



Ontario Institute for Education Leadership
L'Institut de leadership en éducation de l'Ontario

Ontario Leaders Collaborating for Student Achievement, Equity and Well-being
La collaboration des leaders en Ontario assure la réussite, l'équité et le bien-être des élèves.

**STRENGTHENING YOUR SOCIAL
PERSONAL LEADERSHIP RESOURCES (PLRs)**
Reflective Manual for Self-Discovery
For Leaders

Module Three:
Social PLRs

Perceiving Emotions
Managing Emotions
Acting in Emotionally Appropriate Ways

“Emotional intelligence travels through an organization like electricity over telephone wires. ...Emotional leadership isn’t just putting on a game face every day. It means understanding your impact on others – then adjusting your style accordingly. This is a difficult process of self-discovery – but essential before you can tackle your leadership responsibilities.”

Source: ‘Primal Leadership: The Hidden Driver of Great Performance’

(Goleman, Boyatzis and McKee, 2001)

HOW TO USE THIS RESOURCE

This Reflective Manual is a resource that is designed to support leaders in strengthening their Personal Leadership Resources (PLRs). It can be used by individuals on their own to facilitate personal reflection and help identify areas for growth. Working through the activities with the involvement of others such as colleagues, a facilitator or a mentor/coach will greatly enhance the learning.

This is an open-ended professional learning resource that is enriched by what participants bring to the learning experience. With this in mind, participants are encouraged to draw on and apply their lived experiences and diverse backgrounds to help ensure that the learning is culturally relevant and responsive.

It is recommended that this reflective manual be used with the PowerPoint presentations 3.1, 3.2 and 3.3 which are posted on the Personal Leadership Resources section of the [IEL website](#).

There are several activities within this document that reference *Onward: Cultivating Emotional Resilience in Educators* and the *Onward Workbook: Daily Activities to Cultivate your Emotional Resilience and Thrive* by Elena Aguilar. These are publications that educators find helpful in deepening their learning and development. Links to alternative resources that can be used instead of these publications are provided throughout the series.

KEY LEARNINGS

ONTARIO LEADERSHIP FRAMEWORK (OLF)

The OLF was launched by the IEL in 2007.

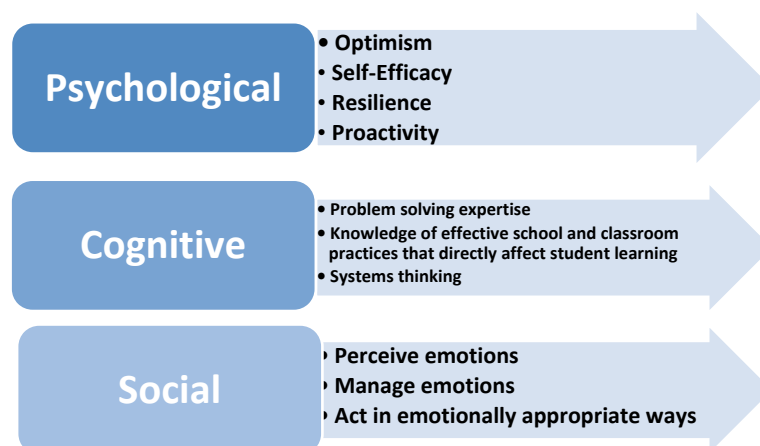
The OLF has several distinct purposes:

1. facilitate a shared vision of leadership in schools and districts;
2. promote a common language that fosters an understanding of leadership and what it means to be a school or system leader;
3. identify the practices, actions and traits or personal characteristics that describe effective leadership;
4. guide the design and implementation of professional learning and development for school and system leaders;
5. identify the characteristics of highly performing schools and systems - K-12 School Effectiveness Framework (SEF) and District Effectiveness Framework (DEF)
6. aid in the recruitment, development, selection and retention of school and system leaders

[The Ontario Leadership Framework 2012 - with a Discussion of the Research Foundations](#)

PART A: WHAT ARE THE PERSONAL LEADERSHIP RESOURCES?

At the foundation of the five domains of the Ontario Leadership Framework are the Personal Leadership Resources (PLRs). The PLRs are research-based traits or qualities, which effective leaders possess. There are three categories: cognitive, social, and psychological. Within each category there are several PLRs, which leaders can strengthen through focused and targeted learning and development.



[Ontario Leadership Framework \(OLF\)](#) A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action.

What are the Social PLRs?

