



What is Emotional Intelligence?

Emotional intelligence involves a variety of skills that help students navigate the challenges of academic and student life. Emotional intelligence involves managing and leveraging emotions to help achieve goals, make good decisions, solve problems, manage stress, interact effectively with others, and function effectively both independently and collaboratively.

Emotional Intelligence (EI)

Student Academic Performance, Behavior and Graduation

Student behaviors and decisions -- influenced by their emotional intelligence (EI) -- often predict retention and graduation better than academic ability. And, since emotional intelligence can be taught, you can accomplish two important goals on your campus: 1) enhance retention and graduation, and 2) achieve your mission to help students grow and improve in non-cognitive aspects of their development.

First-Year GPA Predicted by Emotional Intelligence

Mann and Kanoy (2010), in a study involving first-year students from over 30 universities, found that first-year college GPA could be predicted by the following EI scales: optimism, independence (negative predictor), self-regard, impulse control and problem solving. The highest-performing students (>3.34) scored higher on the EI skills assertiveness, stress tolerance and problem solving and lower on independence than middle-performing students (GPA of 2.50-3.34) and higher on assertiveness, stress tolerance, impulse control and problem solving than the lowest-performing students (<2.50). Mid-performing students scored higher on social responsibility and impulse control than the low-performing students.

Mann, D. & Kanoy, K. (February 2010). The EQ factor in student retention and success: From theory to practice. Paper presented at the annual First Year Experience Conference, Denver, CO.



Emotional Intelligence Predicts Graduation

Sparkman and colleagues (2012) in a longitudinal project involving 783 college students studied over a 5-year period found that social responsibility, followed by impulse control and empathy were the three strongest positive predictors of graduation. Flexibility was a negative predictor of graduation. The EI skills of self-actualization, social responsibility and happiness were positive predictors and independence and interpersonal relationship were negative predictors of cumulative GPA.

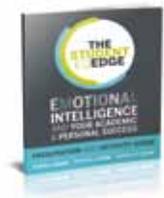
Sparkman, L. A., Maulding, W. S., Roberts, J. G. (2012). Non-cognitive predictors of student success in college. College Student Journal, 46, 3, 642-652.



Students, EI, and Leadership

Resident Assistants (RAs) with higher emotional intelligence (EI) have been identified by students they serve as being more effective RAs than those with lower EI.

Wu, M., & Stemler, S. (2008). Resident advisor general intelligence, emotional intelligence, personality dimensions, and internal belief characteristics as predictors of rated performance. NASPA Journal, 45, 4, 528-559.



Help students develop EI skills by using the EQ Edge and Student workbook

EI and Preparation for Career Success

The National Association of Colleges and Employers surveys employers to query them about skills they most desire in college graduates. Those skills have been virtually unchanged for 10 years with the top five in 2010 including:

- communication skills (assertiveness, emotional expression)
- analytical abilities (problem solving, reality testing)
- teamwork (social responsibility, interpersonal relationship, empathy)
- technical skills (not EI related)
- strong work ethic (self-actualization, self-regard, impulse control)
- The remainder of the top 10 usually includes the EI skills of interpersonal relationships, flexibility, and motivation (self-actualization, self-regard)

National Association of Colleges and Employers, Job Outlook 2010, www.nacweb.org (retrieved October 2011).

Teaching Emotional Intelligence in FYE Courses & Retention

Incorporating emotional intelligence teaching in courses designed for first-year students enhanced student retention.

Schutte, N. & Malouf, J. (2002) Incorporating emotional skills content in a college transition course enhances retention. Journal of the First-Year Experience, 14, 1, 7-21