E S A P

Emotional
Skills
Assessment
Process

Interpretation and
Intervention Guide

Javelina EI Program
College of Education
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PREFACE

The Interpretation and Intervention Guide presents validity and reliability data for the current version of the Emotional Skills Assessment Process (ESAP), and suggests research- derived interpretation and intervention strategies for using the instrument with first year college students. The Guide was developed for the use of faculty members, advisors, mentors, counselors, and student service professionals who are working with students to improve academic achievement, career effectiveness, and mental health.

The ESAP has been administered and interpreted to more than two thousand students at Texas A&M University-Kingsville as a part of the Javelina EI Program. Extensive research has been completed in China, and the instrument provides consistent measurement of factors across cultures and is currently used with high school and college students in Southeast China. Completed doctoral research with high school and college students in South Texas has established the construct and criterion related validity of the instrument. Correlation studies have identified specific ESAP skill scales as significant predictors of academic success in the first semester at Texas A&M University-Kingsville.

The major purpose of the Guide is to provide professionals with current research findings and to provide guidelines for interpretation and suggestions for planning and implementing intervention strategies to improve student achievement and retention. Four doctoral dissertations are in progress at

Texas A&M University-Kingsville, and large sample application studies are in progress at other universities. Additional research is needed to further clarify the applications and limitations of the assessment instrument.

The Guide will be updated annually as research studies are completed. In its present form, the Guide provides basic research that supports the validity and reliability of ESAP scales and factors. Please contact us for additional information on research applications or any other questions that you have regarding the use of the instrument.

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CHAPTER ONE
INTRODUCTION

<u>EMOTIONAL INTELLIGENCE</u>

We define emotional intelligence as a confluence of developed skills and abilities to: (1) accurately know yourself in terms of personal strengths and weaknesses, (2) establish and maintain effective and healthy relationships, (3) get along and work productively with others, and (4) deal effectively and healthily with the demands and pressures of daily living. Emotional intelligence requires specific skills to harmonize the cognitive and experiential minds and contribute to effective behavior. Emotional intelligence is a continuous and life long process of developing and applying specific skills.

The Emotional Skills Assessment Process (ESAP) is one approach to operationally define some of the important components of emotional intelligence. Our major goal was to develop a brief, valid, and reliable assessment of emotional skills (ways of thinking, feeling, and behaving) that are important to healthy and effective human behavior.

<u>ESAP DEVELOPMENT</u>

The Emotional Skills Assessment Process (ESAP) was developed from our cumulative research base of behavioral descriptors of effective behavior. Our assessment instruments and personal skill development models have been translated into many languages and used worldwide in educational, clinical, and business settings (Nelson and Low, 1977-2003). The items and dimensions of the ESAP have been well established by previous research. Item statements were refined and normative; validation studies were completed to field test the appropriateness of the instrument for high school and college students. The reading levels of the items and instructions were determined. Validation studies were completed with high school and college samples in South Texas and Southeast China.

The ESAP has been developed specifically for use in educational settings. Because we view assessment as a beginning step to personalize interventions, the ESAP is viewed as a positive approach to identify and understand specific behaviors. The ESAP provides self-estimates from the student's frame of reference, and ESAP scores should be viewed as how a

student views current behavior rather than personality traits that are stable over time. The ESAP is a positive assessment to help students plan personal change. Teachers, counselors, and mentors can use the results as a model for individual and group intervention planning. The ESAP assessment was published in our book for high school and college students, Emotional Intelligence: Achieving Academic and Career Excellence (Nelson and Low, 2003 Prentice-Hall).

USES OF THE ESAP

The ESAP is a positive assessment approach to help students identify and understand specific behaviors that are important to their personal, academic, and career success. The focus of the assessment is on cognitive/behavioral skills, and the instrument is best thought of as the beginning step to emotional learning that links intervention strategies to the 'felt' or 'perceived' needs of the individual student.

Effective and personally meaningful emotional learning is a self-directed process. The ESAP allows students to identify their current level of emotional skills and collaboratively plan improvement with the help of a teacher, advisor, mentor or counselor. The quality of the relationship with the individual student or class is the important variable. How the professor, mentor, or counselor uses the results to help the student achieve his or her personal goals is the important factor. The ESAP is simply a tool to begin a helping relationship with the student that is positive and supportive.

Research and experience with the ESAP supports both individual and group uses of the assessment approach. The major applications of the ESAP may be summarized as follows:

- § At the awareness level, the ESAP helps make emotional intelligence understandable as an important influencing variable in academic achievement, career effectiveness, and personal well being.
- § The ESAP provides a model for facilitated mentoring where the protégé and mentor are collaboratively working to develop specific skills.
- § The ESAP is a valid and reliable approach to helping students understand the importance of emotional skills in career/life planning.
- § At the group level of intervention, the ESAP can be used as a needs assessment to identify a relevant focus for learning activities.
- § Universities and community colleges offering semester long classes in human development use the ESAP to personalize emotional learning and as one outcome measure of program effectiveness.
- § Community college and university counseling centers use the ESAP for treatment planning and skill based group counseling.
- § Outcome research in education and mental health settings.

Current research studies are exploring the ESAP assessment model for use in teacher retention studies, consulting and training in corporate settings, and as a leadership development model. Additional research is needed to further examine the predictive validity of the ESAP as a measure of mental health.

TABLE 1
ESAP SCALES, SYMBOLS, NUMBER OF ITEMS, AND MAXIMUM SCORE

ESAP SCALE	Symbol	Max Score	Min. Score	Number of Items
Assertion	A	36	0	18
Aggression*	Ag	36	0	18
Deference*	Df	36	0	18
Comfort	C	24	0	12
Empathy	E	24	0	12
Decision Making	DM	24	0	12
Leadership	L	24	0	12
Self Esteem	SE	50	0	25
Stress Management	SM	50	0	25
Drive Strength	DS	50	0	25
Time Management	TM	24	0	12
Commitment Ethic	CE	24	0	12
Change Orientation*	CO	24	0	12
		Total Number of Items		213

*Problem Indicators (Non Skills)
Note: The ESAP is a 213 item self-assessment instrument with an independent response format. The response to each item is independent of all others; the responses are most descriptive, sometimes descriptive, and not descriptive, which are scored 2, 1, or 0 respectively. The instrument provides scale specific measurement of 10 emotional intelligence skills and three potential problem areas (Aggression, Deference, and Change Orientation.) Review the Interpretation section of the Guide for additional information.

CHAPTER TWO
ADMINISTRATION, SCORING, AND PROFILING

ESAP ASSESSMENT BOOKLET

The ESAP assessment has been developed as a self-scoring booklet, Exploring and Developing Emotional Intelligence Skills. The assessment contains thirteen independent scales comprised of 213 items grouped under five factors or dimensions of emotional intelligence.

