



Applied EQ  
GROUP

# EQ FOR TEACHERS

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1. Warm up exercise
2. Why do we need to know about our personality?
3. What is the Big 5 model of personality?
4. What are the strengths and weaknesses associated with my personality?



1. Most people would describe my personality as \_\_\_\_\_.
2. If I had to describe my personality in one word, it would be \_\_\_\_\_.
3. I usually get along best with people whose personality is \_\_\_\_\_.
4. It's hard for me to be around people whose personality is \_\_\_\_\_.



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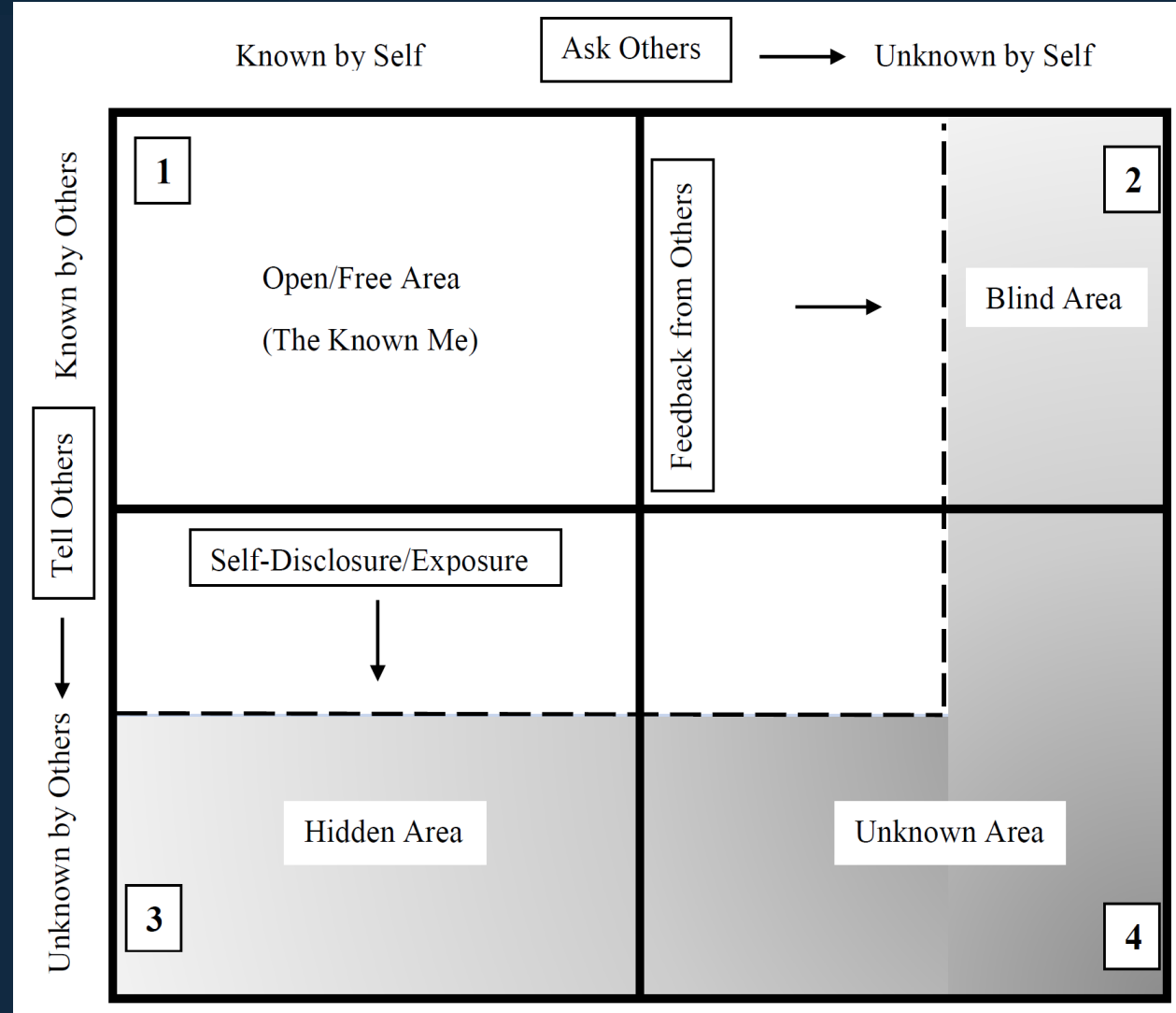
# WHY DO I NEED TO KNOW MY PERSONALITY?

