CHAPTER 8

EMOTIONAL INTELLIGENCE TRAINING PROGRAMME: RESEARCH LITERATURE

Literature survey about avenues for EI Training, Models of EI Training Programme and their effectiveness, teaching specific EI competencies like empathy, anger management and conflict management, effect of EI intervention programme on employee efficiency and effectiveness of EI training programme in academia is discussed in this chapter.

8.1 Teaching Emotional Intelligence

Teaching employees how to use EI in the workplace has an advantage to the individual employee and to the organisation as a whole (Gardener, 2005). Many researchers who have investigated the efficacy of EI in the workplace have concluded that training and development programs aimed at teaching individuals how to utilise EI abilities is the next and most important phase of EI research. For instance, Bachman et al. (2000) investigated the role of EI in job performance and recommended that developing essential emotional skills through training should be implemented in organisations. Schutte et al. (2002) suggest that it may be possible to increase EI through training which may in turn increase positive mood and self-esteem.

Slaski and Cartwright (2002) investigated the relationship between EI, stress and health and found that those employees who reported higher levels of EI also reported less psychological strain and lower levels of OS in comparison to those who reported lower levels of EI. Building on this study a year later, Slaski and Cartwright (2003) reported evidence to suggest that EI training improves employee health and well-being by improving stress resilience. Jordan et al. (2002) examined workgroup EI and suggest that EI interventions could focus on low EI workgroups to maximise training benefits, and finally, Hunt and Evans (2004) investigated the role of EI in predicting traumatic stress and recommend that future research needs to identify whether EI can be changed through training programs.
8.2 Avenues for Training

Training programs aimed at improving EI can occur in several different areas of training and development within an organization, including management training, communication and empathy training, conflict resolution and stress management training, as well as self-management training and training provided to unemployed workers (Cherniss, 2000b). However, it is important to realize that traditional training curriculum and delivery are not generally successful in developing EI competencies. Traditional programs generally adopt a "one size fits all" approach that ignores individual complexities while focusing on cognitive learning (Dearborn, 2002). According to Cherniss and Goleman (1998), programs which utilize a cognitive learning process involve placing new information into already existing frameworks and ways of understanding, consequently enriching and expanding the neural circuitry of the brain. This type of learning is generally ineffective when trying to teach EI competencies as these skills involve expanding the neural circuitry of the brain while retraining the brain centres which control emotion. Thus, emotional rather than cognitive learning techniques must be utilized to teach EI.

8.3 Models of EI Training Programme

A highly structured approach to EI coaching is consistent with the EI Consortium’s (Cherniss and Goleman, 1998) guidelines for implementing EI interventions (Bar-On, Maree & Elias, 2007). This process consists of four phases of intervention:

i. Preparation Phase (Needs Assessment): Motivation phase, involves assessing the competencies which are most critical for organizational and individual effectiveness while convincing the workforce that improving their emotional competencies will lead to desirable outcomes. Goleman points out that motivational factor might be a particular issue in this step, as emotional learning and EI are areas which are central to a person's identity, and thus many may be resistant to being told they must change themselves as people. This phase includes following aspects: (1) Assess the Organisations Needs (2) Assess Personal Strengths and Limitations (3) Provide Feedback with Care (4) Maximise Learner Choice (5) Encourage Participation (6) Link Learning Goals to Personal Values (7) Adjust Expectations (8) Gauge Readiness.
ii. **Training Phase** (Design Phase): During this phase, clear learning outcomes need to be defined and learner centered approaches that will support emotions-based learning need to be built in. This is also called *learning phase* as it focuses on experiential learning with repeated practice, modeling and corrective feedback. The following aspects need to be taken care in this phase: (1) Foster positive relationships between trainer and learner (2) Maximise Self-Directed Change (2) Set Clear Goals (3) Break Goals into Manageable Steps (3) Maximise Opportunity for Practice (6) Rely on Experiential Methods (7) Enhance Insight (8) Prevent Relapse.

