

4th Emotional Intelligence Week

4th International Conference 2021

**“Emotional Intelligence – Lenses for Learning
and Development”**



**Foundation for Developing Emotional
Intelligence**

Supported by

International Society for Emotional Intelligence

Conference Abstracts

**14–15 JUNE 2021
Sofia, Bulgaria**

1 Presentation

“EMOTIONAL INTELLIGENCE AND LEARNING IN ORGANIZATION: PSYCHOLOGICAL AND NEUROSCIENTIFIC LENSES”

Maria Radoslavova, Ph.D. - Foundation for Developing Emotional Intelligence, Sofia, Bulgaria.

Introduction: Learning is vitally important for employees to successfully adapt to the organization and to develop themselves at work. Research showed that emotional intelligence ability impacts on work performance and social interactions the workplace.

Aim: I present a review on the role of emotional intelligence skills on the learning of organization members to become more effective workers.

Materials and methods: I review only empirical data gathered from employees not from students working part- and full-time for organizations. Because of the scarcity of the empirical data on individual learning during typical daily work activities, the focus is limited to the change-related interactions among organization members.

Results: I assume that integrating the findings of the psychological and neuroscientific lenses can enrich the elements of creating positive learning environment in organization. I present a case study on department restructuring to illustrate how leading the change with EI and involving brain networks enable and support employees to learn new technical and social-emotional skills.

Conclusions: I draw two conclusions from the case analysis. First, some interconnected brain networks can significantly help for workplace learning by adding to or refining the psychological processes, such as perception, motivation, decision making and other processes due to the complementarity they provide. Second, the EI skills of reasoning about emotions are helpful in creating a positive social-emotional context of learning and changing employees' work mindsets and habits.

Keywords: emotional intelligence ability, individual and team learning at the workplace, workplace learning success.

Biography: Ph.D. and Postdoctoral scholarly research, equivalent to Doctor of Science, completed from Sofia University, Bulgaria. Maria Radoslavova has authored four books and articles on job satisfaction and motivation, leader influence, organization change, adaptation to educational settings and others. Also, Maria has a long organizational consulting experience. She has been a lecturer for ten years at Lam Family College of Business at San Francisco State University, San Francisco, California. Radoslavova has taught capstone courses in Strategic management and Managing Organization Development and Change. She is a member of the Advisory Board of the Foundation for Developing Emotional Intelligence in Bulgaria.

2 Presentation

“ONLINE WORKING AMID COVID-19 PANDEMIC – THE ROLE OF EMOTIONAL INTELLIGENCE AS AGGRESSION DE-ESCALATOR: RESEARCH REPORTED FROM THE ISLAMIC REPUBLIC OF PAKISTAN”

Sohni Siddiqui¹, Anjum Bano Kazmi², Zahid Ahmed³

1. Ph.D. Scholar, Technical University, Berlin, Federal Republic of Germany.

2. Dr. Anjum Bano Kazmi, Faculty Member, Iqra University, Karachi.

3. Mr. Zahid Ahmed, Ph.D Scholar, Karachi University Business School, Karachi.

Introduction: World has transformed to a new era after the outbreak of a virus named COVID-19 in late 2019, a virus that consequently spread worldwide, forced the governments to declare smart, partial, or complete lockdowns. The constant and prolonged lockdowns resulted in the uncertainty over disease status, boredom, insufficient food and household supplies, and inadequate information that led to anger and confusion, emotional breakdowns, and development of aggressive behaviors. During the pandemic and constant lockdown, one of the major differences in day-to-day activities was the transformation of the working and learning environment from the physical to the online realm.

Aim: The main purpose of the study is to highlight that during the pandemic, the transfer towards online working helped people to stabilize their anxieties, aggressions, anger, and frustration.

The study is designed to find out how emotional intelligence has mediated the negative influence of the online working on the development of aggression.

Materials and methods: The study design is correlational comparative, followed by the modality of quantitative research without intervention, non-experimental. In the data collection a validated and reliable questionnaire was used. A sample size of 233 (144 females, 88 males) participants from the Metropolis City of Karachi participated in an online survey.

