research report

measuring and boosting the emotional intellgence of E2E learners

Sally Johnston

Further information

For further information about the Learning and Skills Council, visit:

www.LSC.gov.uk

Contents

Acknowledgements

The author

Sally Johnston is a chartered occupational psychologist, trainer and training consultant. She has a particular interest in coaching for emotional intelligence. Sally has worked in FE, social work (mental health) and training management.

Summary

The emotional intelligence of two groups (Group A and Group B) of Entry to Employment (E2E) learners at the start and end of their training programme (of approximately 20 weeks) was measured. A test/intervention/retest design was employed to see if coaching interventions boosted the emotional intelligence of learners. For this part of the investigation the BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-i: YV) was used.

Group A received coaching interventions; Group B did not. Although it was not possible to conclude that coaching interventions had boosted emotional intelligence, it was noted that 64% of retested learners (n = 11) in Group A showed an increase in their total EQ-i scores.

Focus groups and interviews with learners and their trainers were held, in order to contextualise the findings. These methods provided qualitative data about which coaching interventions and which parts of the E2E programme learners perceived as being most useful for developing their emotional intelligence. Data were also obtained about the impact of the E2E programmes on learner motivation, behaviour and employability.

The research concludes that the concept of emotional intelligence offers a useful framework within which to measure and develop the softer 'people' skills that employers value highly. There is some evidence that emotional intelligence assessment tools provide a useful means of measuring 'distance travelled' on vocational training programmes. Further research is required in this area.

Introduction

Background to the project

The primary research aim of the project was to investigate whether the emotional intelligence (EI) of Entry to Employment (E2E) learners can be boosted. The rationale was threefold:

- to improve the employability of E2E learners
- to tackle the disaffection and disadvantage experienced by many E2E learners
- to investigate whether emotional intelligence provides a means of measuring the distance travelled by E2E learners during their E2E programme.

The National Employer Skills Survey 2003 (NESS) suggests that employers value emotional intelligence highly. The largest survey of its kind, the NESS, involved over 72,000 interviews with a representative sample of employers in England. It provides useful information about perceived skills deficiencies in the workforce. The key areas in which employers regard their employees as lacking skills is in the soft skill areas of communication (61%), customer handling (55%), team working (52%) and problem solving (47%). These soft skills can broadly be described as coming under the aegis of emotional intelligence.

Daniel Goleman (1995) is widely credited with having popularised the concept of emotional intelligence. He makes extravagant claims for the benefits of EI suggesting that it is more important than intellectual intelligence (IQ) for achieving success in life. It seems logical that individuals, workplaces and society at large gain if E2E learners have a better awareness and management of their emotions. Emotionally intelligent individuals are more likely to have happy, fulfilled lives and to work productively. They are probably less likely to engage in violent crime and substance abuse.

In order to satisfy key stakeholders such as the Learning and Skills Council (LSC), training providers are required to apply new measures of success. These measures include value added, distance travelled and RARPA (recognising and recording progress and achievement in non-accredited learning). Emotional intelligence has a useful part to play as it offers a way of demonstrating the distance travelled by learners in developing their softer skills.

Emotional intelligence

Peter Salovey and Jack Mayer (1990) were the first to propose a formal model of 'emotional intelligence', which they define as: 'The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth.'

According to Reuven Bar-On (1997), the author of the BarOn EQ-i (Emotional Quotient Inventory), EI is: 'An array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.'

According to Bar-On, EI is not permanently fixed and the skills measured can be improved irrespective of age, sex or ethnic background.

Measures of emotional intelligence

A number of approaches have been developed to measure emotional intelligence. Petrides, Furnham and Frederickson (2004) categorise these as trait and ability EI measures.

Trait measures are based on self-report where respondents rate themselves on a number of EI factors. A major drawback of trait tests is that they rely on respondents' accurate self-awareness and honesty. Some commentators criticise trait measures of EI on the basis that they do not measure anything new. They claim that they merely measure personality factors, which are already measured by tests which are long established.

Ability EI measures are similar to IQ tests in that they are based on performance measures such as solving problems. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is one of the few ability EI tests. Constructing such tests is challenging because there are no clear right or wrong answers so items cannot be objectively scored.

The BarOn EQ-i: YV (1990) self-report measure was chosen for this study because:

- it is designed specifically for young people aged 7–18
- it uses language which is deemed to be appropriate for the E2E learner
- it has only 60 items and can be administered in less than 30 minutes
- rigorous test development procedures were used in its construction
- it incorporates an inconsistency index, which indicates whether the participant responded randomly
- it contains a positive impression scale, which highlights respondents who may have attempted to present themselves in a favourable or socially desirable manner.

The validation of the BarOn EQ-i: YV is ongoing and it has not yet been standardised on a UK or European population. UK norms will be available in 2006. The normative sample for the BarOn EQ-i: YV is 9,172 children and adolescents form the US and Canada (Bar-On 2000). A potential drawback of the instrument is that cultural differences could bias it for UK populations.

The BarOn model of EI consists of five scales, which are further subdivided into 15 subscales. The five scales are:

- the intrapersonal scale – concerned with self-management abilities of self-awareness, assertiveness, self-regard and self- actualisation (the ability to realise one's potential)
- the interpersonal scale – the 'people skills' of empathy, social responsibility and interpersonal relationships
- the adaptability scale – involving the ability to be flexible, realistic and to solve problems in a systematic manner

- the stress management scale – the ability to tolerate stress and control impulses
- the general mood scale – measured in terms of optimism and happiness.

Coaching interventions

Coaching interventions aim to enhance performance and well-being in both personal and work life. The coaching interventions described aim to boost EI and there is evidence (Chapman 2001b) that such programmes can promote positive behavioural change.

The coaching interventions selected for this research were derived from an eclectic mix of psychological approaches, including neuro linguistic programming (McDermott and Jago 2001), assertiveness techniques (Dickson 1982), and 'six hats thinking' (De Bono 1999).

Table 1 summarises the techniques used or recommended, matching them to the five BarOn EI scales. Appendices 1 and 2 give more detail about the interventions.

Table 1. Coaching interventions used to boost EI for each BarOn EI scale

EI scale	Coaching interventions
Intrapersonal	Feelings diary Feeling charades Assertiveness role play
Interpersonal	Active listening role plays Mirroring role play Questioning role play Mental rehearsal Observing good communicators Job interview role play
Adaptability	Six-stop problem solving De Bono thinking techniques, eg random input 'Six hats thinking' in a group (www.edwdebono.com) Shapes personality test (www.confusedonline.com/shapes)
Stress management	Avoidance Attitude challenge Relaxation – breathing techniques, acupressure, positive visualisation, music Stress log Coping skills, eg assertiveness
General mood	Goal setting Affirmations (www.coping.org/growth/affirm) Pattern breaking – stopping negative self-talk Positive self-talk Anchoring (an NLP technique)

Research questions

We identified six research questions that we wanted to ask participants:

- 1: How useful is the BarOn EQ-i: YV as an assessment tool with E2E learners?
- 2: Which coaching interventions do E2E learners find most helpful?
- 3: Where do E2E learners require the most support to enhance their emotional and social functioning?
- 4: What impact does E2E have on learner behaviour, motivation and employability? Are there any links with emotional intelligence?
- 5: Which particular aspects of E2E programmes do learners perceive to be most effective in enhancing their confidence and emotional intelligence?
- 6: Do coaching interventions boost emotional intelligence?

Method

Procedure

Two groups of E2E learners participated in the research. One group (Group A) received coaching interventions; the other (Group B) did not.

E2E staff at the two centres were trained to administer the BarOn EQ-i: YV using standardised procedures (Appendix 3). Participants and their parents were advised of the nature of the study and British Psychological Society (BPS) ethical guidelines were followed when drawing up the information sheet and letter to parents. After signing consent forms participants were given an unlimited time to complete the BarOn EQ-i: YV online.

Personal details – names, sex, ethnicity, age and start date on the E2E programme – were requested in order to identify any possible participant variables, which may have confounded differences between the two groups.

Participants in both groups were offered individual feedback on their BarOn EQ-i profiles by the researcher (an accredited test user). In the case of Group A the feedback was more detailed than for Group B and suggestions were made about how participants might develop their EI using specific techniques as outlined in the workbook 'Secrets of success' (Appendix 1).

Only Group A was subjected to the next stage of the investigation. Staff working with Group A attended a training session in the use of coaching techniques for developing emotional intelligence as detailed in the workbook 'Secrets of success'. Staff were encouraged to use these techniques with the learners. However, because of time restrictions and the centre being short staffed, the researcher took a more proactive role than initially anticipated in implementing the interventions. The researcher designed and delivered three workshops to boost emotional intelligence (see Appendix 2). Formative and summative evaluation of the workshops took place.

At the mid point of the research period, semi-structured interviews were conducted with learners from both groups to discuss which aspects of their E2E programme they had found most beneficial for developing their emotional intelligence. Six open-ended questions were used, one dealing with EI in general, the rest referring to the five BarOn EI scales.

