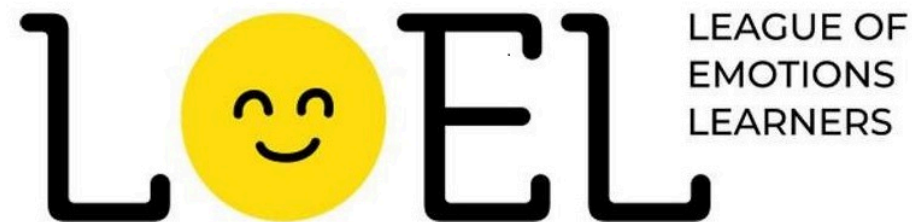
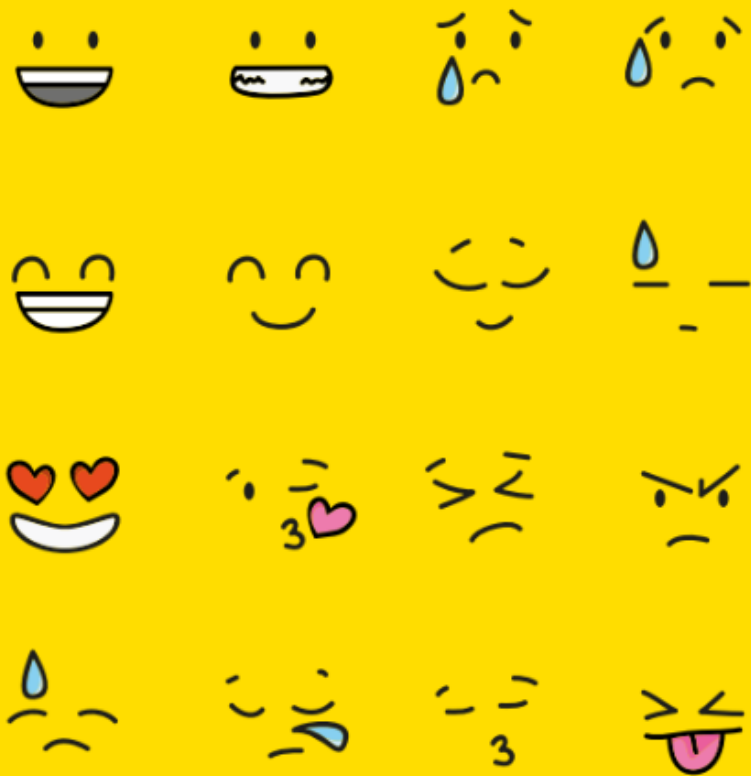