Results: Results have indicated that engaging people in online working improved mental and emotional stability as well as the suppressed level of direct, indirect, and displaced aggression. Moreover, emotional intelligence mediated towards different forms of aggression, where an expansion in online working, increased emotional intelligence and decreased the direct, indirect, and displaced aggression. No gender difference was found of emotional intelligence, however, we found significant difference in the levels of indirect aggression.

Conclusions: Emotional Intelligence is acting as a mediator between online working and Direct, Indirect and Displaced Aggression. It means that engaging people in online working helped to stabilize themselves in terms of emotions and helped them to control their anxieties during isolation.

Keywords: Online Working, COVID-19 Pandemic, Emotional Intelligence, Direct Aggression, Indirect Aggression and Displaced Aggression, the Islamic Republic of Pakistan, Pakistani Study.

Biography: Ms. Sohni Siddiqui is enrolled as a Ph.D. Scholar at the Department of Educational Psychology, Technical University of Berlin. Her area of interests are Educational Technology and Educational Psychology. She is interested to work with youngsters, especially with conduct disorders. She has completed her master's in philosophy with a specialization in Education from Iqra University, Karachi, Pakistan. She has published more than 10 peer-reviewed research papers in reputed national and international journals and has been serving as an external reviewer of various national and international well-reputed journals.

3 Presentation

“PERFORMANCE AND ROLE OF TRAINING MODULE (TM-DESQ): A PUBLIC ENTERPRISE PERSPECTIVE FOR ISLAMIC REPUBLIC OF PAKISTAN”

Zahid Ahmed Memon, Ph.D. Scholar

Karachi University Business School (KUBS) University of Karachi
Islamic Republic of Pakistan & National Coordinator Pakistan ISEI

Dr. Muhammad Asim

Karachi University Business School (KUBS) University of Karachi
Islamic Republic of Pakistan and Regional Director South Asia ISEI

Dr. John Pellitteri

President & Co-founder, ISEI
Associate Professor, Queens College, City University of New York, USA

Sohni Zahid Siddiqui

Ph.D. Scholar, Technical University Berlin, Germany

Introduction: This study was designed to bridge the existing literature gap between emotional intelligence and spiritual intelligence using an experimental design with pre-and-post training measures. There are several trainings tailored by domain experts, but literature lacks the evidence in terms of spiritual intelligence scores increment, individuals’ learning and human performance, over the passage of time.

Method: The authors are developing Dart Emotional Spiritual Intelligence Quotient (DESQ) for measuring the emerging concept and measure. The Training Module Dart Emotional Spiritual Intelligence Quotient- TM-DESQ consists of components of EQ, SQ and Accountability. It was administered to a Pakistani sample, of 48 working individuals, 28 males (17 single and 11 married) and 14 females (10 single, 2 married and 2 divorced). Self-administered, but researcher assisted, the questionnaires were filled for scores of EQ, SQ and Accountability. Employee Performance was measured through managers in the organizations where TM-DESQ trainees’ work.

Results: Successful enhancement of post-training EQ, SQ; Accountability scores of the employees under TM-DESQ training. Additionally, employee performance also increased as reported by the organizational supervisors.

Conclusion: The novelty of this study is, not only the adaptation of existing research tools but, a scientific measure of EQ and SQ via Muse - a neuro-scientific headband - calculating the calmness of human brains through meditation. This measure was to cross match such intelligence with self-report questionnaire scores of individual trainees.

Keywords: Emotional Intelligence, Spiritual Intelligence, Accountability, Performance, Employee, Pakistani sample study, Neuro, Scientific, Device, Headband, Public enterprise.

Biography:

Zahid Ahmed S/o Abdul AZIZ Memon is PhD Scholar Karachi University Business School (KUBS) University of Karachi Islamic Republic of Pakistan. He has three publications of those is one national and two international.

He is serving as National Coordinator Pakistan International Society for Emotional Intelligence.

He is serving in Defense Sector of Pakistan Federal Government for last 9+ years, appointed as Captain (Eqv.) he is now serving as Major (Eqv.) Senior Officer since December 2017.

He has got HR Management and Development experience of last 14+ years along University teaching experience for several years. He is on panel of Defense sector Trainings assignment also. He is Certified Practitioner Spiritual Intelligence from London United Kingdom. He posses Certification from Toronto University on Psychology.

