

## **Social Emotional Learning: Implications for Curriculum and Instruction**

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ISNA

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with  
Dr. Pam Robbins  
pamrobbins1016@gmail.com

### **Opening Activity: Quote of the Day**

“I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills. Most educators believe that the development of the whole child is an essential responsibility of schools, and this belief is what has motivated them to enter the profession.”

(Darling-Hammond, L. in *Handbook of Social and Emotional Learning : Research and Practice*, 2015)

## Quote of the Day

“The real core of education is the relationship between the teacher and the student, and the extent to which that relationship nurtures the longing of the child to matter in the world, and the longing of the teacher to nurture and fulfill that desire...the whole science of child development and the best philosophy of education agree completely on the fundamental truth that learning is a relationship and that the success of education depends almost completely on the strength of the social and emotional dimensions of that relationship. The real core is just that: the social and emotional dimensions of the learning relationship.”

(Shriver, T. & Buffett, J. in the *Handbook of Social and Emotional Learning : Research and Practice*, 2015)

## Quote of the Day

“To the extent that we strengthen SEL, we increase the likelihood that students will learn to the best of their ability. After decades of practice, we know that social and emotional skills and values can indeed be taught. We know that when taught and modeled well by adults in schools, bonding increases, problem behaviors decrease, and test scores go up. Careful attention to issues such as stress management, relationship skills, nonviolent problem solving, and learner-centered goal setting are critical. These issues can help students focus on “what” we want them to learn by helping teachers focus on “how” to connect, motivate, and inspire.”

(Shriver, T. & Buffett, J. in the *Handbook of Social and Emotional Learning : Research and Practice*, 2015)

## Quote of the Day

“The skills associated with social-emotional learning [are] both ‘fundamental for life effectiveness’ and ‘a framework for school improvement.’ The integration of individual development with organizational development offers a new pathway to progress. A key insight is that building developmentally supportive school organizations is perhaps the most effective way to develop psychologically healthy and productive young people and adults.”

(Darling-Hammond, L. in *Handbook of Social and Emotional Learning : Research and Practice*, 2015)

## Success Criteria

Participants will have the opportunity to:

- Explain how Social Emotional Learning (SEL) is the “missing piece” in the quest to provide effective education for all children, young people, and adults.
- Discuss how SEL positively impacts student achievement, boosts self-esteem, and reduces or eliminates risky behaviors.
- Analyze a definition of SEL and dialogue about 5 Domains of Emotional Intelligence.
- Experience specific strategies to implement the 5 Domains of Emotional Intelligence and develop SEL competency.
- Create an action plan to strengthen Social Emotional Learning and/or integrate it into the curriculum and instruction in your school.

## Agenda

Welcome, Quote of the Day Activity, Success Criteria, Agenda Review

What is Social Emotional Learning?

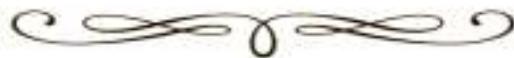
Social Emotional Learning and Emotional Intelligence

- Self Awareness
- Managing Emotions
- Motivating Oneself and Delaying Gratification
- Empathy
- Managing Relationships

Creating School and Classroom Cultures that Nurture Social Emotional Learning

Personal Action Planning and Collegial Sharing

Reflections and Feedback



## What is Social Emotional Learning?

“SEL programming involves implementing practices and policies that help children and adults acquire and apply the knowledge, skills, and attitudes that can enhance personal development, establish satisfying interpersonal relationships, and lead to effective and ethical work and productivity. These include the competencies to understand and manage emotions, set and achieve positive goals, feel and show caring and concern for others, establish and maintain positive relationships, and make responsible decisions.



SEL involves fostering social and emotional competencies through explicit instruction and through student-centered learning approaches that help students engage in the learning process and develop analytical, communication, and collaborative skills. Through explicit instruction, social and emotional skills may be taught, modeled, practiced, and applied to diverse situations, so that young people and adults use them as part of their daily repertoires of behaviors.



SEL programming also enhances students’ social and emotional competence by establishing positive classroom/school cultures, climates, and conditions for learning that are safe, caring, cooperative, well managed, and participatory. Integrated systematic, schoolwide SEL programming takes place at the classroom and school levels and through partnerships with families and community members.”

(Weissberg, Durlak, Domitrovich, & Gullotta in the *Handbook of Social and Emotional Learning : Research and Practice*, 2015, p. 6)

### Reflecting on the Definition

SEL Practices and Policies for Implementation	Student Outcomes	Organizational Outcomes

## SEL and Emotional Intelligence

Implementing Social Emotional Learning develops Emotional Intelligence. SEL enhances students' capacity to integrate cognition, affect, and behavior to deal effectively with daily tasks and challenges. Emotional Intelligence is comprised of five domains. SEL practices and policies promote the development of each of these domains of Emotional Intelligence.

About 80 percent of adult success can be attributed to Emotional Intelligence.

Daniel Goleman

## Relationships and Success

Reflections of a school superintendent:

“Our successful principals have the relationship thing down with teachers, and students and parents too. You have to make hundreds of decisions in five minutes, and getting 99% of those decisions right depends on relationships.”

(Dr. Deb Clemens in Robbins & Alvy, 2014, *The Principal's Companion*)

In a study of effective principals in Ontario, cited by Goleman (2006), the top principals were “empathetic, attentive, and understanding of others’ feelings.”



