

# **Emotional intelligence: Does it really matter?**

A guide to coping with stressful experiences

**Phillip W. Bowen**

**Cognitive Science and Psychology**



**VERNON PRESS**

Copyright © 2019 Vernon Press, an imprint of Vernon Art and Science Inc, on behalf of the author.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Vernon Art and Science Inc.

[www.vernonpress.com](http://www.vernonpress.com)

*In the Americas:*  
Vernon Press  
1000 N West Street,  
Suite 1200, Wilmington,  
Delaware 19801  
United States

*In the rest of the world:*  
Vernon Press  
C/Sancti Espiritu 17,  
Malaga, 29006  
Spain

Cognitive Science and Psychology

Library of Congress Control Number: 2019937914

ISBN: 978-1-62273-679-9

Product and company names mentioned in this work are the trademarks of their respective owners. While every care has been taken in preparing this work, neither the authors nor Vernon Art and Science Inc. may be held responsible for any loss or damage caused or alleged to be caused directly or indirectly by the information contained in it.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked the publisher will be pleased to include any necessary credits in any subsequent reprint or edition.

**For Sonia**



# Table of contents

	<i>List of tables</i>	<i>xi</i>
	<i>List of diagrams</i>	<i>xiii</i>
	<i>Acknowledgement</i>	<i>xv</i>
	<i>Introduction</i>	<i>xvii</i>
	<i>Background</i>	<i>xxi</i>
Chapter 1	Emotional intelligence	1
	A little background to emotional intelligence	2
	The main models of emotional intelligence	3
	Ability model paradigm (Salovey and Mayer, 1990)	4
	Mixed model paradigm (Goleman, 1995, 1998a, 1998b)	6
	Mixed model paradigm (Bar-On, 1997)	8
	Trait model paradigm (Petrides and Furnham, 2001)	11
	Oxymoron	14
	Lack of consensus	15
	Critique	16
	Limitations	17
	Summing up	18
Chapter 2	Stress	19
	Perspectives of stress	19
	Work related illnesses	20
	Eustress and distress	23
	Cortisol, oxytocin, serotonin and noradrenaline	25
	The modern workplace	27
	Positive emotions and links between stress, coping and emotional intelligence	29
	Emotional dissonance	29

	Demands of the job and well-being on the academic	30
	Impact of stress on the academic	34
	Chronic stress and possible outcomes	37
	The traditional organisation and rational thinking	38
	Burnout	38
	Stress and work/ life balance	42
	Summing up	43
Chapter 3	Understanding and processing emotions	47
	Different emotions	48
	Understanding your own emotions and those in others	51
	Teaching and emotional intelligence	53
	Learned optimism and learned helplessness	56
	Bullying and harassment	61
	Therapy	62
	Toleration of negative emotions	63
	Emotion-focused therapy	64
	Emotion-processing therapy	64
	Cognitive Behavioural therapy	65
	Summing up	66
Chapter 4	Coping	69
	Coping strategies	69
	Methodological study of how academic cope	72
	Academic sample	72
	Planning	80
	Active coping	82
	Acceptance	83
	Positive reframing	84
	Emotional support	84
	Instrumental support	86
	Self-distraction	89

	Humour	89
	Venting	89
	Self-blame	91
	Religion	91
	Behavioural disengagement	92
	Denial	93
	Substance use	93
	Comparison between studies	96
	Summing up	97
Chapter 5	Personality and individual differences	99
	Background	99
	Personality and coping	102
	Personality and stress	104
	Personality (The “big five”) and job performance	106
	Personality (The “big five”) and trait emotional intelligence	106
	Personality (The “big one”) and trait emotional intelligence	107
	Summing up	107
Chapter 6	Intelligence and groups	109
	Intelligence	109
	General intelligence	111
	Groups and groupthink	116
	A nudge in the right direction	118
	Social networking	119
	Social intelligence and loneliness	122
	Group/ team/ intelligence	122
	Group emotional intelligence	123
	Management business perspective	124
	Group stress and group psychological strain	127
	Financial cost	129
	Group coping	130

	The beehive	131
	Summing up	132
Chapter 7	Emotional intelligence and well-being	135
	Physical/ psychological well-being	137
	Infection, illness, introversion and negative thinking	143
	The widening gap in inequality	143
	Passiveness and “ <i>I can take it</i> ” syndrome	146
	Emotions and memory	147
	Emotions and creativity	148
	Self-help	149
	Telomeres	150
	The dark triad	152
	Emotions and cognitive thinking and control	155
	Exercise mind and body	155
	Summing up	157
Chapter 8	Training and development	161
	Motivating and inspiring	162
	Mindfulness	165
	Walking/ talking and smiling	168
	Reframing the mindset	169
	Developing self-awareness	170
	The white room	172
	Summing up	174
Chapter 9	Emotional intelligence: Does it really matter?	177
	Memory	179
	Life’s a journey	181
	The working environment	181
	Right or wrong?	184
	Breaking point	186
	IQ and multiple intelligences	187

Conforming	188
Pessimism, optimism and hormones	188
Dissent in the ranks	190
“I can take it”	190
It could have been worse	191
Emotional intelligence: does it really matter?	191
<i>Bibliography</i>	<i>195</i>
<i>Index</i>	<i>249</i>



# List of tables

<b>Table 1.1.</b> Main theorists/ models.	4
<b>Table 1.2.</b> Emotional intelligence model (Ability model, Salovey and Mayer).	5
<b>Table 1.3.</b> Emotional intelligence (Mixed model, Goleman).	7
<b>Table 1.4.</b> Mixed emotional intelligence (Bar-On,1997).	9
<b>Table 1.5.</b> Trait emotional intelligence (Petrides, 2009).	11
<b>Table 1.6.</b> Main models and theorists.	16
<b>Table 1.7.</b> Performance and self-report measures of E.I (Matthews et al., 2004).	17
<b>Table 2.1.</b> Perspectives of stress.	20
<b>Table 2.2.</b> Teacher retention rates UK (2017).	32
<b>Table 2.3.</b> Higher education staff statistics: UK, 2017/18 (HESA, 2015, 2019).	34
<b>Table 2.4.</b> Students achieving first or higher degrees.	35
<b>Table 3.1.</b> Theories of emotion.	49
<b>Table 3.2.</b> Emotional style.	51
<b>Table 3.3.</b> Characteristics of highly effective teachers.	53
<b>Table 3.4.</b> Criteria for major depressive disorder.	57
<b>Table 3.5.</b> The DSM-5 criteria for major depressive disorder (MDD).	57
<b>Table 3.6.</b> Permanent (Pessimistic) versus Temporary (Optimistic).	60
<b>Table 4.1.</b> Types of stress.	70
<b>Table 4.2.</b> Coping mechanisms (Carver et al., 1989).	71
<b>Table 4.3.</b> Coping strategies.	74
<b>Table 4.4.</b> Coping (Carver et al., 1989) (Summary of items). Totals.	75
<b>Table 4.5.</b> Coping strategies (Summary of do this a lot and a medium amount).	75
<b>Table 4.6.</b> Emotional and instrumental support (Responses).	76
<b>Table 4.7.</b> Emotional and instrumental support (Summary of paired items).	77
<b>Table 4.8.</b> Information of those interviewed.	78
<b>Table 4.9.</b> Summary of those interviewed.	79
<b>Table 4.10.</b> Examples of how those interviewed cope.	94
<b>Table 4.11.</b> Examples of coping strategies used by those interviewed.	95
<b>Table 4.12.</b> Coping with interpersonal relationships (interviews).	96
<b>Table 5.1.</b> Cattell's sixteen dimensions of personality.	100
<b>Table 5.2.</b> Tupes and Christal's five dimensions.	100
<b>Table 5.3.</b> The <i>big five</i> .	101

<b>Table 5.4.</b> Personality and coping.	103
<b>Table 5.5.</b> Examples of research undertaken on personality type.	103
<b>Table 6.1.</b> Thurstone's seven (7) primary mental abilities.	112
<b>Table 6.2.</b> Guilford's independent abilities.	113
<b>Table 6.3.</b> Hierarchy of intelligence (Vernon, 1950).	114
<b>Table 6.4.</b> Carroll's three (3) stratum hierarchy.	114
<b>Table 6.5.</b> Cattell, Horn and Carroll theory.	115
<b>Table 6.6.</b> The number of global social network users.	120
<b>Table 7.1.</b> Five (5) domains of well-being.	137
<b>Table 7.2.</b> Types of physical activity.	138
<b>Table 7.3.</b> Examples of physical inactivity.	139

# List of diagrams

<b>Diagram 6.1.</b> Group psychological strain.	129
<b>Diagram 7.1.</b> Illness/wellness continuum.	137
<b>Diagram 8.1.</b> The " <i>I can take it</i> " continuum.	162



# Acknowledgement

I am continuing to learn and gain new experiences every day and this book has gone so far in achieving my aspirations and lifetime goals. To say I have spent hours reading through content associated with this book would be an understatement. Reading has gone well beyond those discussed in the content. Therefore, I would like to thank all those sources who have helped contribute to the content of this book. There are too many to name under this section, but quite a few are shown in the bibliography. I would like to take the opportunity to Daniel Goleman who initiated and maintained my interest in emotional intelligence. Thanks also go to John D. Mayer, Peter Salovey and David Caruso together with Konstantinos V. Petrides who developed my interest further, much further. I would also like to thank authors Malcolm Gladwell, Michael Marmot and Nicholas Taleb who demonstrate a master class in thought-provoking writing that is engaging, clear to read, and unproblematic to follow.

A very big thank you to my wife, Sonia, who has been super supportive throughout the process. I am also very fortunate to have been assisted by a great support team at Vernon Press including Carolina Sanchez, Argiris Legatos, James McGovern, Javier Rodriguez and colleagues, who recognises the passion and commitment I have in this area. A massive thank you to the reviewer of the draft text who kindly provided excellent pointers and thoughts that I have included into the final text.

I have to include a special mention for colleagues and friends who have been there to give me moral and academic support: Joe and Deborah Clarke, Professor Richard Rose, Professor Andy Pilkington, Professor Simon Burtonshaw-Gunn and Professor Gail Kinman. I cannot thank each of you enough. A further thanks to all the students and colleagues I have met throughout the years, all of which have added to my skills and knowledge.

As the years have passed, I have recognised that the more I have read and absorbed the less smart I realise I am. Einstein commented that the more he learned, the more he realised how much he didn't know. If the quote is from Einstein, I think it is safe and acceptable to acknowledge this myself. However, I keep learning and continue to seek further information and knowledge.

Thank you all for your love, kindness and joy you have all given me over the years.

*Phil*



# Introduction

The content of this book is directed at those who are interested in the topics of emotional intelligence, stress, coping and education. It crosses the boundaries between psychology, sociology, anthropology, philosophy, health and education. The desire is to integrate the findings into a lucid explanation connecting many of the dots that may be lacking or located in different sources. The book engages the reader with understanding about the term and role emotional intelligence has to play in the workplace and in the social environment. We are influenced by the world around us and yet we think that we are able to make decisions independently that are rational and common sense. The book integrates discussion around wider concepts that may influence decision making, demonstrating how complex we are as human beings and how challenging it is to make the right and wrong decisions.

The purpose of the book is to ask if emotional intelligence really does matter. To answer this question, the background is discussed in the next section, delving back to the times of classical Greece to explain how the dualistic view, of separating rationalistic thought and emotions has become entrenched through the last two and a half millennia. We seem to continue to separate rationalistic thinking from emotions and yet they are integral to what makes us human. It was not until the late nineteenth (19<sup>th</sup>) and twenty-first (21<sup>st</sup>) centuries that theorists and researchers appear to take the term “*emotions*” as an area worth looking into in greater depth. It is now apparent that much of what and how we think are influenced by emotions. There is a growing acceptance that there may be multiple intelligences of which emotional intelligence is just one. The background concludes by identifying that, whereas studies into emotional intelligence have been carried at school level, little research has been carried out in higher education, including universities, which suggests that it is an area in which research can be undertaken.

The content of the book continues with Chapter One (1) that begins by asking the question of whether or not emotional intelligence exists. The main theoretical models associated with emotional intelligence are identified and a critique is provided around the findings suggesting that there is a lack of consensus in clearly defining the term and how and what it measures. The chapter clearly identifies and critiques the three (3) main models: 1) the ability model (Salovey and Mayer, 1990; Mayer and Salovey, 1997), 2) the mixed Model (Goleman, 1995,1998; Bar-On, 1997, 2000) and, 3) the trait model (Petrides, 2009, 2011; Petrides and Furnham, 2001).

Chapter two (2) discusses the term stress and how it impacts on mental health. Eustress, distress and chronic stress are reflected upon and discussion provided around the physical impact stress has on human biology and how the modern workplace can lead to burnout. Chemicals can be released into the body that can affect psychological and physical well-being. Examples are identified and discussed. The human body has been developed to reflect the hunter-gather mentality that our ancestors faced each day. We are not made for the modern workplace and yet we have to cope with pressure and stress that the workplace brings. The influence that the modern workplace has on us is discussed and is followed by a reflection of how positive emotions link with stress, coping and emotional intelligence. The demands of the workplace and modern living can lead to emotions being experienced such as anger and fear. These may not fit with the demands and expectations of the organisation where emotional display is felt to be unprofessional or unwanted. This can give rise to emotional dissonance that is discussed in this chapter. The demands of the job and the impact stress has on the academic are reflected upon, followed by a discussion about the impact chronic stress can have on work/life balance.

Chapter three (3) probes more deeply into the different emotions we experience and how emotional intelligence can be used in the teaching environment. Discussion is given over to teaching and emotional intelligence followed by a section on the terms learned optimism and learned helplessness with suggestions as to ways in which to cope with challenging experiences. Bullying and harassment is also discussed as it seems to occur in almost every working environment and suggestions are made as to how to cope with such experiences. The final part of this chapter is made over to different therapies that are available from professional sources.

Chapter four (4) uses the coping strategies provided by Carver (1997) in his journal article "*You want to measure coping but your protocol's too long: consider the brief COPE.*" The chapter delves into the different coping strategies that can be used providing anecdotes and case study examples from university academics. Consideration is given to individual difference that can influence which coping strategy is used. The tolerance levels can vary where one person may regard an experience as mild pressure while another person may feel high levels of stress. The findings suggest that people may use more than one coping strategy and that it is context dependent.

Personality relates to how people cope with challenging experiences and to emotional intelligence. Chapter five (5) reflects upon personality and individual differences, factors that may influence how and why people respond to experiences in different ways. The chapter makes use of Costa and McCrae's (1992) theoretical model of the "*big 5*" personality types and considers the

relationship personality has with coping and stress. The *big one* personality type is also discussed. This chapter also reflects upon the relationship personality has with job performance and emotional intelligence.

Chapter six (6) delves into the term “*intelligence*” (IQ) and how theory has developed over the twentieth (20<sup>th</sup>) century to include groups and teams. Groupthink is identified, and discussion expanded to reflect upon the influence of social networking and why social interaction is so important. This chapter also considers how the term “*group*” is associated with intelligence, stress and coping. The chapter concludes making use of the “*beehive*” model comparing how similar we are as human beings to bees.

Chapter seven (7) focuses on the role emotional intelligence has on well-being. The traditional view of emotions in western society is to separate them from rational thinking. We are encouraged to engage with work to such an extent that it can become overpowering and overbearing that can impact upon personal well-being. The macho approach encourages the mentality of “*I can take it*”. This chapter discusses the effect the modern working environment has on physical and psychological well-being and how it can give rise to a serious illness that can have a cost upon family and organisation. A section is made over to the effect the modern working environment has on creativity. The chapter delves into the “*dark triad*” (narcissism, Machiavellian and psychopathic dispositions) where people use emotions to manipulate others while having self-centred, grandiose opinions of themselves. The chapter concludes by suggesting ways in which to cope with challenging experiences.

Chapter eight (8) draws upon the findings from earlier chapters and provides suggestions and helpful tips to cope with challenging experiences. The chapter begins by focusing on the terms motivating and inspiring behaviour followed by a discussion around the term mindfulness. Reframing the mindset and developing self-awareness is important, focusing on positive and constructive thoughts. Suggestions are made to engage in physical exercise and to talk with friends and family. The chapter concludes by providing a short exercise entitled “*The white room*”, that can help bring back focus to the “*now*”.

Chapter nine (9) includes sections on memory, the working environment, conforming and reference back to the stoic view that things may be less serious than they actually are. The final part of this chapter reflects upon the title of the book “*emotional intelligence: does it really matter*”, pulling together final thoughts and conclusions.



# Background

To appreciate the meaning and terms of emotion and emotional intelligence, it is helpful to reflect on how these concepts have developed over time. It is also helpful to establish the background to how and why focus is given to a rationalistic approach within western thinking where emotions and rationalism have been separated for millennia.

The historical view, from the times of Greeks, is that intelligence and thinking are superior while feelings and emotions are considered inferior. Wisdom and reasoning should be in control and emotional impulses suppressed (Sparrow and Knight, 2006). Solomon (2010) refers to the metaphor of the master and the slave where wisdom (that is associated with of reason) is in control and dangerous impulses (associated with emotions) are suppressed or channelled so that they are in harmony with reasoned thinking. Damasio (1994) explains that this high reason view of decision making assumes that logic will obtain the best solution for any problem. This view has been embedded into western culture and thinking from the time of Socrates and Plato.

It appears that everything that we know about Socrates (470BC-399BC) relies on sources such as Plato (428BC-347BC), Xenophon (431BC-354BC), Aristophanes (446BC-386BC), and subsequent interpretation. It is not even known as to what he did for a living. However, it does look as though Socrates acknowledges that emotions are integrated into understanding oneself and interpersonal relationships (Bowery, 2007; Schultz, 2013). According to Plato's "*Philebus*", Socrates refers to three (3) types of pleasure and pain that are described as passions (in Greek- "*pathos*") (Fortenbaugh, 2014; Meinwald, 2008). Each of the passions are considered to be very different from each other. The first (1<sup>st</sup>) is associated with the body. Socrates provides an example of finding pleasure and relief from scratching a painful itch. The second (2<sup>nd</sup>) is associated with both body and soul. Socrates explains that a person who is hungry, and expecting to be fed, may feel the pain of an empty stomach but finds pleasure from the thought that they are about to be fed. The third (3<sup>rd</sup>) is associated with soul, that is thought to be independent of the body. For example, feelings of fear, love, envy, and anger that are later described as emotions (Fortenbaugh, 2014). Emotions continue to lurk in the background that can lead to poor decision making and cloud judgement (Brickhouse and Smith, 2015; Solomon, 2010). It provides a foundation for those that follow, separating emotions from rational thinking.

Plato, a pupil of Socrates, regards the soul as being a separate entity to the body (Crivellato and Ribatti, 2007). He suggests that the soul is made up of three (3) basic energies that “animate” the human being (Plato, 380BC) (Kraut 2010). These are reason, emotion and appetite. Reason is given the highest value. Emotion and appetite are regarded as lower “passions”. Plato explains that the soul is ordered and is governed by reason, therefore keeping the lower passions (emotions and appetite) under control. Plato views emotions as being wild and uncontrollable. They are non-rational and serve no psychological purpose. Emotions challenge reality and reason and are considered to be a hindrance, clouding judgment rather than facilitating it (Dalglish and Bramham, 1999). He therefore places reason above emotions where reason is immortal and independent of the body while emotions are perishable, similar to internal organs of the body (Schirmer, 2015).

Aristotle (384BC- 322BC) is a student of Plato. In “*Rhetoric*”, Aristotle explains that emotions are part of the process for those seeking to gain a greater understanding of oration and persuasion (Aristotle,1992). Emotions are associated with reason that are reflected in how events are experienced. Aristotle (350BC) considers emotions central to identifying who we are as human beings. If they are central, then minimising/ removing emotions could change or hide the identity of the person. Whereas he appears to one of the first people to identify emotions, he is selective, referring to emotions to help illustrate discussion. It may be that he delved into further depth about emotions in other treatises that are now lost to history. Aristotle refers to emotions such as: calmness, anger, friendship/enmity, fear/ confidence, shame, kindness, pity, indignation and envy. However, he does not use the word “emotions”, preferring the term “*pathos*”, the idea being, to appeal to the audience’s emotions gaining sympathy, empathy, awaken emotions with the purposes of inducing a desired judgement. “*Ethos*” refers to the credibility, and character, of the speaker and includes factors such as the way the speaker dresses, their position in society and, vocabulary that is used (for example a barrister, university professor, doctor). “*Logos*” refers to the use of reasoning by presenting arguments that appear logical to the audience. Together pathos, ethos and logos are referred to as modes of persuasion, rhetoric appeals, or ethical strategies. Aristotle (1992) places emotions into three (3) categories:

1. Emotions that are directed at oneself (for example: confidence)
2. Emotions directed at other people (for example: friendship) and
3. Emotions directed at external events (for example: fear)

Zeno of Citium (334BC-262BC) is the founder of stoic school of philosophy who believes that it is not what the person says but how they behave (Irvine, 2009). He was born in Citium, now known as Cyprus. He arrives in Athens having been shipwrecked and becomes a student of Crates of Thebes (365BC-285BC) a cynic philosopher. While in Athens, he later establishes his own stoicism school at the Stoa Polikile in the Agora (Irvine, 2015). He comments about his new life that “*I made a prosperous voyage when I suffered a shipwreck*” (Diogenes Laertius, 2018) eminently describing his stoicism. Stoicism reminds us of how short our lives are and how unpredictable the world is clearly identifying the importance of overcoming destructive emotions and how they can affect us. The focus is on our own behaviour, recognising that we can only control ourselves and not external events or experiences (Holiday, nd). Stoics regard virtue as the only good and external things such as wealth, pleasure and health are neither good nor bad. Virtue is considered sufficient to bring happiness. Being stoic is being resilient to destructive emotions while remaining calm. Zeno of Citium identifies four (4) main emotions: pleasure, grief, fear and desire. He distinguishes destructive emotions as being sinful, irrational and unnatural to the soul that Chrysippus (280-206BC) finds “*disobedient to reason*” (Dufour, 2004). Chrysippus elaborates by suggesting that emotions are associated with two approaches to judgement. The first is if an experience is good or bad and the second what decisions are made about the experience. Zeno of Citium defines an emotion as being a “*horme pleonazousa*” (an excessive impulse) and divides people into two groups: those who are wise and those who are foolish. A wise man performs every action well. The fool fails everything (Lyons, 1999). Thus, emotions can be associated with being foolish and are, therefore, regarded as being negative and unnecessary. This view is reinforced by Cicero (106BC to 43BC) who feels that emotional disturbances are a sickness of character. For example: a likeness of women is similar to a fondness of wine (Gross, 2006). This stoic viewpoint is reinforced by Seneca (4BC to 65AD) who considers that emotions such as grief, fear and anger are irrational, emphasising that virtue is sufficient for happiness (Irvine, 2009; Vogt, 2006). The virtues that the stoics recognise are: wisdom, justice, temperance and courage. Happiness is found by accepting the present moment and not allowing yourself to be influenced by the fear of pain or the desire for pleasure.

Galen (129AD to 198AD) continues to regard passion as a disease of the soul that interferes with daily conduct of life (Magai and McFadden, 1995). He compares those who are intemperate with wild beasts who allow themselves to be influenced by the irrational power of the soul. Emotions such as anger and jealousy, therefore, need to be controlled and tamed. However, Irvine (2015) explains that stoicism isn't someone who simply holds a stiff upper lip

and stands there while taking whatever is thrown at them. Being stoic is building on strategies that recognise between things that can be controlled and those that cannot. He adds that energy is much better spent on things that matter and things that we have control over rather than spending time worrying about things outside our control.

Hippocrates (460BC- 370BC) is accredited to applying the four (4) humours (blood, yellow bile, black bile and phlegm) to medicine that are thought to have their origins in ancient Egypt (Van Sertima, 1992). Galen extends the application of the four (4) humours to temperament that is developed further in medieval times where the: 1) dominance of blood suggests the person to be sanguine, warm-hearted, active and social; 2) dominance of yellow bile suggests a person to be choleric, short-tempered and irritable; 3) dominance of black bile suggests that the person is likely to be melancholic, wise and quiet, and; 4) dominance of phlegm suggests that the person is likely to be phlegmatic (calm and relaxed) (Watson and Evans, 1991).

The Greeks consider that emotions are contained within the body and not the brain. However, with modern understanding and appreciation as to how the body and mind works, it is apparent that both the mind and the body contributes to feelings and emotions. Notwithstanding the two millennia between the times of Aristotle and Galen and that of present day, phrases associated with irrational emotions are still used that resonate from the past. For example: “*breaking your heart*” and “*pouring your heart out*” (Schirmer, 2015).

The teachings from the earlier philosophers are passed down into the Roman era and subsequently medieval times and incorporated into Christian teachings. Little further study is undertaken on the human body as it is regarded as a sin to hinder or impede the transfer of the soul into the next world which has continued into recent and modern times. Views and thoughts are therefore often expressed based upon earlier teachings and personal interpretations. This is exemplified by Thomas Aquinas (1225 to 1274). He considers that emotions affect pure thought and are perversion of reason, hostile to rationality. Throughout the middle age’s emotions are linked to ethics and sin and, are integrated into Christian psychology that have become the “*seven deadly sins*”: lust, greed, sloth/ laziness, gluttony, envy, anger/ wrath and pride (Solomon, 2010). However, virtues such as hope, love and faith are not regarded as emotions and are equated with reason. This does appear to be a contradiction. For example, a person who may have strong faith may influence others to carry out atrocities on others. Another person may love another. However, that love may be inappropriate.

