

# A Case Study Report of the Principal

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Title: "Principal, the leader of the School takes a step forward to bring Emotional Intelligence into action."

## 1. Introduction

Emotional Intelligence can be described in a simple way as, Emotional Intelligence is nothing but becoming more smarter than before with our own emotions. The psychologists Peter Salovey and John Meyer coined the word, 'Emotional intelligence' in the year 1990. According to them Emotional Intelligence is perceiving emotions, recognizing and understanding emotions and managing them for self and others by utilizing the data acquired by us.

Today Emotional Intelligence is the very important factor because it plays a vital role in the process of understanding emotions and applying that knowledge in a day-to-day life. And it is more important when a person is handling a very influential position. As a leader, manager, principal, chairman, trusty etc.

This study shows the application of Emotional Intelligence competencies by a Principal of one of the schools, which was registered with the researcher for her research. Principal wants to see a better impact of EQ competencies on own life, professional life and social life. When a leader of an institute takes a step forward to get assessed own EQ competencies and ready to take efforts to change them in a particular way, then the principal sets an example of transformation in front of all the colleagues and staff.

## 2. Methodology

With the help of the interview technique, Researcher tried to understand the need of the principal to learn more about Emotional Intelligence. Not only that but also the principal was very keen to bring that knowledge in to action. The Principal was asked the questions by researcher in her initial interview as,

- 1) What is the reason principal feels the need to learn Emotional Intelligence?
- 2) Why does the principal need to have more impact in own life?
- 3) Have the principal learnt about EQ before?
- 4) What is the impact the principal is expecting after EQ assessment?

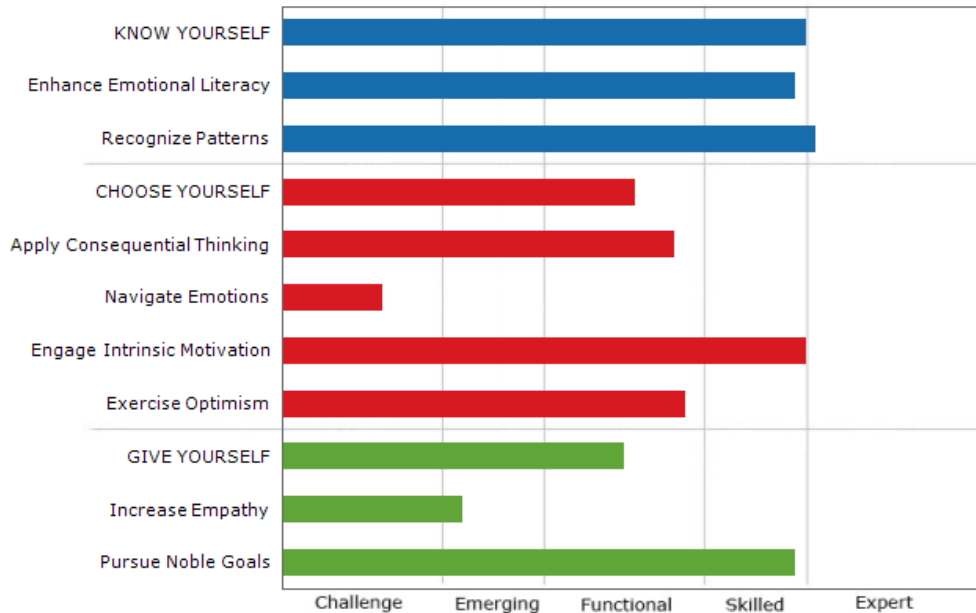
Principal of the school mentioned in the answers that, "Sometimes it starts becoming vulnerable about many situations, and anxiety level goes very high. Also sometimes situations become uncontrollable and it becomes unable to manage the irritability and anger. Sometimes principal becomes overwhelmed and literally feels overpowered by these emotions. So principal feels that after learning Emotional Intelligence, and the skill of empathy, principal could handle them in a proper manner and thus principal will start experiencing it as a properly well managed individual."

