

Co-Creating a Culture of Wellness in Public Safety Agencies

Marcel Brunel Texas Municipal League July 22, 2025











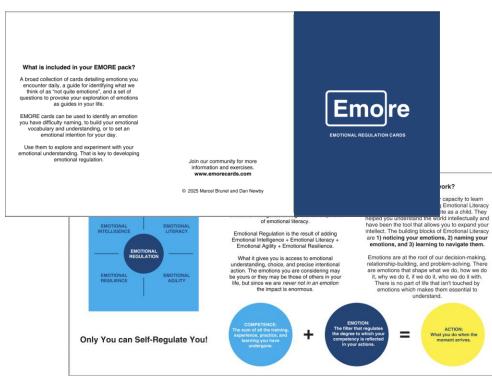


Emore cards



Five two-sided Question cards





One "Not Quite Emotions" card

When I feel _____it could be coming from _____
Isolated - Loneliness, shame, guilt, or anger.

Overwhelmed - Urgency, obligation, anxiety, fear, or sacrifice.

Resistance - Fear, anxiety, caution, or prudence.

Stressed - Fear, urgency, apprehension, or anxiety.

Worried - Fear, apprehension, anxiety, uncertainty, or doubt.

Trifold



Individual emotion card front

Dignity

STORY

"I am worthy; I decide for me; I belong."

IMPULSE

To act as a legitimate human being deserving of (self)respect.

PURPOSE

Allows us to set and protect personal boundaries.

*Blue denotes a relationship to enhancing or enabling my life.



Individual emotion card back

DIAL UP

1. Begin to take a stand for small things you believe in,
2. Make a habit of repeating to yourself "I am enough, just as I am".

DIAL BACK

- 1. Notice when others misinterpret your dignity as arrogance,
- 2. Choose the course of action that is best for the relationship.

RELATED EMOTIONS

Arrogance, Honor





What Emore colors represent

- Blue = enhancing or enabling my life.
- Orange = my values or standards.
- Green = decision-making and actiontaking.
- Yellow = my relationships with others.



Leadership & Emotional Regulation

Problem Solving

Decision Making

Relationship Building



What is being asked of us?

- 1. Emotion of empathy/behavior of caring
- 2. Emotion of compassion/behavior of serving
- 3. Emotion of curiosity/behavior of interest
- 4. Emotion of trust/behavior of collaborating
- 5. Emotion of optimism/behavior of resilience

When we all do this together, it becomes part of our culture



Why us? Why this? Why now?

- Help you navigate your emotions today, and when you retire.
- Allow you to leave your profession on your terms.
- Normalize emotions as a feature of being human so emotions become a tool of habit and a life skill.



What does 'normalizing' mean?

Norm - from Latin *norma* "carpenter's square, rule, pattern."

- Standard
- Regular
- Expected
- Unremarkable
- Accepted
- Embraced
- Respected



Things that have become norms...

Things that are now:

- Literacy
- Restaurants
- Weather reports
- Hospitals
- Space travel
- Progress
- PowerPoint
- Credit cards

Things that are not:

- Veganism
- Meditation
- Neruodivergence
- Murder
- War
- Green burials
- And emotions



Norms depend on the culture

Things that are norms in one culture and not another:

- Refrigerating eggs...or not
- Kissing
- Head coverings
- Foods such as rabbit, fish eyes, or organ meats
- Public education for all children
- Alcohol consumption
- Sleeping with a pillow
- Dancing



What happens when not a norm

- Confusion
- Misunderstanding
- Disgust
- Disdain
- Discomfort
- Avoidance
- Denial
- Disregard
- Disrespect



5 Principles of Emotional Regulation

- Only you can emotionally regulate you.
- You get to decide which emotion will serve you best in any situation.
- Emotions don't justify your behavior; they explain it.
- Emotional literacy is for those who want it, need it, and are willing to do the work.
- Don't assume you know what emotion another person is experiencing based on their behavior.



No one is here to Convince You.

Self-awareness Cannot be Forced.



As we get rolling on this Tuesday

There is a principle which is a bar against all information, which is proof against all arguments, and which cannot fail to keep a man in everlasting ignorance; that principle is *contempt prior to investigation*."

-Herbert Spencer



Arrogance

STORY

"I'm superior to other people."

IMPULSE

To condescend or look do

PURPOSE

Allows us to disregard others'

*Yellow denotes a driver in my relation

Denial

STORY

"If I ignore it, it will go away."

IMPULSE

To refuse to look.

PURPOSE

Allows us to come to terms with the situation bit by bit.

*Green denotes a relationship to my decision-making and action-taking.

STORY

Stubbornness

"I refuse to change my belief."

IMPULSE

insist and resist.

PURPOSE

maintain our position.

ship to my decision-making and action-taking.

ontempt

STORY

Cynicis

"I distrust others' apparent good intentions."

IMPULSE

To reject all possibilities and recruit others to our view.

PURPOSE

Lets us gain influence by challenging authority.

*Yellow denotes a driver in my relationships with others.

STORY

"They are beneath me."

IMPULSE

To treat others as unimportant.

PURPOSE

Dismiss the importance of others so we can do as we please.

*Yellow denotes a driver in my relationships with others.



Another way to look at this

I understand that some of you may not care about emotions. But you do care about getting the best from your people, right?

Maybe working with folks around your age doesn't require "feelings," but I bet every new employee in your team has them.

It's almost like they're a newly created human or something, and they're not like YOU.

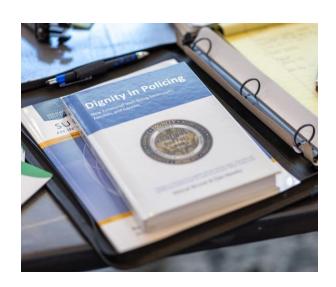
Maybe you can show that you can learn a few new approaches to better relate to all of your team and help improve their performance.

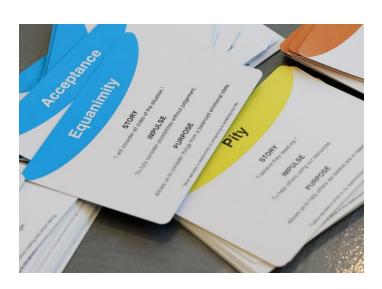
So, learning this stuff doesn't have to be about you. Maybe it can be about you learning how to co-exist better with others AND making your life easier.

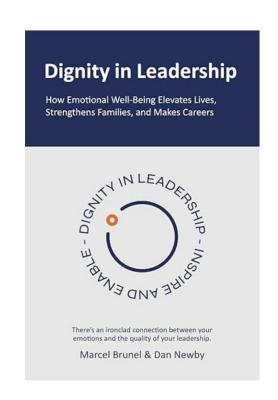


About me

- I'm Marcel
- My 49% and Your 51%
- Inform * Involve * Inspire
- What would you like to know?