Perceiving Emotions	Managing Emotions	Acting in Emotionally Appropriate Ways
<ul style="list-style-type: none"> • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cues 	<ul style="list-style-type: none"> • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses 	<ul style="list-style-type: none"> • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests

[Ontario Leadership Framework \(OLF\)](#) A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action, page 22.

Ideas Into Action, [Exploring the "Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions and Acting in Emotionally Appropriate Ways](#), page 2

Fear is such a powerful emotion for humans that when we allow it to take us over, it drives compassion right out of our hearts.
St. Thomas Aquinas

Exploring Your Social PLRs

Self-Assessment Tools from the Ontario Institute for Education Leadership

1. Click on [Self-Assessment Tools](#).
2. Create a login and password.
3. Choose the relevant self-assessment tool.
4. Complete the section of the self-assessment tool on the Social PLRs.
5. Save your data and complete the reflection below.

Follow-Up Reflection

1. Which of the Social PLRs is your strongest? What evidence did you gather?

2. Which Social PLR would you like to develop/strengthen? Why?

PART B: UNDERSTANDING EMOTIONS

According to the *Ideas into Action* Publication # 7: [Exploring the “Social” Personal Leadership Resources: Perceiving Emotions, Managing Emotions & Acting in Emotionally Appropriate Ways](#), the “social resources revolve around relationship-building, and include our ability not only to be perceptive and empathetic in working with others, but also to be competent in managing our own emotional responses.” (p. 2)

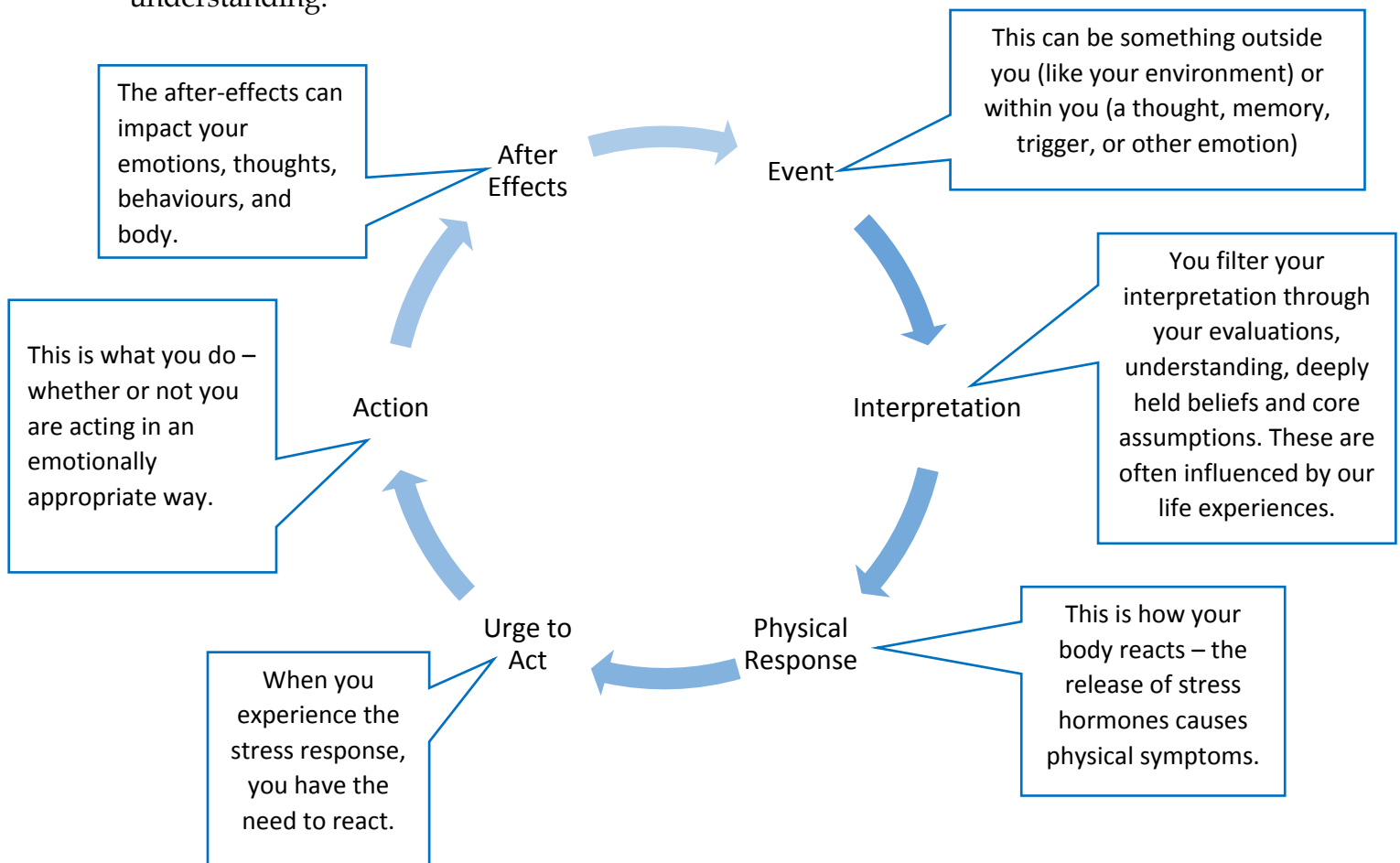
“Positive emotions – like all emotions – arise from how you interpret events and ideas as they unfold. They depend on whether you allow yourself to take a moment to find the good – and on whether once you’ve found it, you pump that goodness up and let it grow”.

