

SBCTC Report to ICRC

Mike Beehler, mbeehler@sbctc.edu

Fall 2008

http://www.sbctc.ctc.edu/college/e_transfer.aspx

Agenda



- Student Achievement Initiative
- CTC Budget Request – 2009-11
- Which colleges awarded which DTA/
AS-T associate degrees
- Enrollment trends related to
transfer
- 2007-08 Transfer Trends

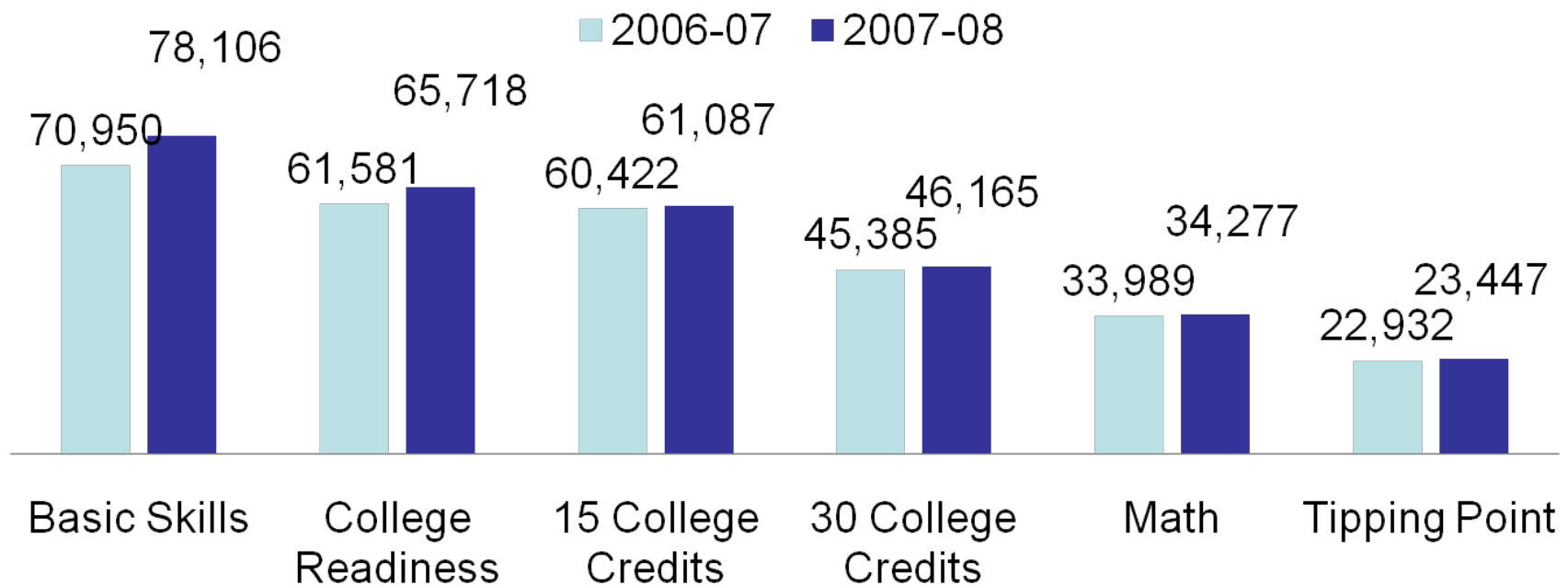


Achievement Points



Improving student achievement –
much work to do – especially in MATH

Achievement Points Gained Each Year – CTC System



SBCTC Budget Request



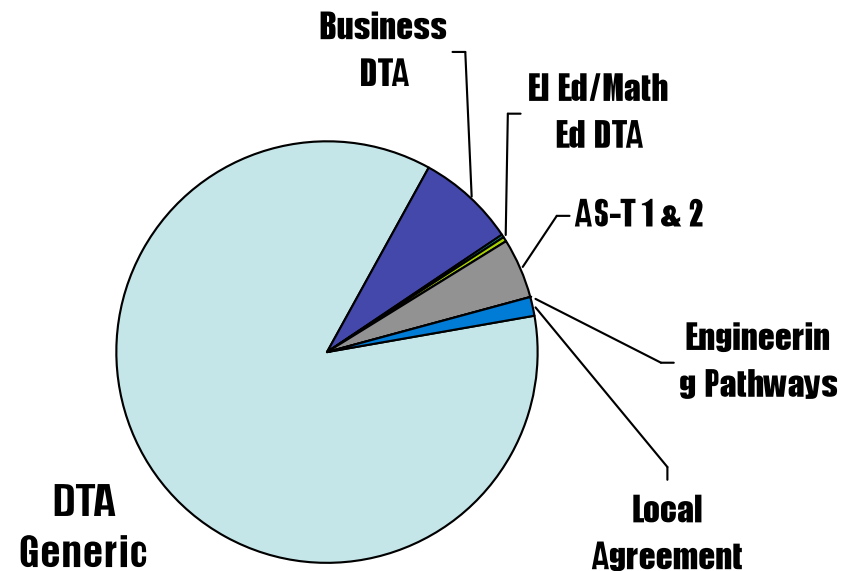
- When the economy is weak, more people rely on CTCs
- SBCTC will ask for additional \$296.7 million for 2009-11 operating budget
- 2007-09 biennium budget is \$1.44 billion total
- http://www.sbctc.ctc.edu/college/f_opbgtrequest.aspx

Academic Associate Degrees



- See report for degrees awarded last year by college
- Very slight increase in transfer degrees awarded – 13,144
- Generic DTA dominates - but growth is all in the AS-T and MRPs

