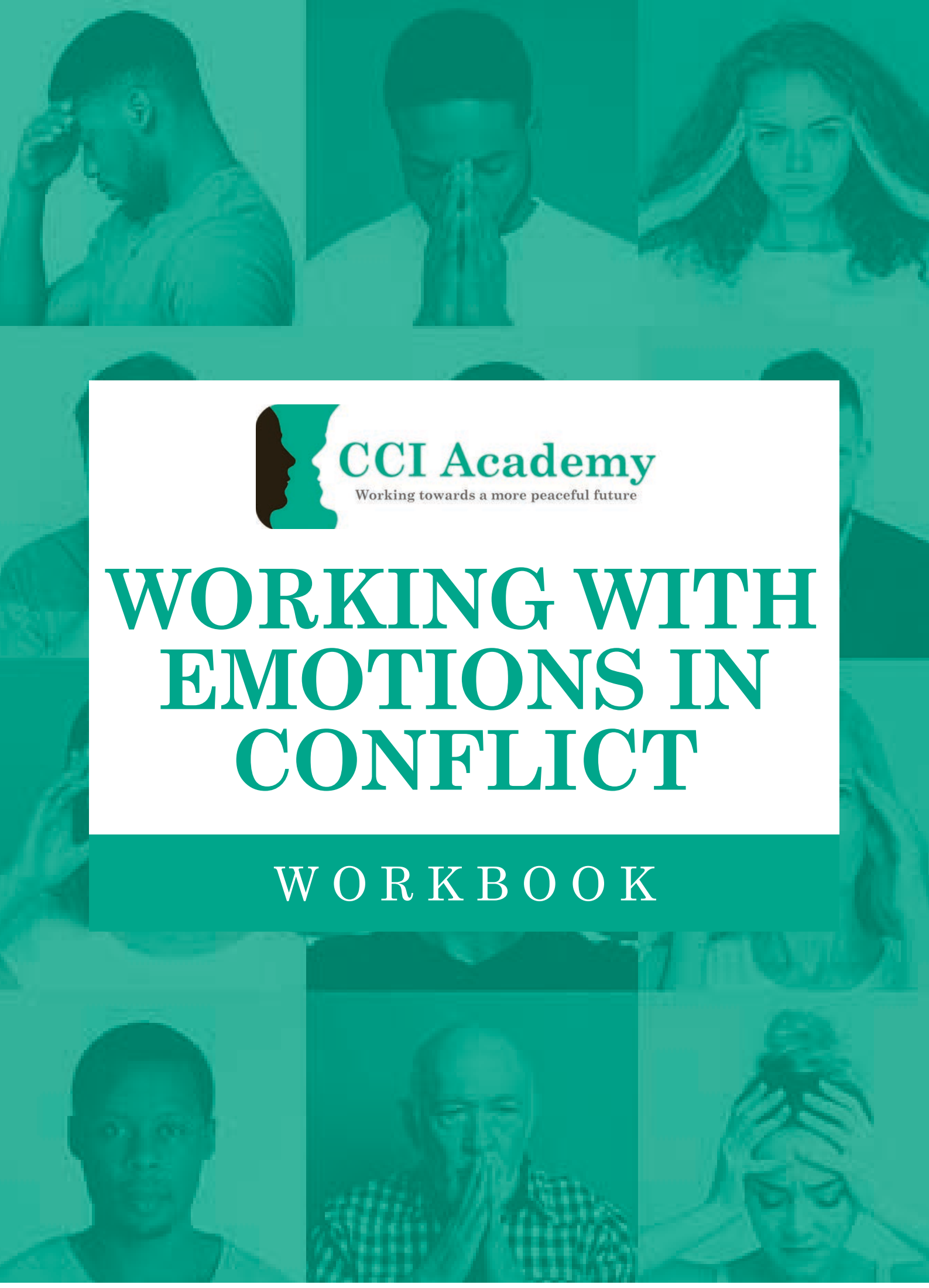


CCI Academy

Working towards a more peaceful future

WORKING WITH EMOTIONS IN CONFLICT

WORKBOOK

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Welcome to the Working with Emotions in Conflict online course at CCI Academy. One of the hardest parts about conflict, and managing it effectively, is the emotions part. Whether you are personally involved in the conflict, or a professional supporting others in conflict, emotions play an important role.

Understanding how emotions work, the kinds of things that trigger them, some ways that we might regulate them, and whether and how to express them is essential in conflict situations. The better we understand the way emotions work, the more likely we will be to prevent unnecessary conflict, to stop existing conflict from escalating, and to manage conflict in a constructive way.

Emotions have an impact on many different aspects of conflict, such as memory, perception, decision-making, our willingness to cooperate, and our capacity to communicate with others. We can learn to use them to support our capacity to manage conflict constructively!

This course brings together important information and research from a wide range of disciplines, including neuroscience, psychology, communications and conflict management.

It includes video lessons as well as some additional written and visual content, and exercises to apply your learning to your own specific situation.

While the course is fully flexible and designed to be completed in your own time and at your own pace, we want to reassure you that you are not on your own! Any time you have a question, please get in touch. We are always just an email away, and if we can't answer your question easily by email, we'll be in touch to schedule a phone or zoom conversation.

If you're keen to take your learning to the next level, we both offer small group and one-on-one coaching (in person and online) to support you to put your learnings into practice right away in your own particular context. If you are interested in this, please let us know.

Keep on working towards a more peaceful future!



Dr Samantha Hardy
CCIAcademy.com

COURSE *Overview*

MODULE	COMPLETED
1. Key concepts	☐
2. Expression of emotion	☐
3. Emotional regulation	☐
4. Emotional intelligence and agility	☐
5. Emotions and other processes	☐
6. Specific emotions in conflict	☐
7. Emotions in different conflict processes	☐
8. Our emotions as practitioners	☐

IMPORTANT INFORMATION BEFORE YOU START

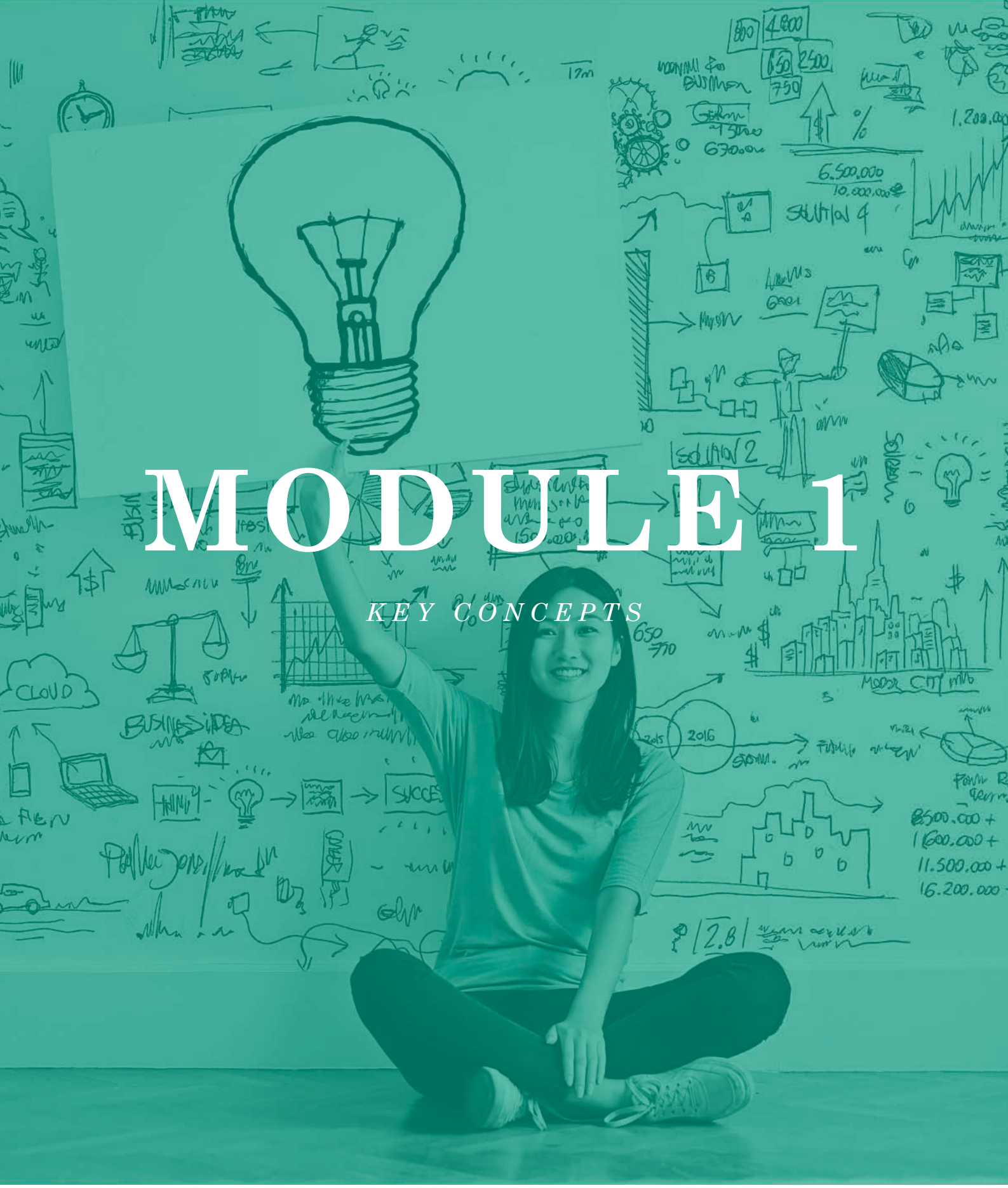
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MODULE 1

