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## Thinking Skill of Emotional Intelligence Education Programme

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### 1. Introduction

Human being is the one that can express his feelings and thoughts which result in behaviour verbally. Emotions have effect that can influence all of one's behaviour at each stage of his life. For long time, it is seen that within the studies concerning intelligence, emotions have not been taken into consideration. However, recently the impact of emotions upon intelligence and behaviour is begun to be discussed with the emerge of the term emotional intelligence. Because the expression "many of the skills that we use in our lives arise from our emotions and thoughts." has become a widely accepted one. As well as the intellectual intelligence, emotional intelligence is also important in order for an individual to reach the desired results and lead a fruitful life (Yavuz,2002).

For researchers, the non-cognitive side of the intelligence is also important and before 1940s intelligence was divided into two as cognitive and non-cognitive elements. Non-cognitive elements indicate the affection(tenderness), personality and social factors (Cherniss, 2000; Ülgen,1995; Gürün, 1991; Brockert & Braun, 2000). Additionally, the personality of the individual and the skills have significant effect upon his behaviour. In relation to this, it is known that emotions effect the personality and the skills (Ackerman & Haggstad, 1997; Salovey&Sluyter, 1997).

The term emotional intelligence primarily focuses on the intelligence potential that reflects from the emotional results in daily life. For most healthy individual, emotions give information about human relations. For instance, responses that arise from emotions like fear and happiness and the view of the relations of the individual with the others help to form emotional laws and emotional generalizations. These general rules help to understand and identify reason of the emotions. Apart from identifying simple emotions, in order to understand emotional intelligence, it is needed to understand the cultural surrounding of the individual (Salovey&Sluyter, 1997).

Understanding the cultural surrounding of the individual will help us to understand how their emotional intelligence work. Firstly, the emotional schemes that cultural environment has created will activate their intellectual functions with the emotions that the individual has.

Emotions take place at the second half of the intellectual functions. The term that is tried to be identified with emotions include the whole of the emotions, emotion situations,

evaluations and other emotion expressions. As a result, the identifications of emotional intelligence need to be the ones that associate intelligence and emotion (Mayer et al., 2000). One of the reasons of the intelligence and emotion association is that they both take place in intellectual functions. The schemes that take place in mind and are still being formed function with emotions and construct a basis for our behaviour.

When emotions activate the schemes, they form a special potential. Emotions and thoughts are the parts and parcels of the same operation. A thought activates an emotion and thus emotions direct thoughts (Brockert & Braun, 2000; Damasio, 1999; Ortony et al., 1998).

Emotions effect the individual in many ways. Not only emotions effect the individual, but they also effect the community that the individual lives. As well as the same emotions effect the individuals in different ways, different emotions may cause different emotions upon the same individual. These effects both influence the physical and phenomenological periods. Especially, it effects the memory, thinking, and imagining skills. Perception periods that are effected by emotions are in proportion with cognitive periods. For instance, an angry person just has angry thoughts. Our behaviour is shaped in relation to the organized thoughts and basic perception. At the basis of the emotional reactions there underlie an object or a situation (Izard, 1989).

Emotions improve our adaptation skills to the basic living skills. Basic living skills can be explained as achieving, losing, disappointment. Some general rules (elements) of living skills are made up of emotions. Though, emotions show individual and cultural differences, they are observable phenomenon based upon social learning (Ekman & Davidson, 1994).

In emotional intelligence development, in limited sensation, the usage and the direction of emotions concepts take place. External behaviour like posture, mimic, voice, muscle movements, and etc. can be observed by other people. Behaviour forms that come out as a result of emotions also show the emotional intelligence level of the individual.

Thorndike's "Social Intelligence" and Gardner's "Multiple Intelligence" studies can be placed within the researches that make up the concept of Emotional Intelligence. Salovey and Mayer used the term "Emotional Intelligence" for the first time. Salovey and Mayer (1990) explained emotional intelligence as evaluating the individual's own emotions and others and the ability to use this information effectively. Bar-on (1996) explained it as the individual's whole emotional, personal, and social abilities. Later, Mayer, Salovey and Caruso (2000) explained emotional intelligence as realizing the emotions, realizing the relations that underlie the emotions, perceiving, ordering, managing the emotions in interpersonal relations, reasoning and problem solving. As it is seen, the other term is based on the usage of the emotions to develop the cognitive activities.

Goleman (1996) explained emotional intelligence as "understanding his own and others' feelings, distinguishing feelings, thinking about these emotions and using them as information for acting". Emotional intelligence can be identified as "auto-control, enthusiasm and constancy and the ability to motivate himself." In this explanation it is concentrated on motivational specialities like constancy and enthusiasm rather than emotion.

Also, the researches show that emotional and social skills support the development of the cognitive functions of the emotional and social skills. One of the kind of emotional

intelligence keeping stress under control and directing emotions are also significant for success.

