



Course 102

Powers and Responsibilities of Local Officials and Conflict Resolution

Description

This course will present the powers and duties of elected and appointed officials of municipalities, parish governments, and special districts. In addition, participants will have the opportunity to explore how to resolve conflict between government officials and build better teams through effective communication.

Objectives

After this class participants will be able to:

- Describe the role of elected officials in their governmental entity
- Explore how to resolve conflicts
- Participants will gain appreciation for others in their governments
- Participants will discover four methods to resolve conflict

Who Will Benefit

- Elected Officials/Appointed Officials
- Local Government Employees
- Local Government Auditors

About the Instructor

Andrée Carrier Taylor has been with the Louisiana Legislative Auditor since 2014 working in the area of Local Government Services developing and creating the Center for Local Government Excellence's Training Initiative. Prior to working with LLA's Center for Local Government Excellence, Andrée was a Small Business Management Consultant and an Instructor in the Department of Management at Southeastern Louisiana University. Andrée taught courses in Strategic Management, Diversity, Small Business Management, Entrepreneurship and Human Resources. During the first part of her career, Andrée taught Accounting at Nicholls State University and then spent 14 years in medical and pharmaceutical sales. Andrée has a Master's in Business Administration with a concentration in Accounting and is a Certified Public Accountant.

Center for Local Government Excellence



Powers and Responsibilities of Officials and Conflict Resolution

Presented By:
Andrée Taylor, MBA, CPA
Senior Analyst, Local Government Services
Louisiana Legislative Auditor

September 28, 2017

Agenda



Topic	Slide #
Overview	3 - 4
Powers and Duties : Municipalities, Parish Governments and Special Districts	5 - 30
Checklist for Newly Elected Officials	30 (Handout)
Communication & Leadership in Local Government	31 - 36
Conflict Resolution Skills	37 - 58
Tips for Managing Conflict	59
What Staffs Need to Know about Elected Officials	60 - 62
What Elected Officials Need to Know about their Staff	63 - 64

Course Description



This course will present:

--- the powers and duties of elected and appointed officials of municipalities, parish governments, and special districts

--- In addition, participants will have the opportunity to explore how to resolve conflict and build better teams through effective communication.

September 2017

Center for Local Government Excellence

3

Course Objectives



After this class participants will be able to:

- * Describe the role of elected officials in their governmental entity**
- * Explore how to resolve conflicts**
- * Appreciate others' roles in their governments**
- * Discover four methods to resolve conflict**

September 2017

Center for Local Government Excellence

4



Powers and Duties

- * **Executive Branch**---responsible for the daily administration of the government and enforcement of the law
- * **Legislative Branch**---makes the laws
- * **Judicial Branch**---interprets and applies the constitution and laws of the state

In Louisiana, the units of local government are parishes, municipalities, and special districts.

September 2017 Center for Local Government Excellence 5



Municipalities- Forms of Government

MUNICIPALITIES

- * **Mayor-Board of Aldermen (Lawrason Act)**
---- 245 of 303 municipalities
- * **Legislative or Special Charter**---24 of 303
- * **Home Rule Charter**---34 of 303

September 2017 Center for Local Government Excellence 6

Municipalities – Governance



The Louisiana Constitution states that the Legislature shall provide by general law for the incorporation, consolidation, merger, and government of municipalities [Article VI, Section 2].

September 2017 Center for Local Government Excellence 7

Limits on Municipal Power



- * May not define or provide for punishment of a felony**
- * Except as authorized by law, may not enact an ordinance governing private or civil relationships**
- * May not abridge the police power of the state**

September 2017 Center for Local Government Excellence 8

Legislative Charters



- * **No local or special law shall create a municipal corporation or amend, modify, or repeal a municipal charter**
- * **However, a special legislative charter existing on January 1, 1974 may be amended, modified, or repealed by local or special law**

September 2017 Center for Local Government Excellence 9

Legislative Charters



- * **Municipal government established and maintained by act of legislature**
- * **If conflict exists between legislative charter and Lawrason Act, the charter prevails**
- * **If legislative charter is silent on the matter, the Lawrason Act governs**

September 2017 Center for Local Government Excellence 10

Municipalities - Size



- * **City (5,000 population or greater)**
- * **Town (more than 1,000 but less than 5,000 population)**
- * **Villages (1,000 or less population)**

September 2017 Center for Local Government Excellence 11

Lawrason Act Municipalities



- * **Statutory government structure for municipalities created since 1898**
- * **Legislative charter municipality may change to Lawrason Act by election**

September 2017 Center for Local Government Excellence 12

Municipalities- Lawrason Act



R.S. 33:321-463, was totally revised in 1986, with another significant revision in 1997. Under the Lawrason Act, the municipality is governed by a mayor-board of aldermen form of government with the legislative powers vested in the board of aldermen and the mayor acting as the chief executive officer of the municipality [R.S. 33:362].

