
Strategies for Teaching Social and Emotional Intelligence in Business Communication

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Abstract

Incorporating social and emotional skills (EI) training into the business communication curriculum is important for preparing students to function effectively in a global workplace with its complex informal networks, intercultural issues, team emphasis, and participatory leadership. EI skills enhance communication behavior in work groups and improve the quality of student responses to various business scenarios. Scientific research indicates that modeling social and emotional behavior is key to acquiring competency in these skills. This article describes four classroom strategies for developing EI skills in business communication courses.

Keywords

interpersonal communication, nonverbal communication, teamwork, experiential learning, group dynamics, social and emotional skills

Introduction

Business schools recognize the importance of interpersonal skills development in preparing students to enter a job market where teams are the primary work unit (Yost & Tucker, 2000). Student teams also gain valuable experience in working toward a common goal and gain satisfaction in contributing to the performance and product of the group (Webb, 1995). Evidence shows that such cooperation promotes frequent use

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of higher level reasoning strategies, higher achievement, and more accurate perspective than do competitive or individualistic efforts. These cooperative learning experiences also result in students' being more mature in their cognitive and moral decision making and in considering the viewpoints of others when making decisions (Clarke, 2010; Johnson & Johnson, 2004). In addition to providing opportunities for students to gain new knowledge and abilities, team collaboration develops intrapersonal and interpersonal skills (known interchangeably in the literature as emotional intelligence [EI] or emotional quotient), which are necessary competencies for working effectively with others.

But why do so many of our students seem to have difficulty collaborating on tasks and engaging with business scenarios that simulate what they will encounter in the workplace? Such collaboration demands the development of sophisticated social and emotional skills (Lopes & Salovey, 2004), and yet it is precisely in this area of skills development that our students are lacking.

Social and emotional skills may be a more accurate predictor of personal and professional success than cognitive knowledge (Covey, 1996; Goleman, 1998b, 1998c), and developing these skills is critical to our business students' career success. Although pedagogical approaches to teaching EI are plentiful in the literature, several neurological (Edelman, 1987; Zull, 2002) and scientific inquiries into mirror neuron theory may provide educators a new pedagogical basis for teaching these skills (Gallese, Fadiga, Fogassi, & Rizzolatti, 1996; Iacoboni, 2009; Rizzolatti, Fadiga, Gallese, & Fogassi, 1996; Rizzolatti, Fogassi, & Gallese, 2006; Tettamanti et al., 2005). This article suggests that these skills may be "deep learned" (Zull, 2002) by active participation in social groups and offers four team-based, experiential learning strategies for teaching essential social and emotional skills in business communication courses.

Emotional Intelligence: Theoretical Background

Researchers have long recognized a form of intellect beyond the cognitive. Harkening back to Thorndike's (1920) initial concept of social intelligence and based on Gardner's (1983) notion of multiple intelligences, the term *emotional intelligence* was first used by Salovey and Mayer (1990), who defined the concept as a type of intelligence in their seminal article on the subject. Unlike Gardner (1983), however, who emphasized the cognitive dimension of these multiple ("personal") intelligences, Salovey and Mayer were more interested in the role of emotion in these intelligences. The term *emotional intelligence* has been most recently popularized by Daniel Goleman's (1995) landmark book, which sparked much critical inquiry with its personal, professional, and scientific implications.

Theoretical approaches to EI are generally divided into four models: specific ability, integrative, trait, and mixed (Mayer, Roberts, & Barsade, 2008). While the specific ability model focuses on a particular EI skill, the integrative approach focuses on integrating specific abilities into a global perception of EI, such as

Salovey and Mayer's (1997) Four-Branch approach, which views EI as a "[cognitive] ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10). In addition, Petrides and Furnham's (2001) trait model concerns self-perception of EI and has more to do with personality than ability. Finally, the broader, mixed models like those of Bar-On (2000) or Goleman (1995) relate "an array of non-cognitive skills, capabilities, and competencies that influence a person's ability to cope with environmental demands and pressures" (Martinez, 1997, p. 72).

