Emotional intelligence and change: a new approach through self directed learning and incorporation of imagined interactions

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Abstract: Emotional intelligence (EI) is very important for people’s change and it can be developed through training. As a variety of different approaches have been proposed and the construct of EI seems to be at crossroads, a very crucial issue with regard to EI is also the lack of a certain methodology to facilitate the improvement of EI competencies. Research demonstrates that programs which report success in developing EI indicate that mindfully identifying behaviours to be changed in combination with opportunities to exercise new skills result in producing more lasting behavioural changes. The primary goals of this literature review based paper are to display the importance of self-directed learning in EI change process, to demonstrate that a methodology based on the incorporation of imagined interactions (IIs) assist EI competencies to be developed. Both of the above assist training on EI to be more efficacious. In this paper it is demonstrated that IIs relate directly to self-directed learning assisting EI change.

Keywords: imagined interactions; IIs; emotional intelligence; EI; self directed learning; competency; change.

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1 The construct of emotional intelligence (EI)

Within the emotional intelligence (EI) paradigm exist several theories. Most of these demonstrate the discriminant validity of trait-based approaches to EI and relate specific aspects of EI and personality traits. Research on the incremental validity of EI when IQ and personality are controlled for has indicated that EI is indeed a unique construct that accounts for unique variance (Ciarrochi et al., 2001; Palmer et al., 2003; Saklofske et al., 2003; Schutte et al., 1998; Van Der Zee et al., 2002; Van Rooy and Viswesvaran, 2004).

Despite the variability of theories of EI, those that have received a great research interest are the theories of Mayer and Salovey (1997), Bar-On (1988, 2000), Goleman (1998, 2001) and Goleman et al. (2002). Although each theory suggests a unique set of constructs, all aim to understand and measure the abilities and traits related to recognition and regulation of emotions (Goleman, 2001). Although definitions within the field of EI vary, they tend to be complementary rather than contradictory. All theoretical approaches within the EI paradigm aim to understand ‘how’ individuals perceive, utilise and manage emotions in an effort to predict and foster personal effectiveness (Ciarrochi et al., 2001). Bar-On (1988) developed the first attempt to assess EI in terms of a measure of well being. Mayer and Salovey (1997) shaped an EI theory within a model of intelligence. EI is viewed as the *ability* to perceive emotions, to access and generate emotions, to assist thought, to understand emotions and emotional knowledge, to reflectively regulate emotions and to promote emotional and intellectual growth. EI is considered as a group of mental abilities and it is best measured by using a testing situation that is performance or ability based. Goleman (1998, 2001) developed the *EI competency-based theory of performance* emphasising four domains: self-awareness, self-management, social awareness and relationship management. Each of these domains becomes the foundation for learned abilities or *competencies* that depend on underlying strength in the relevant EI domain. Goleman (1998) defines an emotional *competence* as a learned capability based on EI that results in outstanding performance at work.

1.1 The value of EI

The ability to manage feelings and handle stress is a crucial aspect of EI that has been found to be important for managerial success (Cherniss, 2000). A study of store managers in a retail chain found that the ability to handle stress predicted higher net profits and more sales per employee (Lusch and Serpkenci, 1990).

Confrontation of failure or setbacks is another aspect of EI (Cherniss et al., 1998). Optimism, one component of EI, impacts productivity positively (Schulman, 1995). Martin Seligman has developed the construct of ‘learned optimism’. It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, internal attributions. In his research at Met Life, Seligman found that optimism’s salesmen performed much better than pessimists (Schulman, 1995).

EI has as much to do with knowing when and how to express emotion as it does with controlling it. Research has shown that the most effective leaders and managers are warmer, more outgoing, emotionally expressive, dramatic and sociable (Bachman, 1988).

Empathy is a particularly important aspect of EI contributing to occupational success (Cherniss, 2000). Research has shown that managers who are best at identifying others’
emotions are more successful in their work as well as in their social lives (Rosenthal, 1977 as cited in Cherniss, 2000).

The emotional competencies are linked to and based on EI. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. A certain level of EI is necessary to learn the emotional competencies (Gowing, in press). For instance, the ability to recognise accurately what another person is feeling enables one to develop a specific competency such as influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as initiative or achievement drive.