KEY CONCEPTS

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MODULE ONE

LESSONS

1.1 What are emotions

1.2 Types of emotions

1.3 The physiological side of emotions

1.4 The threat response / triggers and hooks

1.5 Emotions and goals

1.6 The social function of emotions

1.7 Emotions and culture

1.8 Emotional intelligence and agility

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USEFUL DEFINITIONS

Instance of emotion

A specific situation in which an individual experiences something they recognise as an emotion.

Emotion category

A collection of instances of emotion that are recognisable (due to individual experience or cultural understanding) as similar in type.

Affect

A generic sense of arousal or activation that may be emotional or physiological. The intensity of affect often lets us know how important the events giving rise to it are to us. If we have a very strong reaction to something, it is usually because it is very important to us in some way. Affect has two features:

Valence

a general feeling of pleasantness or unpleasantness

Arousal

a general feeling of calmness or agitatedness

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Interoception

Your awareness of physical sensations in your body.

Homeostasis

When your internal body systems (including things like steady levels of temperature and other vital conditions such as the water, salt, sugar, protein, fat, calcium and oxygen contents of the blood) are stable and in balance, you are physiologically regulated. When our system is functioning properly, our body will naturally return to homeostasis after a disturbance.

Affective realism

We feel something unpleasant that makes us agitated, we tend to blame something outside of us and to give the outside stimulus the attribute of how we are feeling.

Mood

A mood is more generalised than an emotion. Moods are not usually tied to a specific incident, although they may develop due to an accumulation of incidents, or a person dwelling on a particular incident or emotion for a prolonged period of time. Moods can last hours, or even days. The infographic on the following page provides an overview of the difference between moods and emotions.

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LESSON 1.1

WHAT ARE EMOTIONS?

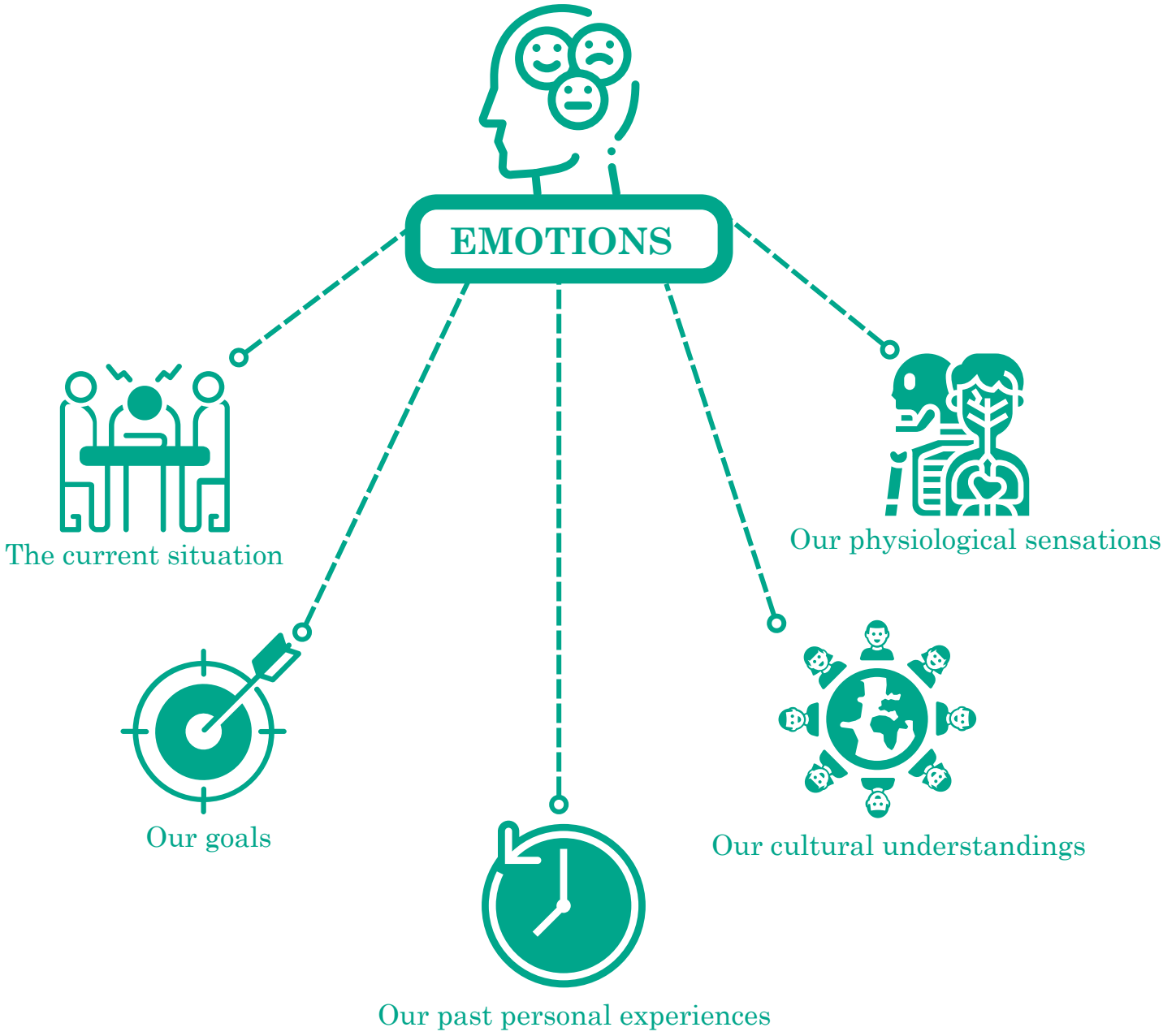
MOODS	vs	EMOTIONS
Moods typically last minutes to hours		Emotions typically last seconds to minutes
Moods influence our emotions		Emotions can accumulate into a mood
A mood lowers the threshold above which an emotion may be triggered.		An emotion will be more easily triggered if it's consistent with our current mood.
Moods may take more effort to regulate		Emotions are more difficult to regulate if they are experienced within a consistent mood
Moods are influenced by many factors including the environment, physiology, thinking and emotions.		Emotional triggers are usually more specific and easily identifiable
Moods are more generalised and we tend to only feel one mood at a time.		Emotions are sharper and more varied, we can experience more than one emotion at once.
Moods do not have their own unique facial expressions, but can sometimes have typical nonverbals.		Each emotion has a typical facial expression (although there is debate about whether these are universal).
Moods can be contagious, affecting those around us.		Emotions can be contagious, affecting those around us.

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LESSON 1.1

WHAT ARE EMOTIONS?