Emotionally intelligent leaders understand that power has limits. “The irony is that the more power one accumulates, the less it should be used. Viewed another way, by exerting your power, you are taking away the powers of others.”

(George, 2007, p. 195)

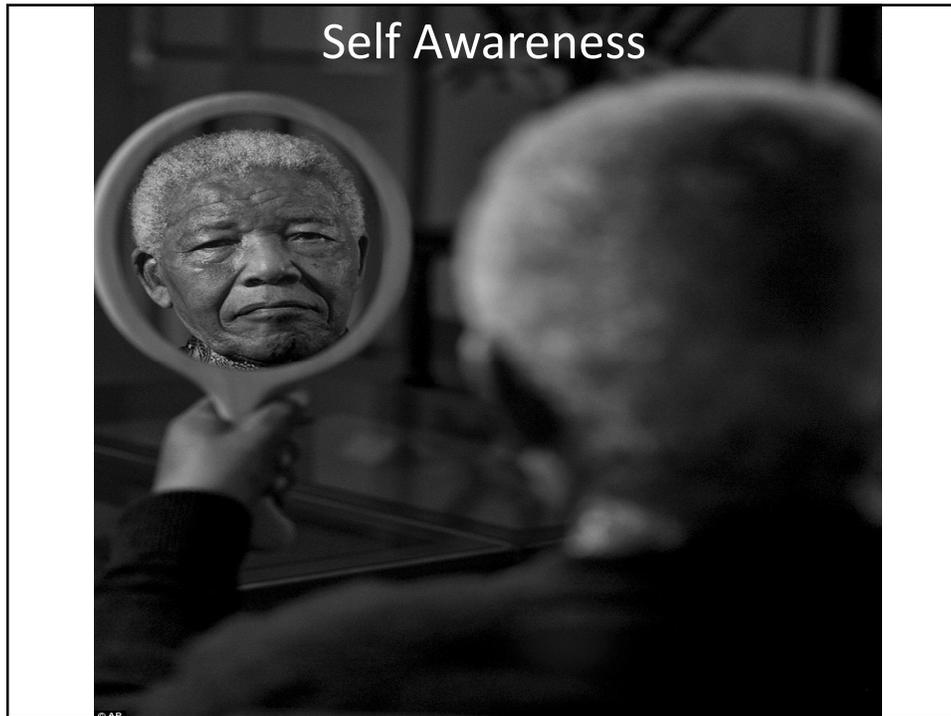
### **The “People Skills” Factor**

“For much of the company’s history, Google had assumed that programmers needed a supervisor with great technical skills to serve as a sounding board when they got stuck. So it was surprising when [based on company research] technical skills turned up at the bottom of Google’s list of what makes a good supervisor. What topped the list were soft skills—being a good coach, meeting regularly with employees, expressing personal interest, and asking thoughtful questions to help them puzzle through problems. ”

(Bryan Goodwin, “A Principal’s Success Requires People Skills,” *Educational Leadership*, April, 2013, p. 79)

Goleman (1995) defines emotional intelligence as “a basic flair for living ... being able to rein in emotional impulse; to read another’s innermost feelings; to handle relationships smoothly” – as Aristotle put it, the rare skill “to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way.”

<b>5 Domains of Emotional Intelligence</b>	Self Awareness
Managing Emotions	Motivating Oneself and Delaying Gratification
Empathy	Managing Relationships



## Hallmarks of Self Awareness

Awareness of:

- One's feelings as they occur; and the ability to describe those feelings with words.
- Metacognition—an awareness of one's thought process.
- One's internal states and changes in those states.
- Our moods and our thoughts about those moods.
- How feelings and emotional wisdom garnered through past experience inform decision making.
- One's personality style and its impact on priorities, decisions, and interpersonal relationships.

## Know Thyself

- Understanding one's personality style and the impact it has on values, priorities, decisions, and interpersonal relationships is one facet of this domain.
- As you experience the windowpane lecture on style, consider which styles resonate with you and how your style may impact your relationships with others.

### Window Pane Lecture Personality Styles

Paperclip	Teddy Bear
Magnifying Glass	Slinky

### The Sensing-Thinking (ST) or Mastery Learner

#### **PREFERS TO LEARN BY:**

- seeing tangible results
- practicing what he has learned
- following directions one step at a time
- being active rather than passive
- knowing exactly what is expected of her, how well the task must be done and why

#### **LEARNS BEST FROM:**

- drill
- demonstration
- practice
- hands-on experience

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Sensing-Thinking (ST) or Mastery Learner

#### **LIKES:**

- doing things that have immediate, practical use
- being acknowledged for thoroughness and detail
- praise for prompt and complete work
- immediate feedback (rewards, privileges, etc.)

#### **DISLIKES:**

- completing tasks for which there are no practical uses
- activities that require imagination and intuition
- activities with complex directions
- open-ended activities without closure or payoff
- activities that focus on feelings or other intangible results

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Intuitive-Thinking (NT) or Understanding Learner

#### **PREFERS TO LEARN BY:**

- studying about ideas and how things are related
- planning and carrying out a project of his own making and interest
- arguing or debating a point based on logical analysis
- problem solving that requires collecting, organizing, and evaluating data

#### **LEARNS BEST FROM:**

- lectures
- reading
- logical discussions and debates
- projects of personal interest

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Intuitive-Thinking (NT) or Understanding Learner

#### **LIKES:**

- time to plan and organize her work
- working independently or with other intuitive-thinking types
- working with ideas and things that challenge him to think, to explore, to master

#### **DISLIKES:**

- routine or rote assignments
- memorization
- concern for details
- rigid rules and predetermined procedures

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Intuitive-Feeling (NF) or Self-Expressive Learner

#### **PREFERS TO LEARN BY:**

- being creative and using his imagination
- planning and organizing her work in her own creative ways
- working on a number of things at one time
- searching for alternative solutions to problems beyond those normally considered
- discussing real problems and looking for real solutions

#### **LEARNS BEST FROM:**

- creative and artistic activities
- open-ended discussions of personal and social values
- activities that enlighten and enhance – myths, human achievement, dramas, etc.

