

5th EMOTIONAL INTELLIGENCE WEEK ®
"EI Summit & Awards"
Conference & Workshops

16 – 20 OCTOBER 2023
SOFIA, BULGARIA



BOOK OF ABSTRACTS

The 17th of October – First Day of workshops

1. EXPERIENTIAL LEARNING: DEVELOPING EI ABILITIES

John Pelitterri Ph.D., Professor at the University of New York

Co-founder and Past President of the International Society for Emotional Intelligence (ISEI)

A central aspect of emotional intelligence (EI) is the “use of emotions as information.” This emotional knowledgeability allows individuals to adapt to interpersonal situations in the social environment as well as to internal emotional states in the personal area. “Pleasant” (positive) versus “unpleasant” (negative) emotions convey the message that the internal or external environment is stable (in balance) or unstable (imbalanced). Examining the nature of specific emotions unlocks information about needs, motivations, and personal meanings that are useful to form adaptive responses to change. These principles of EI can be applied to personal, organizational, and societal challenges.

WORKSHOP PRESENTATION ON EXPERIENTIAL LEARNING: DEVELOPING EI ABILITIES

This workshop will focus on “experiential learning”- which is understanding emotions through their experience of them in the here-and-now moment of the seminar. There will be several experiential activities with music, visual arts, stories, and discussions that are designed to evoke various emotions. The four quadrants of the Mood Meter will be used as an organizational frame for understanding the spectrum of emotions and the bipolar dimensions (intensity & valence) that underscores every emotional state. Participants can benefit from understanding how emotions are constructed from interacting physiological, cognitive, social, and behavioral systems. The four EI abilities of (1) perceiving (recognizing) emotions; (2) facilitating emotions and thinking, (3) understanding emotions and (4) regulating (managing) emotions will be illustrated. There will be discussions of how EI abilities and the psychophysiological model of emotional construction can be useful in real-world applications.

2. DEVELOPING SELF, TEAM, AND ORGANIZATIONAL CULTURE USING MAYER AND SALOVEY'S EMOTIONAL INTELLIGENCE ABILITY MODEL

Chris Skinner, Associate Professor, Medical School, Notre Dame University

This 90-minute workshop aims to enhance participants' understanding and application of emotional intelligence (EI) within themselves, their teams, and the broader organizational culture. The workshop focuses on the Mayer and Salovey Ability Model of EI and uses a variety of informational sources and experiential exercises.

Workshop Objectives:

1. Facilitate broad understanding and importance of Emotional Intelligence.
2. Explore the four branches of emotional intelligence according to the Ability Model.
3. Examine practical techniques for developing emotional intelligence at the individual and team levels.
4. Facilitates exploration of emotionally intelligent organizational culture leading to improved communication, collaboration, and effectiveness

3. MUSICALIZING THE FEELINGS AND FEELING THE MUSIC: HOW MUSIC CAN HELP PEOPLE DEVELOP THEIR EMOTIONAL INTELLIGENCE

Patricia Pérez Ruano, Universidade da Coruña, Spain

In March 2020 all people living in Spain had a compulsory date at 8 pm. After another long day locked down at home, people needed to express their feelings and gratitude to the healthcare workers, and they demonstrated it by playing music and cheering them through windows and balconies. In a state where artists and musicians are not well valued, all people use music and paintings to express their emotions in a world situation we have never seen before.

It's demonstrated that music induces emotional response in people and numerous studies corroborate it. Arjmann H-A. et all (2017) studied how was the emotional response of 18 participants after listening to four

music stimuli. The data were collected through an electroencephalograph (EEG) which let the investigator see how the brain reacts to each stimulus. At the same time, VanderArk SD et al (1993), said that this stimulus can be felt in body response, where the cortisol levels module the anxiety and stress levels once you listen to positive or negative music, each one in its direction. (Sokhadze, 2007) If we are happy, we can sing and enjoy the song while we dance and jump following the rhythm of the music. If we are sad, we'll sing a slow song evoking feelings that instil tranquillity.

In our workshop, we want to make you experience different emotions and realize how our body expresses each one of them. It is as important to know how to express the feeling as to know how to recognize it in your partner, that is why we will divide the workshop into three branches: First step: We will listen to some happy music to break the ice knowing each other and calling all the positive feelings to the room; Second step: We will make little groups and we will choose different emotions and well-known songs to pair them. In these groups we will work on doing different performances to express the feelings that the song has associated; Third step: Let's perform the song in front of our mates and see if they can recognize our feelings.

