

EMOTIONAL INTELLIGENCE & WORK INTEGRATED LEARNING

A RESOURCE FOR EDUCATORS

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This resource is for post-secondary educators who are interested in exploring the relationship between emotional intelligence and work-integrated learning.



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Ministry of
Advanced Education,
Skills and Training



EMOTIONAL INTELLIGENCE AND WORK-INTEGRATED LEARNING TOOLKIT: A RESOURCE FOR EDUCATORS

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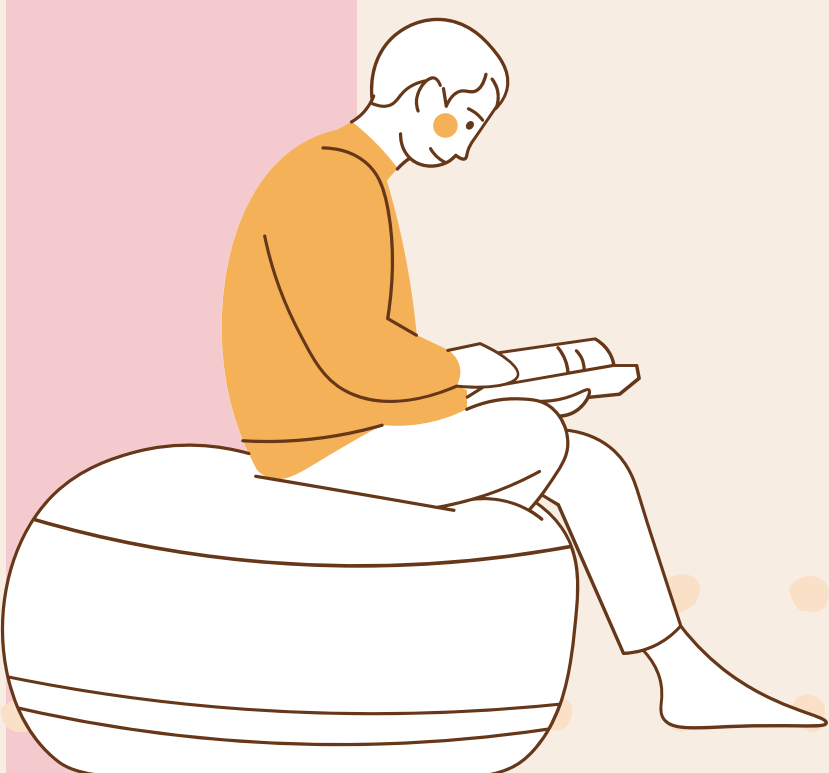
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THE PROJECT

Emotional intelligence is a vital skill in preparing students to be nimble, and able to adapt to the level of change they will experience in the future; yet it is not typically found in post-secondary institution curriculum. This project funded emotional intelligence training and certification for 75 educators, representing all forms of work-integrated learning from 20 post-secondary institutions in British Columbia. A Community of Practice was also formed, to create change agents and explore shared scholarship and innovation in integrating emotional intelligence into work-integrated learning programming and academic curriculum.



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POST TRAINING
CHECK-IN:

HOW EDUCATORS ARE APPLYING EI SKILLS AND KNOWLEDGE IN THEIR WORK

10

10 EDUCATORS PROVIDED ONE-ON-ONE COACHING WITH STUDENTS USING EI CONCEPTS

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9 EDUCATORS DEVELOPED RESOURCES AND CURRICULUM RELATED TO EI

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7 EDUCATORS PROVIDED EQI ASSESSMENTS AND DEBRIEF TO STUDENTS

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2

2 EDUCATORS CONDUCTED PRIVATE CONSULTING

POST TRAINING
CHECK-IN:

HOW EDUCATORS ARE APPLYING EI SKILLS AND KNOWLEDGE IN THEIR WORK

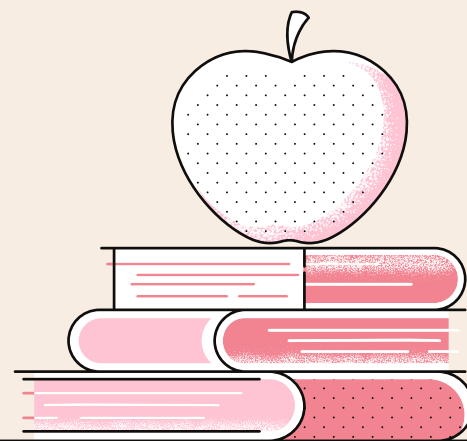
HOSTED EI
SESSIONS AND
WORKSHOPS WITH
BOTH COLLEAGUES
& STUDENTS

TAUGHT EI MODELS,
DIRECTED STUDENTS
HOW TO SELF-
ASSESS AND RECEIVE
FEEDBACK FROM
OTHERS



INTEGRATED EI INTO THE CLASSROOM:
EXPLORED WORKPLACE SUCCESS TOPICS SUCH
AS UNDERSTANDING EMOTIONS, THEIR IMPACTS
AND HOW TO MANAGE THEM, WHILE
ENCOURAGING STUDENTS TO REFLECT ON EI
RELATED COMPETENCIES

APPROACHED
INSTITUTION TO
FUND INITIATIVES
ON WRITING EI
CASE STUDIES



CONDUCTED
STUDENT
ASSESSMENTS AND
ONE-ON-ONE
COACHING DEBRIEFS

EDUCATED NEW
STUDENTS ON EI
AND ITS
IMPORTANCE IN
INTERVIEWS AND
CAREER
DEVELOPMENT

How have you changed since receiving the EQi 2.0 training?

Gained an increased awareness of EI components, this awareness now helps facilitate conversation around EI. Increased understanding of how EI manifests, and how it can be improved. Also, this training helped recognize, leverage, and value the overall strengths of others.

When working with and coaching students, increased compassion for students, and increased understanding of what they need to be successful.

Professional example:

- Reaching out to students about course work/ deadlines with a needs-focused approach

Personal example:

- Using training tools to increase awareness within parent/ child relationship

Increased personal reflection & self-awareness: bringing attention to personal 'gaps' both at work and in personal life.

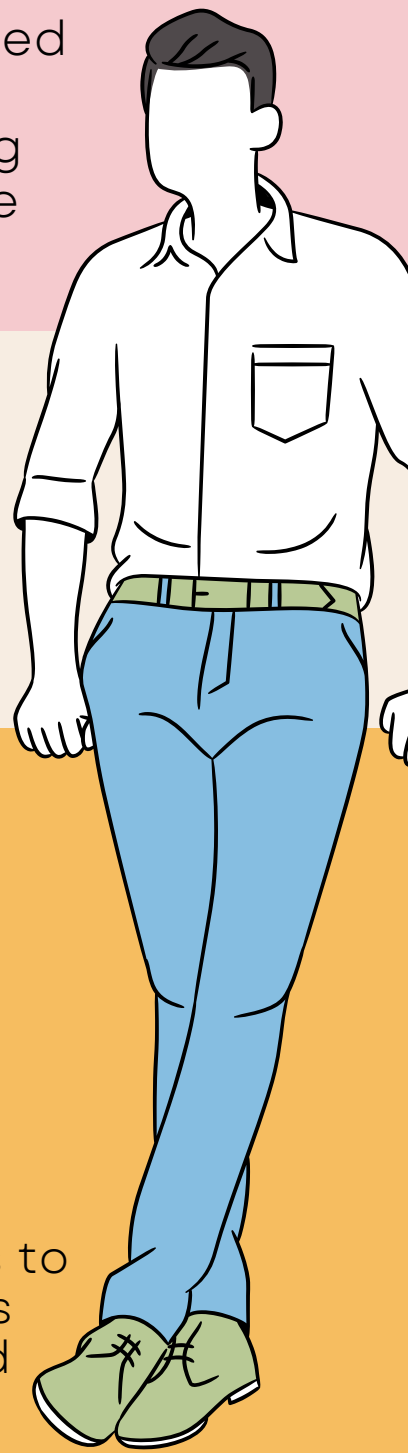
WHAT HAVE YOUR STUDENTS SHARED?

THE FEEDBACK

Increased understanding of the importance of EI, and increased empowerment to navigate workplace challenges.

Deepened exploration of mental health that may not have been addressed without an EI angle.

Greater understanding of self, including patterns of behavior, sources of irritation/ distress, and how they interact, interpret and view things.



EQI TRAINING
PARTICIPANT

EMOTIONAL INTELLIGENCE IN PRACTICE



While working in career services at Camosun College, Jacquie helps students develop their resumes and interview skills, she organizes guest speakers, and she conducts one-on-ones with students. After participating in the EQi training as part of this project, Jacquie has been able to integrate her learnings into her work with students.

