

**EMOTIONAL INTELLIGENCE: HOW CAN IT HELP YOUR INSTITUTION ACHIEVE YOUR GOALS FOR STUDENTS@  
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**What is Emotional Intelligence (EI)?** Emotional intelligence includes the skills of understanding one’s emotions, managing those emotions effectively, interacting effectively with others, making good decisions, and managing stress.

**How can emotional-intelligence be used in educational settings?**

- Student Development and Success: Research with students shows that infusing emotional intelligence instruction into disciplinary courses, leadership development programs, campus services, or FYE, can enhance academic performance, improve retention and graduation, and enhance leadership effectiveness.

**Can emotional intelligence be tested accurately?** Yes. The Emotional Quotient Inventory (EQ-i 2.0) possesses high reliability and validity. There is a version for adult leaders and faculty and a very affordable higher education version! Here’s what the EQ-I 2.0 measures.

**Self-Perception Composite**

<b>EQi SKILL</b>	<b>Definition of Skill</b>	<b>Application to Students</b>
<b>1. Self-Regard</b>	the ability to respect and accept oneself as basically good; understanding strengths and limitations, leads to confidence	a lack of confidence could hinder performance, accurate awareness of limitations creates a desire to improve, knowledge of strengths allows a student to leverage those in challenging situations
<b>2. Emotional Self-Awareness</b>	the ability to recognize one’s feelings and what causes those feelings	understanding of what triggers an emotion allows a student to respond proactively or intentionally when an emotion is triggered, likely resulting in better outcomes
<b>3. Self-Actualization</b>	the ability to realize one’s potential capacities	students perform better with clear goals, a desire to achieve, and when they have passion for their work or field of study

**Self-Expression Composite**

<b>EQi SKILL</b>	<b>Definition of Skill</b>	<b>Application to Students</b>
<b>4. Emotional Self-Expression</b>	The ability to express emotions verbally and non-verbally and to be congruent with expression	students need to know how to effectively and appropriately express emotions so they can resolve situations that may be detracting from success
<b>5. Assertiveness</b>	the ability to express feelings, beliefs, and thoughts and to defend one’s rights in a constructive manner	a base level of assertiveness is necessary to approach a teacher for help, confront a teammate, or just to speak up in class
<b>6. Independence</b>	the ability to be self-directed and self-controlled in one’s thinking and actions and to be free of too much emotional dependency	students need enough independence to separate effectively from parents and function autonomously but not so much they don’t seek help when needed

### Interpersonal Composite

EQi SKILL	Definition of Skill	Application to Students
<b>7. Empathy</b>	the ability to be aware of, to understand, and to appreciate the feelings of others.	getting along with others and being open to people different from yourself first requires a student to understand that person's perspective
<b>8. Social Responsibility</b>	the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group	students with developed social responsibility skills understand, accept and act upon their responsibility to the group whether it's the school, team, club or a classmate on a group project
<b>9. Interpersonal Relationship</b>	the ability to establish and maintain mutually satisfying relationships characterized by openness and trust	making new friends and becoming integrated into social groups is part of social/emotional well being; however, too much focus on relationships can hinder academic performance

### Decision-Making Composite

EQi SKILL	Definition of Skill	Application to Students
<b>10. Reality Testing</b>	the ability to assess the correspondence between what is experienced and what really exists	students with good reality testing skills can accurately judge academic (how long will my homework take?) and social (is this environment safe?) situations
<b>11. Problem Solving</b>	the ability to identify and define problems as well as to generate and implement potentially effective solutions	many students do not realize a problem exists until it is too late to effectively solve it; identifying (or knowing a problem exists and accurately assessing the cause) a problem is a prerequisite to solving it;
<b>12. Impulse Control</b>	the ability to resist or delay an impulse, drive or temptation to act	the ability to resist temptations to overindulge in food, drink, spending, etc. and the ability to control one's anger protect a student from making bad choices that often lead to greater stress

### Stress Management Composite

EQi SKILL	Definition of Skill	Application to Students
<b>13. Stress Tolerance</b>	the ability to withstand adverse events and stressful situations	stress is created by both positive and negative events such as tests, games, EC activities, family life and much more; if someone becomes too reactive to stress, cognitive disorganization occurs, work suffers and health can suffer
<b>14. Flexibility</b>	the ability to adjust one's emotions, thoughts, and behavior to changing situations	transitions involve many adjustments; those who do not adapt well to change or who cannot shift priorities easily will not fare as well
<b>15. Optimism</b>	the ability to look at the brighter side of life (highly correlated with success in police leadership for increased morale, retention and productivity).	optimism is predictive of many beneficial outcomes throughout life such as better health; students will face adversity at some point and the ability to stay positive while also persisting to overcome the obstacle is a key to success

The EQi 2.0 also measures happiness which often predicts ultimate graduation and is influenced by a student's self-regard, self-actualization, interpersonal relationships and optimism. For more information, contact Dr. Korrel Kanoy at [kkanoy@developmentalassociates.com](mailto:kkanoy@developmentalassociates.com)