

Emotional Intelligence *

Academic Performance *

Design Thinking *

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***Empathy**
***Happiness**
***Optimism**

My Story



In 2010, my emotional intelligence (EI) learning journey accelerated after hearing Dr Reuven Bar-On, one of the leading pioneers in the field of emotional intelligence deliver his keynote address on 'The Importance of Emotional Intelligence in Going Global' at the Association For Coaching conference 2010. At the conference, I bought a copy of the book 'Educating People to be Emotionally Intelligent' edited by BarOn (2007) registered to studied BarOn's theory and practice with Dr. Geetu Bharwaney, an EI practitioner, writer and founder of Ei World. Through Ei World, I also studied with Dr K. V. Petrides creator of Trait Emotional Intelligence), professor Vanessa Urch Druskat and Dr Steven B. Wolff creators of Team Emotional Intelligence. The accreditations were rigorous and fascinating learning experiences, which involved being assessed and assessing others.

I have integrated EI in my consulting, coaching and teaching practices. EI learning and development has proved to be a valuable personal and business investment. Over the past five years, I have worked with many individuals across different industries and within higher education internationally to help them create new and different futures.

Being sensitive to oneself and to others is a vital element in the development of the personal qualities that are now urgently needed, in business, in the community and in personal life. It's through feelings as well as through reason that we find our real creative power (Robinson, 2011: 196).

Since I started working at UAL in 2014, I have integrated EI in all my teaching at both London College of Communication and the London College of Fashion. The first class that I taught at LCC, resulted in Cyril Aboubacar Fofana, BA Graphic Design and Media student writing an essay on 'Why is it important for graphic designers to use emotional intelligence in the creative industries?' This inspired my vision for EI to be integrated in the curriculum across the School of Design, LCC and UAL. As the new course co-leader for BA Design Management and Cultures, I was curious, naturally!

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Abstract

This paper presents insights from an applied learning pilot project that explored the relationship between Emotional Intelligence (EI), academic performance and design thinking among 46 second and third year students on the BA (Honours) Design Management and Cultures (BADMC) course at the London College of Communication, University of the Arts London.

The project was informed by research that shows emotional intelligence as a critical predictor of academic performance, work and life success (Salovey and Mayer 1990; Goleman 1995; BarOn 2007; Seal et al 2010; Petrides et al 2007).

Practice-led research shows that there is a correlation between EI and design thinking – a human-centred (rather than economically or technologically driven) problem solving design research process that involves the imagination, creativity and innovation. Tim Brown (2008), CEO of IDEO writing in the Harvard Business Review made the connection between emotional Intelligence and design thinking. He identified a number of the personal traits that design thinker needs to have such as empathy and optimism.

As the new course co-leader for the BADMC I was curious about emotional intelligence learning and its relationship to developing innovative design management and cultures pedagogy. This was in line with the UAL's drive to improve students' academic performance and employability.

According to Seal et al (2010), it is not enough to produce the brightest and the best technically minded experts. Therefore, universities must seek to develop the whole person (intellectual, emotional and social) to better prepare graduates for future success. Students who are able to develop their capacity to understand themselves, the world, build meaningful relationships and foster positive change have the advantage in education, work and life. (Seal et al 2010). This echoes BADMC ambitions for our students as future design leaders and managers.

The insights provided here are based on qualitative interpretative data gathered from a range of sources including: students workshops, personal statements, TEIQue reports, coaching, testimonials, reflective journals; tutors' observation, reflection and interpretation. The students' provided important perspectives on how emotional intelligence can influence and improve their overall well being and academic performance potentially. This indicates that that we should consider how the BADMC curriculum and evaluation system needs to be designed sufficiently broad to include emotional intelligence learning, since it is a key aptitude for careers in the design industry especially leadership, and management and working as well as the rapidly changing global world of work.