Lawrason Act Municipality Power/Limits



*** May exercise any power and perform any function necessary, requisite, or proper for the management of its affairs not denied by law.**

Elections



- * **Held every four years**
- * **Mayor and elected chief of police elected at large**
- * **Board members may be at large or by district**

September 2017 Center for Local Government Excellence 15

Municipalities – Officers



- * **Mayor**
- * **Alderman**
- * **Chief of Police**
- * **Tax Collector**
- * **Clerk**

September 2017 Center for Local Government Excellence 16

Municipalities – Other officials



- * **Marshal**
- * **City attorney**
- * **Water superintendent**
- * **Streets superintendent**
- * **Magistrate**

September 2017 Center for Local Government Excellence 17

Municipalities – Mayor



Executive Branch

- * Chief executive officer (R.S. 33:362)
- * Supervises and directs administration and operation of municipal departments, other than police department with an **elected** chief
- * Delegates performance of duties
- * Subject to law, civil service rule, and ordinance, the mayor appoints and removes employees
 - * BUT.....Not police department with elected chief

September 2017 Center for Local Government Excellence 18

Mayor: Executive Authority

- * **Suggests appointment of officers**
- * **Signs all municipal contracts**
- * **Prepares and submits annual operations and capital improvement budget**
- * **Represents the municipality**
- * **Signs warrants drawn on municipal treasury**

September 2017 Center for Local Government Excellence 19

Mayor: Executive Authority

- * **Presides at municipal meetings**
- * **Serves in mayor's court**
- * **Keeps mayor's court docket**
- * **Provides for annual financial statement**
- * **Has any other power or duty necessary or proper for administration of municipality not denied by law**

September 2017 Center for Local Government Excellence 20



Municipalities - Aldermen

Legislative Branch

- * **Pass laws (ordinances)**
- * **Sets the salaries of the mayor, aldermen, clerk, chief of police and other municipal officers**
- * **Approve budget (operations and capital improvements)**

September 2017 Center for Local Government Excellence 21



Municipalities - Aldermen

Legislative Branch

- * **Appoint municipal officers**
- * **Assists mayor in keeping mayor's court docket**
- * **Approve contracts (through budgetary appropriation)**
- * **Provide for annual financial statement**

September 2017 Center for Local Government Excellence 22

Chief of Police



- * **Elected chief may immediately effect discipline and dismiss personnel pending board approval at next special or regular meeting.**
- * **Elected chief may provisionally fill a vacancy with the mayor's approval, pending board approval; remains in effect unless board rejects.**

September 2017

Center for Local Government Excellence

23

Municipalities - Clerk



- * **Keeps ordinance book**
- * **Publishes ordinances**
- * **Keeps minutes**
- * **Clerk is auditor**
- * **Keeps accounting records**
- * **Collects all cash**

September 2017

Center for Local Government Excellence

24

Parish Governments



Generally, a police jury may exercise only those powers authorized by the constitution or by law (Const. Art. VI, §7).

However, the constitution authorizes a police jury to exercise any power and perform any function necessary, requisite, or proper for management of its affairs, not denied by general law, if the exercise of this broad authority is approved by the electors of the parish.

Parish Governments—duties



The Police Jury or Parish Government may:

- * make regulations for its own government;**
- * make and repair roads, bridges, and levees;**
- * maintain banks of rivers and natural drains, drainage ditches, and canals;**

Parish Governments – duties

The Police Jury or Parish Government may:

- * levy taxes for parish expenses;**
- * establish ferries and toll bridges;**
- * provide support for the poor and those in necessitous circumstances (R.S. 33:1236).**

September 2017 Center for Local Government Excellence 27

Parish Governments – duties

The parish government or police jury may:

- enact ordinances and provide for their enforcement by imposing fines or imprisonment. Such ordinances may be prosecuted by criminal process of indictment or information.**
- provide for enforcement of ordinances by fine or forfeiture to be collected by civil process before any court of competent jurisdiction (R.S. 33:1242)**

