

Leading with Social and Emotional Intelligence



Sit up.

Close your eyes.

Release your shoulders from your ears.

Unclench your jaw.

Remove your tongue from the roof of your mouth.

Let your forehead relax.

Breathe.

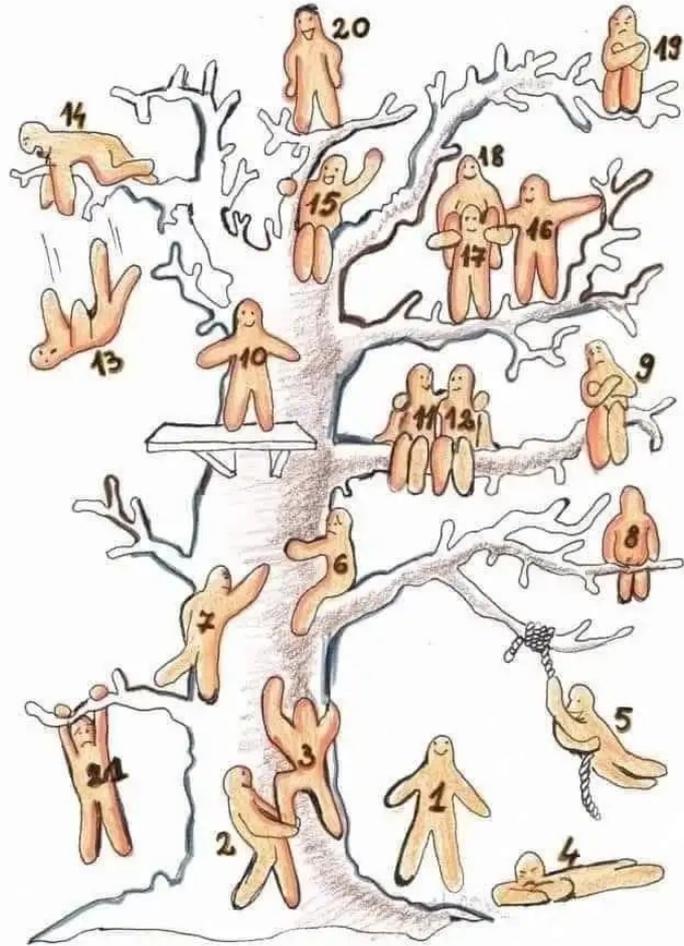


To Do...

- Check and Connect
- Develop a working definition of *Social and Emotional Learning* and review core competencies
- Discuss why SEL and emotional intelligence include important skills for the workplace and in life
- Develop a working definition of stress and how to use that knowledge as a leadership “intervention.”

Come as you are.
Take what you need.

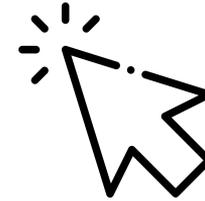




What skills or qualities make a good leader?



What is "SEL"?



Emotional Intelligence Domains and Competencies

Self-awareness	Self-management	Social awareness	Relationship management
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation	Organizational awareness	Conflict management
	Positive outlook		Teamwork
			Inspirational leadership

Source: More Than Sound, LLC, 2017



SEL skills are not “soft” skills...

My research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but they still won't make a great leader.

- Daniel Goleman

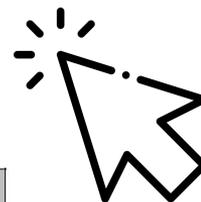


Personal SEL Reflection

Purpose: This tool is designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, staff members, and other adults can use it to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of social competence. If used in a group setting, individuals should first complete the reflection privately, then discuss general themes and examples of strengths and challenges with partners or in small groups. Individuals can return to this reflection throughout the year to revisit personal goals and mark progress.

Here's how to use this tool:

- Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (very difficult, difficult, easy, or very easy for you to do).
- When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as “good” or “not as good.”
- Review your responses and take action in light of what you learn. Suggested writing prompts and actions can be found after the reflection statements.