In the seventeenth (17<sup>th</sup>) century Rene Descartes (1596 to 1650) puts forward the dualist “*Cartesian*” viewpoint in which the mind is higher than the

body. In his “*treatise on the passion of the soul*”, Descartes suggests that emotions are neither separate nor a simple function of the body or soul (Descartes, 2017). For example, categorising emotions may be ambiguous when associated with passivity, rational thinking, objectivity, personal identity, and thought dependency. He explains that passions are associated with the soul, the seat of consciousness, while emotions are perceptions of the soul (De Sousa, 1990). Descartes adds that emotions are contaminated by thought that need to be eradicated and passion is undesirable as it interferes with clear thinking (Hergenhahn, 2009). This long held dualist viewpoint may go a long way to explain why western philosophy has such strong underpinning influences that reinforce the rationalisation of emotions within social values and stereotyping of genders (Fineman, 2003).

Making a rational decision suggests that we are thinking sensibly and logically. Rationality implies that we have access to all relevant information to make decisions and that we have the capacity to reason. The reality is that we may likely bias our decision making and it is almost impossible to gain full detailed knowledge and understanding of an experience. We are not computers. Simon (1997) explains this as “*bounded rationality*” acknowledging that our knowledge of the world around us is likely to be incomplete and that decisions are made based upon the information that is available. Taleb (2012) comments that making errors can be the most rational thing to do as they may lead to discoveries (for example, chemotherapy and penicillin). However, in his book “*the skin game*”, Taleb (2019) acknowledges that there are risks that cannot be taken. The skin game concedes that sacrifices have to be made so as to protect those higher in the organisation or help the collective survive. What is important is that you pay attention to what people do and *not* what they say. However, our “*pseudo rationalistic*” decision-making focuses on beliefs rather than the consequences and, in western culture, rationality continues to be valued more highly than feelings and emotions and is regarded as someone of higher, greater intelligence and strength of character (Kingelbach and Phillips, 2014). This may also go some way to explain why there appears to be little investigation into the emotions before the late nineteenth (19<sup>th</sup>) century.

Towards the latter part of the nineteenth (19<sup>th</sup>) century interest in the term emotions began to raise interest again. One of the first to do this is James (1884, 1902) who suggests that emotions consist of different patterns that are associated with organ sensations. He argues that it is the sensations from muscles and the skin are the main causes for emotions. He adds that each person has the capacity to adapt their own personality to demands they face and to enact the social self to take care of things they value. Wundt (1904) considers that emotions are made up of feeling experiences that are associated with dimensions of quality, activity, and excitement. Ekman (1973) and Izard (1977) suggest that

there are a small number of basic emotions that include happiness/ joy, sadness, anger, fear, and disgust. Plutchik (1980) adds: surprise, anticipation and trust to this list. However, others add substantially to this list to include terms such as “*engaged, grateful, exhilarated and, calm*”. To complicate the picture further, these terms are in English, limiting the number of terms that can be used. Words are used in other languages and cultures to explain a particular emotion, emotions that cannot be clearly defined in the English Language.

In 1937, Papez (1995) looks into cases of brain damage and identifies those who experience blunted or exaggerated emotions. He suggests that the damaged areas of the brain must work together in, what is later described as, the limbic system. Discussion ensues as to what happens within the limbic system and what emotions activate different parts of the brain. This continues to the present day. However, there is also on-going debate as to the boundary of the limbic system and what parts of the brain it interacts with. For example, Carter (2010) points out that there doesn't appear to be such a thing as an emotion facility. Recent thought is that emotions interact with different parts of the brain depending upon the context and experience (Davidson and Begley, 2012). However, findings do suggest that when an emotion is experienced it stimulates the amygdala that sends signals, directly or indirectly, to the frontal cortex. The indirect signal passes through the hypothalamus that sends hormonal messages to the rest of the body creating physical changes such as increased heart rate and blood pressure. Feedback is then sent through the somatosensory cortex to the frontal cortex that is then interpreted as an emotion. If neural pathways are blocked, emotions cannot be experienced (Carter, 2010).

Whereas emotions appear to be associated with feelings, hormones, and “*fight or flight*” response, there is argument as to an agreed definition of the term “*emotion*” (Scherer, 2005). Cultural influences and background of individuals may also influence how an emotion is experienced. People are now living and working in a globalised environment where there are interactions between those from different cultures and backgrounds. Communities and organisations may have their own cultures. However, those who live and work in it bring their own culture and background to the environment that in turn may influence the wider culture. How one person responds may differ to how another responds. To state that a person is angry may be interpreted by one person as an emotion where a person shouts and swears, throws things about, uses intimidating body language, and becomes red in the face. Another person may simply internalise the feeling of anger and show little outward signs of the emotion being experienced. Therefore, using terms to describe an emotion only goes so far as to explain what is experienced.

Consideration has to be given to the individuality of each person as he/ she may have similar experiences but feel different types of emotions. Those who are able to detect and control their own emotions and to handle social interactions may be more inclined to be successful and perform well in their job and can be considered as more emotionally intelligent. However, a person with low emotional intelligence may compensate by using other strengths (Mayer, 2012). For example, they may be excellent verbal communicators while lacking in empathy. They could be highly successful without being emotionally intelligent (Brody, 2004, Mayer, 2012). They may be skilled in technical detail and understanding but lack self-awareness of the emotion being felt. Furthermore, emotions felt may be mixed. The person may feel pleasure at the same time as feeling pain or fear. To add to the complexity, there could be a multiple of emotional intelligences that underlie emotion (Zeidner, Matthews and Roberts, 2001).

The challenge that we face is that the workplace is traditionally considered as being a logical, non-emotional, and rational place to work where emotions are considered as being irrational and the antithesis of rational thinking (Ashforth and Humphrey, 1995; Ashkanasay, Zerbe and Hartel, 2002). However, the work environment is saturated with emotions, which includes the teaching profession where emotional intelligence and emotions are integral to interpersonal interactions (Mortiboys, 2012). To regard emotions as the antithesis of rationality is too simplistic. As pointed out by Cian, Krishna and Schwarz (2015) rationality and emotion are fundamental elements that make us human. Manufacturing and heavy industry has declined in recent decades in many of the countries in the western world, including the UK. People are more likely to be employed within the service sector where they are required to be more emotionally engaged with the customer, leading to greater interest in emotions, emotional intelligence and psychology in the workplace (Briner, 1999). What is apparent is that nothing seems to happen in isolation that does not involve our emotions (Kringelbach and Phillips, 2014). Emotions are fundamental to understanding the world around us and how we relate to it. The nature of work is changing and appears to gather pace, where we are now moving quickly into the age of artificial intelligence. There is increased global competition and as such greater demands and expectations are placed upon workers to be more productive. Those working in the teaching environment are not exempt. They often feel tired and stressed with a high percentage of those in academic positions leaving the profession or regret entering the profession in the first place (Kinman, 2001). Work-related stress can have a negative impact upon a person and on those around them. Stress is complex, and people respond differently depending on that being experienced (Aldwin and Park, 2004). Each person may respond in different ways to a particular

experience. Therefore, defining a particular experience as stressful is situation dependent upon the capacity of the person to cope.

Stress is associated with well-being, with a link being identified between emotions and physical/ mental health and that mismanaging negative emotions can lead to illness that include: hostility, heart disease and hypertension (Dembroski, MacDougall, Williams, Haney, et al, 1985; Friedman, 1990; Gross, 1998; Hammen, 2005, Jorgensen, Jonson, Kolodziej and Schreer, 1996; Julkunen, Salonen, Kaplan, Chesney, et al, 1994; Schwabe and Wolfe, 2010; Suls, Wan and Costa, 1995; Wang, 2005). Furthermore, minor illnesses can also be exacerbated by inhibition of emotions that can lead to more serious illnesses such as cancer and heart disease (Fawzey, Fawzey, Hyun, Elashoff, et al, 1993; Pennebaker, Kiecolt-Glaser and Glaser, 1988; Pennebaker, 1990; Spiegel, Bloom, Kraemer and Gottheil, 1989).

Studies have been undertaken on emotional intelligence associated with burnout, bullying and discrimination and is influential in helping teachers cope with stressful experiences (Kinman, Jones and Kinman, 2006; Lewis, 2004; O'Boyle, 2001; Nelson, Low and Nelson, 2006; Simpson and Cohen, 2004). In their study of five hundred and thirty-three (533) university academics titled "*The relationship between emotional intelligence and well-being in academic employees*", Bowen, Pilkington and Rose (2016) find that there is an invert relationship between perceived stress and managing emotions. The greater the perceived stress the academic experiences, the less they manage emotion. This suggests that there is a relationship between emotional intelligence, stress and coping.

Woods (2010) points out that research in emotional intelligence has been carried out at school level, but little research has been undertaken with academics in higher education. Research around emotions within the organisational context also appears to be limited in higher education (Briner, 1999, 2005; Kumar and Rooprai, 2009). There, therefore, appears to be an area in which research can be carried out.

Reflections are provided throughout the book with the purpose of prompting a little thought.

PAGES MISSING  
FROM THIS FREE SAMPLE

# Bibliography

## Introduction

- Aldwin, C. M. and Park, C. L. (2004) Coping and physical health outcomes: an overview. *Psychology and Health*, **19**, pp.277-281.
- Aristotle (1992) A theory of civic discourse on Rhetoric. Translated by G. A. Kennedy. OUP USA.
- Aristotle (350BC) Translated by J.A. Smith (n.d.) [Online] Available from: <http://classics.mit.edu/Aristotle/soul.1.i.html>.
- Ashforth, B.E. and Humphrey, R. H. (1995) Emotion in the workplace: A reappraisal. *Human Relations*, **48**(2), pp.97-125.
- Ashkanasay, N. M., Zerbe, W. J. and Hartel, C. E. J. (2002) *Managing Emotions in the Workplace*. New York. M.E. Sharpe.
- Bar-On, R. (1997) *The Emotional Inventory (EQ-i): Technical manual*. Toronto: Multi-Health Systems.
- Bar-On, R. (2000) *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school and in the workplace*. Jossey-Bass.
- Bowen, P., Pilkington, A. and Rose, R. (2016) The relationship between emotional intelligence and well-being in academic employees. *International Journal of Social Science Studies*, **4**(5).
- Bowery, A-M. (2007) Know thyself: Socrates as storyteller. In G. A. Scott, Philosophy in dialogue: Plato's many devices. Northwestern University Press.
- Brickhouse, T. C. and Smith, N. D. (2015) Socrates on the emotions. *Plato Journal. The Journal of the International Plato Society*, **15**, pp. 9-28.
- Briner, R.B (1999) The neglect and importance of emotion at work. *European Journal of work and organisational psychology*, **8**(3), pp. 323-346.
- Briner, R. B. (2005) What can research into emotion at work tell us about researching well-being at work? *International Journal of Work Organisation and Emotion*, **1**(1), pp. 67-73.
- Brody, N. (2004) *What Cognitive Intelligence Is and What Emotional Intelligence Is Not* [online]. Available from: <http://psychometriclab.com/Brody.pdf>. Department of Psychology Wesleyan University.
- Carter, R. (2012) *Mapping the mind*. W & N.
- Carver, C. S. (1997) You want to measure coping but your protocol's too long: consider the brief COPE. *International Journal of Behavioural Medicine*, **4**, pp. 92-100.
- Cian, L., Krishna, A. and Schwarz, N. (2015) Positioning rationality and emotion: rationality is up and emotion is down. *Journal of Consumer Research*, **42**(4) pp. 632-651.

- Costa, P. T. Jr. and McCrae, R. R. (1992) *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Odessa, FL: Psychological Assessment Resources.
- Crivellato, E. and Ribatti, D. (2007) Soul, mind, brain: Greek philosophy and the birth of neuroscience. *Brain Research Bulletin*, **71**(4), pp. 327-336.
- Dalgleish, T. and Bramham, J. (1999) Cognitive perspective. In D. Levinson, J. J. Ponzetti Jr. and, P. F. Jorgensen (Eds). *Encyclopaedia of Human Emotions*, New York: Macmillan, pp. 118-121.
- Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: Grosset/ Putnam.
- Davidson, R. J. and Begley, S. (2012) *The emotional life of your brain: How to change the way you think, feel and live*. Hodder and Stoughton.
- Dembroski, T. M., MacDougall, J. M., Williams, R. B., Haney, T. L. and Blumenthal, J. A. (1985) Components of type A hostility and anger-in: Relationship to angiographic findings. *Psychosomatic Medicine*, **47**, pp. 219-233.
- Descartes, R. (2017) *Treatise on the passion of the soul*. Translated by J. Bennett. [Online] Available from: <https://www.earlymoderntexts.com/assets/pdfs/descartes1649part2.pdf>.
- De Sousa, R. (1990) *The rationality of emotion*. MIT Press.
- Diogenes Laertius (7.1) (2018) *Lives of the eminent philosophers*. (Ed J. Miller) Translated by P. Mensch. OUP USA.
- Dufour, R. (2004) *Chryssippe. Oeuvre philosophique*, two volumes, Paris: Les Belles Lettres. [Online] Available from: <https://www.lesbelleslettres.com/livre/1927-oeuvre-philosophique-t-i-et-ii>.
- Ekman, P. (1973) Cross cultural studies of facial expression. In P. Ekman (Ed) *Darwin and facial expressions: A century of research in review*. New York: Academic Press, pp. 169-222.
- Fawzey, F., Fawzey, N., Hyun, C., Elashoff, R., Gulthries, D., Fahey, J. and Morton D. (1993) Malignant melanoma: Effects of an early structured psychiatric intervention, coping and affective state on recurrence and survival 6 years later. *Archives of General Psychiatry*, **50**, pp. 681-689.
- Fineman, S. (2003) *Understanding emotion at work*. Sage Publications Ltd.
- Fortenbaugh, W. W. (2014) Aristotle and Theophrastus on the emotions. In J. T. Fitzgerald, (Ed). *Passions and moral progress in Greco-Roman thought*. Routledge. Taylor and Francis Group.
- Friedman, H. S. (1990) *Personality and disease*. New York: Wiley.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More than IQ*. Bantam Books, New York. NY.
- Goleman, D. (1998) What makes a leader? *Harvard Business Review*, **76**, pp. 93-102.
- Gross, J. J. (1998) The Emerging Field of Emotion Regulation: An Integrative Review. *Review of General Psychology*, **2**(3), pp. 271-299.
- Gross, D.M. (2006) *The secret history of emotion: From Aristotle's rhetoric to modern brain science*. The University of Chicago Press Ltd, London.
- Hammen, C. (2005) Stress and depression. *Annual Review of Clinical Psychology*, **1**, pp. 293-319.

- Hergenhahn, B. R. (2009) *An introduction to the history of psychology*, (6<sup>th</sup> ed) Wadsworth Cengage Learning.
- Holiday, R. (nd) *Daily stoic: what is stoicism? A definition and 9 stoic exercises to get you started*. [Online] Available from: <https://dailystoic.com/what-is-stoicism-a-definition-3-stoic-exercises-to-get-you-started/>.
- Irvine, W. B. (2009) *A guide to the good life: The ancient art of stoic joy*. Oxford University Press.
- Irvine, W.B. (2015) *Putting the Greek back into stoicism*. BBC News [Online] Available from <https://www.bbc.co.uk/news/magazine-33346743>.
- Izard, C. E. (1977) *Human Emotions*. New York: Plenum Press.
- James, W. (1884) *What is emotion?* *Mind*, 9, pp.188-205.
- James, W. (1902) *The varieties of religious experiences*. London, Longmans Green.
- Jorgensen, R. S., Johnson, B. T., Kolodziej, M. E. and Schreer, G. E. (1996) Elevated blood pressure and personality: A meta analytic review. *Psychological Bulletin*, **120**, pp. 293-320.
- Julkunen, J., Salonen, R., Kaplan, G. A., Chesney, M. A. and Salonen, J. T. (1994) Hostility and the progression of carotid atherosclerosis. *Psychosomatic Medicine*, **56**, pp. 519-525.
- Kinman, G. (2001) Pressure Points: A review of research on stressors and strains in UK academics. *Educational Psychology*, **21**(4), pp. 473-492.
- Kinman, G., Jones, F. and Kinman, R. (2006) The well-being of the UK academy, 1998-2004. *Quality in higher education*, **12**(1), pp. 15-27.
- Kraut, R. E. (2010) *Aristotle's ethics* [Online] Available from: <http://plato.stanford.edu/entries/aristotle-ethics/>.
- Kringelbach, M. L. and Phillips, H. (2014) *Emotion: pleasure and pain in the brain*. Oxford.
- Kumar, S. and Rooprai, K. Y. (2009) Role of emotional intelligence in managing stress and anxiety at the workplace. *Proceedings of annual conference of the American Society of Business and Behavioural Sciences (ASBBS)*, Annual conference: Las Vegas. **16**(1).
- Lewis, D. (2004) Bullying at work: The impact of shame among university and college academics. *British Journal of Guidance and Counseling*, **32**(3), pp. 281-299.
- Lyons, W. (1999) The philosophy of cognition and emotion. In: T. Dalgleish and M.J. Power (Eds) *Handbook of cognition and emotion*, John Wiley and Sons.
- Magai, C. and McFadden, S. H. (1995) *The role of emotions in social and personality development: history, theory and research*. Plenum Press. New York.
- Mayer, J. D. (2012) What is Emotional Intelligence, [online]. Available from: [www.unh.edu/emotional\\_intelligence /ei](http://www.unh.edu/emotional_intelligence/ei).
- Mayer, J. D. and Salovey, P. (1997) What is emotional intelligence? In: P. Salovey, and D. Sluyter, (Eds). *Emotional Development and Emotional Intelligence: Educational Implications*, (2<sup>nd</sup> ed). Basic: New York, pp. 3-31.
- Meinwald, C. (2008) The *Philebus*. In G. Fine (Ed) *The Oxford handbook of Plato*. Oxford: Oxford University Press, pp. 484-503.

- Mortiboys, A. (2012) *Teaching with emotional intelligence: A step by step guide for higher and further education professionals*. (2<sup>nd</sup> ed). Routledge.
- Nelson, D. B., Low, G. R. and Nelson, K. (2006) *The emotionally intelligent teacher: A transformative*. Institute for Emotional Intelligence [online]. Available from: [http://www.tamuk.edu/edu/kwei000/Research/Articles/Article\\_files/Emotionally\\_Intelligent\\_Teacher.pdf](http://www.tamuk.edu/edu/kwei000/Research/Articles/Article_files/Emotionally_Intelligent_Teacher.pdf).
- O'Boyle, E.J. (2001) Salary compression and inversion in the University workplace. *International Journal of Social Economics*, **28**(10-12) pp. 959-979.
- Papez, J. W. (1995) A proposed mechanism of emotion. 1937. *The Journal of Neuropsychiatry and Clinical Neuroscience*, Winter, 7(1), pp. 103-112.
- Pennebaker, J. W. (1990) *Opening up: The healing powers of confiding in others*. New York: Morrow.
- Pennebaker, J. W., Kiecolt-Glaser, J. K. and Glaser, R. (1988) Disclosure of traumas and immune function: Health implications for psychotherapy. *Journal of Consulting and Clinical Psychology*, **56**(2), pp. 239-245.
- Petrides, K. V. (2009) *Technical manual for the trait emotional intelligence questionnaire (TEIQue)*. London, England: London Psychometric Laboratory.
- Petrides, K. V. (2011). Ability and trait emotional intelligence. In: T. Chamorro-Premuzic, A. Furnham, and S. von Stumm (Eds). *The Blackwell-Wiley handbook of individual differences*, New York: Wiley.
- Petrides, K. V. and Furnham, A. (2001) Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, **15**, pp. 425-448.
- Plato (380BC) *The Republic*. [Online] Available from: <http://www.idph.net>.
- Plutchik, R. (1980) *Emotion: Theory, research, and experience: Theories of emotion*. New York: Academic.
- Salovey, P. and Mayer, J. D. (1990) Emotional Intelligence. Imagination. *Cognition and Personality*, **9**, pp. 185-211.
- Scherer, K. R. (2005) What are emotions? And how can they be measured. Social Science Information, Sage Publications, London, Thousand Oaks, CA and New Delhi. [Online] Available from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.818.2716&rep=rep1&type=pdf>.
- Schirmer, A. (2015) *Emotion*. Sage Publications, Inc.
- Schwabe, L. and Wolfe, O. T. (2010) Learning under stress impairs memory formation. *Neurobiology of Learning and Memory*, **93**(3), pp. 183 -188.
- Schultz, A-M. (2013) *Plato's Socrates as narrator: A philosophical muse*. Lexington Books.
- Seneca (4BC to 65AD) (1963) *On anger*. In J. W. Basore (Trans), Moral Essays. Cambridge, MA: Harvard University Press.
- Simpson, R. and Cohen, C. (2004) Dangerous work: The gendered nature of bullying in the context of higher education. *Gender Work and Organisation*, **11**(2), pp.163-186.
- Simon, H. A. (1997) Models of bounded rationality. *Empirically grounded economic reason*. The MIT Press, **3**.

- Solomon, R.C. (2010) The Philosophy of emotion. In M. D. Lewis, J. M. Haviland Jones and L. Feldman Barrett (Eds) *Handbook of emotions* (3<sup>rd</sup> ed). Guildford Press.
- Sparrow, T. and Knight, A. (2006) *Emotional intelligence: The importance of attitudes inn developing emotional intelligence*. Jossey- Bass
- Spiegel, D., Bloom, J. R., Kraemer, H. C. and Gottheil, E. (1989) Effect of psychosocial treatment on survival of patients with metastatic breast cancer. *The Lancet*, **2**, pp. 888-891.
- Suls, J., Wan, C. K. and Costa, P.T. Jr. (1995) Relationship of trait anger to resting blood pressure: A meta-analysis. *Health Psychology*, **14**, pp. 444-456.
- Taleb, N. N. (2012) *Antifragile: Things that gain from disorder*. Penguin Books.
- Taleb, N. N. (2019) *Skin in the game: hidden asymmetries in daily life*. Penguin Books.
- Van Sertima, I. (1992) *The Golden Age of the Moor*. Transaction Publisher.
- Vogt, K. M. (2006) Anger, present injustice and future revenge in Seneca's De Ira. In k. m. Volt and G. Williams (Eds). *Seeing Seneca whole: Perspective on philosophy, poetry and politics*. Leiden: Brill, pp. 57-74.
- Wang, J. (2005) Work stress as a risk factor for major depressive episode(s). *Psychological Medicine*, **35**, pp. 865-871.
- Watson, R. I. and Evans, R. B. (1991) The great psychologists: A history of psychological thought. *The History of Behavioural Sciences*, **27**(4), pp. 382-384.
- Woods, C. (2010) Employee well-being in the higher education workplace: a role for emotion scholarship. *High Education*, **60**, pp. 171-185.
- Wundt, W. (1904) Principles of physiological psychology. (Translated by E. B. Titchener). [Online] Available from: <https://psychclassics.yorku.ca/Wundt/Physio/>.
- Zeidner, M., Matthews, G. and Roberts, R. D. (2001) Slow down, you move too fast: Emotional intelligence remains an "elusive" intelligence. *Emotion*, **1**, pp. 265-275.

## Chapter 1: Emotional Intelligence

- Ali, F., Amorim, I. S. and Chamorro-Preuzic, T. (2009) Empathy deficits and trait emotional intelligence in psychopathy and Machiavellianism. *Personality and Individual Differences*, **47**, pp. 758-762.
- Barchard, K. A. and Russell, J. A. (2006). Bias in consensus scoring, with examples from ability emotional intelligence tests. *Psicothema*, **18**, pp. 49-54.
- Bar-On, R. (1997) *The Emotional Inventory (EQ-i): Technical manual*. Toronto: Multi-Health Systems.
- Bar-On, R. (2000) *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school and in the workplace*. Jossey-Bass.
- Bar-On, R. (2005) The Bar-On model of emotional-social intelligence. In P. Fernández-Berrocal and N. Extremera (Eds), *Special Issue on Emotional Intelligence*. *Psicothema*, **17**, pp. 1-26.
- Beyer, S. (1998) Gender differences in self-perception and negative recall biases. *Sex roles*, **38**, pp. 103-133.

