# Emotional Intelligence

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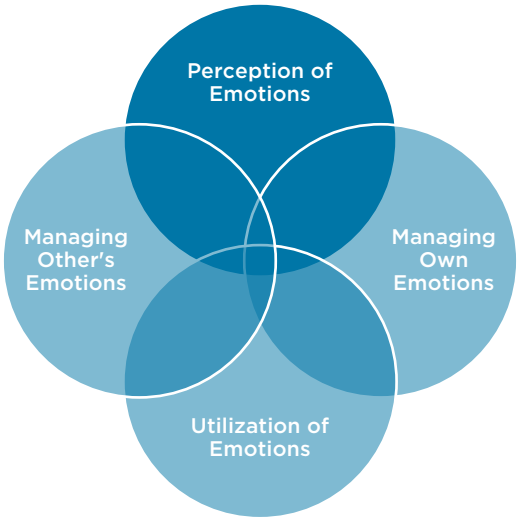
## Factor 1: Perception of Emotions

### Emotional Intelligence Factors in the Assessing Emotions Scale




**Source:** Shutte, N.S., Malouff, J Bhullar, N. (2009). The Assessing Emotions Scale. In C. Stough, D.H. Saklofske, & J.D.A Parker (Eds.) Assessing Emotional Intelligence (119-136) Springer. DOI 10.1007/978-0-387-88370-0

Factor 1: Perception of Emotions – Individuals who score high on this factor are 'empathic'. They are aware of their own emotions and can recognize the emotions of others based on non-verbal cues. They are aware of changes in their own, and others', emotions and able to understand why someone feels the way they do.

Factor descriptions were written by Denise Kay, PhD, September 2022 based on the item loading for each factor identified in Shutte, et al., 2009.

## Activity 1: Perception of Emotions – Identifying Emotions

Read This: What Are Emotion? Read what experts in Emotional Intelligence say about Emotions. Scroll down to the bottom of the page (on link) to see short interviews with experts.
https://www.6seconds.org/2000/06/25/what-are-emotions/

Which expert most aligns with your beliefs or assumptions about emotions? Why?

## Activity 2: Perception of Emotions – Naming Emotions

Experts have differing opinions about whether there are a given set of basic emotions, or what they should be called, or if they should be called anything. But it can be helpful to have a label that is associated with an 'experience'.

Read this: How are You Really Feeling Today? You will get more out of this experience (maybe feel pride? Joy? Accomplishment?) if you answer the questions presented on the linked webpage and check out the interactive Plutchik's Wheel of Emotions
https://www.6seconds.org/2019/09/05/illuminate-how-are-you-really-feeling-today/.

https://renewunow.org/files/HRSA/RenewU_Feelings_Wheel_handout.pdf

Has this piqued your interest? Do you have a little more time?
Listen to Dr. Joshua Feedman's on YouTube.
Notice threats and Opportunities: "What else am I feeling?" | Listen to yourself

sixseconds
THE EMOTIONAL INTELLIGENCE NETWORK

Both activities come from SixSeconds: The Emotional Intelligence Network. We encourage you to explore their website for additional resources on Emotional Intelligence.

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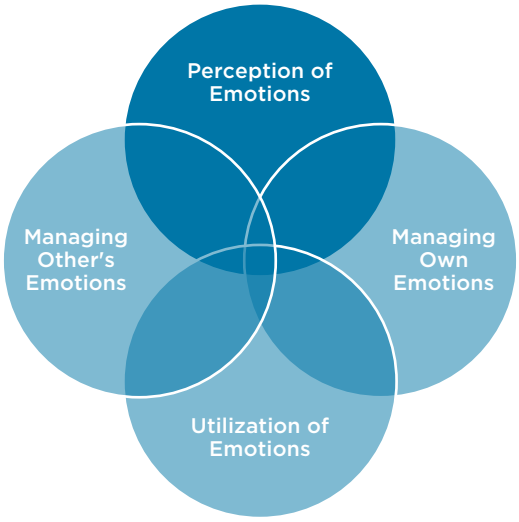
## Factor 2: Managing Own Emotions

### Emotional Intelligence Factors in the Assessing Emotions Scale

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**Factor 2: Managing Own Emotions – Individuals who score high on this factor are competent at controlling their emotions. They capitalize on positive emotions, seek situations that make them happy. When faced with obstacles, they expect to do well and to have good things happen to them and they use previous successes to stay motivated to overcome obstacles.**

**Factor descriptions were written by Denise Kay, PhD, September 2022 based on the item loading for each factor identified in Shutte, et al., 2009.**

