessions focused on raising participants' awareness of emotional intelligence and engaged them in activities designed to explore how emotional intelligence could be practiced in their work context. The research found that the majority of the case study participants had little if any knowledge of emotional intelligence prior to engagement in the LCDP. However, a basic awareness of emotional intelligence, which resulted from engagement in the LCDP, had a significant impact on participants' work practice. An awareness of emotional intelligence inspired participants to consider how their emotions might be impacting on a situation and accordingly modify their behaviour. This presentation will explain these findings and present an overview of the knowledge and strategies for developing emotional intelligence that the case study participants believed was critical in bringing about a positive change in their professional practice.

Keywords: practice, developing emotional intelligence, impact

THE RELEVANCE OF EMOTIONAL INTELLIGENCE FOR EFFECTIVE LEADERSHIP PRACTICE IN A HIGHER EDUCATION CONTEXT

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It is widely accepted that the success of higher education institutions is dependent on effective competent leaders and leadership. There is growing evidence to support the proposition that emotional intelligence is strongly linked to effective leadership in the higher education environment. However, current research has failed to explicate the emotional intelligence skills, strategies or characteristics that can have an impact on effective leadership. This presentation is based on a study which aimed to address this gap by identifying and thereby better understanding the emotional intelligence competencies and abilities that will promote effective leadership in a higher education context. A mixed mode case study approach engaged eleven participants in semi-structured interviews. A leadership competency framework consisting of five effective leadership practices was developed and the relevance of emotional intelligence competencies and abilities for leadership in a higher education context was explored in relation to the framework. The research supported the premise that emotional intelligence is highly relevant for effective leadership in higher education and established that emotional intelligence related to regulating and managing emotions of oneself and others was most significant. Empathy was identified as an important strategy that underpinned all of the leadership competency framework practices. The ability to be able to appreciate an individual's motivations and concerns and appropriately manage these to bring about a desired outcome was found to be critical to effective leadership. This presentation will expand on these findings and provide practical illustrations and strategies, drawn from the case studies, of how emotionally intelligent leadership in a higher education context can be exercised.

Keywords: effective leadership, higher education

INFLUENCE OF MEDITATION ON EMOTIONAL COMPETENCIES AND SATISFACTION WITH LIFE OF MANAGERS

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Well-documented research and direct communication with managers indicate that a majority of them use some form of relaxation, meditation being one of them. The purpose of meditation is to maintain and develop psychophysical abilities, particularly emotional competencies; additionally meditation reduces stress levels and has beneficial effects on the general quality of life. The aim of this paper is to establish the link between meditation practice on the one hand and emotional competencies and life satisfaction on the other. Research was conducted on a random sample, which included 207 meditating managers and 213 non-meditating managers. The breakdown of the sample by education level was: 0.2% high school graduates, 6% college graduates, 88% university graduates, and 5% PhD holders. The sample included: 17% top managers, 54% middle level managers and 29% low level managers. Two questionnaires were used: UEK-45 (Takšić, 2000) and SWLS (Pavot, Diener, 1993). The UEK-45 measures emotional competencies and consists of three subscales: perceiving and understanding emotions, expressing and labelling emotions, managing and regulating emotions. The two versions of SWLS were used, which measures satisfaction with life, with questions for meditating and non-meditating managers. UEK-45 showed the difference among meditating and non-meditating managers in three groups of mentioned competencies. The results showed that meditating managers achieved significantly higher scores on both the satisfaction with life scale and emotional competencies than the non-meditating managers. Although neither gender nor education level plays a significant role in increasing emotional competencies, education level positively correlate with life satisfaction. Increased frequency and intensity of weekly meditation leads to higher life satisfaction and an increase in one set of emotional competencies (ability to perceive and understand emotions). Years of meditation practice show a statistically significant correlation with all the assessed emotional competencies and life satisfaction.

Keywords: emotional competencies, satisfaction with life, meditating managers, non-meditating managers

ARE EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP RELATED?

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Berrios-Martos M. Pilar¹, Lopez-Zafra Esther²**

(¹) Universidad de Jaen, (²) Universidad de Jaén

Research has shown that transformational leaders are positively related to followers' commitment, satisfaction and performance (López-Zafra & Morales, 2007 for a review). Indeed, the accurate recognition of the emotions of others is critical to a leader's capability to inspire and build relationships (Carney & Harrigan, 2003). Thus, emotional intelligence may be related, however scarce analyses of the relation have been carried out. Theoretically, Ashkanasy, Hartel, and Daus (2002) argued that the components of emotional intelligence are highly consistent with transformational leadership behavior. Because transformational leaders understand how others feel, they are able to meet the emotional needs of each employee and show empathy to followers (Bass, 1990). In this way, emotional intelligence is an important competency for leaders, because it can enhance subordinates' thoughts and attention to tasks (Wenzlaff & LePage, 2000). To test the relation between both concepts, 332 participants from 53 work groups (139 men and 191 women) mean age 40.27 SD= 8.06 (range from 22 to 63 years), completed a questionnaire measuring individual emotional intelligence (TMMS-25) emotional Intelligence in groups (WEIP-S) and transformational/transactional leadership (López-Zafra, 1999). This questionnaire was counterbalanced but not differences were found. Our results show that emotional attention is not related to transformational leadership but with transactional and laissez-faire, whereas emotional clarity is related to transformational intelligence and emotional regulation. In general, emotional clarity predicts transformational leadership and emotional attention predicts transactional leadership. Laissez-faire is negatively related to individual emotional intelligence. Similar results are found for group emotional intelligence but others aware and manage are more important predicting transformational leadership.

Keywords: emotional intelligence, transformational leadership, relations, group

DEVELOPING EMOTIONAL INTELLIGENCE FOR LEADERSHIP IN AN AUSTRALIAN STATE EMERGENCY SERVICE

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The organizational benefits of emotionally intelligent leaders and leadership are well documented. Likewise, the potential organizational gains from an investment in programmes designed to develop the emotional intelligence of leaders are strongly supported. The critical factor is whether the programmes for developing emotional intelligence will be effective and achieve the desired outcomes. This presentation is based on a study that explored how emotional intelligence can be developed and a subsequent program designed to develop emotional intelligence in a senior management group of a State Emergency Service in New South Wales (NSW), Australia. A mixed mode case study approach engaged eleven participants in semi-structured interviews, pre and post engagement in a leadership capacity development programme (LCDP). The LCDP included a number of different initiatives designed to develop participants' emotional intelligence. Participants were asked to comment on the effectiveness of these initiatives and provide some insights into the critical factors that can influence the success of such programmes. The research found that a coordinated approach incorporating awareness raising, authentic practice and reflection was an effective means of developing individuals' emotional intelligence. The research also identified several critical factors that were integral for ensuring the success of such development programmes. This presentation will explain these findings and present details of specific strategies that have been adopted, in a programme being implemented by the NSW State Emergency Service (SES), to facilitate awareness raising, authentic practice and reflection, with the goal of developing leaders' emotional intelligence. It will provide an assessment of the effectiveness and outline the associated challenges and opportunities of each strategy, as acknowledged by the research participants and members of the SES. It will also highlight the factors that can profoundly influence the effectiveness and success of programmes for developing emotional intelligence.

Keywords: leadership development, development programmes, emotional intelligence

EMOTIONAL INTELLIGENCE - ONE FACTOR OF CREATIVITY**Roco Mihaela**¹*⁽¹⁾ University of Bucharest, Romania*

The special literature consider that the creativity are 2 categories of factors: intellectuals - the creative thinking and the creative imagination, and nonintellectual factors- the creative motivation and the creative attitudes. Our research, concerning the creativity showed that the affectivity unleash and upholds any creation. From 1997 we have achieving empirical research concerning the relationship between the creativity and emotional intelligence at the high persons from different activity areas (engineers, designers, physicians, professors, pupil, students, masterands). For all subjects, from the different groups, we find the very significantly correlation between the creativity and EQ. This paper content the results from only 2 empirical research. The first research include 140 masterands at faculty of Psychology and Economics Science. We have assessment the level of the Fluidity, Flexibility and Originality (factors of creativity) with the test elaborated and validated by us. For measuring of EQ we used 2 tests, of M. Roco (adapted after D. Goleman and Bar-On), and the Scale GEIS of A. Mehrabian. The results of research certify that the masterands with the highest marks at creativity has also the best results of the two questionnaires of emotional intelligence. The second research was elaborated on the 2 groups of designer-engineer: one group with very high level of creativity (with many inventions, innovations, professional prize), and other group with low creativity. We used to evaluate the creativity the questionnaire for the creative attitudes (M. Roco), and for assessment of EQ - the scale GEIS (A. Mehrabian). The coefficient of correlation between the creative attitudes and emotional intelligence is very significantly ($p=0.01$). All research proved that the Emotional Intelligence is a very important factor of Creativity.

Keywords: creativity, emotional intelligence

PROFESSIONAL SUCCESS AND EMOTIONAL INTELLIGENCE

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The numerous research assert that the professional success depend, on the large measure, on emotional intelligence (D. Goleman, J.D. Mayer, P. Salovey, R. Boyatzis, J. Segal. H. Gardner, ...). The main objective of this empirical research concerning the study of the relationship between the high professional performance and emotional intelligence. The professional success we investigated by an questionnaire validated by us. The questionnaire has 24 item concerning the 4 following aspects: a) The estimation of the individual by her work group; b) The significance of management position for subject; c) The significance of sociale position for the professional satisfaction; d) The signification of money for the professional success. For assessment of emotional intelligence we used 2 tests: the first elaborated by Mihaela Roco (2001), and the second of Moon (1996), which concerning the five aspects of emotional intelligence (Perception of emotions, Expression of emotions, Empathy, Self-regulation of emotions, and the Utilisation of emotions). The sample of subjects is made by 140 people (62 females and 78 males), with the age comprised between 28-50 years, from 3 private firms. The results of research confirmed the general hypothese that the subjects with the best mark at professional success has the highest market the both questionnaires of emotional intelligence. The coefficient of correlation r (Bravais-Spearman) between the professional success and emotional intelligence is high significantly at $p=0.01$. The best marks was obtained for the 2 of 5 aspects of emotional intelligence, namely: empathy and the utilisation of emotions.

Keywords: professional suuccess, emotional intelligence

TRAINING SOCIAL AND EMOTIONAL COMPETENCE IN CHILDREN

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The aim of the reported study was to test the effectiveness of a recently developed training program of social-emotional sensitivity and non-violent communication. The effects of this short-term training program were studied in a longitudinal study with 289 students at elementary school (age of 8-10 years). During three lessons of training (45 minutes each) the intervention groups was trained in understanding of emotions and non-aggressive communication. There were two control groups: One was tutored in biology by the same trainers for the same amount time. The other control group did not receive any special training or attention by the trainers and was only administered the tests after the same time intervals as the other groups. After a time span of two and a half months, the training group was better than both control groups in interpreting facial expressions, in identifying the own emotions and those of the others in conflict situations, and they displayed better knowledge of socially appropriate behavior. Further, teachers rated children in the intervention group as more socially oriented and showing less problems with peers. The empirical findings are discussed with regard to established theories of emotional intelligence (e.g. Salovey and Mayer et al., 1995 and Fernández-Berrocal et al., 2004).

Keywords: social and emotional competence, emotional competence training program, non-violent communication, emotional intelligence

ARE THERE GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE?

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In many cultures, there is a stereotype that women are more emotional than men. Given that emotions play a more important role in females, this could imply that women are more sensitive to detect emotional processes, to understand them and to regulate emotions. There may be gender differences in overall emotional intelligence (EI) or in any of its subcomponents. To address these questions, we analyzed data collected with different socio-cultural groups living in Germany with the TMMS-24 (Schmitz & Schmitz, 2009; based on Fernandez-Berrocal, Extremera & Ramos, 2004). The instrument yields one total score of emotional intelligence and three component scores, Attention, Clarity, and Repair (cf. Salovey, Mayer, Goldman, Turvey, Palfai, & Pennebaker, 1995). We also assessed personality variables that are highly related with emotional processes, including scales developed by Costa and McCrae, Spielberger, Taylor, and Zuckerman. One aim of this study was to test comparability of the factorial structure of EI in females and males. Another aim was to investigate the relationship of emotional intelligence and its subcomponents with personality scales and alexithymia, a construct inversely related with EI. Finally, we will address mean differences in the EI total score, its subcomponents and alexithymia between females and males in different socio-cultural samples.

Keywords: emotional intelligence, TMMS24, gender differences, basic personality, alexithymia

DO YOUNG CHILDREN UNDERSTAND THAT PRETEND EMOTIONS ARE NOT REAL?

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The present research aims to study children's understanding that pretend emotions do not necessarily coincide with internal emotions, and thus, that pretend emotions may create false beliefs on their observers. In order to address these questions, a total of 37 four-year-olds and 33 six-year-olds were asked whether: a) a simulated emotion was real or pretended; b) an observer would think that this emotional expression was real or pretended. These questions were administered first in the oneself task, where children were asked to pretend to be sad, and afterwards in the others task, where children were asked about the protagonists of 4 stories who pretended to be happy or sad. Moreover, in the oneself task, two conditions were created in order to evaluate children's understanding that the beliefs of an observer of their simulated emotion depended on whether the observer was knowledgeable about the pretend scenario. The results showed that most of the 4- and 6-year-olds were capable of distinguishing between pretend and real emotions, and that older children performed better than younger children. Moreover, children were capable of understanding this distinction both in the oneself and in the others task. Regarding the beliefs of the observer, most children had difficulty to realize about the possible misleading consequences of their pretend emotions. The results obtained are discussed together with the literature concerning children's ability to distinguish between real and apparent emotions.

Keywords: children, pretend play, emotion, false belief

EMOTIONAL INTELLIGENCE AND QUALITY OF LIFE

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The present study examined the relationship between emotional intelligence and quality of life in a sample of 324 volunteers (163 males and 161 females) who were gathered by predetermined quotas. In order to determine the incremental predictive validity of emotional intelligence for the quality of life criteria, the five-factor personality traits and dispositional affect (positive and negative affect) already known to predict quality of life were also assessed. Both, a self-report and an ability-based measure of emotional intelligence were used. The overall quality of life and more specific, health-related quality of life were assessed each by a single-item measure. Emotional intelligence and personality dispositions showed significant correlations in the expected direction with quality of life measures. Further, the results of hierarchical multiple regression analyses revealed that the employed system of predictor variables explained 26% of the overall quality of life variance and 19% of the variance of health-related quality of life. Within the set of predictors employed, the five-factor personality traits showed the largest predictive power. After controlling for five personality dimensions and dispositional affect, emotional intelligence measures accounted for additional variance in health-related quality of life but not in the overall quality of life. More precisely, the obtained results suggest that of the two types of emotional intelligence measures used just the self-reported emotional intelligence shows independent contribution to the health-related quality of life variance.

Keywords: emotional intelligence, quality of life, personality traits, positive and negative affect

EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO PERSONALITY, SELF-ESTEEM AND ACADEMIC PERFORMANCE IN ADOLESCENCE.**Torró Iolanda¹, Córdoba Ana¹, Ortet Generós²***(¹) University of Valencia, (²) University Jaume I of Castellón*

This work shows the conclusions of a Research Project and Educative Innovation carried out in three High School centres from the Valencian Community, Spain. The study analyses the relations between the variables of Emotional Intelligence and Academic Performance, Self-esteem and Personality (as the model of the Big Five), in a sample of 184 students from second to third grade of Middle and High School, from 13 to 16 years old. In accordance with our hypothesis IE correlates positively with extraversion, opening to the experience, friendliness and, especially, with responsibility; and negatively with neuroticism. Also we found that IE is associated with a main self-esteem and a better academic performance.

Keywords: emotional intelligence, personality, academic performance, intelligence, self-esteem

EMOTIONAL AND SOCIAL COMPETENCIES IN ORGANIZATIONS: A SYSTEMATIC PATTERN IN 360° ASSESSMENTS

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This paper analyses the gaps between 360° assessments and self-reports on emotional and social competencies, through a sample of 1007 MBA students in Spain. We use the ESC Inventory - University edition (ESCI-U; Batista-Foguet et al., 2009; Boyatzis, Goleman & Rhee, 2000), an instrument that measures 14 cognitive, emotional and social competencies, such as emotional self-control, empathy, or conflict management, among others. These competencies - understood as manifestations of emotional intelligence (EI; Mayer & Salovey, 1997; Salovey & Mayer, 1990), through behavior that is visible to others - have been shown to account for significant amounts of variance in predicting performance in the workplace (Boyatzis, 2008, 2009). We focus on emotional self-control (ESC), corresponding to the behavioral display of the EI ability of emotion regulation (see Lopes, Salovey, Côté & Beers, 2005; Lopes et al., 2011). Using structural equation modeling techniques and homogeneity analyses, we compare ESC scores between 4 rater-types in the workplace: oneself, bosses, peers and collaborators (i.e. subordinates). Our results show a statistically significant difference between one's self-report, and the 360° assessments. Notably, we observe a systematic order in the pattern of scores, wherein the collaborators rate the highest, followed by the peers and then the bosses, who rate the closest to the individual's self-report - which is the lowest score. Among several interpretations for these results, we propose that bosses may have a higher ability to accurately assess someone's ESC than his collaborators, seen that the former are likely more exposed to situations of tension and conflict in their work relationships with the person being evaluated. Nevertheless, social desirability phenomena could also underlie the order of the ESC ratings, since collaborators may rate their superiors higher than others, due to their greater vulnerability to potential job penalties and rewards.

Keywords: emotional intelligence, emotional and social competencies, emotional self-control, 360° assessments

THE RELATIONSHIPS BETWEEN ATTACHMENT, EMOTION REGULATION AND PSYCHOPATHOLOGICAL SYMPTOMS IN UNIVERSITY SAMPLE**Vatan Sevginar¹***⁽¹⁾ Hacettepe University*

Objectives: According to the literature the attachment style has a relation between difficulties in emotion regulation and psychological symptoms (Mikulincer ve Shaver, 2007). People has insecure attachment styles try to increase or decrease their emotions' consistency and duration by deactivation and hyperactivation strategies (Shaver, 1987). These strategies affect the emotion regulation ability and also emotion regulation styles. A number of recent studies suggest that difficulties in emotion regulation increase vulnerability for psychological problems (Gross, 2006). Therefore, the aim of this study was to study relationships between attachment, emotion regulation and psychopathological symptoms in university students. An other purpose of the study is to present mediation role of emotion regulation between attachment and psychological symptoms.

Method: 250 university students who volunteered to participate in the study completed Adult Attachment Scale (Fraley, Waller & Brennan, 2000), Difficulties in Emotion Regulation Scale (Gross & John, 2003) and SCL-90 R (Symptom Check List-R). Participants' age ranged from 18 to 22.

Result: The results are going on to be analyzed.

Discussion: The findings will be discussed in accordance with the literature.

Keywords: emotion regulation, attachment, psychopathological symptoms

DISCOURSE CONSTRUCTION OF RESILIENCE AS A MODERATE VARIABLE OF EMOTIONAL COMPETENCE

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To contribute to the Resilience understanding, as an integrating construct (Zautra et al., 2008) and a dynamic process of effective adaptation in the face of adversity (Luthar, 2006), in this study, we identify two Resilience profiles: Positive and Negative, respectively, that comprising the Major and Minor Emotional Competence Profile, in previous study (Veiga-Branco, 2007).

Aim: To identify attitudes that build different Resilience.

Method: Qualitative and retrospective study – second of a joint study (quantitative/qualitative) on "Emotional Competence Profile" - developing a "ground theory", from the speeches of semi-structured, in-depth interviews, - using a Guide with 25 questions built for this purpose – made to an intentional sample (Glaser and Strauss, 1967) of 18 individuals: 10 men and 8 women, 29 to 53 years old, teachers in primary and secondary schools in northern Portugal, with 5 to 10 years in the profession. This sample was selected from the minimum and maximum scores found in responses to the "Emotional Competence Veiga Scale" (Veiga-Branco, 2004) in the previous quantitative study.

Results: The discursive content of the interviews, displays two Resilience Profiles: 1. "Positive Resilient - Determination and Tenderness" – personal determination built on the experiences of suffering, as a legacy of dignity and strength, which enhances feelings of self-esteem, self-confidence and self-concept of positive dispositional attribution, without anger or self-pity. This falls in the "Greater Emotional Competence Profile" experienced: the implementation of its strategies, illustrates very effective operational routes. 2. "Negative Resilient - Affectivity and Deprivation" - it emerges from hurtful walks of life and great suffering, but - as opposed to the first - with feelings of negative emotional tone (self-pity, emotional deprivation and relational dependence) and it generates categories which insert the "Minor Emotional Competence Profile" because the strategies (personal and contextual) of emotional management seems operative, but not effective enough.

Keywords: negative resilience, positive resilience, emotional competence, ground theory, well-being

EMOTIONAL COMPETENCE PROFILE IN A HIGHER EDUCATION STUDENTS SAMPLE

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Introduction: Recent research emphasizes the relationship between emotional responses, cognitive functioning and learning (Ruthig et al., 2007; Chung, I., 2010), and others authors presented emotional intelligence correlated with better academic performance but not with the highest levels of intelligence quotient (Barchard, 2003; Izard, 2001; O'Connor 2003; in Mayer, J., Roberts, and Barsade, 2008).

Aim: to define the Emotional Competence profile in higher education students. **Method:** A cross-sectional survey was carried out in a probabilistic sample including 461 students of higher education from five schools of Polytechnic Institute of Bragança, Portugal.

The instrument was based on the model of Emotional Competence developed by Veiga-Branco (2004, 2007). Data was analyzed using descriptive statistics. Factor analysis was used to identify capacities. Additionally, a multiple regression analysis was conducted to determine the relationship between capacities and Emotional Competence and to establish the capacities that were the strongest predictors of Emotional Competence. All senior students had participated in this study, about 33.6% male and 66.2% female, aged between 17 and 39 years old.

Conclusions/Results: Five competencies were identified in this study. The ranking of the correlations was as follows: Emotions Management in Group ($r=0.789$; $p<0.001$), Empathy ($r=0.774$; $p<0.001$), Self-motivation ($r=0.767$; $p<0.001$), Emotions Management ($r=0.760$; $p<0.001$), and Self-conscience ($r=0.700$; $p<0.001$). The Cronbach Alpha for Internal Consistency obtained for each of the capacities was as follows: Emotions Management in Group (0.880), Emotions Management (0.764), Self-motivation (0.784), Empathy (0.849) and Personal Emotions Management (0.759). The estimated regression model includes, Emotions Management in Group, Empaty, Self Motivation, and Emotion Management that represents 96,8% of the variance in Emotional Competencies.

Keywords: emotional intelligence, emotional competence, profile, regression, students

HOW DIFFERENT AN EMOTIONAL COMPETENCE PROFILE CAN BE, WHEN WE BECAME SLIM? – LONGITUDINAL CASE STUDY

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Introduction: This case study focuses on Emotional Competence (Saarni, 2000; Veiga Branco, 2004, 2007), the concept redefined from the initial Emotional Intelligence (Mayer-Salovey, 1990, 1997, Goleman, 1995), here applied, to perceive the behavioral differences when someone lost 43Kg of body weight, without pathology associated. The longitudinal research compares, the behavior profile, before (obese) and after (non obese) a weight loss, through Self-conscience, Self-motivation, Emotions Management, Empathy and Emotions Management in Group.

Methods: Qualitative and longitudinal study (three years), conducted through deep interviews with two instruments: Firstly, "Emotional Competence Veiga Scale" and an "Interview guide", along these years. The case study is about a 22-26 year old, male, with 122Kg (initially) and 69Kg now. The weight loss was personally induced by phytotherapy treatment in healthy process, 8 months long.

Results: The CE profile shows some differences, in attitudes and way of life, that have as a consequence the different behaviour of the subject.

- The initial (obese) Self-conscience profile was focused in external joy evidences and social relational interaction, but - when alone - with episodes of rumination and negative emotions, that now (thin) the subject "does not value much";
- Emotions Management (before) associated to distance related - feelings of disregarded - even often eating chocolate while studying or at night, but since he's slim (now) he feels distancing attitudes, introversion, apathy and sadness that he tries to hide.
- There are less valued Self-motivation, empathy and emotion management in a group, because they are perceived as less relevant, than before.

Conclusion: When thin, the subject has a perception of a good self-conscience – before because joy and group interaction, now because self-image, and a no suffer emotions profile. Thin present profile is centralized in less positive and weak self-concept.

