

# IV International Congress on Emotional Intelligence

New York (USA), September 2013

## *EMOTIONAL INTELLIGENCE & COACHING FOR THE COMPETENCE DEVELOPMENT AT UPM*

Daniel López  
Víctor Fernández  
Natalia Rey

María Luisa Casado  
Victoria Lapuerta  
Carmen Sánchez



# Agenda

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- Previous projects
- Sample description
- Techniques & tools (Methodology)
- Evaluation methods
- Obtained results
- Conclusions
- Future Work



# Goal

To help to the **UPM students** to develop their **Emotional & Social capabilities** or their transversal competences (**EHEA**)

... at an **intrapersonal level** (ability to be in touch with one's own feelings, distinguish among them, and make the most of this knowledge to guide his conduct)

...and at an **interpersonal level** (ability to identify and respond to the different states of mind, temperaments, motivations and wishes of others)



# Previous results [1]

- 2009/2010 – 1<sup>st</sup> edition

**58** volunteered students around 20 years, on the first stages of their academic life

- 2010/2011 – 2<sup>nd</sup> edition

**114** volunteered students around 25 years, on the final stages of their academic life



# Sample description (3<sup>rd</sup> edition)

## ➤ 2011 – 2012

- **76** volunteered students around 22 years of first and final stages of their academic life
- **EHEA degrees on engineering** fields such as Science Computer, Telecommunications, Aeronautics, Topography and Architecture



# Techniques & tools (methodology) - I

## ➤ Emotional Intelligence seminar

4 intensive days (40 hours) to facilitate in a practical way knowledge and experiences to train the main emotional competences of students

## ➤ Individualized Coaching process

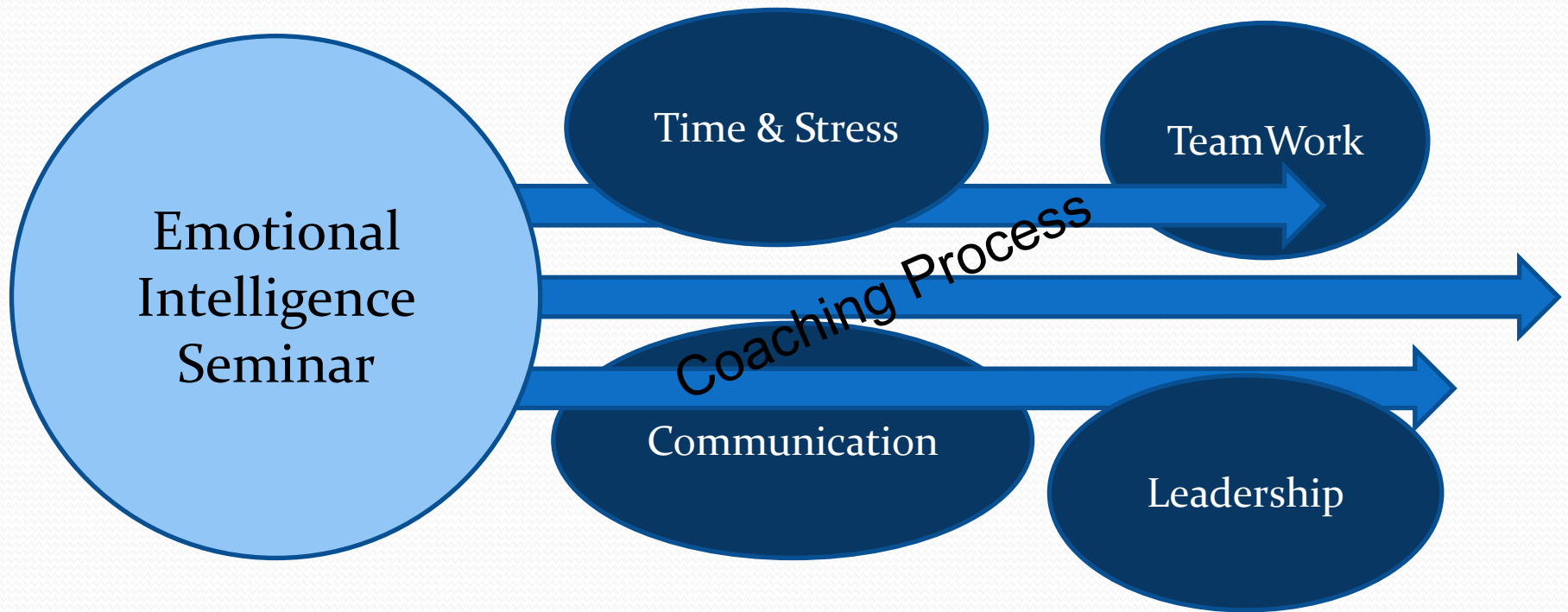
2 or 3 months with 6 – 8 individualized sessions that are monitored

