

EMOTIONAL AND SOCIAL INTELLIGENCE CAPABILITY FRAMEWORK (ESICF)



A framework covering Emotional and Social Intelligence capabilities for the Australian Public Service

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The Emotional and Social Intelligence Capability Framework (ESICF) offers a model for understanding Emotional and Social Intelligence.

The development of the Framework recognises the growing awareness in the public and private sectors of the importance of both emotional and social intelligence in contributing to organisational and leadership effectiveness.

Underpinning the Framework is a range of interconnected elements. These are intentions, emotions, skills and social factors that

determine how well we know and master ourselves; understand our organisational, cultural, social and interpersonal context; and effectively function within the multiple layers of organisational life.

The Framework is built around four key criteria (represented by the four quadrants in the diagram): Self Insight; Self Mastery; Social Insight and Social Mastery.

The four criteria underpin our Emotional and Social Intelligence, and each of them comprises three capabilities, within each of which are five behaviours.

Vertical and Horizontal Dimensions of the Framework



The Framework's four quadrants (= criteria) fall into either the left and right sides, or the upper and lower halves of the circle.

The left and right sides of the circle are concerned with the extent to which we are accomplished either at the level of the 'self' (the left side) or 'socially' with others (the right side), or indeed with respect to both sides.

The upper and lower halves of the circle are concerned with the extent to which we have either 'insight' into emotional and social issues (the upper half), or have mastery of action in these issues (the lower half), or indeed combine a capacity with respect to both the upper and lower halves.

Left and Right Sides of the Framework

1. Self Accomplished (Left Side)

The Self Accomplished individual is capable of integrating both Self Insight and Self Mastery, the two quadrants on the left side of the Framework.

The Self Accomplished individual knows what they want to be, i.e. have clear goals, they understand how their emotions drive their behaviour and aspirations, and what their strengths and weaknesses are. They are able to harness their learning energy and appropriately manage stress.

2. Socially Accomplished (Right Side)

The Socially Accomplished individual ideally needs to be competent in both Social Insight and Social Mastery, the two quadrants on the right side of the Framework.

Having effective Social Insight requires a macro appreciation of the organisation and context, its culture and its clients, a service orientation and interpersonal 'savvy'. This on its own, however, is not enough and needs to be complemented by an ability to operate effectively within this organisational context by utilising personal impact, leadership, relationship and team management.

Upper and Lower Halves of the Framework

1. Accomplished in Insight (Upper Half)

To be emotionally competent an individual needs to go beyond knowledge and awareness to a deeper insight and competence in Self Insight and Social Insight, the two quadrants in the upper half of the Framework.

Only when an individual has self awareness and ultimately a deeper understanding about themselves, and at the same time is truly tuned-in and really understands how things work in the wider organisational context, will they have this higher level of awareness and insight.

2. Accomplished in Mastery (Lower Half)

To be a competent performer (a master) an individual ideally needs to be accomplished in both Self Mastery and Social Mastery, the two quadrants in the lower half of the Framework.

When the emotionally and socially intelligent manager comes into contact with stakeholder individuals and groups, they creatively utilise their resilience and personal impact whilst simultaneously managing their emotions. This leads to positive outcomes for all parties, often feeding off the manager's learning energy.

Self Insight

The ability to continuously and positively identify and learn from one's own thoughts, goals, feelings, behaviours and competencies in the context of personal relationships.

Primal Intent

Conscious and genuine awareness of what drives an individual's thoughts, feelings and behaviour. This involves the individual having a conscious *raison d'être*, life purpose, intent and meaning, and clear core values and future aspirations.

Behaviours

- Demonstrate a genuine awareness of my values and goals
- Display consistency in what I think, say and do
- Articulate personal and career development plans
- Explain the major contribution and achievements I wish to make
- Show others that I have a clear personal vision and how it will fulfil a larger purpose

Emotional Awareness

An individual's ability to recognise and articulate their emotions and why and how these emotions impact on their thoughts, behaviour, performance and relationships.

Behaviours

- Express what I am thinking and feeling and why
- Show that I understand the link between emotions and work performance
- Label my feelings rather than labelling people or situations
- Take responsibility for my emotions and respect those of others
- Demonstrate an understanding of how emotions impact on relationships

Personal Competency

Personal knowledge of overall potential, strengths and weaknesses. This awareness is based on learning from experience and looked-for feedback.

