

# Emotional Intelligence

## Day 4

# Develop skills in Leadership and coping with the 21<sup>st</sup> Centaury

Creating future leaders – adapting learning styles – developing social skills, support styles – Covid and Social Media



# Throw ball





Active  
Listening







# Active Listening

**In threes – 2 participants 1 observer**


**– participant 1 in each pair is asked to talk about an event in their life in which they experienced powerful emotions – they must speak until asked to stop (about 2 minutes)**

**The observer must note the reactions of participant 1 in order to feed back to the main group at the end.**


**We will now repeat the exercise – same observer – but this time Participant 2 will talk about an emotional event.**

**– Observers to feed back on the participant's responses during the exercises**


# Key Components to Active Listening :




**Pay attention.** Give the speaker your undivided attention and acknowledge the message. Recognise that what is not said also speaks loudly. \* Look at the speaker directly. \* Put aside distracting thoughts. Don't mentally prepare a response. Avoid being distracted by environmental factors. "Listen" to the speaker's body language




**Defer judgment.** Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message. \* Allow the speaker to finish. \* Don't interrupt with counter-arguments



**Provide feedback.** Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions. Reflect what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back. Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?" \* Summarize the speaker's comments periodically.



**Show that you are listening.** Use your own body language and gestures to convey your attention. Nod occasionally. \* Smile and use other facial expressions. \* Note your posture and make sure it is open and inviting. Encourage the speaker to continue with small verbal comments like yes, and uh huh



**Respond appropriately.** Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down

Active  
listening ?





# How to handle highly opinionated people.

**Set boundaries diplomatically**

**Say: “Thank You” to terminate the Topic**

**Change the subject**



**Change the topic with an ally**

**If all else fails, walk away and keep a healthy distance**



# How to set boundaries diplomatically



When someone insists on levying her or his opinion onto you, respond assertively and diplomatically with “I” and “It” statements.

For example, if a person unreasonably says to you: “You need to think about the issue my way...” or “You’re better off doing this as I say...,” respond with any combination of the following:

- “I prefer to look at the issue this way...”
- “I’m happy with how I’m handling the matter.”
- “It works for me to use this approach...”
- “It’s important to me that I take care of this my own way.”
- What these “I” and “It” statements have in common is that they are more difficult to outright disagree with. After all, you’re simply exercising your own choice as an adult.
- Should someone insist on grilling you, avoid getting defensive by engaging in arguments or justifications. Say, briefly and succinctly, that “it’s my choice” or “it’s my take.”
- Repeat the short “I” and “It” statements until the difficult individual gives up.

# EI and leadership

**In groups – discuss the leadership skills which relate to Emotional Intelligence**

**You have 5 minutes to come up with 5 within each group.**

**Write each skill down on one of the pieces of paper**

**Elect a Negotiator**



# Negotiation time

**Each group is almost bound to have some characteristics which are the same as within other groups.**

**The negotiator must visit the other groups in turn. The negotiator will show the group 1 of Their characteristics.**

**If the group has the same, the negotiator and the new group should decide who gets to keep the word, and decide on a different word which neither group have, to replace it.**



# Trade off

**By negotiating and trading characteristic the aim is to come up with 20 different character traits that are key to leadership.**

In your groups please identify learning points from this exercise. How may these be useful in the development of Leadership in young people





# The EI of Leadership



# How is this learning accommodated in our education establishments ?

## Educational Models –

### NOW

#### THEN

Formal and often dictatorial teaching style-  
physical and mental punishments

Focus on IQ, sciences, (sometimes by gender)  
Academia and conformity

Book and Board learning, not interactive  
Learning 'by rote' – little creativity

Non-achievers left to 'drift'

More informal teaching styles emerge – no physical  
punishment – greater emphasis on reasoning and  
problem solving

Inclusive education greater curriculum opportunities  
for children and students to thrive and be creative

Group learning experiences, sharing

Educational / Learning assessments in place, with  
teaching style meeting student's needs

# EQ VS IQ

While IQ might be largely determined by genetics, EQ can be learned, developed, and refined. Individuals with high EQ can speak to the soul of another person and ultimately influence their behaviour.

In the workplace, EQ trumps IQ every day of the week.



# Now let's 'Flip it'!



*hand-drawn by MinuteVideos.com*



# Bloom's Taxonomy (Revised)



**IN CLASS**

**OUTSIDE THE CLASS**

# Can EI be taught?

# In schools...some ideas



**Start with Teachers / staff:** Teacher burnout increases when teachers are expected to be supportive but receive no emotional support.

**Infants as Educators:** One idea is to bring a neighbourhood infant and parent to visit the classroom every three weeks over the school year. Students are taught to observe the baby's development and discuss his or her feelings, which opens the door to students identifying their own feelings and advocating kindness for the baby and for each other.

**Validation and Trust:** Making sure students have a voice - and that all voices are heard. This is a building block for empathy. 'Show and Tell' sessions, Classroom / school councils.

**Power of Teamwork:** Working in teams to affect the greater good is a great way to creating a culture of empathy. Each child is assigned to a "crew" for two years. "We are not passengers in life, we are crew" Students learn to work together and create close bonds with one another and their teacher. Find opportunities for Team activities.

**Befriending the 'Other':** To teach empathy, some schools are helping students learn to initiate relationships by becoming friends with students who are different, have a disability, or are new. The motivation is friendship and better relationships.

# Can EI be taught?

# In the workplace...

## Start from the top down:

- is there ownership, belief and drive to Invest in People, is this supported by policy?