- Beyer, S. and Bowden, E. M. (1997) Gender differences in self-perceptions: convergent evidence from three measures of accuracy and bias. *Personality and Social Psychology Bulletin*, **23**, pp. 57-172.
- Bharwaney, G. (2007) *Emotionally intelligent living*. Carmarthen: Crown House.
- Boyatzis, R. E. (2006) Using tipping points of emotional intelligence and cognitive competencies to predict financial performance of leaders, *Psico-thema*, **18** supplement, pp. 124-131.
- Brannick, M. T., Wahi, M. M., Arce, M., Johnson, H. A., Nazian, S. and Goldin, S. B. (2009) Comparison of trait and ability measures of emotional intelligence in medical students. *Medical education*, **43**, pp. 1062-1068.
- Briner, R. B. (1999) The neglect and importance of emotion at work. *European Journal of Work and Organisational Psychology*, **8**(3), pp. 323-346.
- Coco, C. M. (2011) Emotional Intelligence in Higher Education: Strategic Implications for Academic Leaders, *Journal of Higher Education Theory and Practice*, **11**(2).
- Cooper, A. and Petrides, K. V. (2009) A psychometric analysis of the trait emotional intelligence questionnaire short form (TEIQue-SF) using item response theory. *Journal of Personality Assessment*, **92**(5), 449-457.
- Costa, P. T. Jr. and McCrae, R. R. (1992) *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Odessa, FL: Psychological Assessment Resources.
- Craig, L., Fisk, J. E., Montgomery, C., Murphy, P. N. and Wareing, M. (2010) Is emotional intelligence impaired in ecstasy polydrug users? *Journal of Psychopharmacology*, **24**, pp. 221-231.
- Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: Grosset/ Putnam.
- Damasio, A. R. (1996). The somatic marker hypothesis and the possible functions of the prefrontal cortex. *Proceedings of the Royal Society*, **351**, pp. 1413-1420.
- Darwin, C. (1872) *The expression of emotions in man and animals*. New York: D. Appleton and Co.
- Davies, M., Stankov, L. and Roberts, R. D. (1998) Emotional intelligence: In search of an elusive construct. *Journal of Personality and Social Psychology*, **75**(4), pp. 989-1015.
- Dawda, D. and Hart, S. D. (2000) Assessing emotional intelligence: reliability and validity of the Bar-On Emotional Quotient-Inventory (EQ-i) in university students. *Personality and Individual Differences*, **28**, pp. 797-812.
- Diener, E. (2009) Subjective well-being. In E. Diener (Ed), *The science of well-being: The collected works of Ed Diener*. New York: Springer, **37**: pp. 11-58.
- Epstein, S. (1998) *Constructive thinking: The key to emotional intelligence*, Westport, CT: Praeger Publishers.
- Eysenck, H. J. (1947) *Dimensions of personality*. London: Routledge and Kegan Paul.
- Eysenck, H. J. (1958) *Sense and nonsense in psychology*. Middlesex: Penguin.
- Eysenck, H.J. (1973) *Eysenck on extroversion*. Crosby, Lockwood Staples.

- Eysenck, H. J. (1991) Dimensions of personality: 16, 5, or 3? Criteria for a taxonomic paradigm. *Personality and Individual Difference*, **12**, pp. 773-790.
- Fredrickson, B. L. (2001) The role of positive emotions in positive psychology—The broaden and build theory of positive emotions. *American Journal of Psychology*, **56**(3), pp. 218-226.
- Freudenthaler, H. H. and Neubauer, A. C. (2007) Measuring emotional management abilities: Further evidence of the importance to distinguish between typical and maximum performance. *Personality and Individual Differences*, **29**, pp. 105-115.
- Freudenthaler, H. H., Neubauer, A. C., Gabler, P. and Scherl, W. G. (2008) Testing the Trait Emotional Intelligence Questionnaire (TEIQue) in a German speaking sample. *Personality and Individual Differences*, **45**, pp. 673-678.
- Gardner, H. (1983) *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1999) *Intelligence reframed. Multiple intelligences for the 21<sup>st</sup> century*. New York. Basic Books.
- Gardner, K. and Qualter, P. (2009) Emotional Intelligence and Borderline personality disorder. *Personality and Individual Differences*, **47**, pp. 94-98.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More than IQ*. Bantam Books, New York. NY.
- Goleman, D. (1998a) What makes a leader? *Harvard Business Review*, **76**, pp. 93-102.
- Goleman, D. (1998b) *Working with emotional intelligence*. Bantam Books: New York.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, **78**(2), pp. 78-90.
- Harma, A. M., Katiala-Heino, R., Rimpela, M. and Rantanen, P. (2002) Are adolescents with frequent pain symptoms more depressed? *Scandinavian Journal of Primary Health Care*, **20**, pp. 92-96.
- Henderson, L. W. and Knight, T. (2012) Integrating the hedonic and eudaimonic perspectives to more comprehensively understand well-being and pathways to well-being. *International Journal of Well-being*, **2**(3), pp. 196-221).
- Kahneman, D. (2011) *Thinking fast and slow*. Penguin: Random House, UK.
- Katz, I. M. and Campbell, J. D. (1994) Ambivalence over emotional expression and well-being: nomothetic and idiographic tests of the stress buffering hypothesis. *Journal of Personality and Social Psychology*, **67**, pp. 513-524.
- Keltner, D. and Haidt, J. (2001) Social functions of emotions. In: T. Mayne and G. Bonanno (Eds). *Emotions: Current issues and future directions*. New York: Guilford Press, pp. 192-213.
- King, L. A. and Emmons, R. A. (1990). Conflict over emotional expression: psychological and physical correlates. *Journal of Personality and Social Psychology*, Vol. **58**, pp. 864-877.
- King, L. A. and Emmons, R. A. (1991) Psychological, physical and interpersonal correlates of emotional expressiveness, conflict and control. *European Journal of Personality*, **5**, pp. 131-150.

- Leuner, B. (1966) Emotionale Intelligenz und Emanzipation [Emotional intelligence and emancipation]. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, **15**, pp. 196–203.
- Martinez-Pons, M. (1997) The relation of emotional intelligence with selected areas of personal functioning. *Imagination, Cognition and Personality*, **17**, pp. 3-13.
- Martins, A., Ramalho, N. and Morin, E. (2010) A comprehensive Meta-analysis of the relationship between emotional intelligence and health. *Personality and Individual Differences*, **49**, pp. 554-564.
- Matthews, G., Zeidner, M. and Roberts, R. D. (2004) *Emotional Intelligence*, MIT Press.
- Matthews, G., Zeidner, M. and Roberts, R. D. (2007) Emotional intelligence: consensus, controversies, and questions. In G. Matthews, M. Zeidner and R. D. Roberts (Eds) *Series in affective science. The science of emotional intelligence: knowns and unknowns*. New York, US: Oxford University Press, pp. 3-46.
- Mavroveli, S., Petrides, K. V., Rieffe, C. and Bakker, F. (2007) Trait emotional intelligence, psychological well-being and peer rated social competence in adolescence. *British Journal of Development Psychology*, **25**, pp. 263-275.
- Mavroveli, S., Petrides, K. V., Sangareau, Y. and Furnham, A. (2009) Relating trait emotional intelligence to objective socioemotional outcomes in childhood. *British Journal of Educational Psychology*, **79**, pp. 259-272.
- Mavroveli, S. and Sanchez-Ruiz, M.J. (2011) Trait emotional intelligence influences on academic achievement and school behaviour. *British Journal of Educational Psychology*, **81**(1) pp. 112-134.
- Mayer, J. D., Caruso, D. and Salovey (1999) Emotional Intelligence meets traditional standards for intelligence. *Intelligence*, **27**. (267-298). In: M. A. Brackett, and S. E. Rivers, (2006). *Relating Emotional Abilities to social functioning: A comparison of self-report and performance measure of emotional intelligence*, *Journal of Personality and Social Psychology*, (2006), **91**(4).
- Mayer, J. D. and Ciarrochi, J. (2006) Clarifying concepts related to emotional intelligence: A proposed glossary, In J. Ciarrochi, J. J. Forgas and J. D. Mayer (Eds). *Emotional Intelligence in Everyday life* (2<sup>nd</sup> ed) Psychology Press, Inc, pp. 261-267.
- Mayer, J. D. and Salovey, P. (1997) What is emotional intelligence? In: P. Salovey, and D. Sluyter, (Eds). *Emotional Development and Emotional Intelligence: Educational Implications*, (2<sup>nd</sup> ed). Basic: New York, pp. 3-31.
- Mayer, J. D., Salovey, P. and Caruso, D. (2000) Emotional intelligence. In: R. Sternberg. *Handbook of intelligence*, Cambridge, UK. Cambridge University Press, pp. 528-549.
- Mayer, J. D., Salovey, P., Caruso, D. and Sitarenios, G. (2003) *Measuring emotional intelligence with the MSCEIT V2*. The American Psychological Association Inc.
- Mikolajczak, M., Bodarwe, K., Laloyaux, O., Hansenne, M. and Nelis, D. (2010) Association between frontal EEG asymmetric and emotional intelligence among adults. *Personality and Individual Differences*, **48**, pp. 177-181.

- O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, H. and Story, P. A. (2011) The relation between emotional intelligence and job performance. A meta-analysis. *Journal of Organisational Behaviour*, **32**(5), pp. 788-818.
- Orbach, S. (1994) *What's really going on here?* Virago Press, St Ives.
- (The) *Oxford Dictionaries* (2016). [Online] Available from: <https://en.oxforddictionaries.com/word-of-the-year/word-of-the-year-2016>.
- Parker, J. D. A., Taylor, R. N., Eastabrook, J. M., Schell, S. L. and Wood, L. M. (2008) Problem gambling in adolescence: Relationships with internet misuse and emotional intelligence. *Personality and Individual Differences*, **45**, pp. 174-180.
- Payne, W. L. (1986) A study of emotion: Developing Emotional Intelligence; Self-Integration; Relating to fear, Pain and Desire. *Dissertation Abstracts International*, **47**, pp. 203.
- Perez, J. C., Petrides, K. V. and Furnham, A. (2005) Measuring trait emotional intelligence. In: R. Schulze and R. D. Roberts, (Eds). *Emotional intelligence: An International handbook*. Cambridge, MA: Hogrefe and Huber. (181-201).
- Petrides, K. V. (2009a) Psychometric properties of the Trait Emotional Intelligence Questionnaire. In: C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer.
- Petrides, K. V. (2009b) *Technical manual for the trait emotional intelligence questionnaire (TEIQue)*. London, England: London Psychometric Laboratory.
- Petrides, K. V. (2011) Ability and trait emotional intelligence. In: T. Chamorro-Premuzic, S. von Stumm, A. Furnham. *The Wiley Blackwell Handbook of individual differences*. John Wiley and Sons Ltd. (656-678).
- Petrides, K. V. and Furnham, A. (2001) Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, **15**, pp. 425-448.
- Petrides, K. V. and Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, **17**(6), pp. 39-57.
- Petrides, K. V., Pita, R. and Kokkinaki, F. (2007) The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, **98**(2), pp. 273-289.
- Petrides, K. V., Vernon, P. A., Schermer, J. A., Lighthart, L. Boomsma, D. I. and Veselka, L. (2010) Relationships between trait emotional intelligence and the big five in the Netherlands. *Personality and Individual Differences*, **48**(8), pp. 906-910.
- Redman, T. and Wilkinson, A. (2002) *The informed student guide to human resource Management*. London Thomson Learning.
- Robbins, S. P. and Judge, T. A. (2013) *Organisational Behaviour*, (15<sup>th</sup> ed). Pearson.
- Robinson, M. D. and Clore, G. L. (2002) Belief and feeling: evidence for an accessibility model of emotional self-report. *Psychological Bulletin*, **128**(6), pp. 934-960.

- Russell, J. A. and Barrett, L. F. (1999) Core affect, Prototypical emotional episodes, and other things called emotion: Dissecting the elephant". *Journal of Personality and Social Psychology*, **76**(5), pp. 805-819.
- Russo, P. M., Mancini, G., Trombini, E., Baldaro, B., Mavroveli, S. and Petrides, K. V. (2012) Trait Emotional Intelligence and the Big Five: A study on Italian Children and Preadolescents. *Journal of Psychoeducational Assessment*. Sage. **30**, pp. 274-283.
- Salovey, P., Brackett, M. A. and Mayer, J. D. (2004) *Emotional Intelligence: Key Readings on the Mayer and Salovey Model*, Dude Publishing.
- Salovey, P. and Mayer, J. D. (1990) Emotional Intelligence. *Imagination, Cognition and Personality*, **9**, pp. 185-211.
- Salovey, P., Mayer, J. D., Goldman, S., Turvey, C. and Palfai, T. (1995) Emotional attention, clarity and repair: exploring emotional intelligence using the Trait Meta Mood scale. In: J.W. Pennebaker (ed.) *Emotion, Disclosure and Health*. American Psychological Association: Washington, DC, pp. 125-154.
- Seligman, M. (2006) *Learned optimism*. USA. Vintage Books.
- Taylor, S. E. and Armor, D. A. (1996) Positive illusions and coping with adversity. *Journal of Personality*, **64**(4), pp. 873-898.
- Taylor, S. E. and Brown, J. D. (1988) Illusions and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, **103**, pp. 193-210.
- Uva, M. C. D., de Timary, P., Cortesi, M., Mikolajczak, M., de Blicquy, P. D. and Luminet, O. (2010) Moderating effect of emotional intelligence on the role of negative affect in the motivation to drink in alcohol dependent subjects undergoing protracted withdrawal. *Personality and individual differences*, **48**, pp. 16-21.
- Vernon, P. A., Villani, V. C., Schermer, J. A., Kirilovic, S., Martin, R. A., Petrides, K. V., Spector, T. D. and Cherkas, L. F. (2009) Genetic and environmental correlations between trait emotional intelligence and humour styles. *Journal of individual differences*, **30**(3), pp. 130-137.
- Vernon, P. A., Villani, V. C., Schermer, J. A. and Petrides, K. V. (2008) Phenotypic and genetic associations between the big five and trait emotional intelligence. *Twin Research and Human Genetics*, **11**, pp. 524-530.
- Williams, C., Daley, D., Burnside, E. and Hammond-Rowley, S. (2010) Does item overlap account for the relationship between trait emotional intelligence and psychopathology in preadolescents? *Personality and Individual Differences*, **48**, pp. 867-871.
- Zeidner, M., Matthews, G. and Roberts, R. D. (2012) *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT Press.

## Chapter 2: Stress

- Abraham, R. (1998a) Emotional dissonance in organisations: conceptualising the roles of self-esteem and job induced tension, *Leadership and Organisation Development Journal*, **20**(1), pp. 18-25.

- Abraham, R. (1998b) Emotional dissonance in organisations: Antecedents, consequences and moderators. *Genetic, Social and General Psychology Monographs*, **124**(2), pp. 229-246.
- Abraham, R. (1999) The impact of emotional dissonance on organisational commitment and intention to turnover. *Journal of Psychology*, **133**(4), pp. 441-455.
- Akbari, A. and Khormaiee, F. (2015) The predication of mediating role of resilience between psychological well-being and emotional intelligence in students. *International Journal of School Health*, **2**(3).
- Alpert, R. and Haber, R. N. (1960) Anxiety in academic achievement situations. *The Journal of Abnormal Social Psychology*, **61**(2), pp. 207-215.
- Anisman, H. (2015) *Stress and your health: From vulnerability to resilience*. John Wiley and Sons Ltd.
- Atkinson, W. (2004) Stress: Risk management's most serious challenge? *Risk Management*, **51**, pp. 20-26.
- Austin, A. and Pilat, M. (2000) Tension, stress, and the tapestry of faculty lives. *Academe*. January/ February, pp. 38-42.
- Ball, J. (2014) Explained: how is it possible to triple tuition fees and raise no extra cash? *The Guardian*. 21st March [online]. Available from: <http://www.theguardian.com/news/datablog/2014/mar/21/explained-triple-tuition-fees-no-extra-cash>.
- Barrett, L. F. and Gross, J. J. (2001) Emotion representation and regulation: A process model of emotional intelligence. In: T. Mayne and G. Bonnano (Eds), *Emotion: Current Issues and Future Directions*. New York: Guilford, pp. 286-310.
- Bartlett, D. (1998) *Stress: Perspectives and processes*. London: Open University Press.
- Becher, T. and Trowler, P. R. (2001) *Academic tribes and territories* (2<sup>nd</sup> ed). SRHE and Open University Press.
- Benson, T. (2012) Ten things I never knew about being an academic chair: lessons learned from year one in administration. *Academic Leader*, **28**(9), pp. 3-6.
- Blix, A. G., Cruise, R. J., Mitchell, B. M and Blix G. G. (1994) Occupational stress among university teachers. *Educational Research*, **36**, pp. 157-169.
- Bodenmann, G., Meuwly, N., Bradbury, T. N., Gmelch, S. and Ledermann, T. (2010) Stress, anger, and verbal aggression in intimate relationships: Moderating effects of individual and dyadic coping. *Journal of Social and Personal Relationships*, **27**, pp. 408-424.
- Bolton, P. (2012) *Social and General Statistics. Education: Historical statistics*. Standard note: SN/SG/4252. House of Commons Library.
- Bosma, H., Peter, R., Siegrist, J. and Marmot, M.G. (1998) Two alternative stress models and the risk of coronary heart disease. *American Journal of Public Health*, **88**(1), pp. 68-74.
- Bowen, P., Pilkington, A. and Rose, R. (2016) The relationship between emotional intelligence and well-being in academic employees. *International Journal of Social Science Studies*, **4**(5).

- Boyd, S. and Wylie, C. (1994) *Workload and stress in New Zealand Universities*. Wellington: New Zealand Council for Educational Research/ Association of University staff of New Zealand.
- Brackett, M. (2013) Creating emotionally intelligent schools. Keynote speaker. *Book of Abstracts, 4<sup>th</sup> International Congress on emotional intelligence*. International Society for Emotional Intelligence Inc. New York City. 8<sup>th</sup> to 10<sup>th</sup> September.
- Brackett, M. A., Mayer, J. D. and Warner, R. M. (2004) Emotional intelligence and its relation to everyday behaviour. *Personality and individual differences*, **36**, pp. 1387-1402.
- Bradley, J. and Eachus, P. (1995) Occupational stress within a UK higher education institution. *International Journal of Stress Management*, **2**(3), pp. 145-158.
- Briner, R. B. (1999) The neglect and importance of emotion at work. *European Journal of work and organisational psychology*, **8**(3), pp. 323-346.
- Burnett, D. (2016). *The Idiot Brain*. Guardian Books, London
- Cahill, L., Gorski, L. and Le, K. (2003) Enhanced human memory consolidation with post learning stress: Interaction with the degree of arousal at encoding. *Learning and Memory*, **10**, pp. 270.
- Cameron, K. and Tschirhart, M. (1992) Post-industrial environments and organizational effectiveness in colleges and universities. *Journal of Higher Education*, **63**(1), pp. 87-108.
- Carter, R. (2010) *Mapping the mind*. W & N.
- Cartwright, S. and Cooper, C. L. (1997) *Managing workplace stress*. Sage. London.
- Chandola, T., Britton, A., Brunner, E., Hemmingway, H., Malik, M., Kumari, M., Badrick, E., Kivimaki, M. and Marmot, M. (2008) Work stress and coronary heart disease: what are the mechanisms. *European Heart Journal*, **29**(5), pp. 640-648.
- Chandola, T., Brunner, E. and Marmot, M. (2006) Chronic stress and the metabolic syndrome: prospective study. *British Medical Journal*, **4**(7540), pp. 521-525.
- Chang, C. and Tseng, Y. (2009) An exploration of job stress among academic heads in Taiwanese Universities. *Social Behaviour and Personality*, **37**(5), pp. 583-590.
- (The) Chartered Institute of Personnel and Development (CIPD) (2019) *Health and Well-being at work survey, 2019*. [Online] Available from: [https://www.cipd.co.uk/Images/infographic-health-and-well-being-2019\\_tcm18-56171.pdf](https://www.cipd.co.uk/Images/infographic-health-and-well-being-2019_tcm18-56171.pdf).
- Colliers, F. and Pienaar, J. W. (2014) The career psychological experiences of academic department chairpersons at a South African university. *South African Business Review*, **18**(3), pp. 22-45.
- Clarkson, G. P. and Hodgkinson G. (2007) What can occupational stress diaries achieve that questionnaires can't? *Personnel Review*, **36**(5), pp. 684-700.
- Cohen, J., Cohen, P., West, S. G., and Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioural sciences (3rd ed)*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Cohen, S., Janicki-Deverts, D. and Miller, G. E. (2007). Psychological stress and disease. *Journal of the American Medical Association*, **298**(14), pp. 1684-1687.
- Cross, G. and Carroll, D. (1990) *Goodwill under stress: Morale in UK universities*. London: Association of University Teachers.
- Crum, A. J., Salovey, P. and Anchor, S. (2013) Rethinking Stress: The role of mindsets in determining the stress response. *Journal of Personality and Social Psychology*, **104**(4), pp. 716-733.
- Court, S. (1996) The use of time by academic and related staff, *Higher Education Quarterly*, **50**, pp. 237-260.
- Daniels, K. and Guppy, A. (1994a) An exploratory study of stress in British University. *Higher Education Quarterly*, **48**, pp. 135-144.
- Daniels, K. and Guppy, A. (1994b) Occupational stress, social support, job control and psychological well-being. *Human Relations*, **47**, pp. 1523-1544.
- Davidson, R. J. and Begley, S. (2012) *The emotional life of the brain: How to change the way you think, feel and live*. Hodder and Stoughton.
- Dienstbier, R. A. (1989) Arousal and physiological toughness: Implications for mental and physical health. *Psychological Review*, **96**, pp. 84-100.
- Doyle, C. (1998) The work experience of senior academic women: stress, coping, career progression. *Paper presented at 1<sup>st</sup> international work psychology conference, Institute of work psychology, University of Sheffield, UK, July*.
- Doyle, C. and Hind, P. (1998). Occupational stress, burnout and job status in female academics. *Gender, work and organisations*, **5**, pp. 67-68.
- Early, P. (1994) *Lecturers' workload and factors affecting stress levels*. Slough: NFER.
- Eysenck, M. W. (2004) *Psychology: an international perspective*. Psychology Press Ltd
- Fay, D. and Sonnentag, S. (2002) Rethinking the effects of stressors: A longitudinal study on personal initiative. *Journal of Occupational Health Psychology*, **7**, pp. 221-234.
- Ferrie, J. E., Shipley, M. J., Marmot, M. G., Stansfeld, S. and Smith, G. D. (1998) The health effects of major organizational change and job insecurity. *Social Science and Medicine*, **6**(2), pp. 243-254.
- Fisher, S. (1994) *Stress in academic life: The mental assembly line*. Buckingham: Open University Press.
- Fleming, P. (2018) Do you work more than 39 hours a week? Your job could be killing you. *The Guardian*. Monday, 15<sup>th</sup> January. [Online] Available from: <https://www.theguardian.com/lifeandstyle/2018/jan/15/is-28-hours-ideal-working-week-for-healthy-life>.
- Fredrickson, B. L. (2001) The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*, **56**(3), pp. 218-226.
- Freudenberger, H. J. (1974) Staff burnout. *Journal of Social Issues*, **30**(1), pp.159-165.
- Ghosh, S. and Collier, A. (2012) *Churchill's pocketbook of diabetes*. Elsevier Ltd.

- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J. and Stough, C. (2001) Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work and Stress*, **15**(1), pp. 53-72.
- Gleaves, A. and Walker, C. (2006) How does digital caring differ from physical caring? In: J. Fanghanel and D. Warren (Eds). *International Conference on the Scholarship of Teaching and Learning: proceedings 2005 and 2006*. London, Centre for Educational and Academic Practices. City University, pp. 250-259.
- Hammen, C. (2005) Stress and depression. *Annual Review of Clinical Psychology*, **1**, pp. 293-319.
- (The) Health and Safety Executive (HSE) (2013) *Stress and Psychological disorders in Great Britain 2013. National Statistics*. [online]. Available from: <http://www.hse.gov.uk/statistics/causdis/stress/stress.pdf>.
- (The) Health and Safety Executive (HSE) (2018a) Work-related ill health and occupational disease in Great Britain. [Online] Available from: <http://www.hse.gov.uk/statistics/causdis/>.
- (The) Health and Safety Executive (HSE) (2018b) *Causes of stress at work*. [Online] Available at: <http://www.hse.gov.uk/stress/causes.htm>.
- Hancock, P. A. and Weaver, J. L. (2005) On time distortion under stress. *Theoretical Issues in Ergonomics Science*, **6**, pp. 193-211.
- Helm, K. M. (2016) Hooking up: *The psychology of sex and dating*. ABC-CLIO, LLC.
- (The) Higher Education Statistics Agency (HESA) (2015). *Staff in higher education* [online]. Available from: <https://www.hesa.ac.uk/pr/2694-press-release-187>.
- (The) Higher Education Statistics Agency (HESA) (2019). *Staff in higher education* [online]. Available from: <https://www.hesa.ac.uk/news/24-01-2019/sb253-higher-education-staff-statistics>
- Hobfoll, S. E. (1989) Conservation of resources: a new attempt of conceptualising stress. *The American Psychologist*, **44**(3), pp. 513-524.
- Hobfoll, S. E. (1998) *Stress, culture and community*. New York: Plenum.
- Hochschild, A. (1983) *The managed heart: Commercialisation of human feeling*. Berkeley: University of California Press.
- Holmes, T. H. and Rahe, R. H. (1967) The social readjustment rating scale. *Journal of Psychosomatic Research*, **11**, pp. 213-218.
- Iqbal, F. and Abbasi, F. (2013) Relationship between emotional intelligence and job burnout among universities professors. *Asian Journal Social Sciences and Humanities (AJSSH)*, **2**(2), pp. 219-229.
- Jackson, C. and Hayday, S. (1997) *Staff attitudes at the University of Central Lancashire*. Brighton: Institution for Employment Studies.
- Johnson, S. B., Perry, N. W. and Rosensky, R. H. (2002) *Handbook of clinical health psychology: Medical disorder and behavioural applications*. Washington, DC. American Psychological Association.
- Jones, J. R. and Hodgson, J. T. (1998) *Self-reported work-related illness in 1995: Results from a household survey*. London: HSE books.
- Journal of Occupational and Environmental Medicine (2015) Job strain linked to increased sick leave due to mental disorders. *ScienceDaily*, (16th July).