The questions were:

'Which aspects of E2E have helped you …

- most and why?
- relate to and understand others?
- understand and handle your feelings?
- solve problems?
- manage stress?
- feel good about yourself and your life?'

After approximately 20 weeks both groups were retested and individual feedback was provided for those in Group A. At the start of the feedback sessions learners were asked to indicate on a 'jelly baby tree' (available from www.seedsforchange.org.uk), where they considered themselves to be at the start and end of their E2E programme. This proved to be an effective means for introducing the session and checking the validity of the EQ-i profiles.

The final stage of the research was a case review meeting with tutors during which data about individual learner behaviour, motivation and employability was obtained.

Research design

The research design followed the pre-test/intervention/post-test format. It aimed to obtain comparisons of data with and without, before and after, the intervention. Entirely different people participated in each of the two conditions:

- A – with coaching interventions designed to boost emotional intelligence
- B – without coaching interventions designed to boost emotional intelligence.

Ethical issues were considered in accordance with BPS guidelines, and steps were taken to ensure confidentiality. Participants were informed of their right to withdraw at any stage of the investigation. They were informed of the broad nature of the investigation so deception was kept to a minimum. A de-briefing session was provided where the outcomes of the investigation were discussed. Participants were offered the opportunity of being given individual feedback after they had been retested in June 2005.

The sample

The target population studied was learners enrolled on two Entry to Employment (E2E) programmes in the county of Lincolnshire. Geographical areas for the two programmes were similar – they both had pockets of social exclusion and were being socially and economically disadvantaged.

E2E is a learning programme that aims to help young people who are not yet ready or able to progress to employment, employment with training, apprenticeships and further education. The E2E programme is structured around an initial period of assessment to identify needs. An individual learning programme is then devised, which incorporates the three core areas:

- basic and wider key skills
- vocational development
- personal and social development, including sessions on confidence building, equality and diversity, team work, meal planning, time keeping and attendance, alcohol awareness and drama.

Members of the target population were divided into two groups, between which there was no contact, called Group A and Group B; they followed similar learning programmes. There were some important differences between groups A and B, which are summarised in Table 2.

Table 2. Comparison of the features of groups A and B

Feature	Group A	Group B
Organisation type	Youth service	Work-based learning
Number of E2E learners	28	35
Initial assessment	Learning styles and skills audit The Rickter scale (www.rickterscale.com)	Learning styles and skills audit
Personal and social development	Learners have the opportunity to follow the National Institute of Adult Continuing Education (NIACE) 'Getting connected' programme, an innovative curriculum framework conceived as a set of learning outcomes and criteria based on Goleman's model of emotional intelligence. The programme encourages learners to develop skills in self-awareness, self-management, motivation, empathy and managing relationships	Aims to make each young person feel valued and accepted. Listening to what learners have to say and taking their suggestions on board facilitates this process. Staff build confidence by encouraging learners to share their existing skills with peers, eg juggling, budgeting and art (drawing the Simpsons)
Review of individual learning plan (ILP)	ILP is learner driven; reviewed every four weeks with a link worker and a member of staff from Connexions	ILP reviewed fortnightly
Programme structure	Roll on roll off – average duration of 20 weeks in theory but can be longer in practice	Roll on roll off – average duration of 18 weeks
Approach to the learner	Holistic underpinned by the principles of youth work-empowerment, participation, education and equality of opportunity. Learners do not normally start work experience until the end of their 8 week induction programme	Vocational – learners normally start work experience after 3–5 weeks. Activities such as job searching, completing application forms, interview techniques, career planning, CV updating, SWOT analysis and a placement project are emphasised in the curriculum.

At the first stage of the investigation an opportunity sample was obtained from participants who gave their informed consent and were present during the first testing week (commencing 15 January 2005). The sample consisted of 35 E2E learners: 22 from Group A and 13 from Group B. Members of the two groups were matched in terms of educational attainment and age (16–18). All participants were white and 31% were female; there was a slightly higher proportion of females in Group A. EQ-i profiles were obtained from this sample, which was designated 'Time 1'.

Participants were tested again approximately 20 weeks later, in June 2005. At this stage of the investigation 11 participants had left the E2E programme or withdrawn from the research, reducing Group A to 11 participants. The B group remained stable. Data obtained from this sample was designated 'Time 2'.

Table 3. The composition of the samples

	Group A	Group B	Total
Time 1	22 (15 male, 7 female)	13 (9 male, 5 female)	35
Time 2	11 (7 male, 4 female)	13 (9 male, 5 female)	24

Findings

Responses to the research questions

Question 1: How useful is the BarOn EQ-i: YV as an assessment tool with E2E learners?

Data regarding research question 1 were obtained from interviews with test administrators and via individual feedback from learners.

The test took participants an average of 7 minutes to complete, much less time than the 25–30 minutes recommended by the test publisher. Two possible explanations were explored:

a) Participants had not read the questions thoroughly but instead had responded at random.
b) Participants answered the questions consistently but faster than the average participant.

At Time 1, the inconsistency index revealed that two participants may have responded randomly. However, individual follow-up interviews suggested this to be unlikely. Discussion with the test publisher revealed the recommended times to be based on young children who require the questions to be read out aloud to them. The second explanation (b) is therefore the most probable.

At Time 1, individual feedback from learners indicated that they all found the BarOn EQ-i: YV easy to complete and most of them enjoyed doing it. Only one language problem was reported and this was with the word 'seldom', which one participant was unfamiliar with. Feedback suggested that, in general, individual EQ-i profiles were consistent with both self and tutor perceptions. Group A staff were able to identify learners from profiles that had been rendered anonymous.

However, at Time 2, responses from Group B indicated that the majority had responded randomly or attempted to present themselves in a highly favourably light. During the testing process several commented that they were going to 'put anything down'. Because IT facilities being unavailable, participants had to travel to a different site to take the test. This seemed to have had an unsettling effect on them and the majority did not appear to be taking the test seriously. It appeared that a change of routine and peer interactions had negatively influenced the testing process, rendering the results invalid.

Question 2: Which coaching interventions do E2E learners find most helpful?

The following observations can be made as a result of the feedback received from learners and tutors.

- The vast majority of learners valued getting individual feedback on their EQ-i profiles and this was deemed to be an intervention in itself.
- Some strategies, such as stress management and anger management are best explored individually because they are particularly sensitive areas.
- In feedback sessions it has become apparent that several participants are receiving counselling and psychotherapy from external agencies. This

raises important ethical issues about sharing information, confidentiality and working with other agencies.

- Group interventions must involve frequent changes and as much activity as possible in order to engage learner attention.
- Group size and composition have to be considered carefully. A group size of six appears to be ideal, above 12 it becomes difficult to manage. Existing group dynamics can mar or enhance a session considerably. There has to be an element of trust within the group. Mixed rather than single sex groups seem to work best.
- Goal setting was the least popular intervention. A possible explanation is that it has no novelty value because learners are already familiar with target setting via Passport (ILPs).
- Role play ('mirroring' in session 1, 'listening' in session 3), anchoring and affirmations have proved to be the most popular activities. A list of affirmations selected by learners is provided in Appendix 4.

Question 3: Where do E2E learners require the most support to enhance their emotional and social functioning?

Table 4 shows that wide ranges were obtained for EI and the BarOn scales, suggesting that individuals require support in a wide variety of areas.

Table 4. Time 1 statistical data for total EI and the five BarOn EI scales (n = 35)

Scale	Mean	Median	Range
Total EI	89	89	56–117 (61)
Intrapersonal	99	101	70–128 (58)
Interpersonal	80	84	37–121 (84)
Stress	96	94	69–123 (54)
Adaptability	90	89	41–131 (90)
Mood	83	89	28–116 (88)

However, an analysis of means (Charts 1 and 2) suggests that it is in the interpersonal realm that learners most need intervention. Mood is the second lowest area of EI.