“Until you make the unconscious conscious, it will direct your life, and you will call it fate.”

--Carl Jung



# WHY DO I NEED TO KNOW MY PERSONALITY?





# WHY DO I NEED TO KNOW MY PERSONALITY?

- People who **don't** practice self-awareness won't listen to or accept feedback.
- People who **don't** practice self-awareness can't empathize with or take the perspective of others.
- People who **don't** practice self-awareness accept no blame for failures and take all credit for successes.



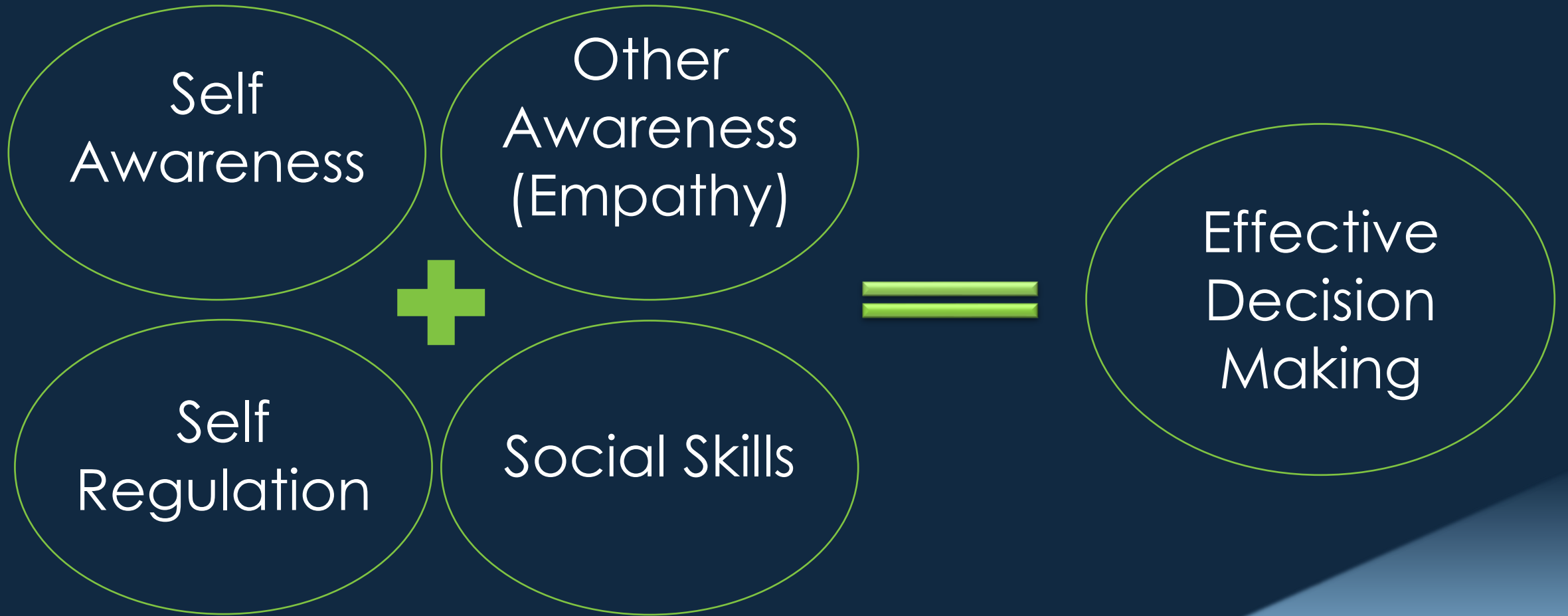
## WHY DO I NEED TO KNOW MY PERSONALITY?

- People who **do** practice self-awareness are less prone to personal and professional burnout.
- People who **do** practice self-awareness are more likely to find peak performance in all areas of their lives.
- People who **do** practice self-awareness create positive culture and synergistic teams.