- [Online] Available from: <https://www.sciencedaily.com/releases/2015/07/150716124744.htm>
- Kanoy, K., Book, H.E. and Stein, S.J. (2013) *The student EQ edge: Emotional intelligence and your academic and personal success: student workbook*. Jossey-Bass.
- Kazim, E. (2011) *Scientific commentary of Suratul Faatehah* (3<sup>rd</sup> ed). Nice Printing Press, Delhi.
- Kelly, S., Charlton, J. and Jenkins, R. (1995) Suicide deaths in England and Wales (1982-92). The contribution of occupation and geography. *Population trends*, **80**, pp. 16-25.
- Kinman, G. (1996) *Occupational stress and health among lecturers working in further and higher education*. London: National Association for Teachers in Further and Higher Education.
- Kinman, G. (1998) *Pressure points: A survey into the causes and consequences of occupational stress in UK academic and related staff*. London: Association of University Teachers.
- Kinman, G. (2001) Pressure Points: A review of research on stressors and strains in UK academics. *Educational Psychology*, **21**(4), pp. 473-492.
- Kinman, G. (2008) Work stressors, health and sense of cohesion in UK academic employees. *Educational Psychology*, **28**(7), pp. 823-835.
- Kinman, G. (2010) Psychosocial hazards in UK universities: Adopting a risk assessment approach. *Higher Education Quarterly*, **64**(4), pp. 413-428.
- Kinman, G. (2014) Doing more with less? Work and well-being in academics. *Somatechnics*, **4**(2), pp. 219-235.
- Kinman, G. and Jones, F. (2003). Running up and down escalator: stressors and strains in UK academics. *Quality in Higher Education*, **9**(1) pp. 21-39.
- Kinman, G. and Jones, F. (2008) Effort-reward imbalance, over-commitment and work-life conflict: testing an expanded model. *Journal of Managerial Psychology*, **23**(3), pp. 236-251.
- Kinman, G. and Wray, S. (2013) *Higher Stress: A Survey of Stress and Well-being among Staff in Higher Education*. University and College Union (UCU), [online]. Available from: [http://www.ucu.org.uk/media/pdf/4/5/HE\\_stress\\_report\\_July\\_2013.pdf](http://www.ucu.org.uk/media/pdf/4/5/HE_stress_report_July_2013.pdf)
- Kirsch, P., Esslinger, C., Chen, Q., Mier, D., Lis, S., Siddhanti, S., Gruppe, H., Mattay, V. S., Gallhofer, B. and Meyer-Lindenberg, A. (2005) Oxytocin modulates neural circuitry for social cognition and fear in humans. *The Journal of Neuroscience*, **25**(49), pp. 11489-11493.
- Klenke- Hamel, K. E. and Mathieu, J. E. (1990) Role strains, tension, and job satisfaction influences on employee's propensity to leave: A multi-sample replication and extension. *Human Relations*, **43**, pp. 791-807.
- Labar, K. S. (2010) Emotion-cognition interactions. In G. Koob, M. Le Moal and R. Thompson (eds), *Encyclopaedia of Behavioural Neuroscience*. Elsevier, (Vol. 1).
- Lambert, R. and McCarthy, C. (2007) *Understanding Teacher Stress in an Age of Accountability*. Information Age Publishing: Charlotte.

- Lazarus, R. S. (1966). *Psychological stress and the coping process*. New York: McGraw-Hill.
- Lazarus, R. S. (1982) The psychology of stress and coping. In: N. A. Milgram (ed). *Stress and anxiety*, **8**. New York: Hemisphere Publishing.
- Lazarus, R. S. (1990) Theory based stress measurement. *Psychological Inquiry*, **1**, pp. 3-13.
- Lazarus R. S. (1991) *Emotion and adaption*. Oxford: Oxford University Press.
- Lazarus, R. S. (1993) Coping theory and research: Past, present and future. *Psychosomatic medicine*, **55**, pp. 234-247.
- Lazarus, R. S. (1999). *Stress and Emotion: A new Synthesis*. Springer Publishing Company, Inc.
- Lazarus, R. S. (2007) Stress and emotion: A new synthesis. In: A. Mondat, R. S. Lazarus, and G. Reevy (Eds). *The Praeger handbook on stress and coping*. Westport, CT. Praeger/ Greenwood. **1**, pp. 33-51.
- Lazarus, R. S. and Folkman, S. (1984) *Stress, Appraisal and coping*. New York: Springer.
- Lazarus, R. S. and Folkman, S. (1986) Cognitive theories of stress and the issue of circularity. In: M. H. Appley and R. Trumbull (Eds) *Perspectives in interactional psychology*. New York: Plenum, pp. 287-327.
- Lazarus, R. S. and Launier, R. (1978) Stress related transactions between person and environment. In: L.A. Pervin and M. Lewis (Eds). *Perspectives in interactional psychology*. New York: Plenum, pp. 287-327.
- Li, J., Atasoy, S., Fang, X., Angerer, P. and Ladwig, K. H. (2019) Combined effect of work stress and impaired sleep on coronary and cardiovascular mortality in hypertensive workers: The MONICA/ KORA cohort study. *European Journal of Preventative Cardiology*. [Online] Available from: <https://journals.sagepub.com/doi/10.1177/2047487319839183>
- Lubuschagne, I., Phan, K. L., Wood, A., Angstadt, M., Chua, P., Heinrichs, M., Stout, J. C. and Nathan, P. J. (2010) Oxytocin attenuates amygdala to fear in generalised social anxiety disorder. *Neuropsychopharmacology*. **35**(12), pp. 2403-2413.
- Marmot, M. (2015) *The health gap*. Bloomsbury.
- Maslach, C. and Jackson, S.E. (1981) The measurement of experienced burn-out. *Journal of Occupational Behaviour*, **2**, pp. (99-113).
- Masters, R. (2004) *Counselling criminal justice offenders*. Sage publications.
- Masuda, M. and Holmes, T. H. (1967) Magnitude estimations of social readjustments. *Journal of Psychosomatic Research*, **11**, pp. 219-225.
- McInnis, C. (1999) Change and diversity in work patterns of Australian academics. *Higher education management*, **8**(2), pp. 105-117.
- (The) Mental Health Foundation (2018a) *Mental Health Statistics*. [Online] Available from: <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-stress>.
- (The) Mental Health Foundation (2018b). *Mental Health Statistics: UK and worldwide*. [Online] Available from: <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-uk-and-worldwide>.

- Mitra, P. (2015) Determinants of organisational stress and work-life balance: A review of literature. *International Journal of Innovative Research and Development*, **4**(4), pp. 391-396.
- Myers, D. G. and Diener, E. (1995) Who is happy? *Psychological Science*, **6**, pp. 10-19.
- The National Education Union (2018) *NEU survey shows workload causing 80% of teachers to consider leaving the profession*. [Online] Available from: <https://neu.org.uk/press-releases/neu-survey-shows-workload-causing-80-teachers-consider-leaving-profession>
- Nelson, D. B., Low, G. R. and Nelson, K. (2006) *The emotionally intelligent teacher: A transformative*. Institute for Emotional Intelligence [online]. Available from: [http://www.tamuk.edu/edu/kwei000/Research/Articles/Article\\_files/Emotionally\\_Intelligent\\_Teacher.pdf](http://www.tamuk.edu/edu/kwei000/Research/Articles/Article_files/Emotionally_Intelligent_Teacher.pdf).
- (The) National Health Service (England NHS (2018) *Mental Health*. [Online] Available from: <https://www.england.nhs.uk/mental-health/>.
- Noriah, M. I., Iskandar, I.P. and Ridzauddin, R. (2010) Emotional intelligence of Malaysian teachers: Implications of workplace productivity. *International Journal of Vocational Education and Training*, **14**(2), pp. 7-24.
- The Organisation for Economic Co-operation and Development (2019) OECD stats. [Online] Available from: [https://stats.oecd.org/Index.aspx?DataSetCode=PDB\\_LV](https://stats.oecd.org/Index.aspx?DataSetCode=PDB_LV)
- Ostir, G. V., Markides, K. S., Peek, M. K. and Goodwin, J. S. (2001) The association between emotional well-being and the incidence of stroke in older adults. *Psychometric medicine*, **63**, pp. 210-215.
- Perreau-Linck, E., Beaugregard, M., Gravel, P., Paquette, V., Soucy, J. P., Diksic, M. and Benkelfat, C. (2007) In vivo measurements of brain tapping of C labelled alpha-methyl- L- tryptophan during acute changes in mood states. *Journal of Psychiatry and Neuroscience*, **32**(6), pp. 430-434.
- Peterson, R. L. (2007) *Inside the investor's brain: the power of mind over money*. John Wiley and Sons.
- Raiden, A. B. and Raisanen, C. (2013) Striving to achieve it all: men and work-family life balance in Sweden and the UK. Special Issue: Equality, diversity and inclusion in the construction industry. *Construction Management and Economics*, **31**(8).
- Reddy, G. L. and Poornima, R. (2012) Occupational stress and professional burnout of university teachers in south India. *International Journal of Educational Planning and Administration*, **2**(2), pp. 109-124.
- Repetti, R. L. (1993) The effects of workload and Social Environment on Health. In L. Goldberger and S. Breznitz (Eds). *Handbook of Stress: Theoretical and Clinical Aspects*. New York: Free Press.
- Rhodes, C. and Nevill, A. (2004) Academic and social integration in higher education: a survey of satisfaction and dissatisfaction within a first-year education studies cohort at a new university. *Journal of Further and Higher Education*, **28**(2), pp. 179-193.
- Ryff, C. D. and Singer, B. H. (2000) Interpersonal flourishing: A positive health agenda for the new millennium. *Personality and Social Psychology Review*. **4**

- (1 Special Issue: Personality and Social Psychology at the Interface: New Directions for Interdisciplinary Research), pp. 30-44.
- Sabihi, S. (2017) *Role of oxytocin and GABA in the prefrontal cortex in mediating anxiety behaviour*. Ohio State University.
- Sagaya, M. T., Vasumathi, A. and Subashini, R. (2015) The influence of emotional intelligence on work-life balance of faculty members' performance and satisfaction in the educational institutions using multivariate analysis, India- an empirical study. *International Journal of Services and Operations Management*, **22**(2), pp. 189-209.
- Salovey, P., Bedell, B. T., Detweiler, J. B. and Mayer, J. D. (1999) Coping intelligently: Emotional intelligence and the coping process. In C.R. Snyder (ed). *Coping: The psychology of what works*. New York: Oxford University Press, pp. 141-164.
- Sarros, J. C., Gmelch, W. H. and Tanewski, G. A. (1998) The academic dean: a position in need of a compass and clock. *Higher Education Research and Development*, **17**(1), pp. 65-88.
- Saul, H. (2014) Universities receive 20,000 complaints from students demanding more for £9,000 fee. *The Independent*. 3<sup>rd</sup> June [online]. Available from: <http://www.independent.co.uk/student/universities-receive-20000-complaints-from-students-demanding-more-for-9000-fee-9476384.html>.
- Schneiderman, N., Ironson, G. and Siegel, S. D. (2005) Stress and health: Psychological, behavioural and biological determinants. *Annual Review of Clinical Psychology*, **1**, pp. 607-628.
- Schwabe, L. and Wolfe, O. T. (2010) Learning under stress impairs memory formation. *Neurobiology of Learning and Memory*, **93**(3), pp. 183-188.
- Selye, H. (1956) *The Stress of Life*. London, Longmans, Green and Co.
- Selye, H. (1976) Forty years of stress research: principal remaining problems and misconceptions. *Canadian Medical Journal*, **15**, pp. 53-56.
- Shin, J. C. and Jung, J. (2013) Academics job satisfaction and job stress across countries in the changing academic environments. *Higher Education*, **67**(5), pp. 603-620.
- Sparks, K., Cooper, C., Fried, Y. and Shirom, A. (1997) The effects of hours of work on health: A meta-analytic review. *Journal of Occupational and Organizational Psychology*, **70**(4), pp. 391-409.
- Steptoe, A. and Kivimaki, M. (2013) Stress and cardiovascular disease: an update on current knowledge. *Annual Review of Public Health*, **34**, pp.337-354.
- Sundquist, J. and Johansson, S-V. (2000) High demand, low control, and impaired general health: working conditions in a sample of Swedish general practitioners. *Scandinavian Journal of Public Health*, **28**(2), pp. 123-131.
- Taleb, N. N. (2012) *Antifragile: Things that gain from disorder*. Penguin Books.
- Tapper, T. (1998) Continuity and change in the collegial tradition. *Higher Education Quarterly*, **52**, pp. 142-161.
- Taris, T. W., van Beek, I. and Schaufeli, W. B. (2010) Why do perfectionists have a higher burnout risk than others? The mediational effect of workaholism. *Romanian Journal of Applied Psychology*, **12**(1), pp. 1-7.

- Thomas, L. (2002) Student retention in higher education: The role of institutional habitus. *Journal of Education Policy*, **17**(4), pp. 423-442.
- Trow, M. (1993) Managerialism and the Academic Profession: the case of England. *Higher Education Policy*, **7**, pp. 11-18.
- Tsaousis, I. and Nikolaou, I. (2005) Exploring the relationship of emotional intelligence with physical and psychological health functioning. *Stress and Health*, **21**, pp. 77-86.
- Tytherleigh, M. Y., Webb, C., Cooper, C. L. and Ricketts C. (2005) Occupational stress in UK higher education institutions: a comparative study of all staff categories. *Higher Education Research and Development*, **24**(1), pp. 41-61.
- University and College Union report (2012). *An analysis of student: staff ratios and academics' use of time, and potential links with student satisfaction*. [online]. Available from: [http://www.ucu.org.uk/media/pdf/p/p/ucu\\_ssranalysis\\_dec12.pdf](http://www.ucu.org.uk/media/pdf/p/p/ucu_ssranalysis_dec12.pdf).
- Wang, J. (2005) Work stress as a risk factor for major depressive episode(s). *Psychological Medicine*, **35**, pp. 865-871.
- Weinberg, A. and Cooper, C. (2007) *Surviving the workplace: A guide to emotional well-being*. Thomson Learning.
- Wilke, P. K., Gmelch, W. H. and Lovrich, N. P. (1984) Stress and productivity: Evidence of the inverted U function in a national study of university faculty. *Public Productivity Review*, **9**(4) pp. 342-356.
- Winefield, A. H., Gillespie, N. A., Stough, C., Dua, J., Hapuarachchi, J. and Boyd, C. (2003) Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management*, **10**, pp. 51-63.
- (The) World Economic Forum (2018) This country works the longest hours in Europe. [Online] Available from: <https://www.weforum.org/agenda/2018/02/greeks-work-longest-hours-in-europe/>
- Wortman, C., Biernat, M. and Lang, E. (1991) Coping with role overload. In: M. Frankenhaeuser, U. Lundberg, and M. Chesney (Eds). *Women, work, and health: Stress and Opportunities*. London: Plenum, pp. 85-110.
- Young, S. N. (2007) How to increase serotonin in the human brain without drugs. *Journal of Psychiatry and Neuroscience*, **32**(6), pp. 394-399
- Zang, J., Liu, Y. and Sun, L. (2017) Psychological strain and suicidal ideation: A comparison between Chinese and US college students. *Psychiatry Research*, Sep, pp. 255-262.

### Chapter 3: Understanding and processing emotions

- Abraham, R. (1998a) Emotional dissonance in organisations: conceptualising the roles of self-esteem and job-induced tension, *Leadership and Organisation Development Journal*, **20**(1), pp. 18-25.
- Abraham, R. (1998b) Emotional dissonance in organisations: Antecedents, consequences and moderators. *Genetic, Social and General Psychology Monographs*, **124**(2), pp. 229-246.

- Abraham, R. (1999) The impact of emotional dissonance on organisational commitment and intention to turnover. *Journal of Psychology*, **133**(4), pp. 441-455.
- (The) Advisory, conciliation and arbitration service (ACAS) (2018). *Bullying, harassment, victimisation: What's the difference?* [Online] Available from: <http://www.acas.org.uk/index.aspx?articleid=5535>.
- (The) American Academy of Professional Coders (AAPC) (2013) *Coding for major depressive disorder*. [Online] Available from: <http://www.sccma-mcms.org/portals/19/assets/docs/depressive-disorder-icd-10-bh.pdf>
- (The) Annual report of the Chief Medical officer (2013) *Public Mental Health Priorities: Investing in the evidence* [online]. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413196/CMO\\_web\\_doc.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413196/CMO_web_doc.pdf).
- Armstrong, A. R., Galligan, R. F. and Critchley, C.R. (2011) Emotional intelligence and psychological resilience to negative life events. *Personality and Individual Differences*, **51**, pp. 331-336.
- Arnold, M. B. (1960) *Emotion and personality, Psychological aspects, Vol. 1*, New York, NY, Columbia University Press. [Online] Available from: <http://darwin-online.org.uk/content/frameset?pageseq=1&itemID=F1142&viewtype=text>.
- Ashforth, B. E. and Humphrey, R. H. (1993) Emotional labour in service roles: The influence of identity. *Academy of Management Review*, **18**(1), pp. 88-115.
- Austin, E. J., Saklofske, D. H. and Egan, V. (2005) Personality, well-being and health correlates of trait emotional intelligence. *Personality and Individual Differences*, **38**, pp. 547-558.
- Bain, A. (1859) *The emotions and the will*. London, UK: Parker
- Barrett, L. F. (2006) Are emotions natural kinds? *Perspectives on Psychological Science*, **1**(1), pp.28-58.
- Barrett, L. F. (2017). *How Emotions are Made: The Secret Life of the Brain*. Houghton Mifflin Harcourt.
- Brackett, M. A., Mayer, J. D. and Warner, R. M. (2004) Emotional intelligence and its relation to everyday behaviour. *Personality and individual differences*, **36**, pp. 1387-1402.
- Brennan, K. (2006) The managed teacher: Emotional labour, education, and technology. *Educational Insights*, **10**(2), pp. 55-65.
- (The) *British Association for Behavioural and Cognitive Psychotherapies* [Online] Available from: <https://www.babcp.com/Default.aspx>.
- Carver, C. S. (1998) Resilience and thriving: Issues, models and link-ages. *Journal of Social Issues*, **54**, pp. 245-266.
- Chida, Y. and Steptoe, A. (2008) Positive Psychological well-being and mortality: A quantitative review of prospective observational studies. *Psychosomatic Medicine*, **70**(7), pp. 741-756.
- Christensen, K. G., Doblhammer, R., Rau, R. and Vuupel, J. W. (2009) Aging populations: The challenge ahead. *The Lancet*, **374**(9696), pp. 1196-1208.

- Cohen, J. (1999). *Educating minds and hearts: Social emotional learning and the passage into adolescence*. New York: Teachers College Press.
- Cohen, J., Cohen, P., West, S. G., and Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioural sciences (3rd ed)*. Mahwah, NJ: Lawrence Erlbaum Associates.
- “The Conversation” (2018) *Sexual abuse, harassment and discrimination “rife” among Australian academics*. 1<sup>st</sup> July. [Online] Available from: <http://theconversation.com/sexual-abuse-harassment-and-discrimination-rife-among-australian-academics-97856>.
- Cooke, W. (1838) *Mind and the emotions, considered in relation to health and disease*. London, UK: Longman.
- Craig, A. D. (2002) How do you feel? Interoception: The sense of the physiological condition of the body. *Nature Reviews Neuroscience*, **3**(8), pp. 655-666.
- Craig, A. D. (2004) Human feelings: why are some more aware than others? *Trends in Cognitive Sciences*, **8**(6), pp. 239-241.
- Darwin, C. (1872) *The expression of the emotions in man and animals*, (1<sup>st</sup> ed), London: John Murray,
- Day, A. L., Therrien, D. L. and Carroll, S. A. (2005). Predicting psychological health: assessing the incremental validity of emotional intelligence beyond personality. Type A behaviour and daily hassles. *European Journal of Personality*, **19**, pp. 519-536.
- Davidson, R. J. and Begley, S. (2012) *The emotional life of the brain: How to change the way you think, feel and live*. Hodder and Stoughton.
- Diefendorff, J. M., Croyle, M. H. and Gosserand, R. H. (2005) The dimensionality and antecedents of emotional labour strategies. *Journal of Vocational Behaviour*, **66**(2), pp. 339-357.
- Dixon, T. (2012) “Emotion”: The history of a keyword in crisis. *Emotion Review*. **4**(4), pp. 338-344.
- (The) Diagnostic and Statistical Manual of Mental Disorders, DSM-5 (2013) (5<sup>th</sup> ed) fifth edition, *American Psychiatric Association* [Online] Available from: <https://doi.org/10.1176/appi.books.9780890425596>.
- Dweck, C. (2017) *Mindset: changing the way you think to fulfil your potential*. Robinson.
- Dworkin, A. G. (1987) *Teacher burnout in the public schools: structural causes and consequences for children*. Albany, NY: State University of New York (SUNY) Press.
- Ekman, P. (1992) An argument for basic emotions. *Cognition and Emotion*, **6**, pp. 169-200.
- Ekman, P. (1999) Basic emotions. In T. Dalgleish and M. Power (Eds), *Handbook of cognition and emotion*, Sussex, UK. John Wiley and Sons Ltd, pp.45-60.
- Ekman P. (2003) *Emotions revealed*, New York, New York: Times Books.
- Ekman, P. and Friesen, W. V. (1971) Constants across culture in the face and emotion. *Journal of Personality and Social Psychology*, **17**(2), pp. 124-129.
- Ekman, P., Friesen, W. V., O’Sullivan, M., Chan, A., Diacyoyanni-Tarlatzia, I., Heider, K., Krause, R., LeCompte, W. A., Pitcairn, T., Ricci-Bitti, P. E., Scherer,

- K., Tomita, M. and Tzavaras, A. (1987) Universal and cultural differences in the judgements of facial expression of emotion. *Journal of Personality and Social Psychology*, **53**(4), pp.712-717. [Online] Available from: <https://pdfs.semanticscholar.org/6d75/df4360a3d56514dcb775c832fdc572bab64b.pdf>.
- The Equality Act (2010)* [Online] Available from: <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Erickson, R. J. and Ritter, C. (2001) Emotional labour, burnout and inauthenticity: Does gender matter? *Social Psychology Quarterly*, **64**(2), pp. 146-163.
- Erickson, R. J. and Wharton, A. S. (1997) Inauthenticity and depression: Assessing the consequences and interactive service work. *Work and Occupations*, **24**(2), pp.188-213.
- Extremera, N. and Fernandez-Berrocal, P. (2002) Relation of perceived emotional intelligence and health-related quality of life of middle-aged women. *Psychological Report*, **91**(1), pp. 47-59.
- Foa, E. B. and Kozak, M. J. (1986) Emotional processing of fear: exposure to corrective information. *Psychological Bulletin*, **99**(1), pp.20-35.
- Fredrickson, B. L. (2000) Cultivating positive emotions to optimise health and well-being. *Prevention and Treatment*, **3**(1).
- Furnham, A. and Petrides, K. V. (2003) Trait emotional intelligence and happiness. *Social behaviour and personality*, **31**(8), pp. 815-823.
- Glome, T. M. and Tews, M. J. (2004) Emotional labour. A conceptualisation and scale development. *Journal of vocational behaviour*, **64**, pp. 1-23.
- Giorgi, G. (2012) Workplace bullying in academia creates a negative work environment. An Italian study. *Employee Responsibilities and Rights Journal*, **24**(2)
- Goleman, D. (1998) *Working with emotional intelligence*. Bantam Books: New York.
- Greene, C. A., Grasso, D. J. and Ford, J. D (2014) Emotion regulation in the wake of complex childhood trauma In R. Pat-Horenczyk, D., Brom and J. M. Vogel (eds), *Helping children cope with trauma: Individual, family and community perspectives*. Routledge, pp.19-40.
- Greenberg, L. S. (2004) Emotion-focused therapy. *Special issue, Emotion*, **11**(1), pp. 3-6.
- The Guardian (2018) *Hundreds of academics at top UK universities accused of bullying*. 28<sup>th</sup> September. [Online] Available from: <https://www.theguardian.com/education/2018/sep/28/academics-uk-universities-accused-bullying-students-colleagues>.
- Hawkins, J. D., Von Cleve, E. and Catalano, R. F. (1991) Reducing early childhood aggression: Results of a primary prevention program. *Journal of the American Academy of Child and Adolescent Psychiatry*, **30**, pp. 208-217.
- Hebson, G., Earnshaw, J. and Marchington, L. (2007) Too emotional to be capable? The changing nature of emotion work in definitions of capable teaching. *Journal of Education Policy*, **22**(6), pp. 675-694.
- Hwang, F. F. (2006) The relationship between emotional intelligence and teaching effectiveness. *Paper presented at the 2<sup>nd</sup> International conference on*

- youth and education for the 21<sup>st</sup> century*. Texas A and M University Corpus Christ. (May 30 - June 2).
- Izard, C. E. (1977) *Human emotions*, New York, New York: Plenum.
- Izard, C. E. (1992) Basic emotions, relations amongst emotions and emotion-cognition relations. *Psychological Review*, **99**, pp. 561–565.
- James, W. (1890) *The principles of psychology*, New York, NY: Holt.
- Kahneman, D. (2011) *Thinking fast and slow*. Penguin: Random House, UK.
- Kim, M. J. and Whalen, P. J. (2009) The structural integrity of an amygdala-prefrontal pathway predicts trait anxiety. *Journal of Neuroscience*, **29**(37), pp. 11614-11618.
- Kokkinos, C. M. (2007) Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, **77**, pp. 229–243.
- Lazarus, R. S. (1991a) Progress on a cognitive-motivational-relational theory of Emotion. *American Psychologist*, **46**(8), pp. 819-834.
- Lazarus, R. S (1991b) *Emotion and adaptation*. New York: Oxford University Press.
- Lazarus, R. S. (1999). *Stress and Emotion: A new Synthesis*. Springer Publishing Company, Inc.
- LeDoux, J. (1999) *The emotional brain: The mysterious underpinnings of emotional life*. W. and N.
- LeDoux, J. (2003) *Synaptic self: How our brains become who we are*. Penguin Books.
- LeDoux, J. (2019) *The deep history of ourselves: How ancient microbes became conscious brains*. Viking.
- Little, B. R. (2014). *Me, myself and us- The science of personality and the art of well-being*. New York. Public Affairs.
- Lim, N. (2016) Cultural differences in emotion: differences in emotion arousal level between the East and the West. *Integrated Medicine Research*, **5**(2), pp. 105-109.
- Maier, S. F. and Seligman, M. E. (2016) Learned helplessness at fifty: Insights from neuroscience. *Psychological Review*, **123**(4), pp. 349-367.
- Mayer, J. D. and Ciarrochi, J. (2006) Clarifying concepts related to emotional intelligence: A proposed glossary, In J. Ciarrochi, J. J. Forgas and J. D. Mayer (Eds). *Emotional Intelligence in Everyday life* (2<sup>nd</sup> ed) Psychology Press, Inc, pp. 261-267.
- Moors, A., Ellsworth, P. C., Scherer, K. R. and Frijda, N. H. (2013) Appraisal theories of emotion: state of the art future development. *Emotion Review*, **5**(2), pp. 119-124. [Online] Available from: <https://biblio.ugent.be/publication/2958617/file/6776022>
- Morrison, T. (2007) Emotional intelligence, emotion and social work: context, characteristics complications and contribution. *British Journal of Social work*, **37**, pp. 245-263.
- Mortiboys, A. (2012) *Teaching with emotional intelligence: A step by step guide for higher and further education professionals*. (2<sup>nd</sup> ed). Routledge.
- Nieto, S. (2005) Schools for a new majority: The role of teacher education in hard times. *The New Educator*, **1**(1), pp. 27-43.