Chart 1: Mean EI scores for groups A and B

Chart 2: Mean EI scores for the total sample
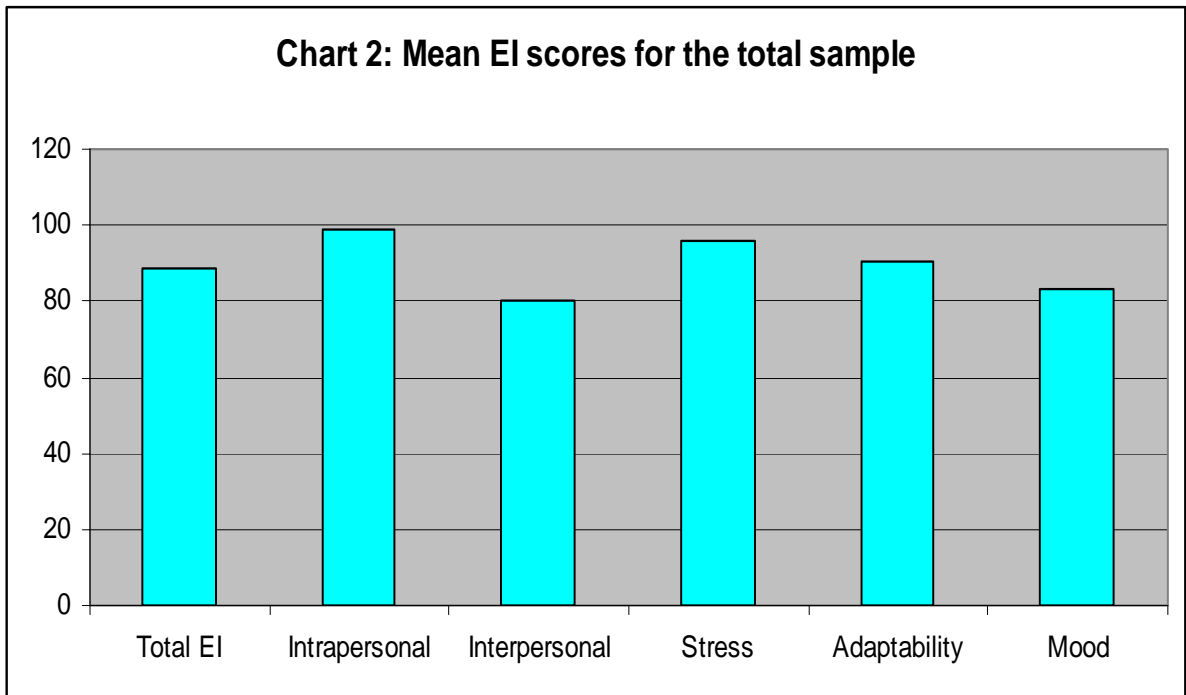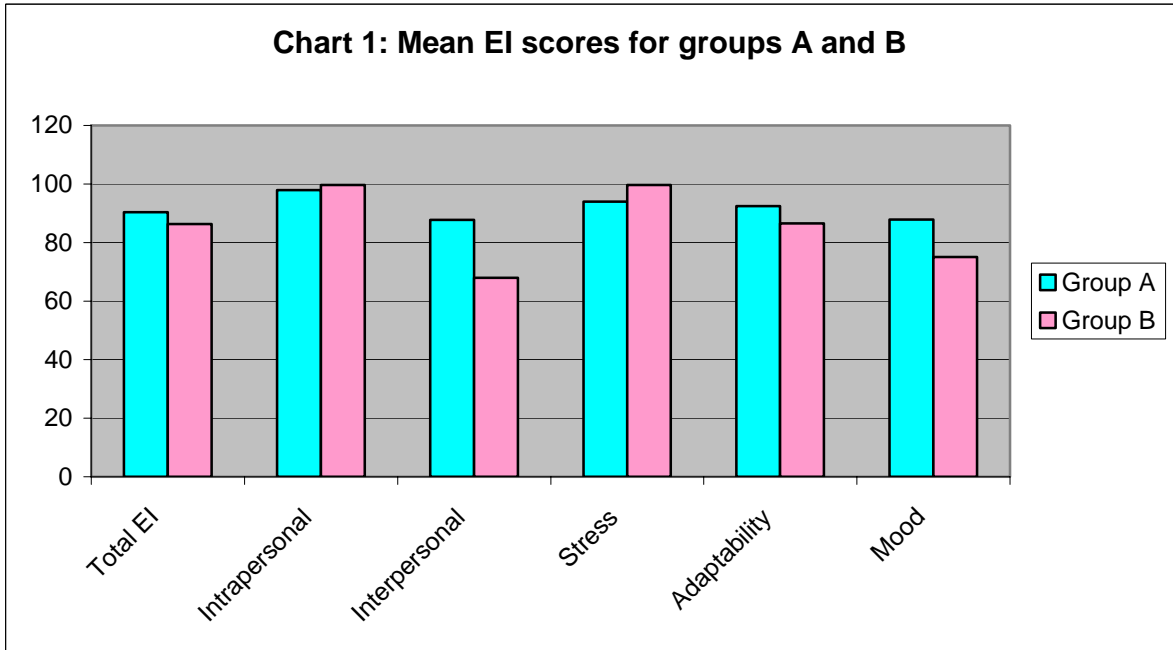
A confidence activity (Session 2) provided further evidence. This activity required each learner to complete the diagrams below.

What makes me confident?
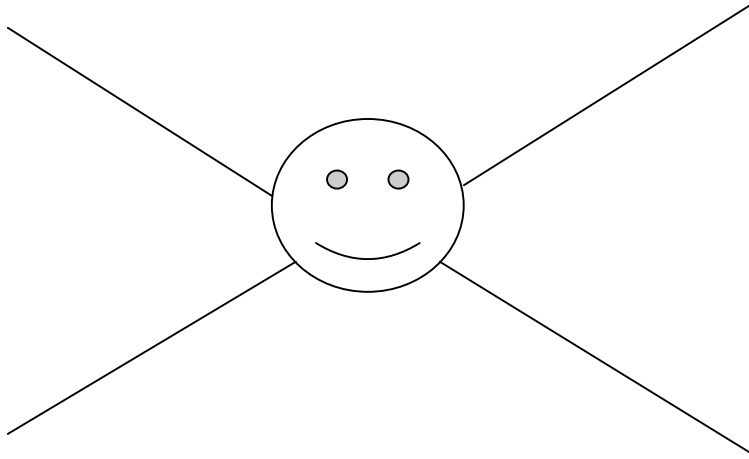
What makes me lose my confidence?

Responses from 13 participants were content analysed into the following categories: people (equivalent to interpersonal skills), activities, situations and self. Table 5 lists the major emerging themes, and the pie charts summarise the findings. The category 'People' emerges as the factor which has the greatest impact on confidence.

Table 5. Content analysis of confidence responses

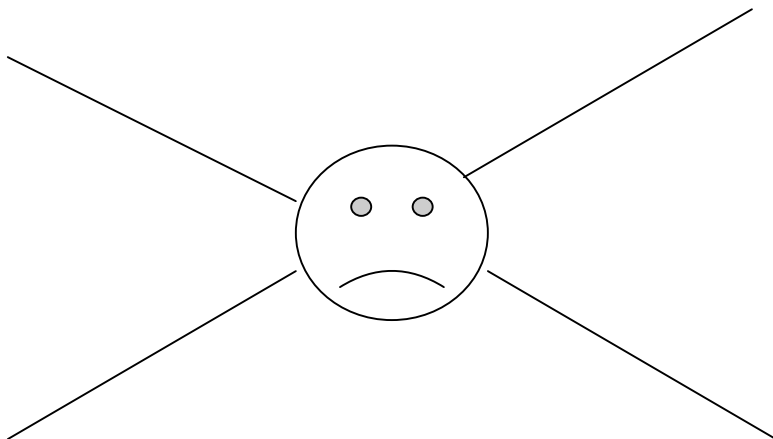| Category of comment	What makes me confident? Total number of positive (+) responses = 46	What makes me lose my confidence? Total number of negative (−) responses = 32
People 24+ 20−	Being with my friends/family (10) Getting praise (3) People being nice to me (3) Knowing people (6) Communicating (2)	Meeting new people (5) Walking past a big group of people or people who don't like me (2) Family (3) People putting me down or being nasty (7) Unsociable people Being with people I dislike Being with people who don't like me
Activities 9+ 2−	Playing basketball Alcohol/drugs (3) Doing things that I like Computers/Gardening/Helping people Smiling	Doing things I don't like Not going out
Situations 2+ 7−	Going into a room when you know everyone Getting up and speaking or getting something from someone in front of loads of people	My current situation My life when I was younger Loads of work (2) New places/Getting lost (2)
Self 11+ 3−	Me, making my own decisions Certificates Making friends Knowing where I'm going (2) When I'm happy Achieving something (2) Doing something I'm proud of Learning new things Sticking up for myself	Being bored Not passing something Depression

What makes me confident?

24%
4%
52%
20%

people
activities
situations
self

What makes me lose my confidence?