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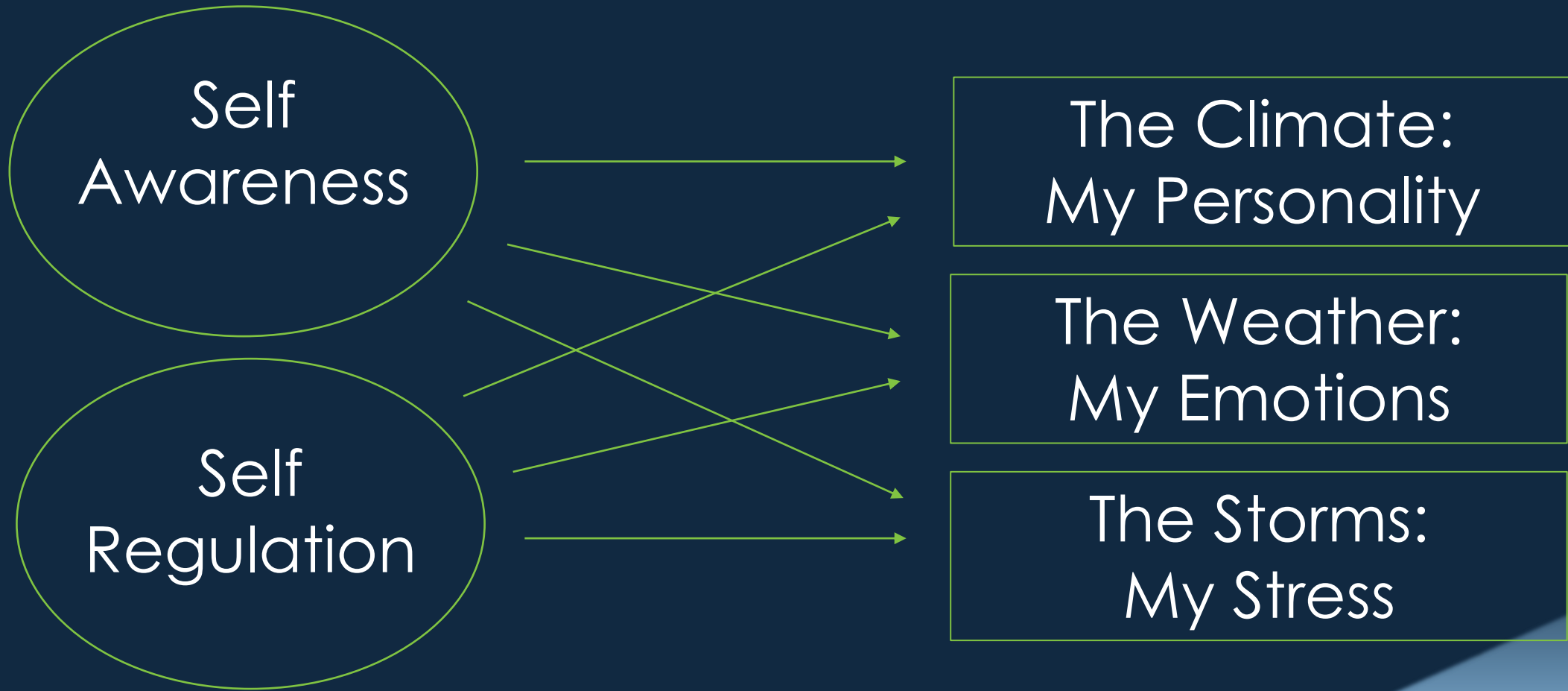
# WHAT IS EMOTIONAL INTELLIGENCE (EQ)?







# WHAT IS EMOTIONAL INTELLIGENCE (EQ)?





**O**penness: Do I prefer change or consistency?

**C**onscientiousness: Do I prefer structure or chaos?

**E**xtraversion: Do I prefer to be alone or with others?

**A**greeableness: Do I prefer cooperation or competition?

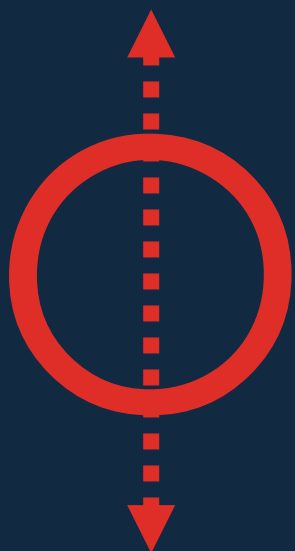
**N**euroticism: How quickly am I emotionally aroused?



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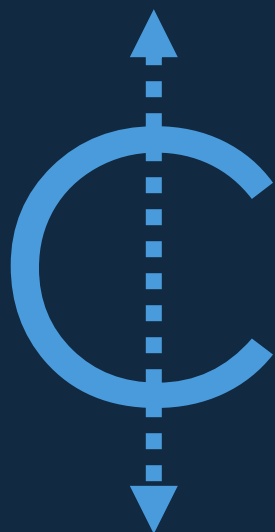
# THE BIG 5: OCEAN...