To conclude, we will share our experience emphasizing how we have felt throughout the process, whether there has been something that has called our attention or something difficult.

The 18th of October – Second Day of workshops

4. OUR EXPERIENCE IN THE RESEARCH OF EMOTIONAL INTELLIGENCE IN EDUCATIONAL AND ORGANIZATIONAL SETTINGS DURING THE LAST 30 YEARS IN CROATIA

Vladimir Takšić, Professor emeritus at the University of Rijeka, Croatia
President of the International Society for Emotional Intelligence ISEI

There are several definitions, theories, and models of emotional intelligence (EI), but the most comprehensive was one that came from the authors Peter Salovey from Yale University and Jack Mayer from the University of New Hampshire. They described EI as a four-level set of abilities, as follows: *a) the ability to perceive accurately, appraise, and express emotion; b) the ability to access and/or generate feelings when they facilitate thought; c) the ability to understand emotions and emotional knowledge; and d) the ability to regulate emotions to promote emotional and intellectual growth.*

The comprehensive models of emotional intelligence provide alternative theoretical frameworks for the operationalization of the construct. These models do not contradict one another, but they do take somewhat different perspectives on the nature of emotional intelligence. According to these conceptualizations, EI can be assessed through three types of measurement: a) a self-report measure, b) an observer/informant measure, and c) an ability conception.

Self-report and ability EI instruments have been constructed in Croatia and were translated and adapted for use in many countries, including Bulgaria, and will be demonstrated in the workshop. In our research, we have found significant influence from cultural and social standards and suggested procedures for how to reduce them.

There is still a growing interest in research in the field of EI in Croatia. It applies to various areas such as national and private companies that consider “soft skills” as important for their employees as well as school

counselors and social work professionals looking for emotional competency programs. Sport is another area that benefits from EI competence and knowledge programs. EI can be included as a part of athletes' training, especially during competition preparations, and can be integrated into recreational activities for the younger population. In the last few years, Croatia has been preparing the national school curriculum reform, with one of its goals pertaining to the development of emotional and social competence in primary and secondary school students.

5. PRACTICES OF SELF-AWARENESS

Yavor Nikolov, Software engineer at Paysafe, Bulgaria

Self-awareness is one of the key components of Emotional Intelligence (as defined in the most popular EI models). We'll take an overview of the theory of constructed emotions and look at what is our (subjective) reality and how what it means to us shapes our perceptions and experiences. We'll see how we define emotions and emotional intelligence in this context. During this workshop we'll explore and exercise various methods and practices for self-awareness like mindfulness meditation, breathwork, Internal Family Systems, giving and receiving feedback, and some other methods, which can help us better understand and navigate through our own being and the world.

6. PERFORMANCE “SEVEN VOICES FROM THE DARK”

Neda Zareva, Ph.D., HR Manager at ADM Bulgaria

“Seven Voices from the Dark” is a book dedicated to the most courageous, difficult, and essential human journey – inward, in the search for wholeness. A journey of this sort has no preliminary or convenient route. Its end goal is not to reach inner stasis; rather, it is a process of broadening oneself, one in which Love is the fundamental benchmark.

The storyline is about seven characters with different fates and stories, but all of them are placed in difficult encounters with life, or those moments in which a person seems to feel that “God has turned His face “from them. They do not have their own names – they are called by nouns or adjectives that express their specific features, or problematic aspects – the Noble One, the Martyr, the Angry One, the Liar, the Perfectionist, the Brave One, and the Priestess.

At the end of the book, it turns out that they all are different fragments of one and the same personality. They all are representatives of different basic emotions and since the main stress of Emotional intelligence is to identify and manage emotions, self-awareness is probably the deepest honesty toward us. But at the same time, it is the hardest test in life.

The presentation is engaging, with video, role plays, and involving the audience in the character's experiences where the dark is a metaphor for the fear of ourselves. This fear that we constantly try to ignore all our lives and pretend it's not there, it doesn't exist. At the same time, it is also a metaphor for our blindness about our souls, living with the illusion that the Ego is the only form of our manifestation. And this is delusive.

At the end of the book, we find Love as a revelation, born out of contact with suffering. Love, all-conquering and victorious, in the embrace of which you are whole.