Describe some examples when your emotions led to you develop a certain mood, and when your mood seemed to make you more susceptible to certain emotions?



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LESSON 1.1

WHAT ARE EMOTIONS?

Recall emotions that you have experienced in the past. Identify the physiological components of those emotions (e.g. what you felt in your body when you experienced those emotions)?

Emotion	Physical sensations

LESSON 1.1

WHAT ARE EMOTIONS?

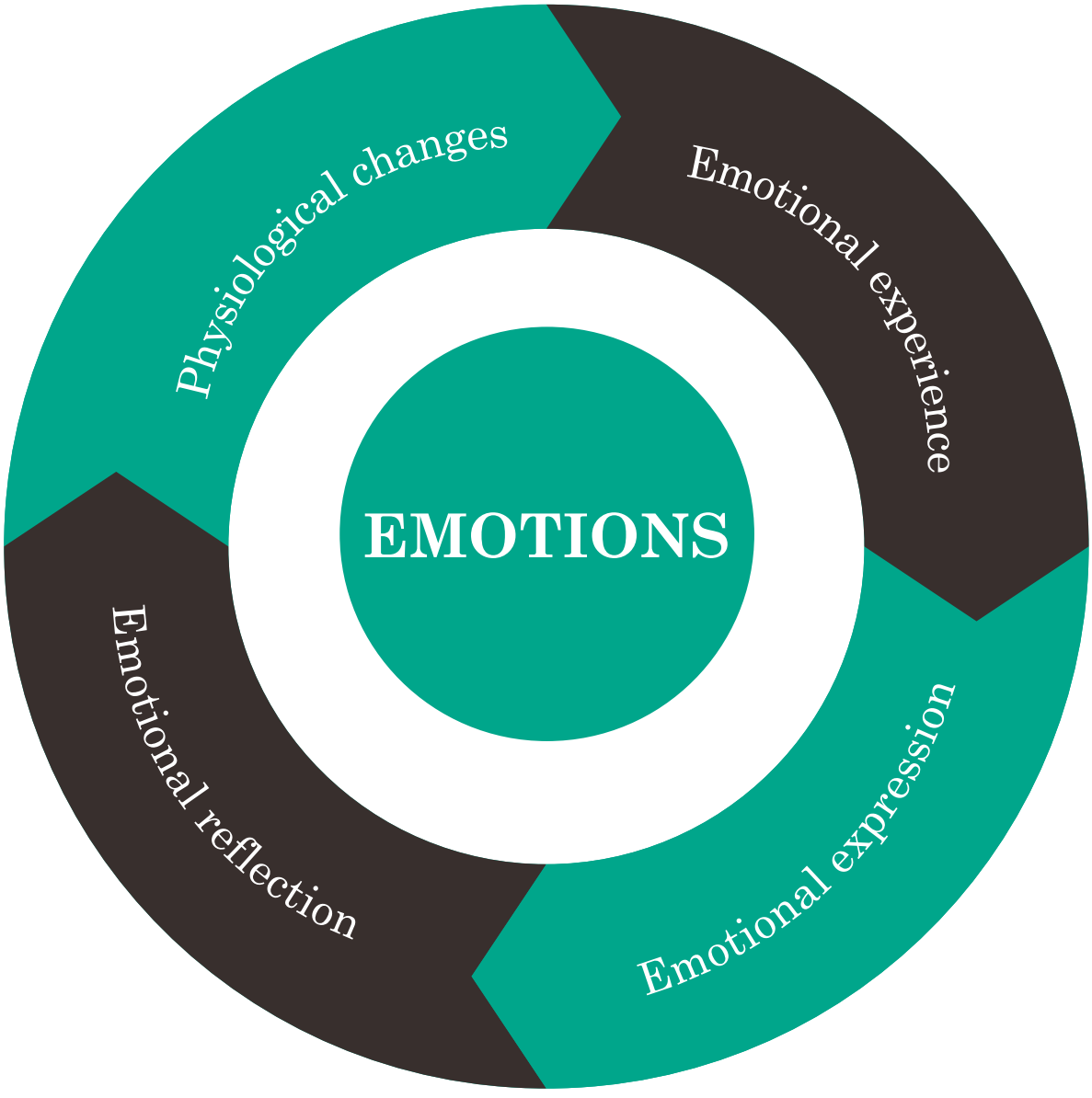
Think of a time you experienced a strong emotion. Can you identify:
(a) the situational factors that contributed to the emotion
(b) which of your goals were impacted by the situation
(c) situations in the past when you have felt a similar emotion that might have contributed to that particular instance of emotion
(d) any cultural factors that contributed to the emotion or how you responded

LESSON 1.1

WHAT ARE EMOTIONS?

Can you think of a time when the experience part of an emotion changed? For example, you saw something in the grass in front of you, your heart raced and you jumped backwards, you experienced this as fear as you perceived what you saw as a snake. However, then you looked again and saw that it was just a stick, and your experience changed, you experienced a feeling of relief and perhaps slight amusement. Describe an example from your experience.

THREE (FOUR) COMPONENTS OF EMOTION



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LESSON 1.1

WHAT ARE EMOTIONS?

Describe a situation in which you did express your emotion/s to others. Which expressions of emotion were conscious and deliberate, and which happened without any conscious intention on your part?

Describe a situation in which you did not express your emotion/s to others. What kinds of things did you do to ensure that you did not express what you were feeling?

LESSON 1.1

WHAT ARE EMOTIONS?

Describe a situation in which you reflected on your emotions. In other words, a time when you had some kind of feeling about the fact that you were experiencing and/or expressing an emotion. What do you think led you to reflect on your emotion in this way in this situation?

Extra Resources

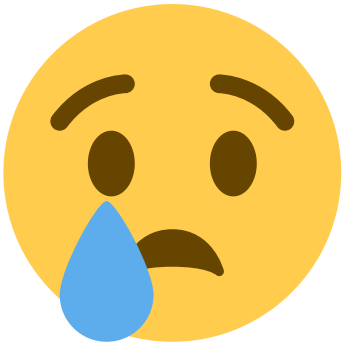
HOW EMOTIONS ARE MADE BY LISA FELDMAN BARRETT (2017)

LISA FELDMAN BARRETT EXPLAINS THE FACTS AND FICTIONS ABOUT EMOTIONS

https://youtu.be/9pc8bCDm32U

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PAUL EKMAN'S SEVEN BASIC EMOTIONS



SADNESS

is an emotional state characterized by feelings of disappointment, grief or hopelessness.



ENJOYMENT

is a pleasant emotional state that elicits feelings of joy, contentment and satisfaction.



FEAR

is a primal emotion that is important to survival and triggers a fight or flight response.



ANGER

is an emotional state leading to feelings of hostility and frustration.

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PAUL EKMAN'S SEVEN BASIC EMOTIONS



SURPRISE

is a brief emotional state, either positive or negative, following something unexpected.

DISGUST

is a strong emotion that results in the feeling of being repulsed.





CONTEMPT

is a feeling of dislike for and superiority (usually morally) over another person, group of people, and/or their actions.