The ESAP assessment booklet contains: (1) an operational definition of emotional intelligence, (2) information for marking responses and scoring, (3) a profile sheet for converting obtained scores to standard scores, and (4) research derived definitions of the scales and dimensions.

Mini profiles for scales comprising each dimension of emotional intelligence are provided to aid interpretation and understanding. The completed emotional skills profile provides a picture of how a student compares to the "average first year college student" and the individual relationship of their scale scores. For instructional purposes, the ESAP can be completed in four separate and brief administrations: (1) interpersonal communication (Assertion, Aggression and Deference, Part I), (2) personal leadership skills (Comfort, Empathy, Decision Making, and Leadership, Part II), (3) self management skills (Drive Strength, Time Management, Commitment Ethic, and Change Orientation, Part III), and (4) intrapersonal skills (Self Esteem and Stress Management, Part IV).

ESAP INTERPRETATION AND INTERVENTION GUIDE

The Interpretation and Intervention Guide was developed for professionals using the ESAP with high school and college students. The Guide contains validity and reliability information, guidelines for interpretation, and suggestions for intervention. The ESAP assessment booklet and the Guide are the essential materials required for understanding and appropriately using the instrument with students and adult learners.

APPROPRIATE USE

The ESAP is appropriate for use with high school, community college, and university students and adult learners. The readability of items range from a Grade Level of 5.0 to 7.5. The introductions to each part range from 11.3 to 12.0, and the instructions had a 7.6 Flesch-

Kincaid Grade Level. The readability statistics option on the Microsoft Tools Menu was used to assess readability levels (Stottlemeyer, 2002).

ADMINISTRATION

Like all assessment instruments or "tests", the ESAP is an imperfect and crude measure. Emotional intelligence is a complex and theoretical construct that is reflected in healthy and effective behavior in the present. Our assessment approach is positive and authentic, and we have not included validity scales or controlled for social desirability. We do not recommend using the ESAP before rapport is established with the "test taker" and the purpose of the assessment is clearly understood.

Students and adults are subjected to excessive testing in our society, and reactions to testing are often negative, or at best, neutral. We view the ESAP assessment as a positive and structured interview to help students identify and understand important academic, career, and emotional skills. The assessment phase is viewed as the beginning point to explore, identify, and understand emotional intelligence skills.

The ESAP is suitable for individual and group administrations. Paraprofessionals can administer and score the ESAP. Interpretations should be done by a professional. Before administering the ESAP to an individual or group, we recommend that you complete the assessment personally and score and profile your own results. Refer to the Interpretation and Intervention Guide for additional information. These brief activities will allow you to assess the value of the assessment and be comfortable with interpretation to others.

SCORING AND PROFILING

The ESAP can be hand scored and profiled in about ten minutes. The score values for each item is presented in the assessment booklet. The total score for each scale is the sum of the score values marked for each item of the scale. Individual items contribute to only one scale. After obtaining a total score for each scale, locate the approximate position using the raw score distribution printed on the Emotional Skills Profile. Place a dot locating the position of the total score for each of the thirteen ESAP scales on the profile. Connect the dots to develop a graph showing the relationship of the scales. Look to the top left of the profile sheet and locate the Standard Scores. The standard scores are T Scores with a mean of 50 and a Standard Deviation of 10.

The means and standard deviations for a sample of first year college students are presented in Table 2. The group profile for this research sample is presented as Figure 1. By reviewing the profile in Figure 1, you can see how this research group scored and compared to the standardization sample. For instructional purposes, students can score and profile their own results. When using the ESAP in research or intervention planning, each profile needs to be reviewed and scored accurately.

TABLE 2
ESAP SCALE MEANS AND STANDARD DEVIATIONS FOR FIRST YEAR COLLEGE STUDENTS

ESAP Scale	Mean	Std. Deviation
Assertion	23.4	5.3
Aggression	9.7	6.3
Deference	16.6	7.6
Comfort	18.2	3.9
Empathy	19.0	4.4
Decision Making	15.3	4.2
Leadership	16.9	4.8
Self Esteem	35.3	8.0
Stress Management	30.5	11.3
Drive Strength	35.2	7.6
Time Management	15.3	4.8
Commitment Ethic	17.8	4.0
Change Orientation	10.0	5.7
EI Total	226.5	39.5
EI Problem	36.2	14.7

N=760

Note: The EI Total is a cumulative score for the ten Emotional Intelligence Skills (Assertion, Comfort, Empathy, Decision Making, Leadership, Self-Esteem, Stress Management, Drive Strength, Time Management, and Commitment Ethic)

The EI Problem is a cumulative score for the three non-skill scales of Aggression, Deference, and Change Orientation.

FIGURE 1
TAMUK FIRST YEAR STUDENT PROFILE

INTERPRETIVE NOTE: ESAP measurement is improved by institutional specific norms. This emotional skills profile is based on a research sample (N=760) of first year students enrolled in the Fall Semester of 2002 at Texas A&M University-Kingsville; standard scores are T scores with a mean of 50 and a standard deviation of 10.

A PROFILE OF EMOTIONAL SKILLS

STANDARD SCORE											
PART 1											
INTERPERSONAL SKILLS											
ASSERTION	9	12	15	18	21	24	27	30	33	36	
PART II											
LEADERSHIP SKILLS											
COMFORT	5	7	9	11	13	15	17	19	21	23	24
EMPATHY	6	8	10	12	14	16	18	20	22	24	
DECISION MAKING		5	8	10	12	14	16	18	20	22	24
LEADERSHIP		4	6	9	11	13	15	17	19	21	24
PART III											
SELF MANAGEMENT SKILLS											
DRIVE STRENGTH	10	14	18	22	26	30	34	38	42	44	46	50
TIME MANAGEMENT		5	8	10	12	14	16	18	20	22	24
COMMITMENT ETHIC		8	10	12	14	16	18	20	22	24	
PART IV											
INTERPERSONAL SKILLS											
SELF ESTEEM	9	18	23	26	29	32	35	39	42	44	48	50
STRESS MANAGEMENT		4	9	14	19	24	29	34	39	44	49
SCALE	DEVELOP				STRENGTHEN			ENHANCE			

A PROFILE OF POTENTIAL PROBLEM AREAS

AGGRESSION			2	4	6	8	11	15	19	24	28	35
DEFERENCE		2	4	6	10	14	18	22	26	30	32	36
CHANGE ORIENTATION		1	3	5	7	9	11	13	16	18	21	24
SCALE	LOW			NORMAL			HIGH			

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CHAPTER THREE
INTERPRETATION

Scores on the Emotional Skills Profile reflect self-estimates of current emotional intelligence skills and problem areas. The standard scores across the top of the profile are T Scores with a mean of 50 and a standard deviation of 10 and help attach meaning to the student's obtained raw scores by allowing comparisons to the average scores of the high school and college student profile sample. The use of T Scores also assists in the interpretation of an individual's overall pattern of scores.