September 2017 Center for Local Government Excellence 28

Special Districts



The difference between a special district and a city or parish is that the special district is created to perform one major function. Examples are:

- Water district
- Sewerage district
- Drainage district
- Library district

Created by constitution/legislation or by parishes or municipalities

Checklist for Newly Elected Officials



Please turn to the Checklist for Newly Elected Officials

Checklist for Newly Elected Officials

The change of administration from an outgoing elected official to a newly elected official should be a smooth transition with both parties cooperating for the benefit of the taxpayers that they represent. However, many times the outgoing official is not cooperative and the transition does not go smoothly. Regardless of the type of transition, the following are suggestions that the newly elected official should consider for the transition:

- As soon as the newly elected official's term starts, he should arrive at the agency's business office with his financial advisor.¹
- Capital assets, such as equipment, vehicles, and computers should be inventoried and compared to the agency's inventory listing for missing items. Report all missing assets to law enforcement officials and to the legislative auditor's office.
- Account for all cell phones and pagers.
- Account for all credit cards.
- Count petty cash funds and ensure that funds disbursed are supported by appropriate documentation.
- Checks
 - Account for the last check numbers written by the previous administration with the supply of blank checks.
 - Change authorized bank signatures to the new officials that will be signing checks.
- Review board minutes to determine that they are complete and up-to-date.
- Review the ordinance book to determine if it is complete and up-to-date.
- Make a general review of the financial records to determine if records are complete and up-to-date. The following records should be available:
 - Adopted budget and all amendments, if any
 - Detailed general ledger
 - Monthly financial statements
 - Cash receipts/cash disbursements journals
 - Paid and unpaid vendor invoices (obtain an accounts payable listing and balance with the unpaid vendor invoices) [Although all unpaid bills are important, specifically determine that payments for hospitalization and retirement liabilities are current.]
 - Purchase orders
 - Bank account statements with related cancelled checks and deposit slips
 - Bank reconciliations

¹ The financial advisor could be the official's accountant or an employee of the agency. The main purpose of the financial advisor is to be a witness and to document the results of the inspection of the financial records.



- Payroll files:
 - Payroll registers
 - Authorized pay rates
 - Individual earnings records
 - Time and attendance records
 - Personnel files
 - Records to account for vacation and sick leave earned and taken by employees
 - Current payroll tax reporting forms (IRS Forms 941 and W-2, LA withholding, etc.) [The Internal Revenue Service and LA Department of Revenue should be contacted to ensure that payroll tax reporting forms and payments are current.]
- Utility system files (water, sewer, gas, and electricity):
 - Determine if current utility bills were prepared and mailed to customers
 - Billing records (billing registers, utility billings, meter readings)
 - Detailed customer accounts receivable listing along with an aging of the customer balances
 - Detailed customer meter deposit listing
 - Agency's cut-off policy
 - Count cash drawers and account for receipts and customer payments and determine if daily bank deposits were being made
- Traffic ticket files:
 - Supply of traffic/misdemeanor ticket books adequately safeguarded
 - Records maintained that account for citations issued and the final disposition of the citations
 - Account for the last traffic/misdemeanor citation written with the supply of ticket books
- Determine that long-term debt payments are up-to-date (verify with the financial institution) and that bond reserve and contingency payments are being made.
- Insurance policies should be secured--determine if insurance is in force for general liability, fire and extended coverage, and vehicles.
- Access to computer files should be terminated for all former employees/elected officials.
- Computer files should be backed up daily and these back-up files should be stored offsite.
- Consider whether locks to doors and keys to mailboxes should be changed.

[We suggest that our *Checklist of Best Practices in Government*](#) be used to guide you in making a self-assessment to identify internal control weaknesses, noncompliance with state laws, and poor business practices.

Louisiana Revised Statute 24:523 requires public and elected officials to report misappropriations of public funds or assets to the legislative auditor and to the local district attorney.

Source: Should you have any questions regarding the transition of a newly elected official, please contact Local Government/Advisory Services, Legislative Auditor's Office, (225) 339-3800.



Communication & Leadership in Local Government



- * What, in your opinion, constitutes a great workplace?**
- * In other words, if you could create your ideal work environment, what would that be for you as an employee and for you as a manager?**

September 2017 Center for Local Government Excellence 31

Communication & Leadership in Local Government



A great place to work is one in which you trust the people you work for, have pride in what you do, and enjoy the people you work with.” — Robert Levering, Co-Founder, Great Place to Work®

Question: How many of you would classify your workplace as a “Great Place to Work”?