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Intuitive-Feeling (NF) or Self-Expressive Learner

#### **LIKES:**

- contemplation
- being able to learn through discovery
- opportunity to plan and pursue his own interests
- recognition for personal insights and discoveries

#### **DISLIKES:**

- too much attention to detail
- facts, memorization, rote learning
- tasks with predetermined correct answers
- detailed and demanding routines

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Sensing-Feeling (SF) or Interpersonal Learner

#### **PREFERS TO LEARN BY:**

- studying about things that directly affect people's lives rather than impersonal facts or theories
- receiving personal attention and encouragement from his teachers
- being part of a team – collaborating with other students
- activities that help her learn about herself and how she feels about things

#### **LEARNS BEST FROM:**

- group experiences and projects
- receiving attention
- personal expression and personal encounters
- role playing

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

### The Sensing-Feeling (SF) or Interpersonal Learner

#### **LIKES:**

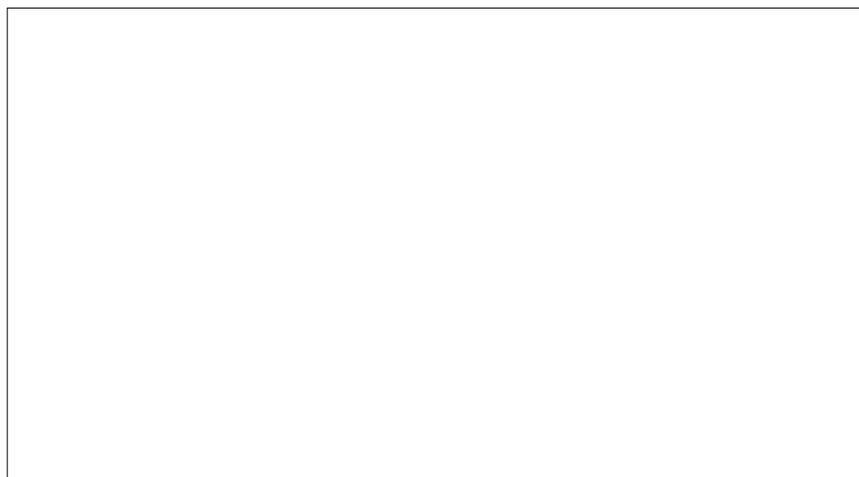
- receiving personal attention and encouragement
- opportunities to be helpful in class
- personal feedback
- sharing personal feelings and experiences with others

#### **DISLIKES:**

- long periods of working alone silently
- emphasis on factual detail
- highly competitive games where someone loses
- detailed and demanding routines

Source: Silver, H., Strong, R., and Perini, M., So Each May Learn, ASCD, 2000. To order: 1-800-933-2723.

## Reflections on Style



## Opening Activities To Develop Self Awareness

- Colored Paper Emotions
- Precious Objects and Storytelling
- Significant People
- Three Words
- Memories
- Posters
- Rating Scales
- Feelings and Music
- Foil Figure

## Foil Figure

The purpose of this activity is to encourage participants to be more aware of their own feelings and the feelings of others. Additionally, it invites reflection about the relationship between body language and emotions.

### Foil Figure

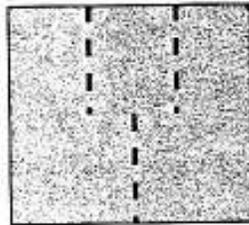
**Task:** Create an aluminum foil sculpture of the human figure.

This figure should in some way reflect you through

- ◆ an emotion
- or
- ◆ prevailing mood

**Directions:** Cut or tear your sheet of foil according to the dotted lines.

Shape your foil to create a human figure.



Source: The California Arts Project

## Reflections

What did you learn through this exercise?

How does this exercise nurture the development of self awareness? What would you do next?

## SEL Competence: Self Awareness

- Understanding one's emotions, personal goals, and values.
- Accurately assessing one's strengths and limitations.
- Positive mindsets.
- Well-grounded sense of self-efficacy and optimism.
- Ability to recognize how thoughts, feelings, and actions are interconnected.

## Managing Your Emotions

Competencies like managing emotions, focused drive to achieve goals, adaptability, and initiative are based on self-management.

*(Adapted from Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*)*

## Hallmarks of Managing Emotions

- The goal is balance, not emotional suppression.
- Emotion appropriate to circumstance.
- Keeping distressing emotions in check as a key to emotional well-being.
- We can choose to make ourselves feel better.
- Soothing oneself is a fundamental life skill.
- Strategies to diffuse anger.

## Demonstrating Restraint

The ability to use your emotions wisely includes the capacity to “restrain impulsivity”.



