Παράρτημα «Δ»

Πίνακας 1: Θεωρητικό Μοντέλο των Mayer & Salovey - Μοντέλο Ικανότητας
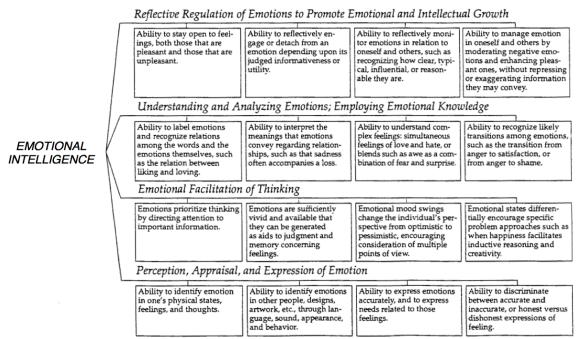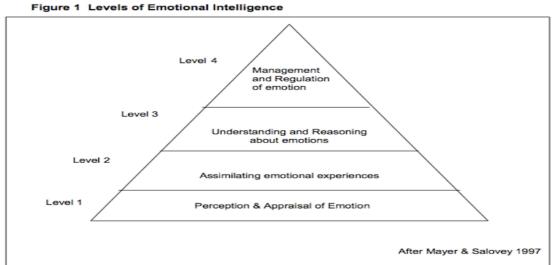
FIGURE 1.1

Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

| Ability to stay open to feelings, both those that are pleasant and those that are unpleasant. | Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility. | Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are. | Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey. |

Understanding and Analyzing Emotions; Employing Emotional Knowledge

EMOTIONAL INTELLIGENCE

| Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving. | Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss. | Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise. | Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame. |

Emotional Facilitation of Thinking

| Emotions prioritize thinking by directing attention to important information. | Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings. | Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. | Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity. |

Perception, Appraisal, and Expression of Emotion

| Ability to identify emotion in one's physical states, feelings, and thoughts. | Ability to identify emotions in other people, designs, artwork, etc., through language, sound, appearance, and behavior. | Ability to express emotions accurately, and to express needs related to those feelings. | Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling. |

Πηγή: Mayer, J.D. & Salovey, P. (1997) What is emotional intelligence? in P. Salovey & D. Sluyter (Eds.), Emotional development and emotional intelligence: implications for educators, New York, Basic Books, pp 11.

Πίνακας 2: Επίπεδα Συναισθηματικής Νοημοσύνης στο μοντέλο των Mayer & Salovey

Figure 1 Levels of Emotional Intelligence

Level 4 — Management and Regulation of emotion

Level 3 — Understanding and Reasoning about emotions

Level 2 — Assimilating emotional experiences

Level 1 — Perception & Appraisal of Emotion

After Mayer & Salovey 1997

Πηγή: Higgs, M.J. & McGuire, M. (2001), Emotional intelligence and culture: An exploration of the relationship between individual emotional intelligence and organisational culture, Working Paper Series. Greenlands, Henley on Thames: Henley Management College., pp 5.

Πίνακας 3: Θεωρητικό Μοντέλο του Reuven Bar-On – Μοντέλο με πλαίσιο την προσωπικότητα

EQ-i SCALES	The EI Competencies and Skills Assessed by Each Scale
Intrapersonal	**Self-awareness and self-expression:**
Self-Regard	*To accurately perceive, understand and accept oneself.*
Emotional Self-Awareness	*To be aware of and understand one's emotions.*
Assertiveness	*To effectively and constructively express one's emotions and oneself.*
Independence	*To be self-reliant and free of emotional dependency on others.*
Self-Actualization	*To strive to achieve personal goals and actualize one's potential.*
Interpersonal	**Social awareness and interpersonal relationship:**
Empathy	*To be aware of and understand how others feel.*
Social Responsibility	*To identify with one's social group and cooperate with others.*
Interpersonal Relationship	*To establish mutually satisfying relationships and relate well with others.*
Stress Management	**Emotional management and regulation:**
Stress Tolerance	*To effectively and constructively manage emotions.*
Impulse Control	*To effectively and constructively control emotions.*
Adaptability	**Change management:**
Reality-Testing	*To objectively validate one's feelings and thinking with external reality.*
Flexibility	*To adapt and adjust one's feelings and thinking to new situations.*
Problem-Solving	*To effectively solve problems of a personal and interpersonal nature.*
General Mood	**Self-motivation:**
Optimism	*To be positive and look at the brighter side of life.*
Happiness	*To feel content with oneself, others and life in general.*