- Ogbonna, E. and Harris, L. C. (2004) Work intensification and emotional labour among UK university lecturers: An exploratory study. *Organisation Studies*, **25**(7), pp. 1185-1203.
- Oldham, J. M., Skodal, A. E. and Bender, D. S. (2014) The American psychiatric textbook of personality disorders (DSM-5 edition) (2<sup>nd</sup> ed) American Psychiatric Association.
- Ostir, G.V., Markides, K. S., Black, S.A. and Goodwin, J. S. (2000) Emotional well-being predicts subsequent functional independence and survival. *Journal of the American Geriatrics Society*, **48**(5), pp. 473-478.
- Ostir, G. V., Markides, K. S., Peek, M. K. and Goodwin, J. S. (2001) The association between emotional well-being and the incidence of stroke in older adults. *Psychometric medicine*, **63**, pp. 210-215.
- Paulle, B. (2005) *Anxiety and intimidation in the Bronx and the Bijlmer: An ethnographic comparison of two schools*. Amsterdam: Dutch University Press.
- Philipp, A. and Schupbach, H. (2010) Longitudinal effects of emotional labour on emotional exhaustion and dedication of teachers. *Journal of Occupational Health Psychology*, **15**(4), pp. 494-504.
- Plutchik, R. (2002) *Emotions and life, perspectives from psychology, Biology and evolution* (1<sup>st</sup> ed), American Psychological Association.
- Ramana, T. V. (2013) Emotional intelligence and teacher effectiveness- an analysis. *Voice of Research*, **2**(2), pp. 18-22.
- Ramsay, G. (1848) *Analysis and theory of the emotions*. London, UK: Longman, Brown, Green and Longmans.
- Sadler, M. E., Miller, C. J., Christensen, K. and McGue, M. (2011) Subjective well-being and longevity: a co-twin control study. *Twin Research and Human Genetics*, **14**(3), pp. 249-256.
- Schachter, S. and Singer J. E. (1962) Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, **69**, pp. 379-399.
- Scherer, K. R. (1984) On the nature and function of emotion: a component process approach. In: K. R. Scherer, and P. Ekman (eds) *Approaches to emotion*, Hillsdale, New Jersey: Erlbaum, pp. 293-317
- Scherer K. R. (1994) Toward a concept of "modal emotions." In D. Ekman and J. Davidson (Eds). *The nature of emotion: fundamental questions*, New York, NY: Oxford University Press, pp.25-31.
- Scherer, K. R. (2001) Appraisal considered as a process of multilevel sequential checking. In: K. R. Scherer, A. Schorr, and T. Johnstone, *Appraisal processes in emotion: theory, methods, research*, New York, NY: Oxford University Press, pp. 92-120.
- Scherer K. R. (2009) Emotion theories and concepts (psychological perspectives). In D. Sander and K. R. Scherer (Eds) *Oxford companion to emotion and the affective sciences*, Oxford, UK: Oxford University Press, pp. 145-149.
- Seligman, M. E. P. (1974) Depression and learned helplessness. In: R. J. Friedman and M. M. Katz (Eds). *The psychology of depression: contemporary theory and research*. New York: Wiley.
- Seligman, M. E. P. (1991) *Learned optimism: How to change your mind and your life*. Vintage Books

- Seligman, M. E. and Maier, S. T. (1967) Failure to escape traumatic shock. *Journal of Experimental Psychology*, **74**(1), pp. 1-9.
- Smith, P. T. and Kemp-Wheeler, S. M. (1996) Why do we need emotions. In V. Bruce (ed) *Unsolved mysteries of the mind: Tutorial essays in cognition*. Psychology Press
- Sutton, R. and Wheatley, K. (2003) Teacher's emotions and teaching A review of the literature and directions for future research. *Educational Psychology Review*, **15**(4), pp. 327-358.
- Tomaka, J., Blascovich, J., Kibler, J. and Ernst, J. M. (1997) Cognitive and psychological antecedents of threat and challenge appraisal. *Journal of Personality and Social Psychology*, **73**(1), pp. 63-72.
- Wharton, A. S. (1993) The affective consequences of service work: Managing emotions on the job. *Work and Occupations*, **20**, pp. 205-232.
- Whiteford, H.A., Degenhardt, L., Rehm, J., Baxter, A. J., Ferrari, A. J. Erskine, H.E., Charlson, F. J. Norman, R. E., Flaxman, A. D., Johns, N. Burstein, R. Murray, C. J. L. and Vos, T. (2013) Global burden of disease attributable to mental and substance use disorders: findings from the Global Burden of Disease Study. *The Lancet*, 382(9904), pp. 9-15.
- (The) World Health Organisation (WHO) (2018) *Depression: Key facts* [Online] Available from: <http://www.who.int/news-room/fact-sheets/detail/depression>.
- Yin, H-b. (2015) The effect of teachers' emotional labour on teaching satisfaction: moderation of emotional intelligence. *Teacher and Teaching: theory and practice*, **21**(7), pp. 789-810.
- Yin, H-b., Lee, J. C. K., Zhang, Z-h. and Jin, Y-l. (2013) Exploring the relationship among teachers' emotional intelligence, emotional labour strategies and teaching satisfaction. *Teaching and Teacher Education*, **35**, pp. 137-145.
- Zeidner, M., Matthews, G. and Roberts, R. D. (2012) *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT Press.
- Zembylas, M. (2002). Structures of feeling in curriculum and teaching: Theorising the emotional rules. *Educational Theory*, **52**, pp. 187-208.
- Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules; A poststructuralist view on emotion and identity in teaching *Teaching and Teacher Education*, **21**(8), pp. 935-948.

#### Chapter 4: Coping

- Albert, N. M., Trochelman, K., Meyer, K. H. and Nutter, B. (2009) Characteristics associated with racial disparities in illness beliefs of patients with heart failure. *Racial Disparities in Illness Beliefs*, **35**, pp. 112-125.
- Aldwin, C., Folkman, S., Schaefer, C., Coyne, J. C. and Lazarus, R. S. (1980) Ways of Coping: A process measure. *Presented at the 88th annual meeting of the American Psychological Association*. Montreal. Quebec. Canada.
- Aldwin, C. M. and Park, C. L. (2004) Coping and physical health outcomes: an overview. *Psychology and Health*. **19**, pp.277-281.

- Alter, L. D. (2015) *Tomorrow is today. A behaviour modification methodology guide and workbook to manage the job search process: The complete guide for getting and keeping your next job and advancing your career*. The Employment Clinic.
- Argyris, C. (1957) *Personality and Organisation*. Harper and Row, New York, NY.
- Bartholomew, T. T. and Brown, J. R. (2012) Mixed methods, culture and psychology: A review of mixed methods research. In D. K. Nagata, L. Kohn-Wood and L. A. Suzuki (Eds), *Qualitative strategies of ethnocultural research*. International Perspectives in Psychology: Research, Practice, Consultation, 1, PP. 177-190.
- Bazeley, P. (2002) Computerised data analysis for mixed methods research. In A. Tashakkori and C. Teddlie (Eds). *Handbook of mixed methods for the social and behavioural sciences*. Thousand Oaks, CA. Sage, pp. 385-422.
- Bishop, G. D. (1994) *Health Psychology*. Boston: Allyn and Bacon.
- Bolger, N. and Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of Personality and Social Psychology*, **69**, pp. 890-902.
- Bowen, P., Rose, R. and Pilkington, A. (2018) Coping with Interpersonal Relationships within Higher Education (Universities). *International Journal of Academic Multidisciplinary Research*, **2**(4) pp.1-11.
- Brocki, J. M. and Wearden, A. J. (2005) A critical evaluation of the use of interpretative phenomenological analysis (IPA) in health psychology. *Psychology and Health*, **21**(1), pp. 87-108.
- Caruth, G. D. (2013) Demystifying mixed methods research design: A review of the literature. *Melvana International Journal of Education*, **3**(2), pp. 112-122.
- Carver, C. S. Scheier, M. F. Weintraub, J. K. (1989) Assessing coping strategies: A theoretical based approach. *Journal of Personality and Social Psychology*, **56**(2), pp. 267-283.
- Clare, L. (2002) We'll fight it as long as we can: Coping with the onset of Alzheimer's disease. *Aging and mental health*, **6**, pp. 139-148.
- Clare, L. (2003) Managing threats to self: Awareness in early-stage Alzheimer's disease. *Social Science and Medicine*, **57**, 1017-1029.
- Collins, K. and Nicolson, P. (2002) The meaning of "satisfaction" for people with dermatological problems: Reassessing approaches to qualitative health psychology research. *Journal of Health Psychology*, **7**, pp. 615-629.
- Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H. and Wadsworth, M. E. (2001) Coping with stress during childhood and adolescence: Progress, problems and potential in theory and research. *Psychological Bulletin*, **127**, pp. 87-127.
- Connor-Smith, J. V. and Calvete, E. (2004) Cross-cultural equivalence of coping and involuntary responses to stress in Spain and the United States. *Anxiety, Stress and Coping*, **17**, pp.163-185.
- Creswell, J. W. and Plano Clark, V. L. (2011) *Designing and conducting mixed methods research* (2<sup>nd</sup> ed). Sage.

- Denzin, N. K. (1978) *The research act: A theoretical introduction to sociological methods*. New York: McGraw-Hill.
- Dweck, C. (2017) *Mindset: changing the way you think to fulfil your potential*. Robinson
- Folkman, S. and Lazarus, R. S. (1980) An analysis of coping in a middle age community sample. *Journal of health and Social behaviour*, Vol. **21**, pp. 219-239.
- Folkman, S. and Lazarus, R. S. (1985) If it changes it must be a process: A study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*, **48**, pp. 150-170.
- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J. and Stough, C. (2001) Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work and Stress*, **15**(1), pp. 53-72.
- Gladding, S. T. (1984) Training effective family therapists: Data and Hope. *Journal of Counselling and Development*, **63**, pp.103-104.
- Goldberger, L. and Breznitz, S. (1993) *Handbook of stress: Theoretical and clinical aspects*. The Free Press.
- Gomez, R., Holmberg, K., Bounds, J., Fullarton, C. and Gomez, A. (1999) Neuroticism and Extraversion as Predictors of Coping Styles during Early Adolescence. *Personality and Individual Differences*, **27**, pp. 3-17.
- Greene, J. C. (2007). *Mixed methods in social inquiry*. San Francisco: Jossey-Bass.
- Holmes, T. H. and Rahe, R. H. (1967) The social readjustment rating scale. *Journal of Psychosomatic Research*, **11**, pp. 213-218.
- Hoover, A. and Krishnamurti, S. (2010) Survey of college students. MP3 listening: Habits, safety issues, attitudes, and education. *American Journal of Audiology*, **19**, pp. 73-83.
- Johnson, R. B. and Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, **33**(7), pp. 14-26.
- Kahn, R. and Cannell, C. (1957) *The dynamics of interviewing*. New York and Chichester: Wiley.
- Karoly, P. (1999) A goal systems self-regulatory perspective on personality, psychopathology and change. *Review of General Psychology*, **3**, pp. 264-291.
- King, N. and Horrocks, C. (2010) *Interviews in qualitative research*. Sage.
- Krohne, H. W. (2002) *Stress and Coping Theories*. Johannes Gutenberg-Universität Mainz Germany.
- Kvale, S. (1996) *Interviews: An introduction to qualitative research interviewing*. Sage. Thousand Oaks, CA.
- Lazarus, R. S. (1966). *Psychological stress and the coping process*. New York: McGraw-Hill.
- Lazarus, R. S. (1982) The psychology of stress and coping. In: N. A. Milgram (Ed). *Stress and anxiety*, **8**. New York: Hemisphere Publishing.
- Lazarus, R. S. (1990) Theory-based stress measurement. *Psychological Inquiry*, **1**, pp. 3-13.
- Lazarus R. S. (1991) *Emotion and adaption*. Oxford: Oxford University Press.

- Lazarus, R. S. (1993) Coping theory and research: Past, present and future. *Psychosomatic medicine*, **55**, pp. 234-247.
- Lazarus, R. S. (2006) Emotions and interpersonal relationships towards a person-centred conceptualisation of emotions and coping. *Journal of Personality*, **74**, pp. 9-46.
- Lazarus, R. S. and Folkman, S. (1984) *Stress, Appraisal and coping*. New York: Springer.
- Lazarus, R. S. and Folkman, S. (1986) Cognitive theories of stress and the issue of circularity. In: M. H. Appley and R. Trumbull (Eds) *Perspectives in interactional psychology*. New York: Plenum, pp. 287-327.
- Lazarus, R. S. and Launier, R. (1978) Stress-related transactions between person and environment. In: L.A. Pervin and M. Lewis (Eds). *Perspectives in interactional psychology*. New York: Plenum, pp. 287-327.
- Litman, J. A. and Lunsford, G. D. (2009) Frequency of use and impact of coping strategies assessed by the COPE inventory and their relationships to post-event health and well-being. *Journal of Health Psychology*, **14**(7), pp. 982-991.
- Mackenzie, C. S., Wiprzycka, U. I., Hasher, L. and Goldstein, D. (2008) Seeing the glass half full: Optimistic expressive writing improves mental health among chronically stressed caregivers. *British Journal of Health Psychology*, **13**, pp. 73-76.
- Marks, D. F. Murray, M. Evans, B. Estacio, E. V. (2015) *Health Psychology: Theory, research and practice*. Sage Publications Ltd.
- Masuda, M. and Holmes, T. H. (1967) Magnitude estimations of social readjustments. *Journal of Psychosomatic Research*, **11**, pp. 219-225.
- Moos, R. H. and Holahan, C. J. (2003) Dispositional and contextual perspectives on coping: Toward an integrative framework. *Journal of Clinical Psychology*, **59**, pp. 1387-1403.
- Perez, S. M., Gavin, J. K. and Diaz, V. A. (2015) Stressors and coping mechanisms associated with perceived stress in Latinos. U.S National library of medicine. National Institute of Health. Europe PubMed Central [online]. Available from: <http://europepmc.org/abstract/med/25812256>.
- Quayhagen, M. P. and Quayhagen, M. (1982) Coping with conflict: Measurement of age-related patterns. *Research on aging*, **4**, pp. 364-377.
- Reid, K., Flowers, P. and Larkin, M. (2005). Exploring lived experience: An introduction to interpretative phenomenological analysis. *The Psychologist*, **18**, pp. 20-23.
- Robson, C. (2002) *Real World Research*. London: Blackwell.
- Seligman, M. E. P. (1974) Depression and learned helplessness. In: R. J. Friedman and M. M. Katz (Eds). *The psychology of depression: contemporary theory and research*. New York: Wiley.
- Selye, H. (1956) *The Stress of Life*. London, Longmans, Green and Co.
- Selye, H. (1976) Forty years of stress research: principal remaining problems and misconceptions. *Canadian Medical Journal*, **15**, pp. 53-56.
- Sica, C., Novara, C., Dorz, S. and Sanavio, E. (1997) Coping Strategies: Evidence for cross-cultural differences? A preliminary study with the Italian

- version of coping orientations to problems experienced (COPE). *Personality and Individual Differences*, **23**, pp. 10325-10329.
- Smith, J. (1996) Beyond the divide between cognition and discourse. *Psychology and Health*, **11**, pp. 261-271.
- Smith, J. A. (2004) Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research. *Qualitative Research in Psychology*, **1**, pp. 39-54.
- Smith, J. A., Flowers, P. and Larkin, M. (2013) *Interpretative phenomenological analysis: Theory, method, research*. Sage publications, London.
- Smith, J. A. and Osborn, M. (2003). Interpretative phenomenological analysis. In J. A. Smith (ed.). *Qualitative psychology: A practical guide to research methods*. London. Sage, pp. 53-80.
- Snyder, C. R. (1999) Coping: Where are you going? In: C. R. Snyder (ed) *Coping: The psychology of what works*. New York: Oxford University Press, pp. 324-333.
- Sontag, L. M. and Graber, J. A. (2010) Coping with perceived peer stress: Gender-specific and common pathways to symptoms of psychopathology. *Development psychology*, **46**(6), pp. 1605-1620.
- Stange, K. C. (2006) Publishing multimethod research. *Annals of Family Medicine*, **4**(4), pp. 292-294.
- Tashakkori A. and Creswell, J. (2008) Mixed methodology across disciplines. *Journal of Mixed Methods Research*, **2**, pp. 2-3.
- Teddlie, C. and Tashakkori (2009) *Foundations of mixed methods research*. Thousand Oaks, CA. Sage, pp.1.
- Wadsworth, M. E., Rieckmann, T., Benson, M. A. and Compas, B. E. (2004) Coping and responses to stress in Navajo adolescents: Psychometric properties of the Responses to Stress Questionnaire. *Journal of Community Psychology*, **32**, pp. 391-411.
- Weiten, W. and Lloyd, M. A. (2003) *Psychology Applied to modern life. Adjustment in the 21st century*. U.S.A: Wadsworth/Thomson Learning.
- Willig, C. (2008) *Introducing qualitative research in psychology* (2<sup>nd</sup> ed.). Open University Press.
- Yin, R. (2003) *Case study research: design and methods* (3<sup>rd</sup> ed). Sage. Thousand Oaks, CA.
- Zeidner, M., Matthews, G. and Roberts, R. D. (2012) *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT Press.

## Chapter 5: Personality and individual differences

- Allport, G. W. (1937) *Personality: A psychological interpretation*. New York, Henry Holt and Company.
- Allport, G. W. and Odbert, H. S. (1936) Trait names: A psycho lexical study. *Psychological Monographs*, **47**(211).
- Attar, M., Ather, M. and Bano, M. (2013) Emotional intelligence and personality traits among university teachers: Relationship and gender differences. *International Journal of Business and Social Science*, **4**(17), pp. 253-259.

- Bar-On, R. (1997) *The Emotional Inventory (EQ-i): Technical manual*. Toronto: Multi-Health Systems.
- Barrick, M. R., Mount, M. K. and Judge, T. A. (2001) Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and Assessment*, **9**, pp. 9-30.
- Bolger, N. and Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of Personality and Social Psychology*, **69**, pp. 890-902.
- Bouchard, T. J. and Loehlin, J. C. (2001) Genes, evolution and personality. *Behaviour Genetics*, **31**(3), pp. 243-273.
- Carver, C. S. (1997) COPE Inventory- Complete version. [Online] Available from: <http://www.psy.miami.edu/faculty/ccarver/sciCOPEF.html>
- Carver, C. S. and Connor-Smith, J. (2010) Personality and Coping. *Annual Review Psychology*, **61**, pp. 679-704.
- Cattell, R. B. (1947) Confirmation and clarification of primary personality factors. *Psychometrika*, **12**(3), pp. 197-220.
- Chida, Y. and Hamer, M. (2008) Chronic psychological factors and acute physiological responses to laboratory-induced stress in healthy populations: a quantitative review of 30 years of investigations. *Psychological Bulletin*, **134**(6), pp. 829-885.
- Connor-Smith, J. K. and Flachsbart, C. (2007) Relations between personality and coping: A meta-analysis. *Journal of Personality and Social Psychology*, **93**(6), pp. 1080-1107.
- Costa, P. T. Jr. and McCrae, R. R. (1992) *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Odessa, FL: Psychological Assessment Resources.
- Deary, I. J., Egan, V., Gibson, G. J., Austin, E. J., Brand, C. R. and Kellaghan, T. (1996) Intelligence and the differentiation hypothesis. *Intelligence*, **23**, pp. 105 – 132.
- De Longis, A. and Holtzman, S. (2005) Coping in context: The role of stress, social support and personality in coping. *Journal of Personality*, **73**, pp.1633-1656.
- DeNeve, K. M. and Cooper, H. (1998) The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin*, **124**, pp. 197-229.
- DeYoung, C. G. (2006) Higher-order factors of the big five in a multi-informant sample. *Journal of Personality and Social Psychology*, **91**(6), pp. 1138-1151.
- Digman, J. M. (1990) Personality structure: emergence of the five-factor model. *Annual Review of Psychology*, **41**, pp. 417-440.
- Digman, J. M. (1997) Higher-order factors of the big five. *Journal of Personality and Social Psychology*, **93**, pp. 880-896.
- Eisenberg, N., Fabes, R. A. and Guthrie, I. (1997) Coping with stress: The roles of regulation and development. In: J.N. Sandler and S.A. Wolchik. (Eds). *Handbook of children's coping with common stressors: Linking theory, research, and intervention*. New York: Plenum, pp. 41-70.

- Eysenck, H. J. (1947) *Dimensions of personality*. London: Methuen.
- Eysenck, H. J. (1965) *Smoking, health and personality*. New York: Basic Books.
- Eysenck, H. J. (1990) Genetic and environmental contributions to individual differences. The three major dimensions of personality. *Journal of Personality*, **58**, pp. 245-261.
- Eysenck, H. J. (1991) *Smoking, personality and stress*. New York: Springer-Verlag.
- Fickova, E. (2001). Personality regulators of coping behaviour in adolescents. *Studia Psychologica*, **43**, pp. 321-329.
- Fisher, S. (1994) *Stress in academic life: The mental assembly line*. Buckingham: Open University Press.
- Freud, S. (1923) *The ego and id*. Standard Edition, XIX. London: Hogarth.
- Freud, S. (1933) *New introductory lectures on psycho-analysis*. Standard Edition, XXII. London: Hogarth.
- Goldberg, L. R. (1990) An alternative "description of personality". The big five-factor structure. *Journal of Personality and Social Psychology*, **59**(6), pp. 1216-1229.
- Goldberg, L. R. (1992) The development markers for the big five structure. *Psychological Assessment*, **4**(1), pp. 26-42.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More than IQ*. Bantam Books, New York, NY.
- Hogan, J. and Holland, B. (2003) Using theory to evaluate personality and job performance relations: a socioanalytic perspective. *Journal of Applied Psychology*, **88**(1), pp.100-112.
- James, W. (1907) *Pragmatism: A new name for some old ways of thinking*. Longman, Green and Co.
- Kato, K. and Pederson, N. N. (2005) Personality and coping: a study of twins reared apart, and twins reared together. *Behaviour Genetics*, **35**(2), pp. 147-158.
- Khan, A., Siraj, S. and Li, L. P. (2011) Role of positive psychological strengths and the big five personality traits in coping mechanism of university students. International Conference on Humanities, Society and Culture. *International proceedings of economics development and research (IPEDR)*, **20**.
- Lazarus, R. S. and Folkman, S. (1984) *Stress, Appraisal and coping*. New York: Springer.
- Lord, W. and Rust, J. (2003) The big five revisited: where are we now? A brief review of the relevance of the big five for occupational assessment. *Selection and Development Review*, **19**(4).
- Malouff, J. M. Thorsteinsson, E. B. and Schutte, N. S. (2006) The five-factor model of personality and smoking: A meta-analysis. *Journal of Drug Education*, **36**, pp. 47-58.
- McWilliams, L. A., Cox, B. J. and Enns, M. W. (2003) Use of coping inventory for stressful situations in a clinically depressed sample: Factor structure, personality correlates and prediction of distress. *Journal of Clinical Psychology*, **59**, pp. 423-437.