## The Amygdala Hijack

“The Amygdala is the brain’s radar for threat. Our brain was designed as a tool for survival...If the amygdala detects a threat, in an instant it can take over the rest of the brain—particularly the prefrontal cortex—and we have what’s called an amygdala hijack. The hijack captures our attention, beaming it in on the threat at hand...you can’t focus on what your job demands—you can only think about what’s troubling you.”

(Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, p. 30)

## Top 5 Amygdala Triggers in the Workplace

- Condescension and lack of respect.
- Being treated unfairly.
- Being unappreciated.
- Feeling that you're not being listened to or heard.
- Being held to unrealistic deadlines.

(Adapted from Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, p. 31)

## Interim Territoriality

- Phone: 167% longer



Parking Space: 7-12 seconds longer

## Poison Pen Letter

After hearing the story about "The Poison Pen Letter," reflect upon what you would do if you were the principal or teacher leader.

Please be ready to share your responses.



### Becoming a Successful Problem Solver

Name: \_\_\_\_\_

1. My problem was \_\_\_\_\_  
\_\_\_\_\_
2. The people involved were \_\_\_\_\_
3. Before the problem was solved:
  - a. My stress level was \_\_\_\_\_ on a 1 (low) to 10 (high) scale.
  - b. I felt \_\_\_\_\_ and \_\_\_\_\_.
  - c. The other people felt \_\_\_\_\_ and \_\_\_\_\_.
4. My goal was \_\_\_\_\_.
5. My solution was (what I did or said) \_\_\_\_\_  
\_\_\_\_\_.

6. Was the problem solved? \_\_\_\_\_

7. If the problem was not solved, what are some different solutions you could have tried? Think ahead to the consequences of each solution.

SOLUTION

CONSEQUENCE

a. \_\_\_\_\_ → \_\_\_\_\_

b. \_\_\_\_\_ → \_\_\_\_\_

c. \_\_\_\_\_ → \_\_\_\_\_

8. Which solution do you think is best? \_\_\_\_\_

9. Why do you think it is best? \_\_\_\_\_

10. When are you going to try it? \_\_\_\_\_

Source: Weissburg, R., Alice S. Jackson and Timothy Shriver, "Promoting Positive Social Development and Health Practices in Young Urban Adolescents"

## Activity: Self Control

Resisting impulse is at the root of emotional self control because all emotions lead to the impulse to act.

Think of a time when you resisted impulsivity.  
Describe the situation.

What do you think/feel contributed to your ability to do this?

Reflect upon times when you have succumbed to impulsivity. What do you think/feel influenced your inability to resist?

How might students be taught to resist impulsivity?  
What opportunities exist in the curriculum?

Think about children's literature that might be used to teach about self control. (Frog and Toad, Cookies)

## SEL Competence: Managing Emotions

- Skills and attitudes that facilitate the ability to regulate emotions and behavior.
- Strategies to manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

## Motivating Oneself and Delaying Gratification

“The word ‘motivation’ shares its root with ‘emotion’: both come from the Latin *motere*, to move. Our motives give us our aims and the drive to achieve them. Anything that’s motivating makes us feel good...Our motives dictate where we find our pleasures.”

Remembering what we value helps us to persevere when the path to reaching a goal becomes difficult.

(Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, p. 40)

## Hallmarks of Motivating Oneself and Delaying Gratification

- The role of positive motivation—marshalling the feelings of enthusiasm, zeal, and confidence in achievement.
- The use of emotions to enhance one’s ability to think and plan, pursue training for a distant goal, solve problems, and push the limits of our capacity to use innate mental abilities and thrive in life.
- Goal directed self imposed delay of gratification: ability to deny impulse in the service of a goal.

## Motivating Oneself and Delaying Gratification



## What Motivates You?

A large, empty rectangular box with a black border, intended for a person to write their answer to the question "What Motivates You?".

## Three Motivators

- The need for power, in the sense of influencing or impacting other people. (Can be ego-centered or socially beneficial.)
- The need to affiliate; taking pleasure in being with people. When we're working toward a common goal, people motivated by affiliation find energy in how good we'll all feel when we reach that goal.
- The need for achievement, reaching toward a meaningful goal. People who are motivated by achievement tend to like to keep score, get feedback, and continually improve. (Can be workaholics.)

(Adapted from McClelland in Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, pp. 41-42)

