

developing the Emotional Intelligence of teams

An Action Research and Development Project **Workshops**
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**DEVELOPING THE EMOTIONAL INTELLIGENCE OF
LEADERSHIP TEAMS**

Regional Training Unit

As part of an RTU Action Research and Development project the following activities were devised to help leaders to:

- **Achieve a greater awareness of self;**
- **Regulate emotions in self;**
- **Empathise and work with the emotions of others;**
- **Demonstrate their emotional intelligence;**

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developing the **emotional intelligence** of teams

an action research and development project

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E.I. ACTIVITY 1

WHAT IS EDUCATION FOR?

ASPIRATIONS FOR CHILDREN LIVING IN THE TWENTY-FIRST CENTURY.

Objective:

- To discuss and consider the emotional competencies and qualities necessary for young people so that they can make the most of the world they are going to find themselves in.

NOTES FOR FACILITATORS

- Although this Research and Development project is concentrating on the development of the emotional competencies of teams, the ultimate aim is to support leaders in developing emotionally intelligent schools i.e. schools, with emotionally intelligent teachers who will try to ensure that young people are prepared to face the stresses and insecurities of living in the twenty-first century.
- Possible outcomes to the question ‘What is education for?’:

To help children:

- To have a realistic knowledge of self and to feel confident and optimistic so that they can live more secure lives in our confusing, complex world;
- To be emotionally literate so that they can manage their emotions in order to enhance their learning and form rewarding relationships in their personal and professional lives;
- To be liberal and respectful in their attitudes to those from different cultures and to those with different beliefs;
- To contribute in a positive and meaningful way to bringing about a more just and fairer society;
- To lead balanced lives; have fun; to love and be loved;
- To find a career/work which will be rewarding, challenging and enjoyable;

TASK

Discuss implications of objective above.

E.I. ACTIVITY 2

WHAT I VALUE MOST

Objectives

To offer leaders the opportunity to:

- Reflect on their values and on how these may have changed throughout their lives;
- Consider how the vision for the school reflects their values;
- Monitor and reflect on how their actions match their values;

NOTES FOR FACILITATORS

- Although most leaders have a variety of statements about their vision for their schools, we have found, through our work with leadership teams, that individual members of teams have not had the opportunity to reflect on their values and, in many cases, were not sure how the vision for the school reflected their values.
- Self-awareness involves having a deep understanding of one's emotions as well as one's strengths, limitations, values and motives.
- Leaders who know what individuals value most deeply will be able to motivate them most powerfully in their work.

DISCUSSION TASKS OVERLEAF

TASK

What I Value Most

a) From this list of values (both work and personal), select the ten that are important to you – as guides for how you think and behave. Feel free to add any values of your own to this list.

- | | | |
|---------------------------------|---|---|
| - Achievement | - Financial gain | - Personal Development (living up to the fullest of my potential) |
| - Advancement and promotion | - Freedom | - Physical Challenge |
| - Adventure | - Friendships | - Pleasure |
| - Affection (loving and caring) | - Growth | - Power and authority |
| - Arts | - Having a family | - Privacy |
| - Challenging problems | - Helping other people | - Public Service |
| - Change and variety | - Helping society | - Quality relationships |
| - Close relationships | - Honesty | - Recognition (respect from others, status) |
| - Community | - Independence | - Religion |
| - Competence | - Influencing others | - Reputation |
| - Competition | - Inner harmony | - Responsibility and accountability |
| - Cooperation | - Integrity | - Security |
| - Country | - Intellectual status | - Self-respect |
| - Creativity | - Involvement | - Serenity |
| - Decisiveness | - Job tranquillity | - Sophistication |
| - Democracy | - Knowledge | - Stability |
| - Ecological awareness | - Leadership | - Status |
| - Economic security | - Location | - Time freedom |
| - Effectiveness | - Loyalty | - Truth |
| - Efficiency | - Meaningful work | - Wealth |
| - Ethical practice | - Merit | - Wisdom |
| - Excellence | - Money | - Work under pressure |
| - Excitement | - Nature | - Work with others |
| - Expertise | - Being around people who are open and honest | - Working alone |
| - Fame | - Order (tranquillity, stability conformity) | |
| - Fast living | | |
| - Fast-paced work | | |

b) Now that you have identified ten, imagine that you are only permitted to have five values. Which would you give up? Cross them off.

c) Take a look at the top five values on your list:

- What do they mean exactly? What are you expecting from yourself – even in bad times?
- How would your life be different if those values were prominent and practised?
- What would a school be like which encouraged staff to live up to these values?

d) Does the vision of your school reflect your values? If not, should your personal vision be expanded? Or are you prepared to reconsider your values?

e) Are you willing to choose a life, and an organization, in which these values are paramount?

TASK

List your five most cherished values in your journal and, over a period of time, monitor and reflect on how your actions match your values.



E.I. ACTIVITY 3

**DEVELOPING THE EMOTIONAL COMPETENCIES OF
INDIVIDUAL TEAM MEMBERS**

Objectives:

- To raise awareness of the development of emotional competencies by completing a questionnaire;
- To select one emotional competence for development and to practise the development of this competence over a period of a month;
- To record in a reflective journal thoughts, feelings and outcomes;
- To work with a partner in a collaborative coaching role.

NOTES FOR FACILITATORS AND PARTICIPANTS.

- This questionnaire has been designed to help individuals begin to reflect on their level of emotional competence. It is not a standard psychometric instrument and should not be used to categorise, select or label anyone.
- The questionnaire was designed to test the level of competence in relation to:
 - creating awareness of emotions in self;
 - regulating emotions in self;
 - empathising and working with the emotions of others.

(For further details on these three competencies see Appendix A)

QUESTIONNAIRE OVERLEAF.

TASK

COMPLETE THE QUESTIONNAIRE

Emotional Intelligence – Questions for Reflection

Tick the category which best represents an honest response to each question.

1. I am able to articulate my feelings accurately and express the needs surrounding these feelings.
 - Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

2. I am able to manage my emotions by moderating negative emotions and feelings (e.g. rage) and enhancing pleasant ones (e.g. joy).
 - Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

3. I am able to sense the felt but unspoken emotions in an individual and in groups.
 - Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

4. I am aware of my limitations and strengths.
 - Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

5. I monitor and reflect on my emotional states in order to understand how reasonable and influential they are.
 - Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

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6. I know my colleagues and friends as individuals with talents, varied interests, feelings and potential.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
7. I can understand the effects of emotions in literature, music, art, architecture etc.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
8. I can generate emotions (e.g. when reading) so that I can relate to how the various characters are feeling and reacting.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
9. I can detect power relationships, spot potential discord and deal with problems at an early stage.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
10. I have a sense of humour, which I use to defuse emotionally charged situations.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

11. I can cope with rejection because my self-esteem is high.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

12. When I am involved in a disagreement I reflect on my own motives, responses, and reactions.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

13. I am attuned to my guiding values and I act upon them.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

14. I can manage destructive emotions and impulses and channel them in positive ways.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

15. I am aware of the range of emotions which individuals may feel when faced with continual change. I can accept and act upon these feelings with a deep level of understanding.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

