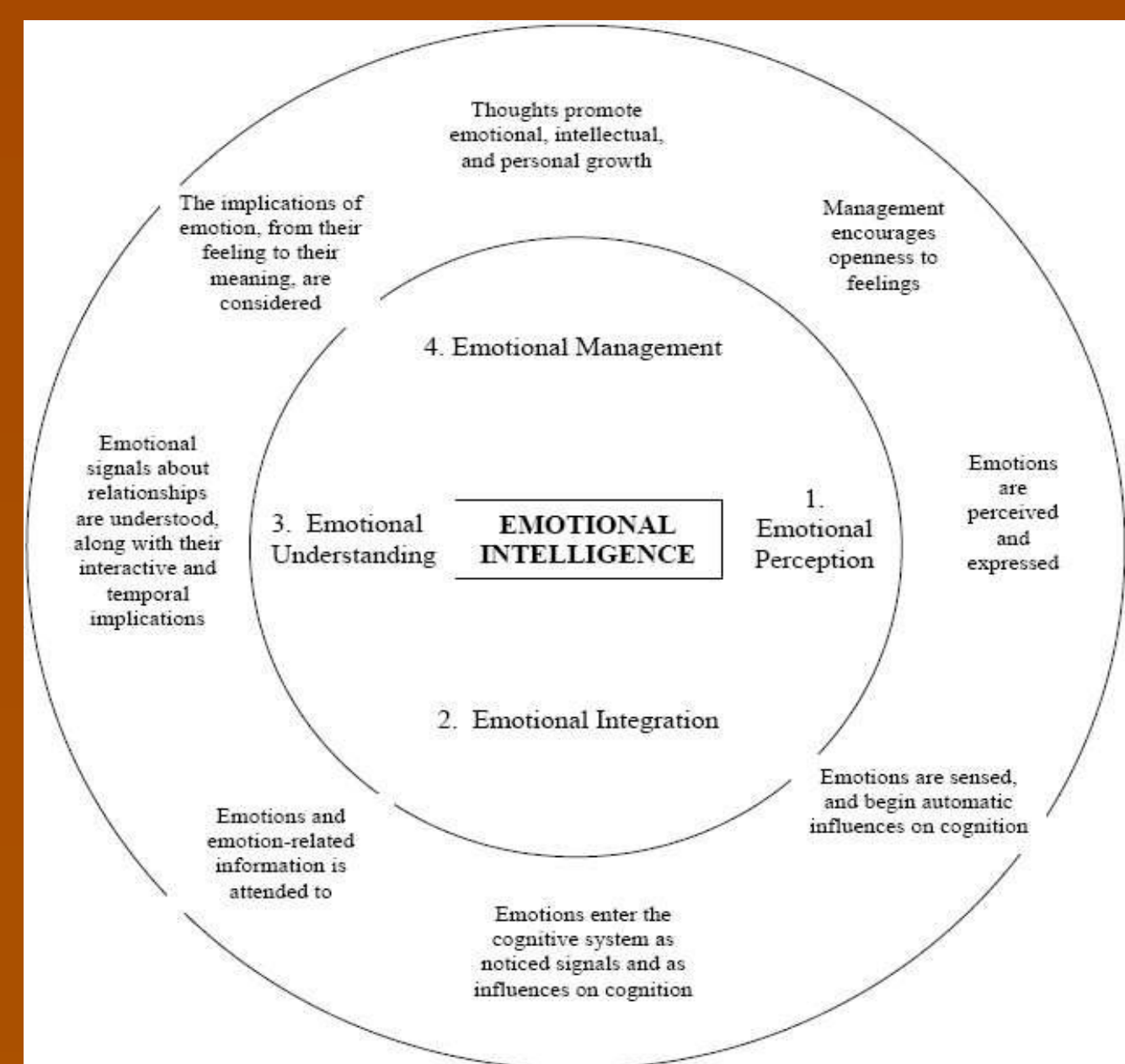
