

# Emotional Intelligence Day 5

The application of EI skills in educational establishments,  
work and home – developing resilient future leaders



# The importance of emotional intelligence and resilience in development



# Emotional Intelligence and resilience

- What is resilience and how can we develop this



# What is resilience?

The capacity to recover quickly from difficulties

To 'bounce back' from difficult life events

Mental toughness

Four types of resilience:

- Psychological
- Emotional
- Physical
- Community

Problems:

- Major life
- Situational
- Daily

# Types of resilience

- There are 4 types of resilience –
  - psychological and emotional (the ability to cope with a crisis and return to pre-crisis status quickly)
  - physical (the body's ability to adapt to arising challenges, maintain stamina and strength and recover efficiently and effectively)
  - and community (the sustained ability of a community to use available resources such as transport, food etc and recover from adverse situations).

# Problems encountered by people



- In terms of problems encountered by people, they fall generally into 3 categories:
- **Major life problems** – death, parent’s divorce, moving house, illness.
- **Situational** – not ‘major’ but can have a hugely negative impact on someone’s life.- unhappiness at school, being bullied, teacher not liking you, problems with a sibling.
- **Daily** – grind one down and takes away from their quality of life. Traffic on route to school, having to line up, not being first, all the sensory issues etc.
- So, can we help people deal with all three of these?

# 12 unhelpful thinking habits

All or nothing

Over-  
Generalising

Mental  
Filter

Discounting  
the Positive

Jumping to  
Conclusions

Magnifying  
and  
Minimising

Emotional  
Reasoning

Should  
Statements

Labeling

Taking  
Things  
Personally

Wishful  
Thinking

Blaming  
others



# 'Visible' resilience – the 7 'C's

Helping individuals learn how to solve problems.  
Encourages individuals to think divergently, explain,  
and set priorities for their own ideas.

**Competence**  
**Confidence**  
**Connection**  
**Character**  
**Contribution**  
**Coping**  
**Control**



**and this is essential for all people**

# Competence

To be competent is to be able to do something.

Ensure that you focus on people's strengths so they know what they're good at.

It's also important to empower people so they can make their own decisions wherever possible.



# Confidence

Very much linked to competence is confidence – when people have belief in their own abilities.

To instil confidence in a any setting, you need to focus on the best assets and qualities of the person rather than dwell on where they're struggling.



# Connection

A person needs to feel that they have a place in the world and are cared about by others.

People need to feel part of a team and that their input creates a synergy – the sum is greater than the parts.



# Character

Having character is to have morals and values and to know right from wrong.

The values of the school or institution need to be shared by all and the shared ethos needs to underpin all that they do.



# Contribution

Knowing where you fit in and that you're valued and important will help keep anxiety from creeping in.

If a person feels valued they will contribute more and any setbacks will not derail them.



# Coping

People who learn to cope with stress effectively are better prepared to overcome life's challenges.

People who can distinguish between a crisis and a relatively minor setback can avoid unnecessary anxiety.

A wide repertoire of positive, adaptive coping mechanisms can also help people steer clear of dangerous quick fixes for stress.

When they're in crisis, strategies like exercising, giving back, practicing relaxation techniques, and sleeping and eating well can offer relief and apply relaxation techniques.

# Control



When people's decisions affect their lives, they learn that they have control.

They see that they can do what it takes to bounce back after challenges.

People who lack a sense of control feel like their actions don't matter.

They can become passive, pessimistic, or even depressed.

Resilient staff know they control and they know they can make a difference.