Behaviours

- Display awareness of my strengths/weaknesses/ potential and limitations
- Show I have a sense of self-worth and self-confidence
- Display an understanding of risk and uncertainty
- Show that I learn from experience and look for feedback
- Commit to self development and embrace challenging growth opportunities

Self Mastery

The ability to enthusiastically and meaningfully craft, develop, realise and master personal intent, emotions, tendencies and capacities so as to achieve full potential.

Resilience

An individual's stamina, dogged persistence, follow-through and energy towards achieving their 'Primal Intent'. In an organisational context it includes an achievement drive to meet business or agency objectives, resilience and optimism in the face of difficulties and an ability to proactively utilise 'Personal Competency' in ever changing circumstances.

Behaviours

- Demonstrate stamina, dogged persistence and follow-through
- Show a high achievement drive to meet objectives and standards of excellence
- Display resilience and optimism in the face of difficulties
- Show I have an ability to proactively utilise my strengths in changing circumstances
- Acquire and deploy resources effectively and efficiently to achieve goals

Learning Energy

'Learning Energy' is the degree of preparedness to exert energy to acquire knowledge, insight or skill. High energy is derived by consciously combining emotion, self awareness, resilience and thought. Individuals use the energy of their emotions to stimulate creative thinking to learn something new and then generate new perceptions and behaviours that more effectively satisfy needs, wants and goals.

Behaviours

- Show I can adapt creatively to enhance the probability of success
- Demonstrate the ability to judge growth options using both intuition and objectivity
- Learn from my mistakes and successes
- Seek out fresh ideas from a wide variety of sources
- Am prepared to take calculated risks

Stress Management

Requires an individual to both recognise the causes of stress and also how to prevent or minimise their potential harmful effects by the use of stress reduction skills.

Behaviours

- Demonstrate self-control
- Stay calm, composed and positive even in trying moments
- Think clearly and stay focused under pressure
- Display healthy lifestyle habits
- Use my social support network to prevent or alleviate stress

Social Insight

The ability to read and understand the emotional cues and reactions of people and the culture of an organisation, such that you can more effectively serve and lead.

Organisational Awareness

Inquisitively and deliberately built up over time (sometimes years) this intelligence is an attempt to build on self knowledge and interpersonal savvy. It is driven by an aim to learn about and develop intelligent network links and how they function together. The insight progression is typically self, one on one, team, group and then organisation. The holistic, and macro appreciation of an organisation's personality or culture is thus derived.

Behaviours

- Show I understand the structure, function and politics of the different parts of the organisation
- Show an understanding of diverse worldviews and am sensitive to group differences
- Read the currents of organisational life
- Build, develop, and maintain useful network links
- Show I have an in-depth appreciation of the organisation's culture

Interpersonal Savvy

This competency implies an almost natural free flowing dynamic style of interaction with diverse others, such that it leads to ongoing productive encounters. It requires an ability to accurately empathise with individuals and groups and is facilitated by an ability to see the world through the 'others' lens, and to take that perspective into account.

Behaviours

- Use a natural and respectful style of interaction with a wide range of people
- Sense others' feelings and perspectives, taking an active interest in their concerns
- Accurately empathise with individuals and groups
- Display an ability to see the world through the 'others' lens, and to take that perspective into account
- Demonstrate attentiveness and recognition of the emotional cues of others

Service Orientation

Implies a desire and ability to help or serve other individuals, teams and groups. By listening and understanding the needs of others and drawing on organisation awareness and interpersonal savvy an individual is able to discover the needs of important 'others'. Then having accurately identified the need the intelligent leader must create and deliver the appropriate response.

Behaviours

- Willingly and effectively serve priority individuals, teams and groups
- Listen to and understand the needs of others and match these to appropriate services/products
- Anticipate and grasp a client's perspective promptly and act as a trusted advisor
- Create and deliver the appropriate response to clients needs
- Regularly review the meaning of successful client service

Social Mastery

The ability to sustainably and positively lead, develop and inspire others, build teams and genuine relationships in ways that express caring, concern and conflict in a healthy way.