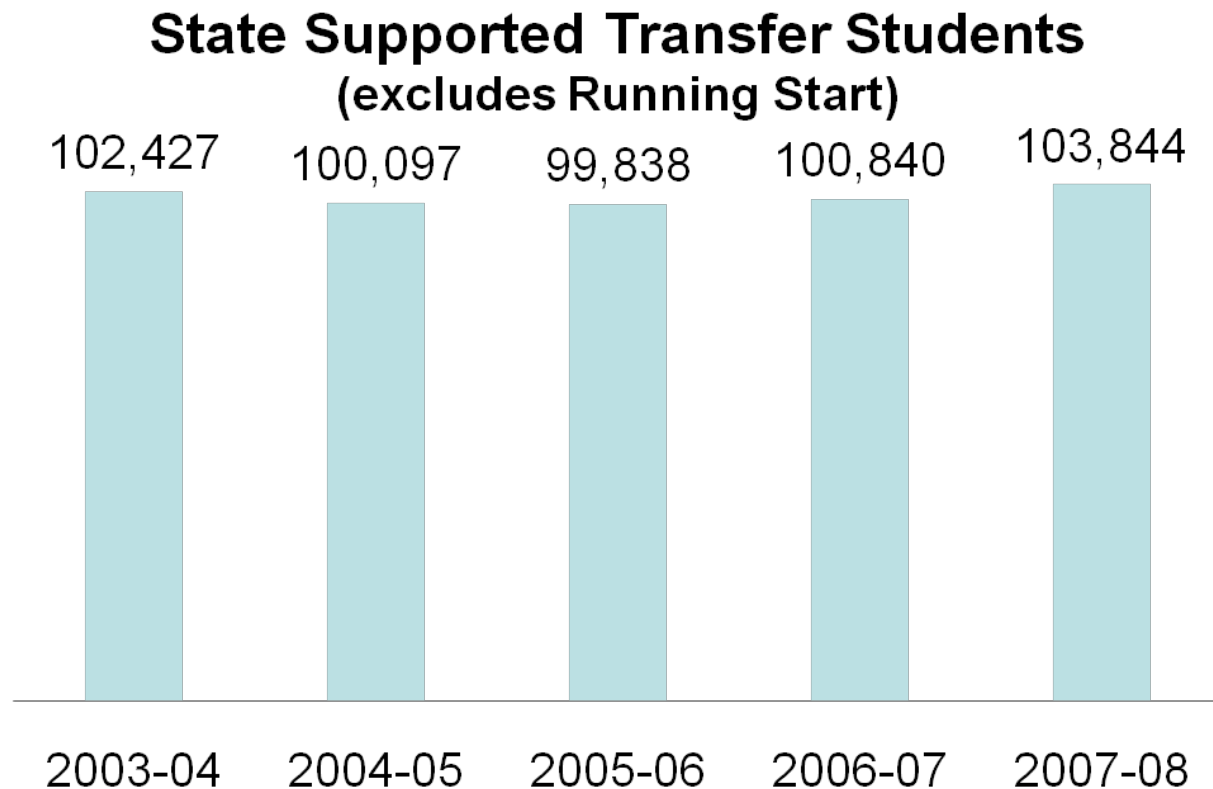
2007-08 Transfer Associate Degrees



CTC Transfer Students



More students enrolled for transfer
last year than in prior 4 years

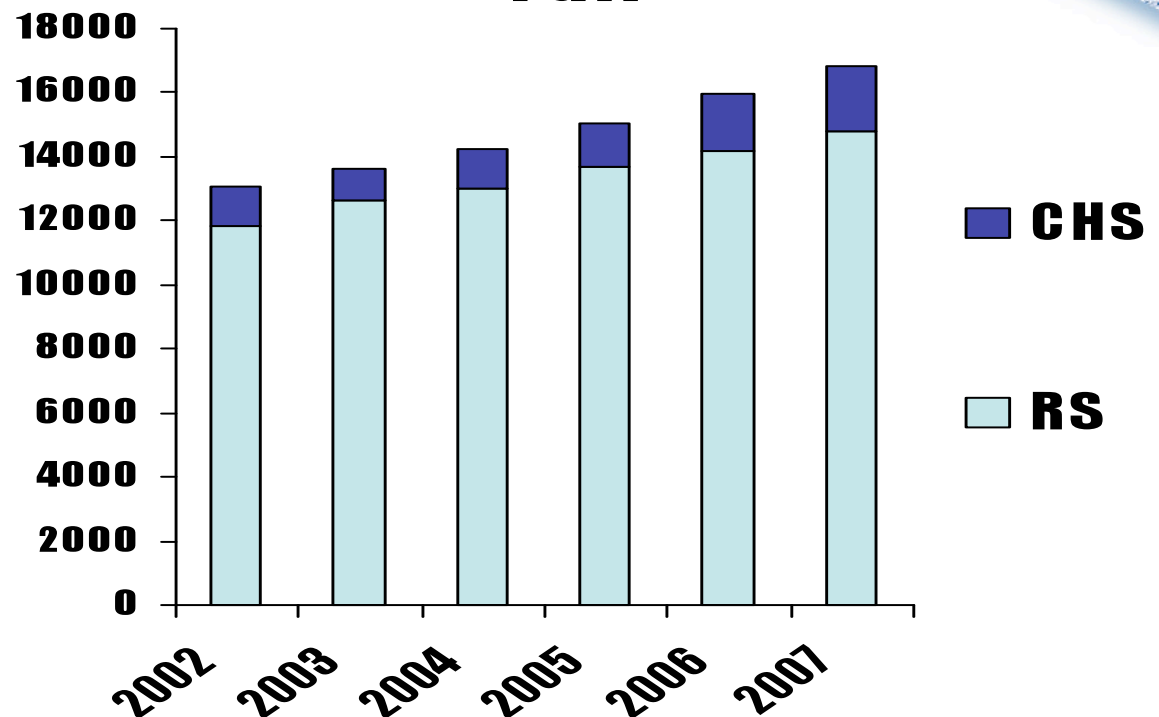


Role of Running Start



- College while in HS growing faster than HS population
- Students taking more CTC credits while in HS

