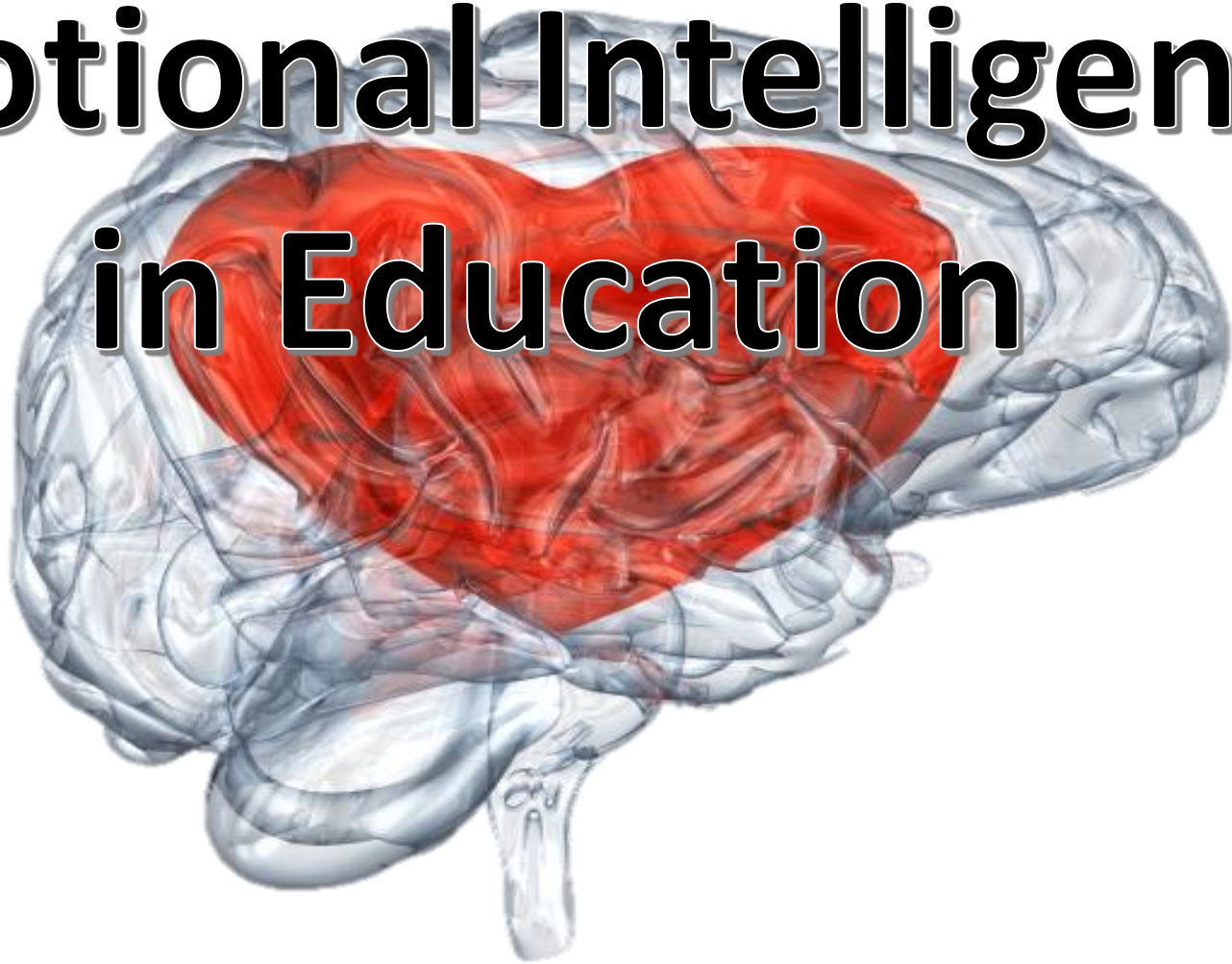


# Success Dynamics International



**Student Success System**  
**Assess.... Develop.... Perform.... Excel**

# Introduction to Emotional Intelligence in Education



The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued and included in the families and societies into which they are born.

***~Childhood Poverty in Perspective: An Overview of Child-Well-being in Rich Countries***



“The ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion.”

**MAYER & COBB**

“Emotional Intelligence, describes an ability or capacity to perceive, assess, and manage the emotions of one's self, and of others.”

**INSTITUTE FOR HEALTH AND HUMAN POTENTIAL**



“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. Even students who “get by” or succeed academically can be at risk if unhealthy behavioral patterns follow them after college. Promoting **emotional health** in students is an **investment** in the **future**. It should be part of the mission of all colleges and universities”.

**Dr. Richard Kadison, Chief of Mental Health  
Harvard University**

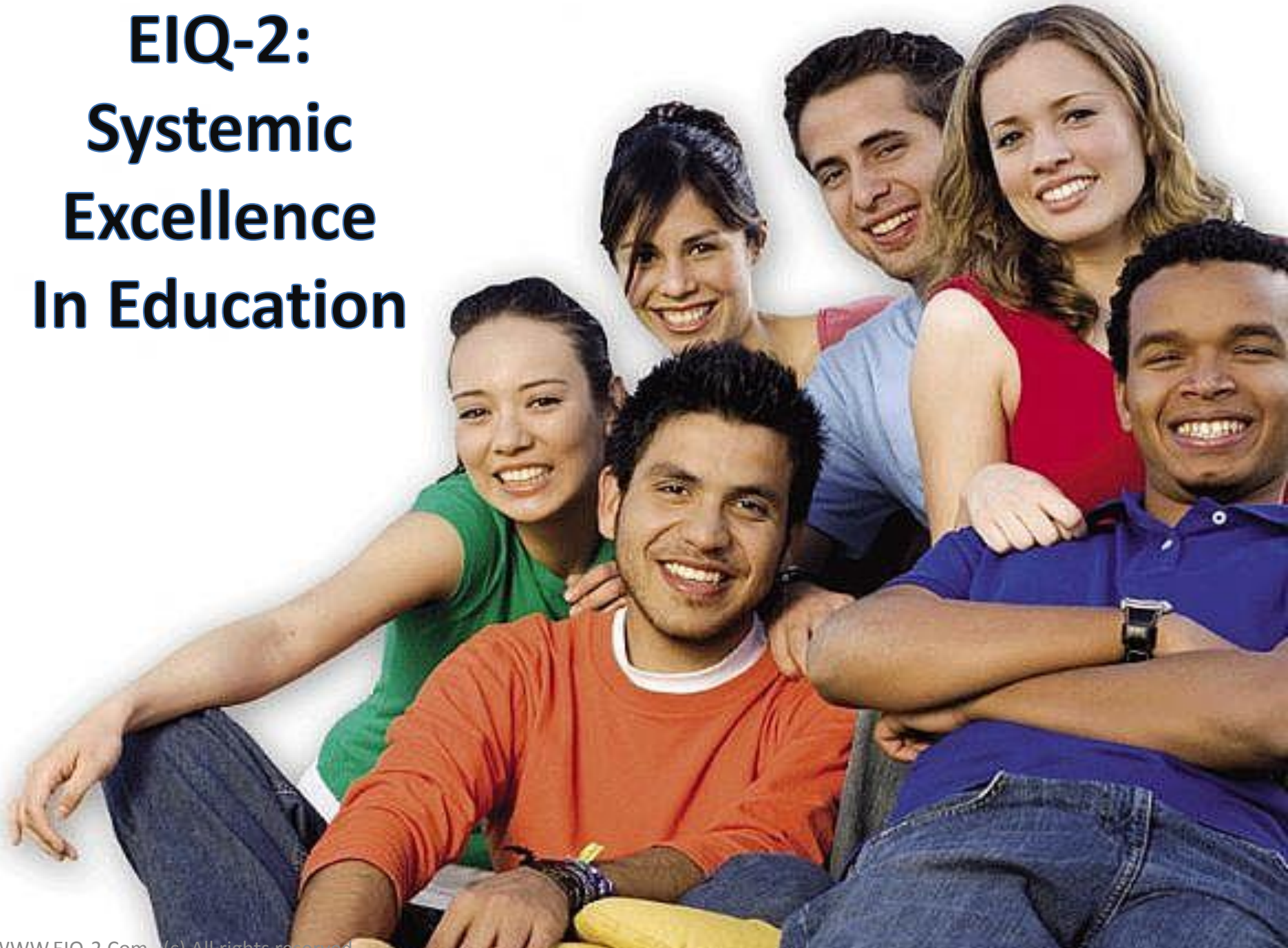
**Educating  
the mind  
without  
educating  
the heart is  
no education  
at all.  
~Aristotle~**

