





# EMOTIONAL INTELLIGENCE



*Demonstrating Success*  
in Extending Entitlement and  
14-19 Learning Pathways



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Youth and Adult Learning Opportunities





## Demonstrating Success Toolkit: Emotional Intelligence – worker and self assessment activity

<b>Handling Relationships</b>	<i>recognise and use skills to make and keep different types of relationship</i>	Is unable to recognise and use skills to make and keep different kinds of relationships.	Has difficulty in recognising and using skills to make and keep different kinds of relationships.	Has a limited ability to recognise and use skills to make and keep different kinds of relationships.	Shows some ability to recognise and use skills to make and keep different kinds of relationships.	Is usually able to recognise and use skills to make and keep different kinds of relationships.
<b>Handling Relationships</b>	<i>understand and use approaches to difficult relationships</i>	Has no understanding of how to use approaches to difficult relationships.	Has little understanding of how to use approaches to difficult relationships.	Has a limited understanding of how to use approaches to difficult relationships.	Shows some understanding of how to use approaches to difficult relationships.	Is usually able to understand how to use approaches to difficult relationships.
<b>Handling Relationships</b>	<i>recognise proper and improper use of power and control</i>	Is unable to recognise proper and improper use of power and control.	Has little ability to recognise proper and improper use of power and control.	Has a limited ability to recognise proper and improper use of power and control.	Shows some ability to recognise proper and improper use of power and control.	Shows a broad awareness of how to recognise proper and improper use of power and control.
<b>Handling Relationships</b>	<i>recognise difference between aggressive and assertive behaviour</i>	Is unable to recognise the difference between aggressive and assertive behaviour.	Is rarely able to recognise the difference between aggressive and assertive behaviour.	Is only occasionally able to recognise the difference between aggressive and assertive behaviour.	Is sometimes able to recognise the difference between aggressive and assertive behaviour.	Is usually able to recognise the difference between aggressive and assertive behaviour.
<b>Handling Relationships</b>	<i>use different approaches to giving and receiving feedback</i>	Has no understanding of how to use different approaches to giving and receiving feedback.	Has only a minimal understanding of how to use different approaches to giving and receiving feedback.	Has a limited understanding of how to use different approaches to giving and receiving feedback.	Shows some understanding of how to use different approaches to giving and receiving feedback.	Is usually able to understand how to use different approaches to giving and receiving feedback.



# EMOTIONAL INTELLIGENCE



## *Demonstrating Success*



in Extending Entitlement and  
14-19 Learning Pathways





## What do we mean by "success"?

"Would you tell me please which way I ought to go from here?"



"That depends a good deal on where you want to get to" said the Cat

"I don't know where..." said Alice

"Then it doesn't matter which way you go" said the Cat



Alice in Wonderland



*We cannot plan a journey if we do not know where we are starting from or where we are going*



# 5 Emotional Intelligence Domains

Daniel Goleman

## INTRA-PERSONAL COMPETENCES

Self Awareness

Mood Management

Self Motivation

## INTER-PERSONAL COMPETENCES

Empathy

Handling Relationships



# 9 Emotional Intelligence Domains

Core Set  
of 5  
Domains

Domain Name	Abbreviation
Getting and Giving Support	G&GS
Exploring Risks	ER
Rights and Responsibilities	R&R
Knowing Myself	KM
Handling Relationships	HR
Coping with Feelings	CwF
Holding Beliefs	HB
Managing Myself	MM
Using Information	UI