4 Keynote speech**“EMOTIONAL INTELLIGENCE AND RESILIENCE: COPING DURING AND BEYOND THE COVID PANDEMIC”**

John Pellitteri, Ph.D. President & Co-founder, ISEI, Associate Professor, Queens College, City University of New York, USA

Introduction: The central component of EI that relates to resiliency is the ability to regulate emotions. This domain can include simply staying “opened” to experience emotions more deeply, to cognitive and behavioral strategies to alter emotional intensity & direction; to transforming the emotions inherent in conflict into more adaptive mental states. This presentation will draw upon research and clinical knowledge to explore the emotional learning processes during the COVID pandemic.

More specifically, we will consider how the process of adapting to various negative emotions during the pandemic conditions can increase self-efficacy and resilience and that these experiences can be beneficial for future challenges.

Biography:

John Pellitteri, Ph.D. is the president and co-founder of the *International Society for Emotional Intelligence (ISEI, www.emotionalintelligencesociety.org)*, a non-profit educational organization that promotes the global advancement of emotional intelligence theory, research and professional practice. He developed professional certification programs through the *ISEI Training Institute* and trained hundreds of professionals from educational, clinical and organizational fields. Dr. Pellitteri is also the co-director of the *ISEI Urban Initiative* program in New York City that promotes EI to address urban community issues. He is a certified trainer in the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and has conducted EI workshops and research presentations in numerous countries spanning every continent, including a TEDx talk in Lausanne, Switzerland (<https://www.youtube.com/watch?v=Hy2DywF1qrE>)

Dr. Pellitteri has published several research studies that focus on EI as it relates to adaptive personality factors, clinical /educational settings and creative arts. He is the lead editor for the book, *Emotionally Intelligent School Counseling* (Erlbaum, 2006), the author of *Emotional Processes in Music Therapy* (Barcelona Press, 2009) and the co-editor (with Lada Kaliska) of the recently published book *Eastern Europe Perspectives on Emotional Intelligence: Current Research & Developments* (Taylor & Francis, 2021). As professor at Queens College, City University of New York he trains professionals in the school and mental health counseling fields. As a licensed psychologist and licensed creative arts therapist, he provides psychotherapy and clinical consultation in the New York area.

5. Presentation

“EMOTIONAL DYNAMICS AND LEARNING OPPORTUNITIES IN LOCKDOWN: THE CASE OF CLUBHOUSE”

Irina Chongarova-Aron, Ph.D. Kingston University, London- UK/ Plovdiv University, Bulgaria

Introduction: In this talk, I draw on my personal experience as a user of Clubhouse - a social media, voice-based application launched in March 2020 which attracted millions of users by creating new opportunities for connection at times of social isolation and restrictions. I examine the emotional dynamics of learning while inhabiting a multilingual and multicultural metaphorical place represented by this social media platform. I draw on the work of L. Vygotskij and M. Bakhtin to explore CH experiences as an irreducible unity of emotions, cognition, and social environment, happening in and across space and time.

Aim: To examine the complexity of learning experiences in the multilingual intercultural live conversations hosted by Clubhouse during the times of Covid-19 Pandemic. To trace the impact of my CH experience on my self-reported emotional intelligence.

Materials and methods: This talk is based primarily on autobiographical evidence – entries in my personal ‘Lockdown diaries and my smartphone screenshots. These are accounts of my experience of CH as well as my reflection on conversations with fellow CH users held in English, Russian and Bulgarian within and beyond the CH platform. TEIQue-SF (Trait Emotional Intelligence Questionnaire-Short Form developed by Petrides and Furnham (2000, 2001) translated to Bulgarian and adapted for Bulgarian population by Antonina Kardasheva) is employed to interpret the impact of my CH experience on my trait emotional self-efficacy.

Results: The examination of autobiographical and conversational narratives on CH experiences in this talk is consistent with existing studies showing that learning experiences constitute an irreducible unit of the intellectual and emotional, of inner (emotions, consciousness) and outer (material, social environment) as originally stated by Vygotskij. These experiences happen in and across space and time (see: M. Bakhtin’s concept of *chronotope*). My CH case study shows that intense experiences, even if over a relatively short time, could lead to a shift in one’s trait emotional self-efficacy as evidenced by my TEIQue-SF score taken in May 2021 comparing to February 2021. This shift is most evident in the domains of self-control and *sociability*.

