



Emotional Intelligence and the ESCI-U

A Presentation for the Virginia Conference
United Methodist Church
November 5, 2014

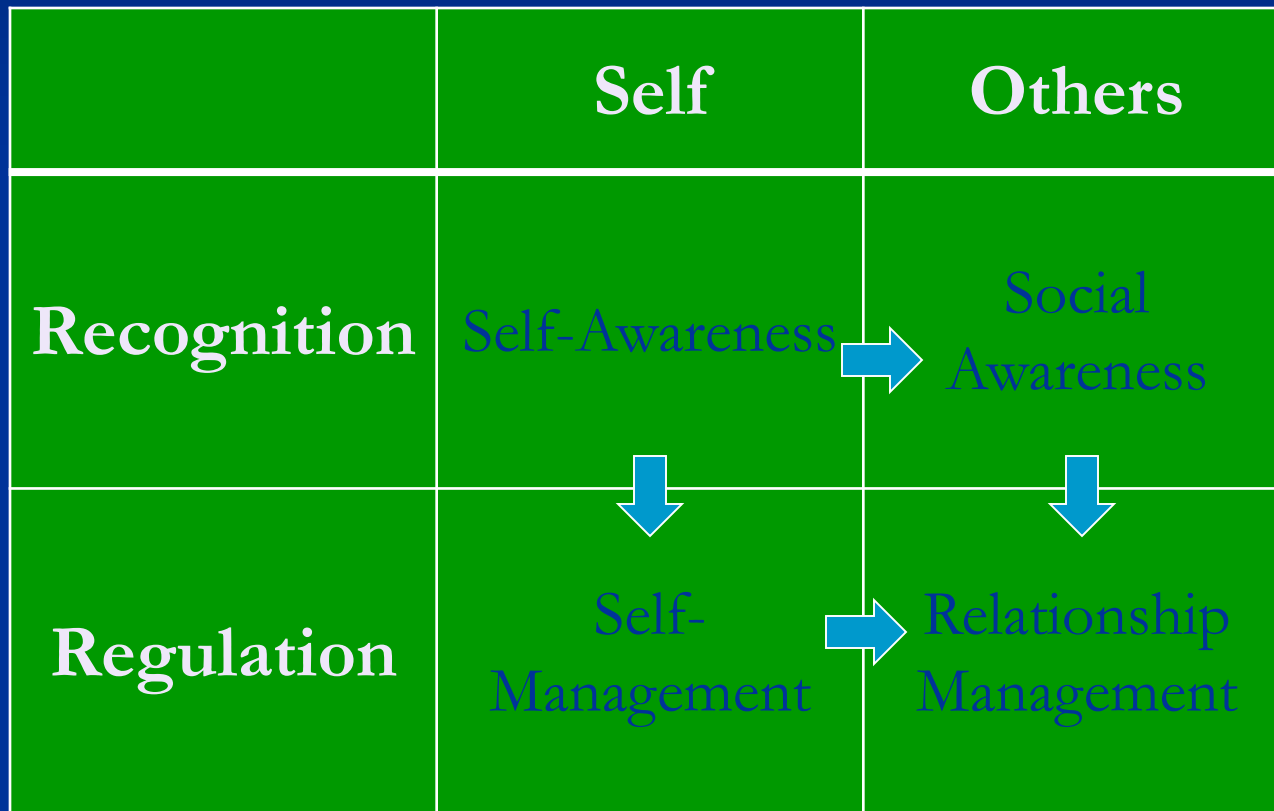
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Session Goals

For participants to:

1. Review important EQ concepts as they relate to new brain science
2. Reflect on their own EQ learning agenda, and
3. Discuss interpretation of the ESCI tool

Daniel Goleman's EQ Model



Highest Ranked by UMC: *Emotional Self Control*

ESCI - University Edition



Self-Awareness

- Emotional Self Awareness ★

Self-Management

- Achievement Orientation
- Adaptability
- Emotional Self-Control ★
- Positive Outlook

Social-Awareness

- Empathy ★
- Organizational Awareness

Relationship Management

- Conflict Management
- Coach and Mentor
- Influence
- Inspirational Leadership ★
- Teamwork

Cognitive

- Systems Thinking
- Pattern Recognition

EQ and the Brain

Triune Brain



- Survival Brain
 - Reptilian
- Emotional Brain
 - Limbic
- Thinking Brain
 - Neo-cortex