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16. I can identify the specific emotions I am experiencing and recognise how these feelings influence my judgments and behaviour.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

17. I am composed and unflappable during stressful encounters.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

18. I am effective in managing conflicts, in drawing out the thoughts and feelings of all parties in order to find a common ideal that all can endorse.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

19. I know how my emotional reactions will have been influenced by my life experience.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

20. I have no difficulty in sharing my values, beliefs, interests and feelings with friends and colleagues.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

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21. I am an effective team player, able to generate an atmosphere of congeniality and trust.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
22. I recognize and understand the complex contradictions of emotions (eg love/hate)
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
23. I openly admit mistakes and faults.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
24. I give honest and respectful feedback to colleagues and praise people when they make a good contribution.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely
25. I know not to always trust my feelings and reactions when I am tired and tense.
- Often
 - Usually
 - Sometimes
 - Occasionally
 - Rarely

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26. I can handle a hostile attack without lashing out in return.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

27. I spend time forging and cementing close relationships beyond work obligations.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

28. I lead a balanced lifestyle and take control of my life.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

29. I can forgive and let go of anger.

- Often
- Usually
- Sometimes
- Occasionally
- Rarely

30. Others would describe me as an emotionally intelligent person!

- Often
- Usually
- Sometimes
- Occasionally
- Rarely



EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Score your responses as follows:

- 4 Often
- 3 Usually
- 2 Sometimes
- 1 Occasionally
- 0 Rarely

Put your score for each statement into the appropriate blank box

<u>Number</u>	A	R	E
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
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25			
26			
27			
28			
29			
30			
TOTALS			



EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Interpretation

Awareness of emotions in self	Identifying, expressing, and understanding emotions in self. Recognising how emotions influence thinking, judgment and behaviour.
Regulating emotions in self	Regulating disturbing emotions and impulses and channelling them in positive ways. Using emotional energy to motivate, inspire and achieve goals.
Empathising and working with the emotions of others	Putting the skills of emotional literacy into practice in order to build the trust and respect of others.

- A score of **30 or above** in any of the three competencies indicates that you excel in this particular aspect of Emotional Intelligence;
- **18 – 29** - indicates a strong foundation for development;
- **0 – 18** - indicates you may need to explore this particular competency in some depth in order to find ways of developing this aspect of Emotional Intelligence;
- Any individual item rated **2 or below** may be an area for you to work on;
- See Appendix A for further details on the above three emotional intelligence competencies.

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TASK

MONITORING SELF IN ACTION

- 1 Ask a trusted colleague, friend, or partner to give you an honest appraisal of your ratings in each of the three competencies (A.R.E.). Reflect on how these ratings compare with your own.
- 2 Choose one area from each of the three categories, which you feel is important to develop.

No	Areas Chosen for Development
1	
2	
3	

- 3 Select one of the above areas for development over the next month.

- 4 Keep notes in your reflective journal of your learning experiences:
 - (a) Reflect on why it is important to develop the competence which you have chosen;
 - (b) Record examples of how you have practised this competence (ie in your professional and personal life);
 - (c) Record thoughts, feelings and outcomes of actions undertaken;
 - (d) Explore what worked well...and what not so well!
 - (e) With your learning partner explore key learning points and identify the enablers and disablers, which helped or prevented you achieving your goal;
 - (f) Agree an action plan for further development;



E. I. ACTIVITY 4

**RECOGNISING HOW A LEADER'S
EMOTIONS IMPACT ON OTHERS**

Objectives

- To recognise how emotions can play such a pivotal role in influencing others;
- To encourage leaders to monitor and reflect on how their emotions affect their behaviour and decision-making;

NOTES FOR FACILITATORS

- Leaders have the power to sway the emotions of others; positive emotions of passion, enthusiasm and optimism are essential for good leadership.
- Driving the collective emotions of staff in a positive direction and preventing the build up of negative emotions are key tasks of leadership. When leaders drive emotions positively they bring out the best in everyone.
- ‘The reason a leader’s manner – not just what he does, but how he does it, matters so much lies in the design of the human brain, what scientists have begun to call the *Open-Loop* nature of the limbic system, our emotional centre. A closed loop system such as the circulatory system is self-regulating; what is happening in the circulatory system of others around us does not impact on our system. An open loop system depends largely on external sources to manage itself. The open loop design of the limbic system means that other people can change our very physiology – and so our emotions’. (For further information see *Richard Boyatzis, Annie McKee, Daniel Goleman – The New Leaders (2002)*)
- Emotion is neither good nor bad. How we choose to act on emotions may have a tremendous impact on the overall culture and performance within a school.

TASK: GROUP DISCUSSION ACTIVITY OVERLEAF.

TASK

GROUP DISCUSSION ACTIVITY

(I.) How aware are you of the impact of your emotional behaviour on others in your school? Give some examples.

(II.) Do you stress the importance of collegiality without creating the conditions for it?

(III.) Have you tried to bring about change within the school without fully recognising the power of the emotional dimension in change?

(IV.) What signals may you be sending out which prevent staff from expressing their feelings?

(V.) Have you developed speech patterns, which keep the emotional problems of others at a distance?



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(VI.) Is there any gender bias in your emotional behaviour when dealing with staff?

(VII.) Think about the last time in school when you:

laughed
felt defeated
were angry
felt proud of staff and pupils

How did these emotions affect staff?

(VIII.) List five of the most important positive emotions/feelings, which leaders should try to hold on to in order to motivate and influence staff:

TASK

- Monitor and reflect on your emotional behaviour over the next two weeks. Keep notes in your reflective dairy and discuss the outcomes with your coach.

TASK

WHAT ARE THE LIKELY IMPLICATIONS FOR A SCHOOL LED BY A LEADER WHO:

(a) has little self-awareness?

(b) is unable to regulate his emotions?

(c) has difficulties working with the emotions of others?



E.I. ACTIVITY 5

GIVING FEEDBACK

NOTES FOR FACILITATORS

- Members of teams on the RTU Leadership and Development Conferences have frequently commented that they felt their contributions were not appreciated by their leaders in school. One teacher gave an example:

She had spent a term undertaking a school evaluation project relating to the implementation of a “writing across the curriculum policy” which staff had agreed. At the end of the term she put up a display of the work of teachers and pupils of all classes in order to show the range of responses and the progression of the work. The Principal, when passing her classroom came in and said: ‘Well done! What a great display. I hope children you are proud of your work.’ The teacher felt grateful that the work had been acknowledged but she said, ‘I had a lingering feeling that this was not quite enough. I wanted her to comment in more detail.... To say what she liked.... what she found interesting.... what excited her about the display.’

- The effect of the Principal’s comments was positive but weak. If she had been more specific about a few aspects of the display and had shown that she really understood and appreciated the great effort the teacher had put into the work, the psychological effect would have been much stronger. Precision eliminates the risk of praise being seen as automatic or even manipulative.
- Our basic human nature cries out for recognition and positive feedback and most people, when receiving regular positive feedback, flourish. Emotionally literate leaders recognise this and they ensure that they find a way of regularly giving positive feedback to all staff. It may be hard to be positive with some people. The golden rule is: “The harder it is, the more important and worthwhile.”