Conclusions: By creating a fertile virtual social environment for international intellectual, emotional, and spiritual exchange during the time of social isolation, CH created opportunities for unique learning experiences where the affective dimension is an integral part of the intellectual and potentiates developing one's trait emotional intelligence.

Keywords: Learning, Emotions, Experience, Emotional Intelligence, Clubhouse, Covid-19

Biography:

Irina has an academic background in linguistics and is an Associate Professor in Intercultural Communication. She is also a qualified psychotherapist and a member of the British Association of Counsellors and Psychotherapists working with clients internationally. Her latest research focus is on the emotional dynamics of intercultural communication in the context of international migration.

She has completed a professional training in Emotional Intelligence Applications and is qualified as level 2 professional.

6.Keynote speech

“AUTHONOMY AS A CENTRAL SOCIAL AND EMOTIONAL SKILL FOR LEARNING AND DEVELOPMENT”

Cimenna Chao Rebolledo, Ph.D. - A professor at the graduate and undergraduate level

Introduction: Who am I? What is my purpose in life? How can I establish meaningful goals, and how can I achieve them?

These are all fundamental questions in life and in education.

Learning is key a factor for self-discovery, for unfolding a person's full potential, and for developing an authentic sense of self and belonging. However, schooling not always provides learning spaces and strategies that fully contribute to this developmental journey. Learning about oneself, learning to discover what I like, enjoy and wish to master throughout my life, as well as acknowledging what I don't like and could do better without, requires autonomy, of thought, action, but foremost, emotional autonomy: how to critically use my emotional experiences and feelings to make responsible and assertive decisions. Paradoxically, school does not always teach autonomy as a skill to be master, and on the contrary, relies on behavioral control and discipline, reproduction and transmission of ideas and concepts, as pedagogical learning mechanisms.

Learning to be autonomous involves learning to self-regulate, cultivate a sense of self efficacy and agency, resilience, along with self and social awareness, relational skills, and empathy, for one is not truly free and autonomous if one does not account for others and their wellbeing and safety when making decisions and acting upon the world and society. This talk will address how autonomy is a central element of social and emotional learning, but also of school education and lifelong learning in general, its crucial role in motivation, relatedness, and perseverance.

Biography:

At present she is the Coordinator of the Graduate Program in Social and Emotional Learning. Full time professor and researcher at the Department of Education at Universidad Iberoamericana in Mexico City, and Director of the International Journal of Emotional Education and Wellbeing. Ph.D. in Developmental and Educational Psychology, Universidad Nacional Autónoma de México (UNAM), M.A. in Psychology, New York University (NYU)., M.Sc. in Psychobiology, Universidad Nacional Autónoma de México (UNAM)., B.Sc. in Physics. Universidad de las Américas Puebla (UDLAP).

For more than fourteen years, she has been a professor at the undergraduate and graduate level at Universidad Iberoamericana in the Departments of Education and Psychology, where she has been awarded the Teaching Merit Award.

She currently coordinates the Graduate Program in Social and Emotional Learning, at the Department of Education at Universidad Iberoamericana (IBERO) in Mexico City, where she has also coordinated the Doctoral Program in Education, and the Undergraduate Program in Pedagogy.

She is Regional Representative for North America of the International Society for Emotional Intelligence (ISEI), and National Delegate for the International Network for Emotional Education and Wellbeing (RIEEB, Red Internacional de Educación Emocional y Bienestar, in Spanish).

She has been chief advisor of the Mexican Ministry of Education (SEP), at the General Directorate for Intercultural and Bilingual Education (CGEIB), the General Directorate for Higher Education and Teaching (DGESPE), the General Directorate for Innovation and Academic Enhancement (DGIFA), and the General Directorate for Curriculum Design (DGDC), where she was part of the leading team that designed the national curriculum on Social and Emotional Learning for elementary and middle school education in Mexico.

She has collaborated and advised educational projects within United Nations agencies, including; UNESCO, UNICEF (where she lead the design and implementation of two online courses on social and emotional skills and learning strategies for K12 Mexican teachers at the national level), and UNDP (where she participated in the curricular and instructional design of the national program for social and emotional learning for high school education) Her field of research focuses on teaching and learning processes, as well as the development of social, emotional, and cognitive skills in formal education contexts, and the use of technology in learning.

