



TWO YEARS FOLLOW UP STUDY ON AN AD HOC TELEPHONE INTERPRETERS' EMOTIONAL REGULATION PROGRAM

LUANA BRUNO, ALEJANDRO IBORRA CUÉLLAR
University of Alcalá, Spain

KEYWORDS

*Ad hoc intervention program
Telephone interpreters
Follow up study
Emotional competences
Emotional regulation
Emotions
Specific needs*

ABSTRACT

The following study shows the main qualitative results obtained by means of a two follow up study with a group of telephone interpreters who previously participated in an ad hoc emotional regulation program designed according to their specific needs. The study aimed to evaluate the impact of the intervention program in the long term. The results demonstrated the positive effect of the program on the interpreters' lives and on their emotional management. The need of verifying the effect of this kind of programs in order to totally measure their impact through the time is discussed.

PALABRAS CLAVE

*Programa de intervención ad hoc
Intérpretes telefónicos
Estudio longitudinal
Competencias emocionales
Regulación emocional
Emociones
Necesidades específicas*

RESUMEN

El siguiente estudio muestra los principales resultados cualitativos obtenidos mediante un estudio longitudinal de dos años con un grupo de intérpretes telefónicos que participaron previamente en un programa de regulación emocional ad hoc diseñado según sus necesidades específicas. El estudio pretendía evaluar el impacto del programa de intervención a largo plazo. Los resultados demostraron el efecto positivo del programa en la vida de los intérpretes y en su gestión emocional. Se discute la necesidad de verificar el efecto de este tipo de programas para medir totalmente su impacto a través del tiempo.

Recibido: 27/ 04 / 2022

Aceptado: 25/ 06 / 2022

1. Introduction

Over the past few years, various research studies have highlighted the existence of a positive correlation between high levels of emotional intelligence and professional success (see Jamali, Sidani & Abu -Zaki 2008; O'Boyle, et al. 2011; Obradovick et al. 2013; Maqbool et al. 2017), physical and psychological well-being (Mayer et al. 2008; Fiori & Antonakis, 2011; Guerra-Bustamante et al. 2019) and life satisfaction (Urquijo, Extremera & Villa 2015; Ruvalcaba-Romero et al., 2017; Kong et al., 2019).

Therefore, in recent years more and more emotional regulation intervention programs have been promoted and implemented as a way to help people to acquire or improve their socioemotional skills and to learn how to properly face difficult situations. On the other hand, several studies have been conducted to evaluate the impact and the effects of these programs on people who attended them (Gregersen et al. 2014; Aguaded-Ramírez & González 2016; Campo, Laborde, Mosley 2016; Domitrovich, et al. 2016, among others).

Although these studies have shown the benefits of emotional management intervention programs (Celdrán & Ferrándiz 2012; Pérez-González 2012) it should be considered than most studies (most of them) have been implemented in the education field to foster teachers' and students' socioemotional skills (Arguís, Bolsas, Hernández & Salvador 2012; Body et al 2016; Cabello et al. 2016), while they are still scarce in other professional contexts where there is a large demand for this kind of interventions (Hen & Goroshit 2011; Flowers et al. 2013; Jiménez Castaño 2015; Oden et al. 2015; Shakir et al. 2017, among others).

Furthermore, it is also important to emphasize that most of the studies measuring the impact of such intervention programs are based on a pretest-posttest designs which don't include a follow up stage, (Gilar-Corbi et al. 2018; Shahbazi et al. 2018; Mattingly & Kraiger 2019; Fernández-Hawrylak, Heras-Sevilla, & Cepa-Serrano 2020; among others), thus they don't evaluate the effects of the programs over longer periods of time.

2. The current Study

Since there are still few studies that evaluate the impact of emotional regulation intervention programs over time, (for example: Gullone et al. 2009; Garaigordobil & Peña Sarrionandia 2015; Campo, Laborde, & Mosley 2016; Taylor, et al. 2017; Viguer, Cantero & Bañuls 2017; Mirsamiei et al. 2021) and a follow up phase seems to be essential to us in order to have a more complete vision of their benefits, the present study aimed 1) to explore the influence of an ad hoc emotional regulation intervention program on a group of telephone interpreters (Bruno / Iborra, in preparation; Bruno & Iborra 2021; Bruno 2021), two years after the end of the intervention program and 2) to evaluate by a qualitative analysis its effects on the participants in the long term.

Our starting hypotheses were as follows:

The telephone interpreters which participated in the ad hoc intervention program will report, in the follow up phase, that they continue to benefit from what they initially learned in the program in their professional and personal lives.

Participants will refer that they have better emotional management as a result of their participation in the ad hoc emotional regulation intervention program.

Participants will maintain the results obtained immediately after the intervention program (posttest), that is, they will declare to have a better empathetic concern, more stress tolerance, they will maintain healthier interpersonal relationships and they will feel happier than before the training (for more information Bruno & Iborra, not published yet).