While emotional intelligence make decisions within life, it also includes the knowing and the usage of the emotions in terms of the individual. Emotional intelligence show itself as on the way to the individual's targets, controlling reactions, directing emotions under stress, and motivating himself towards positive and hopeful thinking. At the same time, emotional intelligence is a kind of social skills which forms the relations with the other individuals, directs the emotions in the relations, and serves basis for directing and perceiving emotions in relations (Oneil, 1996). Emotional intelligence is the emotional needs, drives, and true values of a person and guides all overt behavior. A person's interests tell you what a person likes to do. A person's mental and physical skills tell you what a person can do. However, a person's emotional intelligence determines what they do and will do ( Simmons & Simmons, 1997). Emotional intelligence is a container term which encloses a series of skills one learns more or less intuitively (Merlevede; Bridoux & Vandamme, 2001).

This huge frame changes in individual differences and sex. The differences of emotional intelligence from IQ are that it can be teachable and learnable, also the skills that are apart from sole cognitive abilities and the abilities that just can complete it. Generally, cognitive abilities do not change after infancy period ends. While our emotional intelligence level is not genetically inherited, its development does not happen just at the first infancy periods (Goleman, 1999).

All the elements that form emotional intelligence have strengthening abilities for emotional intelligence with the others. They are lining up hierarchically and each step is bound to the other step. These four building stones are:

1. The ability to comprehending, commenting and identifying the emotion fully and precisely.
2. The ability to identify and produce the right emotion for the existing situation and to have the emotion control that will help to understand the emotions of himself and the others.
3. The ability to understand the emotions and the information that comes from the emotions.
4. The ability to arrange the emotions towards emotional and intellectual development as impulsive force (Weisinger, 1998).

As stated above emotional intelligence is explained with four dimensions:

The first dimension of the emotional intelligence starts with expressing and perceiving the emotions. Without this dimension, it is not possible to talk about emotional intelligence. Perception of the emotion concerns decoding, searching and recording the code of the emotional messages like facial expression and voice. The second dimension of the emotional intelligence is about the usage of emotions in cognitive activities. Emotions are the complex structures of psychological, experimental, cognitive and motivational substructures. Entering the emotions and both of the cognitive systems compose cognitive emotions. For instance, one thinks "I am sorry now." and this is a cognitive structure. The feeling of being sorry is the emotional side. This dimension focuses on how emotions effect cognitive system. Emotions are especially effective in problem solving, deciding, and creativity

periods. Of course, cognitive structure can be interrupted by emotions, as it is in worry and fear. However, emotions may give priority to cognitive system to direct emotions to the important and also emotional state can be an incentive force to focus on the subject. Emotions change the cognitive structures. If the individual is happy s/he thinks positive, however if s/he is sad, s/he thinks negative. This changing power in cognitive system is because of different perspectives.

The third dimension is understanding emotions. At this level, the basic structure is to identify the emotion words and the relations among them. Individual emotional intelligence is the skill that identifies the terms which arranges emotion expression terms and groups. Results are gathered as a result of the relations of these terms. This is very significant. For example, if provocative stimulant is eliminated, some emotions like boredom and anger can manipulate us. The individual can get to know the emotions that directs him. He can get to know the meaning of the emotions, which of them come together, and their repeating periods. The capacity of understanding emotions is a significant part of human nature and interpersonal relations. Realizing his own feelings help the individual to perceive others' emotions in an emphatic way. Empathy is directing rather than imitating emotional bound and sharing belief and ideas .

The fourth dimension directing is used as arranging emotions from time to time. Though this fourth dimension is seen as a probable result of these four stages, it works as a director at the optimal level of emotion arrangement. Similarly, when another individual express his feelings or these feelings are perceived, though the others' feelings are in charge it adds little in arranging the feelings. The techniques of arranging other individuals' feelings have boundaries and these boundaries show individual differences. There is also an assumption that physical exercises are influential in arranging the relation between the individual's emotion state and and the others' emotion states.

Generally, a successful emotion arrangement method includes energy consumption which is because of active emotion situation manipulation that can make out a whole relief, stress manipulation, cognitive effort and bad mood. The centre of the individual's emotion arrangement is made up by the individual's direction and reflection of his own feelings and releasement of these feelings (Salovey et al., 2000). In emotional intelligence approaches, there are two models. The first model is the "ability model". It is based on the assumption that the emotions work as a determiner on relations. The model of Mayer and Salovey is an ability model. The second model is the Mix Model. This model includes intelligence definitions like social skills, personality specialities, and the abilities like behaviour. Goleman's Bar-on Model is a sample of Mix Model. At the same time, there are models similar to mix model and include the behaviour related to emotions, moreover there are models similar to intelligence-trait approach and emotional intelligence-ability models that include cognitive abilities related to intelligence. Though emotional intelligence models seem different, they have some similarities. For example; Salovey and Mayer's "reception of emotions" dimension is similar to Bar-on's "Emotional Awareness". The difference between Trait EI and Ability EI is their measurement. While Trait EI is related to behavioural tendencies and self perceived abilities, Ability EI is related to psychometric intelligence. In other words, Trait EI is handled with personality specialities, Ability EI is handled with cognitive abilities (Mayer; Roberts & Barsade, 2008).