As a professor at the graduate and undergraduate level, she has taught courses related to Theories of Learning and Education, on Contemporary Pedagogical Theories, Cognitive Processes and Theories, as well as courses related to Social Emotional Learning Theories, and the Neurosciences of Perception, Emotions and Learning. She is author of several book chapters and research articles in her field of study, and of school instructional materials in Social and Emotional Education, as well as of interactive multimedia games for education. She is a national and international speaker in the fields of Psychology and Education.

7. Keynote speech

"EMOTIONS OF TALENT - INNOVATION FOR BUSINESS SUCCESS"

Antonina Kardasheva, Ph.D. Founder and CEO at Foundation for Developing Emotional Intelligence

Introduction: Emotions provide the energy and inspiration we all need to interact and develop meaningful relationships with others. And the ability to understand and manage them, i.e., emotional intelligence has proven to play an important role in decision making. Emotions can facilitate thought processes. Emotional intelligence is a way to recognize, understand and choose how we think, feel and act. It shapes our interaction with others and our understanding of ourselves. It determines how and what we learn; it allows us to set priorities; it determines most of our daily actions.

When talented students know and skillfully use their emotions, they would more easily generate creative and innovative projects applicable to the business environment. One of the achievements of the Foundation for Developing Emotional Intelligence - Bulgaria is the successfully completed charity project with talented students from the Sofia High School of Mathematics. The students participating in the project are successfully presented at national and international competitions in the field of STEM education. Students were attracted by the opportunity to get to know their emotions and develop the self-confidence and resilience of successful leaders.

The project was implemented in the period from October 2020 to May 2021 on the topic "Emotions of talent - innovation for business success".

The first of his type, the project of charity has a high value for business success in Bulgaria because it prepared talented students and developed their emotional intelligence.

Aim: Achieving a lasting connection between education and business through the development of Emotional Intelligence for talented students with outstanding achievements in the field of STEM education.

Materials and methods: A team of certified EI specialists from the Foundation for Developing Emotional Intelligence (FDEI) created a unique program for training in emotional intelligence. The program contains 20 pieces of training, united into 5 modules. Bulgarian version of TEIQue was used as a method for measuring students EI

Results: Our charity project with a cause for training talented students in emotional intelligence, outside school, proved the possibility of developing soft skills outside the academic disciplines. The topics in the curriculum helped the students to realize that to prepare for the choice of future career and professional realization, knowledge in the field of emotions, emotional intelligence, communication, teamwork is needed.

Conducting activities and training that demonstrate the impact of STEM training in combination with emotional intelligence training in real life can bring together ideas presented in school and help show how they benefit our society and even our world in general.

Moreover, developing the student's personality, emotional intelligence, decision-making skills, and entrepreneurship leads to emotional maturity and a socially active position.

Conclusion: We have accepted as our mission to give them knowledge of the psychology of their personality, behavior, and emotional intelligence, which will give them the full opportunity to use their personal capacity. When talented students know and skillfully use their emotions, they would more easily generate creative and innovative projects applicable to the business environment.

We decided that through systematic training on how to use emotions when creating an innovative project, young people will develop resilience to achievement and build skills to gain equal access to a global professional career.

Biography:

Dr. Antonina Kardasheva is a Founder and Executive director of the Foundation for developing Emotional intelligence, Bulgaria. She is a National Coordinator for Bulgaria of the International Society of Emotional Intelligence (ISEI, <http://www.emotionalintelligencesociety.org/boards-committees>). She is a Managing Director of Smart Strategies consulting company. Lecturer at the New Bulgarian University, Sofia, Bulgaria.

Member of the Board at Bulgarian Association of Management Consulting Organizations (BAMCO) and commission for Training and Certification <https://www.cmc-global.org/content/bulgarian-association-management-consulting-organizations-bamco> and a Certified Management Consultant (CMC)

Dr. Antonina Kardasheva is a Doctor of Psychological Sciences, and a Graduate Psychologist, Psychotherapist and Life and Executive Coach - PCD / NMC. In her professional practice, Dr. Kardasheva works as an HR consultant on strategic management and provides various types of trainings, such as: group-dynamics trainings, soft skills, organizational behavior and management of personal emotional investments.