- Millward-Brown. (1996) *Powerful people: A survey of Britain's professional workforce*. London: Guardian Publishing.
- Moos, R. H. and Holahan, C. J. (2003) Dispositional and contextual perspectives on coping: Toward an integrative framework. *Journal of Clinical Psychology*, **59**, pp. 1387-1403.
- Musek, J. (2007) A general factor of personality: Evidence for the big one in the five-factor model. *Journal of Research in Personality*, **41**(6), pp.1213-1233.
- Norman, W. T. (1963) Toward an adequate taxonomy of personality attributes: replicated factor structure in peer nomination personality ratings. *The Journal of Abnormal Psychology*, **66**(6), pp. 574-583.
- Ozer, D. J. and Benet-Martinez, V. (2005) Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, **57**, pp.401-421.
- Penley, J. A. and Tomaka, J. (2002) Associations among the big five, emotional responses and coping with acute stress. *Personality and Individual Differences*, **32**, pp. 1215-1228.
- Petrides, K. V. (2009) Psychometric properties of the Trait Emotional Intelligence Questionnaire. In: C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer.
- Petrides, K. V. and Furnham, A. (2001) Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, **15**, pp. 425-448.
- Petrides, K. V., Vernon, P. A., Schermer, J. A., Ligthart, L., Boomsma, D. I. and Veselka, L. (2010) Relationships between trait emotional intelligence and the big five in the Netherlands. *Personality and Individual Differences*, **48**(8), pp. 906-910.
- Pinker, S. (2003) *The blank slate: The modern denial of human nature*. Penguin Press Science.
- Raby, K. L., Roisman, G. I., Fraley, R. C. and Simpson, J. A. (2014) The enduring predictive significance of early maternal sensitivity: social and academic competence through age 32 years. *Child Development*, **86**(3) May June 2015, pp. 695-708.
- Revelle, W. and Wilt, J. (2013) The general factor of personality: a general critique. *Journal of Research in personality*, **47**(5), pp. 493-504.
- Russo, P. M., Mancini, G., Trombini, E., Baldaro, B., Mavroveli, S. and Petrides, K. V. (2012) Trait emotional intelligence and the big five: a study on Italian Children and Preadolescents.
- Samms, C. and Friedel, C. R. (2013) Cognitive style differences and student coping behaviour. *Academy of Educational Leadership Journal*, **17**(1).
- Salovey, P. and Mayer, J. D. (1990) Emotional Intelligence. Imagination. *Cognition and Personality*, **9**, pp. 185-211.
- Skinner, E. A. (1995) *Perceived control, motivation and coping*. Thousand Oaks, CA: Sage.
- Steel, P., Schmidt, J. and Shultz, J. (2008) Refining the relationship between personality and subjective well-being. *Psychological Bulletin*, **134**, pp. 138-161.

- Strelau, J. (2001) The concept and status of trait in research on temperament. *European Journal of Personality*, **15**, pp. 311-325.
- Terracciano, A., McCrae, R. R., Brant, L. and Costa, P.T. (Jr). (2005) Hierarchical linear modeling analysis of the NEO-PI-R scales in the Baltimore Longitudinal study of aging. *Psychology and aging*, **20**, pp. 493-506.
- Terry, D. J. (1994) Determinants of coping: The role of stable and situational factors. *Journal of Personality and Social Psychology*, **66**, pp. 895-910.
- Tupes, E. C. and Christal, R. C. (1961) Recurrent personality factors based on trait ratings. *Technical Report*, USAF, Lackland Air Force Base, Texas.
- Tytherleigh, M. Y., Webb, C., Cooper, C. L. and Ricketts C. (2005) Occupational stress in UK higher education institutions: a comparative study of all staff categories. *Higher Education Research and Development*, **24**(1), pp. 41-61.
- Van der Linden, D., Schermer, J. A., de Zeeuw, E., Dunkel, C. S., Pekaar, K. A., Bakker, A. B., Vernon, P. A. and Petrides, K. V. (2018) Overlap between the general factor of personality and trait emotional intelligence: a genetic correlation study. *Behaviour Genetics*, **48**(2), pp. 147-154.
- Van der Linden, D., te Nijenhuis, J. and Bakker, A. B. (2010) The general factor of personality: A meta analysis of the big five intercorrelations and a criterion-related validity study. *Journal of Research in Personality*, **44**(3), pp.315-327.
- Vandervoort, D. J. (2006) The importance of emotional intelligence in higher education. *Current Psychology*, **25**(1), pp. 4-7.
- Vollrath, M. (2001) Personality and stress. *Scandinavian Journal of Psychology*, **42**, pp. 335-347.
- Vollrath, M. and Torgersen, S. (2000) Personality types and coping. *Personality and individual differences*, **29**(2), pp. 367-378.

## Chapter 6: Intelligence and Groups

- Bates, T. C. and Gupta, S. (2017) Smart groups of smart people: evidence for IQ as the origin of collective intelligence in the performance of human groups. *Intelligence*, **60**, pp. 45-56.
- Binet, A. (1916) New methods for the diagnosis of the intellectual level of subnormals. In E. S. Kite (Trans.), *The development of intelligence in children*. Vineland, NJ: Publications of the Training School at Vineland. (Originally published 1905 in *L'Année Psychologique*, **12**, pp.191-244. [Online] Available from: <https://bir.brandeis.edu/bitstream/handle/10192/28935/413%20p-5.pdf?sequence=1>).
- Binet, A. and Simon, T. (1911) *La mesure du développement de l'intelligence chez les jeunes enfants*. Paris: A. Coneslant.
- Binet, A. and Simon, T. (1916) *The development of intelligence in children*. Baltimore, Williams and Wilkins. (Reprinted 1973, New York: Arno Press; 1983, Salem, NH: Ayer Company).
- Boyce, W. T. (2019) *The orchid and the dandelion: why some children struggle and how all can thrive*. Knopf.

- (The) Campaign to end loneliness. *Loneliness and physical health. Loneliness and mental health*. [Online] Available from: <https://www.campaigntoendloneliness.org/threat-to-health/>
- Carroll, J. B. (1982) The measurement of intelligence. In R. J. Sternberg (ed) *Handbook of human intelligence*. Cambridge: Cambridge University Press, pp. 29-120.
- Carroll, J. B. (1993) Human cognitive abilities: The state of the art. *Psychological Science*, **3**, pp. 266-270.
- Carver, C. S. Scheier, M. F. Weintraub, J. K. (1989) Assessing coping strategies: A theoretical based approach. *Journal of Personality and Social Psychology*, **56**(2), pp. 267-283.
- Cattell, R. B. (1963). Theory of fluid and crystallized intelligence: A critical experiment. *Journal of Educational Psychology*, **54**(1), pp. 1-22.
- Davidson, R., Gardner, H., Goleman, D., Siegel, D., Lucas, G., Shirky, C. and Wolfe, N. (2012) *Wired to connect: Dialogues on social intelligence*. More than Sound.
- Dawkins, R. (1976) *The selfish gene*. Oxford University Press.
- Druskat, V. U. and Wolff, S. B. (2001) Emotional Intelligence: Building the emotional intelligence of groups, *Harvard Business Review*, (March).
- Gladwell, M. (2001) *The Tipping point: How little things can make a big difference*. Abacus
- Goleman, D. (1995) *Emotional intelligence: why it can matter more than IQ*. Bloomsbury Publishing Plc.
- Goleman, D. (2006) *Social Intelligence: The new science of human relations*. Random House Publishing Group.
- Guilford, J. P. (1977) *Way beyond the IQ: Guide to improving intelligence and creativity*. Buffalo, NY: Creative Education Foundation.
- Hamme, C. (2003) *Group Emotional Intelligence, The Research and Development of an Assessment Instrument*. (PhD Dissertation) Rutgers, New Brunswick.
- Harris Interactive (2011) Seventy-one percent of employers say they value emotional intelligence over IQ, according to Careerbuilder survey. [Online] Available from: <http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?id=pr652&sd=8/18/2011&ed=08/18/2011>.
- Horn, J. L. and Cattell, R. B. (1967) Age difference in fluid and crystalised intelligence. *Acta Psychologica*, **26**, pp. 107-129.
- Irving, J. (1973) *Victims of group think* (2<sup>nd</sup> ed). Houghton Mifflin.
- Johnson, C. Y. (2010) *Group IQ: What makes one team smarter than another? A new field of research finds surprising answers*. Boston.com. [Online] Available from: [http://archive.boston.com/bostonglobe/ideas/articles/2010/12/19/group\\_iq/](http://archive.boston.com/bostonglobe/ideas/articles/2010/12/19/group_iq/)
- Lazarus, R. S. (1966). *Psychological stress and the coping process*. New York: McGraw-Hill.
- Popper, K. (1962) *Open Society and its enemies* (4<sup>th</sup> ed). Routledge.

- Rapisarda, B. A. (2002) The impact of emotional intelligence on work team cohesiveness and performance. *The International Journal of Organisational Analysis*, **10**(4), pp. 363-379.
- Raven, J. S. (1938) *Progressive matrices*. London: Lewis.
- Raven, R. C. (1962) *Standard progressive matrices*. London: Lewis.
- Rozenblit, L. and Keil, F. (2002) The misunderstood limits of folk science: an illusion of explanatory depth. *Cognitive Science*, **26**, pp. 521-562.
- Selimi, T. J. (2016) *Loneliness: The virus of the modern age*. Balboa Press.
- Slovan, S. and Fernbach, P. (2017) *The knowledge illusion: The myth of individual thought and the power of collective wisdom*. Pan.
- Spearman, C. (1904) General Intelligence, objectively determined and measured. *American Journal of Psychology*, **15**, pp. 201-293.
- Spearman, C. (1927) *The abilities of man: Their nature and measurement*. New York: Macmillan.
- Statista (2018) *Number of social network users worldwide from 2010 to 2021 (in billions)*. [Online] Available from: <https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/>.
- Suifan, T. Abdallah, A. and Sweis, R. (2015) The Effect of a Manager's Emotional Intelligence on Employees' Work Outcomes in the Insurance Industry in Jordan. *International Business Research*, **8**, pp. 67-82.
- Sunstein, C. (2019) *How change happens*. MIT Press.
- Sternberg, R. J. (1996) *Successful intelligence: How practical and creative intelligence determine success in life*. New York, NY: Simon and Schuster.
- Sternberg, R. J. (2012) The triarchic theory of successful intelligence. In D. P. Flanagan and P. L. Harrison (Eds). *Contemporary intellectual assessment: Theories, tests and issues (3rd ed)*. New York, NY: Guilford Press, pp. 156-177.
- Stern, W. (1914) Die psychologischen Methoden der Intelligenzprüfung: und deren Anwendung an Schulkindern (The Psychological Methods of Testing Intelligence). *Educational psychology monographs*, no. 13. Guy Montrose Whipple (English translation). Baltimore: Warwick & York.
- Terman, L. M. (1916) *The measurement of intelligence*. Boston: Houghton Mifflin.
- Thaler, R. H. and Sunstein, C. R. (2009) *Nudge: improving decisions about health, wealth and happiness*. Penguin.
- Thurstone, L. L. (1927). A law of comparative judgement. *Psychological Review*, **34**(4), pp. 278-286.
- Thurstone, L. L. (1938). *Primary mental abilities*. Chicago: University of Chicago Press.
- Thurstone, L. L. (1953) *Examiner manual for Thurstone's Temperament schedule*. Chicago: Science Research Associates.
- Vernon, P. E. (1950) *The structure of human abilities*. London: Methuen.
- Wechsler, D. (1939) *The measurement of adult intelligence*. Baltimore: Williams and Wilkins.
- Williams, W. M. and Sternberg, R. J. (1988) Group intelligence: why some groups are better than others. *Intelligence*, **12**(4), pp. 351-377.

- Wolff, S. B. (2006) Group emotional intelligence (GEI) survey: Technical Manual. [Online]. Available from: [http://www.eiconsortium.org/pdf/GEI\\_Technical\\_Manual.pdf](http://www.eiconsortium.org/pdf/GEI_Technical_Manual.pdf).
- Woolley, A. W., Chabris, C. F., Pentland, A., Hashmi, N. and Malone, T. W. (2010) Evidence for a collective intelligence factor in the performance of human groups. *Science*, **330**(6004), pp. 686-688.
- Yerkes, R. M. (1921) *Psychological examining in the United States army: memoirs of the National Academy of Sciences*, XV. Washington, DC: US Government Printing Office.

## Chapter 7: Emotional intelligence and well-being

- Abraham, R. (1998) Emotional dissonance in organisations: conceptualising the roles of self-esteem and job-induced tension. *Leadership and Organisation Development Journal*, **20**(1), pp. 18-25.
- Adler, N. E., Boyce, T., Chesney, M. A., Cohen, S., Folkman, S., Kahn, R. L. and Syme, S. L. (1994) Socioeconomic status and health: The challenge of the gradient. *The American Psychologist*, **49**(1), pp.15-24.
- (The) Anxiety and Depression Association of America (2018) *Physical activity reduces stress*. [Online] Available from: <https://adaa.org/understanding-anxiety/related-illnesses/other-related-conditions/stress/physical-activity-reduces-st>.
- Arthritis Research UK (2017) *Too many Brits are putting off exercise*. [Online] Available from: <https://www.arthritisresearchuk.org/news/press-releases/2017/march/too-many-brits-are-putting-off-exercise.aspx>.
- Austin, E. J., Farrelly, D., Black, C. and Moore, H. (2007) Emotional intelligence, Machiavellianism and emotional manipulation: Does EI have a dark side? *Personality and Individual Differences*, **43**, pp.179-189.
- Babiak, P. and Hare, D. (2006) *Snakes in Suits: When Psychopaths go to work*. Harper Collins.
- Babiak, P. and Hare, D. (2016) *Business scan (B-Scan)* [Online] Available from: <http://www.b-scan.com/>.
- Barrett, L. F. (2017) *How emotions are made: The secret life of the brain*. McMillan, UK.
- Basu, N., Skinner, H. G., Litzelman, K., Vanderboom, R. Baichoo, E. and Boardman, L. A. (2014) Telomeres and telomere dynamics: relevance to cancers of the GI tract. *Expert Review of Gastroenterology and Hepatology*, **7**(8), pp. 733-748.
- BBC (2018), *Who feels lonely? The result of the world's largest loneliness study* [Online] Available from: <http://www.bbc.co.uk/programmes/articles/2yzhfv4DvqVp5nZyxBD8G23/who-feels-lonely-the-results-of-the-world-s-largest-loneliness-study>
- Beaty, R. E., Benedek, M., Kaufman, S. C and Silvia, P. J. (2015) Default and executive network coupling supports creative idea production. *Scientific Reports*, **5**(10964).
- Birkas, B and Csatho, A. (2015) Size the day: the time perspectives of the dark triad. *Personality and Individual Differences*, **86**, pp. 318-320.

- Blackburn, E. and Epel, E. (2017) *The telomere effect*, Orion Spring.
- Brown, R. and Kulik, J. (1977) Flashbulb memories. *Cognition*, **5**(1), pp. 73-99.
- Cacioppo, J. T. and Cacioppo, S. (2014). Social relationships and health: The toxic effects of perceived social isolation. *Social and Personality Compass*, **8**, pp. 58-72.
- Cacioppo, J. T., Hughes, M. E., Waite, L. J., Hawkley, L. C. and Thisted, R. A. (2006) Loneliness as a specific risk factor for depressive symptoms: cross-sectional and longitudinal analyses. *Psychology and Aging*, **21**, pp. 140-151.
- Cacioppo, J. T and Patrick, W. (2009) *Loneliness: human nature and the need for social connection*. W. W. Norton and Company
- Carver, C. S. Scheier, M. F. Weintraub, J. K. (1989) Assessing coping strategies: A theoretical based approach. *Journal of Personality and Social Psychology*, **56**(2), pp. 267-283.
- Ceci, M. W. and Kumar, V. K. (2015) A correlational study of creativity, happiness, motivation and stress from creative pursuits. *Journal of Happiness*, **17**(2), pp. 609-626.
- (The) Chartered Institute of Personnel and Development (CIPD) (2007) *What's happening with well-being at work?* Change agenda. London. CIPD, pp. 4.
- Cherkas, L. F., Valdes, A. A., Hunkin, J. L., Gardner, J. P., Surdulescu, G. L. Kimura, M. and Spector, T.D. (2006) The effects of social status on biological aging as measured by white blood cells telomere length. *Ageing Cell*, **5**(5), pp. 361-365.
- Christie, R. and Geis, F. L. (1970) *Studies in Machiavellianism*. New York: Academic Press.
- Cohen, S., Doyle, W. J., Turner, R. Alper, C. M. and Skoner, D. P. (2003) Sociability and susceptibility to the common cold. *Psychological Science*, **14**(5), pp. 389-295.
- Cohen, S., Janicki-Deverts, D., Turner, R. B., Casselbrant, M. L., Li-Korotky, H. S., Epel, E. S. and Doyle, W. J. (2013) Association between telomere length and experimentally induced upper respiratory viral infection in healthy adults. *The Journal of the American Medical Association*, **309**(7), pp. 699-705.
- Cohen, S. and Williamson, G. M. (1991) Stress and infectious disease in humans. *Psychological Bulletin*, **109**(1), pp. 5-24.
- Copeland, W. E., Wolfe, D., Angold, A. and Costello, J. (2013) Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry*, **70**(4), pp. 419-426.
- Copeland, W.E., Wolfe, D., Lereya, S. T., Shanahan, L., Worthman, C. and Costello, E. J. (2014) Childhood bullying involvement predicts low-grade systematic inflammation into adulthood. *Proceedings of the National Academy of Science*, **111**(21), pp. 7570-7575.
- Credit Suisse Research Institute (2018) *Global Wealth Databook 2018*. [Online] Available at: <https://www.credit-suisse.com/corporate/en/research/research-institute/global-wealth-report.html>
- Cribbet, M. R., Carlisle, M., Cawthon, R. M., Uchino, B. N., Williams, P. G., Smith, T. W., Gunn, H. E. and Light, K. C. (2014) Cellular aging and restorative processes: subjective sleep quality and duration moderate the associa-

- tion between age and telomere length in a sample of middle-aged and older adults. *Sleep*, **37**(1), pp. 65-70.
- Crum, A. J., Salovey, P. and Anchor, S. (2013) Rethinking Stress: The role of mindsets in determining the stress response. *Journal of Personality and Social Psychology*, **104**(4), pp. 716-733.
- Damasio, A. (1994) *Descartes' error*. Picador Vintage.
- Denavas-Walt, C. and Proctor, B. D. (2015) *Income and poverty in the United States: current population reports*. [Online] Available from: <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p60-252.pdf>
- (The) Department of Health (2011) *Start active, stay active: A report on physical activity for health from the four home countries'* Chief Medical Officers. [Online] Available from: <http://www.ssehsactive.org.uk/userfiles/Documents/startactivesstayactive.pdf>
- Dutton, K. (2012) *The wisdom and psychopaths: Lessons in life from saints, spies and serial killers*. Arrow Books.
- Epel, E. E., Puterman, J., Lin, E., Blackburn, A., Lazaro, A. and Mendes, W. (2013) Wandering minds and aging cells, *Clinical Psychological Science*, **XX**(X), PP. 1-9.
- The Equality Act (2010)* [Online] Available from: <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- (The) Equality Trust (2019) *The scale of economic inequality in the UK*. [Online] Available from: <https://www.equalitytrust.org.uk/scale-economic-inequality-uk>
- Folkman, S. and Lazarus, R. S. (1980) An analysis of coping in a middle age community sample. *Journal of health and Social behaviour*, Vol. **21**, pp. 219-239.
- Franzini, L., Elliott, M. N., Cuccaro, P., Schuster, M., Gilliland, J., Grunbaum, J. A. and Tortolero, S. R. (2009) Influences of physical and social neighbourhood environments on children's physical activity and obesity. *American Journal of Public Health*, **99**(2), pp.271- 278.
- Fredrickson, B. L. (2001) The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*, **56**(3), pp. 218-226.
- Goldberger, L. and Breznitz, S. (1993) *Handbook of stress: Theoretical and clinical aspects*. The Free Press.
- Gunnar, M. R. (2016) How secure attachment relationships reduce the effect of stress in children. College of Education and Human Development. University of Minnesota. *Improving lives*, Friday 19<sup>th</sup> August. [Online] Available from: <https://cehdvision2020.umn.edu/blog/secure-attachment-relationships/>
- Hare, R. D. (1985) Comparison of procedures for the assessment of psychopathy. *Journal of Consulting and Clinical Psychology*, **53**, pp. 7-16.
- Hart, H. and Rubia, K. (2012) Neuroimaging of child abuse: a critical review. *Frontiers in Human Neuroscience*, **6**(52).

- Hawkey, L. C., Thisted, R. A., Masi, C. M. and Cacioppo, J. T. (2010) Loneliness predicts increased blood pressure: 5-year cross-lagged analyses in middle-aged and older adults. *Psychology and Aging*, **25**(1), pp.132-41
- Hemingway, H. and Marmot, M. (1999) Evidence-based cardiology: psychosocial factors in the aetiology and prognosis of coronary heart disease. Systematic review of prospective cohort studies. *The British Medical Journal*, **318**(7196), pp. 1460-1467.
- Herrera, B. M. and Lindgren, C. M. (2010) The genetics of obesity. *Current Diabetes Report*, **10**(6), pp. 498-505.
- Holt-Lunstad, J., Smith, T. B., Baker, M., Harris, T. and Stephenson, D. (2015) Loneliness and social isolation as risk factors for mortality: a meta-analytic review. *Perspectives on Psychological Science*, **10**(2), pp. 227-237.
- Holt-Lunstad, J., Smith, T. B. and Layton, J. B. (2010) Social relationships and mortality risk: a meta-analytic review. *PLoS medicine*, **7**(7), e1000316.
- House of Commons Health Committee (2004) *Obesity: Third report of session 2003-04*, volume 1. [Online] Available from: <https://publications.parliament.uk/pa/cm200304/cmselect/cmhealth/23/23.pdf>
- Indregard, A-M. R., Knardahl, S. and Nielson, M. B. (2018) Emotional dissonance, mental health complaints, and sickness absence among health- and social workers. The moderating role of self-efficacy. *Frontiers in Psychology*, **9**(592).
- Jackowska, M., Hammer, M., Carvalho, L. A., Erusalimsky, J. D., Butcher, L. and Steptoe, A. (2012) Short sleep duration is associated with shorter telomere length in healthy men: Findings from the Whitehall II cohort study. *PLOS ONE* [Online] Available from: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0047292>.
- Jonason, P. K., Li, N. P., Webster, G. D. and Schmitt, D.P. (2009) The dark triad: facilitating a short-term mating strategy in men. *European Journal of Personality*, **23**(1), pp.5-18.
- Jonason, P. K. and O'Conner, P. J. (2017) Cutting corners at work: an individual difference perspective. *Personality and Individual Differences*, **107**, pp. 146-153).
- Kane, M. J. and Engle, R. W. (2003) Working memory capacity and the control of attention: The contributions of goal neglect, response competition, and task set to Stroop interference. *Journal of Experimental Psychology: General*, **132**(1), pp. 47-70.
- Kaufman, S. B. (2015) The emotions that make us creative. *Creativity*. [Online] Available from: <https://hbr.org/2015/08/the-emotions-that-make-us-more-creative>.
- Krohne, H.W. (2002) *Stress and Coping Theories*. Johannes Gutenberg-Universität Mainz Germany.
- Levenson, M., Kiehl, K. A. and Cory, M. F. (1995) Assessing psychopathic attributes in non-institutionalised population. *Journal of Personality and Social Psychology*, **68**(1), pp. 151-158.