Of these approaches, the mixed-model approach provides a comprehensive platform for social and emotional skills development. Goleman's (1995) five competencies of EI are generally accepted as the starting point for discussion and include the ability to become self-aware in managing emotions and controlling impulses, set goals and perform well, be motivated and creative, empathize with others, handle relationships effectively, and develop appropriate social skills. Mastery of these competencies greatly affects the way an individual perceives and reacts to internal and external events. This article presents four team-based, experiential learning strategies for teaching social and emotional skills in business communication courses following the mixed-model approach and addressing Goleman's five competencies.

Emotional Intelligence in the Workplace

Over the past quarter of a century, the expansion of the global marketplace, rapidly changing technologies, and workplace diversity with an increased emphasis on teams have created a demand for emotionally intelligent employees. As a result, emotion management in the workplace has become a popular topic of critical inquiry among organizational behaviorists (Glynn, 1996; Hochschild, 1983; Rafaeli & Sutton, 1989; Van Maanen & Kunda, 1989). Such interest increased significantly with the publication of Fineman's (1993) *Emotions in Organizations* and Weiss and Cropanzano's (1996) "Affective Events Theory." More recently, a number of studies indicate that EI-skilled people positively influence management/strategic processes (Huy, 2002; Samra-Fredericks, 2004; Zorn, 2001).

Although some professional development specialists have created and successfully marketed EI-specific courses for business and industry over the last decade, EI training may be best accomplished "on the job" (Clarke, 2004; Van der Sluiss, Williams, & Hoeksema, 2002), with skill development occurring through leadership or participation in teams, projects, or assignments (Baron et al., 1999; Blumenfield, Soloway, Marx, Krajcik, & Palincsar, 1991; Evered & Selman, 2001; Vince, 2004). Such EI competencies can translate into tangible workplace benefits such as higher performance evaluations and increases in merit pay and rank (Lopes, Grewal, Kadis, Gall, & Salovey, 2006).

Scientific Support of Emotional Intelligence Theory

Although the majority of research supports EI theory, criticism rises generally from the social sciences. Theorists maintain that EI has no objective quantity on which it can be based (Eysenck, 2000; Locke, 2005; Roberts, Zeidner, & Matthews, 2001). Some researchers, while applauding test validity of the specific ability and integrative models, have questioned the mixed model, saying it has no valid assessment protocols (Mayer et al., 2008). Others have questioned whether EI can predict personal and professional success at all (Antonakis, 2003; Antonakis, Ashkanasy, & Dasborough, 2009; Landy, 2005) and have called into question “self-reporting” measures (Conte, 2005). Moreover, despite the plethora of EI testing measures over the years, some critics argue that actual ability is not measured at all; rather, these tests “measure” conformity (Roberts et al., 2001) or knowledge (Brody, 2004)—not actual behavior.

On the other hand, evidence from the neurological sciences suggests that social and emotional intelligence is not only supported by research but also has a physiological basis. Social and emotional intelligence can be observed and measured using neuro-imaging—and can perhaps offer educators insight into how these skills are learned and how these skills should be taught. Electrophysiological studies (Cochin, Barthelemy, Roux, & Martineau, 1999; Fadiga, Fogassi, Pavesi, & Rizzolatti, 1995; Gangitano, Mottaghy, & Pascual-Leone, 2001; Hari, Forss, Avikainen, Kirveskari, & Rizzolatti, 1998) and imaging data (Rizzolattiet al., 1996) indicate that a mirror-neuron system exists in humans (Rizzolati et al., 2006). This system allows subjects to perform movements without thinking about it; furthermore, when subjects observe the movements of others, they comprehend those actions without “explicit reasoning” (Rizzolatti et al., 2006, p. 56). This research suggests that a social and emotional brain system is necessary for interacting and relating to other people. We learn first by observing and imitating actions and simultaneously internalizing that experience. This enables these neural networks to provide us the ability to understand and to predict actions and complex intentions. In the process, we initiate empathetic emotional responses and an awareness of others. These brain responses to subtleties in movement are the foundation for social and emotional intelligence and learning.

