

ILMS Concept Documentation Standard
ILMS WeS-EIT-CDS-25

Emotional Intelligence

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Foreword

Overview

This ILMS Concept Documentation Standard was produced by Life Management Science Labs (LMSL) as an exclusive educational programs partner of the Institute for Life Management Science (ILMS).

The ILMS Concept Documentation Standard content draws upon the extensive research and instructional design expertise of ILMS and was developed based on an original ILMS research study that was initiated in March 2020.

About LMSL

LMSL is an education, lifestyle, and technology ecosystem operating as a life management enablement platform.

LMSL aims to empower people all over the world to improve the way they live their lives through the use of products and services developed based on the original research work of ILMS.

LMSL integrates art, science, and technology in a hybrid organizational structure that has 12 labs at its core, each corresponding to a research center operated by ILMS.

About the Wellbeing Science Labs

The Wellbeing Science Labs (WeSL) empowers people to improve the way they understand and enhance their well-being by offering solutions for self-improvement and well-being management.

At the core of our products and services is the well-being science framework and related body of knowledge developed by the Center for Wellbeing Science, operated by the Institute for Life Management Science.

This partnership enables us to provide comprehensive, evidence-based insights and practical tools that enable conscious and informed well-being improvement.

About ILMS

ILMS is a research organization dedicated to advancing and standardizing life management science as a standalone discipline.

The multidisciplinary approach combines managerial science with social sciences to develop evidence-based practices that enhance people's lives. Rigorous research and standardization processes are used to ensure the evidence-based, structured, and multidisciplinary nature of these products and services.

ILMS specializes in 12 areas of life management science through work across 12 research centers, working in areas from personal life management, relationships, family, and parenting to home organization, household management, productivity, resilience, happiness, well-being, affluence, and longevity.

About the Center for Wellbeing Science

The Center for Wellbeing Science (CWeS) operates research in well-being science, having at its core a proprietary framework structured on well-being science domains and elements.

On the conceptual foundations provided by the well-being science framework, the Center is building a comprehensive science and practice-driven body of knowledge to support a better understanding of well-being and enable conscious and informed choices on how to live a comfortable, healthy, and fulfilling life. The concept of well-being implies a broader understanding of human psychological functioning than the absence of ill-being.

As part of the positive psychology tradition, well-being's focus is broader than the weakness-oriented perspectives, and it concerns optimal human functioning in various domains of life. It tackles aspects of individuals' careers, finances, digital and social relationships, lifestyle behaviors, and the interaction with their environment.

Introduction

The following statistics show the importance of learning about emotional intelligence:

Key insights	Description/Finding	Reference
The human voice conveys 24 distinct emotions.	The human voice conveys more than two dozen emotions that can be combined in myriad ways. According to a 2019 study conducted by Cowen and his colleagues, humans are able to convey 24 distinct kinds of emotions through their voices alone.	Cowen AS, Elfenbein HA, Laukka P, Keltner D. Mapping 24 emotions conveyed by brief human vocalization. <i>Am Psychol.</i> 2019;74(6):698–709. doi:10.1037/amp0000399
Emotional intelligence contributes more to performance than IQ or managerial skills.	Emotional Intelligence competencies (EQ) make a greater contribution to overall performance than Intellectual competencies (IQ) and Managerial competencies (MQ). IQ counted for 5% of the overall performance variance, MQ 6.1% and EQ for 9.2%.	Dulewicz C, Young M, Dulewicz V. The relevance of emotional intelligence for leadership performance. <i>J Gen Manag.</i> 2005;30(3):71–86. doi:10.1177/030630700503000305
Emotional intelligence is the strongest predictor of happiness.	The study showed that a large amount of variance in happiness is determined by people's emotion-related self-perceptions and dispositions, for example, emotion regulation, relationship skills, and social competence. Trait EI is by far the strongest predictor of happiness, accounting for over 50% of the total variance.	Furnham A, Petrides KV. Trait emotional intelligence and happiness. <i>Soc Behav Personal.</i> 2003;31(8):815–23. doi:10.2224/sbp.2003.31.8.815
Emotional intelligence predicts 58% of job success.	TalentSmart tested emotional intelligence alongside 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58%	Bradberry T. Emotional Intelligence – EQ [Internet]. <i>Forbes</i> ; 2021 Dec 10 [cited 2025 Mar 7]. Available from: https://www.forbes.com/sites/travis-bradberry/2014/01/09/emotional-intelligence/?sh=4cea13171aco

	of success in all types of jobs.	
Emotional intelligence is estimated to be twice as impactful as technical or analytical skills when it comes to professional success.	Emotional intelligence significantly contributes to employees' success by shaping emotional interactions, enhancing communication, and fostering trust—particularly among high-performing individuals such as top sales professionals. The research indicates that while cognitive skills may help individuals secure employment, it is emotional intelligence that drives career advancement and workplace effectiveness.	Navas S, Vijayakumar M, Sulthan N. A review on employees' emotional intelligence at the workplace. J Posit Sch Psychol [Internet]. 2022 [cited 2025 Mar 7];6(8):5665–72. Available from: https://www.researchgate.net/profile/M-Vijayakumar-2/publication/362944272_A_Review_on_Employees_Emotional_Intelligence_at_the_Workplace/links/630854341ddd4470210c3dad/A-Review-on-Employees-Emotional-Intelligence-at-the-Workplace.pdf

The Institute for Life Management Science (ILMS) draws attention to the fact that it is claimed that compliance with this document may involve the use of a patent.