[Exploring the “Social” Personal Leadership Resources: Perceiving Emotions, Managing Emotions & Acting in Emotionally Appropriate Ways](#), page 16

SECTION 1: PERCEIVING EMOTIONS

PART A – THE CYCLE OF AN EMOTION

The Cycle of an Emotion can be a powerful tool for growth. A positive approach to using this tool is to understand that our emotions can teach us about the way we handle our daily lives. The activity that follows can help you gain a stronger level of understanding.



Adapted from <http://www.onwardthebook.com/wp-content/uploads/2018/04/Cycle-of-Emotion.pdf>

Working with the Cycle of an Emotion

In *Onward*, Aguilar states that emotions are neither good nor bad; however, “the way we respond to emotions can be positive or problematic” (p. 50). This is why it is essential to understand the Cycle of an Emotion. Using this exercise regularly can help increase your awareness of your emotions and any potential sticking points.

For more information on the Aguilar’s Cycle of an Emotion, pp. 47-50 of *Onward* or read [Functions of Emotions](#).

Example of Getting to Know an Emotion Cycle

The scenario is hypothetical and drafted for the purpose of this activity. This example has been adapted from <https://www.onwardthebook.com/wp-content/uploads/2018/09/Get-To-Know-An-Emotion-Cycle.pdf>.

What happened? *I got really angry when a parent stormed into my office demanding to speak with me. I could sense that the parent was agitated and angry. The emotion I was experiencing was anger and the level of its intensity was a 9.*

DESCRIBE

1. **Prompting event:** What event triggered this cycle? This is the who, what, when and where.
A parent stormed into my office demanding to speak to me.
2. **Interpretation:** How did you interpret the event? This is the why.
I felt that she was once again challenging me on one of my decisions. This is not the first time that a message I have sent a message home has led to this parent to react. She has left me voice messages criticizing my leadership, has called the board office demanding to speak to the Director/Superintendent, has called our school trustee, and has frequently attempted to undermine me in a public forum. In this case the parent stood in the doorway of my office glaring at me showing her impatience about how I would respond.
3. **Physical Response:** What happened to your body?
I felt my stomach tighten. I felt my breath get shorter. I felt my entire body tense up.
4. **Urge to act:** What did you want to do?
The parent’s perceived negative behaviour made me want to find a way to leave my office. I wanted the parent to leave.
5. **Action:** What did you actually do? What did you say? Be specific.
I lost my cool. I told her enough was enough with her attempts to challenge me and my decisions. I didn’t give her a chance to say a word. I stormed out of my office and as I left, I told her to leave my office and the school building. I walked out the back door of the school where I could have some privacy.
6. **Aftereffects:** What was the consequence of what happened and how you responded?
The situation was on my mind all day such that it was difficult to focus on what was happening in the school. I found that I wasn’t my usual self when dealing with staff. I berated myself for not being able to diffuse the situation.

REFLECT

Where in the cycle of emotion do you think you could most easily make a change and steer your experience in a different direction? *I think I could have intervened if I had taken control of my physical responses. If I had been calmer, I would have been able to probe why the parent was upset.*

Look at how you interpreted the event – stage 2. What other ways are there to see the situation? How might a different way to interpret the situation shift your emotional experience? *Maybe the parent's agitation was due to a serious issue at the school of which I am not aware. I had no idea she came in because she was terrified of the panic attacks her daughter was having and didn't know how to deal with it. She was actually reaching out for help. I needed to give her the benefit of the doubt despite our rocky past. I should have tried harder to understand the why of her agitated state.*