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Learning activity

## Introduction to Emotional Intelligence



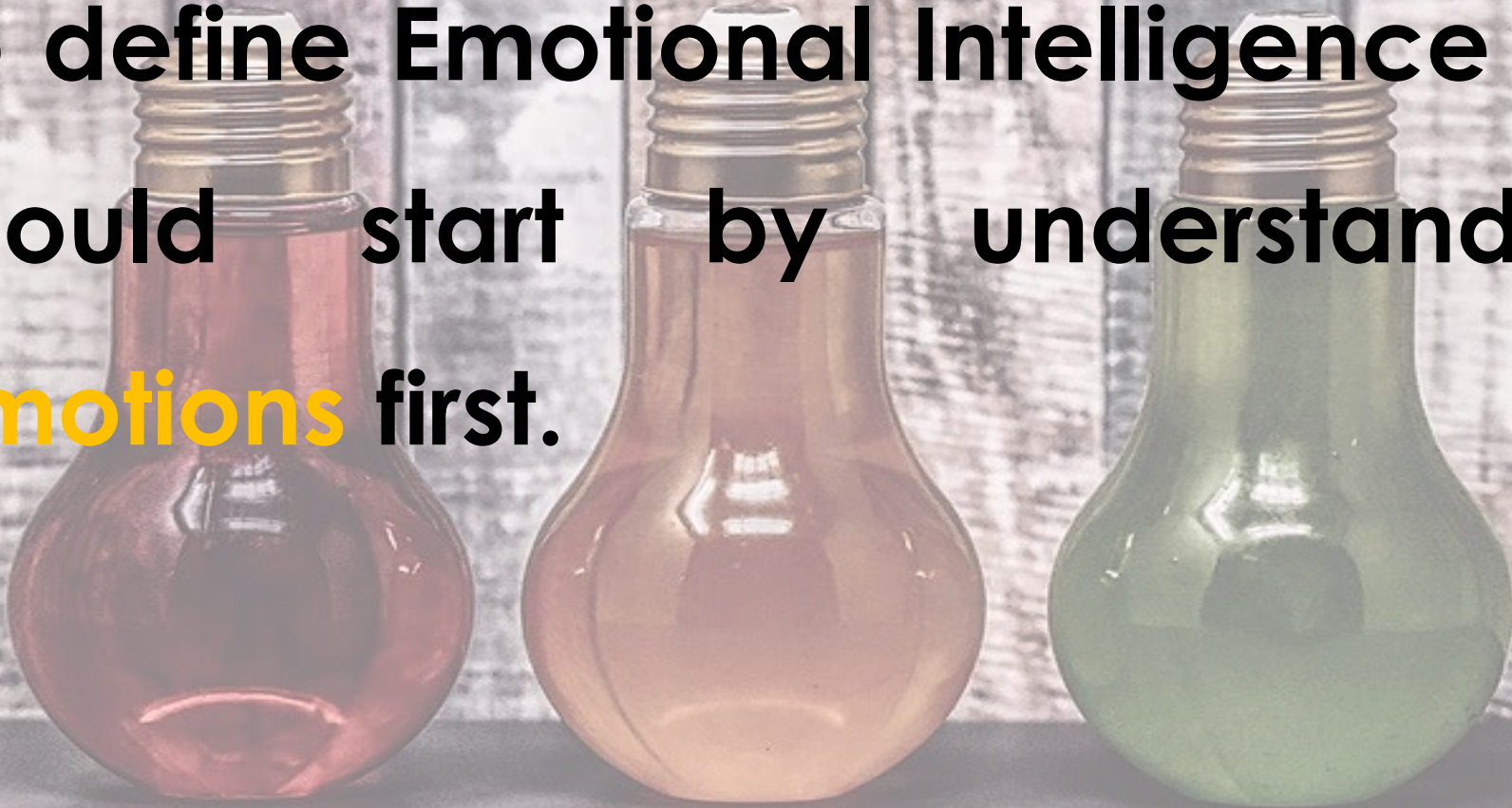
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First things go first...

What is **Emotional  
Intelligence?**



**To define Emotional Intelligence we  
should start by understanding  
emotions first.**



# So, what are emotions?

The experience of an emotion involves a set of cognitions, attitudes and beliefs about the world, that is used to evaluate a concrete situation and they influence the way in which that situation is perceived.



# Why do emotions exist?

The **objective** regarding emotions is that emotions work for us, using them in such a way that they **help us guide our behaviour and our thinking processes.**

Emotions have the same importance as cognitive or rational intelligence.



# How do they work?

Emotions help you to survive, allow you to provide a rapid response to important situations. They also help us to relate to other people, and to manage expectations and demands of life.

Emotions are **adaptive** traits that arise as reactions to important life events.

All emotions have a function that makes them useful, regardless of the pleasant quality they may generate. Indeed, even the most unpleasant emotions have important functions in social adaptation and personal adjustment.

# Example of how emotions work



**FEAR:** it help us avoiding danger.

Biologically we are predisposed to identify certain fears but our personal experiences can also influence the fears we have.

For example: some people are afraid of inoffensive insects, other people are afraid of having a relationship as their previous one went wrong.

# Which are the basic emotions?

Following Paul Ekman's theory, there are 6 basic emotions:

Sadness

Anger

Happiness

Surprise

Fear

Disgust



# Are we able to define them?



**SADNESS** is an emotional pain associated with, or characterized by, feelings of disadvantage, loss, despair, grief, helplessness, disappointment and sorrow.



**HAPPINESS** is a sense of well-being, joy, or contentment. Happiness is used in the context of mental or emotional states, including positive or pleasant emotions



FEAR is an unpleasant emotion caused by the threat, anticipation or awareness of danger, pain, or harm.



