

# VIII ICEI 2022

**INTERNATIONAL CONGRESS ON EMOTIONAL INTELLIGENCE**

FROM **30** AUGUST TO **2** SEPTEMBER **2022**

PALAZZO CHIARAMONTE STERI  
**PALERMO, ITALY**



# VIII ICEI2022



Under the patronage of



**Università  
degli Studi  
di Palermo**



Ordine degli Psicologi  
della Regione Siciliana



SCIENZE PSICOLOGICHE  
PEDAGOGICHE ESERCIZIO  
FISICO E FORMAZIONE



UNIVERSITÀ  
DEGLI STUDI  
DI PALERMO

• Dipartimento  
Culture e  
Società



**dj** dipartimento  
di ingegneria  
unipa

with the contribution of



**PERLAB**  
Laboratorio di Psicologia, Emozioni & Ricerca



UNIVERSITÀ  
DEGLI STUDI  
FIRENZE  
SPIN-OFF APPROVATO

in partnership con  
**Yale Center for Emotional Intelligence**

Organizing Secretariat

**COLLAGE**  
S.p.A.

Via U. Giordano, 55 - 90144 Palermo - Tel. 091 6867.401  
e-mail: giorgia.napolitano@collage-spa.it - web: www.collage-spa.it

## COMMITTEES

### LOCAL ORGANIZING COMMITTEE

#### **University of Palermo, Italy**

*Antonella D'Amico, Conference Chair*

#### **Centro Studi Internazionale MetaIntelligenze**

*Alessandro Geraci*

*Laura Di Domenico*

*Carla La Rizza*

*Emma Pignata*

*Cinzia Gambino*

*Laura Hopps*

#### **COLLAGE S.P.A.**

*Antonio Sola*

*Giorgia Napolitano*

*Diana Grillo*

### SCIENTIFIC COMMITTEE

**Davide Antognazza**, SUPSI of Locarno

**Pablo Fernandez-Berrocàl**, University of Malaga, Spain

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

**David Caruso**, EI Skills Group and Yale University, USA

**Antonio Chella**, University of Palermo, Italy

**Antonella D'Amico**, University of Palermo, Italy

**Lúisa Faria**, University of Porto, Portugal

**Marina Fiori**, Swiss Federal University for Vocational Education and Training, Switzerland

**Lada Kaliská**, Matej Bel University in Banská Bystrica

**Carolyn MacCann**, The University of Sydney, Australia

**John D. Mayer**, University of New Hampshire, USA

**Jochen Menges**, University of Zurich, Switzerland and Cambridge University, United Kingdom

**Isabel Maria Mikulic**, University of Buenos Aires, Argentina

**Marcello Mortillaro**, University of Geneva, Switzerland

**John Pellitteri**, Queens College, City University of New York, USA

**Tabassum Rashid**, Effat University, Saudi Arabia

**Cimenna Chao Rebolledo**, Universidad Iberoamericana, México

**Richard Roberts**, Research & Assessment: Design (RAD) Science, USA

**Peter Salovey**, Yale University, USA

**Paul Schmitz**, University of Bonn, Germany

**Chris Skinner**, Notre Dame University, Perth, Australia

**Vladimir Taksic**, University of Rijeka, Croatia

**Chi-Sum Wong**, The Chinese University of Hong Kong Business School, Hong Kon

**PROGRAM OVERVIEW**

**PRE-CONGRESS**  
**Tuesday – 30 August**

<b>First Session</b>			
<b>9:00 am</b> <b>12:00 am</b>	Emotional Intelligence in Education Tabassum Rashid – Antonella D’Amico	Emotional Intelligence in Workplace Jochen Menges	Emotional Intelligence in Clinical settings John Pellitteri
<b>Second Session</b>			
<b>1:00 pm</b> <b>4:00 pm</b>	The assessment of Emotional Intelligence Isabel Mikulic – Vladimir Takšić	Emotional Intelligence in Health System Chris Skinner	

**CONGRESS**  
**Wednesday – 31 August**

<b>9:00 am</b> <b>9:30 am</b>	<b>Opening session</b> <i>Welcome by the local authorities and the board of the International Society on Emotional Intelligence</i>		
<b>9:30 am</b> <b>10:30 am</b>	<b>Keynote Address</b> <i>Permission to feel: the power of emotional intelligence to transform lives</i> <b>Marc Brackett</b> – Yale University <i>Chair: John Pellitteri – Queens College, City University of New York</i>		
<b>10:30 am</b> <b>11:45 am</b>	<b>Live:</b> Poster Interactive Session <b>Online:</b> video-presentation of EI assessment tools by Giunti Psychometrics		
<b>11:45 am</b> <b>12:30 am</b>	<b>Keynote Address</b> <i>Emotions in action: a neuroscientific perspective</i> <b>Vittorio Gallese</b> – University of Parma <i>Chair: Pablo Fernandez-Berrocàl – University of Malaga</i>		
<b>1:30 pm</b> <b>3:00 pm</b>	<b>Symposium 1.1</b> Proponent: Antonella D’Amico <i>Emotions at school and in academic contexts: studies and application of SEL programs</i>	<b>Papers Session 1.1</b> Chair: Tabassum Rashid <i>Business, Workplace &amp; Organizational Settings</i>	<b>Papers Session 1.2</b> Chair: Vladimir Takšić <i>Assessment, Measurement, and Evaluation of EI</i>

VIII International Congress on Emotional Intelligence, 2022

3:00 pm 3:45 pm	<p><b>Keynote Address (virtual presentation)</b>  <b>Revision on Several Key Questions about Emotional Intelligence at the Workplace</b>  <b>Chi-Sum Wong</b> – <i>The Chinese University of Hong Kong</i>  <i>Chair: Jochen Menges – University of Zurich and Cambridge University</i></p>			
4:15 pm 5:30 pm	<p><b>Symposium 1.2</b>  Proponent:  Caterina Forte  <i>Expression or experience of emotions: reordering neural circuits through Feldenkrais Method®</i></p>	<p><b>Papers Session 1.3</b>  Chair: Rosario Cabello  <i>Education &amp; Social-Emotional Learning</i></p>	<p><b>Papers Session 1.4</b>  Chair: Kaliska Lada  <i>EI in Times of COVID-19</i></p>	<p><b>Papers Session 1.5</b>  Chair: Paul Schmitz  <i>Theoretical aspects</i></p>
5:30 pm 6:30 pm	<p><b>Joint Keynote Address (in presence/virtual)</b>  <b>The measurement of Emotional Intelligence</b>  <b>Marcello Mortillaro</b> – <i>University of Geneva</i>  <b>Richard Roberts</b> – <i>Research &amp; Assessment: Design (RAD) Science, USA</i>  <i>Chair: Maribel Mikulic – University of Buenos Aires</i></p>			

Thursday – 1 September

9:00 am 10:00 am	<p><b>Keynote Address</b>  <b>Emergence of emotion and decision-making based on predictive processing of interoception: Implications for emotional intelligence</b>  <b>Hideki Ohira</b> – <i>Nagoya University, Japan</i>  <i>Chair: Vladimir Takšić – University of Rijeka</i></p>		
10:00 am 11:00 am	<p><b>Live:</b> Poster Interactive Session  <b>Online:</b> video-presentation of EI assessment tools by Giunti Psychometrics</p>		
11:00 am 12:30 am	<p><b>Symposium 2.1</b>  Proponent: Marina Fiori and Marcello Mortillaro  <i>New Directions in the conceptualization and measurement of ability emotional intelligence</i></p>	<p><b>Papers Session 2.1</b>  Chair: Chris Skinner  <i>Applications in the Medical System</i></p>	<p><b>Papers Session 2.2</b>  Chair: Davide Antognazza  <i>Business, Workplace &amp; Organizational Settings</i></p>
1:30 pm 2:15 pm	<p><b>Keynote Address (virtual presentation)</b>  <b>Emotional Intelligence in Organization</b>  <b>David Caruso</b> – <i>Yale University</i>  <i>Chair: Tabassum Rashid – Effat University</i></p>		

## VIII International Congress on Emotional Intelligence, 2022

<p><b>2:15 pm</b> <b>3:45 pm</b></p>	<p><b>Symposium 2.2</b> Proponent: Davide Antognazza <i>Arts and Emotion</i></p>	<p><b>Papers Session 2.3</b> Chair: Laura Artusio <i>Education &amp; Social-Emotional Learning</i></p>	<p><b>Papers Session 2.4</b> Chair: Maribel Mikulic <i>Assessment, Measurement, and Evaluation of EI</i></p>
<p><b>4:15 pm</b> <b>5:15 pm</b></p>	<p><b>Joint Keynote Address</b> <i>Again(st) Emotions</i> <b>Michele Cometa</b> – University of Palermo <b>Paolo D’Angelo</b> – University of Roma 3 Chair: John Pellitteri – Queens College, City University of New York</p>		
<p><b>5:15 pm</b> <b>6:00 pm</b></p>	<p><b>Keynote Address</b> <i>New Horizons in Emotional Intelligence: The Role of Emotion-Information Processing and Hypersensitivity</i> <b>Marina Fiori</b> – Swiss Federal University for Vocational Education and Training Chair: Paul Schmitz – University of Bonn</p>		

### Friday 2 September

<p><b>9:00 am</b> <b>10:00 am</b></p>	<p><b>Keynote Address (virtual presentation)</b> <i>Emotional Intelligence and emotional regulation</i> <b>Carolyn MacCann</b> – The University of Sydney Chair: Chris Skinner – Notre Dame University, Perth</p>		
<p><b>10:00 am</b> <b>11:00 am</b></p>	<p><b>Live:</b> Poster Interactive Session <b>Online:</b> video-presentation of EI assessment tools by Giunti Psychometrics</p>		
<p><b>11:00 am</b> <b>12:30 am</b></p>	<p><b>Symposium 3.1</b> Chair: Janet Patti <i>EI Coaching for Educational Leaders-a New Leadership Paradigm</i></p>	<p><b>Papers Session 3.1</b> Chair: Cimenna Chao Rebolledo <i>Education &amp; Social-Emotional Learning</i></p>	<p><b>Papers Session 3.2</b> Chair: Elena Khlevnaya <i>EI in Times of COVID-19</i></p>
<p><b>1.30pm</b> <b>2:45 pm</b></p>	<p><b>Joint Keynote Address</b> <i>The Heart and the Machine: EI and AI</i> <b>Antonio Chella</b> – University of Palermo <b>Mark Sparvell</b> – Microsoft Education Chair: John Pellitteri – Queens College, City University of New York</p>		
<p><b>2:45 pm</b> <b>3:30 pm</b></p>	<p><b>Keynote Address (virtual presentation)</b> <i>Emotional Intelligence: Past, Present, and Future</i> <b>John D. Mayer</b> – University of New Hampshire Chair: Antonella D’Amico – University of Palermo</p>		
<p><b>3:30 pm</b> <b>4:00 pm</b></p>	<p><b>CLOSING CEREMONY</b> The board of <i>International Society on Emotional Intelligence</i> Presentation of the 9<sup>th</sup> International Congress on Emotional Intelligence</p>		

## **PRE-CONGRESS WORKSHOPS**

### **Emotional Intelligence in Education**

*Tabassum Rashid and Antonella D'Amico*

This workshop will consist of two sessions. During the first session, presented by Dr. Tabassum Rashid, participants will be presented with an overview, brief history and various theoretical models of Emotional Intelligence, followed by the most updated research investigating the relationship between EI and student success. The connection between classroom emotions and academic performance will also be scrutinized and various assessment techniques will be introduced and challenges discussed. Part-II of the workshop will be presented by Dr. Antonella D'Amico and will focus on some practical activities drawn from the program "MetaEmotions at Schools", a program aimed at disseminating in the schools the culture of emotional and metaemotional intelligence (Mayer & Salovey, 1997; D'Amico, 2018), as facilitators of thinking and learning, as well as promoters of wellbeing and social inclusion.

### **Emotional Intelligence in Workplace**

*Jochen Menges*

Research suggests that organizational life is rife with emotions, but many organizations to date are not set up in ways that effectively embrace their employees' emotions. In this pre-conference workshop, we explore the science behind emotions at work, we discover the role of emotional intelligence, and we discuss and creatively elaborate on how relevant findings apply at different levels of analysis within organizations. Participants contribute their research questions and explore existing and potential tools with which emotional intelligence can be applied in organizations. We put a particular emphasis not just on emotional intelligence as an individual ability but also on the organizational environments within which people use – or don't use – their emotional intelligence.

### **Emotional Intelligence in Clinical settings**

*John Pellitteri*

This workshop will review principles of emotional intelligence abilities as they apply to clinical settings. While the focus will be predominantly on counseling and psychotherapy approaches application of these EI principles can be extended to various therapy methods as used in medical, educational or coaching practices. EI concepts and processes will be organized around three domains forming a model that is labeled ART.

- (1) Attention includes the attention, perception & responsiveness to emotional cues,
- (2) Regulation involves the regulation & management of emotional states and
- (3) Transformation considers action potentials within emotional states that, through clinical interventions, can lead toward emotional transformations.

Research on emotions in psychotherapy will be briefly reviewed. Experiential activities, discussions and case studies will be used to illustrate how emotions are central to clinical processes and how therapists can work from an EI perspective. There will be a focus on how clinical work involves processes of creativity, imagination and metaphors in facilitating change and transformation.

### **The assessment of Emotional Intelligence**

*Isabel Mikulic and Vladimir Takšić*

Emotional intelligence (EI) is commonly defined as the set of abilities to process emotion-laden information competently. The main problem within the EI construct is about how to measure it. The two most common approaches in the assessment are as a trait and ability measure. Even the authors and majority of scientific researchers prefer ability measures, the advantages and disadvantages of both measures will be discussed.



Today it is possible to find out lots of trait measures of EI (self-rating scales), but not all of them could be treated as reliable and valid measures of EI. The first problem that researchers faced in constructing procedure is a theoretical framework. Many self-reported scales and questionnaires include very wide-ranged human characteristics that overlaps with well-known personality traits. From the other side, the basic problem with ability EI assessment is how to find an accurate answer. Using Mayer-Salovey four-branches hierarchical model of EI abilities researchers could prevent the first problem about the theory. Search for an accurate answer in ability tests will be discussed in a comparison of several common approaches in the instruments we have constructed, and with real data. The necessary psychometric properties, especially stressing incremental validity as an important question for every construct, are collected and will be discussed.

In our “global village” growing interest is in applying EI instruments in different cultural settings. So, adaptation of EI instruments will also invite us to understand the importance of bias and equivalence as they are closely related. It will be necessary to understand that linguistic and psychological criteria for good translations do not always converge. Last two decades an increased interest in procedures for the assessment of invariance emerged, resulting in the development and modernization of procedures. Measurement invariance is related to the degree to which items and constructs have an equivalent meaning for individuals of different cultural backgrounds. The result from these studies will be presented with an additional examination of methodological issues specific for validation of different statistical procedures for accurate assessment of invariance in cross-cultural.

## **Emotional Intelligence in Health System**

*Chris Skinner*

The workshop builds on a basic understanding of emotional intelligence and explores concepts, application, and research in the health context.

Through exercises, discussion and shared experiential learning, the workshop builds a new lens to view emotional intelligence. Participants will have an opportunity to review individual, interpersonal, team and organizational activity levels to enhance understanding of emotional intelligence knowledge and skills.

Participants will be asked to discuss and share the implications of their own history with fellow participants.

Overview of the session includes:

- Brief overview of EI models
- EI tools of the trade
- Recent EI and COVID pandemic research
- Health application: leadership, medical and allied health education
- Working with EI: clarity, dilemmas, and obstacles

Chris aims to take you on emotional intelligence journey into varying health contexts, avoiding some possible dark alleyways. Looking at the various levels of emotional intelligence, will extend your conceptual understanding and help you explore new avenues of professional interest, health application and personal growth. We will share new and past experiences, discuss future ventures, and realistically facilitate your understanding of your personal and professional work context.

The workshop promises to be involving, insightful and developmental.

## **KEYNOTE ADDRESSES**

## KEYNOTE ADDRESS 1

### **Permission To Feel: The Power of Emotional Intelligence to Transform Lives**

*Marc Brackett*

Emotions influence learning, decision making, relationships, physical and mental health, creativity, and performance. Our wise use of our emotion is especially important to our success. In my presentation, I will (1) describe a component of emotional intelligence that is often overlooked – “Permission To Feel” – which includes the mindsets and attitudes we have about emotions – both our own and others; (2) describe our Center’s recent large-scale studies on the emotional lives of children and adults; and (3) share recent developments on our Center’s evidence-based approach to developing emotional intelligence in schools, RULER, which has reached over 3 million children and adults across 3,500 schools in 27 countries.

## KEYNOTE ADDRESS 2

### **Emotions *in action*. A neuroscientific perspective**

*Vittorio Gallese*

The view that experiencing emotions is a sensory activity, totally independent from their motor expression, is an old idea among scholars of emotions. In his seminal work Darwin considered the emotion as a feeling preceding the emotional expression, while James considered the emotion as a feeling consequent to the emotional expression. In both cases, the motor output is not considered to be part of the emotion itself. The heritage of Darwin’s and James’s views strongly influenced contemporary neuroscience, mostly accepting the experience/expression dichotomy, considering the emotional experience as a specific type of sensory activity. Indeed, according to a widely shared perspective, experiencing and expressing a given emotion are two different and independent processes. Both Dewey and Mead explicitly criticized the experience/expression dichotomy by stressing the lack of any proof of the previous existence of the emotions with respect to the emotional response. In contrast, they suggested that the behavior connected to a specific emotion is part of the emotion itself. By endorsing Dewey’s and Mead’s account of emotions and capitalizing upon recent empirical findings I’ll propose an alternative perspective: the behaviour connected to a specific emotion *is* part of the emotion itself. In my talk I will present and discuss recent neuroscientific studies showing the link between emotion experience and expression in social cognition.

*Keywords:* Embodied simulation; Embodiment; Emotion; Mirror neurons; Social cognition

## KEYNOTE ADDRESS 3

### **Revision on Several Key Questions about Emotional Intelligence at the Workplace**

*Chi-Sum WONG*

**Abstract.** To carry research in emotional intelligence at the workplace onwards, we need to revisit some of the basic questions about emotional intelligence. In this keynote speech, we will discuss four basic questions. First, what is emotional intelligence? At the very early stage of emotional intelligence research, there is confusion about the definition and domain of the concept. For example, is it a trait, or is it an ability? This is an important question that emotional intelligence researchers need to have an answer or a position when they construct the nomological network of the concept. It also

has important implications for the application of the concept to the workplace. Second, what is the role of emotional intelligence at the workplace? Is it a relevant concept for the field of management? For example, we need a basic theoretical framework to show that emotional intelligence is related to some important variables in the field of management. Otherwise, it may not fall into the discipline of management. Third, how can we measure emotional intelligence of employees? Some scholars think that self-reported method can only measure traits but not abilities? Is this really true? How can future research help in making the measurement scale more convincing? This may be one of the key challenges for this area. Fourth, is emotional intelligence trainable? We know that there is relatively little room for training adults to advance their General Mental Abilities (GMA or IQ). Is this also true for emotional intelligence? If it is not trainable, then we cannot develop training or development program to help employee improve their emotional intelligence. If it is trainable, how can we train employees to handle their emotions better when they are performing various job duties?

#### KEYNOTE ADDRESS 4

### **Emergence of emotion and decision-making based on predictive processing of interoception: Implications for emotional intelligence**

*Hideki Ohira*

Interoception, which means sensations of inner body signals and regulation of the body to maintain homeostasis, has been considered to play key roles in emotion and decision-making. Recently, the theory of predictive processing has been focused as a potential theoretical framework to explain the association between interoception, emotion, and decision-making. In this perspective, interoception is considered as not just a bottom-up processing but to emerge through comparison between predictions by inner models in the brain and actual signals (prediction error). The brain regulates physiological systems by minimizing prediction errors. Success to reduce prediction error might be linked with positive emotions and expansion and maintenance of prediction error might result in negative emotions. Furthermore, success of prediction error reduction and accompanying positive emotions can work as reward and increase values of related behaviors and objects. Inversely, failure of prediction error reduction devaluates related behaviors and objects. Consequently, probabilities of choices of the behaviors and objects can be modulated. Such a theoretical framework can consistently combine several important psychological phenomena such as interoception, emotion, reward, and decision-making. Computational models describing dynamics of the predictive processing of interoception can explain empirical data in neuroimaging and psychophysiological experiments. In this theoretical framework, emotional intelligence can be considered as abilities to efficiently reduce interoceptive prediction errors and to appropriately regulate bodily and emotional states based on interoception. This framework should shed a new light for understanding about human nature, and furthermore for developing of new ways to improve emotional intelligence.

#### KEYNOTE ADDRESS 5

### **Emotional Intelligence in Organizations**

*David R Caruso*

How are you? It's a question you ask or are asked dozens of times each day and yet how often do we stop, pause, reflect and answer the question in an honest and open manner? Doing so is important as the question and answer help us connect with others and to get things done. Once you have a good

answer to “how are you?”, it is important to match those feelings to connect and achieve goals, to understand the meaning of these feelings and then to actively manage these feelings. These four skills are described by the theory of emotional intelligence first proposed by Jack Mayer and Peter Salovey in 1990. This session will begin with a set of questions to illustrate these four hard skills and we will then apply these skills to your most challenging situations. The model itself is simple and straightforward – the challenge is to apply these skills at a high level of skill, in real time, on a consistent basis and under stressful conditions.

We will also explore these ideas: 1) feelings are not facts, but emotions are data 2) while moods can interfere with decision making, emotions can facilitate thinking and decision making, 3) the advice to “trust your gut” is bad advice, and 4) emotions can be smart and intelligent. The ability model of emotional intelligence views emotions as a form of information and specifies a set of four hard skills. Leaders often ignore emotions but emotions exist and influence everything you think about, do and decide. In this session, we share skills to help leaders be smarter about emotions. Leaders must be good at “reading” people, connecting with them, creating the right emotional climate to get work done and manage people’s emotions, from calming fears to inspiring hope.

## KEYNOTE ADDRESS 6

### **New Horizons in Emotional Intelligence: The Role of Emotion-Information Processing and Hypersensitivity**

*Marina Fiori*

In the past three decades, several issues related to the conceptualization, validity, and measurement of ability emotional intelligence (EI) have been settled. Although EI is associated with (mostly) positive outcomes, it remains unclear what type of emotional and cognitive processes may account for such outcomes and how they operate in high as compared to low EI individuals. In this keynote presentation I will address this gap in the literature by introducing emotion-information processing as a new component of EI. Empirical evidence will be provided supporting the basic idea that EI can be conceptualized as having two interrelated but distinct components, each predicting different aspects of emotionally intelligent performance: 1) EIK or emotion Knowledge component, which is captured by current ability EI tests, and represents mostly acquired and culture-bound knowledge about emotions; 2) EIP or emotion information Processing component, measured with emotion information processing tasks, which represents how individuals process emotions and emotion information, it requires faster processing and is based on bottom-up attention-related responses to emotion information. This new look into how EI functions implies that individuals who are high in EI, in particular the EIP component, should be positioned on the highest extreme of the EI trait continuum and be characterized by a stronger sensitivity to emotion and emotion information as measured by more extreme scores on emotional tasks. I will provide empirical evidence of this way of functioning of EI, which is called the ‘hypersensitivity hypothesis’, wherein EI operates as a magnifier through which individuals attribute value and meaning to what is happening around them, modulating emotional experience and its effects on (social) perception. Implications of the proposed reconceptualization of ability EI will be discussed.

## KEYNOTE ADDRESS 7

### **Emotional intelligence and emotion regulation**

*Carolyn MacCann*

Experiencing emotions and trying to control them is essential to the human experience. Emotional intelligence is a set of capacities that people possess—typically the ability to perceive, use, understand and manage emotions. Emotion regulation is a set of behaviours that people do—the processes people use to influence the type and intensity of emotions they or others have, when they have them, and how they experience and express them. This presentation will discuss the different emotion regulation strategies people use to regulate their own and others' emotions, including evidence for which strategies are most strongly linked with wellbeing, and which strategies are used by emotionally intelligent people. The presentation includes a meta-analysis (101 studies, 1460 effects) summarizing the links between different regulation strategies (such as reappraisal, suppression, acceptance or social sharing) and the components of emotional intelligence (such as perceiving emotions, understanding emotions, and managing emotions). I will also discuss emerging research on extrinsic emotion regulation (the regulation of other people's emotions), including the different strategies that people use to regulate others' emotions. These strategies include valuing (giving the other person attention to make them feel valued or special), humor (using humor to make the other person feel better—joking or making them laugh), direct action (changing the other person's situation to alter its emotional impact), and social sharing (listening the other person express their emotions in socially shared language). The presentation will outline evidence for which strategies are most strongly linked to relationship and wellbeing outcomes, which strategies are most effective for regulating others' emotions in daily life, and which strategies are used most frequently by highly emotionally intelligence people.

## KEYNOTE ADDRESS 8

### **Emotional Intelligence: Past, Present, and Future**

*John D. Mayer*

The first articles on emotional intelligence were published just as psychologists grew receptive to the idea that human beings employed multiple, partly distinct mental abilities to understand the world. Earlier in the 20<sup>th</sup> century, Charles Spearman advocated for a single general intelligence; his work raised doubts about the plausible existence of, for example, a social intelligence, or the possibility that there existed an ability at emotional communication.

In 1990, Peter Salovey and I argued for the potential existence of an emotional intelligence—one that, we believed, might integrate lines of work involving emotion and cognition. More radically, we hoped that it might describe a potentially valid new intelligence related to but partly distinct from general intelligence. Our idea spread in the popular press, along with sometimes hyperbolic claims that triggered both enthusiasm and disdain among psychologists.

As emotional intelligence became accepted among serious intelligence researchers, it opened a door to consider additional mental abilities about people—including especially personal intelligence (reasoning about personality), and a reevaluation of social intelligence (about social relations).

As the intelligences have become better understood, the effect of education and training in heightening mental abilities has become better appreciated, as has the need to assess a spectrum of such broad intelligences. This talk will conclude with a look forward to how people-centered intelligences can help us better understand, appreciate, and develop the full range of human potential.

**JOINT KEYNOTE ADDRESSES**



## JOINT KEYNOTE ADDRESS 1

### **The measurement of Emotional Intelligence**

*Marcello Mortillaro*

Researchers could use only one multi-branch performance-based measure of Ability Emotional Intelligence (Ability-EI) for many years. Despite the value and validity of this one test, the absence of alternative measures was a severe limitation for the approach, especially when compared to the multitude of instruments and surveys for assessing Trait-EI. For example, some recent meta-analyses questioned the predictive validity of Ability-EI for job performance. However, the nearly complete overlap between Ability-EI and one measure makes this conclusion complicated, as problems may lie in the measure and not in the construct.