## ➤ Professional abilities workshops

4 workshops to facilitate in a practical way knowledge and tools to train the professional abilities such as Stress & Time Management, Communication, Teamwork, Leadership

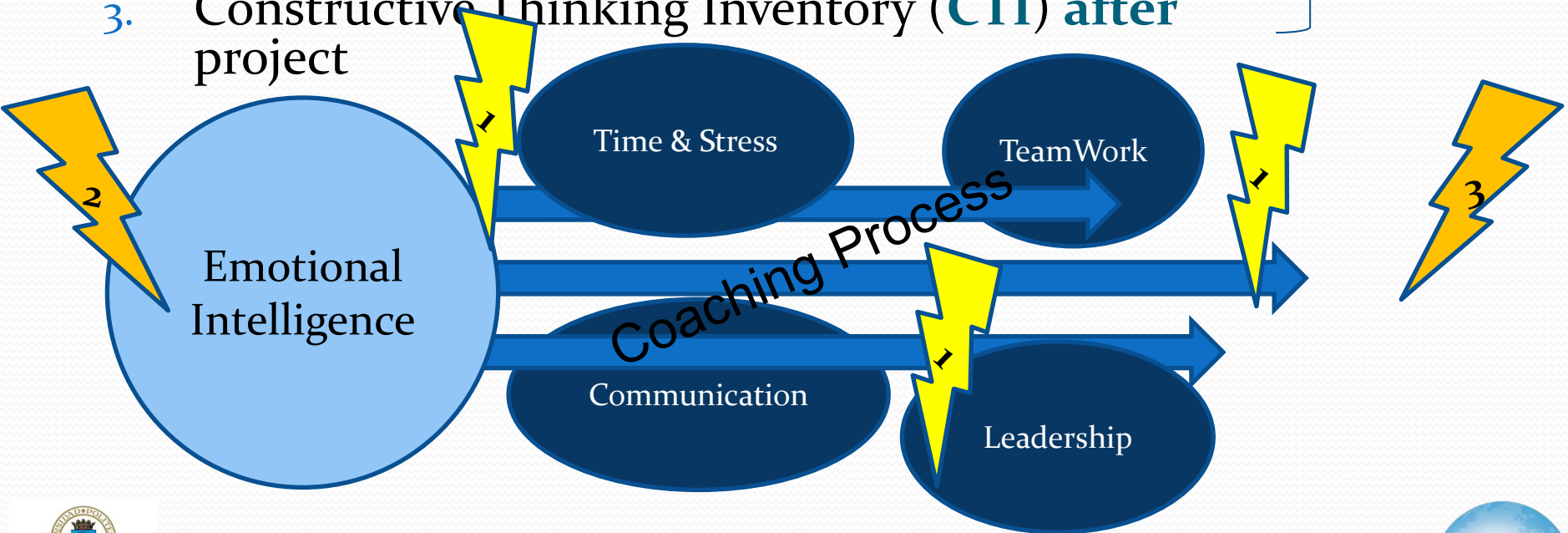


# Techniques & tools (methodology) - II



# Evaluation methods

1. **Questionnaires** to measure the impact of the seminar, the coaching process and the workshops } Subjective measures
2. Constructive Thinking Inventory [2] (**CTI before**) project } Objective measures
3. Constructive Thinking Inventory (**CTI after**) project }