19th of October – Full Day of Conference

7. THE MOST IMPORTANT FINDINGS IN THE EMOTIONAL INTELLIGENCE AREA IN EDUCATIONAL AND ORGANIZATIONAL SETTINGS

Vladimir Takšić, Professor emeritus at the University of Rijeka, Croatia
President of the International Society for Emotional Intelligence ISEI

EI can be included as a part of athletes' training, especially during competition preparations, and can be integrated into recreational activities for the younger population. In the last few years, Croatia has been preparing the national school curriculum reform, with one of its goals pertaining to the development of emotional and social competence in primary and secondary school students.

8. EMOTIONAL INTELLIGENCE IN NAVIGATING CHANGE

John Pelitterri Ph.D., Professor at the University of New York
Co-founder and Past President of the International Society for Emotional Intelligence (ISEI)

A central aspect of emotional intelligence (EI) is the “use of emotions as information.” This emotional knowledgeability allows individuals to adapt to interpersonal situations in the social environment as well as to internal emotional states in the personal area. “Pleasant” (positive) versus “unpleasant” (negative) emotions convey the message that the internal or external environment is stable (in balance) or unstable (imbalanced). Examining the nature of specific emotions unlocks information about needs, motivations, and personal meanings that are useful to form adaptive responses to change. These principles of EI can be applied to personal, organizational, and societal challenges.

9. EMOTIONAL INTELLIGENCE, ORGANISATIONAL CULTURE, AND ARTIFICIAL INTELLIGENCE: OBSTACLES AND EXCITEMENT?

Chris Skinner, Associate Professor, Medical School, Notre Dame University

Emotional intelligence (EI), organizational culture, and AI hold key future implications for individuals and organizations. Emotional intelligence has a critical role in shaping and influencing organizational culture, while AI can offer new and exciting opportunities for using emotional intelligence and enhancing organizational development. However, several obstacles need to be overcome for successful integration. These obstacles include resistance to change, work culture misalignment, and ethical considerations. On the other hand, the integration of emotional intelligence, AI, and organizational culture will help aid enhanced emotional intelligence development, data-driven organizational insights, AI-assisted decision-making, and improved collaboration and efficiency. By addressing the obstacles and understanding the importance of EI, organizations can use the exciting potential of AI. Organizations can then foster a positive and inclusive workplace, leading to better employee engagement, performance, and overall organizational success.

10. DOES EMOTIONAL INTELLIGENCE DIFFERENTIATE US FROM ARTIFICIAL INTELLIGENCE?

Mariana Todorova, Ph.D., Associate Professor at the Institute of Philosophy,
Business Consultant

Lisa Barrett in her book "How Emotions are Made: The Secret Life of the Brain" makes a fundamentally and scientifically supported conclusion that emotions are a research phenomenon, shaped by the society where the individual brain develops. One of the grounds for such a notion is the observation that there is a difference (in epigenetics) in the behavior of children raised in a healthy and separated family. The upbringing of the child is a fundamental factor in developing emotions in human beings. A company called "Affectiva" offers the

product "Emotional Artificial Intelligence", which monitors customers' reactions when viewing advertisements through facial recognition and deep learning. That is, it "helps" machines to better "understand" people, which presents emotional intelligence. If this is combined with the acquisition of self-awareness, then machines could also teach emotions themselves. They could also grow into an emotional mix beyond humans.

11. EMOTIONAL INTELLIGENCE AND MOTIVATION 4.0

Valentin Vasilev, Ph.D., Professor and D.Sc.

Monika Icheva, Ph.D. student

For researchers and practitioners alike, the scientific study of emotional intelligence and its connection to employee motivation in the workplace is becoming more fascinating and difficult. The role of this relationship is a key to the effective management of human resources, and there is increasing evidence that for the public sector and public administration in general, the importance of EI is expanding significantly.

We present an overview of our model for employee motivation, developed based on applied research in public administration organizations in 2021. We identified some new characteristics that are important for improving employees' motivation in their daily work.

Our model for motivating employees is called "Motivation 4.0" (M.4.0). It includes four components - Green Human Resource Management (GHRM); Corporate Social Responsibility (CSR), Good Practices and Benchmarking, and Emotional Intelligence (EI). These components can all be implemented by using different organizational guidelines and management techniques.