— “ —

Many people know what EI is at a heart level but don't know how to frame it

— Jacquie, Camosun College

— ” —

Her PowerPoint presentations on Emotional Intelligence interview skills, and her monthly workshops resonate with her students, as they learn to integrate EI into their interview responses to her build context and details. While conducting one-on-one sessions with one student, she was able to take an EI approach to explore topics such as stress management, optimism, and flexibility.

— “ —

You don't know what you don't know...EI gives people the vocabulary so they can discuss it

— Jacquie, Camosun College

— ” —

Jacquie feels that shared EI vocabulary is important to build a foundation for conversations, and points out that “you don't know what you don't know,” and believes “EI gives people the vocabulary so they can discuss it.”

Finally, Jacquie thinks that the EQi tool can be used to build inclusion by “[teaching people how to] humanize a conversation.”

WHY IS EI AN IMPORTANT SKILL FOR STUDENTS?

INSTRUCTORS EXPLAIN

1

EMPLOYABILITY

- EI skills are included in the top skills that employer's are looking for - they ask interview questions that gauge this
- EI allows students to gain self-awareness, relate to others, and improve soft skills, which are all important for employability

"Most students will enter the labour market at some point in life (especially in the form of a job). All jobs require working with people in some form, and all people have emotions that show up in the workplace in one way or another. Knowing how to manage and deal with this effectively is KEY to a sustainable and good career path."

2

PERSONAL GROWTH

- EI is very important to student **mental health** as well as ownership of their decisions, their future growth and their happiness goals
- EI is useful for students to understand their strengths and opportunities, and to use this to measure their progress over time

"I find that my students are very interested in better understanding themselves. EQ is a great way to leverage this self-focus into something that can be positive and self-serving."

3

IN THE LEARNING ENVIRONMENT

Students and instructors can become empowered by the knowledge that:

- Everyone has varying EQ levels
- EQ is not static, one can choose to actively improve it
- Individuals carry the responsibility of understanding and managing themselves

"It really helps to normalize some of the ways of being and ties in their strengths and some of the assets they bring as a person to their work and relationships in a work/school context. Most have never heard of this before and it really seems to click with them. It's all part of a bigger picture set up for fulfillment and self-awareness and I see this tool as an asset for a wide range of students with intersectional identities."



LINKEDIN SURVEY RESULTS OF 188 PROFESSIONALS ACROSS VARIOUS INDUSTRIES.

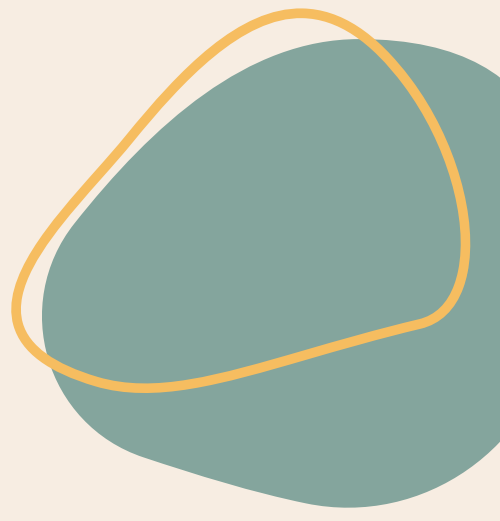
SOMETIMES (7.4%)

NO (3%)

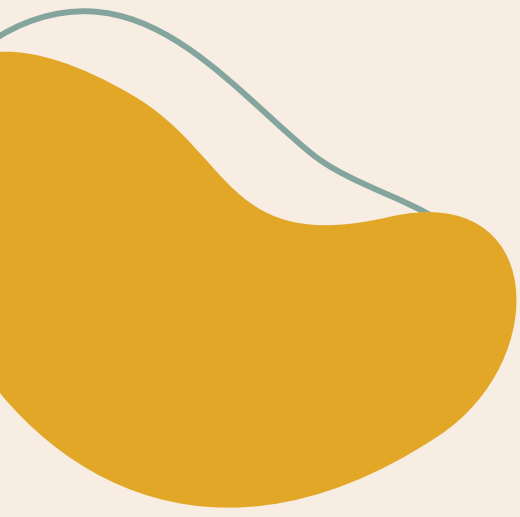
YES (91%)

WE ASKED...

"DO YOU THINK EMOTIONAL INTELLIGENCE IS A CRITICAL SKILL NEEDED FOR STUDENTS/NEW GRADUATES TO BE SUCCESSFUL IN THE WORKPLACE?"



RESOURCES



TO USE FOR
CLASSROOM
DISCUSSION &
REFLECTION

COMPONENTS OF EI

EXPLANATION & WORKPLACE SIGNIFICANCE

COMPONENT

EXPLANATION

SIGNIFICANCE

SELF-AWARENESS



Being aware of yourself
e.g. Your values, your effect on others, your strengths & weaknesses

- You're self-confident
 - You seek feedback
 - You adjust your working style as needed
- e.g. you know you procrastinate, so you set personal deadlines

SELF-MANAGEMENT

Ability to control your moods & impulses

- You are trustworthy
 - You have integrity
 - You are comfortable with change
- e.g. You don't have an angry outburst during a meeting

MOTIVATION

"Enjoying your achievement for its own sake"



- You have passion for your work
- You have drive to improve
- You maintain optimism/ a positive attitude

EMPATHY

Ability to understand & relate to others



- You consider the impacts of your decision-making on others
- You have strength in areas such as: recruitment, employee retention employee development, cross-cultural sensitivity

SOCIAL SKILLS

Ability to build relationships with others



- You are able to influence others
- You are able to get others moving in your "desired direction"

TOP REASONS WHY EI IS DESIRABLE AT WORK

EI IS DESIRABLE IN ORDER TO ADAPT TO CHANGE IN QUICKLY-CHANGING ENVIRONMENTS AND INCREASED GLOBALIZATION

LISTENING

- Ability to put aside own emotions & wants to listen

- Ability to recognize non-verbal cues



ROLE MODELLING

- Ability to remain collected, understand others and provide help; this enables one to establish influence over others (regardless of title)
- Ability to increase team's creativity. Fair and respectful treatment from managers increases "relational information processing" & creative-thinking
- Ability to positively influence those around them (individuals who spend time around those who are demonstrating positive behaviors are less likely to become selfish or decrease the thought they put behind their actions)

TEAMWORK

- Ability to develop people skills
- Ability to develop relationships with diverse groups of people

OPEN TO FEEDBACK

- Ability to maintain high level of self-regard
- Ability to respond to feedback positively

EMPATHETIC

- Ability to limit conflict
- Ability to understand the position of others
- Ability to facilitate trust and harmony within teams



HANDLING STRESS

- Ability to monitor "internal thermometers"
- Ability to utilize coping mechanisms for stress

GOOD DECISION-MAKING

- Ability to understand the position of others
- Ability to effectively "damage-control"
- Ability to facilitate trust and harmony within a team
- Ability to proactively foresee others' reactions
- Ability to consider the impact of decisions on others (sensitivity)



HOW CAN EI SUPPORT STUDENTS WITH LEARNING DISABILITIES?

COMMON ROADBLOCKS TO ACADEMIC SUCCESS FOR STUDENTS WITH LEARNING DISABILITIES:

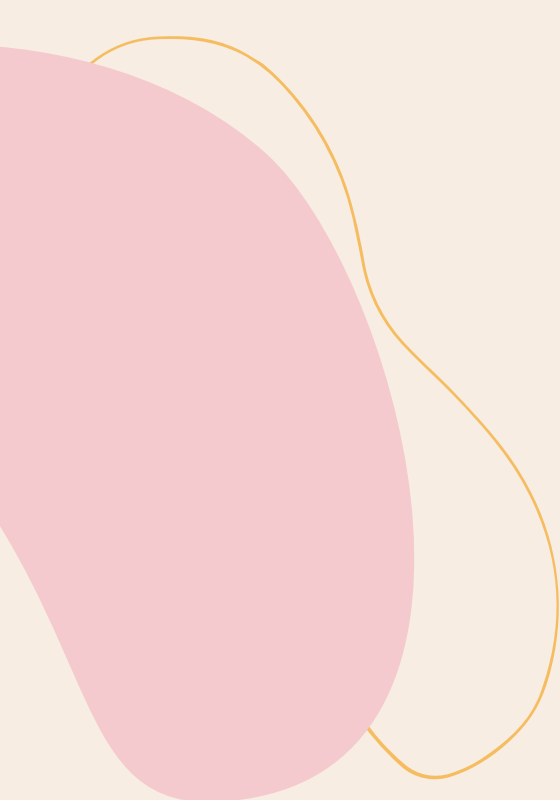
- Managing an institutional bureaucracy
- Developing complex learning strategies
- Fear of disclosure
- Extensive amounts of accessing, processing and storing new information



RECOGNIZING EI IS RECOGNIZING NEURODIVERSITY

Emotional intelligence is composed of a variety of attributes including understanding, regulation, and utilization related to a person's capability to manage their emotions...