Feedback may take the following forms:

I. Physical Feedback

Such as a warm reassuring smile, a welcoming handshake or if we are very lucky a hug!

II. Verbal Feedback

Which may take the form of compliments about our intelligence, looks, kindness, integrity or taste, combined with positive comments about our work.

III. Action Feedback

Demonstrated by being attentive or helpful, showing empathy, affection, respect for feelings, authentic listening and ensuring that every opportunity is taken to celebrate success.

Taking on the discipline of finding ways of giving positive feedback to all staff is probably one of the single most effective actions leaders could choose to change the culture in their schools and ensure good relationships.

TASKS ON GIVING FEEDBACK OVERLEAF.



TASK

GIVING FEEDBACK

Case-study

Staff in a school had spent a great deal of time discussing a learning and teaching policy which they were going to implement. Discussions were held on the importance of developing the emotional intelligence of pupils. Workshops were held to help teachers understand the role of emotions in learning. Most staff were enthusiastic. The Principal was aware, however, that a few members of staff were having difficulties, especially Iris.

As part of observing lessons on a fairly irregular basis the principal had arranged to come to see Iris take a lesson on 'group cloze' (i.e. words were missing in a passage and pupils had to guess and agree on the appropriate missing words).

The lesson was conducted in an orderly manner. When pupils agreed on the appropriate missing word, Iris said, "well done." The passage and the story could have been easily used to encourage the pupils to talk about their feelings and values, but Iris ignored this aspect of learning.

At the end of the lesson the principal commented on how well the exercise had helped the groups reach agreement on the appropriate words to fit the context of the passage. He then suggested that the story would have offered a wonderful opportunity for a discussion with the pupils about feelings and values. Iris replied that she had great difficulty with this whole area of emotional intelligence. "I see my role as getting through the curriculum – getting the basics covered."

Discussion on case-study

How would you handle feedback in this situation? How would you help Iris see the relevance of emotional intelligence to her work with pupils?

TASK

QUESTIONS FOR DISCUSSION

- 1) Do you make it a priority to ensure that all staff are, at regular intervals, given feedback of a positive nature?
- 2) What form does this feedback take? (Give examples)
- 3) How did the recipients respond?
- 4) Are you, as a leader, prepared to receive feedback from staff? If so, how do you arrange for this to happen?
- 5) How do you give feedback to a member of staff which involves pointing out ways in which the individual may need to change behaviour or practice or both? What qualities and skills do you need in order to handle this in a sensitive and productive manner?

E.I. ACTIVITY 6

RECEIVING FEEDBACK

Objectives:

- To help school leaders develop greater awareness of staff's perceptions of their leadership effectiveness;
- To improve relationships with staff by listening to their views on school leadership and by acting on areas which need to be developed;

Notes for Facilitators:

- Accurate feedback is essential for the development of emotional intelligence. Feedback from a variety of sources is important to ensure balance and accuracy. Individual feedback sessions with staff are important for leaders to enable them to reflect on the quality of their leadership and to learn from the experience.
- Readiness is always a factor to consider when undertaking this activity. There are great rewards but also some risks.
- Leaders undertaking this activity need to:
 - feel confident, secure and emotionally intelligent;
 - have a high level of reflective listening skills;
 - be willing to act on feedback;
 - be available for individual coaching;
- The working group agreed that it was very important for leaders to be willing to receive feedback from staff about their effectiveness as leaders. It was agreed to draw up a set of comments, which could be used to give a structure to the feedback. Team Members agreed to 'test' the process and to give honest feedback to colleagues (see evaluation section for outcomes).

TASK: RECEIVING FEEDBACK OVERLEAF.

TASK

RECEIVING FEEDBACK

Statements to give a structure to the process

How often does _____ exhibit the following behaviour?

1. Articulates feelings accurately and expresses the needs surrounding these feelings.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Is positive and enthusiastic.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Is willing to share power and responsibility with all members of staff.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Can sense the felt but unspoken emotions in an individual and in a group.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Gives regular positive feedback to staff.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Is aware of his/her strengths and limitations.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Treats all staff equally.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Is aware of the talents, varied interests, feelings and potential of colleagues.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Ensures that all staff are given the opportunity to lead and develop.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Seeks feedback from staff and acts upon it.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Is willing to reflect on the effectiveness of his/her leadership style.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Can spot potential discord and deal with the problems.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Is a respectful listener.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Has a sense of humour which is used to defuse emotionally charged situations.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Can cope with rejection.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. When involved in a disagreement reflects on his/her motives, responses and reactions.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Inspires staff.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Is attuned to his/her guiding values and acts upon them.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Uses power to manipulate, keep control.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Articulates a clear vision for the school.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



21. Recognises how feelings influence judgements and behaviour.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Acknowledges mistakes.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Displays insecure behaviour.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Stays composed during stressful encounters.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Acknowledges the perspectives of others.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Manages conflict by drawing out the thoughts and feelings of others in order to find a common ideal which all can endorse.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Holds back important information from staff.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



28. Is a skilful team leader.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Is capable of demonstrating humility.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Tries to ensure that school is an exciting place.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Recognises the importance of creating an emotionally intelligent school

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Encourages the use of dialogue, reflection, mentoring and coaching as strategies to help develop staff.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Models emotional intelligence behaviour at all times.

Never	Rarely	Sometimes	Often	Consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do these statements help?

These statements are designed to help you think about aspects of your leadership. There are no right or wrong answers. If, for any questions, apart from questions 19, 23 and 27, you receive a tick in the 'sometimes', 'rarely' or 'never' box you may need to reflect on these aspects of your leadership, and be willing to act on the feedback.

Questions 19, 23 and 27 work in reverse order.

After receiving feedback leaders may wish to reflect on the following questions:

- What did you learn that supported your own perception?
- What did you learn that surprised you?
- What would you like to change based on the information you learned/received?
- What was your greatest insight?
- Which areas have you chosen for development?
- How do you propose to take the development forward?

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E.I. ACTIVITY 7

**DEALING WITH SOME COMMON REASONS FOR
BREAKDOWNS IN RELATIONSHIPS**

Objectives

- To recognise that we live in a world of self-generating beliefs which are largely untested;
- To recognise that many of our beliefs are based on conclusions which are inferred from what we observe, as well as from our past experience;

NOTES FOR FACILITATORS

- See analysis of case study;
- In most cases we feel that:
 - our beliefs are the truth;
 - the truth is obvious;
 - our beliefs are based on real data;
 - the data we select are the real data;

TASK: CASE STUDY 7 OVERLEAF.

TASK

**RECOGNISING AND DEALING WITH SIMPLE,
COMMON CAUSES FOR BREAKDOWNS IN
RELATIONSHIPS**

Case Study – Leaders Acting In An Emotionally Intelligent Way

Helen is principal of a primary school, which has a nursery unit. Imelda who is leader of the unit has been invited, for the first time, to attend a S.M.T. meeting. During the meeting Helen is discussing the role of individual team members in developing staff. Imelda makes a few attempts to talk about the work of the unit, but she thinks that Helen fails to see the relevance of this work to the new enriched curriculum. Eventually Imelda picks up the courage to suggest that it might be helpful for her and her assistant to have a meeting with Key Stage 1 teachers to talk about the aims, values and practice which they share. Helen suggests that this is something which should be discussed at the next meeting. The meeting ends and Imelda returns to her unit.