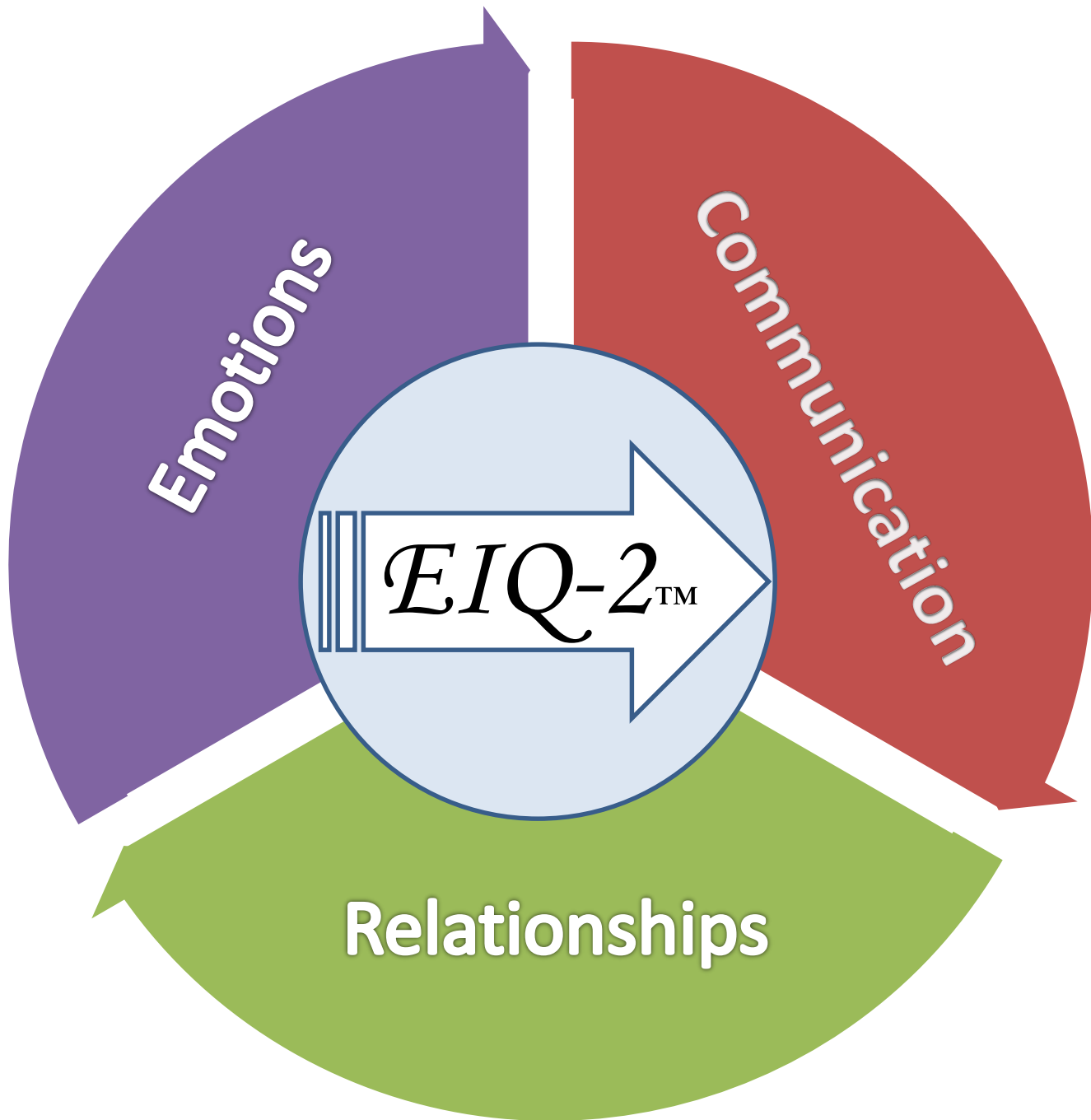


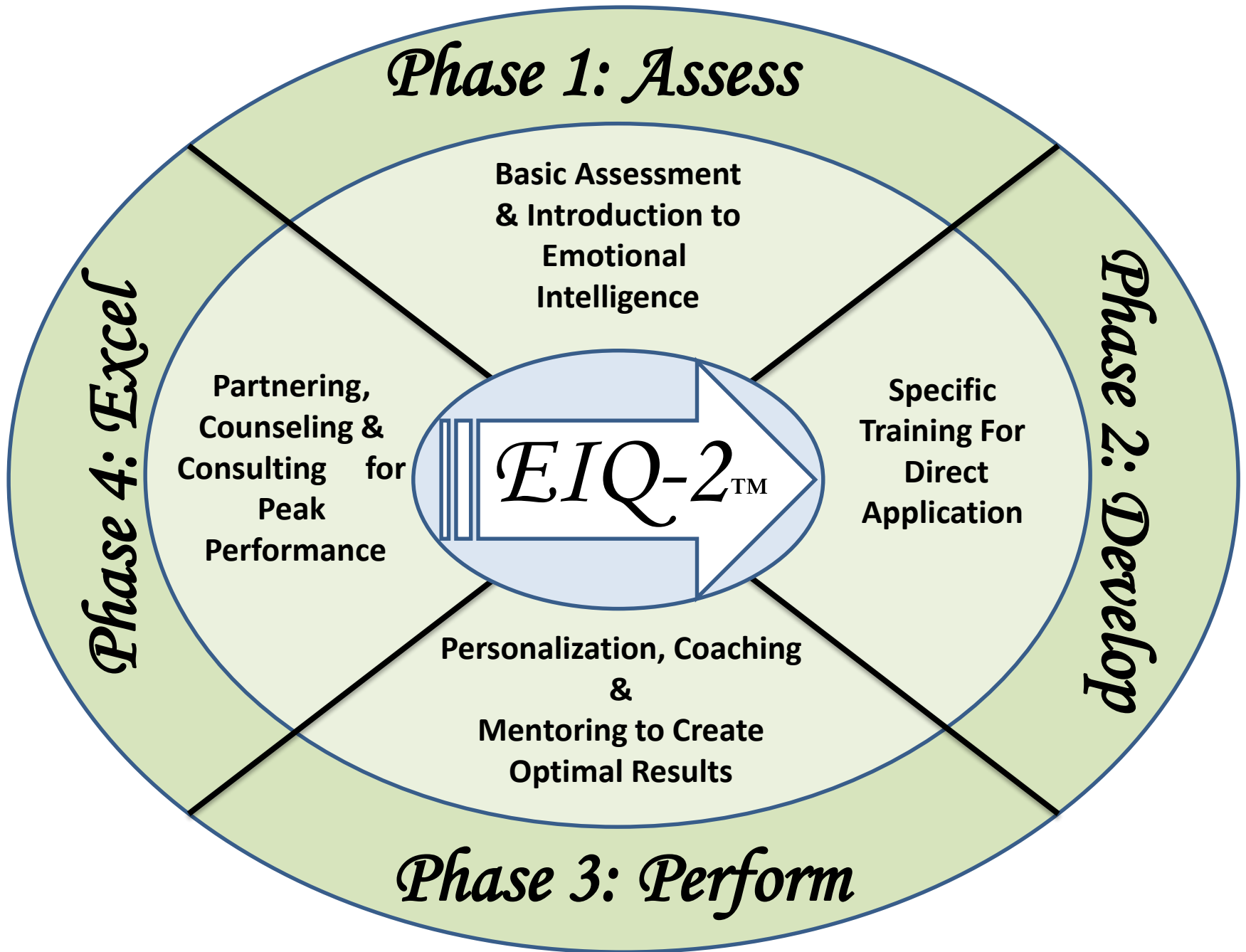
# Defining EIQ

**A set of emotional, social and relational skills that guides the way we perceive, understand and express ourselves; connect with others; manage interpersonal exchange; cope with challenges; and apply emotional information in an effective, meaningful way.**

# **EIQ-2: Systemic Excellence In Education**







# *Phase 1: Assess*

Basic Assessment  
& Introduction to  
Emotional  
Intelligence

# *Phase 2: Develop*

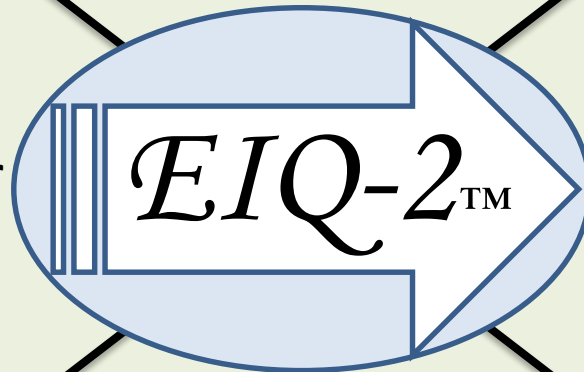
Specific  
Training For  
Direct  
Application

# *Phase 3: Perform*

Personalization, Coaching  
&  
Mentoring to Create  
Optimal Results

# *Phase 4: Excel*

Partnering,  
Counseling &  
Consulting for  
Peak  
Performance



# Returns from Implementing Emotional Intelligence Development



# Why Is EIQ Important?

- Overall institutional effectiveness
- Crucial to academic, career, leadership, personal and professional success
- Students who learn and develop EIQ skills achieve at higher levels and become more engaged
- EIQ centric programs improve achievement and retention
- EIQ creates responsible, meaningful long-term results
- Enhances personal health and happiness