These attributes directly impact essential skills that neuro-diverse students need to succeed in an academic setting



TIPS & ACTIVITIES

**FOR COACHES, INSTRUCTORS
& EDUCATORS**



Interview Questions about Emotional Intelligence

A Preparatory Guide

Questions that assess EI can be both situational & behavioral style, and can assess any one of the components of EI.

The following 6 pages can be printed off as a separate 'Interview Guide' to support hands-on coaching.

This resource includes examples of interview questions that assess emotional intelligence in candidates. It can be used as preparatory material for students who will be attending an interview.



QUICK TIPS FOR INTERVIEWERS (instructors)

- Pay attention to interviewee (student) reactions and body language
- Adapt questions to be role or industry-specific

e.g. avoiding conflict may be desirable for a customer service position, but may not be productive in roles that require team brainstorming sessions

Preparing for a Job Interview

with EI

- ✓ BREAKDOWN THE JOB AD TO DETERMINE WHAT EI COMPONENTS THE JOB IS LOOKING FOR
- ✓ CONSIDER HOW YOU'VE DEMONSTRATED THIS COMPONENT IN THE PAST
- ✓ PRACTICE ANSWERING COMMON EI INTERVIEW QUESTIONS

SEE EI INTERVIEW PAGES 4-6

Be the star of your interview

Answers that shine

SITUATION

- DESCRIBE THE SITUATION

TASK

- WHAT WAS THE TASK AT HAND?

ACTION

- DESCRIBE THE ACTION YOU TOOK

RESULT

- WHAT WERE THE RESULTS OF THIS ACTION?
- QUANTIFY IF POSSIBLE!

UNCOVERING EI THROUGH INTERVIEW QUESTIONS

PART 1/2

WHAT BOTHERS YOU MOST ABOUT PEOPLE?

Strong Sample Answer

"A person who is rigid in their thinking and believes their way is the only way, or the right way. There is always more than one way of doing things."

Weak Sample Answer

"I hate it when I try to tell people something and they just don't get it."

This question provides insight into an interviewee's perception, attempt at understanding, and ability to get along with others.

TELL ME ABOUT A DAY WHEN EVERYTHING WENT WRONG.

- Searched for solutions
- Took responsibility
- Demonstrated coping mechanisms and flexibility in dealing with changes/ the unforeseen

- Blamed others
- Dwelled on the problem

This question provides insight into an interviewee's ability to problem solve and adapt to changing circumstances.

TELL ME ABOUT SOMEONE AT WORK (OR A FRIEND THAT YOU HAVE) WHO YOU REALLY GOT ALONG WITH.

WHAT MADE THE TWO OF YOU GET ALONG?

This question provides insight into how the interviewee builds relationships, their view of self/ self-awareness & what they value in others.

The interviewee's response will demonstrate alignment or misalignment with organizational values.

CONDUCTING AN INTERVIEW? **WATCH OUT FOR**



SIGNS OF STRESS

Difficulty performing during stressful situations (such as interviews) could mean your student can further develop their competencies related to impulse control and self-management



INTERVIEWEE/ STUDENT NOT USING STAR EXAMPLES

Student does not provide detail, or response seem generic or disingenuous (e.g. “I received feedback from my supervisor, we discussed it and I made the appropriate changes.”) This can indicate that the student can benefit from building and practicing examples further.



VAGUE, SHORT ANSWERS

e.g “I’m good with people”



CRITICIZING

e.g. their former boss, colleagues, or customers

NOT TAKING RESPONSIBILITY WHILE SHARING A STORY

For example, does the interviewee describe taking responsibility, learning from mistakes and adjusting behavior?

OR, do they accuse or criticize their colleagues or bosses in their examples?

CONFLICTING NON-VERBAL CUES



UNCOVERING EI THROUGH INTERVIEW QUESTIONS

PART 2/2

WHAT IS SOMETHING THAT YOU CAN TEACH ME?

This question provides information on how the interviewee can understand & work with others

-Interviewer feigns lack of understanding-

Weak Indicators

- Becomes frustrated & impatient
- Blames the interviewer for lack of understanding



Strong Indicators

- Uses questions to understand lack of grasp of concept
- Explains idea in simple terms
- Flexible in teaching approach
- Takes responsibility for lack of understanding



WHO DO YOU ADMIRE & WHY?

This question provides insight into what qualities the interviewee values and would like to emulate

The interviewee's response will demonstrate alignment or misalignment with organizational values

No "bad" or "good" response

WHAT IS THE ONE THING YOU ARE MOST PROUD OF AND WHY?

This question provides insight into what an interviewee values

The interviewee's response will demonstrate alignment or misalignment with organizational values

EXAMPLE INDICATORS TO CONSIDER:

- Do they credit others or take sole credit?
- Do they describe the effect it had on others (e.g. made family members proud)

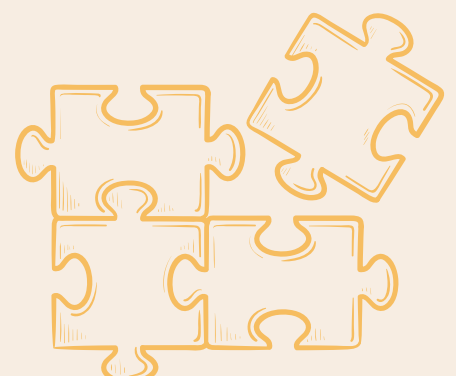
No "bad" or "good" response

DO YOU EVER THINK OF HAVING YOUR OWN COMPANY? WHAT KIND OF PEOPLE WOULD YOU HIRE AND WHY?

This question provides insight into an interviewee's view of self and of others, as well as their feelings about collaborating and completing work with others

EXAMPLE INDICATORS TO CONSIDER:

- Are they people-focused or outcome-focused?
- How do they connect with others?
- Who are they comfortable working with?
- What is their working style? (e.g. independently or hand-in-hand?)



MORE PRACTICE QUESTIONS

RELATED TO EXPLORING EMOTIONAL
INTELLIGENCE

DESCRIBE A TIME WHEN YOU HAD TO
DELIVER SOME BAD NEWS TO SOMEONE

Describe a time when you have had to be confrontational to achieve results. What did you do and how was it received?

Tell me about a time when someone criticized your work. How did you respond and what did you learn?

Tell me about a time you had a conflict with your supervisor. How did you resolve it?

How would you resolve a dispute between two colleagues?

How do you de-stress after a bad day at work?

How do you celebrate success?

IF A CUSTOMER CALLED TO COMPLAIN THAT
THE PRICE OF OUR PRODUCT/SERVICE IS TOO
HIGH, HOW WOULD YOU HANDLE IT?

Have you ever had to change your behavior, either at work or home? If so, why did you have to change, and how did you change?

How do you recover from failure?

When have you felt demotivated, and what did you do to overcome this?

Tell me about a time when you had to neutralize a stressful situation in a professional environment.

Tell me about a time when you had to work cohesively as a team with people you didn't like.

HOW DO YOU RESPOND WHEN A CO-
WORKER CHALLENGES YOU?

How would some of your closest friends describe you?

What kind of behavior makes you angry/annoyed?

Tell me about a time you faced an ethical dilemma at work. How did you deal with it and what was the result?

Tell me about a time when your mood had an impact on your work (this could be positively or negatively).



Deutschendorf, H. (2017, April 18). Why Insurers Should Look for Emotional Intelligence in Hiring and How to Spot It. Carrier Management. <http://www.proquest.com/docview/2024491322/abstract/4C6974081CE14F7DPQ/1>

Emotional intelligence (EQ) interview questions. (2017, January 12). Recruiting Resources: How to Recruit and Hire Better. <https://resources.workable.com/emotional-intelligence-interview-questions>

25 Sharp Emotional Intelligence Interview Questions. (2019, August 22). PositivePsychology.Com. <https://positivepsychology.com/emotional-intelligence-interview-questions/>

EDUCATORS: USE THIS RESOURCE TO SELF-ASSESS OR AS AN ACTIVITY WITH STUDENTS

ASSESS AND DEVELOP YOUR EI



2 MINUTE SELF-ASSESSMENT

ARE YOU CURIOUS ABOUT PEOPLE AND CARE ABOUT WHAT THEY'RE GOING THROUGH?

Ask yourself - what are my friends and loved ones going through right now? When is the last time I reached out to find out more about their current worries and celebrations?

DO YOU GET OFFENDED EASILY OR CAN YOU LAUGH AT YOURSELF?

Ask yourself - when is the last time someone offended me? Was it hurtful or did I find humor in my mistake?

DO YOU TAKE CRITICISM AND ROLL WITH IT?

Ask yourself - when is the last time that someone criticized me? Did I agree or disagree?
Did I make the suggested changes?
How did the experience make me feel?

ARE YOU QUICK TO FORGIVE OR DO YOU HOLD GRUDGES?

