

EQ Insights for Teachers

What Great Teachers Know

International Edition

Customised Workbook and Report with Personalised Development Plan



Prepared for Sample Report

On: March, 17 2021

Provided by Six Seconds

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John Dodds <john.dodds@6seconds.org>

Six Seconds

Emotions Drive People People Drive Performance

Customised Workbook and Report

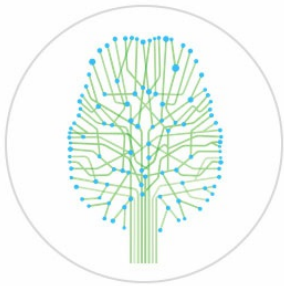
for

Sample Report

March, 17 2021

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Welcome!

Welcome to learning more about “what great teachers know.”

This development program has been designed to support people like you to learn what great educators know – starting with themselves. The aim is to increase your self-awareness, build your confidence and improve your people skills to enhance performance.

It’s not aimed at “changing” you, it’s about providing you with insights and supporting you in developing the skills to use your strengths well so you become the very best version of yourself.

Currently, based on your assessment, your people skills are effective most days; sometimes more skills would help. Your assessment also suggests that your brain is practical and task oriented.

During the program, you’ll be learning more about this. You’ll get to recognise your Brain Profile and your Brain Talents and how these impact your teaching. You’ll also get to practice your emotional intelligence skills as you gain awareness, increase your options and inspire yourself to take action. Whilst our focus is on you, at every step of the way, we’ll be considering how you can apply this learning in teaching with EQ to enhance your performance.

This workbook has been designed specifically to accompany this workshop and has been customised especially for you. It’s based on your current emotional intelligence strengths and areas of development, and includes insights and tools for you to use during the workshop, as well as afterwards.

Today's Workshop

Objectives

To support your growth, during the workshop today, you will:

1. Identify a current classroom challenge and map specific actions to support successful outcomes.
2. Recognise your personal Brain Profile and how this impacts your focus, decision-making and drive in your role as a teacher.
3. Gain insight into the Brain Profiles of others, and how this can be utilized to improve interactions.
4. Identify your Brain Talents and how these can be leveraged to put EQ into action to increase your effectiveness in leading, collaborating and working with others to improve performance in the classroom.
5. Develop a personal SWOT analysis and commit to an action plan to apply your knowledge to improve your teaching.

Agreements

For you and others to get the most from this course please practice the following guidelines:

1. **Listen carefully.** Pay attention to what is said and also what is not said. Give your full attention to whoever is speaking.
2. **Offer full respect.** Find the value in others' perspectives – and your own: Share, listen, create together.
3. **Be here, fully.** No phones, emails, pagers, messengers, beeping watches... you are here to get the full value of this program and contribute your attention to one another.

Notes



Classroom Challenge

What do you want to achieve
by leveraging your emotional intelligence?

The following section will become your synthesis of this course.

Classroom Challenge

Think of a current people challenge in your classroom. It may also be technical or financial, but for now, focus on the people-side of the situation. Make notes:

What's the situation?

As you reflect on this, imagine that you're in the classroom, in this challenging situation. What are your some of our thoughts? How do you feel? How do you act?

| | | |
|----------|----------|---------|
| Thoughts | Feelings | Actions |
|----------|----------|---------|

What's your pain level?



What do Great Educators know about emotions and how they impact themselves as teachers AND their classroom performance?

Choose ONE key fact that is resonating with you. How does this apply to your challenge?

Practice “brain shifting” to gain a different perspective. Does anything change? How would this impact your classroom challenge?

| | |
|--------------|--------------------------------------|
| Focus | Consider: What feelings are present? |
| | Impact? |

| | |
|------------------|--|
| Decisions | Consider: What are the costs and benefits? |
| | Impact? |

| | |
|--------------|--|
| Drive | Consider: How does this connect to my long-term goals? |
| | Impact? |

Consider your Talents in relation to your Classroom Challenge and your teaching goals in the situation. How are they showing up? What can help you reach those goals, what might block you?

| Strengths | Weaknesses |
|---|---|
| <p>Your top Brain Talents are: Commitment, Proactivity, Modeling. How are you using these strengths – and not over-using them? How can you use them in a way that helps reach your goals?</p> | <p>Your lowest-scoring 3 talents are: Critical Thinking, Vision, Design. Are these sometimes weakness for you? How could they make it harder to reach your goals?</p> |
| Opportunities | Threats |
| <p>Based on your assessment, these are two areas in which you are creating success: Network, Influence. How are your Talents supporting them? What possibilities are created by them to support you in achieving your goals?</p> | <p>Based on your assessment, these two areas are potentially a risk for you: Health, Community. How could lower results in these areas block you or keep you from reaching your goals?</p> |

Into Action... Reflecting on your SWOT, what do you need to put into place to help you use your strengths, balance your weaknesses, take your opportunities and protect against threats... so that you can reach your personal goals?