As a researcher, Dr. Kardasheva standardizes, verifies and adapts for Bulgaria the methodology of Emotional Intelligence as a personal trait (TEIQue) and is one of the global researches in this field (<https://psychometriclab.com/translations-of-teique/>)

Dr. Antonina Kardasheva is the author of several teaching materials and monographs, of which: "Psychology for Parents" - two editions and "About Emotional Intelligence and Individual Differences of Bulgarians".

Dr. Kardasheva works on and publishes articles and scientific papers in the fields of business counseling, child psychology and deviant behavior, psycho-diagnostics of the personality, family psychotherapy and counseling, emotional intelligence.

8. Presentation

“VALUING GLOBAL EMOTIONAL INTELLIGENCE: DEVELOPING AN AUSTRALIAN COMMUNITY OF PRACTICE”

Chris Skinner, Ph.D. Associate Professor, Chair Professional and Personal Development, Medical School, Notre Dame University

Introduction: Emotional Intelligence is a global phenomenon and over the last three decades since John Mayer and Peter Salovey's seminal article (1990) has led to a mushrooming of practice, training and research. This presentation honours this expansion and further establishes the importance of emotional intelligence at a critical time of global health and economic change and trauma. It outlines the development of the Emotional Intelligence Society of Australia (EISA), and the development of a community of practice through committed academics and practitioners.

Aim: The keynote argues for the importance of Emotional Intelligence and provides a brief insight into the opportunities, challenges and approaches to developing and growing interested professional societies and practice communities.

Discussion: The journey into developing a fledgling Australian Society has been both enjoyable, and challenging. The importance of emotional intelligence has been demonstrated in healthcare (McCloughen and Foster, 2017), and expressed through reduced stress, enhanced caring behaviours, increased patient satisfaction and teamwork enhancement skills. Business and Leadership studies have increasingly shown the link between emotional attunement and positive organisational outcomes (Ashkanasy and Humphrey, 2011).

From experiential and descriptive accounts main present identifiable factors in developing "our" local/national society include:

- Key Partnerships
- Framework and White Paper Ideas
- Planning and Visioning
- Governance and Budgeting
- Website education and development
- Team and Individual acceptance and valuing
- Maintaining motivation through EI !

Conclusion: Networking both locally and globally have been demonstrated in the development of the Emotional Intelligence Society of Australia. Stemming from a successful International Congress for Emotional Intelligence (Fremantle, Australia, 2019), with sufficient funds being generated from this success, a local and passionate group of professionals have forged a new community of practice which promises to excite and create new emotional intelligence ventures and activities.

Biography:

Dr Chris Skinner, Associate Professor, Chair Professional and Personal Development, Medical School, Notre Dame University is responsible for the development and coordination of professional programmes, and research. He has extensive qualifications in the fields of education, psychology and health management and in 2002 completed his doctoral studies. Chris has worked in a wide range of educational and health positions, clinical, educational and managerial capacities.

Chris became a Fellow Association Medical Education in Europe (AMEE) in 2017, and is currently Regional Director Australia, International Society of Emotional Intelligence (ISEI), and is Chair, of the recently established Emotional Intelligence Society of Australia (EISA). His main research and applied interests are in the link between emotional intelligence and health leadership behaviour and

effectiveness, the transition of individuals in the work context and the evaluation and impact of management development programmes.

Chris Skinner has worked extensively at the national and international levels with seminars and workshops conducted in New South Wales, Tasmania, Canada, Malaysia, Indonesia and the United Kingdom

9. Presentation

“A SINGLE CASE STUDY OF SOPHOMORE STUDENTS’ SELF-AWARENESS AND HOW IT RELATES TO TEAMWORK AT A PRIVATE COLLEGE”

Jeanne Thomas, Ph.D. Scholar - Concordia University–Portland College of Education

Introduction: Teamwork is considered an essential 21st-century skill and is now included in most university curricula. Working in teams helps college students learn skills such as leadership and problem-solving, that can transfer to the workplace. Effective teams are defined as those with members who communicate well and whose members possess a high degree of self-awareness (SA). SA is the primary component of Goleman’s framework of emotional intelligence (EI).