Ask yourself - am I currently holding onto to any grudges? Why or why not? How does holding onto the grudge make me feel?

ARE YOU QUICK TO ACKNOWLEDGE AND APOLOGIZE WHEN YOU'VE MADE A MISTAKE?

Ask yourself - When is the last time I make a mistake? Did I feel ashamed, or did I accept it and move on? Did I avoid the situation entirely or confront it?

DO YOU KNOW WHEN AND HOW TO DISCONNECT?

Ask yourself - how can I tell when it's time to disconnect? Am I able to recognize this in myself? What does this look like for me? Does this include taking time away from my cellphone/ computer/ social media?

ARE YOU A GOOD LISTENER?

Ask yourself - do I walk away from conversations feeling fulfilled and informed? Who is someone in my life who makes me feel heard, what do they do to show me that they're listening?



ARE YOU OPEN-MINDED AND SLOW TO JUDGE?

Ask yourself - what is my first reaction when I encounter a new situation/ individual? Do I approach with curiosity or distrust? What might be the pros and cons of both these tactics?

CAN YOU DEAL WITH TOXIC PEOPLE?

Ask yourself - have I experienced toxicity in social situations or at work? How can I tell that a situation is 'toxic'? What do I do? Are there behaviors I exhibit that make things worse or that improve them?

DO YOU AVOID THE TRUTH OR CONFRONTATION?

Ask yourself - do I speak up and confront situations head on? Do I sugarcoat the truth or tell it like it is? Is one of these tactics more or less effective?

KICKSTART YOUR EI: 3 QUESTIONS TO ASK STUDENTS



Q1

WHAT ARE THE DIFFERENCES BETWEEN HOW YOU SEE YOURSELF AND HOW OTHERS SEE YOU?

- We may be unaware of all the emotional aspects of our interactions
- Getting feedback from others is critical
- Consider using a confidential 360-degree assessment that encompasses all of the aspects of Emotional Intelligence
- Consider using a coach or learning buddy to connect with regularly, to discuss your progress
- Reflect on your own self-perception vs. reputation

Q2

WHAT MATTERS TO YOU?



- Intrinsic motivation is critical to EI development. Your drivers must be deep & strong, and balance the feedback you've received with your own future aspirations
- These goals can be personal, professional or both
- Accept feedback as suggestions that will help reach your goal

REMEMBER:
REPLACING AN OLD HABIT
TAKES TIME & REPITITON!



Q3

WHAT CHANGES WILL YOU MAKE TO ACHIEVE THESE GOALS?

- Remember the S of SMART goals; identify specific actions you will take to work towards your goals
- Practice in all aspects of your life
- Practice at all opportunities you can find
- Ensure your drivers are aligned with your values



Adapted from:

Boost Your Emotional Intelligence with These 3 Questions. (n.d.). Harvard Business Review. Retrieved October 19, 2021, from <https://hbr.org/2018/08/boost-your-emotional-intelligence-with-these-3-questions>

EMOTIONAL INTELLIGENCE ACTIVITIES

REMEMBER, EI IS A SPECTRUM

INDEPENDENT ACTIVITIES

KEEP A DIARY

ENGAGE IN ACTIVE LISTENING AND RESPOND
CONSTRUCTIVELY TO CONFLICTS

NOTICE YOUR FEELINGS AND
TRY TO PREDICT HOW CERTAIN
THINGS WILL MAKE YOU FEEL

CHANNEL FEELINGS OF
BEING OVERWHELMED
INTO PRODUCTIVE
ACTIVITIES

FIND WAYS TO MAINTAIN A POSITIVE ATTITUDE; THINK OF FAILURES
AS OPPORTUNITIES TO LEARN

CLASSROOM ACTIVITIES

ASSIGN JOURNAL
ENTRIES

ADDRESS CONFLICTS IN GROUP
PROJECTS OR CLASS
DISCUSSIONS/ DEBATES/
FORUMS

GROUP BRAINSTORM OF ACTIVITIES THAT
MAINTAIN POSITIVITY IN LEARNING
ENVIRONMENT

APPROACH MARKING IN A PRODUCTIVE WAY:
PROVIDE EFFECTIVE FEEDBACK AND CONSIDER
ALLOWING RE-SUBMISSIONS



TEACHING EMOTIONAL INTELLIGENCE: BEFORE YOU BEGIN

IT TAKES TIME - TEACHING EI GOES BEYOND THE
SCOPE OF A SINGLE COURSE

TIPS BEFORE
TEACHING

IT REQUIRES INSTRUCTOR BUY-
IN (STUDENTS REQUIRE
MENTORING & SUPPORT,
ESPECIALLY DURING SETBACKS).

STUDENT SHOULD
LEAD THE
CONVERSATION &
DEFINE THE TERMS

IT INVOLVES
MULTIPLE
PHASES

MAINTAIN A
"DO NO HARM"
APPROACH

IT REQUIRES STUDENT
BUY-IN; THEY MUST
WANT TO DEVELOP

IT IS MORE EFFECTIVE
WHEN STUDENTS CAN
OBSERVE AND PRACTICE
TECHNIQUES

CONSIDER THE NORTH AMERICAN BIAS IN THE EQI
2.0 ASSESSMENT TOOL. MAKE TRAINING/
ASSESSMENT INCLUSIVE AND ACCESSIBLE



DEVELOPING EI CURRICULUM:

CONCEPT 1: THE 4 PHASES MODEL

1 PREPARATION PHASE

INSTRUCTORS:

- Provide feedback with care
- Encourage participation
- Adjust expectations and gauge readiness
- Show dedication
- Provide extra help for those with low self-efficacy

ENSURE STUDENTS:

- Assess personal strengths/limitations
- Feel reassured that this training will lead to desirable outcomes
- Align learning goals with personal values

2 TRAINING PHASE

INSTRUCTORS:

- Gather individual student assessments
- Foster a positive relationship with the learner (empathetic, warm, genuine)
- Have students set clear goals
- Provide opportunities for practice and feedback
- Tailor lessons to each person (needs, goals, learning style)
- Allow students to focus on the activities that are most related to their goals and gaps
- Remind students that newly learned behaviours take time

ACTIVITIES (PHASE 2)

SELF-AWARENESS:

- Students list all the emotions they can name. They predict which ones they will experience in a 24-hour period, then they compare their emotional expectation to their reality.
- Students reflect on a negative experience and "rewrite" their reaction. Consider making this a group activity to prevent one from becoming "stuck" in their pattern of thinking.

SELF-MOTIVATION:

- Students consider a major assignment/project, they break it down into manageable steps and identify their feelings about each step. Upon completion, they compare emotions to initial findings.

INTERPERSONAL:

- Students identify a troubling relationship (at work or otherwise). They identify specific encounters and evaluate their listening and communication skills, with the intent to acknowledge what could've been done differently.

REMEMBER:

DURING THIS PROCESS, MOTIVATION CAN BE AN ISSUE

THIS IS DUE TO TIME, EFFORT, AND THREATS TO SELF-ESTEEM

3 TRANSFER & MAINTENANCE PHASE

Instructors maintain a supportive environment, reinforcing EI teachings by modeling competencies and reminding students to use their new skills. Instructors continue to provide practice whenever possible.

4 EVALUATION PHASE

- ✓ Student completes another self-assessment
- ✓ Instructor facilitates consistent and continued use of EI curriculum



When choosing to integrate EI into current curriculums, it's important for instructors to follow guidelines based on the best available research.

COMMON ROADBLOCKS IN THE 4 PHASE MODEL

1. Students deny the need for change
 - Use EQ assessment tool results to overcome
2. Students see the need to improve but aren't sure anything can be done, or they delay the action
3. Students recognize the problem, but have not worked out a plan
 - Use theoretical background, motivation and experiential exercises to overcome

4 Phase method of teaching EI adapted from:

Tucker, M. L., Sojka, J. Z., Barone, F. J., & McCarthy, A. M. (2000). Training Tomorrow's Leaders: Enhancing the Emotional Intelligence of Business Graduates. *Journal of Education for Business*, 75(6), 331-337. <https://doi.org/10.1080/08832320009599036>

DEVELOPING EI CURRICULUM:

CONCEPT 2: INTENTIONAL CHANGE THEORY: THE 5 DISCOVERIES

An educational project delivered in an Italian university for graduates enrolled in master's degree programs utilized the ICT theory to develop Emotional Social Competencies.

CASE STUDY

ACTIVITIES

DISCOVERY 1: DEVELOPING A FUTURE VISION

My ideal self: Who I want to be?