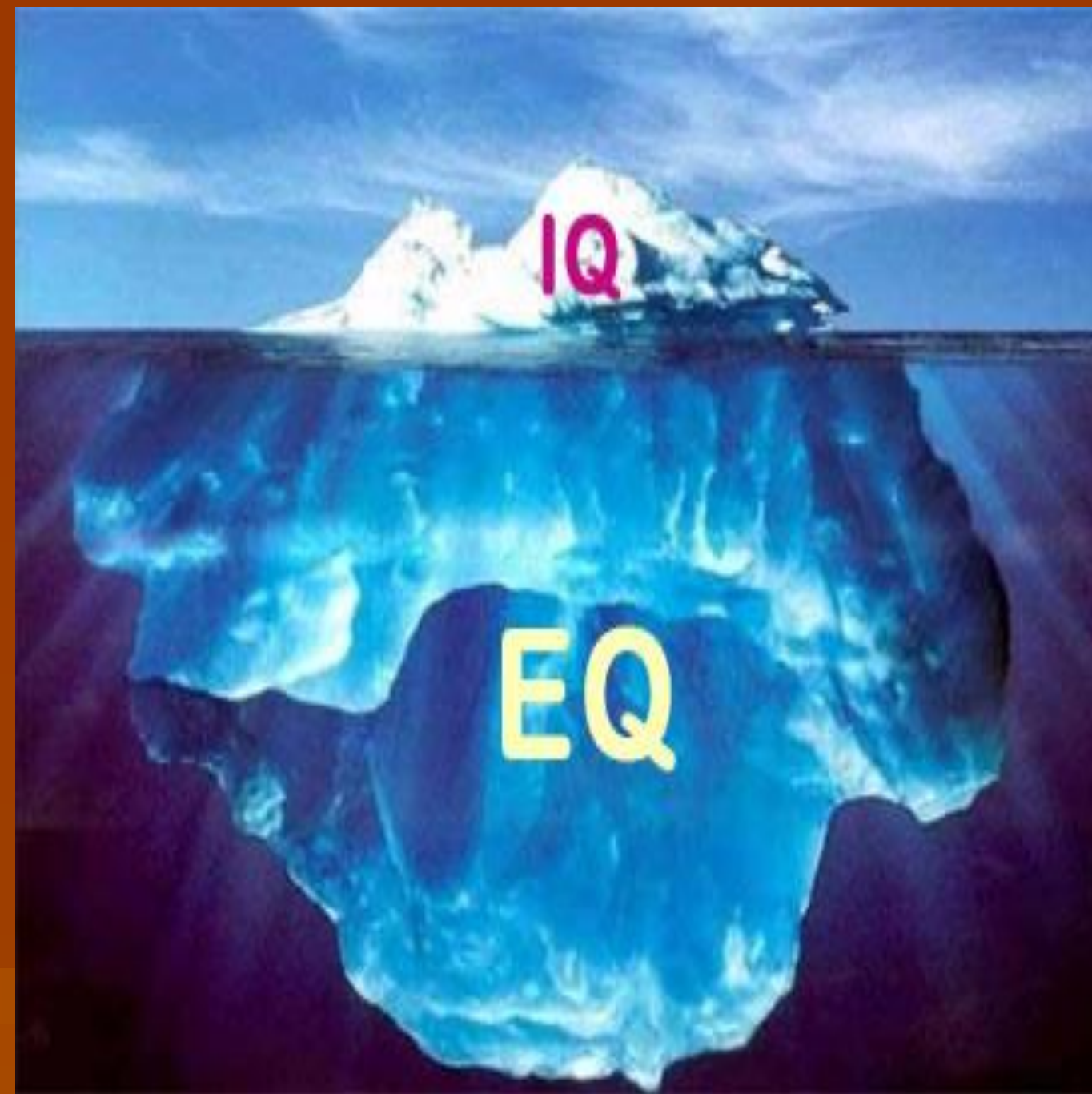