## Assess Organisational needs:

- review mission statement and goals- how can EI impact on the bottom line?

## Review Training:

- applying guidelines to social and emotional training efforts is to identify all of the particular competencies that are important for success.

## Research indicates that superior performers had two types of competencies:

- **self-management:** resilience, efficiency, adaptability and
- **Interpersonal:** caring for and managing customers well and teamwork.



# EI in the Workplace

## Assess Personal Strengths and Limits:

Top Down – are Managers aware of the impact of EI? Is there an Appraisal system? Can teamwork and application of EI skills be included as baseline evaluations leading to financial or promotional reward? 360 degree evaluation is now often used, but must be managed carefully.

## Encourage Participation:

Because social and emotional learning is viewed as "soft" and thus somewhat suspect, employees will tend not to choose to participate in it unless they believe that the organisation's management strongly endorses it. The words and actions of supervisors are especially important.

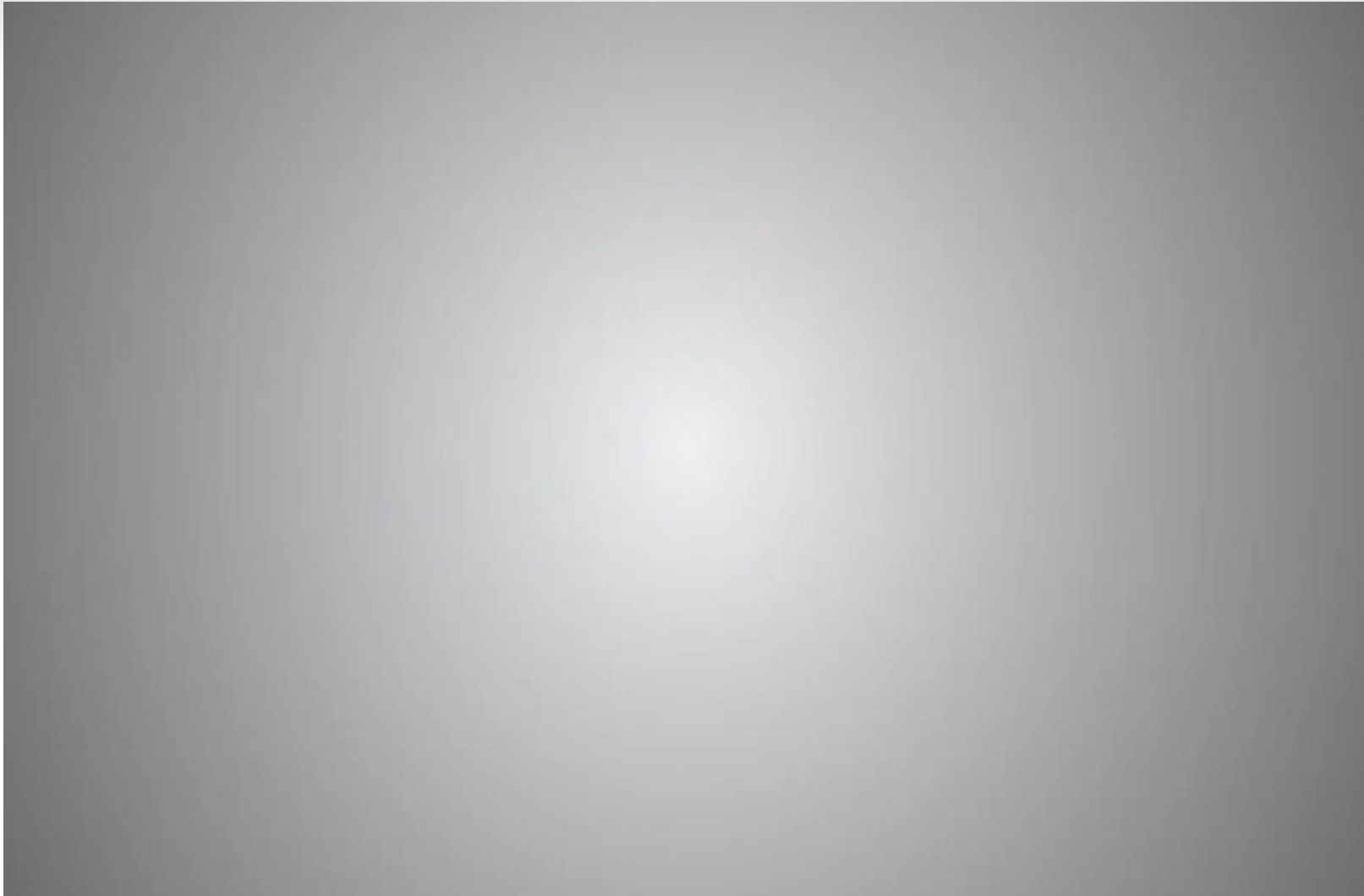
## Evaluate Change:

Regularly review organisational change from statistical evidence i.e. performance targets, absence statistics and staff turnover. Consider entering a LOCAL Investors in People programme.