At the end of the following week Imelda asks for a meeting with Helen. When they meet she begins by saying:

“During the S.M.T. meeting last week I thought that you were not interested in the work of the nursery. I also thought that you didn’t think that I had anything to offer in a discussion with the Key Stage 1 teachers.”

- What mistake has Imelda made?
- What response do you think Helen will make to Imelda’s comment?
- What should Imelda have said?
- What important lessons can be learnt from the above incident?

SUGGESTED RESPONSE OVERLEAF.

SUGGESTED PROCEDURAL RESPONSE TO ISSUES RAISED IN CASE STUDY ACTIVITY 7

(I) Imelda's mistake

At the follow up meeting with Helen, Imelda began by stating her thoughts about Helen's lack of interest in her work.

"I thought you were not interested in the work of the nursery." She is making a judgement and an assumption about what Helen may have been thinking.

She ignores Helen's suggestion that her ideas should be discussed at the next meeting, and continues to make judgements and assumptions based, not on evidence, but on what she thought was going on in Helen's mind.

"I thought you didn't think that I had anything to offer in discussion with Key Stage 1 teachers." Imelda is confusing Helen's action with motivation and her own feelings with thoughts. She should focus on facts and realise the dangers involved in trying to interpret the unexpressed thoughts and motivation of another individual.

(II) Helen's reaction

Helen may be shocked and surprised at Imelda's reaction. She may initially feel defensive and angry but she quickly realises from experience that to approach the meeting in a negative frame of mind would not be helpful or constructive. She recognises that Imelda is upset so she knows that it is important to give her the opportunity to express how she feels as a result of the meeting. To do this, she has, at this stage, to ignore Imelda's judgements and accusations and help shape what is being said into a positive discussion. Helen might respond by saying:

"Now let me get this straight. You obviously felt upset as a result of our meeting and I am very sorry you felt that way. What were your feelings?"

Imelda: "I thought you were not interested in the work of the nursery."

Helen: "OK. You are telling me what you think I thought but what did you feel after the meeting?"

Imelda: "I thought you didn't think I had anything to offer to the rest of the school."

Helen: "Well I am sorry to hear that but tell me what emotions did you feel? Forget, for the moment, what you think I thought."

Imelda: "I don't know... I felt angry...lessened."

Helen: “Now I know what I wanted to know. You felt angry and lessened and I am really sorry you felt that way. I will have to reflect on our meeting and I will come to the nursery and have a talk with you tomorrow. The last thing I want is for you to feel upset. I think you have a very important contribution to make to the school.”

Helen has defused the situation. She has managed to help Imelda express her feelings and to have had them acknowledged. Helen doesn't need to apologise but she does need to reassure Imelda, and help her see the mistakes she has made.

When Helen and Imelda meet the following day Imelda, as a result of having had her feelings accepted and acknowledged, now feels less tense. The anger has dissipated and she feels more rational, willing to listen in a calm way. Helen wants to help Imelda to understand the mistakes she has made and to learn an important lesson as a result of this incident.

She should help Imelda to analyse conflict/disagreement in the following way:

- (a) What are the facts: what actually happened?
- (b) What did I feel as a result of this disagreement – have I sufficient evidence for feeling this way, or am I making the common mistake of trying to read the thoughts of another individual?
- (c) Have I the courage to express my feelings?
- (d) On what evidence have I based my beliefs?

and to help her

- (e) Recognise that many disagreements are based on false assumptions; to stick to the facts and stop assuming that she can read the thoughts and interpret accurately the motivation of others;

In an emotionally literate relationship no emotional event is too small to be discounted.

What might the outcome to the follow-up meeting have been if Helen had become defensive and felt the need to justify her handling of the meeting?

E.I. ACTIVITY 8

THE LADDER OF INFERENCE

The objectives of ACTIVITY 8 are, in many ways very similar to ACTIVITY 7. The Ladder of Inference illustrates how it is possible for a rational human being to make unsustainable and unreliable assumptions and decisions based on very flimsy data.

OBJECTIVES

- To recognise that we live in a world of self-generated beliefs which are largely untested;
- To recognise how many of our beliefs are based on conclusions which are inferred from what we observe, as well as from our past experience;

NOTES FOR FACILITATORS

- As can be seen from ‘The Ladder of Inference’ example, we sometimes:
 - Make initial assumptions based on flimsy data;
 - Add meaning to these assumptions;
 - On the basis of these false assumptions draw conclusions;
 - Adapt beliefs based on these conclusions;
 - Take, what may be, totally inappropriate action – frightening!

AN EXAMPLE OF LADDER OF INFERENCE OVERLEAF.

EXAMPLE

THE LADDER OF INFERENCE – AN EXAMPLE

The principal suggests that Jane, the literacy coordinator, should attend a course on “language across the curriculum”.

I take action based on my belief	I can't rely on her – next term I will take her out of the Leadership Team and begin to think about appointing a new literacy coordinator
I adopt beliefs	↑ Jane is encouraging other members of the Leadership Team to question my judgements.
I draw conclusions	↑ She is challenging my position.
I make assumptions	↑ Jane has started to challenge me during Leadership Team meetings.
I add meanings	↑ Jane isn't contributing a great deal to discussions at Leadership Team meetings.
I select data	↑ Jane is beginning to lose interest in her work.
Observable data and experiences	↑ Jane receives the suggestion without any great enthusiasm and decides not to attend the course.

A bit extreme but you get the idea!



TASK

OTHER POSSIBLE SCENARIOS FOR LADDER OF INFERENCE

- Go through the steps of the model below based on a scenario of your choice;
- Discuss the implications of the process;

I take action based on my belief
I adopt beliefs
I draw conclusions
I make assumptions
I add meanings
I select data
Observable data and experiences

E.I. ACTIVITY 9

DEALING WITH THE PERSONAL PROBLEMS OF STAFF WHEN THESE PROBLEMS BEGIN TO AFFECT THEIR WORK

Objectives

- To agree on guidelines for dealing with above problem;
- To equip leaders with the ability to use similar skills in a range of different situations;

NOTES FOR FACILITATORS

- More and more frequently we are, in our Leadership and Development Programmes, working with senior staff who have serious personal problems and, as a result, are struggling in their professional lives. These issues, if not addressed, can affect the morale of staff and pupils;

Why bother to take action?

- Many leaders feel that a team-members' personal problems have got nothing to do with them. 'Team member's private lives are none of my business.' Certainly nothing, including poor performances at work, gives one the right to pry into details of an individual's personal life. However, staff with whom we have worked, have stated that they would have welcomed the opportunity to discuss their problem with the leader. They did not volunteer to talk about it but did realize that they were struggling at every level and would have welcomed the opportunity to discuss ways of trying to solve the problem in relation to their work;

TASK: SUGGESTED ROLE-PLAY ACTIVITY OVERLEAF.