Recently, new measures to assess Ability-EI have been developed and made available to academic researchers. Each of them suggested potential improvements towards better and more complete measurement of EI. This talk will present some innovations and potential new directions for measuring Ability-EI. First, I will discuss the need to create a closer link between the EI literature and the general emotion literature, which surprisingly have had very few exchanges so far. I will argue that EI measures should be grounded in state-of-the-art models and theories of emotions and emotional competencies. I will discuss specific examples of how researchers can do this integration. Second, new measures of Ability-EI should use the Situational Judgment framework and a more context-dependent approach in the formulation of the items. I suggest that specific professional contexts may need more context-related scenarios. Third, I will discuss potentially better ways for scoring performance tests than consensus scoring and tasks to measure emotional competencies directly.

*Richard D. Roberts*

In this presentation, I extend on the arguments provided by Professor Mortillaro to provide still further methodologies for the assessment of Ability-EI. In particular, the following three methodologies, along with ancillary psychometric models, are discussed: (a) The principal agent paradigm, (b) the constructed response paradigm, and (c) the forced-choice paradigm. I argue that these approaches can be used to measure emotional understanding and emotional management especially well, providing preliminary validity evidence in support of this assertion.

Collectively, these talks aim to open a discussion and conversation in our field about new and possibly better ways for measuring EI. We conclude by exploring possible use cases for these new assessment methodologies.

## JOINT KEYNOTE ADDRESS 2

### **Again(st) emotions**

*Paolo D'Angelo*

Main goal of my speech will be to discuss some difficulties concerning the application of the embodied simulation theory to the arts, with special regard to visual arts and film.

The first issue to be examined will concern the role that different kinds of emotions play in the arts. It appears that the embodied simulation theory can provide a convincing explanation of the functioning of basic emotions (such as fear, disgust, etc.) in the arts, but have much more difficulties in explaining the elicitation of complex emotions such as shame, embarrassment or homesickness. Now it seems that, if we exclude some popular genres like horror movies, thrillers, tear-jerkers etc., the other kind of emotions is much more important for the arts. Examining the interpretation of a famous painting



by Caravaggio, provided by David Freedberg in accordance with the mirror-neurons theory, it will be shown that this interpretation fails to grasp the deep significance of the artwork.

Secondly, I will discuss the answer the embodied simulation theory gives of abstract art. Where there is no human figure or gesture, the gesture of the artist himself during the creation of the artwork should be the cause of the emotional resonance in the observer. Well, but what about most works of abstract art in which it is impossible for the observer to guess how they were produced?

In third place, I will examine the notion of “liberated embodied simulation”. This notion echoes very traditional convictions in philosophical aesthetics, such as disinterestedness, psychical distance etc. The problem is that it is not clear the way embodied simulation can produce a mental state which appears to be its opposite. In conclusion, this theory seems to give exclusive predominance to the affective components of the arts, neglecting their cognitive ones.

*Michele Cometa*

My discussion of the role of emotions in literary theory will be in two parts. In the first, I will try to argue for the possibility and necessity of a biopoetics, that is, a literary theory that takes into account the evolution and development of Homo sapiens’ cognitive capacities and of a behaviour (storytelling) that is common to the entire species. Biopoetics has always existed, ever since the time of Aristotle, and has introduced into literary theory several concepts from the sciences of bios, medicine and cognitive sciences ante litteram (empathy, mimesis, katharsis, pleasure, blending, etc.).

In the second part, I will focus on the notion of “liberated embodied simulation”, a term that evokes many aesthetic and literary categories, but which is crucial for understanding the development and evolution of Homo Sapiens also on the level of a fundamental anthropology. Instead of looking at aesthetic categories such as disinterestedness, suspension of disbelief, etc., we need to look at the categories of philosophical anthropology such as unburdening/relief, distance and hiatus. These are also important concepts for a theory of human emotions.

### JOINT KEYNOTE ADDRESS 3

#### **The Heart and the Machine: EI and AI**

*Antonio Chella*

The talk will present the research carried out at the RoboticsLab of the University of Palermo, Italy concerning the strategic coupling of cognitive robotics modeling and empirical human-robot interaction experiments to analyze the role of inner speech and emotions in the development of trust interactions between humans and robots. The research takes direct inspiration from psychology studies on inner speech and emotions in human self-consciousness.

In the presented investigations, human-robot interaction experiments analyzed the role of the robot inner speech and robot emotions in human participants’ building and sustaining trust in robots. Experiments were conducted with the humanoid robot platform Pepper. These empirical studies informed and constrained the design of a cognitive architecture for the building of trust relations in autonomous robots.

*Mark Sparvell*

With the sudden explosion of online remoted learning driven by physical school lockdowns two things happened- valuable physical social connections were removed and simultaneously, new possibilities emerged to create and connect. In this session Mark will explore the role technology can play in supporting educators as the design social and emotional learning opportunities, to listen at scale and understand and respond the emotional landscape of classrooms and schools through analytic insights.

# **SYMPOSIA**

## SYMPOSIUM 1.1

### *Emotions at school and in academic contexts: studies and application of SEL programs* *Discussant: Antonella D'Amico*

**Symposium presentation:** School and academy are among the principal contexts where Emotional Intelligence has been studied and where Social Emotional Learning programs have been applied. During symposium, scholars from different countries and institutions will talk about results of their studies and the strategies they have adopted to disseminate the culture of emotional intelligence in academic contexts.

### **Do implicit theories of emotional intelligence affect students' emotional and academic outcomes?**

*Ana Costa & Luísa Faria*

The present study explores whether incremental and entity implicit theories of emotional intelligence (ITEI) have an effect on students' emotional and academic outcomes throughout the Portuguese secondary school cycle. Considering a 3-wave longitudinal design survey (10<sup>th</sup> to 12<sup>th</sup> grade), 222 students, with ages comprised between 14 to 18 years old ( $M_{age} = 15.4$ ;  $SD = .63$ ) in the first round of data collection and mostly female (58.6%), completed measures on ITEI, emotional intelligence (EI; ability and trait) and emotions (positive and negative) towards school, whereas their final academic marks were obtained from school records. The findings of the present work contributed to put in evidence the relation of ITEI with EI (ability and trait) in the following year (11<sup>th</sup> grade) and their extended link with students' emotions towards school and academic achievement (Portuguese grade) at the end of secondary school cycle (12<sup>th</sup> grade). In fact, the entity ITEI was the better predictor of outcomes (considering number and magnitude) and displayed a negative relation with students' EI, positive emotions towards school and academic achievement. Moreover, ability and trait EI mediated the relationship of entity ITEI and negative emotions and academic achievement, attenuating the negative effects of entity beliefs. These findings suggest that for developing emotional and academic outcomes in secondary school cycle, schools should promote dynamics to enhance incremental ITEI among students.

*Keywords:* implicit theories of emotional intelligence; emotional intelligence; emotions towards school; academic achievement; secondary school.

### **INTEMO+ program: A Socio-Emotional Learning Intervention to improve adolescent psychosocial functioning.**

*Rosario Cabello and Pablo Fernández-Berrocàl*

The INTEMO+ program is a Socio-Emotional Learning (SEL) Intervention designed by the Emotion Lab of University of Malaga to develop and improve adolescent psychosocial functioning. INTEMO+ has been designed based on Mayer and Salovey's ability model: (1) accurate perception, appraisal, and expression of emotions; (2) awareness of feelings and ability to generate emotions to facilitate thought; (3) understanding of emotions, including the ability to label them with a rich emotional vocabulary; and (4) regulation of emotions to promote emotional and intellectual growth. INTEMO+ consists of 12 sessions distributed in four phases, corresponding to the four branches of the theoretical model of Mayer and Salovey (1997). In addition, the INTEMO+ program includes two more cross-cutting sessions. Specifically, the development of an "Emotional Newspaper" and a "Film Script," which try to exercise most of the EI abilities.

The complexity of the INTEMO+ activities change every year and adapts to students' maturation, which allows the gradual introduction of more complex emotional contents, skills, and situations every academic year.

The empirical results show that when students have received an adequate EI education and well-implemented programs such as INTEMO+, they can have higher quality and well-being in socio-family and academic life.

*Keywords:* Socio-emotional learning; adolescent; well-being

### **Promoting teachers' SEL, resilience, and self-efficacy through the PROMEHS program**

*Elisabetta Conte, Ilaria Grazzani, Veronica Ornaghi, Valeria Cavioni, Alessia Agliati, Sabina Gandellini, Sanja Tatalović Vorkapić, Baiba Martinsons, Inga Supe, Adina Colomeischi, Petruta Rusu, Celeste Simões, Paula Lebre Melo, Maria Poulou, Carmel Cefai, Liberato Camilleri*

In the last three decades, many school-based programs aimed at promoting mental health in schools have been implemented around the World. However, most of them primarily targeted students, with little attention given to teachers' wellbeing. The PROMEHS program addressed this gap by developing a comprehensive evidence-based curriculum to promote the mental health of both students and teachers through a systemic approach. PROMEHS is an Erasmus+ KA3 project co-funded by the European Commission (2019-2022) that involved seven European Countries, namely Italy, Malta, Croatia, Greece, Latvia, Romania, and Portugal. It adopted a quasi-experimental design and a training study methodology. Specifically, teachers participated in a training course and ongoing supervision, where they received handbooks aimed at promoting their own and students' mental health.

The sample included 687 teachers (94% female) working in different grades of schools, from kindergarten to high secondary school. Before and after the implementation of the PROMEHS program, they completed three questionnaires, namely the *Social and Emotional Competence of Teachers* (SECTRS; Tom, 2012), the *10-item Connor Davidson Resilience Scale* (CD-RISC 10; Campbell-Sills and Stein, 2007), and the *Ohio State Teacher Efficacy Scale* (OSTES; Tschannen-Moran & Woolfolk Hoy, 2001), aimed at evaluating SEL, resilience, and self-efficacy, respectively. Comparisons between the experimental and control group showed that participation in the PROMEHS program significantly improved teachers' SEL skills, resilience, and self-efficacy.

The results suggest that PROMEHS provides a unique, innovative, and effective evidence-based intervention to promote teachers' mental health in schools. The findings will also serve to improve national and international educational policies in the Member States working collaboratively with public authorities.

*Keywords:* Teachers, SEL, resilience, self-efficacy, PROMEHS

### **Leveraging Technology to Build and Sustain Emotionally Intelligent School Communities**

*Nikki Elbertson*

Interested in embedding emotional intelligence systemically school and district-wide via online spaces? This session will explain how to use learning management systems, digital tools, and virtual training sessions to transform school communities with emotional intelligence, with a case study of RULER, an evidence-based approach to social and emotional learning adopted by 3500 schools worldwide. Learn how to provide professional development, classroom instruction, and family engagement and education remotely to schools in three phases from onboarding to systematic integration to sustainability and innovation. The presenter also will highlight how to approach selection, adoption, and dissemination of online systems for systematic integration of emotional intelligence into school communities.

*Keywords:* social and emotional learning, emotional intelligence, technology, digital tools, learning management systems

## **MetaEmotions at school: experiences of application**

*Antonella D'Amico*

“MetaEmotions at Schools”, is a SEL program developed by D'Amico and collaborators from MetaIntelligenze ONLUS, that is aimed at disseminating in the schools the culture of emotional and meta-emotional intelligence (D'Amico, 2018), and to improve emotional awareness both among teachers and students. MetaEmotions at Schools program foresees five steps, respectively aimed at stimulating teachers and students to: 1) develop emotional literacy; 2) Create emotionally inclusive environments; 3) Build tools, materials and methods for emotionally inclusive classes; 4) Develop didactic method mediated by emotions; 5) Become ambassadors of the meta-emotional Intelligence at school and beyond. Many experiences of application of the method realized in these years will be discussed during symposium.

*Keywords:* emotional intelligence; meta-emotional intelligence; school; teachers; students

## **SYMPOSIUM 1.2**

***Expression or experience of emotions: reordering neural circuits through Feldenkrais Method®***

***Discussant: Caterina Forte***

**Symposium presentation:** In this intervention it will be outlined how movement can be the integration link between the *expression* of emotion and the *experience* of emotion, in particular how the Feldenkrais Method® uses the neurology of movement coordination to rearrange our central sense of self.

To know the emotional hardware (brain / mind) in which the emotional software operates, it is therefore necessary to know its neurobiological basis (Neuroscience of affectivity), identify the specialized neural circuits and understand how emotional responses are organized in the brain (Timology).

## **Feldenkrais Method® and self-regulation of emotions**

*Caterina Forte*

Can movement, as an experience of motor skills, be a vehicle in the circuit of sensory information? Can movement be the link of integration between the expression of emotion and the experience of emotion?

If it is true that the recognition, the management of the emotion, and subsequently the expression of the emotion – resulting from the emotional stimulus – creates bodily modifications (sweating, heartbeat, etc.) it is equally true that the *bodily experience of emotion* is placed in the binomial movement-sensation.

And the more the binomial movement-sensations makes its way into the movement-sensation-brain-movement-sensation circuit, the more it allows to bring awareness – and elements of correlation with self-image and its modification – in the aspect of motor skills and proprioceptive and kinesthetic sensitivity. This lays the foundations for a new paradigm in which it is possible not only to feel, understand and express emotions but also to self-regulate one's “emotional environment”.

It follows that, despite the emotional experience remains sensorial and subjective, it is important to open the focus on a more bodily vision of emotions capable of simplifying their function and intrinsic functionality, capable of overcoming the dichotomy *experience / expression* of emotions. In this regard, Antonio Damasio (2000) distinguishes *feeling* an emotion – the ability to have mental images – from *expressing* an emotion – the ability to construct complex representations obtained from the reworking of bodily inputs (the body as a “mental self”).

And it is precisely Damasio's “mental self body” which, in the Feldenkrais® Method, becomes, through movement, a place of organic learning and evolutionary context as well as a dimension of

knowledge of one's own emotional environment capable of regulating homeostasis by helping the nervous system in the transition from the sympathetic to the parasympathetic system.

*Keywords:* Feldenkrais®, neuro-plasticity, body, proprioception, sensation

## **Movement, Body Image and Emotions: The Coordination Cascade and Feldenkrais Lessons**

*Roger Russell*

Feldenkrais lessons can be astonishing. By doing simple explorations of how we sense habitual and non-habitual movement patterns we can re-organize our sense of self. Normally, we could say we sense *our bodies* in a new way: supple, gracious movement. But also, surprising shifts emerge in our self-confidence and our emotional experience. How can we understand how body exercises change our emotional processes? In this talk I will outline how Feldenkrais lessons utilize the neurology of movement coordination to reorder our core sense of self. Every action we do is embedded in our emotional lives. I will offer a few short, easy experiments in moving, and then discuss how the neurology of moving, sensing and feeling are interwoven. This opens the possibility of using the brain's executive prefrontal networks to modulate emotional, sensory and motor centers. At the same time a more wide-ranging possibility opens up for rethinking life-span personal development. Applications will be presented for infants, health and rehabilitation, sports, performing arts, psychotherapy and education.

*Keywords:* Feldenkrais, emotional modulation, prefrontal networks, movement coordination, core sense of self

## **Timologia, science of emotions**

*Carluccio Bonesso*

Timologia studies emotions and feelings from a functional point of view. The term "Timologia" derives from the Greek verb 'timao' and the related noun 'timé'. The verb means estimate, evaluate, pay, tax, honor and report in various contexts. The noun 'thimos' means vitality and emotional soul or breath, in a broader framework, the soul and the heart as seat of passions.

Therefore, the object of timologia is 'timia', which is the main flexible function, which connects the needs of the living animals with the environment. With regard to humans, it includes mood, emotions, passions, attitudes, motivations and emotional thinking, which intervene in all human interactions, so it is present and constantly acts in different ways.

Timologia aims to look into the complexity of the main functions that preside over adaptation, analyzing the interaction with the environment, with the body, with homeostasis, with memory, with thinking and how values are generated.

Timologia is part of the world of maps, so it is aware that it can only be "subjectively" objective coherently with the principle of emotional constancy. Therefore, his highest aspiration is to be honest in his statements, to be aware that "maps are not the territory", and "name is not a thing designated". So, it will be intentionally used with the prevailing meaning of reflection on the huge world of feeling, categorizations and conceptualizations, which includes strictly individual emotions, the personal area of affectivity, the sphere of social feeling and the personal aspects, moreover it is aware that all his statements will have important consequences in other branches of knowledge. The term timia is also deeply connected to thinking, so much so as to plan and theorize a specific emotional thinking.

*Keywords:* Timologia, Emotion, Emotional abduction, Emotional intelligence, HRO, Marchio Eutopia



## SYMPOSIUM 2.1

### *New Directions in the conceptualization and measurement of ability emotional intelligence* *Discussants: Marina Fiori and Marcello Mortillaro*

**Symposium presentation:** Over the last thirty years, significant progress has been made in understanding and measuring ability emotional intelligence (EI). This symposium brings together four contributions that suggest promising advancements in the conceptualization and measurement of EI. Dr. Christelle Gillioz summarizes the results of an original task presenting morphed faces created from a mixture of two prototypical emotional expressions. Results show that EI, more than intelligence, predicts performance and point to this task as a new measure of fine-grained emotion discrimination. Maroussia Nicolet-dit Félix employs the dot-probe paradigm as a measure of EIP: participants identified a target letter that appeared behind one of two faces, one displaying an emotion (happiness or anger) and the other neutral. Results show that individuals with a high level of EI (emotion understanding) responded faster when presented with emotional rather than neutral cues. Findings suggest that the dot-probe task is suited to capture an attentional bias towards emotional faces characteristic of high emotion understanding individuals. The last two presentations discuss the validity and developments of the Geneva Emotional Competence test (GEC<sub>o</sub>), a recent multi-branch measure of EI. Dr. Katja Schlegel introduces the GEC<sub>o</sub> and discusses its predictive validity by showing that managers scoring higher on the GEC<sub>o</sub> were assessed by external raters as more effective, warmer and more competent when simulating the resolution of a conflictual situation at work. Dr. Juliane Völker introduces the concept of context-dependent measurement of EI and proposes an innovative adaptation of the GEC<sub>o</sub> to the hospitality sector. The goal is to assess emotion recognition, understanding, regulation, and management across several hospitality service interactions. After the four presentations, Dr. Marcello Mortillaro will provide an overview of critical directions to consider in future test development.

### **Alternative ways to measure emotional intelligence: assessing fine-grained emotion discrimination**

*Christelle Gillioz, Maroussia Nicolet-dit-Félix, Marina Fiori*

It has recently been proposed that emotional intelligence (EI) contains two different yet related components: the emotion knowledge component (EI<sub>k</sub>) that represents acquired knowledge about emotions and the emotion information processing component (EI<sub>p</sub>) that represents how individuals generally process emotional information. Whereas EI<sub>k</sub> can be captured by current ability-EI tests, which demand reasoning about emotions, the more automatic processes implicated in EI<sub>p</sub> are difficult to grasp. Here we offer a way to assess EI<sub>p</sub>, and particularly automatic processes implied in fine-grained emotion discrimination. We adapted a task developed by Wilhelm et al. (2014), in which participants were presented with morphed facial expressions of two emotions along the emotion hexagon (Calder et al., 1996) and had to indicate the correct emotions combination among six possibilities. In order to capture the processes implied in automatic emotion recognition, we added a time pressure to the task, by presenting the stimuli for only 1s. The participants had therefore to process the stimuli very quickly to determine which emotions were simultaneously displayed on the faces.

Multiple regressions showed that the number of correctly identified combinations depended on age (younger participants performing better), gender (women performing better), and all facets of ability-EI, with higher scores associated to higher EI. There was however no effect of fluid intelligence (measured with Raven's matrices). This suggests that this task is well-suited for evaluating emotional processing that is independent of intelligence, reflecting the automatic and bottom-up aspect of EI<sub>k</sub>.

*Keywords:* Ability emotional intelligence, automatic emotion recognition, emotion discrimination, emotion-information processing.

## **Emotionally Intelligent Individuals are Hypersensitive to Emotional Stimuli: Evidence from the Dot-Probe Task.**

*Maroussia Nicolet-dit-Félix, Christelle Gillioz, Marina Fiori*

Emotional Intelligence (EI) was recently conceptualized as having two interrelated but distinct components: An emotion knowledge component (EIK), captured by ability EI tests, and an emotion information processing component (EIP), measured with emotion information processing tasks. We provide empirical evidence that EIP describes how EI functions, with individuals scoring high on EI presenting more extreme results in emotion-information processing tasks, and this representing a form of hypersensitivity towards emotion information. We assessed the EIK component of EI through the Situational Test of Emotion Understanding (STEU), the Situational Test of Emotion Management (STEM) and the Geneva Emotion Recognition Test (GERT); we measured EIP using the dot-probe paradigm: Participants had to identify and report a target letter that appeared behind one of two faces. One of the faces displayed an emotion (happiness or anger) and the other was always neutral. Results showed that individuals scoring higher than 1 SD above the mean on emotion understanding responded faster when targets replaced emotional compared to neutral cues, which was not the case for participants lower on emotion understanding. This effect suggests that there is a tipping point after which hypersensitivity is triggered. Additionally, participants rated the intensity of emotional and neutral expressions – presented in the dot-probe task – to assess if hypersensitivity measured implicitly through reaction time corroborates with explicit evaluation of stimuli intensity. We found that individuals scoring high on emotion understanding rated emotional expressions as more intense and conversely neutral expressions as less intense than individuals scoring lower. Current findings suggest that the EIP may describe the functioning of EI as an attentional bias towards emotional faces and support that high-EI individuals are characterized by hypersensitivity towards emotion information.

*Keywords:* Ability emotional intelligence, attention to emotion, emotion bias, emotion-information processing, hypersensitivity.

## **Creating Affective Hospitality using Emotional Intelligence: Adapting the Geneva Emotional Competence Test (GECe) to hospitality contexts**

*Juliane Völker*

The essence of hospitality is to create memorable experiences. In service interactions, hotel staff who can efficiently display and instil positive emotions in their guests are more satisfied with their job, feel more accomplished and esteemed, experience less job-related stress, and demonstrate fewer turnover intentions. They provide guests with feelings of satisfaction, authenticity, and positivity. The underlying emotional competences are widely expected as either a given (i.e., staff is recruited based on their personal skills and dispositions) or a byproduct of experience (through years of work in the front-line), and thus rarely addressed in trainings and education. Therefore, we introduce ability-based emotional intelligence (EI) as a framework for re-imagining hospitality as affective hospitality: the emergence of positive emotional experiences in service interactions for both guests and staff, and favourable consequences such as satisfaction and performance.

To understand affective hospitality, we provide an overview over research on EI in the hospitality literature by discussing consequences for staff (emotional labour and emotion regulation) and guests (emotional management). We make a case for a stronger implementation of ability EI in research and education and give an outlook on the development of the Swiss Affective Hospitality Test (SAHT, name preliminary), an adaptation of the Geneva Emotional Competence Test (GECe) to Hospitality contexts in cooperation with the Swiss School of Tourism and Hospitality (SSTH). The goal is to assess emotion recognition, emotion understanding, emotion regulation and emotion management in



contexts of hospitality service interactions in low to high star-rated hotels, hostels, and restaurants. Finally, we discuss recommendations for incorporating EI in hospitality education and training.

*Keywords:* emotional labour, Geneva emotional competence test (GEC<sub>o</sub>), assessment, hospitality, service interaction

### **Ability emotional intelligence, impression formation, and conflict management performance in managers**

*Katja Schlegel, Monica de Jong, Smaranda Boros*

The ability to perceive and use emotions in a way that facilitates the attainment of one's goals, also referred to as ability emotional intelligence (ability EI), is considered an important predictor of work outcomes such as job satisfaction, supervisor ratings, or transformational leadership. The different facets of ability EI, particularly the ability to manage others' emotions, are also expected to contribute to a quicker and more effective resolution of work-related conflicts. However, little research has examined whether performance on standard ability EI tests predicts actual behavior, impressions, and outcomes during conflicts or other emotionally laden situations.

In the present study, 108 managers enrolled in leadership courses at a business school in Belgium completed a new standard ability EI test designed for the workplace (Geneva Emotional Competence Test, GEC<sub>o</sub>) and were recorded responding to four video-based vignettes. In each vignette, an actor or actress playing an "employee" addressed the manager regarding a work-related matter, such as complaining about the bad feedback received by the manager. Managers responded spontaneously without having time to prepare a response.

The four video recordings for each manager were rated by 262 raters (251 workers from Amazon's Mechanical Turk and 11 research assistants) on 20 items forming four scales (warmth, competence, dominance, and effectiveness) and with respect to overall performance in handling the situation. Each manager received on average 21 independent ratings. Results showed that three out of four GEC<sub>o</sub> subtests (emotion understanding, emotion management in others, and emotion regulation in oneself) positively correlated with impressions of warmth, competence, and effectiveness, as well as with the overall performance rating. Effect sizes were small to medium. The GEC<sub>o</sub> was unrelated to perceptions of dominance. These results confirm that ability EI translates into real-life behaviors, and that managers with high ability EI are more skilled at handling work-related conflicts.

*Keywords:* Conflict resolution, leadership, impression formation, warmth, competence

## **SYMPOSIUM 2.2**

### *Arts and Emotion*

*Discussant: Davide Antognazza*

**Symposium presentation:** SUPSI/DFA is a college for teacher education based in Locarno (Switzerland), which has been involved in several researches on the role of emotion in teaching and learning, since emotions are central to human behavior and experience. In our symposium we want to explore several different relationships between arts and emotions: how arts triggers emotions? What is the role of emotions in creativity? How is possible to train pre-service arts teachers on the concept of emotional intelligence through arts? Which is the relationship between feelings and museum experience?

Here below the four abstracts of our panelists:

## **Art lesson plans between emotion and identity construction**

*Mario Bottinelli Montandon*

Twelve pre-service art teachers face the task of designing instructional plans on the topic of *identity*, discussing in small groups on how this psycho-pedagogical construct can be enhanced thanks to the image. The reference is to the artwork of a Swiss-Italian painter of the 19th century, Antonio Ciseri, on the occasion of the events for the bicentennial of his birth in the Ticino exhibition context that took place between 2021 and 2022. Teaching visual education in Ticino's public schools is traditionally oriented to provide students opportunities to experience technical-expressive lessons based on the concept of *constructed image*, not apart from an updated approach to the competency-based learning and, therefore, to the mobilization of the cognitive processes of interpretation, activation of strategies and self-regulation in the cultural field.

A one-week workshop took place within the training framework of the Master's course for teaching in middle school at the University of Applied Sciences and Arts of Southern Switzerland, Department of Education and Learning (SUPSI/DFA), and the students were able to inter-subjectively co-construct didactic-creative hypotheses aimed at the educational transversal dimensions of a middle school student's "Personal Development", his "Personal Choices and Projects" (Ticino Public School Curriculum, 2015). In the background, there is the sharing of emotions and its relevance in the aesthetic domain, in the dual perspective of the subject in adult training (pre-service teachers) and in developmental age (middle school students, for whom the project work is intended).

