

# Miscellaneous Readings

## - RESEARCH PAPERS, ARTICLES, REPORTS, ETC.

### General Reading:

- **[2010 Workplace Issues Report – What are the top issues in organizations today?](#)**  
– Six Seconds  
*Six Seconds, an international not-for-profit organization supporting positive change, invited leaders to identify the key challenges in the workplace today. The report by Joshua Freedman explores top issues as well as employee attitudes and the role of emotional intelligence in solving those key issues.*  
<http://www.6seconds.org/blog/2010/02/talent-performance-economy/>
- **[Are They Really Ready To Work? – Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21<sup>st</sup> Century U.S. Workforce](#)** – The Conference Board, Partnership For 21st Century Skills, Corporate Voices for Working Families  
*In-depth study of the corporate perspective on the readiness of new entrants into the U.S. workforce by level of educational attainment.*  
[http://www.p21.org/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.p21.org/documents/FINAL_REPORT_PDF09-29-06.pdf)
- **[Don’t worry, be \(moderately happy\), research suggests](#)** – Dianne Yates  
*This article provides a perspective on the benefits of focusing on moderate happiness.*  
[http://www.eurekalert.org/pub\\_releases/2008-01/uoia-dwb012408.php](http://www.eurekalert.org/pub_releases/2008-01/uoia-dwb012408.php)
- **[Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study](#)** – by Kathleen Cavallo and Dottie Brienza  
*A study was conducted on three hundred and fifty-eight Managers across the Johnson & Johnson Consumer & Personal Care Group (JJC&PC Group) globally to assess if there are specific leadership competencies that distinguish high performers from average performers. More than fourteen hundred employees took part in a one hundred and eighty three question multi-rater 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.*  
[http://www.eiconsortium.org/reports/jj\\_ei\\_study.html](http://www.eiconsortium.org/reports/jj_ei_study.html)
- **[Emotional Intelligence-Issues and common misunderstandings](#)** – by Robert J. Emmerling and Daniel Goleman  
*In this article the authors raise issues and air questions that have arisen along with the growing interest in emotional intelligence.*  
[http://www.eiconsortium.org/pdf/defining\\_the\\_inkblot\\_called\\_emotional\\_intelligence.pdf](http://www.eiconsortium.org/pdf/defining_the_inkblot_called_emotional_intelligence.pdf)
- **[Guidelines for Best Practices](#)** – Gary Cherniss, Daniel Goleman, Robert Emmerling, Kim Cowan, & Michel Adler  
*These guidelines are based on an exhaustive review of the research literature in training and development, counseling, psychotherapy, and behavior change.*  
<http://www.eiconsortium.org/reports/guidelines.html>

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- **[Optimism, accumulated life stress, and psychological and physical adjustment](#)** – Edward C. Chang and Lawrence J. Sanna  
*This study examined optimism-pessimism as a moderator of the link between accumulated negative life stress and psychological adjustment (depressive symptoms and life satisfaction) and physical adjustment (physical symptoms and vulnerability to illness)*  
<http://www.unc.edu/~sanna/ljs03jscp.pdf>
- **[Positive emotions in early life and longevity](#)** – Deborah D. Danner, David A. Snowdon, and Wallace V. Friesen  
*This study investigates that longevity may be related to a variety of factors including personality and behavioral characteristics.*  
<http://www.apa.org/pubs/journals/releases/psp805804.pdf>
- **[The Business Case for Emotional Intelligence](#)** – Gary Cherniss  
*19 points build a case for how emotional intelligence contributes to the bottom line in any work organization.*  
[http://www.eiconsortium.org/reports/business\\_case\\_for\\_ei.html](http://www.eiconsortium.org/reports/business_case_for_ei.html)
- **[The Business Case for Emotional Intelligence, Six Seconds](#)** – White paper written by Joshua Freedman and Todd Everett.  
*This report combines research from a number of different emotional intelligence models and tools showing strong evidence that the measurable, learnable skills of emotional intelligence make a significant impact on organizational performance.*  
<http://www.6seconds.org/modules.php?name=News&file=article&sid=299>
- **[The 7 Hidden Reasons Employees Leave – How to Recognize the Subtle Signs and Act Before It's Too Late](#)** – Book by Leigh Branham with the cooperation of Saratoga Institute  
*The 7 Hidden Reasons Employees Leave is for managers, executives, business owners, and human resources professionals who care about correctly identifying the root causes of employee disengagement. Incorporating the Saratoga Institute's data from surveys of more than 19,000 employees, Branham outlines the real, but hidden, whys of worker turnover and offers proven practices for engaging these workers and bonding them to the organization.*  
<http://www.amazon.com/Hidden-Reasons-Employees-Leave-Recognize/dp/0814408516>

For additional reading on this subject, please feel free to view **The Chamm'd Foundation General Bookstore** on **[Social/Emotional Intelligence & Character Education](#)**.