TASK

SCENARIO: SUGGESTED ROLE-PLAY ACTIVITY

John was an enthusiastic and committed member of the leadership team. When he returned to school, after the summer holiday, he seemed withdrawn and preoccupied. Recently he has been contributing very little to team meetings. Members of the team are expressing concern about John's behaviour, which is beginning to affect the morale of the team.

- (1) As the leader of the team how would you deal with this situation?
- (2) Agree on guidelines which may help to resolve the problem.
- (3) What are the likely consequences of failing to take action?

Suggested guidelines for dealing with the problem

(a) Setting the Scene:

- It is important to give John the opportunity to talk about the reasons for his change in behaviour;
- Arrange a time that suits both;
- Ensure that the meeting is private and that there are no interruptions. Start by offering him a cup of tea or coffee. Not only does this set up a relaxing, unhurried atmosphere, it is also a friendly gesture;

(b) Discussing the problem

Outline the problem as you see it, and suggest that there might be an underlying problem that you can't see. For example: 'John, I've noticed that you've been very withdrawn at our meetings. Is there any reason for this?'

This is where you may find out whether, in fact, John has had a bad summer holiday or whether there is a deeper problem. The likelihood is that he will respond by telling you that there *is* another problem. He won't necessarily come straight out with it.

If John doesn't open up instantly (which is quite likely) you'll need to encourage him. Try saying something along the lines of 'I wonder if there's a problem I don't know about?' or 'If you can give me a clue as to what the problem is, I might be able to do something to help'.

Do not to be embarrassed by silence. If John doesn't respond there's a temptation to speak again to fill the gap. But since you spoke last, the onus is on John, if on anyone, to speak next. So just wait. If he has gone completely silent and is looking upset, just say 'It's OK there's no hurry. Take your time.'

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Sooner or later John will start to speak, once he knows that you're trying to help. When he opens up and explains that his partner has left and he's coping with the children, there are certain stages you need to guide the conversation through.

Acknowledge the person's feelings. Reassure with comments like "No wonder you're finding it difficult to cope" or "That must be a real strain for you." It often helps to boost people's self-respect by saying something such as "I'm surprised you've been coping as well as you have." Don't be insincere but if you find something in their response to be complimentary about, say so.

Avoid telling others that you understand how they feel. You don't and they know it. So err on the side of caution.

Encourage the person to talk. Ask open questions. The word 'why?' used on its own can seem rather blunt. It may be better to ask "What's the reason for that...?" or "What makes you think that?" It's also important to get the person to talk about his/her emotions; it's usually the emotions that cause the problems. John's withdrawal may have a practical cause, but his change in behaviour is an emotional problem. So ask him questions about how he feels. At this stage you are simply trying to support John. Don't start volunteering your own comments, just keep asking questions.

Your body language can also be used to encourage people to talk:

- Let them see that your attention is focused on them;
- Make eye contact;
- Sit in a relaxed posture;
- Lean forward slightly. It indicates full attention;

The one thing you can do, apart from asking questions, that will help the other person to relax, is to admit your own weaknesses. People hate opening up, especially to the "boss", because they think they will be seen to be weak and unable to cope. So let them know they're not alone. Show your humanity.

(c) Finding a way forward

Prepare a range of ways of supporting John throughout this difficult period.

(d) Avoid the following pitfalls

- **Don't** try to fill every silence;
- **Don't** say 'I understand';
- **Don't** judge;
- **Don't** give advice;

Guidelines adapted from: *Building a Great Team* – Jay R.



E.I. ACTIVITY 10

**UNDERSTANDING HOW
TEMPERAMENT SHAPES OUR
EMOTIONAL RESPONSES**

Objective:

- To understand, discuss and consider how temperament, mood and nurture shape our emotional responses in life;

NOTES FOR FACILITATORS. A DEFINITION OF TEMPERAMENT.

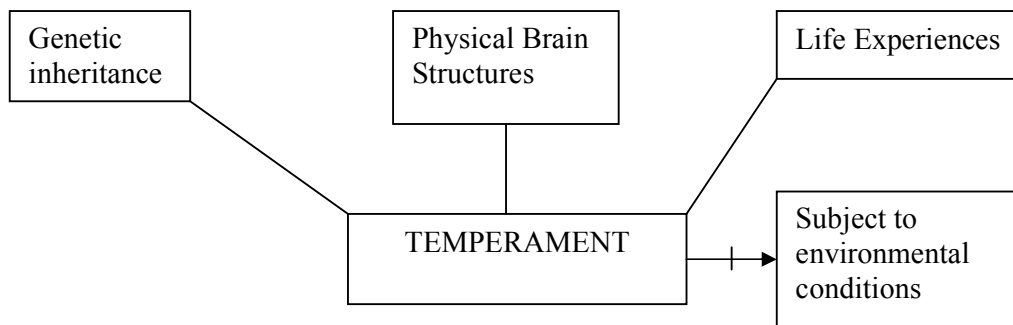
- This is the term used to describe a particular person’s predisposition to certain emotions or moods. Temperament affects the way we learn to express feelings and it can have an influence on the development of our personality.

We experience and observe temperament as our habitual “life-long” feelings, which seem to be integral to our identity e.g.:

“I am very optimistic about life – I think I inherit this from my mother”

“I find it difficult to express my emotions – my dad was the same”

Temperamental patterns are set by a mixture of the following:



- genetic inheritance;
- the physical nature of the brain;
- life experiences.

TASK ON TEMPERAMENT OVERLEAF.

TASK

UNDERSTANDING HOW TEMPERAMENT AFFECTS YOUR EMOTIONAL LIFE

The first four questions are for self-reflection.

- Can you suggest three adjectives, which are often used by others to describe your temperament?

- Are any of these descriptions (e.g. optimistic) a result of your genetic inheritance or life experiences, or both?

- How do each of these temperamental factors tend to affect your leadership qualities and personal life?

- Which, if any, of these ‘descriptions’ would you like to change/modify? Discuss with a partner.



E.I. ACTIVITY 11

**UNDERSTANDING HOW YOUR MOOD
MAY AFFECT YOUR RELATIONSHIP
WITH OTHERS AND YOUR DECISION
MAKING**

NOTES FOR FACILITATORS: What is a Mood?

- A mood is a long-lasting emotional state, which can be identified by specific patterns of biochemical and hormonal change. It is experienced as a much less intense sensation and does not necessarily correspond with any easily identifiable triggers. This is why we sometimes think that moods arise ‘out of the blue’. In fact most moods will have been induced by one or more of the following factors:
 - Very deep emotional experiences which have not been expressed;
 - A number of quickly repeated emotional experiences (negative or positive);
 - Changes in internal chemistry due to lack of sleep, food deprivation, weather conditions, etc.;
- Moods may change the way we view the world without our realising it. We may start unconsciously selecting opportunities and people that fit with our emotional mood.
- Both good and bad moods skew perceptions and memories. When people feel upbeat, they see the positive light in a situation, and when they feel bad, they focus on the down side.

TASK

Recall a negative and positive mood which you have experienced over the past few weeks and think about the factors which may have caused these. Note the quality of thoughts which you had while you were in these moods and reflect on how they affected your relationship with others, and your decision-making. Discuss outcomes with a partner.