If you had an intense physical response, for example, you got a pounding headache, burst into tears or started shaking, you most likely need to start with the physiological aspect of your response. When your body is in high alert, you won't be able to think rationally. What could you do in the moment when you're experiencing an intense physical response? *In the moment, I could take really deep breaths as this breathing exercise always helps me. I think I'll put up a sign on my computer screen that says, "Breathe!" and "Stay Calm". That might help me remember to do so when I encounter challenging situations. I could also remind myself that this parent is advocating for her child and ultimately it is my role to provide support. .*

Get to Know an Emotion Cycle

From the Onward Workbook: Daily Activities to Cultivate Your Emotional Resilience and Thrive by Elena Aguilar. Copyright©2018 by Elena Aguilar. Reproduced with permission.

This exercise is worth doing many times. You can download this template from <https://www.onwardthebook.com/wp-content/uploads/2018/09/Get-To-Know-An-Emotion-Cycle.pdf>

Identify a recent emotional experience that you want to reflect on. In a few sentences, describe what happened:

Name the emotion and the degree of intensity you experienced:

DESCRIBE

1. Prompting event: What event triggered this cycle? This is the who, what, when and where.

2. Interpretation: How did you interpret the event? This is the why.

3. Physical Response: What happened to your body?

4. Urge to act: What did you want to do?

5. Action: What did you actually do? What did you say? Be specific.

6. Aftereffects: What was the consequence of what happened and how you responded?

REFLECT

Where in your cycle do you think you could most easily make a change and steer your experience in a different direction?

Look at how you interpreted the event – stage 2. What other ways are there to see the situation? How might a different way to interpret the situation shift your emotional experience?

If you had an intense physical response, for example, you got a pounding headache, burst into tears or started shaking, you most likely need to start with the physiological aspect. When your body is in high alert, you won't be able to think rationally. What could you do in the moment when you're experiencing an intense physical response?

PART B - THE CORE EMOTIONS

According to Aguilar, there are eight categories of emotions: fear, anger, sadness, shame, jealousy, disgust, happiness, and love. Use the lists provided on pages 10 and 11 of this reflective manual to help you identify the actual emotion you are experiencing. This is especially powerful when experiencing an emotion that makes you uncomfortable. It becomes easier to reframe when you are clear about which emotion you are experiencing.

Dig Deeper to Find the Depth of Emotion

Look at the list provided on pages 10 and 11 of this reflective manual. The following scenario will help define and narrow the depth of emotion(s) being experienced by the principal candidate.

Scenario: You were excited about your application for principal even though this is the third time you have applied. Although there are many good candidates, your principal keeps telling you that she knows you will be on the roster this time. You have done everything asked of you and excitedly wait for the call. Your superintendent calls to let you know you were not successful. You are devastated.

EXAMPLE

Initial Thought: *I am angry I didn't get placed on the principal roster. I'm now questioning my abilities and also the extent to which I have put faith in others to provide support.* Emotion: anger and sadness.

Deconstructing the thought: Initially, I may focus on anger and sadness. There are also more specific aspects of anger (frustrated, furious, outraged) and sadness (defeated, disappointed, discouraged, disheartened, rejected). When I look further, I realize I also feel shame (humiliated, invalidated). This knowledge can either empower me or cause me to lose faith in myself and give up. If I give up, then what are my options – stay in my current role or what? Another option is to strive to move forward by reframing my emotions. If I stopped at anger or sadness, I would have failed to grasp the full depth of the situation and miss a growth opportunity.

The Core Emotions

Core Emotion	Fear	Anger	Sadness	Shame
<i>Common Labels for This Emotion</i>	Agitated Alarmed Anxious Apprehensive Concerned Desperate Dismayed Dread Fearful Frightened Horrified Hysterical Impatient Jumpy Nervous Panicked Scared Shocked Shy Tense Terrified Timid Uncertain Uneasy Worried	Aggravated Agitated Annoyed Antagonized Bitter Contemptuous (other than for self) Contentious Contrary Cranky Cruel Destructive Displeased Enraged Exasperated Explosive Frustrated Furious Hateful Hostile Impatient Indignant Insulated Irate Irritable Irritated Mad Mean Outraged Resentful Scornful Spiteful Urgent Vengeful	Alienated Anguished Bored Crushed Defeated Dejected Depressed Despairing Despondent Disappointed Discouraged Disheartened Dismayed Dispirited Displeased Distraught Down Dreary Forlorn Gloomy Grief-stricken Hopeless Hurt Insecure Isolated Lonely Melancholic Miserable Mopey Morose Neglected Oppressed Pessimistic Pitiful Rejected Sombre Sorrowful Tragic Unhappy	Besmirched Chagrined Contemptuous (of self) Contrite Culpable Debased Degraded Disapproving Disdainful Disgraced Disgusted (at self) Dishonored Disreputable Embarrassed Guilty Hateful Humbled Humiliated Improper Infamous Invalidated Mortified Regretful Remorseful Repentant Reproachful Rueful Scandalized Scornful Sinful Stigmatized

