ESI (Emotional and Social Intelligence)

The case for ESI:

- In several studies over the last 2 decades, 80 to 90% of the competencies that distinguish outstanding leaders/managers are related to ESI.
- Unlike IQ, ESI (EQ) based competencies are learned.

EQ defined:

"THE CAPACITY FOR UNDERSTANDING OUR OWN BEHAVIOR AND FEELINGS, TO IDENTIFY THOSE IN OTHERS AND IN THE MOMENT TO BE COMPETENT TO EFFECTIVELY MANAGE BOTH IN OUR RELATIONSHIPS"

(Adapted from Dan Goleman)

In its simplest form, ESI includes five basic competencies, which include basic skills and constructive attitudes:

A. Self-Awareness
   1. Be clear on your intent in becoming a facilitator/Mentor/Teacher.
   2. Know your Behavioral Style (aka Natural Behavior).
   3. Your opinions are not “the Truth” without verification.
   4. Sensing how your emotions impact your own and others' behavior.

B. Self-Regulation
   1. Altering (flexing) your behavior to match or support other people’s needs.
   2. Choosing to adjust or check your emotions to become more effective in the moment.
   3. Accurately interpret verbal and non-verbal responses to gauge your progress and impact.
   4. Subvert your own self-interest (move yourself out of the way) to “get” (see, hear, and feel) the other person.

C. Self-Motivation
   1. Feel the fear and make reflective, courageous choices to act.
   2. Compare available options for action against your purpose and values, choosing accordingly.

3. Experience joy in other people's self-discovery and success.

D. Empathy
   1. Concentrate your attention over there (with the other person or group).
   2. Choose to believe that "everyone has a unique genius and it is our responsibility to assist them to discover or expand it."
   3. Be patient with silence.
   4. Accept that every human being believes they are doing the very best they can at the moment.

E. Social Skills
   1. Take responsibility for all breakdowns or unacceptable behavior, no matter who or what the cause.
   2. Giving up being "right" avoids making others "wrong".
   3. Practice active listening (Use of Communication Guidelines)
   4. Comment on specific actions and their impact, not the person's character.
   5. Identify and utilize behavior in the moment of an interaction to demonstrate a teaching point, alter your approach, or change the content.