



International Beliefs and Values Institute

**AURORA**



**Basic BEVI training  
With  
Craig Shealy,  
WWU, IBAVI  
&  
John Style  
AURORA, URV**

# BEVI TRAINING WORKSHOPS

## BASIC, INTERMEDIATE, AND ADVANCED

The Beliefs, Events, and Values Inventory (BEVI) is an accessible, adaptable, and powerful analytic tool that can be used to measure the impact of teaching, learning and training activities on the mindsets of students and staff.

### When:

**Basic Training:** 25<sup>th</sup> November 2022, 17.30 – 19.30, CET.

**Intermediate Training:** 1<sup>st</sup> & 2<sup>nd</sup> December 2022, 12.30-14.00 & 17.30-19.00 CET.

**Advanced Training:** 2023 (Dates TBD)



### Where:

Basic BEVI Training: Virtual via Zoom;

Intermediate and Advanced: In Person and Virtual

**Coordinators:** Hajime Nishitani (BEVI & Soka University)

Craig Shealy (IBAVI & WWU)

John Style (Aurora & URV)



## Schedule for Basic BEVI Training

FRIDAY 25TH NOVEMBER 2022

17.00-19.00 CET

1. Quick Review of BEVI, its main characteristics, history and structure. Q&A. (20 minutes)

2. Norming, the Scales and what they mean. The structure of the types of Reports. Q&A. (30 minutes)

Break (10 mins)

3. Looking at examples of BEVI reports, and basics of interpretation. Q&A. (40 minutes)

4. a. Research possibilities, b. Other applications of the BEVI, and c. the virtual BEVlverse. Q&A. (20 minutes)

## APPROXIMATE TIMING:

1. Quick review: 17.30-17.50:
2. Norming etc. 17.50-18.20
3. Break. 18.20-18-30
4. Examples of reports: 18.30-19.10
5. Research etc .19.10-19.30


# 1. Quick review of BEVI,

- BEVI's main characteristics
- BEVI's history
- BEVI's structure
- Q&A



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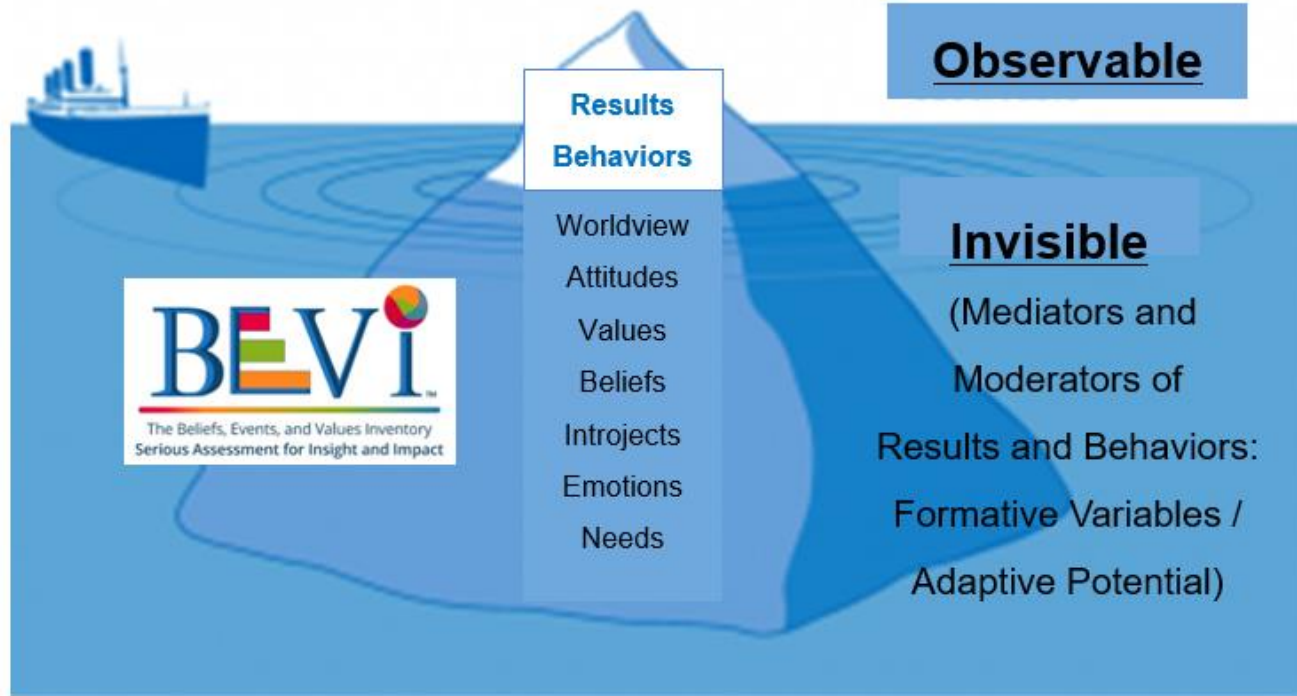