Furthermore, proficiency in language usage (verbalizing emotions and articulating actions) is equally important in social and emotional skills competency. Tettamanti et al. (2005) and others found that in addition to being activated by action observation or by hearing action sounds, this same observation-execution system also engages during the cognitive processing of sentences that describe actions. Researchers have known that putting feelings into words in verbal or written form can attenuate negative emotional experiences (Wilson & Schroeder, 1991), and neuro-imaging studies indicate a possible cognitive pathway when *affect labeling* alleviates negative emotional responses. Data from these studies show that emotional word usage has a demonstrable, physical effect on the brain (Lieberman et al., 2007). These findings suggest that the development of a comprehensive emotional vocabulary is fundamental in developing social and emotional intelligence. This vocabulary is important for raising emotional

self-awareness in oneself and for articulating the feelings of others (Carkhuff, 1993) and is an important aspect in developing empathy.

Social and Emotional Skills in Student Team Building

Teaching students an emotional vocabulary, identifying and modeling appropriate behavior, mirroring these behaviors, and encouraging higher levels of critical thinking and reflection (challenging or testing assumptions) are essential in the development of EI. As the science indicates, these skills are not learned in isolation.

Edelman (1987) and Zull (2002) observe that social structures like teams allow the exchange and development of emotions and that in the process, neural connections and EI are strengthened, with reciprocity in how these skills are learned: Interaction between team members may facilitate and reinforce emotional and social skills learning (Moriarty & Buckley, 2003), while conversely, emotional and social skills development may facilitate team-building efforts (Welch, 2003). Other research suggests that highly emotionally intelligent teams are more successful, specifically with higher problem-solving abilities, better performance, and better grades (Druskat & Wolff, 2001; Yost & Tucker, 2000), and emotionally skilled team leaders facilitate better responses from their members (Antonakis et al., 2009; Ashkanasy & Tse, 2000; George, 2000).

Emotional Intelligence Pedagogy

Many business schools, recognizing the value of team-building skills training, have already implemented such programs for their students (Greenan, Humphreys, & McIlveen, 1997; McGraw & Tidwell, 2001; Mills, Myers, & Rachael, 1991; Moriarity & Buckley, 2003; Thomas & Busby, 2003) or have incorporated EI into their curricula in various ways: lecture learning groups (Cockburn-Wootten & Cockburn, 2011), MSCEIT (Mayer–Salovey–Caruso Emotional Intelligence Test) or EISDI (Emotional Intelligence Self-Description Inventory) testing to increase EI awareness (Ashkanasy & Dasborough, 2003; Groves, McEnrue, & Shen, 2008), and self-assessment, journaling, role-play, interview, and case analysis (Myers & Tucker, 2005). Other researchers have suggested the use of games to facilitate social and emotional learning (Hromek & Roffey, 2009).

Many educators agree that information should not be conveyed solely in lecture format and that emotional skills should be taught in an emotional and experiential context (Dwyer, 2001; Kremer & McGuinness, 1998). To that end, universities have encouraged service learning and academic civic engagement (Helm-Stevens & Griego, 2009). Some practitioners urge the use of a team approach to teach interpersonal skills in order to produce a final acceptable product or to attain a predetermined goal (McGrew & Lewis, 1998). Cockburn-Wootten and Cockburn (2011) advocate a collaborative, “learning-by-doing” approach to “reflect and analyze management communication in relation to complexities, failures, context, power, and assumptions, . . . issues

and tensions around managing relationships, and business communication” (p. 52). Still others see student internships as suitable training ground for learning conflict management and other interpersonal skills (Stitts, 2006). And because more businesses are using teams at hierarchical levels, educational institutions are also recognizing the need to prepare students for real-world group decision making and functioning within the team structure (Kaplan & Welker, 2001). Boyle and Strong (2006), for example, have proposed a list of key skills (including interpersonal and team-building skills) for enterprise resource planning. Business schools that already have enterprise resource planning programs can use the list to determine how well they meet industry needs.

Neurological research has indicated that humans develop EI in stages: first, by developing self-awareness in recognizing their own thoughts and feelings toward people and situations; then moving toward understanding individuals and groups and the subtleties at play in social groups; and then using this information to induce preferred responses in others. If, as the research indicates, effective social and emotional skills are primarily learned through modeling appropriate behavior and social interaction, experiential team building may be the best means of teaching these skills to students.

Student participation in experiential teams provides an opportunity for “active” as opposed to “passive” learning (Cockburn-Wooten & Cockburn, 2011) and for the exchange and development of emotional knowledge. Team-based learning creates stronger relational bonds that facilitate thinking (Clarke, 2010; Moriarty & Buckley, 2003). In addition, within simulated “workplace” groups, students can identify more readily with business scenarios, and by participating in joint problem solving through dialogue and reflection, they can directly experience emotional learning unconsciously and intuitively.