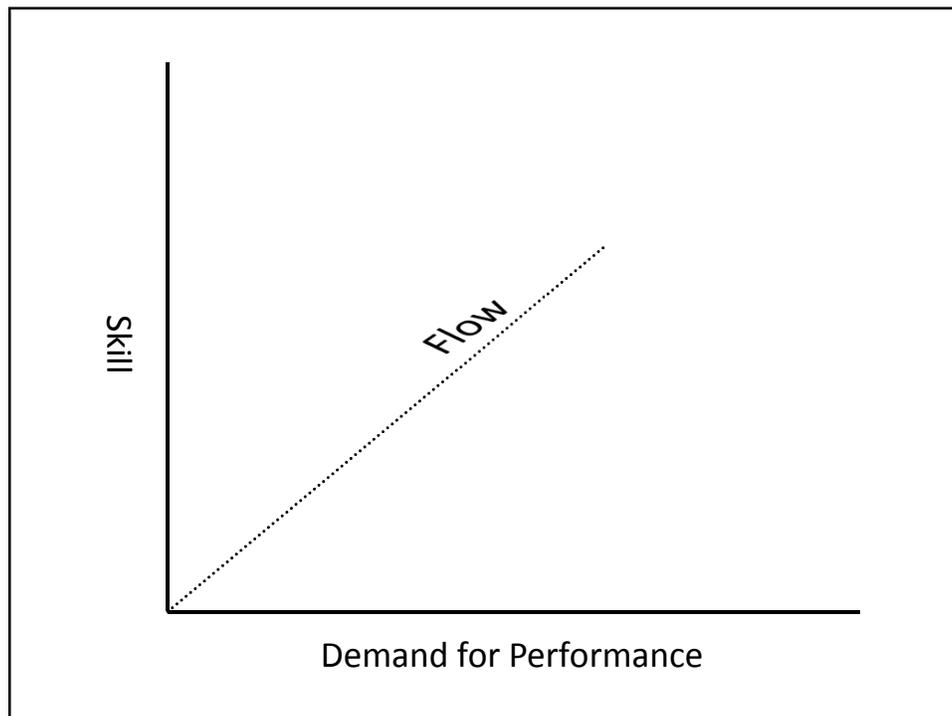
## Activity: Motivation

Think of a time that despite setbacks you prevailed because of enthusiasm, optimism, or persistence. Describe the episode.

What was it that enabled you to rise above the debilitating factors and succeed?

Think about tasks you're putting off. Why do you think you find it difficult to address these? What might motivate you to tackle them?

Reflect upon the concept of "work ethic." How do you think one is developed? In what ways might classroom interactions cultivate students' work ethics?



## Pathways to Flow

- “Adjust demands to fit the person’s skills. If you manage people’s work, try to gauge their optimal level of challenge. If they’re under-engaged, increase the challenge in ways that make their work more interesting...If they’re overwhelmed, reduce the demand and give them more support
- Practice the relevant expertise to raise skills to meet a higher level of demand
- Enhance concentration abilities so you can pay more attention, because attention itself is a pathway into the flow stage.”

(Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, p. 51)

## Reflecting On Your Own Flow Experiences

- Describe a “flow experience” you have had.
- List the kind of activities that allow you to enter into a flow state.
- Compare these with the lists of others at your table.
- What are the similarities and differences?

## SEL Competence: Responsible Decision Making

- The knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.
- The ability to consider ethical standards, safety concerns, and accurate behavioral norms for risky behaviors.
- Ability to make a realistic evaluation of consequences of various actions and take the health and wellbeing of self and others into consideration.



WALK A MILE  
IN MY  
SHOES

## Empathy

Empathy involves sensing what others are thinking and feeling, without them telling us in words. We are continually sending others signals about our feelings through our tone of voice, facial expression, gestures, and numerous other nonverbal channels. People vary greatly in how well they can read these signals.

(Adapted from Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, p. 61)

## Hallmarks of Empathy

- Empathy builds on self awareness; the more open we are to our own emotions, the more skilled we will be in reading feelings in others.
- Emotional attunement.
- The ability to intuit another's feelings by reading nonverbal channels: tone of voice, gesture, and facial expression.
- The benefits of being able to read feelings from nonverbal clues includes being better adjusted emotionally, more popular, more outgoing, and more sensitive.

## Three Kinds of Empathy

- **Cognitive Empathy:** I know how you see things; I can take your perspective.
- **Emotional Empathy:** I feel with you. This is the basis for rapport and chemistry.
- **Empathic Concern:** I sense you need some help and I spontaneously am ready to give it.

(Adapted from Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, p. 61)

## The Cookie Thief



## Using an Autobiography with Students

Obtain copies of *Annie John* by Jamaica Kincaid (The Literature Project/Reading for Real) and the related teacher's guide (appropriate for grades 7 - 10).

Synopsis: "Annie John tells us her story of growing up as an only child in the loving and protected environment of her home in Antigua, West Indies. As she enters adolescence, with its independent and often secret activities and friendships, Annie begins to move away from a world centered around her adored and adoring mother. The intensity of her childhood dependence on her mother is now matched by her adolescent need to act on her own. At the end of the story, as Annie leaves for nursing school in England, mother and daughter publicly celebrate Annie's prospects for the future while privately grieving for what has died between them."

Source: Teacher's Guide to *Annie John*.

The Teacher's Guide contains several activities related to integrating elements of Emotional Intelligence with reading. Two follow here:

### Activity One: Chart

Make a large copy of the chart below and post it in the classroom. After each chapter ask students to discuss the questions as a class and fill in the chart. Warn students that, since the story is told from Annie's point of view, they will have to infer how Annie's mother is feeling."

	How is Annie acting toward her mother?	How is Annie feeling toward her mother?	How is Annie's mother acting toward Annie?	How is Annie's mother feeling toward Annie?
Chapter 1				
Chapter 2				
Chapter 3				
etc.				

Source: *Annie John*, Teacher's Guide

## SEL Competence: Empathy

- The ability to read nonverbal cues to intuit feelings.
- The ability to take the perspective of those with different backgrounds or cultures and to empathize and feel compassion.
- The capacity to understand social norms for behavior and recognize family, school, and community resources and supports.

## Managing Relationships

“Managing Relationships’ means, at this level, that we’re responsible for how we shape the feelings of those we interact with—for better or for worse. In this sense, relationship skills have to do with managing brain states in other people.”

(Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, pp. 55-56)

## Hallmarks of Managing Relationships

- The emotional aptitude of being able to know and understand another's feelings and act in a way that further shapes those feelings.
- Being able to manage emotions in someone else is the core of the art of managing relationships.
- Handling emotions in someone else requires self management and empathy.
- Cultures vary in display rules.
- Skills in interpersonal polish are the necessary ingredients for charm, social success, and charisma. (These people are emotionally nourishing.)

## Quotes and Notes

“Moods, a Yale study found, influence how effectively people work; upbeat moods boost cooperation, fairness and business performance.”

“... Laughing represents the shortest distance between two people because it instantly interlocks limbic systems. This immediate, involuntary reaction as one researcher puts it, involves the most direct communication possible between people – brain to brain – with our intellect just going along for the ride, in what might be called a limbic lock.”

From *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee. Harvard Business School Press, 2002.

## Quotes and Notes

“Research on humor at work reveals a well timed joke or playful laughter can stimulate:

- creativity
- open lines of communication
- enhance a sense of connection and trust
- make work more fun

Playful joking increases the likelihood of financial concessions during negotiation. Small wonder that playfulness holds a prominent place in the tool kit of emotionally intelligent leaders.”

From *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee. Harvard Business School Press, 2002.

## Quotes and Notes

“Resonant leaders attune to people’s feelings and move them in a positive direction.”

“62 CEO’s from Fortune 500 and US service companies were studied .... The study found that the more positive the overall moods of people on the top management team, the more cooperatively they worked together, the better the company’s business success.”

From *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee. Harvard Business School Press, 2002.

## Quotes and Notes

“Quantifying the ‘feel’ of a company:  
For every 1 percent improvement in  
the service climate, there’s a 2  
percent increase in revenue.”

“Superior customer care ... is  
perhaps most affected by mood  
contagion ... Grumpy workers serve  
customers poorly, with sometimes  
devastating results. Cardiac care  
units where the nurses’ general  
mood was ‘depressed’ had a death  
rate among patients four times  
higher than on comparable units.”



From *Primal Leadership* by Daniel Goleman,  
Richard Boyatzis and Annie McKee. Harvard  
Business School Press, 2002.

## Quotes and Notes

“In general, the more emotionally demanding the  
work, the more empathic and supportive the leader  
needs to be. Leaders drive the service climate and  
thus the predisposition of employees to satisfy  
customers.”

“... Overall, the climate – how people feel about  
working at a company – can account for 20 to 30  
percent of business performance.”

From *Primal Leadership* by Daniel Goleman, Richard Boyatzis  
and Annie McKee. Harvard Business School Press, 2002.

## Quotes and Notes

“In the spring of 2010, in the first weeks after the disastrous BP oil spill in the Gulf of Mexico, as countless sea animals and birds were dying and residents of the Gulf were decrying the catastrophe, BP executives were a textbook example of how not to manage a crisis.

The height of their folly came when BP CEO Tony Hayward infamously declared, ‘There is no one who wants this thing over more than I do. I’d like my life back.’

Rather than showing the least concern for the spill’s victims, he seemed annoyed by the inconvenience. He went on to claim the disaster was not BP’s fault, blamed its subcontractors, and took no responsibility. Widely circulated photos showed him at the peak of the crisis blithely sailing on a yacht, taking a vacation...

‘To anticipate how people will react, you have to read people’s reactions to you. That takes self-awareness and empathy in a self-reinforcing cycle. You become more aware of how you are coming across to other people.’”

(Goleman, 2013, *Focus*, pp. 230-231)

## Quotes and Notes

“Dissonance dispirits people, burns them out, or sends them packing. There’s another personal cost to dissonance: People who work in toxic environments take the toxicity home. Stress hormones released during a toxic workday continue to swirl through the body many hours later.”

“Intellect alone will not make a leader; leaders execute a vision by motivating, guiding, inspiring, listening, persuading – and, most crucially, through creating resonance.”

From *Primal Leadership* by Daniel Goleman, Richard Boyatzis and Annie McKee. Harvard Business School Press, 2002.

## Communication Styles

- Please complete the inventory and count up how many 1s,2s,3s,and 4s you marked and enter the number on the “total” line.
- Turn to page 2 and read the interpretations associated with your scores. Are these accurate?
- Consider the suggestions associated with your style(s) regarding the implications for communicating with styles you scored lower than 5 on.
- What are the implications for your interactions with other faculty members?

## Display Rules



## Interpersonal Polish



### SEL Competence: Relationship Skills

- Tools needed to establish and maintain healthy and rewarding relationships, consistent with social norms.
- Communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

The Five Domains: Assessing Strengths		
Domain	Current Assessment	How do I model this?
Self-Awareness		
Self-Regulation		
Motivation		
Empathy		
Managing Relationships		