Aim: A single case study was conducted at a private college in the United States to better understand how sophomore students described SA and how it relates to teamwork.

Method and materials: The participants were sophomore students in their last two quarters of an associate degree program. There were two participants for the pilot study and four participants in the case study and a maximum variation model of sampling was used. The methodology included participant diaries, interviews, and artifacts.

Results: The initial findings supported Goleman’s assertion that SA was a gateway component that supported the development of other components of EI, including social awareness, self-management, and relationship management. Implications for practice may be the way in which college student SA relates to teamwork.

Conclusion: Results suggest that participant SA helped them to manage their emotions and to therefore work better with their teammates.

Keywords: 21st century skills, teamwork, emotional intelligence, self-awareness, interviews, diaries

Biography:

Dr. Thomas is currently an adjunct professor at the Fashion Institute of Design and Merchandising (FIDM), a dual-accredited private college in California. She teaches in both the Associates and Bachelors degree programs. She is the recipient of the FIDM Outstanding Faculty Award in the years 2015, 2017, and 2019. She holds a Doctorate in Teacher Leadership and a Master’s degree in Curriculum Design. Her research interests are in the intersection of emotional intelligence, peer feedback, and teamwork.

10. Presentation

“THE IMPACT OF FAKE NEWS AND POST-TRUTH OVER THE EMOTIONAL INTELLIGENCE”

Ivanka Mavrodieva, Ph.D. A lecturer in rhetoric, business communication, public relations, and academic writing at Sofia University

Introduction: Fake news and post-truth on current economic, political, and social process are broadcasted by media and online media and during the press conferences and public speaking. Information from official sources, communication channels and media sometimes inspire fear, anxiety, tension and affect people in a way that makes them feel unsecured and manipulated.

Aim: The lack of trust to the reliability of sources and media information accelerates negative emotions in people. Our hypothesis is that it is especially important to train more or certain groups in society to protect themselves of negative emotions presented in fake news and post-truth.

Materials and methods: In our study we used content, discourse, and rhetoric analyses of publications in online media in Bulgaria as well as of direct observation and cyber ethnographic research of trainings how to spot fake news and post-truth. We present a theoretical overview on “post-truth” and “fake news” and analysis of the survey results.

Results: We suggest how people can avoid manipulation, disinformation and misunderstanding which are a part of fake-news and post-truth. We believe that every single person should develop self-awareness and simultaneously to improve emotional intelligence by enhancing digital media literacy and rhetorical literacy and find difference between facts and opinions. The combination of literacy, calmness and self-confidence help readers, listeners, and viewers develop critical thinking and to compare media information with the information published by official sources. find authentic sources, complete information, and develop emotional resilience.

Suggested ideas: Users could neutralize or reduce their fear by analyzing abstract words, professional jargon, expressive evaluations, and slang. People should improve meta-cognitive awareness as well as to enlarge their knowledge on arguments, argumentation, and counterarguments. The process of improving emotional intelligence could include professional training or consulting, autonomous personal learning, or a tertiary education. Emotional intelligence can be studied in the context of fake news and post-truth as a part of collaborative research and interdisciplinary research.

Keywords: fake news, post-truth, emotional intelligence, online media, autonomous personal learning, tertiary education.

Biography:

Ivanka Mavrodieva, Full Professor, PhD and Dr. Hab. She is a lecturer in rhetoric, business communication, public relations and academic writing at Sofia University. Mavrodieva regards rhetoric as an ancient yet vital science, communication as practices in business and Web 4.0. She is the author of 15 books presenting scientific information in new and traditional spheres from the perspective of a researcher. Mavrodieva is the author of 120 articles, 25 of which are published in English, Russian, and French in renowned scientific journals. Mavrodieva has been a member of the

Executive Board of the Rhetoric Society of Europe (RSE), <http://eusorhet.eu/>, since 2013, for two consecutive terms. She is the Editor-in-chief of the Rhetoric and Communications Journal <https://journal.rhetoric.bg/journal/>. Mavrodieva is the Chair of the Executive Board of the Institute of Rhetoric and Communications (IRC) <https://www.iorc.info/>.