Experiential Teaching Strategies for Business Communication

The following sections describe four classroom activities that the authors have used to develop students’ social and emotional skills in the business communication course. As a whole, these exercises roughly follow the stages of EI development (self-awareness in recognizing thoughts and feelings of self and others, understanding others and the subtleties of social groups, and using information to induce preferred responses). These strategies also stimulate the neural pathways that are fundamental for interacting and relating to other people. By developing an emotional vocabulary and observing and modeling behavior, students can begin the process of “deep learning” Goleman’s (1995) five competencies: self-awareness, goal setting and performance, motivation and creativity, empathy, handling relationships effectively, and developing and improving social and emotional skills.

Matrix Exercise

An extensive emotional vocabulary is fundamental to the development of EI. The use of *affective* language has a physical effect on the brain and can alleviate negative

emotions (Lieberman et al., 2007), an important skill in management communication, specifically supervisory confrontation. These words are important not only for communicating on an emotional level with others (i.e., articulating the feelings of others) but also for raising emotional self-awareness (Carkhuff, 1993). Students, however, rarely appreciate the value of having an emotional vocabulary as an interpersonal skill.

A modification of the Emotional Matrix (see the appendix), attributed to Julia West (Bradberry & Greaves, 2009, p. 15), can impress on students the importance of developing their vocabularies by showing them what they lack. Students are given 10 minutes to complete the blank matrix with high-intensity, medium-intensity, and low-intensity descriptors (three per box) for each of the primary emotions. Descriptors for “happy,” for example, may range from ecstatic (high) to delighted (medium) to glad (low). Students generally have some difficulty in completing the matrix in the time period and struggle with articulating the subtle differences in emotional intensity. They quickly realize that they are underequipped for identifying their own emotions—much less the emotions of others—and recognize the need to develop their emotional vocabularies as a fundamental skill set in the development of empathy. Next, students play Emotion Charades, enacting an emotion pulled at random from a box (e.g., “outraged”) and identifying the appropriate emotion/intensity level (“angry,” high intensity), thus raising emotional self-awareness in themselves (as the actor) and in relating to others (in interpreting emotions). Prizes increase participation and listening/observing skills.

EI debriefing:

1. Was completing the emotional matrix difficult for you? If yes, why? Name some ways you can increase your emotional vocabulary.
2. How effectively did you enact an emotion in Emotion Charades? What nonverbal cues did you give the audience? What nonverbal cues might have conveyed the emotion more quickly or more effectively?
3. Why is an extensive emotional vocabulary important in management communication?

Magic Carpet

This exercise stimulates relational bonds that facilitate thinking. A simple activity using a plastic shower curtain enhances students’ group problem-solving skills through dialogue, reflection, and nonverbal communication.

Preceding the exercise, the instructor introduces the concepts of *task* function and *maintenance* function in group problem-solving discussions. Briefly, the task function is performed by team members who are concerned with accomplishing the team’s stated task. Communication includes direction giving, information seeking, information giving, elaborating, coordinating, enforcing, and summarizing. Team members concerned with the maintenance function are sensitive to relationships among the team members. Communication includes supporting, harmonizing, tension relieving, energizing, encouraging, and facilitating (Whetten & Cameron, 1998). Before the activity,

the instructor points out the value of both functions for effective group problem solving.

Next, the instructor initiates the activity: The instructor spreads a plastic shower curtain on the floor. The instructor asks for volunteers to stand on the shower curtain. Students who decline to volunteer are assigned to be observers. Ideally, between 12 and 18 students come forward. They typically try to stand as far apart as possible, avoiding touching each other.

The instructor tells this story:

You are standing on a magic carpet, flying high above the clouds. Suddenly you realize that you are headed in the wrong direction! In order to reverse course you must flip over the magic carpet. Naturally, anyone who steps off the carpet will fall to his or her death. Your task is to turn the carpet upside down. Everyone must remain standing on it with at least one foot at all times.

The instructor asks observers to listen closely to the students as they work together to flip the shower curtain while standing on it. The observers are reminded to note who the task function people are and whose contributions are primarily directed to maintaining the group relations.