My Intentions

- I hope you will challenge everything being shared through a lens of openness and curiosity.
- Only embrace what you can to the extent you're ready.
- Give me a chance...keep your window cracked



What this Program IS:

- Immersive
- Simple
- Relevant
- Logical
- Suggestions and gentle hypothesis generators



What this Program ISN'T:

- Touchy-Feely
- Hugging and Crying
- Theoretical
- A Spectator Sport
- The TRUTH



The value of our time today:

- How might we normalize emotions in life, family, and career?
- Emotions enable deep healing work. On the self, on the ego, on past trauma.
- You can't stack marbles. It takes what it takes.
- Sometimes, to get something we have never had...we will have to do some things we have never done.
- Emotional Maturity = handling hard things better.
- Most of today will happen gradually, then suddenly.
- Invisible injuries deserve attention too.



Agenda

- Time: Now until 3:30 p.m.
- Introduction of Emotions (Module 1)
- Myths about Emotions (Module 2)
- Emotional Regulation (Module 3)
- Trust (Module 4)
- Emotions-Centered Coaching (Module 5)
- Making it Happen (Module 6)
- Q & A along the way



Emotions are always present

Reflect for a moment on what brought you here today...

- Which emotions "moved" you to be here?
 - Skepticism?
 - ► Trust?
 - Obligation?
- Could you shift into *curiosity* if you chose to?



There is an ironclad connection between your emotions and the quality of service you provide.



There is an ironclad connection between your emotions and how you show up for yourself and others.



Competence + Emotion = Action

Competence:

The sum of all of the training, experience, practice, and learning you have undergone

4

Emotion:

The filter that regulates the degree to which your competency is reflected in your actions

=

Action: What you do when the moment arrives

Only You Can Regulate You



Boxed-up emotions never stay boxed up.



Boxed-up emotions can open as burnout, depression, family violence, addiction, and suicide.



Decades of psychological research show that our life satisfaction in the face of traumatic events is less about how many we have experienced and more about how we have navigated through them.

Sure, there are dangers around me. And there are dangers inside me.



Top 2 reasons officers lose their licenses?

According to TCOLE in 2024:

- DWIs
- Family Violence



Here's what might be going through our brains right now... a case of "terminal uniqueness."

Terminal uniqueness is "personal exceptionalism." it is a "false belief that your experiences with policing are unlike those of anyone else."

- 1. "I don't need help like others do." This reflects a belief that the policing environment won't affect you as it does others.
- 2. "I'm smart enough to figure this out on my own; I don't need others' advice." An intellectualization of the policing process, believing that intelligence alone can produce mental wellness without needing emotional support or practical advice from others.



Situational blindness says we can't solve a problem if we do not see a problem.



Normalizing emotions and emotional wellness

Today

Pre-incident Education

CI
IA

Mental Wellness
Program

Safety Net When Bad Stuff Happens

Tomorrow

Integrated Emotional Wellness Education
Pre, During, Post
(EI + EL) x (EA + ERes) = Emotional Regulation



The unaware individual...is the most dangerous.



A story of internal trauma

| Event/Pre-Incident Ed | Emotions it might generate | Emotion that might serve |
|--|--|-----------------------------|
| 1. Chief executives show up at the scene of a critical incident. For many deputies/officers, this is the first time they will have ever met the Chief or Sheriff. If the chief executive does not approach them, the silence is deafening. "The isolation begins." | Loneliness, disrespect, indignation, shame | Curiosity or dignity |
| 2. They will be photographed from head to toe following a critical incident. "What did I do wrong?" | Confusion, doubt, uncertainty, embarrassment | Confidence or calmness |
| 3. Their firearm will be seized and replaced with a general issue weapon - "but that was my weapon." | Disbelief, resentment, apprehension | Acceptance or trust |
| 4. A special investigations unit or the Texas Rangers will respond and ask them public safety questionsmore accusation. | Shame, embarrassment, uncertainty | Confidence or dignity |
| 5. They will be required to provide a breath/blood sample following a shooting or major crash. | Lonliness, helplessness, shame | Tolerance or dispassion |
| 6. They will be sent home. | Loneliness, desperation, boredom | Self-compassion or patience |



A story of internal trauma cont'd

| Event/Pre-Incident Ed | Emotions it might generate | Emotion that might serve |
|--|---------------------------------------|--------------------------|
| 7. They will be told to talk only to their legal representative. | Confusion, loneliness, perplexity | Acceptance or confidence |
| 8. They will be forced to sign a non-disclosure orderdon't talk with anyone. | Despair, loneliness, dread | Tolerance or dispassion |
| 9. They will be forced to cooperate with at least one interview, likely two (IA and the criminal side) —possibly a walk-through at the scene. | Apprehension, anxiety, doubt | Equanimity or curiosity |
| 10. They cannot return to their ecosystem until a "shrink" says they are ok. The shrink that has never met them before! | Skepticism, anger, | Calmness or curiosity |
| 11. When and if they do return, they can expect a Grand Jury review within 6 to 9 months. And they do not get to tell their side of the story. In fact, they are not even invited to the GJ review. Their fate is in another's hand. | Desperation, resentment, helplessness | Equanimity or faith |
| 12. Finally, the department says something to the community, but the officer's voice is never heard, and they were there. | Anxiety, apprehension, dread | Trust or curiosity |
| 13. And then the civil suit lands, and that can take up to 2 years by civil law. The process then starts all over again, as they are accused of anything and everything. | Despair, dread, fear | Patience or faith |

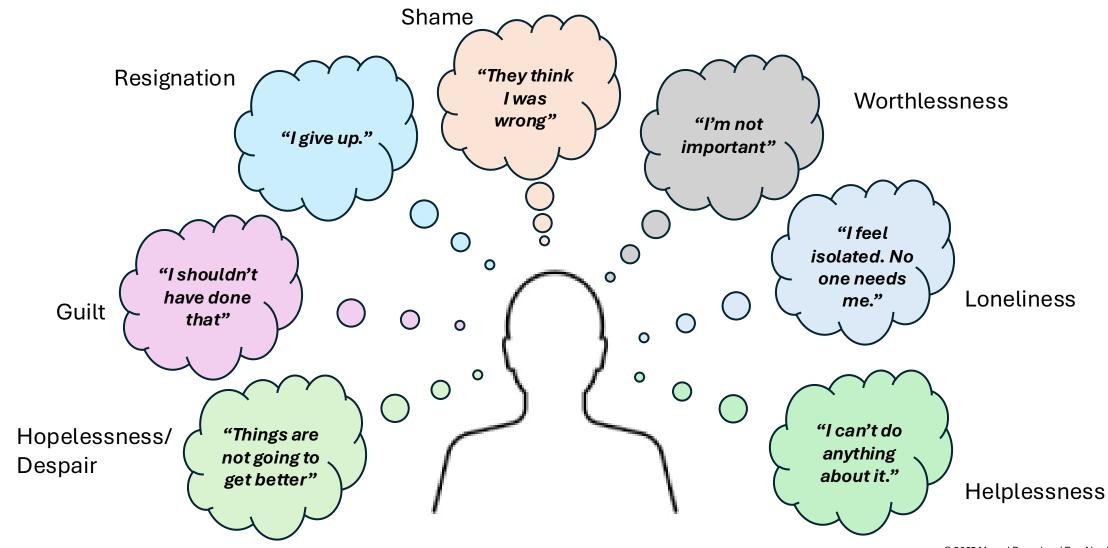


Why do we give up on life?