iii. **Transfer and Maintenance Phase** (Delivery/Implementation): This phase is about using experiential methods that involve providing feedback with care, role models for success and an ability to learn both on and off the job. This is done through social support and a supportive work environment along with policies and procedures which support the development of EI. Main aspects of this phase are: (1) Encourage Use of Skills on the Job (2) Provide an Organisational Culture that Supports Learning (3) Remove Situational Constraints.

iv. **Evaluation Phase:** Evaluation is conducted to assess improved performance and to determine individual satisfaction with the training as well as to establish if the training has produced meaningful changes in on-the-job behavior. One of the effective ways to evaluate the usefulness of EI training programme is to get *feedback about the programme* from the participants. It is primarily related to learner satisfaction, providing important input at the end of each learning module. If the satisfaction rating is ‘high’, that is, when 80% or more of the learners rate the coaching experience as valuable, enjoyable and well presented, then the intervention can continue as it is. However, if there is any dissatisfaction, this needs to be addressed immediately or it will adversely influence the emotional climate within which the learning takes place.

Complete evaluation of a programme involves following levels of evaluations-

i. **Learning level evaluation** involves gathering information about the learning accomplished during the EQ coaching in terms of both skills and knowledge.

ii. **Behaviour change level** evaluation involves gathering information about changes that the participants experience on a daily basis at work as a result of the coaching.
iii. **Results level evaluation** involves collecting information about the tangible results that emanate from changes and differences in daily functioning. It is this information that is going to interest the stakeholders the most for any intervention. It is recommended here that the EI measurement completed at the outset be repeated some six, nine or 12 months later. Two valuable sources of information are: (1) A comparison of pre- and post-coaching EQ profiles for the participating group versus a control group of non-participants (2) A review of the changes in EI in the participating group over time.

Caruso and Wolfe (2001) have also outlined a model for conducting EI training. The authors claim that their model provides employees with new insights into themselves and their work style and that by using the framework of the model, changes could be made in terms of employee behaviour and expectations. Caruso and Wolfe outlined 12 steps to proceed through when conducting a series of EI training workshops, *beginning with outlining the goals of training and ending with follow-up support and reinforcement*. Throughout their model they recommend interactive participation and that case examples used should tie into real-world experiences of the group. Although these authors do not provide any more detail in terms of how to run an EI training program, the outline of their model is a useful basis to begin designing and implementing a complete training program for employees.

### 8.4 EI Training Programmes and their Effectiveness

Many programs and initiatives have been developed for use in organizational settings in an effort to improve the EI of staff and management. The effectiveness of three programs that have been evaluated, are reviewed below.

#### 8.4.1. Mastering Emotional Intelligence Programme (MEI)

The Mastering Emotional Intelligence Program, designed by Goleman and Boyatzis is a one year process that teaches participants how to identify and address EI issues in the workplace while supporting the development of EI competencies. Participants take part in a 2-day "Building Awareness" workshop where they learn to become more aware of their own and others' emotions. Later in the year they participate in another 2-day "Deciding to Change" workshop where each participant receives individual attention on those EI competencies where their self-assessments differed dramatically from others assessments of them. The
participants are instructed to meet with group members and to encourage each other to improve their EI through providing support and feedback in various situations. Finally, the participants meet again for a 1-day "Practicing and Mastering" workshop which provides further opportunities to work on EI behaviours (Sala, 2001).

This program's effectiveness was measured on two different samples: on a group of Brazilian managers from a large consumer retail organization and on an American sample of government accountants. Pre and post measures (14 months apart) of EI in the two samples found that scores on the Emotional Competency Inventory (Boyatzis, Goleman, & Rhee, 1999) were approximately 11% higher post program for the Brazilian sample and 24% higher for the American sample (Sala, 2001). However, one of the drawbacks of this programme is that it is spread over a year and there may be employees leaving and joining the organization during this period. Hence, there might be some employees who might not be available for the entire programme.