List THREE actions you're committed to take, starting tomorrow!

| |
|--|
| |
| |
| |

It's important that you design specific and practical actions that you are committed to take. This goal is to implement what you have learned in this program. Make sure that the actions you define will continue to motivate you.

Final Reflection... think about the phrase you chose to introduce yourself with at the start of the day and the teacher you want to be. Now consider your Classroom Challenge again. What are you thinking now as you contemplate returning to work? What are you feeling as you look ahead? What actions do you feel compelled to take?

Thoughts

Feelings

Actions

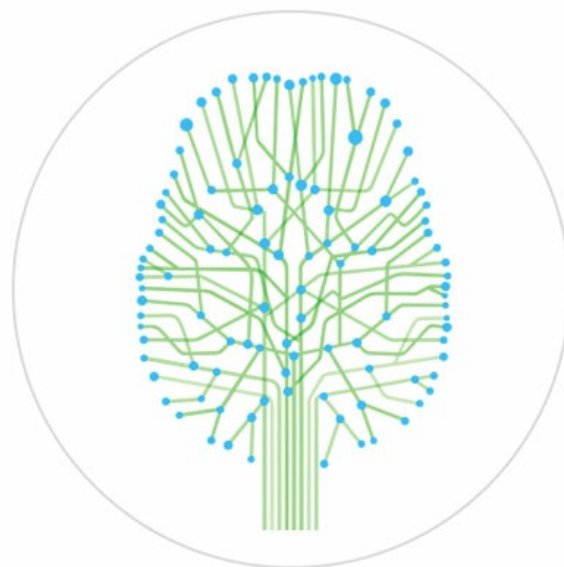


How will you measure success?

EQ and the Brain

Introduction to Emotional Intelligence

The key concepts for “being smarter with feelings.”



Notes

What is EQ?

In 1990 psychologists, Peter Salovey and Jack Mayer, published the first academic definition of emotional intelligence. Both have continued as the leading researchers in this field. With the publication of Daniel Goleman's best-selling book, "Emotional Intelligence: Why It Can Matter More Than IQ" in 1995, the term became more commonly known. In this book, Goleman drew on the work of Salovey, Mayer and other leading scientists and authors to lay out a powerful case that such factors as self-awareness, self-discipline, and empathy determine personal and professional success.

At Six Seconds our focus is on putting theory into practice. Our aim is to help people like you to learn the measurable, scientific skills of emotional intelligence to increase insight, connection and purpose. We define emotional intelligence simply as,

***effectively blending thinking & feeling
to make optimal decisions.***

Today, great educators know how important these skills are. They recognise that emotional intelligence is a core skill-set, grounded in science, that has a significant impact on performance.

"We cannot teach people anything, we can only help them discover it within themselves."

-Galileo Galilei

Why does it matter to you?

At a personal level, emotional intelligence has a direct correlation with factors such as effectiveness, relationships, wellbeing and overall quality of life.

Currently your EQ is supporting your success in **Network and Influence**. It's also providing you the opportunity to grow in **Health**.

EQ & Results Reflection

Post-course

| EQ-Driven Outcomes | An example of how I'm doing with this in my classroom/life |
|---|--|
| Effectiveness -Decision-making -Influence | |
| Relationships -Network -Community | |
| Wellbeing -Health -Balance | |
| Quality of Life -Achievement -Satisfaction | |

Additional Reflection Questions

Post-course

Is there one of the four outcomes (Effectiveness, Relationships, Wellbeing, Quality of Life) that I want to improve?

How important is that? Why?

How would I know if I was improving in that area? What would it "look like" to improve this by ___% in ___months? (eg 15% in 2 months).

Notes

Brain Style Basics

Understanding How People Work

Learn more about your brain, and how that affects others.