Mayer and Salovey (1997) evaluated emotional intelligence model with four subheadings. These are: Perceiving and expressing the emotions, internalizing the emotions within thoughts, understanding and analyzing the emotions, ordering the emotions with thought. It focuses on emotional skills that can be developed through learning and experience (Lopes; Salovey&Straus, 2003). This conceptualization of Emotional Intelligence has been referred to as "Ability EI" (Warwick & Nettelbeck, 2004). Then, with Caruso (2004), they explained emotional intelligence with skill model which has four subheadings. First level is EQ skills, perception of emotions and evaluation. Second level is EQ skills, analysis of basic emotional expressions in mind. Third level is QE skills, understanding emotions, deducing from them and managing the emotions of others. Bar-on (2006) model is a mixed model which is the organization of personal, emotional, social, ability and skills. This model is divided into five subheadings as personal, interpersonal, adaptation, stress management, and general mood. The third approach to EI is often referred to as a Mixed Model approach because of the mixed qualities that such models target. Mixed model is a theoretical approach that equates diverse psychological traits, abilities, styles, and other characteristics to EI. Specific-Ability approaches to emotional intelligence is related to the individual's mental capacity and deals with the basic skills of emotional intelligence. E.g; how emotional information is used in thinking. These are considered; nonverbal perception, evaluation of emotions, labelling, managing language and emotions. What is meant by understanding emotions is how the individual defines his and the others' emotions. Managing the emotions is another skill that takes place in this approach. The integrative -model approaches focus on the universal and cohesive abilities of the individual. The specialities that take place within this approach happen within early childhood of the individual and this is a common point (Mayer; Roberts & Barsade, 2008).

Emotional intelligence is the basis of emotional abilities and these abilities are in relation with emotional intelligence. Yeşilyaprak (2001) states that emotional intelligence is the ability of the individual to use his feelings smartly, sensitively, beneficial and wisely. The concept emotional intelligence is identified under five headings.

1. Self-conscious: the ability to notice an emotion while it is being formed.
2. Controlling the emotions: the ability to control the emotions in an acceptable way.
3. Activating himself/herself: gathering the emotions around an aim, paying attention, activating himself or herself and controlling himself or herself.
4. Understanding others emotions: the ability of empathy in a general sense.
5. Continuing the relations: the ability to control others' emotions (Goleman, 1996).

The usage of emotion information is a helpful element in identifying an individual's intelligence. Nevertheless, the traditional school curriculum do not include neither intelligence researches nor systematic researches. As a result of these views, it is widely seen that emotional intelligence is a learnable and improvable type of intelligence. As a result, Thinking Skill of Emotional Intelligence Education Programme is developed and it is aimed to search the effect of this programme on the individuals' emotional intelligence levels.

There are scientific journals that inform about the education to improve individuals' emotional intelligence and its fruitful results. The skills concerning emotional intelligence are the skills that are related to realizing emotions, expressing emotions, directing emotions,

motivating himself and controlling relations. Emotional intelligence skills can be acquired through living and through improving behaviour in learning process.

Thinking Skill of Emotional Intelligence Education Programme is a mixed model of intrapersonal and interpersonal skills. Intrapersonal skills are realizing one's his/her own feelings and the ability to express them. Interpersonal skills are realizing others' emotions and thoughts and using them for beneficial purposes. Educational model is made up of five dimensions. These five dimensions can be explained as;

1. Being aware of the emotions: It is the skill of understanding one's own feelings, being aware of the emotions, getting to know himself, getting to know the other individual and his feelings, expressing the emotions verbally and via body language, and linking the emotions and thoughts.
2. Directing the emotions: Realizing the emotion that underlies the emergent emotion, and the ability to show the appropriate feeling.
3. Motivating himself: Discovering the emotions that will motivate himself, not letting the emotions prevent himself and the ability to put up with stress.
4. Empathy: Understanding the others' emotions and thoughts, transferring the understood thoughts, and the ability to show the appropriate emotion.
5. Controlling the Relations: Realizing the relations of himself, and the emotional outcomes can effect his relationships, and the skill of evaluating the relationships.

## 2. The application of thinking skill of emotional intelligence

Education Model is prepared considering Philip Burnard's "Interpersonal Skills Training" book, Martin Orridge's "75 Ways to Liven Up Your Training", Debbie Pincus's "Manner Matter Activities to Teach Young People Social Skills", Seymour Epstein's "Constructive Thinking", Schilling and Palomores's "50 Activities for Teaching Emotional Intelligence", Mehmet E. Saridoğan's "The Effect of Florida Human Relations Skills Model on anxiety, loneliness, entreprising, opening himself, and empathic skills Level" and Seher Balcı's doctoral thesis "The Effect of Counselling Skills Education on University Students' Communication Skills Level". Thinking Skill of Emotional Intelligence Education Programme curricula, the rules to be obeyed, and the procedure are going to be presented.