**RS and CHS Students-
Fall**

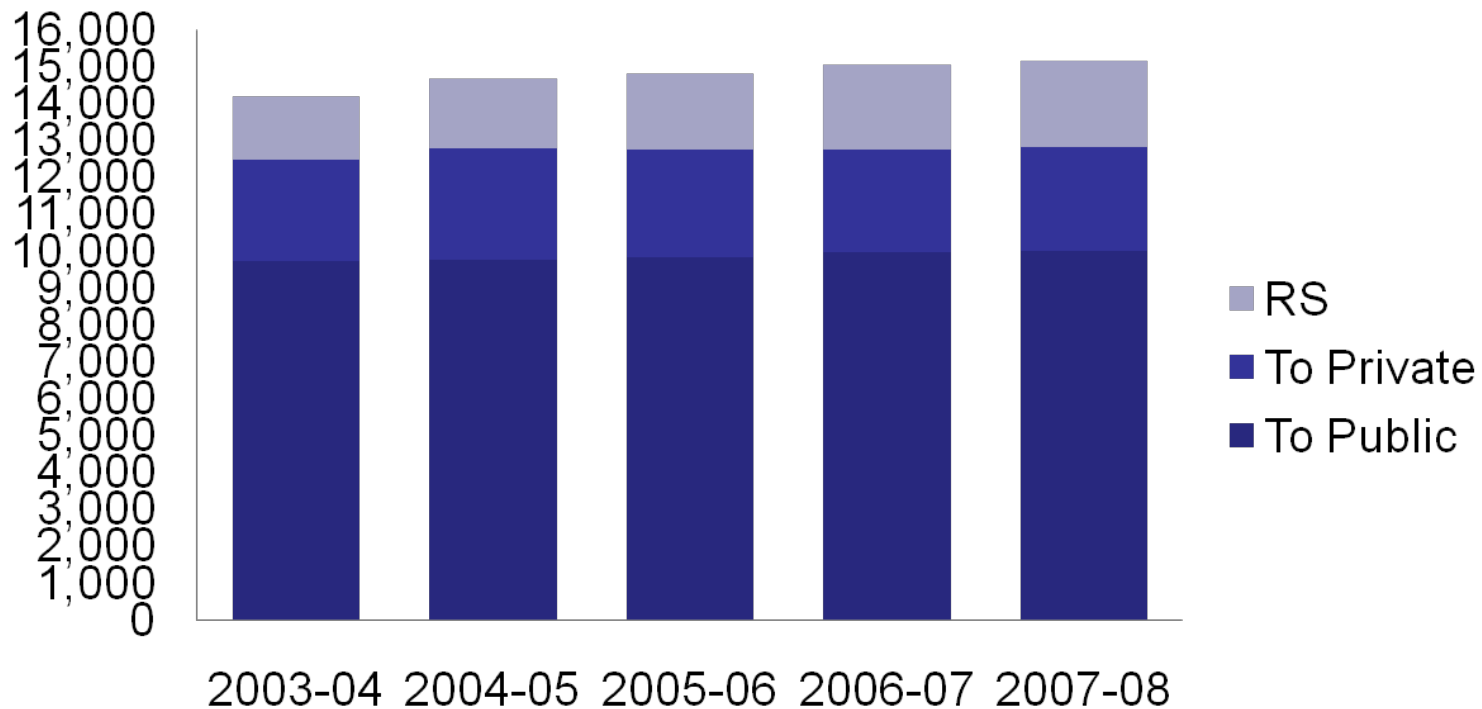


CTC Transfers



More students transferred last year
than ever before

CTC Transfers



CheckOutACollege.com



New website includes 34 CTCs:

- Resources for students, parents, counselors
- Search by career cluster, college program and location
- Links to four-year and two-year colleges
- Self-assessments for career interest and learning style
- Ideas for paying for college, financial aid calculators, scholarship links
- Wage data, resource links
- GED and high school completion info
- Getting started information in seven languages.



Questions?

2007-08 Transfer Associate Degrees Awarded by Type by College

(Excludes 363 General Studies Academic Degrees awarded as 17 of the colleges. General Studies Degrees typically are not preparation for transfer.)

DTA and DTA/MRP Degrees and Local Transfer Agreement Degrees (e.g. Fine Arts)

Exit Code	F	G	N	E	D	C
	Associate in Business – DTA/MRP	Associate in Math Education DTA/MRP	Associate in Pre-Nursing – DTA/MRP	Associate in Elementary Education – DTA/MRP	Associate in Arts – Transfer DTA	Associate in Arts – Transfer Non-DTA
Bellevue	213				847	
Big Bend	7		4		195	
Cascadia	37		4		192	
Centralia					212	
Clark	89				617	2
Columbia Basin	8			2	593	
Edmonds			10	1	485	1
Everett	48				411	28
Grays Harbor	7				141	16
Green River	159	1		12	544	4
Highline	9		1		528	
Lower Columbia					189	14
Olympic					558	1
Peninsula	4				146	
Pierce Fort Steilacoom	24		22		624	2
Pierce Puyallup	22		3		323	1
Seattle Central				4	550	
Seattle North	88				235	1
Seattle South	23				212	
Shoreline	13				318	80
Skagit Valley	31				239	3
South Puget Sound	27				462	
Spokane	23			1	328	
Spokane Falls	11				686	13
Tacoma	67		16		364	7
Walla Walla	5			3	168	
Wenatchee Valley					330	
Whatcom					469	
Yakima Valley	50				331	
System Total	965	1	60	23	11,297	173