- Introduce the students to the ICT process
- Students do individual mindful reflection on what's important to them (core values, passions, purpose, desired future)
- Students participate in peer coaching sessions (all parties discover and explore their aspirations, explore hidden assumptions)
- Students draft a "personal vision statement" describing their ideal life 7-10 years into the future
- Students identify & rank the Emotional Social Competencies (ESCs) they need to achieve that vision statement

- Introduce the students to the ICT process (15-30 minute lesson/ PowerPoint)
- Direct students to reflect on their values & desired future (Individual activity, create guided template or free write)
- Have students reflect with peers and share their assumptions about their own and others' aspiration
- Direct students to draft a "personal vision statement" (for marks)
- Provide students with list of ESC's, direct them to identify & rank which ones are needed to reach their goals

DISCOVERY 2: UNDERSTANDING THE CURRENT REALITY

My real self: Who am I

- Students receive feedback from various sources
- Through an online platform, participants evaluate themselves & ask external raters to assess their behaviors according to the ESCI-U framework
- Students also participate in peer-coaching session to explore and clarify strengths & weaknesses
- Graduates connect with recruitment and selection organizations to learn about the labor market and what's needed for their desired professional role

- Direct students to rate themselves using the ESCI-U framework (or another EI tool)
- Direct students to gather approx. 3 ratings from friends & family using the ESCI-U framework (or another EI framework)
- Direct students to participate in group activity, have them share & discuss the results of the individual and external assessment

CONNECTING WITH ORGANIZATIONS ACTIVITY:

Instruct students to contact an organization they'd be interested in working for, and have them ask about the required ESC's. Or, have students research core values of their desired organizations (e.g. via job ad requirements or company core values on website). Alternatively, organize a class presenter from a recruitment organization to discuss desirable ESC's.

DISCOVERY 3: DEVELOPING A PLAN TO BRIDGE THE GAP

Learning Agenda

- Students draft a learning plan that identifies how they'll reduce the gap between their current and desired skill level
- Contains goals (concrete actions and behavior) and considers their learning style preferences

- Have students create a learning plan that will help them develop their targeted ESC's
- Direct students to explore their learning style
- Instruct and direct students to develop SMART goals

DISCOVERY 4: ACT ON A PLAN (EXPERIMENT)

Experimentation & Practice

- Students put into practice their learning agenda from Discovery 3
- They follow their agenda until mastery of these ESC's

- Have students track their progress with routine journal entries & check-ins

DISCOVERY 5: RECEIVE SUPPORT THROUGHOUT (FEEDBACK)

Lasting & Meaningful Relationships

- Focus is on cultivating trusted, supportive relationships
- These relationships then encourage Discoveries 1-4 (continuous improvement)

- Educate and encourage students about ongoing mentorship opportunities through groups such as 10 Thousand Coffees or a professional association
- Encourage students to take on a mentorship roles among classmates or cohort
- Develop mentorship relationships with students, as instructor

know your

ABCDE

RATIONAL EMOTIVE BEHAVIOUR SEQUENCE

This model helps us understand that our emotions (emotional and behaviour consequences) (C) are not directly determined by life events (A), but instead by how these events are processed.

A

ACTIVATING EVENT

What happened?

- Describe the upsetting event

B

BELIEFS

What do you think happened?

- (This is typically irrational)

C

CONSEQUENCES

of the activating event

Emotional consequences

- How did it make you feel?

Behavioural consequences

- How did it make you act?

D

DISPUTE

your irrational beliefs

- Is there any other explanations for the cause of the activating event?
- Is there any disputing evidence based on past experience?

E

EFFECT

If you replace your irrational beliefs with rational ones...

- What are the emotional consequences?
- What are the behavioural consequences?

COACHING TIPS

ENGAGE

- Remove all distractions
- Create a welcoming environment
- Actively listen using body language

EMPOWER

- Help define solutions
- Focus on the future
- Be supportive

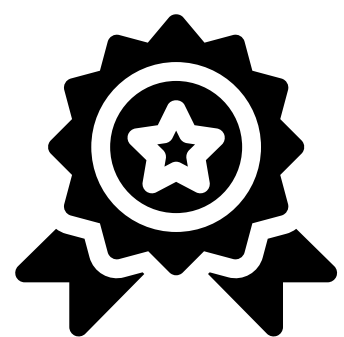


ENLIGHTEN

- Use perspective
- Be curious, ask appreciative questions
- Do not judge, acknowledge the person

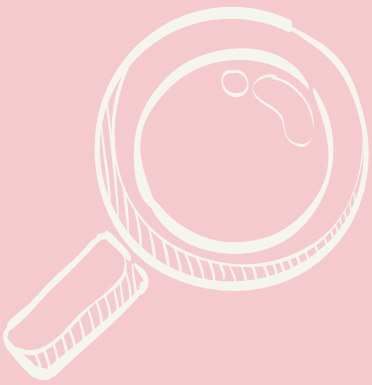
EXCEL

- Acknowledge success
- Reward positive behaviour
- Reward collaboration
- Continue to empower



THREE BARRIERS TO EFFECTIVE CONVERSATION

IT'S NOT WHAT THE CONVERSATION IS ABOUT, IT'S HOW THE CONVERSATION IS HAD.



1 IDENTITY

- What is your point of pride?
- The more you know who you are, the less you feel threatened

2 APPRECIATION

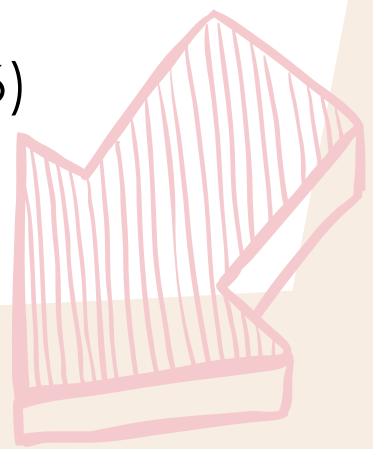
- Don't talk, listen
- Think, what is their value behind their perspective?
- Recognize your power to appreciate them



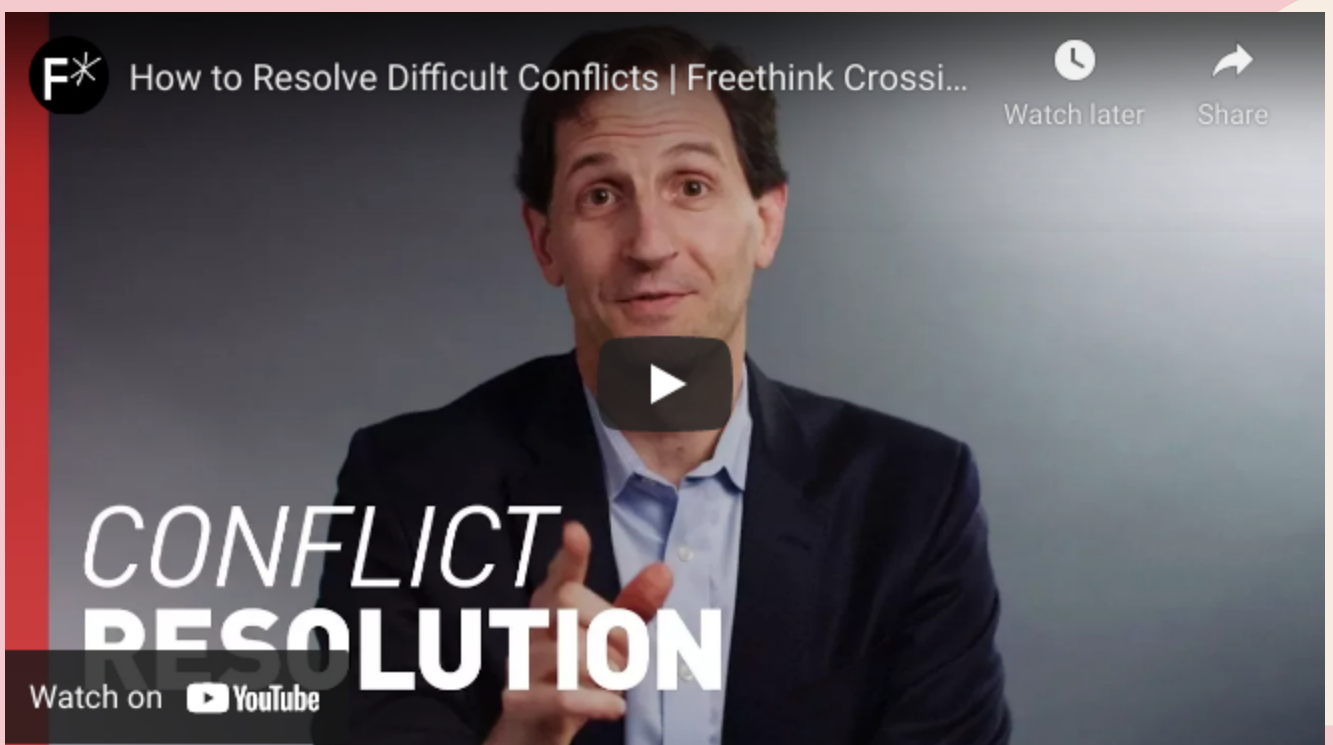
3 AFFILIATION

- Change the nature of the conversation
- Find a partner, not an enemy

Developed by Dan Shapiro, head of Harvard's International Negotiation Program and author of "Negotiating the Nonnegotiable" (2016)
Check out his 5-minute video below



DAN SHAPIRO



DISCUSSION QUESTIONS

FOR WIL INSTRUCTORS TO EXPLORE WITH THEIR STUDENTS

SELF-AWARENESS

PREPARATORY COURSE

SITE VISIT

FINAL REFLECTION

Activity: Feelings Journal

- Date
- Location
- Emotion
- Possible triggers
- Did you log more negative or positive feelings?
- Did you notice any patterns?
- What emotions are easily triggered for you? Why?
- What is the impact of this on your upcoming work term?