When you flip your lid
your frontal cortex
is disengaged from
your amygdala



ADDTXT.COM

Emotional Self-Control



“Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

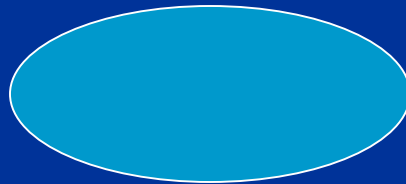
Viktor E. Frankl, *Man's Search for Meaning*

Emotional Self-Control

**From STRESS:
Stimulus/React**

To

Stimulus



**Considered
Response**

Finding the Space: Attend and Befriend

Attend: Pause

- Self awareness:
 - What is happening in the moment
 - Physical sensations
 - Away from stories
- Breathe
- Space

Befriend: in the space

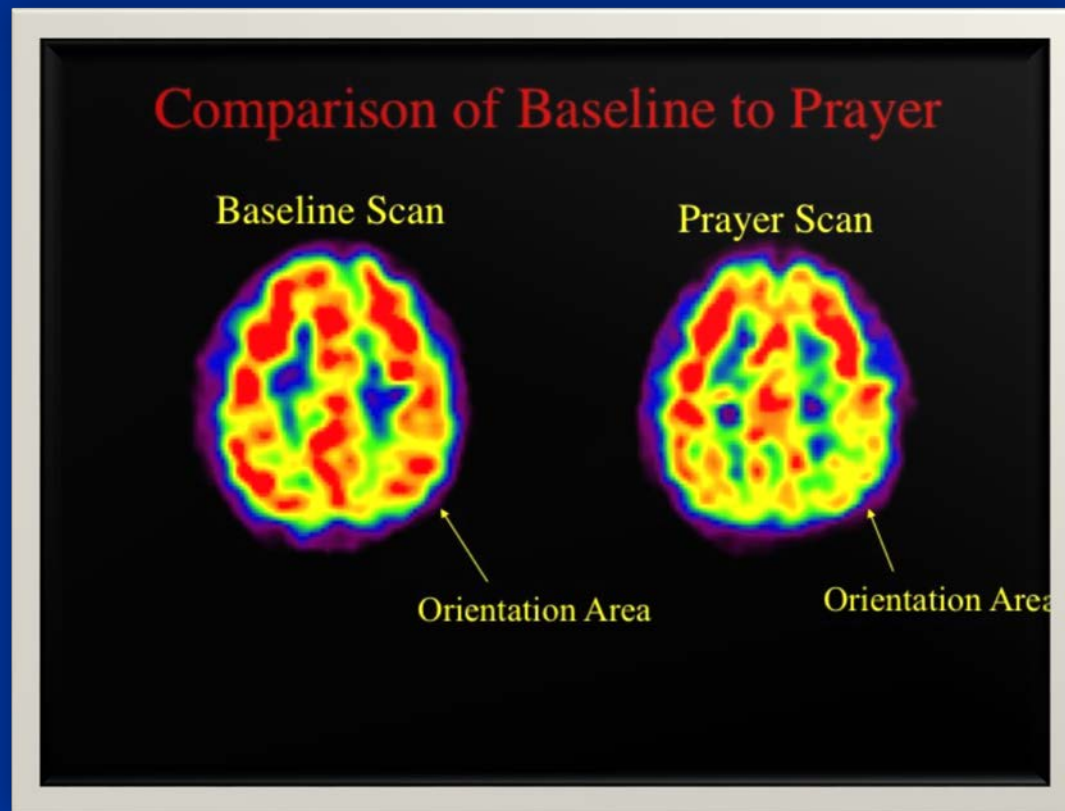
- Yes/Allow
- Practice self-compassion
- Investigate
- Apply qualities of the heart

We can change the brain through
neuroplasticity

*Give us the serenity to accept
what cannot be changed,
The courage to change
what can be changed,
and the wisdom to know
the one from the other.*

~Reinhold Neibuhr

Your Brain on God



The Sacred Pause

With Tara Brach, author and founder of the Insight
Meditation Center in Washington DC

<http://imcw.org/Talks/TalkDetail/TalkID/124.aspx>



Table Discussion

- What currently enables you personally to find the space between stimulus and response?
- Can you think of a recent time when you wish you had made a more considered response?
- What practices or perspectives would enable you to find it more frequently or to extend it?
- How are we modeling for and training new ministers in emotional self-control?
- What more might we do in that regard?



Positive Outlook or Resilience

- Part of the movement called “positive psychology”
- The process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress...."bouncing back" from difficult experiences.
- Involves learned behaviors, thought patterns and actions



“The greatest glory of living lies not in never falling but in rising every time you fall.”
- Nelson Mandela

Resilience

“More than education, more than experience, more than training, a person’s level of resilience will determine who succeeds and who fails. That’s true in the cancer ward, it’s true in the Olympics, and it’s true in the boardroom.”