Brain Styles

Remember the definition of emotional intelligence? *“Blending thinking and feeling...”* Developing awareness of your Brain Style will provide you with insight into how you’re doing this, how the cognitive and emotional parts of your brain are actually processing information. Whilst this isn’t the same as how you act (since behavior is contextual), it is related. It’s also important to remember that as you change, your Brain Style can adapt over time.

Learning about your Brain Style is a powerful way to gain insight and begin increasing your emotional intelligence.

So how is your Brain Style currently showing up?



Read the words above. What unique capabilities do you bring to your teaching? Choose THREE that you feel would best describe your Brain Style? Write them in the boxes below.

| | | |
|--|--|--|
| | | |
|--|--|--|

Three Scales

Based on Six Seconds' research, your Brain Style is composed of three factors: **Focus, Decisions and Drive.**

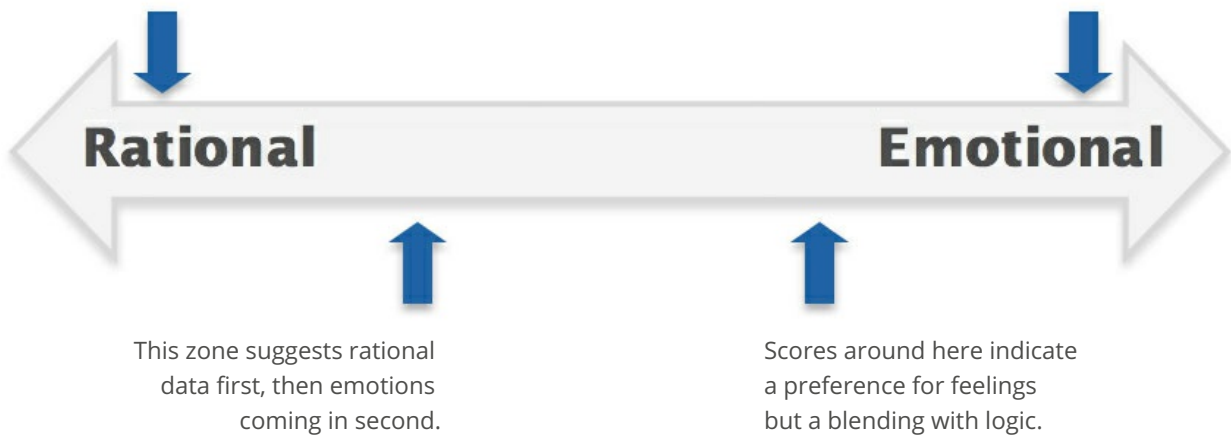
1. Focus

This scale is about the way you integrate cognitive and emotional data. It's about what you usually notice, not about how you act.

Do you prefer data that is analytical or emotional? Or somewhere in the middle?

At this extreme, people are data-driven and usually ignore emotions.

For people at this end, feelings tend to be much more important than cognitive data.



Where does your brain like to focus?



Your brain usually prefers rational data first, emotional data second. Remember to look at both kinds of data. (This result doesn't mean your behavior is rational, it just means that your FOCUS is rational.)

As a teacher, one of your strengths is collecting data – your brain is good at FOCUS! So, it's important for you to feed your brain data... both rational and emotional data are important for you.

2. Decisions

This scale is about the way you balance risks and opportunities when making decisions.

How does your brain like to address a situation? Do you tend to protect or innovate, or somewhere in the middle?

Most people at this far end work hard to avoid risk.

People over here usually like novelty and enjoy change.



How does your brain like to make decisions?



When making decisions, your brain first looks at opportunities, then at risks. This can help you make balanced decisions, especially if you are pausing to think before you jump in.

As a teacher, it will be helpful to be more intentional in understanding how you make choices.

