



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=VzQ3skLvHNw&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.”

R. Bar-On, Bar-On Emotional Quotient Inventory (EQ-i) Manual (Toronto: Multi-Health Systems, 1997)



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)

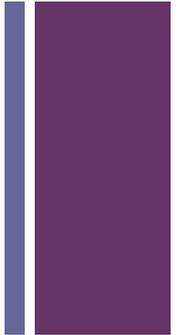
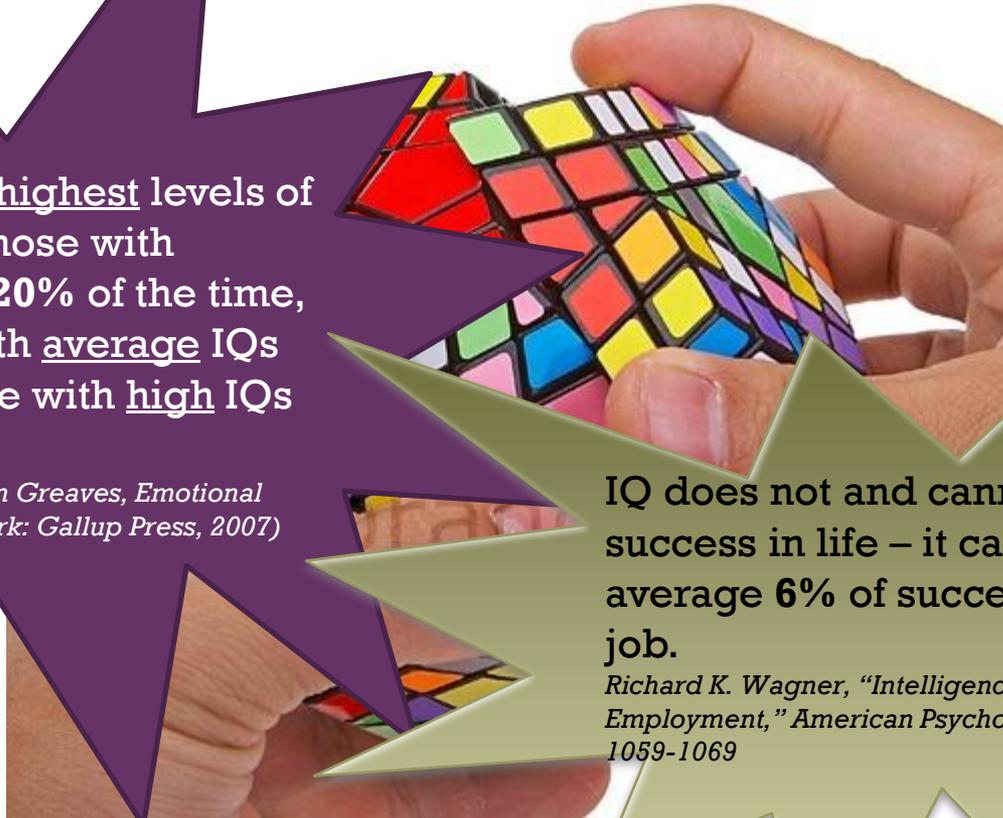
+ EQ vs. IQ?

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.

Richard K. Wagner, "Intelligence, Training and Employment," American Psychologist, 52 (Oct, 1997): 1059-1069