## What does the BEVI measure?

*The BEVI...is designed to assess a number of relevant processes and constructs including (but not limited to): basic openness; receptivity to different cultures, religions, and social practices; the tendency (or not) to stereotype in particular ways; self and emotional awareness; and preferred but implicit strategies for making sense of why 'other' people and cultures 'do what they do'*

[www.thebevi.com](http://www.thebevi.com)

# BEVI and the Iceberg Model



Adapted from: <https://www.managementstudyguide.com/competency-iceberg-model.htm>



## BEVI Overview

I

- Based on over 25 years of research, theory and practice
- Normed upon an international sample (N = 10,000+)
- Measures core aspects of identity and self (e.g., development, needs, emotions, values)
- Assesses how and why humans change (e.g., on self / other awareness, critical thinking)
- Very strong psychometrics (e.g., excellent reliability / validity)
- Institutions and organizations can manage their own data, analyses, and reports
- Shows within group variation (e.g., avoids the dilemma of aggregation)
- Mixed methods approach
- Welcomes and integrates other approaches to assessment
- Emphasizes longitudinal analyses
- Used to facilitate “engaged,” “high impact,” and “transformative” learning



Is the student's subjective evaluation / questionnaire sufficient?

➤ Objective test

Is it enough to evaluate only after the fact?

➤ Comparison before and after

Surface validity



Face validity

Is it possible to compare with other programs and non-participating students? ➤ Yes/No?



- ❑ Web-based (takethebevi.com)
- ❑ 20 background questions (age, gender, nationality, number of countries visited, etc.)
- ❑ 185 questions regarding psychological characteristics  
Includes questions with low surface validity / data accuracy verification
- ❑ Choose from a 4-step Likert scale
- ❑ 3 Qualitative questions
- ❑ Student receives an Individual Report
- ❑ Administrator can generate Group Reports

## 2. The Scales

- The BEVI scales and what they mean
- The structure of the types of report
- Norming the BEVI
- Q&A

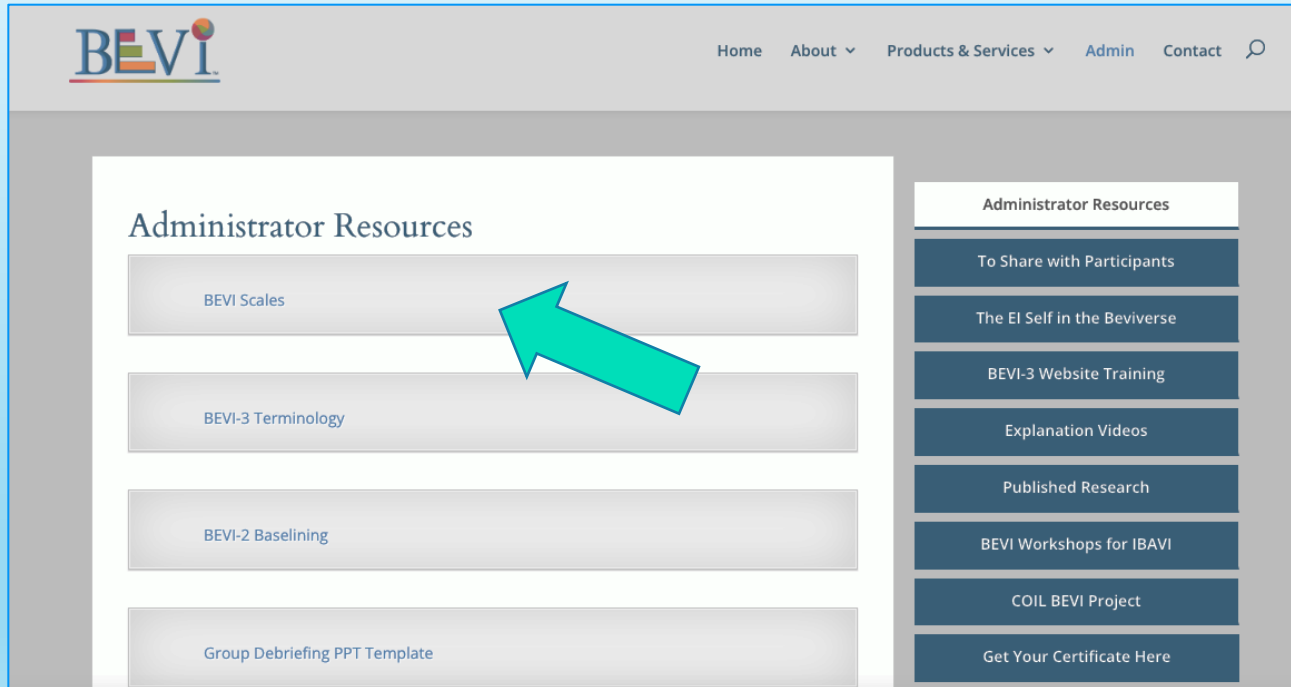
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# Basic Scales Definitions



# The BEVI scales. (i)

## I. Validity Scales

**Consistency:** the degree to which responses are consistent for differently worded items that are assessing similar or identical content (e.g., "People change all the time." "People don't really change.").