ANGER is an intense emotional state. It involves a strong uncomfortable and hostile response to a perceived provocation, hurt or threat. It can also be a strong feeling that makes an individual want to hurt someone or be unpleasant because of something unfair or unkind that has happened.



**SURPRISE** is the feeling caused by something unexpected happening and can make an individual feel a wide range of emotions.



**DISGUST** is a feeling of revulsion or strong disapproval aroused by something unpleasant or offensive

# Of course there are more..

Guilt      Satisfaction      Shame      Isolation      Hope

Irritation      Worry      Hysteria      Disdain

Jealousy      Insecurity      Impatience

Nervousness      Revenge      Aversion      Pity ...

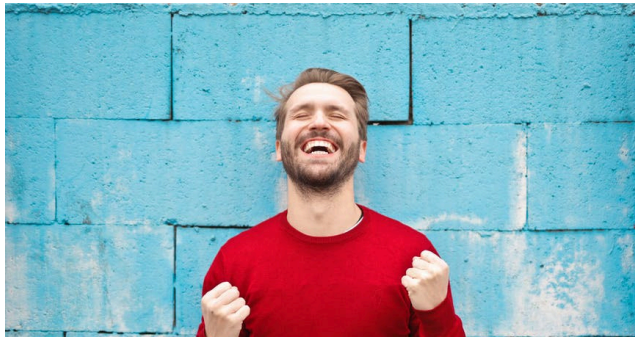
**But there are linked to the 6 basic emotions!**

# It should be mentioned...

There are some emotions that involve awareness of the relationships between the self and other people, such as for example love, jealousy or pride.







**Facial expressions** do not just communicate emotions, they also increase the emotion that one person is feeling and send signals to the body to issue a consistent response.



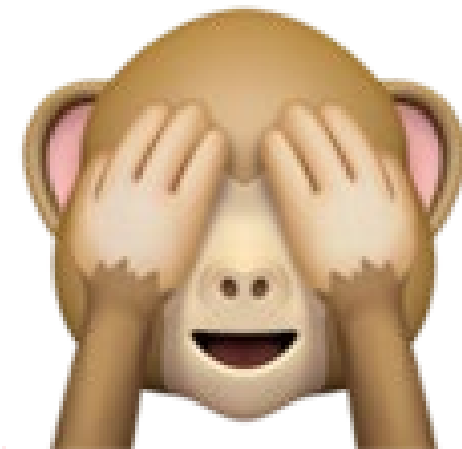
**Some emotions appear to exist in all cultures and in some higher animals as well.**

Some emotions appear to be universally associated with and recognizable by characteristic facial expressions, and that some emotions appear to serve identifiable biological functions related to the survival needs of the individual and of the species.

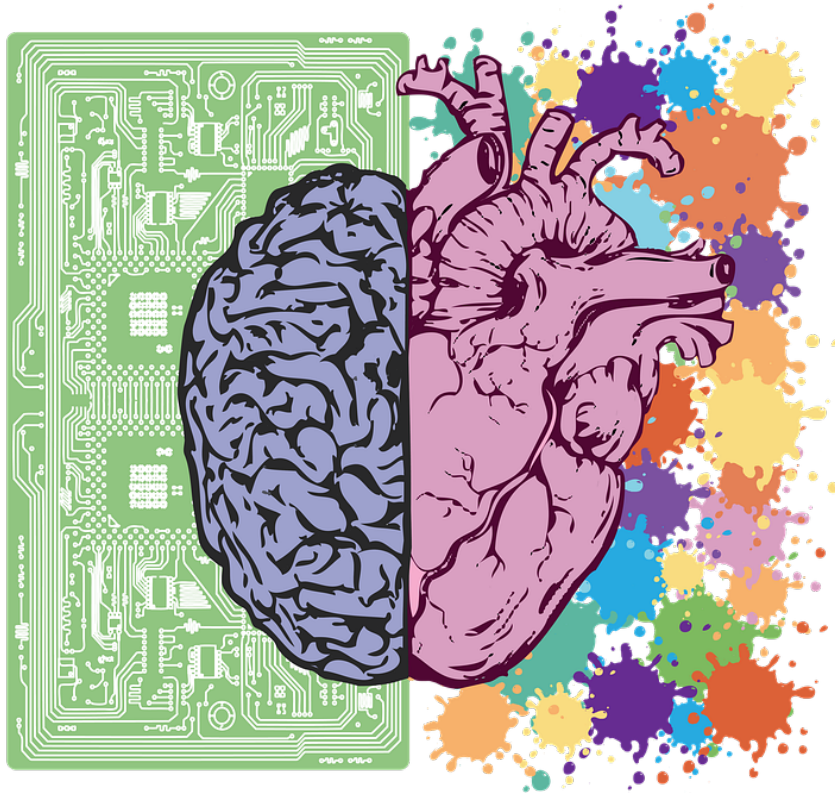
Even congenitally blind individuals produce the same facial expressions associated with these emotions, despite never having had the opportunity to observe them in other people.