| Emotion | Belief | Impulse |
|----------------------|---|-----------------------------|
| Despair/Hopelessness | The future will not be better | To give up on possibilities |
| Worthlessness | We have no value and are irrelevant | To give up on my importance |
| Helplessness | We don't have the power to help ourselves | To give up on me |
| Resignation | Nothing I do will make a difference | To surrender |
| Shame | We've been discredited and lost honor | To hide |
| Loneliness | We are isolated and alone | To withdraw |
| Sadness | We've lost something of importance | To grieve my loss |



Why do we give up on life?





Dallas PD employee fired for allegedly submitting false information to obtain promotion

Gina Fowler-Strickland said she doesn't consider herself a criminal because the case was dismissed.



A Dallas police report representative was fired after being accused of submitting false information about her education to get a position.

(Elías Valverde II / Staff Photographer)

The Dallas Morning News

By Kelli Smith - Staff Writer

Dec. 5, 2024, Updated 8:36 p.m. CST



Parole officer arrested in Abilene, accused of forcing multiple victims into prostitution

Big Country Homepage.com

by: Erica Garner

Posted: Mar 19, 2025 / 01:25 PM CDT Updated: Mar 19, 2025 / 03:53 PM CDT



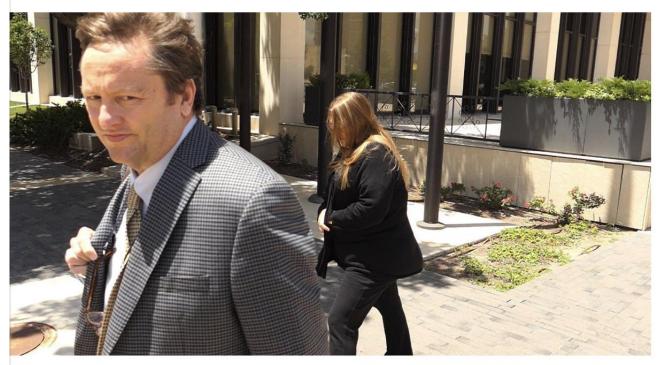
ABILENE, Texas (KTAB/KRBC) – A parole officer was arrested and charged with human trafficking in Abilene after allegedly forcing multiple victims into prostitution.

Symone Danielle Miller was booked into the Taylor County Jail for Trafficking of Persons under 18 (forced labor) and Trafficking of Person Tuesday in conne Grammarly the allegations.



Second City of Amarillo employee pleads guilty to stealing money from homeless

ABC 7 News by Jamie Burch, ABC 7 News Wednesday, March 19th 2025 at 8:01 PM Updated Wednesday, March 19th 2025 at 10:10 PM



Amy Dixon pleaded guilty on June 17, 2024 to conspiracy to embezzle from a federally funded program. She stole money the City of Amarillo received from the government to house the homeless (Steve Douglass/KVII)



Texas sheriff's office mourns 4 deputies lost to suicide in 6 weeks

by ALEXX ALTMAN-DEVILBISS | The National News Desk | Mon, March 31st 2025 at 1:10 PM





From left to right: Long Nguyen, Christina Kohler, Maria Vasquez, William Bozeman (Harry County Sheriff's Office)



TOPICS: SUICIDE DEPUTIES TEXAS HARRIS COUNTY SHERIFF MENTAL HEALTH C >





HARRIS COUNTY, Texas (TNND) — A sheriff's office in Texas is mourning the loss of four current and former deputies who died by suicide in just six weeks, according to officials.



Sherman Police Officer arrested for assault, placed on administrative leave

KTEN Aidan Jo Farris Apr 5, 2025



SHERMAN, Texas (KTEN) - A Sherman police officer has been placed on administrative leave following an arrest for assault on Saturday, April 5th.

According to the Sherman Police Department, Officer Kara Peters was arrested in Collin County by the Collin County Sheriff's Office on charges of Assault Causing Bodily Injury to a Family Member.



Denton residents feel 'angry and betrayed' after City Council repeals marijuana ordinance to uphold Texas state law

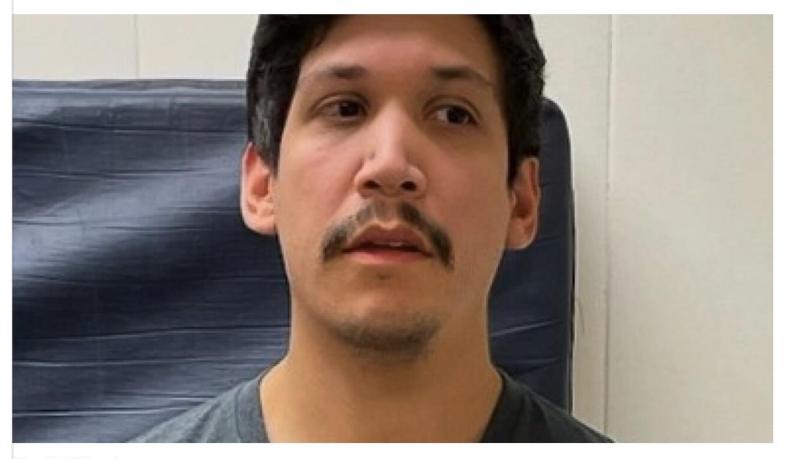
North Texas Daily Sophia Carbajal May 29, 2025



Co-chair of Decriminalize Denton Deb Armintor leads a protest and speaks out against city council members voting against Prop B outside the Denton City Hall on May 20, 2025.



Former Corpus Christi Police Officer pleads guilty to federal charge of enticement of a minor



Daniel Verduzco

Photo by: Corpus Christi Police Department

KRIS 6 News

By: Rachel Denny Clow

Posted 9:32 AM, Jun 16, 2025



Trial date set for former Coffee City mayor, police chief accused of tampering with records



Former Coffee City Chief of Police John Jay Portillo, 53, and former Mayor Frank Serrato, 54, have both been charged with multiple counts of tampering with gove

KLTV

By April Pierdant and Brittany Hunter

Published: June 16, 2025 at 1:02 PM GMT-7



Southeast Texas police chief arrested on public intoxication charge in Fredericksburg

He was released by 11 a.m. the same day on a \$500 cash bond, according to jail staff.



