

Chapter One Skills Section

In this section, activities are presented that introduce EQ knowledge and competencies.

ACTIVITY 1.1 EQ REFLECTION

This handout serves as a reflection tool. Each question addresses one of the key components of the Emotional Competence Framework and is directly related to the competencies in the Emotional Competency Inventory. These questions can be used to spark a daily journal entry or as a “gathering” at the beginning of a class or staff meeting.

ACTIVITY 1.2 EQ COMPETENCIES FOR SCHOOL LEADERS

The purpose of this activity is to help learners increase their awareness of what the competencies might look like in the actions and words of an EQ leader. Learners will write one observable behavior and one statement of a leader who demonstrates strength in each of the competencies. To help learners focus on the competencies, they may refer to Appendix B from *Primal Leadership* (in the Readings Section of this book) or their ECIU competency assessment results. If done in groups, divide up the competencies and have individuals share their responses with the entire group when finished. Note the example provided in the emotional self-awareness competency.

ACTIVITY 1.3 THE EQ ROLE-PLAY: SELF-AWARENESS

This activity introduces the role play strategy as a tool for developing emotional competencies. This first role play is used to increase self-awareness. Read the rules for conducting the role-play before facilitating the role-play.

ACTIVITY 1.4 PROBLEM-BASED LEARNING ACTIVITY

Problem-based learning (PBL) has increasingly become a desired mode of professional development for aspiring school leaders. It can also assist current school leaders as they grapple with the reality of their own problems and dilemmas in their schools. PBL allows learners to bring prior knowledge together with new knowledge as they analyze and take steps to solve problems. Participants develop problem solving ability while implementing the strategies they propose. They learn and reflect upon their leadership skills and emotional competencies as they work in teams. To learn more about PBL we recommend that you read *Implementing Problem-Based Learning in Leadership Development*.¹

¹Edwin M. Bridges and Philip Hallinger. *Implementing Problem-Based Learning in Leadership Development*. (Oregon: ERIC Clearinghouse on Educational Management, 1995)

Overview

- **Guide the Process:** The instructor's task is to step back and guide the process, not direct it. In our experience, many students do not want the responsibility of active learning. They want the instructor to do all the work and they want to be the recipients of this work. You will probably have to do some paradigm shifting and create some emotional support before students fully embrace this methodology.
- **Produce Products:** Participants report what they do to resolve the problem. They also take action to implement the solution. For example, if the problem solution is to seek community support for violence prevention, they might make phone calls, write letters, hold meetings and conduct interviews. They document their efforts.
- **Team Collaboration:** Group participation gives participants experience in working together. Questions on the handout guide their collaborative thinking.

Recommended Procedures for the PBL Instructor:

- **Time Frames:** Decide on how much of class time you will use for PBL development. Some Instructors or Group Leaders might want PBL to extend over the duration of a course. Others might allocate five or six sessions to its development. Clarify time frames in the first class. If you use PBL during class allow a minimum of forty-five minutes.
- **Your Role:** Introduce PBL approach. Distribute the handout provided. Assign learners to teams of no more than seven people. Assign roles of Team leader, Facilitator and Recorder. Be sure group members understand their responsibilities.
- **EQ Focus:** We suggest that your students complete the ECIU inventory and receive an orientation to the course content and methodology before you begin PBL. Since the major focus of this book is to develop the emotional competencies of school leaders, we want participants to be grounded in theory. It also helps for them to know their strengths and limitations before they work with others. We recommend that each participant keep a reflective log handy to record their feelings as they work in teams.
- **Select a Problem:** Each team will assume the role of *Principal on the Rise* as they resolve their problem. Each selects a problem that they would like to develop during the course. Note: There are many problems in *District Anywhere*. As principal of school, *On the Rise*, teams might select any problem. These might include: a) strategies to increase community-school based programs; b) violence and other prevention strategies; c) academic instruction issues; d) new teacher development, and parental involvement. Feel free to brainstorm additional problems with your class or group. Ask each team to select, define and submit their plan to you.
- In addition to this textbook, teams might also use other resources that you or they obtain. These might include additional readings, school based comprehensive education plans, interviews with practitioners, school documents and websites.

How To Evaluate

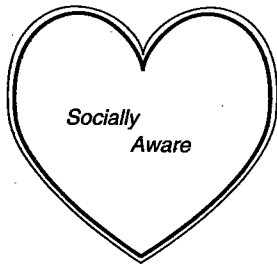
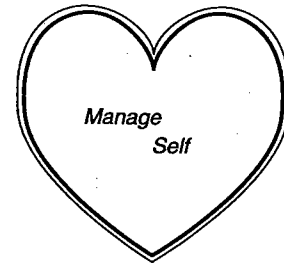
- At each meeting, have the Recorder submit an account to you of the team's progress. You should establish benchmarks for the students so they know that they are within the timeframe and product expectations for completion.
- The assessment of the project is primarily based on the final product. This includes a written report as well as an oral presentation to *Superintendent Emotionally Smart*. We suggest that each group submit a two-page summary of their group's findings and process. They should attach any relevant documents that they produced as exhibits of their work during the sessions provided. Allow fifteen to twenty minutes per group for final presentations of their work. Be sure to have learners submit an individual reflection of their learning during the process. Reflective logs can be used for this purpose.