Before proceeding with the rest of the sections of the study, it seems worth mentioning the main points of the previous research, from which we have developed the follow-up study.

2.1 Study I (previous study)

In Study I (Bruno & Iborra, in preparation; Bruno 2021), the main authors aimed to design an ad hoc emotional intervention program based on the special needs and characteristic of a group of nine Spanish telephone interpreters. Previously they had created an ad hoc emotional intervention program for Public Service Interpreters who carried out their work at the Public Healthcare System in the region of Madrid in Spain and they evaluated the effects of the program. In the study (Bruno & Iborra 2021) on that emotional education program designed on the real needs of a group of Public Service Interpreters the results showed the positive impact and effects that such kind of interventions have on the participants who voluntarily adhered to the project. Participants, in fact, improved their empathy' skills, something very important for people who practice this profession (Valero & Alcalde 2021), but so little considered in interpreting and translation studies. They also improved their emotional intelligence skills, and all these improvements positively affected the quality of their work and personal lives. Through that study (Bruno & Iborra 2021), the authors intended to shed light on a relevant problem in the field of interpreting, showing the urgent need to insist on fostering better emotional management of these professionals, through the creation of specific programs that take into account their real circumstances and problems due to

the development of their profession (for a review of the subject, see Bruno & Iborra 2021; Valero & Alcalde 2021; Roberts 2015; Valero Garcés 2006, among others).

The situation of telephone interpreters is similar, although not quite the same as that of the Public Service interpreters who work face-to-face with the users. The former usually carry out their work not in person, but rather through a telephone that allows them to communicate simultaneously with two interlocutors who need their linguistic and cultural mediation to understand each other. Generally, telephone interpreters are required to be available twenty-four hours a day and they can deal with different situations quickly and efficiently, without the additional aid of nonverbal communication. In addition to possessing certain linguistic and cultural skills, they must also be versatile and mentally agile, to adjust their tone of voice depending on the situation they are facing. They should know how to manage time, distinguish between their own private and professional lives, as they telecommute and often face difficulty in keeping these spheres of their lives separate from one another (Jiménez Castaño 2015). According to Lee “telephone interpreters often work in isolation from the other parties, and have to interpret without seeing their interlocutors, relying solely on audio input. They may not have advance information on such matters as the nature of the discussions and the length of the task” (Lee, 2007 p. 232).

Telephone interpreting has been introduced as one of the eight tests for NAATI (National Accreditation Authority for Translators and Interpreters) certified interpreter qualifications in Australia, since January 2018 (Wang 2018a).

Telephone interpreting (TI) first emerged in Oceania and the Americas, and only subsequently became widespread in Europe, where it is now expanding rapidly (Amato 2020). Amato (2020) points out that in a recent survey undertaken in Italy, Spain, and the United Kingdom (Veasyt 2018), 199 users of interpreting services in the public and private sectors were asked how often they used telephone interpreting services compared to face-to-face and videoconferencing services. 15.5% of all respondents reported using it always or often, 29.6% stated that they used it occasionally, and 31% said they had never used it, but were opened to trying it out. Even though this service has some potential for growth, there is still little research on telephone interpreting and on the problems that telephone interpreters face daily, their coping strategies and how they are affected by them.

According to a study carried out in Spain (Jiménez Castaño 2015), 51% of the interpreters at one of the two most recognized telephone interpretation companies in the country, admitted suffering from problems relating to stress and anxiety due to the conditions of their work.

A recent study (Wang 2018b), carried out in Australia, collected the results of a survey conducted with 465 telephone interpreters. In the survey, participants described what they liked and disliked about telephone interpreting, their perceptions of the associated challenges of this job as well as their coping strategies. Among the unfavorable aspects of this profession, participants pointed to problems of communication and understanding when performing their work, low pay for their work, work-related stress, and the occasional nature of their work. They also reported self-care coping strategies to deal with their work-related problems.

Unfortunately, low attention is put to date on these professionals and their needs. scarce studies focus on telephone interpreters' wellbeing.

In Study I the initial situation of the telephone interpreters who voluntarily joined it was like what Jiménez-Castaño (2015) found out. In fact, our participants experienced symptoms of an anxious depressive nature and who had low socioemotional skills and low empathetic concern toward their clients, due to their work conditions and the stress accumulated in their professional lives. They felt depersonalized and burned out before the intervention program was carried out and their interpersonal relationships were compromised because of the aforementioned problems.

The study also included a control group made up of nine telephone interpreters, working in the same company as the former, who did not receive any intervention.

The study developed a quasi-experimental pre-test-post-test design, performing T-tests on related samples for both groups.

The Spanish versions of the Bar-On ICE (Ugarizza & Pajares 2005), the BCSQ-36 (Montero-Marín, et al. 2011) and the Interpersonal Reactivity Index (IRI) (Pérez et al. 2003) were used as instruments to evaluate the Emotional Intelligence factors, the Burnout syndrome and the Empathy processes before (pretest) and after (posttest) the intervention program.