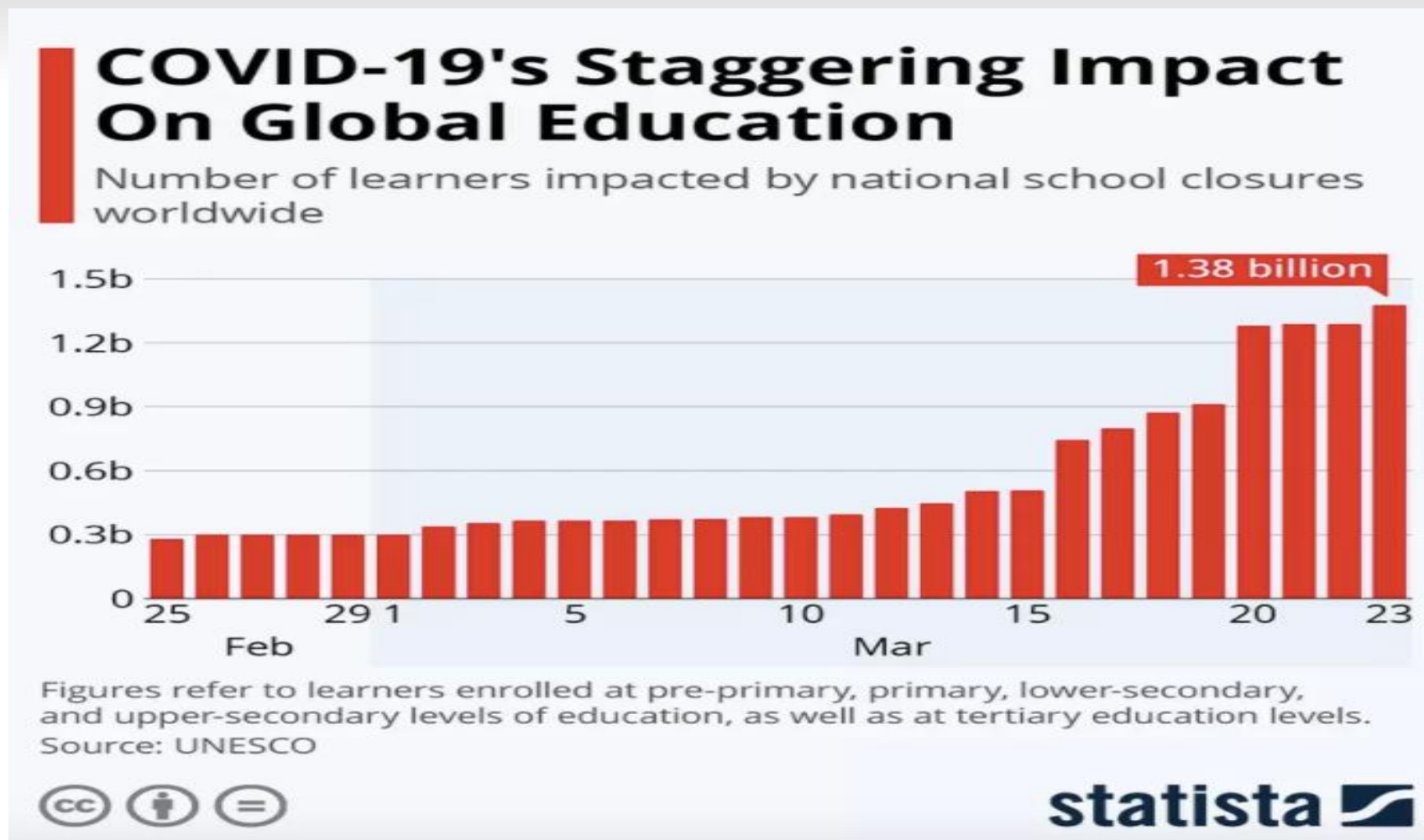




# The Positive & Strategic Approach



# This is what school looks like during Coronavirus



- <https://fb.watch/bf46w5> v Y/

# Impacts: Virtual learning has become a norm during COVID-19

## Who have lost more

Students requiring special learning services

those speaking English as a second language

Students living in Poverty

## Who is more likely to have gained

Students with attention deficit disorder and no comorbidities

## Overall Losses

Math learning scores are more likely to be affected than language arts scores by pandemic changes

School meals, access to friends, and organized activities

# Impacts

To get the full benefit of online learning, there needs to be a concerted effort to provide structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a range of collaboration tools and engagement methods that promote “inclusion, personalisation and intelligence”,

Students extensively use their senses to learn, making learning fun and effective through use of technology is crucial. “Over a period, we have observed that clever integration of games has demonstrated higher engagement and increased motivation towards learning especially among younger students, making them truly fall in love with learning”,  
*Mrinal Mohit*



Could the move to online learning be the catalyst to create a new, more effective method of educating students?

While some worry that the hasty nature of the transition online may have hindered this goal, others plan to make e-learning part of their ‘new normal’ after experiencing the benefits first-hand.