GENERAL PROFILE INTERPRETATION

About 40% of an average sample of students will obtain a T score in the range of 45-55 on each of the ESAP scales. Scores falling in a T score range of 45-55 fall in the STRENGTHEN area of the profile and should be considered average. T scores of 56-65 fall in the ENHANCE area and are moderately high. T score of 65 and above are very high. The T score range of 35 to 44 indicates moderately low scores. T scores of 35 and below fall into the DEVELOP area of the profile and should be considered very low. The ten skill scales of the ESAP are interpreted using the profile areas of DEVELOP, STRENGTHEN, AND ENHANCE. High scores (ENHANCE) are desirable on the skill scales of Assertion, Comfort, Empathy, Decision Making, Leadership, Drive Strength, Time Management, Commitment Ethic, Stress Management, and Self Esteem.

The ESAP problem areas of Aggression, Deference, and Change Orientation are not skills and they are interpreted as being LOW, NORMAL, and HIGH. These self-management needs are related to learning anger and anxiety management and positive personal change skills. LOW to NORMAL scores are desirable on the scales of Aggression, Deference, and Change Orientation. High sores on these scales are potential problem indicators and significantly negatively correlated to emotional intelligence skills.

ESAP SCALE DEFINITIONS

The ESAP provides scale specific measurement of ten emotional intelligence skills and three problem areas. ESAP skill scales are positively correlated and interrelated; yet each scale has enough independence to warrant individual interpretation. The ESAP scales of Aggression, Deference, and Change Orientation are negatively correlated to the skill scales. High scores on these scales may indicate problem areas and self-management needs. ESAP scales are defined in the following sections, and have also been included in the assessment booklet. Professionals interpreting the ESAP to students will want to develop very brief and direct definitions for each scale.

FACTOR I: INTERPERSONAL SKILLS

ASSERTION: The ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate, and straightforward manner: Assertive communication is a positive way of talking to people and expressing thoughts and feelings in a way that promotes understanding, caring, and respect. Assertive communication allows a person to respect individual rights and the rights of others and is not hurtful to self or others. Assertion enables a person to communicate effectively even in difficult situations involving strong and intense emotions. Assertion is a key emotional skill essential for developing and maintaining strong, positive, and healthy relationships.

FACTOR II: LEADERSHIP SKILLS

COMFORT: The ability to judge appropriate social, emotional, and physical distance in verbal and non-verbal interactions with others and to impact and influence others in positive ways. Interpersonal Comfort includes the ability to establish rapport and develop trust in relationships by using effective attending skills and being honest, self-assured, and open. Comfort enables a person to be confident, spontaneous, and relaxed with others in a variety of situations. Comfort is a key emotional skill essential for developing and maintaining positive interactions with others in social and/or leadership capacities.

EMPATHY: The ability to accurately understand and constructively respond to the expressed feeling, thoughts, behaviors, and needs of others. Accurate Empathy involves active listening in a patient, compassionate, and non-judgmental manner and communication back to the person to be viewed as caring, genuine, and trustworthy. Empathy is a key emotional skill essential for honest and effective communication in social and/or leadership capacities.

DECISION MAKING: The ability to plan, formulate, initiate, and implement effective problem solving procedures. Decision Making involves using problem solving and conflict resolution strategies in solving personal problems and using a skills approach in making decisions. Decision Making skills include knowing and using a systematic model or process for anticipating and approaching problems and decisions in daily life and work. Decision Making is a key emotional skill essential for formulating and seeing choices in problem situations and for involving others in the solution to problems and conflicts.

LEADERSHIP: The ability to positively impact, persuade and influence others, and in general make a positive difference. Leadership is a behavioral reflection of self-empowerment with developed abilities and skills in interpersonal and goal-directed areas of life. Leadership is a set of personal and goal directed behaviors and actions that create momentum, consensus, and support in working with others. Leadership is a key emotional skill essential for establishing and providing vision, momentum, and direction for others in ways that are valued and respected.

FACTOR III: SELF-MANAGEMENT SKILLS

DRIVE STRENGTH: The ability to effectively direct personal energy and motivation to achieve personal career, and life goals. Drive Strength is reflected in goal achievement and in the ability to complete meaningful goals that result in personal satisfaction and positive feelings. Drive Strength involves the learning of specific strategies and processes of action goal setting that a person can apply and practice on a daily basis in personal, career, and life projects. Drive Strength is a key emotional skill essential for high performance, goal achievement, and success.

TIME MANAGEMENT: The ability to organize tasks into a personally productive time schedule and use time effectively for task completion. Time Management is reflected in the ability to achieve and productively manage the valuable resource of time, rather than

responding or reacting to the demands of time. Time Management involves the learning and using of effective skills and brings harmony to thoughts, feelings, and behaviors on a daily basis in the pursuit of personal, career, and life goals. Time Management is a key emotional skill essential to the effective management of self.

COMMITMENT ETHIC: The ability to complete tasks, projects, assignments, and personal responsibilities in a dependable and successful manner, even in difficult circumstances. Commitment Ethic is reflected by an inner-directed, self-motivated, and persistent effort to complete projects regardless of other distractions and difficulties. Commitment Ethic involves a personal standard for meeting the goals, expectations, and requirements of life and career. Commitment Ethic is a key emotional skill essential for success and satisfaction and is the inseparable companion of high achievement and personal excellence.

FACTOR IV: INTRAPERSONAL SKILLS

SELF ESTEEM: The ability, belief, and skill to view self as positive, competent, and successful in achieving personal goals. Self Esteem is reflected in genuine self-confidence, a high regard for self and others, and self worth. Positive Self Esteem is the foundation of achievement and a general sense of well-being. Self Esteem includes the powerful personal belief system maintained daily by experiencing success in effective dealing with self, others, and the demands of life and work. Self Esteem is a key emotional skill essential for learning about and developing self in all aspects of life.

STRESS MANAGEMENT: The ability and skill to choose and exercise healthy self-control and self-management in response to stressful events. Stress Management is reflected in the ability to control and manage stored and strong emotions in the many situations of daily life and work. Stress Management involves self-regulation of emotional intensity and the use of relaxation and cognitively derived coping strategies in difficult and

high stress situations. Stress Management is a key emotional skill essential to health, performance and satisfaction in life and work.

FACTOR V: POTENTIAL PROBLEM AREAS

AGGRESSION: A measure of the degree to which an individual employs a personal communication style or pattern that violates, overpowers, dominates, or discredits another person's rights, thoughts, feelings, or behaviors. Aggression is reflected in communication that is too strong and overpowering and results in bad feelings and negative outcomes. Aggression is a potential problem area of life that negatively affects relationships. Aggression involves the emotion of anger and needs to be understood and converted to the emotional skill of Anger Control and Management. Anger Control and Management is a key emotional skill essential to the healthy and constructive expression of anger in relationship to self and others.