**Social Competence &  
Academic Achievement**

**Thinking**

**Habits  
of Mind**

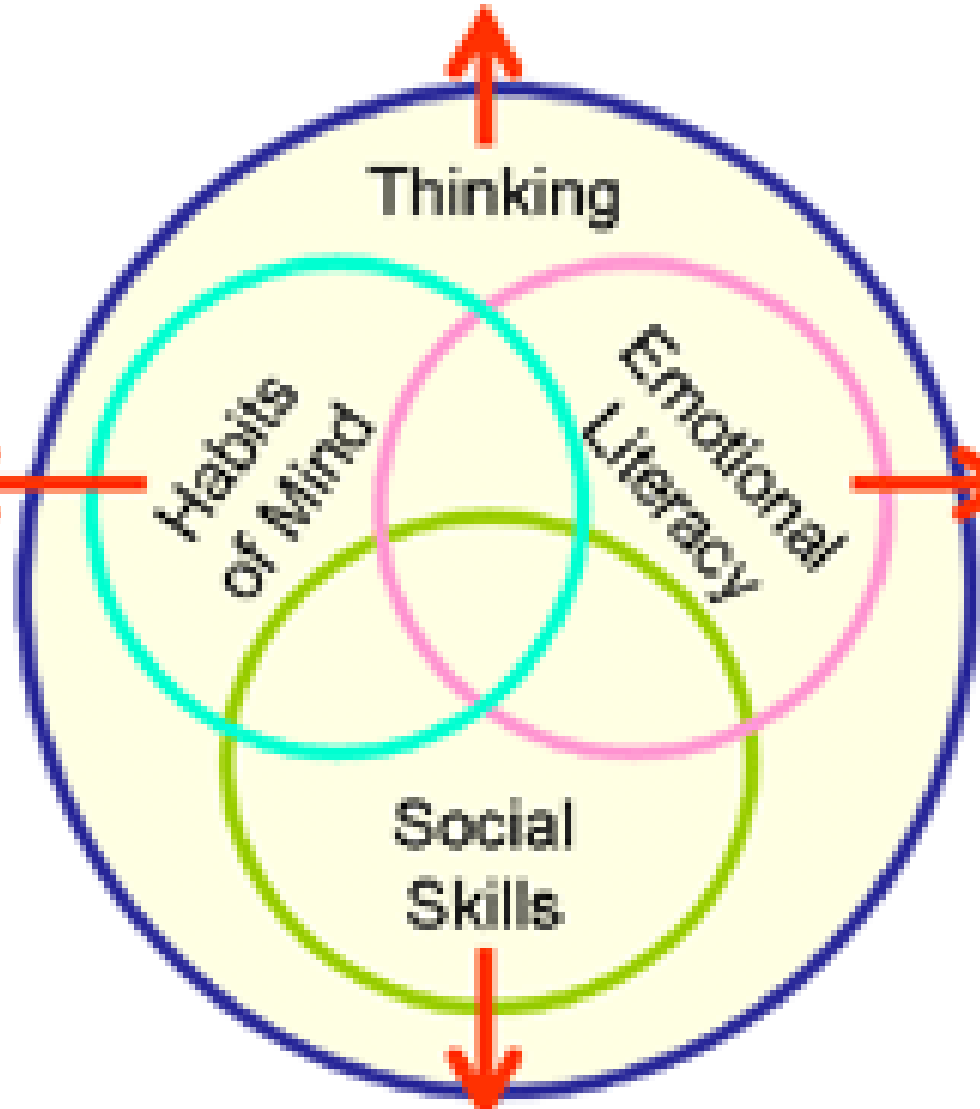
**Emotional  
Literacy**

**Social  
Skills**

**Supporting  
Decision  
Making**

**Supporting  
Self Management**

**Supporting  
Social Interactions**



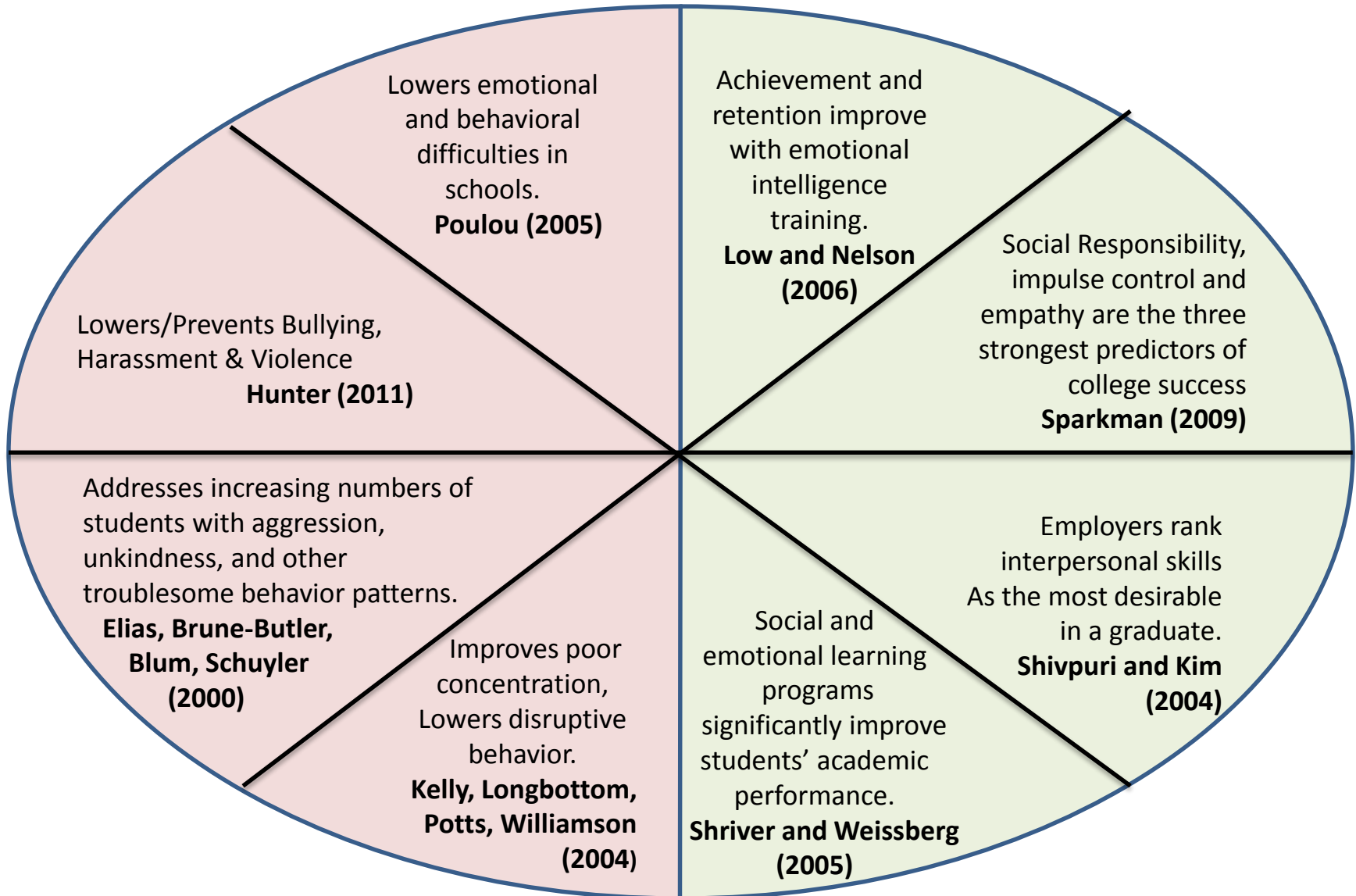
"Even though a high IQ is no guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities, ignoring the emotional intelligence that also matters immensely for our personal destiny."

**Daniel Goleman**

Educators, long disturbed by schoolchildren's lagging scores in math and reading, are realizing there is a different and more alarming deficiency: emotional literacy. And while laudable efforts are being made to raise academic standards, this new and troubling deficiency is not being addressed in the standard school curriculum."

