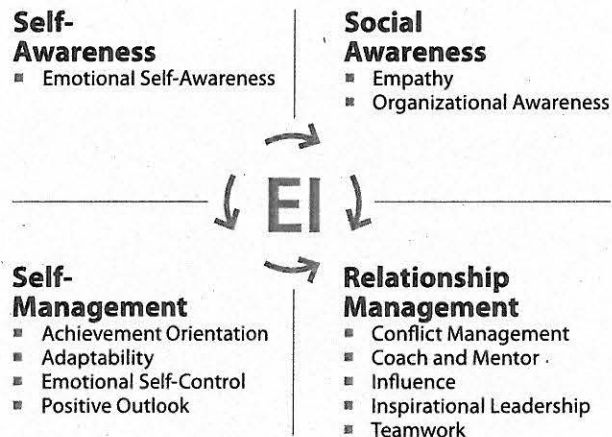


The Emotional and Social Intelligence Model

The ESCI-U measures 12 competencies organized into four clusters:



The clusters of competencies work together: our self-awareness underpins our self-management and social awareness, which in turn underpin our capabilities in relationship management – our positive impact on others.

Therefore, each one of the Emotional and Social Intelligence competencies is important. For example, Self-Awareness is particularly important as the foundation for developing and sustaining EI in the long term.

However, you may not need to demonstrate every competency to be effective. Indeed, you may feel that some of the competencies don't apply to your situation or role right now. Depending on your current situation, or what you aspire to in the future, there will be a combination of competencies that you can use to be most effective.

The Cognitive Competencies

The ESCI-U also measures Systems Thinking and Pattern Recognition. The importance of these competencies has been realized through nearly four decades of competency research by Hay Group, McBer and Boyatzis. Throughout that research these were the two cognitive competencies that significantly predicted effectiveness in leadership, management and professional jobs. Of course, the ESCI-U focuses on the Emotional Intelligence and Social Intelligence competencies, but these cognitive competencies are highly important for audiences in the education sector. In this tool we are trying to develop the whole person, including their cognitive ability.

Developing your EI – the Five Discoveries

Making any kind of change in our lives involves breaking old habits that hold us back and forging new habits that serve us better. This is what successful learning is all about.

But this is only half the story. The full story involves sustaining our new habits over time. This process of intentional change can be understood as 'five discoveries' that we choose to undertake.

These questions help you start to think through what these five discoveries mean for you. The rest of this booklet can help you make each of these discoveries really work for you and your learning.

We will come back to these five discoveries after you've thought about your own emotional and social competencies. But before you do that, it's really worth thinking about what you want from this learning. That's why we invite you to respond to the five discoveries now.

For further reading on Boyatzis's Intentional Change Theory see Goleman, D., Boyatzis, R.E., McKee, A. (2002), *The New Leaders: Transforming the Art of Leadership into the Science of Results*, London: Little Brown.

The Five Discoveries exercise

Take some time to think about these questions. We will ask you to come back to them after you have plotted your results.

Discovery 1 – My ideal self

What is my ideal self? What do I want for my future? What kind of person do I want to be? What are my aspirations?

Discovery 2 – My real self

What is my real self? Who am I? How do others see me? What are my strengths – where am I close to my ideal? In what ways do I differ from my ideal self – what areas do I want to develop?

Discovery 3 – My learning agenda

What is my learning agenda? How can I get closer to my ideal self? How can I build on my strengths? How can I work on a few weaknesses? What do these new behaviors look like for me?

Discovery 4 – Experimentation and practice

How can I experiment and practice? What can I do to practice new behaviors? What can I do to experiment and test new approaches?

Discovery 5 – Trusting relationships

Who can I trust to help me? Who can help me through each step of my learning agenda? Who will provide help, support, ideas and encouragement? Are there different people who can help me in different ways?

Self-Awareness

Emotional Self-Awareness

This is the ability to understand your own emotions and their effects. It is being able to recognize how you react to cues in the environment and how your emotions affect your performance. It's about knowing your inner resources, abilities and limits. It is based on the desire to receive feedback and new perspectives about yourself, and to be motivated by continuous learning and self-development.

When you demonstrate Emotional Self-Awareness you:

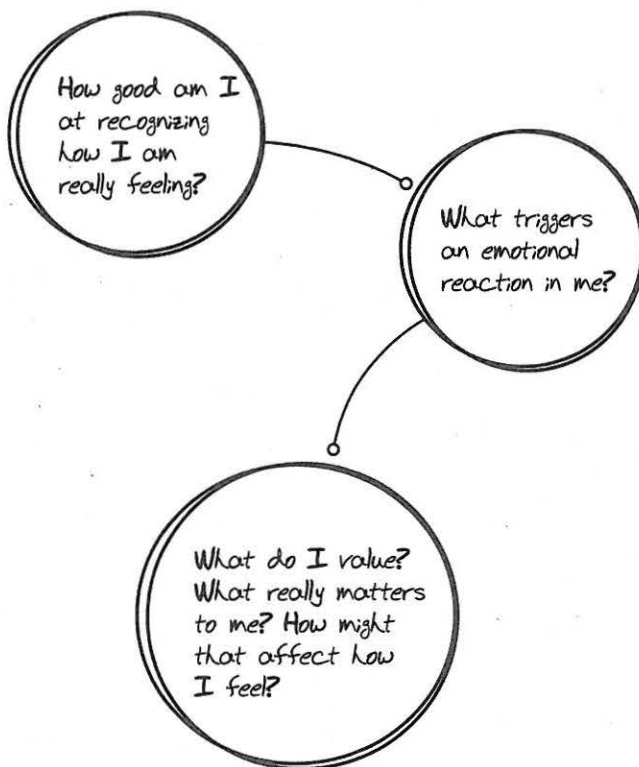
- are aware of your own feelings
- know why these feelings occur
- understand the implications of your emotions
- are aware of your strengths and limits
- are open to feedback