*Keywords:* arts, emotion, identity, teaching

## **Expressing emotions through creativity: an example of land art**

*Aleksandra Vuichard, Catherine Audrin, Isabelle Capron Puozzo*

Emotions play an important role in everyday life as well as in the training context. Recently, several studies have focused on the link between emotions and learning in a creative context (Audrin et al., 2020, Capron Puozzo et Botella, 2018). According to Lubart's multivariate approach, creativity is the result of several factors: cognitive, conative, environmental, and emotional (Lubart et al., 2015). In this research, we are interested in studying how experiential learning may foster creativity in pre-service teacher. More specifically, 10 master students were invited to participate in an interactive exercise using land art, an artistic movement in which nature is used as material (wood, stone, leaves, etc.).

We collected students' emotions (using a self-reported questionnaire, Pekrun et al., 2017), engagement, motivations (using a semi-structured interviews). Moreover, students reported the creative process they went through during the land art exercise using creative process report diary (Botella et al., 2019). Both quantitative and qualitative results suggest such interactive exercise fosters positive emotions as well as creativity. Drawing on experiential learning, this project is evaluating the use of an interactive exercise, such as land art, as a way to impact student engagement and motivation as well as examining the creative processes brought into play and the emotions felt by the participants, future teachers. More specifically, this contribution deals with this link between emotion and learning by contextualizing it within a pedagogy of creativity (Puozzo Capron, 2013). Both quantitative and qualitative results support mostly a positive relationship between creativity and emotions felt, such as curiosity, enthusiasm and satisfaction.

*Keywords:* creativity, emotion, land art

## **Psychology of music emotion and teaching effectiveness: a promising combination**

*Matteo Luigi Piricò*

Although many studies emphasize the role of affects and emotions in music education, music teachers seem to be more interested in technical and performative topics in their lessons (Hallam, 2010). However, a focus on emotional aspects is generally associated with two main dimensions: (1) the development of personal and social skills through music (Croom, 2015); (2) the increase of expressiveness and awareness in musical performance (Juslin *et al.*, 2006). Both issues should be taken into consideration in the training of future teachers of music education in compulsory school and in that of instrumental and vocal music teachers. Therefore, the intervention aims to present some curricular proposals aimed at pre-service music teachers to guide their teaching practices, both at the University of Applied Sciences and Arts of Southern Switzerland, Department of Education and Learning (SUPSI / DFA) and at the Conservatory of Italian Switzerland of Lugano (Master in Music Pedagogy). In particular, the teaching of the psychology of music – with reference to the role of affection in motivation and in the attribution of meaning – will be related with the didactic choices undertaken by pre-service teachers, also with the aim of generating positive affective outcomes in pupils, increasing learning effectiveness. These results will also be analyzed in the context of the development of transversal competencies, as promoted by the Ticino compulsory school curriculum.

*Keywords:* learning, music education, teacher training, emotion

## **People. Objects. Cultural landscapes, between processes of participation and the search for a sense of belonging.**

*Alessandra De Nicola, Franca Zuccoli*

Starting from some participatory research experiences (Mortari, 2013), carried out in the years between 2015 and 2019 within museums and portions of the territory characterized by the rich presence of cultural heritage, we intend to propose a reinterpretation of participatory processes carried out with different audiences. In particular, a reflection will be proposed on the role of cultural heritage in the construction of meanings useful for the creation of a sense of belonging among people, cultural objects and places, which goes beyond the long-standing debate on who is the repository of knowledge linked to a specific heritage, to define the “identity horizon” of the communities that inhabit those places. During the sars cov 19 pandemic it was possible to observe how the #quarantineculture phenomenon accelerated a process that was already underway: for an increasing number of people museums became a social resource, a node in a network of relations, an authoritative educational agency. Being able to exploit elements of greater flexibility, fostered by the informal learning context that characterizes the museum environment, in the uncertainty surrounding the pandemic, museum institutions sought to maintain a warm relationship with their audiences. This mirrored a pattern already observed during emergencies, such as environmental disasters or brutal acts of terrorism, in which heritage assets serve as key identity markers for communities actively seeking to re-establish their identity. It is in times of crisis such as these that the public perceives the assets preserved in museums as a key resource with the power to strengthen the local community.

*Keywords:* sense of belonging, participatory research, cultural heritage, museum

### SYMPOSIUM 3.1

#### *EI Coaching for Educational Leaders-a New Leadership Paradigm* *Discussant: Janet Patti and Robin Stern*

**Symposium presentation:** Our presentation will consist of a discussion about preliminary findings, questions and future research needed. In particular: 1) an overview of the model, the working theory of change and available research to date including recommendations for future needed research. We will support the descriptive data with interviews with researchers and educational leaders who are engaged in enhancing this work; 2) description of the Big ideas of the effects of coaching on school administrators, their teachers and schools. It will explore the questions that we have been studying and discuss suggestions from guests; 3) we will share the findings of an education review on educational leadership and emotional intelligence that was a collaboration between Janet Patti and two researchers from the University of Malaga, Raquel Gomez Leal and Pablo Berrocàl; 4) we will hear from James Floman, Ph.D., Associate Research Scientist at the Yale Center for Emotional Intelligence, who has been studying our work for several years. He will address burnout in educational leaders, as one of the reasons why we are proposing coaching research as a viable means of professional development. 5. Flomasuperintendent will share his experiences with coaching superintendents, principals and other educational leaders. Should the technology be available, we will invite two current leaders of schools to share their experiences over zoom. We will close this symposium by thanking all of the contributors and guests for joining us. Establish dates for our next meeting together.

#### **Overview of the model**

*Robin Stern and Janet Patti*

For more than 20 years Dr. Stern, co-founder of The STAR Factor model of Emotional intelligence, has trained retired principals and superintendents to become emotional intelligence-based leadership coaches These principals and superintendents are currently working with New York City principals and superintendents. Anecdotal evaluation data is consistently very positive, but we are interested to learn how to verify change in leadership behaviors now and what is sustainable in the future. In this session Dr. Stern provides an overview of both the training and coaching model including evaluation data on the program. A research question that we would like to explore with our audience is, “What is the relationship between the training and coaching received by the administrator and their leadership style?” The secondary question is “In what way do emotionally intelligent skills and competencies influence the effectiveness of school based SEL?”

*Keywords:* emotional intelligence; emotions towards school; individual coaching, intentional change

#### **The effects of coaching on school administrators, their teachers and schools**

*James Floman*

Dr. Floman will present a working theory of change that supports the coaching and training model for The Emotionally Intelligent School Leader Approach (also called Star Factor Coaching). This approach combines collaborative group activities with independent reflection, psychoeducation, dyadic exercises, and one-on-one coaching to develop three core skill sets: 1) emotion skills (e.g., emotion awareness, understanding, and regulation); 2) social skills (e.g., listening, perspective taking, conflict resolution, and communication); and 3) leadership skills (visioning, systems thinking, inspiration and influence, collaborative problem solving). Few approaches exist that simultaneously support the development of this full suite of skills that targets the institutional-organizational as well as inherently

interpersonal-emotional facets of school leadership. This approach was designed by school leaders for school leaders, grounded in theory, and guided by empirical findings.

*Keywords:* emotional intelligence skills, school leadership development, theory of change, educator well-being, resilience

### **Education review on educational leadership and emotional intelligence**

*Pablo Fernandez-Berrocàl and Raquel Gomez Leal*

The authors published an education review of the field of emotional intelligence and effective leadership. This study was intensive as it reviewed 110 articles and utilized 35 in this study. Questions were geared towards the use of this study to inform others about the work being done in this school. Authors will share secrets of writing up such a paper narrowing down the themes and following the researcher through other descriptive pieces. The main findings will be shared and discussed.

*Keywords:* emotional intelligence, principals, leaders, education review.

### **Sharing the experiences with coaching superintendents, principals and other educational leaders**

*Philip Santise*

For more than 10 years, Philip Santise has trained with and consulted for Drs Stern and Patti as a coach using the STAR Factor model of Emotional intelligence. As a former superintendent and principal, he creates the safety for his clients to experience leadership growth. Mr. Santise has also led team coaching with principals and their Cabinets.. He is consistently called upon by many STAR Factor clients. Today, he will share with you some of what he has experienced as a Coach and the challenges that school leaders are facing today.

*Keywords:* emotional intelligence, self-management, competencies, vision, principals

# **ORAL PRESENTATIONS**



**PAPERS SESSION 1.1 – BUSINESS, WORKPLACE & ORGANIZATIONAL SETTINGS SESSION**

**Responding to conflict – How supervisor emotionally intelligent behavior affects employees' conflict management behavior**

*Vera Hampel*

Dealing with conflict is key in a functioning workplace, and the management of emotions is an essential part in doing so. The current paper investigates how supervisor emotionally intelligent behavior affects the conflict management behavior of their employees. We hypothesize that employees with supervisors showing emotionally intelligent behaviors will be more inclined to behave constructively in a conflict situation. To test our hypothesis, a machine algorithm was used to classify employee conflict management behavior, which was trained on 1000 manually coded labels and then used to predict ( $N = 3.639$ ) open answers provided through a national online survey. Classifications were then regressed on supervisor emotionally intelligent behavior through a multinomial logistic regression. Although small in effect, results showed significant differences in the effect of supervisor emotionally intelligent behavior for conflict management behavior of their employees. We discuss implications of the results for constructive conflict resolution and multidimensional conflict analysis.

*Keywords:* Emotionally intelligent behavior, conflict management behavior, supervisor.

**Leveraging Psychological Needs Satisfaction as a path to Sustainable Performance: The Mediating Role of Emotions**

*Mavis Mazhura*

The leadership challenge to continuously improve performance in organizations and an observation of what often seems like a disjointed effort on sustaining organizational performance while ensuring the sustainability/durability of people working in organizations led to this study. Considering that research shows psychological needs satisfaction lead to effective functioning (Kasser & Ryan, 1999; Ryan, Deci & Grolnick, 1995; Sheldon, Ryan & Reis, 1996) and positive emotions signal and produce optimal functioning (Fredrickson, 2014,) the question this research explored is, what is the impact of psychological needs satisfaction on sustainable performance and what is the role of emotions in this relationship. This study used Work-Related Basic Needs Satisfaction (W-BNS) as a measure of psychological needs satisfaction, modified Differential Emotions Scale (mDES) as a measure of emotions, Shirom-Melamed Vigor Measure (SMVM) as a measure of vitality and Self-performance appraisal as a measure of performance. The relationship between (W- BNS), (mDES), (SMVM) and self-performance appraisal were examined and tested for mediation by emotions (mDES) in this cross-sectional study of currently employed participants of ( $N = 193$ ). Competence as a sub-scale of psychological needs satisfaction was dropped from the model as it poorly correlated with other factors in the model. Results indicated that 33.25% of the variation in sustainable performance was accounted for by psychological needs satisfaction and positive emotions. Positive emotions partially mediated the relationship between psychological needs satisfaction and sustainable performance while negative emotions did not. Findings suggest that performance measurement should not only be transactional but should also be concerned with employees' emotions, vitality and psychological needs satisfaction. This implies that performance management has to be system wide where processes and practices support and engage the human system by paying attention to psychological needs satisfaction, emotions and determinants of vitality to sustain organizational performance while sustaining employees.

*Keywords:* leadership, psychological needs satisfaction, competence, relatedness, autonomy, sustainable performance, vitality, self-performance appraisal, positive emotions, negative emotions

**A multilevel analysis of the role of the leader's Emotional Intelligence abilities in modulating the relationship between the subordinate's emotional regulation strategies, workplace bullying, and reported well-being**

*Alessia Monaco, Armando Saponaro, Tiziana Lanciano, Arianna Bari and Antonietta Curci*

The current study aims to test the idea that the worker's reported state of health is related to the adoption of efficient emotion regulation strategies, and to the emotional context of the organization in term of exposition to workplace bullying. We propose that the leader's Emotional Intelligence (EI) abilities act to modulate these relationships. We adopt a multilevel analysis model on data from workers (level 1) and leaders (level 2), collected from an Italian communication company. Results support the role of the leader's EI abilities of using and managing emotions in modulating the association between workers' experience of bullying and their general state of health. Furthermore, the leader's EI abilities of perceiving and managing emotions appear to play a role in the relationship between workers' capacity of emotion regulation and their general health state. Jointly considered, our findings sustain a multilevel understanding of the effects of leaders' EI on workers' well-being and their capacities of regulating emotions.

*Keywords:* Emotional Intelligence; emotion regulation; workplace bullying; workplace well-being; multilevel analysis.

**Application of leadership schemas in organization setting: Does emotional intelligence matter?**

*Maria Radoslavova and Antonina Kardasheva*

The main aim of our study was to explore whether emotional intelligence is a component of implicit leadership theories (termed also as prototypes and schemas) which guides leaders' everyday behavior in an organization. Seventy-two managers occupying various positions in organizations in a variety of industries – executives, middle managers, and supervisors – participated in the study. We used an interview to get a better understanding of the structure of leadership schemas and the emotional intelligence components of leader behavior. On the one hand, the interview method limits the application of advanced statistical procedures for data analysis. On the other hand, the qualitative data analysis of leaders' self-reflections was useful to get new knowledge of leaders' thinking, experiences, and behaviors in contributing to organization success. The results revealed several facts related to information processing when managers leading organization members. First, leaders mentioned some common leadership concepts like motivating and empowerment, but their leadership schemas are highly idiosyncratic in terms of content and connections to other concepts that they have created. Second, leadership schemas are more complex than the leadership prototypes studied till now and incorporate not only personality qualities that are important for successful leading of the organization staff but also managing leadership-related emotions, and behaviors. Third, leaders interpret the same concept in diverse ways and make individually relevant associations between the leadership concepts, emotions, and actions. Fourth, the emotional intelligence is manifested in various meanings – as a reason for action or as an experience resulting from behavior or an achievement, as well as emotion processing regarding staff, such as observing, recognizing, and understanding their emotions, also using emotions in making decisions and solving problems, or managing their emotions to promote the best individual and group performance possible. We concluded that our findings could encourage studies on clarifying the role of emotional intelligence in generating naïve leadership theories, which influence day-to-day behavior.

*Keywords:* implicit leadership theories, leadership and emotional intelligence, emotionally intelligent leadership in organization



**PAPERS SESSION 1.2 – ASSESSMENT, MEASUREMENT, AND EVALUATION OF EI**

**On the discriminant validity evidence of the ability-based emotional intelligence measures**

*Vesna Buško and Ana Babić Čikeš*

The study aimed to provide a set of validity data on the performance-based instruments intended to measure three branches of emotional intelligence (EI). The validity evidence will be demonstrated on the composite measures designed to assess perception, understanding and regulation of emotions, as generally recognized EI dimensions within ability-based EI models. In view of the previously obtained findings on relatively low discriminant validity of the instruments when administered on early adolescent samples, the present study focuses on the age related differences in the latent relationships among the EI dimensions, as well as between EI and selected cognitive ability and personality measures. The analyses are based on the sets of both cross-sectional and panel data collected in two time points with adolescent samples of primary school students of both genders (N = 523). The structure of relationships among the specified EI, cognitive reasoning and personality latent variables was examined under the latent state-trait framework (LST; Steyer et al., 2015). Multi-group structural equation analyses showed that the structure of observed relationships examined was contingent upon the cohorts or age of students. However, the results could not be interpreted in terms of differentiation of abilities hypothesis, at least when speaking of emotion understanding latent dimension. The implications of the results in terms of attaining more accurate estimates of the relationships among the constructs of interest and thus more convincing convergent and discriminant validity evidence will be discussed.

*Keywords:* performance-based EI tests, construct validity, measurement invariance, early adolescents

**Socio-Emotional Profiles and Academic Performance**

*Gloria Franco, Natalie Santos and Maria João Beja*

Most studies that seek to establish the relationship between socio-emotional skills and academic performance are centered on variables rather than person-centered approaches. The main objective of this study is to establish the relationship between the different profiles of socio-emotional skills and academic performance measured through grades in mother tongue (Portuguese), mathematics and science. Social-emotional skills were assessed by performance tests. The sample comprised 261 students of both sexes aged between 6 and 10 years. The following instruments were used: Test of Emotional Comprehension (TEC); Social Intelligence Cognitive Test (PCIS); Raven's Colored Progressive Matrices Test (MPCR) A latent profile analyzes was conducted in M-Plus, which identified four groups with different levels of socio-emotional skills. After controlling students' fluid intelligence, the results pointed to a relationship between low socio-emotional skills and poor academic performance in the mother tongue, measured in Portuguese marks, with no significant difference in math and science. After controlling students' Portuguese marks, an unexpected result emerged: the group with low socioemotional skills had better performance than the group with the higher socioemotional skills in math and science. This result leads us to reflect on the influence that socio-emotional skills can have on academic performance, which may be biased by the mastery of the mother tongue and an emotional vocabulary.

*Keywords:* Socio-Emotional Competences; Profiles; Emotional Intelligence; Academic Performance

### **Validity of trait emotional intelligence: Relations with personality and adjustment**

*Florian Schmitz and Paul G. Schmitz*

Emotional intelligence (EI) can be subdivided into ability and trait EI. The first is assessed by means of maximum performance tests, whereas the second is assessed with self-report measures that tap typical behavior. Only trait EI has been shown to be substantially correlated with certain personality traits. However, its validity in the nomological network of established personality traits can be assumed to depend on the personality model. In this study we tested relations of trait EI and its facets (as assessed with the TMMS) with leading personality taxonomies and additionally with adjustment variables in a sample of  $N = 412$ . The large battery of personality traits comprised of Eysenck's giant three, Guilford's personality traits, Costa and McCrae's big five, and Zuckerman's alternative five. Further we administered adjustment measures such as psychological well-being, life satisfaction, and depression. Associations of trait EI with the assessed personality variables were tested on different levels of specificity. Generally, trait EI was found to be most consistently related with low levels of neuroticism, while other relations depended on the respective personality taxonomy as well as the specific facet of trait EI. Further, EI was found to predict adjustment variables over and above the tested personality variables, supporting its incremental validity.

*Keywords:* trait emotional intelligence; basic dimensions of personality; adjustment; validity

### **The importance of trait emotional intelligence according to the viewpoint of pre-school and elementary teachers**

*Helena Fuensanta Martínez-Saura Marta Alcaraz Sánchez, María Cristina Sánchez-López and Juan-Carlos Pérez-González*

Emotional competence is currently conceived as a personal resource necessary for professional teaching performance and the improvement of the academic performance of students. In fact, UNESCO (2021) proposes in the world report of the International Commission on The Futures of Education the importance of generating changes in the educational system such as the incorporation of social and emotional learning. This research aims to analyze the opinion of in-service teachers about the importance of different dimensions of trait Emotional Intelligence (EI) to be a highly competent teacher; as well as to study the existing differences depending on the specialty and the level of EI as a trait. There was a sample of 316 teachers from schools of the Region of Murcia (Spain), of which 121 worked in Pre-school Education and 195 in Elementary Education. The importance of some of the dimensions that make up the EI sample domain to be a highly competent teacher was evaluated; as the level of trait EI of teachers. The instruments chosen for this evaluation were, respectively, the Scale of Importance of Emotional Intelligence for Teaching Performance, and the Trait Emotional Intelligence Questionnaire–Short Form. The results showed that Elementary teachers expressed a higher appreciation of the importance of EI dimensions than Pre-school teachers. In addition, teachers with a high level of EI expressed more importance to the optimal performance of a teacher's work than teachers with a low level of EI in all dimensions of EI, especially in the auxiliary facets of self-motivation and adaptability, as well as in the wellbeing factor.

*Keywords:* Teacher training; Emotional competence; Pre-school education; Elementary education.

PAPERS SESSION 1.3 – EDUCATION & SOCIAL-EMOTIONAL LEARNING

**The Impact of Emotional Intelligence on Teaching Efficacy in the Time of COVID-19 Pandemic. The Mediation Role of Positive Emotions**

*Laura Artusio, Silvia Guarnieri and Davide Marengo*

In a national study – realized in partnership with Microsoft Education -across Italian primary and middle schools, we explored how teachers (N = 1.182) felt at work in the time of COVID-19 pandemic. In our analysis, we considered how their emotions were associated with different types of learning (e.g., online and offline learning). We also analyzed the impact of teachers' emotional intelligence on their teaching efficacy via the mediation of positive and negative emotions. Our mediation model showed that, independently from the type of learning, emotional intelligence played a protective role in enhancing teaching efficacy at school during the COVID-19 pandemic. Emotional intelligent teachers were more able to engage their students, manage their classrooms and give effective instructional strategies. This was facilitated also by their ability to create and maintain positive emotions at school. Finally, we analyzed the role of teachers' technology self-efficacy. Results underline the need to empower teachers and students' social emotional skills in order to promote their well-being and efficacy at school. Practical implications of our results will be discussed with a particular focus on RULER, the evidence-based approach to Social-Emotional Learning (SEL) developed by Marc Brackett and colleagues at the Yale Center for Emotional Intelligence and adapted to the Italian context by the PERLAB research team.

*Keywords:* Emotional Intelligence, Positive Emotions, Teaching Efficacy, COVID-19, RULER

**Narrative-based intervention and emotional intelligence in female children**

*Yasaman Ghafaryan Shirazi, Raija-Leena Punamäki, Kirsi Peltonen, Mohammad Malekzadeh and Ozra Esmaeili*

Children share their emotional experiences through narratives, and high-quality narratives are beneficial for their wellbeing and development. This research investigated whether narrative-based interventions in the school context can increase children's emotional intelligence (EI). It tested three intervention settings' effects in their oral and written narrative elements: 1) oral co-narration, 2) literary narrative, and 3) merging co-narrating and literary narrative. Empathetic perspective-taking has been applied as a key effectiveness element in the mentioned interventions. The sample consisted of 91 female Iranian students (age = 12±.21) selected randomly for these three intervention groups. They received a two-month training and one control condition with treatment as usual. The Emotional Quotient inventory, the youth version (EQ-i: yv) test, was used to measure the students' EI levels before and after the intervention. The results demonstrated that oral and written narratives have different effects on students' EI. The results revealed a significant increase in the EI score among children who participated in the oral co-narrating group and merged co-narrating and literary narrative intervention group. In contrast, the literary narrative intervention was not effective enough to increase children's EI. In conclusion, oral and written language modes and their merged narrative elements are crucial when tailoring effective school-based interventions to impact students' EI with language minorities whose maternal language is not the majority of spoken language in the country and is not the official discourse language of the school. Educators need to apply the oral and written narrative elements in their instructional design of the EI interventions considering the narrative style of students. In particular, oral language as the developmentally and socio-culturally appropriate tool can involve students more in making sense of the text and support the learning process in EI interventions.

*Keywords:* emotional intelligence, oral language and literacy, empathetic perspective-taking, school-based intervention, Iranian female children.

## **Boosting inclusive education through SEL: the SEL4I Model**

*Annalisa Morganti and Alessia Signorelli*

Inclusive education should be seen as an “a priori”, a “habitus” concerning every teacher and every student. Inclusive education aims to provide opportunities for participation, growth, and well-being to students of all ages, health, social, and cultural conditions. To achieve this, the framework of Social Emotional Learning (SEL) is key to enhancing and boosting the intrapersonal and interpersonal skills and competencies apt to transform a welcoming classroom into a fully inclusive classroom. This paper wishes to introduce, for the first time, an innovative model centred on the close connection between the principles of inclusive education and those underlying the social-emotional learning framework, which, when investigated in-depth, appear to be mirroring each other. As inclusion is one of the vital parts of quality education’s DNA, so is social–emotional learning. The SEL4I (Social Emotional Learning for Inclusion ) Model’s aim is, therefore, to explore and assess the links existing between the educational actions necessary to improve inclusion and the educational efforts needed to teach social and emotional skills to all students, and to propose as well teaching-learning approaches focused on the different subjects, that would value and boost the intrapersonal (self-awareness, self-management, self-motivation, etc.) and interpersonal dimensions (classroom climate, engagement, and so on) of students, as essential tools for inclusive values and practices. The SEL4I Model seeks to establish a new research and practical horizon in inclusive education and SEL, proposing a new way of analysing and improving the ties between these two frameworks and laying down the foundation for innovative implementation approaches in the educational field.

*Keywords:* social emotional learning, SEL, inclusive education, new model

## **A study to predicting students’ level of cognitive-behavioural and emotional engagement in times of COVID-19**

*Antonella Chifari, Mario Allegra, Vincenza Benigno, Giovanni Caruso, Lucia Ferlino, Giovanni Fulantelli and Manuel Gentile.*

In the response to the COVID-19 pandemic, an enormous interest was focused on the particular risk for academic engagement and poor emotional well-being and highlight the urgent need for intervention and preventative strategies. It is interesting to note that during all the period of school closures, the focus of many studies has been on what happens when the classroom space-time setting moves into the home environment, introducing the multi-faceted world of learning in the digital age into the rhythms of family life (Benigno et al., 2021; Gentile et al., 2021). Consequently, this study aims to better understanding the impact of Educational Remote Emergency on students’ engagement — defined in terms of cognitive-behavioural and emotional attitudes toward ERE — considering at the same time both the support provided by the Italian families during the home-schooling period and the educational approach followed by teachers. The study derived from the administration of an online survey to 19,527 families with children attending schools, from nursery to upper secondary grade. The total number of student records collected amounted to 31,805, since parents had to provide data for each school-age child in the family. After verifying the validity of the engagement construct through confirmatory factor analysis, two structural equation models were used to analyse it. The main findings reveal how the impact of the ERE on the families has had a significant role in predicting students’ level of engagement observed by parents with respect to different predictor variables. Finally, we argue that it is necessary to stress how the construct of engagement is directly related to favourable instructional strategies, supportive families and positive emotional, cognitive-behavioural attitudes. Working using a holistic approach, building a safety, responsible and respectable cooperative school environment, can promote students’ engagement and prevent the onset of cognitive-behavioural and emotional problems linked to disengagement in ERE.

*Keywords:* Educational Remote Emergency, ERE, cognitive-behavioural emotional engagement, COVID-19

### **Perceived emotional intelligence as a risk or protective factor in anxiety: Its mediating role in undergraduate students**

*Paloma Gil-Olarte, Rocío Gómez-Moliner, Ana Merchán-Clavellino, Paula Ruiz-González, Lucía Morales-Sánchez and Rocío Guil*

University students are affected by numerous changes, representing a risk factor on anxiety. The psychological impact may be caused directly by the experience of negative affect and/or low self-esteem. However, perceived emotional intelligence (PEI) may mediate these relationships, being a risk/protective factor for anxiety. In this line, our research has identified the following results:

Concerning the mediating role of PEI (TMMS-24) between negative affect (PANAS) and state anxiety (STAI) in 467 undergraduates, it is evidenced that the experience of negative affect leads to higher emotional attention which may increase state anxiety. On the other hand, when negative affect is associated with a low ability to understand emotions, anxiety symptoms may also appear. Finally, state anxiety may also be increased by the negative serial effect of emotional clarity on repair. However, when attention and clarity are connected, the negative effect is inverted into a positive one, decreasing state anxiety.

Nevertheless, PEI would also act as a protective factor if emotional attention is combined with adequate levels of clarity or, in turn, emotional repair.

Regarding the mediating role between self-esteem (Rosenberg Scale) and state-trait anxiety (STAI) in 153 undergraduates, it is evidenced a decrease in state anxiety due to the indirect effect of emotional repair.