So then Social Emotional Intelligence Assessment Adult Version 4.0 (SEI) was administered for the principal. Pre and Post and in between principal has provided with in depth information about EQ with detail report of the SEI and also conducted training session, where the focus was on the competency "Empathy."

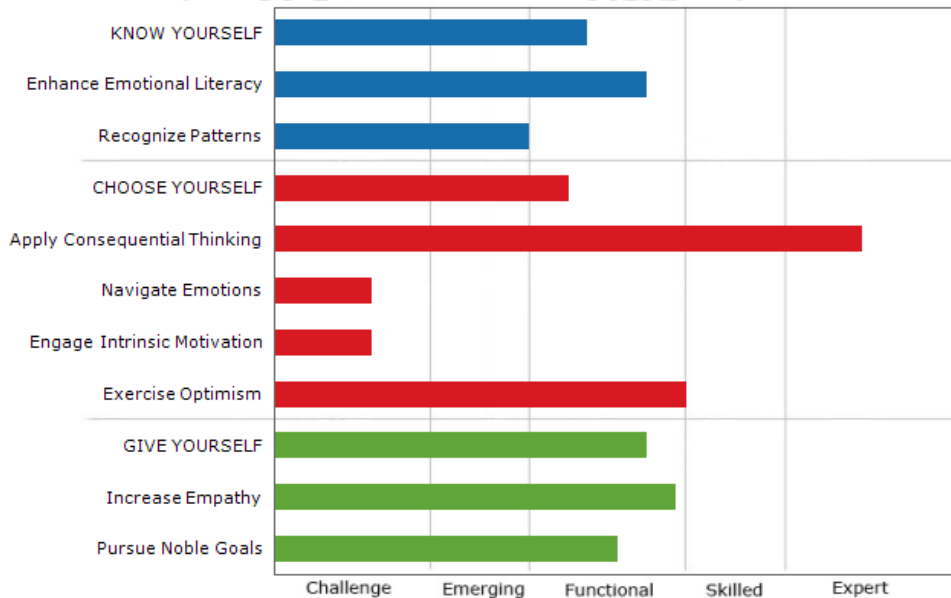
Sr. No.	Assessment	Training	Assessment
1.	Pre SEI Assessment	Training in EQ Competency, Empathy	Post SEI Assessment

## 3. Pre and Post Assessment

### 3.1 Pre SEI Assessment Graph of the Principal



After a training session in Empathy the Post Assessment was conducted.



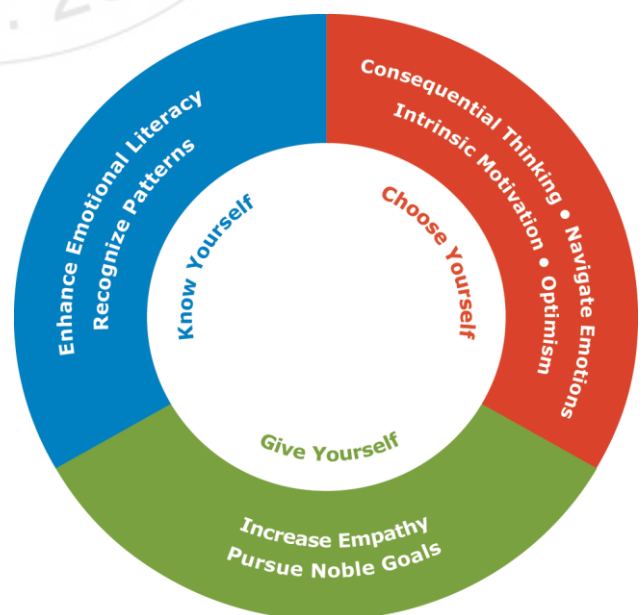
### 3.2 Social Emotional Assessment Adult Version 4.0

When SEI 4.0 is administered as an online assessment or paper assessment, data can be filled up in the intranet of the NGO. Which is provided only to SEI CERTIFIED candidates. The researcher is SEI CERTIFIED with the 6 Seconds NGO and the researcher had been provided a Grant to use the Assessments for her Ph.D. research by the NGO 6 seconds.