DEFERENCE: A measure of the degree to which an individual employs a communication style or pattern that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, or behaviors. Deference is reflected in communication that is too weak, indirect, or ambiguous and results in unclear and/or mixed messages. Often, Deference involves the emotion of fear and needs to be understood and converted to the emotional skill of Fear Control and Management. Fear Control and Management is a key emotional skill essential to the healthy and constructive expression of fear, worry, and anxiety in relationship to self and others.

CHANGE ORIENTATION: A measure of the degree to which an individual is satisfied and the magnitude of change needed or desired for developing personal and professional effectiveness. Change Orientation includes the degree to which a person is motivated and ready for change. Change Orientation is a reflection of satisfaction or dissatisfaction with current emotional skills and abilities. Often, a high measure of Change Orientation is an indication of dissatisfaction with current personal and emotional skills, an acute

interest in making personal changes, and/or a strong conviction of the need to make personal changes. Change Orientation needs to be understood and converted to the emotional skill of Positive Personal Change. Positive Personal Change is a key emotional skill essential to healthy change and development throughout life.

ESAP EXPERIMENTAL SCALES

For research purposes, two experimental scales are being investigated as predictors of academic achievement and mental health correlates. EI Total is a cumulative score obtained by adding the total scores of the ten ESAP skill scales. EI Problem is a cumulative score obtained by adding the total scores of the ESAP problem areas, Aggression, Deference, and Change Orientation. Additional research is being completed to investigate the value or usefulness of these scales.

ESAP EXAMPLE PROFILES

Emotional skill profile examples for a high achieving, academic at-risk, and distressed student are presented in Figures 2, 3, and 4. Initial research findings indicate that low (DEVELOP) scores on three or more ESAP skill scales and HIGH scores on either Aggression or Deference and Change Orientation may suggest significant problems in the areas of emotional and behavioral coping. Faculty members, advisors, mentors, and counselors may want to follow-up with an individual student contact. In essence, problem profiles indicate an awareness of the need for skill development and/or personal change. In a discussion of a ESAP problem profile, we listen for the student's interpretation of what the results mean, and, when appropriate, offer assistance or referral to campus resource professionals who can help the student with skill development.

ESAP DIMENSIONS

Factor analytic studies of the ESAP indicate that a four-factor solution best explains the relationship of the thirteen scales and provides the most adequate basis for labeling the dimensions. These data are presented in the construct validity section of the Guide. The ESAP dimensions (factors) are Interpersonal, Leadership, Self Management, and Intrapersonal skills. The Aggression, Deference, and Change Orientation constitute distinct and separate factors that we have labeled problem areas.

For instructional uses, we grouped the scales according to these general factors. Part I of the assessment contains the skill scale of Assertion and the two problematic communication styles of Aggression and Deference; we labeled this dimension as Interpersonal Communication Under Stress. Part II contains the Comfort, Empathy, Decision Making, and Leadership scales and was labeled Personal Leadership. Part III was labeled Self Management and contains the Drive Strength, Time Management, Commitment Ethic, and Change Orientation. Part IV of the assessment contains the Self Esteem and Stress Management scales and was labeled Intrapersonal Skills.

The factorial structure of the ESAP and the independence of individual items and scales allow the instrument to be administered as Part I, Part II, Part III, and Part IV. Other than when being used as an instructional approach, the instrument needs to be administered and completed in its entirety in one time period (30-45 minutes).

FIGURE 2
HIGH ACHIEVING PROFILE

INTERPRETIVE NOTE: In general, high achieving students report skill strength in the areas of Time Management, Drive Strength, Commitment Ethic (Personal Responsibility), and Assertion. ESAP profiles of high achievers usually reflect both skill strengths (enhance) and weaknesses (develop). Research on healthy and effective students indicates a self-awareness of personal strengths and weaknesses and willingness to disclose this information to others.

A PROFILE OF EMOTIONAL SKILLS

STANDARD SCORE										
PART 1										
INTERPERSONAL SKILLS										
ASSERTION	9	12	15	18	21	24	27	30	33	36
PART II										
LEADERSHIP SKILLS										
COMFORT	5	7	9	11	13	15	17	19	21	23	24
EMPATHY	6	8	10	12	14	16	18	20	22	24
DECISION MAKING		5	8	10	12	14	16	18	20	22	24
LEADERSHIP		4	6	9	11	13	15	17	19	21	24
PART III										
SELF-MANAGEMENT SKILLS										
DRIVE STRENGTH	10	14	18	22	26	30	34	38	42	44	46	50
TIME MANAGEMENT		5	8	10	12	14	16	18	20	22	24
COMMITMENT ETHIC		8	10	12	14	16	18	20	22	24
PART IV										
INTERPERSONAL SKILLS										
SELF ESTEEM	9	18	23	26	29	32	35	39	42	44	48	50
STRESS MANAGEMENT		4	9	14	19	24	29	34	39	44	49
SCALE	DEVELOP				STRENGTHEN			ENHANCE		

A PROFILE OF POTENTIAL PROBLEM AREAS

AGGRESSION		2	4	6	8	11	15	19	24	28	35
DEFERENCE	2	4	6	10	14	18	22	26	30	32	36
CHANGE ORIENTATION	1	3	5	7	9	11	13	16	18	21	24
SCALE	LOW			NORMAL			HIGH		

FIGURE 3
ACADEMIC AT-RISK PROFILE

INTERPRETIVE NOTE: A profile containing three or more skill areas in the DEVELOP area may indicate that the student will need individual assistance in developing academic success skills. Low scores in Time management, Drive Strength, Commitment Ethic, and Assertion are significantly related to academic difficulty.

A PROFILE OF EMOTIONAL SKILLS

STANDARD SCORE											
PART 1											
INTERPERSONAL SKILLS											
ASSERTION	9		12	15	18	21	24	27	30	33	36
PART II											
LEADERSHIP SKILLS											
COMFORT	5	7	9	11	13	15	17	19	21	23	24
EMPATHY	6	8	10	12	14	16	18	20	22	24	
DECISION MAKING		5	8	10	12	14	16	18	20	22	24
LEADERSHIP		4	6	9	11	13	15	17	19	21	24
PART III											
SELF-MANAGEMENT SKILLS											
DRIVE STRENGTH	10	14	18	22	26	30	34	38	42	44	46	50
TIME MANAGEMENT		5	8	10	12	14	16	18	20	22	24
COMMITMENT ETHIC		8	10	12	14	16	18	20	22	24	
PART IV											
INTERPERSONAL SKILLS											
SELF ESTEEM	9	18	23	26	29	32	35	39	42	44	48	50
STRESS MANAGEMENT		4	9	14	19	24	29	34	39	44	49
SCALE	DEVELOP				STRENGTHEN			ENHANCE			

A PROFILE OF POTENTIAL PROBLEM AREAS

AGGRESSION		2	4	6	8	11	15	19	24	28	35
DEFERENCE	2	4	6	10	14	18	22	26	30	32	36
CHANGE ORIENTATION	1	3	5	7	9	11	13	16	18	21	24
SCALE	LOW			NORMAL			HIGH			

FIGURE 4
POTENTIAL PROBLEM PROFILE

INTERPRETIVE NOTE: Students assessing three or more skill areas in the DEVELOP area of their profile (low scores) and high scores on Aggression or Deference and Change Orientation may be experiencing excessive stress. Individual contact discussion with the student may be helpful in clarifying their current level of adjustment and deciding whether or not they need or want individual assistance in locating and linking up the campus developmental resources.