<http://www.greatplacetowork.com/our-approach/what-is-a-great-workplace>

September 2017 Center for Local Government Excellence 32

Millenials---Ages 18-34



1 in 3 American workers are now adults ages 18 - 34.



73% plan to work for 5+ employers over the next 5-year period

44% would leave their current employer in the next 2 years

September 2017 Center for Local Government Excellence 33

Leadership in Local Government



Dimension	How it plays out in the workplace	
	Credibility <ul style="list-style-type: none"> • Communications are open and accessible • Competence in coordinating human and material resources • Integrity in carrying out vision with consistency 	T
	Respect <ul style="list-style-type: none"> • Supporting professional development and showing appreciation • Collaboration with employees on relevant decisions • Caring for employees as individuals with personal lives 	R
	Fairness <ul style="list-style-type: none"> • Equity - balanced treatment for all in terms of rewards • Impartiality - absence of favoritism in hiring and promotions • Justice - lack of discrimination and process for appeals 	U
	Pride <ul style="list-style-type: none"> • In personal job, individual contributions • In work produced by one's team or work group • In the organization's products and standing in the community 	S
	Camaraderie <ul style="list-style-type: none"> • Ability to be oneself • Socially friendly and welcoming atmosphere • Sense of "family" or "team" 	T

Great Place To Work Institute, Inc.
<http://www.greatplacetowork.com/our-approach/what-is-a-great-workplace>

September 2017 Center for Local Government Excellence 34

Dimension	How it plays out in the workplace
	<p>Credibility</p> <ul style="list-style-type: none"> • Communications are open and accessible • Competence in coordinating human and material resources • Integrity in carrying out vision with consistency
	<p>Respect</p> <ul style="list-style-type: none"> • Supporting professional development and showing appreciation • Collaboration with employees on relevant decisions • Caring for employees as individuals with personal lives
	<p>Fairness</p> <ul style="list-style-type: none"> • Equity - balanced treatment for all in terms of rewards • Impartiality - absence of favoritism in hiring and promotions • Justice - lack of discrimination and process for appeals
	<p>Pride</p> <ul style="list-style-type: none"> • In personal job, individual contributions • In work produced by one's team or work group • In the organization's products and standing in the community
	<p>Camaraderie</p> <ul style="list-style-type: none"> • Ability to be oneself • Socially friendly and welcoming atmosphere • Sense of "family" or "team"

T
R
U
S
T

Dimension	How it plays out in the workplace	
	Credibility <ul style="list-style-type: none"> • Communications are open and accessible • Competence in coordinating human and material resources • Integrity in carrying out vision with consistency 	T R U S T
	Respect <ul style="list-style-type: none"> • Supporting professional development and showing appreciation • Collaboration with employees on relevant decisions • Caring for employees as individuals with personal lives 	
	Fairness <ul style="list-style-type: none"> • Equity - balanced treatment for all in terms of rewards • Impartiality - absence of Favoritism in hiring and promotions • Justice - lack of discrimination and process for appeals 	
	Pride <ul style="list-style-type: none"> • In personal job, individual contributions • In work produced by one's team or work group • In the organization's products and standing in the community 	
	Camaraderie <ul style="list-style-type: none"> • Ability to be oneself • Socially friendly and welcoming atmosphere • Sense of "family" or "team" 	

September 2017 Center for Local Government Excellence 35

Gallup's "12 Elements of Great Managing"

1. I know what is expected of me
2. I have the materials and equipment I need to do my job right
3. At work, I have the opportunity to do what I do best every day
4. In the last seven days, I have received recognition or praise for doing good work
5. My supervisor, or someone at work, seems to care about me as a person
6. There is someone at work who encourages my development.

Courtesy of Gallup's Employee Engagement: What's Your Ratio?

September 2017 Center for Local Government Excellence 36

Gallup's "12 Elements of Great Managing"



7. At work, my opinions seem to count
8. The mission or purpose of my organization makes me feel my job is important
9. My associates or fellow employees are committed to doing quality work
10. I have a best friend at work
11. In the last six months, someone at work has talked to me about my progress
12. This last year, I have had opportunities at work to learn and grow.

Courtesy of Gallup's Employee Engagement: What's Your Ratio?

