Bringing Emotional Intelligence to Your Students:

2 Institutions / 2 Models

What is Emotional Intelligence?
Why do we use it?
How do we use it?
What are the results/lessons learned?

July 2012 - International First Year Experience Conference – Vancouver, B.C.
What is Emotional Intelligence?

http://www.youtube.com/watch?v=VzQ3skLyhNw&feature=channel
According to Reuven Bar-On emotional intelligence is:

“An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”


In simple terms: “Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships.”

*Travis Bradberry and Jean Greaves, Emotional Intelligence 2.0 (San Diego: Talent Smart, 2009)*
EQ vs. IQ?

People with the highest levels of IQ outperform those with average IQ just 20% of the time, while people with average IQs outperform those with high IQs 70% of the time. 

*Travis Bradberry and Jean Greaves, Emotional Intelligence 2.0. (New York: Gallup Press, 2007)*

IQ does not and cannot predict success in life – it can predict on average 6% of success in a given job.

Why Emotional Intelligence?...

The Whole Person

IQ

EQ

Personality

The Essential Difference

Why Emotional Intelligence? The Higher Education Case for EI

- 372 first year undergraduate students given EQi – at end of year EI data matched with students’ academic records
- No significant difference in: age, high school GPA, course load

- Two groups identified:
  - Successful – 80% or higher
  - Unsuccessful – 59% or lower

Successful group scored significantly higher on several dimensions of EI – Intrapersonal abilities, Adaptability, and Stress management

Parker, James D. A. 2006, “When Smart Students Fail: Emotional Intelligence and Academic Success”, International Conference on the First Year Experience, Toronto, ON.
Trent Academic Success & Wellness Project (TASWP)

- Found EI dimensions of Intrapersonal Abilities, Adaptability, and Stress Management to be excellent predictors of academic success or lack of it...

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### Predicting Successful Students

- Correct Prediction: 82%
- Incorrect Prediction:

### Predicting Unsuccessful Students

- Correct Prediction: 91%
- Incorrect Prediction:

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Parker, James D. A. 2006, “When Smart Students Fail: Emotional Intelligence and Academic Success”, International Conference on the First Year Experience, Toronto, ON.
The Higher Education Case for EQ
What Does the Research Tell Us?…

- Recent findings examining the impact of EQ on student success:
  - Incorporating emotional skills content in a college transition course was found to **enhance student retention**
    

  - Scores on tests of optimism in 500 UPenn freshmen were found by Seligman to be a **better predictor of actual grades during the first year than SAT scores or high school grades**
    

  - Significant **positive correlations between EI and GPA** were found in 304 first year students from various cohort groups at one NC institution
    
    Reported at Annual Conference on the First Year Experience, 2004, by A. Jaeger
So What is it?
Bar-On Model of Emotional Intelligence

Intra-personal
- Self-Awareness
- Assertiveness
- Independence
- Self-Regard
- Self-Actualization
- Stress Tolerance
- Impulse Control

Inter-personal
- Empathy
- Social Responsibility
- Interpersonal Relationships
- Reality Testing
- Flexibility
- Problem Solving

Stress Management
- Optimism
- Happiness

Adaptability

General Mood

EFFECTIVE PERFORMANCE

MHS’ Scientific Rigor

CLINICAL

EDUCATION

PUBLIC SAFETY

EMOTIONAL INTELLIGENCE

CONNERS
3rd Edition

C. Keith Conners, Ph.D.

MANUAL

HARE
2nd Edition

Technical Manual

Robert D. Hare, Ph.D.

PCL-R

Manual

LSI-R

The Level of Service Inventory Revised

M.H.S.

M.H.S.

M.H.S.
EQ-i & EQ-i 2.0

Buros Mental Measurements Yearbook

275+ Research Publications and Dissertations
Example of EQ-i Results

Your Five EQ-i:HEd Areas of Interest

- Happiness
- Emotional Self-Awareness
- Interpersonal Relationship
- Problem Solving
- Stress Tolerance

3 strengths

2 areas offering greatest opportunity for personal development

You can make use of your strengths and improve on areas for enrichment to achieve personal, academic, and professional success
2 Institutions/2 Models

FANSHAWE COLLEGE

WILFRID LAURIER UNIVERSITY
How Do We Use EI?

