
The Effect of Positive Writing on Emotional Intelligence and Life Satisfaction



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This study explored the effect of writing about positive emotional experiences on emotional intelligence and life satisfaction. One hundred and seventy-five adults wrote about one of the following three topics: positive experiences with a cue for emotion regulation reflection, positive experiences without this cue, or a control writing topic. Multivariate analysis showed a significant time (pretest, posttest, and follow-up) by group effect. Writing about positive emotional experiences with an emotion regulation cue led to significant increases in emotional intelligence and life satisfaction at posttest and the increase in life satisfaction was maintained at 2-week follow-up. Further, participants who were cued to reflect on emotional regulation while writing about positive experiences rated their emotional intelligence significantly higher than the participants in the control writing group both at posttest and at follow-up. There were no significant differences in emotional intelligence or life satisfaction between those who were cued to reflect on emotional regulation while writing about positive experiences and those who wrote about positive experiences without such a cue. © 2006 Wiley Periodicals, Inc. *J Clin Psychol* 62: 1291–1302, 2006.

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Writing About Positive Events

The expressive writing paradigm has largely focused on the beneficial effects of written disclosure of traumatic events (e.g., Pennebaker & Beall, 1986; Smyth, 1998). Recently researchers have explored the effects of writing about topics that depart from the traditional focus on traumatic emotional experiences. Writing about nontraumatic events is different from writing about traumatic events in some respects, but similar in others. Writing about traumatic events may bring about habituation and desensitization through exposure to the event (Lepore, Greenberg, Bruno, & Smyth, 2002) and encourage normalization that comes with disclosure of previously non-verbalized information (Pennebaker, 2002); effects not likely shared with writing about nontraumatic events.

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However, writing about nontraumatic events likely shares some effects with writing about traumatic events. Writing about any meaningful aspect of life may promote cognitive processing, encouraging the examination, understanding, and assimilation of emotions that might otherwise be left unscrutinized (Pennebaker, 2002; Pennebaker, Mayne, & Francis, 1997; Pennebaker & Seagal, 1999). Writing about a meaningful topic may result in enhanced emotional regulation, related to perceptions of self-efficacy and control over emotional experiences (Greenberg, Wortman & Stone, 1996; King, 2001, 2002; Lepore et al., 2002). Writing may afford the writer the opportunity to gain a sense of mastery over his or her emotions and to clearly identify priorities, preferred outcomes, and goals (King, 2001).

Burton and King (2004) compared the effects of writing about intensely positive experiences to a writing control condition. Mood measures were taken before and after each session of writing. They showed that writing about positive emotional experiences was associated with enhanced positive mood relative to the control condition. In addition, health center visits for illness significantly decreased for the positive writing participants compared to the control participants. These findings support research from coping studies suggesting positive affect can buffer the harmful physiological consequences of stress (Folkman & Moskowitz, 2000). However, the researchers were unable to identify a range of mediation effects including positive mood. They speculated that the task might have had a general effect on regulation processes by encouraging participants to engage in a type of self-construction from which a greater understanding about emotions, priorities, and goals emerged.

Cameron and Nicholls (1998) found that a writing task designed to prompt coping strategies for the potentially stressful transition to college life prevented development of negative mood states and promoted college adjustment relative to a writing disclosure task and a writing control task. King (2001) found that a writing task about future life goals was significantly associated with increased subjective well-being 3 weeks later, compared to a writing control condition. These findings suggest writing tasks may help individuals attain a sense of self-efficacy related to the future management of emotions as well as helping the writers with reevaluation of and insight into past events.

Lumley, Tojek, and Macklem (2002) pointed out that expanded theoretical models are needed to explain the various processes posited to be associated with writing. One model that may be worthy of investigation is the emotional intelligence model (Lumley et al., 2002). There are marked similarities between processes described by this model and its components and processes that may account for effects of writing about positive events.

Emotional Intelligence

Emotional intelligence involves the adaptive use of emotions (Salovey & Mayer, 1990; Schutte et al., 1998), with a strong focus on the interaction between emotions and cognition (Mayer, Salovey, & Caruso, 2004). Perception of emotion, understanding emotions, using emotion in cognitive processes, and managing emotions are all aspects of emotional intelligence (Mayer & Salovey, 1997). Management or regulation of emotions in particular is integrated with other important aspects of individuals' functioning related to goals and social awareness (Mayer et al., 2004).