- Levy, B. R., Slade, M. D., Kunkel, S. R. and Kasl, S. V. (2002) Longevity increased by positive self-perceptions of aging. *Journal of Personality and Social Psychology*, **83**(2): pp. 261-270.
- Levy, B. R., Slade, M. D., Murphy, T. E. and Gill, T. M. (2012) Association between Positive age stereotypes and recovery from disability in older persons. *The Journal of the American Medical Association*, 308(19), pp.1972-1973.
- Liao, Y., Shonkoff, E. T. and Dunton, G. F. (2015) The acute relationship between affect, physical feeling states, and physical activity in daily life: A review of current evidence. *Frontiers in Psychology*, 23<sup>rd</sup> December. [Online] Available from: <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.01975/full>
- Lindstrom, B. R. and Bohlin, G. (2011) Emotion processing facilitates working memory performance. *Cognition and Emotion*, **25**(7), pp. 1196-1204.
- Maes, H. H., Neale, M. C. and Eaves, L. J. (1997) Genetic and environmental factors in relative body weight and human adiposity. *Behaviour Genetics*, **27**(4), pp. 325-351.
- Mackay, D. G. and Ahmetzanov, M. V. (2005) Emotion, memory and attention in the taboo Stroop paradigm. *Psychological Science*, **16**(1), pp. 25-32.
- Marmot, M. (2015) *The health gap*. Bloomsbury.
- Marcus Aurelius (2006). *Meditations*. Translated by M. Hammond. Penguin Classics.
- Marcus, D. K., Zeigler-Hill, V., Mercer, S. H. and Norris, A. L. (2014) The psychology of spite and the measurement of spitefulness. *Psychological Assessment*, **26**(2), pp. 563-574.
- Markus, H. R. and Kitayama, S. (1998) The culture of Psychology of personality. *Journal of Cross-Cultural Psychology*, **29**(1), pp 63-87.
- Mayer, B. and Sullivan, J. (2018) Consumption and income inequality in the US since the 1960s. *VOX: CEPR Policy portal*. [Online] Available from: <https://voxeu.org/article/consumption-and-income-inequality-us-1960s>
- (The) Mental Health Foundation (2013) *Let's get physical: The impact of physical activity on well-being*. [Online] Available from: <https://www.mentalhealth.org.uk/sites/default/files/lets-get-physical-report.pdf>
- (The) Mental Health Foundation (2016) *Relationships in the 21<sup>st</sup> century: The forgotten foundation of mental health and well-being*. [Online] Available from: <https://www.mentalhealth.org.uk/sites/default/files/Relationships-in-21st-century-forgotten-foundation-mental-health-well-being-full-may-2016.pdf>
- Malkin, C. (2015) *The Narcissist Test: How to spot outsized egos...and the surprising things we can learn from them*. Thorsons/ Element-GB.
- Miller, G. E. and Chen, E. (2010) Harsh family climate in early life presages the emergence of a proinflammatory phenotype in adolescence. *Psychological Science*, **21**(6), pp. 848-856.
- (The) National Health Service (UK) (2019) *Overview: Obesity*. [Online] Available from: <https://www.nhs.uk/conditions/obesity/>

- Nolen-Hoeksema, S. (2000) The role of rumination in depressive disorders and mixed anxiety/ depressive symptoms. *The Journal of Abnormal Psychology*, **109**(3), pp. 504-511.
- Novakova, S., Blahutkova, M., Muchova, M. and Lepkova, H. (2016) Influence of Physical Activities on Stress Reduction among Third Age University Students. dLibra Digital Library, *Wydawnictwo im. Stanisława Podobińskiego Akademii im.* [Online] Available from: <http://dlibra.bg.ajd.czest.pl:8080/dlibra/docmetadata?id=4061&from=publication>.
- O'Boyle, E., Forsyth, D. R., Banks, G. and McDaniel, M. A. (2011) A meta-analysis of the dark triad and work behaviour: A social exchange perspective. *Journal of Applied Psychology*, **97**(3), pp. 557-579.
- O'Donovan, A., Tillie, J., Dhabhar, F. S., Wolkowitz, O. M., Blackburn, E. H. and Epel, E. S. (2009) Pessimism correlates with leukocyte telomere shortness and elevated interleukin-6 in post-menopausal women. *Brain, Behaviour and Immunity*, **23**(4), pp. 446-449.
- (The) Office for National Statistics (ONS) (2018) *Overview of the UK population: November 2018*. [Online] Available from: <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/overviewoftheukpopulation/november2018>.
- Oomen, C. A., Soeters, H., Audureau, N., Vermunt, L., van Hasselt, F. N., Manders, E. M., Joels, M., Lucassen, P. J. and Krugers, H. (2010) Severe early life stress hampers spatial learning and neurogenesis but improves hippocampal synaptic plasticity and emotional learning under high stress conditions in adulthood. *Journal of Neuroscience*, **30**(19), pp. 6635-6645.
- The Organisation for Economic Cooperation and Development (OECD, 2015) *In it together: why less inequality benefits all*. [Online] Available from: <https://www.oecd.org/social/in-it-together-why-less-inequality-benefits-all-9789264235120-en.htm>
- The Organisation for Economic Cooperation and Development (OECD, 2018) *Inequalities in household wealth across OECD countries: evidence from the OECD wealth distribution database*. [Online] Available from: [https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=SDD/DOC\(2018\)1&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=SDD/DOC(2018)1&docLanguage=En)
- (The) Organisation for Economic Development (OECD) (2019a) *Inequality: Inequality and income*. [Online] Available from: <http://www.oecd.org/social/inequality.htm>
- (The) Organisation for Economic Development (OECD) (2019b) *Income inequality*. [Online] Available from: <https://data.oecd.org/inequality/income-inequality.htm>
- Paskov, M. and Dewilde, C. (2012) Income inequality and solidarity in Europe. *Research in Social Stratification and Mobility*, **20**(4), pp. 415-432.
- Paulhus, D. L. and Williams, K. M. (2002) The dark triad of personality: narcissism, Machiavellianism and psychopathy. *Journal of Research in Personality*, **36**(6), pp. 556-563.

- Pearlin, L. I. and Schooler, C. (1978) The structure of coping. *Journal of Health and Social Behaviour*, **19**(1), pp. 2-21.
- Pickett, K. E. and Wilkinson, R. G. (2010) Inequality: an underacknowledged source of mental illness and distress. *British Journal of Psychiatry*, **197**(6), pp. 426-428.
- Pickett, K. E. and Wilkinson, R. G. (2015) Income, inequality and health: a causal review. *Social Science and Medicine*, **128**, pp. 316-326.
- Raskin, R. and Hall, C. S. (1979) A narcissistic personality inventory. Psychological Reports, inventory. *Psychological Reports*, **45**, pp.590.
- Repetti, R. L., Taylor, S. E. and Seeman, T. E. (2002) Risky families: family social environments and the mental health and physical health of offspring. *Psychological Bulletin*, **128**(2), pp. 330-366.
- Ribeiro, S., Bauer, W., Andrade, A., York-Smith, M., Pan, P. M., Pingani, L., Knapp, M., Coutinho, E. S. F. and Evans-Lacko, S. (2017) Income inequality and mental illness related morbidity and resilience: a systematic review and meta-analysis. *The Lancet Psychiatry*, **4**(7), pp. 554-562.
- Robertson, T., Batty, G. D., Der, G., Fenton, C., Shiels, P. G. and Benzeval, M. (2013) Is socioeconomic status associated with biological aging as measured by telomere length? *Epidemiologic Reviews*, **35**(1), pp. 98-111.
- Semenyna, S. W. and Honey, P. L. (2015) Dominance styles mediate sex differences in dark triad traits. *Personality and Individual Differences*, **83**, pp.37-43.
- Seneca (2004) Penguin great ideas: on the shortness of life. (UK ed) Translated by C. D. N. Costa. Penguin.
- Sigman, M. (2018) *The secret life of the mind*. Williams Collins.
- (The) Social Metrics Commission (2018) A new measure of poverty for the UK. [Online] Available from: <https://socialmetricscommission.org.uk/>
- Smith, J. C. (2002) *Stress Management: A comprehensive handbook of techniques and strategies*. Springer Publishing Company.
- (The) *state of obesity: better policies for a healthier America. Adult obesity in the United States* (2018). Available from: <https://www.stateofobesity.org/adult-obesity/>
- Stults-Kolehmainen, M. A. and Sinha, R. (2015) The effects of stress on physical activity and exercise. *Sports Medicine*, **44**(1), pp. 81-121.
- Sue, D. W. and Sue, D. (1990) *Counselling the culturally different: Theory and practice (2<sup>nd</sup> Ed)*. New York: Wiley.
- Surtees, P. G., Wainwright, N. W., Luben, R. N., Wareham, N. J., Bingham, S. A. and Khaw, K. T. (2008) Psychological distress, major depressive disorder, and risk of stroke. *Neurology*, **70**(10), pp.788-794.
- Taleb, N. N. (2007) *The Black Swan: The impact of the highly improbable*. New York: Random House.
- Teicher, M. H. and Samsung, J. A. (2016) Annual research review: Enduring neurobiological effects of childhood abuse and neglect. *Journal of Child Psychology and Psychiatry*, **57**(3), pp. 241-266.

- Teicher, M. H., Samsung, J. A., Polcari, A. and Mcgreenery, C. E. (2006) Sticks and stones and hurtful words: relative effects of various forms of childhood maltreatment. *American Journal of Psychiatry*, **163**, pp. 993-1000.
- Theal, K. P., Brett, Z. H., Shirtcliff, E. A., Dunn, E. C. and Drury, S. S. (2013) Neighborhood disorder and telomeres: Connecting children's exposure to community level stress and cellular response. *Social Science and Medicine*, **85**, pp. 50-58.
- Travis, J. W. and Ryan, R. S. (2004) *Wellness workbook: How to achieve enduring health and vitality (1943)* (3<sup>rd</sup> ed). Celestial Arts, Berkeley.
- Triandis, H.C. (1996) The psychological measurement of cultural syndromes. *American Psychologist*, **51**(4), pp. 407-415.
- Uslaner, E. M. (2012) *Segregation and mistrust: diversity, isolation and social cohesion*. Cambridge University Press.
- Vernon, P. A., Villani, V. C., Schermer, J. A. and Petrides, K. V. (2008) Phenotypic and genetic associations between the big five and trait emotional intelligence. *Twin Research and Human Genetics*, **11**, pp. 524-530.
- Vernon, P. A., Villani, V. C., Vickers, L. C. and Harris, J. A. (2008) A behavioural genetic investigation of the dark triad and the big 5. *Personality and Individual Differences*, **44**, pp. 445-452.
- Wassertheil-Smoller, S., Shumaker, S., Ockene, J., Talavera, G. A., Greenland, P., Cochrane, B., Robbins, J., Aragaki, A. and Dunbar-Jacob, J. (2004) Depression and cardiovascular sequelae in post-menopausal women. The Women's Health Initiative (WHI) *Archives of Internal Medicine*, **164**(3), pp. 289-298.
- Wilkinson, R. G. and Pickett, K. E. (2006) Income inequality and population health: a review and explanation of the evidence. *Social Science and Medicine*, **62**(7), pp. 1768-1784.
- Wilkinson, R. G. and Pickett, K. (2010) *The spirit level: why equality is better for everyone*. London: Penguin.
- Wilkinson, R. and Pickett, K. (2019) *The inner level: how more equal societies reduce stress, restore sanity and improve everyone's well-being*. Penguin.
- Wilson, T. D. and Schooler, J. W. (1991) Thinking too much: introspection can reduce the quality of preferences and decisions. *Journal of Personality and Social Psychology*, **60**, pp.181-192.
- Wilton, N. (2013) *Human Resource Management: An introduction*. London. Sage Publications Limited.
- Winston, R. and Chicot, R. (2016) The importance of early bonding on the long-term mental health and resilience of children. *London Journal of Primary Care*, **8**(1), pp. 12-14.
- (The) World Health Organisation (WHO) (2017) *Mental Health. Depression: Let's talk*. Online. Available at: [http://www.who.int/mental\\_health/management/depression/en/](http://www.who.int/mental_health/management/depression/en/).
- (The) World Health Organisation (2018a) *Prevalence of insufficient physical activity among adults*. [Online] Available from: [https://www.who.int/gho/ncd/risk\\_factors/physical\\_activity/en/](https://www.who.int/gho/ncd/risk_factors/physical_activity/en/).

- (The) World Health Organisation (2018b) *Obesity and overweight*. [Online] Available from: <https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>.
- Zeidner, M. and Endler, N. S. (1996) *Handbook of Coping: Theory, research applications*. New York: Wiley.
- Zucman, G. (2019) Global wealth inequality. *The National Bureau of Economic Research*. (Working paper: 25462) [Online] Available from: <https://www.nber.org/papers/w25462>.

## Chapter 8: Training and development

- Allstate (2011) New Allstate survey shows Americans think they are great drivers- habits tell a different story. [Online] Available from: <https://www.prnewswire.com/news-releases/new-allstate-survey-shows-americans-think-they-are-great-drivers---habits-tell-a-different-story-126563103.html>.
- Brinol, P., Gasco, M., Petty, R. E. and Horcajo, R. E. (2013) Treating thoughts as material objects can increase or decrease their impact on evaluation. *Psychological Science*, 24(1), pp. 41-47.
- Cherniss, C. (2000) Social and emotional competence in the workplace. In R. Bar-On and J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*, pp. 433-458.
- Clarke, N. (2006) Developing emotional intelligence through workplace learning: Findings from a case study in healthcare. *Human Resource Development International*, 9(4), pp. 447-465.
- Cohen, J. (2006) Social, emotional, ethical, and academic education: creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, 76(2), pp. 201-237.
- Cooper, R. K. (1997) Applying emotional intelligence in the workplace. *Training and Development*, 51(12).
- Creswell, J. D. (2017) Mindfulness interventions. *Annual Review of Psychology*, 68, pp. 491-516).
- Davidson, R. J., Kabat Zinn, J., Schumacher, J., Rosenkranz, M. A., Muller, D., Santorelli, S. F., Urbanowski, F., Harrington, A., Bonus, K. and Sheridan, J. F. (2003) Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65(4), pp. 564-570.
- Davis, D. M. and Hayes, J. A. (2011) What are the benefits of mindfulness? A practice review of psychotherapy related research. *Psychotherapy*, 48(2), pp. 198-208.
- Dierdorff, E. C. and Rubin, R. S. (2015) Research: we're not very self-aware, especially at work. *Harvard Business Review*. [Online] Available from <https://hbr.org/2015/03/research-were-not-very-self-aware-especially-at-work>.
- Doidge, N. (2007) *The brain that changes itself: stories of personal triumph from the frontiers of brain science*. Penguin Books.

- Duranso, C. (2018) Walk for well-being: The main effects of walking on approach motivation. *Motivation and Emotion*, pp. 1-10.
- Duval, S. and Wicklund, R. A. (1973) Effects of objective self-awareness on attribution of causality. *Journal of Experimental Psychology*, **9**(1), pp. 17-31.
- Fulton, P. R. (2005) Mindfulness as clinical training. In C. K. Germer, R. D. Siegel and P. R. Fulton (Eds.), *Mindfulness and psychotherapy*. New York: Guilford Press, pp. 55-72
- Germer, C. K., Siegel, R. D. and Fulton, P. R. (2005) *Mindfulness and psychotherapy*. New York: Guilford Press
- Goleman, D. (1998) *Working with emotional intelligence*. Bantam Books: New York.
- Goleman, D. (2012) Self-awareness (question and answer). [Online] Available from: <http://www.danielgoleman.info/on-self-awareness>.
- Grant, A. M. (2007) Enhancing coaching skills and emotional intelligence through training. *Industrial & Commercial Training*, **39**(5), pp. 257-266.
- Haley, B., Heo, S., Wright, P., Barone, C., Rettiganti, M.R. and Anders, M. (2017) Relationships among active listening, self-awareness, empathy, and patient-centred care in associate and baccalaureate degree nursing students. *NursingPlus Open*, **3**, pp. 11-16.
- Hebb, D. (1949) *The Organisation of Behaviour. A Neuropsychological Theory*. Wiley, New York, NY.
- Hicks, A. L., Adams, M. M., Martin Ginis, K., Giangregorio, L., Latimer, A., Phillips, S. M. and McCartney, N. (2005) Long term body weight supported treadmill training and subsequent follow up in persons with chronic SCI: effects on functional walking ability and measures of subjective well-being. *Spinal Cord*, **43**, pp. 291-298.
- Holiday, R. (nd) Daily stoic: what is stoicism? A definition and 9 stoic exercises to get you started. [Online] Available from: <https://dailystoic.com/what-is-stoicism-a-definition-3-stoic-exercises-to-get-you-started/>
- Kabat-Zinn, J. (1990) *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Piatkus.
- Kabat-Zin, J., Massion, A. O., Kristeller, J., Peterson, L. G., Fletcher, K. E., Pbert, L., Lenderking, W. R. and Santorelli, S. F. (1992) Effectiveness of a meditation-based stress reduction program in the treatment of anxiety disorders. *The American Journal of Psychiatry*, **149**(7), pp. 936-943.
- Kahneman, D. and Krueger, A. B. (2006) Developments in the measurement of subjective well-being. *Journal of Economic Perspectives*, **20**(1), pp. 3-24.
- Kerrigan, D., Chau, V., King, M., Holman, E., Joffe, A. and Sibinga (2017) There is no performance, there is just this moment: The role of mindfulness instruction in promoting health and well-being among students at a highly ranked university in the United States. *Journal of Evidence-Based Integrative Medicine*. [Online] Available from: <https://journals.sagepub.com/doi/abs/10.1177/2156587217719787>
- Killingsworth, M. A. and Gilbert, D. T. (2010) A wandering mind is an unhappy mind. *Science*, **330**(6006), pp. 932

- Kruger, J. and Dunning, D. (1999). Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, **77** (6), pp. 1121–34
- Luttrell, A., Brinol, P. and Petty, R. E. (2014) Mindful verses mindless thinking and persuasion. In: A. Ie, C.T. Ngnoumen, and E. J. Langer. *The Wiley Blackwell Handbook of Mindfulness (Volume 1)*. Wiley Blackwell. pp. 258-278.
- McConville, J., McAleer, R. and Hahne, A. (2016) Mindfulness training for health profession students- The effect of mindfulness training on psychological well-being, learning and clinical performance of health professional students: A systematic review of randomised and non-randomised controlled trials. *Explore*, **13**(1), pp. 26-45.
- Nader, K. and Einarsson, E. O. (2010) Memory reconsolidation: an update. *Annals of the New York Academy of Sciences*, **1191**, pp. 27-41.
- Nelis, D., Kotsou, I., Quoidbach, J., Hansenne, M., Weytens, F., Dupuis, P. and Mikolajczak, M. (2011) Increasing emotional competence improves psychological and physical well-being, social relationships, and employability. *Emotion*, **11**(2), pp. 354-366.
- Palmer, B., Walls, M., Burgess, Z. and Stough, C. (2001) Emotional intelligence and effective leadership. *Leadership and Organisational Development Journal*, **22**(1), pp. 5-10.
- Penedo, F. J. and Dahn, R. J. (2005) Exercise and well-being: a review of mental and physical health benefits associated with physical activity. *Current Opinion in Psychiatry*, **18**(2), pp. 189-193.
- Sapolsky, R. (1996) Why stress is bad for your brain. *Science*, **9**(273), pp. 749-750.
- Sapolsky, R. (2018) *Behave: The biology of humans at our best and worst*. Vintage.
- Segal, Z. V., Williams, J. M. G. and Kabat-Zinn, J. D. (2012) *Mindfulness-based cognitive therapy for depression (2<sup>nd</sup>)*. Guilford Press.
- Simmons, E. (2018) The dark side of mindfulness: It's supposed to be calming. But there's growing evidence the fashionable therapy can be harmful. The Daily Mail 1<sup>st</sup> December 2018, [Online] Available from: <https://www.dailymail.co.uk/home/you/article-5661321/Can-mindfulness-bad-you.html>.
- Slaski, M. and Cartwright, S. (2003) Emotional intelligence training and its implications for stress, health and performance. *Stress and Health: Journal of the International Society for the Investigation of Stress*, **19**(4), pp.233-239.
- Stanford-News Service (1996) *New studies of human brains show stress may shrink neurons*. [Online] Available from: <https://news.stanford.edu/pr/96/960814shrnkngbrain.html>.
- Stevenson, B. and Wolfers, J. (2008) Economic growth and subjective well-being: reassessing the Easterlin paradox. *Brookings Papers on Economic Activity*. *The Brookings Institution*, **39**(1), pp. 1-102. [Online] Available from: <https://www.nber.org/papers/w14282>.
- Williams, J. M. G., Teasdale, J. D., Segal, Z. V. and Kabat-Zinn, J. (2007) *The mindful way through depression: freeing yourself from chronic unhappiness*. Guilford Press.

- Williams, M. and Penman, D. (2013) *Mindfulness: a practical guide to finding peace in a frantic world*. Piatkus.
- Wilson, B. M., Mickes, L., Stolarz-Fantino, S., Evrard, M. and Fantino, E. (2015) Increased false-memory susceptibility after mindfulness meditation. *Psychological Science*, **26**(10) pp. 1567-1573.
- Zell, E. and Krizan, Z. (2014) Do people have insight into their abilities? A metasyntesis. *Perspectives on Psychological Science*, **9**(2), pp. 111-125.
- Zijlmans, L., Embregts, P., Gerits, L., Bosman, A. and Derksen, J. (2014) The effectiveness of staff training focused on increasing emotional intelligence and improving interaction between support staff and clients. *Journal of Intellectual Disability Research*, **59**(7), pp. 599-612.

### **Chapter 9: Emotional intelligence: does it really matter?**

- Bar-On, R. (1997) *The Emotional Inventory (EQ-i): Technical manual*. Toronto: Multi-Health Systems.
- Burnett, D. (2016). *The Idiot Brain*. Guardian Books, London
- Craig, A. D. (2002) How do you feel? Interoception: The sense of the physiological condition of the body. *Nature Reviews Neuroscience*, **3**(8), pp. 655-666.
- Craig, A. D. (2004) Human feelings: why are some more aware than others? *Trends in Cognitive Sciences*, **8**(6), pp. 239-241.
- Davidson, R. J. and Begley, S. (2012) *The emotional life of the brain: How to change the way you think, feel and live*. Hodder and Stoughton.
- Dweck, C. (2017) *Mindset: changing the way you think to fulfil your potential*. Robinson.
- Eysenck, M. W. (2004) *Psychology: an international perspective*. Psychology Press Ltd.
- Foer, J. (2012) *Moonwalking with Einstein: the art and science of remembering everything*. Penguin.
- Gardner, H. (1983) *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1999) *Intelligence reframed. Multiple intelligences for the 21<sup>st</sup> century*. New York. Basic Books.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More than IQ*. Bantam Books, New York. NY.
- Goleman, D. (1998) *Working with emotional intelligence*. Bantam Books: New York.
- Ghosh, S. and Collier, A. (2012) *Churchill's pocketbook of diabetes*. Elsevier Ltd.
- Helm, K. M. (2016) *Hooking up: The psychology of sex and dating*. ABC-CLIO, LLC.
- International Labour Organisation (2011) *A skilled workforce for strong, sustainable and balanced growth: a G20 training strategy*. International Labour Office, Geneva. [Online] Available from: <https://www.oecd.org/g20/summits/toronto/G20-Skills-Strategy.pdf>

- Irvine, W. B. (2015) *Putting the Greek back into stoicism*. BBC News [Online] Available from <https://www.bbc.co.uk/news/magazine-33346743>.
- Kazim, E. (2011) *Scientific commentary of Suratul Faatehah* (3<sup>rd</sup> ed). Nice Printing Press, Delhi.
- Kim, M. J. and Whalen, P. J. (2009) The structural integrity of an amygdala-prefrontal pathway predicts trait anxiety. *Journal of Neuroscience*, **29**(37), pp. 11614-11618.
- Kirsch, P., Esslinger, C., Chen, Q., Mier, D., Lis, S., Siddhanti, S., Gruppe, H., Mattay, V. S., Gallhofer, B. and Meyer-Lindenberg, A. (2005) Oxytocin modulates neural circuitry for social cognition and fear in humans. *The Journal of Neuroscience*, **25**(49), pp. 11489-11493.
- LeDoux, J. (1999) *The emotional brain: The mysterious underpinnings of emotional life*. W. and N.
- LeDoux, J. (2003) *Synaptic self: How our brains become who we are*. Penguin Books.
- LeDoux, J. (2019) *The deep history of ourselves: How ancient microbes became conscious brains*. Viking.
- Lubuschagne, I., Phan, K. L., Wood, A., Angstadt, M., Chua, P., Heinrichs, M., Stout, J. C. and Nathan, P. J. (2010) Oxytocin attenuates amygdala to fear in generalised social anxiety disorder. *Neuropsychopharmacology*, **35**(12): pp. 2403-2413.
- Marcus Aurelius (2006). *Meditations*. Translated by M. Hammond. Penguin Classics.
- Mayer, J. D. and Salovey, P. (1997) What is emotional intelligence? In: P. Salovey, and D. Sluyter, (Eds). *Emotional Development and Emotional Intelligence: Educational Implications*, (2<sup>nd</sup> ed). Basic: New York, pp. 3-31.
- Neurath, O. (1935/1983) Pseudo rationalism of falsification. In R. S. Cohen and M. Neurath (Eds and Trans) *Philosophical Papers (1913-1946)*. Dordrecht/ Boston: D. Reidel Publishing Company, pp.121-131.
- Peterson, R. L. (2007) *Inside the investor's brain: the power of mind over money*. John Wiley and Sons.
- Petrides, K. V. (2009a) Psychometric properties of the Trait Emotional Intelligence Questionnaire. In: C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer.
- Petrides, K. V. (2009b) *Technical manual for the trait emotional intelligence questionnaire (TEIQue)*. London, England: London Psychometric Laboratory.
- Petrides, K. V. and Furnham, A. (2001) Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, **15**, pp. 425-448.
- Petrides, K. V. and Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, **17**(6), pp. 39-57.
- Pinker, S. (2019) *Enlightenment now: the case for reason, science, humanism and progress*. Penguin.
- Popper, K. (1962) *Open Society and its enemies* (4<sup>th</sup> ed). Routledge.