**Activity 1: Watch/Listen to this**: ABC of Emotions: How to use the FEELINGS WHEEL to develop Emotional Literacy by Dr. Joshua Freedman. While the entire video is useful, if you only have a few minutes to spare, don't miss the Owners Manual for Emotions (7:38-19:14) to learn more about how to use the Feelings Wheel to understand your emotions and what they are telling you. ABC of Emotions: How to use the FEELINGS WHEEL to develop Emotional Literacy 🎨| episode 03

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# Emotional Intelligence

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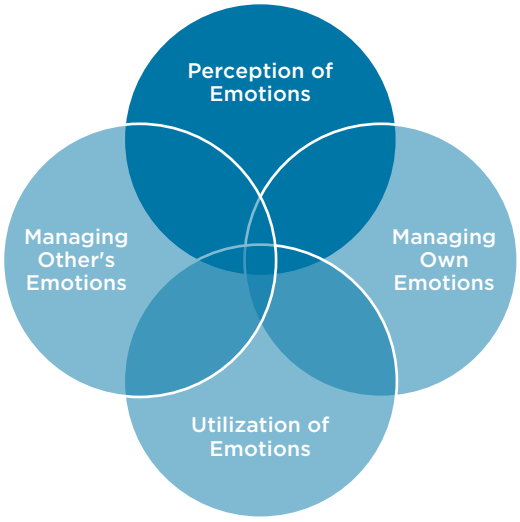
## Factor 3: Managing Other's Emotions

Emotional Intelligence Factors in the Assessing Emotions Scale

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## Assessing Emotions Scale, Factor Descriptions

Factor 3: Managing Other's Emotions – **Individuals who score high in this factor focus on other's feelings or how others experience them. They like to make a good impression, seek out opportunities that others will enjoy and comfortably praise other's success. They are comfortable talking about their own feelings and problems with others and, since people are likely to find empathic support from individuals with high scores in this factor, they are likely confidants for others.**

**Factor descriptions were written by Denise Kay, PhD, September 2022 based on the item loading for each factor identified in Shutte, et al., 2009.**

## Factor 3: Managing Other's Emotions

### Activity 1: Managing Other's Emotions - Understanding Empathy

**Introduction: Watch the videos**

It's Not About The Nail [Time: 1:41]
This short clip succinctly demonstrates the difference between a non-empathic versus an empathic response. But what is empathy…really? Watch this video

Brené Brown on Empathy [Time: 2:53]
In this video Brene Brown describes the elements of an empathetic response.

### Activity 2: Empathy and Social Interaction – Empathetic Responses

The underlying condition for empathy is social – empathy is not needed if 'others' aren't involved. Empathy is activated and expressed in social interaction, typically a conversation. For purposes of this exercise, we will consider empathy using the following assumptions:

- That the activation and expression of empathy requires a:
    - Sender – The person who is making a statement about themselves (explicitly or implicitly) that implicates an emotion (explicitly or implicitly expressed) of the sender.
    - Receiver – The person who is hearing the sender's statement
        - Potential receiver responses: There are many ways a receiver can respond to the sender's message but, for purposes of this exercise, we'll assume the underlying intent of the response is to be:
            - Well-meaning
            - Dismissive
            - Empathetic
        - The receiver's response to the sender, if any, can focus on many things but, for purposes of this exercise, let's limit the focus to the following:
            - Who is the receiver's response focusing on?
                - The sender
                - the receiver
                - someone else.
            - What is the receiver's response focusing on?
                - The sender's cognition (thoughts or perceptions) about the situation
                - The sender's feeling
            - When - The time period the receiver's response is focusing on
                - Past – Before now
                - Now
                - Future – After now

Key takeaway:
Empathic responses focus on the now, the sender and on the sender's feelings.

In the module below, you can explore different types of common responses to a sender's comment, consider the focus and intent of the response (i.e., Who, what, when) to determine if it is empathic.

Empathic response module:
https://renewunow.org/files/HRSA/Empathetic-Response/story.html

Source: This exercise was designed by Denise Kay based on a worksheet called Empathy Bingo, provided Courtney Ackerman, retrieved from https://positivepsychology.com/kindness-activities-empathy-worksheets/#empathy on 11/2/22.