E.I. ACTIVITY 12

UNDERSTANDING HOW NURTURE MAY DETERMINE OUR EMOTIONAL RESPONSES

NOTES FOR FACILITATORS

- There is still some disagreement between psychologists and other experts in this field about the role nurture plays in shaping emotional responses. However, most experts agree that the impact of life experiences (i.e. nurture) does have a very great bearing on our emotional selves.
- There are four main areas where nurture seems to play a significant part in shaping our emotional experiences:
 - (1) Nurture helps to set the threshold point at which emotions are aroused. For example:
 - the number of times you have been let down before you tend to feel despair;
 - how loudly someone has to shout before you feel frightened;
 - (2) Nurture defines what we expect from emotions. For example, if we are lucky enough to attend a school where teachers are enthusiastic, kind, and at ease expressing and discussing emotions, we may expect to have a positive view of the power of emotions.
 - (3) Nurture helps shape the style we use to express emotion, e.g. being reassured as a child that it is acceptable to express anger, pride, fear, joy, etc.
 - (4) Nurture influences the way we make use of emotion e.g.:
 - If our mother tended to use ‘emotional blackmail’ to get us to do things we didn’t want to do, we are more likely to repeat the pattern;
 - If we have suffered a sense of setback in the past we may have learned how to channel disappointments into new positive activities which work to our advantage.

TASK

Reflect on how your life experience affects the way you:

- express emotion?
- make use of emotional power to influence others?
- manage your emotions?
- understand and work with the emotions of others?



E.I. ACTIVITY 13

MANAGING EMOTIONAL IMPULSES

Objectives

- To help leaders achieve a better understanding of the power of emotion and recognise the danger of being driven by impulse;
- To be more aware of how to catch the rising intensity of emotion and to acquire the ability to overcome impulsiveness and to respond appropriately to emotion;

NOTES FOR FACILITATORS

- Managing sudden waves of feeling is one of the keys to Emotional Intelligence.
- It is evident that habitual impulsiveness gets in the way of trusting relationships and undermines top performance.
- It is vitally important to catch emotional signals at an early stage. If we lose our signal system we become more prone to aggression or other maladaptive behaviour.
- Emotions should not be used to justify our bad behaviour. We choose to lose our temper each time we do it.
- Anger, like other emotions, is neither good nor bad: how we respond to its message determines the effectiveness.
- Emotions can increase in intensity. Awareness of this helps us to recognise early emotional signals.

TASK

MANAGING EMOTIONAL IMPULSES

Each member initially works on his own.

Think of a difficult work situation when things begin to go awry. Recall how quickly you felt the first promptings of emotion. What might you have done differently to manage this specific situation better?

.....

It has been suggested that to overcome impulsiveness it may help to:

- Acknowledge and feel the emotion – rather than denying or minimizing it
- Regard the emotion as an early signal and pay attention to it
- Listen to the information the emotion is giving you. Ask yourself, for example, “Which of my principles, values or goals is at stake here?”
- Pause, and guide the emotional energy into an appropriate, constructive response.

Would these suggestions have helped you in your situation? Discuss in pairs.



E.I. ACTIVITY 14

UNDERSTANDING CONTROL, POWER

Objectives

- To help leaders, through discussion, to understand how power operates; how to be powerful without taking power away from others, how to share power, and, at times, how to give it up.

As a result of the workshop participants will reflect on:

- (1) Forms of control/power they may want to relinquish;
- (2) Sources of personal power they may want to develop;

NOTES FOR FACILITATORS OVERLEAF.

NOTES FOR FACILITATORS

At its best Emotional Intelligence is about influence without manipulation or misuse of power. ‘If you want to lead, invest at least 40% of your time managing yourself – your ethics, character, principles, purpose, motivation, and conduct. Invest at least 30 % managing those with authority over you, and 15% managing your peers. Use the remainder to induce those you “work for” to understand and practise these principles’ (Dee Hock).

Some examples discussed by the working group were:

(a)

Physical	Psychological
Space invasion Making someone stand or sit Banging doors Screaming Isolating	Interrupting Sulking Ignoring Withdrawal Using false logic Sarcastic humour ‘Attitude’ Negative criticism

(b) Suggestions for ways of increasing levels of personal power were to:

- Become emotionally intelligent – person-centred;
- Share your passion, enthusiasm, optimism with staff;
- Continue to learn/acquire knowledge;
- Develop good communication skills;
- Acquire the skill of transcendence (i.e. the power of detachment, of letting events take their course without getting upset or letting your ego get involved);
- Work on boundary management so that you are not prey to the emotions that are inevitably projected towards you in a leadership role;

TASKS RELATED TO CONTROL AND POWER OVERLEAF.



TASK

UNDERSTANDING CONTROL, POWER

Task:

1. List ways in which power is used to control and dominate.

Physical	Psychological

2. Have you ever in your personal or professional life experienced any of the above forms of control? What effect did they have on you? (Discuss in pairs)
3. Have you, as a leader, ever resorted to using any of these crude forms of control in your professional life? (Discuss in pairs)



TASK

List some sources of personal power which, as a leader, you need in order to make things happen in your school i.e. power which does not involve taking power away from others. (Discuss in pairs)

Some essential sources of personal power

1. In your reflective diary you may want to note.
 - a) Forms of control/power you want to relinquish.
 - b) Sources of personal power you want to develop.
2. Work with your collaborative coach throughout this process.

E.I. ACTIVITY 15

EMOTIONALLY LITERATE LISTENING

Objectives

- To remind leaders of the importance of the skill of listening and to alert them to the potential benefits of listening for both the listener and the speaker;
- To encourage leaders to reflect on their listening habits over a period of a week and, if necessary, to practise new listening skills;

NOTES FOR FACILITATORS

- Although the importance of listening skills has been discussed at many Leadership and Development conferences the Leadership Team agreed that this was an underrated skill which should be taught, from an early age, in schools. To bring about genuine change in our listening habits we need to take the opportunity to monitor our listening habits, reflect on them, and, if necessary, practise new effective listening skills.
- One principal acknowledged that when she monitored her listening skills, over a period of a week, she discovered that she was guilty of using all of the ‘bad’ habits of listening listed in the activity.
- Good listeners make fewer mistakes, build good relationships and generally operate using information of better quality
- For our community as a whole, if we raised the quality of our own listening to each other we would achieve greater mutual understanding, increase the incidence of more creative ideas and experience fewer disputes!

TASKS RELATED TO ACTIVITY 15 OVERLEAF.

TASK

EMOTIONALLY LITERATE LISTENING

- Emphatic listening is fundamental to demonstrating concern as a leader. The following six negative listening habits prevent us from being good listeners. Monitor your listening habits over the next week and if you are guilty of using any of these poor listening habits, tick the box next to it.

The Faker – All the outward signs are there – nodding, making eye contact and giving the occasional ... him yip. However, the faker isn't concentrating on the speaker. His/her mind is elsewhere.

The Interrupter – doesn't allow the speaker to finish and doesn't ask clarifying questions or seek more information from the speaker. He is too anxious to state his point of view and shows little concern for the speaker.

