WHY EMOTIONAL INTELLIGENCE MATTERS: MAKE THE CASE, BUILD THE PROGRAM

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Session Overview

- What is Emotional Intelligence (EI)?
- Why should we care about students’ EI?
  (a review of convincing research!)
- Infusing EI in Your FYE Programs
  - MAKE THE CASE
  - BUILD THE PROGRAM

What are characteristics of the underperforming student?
Emotional Intelligence involves a set of skills that can be learned & developed.

- Understanding and managing emotions
- Interacting effectively with others to achieve individual and group goals
- Making effective decisions
- Managing stress to facilitate success and happiness
Skills Measured on the EQ-i 2.0®

**SELF-AWARENESS**
- Emotional Self-Awareness
- Self Regard
- Self-Actualization

**SELF-EXPRESSION**
- Emotional Expression
- Assertiveness
- Independence

**INTERPERSONAL**
- Empathy
- Social Responsibility
- Interpersonal Relationships

**DECISION-MAKING**
- Reality Testing
- Problem Solving
- Impulse Control

**STRESS MANAGEMENT**
- Stress Tolerance
- Flexibility
- Optimism

PURSUIT of Happyness
YOUTUBE
A Few Examples of EI and Student Behavior

- Low reality testing
- Low impulse control
- Low social responsibility

- Misjudge study time or social situations, what it takes to get a job, roommate reactions to behaviors (i.e., live in “la la land”)
- Party instead of study, get in conflicts in the residence hall, make bad decisions
- Take advantage of others (expect roommate to clean dishes student used), don’t contribute their fair share to group work, don’t honor commitments
PART 2: EI AND STUDENT SUCCESS: THE RESEARCH RESULTS

“non-cognitive factors”
EI & First Year Academic Success

More well developed EI in FY students associated with higher grades

- Optimism more important than SAT in predicting 1st semester GPA at UPenn (Schulman, 1995)
- Optimism, independence, assertiveness, self-regard, impulse control, stress tolerance & problem solving predicted higher FY GPA (Mann & Kanoy, 2010)
- Adaptability, stress management and interpersonal skills predicted FY GPA in over 1400 FY students (Parker et al. 2005)
EI and Retention and Graduation

- FY who NOT retained to 2nd year scored lower on impulse control and optimism; graduates 4-years later higher in 7 EI areas but with no differences on entering SAT or HSGPA (Kanoy, 2011)
- Sparkman’s (2012) longitudinal study found that social responsibility, impulse control, and flexibility (negative) predicted graduation.
EI & Decision Making

- **ALCOHOL** – heavy, episodic drinking and alcohol problems associated with lower EI (Schutte, Malouf & Hine, 2011); also marijuana use (Claros & Sharmos, 2012)

- **PROCRASTINATION** – students with higher EI in the decision making (reality testing, problem solving, impulse control) and stress tolerance areas are less likely to procrastinate (Deniz et al, 2009)
EI Skills Can Be Learned

EI skill learning in FYE program enhanced retention and ultimate success (Schutte & Malouf, 2002).

Chang (2006) found that EI skills can be effectively taught and learned on campus.
The Research Case: Other Benefits!

- Leadership - Residents Assistants with higher EI evaluated to be more effective by students (Wu & Stemler, 2008)

- Skills employers want - NACE survey about what employers want includes multiple EI skills in the top 10
  - Teamwork (empathy, social responsibility, interpersonal relationships)
  - Communication (emotional expression, assertiveness, empathy)
  - Analytical skills (problem solving, reality testing, stress tolerance)
Part 3:
How Can I Infuse EI on My Campus?
Making The Case: Show How EL Learning Can....

1. Improve retention and graduation (economic benefits, public perceptions of quality)

2. Enhance student success

3. Accomplish mission or student learning outcomes
1. Making the Case for Infusing EI: Improve Retention & Graduation

- Show Research Findings Related to
  - FY retention
  - Graduation (longitudinal research)

- Do Simple ROI (Return on Investment) Calculation
  - Project cost of infusing EI learning on campus
  - Project additional number of students retained (e.g.,1%, 3%)
  - Calculate savings based on tuition collected from additional retained students
Example: Return On Investment

- **COSTS = $10,000**
  - $5,000 (faculty and staff training in EI; 2-day workshop for 10-50 people)
  - $5,000 (materials, supplies for programming)
- **SAVINGS = $200,000**
  - Tuition (assume $10,000 per semester per student or $20,000 per year)
  - First year class size = 1000
    - If retention improves by 1% (10 students) = $200,000 in tuition for 2nd year
Example: Return On Investment (con’t.)