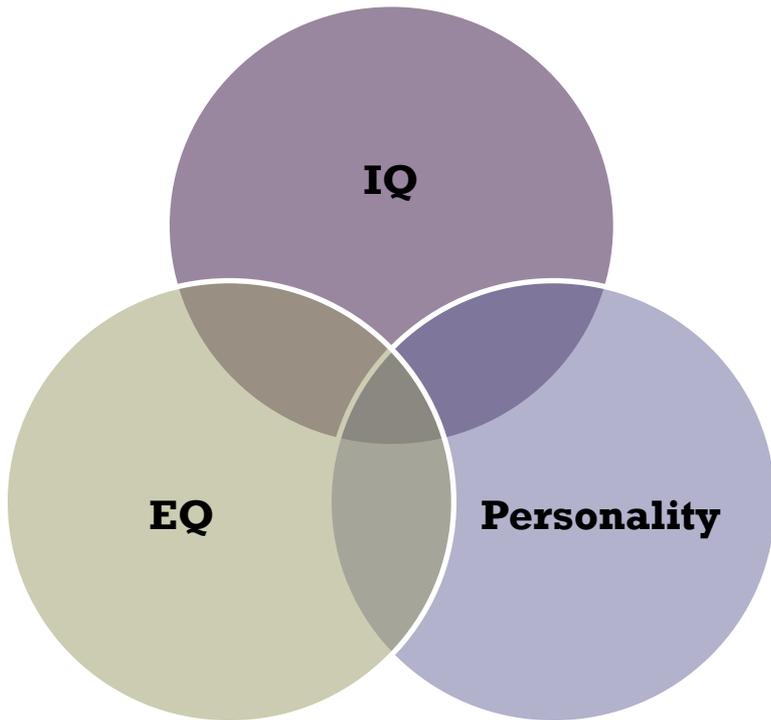




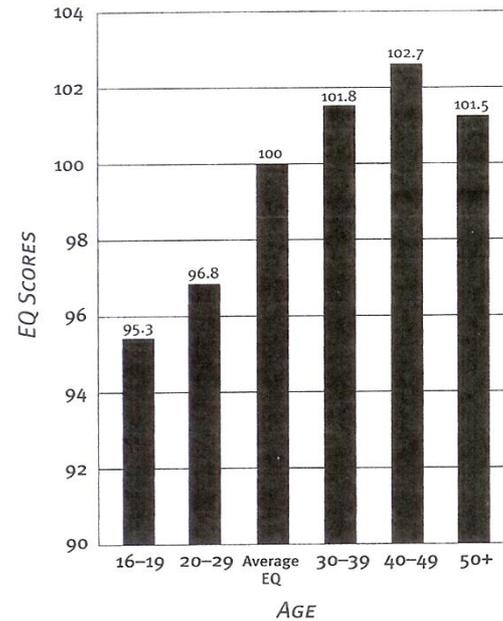
Why Emotional Intelligence?...



The Whole Person



The Essential Difference



Steven Stein and Howard Book, *The EQ Edge*
(Mississauga: John Wiley & Sons Canada, Ltd, 2006)



Why Emotional Intelligence?

The Higher Education Case for EI

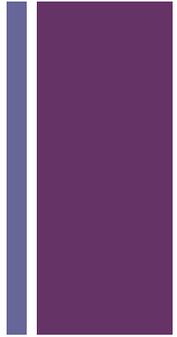


- 372 first year undergraduate students given EQi – at end of year EI data matched with students' academic records
 - No significant difference in: age, high school GPA, course load
- Two groups identified:
 - Successful – 80% or higher
 - Unsuccessful – 59% or lower



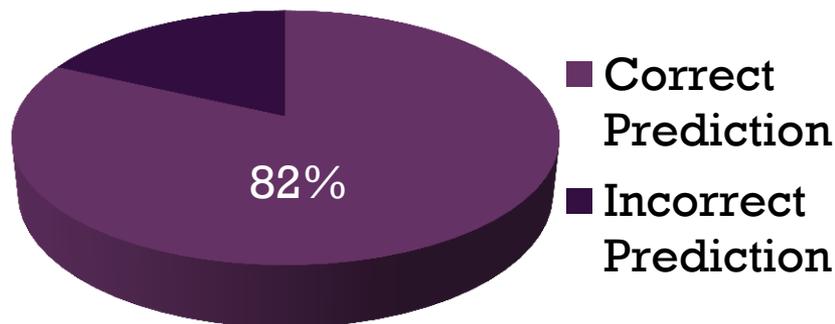
Successful group scored significantly higher on several dimensions of EI – Intrapersonal abilities, Adaptability, and Stress management

+ Trent Academic Success & Wellness Project (TASWP)