AS- T and AS-T/MRP Degrees

EXIT_CD	B	A	H	O	P	Q
College	AS-T Degree Track 2	AS-T Degree Track 1	Associate in Physics Education – AS-T Track 2	Associate in Bioengineeri ng and Chemical Engineering – AS-T/MRP	Associate in Computer Engineering/Ele ctrical Engineering – AS-T/ MRP	Associate in Mechanical, Civil, Aeronautical, Industrial & Materials Science Engineering – AS- T /MRP
Bellevue	43	23				
Big Bend	4					
Cascadia	4	6				
Centralia	4	8				
Clark	27	10				
Columbia Basin		9				
Edmonds	31	12				
Everett	7	5		1	3	3
Grays Harbor	2					
Green River	31	18	1			5
Highline	21	15				
Lower Columbia	13					
Olympic	19	4				
Peninsula		5				
Pierce Fort Steilacoom	15	12				
Pierce Puyallup		4				
Seattle Central	38	19				
Seattle North	29	13				
Seattle South	6	7				
Shoreline	28	16				
Skagit Valley	9	11				
South Puget Sound	16	17				
Spokane		2				
Spokane Falls	16					
Tacoma	12	8				
Walla Walla	6	3				
Wenatchee Valley	1					
Whatcom						
Yakima Valley	3					
System Total	385	227	1	1	3	8

Summary – Transfer Associate Degrees Awarded by College – 2007-08

	Total Transfer Degrees	% of System Total	AS-T Degrees as % of Transfer Degrees at Each College
Bellevue	1,126	9%	6%
Big Bend	210	2%	2%
Cascadia	243	2%	4%
Centralia	224	2%	5%
Clark	745	6%	5%
Columbia Basin	612	5%	1%
Edmonds	540	4%	8%
Everett	506	4%	4%
Grays Harbor	166	1%	1%
Green River	775	6%	7%
Highline	574	4%	6%
Lower Columbia	216	2%	6%
Olympic	582	4%	4%
Peninsula	155	1%	3%
Pierce Fort Steilacoom	699	5%	4%
Pierce Puyallup	353	3%	1%
Seattle Central	611	5%	9%
Seattle North	366	3%	11%
Seattle South	248	2%	5%
Shoreline	455	3%	10%
Skagit Valley	293	2%	7%
South Puget Sound	522	4%	6%
Spokane	354	3%	1%
Spokane Falls	726	6%	2%
Tacoma	474	4%	4%
Walla Walla	185	1%	5%
Wenatchee Valley	331	3%	0%
Whatcom	469	4%	0%
Yakima Valley	384	3%	1%
System Total	13,144		5%

Emotional and Social Intelligence and Success



Barbara A. Kerr, Ph.D.
Consulting and Coaching
www.kerrcoaching.com

Outcomes

Understand basic concepts of Emotional and Social Intelligence

Understand how ESI may be linked to your success

Take a brief assessment—and learn about other assessments

Learn several tools to enhance ESI



Most Likely to Succeed . . .



What is Success in the workplace?

- For the individual?
- For the team?
- For the organization?



Increase the Likelihood of Your Success

1. Align your Values with your Vision of Success
2. Demonstrate and enhance Emotional and Social Intelligence to achieve Success at work
 - As an Individual
 - As a Team Member
 - As an Employee of the Organization
3. Create an Action Plan for your Success



A Successful Individual. . .Team. . .Organization

1. Aligns Values and Vision

- Has a clear purpose (mission)
- Is clear about their values
- Has a clear idea of where they want to go (vision)



Skagit Valley College: Vision

We will be the community's college, respected by our diverse population for open access, a welcoming climate, excellent teaching and support services, successful student learning, and for our contribution to economic development, cultural enrichment, environmental awareness, and social justice.



Skagit Valley College - Values

- Learning
- Excellence
- Student Success
- Employees
- Diversity and Global Multiculturalism
- Civic Responsibility
- Sustainability
- Communication

A Successful Individual . . . Team . . . Organization

2. Demonstrates Emotional and Social Intelligence

- Builds on strengths but works to improve weaknesses
- Is aware of and responds to changes in the environment(s)
- Respects and supports the success of other individuals
- Leads and manages with high Emotional/Social Intelligence



A Successful Individual . . . Team . . . Organization

3. Creates and Implements Action Plans

- Creates and implements realistic action plans to get from "here" to "there"
- Specifies goals, strategies and methods of assessment
- Reflects on experience in order to learn

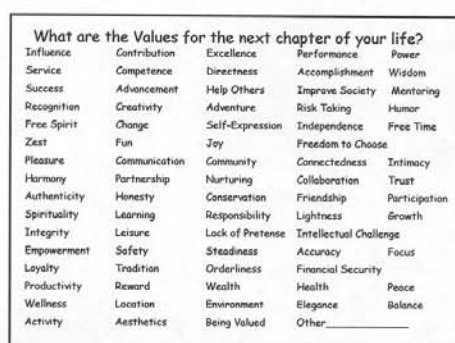


Increase the Likelihood of Your Success

1. Align your Values and Vision
2. Demonstrate and enhance Emotional and Social Intelligence
3. Create an Action Plan for your Success

It's All Connected!