Besides, trait anxiety is increased in two ways. Firstly, high self-esteem in students is associated with lower attention scores, and in turn with worse clarity scores, increasing trait anxiety. Secondly, high self-esteem is associated with lower emotional attention, reducing the repair of negative emotions, resulting in higher levels of trait anxiety.

In conclusion, a differentiated profile of PEI could be a protective/risk factor in the experience of anxiety.

Specifically, emotional attention will be a risk factor increasing the vulnerability to manifest emotional distress if it is not associated with adequate emotional clarity and mood repair.

*Keywords:* Perceived emotional intelligence; State-Trait Anxiety; University students; Mediation Analysis

## **PAPERS SESSION 1.4 – EI IN TIMES OF COVID-19**

### **Adolescents' mental health during the Covid-19 pandemic: The role of SEL skills and resilience**

*Elisabetta Conte, Ilaria Grazzani, Veronica Ornaghi, Valeria Cavioni, Alessia Agliati, Sabina Gandellini, Carmel Cefai, Paul Bartolo, Liberato Camilleri and Mollie Rose Oriordan*

Research points out that half of the mental health issues (e.g., anxiety, depression, self-harm) starts at approximately 14 years of age. During and as a consequence of the Covid-19 pandemic, adolescents reported an exacerbation of negative feelings, such as stress, worries, anxiety, helplessness, depression, and lack of motivation. Recent literature has shown that SEL and resilience are protective factors for mental health from the preschool years onward. However, few studies have focused on these variables during adolescence or on their combined contribution to explaining mental health during the COVID-19 pandemic. 778 Italian adolescents aged between 11 and 16 years (mean age = 12.73 years; SD = 1.73) were recruited from 18 schools in Northern Italy. They completed three self-report online questionnaires: the SSIS-SELb-S as a measure of SEL skills, the CD-RISC 10 to evaluate resilience, and the SDQ to mea-



sure mental health in terms of internalizing problems, externalizing problems, and prosocial behavior. Results showed that SEL skills and resilience were positively and significantly associated with each other, negatively correlated with internalizing and externalizing problems, and positively related to prosocial behavior. Linear regression analyses showed that resilience, age, and gender played a significant role in explaining the variance of internalizing problems; SEL skills, resilience, age, and gender significantly explained the variance of externalizing problems; and SEL skills, age, and gender has a significant role in explaining prosocial behavior. Furthermore, resilience fully mediated the relationship between SEL skills and internalizing problems, partially mediated the relationship between SEL skills and externalizing problems, and didn't mediate the relationship between SEL skills and prosocial behavior. The findings have important practical implications and highlight the need of improving resilience and SEL skills in adolescence to protect from mental health issues.

*Keywords:* Mental health, SEL, resilience, adolescents, Covid-19

### **Relationship between Emotional Intelligence, Well-Being and Self-Efficacy in Teachers during COVID-19 Pandemic**

*Antonella D'Amico, Alessandro Geraci and Laura Di Domenico*

Work-related stress is a major health and safety challenge in Europe. This is especially true for the school context considering that teaching is one of the high-stress occupations. Teachers are expected to manage not only their own and their students' emotions, but also those of parents, colleagues, and superiors. During this two-year pandemic of COVID-19, research has shown that a high percentage of teachers reported symptoms of stress, anxiety, and depression and burnout. Online teaching has caused increased stress in teachers due to difficulties in terms of logistics (e.g., lack of internet connection) and managing students in virtual classrooms, along with the already growing sense of insecurity regarding health safety in the school environment. The purpose of the study is to investigate the role of emotional intelligence (EI) as a protective factor and resource for teachers' well-being and self-efficacy in times of COVID-19. First, it aims to investigate the relationship between ability EI, self-perceived EI, and several indicators of professional well-being: burnout, work engagement and self-efficacy. Second, the study aims to investigate if EI act as a buffer against the effect that COVID-19 pandemic has on teachers' work. The study involved 65 teachers from primary and middle school. Participants were administered online with the psychological scale after giving informant consent: Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer et al., 2002); Wong & Law Emotional Intelligence Scale (Wong & Law, 2002); Copenhagen Burnout Inventory (Kristensen et al., 2005); Utrecht Work Engagement Scale (Schaufeli et al., 2006); Teacher Self-Efficacy Scale (Skaalvik & Skaalvik, 2007), ad hoc questionnaire for demographic and work-related information. Results show that both EI abilities and self-perceived EI improve teachers' well-being and self-efficacy.

*Keywords:* Emotional Intelligence, Burnout, Work Engagement, Self-Efficacy, COVID-19

### **Learning achievement perception and emotional wellbeing during the COVID 19 pandemic in K12 education in Mexico**

*Cimenna Chao Rebolledo and Luis Medina Gual*

This study is a part of a larger project entitled: Education during a contingency: An analysis of Mexican education during the Covid 19 pandemic. The present research aimed to analyze the influence of social, emotional, pedagogical and technological variables on the perception of learning achievement, technology mastery, and sense of overall wellbeing during distance learning through the pandemic, in K12 students and teachers. To this end, two surveys were designed, validated, and applied, one to  $n = 45,273$  teachers, and the other to  $n = 139,630$  students, from both private and public schools in Mexico. The methodology used for this study included a descriptive analysis and a predictive analysis

through stepwise linear regression for each variable included in the surveys (average explained variance of the models = 60%).

Regarding the perception of learning achievement and overall wellbeing, teachers as well as students were mostly influenced by their level of perceived emotional wellbeing, which included their perception on their capacity for building resiliency, regulate their emotions, and coping with psycho-affective risk factors, such as anxiety, sadness, and perceived stress, followed by teacher's pedagogical dispositions, including assessment practices and teachers' relatedness and connection with students. Finally, the perception of technological mastery was mainly influenced by emotional variables, and by the participants' previous knowledge on the use of technology.

In conclusion, along the first year of the Covid 19 pandemic, the most influential variables that determined the sense of learning achievement of Mexican students and teachers, were variables associated with emotional wellbeing, and teachers' assessment processes. These results suggest the need for better assessment practices, and the necessity for emotional wellness support structures and strategies in schools, aimed to enhance emotional intelligence and wellbeing for students and teachers as the pandemic continues, as well as for the future as an asset for assuring learning achievement.

*Keywords:* Learning achievement, emotional wellbeing, COVID 19, K12 Education

### **Emotional intelligence as a predictor of choice of effective stress coping styles**

*Elena Sergienko, Elena Khlevnaya, Ekaterina Osipenko and Alexandra Nikitina*

**Objectives:** to study the relationship between ability emotional intelligence (EI) and stress coping styles (CS) and determine the predictive validity of EI in the choice of effective stress coping styles.

**Hypotheses:** ability EI, consisting of two domains: experiential (abilities to identify and use emotions) and strategic (abilities to understand and manage emotions), positively correlates with and predicts the use of those CS that are more effective in the long (task-oriented) and middle term (emotion-oriented) and negatively correlates with less effective CS (avoidance-oriented).

**Method:** EI was measured with the Russian-language Emotional Intelligence Test (EIT, Sergienko et al., 2019), conceptually based on MSCEIT (Mayer et al., 2003). CS was measured with the validated Russian-language version of the Coping Inventory for Stressful Situations (CISS, Endler & Parker, 1990). The sample consisted of 243 Russian adults (61 men, 182 women, m.age = 36.1, 18-67 years).

**Results:** the relationship between the level of EI and the choice of effective coping strategies (at the significance level  $p \leq 0.003$ ) was revealed, and the role of EI as a predictor of the choice of the most effective strategies was established: respondents with high EI were more likely to choose problem-oriented coping, while respondents with low EI preferred emotionally oriented coping. The ability to understand emotions made the most significant contribution to the choice of problem-oriented coping, and the ability to recognize emotions had a significant negative impact on the emotionally oriented strategy.

The specificity of the relationship between EI and the choice of coping strategy, obtained by analyzing contrast groups, was revealed: differences in the choice of problem-oriented coping were observed when comparing managers and non-managers, and in terms of the level of EI, differences in the choice of emotionally oriented coping were observed in accordance with the age and the EI level of the respondents.

*Keywords:* emotional intelligence, ability, stress coping styles



PAPERS SESSION 1.5 THEORETICAL ASPECTS

**An Aesthetic Approach to Emotions: Validation of the Aesthetic Descriptors of Emotion Measure (ADEM)**

*John Pellitteri*

The Aesthetic Approach to Emotions (AAE) is a model of emotional representation that has implications for the art, education and clinical fields. AAE builds upon the relationship between art and emotions in using aesthetic language to create representations of emotional states. Methods of aesthetic inquiry, originally developed for aesthetic education, were applied as an inquiry method into understanding the experience of emotions and determine if emotions and aesthetic qualities could have common isomorphic qualities. The Aesthetic Descriptors of Emotion Measure (ADEM) was developed and validated with a sample of 190 participants of diverse ethnicities. The results support the hypothesis that emotions have aesthetic profiles with consistently identified frequencies of descriptor words. The ADEM showed converging validity with both trait and performance measures of emotional intelligence (Trait-Meta-Mood Scales-TMMS and the Multifactorial Emotional Intelligence Scales-Synesthesia subtest respectively).

Particularly significant correlations were noted with the TMMS component of emotional clarity. Results suggest that the AAE can be useful in developing an understanding of emotional complexity and in providing a unique perspective on emotional experiences.

*Keywords:* aesthetics, arts, emotional representation, emotional clarity

**Emotional intelligence as a predictor of successful acculturation**

*Paul G. Schmitz and Florian Schmitz*

Migration has strongly increased in the last decades, and migrants are confronted with acculturative demands. This may result in the experience of stress or successful adjustment, depending on moderator variables. Generally, socio-cultural, situational as well as personality variables are conceived as potentially relevant predictors. In this study, emotional intelligence (EI) was tested as a predictor of acculturation strategy and acculturation outcome, along with other relevant variables such as personality and coping styles in a migrant sample (Turks, Kurds, Maghrebians) in Germany. Trait emotional intelligence was assessed with the Trait-Meta-Mood Scale (TMMS), further, the Toronto Alexithymia Scale (TAS) was used as an inverse marker. Four acculturation strategies were assessed in line with Berry's model, namely, integration, assimilation, separation, and marginalization. Results revealed that trait emotional intelligence was generally related with beneficial outcome variables. In particular the clarity and repair facets of trait EI were related with preference of integration as a generally successful acculturation strategy, with active and task-oriented coping, and with beneficial psychological and socio-cultural outcome variables.

*Keywords:* emotional intelligence; acculturation strategies; stress; coping; adjustment

**Body and art to give space to emotions in the educational field**

*Elena Mignosi*

The human being is a psycho-somatic unity. Philosophical, psychological, psychoanalytical studies and various researches in the field of neuroscience have recently underlined that not only is the organism composed of body-brain association and interacts with the environment as a whole, but also that at the base of the human mind there is an interaction between the internal and external that can produce "internal answers" to the inputs in terms of "images" (visual, auditory, sensory, etc). So the "images" directly influence the organism and, "the emotional state of the body" influences the cogni-

tive processes (Damasio 2022). Research has also shown how in our brain, the neurons firing when we observe a purposeful action, are the same as those firing when we are actually carrying out the action. These are called mirror neurons, and it is supposed that this mechanism is at the base of empathy (Gallese, 2015). The entirety of the “embodied self” is a necessary condition in order to perceive and identify the self and to have a “nourishing relationship” with the others (Winnicott, 1971). We need, however, experiences that wholly involve us, and generate moments of reflection and contact with our own inner being and our imaginative dimension.

For all these reasons, in the educational field it is necessary to provide people with opportunities for integrating the different parts of themselves, and for enhancing their awareness of themselves and of their ways of being in the world.

After having argued this perspective, in my speech I will also present some examples through the narration of experiences in different educational contexts and in the training of trainers. I will conclude by emphasizing the relevance that an embodied and artistic approach has in the processing of emotions after the period of pandemic that we went through.

*Keywords:* Embodiment; artistic languages; multimodal communication; learning from experience; reflexivity

### **Trait emotional intelligence predicts self-esteem and trait anxiety in adolescents**

*Lada Kaliska and John Pellitteri*

Trait emotional intelligence (EI) as well as trait anxiety and self-esteem have been understudied in the literature on adolescent development. Anxiety and self-esteem as emotion-based factors in adolescent personality are expected to be related to EI as an adaptive emotion-based capacity. The study involved 807 adolescents ages 16-19 from central Slovakia and examined the predictive relationship of trait EI (as measured by the Trait Emotional Intelligence Questionnaire TEIQue) separately on self-esteem and trait anxiety after considering broad based personality measures. The results showed that trait EI has strong bivariate correlations with both trait anxiety ( $-.64$ ) and self-esteem ( $.63$ ) that maintained significance in the regression analyses. With trait anxiety as a dependent variable the explained variance by trait EI above personality factors was minimal (1%) and is attributable to the commonality with personality traits. With self-esteem as the dependent variable trait EI explained greater variance (5%) with none of the personality factors as significant. The overall findings suggest that trait EI is an important factor for educators in developing resilience and optimal personality development in adolescents.

*Keywords:* Trait EI; Trait anxiety; self-esteem, adolescents

### **How emotional and cultural intelligence relate to cultural consumption in a European Capital of Culture city?**

*Edit Kővári*

Veszprém and Lake Balaton region in Hungary won the title of European Capital of Culture for the year of 2023. This means a powerful opportunity and a cultural, economic and social catalyst for the area. In the Faculty of Business and Economics of the University of Pannonia, the only tertiary education institute in the region, a research group was set up in 2019. The aim of the research group is to assess the local identity, quality of life, cultural consumption and cultural and emotional intelligence of the university's community (students, academic and non-academic employees). The present study introduces the correlation that has been explored between emotional and cultural intelligence and cultural consumption. For measuring emotional intelligence TEIQue (Petrides, 2006) Hungarian version (Komlósi and Göndör, 2011) was applied, while cultural intelligence (CQ), was assessed by the Hungarian version of the Cultural Intelligence Scale (CQS) (Ang et al, 2007; Balogh, 2011). Cultural

consumption measurement included two clusters: in-front of screen and outdoor cultural consumption, each contains specific facets. The questionnaire contains a total of 20 statements, with the option to respond on a seven-point Likert scale. The 196 full responses data were analyzed using SPSS 20 statistical software. People with higher emotional and cultural intelligence participate in more leisure activities and events and spend more time reading, listening to music, and hiking. Furthermore results show significant differences between age and cultural consumption: the older someone is, the more time they spend practicing religion and attending cultural events, and the less time they spend attending sporting events. Considering the global EQ level this study did not find age and gender difference, however on factorial level the Self-Control dimension proved a significant difference between students and employees ( $F = 4,499$ ,  $p = 0.012$ ) in favor of the latter. As for the cultural intelligence there was a positive, significant correlation between cultural intelligence and culture consumption factors both on average and on factorial level.

*Keywords:* Emotional intelligence, cultural intelligence, cultural consumption, European Capital of Culture

## PAPERS SESSION 2.1 – APPLICATIONS IN THE MEDICAL SYSTEM

### **Emotional intelligence skills that occupational therapists (OTs) use in their daily clinical practice**

*Nigel Gribble, Chris Skinner, Kirsty Johnson, Atiya Ali, Danielle Knight, Hayley Thorburn, Claudia Fitti, Lauren Kincaid and Shalom Ruggiero*

The presentation will present two recently completed research studies: (1) interviews with OTs with higher EI scores and how they use EI their daily OT practice and (2) interviews with OTs who attended an EI workshop and how they transferred EI skills into their practice.

Firstly, occupational therapists (OTs) from Perth, Australia ( $n = 40$ ) completed the Emotional Quotient Inventory 2.0 and we ranked them by Total EI score. We requested interviews with those with the highest scores. The thematic analysis of the 14 interviews identified that OTs fostered EI skills to use in clinical practice and personal life, used EI to work effectively with vulnerable clients, and used EI skills to manage individuals and team culture. Of interest, OTs reported that when they fostered EI in their individual colleagues that the workplace culture reportedly improved.

The second study delivered 10 hours of EI training to 15 current OTs who were then interviewed about how they embedded the new EI concepts and skills into their daily practice. The OTs reported that the EI workshop strengthened therapeutic relationships with clients, improved workplace culture, allowed them to use more nuanced emotional vocabulary, and improved their awareness of their own and others' emotions.

We will conclude by encouraging university educators and employers of new graduate OTs to embed more content into curricula and more professional training into the workplace, so that EI can of the individuals and teams can flourish.

*Keywords:* Occupational therapists; Emotional intelligence training; Healthcare practice

### **The training program “Meta-Emotions Health” for Promoting Well-Being in the Workplace among Healthcare Professionals**

*Antonella D'Amico, Alessandro Geraci, Lavinia Cicero and Laura Di Domenico*

The healthcare profession is widely recognized as a high stress occupation with high-emotional demands. Recently, due to the outburst of COVID-19, frontline healthcare workers have faced an unprecedented emergency, risks and challenges for which they were mostly unprepared. Indeed,

they have been dealing with increasing difficult job demands (e.g. workload, the risk of contagion, long working shifts, isolation from their families) consequently reporting psychological distress (e.g. anxiety, depression, insomnia). Research has identified EI as a resource for healthcare workers to cope with stressful situations, given its capacity to promote motivation, empathy, cooperation, and good communication.

The aim of the study is to present the program “Meta-Emotions Health” currently under application at CEFPAS, the Sicilian regional agency provider for the training services of the regional healthcare public services. The program aims to enhance emotional self-awareness and abilities, according to the theoretical model of ability EI (Mayer & Salovey, 1997) and meta-emotional intelligence (MEI, D’Amico, 2018), and it is composed by group workshop sessions conducted by psychologists with specific expertise in the method. Each edition of the program lasts five days, four days in presence and one day online, and it includes 24 participants who are healthcare professionals. Participants are administered with scales assessing EI abilities and self-reported EI, burnout, work engagement and job satisfaction before and after the training program.

The training program has five sections (emotional perception and expression, emotional synesthesia, emotional understanding, emotional regulation, use and genesis of emotions) each with related themed experiential activities accompanied by focus group moments.

Data analyses will be carried out once we will have gathered enough data, but we expect to find an increase in the levels of emotional self-awareness and abilities and professional well-being after the training program.

During the conference, we will discuss quantitative and qualitative results of the training.

*Keywords:* Emotional and Meta-Emotional Intelligence, Burnout, Work Engagement, COVID-19, Healthcare

### **Hopelessness and Burnout in Italian healthcare workers during pandemic: the mediation role by Trait emotional intelligence**

*Marco Andrea Piombo, Federica Andrei, Martina Riolo, Vittoria Spicuzza, Erica Neri, Giacomo Mancini, Francesca Agostini, Sabina La Grutta, Elena Trombini and Maria Stella Epifanio*

During the pandemic, Italy has been among the most affected nations in terms of hospital overloaded. In this context, it has become necessary to understand the COVID-19 epidemic health consequences on Italian health professionals at the forefront (Guanche, 2020). Burnout is a syndrome resulting from chronic stress in the workplace, not properly managed (ICD 11). In Healthcare Workers the hope is one of the main coping strategies that influences the ability to interact with stress in life-threatening situations (Franza et al., 2020). Besides, emotional intelligence (EI) could be an important protective factor to prevent burnout and stress work-related conditions (Humpel & Caputi, 2001). This study has two main objectives: firstly, to analyse the relationship between socio-demographic variables, changes in working conditions and burnout; secondly, to investigate the relationship between burnout, hopelessness and EI as a moderating variable between them. The hypotheses that guide this study are: a positive correlation between hopelessness and burnout, assuming that burnout may be a risk factor for the development of hopelessness. Otherwise, emotional intelligence (EI) could be an important protective factor to prevent burnout that would be mediated by the protective role of trait EI. The total sample is composed by 562 healthcare workers among paramedics (293, 52,1%) and physicians (269, 47,9%). An online cross-sectional data collection was performed with Qualtrics® Survey Platform. Data collection started after 7 weeks of quarantine in Italy (25 April 2020) and was performed for about 6 weeks. Demographics and changes in workload and work conditions were collected through an ad hoc questionnaire. The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF;) was used to assess the Trait Emotional Intelligence. The Beck Hopelessness Scale (BHS) was used to

measure feeling of hopelessness. Finally the Link Burnout Questionnaire (LBQ) was used to measure burnout of healthcare workers. Data analysis is still ongoing.

*Keywords:* Covid-19, Healthcare workers, Trait emotional intelligence, Burnout, Hopelessness

### **Increasing work ability in breast cancer survivors through perceived emotional intelligence**

*Rocio Guil, Paloma Gil-Olarte, Lucia Morales-Sánchez, Paula Ruiz-González, Ana Merchán-Clavellino and Rocío Gómez-Molinero*

Even though breast cancer is the neoplasia more frequent among women, its mortality risk has been reduced to 38% in recent decades mainly due to advances in treatments and early detection programs. As a result, the research in the biomedical field has set as a primary goal to prolong disease-free time, enhance patient survival, and maintain patient quality of life. However, participation in society after BC is generally negatively affected and many women are not able to return to work.

Our research team is committed to improving the quality of life of these survivors by promoting work ability through the development of perceived emotional intelligence (PEI). In this sense, our findings have evidenced that PEI may have a positive impact on the work ability of breast cancer survivors in three ways. i) Through a direct effect. High values of emotional clarity and mood repair increase work ability. ii) Through resilience given its association with WA. High values of emotional clarity and mood repair increase resilience in breast cancer patients.

iii) Through an indirect effect. Breast cancer survivors who display higher mood repair values would have higher work ability levels.

Despite this, the ability to work can also be diminished due to the direct impact of high levels of emotional attention reducing both resilience and work ability.

Hence, these results provide empirical support regarding the PEI dimensions that positively influence breast cancer survivors' adjustment to working life and can help to the development of interventions to restore working ability in this population expanding knowledge regarding their recovery process. Finally, our findings highlight the need to individually address each dimension of PEI to avoid unwanted effects on the return to work among breast cancer survivors.

*Keywords:* Breast Cancer; Work ability; Resilience; Emotional Intelligence; Mediation Analyses

### **Assessing and improving emotional intelligence in surgeons**

*Matthew Rickard*

**Background:** Surgeons work in teams, and in this environment emotional intelligence is vital, as understanding and responding to the emotions of other team members and realizing how they themselves are perceived is essential. Despite growing support for increasing the focus on EI in medicine, empirical evidence for the effectiveness of training to increase EI is sparse. The aim with this study was to test the effect of a brief EI training program for senior surgical trainees and established surgeons.

**Methods:** We conducted a series of Webinars based around the central concepts of EI: motivation, empathy, social skills, self-knowledge and self-control. There was also a professional development component. Webinars were attended by a group of 26 senior colorectal surgical trainees and 9 senior surgeons (who make up the Australia and New Zealand Training Board in Colorectal Surgery). Quantitative assessment was performed by undertaking the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) before and after the intervention. Qualitative assessment was performed with a series of questionnaires re uptake in techniques, understanding of EI and effect on personal and professional life.

**Results:** 24 of the 35 (69%) trainees and all 8 (100%) of the senior surgeons completed both pre and post-intervention MSCEIT. The range of pre-intervention MSCEIT scores was wide (75-131). There



was a non-significant improvement amongst the trainees from 98.04 to 100.6 ( $p = 0.16$ ). There was no change in the senior surgeons. Qualitative improvements in knowledge of EI and use of EI techniques in practice and personal life were shown.

Conclusion: This study demonstrates the feasibility of delivering EI training in an online format to a group of time poor surgeons in a real-world setting.

*Keywords:* Surgeons

## PAPERS SESSION 2.2 – BUSINESS, WORKPLACE & ORGANIZATIONAL SETTINGS

### **Prevention and measures to reduce the emotional burnout of the medical staff of the RZD-medicine network**

*Natalia Volkova and Elena Khlevnaya*

This article describes an EI measurement and development case study in a large railway medicine company. The specifics of railway transport and the complexity and diversity of the tasks it solves place high demands on railway medicine and form an authoritarian corporate culture. It is thus necessary to transform the corporate culture both within the team and with patients to be successful in the medical services market.

Several methods were applied to change the corporate culture: EI measurement and development, coaching of managers. EI was conceptualized as an ability (Mayer, Salovey, & Caruso, 2002), and EI was measured using a validated online EIT methodology (Sergienko et al., 2019). Implementation of EI tools began in 2019: EI master-classes, EI coaching for administrative managers, “Change Management” coaching for the heads of medical institutions, round tables with managers. Parallel to that – EI coaching and developmental feedback for managers and employees, followed by post-training support. The coaching was aimed at improving the interaction between managers and subordinates. The following results were obtained:

- Most participants showed positive dynamics in the development of EI or harmonization of the profile.
- 50% of participants reported improved communication with patients.
- 60% of employees noted improvements in their emotional state. The work began to bring joy, and the return and gratitude of patients brought new motivation and incentives.
- 50% decrease in the number of complaints from patients.
- 13% increase in the number of repeat visits by patients.

Based on the obtained results, further EI practices are now being implemented to develop a competent approach to understanding and managing emotions and promote developmental feedback.

By using EI tools and developing feedback, changing the attitude of the staff to the approach to work, one can change the organizational culture, while employees will feel their involvement and importance.

*Keywords:* emotional intelligence, ability, case study, business, medicine

### **Emotional intelligence: Moving beyond protracted controversies to reignite theory-building and guide applied research in organizations**

*Jochen Menges and Vera Hampel*

While both research around emotional intelligence and practical interest in the concept has only increased in recent years, central debates around the conceptualization of emotional intelligence remain unresolved. In an attempt to integrate past theorizing, the current review distills a parsimonious framework of emotional intelligence from the current state of scholarship. At the core, we identify two emotion processes, namely recognizing and regulating emotions, for two targets, one's own and



for others' emotion. Beyond developing an integrative conceptualization, the current paper also clusters existing research along three areas of investigation. Firstly, the review considers how emotional intelligence has been used in multiple levels of analysis (i.e. emotional intelligence at dyadic, group and organizational level). Secondly, it explores recent developments in scholarship, with a particular focus on new forms of measurement and training of EI. Lastly, the review examines the contextual factors that facilitate or hamper the application of emotional intelligence. Mapping out these areas will allow us to discuss where sufficient high-quality empirical work exists to draw sound conclusions, and identify areas where more research is needed, thereby setting out some directions for future theorizing and empirical work.

*Keywords:* Emotional intelligence, emotion recognition, emotion regulation, organizational emotional intelligence, context.