**Daniel Goleman**

# Improving Education through Emotional Intelligence



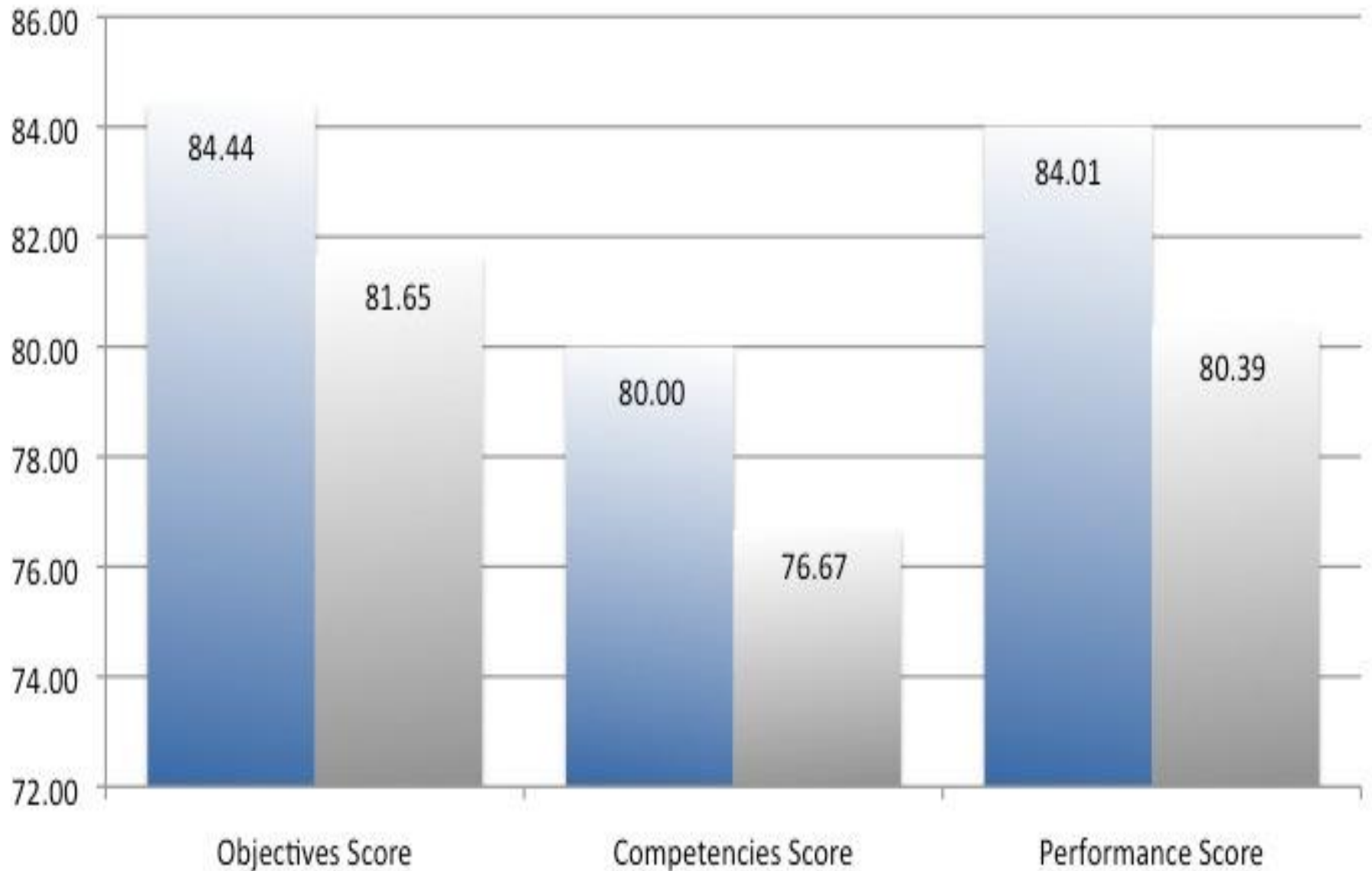
# Impact of EIQ on Student Success

- Higher achieving students demonstrated higher Total EIQ, Intrapersonal Skills, Stress Tolerance and Adaptability
- Students who are anxious or depressed get lower grades/lower achievement scores
- Students who can delay gratification earn better grades and have an average of 210 more points on their SAT tests
- Students who respond to setbacks with hope and resilience vs. anger and hopelessness achieve higher academic and social success
- Low levels of empathy are associated with poor achievement
- Resiliency training can improve the resiliency of students
- EIQ skills can be enhanced in a college transition course

# Impacting Student Success in High School

- Marcky E. Smith (2004) used E.I. tools in her study of high school students.
  - Why do students drop out of high school?
    - 51% don't like school
    - 40% have failing grades
    - 35% have poor student-to-teacher relationships and communication
    - 31% inability to keep up with school work
  - E.I. would impact each of these areas
- Smith (2004) found Emotional Intelligence to significantly impact change, growth, improvement, and development in the experimental group of high school students.

■ Highest 25% of EQ   ■ Lowest 25% of EQ



Source: Amadori Case 2013: [www.6seconds.org](http://www.6seconds.org)

# Conditions of Learning: Culture & Climate

## Learners are Safe

- Physically Safe
- Psychologically & Emotionally Safe
- Socially Safe
- Risky Behaviors are Avoided
- Learning is Organized and Orderly

## Learning is Supported

- Meaningful, Targeted Applications
- Follow-Up Coaching & Training
- Specific Requested Support
- Positive Relationships
- Open Dialogue

## Learners are Engaged & Challenged

- Realistic Positive Expectations
- Active, Involved Learning
- Inspiration & Motivation
- Personal & Professional Opportunity

## Learning is Meaningful & Measurable

- Cognitive & Emotional Intelligence are Connected
- Community & Responsibility are Valued
- Service, Teamwork, Leadership & Influence are Nurtured

# Recent findings related to EIQ & the first year of college or university

- Incorporating Emotional Skills Content in a College Transition Course Enhances Student Retention ([Schutte & Malouff, 2002](#)).
- Adaptability and stress management skills, as well as interpersonal abilities, were strongly associated with academic success in over 1400 first year students ([Parker et al., 2005](#)).
- Seligman found that scores on a test of optimism in 500 UPENN freshmen were a better predictor of actual grades during the first year than SAT scores or high school grades ([Schulman, 1995](#)).
- Significant positive correlations ranging from 0.29 to 0.39 between EI and GPA ( $p < .05$ ) were found in 304 first-year students from various cohort groups (honors, athletes, transitions, first-year college) at one NC institution ([Reported at Annual Conference of FYE, 2004 by A. Jaeger](#)).

# Successful Students

(Nelson & Low 2003):

- Are initiators
- Are self motivators
- Learn to control their impulses and delay gratification
- Persevere and try to overcome personal difficulties
- Effectively translate thought into action and do not procrastinate
- Complete tasks
- Willing to risk failure, accept responsibility, and reject self-pity
- Independent and focused on meaningful goals
- Balance their cognitive thinking with their emotional thinking
- Self-confident and possess positive self-efficacy

# Impact of Emotional/Self/Relational/Social Learning (ESRSL)



## Performance Gains

- Improved social/emotional/relational skills and performance
- Sustained, improved academic achievement/learning
- Higher retention/long-term academic commitment and success
- Better interpersonal relationships/collaboration/teamwork
- Enhanced empathy/understanding and interpersonal skill
- Superior happiness, resilience and life skills for personal and professional success

## Reduced Risks

- Reduced safety, conduct, health and behavior concerns
- Lower stress, tension and anxiety levels
- Reduced isolation and alienation
- Lower levels of aggressive/hostile behavior
- Reduced emotional distress & conduct issues
- Lower concerns for academic, social, professional and personal failure



Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011) The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions, *Child Development* (82) 1, Pp. 405-432. and Success Dynamics International.

# Creating Successful Students

- Balance cognitive and emotional mind
- Active listeners
- Know and use their primary learning style
- Utilize campus resources for improvement of reading and comprehension
- Develop self-management (time-management) skills
- Set personal goals (Drive Strength)
- Organized, punctual, and dependable (Commitment Ethic and Time Management)
- Assertive with self, friends, and professors (Assertion)

# Creating Successful Students (2)

- Effectively manage and express emotions (Stress Management)
- Appreciate and value differences (Empathy and Positive Influence)
- Focused on personal strengths (Self-Esteem)
- Establish and maintain healthy relationships (Social Awareness and Decision Making)
- Recognize and express emotions effectively (Anger and Anxiety Management)
- Be flexible (Positive Change)

*Nelson & Low (2003) page 9*



# **E.I. Correlations with Student Success: GPA & Retention**

- Williams (2004) found significant correlations between:
  - Drive Strength and Retention
  - Time Management and Retention
  - Commitment Ethic and Retention
  - Time Management and Student GPA
  - Commitment Ethic and Student GPA

# **Student Retention:** **Joe Cuseo's 4 Factors**

## **▶ ACADEMIC**

- Inadequate preparation
- Disinterest in/boredom with content or delivery

## **▶ FINANCIAL**

- Inability (real or perceived) to pay for college
- Perception that cost outweighs benefits