**Even if most of the emotions are shared, its interpretation varies across different cultures.**

For example, in western shame is conceived as a bad emotion. But shame is considered a good emotion in other cultures—it is in one category with modesty and embarrassment and these feelings show that you have propriety, that you know your place in the world. The emotion is differently valued and thus have different effects and consequences.



# How are emotions created?



**One emotion is triggered from an occurrence.** Its perception can be conscious or unconscious.

The occurrence can be external or internal; current, past or forward; real or imaginary.

As for example, in the case of a nightmare, a past memory etc.



# How are emotions identified?

There is an innate mechanism that values the stimulus that reach our senses. It analyses if an occurrence is perceived as positive or negative. This will create different emotions.

If the happening is assessed as **positive**, it is perceived as a progress towards wellbeing and it will generate **positive emotions**. If the happening is assessed as **negative** (an obstacle, danger, difficulty, offense, etc.), it generated **negative emotions**.





**This also means that each person reacts and feels differently to the same situation**

Because we share emotions,  
not what provokes them.

**Emotions change how we see the world and how we interpret the actions of others.** We do not seek to challenge why we are feeling a particular emotion; instead, **we seek to confirm it.** We evaluate what is happening in a way that is consistent with the emotion we are feeling, thus justifying and maintaining the emotion.

However, the same mechanism that guides and focuses our attention can distort our ability to deal with both new information and knowledge already stored in our brain.



# Can emotions be misunderstood?

Yes.

People can also suffer “**Cognitive distortions**”.

It is the erroneous way that we have to process the information. This encompasses the misunderstandings of what happens around us generating multiple consequences. Everyone can present a cognitive distortion. It is important to identify, analyse and modify them.

# Can we handle emotions?

Emotions produce changes in parts of our brain that mobilize us to deal with what has set off the emotion, as well as changes in our autonomic nervous system, which regulates our heart rate, breathing, sweating, and many other bodily changes, preparing us for different actions. Thus, **we don't have much control over what we become emotional about.**

- **But it is possible, though not easy, to make some changes in what triggers our emotions and how we behave when we are emotional.**
- **Besides, you are responsible for how you act as a response for an emotion. This response may also be trained.**



# So, what is emotional intelligence?

**Emotional Intelligence** is the ability to handle feelings and emotions, to discriminate between them and using this knowledge to manage its own thoughts and actions.

It is also the capacity to recognize our own feelings and other people's feelings, motivate and handle properly the relations that we have with other people and with ourselves.



Inside Emotional Intelligence there are emotional competences that every person will use either in their personal and professional lives.

**Generic or transversal competences:** The common competences from many different professions.

They include generic aspects such as basic computer skills or language skills and a wide range of socio-personal competences: self-esteem, emotional balance, responsibility, empathy, problem solving, etc.

**Specific professional-technical competences:** They encompass knowledge and procedures related to a professional field or specialization.