### **Emotional intelligence and personality traits as predictors of time management behavior among employees during pandemic**

*Omar Al Ali*

Today's organizations are under pressure to increase the quality of work and ability to compete in the workplace that is continuously changing particularly in time of crisis. In addition, the COVID 19 has brought unprecedented changes in the way we work and communicate. There is a greater accent on remote work and virtual communication. The purpose of this study was to determine the role of personality traits and emotional intelligence in predicting time management skill among employees. In a quantitative study, data were collected during 2020 from 160 employees in the UAE responded to the Arabic version of NEO-FFM (Costa & McCrae, 1992) and Schutte Self-Report Emotional Intelligence Test (Schutte et al, 1998). In addition, the Time Management Behavior Scale was used to identify and describe factors within time management, such as establishing objectives, prioritizing for tasks, setting goals, perceived time control (Macan et al, 1990). The results showed that there are significant relationships between emotional intelligence and time management behavior ( $r = .41, p < .01$ ). Conscientiousness, emotional stability and extraversion were all significantly correlated ( $p < .01$ ) with time management ( $r = .40, r = .29, \text{ and } r = .28$ ) respectively. Data from regression analysis revealed that two variables namely emotional intelligence ( $\beta = .28, p < .01$ ), and conscientiousness ( $\beta = .21, p < .01$ ), predicted time management behavior during pandemic, and together explained 22% of its variance. The study demonstrating that staff with higher emotional intelligence are more likely to have better ability establishing objectives, prioritizing for tasks, setting goals, perceived time control. In addition, conscientious employees usually keep an organized workspace and schedule to perform duties and structure time to ensure complete assigned tasks and meet deadline. Implications of the present findings for human resource development theory and practice are discussed.

*Keywords:* Emotional intelligence, Time management, Pandemic

### **Emotional intelligence coaching as the anchor for connecting a multigenerational workplace**

*Michelle Cronje and Ana Martins*

The current VUCA environment (COVID-19 pandemic, 5th industrial revolution, multigenerational workforce) has brought many challenges for leaders. Organisations are faced with dynamic changes, and executives need to cope with the impact of this new era in their daily lives. Intrinsically, Executive leaders will need to be aware of themselves, strengths, opportunities, and challenges that could be brought on in the different context shifts. The Executive Leadership Team at the case study must cultivate a robust pipeline of future leaders to remain competitive, and the executive leaders need to be coached around how to cultivate millennial leaders as future leaders to deliver its "next genera-

tion” of leaders. The study highlights that the expression and appraisal of emotions, use of emotions in decision making and enhancing the cognitive process, emotions knowledge, and management of moods or emotions are key aspects of emotional intelligence to be observed at the case study.

*Keywords:* coaching; emotional intelligence; leadership, multigenerational

### **The role of Emotional Intelligence for Innovation and Collaboration**

*Celia Avila-Rauch and Jara Pascual*

Collaboration is a key to being innovative for a simple reason. Innovation is not done by brainstorming or working alone in a closed room. Instead, collaboration must be done with different teams, start-ups, academics, employees, suppliers, companies, and SMEs. Innovation is bringing value from creativity, and emotions are playing a key role for the success of industry and organization transformations.

In order to transform organizations and industries, collaboration is essential to innovate at transformational levels such as consortia, partnerships, alliances, spin-offs and projects. However, collaboration is suffering from effectiveness, performance, and productivity because of lack of adequate communication, lack of understanding of different work and social cultures, low level of expectation management. Among other reasons, this is a lack of assertiveness, fear of talking about money, fear of collaborating, fear of conflict and a lack of EISkills for leadership. We want to highlight and raise awareness of EISkills and the human side for innovation, collaboration. EISkills could be a tool to support the cognitive processes that will be influenced by the complexity of tasks required in collaboration and innovation. Additionally, nowadays, the digitalisation of innovation ecosystems is about technology and online work and has a human side. Collaboration is about people and communication and, in general, about how a digital ecosystem can support the human side of human interaction by providing a way to increase emotional intelligence in the interaction between online and offline ecosystem actors.

For example, when the feelings of the leader and their team need to be managed to follow the impact of the idea which needs to be adopted to bring value to the people, planet, society, industry. The hard part is to lead the process of transformation and change of making the idea into reality, but the innovative solution is embraced.

*Keywords:* emotional intelligence, entrepreneurship, collaboration, innovation, leadership

## **PAPERS SESSION 2.3 – EDUCATION & SOCIAL-EMOTIONAL LEARNING**

### **The individualised development trajectory of children’s emotional intelligence based on the objectified measurement of emotional intelligence in the ability model**

*Anastasia Bondarenko, Elena Sergienko, Elena Khlevnaya, Tatiana Kiseleva, Ekaterina Osipenko and Alexandra Nikitina*

This paper describes an all-inclusive program for developing emotional intelligence (EI) of children aged 4-15. The program includes a set of online exercises recommended per an individualised development trajectory based on measurement using the Russian-language version of the Mayer-Salovey Caruso Emotional Intelligence Test in the Youth Research Version (MSCEIT-YRV), offline and online classes in extracurricular education groups, and workbooks for children and their parents. The program was developed between January 2020 and February 2022. The Russian-language adaptation of the MSCEIT-YRV was conducted between April 2019 and August 2020.

The results of MSCEIT-YRV are used to form individualised EI development trajectories for four abilities of EI (perceiving, using, understanding, managing emotions) with the specific online exercises created for each group.

The exercises aim to develop four branches of EI and the related soft skills, such as critical thinking, stress resilience, time management, goal setting, adaptability, communication skills, and creativity. Measurement of EI and the exercises are a part of the program of development of EI and social competencies of children, founded on the ability model of EI by Mayer, Salovey, Caruso, theories of emotions of Plutchik and Izard, cultural-historical theory of the development of higher mental functions (Vygotsky, Leontyev, Luria), subject approach (Rubinstein, Brushlinsky), Theory of Mind (adapted by Sergienko). Within the framework of the EI development program's goals, the individualised development trajectory was designed for children of the following age groups: 4-6, 7-9, 10-12, 13-15 years old. Produced as a part of the all-inclusive EI development program, an individual approach to the development of children's EI focuses on defining both age characteristics of children and specific needs of each child, identified by the results of the MSCEIT-YRV with sufficiently high theoretical validity. Successful cases of applying individualised EI developmental trajectories and qualitative data on its use in children's centres are presented.

*Keywords:* emotional intelligence, ability, children, individual development, MSCEIT-YRV

### **App SoyBienestar: A Psychoeducational tool for fostering emotional wellbeing**

*Angelica Ojeda, Cimenna Chao Rebolledo, Gabriela Gonzalez Ruiz*

Intelligence is a capacity that allows a person to effectively respond to external and internal demands. In that sense, emotional intelligence is the capacity to respond to situations of social and/or emotional origin and consequence. Therefore, educating social and emotional skills is essential to face the social stressors that accompany the challenges of everyday life. At present, the world is still confronted with the emotional challenges and mental health afflictions generated throughout the two years of the COVID-19 pandemic. With the increase in symptoms associated with the emotional conditions of anxiety, depression and chronic stress, emotional wellbeing has been somehow fractured. Therefore, coping strategies and tools are needed to respond to these post-pandemic challenges, particularly at the level of individual psychological adaptation. The objective of this study is to present the design, construction, and effectiveness of a digital application for mobile devices called: SoyBienestar (I'm my Wellbeing, in Spanish), which was designed combining concepts and strategies from the fields of Social and Emotional Education, Psychology and Human Development. This device contains materials and activities that aim to support emotional intelligence related skills, such as emotional regulation, emotional awareness, and the use of emotions for responsible decision making and for self-motivation. Its design was carried out based on an extensive analysis of the most recurrent symptoms in terms of psycho-affective and behavioral risks reported by the Mexican population since the beginning of the pandemic. This technological device seeks to teach an emotional learning self-management. Some indicators refer that those who use it define themselves emotionally happy (58%) over who define themselves as unstable (42%). However, the most used exercises are of a level of attention (57.9%), followed by intervention (27.7%) and prevention (17.7%). Just exercises that try to generate awareness about the presence of signs, signals or symptoms by pandemic.

*Keywords:* emotional education; emotional intelligence; emotional skills; technology

### **Impact evaluation of an intervention for the development of socio-emotional intelligence in adolescents**

*Norma Alicia Ruvalcaba Romero, Erika Yadira Macías Mozqueda, Héctor Rubén Bravo Andrade and Mercedes Gabriela Orozco Solís*

Socio-emotional intelligence influence in the psychosocial adjustment and the prevention of mental health problems, being necessary to promote its development in key stages such as adolescence. The aim was to evaluate the effectiveness of an intervention to increase socio-emotional intelligence in

Mexican high school students. Quasi-experimental study, one-group design with pre-test and post-test was conducted. 645 students from 15 high schools in Jalisco, Mexico participated. The short version of the EQi SF Emotional Quotient Questionnaire was applied before and after an intervention of 10 weekly sessions of one hour. The sessions focused specifically on the development of self-esteem, emotion management, empathy, assertiveness, decision-making, and positive emotion management. For the total sample, differences were found in adaptability ( $t = -2.85$ ,  $p = .004$ ), interpersonal competence ( $t = -2.12$ ,  $p = .034$ ), and total EQi ( $t = -2.46$ ,  $p = .014$ ). In men there were differences in adaptability ( $t = -2.53$ ,  $p = .012$ ), and for women in anger management ( $t = -2.80$ ,  $p = .005$ ), and total EQi ( $t = -2.83$ ,  $p = .005$ ). The intervention was partially effective and in a differentiated way for men and women, a greater systematization of the sessions is required.

*Keywords:* intervention, socio-emotional intelligence, adolescents

## **Hot and Cool Executive Functions in Sporty and Sedentary Adolescents**

*Giulia Giordano*

Physical activity and executive functions are intrinsically interrelated. Executive functions include a spectrum of cognitive abilities needed for goal-directed thoughts and behaviors. Working memory, cognitive flexibility, and inhibition are defined as the core executive functions. They are classified as “Cool” executive functions, and refer to the cognitive components of self-regulation. Additionally to the cool, the “Hot” executive functions of self-regulation are involved in processing positive or negative emotional cues to achieve a goal. Executive functions have been found to be a strong predictor of academic achievement. Interventions based on physical activity provide benefits on children’s executive functions and as a consequence on school performance.

The World Health Organization identified schools as key settings for the promotion of physical activity in children, and they constitute an excellent environment in which physical activity interventions can be developed during childhood. However, findings on which specific types of physical activity positively impact executive functions in children are mixed.

For the purpose of investigate this issue, this study compared the performance on executive functions tasks and school performance in one hundred and two boys and girls ( $N = 102$ ) with an average age of 11.84 years recruited from Italian schools, who either participated in martial arts, team sports or sedentary children. Results showed a better executive functioning and higher school marks in children practicing open-skill sports, as martial arts, compared to those who were involved in team sports or not involved in any sports. Furthermore, participants aged 12 to 15 years old outperformed in cool (working memory, inhibition, attention, and verbal fluency) and hot executive functions (decision making) tasks and had a better school performance (mathematics and linguistic school marks).

The present findings support the view that there are other pathways through which physical activity influence school performance via executive functions.

*Keywords:* Executive Functions, School Performance, Sport

## **Recruitment and Development of Individuals to Provide Online Professional Development in Emotional Intelligence to Schools**

*Robin Stern*

This session will pull back the curtain on how leaders at the Yale Center for Emotional Intelligence select and prepare training facilitators to deliver learning experiences of our evidence-based approach to SEL, RULER. RULER begins when a school enrolls a three-to-five-person implementation team, consisting of one school leader and two to four educators or mental health professionals from a school, in a six-week online training. The six-week training combines synchronous and asynchronous learning, with roughly two hours of participation per individual per week, including weekly virtual



sessions, learning modules, interactive discussion boards, private reflections, and a team workspace for school-specific conversations. We train schools at 6 timepoints per year and run up to 10 cohorts simultaneously, with each cohort consisting of up to 120 users from 20 to 40 schools. The key to running successful cohorts is hiring and developing a training team who can effectively facilitate online conversations both in discussion boards and in live virtual sessions. In this session, we will share detailed information on how we recruit and develop this team, including selection criteria and an in-depth look at the process by which this team learns RULER content and technology, practices facilitation skills, and is evaluated, moved into their roles as a RULER trainers, and supported over time.

*Keywords:* online training, facilitator development, learning community, social and emotional learning, emotional intelligence

### **Promotion social-emotional skills and resilience in Romanian School. The impact of PROMEHS curriculum.**

*Adina Colomeischi, Petruta Rusu, Diana Duca and Liliana Bujor*

The paper presents the findings related to the impact of an integrated curriculum for mental health promotion in Romanian school. The curriculum is developed within a European partnership, and Romania was one of the trial countries. PROMEHS addresses the need to sustain the children's social-emotional and resilience development and to prevent the internalizing and externalizing behavioral problems.

The study comprises 406 students, mean age 13 years old, 200 belong to the experimental group and 206 belong to the control group. The sample was selected from 20 schools in the north of Romania. The experimental group benefited by 12 weeks intervention based on the PROMEHS curriculum implementation. The students completed the questionnaires to measure the social emotional skills (SSIS – SEL), resilience (Connor Davidson, CD-10) and prosocial behavior and internalizing and externalizing problems (SDQ).

After analyzing the differences between the two groups, in terms of the phase (pre and post program implementation), significant differences were revealed within experimental group, such as lower levels of difficulties (internalizing and externalizing problems) and higher level of social – emotional skills (selfawareness, social awareness, interpersonal relationships, self-management, responsible decision-making) and higher level of resilience.

The results showed a significant impact of the intervention and have important implications related to educational policies in Romania.

*Keywords:* social-emotional skills, resilience, PROMEHS curriculum

## **PAPERS SESSION 2.4 – ASSESSMENT, MEASUREMENT, AND EVALUATION OF EI**

### **Socio-Emotional Profiles in a Sample of Portuguese Children: Preliminary studies**

*Natalie Santos, Gloria Franco and Maria João Beja*

Most studies on socio-emotional skills are centered on variables rather than person-centered approaches. Person-centered approaches have shown to be more reliable in understanding different realities, namely educational ones. Hence, it is important to know better the different profiles of socio emotional skills. The main objective of this study is to establish the different profiles of socio-emotional skills of elementary students. Social-emotional skills were assessed by self- and hetero-perception tests (teachers and parents) and both self-reported and performant test. The sample comprised 285 individuals of both sexes aged between 6 and 10 years. The following instruments were used: Bar-On Emotional Quotient Inventory (EQ-i:YV); Test of Emotional Comprehension (TEC); Socially in Action-Peers (SAp); Social Intelligence Cognitive Test (PCIS); Raven's Coloured Pro-

gressive Matrices Test (MPCR) and the Piers-Harris Children's Self-Concept Scale (PHSCS-2). A latent profile analysis was conducted in Mplus using the performant tests (TEC and PCIS). We identified four profiles of socio-emotional skills: one with better socio-emotional skills, one with low skills and two intermediate ones. These profiles were confirmed by studying the answers given by 91 parents of these children and 6 teachers who evaluated 98 children. Students, teachers and parents' self- and hetero-perceptions of the students' skills were coherent with the performance profiles. Profile differences in sociodemographic variables were also assessed.

*Keywords:* Socio-Emotional Competences; Profiles; Emotional Intelligence

### **Russian-language adaptation of the MSCEIT-YRV**

*Tatiana Kiseleva, Elena Sergienko, Elena Khlevnaya, Ekaterina Osipenko and Alexandra Nikitina*

This paper describes the Russian-language adaptation of the Mayer-Salovey-Caruso Emotional Intelligence Test in the youth research version (MSCEIT-YRV). The adaptation and standardization process consisted of the translation of the test, coordination of the translation with the copyright holder and preparation of the final version, data collection, data processing and standardization, evaluation of the reliability and structural validity, comparison of the results obtained on Russian-speaking and English-speaking samples, and the evaluation of the theoretical validity of the test.

The final sample included 996 adolescents aged 10 to 18 years (430 boys and 566 girls, mean age 13.3 years). Analysis of scale reliability using the Cronbach's alpha method showed high reliability and consistency in the test's Russian-language version. In addition, factor analysis showed that the theoretical structure of the MSCEIT-YRV methodology corresponded to the four-branch model of emotional intelligence (EI). A comparison of the results of boys and girls showed that the maximum differences between them are most noticeable in the older group (16-18 years old), but in all cases, girls had higher EI scores than boys. Analysis showed a relatively high theoretical validity of the test. The MSCEIT-YRV method had the highest correlations with the Schutte Self-Report Emotional Intelligence Test (Schutte et al., 1998) and the Bryant Empathy Scales (Bryant, 1982). In addition, the study revealed significant correlations between the ability to manage emotions and the Russian-language version of the Cognitive Emotion Regulation Questionnaire (Rasskazova et al., 2011). An analysis of school performance of respondents with their level of emotional intelligence showed significant positive correlations, especially in the strategic domain (the abilities to analyze and understand emotions and manage emotions). The ability to recognize emotions was not significantly associated with academic performance, and the ability to use emotions was significantly associated with academic achievement in the humanities.

*Keywords:* emotional intelligence, ability, adolescents, MSCEIT-YRV

### **Differences according to sex in factors of emotional intelligence trait of pre-service secondary education teachers**

*Marta Alcaraz Sánchez, Helena Fuensanta Martínez-Saura, María Cristina Sánchez-López and Juan-Carlos Pérez-González*

The development of society has allowed us to draw a profile of an intelligent person that goes beyond the academic field, giving relevance to affective and emotional aspects. We refer to Emotional Intelligence, related to individual differences in identification, use, understanding and regulation of emotions. Specifically, we focus on trait emotional intelligence (trait EI). Research has shown differences in intrapersonal and interpersonal components of EI between men and women. The aim of this study was to analyze the factors of trait EI in pre-service teachers of secondary education, according to sex. The participants were 329 students of the Master's degree in teacher training at the University of Murcia (Spain) of which 133 were men and 195 women. The mean age of the



sample was 25.81. The instrument used was Trait Emotional Intelligence Questionnaire (TEIQue) by Petrides (2001), which offers information on 15 subscales and four factors: Well-being, Emotionality, Sociability and Self-control. The results showed statistically significant differences in two of the four factors. Women obtained higher scores in the Emotionality or Emotional Communication factor ( $M = 4.98$ ,  $SD = .66$ ), while men had higher scores in the Self-Control factor ( $M = 4.47$ ,  $SD = .74$ ). At facet level, women identify with traits of empathy with other people, perceive and express emotions better when interacting with others and are more predisposed to start new social relationships. Men tend to properly manage their emotions in stressful situations, control impulsivity and regulate their emotions before express them.

*Keywords:* Secondary Education; Emotionality; Self-control; Emotions.

### **Measurement and development of emotional intelligence on an individualized trajectory for creation of predictive analytics of the effectiveness of employees' professional activities**

*Ekaterina Osipenko, Alexandra Nikitina, Elena Khlevnaya and Elena Sergienko*

This article presents the methodology for measurement and individualized development of emotional intelligence to improve productivity and create predictive analytics of the effectiveness of employees' professional activities on the scientifically based WAY2WEI platform. Measurement of EI was carried out using the Emotional Intelligence Test (EIT), a Russian-language online method for measuring EI as an ability, developed on the scientific basis of the theoretical model of EI by J. Mayer, P. Salovey, D. Caruso, and the psychoevolutionary theory of emotions by R. Plutchik. EIT has a high degree of reliability (Alpha Cronbach of the general level of EI = 0.93), structural and factorial validity ( $\chi^2 = 39.87$ , RMSEA = 0.027 (0.001; 0.044), CFI = 0.99).

This methodology allows collecting Big Data on the levels of EI development of employees of organizations, creating individualized EI development trajectories using online tools, identifying trends in EI profiles depending on professional activities, organizational, and cultural specifics. It allows for the identification of similarities and differences in EI profiles at the level of organization, city, country. The article also presents the results of creating a reference EI profile for various professions. The reference profile results from a statistical analysis of the EI of employees of a specific position, which reveals significant parts of abilities of EI that affect the level of achievement of the set KPIs. When conducting a statistical analysis of the EIT results and the level of achievement of KPIs, specific reference EI profiles of effective employees in customer service in the banking sector were identified. Determining the reference EI profile of an employee for a position allows one to identify key EI indicators that affect the achievement of the high level of KPIs and allows for a selection of employees with an EI profile that predicts a higher potential in certain positions.

*Keywords:* emotional intelligence, ability, individualized development, KPI

### **Mediation of Emotional Intelligence between personality traits and risk behaviors and negative experiences**

*Ana Merchán-Clavellino, Paloma Gil-Olarte, Paula Ruiz-González, Lucia Morales-Sánchez, Rocío Gómez-Molinero and Rocío Guil*

There is clear evidence that some personality traits are associated with risky behaviors and great attention to negative emotional experiences. From the theoretical models of personality that explore the components of impulsivity, Gray's behavioral motivation theory describes the Behavioral Activation System (BAS) and the Behavioral Inhibition System (BIS). People with a particular sensitivity to the BIS system are likely to have problems with anxiety and depression due to excessive attention to signals related to adverse events. People with a very sensitive BAS and not very adept at identifying

signals associated with punishment would be particularly vulnerable to the development of addictive behaviors. However, according to Zuckerman's theory, the impulsive disinhibited personality factor is most pronounced in alcohol consumption. Adequate Emotional Intelligence (EI) prevents certain behaviors. Therefore, the objective of this study is to know, through two empirical studies, the mediation processes of EI between personality traits and negative behaviors or experiences. On the one hand, the results reveal that the activation of BAS produces a more positive affect, but presenting low levels of clarity and emotional repair will reduce this positive state. On the other hand, greater activation of BIS will produce a more significant negative affect. This will increase when he perceives that he pays excessive attention to his feelings, does not understand them, or feels incapable of regulating them. Also, the results of the mediation analyzes show that disinhibition has an indirect effect through emotional clarity, which in turn affects the frequency of consumption. Thus, young people with lower levels of disinhibition, and less impulsive are expected to consume alcohol less frequently. However, this relationship is affected by young people's understanding of their emotional states; if they have emotional clarity and understand their emotional states, more alcohol consumption becomes more likely. In short, there is a need to work on different intervention pathways in EI programs according to previous personality traits.

*Keywords:* Personality; Emotional intelligence; Alcohol consumption, Affect; Mediation Analyses.

### PAPERS SESSION 3.1 – EDUCATION & SOCIAL-EMOTIONAL LEARNING

#### **Adolescents and social media education: the role of emotional intelligence**

*Lidia Scifo, Giovanni Fulantelli and Davide Taibi*

Emotional intelligence is responsible for the capacity to identify and manage emotions and to reason over problems with the purpose of solving them. One of the most relevant difficulties in adolescence development is sustaining satisfying emotional and intimate relationships with other people (Nelson, 2013), both in face to face and social media contexts. To promote emotional intelligence, several trainings have been developed; as a matter of fact, it is proven that subjects inserted in specific training have registered a considerable increase in their emotional intelligence. Several studies show that the components of the Bar-on model of Emotional-Social Intelligence (Bar-on, 2006) can be taught and learnt (Gayathri & Meenakshi, 2013).

Based on these theoretical premises two research studies have been conducted. The first study has had the purpose of investigating the relationships between the measurement of emotional intelligence and adolescents' ability to detect fake news in social media. Indeed, as proven by Preston et al. (2020), people with a high level of "emotional intelligence" have fewer probabilities to be attracted by fake news thus showing a more conscious use of social media.

The second study has included a training path aimed at stimulating emotional intelligence and promoting a conscious use of social media. Moreover, the training path has also contributed to raise adolescents' awareness on bullying and cyberbullying.

Both research studies involved 110 adolescents (age range 16-19 years) during an extracurricular school activity.

This research was designed by the Institute for Educational Technology of the National Research Council, in the framework of the activities of the project COURAGE (A social media Companion Safeguarding and Educating students) financed by the Volkswagen foundation in the Artificial Intelligence and the Society of the Future strand.

*Keywords:* Adolescents, Emotional-Social Intelligence, Social Media Education

## **Professional well-being and future professional perspectives among Portuguese and Mexican teachers**

*Regina Alves, Nelson Araneda and Antonio Sanhueza*

With the COVID-19 pandemic, the consequent changes in the organization of work and the social pressure on this professional class, showed its impact on mental health and the well-being of teachers, and it should be considered an important concern at national and international level. This cross-sectional study aims to analyse the factors associated with the personal and professional well-being of Portuguese and Mexican teachers during the COVID-19 pandemic. A previously validated, anonymous, online questionnaire was applied to a non-probabilistic sample of Portuguese (n = 1479) and Mexican (N = 2939) teachers. In addition to sociodemographic characteristics, the questionnaire included a well-being and health perception scale and a professional well-being scale. The generalized linear model was used to determine the predictors of teachers' personal and professional well-being. The results showed that most respondents have a moderately positive perception of well-being, but COVID-19 pandemic has reduced their perception of professional well-being. The gender of teachers and the length of service proved to be predictive variables of personal well-being, as well as professional well-being in times of a pandemic. The COVID-19 pandemic had a significant impact on the lives of teachers, considering that public policy makers should consider the results of this study in the design of clear and concrete guidelines in the face of organizational changes experienced, supporting the well-being of teachers and, consequently maintain the quality of education.

*Keywords:* Teachers' well-being, factors affecting well-being, COVID-19 impact.

## **SEL Project in a Bilingual Brazilian/Canadian Elementary School**

*Thais Moura*

Never in the history of civilization has emotional intelligence been more important. Educational institutions at every level are realizing that they must adapt their curriculums and methodologies if they are to prepare society to solve global issues and to thrive.

Research has proven conclusively that the best time to develop capacity in students is during the early years. At this time the brain shapes itself structurally and functionally through exposure to new experiences that cause children to develop a new repertoire of social behaviors.

Using this opportune time of brain development we have created a program for grades one to five called Skills of Mind aimed at helping children identify and improve their emotional intelligence.

This unique and exciting initiative reviews the effectiveness of a school wide Social Emotional Learning project in a blended Canadian and Portuguese Elementary school based in Brazil.

Many bilingual children initially have difficulty expressing and acquiring verbal emotional repertoire due to language barriers since emotions are based on affective memories which are recounted and expressed in one's native language. This "Skills of Mind" is a hybrid class, with activities in Portuguese and English, taught using neuroscience practices.

The program was developed and conducted in a Brazilian/Canadian bilingual school for children from 6 to 11 years old (grades 1 to 5). It is delivered during school hours and is blended into the daily curriculum in an inclusive and engaging manner. Students are given opportunities to develop the skills necessary to improve abilities such as self-regulation, empathy, and impulse-control. We are studying how these skills help to reduce bullying, peer pressure and school violence, and how they help to develop and build student confidence, resilience and creative problem solving that allows all involved to feel respected and valued.