- During your work term so far, have you reacted with strong emotion to anything?

- Identify the emotional “hot buttons” that may have been pushed
- Analyze what happened (describe internal feeling & external behavior)
- Name 2 specific things you could have done to manage your emotions better
- What can you do to handle the situation better next time?

- Was there any point during your work term that you:

- Ignored your emotions?
- Avoided reflecting upon your emotions?
- What is the impact of this?



SELF-REGARD

PREPARATORY COURSE

SITE VISIT

FINAL REFLECTION

- Are you able to describe your specific strengths and weaknesses? (professional or personal)
- What will be the impacts of this on your upcoming work term?

- Have you engaged in positive and/or negative self-talk at work?
- What was the context?
- Was this helpful or unhelpful?

- Did you take on any challenges during this work term?
- Why or why not? What influenced your decision?

Ask your students to set goals around each EI competency at the start of their term. Have them come back to reflect on each goal during the site visit and final reflection!



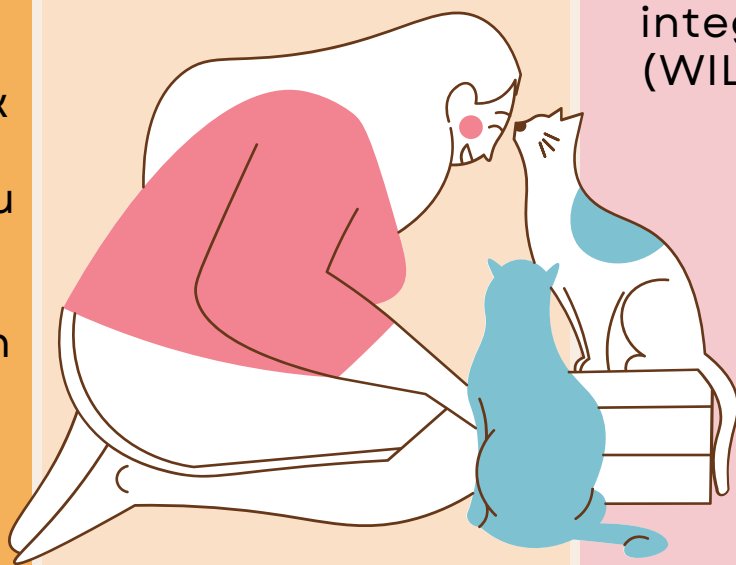
SELF-ACTUALIZATION

PREPARATORY COURSE

- Can you describe what motivates you, what your goals are, what gives you enjoyment and what helps you feel fulfilled?
- Where does a co-op/ internship/ practicum fit into this?
- When you think about goals (work or school), what emotion(s) do you feel?
- Does this emotion help you accomplish your goals or work against them?

SITE VISIT

- Does your current work term give you enjoyment and help you feel fulfilled?
- What do you think the reasons are for your answer?



FINAL REFLECTION

- Based on your answer during the site visit ("does your current work term give you enjoyment and help you feel fulfilled?") what changes might you make as you continue on with your work-integrated learning (WIL) journey?

EMOTIONAL-EXPRESSION

PREPARATORY COURSE

- Say that you had an issue working with someone during your upcoming term, can you draft an "I" message to them?
- Would this be effective or ineffective?

SITE VISIT

- Describe any scenario that happened to you this work term so far. Can you name and describe your emotions?
- Is there anyone at your workplace who has non-matching verbal and non-verbal messages? What is the impact of this?

FINAL REFLECTION

- When was emotional expression helpful during your work term?
- When was it not?

INTERPERSONAL RELATIONSHIPS

PREPARATORY COURSE

- Do you have someone who is close to you? Are you comfortable going below the surface when describing your emotions to them?
- What are the benefits of having this close individual as you go through your WIL journey?

SITE VISIT

- Do you have a strong interpersonal relationship at work?
- What would be some benefits of having a strong relationship at work? What are some drawbacks?

FINAL REFLECTION

- Are interpersonal relationships important in your career/ WIL journey? Why or why not?

ASSERTIVENESS

PREPARATORY COURSE

- Think of a time when you were aggressive, passive and assertive.
- When might each of these reactions be appropriate in the workplace?



SITE VISIT

- Have you said “no” to anything at work during your co-op/ work term so far? Explain the circumstances.
- Did you feel comfortable saying no? What was the result?
- Do you express your opinion at work? Why or why not?

FINAL REFLECTION

- Were there times this work term where you wished you had stuck up for yourself (or others) more?
- What changes will you make moving forward in this area?

EMPATHY

PREPARATORY COURSE

- Are you able to put yourself in the shoes of a coworker/ classmate who was having a difficult time?
- What are the impacts of this?
- Do you think empathy be important during your work term? Why or why not?

SITE VISIT

- Can you provide an example of when you used empathy in a conflict during your work term?
- In workplace conflicts, do you ask questions to try to understand what the other party thinks?

FINAL REFLECTION

- Do you think your current empathy level is effective to meet your educational and professional goals? Explain.



SOCIAL RESPONSIBILITY

PREPARATORY COURSE

- Do you contribute fairly to group projects or at work?
- Do you do things for others?
- Will this be an important competency during your work term? Why or why not?

SITE VISIT

- During your work term, have you had the opportunity to take on any task/project that can benefit your community? If so, did you take it? Why or why not?
- Have you volunteered any time at work?

FINAL REFLECTION

- Did your organization have social responsibility initiatives? Is this something that is important to you for future work terms or jobs? Explain.

REALITY TESTING

PREPARATORY COURSE

- Did you research and listen to the opinions of others when making the decision to pursue WIL? What are the impacts of this?
- Do you ever exaggerate possible consequences or worry about things that others don't seem to? What are the impacts of this?

SITE VISIT

- During your work term, do you seek information to understand a situation, such as when you are approaching a new task? What is result of doing this? Is it helpful or not helpful?

FINAL REFLECTION

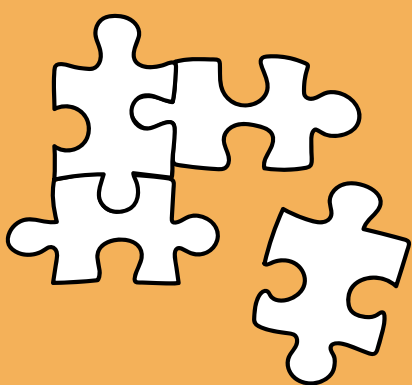
- During your work term, did you anticipate the consequences of all your choices? Was this helpful or not?



PROBLEM SOLVING

PREPARATORY COURSE

- How do you approach problem-solving? Will this be effective or ineffective during your work term?

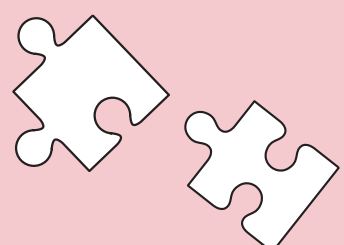


SITE VISIT

- Think of a problem you've ran into during your term so far, did you understand the root cause of the problem and your emotions?
- Were you able to come up with multiple solutions and summon the most productive emotion? Did you give up?
- Did you identify all the resources that were available to you?

FINAL REFLECTION

- Identify ways you would approach problem-solving differently in a future work term



IMPULSE CONTROL

PREPARATORY COURSE

- Think of a decision you've made in your WIL journey. For example, which job offer you accepted. Did you weigh the pros and cons?
- While balancing work and school, are you able to stick to a schedule and complete work before relaxing?

SITE VISIT

- Have you had any emotional outburst at work? Or, did you see anyone else have an emotional outburst? What were the impacts of this?

FINAL REFLECTION

- Are there any impulses you have difficulty controlling? Describe how this may affect your future academic or professional goals



FLEXIBILITY

PREPARATORY COURSE

- Are you open to feedback?
- Do you think flexibility will be important in your upcoming work term? Why or why not?

SITE VISIT

- Do you experience feedback at work? What is your reaction to it?



