

# School Board Members and School Administrators

## *Emotional Intelligence* *101—*

### Enhancing Your Self-Awareness and Relationship Building Skills!

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# *Survey*

*What Percent of Legal Claims that You Have Defended on behalf of School Administrators or School Board Members Were Caused in Some Material Way by the Mismanaged Emotions of an Administrator or School Board Member?*

# *Survey Results*

*Overall Range: 30% - 100%*

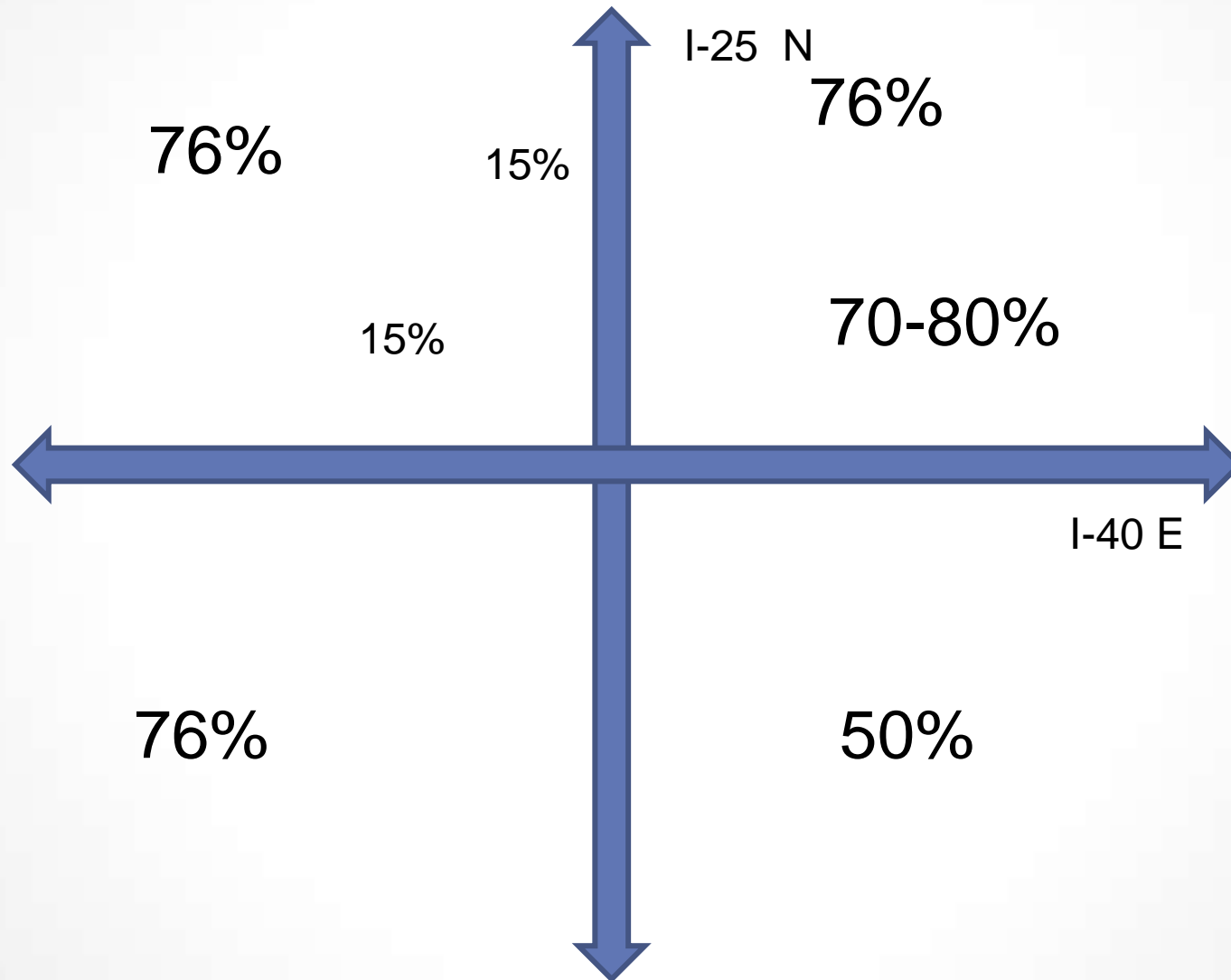
*Median: 76%*

*From Six School Law Attorneys*

*Combined years of experience: 156  
years*

*Average Years of experience: 26 years*

## *New Mexico by Region*



# *Basic EQ*

What is  
"Emotional Intelligence"  
and

Why Does it Make a Significant  
Difference in Performance  
Levels, Leadership Skills and  
Work-Place Effectiveness?