Self-Awareness is at the heart of the ESCI-U model. It enables us to sustain our emotionally and socially intelligent behavior, despite setbacks, over time.

It can be hard work to develop self-awareness, but it's worth it!

Tips for development

- Pay attention to the physical changes that accompany your emotions (for example: blushing when embarrassed; heart racing when excited or frightened; sweaty palms when nervous or stressed, etc.). Take note of the links between the physical signs and how you choose to interpret them.
- Keep a diary where you write down your responses to events in terms of feelings and physical changes. Look for links between your behaviors, situations and feelings.
- Ask for feedback from people who you feel comfortable with. Ask them to tell you about times when they observed your emotions having an impact on your behavior. Seek feedback on your strengths and weaknesses and compare their views with yours.
- Make a list of your strengths and relative weaknesses across all aspects of your life. Think of examples of your behavior that provide evidence to show that your list is a realistic assessment.



Self-Management

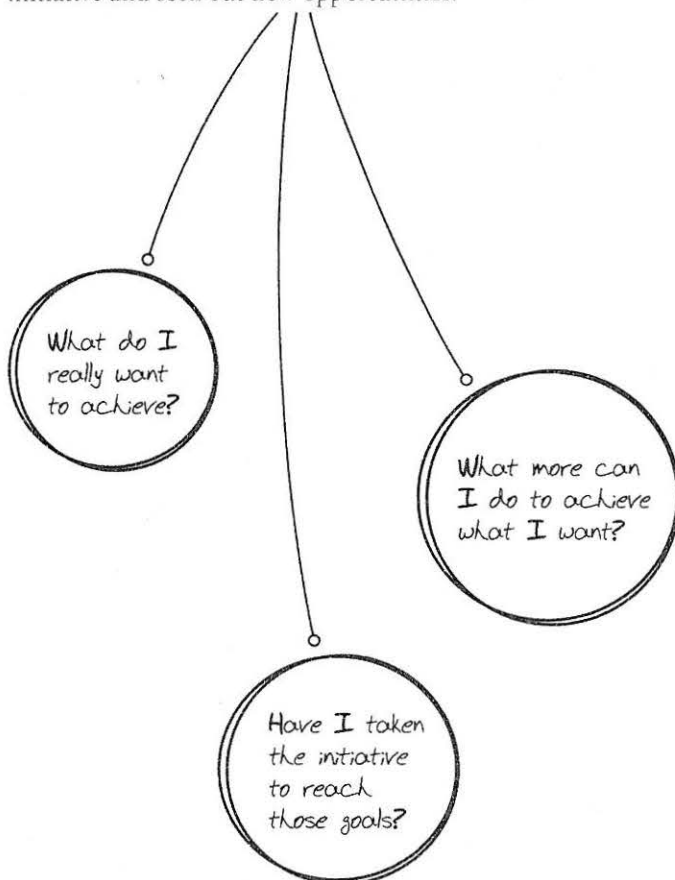
Achievement Orientation

This is a concern for working towards a standard of excellence. This standard may be a personal need to improve your performance, to outperform others, or even to surpass the greatest accomplishment ever achieved. It's about seeking out opportunities and taking action on them. You will consistently strive to do better, to experience new challenges and opportunities, and will be comfortable being held accountable for your actions and ideas.

When you demonstrate Achievement Orientation you:

- anticipate obstacles to a goal
- take calculated risks
- set measurable goals
- act rather than wait
- seek information in novel and unusual ways
- cut through red tape and bend the rules when necessary

Achievement Orientation will encourage you to take the initiative and seek out new opportunities.



Tips for development

- Regularly review your coursework marks. Are you heading for the results you need in order to pursue your chosen career? If necessary, change your approach to your work to raise your standards. Seek help and advice from tutors and from other students who you know are doing well.
- Choose a project or piece of work that is important to you. At the end of each week think about how well you anticipated obstacles, took risks or progressed towards your personal or professional goals.
- Set yourself clear, well-formed goals, in your work, studies or other interests. Will they challenge and stretch you and help you reach your full potential? Are you aiming high enough? If not, re-think your goals.
- Think about any problems or obstacles that have arisen for you in the last few weeks, getting in the way of your goals. Now consider what you did when faced with these problems. Did you wait in the hope that they would just go away? Did you take action to overcome or side step them? Did you see opportunities to do something different, or better, when faced with these problems?

Self-Management

Adaptability

This is the ability to be flexible and work effectively within a variety of changing situations and with different individuals and groups. People with this competency are willing to change their own ideas or perceptions on the basis of new information or evidence. They are able to alter standard procedures when necessary and juggle multiple demands as required.