Change



Consistency

Order



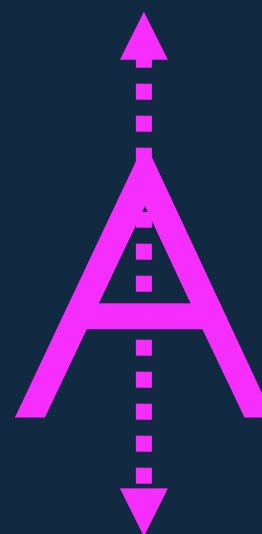
Chaos

Groups



Solitude

Cooperation



Competition

Reactive



Stable



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# *The Educator Assessment of Social and Emotional Learning (EASEL)*

[www.takeetheasel.com/easel](http://www.takeetheasel.com/easel)



O	C	E	A	N
3.2	4.3	2.1	2.3	3.1



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O	C	E	A	N
3.2	4.3	2.1	2.3	3.1

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MY CLIMATE:  
WHERE AM I IN THE OCEAN?

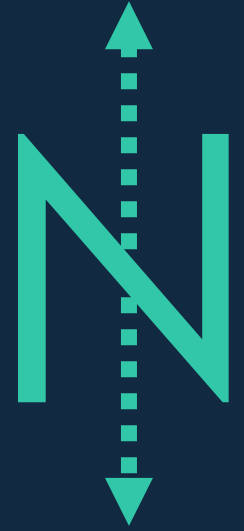
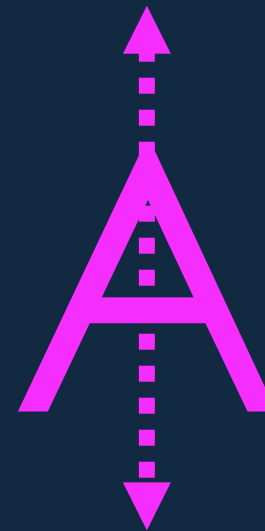
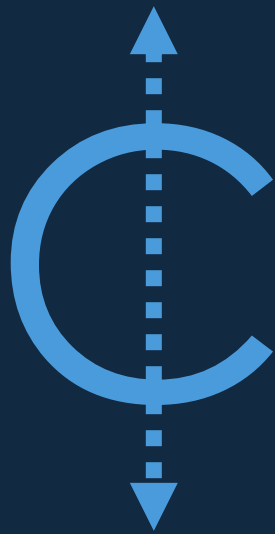
Change

Order

Groups

Cooperation

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Consistency

Chaos

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Stable



# OPENNESS: CHANGE OR CONSISTENCY?

I'm good at:

- Thinking creatively, outside conventional boundaries
- Exploring, discovering, adjusting to change

(Potential sweet spot: gifted students)

I'm good at:

- Being consistent, predictable and reliable.
- Evoking trust from others because you are steadfast

(Potential sweet spot: students with trauma)

Change



Consistency





# OPENNESS: CHANGE OR CONSISTENCY?

I might struggle with:

- Being consistent, predictable, or reliable.
- Winning trust (due to inconsistency)

(Potential conflict: students with trauma)

I might struggle with:

- Breaking from ruts and finding new opportunity.
- Exciting or motivating others.

(Potential conflict: gifted students)

Change



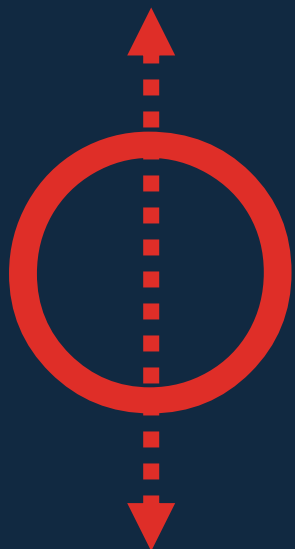
Consistency



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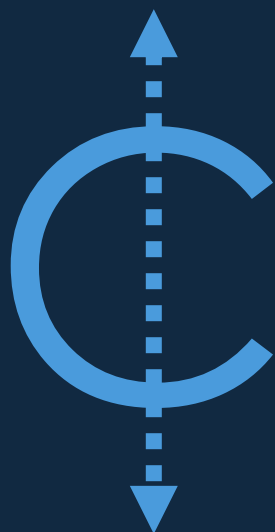
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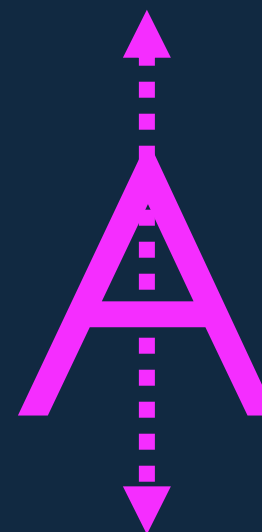
Chaos

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# CONSCIENTIOUSNESS: STRUCTURE OR CHAOS?