# 5/9 Emotional Intelligence Domains

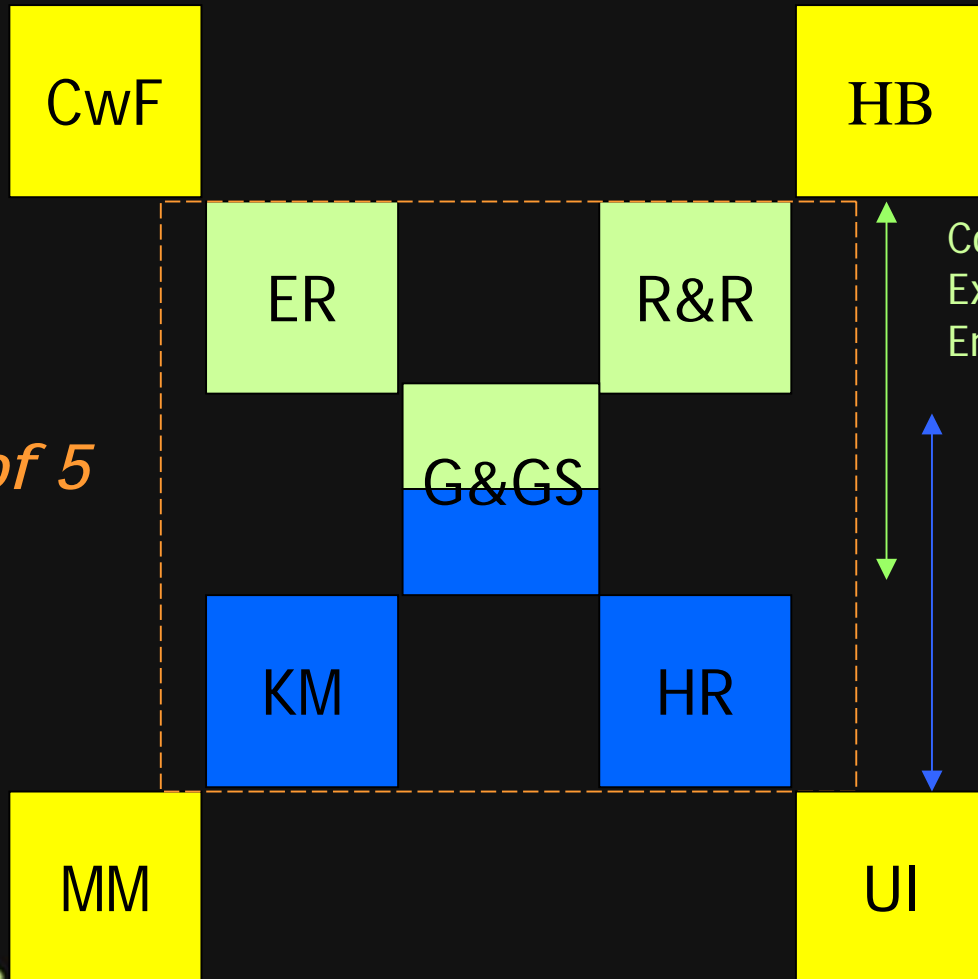
INTRA-PERSONAL COMPETENCES	
Self Awareness	Knowing Myself
Mood Management	Coping with Feelings Managing Myself
Self Motivation	Rights and Responsibilities Holding Beliefs Exploring Risks Using Information
INTER-PERSONAL COMPETENCES	
Empathy	Getting and Giving Support
Handling Relationships	Handling Relationships



# 9 Domains of Emotional Intelligence



*Core Set of 5*



Core Set of 3 for Extending Entitlement

Core Set of 3 for 14-19 Learning Pathways





# Emotional Intelligence



➤ Emotional Intelligence is well documented as a skill set developed by people of all ages in a range of situations



➤ It recognises that young people gain skills/experience development as a result of engagement in activities



➤ The model aims to articulate and measure this development by promoting a common understanding and language



➤ It underpins a range of PIs and can be applied in a wide range of settings





# The Need for a Model



➤ To declare a significance and a value for aspects of development which contribute significantly to young people's achievement



➤ To encourage a common language, understanding and approach that crosses boundaries can be used by parents, volunteers and professionals







➤ To create the link between outcome focussed targets, performance indicators and development achieved at a number of levels into one cohesive, context-free model