Emotional Intelligence

There are many theories and definitions of EI. Peter Salovey and John D. Mayer, who have been lead researchers since 1990 in their famous paper 'Emotional intelligence, imagination, cognition and personality', defined EI as "the sub-set of social intelligence that involves the ability to monitor one's and others feeling and emotions, to discriminate among them and to use this information to guide one's thinking and action". However, it was the publication of Daniel Goleman's international acclaimed bestselling book 'Emotional Intelligence, Why it Can Matter More Than IQ', published in 1995 that led to the popularisation of EI practice in industries, education and communities around the global. With five million copies in print in 30 languages, the world was ready to learn about EI. Goleman (1995) refers to emotional intelligence as the ability to sense, understand, value and effectively apply the emotions as source of human energy, information, trust, creativity and influence. Since, he has written, talked and advocated extensively on the subject. According to Goleman, 80% of what we need to be personally and professionally effective is emotional intelligence therefore; it plays a key role in determining success in life.

The general concept of EI has become widely known around the world and there is a global movement and practices – a growing industry comprising of networks of researchers and practitioners, summits and conferences, publications, accredited training, professional development courses, online self-assessment

tools. The Consortium for Research on Emotional Intelligence in Organizations, the International Society for Emotional Intelligence and the International Congress on EI are some of the lead organisations promoting EI. In 2015, the first Emotional Intelligence Summit, sponsored by Harvard Business Review, Sheffield University and Sky was held in London and attended by over 390 delegates from across different industries including the creative sectors

Social and Emotional Learning (SEL) or social and emotional development (SED) are concepts that have been researched and applied in education for the past decade. According to Seal et al (2010) in his article on 'Social emotional development: a new model of student learning in higher education', SED is the integration of theory based on social intelligence and emotional intelligence and is the key for academic and life long success.

Seal et al (2010) states that:

SED provides a potential model of understanding and intervention for educators to examine and enhance the capacity of student to interact in an emotional and social environment. Too, often educators focus narrow discipline based on content delivery, ignoring the full growth potential of our students. By focusing attention on the whole-student development ...higher education will be better positioned to prepare students for an increasingly dynamic world as well as provide greater value added benefit for the time and cost of education.

Emotional Intelligence

Currently, there is an abundance of applied-research on the value of EI teaching and learning in higher education in universities in every corner of the global – Africa, the Caribbean, India, Middle-East, Europe, USA and elsewhere (Brackett and Rivers 2014); (Maraicheivi and Rajan 2013); (Adnan et al 2012); (Fayombo 2012)

The design industry is beginning to recognise the business case for emotional intelligence. IDEO was the first innovation and design firm to be acknowledged in the Harvard Business Review for its focus on developing and applying 'team emotional intelligence' in its practice (Druckat and Wolff 2001). In 2008, IDEO's CEO Tim Brown's article on design thinking and emotional intelligence was published in the Harvard Business Review and sparked interest among EI and design practitioners. Angie Lee (2013), writer and architect argues that design professionals have much to learn about how to use emotional intelligence to win work, enhance design process, develop studio culture, and build industry reputation. In UK, the Design Council's recent report 'Design Academy 2015-16: Initial Insights' identified emotional intelligence as one of attributes for development in emerging leaders, managers and teams.

Read:

https://www.ideo.com/images/uploads/thoughts/IDEO_HBR_Design_Thinking.pdf

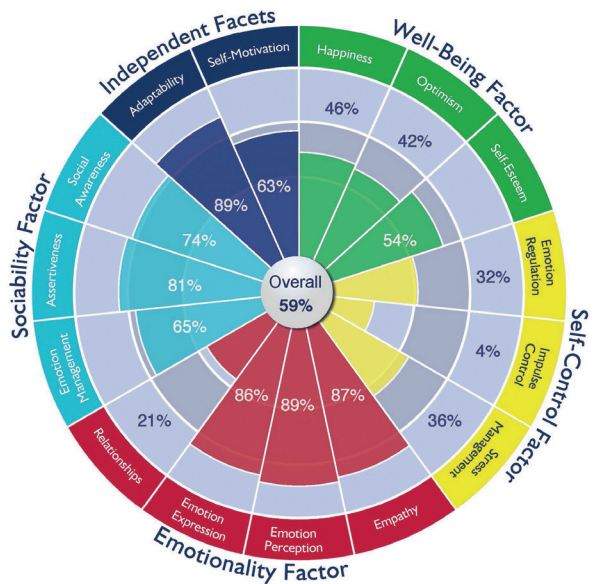


The Project

The project was integrated into and supplemented the existing curricular of the Collaborative Unit (second year students), Professional Practice and Major Project Units (final year students). The project featured the Trait Emotional Intelligence (TEI) concept and Trait Emotional Intelligence (TEIQue pronounced TQ) self assessment tool developed by Dr K. V. Petrides, director of the London Psychometric Laboratory, University College London. According to Petrides, Pita and Kokkinadi (2007) Trait Emotional Intelligence is a constellation of emotional self-perceptions located at the lower level personality hierarchy, based on our attitudes, values, beliefs and personality. TEIQue are comprehensive framework widely used in the workplace and education to measure a range of emotional perceptions, including:

- Well-being Factor: Happiness, Optimism, Self-Esteem
- Self Control Factor: Emotional Regulation, Impulse Control, Stress Management
- Emotional Factor: Empathy, Emotional Perception, Emotional Expression, Relationships
- Sociability Factor: Emotional Management, Assertiveness, Social Awareness
- Independent Facets: Self Motivation, Adaptability

Appendix TEIQue Sample Report
https://global.thomasinternational.net/Portals/88/Sample Reports/TEIQue_SampleReport.pdf



The Project

BA (Hons) Design Management and Cultures

Emotional Intelligence | Academic Performance | Design Thinking

February to June 2016

	Course units	Number of students registered	Number of students pitched to do TEIQue	Number of students selected to take TEIQue	March Coaching	April to June Outcome and Impact
Year 2	Collaborative Project (Spring term)	31 Project Workshop 22 February	14 (45%) (4 mind-maps and 10 written statements)	2 Stella Adamidou & Calvin England	Coaching	Stella and Calvin shared learning with 44 students and 6 staff at the BADMC Lunch & Learn Mixer 22 April 2006
Year 3 (final year)	Professional Practice Major Project (Spring & Summer terms)	15 Project Workshop 18 February	7 (50%) (3 mind-maps and 4 written statements)	2	Coaching	The students' reflections on impact of EI in Professional Practice journals

Second Year Students — Collaborative Unit

The project was introduced to the second year students midway through the delivery of the Collaborative Unit in spring term. The students were working on the Happiness project and so the integration of EI featuring TEIQue was a boon. The students were first introduced to EI during their first year in the context of Design Management.

The introduction took the form of a workshop including a presentation on learning how to be emotionally intelligent and how to pitch for the TEIQue assessment. The students were given a copy of TEIQue sample report and Tim Brown's article to analyse.

Their pitches took the form of written statements and mind-maps explaining how they would benefit from the TEIQue assessment

- Personal and professional development
- Develop design thinking skills in the context of HAPPINESS project
- Improve academic performance and progression to year 3.

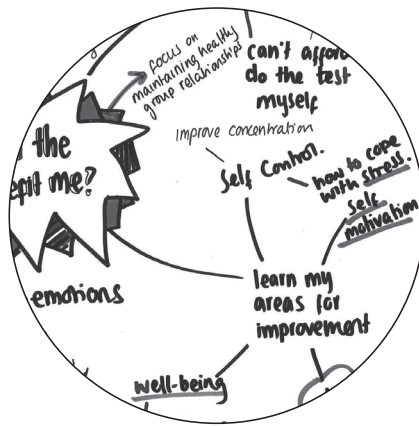
Throughout the workshop, there was a noticeable change in the students' attitude and behaviour. They were more engaged, enthusiastic and productive. Forty five per cent (14 students) pitched to take the assessment. We were impressed with the response rate, the depth of their reflection and the issues that they uncovered. Some students were quite candid about their anxiety and stress and the impact on their personal lives, learning and performance on the course. Within a short space

of time, the students began to understand how learning to be EI can help them understand and lead themselves and others.

(Seal et al 2010; Robinson 2011).