Core Emotion	Jealousy	Disgust	Happiness	Love
Common Labels for This Emotion	Competitive Covetous Deprived Distrustful Envious Greedy Grudging Jealous Overprotective Petty Possessive Resentful Rivalrous	Appalled Dislike Grossed out Insulted Intolerant Nauseated Offended Put off Repelled Repulsed Revolted Revulsion Shocked Sickened Turned off	Agreeable Amused Blissful Bubbly Cheerful Content Delighted Eager Ease Elated Engaged Enjoyment Enthusiastic Euphoric Excited Exhilarated Flow Glad Gleeful Glowing Gratified Harmonious Hopeful Interested Jolly Joyful Jubilant Lighthearted Meaningful Merry Optimistic Peaceful Pleasure Pride Proud Relieved Relish Satisfied Thrilled Triumphant Up Zealous	Acceptance Admiration Adoring Affectionate Allegiance Attached Attraction Belonging Caring Compassionate Connected Dependent Desire Devoted Empathetic Faithful Friendship Interested Kind Liking Passionate Protective Respectful Sympathetic Tender Trust Vulnerable Warm

From *The Onward Workbook: Daily Activities to Cultivate Your Emotional Resilience and Thrive* by Elena Aguilar. Copyright © 2018 by Elena Aguilar. Reproduced by permission.

Free downloadable tool from <http://www.onwardthebook.com/wp-content/uploads/2018/09/The-Core-Emotions.pdf>

Refining your own Challenging Emotions

Think of a scenario that reflects a time where you experienced a challenging emotion. Use the 8 core emotions from the list provided on pages 10 and 11 (fear, anger, sadness, shame, jealousy, disgust, happiness, love) and describe your initial thoughts.

Dig deeper by examining the list on pages 10 and 11 “Core Emotions”. Choose several of the common labels that resonate. For example, if fear was the main emotion you experienced, you might refine the emotion by choosing apprehensive, concerned, and uncertain. List the specific emotions you experienced.

Perceiving Emotions in Others

The exercises on the Cycle of an Emotion and the Core Emotions were designed to help you recognize your emotional responses. As you become more comfortable with naming your own emotional responses, you will become more comfortable with asking others to name theirs. You may also become more perceptive in recognizing the emotions that others are experiencing. It is essential to be able to discern the emotional responses in others through verbal and non-verbal cues.

Most communication is non-verbal, which seemingly makes it easy to assume the emotional state of others. However, non-verbal cues like facial expressions or body language do not always convey the true emotions being experienced by another person. For example, the parent that barged into the principal’s office demonstrates a state of agitation which the principal perceives as her wanting to attack his leadership style when really the parent is concerned for her child. Non-verbal cues are filtered through a combination of factors that could include our personal experiences, cultural expressions, or implicit biases. Stephen Covey, in *7 Habits for Effective People*, espouses the concept “seek first to understand.” Listening with an open mind and heart is critical when perceiving the emotions of others, as it helps eliminates misunderstandings.

SECTION 2: MANAGING EMOTIONS

Part A: Reframing your Uncomfortable Emotions into Productive Thoughts

Read Onward, pp. 62-67 or view [How to Control your Emotions and Use Them to your Advantage](#) with speaker Juna Mustad.

The scenario on page 9 of this reflective manual describing the undesired outcome of the principal application, dealt with three core emotions: anger, sadness, and shame.

EXAMPLE

Anger: Although it is common to be angry when we feel dismissed, it is important to work through it in a positive way. Anger can be a productive emotion if we are not consumed by it and use it as a tool to propel us forward.

Productive Thoughts: I will use my anger as a motivating force (self-efficacy). For my next interview, I will work with a coach to help me prepare (resilience). I will participate in a debrief meeting to determine my next steps (proactivity). I trust that the role I am in is exactly where I need to be at this moment (optimism).

Sadness: While sadness is a perfectly normal emotion when we are frustrated and outraged, it is important to reframe it.