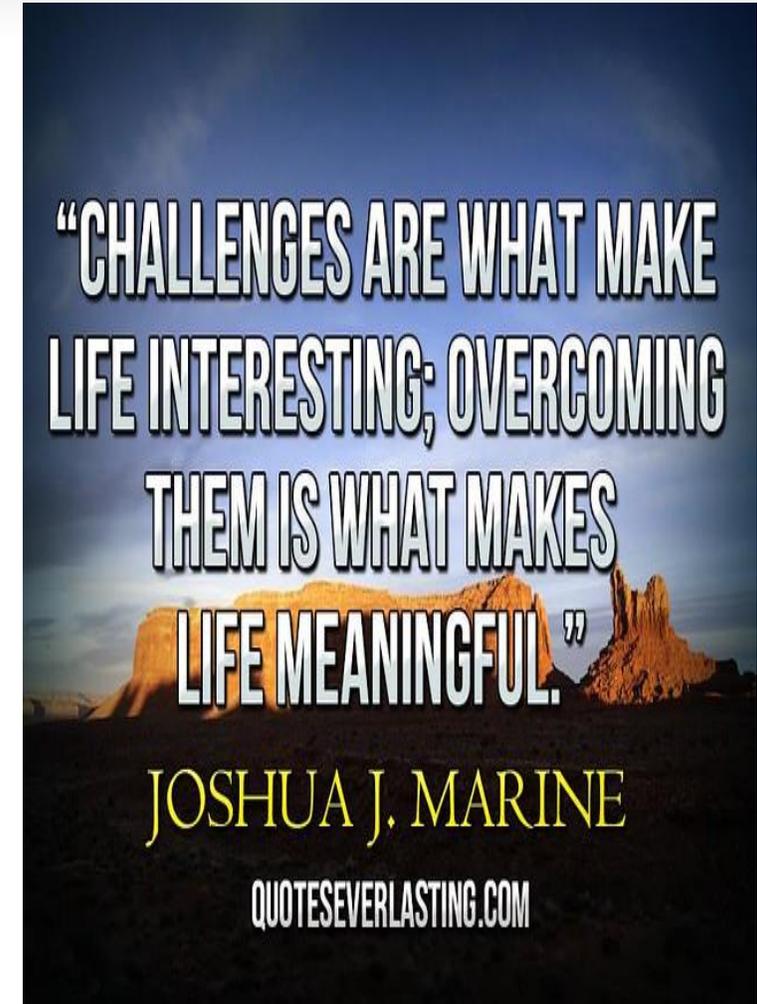
# FACILITATING resilience

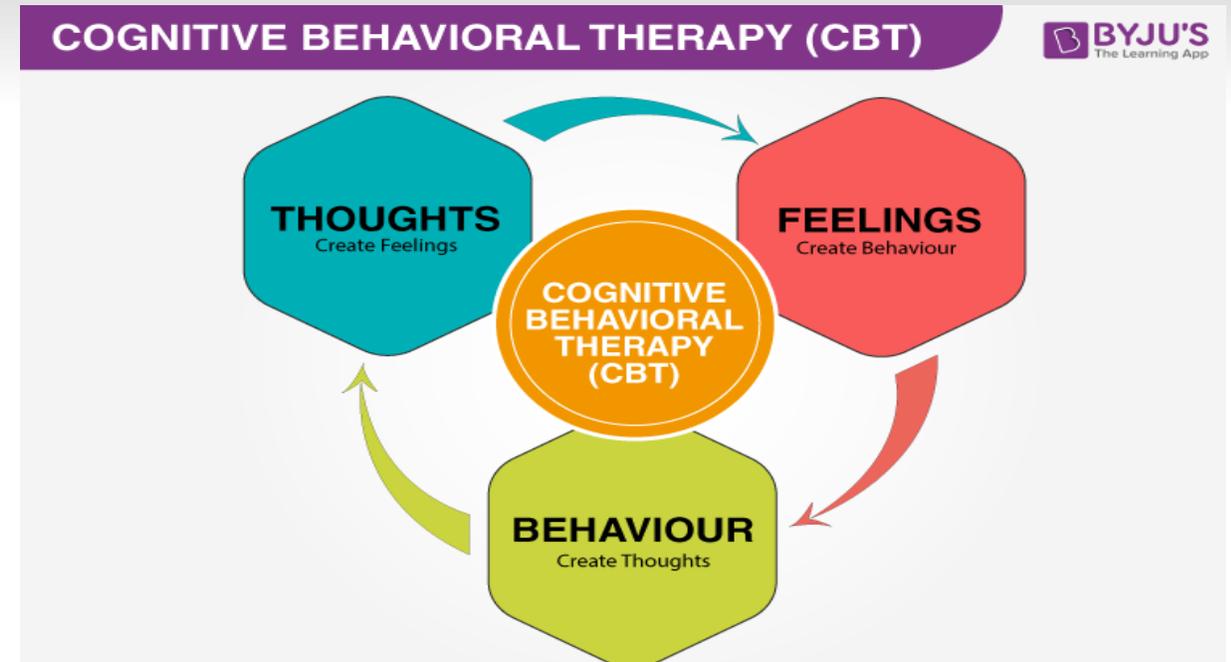


- Making connections and building a social support network
- Avoiding viewing crises as insurmountable challenges
- Accepting that change is a natural part of life
- Moving towards (realistic) goals with optimism
- Taking decisive actions that will help one face challenges
- Looking for opportunities for self-discovery
- Nurturing a positive view of oneself and ones' abilities
- Keeping things in perspective and in context
- Maintaining a hopeful & positive outlook on life
- And taking care of oneself physically and mentally

# Facilitating & developing resilience

- Embrace change – it's constant and fun
- A challenge is an opportunity as are failures
- Encourage perspective – an optimistic and balanced approach to life
- Discuss how to cope with a changing world
- Facilitate problem solving skills & flexible thinking
- Metacognition – how to understand and modify your thinking
- Deliver sessions on how to control anxiety and stress & anger management skills
- Encourage social activities within the staff team – mutual support
- Stress management- Mindfulness, Yoga, Tai Chi, Sport & leisure
- Reflective supervision





# Cognitive Behavioural Therapy

Emotional  
Intelligence  
facilitating  
Leadership and  
change

“ASK YOURSELF IF WHAT  
YOU'RE DOING TODAY IS  
GETTING YOU CLOSER TO  
WHERE YOU WANT TO BE  
TOMORROW”-UNKNOWN

# Why is change in education important

The traditional education system was designed for a very different world from the one we live in today.

- **Developing and facilitating resilience –**

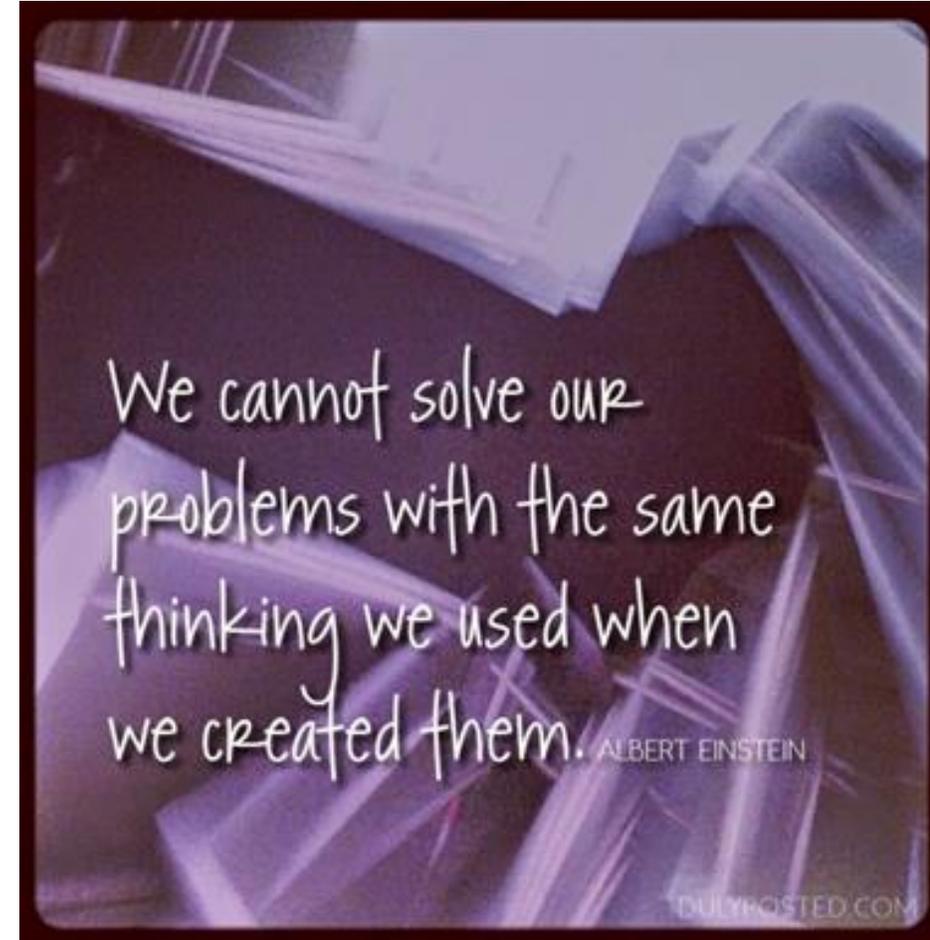
“If our schools can do more to better equip children (and staff) with the mindset and skills to face an uncertain and challenging future, then they should.”