## Possibilities of improving emotional intelligence through training courses

### SUMMARY

There are few areas of psychology that are scientific and popular at the same time. Emotional intelligence is one of these areas. On one hand it is a popular subject for the well known pop psychology and tabloids, on the other hand it is a subject of detailed and thorough psychological scientific research (Mayer, Chiarrochi, Forgas, 2001). The definition of emotional intelligence based on abilities comprises the ability of recognising, expressing, understanding and controlling feelings (Mayer, Caruso, Salovey, 2000). The rest of the mixed scientific approaches or those based on personal traits (Bar-On and Goleman model) define emotional intelligence as a combination of personal traits and other dimensions that are required for being successful in life. The main competencies that make up emotional intelligence can be developed through training. The exercises done during this training improve and develop a whole scale of emotions that are experienced through personal and social interactions. What factual methods, instruments does this work imply? How effective is this change and how long does it last? These are the questions that I seek to answer.



### 1. INTRODUCTION

The aim of this study is to analyse the methodological characteristics of the training as a method, the definitions and specific characteristics of emotional intelligence, and the possibilities for its improvement through training, with a special emphasis on the SPID® system as a possible approach to the improvement of emotional intelligence.

### 2. OBJECTIVES

Can the main competencies that make up emotional intelligence be developed through training?  
Do the exercises done during this training improve and develop a whole scale of emotions that are experienced through personal and social interactions?  
What factual methods, instruments does this work imply? How effective is this change and how long does it last?

### 3. METHODS

#### 3.1 Study Group

The subjects of my sample were 27 middle level managers (experimental group) and 25 middle level managers (control group) from Romania who have participated in two SPID trainings (SPID1 and SPID2)

#### 3.2. Instrumentation: Bar-On EQ-i

The Bar-On Emotional Quotient Inventory (Bar-On EQ-i) is a self-report instrument that measures five composite scales: intrapersonal, interpersonal, stress management, adaptability, and general mood, each divided into 15 subscales. The EQ-i is a 133-item scale that uses a 5-point response scale ranging from: (1) "very seldom or not true of me" to (5) "very often true of me or true of me."

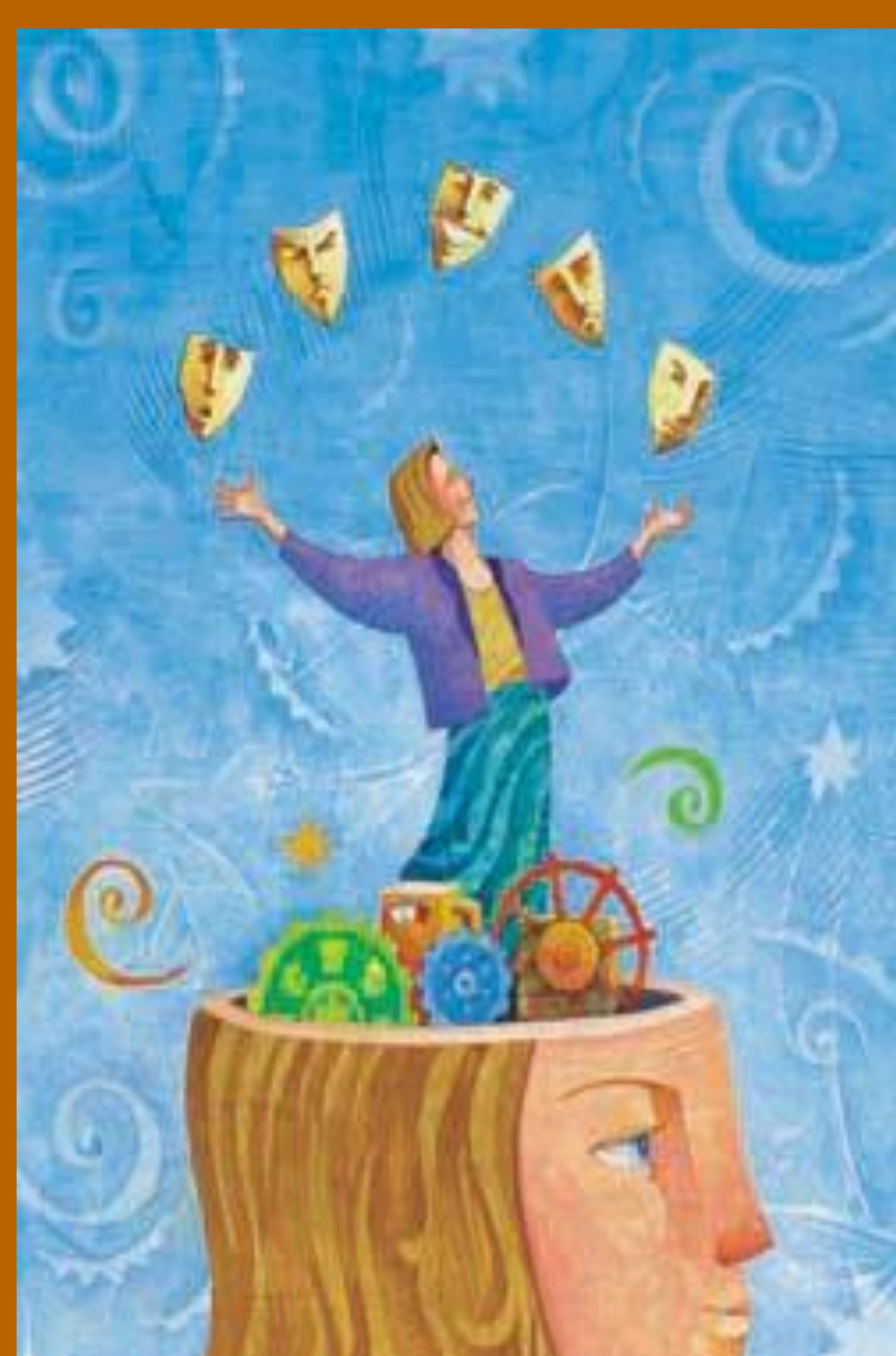
**Intrapersonal**  
Self Regard  
Emotional Self-Awareness  
Assertiveness  
Independence  
Self-Actualization