EI is an influential variable and a predictor on impression management, on group and member satisfaction. Consequently, organisations should seek to hire and retain employees with high EI, whose characteristics are expected to facilitate courteous interaction (Gundersen and Rozell, 2005).

1.1.1 EI, leadership and workplace performance

Traditional measures of intelligence, although providing some degree of predictive validity has not been able to account for a large portion of the variance in work performance and career success (Emmerling and Goleman, 2003). When it comes to the question of whether a person will become a ‘star performer’ within his/her role, or be an outstanding leader, IQ may be a less powerful predictor than EI (Goleman, 1998, 2001). Likewise, the EI competencies are developed throughout a person’s life through experiences and learning (Dreyfus and Mangino, 2001).

While social scientists are mainly interested in the main predictive relationship between IQ and work success, practitioners and decision makers on hiring and promotion within organisations are far more interested in assessing capabilities related to outstanding performance and leadership. Qualitative research indicates that IQ measures do not account for large portions of the variance associated with performance and career success, especially among senior managers and leaders (Fernandez-Araoz, 2001). However, research on top performers suggests that IQ alone does not predict in this domain as well as competencies that integrate cognitive, emotional and social abilities. However, the separation of abilities related to cognitive intelligence from abilities, traits, and competencies related to EI remains a puzzle; all definitions of EI represent a combination of cognitive and emotional abilities (Cherniss, 2001). This reflects the neuroscience perspective that cognition and emotions are intertwined in mental life (through thick connections between the emotional centres and the neo-cortex) rather than being independent, especially in complex decision-making, self-awareness, affective self-regulation, motivation, empathy and interpersonal functioning (Davidson et al., 2003), all these are aspects – competences of EI. EI mingles neocortical and sub-cortical skills, combining affective and cognitive abilities. This indicates a fundamental difference from competencies like technical skills, which mainly rely on purely cognitive, IQ-type abilities based in the neo-cortex. When it comes to learning in this domain, the brain operates in a different way than is the case when a technical skill is learned. By ignoring this distinction, organisations stand to waste time and money on training approaches that are ineffective. It is important effective ways to help people boost EI competencies, in contrast to methods that work well for technical skills (Goleman et al. 2002). For example, manager’s self awareness (of strengths, weaknesses, gaps), that is
not a technical skill but an EI domain, can be developed through intrapersonal conversations—imagined interactions as part of self-directed learning (Bryan, 2006).

The failure of IQ to predict a large portion of the variance in performance among managers may be attributable to range restriction on the variable of IQ among managers and senior executives. Leadership requires highly cognitive ability. Simply having an IQ in a superior range does not in itself guarantee that they will be superior managers or leaders (Spencer and Spencer, 1993). IQ is limited to address issues in many applied organisational settings, and is even more limited in its ability to predict performance and career success within a given vocation. Although IQ may assist of the variance in performance in entry-level positions, even in this context it rarely distinguishes average and star performers (Steele, 1997).

Although the evaluation of constructs within the EI paradigm has indicated significant utility and predictive validity in applied settings (Spencer and Spencer, 1993), claims of the relative importance of EI compared to traditional forms of intelligence needs further empirical investigation to better determine the relative contribution of each in the prediction of specific criterion (Goleman et al., 2000). Although IQ should remain an important predictor of the types of vocations a given individual can assume, once within that vocation the predictive validity of IQ would seem to diminish significantly. Also there is often the impression that high EI might somehow compensate for a low IQ and allow those with below average IQ, but high EI, to thrive in spite of below average intelligence – in essence giving the false impression that IQ matters little. Although that the notion of IQ as a threshold competence is an important distinction as well as that IQ is clearly an important construct, however, by expanding our definition of intelligence we obtain a more realistic and valid assessment of the factors that lead to personal effectiveness and adaptation (Sternberg et al., 2002).