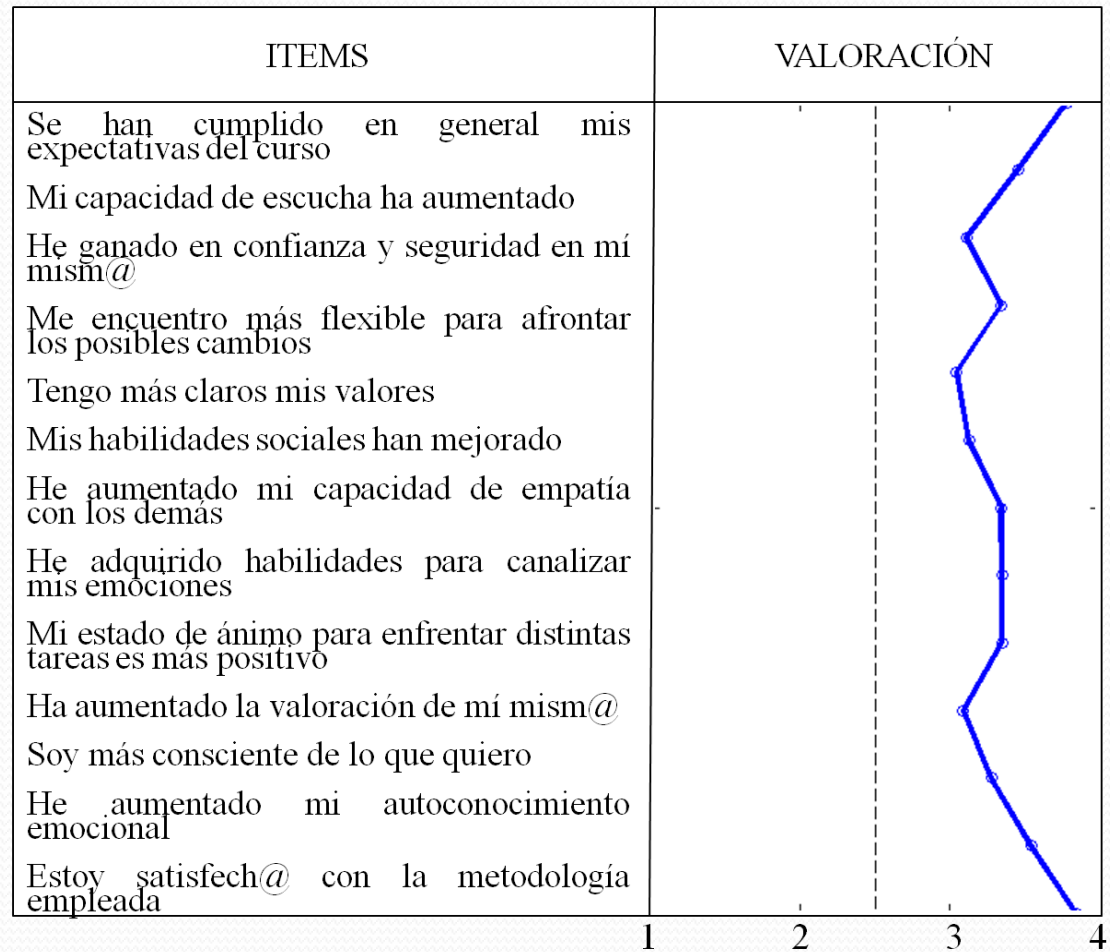


[2] S. Epstein, P. Meier, "Constructive thinking: A broad coping variable with specific components", Journal of Personality and Social Psychology, vol 57 (2), 332 -350, (1989)