Students usually begin to solve the task by folding over one side of the shower curtain and crowding together on the other end. After realizing that the size of their magic carpet has decreased alarmingly, they abandon that strategy. The team mood proceeds from silliness, with lots of self-conscious laughter, to determination, and then to frustration as they struggle. Occasionally, a student “sacrifices” for the sake of the group and steps off. Ultimately, someone realizes that twisting the shower curtain from a corner allows the team to move from one side to the other without diminishing its total size. It may take 5 to 30 minutes for the solution to occur to the group.

During the debriefing, observers point out the task leaders and the maintenance leaders, giving examples of statements that the participants uttered for each function and their effect. The instructor finishes with a discussion about the contributions of each communication function.

EI debriefing:

1. Who were the task leaders and the maintenance leaders? How do you know? Give examples of statements for each function.
2. How did each of these functions contribute to the team’s solution?
3. What were the failures, issues, and tensions you experienced and how did these affect your result?
4. What did you learn about yourself and about team dynamics that you will be able to apply in the workplace?

Corporate Blindfold

This team-building exercise also enhances group problem-solving skills and verbal and nonverbal communication and illustrates communication issues in tall management hierarchies. Preceding the exercise the instructor introduces formal and informal organizational communication strategies and discusses the trend toward flattened management hierarchies that result in more efficient groups or teams.

The instructor then announces the formation of a company in which the instructor is the CEO. The CEO appoints a “president” who will be his or her direct “report” during the exercise; the remainder of the class serves variously as upper-, mid- and lower-level employees. Students are then instructed to line up behind the president (students who may have supervisory jobs are asked to go to the end of the line to get the most out of the experience). After putting on their blindfolds, the students link hands. The instructor asks everyone to avoid speaking to each other during the exercise so that the president (also blindfolded) can hear instructions from the CEO. Guided only by the CEO’s voice, the president begins to take the company forward through “difficult times.” Students, initially uncertain of the direction and people around them, shuffle quietly and slowly at first.

As the president becomes accustomed to following the CEO’s voice, the pace quickens, and the group threads out of the classroom and into the hallways, through doorways, and around obstacles. Students sometimes blunder into walls, door jambs, lounge chairs, or trash cans if the direction they receive from their “supervisors” (the person in front of them) is unclear. However, nonverbal communication in the form of hand squeezing and positioning, or proxemics, usually assists students in determining the direction the company is heading. Invariably, students at the middle and lower levels of the company, unable to hear the CEO’s directions to the president, began to initiate grapevine discussion: “Are you still there?” “Are you OK?” “I can’t see a thing.” “Do you have any idea where we are?” The grapevine is irrepressible and soon moves up and down the organization, and most students forget the instructor’s earlier request to avoid speaking. Occasionally, the CEO will fall silent, causing the entire company to either slow down or stop completely. In response, the grapevine usually begins to speculate loudly on the direction the company is heading.

If the company is moving too quickly, some employees become stretched in their efforts to hold their sections together; sometimes sections of the organization will break off from the company entirely—unless the CEO intervenes to reconnect them. Eventually, the CEO leads the company back to the classroom where the blindfolds are removed and the debriefing begins.

Students are encouraged to draw parallels between their experience and what they might encounter in a real corporation or business scenario: the power of nonverbal communication, the reciprocity of formal and informal networks, the difficulties of communicating quickly and efficiently in tall organizational structures (this usually

results in an “aha” moment as students grasp the benefits of work groups and teams), and the problems that occur with a lack of, or inaccurate, communication or relationship issues in the group. Students at the bottom of the corporation (end of the line) usually have the most difficult time during the exercise since they cannot hear the CEO and are dependent on the person immediately in front of them for any direction at all (after this exercise, real-life supervisors tend to empathize more with employees who may be in lower level positions). This exercise also contributes greatly to creating group cohesiveness in the classroom.

EI debriefing:

1. On whom did you depend for information and direction? Who depended on you?
2. In what ways was this information communicated to you? How did you communicate this information to others?
3. You were told not to talk during this exercise. Did you follow that directive? How is your reaction similar to the grapevine in organizations?
4. What is the ideal state between the grapevine and formal communication in an organization?
5. Depending on where you were in line, what difficulties in communication did you encounter? How did you overcome those difficulties?

