

III International Congress on Emotional Intelligence

Opatija (Croacia), September 2011

Emotional Intelligence & Coaching with UPM students

Daniel López Fernández
Santiago Scheele Izquierdo

María Luisa Casado Fuente
Carmen Sánchez Ávila



Agenda

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



Goal

To increase the emotional capabilities of
the students involved in UPM

... 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)

Sample description

- 2009 – 2010 (1st edition)
 - 50 volunteered students around 20 years, on the first stages of their academic life
- 2010 – 2011 (2nd edition)
 - 100 volunteered students around 25 years, on the final stages of their academic life

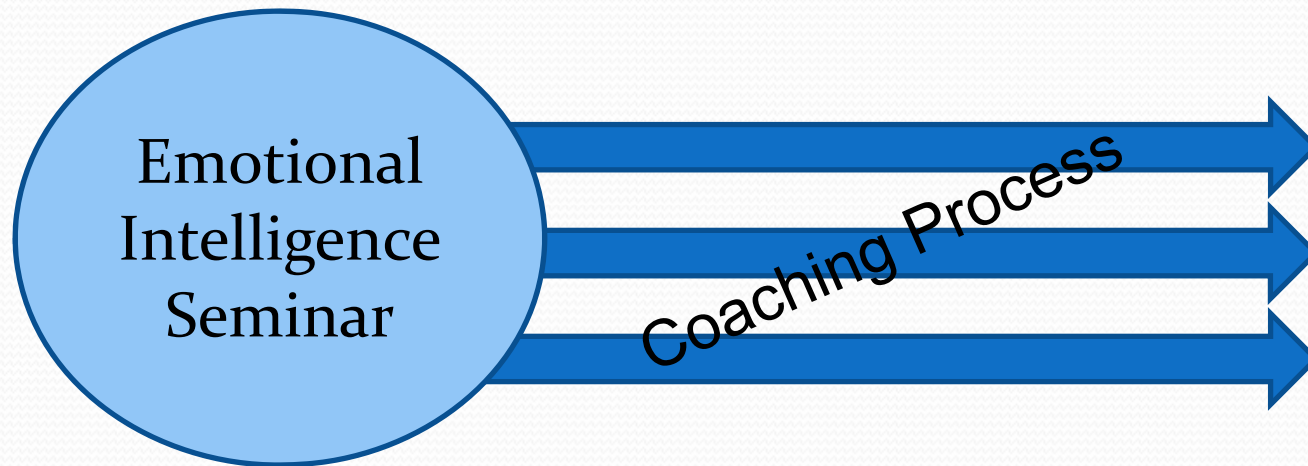
Techniques & tools (methodology)

- Seminar on emotional intelligence

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

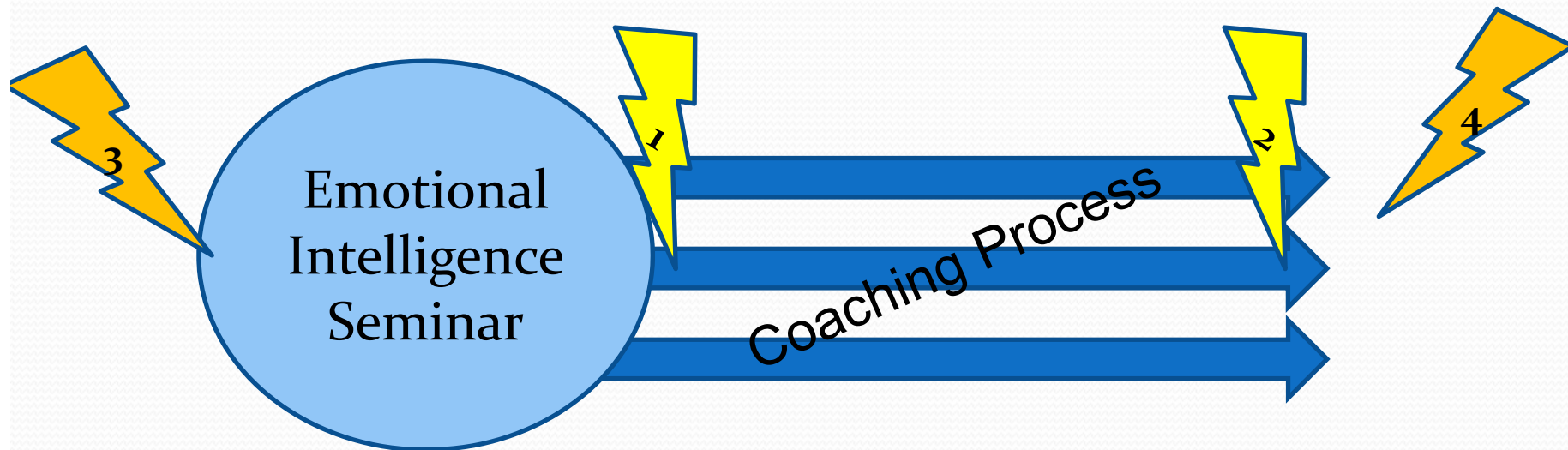
- Individualized Coaching process

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



Evaluation methods

1. Questionnaires to measure the satisfaction with the emotional intelligence seminar
 2. Questionnaires to measure the satisfaction with the coaching process
 3. Constructive Thinking Inventory (CTI)[1] before project
 4. Constructive Thinking Inventory (CTI) after project
- Subjective measures
- Objective measures