Keywords: case study, slim emotional competence profile, obesity emotional competence profile

MANAGING EMOTIONS IN SITUATIONS OF SUFFERING – HOW DO WE MANAGE NEGATIVE EMOTIONS WHEN THEY ARE TRIGGERED BY OUR PERSONAL DECISION?

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Managing Emotions as an Emotional Intelligence capacity (Mayer-Salovey, 1997) has presented a significant correlation with Emotional Competence ($r=.679$; $\alpha=.68$) and ($r=.69.5$; $\alpha=.80$) (Veiga-Branco, 2004; 2007) in previous quantitative studies. This study contribute to explain how Managing of Negative Emotions occurs, but, only caused by personal decisions.

Aim: To acknowledge the causes and consequences of Negative Emotions Management when triggered by personal decisions.

Method: Qualitative cross-retrospective study using the "grounded theory" methodology, conducted with semi-structured interviews in a 58 teachers sample from primary and secondary education, aged 26 to 59 years. We then proceeded to a Categorical Analysis, where the respective discursive content was analyzed. From this, a categorical tree emerged, revealing the subjects' decisions in quite negative life contexts, their Emotional Experiences and Emotional Management Strategies.

Conclusions/Results: Categorical analysis, presents several situations of life, rather violent and painful decisions, with strong negative emotions. The general category: "Fracture of Life Context" expressed as: "...this cut my journey of life..." or "this happened ... and turned my life upside down," generated three sub-categories: 1. Obligated to take the decision to "...amputate a body part of someone (a relative)" in the contexts of surgery. Emotional Experiences: violent feelings of guilt, shame, deep and oppressive anguish. Emotional Management Strategies: rational self-concentration in trying to maintain life. 2. Forced to take the decision to "abandon the family" to have a better job/salary. Emotional Experiences: Feeling of guilt, insomnia, daily irritability, revolt. Emotional Management Strategies: Focus on quality instead of quantity time and enjoy all the family moments. 3. Decide to "...freeze the last embryo, after 4 years of unsuccessful fertilization procedures" Emotional Experiences: permanent expectation, anxiety, tachycardia, anorexia. Emotional Management Strategies: Control of deep breathing, rationally working on one's personal calmness, keeping hope.

Keywords: managing emotions, fracture of context, emotional management strategies

DOES COACHING IMPACT EMOTIONAL INTELLIGENCE & MANAGEMENT SKILLS ?

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Although the use of executive coaching as a developmental intervention for managers has increased dramatically during the past decade, empirical research on executive coaching mechanisms and consequences remains scarce. This study aims to address this flaw by investigating: (a) whether emotional intelligence and management skills would be improved by a specific coaching intervention, (b) which role emotional intelligence plays in the development of management skills. A longitudinal research was conducted in a large telecom company on 50 middle-management executives (25 in the experimental group, 25 in the control group). All participants underwent a 360° assessment on management skills, various measures of emotional intelligence (MSCEIT, TEIQue, Schutte), attitudinal, motivational and personality measures. Results were controlled for personality and motivation. Participants of the intervention condition followed 7 individual coaching sessions, spread over a year. One year later, all participants passed again the same tests. This study provides us with important information on the possible improvement of management skills due to coaching and the interaction of these skills with emotional intelligence and motivation. Theoretical implications of these results as well as their practical implications for the construction and the development of effective coaching interventions are discussed.

Keywords: executive coaching, management skills, emotional intelligence, motivation, personality

THE ROLE OF FRIENDSHIP ALONG LIFE IN A SPANISH POPULATION

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The affective personal relationships in general and friendship in particular, are fundamental for a balanced psychological development and to reach subjective well-being (happiness) throughout life span. So, it would be logical to expect people to look for friendship and try to increase the number of friends along life, as long as they learn its role in happiness. Nevertheless, most of the studies on friendship show a great decrease in the number of good friends with age. The present work tries to explain that contradictory data. Based on previous studies we have explored two dimensions that potentially could explain the facts: the "confidence" in and the "valuation" of the friendship. The investigation was carried out with a Spanish sample of 402 participants (200 men and 202 women) with ages that went of the 12 to the 70 years (Mean = 43,09, SD=21,31). The number of "good friends" was obtained by means of an interview in which the participants verified it on the basis of the entries of their cellular phones, verifying whatever each friend fulfilled certain requirements (i.e. those of the "good friends" as described in literature). The confidence in the relation was measured by means of the question "To what extent you are sure that that friend is ready to help you unconditionally?", and the value of the friendship was measured by means of the question "How of important it is for You that friend compared with your other relationships such as, the mate, the children, the parents, the family... etc.?". The results threw evidence of a clear reduction in the confidence level and of valuation of friendship with the increase of the age, which suggests that the greater the age is the smaller is the necessity of emotional support and/or the support is looked for in the familiar relationships.

Keywords: friendship, emotional confidence, aging

prazna stranica

INDIVIDUAL PAPER ABSTRACTS

(IN SPANISH)

EMOCIÓN Y EXCLUSIÓN SOCIAL UNA RELACIÓN AL DESCUBIERTO

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Se trata de un trabajo de investigación sociológica sobre el impacto de las emociones en los procesos de exclusión e integración social. Es una investigación-acción (intervención práctica con un grupo de Personas sin Hogar). La investigación se estructura en cinco líneas:

- 1) llegar a saber si la aplicación de un modelo de Inteligencia Emocional mediante el entrenamiento y desarrollo de competencias emocionales en contextos de riesgo o vulnerabilidad social, puede ser una herramienta eficaz de prevención de situaciones de exclusión.
- 2) Conocer el impacto de las emociones (no gestión emocional) en los procesos de exclusión social, saber si son causas precipitantes, factores desencadenantes.
- 3) Conocer el grado de conocimiento y aplicación de I.E. de las personas profesionales del trabajo social y saber si les sirve de protección ante los riesgos psicosociales de su práctica profesional.
- 4) Conocer si la aplicación práctica en la intervención social de un modelo de I.E. mediante el entrenamiento y desarrollo de competencias emocionales, puede favorecer y/o mejorar los propios procesos de inclusión.
- 5) Conocer si este modelo de intervención puede ofrecer una puerta a la inclusión laboral en el ámbito del trabajo social.

Se ha aplicado una metodología cualitativa, mediante cuestionarios a paneles de expertos y profesionales, world café con personas que participan en el CIE (Innobasque), entrevistas personales a PSH y una experiencia práctica de intervención social con un grupo de PSH. Para el diseño de esta intervención se ha utilizado el test CDR-E de la Universidad de Barcelona. Y posterior evaluación con diferentes herramientas.

Palabras clave: competencias emociones, exclusión social, intervención, integración, autonomía personal

DESARROLLO DE UN PROGRAMA DE INTERVENCIÓN METACOGNITIVA Y EMOCIONAL EN LA RESOLUCIÓN DE PROBLEMAS MATEMÁTICOS

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En estudios preliminares hemos detectado una acusada ansiedad y actitudes negativas en los estudiantes para maestro ante las matemáticas, así como sentimientos de inseguridad, de desesperación, nerviosismo y falta de confianza ante la Resolución de Problemas Matemáticos (RPM). Además, son varias las investigaciones que constatan un alto índice de fracasos en matemáticas, así como también la relación entre la Inteligencia emocional del docente y el ajuste socio-emocional de sus alumnos y la influencia de dicho ajuste en el rendimiento en la RPM. Esto nos ha llevado a desarrollar un programa de intervención para que los maestros en formación inicial aprendan a resolver problemas matemáticos y a tomar conciencia de sus emociones, autorregulando su proceso de aprendizaje. En el programa se diferencian dos etapas: una primera de toma de conciencia y control de los propios afectos ante la RPM y una segunda centrada en un modelo general de RPM y control emocional. Son varios los instrumentos de recogida de datos utilizados en este estudio, tanto de naturaleza cuantitativa como cualitativa. De naturaleza cuantitativa señalar cuestionarios cerrados como: cuestionario de Dominio Afectivo en la RPM y la BEEGC-20 de Palenzuela et al. (1997) y el STAI (Spielberger, 1982) adaptados a la RPM. De naturaleza cualitativa se han aplicado seis cuestionarios abiertos, un diario por cada sesión del programa, grupos de discusión, notas de campo y grabaciones en vídeo y audio. Los resultados obtenidos muestran mayor control emocional, consiguiendo disminuir el estado de ansiedad y los bloqueos que la RPM les provocaba originalmente y un aumento de la confianza y seguridad en sí mismos. También se aprecia mayor valoración y detenimiento en la comprensión y análisis del enunciado y mayor orden y precisión. Valoran positivamente el programa, definiéndolo como útil, motivador, innovador y transferible a otras materias.

Palabras clave: programa de intervención, control emocional, resolución de problemas, matemáticas, estudiantes para maestro

DEVELOPMENT OF AN METACOGNITIVE AND EMOTIONAL INTERVENTION PROGRAM IN MATHEMATICS PROBLEMS SOLVING

In preliminary studies we have detected a marked anxiety and negative attitudes in students for teacher to mathematics, as well as feelings of insecurity, despair, nervousness and lack of confidence to the mathematics problems solving (MPS). In addition, there are several inquiries to note a high rate of failures in mathematics, as well as the relationship between emotional intelligence of the teacher and the socio-emotional adjustment of their students, and the influence of this adjustment in performance in the MPS. This has led us to develop an intervention program for teachers in training to learn to solve mathematics problems and to become aware of their emotions, self-regulating their learning process. In the program are different two stages: a first of awareness and control of the own affects to the MPS and a second focused on a general model of MPS and emotional control. There are several instruments of data collection used in this study, both of quantitative and qualitative nature. Quantitative nature note enclosed questionnaires as: questionnaire of affective domain in the MPS and the BEEGC-20 of Palenzuela et al. (1997) and the STAI (Spielberger, 1982) adapted to the MPS. Qualitative in nature have been implemented six open questionnaires, a diary for each session of the program, discussion groups, field notes and recordings in audio and video. The results show greater emotional control, managing to reduce the state of anxiety and the locks that the MPS caused them originally and an increase in the trust and confidence in themselves. There is also greater appreciation and depth in understanding and analysis of the wording and higher-order and precision. They positively value the programme, defining it as useful, inspiring, innovative and transferable to other subjects.

Keywords: intervention programme, emotional control, problems solving, mathematics, students for teacher

EXPECTATIVAS GENERALIZADAS DE CONTROL EN LA RESOLUCIÓN DE PROBLEMAS MATEMÁTICOS EN ESTUDIANTES PARA MAESTRO

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A pesar de la importancia y necesidad de las matemáticas, existe un alto índice de fracaso escolar en este área (INECSE, 2001, 2004, 2005; PISA, 2003, 2006, 2009; OCDE, 2005, 2010). Este fracaso matemático está relacionado con la existencia de actitudes negativas, ansiedad y falta de confianza y autoeficacia ante la Resolución de Problemas Matemáticos (RPM) (Efendaque, 2009; Caballero, 2008; Zevenbergen, 2004). Así, Hoffman & Spataru (2008) y Pajares (1996) han corroborado la influencia de la autoeficacia en el rendimiento y, otros como Furnhan (1997) y Rodríguez (1998), señalan las expectativas de contingencia e indefensión, de autoeficacia y de éxito, como posibles responsables de los problemas de aprendizaje derivados de la falta de actitudes de valoración y gusto por las matemáticas. Partiendo de estos supuestos y de que los afectos del profesorado influyen en los de los alumnos y en los logros de éstos (Etxandi, 2007; Extremera y Fernández-Berrocal, 2004; Goñi, 2007; Palomera, Fernández-Berrocal & Bracket, 2008; Pérez, 2008), nos hemos propuesto en este estudio analizar las expectativas generalizadas de control ante la resolución de problemas matemáticos de los estudiantes para maestro para determinar si son favorables de cara a la enseñanza-aprendizaje en este área. Para ello, hemos adaptado la BEEGC-20 de Palenzuela et al. (1997) a la RPM; en el análisis de fiabilidad se obtuvo un coeficiente $\alpha=0,815$. Los resultados muestran altas puntuaciones en las expectativas de locus de contingencia o internalidad en la RPM en los maestros en formación inicial y bajas en locus de no contingencia o indefensión y de creencia en la suerte. En cuanto a la autoeficacia, realizan una estimación baja de sus posibilidades en la RPM. Mejores resultados se obtienen en la expectativa de éxito, aunque no en un grado muy alto. No se hallan diferencias significativas en cuanto al sexo.

Palabras clave: expectativas generalizadas de control, resolución de problemas, matemáticas, estudiantes para maestro, autoeficacia

GENERALIZED EXPECTATIONS OF CONTROL IN MATHEMATICS PROBLEMS SOLVING IN STUDENTS FOR TEACHER

Despite the importance and necessity of mathematics, there is a high rate of school failure in this area (INECSE, 2001, 2004, 2005; PISA, 2003, 2006, 2009; OECD, 2005, 2010). This mathematic failure is related to the existence of negative attitudes, anxiety and lack of confidence and self-efficacy to the mathematics problems solving (MPS) (Efendaque, 2009; Knight, 2008; Zevenbergen, 2004). Thus, Hoffman & Spataru (2008) and Pajares (1996) have corroborated the influence of self-efficacy in performance and, others such as Furnhan (1997) and Rodríguez (1998), indicate expectations of contingency and helplessness, self-efficacy and success, as a possible responsible for learning problems arising from the lack of attitudes of valuation and taste for mathematics. On the basis of these assumptions and that the teacher's affects have an influence on the students and on the achievements of these (Etxandi, 2007;) Soutullo and Fernández-Berrocal, 2004; Goñi, 2007; Palomera, Fernández-Berrocal & Bracket, 2008; (Pérez, 2008), we have proposed in this study to analyze the generalized expectations of control in MPS of students for teacher to determine if these are favourable towards the teaching and learning in this area. To this end, we have adapted the Palenzuela BEEGC-20 et al. (1997) to the MPS; in the analysis of reliability a coefficient $\alpha=0,815$ was obtained. The results show high scores in the expectations of locus of contingency or internality in the MPS on teachers in initial training and low scores at locus of no contingency or helplessness and in the belief in luck. On self-efficacy, performed a low estimate of their possibilities in the MPS. Best results were obtained in the expectation of success, but not in a very high level. Significant differences in sex were not.

Keywords: generalized expectations of control, problems solving, mathematics, students for teacher, self-efficacy

**INFLUENCIA DEL BIENESTAR PERSONAL
EN EL EJERCICIO DE LA DOCENCIA
UNIVERSITARIA**

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El grado de bienestar de los docentes tiene repercusiones en su práctica educativa, por lo cual es necesario disponer de datos sobre el mismo. A través del presente trabajo trataremos de determinar la relación existente entre la inteligencia emocional y la escala de felicidad subjetiva en profesores de Enseñanza Superior. Podemos referirnos a la inteligencia emocional (IE) como el conjunto de habilidades de gestión de nuestras emociones que nos permiten comprenderlas y utilizarlas positivamente, de manera que contribuyan al logro de nuestros objetivos vitales. Además, la inteligencia emocional es fundamental para el desarrollo de la felicidad. Se aplicaron la escala TMMS-24² para medir la competencia emocional auto-percibida y la escala de felicidad subjetiva de Lyubomirsky y Heidi S. Lepper. La muestra la conforman docentes de Facultades del campus universitario de Ciudad Real. Los resultados obtenidos se compararon con un estudio previo llevado a cabo con docentes de Educación Primaria y Secundaria, determinando así si existen diferencias en el ejercicio de la docencia en los diferentes tramos educativos. La felicidad manifestada por los docentes universitarios guarda relación directa con la autopercepción de su inteligencia emocional, lo que indica que los docentes más felices serán aquellos que mejor entiendan, comprendan, identifiquen y regulen sus sentimientos. Los docentes con mayores competencias emocionales son aquellos que van a ser más felices, y por tanto tendrán una mayor tasa de bienestar que repercutirá en su labor docente y en la forma de afrontar las distintas situaciones que acontezcan en el aula, pudiendo desarrollar mayores competencias

en situaciones adversas o generadoras de altos índices de estrés.

Palabras clave: docentes universitarios, bienestar, inteligencia emocional, felicidad subjetiva, práctica educativa

The stage of teaching staff's well-being affects in their educative training, and it is necessary to arrange the facts about this stage. Through this paper we will try to determine the relationship between the emotional intelligence and the scale of subjective happiness with lecturers of High Education. We can consider the emotional intelligence as a collection of management skills of our emotions which let us understand and use them positively, and so they contribute to the achievement of our vital aims. The emotional intelligence is also based on the development of happiness. TMMS-24² scale was applied to measure both the auto-perceived emotional competence and the scale of subjective happiness by Lyubomirsky and Heidi S. Lepper. The sample is obtained from lecturers at University Faculties in Ciudad-Real. The results were compared with a previous work obtained from teachers at Primary and High School Education showing, in that way, if there are some differences in the way of teaching in these different levels of Education. The happiness showed by the lecturers is directly connected with the auto-perception of their emotional intelligence that indicates that the happiest teaching staff will be those who understand, identify and control their feelings. The teaching staff with greater emotional competences are those who are going to be happier, and so they will have a greater index of well-being. It will have repercussions on their work as teachers and in the way to face the different situations which take place in the classroom. They will be able to develop greater competences in unfavourable or stressed situations.

Keywords: university teaching staff, well-being, emotional intelligence, subjective happiness, educative training

**EN CAMINOS DE LA VALIDACIÓN DE LA
ESCALA DE RESILIENCIA PARA
ADOLESCENTES (READ) EN UNA
MUESTRA DE ADOLESCENTES MEXICANOS**

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La sociedad actual está en constante modificación, en los comienzos históricos de la psicología lo importante era atender la patología, lo anormal. En la actualidad la psicología es vista también como una ciencia de optimización de la salud y estado emocional -psicología positiva-, estudiando así factores de diferencias individuales que facilitan la adaptación a situaciones traumáticas. Uno de estos elementos psicológicos es la resiliencia, que es la resistencia frente a la destrucción y la capacidad de llevar una vida positiva y exitosa ante situaciones difíciles. El READ es un instrumento originario de Noruega y realizado por Hemdal y colaboradores el cual se compone de 28 reactivos los cuales han sido traducidos y adaptados al español empleado en México. La muestra está compuesta por 526 adolescentes y se pretende realizar el análisis estadístico para posteriormente aplicarlo a adolescentes de

otras regiones de México y así poder validar el instrumento a la población mexicana.

Palabras clave: resiliencia, adolescentes, validación, READ, medida

**IN WAYS OF VALIDATING THE RESILIENCE
SCALE FOR ADOLESCENTS (READ) IN A
SAMPLE OF MEXICAN ADOLESCENTS**

The actual society is constantly changing in the early history of psychology it was important to address the pathology, the anormal. Today psychology is also seen as a science of optimizing the health and emotional state -positive psychology- studying and individual differences factors that facilitate adaptation to difficult situations. One of these psychological elements is resilience, which is the resistance against the destruction and the ability to lead a positive and successful in difficult situations. The READ is a tool from Norway and produced by Hemdal and collaborators which consists of 28 reagents which have been translated and adapted into Spanish used in Mexico. The sample consisted of 526 mexicans adolescents from border zone with United States and is intended to carry out statistical analysis in order to apply to adolescents from other regions of Mexico and to validate the instrument to Mexican population.

Keywords: resilience, teenagers, validation, READ, measure

ESTUDIOS REALIZADOS EN LA UNIVERSIDAD DE EXTREMADURA SOBRE RESOLUCIÓN DE PROBLEMAS DE MATEMÁTICAS, DIMENSIÓN AFECTIVA Y CONTROL EMOCIONAL EN ALUMNOS DE MAGISTERIO Y EDUCACIÓN SECUNDARIA

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En esta comunicación se presenta un resumen de las investigaciones desarrolladas durante diez años consecutivos (2001-2011) en la universidad de Extremadura, fruto de la colaboración de dos disciplinas complementarias, la Psicología y la Didáctica de la Enseñanza de las Matemáticas. En general, las investigaciones están centradas en la resolución de problemas, la dimensión afectiva y la gestión emocional, a través de la aplicación de programas de intervención. Se estudian los efectos del tratamiento en la enseñanza/aprendizaje de las matemáticas, tanto en educación secundaria como en la formación inicial de maestros. Además, se incluyen algunos resultados que han dado origen a las líneas de investigación que en estos momentos se están llevando a cabo en colaboración con otras universidades nacionales e internacionales.

Palabras clave: Dominio afectivo, resolución de problemas, Matemáticas, control emocional

LA EXPRESIÓN CORPORAL COMO FACTOR DE DESARROLLO DE INTELIGENCIA EMOCIONAL

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El presente trabajo pretende determinar si la adquisición de competencias y conocimientos relacionados con la Expresión Corporal, dentro de la materia Educación Física, favorece el desarrollo de habilidades emocionales en el sujeto, y por tanto una mayor percepción de inteligencia emocional. La experiencia se ha desarrollado en dos etapas de enseñanza diferentes: Enseñanza Secundaria y Enseñanza Superior. Los centros seleccionados fueron un I.E.S. de la provincia de Ciudad Real localizado en una zona urbana y alumnos de último curso de la Facultad de Educación de Ciudad Real. A ambos grupos se les aplicó el TMMS-24, en el caso de los alumnos de Secundaria antes y después de desarrollar una Unidad Didáctica de Expresión Corporal, centrada en los bailes de salón, y al grupo de universitarios antes y después de cursar la asignatura de Expresión Corporal. En primer lugar, a través del pretest y posttest, conoceremos si la variable independiente ha influido en alguna dimensión de la Inteligencia Emocional, analizando también en cuál de los dos periodos educativos la exposición a dichos contenidos ejerce mayor influencia. En general, los resultados ponen de manifiesto que las habilidades emocionales se relacionan con la exposición a situaciones en las que se desarrollan contenidos expresivos en los que el cuerpo juega un papel relevante. La adquisición de destrezas y conocimientos en expresión corporal ayudan a los sujetos a comprender, asimilar y regular las emociones propias.

Palabras clave: expresión corporal, inteligencia emocional, enseñanza secundaria, educación superior

THE CORPORAL EXPRESSION AS A DEVELOPMENT FACTOR OF EMOTIONAL INTELLIGENCE

This study seeks to determine whether the acquisition of skills and knowledge related to corporal expression within the subject: Physical Education, promotes the development of emotional skills in the person, and therefore a greater perception of Emotional Intelligence. The experience has been developed in two different stages of education: Secondary and Higher Education. The sites selected were: a Secondary school in the province of Ciudad Real and senior students of the Faculty of Education of Ciudad Real. Both groups were administered the TMMS-24. In the case of secondary students: before and after developing a teaching unit of Corporal Expression, focused in ballroom dancing. In the case of University students: before and after taking the course of Corporal Expression.

First of all, through the pretest and posttest, we will know if the independent variable has influence somehow in some dimension of the Emotional Intelligence, also examining in which of the two educational periods, the exposure to this educational contents, has a greater influence. In general the results show that the emotional skills are related to the exposure to situations that develop expressive contents in which the body plays an important role. The acquisition of skills and knowledge in Corporal Expression help individuals to understand, assimilate and regulate their own emotions.

Keywords: corporal expression, emotional intelligence, secondary education, higher education

EL PERFIL DEL DOCENTE Y SU INCIDENCIA EN LA ENSEÑANZA IMPLÍCITA DE COMPETENCIAS

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En este trabajo abordamos el estudio de cómo incide la enseñanza implícita en el desarrollo de competencias, en nuestro caso el objetivo es investigar su influencia en el desarrollo de la competencia emocional durante la formación inicial de futuros docentes. Hemos tenido en cuenta también los conceptos de influencia positiva y negativa pues tanto las influencias positivas como negativas se traducen en claras manifestaciones conductuales de estas enseñanzas. Se investigó sobre la enseñanza implícita y las influencias que ejercen los profesores sobre los alumnos durante el transcurso de su vida universitaria en relación con las competencias emocionales. A su vez se indaga sobre el aprendizaje vicario de estas competencias por parte del alumnado. Componen la muestra 105 estudiantes de Grado de Educación, especialidad Infantil. Se pasó a todos los alumnos una escala valorativa con 24 preguntas específicas con cinco opciones y se correlacionó con la puntuación obtenida por estos alumnos en el TMMS-24 (auto-percepción emocional). También se les preguntó por las habilidades emocionales que esperan desplegar en su futura actuación docente por medio de otra escala valorativa paralela a la anterior. Los resultados obtenidos indican que las enseñanzas implícitas juegan un papel muy importante en el aprendizaje de la competencia emocional, el alumno las capta del profesor a través de su comportamiento y actitud, el profesor modela muchas de las competencias emocionales de los alumnos. En conclusión, las enseñanzas implícitas tienen un papel fundamental en el desarrollo de las competencias emocionales además, el perfil profesional del docente debe favorecer el

desarrollo de las competencias emocionales en el alumnado y, a su vez, debe ser el modelo que encarna estas competencias.