The reoccurring TEIQue factors that the students highlighted in their pitches that they need help with were:

- Well-being Factor: **Happiness, Optimism, Self-Esteem**
- Self Control Factor: Emotional Regulation, Impulse Control, **Stress Management**
- Emotional Factor: **Empathy**, Emotional Perception, Emotional Expression, **Relationships**
- Sociability Factor: Emotional Management, Assertiveness, Social Awareness
- Independent Facets: **Self Motivation, Adaptability**



Mind-map (detail), Georgia Coward
(See full size loose sheet)

Second Year Students – Collaborative Unit

Stella Adamidou and Calvin England – second year students

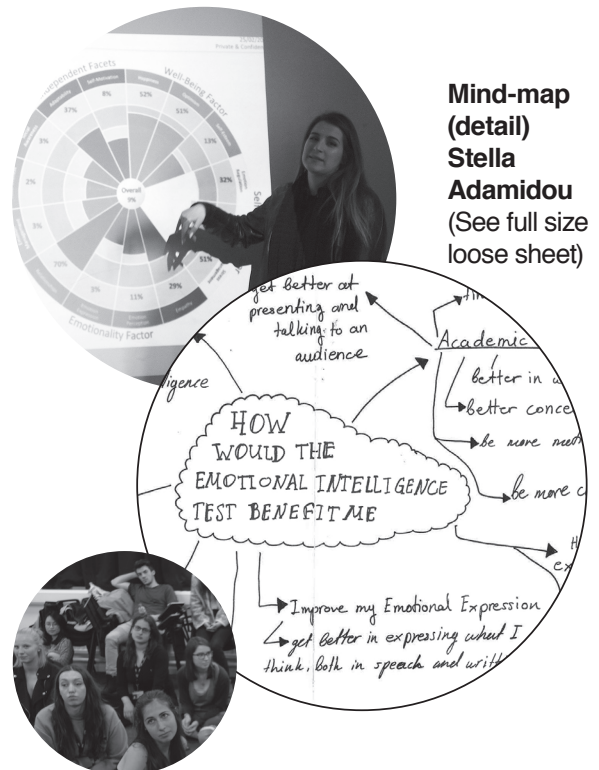
Stella Adamidou and Calvin England were selected to take TEIQue. Both conscientious students with different strengths and areas for development as reflected in their TEIQue reports. Following their one to one coaching, Stella and Calvin, engaged in peer learning and delivered a joint presentation at the BADMC Lunch & Learn Mixer to 44 students and 6 staff on 22 April.

Stella Adamidou, Second year student

When my course was first informed about the Trait Emotional Intelligence Questionnaire, I never imagined that such a process would help and improve so many aspects of my life. One of them was improving my self-confidence. I have always had issues with my self-confidence and ever since I moved to London it got a lot worse as I was trying hard to keep up in a university in another country and in another language. Seeing my results and discussing them at the session after the questionnaire helped me see how I perceive myself and understand aspects of my personality. After that I could clearly see my self-confidence improving in time as I felt like I know myself better and also felt better about my academic work and even managed to work efficiently with others during the collaborative project in year 2.

Collaboration had been a challenge for me before since I usually found difficulty in having my voice

heard in a group or share my ideas. However, in this collaborative project I managed to have a good relationship with my teammates and we delivered the assignment successfully and worked as a good team. The Trait Emotional Intelligence Questionnaire is something I feel very lucky to have done since I can see my overall academic performance improving and feel more confident going into year 3 of my studies.



Second Year Students — Collaborative Unit

Calvin England, Second Year Student

Emotional intelligence is improving my personal and professional life. I admire the fact that the test doesn't just inform your development for one part or stage of your life, but it is a continuous process, which you can work with throughout your life, simply by being aware of your emotions.

The biggest impact the tool has had on me is to understand when and when not to channel emotions into certain situations and we face. For example, my optimism is above average at 78%. This clearly can be seen as a good thing in general, however perhaps in a working environment, depending on the nature of the job, having too much optimism can be seen as slightly naive. I also find that the emotions work with each other more or less — my assertiveness isn't as high as it could be at 30%, yet my empathy is higher than my optimism at 90% — to me this suggests that a slight unbalance, having too much empathy can stunt my ability to assert myself in varying situations in which I would need to. I have found that I need to be aware of when I am giving too much empathy.