**Congruency:** the degree to which response patterns correspond to that which would be predicted statistically (e.g., "I have real needs for warmth and affection." "I take my own feelings very seriously.").

## II. Formative Variables

**Demographic/Background Items:** gender, educational level, ethnicity, political/religious orientation, income, etc. (e.g., "What is your gender?" "What is your ethnic background?").

1. **Negative Life Events:** difficult childhood; parents were troubled; life conflict/struggles; many regrets (e.g., "I have had a lot of conflict with one or more members of my family." "My family had a lot of problems with money.").

## III. Fulfillment of Core Needs

2. **Needs Closure:** unhappy upbringing/life history; conflictual/disturbed family dynamics; stereotypical thinking/odd explanations for why events happen as they do or why things are as they are (e.g., "I had a wonderful childhood." "Some numbers are more lucky than others.").
3. **Needs Fulfillment:** open to experiences, needs, and feelings; deep care/sensitivity for self, others, and the larger world (e.g., "We should spend more money on early education programs for children." "I like to think about who I am.").
4. **Identity Diffusion:** indicates painful crisis of identity; fatalistic regarding negatives of marital/family life; feels "bad" about self and prospects (e.g., "I have gone through a painful identity crisis." "Even though we expect them to be, men are not really built to be faithful in marriage.").

## The BEVI scales. (iii)

### IV. Tolerance of Disequilibrium

5. **Basic Openness**: open and honest about the experience of basic thoughts, feelings, and needs (e.g., "I don't always feel good about who I am." "I have felt lonely in my life.").
6. **Self Certitude**: strong sense of will; impatient with excuses for difficulties; emphasizes positive thinking; disinclined toward deep analysis (e.g., "You can overcome almost any problem if you just try harder." "If you play by the rules, you get along fine.").

### V. Critical Thinking

7. **Basic Determinism**: prefers simple explanations for differences/behavior; believes people don't change/strong will survive; troubled life history (e.g., "AIDS may well be a sign of God's anger." "It's only natural that the strong will survive.").
8. **Socioemotional Convergence**: open, aware of self/other, larger world; thoughtful, pragmatic, determined; sees world in shades of gray, such as the need for self-reliance while caring for vulnerable others (e.g., "We should do more to help those who are less fortunate." "Too many people don't meet their responsibilities.").

## The BEVI scales. (ii)

### VI. Self Access

9. **Physical Resonance:** receptive to corporeal needs/feelings; experientially inclined; appreciates the impact of human nature/evolution (e.g., "I am a free spirit." "My body is very sensitive to what I feel.").
10. **Emotional Attunement:** emotional, sensitive, social, needy, affiliative; values the expression of affect; close family connections (e.g., "I don't mind displays of emotion." "Weakness can be a virtue.").
11. **Self Awareness:** introspective; accepts complexity of self; cares for human experience/condition; tolerates difficult thoughts/feelings (e.g., "I am always trying to understand myself better." "I have problems that I need to work on.").
12. **Meaning Quest:** searching for meaning; seeks balance in life; resilient/persistent; highly feeling; concerned for less fortunate (e.g., "I think a lot about the meaning of life." "I want to find a better sense of balance in my life.").

### VII. Other Access

13. **Religious Traditionalism:** highly religious; sees self/behavior/events as mediated by God/spiritual forces; one way to the "afterlife" (e.g., "Without religion there can be no peace." "There is one way to heaven.").
14. **Gender Traditionalism:** men and women are built to be a certain way; prefers traditional/simple views of gender and gender roles (e.g., "Women are more emotional than men." "A man's role is to be strong.").
15. **Sociocultural Openness:** progressive/open regarding a wide range of actions, policies, and practices in the areas of culture, economics, education, environment, gender/global relations, politics (e.g., "We should try to understand cultures that are different from our own." "There is too big a gap between the rich and poor in our country.").

## The BEVI scales. (iv)

### VIII. Global Access

16. **Ecological Resonance**: deeply invested in environmental/sustainability issues; concerned about the fate of the earth/natural world (e.g., "I worry about our environment." "We should protect the land no matter who owns it.").
17. **Global Resonance**: invested in learning about/encountering different individuals, groups, languages, cultures; seeks global engagement (e.g., "It is important to be well informed about world events." "I am comfortable around groups of people who are very different from me.").