ILMS takes no position concerning the evidence, validity, and scope of this patent right.

Emotional Intelligence

1. Scope

This document specifies the theory and practical advice for building emotional intelligence.

2. Definitions

Definitions are defined as the formal statement of the meaning of a word, term, concept, etc., related to a particular element of the Life Management Science Framework, which may indicate its internal content (intentional definition) and/or the particular objects that it denotes (extensional definition). The following terms and definitions apply in relation to emotional intelligence:

2.1 Emotional intelligence

2.1.1 Emotional intelligence is defined as a form of intelligence consisting of a set of abilities that enable emotional information processing and the use of emotional information in reasoning. ¹

2.1.2 Emotional intelligence refers to a perceptiveness and skill in dealing with emotions and interpersonal relationships; the capacity to be aware of, manage, and express one's emotions and to handle a variety of interpersonal situations in an intelligent, judicious, and empathetic manner. ²

2.1.3 Emotional intelligence refers to the ability to understand the way individuals feel and react, to use this skill to make good judgments, and to avoid or solve problems. ³

2.1.4 Emotional intelligence refers to the skills and/or abilities that enable awareness of the emotional states of oneself and others and the capacity to regulate or use emotions to positively affect role performance. ⁴

2.1.5 Emotional intelligence is defined as a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, discriminate among them, and use this information to guide thinking and actions. ⁵

2.1.6 Emotional intelligence is defined as the ability to adaptively regulate, perceive, understand, and harness emotions in oneself and others. ⁶

2.1.7 Combining all the definitions mentioned in 2.1.1 to 2.1.6, emotional intelligence is defined as the set of skills and/or abilities to recognize, identify, express, understand,

and manage one's own and others' emotions/emotional states. The construct of emotional intelligence consists of intrapersonal (the use of one's own emotions for problem-solving and behavioral regulation) and interpersonal components (managing others' emotional states).

3. Related concepts

Related concepts are defined as subject-specific ideas that constitute a particular element of the Life Management Science Framework, or that are organized around the element. Related concepts are further classified into 1. Core: a synonym, antonym, or similarities associated with emotional intelligence, which is discussed as a core concept; 2. Upstream: the result, impact, and outcome of emotional intelligence; 3. Downstream: the concept that influences emotional intelligence. The following concepts are referred to in relation to emotional intelligence:

3.1 Intelligence (upstream)

Intelligence is defined as a set of abilities that allows individuals to learn, think, reason, and solve problems effectively within their environment. Intelligence involves abstract reasoning, that is, understanding meanings, seeing similarities and differences between concepts, and analyzing parts and their relation to each other within a specific context. Emotional intelligence belongs to a class of intelligence that also includes social, practical, and personal intelligence. [7](#), [8](#), [9](#)

3.2 Emotion recognition (upstream)

Emotion recognition is defined as the ability to interpret the expressions of others' feelings, which are transmitted non-verbally through facial expressions, body language, and tone of voice. Non-verbal behavior is a reliable source of information on the emotional states of others. [10](#)

3.3 Empathy (upstream)

Empathy refers to sensitivity to and understanding of the mental states of others. [11](#)

3.4 Emotion (downstream)

Emotion is defined as an organized mental response to an event that includes physiological, experiential, and cognitive aspects. Emotions are complex reaction patterns that occur in the context of internal or external relationships, which convey information about these relationships. [7](#)

Emotion consists of 3 distinct components, namely a subjective experience, a physiological response, and a behavioral response. ⁷

3.4.1 Subjective experience

Individuals experience emotions that can be highly subjective, like complex and mixed emotions. The mental representation of emotion consists of past feelings (memories), hypothetical feelings (imaginings), or feelings that are occurring at the moment (online experiences). ¹²

3.4.2 Physiological response

Emotions cause physiological responses, like accelerated heart rate or rapid breathing, that occur in response to intense emotion. ¹³

3.4.3 Behavioral response

Behavioral response refers to how individuals express their emotions during interactions with others. A variety of behavioral responses occurs during interactions with others in both parties, such as facial expressions, voice intonation, and gestures. ¹³

3.5 Emotional information (downstream)

Emotional information is defined as a unique set of identifying signals that each emotion conveys through a specific communication channel. Such emotional signals communicate information about the individual's appraisals and motivated reactions to interpersonal relationships. Emotional intelligence, which refers to the combination of intelligence and emotion, therefore operates on emotional information and requires the capacity to read that particular information. ⁹

4. Taxonomy

Taxonomy is defined as a classification system of concepts related to a particular element of the Life Management Science Framework based on certain qualities, principles, and rules. The following are the documented taxonomies in relation to emotional intelligence:

4.1 Emotional intelligence abilities (based on the ability-based model)

One of the main approaches to defining and measuring emotional intelligence is the ability-based model proposed by Salovey and Mayers. The ability-based model refers to a model that conceptualizes emotional intelligence as a set of intellectual skills that enable individuals to solve problems and regulate behavior through understanding and

regulating affective/emotional information. According to the ability-based model, emotional intelligence is a cognitive ability that consists of 4 levels:

4.1.1 The ability to perceive emotion. ¹⁴

4.1.2 The ability to use emotion to facilitate thought. ¹⁴

4.1.3 The ability to understand and analyze emotions. ¹⁴

4.1.4 The ability to manage emotions. ¹⁴

4.2 Emotional intelligence competencies

Golema introduced a competency model that combines personality characteristics with the abilities of emotional intelligence. According to this model, there are 4 clusters that are further grouped into numerous emotional competencies as follows:

4.2.1 Self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence. ¹⁵

4.2.2 Self-management: self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative. ¹⁵

4.2.3 Social awareness: empathy, social orientation, and organizational awareness. ¹⁵

4.2.4 Relationship management: developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork, and collaboration. ¹⁵

4.3 Emotional intelligence personality traits

Another approach, called Bar-On's model, defines emotional intelligence as a set of personality traits that focus on the dimensions of different individual tendencies. Bar-On's model refers to a mixed model based on both cognitive ability and personality theory. There are 5 clusters in Bar-On's model, as follows:

4.3.1 Self-perception consists of self-regard (respecting oneself and having confidence), self-actualization (pursuit of meaning and self-improvement), and emotional self-awareness (understanding one's own emotions). ¹⁶

4.3.2 Self-expression consists of emotional expression (constructive expression of emotions), assertiveness (communicating feelings and beliefs and being non-offensive), and independence (self-directed and free from emotional dependency). ¹⁶

4.3.3 Interpersonal consists of interpersonal relationships (mutually satisfying relationships), empathy (understanding and appreciating how others feel), and social responsibility (having social consciousness and being helpful). ¹⁶

4.3.4 Decision-making consists of problem-solving (finding solutions when emotions are involved), reality testing (being objective and seeing things as they are), and impulse control (resisting or delaying the impulse to act). ¹⁶

4.3.5 Stress management consists of flexibility (adapting emotions, thoughts, and behaviors), stress tolerance (coping with stressful situations), and optimism (positive attitude and outlook on life). ¹⁶

4.4 Emotional intelligence abilities (based on the four-branch ability-based model)

According to the hierarchical four-branch ability-based model proposed by Elfenbein and MacCann, 6 narrow emotional abilities are positively interrelated and altogether comprise emotional intelligence. Those abilities are explained as follows:

4.4.1 Emotion perception: the ability to make judgments of others' emotional states based on verbal and nonverbal expressions. ¹⁷

4.4.2 Emotion expression: the ability to accurately express an emotional state so that it is easily recognized by others. ¹⁷

4.4.3 Emotion understanding: knowledge of how emotions progress over time, how they link to situational factors, and how they blend. ¹⁷

4.4.4 Emotion regulation of self: the ability to regulate personal emotions. ¹⁷

4.4.5 Emotion regulation of others: the ability to regulate others' emotions. ¹⁷

4.4.6 Emotion attention regulation: the ability to regulate one's attention toward or away from emotional information. ¹⁷

5. Demographics

Demographics are defined as individuals or a group of individuals (categorization) who are connected to one of the elements of the Life Management Science Framework. The demographics explain how each group is differently connected to emotional intelligence and experiences the positive outcomes from learning about emotional intelligence:

5.1 Children

Children with greater emotional awareness, as one of the main constituents of emotional intelligence, are found to be more popular among their peers, show more empathic and prosocial behaviors, and experience more positive social relationships. There is also a positive relationship between emotional intelligence traits and a variety of factors in children, such as higher academic achievement, better peer relations and social competence, and positive social attributes like leadership and kindness. ¹⁸

Children who are brought up with a democratic parenting style will develop the ability to self-control and raise their self-confidence, self-esteem, and self-reliance — all of which consequently increase their emotional intelligence. Emotionally intelligent children also have a high motivation for achievement. ^{19, 20}

Parents who adopt a democratic parenting style improve their children's emotional intelligence by introducing equality, trust, and responsibility, helping them make decisions, encouraging them to engage in new activities and to be independent, perceiving their own and their children's emotions, and not using punishment to discipline them but to guide them. ²¹

5.2 Adolescents

Emotional intelligence is found to influence the social relations of adolescents, given that emotional intelligence plays a role in enabling empathy and bonding with others. In the adolescent stage, students who are more skilled in identifying others' feelings can better show empathy and/or regulate their own emotions, as well as find ways to better adapt their behavior to social situations, improving social acceptance, which leads to more satisfying relationships with peers. ¹⁸

Adolescents with low emotional intelligence are found to have less self-esteem, extroversion, empathy, openness, agreeableness, and responsibility, and lower use of cooperative and passive conflict-resolution protocols. They are also more likely to engage in bullying, cyberbullying, and antisocial behaviors. ²²

5.3 Adults

Emotional intelligence is found to be associated with many important work-related outcomes among adults. Emotional intelligence allows individuals to better adapt to changing environments like modern workplaces. ²³

Workers with higher emotional intelligence tend to be more productive and more engaged, experience less burnout, are more satisfied with their jobs, and have a lower intention to quit. Workers with higher emotional intelligence are less affected by the

negative consequences associated with burnout (demotivation, distress, intention to quit, etc), as well as by consequences related to the negative attitudes in the workplace, thus experiencing an improvement in their performance levels. ²⁴