ACTIVITY 1.1 REFLECTING ON MY EO



How well am I aware of my own feelings?
 Do I recognize my own cues and triggers?
 Do I see how my emotions affect my performance?
 Can I laugh at my mistakes and learn from them?
 Do I have presence?
 Do I believe that I am good at what I do?
 Can I hear you when you give me positive feedback?
 Can I remain calm under stress?

Can I control my impulses?
 Do my actions reflect my beliefs?
 Am I an ethical leader?
 Do I follow through on commitments?
 Can I smoothly handle all the demands on me?
 Can I change my plan midstream even if I believe I'm right?
 Can I make a difficult situation positive?
 Do I take calculated risks?
 Do I set measurable goals for myself and others?
 Can I get out of the box and embrace new challenges regularly?



Can I see, and hear and observe the perspective of others?
 Am I sensitive to the multitude of differences in others?
 Do I embrace these differences?
 Can I really listen without judgment?
 How well do I know the political current of my school/district?
 Can I see and understand power relationships and utilize them positively?
 Do I really understand and influence the culture in which I work?
 Do I know what my people need to thrive? Am I available to them when needed?

Do I mentor and coach others effectively?
 Do I give constructive feedback to others?
 Do I see the strengths of others?
 Is my vision viewed as valuable by others?
 Can I motivate others?
 Am I talented at persuading, convincing and getting others to value what I value?
 Do I engage others verbally and nonverbally?
 Can I energize and guide others to make a needed change?
 Do I really know how to manage conflict positively?
 Am I gifted at nurturing relationships and building community?
 Can I work well in a team and encourage others to do the same?



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ACTIVITY 1.2 EQ COMPETENCIES FOR SCHOOL LEADERS

Self Awareness

Emotional Self Awareness

Behavior: The school leader keeps a reflective journal on his desk. The school leader asks a teacher to comment on the quality of his feedback in a post observation conference.

Audible Statement: The school leader says, "I know that I have been edgy lately. Let me tell you why."

Accurate Self Assessment

Behavior:

Audible Statement:

Self Confidence

Behavior:

Audible Statement:

Self Management

Emotional Self Control

Behavior:

Audible Statement:

Transparency

Behavior:

Audible Statement:

Optimism

Behavior:

Audible Statement:

Adaptability

Behavior:

Audible Statement:

Achievement Orientation

Behavior:

Audible Statement:

Initiative

Behavior:

Audible Statement:

ACTIVITY 1.2 EQ COMPETENCIES FOR SCHOOL LEADERS, Continued

<i>Social Awareness</i>
<p>Empathy <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Organizational Awareness <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Service Orientation <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>

<i>Relationship Management</i>
<p>Developing Others <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Inspirational Leadership <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Influence <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Change Catalyst <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Conflict Management <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>
<p>Teamwork and Collaboration <i>Behavior:</i></p> <p><i>Audible Statement:</i></p>

(Based on the work of Goleman, D., Boyatzis, R. & McKee, A. *Primal Leadership*, 2002)

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ACTIVITY 1.3 EQ ROLE PLAY GUIDELINES

Basic Procedures for Conducting the Role-play

In order to maximize the learning from the role-play, set up your learning environment so that it is conducive for the characters who are playing the given parts as well as for the audience. Place three chairs in the center of the room for the two characters and the facilitator. Place the remaining chairs in a circle surrounding these three chairs. This technique is often called a "fishbowl" because it is as if the central characters are engaged in a private conversation with the onlookers. The class participants silently observe the action. Best practice is for the facilitator to act as the bridge between the audience and the actors. Use the Freeze Action and Resume Action cues for points of processing and discussion during the role play. You may choose to give the school leader some "tools" to utilize as the role play continues. In advanced facilitation role-plays, the facilitator may invite the audience to freeze the role-play and intervene in the competency development of the main character, the school leader.

The following guidelines are provided to assist participants in developing their role plays.

1. Use positive, open body language and communication.
2. Use active listening skills to hear the messages that the characters are saying, or not saying. Active listening skills, remember, include: paraphrasing, reflecting, clarifying, encouraging, summarizing and affirming. Choose fictitious names to avoid over personalizing of the role play.
3. Respond to the facilitator's questions as best you can, letting the audience hear your "self-talk" rather than engage in a conversation. Self-talk, the private conversation we have with ourselves in our mind can be a wonderful tool to help us reflect on our own actions and decisions. Self-talk can also be destructive and stress producing. Being aware of our own self-talk is part of the reflective process.
4. Have fun with this. Be creative and follow your instincts.

When the role-play has ended, the facilitator will ask questions of the audience to determine what were the most and least helpful strategies used in the development of the school leader's emotional competencies. The facilitator/ instructor should be sure to allow the participants who played the characters in the role-play to explore their feelings and awareness as you and the audience explore the answers to the suggested questions.