When you demonstrate Adaptability you:

- juggle multiple demands smoothly
- handle shifting priorities and rapid change easily
- adapt plans, behavior or approaches to fit major changes in situations
- apply standard procedures flexibly
- adapt ideas based on new information

Developing your adaptability will help you deal more positively with change. Unexpected change happens to us all, and has a tendency to be out of our control – but we can control our reactions to it. Being able to accept the change, be flexible and adapt to it and then move forward is a real skill.

Tips for development

- How open are you to new ideas? When faced with a decision to make, course work to complete, projects to plan or presentations to prepare, get into the habit of asking yourself these questions: Is there a different way I could do this? What else could I try? Is there a better way of approaching this?
- Observe how your peers, colleagues or tutors respond to different situations and how they handle changing events and circumstances. Use them as role models to expand your choice of behaviors and approaches.
- Regularly review your ways of working. What works well for you? What doesn't work well? Are there other ways you haven't tried yet? Try to consider all the options available to you.
- When your current strategy is not working, stop what you are doing, acknowledge that it is not working and think through the changes you can make to your plans, activities, objectives or behaviors. Be ready and willing to make adjustments that can help you in the long run.

how do I
handle change?

how do I respond
to ideas that
are different to
my own?

how well do I choose a
different approach when
things aren't working?

Self-Management

Emotional Self-Control

This is the ability to keep your impulsive feelings and emotions under control. It is being able to restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure.

When you demonstrate Emotional Self-Control you:

- deal calmly with stress
- display restraint and control your impulses
- stay poised and positive, even in difficult moments
- are able to get the job done despite feeling negative emotions

The Amygdala Hijack

The Amygdala – our emotional control centre – saved our ancestors from a dangerous world, anticipating threats and flooding the body with the hormones needed to prepare for fight or flight. The amygdala reacts in an instant – much faster than the parts of the brain where we process information and make rational informed choices. And although we are developed way beyond our primitive ancestors the amygdala can still hijack our thinking brain – kicking in before we have been able to work out whether our reaction is reasonable or appropriate.

When we practice emotional self-control, we restrain the impulses caused by the emotional brain in order to give the rational brain a chance to deal with the situation and make more effective decisions. By developing your emotional self-awareness you will gain an understanding of what might trigger your emotional reactions – and therefore be able to spot those situations where you may need to use your emotional self-control.

Tips for development

- Keep a diary of your emotions and behaviors over a week. Identify occasions when you lost control.
- Examine the events that led up to that. Use this process to identify your emotional 'triggers'.
- Develop strategies to:
 - avoid your emotional triggers when possible
 - interrupt your automatic response by doing something incompatible with that response (for example: if you feel angry, think of something amusing or silly, or sing a song in your head).
- Think through the implications of your first reaction. For example, "If I shout right now, what will the end result be?"
- Think about how stressed you are feeling generally in everyday life. If you need to, think about how you can reduce your stress levels (for example, take up physical activities that take your mind off things or provide relaxation; or identify pressures that you can eliminate by planning your work differently or delegating to others).

Self-Management

Positive Outlook

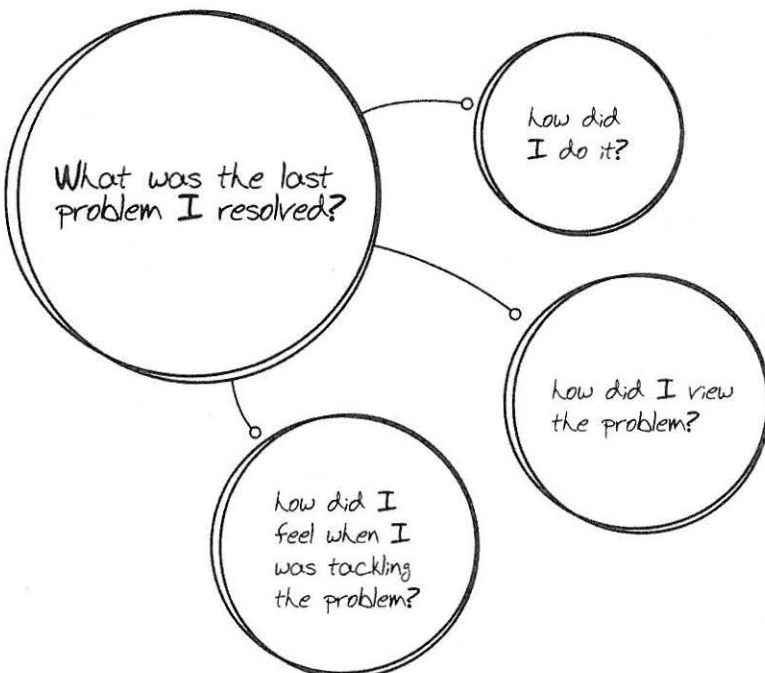
This competency is about seeing the world as a glass that is 'half-full' rather than 'half-empty'. This is the ability to see good in others and in the current situation. Threats are viewed merely as opportunities that can be acted upon and taken advantage of to achieve optimal outcomes.