So what happens when we don't have:



- * Trust
- * Communication
- * Great Leadership

....then we often see conflict arise and a need to resolve that conflict in order to remain effective in our organizations

Conflict Resolution Skills: Turn Conflicts into Opportunities



- * **Understanding conflict in relationships**
- * **How do you perceive conflict?**
- * **Conflict resolution, stress, and emotions**
- * **Core conflict resolution skills**
 - Quick stress relief
 - Emotional Awareness

September 2017 Center for Local Government Excellence 39

Understanding Conflict



- * **Conflict occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires.**
- * **BUT A CONFLICT IS MORE THAN JUST A DISAGREEMENT: it's a situation in which one or both parties PERCEIVE a threat (whether or not that threat is real)**

September 2017 Center for Local Government Excellence 40

Understanding Conflict



- * **Conflicts continue to fester when ignored.**
- * **We respond to conflicts based on our perceptions of the situation, NOT necessarily to an objective view of the facts.**
- * **Conflicts trigger strong emotions.**
- * **Just remember that as painful or uncomfortable as conflicts may be, they can be an opportunity for growth!**

September 2017

Center for Local Government Excellence

41

Conflict Resolution-Perceiving Conflict



How do you perceive or view conflict?

- * **Do you fear conflict?**
- * **Do you avoid conflict at all costs?**
- * **Do you view conflict as dangerous?**

September 2017

Center for Local Government Excellence

42

Conflict Resolution: Stress and Emotions



- * **Conflict triggers strong emotions**
- * **There are consequences when handled in an unhealthy manner**
- * **There are benefits of resolving conflict in a healthy way**

September 2017 Center for Local Government Excellence 43

Resolving Conflict



The ability to successfully resolve conflict depends on our ability to:

- 1. Manage stress quickly while remaining alert and calm**
- 2. Control our emotions and behavior**
- 3. Pay attention to the feelings being expressed**
- 4. Be aware of and respectful of differences**

September 2017 Center for Local Government Excellence 44

Successful Conflict Resolution

We need to learn and to PRACTICE two core skills:

- 1. The ability to QUICKLY reduce stress in the moment, and**
- 2. The ability to remain comfortable enough with our emotions to react in constructive ways even in the midst of an argument or a perceived attack---this is what's called "EMOTIONAL AWARENESS"!**

September 2017 Center for Local Government Excellence 45

First Core Conflict Resolution Skill—Quick Stress Relief

THREE MOST COMMON WAYS PEOPLE RESPOND TO STRESS:

- ❖ **"Foot on the gas"**
- ❖ **"Foot on the brake"**
- ❖ **"Foot on both gas and brake"**

September 2017 Center for Local Government Excellence 46



Quick Stress Relief

Stress interferes with our ability to resolve conflict by limiting our ability to:

- ❖ **Accurately read nonverbal cues**
- ❖ **Hear what is really being said**
- ❖ **Be aware of our own feelings**
- ❖ **Be in touch with true needs**
- ❖ **Communicate our needs clearly**

September 2017 Center for Local Government Excellence 47



Quick Stress Relief

LEARN HOW TO BEAT STRESS IN THE MOMENT!!!!

- ❖ The best way to **rapidly and reliably relieve stress** (if you're unable to speak with someone) is through the senses:

Sight, sound, touch, taste, and smell

- ❖ Find things that are soothing to you

September 2017 Center for Local Government Excellence 48

Second Core Conflict Resolution Skill—Emotional Awareness

- ❖ **Emotional awareness---**
the consciousness of our *moment-to-moment* emotional experience---is the key to understanding ourselves and others
- ❖ We need to know how we feel and why we feel that way to be able to communicate effectively or to resolve disagreements

September 2017 Center for Local Government Excellence 49

Second Core Conflict Resolution Skill—Emotional Awareness

- ❖ Oftentimes we ignore or try to sedate strong emotions like anger, sadness, and fear
- ❖ Our ability to handle conflict depends on us being connected to and “feeling” or “experiencing” these feelings

September 2017 Center for Local Government Excellence 50

Emotional Awareness



Emotional awareness and the ability to manage all of our feelings appropriately is the basis of a communication process that can resolve conflict.

Emotional Awareness



Emotional awareness helps us to:

- Understand what is **really** troubling other people
- Understand ourselves, including what is **really** troubling us
- Stay motivated until the conflict is resolved
- Communicate clearly and effectively
- Attract and influence others

Emotional Awareness



To discover your emotional awareness--- answer the questions at the end of your handouts “Emotional Intelligence Self-Assessment.” The scoring key is on the last page.