I'm good at:

- Being focused, organized, task-oriented
- Being disciplined and dependable.

(Potential sweet spot: Students w/ADHD or trauma; admin)

I'm good at:

- Being flexible, spontaneous and comfortable with disorder.
- Being artistic/free-flow.

(Potential sweet spot: pre-K)

Order



Chaos



# CONSCIENTIOUSNESS: STRUCTURE OR CHAOS?

I might struggle with:

- Prioritizing relationships over completing tasks.
- Surrendering control.

(Potential conflict: Students w/ADHD or emotional disturbance)

I might struggle with:

Being organized and getting things done.  
Leading people (due to lack of structure and predictability).

(Potential conflict: Students w/ADHD or trauma)

Order



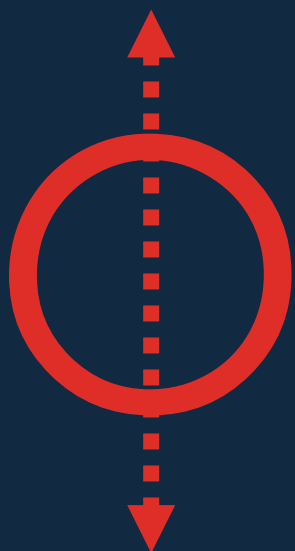
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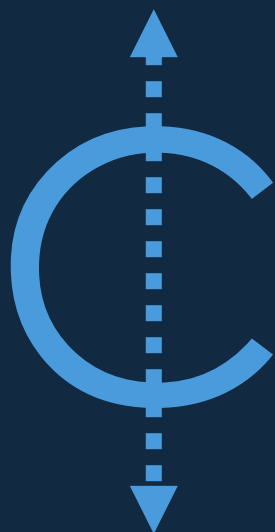
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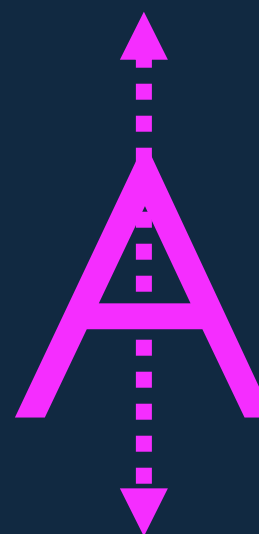
Chaos

Groups



Solitude

Cooperation



Competition

Reactive



Stable



I'm good at: \_\_\_\_\_

- Thriving in large groups and loud, busy spaces.
- Leading well in group situations.

(Potential sweet spot: Student organizations)

I'm good at: \_\_\_\_\_

- Tolerating aloneness and solitude.
- Being introspective and insightful.

(Potential sweet spot: counselor, art teacher)

Groups



Solitude



**I might struggle with:**

- Letting others share in the conversation.
- Looking within yourself to practice introspection.

(Potential conflict: students who are shy/anxious)

**I might struggle with:**

- Showing that you are caring and engaged.
- Providing solid leadership due to a lack of desire to be around others.

(Potential conflict: students with big personalities;  
classrooms)

Groups



Solitude



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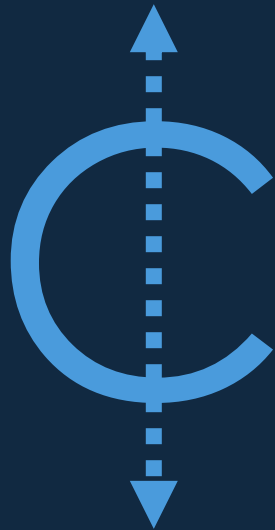
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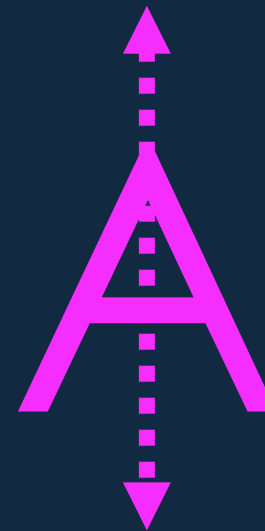
Chaos

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Stable





I'm good at:

- Being a team player.
- Responding to authority by being tolerant, humble and accommodating.