Palabras clave: enseñanza implícita, competencia emocional, influencias positivas y negativas

TEACHING PROFILE AND ITS IMPACT IN THE IMPLICIT TEACHING OF COMPETENCES

This paper deals with the study about how implicit teaching impacts in the development of emotional competence in the initial training of the future teachers. In our investigation we have considered the concepts of positive and negative influence, because both (positive and negative influence) of them result in obvious conduct manifestations of implicit teachings. Investigations were made about implicit teaching and the influences teachers have on students during their college life according to the emotional competences. We also investigated about vicarious learning (by students) of these competences. We analysed a 105 students' sample of Educational Grade We provided very student with a valuation scale of 24 specific questions with five options and we correlated the score those students obtained with TMMS-24 test (emotional self-perception). We also asked about emotional abilities that they hope to develop in their future teaching through another valuation scale, parallel to the previous one.

The outcomes obtained show that implicit teaching has (plays) a very important role in the learning of emotional competence: the student takes them from the teacher through their behaviour and attitude, the teacher models many of the student's emotional competences. As a conclusion, implicit teaching has a fundamental role in the student's development of emotional competences, plus, teacher's profile must favour the development of emotional competences in students.

Keywords: implicit teaching, emotional competence, positive and negative influences

INTELGENCIA EMOCIONAL Y TRASTORNOS DE PERSONALIDAD EN PACIENTES CON PSICOPATOLOGÍA

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Recientemente se han hecho importantes avances en el estudio de la Inteligencia Emocional (IE) en el ámbito de la psicología clínica. Por un lado, se ha demostrado que pacientes con psicopatología presentan menos IE que la población general (Jacobs et al., 2008; Kee et al., 2009; Lizeretti & Extremera, 2011; Perna et al., 2010), identificándose patrones de IE característicos para distintos trastornos mentales (Hertel, Schutz & Lammers, 2009; Lizeretti, Extremera & Rodriguez, submitted; Lizeretti, Oberst, Chamorro & Farriols, 2006). Por otro, algunos estudios encuentran que los rasgos de personalidad patológicos están relacionados con un menor nivel de IE en poblaciones no clínicas (e.g., Leible & Snell, 2004; Malterer, Glass & Newman, 2007). Pero, hasta el momento, no se han hallado investigaciones que relacionen la IE con trastornos de personalidad (TTPP) en pacientes clínicos, a pesar de que más de la mitad de los pacientes que acuden a los centros de salud mental presentan un trastorno de personalidad en comorbilidad con un trastorno Eje I (Ozkan y Altindag, 2005). El objetivo de la presente investigación ha sido analizar la relación entre IE y TTPP en 200 pacientes procedentes de un Centro de Salud Mental a los que se les administró el SCID, el MCMI-II y el MSCEIT. Los principales resultados muestran que las puntuaciones en IE están relacionadas con el tipo de trastorno de personalidad que presentan los pacientes, especialmente en aquellos que como el trastorno límite ($r=-.318$; $p=.000$) o el esquizotípico ($r=-.413$; $p=.000$) se caracterizan por un importante desconocimiento del mundo emocional. Cuando los TTPP se agrupan por clusters se observan diferencias significativas en las puntuaciones en varias habilidades de IE, así

como en el coeficiente de IE global ($F=6.648$; $p=.011$).

Palabras clave: EI, trastornos de personalidad, MSCEIT, TMMS, psicopatología

EMOTIONAL INTELLIGENCE AND PERSONALITY DISORDERS IN OUTPATIENTS

In recent years important advances have been made in the study of Emotional Intelligence (EI) within the field of clinical psychology. It has been established that patients with a Axis I mental disorder have a lower level of EI than the general population (Downey et al., 2008; Jacobs et al., 2008; Kee et al., 2009; Lizeretti & Extremera, 2011; Perna et al., 2010) and characteristic EI patterns for different mental disorders have been identified (Hertel, Schutz & Lammers, 2009; Lizeretti, Extremera & Rodriguez, submitted; Lizeretti, Oberst, Chamorro & Farriols, 2006). Also, some research shows that pathological personality traits are related to a lower level of EI in non-clinical population (e.g., Leible and Snell, 2004; Malterer, Glass & Newman, 2007). But, to date, there are no studies to be found relating EI with personality disorders in clinical patients, even though over half the patients that attend mental health centers have a personality disorder in comorbidity with an Axis I disorder (Ozkan & Altindag, 2005). The purpose of the present study is to analyze the relation between EI and personality disorders in a sample consisting of 200 patients from a mental health center using SCID, MCMI-II and MSCEIT. The results indicate that EI scores are related to the type of personality disorder that the patient presents, especially those such as borderline personality disorder ($r=-.318$; $p=.000$) or schizotypal personality disorder ($r=-.413$; $p=.000$) which are characterized by a considerable lack of emotional awareness. Furthermore, when the personality disorders are clustered, significant differences in the scores for the various EI skills can be seen, as well as in the global EI coefficient ($F=6.648$; $p=.011$).

Keywords: EI, personality disorders, MSCEIT, TMMS, psychopathology

LA RACIONALIDAD HERMENÉUTICA ANALÓGICA COMO FUNDAMENTACIÓN EPISTEMOLÓGICA DE LA INTELIGENCIA EMOCIONAL

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El propósito de esta ponencia es contribuir, desde el ámbito de la filosofía, a la fundamentación teórica de la inteligencia emocional.

Las competencias socio-emocionales que caracterizan a la inteligencia emocional se presentan como opuestas a las competencias ligadas al pensamiento lógico- matemático, propias de la inteligencia racional. La segunda, está claramente ligada a la racionalidad moderna que valora la evidencia y la demostración, pero resulta insuficiente para explicar filosóficamente a la primera, que destaca la capacidad para vivir y enfrentar problemas con eficacia, canalizando emociones y sentimientos. Entonces, cuál es la forma de racionalidad que permite fundamentar epistemológicamente a la inteligencia emocional? Estimo que la concepción aristotélica de racionalidad práctica ofrece una posible respuesta a esta cuestión.

La phrónesis o prudencia es la "virtud" de la racionalidad práctica diferenciada claramente de la racionalidad teórica y técnica. Guía el análisis de alternativas y la toma de decisiones frente a situaciones problemáticas. No se trata de una racionalidad demostrativa pero tampoco subjetiva y arbitraria sino que expresa la capacidad para analizar situaciones particulares con sentido ético y político. Por otra parte, la hermenéutica analógica –Gadamer- vincula la estructura de la phrónesis con la racionalidad hermenéutica. El proceso de interpretación de textos es análogo al proceso de formación de virtudes morales. La ponencia busca proponer que la racionalidad hermenéutica, en general, otorga a la noción de inteligencia emocional un marco apropiado para su fundamentación epistemológica, pero la "racionalidad hermenéutica analógica", permite alejarla de una racionalidad pragmática que la reduzca sólo a la "eficacia" de las personas para alcanzar sus metas.

Palabras clave: hermenéutica, analogía, Inteligencia emocional, racionalidad

**INVESTIGACIÓN TRANSFRONTERIZA
SOBRE UN PROGRAMA DE INTELIGENCIA
EMOCIONAL CON ALUMNOS DE
EDUCACIÓN PRIMARIA DE BADAJOZ
(ESPAÑA) Y CASTELOBRANCO
(PORTUGAL): ANÁLISIS DE LA EFICACIA
DEL PROGRAMA EN ALUMNOS DE
BADAJOZ**

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Resumen: La presente investigación (2010-2014) en colegios de Educación Primaria de Badajoz (España) se incluye en otra más amplia, transfronteriza, de la Universidad de Extremadura (España) y la Escuela Superior de Educación Castelobranco (Portugal). El objetivo general de esta investigación consiste en desarrollar, implementar, analizar y comparar los resultados del Programa de Inteligencia Emocional en alumnos de Educación Primaria Españoles y Portugueses, estudiando en su caso, el impacto que tiene en el desarrollo de las Competencias Básicas Lingüística. El objetivo específico, en esta primera fase es con población solo de Badajoz. El sistema de selección fue por juicio de experto por conglomerado con alumnos de 4º de Educación Primaria, tomando una muestra total de 100 alumnos. El método fue pretest/posttest en grupos control y experimental, evaluando los grupos con test de habilidades emocionales y test sociométrico de amistad. El Programa empleado está constituido por 30 sesiones, distribuidas en sesiones semanales, de 60 minutos. En la discusión de los resultados observados hasta el momento contribuyen a demostrar y a confirmar la relación existente entre la Inteligencia Emocional y la mejoría del clima social de los grupos clase y el desarrollo de la competencia emocional y

social en los alumnos. Es necesario que el programa sea incorporado al curriculum

Palabras clave: inteligencia emocional, alumnos, escuela

**CROSS-BORDER RESEARCH PROGRAMME
ON THE EMOTIONAL INTELLIGENCE FOR
STUDENTS OF PRIMARY EDUCATION OF
BADAJOZ (SPAIN) AND CASTELOBRANCO
(PORTUGAL): ANALYSIS OF THE
EFFECTIVENESS OF THE PROGRAMME
FOR STUDENTS OF BADAJOZ**

This research (2010-2014) in primary schools in Badajoz (Spain) is included in a broader, cross-border, the University of Extremadura (Spain) and the College of Education Castelobranco (Portugal). The overall objective of this research is to develop, deploy, analyze and compare the results of Emotional Intelligence Program for Primary Education students Spanish and Portuguese, as the case study, the impact on the development of Basic Skills Linguistics. The specific objective in this first phase is with a population of only Badajoz. The selection system was on trial conglomerate expert for students in 4th of primary education, making a total sample of 100 students. The method was pretest/posttest control group and experimental groups evaluating the test of emotional skills and sociometric test of friendship. The program used is composed of 30 sessions, divided into weekly sessions, 60 minutos. In discussion of the results obtained so far serve to demonstrate and confirm the relationship between emotional intelligence and improving the social climate of the class groups and developing social and emotional competence in students. It is necessary that the program be incorporated into the curriculum.

Keywords: emotional intelligence, students, school

INVESTIGACIÓN TRANSFRONTERIZA SOBRE UN PROGRAMA DE INTELIGENCIA EMOCIONAL CON ALUMNOS DE EDUCACIÓN PRIMARIA DE BADAJOZ (ESPAÑA) Y CASTELOBRANCO (PORTUGAL) 2010-2014: PRIMER ANÁLISIS DE LA EFICACIA DEL PROGRAMA CON ALUMNOS DE BADAJOZ EN EL ESTUDIO PILOTO

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Esta investigación forma parte de otra más amplia, internacional, que correlaciona datos de alumnos españoles (Badajoz) y alumnos portugueses (Castelo Branco). Del total de la muestra (250) realizamos estudio piloto en tesina de licenciatura de psicopedagogía. Demostramos eficacia del Programa Inteligencia Emocional implementándolo en ámbito rural y urbano. Utilizamos técnicas de pretest-postest en dos clases de 1º de Primaria, total de 41 alumnos. El Programa empleado está constituido por 8 sesiones semanales con una duración de 60 minutos. De los resultados constatamos mejora de convivencia escolar y desarrollo de la competencia emocional y social. En ámbito rural las condiciones sociofamiliares permiten relación individual e intensa alumno-alumno-profesor. Necesario consolidar aprendizajes y transversalidad del programa incorporándolo al currículo de primaria.

Palabras clave: inteligencia emocional, alumnos, escuela

IMPACTO DE UN PROGRAMA DE DESARROLLO SOCIOEMOCIONAL PARA PROFESORES DE SECTORES DE POBREZA

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Esta ponencia describe un programa de capacitación en Desarrollo Socio-emocional, realizado durante el año 2010, a 120 Directivos y Profesores de dos colegios que atienden alumnos de pobreza en Chile (Pre-Kinder a Cuarto Medio). Este se basó en un modelo de aprendizaje experiencial que busca desarrollar competencias socioemocionales. Contempló 3 instancias de capacitación con Conferencias, Talleres y trabajos en aula inter-períodos. Se profundizó en temas como: Paradigma de la inteligencia emocional en niños; Autoestima; Aprendizaje socio-emocional en el contexto escolar; Clima escolar y convivencia social; Importancia de los vínculos en el aprendizaje; Como potenciar a la familia en desarrollo socio-emocional; Intimidación escolar; Factores que promueven Resiliencia; Desarrollo Socio-emocional y Bienestar docente. Se evaluó la Autoestima de los profesores y la de alumnos de Kinder a Octavo Básico (n=990) con instrumentos estandarizados. Se creó un plan de trabajo preventivo en cada colegio y uno específico para los niños con Baja y Muy Baja Autoestima. Se reevaluó la autoestima de los profesores y la de los alumnos que presentaron Baja Autoestima para medir el impacto del Programa. Conclusiones:

- Los alumnos de 3° a 8° básico de la muestra presentaron un nivel de Autoestima levemente disminuido (76.4% vs. 84% esperado) y un mayor porcentaje de ellos mostró Baja y Muy Baja Autoestima.
- El Programa mejoró la autoestima de los profesores (Test Total, 5/6 áreas).
- El Programa impactó en la Autoestima de los alumnos y los resultados educativos (Lenguaje y Matemática). La reevaluación hecha a los alumnos con Baja Autoestima señaló que las diferencias de promedio pre-post fueron estadísticamente significativas ($p \leq 0.001$).
- Los profesores capacitados lograron ser buenos agentes de desarrollo socioemocional.

Palabras clave: autoestima, desarrollo socioemocional profesores y estudiantes, intervención socioemocional

INTELIGENCIA EMOCIONAL Y NEUTRALIDAD EN LA MEDIACIÓN ESCOLAR

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El presente trabajo tiene como objetivo demostrar que la 'neutralidad' no suena actitud deseable en la función del mediador escolar y que, en su lugar, la 'imparcialidad' puede contribuir positivamente a la función del mediador para prevenir la violencia escolar, puesto que, poniendo en juego sus propias competencias emocionales, hace de la mediación una ocasión para propiciar el desarrollo de las competencias emocionales de los alumnos implicados en un conflicto. Desde esa perspectiva, es fundamental el desarrollo de la empatía, el control de las propias emociones y la asertividad. Para este análisis se ha partido del Programa Nacional de Mediación Escolar implementado en la Argentina, que establece la neutralidad como un requisito básico para ejercer la función de mediador. Al mismo tiempo, ese programa, desde la perspectiva de las Habilidades para la Vida, establece como requisito para los mediadores (sólo alumnos, puesto que se trata de mediación entre pares) que hayan desarrollado una serie de competencias que están incluidas en el enfoque de la Inteligencia Emocional, a la vez que entiende que el mediador debe ser neutral. Se pretende aportar, desde la perspectiva de la Inteligencia Emocional, un enfoque superador de dicho programa de mediación escolar entre pares; y proponer una nueva finalidad de la mediación escolar. Cuando la mediación escolar se centra en la mera resolución de conflictos, no contribuye a la prevención de la violencia, puesto que no genera aprendizajes esenciales para el abordaje de nuevos conflictos. Esos aprendizajes deben incluir el desarrollo de las competencias propias de la Inteligencia Emocional. De este modo, el fin de la mediación escolar se vuelve verdaderamente educativo y preventivo cuando hace del conflicto una ocasión para el desarrollo de la

empatía, la asertividad, el pensamiento crítico, entre otras competencias.

Palabras clave: inteligencia emocional, neutralidad, mediación, educación, conflicto

EMOTIONAL INTELLIGENCE AND NEUTRALITY IN SCHOOL MEDIATION

This work aims to show that neutrality is not a desirable attitude in the function of school mediator and instead, impartiality can contribute positively to the mediator's role in preventing school violence, since bringing into play his own emotional competencies, he makes of the mediation an occasion to encourage the development of emotional competencies of students involved in conflict. From this perspective, it is essential to develop empathy, emotion's management and assertiveness. This analysis is based on the National School Mediation Program [PNME] implemented in Argentina, that establishes neutrality as a prerequisite to act as mediator. At the same time, this program, from the perspective of the Life Skills, requires for mediators (students only, since it is peer mediation) to have developed a set of competencies that are included in the approach of Emotional Intelligence, even while understanding that the mediator must be neutral. The purpose is to contribute, from the perspective of Emotional Intelligence, with one approach that overcomes the program [PNME] of peer mediation in schools, and to propose a new goal for school mediation. When the school mediation is focused on mere conflict resolution does not contribute to the violence's prevention, since it doesn't generate the essential learning to solve new future conflicts. This apprenticeship should include the development of competencies of Emotional Intelligence. Thus, the objective of school mediation becomes truly educational and preventive when it sees the conflict as a chance for the development of empathy, assertiveness, critical thinking, among other competences.

Keywords: emotional intelligence, neutrality, mediation, education, conflict

INFLUENCIA DE LA PARENTALIDAD Y LA EDAD EN LAS CAUSAS, ESTRATEGIAS Y TIEMPO DE REGULACIÓN DE LA IRA

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Resumen En esta comunicación se analizan las causas que provocan la emoción de la ira, las estrategias de regulación emocional más utilizadas y el tiempo que tardan en regular dicha emoción comparando a su vez, las diferencias que los tres grupos correspondientes a población adulta con y sin descendencia y estudiantes de primer curso de bachillerato tienen sobre dichas variables. La muestra utilizada es de 686 sujetos, de los cuales 443 corresponden a población adulta (229 con descendencia y 214 sin descendencia) y 243 corresponden a estudiantes de bachillerato. Las causas, estrategias y temporalidad de la ira se evaluaron a través de una entrevista semiabierta, basada en la Escala de Formas de Afrontamiento -Regulación Emocional para episodios que causan enojo, tristeza y alegría (Larsen y Prizmic, 2004). En los sujetos sin hijos se analizaron también las variables referentes a la dificultad en la regulación emocional a través de la Escala de Dificultades en la Regulación Emocional (DERS) y el bienestar psicológico (GHQ-12) para observar la correlación existente entre ellas. Los resultados indican que la parentalidad y la edad juegan un papel muy importante en las variables causa, regulación y tiempo de la ira. Los vínculos afectivos focalizan las causas de la ira. Los padres vinculan la ira a sus condescendientes, hecho que les hace más conscientes de la necesidad de regular dichas situaciones. Los adultos sin hijos y los adolescentes sitúan a los padres como causantes, aunque en el caso de los segundos son también el grupo de iguales. Una gran parte de los adolescentes, a diferencia de los otros dos grupos, no hacen nada para regular su ira y tardan más tiempo en regularla.

Palabras clave: Ira, parentalidad, regulación emocional, causas de la ira

ASPIRACIÓN AL LIDERAZGO E INTELIGENCIA EMOCIONAL**Patti Janet¹,****Sanchez Nunez Maria Trinidad²***(¹) Hunter College of the City University of New York/USA,**(²) Facultad de Educación/Universidad de Castilla la Mancha/España*

Poco se conoce sobre el seguimiento de las características de los estudiantes aspirantes a líderes en relación con la Inteligencia Emocional (IE). Sin embargo es una de las apuestas fundamentales para la futura calidad de la educación. Así, en la Facultad de Educación Hunter College de Nueva York, podemos encontrar a graduados dispuestos y motivados por desempeñar este tipo de cargos, centrando sus estudios de post-grado en materias de liderazgo. Este marco nos proporciona el contexto ideal para llevar a cabo este tipo de seguimiento, ya que entre las habilidades de liderazgo que se desarrollan en su programa se encuentran las relacionadas con las competencias emocionales. Es una aportación valiosa en el campo de la educación conocer las características que determinan la tendencia al liderazgo, tan necesitada en la actualidad en nuestras escuelas. A través de una muestra de 32 alumnos, 10 varones y 22 mujeres, con una media de edad de 32.74, DT=7.46 y una gran diversidad racial, evaluamos la IE a través de escalas de autoinforme y ejecución (TMMS, ESCI, MSCEIT). Los resultados muestran el alto grado de IE autoinformada por los sujetos, pero sobre todo la valoración tan positiva que agentes externos cercanos a los sujetos hacen sobre éstos, por encima de su ejecución real.

Palabras clave: liderazgo, inteligencia emocional autoinformada, inteligencia emocional ejecutada, evaluadores externos

ASPIRATION TO LEADERSHIP AND EMOTIONAL INTELLIGENCE

Little is known about the characteristics of students who are aspiring to be school leaders in relation to their emotional intelligence. Nonetheless, this is one of the fundamental ways to assure the future quality of education. Within the post graduate leadership program of the School of Education at Hunter College of the City of New York, we can find aspiring leaders who are ready and motivated to take on this charge at the core of their leadership studies. This framework provides us with the ideal context to monitor, as the social and emotional competencies are among the leadership abilities that students develop in their program. It would be a great contribution to the field of education to know which characteristics determine the aspiring leadership, so sorely needed for our schools. Using a racially diverse sample of 32 students, 10 men and 22 women, with a median age of 32.74, SD=7.46, we evaluated EI using both a 360 self report and ability measure (TMMS-30, ESCI and MSCEIT). The results demonstrate that the raters report a higher level of emotional intelligence than both their subjects attributed and their EI ability revealed. All implications are discussed in the presentation of this work.

Keywords: leadership, self-reported emotional intelligence, executed emotional intelligence, raters

EL TRABAJO EMOCIONAL COMO MEDIADOR ENTRE LA INTELIGENCIA EMOCIONAL Y EL ESTRÉS Y EL BURNOUT EN PERSONAL DE PRIMERA LÍNEA DE SERVICIO

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El objetivo del estudio fue demostrar que en los puestos de trabajo con trato directo y personal con los clientes la inteligencia emocional previene la aparición del estrés y del agotamiento emocional, siendo la disonancia emocional un factor mediador de esta relación. Participaron 200 profesionales de primera línea de servicio distribuidos en 8 grupos (tripulantes de cabina de pasajeros, auxiliares de geriatría, personal de sala en teatros, camareros, dependientes de comercio, comerciales, profesores y recepcionistas) de 25 participantes. El estrés fue medido con la Escala de Estrés Percibido EEP-14 y el agotamiento emocional con el Cuestionario de Burnout de Pines y Aronson. Se evaluó tanto la inteligencia emocional percibida, con la Escala de Inteligencia Emocional Percibida TMMS-24, como la inteligencia emocional como habilidad mediante pruebas de ejecución como el MSCEIT y las pruebas DANVA para caras, voces y posturas. La disonancia emocional experimentada en el último año se midió con la Escala de Sobrecarga Emocional del RED. Los análisis de regresión lineal por pasos mostraron que el componente de atención del TMMS-24, la dimensión habilidad para manejar emociones del MSCEIT y la disonancia emocional son buenos predictores del estrés percibido. El agotamiento emocional fue predicho por los tres componentes del TMMS-24 (atención, comprensión y regulación), por la puntuación total de inteligencia emocional del MSCEIT y la por disonancia emocional. Finalmente, la disonancia emocional medió la relación entre la inteligencia emocional y el estrés percibido y el agotamiento emocional. Estos resultados señalan las posibles vías de prevención del

estrés en personal que tiene trato directo y continuado con los clientes.

Palabras clave: estrés, burnout, EI, disonancia emocional

EMOTIONAL WORK AS A MEDIATOR BETWEEN EMOTIONAL INTELLIGENCE AND STRESS AND BURNOUT IN FRONT LINE ATTENDANT STAFF

The aim of the study was to demonstrate that in employment positions where staff deals directly with customers, emotional intelligence prevents the onset of stress and emotional exhaustion, with emotional dissonance being a mediating factor in this relationship. 200 front line attendant professionals took part, distributed into 8 groups (passenger cabin crew members, geriatric assistants, theatre attendants, waiters, shop assistants, salespersons, teachers and receptionists) of 25 participants. Stress was measured using the Perceived Stress Scale PSS-14 and emotional exhaustion using the Pines and Aronson Burnout Questionnaire. Perceived emotional intelligence was assessed using the Perceived Emotional Intelligence Scale TMMS-24, and emotional intelligence as a skill was measured through execution tests such as the MSCEIT and the DANVA tests for faces, voices and postures. The emotional dissonance experienced in the last year was measured using the RED Emotional Overload Scale. Step-by-step linear regression analyses showed that the TMMS-24 attention component, the MSCEIT skill dimension for managing emotions and emotional dissonance are good predictors of perceived stress. Emotional exhaustion was predicted by the three TMMS-24 components (attention, clarity and repair), by the total score for emotional intelligence in the MSCEIT and by emotional dissonance. Finally, emotional dissonance mediated the relationship between emotional intelligence and perceived stress and emotional exhaustion. These results point to the possible routes to preventing stress in staff who deal directly and continuously with customers.