What Does SUCCESS Mean To You?		What Does SUCCESS Mean To Me?	
<p>Success Formula Goals</p> <p>Leadership and Influence</p> <p>Creativity and Innovation</p> <p>Personal Satisfaction and Community</p> <p>Professional Growth and Learning</p> <p>Job and Financial Security</p> <p>Environment and Quality of Life</p> <p>100% TOTAL</p> <p><small>Note: This chart is completed by the author. Results in fact, 100%.</small></p>	<p>Success Formula Goals</p> <p>Leadership and Influence</p> <p>Creativity and Innovation</p> <p>Personal Satisfaction and Community</p> <p>Professional Growth and Learning</p> <p>Job and Financial Security</p> <p>Environment and Quality of Life</p> <p>100% TOTAL</p> <p><small>Note: This chart is completed by the author. Results in fact, 100%.</small></p>	<p>Success Formula Goals</p> <p>Leadership and Influence</p> <p>Creativity and Innovation</p> <p>Personal Satisfaction and Community</p> <p>Professional Growth and Learning</p> <p>Job and Financial Security</p> <p>Environment and Quality of Life</p> <p>100% TOTAL</p> <p><small>Note: This chart is completed by the author. Results in fact, 100%.</small></p>	<p>Success Formula Goals</p> <p>Leadership and Influence</p> <p>Creativity and Innovation</p> <p>Personal Satisfaction and Community</p> <p>Professional Growth and Learning</p> <p>Job and Financial Security</p> <p>Environment and Quality of Life</p> <p>100% TOTAL</p> <p><small>Note: This chart is completed by the author. Results in fact, 100%.</small></p>

See Person Does who expects to be VP Age: 50	What Does SUCCESS Mean To You?	What is your vision for the future?	What is your vision for the future?
Success Formula Goals Leadership and Influence Creativity and Innovation Personal Relationships and Community Professional Growth and Learning Job and Financial Security Environment and Organizational Culture	Leadership and Influence Creativity and Innovation Personal Relationships and Community Professional Growth and Learning Job and Financial Security Environment and Organizational Culture	Leadership and Influence Creativity and Innovation Personal Relationships and Community Professional Growth and Learning Job and Financial Security Environment and Organizational Culture	Leadership and Influence Creativity and Innovation Personal Relationships and Community Professional Growth and Learning Job and Financial Security Environment and Organizational Culture
100% TOTAL			



Step 2

Demonstrate and Enhance Emotional and Social Intelligence

Emotional and Social Intelligence

- WHAT?
- SO WHAT?
- NOW WHAT?

SO WHAT? WHAT? NOW WHAT?

Why do the concepts of Emotional and Social Intelligence matter to you?

Expanding Interest in ESI

Goleman, Daniel (1995). *Emotional Intelligence*

- New York Times bestseller list for over a year
- "International phenomenon"
- 5 million sold worldwide

Emotional/Social Intelligence and Health

- Relationships can buffer or intensify illness
- Studies of emotional support and heart disease



Relationship Illness?

"Toxic relationships are as major a risk factor for disease and death as are:

- smoking,
- high blood pressure or cholesterol,
- obesity, and physical inactivity."

Daniel Goleman (2006)



Business and Professional Success

- Worldwide research
 - Variety of organizations
- Positive results for:
 - Productivity and profits
 - Leadership success
 - Department/team success
 - Employee success
 - Life success



Retaining Good Employees

"Companies typically hire individuals for their IQ and experience.

They fire them for a lack of emotional intelligence (EQ)."

--Phil Johnson (author of *The Servant Warrior Leader*)



The Servant Warrior Leader
Phil Johnson

Impact on Work and Family

- Work behaviors:
 - Morale, job satisfaction, commitment, retention
 - Work/family harmony
 - Customer relations, customer satisfaction
 - Co-worker relationships, processes, teams
 - Collaborative solutions, negotiation
- (reviewed in Matthews et al *Science of EI*, 2007)



The Science of Emotional Intelligence
Matthews et al
2007

Leadership and Job Performance

- 1998 EQ article in *Harvard Business Review*

"What Makes a Leader?"

- TalentSmart® studies
 - EQ alone explains 58% of a leader's job performance
 - 90% of top performers are high in EQ
 - Just 20 % of low performers are high in EQ
 - EQ is linked to job performance for employees at all levels, in virtually every industry



Leadership and "The Resonant Leader"

"Quite simply, in any human group the leader has maximal power to sway everyone's emotions."

"The emotional task of the leader is *primal*—that is, first—in two senses: It is both the original and the most important act of leadership."



Primal Leadership: Realizing the Power of Emotional Intelligence - Daniel Goleman, Richard Boyatzis, and Annie McKee (2002)

Emotional/Social Intelligence and Leadership

DISSONANCE ←-----→ RESONANCE



Who is the Resonant Leader?

- Personal Competence
 - Awareness of the Self
 - Actions of the Self
- Social Competence
 - Awareness of Others
 - Interaction with Others
- Resilience
 - Optimism
 - Flexibility



Do Leaders Need ESI?

- Who are the most exceptional leaders you have ever known?
- What are some of their characteristics?



Resonant Leadership in Action

West Wing - "Enemies"

1. How might the President's behavior in the Cabinet meeting affect
 - the Vice President?
 - Cabinet members?
 - Admin assistant?
2. How does each of the above FEEL?
(What emotion(s) may each be feeling?)
3. How would you rate the President's "resonance" or "dissonance" at this meeting?