Manner Matter is an activity book that offers students creative, imaginative ways to explore what manners are and are not, why they matter and how to use manners to get more from life. The book is divided into nine chapters such as getting to know one another, polite words and greetings, more mannerly ways. These parts are handled in a humorous way and at the end of each activity the attendants are asked open-ended questions about their ideas and insights, and the results are discussed. During the preparation of education programme, it is seen that the attendants can develop social awareness skills and they can also increase the number of sharings with the help of this book. "Interpersonal Skills Training" book is written as a sourcebook for participants to develop their interpersonal skills. The book has two parts. The first part of the book offers a theoretical context. It deals with issues such as: What are interpersonal skills?, What sort of training methods are available?. This part serves as a theoretical basis for the education programme. The second part of the book includes the activities. The education programme is inspired by the activities like "simple listening", "saying no". Doctoral thesis of Seher Balcı "The Effect of Counselling Skills Education on

University Students' Communication Skills Level" focuses on effective listening and effective responding. These skills are asking appropriate questions, summarizing, paraphrasing, responding with key words, defining the behaviour, words and emotions of the other person and reflecting them, controlling whether they have understood or not, and responding effectively. Mehmet E. Sarıdoğan's "The Effect of Florida Human Relations Skills Model on anxiety, loneliness, entreprising, opening himself, and empathic skills Level" study is designed to help the individuals to be successful in human relations. This study, especially, adds much about identifying empathy expressions, showing empathy, understanding what opening oneself is, comprehending the positive results of opening oneself and expressing oneself. Martin Orridge's "75 Ways to Live Up Your Training" and Schilling and Palomares's "50 Activities for Teaching Emotional Intelligence" include the activities concerning human relations and the ones related to emotional intelligence skills. These activities inspired the activities in the education programme.

The sources which were examined in order to determine the objectives of education and preparation of the programme have been influential in generating the activities that take place in educational curriculum. It is started to identify the gathered data, comprehend the data, in other words, each level of education is named. 1. The relationship of the individual with himself/herself 2. The relationship of the individual with the others 3. The activities that will make them like the parts number 1 and 2. First part is divided into subheadings as realizing the emotions, managing the emotions and motivating himself/herself, the relationship of the individual with the others is identified as empathy and controlling the relations. The references that are stated above are used in generating activities which aim the steps of these two objectives.

## 2.1 The aims of thinking skill of emotional intelligence education

The development of the emotional intelligence is bound to many conditions. This development is observed within the process step by step. There is no connection that not developed emotional intelligence skills cause problems in interpersonal relations. However, emotional intelligence skills have great role over realizing the individual's his/her own feelings, expressing his/her emotions, feeling empathy, and controlling relations. This means that; the sooner the awareness is settled, the more effective the risk of the interpersonal and intrapersonal problems can be prevented. Emotional intelligence skills education targets which are aimed to be acquired by individuals in education sessions and the activities that are going to be performed in these sessions are presented below.

### 1. Being aware of the emotions

In order to help individuals to be aware of the emotions;

- Helping to be aware of the emotions;
- Helping to discover the emotions;
- Helping individuals to get to know themselves;
- Noticing the individual and being aware of the emotions about him/her;
- Expressing the emotions verbally and with body language;
- Viewing his/her own emotions;
- Relating the individuals' emotions and thoughts and help them to express;

- Helping the individuals to get to know their emotions about their bodies;
2. Directing the Emotions

In order to fulfill this;

- Knowing the emotions;
  - Reaching the be felt emotion, not the visible one;
  - Reacting appropriately in appropriate situation;
3. Motivating Himself

About the motivation of the individual himself;

- Helping them to discover the emotions that will help them to motivate themselves;
  - Not letting emotions prevent their actions in any kind of situation;
  - Confermenting themselves morally in any kind of situation:
4. Empathy
    - Improving the skills of listening the individual with sincerity and empathy;
    - Thinking like the other individual;
    - Understanding the feelings of the other individual;
    - Re-delivering the understood emotions to the other individual;
  5. Controlling the Relations

About individuals' control over relations;

- All the relations need to be evaluated;
- The relations can be shaped with the evaluations;
- Comprehending that emotions and reactions control our relations.

## 2.2 The rules to be obeyed during session

The trainer informs the attendants about the requirements during the practition of the education programme process. These headings are emphasized:

1. Thinking Skill of Emotional Intelligence Education will take 1 and half hour, be once a week and last 12 weeks;
2. All the members should attend sessions properly;
3. During the activities, all the members should attend carefully and actively;
4. At the end of the activities, the members in education group should tell about their emotions and thoughts easily;
5. After the activity process, members should listen to each other respectfully;
6. At the end of the activities, all the members that attend will sit at the same level to see each other and this situation will be agreed.