Emotional Intelligence Self-Assessment



The assessment results provide a starting point for needed improvements.

EQ (Emotional Intelligence/Awareness) is a trainable skill:

- 1. Research agrees that people can be taught to better manage emotions through coaching and professional development.**
- 2. We can learn how to acquire a healthier EQ.**



The net result of improving emotional awareness will be the ability to make educated, sound decisions with your head, instead of just your heart, knowing full well how emotion is influencing choices.

Quiz adapted from:
http://psychology.about.com/library/quiz/bl_eq_quiz.htm?questnum=2&cor=1443

September 2017 Center for Local Government Excellence 55



Additional Resources:

The Emotional Competence Framework - a generic EQ competence framework produced by Daniel Goleman and CREI covering in summary:

- **personal competence - self-awareness, self-regulation, self-motivation**
- **social competence - social awareness, social skills**

Another Emotional Intelligence test with 146 questions - http://www.queendom.com/tests/access_page/index.htm?idReqTest=3037

September 2017 Center for Local Government Excellence 56

Conflict Resolution- Communication



In the middle of conflict, how do we communicate?

- * **Words**
- * **Non-verbal cues**

September 2017

Center for Local Government Excellence

57

Conflict Resolution- Using Humor



Once stress and emotion are brought into balance our capacity for joy, pleasure and playfulness is unleashed.

- * Communicate in a humorous way
- * Humor can help us to say things that might otherwise be difficult to express

September 2017

Center for Local Government Excellence

58

Using Humor



- * Humor and play can be used to reduce tension and anger, reframe problems, and put the situation into perspective
- * When this is done, the conflict can actually become an opportunity for greater connection and intimacy

Tips for Managing Conflict



- * **Listen for what is felt as well as said.**
- * **Make conflict resolution the priority rather than winning or "being right."**
- * **Focus on the present.**
- * **Pick your battles.**
- * **Be willing to forgive.**
- * **Know when to let something go.**

Helpful Tips---What Staffs Need to Know about Elected Officials



Elected officials:

- * 1. Have different needs than staff.
 - * To be effective, they must be responsive to the needs of their constituents
 - * Concerns for “fairness” and “minority views” may outweigh issues of effectiveness or efficiency.

September 2017

Center for Local Government Excellence

61

Elected Officials



- * 2. Want to know where various constituent groups stand on an issue
- * 3. Do not like surprises, particularly at the end of a long and arduous process
- * 4. Like to have choices

September 2017

Center for Local Government Excellence

62

Elected Officials



- * 5. Staff can be an enormous help by showing how compromise can be reached on thorny issues.
- * 6. Share credit with your elected official

September 2017

Center for Local Government Excellence

63

What Elected Officials Need to Know about their Staff



- * 1. Some key staff belong to national and state associations that hold members to professional and ethical standards.
- * 2. Staff will sometimes assert that “we can’t do this because it violates technical standards.” Explore these issues with staff and challenge their creativity.
- * 3. Get to know and trust key staff.

September 2017

Center for Local Government Excellence

64

What Elected Officials Need to Know



- * 4. Treat each other respectfully!
- * 5. Avoid public criticism of each other; it only makes for “martyrs.”
- * 6. Show appreciation for good work!
- * 7. Share credit.

Resources and Contacts



- * *Handbook for Louisiana Municipal Officials*,
http://www.lma.org/LMA20/Publications/Municipal_Handbook/LMA20/Publications/Handbook.aspx?hkey=20467939-6a16-4950-b72a-ae465529e533
- * Great Place To Work Institute, Inc.,
<http://www.greatplacetowork.com/our-approach/what-is-a-great-workplace>
- * Courtesy of Gallup’s *Employee Engagement: What’s Your Ratio?*

Andrée Taylor, 225-339-3996
ataylor@lla.la.gov

What is your Emotional Intelligence (EQ)?

Emotional Intelligence Self-Assessment

1. In my group of friends, I am generally aware of how each person feels about the other people in our social circle.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. When I am upset, I can usually pinpoint exactly why I am distressed.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. While there are some things that I would like to change, I generally like who I am.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. When I make mistakes, I often berate and criticize myself and my abilities.