A substantial body of research shows a positive association between emotional intelligence and mental health. Emotional intelligence measures have been found to positively correlate with indices of well-being, including life satisfaction, (Austin, Saklofske, & Egan, 2005; Ciarrochi, Chan, & Caputi, 2000; Saklofske, Austin, & Minski, 2003),

optimism (Schutte et al., 1998), positive mood states, and higher self-esteem (Schutte, Malouff, Simunek, Hollander, & McKenley, 2002).

Emotion regulation may be the component most strongly linked to optimal mental health because it relates to a range of strategies individuals can use to increase well-being and adaptive functioning (Ciarrochi & Deane, 2001; Mayer & Salovey, 1997; Schutte et al., 2002). Conversely, emotion dysregulation (for instance, the inability to manage hostile or negative emotion) can lead to work and relationship difficulties and is associated with clinical problems such as anxiety and mood disorders (Gross, 1998). Even though the emotional regulation component of emotional intelligence is a distinct ability (e.g., Mayer & Salovey, 1997; Mayer, Salovey, Caruso, & Sitarenios, 2003), it is related to and builds on other aspects of emotional intelligence, such as perception and understanding of emotions (Mayer & Salovey, 1997; Mayer et al., 2004; Schutte et al., 1998).

The associations between higher emotional intelligence and greater well-being (Ciarrochi et al., 2000; Saklofske et al. 2003; Schutte et al., 1998; Schutte et al., 2002) suggest those low in emotional intelligence might benefit from training focused on improving components of emotional intelligence. Some research (e.g., Ciarrochi & Deane, 2001) has focused on mental health implications of emotional intelligence; however, much remains to be explored in this potentially fruitful area. In particular, there is a need for research to focus on the efficacy of therapeutic interventions for improving specific skills related to the components of this construct (Parker, 2002).

Writing and Emotional Intelligence

The processes that may be involved in increasing well-being through writing bear a striking resemblance to aspects of emotional intelligence. These processes include the promotion of cognitive skills related to understanding, awareness, and labeling of emotions (Pennebaker, 1997, Pennebaker et al., 1997), regulation of emotions related to mastery of emotions (Greenberg et al., 1996; Lepore et al., 2002), and the formulation of goals (King, 2001).

It is possible that writing can cue and consolidate aspects of emotional intelligence. In particular, management of emotions is an important aspect of emotional intelligence and is closely integrated with other aspects of life functioning (Mayer & Salovey, 1997). Thus, writing that encourages reflection on emotional regulation in relation to significant experiences may facilitate awareness of abilities and changes in emotional intelligence and may also lead to increases in psychological well-being.

Kennedy-Moore and Watson (2001) pointed out that recent research evidence suggests that expression of positive emotions may be just as important as expression of negative emotions. Writing about positive emotional experiences may be beneficial in that the regulation processes identified for such experiences may be drawn on more frequently in the future. Unpublished data by Schutte (2000) showed that participants who read emotional intelligence priming statements increased in state emotional intelligence in a manner similar to how participants in another study increased in states reflecting the Big Five personality dimensions after reading statements priming those states (Schutte, Malouff, Segrera, Wolf, & Rodgers; 2003). This finding lends support to the notion that expressive writing might cue aspects of emotional intelligence.

Purpose of the Study

The present study set out to test whether writing about positive experiences with a cue to reflect on emotional regulation would lead to increases in emotional intelligence and

increases in life satisfaction. Life satisfaction was conceptualized as a measure of well-being, and as suggested by some other writing studies, should increase after a writing intervention. Including the measure of life satisfaction allowed exploration of the relationship between increases in emotional intelligence and increases in life satisfaction.

Method

Participants

The participants were 175 Australian adults (112 women and 63 men) ranging in age from 18 to 79 years ($M = 40.30$, $SD = 16.04$). Thirty-six percent of participants ($n = 64$) were undergraduate psychology students; the other participants were recruited from various business and community groups. Participants were recruited from the cities of Sydney, Adelaide, Canberra, Melbourne, and Perth, as well as rural areas of Australia. There were no exclusion or inclusion criteria for participation in the study other than that participants had to be 18 years of age or over.