Keywords: stress, burnout, EI, emotional dissonance

**MSCEIT Y PRUEBAS DANVA-2-AF, DANVA-2-AP Y DANVA-2-POS:
VALIDEZ CONVERGENTE EN UNA MUESTRA DE ADULTOS ESPAÑOLA****Piñar-Chelso María José¹, Fernández-Castro Jordi²***(¹) Escuela Universitaria Formatic Barna,**(²) Universidad Autónoma de Barcelona*

El objetivo del estudio fue examinar la validez convergente entre el MSCEIT (adaptación española de Fernández-Berrocal y Extremera, 2009) y las pruebas Diagnostic Analysis of Nonverbal Accuracy-Adult Faces (Nowicki y Carton, 1993), Diagnostic Analysis of Nonverbal Accuracy-Adult Prosody (Baum y Nowicki, 1998) y Diagnostic Analysis of Nonverbal Accuracy for Postures (Pitterman y Nowicki, 2004), en una muestra de adultos española. Adicionalmente, se exploraron las relaciones entre estas medidas y el TMMS-24 (adaptación española de Fernández-Berrocal, Extremera y Ramos, 2004). El MSCEIT proporciona una puntuación general y puntuaciones adicionales de área (experiencial y estratégica), de rama (percepción emocional, facilitación emocional, comprensión emocional y manejo emocional) y de tarea. Las pruebas DANVA miden la capacidad de identificar emociones en otros, a partir de la expresión facial, la voz y la postura, mediante 24 fotografías de expresiones faciales, 24 audios y 24 fotografías con posturas de pie y sentado. El TMMS-24, a diferencia de las dos anteriores, es una medida de autoinforme, y mide tres dimensiones de inteligencia emocional percibida, percepción, comprensión y regulación. Participaron 364 adultos, 293 mujeres y 71 hombres, con edades comprendidas entre 17 y 61 años ($M=27.14$; $DT=9.10$). Los resultados mostraron relaciones positivas y significativas entre: la puntuación general, el área estratégica y la rama comprensión emocional del MSCEIT y las tres medidas DANVA; el área experiencial del MSCEIT y el DANVA para caras. Las pruebas DANVA para caras y posturas correlacionaron positiva y significativamente con la tarea caras y, respectivamente, con las ramas manejo emocional y percepción emocional del MSCEIT. No hubo relaciones significativas entre las medidas DANVA y las dimensiones del TMMS-24. Estos resultados aportan evidencia de la validez convergente entre estas dos medidas de ejecución de la inteligencia emocional.

Palabras clave: DANVA-2-AF, DANVA-2-AP, DANVA-2-POS, MSCEIT, TMMS-24

EL PAPEL DE LAS EMOCIONES EN LOS PROCESOS META-COGNITIVOS

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El grado de confianza en los pensamientos que generamos puede ser considerado como una de las dimensiones más relevantes de la meta-cognición, en referencia a la medida en que las personas confían o dudan de lo que están pensando. Dos personas que poseen un mismo pensamiento emocional pueden diferir en el grado de confianza que tienen en él pensamiento generado, viéndose de esta manera más afectada por el contenido de dicho pensamiento la persona que haya adquirido mayor seguridad en él. El efecto de inducir un pensamiento de valencia positiva o negativa en los sujetos de estudio puede guardar relación directa con el nivel de convicción poseído. Se manipuló la confianza de los participantes en sus pensamientos a través de la reconstrucción de los recuerdos de eventos vitales importantes, midiendo previa y posteriormente su percepción en inteligencia emocional a través del TMMS-24, ya que se trata de un instrumento de autoinforme y puede ser sensible a los cambios vinculados a la influencia de dicha evocación emocional. Los participantes, docentes de estudios superiores de la Universidad de Castilla-La Mancha, revelaron que existen diferencias significativas debido a la valencia de la emoción evocada; así, los sugestionados a emociones positivas presentaban un nivel más alto de seguridad en sus pensamientos que los de emociones negativas. Por otro lado, se advierte correlación entre los resultados pre y pos del autoinforme de inteligencia emocional.

Palabras clave: emoción, pensamiento, confianza, inteligencia emocional, meta-cognición.

THE ROLE OF EMOTIONS ON METACOGNITIVE PROCESSES

The level of confidence on our thoughts can be considered one of the most relevant dimensions on meta-cognition. Two persons with the same thought can have different levels of confidence associated with this thought; in this sense, the person with a higher level of associated confidence will be more affected by the subject matter of the thought. The effect of inducing a thought of positive or negative valency in participants could be related with the level of confidence. The confidence of the participants on their thoughts was manipulated through the reconstruction of important memories. Before and after this manipulation the participants' perception on emotional intelligence was measured through the TMMS-24. This instrument is appropriated because it is an instrument of self report, thus, it could measure changes related with the influence of the induced thoughts. Participants were university teachers of the University of Castilla-la Mancha. Results showed significant differences due to the valency of the evoked emotion. Participants that were suggested with positive emotions showed a higher level of confidence in their thoughts in comparison with those that were suggested with negative emotions. Furthermore, in emotional intelligence self report existed correlation between pre and post assessment results.

Keywords: emotion, thought, confidence, emotional intelligence, metacognition

INTELIGENCIA EMOCIONAL Y CONVIVENCIA ESCOLAR

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En el trabajo realizado se ha tenido en cuenta la revisión de investigaciones que aportan evidencias empíricas sobre el papel de la Inteligencia Emocional del alumnado y aspectos tan cruciales como la aparición de conductas disruptivas y la calidad de relaciones interpersonales (Extremera y Fernández-Berrocal, 2004). Así mismo se basa en diferentes investigaciones realizadas en España sobre convivencia y violencia escolar (Fernández García, 1998; Díaz Aguado, 2005; Martín et al. 2006). El objetivo de este estudio es diseñar, implementar y evaluar un programa de educación emocional y sus efectos en distintas variables del desarrollo de competencias emocionales, y en la mejora de la convivencia de alumnado de 5º y 6º de Primaria (alumnado de 10-12 años). Desde la perspectiva de la investigación evaluativa se emplea un diseño cuasi-experimental Pretest-Posttest con grupo control no equivalente. Se opta por la complementariedad metodológica utilizando tanto la metodología cuantitativa como cualitativa y la triangulación de informantes y métodos. Además de los cuestionarios estandarizados se crean dos cuestionarios „ad hoc“ y se realizan grupos de discusión con alumnado y profesorado. Los participantes son alumnos del País Vasco: 509 alumnos y 30 profesores (grupo experiment.), y 506 alumnos y 26 profesores (grupo control). Nuestra implementación se basa en la intervención psicopedagógica por programas a través de la acción tutorial, complementada con el modelo de consulta colaborativa y aplicando el programa de creación propia PROCECON (Programa para el desarrollo de Competencias Emocionales y mejora de la Convivencia). Los objetivos de la investigación se han cumplido, se ha potenciado la reflexión y sensibilización del profesorado y alumnado en torno al tema tratado y se pueden observar indicios respecto a que el modelo propuesto ha influido de forma positiva en el desarrollo de las competencias emocionales trabajadas y en la mejora de la convivencia escolar.

Palabras clave: EI, convivencia escolar, educación emocional, competencias emocionales, diseño de programas

EMOTIONAL INTELLIGENCE AND SCHOOL COEXISTENCE

In the course of this work, a review of the researches that provide empiric evidence of the role of the students' Emotional Intelligence and such key aspects as the occurrence of disruptive behaviours and the quality of interpersonal relationships (Extremera y Fernández-Berrocal, 2004) has been considered. In addition, it is also based on the various researches made in Spain on coexistence and violence in schools (Fernández García, 1998; Díaz Aguado, 2005; Martín et al. 2006). The purpose of this study is to design, implement and assess an emotional education programme and its effect on various emotional competence development variables, and on the improvement of 5th and 6th Grade Primary School coexistence. Regarding the assessment research, a quasi-experimental Pre-/Post-test design is used with a non-equivalent control group. Methodological complementarity is opted for, using both quantitative and qualitative methods and method and informant triangulation. Apart from the standard questionnaires, two „ad hoc“ questionnaires are drawn up with discussion groups held with both students and teachers. Participants are students from the Basque Country: 509 students and 30 teachers (experiment. group) and 506 students and 26 teachers (control group). Our implementation is based on educational psychology intervention through programmes via tutorial action, supported with the collaborative consulting and applying the in-house created PROCECON programme (Programme to develop Emotional Competence and improve Coexistence). The research targets have been met. Teacher and pupil awareness and reflection has been promoted with regards to the matters dealt with and there is evidence that the proposed model has had a positive effect on development of the emotional competence worked on and improving school coexistence.

Keywords: EI, school coexistence, emotional education, emotional competences, program design

EMOCIÓN Y CREATIVIDAD EN ALUMNOS UNIVERSITARIOS

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La finalidad del presente estudio fue analizar las relaciones existentes entre la información que los alumnos universitarios tienen de sus emociones, del control que ejercen sobre las mismas, de las emociones que les motivan a la reflexión, de la influencia de las emociones en sus relaciones interpersonales y de su inteligencia creativa. Este conocimiento refleja las interacciones complejas y delicadas que pueden darse en una persona entre emoción y cognición. La capacidad para vivir y expresar con sabiduría las emociones es un indicador de la interdependencia positiva de estas dos dimensiones del ser humano integradas en la actualidad en el concepto de "inteligencia emocional". Los participantes fueron N=115, de ambos sexos, y con una edad promedio de 19.67 años y una desviación estándar de 2.03, a los que se les administró un cuestionario de 20 preguntas que valora la importancia que los jóvenes dan al conocimiento, al control, a la estimulación de las emociones y al impacto que ellas tienen en sus relaciones interpersonales y la prueba CREA que obtiene una medida cognitiva de la creatividad. Los resultados revelaron que los sujetos más creativos poseían un mayor conocimiento de sus emociones y ejercían un mayor control de las mismas. Sin embargo, no se encontraron diferencias estadísticamente significativas en relación con el sexo. Se encontró también que los alumnos más creativos atribuyen a las emociones una cierta importancia, tienen un entendimiento normal de su vida emocional, un sentido práctico de cómo manejar los propios sentimientos e impulsos y una interpretación respetuosa de las emociones de otras personas.

Palabras clave: emoción, creatividad, cognición, regulación

PRAZNA STRANICA

POSTER ABSTRACTS (IN ENGLISH)

THE RELATIONSHIP BETWEEN ATTACHMENT QUALITY AND EI

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Strategies of affect regulation, mentalization, and empathy are regarded as essential qualities in differentiating between secure and insecure attachment patterns; at the same time, these qualities are among the most prominent in conceptualizing emotional intelligence. This study examined the relationship between attachment and ability and trait EI, hypothesizing that better quality of attachment would implicate higher scores on both types of EI measures. The sample consisted of 128 adults (70 males, age range 25-61), who completed the Serbian MSCEIT and TEIQue, as well as two measures of attachment: ECR-R and UPIPAV. The latter allows categorizing subjects into four attachment patterns, with the following classification obtained: secure (33.9%), fearful (16.9%), preoccupied (29.0%), and dismissing (20.2%). The results of ANOVAs indicate significant overall differences between four attachment patterns on all dimensions of ability and trait EI. The most pronounced differences were found on the Managing Emotions branch of ability EI ($F = 13.118(120, 3), p = .000$) and the following dimensions of trait EI: Emotionality ($F = 21.300(119, 3), p = .000$), Self-control ($F = 5.110(119, 3), p = .000$), and Well-being ($F = 13.315(119, 3), p = .000$). The results of post hoc tests demonstrate significant differences in favor of the "secure" in comparison to the "fearful" group on global MSCEIT scores; with regard to global TEIQue scores, the "secure" group was found to score significantly higher, and the "fearful" group significantly lower than any of the remaining three groups. These findings are corroborated by correlational analyses, which yielded significant negative correlations between Anxiety and Avoidance on the ECR-R, and all subscales of the MSCEIT and TEIQue ($r = -.242$ to $-.562, p = .000$). The results confirm our initial hypothesis of a significant relationship between attachment quality and EI and also suggest attachment quality as the possible common ground of ability and trait EI.

Keywords: ability EI, trait EI, attachment quality/patterns, MSCEIT, TEIQue

NEW METHODS OF EVALUATING EI

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With the changing Environment the traditional methods of evaluation have become difficult, to measure the EI of an Individual. Thus in order to provide the modern perspective, we looked in deeper on the factors affecting the EI, measuring the EQ and talking about the Emotional Maturity (EM) which is a result of Emotional management. It is this EM which shall enable the exploitation of the Human capital of an Individual making them a part of a productive work force. With this end in view looking into the requirements of human Resources as a part of Recruitment, Promotions or higher complex responsibility the performance/Productivity leading to profitability has become the guiding principle. Thus recognising the attributes through factor Analysis we have narrowed on four Parameters, having 20 attributes. 1. Personal Qualities; 2. Mental Make up; 3. Competence; 4. Behavior Based on the above we have constructed a model which when measured on these attributes lead us to EI score on the Semantic differential scale. New method of Evaluation of Emotional Intelligence using the Semantic Differential Scale. Considering creativity, innovation, achievement as parameters which influence the EI. Results This takes into consideration the dynamic changing environment. The parameters used are four factors which have been evolved after a detailed factor analysis from the attributes considered. Another way to easily find the Emotional Intelligence with respect the changing environment. Conclusion Followed by a innovative training program which has been developed in order to increase the EQ. (The same can not be included as not a part of the above Paper).

Keywords: semantic differential scale, emotional maturity, innovative training program

TOWARD A NEW PARADIGM OF ETHICAL LEADERSHIP: AN INTRODUCTION TO THE CONCEPT OF NORMS

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Emotional intelligence (EI) is a set of skills comprising perceiving, using, understanding, and managing emotions in the self and in others. So far, research and discussion of EI has predominantly focused on prosocial outcomes. However, what if EI could also have a "dark side"? What if EI could be used strategically by individuals high in those skills in order to advance their personal interests? These questions represent a new movement in the EI literature. This possibility of a "dark side" opens up the field of EI to two, now opposing positions ("pure" versus "manipulative" use of EI), revealing a somewhat caricatural vision of individuals intentions and society ethos at large. I argue here that there is a "grey zone", a third fundamental alternative that has been missing to this emerging debate on the potential "dark side" of EI. Focusing on the organizational context, and more specifically on the leader-follower relationships, I propose here an innovative model that defends the idea of a possible compatibility between a strategic use of EI (SEI) and an ethical practice of leadership. Central to this contribution is the introduction of the concept of NORMS, which proposes five conditions that must be respected to allow such compatibility. In proposing this new model, I extend current thinking on the construct of EI and open areas for future research on ethical leadership.

Keywords: emotional intelligence, strategy, getting ahead, leadership, ethics

RELATIONSHIP BETWEEN SELF-EFFICACY BELIEFS AND EMOTIONS AS FUTURE TEACHERS OF PHYSICS IN SECONDARY EDUCATION

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The main objective of our work is to analyze the self-efficacy beliefs of prospective teachers of secondary education in physics classes, observing their perceived ability to successfully teach their students, and relate to the emotions predicted in future physics classes. To this end, we have developed a questionnaire containing possible emotions that feel to teach physics contents. The sample consisted of 178 prospective secondary education teachers of the University of Extremadura in Badajoz (Spain) doing the CAP (Pedagogical Aptitude Course) during the 2008/09 academic year. Generally, the results show that future high school teachers feel qualified to teach physics content with their training. Positive self-efficacy decreases and negative self-efficacy increases if there are negative emotions.

Keywords: emotions, learning, teaching, secondary education, physics

THE EMOTIONS PRESAGED BY PRIMARY PRE-SERVICE TEACHERS IN TEACHING AND LEARNING SCIENCES

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Learning and teaching science is more than a cognitive process and is highly charged with emotions. Nevertheless, in schools and universities, for the most part science is portrayed as a rational, analytical, and non-emotive area of the curriculum. We consider it necessary to study the affective and emotional factors in science teaching and learning of future primary teachers, as their emotions can be important in their pupils' achievement and attitudes towards learning science. This study shows the emotions presaged in a sample of 188 pre-service Primary teachers during their first year at university regarding the subjects of Physics/Chemistry and Nature Sciences. Then we compare this information with the emotions felt during their period as secondary school pupils using a questionnaire as the data acquisition instrument prepared on the basis of the questionnaire developed by Brígido et al. (2009). The results indicate that the most positive feelings arose in teaching and learning Nature Sciences, and more negative emotions in Physics and Chemistry. In each subject there was a correlation between all emotions in their own learning at school and in their subsequent science teaching, using for our research the SPSS (Statistical Product & Service Solutions) 13.0 software package. The conclusions are that the scientific subject influences the emotions of pre-service primary teachers, both in learning and in teaching. In Physics and Chemistry, the emotions are mostly negative, while in Nature Sciences they are positive. Finally, the memory of their emotions in learning science at school is more negative than in teaching science during their teaching practice. It is therefore necessary to develop programs of intervention and emotional support for prospective teachers (Appleton, 2008, Koballa et al., 2008; Shoffner, 2009) in order for them to gain in emotional competence – an aspect on which we are currently working.

Keywords: emotions, science teaching, primary teachers

EMOTIONAL SUPPRESSION IN SOCIAL RELATIONSHIPS: THE MEDIATIONAL EFFECT OF EMOTIONAL INTELLIGENCE

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The main objective of this study was to analyze the relation between the emotional suppression regulatory strategy and positive social relationships and to explore the influence of Emotional Intelligence (EI) in this relation. The sample was composed by 420 participants, aged between 18 and 80 years (mean age 38; 54% men and 46% women). Participants were asked to complete the Emotional Regulation Questionnaire (ERQ; Gross & John, 2003); the Positive Social Relationships Subscale (SPWB; Ryff, 1989) and the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT; Extremera, Fernández-Berrocal, & Salovey, 2006). Correlational analyses displayed positive and significant relations between emotional suppression with EI and positive relationships, and significant and positive relations were found among EI and positive relationships. Additionally, our results showed that the relationship between emotional suppression and positive relationships was mediated by the branches of facilitation, understanding, emotional managing, and for total score of MSCEIT. These findings point out the importance of EI in the tendency to use emotional suppression in social relationships.

Keywords: emotional suppression, emotional intelligence, social relationships, mediation

IS THE EMOTIONAL INTELLIGENCE AN IMPORTANT VARIABLE IN THE ACADEMIC ACHIEVEMENT OF THE UNIVERSITY STUDENTS?

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Given the importance that has been properly attributed to some non-intellectual aspects of intelligence such as emotional intelligence, academic achievement and professional development in general (Dulewicz, Higgs, and Slaski, 2003; Extremera N, Duran A., King L., 2005), it is necessary to continue to provide more evidence on this relationship. The aim of this work is to study the specific contribution of factors related to emotional intelligence, academic achievement and other variables traditionally considered important, such as personality variables intellectual and non-intellectual variables (Chico, E., 2006, Davies, Stankov and Roberts, 1998). The research participants are a sample of 124 Senior college students of University of Alicante's Science and Technology (Computer Science, Architecture and Chemistry), selected following a stratified random sampling proportional to the number of students registered in this area. The data collection instruments used in this work include: an Assessment of the traditional psychometric intelligence: test of "g" factor of Cattell, measures of emotional intelligence: Inventory SSRIs Schutte et al (1998) adapted by Chico (1999), - a measure based on the initial model of Salovey and Mayer (1990), measure the Emotional Quotient (EQ-i) of Bar-On (1977, 2000), Trait Meta-Mood Scale (TMMS-24) of Salovey, Mayer, Goldman, Turvey and Palfai (1995), Measurement of personality: Inventory of the Big Five personality factors of Costa and McCrae (NEO PI-R, adjusting TEA), and finally academic performance was measured by mean scores of the academic results of each student. It has conducted a hierarchical regression analysis in order to establish the specific contribution of the variables related to IQ, personality and emotional intelligence, to the explanation of academic achievement taken as a criterion. The results indicate that the variables that contribute significantly to the explanation of academic performance are related to personality and emotional intelligence.

Keywords: emotional intelligence, personality, academic achievement, university students

EMOTIONAL REGULATION AND FRIENDSHIP

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Previous studies have suggested the role that Emotional Regulation (ER) abilities have in the development of positive social interactions, quality of friendship and better interpersonal functioning. The present study aimed to explore the relationships between two different ER abilities and the number of "good friends". The study involved a Spanish sample of 402 participants (200 men, 202 women), ranged from 12 to 70 years ($M=43.09$; $SD=21.31$). ER abilities were measured using Emotional Regulation Questionnaire (ERQ; Gross & John, 2003), this measure assesses two ER strategies such as Reappraisal and Suppression. Friendship was measured using a description of "good friends". Data were analyzed according to sex and age. Results provided evidence of a positive relationship between Reappraisal strategies and Number of friends for both sex in elderly sample, whereas no associations were found for both adolescence and adult sample. These results lend support evidence about the role that ER abilities can be related to the quantity of positive interactions among elderly people.

Keywords: Emotional regulation, friendship, social interactions

THE EMOTIONAL LITERACY PROGRAM: "PAY IT FORWARD!"**Celjak Ana¹***⁽¹⁾ Center for the Development of Emotional Intelligence*

The youth violence, overall, has increased in Croatia at an alarming rate in the last few years. These concerns lead to an increasing focus on preventing school violence. Should we implement prevention programs to improve school climate and teach students civility? Can we identify early warning signs before the violent eruption? Is it necessary to rely on zero tolerance and increased use of suspension in the face of school disruption or are there other options? How can schools be prepared to cope with the case of school violence? The purpose of this paper is to show that we can develop a variety of school-based programs that can significantly reduce the threat of serious violence and disruption. The aim of program "Pay It Forward!" is to train students how to use the skills of emotional intelligence in order to resolve conflicts non-violently. Also, program encourages student's teamwork and communication skills. In this program, the third grade students in high school, after training, transfer knowledge to students in first grade. It is conducted through weekly meetings with the coach, where at every meeting students adopt new skills.

Keywords: emotional intelligence, violence, literacy program

COGNITIVE FLEXIBILITY AND EMOTIONAL INTELLIGENCE – CONTRIBUTIONS FOR STUDYING THEIR INTERACTIONS IN HEALTH PROFESSIONALS

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This work seeks to contribute to understanding the relationship between the constructs of cognitive flexibility and emotional intelligence. In this context we seek to evaluate the relationship between the dimensions of emotional intelligence and cognitive flexibility. We used a sample of professionals in health care. Emotional intelligence was assessed by EIV360^o - Emotional Intelligence View 360, Nowack (1987, 2004) and cognitive flexibility across the range of self-perception of cognitive flexibility (Guerra and Candeias, 2007). The results show a positive correlation between the two constructs and allow us to make implications for the understanding of competencies and skills involved in professional performance. This study also served to gauge the metric qualities of evidence. Since this is a recent area of study new ideas are proposed in order to deepen these issues.