1. What would a resonant institution of higher learning be like?

2. What would a dissonant institution be like?



Resonance in Institutions of Higher Education

- Good retention and development of executive staff
- Faculty are trusted and valued partners in institutional planning and decision making
- Comprehensive strategic plan tied to budget and assessment processes
- Clear channels of communication (rumor mill at a minimum)
- Climate of optimism, well-being, respect among all staff
- Vision is widely known, embraced, and all know their part in implementing clear action steps
- Fertile climate for innovation and creativity - risk taking is encouraged

Dissonance

- Constant turnover in staff
- Complaints, resentment from faculty
- Chaotic or absent strategic planning
- Budget process and allocation not widely known or understood
- Executive team is at odds with each other
- Decision making processes are perceived as not inclusive or collaborative
- Active rumor mill--low morale
- Climate of resentment (no credit for work)
- Leadership is isolated; little honest feedback
- Difficult to introduce or bring about change

Personal Outcomes and Organizational Implications

COMMON MODEL: OUTCOMES/IMPLICATIONS OF EMOTIONAL INTELLIGENCE			
COMPETENCIES	PERSONAL OUTCOMES	ORGANIZATIONAL IMPLICATIONS	ORGANIZATIONAL IMPLICATIONS
<ul style="list-style-type: none"> • Being aware of feelings • Understanding feelings and understanding others • Managing positive and negative emotions • Being clear about values • Managing ambiguity 	<ul style="list-style-type: none"> • Emotionally balanced • Self-awareness • Self-regulation • Social skills • Empathy • Resilience • Motivation • Leadership 	<ul style="list-style-type: none"> • Better access to resources • Increased self-awareness • Increased self-regulation • Increased social skills • Increased empathy • Increased resilience • Increased motivation • Increased leadership 	<ul style="list-style-type: none"> • Increased decision-making • Increased productivity • Increased collaboration • Increased communication • Increased conflict resolution • Increased innovation • Increased change management • Increased organizational success

Resources for Organizational Success

- Consortium for Research on Emotional Intelligence in Organizations (Rutgers)
www.eiconsortium.org
- Higher Education Symposium on Emotional Intelligence at Georgetown University (October 2008)
- Highlighting EI strategies and activities, from model programs to incorporating EI into the curriculum and programs
- Exploring the impact of Emotional Intelligence on student, program, and institutional outcomes
- Emphasizing the role of EI assessment with students, faculty, and staff in both undergraduate and professional school settings

Wider Implications . . .

"Sharpening our emotional abilities will not only enrich our lives, but holds a key to a better world for ourselves and for future generations."



Emotional Awareness:
Overcoming the Obstacles to Psychological Balance and Compassion
By
The Dalai Lama and
Paul Ekman, Ph.D.
2008

Steps to greater mastery of our emotional life:

- Increasing the gap between our impulses and our actions
- Making anger constructive
- Reading another person's emotions
- Detecting lies
- Increasing self-awareness
- Increasing empathy (cognitive, emotional, compassionate)



SO WHAT? WHAT? NOW WHAT?

What IS Emotional and Social Intelligence?



Historical Context

- IQ tests
 - "Intelligence Quotient"
- Two kinds of intelligence
 - Verbal
 - Math



Emotional Intelligence - What is it?

- Robert Thorndike
- Daniel Goleman
- David Wechsler
- Reuven Bar-On
- Howard Gardner
- Robert Cooper and Ayman Sawaf
- Industrial/Organizational Psychology
- Peter Salovey and John Mayer
- Martin Seligman
- Goleman, Boyatzis, McKee

Article:
"Emotional Intelligence: What it is and Why it Matters"
by Cary Cherniss
(2000)

Eight Intelligences

- Linguistic
- Logical/math
- Visual/spatial
- Musical
- Kinesthetic
- Naturalistic
- Intrapersonal
- Interpersonal

Gardner, Howard
(1983).
Frames of Mind: The Theory of Multiple Intelligences

Emotional and Social Intelligence

- Blends two of the multiple intelligences
 - Intrapersonal: Reflective skills
 - Interpersonal: Social skills



One Definition of EI

- "The capacity for recognizing our own feelings
- and those of others,
- for motivating ourselves, and
- for managing emotions well in ourselves
- and in our relationships."
- (Goleman 1995)
- <http://www.danielgoleman.info/blog/>



Another Definition

Six Seconds Model

- Know Yourself
- Choose Yourself
- Give Yourself

- www.6seconds.org
- Josh Freedman



Human Energy . . .

"Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence."

Executive EQ - Robert Cooper & Ayman Sawaf

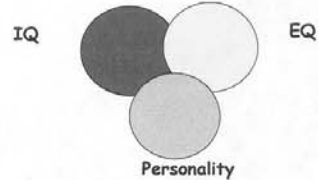
2,050,000+ Web Pages . . .

"There is an intelligence based on emotion, and people who have this capacity are less depressed, healthier, more employable, stronger leaders, better decision-makers, and have better relationships."

--EQ Today



What EQ is Not

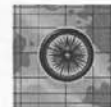


Intellectual Framework for What You Know Intuitively



ESI - an inner GPS

- Know where you are
- Know where you are going
- Assists with dealing with obstacles and changes in the environment
- Suggests alternative paths to goal
- Completes new decisions as conditions and/or your position changes



EQ-i Emotional Quotient Inventory

- EQ is: Made up of short-term, tactical, dynamic skills that can be
 - Reliably measured
 - Improved by training, coaching, experience

Bar-On EQ-i (An Assessment)

- | | |
|-------------------------------|---------------------|
| • Intra-Personal | • Stress Management |
| • Self-Regard | • Stress Tolerance |
| • Emotional Self-Awareness | • Impulse Control |
| • Assertiveness | • Adaptability |
| • Independence | • Reality Testing |
| • Self-Actualization | • Flexibility |
| | • Problem Solving |
| • Inter-Personal | • General Mood |
| • Empathy | • Optimism |
| • Social Responsibility | • Happiness |
| • Interpersonal Relationships | |

IQ EQ

- | | |
|---|---|
| • Predicts 1 to 20% (average 6%) success in a given job | • Responsible for 27% to 45 % of job success |
| • Peaks in late teens | • Not fixed, increases with age—and with training, coaching, experience |
| • Culture-bound | • Cuts across cultures |
| • "Smart" | • A different way of being smart |



EQ and Work Success

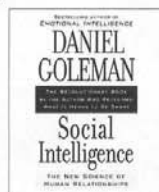
From *The EQ Edge* by Steven Stein, Ph.D. and Howard E. Book, M.D.