Each education session is linked to the other session. Because of that it is important to continue the session. Also, the attendants benefit from the information transfer, development of the socializing techniques, learning within individuals by being active in the group. They see that they are not alone, and find the opportunity to share the emotions and ideas in common. There is an equality. With the help of this, the individual experiences the life, realizes, changes and make somebody change it. "Doing together" and "Feeling together" experience help the effectiveness of the education.

### 2.3 Procedure path

In Thinking Skill of Emotional Intelligence Education, the basis of emotional intelligence is considered. Some important points of this approach are stated below.

- Human nature cannot be understood by abstracting the power of emotions.
- Each emotion in our emotional repertoire has original role.
- Individuals have two kinds of intelligence, one thinks and the other feels. These two completely different comprehension style are in touch with each other to form our intellectual life.
- Emotion adds much to the processing of the rational intelligence, rational intelligence shapes the emotional data and sometimes refuses.
- Each emotion prepares us to act, each of them helps us to put of with the difficulties that are repeated in human life.
- The basis of the emotional intelligence is the individual's being aware of his/her own emotions. (Self-conscious)
- Emotional intelligence is identified as; activating himself/herself, going on in spite of obstacles, controlling the impulses and delaying the satisfaction, arranging the mood, not letting boredom prevent thinking, showing empathy, and being hopeful.

The researcher , considering these scientific facts, can start applying the Thinking Skill of Emotional Intelligence Education.

#### First Session

In this session, informing grouping members and helping them get to know each other are planned.

**Aim:** Informing the group members about the process and and making the members in education group get to know each other.

**Environment:** The chairs are placed in circle to make the members see each other easily. Chairs do not touch each other and limit the individuals' movements. In order to use for information presentation there is a board.

**Procedure:** As mentioned in individual interviews beforehand, education group will meet at the same place, same hour and same sitting order, and if needed the activities in sessions can be recorded are expressed and the session starts. In the first session, the strategies that are going to be made use of are told to the individuals. This kind of information is very useful for the individuals that will attend a session for the first time. At this stage, the aim of education, rules, the responsibilities and the utilization of the individuals are explained.

#### Second Session

In this session, Thinking Skill of Emotional Intelligence, there are activities to underline "Being Aware of the Emotions" and improving awareness.

#### Being aware of the Emotions

The ability to understand the emotions as soon as they come out is the basis of emotional intelligence. Feeling angry to someone and noticing that s/he is angry and saying "I am

feeling angry now.” are different things. Being aware of the emotions is a conscious state that serves base for improvement of another emotion conscious (Konrad & Hendl, 2001). Actually, all the emotions are impulse for us to move. The ability to be aware of the emotions is a must for psychological intuition and understanding own oneself. It is self-conscious that the individual is aware of what happens in his/her mental world. The mind which has consciousness towards itself, observes and investigates emotions and what has been lived. Self-conscious is not a type of attention mood that is vulnerable to be dispersed by an exaggerated reaction to the intensity of emotions and exaggerating what is perceived. Unlike, it is an objective situation even in hard emotions.

**Aim:** To discover being aware of the emotions.

**Procedure:** Group members sit in pairs by facing each other. Firstly, each member identifies two or three things as stated below. “I notice that you are sitting opposite of me. I see your face and smile. That you have brown eyes and blonde hair but with brown waves attract my attention. You are sitting on a very old chair there are some pattern on the carpet underneath your chair...”

All the attendants do the same. The aim of this exercise is to notice as much as possible in five-minute time. After five minutes they change their roles and they do the same.

Finally, the attendants are encouraged to talk about their near future plans. Like holidays, weekend holidays, social events. The session is ended with encouraging the attendants to do this practice in their own lives.

### Third Session

After talking about the observation of the previous session, the activities concerning the attitude and skills on “Expressing Emotions” take place.

#### Expressing Emotions

The people who are always in the mood of perceiving himself notice their own emotions as soon as they come out. This gives them the chance to act in the most appropriate way, controlling the emotions and use effectively. What do I feel now? Which emotions does this situation stimulate? the answers given to these questions are the determinant of how the emotions are expressed. When the emotions are told, they become owned. Individuals send emotional signals to the other people and these signals influence others (Goleman, 1996). Telling the emotions is the most significant part of satisfying the needs. The words that describes emotions like happy, excited, sad, worried, anxious, etc. is related to the emotions. The physiological identification of emotional state becomes a part of daily life vocabulary and this is very important in expressing how strong it is felt. Diagnosing the emotions and transmitting them is the most significant part of communication and a side of emotional control (Shapiro, 1997).

**Aim:** Expressing the individual’s true emotions

**Procedure:** The group leader directs the session to talk about “Expressing Emotions”. The individuals are encouraged to discuss these questions:

- Generally, which emotions can you express easily?
- What is the easiness of expressing these emotions to another person?

- Which emotions do you express hardly?

With the help of these, the discussion is directed from general to special and individual. Everybody joins the discussion. A relax and easy atmosphere is created. The reason for this is that if there is hard and emotional atmosphere, the individuals may think to stay away from discussion. Individuals investigate their emotions with discussion technique.