- Industrial Age required a lot more workers than thinkers – now in the Information -based society- the ability to think, learn, and adapt is increasingly critical

- An erosion of the one-job "career."

“Most important competencies for graduates is having mastered is the ability to learn and thrive through adaptability and resilience.”

- **TRICK** : Trust, Respect, Independence, Collaboration and Kindness



# Adaptability

STOP BEING  
AFRAID OF  
WHAT COULD  
GO WRONG,  
AND START  
BEING EXCITED OF  
WHAT COULD GO RIGHT.

– TONY ROBBINS

- Being adaptable means being a perpetual optimist and exhibiting extraordinary resilience.
- Adaptability skills can be possessed both in both attitude and action, and one can't exist without the other.
- **The benefits of adaptability skills:**
  - Embrace challenges better
  - Become a better leader
  - Maintain your personal and professional relevance
- **How to develop adaptability skills:**
  - Learn from others
  - Find the 'silver lining' in situations
  - Be willing to make mistakes
  - Ask questions
- Thrive by working in a 'Learning organization'
- How Inclusive education settings can develop resilience

# Exemplary educational & other leaders

- A readiness to confront authority
- Risk taking
- Resilience in the face of failure
- Confidence in their own instinct and intuition
- The ability to see and keep in mind the big picture
- Driven by a moral commitment
- A sense of timing, to stand back, reflect and learn.

These atypical and complex schools and services require idiosyncratic and complex individuals as leaders who maximise the individual skills of leaders at all levels through the proactive use of multi-disciplinary teams using participative and distributed leadership practice.