**Adaptability**  
Reality  
Testing  
Flexibility  
Problem Solving

**Interpersonal**  
Empathy  
Social Responsibility  
Interpersonal Relationship

**General Mood**  
Optimism  
Happiness

**Stress Management**  
Stress Tolerance  
Impulse Control



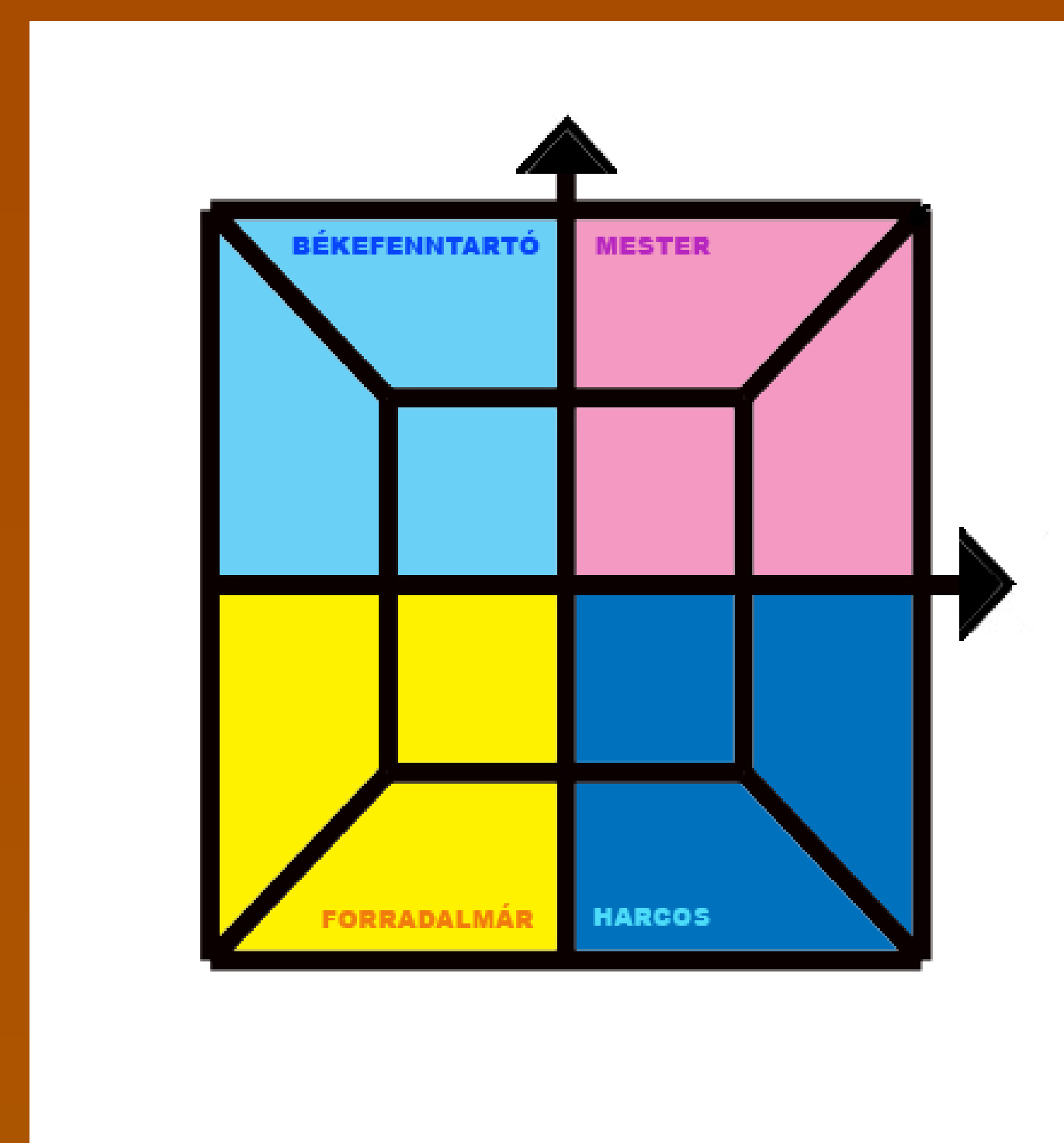
#### 3.2. Instrumentation: SPID® system and method