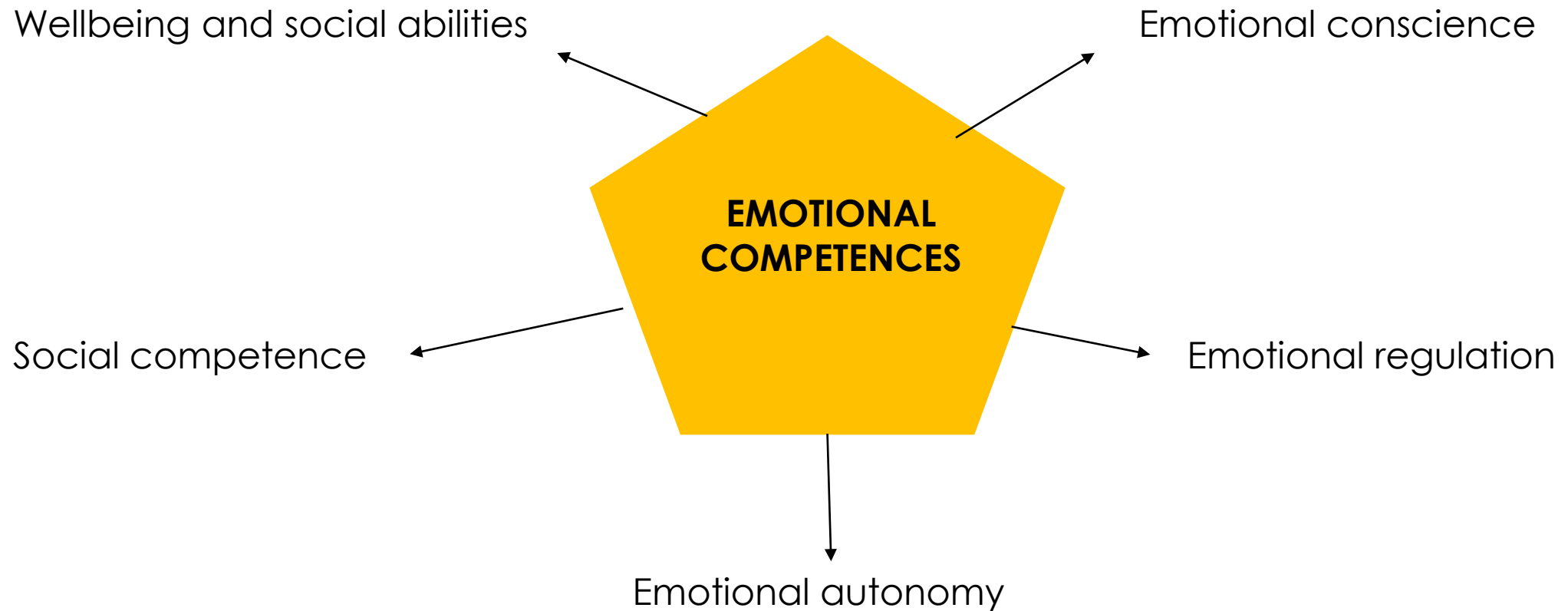
Each career has its specific competences, they are related to the necessary “knowing” and “know-how” to carry out a professional performance of a professional activity.

# Emotional competences

**Emotional competences** are defined as a set of knowledge, abilities and attitudes to be aware, understand, express and manage an emotional phenomenon appropriately.

The goal of these competences is to increase the added value in professional functions and to promote the personal and social wellbeing.

# Emotional competences



# Emotional conscience

- **Be aware of your own emotions.** Be able to identify and classify the emotions.
- **Give a name to the emotions.** Ability to use emotional vocabulary and expressions.
- **Understand other people's emotions.**
- **Be aware of the interaction between emotion, cognition and behaviour.**

This is the first step to work on the other competences.

# Emotional regulation

- **An appropriate emotional expression.** To understand that the emotional internal status does not need to correspond to the external expression.
- **Regulation of emotions and feelings.**
- **Coping mechanisms.** Ability to face challenges and conflict situations.
- **Competence to self generate positive emotions.** Being aware and capable of generating positive emotions.