# Emotional Intelligence ["EQ"] - A Two-Part Working Definition—

I. EQ is the Learned Ability to Recognize, Understand and Respond to Emotions:

A. Your Emotions; and

B. The Emotions of Others with whom you Interact;

(This Aspect of EQ Addresses Your Self-Awareness and Social Awareness Skills)!

II. EQ is the Learned Ability to Utilize this Enhanced Awareness to More Effectively Direct and Manage Yourself and Your Relationships with Others!

(This Aspect of EQ Addresses Your Self-Management & Relationship Management Skills)!

Bradberry and Greaves, Emotional Intelligence 2.0, (Talent Smart, 2009)

# Why Does EQ Make A Difference?

- EQ is a Major Indicator of Achievement.
- It Explains Why Individuals With Similar Intelligence Levels Can Reach Vastly Different Levels of Success in their Professional and Personal Lives.
- A Number of Studies Demonstrate that While Strong Intellect [IQ] and Work Experience May Place Individuals into Professional Positions - EQ Spells the Difference Between Those Who Excel and Those Who Under-Achieve, **Irrespective of IQ Levels!**
- Daniel Goleman, Emotional Intelligence, Bantam Books (1995)



# The Value of EQ in the Workplace— Studies & Statistics

## *Daniel Goleman's Book: "Working with EQ" (Bantam 1998)*

- ❑ *When IQ Test Scores are Correlated with how well people actually Perform in their Careers, the Highest Estimate of how much Difference IQ Accounts for is only about **25%!***
- ❑ *According to R. Sternberg, PhD in his book "Successful Intelligence" (1996), a More Careful Analysis Suggests the Figure May be no Greater than 10%, and in Some Studies Only 4%.*
- ❑ *This Means that IQ, at best, Leaves 75% of Job Success Unexplained, and at Worst 96%!*
- ❑ *According to Goleman, EQ Carries Substantially Greater Weight than IQ in Explaining who Excels in Job Performance!*



# THE COMPETENCIES THAT DRIVE WORKPLACE PERFORMANCE

Dave McClelland (1998) a Harvard Psychologist, Reviewed Data from more than 30 Diverse Organizations and Professions, from Law to Banking and Management, Healthcare to Sales and Education. He Concluded:

- ❑ A Wide Range of Emotional Intelligence Competencies Consistently Distinguished Top Performers from Average Ones
- ❑ The EQ Competencies that Distinguished Most Powerfully:
  - Achievement Drive/Optimism
  - The Ability to Develop Others [Sense Needs/Bolster]
  - “Adaptability” [Managing Change/Open to New Ideas]
  - Influence [Sense Emotions in Others/Power of Persuasion]
  - “Self-Confidence” [Self Aware Strengths/Weaknesses]
  - Leadership [Inspire Others to Shared Vision]
- ❑ The Only Intellectual or Cognitive Competency [IQ] that Distinguished Top Performers as Strongly as any of these was “Analytical Thinking!” [Which can also be a Learned Skill]

# EQ—THE GAP BETWEEN THEORY AND Wide APPLICATION?

- **Bradberry and Greaves, Emotional Intelligence 2.0, (2009)**
  - *EQ is often misunderstood as "personality," a form of charisma or style; either you have it or you don't; it is not widely seen as a concept that can be learned and improved!*
  - *To the contrary, EQ is a series of learned competencies, intangible skills that affect how well we perceive and understand emotion and emotional cues, how effectively we manage behavior, navigate business and personal complexities and make reasoned and dispassionate decisions that achieve positive results.*
  - *While it is true that some people are more emotionally intelligent than others, unlike IQ, a high EQ can be learned and developed even if you aren't born with it.*
  - *As the studies confirm, EQ is the single biggest predictor of performance in the work-place and the strongest driver of leadership and personal excellence!*

# Emotional Intelligence Consists of Four Learned Competencies:

1. Self-Awareness—The Ability to Perceive and Understand Our Own Emotions and the Behavior that Flows Predictably From Those Emotions;
2. Social Awareness— The Ability to Perceive and Understand the “Emotional Cues” and Anticipate the Responses/Reactions of Other People;
3. Self-Management— The Ability to Apply this Increased Awareness to More Effectively Direct & Manage Ourselves; and
4. Relationship Management— The Effective Use of this Increased Awareness to Build More Effective and Productive Relationships With Others and Develop our own Achievement & Success.