Having an awareness of others' emotions is also just as important. When collaborating with others, to be able to understand the exchange of human emotions can influence the nature of the collaboration, perhaps someone isn't as optimistic as they could be, so one with high optimism can help them or balance the team out. Each situation is unique as are people so I believe that it is very

much linked with instincts and holistic mindset. The test has furthered and strengthened my personal and professional development and being more realistic with myself, thus understanding myself as a person and as a brand. Even just understanding the range of emotions that human beings have or can have can really make an impact and give one a richer awareness of their lives and interactions with people. I am extremely grateful to have had the chance to take the test and can only hope that others will get the chance to have this gift of emotional awareness also.



Final Year Students – Professional Practice and Major Project Units

The project was integrated into the Major Project and Professional Practice units. The focus was on how EI could help the students achieve the learning outcomes of the Major Project and Professional Practice units. In other words, accelerate academic performance; hone design thinking and employability skills to achieve their graduation destination.

The introduction took the form of a workshop including a presentation on learning how to be emotionally intelligent and how to pitch for the TEIQue assessment. The students were given a copy of TEIQue sample report and Tim Brown's article to analyse.

Their pitches took the form of written statements and mind-maps explaining how they would benefit the TEIQue assessment

- Accelerate personal and professional development
- Develop design-thinking skills in the context of Major Project and Professional Practice assignments.
- Improve academic performance, prepare for graduation destination – employment or postgraduate studies.

A number of the other students including Shandopaul Sewell, who were not pitch to take part in TEIQue engaged in further research on EI and incorporated the learning in their reflective journals.

A Final Year Student TEIQue

The Trait Emotional Intelligence test provided me with great guidance in the last few months of my year at university and it helped me find paths with my major project. The results also supported me in terms of the use of collaboration and other assignments within my projects. Overall, I think I received some mixed results because some answers were not expected such as the low emotion levels and some answers such as the independent factors and motivation factors, etc. were very accurate because I feel like I am quiet dominant as a person. For example, with my professional development, with the result I found out that I could try and become more soft with emotion aspects, in order to understand others more precisely and in different levels.

I wish I had a chance to take this test earlier in my life such as in the first year of my course rather than the last as I would have a chance to comment more on my development aspect. But aside from that, this test has affected the way I approach communication, emotion, and progress mostly. Most importantly the results have improved my preparation for employment because I can now take all the things I learnt from the results and which I'm able to test out and also apply into my work life. Overall, I'm very grateful to have been chosen to take part in this test and I think it's a great opportunity for any student.

Final Year Students – Professional Practice and Major Project Units

Shandopaul Sewell – Final Year Student

Although I did not apply to partake in the emotional intelligence test, I have, within my own time, taken an interest in how it works and its implications.

To be frank, I initially dismissed the notion of a test determining my emotional intelligence.

During my investigation I discovered that a growing body of literature suggests that the control and understanding of moods and emotions play a central role in the management of the creative and conduct of creativity. That goes without saying, but what makes emotional intelligence special is it effectively details the combination of emotion and reason so as to use emotion to enable reasoning and reasoning when dealing with emotions.

It effectively solicits the continuous consideration of emotions, which not only makes one aware of their emotions, but it also affords them a large degree of control.

Emotional intelligence unravels the creative's cognitive capabilities and allows that creative to logically manage and apply them (Brackett, Rivers and Salovey, 2011). For instance, it can be useful in directing attention to pressing concerns or the frequent deadlines that are prevalent in the work of an art director. Secondly, it can aid in being able to anticipate and predict the implications of decisions or the outcomes of a project. Thirdly, it can be used to facilitate specific cognitive processes such as positivity that engages creative exploration and integrative thinking, and negativity that facilitates focus, problem solving, information

processing and even the detection of errors within work (Carmeli, McKay and Kaufman, 2013). Lastly, emotional intelligence plays a crucial role in creative leadership effectiveness.