James Shawn Blackwell

Credit: Gillespie County Sheriff's Office

KVUE

Author: Scott Eslinger (12NewsNow)
Published: 6:52 AM CDT June 25, 2025
Updated: 7:49 AM CDT June 25, 2025

FREDERICKSBURG, Texas — <u>Silsbee's police chief</u> is out on bond after being arrested Monday on a public intoxication charge in Gillespie County.



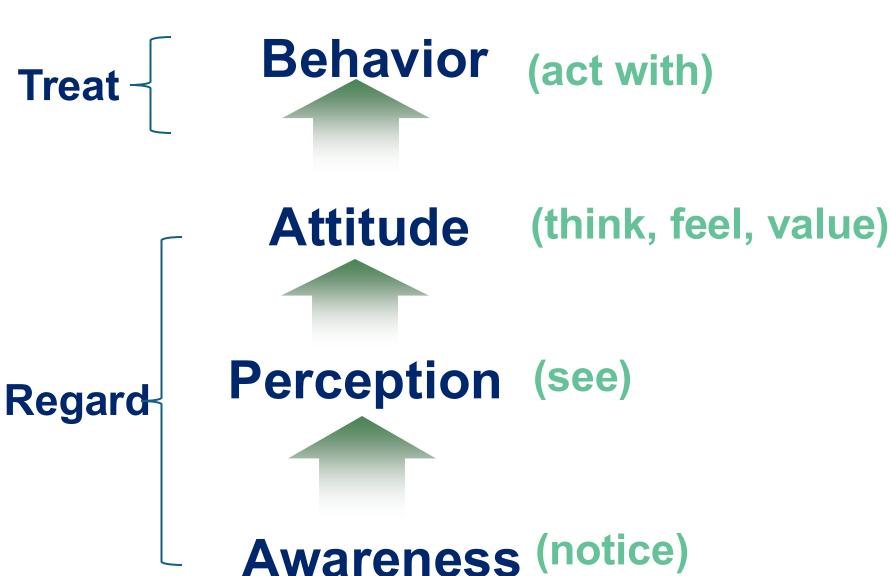
The "why?" we are searching for may turn out to be an emotion.



Aware. Accept. Admit. Evolve.



Behaving Our Way Into...





Module 1: Introduction to Emotions



Awareness exercise

- Individually, write down all the emotions you can name in three minutes.
- Compare with your partner's list.
- Count you're the number on your list and compare it to the combined list.
- What do you see?



Module 2: Myths about Emotions



What Did You Learn Growing Up?

- In your team of 2, list the key things you learned or were taught about emotions growing up.
 - What were they?
 - What was their purpose?
 - What value did they or didn't they have?
 - How were you supposed to relate to them?
- Group debrief



Myths and misapprehensions

- Emotions can be avoided.
- We must control them.
- They are positive and negative.
- They are illogical and random.
- They have no purpose.
- They are a weakness.
- They interfere with clear thinking.
- They will mislead us.
- They are fixed.

- Emotions are part of being human.
- We can learn to navigate them.
- They are serving us or not.
- They are logical and predictable.
- They exist to support us.
- They are a strength.
- They are a part of clear thinking.
- They offer us direction.
- They can learned, unlearned, and relearned.



What do Emotions Impact?

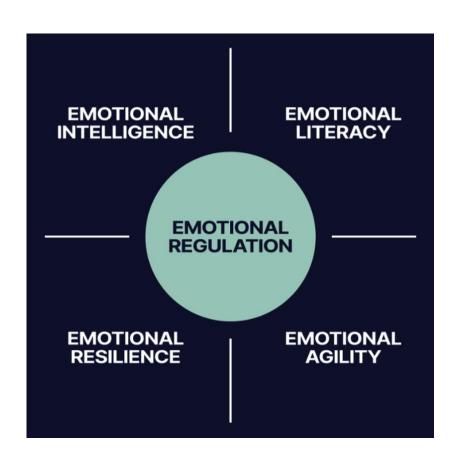
- With your partner develop a list of 4 or 5 areas of leadership that you believe emotions impact either positively or negatively.
- Group debrief



Module 3: Emotional Regulation



Emotional factors



- **Emotional Intelligence** Our native emotional capacity enhanced by our emotional learning to date. (notice)
- Emotional Literacy Our ability to notice, name, and apply our emotional knowledge. (understanding)
- **Emotional Resilience** Our ability to bounce back from emotionally challenging situations. (bounce back)
- **Emotional Agility** The fluidity with which we can adapt emotionally. (**shift**)
- Emotional Regulation: The ability to select the emotion that will serve the situation. (to be in choice)



What is emotional regulation?

The ability to choose your emotion and the intensity of it that serves the situation most effectively...

"Anybody can become angry-that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way-that is not within everybody's power and is not easy". – **Aristotle Stagiritis**

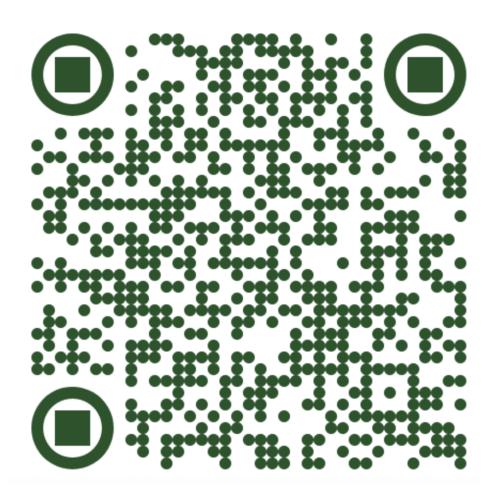


How is ER helpful for us?

- It is the basis for building healthy relationships
- It supports effective decision-making
- It fosters open and honest communication
- It enhances collaboration and teamwork
- It allows a leader to adapt their energy and focus to take care of the task at hand
- It support self-care which is a challenge for many leaders



ERDA QR Code





As we debrief our ERDA results

- 1. Judgment to **Development**
- 2. Telling to Listening
- 3. Certainty to **Curiosity**
- 4. Deciding to **Discovery**
- 5. Proving to **Protection**





11970 N CENTRAL EXPY SUITE 100 DALLAS, TX 75243 TEL: (214)613-0500 FAX: (214)613-0380

PATIENT NAME: MARCEL P BRUNEL

PATIENT ID: DATE OF BIRTH:

NS370848 6/13/1967 **DATE OF SERVICE: 6/16/2025**

CT CARDIAC CALCIUM SCORING EXAM:

REFERRING PHYSICIAN: YEPES, ARMANDO, MD 11970 N CENTRAL EXPY STE 550

DALLAS , TX 75243

EXAM: CT CARDIAC CALCIUM SCORING

ORDER DATE: 6/16/2025 2:00 PM

ORDERING PROVIDER: ARMANDO YEPES

INDICATION: Coronary artery disease risk assessment.

COMPARISON: No relevant prior examinations available for comparison.

