

This work is important! Here's why:

- FACTS & DATA -

As a community member, we come in daily contact with others through our work, through our dealings in the community and/or with those we live.

Based on our values, how well we handle ourselves and how well we work with others makes a difference in our lives and to those around us – every day. That is why this work is so important.

It's quite possible you wear many hats in your community. The facts and data below are presented in the same fashion. Please feel free to review all groups that apply. You will notice that what is written in one section – may hold true for another as well.

Community: *This work is important! Here's why:*

- FACTS & DATA -

Communication

"Assertive communication can strengthen your relationships, reducing stress from conflict and providing you with social support when facing difficult times." – Elizabeth Scott
<http://stress.about.com/od/relationships/ht/howtoassert.htm>

Leadership

"More than 1400 employees took part in a survey that measured a variety of competencies associated with leadership performance including those commonly referred to as Emotional Intelligence. Results showed that the highest performing managers have significantly more "emotional competence" than other managers."
– Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study
http://www.eiconsortium.org/reports/jj_ei_study.html

Motivation/Optimism/Attitude

"Optimism in women reduced the risk of breast cancer by 25%."
– Peled, R.
<http://www.biomedcentral.com/1471-2407/8/245>

"Numerous studies show that happy individuals are successful across multiple life domains, including marriage, friendship, income, work performance and health."
– Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment – Tal Ven-Shahar
http://www.amazon.com/Happier-Learn-Secrets-Lasting-Fulfillment/dp/0071492399/ref=sr_1_1?ie=UTF8&s=books&qid=12812805&sr=8-1-spell

"The Gallup study showed that while income undoubtedly influenced happiness, it did so for a particular kind of well-being – the kind one feels when reflecting on his or her own successes and prospects for the future. Day-to-day happiness is more likely to be associated with how well one's psychological and social needs are being met, and that's harder to achieve with a paycheck."
– The World's Happiest Countries
<http://www.travel.yahoo.com/p-interests-35010143>

"Optimistic patients about to undergo a generally stressful medical procedure (viz., coronary artery bypass surgery) were found to recover faster and to have less postoperative complications than more pessimistic patients."
"Optimists reported greater psychological adjustment (less depressive symptoms and greater life satisfaction) and greater physical adjustment (less physical symptoms and less vulnerability to illness) than did pessimists."

– Both statements are from the *Journal of Social and Clinical Psychology; Optimism, accumulated life stress, and psychological and physical adjustment: Is it always adaptive to expect the best?* – Edward C. Chang and Lawrence J. Sanna
<http://www.unc.edu/~sanna/ljs03jscp.pdf>

“It is important to note that happiness generally correlates with all kinds of positive measures. In general, the happier you are the more successful you are in terms of money, employment and relationships. Happy people are more likely (than unhappy people) to get married, are more likely to stay married, are more likely to think their marriage is good. They’re more likely to volunteer. They’re more likely to be rated highly by their supervisor and they’re more likely to make more money.” – *Perspectives on Psychological Science; Don’t worry, be (moderately happy)*, research suggests – Diane Yates
http://www.eurekalert.org/pub_releases/2008-01/uoia-dwb012408.php

“Handwritten autobiographies from 180 Catholic nuns, composed when participants were a mean age of 22 years, were scored for emotional content and related to survival during ages 75 to 95. Positive emotional content in early-life autobiographies was strongly associated with longevity 6 decades later.” – *Journal of Personality and Social Psychology; Positive emotions in early life and longevity* – Deborah D. Danner, David A. Snowdon, and Wallace V. Friesen
<http://www.apa.org/pubs/journals/releases/psp805804.pdf>

Problem Solving

“The best social solutions come most readily to those who can gather the relevant information and think through solutions most clearly.” – Daniel Goleman – “Social Intelligence”

Relationship Building

“Social isolation-the sense that you have nobody with whom you can share your private feelings or have close contact-doubles the chances of sickness or death. Isolation itself is as significant to mortality rates as smoking, high blood pressure, high cholesterol, obesity, and a lack of physical exercise.” – Science – “The Nature of Emotional Intelligence”

“25% of Americans say they have no one with whom they can discuss personal troubles. Overall, the number of people Americans have in their closest circle of confidants has dropped from 3 to 2. The number of people who said they can count on a neighbor as a confidant dropped by more than half.” – Washington Post.com article
http://www.washingtonpost.com/wp-dyn/content/article/2006/06/22/AR2006062201763_pf.html

