

## Emotional Intelligence (EI)

During Fall semester 2011 surveys were collected on students enrolled in RTM 490 using the EI short form of the standardized instrument and available online. A copy of the form is provided in the appended materials. Basic analysis of items was conducted using Excel spreadsheet, and pie charts for each item provide a visual summary of student self-assessment on each item. Pie charts for Fall 2011 follow this narrative.

Based on a five-point scale ranging from (1= Very Slight Ability to 5= Very Much Ability) results for the entire data capture revealed that only 4% of respondents felt they were only slight or very slight ability to deal with situations requiring Emotional Intelligence. Forty percent (40%) believed they had *more than moderate ability* (above average) ability, while equal sub-groups of respondents, twenty-eight (28%) percent felt they have achieved *very much ability* in this area, or *moderate* ability in Emotional Intelligence.

Results that could be acted on, discussed and addressed within the major were based on items where students appeared to be less strong, even in self-assessment. The instructor identified those items on which thirty percent or more of respondents rated themselves as having attained moderate ability or less (ratings of 1, 2 or 3) as areas for concern. Of these, Item 1 “Associate different internal physiological cues with different emotions” resulted in 62% of respondent reporting “average” understanding of this concept. Item 2 revealed that majors do not relax when under pressure in situations” (43%), while fifty-three percent admitted being unable to “Calm yourself quickly when angry” (Item 6). For Items 17 (Stay calm when you are the target of anger from others) and Item 18 (Stop or change an ineffective habit) 48% of respondents identified less than above average ability in these areas. Item 21, “Know when you become defensive” resulted in 38% of respondent rating themselves as having “average ability on this item showed that 33% and 38% of students found themselves to have average or less than average ability on Item 23 “Follow your words with actions” and Item 24 “Engage in intimate conversations with others”. Finally, 53% of the RTM 490 students scored themselves average or below when it came to “Accurately reflect people’s feelings back to them”.

When looking at these findings combined there are some definite patterns. Firstly, and most obvious is a lack of background in organizational psychology theory or literature that informs the ability to display a range of emotions in work-life. Next, students appear not to deal with either side of anger-whether it is coming from them or at them. Some recognize that they do not stay calm when the target of negative comments, and do not know when they are becoming defensive. This combined with inability to “associate different internal physiological cues with different emotions”, could lead to inappropriate responses in classes, internship, employment or community situations. Most importantly, this suggests that students are probably not consistently able to manage stress or those situations that trigger stress.

There are some clear implications for both students and faculty. While some of the findings may reflect limited life experience where capacity may be increased as students mature, some items may also be culturally based. Certainly, southern California tends to be non-confrontational culture where students are generally encouraged not to address emotions, whether within themselves or in others. Faculty can incorporate case studies, debriefings on course activities or field assignments that assist students with getting a better handle on reading their own emotions, and recognizing the physiological warning signs of anger, and ability to keep calm. Similarly, students can be exposed to strategies for managing their behavior when criticized. Some of this may be addressed by faculty during preparation for internship, but would preferably occur in 200- and 300-level courses, even by discussing “past” experiences in anticipation of behaviors that could occur in the conduct of community-based programs or activities. The final item dealt with reflecting people’s feelings back to them. Students may have interpreted this question as either positive or negative. For example, if asked to “match” the emotions of someone, the question could mean an ability to mirror someone else’s behavior. If read more negatively, students may have felt that mirroring negative behavior would be a bad reaction, because it might escalate an already less-than-desirable situation. This could be addressed in classes by engaging students in “scenarios” or role play; or even by showing a video that discusses several alternatives when perceiving another’s behavior as threatening.

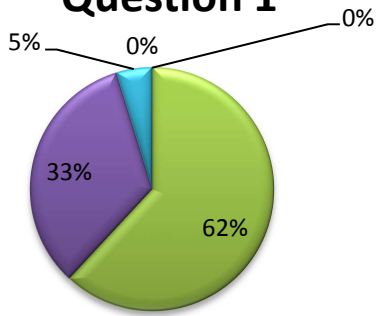
As suggested in the results for Item 24, students do not engage in intimate conversations with others, something that is often required in situations both within and beyond the academy. Some may interpret this as related to the use of

electronic communication where the student is not actually in conversation”, but may be sharing very personal thoughts and feelings. On the other hand, the lack of student participation in face-to-face office hours suggests that the value of face-to-face communication is not being adequately structured into many academic experiences where students could practice “intimate” conversation. Naturally, students may practice this skill any class where they are taught how to provide both positive and negative feedback. More importantly, they can practice this skill as linked to future expectations of managers who may have to conduct performance evaluations and provide employees with timely and accurate feedback.