*“How Resilience Works”, HBR,
May 2002*

“The foundation of the skills of resilience is built on the simple realization that our emotions and behaviors are triggered not by events themselves but by how we interpret those events.”

*The Resilience Factor, Reivich &
Shatte*

The ABC's of Resilience

- **A**dversity – the difficult event or situation
- **B**eliefs – what you say to yourself about it
- **C**onsequences – the way you feel and what you do in response to the adversity



Resilience



..\\..\\..\\Videos\\Inspiring Heather Dorniden Takes a Fall But Still Wins the Race.mp4

Heather Dorniden of the University of Minnesota races the 600m at the Big 10 Indoor Track Championships. She reminds what a race really is about. What life is really about. We will fall. We can rise.

Personal Reflection on Resilience



Review the handout “10 Ways to Build Resilience”. Think about your ministerial role and what it requires of you. Put a check by something you already do well and circle one of the “ways” you might want to enhance.

Exemplary Self-Control and Resilience

(note connection with conflict, 1 of the lowest scoring items thus far on ESCI)

“I do not believe that what happened divided us into winners and losers; instead, I believe that the University of Virginia will be the winner. But it will also be necessary for us to pursue reconciliation with those with whom we differed, to repair relationships that have frayed, and always to let civility replace hostility. To the extent that I am able, I will lead this effort by example.”

~ Terry Sullivan, UVA President,
Letter to faculty, July 2012



[..\..\..\..\Videos\President Sullivan Addresses Supporters on the Lawn.mp4](#)

Working with the ESCI-U

- A multi-rater assessment tool designed around emotional intelligence abilities
- Looks at five clusters of abilities
- A tool best used for development rather than selection



Emotional Intelligence

What's important for you right now?

Please use the ESCI-U Model handout and rate each competency on a scale of 1 to 5.



EQ Competencies

Most important right now

Please put a dot by the three that are
most important for you in your role
right now.

Partner Discussion: Your “Learning Agenda”

- Circle the 3 competencies most important in your work role right now.
- What is your “ideal self” related to these 3?
- What is your “real self?” What are your strengths related to these 3? Where are their gaps between who you want to be and who you are now?
- What would be a developmental goal for you?



Highlights of 2013 and 2014 Composite Reports

	2013	2014
Response rate	81%	86%
Self scores	Often lower	Often lower
% ratings above 4.3 in priority areas:		
•Emo self awareness	95%	87%
•Emo self control	95%	96%
•empathy	95%	91%
•Inspirational leadership	80%	91%
Lowest area	Influence 45% above 4.3	Influence 35% above 4.3
High items	4 individual mastery, 6 relational	Same
Low items	4 influence, 5 cognitive, 1 conflict, 1 ach orientation	3 influence, 5 cognitive, 1 conflict, 1 ach orientation

Changes for 2015

- Required categories for raters:
 - 3 supervisors or professors
 - 3 peers
 - 3 people with whom you've been in ministry
 - No family members
- Recommendations
 - Letter of explanation from VAUMC
 - Solicitation of qualitative responses

- Anticipated outcomes:
 - Increased validity of scores
 - More variation across candidates
 - Lower scores overall

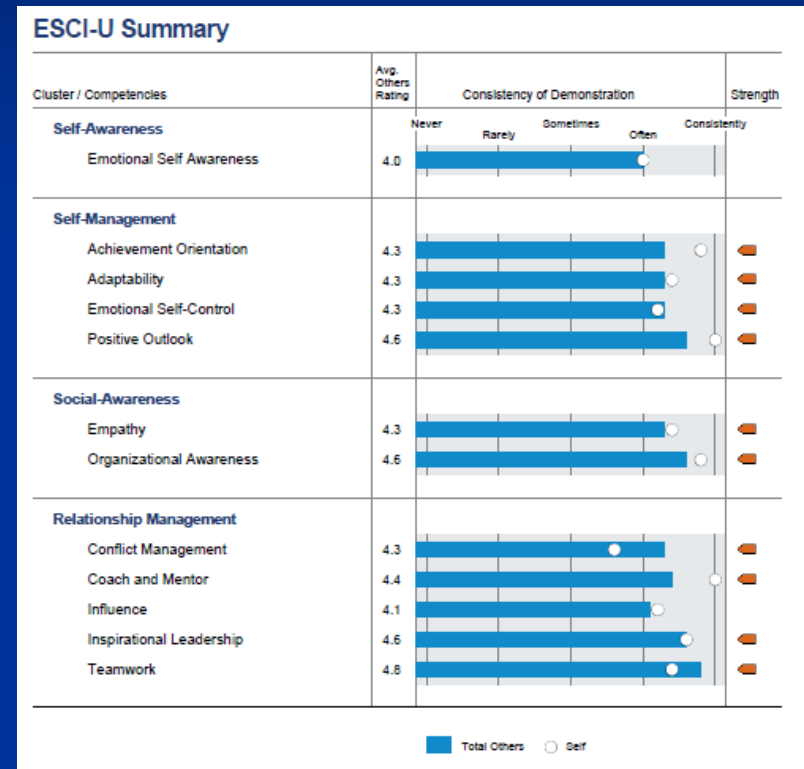
Considering Validity (p.11)