PLUTCHIK'S EMOTIONS WHEEL



COMBINED EMOTIONS

LOVE | joy + trust

GUILT | joy + fear

DELIGHT | joy + surprise

SUBMISSION | trust + fear

CURIOSITY | trust + surprise

SENTIMENTALITY | trust + sadness

AWE | fear + surprise

DESPAIR | fear + sadness

SHAME | fear + disgust

DISAPPOINTMENT | surprise + sadness

DISBELIEF | surprise + disgust

OUTRAGE | surprise + anger

REMORSE | sadness + disgust

ENVY | sadness + anger

PESSIMISM | sadness + anticipation

CONTEMPT | disgust + anger

CYNICISM | disgust + anticipation

MORBIDNESS | disgust + joy

AGGRESSION | anger + anticipation

PRIDE | anger + joy

DOMINANCE | anger + trust

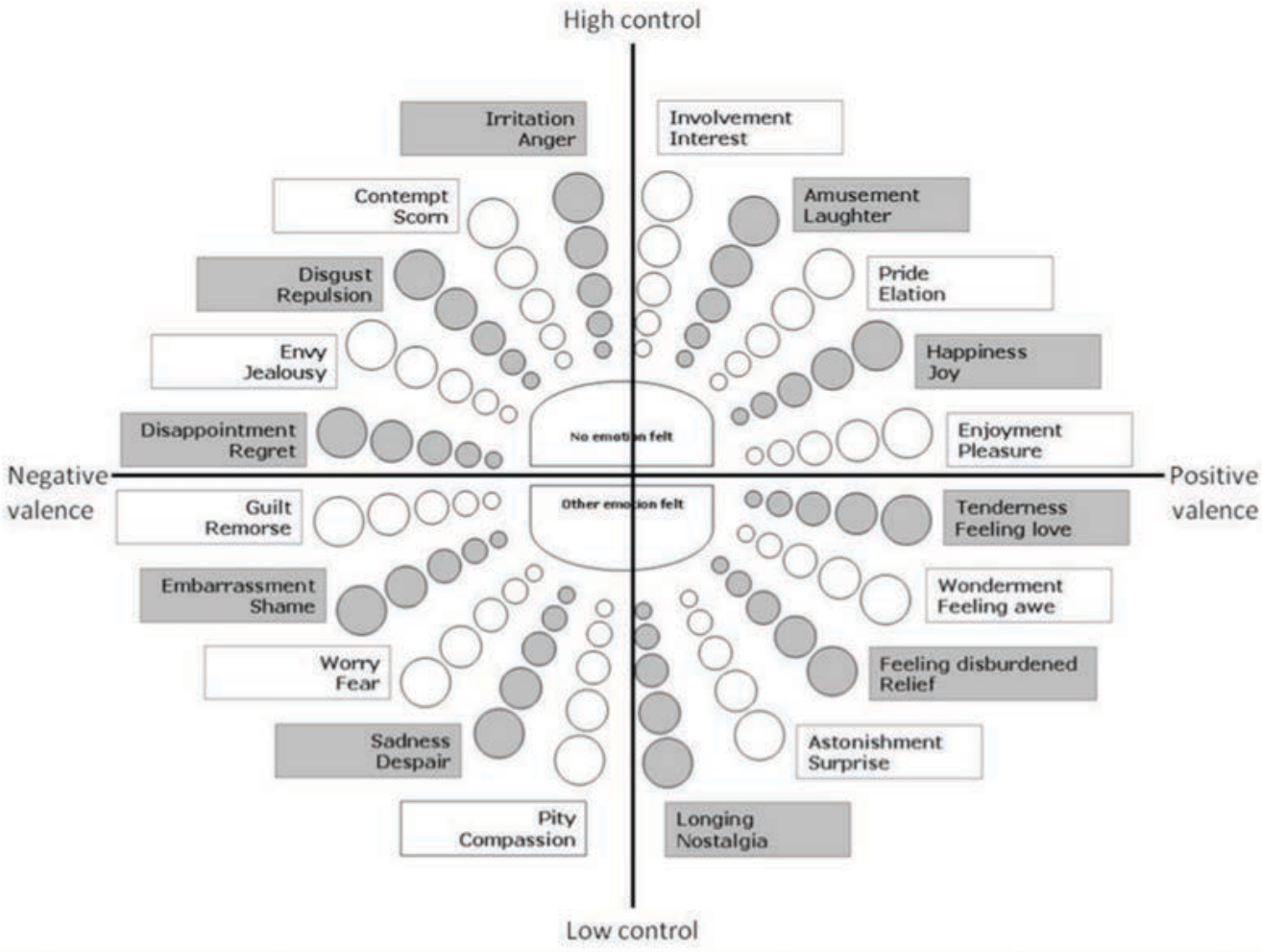
OPTIMISM | anticipation + joy

HOPE | anticipation + trust

ANXIETY | anticipation + fear

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THE GENEVA EMOTION WHEEL



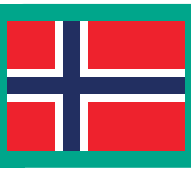
EXAMPLE OF CULTURALLY UNIQUE EMOTIONS

Gezellig – this is a Dutch emotion that translates into something like the comfort of being with a close friend and feeling safe and happy).

Voorpret – a Dutch word describing pleasure felt about an event before the event takes place



Forelsket – a Norwegian emotion that is the intense joy of falling in love



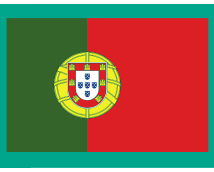
Hygge – a Danish word for a feeling of close friendship



Tocka – a Russian emotion involving spiritual anguish



Saudade – a Portuguese word something like a stong, spiritual longing



EXAMPLE OF CULTURALLY UNIQUE EMOTIONS

Pena Ajena – a Spanish emotion that can be sadness over another person's loss, or discomfort or embarrassment on someone else's behalf.

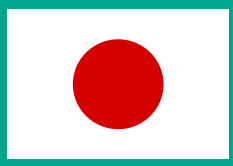


Gigil – a Filipino emotion expressing the urge to hug or squeeze something that is unbearably adorable



Age otori – a Japanese emotion that describes the feeling of looking worse after a haircut

Arigata meiwaku – Japanese emotion felt when someone has done you a favour that you didn't want from them and which may have caused difficulty for you, but you're required to be grateful anyway.



Litost – Czech concept that is roughly torment over one's own misery combined with the desire for revenge.



INVENT YOUR OWN EMOTION!

Emotions are constructed from our physiological sensations, our past and current experiences and our cultural understandings about different emotions, when they occur, how they feel and what is an appropriate response. Lisa Feldman Barrett suggests that a good way to develop our emotional repertoire is to make up our own emotions. She uses the example "chiplessness". Here are some examples of emotions invented by sme and some of my colleagues:



spillease

It's the feeling you get when you have had your car cleaned immaculately and then your child spills their icecream all over the back seat. It's a combination of feeling annoyed at your child, disappointed that your car is no longer clean, but also kind of relieved that the inevitable accidental spillage has occurred because now you don't have to be so vigilant in trying to maintain the pristine cleanliness of your car any more.



bodtrayed

It's that feeling when you have done every thing right, eaten healthy foods, exercised, worn sunscreen, got good sleep, and yet your body fails you - you find out you've got cancer, you are injured right before the big race, you get COVID two days before your wedding…You feel betrayed by your body. It's more than just disappointment. It's personal.



lingerlonger

Those moments when the world seems perfect and you want to loiter in that spot.



melancauliflower

The sadness I felt today when I realised that the only edible thing left in the house was a cauliflower and that I'd either have to a) eat cauliflower for dinner or b) go grocery shopping.

INVENT YOUR OWN EMOTION!

Invent your own emotion/s below. Explain the emotion including (1) what you would feel in your body; (2) the situational factors that would give rise to the emotion; and (3) how the emotion might be expressed to others.

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POSITIVE AND NEGATIVE EMOTIONS

Whether an emotion is positive and negative can vary depending on whether we consider how the emotion feels to the person experiencing it, or the impact of the emotion on that person and others.

Some emotions are unpleasant to experience, but can lead to positive outcomes. Some emotions are pleasant to experience, but can lead to negative outcomes.

We usually consider positive emotions to include:

- Emotions that trigger the seeking out of new information;
- Emotions that occur when we realise an expected negative event will not occur;
- Emotions that occur when a positive event occurs;
- Emotions that orient a person towards the welfare of others;
- Prosocial emotions that create or enhance a positive connection with others.

Describe some examples of positive and negative emotions that you have experienced, and explain why each was either positive or negative.