The ad hoc emotional regulation program was carried out with a process-experiential approach (John McWhirter 2000a, 2000b, 2001a, 2001b, 2002, 2011), with collaborative and dialogic nuances (Iborra, García, Margalef & Pérez, 2009). It was also based on a constructionist paradigm of emotions based on the 'Conceptual Act Theory' (see Barrett 2013, 2017; Lindquist 2013).

A discussion group prior to the beginning of the intervention program was carried out in order to understand the specific needs and circumstances of the participants. It took place at the beginning of September of 2018, a month before the start of the course which was developed during the months of October, November and December of 2018. There was a total of 10 sessions which lasted 4 hours each. The training consisted of 40 in-person hours

and 80 hours of reflection work outside of the classroom. Participants completed the questionnaires on the first and final days of the course, in order to compare their pre and post-test results.

The group of telephone interpreters arrived at the intervention program presenting the following initial picture:

Problems related to stress management, due to their work schedule and not having a clear distinction between their personal and professional life, since the interpreters with whom we intervened, had to be attentive to the work phone 24h a day, guaranteeing their service at anytime and anywhere they were; if they did not, with high probability, they would have not been called back on the following occasions or they would have been called less frequently, due to the strong competition that exists in the sector.

Low levels of empathy towards the users of their services and towards the rest of the professionals they usually worked with over the phone, as they felt depersonalized and burned out and, in addition, as they did not offer face-to-face work, there was a role ambiguity on the part of the users who complained or got angry with them on different occasions, They were often confused with the other person they were talking to, and the other professionals often treated them as if they were colleagues and asked them, when they were overworked, to do their job instead of them. As we know, interpreters only know the technical vocabulary of the contexts in which they practice their profession but have neither the knowledge nor the skills to perform the work of the professionals they work with to mediate their telephone communications.

Problems of communication and interpersonal relations, due to the aforementioned.

This group was used to working in front of a screen or with a telephone in hand, without having direct and face-to-face contact with the users of their services. Over time, they had become depersonalized, not connecting with their own emotions or those of others but behaving like translation machines or problem-solving tools.

With the interpreters in each session, after working in pairs on the different experiential learning exercises, a dialogue was always opened where the large group could work on individual experiences, generating a new meaning to them and thus promoting, in a subtle way, processes of change, at all times.

In the first sessions, the group had difficulty in connecting with their own emotions and physiological sensations. It is a group that, due to the conditions of their work, is used to rushing and solving problems on the spot, totally disconnecting with their emotional world. The group in question, as we have already mentioned, learned to protect themselves in the face of difficulties, on the one hand by depersonalizing themselves and on the other by depersonalizing their clients as well, focusing only on their words to interpret them in another language, without paying attention to the broader meaning of the words or what was behind them.

We also worked, in detail, on aspects related to transitions, roles, changes and context generation so that they could learn to improve their time and stress management and to distinguish their private and professional lives.

In the last sessions, we focused on relational and communication aspects, so that they became increasingly aware of the importance of reconnecting with themselves and with others, attending to differences in perspectives and positions on a problem.

After the intervention program, the interpreters reported significant improvement in their private and professional relationships, learning to manage time in a more balanced way and to distinguish the personal from the professional.

The scores obtained by the participants who attended the training sessions showed statistically significant differences between the pre-test and the post-test, in favor of the latter, in most of the emotional intelligence and empathy factors. Participants improved their problem-solving ability, their stress tolerance and stress management. They also became more optimistic and happier. They also enhanced their empathetic concern, so that they improved their interpersonal relationships, after the course.

The control group maintained the same results as in the pre-test.

3. Method

3.1. Design

The present research consisted of two years follow up study (Powell / Iassen 2013) with a qualitative design. The qualitative information, obtained twenty-four months after the ending of the training sessions and collected in the current study, offered additional significant information to the one acquired in the previous study (Bruno /

Iborra in preparation) in order to properly evaluate the impact of the ad hoc emotional regulation intervention carried out.

3.2. Participants

A group of seven telephone interpreters belonging to a Spanish well-known company providing linguistic mediation services, constituted the convenience sample of our study. Participants, who voluntarily joined the study, were from Spain and Morocco. Their average age was 37 years old.

3.3. Instrument and data analysis

We proceeded with a qualitative methodology of an inductive nature, carried out through a content and thematic analysis (Riessman 2008) of a subjective open ended questions survey. Participants explicitly manifested their wish to fulfil a survey instead of being interviewed because of their limited time availability and due to their difficulty to meet at the same time, even online (because of the Pandemic situation), for an interview.

This thematic analysis is completely centered on the content of 'what' is said instead of focusing on 'how', 'to whom' or 'for what purposes' something is said.