Keywords: emotional intelligence, intelligence, cognitive flexibility

EMOTIONAL INTELLIGENCE AS A KEY COMPETENCE FOR PROFESSIONAL ACHIEVEMENT OF SPECIAL EDUCATION TEACHERS

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The study investigated Emotional Intelligence and Verbal and Non-Verbal general abilities in students attending a teaching training for becoming special education teachers in infant and primary schools. Participants of the study were 151 undergraduates from the University of Palermo, Italy. They completed the following tests: the Mayer, Salovey & Caruso Emotional Intelligence Test (2002; Italian version by D'Amico e Curci, 2010); the PMA Verbal Meaning Test and the Raven's SPM. The academic achievement of students was measured computing their academic GPA, while we used the final evaluation obtained by students after attending the teaching training in schools as index of their Professional Achievement. The Professional Achievement was then included as the criterion variable for performing a series of regression analyses whose predictors were Emotional Intelligence, SPM and PMA scores, and academic GPAs. Results showed that Emotional Intelligence and academic GPAs, contrarily to general verbal and non verbal abilities, are the best and significant predictors of Professional Achievement of students. According to the literature, the study evidences that the key competences for becoming good special education teachers, derive from a "perfect mix" between declarative knowledge in theoretical and educational field (measured through Academic GPAs) and EI (measured through MSCEIT) which includes the abilities to perceive, facilitate, comprehend and manage their own and others' emotions. This results, along with those obtained in other studies, underline the importance of considering the Emotional Intelligence as one of the main abilities that an academic curricula should promote in order to train future competent teachers, particularly in the field of special education.

Keywords: emotional intelligence, verbal abilities, non-verbal abilities, academic achievement, teachers

PERCEIVED EMOTIONAL INTELLIGENCE AND CORE SELF-EVALUATIONS FOR PREDICTING SUBJECTIVE HAPPINESS: A TEST OF MODERATION MODEL

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The objective of this study was to analyze jointly the role of perceived emotional intelligence and core self-evaluations as predictors of subjective happiness in a large sample of Spanish adults (N=1005). As expected, perceived emotional intelligence dimensions, specially, mood clarity and repair showed positive associations with core self-evaluations and subjective happiness. Core self-evaluations also correlated significantly and positively with levels of adults' subjective happiness. Along with the expected direct and additional influence in the prediction of subjective happiness of core self-evaluations and trait meta-mood, a significant core self-evaluations \times trait meta-mood was found in predicting happiness scores beyond the independent effect of core self-evaluations and trait meta-mood. However, this interaction was only found for core-self evaluations and mood repair. Findings provide some preliminary support for a specific interaction between core self-evaluations and mood repair in predicting happiness and some implications are discussed.

Keywords: core self-evaluations, perceived emotional intelligence, subjective happiness, predictive validity

AN EMPIRIC STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRENGTH OF EGO (SELF-EFFICACY AND OPTIMISM)

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The theoretic construct of the Strength of Ego is based on two assumed: Self-Efficacy and Optimism which form the basic dimensions. Seligman M.E.P., (1996, 2000) defines optimism as an explanatory style, that is a habit of thought which is learnt during infancy and adolescence. Whilst Bandura A. (1995, 1997) defines "perceived self-efficacy" a person's confidence in his/her ability to successfully fulfil requests in a specific context or to feel equal to any situation. Bar-on's theorization (1997) considers Emotional Intelligence as a set of non-cognitive abilities influencing the capability of successfully facing requests from the outside world. The aim of this study is to examine the relationship between the Emotional Intelligence and Strength of Ego and the research was carried out on a sample of 190 subjects (adults of different gender and age). The Questionnaires used are: the "Strength of Ego" (Franco M., in validation) for the measure of Self-Efficacy and Optimism dimensions and the Emotional Intelligence Inventory" BarOn EQ-i (Franco M., Tappatà L., 2009) for the measure of: Intrapersonal, Interpersonal, Adaptability, Stress Management and General Mood scales. The results of the statistical analysis highlighted, above all, significant relationships between the Intrapersonal, Adatability, General mood scales and and Strength of Ego.

Keywords: emotional intelligence, BarOn EQ-i™, personality, ego, self-efficacy

THE "EMOTIONALLY INTELLIGENT LEADER" (BARON EQ-I™) AND RELATIONAL CLIMATE IN WORKPLACE: A CASE STUDY IN AN INTERNATIONAL COMPANY

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Emotional Intelligence is defined by Bar-On (1997) as an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. The object of this empiric research is to determine the relationship between the construct of Emotional Intelligence in the specific field of Leadership's Style and the relational climate of among co-workers (Salovey et al, 1993; Sinclair e Mark, 1992). The first instrument used is the Italian version BarOn EQ-i™ (Franco M., Tappatà L., 2009) for the measure of: Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization, Empathy, Social Responsibility, Interpersonal Relationships, Reality Testing, Flexibility, Problem-Solving, Stress Tolerance, Impulses Control, Optimism, Happiness. The dimensions of Leadership style are: Centered and Gruounded, Action-Taking, Partecipative, Touught-Minded. The second instrument is an Italian adaptation (named "Daily working life"), made by Crescentini, Franco and Alimonti, of the original questionnaire by Grant, Gino and Hoffmann (in press). It measures: change, obedience, conscientiousness, altruism, helping/voice, courtesy, sportsmanship, civic virtue, in-role, upward communication. The Italian sample of this research was composed of 3 work groups from an international company. The managers filled the EQ-i questionnaire and the collaborators the "Daily working life" ones. The statistical analyses have investigated the effect of Leadership's Style on climate in a workplace because a double function of adaptation and change, in relation to the context in which it is working (Caprara, 1996), is currently recognized to the leadership. The focus of our reflection is that the most important leadership's skills required in the workplace are: assertiveness, interpersonal relationships, flexibility, problem-solving, stress tolerance and positive think (as stated by Murray, 1990, Yukl & Van Fleet, 1992, Goleman 1998).

Keywords: emotional intelligence, leadership, skills, climate, workplace

THE DIFFERENCES BETWEEN TWO SPANISH UNIVERSITIES IN THE EMOTIONS PRESAGED BY PRIMARY PRE-SERVICE TEACHERS IN TEACHING AND LEARNING SCIENCES

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Learning and teaching science is more than a cognitive process and is highly charged with emotions. Nevertheless, in schools and universities, for the most part science is portrayed as a rational, analytical, and non-emotive area of the curriculum. We consider it necessary to study the affective and emotional factors in science teaching and learning of future primary teachers, as their emotions can be important in their pupils' achievement and attitudes towards learning science. This study shows the emotions presaged in a sample of 259 pre-service Primary teachers of the University of Extremadura (Spain) and the University of Las Palmas de Gran Canaria (Spain) during their first year at university regarding the subjects of Physics/Chemistry and Nature Sciences (Biology/Geology). Then we compare this information with the emotions felt during their period as secondary school pupils using a questionnaire as the data acquisition instrument prepared on the basis of the questionnaire developed by Brígido et al. (2009). The results indicate that the most positive feelings arose in teaching and learning Nature Sciences, and more negative emotions in Physics and Chemistry. In each subject there was a correlation between all emotions in their own learning at school and in their subsequent science teaching, using for our research the SPSS (Statistical Product & Service Solutions) 13.0 software package. On the other hand, the students of the University of Las Palmas have more positive feelings, except in Physics/Chemistry teaching. The conclusions are that the scientific subject influences the emotions of pre-service primary teachers, both in learning and in teaching. It is therefore necessary to develop programs of intervention and emotional support for prospective teachers (Appleton, 2008, Blanco et al., 2010; Koballa et al., 2008; Shoffner, 2009) in order for them to gain in emotional competence.

Keywords: teaching, sciences, teacher training

THE STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND JOB MORALE AMONG PERSONNEL

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This study aims to find the relationship between Emotional intelligence, job satisfaction and job morale among the personnel of Islamic Azad University of Ghaemshahr. The importance of education and development of card-bearing employees and improvement of organizations with affiliated personnel must be recognized and we need to remove all the obstacles to achieve our goals. Emotional intelligence can be the most important factor, and general aim for this research lies in the consideration between Emotional intelligence and professional satisfaction that must be the most important factor in organization development and revenue. In the meantime we consider if there are any relationships between these unstable factors. Out of 208 official staff of the aforementioned University (152 male, 56 female), with diploma, associated degree, BSC or BA and MSC or MA (Except staffs who are under diploma) using Morgans and Kerjesi tables, 136 staffs (41 female and 95 male) were selected. The method of researching was correlation and instruments included: standard questionnaires related to Emotional intelligence of Brodberri and Griyoz, standard questionnaires of job satisfaction of visoki and krom and the researcher's questionnaire remained for job morale. To analyze the data, descriptive statistics was used (frequency distribution tables, diagrams and percent) and the well-known statistics (Pearson's correlation coefficient, independent test, variance analysis, ANOVA and m..dty variable regression) was used as well. The result of this study has shown there is not any meaningful relationship in this statistical community between emotional intelligence and job satisfaction, but there is a meaningful relationship between job morale and emotional intelligence, and education and gender have not any effect on studied variables. There is not any meaningful relationship between job morale and job satisfaction.

Keywords: emotional intelligence, job satisfaction, job morale, personnel

THE INCREMENTAL VALIDITY OF ABILITY AND TRAIT EI MEASURES IN PREDICTING PSYCHOLOGICAL WELL-BEING

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Building on recent research on the incremental validity of EI concerning life outcome criteria, this study examined the predictive validity of both maximum performance and self-report measures of EI, after controlling for cognitive ability and personality. A sample of 128 employed adults (age range 25–61, $M=39.67$, $SD=8.38$; 70 males, 58 females) was administered the following set of predictor measures: (a) the Serbian MSCEIT and TEIQue, (b) a comprehensive battery of cognitive ability tests, and (c) the NEO-FFI. Serving as the criterion measure were Ryff's Scales of Psychological Well-being. Two separate hierarchical multiple regression analyses were conducted by entering the derived g-factor of cognitive ability in Step 1, the Big Five in Step 2, and the overall EI score on the MSCEIT or the TEIQue in Step 3. Both models were found to exhibit significant predictive power: $F(7,117)=30.99$, $p=.000$, with 65% of the criterion variable variance explained by the "MSCEIT set", and $F(7,116)=34.71$, $p=.000$, with about 68% of the criterion variance accounted for by the "TEIQue predictor set". As expected, general cognitive ability and personality factors excelled in both predictor stocks, with the g-factor solely accounting for about 27% and the Big Five additionally explaining 38-39% of the criterion variance. The step 3 results, however, differed significantly in the two analyses, with the overall MSCEIT score making a non-significant contribution to the model (R^2 Change=.000, $p>.05$), but the overall TEIQue score accounting for an additional 3% of the criterion variable variance (R^2 Change=.025, $p=.003$). The present findings concur with extant data on the incremental validity of the two types of EI measures and attest to the difference in predictive power between maximum performance and knowledge on emotional content, assessed through ability EI measures, and real-life behaviors examined by trait EI measures.

Keywords: ability EI, Serbian MSCEIT, trait EI, Serbian TEIQue, incremental validity

THE ROLE OF SUPPRESSION OF EMOTIONS IN RELATIONSHIP BETWEEN SOCIAL ANXIETY AND EXPERIENCING EMOTIONS

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The aim of this study was to determine model that would be best able to explain and understand the complex relationship between social anxiety, beliefs about expressing emotions, suppression of emotions, experiencing positive and negative emotions and life satisfaction in general, controlling for depressive symptoms and neuroticism. The study included 521 female students of the University of Rijeka and University of Pula. The model tested made the contribution to the understanding of these relations in the result which demonstrates that social anxiety does not make any direct effects on positive or negative emotions. The role of beliefs about expressing emotions is emphasized and it has been confirmed the mediating role that these beliefs have in relation to social anxiety and emotion suppression. This research provided a detailed insight into the complex relationship between social anxiety, experience of emotions and the quality of life in general, in a way that the structural modeling included some of mediation mechanisms that play a role in this regard.

Keywords: social anxiety, emotion regulation, beliefs about expressing emotions, quality of life

TEMPERAMENT AS A POTENTIAL PREDICTOR OF EMOTIONAL INTELLIGENCE

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It is thought that the structure of temperament determining a large capacity for processing stimulation predestines an individual to greater social activity and facilitates the development of emotional intelligence. On the other hand, it can also be thought that high level such traits as sensory sensitivity, perseveration and emotional reactivity that are inconsistent with mentioned before structure can give rise to greater concentration on other people and relations with them, thus serving the development of emotional skills. The purpose of the study presented in the poster was to specify the relation between temperament traits postulated in the Regulative Theory of Temperament and emotional intelligence. Along with the general level of emotional intelligence its several components were measured i.e. empathy, emotional control, acceptance, expresion and usage of emotions in the action, as well as understanding and realizing experienced emotions. The sample consisted of 120 students aged between 20 nad 28 years old. The analyses conducted revealed some significant correlations between emotional intelligence and temperamental traits; however, the results are unambiguous. It seems that the relations found can depend on type of emotional skills under examination or the sex of the respondents.

Keywords: emotional intelligence, emotional skills, temperament

DIFFERENCE ACROSS ATTENTION AND CLARITY LATENT CLASS IN WELL-BEING

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The goal of this research was to explore the different scores in three well-being indicators, i.e. self-esteem, satisfaction with life and vitality, across three latent class bases on the emotional attention and emotional clarity scores in a sample of 422 university students (60 male and 362 female). With regard to the emotional attention latent class analysis (LCA), the results showed that the best model was comprised of three latent classes, that is, low (n=54), middle (n=209) and high (n=159). Through an analysis of variance (ANOVA; Tukey post-hoc analysis), the results showed that there wasn't any significant difference across the three clusters in any of the well-being indicators. With respect to the emotional clarity LCA, the best model consisted of three latent classes, that is, low (n=31), middle (n=224) and high (n=167). The ANOVA (Tukey post-hoc analysis) analysis revealed that there were significant differences across the several clusters in all well-being factors. Thus, we believe that, in relation with well-being factors, emotional clarity is more important than emotional attention. These results should be taken into account when developing a program to foster emotional intelligence in university students.

Keywords: emotional attention, emotional clarity, self-esteem, satisfaction with life, vitality and wellbeing

A SYSTEMATIC REVIEW OF THE INSTRUMENTS USED FOR MEASURING EMOTIONAL INTELLIGENCE IN PRE-ADOLESCENTS

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Emotional Intelligence (EI) has become a construct widely considered in the field of health, academic and organizational contexts, which has demonstrated its influence on health and the overall quality of life, and also on quality of life of the student and employee, respectively. Following research in these areas, and because of the multiple benefits on the training of this variable, it is of particular interest to review if instruments currently used to assess Emotional Intelligence in adolescents are the most suitable. In fact, there is a wide corpus of studies examining EI in secondary school and university students. However, there is a range of ages in pre- adolescence (egr. 6 to 12 years old) that may have several comprehension problems with the instruments used. Specifically, within the self-report measures, there are questionnaires widely used as the Trait Meta-Mood Scale, the Schutte Self Report Inventory, the Emotional Quotient Inventory, the Emotional Competence Inventory or Trait Emotional Intelligence Questionnaire, among others. Later, to address problems of bias posed by self-report questionnaires, measures of performance or ability are proposed. These tests are the reduced and improved version of MEIS and the MSCEIT. Therefore, the aim of this paper is to review how often studies with teenage population use these instruments and to what extent are really valid and reliable. We also discuss about the problems of these tests and how they may be overcome. To achieve this aim we present a systematic review about the papers that report studies with pre-adolescents and adolescents. Our analysis show that self-report measures are more frequently used with adolescents and that there is a need to improve instruments to assess pre-adolescents EI.

Keywords: measurement, adolescents, overview

EMOTIONAL INTELLIGENCE AND SOCIO-AFFECTIVE SKILLS: A SERIES OF STUDIES WITH THE FRENCH TRAIT-META-MOOD SCALE (TMMS)**Maria Anne-Solène¹, Devouge Isabelle², Poug Lydia³, Grezes Julie³, Berthoz Sylvie³***(¹) INSERM U669 Cochin, Paris & IMM, Department of Psychiatry for Adolescents and Young Adults, Paris, (²) INSERM U669 Cochin, Paris,**(³) LNC, INSERM U960, Paris & DEC, Ecole Normale Supérieure, Paris*

Emotional intelligence (EI) has been linked to greater emotional introspection, understanding and regulation. This would account for the protective effect of EI on mental illnesses. We further investigated these hypotheses in 2 psychometric and 1 behavioral studies involving healthy adults. In addition to the TMMS, 824 participants (Study 1; age 20.6 ± 2.1 ; 55.3% women) completed questionnaires measuring depression (BDI13), anxiety (STAI), alexithymia (BVAQB), basic affective tendencies that stem from affective neuroscience research (ANPS), empathy (IRI-EC) and emotional expressions recognition (ESQ). Another set of 190 participants (Study 2; age 27 ± 7.4) completed the TMMS and questionnaires measuring mindfulness (MAAS), emotion regulation (ERQ) and psychopathological symptoms (SCL90). The ability to cognitively process emotional expressions was assessed in 26 participants (Study 3; age 25.6 ± 8.6) who viewed neutral faces (0%) slowly changing to a prototypic emotion (100%) of happiness, sadness, fear, or anger. We conducted group comparisons of 207 High (score > 75th percentile of the whole-sample distribution), 401 Intermediates (25th > score < 75th percentile) and 216 Low TMMS scorers (score < 25th percentile) for the self-report scores.

The TMMS factorial structure and internal consistency indices were satisfactory. High TMMS scorers had lower BDI13, STAI, ANPS Fear, Anger and Sadness and BVAQB scores, and greater MAAS, ERQ, ANPS Seeking, Playfulness and Caring and IRI-EC scores. Logistic regressions showed that relative to Intermediate TMMS scores, Low TMMS scores is a vulnerability factor for psychopathology (except SCL90 Somatization), whereas High TMMS scores is a protective factor for psychopathology (except SCL90 Phobia). Finally, High TMMS scores were associated with increased ability to process emotional expressions (Happiness, Sadness, Fear, Anger, Surprise ESQ scores; Anger, Fear morphed faces).

We demonstrate the French TMMS has satisfying psychometric properties and that interindividual differences in EI are associated with differences in socio-affective skills.

Keywords: dysphoric affects, psychopathological symptoms, emotion regulation, emotion recognition, empathy

WELLBEING IN SPORT SETTINGS: AN EMOTIONAL AND MOTIVATIONAL MODEL

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The main objective of this research was to test a theoretical model through a structural equation analysis, integrating emotional and motivational factors to explain well-being. In particular, we focused on attention, clarity and repair as emotional factors, and perceived motivational climate, task orientation and intrinsic motivation as motivational factors. The participants were 399 Spanish athletes (281 men and 118 women). The results of structural equation modeling analysis showed that emotional attention predicted emotional clarity. They also indicated that this factor had a direct effect on emotional repair, and mediated the relationship between perceived task climate and task orientation. Finally, the results showed that task orientation had a direct effect on intrinsic motivation and this factor, as well as emotional repair, had an effect on wellbeing. Thus, the results indicate that if athletes, at the end of a season, perceive that their trainer rewards their effort and improvement, and treats everyone equally, whether they are better or worse players, and that in the team everyone helps each other, they will perceive that success in sport is achieved by learning new techniques and by striving. However, this relationship is not direct, it is mediated by the emotional clarity with which athletes perceive their feelings about the other.

Keywords: perceived emotional intelligence, achievement goals, intrinsic motivation, well-being

PROSPECTIVE PREDICTORS OF THE ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

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Besides cognitive factors, non-cognitive factors such as personality traits and emotional regulation may have important contribution to student academic achievement. Three-year longitudinal study on prospective predictors of the academic achievement was conducted on representative sample of 297 female and 194 male students of different faculties from the University in Rijeka, Croatia. Test of intellectual ability, big five personality questionnaire, expectancy of graduating and anxiety sensitivity questionnaire were group-administrated at the beginning of the study. At the end of the third year of study students grades were obtained from the student service administrators. Results show that female students have better average grades during three years of college than male students. Among analyzed predictors of academic achievement, female students show higher openness, neuroticism, expectancy of graduating and anxiety sensitivity. Separate hierarchical regression analyses were performed to assess predictive value of intellectual abilities, big five personality traits, expectancy of graduating and anxiety sensitivity for male and female students. In a sample of female students, intellectual abilities, expectancy of graduating and anxiety sensitivity were positive predictors, and extraversion and agreeableness were negative predictors which explained 16% of academic achievement variance. In a sample of male students only personality traits were significant predictors of achievement. Openness, consciousness and low extraversion were significant predictors which explained 25% of academic achievement.

Keywords: academic achievement, personality, anxiety sensitivity

EMOTIONAL INTELLIGENCE RELATIONSHIP WITH BUILDING NEW IDENTITY AND CULTURAL ADJUSTMENT IN IMMIGRANT ADOLESCENTS

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Immigration implies intergroup contact and participation in a new culture. Immigrants must decide in which extend they will maintain their cultural background and adopt host community's cultural patterns (Bouhris et al, 2009). This process is especially important in the case of adolescents, who are going through a life-stage whose most crucial task is to construct a stable personal and social identity. Being part of a social minority with low status is a situation that requires emotional and cognitive reorganization, which represents a risk for their psychological well-being. The aim of this study is to analyze the influence of Emotional Intelligence - as the personal capability to perceive, comprehend and repair own emotions - on self-esteem, acculturation orientations, and ingroup identification of first generation immigrant adolescents. Perceived EI was evaluated using the Trait Meta Mood Scale (TMMS-24) (Fernández-Berrocal, Extremera & Ramos, 2004); self-esteem was assessed using Rosenberg's Scale (1965); acculturation orientations, were evaluated with the Immigrant Acculturation Scale (Bouhris et al, 2009). One item (Navas et al, 2004) was used to asses ingroup identification. The sample collected is N= 120 immigrant adolescents (LatinAmerica, 68.5%; Maghreb, 21.5%; Eastern European 10%), between 13-16 years, students at Basque Country's public schools. We had hypothesized that individuals with higher levels of perceived EI, will present higher self-esteem (Salovey et al., 1995; Fernandez-Berrocal et al, 2004), and that through this variable, EI will act as modulator element of immigrant adolescent's ingroup identification, and also on their sociocultural adjustment. At the moment, data analysis is being finalized, to empirically prove the interaction between EI and the above-mentioned variables. Results will be available on short term, to be published at the Congress.

Keywords: emocional intelligence, immigration, adolescents, identity, acculturation

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ASSESSING THE ABILITY TO PERCEIVE BASIC AND COMPLEX EMOTIONS IN DEAF PEOPLE WITH THE PERVALE-S**Mestre Jose M.¹, Larran Cristina¹, Martinez-Cabañas Fatima¹,
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A poorly understood aspect in deaf people is their cognitive emotion information processing abilities. Deaf people have more difficulties to distinguish the tone, intensity and rhythm of the language that listener people. When deaf people that they acquired deafness oral communication system, so they achieve a greater development of self and understanding of own and others' emotions than deaf people who develop a gestural (LSE). PERVALE-S software is a tool for assessing perception, expression and evaluation both basic and complex emotions in deaf people with different communication codes (verbal and gestural). PERVALE-S presents visual images and instructions (by an interpreter), where the subject must identify what the image conveys both emotion and intensity level. Main findings show that women obtain a higher success rate than men; joy and fear are the emotions best perceived; on the contrary the worst perceived was envy. It was founded by deaf people a greater difficulty to identify the intensity of the emotions than to recognize the emotion itself.

Keywords: perceiving emotions, assessing emotions, deaf people, performace measure of emotion

EMOTIONAL INTELLIGENCE AND PERCEIVED QUALITY OF LIFE: COMPARATIVE STUDY IN UNIVERSITY STUDENTS OF BUENOS AIRES, ARGENTINA

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Emotional Intelligence can be understood as "a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-load information" (Petrides y Furham, 2001:427). This construct is being a focus of research in education in the last ten years by recognizing its importance when studying well-being, quality of life, interpersonal management, motivation and academic success of students (Extremera and Fernandez Berrocal, 2004). This study presents preliminary results obtained assessing the relationship between Emotional Intelligence and Perceived Quality of Life in higher education students from different disciplines. When comparing Emotional Intelligence Trait among university students of Psychology, Geography and Environmental Sciences; it has been possible to identify statistically significant differences ($F(2)=30,56$, $p<0,001$). Psychology students show highest level in Trait Emotional Intelligence ($M=83,62$; $SD=6,9$), regarding Geography students ($M=76,47$; $SD=11,3$) and Environmental Sciences students ($M=77,9$; $SD=9,7$). Three groups differ, also, in the four factors analyzed: Psychological Wellbeing ($F(2)=12$, $p<0,001$), Emotional Skills ($F(2)=16,41$, $p<0,001$), Selfcontrol ($F(2)=26,84$, $p<0,001$) and Social Skills ($F(2)=28,53$, $p<0,001$). Psychology students show highest scores in each factor, comparing groups; and our findings suggest that participants with high levels of emotional intelligence are more satisfied with their perceived quality of life, in particular, regarding those areas related to Self-Esteem, Health, Study, and Interpersonal Relations. A current challenge is to examine deeply EI structure and to extend samples and compare different students, from public and private universities, in order to be able to generalize conclusions.