The role of EI is particularly outstandingly important in the model. For the first time, the empirical findings, and the significance of EI as an element in our paradigm of public administration have been scientifically and practically demonstrated.

The model was presented and applied first in Karlovo municipal administration. This practice won an award in the "People Management" area in the annual competition of the Institute of Public Administration at

the government of Bulgaria in early 2023. Later, the model was implemented in the municipalities of Maglizh, Nikolaevo, Ilinden District - Sofia Municipality, and other towns.

12. EMOTIONAL INTELLIGENCE AND LEADERSHIP IN HUMAN RESOURCE DEVELOPMENT IN SURGERY – FROM GOOD PRACTICE TO SUSTAINABLE SOLUTIONS

Dr. Assen Keltchev, PhD

Acibadem City Clinic Cardiovascular Centre.

In recent years, the role of leadership and Emotional intelligence has greatly expanded its importance for the development of both organizations and individuals within them. The role of leadership characteristics and the search for their adaptability in different social contexts has attracted the attention of scientists and practitioners in search of innovative applications in the direction of the development of people and organizations. New conceptual models and practices emerged, and a group of leadership gurus was born. Medicine is not left out of these processes - on the contrary, the role of realizing the power of leadership in a real environment is increasingly becoming a key factor in the battle for talented experts and specialists in the field of medicine. And it seems that where time is invested in leadership development, the results are better and more sustainable. The report aims to present some ideas of the authors in the direction of the development of the concept of leadership and EI, linking it to the practical aspects and experience of the authors.

13. EMOTIONAL INTELLIGENCE AS A DETERMINANT OF RESILIENCE: SOCIO- PSYCHOLOGICAL PERSPECTIVES ON EMOTIONAL IMMUNITY

Anna Kravtcova, Associate Professor. Ph.D.

Emotional immunity, a relatively new concept in the field of psychology, explores the dynamic relationship between emotional intelligence and resilience. In an increasingly complex and fast-paced world, individuals encounter numerous stressors, ranging from personal challenges to global crises. Emotional immunity equips individuals with the necessary skills to effectively manage and navigate these stressors, fostering emotional well-being and adaptive coping strategies.

This research investigates the multifaceted nature of emotional immunity and its impact on psychological well-being and overall health. It delves into the core components of emotional intelligence, including emotional awareness, regulation, and empathy, which are essential in fostering emotional immunity. Moreover, the study examines the role of mindfulness practices in strengthening emotional immunity, as mindfulness enhances individuals' abilities to remain present, non-reactive, and resilient amidst life's adversities.

Additionally, the research sheds light on the potential therapeutic applications of emotional immunity in various settings, including clinical interventions, education, and workplace well-being programs. By fostering emotional intelligence and mindfulness practices, individuals can develop greater emotional immunity, which serves as a buffer against stress, anxiety, and burnout.

This abstract illustrates the importance of nurturing emotional immunity as a proactive approach to safeguarding mental health and well-being in the face of contemporary challenges. The study aims to contribute valuable insights to the burgeoning field of emotional immunity and promote its integration into holistic approaches to mental health and resilience-building strategies. Ultimately, it emphasizes the significance of emotional intelligence and mindfulness as essential tools for cultivating emotional immunity in individuals and communities worldwide.

14. THE ABILITY MODEL OF EMOTIONAL INTELLIGENCE

David R Caruso, Ph.D.

Senior advisor at Yale College, co-founder of the Emotional Intelligence Skills Group, and a partner at Accordant Advisors.

Emotional intelligence (EI) has been defined in a number of ways. In our view, the ability model of EI positions EI as a standard intelligence or a set of hard skills. While technical skills and analytical ability are highly predictive of important outcomes, people who are more emotionally intelligent are more resilient, manage conflict more constructively, and have stronger relationships. They tend to be better able to filter out the “noise” of background moods and focus on the data illustrating that emotions signal resulting in more informed, and smarter decisions. These skills are likely more important in environments where human interactions are frequent and relationships critical to the success of an organization or a mission. And perhaps unlike “EQ-based” trait models, skills can be taught, and remedial strategies developed.