TECHNIQUE: Multislice, multidetector computerized tomography from the carina through the inferior margin of the heart was obtained using prospective ECG gating for the purposes of CT coronary artery calcium scoring. CT data postprocessing performed with dedicated software. Total calcium score obtained using the AJ-130 method. No intravenous contrast material administered. Dose optimization in the form of automated exposure control; adjustment of mA and/or kV based on patient's size; and/or iterative reconstruction utilized.

FINDINGS:

Agatston Score: 1612.54. Total Volume Score: 508.26.

98% of similar patients have less coronary artery calcium.

Individual major vessel AJ-130 scores are:

IM = 0LAD = 398.33LCX = 0RCA = 1214.21

ADDITIONAL FINDINGS:

Normal cardiac size and morphology. No pericardial effusion. No suspicious mediastinal or axillary lymphadenopathy. No pulmonary mass. No suspicious pulmonary nodule or groundglass opacity. No acute consolidation. Normal airways. 1.4 cm hypodensity along the posteromedial subcapsular margin of the right hepatic lobe, incompletely characterized. No other discernible acute or suspicious process in the visualized upper abdominal contents. Prominent anterior marginal osteophyte formation along the thoracic spine. No suspicious bony sclerosis or lucency.

IMPRESSION:

No acute or suspicious pulmonary finding. 1.4 cm hepatic hypodensity, nonspecific but likely benign. Consider further characterization via contrast-enhanced CT/MRI.

A CT Calcium Score > 1,000 is Diagnostic for the presence of Severe Coronary Artery Disease. In patients who are Asymptomatic, Published studies correlate a CT Calcium Score > 1,000 with an annualized event rate of up to 25% for Adverse Cardiac Events (Heart Attacks). A CT Calcium Score > 1,000 is associated with a High (up to 90%) likelihood of the presence of at least one coronary artery with significant obstructive (Flow Limiting) disease.

Recommendations:





11970 N CENTRAL EXPY SUITE 100 DALLAS, TX 75243 TEL: (214)613-0500 FAX: (214)613-0380

PATIENT NAME: MARCEL P BRUNEL

PATIENT ID: NS370848

DATE OF BIRTH: 6/13/1967 DATE OF SERVICE: 6/16/2025

EXAM: CT CARDIAC CALCIUM SCORING

REFERRING PHYSICIAN: YEPES, ARMANDO, MD

11970 N CENTRAL EXPY STE 550

DALLAS , TX 75243

Based on these findings, the patient is advised to review this information with their Primary Care Provider. A Lipid Panel (Cholesterol Test) should be obtained, if not done recently, and LDL levels should be targeted to NCEP recommended levels for patients with established CAD. A general assessment of cardiovascular risk factors, with appropriate management, is recommended.

Due to the extent of plaque burden present, and the high likelihood of at least one vessel with obstructive Coronary Artery Disease, we recommend that this patient undergo Cardiac Stress Testing and further cardiac assessment as needed. The presence of any symptoms that could be due to Coronary Artery Disease would be reason to strongly consider cardiac cath for this patient.

Coronary artery calcification is a specific marker for coronary artery disease (CAD). The presence of any calcium in the coronary arteries is abnormal and diagnostic for CAD. Approximately 20% of coronary plaques become calcified. The amount of calcified plaque correlates to the total atherosclerotic burden, which in turn correlates to the risk of adverse cardiac events. Patients can be risk stratified based on their CT Calcium Score relative to age and sex matched populations. Calcification is not site specific for stenosis but rather indicates the overall extent of atherosclerosis in the coronary arteries. Accordingly, the CT Calcium Score is a measure of the total risk of obstructive (flow limiting) CAD, and is predictive of the annualized risk of adverse cardiac events.

NOTE: The predictive value of the CT Calcium Score has been studied in populations of ASYMPTOMATIC individuals only. Any patient who is experiencing symptoms which could be attributable to coronary artery disease should be promptly evaluated regardless of their CT Calcium Score.

END OF REPORT

Electronically signed by Samuel Gatzert, MD 6/16/2025 2:43 PM



Two ERDA Correlations

Personality Predicts Emotional Strength: In our regression analysis, personality traits explained over 54% of the variance in emotional regulation scores (R² = 0.542). Agreeableness and conscientiousness were the most supportive traits, while high neuroticism predicted difficulty in regulating emotions. These results suggest that our model doesn't just work in theory, but it also aligns with stable psychological characteristics that are widely validated.

Optimism and Agility: When examining optimism, a trait linked to mental health and resilience, we found that it is most strongly predicted by Emotional Agility (b = 0.443, p < .001), followed by Emotional Intelligence (b = 0.182, p = 0.041). This indicates that flexibility in navigating emotions is particularly crucial for maintaining a hopeful outlook.



Emotional Regulation Score

Overall Emotional Regulation Score

ER Score: 168/200

The overall score provides a snapshot of your current capacity for **Emotional Regulation**, based on your scores in **Agility, Intelligence, Literacy, and Resilience**. This composite score reflects your current strengths and areas for growth across these core competencies. Below are your results and recommendations for further development in each area.

Competency Breakdown

| Competency | Score | Level | Recommendation |
|--------------|-------|----------|---|
| Agility | 35/50 | Moderate | Strengthen adaptability by seeking feedback on your reactions and adjusting accordingly. |
| Intelligence | 43/50 | High | Utilize emotional intelligence in conflict resolution by recognizing and regulating your emotions effectively. |
| Literacy | 45/50 | High | Apply your emotional literacy in leadership or team settings to foster transparent and effective communication. |
| Resilience | 45/50 | High | Continue refining resilience by taking calculated risks that push you beyond your comfort zone. |