Our Timeline

2006 International FYE Conference – James Parker’s Presentation

2007 Program Coordinator and I get certification

Winter 2008 Initial Pilot

2008 24 Fanshawe Faculty/Staff EQ certified

Fall 2008 Expanded Pilot with EQ-I HEd

Fall 2009 Full Implementation – Schools of Business and Information Technology

Fall 2010 Integration into other courses in business programs

Over 6000 Fanshawe students have completed the EQ-I to date (approximately 1700 per academic year)
How Do We Use EI?
The Lesson Format

- Self Awareness
- Individual Reflection
- Goal Setting
- "Strategies for Success" (An EQ-Infused FYE Course)
- Group and Class Exercises
- Factor Focus
How Do We Use EI? Providing a Starting Point

Example of EQ-i Results

Your Five EQ-i:HEd Areas of Interest

- Happiness
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You can make use of your strengths and improve on areas for enrichment to achieve personal, academic, and professional success.
How Do We Use EI?
Guiding Personal Growth

“My EQ-i Development Plan”

Part 1
Due Week 5
- Reflection on Report: Is this you? Why or why not?
- Goal setting around 1 EQ-i skill
- Identifying strategies, benefits, barriers and consequences of inaction

Weeks 5 to 13 – Learning about the 15 Skills and Weekly Reflection to Reinforce Self Awareness and Skill Development

Part 2
Due Week 13
- Identifying what strategies were used to improve 1 EQ-i skill
- Identifying what barriers were overcome and how
- Reflection on benefits of emotional self-awareness, goal-setting, and emotional skill development
How Do We Use EI?
Sample of Content

Optimism

- Ability to maintain a realistically positive attitude
- Ability to look at the brighter side of life
- A positive approach to daily living
- Is the opposite of pessimism, which is a common symptom of depression

Optimism is a better predictor of first year grades than high school marks (Schulman, 1995)
How Do We Use EI?
Sample In-Class Activity

Discuss how a pessimistic attitude can impact behaviour in a stressful situation such as dealing with an unhappy customer.

How would an optimistic person behave in the same situation?

How does a person’s attitude impact their opportunities in life?
Strategies for Success

Name ____________________________

Student Number __________________

Week 3 Reflection

“Optimism is a better predictor of first year grades than high school marks” (Schulman, 1995)

What are two statements that represent your optimism about your decision to come to college?

What is one thing you are concerned about?
How Do We Use EI?

Full Service

Strategies for Success in 1st Semester – Academic Focus

Supplementing “Strategies for Success”

Revisit in 2nd Year – Occupation Focus

1-on-1 Interpretation Available

Personal Counselling Available
To be emotionally self-aware is a very important factor when making the transition to college. Starting college was pretty scary because I was in a new environment, surrounded by new people, and was overwhelmed by new feelings. At first, it was really hard to fully understand why I felt so overwhelmed, after all, it is just school, but I still felt stressed and alone. Becoming in touch with my emotions was really important in being able to cope with all these new feelings. I first had to understand why I felt the way I did before I could make steps in the right direction. In my mind, I reflected on how and why I felt the way I did and came to the conclusion that I was scared. I was scared of not succeeding, not making new friends, not liking my course, and ultimately, failing. After thinking about all of these things that scared me, I realized something: I was in control of all of these things. It was up to me to work hard to succeed in my program, to talk to new people and make friends, getting all that I could out of my courses, and therefore, passing! By making the EQ-i development plan, I could map out where I was, and where I wanted to be. I knew my strengths, learned about my weaknesses, and how to improve upon them. It helped to put things into perspective for me and figure out what traits I needed to work on to be more successful in my program, and in life, in general.