Measures

The Assessing Emotions Scale. The Assessing Emotions Scale (Schutte et al., 1998) is 33-item measure of self-rated global emotional intelligence. As is the case generally with self-report measures of traits, the scale assesses perception of how typically abilities associated with the perception, understanding, and management of emotion in the self and others are manifested. Sample items include "I am aware of my emotions as I experience them" and "I know why my emotions change." The scale's internal reliability ranges from .87 to .90 (Schutte et al., 1998). Evidence of validity for the scale includes correlations with measures relating to attention to feelings, clarity of feelings, mood repair (Schutte et al., 1998), cognitive task performance (Schutte, Schuettpelez, & Malouff, 2001), positive mood states and higher self-esteem (Ciarrochi et al., 2000; Schutte et al., 2002), and well-being (Saklofske et al., 2003). Participants rated themselves on their perceived typical emotional skills at each measurement time. In the present study, the scale showed internal consistency, as assessed through Cronbach's alpha, of .88 at pretest, .88 at posttest, and .89 at follow-up.

The Satisfaction With Life Scale. The Satisfaction With Life Scale (Diener, Emmons, Larsen, & Griffin, 1985) is a measure of global life satisfaction. Sample items include "In most ways my life is close to ideal" and "I am satisfied with my life." In previous research, the internal consistency of the measure ranged from .82 to .87, and validity evidence included positive correlations with measures of positive affectivity, extraversion, and self-esteem and inverse correlations with measures of negative affectivity and neuroticism (Pavot & Diener, 1993). Participants rated how they felt about their life at each measurement time. In the present study, the Satisfaction With Life Scale showed good internal consistency of .84 at pretest, .86 at posttest, and .88 at follow-up.

Postwriting Assessment. At the postwriting assessment, participants answered the following two questions related to compliance: "On how many days did you complete the full 20 minutes of writing?" and "On how many days did you complete some writing but less than 20 minutes of writing?"

Procedure

Potential participants were approached face-to-face, by e-mail or via a dedicated Web site. The study was introduced to potential participants as a study focusing on the effects of journal writing. Individuals who expressed interest in participating in the study were randomly assigned to one of three groups: a writing intervention about intensely positive experiences that cued writing about emotional regulation, a writing intervention about intensely positive experiences without such a cue, or a writing control condition concerning an emotionally neutral topic. A priori scrambling of instruction packets was intended to assure nonbiased assignment of participants to conditions.

For both experimental conditions, a Maslow (1971) set of instructions for writing about intensely positive experiences, also recently given by Burton and King (2004), was used. These instructions in part read "Think of the most wonderful experiences in your life: happiest moments, ecstatic moments, moments of rapture, perhaps from being in love, being in nature, achieving a personal project, from listening to music, or from some great creative moment. Choose one such experience. Try to imagine yourself at that moment, including all the feelings and emotions associated with the experience. . . . Now write in as much detail as possible . . ." Participants in the cued emotional regulation condition received the additional instruction to think and then write about how they "could more frequently tap into or recreate such inspiring feelings" in their lives. This cue was designed to induce emotional regulation by encouraging participants to evaluate and then record how they might maintain, modify, or change their emotions to attain a goal related to increased well-being. Participants in the control condition wrote about their plans for the day. All participants were asked to write for 20 minutes on three consecutive days. Participants selected the setting in which they wrote and were not monitored during their writing.

Participants completed the Satisfaction With Life Scale and the Assessing Emotions Scale immediately before beginning the writing task on the first day, after the three days of writing, and at a 2-week follow-up. After the 3 days of writing, participants also rated their compliance with the writing instructions. Participants posted back by mail their completed questionnaires after the 3 days of writing, and again at the 2-week follow-up. The questionnaires and writing instruction packets were in separate envelopes and written instruction guided participants as to what step to complete next. Identification numbers allowed the matching of questionnaires from different phases of the study. Participants provided their e-mail addresses and reminders regarding completing and sending back the questionnaires were sent by e-mail. Responding was anonymous in that the researchers did not know who had returned a particular data set. Data was collected over the course of 4 months.

Results

Participation Rates and Compliance

Of the 175 participants returning questionnaires at pretest and immediate posttest, 58 were in the positive writing plus cued emotional regulation condition (group 1), 62 were in the positive writing only condition (group 2), and 55 were in the control condition (group 3). For the 2-week follow-up period, 164 (93.7%) completed questionnaires were returned from participants: 56 (96.5%) from group 1, 54 (87%) from group 2, and 54 (98%) from group 3. There were no significant differences between groups in gender distribution or in age.