Self-Awareness		Very difficult	Difficult	Easy	Very easy
EMOTIONAL SELF-AWARENESS	I can identify and name my emotions in the moment.				
	I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.				
	I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively.				
IDENTITY AND SELF KNOWLEDGE	I know and am realistic about my strengths and limitations.				
	I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.				
GROWTH MINDSET AND PURPOSE	I recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.				
	I believe I will continue to learn and develop skills to better support all young people to succeed.				
	I believe I can influence my own future and achieve my ambitions.				
	I can see how I have a valuable role in my work, my family, and my community.				

Self-Management		Very difficult	Difficult	Easy	Very easy
MANAGING EMOTIONS	I find ways to manage strong emotions in ways that don't negatively impact others.				
	I can get through something even when I feel frustrated.				



Mental
Health is
what
grows.

SEL
plants
the
seeds.



Our Emotions Matter

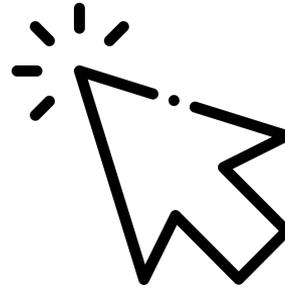
Attention, memory, learning

Decision-making

Relationship quality

Physical and mental health

Performance and creativity



Emotions (feeling) and cognition (thinking) are not separate processes.

Instead, feelings, thoughts, and behaviors lead to coordinated responses across the brain affecting attention, working memory, and executive functioning.

Okon-Singer, H., Hendler, T., Pessoa, L., & Shackman, A. J. (2015). The neurobiology of emotion - cognition interactions: Fundamental questions and strategies for future research. *Frontiers in Human Neuroscience*, 9. <https://doi.org/10.3389/fnhum.2015.00058>



Emotion Regulation Strategies

Physiological Regulation (e.g., breathing exercises, mindfulness)

Self-Care (e.g., sleep, nutrition, exercise, therapy, Maslow's Hierarchy!)

Healthy Relationships (e.g., feeling safe, heard, connected, talking with others)

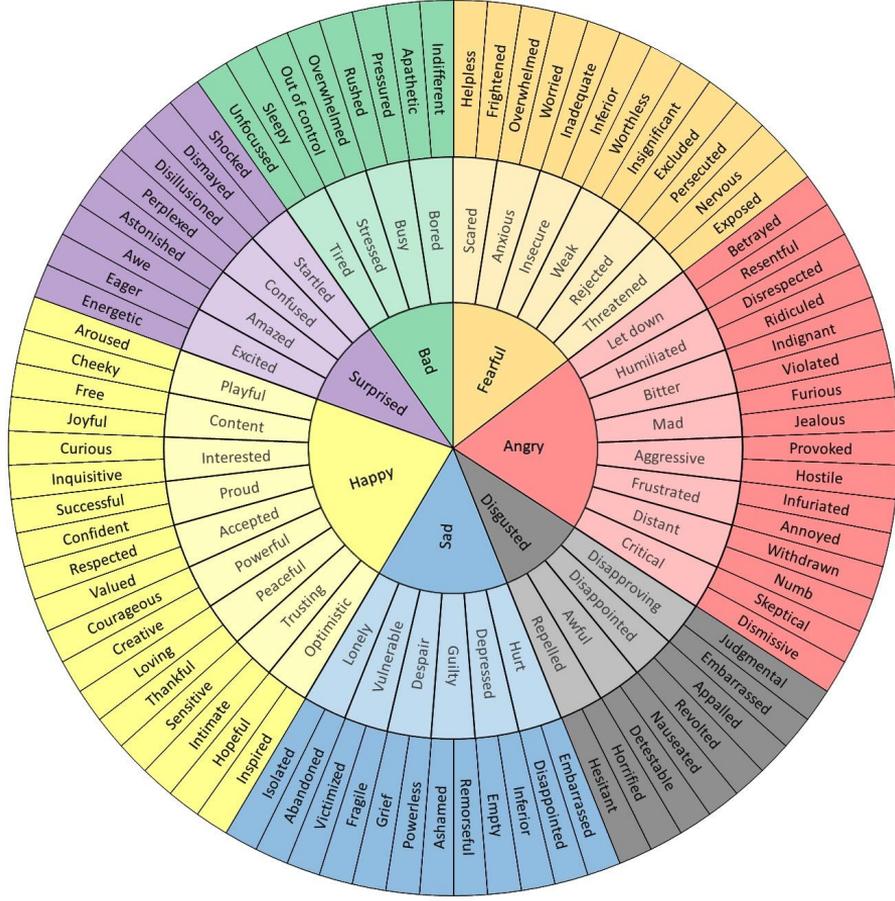
Managing Your Thoughts (e.g., positive self-talk, gratitude, reappraisal, recognizing triggers, reframing)