A PROFILE OF EMOTIONAL SKILLS

STANDARD SCORE											
PART 1											
INTERPERSONAL SKILLS											
ASSERTION	9		12	15	18	21	24	27	30	33	36
PART II											
LEADERSHIP SKILLS											
COMFORT	5	7	9	11	13	15	17	19	21	23	24
EMPATHY	6	8	10	12	14	16	18	20	22	24	
DECISION MAKING		5	8	10	12	14	16	18	20	22	24
LEADERSHIP		4	6	9	11	13	15	17	19	21	24
PART III											
SELF MANAGEMENT SKILLS											
DRIVE STRENGTH	10	14	18	22	26	30	34	38	42	44	46 50
TIME MANAGEMENT		5	8	10	12	14	16	18	20	22	24
COMMITMENT ETHIC		8	10	12	14	16	18	20	22	24	
PART IV											
INTERPERSONAL SKILLS											
SELF ESTEEM	9	18	23	26	29	32	35	39	42	44	48 50
STRESS MANAGEMENT		4	9	14	19	24	29	34	39	44	49
SCALE	DEVELOP				STRENGTHEN			ENHANCE			

A PROFILE OF POTENTIAL PROBLEM AREAS

AGGRESSION			2	4	6	8	11	15	19	24	28	35
DEFERENCE		2	4	6	10	14	18	22	26	30	32	36
CHANGE ORIENTATION		1	3	5	7	9	11	13	16	18	21	24
SCALE		LOW				NORMAL			HIGH			

CHAPTER FOUR
VALIDITY AND RELIABILITY

The validation of the self-scoring educational version of the ESAP is an on-going research process and reported findings are current to date (Fall, 2003). As large-scale application and doctoral research studies are completed, additional information will be included in updates of the Guide. In the sections that follow, completed validity and reliability studies are briefly summarized. The major purpose of the Guide was to provide information that professionals could use to evaluate the psychometric qualities of the instrument and better understand the applications and limitations of the approach.

ITEM SELECTION AND VALIDATION

The self-scoring educational version of the ESAP was constructed using items selected from our cumulative research base of behavioral descriptors of effective behavior. Our previous research had suggested the presence of four major dimensions of effective behavior related to 300 individual items. The responses of two research groups to each of the 300 items were used to complete item level studies. Item responses of a high functioning professional group (n=100) and a distressed group voluntarily seeking counseling (n=100) were selected to determine item-by-item response patterns.

Item level statistics (Chi Square) were completed to determine how the two groups differed in their response to the 300 items. Items demonstrating the highest discrimination value (213) were selected. Item statements were refined and revised. The instrument was extensively field tested with high school and college students (n=2000). Independent researchers completed validation and normative studies with culturally diverse groups in South Texas and Southeast China. Initial norms for first year college students were developed at TAMUK for use in the Javelina EI Program.

CONSTRUCT VALIDITY

Correlation coefficients of ESAP scales and factor loadings for a four factors solution are presented in Tables 3, 4, and 5. ESAP skill scales are significantly positively correlated. The problem areas of Aggression, Deference, and Change Orientation are significantly negatively correlated with the skill scales and constitute a distinct and separate factor or dimension of measurement.

TABLE 3
CORRELATIONAL MATRIX: CHINA SAMPLE

ESAP SCALE	A	Ag	Df	C	E	DM	L	SE	SM	DS	TM	CE	Co
Assertion	1												
Aggression	-.04	1											
Deference	-.22	.19	1										
Comfort	.49	-.20	-.31	1									
Empathy	.38	-.19	-.11	.57	1								
Decision Making	.43	-.05	-.36	.53	.31	1							
Leadership	.48	-.12	-.28	.64	.48	.65	1						
Self Esteem	.46	-.21	-.39	.63	.42	.59	.63	1					
Stress Management	.24	-.39	-.45	.37	.27	.31	.27	.52	1				
Drive Strength	.37	-.15	-.21	.46	.40	.54	.53	.59	.31	1			
Time Management	.33	-.09	-.17	.14	.31	.51	.48	.51	.25	.70	1		
Commitment Ethic	.37	-.11	-.18	.47	.40	.56	.54	.59	.27	.71	.66	1	
Change Orientation	-.26	.26	.40	-.38	-.24	-.41	-.38	-.52	-.56	-.33	-.35	-.35	1

N=1398

TABLE 4
CORRELATION MATRIX: TAMUK SAMPLE

ESAP SCALE	A	Ag	Df	C	E	DM	L	SE	SM	DS	TM	CE	Co
Assertion	1												
Aggression	-.16	1											
Deference	-.29	.19	1										
Comfort	.53	-.16	-.33	1									
Empathy	.30	-.18	.09	.42	1								
Decision Making	.46	-.04	-.28	.52	.27	1							
Leadership	.52	-.02	-.25	.61	.43	.64	1						
Self Esteem	.46	-.19	-.34	.59	.30	.57	.56	1					
Stress Management	.16	-.25	-.20	.17	.05	.19	15.	40	1				
Drive Strength	.43	-.14	-.16	.48	.36	.58	.54	.56	.18	1			
Time Management	.33	-.15	-.11	.35	.29	.44	.35	.45	.16	.64	1		
Commitment Ethic	.40	-.21	-.14	.48	.41	.55	.54	.58	.17	.71	.64	1	
Change Orientation	-.22	.36	.46	-.36	-.04	-.35	-.24	-.47	-.32	-.25	-.30	-.33	1

N=760

TABLE 5
FACTOR ANALYSIS: LOADING IN A FOUR-FACTOR SOLUTION

ESAP Scale	Symbol	I	II	III	IV
Assertion	A	.49			
Aggression	Ag				.71
Deference	Df				.60
Comfort	C	.73			
Empathy	E	.51			
Decision Making	DM	.79			
Leadership	L	.75			
Self Esteem	SE	.56		.57	
Stress Management	SM			.91	
Drive Strength	DS	.51	.50		
Time Management	TM		.52		
Commitment Ethic	CE		.70		
Change Orientation	CO				.56

N=200 (Stottlemeyer, 2002)

Note: Based on factor analytic studies in both high school and college student samples, a four factor solution is best to describe ESAP scale corrections. Labeling ESAP factors is a subjective process. Based on her study (Stottlemeyer, 2003) with high school students, ESAP factors were named: I - Leadership, II - Motivation, III - Interpersonal, and IV - Self-Management needs. The factors identified by the authors (Nelson and Low, 1999) were: Factor I - Leadership, Factor II - Self-Management Skills, Factor III - Intrapersonal Skills, and Factor IV - Potential Problem Areas.