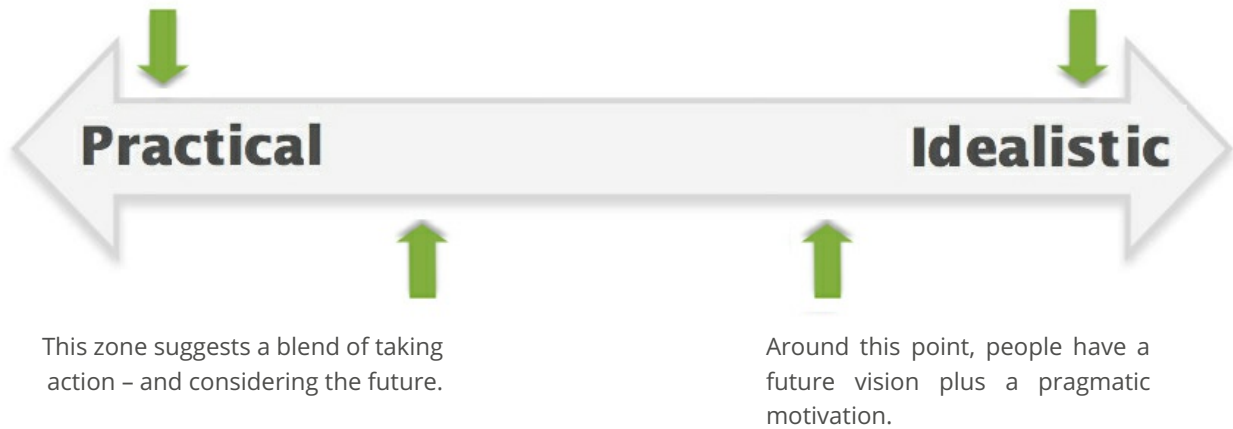
3.Drive

The final scale is about balancing motivation for the present and the future.

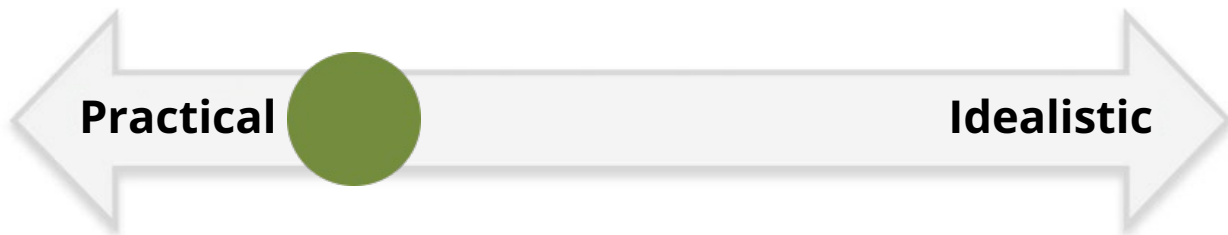
What gives you energy?

People here tend to love getting into action and driving results, but may only focus on the "now".

These people tend to have a strong vision of the future and pay less attention to the day-to-day



What gives your brain energy to drive?



Your brain is energized by taking action and practical results. As a teacher, you focus on the pragmatic, which is effective. At the same time, it's important to also pay attention to the long-term.

Your drive may help you to motivate yourself and others – keep building it.

Notes

Key Tool: Brain Shift

Great Educators know that self-awareness is key to their performance. Knowing the strengths and limitations of your brain style enables you to reinforce what works, and adapt what doesn't. Being able to shift perspectives, to eliminate bias, is an important skill that Great Educators possess. A Key Tool that helps us to do this is **BRAIN SHIFTING**.

Try it out:

1. Consider where your bubble is on any one of the strands.
2. Use the question opposite to check your perspective, your assumptions and test for unconscious bias caused by your Brain Style.



Notes

Eight Brain Style Profiles

These eight styles describe “pure profiles”, people who are “fully” in one Brain Style. Most people are a blend of two or three – and you may even have different styles in different circumstances.

Scientist:

Accurate, Careful,
Precise



Visionary:

Passionate,
Transformative,
Long-term

Inventor:

Analytical,
Creative, Open

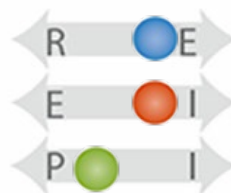


Guardian:

Caring, Careful,
Pragmatic

Strategist:

Precise, Careful,
Future-oriented



Energizer:

Committed,
Creative, Real-
world

Deliverer:

Task-oriented,
Generative,
Practical



Sage:

Caring,
Protective, Lofty

Remember there are no “good” or “bad” profiles – all have value. The key is to having awareness of the strengths and challenges of your style.