Extra Resources



ATLAS OF THE HEART BY BRENE BROWN

https://brenebrown.com/book/atlas-of-the-heart/

THE BOOK OF HUMAN EMOTIONS BY TIFFANY WATT SMITH

https://www.amazon.com/Book-Human-Emotions-Encyclopedia-Wanderlust-ebook/dp/B00V6R4N0O



PAUL EKMAN'S UNIVERSAL EMOTIONS

https://www.paulekman.com/universal-emotions/

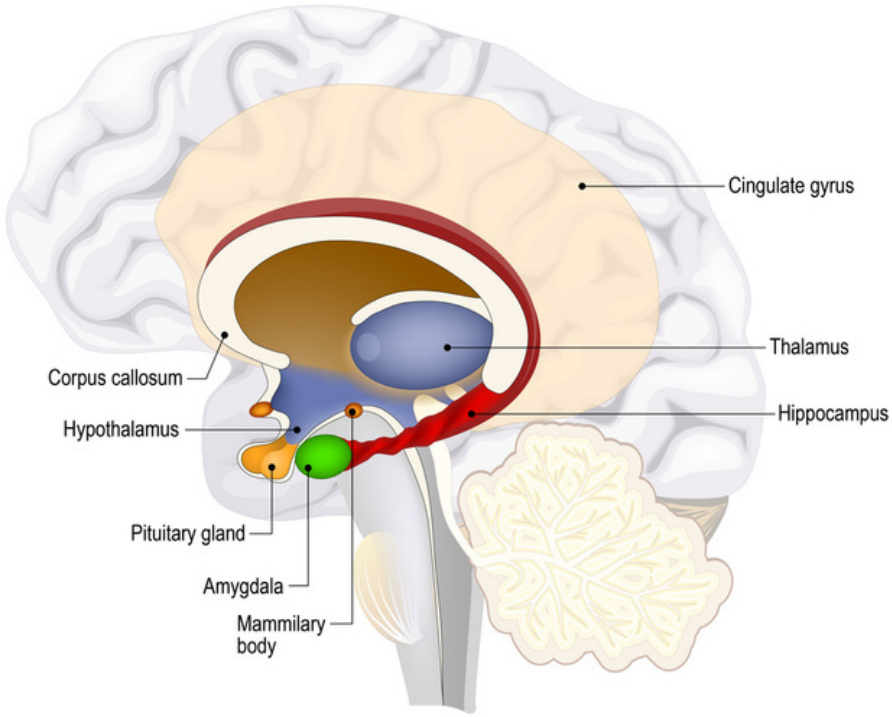
PLUTCHIK'S EMOTIONS WHEEL

https://www.6seconds.org/2020/08/11/plutchik-wheel-emotions/

THE GENEVA EMOTIONS WHEEL

https://www.unige.ch/cisa/gew

USEFUL DEFINITIONS



Limbic regions

One of the brain regions that in charge of controlling your internal environment, to ensure that your body is "in balance" (homeostasis) and has its required energy needs. Barrett calls these the "body-budgeting regions"

Primary interoceptive cortex

Another brain region important for homeostasis. This area receives messages from your body-budgeting regions, and also sensations from your heart, lungs, kidneys, skin, muscles, blood vessels and other organs and tissues.

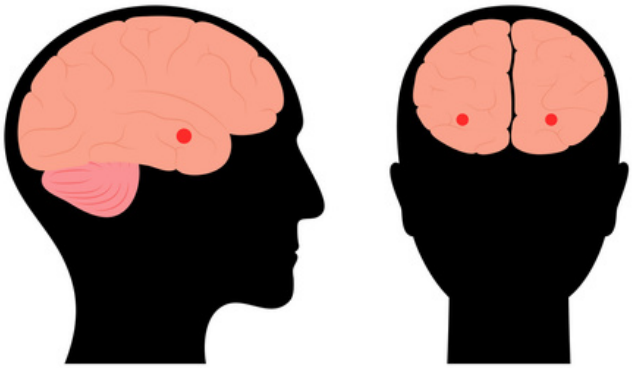
USEFUL DEFINITIONS

Thalamus

The part of our brain that processes information that reaches us through our senses (what we see, hear, feel and taste).

Amygdala

the part of the brain that processes the information we receive through our senses and the thalamus, and triggers our physical response. We actually have two amygdala, one on each side of the brain. The amygdala is particularly responsive to unusual human facial expressions.



Hypothalamus

This part of the brain acts a bit like a command center, communicating with the rest of the body through the autonomic nervous system. Its role is to regulate our autonomic nervous system (and decide whether our body needs to prepare for fight and flight or whether it can rest and digest). The hypothalamus triggers the release of hormones into our bloodstream. These hormones, including epinephrine (adrenalin) and cortisol, increase our heart rate, elevate our blood pressure, make us breathe quickly and shallowly to take in more oxygen, and boost our energy so that we are prepared to act.

Hippocampus

This area plays a key role in forming new memories. It converts short term memory into long term memory. Memory and emotions are strongly connected – memories can cause emotions, and emotions can trigger memories. We talk about the relationship between memory and emotion in more detail in a later lesson.

Cerebral cortex

Has may functions, including helping us notice cues that signal how other people may be feeling. We talk about how humans express emotions and how we attempt to recognise emotions in others in more detail in a later lesson.

Somaticizing

Mistaking an emotional ache for a physical one.

Psychosomatic disease

When emotional problems cause genuine physical ones.

Autonomic nervous system

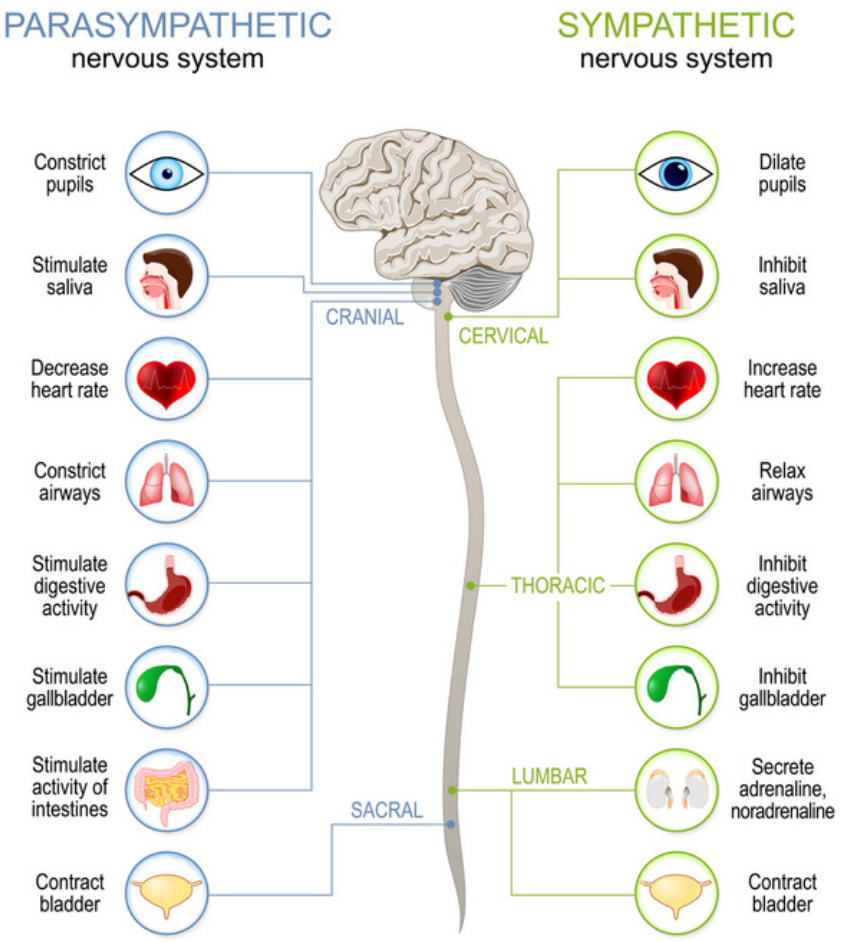
Controls involuntary movement (compared with your somatic nervous system which controls voluntary movement). The autonomic nervous system helps with your body budgeting.

Sympathetic nervous system

Functions like a gas pedal in a car, and triggers action.

Parasympathetic nervous system

Acts like a brake, promotes the rest and digest response that calms the body down.



Extra Resources

CALMING YOUR BRAIN DURING CONFLICT
https://hbr.org/2015/12/calming-your-brain-during-conflict

EDWARD PACE-SCHOTT ET AL (2019) PHYSIOLOGICAL FEELINGS.
Neuroscience and Biobehavioural Reviews 103:267-304.