Emotional Factor Scoring

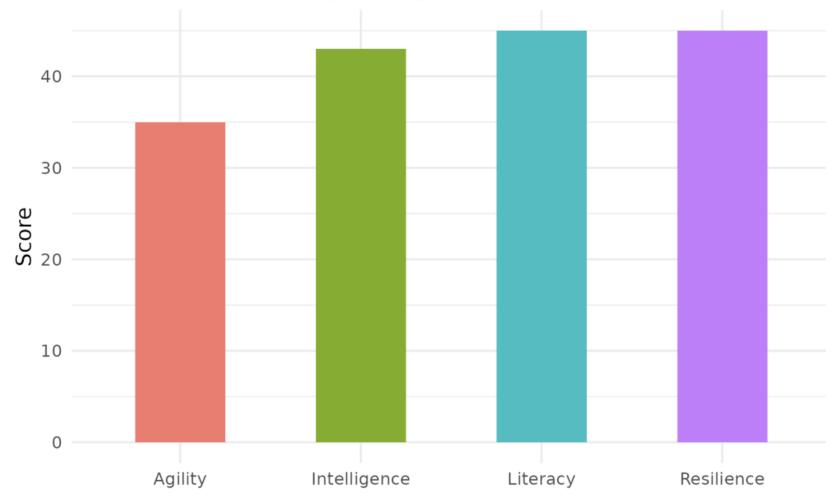
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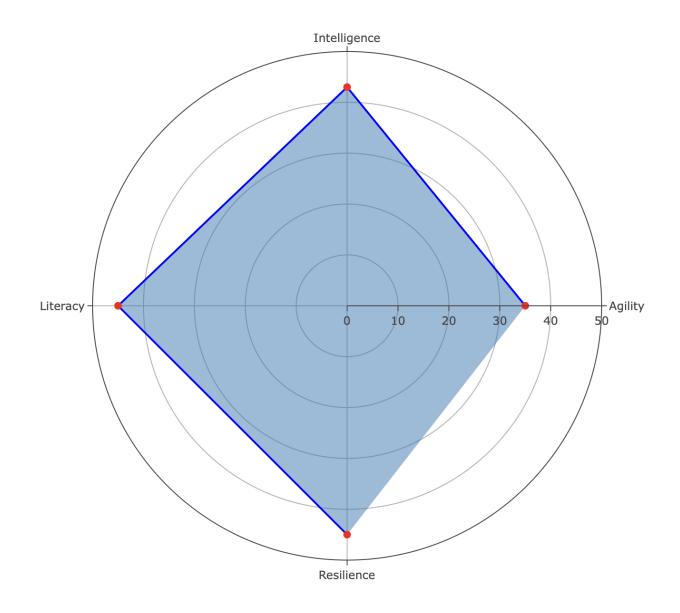
Bar Chart Visualization

Your Emotional Competency Scores





Radar Chart Visualization





Peronalized Suggestions

Personalized Smart Goals

Based on your results, here are tailored short-term and long-term goals to help improve emotional competencies. These goals are designed to provide both immediate actions and long-term strategies for emotional growth.

| Competency | Interpretation | Short-Term Goal | Long-Term Goal | Explanation |
|--------------|-------------------------------|---|---|---|
| Agility | Developing Strengths | Seek feedback on emotional responses and adjust accordingly. | Try new experiences outside your comfort zone (e.g., learning a new skill). | Practicing small emotional shifts helps build adaptability, while long-term exposure to new experiences strengthens emotional flexibility and confidence. |
| Intelligence | Well- Established Skill | Use emotional intelligence to mediate a conflict. | Train others in emotional intelligence techniques. | Tracking emotions daily increases self-awareness, and applying emotional intelligence strategies in real-world situations deepens understanding. |
| Literacy | Well- Established Skill | Lead discussions where emotional clarity is essential. | Write articles or give talks on emotional literacy. | Expanding emotional vocabulary helps in everyday communication, while refining expression in professional settings boosts overall emotional clarity. |
| Resilience | Well- Established Skill | Analyze past resilience strategies and refine them for future challenges. | Create a long-term resilience-building strategy for personal growth. | Daily coping strategies help build stress tolerance, while structured resilience training ensures long-term emotional stability. |



Big 5 Personality Trait Scoring

Big 5 Personality Traits Breakdown

The following table provides an analysis of your Big 5 personality traits, with interpretations and insights into how they may influence your emotional regulation.

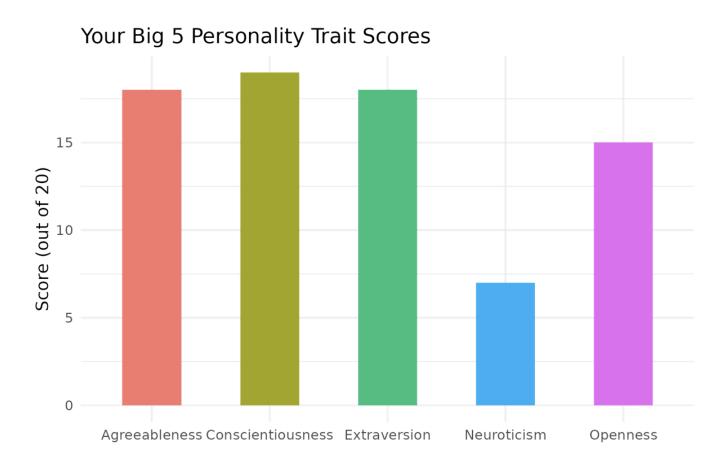
| Trait | Score | Level | Insight |
|-------------------|-------|----------|--|
| Agreeableness | 18/20 | High | Your strong empathy helps build emotional connections but may make conflict avoidance challenging. |
| Conscientiousness | 19/20 | High | Your strong self-discipline supports emotional stability. |
| Extraversion | 18/20 | High | You thrive in social interactions, which can positively impact emotional well-being. |
| Openness | 15/20 | High | You embrace new experiences, which enhances emotional adaptability. |
| Neuroticism | 7/20 | Moderate | You experience emotional fluctuations but manage them effectively. |



Big 5 Personality Trait Visualizations

Below are graphical representations of your Big 5 personality trait scores, providing a visual summary of your profile.

Big 5 Bar Chart:





The Big Five Personality Traits

Openness (to experiences)

Conscientiousness

Extraversion

Agreeability

Neuroticism



Mental State, Mood, or Emotion

Mental State – Your thinking mindset/state, way of seeing things, worldview.

Primary Mood – Emotional state you gravitate to when not emotionally stimulated.

Emotion – An event-drive reaction.



Openness

Conventionality

Mental State:

Steady

Primary Mood:

Contentment

Key Emotions:

- Dispassion
- Respect (for tradition)
- Modesty
- Stubbornness

Openness

Mental State:

Receptive

Primary Mood:

Curiosity

- Adventurousness
- Boldness
- Inspiration
- Wonder



Conscientiousness

Spontaneity

Conscientiousness

Mental State:

Flexible

Primary Mood:

Inspiration

Key Emotions:

- Irreverance
- Playfulness
- Enjoyment
- Excitement

Mental State:

Diligent

Primary Mood:

Honor

- Responsibility
- Gravitas
- Pride
- Guilt



Extraversion

Introversion

Extraversion

Mental State:

Reflective

Primary Mood:

Solitude

Key Emotions:

- Equanimity
- Contentment
- Calmness
- Appreciation

Mental State:

Questing

Primary Mood:

Gregariousness

- Exuberance
- Excitement
- Enthusiasm
- Ebullience



Agreeableness

Antagonistism

Agreeableness

Mental State:

Assertive

Primary Mood:

Dignity

Key Emotions:

- Skepticism
- Prudence
- Dispassion
- Self-compassion

Mental State:

Cooperative

Primary Mood:

Kindness

- Generosity
- Tolerance
- Compassion
- Service



Neuroticism

Stoicism Neuroticism

Mental State:

Tranquil

Primary Mood:

Serenity

Key Emotions:

- Confidence
- Optimism
- Faith
- Equanimity

Mental State:

Vigilant

Primary Mood:

Apprehension

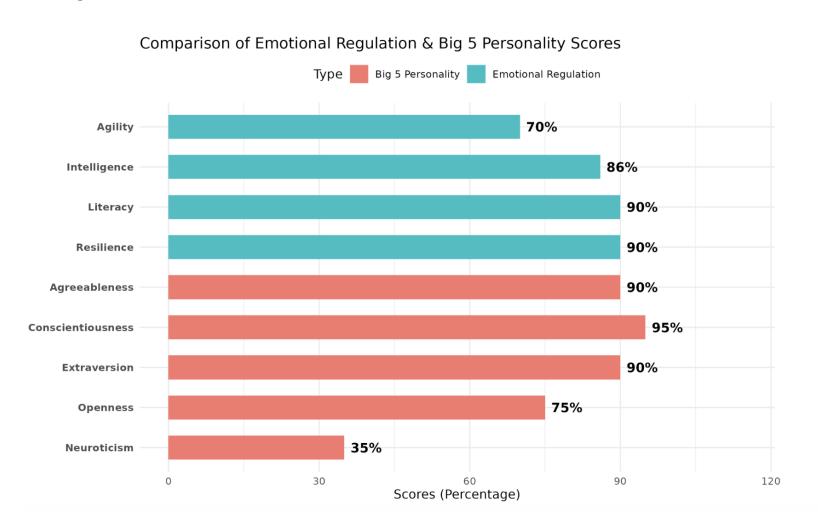
- Anxiety
- Pessimism
- Vexation
- Embarrassment



Comparison of Emotional Regulation & Big 5 Personality

The charts below compare your emotional regulation competencies and personality trait scores from multiple perspectives.

ER & Big 5 Horizontal Chart



O O O C

How Personality Influences Your Emotional Regulation

Your personality traits shape how you regulate emotions. Below, we explain how each trait affects your emotional regulation tendencies.

| Personality Trait | Influence on Emotional Regulation | | |
|-------------------|--|--|--|
| Agreeableness | You regulate emotions well in social settings, though you may suppress emotions to maintain harmony. | | |
| Conscientiousness | Your strong discipline supports emotional stability and long-term emotional regulation. | | |
| Extraversion | You thrive in social interactions, which can be a strong emotional support system. | | |
| Openness | Your openness to experiences enhances emotional agility and adaptability. | | |
| Neuroticism | You experience emotional fluctuations but manage them effectively. | | |

Practical Exercises for Emotional Growth

To build on your strengths and address areas for improvement, try these practical exercises tailored to your scores. Unlike recommendations, these are **specific techniques** designed for hands-on practice.

- **Agility:** Try *role-switching*: When you experience an emotional reaction, pause and **mentally swap perspectives** with another person involved. Ask yourself: "How would they describe this situation?" This strengthens emotional flexibility.
- Intelligence: Use the 'Three Why's' method: When feeling an emotion, ask yourself 'Why?' three times to explore its deeper cause. This enhances emotional self-awareness and improves emotional regulation.
- Literacy: Try Emotional Labeling: Throughout the day, practice naming your emotions as precisely as possible rather than using broad terms (e.g., instead of 'stressed,' try 'overwhelmed by deadlines'). This improves emotional articulation and self-awareness.
- Resilience: Use the 'Reframe & Adapt' Method: Write down a recent challenge or setback. Then, list three different ways you could reinterpret the situation positively (e.g., 'This was an opportunity to learn'). This builds resilience by strengthening cognitive flexibility.



Module 4: Talking Trust



What is trust for you?

Complete this sentence:

"Trust is..."



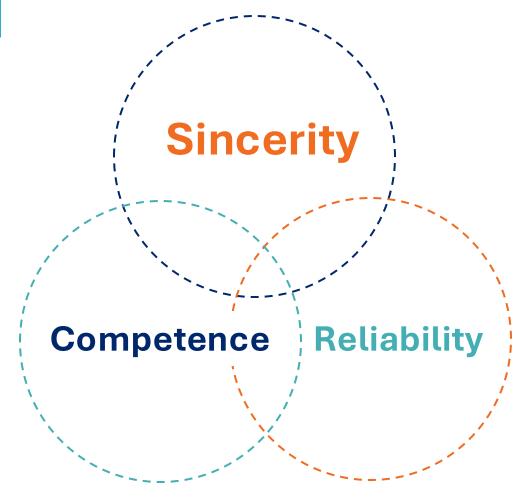
What is it?

- Break into groups of 2.
- Find the Emore card for "trust".
- Discuss with your partner how your definition and the one on the card are similar and different.



The Trust Model

Trust is your assessment based on your perception of another's sincerity, competence, and reliability.





1.Trust is not a moral issue it is a risk-assessment tool that helps us gauge how safe it is to interact with others.



2. You would not trust your financial planner to fill a cavity. Why not? We trust in domains.



3. You cannot force someone to trust you. You can only create the conditions that make trust a possibility.



4. Trust can be built, strengthened, and repaired if one is willing to do the work.



Trusting others

- 1. Think of someone you would like to trust more.
- 2. Which of the three elements sincerity, competence, and reliability do you need more of in your relationship with them?
- 3. How could you request what is missing for you?
- 4. Discuss with your partner.



Others trusting you

- 1. Think of someone you would like to trust you more.
- 2. Which of the three elements sincerity, competence, and reliability could elevate their trust in you?
- 3. How specifically? What actions would you take?
- 4. Discuss with your partner.



Reflections

- What are you taking away from this first module?
- How will you apply it in your work, with your family, or in your life?



Module 5: Emotions-Centered Coaching



What is coaching for you?

Complete this sentence:

"Coaching is..."



What is coaching?

- Coaching is a permission-based conversation in which the coach helps the coachee gain new perspectives of what is possible.
- From their new perspective, new possibilities are revealed.
- New possibilities can lead to new outcomes that help the coachee achieve what they currently cannot.



Coaching Principals

- 1. Coaching cannot occur without permission of the coachee.
- 2. The coach's job is to listen and reflect what they observe.
- 3. The fundamental emotions of coaching are curiosity, trust, and respect.
- 4. Judgement has **no** place in coaching.
- 5. A coach must be present and fully focused on serving their coachee.
- 6. The coach is responsible for the coaching process, the coachee for the content.



What makes coaching unique?