“People who are poor at receiving and sending emotions are prone to problems in their relationships.” – Ulf Dimberg – “The Nature of Emotional Intelligence”

Self Awareness

“Because the foundations of social and emotional competencies are often laid down early in life and reinforced over several years they tend to become synonymous with our self-image and thus need focused attention over time to bring about change.” – *Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study*
http://www.eiconsortium.org/reports/jj_ei_study.html

“Eight to 20 percent of older adults experience symptoms of depression.” – Surgeon General’s Report on Mental Health

<http://mentalhealth.samhsa.gov/cmhs/surgeongeneral/surgeongenerallrpt.asp>

Stress Management

“54% of Americans are concerned about the level of stress in their everyday lives.” – APA Survey

<http://www.naturalwellnesscare.com/stress-statistics.html>

“Being bullied is not just an unpleasant rite of passage through childhood, it’s a public health problem that merits attention. People who were bullied as children are more likely to suffer from depression and low self-esteem, well into adulthood, and the bullies themselves are more likely to engage in criminal behavior later in life.”

– National Institute of Child Health & Human Development

Team Building

“When elderly people have an engaging, supportive social life, they display better cognitive abilities compared to those who are more isolated.” – Daniel Goleman

“People will be accountable and committed to what they have a hand in creating. This insight extends to the belief that whatever the world demands of us, the people most involved have the collective wisdom to meet the requirements of that demand. And if we can get them together in the room, in the right context and with a few simple ground rules, the wisdom to create a future or solve a problem is almost always in the room. All you need to ensure this is to make sure the people in the room are a diverse and textured sample of the larger world you want to affect.” – Peter Block – “Community- The structure of belonging”

The single key to team success is: 32% Shared Values, 30% Mutual Trust, 22% Inspired Vision, 12% Complimentary Skills, 5% Rewards.” Ten3 Global Opinion Poll

<http://www.slideshare.net/vadimkot/winning-team-how-to-build-and-lead-a-5star-team>

Parents: *This work is important! Here's why:*

- FACTS & DATA -

Active Listening

“Learning to communicate and listen empathically is a vital part of parenting....Parents feel good and their children feel good, too, when interactions are respectful and responsive to each individual.” - Siegel and Hartzell, 2003 in [Parenting from the Inside Out](#)

*“Important among the **listener’s tools** are the abilities (1) to paraphrase and (2) to use “I” statements. Together these skills enable us to determine whether we have understood a message accurately... Another **important listening skill** involves weighing the message in light of our previous experience with the speaker. To avoid stereotyping, it is important to acknowledge similarities with old messages while still listening for new meanings. Too often, we ignore the message of familiar people, because we tend to ‘hear’ what we expect them to say. To test a message, we need to look first at content (the what of the message) and then at the speaker’s motivation (the why of the message). When we listen for both, we go a long way toward ensuring that we will understand them accurately. Taking care to listen in this way not only facilitates our own active communication but also models **effective communication techniques** to our children. - Glenn and Nelsen, 2000 in [Raising Self-Reliant Children in a Self-Indulgent World](#)*

Assertive Communication

*“One of the best ways to foster healthy character development in children is by ‘talking good’...The first rule is to make sure that you **openly and honestly** present your important values. Tell kids what you stand for...be sure to not forget to tell kids about those things for which you care deeply....And it is okay to disagree. In fact, disagreement is inevitable. You won’t always see eye to eye with your children, but they must feel safe to disagree and still feel that they are loved. This does not mean you should lie and act as if you agree with your child when you honestly don’t. Rather, simply **acknowledge the disagreement**, present your case, hear your child’s viewpoint, and if no resolution is on the horizon, agree to disagree....Don’t wait for the inevitable, challenging statements and questions by your child. Raise them yourselves. Dinner tables are there for conversation, not just eating; it should be family time. And **family time should be open, supportive, and challenging conversation time**. If your family doesn’t look like this...well, talk about it.” – Berkowitz, 2005 in [Parenting for Good](#)*

Leadership

*“The interesting thing is that, like it or not, **you are a model**. And if you’re a parent, you are your children’s first and foremost model. In fact, you cannot not model. It’s impossible. People will see your example – positive or negative – as a pattern for the way life is to be lived.” - Covey, 1997 in [The 7 Habits of Highly Effective Families](#)*