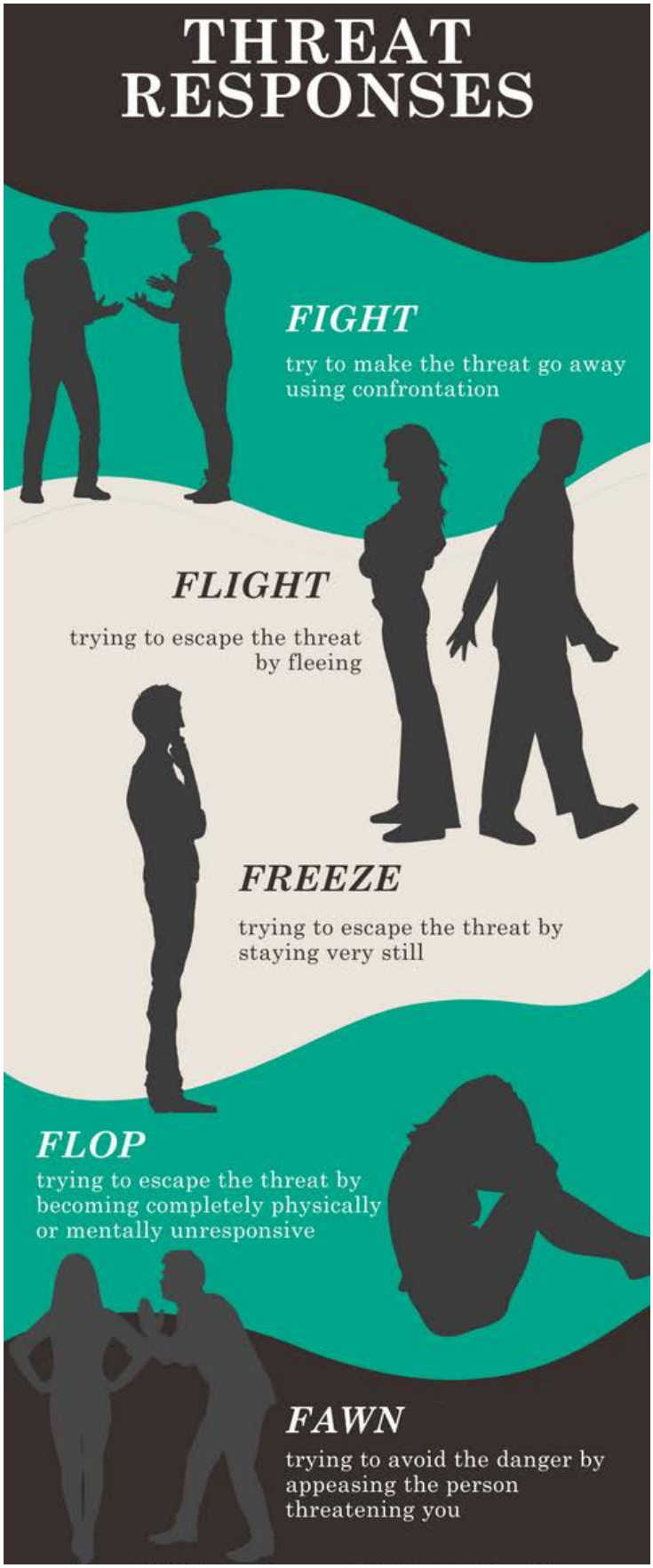
FELDMAN BARRETT, ET AL, EDS. (2016) THE HANDBOOK OF EMOTIONS.
4th Ed, Part II: Biological Perspectives.

HUGO CRITCHLEY AND SARAH GARFINKEL (2017) INTEROCEPTION AND EMOTION.
Current Opinion in Psychology 17:7-14.

WHAT IS THE LIMBIC SYSTEM?
https://youtu.be/GDlDirzOSI8

THE AMYGDALA HYJACK AT WORK
DANIEL GOLEMAN
https://youtu.be/72TY973nQpw

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PLUTCHIK'S CATEGORIES
OF RESPONSES TO EMOTION



Protection
withdrawal, retreat

activated by fear and terror



Destruction
elimination of barrier to the satisfaction of needs

activated by anger and rage



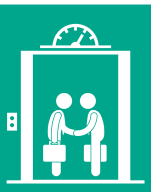
Incorporation
ingesting nourishment

activated by acceptance



Rejection
riddance response to harmful material

activated by disgust



Reproduction
approach, contract, genetic exchanges

activated by joy and pleasure



Reintegration
reaction to loss of nutrient product

activated by sadness and grief



Exploration
investigating an environment

activated by curiosity and play



Orientation
reaction to contact with an unfamiliar object

activated by surprise

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LESSON 1.4

THE THREAT RESPONSE

Which threat response do you most recognise in yourself?
Is there one in particularly that tends to be your default response?

LESSON 1.4

THE THREAT RESPONSE

Recall a time when you faced a threat in your life. What did you physically feel? How did it affect your thinking? How did it affect your behaviour?

LESSON 1.4

THE THREAT RESPONSE

When you have experienced the threat response, what kinds of things have helped you in the past to regulate yourself back to your pre-threat state?

EMOTIONAL HOOKS AND TRIGGERS

An emotional trigger / hook / stressor is something that elicits a strong, almost automatic, and generally negative emotional reaction, kicks off our threat response. Sometimes known as the amygdala hijack. Our response usually seems out of proportion to the situation.

What kinds of things tend to trigger you (cause you to have an instantaneous, strong, emotional reaction seemingly out of proportion to the triggering event)? Describe a couple of examples from different contexts (e.g. family, work).

What do you think might underly each of those triggers?
What events in your past might have contributed to you developing these triggers?

Extra Resources

CALMING YOUR BRAIN DURING CONFLICT

https://hbr.org/2015/12/calming-your-brain-during-conflict

MANAGING YOUR TRIGGERS TOOLKIT BY THE SOCIAL TRANSFORMATION PROJECT (2021)

www.stproject.org/toolkit_tool/managing-your-triggers-toolkit

STELLA TING-TOOMEY, "THE MATRIX OF FACE: AN UPDATED FACE-NEGOTIATION THEORY" IN THEORIZING ABOUT INTERCULTURAL COMMUNICATION, ED.

Gudykunst (Thousand Oaks, CA: Sage Publications, 2005), 71-92.

TAMMY LENSKI "CONFLICT PIVOT"

THE PHYSIOLOGIC STRESS RESPONSE DURING MEDIATION

(2017) Ohio State Journal On Dispute Resolution 32(1) 29

TING-TOOMEY, S. (2015). IDENTITY NEGOTIATION THEORY. IN J. BENNETT (ED.), SAGE ENCYCLOPEDIA OF INTERCULTURAL COMPETENCE,

Volume 1 (pp. 418-422). Los Angeles, CA: Sage.

THE FIGHT FLIGHT FREEZE RESPONSE

https://youtu.be/SJhcn7Q0-LU

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EMOTIONS AND GOALS OVERVIEW



Emotions arise when we do not achieve a goal



Emotions arise as we try to progress towards a goal



Goals can affect how we behave after we experience an emotion



Emotions can energise goal-directed behaviour



Goals are important in emotion regulation



We may have emotion-related goals (e.g. how we want to feel)



Emotions can determine one's commitment to a goal



Emotions can arise when we have conflict between incompatible goals



Emotions arise from biological goals that regulate our bodies



Emotions arise when we achieve a goal

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USEFUL DEFINITIONS

Goals

Are internal representations of desired outcomes, events or processes.

Some goals are biological and often automatic and out of our conscious awareness (for example, the way our body regulates its core temperature), but others involve complex cognitive depictions (for example, career success).

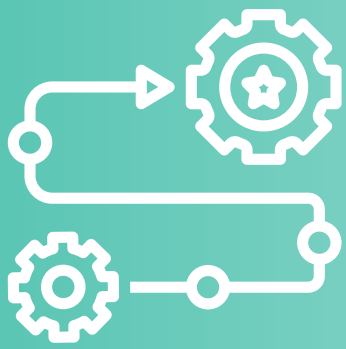
Each individual's goals will vary greatly based on their values, life experiences, and cultural background, as well as the specific situation in which the goal is activated.