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Procd.	Low	High	Low	High
Self	1	1	1				
Others	11	8	7				

- Greater familiarity is better – more accurate ratings
- Low agreement indicates inconsistent perspectives. More agreement – likely more accurate

Reviewing the ESCI-U Results

- Scan overall summary on p. 12. Look at:
 - Range of scores on ave others' ratings
 - How many arrows?
 - Particular high and low others scores
 - Discrepancies between self and others (>.5)



Detailed Review, pages 14-19

- Look at range of self scores
- Look at range of others scores;
below 4.0
- Identify “blind spots” (>.5 higher self ratings than others)
- Identify areas where candidate is harder on self (>.5 higher others ratings than self)
- Identify strengths and opportunities for growth









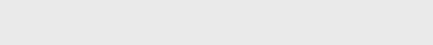

Relationship Management			
Item #		Self	Others
Conflict Management			
1	Tries to resolve conflicts by finding a solution that addresses everyone's interests	3.0	4.7
8	Tries to resolve conflict by openly talking about disagreements with those involved	3.0	4.0
30	Resolves conflict by bringing it into the open	4.0	4.0
51	Tries to resolve conflict by finding a position everyone involved can endorse	3.0	4.0
67	When resolving conflict, de-escalates the emotions in the situation	5.0	4.7
Coach and Mentor			
16	Provides feedback others find helpful for their development	5.0	4.0
17	Coaches and mentors others	5.0	4.1
42	Cares about others' and their development	5.0	4.6
57	Personally invests time and effort in developing others	5.0	4.8
68	Provides on-going mentoring or coaching	5.0	4.5
Influence			
6	Convinces others by developing behind the scenes support	5.0	4.4
12	Convinces others by appealing to their self-interest	3.0	3.5
29	Convinces others by getting support from key people	4.0	4.0
31	Convinces others by engaging them in discussion	5.0	4.3
40	Anticipates how others will respond when trying to convince them	4.0	4.5

Some patterns

- Lower cognitive scores
 - Not what we were interested in, but....
 - Look at individual items for any concerns
- Higher self-ratings
 - May indicate unrealistic view of self or need to enhance self-awareness.
 - Could also be one low rater or unusual circumstance
 - Place emphasis on what they learned
- Lower self ratings
 - Humbleness is a virtue
 - And yet may indicate low self confidence
 - Can lead to hesitancy in leadership
 - Explore awareness of these types of dynamics

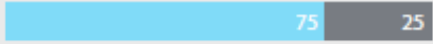
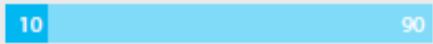
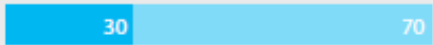

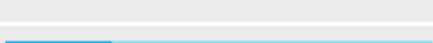
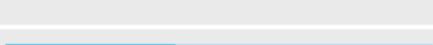

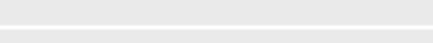
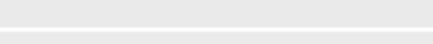
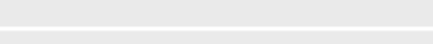
Highest scoring items

The chart below based on the Total Others' scores shows the discrete behaviors that this group demonstrates most consistently. It shows the 10 items that raters scored highest for this group. These are ranked by highest average score.

#	Item	Competency	Average score	Percentage of participants		
				0	50	100
27	Strives to improve own performance	Achievement Orientation	4.9			
10	Works well in teams by being respectful of others	Teamwork	4.9			
42	Cares about others' and their development	Coach and Mentor	4.9			
28	Understands others by listening attentively	Empathy	4.8			
4	Works well in teams by being supportive	Teamwork	4.8			
53	Views the future with hope	Positive Outlook	4.8			
48	Seeks ways to do things better	Achievement Orientation	4.8			
1	Tries to resolve conflicts by finding a solution that addresses everyone's interests	Conflict Management	4.7			
23	Sees the positive in people, situations, and events more often than negative	Positive Outlook	4.7			
49	Works well in teams by encouraging cooperation	Teamwork	4.7			

Lowest scoring items

The chart below based on the Total Others' scores shows the discrete behaviors that this group demonstrates least consistently. It shows the 10 items that raters scored lowest for this group. These are ranked by lowest average score. Use this to help you identify the group's development needs, and to compare the group's behavior with the organization's strategy or intentions.