*“An **ethical orientation** begins at home. Whether or not they actually observe their parents on the job, children know that one or both of their parents work. They see whether their parents take pride in their work, how they speak of their supervisors and their colleagues, whether work is simply a resented or barely tolerated means of putting food on the table or also embodies intrinsic meaning and sustenance...How adults approach play is also significant: children note whether adults like to play, whether they **play fairly**, whether they strive only to win or also find meaning and “flow” in the play itself....And children observe their parents as citizens: Do they read and talk about the community?...Do they devote thought to how they might **improve the community?**” – Gardner, 2008 in [Five Minds for the Future](#)*

*“The complex and often challenging interactions of parenting give us the opportunity to **create new possibilities for the growth and development of our children and ourselves.**” - Siegel and Hartzell, 2003 in [Parenting from the Inside Out](#)*

*“So as we raise our children, we need to pay attention to smiles and handshakes and hugs and other acts of civility and friendship. And more important, we need to **model such behavior** for our children because they learn from observing what we do. We need to **teach the skills** necessary for such behavior...We need to talk to our children about how important it is to treat others in a positive manner, even if we don’t particularly like them.” – Berkowitz, 2005 in [Parenting for Good](#)*

*“What we need to do as parents is to take time to **coach and mentor** children.” - Glenn and Nelsen, 2000 in [Raising Self-Reliant Children in a Self-Indulgent World](#)*

Motivation/Optimism/Attitude

*“When we are respectful and compassionate toward ourselves and our children, we often gain a fresh perspective that can **enrich our enjoyment of life together**. Remembering and reflecting on the experiences of day-to-day life creates a deep sense of feeling connected and understood...We can **delight in the opportunity** to join with our children in the **amazing experience of growing together.**” - Siegel and Hartzell, 2003 in [Parenting from the Inside Out](#)*

*“People who can **laugh at their mistakes, stupidities, and rough edges** can get back on track much faster than those perfectionistic souls who place themselves on guilt trips. A **sense of humor** is often the third alternative to guilt tripping, perfectionistic expectations, and an undisciplined, loosey-goosey, ‘anything goes’ lifestyle...But true humor is not light-mindedness; it’s lightheartedness. And it is one of the fundamental elements of a **beautiful family culture**. Being around merry, cheerful people who are upbeat and full of good stories and good humor is the very thing that makes people want to be with others. It’s also a key to proactivity because it gives you a positive, uplifting, nonreactive way to respond to the ups and downs of daily life.” - Covey, 1997 in [The 7 Habits of Highly Effective Families](#)*

In the Building Strong Families Poll, most of the parents surveyed said they feel successful as parents most of the time. Research results reveal:

- About 1/3 of those surveyed (34%) say they feel successful nearly every day.
- An additional 54% said they feel successful on most days.
- 31% of parents said having others tell them they are doing a good job as a parent would help them “very much” -- [Building Strong Families Report](#) - <http://www.search-institute.org/content/building-strong-families-2002>

Self Awareness

*“We can only feel good about ourselves when our behavior is positive and we can be fully accountable for it. Ultimately, the development of personal character is both a choice and a responsibility. Other people may help or hinder, **but we build our own character**, and with it, we determine our level of self-esteem...ultimately how we feel about ourselves is the direct result of what we do and what we think. Real self-esteem is respect that we have to earn from ourselves.”*
– Hal Urban, 2003 in [Life’s Greatest Lessons: 20 Things That Matter Most, 4th Edition](#)

*“Making sense of our lives enables us to build positive experiences as we move beyond the limitations of our past and create a new way of living for ourselves and for our children. Making sense of our own lives can help us to provide our children with relationships that promote their sense of well-being, give them tools for building an internal sense of security and resilience, and offer them interpersonal skills that enable them to make meaningful, compassionate connections in the future...A **deeper self-understanding changes who you are**. Making sense of your life enables you to understand others more fully and give you the possibility of choosing your behaviors and opening your mind to a fully range of experiences.”* - Siegel and Hartzell, 2003 in [Parenting from the Inside Out](#)