2 EI change and development

There has been a great skepticism on this point. Bar-On (2000) has demonstrated that EI change and development can take place. EI may be learned and improved through life experience. Emotional incompetence often results from habits deeply learned early in life. As experience shapes the brain the neural connections that support these are strengthened whereas connections that are unused become weakened (Cowan and Adler, 1998). Further research has indicated that individuals are likely to improve greatly a given aspect of their EI (social and emotional competencies); however, this takes place only with sustained effort and attention (Cherniss and Adler, 2000; Cherniss and Goleman, 2001; Cherniss et al., 1998; Goleman, 1998; Goleman et al., 2002; Dreyfus and Mangino, 2001; Barlow, 1985; Marrow et al., 1997). Another longitudinal study indicated that EI competencies can be significantly improved and moreover, these improvements can be sustainable over an extended period (Boyatzis et al., 1995). Cowan and Adler (1998) provides some important issues in order EI to be developed:

- Emotional learning should be distinguished from cognitive learning.
- Emotional capacities differ from cognitive abilities because they draw on different brain areas. Cognitive abilities are based in the neocortex but with EI competencies is also involved the circuitry that runs from the emotional centres, deep in the centre of the brain up to the prefrontal lobes—the brain’s executive centre. Emotional
learning that leads to development of emotional competence has to re-tune these circuits.

- EI learning involves not only fitting new data into existing frameworks but it requires that the neural circuit also should be engaged where emotional habit repertoire is stored. One must first unlearn old habits and then develop new ones.
- Emotional learning involves ways of perceiving and acting that are more central to a person’s identity.

2.1 Perception – mental patterns

People’s behaviour and judgment is based on their perception. Perception is the mental function by which individuals organise and interpret their environment, develop behaviours, make attributions about events. The perceptual process is influenced by internal factors – related to the state of the individual (e.g., psychological factors, previous experiences) and external factors – related to the outside environment (e.g., nature of external stimulus) (Mullins, 1998). Perception is a self-organising process that creates patterns. It is man’s mind that through the process of perception creates the world in which he/she lives forming patterns mainly from experience. Human brain provides a means for incoming experiences to organise themselves into definite patterns, to organise the signals from the external world into recognisable patterns that have meaning. These patterns then determine ‘how’ the world is considered. A pattern is only one particular way of looking at things and does not exclude other ways. People have to use stable patterns of perception as proto-truths, realising that they are not unique and also they are capable of being replaced by better patterns. The deliberate use of lateral thinking can provoke new patterns and logical analysis can clarify issues and direct attention encouraging new patterns to emerge. Thus, although mental patterns form passively from the self-organisation of experience, man can affect that experience and so influence patterns resulting in changing them. The new meta-system is concerned with the use and change of the perceptual patterns that create the world in which each person lives. The mind would be trapped for ever by its initial patterns unless it had the ability suddenly to switch over and see things in a different way. This is the basis of insight, creativity, learning and progress. It is the aim of the techniques of lateral thinking. This pattern-switching ability is vital to a patterning system. In this way, people suddenly see something in a new way. Change of mental patterns influences human perception of reality, human thoughts and actions. Due to this, in the case of self-directed learning and change, there is a need for the person to leave its own perceived world, to leave initial perceptual patterns, to move ahead developing new patterns, new features of mental patterns or re-grouping, restructuring, in a different and better way, other ones enriching or altering perception (De Bond, 2007).

2.2 Self-directed change

Research on the effects of self-help programs (Kanfer and Goldstein, 1991), cognitive behaviour therapy (Barlow, 1988), training programs (Marrow et al., 1997) and education (Pascarella and Terenzini, 1991; Winter et al., 1981) have shown that people can change their moods, behaviour and self image. Also, various studies indicated that people who have entered a change process of enhancing EI abilities can improve competencies such
as self awareness, self management, social awareness and these gains are sustained over time (Boyatzis et al., 1995c; Boyatzis et al., 2000; Wheeler, 1999). In a longitudinal study of an executive education program where 67% of the EI competencies of participants were assessed, it was indicated that executives statistically significantly improved on self-confidence, leadership, goal setting, helping and action skills (Ballou et al., 1999).

All these studies demonstrated that people learn what they want to learn. Other things, even if acquired temporarily, are soon forgotten (Specht and Sandlin, 1991). Even in situations where a person is under threat or coercion, a behavioural change revealed, as a reaction to the threat, extinguishes or reverts to its original form after the removal of the threat; even in this case though, the behavioural comportment following these changes is affected by the individual’s values, will and motivations. These studies also demonstrated that sustainable behavioural change is intentional. Self-directed change is a type of intentional change in a basis of who a person really is or who he/she ideally wants to be (Boyatzis, 2002).