Keywords: emotional intelligence, quality of life, psychology, university students, TeiQue

EMOTIONAL INTELLIGENCE IN ROMANIA: PRACTICAL INTEREST AND RESEARCH DIRECTIONS

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Adrian Opre, PhD, Ramona Buzgar, PhD candidate, Sebastian Vaida, PhD candidate, Oana Ghimbulut, PhD candidate Babes Bolyai University, Cluj Napoca, Romania After post-communism period, the Romanian educational system tried to accommodate itself to European standards among which Emotional Intelligence played an important role. After year 2000, a lot of trainings and books appeared on the market presenting the benefits of EI abilities that could be used in organizational and educational settings. Psychologists especially started to invest a great amount of time in the research and testing of this "concept" by measuring the impact of world -wide recognized programs on Romanian children, adolescents and adults. Because our research and field activity focuses mainly on education and teacher training, in this paper we will present the impact of emotional intelligence programs used to develop what we define as emotional intelligence for romanian children: cognitive, social, emotional and behavioral skills or skills for life. Starting with a very good documentation on the studies regarding EI, continuing with the presentation of the concept, showing everyone why EI is so important in people's lives, psychologists searched for programs meant to develop EI skills. We translate and present to teachers and parents different REBE (Rational Emotive Behavioral Education) programs like: "Rational Stories for children" (Virginia Waters), "Rational Emotive Education" (Ann Vernon), "You Can Do It Education" (Michael Bernard) and then test the efficiency of this programs on school aged children (7 to 18 years, mass and special education) and even on preschool children (3 to 6 years). But the results were inconclusive. Even if the materials/ programs are attractive and everyone likes them, the psychological measurements using standardized tests showed small or insignificant improvements in socio-emotional skills or behavior of children. New research directions and the benefits of using SELF KIT program will be presented and discussed.

Keywords: emotional Intelligence, rational-emotive behavioral education programs, SELF Kit

EMOTIONAL INTELLIGENCE AND ITS RELATION TO LEADERSHIP LEARNING, LEADERSHIP EFFECTIVENESS, TEAM PERFORMANCE AND TEAM CLIMATE: AN EXPLORATORY STUDY

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Leadership development has become an increasing priority for engineering graduates as largest engineering companies seek to hire employees who possess effective leadership skills. The present study is set out to explore the links between engineers' emotional intelligence (EI), leadership learning, leadership effectiveness, team performance, and team climate. The study sample comprised eleven senior engineering students participating in a leadership development course offered in an engineering school located in Southern Europe. As part of their training, the students assumed the leadership role of first-year design engineering project teams during a period of 30-weeks. Behavioral data were collected by diary method using participants' reflective learning journal entries written over a 24-week period. The qualitative data collected were thematically analyzed using a code derived from the EI model developed by Goleman et al. (2002) which covers 18 competencies arrayed in four clusters (i.e. self-awareness, self-management, social awareness, and relationship management). In the present study, leadership learning was assessed by means of a 50 item multiple-choice test concerning leadership theory and concepts. Leadership effectiveness was assessed with a 360-degree feedback process soliciting team member ratings using an instrument comprised of 40 items ($\alpha=0.96$). Team performance was operationalized as the design project grades. Team climate was assessed by an eleven-item survey ($\alpha=0.89$). The obtained results are the following: (1) Percentage frequency occurrences of five EI competencies (i.e. accurate self-assessment, self-awareness, optimism, inspirational leadership, and transparency) correlated significantly positively with leadership learning. (2) Seven EI competencies (i.e. achievement, initiative, influence, inspirational leadership, adaptability, teamwork, and empathy) correlated with leadership effectiveness. (3) Two EI competencies (initiative and adaptability) correlated with team performance. (4) Only one EI competency (i.e. adaptability) correlated significantly with team climate. Due to the exploratory nature of the study and the small sample size, these results clearly require more investigation.

Keywords: emotional intelligence, project leaders, leadership learning, leadership effectiveness, team performance

RELATIONSHIPS BETWEEN HUMAN VALUES AND EMOTIONAL INTELLIGENCE COMPETENCIES

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Emotional intelligence (EI) competencies have been argued to account for a substantial amount of variance in predicting performance (Boyatzis, 2008). A competency, in its generic form, is defined as a set of related but different sets of "behaviour" organized around a similar intent (Boyatzis, 2009). Various scholars have argued that values are central to human behaviour that they motivate actions and determine how people behave in certain situations (Bardi and Schwartz, 2011; Dose, 1999; Inglehart, 1977; Kluckhohn, 1951; Rokeach, 1973; Schwartz, 1992). Based on this literature, this study is aimed at exploring the relationship between human values and EI competencies. The sample for this exploratory study comprised of eleven undergraduate chemical engineering students. Behavioral data were collected from participants' reflective learning journal entries written over a 24-week period. This data then were thematically analyzed using a code derived from the EI model developed by Goleman et al. (2002) that covers 18 competencies. The Schwartz Value Survey was used to measure ten motivationally distinct value types that have been identified by Schwartz (1992). The results indicate a significant positive relationship between the "benevolence" value (i.e. helpful, honest, forgiving, loyal, responsible) and the competencies of "developing others" and "transparency". Positive relationships were detected between the "conformity" value (i.e. politeness, obedient, self-discipline, honoring parents and elders) and the competencies "optimism", "inspirational leadership", "adaptability", "teamwork" and "empathy." A negative relationship was found between the "hedonism" value (i.e. pleasure, enjoying life) and the "adaptability" competency. Another negative relationship was observed between the value "power" (i.e. social status and prestige, control or dominance over people) and the competency "empathy". The "tradition" value (i.e. humble, accepting my portion in life, devout, moderate) correlated negatively with the competency "self-confidence." Given the exploratory nature of the study and the small sample size, all conclusions must be considered only tentative.

Keywords: emotional intelligence competencies, human values

COPING ANXIETY: ARE THERE GENDER DIFFERENCES?

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This study analyzes gender differences in trait anxiety and the coping strategies adopted in response to situations of anxiety. Participants were 762 adolescents (50.78% boys and 49.21% girls) aged between 16 and 18 from a number of different high schools in the Basque Country. The Trait Anxiety Inventory (Spielberger, Gorsuch, & Lushene, 1970) was used to assess trait anxiety. An adaptation of the Responses to Stress Questionnaire (Connor-Smith, Compas, Wadsworth, Thomsen, & Saltzman, 2000) was used to assess the coping strategies adopted in response to situations of anxiety. T tests revealed that girls score significantly higher than boys in trait anxiety, primary control engagement coping (a category which includes problem solving, emotional regulation and emotional expression) and involuntary engagement responses (a category which includes rumination and impulsive action). Boys scored significantly higher than girls in secondary control engagement coping (a category which includes positive thinking, cognitive restructuring, distraction and acceptance). The results also revealed that the situation of anxiety experienced was significantly more intense for girls, but more disagreeable for boys. Furthermore, boys saw themselves as significantly more capable of coping with said situation than girls. In the discussion, we aim to shed some light on these interesting results.

Keywords: coping strategies, anxiety trait, gender differences, adolescence

WHICH COPING STRATEGIES ARE BETTER?

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The aim of this study was to analyze which coping strategies are more appropriate and which are less appropriate, in accordance with 3 factors or indexes: whether or not they are successful in decreasing anxiety, whether or not they make the subject feel happy with him/herself, and whether or not they improve relations with others. Participants were 762 adolescents (50.78% boys and 49.21% girls) aged between 16 and 18 from a number of different high schools in the Basque Country. An adaptation of the Responses to Stress Questionnaire (Connor-Smith, Compas, Wadsworth, Thomsen, & Saltzman, 2000) was used to assess coping strategies. To assess whether the coping strategies were appropriate or inappropriate, 3 questions were asked regarding the 3 aforementioned factors (5-point scale). The correlational analyses revealed significant positive correlations between the three factors and the coping strategies generally considered to be positive (problem solving, emotional regulation, positive thinking, cognitive restructuring, distraction and acceptance), and significant negative correlations between the factors and coping strategies generally considered to be negative (avoidance, denial, wishful thinking, rumination, impulsive action, inaction and escape). These results are consistent with those found in previous studies focusing on this topic.

Keywords: coping strategies, anxiety, adolescence

EFFECTS OF A PROGRAM OF EMOTIONAL INTELLIGENCE FOR PROMOTING MENTAL HEALTH OF ADOLESCENTS

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The current study examined the effect of a program to develop emotional skills in the promotion of mental health, among adolescent population. The training program focuses on learning and development of emotional skills. It has been carried out for 12 hours spread over one-hour sessions a week during the second and third term of the school year 2008/09 and 2009/10. All adolescents completed the pretest and posttest during the first term of the school year 2008/2009 and 2010/2011, respectively. The sample was composed of 479 people from 11 to 16 years old. They completed the clinical scales of the Behavior Assessment System for Children (BASC; 198 items), Positive and Negative Affect Schedule (PANAS, 20 items) and Mental Health-5 (MH-5; 5 items). The results from the analysis revealed that students who had participated in the emotional intelligence training program had fewer clinical symptoms compared to students in the control group and these results hold several months after. We discussed implications of these findings for future research.

Keywords: emotional intelligence, programs, training, mental health, adolescents

COMPARING PRINCIPALS'S EMOTIONAL INTELLIGENCE IN DIFFERENT EDUCATIONAL STAGES (2008)

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The purpose of this study is to compare the Principals' emotional intelligence in different educational stages (Elementary school, Guidance school, High school). As for Materials and Methods, the research was conducted by descriptive approach. In this research, the target population constitutes all the principals of the 1st district of the Ministry of Education and Training in Sari. The sample included 140 principals (69 men and 71 women) who were selected by using Krejcie and Morgan's table. Participating principals provided information about their EI and their demographic characteristics by completing the Travis Bradbery and Jean Geaves' Emotional Intelligence questionnaires. The results of the research revealed that:

- (1) There were no differences in Principal's emotional intelligence in different stages.
- (2) There were no differences in Principal's emotional intelligence with different managerial experiences.
- (3) There were differences in Principal's emotional intelligence with respect to their gender (men and women).

The researchers came to conclusion that Emotional Intelligence is a significant predictor of successful school administration, also EI is different with respect to the gender. Specifically, the results of the present study suggest that professional development programs would be wise to focus on promoting or developing EI.

Keywords: emotional intelligence, ministry of education and training, principals

ADAPTATION AND VALIDATION OF THE BASQUE VERSION OF THE EMOTIONAL CREATIVITY INVENTORY (ECI)

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Russell, Averill and Barrett (1999) indicated that neuronal circuits of emotion and cognition seem to be intertwined at all stages of processing of stimuli, interacting with the early perception of decision making and reasoning. The promotion of emotional learning and creativity is very important in any educational context as it improves interpersonal relationships and conflict resolution. These social abilities are important for young population to meet the current strong social pressures. The study of Emotional Creativity aims to contribute to the promotion of social and emotional competences, however, there is a clear lack of instruments to measure this competence in our context. To subsidize this deficit, the goal of the present study was to adapt to the Basque language the Emotional Creativity Inventory (Averill and Thomas-Knowles, 1991). The ECI is a Self-perception questionnaire composed by 4 dimensions and 30 items. The ECI was translated into Basque following a forward-backward translation design based on international guidelines (Hambleton y Patsula, 1999). 120 students from Education and Business Schools ranged between 18 and 25 ($X=19.39$; $SD=1.43$) participated in the pilot phase. 73.3% were women. To analyze the performance of the items in the adapted version, qualitative and quantitative analysis were carried out. Specifically, descriptive analysis and homogeneity indexes for the items and internal consistency for each dimension and for the whole instrument were calculated. The internal consistency of the entire questionnaire in Basque is adequate ($\alpha=.85$). 7 items composed the Emotional Predisposition dimension ($\alpha=.77$), 14 the Novelty dimension ($\alpha=.81$) and 5 the Effectiveness dimension ($\alpha=.78$). Only the dimension of Authenticity did not reach adequate internal consistency values ($\alpha=.51$). The results observed in this pilot phase will be taken into account to improve the adapted version whose psychometric properties will be tested in the experimental study.

Keywords: creativity, emotions, test adaptation and validation, youth

EMOTIONAL INTELLIGENCE IN FUTURE TEACHERS

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The competences of teachers besides the expert knowledge in their subject matter and pedagogical, psychological and methodological knowledge of educational work also have to imply their emotional intelligence. In preparing future teachers is important to include lessons about emotion managing and regulations, perceiving, understanding and labelling emotions. During regular lessons in Developmental psychology at the Faculty of Humanities and Social Sciences University of Rijeka (Croatia) several questionnaires were group-administrated on a sample of 85 graduate students: Emotional Skills and Competence Questionnaire (ESCQ; Taksic, 2001); Emotional Regulation and Control Questionnaire (ERIK; Takšić, 2000); Self-Esteem Scale (Rosenberg, 1965) and Life Orientation Test (LOT; Scheirer and Carver, 1985). Significant correlations were found between self-esteem and optimism and managing and regulating emotion, influence of emotions and mood on memory of negative events and influence of emotions and mood on thinking. Results of one-way ANOVA show that students with higher self-esteem are less likely to memorize events that induce negative emotions and moods. Students with lower self-esteem have higher results on influence of emotions and mood on thinking subscale. On the other side, students with higher self-esteem and optimism have higher results on managing and regulating emotion subscale. Using emotional intelligence, higher self-esteem and grater optimism in teacher are connected with effectively and encouraging teaching process in teachers and students.

Keywords: future teachers, emotional competence, emotional regulation

INTELLIGENCE, EMOTIONAL INTELLIGENCE, PERSONALITY AND SELF-ESTEEM AS PREDICTORS OF ACADEMIC PERFORMANCE IN ADOLESCENTS

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There are a considerable amount of articles associating separately intelligence (g), personality, especially conscientiousness (C) domain, emotional intelligence (EI) and self-esteem with academic performance. The main aim of this research was to study the predicting value of these cognitive and personality factors on academic performance in adolescents, by means of a structural equation model. Our hypotheses were that g and C would be the main predictors of children's marks, which also would be the result of higher EI and self-esteem. At the same time, we hypothesised that EI and self-esteem would be intercorrelated and both would be predicted by personality, but not g. More specifically, EI would be related to all of the five-factor model domains and self-esteem would be associated to (low) Neuroticism (N) and Extraversion (E). One hundred and forty-three adolescents (69 boys and 74 girls) answered the Raven's Standard Progressive Matrices (SPM), the Junior Spanish version of the NEO-PI-R (JS NEO), the Spanish language "Cuestionario de Inteligencia Emocional en Adolescentes" [Emotional Intelligence Questionnaire in Adolescents] (CIEA), and the Rosenberg Self-Esteem Scale (RSE). The results in part confirmed our hypotheses, as the academic performance was predicted mainly by g and C, but also to a lesser degree by Openness to Experience (O). These variables accounted for 34% of the children's marks variance. The association of (low) N and E with self-esteem was also confirmed by the model. However, contrary to our hypotheses, EI and self-esteem were not intercorrelated and neither of them predicted academic performance. Moreover, EI was associated mainly with C and, to a lesser degree, to Agreeableness (A) and E, but not to O and (low) N. In conclusion, this study confirms that the main predictors of academic performance in adolescents are g and C.

Keywords: emotional intelligence, personality, big five, intelligence, self-esteem

THE ROLE OF EMOTIONAL INTELLIGENCE FOR YOUTH MORAL SELF-DETERMINATION

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Many authors (Iliushin, 1980; Kolesov, 2003; Kornienko, 1997; Popov, Kashin, Starshinova, 2000) include empathy in the list of a person morality factors. Altruistic manifestations are impossible without ability for identifying other people emotions also (Goleman, 2008). Thus in connection with moral self-determination it's not enough to consider only ability for feeling with, it's necessary to take into consideration all components of emotional intelligence: the understanding of other's emotions, the ability of control ones own emotions etc. As moral self-determination we understand the process of person orientation in the system of moral ideals and values, among people and social groups which are the bearers of this system, also as the conscious process of searching, selecting and creating ones own moral standards and ideals, and after that principles, values, norms and rules based on them. Methods: questionnaire "Personality moral self-determination" (A.E. Vorobieva, A.B. Kupreichenko), Emotional Intelligence Test (D.V. Lousin). Sample: youth of 18-35 years old. The respondents with higher interpersonal emotional intelligence level distinguish themselves from others by greater adherence to conceptions of morality importance for society, of relativity of morality, of recompense for good and evil, of personal morality as an indicator of person's strength, of internal personal moral control. Also comparing respondents with different interpersonal emotional intelligence levels we discovered that if that level was higher, the conversion from non-obligation to obligation of moral norms observance on cognitive level was observed. The more activity in moral behavior on emotional level and increasing of strategy of mutuality (repay good with good and evil with evil) on cognitive level was observed also. The respondents with medium level of interpersonal emotional intelligence are less adherent to strategy of mutuality on emotional level, than the respondents with high interpersonal emotional intelligence level.

Keywords: self-determination, emotional intelligence

WHAT DO SINGLE AND PARTNERED PEOPLE NEED TO BE HAPPY: PERSONALITY, TRAIT EMOTIONAL INTELLIGENCE AND GOALS AS PREDICTORS OF SUBJECTIVE HAPPINESS

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In the past few decades the number of research on well-being has greatly increased. Although most scholars acknowledge that subjective happiness is multiply determined, little research simultaneously incorporates the influence of variables from different areas. In our study we chose dispositional factors from personality area, trait emotional intelligence from cognitive area, and personal life goals from motivation area as predictors of subjective happiness. Specifically, we were interested in the predictors of subjective happiness separately for single and partnered participants. Our research included 489 participants (151 males and 338 females) aged from 17 to 58 years. 57.7% of them were students, 36.6% were employed; others were retired or unemployed. 42.9% of participants were single and 57.1% of them were engaged in a romantic relationship. They fulfilled the following questionnaires: Emotional Skills and Competences Questionnaire ESCQ (Takšić, 1998), Zuckerman-Kuhlman Personality Questionnaire ZKPQ-50-CC (Zuckerman, 2002), Life Goal Questionnaire LGQ (Pohlmann & Brunstein, 1997), and Subjective Happiness Scale SHS (Lyubomirsky & Lepper, 1999). Results confirmed the importance of emotional intelligence and emotional stability for subjective happiness in both samples. Agentic goals were significantly correlated with subjective happiness but they had no impact on explaining the variance in it. On the other hand, communion goals accounted significantly for the variation in subjective happiness in the sample of partnered participants. This is consistent with our assumption which refers to strivings for social relationships and intimacy that are distinctive for communion goals. Thus, for those engaged in partner relationship motivational aspect of personality (especially communion goals), often neglected in subjective well-being research seems to add an important variance to subjective happiness beside of trait emotional intelligence and personality traits (neuroticism and activity). At this point, however, we cannot conclude whether these goals precede or follow the engagement in a partner relationship.

Keywords: subjective happiness, personality traits, trait emotional intelligence, personal life goals

INTELIGENCIA EMOCIONAL PERCIBIDA, ALEXITIMIA Y CALIDAD DE VIDA RELACIONADA CON LA SALUD: UN ESTUDIO RELACIONAL EN UNA MUESTRA DE PERSONAS MAYORES

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Estudios previos han analizado la relación entre la Inteligencia Emocional Percibida (IEP) y la Alexitimia. La atención emocional se ha asociado de manera positiva y la claridad emocional de manera negativa con la dificultad para identificar y describir los sentimientos, mientras que no se ha observado relación en el caso de la regulación emocional (Schmitz y Schmitz, 2009). Asimismo, la Alexitimia (Mattila y cols., 2010) y la IEP (Extremera y Fernández-Berrocal, 2002), se han asociado con una peor calidad de vida relacionada con la salud (CVRS). Estos estudios se han realizado con población joven y adulta, por lo que los resultados obtenidos no pueden ser generalizados a otro tipo de poblaciones. El objetivo del presente estudio es conocer la relación entre la Alexitimia y la IEP en una muestra de personas mayores, así como la relación de ambas variables y la CVRS. La muestra estaba compuesta por 68 personas (70% mujeres) de edades comprendidas entre 65-85 años ($X=70$ años). La IEP se evaluó a través del TMMS-24 (Fernández-Berrocal, Extremera y Ramos, 2004), la Alexitimia mediante el TAS-20 (Martínez-Sánchez, 1996) y la CVRS con el SF-36 (Alonso, Prieto y Antó, 1995). Los resultados obtenidos indican que existe una relación significativa y positiva entre la Alexitimia y la atención emocional ($r=0,23$, $p<0,05$) y negativa entre esta variable y la claridad y reparación emocional ($r=-0,33$, $p<0,01$; $r=-0,24$, $p<0,05$, respectivamente). Asimismo, la regulación emocional se asocia positivamente con la dimensión mental de la CVRS ($r=0,54$, $p<0,001$). La Alexitimia sin embargo, se asocia de manera negativa con dimensión física ($r=-0,24$, $p<0,05$) y mental ($r=-0,41$, $p<0,001$) de la CVRS. Estos resultados respaldan la implicación de la claridad y la reparación emocional en la capacidad de las personas mayores para identificar y describir

los sentimientos. Asimismo, indican la repercusión de ambas variables en la CVRS.

Palabras clave: inteligencia emocional percibida, alexitimia, calidad de vida relacionada con la salud, personas mayores

PERCEIVED EMOTIONAL INTELLIGENCE, ALEXITHYMIA AND HEALTH RELATED QUALITY OF LIFE: A RELATIONAL STUDY WITH OLDER PEOPLE

Previous studies have analyzed the relationship between Perceived Emotional Intelligence (PEI) and Alexithymia. Attention to mood is positively associated to the difficulty to identify and describe feelings, whereas clarity between distinguishing moods is negatively related. No connection was found in the case of emotional regulation (Schmitz & Schmitz, 2009). Besides, Alexithymia (Mattila et al., 2010) and PEI (Extremera & Fernandez-Berrocal, 2002) have been associated with a poorer health related quality of life (HRQoL). These studies have been conducted with young people and adults, so the results can not be generalized to other populations. The aim of this study was to determine the relationship between Alexithymia and the PEI in a sample of elderly people, as well as the relationship of both variables and HRQoL. The sample consisted of 68 people (70% female) aged 65-85 years ($X=70$ years). The PEI is evaluated through the TMMS-24 (Fernández-Berrocal, Extremera & Ramos, 2004), Alexithymia by the TAS-20 (Martínez-Sánchez, 1996) and HRQoL with the SF-36 (Alonso, Prieto & Antó, 1995). The results indicate a significant and positive relationship between Alexithymia and attention to mood ($r=0.23$, $p<0.05$) and negative correlation between this variable and the clarity and emotional repair ($r=-0.33$, $p<0.01$; $r=-0.24$, $p<0.05$, respectively). Also, emotional repair is associated positively with the mental dimension of the HRQoL ($r=0.54$, $p<0.001$). The Alexithymia however, is negatively associated with physical ($r=-0.24$, $p<0.05$) and mental ($r=-0.41$, $p<0.001$) dimension of HRQoL. These results support the involvement of clarity and emotional repair in the ability of older people to identify and describe feelings. They also suggest the impact of both variables on HRQoL.