*“What we all need is a **‘pause button’** – something that enables us to stop between what happens to us and our response to it, and to **choose our own response**. It’s possible for us as individuals to develop this capacity to pause. And it’s also possible to develop a habit right at the center of a family culture of learning to pause and give wiser responses.”* - Covey, 1997 in [The 7 Habits of Highly Effective Families](#)

*“Parenting for character not only takes time. Sometimes it also takes a **time-out**.”* – Berkowitz, 2005 in [Parenting for Good](#)

*“Change happens through a process of trying new ways of relating that can support your journey into deeper levels of self-understanding. In **self-reflection**, it can be helpful to find an adult whom you trust who can listen to aspects of your evolving journey of discovery... Self-reflection is deepened when it is shared within our intimate relationships.”* - Siegel and Hartzell, 2003 in [Parenting from the Inside Out](#)

Team Building

*“It’s not enough to simply tolerate differences in the family. You can’t just accept differences. You can’t just diversify family functions to accommodate differences. To have the kind of creative magic we’re talking about, you must actually **celebrate differences**. You must be able to say sincerely, ‘The fact that we see things differently is a strength – not a weakness- in our relationship...Sometimes living with differences and appreciating other people’s uniqueness is hard. We tend to want to mold people in our own image. When we get our security from our opinions, to hear a different opinion – particularly from someone as close as our spouse or children – threatens that security. We want them to agree with us, to think the way we think, to go along with our ideas...The key is to learn to blend the best of them together in a way that creates something entirely new.”* - Covey, 1997 in [The 7 Habits of Highly Effective Families](#)

Business: *This work is important! Here's why:*

- Facts & Data -

Motivation/Optimism/Attitude

"One in four workers has taken a mental health day off from work to cope with stress."
– APA Survey <http://www.naturalwellnesscare.com/stress-statistics.html>

"...the Gallup findings indicate that almost 3/4ths of the workforce is disengaged. Leaders who use their emotional resources to foster "engagement" (a sense of caring and commitment) deliver significant bottom-line results. Teams with higher engagement are:

- * 50% more likely to have lower turnover*
- * 56% more likely to have higher-than-average customer loyalty*
- * 38% more likely to have above-average productivity*
- * 27% more likely to report higher profitability"*

– *The Business Case for Emotional Intelligence, Six Seconds*
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

Team Building

"In a recent study asking employees the key aspects of an effective workplace they said the following:

More job autonomy, more involvement in management decision making, more flexible workplace, more learning opportunities on the job, employer provided education/training programs to enhance job skills, more supervisor support for job success, more co-worker team support for job success, more trust in managers, more fringe-benefits, more supervisor and co-worker support to manage work/personal/family life, work-life culture that is more supportive of personal and family life." - The Family and Work Institute

<http://familiesandwork.org/site/research/reports/brief2.pdf>

"Organizations with a high degree of connection has employees who are more engaged, productive, share more with colleagues, and are less likely to leave the organization for another competitor." – The Connection Culture: A new source of competitive advantage – Michael Stallard
<http://changethis.com/manifesto/44.06.ConnectionCulture/pdf/44.06.ConnectionCulture.pdf>

Self Awareness

"People will spend up to 10% more for good customer services." – White House Study

Conflict Resolution

“On average, each conflict that is not resolved, each crucial confrontation that is avoided, costs an organization \$1,500 and an 8-hour work day of wasted time.” – Crucial Conversations – Tools for talking when stakes are high; Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler
<http://www.amazon.com/dp/0071401946/>

“Research findings show that as much as 30 percent to 70 percent of a manager’s time is spent simply dealing with employees in conflict.” – Workplace Solutions

Leadership

The 7 reasons why employees leave; The 7 Hidden Reasons Employees Leave – How to Recognize the Subtle Signs and Act Before It’s Too Late – Leigh Branham with the cooperation of Saratoga Institute <http://www.lmcuk.com/book-review/the-7-hidden-reasons-employees-leave->

- * *The job or workplace was not as expected*
- * *The mismatch between job and person*
- * *Too little coaching and feedback*
- * *Too few growth and advancement opportunities*
- * *Feeling devalued and unrecognized*
- * *Stress from overwork and work-life balance*
- * *Loss of trust and confidence in senior leaders*

“The primary causes of executive career problems are EQ related: difficulty in handling change, not being able to work well in a team, and poor interpersonal relations.” – Center for Creative Leadership