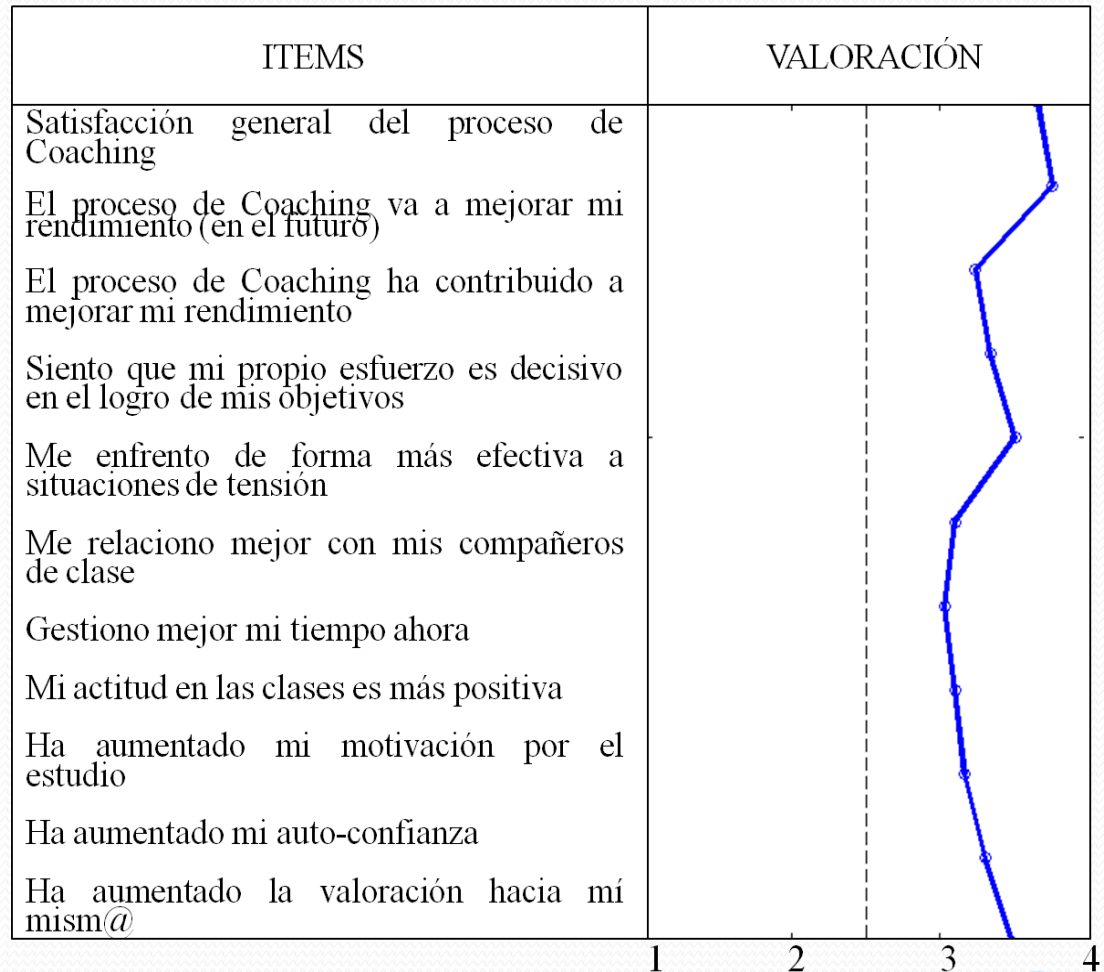
# Results: El seminar - subjective measures

*“This seminar has been funny and practical experience. I know more about myself and I have learned tools to feel good with myself”*

