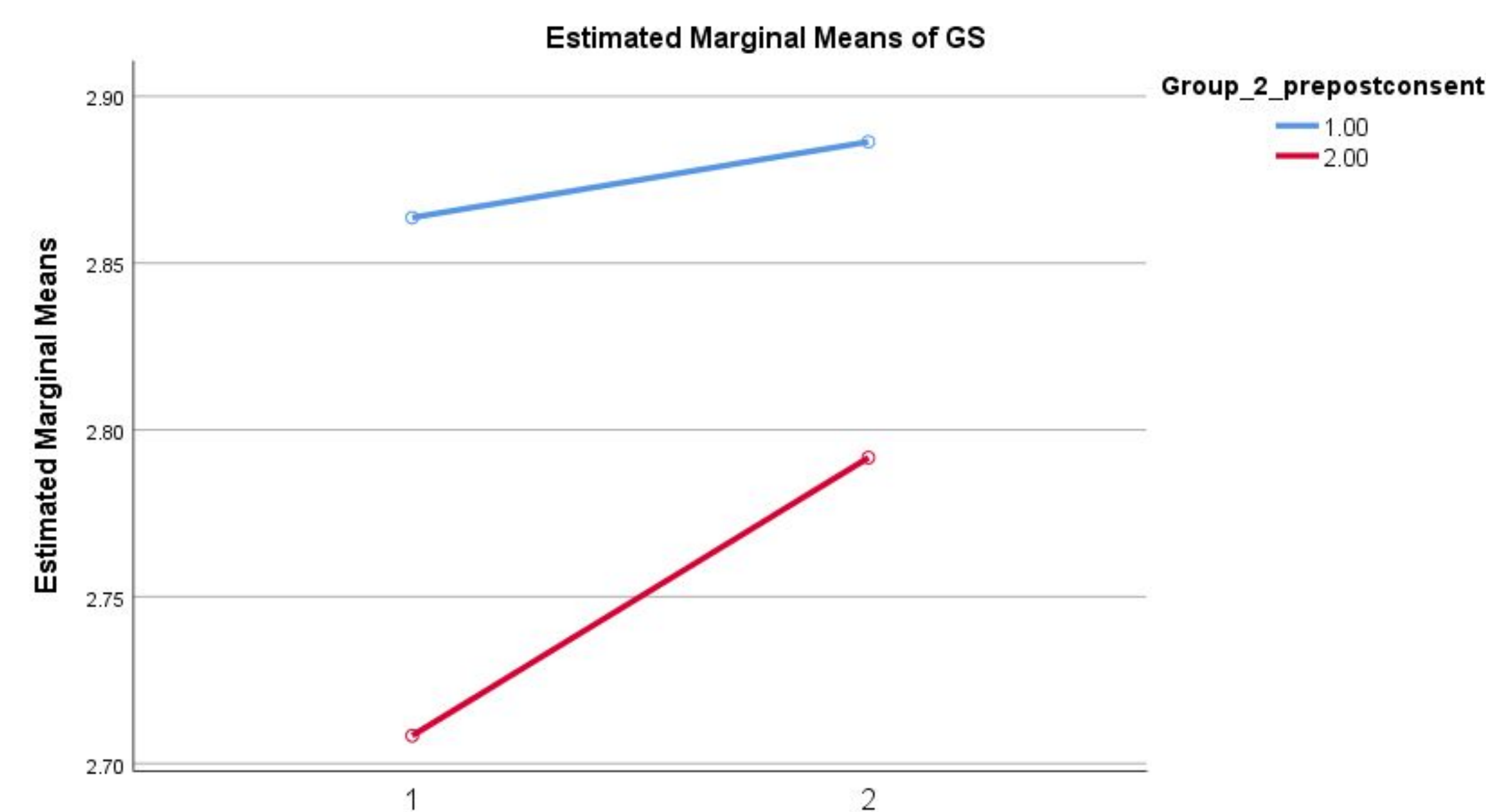


Integrating Emotional Intelligence Training into a Career and Life Planning Seminar for Students Transitioning Out of College

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Introduction

- Emotional intelligence is “a cross section of interrelated emotional and social competencies, skills... that determine how effectively we understand and express ourselves, and cope with daily demands” (Bar-On, 2006).
- These skills are particularly essential for students who will soon enter into post-college life because the competencies built through emotional intelligence training result in higher career and life satisfaction (Amdurer, 2014), better problem solving and coping ability, lower anxiety, and higher personal well-being (Bar-On, 2005; Bastian, 2005).
- However intervention development and effectiveness testing in college samples is limited.



Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
time	Pillai's Trace	.075	1.135 ^b	1.000	14.000	.305	.075
	Wilks' Lambda	.925	1.135 ^b	1.000	14.000	.305	.075
	Hotelling's Trace	.081	1.135 ^b	1.000	14.000	.305	.075
	Roy's Largest Root	.081	1.135 ^b	1.000	14.000	.305	.075
time * Group_2_prepostconsent	Pillai's Trace	.291	5.747 ^b	1.000	14.000	.031	.291
	Wilks' Lambda	.709	5.747 ^b	1.000	14.000	.031	.291
	Hotelling's Trace	.410	5.747 ^b	1.000	14.000	.031	.291
	Roy's Largest Root	.410	5.747 ^b	1.000	14.000	.031	.291

a. Design: Intercept + Group_2_prepostconsent
Within Subjects Design: time

b. Exact statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.059 ^a	.003	-.063	.61845	.003	.053	1	15	.822
2	.067 ^b	.004	-.138	.63984	.001	.014	1	14	.907

a. Predictors: (Constant), SSEIT_T1_mean

b. Predictors: (Constant), SSEIT_T1_mean, Group_2_prepostconsent

c. Dependent Variable: GS_T2_mean

Results

- 2-way ANOVA revealed a significant ($p=0.031$) relationship difference in grit, particularly perseverance of effort, over the course of the semester for students enrolled in either course.
- A moderation analysis yielded an insignificant ($p=0.907$) difference between baseline emotional intelligence and grit at the end of the EI infused course.

Methodology

- This study tested the benefits of integrating emotional intelligence (EI) into a career and life planning seminar (UNIV 224) for upper-level undergraduates.
- The study has an “as usual” group (standard UNIV 224 course), an intervention group (UNIV 224 with EI), and a “control group” (students not enrolled in either course).
- Students in the intervention group only completed in- and out-of-class emotional intelligence activities such as completing interactive and reflective worksheets, applying competencies learned in class to real life situations, and utilizing mobile applications (apps) that focus on a variety of different emotional and social skills (e.g. resilience, stress management, empathy).
- The students’ emotional and social competencies was measured at the beginning and end of the semester.
- A moderation analysis was done to investigate the relationship between baseline EI and grit.
- ANOVAS were done to compare students not enrolled in either class and those who were enrolled in either class for differences in grit/perserverence of effort.

Discussion

Emerging adults transitioning out of college and into young adult life experience many life and developmental challenges (e.g., entering the workforce for the first time, major decisions concerning work and personal life).. These findings suggest that a career and life planning course, with or without emotional intelligence training, can increase grit, particularly perseverance of effort, in upper-level college students. The non significant moderation effect indicates that baseline emotional intelligence does not predict grit at the end of a career and life planning course with emotional intelligence training.

References

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