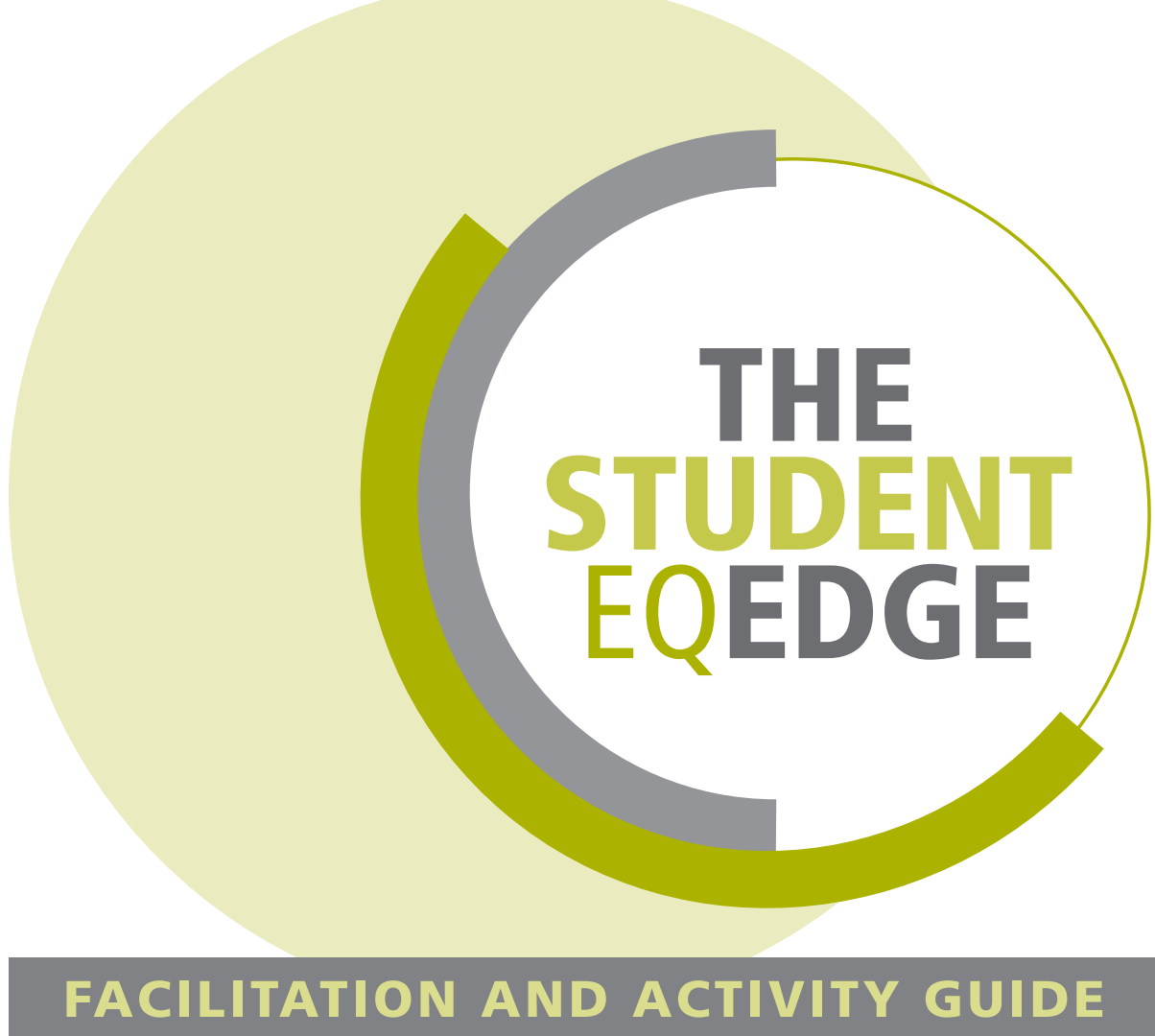


EMOTIONAL INTELLIGENCE AND YOUR ACADEMIC & PERSONAL SUCCESS

FACILITATION AND ACTIVITY GUIDE

KORREL KANOY • STEVEN J. STEIN • HOWARD E. BOOK

THE STUDENT EQEDGE



Korrel Kanoy • Steven J. Stein • Howard E. Book

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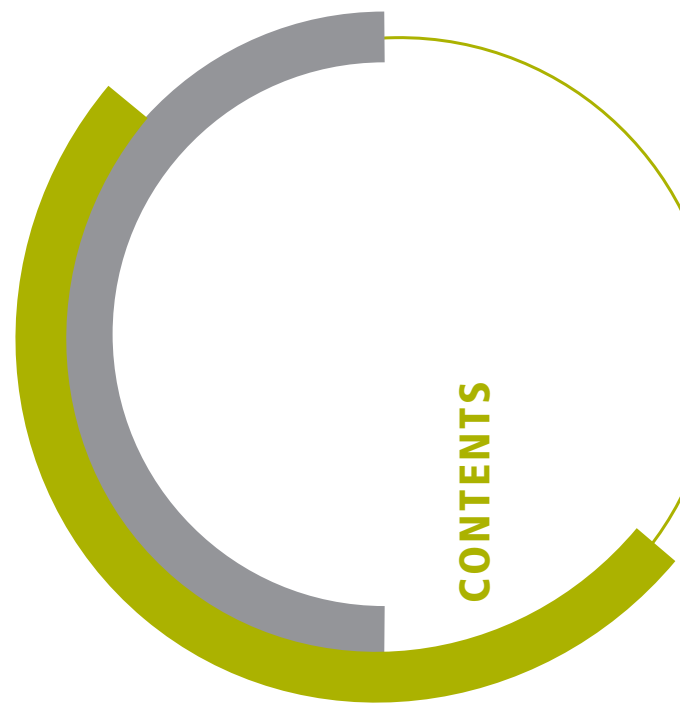
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We know that educators take their business seriously and toil diligently and willingly to challenge and support students' mastery of content and skills such as writing and critical thinking. But there's more—a lot more! How are we helping students find their passion and learn to set goals that are both challenging and realistic? Where are students learning the assertiveness needed to stand up to unethical business practices in their careers or a domineering college roommate? And what about teamwork skills? They can't learn those merely by working in groups, any more than a person can become a talented pianist by sitting in a room with world-renowned pianists. In fact, many ineffective teamwork skills get further solidified: "A" students take over the project, and students who've learned they can slack off because the "A's" will take over become even more disengaged.

Are we teaching students how to persist when faced with obstacles, how to make effective decisions, or how to curb destructive impulses? The list goes on. You may be thinking that all of these things are the purview of the family. They are. But in today's economy and—for better or worse—era of accountability, educational institutions are being asked more and more frequently about "outcomes" such as students being admitted to the best colleges, performing well in college, getting jobs after college graduation, and getting into graduate programs. There is abundant research to support that higher emotional intelligence (EI) is related to such