15. A BRIEF TRAINING IN EMOTIONAL INTELLIGENCE TO PROMOTE HIGH SCHOOL STUDENTS’ TEAMWORK AND COLLABORATIVE PROBLEM-SOLVING CAPACITIES

Ana Altaras Dimitrijević, Ph.D., Zorana Jolić Marjanović, Ksenija Krstić, Kristina Mojović Zdravković, Tijana Nikitović, & Milana Rajić, all members of the Institute of Psychology, Department of Psychology, Faculty of Philosophy, University of Belgrade

This paper presents the rationale, main elements, and preliminary evaluation of a recently designed brief training in emotional intelligence (EI). The training was developed and delivered within Project PEERSolvers (<https://peersolvers.f.bg.ac.rs/>), as part of a broader program aimed at enhancing high school students’ teamwork and collaborative problem-solving capacities. The rationale for including EI as part of this program lies in the growing evidence from the fields of organizational and educational psychology, showing that EI contributes to the quality of interpersonal relations within the team, and thus, indirectly, to team effectiveness and productivity.

The theoretical basis for developing the training was Mayer and Salovey's four-branch model of EI: In other words, training activities were designed to support participants' skills of perceiving, using, understanding, and managing emotions, with particular attention devoted to the latter two as the higher, "strategic" EI skills. In effect, the main part of the training consisted of solving and tweaking a series of three-piece "emotional puzzles", drawing on the abilities to understand and regulate emotions. More specifically, participants were presented with a set of commonplace teamwork situations from the school context, all of which involved an emerging emotional problem (such as when students are working on a group project, but one team member is slacking off). Given this input as the first piece of the "emotional puzzle", participants were asked to pair the situation with the most likely emotional reaction by its protagonists (e.g., being angry at the slacker), and infer the likely outcome for the team (e.g., the conflict between team members and a failed project). Apart from being encouraged to see these cause-and-effect relations, participants were also prompted to consider how the same teamwork situation could be experienced differently by the "antagonist", thus exercising their perspective-taking skills. In the final step of the "emotional puzzle" exercise, participants were introduced to an array of adaptive emotion-regulation strategies, with the task of proposing a way for the protagonists to manage their emotional reactions (e.g., suspending anger by looking into the reasons behind someone's slacking) to achieve a better outcome for themselves and the team. In addition to the above activities revolving around the "emotional puzzles", the training also involved a briefing on how different emotions can be use in teamwork, as well as an exercise that builds participants' emotional vocabulary and one that challenges their emotion recognition. The training has so far been delivered to a total of 126 students from six high schools in Belgrade, Serbia, receiving very positive evaluations: Participants have judged the skills targeted by the training to be highly relevant (with an average relevance rating of 3.58 on a 1–4 scale) and reported feeling highly competent after the training to understand and regulate emotions (the average competence ratings being 3.63 and 3.61, respectively). Training effects are currently being tested experimentally, while future directions involve differentiating training materials (e.g.,

teamwork situations) to better match the experiences and interests of students from different types of high schools.

16. ENHANCING TRAINEES' EMPLOYABILITY THROUGH INTRODUCING EMOTIONAL INTELLIGENCE TRAINING IN SOME EUROPEAN VET CENTERS

Maria Radoslavova, Associate Professor, Ph.D., D.Sc.,

Antonina Kardasheva, Associate Professor, Ph.D., DSc.

Vocational education training centers (VET) are organizations where people develop various skills and enhance their employability. Our cross-cultural study aimed to establish teachers' perceptions and beliefs about extending the VET curriculum by adding emotional intelligence training. Thirty-six teachers from VET centers from four European countries – Bulgaria, Greece, Italy, and Slovakia, participated in our survey. We focused on the following three aspects: (1) The current level of emotional adaptation, defined as students' negative emotions in learning the material in class: (2) The need for students to develop some personal qualities to become able to adjust to the current labor market, (3) The emotional intelligence abilities and transferrable practical skills that students need to build. The scales of these aspects have high internal consistency. We established two key findings. First, the VET trainers noticed different numbers of symptoms of emotional maladaptation in their students', varying from low (Bulgaria and Greece) to high (Italy and Slovakia). Also, compared to Italian and Slovak trainers, Bulgarian and Greek trainers believe that their students do not need that much to further develop their personality qualities and EI skills to become more employable by participating in an EI course. Therefore, EI training can add different value to the programs of European VET centers for strengthening students' adaptation to the labor market. Second, the various intercorrelations between trainers' opinions about the benefits of an EI course in the educational programs of VET illustrate that emotional adaptation can affect students' perception of the learning challenges, as well as the development of personal and professional skills for strengthening individual employability.