### IX. Experiential Reflection Items

The BEVI is a "mixed methods" measure in that both quantitative (i.e., scales) and qualitative (i.e., free response) items are asked during administration and used for purposes of interpretation (e.g., Coates, Hanson, Samuel, Ashe, & Cozen, in press; Cozen, Hanson, Poston, Jones, & Tabit, in press). The following three qualitative Experiential Reflection Items are included in the BEVI, and completed in written format at the conclusion of administration:

- First, please describe which aspect of this experience has had the greatest impact upon you and why?
- Second, is there some aspect of your own "self" or "identity" (e.g., gender, ethnicity, sexual orientation, religious or political background, etc.) that has become especially clear or relevant to you or others as a result of this experience?
- Third, what have you learned and how are you different now?

## Indications on Sociocultural Openness

### **Correlation Matrix Findings Above .40 Between Sociocultural Openness and Other BEVI Scales**

Needs Closure (-.90)  
Ecological Resonance (.88)  
Socioemotional Convergence (.82)  
Basic Closedness (-.81)  
Identity Closure (-.71)  
Emotional Attunement (.77)  
Socioreligious Traditionalism (-.62)  
Hard Structure (-.58)  
Negative Life Events (-.57)  
Basic Determinism (-.50)



# Types of Report

## Report Management

1

2

3

4

### STEP 1 - CONFIGURING YOUR REPORT

**Name**

**Type**  

Select the report type

Group Report

Longitudinal Report

Between Group Reports

Within Group Reports

# BREAK (10 minutes)



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# 3. Looking at BEVI Reports

- Looking at examples of BEVI reports
- The Basics of interpretation
- Specific examples
- Q&A



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# Aggregate Scales (i)

## Aggregate Profile

Consistency

77

Congruency

79

1. Negative Life Events

52

2. Needs Closure

53

3. Needs Fulfillment

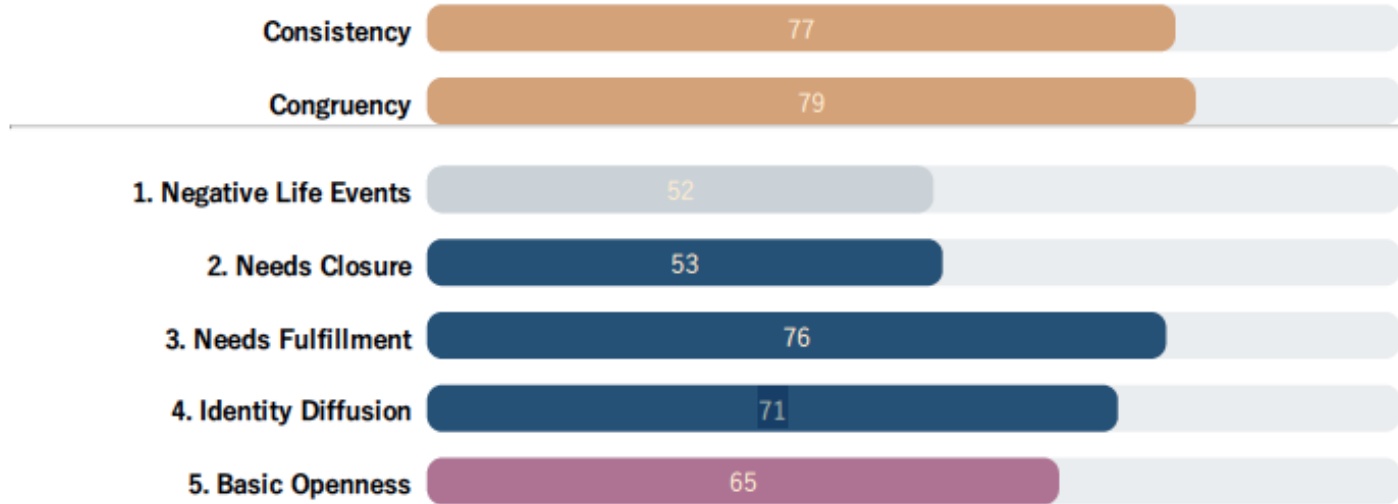
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4. Identity Diffusion