SELF-AWARENESS ROLE-PLAY

The foundation of emotional intelligence is *self-awareness*. This is the threshold competency for so many of the other emotional competencies. This role-play is designed to help the leader enhance self-awareness, and the impact it has on one's relationships. Self-awareness is knowing what we are feeling in the moment and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence (Goleman, 1995, p. 318). There are three leadership competencies we will be addressing in this role-play. They are:

- emotional self-awareness: recognizing our emotions and their effects.
- accurate self-assessment: knowing our strengths and limits.
- self-confidence: a strong sense of our self-worth and capabilities.

As this is the first role play in the book, the entire dialogue is scripted. More advanced facilitators are welcome to develop the role play independent of the given script. Special thanks to Dr. Robin Stern for developing this role play with us.

Scenario: Principal Sharp has been at the helm of EQ Middle school for two years. She was placed at this school because she has an excellent knowledge of instruction. At her former school, while she was an assistant principal, students' achievement scores in literacy increased by 20% over three years. Now, as head of EQ Middle school, Principal Sharp hopes to be able to do the same, but the culture of this school is a bit more difficult. There are a handful of veteran teachers who are accustomed to doing things their own way. Additionally, the assistant principal who is working with Principal Sharp is somewhat resistant to change. In this scenario, Principal Sharp and Assistant Principal APX are seated in the office on Monday afternoon at 4:00 p.m. They begin to discuss the upcoming meeting that they will be having with their staff on Thursday afternoon. Principal Sharp has a well-thought out plan as to how she wants to go about improving instruction in this school.

Character Notes: Principal Sharp can be defined as an autocratic leader. She believes, however, that she is collaborative. Given the focus on accountability, Principal Sharp knows the only way that she can assure to input the changes she needs is to lead with her very clear vision. Assistant Principal APX has been at EQ Middle school for ten years. She knows the staff and is well-respected and trusted. She is a reflective leader and quite self-aware.

BEGIN ROLE PLAY

PS: So, here's how I plan to implement the new literacy program. I hope you agree.

APX: I think we should ask the team what direction they want to take. That's how we are accustomed to making large-scale instructional decisions.

PS: I know, but that's not how I work. I'm convinced that this plan I have will work. It's what I used at my other school and you know how well we did in our test results, and in such a short time!

APX: Well, Frieda and Martha have been leading the literacy and math development now for about ten years. I am sure that they will have lots to say about the direction that you are hoping to take us. They are very committed to literacy development. They seem to think that the program we have is a good one. They see the problem not as the program, but more the schedule and time we've been devoting to literacy.

PS: Well, Frieda and Martha will have to learn how to collaborate with me. New leadership brings new changes and you'll find that I am very effective at what I do. They'll adapt.

APX: (looking annoyed) That's not the point.

FREEZE ACTION

Facilitator: Principal Sharp, What are you feeling right now?

PS: I don't know what I'm feeling. It seems that APX doesn't want to agree with my approach to this change.

Facilitator: And how does that make you feel? Can you put an emotion to that? Are you angry, frustrated, tense?

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PS: *(Squirming a bit)* I guess I'm annoyed, and a little tense. I'd like her to cooperate with me more. We have a lot to do and so little time to do it in. I don't know why she's worrying so much about Frieda and Martha.

Facilitator: Well, how do you usually react to people when you are annoyed and tense?

PS: Well, I don't know . . . I guess, I usually get more insistent. After all, I'm the person who is accountable for getting things done.

Facilitator: How do you imagine APX is feeling right now?

PS: Well, she is probably annoyed with me. She must think I'm stubborn, wanting things my way. But, it isn't that. I really like to collaborate.

Facilitator: Well, why don't we find out how APX sees you? Let's go back and talk with APX and try to clarify what her feelings are before we make an assumption.

PS: Okay, I'll give it a try.

RESUME ACTION

PS: Well wait a minute, Are you saying that Frieda and Martha would want to be part of shaping the direction more?

APX: Well, I am not sure, but I know that they would love it if you were to involve them more.

PS: What do you mean? I always involve them in decisions in these areas.

APX: Look, I know you want to collaborate, but that's not what you really do.

PS: *(defensive, pauses and then asks)*

What do you mean?

APX: Do you remember last years math book adoption process? You had the whole system set up and done. You didn't consult with either of them, or me.

PS: *(defensive)* Well, we were forced to make a decision in two days. I had no choice. It turned out great. Everyone is happy with the new series.

APX: *(frustrated)* Tell Martha and Frieda that.

FREEZE ACTION

Facilitator: How are things going now?

PS: Okay, but she still doesn't get what I'm trying to do.

Facilitator: How do you know this? What are you hearing APX tell you?

PS: Well look at her. And listen to her. She keeps bringing Martha and Frieda into it.

Facilitator: What are you feeling right now?

PS.: Tense, annoyed.

Facilitator: Is that a familiar feeling?

PS: Well, I guess. It's the same thing I was feeling a little while ago when APX disagreed with my approach.

Facilitator: And, how do you react in the conversation when you feel annoyed or tense?

PS: Well, I guess I . . . Well, I dig in my heels and take action.