#### Fourth Session

After sharing ideas about the third session, “expressing ideas” is emphasized, in this session “manipulating the ideas” is presented.

#### Manipulating the Ideas

Keeping the the emotions under control can be viewed as a recipe of living comfortably in terms of emotion. Very powerful emotions can spoil the balance of the human. Also, just feeling one emotion is harmful,too. Good and bad moods, as long as they are in balance, are the most important elements of human life

Anger is the most outstanding emotion which is hardly manipulated. When people are angry, they have some extreme behaviour, and they become sorry for what they have done. Acting with emotions has three dimensions.

- Uncontrolling
- Extreme and powerful control
- Moderate control

In order to get along with other people, manipulating the emotions is very important. What is important is to find a beneficial and moderate control over the emotions. (Konrad&Hendl, 2001).

**Aim:** Expressing the emotions through manipulating.

**Procedure:** People hardly say no. throughout this activity, this problem is handled. The members in the group sit in pair facing each other. Then, one of the members become “yes” man and the other one becomes the “no” man. The pairs sit on yes and no chairs.

By keeping their quietness and by not keeping their quietness in a variety of situation, they make use of yes and no. It is aimed to discover which yes and no is hard to say.

This “yes” and “no” study takes approximately ten minutes during activity. Then, the process (what is felt while doing) and the content (what is talked about while doing) are discussed. This discussion is carried out with daily life examples.

#### Fifth Session

In the fourth session , the ideas about the previous session were presented and a similar study is planned to support the study on manipulating the emotions.

**Aim:** To help manipulating emotions animation study will be carried out.

**Procedure:** What is going to be acted is decided beforehand. Two volunteers are invited. One of the individuals is asked about the emotions when s/he could not manipulate his/he emotions. The told situation is acted in two parts. The other attendants make suggestions to

the acting attendant on how to manipulate the emotions. In the second part, they act considering the suggestions of the other members. The ideas about the performance of the members are received. With this activity, the behaviour of telling and doing the things that they cannot do and tell in real life.

What is important for the researcher is to share in this session. Sharing has an important function. Sharing shows the universality of certain emotions, and sharing shows us that an event does not only happen in our own life. During sharing, some members talk about their personal life, there is a chance of catharsis and insight can be viewed (Dökmen, 1995).

### **Sixth Session**

In this session, about the previous session are shared and an activity is planned about manipulating and a closely related item motivating “himself/herself”.

#### **Motivating Himself/Herself**

The ones who motivate themselves have the desire to face and overcome the obstacles. Motivating himself is needed for gathering emotions for an aim, paying attention, controlling himself and creativity.

The control of stimulation, delaying satisfaction, arranging the emotion situation to help thinking but not preventing it, persevering, making effort, trying again when there is a problem or handling more effectively show the manipulating force of the emotion.

**Aim:** To observe the motivating of the attendants themselves while they are doing anything.

**Procedure:** The researcher requires the attendants to sit at a table or take an object with a smooth surface(e.g. a book)each attendant is given a matchstick and required to put them into an order on the table or the surface. The attendants are also required to form four equilateral triangle without breaking these six matchsticks. At the end, there should not be anything except for equilateral triangles. Time is thirty minutes.

At the end of thirty minutes the activity is discussed. During the activity, the individuals will get bored and leave and some of them will continue constantly.

### **Seventh Session**

After discussing the ideas of the previous session, three skills are tried to be handled altogether. These are realizing the emotions, expressing the emotions and intrinsic motivation.

**Aim:** To enable the attendants to realize and express their own emotions fully and to develop intrinsic motivation.

**Procedure:** The researcher requires the attendants to develop an “emotion dictionary”. Papers and pencils are given to the attendants. They are required to write emotion words they can find in ten-minute time. At the end of the given time, the attendants read the words they have written aloud and the papers are taken back. The common emotion words are eliminated, and the rest is listed on the board. Thus, an “emotion dictionary” is composed with the words that the attendants find.

The researcher tries to make the attendants imitate the words in the dictionary by facial expression, gesture, mimics, and behaviour. In this activity, the researcher tries to provide extrinsic motivation by saying “ we can find more emotion words.” Or “tell me the emotion word of this behaviour.” It is aimed to keep the “we can find.” idea alive and make the intrinsic motivation work.

### **Eighth Session**

After discussing the views about the previous session, it is planned to inform about the significant part of the intelligence “empathy”.

#### **Empathy**

Empathy is putting oneself in other people’s shoes and understand his/her emotions and thoughts. The ones who have strong ability for empathy are less prone to aggression and more prone to social behaviour like helping, sharing.

Empathy is not an activity that is only beneficial to the one who is shown empathy. Empathy is also important for the one who shows empathy. The ones who have high empathic skills and aptitude and help people , are most likely to be loved by others (Dökmen, 1994).