Managing Your Life (e.g., modifying and selecting situations to prevent stress, routines, setting daily goals, problem-solving)

Doing Things You Enjoy (e.g., spirituality, hobbies, entertainment, leisure)

Forgiveness (e.g., having self-compassion and compassion for others, giving ourselves and others permission to feel and to fail)





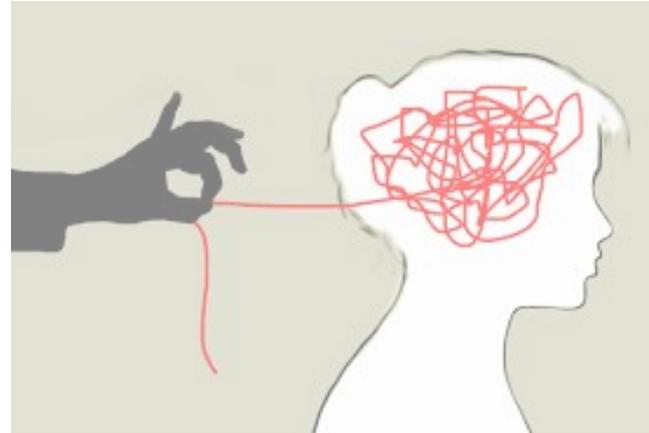
What is stress?

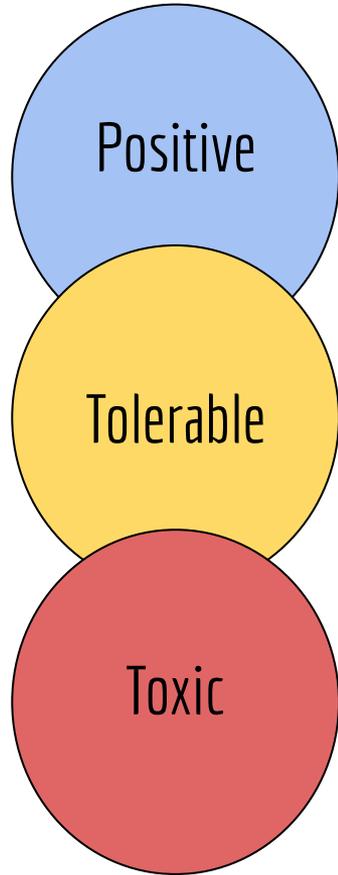
Our body's response to pressure.

Triggers:

1. Unknown
2. Threat
3. Unpredictability
4. Lack of control

(Simon, C. 2020)





Brief increases in heart rate.
Mild elevations in stress hormones.

Serious, temporary stress responses, buffered by supportive relationships, resources, and strategies.

Prolonged activation of stress response systems in the absence of protective relationships, resources, and strategies.

Stress

Stress and the Brain

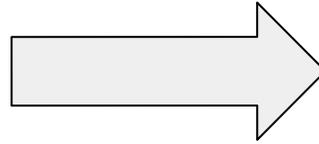
When stressed, we don't see things as they are, we see things as WE are...
(stressed, heightened arousal, scanning for threat)

The brain has a **negativity bias**.

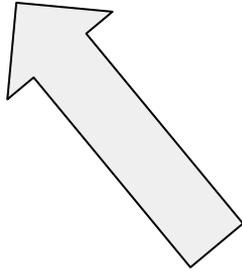
We are more likely to remember the bad (because we are wired for survival); and bad is stronger than good.