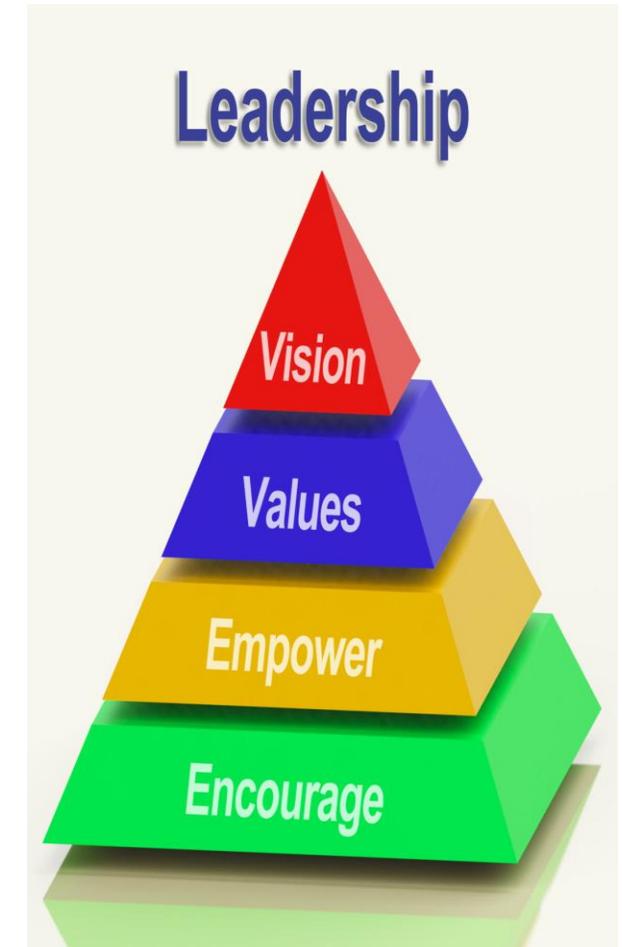


# Leadership – Enabling resilience and change for all

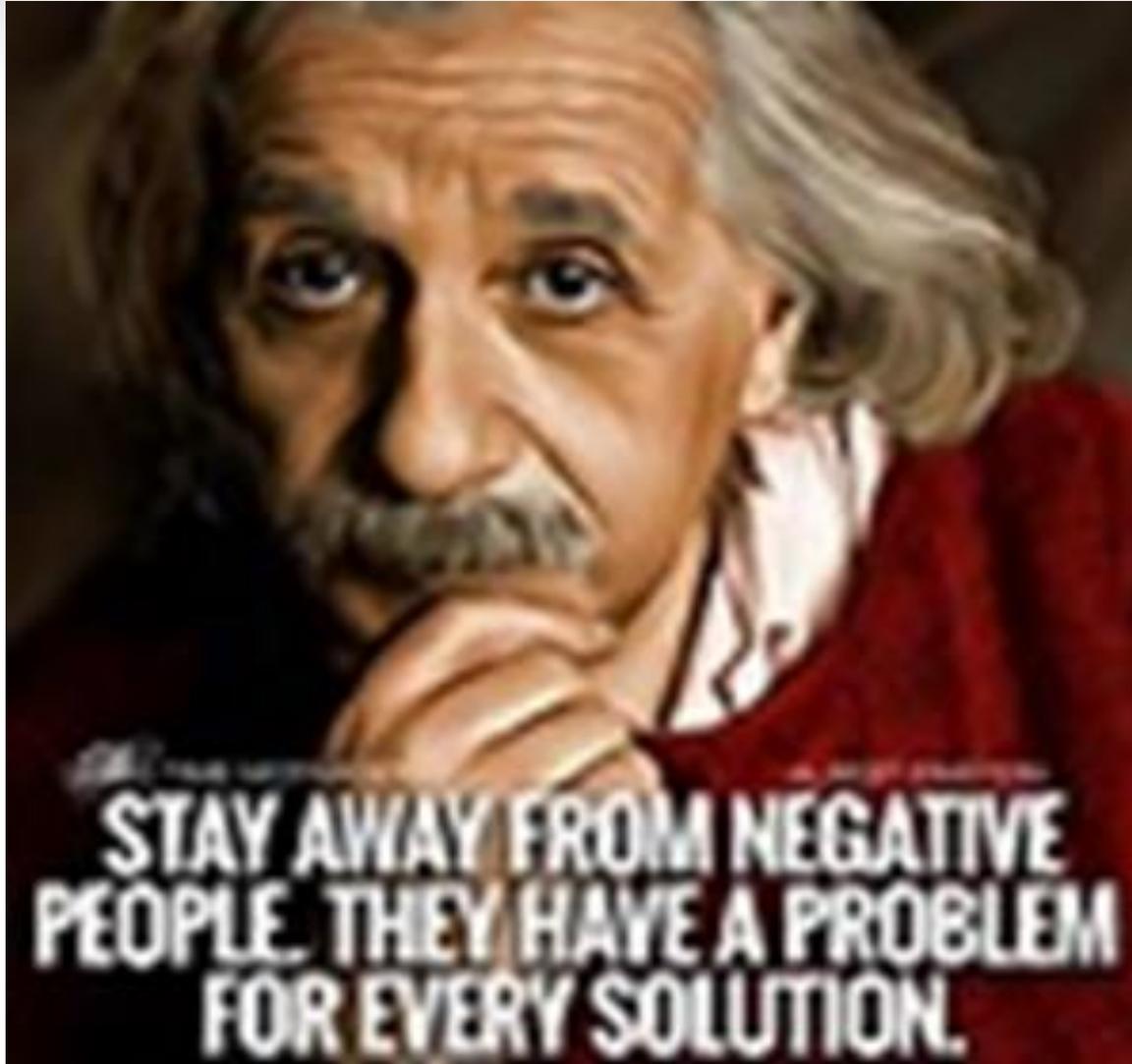
- “If professional expertise is concentrated near the base of the bureaucratic pyramid the rules themselves must be largely a product of the consent of those to whom they apply.” (Williams and Blackstone)
- Comparing servant leadership with the traditional management pyramid where the leader is at the top and always responsible.

“When you turn the pyramid upside down, the roles get reversed. Your people become responsible and the job of leadership and management is to be responsive to their people.” (Spears and Lawrence)

- Leaders are only as effective as the people they lead allow them to be.



# Final words on resilience



**BREAK**





# Application of EI skills in the Home, Work and Educational Establishments

**Emotional Intelligence checklist revisited. (from Day 3)**

**Now go back to your EI test – are there any answers you would now change?**

**Please mark changes in the ‘ 2 ‘ test column**

**What are the 10 ways to increase your EI?**



- In your pairs, please discuss any changes you have made, and tell your partner why you made these changes.

- This information will then be shared with the group.



# More on EI in interactions

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- Transactional Analysis (TA)



# Transactional Analysis (TA)

**Transactional analysis** is a psychoanalytic theory and method of therapy wherein social transactions are analysed to determine the ego state of the person (whether parent-like, child-like, or adult-like) as a basis for understanding behaviour.

In transactional analysis, the person is taught to alter the ego state as a way to solve emotional problems.

There are four life positions that a person can hold, and holding a particular psychological position has profound implications for how an individual operationalises their life.

This is not a deep Psychoanalytic tool, however, is a useful key to understanding the range of peoples' different reactions and responses to communication styles and approaches.

**TA** - There are four life positions that a person can hold, and holding a particular psychological position has profound implications for how an individual operationalises their life.

The 4 positions are stated as:

**I am OK You are not OK –**  
Adaptive child

**I am not OK You are OK**  
Critical Parent

**I am OK You are OK –**  
Adult, Free Child, Little Professor

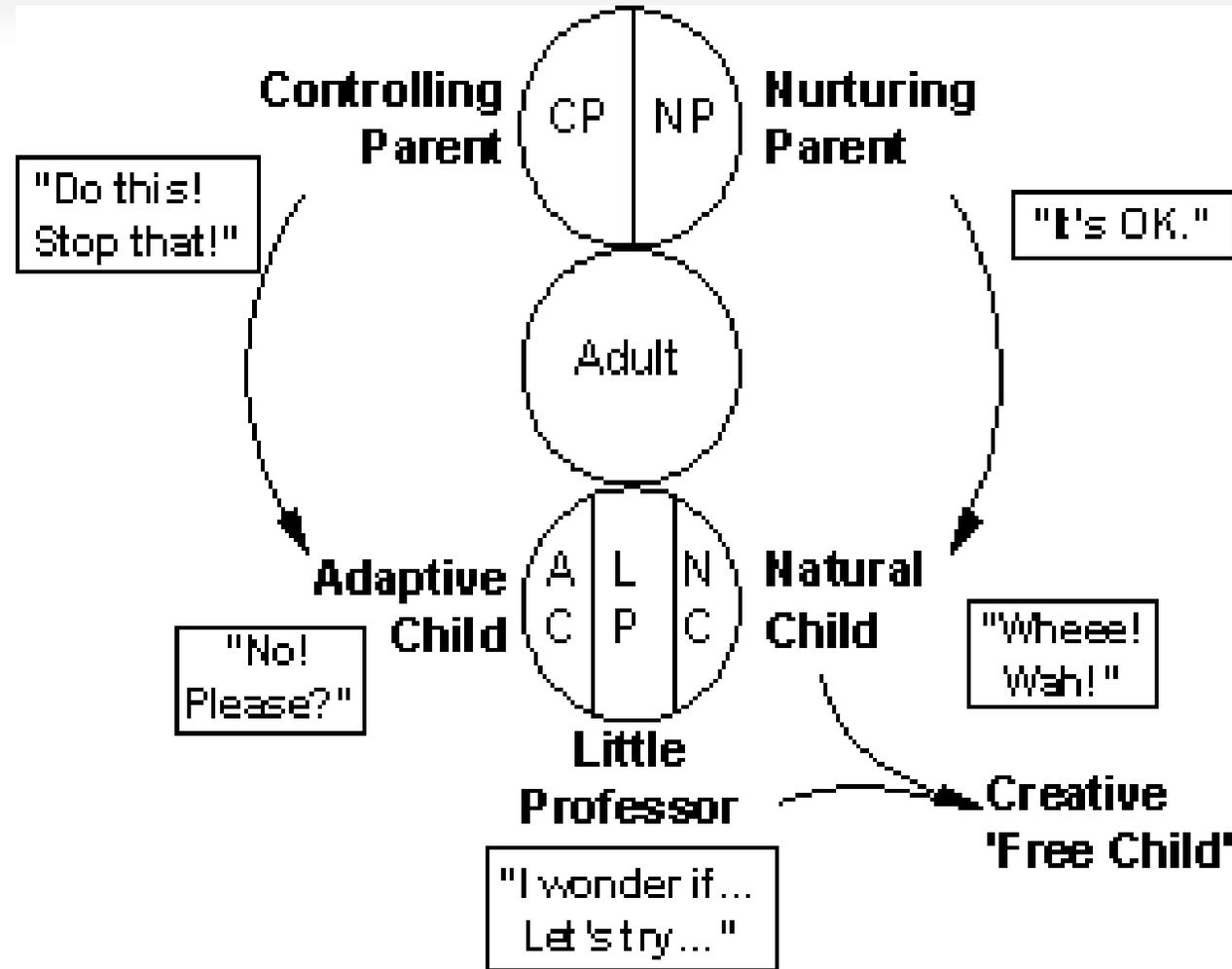
**I am not OK You are not OK**  
Critical Parent, Adaptive Child

People unsuccessfully try to project their bad objects onto others. As a result, they remain feeling bad whilst also perceive others as bad

		You are Okay with me	
I am Not Okay with me	<p><b>I am not OK</b> <b>You are OK</b></p> <p><i>one down position</i></p> <p>The person sees him/herself as the weak partner in relationships as the others in life are definitely better than the self. This person may unconsciously accept abuse as OK.</p>	<p><b>I am OK</b> <b>You are OK</b></p> <p><i>healthy position</i></p> <p>I feel good about myself and that I feel good about others and their competence.</p>	I am Okay with me
	<p><b>I am not OK</b> <b>You are not OK</b></p> <p><i>hopeless position</i></p> <p>This means that I believe that I am in a terrible state and the rest of the world is as bad. Consequently, there is no hope for any ultimate supports.</p>	<p><b>I am OK</b> <b>You are not OK</b></p> <p>...</p> <p>I feel good about myself but I see others as damaged or less than and it is usually not healthy</p>	
		You are Not Okay with me	

# TA – Responses styles

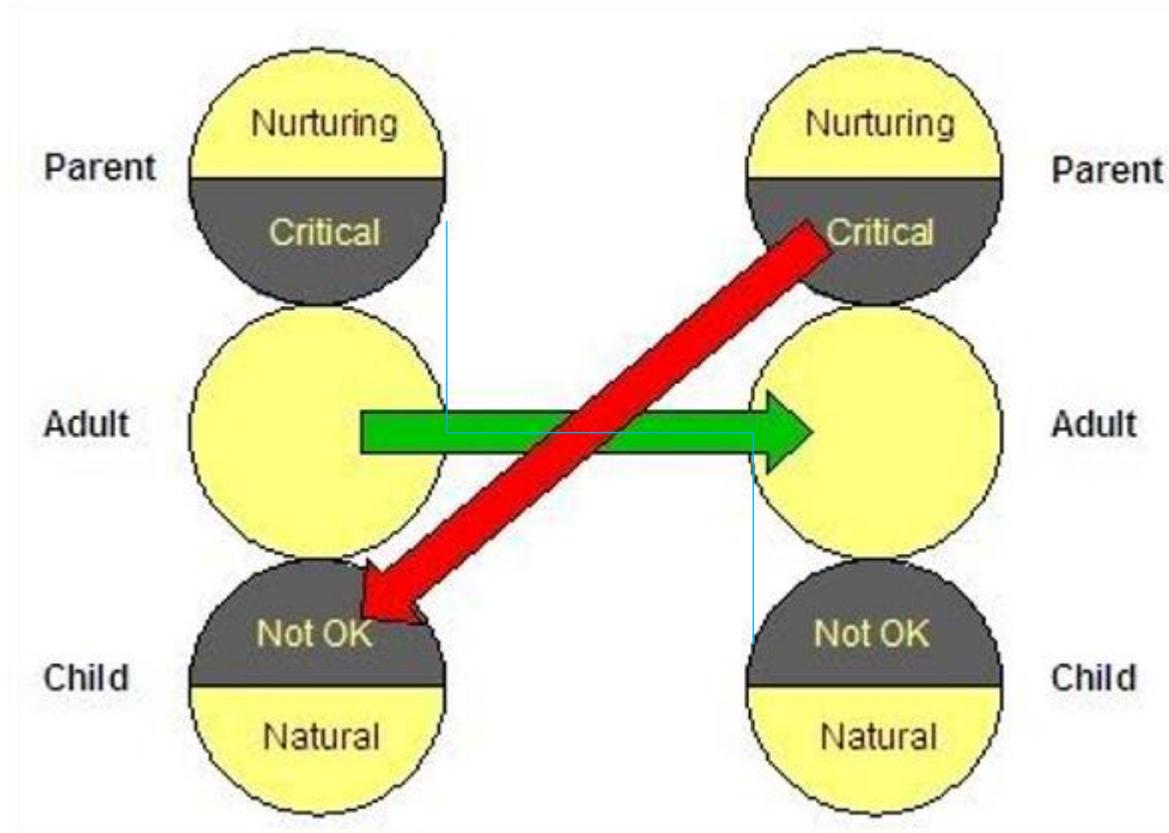
Therefore if somebody speaks as a **Controlling parent** tone to an **Adaptive child** type personality – the communication may be distorted by the innate reactions of the **Adaptive child**



