

EMOTIONAL INTELLIGENCE ASSESSMENTS FOR HIGHER EDUCATION



Giving students the best chance at college success

What is Emotional Intelligence (EI)?

Emotional Intelligence is the unique repertoire of skills that a person uses to navigate the everyday challenges of life. In his book *Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman defines EI as the “capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.” Research demonstrates that EI may be more important than IQ for promoting academic, personal, and occupational success.

Why is EI important within the college environment?

Former UCLA administrator Chip Anderson noted, “more students leave college because of disillusionment, discouragement, or reduced motivation than because of lack of ability or dismissal by school administration.” The use of Emotional Intelligence to aid the student development process can address these challenges. Fostering EI can assist students in adapting to the environmental demands and pressures of the college environment. Investing in the emotional development of students also impacts leadership effectiveness, both on campus and in the future. Finally, emotional competency development benefits the career development process by promoting a successful transition from college into the workplace.

What is the Emotional Quotient Inventory (EQ-i®)?

The EQ-i is the first validated and most widely used measure of Emotional Intelligence. It is a self-report assessment of emotional and social functioning. The EQ-i was developed to answer the question “why are some individuals more likely to succeed in life?” and has shown particular ability to predict student success. It is suitable for individuals 17 years of age and older, takes approximately 30 minutes to complete, and is available online or in paper and pencil format.

Who can use the EQ-i?

Certification enables faculty and staff to administer, interpret, and make optimal use of EQ-i results. The three-day course provides a thorough introduction to the assessment tool, and guides users in interpreting results and providing feedback to students. Special emphasis is given to understanding profiles, identifying strengths, and developing opportunities or growth. The final day of certification is devoted to infusing EI strategies into curriculum and programming.

Promoting Student Success

Making an effective transition to the first year involves successful navigation of a series of environmental demands and pressures, in both the social and emotional spheres. For the first year student who exhibits little independence and stress management abilities, life away from home may be too overwhelming. In comparison, those freshmen who are able to initiate new interpersonal relationships on campus while being optimistic about the path before them are likely to be more successful.

The EQ-i can assist in identifying those student skills and abilities essential for adapting to the college environment, such as developing a social support network, adjusting to new academic expectations, and acquiring the intrinsic motivation for accomplishing personal and career goals.

STUDENT SUCCESS

“More students leave college because of disillusionment, discouragement, or reduced motivation than because of lack of ability or dismissal by school administration”

– Dr. Edward Chip Anderson in Strengthsquest



■ Instilling leadership qualities

What are the qualities that constitute an effective student leader on your campus? Do your leaders exhibit behaviors such as modeling the way, enabling others to act, and inspiring a shared vision? The EQ-i offers a validated measure of emotional competencies for training and developing student leaders on your campus. A 2005 study by Bryan Cavins found that four of five student leadership practices measured on the popular Student Leadership Practices Inventory significantly correlate with problem solving, self-actualization, empathy, stress tolerance, and social responsibility as measured by the EQ-i.

■ Fostering emotional health

There is growing concern regarding the rise in mental health issues experienced by college students. Results from a 2004 national survey of student health behaviors found 63% of students reported feeling hopeless at times while 94% reported feelings of being overwhelmed at times. Alcohol, drug abuse, depression, eating disorders, casual sex, and anxiety issues are problematic on many campuses. Dr. Richard Kadison, Chief of Mental Health at Harvard University, remarks, "it is clear that academic success goes hand in hand with emotional and physical well-being. College is a fresh start for many students, but dysfunctional coping styles can cripple their efforts." In addition to providing a baseline for social and emotional functioning, the EQ-i is also effective in targeting attitudes and behaviors that are detrimental to mental health and well-being.

LEADERSHIP DEVELOPMENT



Facilitating career development

The link between effective performance in the workplace and Emotional Intelligence has been well documented. As noted in *Liberal Education, Work, and Human Development* by Arthur Chickering, "effective performance in the world of work involves a clear set of cognitive skills, interpersonal skills and motivational characteristics." For your soon-to-be graduates, what investment and preparation is your career development office making in emotional competencies such as flexibility, impulse control, and what Chickering calls "accurate empathy"? The EQ-i enhances students' awareness of the compatibility of their social and emotional skills with their chosen career paths.

Imagine a law enforcement officer who has too much empathy, a sales representative who is too assertive, or a senior manager with too much flexibility.

If the officer's high empathy is not held in check by good self-regard and emotional self-awareness, how might his/her ability to uphold the law be affected? If the sales rep's assertiveness is not balanced by healthy impulse control, might he/she come across as aggressive? If the senior manager is so flexible that he/she is unable to say no, how might organizational culture and team decisions be impacted? The EQ-i provides feedback and awareness for students to pay attention to fifteen emotional factors critical to success in any occupation. Since these social skills are as important as the technical skills usually associated with these jobs, it is just as important to recognize and build on social skills at college.

CAREER DEVELOPMENT

"I'm convinced that EQ skills can be taught and that those skills undergrid academic confidence, study skills, and the key elements that contribute to student success in college."

– Randy L. Swing, Ph.D.
Executive Director, Association for
Institutional Research



EMOTIONAL QUOTIENT INVENTORY (EQ-i®)

When it was released, the EQ-i® was the first scientifically validated measure of Emotional Intelligence, and for more than a decade counselors, psychologists, and business professionals have relied on it to measure performance. The test provides an overall assessment of Emotional Intelligence, which is helpful in determining if an individual is likely to encounter problems at college. Results of the test are provided in automatically generated reports that highlight areas of high and low functioning. The assessment examines EI in the following 15 areas that have proven to be predictors of student success:

- Self-Regard
- Emotional Self-Awareness
- Assertiveness
- Independence
- Self-Actualization
- Empathy
- Social Responsibility
- Interpersonal Relationships
- Stress Tolerance
- Impulse Control
- Reality Testing
- Flexibility
- Problem Solving
- Optimism
- Happiness

MHS recently released the **EQ-i Higher Education Report**, which is a new feedback option to compliment the proven EQ-i assessment. This new report format was developed specifically for use in college settings, and it is intended to optimize understanding, simplify administration, and ease follow-up. Best of all, the new report presents results with development strategies that are relevant to students.