9%
22%
6%
63%

people
activities
situations
self
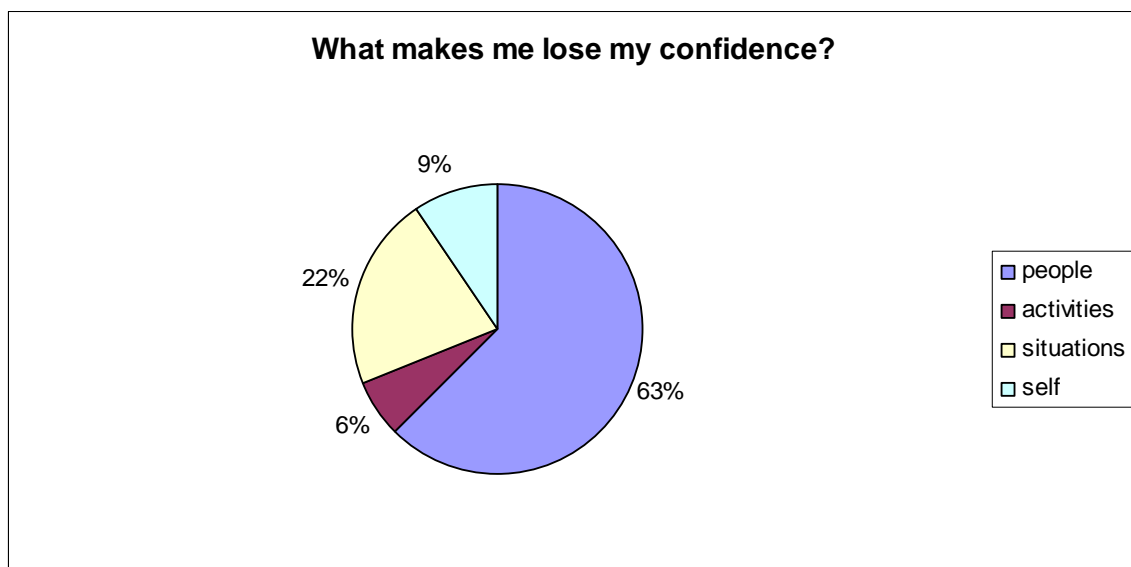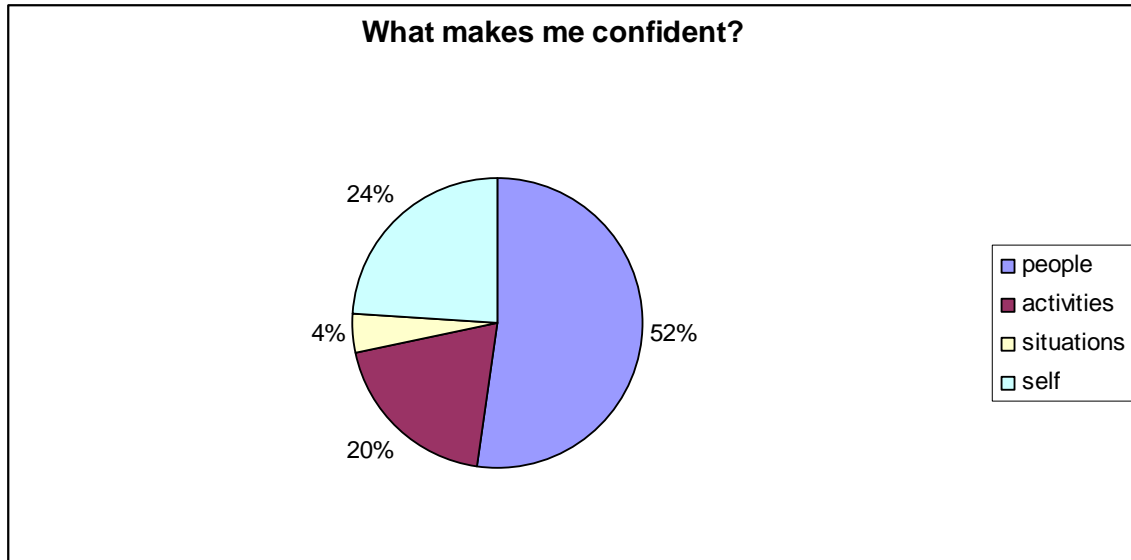
Question 4: What impact does E2E have on learner behaviour, motivation and

employability? Are there any links with emotional intelligence?

Case review, percentage of goals achieved on ILP and progression details provide data about the impact of the E2E programme on Group A behaviour, motivation and employability. The results are summarised in Table 6.

In Table 6 entries in the column headed 'change in EI' show the amount of progression or regression on a scale of 1–7. An * indicates that responses are inconsistent and the test could be invalid. For such individuals results need to be interpreted with caution.

Progression data were obtained for 28 learners from groups A and B combined. This revealed that of those progressing to college or employment (n = 14), 78% had average or above average EQ-i scores (measured at times 1 or 2 for Group A, Time 1 for Group B); 50% had high or very high EQ-i scores.

Of those learners still on a programme or unemployed (n = 14), 36% had average EQ-i scores; the rest (64%) had below average scores.

Table 6. Case review data for Group A

Identity	Change in EI	EI level on retest	Progression	Motivation – goals achieved	Tutor comments
A	0	5		10/16	Has lost motivation and is not completing tasks. A would like to go to college but this is precluded by a behavioural problem, which A has yet to address.
B	+1	5	College	16/16	Confidence and self-esteem have grown. B is now looking for part-time work before starting college in September.
C	+1	4	Attending work placement	10/12	Confidence and self-esteem have grown. Interpersonal skills have developed considerably. C is performing very well on work experience and has increased the number of days attending.
E	0	4	College	8/16	Home life is unsettled. E is often unhappy and confused. Mood is changeable as is E's level of motivation.
F	+1	4		8/16	F is receiving bereavement counselling and has made good progress in managing her emotions. However F is not yet ready to progress from E2E and is undecided about her next step.
G	+1	5	College	8/12	Behaviour is much improved – no longer aggressive and now cooperates with and helps others. Attendance is much improved and G is very excited about going to college.
H*	+2	4		8/12	Attendance has been poor recently. H has been abusive and aggressive towards staff. It is difficult to know whether H is being honest or not. Several agencies are providing support for H regarding social and emotional problems.
K	+2	6	Apprenticeship	10/12	Self-awareness and interpersonal skills are much improved. Has a strong sense of social responsibility. Much more confident following dyslexia diagnosis.
P	+2	3	College	8/12	Behaviour much improved – more considerate of others and willing to share.
R	-1	3		7/10	Reluctant to do the retest, so results may be biased. Attendance and motivation have improved recently.
S	0	3		n/a	S continues to be treated for depression but is showing signs of recovery as outlook is more cheerful and optimistic.

Scale: 1 Markedly low; 2 Very low; 3 Low; 4 Average; 5 High; 6 Very high; 7 Markedly high

Question 5: Which particular aspects of E2E programmes do learners perceive to be most effective in enhancing their confidence and emotional intelligence?

In response to the question 'Which aspects of E2E have helped you the most and why?' the most popular responses were gaining certificates, learning new skills, meeting new people, taking part in discussions, and having someone to talk to.

The reason given in most cases was that these activities had made learners feel good about themselves. They had learned skills ranging from how to use first aid to serving customers and their achievements had been recognised by a certificate, bonus payment or trophy. During discussion it emerged that work placement is only considered useful if it matches the learner's interests and gives sufficient opportunity for skill development. If these conditions are not met then work placement can be demotivating and erode confidence.

Discussions, team-building activities, rock climbing and drama projects were mentioned as activities that helped learners relate to and understand others. Some learners valued communication games and keeping personal profiles as aids to understanding and handling their feelings.

A high proportion of learners mentioned how much they appreciated the support of staff and how this had been particularly beneficial in enabling them to manage stress and to understand and resolve their personal problems.

Learners cited many aspects of their E2E programme that had made them feel optimistic and positive. Examples are receiving individual support, certificates, bonus payments, key skills achievement, a motorbike course, work placement, a drama project and giving a presentation to their peer group.

Question 6: Do coaching interventions boost emotional intelligence?

At the start of the project it had been envisaged that Group A would act as an experimental condition, Group B as a control. Apart from coaching interventions the control and experimental conditions would receive the same treatment, thus facilitating a quasi-experimental design. However, during the course of the investigation it emerged that the two training providers were very different in terms of ethos and approach. Even if learners share the same training provider on E2E, they follow individual learning programmes so their experiences may vary considerably both between groups and between individuals. Similarly, personal problems and experiences outside the training setting may have an impact on individual emotional intelligence. These factors coupled with the finding that retest results for Group B were invalid means that data obtained in connection with this question has to be interpreted extremely cautiously.

Table 7 illustrates the changes in EI total and BarOn scales for Group A along the seven-point continuum. Seven learners (64%) show an increase in their total EI, three (27%) remain the same and one shows a decrease. It is on the scale of general mood that most change in both directions occurs.

Table 7. Changes for Group A (n = 11) on total EI and the five BarOn EI scales

	Amount of change on the seven-point continuum							
	−3	−2	−1	0	+1	+2	+3	+4
Total EI			1	3	4	3		
Intrapersonal			1	4	5	1		
Interpersonal	1		1	5	3			1
Stress Management			2	7	1	1		
Adaptability				5	2	3	1	
General mood	1	1		6	1	1		1

Scale: 1 Markedly low; 2 Very low; 3 Low; 4 Average; 5 High; 6 Very high; 7 Markedly high

Chart 3 represents the overall group increase and decrease in scores for total EI and the five scales. Adaptability shows the biggest increase, stress management the smallest.