outcomes. (See Chapter 1 of this guide and Chapters 19–23 of *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success*.) Teaching emotional intelligence can occur within existing classes (for example, senior capstone courses and internship support courses), leadership courses as a stand-alone course, during training for campus leaders, and in first-year experience classes, just to name a few options.



Korrel Kanoy, Ph.D., is a developmental psychologist and served as a professor of psychology at William Peace University (formerly Peace College) for over 30 years, where she was recognized with the McCormick Distinguished Teaching Award and the Excellence in Campus Leadership Award. She has taught college-level courses in emotional intelligence since 1998. Korrel designed a comprehensive approach to infusing emotional intelligence into first-year experience courses, disciplinary senior capstone courses, and college and university service offices. She has worked with over 200 college students to help them develop emotional intelligence skills and has worked with schools to use EI as one component in selecting and developing faculty. She has published a children's book, *Annie's Lost Hat*, which includes a parents' section related to emotional intelligence. She is a coauthor of *Building Leadership Skills in Adolescent Girls*.

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For over a dozen years, **Dr. Howard E. Book**'s area of expertise has been benchmarking and enhancing the emotional intelligence of individuals and groups, as well as developing training programs to enhance the strength of this ability. Dr. Book has also written, lectured, and offered workshops on the importance of emotional intelligence and success in the real world internationally. He is a member of the Consortium for Research in Emotional Intelligence in Organizations, part-time faculty at the INSEAD School of Business in France and Singapore, and a former board member of the International Society for the Psychoanalytic Study of Organizations, and with Dr. Steven Stein he coauthored the book *The EQ Edge: Emotional Intelligence and Your Success*. Dr. Book holds the rank of associate professor, Department of Psychiatry, Faculty of Medicine at the University of Toronto.