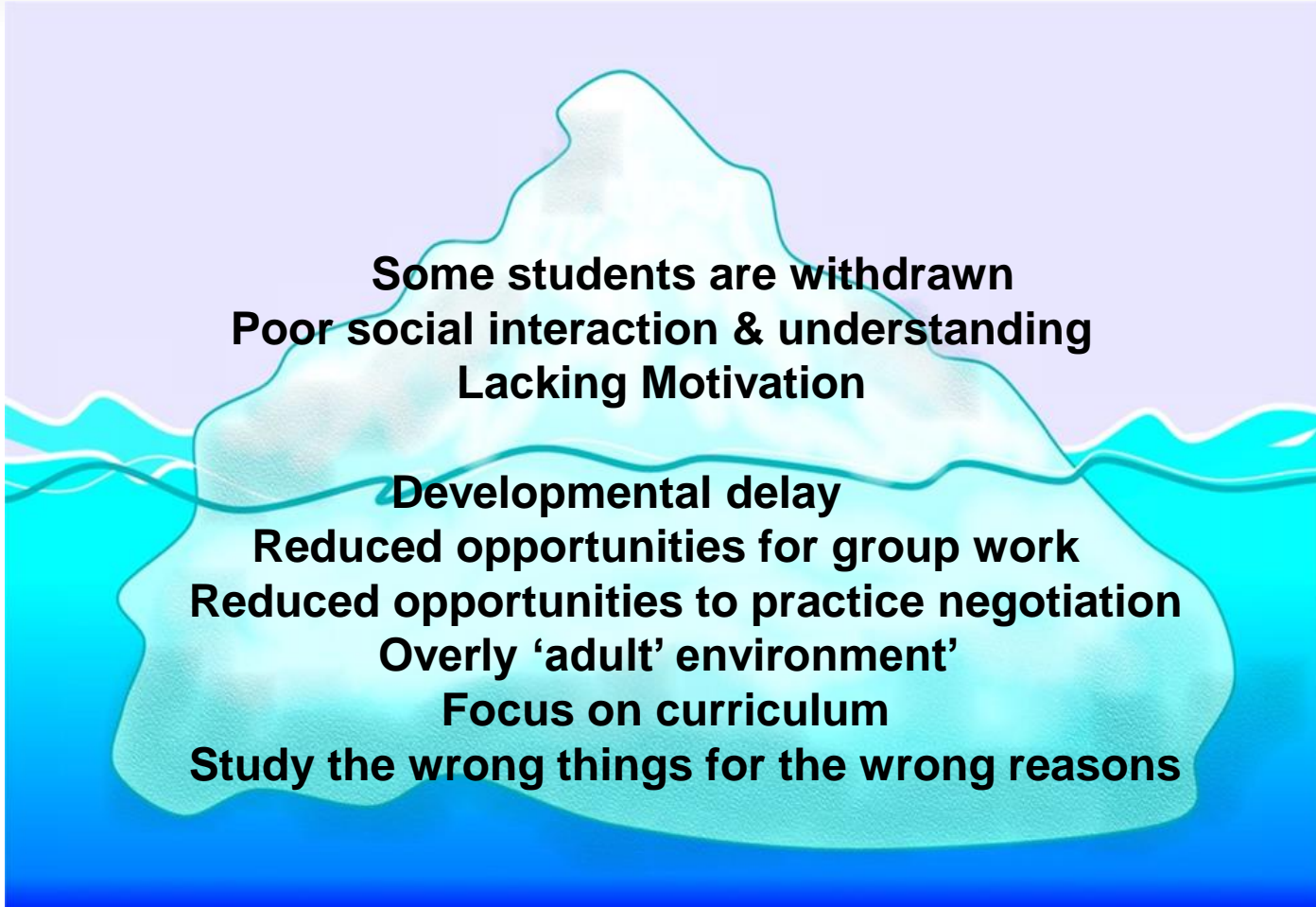


# Time for regeneration

- **Relief:** Give schools urgent resources so that they can provide effective remote instruction and supports at scale during the pandemic.
- **Recovery:** Provide extra investments to help students and schools make up lost ground as they return to in-school operations.
- **Rebuilding:** Redesign the system to focus on nurturing the whole child, balancing cognitive with socioemotional skills development and ensuring that all children have access to the conditions and resources that enhance learning and development.

## Using the iceberg for situational analysis

**What?**



**Some students are withdrawn  
Poor social interaction & understanding  
Lacking Motivation**

**Why?**

**Developmental delay  
Reduced opportunities for group work  
Reduced opportunities to practice negotiation  
Overly 'adult' environment'  
Focus on curriculum  
Study the wrong things for the wrong reasons**

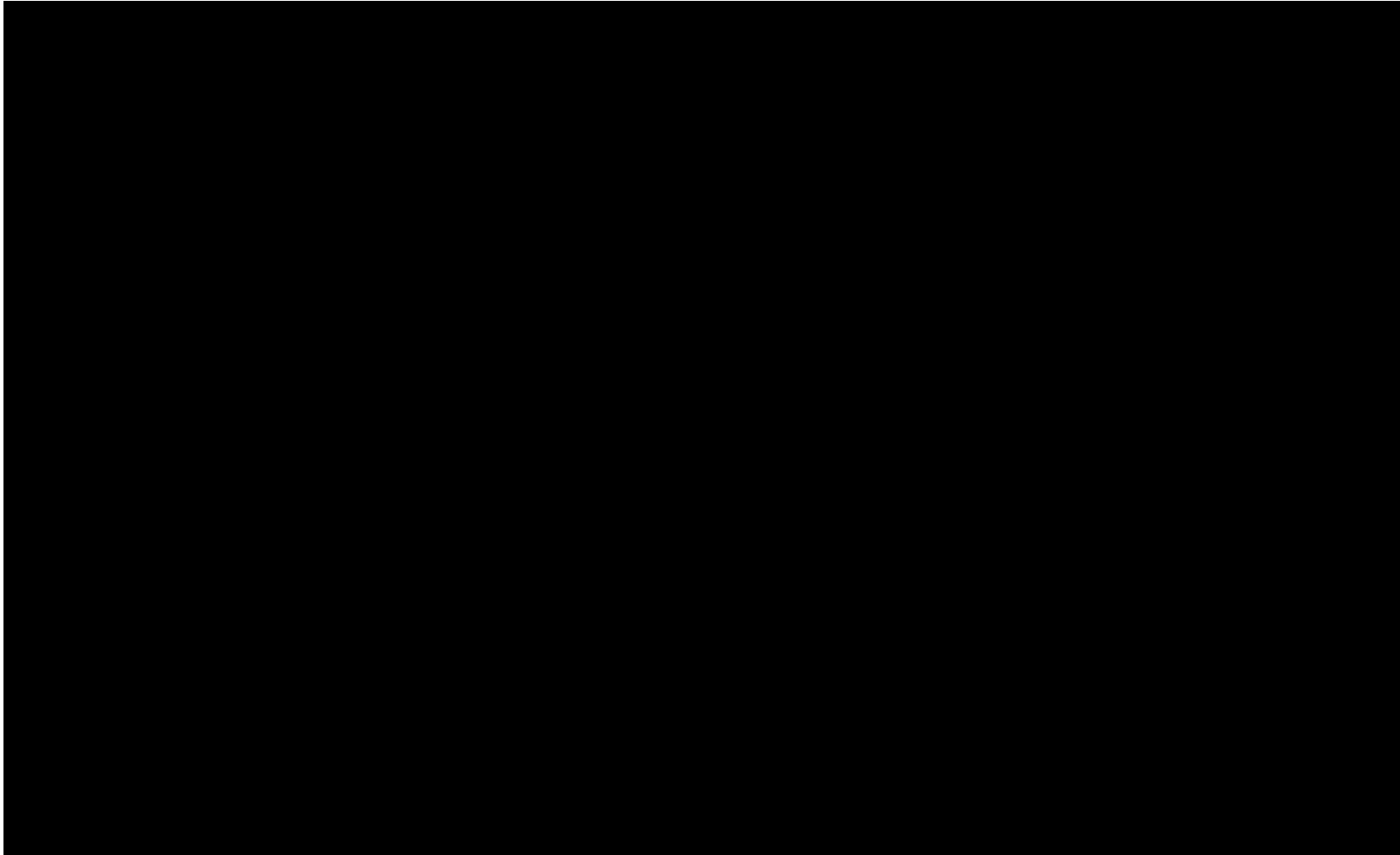
# Influences on Lifestyle, Curriculum or Procedure