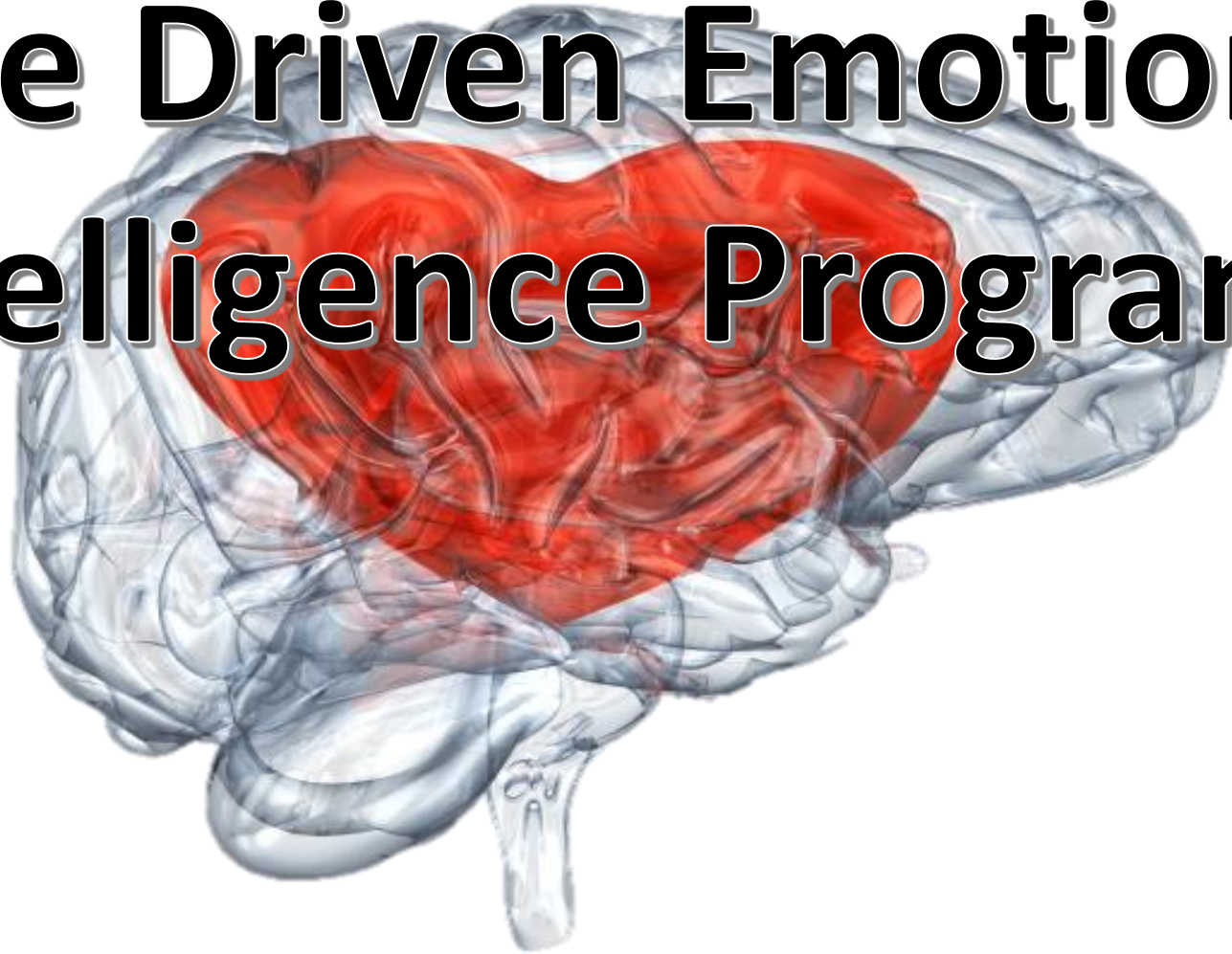
## **▶ MOTIVATIONAL**

- Low level of commitment to college – This is EIQ!
- Perceived irrelevance of college

## **▶ PSYCHOSOCIAL**

- Social and emotional issues – This is EIQ!

# Creating a Result/ Value Driven Emotional Intelligence Program

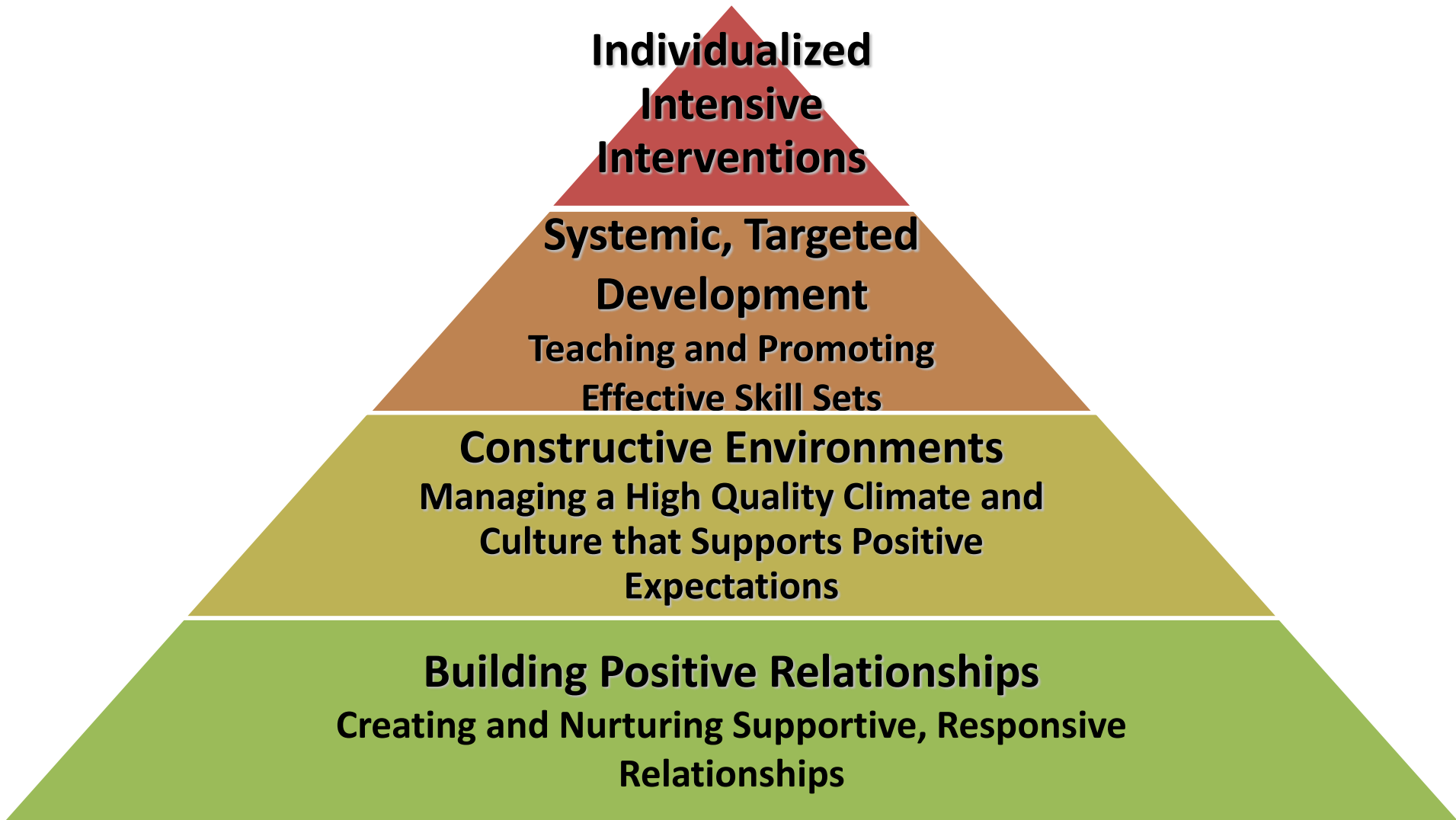




# Mayer & Salovey on Emotional Literacy

- Recognize emotions from nonverbal cues
- Understand likely emotional cause and effect
- Label accurately with emotional vocabulary
- Express feelings both verbally and nonverbally
- Regulate and manage emotional states

# Promoting Social Emotional Competence



## Intellectual

- Information; knowledge; skills; abilities; potential
- Performance and application
- Mentally challenging
- Involving shaping and reinforcement
- Memory intensive

## Social/Relational

- Interaction and collaboration
- Processes and interaction are collegial and supportive
- Coaching, mentorship and appropriate developmental relationships are managed
- Empathy and social awareness are important
- Consideration, respect and courtesy are the norm

# Learning Climate & Culture

## Physical

- Learners have quality, timely interaction with peers and facilitators
- Learning is supported by technology and physical contexts
- Environments are conducive to learning, application and positive transfer
- Appropriate accommodations are made for learning styles

## Emotional

- The atmosphere is positive, engaging and encouraging
- Productivity and diversity are supported
- Individual, team and organizational structures are consistent
- Individual are values and appreciated
- Creativity and problem solving are supported with low-risk experiences