When you demonstrate Positive Outlook you:

- see opportunities rather than threats
- have mainly positive expectations about others
- have positive expectations for the future
- believe the future will be better than the past
- see the positive side of difficult situations

Seeing problems for what they really are is a key part of having a positive outlook. To one degree or another we're all prone to overreacting, jumping to conclusions, looking for someone else to blame, or blaming ourselves. If only we could put our problems in perspective – to see them for what they really are. Then they might not be problems any more.

Having a positive outlook will help you cope with multi-tasking, juggling multiple projects or assignments and different responsibilities. Unless we have the necessary tools to deal with these multiple challenges it can easily seem too much. Trying to stay positive helps us remain focused and calm instead of being overwhelmed by emotion or stress.



Tips for development

- Over the course of a week or two, keep a note of all the situations in which you felt anxious, afraid, cynical or angry. Consider each situation in turn and your emotional response to it. Was your anxiety, fear, cynicism or anger justified? Now think of an alternative, more positive response that you could make to similar situations in the future.
- In addition, keep a note of the consequences of your responses, both negative and positive. When your responses involve anxiety, fear, cynicism or anger, what do you feel able to do? How does this compare with what you feel able to do when your responses are more positive?
- When you find yourself feeling worried, afraid or anxious about a situation, ask yourself honestly, "What's really the worst that could happen? How could I deal with that?" Then ask yourself, "What is the best that could happen? What if it all goes well?" Focus on what the outcome will look like and feel like when it all goes well. Then focus your energy and enthusiasm on making it happen!

Social Awareness

Empathy

This competency is about understanding other people. It is the ability to hear and understand accurately the unspoken or partly expressed thoughts, feelings and concerns of others. People with empathy are able to constantly pick up emotional cues. They can appreciate not only what people are saying, but also why they are saying it.

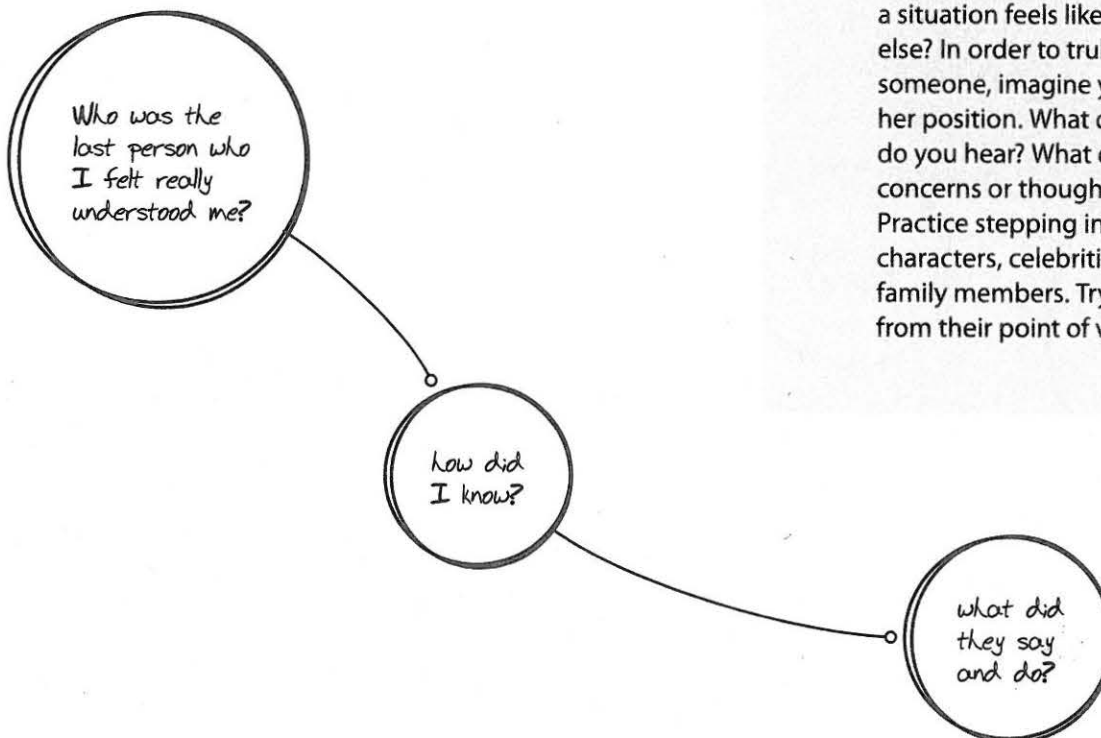
When you demonstrate Empathy you:

- read people's moods or non-verbal cues accurately
- respect and relate well to people of diverse backgrounds
- listen attentively to others
- understand others' perspectives when they are different from your own
- understand the reasons for another's actions

Remember, don't assume that everybody does things or values things in the same way. We learn about differences by observing and asking, and by noticing when others respond to things differently than we do. Be open to others' opinions and viewpoints.