11. Presentation

“EMOTIONAL INTELLIGENCE AS AN INDICATOR OF WORKPLACE SUCCESS”

Laurie Cure, Ph.D. - Innovative Connections. The international society for emotional intelligence conference abstract submission

Introduction: Most organizations provide little training in emotional intelligence (EQ or EI) skills needed to be effective leaders. High-pace work requirements, rapid change and increasingly complex environments make EI a critical competency to support business outcomes.

Aim: During this presentation, participants will explore EI from the perspective of a consultant and leadership coach. Participants will learn about the impact of emotional understanding on leadership skills and team building as well as personal development.

Materials and Methods: The presenter will highlight two case studies through a PPT presentation which will demonstrate how participants saw a statistically significant improvement in EQ scores after attending an emotional intelligence training. Program details and the EI competency framework utilized will be explored.

Results/Conclusion: Client case study research data (including an experiential design) demonstrates a direct correlation between specific training elements and improved EI competencies. Additionally, our research shows decreased burnout and increased customer satisfaction with improved EI scores.

Keywords: Resiliency, Burnout, Leadership, Emotional Intelligence, Results

Biography:

Laurie Cure, Ph.D., MBA, is the CEO of Innovative Connections, a strategic consulting firm based in the United States (Colorado). Her focus is consulting in organizational development, talent management and leadership including change management and culture evolution. With more than 25 years' experience, she has dedicated her career to delivering strategic visions, working with senior leaders to drive organizational outcomes, and researching/publishing on important industry issues and topics. Integrating emotional intelligence into her work has been a critical aspect of her client success. In addition to her book, *Leading Without Fear*, she has published on the topic of leadership, coaching, team development and workplace culture.

12. Presentation

“THE EMOTIONALLY INTELLIGENT INTROVERT”

Dr. Stephanie J. Hartberg, Psy.D. - Fargo Veterans Affairs Healthcare System, Fargo, ND USA

Introduction: Emotional intelligence (EI) is a form of social acumen that numerous studies have linked to social extroversion. Extroverts are perceived as having higher EI and better equipped to navigate the complexities of emotion in their social interactions than their introverted counterparts. The research tends to conceptualize EI as a dichotomy between extroverts and introverts, suggesting that introverted behavioral traits are inherently incongruent with EI competencies. There is scholarly evidence suggesting that introvert can have high EI but the way their competencies manifest differ from extroverts.

Aim: I discuss the defining characteristic of introverts and how they exhibit EI. I also explain how introverted behavior traits can be leveraged for personal and organizational benefit.

Materials and methods: I explain how to identify EI in introverts and how to nurture EI competencies in introverted populations to support personal and organizational goals. My assertions are based on peer-reviewed scholarly studies.

Results: Emotionally intelligent introverts can sense emotional states in other people as well as their own, which allows them to adapt their behaviors accordingly. Adaptive behaviors may manifest as characteristically extroverted, but the individual response to adaptive behaviors distinguishes introverts from their extroverted counterparts.

Conclusions: Although the characteristics of high EI are typically associated with extroverts, introverts also possess significant propensities for accurately reading and responding to emotions. Introverts can possess high EI, which can be leveraged for personal and organizational benefit.

Keywords: EI, introverts

Biography:

Dr. Hartberg has completed her PsyD in Organizational Psychology from University of the Rockies and has been doing neuropsychological testing for the Department of Veterans Affairs Healthcare System for over eight years. She supervises assessment training for doctoral interns and conducts educational didactics on the application of EI in psychological assessment. Last year she created a customized model of employee engagement specific to mid-level management at the VA which was fully implemented and currently functions as the guide for strategy development. Areas of research interest include employee engagement and the application of EI to specific workforce populations.

13. Workshop

“EMOTIONAL INTELLIGENCE AND THE ARTS”

John Pellitteri, Ph.D. - President & Co-founder, ISEI, Associate Professor, Queens College, City University of New York, USA

This workshop will introduce a model of representing emotional states through creative arts. The inherent connection between arts and emotions will be examined. Then a model of “aesthetic descriptors” will be presented as a means of experiencing and expressing emotions through creative art language. Research from studies on the Aesthetic Descriptors of Emotion Measure will be

presented. The application of this “Aesthetic Approach to Emotions (AAE)” for educational and clinical development will be considered.