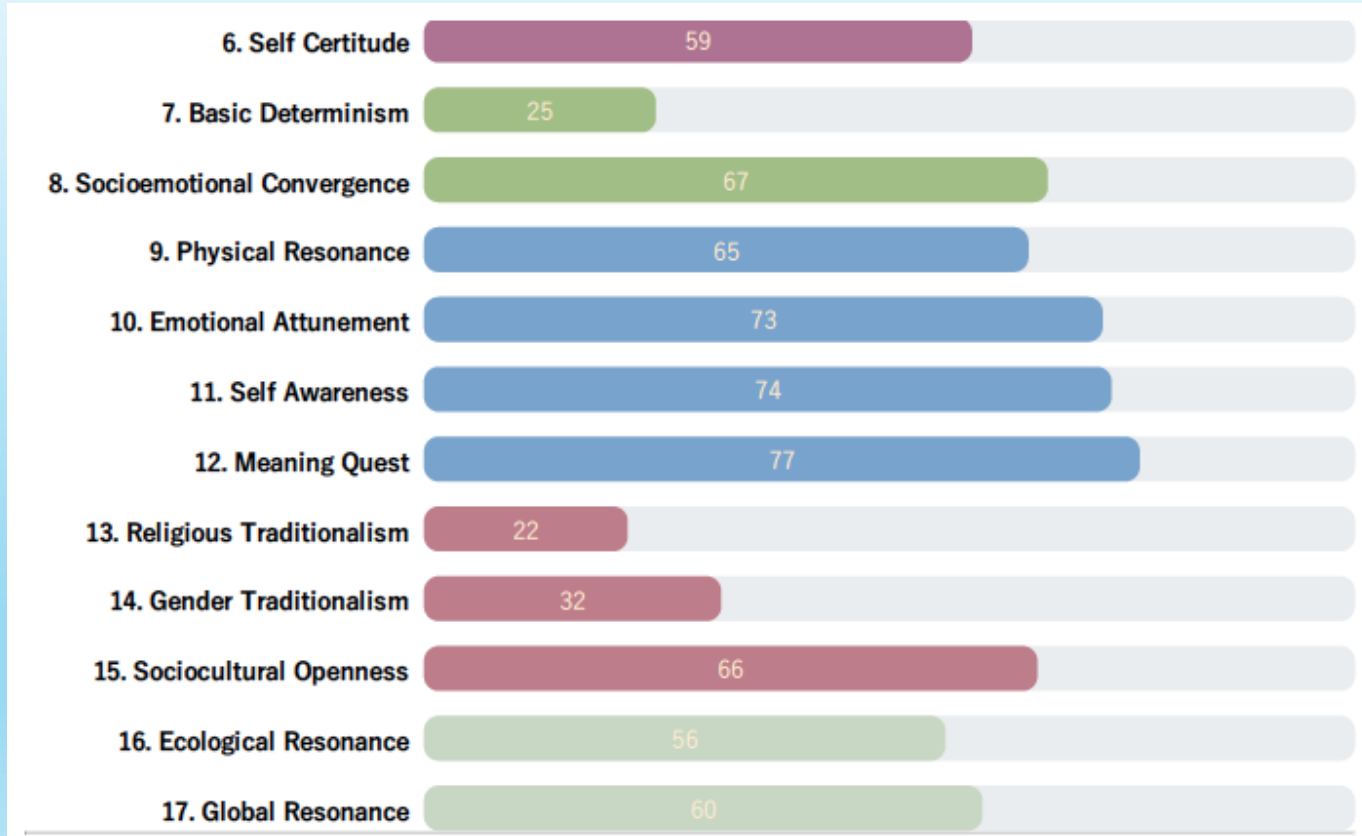
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5. Basic Openness

65



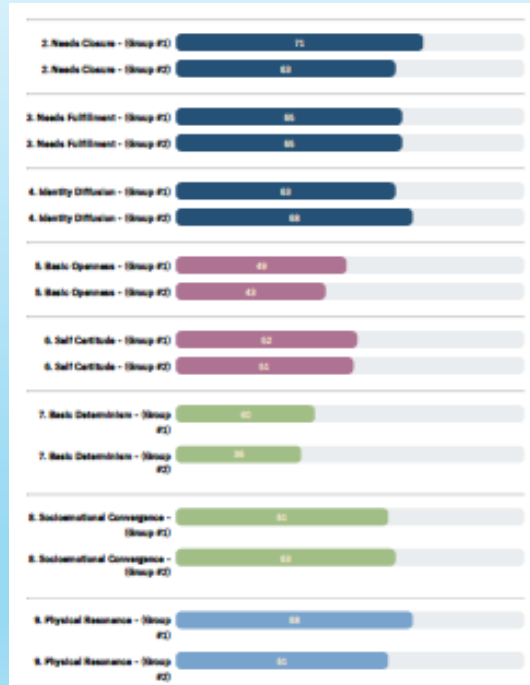
# Aggregate Scales (ii)