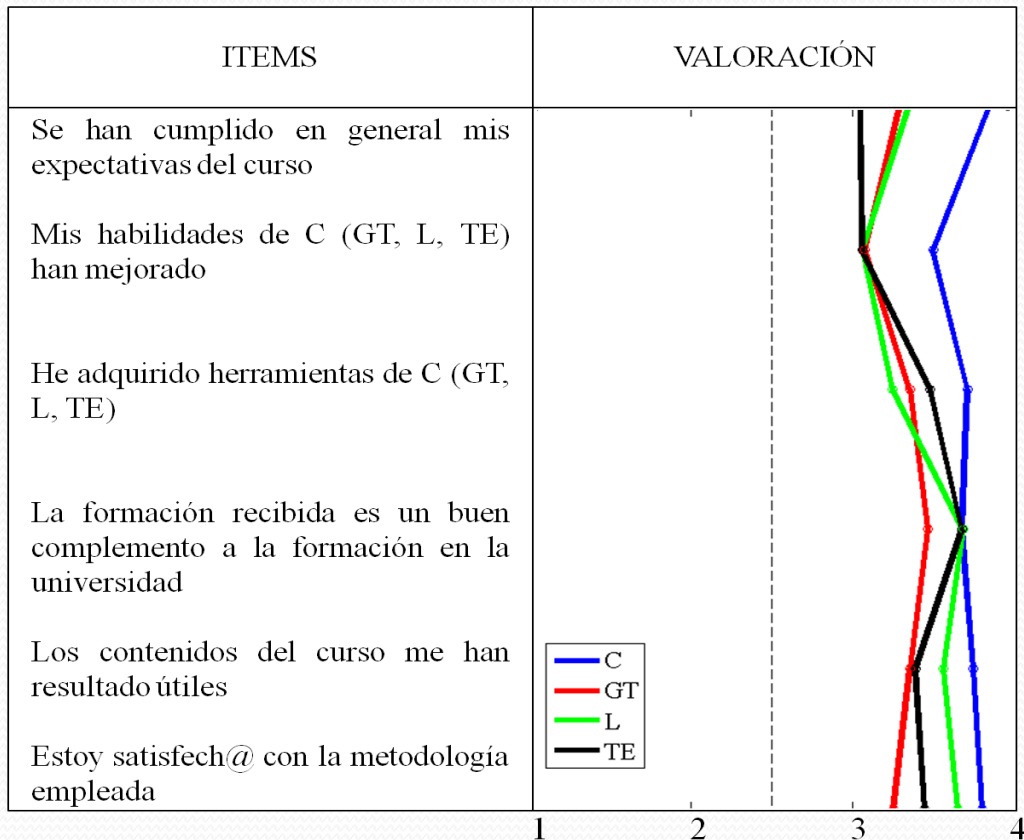


# Results: Coaching process - subjective measures

*“The coaching process helps me to increase my discipline and responsibility. I know that I am the starring of my personal and academic development”*