BIOLOGICAL
keep our bodies in balance



COMPLEX COGNITIVE
for example, career success



DESIRED OUTCOMES, EVENTS OR PROCESSES

TYPE OF GOALS



SHORT TERM OR LONG TERM



PHYSICAL WELLBEING AND SAFETY

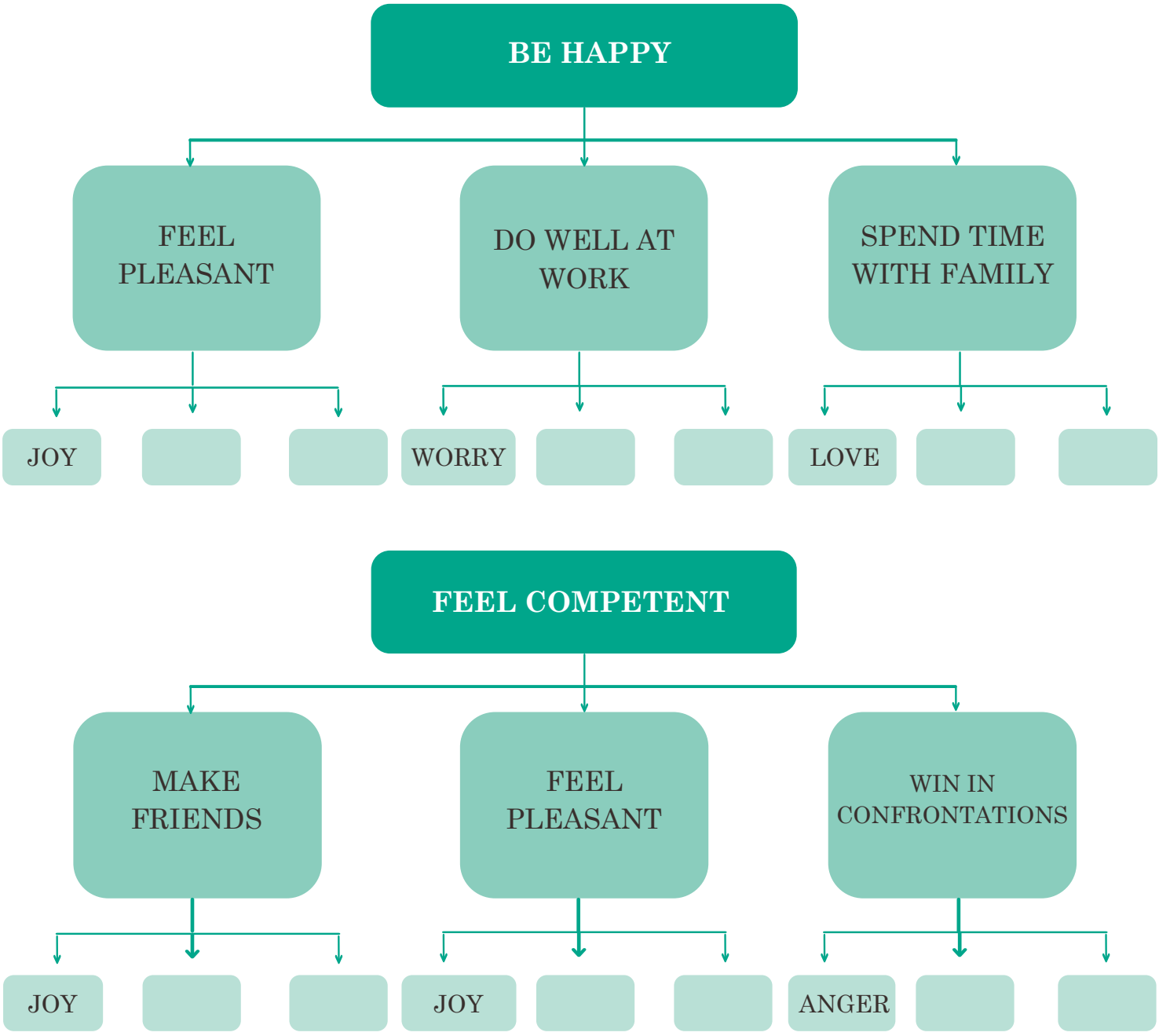


SOCIAL NEEDS
(e.g. avoiding conflict, keeping up appearances, influencing others)



PSYCHOLOGICAL WELLBEING

Multiple goals, including emotion and non-emotion goals, coexist at any given point in time and are hierarchically organised. The infographic below shows how multiple goals might interrelate in a hierarchy (Adapted from Mauss and Tamir, 2014).



Examples of goals:

- To maintain homeostasis (a regulated healthy body)
- To stay free from injury or illness
- To maintain social status
- To maintain dominance or control over people or resources
- To be successful, capable, influential
- To feel pleasure, enjoy life
- To live an exciting life
- To be creative, free, independent, curious,
- To be broadminded, wise, promote justice / equality / peace / nature
- To be helpful, honest, forgiving, loyal, responsible
- To be humble, respectful, moderate
- To be polite, obedient, self-disciplined, honour elders
- To be safe, family and national security, social order, cleanliness, reciprocate favours

Goals can impact on whether and how we regulate our emotions. Some examples of goals that might affect our emotion regulation include:

- To feel better
- To keep up appearances
- To avoid conflict
- To make others feel better
- To influence others

Examples of goal-related emotions:

- Emotions like **anger** can arise if our goals of dominance / control / status are not met or are being impeded by another person.
- **Frustration and dejection** can arise if our goals seem unachievable (but not necessarily because of another person).
- **Fear** can arise is our goals of security and safety are threatened.
- Emotions like **disgust, contempt, shame and guilt** are often related to goals around conformity or social cohesion.
- **Affection and positive emotions** are often related to goals around creating attachments with others and appreciating those who care for our welfare.
- Emotions like **happiness, excitement, and interest** are often linked to goals of stimulation (avoiding boredom), self-direction (being in control of one's situation) and achievement (avoiding dissatisfaction), and pleasure (avoiding pain or emotional distress, feeling fit and healthy).

LESSON 1.5

EMOTIONS AND GOALS

When you think about someone in a conflict situation, what kinds of goals might be directing their emotions and behaviour?

LESSON 1.5

EMOTIONS AND GOALS

Think of a time when you (and/or someone you know) experienced anger. Describe which goal/s might have been related to that instance of anger?

LESSON 1.5

EMOTIONS AND GOALS

Think of a situation from your personal experience in which you experienced competing goals that seemed incompatible. Describe the goals and why they seemed incompatible, and also describe the emotions that you experienced as a result.

LESSON 1.5

EMOTIONS AND GOALS

Think of an example from your personal experience in which the way a person attempted to regulate their emotions was related to social goal/s. Describe the situation, the emotion, how they tried to regulate, and what the social goal/s were.

Extra Resources

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LESSON 1.6

THE SOCIAL FUNCTION AND EFFECT OF EMOTIONS

The emotions we experience and express help us to:

(1)Form and maintain positive social relationships; and

(2)Establish or maintain a social position relative to others;

(3)Regulate our own and other's emotions.

Emotions can act as a form of affiliation or distancing. Some emotions can do both, depending on the specific situation and the time frame in consideration.

USEFUL DEFINITIONS

Affiliation

Bringing us closer to others, creating and strengthening connectedness and cooperative harmonious relationships.

Distancing

Separating ourselves from others, creating and strengthening autonomy and competition.

Here are some examples of emotions that typically play an affiliative or a distancing function:

AFFILIATE FUNCTION	DISTANCING FUNCTION
happiness	anger
love	hate
gratitude	contempt
admiration	disgust
sadness	social fear
guilt	schadenfreude
shame	pride about self
regret	disappointment in other

LESSON 1.6

THE SOCIAL FUNCTION AND EFFECT OF EMOTIONS

The **social functionality** of an emotion depends on:

- How you assess your personal concerns or goals in relation to others' concerns or goals;
- Whether and how you regulate your emotions accordingly;

The **actual effect** of an instance of emotion on a social relationship depends on:

- The way in which the emotion is expressed; and
- ·The social and cultural context.