Chart 3: Group A changes in EI total and scales

23
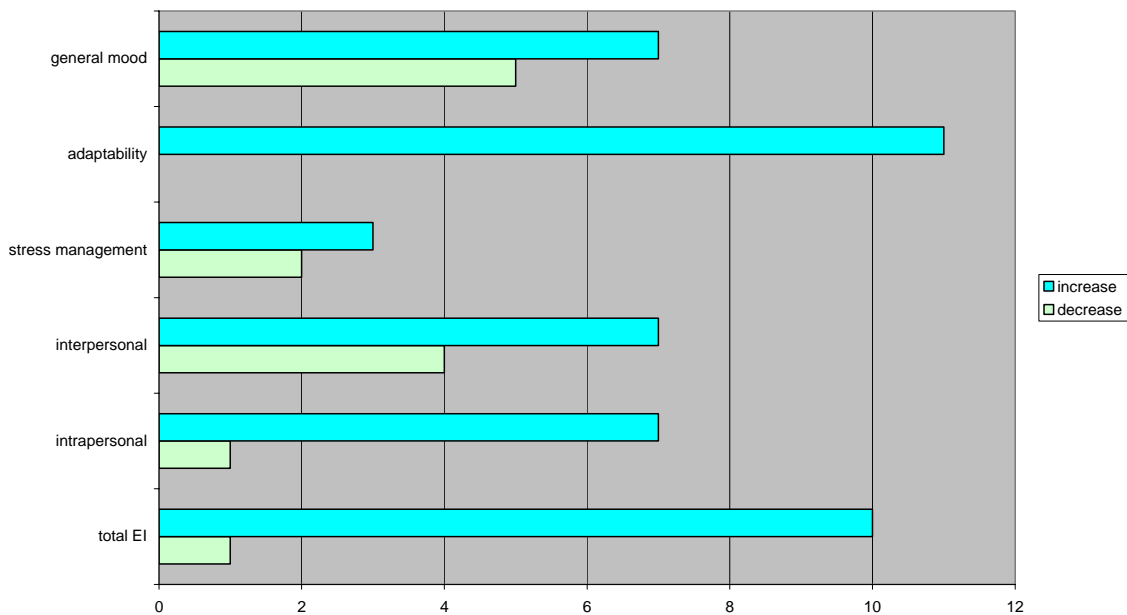
Case studies

The three case studies that follow provide further insights into how individual learners experience E2E, what motivates them and what helps them develop their emotional intelligence.

Please note that names have been changed.

Case study 1: Catherine

At initial testing Catherine's profile indicated an adequate capacity for emotional and social functioning in general with a well-developed capacity for managing stress and controlling her emotions. It appeared that she has well-developed interpersonal skills. Her mood is reasonably positive and optimistic. It seemed that it was in the areas of adaptability and intrapersonal skills that Catherine would most benefit from developmental activities.

Catherine confirmed the findings of the BarOn test at interview. She revealed that she rarely loses her temper and finds it easy to 'chill out' by just sitting down and relaxing. She seldom worries about the future and her mood is generally cheerful. However, she stated that she lacks confidence in new situations as she isn't sure how to build rapport with others. She would like to be more assertive.

Affirmation and anchoring strategies were explained to Catherine as a means of boosting her confidence. A recommendation was made to her tutors that they help Catherine to set some goals to develop her assertiveness skills.

At the second testing it was found that Catherine's total EQ-i score had risen from average to high and that she had shown improvements on all five BarOn scales. The most significant changes had occurred in the areas of intrapersonal skills and adaptability, where her scores had risen from low to average.

Catherine was given test feedback at a second interview. She said that she felt much more confident in new situations and attributed this to several factors:

- the environment of E2E where ground rules are established and learners are treated as adults; she finds this different from the school environment and more conducive to meeting new people and forming good relationships with them
- presenting at a national conference in London; this involved many 'firsts' for Catherine – visiting the capital, staying in a hotel, and addressing a large group of unknown people; she was pleased with the feedback she received and this had enhanced her confidence even further
- using the affirmation 'Say hello, to a new person today' and the anchoring technique
- developing awareness of her body language through the EI boosting workshops and consciously becoming more assertive in her posture and eye contact
- designing a personal shield as part of her E2E programme; this enabled her to reflect on her past and present and to make plans for the future

- achievement – at the start of the E2E programme, Catherine had no formal qualifications; the key skills, first aid, manual handling, health and safety, and food hygiene certificates that Catherine has achieved mean a great deal to her; she has a place at FE college on an Early Years course.

Catherine's tutors stated that she had overcome many personal and social barriers in order to progress to college. Her expectations of success had been low as three generations of her family had never worked. However, Catherine was highly motivated and had achieved all the goals (16) that she had set at the start of her programme. She had blossomed on E2E once she realised what she was capable of achieving.

Catherine summarised the distance she has travelled in the following statement: 'I used to walk with my head down, now I walk with it up.'

Case study 2: Jessica

Jessica's initial profile indicated an underdeveloped capacity for emotional and social functioning in general, a person who found it difficult to cope with daily demands and pressures. Specifically it appeared that her capacity to understand and express her feelings was low.

At interview it emerged that Jessica had experienced several family bereavements within a short time scale. She found it easier to cope with her feelings of bereavement when away from home, expressing this in the phrase, 'I get morbid when I'm at home.' Family members were similarly affected so she did not want to burden them further with her problems. In contrast she described E2E as a 'happy place', a welcome respite and not a place for discussing her feelings.

Specialist external counselling was arranged for Jessica. At the second testing it emerged that Jessica's overall EQ had risen from low to average, as had her intrapersonal score. The most significant change was in the interpersonal realm, which had moved from average to high.

Jessica revealed that the counselling had really helped her. Previously she had been drinking excessively to block out her feelings. She said, 'I used to keep my feelings inside, now I can let them out.' She had been able to discuss the bereavements with her mother. At her mother's request she had stopped drinking. However, she reported still experiencing stress and 'getting angry over nothing'.

Jessica considers that as a direct result of participating in listening and team-building activities on the E2E programme, her interpersonal skills have improved. The fact that she now wears her hearing aids (previously she had been reluctant to do so) is perhaps indicative of an increased willingness to be receptive to others.

Tutors feel that Jessica has made good progress in understanding and handling her emotions. However she appears to lack motivation, only achieving eight of her 12 targets,

and is unsure about which steps to take next. Clearly, continued support is required to enable Jessica to clarify her goals and move forward when she is ready.

There are signs that Jessica may be ready soon. In response to the 'jelly people tree' activity Jessica said that at the start of the course she was in position at the bottom of the tree with her back turned to everyone, feeling sad, grumpy and cross. Now she is in higher position feeling really happy, as if she is standing on top of a cliff where she can see everything and knows where she is going.

Case study 3: David

David's test results had to be treated with caution as the positive impression index suggested that he might have tried to present himself in a favourable light, thus invalidating the results.

However, the researcher was satisfied that this was not the case, because without prompting David said that he found some of the questions 'weird', that they made him give answers which might give others the impression that he was 'big headed' when he genuinely believed himself to be answering honestly.

The initial profile showed that David had an adequate capacity for emotional and social functioning in general with a high capacity for understanding and relating to others, managing stress and being positive and optimistic.

During the initial feedback interview David confirmed that he is fairly socially confident and outgoing in most situations, stating that he is not shy and can talk to anyone. He considers himself to be calm, very rarely losing his temper and finding it easy to relax.

Although David expressed an enthusiasm for working with animals he did not appear to have thought through his career goals in a systematic way. As adaptability appeared to be the area in which David would most benefit from development it was recommended that E2E tutors support David in using the six-step problem solving technique and in goal setting to help him further his career aims.

The second test results revealed that David's scores had increased on all five scales with his score on the interpersonal skills scale moving to very high and his score on the stress management scale showing the greatest increase. The latter can perhaps be attributed to the fact that David's dyslexia has been recognised and he is getting appropriate support, which was not available to him at school. He has now passed Level 1 exams and is progressing on to Level 2. He has clarified his career goals and applied for an Apprenticeship. E2E staff have noticed a marked improvement in David's motivation and self-awareness. He showed considerable initiative by organising a recycling project at the centre. David appears to have a high degree of social responsibility and impresses as a very caring individual who enjoys helping others. He has caring responsibilities at home and these may have shaped his emotional intelligence.

Conclusions

There is substantial empirical evidence that the BarOn EQ-i: YV is a valid and reliable instrument. It is particularly useful for research purposes and for pinpointing specific areas where individuals require development. However, this project has highlighted the need to rigorously observe test administration protocol and to minimise peer influences.

Overall, learners enjoyed and appeared to benefit from the coaching workshops. Group size, group composition and amount of activity are some of the factors that need to be considered carefully at the design stage. As the research was not experimental in nature, it is not possible to establish causal relationships between the coaching interventions and the ensuing increase in emotional intelligence demonstrated by six out of the 11 learners.

There is evidence that E2E learners require the most support in the area of interpersonal skills. In particular, they lack confidence when communicating and forming relationships with new people.

It is difficult to generalise findings about the impact of E2E on learner behaviour, motivation and employability. It is noticeable, however, that learners progressing to employment or further education tend to have an average or above average EQ-i. Perhaps the EQ-i could be used as an indicator of 'progress readiness'.