**Two groups – one representing the home, one representing the school environment**

- Identify at least 10 tips that could be applied in practice to create an emotionally safe environment - remember the iceberg – the what you see and the why it happens.
- Both groups are encouraged to think about the tips from their perspective to discuss possible differences.
- Feedback to whole group



# The skills students deserve



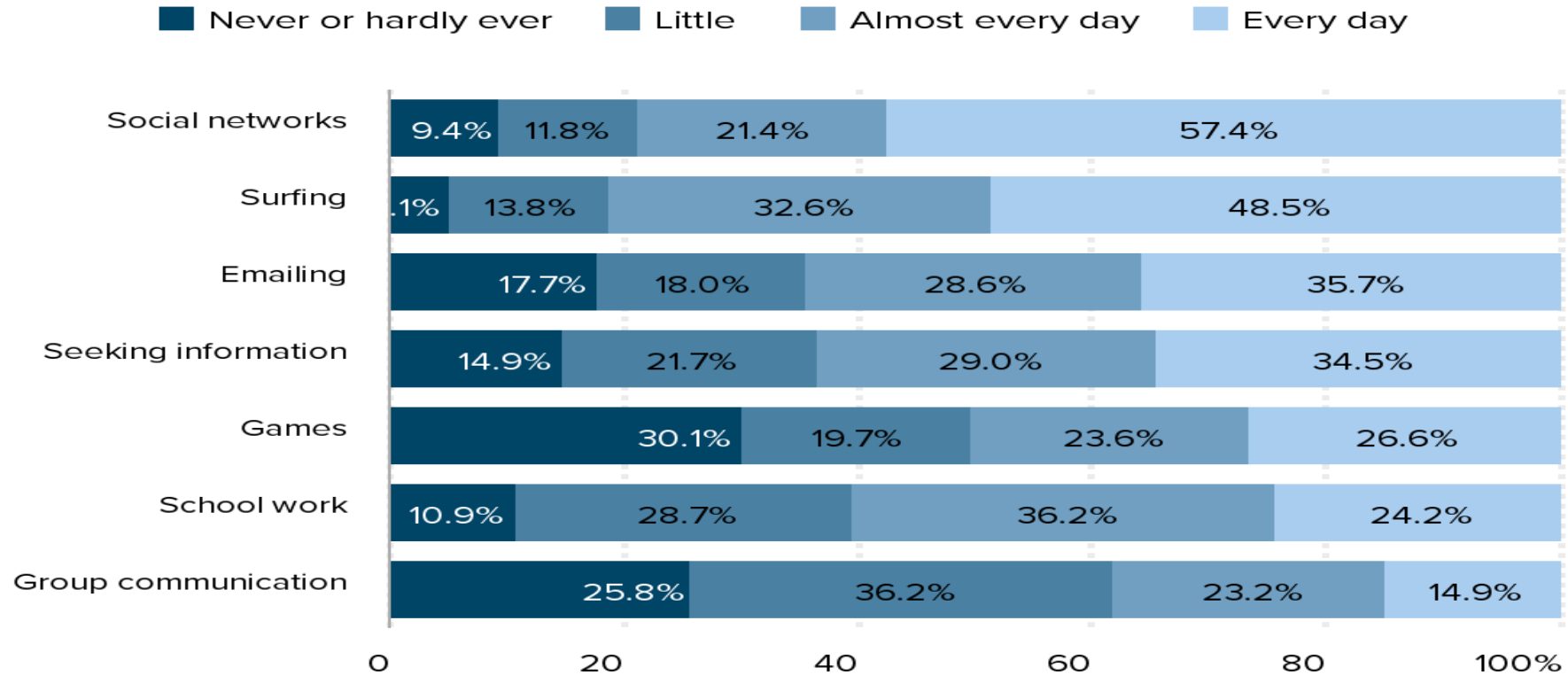
**BREAK**





# What activities do 15-year-olds use digital devices for out of school and how often do they use them?

Frequency with which 15-year-olds use digital devices out of school for different activities, 2018



**Note:** Shares are based on the average use of digital devices out of school for selected activities under each type of activity.