# TA – Responses styles

**Green:** Here we see Adult to Adult communication – positive, meaningful and comfortable.

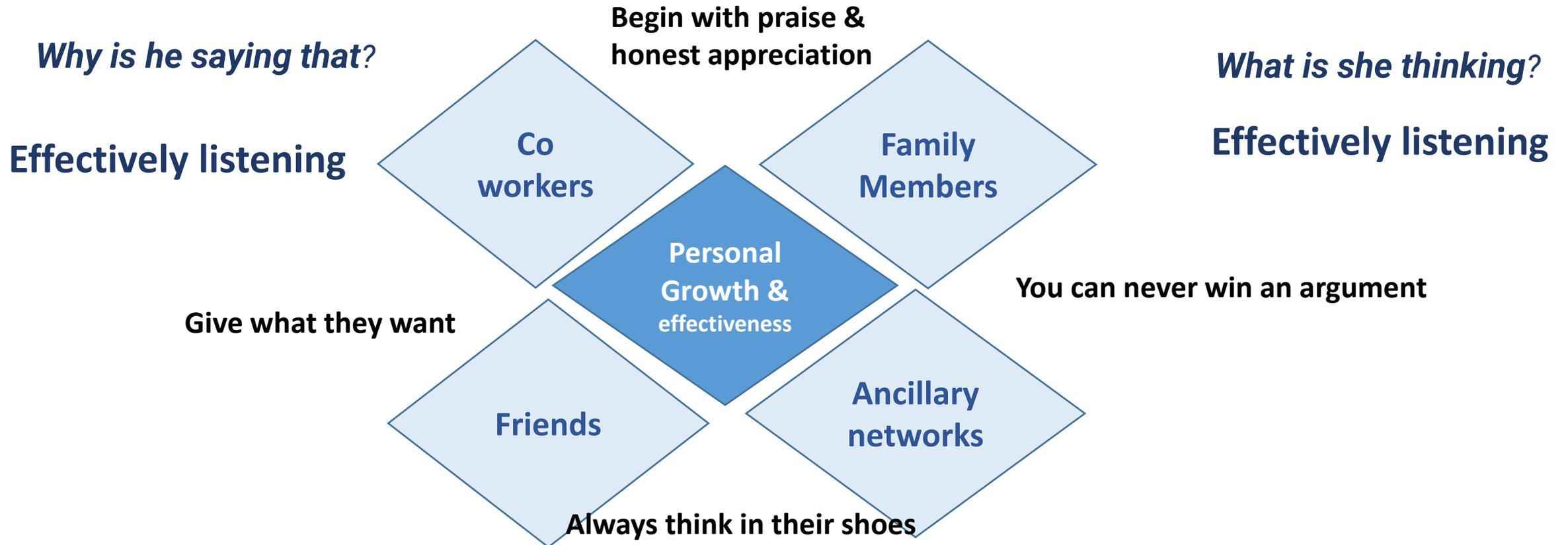
**Red** – Critical Parent to Adaptive (Not OK) child, which will create blockage, may be threatening, and uncomfortable



Trainers should be aware of and look out for **communication inhibitors** when involved in Group or Team work

# The Principles of Healthy Relationships

- all about connecting with the right people in the right way



*"a person's toothache means more to that person than a famine in China which kills a million people."*

# Strokes



## Kinds of Strokes

Any transaction is exchange of strokes.  
Most transactions involves verbal and non verbal strokes.

People get recognition through positive strokes such as compliments, friendly remarks and encouragement.

People can also receive negative strokes in the form of humiliation, cynicism, hatred etc.

# Stroke Economies

Positive	Positive Unconditional	Positive Conditional
Negative	Negative Unconditional	Negative Conditional
	Unconditional	Conditional

A stroke can either be conditional, that is to say it is predicated on some action or factor that has been displayed or demonstrated, or unconditional, it relates purely to the existence of the person receiving the unconditional stroke.

Unconditional feedback is an observation or comment that does not refer to a behaviour or action; it simply references the existence of the person. So, 'You're great' is a positive unconditional stroke, their 'greatness' is not dependant upon anything other than the person being there. 'You're great, you're always on time.' However is a positive conditional comment as the 'greatness' is dependant upon the person always being timely in their actions.

# Exploring our own stroke economies

	GIVING	TAKING	ASKING FOR	REFUSING TO GIVE
NEGATIVE	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>
POSITIVE	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>	<i>Always</i> <i>A lot</i> <i>A little</i> <i>Never</i>