<http://ezinearticles.com/?Emotional-Intelligence-for-Caring-Leaders---Developing-Empathy-in-Leaders&id=1151277>

“The evidence is increasingly compelling. The measurable, learnable skills of emotional intelligence make a significant impact on organizational performance. EQ may be essential to differentiating world-class organizations in an increasingly complex and competitive marketplace.” – The Business Case for Emotional Intelligence, Six Seconds

http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“One of the most important applications of EQ is in helping leaders foster a workplace climate conducive to high performance. These workplaces yield significantly higher productivity, retention, and profitability, and emotional intelligence appears key to this competitive advantage.” – The Business Case for Emotional Intelligence, Six Seconds

http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“1% improvement in climate yields 2% increase in revenue.” – From Dan Goleman’s book, Primal Leadership

<http://www.amazon.com/Primal-Leadership-Realizing-Emotional-Intelligence/dp/157851486X>

“As in many fields, healthcare is a complex and stressful environment where interpersonal interactions are of paramount importance. A study of 68 professional midwives and obstetricians in a large urban hospital found that emotional intelligence is strongly predictive of performance (66%), stress is slightly predictive (6%-24%), and emotional intelligence is predictive of stress management (6.5%). Interestingly, the most senior group in the study – those with the most supervisory and leadership responsibilities – are the ones for whom emotional intelligence made

the most difference. In other words, EQ becomes increasingly important as people move up into higher levels of leadership.” –The Business Case for Emotional Intelligence, Six Seconds
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“Executives who fail to develop self-awareness risk falling into an emotionally deadening routine that threatens their true selves. Indeed a reluctance to explore your inner landscape not only weakens your own motivation but can also corrode your ability to inspire others.” –The Business Case for Emotional Intelligence, Six Seconds
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“What distinguishes relationships that lead to retention? Compelling evidence from Gallup shows that it’s all about feelings. In their landmark research of over two million working Americans, the Gallup team found only about 26% of employees are engaged (caring and committed). They identified three critical factors that predict if an employee is “engaged” – and engaged employees are 50% more likely to stay in their jobs. The three factors that inspire engagement:

- * The employee feels cared for by their supervisor*
- * They received recognition or praise during the past seven days from someone in a leadership position*
- * They believe their employer is concerned about their development”*

– The Business Case for Emotional Intelligence, Six Seconds
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“In a recent study, when asked “What are the top issues you face at work?” leaders identified that 76% are on the people/relational side, and only 24% on the finance/technical side.” – The Business Case for Emotional Intelligence, Six Seconds
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“Emotional Intelligence (EQ) is emerging as a critical factor for sustaining high performance in this environment. World-leading organizations, such as FedEx, Lockheed Martin, the US Air Force, and Toyota, are turning to the science of emotional intelligence as part of the human capital strategy.” – The Business Case for Emotional Intelligence, Six Seconds
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

“One of the most important applications of EQ is in helping leaders foster a workplace climate conducive to high performance. These workplaces yield significantly higher productivity, retention, and profitability, and emotional intelligence appears key to this competitive advantage.” – The Business Case for Emotional Intelligence, Six Seconds
http://www.cornerstone-intl.com/pdfs/eq_business_case_2008.pdf

Education: *This work is important! Here's why:*

- FACTS & DATA -

Leadership

*“Great principals look for the teachers who will be exceptional in the classroom; but more than that, they look for those who will be influential in the school. I never wanted to settle for teachers who could lead their students well; I sought teachers who could **lead** their peers.” – Whitaker, T. 2003 in [What Great Principals Do Differently](#)*

*“The development of emotional intelligence is of the utmost importance in the lives of school counselors for a number of compelling reasons. Counselors not only face a range of emotional issues in the students and parents they serve but also in the administrators and teachers with whom they collaborate and consult. Counselors are in the unique and challenging position of balancing the perspectives, wants, and needs of all of these parties, essentially serving as the ‘emotional center’ of the complex system of the school community. Consequently, counselors can become increasingly pressed to manage not only the emotions of the people around them but their own emotions as well...The emotional intelligence of the counselor not only sets a necessary example of **leadership** but supports the counselor’s own well-being and personal adjustment to a challenging work environment.” - Pellitteri, Stern, Shelton, Muller-Ackerman, 2005 in [Emotionally Intelligent School Counseling](#)*