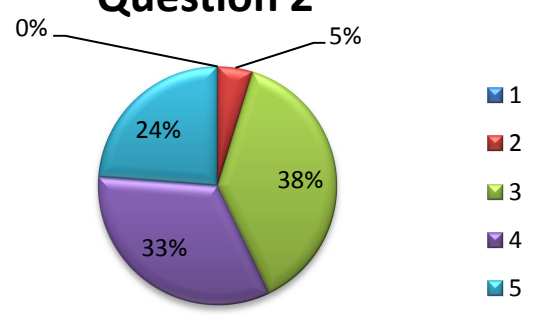
On the positive side of “closing the loop”, results on the EI scale also demonstrated strengths among students which together suggest the department has attracted and nurtured a very resilient group of future professionals. Faculty may more intentionally examine the experiences and backgrounds of students who select the major, since most require face-to-face interaction with individuals with a wide range of abilities. Much of EI is culturally sensitive, so students need both consistent challenges in exposure to diverse cultures and socio—economic status. The RTM Department could identify general education courses (particularly upper division courses in psychology, sociology, business) to fill this gap. In addition to CPR and First Aid, the Department might require, and provide at department expense a technique-focused stress management workshop each semester.

RTM 490 Emotional Intelligence Data Summary – Fall 2011

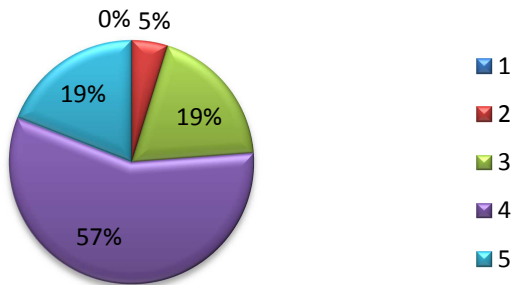