There is no doubt that E2E provides many opportunities to assist young people to develop their social skills and improve their emotional functioning. E2E providers should take credit for this important task that they perform.

Recommendations

The recommendations arising from this research project are that E2E training providers should carry out the following activities.

- Consider using measures of emotional intelligence in order to track the distance travelled by their learners. The BarOn EQ-i is one of several psychometric tests available for this purpose. The Rickter Scale, a non-paper-based assessment and evaluation tool, offers an alternative. Respondents move a handheld slider across a 10-point scale in response to different frames of reference. The assessment is conducted individually in the context of a solution-focused interview where the respondent is invited to explore possibilities and set realistic goals. An EI frame of reference measure has been developed for the Rickter Scale and is currently being piloted (www.rickterscale.com).
- Boost the emotional intelligence of their E2E learners using some of the coaching interventions mentioned in this paper. The development of interpersonal skills appears to be an area that is particularly worthy of focus.
- Gather data to see if there are correlations between EI and employability, motivation and behaviour.
- Share best practice in boosting emotional intelligence at network events with other training providers. The writer continues to research this area and is interested in collating any data that may emerge.

For further information about this project contact sally@psygen.co.uk

Appendices

Appendix 1. Secrets of success: successful people set SMART goals and are emotionally intelligent

This booklet will help you to improve your goal setting and boost your emotional intelligence.

At the start and at the end of a 16–20 week period your emotional intelligence (EI) will be measured. You will receive feedback. Your tutor will help you to record the feedback and chart your progress in the Passport.

Activities for boosting your emotional intelligence are included. It is recommended that you try some of these out with the help of your tutor. You will find that there are many links with your 'Getting Connected' programme.

Your tutor will provide you with forms which you can use to set a goal for each of the five areas of emotional intelligence. Select your goals according to the feedback from your EI test.
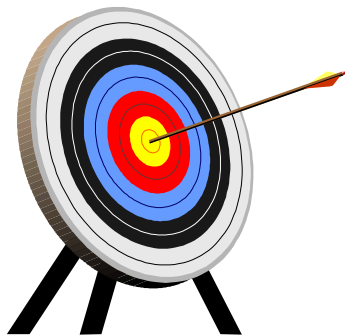
SMART goals are:

- specific
- measurable
- attainable
- realistic
- timed.

The empowering questions on the next page will help you to set SMART goals. Your tutor will assist you with setting and reviewing your goals.

Empowering questions for goal setting

---

1. POSITIVE – focus on what you want not on what you don't want

What do you want?

---

2. SPECIFIC – describe your goal in as much detail as possible

When?

Where?

Who else is involved?

---

3. WHAT ACTION WILL YOU TAKE?

Remember, it is easier to change yourself than others

What can you do?

What will you need?

---

4. EVIDENCE – have a clear vision of your final outcome
Imagine you have achieved your goal:

What do you see?

What do you hear?

What do you feel?

---

5. CHECK OUT YOUR GOAL
How will getting your goal affect other parts of your life?
Will it all be positive?
If not, what changes do you need to make to your goal?

6. FIRST STEP – take that first step NOW
What is the first step you will take towards your goal?

What is emotional intelligence?

Emotional intelligence is the ability to understand and deal effectively with emotions. Table A describes five scales of emotional intelligence and how these link to your 'Getting connected' (GC) programme. Emotionally intelligent people are 'well sorted'.

Table A. How the BarOn EI scales relate to the Getting Connected programme

BarOn EI scale	People with high scores are able to…
Intrapersonal *GC units A, B, C, D, G*	understand their emotions and communicate their feelings and needs appropriately to others, eg they can behave assertively
Interpersonal *GC units B, C, D, E*	relate well to others; they are good listeners and can put themselves in the shoes of another
Adaptability *GC unit C, E, F, H, I*	solve problems effectively using flexible and realistic approaches
Stress management *GC units C, E, F, G*	stay calm under pressure and rarely act on impulse
General mood *GC units B, G*	keep a positive outlook on life and are generally fun to be with

Activities for boosting each aspect of emotional intelligence are now described.

Intrapersonal skills

Understanding our own emotions and being aware of the impact these have on others is the basis for developing intrapersonal skills. Often our culture encourages us to hide or disguise our emotions, so some of the suggested activities may seem a little strange at first.

Activities
a) Feelings diary
Keep a feelings diary for a week under the headings of feelings, thoughts and behaviour. An example is provided below.

Feelings	Thoughts	Behaviour
Woke up feeling tired, voice croaky, limbs aching	Maybe I'm getting a cold and should stay in bed. However, it's an important day at work today and I can't miss it. Perhaps I'll feel better if I get up and dressed.	Got ready for work, had breakfast and went to work.
Felt anxious about speaking in the group. Had butterflies, heart beating fast and hands sweaty.	I'm going to stumble on my words and everyone will look at me. But then I said to myself 'You've spoken in the group before, you can do it. So, just breathe deeply and stay calm.'	Managed to say something without mumbling or hesitating. Felt much better afterwards.

Discuss your diary with your tutor and see if any patterns emerge. Try to find links between your feelings, thoughts and behaviours. Does changing your thoughts change your feelings? How will you use this information to manage your feelings more effectively in the future?

b) Feelings charades
This is a group game. Each of you writes a feeling word on a piece of paper which is folded and put in a box. Each player selects a feeling and acts it out. Others must guess what the feeling is.

c) Be assertive
Try role-playing, or acting for real, some of the assertiveness techniques described on the next page. Try the easier ones first in situations which aren't too risky!

Assertiveness techniques

Three-part assertion message	Making a request	Giving compliments
Behaviour – Feelings – Effects When you (state the facts of the behaviour without judgment)… I feel (state your feelings)… because (specify the effects on you)…	1. Decide what you want 2. Say it as soon as possible 3. Say it clearly and directly 4. Field responses – politely acknowledge what has been said but don't get 'hooked' 5. Stick to your statement 6. Repeat if necessary Use assertive NVC*	1. Describe exactly what you liked about the way someone did something 2. State how this affects you personally 3. If appropriate thank the person Example: I liked the way you greeted me. You made me feel very welcome. Thank you.
Accepting criticism	Giving criticism	Saying no
1. Distinguish between valid/invalid parts of the criticism 2. Respond without being defensive or apologetic use 'I am' or 'I know I am' statements 3. Regard valid criticism as a 'gift' – as feedback not failure. Don't feel you have to make excuses 4. Make your reply short and allow silence at the end	1. Choose your time and place wisely but don't delay 2. Describe the behaviour – don't label the person 3. Express your feelings about the behaviour 4. Ask for specific changes – say what you want, not what you don't want 5. Spell out the positive consequences of behaviour change 6. Avoid the 'museum' and end on a positive note	1. Notice and be aware of your first/gut reaction 2. Ask yourself if you have all the information to make a decision 3. If undecided ask for more time/information 4. If you decide on 'no': – say it clearly using assertive NVC* – don't give excessive apologies/excuses – accept responsibility 5. Persist and field responses 6. Don't linger

*Assertive NVC (non-verbal communication) = relaxed posture, steady breathing, calm voice tone and pitch, good eye contact

Interpersonal skills

Interpersonal skills are very much valued in the workplace and in social situations. If you can understand others' feelings and relate well to them then you will be popular and successful.

Active listening is a key skill in this area as it shows you are interested, you understand, and care about the other person.

> **Active listening**
>
> 1. Show you are listening by using appropriate eye contact, head nods and by keeping an open body posture
> 2. Switch off your own thoughts and really focus on the other person
> 3. Use 'open' questions such as those beginning with how, what and where.
> 4. Repeat back (but don't parrot!) what the person has said in a shortened form to check your understanding and show you are listening.

Tips for improving interpersonal relationships:

- Remember first impressions count so make sure you create a good one.
- Have a friendly expression, relaxed posture and tone of voice as people pay far more attention to your body language and the way you speak than to your spoken words.
- Mirror the body language of the person you are speaking to. This will communicate to them that you are on the same wavelength.
- Remember the name of the person you are speaking to and use it.
- Show the person you are interested by asking personal questions.

Activities
- Practise active listening in pairs, eg 'something I am planning'.
- Use mirroring with family and friends and notice the effects.
- Make a note of questions you might ask a co-worker or friend in order to get to know them better. Try them out and notice how effective they are.
- Role play a job interview and get feedback from your peers and tutors. Ask them to pay particular attention to your body language and voice tone.
- Mentally rehearse a situation you feel uncomfortable with. In your mind try out different approaches and see which works best.
- Observe people (eg on TV) who are good at relating to others. What do they do? Try copying the behaviours that make them excellent communicators.

Adaptability

There is a saying: 'If you always do what you've always done, then you'll always get what you've always got.'

When we get stuck we tend to keep repeating the same approach, hoping that eventually we will succeed. However, rarely does this happen. Being adaptable means thinking of and trying out many new and different approaches.

It also involves having a systematic approach to problem solving such as the six-step technique described below.