# Breaking down the Barriers



ACCEPTANCE

RESPECT

UNDERSTANDING

TRUST

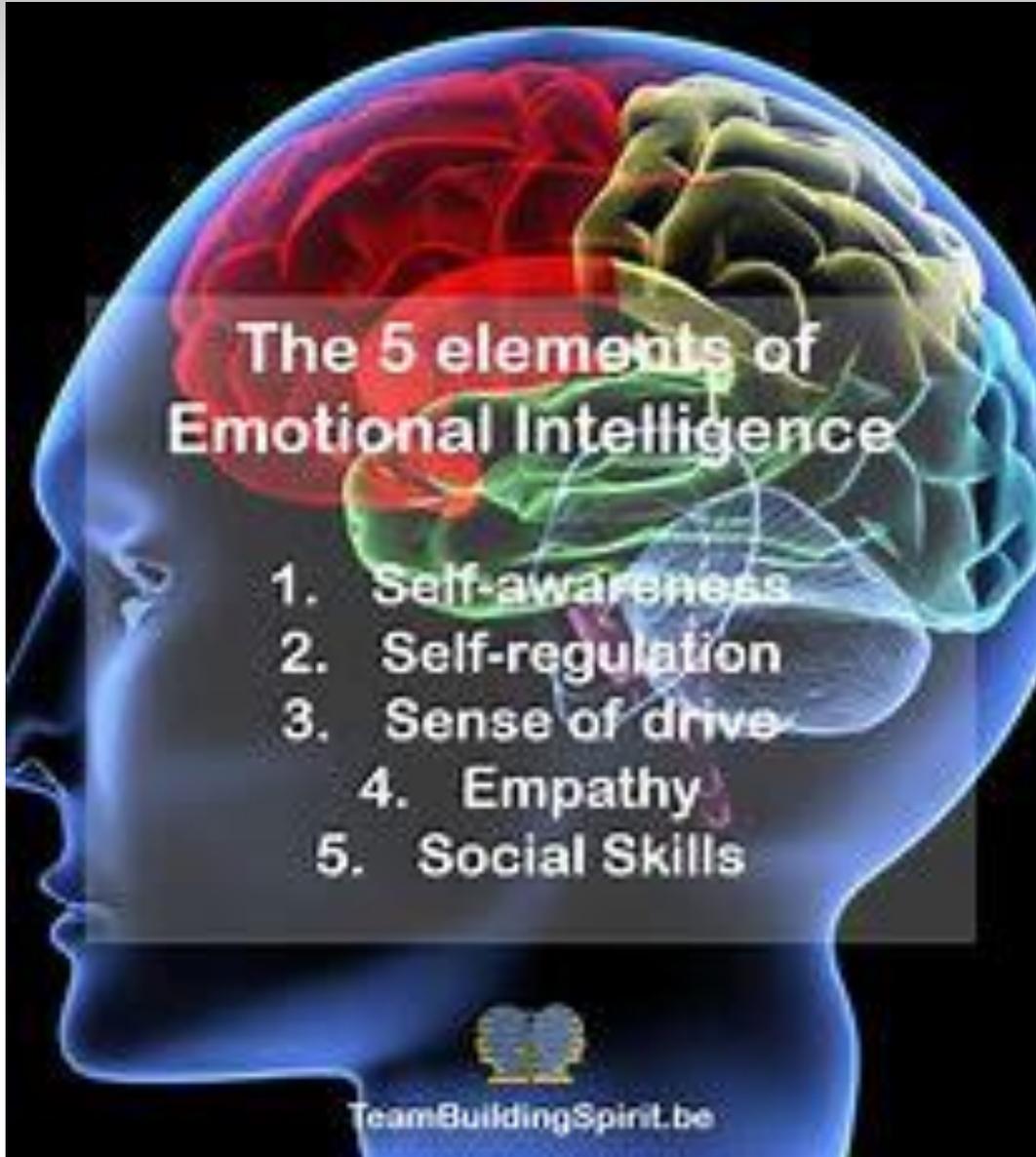
EMPOWERMENT

NON -  
JUDGEMENTAL

TRANSPARENCY

# My Barriers





# Team building



## Now let's plan.....

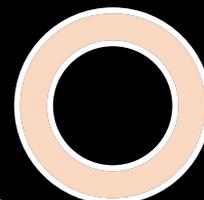
- Creating an effective Performance and Development Culture in schools or workplaces entails the development of a more enriching and supportive environment for staff which in turn leads to better outcomes for students.
- EI implementation could also inform an organisation's Annual Implementation Plan.

# Using EI development opportunities in the home or classroom – The SWOT analysis

	HELPFULL	Harmful
Internal Factors	<b>Strengths</b> What are your strengths? What do you currently do better than others? What are you proud of?	<b>Weaknesses</b> What are your current weaknesses? What can you improve given the current situation?
External factors	<b>Opportunities</b> What trends or conditions may positively impact on you? What opportunities are available to you?	<b>Threats</b> What trends or conditions may negatively impact?

- **The group will divide into teams.**
- Using the SWOT analysis
- First identify activities which go on in which there are opportunities for greater use of Emotional Intelligence and to allow greater opportunities for creative thinking.
- 
- This will be noted each on a piece of flipchart paper.
- Select a representative to feedback to the main group.





**Plan for change –  
Influencing –  
(Action plans to  
take forward)**

- **1. What outcomes are we trying to achieve for our students or staff?**
  - **2. Where are we now?**
  - **3. What do we have to do to achieve the outcomes we want?**
  - **4. How will we manage our resources to achieve these outcomes?**
  - **5. How will we know whether we are achieving these outcomes?**
- 

CREATING OPPORTUNITIES FOR THE UK ACROSS EUROPE

### IMPACT+ EXERCISE SUMMARY TABLE

AREA OF IMPACT	IMPACTS / OUTCOMES	INDICATORS	DATA SOURCES	TIMESCALE		
				SHORT TERM	MEDIUM TERM	LONG TERM
SYSTEMIC						
ORGANISATIONS						
LEARNERS						
STAFF						

# Goals and Initiatives

	GOALS	INITIATIVES
↑ Programmatic ↓	Increase EI in children .....	1. Pursue opportunities within Curriculum planning 2. .... 3. ....
	Improve and maintain Curriculum quality	1. Review / Audit current situation regarding EI opportunities 2. .... 3. .... 4. ....
↑ Organisational ↓	Bring together people and culture -Influence organisation	1. Identify and influence key people 2. Provide positive examples and data 3. .... 4. ....