The Logical Listener – This person is busy interpreting and analysing what the speaker is saying so that he will have an appropriate response ready. He is judging the speaker's words and rarely asks about the underlying feelings or emotions attached to the message.

Doing one Better – When the speaker says something, the 'doing one better listener' steals the focus and changes it to his point of view, opinion, story or facts e.g. "Oh, that's nothing, here's what my day has been like."

The Rebuttal Maker – The listener only listens long enough to form a rebuttal. He always wants to make the speaker see his point of view and is quick to dismiss the speaker's views and perspectives.

The Advice Giver – Giving advice is sometimes helpful. However, at other times this behaviour interferes with good listening because it does not allow the speaker to articulate fully his feelings and thoughts; it doesn't help the speaker to solve his own problems. Advice given at the wrong time may be unhelpful to the speaker.

TASK

- Record in your journal any negative listening habits you may be demonstrating.
- Reflect on any changes you may need to make and practise listening skills which generate the following characteristics:
 - The mind of the listener is mostly quiet and calm.
 - The listener focuses entirely on the speaker.
 - The listener has little or no sense of awareness of self.
 - The listener shows empathy and acknowledges the feelings of the speaker.

Suggestions

<ul style="list-style-type: none"> • Listen non-judgementally • Attempt to identify the underlying feelings <p>“It sounds as if you felt disappointed...” “How did you feel when...”</p> <ul style="list-style-type: none"> • Listen with empathy; focus on feelings • Show understanding and connection <p>“I understand.” “I see.” “I know how you feel.” “I have felt that way, too.”</p> <ul style="list-style-type: none"> • Clarify and paraphrase, particularly the feelings <p>“So, you really felt insulted, is that it?” “So you felt ___ and ___?”</p> <ul style="list-style-type: none"> • Do not judge with your body language or facial expressions 	<ul style="list-style-type: none"> • Help the person focus while showing interest: <p>“What bothered you the most about it?” “What did you like the most?”</p> <ul style="list-style-type: none"> • Don’t show disapproval • Don’t spend your time “preparing your response” • Don’t interrupt, evaluate or jump to conclusions • Use eye contact • Show interest by nodding, “uh huh’s”, etc. • Allow long pauses before asking questions; be patient • Give your full attention; stop other tasks • Avoid: “scene-stealing,” advising, interrogating, “sending solutions,” “correcting, debating
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Remember that listening to either a child or adult helps him feel heard, understood, important, valued, respected and cared about. And remember that the best listeners focus on feelings, not “facts.”



E.I. ACTIVITY 16

FINDING YOUR GENERAL APPROACH TO PROBLEM SOLVING

Read about each situation and select the action with which you are most likely to agree or to use in your workplace.

1. ***You are trying to influence the team to decide on a certain course of action. It's an extremely emotional topic and everyone is passionate. How would you proceed?***
 - a. Stress the analysis of the problem.
 - b. Say that the feelings people have about it are as important as the objective analysis.
 - c. Intensify people's passions on the subject in order to gain their attention.

2. ***You've been asked to do a final review of the entire budget for the following year to look for discrepancies and errors before it gets submitted to Finance. You are feeling really upbeat and positive as you sit down at your desk to tackle the assignment.***
 - a. I would get right to work.
 - b. I would calm down a bit and then focus on the budget.
 - c. I would make sure that I stayed positive as I worked through the details.

3. ***You have been offered a new and important job and are very excited about it. Which strategy would you employ to make a decision about the job?***
 - a. Get as many facts about the position as possible.
 - b. Consider what I would enjoy about the job and what I wouldn't enjoy.
 - c. Because it seems to be an exciting opportunity, I would accept the offer.

4. ***Your boss made a decision that you disagree with. How do you handle such a situation?***
 - a. Give her all the facts regarding the decision.
 - b. Give her the facts and how I feel about them.
 - c. Tell her how I feel about the decision.

5. ***Your boss is trying to decide whether to promote you or another person in your department. A colleague told you that your boss feels more comfortable with the other person. How would you handle a meeting with your boss to discuss your promotion?***
 - a. Focus on my skills and accomplishments.
 - b. Talk about what I have done for the group and how much I enjoy the work.
 - c. Discuss why I feel that decisions like this should not be personal.

6. ***You have an annual feedback and job review meeting scheduled with an employee. You are a bit tired and cranky, and it seems that the employee is as well.***
 - a. Separate the facts and feelings and hold the meeting.
 - b. Generate a more positive mood before the meeting.
 - c. Reschedule it for a time when we are all feeling better.



7. *The job performance of a person who has worked for the company for several years has been poor. He has made costly errors in the last several months. What would you do?*
- a. The only issue to consider is whether the employee is doing his job or not.
 - b. We should balance the needs of the company with the employee's needs.
 - c. The employee's emotional health and needs come first.
8. *You are working with another member of your team. He lacks experience, and his ideas are not well developed. What would you do?*
- a. Ask him to work harder and more carefully on the ideas.
 - b. Make suggestions and ask questions.
 - c. Encourage him and support him.
9. *In general, how would you characterize your decision-making style?*
- a. My decisions focus on rational, objective thinking.
 - b. My decisions combine my thinking with how I feel.
 - c. My decisions are from the gut, based on how I feel.

WHAT DOES IT MEAN?

This simple survey examines possible approaches to workplace problems and behaviour. Each of the problems had a choice of three responses. The first response (a) suggests that you prefer or value a rational and logical approach to solving workplace situations. The third response (c) indicates that you prefer an emotion-based approach, in which feelings and emotions are given the most important role. It is the second response (b) that indicates you integrate your thinking with your feelings. This is the Emotionally Intelligent style.

A. Overly Rational Style. We have heard people admonished for being overly emotional. Yet it is just as dangerous to decision making for us to be overly rational. An emphasis on logical thinking, to the exclusion of feeling, leads us down the garden path of sub-optimal decisions and limited understanding.

Many of us try to be as consistently logical and rational as possible while at work. After all, that's what we are being paid to do – to think and act in a thoughtful manner. Perhaps we should redefine what our role as manager or leader is: to set and to accomplish critical goals with others. To do so effectively is not the job of pure rationality.

C. Overly Emotionally Style. The criticism of being too emotional can often be a valid one. There will of course be times when we are motivated by a feeling of intense joy or sadness or fear.

When emotion overwhelms and swamps us, and we unjustifiably lash out in anger at an imagined opponent, then we are being overly emotional. When we accept a bold new plan in a gush of enthusiasm, even though it will lead to devastating results, we are being overly emotional. If the emotion is true – if it is well founded – then perhaps we cannot be overly emotional.

B. Emotionally Intelligent Style. If there are two points that we want you to take away from this activity, they are that (1) emotions contain valuable information and that (2) decision making must combine feeling and thinking to be effective. If we ignore our emotions and those of others, we do so at our own peril. We ignore warning signs and signal-flares of trouble ahead. We miss opportunities to learn, to develop and to explore.

An emotionally intelligent style integrates the rational and logical elements of a situation with the underlying core emotion components.