Participants self-reported their level of compliance at posttest. Thirty-seven participants reported that they did not write either for the full length of time or duration specified. Of these 37, 13 were in the emotion regulation cued group, 11 were in the positive experiences writing group, and 14 were in the control group. Between groups, comparisons of those who fully complied and those who partially complied showed that there were no significant differences between groups in emotional intelligence and life satisfaction at any of the measurement times. The 37 participants who partially complied were included in all subsequent analyses.

Pre-intervention, Postintervention, and Between-Group Analyses

Means and standard deviations for emotional intelligence and life satisfaction for each measurement time for each group are shown in Table 1. A MANOVA, with emotional intelligence and life satisfaction entered as dependent variables, time (pre-intervention, postintervention, and follow-up) entered as a repeated measures variable, and condition (emotion regulation cued writing, positive experiences writing, and control writing) entered as a between groups variable, examined the overall impact of the writing intervention on the outcome measures. Wilks's lambda showed a significant interaction between time and group, $F(4,318) = 2.73, p = .03$.

Individual time and group comparisons were then examined. The reported significance levels are based on two-tailed tests. Because it can be argued that as there were expectations regarding the direction of differences one-tailed tests should have been used, when one-tailed tests would have shown significance, the differences are reported as trends. Participants in the positive experiences plus emotion regulation cue writing group showed a significant increase in emotional intelligence from pretest to posttest, $t(57) = 2.69, p = .01$, Cohen's $d = .18$; however, this increase was no longer significant at the 2-week follow-up. Participants in the emotion regulation cued writing group also showed a significant increase in life satisfaction from pretest to posttest, $t(57) = 2.00, p = .05$, Cohen's $d = .16$, and the increase from the premeasure was maintained at the 2-week follow-up, $t(54) = 2.54, p = .01$, Cohen's $d = .18$.

Even though participants in the positive experiences writing group showed slight increases in both emotional intelligence and life satisfaction across measurement times, these increases were not significant. For this group, the increase in life satisfaction from pretest to follow-up showed a trend towards significance, $t(53) = 1.79, p = .08$.

Table 1
Means for Emotional Intelligence and Life Satisfaction at Pretest, Posttest, and Follow-up

Measure	Pretest	Posttest	Follow-up
Emotional Intelligence			
Emotion Regulation Cued	122.18 (15.79)	124.41 (13.83)	124.14 (14.20)
Positive Experiences	126.31 (13.66)	126.96 (13.33)	127.44 (13.36)
Control Writing Group	127.07 (14.72)	124.79 (16.06)	124.98 (15.93)
Satisfaction With Life			
Emotion Regulation Cued	21.75 (7.19)	22.84 (6.96)	23.09 (6.94)
Positive Experiences	23.43 (5.95)	23.63 (6.74)	24.24 (6.36)
Control Writing Group	24.83 (6.57)	24.33 (6.64)	24.83 (7.32)

Note. Full instructions for each writing condition can be obtained from the authors upon request.

The participants in the control writing condition decreased significantly in emotional intelligence from pretest to posttest, $t(53) = 2.73, p = .01$, Cohen's $d = .16$, but this decrease was no longer significant at 2-week follow-up. For the control group, changes in life satisfaction were not significant.

Between group comparisons showed that at pretest there was a significant difference between the cued group and the control group for life satisfaction, $t(1,111) = 2.42, p = .02$, and a trend towards significance for differences in emotional intelligence, $t(1,111) = 1.72, p = .09$. There were no other significant between group differences at pretest. A series of between group ANCOVA comparisons, with prescores covaried out, examined significances in group differences at posttest and follow-up. Participants in the positive experiences plus emotion regulation cue writing group at posttest scored significantly higher on emotional intelligence than the control group, $F(1,108) = 9.99, p = .002$, partial $\eta^2 = .085$. At follow-up, this difference was no longer significant; however, there was a trend towards significance, $F(1,104) = 3.15, p = .08$.

Participants in the positive experiences writing group at posttest scored significantly higher on emotional intelligence than the control group, $F(1,113) = 4.49, p = .04$, partial $\eta^2 = .02$. At follow-up, this difference was no longer significant; however, there was a trend towards significance, $F(1,103) = 3.16, p = .08$. There were no significant differences in emotional intelligence between the positive experiences plus emotion regulation cue and the positive experiences writing only groups at either posttest or follow-up.