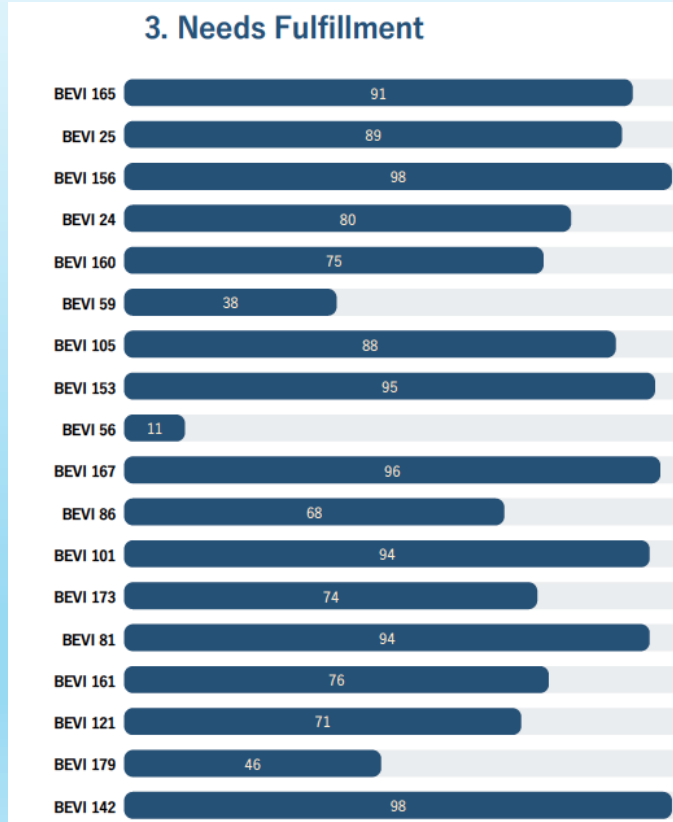
## The Decile Group Profile

1. Negative Life Events	9%	17%	4%	9%	9%	17%	13%	13%	9%	0%
2. Needs Closure	30%	13%	9%	9%	13%	4%	13%	0%	9%	0%
3. Needs Fulfillment	0%	0%	13%	13%	4%	9%	9%	30%	9%	13%
4. Identity Diffusion	17%	9%	4%	0%	4%	0%	0%	26%	13%	26%
5. Basic Openness	13%	30%	0%	22%	9%	4%	13%	0%	9%	0%
6. Self Certitude	0%	4%	0%	9%	9%	17%	9%	17%	0%	35%
7. Basic Determinism	4%	17%	22%	13%	9%	9%	9%	4%	0%	13%
8. Socioemotional Convergence	0%	0%	17%	4%	9%	17%	0%	9%	26%	17%
9. Physical Resonance	0%	0%	0%	13%	4%	30%	0%	39%	13%	0%
10. Emotional Attunement	4%	4%	13%	13%	26%	9%	4%	13%	13%	0%
11. Self Awareness	0%	0%	0%	13%	9%	13%	9%	4%	30%	22%
12. Meaning Quest	0%	4%	17%	4%	0%	17%	4%	30%	0%	22%
13. Religious Traditionalism	0%	0%	4%	4%	0%	9%	17%	17%	17%	30%
14. Gender Traditionalism	13%	4%	13%	4%	13%	30%	0%	9%	0%	13%
15. Sociocultural Openness	0%	0%	0%	4%	4%	0%	0%	9%	26%	57%
16. Ecological Resonance	0%	4%	9%	0%	9%	13%	17%	9%	17%	22%
17. Global Resonance	0%	0%	4%	4%	0%	9%	17%	13%	39%	13%
Deciles:	1	2	3	4	5	6	7	8	9	10

# Longitudinal Report – T1 - T2



# Within Group Reports





## 4. Other Aspects of using the BEVI

- Research possibilities
- Other applications of the BEVI
- The virtual Beviverse and the EI Self
- Q & A