Tips for development

- Over the next two weeks think carefully about your interactions with others. Ask yourself these questions:
 - Do I listen actively?
 - Do I pay attention to both verbal cues (tone of voice, speed, loudness, nature of language, etc.) and non-verbal cues (hand gestures, head gestures, direction of eye gaze, leaning forward or backward, etc) in order to identify what is really being said?
 - Do I 'mind-read' and make assumptions (right or wrong)?
 - Do I ask questions to understand what the other person is really saying, feeling or needing?
 - Do I provide feedback – verbal or non-verbal – so that others know that I am listening and interested (for example, nodding, asking questions, clarifying what I've heard)?
- Can you step into another person's shoes? Do you really understand what a situation feels like for someone else? In order to truly empathize with someone, imagine yourself in his or her position. What do you see? What do you hear? What do you feel? What concerns or thoughts do you have? Practice stepping into the shoes of TV characters, celebrities, friends, tutors, family members. Try to see the world from their point of view.



Social Awareness

Organizational Awareness

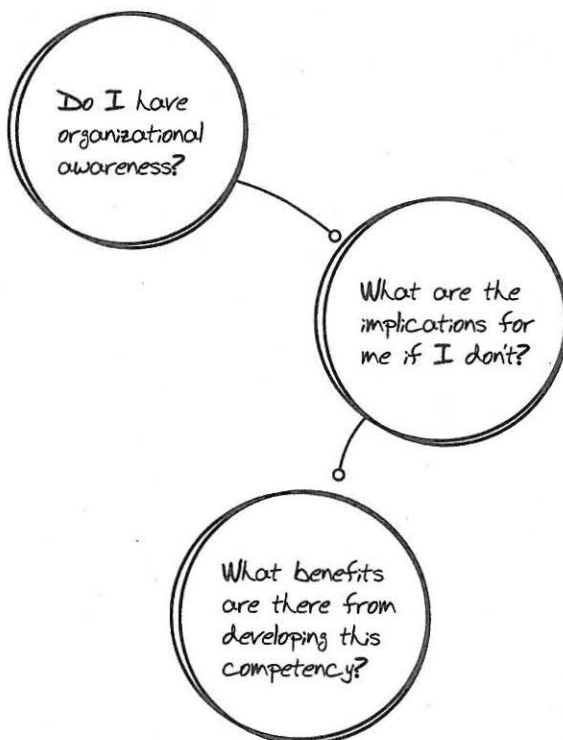
This is the ability to understand the 'power' relationships in one's own group or organization. This includes the ability to identify the real decision-makers and who can influence them. It is also about recognizing the values and cultures of organizations and how these affect the way people act and behave.

When you demonstrate Organizational Awareness you:

- understand the political forces at work in your group or organization
- read key power relationships in groups or organizations accurately
- understand the values and culture of your group or organization
- understand the informal process by which work gets done in your group or organization
- understand what is rewarded, and what is not rewarded, in your group or organization

Tips for development

- How 'tuned in' are you to the unwritten rules that operate within the department or institution in which you work or study? How aware are you of the cultural norms ("how we do things around here"), the power relationships amongst students and staff? Ask yourself these questions:
 - Who are the students with influence?
 - Who are the members of staff with influence?
 - Do I really know what expectations others (students or staff) have of me?
 - What behaviors are and are not acceptable within my peer group?
 - What behaviors are and are not acceptable within other groups I come into contact with?
 - What specific behaviors do students value?
 - What specific behaviors do members of staff value?
- Take your analysis a step further by identifying the implications for your group or organization:
 - What do we do well because of our culture, values and power relationships?
 - What constraints do we create because of our culture, values and power relationships?



Relationship Management

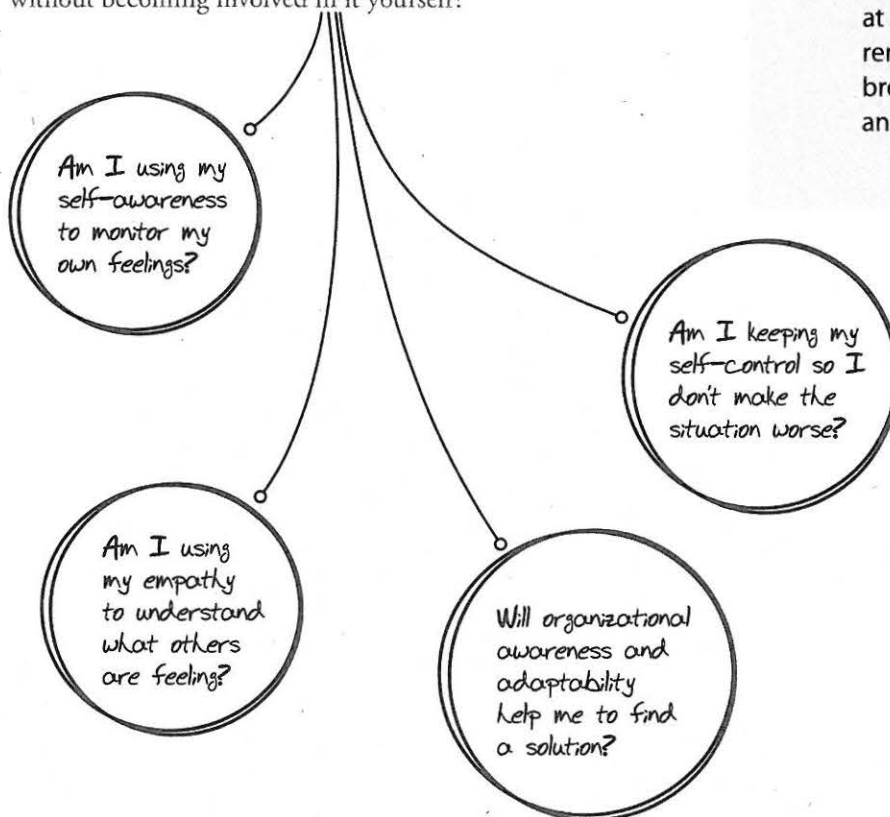
Conflict Management

This is the ability to handle difficult individuals, groups of people, or tense situations with diplomacy and tact. This involves coming face-to-face with the conflict rather than trying to avoid it. This competency entails focusing on the issues rather than the people and working to de-escalate the bad feelings.