Moreover, emotional intelligence also contributes to improved psychological and physical health, as well as the quality of social relationships among adults. ²³

5.4 The elderly

Elderly people over 60 years old with higher emotional intelligence have a reduced risk of depression. Untreated depression can negatively affect physical health, increase pain, and decrease quality of life in those who are already ill. ²⁵⁻²⁷

Aside from improving mental health, the ability to regulate emotions has a huge influence on the physical health of the elderly. While poorer health is to be expected in older age, the elderly with higher emotional intelligence may not suffer as much as those with lower emotional intelligence. They have better health-related quality of life and the management of any health condition. ²⁷

6. Importance

Importance is defined as the reason why understanding the science and implications of a particular element of the Life Management Science Framework is important or urgent. The most important outcomes that pertain to the topic of emotional intelligence are listed below:

6.1 Improves subjective well-being

Subjective well-being is described as having 2 components: cognitive (life satisfaction and a better outlook on life) and affective (positive emotions and maintenance of a good mood). Emotional intelligence improves subjective well-being by equipping individuals with skills in the perception and regulation of their emotions in stressful situations. Higher emotional intelligence also correlates with better problem-solving and coping abilities, higher life satisfaction, and lower anxiety. ²⁸

6.2 Improves psychological well-being

Psychological well-being highlights full and healthy psychological functioning. Psychological well-being is achieved through fulfillment, self-actualization, and a meaningful purpose in one's life. Emotional intelligence contributes to psychological functioning through better capacities for understanding and emotional management. Individuals with high emotional management tend to have higher psychological well-being and frequently experience positive affect compared to negative affect. ^{29, 30}

6.3 Improves interpersonal relationships

Interacting with different kinds of individuals ideally may bring constant change and surprises, which may lead to a stressful situation. Being emotionally intelligent becomes the main key to how individuals should respond to these situations. Having a high level of emotional intelligence allows individuals to empathize with others, communicate effectively, and be both self-aware and socially aware. ³¹

7. Benefits

Benefits are defined as the advantages that can be gained through understanding a particular element of the Life Management Science Framework. The following explains the benefits that pertain to emotional intelligence:

7.1 Helps in managing stress better

Stress occurs when an individual finds a deficiency in their response to a demanding situation. Highly emotionally intelligent individuals are not as stressed as those who have low emotional intelligence. Emotional intelligence thus plays a significant role in managing stress effectively, rather than general intelligence, which shows no correlation with stress levels. ^{32, 33, 34}

This is because emotional intelligence allows individuals to understand and process emotional information during a demanding situation. Individuals need emotional intelligence to adopt effective coping protocols to adapt to a demanding situation. ³²

Highly emotionally intelligent individuals display these qualities:

- Have a healthier emotional and physiological stress response. ³⁵
- Less likely to avoid a stressful situation as the primary way of coping, and more likely to deal with the stressor. ³⁵
- Less likely to dwell on stressful situations or numb their feelings with substances, which contributes to riskier health. ³⁵
- Use more constructive ways of coping with health threats. ³⁵

7.2 Promotes effective decision making

Emotional intelligence assists in decision-making by allowing individuals to determine the relevance of their emotions to current decisions. Emotionally intelligent individuals can accurately identify which events caused their emotions and whether their emotions are relevant to the current decision-making. ³⁶

Acknowledging and understanding emotions in the decision-making process helps individuals effectively manage emotions and determine the underlying motivations behind the decisions, as well as the impact those decisions may have on others. ³⁷

7.3 Leads to better social relationships

The ability to effectively regulate emotions is linked to better social relationships. Individuals with higher levels of emotion regulation abilities are viewed more favorably by their peers for interpersonal sensitivity and pro-social tendencies. There are several reasons why the ability to regulate emotions is linked to better social relationships:

- Individuals can infer others' intentions from their emotional cues and use others' emotions as guides for behaving. ³⁸
- Individuals' motivation and expectations for social interaction, as well as their use of effective interaction protocols, may be improved. ³⁸
- Facilitates a flexible focus of attention, which is important for smooth social interaction. ³⁸
- Facilitates the coordination of various skills required for social behavior. ³⁸

7.4 Improves workplace productivity

Emotional intelligence contributes to better work performance (as reflected in salary, salary increase, and company rank) by enabling individuals to nurture positive relationships at work and work effectively in teams. Aside from improving relationships at work, emotionally intelligent individuals are also more capable of regulating emotions, performing well under pressure, and adjusting to organizational changes. Therefore, emotionally intelligent individuals are more productive at what they do and help others become more productive, too. ^{39, 40, 41}

8. Misconceptions

Misconceptions are defined as the commonly held beliefs related to a particular element of the Life Management Science Framework that originate from inaccurate information and often do not logically cohere. The following misconceptions have been researched and identified in relation to emotional intelligence:

8.1 Emotional intelligence cannot be trained or learned

Similar to IQ (intelligence quotient), individuals tend to believe that emotional intelligence is a fixed or inborn characteristic. However, emotional intelligence consists of a set of skills/attributes that can be learned/enhanced. Emotional

intelligence can be nurtured and developed as individuals grow and during adulthood. [42](#), [43](#)