**Source:** EPI analysis using Program for International Student Assessment (PISA) data for the U.S. (OECD 2018).

# The Great age of Public Opinion

**MEDIA  
PRESSURE  
/INFLUENCE**

**FALSE  
NEWS**

**INCREASED  
EXPOSURE**

**NATURAL ANXIETIES**



**CULTURE CLASHES  
– THE ‘ ISMS**

**CONCERN OVER  
PERSONAL RIGHTS**

**CULTURE SHIFT**

**GREATER ACCESS  
TO ‘PLATFORMS’**

**RIGHT TO FREEDOM  
OF EXPRESSION**



# The Social Media phenomenon

Facebook programmed the algorithm that decides what people see in their news feeds to use the reaction emoji as signals to push more emotional and provocative content

**“Anger and hate is the easiest way to grow on Facebook,” Haugen told the British Parliament**



# Why social media makes us so angry, and what you can do about it

Is this knee-jerk anger and polarising aggression in danger of seeping out from beyond our screens and into real, flesh-and-blood life?

**Or, perhaps more disturbingly, are online platforms merely holding a mirror to what was already there?**





# Are we getting angrier?

In the internet age, “the capacity for emotional contagion of anger has increased”

Secularised and generalised

People can now feel brave and noble after a “cause”

Anonymity is a big part of online anger. “You’re much more likely to throw out rage and anger, particularly if you have an anonymised account,”



Everybody’s anger is virtuous

Gives a feeling of moral superiority

Over time people are chronically wound up

**Our boundaries, identities and values can be assaulted whenever we look at our phones**

[Dr Aaron Balick](#)



# Growing up with Social Media



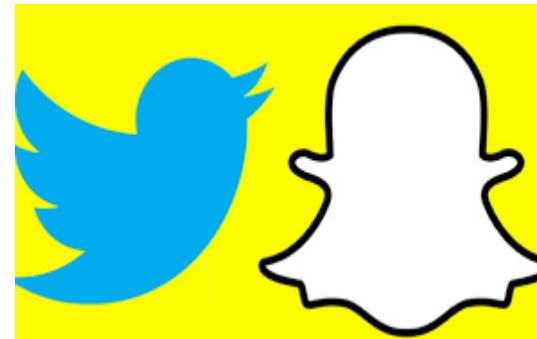
Average age  
10.3 years, for  
Smart Phones



Facebook and  
Instagram are  
most popular, each  
used by  
77 percent of kids



11% getting first  
Social media  
account when  
younger than  
10, 39%  
between 10 - 12



Twitter is  
embraced by 49  
percent of kids and  
Snapchat by 47  
percent.

# Manage social media in the classroom

Don't demonise it

Talk about it

Make rules

Involve the parents

Use social media yourself

Be a role model

Don't allow it to make

## How I See Social Media: Teacher vs. Students



Love it! It's so fun to see pics and posts from my friends, family, even my coworkers.

Facebook? Isn't that for old people?



Awesome for connecting with other teachers. Love my Tuesday night #edchat!

Awesome for connecting with my friends.  
#FridayNightParty  
#ChelseasHouse  
#Don'tCareThisIsPublic



Check out these supercute photos of my classroom!

Check out my supercute mirror selfies!

# What the Internet is Doing to Our Brains



- **Mental Health Problems:** Most social media posts look picture perfect. This is especially true on Instagram. Constantly consuming such content creates unrealistic expectations in life.