8.4.2. The Emotional Competence Training Programme

This programme grew out of a program spearheaded by the life insurance division at American Express Financial Advisors. Aiming to increase advisors’ ability to cope effectively with the emotions they encountered when dealing with matters of life insurance with their customers, the program targets many aspects of EI (Stys & Brown, 2004). In particular, it aims to increase emotional self-awareness, self-control, empathy, communication, conflict management, and the “developing others” competency (in the leadership version of the program). The program is offered in different versions depending on the positions and roles of those in the company. The length and content of the program varies with each version, the most effective being those which consist of four or five days of training spread throughout a few months.

The program begins with a familiarization of the concept of EI, followed by activities aimed at facilitating one’s emotional awareness. Next, the participants learn about “self-talk” and how internal dialogue can affect their feelings and emotions. From there, they learn to replace their self-talk with more constructive internal dialogue. Participants then learn about the roles of emotion in behaviour, emotional response patterns and they clarify the rules for emotional expression in their workplace. Next, the program shifts to relationships with
coworkers; it looks at how to effectively listen to and speak about feelings and emotions and clarifies issues surrounding interpersonal boundaries. Finally, the participants imagine what optimal performance would entail, identify the barriers to this level of performance and write personal action plans to apply what they have learned to their goal.

Results of EI training programme for American Express Financial Advisors (AEFA) published in Goleman (1998) were impressive. Advisor groups in the program increased 13.5% on a measure of optimism and coping skill (compared to 0.9% increase in a control group) while showing an increase in insurance sales revenue (20% greater than the control group). Nearly 90% of leaders who completed the training reported it as important to their job performance, and 91% reported personally experiencing a positive effect. What accounted for these differences? An examination of EI scores of training participants sheds light on their enhanced performance. The EI of the participants increased significantly when compared with those who did not participate, that is, the control group. Competencies that increased the most, based on pre- and post-workshop assessments with the EQ-I were: Self-regard, Assertiveness, Empathy, Reality-testing (objectively validate our feelings and thinking with external reality) and Self-actualization (strive to achieve personal goals and actualize our potential). Each of these factors exhibited statistically significant increase as a result of the workshop, as did overall EQ. Significantly, the financial advisors who entered workshops with the lowest EQ scores made the most progress. This is an important finding because of the potential to turn substandard and therefore expensive employees into strong business contributors (Bar-On, et al., 2007).

8.4.3. Customized Leadership Development Programme

Based on a design used successfully at the Weatherhead School of Management, the Customized Leadership Development Program is an EI program which allows managers to identify areas in which they require behaviour change while giving them the opportunities to practice these changes in real-life situations (Stys & Brown, 2004). The program guides participants through a process of self-directed learning, experienced as "Five Discoveries". (1) Ideal Self is the discovery of what one wants out of life and work. (2) Real Self is the discovery of what one is at present. A comparison of the "Ideal Self" and the "Real Self" results in a Personal Balance Sheet, illustrating one's strengths and weaknesses. (3) Learning Plan is the third discovery, providing a focus for future efforts in which participants are
encouraged to use their individual styles and preferences in the planning. (4) The process of experimenting and practicing on the job. (5) The fifth discovery is the development of trusting relationships with coaches and others which facilitate further development (Goleman, Boyatzis, & McKee, 2002). Participants in the Customized Leadership Development Program have shown a 70% improvement in EI competencies one and two years after the program. Five to seven years after program completion, changes have been found to sustain at 50% improvement. In comparison, typical management training programs have been found to yield only 10% improvement three to eighteen months after training (Goleman, Boyatzis, & McKee, 2002).