Emotional intelligence training is effective in improving emotional intelligence. The Training Course on Emotional Intelligence (TCEI) can improve the ability to identify one's and others' emotions as well as identify and understand the impact of one's feelings on decisions, behaviors, thoughts, and performance at work. The training introduces core concepts like conflict management, active listening skills, assertiveness, and stress management to enhance emotional intelligence. [44](#), [44](#), [45](#)

8.2 Emotional intelligence is the same as empathy

According to Goleman, emotional intelligence is much more than just being empathetic. Empathy is considered one of the emotional intelligence competencies. Emotional intelligence is the ability to recognize one's own feelings and that of others, as well as to manage emotions. This information is used to guide thinking and actions to interact effectively with others. [5](#), [46](#)

8.3 Emotional intelligence is about getting in touch with feelings

Emotional intelligence is more than getting in touch with feelings. Since emotional intelligence is a form of intelligence and mental ability, it also involves reasoning about emotions. Emotionally intelligent individuals are found to perceive emotions accurately, use emotions to facilitate thought accurately, understand emotions and emotional meanings, and manage personal emotions and others. [47](#)

8.4 Emotions are out of an individual's control

Individuals' beliefs about whether emotions can be controlled or not impact their psychological well-being because these beliefs guide how individuals respond to their emotions and how they feel as a result. Believing that emotions are uncontrollable may decrease the likelihood of trying to manage emotional experiences in daily life by using emotion regulation protocols. Individuals can exert control over their emotional states for better regulation of emotions. [48](#), [49](#)

8.5 Expressing emotions is a sign of weakness

Culture impacts societal norms for emotional display, and societal norms reinforce that expressing emotions is a sign of weakness. Moreover, being labeled as emotional has a negative connotation in societies, especially in the West and the global north. Western epistemology treats emotions and rationality as binary constructs, which in turn reinforces the belief that emotions and rationality are contradictory, with rationality being superior to emotions. [50](#), [51](#)

Moreover, emotions are often associated with women and rationality with men. Such gender norms are likely to impact men's ability to express emotions because they imply irrationality, dependence, and weakness. Individuals who suppress their emotional responses are more likely to have less satisfaction with their lives, lower degrees of self-esteem, and less optimism. ⁵²

9. Challenges

Challenges are defined as the experience of difficulties related to an action of a particular element of the Life Management Science Framework that demand great effort to be handled. The following challenges have been researched and identified in relation to emotional intelligence:

9.1 Having low emotion differentiation (or emotional granularity)

Individuals may experience and label their emotional states more vaguely than precisely, and represent them in a granular manner. This state is called low emotion differentiation or low emotional granularity. Emotion differentiation refers to the skill of identifying emotions with accuracy and labeling emotional experiences with a high degree of specificity. ^{53, 54}

Individuals who experience difficulties representing their feelings find it difficult to use the information that emotions convey. Individuals who can distinguish their emotional states, especially negative emotional states, end up dealing with emotional distress better. ⁵⁵

Individuals with high emotion differentiation more accurately recognize the non-verbal emotional expressions of others. The knowledge to identify their own emotional experiences becomes useful in understanding the emotions of others. The identification of these emotions assists in the selection of the most effective regulation protocols. ^{56, 57}

9.2 Believing that there are good versus bad emotions

Individuals' belief about whether emotions are good or bad is linked to their attitudes toward emotions. Belief about having bad emotions may lead to a heightened emotional response to stressors. Therefore, individuals who believe emotions are bad are more likely to evaluate their emotional experiences negatively, and thus have lower levels of well-being and psychological health. ⁴⁸

Individuals who find their emotions threatening are more likely to avoid emotional experiences and have less clarity about their emotions. Individuals with a fear of

emotion may also avoid emotional stimuli, which can disrupt emotional processing. ^{58, 59}

9.3 Suppressing emotions

Individuals need to regulate emotions without suppressing them to improve emotional intelligence. Emotional intelligence is linked to the ability to identify, regulate, and express emotions. More frequent use of reappraisal practices and less use of expressive suppression are found to be associated with higher levels of emotional intelligence. ^{60, 61}

Suppression involves the conscious inhibition of an ongoing behavioral expression of an emotion. When feeling angry, an individual may suppress his or her feelings of anger by not expressing these negative emotions. This tactic mostly backfires and increases one's experience of anger. ⁶²

9.4 Not paying attention to others' feelings

Empathy is important in interpersonal relationships, especially in helping with conflict resolution and developing altruistic behavior. Empathy is built when individuals set the intention of listening for emotion. It takes an effort to notice the signals others are giving that can indicate what they are feeling, including tone of voice and subtle shifts in energy. ^{63, 64}

However, empathy frequently breaks down when it is difficult to relate to others in need. Distractions and one's feelings can grab an individual's attention and prevent them from staying emotionally attuned throughout the conversation with others. ⁶⁴

9.5 Sleep deprivation impacts emotional recognition

Sleep deprivation is found to impair the accurate judgment of emotional facial recognition, especially threat-relevant (Anger) and reward-relevant (Happiness) categories. Sleep deprivation also disrupts an individual's identification of social cues toward others through their facial expressions since facial expressions show cues ranging from basic primary emotions to more complex informational signals, such as trustworthiness and even the intent of others. Therefore, sleep deprivation may impact the facilitation of effective social interaction with others. ⁶⁵