- Sabihi, S. (2017) *Role of oxytocin and GABA in the prefrontal cortex in mediating anxiety behaviour*. Ohio state University.
- Salovey, P. and Mayer, J. D. (1990) Emotional Intelligence. Imagination. *Cognition and Personality*, **9**, pp. 185-211.
- Sapolsky, R. (1996) Why stress is bad for your brain. *Science*, **9**(273), pp. 749-750.
- Sapolsky, R. (2018) *Behave: The biology of humans at our best and worst*. Vintage.
- Sigman, M. (2018) *The secret life of the mind*. Williams Collins.
- Simon, H. A. (1997) Models of bounded rationality. *Empirically grounded economic reason*. The MIT Press, **3**.
- Slooman, S. and Fernbach, P. (2017) *The knowledge illusion: The myth of individual thought and the power of collective wisdom*. Pan.
- Stanford-News Service (1996) *New studies of human brains show stress may shrink neurons*. [Online] Available from: <https://news.stanford.edu/pr/96/960814shrnrkgbrain.html>.
- Taleb, N. N. (2012) *Antifragile: Things that gain from disorder*. Penguin Books.
- Taleb, N. N. (2019) *Skin in the game: hidden asymmetries in daily life*. Penguin Books.
- Thomson, H. (2018) *Unthinkable: an extraordinary journey through the world's strangest brains*. John Murray.
- Wilkinson, R. and Pickett, K. (2019) *The inner level: how more equal societies reduce stress, restore sanity and improve everyone's well-being*. Penguin.
- (The) World Economic Forum (2018) *The future of jobs report 2018. Centre for the new economy and society*. World Economic Forum. [Online] Available from: [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2018.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf)

### Other good sources

- Abe, J. A. A. (2011) Positive emotions, emotional intelligence, and successful experiential learning. *Personality and Individual Differences*, **51**(7), pp.817-822.
- Asberg, A. (2018) Burnout: The exhaustion funnel. Mindfulnext. [Online] Available from: <http://mindfulnext.org/burnout-the-exhaustion-funnel/>
- Ashkanasy, N. M. and Dasborough, M. T. (2003) Emotional Awareness and Emotional Intelligence in Leadership Teaching. *Journal of Education for Business*, **79**(1), pp. 18-22.
- Bakker, A. B. and Demerouti, E. (2007) The job demands-resources model: state of the art. *Journal of Managerial Psychology*, **22**(3).
- Bennion, K. A., Ford, J. H., Murray, B. D. and Kensinger, E. A. (2013) Oversimplification in the study of emotional memory. *Journal of the International Neuropsychological Society*, **19**(9), pp. 953-961.
- Bouchard, T. J. (1994) Genes, environment and personality. *Science*, **264**, pp. 1700-1701.

- Cacioppo, J. T., Hughes, M. E., Waite, L. J., Hawkley, L. C. and Thisted, R. A. (2006) Loneliness as a specific risk factor for depressive symptoms: cross-sectional and longitudinal analyses. *Psychology and Aging*, **21**(1), pp. 140-15.
- Carlson, L. E., Beattie, T. L., Giese-Davis, J., Faris, P., Tamagawa, R., Fick, L. J., Degelman, E. S. and Spec, M. (2014) Mindful based cancer recovery: The development of an evidence-based psychological oncology intervention. *Cancer Cytopathology*, **121**(3).
- The Centre for Disease Control and Prevention (USA) *Adult obesity facts*. [Online] Available from: <https://www.cdc.gov/obesity/data/adult.html>.
- Chang, M. L. (2009) An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, **21**(3), pp. 193-218.
- Cherniss, C., Goleman, D., Emmerling, R. J., Cowan, K. and Adler, M. (1998) Bringing Emotional Intelligence to the Workplace: a technical report. *Consortium for Research on Emotional Intelligence in Organizations: Rutgers University*. [Online] Available from: [http://www.eiconsortium.org/reports/technical\\_report.html](http://www.eiconsortium.org/reports/technical_report.html).
- Cole, N. N., Nonterah, C. W., Utsey, S. O., Hook, J. N., Hubbard, R. R., Opare-Henaku, A. and Fischer, N. L. (2014) Predictor and moderator effects of ego-resilience and mindfulness on the relationship between academic stress and psychological well-being. *Journal of Black Psychology*, May. [Online] Available from: <https://journals.sagepub.com/doi/abs/10.1177/0095798414537939>.
- Damasio, A. R., Everitt, B. J. and Bishop, D. (1996) The somatic marker hypothesis and possible functions of the prefrontal cortex (and discussion). *Philosophical Transactions: Biological Sciences* **351**(1346), pp. 1413-1420.
- Davidson, R. J., Goleman, D. J. and Schwartz, G. E. (1976) Attentional and affective concomitants of meditation: A cross-sectional study. *Journal of Abnormal Psychology*, **85**(2), pp. 235-238.
- Davidson, R. J., Schwartz, G. F. and Rothman, L. P. (1976) Attentional style and self-regulation of mode-specific attention: An electroencephalographic study. *Journal of Abnormal Stability*, **85**(6), pp. 611-621.
- De Jesus, M., Puleo, E., Shelton, R. C. and Emmons, K. M. (2010) Associations between perceived social environment and neighbourhood safety: Health implications. *Health and Place*, **16**, pp. 1007-1013.
- Diener, E. (1984) Subjective well-being, *Psychological Bulletin*, **95**(3), pp. 542-575.
- Diener, E., Diener, M. and Diener, C. (1995) Factors predicting the subjective well-being of nations. *Journal of Personality and Social Psychology*, **69**(5), pp. 851-864.
- Dougal, S. and Rotello, C.M. (2007) Remembering emotional words is based on response bias, not recollection. *Psychonomic Bulletin and Review*, **14**(3), pp. 423-429.
- Emmons, R. A. (1984) Factor analysis and construct validity of narcissistic Personality Inventory. *Journal of Personality Assessment*, **48**, pp. 291-300.

- Fang, X., Sauter, D. A. and Van Kleef, G. A. (2018) Seeing mixed emotions: The specificity of emotion perception from static and dynamic facial expressions across culture. *Journal of Cross-cultural Psychology*, **49**(1), pp.130-148.
- Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J. and Finkel, S. M. (2008) Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, **95**, pp. 1045-1062.
- Frijda, N. H., Ridderinkhof, K. R. and Rietveld, E. (2014) Impulsive action: emotional impulses and their control. *Frontiers in Psychology*, **5**(518).
- Gadzella, B., Carvalho, C. and Masten, G. (2008) Differences among Gender-Role Identity Groups on Stress. *American Journal of Psychological Research*, **4**(1), pp. 40–52.
- Gottlieb, G (1998) Normally occurring environmental and behavioural influences on gene activity: from central dogma to probabilistic epigenesis. *Psychological Review*, **105**(4), pp. 792-802.
- Gross, J. J. (2001) Emotion regulation in adulthood: timing is everything. *Current Directions in Psychological Science*, **10**(6), PP. 214–219.
- Guilford, J. P. (1967) *The nature of human intelligence*. New York: McCraw Hill.
- Hamann, S. (2001) Cognitive and neural mechanisms of emotional memory. *Trends in Cognitive Sciences*, **5**(9), pp. 394-400.
- Halbesleben, J. R. B. and Buckley, M. R. (2004) Burnout in work organisational life. *Journal of Management*, **30**(6), pp. 859-879.
- Hargreaves, A. (1998) The emotional practice of teaching. *Teaching and Teacher Education*, **14**(8), pp. 835–854.
- Healthprep (2018) *Types of workplace bullies to look out for*. [Online] Available from: [https://healthprep.com/mental-health/types-workplace-bullies/?utm\\_source=google&utm\\_medium=search&utm\\_campaign=1584963333&utm\\_content=59619819757&utm\\_term=harasser](https://healthprep.com/mental-health/types-workplace-bullies/?utm_source=google&utm_medium=search&utm_campaign=1584963333&utm_content=59619819757&utm_term=harasser).
- Horner, K. L. (1996) Locus of control, neuroticism, and stressors: Combined influences on reported physical illness. *Personality and Individual Differences*, **21**, pp. 195-204.
- ICD-10 (2016) International Statistical Classification of Disease and Related Health Problems (10<sup>th</sup> Revision) *World Health Organisation* (WHO) version. [Online] Available from: <http://apps.who.int/classifications/icd10/browse/2016/en#/V>
- Ickes, W. J., Wicklund, R. A. and Ferris, C. B. (1973) Objective self-awareness and self-esteem. *Journal of Experimental Social Psychology*, **9**(3), pp. 202-219.
- Impett, E. A., Daubenmier, J. J. and Hirschman, A. L. (2006) Minding the body: Yoga, embodiment, and well-being. *Sexuality Research and Social Policy*, **3**(4), pp. 39-48.
- Johnson, R., Robertson, W., Towey, M., Stewart-Brown, S. and Clark, A. (2017) Changes over time in mental well-being, fruit and vegetable consumption and physical activity in a community-based lifestyle intervention: a before and after study. *Public Health*, **146** (May), pp. 118-125.

- Johnson, R. B., and Onwuegbuzie, A. J. and Turner, L. A. (2007) Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, **1**(2), pp. 112-133.
- Kaszniak, A. W. (2011) Meditation, mindfulness, cognition and emotion: Implications for community-based older adult programs. *Enhancing cognitive Fitness in Adults*, pp. 85-104.
- Kerr, C. E., Jones, S. R., Wan, Q., Pritchett, D. L., Wasserman, R. H., Wexler, A., Villanueva, J. J., Shaw, J. R., Lazar, S. W., Kaptchuk, T. J., Littenberg, R., Hamalainen, M. S. and Moore, C. I. (2011) Effects of mindfulness meditation training on anticipatory alpha modulation in primary somatosensory cortex. *Brain Research Bulletin*, **85**(3-4), pp. 96-103.
- Kotsou, I., Nelis, D., Gregoire, J. and Mikolajczak, M. (2011) Emotional plasticity: Conditions and effects of improving emotional competence in adulthood. *Journal of Applied Psychology*, **96**(4), pp. 827-839.
- Laine, M. K., Eriksson, J. G., Kujala, U. M., Raj, R., Kaprio, J., Backmand, H. M., Peltonen, M. and Sarna, S. (2015) Effect of intensive exercise in early adult life on telomere length in later life in men. *Journal of Sports, Science and Medicine*, **14**(2), pp.239-245.
- Leung, D. Y. M., Nelson, H. S., Szeffler, S. J. and Busse, W. W. (2004) Stress and atopy: The mind-body connection. *The Journal of Allergy and Clinical Immunology*, **113**(6), pp.1012.
- Lindquist, K. A. and Feldman Barrett, L. (2012) A functional architecture of the human brain: emerging insights from the science of emotion. *Trends in Cognitive Sciences*, **16**(11), pp. 533-540.
- Ludwig, D. S. and Kabat-Zin, J. (2008) Mindfulness in medicine. *The Journal of the American Medical Association*, **300**(11), pp. 1350-1352.
- Maltby, J., Day, L. and Macaskill, A. (2013) *Personality individual differences and intelligence (3<sup>rd</sup> ed)*. Pearson.
- Mayer, J. D., Caruso, D. R. and Salovey, P. (2016) The ability model of emotional intelligence: Principles and updates. *Emotion Review, Special edition*, pp.1-11.
- McRaney, D. (2012) *You are not so smart*. Oneworld.
- Minocha, S., Banks, D., Holland, C., McNulty, C., Ana-Despina, C. and Ana-Despina, T. (2017) *Investigating the role of wearable activity-tracking technologies in the well-being and quality of life of people aged 55 and over*. Report submitted to Sir Halley Stewart Trust, The Open University, Milton Keynes, UK. [Online] Available from: <http://oro.open.ac.uk/43718/>
- Miyazaki, T., Takase, K., Nakase, K., Nakajima, W., Tada, H., Ohya, D., Sano, A., Goto, T., Hirase, H., Malinow, R. & Takahashi, T. (2012) Disrupted cortical function underlies behaviour dysfunction due to social isolation. *The Journal of Clinical Investigation*, **122**, pp. 2690-2701.
- Mushtaq, R., Shoib, S., Shah, T. and Mushtaq, S. (2014) Relationship between loneliness, psychiatric disorders and physical health. A review of the psychological aspects of loneliness, *Journal of Clinical and Diagnostic Research*, **8**(9).

- Nathanson, C. Paulhus, D. and Williams, K. M. (2006) Personality and misconduct correlates of body modification and other cultural deviance markers. *Journal of Research in Personality*, **40**(5), pp.779-802.
- Palfrey, J. and Gasser, U. (2010). *Born Digital: Understanding the First Generation of Digital Natives*. Basic Books.
- Patrick C. J. and Lang, A. R. (1999) Psychopathic traits and intoxicated states: Affective concomitants and conceptual links. In M. E. Dawson, A. M. Schell, and A. H. Boehmelt (Eds). *Startle modification: Implications for neuroscience, cognitive science, and clinical science*. New York: Cambridge University Press.
- Pessoa, L. (2008) On the relationship between emotion and cognition. *Nature Reviews Neuroscience*, **9**(2), pp. 148-158.
- Petrides, K. V., Vernon, P. A., Schermer, J. A. and Veselka, L. (2011) Trait emotional intelligence and the dark triad of personality. *Twin Research and Human Genetics*, **14**(1), pp.35-41.
- Pinquart, M. and Sorensen, S. (2001) Influences on loneliness in older adults: A meta-analysis. *Basic and Applied Social Psychology*, **23**, pp. 245-66.
- Plomin, R. and Daniels, D. C. (1987) Why are children in the same family so different from one another? *Behavioural Brain Sciences*, **10**, pp. 1-16.
- Prior, M., Smart, D., Sanson, A. and Oberklaid, F. (2000). Does shy-inhibited temperament in childhood lead to anxiety problems in adolescence? *Journal of American Academy of Child and Adolescent Psychiatry*, **39**, pp. 461-468
- Reisenzein, R. (2007) What is the definition of emotion? And are emotions mental behavioural processes? *Social Science Information*, **46**(3).
- Roberts, R. D., MacCann, C., Matthews, G., and Zeidner, M. (2010) Teaching and learning guide for: Emotional intelligence: Towards a consensus of models and measures. *Social and Personality Psychology Compass*, **4**(10), pp. 968-981.
- Rubin, K. H., Coplan, R. J. and Bowker, J. C. (2009) Social withdrawal in childhood. *Annual Review of Psychology*, **60**, pp. 141-171.
- Ruiz, D. M. and Mills, J. (1997) *The four agreements: A practical guide to personal freedom*. Amber-Allen Publishing.
- Simonet, D. V., Tett, R. P., Foster, J. and Bartlett, J. (2017) Dark side Personality Trait interactions: amplifying negative predictions of leadership performance. *Journal of Leadership and Organisational Studies*, **25**(2).
- Simon-Thomas, E. R. Role, K. O. and Knight, R.T. (2005) Behavioural and electrophysiological evidence of a right hemisphere bias for the influence of negative emotion on higher cognition. *Journal of Cognitive Neuroscience*, **17**(3), pp. 518-529.
- Schmidt, S. R. (2012) Memory for emotional words in sentences: The importance of emotional contrast. *Cognition and Emotion*, **26**, pp.1015-1035.
- Sinclair, M. and Seydel, J. (2013) *Mindfulness for busy people: turning frantic and frazzled into calm and composed*. Pearson.
- Stemke, C. A. (2013) Distress tolerance and mental health outcomes. *Modern Psychological Studies*, **18**(2).

- Stimpson, N. J., Davison, G. and Javadi, A-H. (2018) Joggin' the noggin: Towards a physiological understanding of exercise-induced cognitive benefits. *Neuroscience and Biobehavioural Reviews*, **88**, pp. 177-186.
- Tyng, C. M., Amin, H. U. Saad, M. N. M. and Malik, A. S. (2017) The influences of emotion on learning and memory. *Frontiers in Psychology*, **8**(1454).
- Tupes, E. C. and Christal, R. C. (1992) Recurrent personality factors based on trait ratings. *Journal of Personality*, **60**(2), pp. 225-251.
- Vesely, A. K., Saklofske, D. H. and Nordstokke, D. W. (2014) EI training and pre-service teacher well-being. *Personality and Individual Differences*, **65**, pp. 81-85.
- von Haaren, B., Ottenbacher, J., Muenz, J., Neumann, R., Boes, K. and Ebner-Priemer, U. (2016) Does a 20-week aerobic exercise training programme increase our capabilities to buffer real-life stressors? A randomised controlled trial using ambulatory assessment. *European Journal of Applied Physiology*, **116**(2), pp. 383-394.
- Vos, T., Barber, R.M., Bell, B., Bertozzi-Villa, A., Biruyukov, S., Bollinger, I. et al (2013). Global, regional, and national incidence, prevalence, and years lived with disability for 301 acute and chronic diseases and injuries in 188 countries, 1990-2013: a systematic analysis for the Global Burden of Disease study 2013. *The Lancet*, **386**(9995), pp.743-800.
- Wallace, B. A. (2001) Intersubjectivity in Indo-Tibetan Buddhism. *Journal of Consciousness Studies*, **8**, pp. 209–230.
- Walsh, R. and Shapiro, S. L. (2006) The meeting of meditative disciplines and western psychology: A mutually enriching dialogue. *American Psychologist*, **61**, pp. 227–239.
- Weinberger, L. A. (2002) Emotional Intelligence: Its Connection to HRD Theory and Practice. *Human Resource Development Review*, **1**(2), pp. 215-243.
- Weiss, R. (1975) Loneliness: the experience of emotional and social isolation. MIT Press.
- West, D. A., Kellner, R. and Moore-West, M. (1986) The Effects of Loneliness: A Review of the Literature. *Comprehensive Psychiatry*, **27**(4), pp. 351–83.
- Wright, R. J. (2005) Stress and atopic disorders. *The Journal of Allergy and Clinical Immunology*, **116**(6), pp. 1301-1306.
- Wright, R. J., Cohen, R.T. and Cohen, S. (2005) The impact of stress on the development and expression of atopy. *Current Opinion in Allergy and Clinical Immunology*, **5**(1), pp. 23-29.

# Index

## A

ability model, xvii, 2, 4, 5, 6, 18  
Advisory, Conciliation and  
Arbitration Service (UK), 61  
Allport, 99  
Aristotle, xxii, xxiv  
Arthritis Research UK, 140  
Avoidance coping, 70

## B

Babiak and Hare, 152  
Bar-On, xvii, 1, 4, 8, 9, 10, 16, 102,  
187  
*beehive*, xix, 109, 131, 133  
*big 5*, xviii, 12, 13, 101, 102, 103,  
104, 105, 106  
Binet, 110  
Binet-Simon intelligence test, 110  
*bounded rationality*, xxv, 191  
breaking point, 187  
British Association for  
Behavioural and Cognitive  
Psychotherapies, 66  
Bullying, xviii, 48, 61, 62  
burnout, xviii, xxviii, 19, 30, 38, 39,  
40, 41, 44, 55, 154, 217, 244

## C

Cattell, 99  
Chartered Institute of Personnel  
and Development, 20, 137, 231  
chronic stress, xviii, 19, 38, 39, 43,  
58, 103, 155, 156, 159  
Cicero, xxiii

Cognitive behavioural therapy  
(CBT), 65  
cognitive bias, 171  
cognitive control, 155  
collective wisdom, 122  
conforming, xix, 116, 163, 188  
coping strategies, xviii, 33, 63, 69,  
71, 74, 75, 76, 84, 91, 95, 97, 135,  
142  
Cortisol, 25, 26, 189  
creativity, 149  
crystallised intelligence, 113

## D

Damasio, xxi, 14, 148, 232  
*dark triad*, xix, 136, 152, 154, 159,  
185, 186, 193, 247  
Deep acting, 30  
Descartes, xxiv  
distress, xviii, 19, 23, 24, 25, 26, 27,  
33, 38, 43, 63, 64, 69, 71, 102,  
187, 189  
Distress toleration, 63  
DSM-5 (Diagnostic and statistical  
Manual), 56  
Dunning-Kruger effect, 171

## E

Emotion focused coping, 70  
Emotion focused therapy, 64  
Emotion processing, 64, 65  
*emotional contagion*, 50  
emotional dissonance, xviii, 29,  
30, 55, 56, 147  
emotional labour, 30, 44, 55  
*emotional style*, 50, 51

Emotional support, 76  
 enlightenment of the modern age,  
 191  
 eudaimonic, 15, 94, 186  
 Eustress, xviii, 23, 43

## F

*flashbulb memory*, 148  
 fluid intelligence, 113  
 Freud, 99  
 fuzzy generalisations, 74

## G

Galen, xxiii, xxiv  
 general intelligence, 111  
 glucocorticoids, 165, 189  
 Goleman, xv, xvii, 1, 3, 4, 6, 7, 8, 10,  
 16, 18, 54, 102, 122, 123, 124,  
 170, 187  
 Group coping, 130  
 group emotional intelligence, 123  
 Groupthink, xix, 118

## H

harassment, xviii, 48, 61, 62, 67,  
 215  
 Health and Safety Executive, 19,  
 20, 31  
 high demand and low control, 24  
 Higher Education Statistics  
 Agency, 34, 36  
 Hippocrates, xxiv  
 hyperactive stress syndrome, 156

## I

*I can take it*, xix, 146, 147, 158, 162,  
 174, 178, 186, 190  
*illusion of explanatory depth*, 121  
 Inequality, 143

instrumental support, 76  
 introspection, 156  
 introspection illusion, 171

## J

James, xxv, 49, 50, 99

## K

Kabat-Zinn, 166, 167, 175

## L

learned helplessness, xviii, 48, 56,  
 59  
*learned optimism*, xviii, 10, 48  
 Loneliness, 122

## M

Marcus Aurelius, 156, 191, 193  
 meditation, 42, 44, 60, 91, 157,  
 166, 178, 190, 192, 245, 246  
 Memes, 121  
 memory, 179  
 Mental Health Foundation, 20, 42,  
 44, 58, 138, 141  
 mindfulness, xix, 54, 60, 65, 91,  
 157, 162, 165, 166, 167, 175, 178,  
 190, 192, 246  
 mindset, xix, 23, 82, 156, 160, 162,  
 169, 170, 175, 178, 181, 183  
 mind-set, 23  
 mixed model, 2, 4, 6, 7, 8, 9, 10, 18,  
 102  
 modes of appraisal, 47  
 multiple intelligences, xvii, 1, 187

## N

National Health Service  
 (England), 20

noradrenaline, 25  
nudge theory, 118

## O

obesity, 155  
oxytocin, 25, 26, 155, 189

## P

passions, xxi, xxii, xxv, 47  
perfectionist, 39  
Personality traits, 99  
Petrides and Furnham, xvii, 1, 4,  
11, 12, 13, 14, 16, 17, 18, 102,  
187  
physical exercise, 138  
Plato, xxi, xxii  
positive emotions, xviii, 19, 29, 51,  
59, 101, 148, 174, 232  
positive self-image, 156  
Primary appraisal, 47  
Problem focused coping, 70  
psychological strain, 24, 105, 109,  
127, 128, 131, 133  
Psychological stress, 20, 70, 221  
psychopathy, 153

## R

*reference values*, 69

## S

Salovey and Mayer, xvii, 1, 3, 4, 5,  
16, 18, 102, 187  
*say it like it is*, 25  
*saying it like it is*, 56  
Secondary appraisal, 47  
self-awareness, xix, xxvii, 3, 6, 7, 8,  
9, 48, 51, 54, 123, 124, 162, 170,  
171, 172  
Seneca, xxiii, 160

*senescence*, 151  
serotonin, 25, 26  
*seven deadly sins*, xxiv  
Simonides of Ceos, 179  
smiling, 168  
Social connectedness, 142  
Social Metrics Commission, 146  
social networking, xix, 120, 121  
Socrates, xxi, xxii, 118  
Spearman, 111  
Stoics, xxiii  
*stress is debilitating*, 23  
*stress-is enhancing*, 23  
Stroop test, 147  
subjective well-being, 15, 224  
substance misuse, 38, 186  
surface acting, 30  
sympathy, xxii, 52  
Systematic stress, 70

## T

teaching, xviii, xxvii, 20, 22, 24, 28,  
30, 31, 32, 39, 48, 52, 53, 54, 55,  
66, 74, 82, 84, 87, 93, 95, 104,  
106, 245  
team cohesiveness, 124  
telomeres, 150  
*The knowledge Illusion*, 121  
*The white room*, xix, 172  
therapies, xviii, 63, 66  
Thomas Aquinas, xxiv  
Thurstone, 112  
tipping point, 120  
trait model, xvii, 2, 16, 18  
*two back test*, 147  
two-factor theory, 50

## W

walking, 168

Wechsler adult intelligence scale,  
112  
Wechsler scale for children, 112  
*white room*, 162, 172, 173, 174, 175  
*wired to connect*, 109, 122, 132  
work/life balance, xviii, 19, 27, 32,  
33, 42, 43, 84, 97  
World Economic Forum, 21, 181  
*wrong food*, 26  
Wundt, xxv

**Y**

Yerkes, 111

**Z**

Zeno of Citium, xxiii