All too often, individuals consider growth or development by placing focus on the ‘gaps’ or deficiencies. Organisational training often commits the same mistake. It is no wonder that many of those programs or processes intended to assist an individual’s development of feelings (feeling battered, bruised) do not help or motivate. The gaps may get people attention because they disrupt progress (Fry, 1993). Exploration of someone’s self in the context of his/her environment and examination of his/her real self in the context of his/her ideal self both include comparative and evaluative judgements. A complete comprehensive view has to involve both strengths and weaknesses. In order someone to contemplate change should contemplate stability as well. In order someone to identify and commit to changing parts of his/her self should identify the parts he/she wants to keep and possibly enhance. So, adaptation does not imply or require ‘death’ but evolution of the self (Boyatzis, 2002).

3 Self-directed learning and points on the way of learning

Self-directed learning relates directly to self-directed change in which people are aware of the change and understand the process of it (Boyatzis, 2002). The process of self-directed learning is organised in five sections (Boyatzis, 1999; Goleman et al., 2002):

- My ideal self – who I want to be
- My real self – who am I?
- My learning agenda – building on my strengths while reducing gaps
  My strengths – where my ideal and real self are similar
  My gaps – where my ideal and real self are different
- New behaviour, thoughts and feelings through experimentation
  Creating and building new neural pathways through practicing to mastery
- Trusting relationships that help, support and encourage each step in the process.

Each of the above sections starts with a point of discontinuity. Discontinuity is a part of the process that usually occurs with a surprise and not as a smooth event; the person’s behaviour seems to be stuck for quite long periods of time and then a change appears
suddenly. As the person experiences a discontinuity may start the process of self-directed learning at any point in the process that usually associates with the individual’s awareness of the situation and his/her sense of urgency of it. There are five discontinuities (Boyatzis, 2002):

- **Catching your dreams, engaging your passion**: The starting point for the process of self-directed learning is the discovery of who a person wants to be. This discovery is very difficult (Handy, 1997). The ideal self is an image that emerges from a person’s ego, dreams and aspirations and it reflects the person’s intrinsic drives which have more enduring impact on a person’s behaviour than extrinsic motives. People aspirations are shaped by their values (Boyatzis et al., 2000), motives (McClelland, 1985), career paths (Boyatzis and Kolb, 1999) and other parameters. People can access and engage deep emotional commitment and psychic energy if they engage their passions and catch their dreams in their ideal self image (Boyatzis, 2002).

Although the importance of considering the ideal self is known, however, when engaged in a change or learning process people neglect the formulation of their ideal self image. People may become victims of the expectations of others (others’ version of people ideal self is called ‘ought self’) and of seductive power of popularised images from media, celebrities and reference groups that may lead them trying all their lives to be someone else and neglecting to concentrate on the person each could be.

- **Am I a boiling frog?** The awareness of the current self, the person that others see, is elusive. The greatest challenge to a precise current self-image (seeing your self as others see you and consistent with other internal states, beliefs, emotions, values) is the boiling frog syndrome where slow adjustments to changes are acceptable but the same change made dramatically is not tolerated. People around may not let someone see a change, or may not give any feedback how they see it in case they see it or may be biased by the boiling from syndrome as they adjust their perceptions on a daily basis and they may allow a change to pass unnoticed. People relationships mediate and translate cues from the environment. However, for a person to truly consider changing a part of himself/herself, he/she must have a sense of what he/she values and wants to keep. Likewise, considering what someone wants to preserve about himself/herself involves admitting aspects of himself/herself that he/she wishes to change or adapt in some manner. Awareness of these two and exploration of each exist in the context of each other. Due to this, people should engage their passion and create their dreams, know themselves, identify their strengths and their gaps of their real and ideal selves (those aspects you want to adapt or change) keeping attention on both.

- **Mindfulness through a learning agenda**: The focus here is on the development of an agenda and on the focus on the desired future. A learning orientation that arouses positive belief in one’s capability of improvement setting as well personal standards of performance should replace a performance orientation in organisations that evokes anxiety and doubts whether a person can change (Chen et al., 2000; Beaubien and Payne, 1999). Individuals with a learning agenda establish personal goals and are more adaptive and oriented toward development resulting in better presentations (Brett and VandeWalle, 1999). People who set personal goals desiring to change on certain emotional competencies change significantly on those (Leonard, 1996).
the contrary, when goals are put from outside and are irrelevant to personal goals, the only success with self-directed change is people to say ‘no’ and stop activities that serve undesired goals. Also, when people are engaged in activities different from their preferred learning style or learning flexibility they become demotivated and stop the activities or become impatient that the goals are not worth the effort (Kolb, 1984). People should create their own personal learning agenda.