Keywords: perceived emotional intelligence, alexithymia, health related quality of life, older people

RELACIÓN ENTRE LA INTELIGENCIA EMOCIONAL PERCIBIDA Y EL ESTADO NUTRICIONAL EN UNA MUESTRA DE PERSONAS MAYORES

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En los últimos años, se observa un creciente interés por conocer cómo influye la Inteligencia Emocional (IE) en los estilos de vida de las personas. Así, se ha encontrado que un bajo nivel de IE se relaciona con estilos de vida poco saludables que perjudican la salud tanto física como mental (Riley y Shutte, 2003). Con respecto a la nutrición, los pocos estudios realizados en este sentido indican que altas puntuaciones en IE se asocian con hábitos alimenticios más saludables (Saklofske, Austin, Galloway y Davidson, 2007). En este contexto, el presente estudio tiene por objetivo conocer la relación entre la Inteligencia Emocional Percibida (IEP) y el estado nutricional en personas mayores. La muestra estaba compuesta por 68 personas (70% mujeres y 30% hombres) de edades comprendidas entre los 65 y los 85 años, con una media de edad de 70 años. La IEP se evaluó a través del Trait Meta Mood Scale-24 (TMMS-24) (Fernández-Berrocal, Extremera y Ramos, 2004) y el estado nutricional mediante la escala Mini Nutritional Assessment (MNA) (Guigoz, Vellas y Garry, 1996). Los resultados obtenidos indican una relación estadísticamente significativa y positiva entre los ítems ingesta de líquidos (agua, zumos, ...) y la percepción de la salud y el estado nutricional general con respecto a la regulación emocional ($r=0,25$, $p<0,05$; $r=0,36$, $p<0,01$; $r=0,44$; $p<0,001$, respectivamente). Además, se ha hallado una diferencia estadísticamente significativa en el estado nutricional de personas con alta/baja regulación emocional, siendo los sujetos con mayores niveles de regulación emocional los que mejor estado nutricional presentan ($t=-3,28$; $p<0,01$). Estos resultados indican la influencia de la regulación emocional en los hábitos alimenticios y el estado nutricional de las personas mayores. Por ello, se considera importante la inclusión de la IE en los

programas dirigidos a la prevención y/o promoción de hábitos alimenticios saludables.

Palabras clave: inteligencia emocional percibida, estilos de vida, estado nutricional, personas mayores

RELATIONSHIP BETWEEN PERCEIVED EMOTIONAL INTELLIGENCE AND NUTRITIONAL STATUS IN OLDER PEOPLE

In the last years, there has been an increasing interest in how Emotional Intelligence (EI) affects lifestyles. Thus, there has been found that low levels of EI are associated with unhealthier lifestyles that harm physical and mental health (Riley & Shutte, 2003). With regard to nutrition, the few studies carried out in this sense suggest that high EI scores are associated with healthier eating habits (Saklofske, Austin, Galloway & Davidson, 2007). In this context, the present study aims to understand the relationship between Perceived Emotional Intelligence (PEI) and nutritional status in older people. The sample consisted of 68 participants (70% women and 30% male) aged between 65 and 85 with an average age of 70. PEI was assessed using the Trait Meta Mood Scale-24 (TMMS-24) (Fernández-Berrocal, Extremera & Ramos, 2004) and the nutritional status with the Mini Nutritional Assessment (MNA) (Guigoz, Vellas & Garry, 1996). The results suggest a statistically significant positive relationship between the intake of fluids (water, juices, ...) and the perception of health items and the global nutritional status with respect to the emotional regulation ($r=0.251$, $p<0.05$; $r=0.364$, $p<0.01$; $r=0.443$, $p<0.001$, respectively). There has also been found a statistically significant difference in the nutritional status among people with high and low emotional regulation, being the patients with higher levels of emotional regulation the ones with the best nutritional status ($t=-3.279$; $p<0.01$). These results suggest the importance of emotional regulation in eating habits and nutritional status among older people. Therefore, the inclusion of EI in programs related to the prevention and/or promotion of healthy eating habits is considered important.

Keywords: perceived emotional intelligence, lifestyles, nutritional status, older people

LA REGULACIÓN EMOCIONAL Y SU RELACIÓN CON LA CONDUCTA PROSOCIAL

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El objetivo de este estudio fue analizar la relación de la conducta prosocial con el apego y la regulación emocional en niños de 7 años. 154 niños (72 niñas y 82 niños) de la C.A.P.V. (España) participaron en este estudio. La conducta prosocial fue evaluada por los profesores con la escala Prosocial/Egoísta del "Profil Socio-affectif" de La Frenière, Dubeau, Capuano y Janosz (1988). Los padres informaron sobre la regulación disposicional con el cuestionario CBQ de Golsmith y Rothbart (1991). Para evaluar el apego se utilizó una adaptación del instrumento semiproyectivo S.A.T. (Klagsbrun y Bowlby, 1976). Finalmente, los propios niños informaron de las estrategias de regulación emocional ante la ira y la tristeza con un instrumento elaborado por la autora. Las niñas seguras se diferenciaron de las evitativas por obtener medias significativamente superiores en estrategias como la distracción cognitiva y el apoyo emocional a la hora de regular la tristeza. En ira, las seguras destacaron frente a las evitativas por mostrar medias inferiores en expresión desregulada y superiores en apoyo instrumental. Los niños seguros mostraron medias superiores en no afrontamiento e inferiores en expresión desregulada ante la tristeza. En ira, los seguros mostraron medias superiores en distracción cognitiva y apoyo emocional. Finalmente, el análisis de regresión mostró que en conducta prosocial y en las chicas el apego, la distracción cognitiva ante la tristeza y el apoyo instrumental (en negativo) ante la ira resultan significativas. En los chicos, sin embargo, el apego no resultó significativo y sí lo hizo tanto la regulación disposicional como el apoyo emocional (en negativo) ante la ira.

Palabras clave: apego, regulación emocional, regulación disposicional, conducta prosocial

LA REPARACIÓN EMOCIONAL Y EL ESTADO DE SALUD COMO DETERMINANTES DE LA CALIDAD DE VIDA RELACIONADA CON LA SALUD EN UNA MUESTRA DE JÓVENES

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Existen diferentes estudios que han analizado la relación entre la inteligencia emocional percibida (IEP) y la calidad de vida relacionada con la salud (CVRS) (Martins y cols., 2010), sin embargo la mayoría de estos estudios no han tomado en cuenta el estado de salud de los participantes y han sido realizados con muestras que provienen de la universidad. El objetivo de este estudio es conocer la capacidad que tiene la variable reparación emocional a la hora de predecir la calidad de vida relacionada con la salud, junto a otras variables como son la salud y la variables sociodemográficas. La muestra de este estudio estaba constituida por 159 personas, cuya media de edad es de 24 años. La reparación emocional se evaluó mediante el cuestionario TMMS-24 (Fernandez Berrocal y cols., 2004), la CVRS se evaluó mediante el cuestionario de salud SF-36 Health Survey (Ware, Kosinski & Dewey 2000), el índice de comorbilidad se evaluó mediante el Índice de Comorbilidad de Charlson (Charlson y cols. 1987) y las variables sociodemográficas se valoraron a través de un cuestionario creado al efecto. A través del método de análisis del modelo Tobit, en cuanto a la dimensión física de la CVRS los resultados muestran que el coeficiente de la variable nivel educativo primario es de 6,50 ($p<0,05$), y es significativa el 10%, mientras que el coeficiente del índice de comorbilidad es de -8,23 ($p<0,01$) y se hace significativa al 1%. Finalmente la reparación emocional corresponde al coeficiente de 0,28 ($p<0,01$) y se hace significativo al 5%. Respecto a la dimensión mental, existen diferencias significativas en esta dimensión dependiendo de la variable reparación emocional que muestra un coeficiente de 0,46 ($p<0,05$) y se hace significativo al 10%. Este estudio evidencia

nuevos resultados que respaldan la relación entre la IEP y la salud tanto física como mental.

Palabras clave: regulación emocional, estado de salud objetivo, calidad de vida relacionada con la salud, variables sociodemográficas

EMOTIONAL REPAIR AND OBJECTIVE HEALTH STATUS AS DETERMINANTS OF HEALTH RELATED QUALITY OF LIFE IN A SAMPLE OF YOUNG PEOPLE

Recent meta-analysis has indicated that Perceived Emotional Intelligence (PEI) is associated with better health. However, most of these studies have not taken into account the objective health status of the participants and have been done using samples taken from universities. The purpose of this study is to expand the knowledge related to the influence of emotional repair on health, taking into account participants' objective health status and sociodemographic variables. This study consisted of one hundred and fifty-nine participants, (48% men and 52% women) aged between 20 and 30 with an average age of 24. PEI was evaluated using the Trait Meta Mood Scale-24 (Fernández-Berrocal, Extremera and Ramos, 2004), perceived health was evaluated using SF-36 Health Survey (Ware, Kosinski and Dewey, 2000), comorbidity was measured using Charlson Comorbidity Index and finally, sociodemographic variables (age, sex and education level) were assessed using a questionnaire designed specifically for this study. Using Tobit regression method analysis regarding to physical dimension of perceived health, the results show the coefficient of education level as 6.5 and it is significant at 10% ($p<0.05$). While the coefficient of comorbidity index is -8.23 ($p<0.01$) and it is significant at 1%. Finally, emotional repair coefficient index is 0.28 ($p<0.01$). and it is significant at 5%. Regarding to mental dimension, the only resulting difference is the emotional repair, the coefficient of this variable is 0.46 ($p<0.05$) and is significant at 10%. Overall, the results seem encouraging regarding the value of perceived emotional intelligence as a possible mental and physical health predictor.

Keywords: emotional repair, objective health status, health related quality of life, sociodemographic variables

VARIABLES PREDICTORAS DEL BIENESTAR SUBJETIVO EN PERSONAS MAYORES

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Existen diferentes estudios que demuestran que existe una relación positiva entre la inteligencia emocional percibida (IEP) y el bienestar subjetivo, concretamente la IEP se asocia a un buen funcionamiento psicosocial, a una mayor frecuencia del afecto positivo y a una mayor satisfacción con la vida (Zeidner, Matthews y Roberts, 2009). La mayoría de estos estudios sin embargo, han sido realizados con personas jóvenes y adultas, no pudiendo generalizar los resultados obtenidos a personas mayores. El presente estudio tiene como objetivo analizar las variables psicosociales que predicen la satisfacción con la vida y la balanza afectiva en personas mayores. La muestra de este estudio estaba compuesta por 102 personas mayores (40 hombres y 62 mujeres), cuyo rango de edad era de 66 a 80 años, siendo la media de edad de 71 años. La IEP se evaluó mediante el cuestionario Trait Meta-Mood Scale-24 (Fernández Berrocal, Extremera y Ramos, 2004), los afectos mediante el PANAS (Watson, Clark y Tellegen 1988), los estilos de afrontamiento a través del Cope Inventory (Carver, 1997), el apoyo social se evaluó mediante cuestionario Duke-UNC-11 (Boadhead, Gelbach, Degruy y Kaplan, 1988) y finalmente los rasgos de personalidad se valoraron a través inventario de personalidad NEO-FFI (Costa y McCrae, 1997). Los resultados obtenidos en este estudio indican que las variables que predicen la satisfacción con la vida son: claridad emocional ($B=0,30$, $p<0,01$), el apoyo social ($B=0,20$, $p<0,01$), y los estilos de afrontamiento conductuales activos ($B=-2,61$, $p<0,01$). A su vez, encontramos que las variables que predicen la balanza afectiva son: la extroversión ($B=0,47$, $p<0,01$), la reparación emocional ($B=0,57$, $p<0,01$) y los estilos de afrontamiento conductuales activos ($B=-3,07$, $p<0,01$). De los resultados obtenidos en este estudio se concluye que tanto la IEP, el funcionamiento social como los estilos de

afrontamiento, son aspectos que influyen en el bienestar subjetivo en el envejecimiento.

Palabras clave: inteligencia emocional percibida, bienestar subjetivo, personas mayores, variables psicosociales

PSYCHOSOCIAL PREDICTORS OF SUBJECTIVE WELL-BEING AMONG OLDER ADULTS

Several studies have found that there is a positive relation between perceived emotional intelligence and subjective well-being (Zeidner, Matthews y Roberts, 2009). Specifically, PEI is related to good psychosocial functioning, high frequency of positive affect and high level of satisfaction with life. This study investigates psychosocial predictors of subjective well-being among older adults. The sample of this study consisted of 102 adults (40 men and 62 women), aged between 66 and 80 years old, with a mean age of 71. Perceived emotional intelligence was evaluated using the Trait Meta Mood Scale (Fernández-Berrocal, Extremera & Ramos, 2004), positive and negative affects were assessed using Positive and Negative Affect Schedule (PANAS) (Watson, Clark & Tellegen, 1988), satisfaction with life was evaluated using Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985), coping styles were assessed using COPE Inventory (Carver, 1997), social support was evaluated using Duke-UNC Functional Support Questionnaire (Boadhead, Gelbach, Degruy & Kaplan, 1988) and finally, personality traits were assessed using NEO-FFI (Costa & McCrae, 1997). Multiple regression analyses indicated that, emotional clarity ($B=0.30$, $p<0.01$), social support ($B=0.20$, $p<0.01$) and active coping strategies ($B=-2.61$, $p<0.01$) are strong predictors of satisfaction with life. On the other hand, extroversion trait ($B=0.47$, $p<0.01$), emotional repair ($B=0.57$, $p<0.01$) and active coping strategies ($B=-3.07$, $p<0.01$) predict emotional balance. The findings show a significant relationship between subjective well-being measures and psychosocial variables, such as perceived emotional intelligence, social functioning and coping styles.

Keywords: perceived emotional intelligence, subjective well-being, older people, psychosocial variables

CONDICIONES LABORALES Y EMOCIONES EN PROFESORES DE SECUNDARIA DE MATEMÁTICAS

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Existe multitud de literatura científica que aborda las fuentes de estrés en el profesorado así como los instrumentos utilizados para detectarlas. En nuestra revisión bibliográfica hemos podido comprobar la inexistencia de investigaciones sobre este tema específicas al profesor de matemáticas de secundaria. Es por esto por lo que decidimos elaborar un instrumento de evaluación cuya finalidad es detectar los desencadenantes de estrés docente en el profesor de matemáticas de secundaria. En este trabajo se presentan algunos resultados obtenidos en el proceso de elaboración de dicho instrumento, fruto de la aplicación de una escala y de la creación de un grupo de discusión con profesores de matemáticas de secundaria. Estos resultados incluyen las distintas condiciones laborales de este colectivo y las emociones que éstas provocan en el profesorado de matemáticas de secundaria.

Palabras clave: condiciones laborales, emoción, profesorado, matemáticas, secundaria

APEGO Y REGULACIÓN EMOCIONAL EN ADOLESCENTES

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El objetivo de esta investigación ha sido analizar las relaciones entre la regulación emocional en adolescentes con la seguridad del apego. La muestra se compuso de 1911 adolescentes (1047 chicos y 864 chicas) de 14 a 20 años de la Comunidad Autónoma del País Vasco (España). Para evaluar la regulación emocional se utilizó la adaptación para adolescentes de la escala Difficulties in emotion regulation (Gratz y Roemer, 2004), para valorar la ansiedad y evitación en el apego se utilizó la escala de Feeney, Noller y Hanraban (1994) y la seguridad del apego hacia madres, padres e iguales se evaluó a través del cuestionario IPPA de Armsden y Greenberg (2009). Los resultados confirmaron la capacidad predictiva del apego sobre la regulación emocional. La medida global de dificultades de regulación se asoció positiva y significativamente con las dos dimensiones de apego: ansiedad y evitación y negativamente con la seguridad del apego a la madre, al padre y a los iguales. El análisis de regresión confirmó la especial relevancia de la ansiedad del apego y de la alienación en las relaciones afectivas con padres e iguales sobre la dificultad para regular las emociones. Respecto a las diferencias de género, las adolescentes mostraron niveles significativamente superiores de dificultades en la regulación emocional, específicamente en la falta de claridad emocional y en la no aceptación de emociones negativas.

Palabras clave: apego, regulación emocional, adolescentes, género, pares

REGULACIÓN EMOCIONAL, APEGO, RELACIONES FAMILIARES, RELACIONES CON LOS PARES Y DISPOSICIÓN A CONDUCTAS DE RIESGO EN LA SEXUALIDAD DE LOS ADOLESCENTES**Gomez-Zapiain Javier¹, Ortiz María José¹, Eceiza Amaia¹***⁽¹⁾ University of the Basque Country*

Esta investigación ha analizado algunos predictores afectivos (apego y relaciones afectivas con padres e iguales) y emocionales (regulación emocional) en la disposición a las conductas de riesgo en la sexualidad de los adolescentes sexualmente activos y no activos. La muestra se compuso de 1911 adolescentes (1047 chicos y 864 chicas) de 14 a 20 años de la Comunidad Autónoma del País Vasco (España). Para evaluar la regulación emocional se utilizó la adaptación para adolescentes de la escala Difficulties in emotion regulation (Gratz y Roemer, 2004), para valorar la ansiedad y evitación en el apego se utilizó la escala de Feeney, Noller y Hanraban (1994) y la seguridad del apego hacia madres, padres e iguales se evaluó a través del cuestionario IPPA de Armsden y Greenberg (2009). La disposición a conductas sexuales de riesgo se evaluó a través de una escala elaborada ad hoc. Los análisis de regresión mostraron que entre los adolescentes "sexualmente no activos" fueron las variables afectivas como el apego a los iguales y el apego a la madre, junto a la dificultad para acceder a estrategias de regulación las que mostraron una relevancia diferencial. Entre los "sexualmente activos" destacaron como variables más relevantes la dificultad para regular impulsos y para acceder a estrategias de regulación, junto al apego evitativo.

Palabras clave: riesgo sexual, regulación emocional, apego, iguales y padres

LA INTELIGENCIA EMOCIONAL COMO FACTOR PREVENTIVO DE LA DEPRESIÓN: DIFERENCIAS EN FUNCIÓN DEL SEXO EN POBLACIÓN ADOLESCENTE

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En el presente estudio se persiguieron dos objetivos. En primer lugar, se examinaron las diferencias existentes en atención, comprensión y regulación emocional en función del sexo. En segundo lugar, se analizó si la relación entre la Inteligencia Emocional y la depresión es diferente en los varones y en las mujeres. La Inteligencia Emocional se evaluó a través de la versión reducida en lengua vasca del Trait Meta Mood Scale para adolescentes (TMMS-23; Salguero, Fernández-Berrocal, Balluerka, & Aritzeta, 2010; versión en euskera de Gorostiaga, Balluerka, Aritzeta, Haranburu, & Alonso-Arbiol, en prensa) y la depresión mediante la versión reducida de la Children's Depression Scale (CDS; Lang, & Tisher, 1978; versión en euskera de Balluerka, & Gorostiaga, en revisión). Los datos fueron recogidos en una muestra de 2165 estudiantes de Bachillerato (1045 mujeres y 1120 hombres) de la Comunidad Autónoma del País Vasco de edades comprendidas entre los 12 y los 19 años ($M=14,53$; $SD=1,55$). Los resultados pusieron de manifiesto que las mujeres presentan puntuaciones ligeramente superiores a las de los varones en atención emocional, mientras que la puntuación de los varones es ligeramente superior en comprensión y regulación emocional. Por otra parte, tanto en el caso de los varones como en el de las mujeres la comprensión y la regulación emocional mostraron correlaciones negativas de considerable magnitud con la dimensión positiva y con la dimensión negativa del CDS.

Palabras clave: inteligencia emocional, depresión, adolescencia, sexo

AGOTAMIENTO EMOCIONAL Y SU RELACIÓN CON EL RIESGO DE PATOLOGÍA PSIQUIÁTRICA EN EL PROFESORADO

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El objetivo es encontrar relación entre agotamiento emocional y el riesgo a padecer patología psiquiátrica. La muestra está formada por 152 docentes no universitarios de edades comprendidas entre los 24 y 58 años. Se ha efectuado un estudio descriptivo exploratorio, utilizándose un cuestionario sociodemográfico y laboral, el Inventario Burnout (Maslach Burnout Inventory) de Maslach y Jackson (1981), y el Cuestionario de Salud General (General Health Questionnaire) de Goldberg (1972). Los resultados indican que la muestra presenta un grado medio de burnout y que un 40,8% presenta una mala salud mental. Algunas variables sociodemográficas y laborales muestran significación con el Inventario de burnout. El desgaste y el riesgo de patología psiquiátrica están asociados significativamente al nivel de estrés percibido y al grado de satisfacción con el trabajo docente.

Palabras clave: agotamiento emocional, riesgo de patología psiquiátrica, profesorado

SALUD MENTAL COMO VARIABLE PREDICTORA DEL DESGASTE PROFESIONAL

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En este trabajo nos proponemos identificar los predictores del desgaste profesional. La muestra estuvo compuesta por 152 docentes no universitarios. Para la recogida de datos se utilizó el inventario de burnout de Maslach y Jackson (1981), la versión abreviada de la escala de salud general de Goldberg y William (1972) y la escala de actitudes disfuncionales de Weissman y Beck, 1978, versión de Burns (1980). Los resultados indican que la muestra presenta un grado medio de burnout, un 40.8% tienen problemas de salud mental. Los análisis de regresión confirman, que años de experiencia docente, grado de satisfacción, expectativas iniciales y estrés percibido son predictores del desgaste profesional. La salud mental explica el 20.4% de la varianza de la despersonalización, el 30.5% del cansancio y el 20.4% de la realización.

Palabras clave: desgaste profesional, salud mental, docentes

PROMOCIÓN DEL BIENESTAR EN LA TERCERA EDAD: TALLER DE RISOTERAPIA

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Desde la psicología positiva se indica que el humor y la capacidad de experimentar la risa es una fortaleza del ser humano. La risa puede considerarse como una emoción positiva o al menos, la causa o el reflejo de una emoción vinculado a sensaciones subjetivas de carácter placentero. La práctica de la risa tiene numerosos beneficios: promueve el bienestar físico y psicológico, mejora la capacidad de concentración, aumenta la autoestima y la autoconfianza y promueve pensamientos positivos hacia sí mismo y hacia los otros con lo que favorece tanto las relaciones interpersonales como el optimismo. La risa, al activar el sistema parasimpático provoca la liberación de endorfinas y serotonina, hormonas antidepresoras naturales y responsables de la sensación de bienestar subjetivo. Partiendo de la consideración de la risoterapia como un buen instrumento de autodesarrollo que privilegia el optimismo y la inteligencia emocional como aspectos básicos de las relaciones interpersonales se han desarrollado una serie de talleres cuyos resultados se analizan en el poster. Los talleres se han dirigido a personas ancianas, todas mayores de 65, que de forma voluntaria participan en un taller de risoterapia. Las sesiones se desarrollan en grupos reducidos con una duración de 30 a 90 minutos dependiendo de las características de cada grupo. Los resultados encontrados, especialmente el alto grado de satisfacción indicado por los participantes, nos lleva a pensar que se ha logrado el objetivo propuesto de incrementar, entre los participantes, su bienestar y felicidad. Estos resultados están en relación con los estudios que desde la psicología positiva concluyen que el humor y la risa fomentan el bienestar.

Palabras clave: psicología positiva, humor, vejez, bienestar

SENTIMIENTOS DE SOLEDAD Y CALIDAD DE VIDA EN PERSONAS ANCIANAS

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Presentamos los resultados de un estudio que tiene como objetivo conocer los sentimientos de soledad que vivencian las personas mayores. Las personas mayores se quejan a menudo de sufrir soledad (reverso emocional y social del bienestar subjetivo) causada tanto por el aislamiento o desarraigo de los entornos familiares como por efecto de separaciones, pérdidas o desvinculaciones amorosas. La perspectiva cognitiva de la soledad señala que una persona se siente sola cuando el apoyo social que espera recibir es inferior, en cantidad o calidad, al apoyo social que finalmente recibe. En este estudio se ha evaluado en que medida la soledad conlleva sentimientos referidos a la falta de satisfacción de las necesidad de intimidad y afecto con las figuras de apego (soledad emocional), con los amigos (soledad social) y con la pareja (soledad afectivo-sexual).

Los resultados encontrados determinan que los niveles de soledad son menos significativos de lo que se esperaba inicialmente debido, seguramente, al papel compensador de algunas relaciones sociales. Así, la familia puede actuar como red social; algunas amistades pueden dar apoyo emocional e incluso contacto sexual y, finalmente la pareja puede ser figura de apego y a la vez formar parte de la red social. Se reflejará en este trabajo como los diferentes factores de satisfacción afectivos están relacionados entre sí y, por consiguiente, los diferentes tipos de soledad también se asocian con la percepción de bienestar de las personas mayores.