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# Emotional Intelligence

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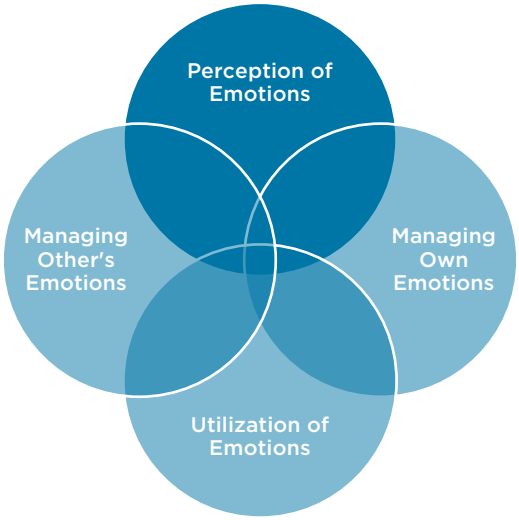
## Factor 4: Utilization of Emotions

### Emotional Intelligence Factors in the Assessing Emotions Scale

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## Assessing Emotions Scale, Factor Descriptions

**Factor 4: Utilization of Emotions –** Individuals who score high on this factor likely see a connection between changes in their mood and their ability to come up with new ideas and creatively solve problems. Their vision and perspective are guided by emotions and life events.

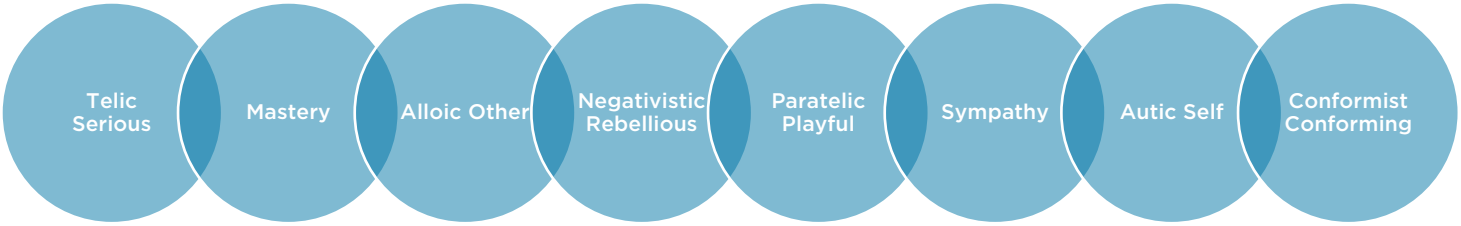
Factor descriptions were written by Denise Kay, PhD, September 2022 based on the item loading for each factor identified in Shutte, et al., 2009.

## Factor 4: Utilization of Emotions

### Activity 1: Utilization of Emotions – Reversal Theory

#### I. Reversal motivational styles

Dr. Michael Apter's Reversal Theory can be useful in understanding and using emotions. According to Dr. Apter, at any given time, we operate within a continuum of four pairs of motivational styles with only one style of the pair able to operate at a given time. While we can operate from either end of the continuum of pairs, we each have a dominant state, an individual bias toward one end or the other.




| Scale | State | Motivational Values | Motivational Values | State |
|---|---|---|---|---|
| Serious-Playful | Serious | Achievement, progress | Enjoyment, fun | Playful |
| | The goal is most important, and the means are chosen with interest in achieving the goal. People who operate more from this state thend to be the "planners", plan ahead and stick to the plan. | | Behavior and expereince are most important. Goals are simple a means to facilitating or enhancing a behavior. People who operate from this state value spontaneity. | |
| Conforming - Rebellious | Conforming | Fitting in, Adaptability | Release, Freedom | Rebellious |
| | Structure, rules and protocols are useful since they provide clarity as to expectation, guide decisions and structure behavior. There is a predictable consistency. | | Structure, rules and protocols are restrictive and confining. | |
| Mastery-Sympathy | Mastery | Power/Strenght, Control | Sympathy | Love, Care |
| | Transactions are viewed from the perspective of taking or giving up. | | Transactions are viewed from the perspective of giving or receiving from others. | |
| Self - Others | Self-Oriented | Individuation, Assertiveness | Others-Oriented | Transcendence, Altruism |
| | Self and others functions separately from each other, function independently. | | Self and others are connected. | |

## II. So what? What does reversal have to do with it?

Reversal Theory is based on several assumptions. According to the theory:

1. We each have a preferred motivational state. When we are in situations or contexts that align with our preferred motivational state – we tend to feel good. When we are in situations or contexts that are opposite of our preferred motivational state. - we tend to feel bad, especially if the situation is such that we are in that state for long periods of time.
2. No motivational state is superior to the other and every motivational state has value.
3. Motivationally rich environments optimize and support all the states.
4. A reversal is a switch from one side of a bidirectional motivational style pair to the other side of the pair (I.e - Other-oriented to self-oriented state) (Lafreniere, K.D., 1993).
5. Reversals occur as a result of three factors:
    - Contingent events: environmental or psychological situations that suggest a different action is required (I.e. one moves quickly from a playful to a serious state when a patient with a life-threatening injury enters the Emergency Department).
    - Frustration: When one isn't able to achieve a goal or expectations are not met in one state they will shift to the opposite state (I.e. when someone (a receiver) takes advantage of a person's generosity and willingness to help (a giver), such that the giver stops offering to help or places boundaries around what they are willing to do).
    - Satiation: A sort of motivational state fatigue, a reversal takes place when one is exposed to motivational state(s) over time. (I.e a health professional who's preferred states are sympathy and other oriented switches to a mastery and self-orientation).
6. There is disagreement as to whether reversals are unconscious or if one can consciously reverse states.