17. EMOTIONAL INTELLIGENCE IN THE PHASES OF THE CUSTOMER JOURNEY: IN MARKETING AND IN LIFE

Georgi Malchev, PhD Candidate
Managing Partner Xplora and Xplora Academy
eMBA, CPIM

A key concept in marketing, and consequently in communications, is the idea of the customer journey. This journey progresses through various stages, which, with the advancement of the digital society, are evolving, being built upon, and becoming increasingly personalized in content. Emotional intelligence plays a vital role in these stages, as well as in the individual elements of the customer journey - motivation, relevant touchpoints, and planned interaction. People are increasingly subject to behavioral heuristics, and while these vary across different sectors and industries, they are rapidly forming and evolving. Platforms and their algorithms are striving to account for more and more elements of users' profiles and behaviors in the form of parameters and correlations.

18. CULTIVATING EMOTIONAL INTELLIGENCE THROUGH MINDFULNESS: A PROGRAM EVALUATION STUDY.

Silva Florbela Nunes,
Consultant at Estudio da Alma

This study aims to investigate the impact of an 8-week Mindfulness-based Emotional Intelligence Program on individuals' emotional awareness and strategies for dealing with their own emotional states. The program was conducted with six different groups throughout the year 2019, comprising a total of twenty-six participants. The groups were intentionally kept small, with a maximum of five participants each, to foster trust, create a safe environment, and encourage personal information sharing. The smaller group size also allowed the instructor to provide individualized support and address participants' questions and concerns effectively.

The primary objective of the program was to equip participants with mindfulness-based tools and techniques to enhance emotional awareness and develop effective strategies for managing their emotions. To assess the program's efficacy on an individual level, participants were requested to complete an online questionnaire both before and after completing the program. The questionnaire included inquiries about age range, and gender, as well as utilizing "The Assessment Emotions Scale - the SCHUTTE Analysis" to measure emotional intelligence.

"The Assessment Emotions Scale - the SCHUTTE Analysis" was translated into Portuguese for the purpose of this study, enabling better engagement from Portuguese participants. This scale evaluates participants' self-perception in four distinct areas: perception of emotions, managing one's own emotions, dealing with others' emotions, and using emotions effectively. The areas most impacted by the program were found to be "Perception of Emotions" and "Managing own Emotions."

The findings of this study indicate that, on average, participants experienced an increase in their emotional intelligence measure after completing the 8-week Mindfulness-based Emotional Intelligence Program. The initial average score on the emotional intelligence measure was 114, which rose to 125 by the program's conclusion, representing a 10% overall variance.

It is important to acknowledge the limitations of this study, including the relatively small sample size and its representation in the results. Future iterations of the program will aim to continue measuring its impact using "The Assessment Emotions Scale - the SCHUTTE Analysis." Additionally, efforts will be made to include a control group to provide valuable comparative data for further study.

By continuing to evaluate the effectiveness of this program and expanding research methodologies, we can gain deeper insights into the role of emotional intelligence in navigating change. This knowledge will enable the development of more comprehensive programs and interventions to enhance adaptive intelligence and emotional well-being in individuals and organizations alike.

**19. ON BILINGUALS' ADAPTABILITY AND AFFECTIVE PROCESSING OF TRAUMATIC
EVENTS: REFLECTIONS ON PERSONAL EXPERIENCE AND CLINICAL NOTES FROM
THERAPY WITH BILINGUALS**

Assoc. Prof. **Irina Chongarova-Aron** PhD
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Plovdiv University 'Paisii Hilendarski', Bulgaria

Keywords: Bilingualism, Bilingual Psychotherapy, Trauma, Adaptability, Emotional Intelligence.

The studies of bilingualism most commonly adopted a use-based definition of bilinguals and multilingual as speakers who use two or more languages in their everyday lives (Pavlenko 2012). Bilingualism is associated with the experience of navigating between different linguistic and cultural contexts. Multiple studies explored the capacity of bilingual individuals to shift between different linguistic systems and suggested that it may have a positive impact on bilinguals' adaptive intelligence by enhancing their cognitive flexibility, problem-solving skills, and executive functioning.

On the other hand, bilingualism has been linked to a greater store of emotional concepts and an increased ability to know how and when to use them (Feldman-Barret, 2017a, b). Some studies established that bilinguals scored significantly higher than monolinguals on Trait Emotional Intelligence (Alqarni and Dewaele, 2018), i.e. some 'bilingual advantage' has been also found in the correlation between bilingualism and trait emotional intelligence.