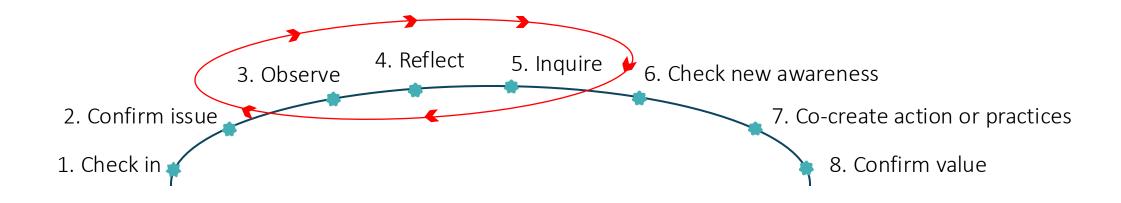
| Discipline | Focus | Techniques |
|------------|-------------------------------|--|
| Coaching | Generating new perspectives | Observing, questioning, sharing insights |
| Teaching | Imparting information | Sharing knowledge, offering ideas and models |
| Mentoring | Offering wisdom/experience | Sharing stories and examples |
| Advising | Suggesting best actions | Proposing steps, goals, tools, and outcomes |
| Consulting | Helping client find solutions | Tailoring solutions to client goals and challenges |
| Therapy | Resolving illness | Psychotherapy, counseling |



Coaching Practice



Coaching Path



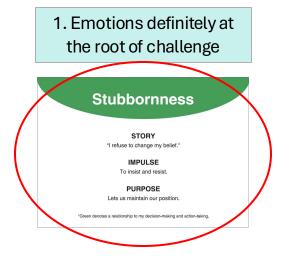


Emotions-Centered Coaching check list

| Welcome the coachee and check that they are giving you permission to coach them. |
|--|
| Ask the coachee to state the challenge they are facing as precisely as possible. Reflect what |
| you understood to confirm it is correct. |
| Ask them to select from the Emore cards which emotions are most strongly at the root of their |
| challenge and to narrow their choices down to 1 or 2 emotions. |
| Ask them why they selected those two and how they are related to their challenge. |
| Ask them to go through the cards again and select two emotions they think would be more |
| helpful than their current emotions. |
| Again, ask them why those two, how they relate, and which one they'd like to work with. |
| Ask them how their situation would change if they could strengthen the emotion they've |
| chosen. |
| Inquire how they've accessed or leveraged the emotion they chose at other times in their life. |
| Explore with them what practices or actions could help them shift from the emotion at the root |
| of their challenge to the emotion they identified as helpful. |
| Ask them to commit to specific actions or practices. |
| |



Coaching practice – round 1, step 1



Definitely not at the root of challenge



3. Probably not at the root of challenge



- 1. Coachee share that "you would like to..."
- 2. Coachee sort the all of the cards into the three piles shown based on their first impression.
- 3. Ask coachee to select the emotions they feel most strongly from pile 1.
- 4. Have them read the story, impulse and purpose to confirm that this is their emotion.
- 5. Set this "root" emotion card aside

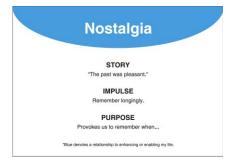


Coaching practice – round 1, step 2

1. Emotions that could help resolve the issue



2. Emotions that definitely would not help



3. Emotions that would probably not help



- 1. Ask your coachee to restate their challenge concisely.
- 2. Ask your coachee to sort all of the cards into these three piles.
- 3. Ask your coachee to select the emotion that resonates with them most strongly from pile 1.
- 4. Have them read the story, impulse, and purpose to confirm that this is the emotion they're thinking of.
- 5. Ask how they believe that emotion would help resolve their challenge?
- 6. With coachee, agree on actions or practices they commit to take that leverage the emotion they identified.



Coaching practice – round 2, step 1



2. Definitely not at the root of challenge



3. Probably not at the root of challenge



- 1. Coachee share that "you would like to..."
- 2. Coachee sort the all of the cards into the three piles shown based on their first impression.
- 3. Ask coachee to select the emotions they feel most strongly from pile 1
- 4. Have them read the story, impulse and purpose to confirm that this is their emotion.
- 5. Set this "root" emotion card aside

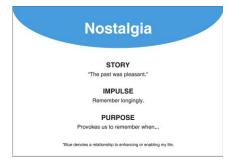


Coaching practice – round 2, step 2

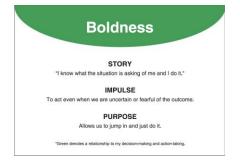
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- 5. Ask how they believe that emotion would help resolve their challenge?
- With coachee, agree on actions or practices they commit to take that leverage the emotion they identified.



Coaching discussion

- How were your coaching conversation different than the ones you generally have?
- What techniques do you need to remember and practice?
- When might a coaching conversation be appropriate in your work?
- What might be some of the benefits of leveraging coaching when appropriate?
- What questions do you have about coaching?



Module 6: Making it Happen



Organizational Alignment

Every organization shares essential elements whether articulated or not:

Vision – every organization has a vision, either declared or undeclared

Mission – every organization exists to do or be something

Values – A set of moral beliefs; what is right and what is wrong

Norms and standards – levels of expectated performance

Behaviors – desireable and undesireable actions

Emotions – every organization operates in a predominant mood and is animated by a unique set of emotions.



Leveraging Emotions

If, however, we decided to design our organization from an emotional base we could leverage emotions as an organizing principle:





Emotional Leadership Self-Assessment

Dialing emotions back and up

- 1. Set up grid as shown.
- 2. Ask participant to sort cards according to the emotions they've experienced at work in the past month.
- 3. Select the emotion from the "Frequent & barrier" cards that they most want to change.
- 4. Inquire what they believe the barrier would be to their leadership.
- 5. Work with the leader to develop practices that help them dial back the emotion they chose.

Frequent & helpful



Infrequent & would be useful

Acceptance

Disp:

STORY

11 choose to set aside the or IMPULSE

1 to be at peace with what is.

PURPOSE

Helpo us also promise a relationship to any values or leastered.

1 choose to set aside the or IMPULSE

To be at peace with what is.

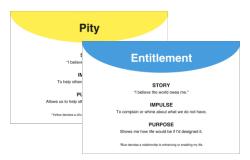
PURPOSE

Helpo us also premise an arisistanting to employ or employ reg list.

Frequent & barrier



Infrequent & unimportant



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The 8 Steps

- 1. We notice we are feeling something...
- 2. We pause to notice what we are thinking or believing...
- 3. We name the emotion those two data sets point to...
- 4. We ask ourselves what the emotion is telling us...
- 5. We notice what we "feel like doing" or our impulse (reaction)...
- 6. We decide if that is that will get us what we want...
- 7. We select an emotion that would be more helpful...
- 8. ...and design a way to generate and sustain the new emotion.



So, what is happening here?

- 1. I'm using my body as a source of information.
- 2. I'm using my brain and reason to help me understand my emotions.
- 3. I'm using my emotions to help me shift what and how I'm thinking.
- 4. Together they help me move out of a "stuck" or "unresolved" situation to move forward.



In conclusion

- No matter what role we are in, Emotional Regulation is the key to adapting our behavior, including thinking, to address the situation at hand.
- It is a skill that we can strengthened through learning and practice and it can be taught to others.



Reflections

- What are two key take-aways from this course for you?
- How will you apply them in your work, with your family, or in your personal life?



The Final Word:

Only You Can Regulate Your **Emotions!** Nobody can do it for you. If you don't do it, it won't get done.



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