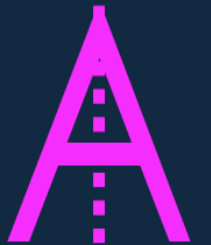
(Potential sweet spot: Students with ED; elementary)

I'm good at:

- Being persistent, competitive and independent.
- Questioning things.

(Potential sweet spot: Coaching; teaching logic; secondary)

Cooperation



Competition



I might struggle with:

- Setting boundaries.
- Having hard conversations or dealing with conflict.

(potential

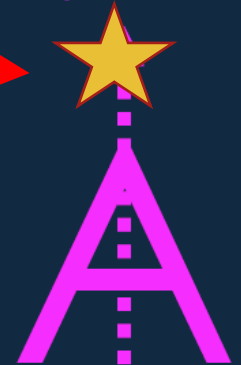
(Potential conflict: students w/ODD; secondary)

I might struggle with:

- Honoring relational harmony over being right.
- Being kind and gracious instead of brash and combative.

(Potential conflict: Students with ED; trauma; elementary)

Cooperation



Competition



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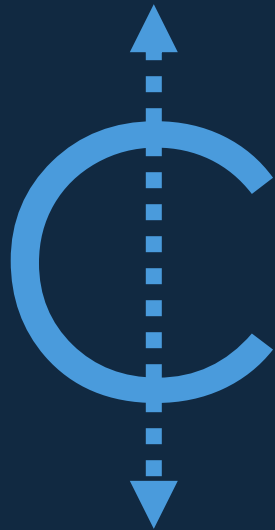
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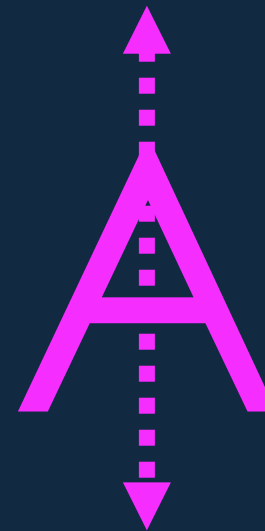
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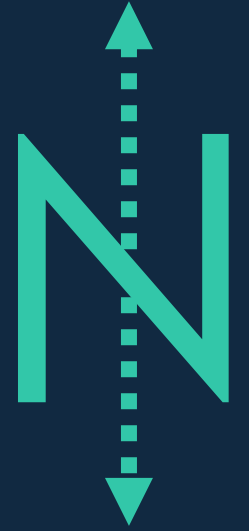
Solitude

Cooperation



Competition

Reactive



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I'm good at:

- Being alert, mindful of my surroundings, and not being caught off-guard.
- Responding to needs of others

(Potential sweet spot: teaching SEL)

I'm good at:

- Keeping my emotions in control.
- Not over-reacting or making impulsive decisions.

(Potential sweet spot: Administration; ED Self-contained)

Reactive



Stable



Openness Conscientious Extraversion Agreeableness Neuroticism

Elementary Classroom  
Teachers



Secondary Classroom  
Teachers





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MY CLIMATE:  
WHERE AM I IN THE OCEAN?

Openness Conscientious Extraversion Agreeableness Neuroticism



Primary and  
Secondary  
Administrators





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MY CLIMATE:  
WHERE AM I IN THE OCEAN?

Openness Conscientious Extraversion Agreeableness Neuroticism

Classroom  
teachers with  
20+ years  
experience





# Applied EQ

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★ Adam (C=4.3; E=2.3)

★ Blake T (E=4.5; N=2.16)

★ Blake M (C=3.8; N=1.7)

★ Terry (E=4.4; N=2.1)

★ Elisa (E=4.7; N=1.4)

★ Ryan (A=3.5; N=1.5)

★ Erik (C=3.8; N=2.4)

★ Shawna (C=4.2; N=1.7)

★ Brandon (O=3.7; N=1.2)

★ Lars (C=4.2; N=1.9)

Change



Consistency

Order



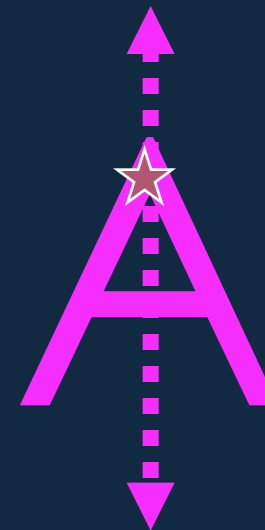
Chaos

Groups



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