*Keywords:* bilingual, self-regulation, elementary schools, neuroeducation, skills of mind

## **The impact of self-awareness interventions on happiness, loneliness and coping**

Sandro Formica

The emotional distress triggered by the COVID-19 and the repeated lockdowns occurred in most countries have provided the younger generation with the opportunity and time to engage in deep reflections about their own nature, who they are and who they intend to become (Shanahan et al., 2020). Nonetheless, young adults are not well equipped with tools that help them self-reflect (Dunning et al., 2004). Most content offered by schools and universities, in fact, does not focus on the self, but on making sense of the outer world, by exploring humanities, social sciences, natural sciences, formal sciences, and applied sciences. The purpose of this paper is to present a model of self-awareness labeled “Self-Science,” and to test its effectiveness in two settings, with high school and graduate students. This model is experienced through a set of interventions and is comprised of nine building blocks, namely: needs, values, talents and skills, beliefs, emotions, empathic communication, imagination, life purpose, and life planning. Measurements were collected to identify possible changes between the perception of self-awareness and the constructs of loneliness, coping, and happiness before and after the self-science interventions. The first set of interventions lasted eighty hours and involved thirty-one high-school students attending a summer campus during a two-week timeframe in the summer of 2021. The second set of interventions was delivered in a university setting with thirty-four graduate students who attended a 36-hour required course delivered during six days in the same year. Results show that after the students in both cohorts worked on their own self-awareness through self-science interventions, they lowered their perception of loneliness, increased their happiness, and felt better equipped to cope with challenges. This model can be leveraged by school principals and university administrators looking to enhance student self-awareness and happiness and establish well-being educational programs rooted in science.

*Keywords:* self-awareness, happiness, education, loneliness, coping

## **Relation between emotion regulation strategies and student engagement in adolescence: differences by age groups and gender**

Anabela C. Santos

Research has documented the role of emotions in learning and of emotion regulation for student engagement (SE). Despite the controversy regarding the adequacy of emotion regulation strategies (ERSs), it is possible to highlight cognitive restructuring, problem solving and acceptance as strategies that have shown better results in terms of recovery, reduced risk for disorders development and promotion of well-being and quality of life. SE is the construct that best depicts students’ involvement in school and learning activities and contributes to academic performance and school completion. Knowledge regarding the predictive power of ERSs on student engagement different age-groups was lacking. Also, our study aimed to provide data on ERSs use based on age and gender since findings are mixed. This cross-sectional study included a representative sample (N = 1507) of Portuguese students between 10 and 25 years. Data analysis consisted of parametric tests to analyse differences between groups by age (10-12, 13-15, 16-18, 19-25) and gender (female and male), using also hierarchical multiple regression to analyse ERSs association with SE by age group. Overall, the results showed that the majority of participants reported an average level of SE and the use of adaptive ERSs more frequently than those considered maladaptive ERSs. The results indicated that the use of ERSs varies with age, with some strategies (e.g. putting into perspective) having a linear developmental pattern and others (e.g. positive reappraisal) having a non-linear developmental pattern. SE was higher for females and younger (10-12) and older (19-25) age groups. Higher SE showed to be related to the use of strategies considered adaptive, namely refocus on planning, positive reappraisal and acceptance. Refocus on planning stands out as the ERS that seems to contribute most to SE in all age groups.

*Keywords:* adolescents, emotion regulation, gender, student engagement, youth



## PAPERS SESSION 3.2 – EI IN TIMES OF COVID-19

**Cohort differences in trait emotional intelligence – a possible effect of the covid-19 pandemic?***Luka Mijatović, Zorana Jolić Marjanović and Ana Altaras Dimtrijević*

Although personality traits are by definition relatively stable, there is evidence that they can change in response to major life events, especially when it comes to so-called affective traits and younger individuals. Given that the COVID-19 pandemic has dramatically altered students' life circumstances, we examined whether these changes are reflected in the average levels of trait EI of several student cohorts. To this end, we compared the data on trait EI obtained with the TEIQue in four generations of university students: two cohorts were tested in "normal" circumstances before the pandemic, in 2015 ( $N_1 = 288$ ) and 2016 ( $N_2 = 183$ ); the other two were tested during the first and third wave of the pandemic in Serbia, in April 2020 ( $N_3 = 222$ ) and in December 2020 ( $N_4 = 222$ ). All participants were female and students of Special Education at the University of Belgrade. Two separate MANOVAs were conducted, with either TEIQue factor or facet-level scores as independents. Results of the factor-level MANOVA were significant ( $Wilk's \Lambda = .97$ ,  $F(12, 2402.643) = 2.48$ ,  $p < .01$ ), with univariate effects for Self-Control ( $F(3, 911) = 2.79$ ,  $p < .05$ ) on which  $N_3$  scored higher than  $N_4$ . The facet-level MANOVA also produced significant results ( $Wilk's \Lambda = .88$ ,  $F(45, 2665.539) = 2.54$ ,  $p < .001$ ), with univariate effects for Empathy ( $F(3, 911) = 5.16$ ,  $p < .001$ ), Impulse control ( $F(3, 911) = 5.92$ ,  $p < .001$ ), Emotion perception ( $F(3, 911) = 2.20$ ,  $p < .05$ ), and Emotion management ( $F(3, 911) = 1.78$ ,  $p < .05$ ). Post-hoc analyses using Tukey's test revealed the following differences: higher Empathy for  $N_3$  and  $N_4$  compared to  $N_1$ ; higher Impulse control for  $N_3$  than for  $N_1$  and  $N_4$ ; and higher Emotion perception for  $N_3$  than for  $N_4$ . While indicating considerable stability of trait EI scores across generations (at least over a five-year period), the current results suggest that particular aspects of students' trait EI might vary according to the prevalent demands and challenges in their social environment, though this remains to be confirmed in more rigorous research.

*Keywords:* trait EI, TEIQue, COVID-19 pandemic, cohort differences, university students

**Trait emotional intelligence as a predictor of loneliness during the covid-19 pandemic***Luka Mijatović, Zorana Jolić Marjanović and Ana Altaras Dimtrijević*

Due to the restrictions imposed on social life during the COVID-19 pandemic, people of different profiles experienced higher levels of loneliness. According to pre-pandemic research, individual levels of loneliness are partly related to differences in personality, including both basic traits and trait emotional intelligence (EI). The present study sought to examine whether trait EI also predicts loneliness among university students in times of the pandemic, while also controlling for the basic personality factors.

Study participants were 301 university students ( $N_f = 278$ ,  $N_m = 23$ ) who completed the TEIQue, as a measure of trait EI and its four factors (i.e., Well-Being, Self-Control, Emotionality, and Sociability); the HEXACO PI-R, which assesses six major dimensions of personality (i.e., Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, Openness to Experience); and the Revised UCLA Loneliness Scale, measuring general loneliness. The data were collected during a strict pandemic-related lockdown in Serbia in the spring of 2020.

A hierarchical regression model including the HEXACO personality factors (entered in Step 1) and trait EI factors (entered in Step 2) as predictors, and loneliness as the criterion was tested. The HEXACO personality set explained 41% of variance ( $F_{(6, 294)} = 36.202$ ,  $Adj.R^2 = .413$ ,  $p < .001$ ) with Honesty-Humility ( $\beta = -.165$ ,  $p < .001$ ), Emotionality ( $\beta = -.177$ ,  $p < .001$ ), Extraversion ( $\beta = -.643$ ,  $p < .001$ ), Conscientiousness ( $\beta = .105$ ,  $p < .05$ ) and Openness ( $\beta = .113$ ,  $p < .05$ ) surfacing as significant

predictors. In the second step, a further 9.7% of the variance in the criterion was explained ( $F_{(10, 290)} = 31.683$ ,  $\text{Adj.}R^2 = .506$ ,  $p < .001$ ), and it was the trait EI factors of Well-Being ( $\beta = -.397$ ,  $p < .001$ ) and Sociability ( $\beta = -.134$ ,  $p < .05$ ) that contributed to the prediction.

Apart from confirming the incremental predictive power of trait EI in predicting loneliness over the six personality dimensions of the HEXACO model, the present findings suggest that trait EI retained its role as a protective factor against loneliness during the first wave of the COVID-19 pandemic.

*Keywords:* trait EI, HEXACO model, loneliness, university students, COVID-19 pandemic

### **Adolescent's Emotional Disorders in Relation to Emotional Intelligence During the Pandemic COVID-19 – Replication Study**

*Lada Kaliska, Jan Kalisky and Anna Ďurechová*

Organ According to several local as well as foreign sources, the incidence of emotional disorders in adolescents has an increasing trend in the current period. Many experts agree that the mental health of adolescents has deteriorated significantly under the influence of the global COVID-19 pandemic. Current research indicates a two-fold increase in their incidence compared to the previous period (Hajdúk et al., 2021; Winkler et al., 2020; Watson et al., 2021; WHO, 2020; MNFORCE, 2020). One of the protective factors to prevent or mitigate the impact of emotional disorders is trait emotional intelligence (Gebregergis et al., 2020; Biolik-Moron, 2021; Foster, 2018). The aim of the study was to compare the incidence of emotional disorders (depression, anxiety, classical fears, and social-situational anxiety) in high school students ( $N = 270$  students from five Slovak high schools, with an average age of 18.42 ( $SD = .59$ ), where  $N_1 = 138$  from y. 2019,  $N_2 = 132$  from y. 2021) at the time of the third COVID-19 wave and before the pandemic in 2019 using self-report questionnaires to measure fear, social-situational anxiety and fear (KSAT, Kondráš, 1973), trait anxiety scale (STAI, Spielberg et al., 1970) and a questionnaire on depression of children and adolescents (CDI, Kovacs, 1977). The level of trait emotional intelligence and its four factors (sociability, emotionality, well-being and self-control) was assessed by the Trait Emotional Intelligence Questionnaire – Adolescent Short Form – (TEIQue, Petrides, 2009). The results indicate a significant increase in situational anxiety ( $p < .001$ ), fears ( $p < .001$ ) and anxiety during the COVID-19 pandemic compared to the pre-pandemic state. Significantly lower scores of trait emotional intelligence and all its factors ( $p < .001$ ) were also recorded during the pandemic period with a moderate to high effect sizes. The study points to the potential of socio-emotional learning implementation into the educational process as a protective factor for the development of emotional disorders.

*Keywords:* trait emotional intelligence, emotional disorders, COVID-19, replication study

### **Organizational Stress, Emotional Climate and Emotional Intelligence: Assessment and Intervention in the Time of COVID-19**

*Laura Artusio, Silvia Guarnieri, Davide Marengo and Michele Settanni*

The COVID-19 pandemic has changed the whole organizational world, severely impacting both physical and psycho-social employees' health. The range of emerging work-related stress risks is wide, including the risk of contracting the virus, technostress and difficulties related to remote working (e.g., isolation, work-life balance). New assessment and intervention tools are needed to deal with these new risks. The present study describes the development of the Work-Related Stress and Emotion Questionnaire (WOSEQ; Artusio, Guarnieri, Marengo, & Settanni, 2021), a questionnaire designed to assess the main sources of organizational stress (Workload, Working Hours, Autonomy, Role, Environment, Work Planning, Relationships, Organizational Culture, Work-Life Balance, Professional Development, COVID-19 Risk, Technostress and Remote Working) and the emotional climate among workers. Our study shows information about the reliability and validity of the WOSEQ. By joining the



Emotion Revolution in the Workplaces, promoted by the Yale Center for Emotional Intelligence, our research also shows findings on how workers across Italian Companies (N = 8.428) feel at work in the time of COVID-19 and how they want to feel in order to increase their organizational well-being. Finally, practical implications will be discussed with a focus on Emotional Intelligence interventions applied in Italian companies to manage stress.

*Keywords:* Assessment, Organizational stress, Emotional Climate, Emotional Intelligence, COVID-19

### **Psycho-affective risk factors in Mexican higher education teachers during the COVID 19 pandemic**

*Cimenna Chao-Rebolledo and Miguel Angel Rivera-Navarro*

This research is a part of the larger project Education during a Contingency: An analysis of Mexican education during the Covid 19 pandemic. The objective of the present study was to analyze the effects of the pandemic on wellbeing and psycho-affective risk factors in Mexican higher education teachers. For this study the variable of psycho-affective risk factors included afflictive emotional states such as anxiety, sadness, stress, and insomnia. To evaluate these variables, a self-report instrument was designed and validated, that included items related to wellbeing and psycho-affective risk factors contextualized within the health contingency's confinement period. The methodology used in this study was based on a quantitative, cross-sectional and exploratory approach. A sample of  $n = 7,762$  professors belonging to both public and private universities, of which  $n = 3,567$  were men and  $n = 4,195$  were women, participated in this study. For the data analysis, a general statistical description of the sample was performed, as well as a t-test for independent samples, using sex as a segmentation variable, followed by a structural equation analysis. Among the main findings, it can be observed that there are significant differences between men and women in relation to the variables associated with psycho-affective risk, particularly regarding perceived stress where the largest effect is observed. On the other hand, the structural equations analysis shows that the psycho-affective risk variables of anxiety and constant sense of worry have a greater effect in men, while in women the greatest effect can be seen in relation to sadness and insomnia. Perceived stress appears to have the same effect on both men and women according to the structural analysis. It is concluded that, although there are significant differences among the different variables associated with psycho-affective risk depending on the teachers' sex, these factors affected with different intensity male and female university professors.

*Keywords:* Psycho-affective risk, Emotional wellbeing, Covid 19, Higher Education

# **POSTERS**

## POSTER INTERACTIVE SESSION 1

**The role of emotional competence and emotion regulation difficulties in problematic online gaming***Tamara Mohorić, Vladimir Takšić and Ana Ćosić Pilepić*

According to researchers, emotional competence is associated with greater happiness, better mental and physical health, satisfactory social relationships, and greater academic and professional success. On the other hand, problematic online gaming can have a negative impact on everyday life and social relationships, and can lead to a number of health problems. The aim of our study was to examine the relationship between emotional competence and difficulties in emotion regulation with motives for online gaming, problematic online gaming and time spent playing. A total of 288 respondents participated (168 male) with an average age of 25.75 (SD = 7.39). Several motives for online gaming significantly correlated with emotional competence and difficulties in emotion regulation. The two subscales of the Problematic Online Gaming Scale, preoccupation and overuse, were positively associated with emotion regulation difficulties and negatively with intrapersonal emotional competence. Contrary to the hypothesis, time spent playing did not show a significant effect on emotional competence or on emotion regulation difficulties, but it was significant for the motive escape and coping, which supports the hypothesis. We examined the contribution of gender, emotional competence, difficulty of emotion regulation, time spent playing, and motives for online gaming in explaining problematic online gaming. The criterion variables used were the Problematic Online Gaming Scale total score and subscale scores. The model that explained the highest percentage of variance (45%) was the model which used the total score as a criterion variable. According to this model, problematic online gaming is more often expressed by men, people who spend more time playing, people with emotion regulation difficulties and people whose motive for playing is escape and coping.

*Keywords:* emotion regulation difficulties, emotional competence, problematic online gaming, motives for online gaming, time spent playing

**Promoting teachers' professional wellbeing through an online course: An overview of the "Teaching to Be" European project***Elisabetta Conte, Veronica Ornaghi, Ilaria Grazzani, Valeria Cavioni, Joviltė Beržanskytė and Dalia Navikiene*

Teaching is recognized as one of the most stressful professions. Teachers experience negative feelings at work (e.g., stress, exhaustion, isolation), which have been increased due to the Covid-19 emergence. This highlights the need to address teachers' wellbeing at work.

The "Teaching to Be" project aims to examine and design a set of innovative training and professional development practices to promote teachers' professional wellbeing and social-emotional competencies. It is an Erasmus+ KA3 project (2021-2024) co-funded by the European Commission, involving eight European Countries: Lithuania, Latvia, Norway, Austria, Slovenia, Italy, Spain, and Portugal.

The novelties of the project are multiple. First, it intends to develop an innovative gamified online course for teachers' wellbeing, which can help better understand and improve teachers' professional wellbeing, as well as foster wellbeing in the school community. Second, the project integrates a quasi-experimental design with a Participatory Action Research (PAR) approach, which allows creating a course targeting teachers' needs and examines whether their involvement in the development of the course contributes to higher professional wellbeing.

The research is ongoing. Overall, 600 teachers from 40 schools have been participating in the PAR (Group A) and data collection is still in progress. In the 2022/2023 school year, another 1200 teachers will be involved in the project, divided into Group B (experimental group) and Group C

(control group). All teachers will complete online questionnaires on wellbeing at the beginning and end of the school year. In the middle, Group A and B will follow the Online Wellbeing Course developed by the researchers.

Teachers of Group A and B are expected to increase their professional wellbeing across the school year compared to Group C. Moreover, Group A should experience higher wellbeing levels thanks to their participation in PAR. Findings will allow improving national and international educational policies on teachers' professional wellbeing.

*Keywords:* Professional wellbeing, teachers, Teaching to Be, social and emotional competences

### **Relations between Emotional Intelligence and Narratives: Components in Interventions**

*Yasaman Ghafaryan Shirazi, Raija-Leena Punamäki and Kirsi Peltonen*

A narrative is a powerful tool for emotion elicitation. Sharing one's emotional experiences (Affect Socialization) with others or reading and writing stories may have positive cognitive, emotional, and socio-cultural effects/function on/for the individuals. In other words, emotion and narrative link through three general functional relations. Firstly, the act of reading, writing or telling narratives elicit emotions. Secondly, emotions and narratives have parallel structures. Third, emotional events are shared socially through narratives.

Although narrative practices have been part of many social and emotional learning/emotional intelligence (EI) interventions, few studies explicitly investigate the mechanisms through which narrative may enhance EI in multiple domains of child emotional Intelligence development. Narrative can take different shapes and be defined in terms of textual structures, knowledge (memory), interactive moves (Narrative Performance), and sociocultural conventions. This study approaches narrative from developmental, sociocultural and cognitive perspectives in order to analyze its fundamental mechanisms and explain how these different approaches may lead to their beneficial effects on EI. The first task is to identify and systematically review narrative practices and their elements in Social-Emotional Learning (SEL) -interventions. The second task is to analyze the theories behind the underlying mechanisms through which narrative may enhance EI. Study assumptions are listed in the poster presentation and examples of Emotionally Intelligent narratives are given. Finally, the authors discuss the cultural aspect in the relations between Emotional Intelligence and Narratives and the Natural Language Processing. The Poster ends with the implications of these findings and recommend future directions for research.

*Keywords:* Narrative, emotional intelligence, intervention, Narrative emotion Theory

### **The effectiveness of an emotional education programme for the promotion of emotional competences among university workers**

*Marta Guimerà Gallent*

Promoting emotional health in the university context is a priority line nowadays. Education of emotions is a primary prevention form of reducing the vulnerability to suffer stress. The purpose of the study is to determine changes in the emotional competencies and stress among workers from the University of Vic – Central University of Catalonia after participating in an emotional education programme. A non-randomized trial will be conducted in Spain, with the intervention group participating in an educational programme based on emotional intelligence and the control group receiving two informative sessions on basic emotion education. The intervention group will assist to 12 sessions carried out with a weekly frequency during the first 2 months and fortnightly during the last 2 months. The sessions will last 1 hour and will be led by a psychologist (doctoral student) in a workshop format. During the first month (session 1-4) the sessions will work on the regulation of emotions to deal with emotional demands and work stress. During the second month

(session 5-8) the sessions will work on more specific concepts of emotion management, empathy, adaptability and decision-making, general mood, self-expression and self-control. Throughout the third month (session 9-10) the sessions will be addressed to enhance communication and social skills. During the fourth month (session 11-12) the sessions will be linked to mindfulness and the closing of the program. Data collection will be performed at baseline, post intervention, short term (3-month follow-up) and long term (12-month follow up). Offering emotional education strategies are expected to provide emotional competencies and reduce the perception of stress, increasing the consciousness of workers towards the emotions. In conclusion, this project aims to find out which are the emotional competencies of the study population, to improve these competencies through training and to analyze the impact of training on emotional health.

*Keywords:* emotional education, stress management, emotional intelligence, emotional competences, work stress

### **Trait Emotional Intelligence Development in a Lifetime Context – Cross-sectional Study**

*Lada Kaliska, Zuzana Heinzova and Jan Kalisky*

The issue of emotional intelligence (EI) has not lost its popularity even during the existence of its 30 years (since its inception in 1990). Our more than a decade of interest in trait emotional intelligence (EI) created by K.V. Petrides (2009) resulted in the adaptation, modification and verification of his instruments for trait EI assessment of three developmental periods (children, adolescents, adults) of short and long forms into the Slovak conditions creating percentile norm standards for nine developmental periods. The aim of the study was to analyze the development of personality traits associated with emotionality in the context of the global level of trait EI from the Trait Emotional Intelligence Questionnaires-Short Forms (TEIQue-CSF / TEIQue-ASF / TEIQue-SF, Petrides / 2009/ adapted to Slovak conditions by Kaliska, Nábělková, & Salbot, 2015, Kaliska, heinzová, & Nábělková, 2019) in individuals from 8 years of age to 67 (N = 4236, 59% women). The founders of the EI concept had already emphasized that EI evolves and changes with the age and experience of an individual (Salovey, & Mayer, 1990; Goleman, 1998). Statistical analysis of variance by ANOVA showed significant intergroup differences. Testing by the post-hoc Games-Howell test has shown that the global level of trait EI increases significantly with the age of respondents with high effect size ( $g \geq 0.8$ ) until late adolescence (16-19 y.) and emerging adulthood (20.-25.y.). Subsequently, there is the last significant increase in emotionality as a personality trait in respondents, but only with a medium effect ( $g \leq 0.5$ ). Subsequently, a plateau occurs, i.e. stability of the development of trait EI in adulthood seems to be supported. The study is the first one to draw conclusions about the development of trait EI within our lifetime.

*Keywords:* trait emotional intelligence, lifetime, cross-sectional study

### **Managing children's emotions through tutorial action**

*Alessia Lalomia and Antonia Cascales-Martínez*

In this work we present learning situations, through tutorial actions, that develop the management of primary level children's emotions in the classroom with the goal that they become conscious of their emotions and can control them. They will consider further before acting on impulse and give thought to the consequences of their actions, as much for themselves as for their peers and adults.

In this context, the tutorial action is understood as a suitable space for promoting the management of emotions to the extent of developing individual potential, encouraging critical thinking, and furthering the ability to make decisions in a deliberate and responsible way.



The teachers' activities will allow the students to acquire basic abilities and knowledge that will facilitate progress further than curriculum theory. In this way, we educate them on how to become emotionally intelligent beings and adults that equal their emotional capacity to their capacity to rationalise.

In this work we will focus on learning situations to consider and develop self-awareness, self-management, self-motivation, empathy, and social skills. Activities such as "a complicated journey" will sensitize pupils to the importance of empathy, equality and solidarity. In the activity "what will become of me" they will learn to differentiate between positive and negative human behavior towards nature. With all this we can improve the personal and social development of the students in taking action on the subject of systematic emotional learning, one that has long been forgotten in primary education. We aim to provide the integral development of all our students, in all areas of their growth, where emotions occupy a strategic place in encouraging said development.

*Keywords:* Emotional Education, Basic Education, emotional skills, Tutorial Action, competences.

### **Does being emotionally intelligent and empathic make you a good lie catcher?**

*Tiziana Lanciano, Timothy J. Luke, Sabrina Guaragno, Raffaella Maria Ribatti and Antonietta Curci*

Research into individual differences in deception detection accuracy brought into question the existence of a good liar-catcher. The current study aimed to investigate the role of trait empathy and emotional intelligence ability in explaining ability to detect unemotional lies. One hundred and fifty volunteers were given the Interpersonal Reactivity Index and the Mayer-Salovey-Caruso Emotional Intelligence Test, then they watched a sequence of 14 interviews concerning truthful vs. deceptive holidays. For each videotaped interview, detection accuracy, detection confidence and detection criteria were assessed. Results confirmed the chance-like ability to detect deception. The empathic trait of perspective taking and the emotional intelligence ability of perceiving emotions predicted detection accuracy, albeit with a modest effect. Receivers' judgment accuracy was principally determined by sender to be evaluated, suggesting that detection accuracy is mainly explained by the sender, rather than the receiver ability. Detection confidence appeared unrelated to detection accuracy.

*Keywords:* emotional intelligence; deception detection; lie-truth detection; detection accuracy; empathy

### **Socio-emotional competencies in elders and its contribution to their quality of life along the pandemic situation in Buenos Aires, Argentina**

*Isabel Maria Mikulic, Gabriela L. Cassullo, Romina Y. Caballero, Yanina Aruanno, Ana Maria Paolo, Jesica Favara and Maria Luz Pettino*

Much of the research on positive psychology has focused on children and adolescents, highlighting the role that emotional education plays in promoting the strengths of children and young people, thus increasing changes that favor the successful handling of current difficulties and that they will face in the future (Seligman & Csikszentmihalyi, 2000, Terjesen, Jacofsky, Froh & Di Giuseppe, 2004). However, there have been comparatively few studies from this discipline that have dealt with older adults. The present study is framed within a Programme addressed to older adults from a new perspective that considers a double approach: from the person-environment interaction and the emotional perspectives that take in account the emotions associated to such interaction.

The objectives of this work are: a) to compare the socio-emotional competencies in groups of older adults according to their participation in a Programme of the Cultural Center Rector Ricardo Rojas, dependent on the University of Buenos Aires, and b) to identify the topics and experiences developed in the Programme that were found useful in coping with the pandemic situation. The sample consisted

of 107 older adults and the instruments administered were the Inventory of Socio-Emotional Competencies (ICSE; Mikulic, et al., 2015), a socio-demographic questionnaire, and an online survey. The results seek to identify the social-emotional competencies developed in this Programme, in order to design strategies and interventions that can improve the quality of life of older adults along the pandemic situation. The study of socio-emotional competencies in elders not only increases scientific knowledge but also contributes to promoting and generating tools that favor the quality of life of this specific population.

*Keywords:* Psychological assessment, Positive Psychology, Socio-emotional competencies

### **Exploring the relationship between trait emotional intelligence, anxiety, and depression on scholastic competence in primary school children**

*Marco Andrea Piombo, Federica Andrei, Martina Riolo, Vittoria Spicuzza, Giacomo Mancini, Francesca Agostini, Maria Stella Epifanio, Sabina La Grutta and Elena Trombini*

The construct of Emotional Intelligence (EI) has been studied as a potential predictor of a good physical and psychological health. Among the different possible EI formulations, Trait EI can act as an important predictor for the good development of psychological wellbeing and social interaction during childhood, and individual differences in trait EI can be relevant for a positive adaptation, emotional competence, socio-emotional behavior and scholastic results within the school context. The present pilot study is a cross-sectional design that involved 150 children aged 8-10 years from several primary schools located in Sicily. This study is the first of a larger research project and data collection is still ongoing. The main aims are to explore how TEI relate and could affect children scholastic competences such as scholastic integration and academic results, anxiety and depression and to explore gender and age differences in the selected sample in order to evaluate if these individual differences could be important to be assessed to explain children socio-emotional development. The “Drawn Stories Technique” and the “Classroom Drawing” was used to measure emotional state of children and their scholastic integration respectively. Trait Emotional Intelligence Questionnaire Child Short Form was used for Trait EI. The Anxiety Scale Questionnaire for Children was used to assess anxious symptoms. The Children Depression Inventory was used to assess possible depressive symptoms. Academic performance was measured through children’s final school grades and school conduct. Preliminary results showed that, consistent with the hypotheses, TEI was negatively and significantly correlated both with anxiety ( $r = -.396$ ;  $p < .01$ ) and depression ( $r = -.521$ ;  $p < .01$ ) and positive and significantly correlated with language subjects grades such as Italian ( $r = .247$ ;  $p < .01$ ) and English ( $r = .233$ ;  $p < .05$ ) and also with Math ( $r = .233$ ;  $p < .05$ ) but not with scholastic integration or with remaining subjects, including conduct. More specific results will be presented and discussed during the congress including gender and age differences and the effect of anxiety and depression on scholastic competences.