3.4. Procedure

Participants were contacted by telephone in December 2020. We manifested to them our willingness to conduct a longitudinal study on the intervention carried out in 2018.

Seven out of the nine total participants in Study 1 expressed their willingness to participate in the study. Two of them did not answer.

The telephone interpreters participating in the study expressed their desire to conduct a survey rather than an interview or discussion group because of their limited time availability and the difficulty of coinciding for a group interview.

At the beginning of January 2021, the survey was designed. The latter is made up of eight open ended questions regarding the impact, effects and benefits attributed to the ad hoc intervention program carried out in 2018.

The survey asked participants to comment on concrete examples from their professional and private lives where they had been able to notice a better emotional management directly related to the course. Participants had also to answer about situations in which they could apply what they had learnt through the course itself. In addition, the questions were also designed to check whether the results obtained at the time of the post-test could be confirmed in the two years follow up phase. Participants received in mid-January 2021, a link to answer the survey online, by using the free Google Forms tool. The responses were analyzed in February of 2021.

4. Results

After the content and thematic analysis of the surveys completed by the participants two years after the end of the intervention program, the following main results have been found:

- Improved empathic concern and perspective taking.
- Enhanced interpersonal relationships.
- Better emotional management in both professional and personal situations.
- Better stress management and tolerance.
- Frequent use of deep breathing and relaxation as strategies of emotional regulation.
- Awareness of their emotional events and of their active role in the construction and deconstruction of the same.

Plenty of participants referred to be more empathetic with their clients and to have a better understanding of other people's points of view after the ad hoc emotional regulation intervention program. By having a better empathic concern and perspective taking, they also noted an improvement in their professional and personal relationships:

"If I have a problem with a client because the translation was not to his/her liking, instead of getting very angry and upset, I think that he/she values different things than I do, and I make a note that next time I have to be clearer in my communication".

"It is evident that I am more tolerant with the way people are and I feel less affected by events. I also empathize more with other people, which allows me to have better relationships with them".

"It has been very useful for me to learn that not everyone perceives reality as I do and that there are several points of view and several ways of looking at the same fact".

"Sometimes my clients tell me sad and disturbing stories. I manage to understand their situations, although I achieve not to take those problems home with me".

"At the work level, the course has allowed me to better understand my clients, and therefore, to provide them with a more personalized service, adjusting to their specific circumstances. On a personal level, it has allowed me to strengthen my social bonds with my environment, in all senses".

"I no longer argue with people to assert my point of view, because I understand that, faced with the same fact, each person has a way of interpreting it and it is as valid as mine".

"As for my relationship with my partner or friends, I have healthier relationships. In fact, I might not be able to be with my current partner if it weren't for the course".

Participants also declared that they noted a better emotional management at work and in their personal lives. They provided also some practical examples:

"I manage my emotions in a better way at work. For example, I have learnt not to answer emails when I am angry, but to leave it for when I am calmer".

"I think that it was precisely in a very emotionally intense period at work that I realized that I have taken an important step forward compared to how I would have handled these same situations before attending the program".

"I have realized that I have better emotional management in any moment of anger or emotional crisis or in any tense situation that I may have faced and in which I have remained calm".

"I have observed that there have been times when I have managed my emotions properly and, by taking my distance, I believe that I have contributed to transmitting a bit of calm and balance to the rest of the work team. For example, it happened when there was an emergency due to the Covid-19 outbreak. I also noted that I had a flexible attitude when I faced with unforeseen situations".

Furthermore, participants reported having better stress management, having become more resilient, and being more tolerant toward stressful situations:

"I have learned to manage stress and "unpleasant" situations much better, as well as to better understand other people's attitudes and behaviors".

"I have the example of resilience. I now take any event that happens with a lot of inner peace, and I don't judge so much if something is bad or good, but I let it be as it is, I accept what comes without "resistance". I look for my moments of joy, of peace, of comfort, and I am able to find all that for myself in the midst of chaos. I refuse to let others decide for me to live in a state of permanent fear and chaos. It is true that I have some moments of uncertainty, but I live it without attachment, I just observe the emotions that pass by and let them show me what moves me inside".

Several participants affirmed that they usually used deep breathing and relaxation as strategies to manage their emotions in different stressful or complex situations:

"In social cases that are difficult to deal with, I usually work fully, but at times I find it difficult [...] what I learnt in the course, especially the relaxation technique, has helped me a lot".

"By means of the intervention program I have learned to give importance to breathing[...]".

Finally, different participants referred that they have more and better awareness of their emotional events:

"It has been very important to start paying attention to emotions, not just occasionally, but on a day-to-day basis, both at work and in my personal life".

"There are several things that I have learnt in the course and that I put into practice in my day-to-day life. I think I have very good emotional management; I am more aware of my emotions, and I identify people who do not have good emotional management".

"I have begun to make an emotional reading when analyzing what happens to me and I have begun to consider emotions as a field in a constant training process, feeling the need to know and delve deeper into what I have learned".