When you demonstrate Conflict Management you:

- bring disagreement out in the open
- help de-escalate conflicts
- communicate the positions of those involved in a conflict to all concerned
- try to resolve conflict by articulating a larger goal that everyone values
- try to resolve conflict by finding a position everyone involved can accept

But how do you stay impartial and manage conflict without becoming involved in it yourself?



Tips for development

- If you sense trouble brewing with someone you work or study with, take steps to bring the disagreement or issue out into the open before it turns into a conflict situation.
- If you are with people who are in conflict with each other or with you, don't be afraid to ask them what they feel the real issues are. The issues behind the conflict may be less difficult to resolve than you think, and others may respond positively to being able to air their views. Try reflecting on other people's perspectives in order to understand their views and needs.
- If you find yourself in a heated discussion, focus on the issues and don't get personal. Aim your criticisms at behaviors, not individuals. If things remain heated, suggest a 20 minute break to allow everyone to calm down and gather their thoughts.

Relationship Management

Coach and Mentor

This competency is the ability to foster the long term learning or development of others. Its focus is on the behaviors involved in developing others, rather than on the formal role of teaching or training. Those who do this well spend time helping people find their own way to excellence through specific feedback on current performance.

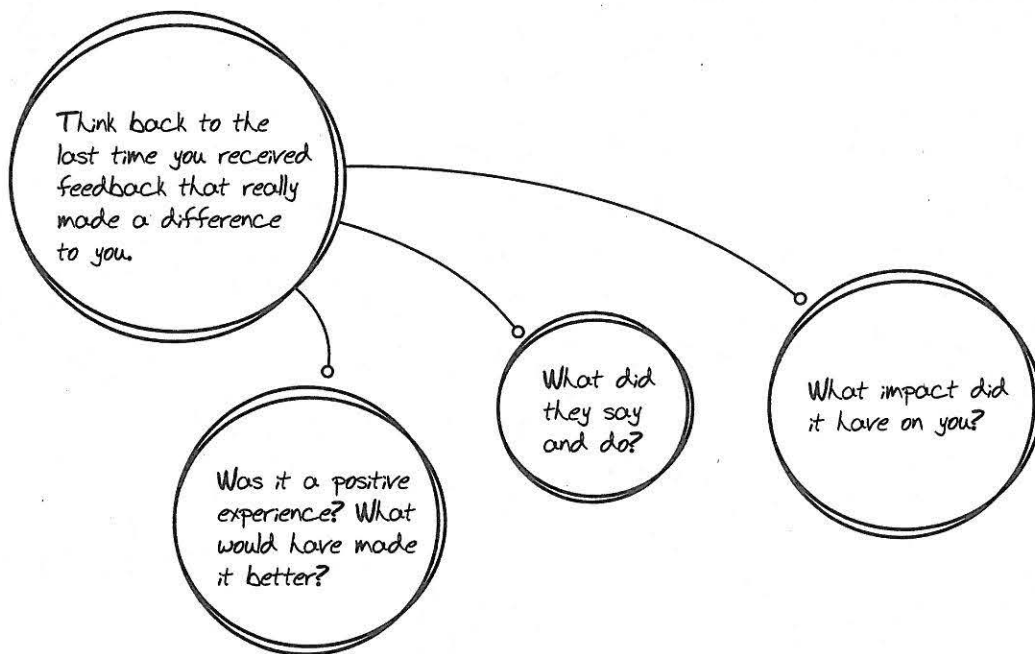
When you demonstrate Coaching and Mentoring you:

- offer feedback to improve another person's performance
- recognize others' specific strengths
- provide on-going coaching and mentoring
- encourage others to pursue their dreams, calling or passions
- care about others and their development

Remember that giving feedback is a sensitive business. You'll need to use this competency with your empathy as well. People are very sensitive to receiving feedback – and can find it as difficult to accept the positive as the developmental.

Tips for development

- Act as an informal mentor to a new student in your group or to a student in the year below you. Join a volunteer mentoring scheme, if there is one at your institution or school, and gain training in the mentoring process.
- Provide constructive feedback to peers who may not be doing as well as you. Help them to think through:
 - what they could do differently
 - how to improve the quality of their work
 - what strengths they have that could help them do things better or more easily
- Take time to talk to others about their aspirations, the things they want to do better, the things they would like to try out, the things they want feedback on.



Relationship Management

Influence

This is the ability to have a positive impact on others. It involves persuading or convincing others in order to get them to support your ideas and suggestions. This is about grabbing someone's attention and getting others to listen.