Six-step problem-solving technique

1. Identify and clearly define the problem. Get different viewpoints on the problem by asking other people what they think about it.
2. Think of as many solutions and strategies as you can. Use brainstorming and don't judge or reject any of your ideas.
3. Look at the pluses and minuses of each option and consider probable outcomes. Rank the options from best to worst.
4. Choose the best option, accepting that there will always be a risk involved.
5. Take action and give your option chance to work. Congratulate yourself for having made the decision.
6. Assess the outcome. If it worked well, then great, if not, try another option.

Visit www.edwdebono.com and find out about creative thinking techniques such as 'six hats'.

Stress management

We all get stressed at times. Stress is often accompanied by physical symptoms such as rapid heartbeat, butterflies, tense muscles and a dry mouth. Stress is not necessarily a bad thing. We often perform better under stress. It can also be a motivator or an indicator that we need to take stock and consider alternatives. Here are four approaches for managing stress.

1. Avoidance	2. Change attitude
Complete avoidance of the stressor is not always possible but you may find ways of lessening demands. For example you may be able to delegate some responsibilities to others or limit the time you spend in the stressful situation.	Talk over the problem with a friend who is a good listener. Ask yourself 'What is the worse thing that can happen?' Then consider the chance of this occurring. Another technique is to put your negative thoughts on hold. Write them down as they happen, and then make an appointment to deal with them at a certain time of the day.
3. Relaxation There are many relaxation strategies. It is important to find the ones that suit you best. Examples are: – deep 'belly' breathing – positive visualisation – acupressure – try using your thumb and forefinger to squeeze the fleshy area between the thumb and forefinger on your other hand; hold for 5 seconds, and then repeat on both hands three times – listening to music – physical activity, eg walking, dancing, sport, yoga	**4. Learn new coping skills** For example, for overcoming shyness become a good listener. Other people will appreciate this and it will stop you focusing on yourself. If saying no makes you stressed then practise the assertiveness techniques mentioned earlier. If you often find yourself running late or missing deadlines, then it may be helpful to learn some time management skills.

Stress management activities
1. Try some of the stress management techniques mentioned and test them out. Make a note of how useful each was on a scale of 1 to 5.

Technique	Rating				
	1	2	3	4	5

2. Use the table below to keep a stress log for a week.

Day	What stressed you?	How did you feel?	What did you do?	What else could you have done?
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

General mood

Everyone's mood varies according to circumstances and events but despite this some people persistently have a positive outlook on life. They enjoy themselves, are enthusiastic and fun to be with. There is evidence that such people tend to live longer, have fewer illnesses and are more successful in all their activities.

Activities
a) Set goals
Set goals for what you think will make you happier in your work, social and personal life.

b) Use affirmations.
These are positive statements about how you would like to be. Affirmations should:

- state what you want (rather than what you don't want)
- be written as if you already have the quality, eg 'I am always organised' not 'I will be organised'
- use powerful words which you find meaningful.

Read, or say out loud, these affirmations twice a day. As you do this imagine what you will see, hear and feel when experiencing each affirmation.

c) Stop negative self-talk
This is the internal conversation that runs through our heads throughout the day. Sometimes it is a replay of comments others have made about us. For example a teacher might have said, 'You'll never be any good.' When you have negative self-talk, make a big gesture, such as shrugging your shoulders, then say to yourself, 'No, that's not the case' and think about your positive affirmations.

d) Use positive self-talk

Write down a list of words and phrases you associate with a particular aspect of your life. Some words will empower (eg 'happy as a lark') and some will limit you (eg 'like being stuck in treacle'). Decide which words are helpful and use them. Get rid of the limiting ones. Make up some new phrases which give your confidence and happiness a boost.

e) Try anchoring

Think of a time when you had the quality you want. For example, you want to be enthusiastic and happy and this reminds you of when you went sledging as a child. Close your eyes and really associate with the memory – what do you see, hear and feel? When the happiness feeling is very strong open your eyes and think of a gesture, word or image that expresses the state. Now try using the gesture, word or image (the anchor) and see if it brings on the positive state. Try it out several times; the more you use the anchor the stronger it becomes. When you want to re-experience happiness use the gesture, word or image – or all three. It works.

Appendix 2a. Training plan: boosting emotional intelligence – focus on mood/confidence

Time	Activity	Outcomes	Resources	Comments
11.00	Group affirmations – learners circulate and tell three different people something that they are proud of (different things). Learners listen in turn as their achievements and attributes are read out aloud. The group applauds after each person has been affirmed.	Confidence booster Experience what it feels like to receive praise. Appreciation of self and peers		Several learners could not think of anything positive to say about themselves and needed prompting, eg 'What would your best friend say about you?'
11.20	Mirroring activity – group is divided into pairs (As and Bs). Partner As are secretly told to mirror their partner's body language and voice tone when listening to their partner B describe something that they are planning.	Develop rapport building and active listening skills Develop awareness of body language and how it expresses feelings	Sufficient space to reduce noise interference	Leads into a discussion on the importance of body language in communication and the skills of active listening – paraphrasing, eye contact, open questions etc.
11.40	Goal setting – trainer demonstrates the use of goal setting questions with a volunteer. Then learners repeat the process in pairs.	Set a SMART goal for increasing an area of EI Experience increased motivation resulting from setting goals in sensory specific terms (visual, auditory, kinaesthetic).	'Secrets of success' workbook: empowering questions for goal setting pp2–3	Learners may be embarrassed about taking part in a demo. An alternative would be to use a video recording or a willing member of staff.
12.00	Anchoring – trainer demonstrates and explains the anchoring technique. Learners practise it in pairs.		'Secrets of success' workbook: Try anchoring p11.	It takes some practice to develop this technique, so it's probably best if trained tutors use this with learners individually.

Appendix 2b. Training plan: boosting emotional intelligence – focus on problem solving

Time	Activity	Outcomes	Resources	Comments
11.00	Shapes personality test – learners move towards the shape (fixed to the wall) attracting them the most. Decide whether the account of their thinking preference is accurate or not. Discuss plus and minus of each style of thinking.	Understand personal thinking preferences and start to appreciate that there are different thinking styles and that these can be learnt.	Four laminated cards with a circle, squiggle, triangle and square. Shapes personality test (www.confusedonline.com/shapes)	A useful icebreaker. Prompted discussion on which jobs would suit which shape. One learner chose all four shapes and drew a diagram incorporating them. Resulted in discussion on how ideally we should be able to develop all the thinking styles.
11.15	Use parallel thinking ('six hats') to create a game to develop a child's confidence.	Solve a group problem by all thinking the same way at the same time – emotionally,	Flip chart Six hats technique (www.edwdebono.co.uk) Handout on the six hats	Learners were able to identify which types of thinking were associated with some of the colours correctly, eg green – grass – growth; red – anger – emotion. Difficult to strike a balance between giving free rein to creative ideas yet maintaining some sort of order. Peer dynamics can make or break this activity.

11.40	Confidence activity: individually learners complete confidence diagram, than share finding in group discussion.	creatively. Experiment with different ways of thinking and develop flexibility.		
		Develop awareness of self and others.

Identify what boosts and makes them lose confidence.

Start to think of ways in which they can avoid or deal more effectively with things that sap confidence. | Confidence diagrams (see data analysis section). | Drugs and alcohol were mentioned as confidence enhancers. This activity could link with health awareness programmes. |

12.00	Affirmations – each learner is handed four or five cards with affirmations. Learners discuss and swop cards and eventually select those they would like to keep as personal affirmations.	Select personal affirmations and use them as a means of confidence building and maintaining a positive outlook.	Laminated cards with affirmations written on them. A laminated card for each learner with affirmations and goals for EI development (identified from EQ-i).	See Appendix 5 for list of the most popular affirmations.

Appendix 2c. Training plan: boosting emotional intelligence – focus on interpersonal skills

Time	Activity	Outcomes	Resources	Comments
10	Agree outcomes for the session. Quick recap on listening and questioning techniques. Mirroring, body language, paraphrasing, and 5W-H questions. Use 'Chinese whispers' to demonstrate how difficult it is to listen carefully.	Recall some of the skills of good listening and questioning. An opportunity for learners to discuss how they have put these skills into practice since the last session and any difficulties they may have encountered.	Flip chart	
10.10	Paired activity with someone you don't know very well. Sit back to back and answer worksheet questions 'Getting to know you'. Discuss your answers and find out the truth using listening and questioning techniques.	Improve listening and questioning skills.	'Getting to know you' worksheet Learners will need pens.	Learners enjoyed this part of the session the most.
10.25	Discussion: How accurate were your judgments? What do we base our judgments of other people on? How can we stop ourselves making false assumptions?	Develop self-awareness about perception of others. Start to appreciate what empathy means and how to develop it.	Flip chart – using learner responses a picture is drawn to show what is involved in interpersonal perception.	Discuss how we make judgments on the basis of age, sex, race, dress, etc. Sometimes we're right, sometimes wrong so it's important to get feedback.
10.35	Group activity: Pairs introduce each other to the group using correct responses to 'Getting to know you'. Learners clap at the end of each intro.	Demonstrate listening and questioning skills. Develop confidence in speaking in front of others.	Beanbag – this is thrown to determine order of presentation.	Important to celebrate achievement here, ie speaking in the group.