"I have realized that I am more aware of my emotional state and that of the people around me".

5. Discussion

In recent years, several studies have shown the importance of having proper emotional management and socioemotional skills to successfully face stressful and complex situations and to be satisfied both in the professional context and in the private sphere (Wang et al. 2011; Koydemir & Schutz 2012; Donoso et al. 2015).

For this reason, recently we have assisted a strong proliferation of emotional management programs designed to help participants to cope with different professional problems or situations (Cabello et al. 2016; Gilar-Corbi et al. 2018; Li et al. 2019,).

Several studies with a pretest-posttest design have been carried out, showing the benefits of such programs in the immediate aftermath of the programs. However, longitudinal studies measuring the impact of these programs, months or years after their end, remain scarce.

The current study arose from the need to evaluate in the long-term the effectiveness of an ad hoc emotional management intervention program, created by the authors of the current study according to the needs and specific circumstances of a group of telephone interpreters who joined the research project.

The results obtained through qualitative analysis have demonstrated the effectiveness of the program and confirmed the quantitative results obtained at the time of the post-test, in the previous study (Bruno & Iborra, in preparation).

Participants, who before attending the ad hoc intervention program suffered from symptoms of anxious-depressive character due to the circumstances and characteristics of their work, referred, in the follow up study, to have enhanced their emotional management since they attended the training sessions.

They also noticed having better stress management and greater tolerance towards complex and stressful situations. Most of them declared having healthier interpersonal relationships with their clients and friends. They directly attributed this improvement to the course, were they increased their empathic concern and perspective taking.

In fact, these professionals, before attending the course had learned to depersonalize themselves by creating a barrier between themselves and their clients and by focusing only on their oral translation performance, in order to protect themselves from the stress situations of work. Over time, they had managed to escape from their own emotions by not paying attention to what they felt or what their clients needed beyond a translation. On the other hand, in the follow-up phase, many of them emphasized that they had learned to connect with their own emotions, to become aware of what they were feeling and to understand the emotional processes underlying the manifestation of an emotional event. They seem to have enhanced their relationship with their clients, as they have learned to understand that there are different ways of acting or seeing the same event and that the important thing is to understand that there are different perspectives on the same reality.

These results contribute to support the studies that have demonstrated the existence of a positive correlation between having the ability to effectively regulate one's own emotions and developing a more empathic concern (Eisenberg 2000; Konrath & Grynberg 2013).

In his study, in fact, Eisenberg (2000) showed that people who couldn't properly regulate their emotions were less likely to experience empathic concern. On the contrary, they seemed to experience relatively high levels of adverse effect when exposed to another's problem.

In the case of the telephone interpreters, indeed, two years after the training sessions, they not only were able to witness their own improvements but also, they demonstrated to have a deep comprehension of the cause of these positive changes.

Finally, it should be noted that the participants not only learned how to manage their emotions, but also, they appropriated what they have learned throughout the course and adapted it to their own circumstances and needs.

6. Conclusions

Through the ad hoc intervention program, participants seemed to start to evaluate their lives and the reality around them in a qualitatively different way with respect to how they saw the world before starting the intervention program.

The two years follow up study has highlighted the long-term benefits and effects of the ad hoc intervention program on the telephone interpreters who attended it. At the same time, it aims to serve as evidence of the importance of measuring the impact of the different emotional regulation programs in the long run in order to have a clearer and more objective evaluation of the same and to prove their effectiveness over time.

Based on this experience, we concluded that it is relevant to further work with this specific collective of professionals. Processes such as the management of transitions from formal to informal contexts and the objectification of perspective-taking processes may not have been worked on ordinarily, but they were shown to be relevant for telephone interpreters. Over and above these specific processes, this group needs specific support in carrying out their work.

7. Limitations and future directions

One limitation of the present study was the small sample of subjects. This is because telephone interpreters need to be available to practice their profession for a substantial number of hours per day, as a result of the type of work they perform and its conditions. That is why, while many professionals initially intended to participate in the research, when the research began, they were no longer able to guarantee their availability.

This research is part of a larger project, where we aim to evaluate different kinds of courses in emotional management based on the needs of different professional groups in order to test the effectiveness of these types of intervention programs.