# Emotional autonomy

- **Self esteem.** Having a positive image about ourselves.
- **Self-motivation.** Ability to self-motivate to get emotionally involved in diverse activities of daily life.
- **Emotional self-efficiency.** The perception of being capable in social relationship thanks to emotional competences.
- **Responsibility.** To take responsibility for the acts.
- **Positive attitude.**
- **Critical analysis of social rules.**
- **Resilience.** Ability to face adverse situations

# Social competence

- **Manage basic social skills.** Among others, listening
- **Respect for the others.**
- **Practice receptive communication. Ability to understand other people through verbal and non-verbal communication. .**
- **Responsibility.** To take responsibility for the acts.
- **Positive attitude.**
- **Critical analysis of social rules.**
- **Resilience.** Ability to face adverse situations

# Wellbeing and social abilities

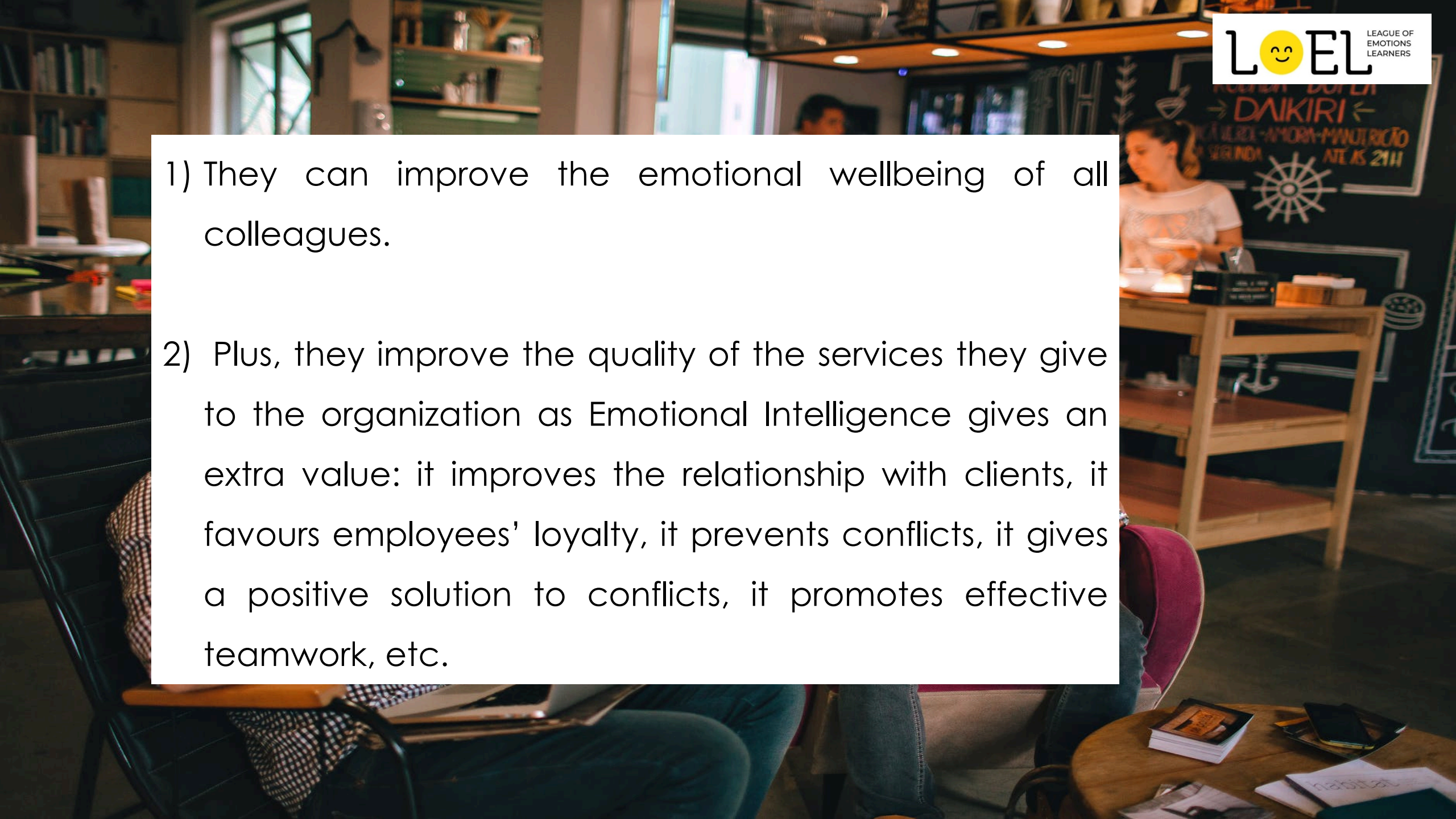
- **Ability to set realistic goals.**
- **Decision making.**
- **Search for help and resources.** Ability to identify the need for help.
- **Active, participative, critical, responsible and engaged citizenship.**  
Development of an attitude aware of the rights and duties as a citizen.
- **Emotional wellbeing.** Ability to enjoy emotional wellbeing and being aware of it.
- **Flow.** Ability to create optimal experiences in different aspects of life.

