

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