Bibliography

- Aguaded-Ramírez, E., & González, N. (2016). Evaluación de un programa de intervención educativa en inteligencia emocional. *Dilemas Contemporáneos*, 2, 1-33.
- Amato, A. (2020). Interpreting on the phone: interpreter's participation in healthcare and medical emergency service calls. *inTRAlinea Special Issue: Technology in Interpreter Education and Practice*. <https://www.intralinea.org/specials/article/2519>
- Arguís Rey, R., Bolsas Valero, A. P., Hernández Paniello, S. & Salvador Monge, M. M. (2012). Programa Aulas Felices. Psicología Positiva aplicada a la Educación. from <http://catedu.es/psicologiapositiva/Aulas%20felices.pdf>
- Barrett, L. F. (2013). Psychological construction: a Darwinian approach to the science of emotion. *Emot. Rev.* 5, 379–389. doi:10.1177/1754073913489753
- Barrett L. F. (2017). The theory of constructed emotion: an active inference account of interoception and categorization. *Social cognitive and affective neuroscience*, 12(1), 1–23. <https://doi.org/10.1093/scan/nsw154>
- Body, L., Ramos, N., Recondo, O., & Pelegrina, M. (2016). Desarrollo de la inteligencia Emocional a través del programa mindfulness para regular emociones (PINEP) en el profesorado. *Revista interuniversitaria de formación del profesorado*.87 (30.3), 47-59.
- Bruno, L. (2021). *Facilitating emotional development by means of four adapted intervention programs aimed at professionals working in social and educational contexts. Design and implementation of an App to monitor emotional experiences in natural contexts* (Tesis doctoral). Universidad de Alcalá, Alcalá de Henares
- Bruno, L. & Iborra Cuéllar, A. (2021): Un programa de intervención para fomentar la gestión emocional en un grupo de intérpretes para los SSPP. *FITISPos International Journal*, 8(1), 43–65. <https://doi.org/10.37536/fitispos-ij.2021.8.1.269>
- Cabello, R., Castillo, R., Rueda, P. y Fernández-Berrocal, P. (2016). *Programa INTEMO+. Mejorar la inteligencia Emocional de los adolescentes*. Pirámide.
- Campo, M., Laborde, S., & Mosley, E. (2016). Emotional intelligence training in team sports: The influence of a season long intervention program on trait emotional intelligence. *Journal of Individual Differences*, 37(3), 152–158. <https://doi.org/10.1027/1614-0001/a000201>
- Celdrán, J. and Ferrándiz, C. (2012). Reconocimiento de emociones en niños de Educación Primaria: Eficacia de un programa educativo para reconocer emociones. *Electronic Journal of Research in Educational Psychology*, 10(3), 1321-1342.
- Domitrovich, C.E., Bradshaw, C.P., Berg, J.K. et al. (2016) How Do School-Based Prevention Programs Impact Teachers? Findings from a Randomized Trial of an Integrated Classroom Management and Social-Emotional Program. *Prev Sci* 17, 325–337. <https://doi.org/10.1007/s11121-015-0618-z>
- Donoso, L. M., Demerouti, E., Garrosa Hernández, E., Moreno-Jiménez, B., & Carmona Cobo, I. (2015). Positive benefits of caring on nurses' motivation and well-being: A diary study about the role of emotional regulation abilities at work. *International Journal of Nursing Studies*, 52(4), 804–816. <https://doi.org/10.1016/j.ijnurstu.2015.01.002>
- Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology*, 51, 665–697. <https://doi.org/10.1146/annurev.psych.51.1.665>
- Fernández-Hawrylak, M., Heras-Sevilla, D., & Cepa-Serrano, A. (2020). Evaluation of the Effectiveness of the Emotional Education Program EMO-ACTION within a Preschool Setting. *Estudios Sobre Educación*, 39, 87–107. <https://doi.org/10.15581/004.39.87-107>
- Flowers, L. K., Thomas-Squance, R., Brainin-Rodriguez, J. E., & Yancey, A. K. (2013). Interprofessional social and emotional intelligence skills training: study findings and key lessons. *Journal of Interprofessional Care*, 28(2), 157–159. <https://doi.org/10.3109/13561820.2013.847407>
- Garaigordobil, M., & Peña-Sarrionandia Ainize (2015). Effects of an emotional intelligence program in variables related to the prevention of violence. *Frontiers in Psychology*, 6, 743 <https://doi.org/10.3389/fpsyg.2015.00743>
- Gilar-Corbi, R., Pozo-Rico, T., Pertegal-Felices, M.L. et al. (2018). Emotional intelligence training intervention among trainee teachers: a quasi-experimental study. *Psicol. Refl. Crít.* 31(33). <https://doi.org/10.1186/s41155-018-0112-1>
- Guerra-Bustamante, J., León-Del-Barco, B., Yuste-Tosina, R., López-Ramos, V. M., & Mendo-Lázaro, S. (2019). Emotional Intelligence and Psychological Well-Being in Adolescents. *International journal of environmental research and public health*, 16(10),. <https://doi.org/10.3390/ijerph16101720>
- Gregersen, T., MacIntyre, P. D., Finegan, K. H., Talbot, K., and Claman, S. (2014). Examining emotional intelligence within the context of positive psychology interventions. *Stud. Sec. Lang. Learn. Teach.* 4, 327–353. doi: 10.1111/j.1530-0277.2011.01589.x
- Gullone, E., Hughes, E. K., King, N. J., & Tonge, B. (2009). The normative development of emotion regulation strategy