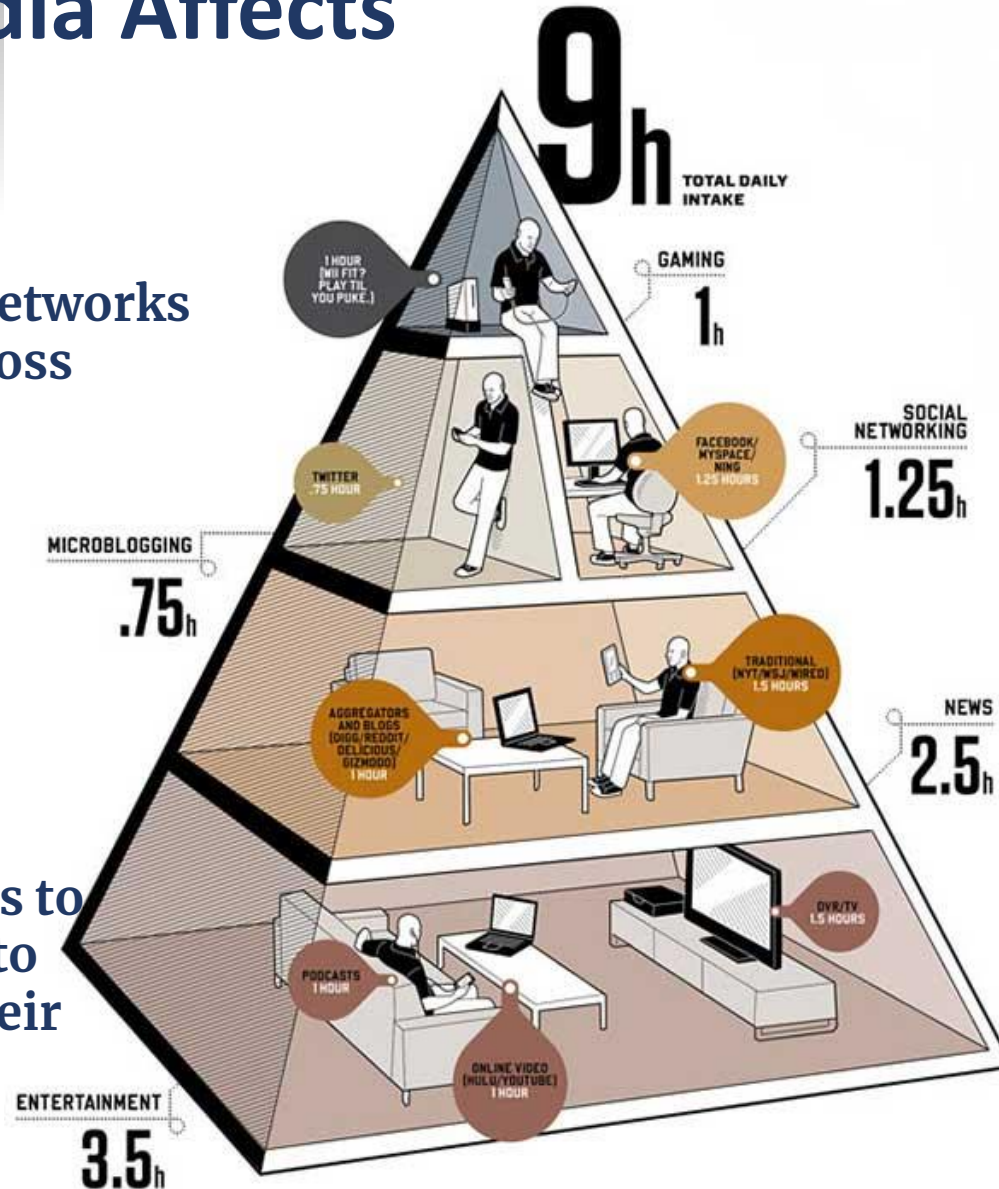
And when there's a huge disparity between our reality and expectation, it can lead to mental health problems. Irresponsible use can lead to anxiety and depression.

# How Social Media Affects Creativity

Being addicted to social networks leads to significant time loss

Less opportunity for 'incubation' of ideas

Specialised social media networks allows designers to connect with their peers to view content related to their interest.



Never being 'bored' is a problem

It's quicker and easier to 'Google' for solutions

Learning to think creatively through experience and interactions ?



# Creating future Leaders

- Establish an environment which promotes and celebrates Emotional Intelligence
  - Don't obsess about achievement
  - Don't praise too much or insincerely
- Allow them to experience risk and failure



*"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all." - J.K. Rowling*



# Creating future Leaders

***A "Leader" says "Yes, I Can!"  
It's called the power of Positive  
Attitude.***

**Teach children to say "Yes I  
can!" even when they are not  
sure. Help them understand the  
power of a positive attitude.**

***A "Leader" says "It's not a problem,  
it's a Challenge!" It's called  
Overcoming Adversity.***

**Teach children to ask better  
questions and be creative in finding  
solutions to life's challenges.  
Help them find the lesson in each of  
life's challenges.**



# Creating future Leaders

- *A “Leader” says “Never give up, never give up, never give up!” It's called Perseverance.*
- **Teach children the power and importance of not quitting and fulfilling their commitments in life**
- **Help them develop a habit of persistence and fulfilling commitments.**



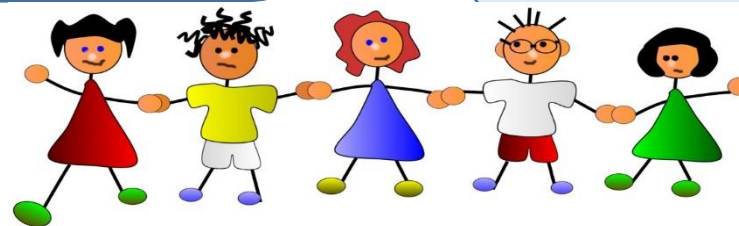
# Creating future Leaders

***A "Leader" says "I will always do my best!" It's called Excellence.***

**Teach children to do their own best and not worry about comparing themselves to other people.  
Help them understand the importance of challenging themselves to do their very best everyday.**