Palabras clave: soledad, calidad de vida, vejez, necesidades interpersonales

LA INTELIGENCIA EMOCIONAL EN EL DOCENTE. UN ESTUDIO DE SU RELACIÓN CON LOS RESULTADOS ACADEMICOS

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La inteligencia Emocional ha sido estudiada por diversos autores pero nos identificamos con el modelo de habilidad de Mayer y Salovey, en el cual se define la IE como la habilidad de las personas para atender y percibir los sentimientos de forma apropiada y precisa, la capacidad para asimilarlos y comprenderlos de manera adecuada y la destreza para regular y modificar nuestro estado de ánimo o el de los demás. En España son muy pocos los programas socio-emocionales destinados a fomentar la inteligencia emocional del profesorado, no sólo como beneficio que recae directamente sobre ellos, sino también sobre la práctica docente y, por tanto, sobre el alumnado de modo indirecto. Por ello, es necesario hacer una reflexión en los docentes sobre su IE y resaltar la relevancia personal y social de desarrollar sus capacidades emocionales y sociales, que posteriormente repercutirá en su labor profesional. Queremos además explorar la incidencia que la inteligencia emocional del profesor puede tener en los resultados académicos de sus alumnos. Basándonos en el modelo de inteligencia emocional propuesto por Mayer y Salovey (Mayer y Salovey, 1997; Mayer, Caruso y Salovey, 1999) utilizamos el Trait Meta-Mood Scale (elaborada por Fernández-Berrocal, Extremera y Ramos, 2004), que mide tres dimensiones clave de la inteligencia emocional intrapersonal: atención a los propios sentimientos, claridad emocional y reparación de las propias emociones, proporcionando una estimación personal sobre los aspectos reflexivos de nuestra experiencia emocional. En este trabajo estudiamos de la IE en un profesorado de un centro educativo de Canarias, comparando los resultados obtenidos en la escala con los resultados académicos de sus alumnos. El objetivo es el de evaluar la Inteligencia Emocional y analizar los resultados obtenidos en relación al tipo de profesorado.

Palabras clave: inteligencia emocional, docentes, resultados académicos

ANSIEDAD Y ESTRÉS EN LA MUJER TRABAJADORA - DIFERENCIAS Y RELACIONES CON OTROS FACTORES

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Desempeñar diferentes roles y además conciliar la vida laboral y familiar, son retos muy importantes en nuestra sociedad actual, sobre todo en el caso de la mujer trabajadora. Casi todas las investigaciones presentan a la mujer en general con puntuaciones más altas en ansiedad y estrés que los hombres. Ello hace que se perciba el entorno de modo más amenazante. Si nos centramos en la mujer trabajadora se añaden otros factores. La investigación pretende conocer si hay diferencias en un grupo de trabajadores, entre los hombres y las mujeres en ansiedad, percepción de riesgos psicosociales y otras variables. La muestra está constituida por 185 trabajadores, el 57,8% mujeres y el 42,2% hombres, edad media 39 años, de diferentes sectores en los que la mayoría tiene estudios universitarios. La media de horas semanales trabajadas es 40,83 y de horas de hogar es 10,23. Tienen dolencias el 87,6%, el 58,9% ha consumido algún medicamento, fuman el 25,3% y practican deporte el 56,2%. Los instrumentos utilizados son: Cuestionario de datos socio demográficos, Cuestionario ISRA (Miguel Tobal y Cano Vindel, 1997) y STAI (Spielberger, Gorsuch y Lushene, 1986) para la medición de las diferentes facetas de ansiedad y Cuestionario DECORE (Luceño y Martín, 2008) para la evaluación de los riesgos psicosociales. Los resultados nos indican que las mujeres presentan un rasgo de ansiedad mayor que los hombres siendo las diferencias estadísticamente significativas y además tienen una mayor percepción de los riesgos psicosociales aunque las diferencias no son estadísticamente significativas. Estos resultados coinciden con los hallados en la mayoría de estudios. Por ello hay

que trabajar tanto a nivel organizacional como individual para mejorar la situación en nuestra época actual.

Palabras clave: ansiedad, estrés laboral, sexo, género

ANXIETY AND STRESS ON WORKING WOMEN - DIFFERENCES AND RELATIONSHIPS WITH OTHER FACTORS

To play different social roles and to reconcile work and family life at the same time are very important challenges in today's society, especially in the case of working women. Most researches shows women in general with higher scores in anxiety and stress than men. This causes the environment is perceived in a more threatening way. If we focus on working women other key factors should be added. The investigation aims to determine differences between men and women in a group of workers, in relation to anxiety, risks psychosocial perceptions and other variables. The sample consisted of 185 workers, 57,8% women and 42,2% men, mean age 39 years, from different sector, most being college degrees. The average weekly hours worked is 40,83 and hours at home 10,23. 87,6% had ailments, 58,9% had consumed some medications, smoking 25,3% and playing sport 56,2%. The instruments used are the demographic data questionnaire, Questionnaire ISRA (Miguel Tobal and Cano Vindel, 1997) and STAI (Spielberger, Gorsuch and Lushene, 1986) to measure different facets of anxiety and DECORE Questionnaire (Luceño and Martín, 2008) for the assessment of psychosocial risks. The results indicate that women have a higher anxiety trait than men being differences statistically significant and the have a greater perception of psychosocial risks although the differences were not statistically significant. These results are consistent with those found in most studies. We must therefore work both organizational and individual level to improve the situation in our current times.

Keywords: anxiety, sex, gender, job stress, psychosocial risk

TRABAJADORES ESTRESADOS – NO ESTRESADOS DIFERENCIAS EN LA PERCEPCIÓN DEL TRABAJO, ANSIEDAD Y OTRAS VARIABLES

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Nuestro mundo actual es cada vez más rápido, cambiante, globalizado, con una gran presión, competencia e inseguridad en el trabajo. Esta situación es percibida por los trabajadores de modo diferente según factores internos y externos que intervienen. Objetivo: La investigación pretende conocer si existen diferencias entre los trabajadores que se encuentran estresados en el trabajo y los no estresados, en los siguientes factores/variables:

- Apoyo Organizacional, Recompensas, Control, Demandas Cognitivas e Índice Global del Riesgo: indican la percepción de riesgos psicosociales que tiene el trabajador.
- ANSIEDAD: Cognitiva, Fisiológica, Motora, Total y de Evaluación; Ansiedad Rasgo y Estado.
- Y en otras variables: sexo, edad, dolencias últimos 12 meses, percepción de satisfacción y de motivación y empresa en la que trabaja.

Muestra: 147 trabajadores, con una edad media de 39 años. El 76,1% tiene estudios universitarios. El 45,6% trabajan en Entidades Financieras. La media de horas semanales trabajadas es 41,5. Instrumentos:

1. Cuestionario de datos socio demográficos.
2. Cuestionario DECORE (Luceño y Martín, 2008) para la evaluación de los riesgos psicosociales en el entorno laboral y la pregunta me encuentro estresado.
3. Cuestionario ISRA (Miguel Tobal y Cano Vindel, 1997) y STAI (Spielberger, Gorsuch y Lushene, 1986) para la medición de las diferentes facetas de la Ansiedad.

Resultados: Los trabajadores estresados presentan puntuaciones más altas en todos los aspectos analizados en esta investigación. En algunos casos las diferencias son estadísticamente significativas. Perciben su

entorno con más riesgo. Además la ansiedad hace que vean las situaciones de modo más amenazante. Se encuentran menos motivados y satisfechos. Estas diferencias ya han sido comentadas en muchas investigaciones, por ello es necesario abordar el estrés tanto a nivel organizacional como individual.

Palabras clave: estrés laboral, riesgos psicosociales, ansiedad, trabajo y salud laboral

STRESSED – UNSTRESSED WORKERS - DIFFERENCES IN THE PERCEPTION OF WORK, ANXIETY AND OTHER VARIABLES

Our modern world is becoming faster changing, globalized, and with a great deal of pressure, competition and insecurity at work. This situation is perceived by workers differently according to both internal and external factors involved. Subject: The research aims to find differences between stressed and not stressed workers sed, on the following factors/variables:

- Organizational Support, Rewards, Control, Cognitive Demand and Global Risk Index: Indicates the psychosocial risk perception of the worker.
- ANXIETY: Cognitive, Physiological, Motor, Total and Evaluation, State and Trait Anxiety.
- Other variables: sex, age, poor health in the last 12 months, perception of satisfaction and motivation and company where he works.

Sample: 147 employees, with a mean age of 39 years. 76,1% have college degrees. 45,6% work in financial institutions. The average workweek is 41,5 hours. Instruments:

1. Demographic data questionnaire,
2. DECORE Questionnaire (Luceño y Martín, 2008) for the assessment of psychosocial risks at work and the question I am stressed.
3. ISRA Questionnaire (Miguel Tobal, Cano Vindel, 1997) and STAI (Spielberger, Gorsuch and Lushene, 1986) to measure different aspects of anxiety.

Results: The stressed workers have higher scores in all aspects analyzed in this research. In some cases the differences are statistically significant. Perception of a riskier environment. Also, anxiety causes them to see situations more threatening. They are less motivated and satisfied. These differences have been discussed in many studies and it is therefore necessary to approach stress at both organizational and individual levels.

Keywords: job stress, psychosocial risk, anxiety, work and occupational health

LA EMERGENCIA DE LA INTELIGENCIA EMOCIONAL COMO INTELIGENCIA DE SEGUNDO ORDEN EN LAS REPRESENTACIONES SOCIALES DE INTELIGENCIA

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Este estudio analiza las representaciones sociales de inteligencia (RSI) y su relación con la inteligencia emocional (IE). La muestra consistió en 190 participantes que respondieron al cuestionario de inteligencia (Mugny y Carugati, 1989) y de inteligencia emocional (Schutte et al. 1997). El análisis factorial de la escala RSI que arrojó 9 dimensiones de inteligencia. Las puntuaciones en la escala de IE fueron divididas en terciles: grupos bajo, medio y alto. El diseño final consistió en tres condiciones de la IE como variable independiente y los factores de RSI como variable dependiente. Los resultados de los ANOVA demostraron que la alta IE se relaciona con concepciones de inteligencia orientadas a funciones adaptativas a la sociedad y apoyan la idea de que los atributos biológicos de inteligencia son desarrollables mediante el esfuerzo y la práctica. Se discuten en el marco de la teoría de las representaciones sociales, en relación con la inteligencia emocional y cómo estos hallazgos

repercuten en la identidad social y personal de los individuos.

Palabras clave: representaciones sociales de inteligencia, inteligencia emocional e identidad social

THE EMERGENCE OF EMOTIONAL INTELLIGENCE AS INTELLIGENCE OF SECOND ORDER IN THE SOCIAL REPRESENTATIONS OF INTELLIGENCE

This study aims at analyzing the between lay conceptions of intelligence (SRI) and emotional intelligence (EI). The Sample consisted of 190 participants that answered to the questionnaire of SRI (Mugny & Carugati, 1989) and of EI (Schutte et al., 1998). Factor analysis showed 9 dimensions on the scale RSI. Scores on the EI scale were converted into tertiles: low, medium, high groups. The final design consisted of three conditions of the EI as an independent variable and the factors of RSI as dependent variables. ANOVAs results showed that high EI was related to conceptions of intelligence oriented to adaptive societal functions and support the idea that the biological attributes of intelligence are developed through effort and practice. Finally the relationship between SRI and EI and how they affect people's social and personal identity are discussed within the framework of social representations theory.

Keywords: social representations of intelligence, emotional intelligence and social identity

DESCRIPCION DE UN PROGRAMA DE DESARROLLO DE COMPETENCIAS SOCIO-EMOCIONALES PARA ESTUDIANTES DE ENSEÑANZA BASICA

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El aprendizaje socioemocional es el proceso de desarrollar competencias tales como la habilidad para reconocer y manejar emociones, desarrollar el cuidado y la preocupacion por los otros, establecer relaciones positivas y lograr la autoregulacion. En Chile esta dimension esta insuficientemente desarrollada teniendo los profesores un mayor énfasis en lo cognitivo y olvidando el impacto que los aspectos emocionales tienen en el desarrollo personal y en el aprendizaje. Existe evidencia que las emociones positivas favorecen el aprendizaje académico y la vinculacion en tanto que las emociones negativas producen alejamiento, disminuyendo la posibilidad de aprender y la autoestima. Como parte de un Proyecto Fodecyt se desarrollo (Milicic et al. 2007) y se evaluo un programa (Base) que incluía las siguientes áreas: lenguaje emocional referido a la capacidad de utilizar un lenguaje preciso y adecuado para expresar emociones; conciencia de si mismo referido a la capacidad de registrar lo que se siente y ser capaz de reconocer fortalezas y debilidades; conciencia de los otros que se relaciona con la capacidad de ser empático y estar atento a las necesidades de los otros; autoregulacion referido a la capacidad de regular las propias emociones como una forma de lograr un mayor equilibrio y bienestar personal y evitar dañar a otros con conductas violentas; busqueda de solución pacífica de conflictos que implica buscar de enfrentar los problemas sin utilizar la violencia; optimismo orientado a ampliar la mirada positiva de los hechos y situaciones de si mismo y de los otros; integracion social orientado a desarrollar la capacidad de pertenencia a grupos y a ser colaborativos con los compañeros; habilidades de comunicacion orientado a aprender a escuchar a los otros y expresarse en forma apropiada. Este Programa se aplico y se evaluo el 2009 en una muestra de 647 alumnos de educación básica en Santiago.

Palabras clave: aprendizaje socioemocional, emociones, desarrollo, formación integral

INTELIGENCIA EMOCIONAL, ANSIEDAD Y METACOGNICIÓN ENTRE POBLACIÓN NORMAL Y SUJETOS CLÍNICOS

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Varios estudios demuestran que el déficit de habilidades emocionales se relaciona con síntomas de ansiedad en población general (e.g., Extremera y Fernández-Berrocal, 2006; Salovey Stroud, Woolery y Epel, 2002) y en sujetos clínicos (e.g., Jacobs et al., 2008; Lizeretti & Extremera, 2011; Lizeretti, Oberst, Chamorro & Farriols, 2006; Perna et al., 2010) apoyando la idea que el déficit de Inteligencia Emocional (IE) contribuye en el desarrollo y mantenimiento de los trastornos de ansiedad. Otro factor implicado es la metacognición, que hace referencia a los procesos psicológicos que intervienen en el control, la modificación y la interpretación de los propios pensamientos (Wells, 2000; Wells & Cartee, 2001). Las metacogniciones ejercen un papel importante en el uso de estrategias de afrontamiento desadaptativas, contribuyendo en el desarrollo y el mantenimiento de los trastornos mentales. La preocupación por la interpretación de un acontecimiento puede activar tanto las creencias negativas acerca de tener preocupaciones como las estrategias de control para mitigarlas, retroalimentando de este modo el proceso (e.g., Wells, 1995; Wells & Mathews, 1994). El objetivo del presente estudio ha sido analizar las diferencias en Ansiedad, IE y Metacognición en una muestra formada por 130 sujetos (edad $M=37,49$; $SD=11,76$) a los que se les administró el STAI, el TMMS-24 y el MCQ-30. Los principales resultados muestran que los sujetos que presentan niveles clínicos de ansiedad rasgo obtienen puntuaciones significativamente más bajas en IE y mayores en metacognición. El análisis de regresión indica que junto a la creencia negativa de que las preocupaciones son incontrolables y peligrosas, la percepción de no ser capaz de reparar adecuadamente los estados emocionales son los factores que más influyen en el rasgo de ansiedad.

Palabras clave: inteligencia emocional, TMMS, ansiedad, metacognición, MCQ-30

EVALUACIÓN DE COMPETENCIAS EMOCIONALES EN INGENIEROS

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El objetivo de este estudio ha sido evaluar las competencias emocionales intrapersonales e interpersonales de este colectivo profesional, y valorar posibles diferencias en función del género, el cargo ocupado o los años de experiencia. Para ello se ha administrado a 64 ingenieros (técnicos y superiores de distintas especialidades), el test Competea (Arribas y Pereña, 2009) de evaluación de competencias que integra 5 áreas competenciales (Intra-/Inter-personal, Desarrollo de tareas, Entorno y Gerencial). Además, los sujetos han respondido a un cuestionario que recoge información cualitativa. El porcentaje de hombres y mujeres de la muestra es del 72% y 28% respectivamente y la media de edad es de 32,8 años; respecto a los años de experiencia, la media es de 8,7 años. Para las comparaciones intrasujeto se ha utilizado la prueba T para muestras dependientes, y para las comparaciones intersujetos la prueba T o la prueba ANOVA en función de los criterios de aplicabilidad de cada una. Se ha calculado también el coeficiente de correlación lineal r de Pearson para evaluar posibles asociaciones entre variables cuantitativas. Se ha asumido un nivel de significación de 0,05 para todo el estudio. Los resultados muestran que las áreas intrapersonal e interpersonal son significativamente inferiores a las de desarrollo de tareas, entorno y gerencial. Muestran también una correlación positiva entre ambas. También indican que hay diferencias significativas tanto en el área intrapersonal como en el área interpersonal entre personas que ocupan cargos de dirección y aquellas que ocupan cargos técnicos. Los resultados sugieren que aunque las competencias emocionales son valoradas y reclamadas cada vez más en los profesionales, las Universidades centran principalmente sus planes de estudios en las competencias técnicas. Por otro lado, aunque las organizaciones proporcionen formación y desarrollo de

competencias emocionales no parecen estar dando el resultado esperado.

Palabras clave: ingeniero, competencias, inteligencia emocional, evaluación

EVALUATION OF EMOTIONAL COMPETENCIES IN ENGINEERS

The aim of this study was to evaluate the intra and interpersonal emotional competencies of this group of professionals and to assess possible differences based on gender, the position held or years of experience. To do this, 64 engineers (engineers and technical engineers from different fields) were submitted to the Competea test (Arribas y Pereña, 2009), which evaluates competencies and contains five competency areas (Intra and Interpersonal, task development, environmental and managerial). Additionally, these individuals answered a questionnaire that included qualitative information. The percentage of men and women in the sample was 72% and 28% respectively and the average age is 32.8 years; with respect to years of experience the average is 8.7 years. For within-subject comparisons the dependent samples T test or the ANOVA were used based on the application criteria of each one. Pearson's linear correlation coefficient r was calculated also to assess the potential association between quantitative variables. The significance level 0.05 was assumed throughout the study. The results show that intrapersonal and interpersonal areas are significantly lower than task development, environment and managerial. They also show a positive correlation among them. They also indicate that there are significant differences both in the intrapersonal as well as the interpersonal areas between individuals who hold management positions and those in technical positions. The results suggest that even though emotional competencies are valued and demanded more and more from professionals, universities tend to center their curricula principally in technical competencies. Moreover, even if organizations provide training and development of emotional competencies it does not seem that they are achieving the expected results.

Keywords: engineer, competencies, emotional intelligence, assessment

EMOZIOEKIN: SOFTWARE PARA EL DESARROLLO DE COMPETENCIAS SOCIOEMOCIONALES (CSE) EN CONTEXTOS ORGANIZACIONALES

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La Inteligencia Emocional ha mostrado una influencia positiva sobre procesos laborales importantes como el estrés, el liderazgo transformacional, la comunicación asertiva, la empatía y el aumento de las competencias para el trabajo en equipo (Aritzeta, Gartzia y Ramos, 2008). El objetivo de este trabajo era desarrollar una plataforma informática orientada a contextos laborales que contribuyese al aumento de cuatro competencias socioemocionales asociadas a la Inteligencia Emocional (Mayer y Salovey, 1997): La percepción y expresión, la concienciación, la comprensión y la regulación emocional. La plataforma EMOZIOEKIN está dividida en cuatro fases:

1) Diagnóstico: Examina variables clave situadas a dos niveles. A nivel individual examina, por ejemplo, estados afectivos, inteligencia emocional autopercibida y, a nivel organizacional aspectos como la cultura, el liderazgo o el clima emocional. Este diagnóstico genera un informe que permite identificar puntos fuertes, áreas de mejora y expectativas de intervención que ayudan a diseñar de forma eficaz las fases 2, 3 y 4.

2) Sensibilización: Está compuesta por 10 actividades que permiten la toma de conciencia de la importancia de las competencias socioemocionales para el bienestar subjetivo y la mejora de las competencias laborales.

3) Adquisición: Consta de 25 dinámicas individuales con objeto de adquirir y desarrollar las competencias socioemocionales en entornos laborales.

4) Aplicación: Recoge 2 herramientas de apoyo que posibilitan la puesta en práctica de las competencias socioemocionales adquiridas: "Diario Emocional" y "Foro de intercambio de acontecimientos emocionales".

EMOZIOEKIN pretende responder de forma eficaz a la necesidad de disponer de herramientas interactivas útiles con las que impulsar culturas organizacionales innovadoras en las que el desarrollo de las personas constituya el valor añadido que incremente su capacidad competitiva.

Palabras clave: software, inteligencia emocional, diagnóstico, intervención, trabajo

EVALUACIÓN DE UN PLAN DE INTERVENCIÓN INTEGRAL PARA LA ADQUISICIÓN Y DESARROLLO DE COMPETENCIAS SOCIOEMOCIONALES EN CONTEXTOS ORGANIZACIONALES

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Los modelos actuales de gestión organizacional consideran que las competencias socioemocionales (CSE) deben complementar a las técnicas (Barsade y Gibson, 2007). Un alto porcentaje de éxito profesional, personal y social, así como de salud tanto física como mental se asocia a las CSE. La gestión emocional es una pieza clave dentro de los procesos de desarrollo individual, grupal y organizacional. Este trabajo de investigación/acción pretende identificar metodologías de intervención y buenas prácticas para la transformación organizacional hacia modelos de gestión basados en personas que impacten en la capacidad de innovación de las empresas y en su capacidad competitiva. Un total de 27 empresas y 476 trabajadores/as participaron en el estudio. Se diseñó una herramienta ad hoc para examinar diversas variables clave a nivel organizacional (p.e. cultura, liderazgo, planificación estratégica, iniciativas de innovación, sistemas de gestión y política de personas) y a nivel individual (p.e. la balanza afectiva mediante el PANAS y las habilidades de IE mediante el MSCEIT). 7 consultoras aplicaron siguiendo el modelo de Mayer y Salovey (1997), estrategias de intervención innovadoras con objeto de incrementar la atención y expresión, la facilitación, la comprensión y la regulación de las emociones en contextos laborales. Los resultados de la evaluación llevados a cabo indican que el 72% de las intervenciones han alcanzado una tasa de logro de objetivos por encima del 30% de las cuales. La metodología de intervención más eficiente ha sido la "Emocional vivencial" que fomenta el aprendizaje a través de la experiencia emocional intensa. Un 76% de las intervenciones ha logrado que más del 80% de las personas deseen continuar con la intervención.

Palabras clave: competencias socioemocionales, intervención, organizaciones, evaluación

INTELIGENCIA EMOCIONAL PERCIBIDA Y BIENESTAR SUBJETIVO: UN MODELO DE ECUACIONES ESTRUCTURALES PARA UNA MEJOR COMPRENSIÓN

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El bienestar subjetivo es considerado un indicador de la calidad de vida (Lucas, Diener, y Eunkook, 1996; Lybomirsky, King, y Diener, 2005), con un componente de carácter cognitivo, referido al juicio de la persona acerca de su propia vida denominado satisfacción con la vida (Andrews y Withey, 1976; Diener y Lucas, 1999), y un componente afectivo, relacionado con los sentimientos de placer y displeacer que experimenta la persona (Diener y Emmons, 1984; Diener y Lucas, 1999). La Inteligencia Emocional Percibida (IEP) se refiere al metaconocimiento sobre las propias habilidades emocionales y ha mostrado ser predictora de aspectos relevantes para la adaptación psicosocial del individuo. Así, diversas investigaciones que han empleado el Trait Meta Mood Scale (Salovey, Mayer, Goldman, Turvey, y Palfai, 1995) encuentran relación entre la IEP y diferentes dimensiones del bienestar subjetivo (Fernández-Berrocal & Extremera, 2008; Palmer, Donaldson, y Stough, 2002). A pesar de ello, escasos estudios han analizado estas relaciones con modelos de ecuaciones estructurales (SEM). Gignac (2006) realizó un modelo de ecuaciones estructurales en el que encontró una relación significativa entre la IEP como factor general y las diferentes dimensiones del bienestar subjetivo. El objetivo de este trabajo es aplicar un modelo de ecuaciones estructurales para conocer la influencia de la IEP en el bienestar subjetivo en una muestra de profesorado (N=423). Analizamos las relaciones existentes entre las dimensiones de la inteligencia emocional percibida y las del bienestar subjetivo, e incluimos en el modelo otras variables como la sensibilidad a la ansiedad y la autoeficacia, que consideramos relevantes para el bienestar del profesorado. Encontramos que todas las dimensiones de la inteligencia emocional percibida están relacionadas de manera significativa con una o varias de las dimensiones del bienestar subjetivo.

Palabras clave: inteligencia emocional, bienestar subjetivo, satisfacción con la vida, ecuaciones estructurales

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