Describe an example of how emotion/s helped form and maintain a positive social relationship.

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LESSON 1.6

THE SOCIAL FUNCTION AND EFFECT OF EMOTIONS

Describe an example of how emotion/s helped establish or maintain a social position relative to others.

Describe an example of how your emotions could be used to regulate another's emotion/s.

LESSON 1.6

THE SOCIAL FUNCTION AND EFFECT OF EMOTIONS

Describe an example of a negative emotion signalling something useful to others.

Describe an example of a negative emotion evoking help or support from others.

LESSON 1.6

THE SOCIAL FUNCTION AND EFFECT OF EMOTIONS

Describe an example of how a negative emotion can lead to social change.

Describe an example of how a negative emotion led to an improvement of a relationship with another person.

Can you think of a situation in which the way in which an emotion was expressed had a positive effect on a social relationship? Describe the situation and explain what made the effect positive.

Can you think of a situation in which the way in which an emotion was expressed had a negative effect on a social relationship? Describe the situation and explain what made the effect negative.

Extra Resources

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EMOTIONS *and* CULTURE

LESSON 1.7

EMOTIONS AND CULTURE



Our cultural background affects what we experience as an emotion.



Emotions are part of some culturally accepted norms and expectations.



Culture affects the kinds of emotions we experience in particular situations.



Culture affects which emotions we value and seek out.



Culture affects our physiological and behavioural responses to emotion.



Cultures differ in what emotional experiences are to be encouraged or discouraged.



Cultures differ in levels of emotional arousal.



Culture can affect whether and how people express emotions.



Culture can affect which emotions are acceptable to be expressed.



Culture can affect who can express emotions in what situations.

Describe the cultural norms relating to emotion and its expression in your culture/s.

Can you think of a situation in which different people involved in conflict who were from different cultural backgrounds experienced or expressed emotions differently? Describe what happened and how the differences impacted on the management of the conflict.

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USEFUL DEFINITIONS

Emotional intelligence

"Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth."

EMOTIONAL INTELLIGENCE

EQ

The ability to perceive emotion in the self

Being able to construct the most useful emotion at the time

Recognising when you are experiencing an emotion (versus something else)

Being aware of physiological sensations relevant to emotions

Being able to describe your emotions in a nuanced way (emotional granularity)



The ability to recognise emotions in others, taking into consideration

Verbal cues
Non-verbal cues
Context
Social and cultural factors
One's own thoughts and feelings

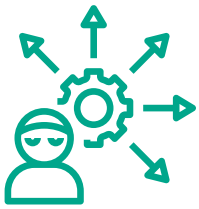


Being able to use emotions productively, for example to

Facilitate cognitive activities like problem solving
Generating the emotions that are most helpful at the time
Avoiding certain activities while experiencing unhelpful emotions
Being willing to experience both negative and positive emotions
Choosing responses to our emotions in line with our values



Understanding the causes and consequences of emotions, including:



Why emotions occur;
Recognising triggers and hooks;
Being aware of our moods and emotions and how they interact;
How emotions can change into another;
Foreseeing the trajectory of an emotion
How emotions can blend into a more complex emotion;
Social and cultural factors

The ability to express emotions appropriately

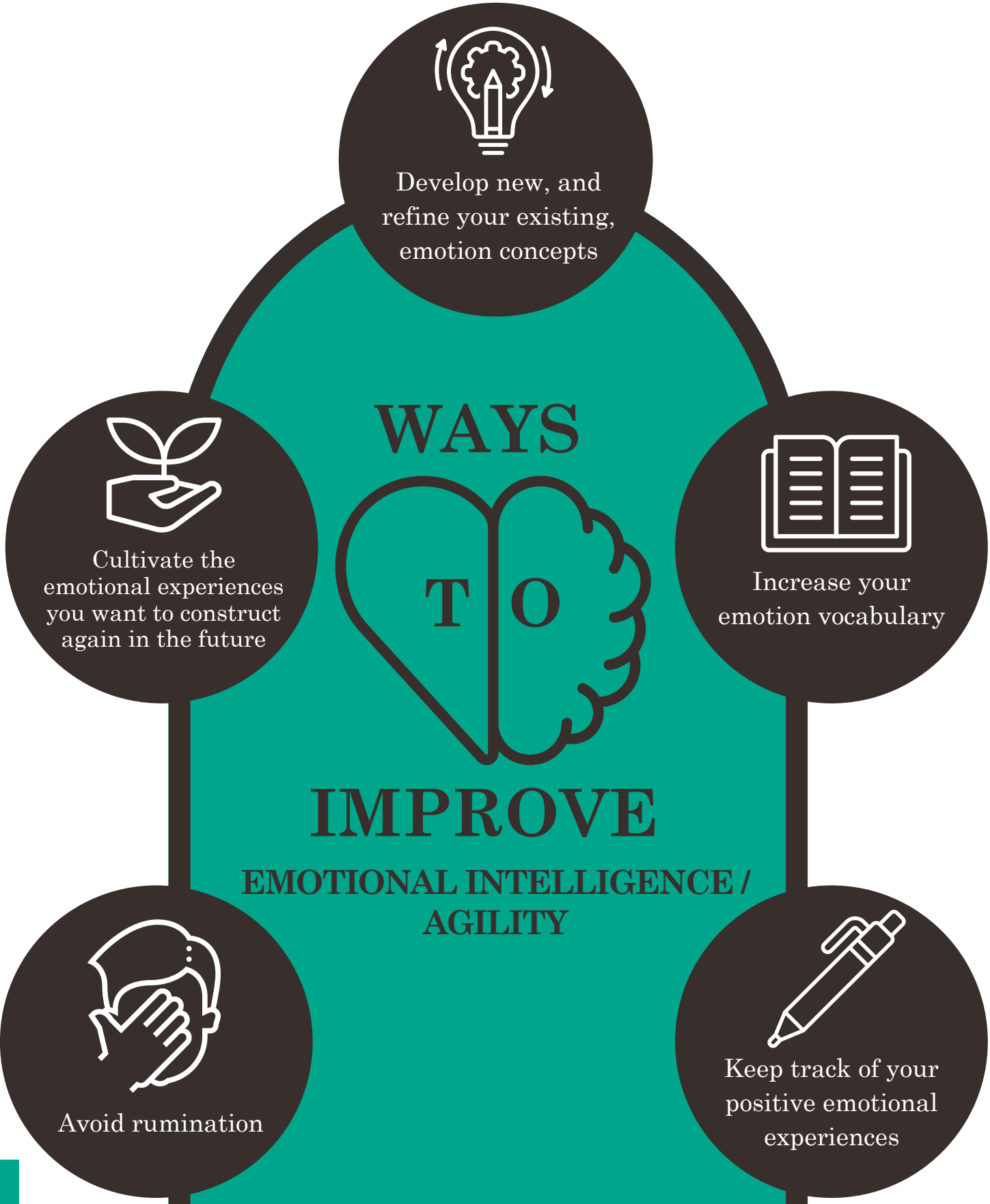




The ability to regulate emotions

The ability to reflect on emotional experiences




Develop new, and refine your existing, emotion concepts
WAYS
TO
IMPROVE
EMOTIONAL INTELLIGENCE / AGILITY
Cultivate the emotional experiences you want to construct again in the future
Increase your emotion vocabulary
Avoid rumination
Keep track of your positive emotional experiences

Look at the criteria above for emotional intelligence / agility. Which of these do you feel most confident that you already meet, and which do you think there is room for improvement?

Describe an example in which you (or someone you observed) demonstrated a lack of emotional intelligence. Explain what was missing by reference to the criteria above.

Describe an example in which you (or someone you observed) demonstrated a high level of emotional intelligence. Explain why it was so using the criteria above.

What are some ways that a person's emotional intelligence (or a lack of) might impact on their management of conflict?

LESSON 1.8

EMOTIONAL INTELLIGENCE AND AGILITY

What are some ways that a conflict resolution practitioner's emotional intelligence is important when doing this work?

Extra Resources



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MODULE ONE

NOTES


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