SPID® is an acronym, each letter signifies behaviour and the communication strategy related to these:

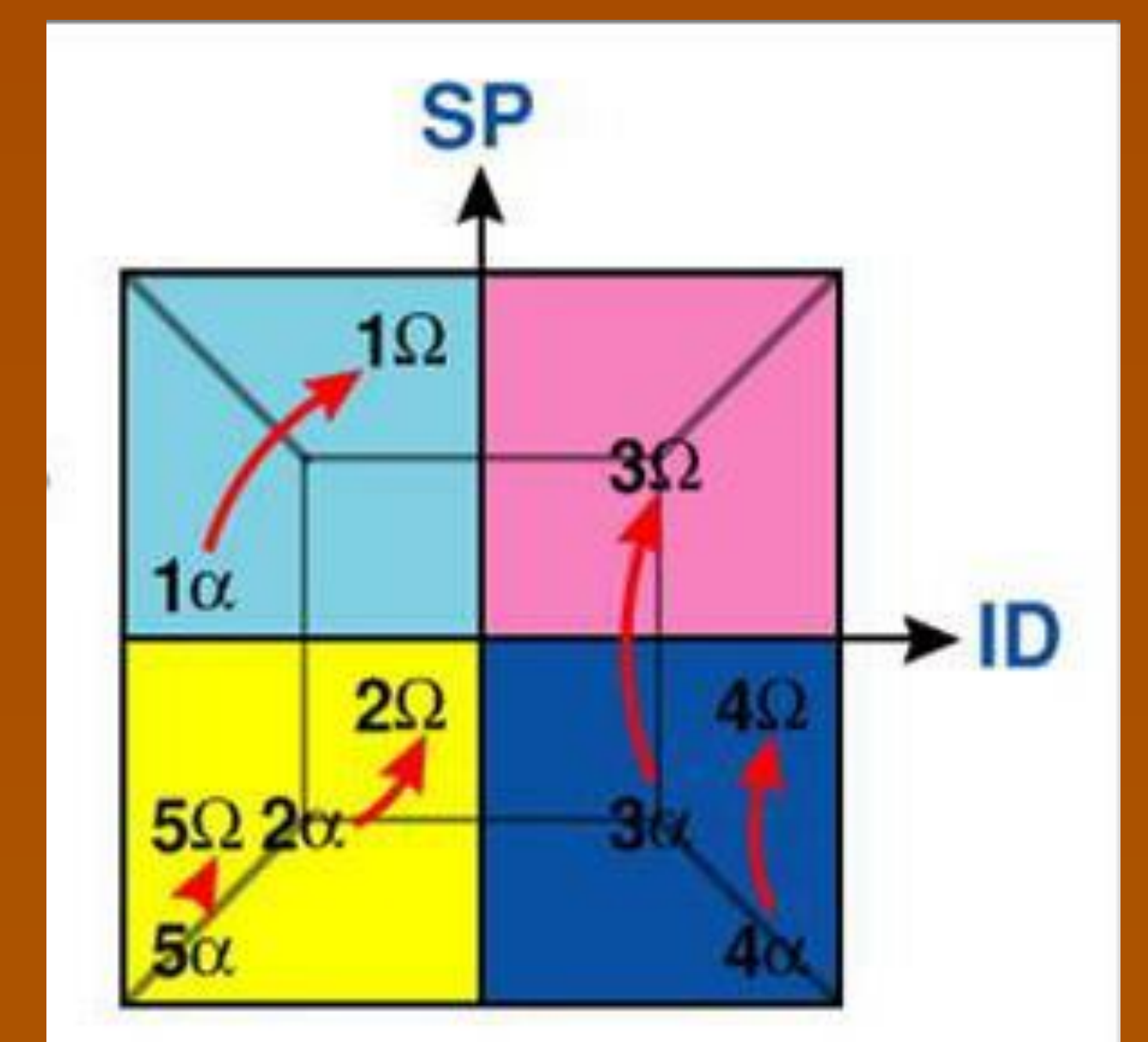
**S (Sympathy)** - getting sympathy  
**P (Partnership)** - managing partnerships  
**I (Information)** - getting information,  
**D (Defensivity)** - assertion of rights