8.5 Teaching Awareness of specific EI Competencies

8.5.1. Empathy Training

The construct of empathy is central to most conceptualisations of EI and is particularly relevant for efficient analysis of the emotions of others (Matthews, Zeidner & Roberts, 2002). Shapiro, Morrison and Boker (2004) investigated the possibility of teaching empathy to first year medical students. They tested the hypothesis that reading and discussing literature about patients’ experiences, with special emphasis on understanding and identifying with patients, would significantly improve medical student empathy. The students were required to attend small group discussion sessions (for a total of 8 sessions) and worked through readings of poetry, skits and short stories to understand and identify with patient’s points of view, as well as those of the physicians, families and themselves. Shapiro et al. reports significant increases in empathy from before to after the training program and that the students had the potential to better understand their patients after completing the program. Shapiro et al. instructed their students to place themselves in the shoes of a number of different people (patients, physicians, families and themselves), allowing them to evaluate the feelings and viewpoints of each of those individuals.

Flury and Ickes (2001) wrote a theoretical chapter on EI and empathetic accuracy. These authors described empathetic accuracy as being able to ‘read’ others’ thoughts and feelings on a moment-to-moment basis, and being able to infer the content of these thoughts and feelings. They suggest that an individual can become more empathetically accurate by getting to know the ‘other’ person better, by obtaining feedback about the ‘other’s’ thoughts
and feelings, by consciously paying close attention to behaviour during interactions. Similar to Shapiro et al. (2004) these authors suggest that evaluating the feelings and viewpoints of other individuals can be done through a shared cognitive focus, or through the individual being able to align their thoughts with the thoughts of another and therefore being able to put themselves in someone else’s shoes which is a key facet of understanding someone else.

8.5.2. Anger Management

Anger is considered to be the most difficult emotion to manage. Although anger sometimes is useful but when it is out of proportion the consequences can be disastrous (Mickel & Ozcelik, 2006). Howells et al. (2005) examined the efficacy of a brief anger management program with offenders. Their program ran for 10 sessions and included structured exercises focussing on skills such as identifying provocations, relaxation, cognitive restructuring, assertion and relapse prevention. Howells et al. report that the anger management program only had an effect on an ‘educational’ level such that the offenders became more aware of what anger was classified as, its effects and what would be required of them to change. The authors note that major limitations of their program were the lack of opportunity for offenders to practise these new skills and the lack of motivation from many of the participants. Therefore, providing opportunities and motivation to practise EI skills outside the training programme in real work situations is important.

Rose and West (1999) also evaluated an anger management program but in a group of individuals with intellectual disabilities rather than offenders. The program consisted of 16 sessions and included a physical warm up and behavioural relaxation wind down exercises. A major part of the program included exercises in identifying emotions from pictures of faces, exercises in identifying emotions in general and reasons for feeling anger. Cognitive approaches such as improving self awareness through using self statements and thought stopping techniques were also employed in the program. The authors report that the program was successful in managing and controlling feelings and expressions of anger more effectively. They suggested that the key components of this behaviour change was emotional recognition, role play and relaxation techniques.
8.5.3. Conflict Management Training

Lau, Li, Mak and Chung (2004) evaluated the effectiveness of conflict management training for traffic police officers in Hong Kong. These authors suggested that the involvement of officers in situations highly charged with emotions places them in delicate interactions with the public and that the negative emotions of officers’, triggered by conflict interactions, compromised their work productivity and effectiveness. Lau and colleagues hypothesised that conflict management training could strengthen the officer’s efficacy in handling conflict, improving their communication skills and in learning to regulate their emotions. The authors further hypothesised that better management of emotions could enhance the mental health and psychological well being of the officers. Three important factors which are each related to EI were highlighted in Lau et al.’s program: increasing self awareness of emotional reactions, strengthening communication skills & enhancing emotional regulation.

The program consisted of a two day workshop covering skills at cognitive, behavioural and emotional level. The workshop included mini-lectures, sharing of individual experiences and group work via role playing. For instance providing participants with a number of scenarios and asking them to identify how they would react emotionally to those situations, thus developing their emotional recognition and expression, and then asking them of alternative, more effective, ways to react to those situations – thus giving them strategies for dealing with their emotions. The authors reported increase in self awareness, improved communication skills and improvements in emotional regulation from before to after the program. The diverse format of the training workshops by Lau et al. is important in terms of maintaining interest and participation in the program.