Impact Management

The ability to get noticed and effectively manage impressions. This is achieved by displaying a positive and assertive attitude, seamlessly integrated with professional self presentation. Overall impact is enhanced through effective oral and written communication, influencing skills and effective use of position power and politics.

Behaviours

- Show an ability to get noticed and effectively manage impressions
- Display a positive and assertive attitude, seamlessly integrated with professional self presentation
- Display effective oral and written communication
- Demonstrate direct and indirect influencing skills
- Show effective use of positional power and politics

Leading Group/Team Process

A composite of skills including: inspirational team leadership; being a change catalyst and supporter; motivating and managing others; social responsibility and creating a positive culture; developing others; and building effective intra and inter team processes.

Behaviours

- Demonstrate inspirational team leadership
- Display change catalyst and support skills
- Effectively motivate and manage others
- Show social responsibility and create a positive culture
- Develop, coach, build and link people and teams to achieve common goals

Relationship Management

Requires developing, managing and nurturing helpful, cordial and productive stakeholder (and significant other) relationships. This is achieved by: building bonds and rapport; through being respectful, sociable, collaborative, co-operative and building others' esteem; non-verbal synchronisation; displaying conflict management/facilitation and effective negotiation skills; and interpersonal problem-solving and pacing skills.

Behaviours

- Build bonds and rapport through being respectful and co-operative
- Synchronise with others when communicating verbally and non-verbally
- Display conflict management/facilitation skills
- Demonstrate effective negotiation skills
- Show effective interpersonal problem-solving skills

The Concept of Emotional and Social Intelligence

Daniel Goleman's work on Social Intelligence (2006) has had a significant influence on the literature search and direction of this Emotional and Social Intelligence development tool. He points in particular to some significant advances in neuroscience and draws from a range of significant scientific discoveries which have emerged since his first seminal work on Emotional Intelligence appeared in 1997.

He reveals that the brain-to-brain link-up which occurs when we interact with another person, the "neural bridge", means that we affect the brain of everyone with whom we interact and that the affect is reciprocal. Our relationships mould our experience and have significance in the world of work for the aspiring leader.

The Emotional and Social Intelligence Capability Framework (ESICF)

The development of the Framework is primarily the work of Dr Paul Robinson, Principal of Team Leadership Services (TLS). The project was jointly sponsored by Team Leadership Services and the Centre for Public Management Pty Ltd and benefited from the two organisations' work in the areas of management and leadership development and of leadership profiling. The framework also draws on a very extensive literature and research survey.

What is the Emotional and Social Intelligence Profile (ESIP)?

The Emotional and Social Intelligence Profile (ESIP) is the output of a multi-rater 60 item questionnaire, in the form of a 360° feedback instrument. The questionnaire is based on the ESICF.

The ESIP provides specific practical information on how to address emotional and social intelligence development needs.

It compares observed intelligence in this area by the self, supervisor and colleagues. The ESIP also provides guidance on how one might positively modify emotional and social intelligence behaviours to improve leadership effectiveness.

Specifically, ESIP provides feedback on:

1. behaviour against 12 capabilities (three capabilities from each of the the four criteria in the ESICF). Each of the 12 capabilities is rated by five questionnaire items, thus giving a total of 60 questions.
2. the profile also provides written feedback on perceived leadership contributions over the previous six months; training and development needs; as well as suggestions on how the subject might improve their emotional and social intelligence.

Design of the ESIP

The design of the ESIP feedback report has been influenced by research and experience of the leadership capabilities and behaviours of executives in both public and private sector organisations. This includes the learnings from performance management, leadership and management development programs and lessons learned from other profiles developed previously by Team Leadership Services.

Implementation and use of the ESIP

The ESIP 360° feedback instrument is available for use in public sector leadership and management development activities through a number of accredited consultants, details of which appear on the LPP360 web site.

A three-day residential leadership program on Emotional and Social Intelligence which includes the ESIP 360° feedback instrument is offered by the Centre for Public Management, details are available at www.cpm.org.au. It is anticipated that the ESIP will be included into other courses in the near future.

Leadership Performance Profiles offers a suite of five 360° feedback profiles, including three based on the Integrated Leadership System (ILS), one based on the ESICF and one covering Strategic Intelligence.

For more information on these products, including accredited consultants to assist in the delivery of the profiles, refer to our twelve-page brochure available at www.lpp360.com.au

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