Five most important factors for Education Workers (Administrative)

- Interpersonal Relationships
- Reality Testing
- Optimism
- Happiness
- Self-Regard

New Areas of Research

Social Intelligence
By Daniel Goleman
(October 2006)



The Brain: Basis of ESI

- fMRI studies
- Studies the "social brain"
- Widely dispersed neural circuitry



"Social Superhighway"

- Operates automatically as we interact
- Orbitofrontal cortex and amygdala



"Brain Looping"

"Whenever we connect face to face or voice to voice or skin to skin our social brains interlock."



"Neural WiFi"

"Wired to connect"



• "Emotional contagion"



Neuroplasticity

- Social interactions shape/reshape our brain
- Relationships have subtle, lifelong impact
- Reparative possibilities

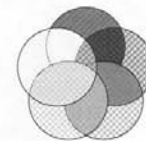


What is Your Emotional Intelligence?



One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience



AWARENESS of SELF

• The ability to identify emotions in yourself and to perceive the impact you have on others



ACTIONS of the SELF

- Ability to manage your emotions
- Ability to express a range of feelings appropriately
- Ability to plan how to manage strong emotions in a given situation.
- Ability to cope with emotions and thus maintain your equilibrium even under stress.



AWARENESS of OTHERS

Ability to identify and understand what others are feeling as expressed through their words, actions, facial expressions, and body language



INTERACTION with OTHERS

- Ability to utilize the awareness of others' emotions to build strong relationships, teams, and support networks
- Capable of empathy and compassion



RESILIENCE

- Optimism
- Flexibility
- Ability to learn from mistakes
- Ability to recover from setbacks
- Ability to maintain equilibrium despite inevitable changes in life



SO WHAT?
WHAT?
NOW WHAT?

How can I enhance my ESI?



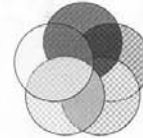
Increasing Your Emotional/Social Intelligence

- Education / Training
- Coaching
- Life Experience



One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience



Awareness of Self

"He who knows the universe and does not know himself knows nothing."

--Jean de la Fontaine



Emotions I Have Felt This Week

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- Keep going . . .



Improving Awareness of the Self

1. Ask yourself questions:
What am I feeling?
How am I acting?
What sensations am I having?
What assumptions am I making?
2. Self-Coaching approach:
What is the positive outcome I want?
What are one or two practical steps I will take to achieve that outcome?



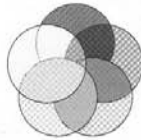
Improving Awareness of the Self

3. Intentionally seek out feedback
4. Utilize a 360 degree feedback instrument
5. Shadow Coaching
6. Journaling
7. Check-In: Focus, Openness, Energy
8. Meditation



One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience



Actions of the Self

"The event is not important, but the response to the event is everything."

--I Ching



Actions of the Self

Emotional Intelligence provides a way to cope with your environment.

-A capacity for choosing courses of action for dealing with stress

-Optimistic towards change and new experiences and your own ability to resolve the problem at hand

-A feeling that you can control or influence the situation by remaining calm and maintaining control



Improving Actions of the Self

1. Remain inside your "envelope of competence"
2. Keep a sense of perspective
3. Three-part formula
 1. Plan a course of positive action
 2. Maintain optimistic attitude
 3. Develop capacity to feel that you have control or influence over stress-inducing event



Improving Actions of the Self

4. (from EAS - WA State Dept of Personnel): a) improve sleep management b) reconsider diet and nutrition c) begin or increase exercise d) talk about stress with others e) detach from source of stress, if only temporarily



5. Journal

6. Become aware of how you respond to stress. What's best for you?

Improving Actions of the Self

7. Diaphragmatic "belly" breathing
8. Progressive Relaxation
9. Purposeful distraction (use imagination)
10. Plan a "worry break" - 3 minutes!



Actions of the Self

"There's two types of people;
those that fix the blame, and
those that fix the problem."

--Unknown



Problem Solving

Definition:

The ability to identify and
define problems as well as to
generate and implement
potentially effective solutions.



Problem Solving

- Having a process for generating problem solutions
- Confront rather than avoid problems
- Associated with being
 - Conscientious
 - Systematic
 - Methodical
 - Disciplined
 - Perseverant
- Intuition and innovation help tool



Problem Solving

- Technical
- Interpersonal

Solving problems: a blend of the
technical and the interpersonal
enhanced by intuition and
innovation

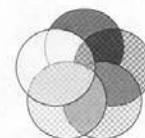


Improving Problem Solving

1. Develop a systematic method for problem solving and decision making
2. Observe and analyze (technical or interpersonal or blend?)
3. Intuition—"gut level" inner attunement of self awareness to sense that message
4. Innovation - Zen concept of thinking as a beginner; brainstorming; what-if

One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience



Awareness of and Interaction with Others

"Eighty percent of the people who fail at work do so for one reason: they do not relate well to other people."

--Robert Bolton, People Skills



Improving Interpersonal Relationships

1. Self-Assessment: What do people generally like about me? What do they dislike?

Which of these activities makes me feel uncomfortable?

- meeting someone new
- going to a party
- speaking up in a group situation
- asking a stranger a question
- having a serious conversation with someone
- getting to know someone better
- teaching someone close to you to do something new
- being intimate with someone

Why? What are your feelings?



Improving Interpersonal Relationships

2. Be willing to try a 360 degree feedback instrument to gain insight into how you are perceived.
3. Observe a role model and experiment with his/her behaviors in your own relationships (skills: initiating a conversation, sustaining it, switching topics, finding a graceful exit.)