The two axes used for the representation of the SPID® system of coordinates are the SP and the ID axes, which can be regarded as the analogy of the emotional and rational intelligence and along which 4 main types can be identified: master, peacemaker, warrior and revolutionary.

The SPID® system was developed by Merényi and Co. Training ([www.merenyi.hu](http://www.merenyi.hu)) and utilised by M&Co. Europe Training ([www.europetraining.ro](http://www.europetraining.ro)) from Romania.



The SPID® system



The commensurables in training with the SPID® system

### 4. RESULTS AND DISCUSSION

After the training in experimental group we have recorded significant changes in the factors evaluated in the Bar-On test in the intra- and interpersonal scales, in the dimensions of

self-confidence ( $t=-10,231$ ,  $p=0,000$ )  
self-awareness ( $t=-5,828$ ,  $p=0,000$ )  
empathy ( $t=-9,277$ ,  $p=0,000$ )  
interpersonal relations ( $t=-3,039$ ,  $p=0,005$ )  
social responsibility ( $t=-6,195$ ,  $p=0,000$ )  
optimism ( $t=-7,610$ ,  $p=0,000$ ).

In control group we have recorded significant changes in the factors:

optimism ( $t=-7,610$ ,  $p=0,000$ )  
self-confidence ( $t=-6,192$ ,  $p=0,000$ )

Development in SPID® dimensions:  
10 Master (4 => SP, 5 => SP, ID)  
14 Peacemaker (8 SP, ID => Master, 4 => SP, 2 => ID)  
2 Warrior (2 => SP)  
1 Revolutionary (1 SP)

### 5. CONCLUSIONS

The present study analyzes the SPID® system as a possible approach to the improvement of emotional intelligence. The outcome of the research points explicitly to the fact that the emotional intelligence can be developed in intra- and interpersonal scales, in the dimensions of self-confidence, self-awareness, empathy, interpersonal relations, social responsibility and optimism. The significant change in interpersonal scale is due to learning from feed-back, and in the intrapersonal scale due to training-realization. In the scale of adaptation and stress management there are no significant changes, because the concrete utilisation like *problem solving*, *reality testing* and *flexibility* need more training. Their utilization leads later to development in *emotional self-awareness*, *independence* and *self-actualization* dimensions. The Bar-On Emotional Quotient Inventory and the SPID® method are self-report measuring instruments that depend on self-knowledge.