Introduction to the Facilitation and Activity Guide

You made a wise choice when you decided to help students learn about and develop their emotional intelligence (EI). Research summarized in *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success* shows how important EI is in predicting success in college and across a wide variety of professional careers. Unlike IQ, EI can be learned and improved at any age. Rarely, however, do secondary schools, colleges, or universities teach this topic to students. You chose to do so, and your students will benefit.

● EMOTIONAL INTELLIGENCE DEFINED AND RESEARCH OVERVIEW

Emotional intelligence is “a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way” (Stein & Book, 2011, p. 13). Research with college students demonstrates

that EI can predict academic success. Consider the following examples:

Schulman (1995) found that the EI skill of optimism was a better predictor of first-year students' college GPA than their SAT score.

Schutte and Malouff (2002) found that incorporating emotional skills content into a college transition course enhances student retention. First-year students who received emotional awareness and development strategies in their course not only demonstrated growth in EI between pre- and post-measures, but were also more likely to persist to the next academic term than a cohort of students who did not receive the emotional intelligence content.

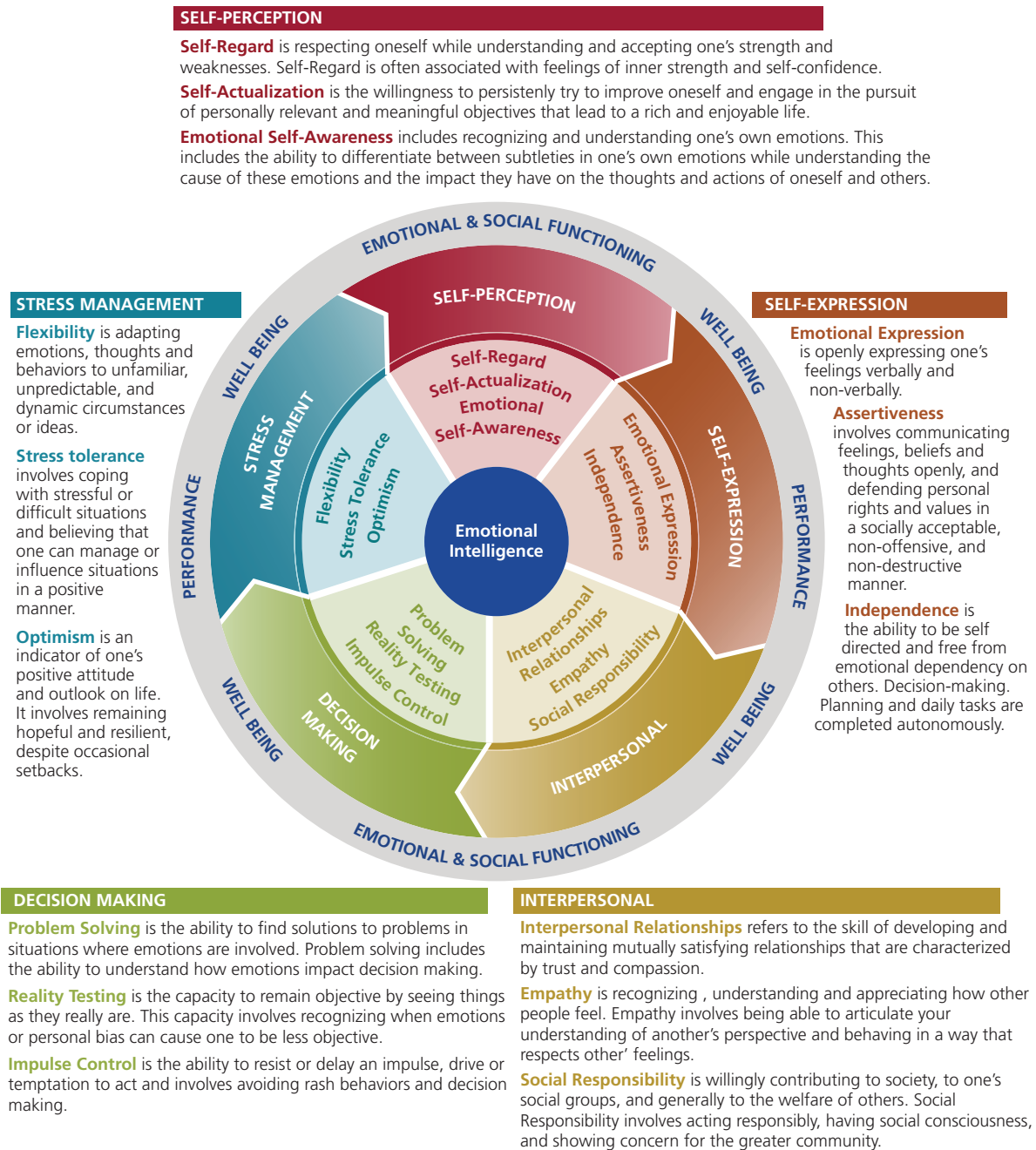
Mann and Kanoy (2010) found that first-year college GPA could be predicted by the following EI scales: optimism, independence (negative predictor), self-regard, impulse control, and problem solving. The students with the highest GPAs (3.35 and higher) scored higher on EI than the middle third of students (2.50–3.34) for assertiveness, stress tolerance, and problem solving; mid-performing students scored higher on social responsibility and impulse control than low-performing students.