*Keywords:* Trait Emotional Intelligence, Primary School, Anxiety, Depression, Scholastic Competences

### **Workplace Spirituality and Employee Engagement: Testing the mediating role of Emotional Intelligence**

*Rabindra Kumar Pradhan*

The present study investigates the influence of workplace spirituality on employee engagement in Indian service sectors. The study also tries to explore the mediating role of emotional intelligence in the relationship between workplace spirituality and employee engagement. Data were collected from working executives (N = 287) randomly selected from various information technology (IT) organizations in India. The variables of the study were measured using standardized instruments. The data

were analyzed by the means of SPSS 22.0 and AMOS 22.0 software tools. The results of the study revealed that the executives who practiced spirituality at their workplace were more engaged. It further stated that emotional intelligence partially mediated the relationship between workplace spirituality and emotional intelligence. The study highlights the importance of providing a spiritually conducive work environment and nurturing emotional intelligence among the executives in Indian IT sectors for better job related outcomes. The present study offers insights into the mechanism linking workplace spirituality and employee engagement in the context of Indian information technology organizations.

*Keywords:* Workplace spirituality, employee engagement, emotional intelligence, Indian information technology industry

## POSTER INTERACTIVE SESSION 2

### **The project: “Giocare per diritto”**

*Daniele Armetta, Flavio Giaimo, Martina Di Marco and Gabriella Di Franco*

“Giocare per diritto” (Playing by right) has the purpose to tackle child educational poverty through a systemic intervention in eight territories of Sicily, in order to start a process of quality social infrastructure. The project builds synergy among all the public and private actors involved in the educational process of minors. It also supports the process of growth and innovation of services for minors who come into contact with the prison environment that hosts their parents, from one hand to enhance the bonds among prisoner, child and community and from the other hands, to give new educational opportunities to children and adolescences.

Objectives:

- To strengthen the “educating community” to work against child educational poverty
- To promote systemic intervention on several Sicilian territories through methods of innovative intervention of care of the minor, through parenting support and the dissemination of game-infrastructures.

Target: children and adolescences from 6 to 17 years old, at high risk of social exclusion and educational poverty, or rather the sons and daughters of prisoners who are reached thanks to the help of Penitentiary Administration.

Activities:

1. “Play Area”: upgrading of existing structures or building of new “play areas” within the Prison Houses to encourage play and the implementation of laboratories to allow children and parents to stay and play together.
2. “Play Hour”: activities for the children of prisoners based on non-formal education like sport and physical activities, workshop and laboratories about educational robotics as well as emotional and social-based activities.
3. Parent training and supporting: this action includes a wide range of activities and services that enhance the educational function and the requalification of the skills of the parent in the family unit.
4. “Training in action” for educating community: several training courses to increase the knowledge of the educating community on relevant project issues as well as the acquisition of skills about public-private networking.

*Keywords:* support for parenting; parent training; focus group

## **The State of the Heart 2021: Worldwide trends in Emotional Intelligence measured by SEI® Assessment**

*Lorenzo Fariselli, Ilaria Iseppato, Valentina Virciglio, Maria Rosaria Gioffré, Tommaso Proccichiani and Joshua Freedman*

The State of the Heart (SOH) database commenced in 2011 and has become the world's largest study of Emotional Intelligence, measured by Six Seconds Emotional Intelligence Assessment (SEI). SEI is unique in that it's focused on the application of Emotional Intelligence, offering a process framework to put Emotional Intelligence into action. The toolset was developed by an international team and is used in over 150 countries, so has a global perspective (international and regional norms are available for scoring). The SEI Assessments have been completed by thousands of people involved in training and coaching programs about EQ. The 2021 analysis from the SOH study is based on a randomized global sample, starting from a pool of 127,645 people. The researchers then extracted a sample of 20,160 people from 129 countries, balanced by global region, age, and gender. The sample includes other categories such as job role, industry, division, and more. In the shadow of the pandemic, Emotional Intelligence (EQ) may be even more crucial, but it's declining. EQ scores predict over 50% of the variation in success outcomes. The pre-pandemic period showed growing EQ, which declined dramatically in 2020. Shifting scores correlate with higher volatility and less concern for others – but also a growing caution or recognition of risk. The emerging threats are reduced imagination plus growing stress and isolation. While overall EQ is statistically the same for females and males, the sub-competencies show wide variations, with females scoring higher in awareness and caution, and males scoring higher in working with emotions proactively. Overall, women senior leaders score 9% higher than non-managers, but not when it comes to empathy. There are large differences among women senior leaders in the geographic regions. On average, older people score higher on EQ, but the trends vary widely, suggesting that there could be marked EQ differences that should be considered in terms of the workplace and society.

*Keywords:* Assessment; Performance; Demographics; Research; EQ Competencies

## **Self-compassion as an emotion regulation strategy in psychopathology and well-being in Slovak adolescents and young adults**

*Lubor Pilarik*

In the Process model of emotion regulation, cognitive reappraisal and expressive suppression are two of the most common emotion regulation (ER) strategies searched as predictors of psychopathology and well-being. In recent years, self-compassion has been explored as another ER strategy. The aim of our study was to explore the prediction power of the mentioned ER strategies in the presence of the symptomatology of depression and anxiety, and well-being (satisfaction with life and psychological well-being). In the sample of 420 Slovak adolescents and young adults (age between 14 and 27 years) was administered The Emotion Regulation Questionnaire (Gross & John, 2003), The Sussex-Oxford Compassion for the Self Scale (Gu et al., 2019), The Patient Health Questionnaire (Kroenke et al., 2001), The Generalized Anxiety Disorder Questionnaire (Spitzer et al., 2006), The Satisfaction with Life Scale (Diener et al., 1985) and Psychological Well-being Scale (Ryff et al., 2010). The results of the correlation analysis revealed that individuals with a higher level of cognitive reappraisal and self-compassion and a lower expression suppression showed a lower level of depression and anxiety symptoms and a higher level of satisfaction with life and psychological well-being. In the linear regression analysis (2 steps), all three ER strategies were significant predictors of satisfaction with life and psychological well-being, but self-compassion became an insignificant predictor of depression and anxiety scores. These findings suggest that self-compassion could be an adaptive ER strategy in maintaining well-being beyond cognitive reappraisal and (lower) suppression.

*Keywords:* emotion regulation strategies, self-compassion, depression, anxiety, well-being



## **A field experience of the application of “MetaEmotions at School” method in lower secondary school**

*Lavinia Cicero, Laura Di Domenico, Carla La Rizza and Eugenio De Gregorio*

An adapted form of “MetaEmotions at Schools” (D’Amico, 2018) training program was carried out in 19 classes of lower secondary school in Palermo, during the school year 2020/2021 with the general aim to promote emotional intelligence abilities and emotional awareness, key variables to promote well-being and prevent school dropout, especially in pandemic times. Participants were 187 students and their 16 teachers present (as observers).

Four workshops were conducted weekly by psychologists belonging to MetaIntelligence’s team including e.g.: frontal lesson on emotions; exercises on the recognition and non-verbal expression of emotions. A self-report questionnaire (open and closed questions) was administered to both students and teachers at the end of the program. The quantitative evaluation was performed using a list of positive and negative adjectives (e.g. useful, trivial, etc.) with a 5 points Likert scale each. Quantitative data show that students’ considered the program “very” and “extremely”: useful (85% tot.), innovative (64,7% tot.), and engaging (91,5% tot.); conversely “not at all” and “slightly”: difficult (85% tot.), fatiguing (95,2% tot.), and trivial (89,8% tot.). Qualitative data on participants’ evaluations, analyzed with qualitative content analysis techniques with the support of MAXQDA, were positive and aligned with the aims of the program, such as: “A very nice activity which lead us to realize that every emotion is useful”; “This activity impressed me a lot because it lead me to think and really taught me a lot”; “For the first time I was able to express my emotions calling them by name”.

Conclusion: “MetaEmotions at Schools” in this context has been perceived as a useful method to: understand human emotions, improve people’s awareness about their own emotional intelligence, and underline the value of sharing emotion within the group as related to the perception of the class climate.

*Keywords:* Emotional intelligence; MetaEmotions at school; Social emotional learning.

## **Teachers’ perspectives on social and emotional education in Asia: a Swiss-Vietnamese joint project**

*Loredana Addimando, Davide Antognazza and Alessandro Pepe*

The goal of this research is to present a case study on worldwide peer collaboration in the field of education for Social and Emotional Learning (SEL). SEL is an innovative educational model that emerged from several studies on emotional intelligence (Elias et al., 2001). It aims to develop five main skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Chan, 2002). The study investigates the teacher’s opinions on emotion and emotional behaviors in Vietnam. Using the Grounded Theory technique, the papers give a qualitative investigation aimed at determining how the SEL characteristics are relevant to the Vietnamese community. 193 teachers (68 %of them are women, with an average age of 38 ds. 2.3) from Vietnam’s middle and high schools are included in the sample. In Vietnam, there were two days of training and conferences, as well as seven trips to private institutions. During this time, the researchers collected information from teachers who took part in the training program through interviews, discussions, workshops, and round tables. Content analysis approaches were applied to all materials (filed notes, interview, and discussion group). According to the data collected, 62% of the sample knows something about SEL and 97% believe that introducing SEL to Vietnam is compatible with their classroom practice and is harmonious with their educational vision (72%).

This type of training would be a significant breakthrough in this field in Vietnam, a country with many universities and strong and stable economic growth, with a growing interest in SEL and Life Skills as a foundation of society, as it promotes positive behavior, a better school environment, and contributes to students’ success in school and in life.

*Keywords:* Emotional Learning (SEL) Theory, emotion in teaching, school practices approach



### **Differential item functioning analysis of the Emotional Skills and Competence (ESQ-27) across gender: Comparison of logistic regression and IRT-likelihood ratio model**

*Ana Ćosić Pilepić, Tamara Mohorić and Vladimir Takšić*

In recent years differential item functioning (DIF) and DIF detection methods have been areas of intensive research in relation to psychometric validity of questionnaires. The purpose of this study was to compare performances of two different approaches in detecting a gender-related differential item functioning (DIF): 1) the item response theory (IRT) likelihood-ratio test approach and, 2) the logistic regression approach. Both methods use IRT graded response model estimate of latent trait as a matching variable. The study used secondary data from cross-cultural research on the Emotional Skills and Competence Questionnaire (Takšić, 1998), version with 27 items. Previous studies on ESCQ suggest partial cross-cultural invariance. The sample consisted of 5079 university students (1694 males and 3385 females) from 13 countries. Significant mean differences were not found on overall emotional competence nor in subscale abilities.

The ordinal logistic method flagged 10 out of 27 items as DIF items, but after examining the magnitude of DIF using Zumbo's (1999) pseudo R<sup>2</sup> criterion, DIF was negligible in all of the flagged items. Item response theory likelihood ratio method flagged 11 items as DIF items. After examining the item level effect size indices, only one item was showing differential functioning above 0.15 which is still considered small. Scale level effect size STDS (0.10) showed that the differential functioning present in the items served to decrease group differences in observed scores.

The two methods were consistent in allocating seven items as revealing DIF, and fourteen items as not revealing DIF, which means that the percentage of agreement between the two approaches in detecting DIF was 77,78%. Gender DIF was balanced as approximately half of DIF items were in favour of males and a half were in favour of females. To conclude, the present study suggests that the ESCQ items are largely free of gender bias.

*Keywords:* differential item functioning (DIF); gender; ESCQ; item response theory likelihood ratio (IRT-LR); ordinal logistic regression (OLR)

### **The effects of nature through virtual reality (VR) on mood and cognition.**

*Ambra Gentile, Salvatore Ficarra, Peter Nordström, Anna Nordström, Antonino Bianco and Marianna Alesi*

Several studies demonstrated that natural environments could improve mood and reduce stress. About this effects, two theories have been advanced, namely the Stress Recovery theory and the attention restoration theory. According to these theories, spending time in a natural environment, or in an environment with natural elements, can evoke positive feelings like calmness, pleasure, and reduce the negative affect. Moreover, according to the second theory, nature can restore the attention levels bolstering cognition at the same time.

The expansion of urban areas has determined a reduction of green spaces (such as gardens and forest) and citizens might find difficult to access them. Moreover, for people in specific physical conditions, like disability or oldness, the access to green spaces can be even more difficult. Therefore, a growing body of literature from the last decade has focused on the effect of nature delivered through virtual nature on the improvement of mood states and attention restoration, comparing it with different condition, as urban environment, or real natural environment.

The aim of the current contribution is to show the advances in scientific literature concerning the effect of virtual nature on mood states. The relevant contributions will be presented, highlighting how this tool can be used whenever it is not possible to access natural environments.

*Keywords:* affect; cognitive functioning; heart-rate variability; blood pressure.

## **Integrating Life Skills into Experiential Learning**

*Cinzia Gambino and Daniele Armetta*

The experiential path *Life Skills* is a workshop realised within the framework of the project “Giocare per Diritto” and it is proposed by the charitable association *Metaintelligenze Onlus*.

The workshop *life skills* pays specific attention to the socio-relational abilities within teenagers and, through a meta-cognitive approach, aims to develop a system of functional beliefs in the minor helping him to overcome the difficulties of life.

The workshop is organized in weekly meetings and is based on psycho-educational activities specifically developed for the group in question. The choice of this methodology ensures a in-depth knowledge of the teenager’s needs and meets their needs. Furthermore, specific attention is given to the socio-relational skills to develop these abilities as effect of the proposed activities.

The workshop is a path that aims to increase and encourage the independence of these adolescents, building their individual strengths.

The fundamental principles of the project are the followings:

- To promote psycho/physical wellbeing and to increase social skills
- Methodology based on the subject\*single person/individual and task oriented
- To increase the decision-making capacity of the participants.

The workshop is structured in 12 meetings, it starts with the mutual understanding of the participants who will be publicly interviewed to gather information about their starting socio-relational skills.

During the following meetings specific target-oriented activities will be organised for the group.

Within the proposed activities *roleplaying* is preferred to support the students within typical situations related to the main social abilities, in order to develop specific skills:

- Body language eye contact posture facial expression
- Voice quality tone volume clarity /clearness
- Conversational skills start a conversation, to respect the turn politeness
- Friendship skills to offer help to participate to express love and affection
- Assertiveness to defend their own right to ask help to say no

In conclusion, all the proposed activities will encourage the participants to recognise the consequences of their actions and to evaluate pros and cons of a decision and a problematic and to plan the actions to resolve it.

*Keywords:* Life Skills, Emotion, Experiential Learning

## **Internal and External Validity Study of an Argentinean Adaptation of the Trait Meta-Mood Scale**

*Isabel Maria Mikulic, Melina C. Crespi and Romina Y. Caballero*

Emotional Intelligence has gained great relevance in the last thirty years in various contexts of Applied Psychology and in the general scientific field. Currently, different theoretical models and measures converge to evaluate it, in its perceived as well as in its ability dimension.

Specifically, one of the most recognized instruments is the Trait Meta Mood Scale (TMMS, Salovey, et. al, 1995). As this scale had no adaptation for Latin American population, in 2019 an Argentinean version based on the original instrument of 48 items was performed. The objective of this study is to provide evidence of internal and external validity of the Argentine cultural and linguistic adaptation of TMMS. A sample of 735 adults from Argentina (47% men and 53% women; M = 30.49 years, SD = 9.02), allowed to study the internal structure of the scale through CFA. The fit indices for a 3-factor, 27-item model were optimal, and the estimated factor loadings were all significant ( $p < .001$ ). The correlations found between TMMS and the Satisfaction with Life Scale (SWLS, Diener & Pavot, 1993) were positive and significant. Another sample of 820 Argentine applicants for a personnel selection process was assessed

using TMMS and Socioemotional Competencies Inventory (ICSE, Mikulic et al. 2015). Positive correlations were obtained between the Clarity and Repair scales of the TMMS and the ICSE intrapersonal scales. Significant differences in the TMMS scales ( $p < .001$ ) were found when comparing two groups of 410 candidates each, in favor of the group to be promoted to a higher position; supporting the external validity of TMMS. The Argentine adaptation of the TMMS has shown appropriate evidence of internal and external validity and its usefulness for research and psychological assessment in the workplace.

*Keywords:* TMMS Adaptation – Validity – Socioemotional Competences

### **Head Heart Hand: I.E. Education in Vocational Education and Training**

*Roberto Franchini*

**Abstract:** The 3-H (Head, Heart, Hand) project is based on the assumption that VET should provide holistic education, i.e. education that takes into account in the same measure cognitive intelligence (head), socioemotional intelligence (heart) and manual intelligence (hand). The main problem that the project tries to address is the high number of young people in VET pathways who are demotivated or do not feel well and welcomed at school (school malaise). It's important to address this problem in order to prevent disengagement from school and early school leaving.

The project try to solve this problem by improving teachers' ability to manage students' demotivation and promote school well-being, making the school environment more welcoming and inclusive and improving pupils' ability to manage social-emotional issues and increasing pupils' interest in the subjects studied.

To do this, the 3-H project focuses on development of knowledge and methodologies to enable teachers to work on social-emotional aspects, outlining a strong welcoming model (dedicated to the first months of pupils' entry into the VET pathways) and adopting good practices that promote pupils' well-being at school (from welcoming onwards). Finally, the project aim to develop PBL experiences to develop socio-emotional skills and learn content in an authentic/contextualized way. The project outputs will be a collection of good practices on 4 main topics which are crucial for promoting well-being at school: Self-Directed Learning, PBL on social-emotional competences, wellbeing and motivation at school and welcoming/guidance activities.

At the end of the project will be published a manifesto of social-emotional education in which principles and values will be reaffirmed as well as practical advice to carry on the developed good practices.

*Keywords:* Head, Heart, Hand, VET, Social Emotional Intelligence, Self Directed Learning, Problem Based Learning

## **POSTER INTERACTIVE SESSION 3**

### **Social-emotional skills among Portuguese teachers and educators**

*Regina F. Alves and Patrícia Magalhães*

Social and emotional skills of teachers and educators are essential components of quality education, enabling significant benefits in the development and well-being of children and young people, contributing to the promotion of pro-social behaviors, reducing school conflicts and improving school results. In order to diagnose the socio-emotional skills of Portuguese teachers and educators, an online questionnaire built for this purpose and previously validated by peers was applied. In March 2022, data collection began, sending an email with the link to access the questionnaire, accompanied by informed consent and information about the study, to all school principals in the country (including the Autonomous Regions of the Azores and Madeira). What are the socio-emotional skills and their potential in promoting the development and well-being of children and young people are some of the

aspects to be explored. This communication will present the preliminary results of this study, with the expectation that the results obtained will guide the development of an innovative pedagogical program aimed at teachers and educators, which will guide them in the promotion of a holistic and integrative approach to socio-emotional development of children and young people.

*Keywords:* Social-emotional competences, teachers, Social-emotional diagnostic

### **Tuned in on senders' self-revelation: Emojis and emotional intelligence influence interpretation of WhatsApp messages**

*Juliane Völker and Carolin Mannheim*

Emojis function like nonverbal cues in digital communication, but how do they impact the meaning of a message? We tested experimentally ( $N = 50$ ) if the presence of emojis in WhatsApp messages influenced their interpretation as either factual information, self-revelation of the sender, relationship information, or an appeal ("four-ears model"). Thirty-two messages and four interpretations each adhering to the "four ears" were designed in two pilot studies. For each message, participants picked the interpretation they deemed most appropriate. Mean frequencies of each interpretation were analysed between messages (emoji presence, absence) and message valence (positive, negative). Emotional intelligence as a cognitive ability (Geneva Emotional Competence Test; GEC<sub>o</sub>) and a set of personality traits (Trait Emotional Intelligence Questionnaire; TEIQue-SF) were correlated with the mean frequencies of each interpretation. Messages were most frequently interpreted as self-revelation, especially if they contained an emoji, whereas sole text messages were equally as frequently perceived as either self-revelation or factual information. The interpretation of messages with or without emojis interacted with whether their content was positive or negative. Additionally, recipient's emotional intelligence both as an ability and trait was associated with interpreting self-revelation, but only in emoji messages: recipients who scored high on EI (i.e., emotion recognition, emotion management, emotionality) rather interpreted messages as self-revelation, and those who scored lower on EI (i.e., emotion regulation, emotion management, emotionality, sociability, well-being) rather interpreted messages on relationship and appeal levels. Emojis may thus provide the cues necessary to extract emotional information from text-based messages, to which emotionally intelligent recipients seem to be especially responsive.

*Keywords:* emojis, instant messaging, four-ears models, message interpretation, emotional intelligence

### **Teachers' Self-Efficacy and Wellbeing. Exploring the moderator role of Emotional Intelligence**

*Aurora Adina Colomeischi and Tudor Colomeischi*

The paper's main aim is to identify the moderating role of emotional intelligence on the relationship between teachers' self-efficacy and teachers' wellbeing.

The study was conducted on a sample of 1556 teachers from Romania, 344 males and 1212 females, mean age 37 years old and an average professional experience of 13 years.

The teachers completed the questionnaires for identifying emotional intelligence (Schutte and Malouf), teacher self-efficacy and wellbeing (Ryff).

The preliminary analysis showed a positive correlation between the variables. Using SPSS and process macro, a moderating model was tested, having as moderating variable emotional intelligence.

The findings indicate that emotional intelligence moderates the relationship between teacher's self-efficacy and wellbeing. The model explains the relationships of variables ( $R^2 = .4647$ ,  $p < 0.0001$ )

The results could have implications for teachers training for promoting wellbeing in schools.

*Keywords:* emotional intelligence, self-efficacy, wellbeing, teachers

### **“O.S.A.R.E.” Program for adolescents with difficulties related to social anxiety**

*Daniele Armetta*

Difficulties related to shyness and social anxiety are among the most widespread emotional problems today, especially at a young age. Within this context, we propose the OSARE intervention program to support adolescents and young adults so that they can learn to be the architects of a rich and meaningful life in the relational field. OSARE, in addition to being the title of the program, is also the acronym of all the skills that will be proposed in this program (Observe the internal and external states, Unhook from anxious thoughts, Accept your feelings, Reconnect with your values, Get out of your comfort zone and take action). The path is divided into three stages:

- in the first stage we will help to become aware of the vicious circle of one's social anxiety and of the components that contribute to creating it
- in the second we will propose new skills to break this vicious circle (formal and informal skills of mindfulness, skills of defusion and availability to internal states related to social anxiety)
- in the third and last stage we will support the creation of a virtuous circle in the relational field, through a plan to act according to one's values and the enhancement of the main social skills (managing one's conversations, communicating sincerely and honestly, protecting oneself from real dangers social).

The path can be used in the educational setting by educators, teachers or in the clinical setting by psychologists and psychotherapists, as an aid to be integrated into one's work with social anxiety.

*Keywords:* ACT, social anxiety, mindfulness

### **Sex Differences in Emotional and Meta-Emotional Intelligence in Pre-Adolescents and Adolescents**

*Alessandro Geraci*

The study focuses on sex differences in emotional and meta-emotional intelligence in a sample of 355 pre-adolescents and 164 adolescents. Emotional and meta-emotional intelligence were measured using the multi-trait multi-method IE-ACCME test, allowing to define individuals' profiles of ability EI, emotional self-concept, meta-emotional knowledge, meta-emotional ability in self-evaluation and metaemotional beliefs. Meta-emotional dimensions refer to the awareness of individuals about their emotional abilities and to their beliefs about the functioning of emotions in everyday life. Results demonstrated that girls scored better than boys in ability-EI, in particular in adolescents' group, whereas boys reported higher score than girls in emotional self-concept in both groups of age. Result about meta-emotional knowledge and meta-emotional ability in self-evaluation revealed that boys systematically overestimate their emotional abilities whereas girls, particularly in the adolescent group, tend to underestimate them. Finally, in both age groups, girls scored higher than males in metaemotional beliefs. The adoption of the meta-emotional intelligence framework may help to explain the discordances about sex differences found in previous studies using self-report vs. performance measures of EI. Moreover, it may contribute to shed light on the nature-nurture debate and on the role of meta-emotional variables for explaining sex differences in EI.

*Keywords:* Emotional and Meta-Emotional Intelligence, Sex, Age, Pre-Adolescence, Adolescence

### **Emotional Health in COVID Pandemic context: study of emotions and life satisfaction in Argentine adults.**

*Isabel Maria Mikulic, Melina C. Crespi and Romina Y. Caballero*

The COVID-19 pandemic is being studied a crisis that has impacted different areas of people's lives. In this context, Social, Preventive and Mandatory Isolation has been the measure adopted in different countries around the world to control virus spread. Particularly in Argentina, this measure began in



March 2020, and was extended for more than seven months, causing unforeseen changes in working modalities, family organization and social ties. These transformations have led to the need to assess the emotional health of different social actors.

This study aimed to examine the emotional health of Argentine people from its affective dimension (balance between positive and negative affects) and cognitive dimension (life satisfaction) during social isolation. Also, differences were analyzed according to period (pre-pandemic/pandemic), gender, age and economic income. A geolocated online survey was administered to a sample of 1,612 Argentine adults, 52% women and the rest men. The average age was 46 years ( $SD = 15$ ), with ages ranging from 18 to 75 years. Comparing to the 2019 pre-pandemic study, higher levels of negative emotions and lower levels of life satisfaction and positive emotions were observed during this pandemic research. These differences were even greater when assessing those who showed less agreement with isolation. Women showed a higher level of negative emotions and also the youngest, 18 to 29 years old. Population with the lowest income level showed same characteristics.

The data confirm the importance of emotional health studies taking into consideration different ecosystems and social groups. This researches will generate interventions to favor adequate coping with difficulties in this particular pandemic situation.

*Keywords:* Emotional Health – Life Satisfaction – COVID Pandemic

### **Schools developing health and emotions**

*Ana Belén Domínguez España, Ilaria Papotti, Carla La Rizza, Virginia Hortensia Pracsiu, Cristina Toma, Sini Jäppinen, Tuula Okorie, Deolinda Silva and Maria José Romero*

Promoting health literacy in children, adolescents and young people is fundamental for sustainable development, integral growth and the development of health throughout life to address and prevent behaviours, habits of situations, such as psychological and social maladjustments, emotional and mental health disorders, isolation, loneliness, and feelings of rootlessness, apathy and stress and new needs due to the current situation. Schools and its professionals must educate in health, from a holistic approach, that includes emotional education.

For this reason, professionals and organisations from five countries (Spain, Finland, Italy, Portugal and Romania) and different typology (two secondary schools, a vocational training centre, a university, a regional Ministry of Education and an association) are developing the project “Schools developing health and emotions”, which is co-funded by the European Union.