8.6 Effect of EI Intervention Programmes on Employee Efficiency

There are many organisations that have increased their efficiency and productivity after EI Intervention Programmes. Some interesting case studies on Intervention Programmes have been described by Dalip Singh (2006) in his book “Emotional Intelligence at Work”. The result of one such EI Intervention Programme in a Commercial Bank in New Delhi, given below, is really overwhelming. Data of 2003 is before EI Intervention Programme and Data of 2004 is after EI Intervention Programme.
<table>
<thead>
<tr>
<th>Variable</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Satisfaction</td>
<td>2.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Market share of the area</td>
<td>26%</td>
<td>80%</td>
</tr>
<tr>
<td>Revenue Increase</td>
<td>50%</td>
<td>90%</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>8%</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Employee Grievances</td>
<td>22%</td>
<td>&lt;3%</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Dormant</td>
<td>Active</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Dormant</td>
<td>Active</td>
</tr>
</tbody>
</table>

The goals and dynamics of various institutions often differ. Therefore, it would be interesting to examine whether or not EI could make a comparable contribution to the teaching learning environment in higher education.

### 8.7 Effectiveness of EI Training Programmes in Academia

Studies have revealed that EI intervention programs have been immensely beneficial in corporate sector. Researchers are trying to emphasize its importance in the field of education as well. Nelson, Low and Nelson (2006) found that a research based educational model of EI provides a positive and practical approach to help teachers and students stay healthy, act responsibly and deal effectively with change. EI training increases focus, learning, collaboration, improves classroom relationships, and decreases negative ‘put downs’ (Jensen, 2001). Penrose, Perry and Ball (2007) contend that enhancing teacher’s EI may increase efficacy and subsequently lead to improved student achievement.

### 8.7.1 EQ Curriculum for Teachers: An EQ In-service Programme for High School Teachers

An EQ in-service program, “EQ Curriculum for Teachers”, was developed and implemented by Fer (2004) in a private school in Istanbul, Turkey, in order to collect experiences of teachers. 20 high school teachers spent 15 hours attending the program that comprised of theoretical and practical parts put together, to evaluate this program according to their experiences with a phenomenological approach, with a focus group method. The main contents of the program included the following areas: (1) importance of emotions (2) components of EQ (3) personal and social skills (4) socio-emotional learning (5) helping students to increase EQ and (6) creating positive learning environment using EQ skills.
**Learning activities:** The program included a wide variety of activities for real life and classroom situations. These activities provided active participation through specific and various strategies to be carried out such as lectures, games, brainstorming, questions and answers, music, teamwork, storytelling, drawings, discussing scenarios and cases, presentations, sharing experiences, feelings and ideas.

**Evaluation of the program:** At the end of the program, a set of semi-structured group interviews with the teachers who participated in the EQ program were performed to gather each teachers’ own perspectives in a more in-depth manner to evaluate the overall effectiveness of the programme. 50% of the teachers shared almost the same idea by saying that they gained useful skills both for their classroom and life in terms of the outcomes of the EQ program. They also indicated that they would apply what they gained from the program. Findings of this study suggest that teachers might gain considerable benefits from in-service programs focusing on EQ and socio-emotional learning.

8.7.2 **EI Training Programme by Lisa Gardner**

EI training programme developed by Gardner (2005) and evaluated on primary, secondary and tertiary (university) teachers with five sessions of 2 hours duration stretched over five weeks (one session per week) indicated that 40% of teachers reliably improved in their level of EI after the training program was completed including follow-up time period. The results further revealed that 27.78% of teachers reliably decreased their feelings of occupational stress after the training program and that 49.06% of teachers showed reliable improvement in psychological health (strain) from pre to post program and from pre program to follow up. The findings also suggest that the EI training program had the effect of increasing teachers’ levels of satisfaction (52%) and decreasing feelings of conflict between the work and the family life (100%) from before to after program completion and that these levels continued to change in the same direction across time (as evidenced by the follow-up period).