In this paper, I look at some ways in which using bilingual's different languages can become an additional resource for developing bilingual's adaptive and emotional intelligence in the process of therapeutic work on traumatic life experiences. I draw on examples from my clinical work with bilingual clients and patients as well as on my personal experience of bilingualism in the context of challenging life events.

My observations confirm previous research findings (see Pavlenko, 2012) that in some bilingual speakers, their respective languages are differently embodied with the later learned language processed semantically but not effectively. I use vignettes from therapy with bilingual clients to show how this ‘cognitive disembodiment’ could be used to facilitate the process of work with traumatic events. I bring examples from my clinical practice to show how at the initial stages of bilingual’s revisiting trauma, the second language plays the role of ‘anaesthetics’. The client’s first language comes at a later stage of work when some levels of desensitization towards the traumatic experience is achieved.

This paper explores the complex connections between bilingualism and the bilinguals’ capacity for adaptation and learning from experience. It also seeks to shed light on using the bilingual’s first and second language consecutively and interchangeably to navigate positive change in the therapeutic process of working through traumatic life experiences.

20. EMOTIONS AND ENTREPRENEURSHIP: DANCING WITH FEAR

Reny Mitkova,

Founder and executive director of EOS Matrix Bulgaria

In her lecture on the topic 'Emotions and Entrepreneurship: Dancing with Fear,' Reny will share her personal experience and lessons learned from her long-standing career as a successful entrepreneur. She will show us how we can transform our emotions into a powerful tool for success and innovation. We will also explore the question: should we embrace the risk and uncertainty of entrepreneurial life, or opt for the stability of a corporate career? Prepare for an exciting journey that will help you rethink your emotional responses and use them as a stepping stone to your next big success."

21. ADAPTIVE INTELLIGENCE: FROM A MODERN TREND TO A PROFESSIONAL STANDARD

Gergana Mantarkova, CMC,

Chair of the Bulgarian Association of Management Consulting Organisation

Management consultants are called upon to contribute to achieving social and economic progress. To deliver unique value for their clients, they need to be able to support them, both professionally and personally. To this end, consultants need to understand, develop, and use the potential within themselves. To get to know and manage the processes “inside” in the deeply personal space and the processes “outside” for the actions they take.

How to master adaptability and emotional intelligence skills? What is the successful practical experience globally? What initiatives does the Bulgarian Association of Management Consulting Organisations (BAMCO) take to ensure accelerated development of the consulting profession? The answers to these questions are key and thought-provoking to everyone involved in the consulting business.

22. “WORKSHOP FOR REPORTERS” – A MODEL FOR MANAGING EMOTIONS

Desislava Vasileva,

PR and media expert, owner of the agency Idea PR & Advertising, Sofia

The social project "Workshop for Reporters" is a model and matrix for the emotion management and talent development of teenage students.

Young people and the decision-making process about their future, educational, and professional orientation in the context of emotional intelligence.

The process of mutual exchange and emotional growth.

"Workshop for reporters" is a training competition that I created and organized for several years, through the regional news portal EspressoNews.bg and the "Good Example" foundation. Within the framework of the competition, for several months, we worked with talented young people from all over the country, striving to provide them with knowledge in the fields of journalism, creative writing, and creative thinking.

Working with teenagers for several months, coaching them, giving them different tasks, giving feedback, and evaluating their achievements, creates a type of relationship that goes far beyond that of a participant organizer.

The emotion of communicating with such young people, from different parts of the country, with their ideas, knowledge, dreams, and longings is extremely energizing, but also responsible.

All this complex requires a huge dedication on the part of the team members who work directly with the contestants, empathy, patience, understanding, discipline, dedication, and willingness to be online and available at any time of the day and every day of the week, managing emotional and physical stress, entering and setting boundaries in relation to the overall personal world and experiences of teenagers, etc.

The confidence of hundreds of children over the years, the huge volume and quality of content created, the discovery and career orientation of over 40 participants who are studying, and some are already completing their bachelor's and master's programs in journalism and work in national, regional and specialized media and the fact that with the publication of the book "Tell about your Bulgaria", we gave a podium and showed the talent of 70 young authors from all over the country to a wide audience.