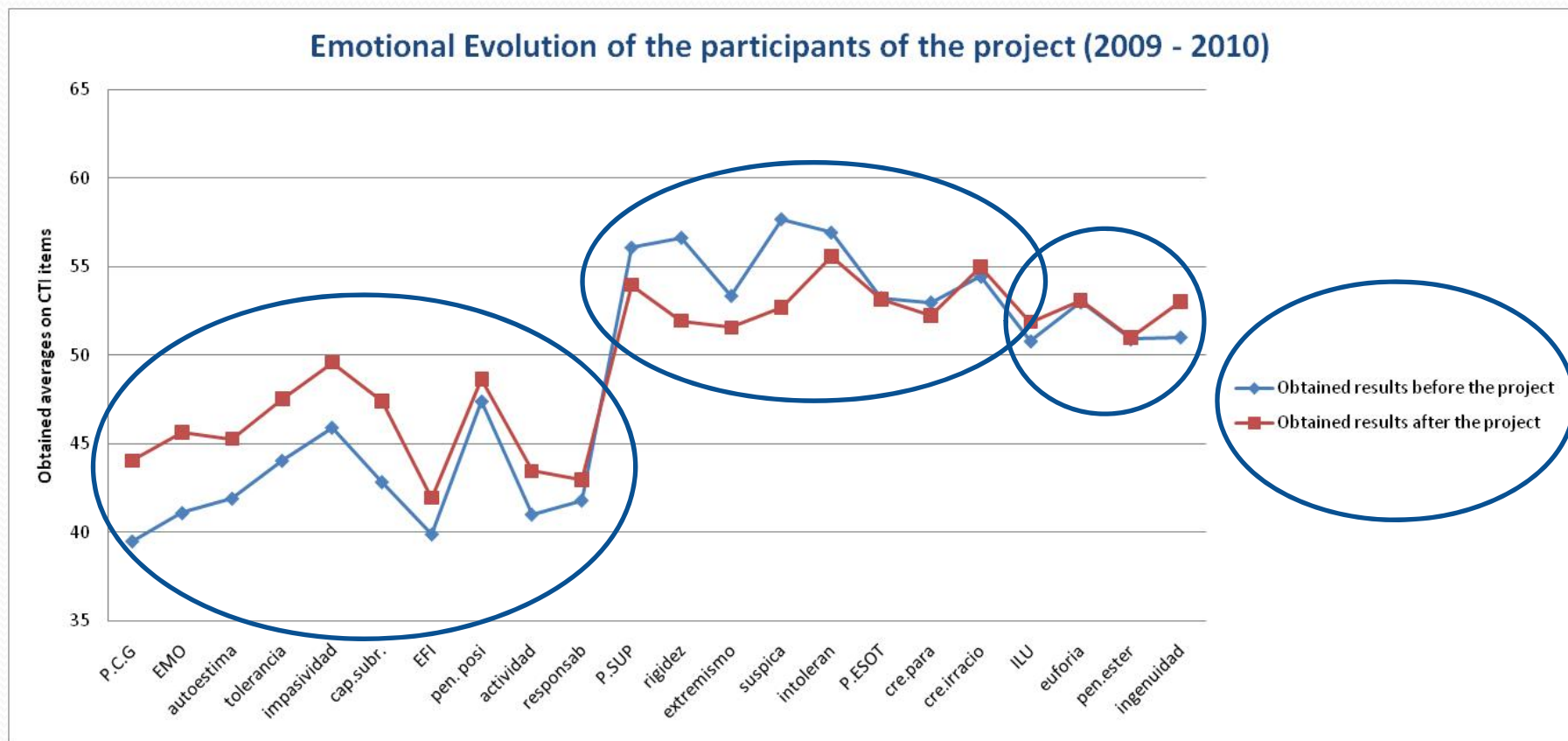
[1] S. Epstein, P. Meier, "Constructive thinking: A broad coping variable with specific components", Journal of Personality and Social Psychology, vol 57 (2), 332 -350, (1989)