# Measuring Emotional Intelligence

The method needs to fit

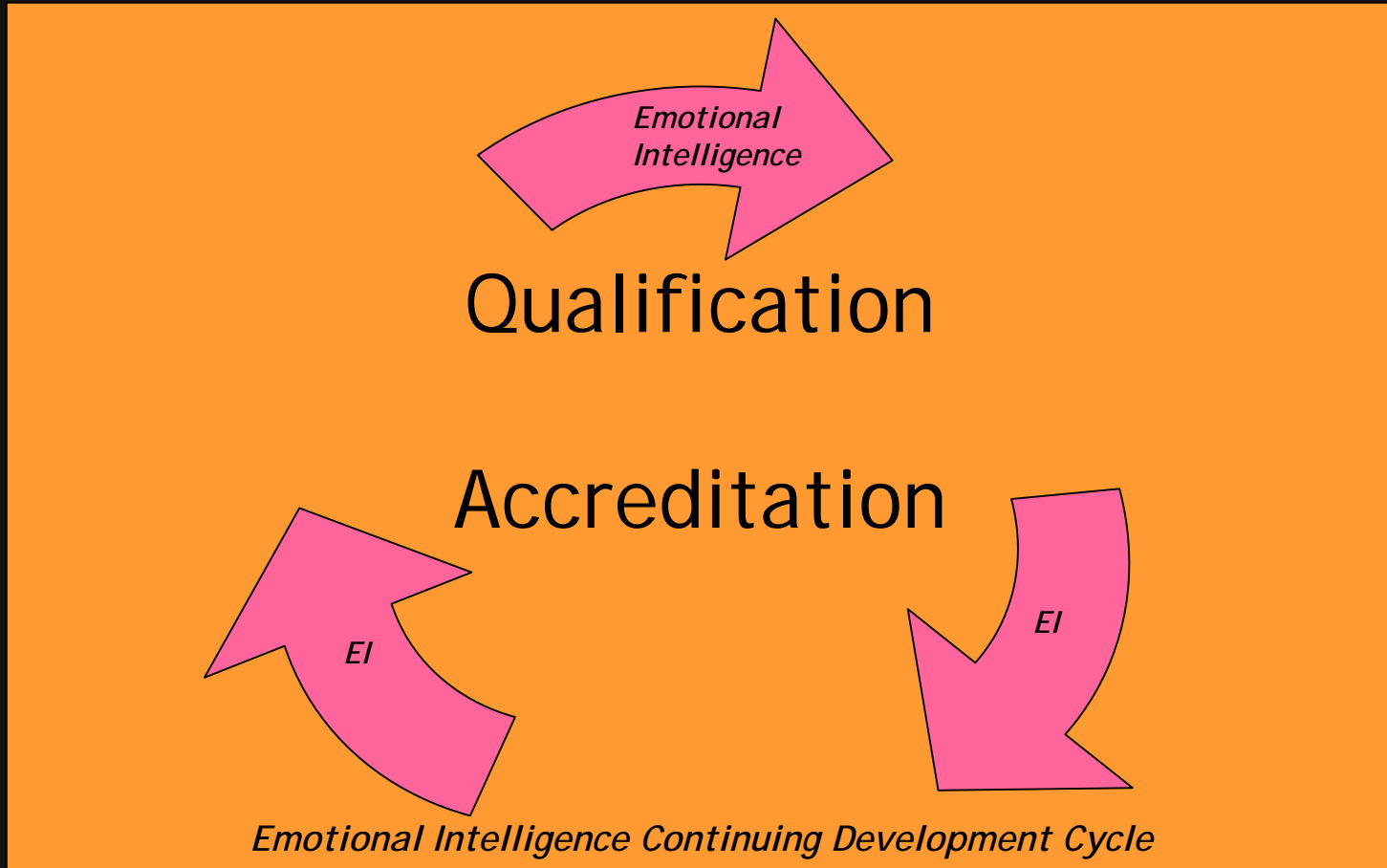
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- the type of service being delivered
  - the setting in which the service is being delivered
  - the type of young people receiving the service
  - potential for **Worker, Peer and Self Assessment**
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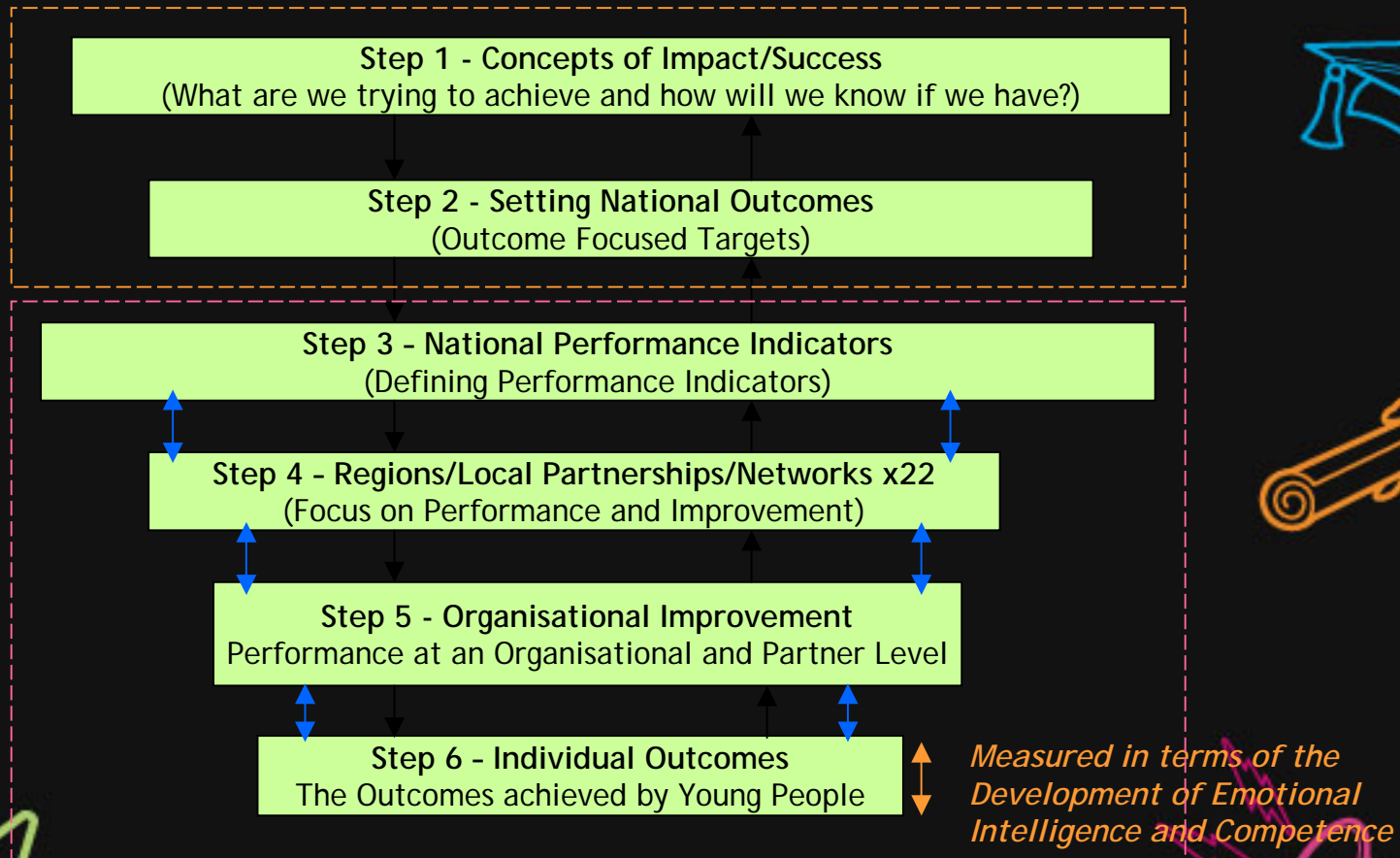
A range of **toolkits** is being developed and trialled for each approach