*“Strong cultures produce dense **leadership**- every member becomes champion, visionary, and poet. As teachers and parents become **leaders** – cultural icons for the deeper values of the school- the school becomes more than a building with instructional materials. It becomes an institution with history, values, purpose, and pride.” - Deal and Peterson, 1999 in [Shaping School Culture: The Heart of Leadership](#)*

*“The fun factor in school **leadership** rejuvenates the principal’s energy by placing him or her in situations that require a masterful mix of **leadership skill** and personal involvement. This personal involvement requires that the principal use personal skills, talents, interests, and passions to communicate in ways that benefit the teaching and learning processes of the school community. Putting the fun back into being a principal requires using time creatively and rethinking some of the roles that have become comfortable, but doing so can reinvigorate the principal and the entire school community.” – Foster, Lenoar. “Finding the Fun in the Principalship,” in *Principal Leadership*, Volume 3, Number 2, October 2002.*

*Teachers today have the awesome responsibility of preparing students for the 21st century workforce. This includes being able to demonstrate, **teach and model** the non-technical skills which are in high demand in the workplace. In a review of the ‘Best Companies to Work For’ among Fortune 500 companies who are currently hiring, the skills recruiters are looking for include:*

- *Self-starters who enjoy working with and helping other people*
- *Energetic individuals who can take the initiative*
- *Demonstrate commitment to the broader community*

- *Desire to innovate, and the skills to exceed the expectations of our customers*
- *Strong team members*
- *Highly adaptable to change*
- *High amount of intellectual curiosity*
- *Track record of continuous learning*

http://money.cnn.com/galleries/2010/fortune/1001/gallery.bestcompanies_mosthiring.fortune/index.html

*“Effective principals understand that one of a teacher’s most important tasks is to **model appropriate behavior**...Principals who consistently model their expectations for how people should be treated give their schools a valuable gift – a gift that , in time, everyone in the school can give to each other.” – Whitaker, T. 2003 in [What Great Principals Do Differently](#)*

Motivation/Optimism/Attitude

*“Today’s teachers want to team up to teach for the future. In survey after survey, teachers who are **most satisfied** with their careers and the contributions they are making to their students’ lives are more likely to work in schools with higher levels of professional collaboration.” – Carroll and Doerr, 2010 in [Learning Teams and the Future of Teaching](#)*

59% of teachers are very satisfied with teaching as a career and these teachers also have a greater sense of self-efficacy. -- [Metlife Survey of the American Teacher: Collaborating for Student Success \(2009\)](#)

*“The more you **embrace your role as a learner**, constantly striving to improve in your knowledge and skills, the more you will succeed as a teacher” – Eklund, N. (2008), [How Was Your Day at School? Improving Dialogue about Teacher Job](#)*

*“It does not require a great leap in reasoning to conclude that when CE [Character Education] and SEL [Social/Emotional Learning] become part of the daily life of any school, the campus culture becomes a more **rewarding work environment** for teachers. Perhaps by embracing what CE and SEL have to offer, we could retain many of the brilliant and caring educators who choose to leave the profession each year because of disillusionment. When one compares the cost of implementing CE and SEL strategies with the tremendous cost of time, energy, talent, training, and revenue that is generated each time we lose a teacher, we must conclude that the benefits far outweigh the costs.” - Matula, Leslie, 2004 in [Character Education and Social-Emotional Learning: Why We Must Teach the Whole Child](#)*

*A school community is a resource that is almost unlimited in its potential to **enrich your life**. Participating in the activities of a wide variety of adult and student groups – everything from chess club to improvisational theater – are all opportunities to interact and stretch yourself beyond what you might normally experience....Of course, having a rich and balanced life isn’t just about connecting with the school itself. It’s about making your time your own, and that has little to do with your school or colleagues....**the happier and healthier we are away from work, the happier and healthier we’ll be while at work.**” – Eklund, N. (2008), [How Was Your Day at School? Improving Dialogue about Teacher Job Satisfaction](#)*

*“Collaboration such as team building and problem solving, shaping the school curriculum, and influencing policies have been shown to be significant predictors of **teachers’ satisfaction with***

their careers. Teachers at-risk for leaving the profession are more likely to report inadequate communication with their principal and with other teachers.” -

[MetLife Survey of the American Teacher: Expectations and Experiences \(2006\)](#)