More Savings:

• Year 3 and 4 for those 10 students = $400,000
• Total tuition savings for 3 years = up to $600,000
• Improved retention and graduation rates may also result in
  • higher state or federal allocations
  • increased applications/selectivity
2. Making the Case for Infusing EI: Enhance Student Success

- Show research findings related to FY students’ academic success
- Pick out 2-3 areas of student behavior that are current foci on your campus and show how EI learning could help
  - Leadership development
  - Alcohol abuse
  - Civic or social responsibility
  - Stress management
Example: Student Success

Current Campus Concern = Alcohol Abuse (GW story)

• Education of Greek Leaders, Student Government Leaders, Resident Assistants, FY students and any other target groups through existing programs

• Teach EI skills such as:
  • Assertiveness – saying “no” to peers, warning others of danger during frat initiations
  • Social responsibility – think of what’s best for community and those in it
  • Reality testing – what will or could happen if I consume too much? What is too much?
  • Impulse control - avoid rash behavior
3. Making the Case: Supporting the Mission or Student Learning Outcomes

“It is clear that academic success goes hand in hand with emotional and physical well-being. ... Promoting emotional health in students is an investment in the future. It should be part of the mission of all colleges and universities”. Dr. Richard Kadison, Chief of Mental Health, Harvard

Does your institution have a mission, goals, or student learning outcomes that require learning of emotional intelligence skills? Most do!
Example: EI Focus in Mission statement

“As a nationally-ranked Catholic university, the University of San Diego is dedicated to preparing ethical and compassionate leaders inspired to create lasting societal change in our global society.”

www.sandiego.edu retrieved 2.2.2014 (home page)

• Ethical behavior predicted by empathy
• “Compassionate leaders” – not taught in core or required in all majors
• EI skills are related to ethics, compassion and leadership: empathy, social responsibility, independence, optimism, self-actualization, etc.
Example: EI Focus in Mission – Yale

• .. educate them through mental discipline and social experience to develop their intellectual, moral, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity.”

• Required courses/areas do not teach to “lead” and “serve”: humanities, science, social science, foreign language, quantitative reasoning, writing
  [http://catalog.yale.edu/ycps/yale-college/distributional-requirements/](http://catalog.yale.edu/ycps/yale-college/distributional-requirements/)
PART 4: INFUSING EI INTO EXISTING PROGRAMS ACROSS CAMPUS
Build the Program: Some Ideas for Infusing EI

**LEADERSHIP DEVELOPMENT**
- Peer Educators
- Resident Assistants
- Greek organizations
- Student government
- Leadership Development Programs

**PROGRAMS/COURSES**
- FYE, Sophomore transition
- Res Life education
- Required co-curricular programs
- Programs for at-risk students

**ADVISING & COUNSELING**
- Personal counseling
- Career Counseling
- Developmental advising
A Case Study: How to Infuse EI Learning Across Campus

Peace College (now William Peace University)

• All female at the time (now coed)
• About 175 entering first-year students
• FYE classes had 12-15 students, 1 faculty or student development staff member as the faculty member, and 1 peer educator
• All FYE faculty were offered training in Emotional Intelligence (those who declined were paired with a staff member who completed training)
A Case Study of EI Infusion

The Student Experience

• FYE course focused on building emotional intelligence

• Students completed the EQ-I Higher Education* assessment ($14 paid as a course fee)

• Students created an individual development plan to improve EI

• Peer educators trained in EI – discussed issues with FY students during “Talk Time”

*EQ-I 2.0 Higher Education now costs $20; can be used to flag at-risk students
A Case Study of EI Infusion

Faculty/Staff Experience

20 faculty and staff trained to work with EI development

- Counselors
- Residence Life Staff
- Coordinator of Disability Services
- Dean of Student Development
- Director of Advising and FYE
- FYE instructors
- Career Center
- Chaplain
Examples of EI Infusion

Residence Hall and Student Life Programming

- Discussions and programming infused EI language such as impulse control (study before party), empathy (understand roommate’s perspective in a conflict), assertiveness (talk to a professor about a concern)

- Bulletin boards displayed EI messages

- Resident Assistants all completed EQi and received EI training
Examples of EI Infusion

Counseling Center – Personal Counseling

- Used EI framework to discuss issues
- Helped students see how certain EI scores and score combinations related to personal issues
  - Low self-regard, low independence, low problem solving, low stress tolerance may predict coping issues
  - High self-regard, high assertiveness, low empathy, low interpersonal may indicate trouble getting along with others
- Poor impulse control may be associated with everything from financial trouble (overcharge credit cards to overeating to conflict/anger issues)
Examples of EI Infusion

Career Center
- Career Counseling – increased focus on
  - self awareness (what makes me happy?)
  - self-actuarization (goal focus, purpose)
- Required senior internship
  - Students evaluated by site supervisors on key EI skills
  - Debrief of intern work with career staff trained in EI

Disability Services
- Analysis of how a student handles her disability
  - Low optimism ➔ give up easily
  - Low reality testing ➔ do not recognize impact of disability on performance
RESOURCES

• The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success (with accompanying Facilitation Guide and Student Workbook)

• EQi Assessment (Higher Ed) Certification Information
• Contact kkanoy@developmentalassociates.com (you do NOT have to be certified in the assessment to use the books!)