

# Using the Emotional Style Questionnaire (ESQ) in an innovative management training named ProCESS



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## Background

Nowadays, there is a lack of managerial training, especially with the context of instability and change in the world (Boulton & al, 2015)

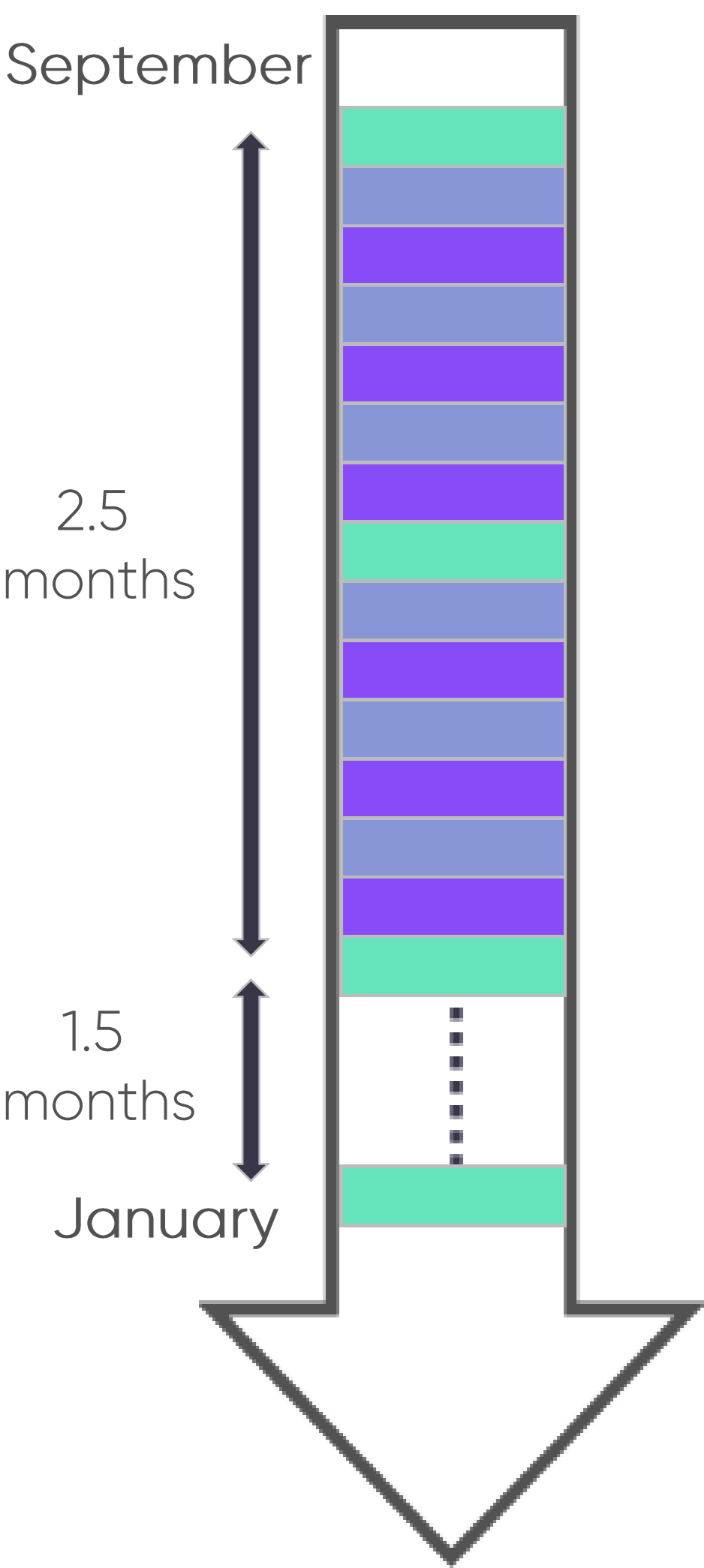
It is also necessary to take account of the well-being of employees, especially by considering turnover, absenteeism, addictions and burnouts.

The EU-funded ProCESS project proposes an innovative approach to training. The aim is to develop programs related to sensorial, emotional and spiritual capacities in order to promote better management skills (Eskola & al, 2021).

## Aim

To evaluate whether the Emotional Style Questionnaire (EQS) (Kesebir & al., 2019) could capture changes in the emotional intelligence of students engaged in this sensorial, emotional, and spiritual skills training development.

## Method



4-hour training sessions aimed at developing sensorial, emotional, and spiritual skills. (4h x 6 => 24h)

16 teams of 4 students must analyze a real complex management case given by one of the 4 partner companies of the project.

ESQ's administration (4 times : at the beginning, after 3 training sessions, at the end of the 6 training sessions and after 1.5 month)

For the purpose of this poster and to observe the ability of the ESQ to capture a transformation over time, 48 students fill in the ESQ :

- A Paired sample Wilcoxon test between T1 and T4 was performed (there is a violation of the assumption of normality)
- A table of changes (Dumouilla, 2018) was created: this involved calculating the percentage of the total sample that went from a low score at T1 to a high score at T4, and those from a high score at T1 to a low score at T4, i.e. those whose score at T1 was below (or above) the median score and eventually was above (or below) the median score at T4.