FINAL REFLECTION

- Did you experience change at work? Did you have a positive or negative response to it?
- Think of a mistake you made during your work term, did you change your behavior after making a mistake to ensure it didn't happen again?

STRESS TOLERANCE

PREPARATORY COURSE

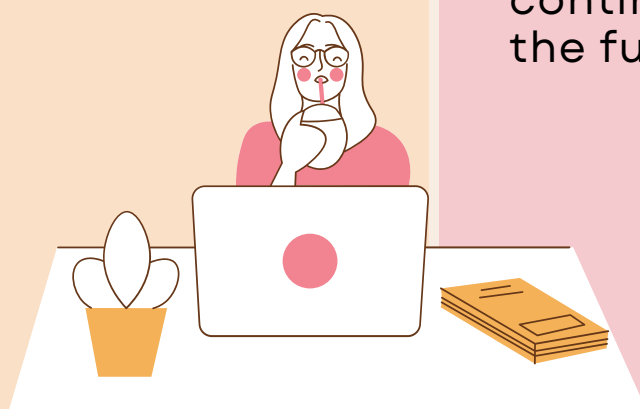
- How do you react when you experience stress at work? Do you have a specific coping mechanism, or available resources you use?
- What are the impacts of not having coping mechanisms?

SITE VISIT

- Are you able to calm yourself down when you're upset at work? How?

FINAL REFLECTION

- Did you learn any stress tolerance methods during this work term that you will continue using in the future?



OPTIMISM

PREPARATORY COURSE

- Do you engage in positive or negative self-talk? What might be the impacts of this at school or during your work term?



SITE VISIT

- Do you work with anyone with a very positive or negative demeanor? How does this affect you at work? What kind of demeanor do you think you project?

FINAL REFLECTION

- Think about a challenge or problem during your work term
- How did you frame the situation? Did you think about the possible positive outcomes or the possible negative outcomes?
- What was effective?

HAPPINESS

PREPARATORY COURSE

- Do you understand what puts you in a good mood/ bad mood? Do you choose to engage in things that enhance your mood?
- Which mood will be most effective during your work term?

SITE VISIT

- Do your day-to-day tasks at your work make you happy?
- Are you able to identify if you are happy or unhappy during your work term? Explain.

FINAL REFLECTION

- Do you find your work meaningful? Or, do you find your co-op/ WIL journey meaningful?
- If not, what changes will you make moving forward?

INDEPENDENCE

PREPARATORY COURSE

- Did you make your decision to pursue WIL independently? What about your decisions on where to apply and which offer to accept?
- Explain the reasoning & impact of this

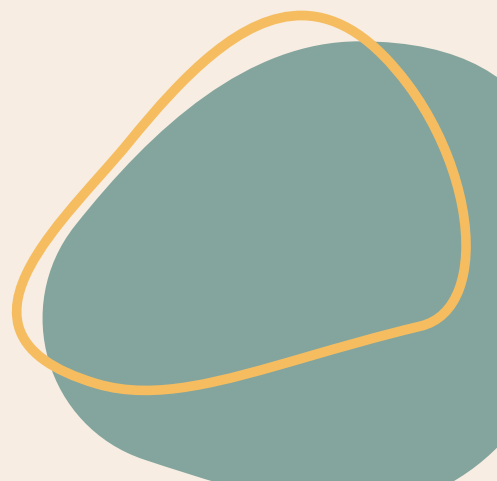
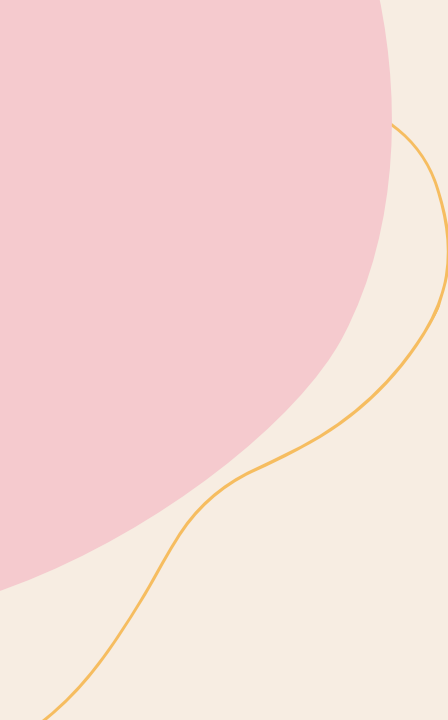
SITE VISIT

- Did you complete your work term tasks alone or did you seek help at work?
- What was the impact?



FINAL REFLECTION



- Is there anything you would change about your level of independence in your co-op/WIL experience so far?
- Explain



EMOTIONAL INTELLIGENCE: WIL CASE STUDIES

The following case studies and reflection questions highlight the impacts of certain EI components and can be used as a tool for educators.

Consider using these scenarios to guide classroom discussion, assign as an activity before a work-term or have students use it as a reflective journal during their term.



"Jessie" Guided Scenario



Jessie is an Environmental Protection Technology co-op student. She has been given the responsibility to drive from Langley to Hope to take soil samples from a client's construction site.

The client is very busy and has given her a specific time frame she must arrive within. When Jessie wakes up and gets into her car, she realizes that she forgot to fill her tank with gas. With increasing stress, she rushes to a gas station to fill up. When leaving the gas station, she pulls out into traffic and gets into a minor collision. She must stay and swap insurance information, then call a tow truck for her car. She is feeling very upset about the situation, angry with herself and unsure about what to do. She is certain that the client will be furious, and that she will certainly be fired for this.

WHAT COMPONENTS OF EI ARE IMPORTANT DURING A CRISIS?

SELF-AWARENESS & STRESS-TOLERANCE

Jessie can consider how she feels in the moment and how that impacted her behaviour, reflect upon what was helpful and what was not, and act appropriately. For example, she recognizes that her stress caused her to rush and make a driving mistake, making her situation worse.

SELF-CONTROL

Jessie's situation could have been improved had she taken time to stop and take control of her emotions (stress and panic). This can be done in many different ways.

SELF-REGARD

If Jessie had spent time reflecting on herself, and her personal strengths and weaknesses, she may have identified that she is very forgetful, especially when it comes to her job. She could have developed a plan or tool to help overcome this, like creating a checklist for the week or for visiting clients. This could include checking the condition of her car.

OPTIMISM

Jessie could easily give up in this situation and focus on her mistake. However, if she remains optimistic and focusses on how she can improve the situation, she can take action. For example, she has her phone. She can call the client, and her supervisor to explain the situation and figure out a way to resolve it.

REALITY TESTING

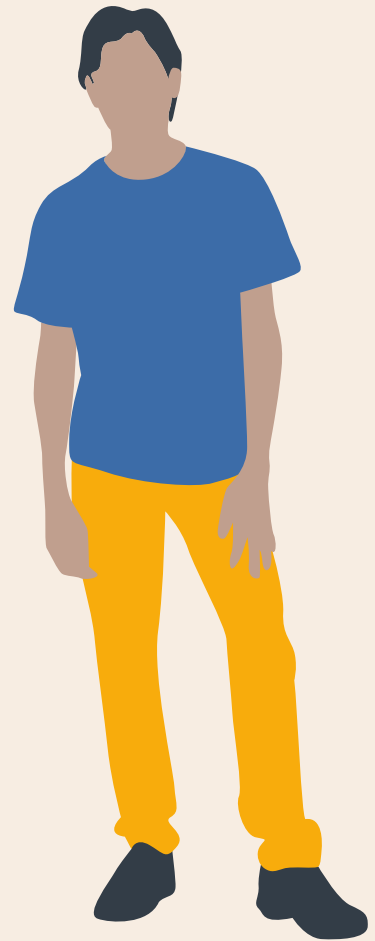
Jessie is sure that the client is furious, and that she will get fired. However, in the real world, mistakes happen, and people are often more understanding than one may think during high emotional panic. When Jessie calls the client, she may find that he was busy with other tasks and didn't even realize that she had missed the window he provided.

Together, they can develop an alternative plan, for example they could plan for her to visit the following day instead.

When she calls her supervisor, she can now explain what steps she has taken to resolve the situation, and this can transition from a crisis to a learning opportunity for the parties involved.

By focusing on the facts of a situation instead of catastrophizing, Jessie was able to develop an action plan to start overcoming the crisis.

"Ji-Woo" Case Study



Ji-Woo is a 2nd year student at KPU. He didn't really know what he wanted to do in school. He started majoring in psychology, then switched to English, and finally to Criminology. His dad believes that work experience is very important, and he encouraged Ji-Woo to join Co-op.

Ji-Woo is a 2nd year student at KPU. He didn't really know what he wanted to do in school. He started majoring in psychology, then switched to English, and finally to Criminology. His dad believes that work experience is very important, and he encouraged Ji-Woo to join Co-op. His dad wrote his cover letter for him, helped him choose which positions to apply for, and helped him prepare for the interview. Ji-Woo was able to get a summer co-op position. During his work term, Ji-Woo's mother gave him lunch money to buy food from a nearby Tim Hortons, and his dad dropped him off at his office every morning.