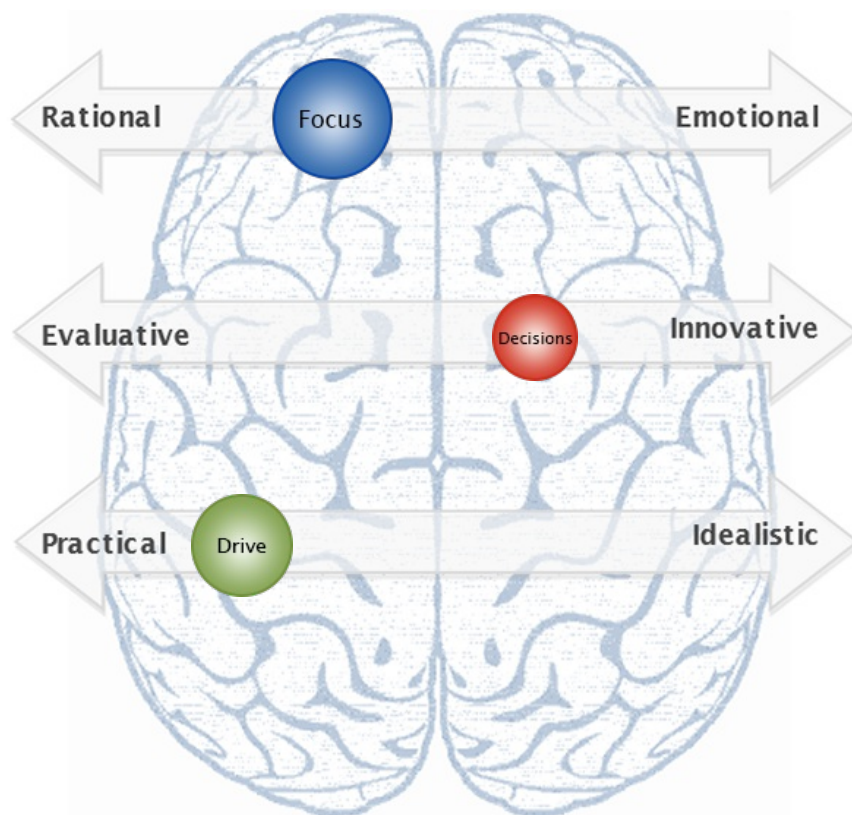
Your Brain Style Profile

From your results in these three scales we can learn about Your Brain Profile.

Focus: your brain is better at collecting rational data (vs. perceiving emotions).

Decisions: your brain likes finding alternatives (vs. careful evaluation).

Drive: your brain likes pushing for practical actions (vs. planning for long term).



Your current Brain Style is that of "The Deliverer". This brain style is action-oriented, a practical problem solver who will figure it out. Deliverers may value efficiency, innovation, results, action, timeliness and clarity. A Deliverer might act like a problem-solver, warrior, architect, producer, or executor. The Deliverer Brain Style prefers to enter new situations with strong logic – and may overlook emotions. Do you do that sometimes? How might this be impacting you when interacting with others? This Brain Style is capable of seeing the potential and innovating. It is motivated by the practical and likes to solve problems and get results (even if that means pushing hard). Does this happen to you? How might this be impacting your success as a teacher?

Exploring Your Brain Style

Based on your results it seems your main strength is your focus on the rational data available around you.

How are you currently using this strength?

How can this strength create a "blind spot"?

Based on your results, a potential challenge for you is making decisions without paying enough attention to the risks.

How accurate is this? How is it affecting your people-management?

How can you use your strengths to help you with the challenge?

Notes

Delving Deeper

How Brain Style Affects Performance

How can your Brain Style help you teach?

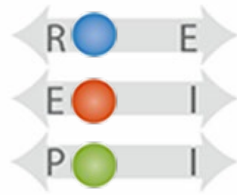


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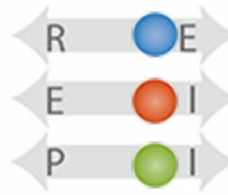
Interacting with Others

What is one key point for you to remember about engaging with each of the Brain Styles to achieve optimal results from your interaction?

Scientist:



Visionary:



Inventor:



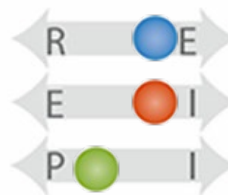
Guardian:



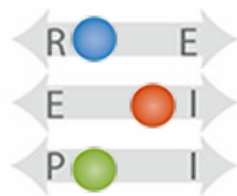
Strategist:



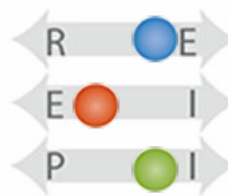
Energizer:



Deliverer:



Sage:



Notes

Engaging with other Brain Styles

As a teacher with a Deliverer brain style, and a rational focus, it's easy for you to "connect the dots" to understand that the way you interact with others will shape how they perform. Your behavior, and your feelings, affect how they perform. So, what are the implications of this in terms of your vision and the practical steps to achieve it?