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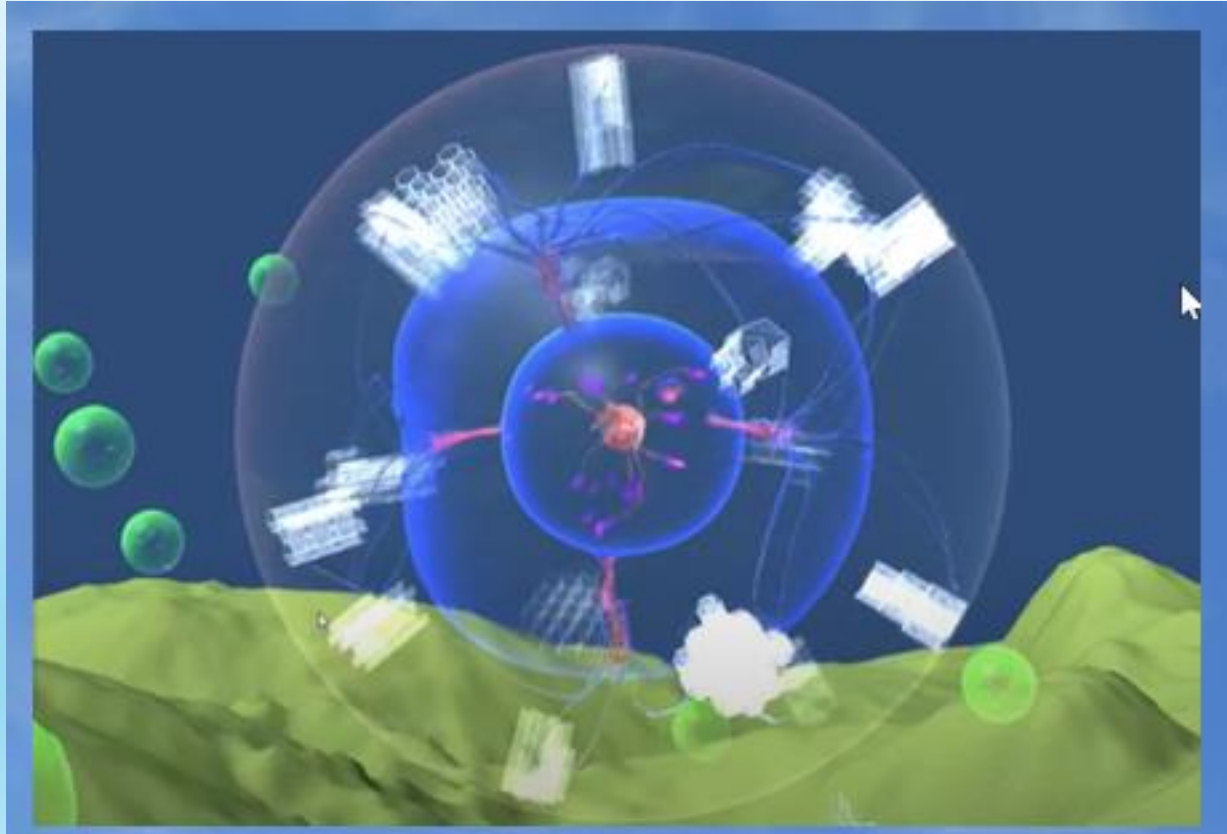
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- ☐ Giving Teachers valuable information about the psychological make-up of their groups at the start of the course.
- ☐ Detecting potential for conflict between sub-groups in a class, in order to avoid it.
- ☐ Detects change in a group during and after an educational experience.
- ☐ Detects when a course/subject/experience has produced the expected change in a group.
- ☐ Allows longitudinal tests to measure change within classes or institutions.
- ☐ Allow accurate group portraits of the different parts of an institution, from which to guide policy and strategy in encouraging more open, engaged students.
- ☐ In discussion with student groups, it encourages students to reflect on the complexity within their class and be more tolerant.
- ☐ Generating Research on Programme Planning, Course Development, Mobility Programmes, Transformational Learning initiatives, Competence Acquisition

# Other Applications of the BEVI



# The virtual Beviverse



**The E! Self**  
Craig N. Sengco, PhD

**Infancy** → **Childhood** → **Adolescence** → **Adulthood**

**Emerging Self** → **Developing Self** → **Established Self**

**1. INFANCY - Emergence of the Self**

- 1.1 **Core** - Emergence of the Self
  - 1.1.1 Cognition
  - 1.1.2 Affect
  - 1.1.3 Emotion
- 1.2 **Peripheral** - Emergence of the Self
  - 1.2.1 Social
  - 1.2.2 Cultural
  - 1.2.3 Environmental

**2. CHILDHOOD - Development of the Self**

- 2.1 **Core** - Development of the Self
  - 2.1.1 Cognition
  - 2.1.2 Affect
  - 2.1.3 Emotion
- 2.2 **Peripheral** - Development of the Self
  - 2.2.1 Social
  - 2.2.2 Cultural
  - 2.2.3 Environmental

**3. ADOLESCENCE - Consolidation of the Self**

- 3.1 **Core** - Consolidation of the Self
  - 3.1.1 Cognition
  - 3.1.2 Affect
  - 3.1.3 Emotion
- 3.2 **Peripheral** - Consolidation of the Self
  - 3.2.1 Social
  - 3.2.2 Cultural
  - 3.2.3 Environmental

**4. ADULTHOOD - Establishment of the Self**

- 4.1 **Core** - Establishment of the Self
  - 4.1.1 Cognition
  - 4.1.2 Affect
  - 4.1.3 Emotion
- 4.2 **Peripheral** - Establishment of the Self
  - 4.2.1 Social
  - 4.2.2 Cultural
  - 4.2.3 Environmental