10.45	Feeling charades – learners compete in two teams to identify emotions, which are enacted by another team member. The emotions are written on card and drawn from a receptacle.	Develop skills in recognising emotions in others.	Feeling cards Receptacle	Learners needed some prompting, but all took part and enjoyed it. Best to let learners select their cards as they may be unfamiliar with some words.
11.00	Guided relaxation in which learners: – close their eyes and focus on external sounds – focus on their breathing – open eyes and pay attention to something they can see in the room.	Appreciate that by focusing on the present they can stop negative self-talk.		This can be done in just 2 minutes.
11.05–11.15	Read and discuss 'A story of fear'. What makes us fearful and what happens when we confront our fears?	Confidence building.	'A story of fear' from Perry M (2003)	2 Learners asked for copies of the story. One remarked' We aren't 3 year olds!'

Appendix 3. Standardised instructions for staff administering the BarOn Emotional Quotient Inventory: Youth Version

The BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-I: YV) is designed to measure the emotional intelligence of children aged 7 to 18 years. It consists of 60 items. It is easy to administer and the entire process normally takes 25 to 30 minutes.

Materials needed

The following materials are needed:

- a computer with Internet access
- an identification (ID) and password for each participant. The researcher will supply these.

Pre-testing procedure

1. Obtain informed consent using the following forms:

- parental consent
- learner consent
- information sheet for E2E learners.

2. Retain signed learner consent forms in a secure place.

3. Complete the participant data sheet and e-mail this to Sally Johnston. Ideally participants should be on the E2E programme for 20 weeks during the period January 2005 to the end of May 2005. If you think there is a possibility that a learner will leave the programme early please indicate this on the data sheet in the end column.

4. On receipt of the data sheet, Sally will then send you ID and passwords for your individual learners.

Testing procedure

The test can be administered to individuals one at a time or in a small group. In either case it should be conducted in a quiet setting that is free from distractions or disturbances. A member of staff should always be present when the participant is completing the test. Participants should answer on their own and the administrator must try to avoid anything that may bias the response. Questions asked by participants during administration can be answered in a non-leading manner. But because it is often difficult to realise when a comment may be leading, it is best to try to defer questions until after all of the items have been answered.

1. Try to make participants feel comfortable and relaxed.

2. Remind participants of the 'information sheet for E2E learners'. If necessary read it out again and answer any questions. It is particularly important to remind participants of the **confidential** nature of the research.

3. It is important that you tell participants that there are no time limits.

4. Emphasise that there are no right or wrong answers.

5. Instruct participants to go to www.mhsassessments.com and enter their user access code and password. They will then be directed to the BarOn EQ-i: YV.

6. The test instructions will appear online. Participants will be instructed to:

-   complete their names and demographic data
-   read each sentence and choose the answer that best describes them.

    It is essential that participants understand the instructions. For those who have reading difficulties, it may be necessary to read instructions aloud.

7. Make sure that participants understand that they must read each item carefully and then click on the appropriate response. The four possible responses are:

-   very seldom true of me
-   seldom true of me
-   often true of me
-   very often true of me.

8. It a participant is not sure how to respond to a particular item, he or she should be instructed to select the 'best' answer. **No item should go unanswered.** Some inquiries require a simple clarification of instructions and will be straightforward to answer. Others may be less straightforward and care must be taken to respond in a way that does not bias the response. Often it will be sufficient to say. 'That's fine, but for now, please answer as best you can, and we can discuss this after you have finished.'

9. On completing the 60 items, participants will be asked to press submit.

10. Thank participants and ask if they have any questions.

11. If participants had any difficulty answering certain questions, make a note of these for the researcher.

Inform participants that they will be given individual feedback on the results of the test and will be invited to take the test again in about 20 weeks' time.

Appendix 4. Affirmations selected by participants in workshop 2

- I have the right to feel the way I do (3)
- I deserve to be rewarded for what I do (3)
- I deserve to relax more and take it easy (2)
- I grow in love daily (2)
- I am the best friend I have (2)
- I can be a winner (2)
- I love myself for who I am
- I deserve to love and to be loved
- Change is a blessing that I am working towards
- I am a capable human being
- I am a skillful and artistic person
- I have the ability to handle this
- I can show others a good example
- Taking risk is the path to growth
- I like the way I handle problems
- I am able to handle any problems I face
- I have solved problems like this before
- Let others know who I am
- Say hello to a new person today
- I am a rich treasure waiting to be found

Ref: www.coping.org

Bibliography

Bar-On R (1997). *The emotional intelligence inventory: technical manual.* Toronto: Multi Health Systems.

Bar-On R (2000). *The emotional intelligence inventory youth version: technical manual.* Toronto: Multi Health Systems.

Chapman M (2001a). *Emotional intelligence pocketbook*. Alresford: Management Pocketbooks Ltd.

Chapman M (2001b). Emotional intelligence: critical competency or passing fad? (Beyond the rhetoric), *Occupational Psychologist*, 43, 3–7.

Dickson A (1982). *A woman in your own right: assertiveness and you*. London: Quartet Books Ltd.

De Bono E (1999*). Six thinking hats*. Boston: First Back Bay.

Goleman D (1995). *Emotional intelligence*. New York: Bantam Books.

Goleman D (1998*). Working with emotional intelligence*. London: Bloomsbury Publishing.

Mathews G, Zeidner M, Roberts R (2004). *Emotional intelligence: science and myth*. Cambridge, Mass: MIT Press.

Mayer JD, Salovey P (1997). What is emotional intelligence? In P Salovey and D Sluyter (eds) *Emotional development and emotional intelligence: implications for educators*. New York: Basic Books, 3–31.

McBride P, Maitland S (2002). *The EI advantage: putting emotional intelligence into practice.* London: McGraw Hill.

McDermott I, Jago W (2001). *The NLP coach: a comprehensive guide to personal well-being and professional success.* London: Piatkus Books Ltd.

National Employer Skills Survey (2003). Main report available at www.lsc.gov.uk

Perry M (2003). *Confidence booster workout: 10 steps to beating self-doubt.* London: Hamlyn.

Petrides KV, Furnham A, Frederickson N (2004). Emotional Intelligence. *Psychologist*, 17(10).

Salovey P, Mayer J (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9, 185–211.

Stein SJ, Book HE (2003). *The EQ edge: emotional intelligence and your success.* Toronto: Multi Health Systems.

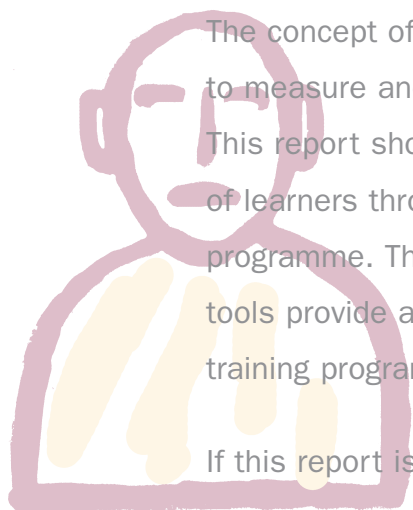## Websites

www.confusedonline.com
www.coping.org (accessed 22 February 2006)
www.edwdebono.com (accessed 21 February 2006)
www.rickterscale.com (accessed 21 February 2006)
www.seedsforchange.org.uk (accessed 21 February 2006)

measuring and boosting the emotional intelligence of E2E learners

The concept of emotional intelligence offers a useful framework within which to measure and develop the softer 'people' skills that employers value highly. This report shows the findings of research carried out among two groups of learners throughout the course of a 20-week Entry to Employment (E2E) programme. There is some evidence that emotional intelligence assessment tools provide a useful means of measuring 'distance travelled' on vocational training programmes.

If this report is relevant to the work you do, you may be interested in:

The curriculum planning toolkit for E2E providers
This offers a practical process, tools and templates to support providers in developing approaches to delivering the E2E curriculum. It draws together the three strands of basic and key skills, personal and social skills, and vocational development. It provides a clear process for curriculum improvement in E2E by identifying tasks undertaken by the most successful providers of this unique learning programme.

Employer resource pack: approaches to the delivery of E2E
This pack provides local LSCs with guidance on engaging employers in the design and delivery of E2E programmes. It covers the role of employers in supporting positive progression from E2E to apprenticeships or employment, and the wider community needs to be considered if E2E is to succeed in engaging all those who can benefit from the programme.

Teaching and learning: working with others
This guide explains how the Working with Others units are arranged, and helps students develop process and interpersonal skills, and personal qualities, plus advice on preparing portfolios.

These publications can be accessed at www.lsda.org.uk/pubs/

After 1 April 2006, please access the Learning and Skills Network website at www.lsneducation.org.uk