It covers three important things.

- 1) The EQ –in Action model
- 2) The competencies
- 3) The in depth report

#### 1. THE EQ –IN — ACTION MODEL--



The above picture shows the model on which the EQ assessment based upon. It covers important eight competencies. And these competencies are divided into three pursuits, as KNOW YOURSELF, CHOOSE YOURSELF AND GIVE YOURSELF.

## 2. The Competencies—

- a) Know Yourself: This pursuit covers two important competencies as Enhance Emotional Literacy and Recognizing Patterns. These competencies are important for awareness.
- b) Choose Yourself: This covers four competencies as Consequential thinking, Navigating Emotions, Intrinsic Motivation, Exercise Optimism. These competencies help us in understanding our intention.
- c) Give Yourself: This pursuit covers two competencies as Increase Empathy and Pursue Noble Goal. That works on our purpose.

## 3. The in depth report--

In the report which is 21 pages gives complete idea about Emotional Intelligence and definitions and meaning of all important concepts and also it gives in depth information and tips about How the candidate can gain more on all these eight competencies.

## 4. Outcomes and Findings

The principal decided totake efforts to bring changes in the competencies as Navigating Emotions and Empathy and after discussion principal found that it will be very easy to start with the action plan for changes in the Empathy competency.

### 1) Over all Stress gone down

We found that principal was feeling stressful before but after learning how to connect with empathy rather than a lot of other means of connecting with people as over appreciation, Pampering, very touchy feely talks, giving gifts not in things but allotting more time to complete the work or giving a lot of freedom to do the work. In the process, a lot of stress used to get created. Which was then feltless meaningful and artificial by the principal. But after learning how to connect with people with empathy principal started doing everything more with ease. Principal started doing same things effortlessly. That easy feeling made principal feel less stressful. Principal mentions that, it was an eye opener exercise. Principal will continue with the same ahead as well.

### 2) Balance in her report

In the Principal's post assessment, principal started achieving more balance in the competencies. And also achieved expertise in consequential thinking competency. Though no training was provided for the same; might be principal started using that competency more because principal says that, " I never tried to understand a situation from other people's point of view. So to understand what is happening at the other person's life,I used consequential thinking more and gained expertise in it."

### 3) Empathy came in to action

Most important part is the Empathy, the very important competency which is also a part of the preamble of Government for teachers, the principal said that, " Principal has never understood this concept properly before." So when it is understood principal always wanted to apply it into the life. Principal started understanding problems of subordinates and staff members more properly, even students used to go from principal's cabin without resolving their issues before, they started getting solutions.

### 4) Connecting people with Resolving rather than Pampering

When people around the principal started getting answers and solutions to their problems and issues, they were connected to the principal and with their work more profoundly than before and in a new way.

### 5) Focused on only what is needed

As in the Pre Assessment Graph, we understand that, the principal already knew the pattern, as the principal's 'Recognizing pattern competency' is touching to an Expert area. Also the 'Intrinsic motivation competency' is touching to the Skilled area. So principal was already having those competencies. So the principal could completely focus with all her energy and available time towards Empathy exercises and application in day today life. And that shows tremendous success.

Initially Principal's Empathy score was just in Emerging area after systematic learning of Empathy competency, it reached to higher side of functional area. That is how the principal is gaining more success in her life.

## References

- [1] Research Journal of Education Sciences, 1990 Pp. 195 – 211, Vol. 1.
- [2] Salovey P. and Meyer J.D. Emotional Intelligence, Imagination, Cognition and Personality.
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- [5] Part1, ch.1, The foundation of Social and Emotional Learning, (Zins, Bloodworth, Weissberg & Walberg, 2004. P. 17)
- [6] Nutankumar Thingujam, 2004, National Academy of Psychology, India, Vol. 49, No. 2-3, 155- 166.