# Results: Professional abilities workshops - subjective measures

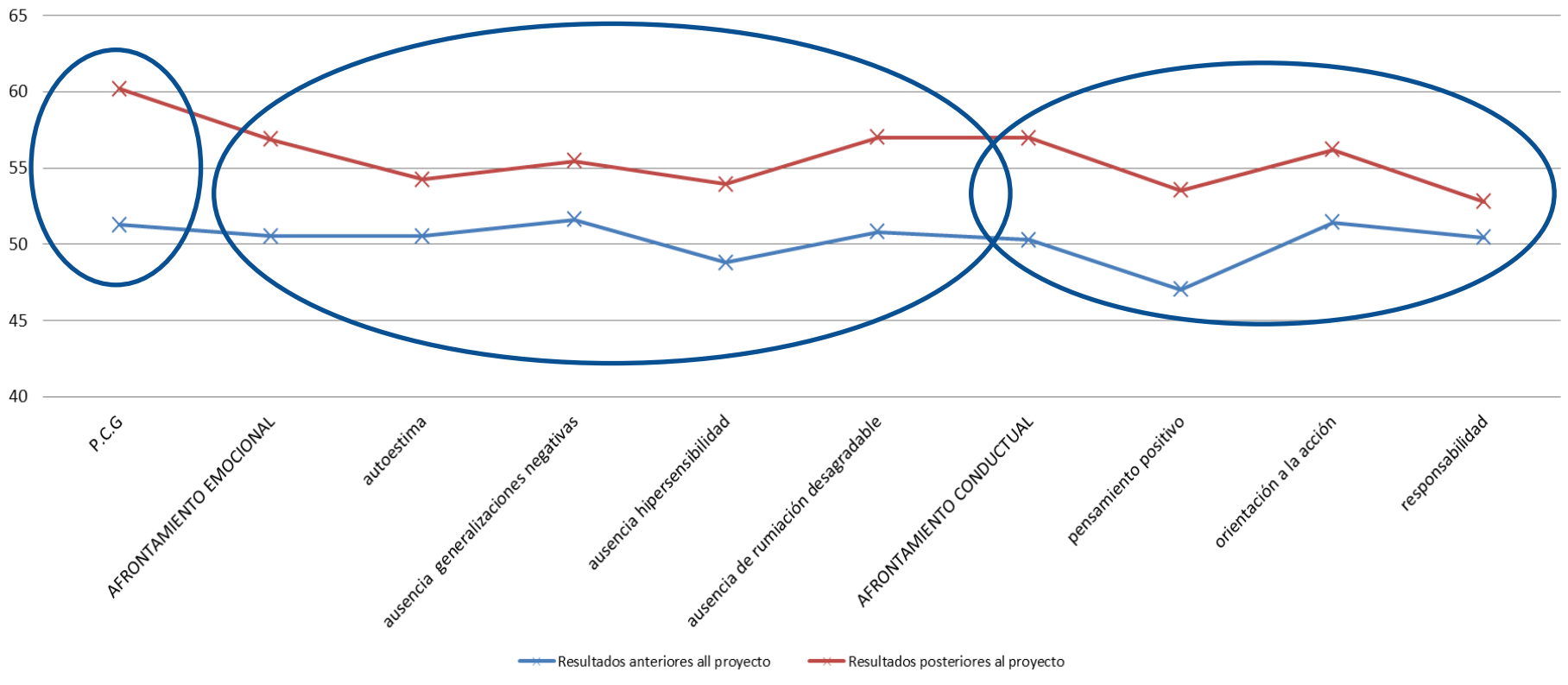


*“I have learned practical tools to improve my communication and my relationships. It is urgently necessary to include this kind of teaching in engineering universities”*