(Bradberry, T, & Greaves, J., *The Emotional Intelligence Quickbook*, Talent Smart 2003)

# *Emotional Intelligence Chart*

*What I Observe*

*What I Do*

*Personal  
Competence*

**Self  
Awareness**

**Self  
Management**

*Social  
Competence*

**Social  
Awareness**

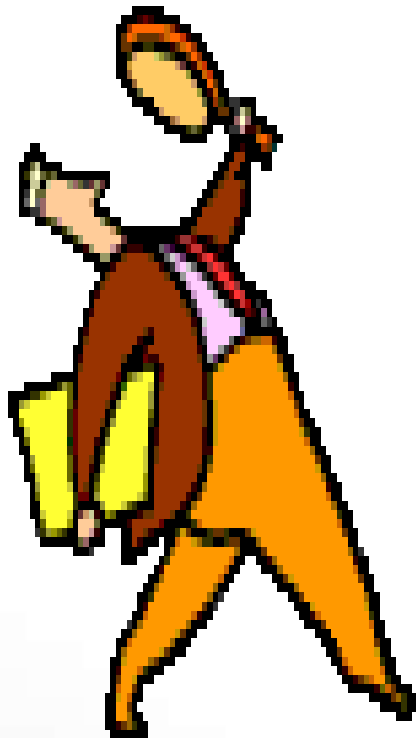
**Relationship  
Management**

# ***APPLYING THE 4 EQ SKILLS - FOCUS, LISTEN AND PRACTICE***

## **1. Increasing Self Awareness**

- **Learn to “Step Outside Yourself!” Observe and Listen to Your Emotions and Responses Carefully and Consistently;**
- **Learn to Understand Your Tendencies. Track Your Behavior Patterns in Emotionally Charged Situations**
- **Learn how Your Emotions are Affected by Different People, Moods and Situations.**
- **Understand What it is About the Person or Situation that Evokes Particular Reactions or Responses.**

**Maximizing Self Awareness—  
“Stepping Outside Yourself!”  
A Perspective You Will Always Respect!**





## 2. Self Management

**Control, Direct and Regulate Your Emotions to the Desired Outcome!**

- **Pause—Take Time to Analyze and “Problem Solve” before Responding to Significant Challenges! Respond, Do Not React!**
- **Learn to “Catch” your Emotions before they Initiate!**
- **Plan & Prepare for Difficult Situations from what you've Learned from Self Awareness. Discipline Yourself! Picture Yourself in the Moment!**
- **Learn to Reshape & Direct your Emotional Reactions to the Desired Outcome!**



# Recognizing & Managing 208 Familiar Emotions

- Focus on a Few Emotions at a time.
- How do each of these Emotions “feel”?
- How do you respond or react to them?
- What behavioral tendencies do these Emotions produce?
- How are these Emotions displayed by others (what Emotional Cues do they broadcast)?
- Which Emotions Evoke Positive Feelings/Responses?
- Which Provoke Stress and Other Negative Feelings?
- Can you anticipate/predict and thus control Negative Emotions?
- Can you educe Emotions that support patience, composure, tolerance, calmness, rationality in the face of stress or anger?

### 3. Social Awareness:

- Learn to Empathize! “Tune-In”— Focus and Maximize Your Powers of Observation on the Emotions, Actions and Reactions of Others.
- Observe, Listen and Learn what Other People are Feeling and Saying. Look into and Understand their Perspectives and Sensibilities.
- Determine the Factors that Influence them Positively & Negatively
- Anticipate How Others Will React in Specific Situations/Encounters

## 4. Relationship Management:

- Understand that Emotions Play a Role in Every Interaction between 2 or more People. By "Tuning-In" to Emotions, you can Understand and Anticipate the Impact Emotions Leave on Otherwise Benign Events.
- Use Your Emotions as a "Change Catalyst" to Positively Impact Interactions with Others.
- Determine What you have a "Knack For" that Helps you Build and Maximize Your Relationships with Other People.
- Employ all these Skills in Forming Solid Relationships [Tactical Communications]

# The EQ Assessment Tool

## *Consider Each of the 14 Emotional Intelligence Competencies Listed on the Assessment Tool*

- ☐ *In the "Self" Column: Self-Assess Your Current Level for Each Competency on a Scale of 1 to 10, Using the Specific Descriptors as your Guide*
- ☐ *In the "Others" Column— Have a Trusted Friend, Colleague or Spouse Enter a Value for each EQ Competency at the Level Perceived by that Person*

 *On the Reverse Side, List the Reasons Why Others May Perceive Your Levels Differently.*

 *Understanding Why These Variances Exist is Essential in Managing and Directing Your EQ.*

 *EQ has as Much to do with Know when and how to Express Emotion as it does with Controlling it!*

# Concluding Thoughts!

- ✚ Individuals with High EQ have the Ability to Flourish Where Others Founder!
- ✚ EQ consists of Flexible Skills that can be Readily Learned! EQ Skills are Not Innate!
- ✚ Improving EQ Happens in a Moment! Learning to Pause, to Think Differently in Response to an Experience or an Emotion is all that is Needed to Make Positive Changes!



# QUESTIONS?

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