Confirmatory factor analysis of the China Sample (Jin and Wang, 2002) supports the four-factor solution and suggests that ESAP factors are consistent across cultures.

In doctoral level research, Stottlemeyer (2002) and Vela (2003) have reported a significant relationship between ESAP skill scales and academic achievement. These findings were further supported by the validation studies with high school and college students in Southeast China (Jin and Wang, 2002). Selective ESAP skills, especially Drive Strength, Time Management, and Commitment Ethic have been identified as significant predictors of academic achievement. The self reported skill levels assessed by the ESAP may be valuable in improving prediction equations of achievement and retention.

Additional criterion related validity studies show that the ESAP provides measurement of factors not included on traditional IQ tests. The Decision Making, Self Esteem, and Time Management scales were significantly positively correlated with IQ as measured by Raven's Progressive Matrices. All of the ESAP skill scales are significantly positively correlated with mental health as measured by the 16 PF. These data are summarized and presented in Table 6.

There are few self-assessment instruments related to personal and emotional skills that can demonstrate acceptable levels of validity and reliability, especially construct and predictive validity. A consistent finding in ESAP research is that the assessed skill levels are significantly related to measures of mental health or healthy personality. An important question in the empirical validation was how the instrument's scales would correlate with other measures of emotional intelligence.

The integrated theory and research of Seymour Epstein led to the construction of a highly valid and reliable assessment approach, the Constructive Thinking Inventory. For Epstein, the key to emotional intelligence is a global construct called constructive thinking. The research base of the instrument is extensive. CTI research indicated findings similar to those reported for the ESAP. The CTI has been useful as a mental health measure and as a valid predictor of school and college achievement.

As an initial validation study, the ESAP and CTI were administered to a college student sample and scale-by-scale correlations were obtained. These data are presented in Table 7.

The ESAP and CTI do provide similar measurement. The ESAP skill scales were significantly positively correlated with the CTI dimensions of emotional and behavioral coping. Drive Strength (r=.71), Time Management (r=.59), and Commitment Ethic (r=.84) scales were significantly related to the CTI scale, Action Orientation. The CTI provides measures of constructive thinking using bi-polar scales. Additional research with the ESAP and CTI is in progress to clarify scale and factor relationships.

TABLE 6
ESAP VALIDITY COEFFICIENTS (EMPIRICAL)

ESAP Scale	Symbol	IQ	Mental Health	School Achievement
Assertion	A	.12	.50*	.07
Aggression	Ag	-.09	-.31*	.02
Deference	Df	-.24	-.54*	.04
Comfort	C	.14	.58*	.04
Empathy	E	05	.36*	.08
Decision Making	DM	.30*	.58*	.08
Leadership	L	.20	.60*	.07
Self Esteem	SE	.33*	.67*	.05
Stress Management	SM	.16	.68*	.05
Drive Strength	DS	.17	.49*	.19*
Time Management	TM	.30*	.44*	.19*
Commitment Ethic	CE	.19	.45*	.19*
Change Orientation	CO	-.22	-.63*	-.06

N=1398
Note: IQ (Raven's Progressive Matrices)
         Mental Health (16PF)
         School Achievement Cumulative Grade Point Average

(IQ)   Write the exception of Decision Making, Self Esteem, and Time Management, most ESAP skill scales are not significantly correlated with a traditional measure of IQ (Raven's Progressive Matrices). ESAP Problem areas were significantly negatively correlated with tested IQ.

(Mental Health)   ESAP skill scales are significantly related to mental health (16 Pf), and Aggression, Deference and Change Orientation are significantly negatively correlated.

(School Achievement)   The ESAP Skill Scales of Drive Strength, Time Management, and Commitment Ethic are significantly correlated to school achievement. These findings are consistent across cultures and for both high school and college students.

Reliability Coefficients: Internal consistency, split-half, and stability coefficients for the ESAP are presented in Table 8. The ESAP scales are related to behaviors that change. Stability coefficients are acceptable, and extremely high levels of stability over long time intervals are not expected. Learning, skill development, and stressors significantly influence self-perceptions of emotional skills.
         Additional reliability studies as well as outcome studies estimating the impact of intervention on self-assessed skill levels are being completed.

TABLE 7
ESAP AND CTI SCALES: SIGNIFICANT CORRELATIONS

	CTI Scales (Constructive Thinking Inventory)												
ESAP Scale	SA	And	N	AD	PT	AD	CU	PT	Doo	INT	BU	ST	PO
Assertion	.45*				.57*				-.60*		-.53*	.48*	
Aggression				-.51*		-.51*				-.51*			
Deference	-.44*	-.55**	-.79**	.62**									
Comfort	.43*	.45*	.50*	.55**		.69**					-.48*	.44*	
Empathy						.59**	.63**		-.58**				
Decision Making	.50*	.53*	.52*	.63**		.70**			-.55**			.47*	
Leadership		.57**		.69**		.75**			-.62**		-.44*		
Self Esteem		.52*	.56*	.46*		.59*			-.50*		-.55**		
Stress Management											-.48		
Drive Strength		.48*		.50*		.71**			-.71**		-.52*	.44*	
Time Management				.50*		.59**			-.68**		-.47		
Commitment Ethic				.46*		.84**	.59**		-.56**				
Change Orientation	-.52	-.56**	-.57**	-.73*		-.52*			.46*				-.50*

*P<.05   **P<.01 (Nelson, 2003)

Note: Table 7 was developed to highlight significant correlations between the ESAP and the Constructive Thinking Inventory (Epstein, 2001). The Constructive Thinking Inventory (CTI) is a valid and reliable measure of experienced intelligence. Research on the CTI has established the empirical validity of the instrument, and has indicated that CTI scales are significant predictors of academic well-being (mental and physical health). The significant relationship of ESAP and CTI scales suggests important directions for additional research.

TABLE 8
ESAP RELIABILITY COEFFICIENTS

ESAP Scale	Symbol	a	Split Half	Stability
Assertion	A	.60	.56	.64
Aggression	Ag	.70	.61	.47
Deference	Df	.75	.71	.77
Comfort	C	.74	.67	.45
Empathy	E	.79	.67	.50
Decision Making	DM	.76	.75	.68
Leadership	L	.82	.82	.75
Self Esteem	SE	.81	.78	.73
Stress Management	SM	.81	.81	.60
Drive Strength	DS	.81	.79	.64
Time Management	TM	.82	.74	.57
Commitment Ethic	CE	.76	.72	.66
Change Orientation	CO	.75	.69	.65
N=1398		whole test a=.91		whole test/ split-half =.72

Note: Stability coefficients were obtained by test/retest after a time interval of two months (N=60)

AGE, GENDER, AND ETHNICITY FACTORS

Research with the ESAP indicates that a consideration of age, gender, and ethnicity factors is required when using the instrument for specific purposes. The basic profile sample in the assessment booklet is appropriate for high school juniors and seniors, community college students, and first year college samples. For younger students, age relevant norms should be developed.