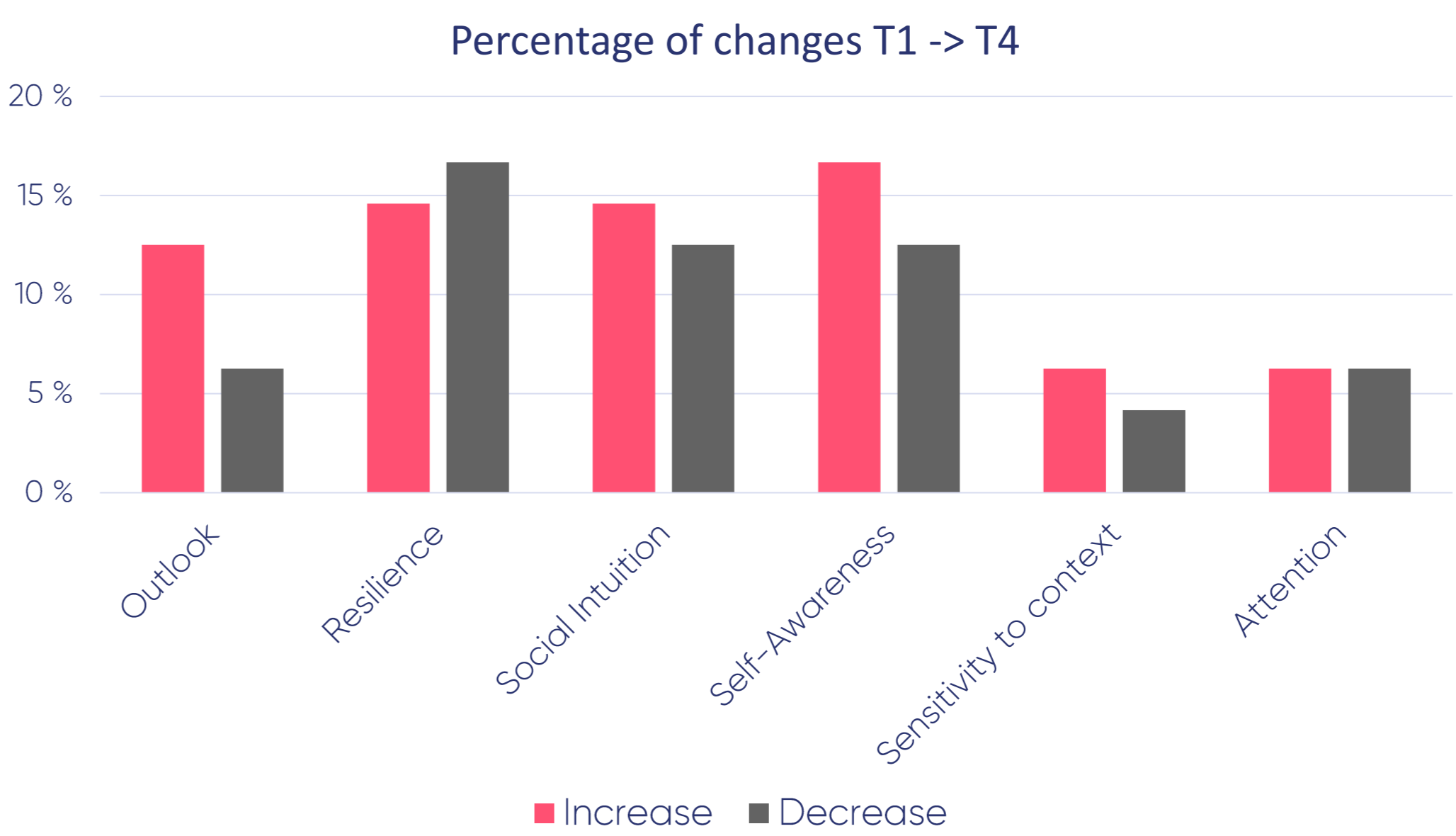
## Results

### Paired samples Wilcoxon test :

T1 < T4	Statistic	p	Mean difference	SE difference	Effect Size
Outlook	365	0.727	-0.500	2.04	-0.0654
Resilience	523	0.374	2.000	2.30	0.1584
Social Intuition	392	0.459	-2.000	1.83	-0.1318
Self-Awareness	563	0.611	2.000	2.70	0.0879
Sensitivity to context	310	0.049	-4.500	1.95	-0.3446
Attention	456	0.544	1.500	2.04	0.1110

The results show that there is no significant difference between T1 and T4, apart from a slight negative change for Sensitivity to context, but again the effect size is too low.

### Table of changes :



The results show that overall, between 6.25 % and 16.67 % of the total number of people who participated in the training moved from low to high scores, also between 4.17 % and 16.67 % from high to low scores.

## Discussion

Some aspects of this research can be improved :

- Bias in the selection of participants to the program : the selection was not random, so, level of motivation and knowledge of sensory, emotional and spiritual skills can influence
- The lack of a control group. A protocol review is needed.
- Interview with students has been done in order to understand the experience they made along their project. This qualitative corpus could highlight new ideas and student's vocabulary about SES Skills to design a new questionnaire more adapted to ProCESS project.

## Conclusion

Wilcoxon test shows no significant difference between pre- and post-training, but a table of changes still points out the evolution of a part of students.

Thus, these results raise the question of the use of tools like EQS in research aimed at transforming emotional competencies.

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