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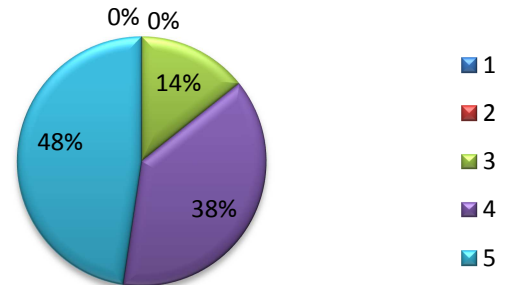
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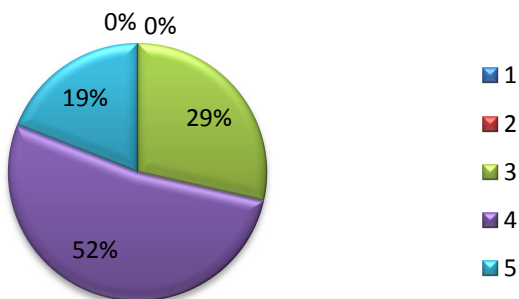
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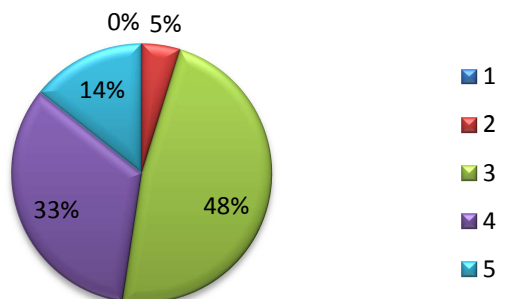
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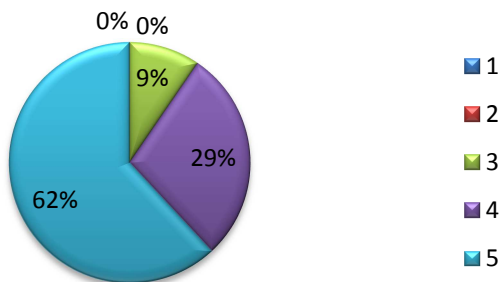
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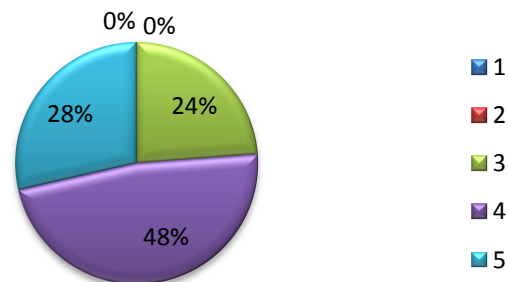
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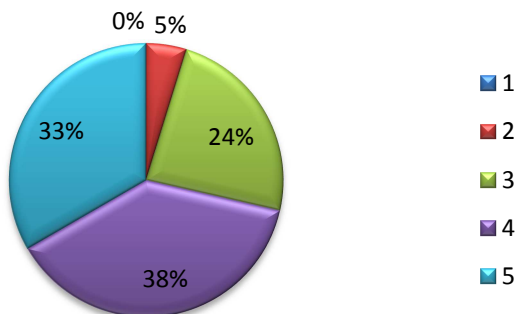
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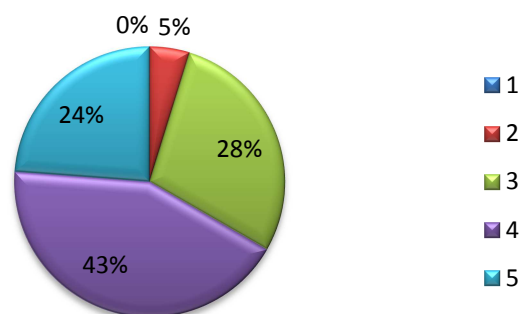
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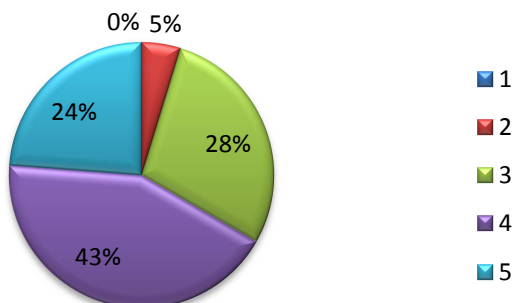
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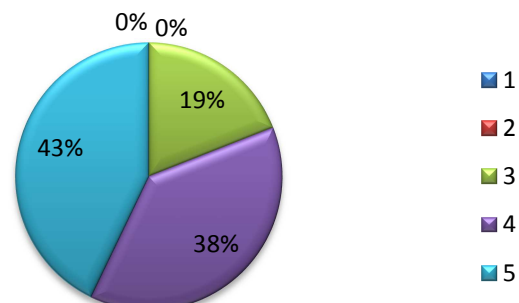
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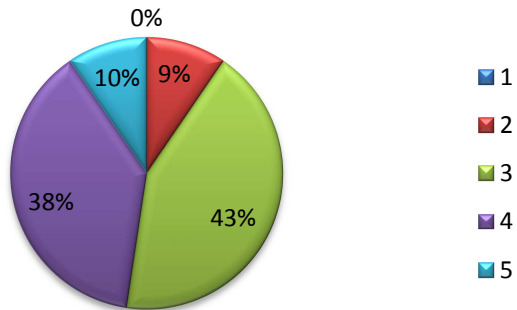
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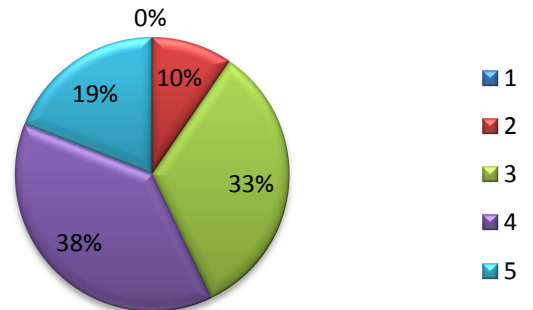
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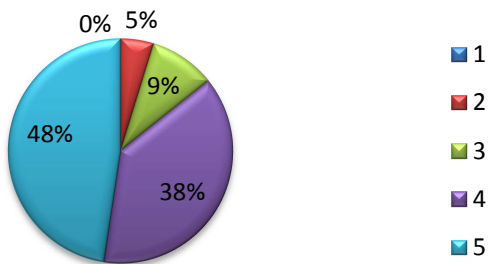
