ABSTRACT: The measurement of “Emotional Intelligence” (EI) has been adopted in a wide array of employment settings and post-secondary institutions, and has attracted research attention in a variety of fields. The interpersonal/intrapersonal skills identified as components of EI are key to effective counsellors and community workers. This GBC study predicts gains in EI for a cohort of Community Workers students over their two year program.

KEYWORDS: Emotional Intelligence; emotional literacy; intrapersonal/interpersonal skills; soft skills; learning; employability skills; self-reflection; life transition; post-secondary education.

BACKGROUND: This study is motivated by faculty belief, supported by experience and anecdotal evidence, that students experience considerable growth in EI over the four semesters of their program. While students' academic performance in applying theory and various models is routinely tested and measured, faculty members have not been able to quantify the emotional reality of their students, and particularly, their shifts in values, attitudes and intrapsychic operations.

DESCRIPTION OF RESEARCH: The study follows a relatively simple pre-test/post-test design with all of the volunteering first semester Community Worker program students. Students take the 133-question EQI survey online in a college computer lab in the first two weeks of class (Time 1). A college counsellor who is also a certified EQI practitioner introduces the instrument and conducts a standard debriefing on their group scores. The test is re-administered to the same students in Week 6 of their final semester (Time 2). A subset of these students is interviewed to provide qualitative data on their perceptions of EI gains over the course of their program.

FINDINGS / CONCLUSIONS/APPLICATIONS: The following results are anticipated:

1) Students’ EI scores will be significantly higher at Time 2
2) The study will provide a basis for curriculum revision / strengthening in content, methods and outcomes
3) The capacity for applied research among all partners will be enhanced

CONTACT: jclare@georgebrown.ca; mhynes@georgebrown.ca; gquartar@georgebrown.ca; rmnigl@georgebrown.ca

RESEARCH FUNDING PROVIDED BY – self-funded / volunteer time by all participants

PROJECT PARTNERS: GBC Centre for Community & Social Services; GBC Faculty of General Education & Access; GBC Student Affairs