Results: Subjective measures

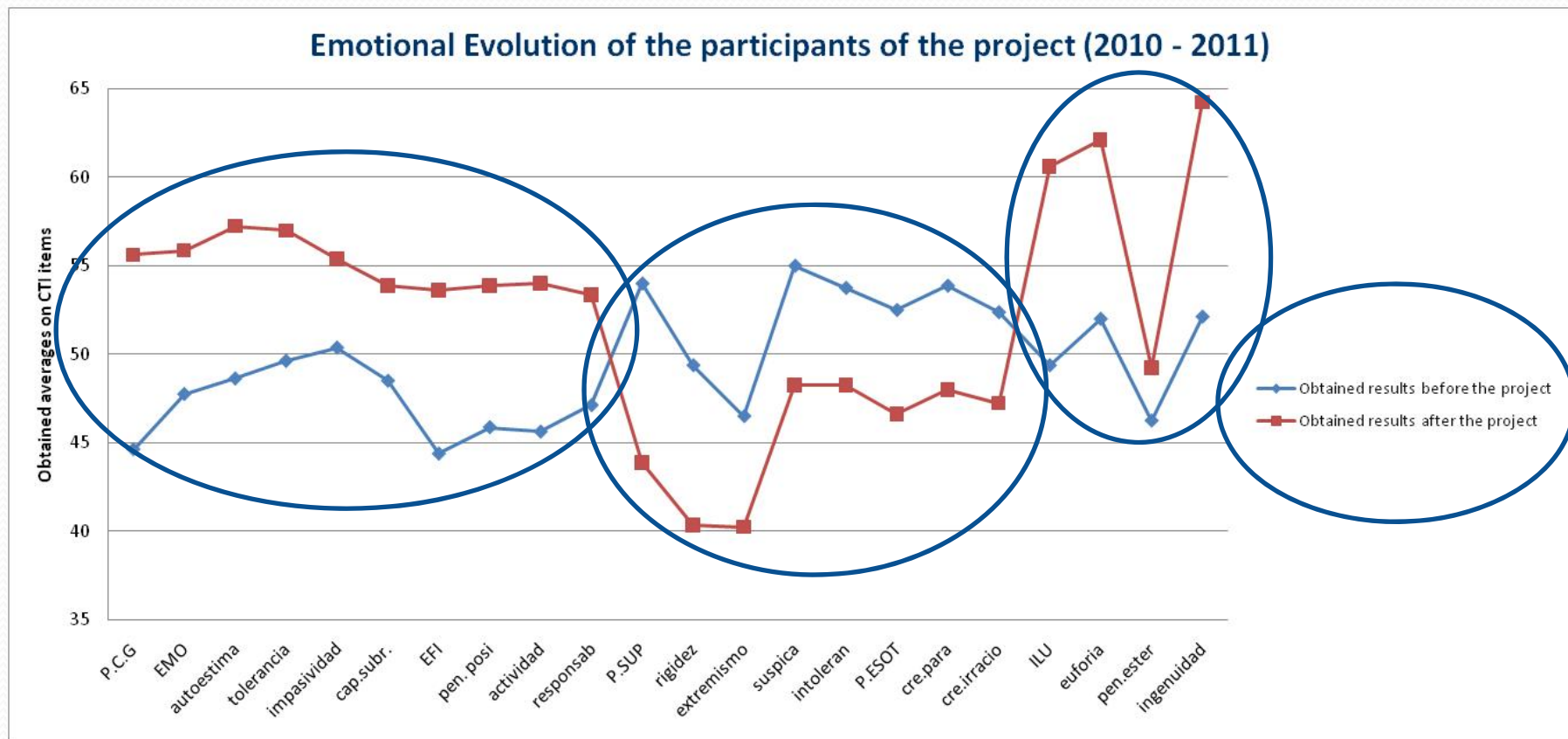
- Satisfaction with the EI seminar > 3.42
- Satisfaction with the coaching process > 3.22

Open comments > *“This project has been an interesting, funny and useful experience. Now I know more about myself and I have learned to be a better person and to feel good with myself”*

Results: Objective measures (09/10)



Results: Objective measures (10/11)



Discussion

- Why exists these differences between both kind of participants?
 - Their age?
 - ...



Conclusions (2009-2010)

- The goal is accomplished
- The used methodology is effective
- The used techniques & tools are useful to increase the emotional capabilities of the participants
- The objective information about the impact of the project support the subjective perception of the participants



Improved (2010-2011)

- The project was extended to more participants
- Another measures was used: FB360^o
- Another related knowledge about leadership, team work, time management,... was done
- Using the university's network, some interviews with companies was facilitated to the participants

To improve (2011-2012)

- To include a control group
- To improve the evaluation methods
- To improve the interpretation of the results
- To extend to more participants in UPM
- To extend to another universities
- To correlate these results with the academic results
- To evaluate the evolution of the participants
- ...