When you demonstrate Influence, you:

- build consensus and support for ideas and suggestions
- convince others by appealing to their self-interest
- anticipate how people will respond to an argument and adapt your approach accordingly
- convince others by engaging them in discussion
- convince others by getting support from key people

Consider a situation you have coming up where you need to influence a person or group. Use the questions below to help you plan your influencing more effectively.

- Who am I trying to influence?
- Is it a group or individual?
- Do I know them well?
- What outcome do I want?
- How will I know whether I have been successful?
- What do I plan to do?
- What do I see the outcome being?
- What alternative approaches are there?
- How would that effect the outcome?

Tips for development

- Identify a role model who is successful in gaining support for their ideas or suggestions. Analyze how they achieve their influence over others. Do they use different strategies with different people and in different situations? If possible, talk to the person you identified as a role model and ask for their advice and useful tips.
- Think about the whole range of influencing strategies that you can use:
 - demonstrating empathy
 - using your organizational awareness
 - building relationships
 - making others feel valued and empowered
 - bargaining and letting others know 'what's in it for them'
 - providing facts, evidence and logic to support your argument
 - having a dramatic impact
- Which of these strategies feel more natural to you? These are ways in which you can have 'quick wins' in your influencing. Which of these feel more alien to you? These are areas in which you can develop your influence.
- Take part in a committee or group dealing with an important organizational or departmental problem. Identify the outcome you believe the group should achieve, and decide the strategies you will use to influence this outcome.

Relationship Management

Inspirational Leadership

This is the ability to take on the role of leader in a group or team. It implies a desire to lead others. Leadership need not come from a position of formal authority – this competency is about the behaviors of leadership, not about being in a formal leadership role. People with this competency work to bring people together to get the job done. They are able to build a strong sense of belonging within the group, leading others to feel that they are part of something bigger than themselves.

When you demonstrate Inspirational Leadership you:

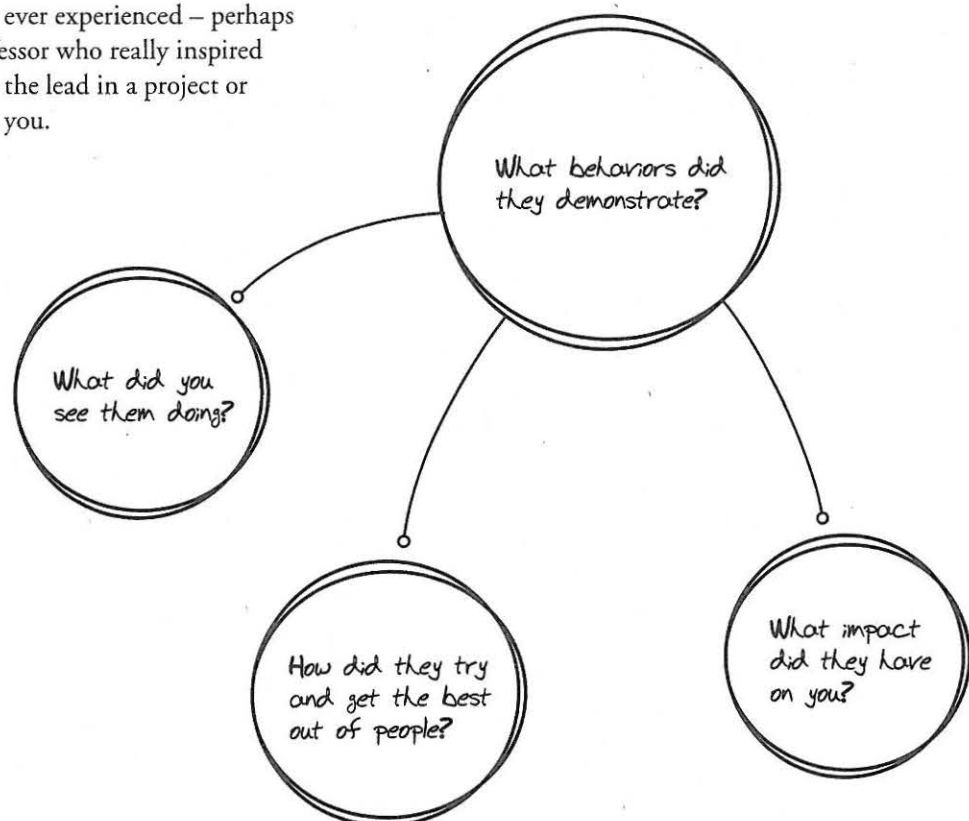
- make activities or projects engaging
- inspire others by stating a vision or goal
- motivate others by generating emotional reactions
- build pride in the group
- lead by bringing out the best in people

Great leaders know exactly what their role is in the team. They read the situation and understand what is needed from them and they create a great atmosphere to work in.

Think of the best leader you have ever experienced – perhaps a work manager, a teacher or professor who really inspired you, or another student who took the lead in a project or activity and who really motivated you.

Tips for development

- Identify a role model who inspires you. Identify the particular behaviors that you find inspiring and try to use similar behaviors yourself.
- When working with peers on a group assignment or project:
 - try to convey a sense of purpose and clarity about the group's goals
 - show and share your enthusiasm for the project
 - share your motivation – for example, your excitement about the outcome if it all goes well
 - encourage a 'can do' attitude in others.