Here are some tips to support you in interacting with other Brain Styles

Scientist:

Slow down and let them evaluate the risks, then your action can be more effective.



Visionary:

Don't be frustrated by their impracticality – that's your strength – instead, value the big picture they can paint.



Inventor:

Powerful combo, they will appreciate your realism, and help you connect action with purpose.



Guardian:

If they're resisting, probably you're going too fast. Let them take charge of protecting people.



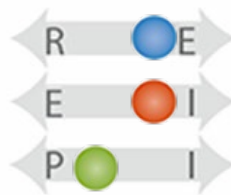
Strategist:

You might find them overly cautious and impractical, they judge you the opposite. Make time for them to assess and plan.



Energizer:

If you can make projects fun and supportive of people, they'll give you creative energy.



Deliverer:

Watch out, lots of work is going to get done! Make sure you also slow down and plan where this is going, and how people will be supported in the process.



Sage:

If you find them slow & impractical, they see you as impulsive and missing the big point. They can help you slow down.



Notes

Brain Talents

What talents do great Teachers need?

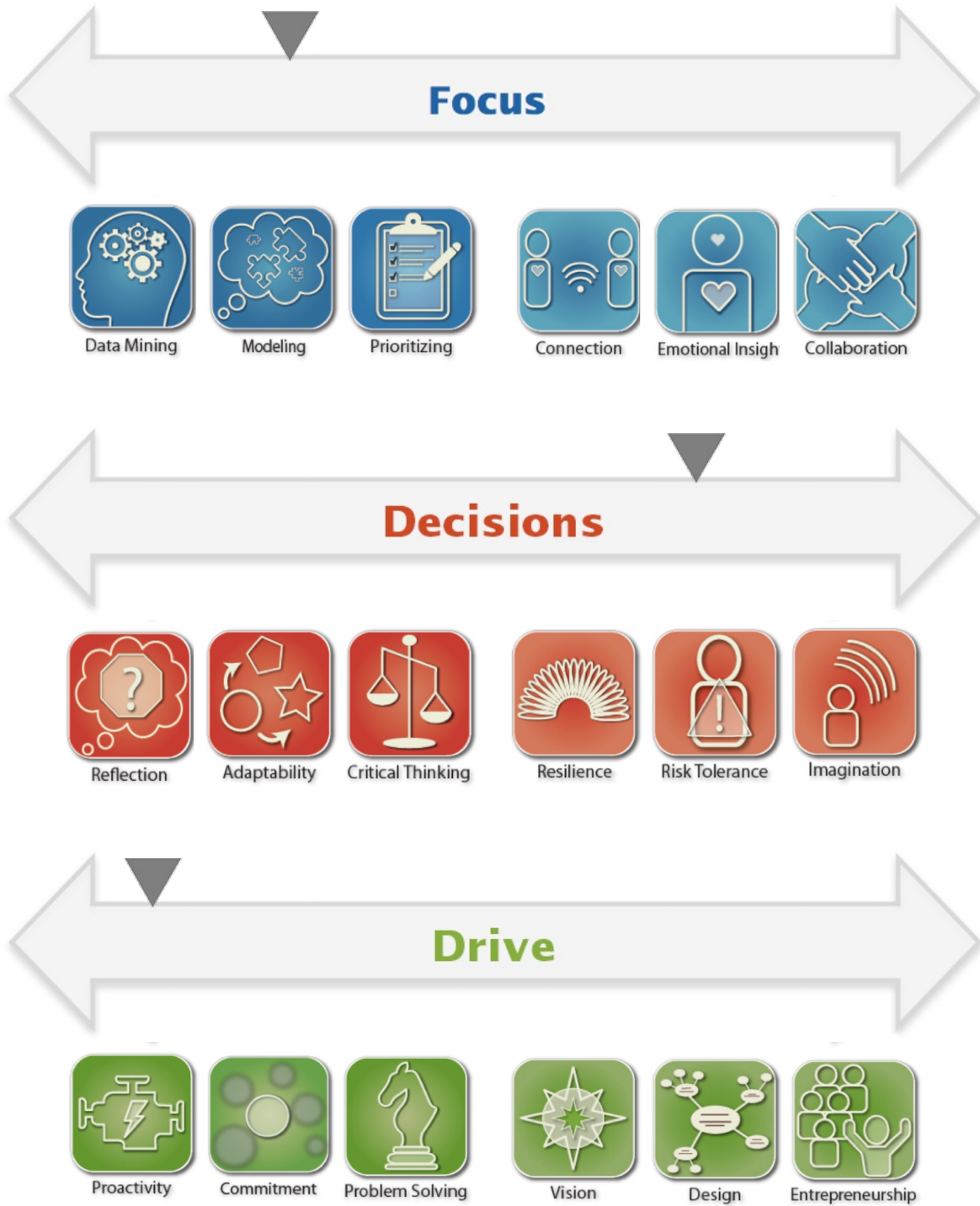
How can you most effectively use your key talents to engage your students, your fellow teachers and your teachers assistants?