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- [\*\*Bring a Dish to Pass: The Civil Action of Community Development\*\*](#) – By Kent Roberts & Jay Newman  
*The National Civility Center is a not-for-profit organization established in 2000 to help people make their communities better places to live. We unified plan for action - can help community members and organizations become more effective at solving tough social issues. We have authored a book Bring A Dish To Pass: The Civil Action of Community Improvement to be used in getting this dialogue started in your community.*  
<http://www.civilitycenter.org/about.php>
- [\*\*Community Weaving\*\*](#) – By Kent Roberts  
*Community Weaving taps the creating potential of the grassroots to creatively address issues impacting society. The goal is to create a more caring, just and civil society to save our children's future.*  
<http://www.communityweaving.org/overview.htm>

For additional reading on this subject, please feel free to view [\*\*The Charmm'd Foundation General Bookstore\*\*](#) on [Community](#).

## Education Specific:

- [\*\*Character Education and Social-Emotional Learning: Why We Must Teach the Whole Child\*\*](#) - By Leslie Matula  
*This report articulates why the combining the educational practices of Character Education and Social-Emotional Learning are not only impactful on students but on the entire school community including the lives of educators.*
- [\*\*Metlife Survey of the American Teacher: Collaborating for Student Success\*\*](#)  
*The report examines the views of teachers, principals and students about respective roles and responsibilities, current practice and priorities for the future, addressing the issues of effective teaching and leadership, student achievement and teaching as a career. This report builds upon past finding, examining how collaborative teaching and leadership is practiced in schools today and its implications for collegiality, job satisfaction, teacher retention, instruction and student academic achievement.*
- [\*\*Stages of Team Development: Lessons from the Struggles of Site-Based Management\*\*](#)  
By Nancy Mohr & Alan Dichter  
*One major focus of the work of the Annenberg Institute for School Reform is developing and supporting educational leadership with the vision and expertise needed to transform schooling. The Institute's Leadership initiative seeks to influence, support, and sustain models of shared leadership (teacher, principal, superintendent, community) that help to improve student achievement.*
- [\*\*Teachers Who Will Make a Difference in the 21st Century...From One Principal's View Point\*\*](#) - By Bonnie J. Pryor

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*This keynote address by a school principal examines the importance of retaining the best teachers in order to maintain a high quality of education. This means keeping teachers motivated, since they are the crucial part of most solutions to challenges.*

- [\*\*The Socially Intelligent Leader\*\*](#) - By Daniel Goleman  
*New findings on the social nature of the brain reveal the need for principals to fashion a school culture of warmth and trust.*
- [\*\*The Soul of Teaching: Educating Teachers of Character\*\*](#) - By Sheryl O'Sullivan  
*The notion that schooling exists for the development of character as well as skills is not a new view of education. Still, in our schools of education today, little is done to prepare candidates to be teachers of character. This article initially addresses the lack of character education training in teacher education programs and makes a case for its inclusion. Several general ways for integrating teacher education and character education are explored. Finally, a description of a specific course that deliberately combines these two areas is presented.*
- [\*\*Why Not Your Best? Creating a Culture of Excellence in the Classroom\*\*](#) - By Hal Urban  
*When I was a high school history and psychology teacher, one of the life lessons I wanted to pass on to all of my students had to do with effort, determination, diligence, and good old-fashioned hard work. When I was growing up, the message I received about being successful in life was pretty straightforward: If you wanted to be good at anything, you'd have to work hard!*

### **Recommended Articles for Purchase**

- [\*\*Learning Teams and the Future of Teaching\*\*](#) - By Tom Carroll and Hanna Doerr  
*In this article, the authors discuss the future of teaching and how it will depend on embedding continuous professional development in the day-to-day fabric of work in schools as well as calling for a cultural shift in schools based on six learning-team principles.*
- [\*\*Running Head: Emotionally Literate Schools\*\*](#) - By Marc A. Brackett, Janet Patti & Robin Stern \* Chapter in Handbook for Developing Emotional and Social Intelligence: Best Practices, Case Studies, and Strategies  
*In this essay, we describe our district-wide implementation plan for creating schools that foster SEL. Our programs, Emotionally Literate Schools, which have been adopted by school districts throughout the United States and England, represent the collective expertise of psychologists, educators, and school administrators. The programs address the underlying emotional skills that foster well-being, improved academic and work performance, and healthy social interaction. The assertion is that for children to thrive, it is necessary both to integrate the teaching of emotional skills into the academic curriculum and provide training and opportunities for students and all stakeholders – school leaders, teachers, and family members – to apply these skills in their daily interactions.*

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- [The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes](#) - *By Patricia A. Jennings and Mark T. Greenberg*  
*The authors propose a model of the prosocial classroom that highlights the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposes that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students.*

For additional reading on this subject, please feel free to view [The Chamm'd Foundation General Bookstore](#) on [Education](#).