~ Alycia M
“I personally think that continuing to develop my emotional self-awareness and having an EQi Development Plan has made my transition to college a much smoother transition. With neither of my parents having gone to college I had no real experience on how college life would be. Sure I had friends and cousins and such that would tell me all these stories about partying, but they would never talk about school or living on my own. I had always been the kind of person that would tend to focus on the negatives and cancel out the positives, so with that kind of mentality moving to a new school, in a new city, with all new people, was quite scary. Also I am not the most outgoing kind of guy and I’m a tad lazy. Generally I would just not make the effort to go to meet new people and I would kind of just hang around without a care. By taking this class I came to realize that I needed to work on some of these things. After really paying attention in the classroom (something else I previously didn’t do) I began to sort of open up towards change. Learning to become a more positive person or to stop being so shy and just getting out there to meet people and have a good time. It really helped a lot. The Development Plan was also of great use to me. It laid out exactly what some of my problems were and I came up with strategies on how to fix them. After using these strategies to help myself get better I believe that I have greatly increase the skills I wanted to improve upon.”

~ Brian V, first generation student
Results/Lessons Learned?

- Offer EQ-I certification or EQ-I orientation to faculty and staff so that everyone can speak the language, contribute, and promote the success of the EQ focus.

- Map the EQ skills in other courses within the programs so that students can continue to be aware of EQ and its impact on career success.

- Work with Counselling Services from the beginning to build support and allay concern.
Results/Lessons Learned?

- Ensure that students understand the value of EQ and the importance of the environment when taking the online assessment.

- 1 to 2% of students will ask for 1-on-1 interpretation (sigh).

- Approximately 5% need help with login or lost passwords.

- You need a good system for managing passwords.
How Do We Use EI?
Moving Toward Increased Success

- In June 2009, 12 staff and faculty across campus were certified in EQi.
  - career services, student services, residence life, academic advisors, and other 1st year faculty

- In September 2009, we did a pilot study with 200 first year BBA students in 8 labs who were selected at random to complete the assessment.
  - Students signed a release to have their EI data matched to their incoming and 1st year grades.
  - Students were invited to attend a presentation explaining emotional intelligence and those attending were given their reports.

Only 1/2 the students attended.
Students with reports were offered one on one coaching.

**Workshops** on each of the 5 main scales were planned but cancelled due to lack of interest...

In the summer of 2010 incoming students were invited to take the online test and then attend a presentation during orientation week to learn about EI and how to interpret their results...

Only 6 asked for coaching.

Only 190 took test; 84 attended presentation; 6 came in for coaching.
Last year we decided to no longer make the assessment optional and it was **worked into the curriculum**

Approx 2000 students were required to take the assessment early in the term

Also required to hand in a **reflection** at the end of the term

We introduced the emotional intelligence material in the **human resources** section of the course – as a tool for selection, training, and assessment
Results?

- Similar to Parker, found relationship between EI and GPA for successful (>80%) and unsuccessful (<60%) students

- For *successful* students:
  - 75% above average interpersonal relationship skills
  - 71% above average social responsibility
  - also above average stress tolerance, problem-solving, and emotional self-awareness
For unsuccessful students:

- 100% below average:
  - Total EQ
  - Interpersonal (20 pts) + social responsibility (17 pts) and interpersonal relationship skills (16 pts)
  - Reality testing and flexibility
  - General mood

- 80% below average:
  - Intrapersonal + self-regard, self-actualization (12 pts)
  - Empathy (15 pts)
  - Stress management + stress tolerance
  - Adaptability (11 pts) + problem-solving
  - Optimism and happiness (15 pts)
Lessons Learned?

- Connection between successful first-year transition of BBAs and EI competencies
- Important that students understand that a ‘low’ score is not an issue – they need to focus on balance
- Worth pursuing on a required basis, not optional
- Must weave into curriculum and link to career goals
- Likely move reflection due date earlier in semester or phase it in – smaller assignments or lab exercises
Positive student comments

- … applicable to everyday life… If there was a course focusing just on emotional intelligence, I would not hesitate to take it.
- The DISC/EQi is definitely interesting and is great to be aware of.
- … EQI - it helped me learn about things I needed to improve on, to make me a better person in the future.
- … most helpful in understanding myself, which is far more useful than any assignments we did
- … taught me about myself and how to deal with others.
- … really cool to do because they were spot on for me and it was cool to see what kind of person I am and how others see me. They helped me to improve throughout the semester
- … very useful in discovering myself. It will help me through my life as I am now aware of my potential weaknesses and strengths and I also know how to deal with situations in a mature way.
Questions?
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