- Often
- Sometimes
- Rarely
- Almost Never

5. I feel uncomfortable in emotionally charged situations.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. I tend to avoid confrontations. When I am involved in a confrontation, I become extremely anxious.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. I am generally aloof and detached until I really get to know a person.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. I tend to overreact to minor problems.

- Often
- Sometimes
- Rarely
- Almost Never

9. I feel confident about my own skills, talents, and abilities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. I would describe myself as a good judge of character.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. During a heated argument, I am more likely to:

- Stop the fight and agree to a short break before resuming the discussion.
- Shut down and stop responding to the other person.
- Give in and apologize in order to quickly end the argument.
- Start insulting the other person.

12. When making an important decision, I tend to:

- Follow my instincts
- Rely on direction from other people
- Go with the easiest option
- Guess randomly

13. Which of the following statements best describes you?

- I have an easy time making friends and getting to know new people.
- I get along well with others, but I have to really get to know someone before they become a true friend
- I find it difficult to meet people and make friends.
- I cannot make friends.

14. One of your co-workers has a habit that annoys you. The problem seems to be getting worse each day. How do you respond?

- Tell your co-worker what is bothering you.
- Make a complaint about the behavior to your supervisor.
- Talk about your coworker behind his back.
- Suffer in silence.

15. You've been feeling stressed out at work and haven't finished projects as quickly as you should. When your boss suddenly assigns you another large project, how do you feel?

- Anxious about getting all the work done.
- Overwhelmed by the task before you.
- Angry that your boss hasn't noticed how overworked you are.
- Depressed and sure that you can never finish it all.

Quiz adapted from: http://psychology.about.com/library/quiz/bl_eq_quiz.htm?questnum=2&cor=1443

Hot Buttons

Everyone has certain situations, events, words, or phrases that may set off a negative emotional reaction.

What are your triggers or hot buttons?

It makes me angry when...

I don't like it when people...

I feel offended when...

I think it's rude to...

At work, I wish people would...

At work, I think it would be a better place if people would stop...

EMOTIONAL INTELLIGENCE SELF-ASSESSMENT SCORE BREAKDOWN

1. In my group of friends, I am generally aware of how each person feels about the other people in our social circle.

4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

2. When I am upset, I can usually pinpoint exactly why I am distressed.

4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

3. While there are some things that I would like to change, I generally like who I am.

4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

4. When I make mistakes, I often berate and criticize myself and my abilities.

1 – Often 2 - Sometimes 3 - Rarely 4 - Almost Never

5. I feel uncomfortable in emotionally charged situations.

1 - Strongly Agree 2 – Agree 3 – Disagree 4 - Strongly Disagree

6. I tend to avoid confrontations. When I am involved in a confrontation, I become extremely anxious.

1 - Strongly Agree 2 - Agree 3 - Disagree 4 - Strongly Disagree

7. I am generally aloof and detached until I really get to know a person.

1 - Strongly Agree 2 - Agree 3 – Disagree 4 - Strongly Disagree

8. I tend to overreact to minor problems.

4 - Often 3 – Sometimes 2 - Rarely 1 - Almost Never

9. I feel confident about my own skills, talents, and abilities.

4 - Strongly Agree 3 - Agree 2 - Disagree 1 - Strongly Disagree

10. I would describe myself as a good judge of character.

4 - Strongly Agree 3 - Agree 2 - Disagree 1 - Strongly Disagree

11. During a heated argument, I am more likely to:

- 4 - Stop the fight and agree to a short break before resuming the discussion.**
- 3 - Shut down and stop responding to the other person.**
- 2 - Give in and apologize in order to quickly end the argument.**
- 1 - Start insulting the other person.**

12. When making an important decision, I tend to:

- 4 - Follow my instincts.**
- 3 - Rely on direction from other people.**
- 2 - Go with the easiest option.**
- 1 - Guess randomly.**

13. Which of the following statements best describes you?

- 4 - I have an easy time making friends and getting to know new people.**
- 3 - I get along well with others, but I have to really get to know someone before they become a true friend.**
- 2 - I find it difficult to meet people and make friends.**
- 1 - I cannot make friends.**

14. One of your co-workers has a habit that annoys you. The problem seems to be getting worse each day. How do you respond?

- 4 - Tell your co-worker what is bothering you.**
- 3 - Make a complaint about the behavior to your supervisor.**
- 2 - Talk about your coworker behind his/her back.**
- 1 - Suffer in silence.**

15. You've been feeling stressed out at work and haven't finished projects as quickly as you should. When your boss suddenly assigns you another large project, how do you feel?