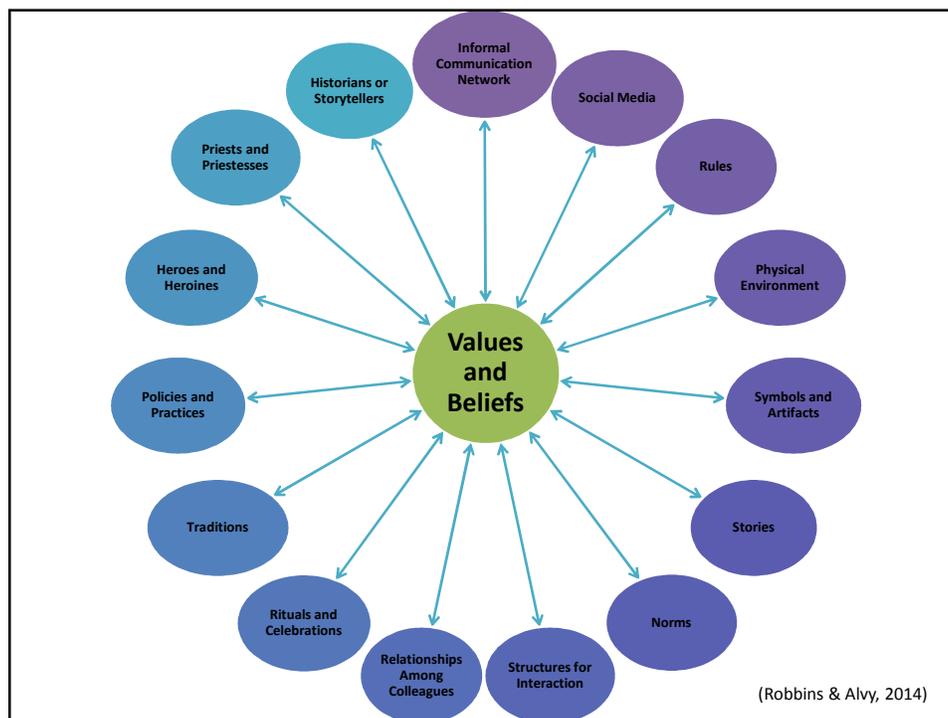
## EQ Matters

“Academically and socially, children who learn [social emotional skills] are better prepared to deal with the adversities of life, to learn from mistakes, to reframe difficult situations, and to adapt to life’s constantly changing circumstances.”

(Durlak & Weissberg, 2011)

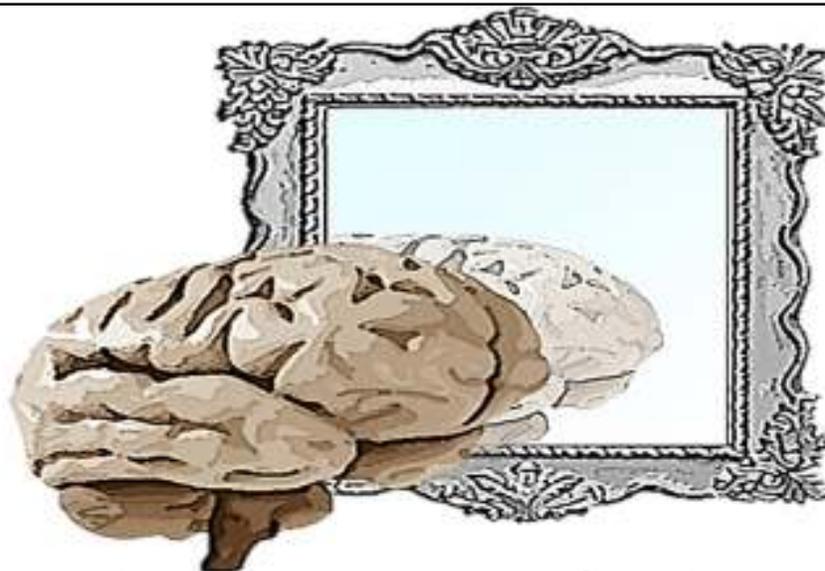
## Creating School and Classroom Cultures to Develop SEL and Emotional Intelligence

- School and classroom cultures nourish or hinder the development of SEL and Emotional Intelligence competencies.
- Consider the graphic organizer on the next slide and discuss what the elements would be that would nourish SEL and Emotional Intelligence competencies.
- Share your insights with your colleagues.



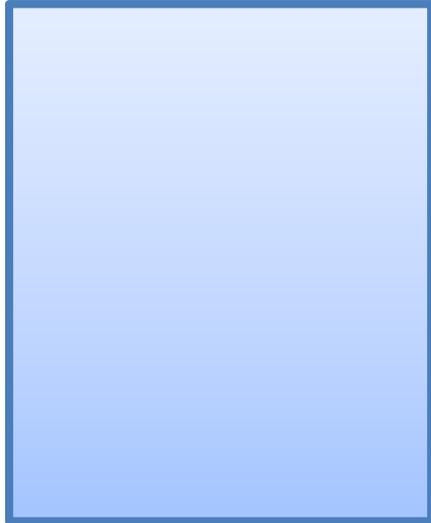
Zach Kelehear (2004) suggests:

- “Reflect on what matters most in your life; strive to align your decisions and actions accordingly.
- Remember, ‘Attitude is everything.’
- Make time to care for your health.
- Ask yourself at the end of the day, ‘Has the practice of my life today reflected what matters most to me? In what way have I made the life of at least one child better?’”



**Only when we pause to reflect do we  
find the inner resources we need to  
serve others.**

## Action Planning and Personal Next Steps



## Reflecting on SEL

“At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, and take delight in each other’s company. My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally...It is obvious that children will work harder and do things—even odd things like adding fractions—for people they love and trust.”

(Nel Noddings)

## Evaluating the Experience

**Below is a link to ASCD's Professional Learning Evaluation. We encourage all participants to complete the online evaluation at the conclusion of the workshop. All responses will be anonymously reported to ASCD.**

[survey.ascd.org](http://survey.ascd.org)

Survey ID: workshop

Keyword for question 1: **PMR1**

**Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services we provide.**

## Supplemental Resources



## Emotionally Intelligent Leaders

“The fundamental task of leaders is to prime good feeling in those they lead. That occurs when a leader creates resonance – a reservoir of positivity that frees the best in people. At its root, the primal job of leadership is emotional... emotional intelligence matters for leadership success.”