Improving Interpersonal Relationships

4. Develop empathy skills; reach out, note impact and how you feel.
5. Take an interest in others—ask personal questions.
6. Consciously build relationships by inviting others to activities.
7. Keep a list of relationships—reflect on satisfaction. What can you do?
8. Make the most of brief opportunities.



Increasing Empathy



Universal Expressions of Emotion?



Anger Sadness

Disgust Surprise

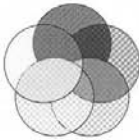
Fear Joy

Contempt



One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience



Resilience

"Life inflicts the same setbacks and tragedies on the optimist as on the pessimist, but the optimist weathers them better."

--Martin Seligman



Optimism

Definition:

The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity.

Assumes a measure of hope in one's approach to life.



Optimism

•Not related to external circumstance - strictly an inner resource

•Not viewing life through "rose colored glasses"

•Not "rah, rah"

•Related to self-talk



Optimism

Martin Seligman: Author of *Learned Optimism and Authentic Happiness*

Three factors of "explanatory style"

1. Permanence: Temporary vs Permanent
2. Pervasiveness: Specific vs Universal
3. Personalization: Internalization vs External

Improving Optimism

1. Understand the "path of meaning" (from *Path of Dialogue, Vitality Alliance*)

They behave →

I observe →

I conclude →

I feel →

I behave



Improving Optimism

Attribution Theory

- We judge ourselves by our intent
- We judge others by their behavior
- We make up stories about their intent
- Most of us tell negative stories
- We are the lead character in our stories, and the rest of the world are but "bit players"

Improving Optimism

2. Examine your negative self-talk (ABCDE) "Positive Psychology"

- A=activating event
- B=beliefs
- C=consequences
- D=Disputation, Defusing, Discarding
- E=Energization

Improving Optimism

3. Other self-assessments to raise awareness (see Seligman's *Learned Optimism*)

- 4. Journaling
- 5. Self-reflection and meditation
- 6. Exercise



Using Emotional Intelligence in the Workplace

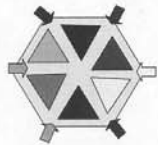
- *West Wing* episodes

"And It's Surely To Their Credit"

"The State Dinner"

Step 3

Create an Action Plan




Action Plans


- Create and implement realistic action plans to get from "here" to "there"
- Specify goals, strategies and methods of assessment
- Reflect on experience in order to learn

Coming Soon . . .

"Create A World of Emotional Intelligence"

by Barbara A. Kerr, Ph.D.
Published by HRDQ




 What Would You Do?


You are the VP of Administrative Services at a state college. A vocal group of students threaten to boycott graduation if the speaker of their choice is not invited to campus to give the graduation address. Another group of students is threatening to demonstrate and boycott graduation if the speaker is invited. You are appointed by the college President to resolve this situation. What is the first step you will take?

- Identify an alternative—a popular, moderate and uncontroversial speaker—and recommend to the President that the college invite this person instead to avoid conflict.
- Call the local and campus press and provide a statement about why the student's choice is not appropriate.
- Meet with the leaders of the opposing student groups, and facilitate a dialogue to assist them in understanding each other's views.
- Compose a memo to students making it clear that disciplinary measures will be followed for any disruptions on campus.
- Call a meeting of all campus faculty to discuss the issue and brainstorm various means of resolving the issue.

PR-4

Results of Your Choice 

- Your President likes your choice, but the students feel insulted. They boycott graduation, and you lose influence.
- This approach may seem logical and communicative, but it fans the flames of protest and revolution on campus—not what your boss had in mind.
- This approach proves quite effective, and leads to an invitation to the controversial speaker, who gives a provocative and interesting graduation address.
- Your memo fails to diffuse the situation, and you are viewed as out-of-touch with students.
- Your meeting with faculty unfortunately serves to polarize faculty who seem much like the students in their opposing opinions about the controversial speaker.


 What Would You Do?

*To Answer This Task You Need: Above Average score in Actions of the Self


You are a client services manager at an investing firm, and you have been working with your team to develop and implement improved customer service strategies. Largely as a result of your team's work, your branch is rated highest in a customer survey administered to all branches of the firm. When you attend a meeting of all branch managers and firm executives, you are surprised to hear the VP at your branch take personal credit for this outstanding customer service. What do you do?

- Right after the meeting, speak to your VP. Express your disappointment and the fact that your team is going to be disappointed to hear that they received no credit for the improved customer service rating.
- Keep your mouth shut, and make a mental note NOT to do anything in the future that would make this VP look good!
- Go back to your team and let off steam. Tell them that the VP took all the credit for the team's ideas and work. Prase them for the achievement.
- Make an appointment with the VP and explain how you felt hearing him/her take credit at the manager's meeting. Suggest that the VP address your team and recognize their work by providing a catered lunch.
- Write a complaint memo to the president of the firm pointing out all that your team did to achieve the high customer service rating and how the VP took all the credit.

(B-4)

Results of Your Choice 

- Your VP feels ambushed by you when you approach right after the meeting. He/She is offended and becomes defensive. You are now on the VP's black list!
- This approach seems safe (at least you are not spreading gossip), but it is interpreted as "passive aggressive"—and it does no good for you, your team, the VP, or the organization.
- This approach seems somewhat gratifying—you get your anger and frustration out, and your team feels recognized, at least by you. It does not, however, serve you well in the long-run as the VP eventually learns of your outburst and criticism.
- This turns out to be a terrific solution, as your VP is happy to meet with your team, express thanks, and provide a free lunch in order to improve his/her image. The team feels good as well, and their trust in your leadership grows.
- Your memo only serves your own ego by allowing you to express disappointment and anger. It does not place you in a good light with the president nor with the VP when the president passes the information on.

What If . . . 

"Sharpening our emotional abilities will not only enrich our lives, but holds a key to a better world for ourselves and for future generations."

--Paul Ekman