8.7.3 **Research Projects Investigating Effectiveness of EI Training in Teaching and Learning**

Byron (2001) investigated the EQ of novice teachers. The results indicated that an emotional knowledge workshop is effective in enhancing emotional knowledge and skills of teachers. These findings are also similar to Walker’s (2001) findings in his research. Finley et al.
(2000) action research project was undertaken to investigate a modified integrated curriculum for students in a multi-age classroom aimed to develop students' personal and social skills. Their data indicated an improvement in students' transfer of social skills in daily life situations, as well as an improvement in resolving conflicts, along with an increase in their ability to work cooperatively. Another action research project (Gore, 2000) was implemented evaluating a curriculum designed to help sixth-grade students with varying degrees of EQ to improve their social adeptness. The findings revealed an improvement in the number of students displaying exemplary interpersonal social skills in the classroom.

8.8 Main EI Skills to be Focussed in EI Training Programme

Mayer and Salovey’s (1997) suggested that there are individual differences in EI relating to differences in our ability to appraise emotions. They further suggested that individuals develop EI in stages and that each of the EI abilities is related to one another and must be developed before the individual can progress to the next stage. Thus, training and developing EI in employees is difficult and like any other training, EI training also takes time. This is because it needs a conscious effort to systematically train the mind to understand and regulate emotions. For a training program to be designed, an understanding of the EI dimensions or EI competencies is required. This is because the main aim of EI training is to develop these skills among the employees or the individuals. The main dimensions of EI to be focused in the training programme of the current thesis are being discussed here.

8.8.1 Emotional Recognition and Expression

i. Recognition of own emotions: Processing emotional information begins with accurate emotional perception and recognition (Mayer, 2001). Being aware of one’s own emotions involves accurately identifying the emotion being experienced, understanding how the emotion is related to one’s goals and values, realising how the emotion is linked to thought and behaviour, and appreciating how the experience of emotion may affect accomplishments (Matthews et al., 2002). The ability to recognise one’s own emotions is commonly considered to be one of the basic building blocks of EI in the occupational environment (Goleman, 1998; Matthews et al., 2002; Salovey et al., 2000).
ii. Recognition of others emotions: Understanding the emotions of others can be difficult at times, particularly if the individual you are attempting to understand is not very emotionally expressive. According to Goleman (1998) being able to understand others in the work environment includes being attentive to emotional cues from others, showing sensitivity and understanding of different perspectives people may have and displaying helping behaviours based upon this understanding. This ability taps into the construct called empathy which refers to being aware of and taking active interest in other individuals’ feelings, needs and concerns and being able to respond to their feelings (Matthews et al., 2002).

8.8.2 Emotional Management or Regulation of Emotions

Management of emotion begins with being open to emotions (Mayer, 2001). The regulation of emotions involves an individual’s ability to connect or to disconnect from a particular emotion depending on its usefulness in the situation at hand (Jordan & Troth, 2004). Mayer and Salovey (1997) suggest that the management of emotions reflects the ability to monitor the emotions of one-self and others and to manage those emotions by moderating negative emotions and enhancing pleasant emotions.

i. Managing own emotions: Matthews et al. (2002) note that managing one’s own emotions includes controlling and restraining impulses, dampening distress, effectively dealing with negative emotions and intentionally eliciting and sustaining pleasant (or unpleasant) emotions where appropriate. Matthews and colleagues further suggest that in the organisational environment, management of emotions also involves inhibiting personal needs, desires and emotions in place of organisational needs.

ii. Managing others emotions: The success of an organisation depends in part on the ability of employees to manage their own behaviour, but also helping others to do the same so that each individual can maximise his/her capabilities (Matthews et al., 2002). Matthews and colleagues suggest that there are two basic sub-skills to managing the emotions of another individual in the work environment: influence (building consensus and support and winning people over) and effective communication (dealing with difficult issues directly, listening well and sharing information).
8.8.3 Emotional Control and Emotional Stability