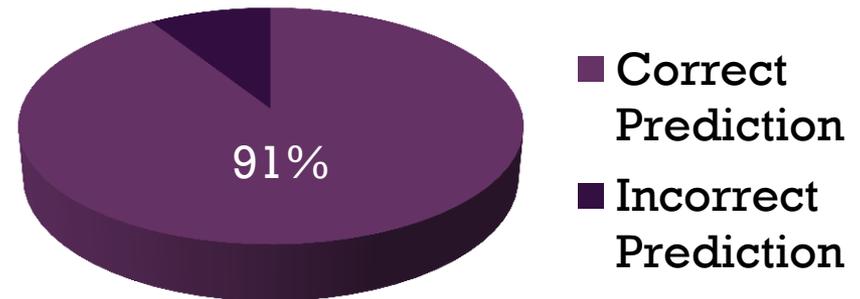


- Found EI dimensions of Intrapersonal Abilities, Adaptability, and Stress Management to be excellent predictors of academic success or lack of it...

Predicting Successful Students



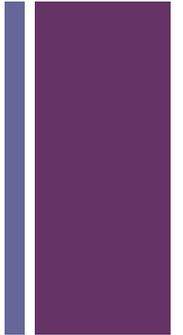
Predicting Unsuccessful Students





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**

Schutte N.S. & Malouff J.M. "Incorporating Emotional Skills Content in a College Transition Course Enhances Student Retention", Journal of The First-Year Experience, 2002. Vol 14. pp 7-21.

- 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**

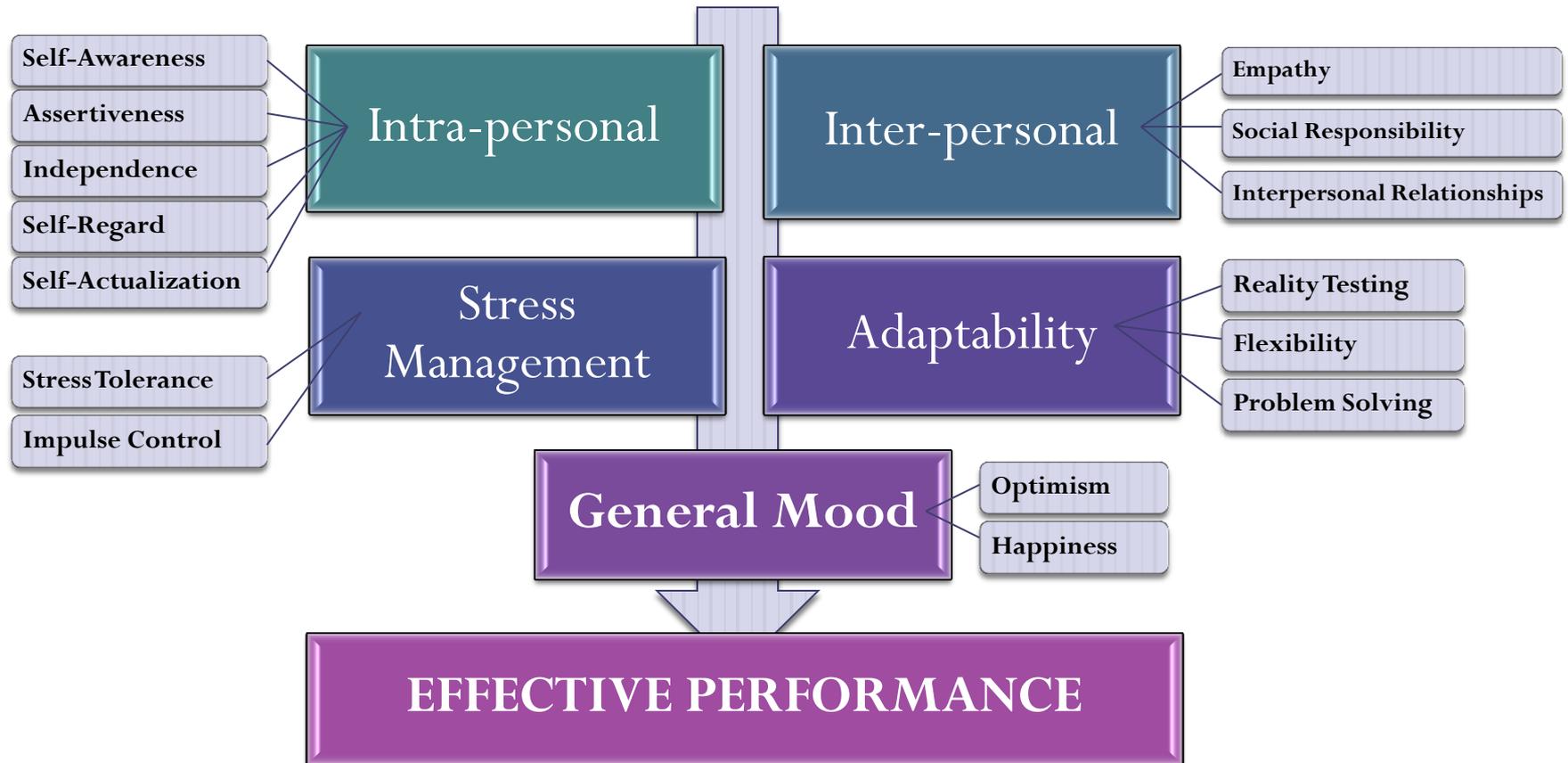
Schulman, P. (1995). "Explanatory style and achievement in school and work". In G. Buchanan & M.E. P. Seligman (Eds.), Explanatory style. Hillsdale, NJ: Lawrence Erlbaum.