- use in children and adolescents: a 2-year follow-up study. *Journal of Child Psychology and Psychiatry*, 51(5), 567–574. <https://doi.org/10.1111/j.1469-7610.2009.02183.x>
- Hen, M. & Goroshit, M. (2011) Emotional Competencies in the Education of Mental Health Professionals, *Social Work Education*, 30(7), 811-829, doi: 10.1080/02615479.2010.515680
- Jamali, D., Sidani, Y., & Abu-Zaki, D. (2008). Emotional intelligence and management development implications. Insights from the Lebanese context. *Journal of Management Development* 27(3), pp. 348-360. doi.org/10.1108/02621710810858641
- Jiménez Castaño, A. (2015). *La interpretación telefónica en los servicios públicos* (trabajo fin de máster). Universidad Autónoma de Barcelona, Facultad de Traducción e Interpretación.
- Koydemir, S. & Schutz, A. (2012). Emotional Intelligence predicts components of subjective well-being beyond personality: A two country study using self and informant reports. *The Journal of Positive Psychology*, 7(2) pp. 107-118, 10.1080/17439760.2011.647050
- Kong, F., Gong, X., Sajjad, S., Yang, K., & Zhao, J. (2019). How Is Emotional Intelligence Linked to Life Satisfaction? The Mediating Role of Social Support, Positive Affect and Negative Affect. *Journal of Happiness Studies*, 20(8), 2733–2745. <https://doi.org/10.1007/s10902-018-00069-4>
- Konrath, S. H., & Grynberg, D. (2013). The Positive (and Negative) Psychology of Empathy. In D. Watt & J. Panksepp (Eds.). *The Neurobiology and Psychology of Empathy*. Nova Science Publishers Incorporated. http://www.ipearlab.org/media/publications/Konrath_Grynberg_2013.pdf
- Lee, J (2007). Telephone interpreting seen from the interpreters' perspective. *Interpreting, International Journal of Research and Practice in Interpreting*, 9(2), 231–252. <https://doi.org/10.1075/intp.9.2.05lee>
- Li, C., & Xu, J. (2019). Trait Emotional Intelligence and Classroom Emotions: A Positive Psychology Investigation and Intervention Among Chinese EFL Learners. *Frontiers in Psychology*, 10. doi:10.3389/fpsyg.2019.02453
- Lindquist, K. A. (2013). Emotions emerge from more basic psychological ingredients: A modern psychological constructionist model. *Emotion Review*, 5, 356-368. doi.org/10.1177/1754073913489750
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59(1), 507–536. <https://doi.org/10.1146/annurev.psych.59.103006.093646>
- Mattingly, V., & Kraiger, K. (2019). Can emotional intelligence be trained? A meta-analytical investigation. *Human Resource Management Review*, 29(2), 140–155. <https://doi.org/10.1016/j.hrmr.2018.03.002>
- Maqbool, R., Sudong, Y., Manzoor, N., & Rashid, Y. (2017). The Impact of Emotional Intelligence, Project Managers' Competencies, and Transformational Leadership on Project Success: An Empirical Perspective. *Project Management Journal*, 48(3), 58–75. <https://doi.org/10.1177/875697281704800304>
- McWhirter, J. (2000a). Re-Modelling NLP. Part Six: Understanding Change. *Rapport*, 48, 1-16.
- McWhirter, J. (2000b). Re-Modelling NLP. Part Seven: Facilitating Change. *Rapport*, 49, 53-57.
- McWhirter, J. (2001a). Re-Modelling NLP. Part Eight: Performing Change. *Rapport*, 50, 53-56.
- McWhirter, J. (2001b). ReModelling NLP. Part Nine: Organising Change. *Rapport*, 51, 37-41.
- McWhirter, J. (2011). Behavioral remodeling. In L. M. Hall & S. R. Charvet (Eds.), *Innovations in NLP: For challenging times*. Crown House Publishing, 95-114.
- Mirsamiei M, Atashpour H, Aghaei A (2021). Effect of Achievement Emotion Regulation Training Package on Negative Emotions and Learning Strategies Among Female High School Students. *J Research Health*, 11(1), 37-44
- Montero-Marín, J., García-Campayo, J., Fajó-Pascual, M., Carrasco, J. M., Gascón, S., Gili, M., & Mayoral-Cleries, F. (2011). Sociodemographic and occupational risk factors associated with the development of different burnout types: The cross-sectional University of Zaragoza study. *BMC Psychiatry*, 11(1). <https://doi.org/10.1186/1471-244x-11-49>
- O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
- Obradovic, V., Jovanovic, P., Petrovic, D., Mihic, M., & Mitrovic, Z. (2013). Project Managers' Emotional Intelligence – A Ticket to Success. *Procedia - Social and Behavioral Sciences*, 74, 274–284. <https://doi.org/10.1016/j.sbspro.2013.03.034>
- Oden, K. B., Lohani, M., McCoy, M., Crutchfield, J., & Rivers, S. (2015). Embedding Emotional Intelligence into Military Training Contexts. *Procedia Manufacturing*, 3, 4052–4059. <https://doi.org/10.1016/j.promfg.2015.07.976>
- Pérez-González, J. C. (2012). Revisión del aprendizaje social y emocional en el mundo. In Alzina, B. R., & Punset, E. (2011). *¿Cómo Educar Las emociones? La Inteligencia emocional en la infancia y la adolescencia*. Hospital Sant Joan de Déu.
- Powell L.H., Janssen I. (2013) Follow-up Study. In: Gellman M.D., Turner J.R. (eds) *Encyclopedia of Behavioral Medicine*. Springer. https://doi.org/10.1007/978-1-4419-1005-9_314
- Roberts, G. (2015). Public Service Interpreters: *The Emotional and Psychological Impact of Interpreting within Public Service Settings* (Doctoral dissertation). Cardiff University.

