

Emotional Intelligence and Personal Tutoring

Prof. Helen Whiteley
PhD, CPsychol., AFBPsS, FHEA
Edge Hill University, Ormskirk, Lancs





Overview

- What is emotional intelligence (EI)?
- A conceptual model of EI
- Why is EI important for:
 - Students
 - Staff
- Can Ei be developed through personal tutoring?



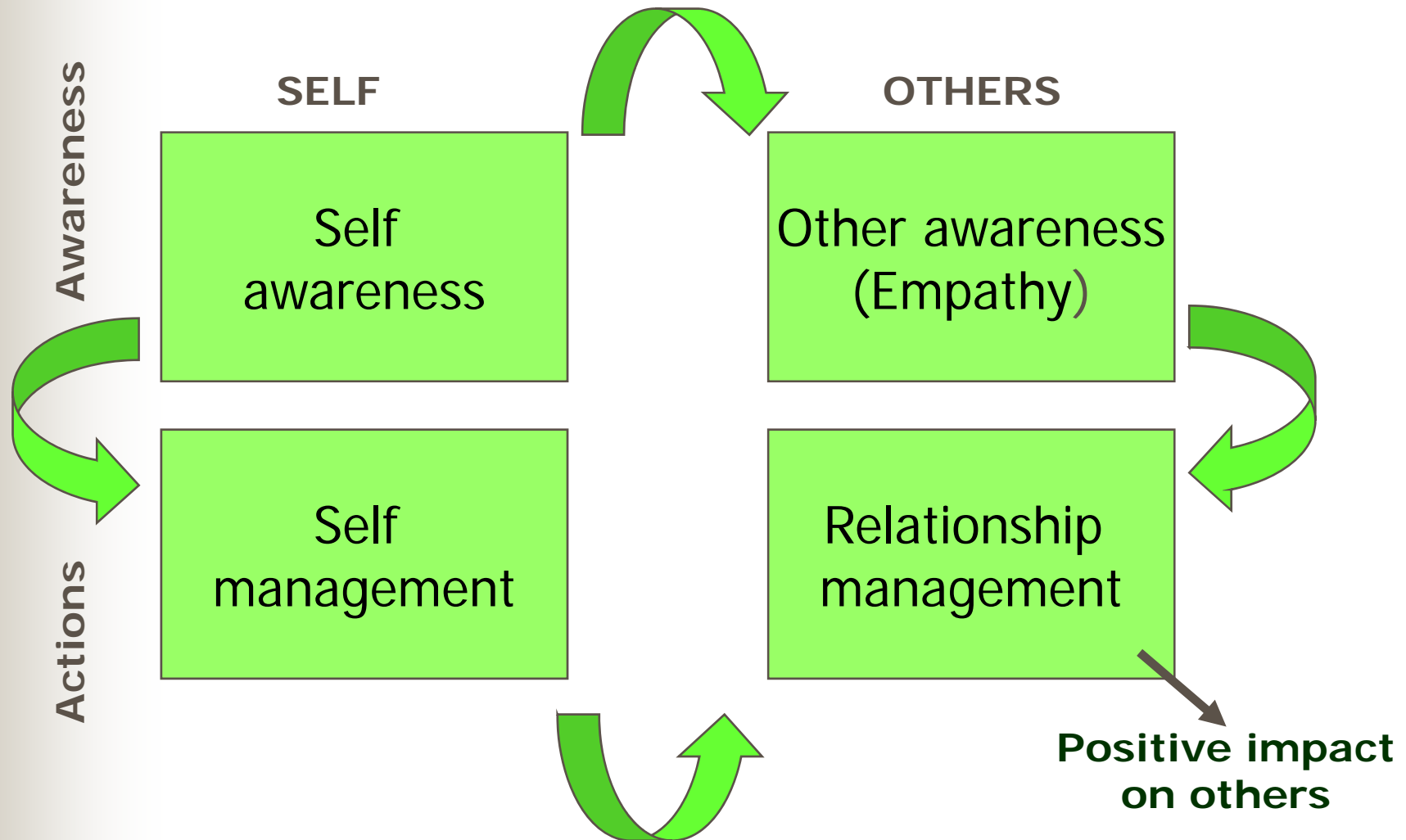
What is Emotional Competence?