Having the ability to control strong emotions from affecting behaviour and the ability to work effectively can be difficult. Matthews et al. (2002) note that individuals high in emotional control are able to keep disruptive emotions and impulses in check and therefore avoid being impaired cognitively or behaviourally by the negative consequences of these affects. Further, these individuals are claimed to be more likely to make personal sacrifices when organisational needs are present. Finally, as outlined by Matthews et al., control of emotions does not mean denying or repressing feelings. Negative emotions and bad moods can have important social functions, for example, anger can be a strong source of motivation, especially if it stems from the urge to right inequity or injustice.

8.8.4 Reflective Practice: Reflection before Reaction

Reflection refers to the ability of the mind to be conscious of its thinking, and reflective practice is the ability to develop this skill to improve our work performance (Bennet-Levy, 2003). It is a process by which we can think about what we do, why we do it, to be able to link this with theory and to develop new ideas. It is both critical and constructive self-examination based on observation to aid learning from experience. Reflective practice offers a way of helping develop awareness of our own thoughts and feelings upon our actions, our impact on others and their impact on us. Thus self-reflection is ‘thinking about our thinking’; which can be described technically as a ‘meta-cognitive process’. The development of reflective practice is increasingly seen as a cornerstone of learning about teamwork, leadership and development both personal and professional. It is a method to connect thought and action with the goal of improving performance.

Self-reflection is certainly not a new idea. Confucius saw reflection as an important ideal in the development of wisdom; the Buddha saw it as the key to self-understanding. EI is not something that can be done automatically without thought because it is about the ability of the rational mind to think about the emotional mind. Therefore, the practice of emotional literacy needs to incorporate reflection where action is balanced by understanding and learning. This process can make one less likely to react to a situation, to be less vulnerable to emotional hijacking, and more able to give a considered response. To be able to reflect upon ourselves is at the heart of emotional literacy (Killick, 2006). The purpose of reflection is to gain deeper and more complex understanding of ourselves and others. To be able to reflect
on our thoughts, feelings and actions is an essential component in being able to learn. This includes awareness of our desires and fears, intentions and motivations. If we can do this for ourselves we are more able to facilitate this in others. The development of EI in students is, in essence, communicated through teachers own ability to process their emotions and reflect upon their actions. We need to be able to look at ourselves critically yet constructively and without blame. Action without reflection can be another form of ‘acting out’ and an emotionally intelligent environment allows *time for reflection* in a variety of settings.

### 8.9 Conclusion

Given the relative absence of EI training programs in professional education, especially medical and engineering, an examination into the literature which has encompassed emotional learning and development was undertaken. The current chapter discussed the theoretical underpinning of the development of an EI training program. It outlined previously evaluated programs that have focussed on learning and developing important dimensions of EI relevant to the workplace. This literature was explored in terms of techniques (for example, individual or group sessions, mini-lectures, role play), the strategies used (for example, targeting emotional behaviours, self and other awareness, stress identification and relaxation techniques) and the outcomes reported. The current study also draws from literature in the areas of empathy, anger and conflict management training to identify specific training techniques which influence the learning or development of emotions and emotion-related behaviours. A link was then made to see how these training programs could be extrapolated to the formulation of EI training programmes in this thesis.

Although neither of these programs can be claimed as being a sufficient, final, and perfect method, it can be said that different approaches to instruction can open a variety of opportunities in helping teachers to shape the nature of the ideas and practices relating to EQ. EQ training among students increases focus, learning, collaboration, improves classroom relationships, and decreases both negative ‘put downs’ and violence (Jensen et al, 2001). Based on the findings of this study and literature survey of EI training programmes currently in use, a customized EI intervention program for faculty members and the students of medical and engineering colleges will definitely be useful in understanding and managing emotional aspects of teaching and learning.