Participants in the positive experiences plus emotion regulation cue writing group at posttest did not score significantly higher on life satisfaction than the control group. At follow-up, there was a trend towards the participants in the positive experiences plus emotion regulation cue writing group scoring higher on life satisfaction, $F(1,104) = 2.84, p = .09$.

Participants in the positive experiences writing group did not score significantly higher on life satisfaction than the control group at posttest or at follow-up. Further, there were no significant differences in life satisfaction between the positive experiences plus emotion regulation cue and the positive experiences writing only groups at either posttest or follow-up.

Association Between Changes in Emotional Intelligence and Changes in Life Satisfaction

A Pearson's r correlation showed that higher emotional intelligence scores were associated with higher life satisfaction scores prior to any intervention at pretest, $r(174) = .49, p = .001$. Change scores in emotional intelligence and life satisfaction were computed by calculating the difference between the premeasure values of these variables and the posttest and follow-up values for each of the groups. Separate correlations were computed for each group to avoid confounding the intervention with amount of change in emotional intelligence and life satisfaction. In the positive experiences plus emotion regulation cue writing group, the more emotional intelligence increased from pretest to posttest, the more life satisfaction increased from pretest to posttest, $r(57) = .29, p = .03$. In addition, the more emotional intelligence increased from pretest to the 2-week follow-up, the more life satisfaction increased from pretest to follow-up, $r(54) = .33, p = .01$.

In the positive experiences writing group, the association between change in emotional intelligence from pretest to posttest and change in life satisfaction from pretest to posttest was not significant, $r(61) = .13, p = .30$. However, in this group, the more emotional intelligence increased from pretest to follow-up, the more life satisfaction increased from pretest to follow-up, $r(53) = .30, p = .03$. For the control writing group,

changes from pretest to posttest, $r(54) = .21, p = .13$, and pretest to follow-up, $r(53) = .20, p = .14$, in emotional intelligence were not significantly associated with corresponding changes in life satisfaction.

Supplementary Analyses Investigating the Relationship Between Initial Levels of Emotional Intelligence and Degree of Change in Emotional Intelligence and Well-Being

To examine whether participants' initial level of emotional intelligence made a difference in what impact the writing interventions had, the correlation between initial level of emotional intelligence and degree of change in emotional intelligence was examined for each of the writing intervention groups. In the positive experiences plus emotion regulation cue writing group, lower initial emotional intelligence scores were related to a greater increase in emotional intelligence from pretest to posttest, $r(57) = -.43, p = .01$, and a greater increase in emotional intelligence from pretest to follow-up, $r(54) = -.46, p = .01$. In the positive experiences writing group, lower initial emotional intelligence scores were related to a greater increase in emotional intelligence from pretest to posttest, $r(61) = -.35, p = .01$, and a greater increase in emotional intelligence from pretest to follow-up, $r(53) = -.35, p = .01$. In the control writing group, there was no significant relationship between initial emotional intelligence scores and changes to posttest or follow-up.

Discussion

Participants who reflected on emotional regulation as part of an instruction to write about positive experiences after completing the writing rated their emotional intelligence-related abilities higher and reported greater life satisfaction; they did not maintain higher emotional intelligence at a 2-week follow-up but did maintain greater life satisfaction. Participants who wrote about positive experiences with no instruction to reflect on emotional regulation did not show significantly increased emotional intelligence and life satisfaction scores at posttest but did have a trend towards increased life satisfaction at follow-up. Participants in the control writing condition, who wrote about daily events, showed a decrease in emotional intelligence from pretest to posttest. This was an unexpected finding, and could be due to writing about daily events bringing issues to participants' awareness that they did not emotionally process.

Between-group comparisons showed that the participants who reflected on emotional regulation as part of an instruction to write about positive experiences rated their emotional intelligence significantly higher than the participants in the control writing group both at posttest and at follow-up. Participants in the positive experiences writing only group rated their emotional intelligence higher than the participants in the control writing group at posttest. Even though the overall multivariate analysis was significant and several of the repeated measures and between group comparisons were significant, effect sizes were small. Also, it should be noted that there were no significant differences between the positive experiences writing only group and the positive experiences plus cue to reflect on emotional regulation group.