Relationship Management

Teamwork

This competency is about working co-operatively with others, being part of a team and working together – as opposed to working separately or competitively. Teamwork is about enjoying shared responsibility and rewards for accomplishments. It involves participating actively and building the capability of the team.

When you demonstrate Teamwork you:

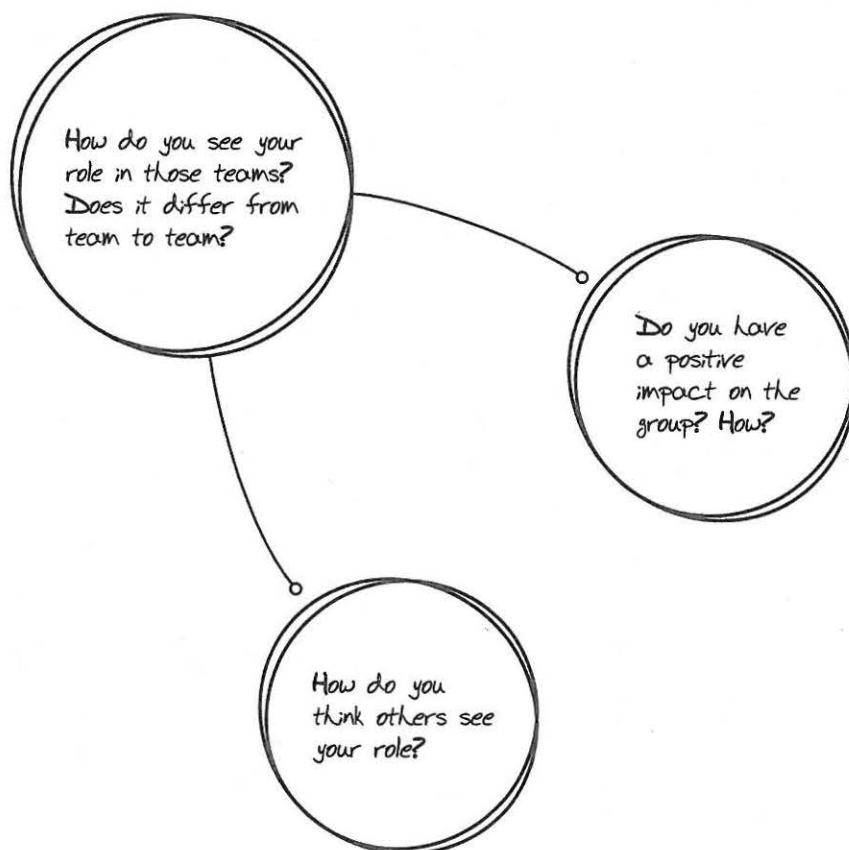
- maintain co-operative working relationships
- build team spirit and identity
- promote a friendly, co-operative climate in groups or organizations
- solicit others' input and participation
- work well in teams by being respectful of others

Making a positive contribution in a team is an important skill and something you will use often, in all the roles in your life – as a student, as an employee or manager, in sports or recreational groups and at home and in social groups.

Think of all the different teams and groups you belong to.

Tips for development

- When you are given an assignment to do as a team with your peers:
 - encourage the team to get to know each other; for example, suggest you all meet for a coffee
 - avoid taking immediate control of the assignment
 - encourage a supportive climate where individuals can speak up in confidence; for example, by asking others for their views and thanking them for their contribution.
- Show a positive belief in the team's ability; for example, talk to other groups about what you are achieving together as a team.
- Create a symbol for your group, team or department to rally around, or get together to celebrate the team's success.



Cognitive Competencies

Systems Thinking

This is the ability to identify the many and various factors that impact upon a complex situation or event. It is recognizing both the causes and effects of actions and outcomes. Systems Thinking is about explaining these interactions in terms others can understand, which may involve the use of diagrams, flow charts, detailed but simple discourse, etc.

When you demonstrate Systems Thinking you:

- explain complex events in an understandable way
- see situations as a set of cause and effect relationships
- explain how interactions result in particular outcomes

Tips for development

- Identify a past event that you were involved in that proved to be complex or difficult to understand at the time. Spend time reviewing that event. Draw a diagram that details the steps in the event, the people or other events that impacted it, and the eventual outcome. Share it with someone who also experienced it to validate your analysis.
- Work with another person who is having difficulty understanding a situation they have found themselves in. Ask questions to understand what is going on. Once you feel you have an understanding of it, play it back to the other person in a way that will aid them in making sense of this complex event.

Pattern Recognition

This competency is about recognizing patterns or trends in random information, events or situations. It is the ability to describe these patterns or trends to others, and to use metaphors or analogies to bring them to life and make them easily understood and recognizable. It is also the ability to see the commonality or similarities among various and often very different situations.

When you demonstrate Pattern Recognition you:

- identify patterns and trends within random information
- use metaphors or analogies to describe patterns or trends
- see similarities across different situations

Tips for development

- Identify several situations where you have had difficulties. Look for patterns or trends that seem to cut across these situations. Describe what you are seeing in a way that will help you conceptualize what you might do differently in similar situations next time.
- Work with another person to help them gain insight into how they are working. Identify two or three things that seem to typify this person's way of working with others. Create a metaphor or an analogy to help them understand how they work and the impact they have on others.