The main aim is to improve the quality, training and efficiency of the work of professionals in the field of school education who are responsible for promoting comprehensive health and emotional education in secondary schools. Throughout the project, the different existing ways of educating for health (e.g. as a compulsory subject or as a cross-curricular topic) are studied and thanks to the collection of good practices, comparative analysis, study visits and other local and international activities, an innovative proposal is offered and a methodological guide is created to facilitate the work of secondary school teachers to educate in sustainable integral health, through practical tools and exercises, based on a participatory, active, experiential, dynamic and proactive methodology.

*Keywords:* secondary school education, emotional education, health literacy and development.

### **Differences between children's self-perceived and teacher ratings in trait emotional intelligence and anxiety: Is there a relationship with scholastic results in primary school children**

*Marco Andrea Piombo, Federica Andrei, Giacomo Mancini, Francesca Agostini, Martina Riolo, Umberto Maria, Maria Stella Epifanio, Elena Trombini and Sabina La Grutta;*

The construct of Emotional Intelligence (EI) has been studied as a potential predictor of psychological wellbeing and social interaction during childhood. Among the different possible EI formulations, some studies about Trait EI during development have also focused on its relationship with academic performance. One main limitation pertains the self-report nature of trait EI assessment tools. The use of cross-informant ratings has become an important aspect of research and clinical practice for those working with children and adolescents because potentially resulting in a less biased approach in the evaluation process. The present study is a cross informant design which involved 150 children aged 8-10 years from several primary schools located in Sicily and their prevalent teachers. The aim of this study is to explore the differences between children TEI and anxiety self-perception and teachers' ratings of these very variables. This will serve to investigate if/how teacher perspective can be influenced by children's scholastic achievements. The hypotheses that guide this study are: Teacher's TEI ratings will be higher than children TEI self-perceptions; Teachers ratings of children's anxiety levels will be lower compared to children self-report scores; Children academic performance will be more strongly and positively related to teacher's ratings in TEI than children's self-reported scores. The TEIQue-CSF and the TEIQue 360° SF was used to measure TEI children self-reported scores and teacher's ratings of children TEI levels respectively. The Anxiety Scale Questionnaire for Children and the respective version for teachers was used to assess self-reported and teacher rated anxious symptoms. Academic performance was measured through children's final school grades and school conduct. Data collection is still ongoing and it will end in May 2022.

Preliminary data analysis showed that there is a significant and negative relationship between scholastic anxiety and academic results ( $p < .01$ ). More specific data about the comparison between self and teacher ratings will be presented during the congress. It is expected that Teachers could tend to focus on learning aspects and external behavior, thus overestimating emotional for children who have better scholastic results, when evident problematic behaviors are absent.

*Keywords:* trait emotional intelligence, scholastic anxiety, primary school, scholastic results

### **The Reinforcement Sensitivity Theory Affects Questionnaire (RST-AQ). A validation study of a new scale targeting affects related to anxiety, approach motivation and fear**

*Vittoria Franchina, Johannes Klackl and Eva Jonas*

Emotional intelligence consists of a number of social and emotional competencies including motivation in pursuing a certain behavior and awareness of one's own related affects. In this study, we provide researchers with an instrument to measure affective states related to the activation of three motivational systems of approach, avoidance and inhibition postulated by Reinforcement sensitivity theory.

Each motivational system has its own affective features; and there are some motivational stimuli more likely to elicit positive, or fearful, or anxious affective responses. The 22-item RST-AQ scale is internally consistent and valid, as suggested by the pattern of relationships between the RST-AQ subscales and other scales assessing related and unrelated measures. The RST-AQ Scale provides researchers with the first instrument to measures the affective states related to activation of the RST systems. This emotion-based measure to assess the strength of BIS, BAS, and FFFS is extremely needed. This is because, before us, many researchers in the field of emotions have investigated

fearful, anxious and approach motivational related affects adapting various existing self-report measures for affects, that were not validated for this purpose.

*Keywords:* reinforcement sensitivity theory (RST); anxiety; approach motivation; fear; affects; self-report measure; validation

### **How is Emotional Intelligence related to health risk behaviour? Sensitivity to Reward and Impulsivity as mediating factors**

*María T. Sánchez-López, Pablo Fernández-Berrocal, Raquel Gómez-Leal, María José Gutiérrez-Cobo, Rosario Cabello and Alberto Megías-Robles*

Drug initiation, imprudent sexual relations, reckless driving, and alcohol abuse are common health-related risk behaviours in society. The literature has shown how such behaviours are often related to low levels of Emotional Intelligence (EI). In this respect, the factors underlying this relationship have received little attention in empirical research. Different personality traits have previously been linked to risk. In this regard, reward sensitivity and impulsivity are traits that have shown a strong relationship with the risk construct. The aim of this study was to explore the relationship between EI and health risk behaviour by including reward sensitivity and impulsivity as mediating factors of this relationship. A community sample of 250 Spanish participants (28.4% male) aged 18-59 years ( $M_{age} = 23.6$ ) was recruited. Participants were assessed for their levels of EI, health risk behaviour, sensitivity to reward and impulsivity. In this paper we measured EI through a performance test (MSCEIT). Our results support the relationship between EI and health risk behaviour. In addition, a significant indirect effect was found between EI and health risk behaviour through the mediating role of the dimensions of impulsivity most related to emotional processes (sensation seeking, positive urgency and negative urgency) and sensitivity to reward. Finally, emotional management was the EI ability that had the greatest weight in the prediction of health risk behaviours. This work sheds light on the understanding of the mechanisms underlying the relationship between EI and health risk behaviour, which may be partially explained by the traits of sensitivity to reward and impulsivity. Further research is needed to confirm the causal relationship between these variables. These findings could form the basis for the establishment of emotional skills training programmes as a strategy to prevent risky behaviour.

*Keywords:* Emotional Intelligence, health risk behaviour, sensitivity to reward, impulsivity

### **Emotional intelligence as a predictor of the level of subjective economic wellbeing**

*Elena Khlevnaya, Elena Sergienko, Ekaterina Osipenko and Alexandra Nikitina*

**Objectives:** to study the relationship between ability emotional intelligence (EI) and subjective economic wellbeing (SEW), determine the predictive validity of EI in the level of subjective economic wellbeing. **Hypotheses:** ability EI, consisting of two domains: experiential (abilities to identify and use emotions) and strategic (abilities to understand and manage emotions), positively correlates with and predicts higher levels of subjective economic wellbeing. **Method:** EI was measured with the Russian-language Emotional Intelligence Test (EIT, Sergienko et al., 2019), conceptually based on MSCEIT (Mayer et al., 2003). SEW was measured with the Subjective Economic Well-being Questionnaire (Khashchenko, 2011). The sample consisted of 243 Russian adults (61 men, 182 women,  $m.age = 36.1$ , 18-67 years). **Results:** the presence of significant effects of the influence of the level of EI on SEW and its parameters was revealed: on the optimistic assessment of external and internal conditions for the growth of material wellbeing and on the assessment of the degree of prosperity of financial resources (at significance levels  $p \leq 0.008$ ), hence EI acts as a predictor of subjective wellbeing, with the most significant contribution being made by the ability to manage emotions and use emotions to facilitate thinking. For the positive assessment of external and

internal conditions for the growth of material wellbeing, a significant effect of the influence of the level of EI, in particular, the ability to recognize emotions and manage them, was observed only in respondents under 35 years of age. Managers were characterized by the influence of EI on an optimistic assessment of external and internal conditions for the growth of material wellbeing, with the most significant influence by the ability to understand emotions and manage them. Non-managers were characterized by the influence of EI on the index of financial deprivation in the absence of a pronounced dominance of any of the abilities.

*Keywords:* emotional intelligence, ability, subjective economic wellbeing

## LIST OF AUTHORS AND AFFILIATION

Addimando Loredana, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland

Agliati Alessia, “R. Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Milano, Italy

Agostini Francesca, Department of Psychology “Renzo Canestrari”, Alma Mater Studiorum, University of Bologna, Italy

Al Ali Omar E., PhD - Leadership Development Centre UAE

Alberto Megías-Robles, Department of Basic Psychology, Faculty of Psychology, University of Málaga, Spain

Alcaraz Marta Sánchez Faculty of Education, ISEN University Center Murcia, Spain

Alcaraz Sánchez Marta, Faculty of Education, ISEN University Center Murcia, Spain

Alesi Marianna Department of Psychology, Educational Sciences and Human Movement, University of Palermo, Palermo, Italy

Alves Regina F., CIEC, Centro de Investigação em Estudos da Criança, Instituto de Educação, Universidade do Minho, Portugal

Andrei Federica, Department of Psychology “Renzo Canestrari”, Alma Mater Studiorum, University of Bologna, Italy

Antognazza Davide, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland

Araneda Nelson, Departamento de Educación, Facultad de Educación y Ciencias Sociales y Humanidades, Universidad de La Frontera, Chile

Armetta Daniele, Centro Studi Internazionale Metaintelligenze ONLUS

Arriaga Patrícia; ISCTE – Instituto Universitário de Lisboa (IUL), CIS-IUL, Lisboa, Portugal

Artusio Laura, PERLAB (Psychology, Emotions, & Research Laboratory), Spin-off of University of Florence in partnership with the Yale Center for Emotional Intelligence

Aruanno Yanina, Faculty of Psychology, University of Buenos Aires

Atiya Ali, Curtin University, Australia

Audrin Catherine, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland

Avila-Rauch Celia, Windrose Global Advisors

Babić Čikeš Ana, Faculty of Humanities and Social Sciences, J. J. Strossmayer University of Osijek, Croatia

Bari Arianna, Department of Education, Psychology, Communication, University of Bari ‘Aldo Moro’, Italy

Bartolo Paul, University of Malta, Msida, Malta

Baumsteiger Rachel, Yale Center for Emotional Intelligence



- Benigno Vincenza – Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche  
Beržanskytė Joviltė, Lithuanian Children and Youth Centre, Vilnius, Lithuania  
Bianco Antonino, Department of Psychology, Educational Sciences and Human Movement, University of Palermo, Palermo, Italy  
Bondarenko Anastasia, Emotional Intelligence Lab, Skolkovo, Moscow, Russia  
Bonesso Carluccio, SITI - CIRFDI  
Boros Smaranda, Vlerick Business School, Belgium  
Bottinelli Montandon Mario, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland  
Brackett Marc, Yale Center for Emotional Intelligence  
Brás Patrícia, Académico de Torres Vedras; Centro de Investigação em Psicologia para o Desenvolvimento  
Bujor Liliana, Stefan cel Mare University from Suceava, Romania  
Buško Vesna, Department of Psychology, Faculty of Humanities and Social Sciences Zagreb, Croatia  
Caballero Romina Y., Faculty of Psychology University of Buenos Aires  
Cabello Rosario, Department of Developmental and Educational Psychology, Faculty of Psychology, University of Málaga, Spain.  
Callejas Albiñana, Ana I. Universidad de Castilla La Mancha  
Camilleri Liberato, University of Malta, Msida, Malta  
Capron Puzozzo Isabelle, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland  
Caruso David, Yale University, USA  
Caruso Giovanni, Curtin University, Australia  
Cascales-Martínez Antonia, University of Murcia  
Cassullo Gabriela L., Faculty of Psychology, University of Buenos Aires  
Castillo Gualda Ruth, Yale Center for Emotional Intelligence and Universidad Camilo José Cela  
Cavioni Valeria, “R. Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Milano, Italy  
Cefai Carmel, University of Malta, Msida, Malta  
Chao Rebolledo Cimenna, Department of Education Universidad Iberoamericana Mexico City  
Chella Antonio, University of Palermo, Italy  
Chifari Antonella, Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche  
Cianciolo Umberto Maria, Department of Psychology, Educational Science and Human Movement, University of Palermo, Italy  
Cicero Lavinia, Centro Studi Internazionale MetaIntelligenze, Palermo  
Coelho Vítor Alexandre, Académico de Torres Vedras; Centro de Investigação em Psicologia para o Desenvolvimento  
Colomeischi Adina, Stefan cel Mare University from Suceava, Romania

Colomeischi Tudor, Stefan cel Mare University from Suceava, Romania

Cometa Michele, University of Palermo, Italy

Conte Elisabetta, “R. Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Milano, Italy

Ćosić Pilepić Ana, University of Rijeka, Faculty of Humanities and Social Science, Department of Psychology

Costa Ana, University of Porto

Crespi Melina C. Faculty of Psychology, University of Buenos Aires

Cristina María, Sánchez-López, Faculty of Education, University of Murcia, Spain

Cronje Michelle, UKZN Doctoral Student

Curci Antonietta, Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy

D’Angelo Paolo, University of Roma Tre

D’Amico Antonella, Department of Psychology, Educational Sciences and Human Movement, University of Palermo, Palermo, Italy

Danielle Knight, Curtin University, Australia

De Gregorio Eugenio, Link Campus University, Rome

De Jong Monica, Vlerick Business School, Belgium

De Nicola Alessandra, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland

Di Domenico Laura, Centro Studi Internazionale MetaIntelligenze, Palermo, Italy

Di Franco Gabriella, direttrice Istituto Penitenziario Enna

Di Marco Martina, Centro Studi Internazionale Metaintelligenze ONLUS

Dominguez España Ana Belén, Asociacion Iniciativa International Joven

Duca Diana, Stefan cel Mare University from Suceava, Romania

Ďurechová Anna, Matej Bel University, Banska Bystrica, Slovakia

Elbertson Nikki, Yale Center for Emotional Intelligence

Epifanio Maria Stella, Department of Psychology, Educational Science and Human Movement, University of Palermo, Italy

Erika Yadira Macías Mozqueda, Universidad de Guadalajara, Mexico

Faria Luísa, University of Porto

Favara Jesica, Faculty of Psychology, University of Buenos Aires

Fernández-Berrocàl Pablo, Department of Basic Psychology, Faculty of Psychology, University of Málaga, Spain

Ficarra Salvatore, Department of Psychology, Educational Sciences and Human Movement, University of Palermo, Palermo, Italy

Fiori Marina, Swiss Federal University for Vocational education and training, Switzerland

Fitti Claudia, Curtin University, Australia

Floman James, Ph.D Senior Research Associate at the Yale Center for Emotional Intelligence  
Formica Sandro, Florida International University  
Forte Caterina, Associazione Forte Milano-Palermo, Italy  
Franchina Vittoria, University of Salzburg  
Franco Gloria, Department of Psychology, Madeira University, Portugal  
Freedman Joshua, Six Seconds  
Fuensanta Helena, Martínez-Saura, Faculty of Education, University of Murcia, Spain  
Fulantelli Giovanni, Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche  
Gallese Vittorio, University of Parma, Italy  
Gallitto Elena – University of Ottawa, Ottawa, ON, Canada  
Gandellini Sabina, “R. Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Milano, Italy  
Gentile Ambra, Department of Psychology, Educational Sciences and Human Movement, University of Palermo, Palermo, Italy  
Gentile Manuel- - Consiglio Nazionale delle Ricerche – Istituto per le Tecnologie Didattiche  
Geraci Alessandro, Department of Psychology, Educational Sciences and Human Movement, University of Palermo, Palermo, Italy  
Giaimo Flavio, Cooperativa Sociale “LA CONTEA”  
Gillioz Christelle, Swiss Federal University for Vocational education and training, Switzerland  
Gioffré Maria Rosaria, Six Seconds Italia  
Gómez-Leal Raquel, Department of Basic Psychology, Faculty of Psychology, University of Málaga, Spain  
Gómez-Moliner Rocio, Department of Psychology, University of Cádiz, Spain  
Gonzalez Ruiz Gabriela, Universidad Iberoamericana, México  
Grazzani Ilaria, “R. Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Milano, Italy  
Gribble Nigel, Curtin University, Australia  
Guaragno, Sabrina Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy  
Guarnieri Silvia, PERLAB (Psychology, Emotions, & Research Laboratory), Spin-off of University of Florence in partnership with the Yale Center for Emotional Intelligence  
Guil Rocio, Department of Psychology, University of Cádiz, Spain  
Gutiérrez-Cobo María José, Department of Developmental and Educational Psychology, Faculty of Psychology, University of Málaga, Spain  
Hayley Thorburn, Curtin University, Australia  
Héctor Rubén Bravo Andrade, Universidad de Guadalajara, Mexico  
Heinzova Zuzana, Matej Bel University, Banska Bystrica, Slovakia  
Hoffman Jessica, Yale Center for Emotional Intelligence

Hortensia Virginia, Pracsiu, 'Emil Racovita' Theoretical High School  
Huyghe Veerle, Ghent University, Belgium  
Iseppato Ilaria, Six Seconds Italia  
Jäppinen Sini, Maijamäen koulu  
João Beja Maria, Department of Psychology, Madeira University, Portugal  
Jonas Eva, University of Salzburg  
Jonker, Cara, North West University, South Africa  
Kaliska Lada, Matej Bel University, Banska Bystrica, Slovakia  
Kalisky Jan, Matej Bel University, Banska Bystrica, Slovakia  
Kardasheva, Antonina Ph.D., Foundation for Developing Emotional Intelligence, Bulgaria  
Khlevnaya Elena, Emotional Intelligence Lab, Skolkovo, Moscow, Russia  
Kincaid Lauren, Curtin University, Australia  
Kirsty Johnson, Curtin University, Australia  
Kiseleva Tatiana, Emotional Intelligence Kids, Skolkovo, Moscow, Russia  
Klackl Johannes, University of Salzburg  
Kővári Edit, Associate Professor and Representative for European Capital of Culture Veszprém 2023, Secretary for University Network of the European Capitals of Culture.  
Kumar Pradhan Rabindra, Associate Professor Department of Humanities and Social Sciences Indian Institute of Technology, Kharagpur-721302 West Bengal India  
La Grutta Sabina, Department of Psychology, Educational Science and Human Movement, University of Palermo, Italy  
La Rizza Carla, Centro Studi Internazionale MetaIntelligenze, Palermo  
Lalomia Alessia, University of Murcia  
Lanciano Tiziana, Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy  
Leth-Steensen Craig, Carleton University Ottawa, ON, Canada  
Lorenzo Fariselli, Six Seconds Italia  
Lucia Ferlino, Consiglio Nazionale delle Ricerche – Istituto per le Tecnologie Didattiche  
Luke Timothy J., Department of Psychology, University of Gothenburg  
MacCann Carolyn, School of Psychology, The University of Sydney, Sydney, Australia  
Magalhães Patrícia, CiEd, Centro de Investigação em Educação, Instituto de Educação, Universidade do Minho, Portugal  
Mancini Giacomo, Department of Education Studies "Giovanni Maria Bertin", Alma Mater Studiorum, University of Bologna, Italy  
Mangiaracina Giulia, University of Cambridge ICE, UK  
Mannheim, Carolin, University of Trier, Germany

- Marchante Marta, Académico de Torres Vedras; Centro de Investigação em Psicologia para o Desenvolvimento
- Marengo Davide Department of Psychology, University of Turin
- Mario Allegra – Consiglio Nazionale delle Ricerche – Istituto per le Tecnologie Didattiche
- Martínez-Saura Fuensanta Helena, Faculty of Education, University of Murcia, Spain
- Martins Ana, UKZN Doctoral Student
- Mayer John D., University of New Hampshire, USA
- Mazhura Mavis OD Consultant - Training B2B CC
- Medina-Gual Luis, Department of Education Universidad Iberoamericana, Mexico City
- Megías-Robles Alberto, Department of Basic Psychology, Faculty of Psychology, University of Málaga, Spain
- Merchán-Clavellino Ana, Department of Psychology, University of Cádiz (Spain).
- Mignosi Elena, Department of Psychology, Educational Science and Human Movement, University of Palermo
- Mikulic Isabel Maria, Faculty of Psychology, University of Buenos Aires
- Mohammad Malekzadeh- Yasuj University of Medical Sciences: Yasuj, IR
- Mohorić Tamara, University of Rijeka, Faculty of Humanities and Social Science, Department of Psychology
- Monaco Alessia, Department of Education, Psychology, Communication, University of Bari ‘Aldo Moro’, Italy
- Morales-Sánchez Lucia, Department of Psychology, University of Cádiz, Spain
- Morganti Annalisa, University of Perugia, Italy
- Mortillaro Marcello, University of Geneva, Switzerland
- Moura Thais, Bachelor of Psychology, Masters of Neuropsychology in process. Presently Coordinator of Counseling Services at Canadian School of Vila Velha
- Navikiene Dalia, Lithuanian Children and Youth Centre, Vilnius, Lithuania
- Neri Erica, Department of Psychology “Renzo Canestrari”, Alma Mater Studiorum, University of Bologna, Italy.
- Nicolet-dit-Félix Maroussia, Swiss Federal University for Vocational education and training, Switzerland
- Nikitina Alexandra, Emotional Intelligence Lab, Skolkovo, Moscow, Russia
- Nordström Anna, Department of Public Health and Clinical Medicine, Environmental Medicine, Umeå University, Umeå, Sweden
- Nordström Peter, Department of Community Medicine and Rehabilitation, Geriatric Medicine, Umeå University, Umeå, Sweden
- Ohira Hideki, Nagoya University, Japan
- Ojeda Angelica, Universidad Iberoamericana, México
- Oriordan Mollie Rose, University of Malta, Msida, Malta



- Ornaghi Veronica, “R. Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Milano, Italy
- Orozco Solís Mercedes Gabriela, Universidad de Guadalajara, Mexico
- Osipenko Ekaterina, Emotional Intelligence Lab, Skolkovo, Moscow, Russia
- Ozra Esmaeili, Yasuj Technical and Vocational University, Iran
- Paloma Gil-Olarte, Department of Psychology, University of Cádiz, Spain
- Paolo Ana Maria, Faculty of Psychology, University of Buenos Aires
- Papotti Iliara, Asociación Iniciativa Internacional Joven
- Pascual Jara, Collabwith
- Patti Janet, Ed.D. Professor Emerita Hunter College, City of NY
- Pellitteri John, Queens College-City University of New York, USA
- Peltone Kirsi, University of Turku, Finland
- Pepe Alessandro, “Riccardo Massa” Department of Human Sciences for Education, University of Milano-Bicocca, Italy
- Pérez-González Juan-Carlos, Faculty of Education, UNED, Spain
- Pettino Maria Luz, Faculty of Psychology, University of Buenos Aires
- Piombo Marco Andrea, Department of Psychology “Renzo Canestrari”, Alma Mater Studiorum, University of Bologna, Italy
- Piricò Matteo Luigi, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland
- Ponari Marta, School of Psychology, University of Kent, UK
- Prentice Catherine, Department of marketing Griffith Business School Griffith University Australia
- Proccichiani Tommaso, Six Seconds  
Psychology, University of Málaga, Spain.
- Punamäki Raija-Leena, University of Tampere, Finland
- Radoslavova Maria, Foundation for Developing Emotional Intelligence, Bulgaria
- Raquel Gómez-Leal, Department of Basic Psychology, Faculty of Psychology, University of Málaga, Spain.
- Rebolledo Cimenna Chao, Universidad Iberoamericana, México
- Ribatti, Raffaella Maria Department of Education, Psychology, Communication, University of Bari Aldo Moro, Italy
- Ribeiro Silva Patrícia, Académico de Torres Vedras
- Riolo Martina, Department of Psychology, Educational Science and Human Movement, University of Palermo, Italy.
- Rivera-Navarro Miguel Angel, Department of Education Universidad Iberoamericana Mexico City
- Roberts Richard D., RAD Science, Philadelphia, PA, USA
- Romão Ana Maria, Académico de Torres Vedras

- Romero Maria José, Consejería de Educación y Deporte
- Rosario Cabello, Department of Developmental and Educational Psychology, Faculty of Psychology, Ruggiero Shalom, Curtin University, Australia
- Ruiz-González Paula, Department of Psychology, University of Cádiz, Spain
- Ruiz-Hermosa, Abel. Universidad de Extremadura
- Russell Roger, Feldenkrais Zentrum Heidelberg
- Rusu Petruta, Stefan cel mare University from Suceava, Romania
- Ruvalcaba Romero Norma Alicia, Universidad de Guadalajara, Mexico
- Saldanha Sofia, Académico de Torres Vedras
- Sánchez-López María T., Department of Basic Psychology, Faculty of Psychology, University of Málaga, Spain
- Sanhueza Antonio, Departamento de Educación, Facultad de Educación y Ciencias Sociales y Humanidades, Universidad de La Frontera, Chile
- Santise Philip, MS, Advanced Degree in Leadership
- Santos Anabela C.; Departamento de Educação, Ciências Sociais e Humanidades, Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, Portugal and Instituto de Saúde Ambiental (ISAMB), Faculdade de Medicina, Universidade de Lisboa, Lisboa, Portugal
- Santos Natalie, Centro de Investigação em Educação, ISPA – Instituto Universitário, Portugal
- Saponaro Armando, Department of Education, Psychology, Communication, University of Bari ‘Aldo Moro’, Italy
- Schasch Kimberly I, Bachelor of Arts., Bachelor of Educations, Masters of Educational Psychology. Presently Educational Leader of Canadian Schools of Vitória and Vila Velha
- Schlegel Katja, University of Bern, Switzerland
- Schmitz Florian, University of Duisburg-Essen, Germany
- Schmitz Paul G., University of Bonn, Germany
- Scifo Lidia, Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche
- Serghanuk Alexis I., King’s College, London, UK
- Sergienko Elena, Institute of Psychology, Russian Academy of Sciences, Moscow, Russia
- Settanni Michele, Department of Psychology, University of Turin
- Sezgin, Mehtap, Social Sciences University of Ankara / Northern Cyprus Campus, Turkey
- Signorelli Alessia, University of Perugia, Italy
- Silva Deolinda, Escola Profissional do Alto Lima
- Silva Patrícia, Académico de Torres Vedras
- Simões Celeste; Departamento de Educação, Ciências Sociais e Humanidades, Faculdade de Motricidade Humana, Universidade de Lisboa, Lisboa, Portugal and Instituto de Saúde Ambiental (ISAMB), Faculdade de Medicina, Universidade de Lisboa, Lisboa, Portugal
- Sparvell Mark, Worldwide Education, Microsoft

Spicuzza Vittoria, Department of Psychology, Educational Science and Human Movement, University of Palermo, Italy

Stern Robin, Associate Director of the Center for emotional intelligence at Yale

Taibi Davide, Consiglio Nazionale delle Ricerche - Istituto per le Tecnologie Didattiche

Takšić Vladimir, University of Rijeka, Faculty of Humanities and Social Science, Department of Psychology

Toma Cristina, 'Emil Racovita' Theoretical High School

Trombini Elena, Department of Psychology "Renzo Canestrari", Alma Mater Studiorum, University of Bologna, Italy

Tuula Okorie, Maijamäen koulu

Virciglio Valentina, Six Seconds Italia

Völker Juliane, University of Geneva, Switzerland

Volkova Natalia, deputy head of the directorate for HR and legal affairs, central directorate of health, branch of RZD JSC, Moscow, Russia

Vuichard Aleksandra, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland

Wong Chi-Sum, The Chinese University of Hong Kong Business School, Hong Kong

Yasaman Ghafaryan Shirazi, University of Tampere, Finland

Zuccoli Franca, Department of Teaching and Learning. University of Applied Sciences and Arts of Southern Switzerland