10. Practices

Practices are defined as the actual application of theoretical information, or the use of an idea, method, or belief related to a particular element of the Life

Management Science Framework. The following is a comprehensive list of recommended practices in relation to developing emotional intelligence:

10.1 Perform self-introspection

Emotional intelligence requires individuals to perform self-introspection. Self-introspection allows them to improve and apply behavioral modifications as they desire, be efficient in self-regulation, and integrate growth and change. There are several questions to practice self-introspection:

- *“Does one think the right way?”* ⁶⁶
- *“Should not one have used those words today?”* ⁶⁶
- *“How would one have reacted if one were in his/her place?”* ⁶⁶
- *“Is there any other way of dealing with the matter?”* ⁶⁶

10.2 Practice self-awareness

One of the foundational aspects of emotional intelligence is the awareness of how one feels when being perceived by others. Consider observing and collecting information regarding how one’s gestures and verbal or non-verbal expressions affect others. Notice how the other’s facial expressions and body language change as one is speaking. These can provide new insights regarding how one’s words, expressions, behaviors, and decisions affect others. Make sure to keep track of the results of any action one decides to take. ⁶⁷

10.3 Be perceptive

Emotionally intelligent individuals are better at interpreting emotional reactions. They identify the source of emotions and use this information to inform and guide their behaviors as well as thoughts. These individuals can identify which events caused their emotions and determine the relevance of their emotions to current situations. ^{37, 69}

These abilities help them to come up with the most effective emotion regulation approach. Therefore, emotionally intelligent individuals are more perceptive, as they can control their emotional outbursts and show less aggression. ^{57, 69}

10.4 Develop empathic behavior

Empathy is defined as the capacity to share and understand others’ states. Empathy also provides an interpersonal emotional bridge that makes the sharing of experiences and desires between individuals possible. There are some steps that individuals can take to cultivate empathy during daily encounters with others:

10.4.1 Implement active listening: listen more than talk

While listening to others, focus one's attention on them and avoid distractions that may interfere. Focusing one's attention helps to understand others' feelings through active and emotional involvement during the interaction. ⁷⁰

Practice active listening by maintaining steady eye contact to indicate that one is paying attention to what the others are sharing. Then, ask open-ended and non-judgmental questions so others can determine what causes their troubles. ⁷⁰

10.4.2 Practice self-disclosure

During empathic interactions with others, practice self-disclosure to foster mutual understanding without taking away attention from the other party. That way, others can feel that what they are going through or their circumstances are being understood. ⁷⁰

10.4.3 Put judgments aside

Building empathic interactions requires the capacity to see the world from the perspective of others. Therefore, put judgments aside to understand how others interpret their circumstances. Individuals should not try to change who the other person is and where they are coming from. ⁷⁰

10.5 Respond rather than react

Showing a reaction as a result of an emotional trigger takes a more unconscious and uncontrolled process, whereas responding takes a more controlled action, as individuals can choose how to behave in a given situation. By responding instead of reacting, individuals can take control of their emotions and choose a less impulsive path to deal with the situation. Responding allows individuals to take into consideration how their behaviors affect others. ⁷¹

10.6 Decrease negative personalization

Personalization is a form of cognitive distortion, which can be defined as errors in thinking. Personalization consists of 2 forms: Firstly, when individuals take disappointing events personally, blame themselves for a situation that in reality is out of their control, and see difficulties in life as resulting from flaws or shortcomings on their side. Secondly, when individuals feel responsible for others' struggles or happiness in their lives. ⁷²

Individuals should not jump to a conclusion when they feel negatively impacted by someone's behavior; instead, they should try to see things from a more holistic

perspective before reacting. It is important to grasp situations objectively and avoid personalizing an individual's behaviors or ascribing negative reasons to boost emotional intelligence. ⁷¹

10.7 Practice resilience

Emotionally intelligent individuals benefit from their emotional skills to deal with stressful, unexpected, and unfortunate situations that make them feel overwhelmed, angry, or discouraged. Because of their social and relational skills, as well as their self-awareness, they know how to seek support and use adaptive coping practices. Adaptive coping practices involve seeking emotional support and the use of positive reframing, humor, and planning. ^{73, 74}

Emotionally intelligent individuals are also adaptive in stressful circumstances. They can draw strength from the situation, which helps them recover after stressful events. Therefore, individuals with higher levels of emotional intelligence exhibit a greater degree of resilience, especially in terms of emotion repair. ⁷⁵

10.8 Be assertive

Assertiveness is defined as the ability to convey thoughts and express feelings without anxiety, and defend personal rights without disrespectfully harming the rights of others. Assertiveness in communicating one's feelings and beliefs non-offensively, effectively, and constructively is an important factor contributing to emotional intelligence. ⁷⁶

Individuals with high emotional intelligence set healthy boundaries and exercise their right to disagree with others without feeling guilty or blaming others so that they can set their priorities and protect themselves from stress and harm. Assertive communication without accusing the other party can make the other party more open to listening and understanding. ⁷⁷