Ji-Woo's work was very routine. He often felt 'checked out' at work, he didn't set goals for himself, and he was rarely motivated. At work, he didn't take steps to become closer to his coworkers, to take on new tasks or to explore the office building. Ji-Woo found that the days blurred together, and finally he finished his work term.

Ji-Woo knew that he had to complete two more work terms to get his co-op designation, but he was not excited at the idea of working another job. In fact, he wasn't excited about taking classes either and is contemplating dropping out of school.

REFLECTION QUESTIONS

1. What are Ji-Woo's biggest challenge and how can he use EI to help overcome them?
Cite examples from the case to support your choice.
2. Do any parts of this story resonate with you?
3. What steps do you think Ji-Woo should take now?

"Prisha" Case Study



Prisha is a 3rd year business student (majoring in Human Resources Management), she was able to get an internship working in as an HR assistant in a large organization.

Prisha likes her work, and she remembers that her practicum instructors advised her to take as many opportunities as possible for learning.

She takes a lot of pride in her work and makes every attempt to create high-quality output.

Prisha's direct supervisor has assigned her a task that will take the entire work term. This task involves scanning and uploading all paper/ physical employee files onto the new applicant tracking system. Her supervisor expects her to complete 25 files a day.

There are a lot of other employees who work in the office, they were all very friendly and excited to have a student in the department. Prisha has noticed more and more, that other employees are asking her for assistance on small tasks.

At first, Prisha was grateful for the learning opportunities to see other HR functions. However now, she is so busy delivering documents between floors, gathering faxes, and running downstairs for coffee that she is finding it hard to keep up with her supervisor's expectations of 25 files a day.

Prisha doesn't want others to think she isn't a team player, and she doesn't want to miss a chance to learn. So, to make up for this, she has started staying an extra hour of unpaid overtime every day. Her coworkers have noticed that she stays late, because they stay late as well. It is a norm in this office to stay off the clock to finish tasks. After a few months of this, Prisha is starting to feel burnt out and is counting down the days until her work term is over.

REFLECTION QUESTIONS

1. What emotional intelligence challenges does Prisha face? Cite examples from the case to support your choice.
2. What should Prisha do next? What EI skills can she draw on to help her resolve her issue?



"Sophie & Wendy" Case Study

Sophie is a 3rd year information technology student. She just got her third and final work term with a company she is very excited about. She thinks that if this work term goes well, she may be offered a full-time position.

Sophie is paired with another student (Wendy) on a project, and it's not going well. They are designing a website for a client and must follow a strict deadline. Shortly into the work term, Wendy begins to become much more stressed, likely because she chose to complete a very difficult course at school while also working. She spends a lot of her time complaining about how difficult it is to balance work and school. Lately, she has also been having a conflict with a close friend and is upset about that. Sophie is becoming irritated, because Wendy is very negative and often doesn't complete her designated work on the project. Wendy is always talking about how she is "feeling overwhelmed" and "just can't handle having so much work to do."

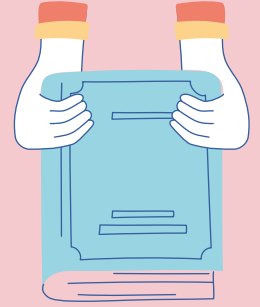
One day, Sophie and Wendy get called into their supervisor's office for a progress check-in. Their supervisor tells them he is concerned about how far behind they are on the project timeline. When they both leave the office, Sophie feels awful. She feels like they've let down their supervisor, and she is concerned about her chances of being offered a full-time position. When they get back to your desks, Wendy says "that sucked, I can't deal with this project right now." Sophie snaps and says something along the lines of "why don't you just quit if you're so overwhelmed!" Wendy appears upset, she leaves work early and takes the next day off.

REFLECTION QUESTIONS

1. What aspects of Emotional Intelligence are most relevant to both Wendy & Sophie in this case study?
2. What do you think both students could have done differently?



ADDITIONAL RESOURCES



VIDEOS

Jason Bridges: TEDxWabash College

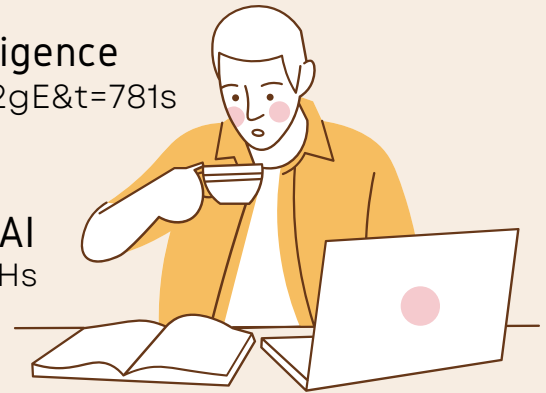
The People Currency: Practicing Emotional Intelligence
<https://www.youtube.com/watch?v=7z0asInbu24>

Kris Girrell: TEDxNatick

How We've Been Misled by Emotional Intelligence
<https://www.youtube.com/watch?v=6l8yPt8S2gE&t=781s>

Brian Cantwell Smith

Reckoning and Judgment: The Promise of AI
<https://www.youtube.com/watch?v=490nAhKi4Hs>



AUDIO

Dr. Marc Brackett

Permission to Feel: A conversation with Dr. March Brackett
<https://beta.prx.org/stories/298959>

First Person Plural: Emotional Intelligence & Beyond

What is Emotional Intelligence?
<https://podcasts.apple.com/ca/podcast/ei-101-an-introduction-to-emotional-intelligence/id1538498597?i=1000508426162>

The Small Business Mastermind

Guest: Shane Wallance- The Importance of EI in the Workplace
https://www.podbean.com/media/share/pb-hkhr-d6f9a1?utm_campaign=w_share_ep&utm_medium=dlink&utm_source=w_share

ARTICLES

AI Will Not Replace You, It Will Make You More Valuable

Ike Kavas: Forbes
<https://www.forbes.com/sites/forbestechcouncil/2021/08/13/ai-will-not-replace-you-it-will-make-you-more-valuable/?sh=42d7b4dc766d>

Teaching Emotional Intelligence to Teens and Students

Catherine Moore: Positive Psychology
<https://positivepsychology.com/teaching-emotional-intelligence/>

Why Emotional Intelligence Matters in Your Job and in Your Life

Eve Wixtrom: Cornerstone University
<https://www.cornerstone.edu/blog-post/why-emotional-intelligence-matters-in-your-job-and-in-your-life/>



QUICK READS

EMOTIONAL INTELLIGENCE & HAPPINESS



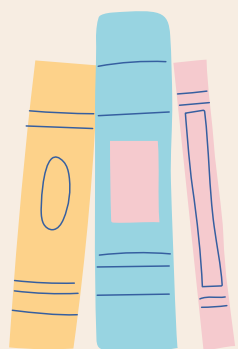
10 Powerful Ways to Create Your Own Happiness

Dr. Travis Bradberry
<https://www.linkedin.com/pulse/powerful-ways-create-your-own-happiness-dr-travis-bradberry>



Happiness Is Tied to Your Emotional Intelligence

Michael Schneider
<https://www.inc.com/michael-schneider/3-ways-emotionally-intelligent-people-create-their-own-happiness.html>



SCHOLARLY ARTICLES FURTHER READING



RULER: A Theory-Driven, Systemic Approach to Social, Emotional, and Academic Learning [19 Pages]

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A Theory-Driven, Systemic Approach to Social, Emotional, and Academic Learning. *Educational Psychologist*, 54(3), 144-161. <https://doi.org/10.1080/00461520.2019.1614447>

The Role of Emotional Intelligence in the Career Commitment and Decision-Making Process [14 Pages]

Brown, C., George-Curran, R., & Smith, M. L. (2003). The Role of Emotional Intelligence in the Career Commitment and Decision-Making Process. *Journal of Career Assessment*, 11(4), 379-392. <https://doi.org/10.1177/1069072703255834>

Intercultural Communication Apprehension and Emotional Intelligence in Higher Education: Preparing Business Students for Career Success [15 Pages]

Fall, L. T., Kelly, S., MacDonald, P., Primm, C., & Holmes, W. (2013). Intercultural Communication Apprehension and Emotional Intelligence in Higher Education: Preparing Business Students for Career Success. *Business Communication Quarterly*, 76(4), 412-426. <https://doi.org/10.1177/1080569913501861>

Supervisor Emotionally Intelligent Behavior and Employee Creativity [13 Pages]

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Correlating Emotional Intelligence With Job Satisfaction: Evidence From a Cross-Sectional Study Among Secondary School Heads in Khyber Pakhtunkhwa, Pakistan [14 Pages]

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