Productive Thoughts: I might feel rejected or defeated, but I need to be *optimistic* about my prospects. I will be *proactive* and continue to work hard to be the best version of myself every day. I will look at all the other times in my life where I failed and how I used my *resilience* to overcome adversity. I will increase my feelings of *self-efficacy* by continuing to take appropriate risks to build my self-confidence.

Shame: When we expect a certain outcome in situations that do not end up in our favour, we can feel humiliated or invalidated. It is essential to take the emotion out of the situation and be pragmatic. Using positive self-talk will help to reframe these emotions.

Productive Thoughts: I would not have achieved what I have in my career without having significant skills (self-efficacy). There is something better out there for me (optimism). There is no need to feel humiliated when I had the courage to put myself out there (self-efficacy). I have experienced adversity before and came out the other side a better person (resilience).

This following scenario will help you manage your uncomfortable emotions and turn them into productive thoughts:

You have been working very hard to create an atmosphere in your school where everyone feels included. You lead with a strong equity stance, which was your prime motivation in becoming an administrator. You believe your staff has been doing a great job embedding Culturally Relevant and Responsive Pedagogy (CRRP) into numerous subject areas. You are incredibly proud of what they have accomplished in a short period of time. However, you feel crushed because a teacher called the superintendent and trustee to complain that students were wasting their time learning about things that were unimportant. You are devastated and feel blindsided. It turns out this person is not the only staff member who feels this way. What emotions do you need to manage before you resolve this issue? What thoughts do you need to reframe?

Name several emotions (refer to pages 10 and 11 of this reflective manual) you would likely be experiencing and determine the productive thoughts that will help you move forward. Use your Psychological PLRs (optimism, resilience, self-efficacy, proactivity) as a framework.

Part B: Cognitive Distortions

Cognitive distortions, also called disordered thinking or thinking traps, can anchor uncomfortable emotions and make it difficult to progress out of a difficult situation.

To learn more about cognitive distortions, complete *Recognizing Cognitive Distortions* (p. 121-123) and *Interrupting Distorted Thoughts* (p. 172-173) in the *Onward Workbook* or refer to [Anxiety Canada](#) for a list of these thinking traps.

ACTIVITY: Reframing a Cognitive Distortion

EXAMPLE *The most dominant cognitive distortion I experience is personalizing. If someone complains about the professional development day's activities, I feel they are upset with me because I am in charge. This impacts my emotions because I try to compensate by acquiescing when the person asks for something later on. Then I feel disappointed in my behaviour. Instead, I would like to not take things personally, stop giving in, and be compassionate with myself. I would use positive self talk like, "I am just the messenger," or "I don't need to please everyone," or "I made an error. There is no need to put myself down. I did the best I could in the situation."*

How does this principal's cognitive distortion impact his emotions? What should he think instead?

Part C: Mindfulness to Help Manage Emotions

To successfully manage our emotions, it is essential to develop mindfulness practices. When we use them as part of a daily habit, they become more accessible when we are under stress or in a difficult situation.

Read [What is Mindfulness?](#) or [Mindfulness](#) and view [How mindfulness changes the emotional life of our brains](#). Read Onward, pp. 126-138 and complete the following activities in the Onward Workbook: *Body Scan* (p. 98), *Grounding Exercise* (p.120), and *How to Breathe* (pp. 114-115) or view the videos listed below. If possible, complete activities of interest in chapter 5 of the Onward Workbook.

Resource 1: Body Scan https://youtu.be/ihwcw_ofuME (3.2 minutes)

What did you learn about your stress levels from this activity?

Resource 2: Grounding Exercise <https://youtu.be/8lM8pgMgjEs> (1.51 minutes)

Did the exercise give you a sense of calm? When would you use this technique?

Resource 3: How to Breathe <https://youtu.be/ldNnKVgxAbA> (2.06 minutes)

What cues are you going to use to remember to breathe to help manage your emotions?

View these or other videos on mindfulness techniques.

2-1 Breathing Technique <https://youtu.be/CQjGqtH-2YI> (4.16 minutes)

4-4-4 Breathing <https://www.youtube.com/watch?v=tEmt1Znux58> (2.47 minutes)

4-2-6 Breathing <https://www.youtube.com/watch?v=pmK76hOamXQ> (2.26 minutes)

Which resources would you use to help you manage your emotions and why?

SECTION 3: ACTING IN EMOTIONALLY APPROPRIATE WAYS

To act in emotionally appropriate ways, it is essential to control the emotions that guide our actions.

Part A - Examining your Triggers

If we understand our triggers, we are more likely to act in an emotionally appropriate way. The example below will help you learn how to respond productively and empathetically to your triggers in an emotionally appropriate way.