When you purchase an EQ-i Higher Education Report, you gain access to 3 reports for each student:

- **The Student Summary Report** is a 10-page report that highlights the student's top three skill areas and two areas for greatest development opportunity, while also providing suggestions for leveraging strengths and addressing development opportunities. The Student Summary Report is

automatically generated upon completion of the test to give the student immediate, limited feedback, which can then be augmented with a feedback session with an appropriately qualified counselor.

- **The Counselor's Report** is an 18-page report that contains results, scores, item responses, and development strategies for all 15 subscales. Due to the sensitive nature of the information included, this report is intended solely for the qualified user, offering an aid in the interpretation of the EQ-i results and providing the details required for assisting students in understanding their results and creating a development plan.
- **The Student Comprehensive Report** is a 17-page report that contains results and development strategies for all 15 subscales. It is specifically designed to assist the student in understanding his or her assessment results during a feedback session with the EQ-i certified counselor.

In addition to the EQ-i Higher Education Report, Group Reports are available, and they allow a counselor to evaluate the level of functioning of a group as a whole in order to develop programs that can benefit the entire group. These reports provide graphical displays of the scores for the different scales and subscales, as well as suggestions for development strategies.

The EQ-i Higher Education Report (Student Summary, Counselor's, and Student Comprehensive Reports)

EQHE01 \$14.00

NOTE: The EQ-i Development Report is still available for those who prefer this report format.

CERTIFICATION SCHEDULE

MHS Emotional Intelligence assessment tools are valid and reliable only if supervised by trained professionals. If you do not meet the academic requirements for the use of our assessments, we can help you to become certified. Once certified, you will be fully able to administer tests and interpret results. We partner with an international network of Emotional Intelligence trainers who offer certification courses for our EI instruments.

We currently have EQ-i certification courses scheduled for the following dates and venues:

Washington, DC – Georgetown University **March 18 – 20, 2009**

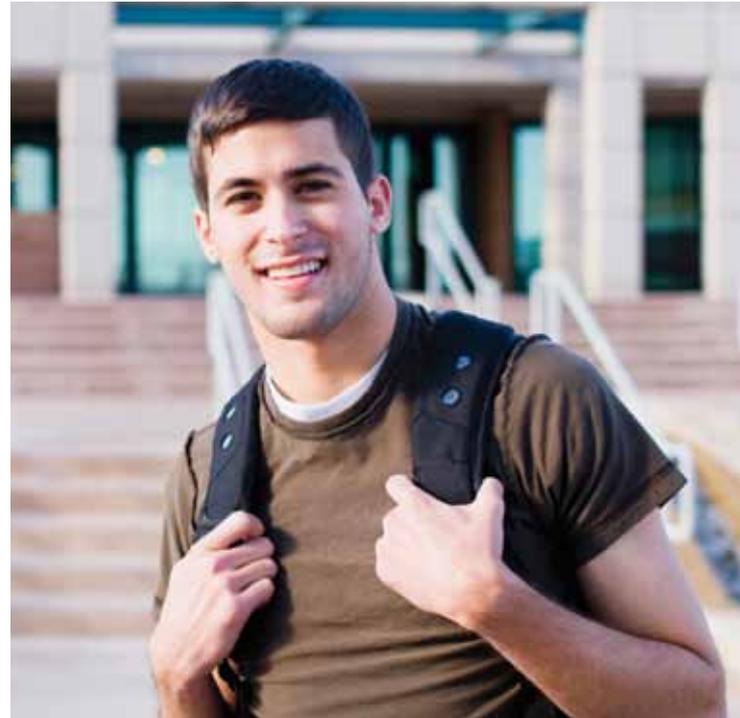
Training location: McShain Lounge
For questions, contact Patrick Kilcarr,
Email: Patrick.kilcarr@georgetown.edu
Phone: 202-687-8944

Waterloo, ON, CAN – Wilfrid Laurier University **May 13 – 15, 2009**

Training location: School of Business and Economics
For questions, contact Laura Allan
Email: lallan@wlu.ca
Phone: 519-884-0710 ext.2373

Washington, DC – Georgetown University **July 29 – 31, 2009**

Training location: Copley Formal Lounge
For questions, contact Patrick Kilcarr,
Email: Patrick.kilcarr@georgetown.edu
Phone: 202-687-8944



Registration Fee: \$1000

To register or for more information
please visit <http://workshops.mhs.com>

For information on hosting a certification
workshop on your campus, contact Jon Duffy at
jon.duffy@mhs.com

Introduce your Campus to Emotional Intelligence

Consider sharing Emotional Intelligence with your campus in the form of an EI Faculty Development Day. Through our partnership with practitioners across the United States and Canada, MHS can connect your campus with EI experts to speak on a number of important, education related topics, including the following:

- An Introduction to Emotional Intelligence
- Infusing Emotional Intelligence Skills into the Curriculum
- The Ability Model of Emotional Intelligence and Implications for Student Development
- Can Emotional Intelligence be Improved in Students?
- The EQ Edge: Making a Successful Transition from Campus into the Workplace
- When Smart Students Fail: EI and Academic Achievement

Any one or a combination of these topics can be hosted in the form of a 4- to 8-hour faculty development workshop on your campus.

Speak with an MHS representative for details, or contact Jon Duffy at jon.duffy@mhs.com.

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