So...why are emotional competences added value at work?

**They are considered one of the key aspects to succeed.**



- 1) They can improve the emotional wellbeing of all colleagues.
- 2) Plus, they improve the quality of the services they give to the organization as Emotional Intelligence gives an extra value: it improves the relationship with clients, it favours employees' loyalty, it prevents conflicts, it gives a positive solution to conflicts, it promotes effective teamwork, etc.





# Why Today's New Workers Lack Soft Skills

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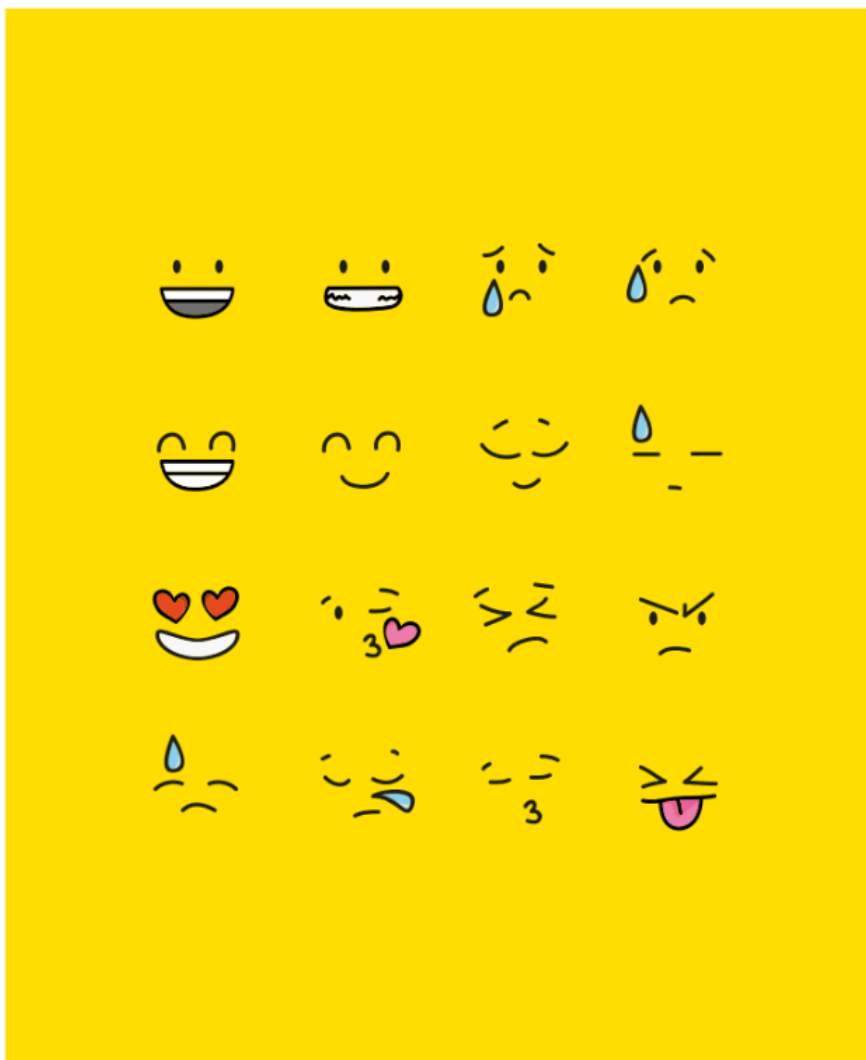
THE IMPORTANCE  
OF TRANSVERSAL SKILLS  
AND COMPETENCES FOR  
YOUNG PEOPLE



**We've raised Generation Hopeless: millennials who lack basic life and workplace skills. And it's a big issue**

MILLENNIALS are totally useless when it comes to basic life and work skills and we'll all pay for it, experts have warned.





# Thank you!