Sparkman (2009) studied 783 college students over a five-year period and found relationships between EI and college outcomes.

- Social responsibility, followed by impulse control and empathy, were the three strongest positive predictors of college graduation.
- Self-actualization, social responsibility, and happiness were positive predictors of cumulative GPA, but very high independence and interpersonal relationship skills were negative predictors of cumulative GPA. Students who will not ask for help when they need it (high independence) tend not to do as well as those who seek help from Learning Centers, Career Centers, or Counseling Centers. And if a student is too skilled at interpersonal relationships, it's likely that person spends more time

Figure 1.1. Emotional Intelligence Defined

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doing just that—interacting with others—which leaves less time for study.

Figure 1.1 shows the five realms and 16 scales of emotional intelligence as measured by the EQ-i 2.0. Consult *The Student*

EQ Edge: Emotional Intelligence and Your Academic and Personal Success for additional information about each scale.

● PLANNING YOUR CLASSES

One of the authors, Korrel, has been a college professor for over 30 years, and during that time she has learned there is no one style or formula of teaching that works best at all times and with all classes. Passion about what you teach and actively engaging students are key ingredients. Throughout this guide, you'll find exercises, tips, and ideas to help you engage students in their learning. Rarely will the plan dictate that something must be done in small groups or must be done in class rather than assigned for homework. Sometimes it can work just as well to have a class of 20 to 25 discuss a topic rather than dividing into four or five small groups. This is especially true if you need to monitor the discussion for accuracy, focus, or progress. For those of you who prefer a more detailed plan for teaching each topic, each chapter will contain suggested activities for leading a 50- to 60-minute class or a three- to four-hour workshop. (These three- to four-hour workshops can be broken into two or three different segments for a class that meets two or three times per week.) Additionally, Appendix A contains a suggested course syllabus that can be used for a semester-long class or adapted to accommodate a two- to three-day student workshop.

● STUDENT REFLECTION

Reflection is one of the most effective tools to encourage student cognitive and social-emotional growth; thus each activity in this book will contain reflection questions for students. Reflection—unlike reasoning, which requires a systematic process that is evidence based—allows students to engage in mental inquiry meant to help develop self-discovery rather than help them arrive at a correct answer. The more reflection they do, the better! Thus this *Facilitation and Activity Guide* provides two different opportunities for reflection.

- Reflection questions are included on the student worksheets. Ask students to submit written responses or to think about their responses prior to class discussion, or include the questions during the in-class debrief.
- In-class debrief questions should be discussed in class after the worksheet or activity has been completed. Debriefs are designed to solidify learning and insights related to an activity.

Because reflection promotes cognitive growth, it's a key part of student learning. And it's possible to grade worksheets and the reflection questions for quality. Appendix B provides an example grading rubric for a reflection exercise.