# Personal Development planning:

What are our goals – revisit personal goals set on Day 1

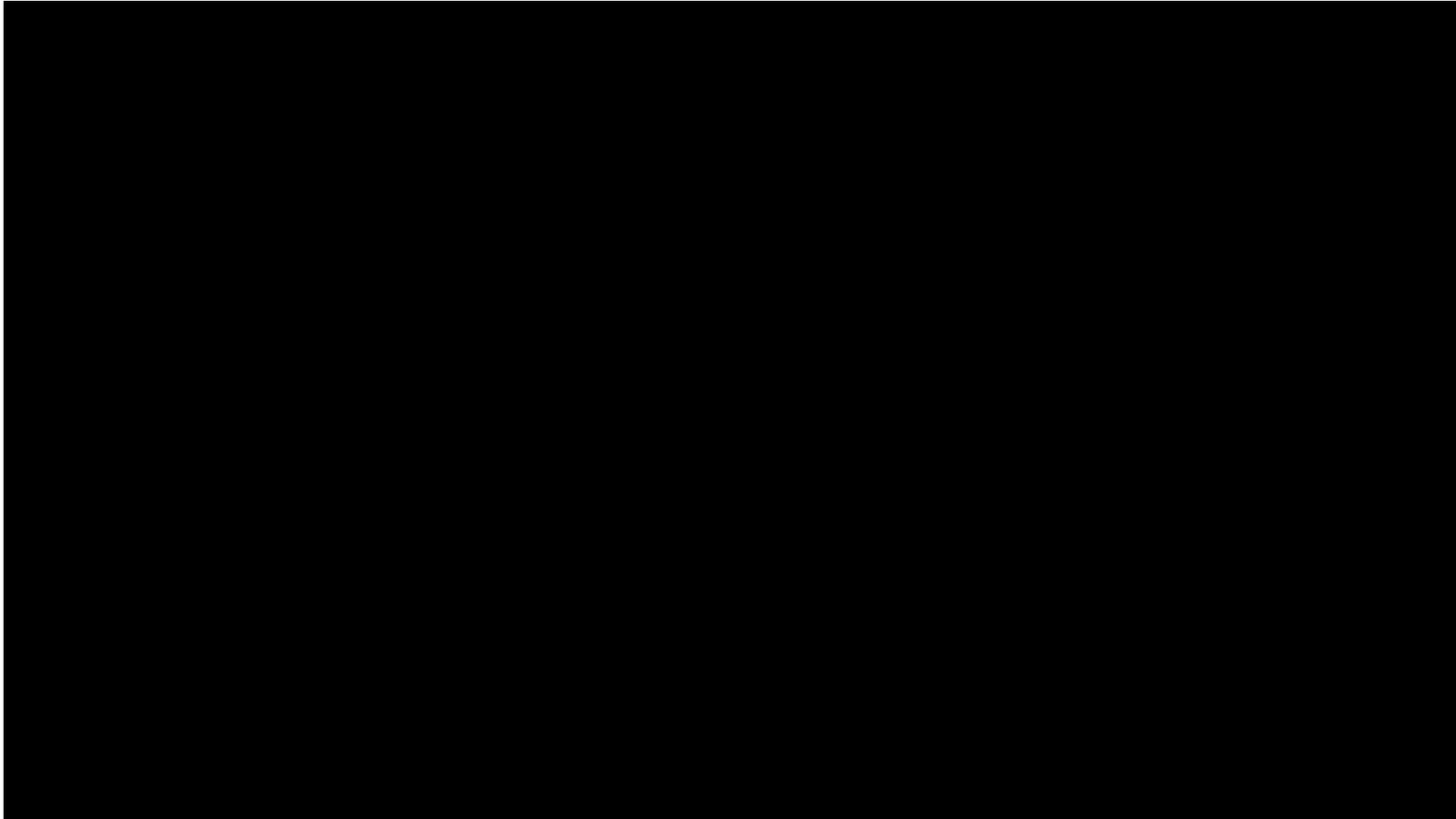
- Talk through in pairs what their goals were, to what extent they have been met. and completion of personal action plan.
- Use your coloured 'post-its' on which you should write 'highs' 'lows' and 'actions' these will be one word or sentence for each topic.
- Post these on the wall.
- The group will walk around and read each other's responses.
- We will then come together as a group to review responses.



“ The measure  
of intelligence  
is the ability  
to change. ”

Albert Einstein

and finally .....

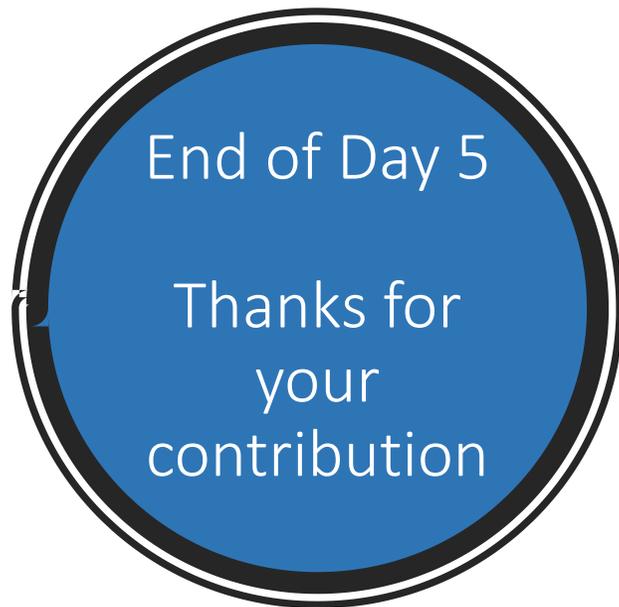


# Evaluation Forms

Please can each person fill in the evaluation form for this session so that we can ensure that training is developed to meet the needs of participants.



**Thank you for your time and honesty.**





# References

***Transactional Analysis – Eric Berne - 1950***

<http://www.counselling-directory.org.uk/transactional-analysis.html>

**VIDEO**

**"How We've Been Misled by 'Emotional Intelligence'" | Kris Girrell | TEDxNatick**

<https://www.youtube.com/watch?v=6l8yPt8S2gE>