- 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



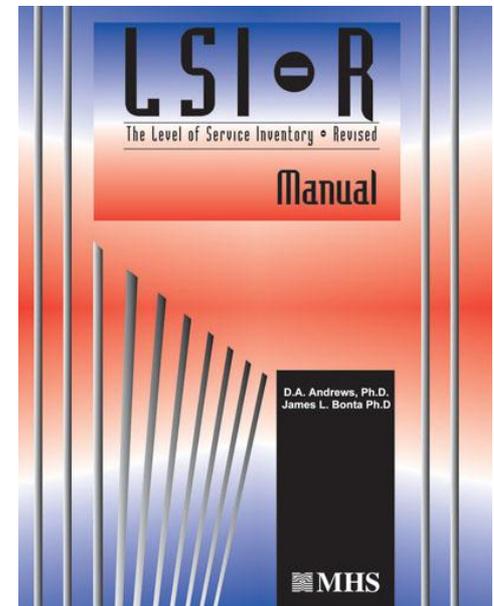
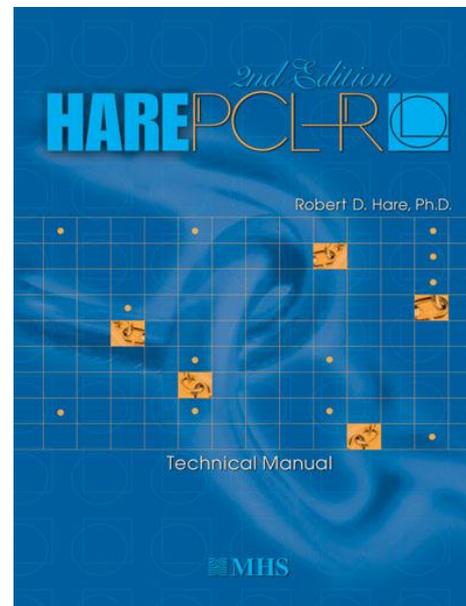
MHS' Scientific Rigor