<https://core.ac.uk/download/pdf/42524788.pdf>

- Ruvalcaba-Romero, N. A., Fernández-Berrocal, P., Salazar-Estrada, J. G., & Gallegos-Guajardo, J. (2017). Positive emotions, self-esteem, interpersonal relationships and social support as mediators between emotional intelligence and life satisfaction. *Journal of Behavior, Health & Social Issues*, 9(1), 1–6. <https://doi.org/10.1016/j.jbhsi.2017.08.001>
- Shahbazi, S., Heidari, M., & Heidari Sureshjani, E. (2018). Effects of problem-solving skill training on emotional intelligence of nursing students: An experimental study. *Journal of Education and Health Promotion*, 7, 156. https://doi.org/https://doi.org/10.4103/jehp.jehp_50_18
- Shakir, H. J., Recor, C. L., Sheehan, D. W., & Reynolds, R. M. (2017). The need for incorporating emotional intelligence and mindfulness training in modern medical education. *Postgraduate Medical Journal*, 93(1103), 509–511. <https://doi.org/10.1136/postgradmedj-2017-134978>
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- Urquijo, I., Extremera, N., & Villa, A. (2015). Emotional Intelligence, Life Satisfaction, and Psychological Well-Being in Graduates: The Mediating Effect of Perceived Stress. *Applied Research in Quality of Life*, 11(4), 1241–1252. <https://doi.org/10.1007/s11482-015-9432-9>
- Valero-Garcés, C., (2006), El impacto psicológico y emocional en los intérpretes y traductores de los servicios públicos. Un factor a tener en cuenta. *Quaderns. Revista de traducció* 13, 141–154. Disponible en <ddd.uab.es/pub/quaderns/11385790n13p141.pdf>
- Valero-Garcés, C., Alcalde Peñalver, E. (2021). Empathy in PSI: Where we stand and where to go from here. *FITISPos International Journal*, 8(1), 17–27. <https://doi.org/10.37536/fitispos-ij.2021.8.1.298>
- Veasyt, (2018). Remote Interpreting Services: Future or Present? Results of A Market Survey in Italy, Spain and the United Kingdom. *SHIFT in Orality Newsletter*, issue 2, 1-314. Retrieved from <http://www.shiftinorality.eu/en/resources>
- Viguer, P., Cantero, M. J., & Bañuls, R. (2017). Enhancing emotional intelligence at school: Evaluation of the effectiveness of a two-year intervention program in Spanish pre-adolescents. *Personality and Individual Differences*, 113, 193–200. <https://doi.org/10.1016/j.paid.2017.03.036>
- Wang, M., & Saudino, K. J. (2011). Emotion regulation and stress. *Journal of Adult Development*, 18(2), 95–103. <https://doi.org/10.1007/s10804-010-9114-7>
- Wang, J. (2018). It Keeps Me on My Toes. Target. *International Journal of Translation Studies*, 30 (3), 439–473., <https://doi.org/10.1075/target.17012.wan>.
- Wang, Jihong (2018b): 'I only interpret the content and ask practical questions when necessary.' Interpreters' perceptions of their explicit coordination and personal pronoun choice in telephone interpreting. *Perspectives*, 29(4), 625-642, DOI: 10.1080/0907676X.2018.1549087

Annexes

Online survey:

Please, answer the following open-ended questions honestly and thoroughly. Thank you for your participation.

1. After two years since the end of the course in emotional management, could you highlight which specific aspects of the intervention have been most useful to you in your daily life?
2. Have you noticed any differences in your way of interpreting reality and acting during these years after the course?
3. Could you indicate some situations in your professional life in which you have put into practice what you have learned in the course?
4. Could you tell me some situations in your personal life in which you have put into practice what you have learned in the course? what you have learned in the course?
5. In what way and in what moment or circumstances have you realized to have a better emotional management or to act in a better way / or to act differently by means of the course?
6. How has the course influenced your professional and private life? Tell me by giving concrete examples.