***A "Leader" says "I may fail or make mistakes BUT I always learn and move ahead!" It's called Commitment.***

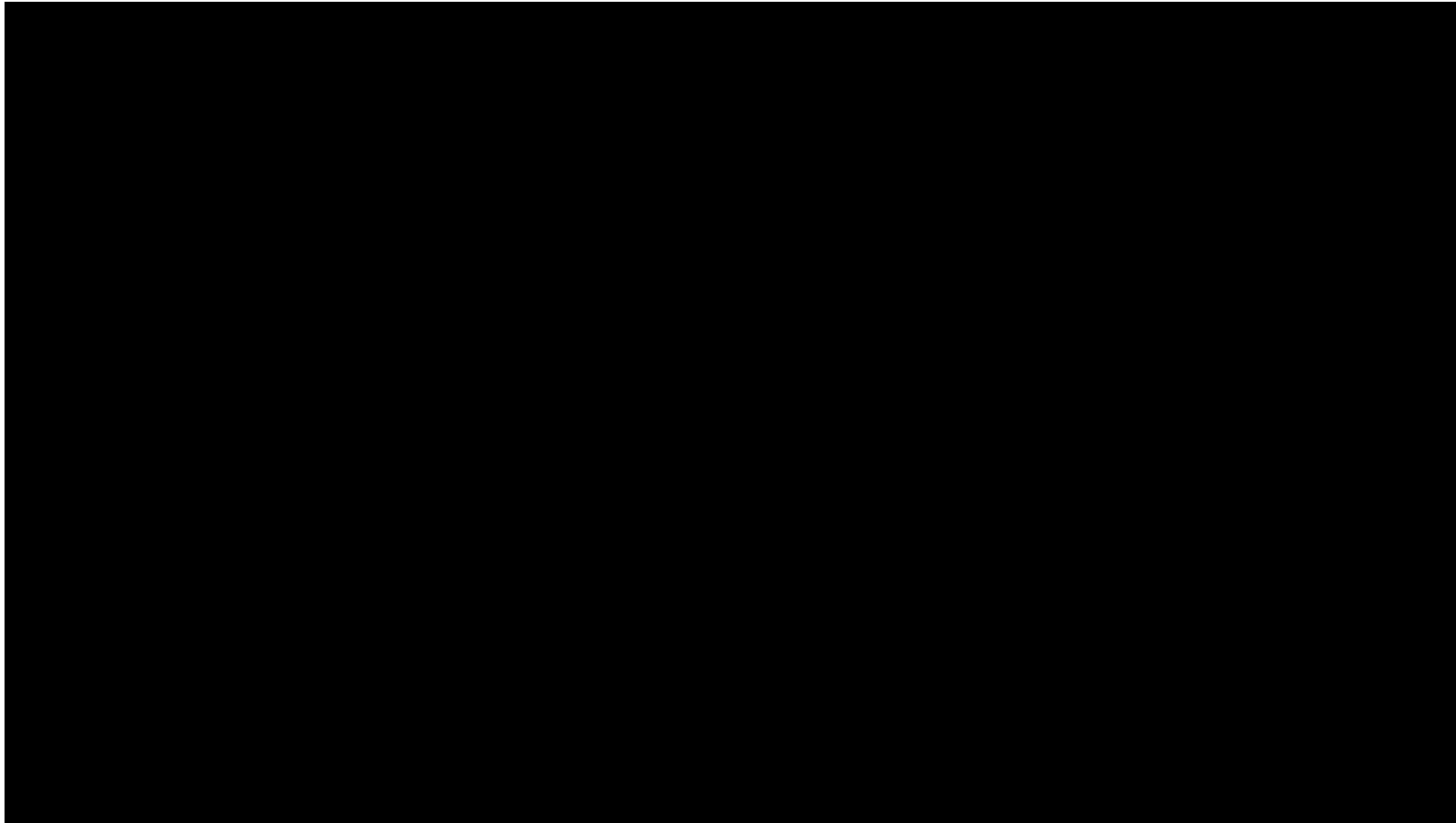
**Teach children it is OK to make mistakes in life as long as they learn and do their very best.  
Help them find the lesson in each of life's experiences.**



# Kiwanis Kids



## YOUNG LEADERS HELPING OTHERS



**SOCIAL  
ENTREPREN  
EURSHIP**

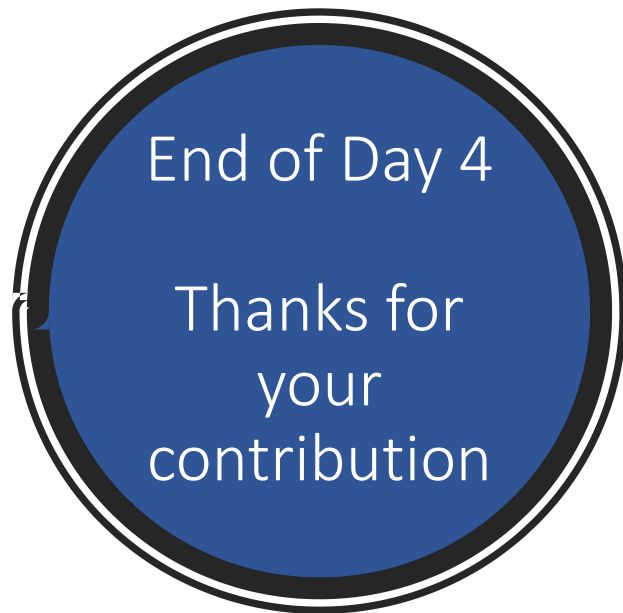
**IMAGINATIVE  
THINKING**

**MAKING A  
DIFFERENCE**

**LEADERSHIP**

**PROJECT  
DEVELOPMENT**

**TEAMWORK &  
EMPATHY**



# References



## VIDEO

How Do You Create a Positive School Culture with Emotional Intelligence? Q&A with Sue McNamara

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Flipping the Classroom

*Cynthia J. Brame, CFT Assistant Director*

Brame, C., (2013). Flipping the classroom. Vanderbilt University Centre for Teaching. Retrieved [todaysdate] from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

Bloom's Taxonomy

*by Patricia Armstrong, Assistant Director,  
Centre for Teaching*

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

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Emotional Intelligence- The Skills Our Students Deserve | Ronen Habib | TEDxGunnHighSchool

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Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

[Kiwaniis Elementary School Programs / Building character in kids](#) [kiwaniskids.org](http://kiwaniskids.org)

What the Internet is Doing to Our Brains - <https://www.youtube.com/watch?v=cKaWJ72x1rl>