Things that trigger me....	<i>Being questioned about a decision.</i>
How I interpret those events	<i>When I am questioned about a decision I make, I think the person is doing it on purpose - trying to make me look bad.</i>
How do I normally respond?	<i>I usually express anger or sarcasm. I try to "put them back in their place."</i>
What is my purpose in my response?	<i>I feel undermined, so I attempt to control the situation by being sarcastic and embarrassing the person.</i>
Other ways of thinking.	<ul style="list-style-type: none"> → <i>I may have been insensitive or aggressive in my communication. He/She/They could be reacting to my way of communicating.</i> → <i>The person may have underlying issues with previous decisions and their outcomes. Perhaps my decisions have caused them distress - from their perspective.</i> → <i>Not everyone thinks like me. Having divergent thinkers around helps me to re-examine my values and my decisions - and to determine how to get others to buy-in.</i>
How would I like to respond?	<ul style="list-style-type: none"> → <i>I would like to take a breath, pause, and thank the person/people for their input.</i> → <i>I may rethink the decision, or remain firm in it. However, I must communicate my decision with respect.</i> → <i>If I communicated inappropriately, I must apologize and pledge to do better - and then consciously do better.</i>
What resources could I use?	<ul style="list-style-type: none"> → <i>Breathing techniques, Grounding, Body Scan</i> → <i>Explore my triggers, look at any disordered thinking</i> → <i>Role play with a friend/colleague/mentor</i>

Complete the “Examining our Triggers” exercise using the example above:

Things that trigger me....	
How I interpret those events	
How do I normally respond?	
What is my purpose in my response?	
Other ways of thinking.	
How would I like to respond?	
What resources could I use?	

Worksheet adapted from free downloadable tools at <http://www.onwardthebook.com/>

Part B – Emotional Intelligence (EI)

In the *Ideas Into Action*, [Exploring the “Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions and Acting in Emotionally Appropriate Ways](#), Daniel Goleman states that, “Emotional intelligence (EI) is the sine qua non of leadership” (p. 4). There are four components of EI: self-awareness, self-management, social awareness, and social management. To strengthen our ability to act in emotionally appropriate ways, it is essential to understand these components and determine the areas in which we need to focus.

Read *Ideas Into Action*, [Exploring the “Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions and Acting in Emotionally Appropriate Ways](#) (pp. 4-6) and Onward (pp. 50-52). Complete the [Emotional Intelligence Test](#).

Based on your results from a test on EI, are there any areas of concern or areas of strength that you wish to build on?

How will this knowledge help you to act in emotionally appropriate ways?

SECTION FOUR: STRENGTHENING YOUR SOCIAL PLRS

Part One: A Self-Reflective Tool for Strengthening your Social PLRs

The purpose of this activity is to help you gather tools and strategies to deepen and strengthen your Social PLRs.

1. Revisit your [IEL Self-Assessment](#) section on the Social PLRs and update your reflections if necessary.
2. Choose a PLR to focus on from each of perceive emotions, manage emotions, and act in emotionally appropriate ways. Decide on an area of concern.
3. In choosing the tools to strengthen your PLRs, refer to *Ideas Into Action*, [Exploring the “Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions and Acting in Emotionally Appropriate Ways](#), the information in this Reflective Manual, activities you have completed in the Onward Workbook, and personal experience.
4. Consider working with a colleague, a coach or a mentor to help foster continued growth in these areas.
5. Use the example to guide your thinking and complete the activity using the template provided on page 21.

EXAMPLE

PLR	IDEAS TO EXPLORE	
Managing Emotions <ul style="list-style-type: none"> • reflecting on our own emotional responses and their potential consequences 	FOCUS	<i>I want to improve my ability to not get caught up in emotional reactions.</i>
	CONCERN	<i>I find that I get triggered in certain situations. For example, when a parent becomes angry about a discipline decision, I feel my stomach tighten and feel powerless for a brief moment. I have noticed that my breath becomes very shallow and I am a little tongue-tied.</i>
	TOOL	<i>My plan is to use the “Become More Mindful” approach (Ideas into Action – p.12) to handle things differently. I think I can use the idea, “Be aware that stress – indeed all emotion – is a result of personal views about events.” With the things I have learned about the Cycle of an Emotion, I realize that I have more control over situations than I think I do.</i>