Πηγή: Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema, 18, (Suppl), pp 21.

Πίνακας 4: Θεωρητικό Μοντέλο του Daniel Goleman – Μοντέλο Επίδοσης

Πηγή: Goleman, D., (2001), "An EI-based theory of performance" in Cherniss, C., & Goleman, D. (ed), The Emotionally Intelligent Workplace: How to select for, measure and improve emotional intelligence in individuals, groups and organizations, Jossey - Bass, San Francisco, pp, 28.

Πίνακας 5: Συγκριτική Παρουσίαση Μοντέλων Συναισθηματικής Νοημοσύνης

TABLE 18.1. Three Competing Models, all Labeled "Emotional Intelligence"

Mayer & Salovey (1997)	Bar-On (1997)	Goleman (1995a)
Overall Definition "Emotional intelligence is the set of abilities that account for how people's emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (after Mayer & Salovey, 1997).	**Overall Definition** "Emotional intelligence is ... an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (Bar-On, 1997, p. 14).	**Overall Definition(s)** "The abilities called here *emotional intelligence*, which include self-control, zeal and persistence, and the ability to motivate oneself." (Goleman, 1995a, p. xii). [...and...] "There is an old-fashioned word for the body of skills that emotional intelligence represents: *character*" (Goleman, 1995a, p. 28).
Major Areas of Skills and Specific Examples *Perception and Expression of Emotion* •Identifying and expressing emotions in one's physical states, feelings, and thoughts. •Identifying and expressing emotions in other people, artwork, language, etc. *Assimilating Emotion in Thought* •Emotions prioritize thinking in productive ways. •Emotions generated as aids to judgment and memory. *Understanding and Analyzing Emotion* •Ability to label emotions, including complex emotions and simultaneous feelings. •Ability to understand relationships associated with shifts of emotion. *Reflective Regulation of Emotion* •Ability to stay open to feelings. •Ability to monitor and regulate emotions reflectively to promote emotional and intellectual growth (after Mayer & Salovey, 1997, p. 11).	**Major Areas of Skills and Specific Skills** *Intrapersonal Skills:* •Emotional self-awareness, •Assertiveness, •Self-Regard •Self-Actualization, •Independence. *Interpersonal Skills:* •Interpersonal relationships, •Social responsibility, •Empathy. *Adaptability Scales:* •Problem solving, •Reality testing, •Flexibility. *Stress-Management Scales:* •Stress tolerance, •Impulse control. *General Mood:* •Happiness, •Optimism.	**Major Areas of Skills and Specific Examples** *Knowing One's Emotions* •Recognizing a feeling *as it happens.* •Monitoring feelings from moment to moment. *Management Emotions* •Handling feelings so they are appropriate. •Ability to soothe oneself. •Ability to shake off rampant anxiety, gloom, or irritability. *Motivating Oneself* •Marshalling emotions in the service of a goal. •Delaying gratification and stifling impulsiveness. •Being able to get into the "flow" state. *Recognizing Emotions in Others* •Empathic awareness. •Attunement to what others need or want. *Handling Relationships* •Skill in managing emotions in others. •Interacting smoothly with others
Model Type Ability	**Model Type** Mixed	**Model Type** Mixed

Πηγή: Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. in R. J. Sternberg (Ed.). Handbook of Intelligence, Cambridge, England: Cambridge University Press, pp. 401.