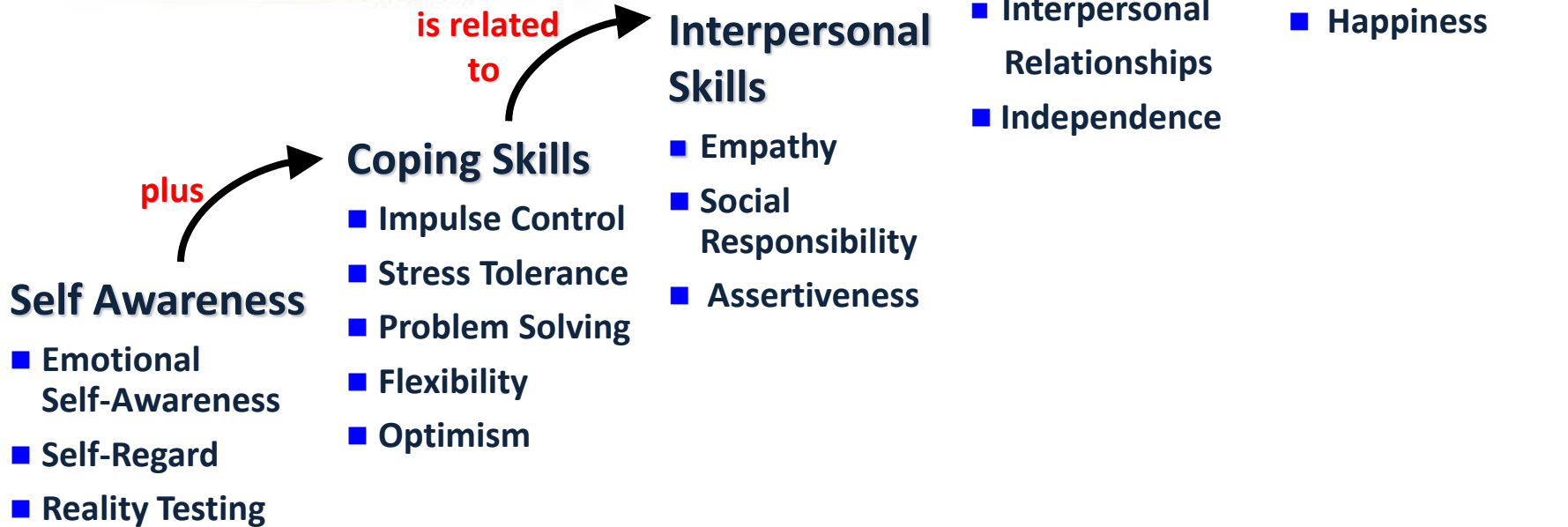
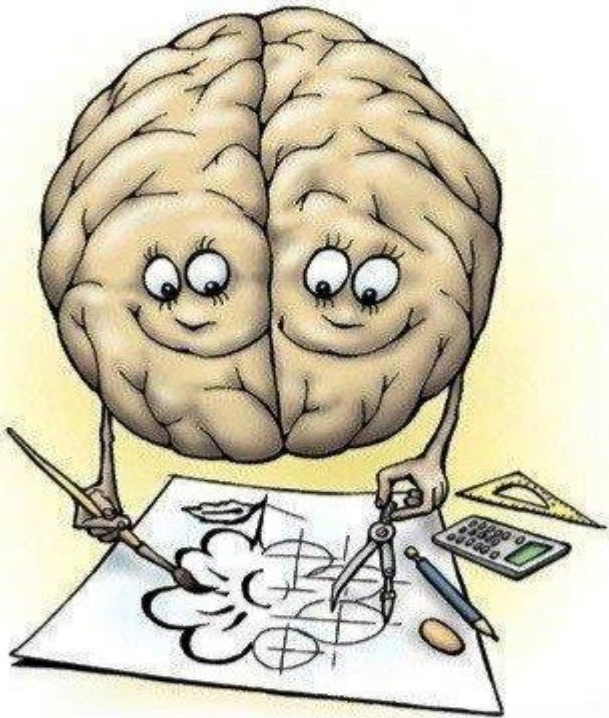
62.4% of school performance

is predicted by the climate

# Developmental Students at a Glance and the associated EIQ Skill

Destructive Characteristics	Compensatory EIQ Skills
Destructive Behavior	Self-Esteem
Negative Self Opinion	
Lack of Motivation	Goal Setting, Time (Self) Management, Drive Strength
Overwhelmed	
Poor Communication	Assertion vs. Aggression
Defensiveness	
Perception of Hostile Environment	Deference
Fear of Failure	Positive Change Orientation

# EQ-2 in Action



Learning  
Community

Integrated  
Growth

Create Superior  
Academic  
Learning

Set the Tone for  
Positive Life  
Emotions &  
Success

Reduce Counter-  
Productive  
Behaviors, Beliefs  
and Emotions



Promote Diversity,  
Teamwork &  
Relationships

Create Active  
Involvement in  
Personal  
Development

Intrapersonal &  
Interpersonal

Increase  
Engagement;  
Empathy, &  
Motivation

High-Performance  
Focus

# EIQ-2 Educational Value

- **Learner centered & focused:** directed towards both long & short term results
- **Deliberate design:** based on psychology, learning & operational success
- **Customized for institution & student:** created with flexibility to be adapted & targeted to particular needs
- **Comprehensive:** looks at learner as a 'whole' person
- **Collaborative:** establishes dynamic partnerships
- **Systematic:** pervasive to institutional community
- **Both proactive and reactive:** developed to respond to universal & personal objectives
- **Developmental:** adapted to long-term personal & professional growth
- **Integrated:** designed for continuing improvement
- **Durable:** generating sustainable value for individuals & organizations
- **Practical:** based on value-driven, real world application
- **Empirical:** supported by both objective and subjective evidence

# Meaningful, Relevant Learning

## Real products

Impact school & community today

## Hands-On

Students are doing rather than listening

## Emotional

Captures students' attention by virtue of its "realness"

## Differentiated

Each student is being challenged with "next" skills

## Assessment for Learning

Teachers are collecting all types of real-time data & modifying instruction

# IN THIS CLASSROOM

WE  
TRY  
OUR  
BEST.

WE  
ARE  
A  
TEAM.

WE  
RESPECT  
EACH  
OTHER.

we  
create.

we  
celebrate  
each  
other's  
success.

we  
LEARN  
FROM  
OUR  
mistakes.

# Emotional Intelligence (EIQ)

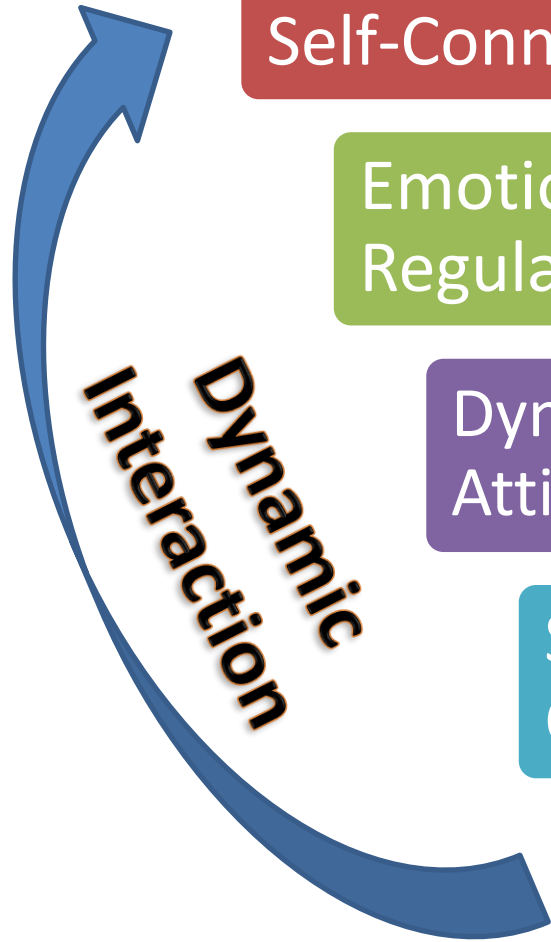
Emotional Self-Awareness &  
Self-Connection

Emotional Self-Management &  
Regulation/Intrapersonal Skills

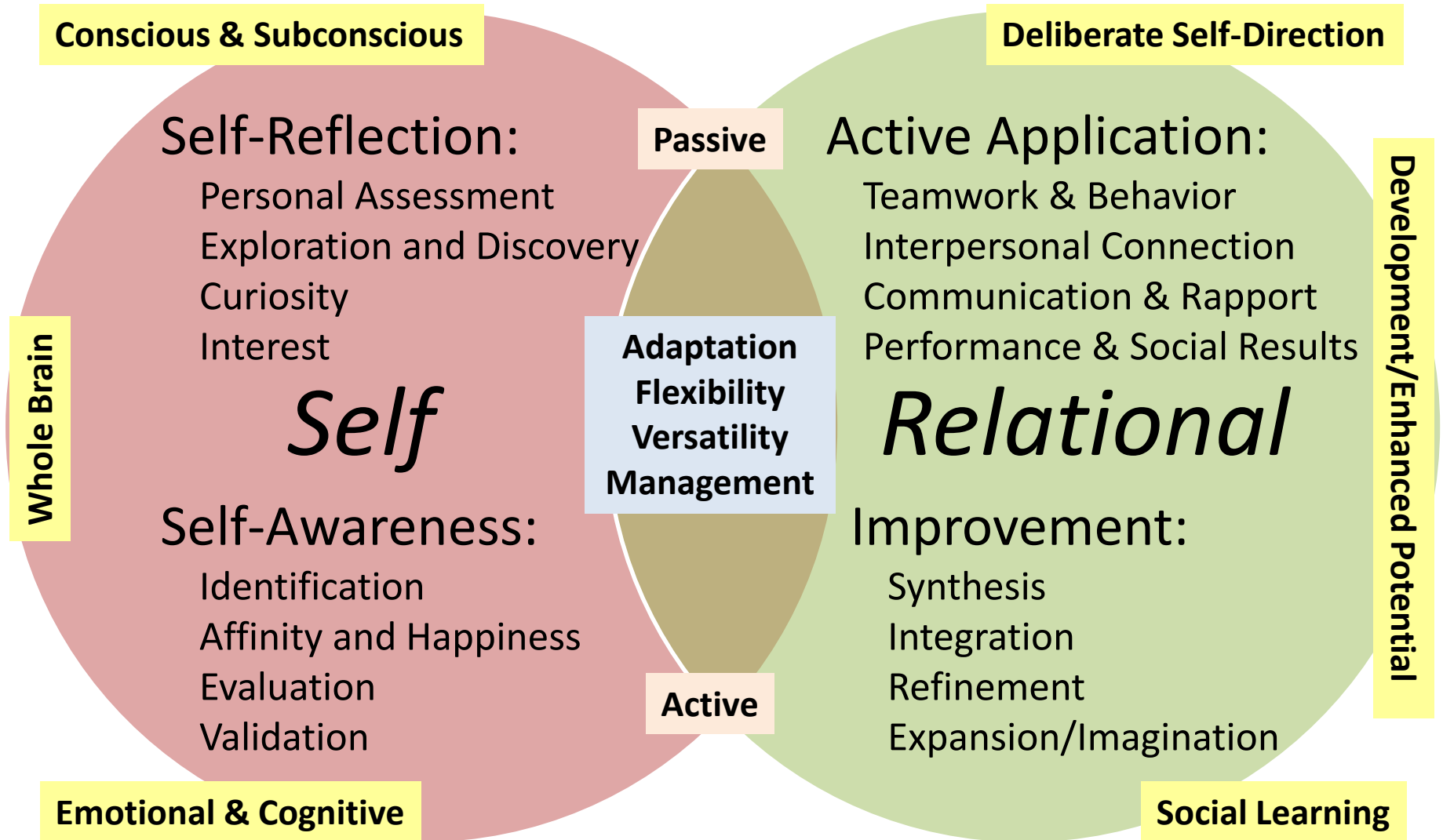
Dynamic Initiative & Motivation/  
Attitude/Passion/Engagement