**Aim:** To direct the attendants to put themselves in other people’s shoes and think about the empathy skill.

**Procedure:** This activity is made up of two steps. In the first step, the group is informed about empathy. In the second step, the researcher delivers a piece of paper to each attendant and requires them to write an event as a title they have lived before. These papers are gathered and are put in a bag. The attendants choose papers of the event titles on which their names are not written. Each of them reads the paper and try to guess what s/he may have felt. After telling the ideas, whether the feedbacks are appropriate to the other attendant or not.

Showing empathy supports understanding and being understood emotions ideas are emphasized.

### **Ninth Session**

Based on the empathy study in the eighth session, a similar study will be carried out to develop empathy skill in this session. Because empathy is a comprehensive skill and the thought that it cannot be acquired in two session time, it is aimed to direct the skill of empathic thinking.

**Aim:** To enable the attendants to realize one another’s emotions and develop empathic thought.

**Procedure:** Group members sit in pairs facing each other. The researcher requires the pairs to talk silently, in order not to make the others hear what they say, with each other for the first six minutes of the ten-minute time. The other member tries to understand his emotions and show empathy. There will be no speech during the rest of the time and each attendant try to guess the emotions and thoughts of the other member. Then, the roles will be changed. At the end of the time, everything will be changed into group order and be discussed.

Firstly, the researcher asks what they have told each other and “what is felt?” thus the process is revised.

### **Tenth Session**

After sharing the comments about the previous session, as it is needed to evaluate the relations of both daily life and the education programme, some activities are planned to develop the skills of controlling the relations for individuals, attendants.

#### **Controlling the Relations**

Reading the social and emotional signs, listening, resisting negative effects, viewing from other people’s point of view, understanding which behaviour is acceptable in which situation are the abilities that have roles in interpersonal relations.

When the individual comprehends what s/he feels and starts to put up with emotions, it will be possible to understand others’ emotions. Each person feels and thinks in a different way. For that reason, the messages that the other people send have great significance. Interpersonal relations are the basis of the society. Especially, the most of the problems of the individuals are the results of the emotions that are not expressed and misunderstanding of these emotions.

Communication is the criteria in interpersonal relations. By analyzing the individual relations, the relations with other people and their relations with him/her can be detected consciously (Jongeward&James, 1993).

**Aim:** to enable the attendants to say what s/he thinks about the other one at certain times directly and expression of the emotions is emphasized.

**Procedure:** The attendants sit in pairs facing each other. Each attendant tells his/her thoughts about the other attendant and his relations directly in five-minute time. Then, the roles are changed. The researcher gathers the attendants and requires them to tell what they have felt about their relations as a result of this activity.

Then the researcher invites all of the attendants to consider the relations in their real life.

### **Eleventh Session**

After discussing the opinions about the previous session, a similar study is planned to evaluate relations based on the study of controlling relations.

**Aim:** To encourage the attendants to evaluate their group work experience.

**Procedure:** the attendants are required to wait silently and note their reactions within the group. After five minutes, they share their ideas with the group. Each attendants’ relation with the group and whether they attend the study or not are discussed. The researcher has attended the study and shared his/her ideas. This activity is a need for a subjective evaluation process.

The attendants in the group evaluate what they feel for each other and for themselves.

### **Twelfth Session**

After discussing the ideas about the previous sessions, an activity is planned to fulfill their desires about this education activity and to complete the missing items by concentrating on the acquired skills.

## Evaluation

An evaluation of the education is done with the attendants in this session. "What did they hope?" and "What did they see?" and "what is missing and what are their suggestions?" questions are asked. With the questions similar to these, all the activities are shared that are done during these twelve sessions.

It is aimed to teach the techniques that they are going to use in the education period and improve their emotional intelligence levels of the individuals who attend the Thinking Skill of Emotional Intelligence Education. The techniques like noticing the individuals' own emotions, expressing their opinions, motivation themselves, evaluating the relations and empathy are in the centre of this frame programme.