Take the role of a Creative Director or Senior Art Director who is tasked with branding within a company. As a company's identity is infused with various values, norms and beliefs that are emotion-laden, the C. Director or S. Art Director must, in a sense, manage their own emotion so as to align to the workings of the company. Equally, these leaders must also instil this alignment into their personnel.

The use of emotional intelligence can be linked to effective leadership. When specifically dealing with the area of creative leadership I have developed another step-plan that will not only aid me in developing my emotional intelligence, but also instruct me on how best to achieve the promotion I so desire within EJDER. The steps are as followed:

- Generate and maintain enthusiasm, confidence and optimism so as to build cooperation and trust
- Develop a sense of collectivity in regards to personnel values, goals and objectives and how to achieve them
- Establish and maintain a meaningful identity that encompasses the desire of all personnel"

Robert Urquhart



Robert Urquhart, the unit lead for the Collaboration Unit provides his reflections on the effectiveness of the EI project on the Happiness Project

We posed the questions ‘does a strong cultural identity/brand create social and economic value and, therefore, happiness? And also ‘how can these factors contribute to future forecasting for development and growth of society/communities?’

Together we explored the concept of happiness and how it can be measured. We also looked at cultural identity and personal branding to identify what happiness is, exploring how happiness impacts across various cultural groups.

Emotional intelligence had a great part to play, as students were asked to collaborate with each other, and also across the college, to communicate their feelings, desires and anxieties on a range of subjects, from gender equality to depression and stress.

The outcome was hugely positive from the students, all of whom found the project immensely useful in aiding their understanding of the real need for empathy, motivation and social skills beyond simply understanding the concepts at work.

What was the relationship between emotional intelligence and academic achievement among the students?

I was really pleased, but not surprised, to see that all the students that took part in the emotional intelligence practice with Maureen Salmon, developed a heightened sense of self-awareness, motivation and social skills: from communicating their thoughts and ideas to taking part in fully-rounded group discussions where empathy and understanding of others were called for. Of course, their personal growth in these areas through working on emotional intelligence must help towards continued and sustained academic achievement. As we well know, success is partly due to mindset.

How do we support and help students learn develop and apply emotional intelligence to improve academic performance, progress to final year, increase employability to enter the world of work and/or postgraduate studies successfully?

Emotional intelligence plays a part in academic and societal success, whether we appear to apply it, or not. Part of our armoury in teaching towards a working life is to equip students with the life skills to achieve through self-directed, lifelong, learning. Creativity, and understanding the creative process, requires us to look inwards and form habits that make the most of our own unique talents.

What we look for in others can first be found in ourselves through applying the principles of emotional intelligence.

Conclusion

This pilot project presents some insights into the benefits of EI to the two groups of students. Both the second and final year students evidenced a good understanding of what being emotionally intelligent is and feels like, how it has helped their personal professional development. The students who completed the TEiQue assessment expressed increased levels of self-awareness and self-confidence. There was evidence of the students using human centred approach to finding solutions to their personal situations

The scope and time frame of the pilot project did not enable an in-depth exploration of the relationship between EI and design thinking and employment. EI learning and development is an incremental leaning process. To find out the full impact of EI on developing employability and design thinking skills, it is necessary to continue working with the second year students in their final year and monitor the alumni over the next twelve to eighteen months.

My aspiration is to continue developing this practice-based applied learning research project with a larger cohort of final year students being able to complete EI assessment, in the context of Major Project and Professional Practice units. There needs to be a strong involvement of staff and student collaboration, an external design industry partner with an interest in EI and a digital component for documenting and sharing the learning.

Maureen Salmon MA FRSA

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To find out how emotionally intelligent you are, enter the free TEIQue draw by completing the postcard.

**How would you benefit from TEIQui?
In 50 words.**

- Well-being Factor: Happiness, Optimism, Self-Esteem
- Self Control Factor: Emotional Regulation, Impulse Control, Stress Management
- Emotional Factor: Empathy, Emotional Perception, Emotional Expression, Relationships
- Sociability Factor: Emotional Management, Assertiveness, Social Awareness
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