Source: Goleman, D., Boyatzis, R. and McKee, A., *Primal Leadership*, 2002, Harvard Business School Press.

## Emotionally Intelligent Leaders



“Leaders’ moods and actions have an enormous impact on those they lead ... to inspire, arouse passion and enthusiasm and keep people motivated and committed ... and, conversely, the power of toxic leadership to poison the emotional climate of a workplace.”

Source: Goleman, D., Boyatzis, R. and McKee, A., *Primal Leadership*, 2002, Harvard Business School Press.



## What Are the “Right Things?”

As a table group:

- Dialogue about what we should focus on as leaders in our work.
- What leadership resources have we addressed that will inform our journey?

## Reflecting on Leadership

compassion formative character hope  
persevere competent flexible clarity  
imaginative courage effective patience  
**l e a d e r s h i p**  
faithful empathetic innovative curious  
competitive diverse humility social  
sacrifice ethical global vision discerning

Leadership attributes are often **intangible**.



## Finding the Right Balance

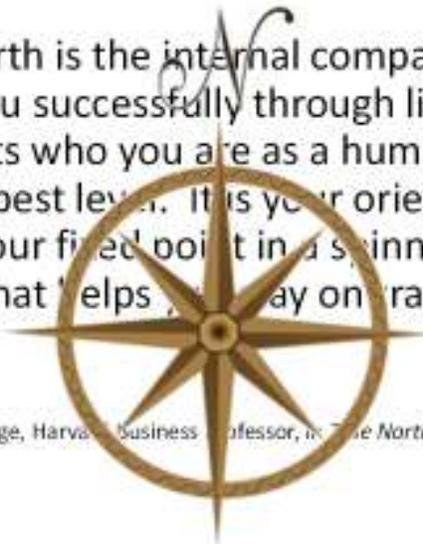
“If the leader has low empathy, and a high level of achievement drive, the leader’s goal-orientation drags down the team performance...If the leader has high levels of empathy and low levels of self-control, performance is also reduced.”

(Druskat in Goleman, 2013, *Focus*, p. 236)

## True North

“True North is the internal compass that guides you successfully through life. It represents who you are as a human being at your deepest level. It is your orienting point—your fixed point in a spinning world—that helps you stay on track as a leader.”

Source: Bill George, Harvard Business Professor, in *True North* (2007), p. xxiii.



“It is under pressure—when your success, your career, or your life hangs in the balance—that you must decide what your values are. When you are forced to make trade-offs between your values under difficult circumstances, you learn what is most important in your life and what you are prepared to sacrifice for. Those who develop a clear sense of their values before they get into a crisis are better prepared to keep their bearings and navigate through difficult decisions and dilemmas when the pressure mounts.” (p. 87)

Source: Bill George, *True North* (2007).

In *True North* (2007) Bill George reminds us:

## Know Thyself

“First, you have to understand yourself, because the *hardest person you will ever have to lead is yourself....*Second, to be an effective leader, *you must take responsibility for your own development.*”



Describe your “true north.” What are the values that constitute your “internal compass” and guide you in your work and your life, in good times and in times of strife or pressure?

(George, 2007, p. 195)

For the Learning Leader, knowing one’s values, clarity about what one thinks and feels most passionately about, is an essential foundation for building a personal vision.



## Leading with Integrity Involves Having Clarity About...

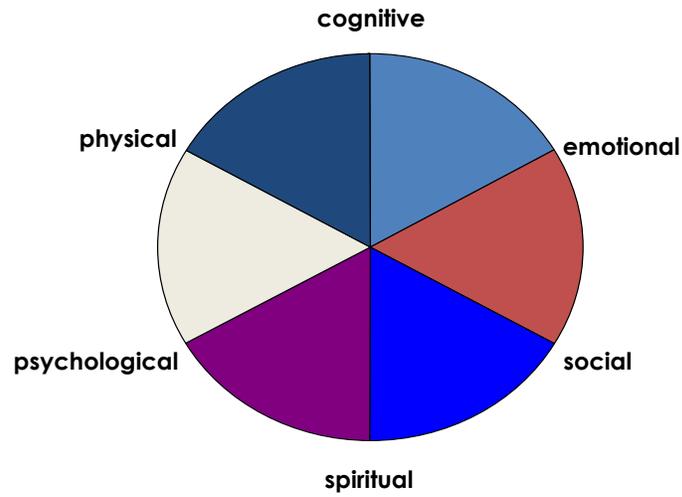
- one's moral compass
- a personal leadership vision
- our collective vision and purpose
- where we are now in terms of our culture, the curriculum, instructional strategies, assessment practices and staff and student learning
- what we need to focus on

## Good Decisions Involve More Than Data

In order to make a good decision, we need to have feelings about our thoughts. In making a decision, a gut sense of it being right or wrong is important information. It's not that you should ignore other data, but if it doesn't fit what you're feeling, maybe you should think twice about it.

(Adapted from Goleman, 2011, *The Brain and Emotional Intelligence: New Insights*, pp. 19-20)

# Wellness Wheel



Source: Robbins, P. and Alvy, H., *The New Principal's Fieldbook*, ASCD.