Thinking Skill of Emotional Intelligence Education is carried out in two different thesis studies on mother and university students proved to be effective. In the first study performed by Yılmaz (2002) the influence on emotional intelligence thoughts is examined. A pretest, posttest model with a control group as study design was used and 10 individuals made up the study group and 10 individuals were in the control group. The mothers attending this study are the ones who have kids between the ages 0-5. The average age of the mother in the experimental group is 29.9 and their marriage periods are between 3-14 years. The average age of mothers in the control group is 30.3 and their marriage period is between 3-12 years. In the experimental group; 7 mothers have one child, 3 mothers have two children, whereas 5 mothers have one child, 4 mothers have 2, and 1 mother have 3 children in the control group. The mothers in each group were educated at high school and university level. Levels of emotional intelligence were assessed by the Emotional Intelligence Scale (Yılmaz & Ergin, 1999). In the data analysis, Mann-Whitney *U* Test, Wilcoxon Matched-Pairs Signed Ranks Test, and One-Way ANOVA for Repeated Measures were used. Results indicate that the level of emotional intelligence of those who attended the 12-session thinking skill emotional intelligence training program was lower than for those who did not attend this program ( $p < .05$ ). A similar study is performed by Kurt (2007). In this research, Thinking Skill of Emotional Intelligence Education's influence over Guidance and Psychological Counseling Programme students' empathic skill levels. With 20 students control and experimental groups are made. 10 students who are in the experimental group received 1-1,5 hour education during 12 weeks. The attendants are the students of 1st, 2nd, 3rd, 4th grade in Samsun Ondokuz Mayıs University, Faculty of Education, Guidance and Psychological Counselling Department during the 2006-2007 educational term. 20 students who have mentioned that they could attend the sessions properly, are chosen for the study groups considering their scores they got from the test. Total 20 students; 10 for experimental and 10 for control group are chosen to make it appropriate for the group sharing and mutual effect. By the time, this situation is considered, 10 attendants are seen appropriate. In the experimental group; 6 students of 10 students are freshmen, three of them are 2nd graders, one of them is 3rd grader. In the control group; 8 of 10 students are freshmen, 2 of them are 2nd graders. In the experimental group, there are 8 female and 2 male students. In the control group, there are 6 female and 4 male students. Based on the evaluation of the empathic responds, EBÖB-B form is improved and in this form there are 6 problems and 12 empathic responds to these problems. Levels of empathic skill were assessed by the Empathic Skill Scale (B Form) (Dökmen, 1988). According to the statistical analysis, the level of empathic skill of those who attended the 12-session thinking skill emotional intelligence

training program was higher than for those who did not attend this program ( $p < .05$ ). The education increased the level of the students' empathic skill levels.

### 3. Conclusion

We all have different levels of emotional intelligence. The most important feature of this concept is that it is improvable. However, we are not much aware of it. On the other hand, life and education experiences serve us many opportunities to improve ourselves. It is an opportunity to think about our experiences and think about them. It is important to think about our experiences and be aware of the emotions that our thoughts have created. These experiences direct our lives. We decide, whether our direction will be positive or negative. Emotional Intelligence is made use of at this level. If we have the courage to improve our emotional intelligence, we know how our thoughts direct our emotions. As a result of this, we use emotions while we are thinking, deciding, problem solving, coping with stress and so on. What is important is to let ourselves to be improved. This permission is just letting ourselves to face some new emotion and thought while we are making use of the skills we have gained. This may be one of those enjoyable moments of life. Being open to be improved, learning, transferring what has been learned to life, needing to learn new things, learning more and more, thinking and feeling. In order to gather these experiences, many more education programmes are going to be needed.

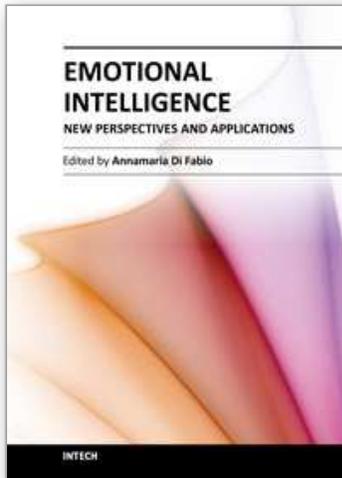
Thinking skill of emotional intelligence education is a model that is developed in relation to different explanations of emotional intelligence. This programme which is based on skill education is thought to help the individuals who have difficulty in intrapersonal and interpersonal relations and with the help of teaching the information and the skills of emotional intelligence elements, the interpersonal relations are going to become more qualified. Adults can join this education programme. Being volunteer is compulsory for them to practise activities. Education groups are limited to 10-12 pupils in order for them to have effective communication. Education level of the attendants should be of same level. The discussions that are done in heterogeneous groups may not be effective. Education programme has been prepared in an order but the ones who practise this programme can be flexible and may add or extract items needed. Cultural and ethnical elements should be considered to understand the importance of emotional intelligence concept for further researches. The repetition of this education programme in different populations will make the model stronger. For that reason, the programmes that will develop the emotional intelligence dimensions will add much to their personal developments.

Emotional intelligence concept is a multi-dimensional approach that is suitable to some methods, concepts and educational practice. Educators who discovered emotional intelligence may think that it is just enough to explain this concept. However, experience cannot be underestimated concerning the behaviour change. Just understanding is not enough, but we need to practise. Of course, this education programme will always change. For this reason, I recommend the educators to practise each step of the programme on themselves. Doing this will help to understand the programme better. We can improve our emotional intelligence to have more meaningful relations in our interpersonal relations.

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## **Emotional Intelligence - New Perspectives and Applications**

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Emotional intelligence is an emerging construct for applied research and possible interventions, both in scholastic, academic and educational contexts, organizational contexts, as well as at an individual level in terms of people's well-being and life satisfaction. From the presented contributions, it emerges how this volume is characterized by an interest to give an international overview rich of stimuli and perspectives for research and intervention, in relation to a promising variable of current interest, such as emotional intelligence. The goal is that this book further contributes to the affirmation of a particularly promising variable, such as emotional intelligence, which requires a greater interest and attention in both research and application field.

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