ESAP scales are significantly related to global constructs like emotional coping and constructive thinking. Age as well as gender factors affect these processes, and should be considered as important variables. Age and gender specific norms should be developed to improve the relevance and accuracy of ESAP scores.

Completed large-scale studies with the ESAP have suggested that ethnicity and socioeconomic level may be significant factors. Findings are not consistent with respect to the effects of ethnicity on ESAP scores. When using the ESAP with groups that are unlike the profile sample, results should be considered questionable in terms of meaning and value.

INSTITUTIONAL AND GROUP SPECIFIC NORMS

The quality and relevance of ESAP measurement would be improved by the development of age and gender specific norms. The ESAP has been used primarily with high school and college students in South Texas. Ideally, any institution using the ESAP for interpretation and intervention planning should develop their own norms. Additional research is needed to clarify ethnicity and socioeconomic effects.

CHAPTER FIVE
INTERVENTION

There is a consensus of research findings and experience that freshman achievement and retention can be improved by building positive and supportive relationships.

The Javelina EI program was developed to welcome new students to our university and help them identify specific skills important to their academic success. ESAP Effective Intervention is a well-organized and systematic process that links individual student needs to intervention strategies and university resources.

The most important use of the ESAP is as an intervention planning guide and a way to personally introduce students to the importance of emotional skills. Intervention is an intentional and systematic process for helping students develop specific behaviors to improve their personal, academic, and career effectiveness. Effective intervention fosters positive and personal change in thinking, feeling, and behaving. Cognitive, affective, and behavioral change requires emotional learning and practice in addition to information.

Although emotional learning can be independent and self-directed, we believe that the process is accelerated when it occurs within the context of a positive and supportive relationship. The ESAP assessment provides a beginning point and a practical guide for developing important emotional intelligence skills. The professional and personal skills of the professor, teacher, mentor or counselor are the most important variables in effective intervention. The best thing an assessment instrument can do is start the process in a positive and understandable manner that communicates respect and genuine concern for the success of the student.

RESEARCH DERIVED INDICATORS

The ESAP skills of Drive Strength, Time Management, and Commitment Ethic are consistent predictors of academic achievement and retention. All of theses scales are related to the dimension of action orientation. Intervention efforts, no matter how brief, need to focus on helping the student apply skills that are proactive rather than reactive. ESAP research suggests that Assertion is also important in dealing effectively with the demands of an academic environment. Action goal setting, time (self) management, and assertive communication skills are essential to success and retention in an academic institution.

At TAMUK, the best predictor of academic success and retention at the university is the successful completion of the 1201 class. A major purpose of the Javelina EI Program is to encourage the development of academic success skills in this semester long course. The

first few weeks of the first semester are critical to successful achievement and retention. Without supportive connections, many students are lost in this brief and critical transition period.

Mental health is the primary problem of young adults in transition. The ESAP skill scales are valid and reliable indicators of mental health. Unlike traditional measures of personality, the ESAP reflects behaviors that can be changed and improved through learning and practice. Low scores (DEVELOP) on ESAP skill scales and HIGH scores on the problem areas of Aggression or Deference and Change Orientation may indicate distress and problems with effective emotional and behavioral coping. When a student has honestly participated in the ESAP assessment, low skill scores and high problem area scores are very significant. In most cases, the student is aware of adjustment difficulties and is open to discussing ways to get assistance.

BRIEF INTERVENTIONS

When using the ESAP with students, the self-assessment process is the first step in increasing self-awareness of personal behaviors important to academic achievement and personal well-being. Important points to remember when introducing the Emotional Skills Assessment Process to students include: (1) explaining that results are not descriptions of how you are as a person, but rather reflections of specific behaviors that can be developed, strengthened, and enhanced to improve academic success, (2) ESAP scales provide information for the student to use in developing specific skills that are personally important, (3) the information provided by ESAP results will help you locate the right resources on campus that are most important to your academic success, and (4) accurately identifying and understanding your emotional intelligence skills are essential steps in improving your personal, academic, and career effectiveness.

Administering, scoring, and interpreting the ESAP is an awareness level intervention. Students decide whether or not they will use the results to improve their academic success skills. The important factor is the quality and duration of the helping relationship established with the student. A student who feels supported and encouraged to succeed by a member of the university community benefits from this relationship, no matter how brief.