- **Metamorphosis**: The potential start of self-directed learning is to experiment and practice desired changes experimenting with new behaviour. During an experimentation period, the person exercises the new behaviours in actual settings within which he or she wishes to use them such as at home or at work. During this process self-directed change and learning begins to look like a constant improvement process.

  The person must find ways to learn more from current or ongoing experiences in order to learn or develop. The experimentation and practice do not always require attending lessons or an activity. It might involve trying something different in a current setting, reflecting on what occurs and experimenting further in that setting. This procedural part requires finding opportunities to learn and change. People might not perceive they have changed until they have tried new behaviour in a ‘real world’ setting (Rhee, 1997). The experimentation and practice become more effective when they take place in situations in which the individual feels safe (Kolb and Boyatzis, 1970). This feeling of psychological safety makes people try new behaviour, perceptions and thoughts with less risk of shame, embarrassment and fear of failure. So, people should try to experiment, practice and learn by their experiences finding settings in which they feel psychologically safe.

- **Relationships that enable us to learn**: People relationships moderate and meditate their sense of who they are and of who they want to be. Relationships provide coaching, friendship, opportunities of discussing progress on their learning agenda, of exploring new behaviours, habits, new strengths and gaps. People develop their ideal self, they interpret their real self, they value strengths and gaps from these context. Research indicated that people in a fellows program increased their self confidence when they developed new and different relationships that encouraged change (Ballou et al., 1999). People should develop and use their relationships as part of their change and learning process.

4 Enhancement of EI intervention through imagined interactions (IIs)

Symbolic interactionism and script theory have provided the theoretical foundation for the imagined interaction (II) construct (Honeycutt, 2003). Mead (1934) described the internalised conversation of gestures and demonstrated that individuals can have present multiple scenarios for envisioning the alternative possible overt completions of any act in which individuals participate. The individual can ‘test out implicitly the various possible completions of an already initiated act in advance of actual completion of the act’ and choose ‘the one which it is most desirable to perform explicitly or carry into overt effect’ [Mead, (1934), p.117]. This process pertains, partially, to what Mead labelled the
individual’s internal conversation with him/her self. These internal dialogues could involve taking the role of others to see our selves as others see us.

This short of pre-communicative mental activity is a peculiar type of activity that goes on in the experience of the person (Manis and Meltzer, 1978). The person responds to him or herself. This activity is important to the constitution of the self concept (Meads, 1934): ‘That the person should be responding to himself is necessary to the self, and it is this sort of social conduct which provides behaviour within which that self appears’ (p.118). The most interesting about this type of mental activity is that

1. one may consciously take the role of others, imagining how they should respond to one’s messages in specific situations, an thus

2. one can test and imagine the consequences of alternative messages prior to communication (Honeycutt et al., 1989).

Due to this, it is also important the person to leave its own perceived world and step into another’s that can be guided and facilitated in the beginning of his/her effort. So, this pre-communicative mental activity assists both self concept and concept of perception patterns of the ‘other’ strengthening EI domains (self awareness and social awareness) and enhancing EI competencies (Goleman, 2001).

If a major function of IIs is rehearsing for anticipated interaction, then it is probable that IIs allow individuals to obtain information from learned, cognitive scripts (Schank and Abelson, 1977). Research on planning usually assumes that actors access planning behaviours from particular cognitive structures, like cognitive schemata and scripts or procedural records (Honeycutt, 2003). Script theorists, such as Schank and Abelson (1977), have demonstrated that cognitive scripts are related to planning in those scripts call up cognitive representations of specific goal states and the behaviours required to achieve them. To achieve the goals, actors must follow the script. Like scripts, IIs are abstractions of ongoing streams of behaviour to which central tendencies are extracted and stored. However, they might not accurately represent real conversations, and may be both functional and dysfunctional.