CLINICAL

EDUCATION

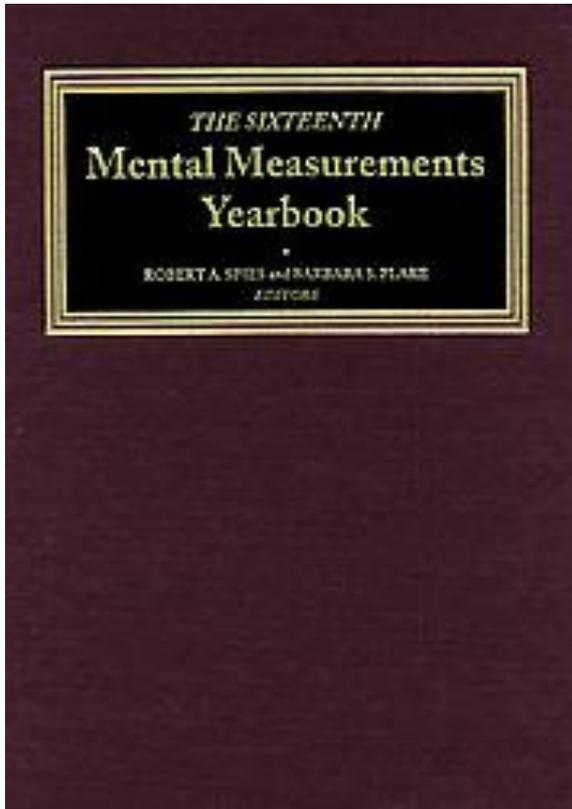
PUBLIC SAFETY

EMOTIONAL
INTELLIGENCE



EQ-i & EQ-i 2.0

**Buros Mental Measurements
Yearbook**

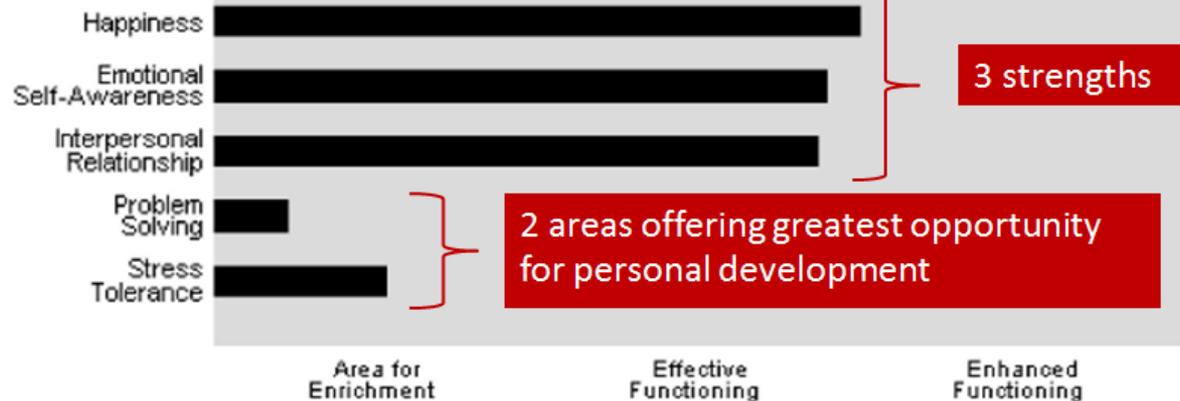


**275+ Research Publications and
Dissertations**



Example of EQ-i Results

Your Five EQ-i:HEd Areas of Interest



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**

How Do We Use EI?

Our Timeline



Over 6000 Fanshawe students have completed the EQ-I to date (approximately 1700 per academic year)

How Do We Use EI?