The Stress Response Cycle

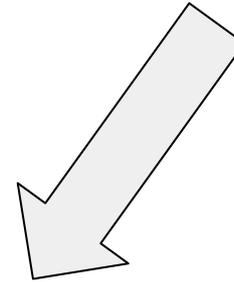
Brain becomes aware you're safe again and settles.



Stressor



Body Chooses:
Fight, Flight, Freeze, Fawn





How do we complete the cycle?

1. Exercise/Movement
2. Deep breathing
3. Laughter
4. A really good cry
5. Physical affection (20 second hug!)
6. Creative expression
7. A good night's sleep



Processing Time



One word closure.



"I cannot recommend *Permission to Feel* enough. . . . Practical, tactical, actionable. My favorite kind of book. I just loved it." —BRENÉ BROWN

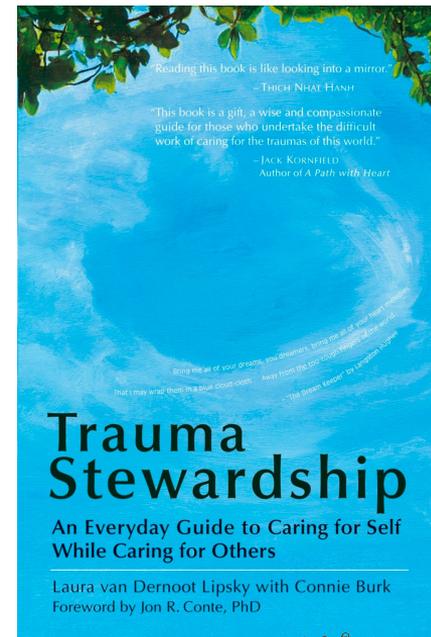
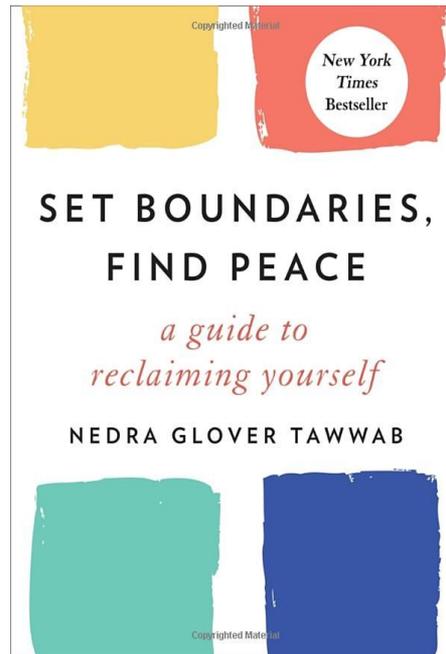
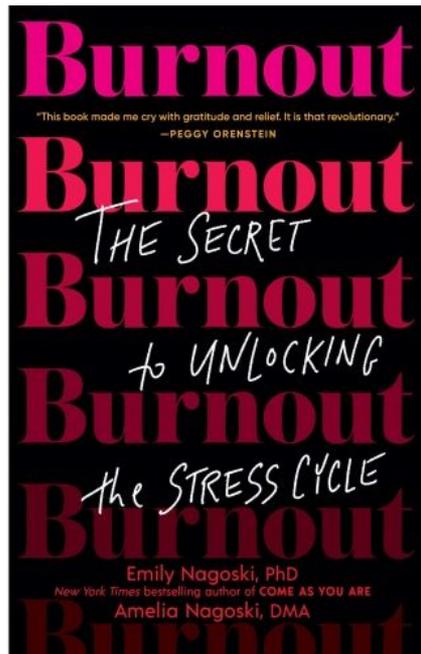
PERMISSION

TO FEEL

THE POWER OF EMOTIONAL INTELLIGENCE
TO ACHIEVE WELL-BEING AND SUCCESS

Marc Brackett, Ph.D.

DIRECTOR, YALE CENTER FOR EMOTIONAL INTELLIGENCE



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