**Self-Concept**

**Self-Concept Scale**

**Self-Concept Diagram**

# Thank-you for your attention

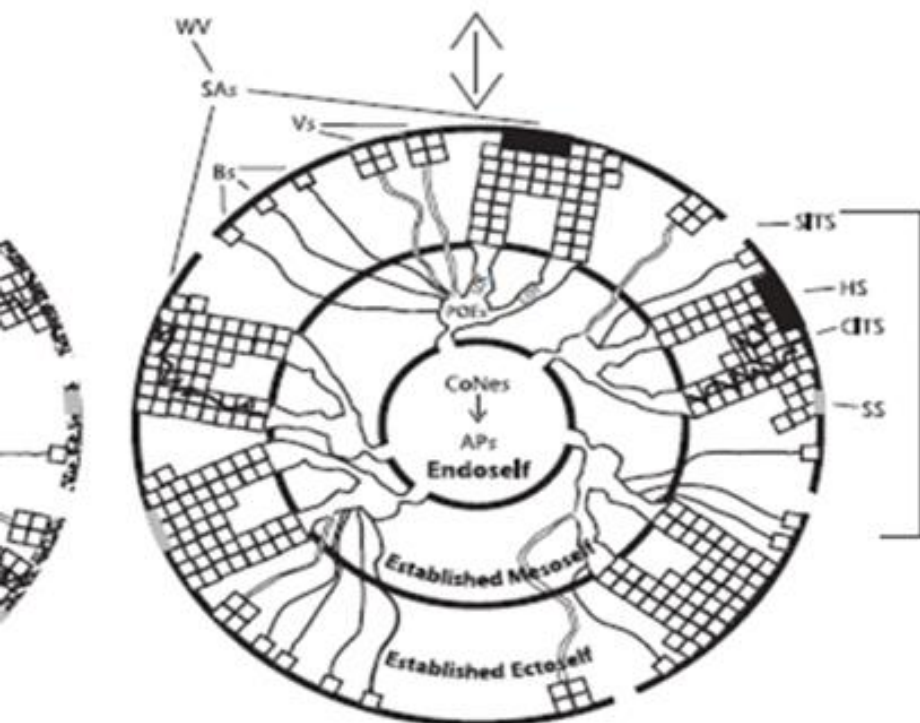
- Any further questions?
  - Write to [craig.shealy@gmail.com](mailto:craig.shealy@gmail.com). or [john.style@urv.cat](mailto:john.style@urv.cat)
  - Sign up for Intermediate BEVI training (next chance – 1 & 2/12/2022)



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Science  $\xrightarrow[\text{Development}]{\text{FoVs}}$  Adulthood

## 4. POEs = Processes of EquiIntegration

- a) Level I = Screening
  - 1) appraisal
  - 2) attribution
  - 3) filtering
- b) Level II = Acquisition
  - 1) accommodation
  - 2) assimilation
  - 3) introjection
  - 4) internalization
- c) Level III = Storage
  - 1) beliefs
  - 2) values
  - 3) schemattitudes
  - 4) worldview
- d) Level IV = Maintenance
  - 1) integration
  - 2) adaptation
  - 3) modification
  - 4) working models

## 5. LOS = Levels of Self

- a) Level I = Endoself = Core Self (APs & CoNes)
  - 1) primary
  - 2) preconscious
  - 3) non-rational
  - 4) low accessible (affective)
  - 5) preverbal
- b) Level II = Mesoself = Mediational Self (POEs; LOTs)
  - 1) primary-derivative
  - 2) non-conscious
  - 3) pre-rational
  - 4) low accessible (affective & cognitive)
  - 5) verbal resistant

- c) Level III = Ectoself = Shell Self (Bs; Vs; SAs; WV)
  - 1) secondary
  - 2) conscious
  - 3) rational
  - 4) accessible (affective & cognitive)
  - 5) verbal reactive
- d) Level IV = Exoself = External Self (FoVs)
  - 1) primary
  - 2) conscious
  - 3) rational
  - 4) accessible (affective & cognitive)
  - 5) verbal interactive

## 6. SOSS = Stages of Self Structure

- a) Stage I = Merged (Infancy)
- b) Stage II = Emerging (Childhood  $\rightarrow$  Adolescence)
- c) Stage III = Established (Adulthood)

## 7. POIAs = Points of Self Access

- a) SITS = Space in the Structure (High Access)
- b) CITS = Crack in the Structure
- c) SS = Soft Structure
- d) HS = Hard Structure (Low Access)

## 8. LOTs = Lines of Transmission

(endoself  $\leftrightarrow$  mesoself  $\leftrightarrow$  ectoself  $\leftrightarrow$  exoself)

## 9. VORs = Versions of Reality

- a) Level I VORs = Bs (beliefs)
- b) Level II VORs = Vs (belief clusters  $\rightarrow$  values)
- c) Level III VORs = SAs (value clusters  $\rightarrow$  schemattitudes)
- d) Level IV VORs = WV (schemattitude clusters  $\rightarrow$  worldview)