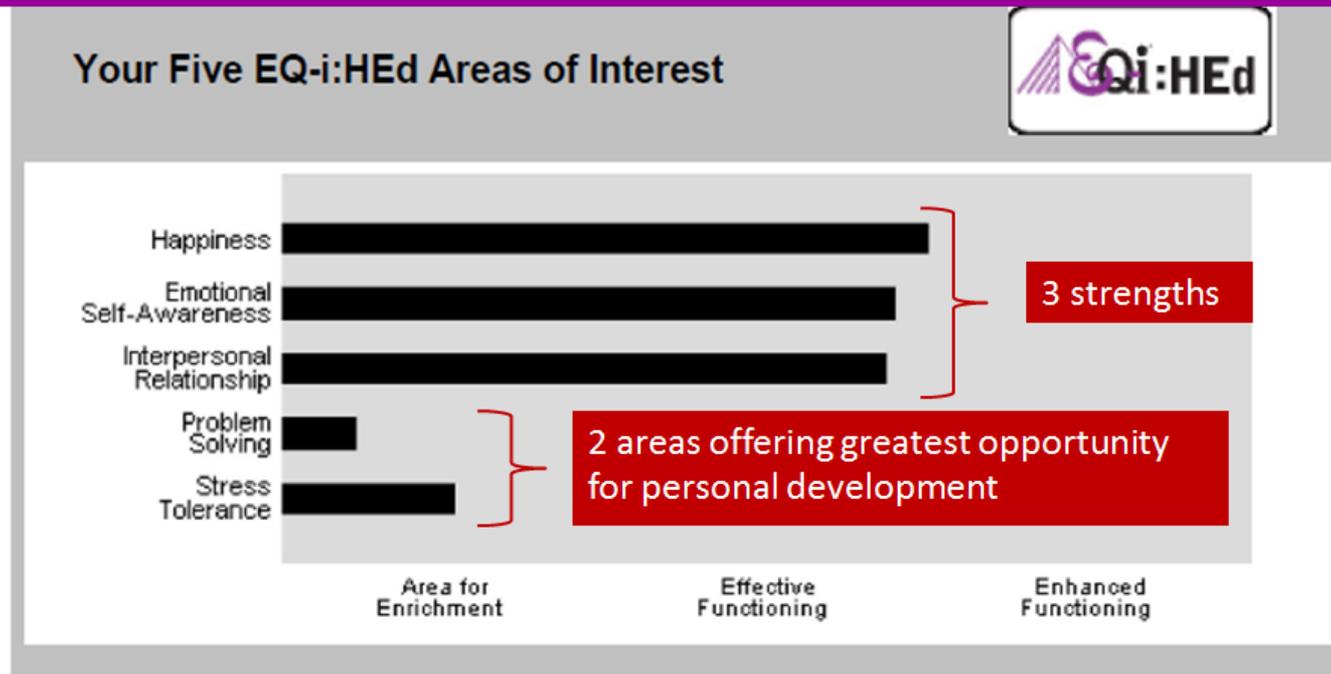
The Lesson Format



How Do We Use EI?

Providing a Starting Point

Example of EQ-i Results



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”



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?

How Do We Use EI?