An example of IIs consists Honeycutt’s (2000) study where he demonstrated the effort to teach a woman EI while driving; she needed to utilise the power of EI through positive mental imagery rather than ruminating about negative outcomes with the offending driver. The attempt was to teach her to empower herself through emotional self-control and how thoughts about worst-case scenarios often are futile. She was taught the power of positive thinking through imagining productive outcomes. She was also presented with research studies displaying how pessimism is associated with negative results while optimism is associated with positive results (Myers and Diener, 1995; Scheier and Carver, 1987). It was demonstrated how road rage can be controlled by positive IIs while driving. Honeycutt (2003) in his book Imagined Interaction deals with six functions of IIs including self-awareness, compensation, catharsis, rehearsal, conflict management and maintaining relationships. He focuses also on cross-cultural variability, organisational efficiency, deception and skills to improve IIs before entering a situation in which one will be evaluated (e.g., a job interview). All the above functions of IIs relate to EI and thus improvement on these relates to change of EI.

The rehearsal and self-understanding functions of IIs are effective in assisting individuals to develop EI competencies. Those functions associated with the characteristics of specificity, proactivity, retroactivity and valance afford the opportunity
to explore past encounters and prepare for future ones. IIs permit a person to reflect on past interactions to enrich self understanding, specifically invoking the self awareness component of EI models. Similarly, preparing for future encounters provides a way to explore possible responses in relationship to particular EI competencies. Incorporating the characteristics of specificity and self dominance, IIs permit an individual involved in improving his EI an opportunity to create various scenarios, extending a potential behaviour repertoire to include those that display higher levels of EI competencies (Bryan, 2006).

4.1 Imagined interactions – training – self-directed learning

All the above mentioned practices expand on the concept of training in mindfulness to include the depiction of actual behaviours and anticipated responses to be most efficacious in any specific context (Bryan, 2006). Assisting people to broaden their repertoire of coping strategies and to try out new ways of handling emotionally charged situations might be a sound way to enhance emotional management skills (Lopes et al. 2006). Training that incorporates IIs into any EI intervention can be most efficacious permitting participants to select those behaviours that demonstrate the higher levels of EI competencies and allowing them to prepare for subsequent similar encounters (Bryan, 2006). Behaviours must be practiced repeatedly to become incorporated into one’s repertoire (Gottman, 1994). IIs coupled with mindfulness training and using an EI model, training participants learn to utilise these ‘mental movies’ as tools to develop competencies identified for development (Bryan, 2006).

Imaginary conversations can be induced in people and have them role-play expected behaviours while preparing for a contingency of possible outcomes (Honeycutt, forthcoming). This process is based on the concept of experimentation and practice on new behaviours (Mead, 1934). Also, it is based on the development of a personal learning agenda that serve the personal learning needs and personal learning techniques on its application on preferable settings for the person (Schank and Aberlson, 1977). Finally, it is based on learning through personal experience in a process of discovering his/her real self (Manis and Meltzer, 1978). Through the awareness of his/her own personal characteristics, strengths, weaknesses, through the awareness of how others see him/her in an effort to perceive reality through his/her own perception and through the perception of ‘others’, the person results in working on the improvement of weaknesses that refer to ideal self in a process of discovering his/her ideal self (Mead, 1934). Thus, it seems that this process has some common elements with the concepts of self-directed learning theory that is associated to self change.

5 Conclusions

Change of EI competencies is not an easy task and process. Self directed learning is crucial to self-change that is related to EI competencies change. Self-directed learning provides learning signs as a means for change. IIs-intrapersonal conversations, provide a methodology that assist person’s change as well. It is important to be emphasised that the person who is interested in self directed learning and change applying IIs should not generate and repeat IIs compatible only to its own perception system but to the perception patterns of the ‘other’ as well. As the ‘other’ will probably respond based on his/her own
perception patterns, the person-self directed learner, while rehearsing IIs, should also consider the perception of reality, thoughts and mental patterns of the ‘other’, otherwise, the ‘other’ perception might be radically different from the rehearsed ones if these are compatible only to the perception system of the person-learner.

What is demonstrated here is that both assist EI change but we also see that the philosophy of IIs is based on self-directed learning and it is not really something different and new. IIs are based on experimentation and practice as a process of a person to assist development of new behaviours, in settings a person desires and selects, borrowing knowledge by his/her own personal experiences. IIs are also based on self awareness, on the way others see him or her as well on the person’s effort of improving weaknesses and enforcing his/her strengths, in a personal manner incorporating in his or her learning agenda, and thus working on the discovery of the real self and of the ideal self, on developing personal goals and a learning agenda that incorporates IIs. Based on these characteristics, self directed learning and IIs assist development of EI competencies.

References


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