Social Awareness, Empathy &  
Communication

Relationships & Interpersonal  
Connection



# EIQ-2 Emotional/Self/Relational/Social Learning (ESRSL)



# Coping & Resilience Foundation

## Physical:

Health; Fitness;  
Wellness; Energy;  
Stamina; Stress  
Management &  
Tolerance; Nutrition;  
Hardiness; Recovery

## Emotional:

Poise & Calming;  
Focus; Positivity;  
Impulse & Self  
Control; Confidence;  
Humor; Maturity;  
Hardiness; Self-  
Regulation

## Spiritual:

Beliefs; Faith;  
Values; Purpose;  
Path; Morals;  
Connection;  
Attitude; Self-Value

## Relationships:

Communication;  
Support Structures;  
Network;  
Institutional Bases;  
Organization;  
Coaching;  
Mentoring;  
Counseling

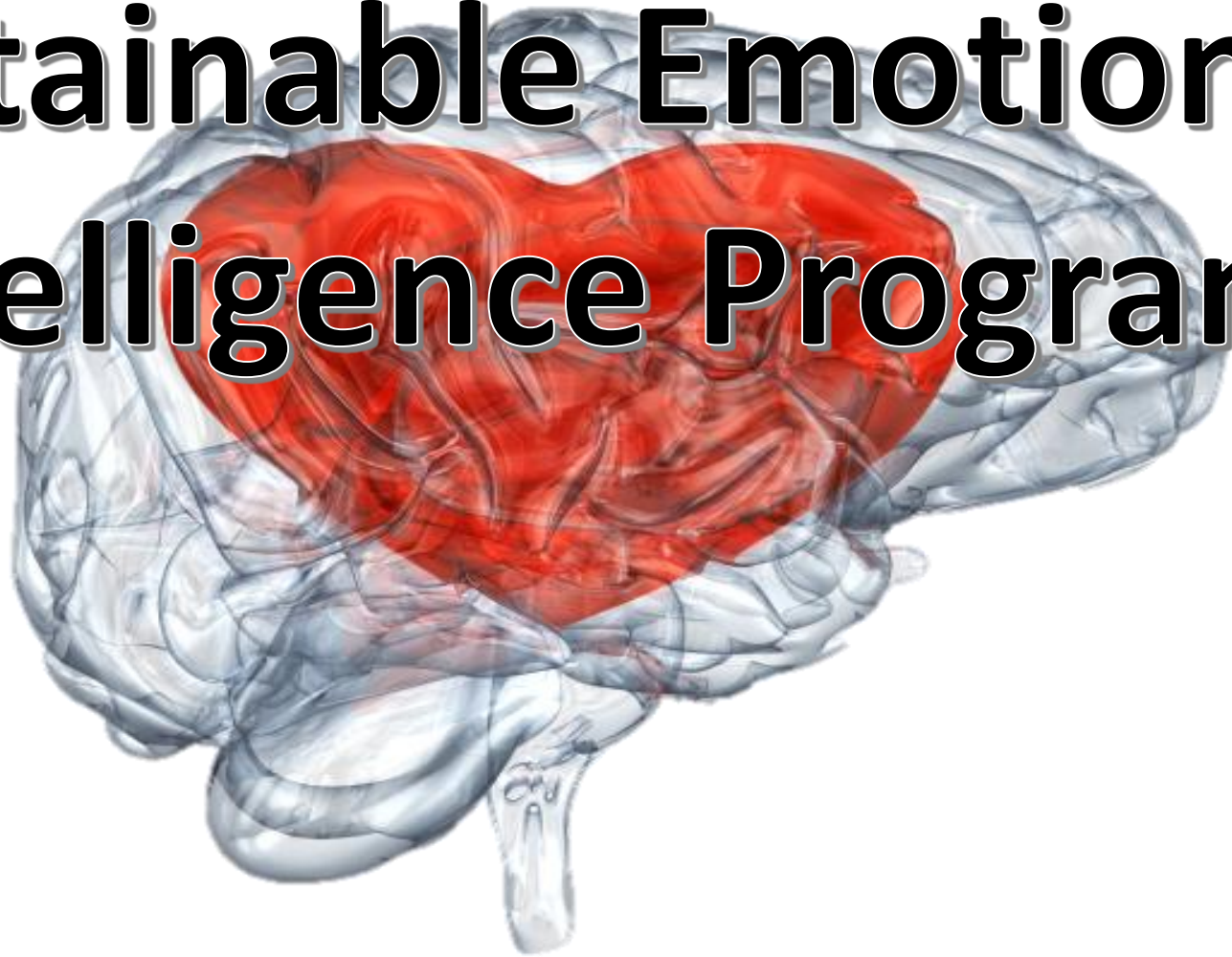
## Mental:

Supportive Beliefs;  
Outlook;  
Perspective;  
Predisposition;  
Problem Solving  
Abilities; Versatility;  
Flexibility;  
Adaptability;  
Personality

Proactive

Reactive

# Moving Ahead with a Sustainable Emotional Intelligence Program





# EQ-2 Emotional Intelligence

**Coaching:** equipping individuals with the tools, drive, and initiative to lead, achieve and succeed

**Training & Facilitating:** engaging learning to transform change into positive, meaningful development

**Consulting:** integrated organizational development to foster positive, result-oriented change; improved productivity; and peak performance

**Educating:** supporting empathy and constructive emotional intelligence through school, family and community

Assess... Develop... Perform... Excel

# Implementation

- **Readiness:** Commitment; Shared Vision; Action Plan; Allocation of Resources
  - Introduction
  - Team preparation, readiness and roles
- **Implementation:** Motivation and engagement
  - Institutional emotional intelligence
  - Community understanding and support (internal and external)
  - Development of key people, mentors, coaches and champions
  - Piloting
- **Sustainability:** Evaluation, control and adaptation
  - Internal and external transfer
  - Community partnering
  - Creative flexibility

# Step 1: EIQ-2 Assessment

- EIQ first and second stage emotional intelligence assessments
  - The Empathy Factor
  - EIQ-2 Comprehensive
  - EIQ-2 Composite
  - EIQ-2L Leadership
  - EIQ-2I Influence (Persuasion & Sales)
- All peer educators; teaching faculty and new students take the EIQ-2 and receive individual interpretation
- Individual and meta evaluation

## Rationale:

- Realistic appraisal and understanding of intrapersonal and interpersonal abilities
- Prescription before diagnosis is malpractice
- If you don't know where you are, you cannot plan a path to where you want to be
- If you don't measure it, you can't change it

# EQ-2 Assessment Application

- Early Alert Systems
  - For special attention
  - Generating focused initiatives
  - Noting at-risk students
  - For early intervention
- Creating Individual development plans
  - Targeting personal and academic success
  - Establishing realistic confidence
  - Setting career development
- Framing continuous feedback and improvement
- Continuing assessment
  - Student surveys
  - Focus groups
  - Internships
  - Grades
  - Service learning evaluation
  - Journals
  - Group projects
  - Portfolios
  - Student writing
  - Class projects
  - Pre and post evaluation
  - Course exams
  - Videotape performance
- Assessment: qualitative; quantitative; direct; indirect

# Step 2: EIQ Training

- Discussion of meaningful personal and professional results (active learning) enhanced with visuals, quotations and activities
- Skill building activities with emphasis on stress, tolerance, impulse control, optimism, confidence, empathy, self-awareness, reality testing, problem solving, communication, relationships and positive behaviors

## Where?

- Orientation groups
- Classes
- Academic Advising
- Departments
- Team building
- Institutional growth
- Counseling
- Career development
- Campus Activities
- Integrating an institution wide initiative
- Role modeling