## III. How can you use reversal theory to manage emotional discomfort?

Consider the fit between the health care environment and one's preferred motivational states. We can assume, by nature of the services it provides and the people it serves, the Health Care Motivational Environment is:

- Serious - Goal-oriented: healing sick, addressing injury, easing pain
- Conforming - Numerous protocols, policies, routines, hierarchical, deadlines
- Other focused - Health professionals are expected to be selfless and to give to others over self
- Sympathy oriented - Giving and receiving from others


The Health Care Environment is thus Motivationally Rich for someone whose preferred motivational states are Serious, Conforming, Other and Sympathy focused. This person is likely to thrive and enjoy their work if there aren't environmental or psychological contingencies, frustration at not achieving expected results or goals, or satiation occurs.

But what if a health care provider's preferred motivational states don't totally align with all of those of the motivational environment? What if your preferences are more playful, rebellious, self and/or mastery oriented? Individuals with motivational mismatches can use reversal theory to understand themselves better, to bring clarity to situations that cause frustration or trigger short or long-term stress, anxiety or depression and better devise ways to address mismatches between their preferred motivational style and the environment/context they find themselves in.

## iv. Manipulating Motivational States: Five Ways to Induce a Motivational State

1. Direct Situational Change: This is one of the most obvious but not always the easiest approaches. Discover situations to activate your preferred motivational states. If your work does not provide a motivationally rich environment, try to find environments outside of work that can support and engage your preferred motivational states.
2. Special Display: Think of this as a concrete sight, sound, color or image that can induce a preferred feeling or state (I.e. playful motivation, playing sounds of the beach or having a picture of the beach in the office).
3. Daydream: Call up or create a mental image to give yourself a short-term, temporary reversal in an environment-- motivational style mismatch.
4. Reframing: Consider why you are in the specific environment or situation. There may be a mismatch between your environment and your preferred states because of situations beyond your control (single working mother) or to achieve a specified goal (a student). Reminding yourself of why you are in the current situation and how it fits with your short-term or long-term goals (to provide for my child or to finish a degree) can prompt a reversal. However, if there is a significant long-term mismatch, this is not the best method.

5. **Simulation:** This equates to 'acting as if' you are in the motivational state that the environment/context requires. This is easy if there is reasonable alignment between your preferred states and the environment/context. However, it is not an effective long-term solution if there is a strong mismatch that requires you to be 'acting as if' since it is inauthentic to your preferred motivational states.

## v. Summary

According to reversal theory, we each operate with a bias towards one of eight motivational states. We will be most comfortable and productive if we are in a motivationally rich environment (an environment that aligns with our preferred motivational states). Operating long-term or in intense environment/context where there is a mismatch between our preferred motivational states will lead to emotional discomfort and likely compromise motivation. Principles of reversal theory can be used to strategize the personal and professional relationships, contexts and environments you choose to expose yourself to.

For the short-term, principles of reversal theory can be used to recognize or identify:

- When you are in a motivationally rich environment
- When you experience emotional discomfort and if it is related to a mismatch between the demands, environment or context and your preferred states.
- How you can manipulate your own motivational state to help you navigate the current demand or situation.

**Source:**

Apter, M.J. (1984). Reversal theory and personality: a review. Journal of Research in Personality, 18, 265-288.

Apter, M.J. Personality Dynamics: Key Concepts in Reversal Theory (PDF). Loughborough: Apter International. ISBN 0-9545045-2-6. OCLC 773192789. Archived from the original (PDF) on 2019-08-19.

Apter, M.J. (2001). Reversal theory as a set of propositions. In Motivational Styles in Everyday Life: A Guide to Reversal Theory. (Ed. Michael Apter). American Psychological Association. http://dx.doi.org/10.1037/10427-002.

Lafreniere, K.D. (1993). Reversal Theory: An Introduction. Patient Education and Counseling, 22:2, 63–71, https://doi.org/10.1016/0738-3991(93)90002-E.

Activities were curated and/or written by Denise Kay, PhD, September 2022 based on the item loading for each factor identified in Shutte, et al., 2009.

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