- 4 - Anxious about getting all the work done.**
- 3 - Overwhelmed by the task before you.**
- 2 - Angry that your boss hasn't noticed how overworked you are.**
- 1 - Depressed and sure that you can never finish it all.**

Scoring:

Mostly 4's = High Score

People who score high on emotional intelligence tend to be skilled at interpreting, understanding, and acting upon emotions. They are adept at dealing with social or emotional conflicts, expressing their feelings, and dealing with emotional situations.

It's important to remember that no matter how good your score is, there is always room to improve your emotional intelligence. Consider areas where you are not as strong and think of ways that you can learn and grow. Take stock of your strong points and find ways to continue to develop and apply these skills.

Mostly 3's = Better than Average Score

People with a better than average score on emotional intelligence tend to be good at interpreting, understanding, and acting upon emotions. They are usually quite good at dealing with social or emotional conflicts, expressing their feelings, and dealing with emotional situations.

Mostly 2's = Average Score

People with an average score on emotional intelligence are generally good at interpreting, understanding, and acting upon emotions. They are fairly comfortable with dealing with social or emotional conflicts, expressing their feelings, and dealing with emotional situations.

Mostly 1's = Low Score

People with a low score on emotional intelligence may have a difficult time interpreting, understanding, and acting on emotions. They often have difficulty expressing their own emotions and feel uncomfortable around the emotional displays of other people. In some cases, those who score low may experience low self-esteem, poor self-confidence, and may have difficulty feeling empathy and showing love for others.

Fair fighting: Ground rules

Remain calm. Try not to overreact to difficult situations. By remaining calm it will be more likely that others will consider your viewpoint.

Express feelings in words, not actions. Telling someone directly and honestly how you feel can be a very powerful form of communication. If you start to feel so angry or upset that you feel you may lose control, take a "time out" and do something to help yourself feel steadier.

Be specific about what is bothering you. Vague complaints are hard to work on.

Deal with only one issue at a time. Don't introduce other topics until each is fully discussed. This avoids the "kitchen sink" effect where people throw in all their complaints while not allowing anything to be resolved.

No "hitting below the belt." Attacking areas of personal sensitivity creates an atmosphere of distrust, anger, and vulnerability.

Avoid accusations. Accusations will cause others to defend themselves. Instead, talk about how someone's actions made you feel

Don't generalize. Avoid words like "never" or "always." Such generalizations are usually inaccurate and will heighten tensions.

Avoid "make believe." Exaggerating or inventing a complaint - or your feelings about it - will prevent the real issues from surfacing. Stick with the facts and your honest feelings.

Don't stockpile. Storing up lots of grievances and hurt feelings over time is counterproductive. It's almost impossible to deal with numerous old problems for which interpretations may differ. Try to deal with problems as they arise.

Avoid clamming up. When one person becomes silent and stops responding to the other, frustration and anger can result. Positive results can only be attained with two-way communication.

Source: The Counseling & Mental Health Center at The University of Texas at Austin

Managing and resolving conflict by learning how to listen

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

Tips for being a better listener:

- Listen to the reasons the other person gives for being upset.
- Make sure you understand what the other person is telling you—from his or her point of view.
- Repeat the other person's words, and ask if you have understood correctly.
- Ask if anything remains unspoken, giving the person time to think before answering.
- Resist the temptation to interject your own point of view until the other person has said everything he or she wants to say and feels that you have listened to and understood his or her message.

When listening to the other person's point of view, the following responses are often helpful:

Encourage the other person to share his or her issues as fully as possible.

- "I want to understand what has upset you."
- "I want to know what you are really hoping for."

Clarify the real issues, rather than making assumptions. Ask questions that allow you to gain this information, and which let the other person know you are trying to understand.

- "Can you say more about that?"
- "Is that the way it usually happens?"

Restate what you have heard, so you are both able to see what has been understood so far - it may be that the other person will then realize that additional information is needed.

· "It sounds like you weren't expecting that to happen."

Reflect feelings - be as clear as possible.

· "I can imagine how upsetting that must have been."

Validate the concerns of the other person, even if a solution is elusive at this time. Expressing appreciation can be a very powerful message if it is conveyed with integrity and respect.

· "I really appreciate that we are talking about this issue."

· "I am glad we are trying to figure this out."

Source: University of Wisconsin, Madison