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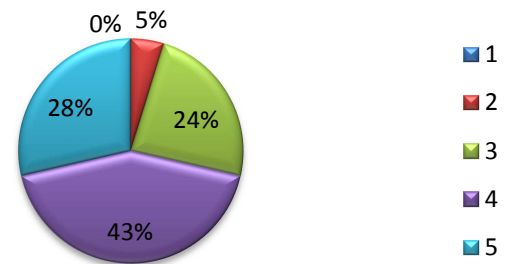
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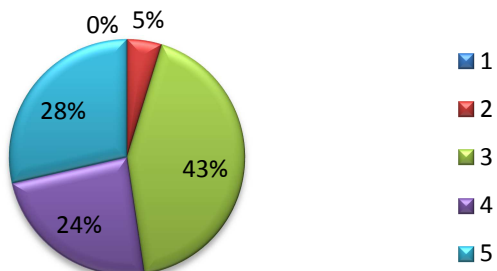
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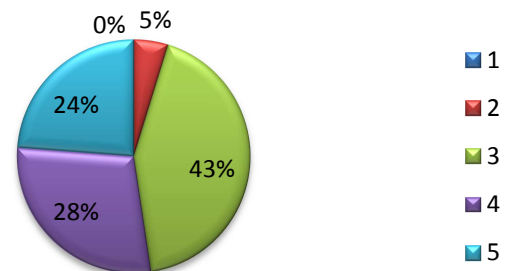
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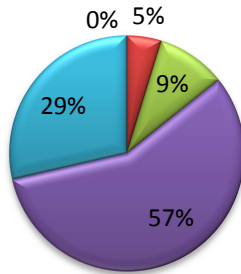
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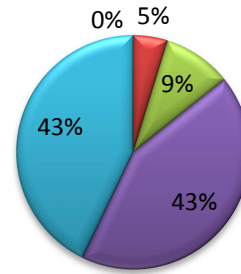
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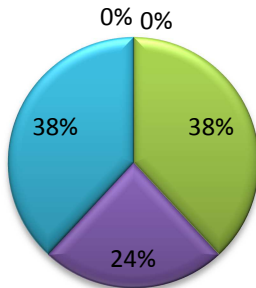
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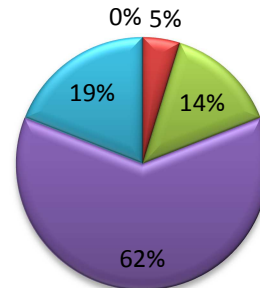
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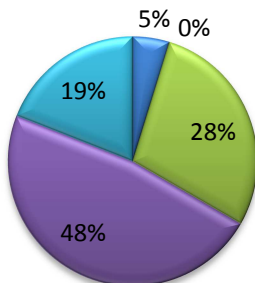
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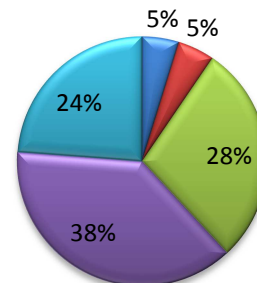
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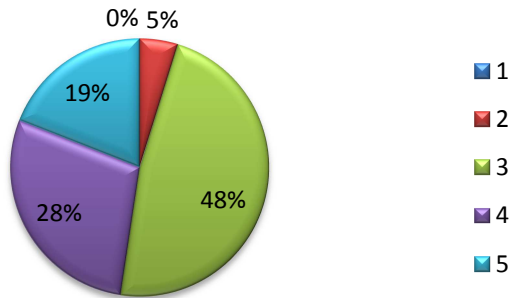
**Question 23**



**Question 24**



### Question 25



### Overall Total