#	Item	Competency	Average score	Percentage of participants		
				0	50	100
15	Explains complex events through a system or flow diagram	Systems Thinking	3.4			
12	Convinces others by appealing to their self-interest	Influence	3.9			
60	Interprets a new situation by using an analogy relating it to a different type of situation	Pattern Recognition	4.0			
54	Uses metaphors or analogies to describe themes or patterns	Pattern Recognition	4.1			
30	Resolves conflict by bringing it into the open	Conflict Management	4.1			
32	Identifies patterns or trends in seemingly random information	Pattern Recognition	4.1			
56	Seeks to improve by taking calculated risks to reach a goal	Achievement Orientation	4.2			
40	Anticipates how others will respond when trying to convince them	Influence	4.2			
29	Convinces others by getting support from key people	Influence	4.2			
6	Convinces others by developing behind the scenes support	Influence	4.3			

Sample Validity

Sample Person - Hay Group

HayGroup

Data Validity

Summarizes the source and quality of the feedback data

This report is based on the responses of 4 individuals as shown below.

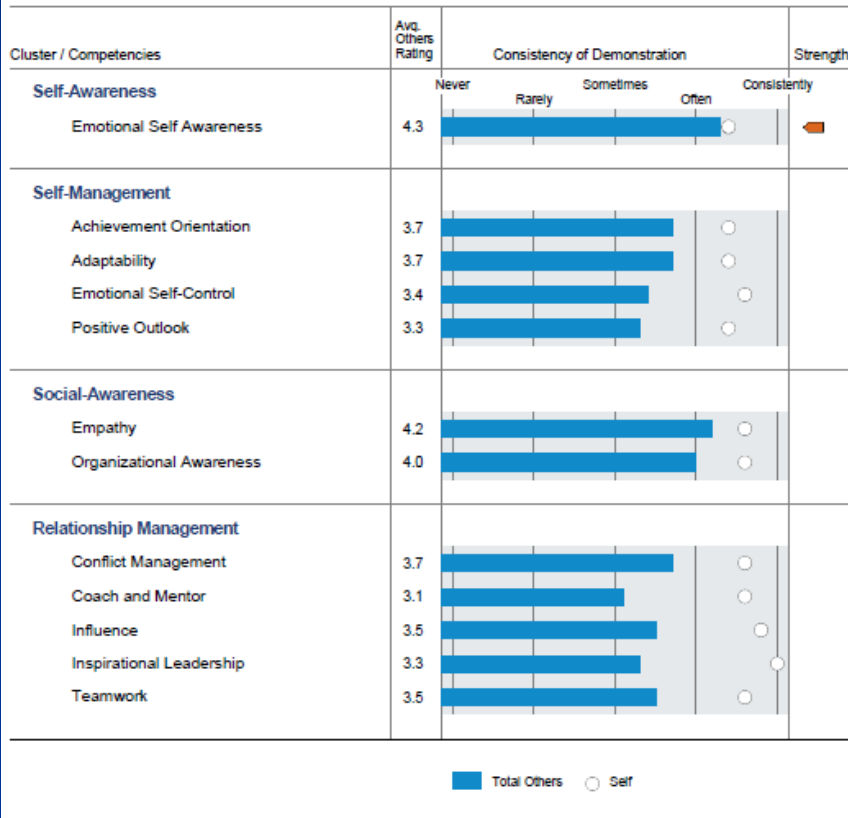
4 questionnaires were returned in time to be included in this feedback.

The responses were collected between 08/02/2007 and 08/03/2007.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prsdl.	Low	High	Low	High
Self	1	1	1				
Manager	1	0	0				
Others	5	3	3				

Sample Summary

ESCI-U Summary



At your table, please:

- Review the item frequency report for this person
- Select 3 particular items you would be pleased to see in a candidate
- Select 3 particular items that concern you.
- Consider:
 - What is important for ministry
 - Agreement among raters
 - Low items within a category
 - Discrepancy with self score

Session Goals

For participants to:

1. Review important EQ concepts as they relate to new brain science
2. Reflect on their own EQ learning agenda, and
3. Discuss interpretation of the ESCI tool