10.9 Pay attention to non-verbal communication

Individuals have a variety of tools for expressing emotions and perceiving others' emotions. Start by recognizing facial expressions of emotion, communicating an array of emotions through touch, and identifying the emotions of others in their voice through speech content and linguistic and paralinguistic vocal cues. ⁷⁸

Considering these, it is also important to pay attention to non-verbal communication to perceive the emotions of others. There are 3 steps to perceiving others' emotions:

10.9.1 Look for more than one clue

Look for a combination of non-verbal emotions rather than relying on a single expression or gesture. A single expression or gesture will not tell as much as a combination of gestures, posture, facial expression, and tone of voice that others are displaying. ⁷⁸

10.9.2 Take into account the context

Emotions can be displayed differently depending on context. So, consider the combination of non-verbal signals and the context or circumstances in which they are displayed, as it will give a reliable insight into interpreting others' emotions. ⁷⁸

10.9.3 Look out for changes

Look out for changes in others' non-verbal expressions of emotions. What is happening on the inside can be seen on the outside, and thus, any change in others' emotions would be reflected in their non-verbal behavior. ⁷⁸

10.9.4 Practice the ability to read others

Observe others' interactions and notice how they act and react to each other. Observe the gestures, facial expressions, tone of voice, and so on that are displayed. Then, guess what combination of non-verbal communication leads to the conclusion that others are expressing a particular emotion. ⁷⁸

10.10 Practice positive thinking

Individuals who are more likely to have negative thoughts are encouraged to regulate their emotions. Regulation of emotions is the capacity to assess, reduce, or intensify an emotional response, as well as to monitor emotional reactions and evaluate their reasonableness. Individuals can transform negative thinking patterns into positive ones by following these 3 steps:

1. Developing awareness of one's thoughts. ⁷⁸
2. Asking, "*What's a positive way of thinking about this?*" ⁷⁸
3. Adding the word 'but' when having negative thoughts. ⁷⁸

When individuals are aware of negative thoughts, they can decide to move on to more positive, helpful, and empowering thoughts. Adding the word 'but' helps to achieve this since they are encouraged to come up with more positive thoughts and imagine positive outcomes. ⁷⁸

11. Habits

Habits are defined as the implementation of practices related to a particular element of the Life Management Science Framework that brings benefits. The following is a comprehensive list of identified habits for building emotional intelligence:

11.1 Conduct RULER activities

RULER is a program designed to teach the 5 core social-emotional skills of emotional intelligence in children and adults, namely recognizing, understanding, labeling, expressing, and regulating emotions. [79](#)

11.1.1 Recognize (the emotion)

Use a technique called mood meter to better recognize personal feelings. Ask these 2 simple questions to do so:

- *“How much energy does this emotion have?”* [80](#)
- *“How pleasant is this emotion?”* [80](#)

11.1.2 Understand (the emotion)

Find the root cause of feelings to address them. There are some questions to ask oneself to figure out the reasons behind that feeling’s development:

- *“What just happened?”* [80](#)
- *“What was done before this happened?”* [80](#)
- *“What happened this morning, or last night, that might be involved in this?”* [80](#)
- *“What has happened before with this person that might be connected?”* [80](#)
- *“What memories does one have about the situation or place in which this emotion occurred?”* [80](#)

11.1.3 Label (the emotion)

Label personal feelings after understanding the root cause of them. Knowing precisely what feelings are being experienced provides clues about how to manage them. [80](#)

11.1.4 Express (the emotion)

Express the feelings by knowing how and when to display the right emotions, depending on the setting, context, and the individuals being conversed with. [80](#)

11.1.5 Regulate (the emotion)

Acknowledge the existence of these personal feelings — not avoid them — and then take steps toward dealing with them. [80](#)

11.2 Write in a journal

Create a daily reflection in terms of personal emotions and perceptions of others' emotions in a journal. Consider what should have been done differently to optimize interactions with others based on those understandings. [81](#)

11.3 Read literary fiction

Engaging with fictional stories and characters enhances understanding of real-world peers. Because stories are about the interaction between characters, understanding stories helps to exercise social cognitive abilities. To understand stories, individuals may understand characters, their motivations, interactions, reactions, and goals. The more fiction is being read, the easier (and habitual) it gets to pay attention to stories, characters, and underlying information. [82](#), [83](#)

11.4 Watch narratively complex TV shows

Similar to the impact of reading literary fiction, watching quality TV shows helps individuals understand the characters' emotional states, thus developing an emotional understanding in interpreting how others feel and think. [84](#)

This understanding refers to the theory of mind in psychological literature. Theory of mind (ToM) refers to the ability to interpret the mental states and emotions of others. Watching narratively complex TV shows results in better performance in terms of the “theory of mind” task compared to watching TV documentaries or nothing at all. [84](#), [85](#), [86](#)

To understand a TV show, individuals shall keep track of the characters' mental states, emotions, and relationships. Fictional stories serve as social simulations and allow one to practice attributing mental states to others. These suggest that film narratives, as well as written narratives, may facilitate the understanding of others' minds. Especially when watching a TV show with the sound turned down, trying to understand the emotions of the characters on television by observing their gestures helps develop recognition abilities. [84](#), [86](#)