Xion (Adapted From Gochenour, 1993)

This role-play activity exposes students to the complexities of intercultural communication. It challenges their assumptions and exposes them to issues of power, failure, and context as they learn conflict management and reflect on ways to induce preferred responses in others. These issues are core to EI.

For this activity:

- Two groups of three are needed to run the simulation.
- One team is made up of two women and one man (the Xions from Country X).
- The other team is made up of two men and one woman (the Journalists).
- Xions and Journalists meet by chance in a restaurant in Greece.
- Journalists try to get permission from Xions to go to the annual Queen’s Garden Festival, take photos, and write a magazine article.

Country X is a matriarchal society. Men keep house, cook, and care for the children. In all respects, women are viewed by the Xion culture as being superior to men. This belief is reinforced by individual attitudes and institutionalized beliefs, norms, and structures. Marriage is between two women, forming “the Bond.” The Bond then may jointly receive a man to their household for the purposes of having children, tending the home, and so on. The man is protected and “cherished” by the Bond.

The Xions value art and nature and celebrate the Queen's Garden Festival each year. No outsiders have ever attended the festival although there is no law against it.

During the simulation, Xions must limit their vocabulary to words of only one or two syllables when speaking with the Journalists. Xions must also avoid making prolonged eye contact. Staring is impolite and is considered aggressive.

The Journalists join the Xions at their table in the restaurant and try to converse with them. After 15 minutes, they excuse themselves to discuss the best way to approach their objective: receiving permission to attend the Queen's Garden Festival.

The Xions will grant the Journalists permission to attend the Festival only if they meet *all* of the following criteria:

1. The female Journalist must ask for permission, and she must ask the Bond, not the Cherished Man.
2. The Journalists must be considerate about the English language limitations and try to use words and pacing that Xions can understand.
3. Journalists must show sensitivity to Xion customs regarding eye contact.

The Journalists typically have difficulty with the conversation at the table since the Xions only answer in one or two syllables. The Xions have difficulty answering with only one or two syllables and not making eye contact. The Journalists get frustrated because the Xions will only briefly make eye contact and won't really "talk" to them. They then try to start a conversation with the Cherished Man, who cannot talk to them without permission from the Bond.

Moreover, when the Xions and Journalists notice cultural differences, they may interpret those behaviors through the lenses of their own culture, and they often get so engaged in the details of the task that they forget about how important relationships are to accomplishing that task.

EI debriefing:

1. What cultural differences were blatantly visible? Which ones only became apparent later?
2. How did the two cultures display emotions and power differently? What effect did this have on the communication?
3. How did you adjust your perspective so that you understood and valued others?
4. How did you induce preferred responses in others?
5. What did the Xion role-play teach you that will help you in the global workplace?

Conclusion

As this article's review of the academic and scientific research indicates, experiencing and modeling social and emotional behavior are essential in learning EI. To develop

the neural pathways, experiential learning and simulation exercises, including role-play and group activities, such as the four described in this article, are essential. This article adds value to the literature because it presents concrete examples of how we as business communication instructors can build our students' self-awareness and sensitivity to the impact of an individual's verbal and nonverbal behavior.

Incorporating EI into the business communication curriculum is an important step in preparing our students to function effectively in a global workplace with its complex informal networks, teams, and participatory leadership, where they must constantly learn new skills and adapt quickly to changing technology (Lopes & Salovey, 2004) and where mastery of interpersonal and group skills is needed in order to interact effectively with others (Johnson, 2003; Johnson & Johnson, 2003; Muir & Davis, 2004). Awareness of EI strategies enhances students' communication behavior individually and in work groups. One student testified after EI training that he has "a better understanding of . . . emotions, optimism, and working positively with others [and enjoyed] . . . the hands-on activities to better understand how to apply [these skills]."

If, as Goleman (1998a) believes, professionally successful people have high EI in addition to the traditional cognitive intelligence or specialized knowledge, we can better prepare our students by teaching them not only the cognitive knowledge they will need but also the social and emotional skills that will ensure their success.

Appendix

Emotional Word Matrix

		Intensity	
Category	High	Moderate	Low
Happy			
Sad			
Scared			
Angry			
Confused			
Strong			
Weak			

SOURCE: Adapted from and reproduced in part by permission from Julia West.

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