This toolkit can be used to help staff frame development goals and plans to strengthen their use of this competency. It is not intended to be used for reviewing performance.

intervarsity

EXHIBITS EMOTIONAL INTELLIGENCE
Growing Leaders Starter Toolkit

DEFINITION – Cultivates awareness and management of own emotions, strengths, and weaknesses. Observes others' emotions accurately and engages perceptively with others in diverse settings.

*Overfunctioning – two thirds of weakness is the overuse or misuse of strength. Overfunctioning occurs when one's talent, skill, or knowledge causes problems for you or others.

[=] SKILLED	[−] UNSKILLED	[+] OVERFUNCTIONING*
Self-Awareness • Perceives accurately own emotions and reactions in the moment and able to identify tendencies and triggers. • Gains insight from experiences with understanding of emotions and behaviors. *Self-Management* • Uses awareness of emotions to stay flexible and chooses positive behavior. • Seeks and listens to corrective feedback as an opportunity for development. *Social Awareness* • Looks for and observes verbal and non-verbal cues to understand what is really going on with others. • Respects and pays attention to diversity of reactions and emotions to understand perspectives of others. *Relational Management* • Builds trust by active listening skills to check out assumptions and proactively seeks feedback without defensiveness. • Ensures clear communication and effective handling of conflict.	*Self-Awareness* • Denies, ignores, dismisses, or overreacts to own emotions and unaware of one's effect on others. • Avoids reflection for self-understanding to connect how emotions effects behavior. *Self-Management* • Reacts disproportionately in situation and respond sharply, defensively or disruptively. • Makes excuses and/or blame others when identity is questioned. *Social Awareness* • Lacks active listening skills missing interpersonal impact on others or how others impact self. • Dismisses or ignores differences, such as culture, personality or life background as means to understand others and work towards trust and collaboration. *Relational Management* • Speaks without listening or understanding emotions, experiences, or perspectives of others. • Unable to lean into the uncomfortable, explore differences and navigate conflict.	*Self-Awareness* • Expresses their feelings, reactions, and expectations without a filter. • Over analyzes feedback from others, without checking it out or self-learning. *Self-Management* • Identifies self-awareness insights without meaningful changes in behavior or skills. • Makes ineffective decisions and plans based on need to be liked at the expense of results. *Social Awareness* • Questions or analyzes every interaction without understanding or building trust. • Is unable to engage positively to build trust, work collaboratively or through conflict when paralyzed by others' emotions, reactions, or thinking. *Relational Management* • Needs to check in relationally after every interaction. • Overcommunicates or focus on being peacemaker without dealing with underlying concerns.

Related Competencies: Builds Teams, Collaborates with Others

EXAMPLES IN INTERVARSITY

- Regular personal and professional review, especially with 360 reviews
- Team meetings when conflicts arise
- Assessments for increasing self-understanding and social awareness
- SBI (Situation/Behavior/Impact) to provide feedback adjusting for ethnicity and gender
- Sabbath practices
- Intentionally schedules regular reflection individually and in groups (i.e. journaling, Examen)
- Retreats of Silence individually or in a group

SUGGESTED RESOURCES

Primary

- Fryling, Alice. *Mirror for the Soul:* A Christian Guide to the Enneagram. Downers Grove, IL: InterVarsity Press, 2017.
- Lynn, Adele B. *Quick Emotional Intelligence Activities for Busy Managers*. New York, NY: AMACON, 2007.
- Pei, Adrian. *The Minority Experience: Navigating Emotional and Organizational Realities*. Downers Grove: InterVarsity Press, 2018.
- Scazzero, Peter. *Emotional Heathy Spirituality.* Grand Rapids, Mi: Zondervan,2006, 2017.
- Scazzero, Peter. *Emotionally Healthy Relationships: Day by Day*. Grand Rapids, Mi: Zondervan,2017. Peter Scazzero also has Podcast.

Secondary

- Becker, Carol E. "Communicating on Mixed-Gender Teams." Chap. 15 in *Becoming Colleagues: Women and Men Serving Together in Faith*. San Francisco: Jossey-Bass Inc, 2000.
- Becker, Carol E. "Power and Influence on Mixed-Gender Teams." Chap. 21 in *Becoming Colleagues: Women and Men Serving Together in Faith*. San Francisco: Jossey-Bass Inc, 2000.
- Bradberry, Travis. "Emotional Intelligence - EQ." Forbes, accessed February 28, 2020. https://www.forbes.com/sites/travisbradberry/2014/01/09/emotional-intelligence/.
- Calhoun, Adele and Doug, Clare and Scott Lounghrige. *Spiritual Rhythms for the Enneagram*, Downers Grove, IL: InterVarsity Press, 2019.
- Davies, Katrina. "10 Articles That'll Make it Easy to Boost Your Emotional Intelligence." Accessed February 28, 2020. https://www.themuse.com/advice/10-articles-thatll-make-it-easy-to-boost-your-emotional-intelligence.
- Hyun, Jane. "To Thee Own Self Be True." Chap. 5 in *Breaking the Bamboo Ceiling*. New York: Harper Business, 2005.
- Morse, MaryKate. "The Epicenter." Chap. 4 in *Making Room for Leadership: Power, Space and Influence*. Downers Grove, IL: InterVarsity Press, 2008.
- Segal, Jeanne. *The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships*. McGraw Hill, 2008.
- Cron, Ian. "Why You Need to Hit Pause to Keep Moving." Accessed February 28, 2020. https://michaelhyatt.com/snap-practice/

SUGGESTIONS FOR DEVELOPMENT

- Take the Emotional Intelligence 2.0 - debrief with a mentor, pick one skill to work on with 6 months of accountability.
- Spend 15 minutes each day in reflection or Examen.
- Seek ongoing feedback from a variety of friends, family and coworkers, and ask," How do you experience me?"
- Observe the ripple effects from personal emotions in yourself and in others.
- Be curious with something you don't understand, why is the person saying/doing what they are?
- Build in a pause before responding; think before you act. See SNAP (Stop, Notice, Ask, Pivot).
- Build trust by listening well seeking to understand the other's thoughts, feelings and concerns.
- Use of assessments to grow in self-awareness and social awareness.   (Emotional Intelligence 2.0, MBTI/Step II, Strength Finders, 16PF, Leadership 2.0, Enneagram, Cultural Intelligence)
- Seek out a season of therapy to work out persistent issues.
- Seek out a spiritual director.

BENEFITS FOR 2030 CALLING

- Demonstrating self-management competencies resulting in work/life balance that supports sustained ministry. Practicing emotionally healthy practices results in work/life balance that supports sustained ministry.
- Invest in ongoing development of spiritual and emotional life resulting in growth of character and competency with improved ability to engage productively in ministry.
- Feedback is given thoughtfully to increase skills and development of the whole person; feedback is invited as identity if grounded in Christ with a desire to learn and grow.
- Able to navigate difficult conversations with students, peers, managers and donors.
- Increase ability to adapt communication and manage the relationship dynamics when relating to diverse audiences from staff to donor.
- Increase in job satisfaction and longevity.
- Grow ability across the movement to develop inclusive teams.