Sample Weekly Reflection

Strategies for Success

Name _____

Student Number _____



Week 3 Reflection

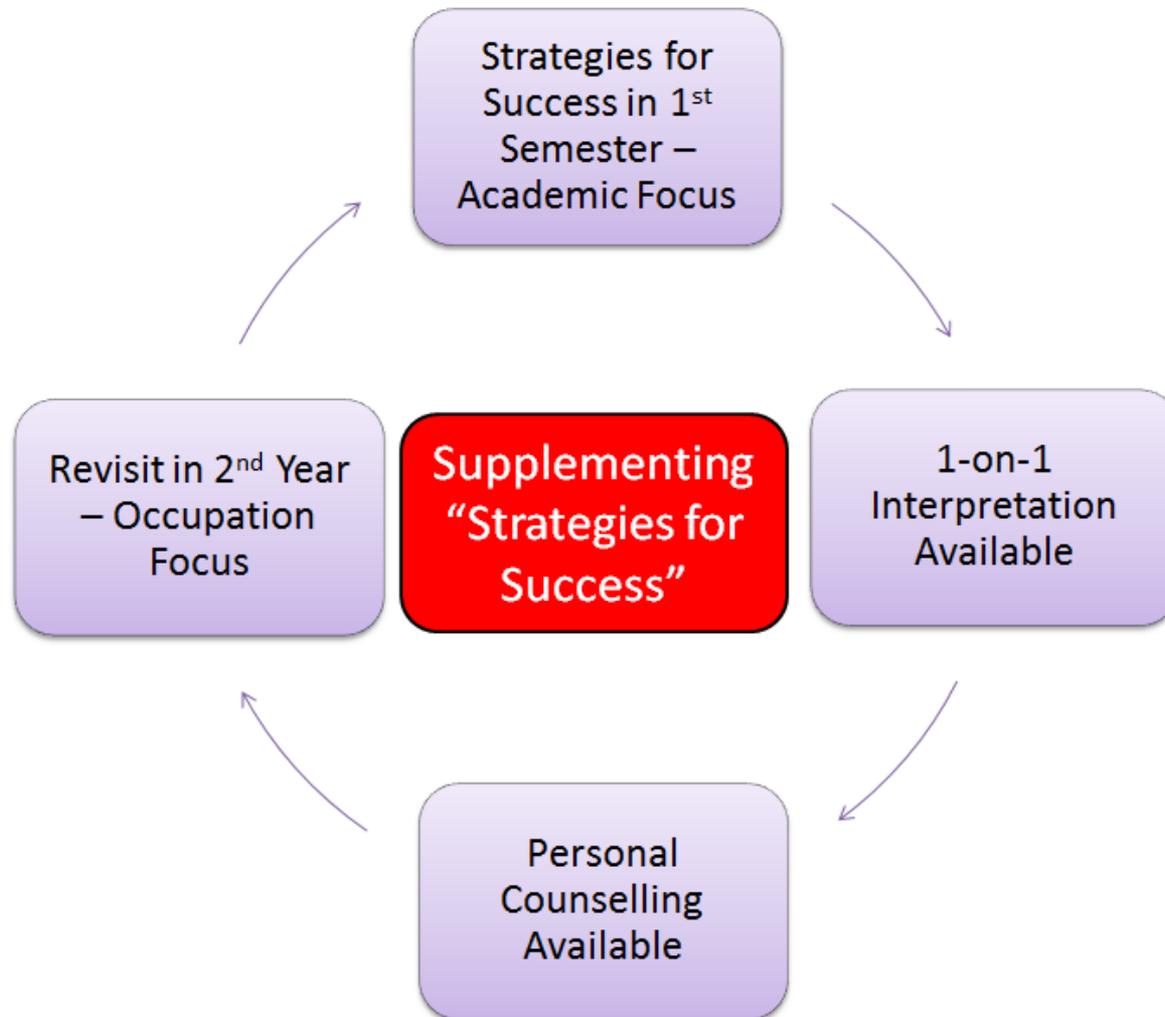
"Optimism is a better predictor of first year grades than high school marks"
(Schulman, 1995)

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



+ Results/Lessons Learned?

“Explain how emotional self-awareness and having a EQi Development Plan helped you make the transition to college. What were the benefits?”

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

+ **“Explain how emotional self-awareness and having a EQi Development Plan helped you make the transition to college. What were the benefits?”**

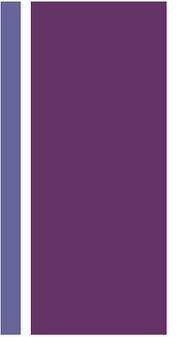
“I personally think that continuing to develop my emotional self-awareness and having an EQi Development Plan has made my transition to college a much smoother transition. With neither of my parents having gone to college I had no real experience on how college life would be. Sure I had friends and cousins 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 **matched to their incoming and 1st year**
 - Students were invited to attend a **presentation** explaining emotional intelligence and those attending were given their **reports**

Only ½ the students attended





- Students with reported **one on one coaching**
- **Workshops** on each of the 5 main scales were planned but cancelled due to lack of interest...

Only 6 asked for coaching

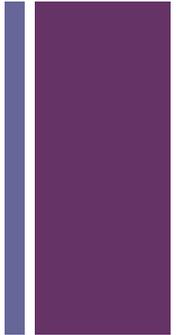
- In the summer of 2010 incoming students were invited to take the online  and then attend a presentation during **orientation week** to learn about EI and how to interpret their results...

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:

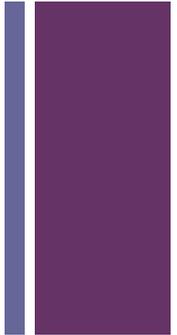
- Intrapersonal + self-regard, self-actualization (12 pts)

- 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?





- **Dana Copeland**
 - Student Success Advisor
 - Fanshawe College
 - dcopeland@fanshawec.ca



- **Laura Allan**
 - Assistant Professor and first year business course coordinator
 - Wilfrid Laurier University
 - lallan@wlu.ca



- **Andrea Lehman**
 - Partner Relations Consultant
 - Multi-Health Systems
 - andrea.lehman@mhs.com