● STUDENT EMOTIONAL INTELLIGENCE ASSESSMENT

Students can complete the EQi 2.0, a reliable and valid measure of emotional intelligence that provides scores for overall emotional intelligence, five realms (self-perception, self-expression, interpersonal, decision making, and stress management), and the 16 scales outlined in each chapter of this book. For more information about how to give the EQi 2.0 to your students, go to *ei.mhs.com*. Free assessments of emotional intelligence are also available but are not guaranteed to be reliable or valid and most likely will not align with the chapters outlined in the *Facilitation and Activity Guide* or the *Student Workbook*.

● FACILITATING CLASS DISCUSSIONS

For the first couple of days, while you're building rapport, choose activities and discussions that are fairly safe but highly engaging. Also, have the group develop guidelines, or you can suggest three to five like the following suggestions. Either way, make sure everyone in the class agrees to some version of these guidelines:

- Personal information that is shared does not get repeated outside of class.

- Use conventions of good interaction, including not interrupting others, not dominating the conversation, and not judging others' comments.
- Everyone must participate some of the time and listen all of the time.

To make sure everyone gets to participate, encourage the students to be brief. Succinct comments help the conversation flow better. Introverted students are encouraged by the idea that they don't have to talk for long, and extroverts who have some self-awareness appreciate the help in self-monitoring. And everybody appreciates not having one or two people who drone on and on!

Finally, give small groups questions to discuss and then have them "report out" to the larger group. There are two reasons for doing this. First, if there are inaccuracies in content (for example, maybe they don't understand the definition of *self-regard*), those can be corrected. Second, if they have to report out, they usually take the assignment more seriously.

● AGREE-DISAGREE ACTIVITIES

When discussing controversial issues or trying to get students to take a position on an issue, using an agree-disagree activity usually works well. Here's how it works. On the far right side of the board, write the word "agree" and on the opposite side, write the word "disagree." (Or just point to each side of the room if you don't have a white board to write on.) Then pose your question and have students get up and move to the side of the room that best represents their opinion. Standing in the middle of the room is highly discouraged! Ask students from each side to explain why they chose to agree or disagree with the statement you read. For example, near the end of your course, after students have learned a lot about emotional intelligence, you might pose the following

question: “Emotional intelligence learning should be required of all students at this school.”

● ORGANIZATION OF THIS GUIDE

This guide and the activities within it are organized so you can find what you want and pick and choose the activities that work best for your class.

Chapters follow the same order and numbering as found in *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success* and in *The Student EQ Edge: Student Workbook*.

Although some of you will prefer the “pick and choose” approach when selecting activities for your class, each chapter outlines a comprehensive plan for a 60-minute class and one for a half-day workshop. You will find these suggestions in the “Planning Your Class” section.

If you only have a few hours within an existing course to discuss emotional intelligence, it’s probably best to pick two or three scales that are highly relevant to that class (for example, emotional self-awareness, empathy, and interpersonal relationships in an Interpersonal Communication course) and focus on building those skills.

Each chapter contains these elements:

- Student Learning Outcomes
- Suggested Reading, Movies, and TV Shows—students love watching movie or TV clips; these clips are very effective for demonstrating EI concepts, and watching others demonstrate effective or ineffective EI makes the concepts come alive.
- A list of activities by name, with a brief description.
- A step-by-step guide for preparing to lead the activity, facilitating it, and debriefing it, and the expected time each will take.
- A copy of the worksheet found in *The Student EQ Edge: Student Workbook*.

MATERIALS

For almost every class period you will need access to the following:

- White board or flip chart
- Markers
- TV with DVD or VCR player
- Internet connection (if you want to access TV clips through www.hulu.com or YouTube clips)

Also, we highly recommend you have a copy of *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success*.

Finding TV Shows That Demonstrate EI

Go to www.hulu.com to find the most recent six episodes of most TV shows or <http://www.free-tv-video-online.me/> to find episodes of former TV shows. If you join Hulu for a small monthly fee, you can access all episodes of a particular show. One way to find great clips is to assign homework for the students to find clips that illustrate certain EI characteristics. You can have students volunteer to show their clips to the class and access them through Hulu or free-tv-video-online.