*“More than eight in ten teachers (84%) are **very confident** that they have the knowledge and skills necessary to enable all of their students to succeed academically and another 16% are somewhat confident. A similar majority of teachers (83%) agree that if they do their job well, their students will benefit regardless of how the rest of the school functions, including 43% who strongly agree, and 40% who somewhat agree.: -* [Metlife Survey of the American Teacher: Collaborating for Student Success \(2009\)](#)

Self Awareness

*“**Self-awareness** is the stepping stone to vision. If you can interpret your feelings and thoughts about your state of being today, you can certainly dream of where you want to be tomorrow...Counselors must repair, educate, reframe, reorient, and refocus the students they counsel, which requires challenging skills that demand a high level of self-awareness.– Stern, Hyman & Martin, 2005 in [Emotionally Intelligent School Counseling](#).*

*“Without recognizing our own emotions, we will be poor at managing them, and less able to understand them in others. **Self-aware** leaders are attuned to their inner signals. They recognize, for instance, how their feelings affect themselves and their job performance. Instead of letting anger build into an outburst, they spot it as it crescendos and can see both what’s causing it and how to do something constructive about it. Leaders who lack this emotional self-awareness, on the other hand, might lose their temper but have no understanding of why their emotions push them around. – Goleman, et al. 2002 in [Primal Leadership](#)*

*“The star or outstanding leader is the person who is **self-aware** and who consciously works at improving his or her competencies. She knows her strengths and limitations, seeks out feedback, and learns from her mistakes. As she directs her own learning, she capitalizes on her strength areas in her performance while she continuously works on strengthening her limitations. Her goal is to bridge the gap between her ideal self, the leaders she wants to be and her real self, the leader she is now.” -Patti and Tobin, 2003 in [Smart School Leaders: Leading with Emotional Intelligence 2nd Edition](#)*

*“The interpersonal relationships a [school] counselor develops with colleagues and school staff are essential in creating an emotionally intelligent school environment. When a counselor understands the emotional world of other educators, he or she can better support them in their own process of **self-awareness** and social awareness. This effort increases the ‘critical mass’ of emotionally intelligent participants in the system, which in turn increases emotional sensitivity in the school environment as a whole.”- Pellitteri, Stern, Shelton, Muller-Ackerman, 2005 in [Emotionally Intelligent School Counseling](#)*

Team Building

A recent report by the National Commission on Teaching and America’s Future (NCTAF) found that **highly effective teams** having the following:

- Shared Values and Goals
- Collective Responsibility
- Authentic Assessment

- *Self-Directed Reflection*
 - *Stable Settings*
 - *Strong Leadership Support*
- Carroll and Doerr, 2010 in [Learning Teams and the Future of Teaching](#)
- Also see: <http://www.nctaf.org/TeamUp.htm>

The Metlife Survey of the American Teacher found the following:

- Two-thirds of teachers (67%) and 78% of principals think that **greater collaboration** among teachers and school leaders would have a major impact on improving student achievement.
- On average, teachers spend 2.7 hours per week in **structured collaboration** with other teachers and school leaders, with 24% of teachers spending more than 3 hours per week.
- The least frequent type of collaborative activity is teachers observing each other in the classroom and providing feedback. Less than one-third of teachers or principals report that this frequently occurs at their school.
- Nine in ten teachers (90%) agree that **other teachers contribute to their success** in the classroom, including 51% who strongly agree. 67% of new teachers strongly agree compared to 48% of teachers with more experience.
- There is a **higher level of trust in more collaborative schools**...51% of teachers and 71% of principals strongly agree that the teachers, principal and other professional trust each other at their school...**teachers in schools with higher levels of collaboration are more likely to be very satisfied with teaching as a career** (68% vs. 54%).

The following **collaboration** strategies were recommended by thought leaders (principals and teachers who participated in a strategy session as a part of the 2009 MetLife survey) and have been assessed for both higher impact and greater feasibility for implementation:

- Create a safe environment for risk taking
 - Have a clear strategy and vision of the goals for **collaboration**
 - Provide a strong orientation for new teachers about the expectations for **collaboration**
 - Select strong teacher leaders
 - Provide specific training on how to achieve **collaboration**
- [Metlife Survey of the American Teacher: Collaborating for Student Success \(2009\)](#)