# Step 3: Custom Tailoring

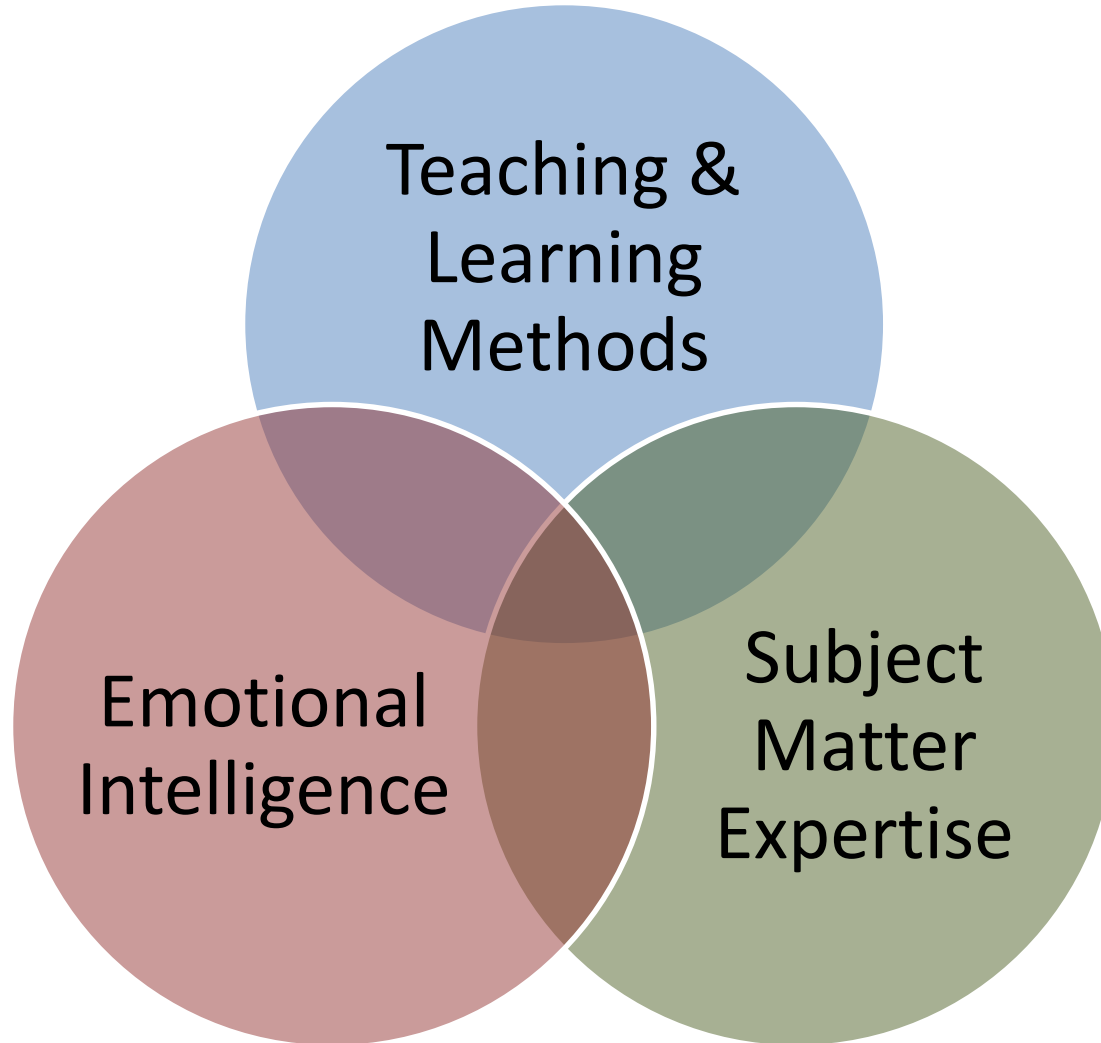
- Counseling & coaching
- Career development
- Peer interaction
- Student leaders
- Faculty input
  - In class
  - Out of class
- Institutional development
- Community
- School family
- Volunteer/pre-professional opportunities
  - On campus
  - Off campus
- Create a pervasive, ongoing, integrated, systematic focus on emotional intelligence
- Reinforce & develop
  - The Empathy Factor
  - EIQ-2 Comprehensive Emotional Intelligence
  - EIQ-2L Emotionally Intelligent Leadership
  - EIQ-2I Emotionally Intelligent Influence (Sales & Persuasion)
  - TmEIQ-10 Emotionally Intelligent Teams
  - ESO Emotionally Smart Organization
  - EIQ-2CRM Client Service & Relationships

# Step 4: Sustaining Excellence



- Develop & maintain internal & external feedback
  - Track performance
  - Be aware of developments in emotional intelligence
- Continuously apply best practices
- Maintain certification & connection
- Try new things and improve systems

# The Perfect Teacher



# The Qualities of an Emotionally Intelligent Teacher

Level One	Level Two	Level Three
Expert	Organized	Approachable
Knowledgeable	Manages Time Well	Positive
Authoritative	Gives Useful Feedback	Good Listener
Resourceful	Prepared	Empathetic
Experienced	Clear Speaking	Responsive
Up-to Date	Effective Communicator	Attentive
Can Effectively Answer Questions	Relevant, engaging and Challenging Activities	Non-Threatening
<b>Can You Add Any?</b>	Clear Directions	Open
	Makes Good Use of Good Materials	Respectful
		Recognizes Learners
		Avoids Assumptions

# Recent Research

- Dan Goleman (2013)

A meta-analysis of more than 200 separate studies that compared students with emotional intelligence-based programs and those without them found that positive behavior increased 10 percent, negative went down 10 percent, and academic achievement scores jumped up 11 percent.

These programs, called "social/emotional learning," or SEL, take little or no time from the standard academic topics, yet let children learn better. Singapore is the first nation to mandate that all children there receive SEL.



# Recent Research

- Joyce G. Walsh-Portillo (2011).

Research demonstrated a strong correlation between higher academic achievement, program completion and higher emotional intelligence. Emotional intelligence training and awareness can benefit many sectors of the population from elementary school (Elksnin & Elksnin, 2003; Morales, 2008; Obiakor, 2001; Shapiro, 1997; Shelton, 2003) through professional employment (Bellack, 1999; Cherniss, 1999; Cherniss & Goleman, 2001; Glass, 2007; Goleman, 2002). Clearly as students become more independent learners, their increased confidence will impact their motivation and hopefully their desire to persist in spite of obstacles.

# Recent Research

- Rito Silva, Jr. (2007).

When asked: “What strategies will be critical for future Hispanic administrators to utilize in order to be successful in higher education” 100% of the panelists responded, “Emotional Intelligence.”

- Max Abbassi (2007).

The importance of collaboration, communication and cooperative problem-solving between academic chairs and faculty were identified as keys to effective academic leadership and institutional success.

# Recent Research

- George Potter (2005).

First-year college students who participated in the EI program outperformed those who did not.

- Marky Smith (2004).

The major conclusion was that the EI intervention program was significantly effective in impacting change, growth, improvement, and development in the majority of factors considered (with an at-risk high school sample).

# Recent Research

- Maggie Williams (2004).

An examination of the problem of retaining first-year students at TAMUK. Both academic factors (ACT/SAT scores, high school class standing) and the EI Skills of drive strength, time management, and commitment ethic are significantly correlated, predicting both retention and academic achievement.

- Robert Vela (2003).

EI skills found to be significant factor in the academic achievement of first-year college students.

# Recent Research

- Barbara Stottlemyer (2002).

The results of the study showed that there is a significant relationship between selected emotional intelligence skills and academic achievement. The resilience of students who succeed despite environmental and economic deficiencies may also be related to emotional intelligence.



Superior Persuasion  
& Influence Skills

Increased Leadership  
Ability & Effectiveness

Higher Synergy in  
Team Performance

Superior Innovation,  
Creativity & Change  
Management

***The Second Stage  
of Emotional Intelligence....  
and Beyond***

Enhanced Intrapersonal  
Skills & Individual  
Performance

Decreased Personal  
& Occupational  
Stress

***EIQ-2™***

Improved Problem  
Solving & Decision  
Making

Stronger, More  
Satisfying  
Relationships

More Effective Empathy,  
Communication &  
Interpersonal Skills

Superior Client  
Service &  
Organizational  
Success

# Emotional Intelligence

Smart Organizations

Organization

Stages & Development

Team

TmEIQ-10: Team Ten

EQ-2: Second Stage Emotional Intelligence: Leadership & Influence

EQ: Inter-Personal Skills: Management & Regulation

EQ & Empathy Principle: Intra-Personal Skills: Awareness

Individual



EQ-2

# Emotional Intelligence

Dedicated to improving children's ability to succeed in life by developing:

Character Empathy Strength Happiness Confidence Leadership



# *Success Dynamics International*



- ✓ **Leadership & Teambuilding**
- ✓ **Service & Performance**
- ✓ **Communication**
- ✓ **Improvement Communication**
- ✓ **Handling Confrontation, Conflict & Contention**
- ✓ **Influence & Persuasion**

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