

CONFOUNDED LOGIC: A WORKSHOP ON TEAM PROBLEM SOLVING AND EMOTIONAL INTELLIGENCE

Randall Brown, California State University, Stanislaus, 1 University Circle, Turlock, CA 95382 (209) 667-3064, rbrown@csustan.edu

Paul Shinn, California State University, Stanislaus, 1 University Circle, Turlock, CA 95382 (209) 667-3291, pshinn@csustan.edu

ABSTRACT

This high-involvement workshop uses logic problems and word puzzles to explore the role of emotion in group problem solving. Participants, in small teams, work jointly to solve challenging problems and then share results with other teams in an attempt to achieve consensus between groups. Discussion focuses on the process by which groups approach, dissect, and solve various problems, with an emphasis on the how emotions and emotional intelligence help guide the process. The objective is to explore the role of emotions in an otherwise cognitive process.

INTRODUCTION: BACKGROUND ON EMOTIONAL INTELLIGENCE

Emotions provide valuable clues in reaching optimum decisions, provided persons understand their emotions and how to “harness” them. They can be invaluable guides to our interpreting events around us, forming behavioral intentions, and acting in intelligent fashion (Mayer et al, 2001). A key building-block of E.I. is “emotional awareness” – the ability to “manage” moods and deal with fresh situations in an emotionally aware manner (Goleman, 1995). A second building block is to learn how to best manage or “harness” the emotions such that they serve as helpful guides in forming responses to specific situations. Goldman’s five components of E.I. are: 1. Self-discipline: the ability to control impulse and delay gratification, so as to accomplish important activities. 2. Optimism: an ability to think positively and maintain hope; to regulate one’s moods; to keep distress and setbacks from swamping one’s ability to think. 3. Tenacity and Perseverance: ability to motivate oneself and persist in the face of unexpected difficulties, setback, or frustration. 4. Self-control: control and deliberated response in the face of emotionally “charged” situations. 5. Empathy: ability to read a social situation readily, to recognize emotions in others, and to identify with a person’s emotional state and react accordingly.

WORKSHOP PURPOSE, DESIGN, AND STRUCTURE

The purpose of this workshop is to give participants the opportunity to engage in joint decision-making/problem-solving activity, and experience both cognitive and affective engagement in the process. Participants are expected to gain awareness in how they might best manage or harness their emotions to facilitate a group process, both in solving problems and

REFERENCES

- [1] Goleman, Daniel (1995) Emotional Intelligence, Bantam Books, New York, NY.
- [2] Mayer, J.D., Salovey, P., Caruso, D.R., and Sitarenios, G. (2001). “Emotional Intelligence as a Standard Intelligence.” *Emotion*, 3,232-242.