A Self-Reflective Tool for Strengthening your Social PLRs

PLR	IDEAS TO EXPLORE	
Perceiving Emotions (choose one) -recognizing our own emotional responses -discerning emotional responses in others through verbal and non-verbal cues	FOCUS	
	CONCERN	
	TOOL	
Managing Emotions (choose one) -reflecting on our own emotional responses and their potential consequences -persuading others to likewise reflect on their responses	FOCUS	
	CONCERN	

PLR	IDEAS TO EXPLORE	
	TOOL	
<p>Acting in Emotionally Appropriate Ways (choose one)</p> <p>-being able to exercise control over which emotions guide our actions</p> <p>-being able to help others act on emotions that serve their best interests</p>	FOCUS	
	CONCERN	
	TOOL	

Part Two: “Ten Strategies for Success”

The ten strategies for success described on page 10 of *Ideas Into Action: [Exploring the “Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions and Acting in Emotionally Appropriate Ways](#)* have been found to be successful in building and strengthening the social PLRs.

1. **Cultivate Emotional Intelligence:** What would it look like to you if you focused on yourself, on others, and on the wider world while in the process of solving the problem in the scenario? Pages 10 to 11
2. **Strengthen Emotional Leadership Styles:** Which of the six emotional leadership styles are in your repertoire and to what extent? Which ones do you anticipate will work best to resolve the situation in the scenario? Pages 11 to 12
3. **Become More Mindful:** Which of the strategies that Langer offers to become more mindful will help you develop the emotional self-awareness you need to effectively address the problem in the scenario? Pages 12 to 13
4. **Grow and Maintain Trust:** Of the 13 character- and/or competence-based behaviours that Covey argues build trust, identify those you think will be needed to ensure that those involved in the problem will be open to finding a solution? Pages 13 and 14
5. **Promote Positive Inner Worklife:** Which of the four categories of events that directly impact inner work life – respect, encouragement, emotional support and affiliation – do you need to provide in order to solve the problem and why? Pages 14 to 15
6. **Savour Positivity:** To what extent is positivity needed to resolve the situation? Which of the sample strategies that Frederickson offers would contribute most to building positivity in yourself and others in the scenario? Pages 16 to 17
7. **Grow Your Mindset:** Reflect on your interaction in resolving the problem in the scenario. What was your mindset at various points in the interaction – “growth” or “fixed.” Page 17 to 18
8. **See with Appreciative Eyes:** What opportunities are there for you to use one or more of the five core strategies – inquiry, illumination, inclusion, inspiration, and integrity – to bring about a positive outcome to the problem? Page 19
9. **Bring Emotions Out into the Open:** How will conveying your own sense of vulnerability provide the basis for understanding one another in the scenario and in turn help to resolve the situation? Pages 20 to 22

10. Take Care of Yourself: Ginsberg and Davies provide advice on how to strengthen your social PLRs. Which of their eight suggestions are relevant to your leadership in resolving the problem? Page 10 to 23

Activity: Exploring the Social PLRs

Purpose: To gain an understanding of evidence-based perspectives of the social PLRs by applying strategies to leadership in real-life contexts.

Process:

- Read the scenario.
- Identify the problem.
- Decide who is involved and what their roles are.
- Try out one or more of the approaches listed above with the goal of finding possible solutions to the problem.
- Assess the outcome(s).
- Reflect on how the social PLRs can contribute to a positive outcome and what you have learned.

Try these approaches to test their effectiveness in using your social PLRs to bring about a possible solution to the problems in the scenarios below.

One way to learn about the approaches suggested in the ten strategies is to try them out by applying them to actual leadership scenarios. Using the ten strategies for success, work on your own and/or find a partner or two to collaborate on the application.

Scenario One: Projected enrolment figures at ABC Elementary School have not materialized and have serious budget and resource implications. The school superintendent is meeting with the school principal to address the situation in ways that will help ensure that the school's improvement priorities are met.

Scenario Two¹: A principal of a small rural secondary school worries about not giving thorough, honest feedback. The principal made some mistakes during his first year, behaving erratically. As a result, several staff members, some of whom were beloved by the community, left the school. Now the principal is hesitant about giving feedback and talks with a trusted colleague about what to do as he enters his second year at the school.

¹ This scenario is adapted from '... CAREER CONFIDENTIAL (Phyllis L/ Fagell) which is a regular feature in [Kaplan](#).

1. Identify the problem.

2. Who is involved and what are their roles?

3. Using one or more of the approaches described in Daniel Goleman's strategies, what are some possible solutions to the problem?

4. What is your assessment of the outcome(s)?

5. In one or two sentences, describe how the social PLRs can contribute to a positive outcome and what you have learned.
