



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

FYE Annual Meeting 2014

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Korrel Kanoy, Ph.D., Professor Emeritus  
William Peace University  
kkanoy@developmentalassociates.com  
919-452-7130  
www.developmentalassociates.com

# 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?

# Part 1: What is Emotional Intelligence?

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

**PURSUIT of Happiness**  
**YOUTUBE**

## INTERPERSONAL

- Empathy
- Social Responsibility
- Interpersonal Relationships

## DECISION-MAKING

- Reality Testing
- Problem Solving
- Impulse Control

## STRESS MANAGEMENT

- Stress Tolerance
- Flexibility
- Optimism

# A Few Examples of EI and Student Behavior

- Low reality testing
  - Misjudge study time or social situations, what it takes to get a job, roommate reactions to behaviors (i.e., live in “la la land”)
- Low impulse control
  - 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
- Low social responsibility

# 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 1<sup>st</sup> 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 2<sup>nd</sup> 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 EI 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 2<sup>nd</sup> 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](http://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.”

[www.yale.edu/ycps/mission-statement](http://www.yale.edu/ycps/mission-statement) retrieved 2.2.2014

- 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/>

# 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

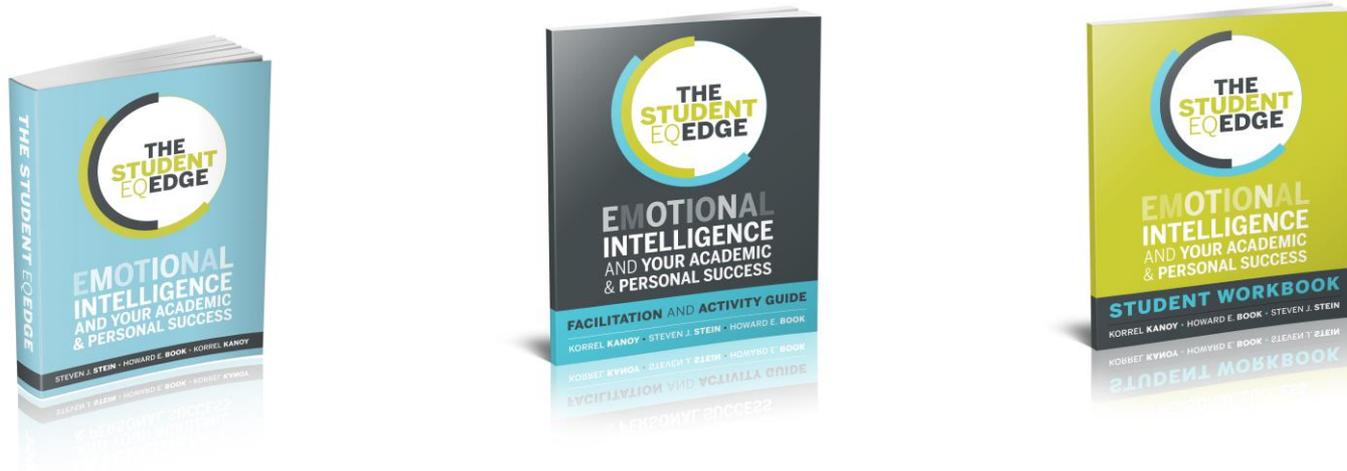
- Career Counseling – increased focus on
  - self awareness (what makes me happy?)
  - self-actualization (goal focus, purpose)
- Required senior internship
  - Students evaluated by site supervisors on key EI skills
  - Debrief of intern work with career staff trained in EI

## 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](mailto:kkanoy@developmentalassociates.com) (you do **NOT** have to be certified in the assessment to use the books!)