“The capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

(Goleman, 1995)

The Conceptual Model of EI

(Boyatzis & Goleman, 2001)





The Competency Framework

Self Awareness

Emotional Self-Awareness
Accurate Self-Assessment
Self Confidence

Social Awareness

Empathy
Organisational Awareness
Responsiveness to others

Self Management

Emotional Self-Control
Transparency
conscientiousness
Adaptability
Achievement Orientation
Initiative
Positive outlook

Relationship Management

Coach and mentor
Inspirational Leadership
Change Catalyst
Influence
Conflict Management
Teamwork
Building bonds
Communication



Why is EI important for students? Transition.....

- Transition to Uni stressful time
- Most at risk of withdrawal in year 1 (*Yorke et al., 2002*)
 - Social integration (*Christie et al., 2004*)
 - Academic integration (*Tinto, 1998*)
- EI may be a mediating factor in the decision to withdraw (*integration depends in part on ability to establish and maintain new relationships*)



EI and transition/retention

- Qualter, Whiteley et al., 2009 (Study 1)
 - >300 students at start of year 1
 - Those who stayed on the programme and progressed into Year 2 had higher EI levels (no gender differences)
 - Lower EI:
 - Problems coping with transition;
 - May affect ability to access support mechanisms;
 - Ability to integrate socially;



Can an intervention programme increase EI? (2009, Study 2)

- The intervention group increased on overall EI scores.
- Those low on EI at the start of the study made the most gains.
- Is there a critical level of EI that serves to protect against the negative effects of transition? (similar findings from a study of transition from Primary to Secondary school Qualter, Whiteley et al., 2007)



Why is EI important for students?

- Emotionally healthy students:
 - Are more effective independent learners/achievement (*Parker et al., 2005*)
 - Likely to have large social networks/have good quality friendships (*Lopes et al., 2004*)
 - Less likely to engage in tobacco and alcohol consumption & suffer related problems (*Trinidad et al., 2004*)
 - Are more likely to ‘stay the course’ (*Parker et al., 2004*)
 - Less likely to suffer from mental ill-health (depression, loneliness, problem eating) (*Ciarrochi et al., 2002*)



EI and HE staff.....

**“We are being judged by a new yardstick:
Not just how smart we are,
Or by our training and expertise,
But also how well we handle ourselves
And each other.”**

Daniel Goleman, Working with Emotional intelligence, 1998

HERA framework: 14 elements of focus 10 are
closely linked to EI competencies



Whiteley & Qualter, 2005: support for development of EI competencies in senior HE staff

- 21 completed the full programme and submitted data at Time 1 & 2.
 - TIME 1: complete ECI-U; decide on competencies for development.
 - INTERVENTION – group work in learning sets over approx. 5 sessions
 - TIME 2: complete ECI-U; look for changes on competencies (particularly those that decided to work on)
- 25 signed up as a control group
 - TIME 1: complete ECI-U but not provided access to the booklet
 - NO INTERVENTION
 - TIME 2: complete ECI-U again

Participants upon completion of the Time 2 Q invited to attend session with one of the EI team for feedback and booklet



Changes in:

- **self-assessment, positive outlook, organizational awareness, building bonds:** Intervention group get better at these skills over time, but control group get worse from Time 1 to Time 2.
- **self-confidence, initiative, empathy and change catalyst:** Intervention group get better over time, but control group stay the same from Time 1 to Time 2.
- **self-control:** Intervention group always scored higher than control, but they get even better from Time 1 to Time 2.



Can EI be developed through Personal Tutoring?

- Trialling this with Social Work Year 1 students (25)
- Personal Tutors work with tutees using ECI-U
 - Introduction to EI
 - Complete personal profiles with Tutor guidance
 - Work on development of competencies with Tutor and each other in the group
 - So far – no one has left and all are progressing well.



Personal Tutoring and EI

- Transition is a challenging time for many students
- Students need support to manage transition (and transitions as they progress through their degree)
- EI is related to successful transition
- EI can be developed
- Personal Tutor can provide both support and challenge to students through a period of personal and intellectual growth –