Movies

Appendix C contains an extensive list of movies, plot summaries, and the EI characteristics that the main characters possess or lack. Each chapter in this facilitator's guide will include two or three featured movies where specific scenes are identified that illustrate the EI characteristic. Characters often display multiple EI characteristics; thus featured movies are listed for multiple scales, allowing students to see more of the movie (something they *always* ask to do!) and focusing your preparation time on just a few movies. The featured movies are listed here by EI composite area. If you need an extra activity for one of the chapters, just assign one of

the movies listed and have students write an analysis of EI that was (or was not!) displayed.

- Self-Perception Composite: *Odd Girl Out*, *Patch Adams*, *The Rookie*
- Self-Expression Composite: *Erin Brockovich*, *Odd Girl Out*, *The Blind Side*
- Interpersonal Relations: *Erin Brockovich*, *One Fine Day*, *Patch Adams*
- Decision Making: *Catch Me If You Can*, *Odd Girl Out*, *What About Bob?*
- Stress Tolerance: *Catch Me If You Can*, *The Pursuit of Happyness*, *What About Bob?*
- Happiness and Well-Being: *Patch Adams*, *The Pursuit of Happyness*

YouTube Clips

It's inevitable that some clips will not be active when you teach the course. Replace the removed clip with a movie segment or do a search by key word for other appropriate clips.

● A NOTE ABOUT LANGUAGE

Educational systems across North America and Europe use different language to describe levels of education. In this guide, the terms *college* and *university* are used interchangeably to indicate education beyond the secondary or high school level.

Case Studies of Emotionally Intelligent (and Not Emotionally Intelligent!) Behavior

It's always easier to recognize the flaws in someone else's behavior than those in our own. The case studies give students a way to see how emotional intelligence innervates everyday behaviors. And they'll see how enhanced EI can help them achieve better grades, perform better on a sports team, get along better with peers or a roommate, and handle the stress of a student's life. The table gives you an overview of the case studies and indicates which EI dimensions are most relevant to the case. It's okay to assign case studies that demonstrate EI skills *before* you cover that chapter; students will recognize the effective or ineffective behavior, even though they may not label it using emotional intelligence terms. This gives you the opportunity to foreshadow what they will learn as they go through the course.

Summary List of Case Studies

Case Study # and Name	Most Relevant EI Skills	Brief Summary
1. Why Can't I Make an A?	Emotional Self-Awareness, Self-Regard, Stress Tolerance, Happiness	A student makes a B but her friends make an A on the same paper, which ruins the rest of her day.
2. Twenty Years to Graduate	Emotional Self-Awareness, Self-Regard, Self-Actualization, Stress Tolerance, Problem Solving, Empathy	A woman returns to college after a 12-year break to complete her degree and faces her doubts about whether she can succeed.
3. But I'm Good!	Self-Regard, Reality Testing, Problem Solving, Impulse Control	A high school soccer star finds the transition to university soccer challenging and frustrating.
4. Starting College	Self-Actualization, Independence, Impulse Control, Reality Testing, Happiness	Two roommates begin their university careers; one handles the transition better than the other one.
5. Shared Responsibilities	Assertiveness, Emotional Expression, Social Responsibility, Problem Solving	Two resident assistants (RAs) are supposed to share the responsibility to complete reports and paperwork, but one RA has been doing all of the reports and now wants to share the task.
6. A Costly Decision	Reality Testing, Problem Solving, Assertiveness	A university student does not ask enough questions about a financial aid situation and ends up keeping a class he should have dropped; he makes an F in the class.
7. First Job Jitters	Self-Regard, Independence, Impulse Control, Self-Actualization, Social Responsibility, Stress Tolerance, and more!	A new university graduate takes her first job in an accounting firm during tax season; her work performance is good, but things go badly because she lacks key emotional intelligence skills.
8. No Way	Flexibility, Independence, Emotional Self-Awareness	A college senior faces her fears and agrees to travel internationally with other students and her professor—and the experience transforms her.
9. Twins?	Stress Tolerance, Optimism, Independence, Interpersonal Relationship, Happiness	Twin sisters who have recently moved to the United States from Mexico respond very differently to a social invitation.