Notes

Putting your Brain Style in Action

These 18 “Brain Talents” are tools for action. They are organized in the same structure as the Brain Style – Focus, Decisions, Drive:



Your Brain Talents

| Highest Scores | |
|---|--|
|  | <p>Commitment The App helps your brain maintain attention to what is important.</p> |
|  | <p>Proactivity With this App running, the brain is committed to taking action and achieving without the need for external pressure.</p> |
|  | <p>Modeling This App allows brains to map out theoretical possibilities and identify logical paths.</p> |
|  | <p>Problem Solving Brains running this App have energy to achieve plus the spark to generate new solutions.</p> |
|  | <p>Imagination With this App, brains are able to look beyond what's visible, blending thinking and feeling to see potential.</p> |
|  | <p>Risk Tolerance A brain running this app can juggle complexities and maintain an even balance.</p> |
| Lowest Scores | |
|  | <p>Critical Thinking With this App, brains are apt to make better decisions by evaluating pros and cons for now and the future.</p> |
|  | <p>Vision Brains with this App are engaged by creating long-term meaning, which can then engage energy.</p> |
|  | <p>Design This App enables long-term vision to be blended with accurately seeing the current reality.</p> |

Key Tool: Talent Lens

Great Educators have awareness of their Talents. Whilst they recognise their strengths, they also know that there is value in using and strengthening lower Talents to support action.

From the previous page, choose one of your lowest-scoring talents, and then fill in this worksheet:

| |
|--|
| A lowest-scoring talent |
| |
| Why is this important for a teacher? |
| |
| An example of how I would like to use this talent as a teacher: |
| |

Reflecting on the activity, think about what you've learnt:

| |
|---|
| Part 1: What did you notice about yourself in terms of Focus, Decision, Drive or Brain Style? |
| Part 2: What did you notice about your brain style when you worked in a group? What helped? What hindered? What would you change if you had to do it again and why? |

Notes

Learning Into Action

What will you do next?

This section offers tips for going further



Action Tips: Week 1

In order for you to create further success, you might need to adapt the way you are teaching. During the first week after the workshop, consider:

What will you need to FOCUS on?

Tip: Don't overlook the importance of feelings!

What kinds of DECISIONS will you need to make?

Tip: Pause to evaluate the down-sides and consequences.

What kind of DRIVE do you need to use?

Tip: Be practical and articulate the Why, the long-term impact.

Action Tips: Week 2

During the second week following the workshop, consider how you might use one of your top talents in a new or better way to improve your teaching.

A few times each day, take a brief pause and assess: What is the impact I want to have on others right now? How can I use this talent to help me achieve that? This isn't an easy question for you to answer, but if you want better results, work through the discomfort and give yourself time to practice this.

Commitment

Proactivity

Modeling

Action Tips: Week 3

In the third week following the workshop, synthesize.

For You

Have a conversation with your Year / Subject Leader / Principal (if you don't have one, discuss with a coach or ally instead). Explain what you've learned in the EQ Insights for Teachers program:

1. Why do you want to strengthen your people skills?
2. What would that look like? What would change?
3. How will you continue to work on this, and how can this person help you?

Tip: Use your strengths to help you prepare for this meeting. Consider how would someone who's good at Commitment, Proactivity and Modeling have this meeting?

For Your Team

What happens if you talk to colleagues about your Brain Style? Try having a one-to-one conversation with a fellow teacher and show them your chart on page 16.

Tips:

1. Keep it light and casual. Explain that you're learning more about how you work, and here's something you've learned.
2. After you briefly explain the three scales, ask them, "Where do you think we are similar and different?"
3. If you want to get the full benefit of this tool, offer them a chance to find their Brain Style.

Notes

**Emotions Drive People.
People Drive Performance.**