# Fit with Formal Measures



# The Demonstrating Success Model





## The Model in Detail - Performance Indicator Themes



- Performance indicators (PIs) have been defined against the four levels in the model of National, Regional, Local, Organisational and Individual indicators
- These have then been broken down under the three themes from the to enable young people to:
  - 1) participate effectively in education and training
  - 2) take advantage of opportunities for employment
  - 3) participate effectively and responsibly in the life of their communities



Learning and Skills Act 2000

38 Potential PIs were suggested that have been refined and prioritised - now down to 18





# National Performance Indicators



Examples under the 3 themes include:

➤ % of young people achieving at least Level 2 qualifications

➤ % of young people in education employment and training



➤ Level of Basic Skills: % of young people classified at Level 2 or above in numeracy/literacy



➤ % of young people reporting that they have been involved in making decisions that effect them at school or college



➤ % of young people who feel that their education meets their learning needs







➤ % of young people involved as a volunteer





## Local Performance Indicators

Examples under the 3 themes include:

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- 
- % of young people achieving a qualification
  - % of young people achieving at least Level 2 qualifications
  - % of young people in education employment and training
  - % of year 11 students entering a positive transition to education employment and training
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# Organisational Performance Indicators

Examples under 3 themes include:



➤ % of young people that have recorded evidence of the development of their emotional intelligence







➤ % of young people that have recorded evidence of a positive change in emotional intelligence





# Summary of Progress



- Steering Group involves all major stakeholders
  - Initial research completed and models and framework produced for testing
  - Reports produced and disseminated to stakeholders
  - Further research, testing and refining models through consensus in progress
  - Wider roll-out and piloting linked to new ESF programme
  - Training and development opportunities for all relevant organisations
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***WATCH THIS SPACE!***