The Javelina EI Program uses the ESAP to increase self-awareness and self-understanding and to move the student into personal action planning and group skill building with follow up sessions stress time management, action goal setting, and assertive communication skills. A major goal of the program is to link students to campus resources that can assist them in the process of personal skill development.
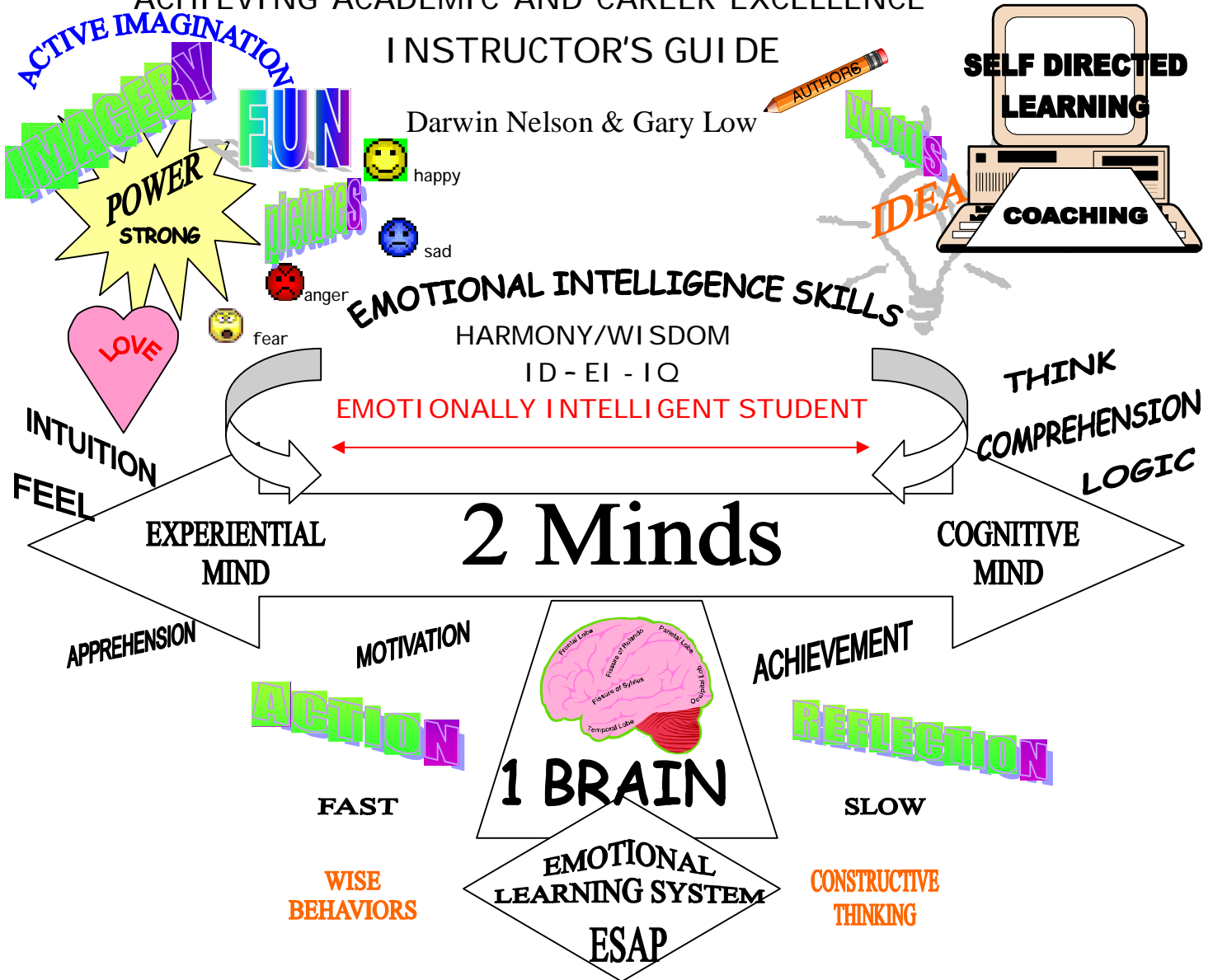
After the assessment and prior to interpretation we use the mind map presented in Figure 5 as a picture of emotional intelligence and how the ESAP assessment is related to the emotional learning system. For student groups we use the brief scale definitions presented in Figure 6, and we encourage students to define the skills at a personal level. We often use our personal profile as we interpret results for students and give personal examples of the importance of the skills. If you use the ESAP with students, you will develop a comfortable and effective way to interpret and use the instrument.

EMOTIONAL INTELLIGENCE

ACHIEVING ACADEMIC AND CAREER EXCELLENCE

INSTRUCTOR'S GUIDE

Darwin Nelson & Gary Low

ACTIVE IMAGINATION
IMAGERY
FUN
happy
POWER
STRONG
Pictures
sad
anger
LOVE
fear

AUTHORS

SELF DIRECTED LEARNING
Words
IDEA
COACHING

EMOTIONAL INTELLIGENCE SKILLS

HARMONY/WISDOM
ID – EI – IQ
EMOTIONALLY INTELLIGENT STUDENT

INTUITION
FEEL

THINK
COMPREHENSION
LOGIC

EXPERIENTIAL MIND

2 Minds

COGNITIVE MIND

APPREHENSION

MOTIVATION

ACHIEVEMENT

Action

1 BRAIN

Reflection

FAST

SLOW

WISE BEHAVIORS

EMOTIONAL LEARNING SYSTEM

ESAP

CONSTRUCTIVE THINKING

1. SELF ASSESSMENT………….STEP A………..EXPLORE
2. SELF AWARENESS………....STEP B………..IDENTIFY
3. SELF KNOWLEDGE…………..STEP C………..UNDERSTAND
4. SELF DEVELOPMENT………..STEP D……..…LEARN
5. SELF IMPROVEMENT………..STEP E………...APPLY

INTERPERSONAL

Anger Management   Anxiety Management
Assertion

E M O T I O N A L   M E N T O R I N G

LEADERSHIP

Positive Influence   Social Awareness
Decision Making   Empathy

SELF MANAGEMENT

Time Management   Personal Change
Drive Strength   Commitment Ethic

INTRAPERSONAL

Self Esteem   Stress Management

FIGURE 6
BRIEF ESAP SCALE DEFINITIONS

LEARNING AND APPLYING SKILLS

When students have a clear understanding and a personal definition of ESAP skills, intervention can be focused on teaching and learning specific skills. Professionals can approach skill development according to their own style and theories about learning and change. On a personal level, we have found the work of Seymour Epstein and Robert Sternberg extremely helpful in thinking about emotional intelligence skills and developing our own approach to personal change.

The effectiveness of intervention is directly related to the quality and duration of the intervention effort. The Javelina EI Program at TAMU-Kingsville is a brief intervention model that involves: (1) an introduction to the importance of emotional intelligence, (2) group assessment with the ESAP, (3) interpretation of the emotional skills profile, and (4) follow-up group sessions focused on skills identified as important to academic success and retention at our university.

INDIVIDUAL INTERVENTION

Changing established ways of thinking, expressing feelings, and behaving requires systematic and personalized intervention. Seeing and feeling ESAP skills modeled in a supportive helping relationship is one way to facilitate change and effective behavior. Facilitated mentoring and coaching offers students opportunities to learn new skills in safe learning environments. The ESAP assessment provides a model for mentoring that can be clearly understood by both the mentor and protégé. Tutoring and counseling are individual interventions that assist students in developing academic and emotional skills.

CLASS AND GROUP INTERVENTIONS

Many community colleges and universities offer semester long student development classes that focus on teaching academic success skills. The ESAP assessment and emotional skill development model provides a research-based approach to developing specific academic success skills. Many approaches to skill development are cognitive and information based. Students know they need help with time management and goal achievement skills, and they seldom spend a lot of time reading books or voluntarily attending lectures on these subjects. Effective interventions are skill based and offer opportunities to learn and practice new behaviors.

SUGGESTED RESEARCH DIRECTIONS

Initial research has indicated that the ESAP is a valid and reliable assessment of constructs that are related to academic achievement and personal well-being. In-progress research and application studies will further clarify the applications and limitations of the assessment instrument. Suggested research directions have been identified as the following:

§ Outcome studies of the effects of interventions based on the ESAP assessment model

§ Studies investigating and clarifying the effects of age, gender, ethnicity, and socioeconomic factors on emotional skills assessment

§ Validation studies to investigate the relationship of ESAP scales to established and currently used personality and mental health measures

§ Validation studies to establish the relationship of ESAP scales to other measures of emotional intelligence

§ Item level studies to improve the current version of the ESAP

The ESAP Interpretation and Intervention Guide will be updated as we complete additional studies. We hope that you find value in the ESAP assessment, and thank you for your interest in our work.

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