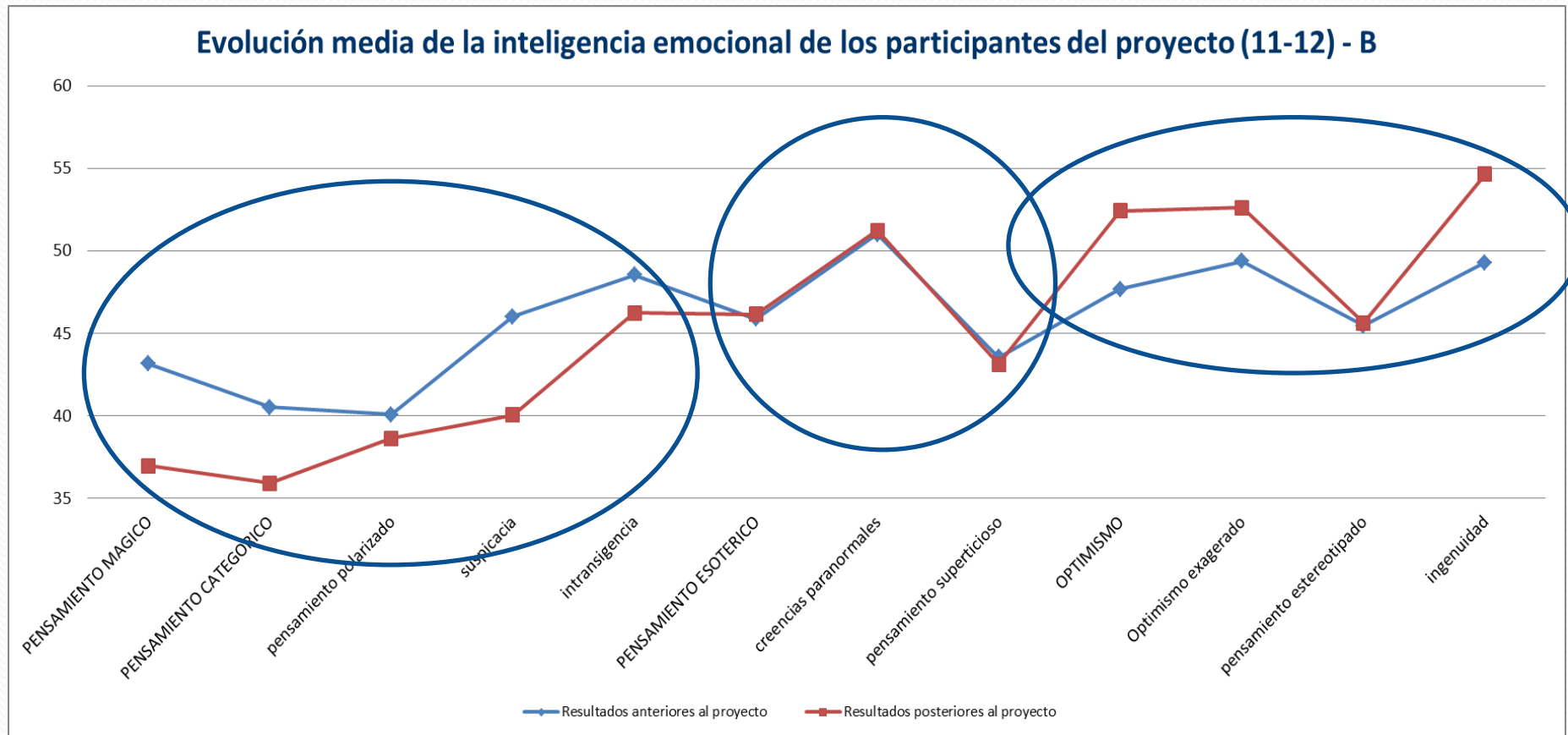
# Results: CTI – to increase (11/12)

Evolución media de la inteligencia emocional de los participantes del proyecto (11-12) - A



# Results: CTI – to decrease (11/12)

Evolución media de la inteligencia emocional de los participantes del proyecto (11-12) - B



# Results: Triangulation

Considering the whole results several **improvements on key competences** for the personal, academic and professional performance have been founded:

- Stress & Frustration management
- Self-Motivation & Proactivity
- Communication & Teamwork
- ...



# Discussion

- Which is the **impact** or contribution of **each technique** (EI seminar, Coaching process or Competences workshop)?
- Which **tools & evaluations** methods could be included in the research?
- Is the **optimism** and **naivety** positive or not? It would be desirable lower result in this aspect or not?



# Conclusions

- The **evaluation methods** provide several points of view of the **project impact** on the rolled participants
- The used techniques & tools are **useful** to:
  - Increase the **emotional capabilities** of the participants
  - Develop **key competences** aimed by the **EHEA**
- The obtained results confirm the **project goal accomplishment**





# Future Work

- To include a **control group** for research purposes
- To extend to more participants in **4<sup>th</sup> edition** of the Educative Innovation Project (2012-2013 & 2013-2014)
- To correlate the results with the **academic results**
- To evaluate the **evolution of the participants**
- To include as research method new strategies like **360° & 720° evaluations** and pre-post **MSCEIT**



# Thank you!

Daniel López Fernández

[daniel.lopez@memgroup.es](mailto:daniel.lopez@memgroup.es)

Víctor Fernández García

[victor.fernandez@memgroup.es](mailto:victor.fernandez@memgroup.es)



[www.memgroup.es](http://www.memgroup.es)