Adapted from:

The Emotionally Intelligent Manager by David R Caruso and Peter Salovey (2004)

E.I. ACTIVITY 17

**UNDERSTANDING THE IMPORTANCE OF
DIALOGUE IN DEVELOPING THINKING
AND FEELING**

NOTES FOR FACILITATORS

- The process that best supports the development of the thinking/feeling link is dialogue, that is talking in ways that allow individuals to understand the thoughts, feelings and values of self and others. The individual engaged in dialogue is able to test his ideas and to see how they resonate and differ from those of other people. Dialogue is a process, which creates the possibility of change intellectually and personally because it exposes people to a full experience of others. As Bohm (1990) conceived it, dialogue helps us to pay attention to, as they arise in conversations, the rules for acceptable and unacceptable conversation and the methods for managing differences. He suggests that the breakdown in the effectiveness of teams and organisations is reflective of a broader crisis in the nature of how human beings perceive the world. He argues that dialogue needs to be distinguished from discussion, which may involve a competitive stand-off between views, and conversation, which is generally a free-flowing exchange of information. Dialogue, by contrast, is an extensive process of people enquiring about, and learning from, the distinct perspectives of others, with a real and exciting possibility that their own positions will shift as part of the process.
- At an RTU *Value of Dialogue Conference* (March 2001) various definitions of dialogue were discussed. Most built on a description of it as a process that involved the mutual development of understanding through shared enquiry into the perspectives of others. Dialogue was seen as involving a commitment on the part of those involved to appreciate the thoughts, feelings and values of others.
- **SOME BASIC COMPONENTS OF A DIALOGIC SESSION:**
 - Individuals need to feel safe in expressing their thoughts, feelings and fears. Yet the excitement of dialogue comes from the willingness to explore the unknown. Freeing up traditional structures of hierarchy in a team is essential to allow for collective enquiry.
 - Many leaders have agreed that when faced with difficult problems their reaction is to do something, not to talk, but to act. In dialogue, however, we don't think about what we are doing, we do something about what we are thinking.
 - Dialogue will not be possible if channelled to the intent of making a decision. This will cut off the flow of enquiry. It is best to approach dialogue with no result in mind, but with the intention of developing deeper enquiry, wherever it leads to.



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- Dialogue encourages people to ‘test’ their assumptions, refrain from imposing their views on others, and to avoid holding back what they think and feel. Expressing assumptions so that others can reflect on them is a courageous act. Team members may question our assumptions and intentions and see new directions in what we are thinking, saying and feeling. This will help us to explore our assumptions from new angles, making them explicit, defending them and trying to understand where they have come from.

TASK

Issues for Discussion:

- Why is dialogue so important in promoting thinking and feeling in education?
- How does dialogue differ from discussion?
- What are some of the barriers to engaging staff and children in dialogue?
- How do we create dialogue at all levels in schools?
- What happens in a dialogic school?

E.I. ACTIVITY 18

**UNDERSTANDING THE ROLE OF
COLLABORATIVE COACHING IN
DEVELOPING EMOTIONAL INTELLIGENCE**

NOTES FOR FACILITATORS

- After completing the initial questionnaire and selecting an area of emotional intelligence for development the working-group agreed to work in pairs in a collaborative coaching process. Each pair agreed to take it in turn to act as a coach and as the person being coached. Neither would assume any position of superiority or greater knowledge. The relationship would be based on equality.
- In order to ensure that the process of collaborative coaching was understood the following issues were discussed:
 - What does collaborative coaching involve?
 - What principles or belief should collaborative coaching adhere to?
 - Which fundamental skills and attributes are necessary for effective collaborative coaching?
 - How can we begin to introduce coaching as a process for development into our schools? What are the barriers?
- **SUMMARY OF ABOVE DISCUSSION:**
 - **Ensure the individual being coached is aware of what to expect**
 - This is a different kind of learning, which encourages individuals to gain insights, ideas and perspectives that will enable them to act differently. The process should help the individual being coached to tap into her own inspiration and creativity, and to achieve more than she would normally.
 - **Focus on goals/benefits**
 - State the goal in positive terms – what I want, not what I don't want;
 - Highlight positive consequences of achieving goals, e.g. for Jane – the effects for herself and the school;
 - **Build rapport**
 - Make the person feel valued and understood;
 - Acknowledge feelings;
 - Reduce significance of some feelings e.g. Jane: “I hate myself when I am emotionally out of control”. Coach: “You will feel great when you manage to stay calm in stressful situations.”
 - Stay positive and optimistic;
 - Show integrity, consistency and openness;



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- Recognise that the individual is ultimately responsible for her life and the results she is getting;
- **Develop the following skills**
 - Stop putting something of yourself into the conversation;
 - Use positive non-directive language;
 - Respect silence;
 - Focus on what the individual thinks, feels and experiences;
 - Stay impartial and objective;
 - Develop deep listening skills;
 - Do not expect fast results;
 - Challenge but remain realistic;

TASK

Jane has completed the E.I. questionnaire on page 8, and has highlighted the following area for development.

“I want to try to remain calm during stressful situations.”

If you were acting as a coach to Jane how would you guide this collaborative coaching process? (Role-play activity)

Appendix A.

- Awareness of emotions in self;
- Regulating emotions in self;
- Empathising and working with the emotions of others;

Awareness of Emotions in Self

People with this competence:

- Recognise and understand their moods, emotions and drives;
- Are aware of their limitations and strengths;
- Know what emotions they are feeling and why they are feeling them;
- Are attuned to their guiding values;
- Recognise how their feelings may influence their judgement and behaviour;
- Voice views which are unpopular and go out on a limb to achieve what they believe to be right;
- Make sound decisions despite uncertainties and pressures;
- Admit failure and limitations;
- Are self-confident even in the face of failure;
- Can cope with rejection;

Regulating Emotions in Self

People with this competence:

- Control and redirect their disruptive impulses;
- Suspend judgement and think before acting;
- Stay composed, positive and unflappable in trying times;
- Manage shifting priorities;
- Build trust through reliability and authenticity;
- Reflect and monitor their emotions in order to recognise how influential and reasonable they are;
- Generate emotions on demand so that they can relate to the feelings of others;
- Control negative thinking;
- Take fresh perspectives and risks in their thinking;
- Have no difficulty in sharing their values, beliefs, interests and feelings with friends and colleagues;

Empathising And Working With The Emotions Of Others

People with this competence:

- Understand the emotional make-up of other people and show sensitivity and understanding of others' perspectives;
- Sense the felt but unspoken emotions in individuals and in groups;
- Know their colleagues and friends as individuals with talents, varied interests, feelings and potential;
- Acknowledge and reward people's strengths and accomplishments ;
- Detect power relationships and spot potential discord;
- Seek ways to enhance colleagues' job satisfaction and loyalty
- Manage conflict effectively, drawing out the thoughts and feelings of all parties;
- Lead teams effectively by generating an atmosphere of collegiality and trust;
- Give honest and respectful feedback to colleagues and praise people when they make a good contribution;
- Are highly motivated, enthusiastic and can motivate others;
- Respect and relate well to people from varied backgrounds;
- Create an affirmative environment where people with diverse views are respected;
- Challenge bias and prejudice;