The measure of emotional intelligence used in the present study is a global measure that assesses typical perception, utilization, and management of emotions. Thus, the increase in emotional intelligence in the emotional regulation cued group after completing the writing intervention and the higher emotional intelligence scores of participants in this

group compared to the scores of participants in the control group suggests that one of the beneficial effects of positive writing is the enhancing of awareness and application of emotional intelligence abilities. However, these findings are only suggestive and a larger scale study, perhaps involving a more intensive intervention, would be useful.

The significant relationship between increases in emotional intelligence and increases in life satisfaction in the group writing about positive experiences with a cue for emotion regulation reflection provides additional information regarding the relationship between emotional processing and positive writing. Previous research has found that greater emotional intelligence is associated with higher levels of life satisfaction (Austin et al., 2005; Ciarrochi et al., 2000; Saklofske et al., 2003). This finding was replicated in the present study; at pretest emotional intelligence was associated with life satisfaction. The concomitant changes over time in emotional intelligence and life satisfaction found in the positive writing groups add to this literature.

A supplementary finding from the present study showed that for the two positive writing groups, lower pre-intervention emotional intelligence scores were related to more of an increase in emotional intelligence after writing. This finding suggests that those who are lower in emotional intelligence might benefit most from writing interventions. It may be that those lower in emotional intelligence have the most room for improvement, or that those lower in emotional intelligence respond to the self-examination and learning encouraged by positive writing, and perhaps respond especially well to the greater structure of a cued emotion regulation intervention. The finding of greater change for those initially lower in emotional intelligence parallels some prior findings regarding the improvement after expressive writing among individuals with alexithymia (Lumley et al., 2002). The findings on improvements among those with alexithymia, which consists of lack of awareness and understanding of emotions, are somewhat mixed, with some studies reporting less improvement for those with higher levels of alexithymia and other studies reporting no difference or a greater degree of improvement for those with higher levels of alexithymia (Lumley et al., 2002).

Some limitations of the present research should be noted. First, the study was conducted with a convenience sample of Australian adults. It may be that individuals from different cultural backgrounds or at different stages of development, such as adolescence, would respond differently to a positive writing intervention. However, the success of writing interventions in general (e.g., Lepore et al., 2002) and with individuals from different backgrounds (e.g., Lange, Schoutrop, Schrieken, & Van de Ven, 2002) and ages (e.g., Daiute & Buteau, 2002), suggests that results from such a positive writing intervention might generalize to other groups. Second, in the present study, the writing intervention accounted for only small portions of the variance in emotional intelligence and life satisfaction and the results should be interpreted as preliminary.

Third, narratives were not collected and analyzed for content. Thus, no independent assessment was made of the extent to which participants wrote about positive experiences in the positive experiences writing group or reflected upon how they might increase positive emotions in the positive experiences plus cue group. Future research could collect narratives and relate degree and type of emotional content of the narratives to changes in emotional intelligence. Self-reported compliance indicated that 37 of the 175 participants did not write for the full-specified time on each day, although all of these 37 participants did engage in some writing. No significant differences were found between the emotional intelligence and life satisfaction scores of those who partially complied and those who complied fully.

Fourth, the present study did not examine the effect of mood as a variable that may overlap with emotional intelligence and life satisfaction. Previous research has found

that emotional intelligence is related to mood (e.g., Schutte et al., 2002) and as positive writing can increase positive mood (Burton & King, 2004), it may be that increases in positive mood overlap with increases in emotional intelligence.

Finally, scrambling the packets with different writing instructions may not have been an ideal randomization strategy. More sophisticated means, such as computer-generated randomization schemes, may have led to greater assurance of randomization.

Future research might investigate conceptual questions left unanswered by the present study. It would be useful to tease out experimentally the relative contributions of writing that cues awareness emotional skills already present and writing that helps develop new skills. Future research might further examine the effect of variations in writing instructions encouraging reflection on emotional processing and management of emotions. The present study used a relatively nondirective and short cue to encourage reflection on regulation of emotion; more directive or elaborate instructions might encourage deeper processing or conversely might prove to be too constraining for writers. Future research could examine the relationship between emotional intelligence and mood in relation to the effect of positive writing by examining whether emotional intelligence and life satisfaction improve more than mood subsequent to writing. Future research might also examine the relationship between emotional intelligence and other outcomes, such as physical health indices, as concomitantly influenced by positive writing.

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