11.5 Notice and name the emotions

Perception of personal emotions and the ability to identify and label feelings are considered the first steps in practicing emotional intelligence. However, it is not always easy to name personal emotions, especially when individuals experience complex and simultaneous emotions at once. Individuals can try to find a word describing their feelings more specifically and go beyond generic definitions of feeling

good or bad. After naming the emotion, let oneself feel frustrated or sad for a few seconds; simply take the time and observe. [80](#), [87](#)

11.6 Follow habits of emotionally intelligent individuals

Below are some habits of emotionally intelligent individuals:

- Emotionally intelligent individuals seek to support others through their words and actions. [88](#)
- Emotionally intelligent individuals watch their language, as they ought to be very intentional in their word choices and reactions. They make sure that the message will be received by others as they intend. It matters more what the person they are talking with hears and understands. [88](#)
- Emotionally intelligent individuals embrace silence. [88](#)
- Emotionally intelligent individuals prioritize the time to focus on others to make sure that others feel important and appreciated. [88](#)
- Emotionally intelligent individuals embrace their strengths but also admit shortcomings to others as well as themselves. [88](#)
- Emotionally intelligent individuals do not assume the worst or the best but simply acknowledge what they do not know. They avoid assumptions that will set them back. [88](#)

11.7 Follow these practices to develop and strengthen emotional intelligence

Below are some practices to develop and strengthen emotional intelligence:

- Pay attention to personal emotions at a time. Be mindful of the tension that may alert individuals to their current emotional state. [89](#)
- Think before taking action, reacting, or speaking. Ask oneself: “*Is this the right time and place?*” [89](#)
- Reflect on others’ emotions: think about personal emotions and how individuals typically react to negative situations. When people are more aware of their own emotions and typical reactions, they are better at controlling them. [89](#)
- Avoid being a mind reader. Have this willingness to check with others to see if the reality is similar or different from what is being seen by others. [89](#)
- Become more empathetic: understand the ‘why’ behind others’ feelings or emotions. [89](#)
- Have a growth mindset by learning from criticism instead of simply defending one’s views, behaviors, or feelings. [89](#)
- Be patient in developing emotional intelligence since it takes a lot of practice and effort. [89](#)

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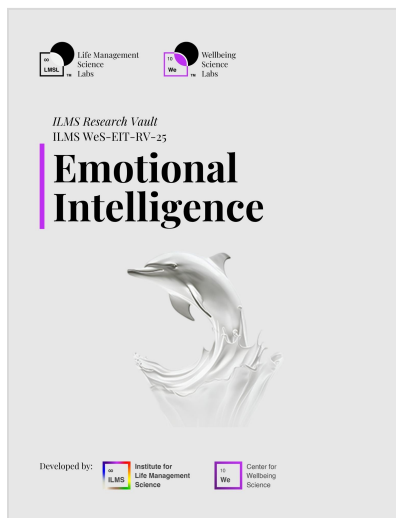
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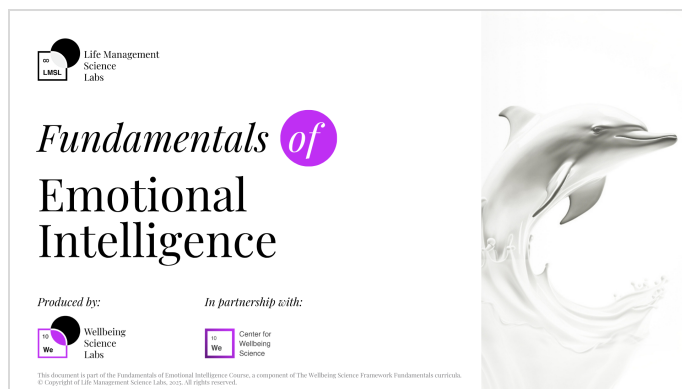
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The 'Fundamentals of' Course Series offers a deep dive into each subject with specialized modules from 12 LMSL labs. Supported by research-backed methodologies, these courses ensure high-quality education and comprehensive skill development for personal and professional growth.

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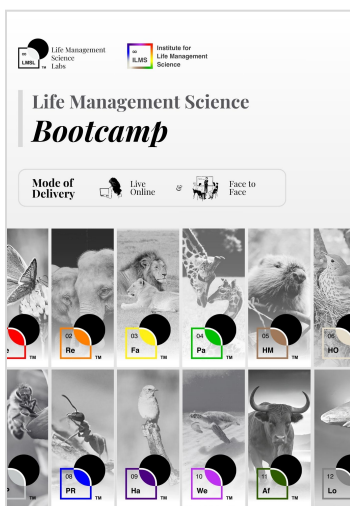
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Life Management Science Essentials Series is part of our WLT Course Series. It's a collection of courses, each comprising one-hour sessions focused on the 12 key aspects of life management. Designed to empower participants with practical skills and insights, each session explores essential areas of both personal and professional life.

The series offers four different programs:

- A comprehensive course of 12 one-hour sessions, each designed to introduce a different life management aspect
- A single course comprising 12 focused sessions, each dedicated to a distinct element from the 12 life management aspects
- 12 dedicated courses, each featuring 12 sessions that explore selected elements within a specific life management aspect
- A customizable solution offering over 800+ topics from 12 life management aspects, allowing each course to align with the organization's goals, values, and individuals.



Developed by:



**Institute for
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