

# An emotional intelligence approach to effective self-management during times of change

**PRESENTED BY: Dr André Vermeulen**

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**SAOU**

DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION

# SESSION OVERVIEW

- Context – Disruptive Change
- Skills – Emotional Intelligence
  - A Neuroscience Approach to Self-management

# NEW WORLD OF WORK

- **V** = Volatile
- **U** = Uncertain
- **C** = Complex
- **A** = Ambiguous
- **B** = Brittle
- **A** = Anxious
- **N** = Non-linear
- **I** = Incomprehensible



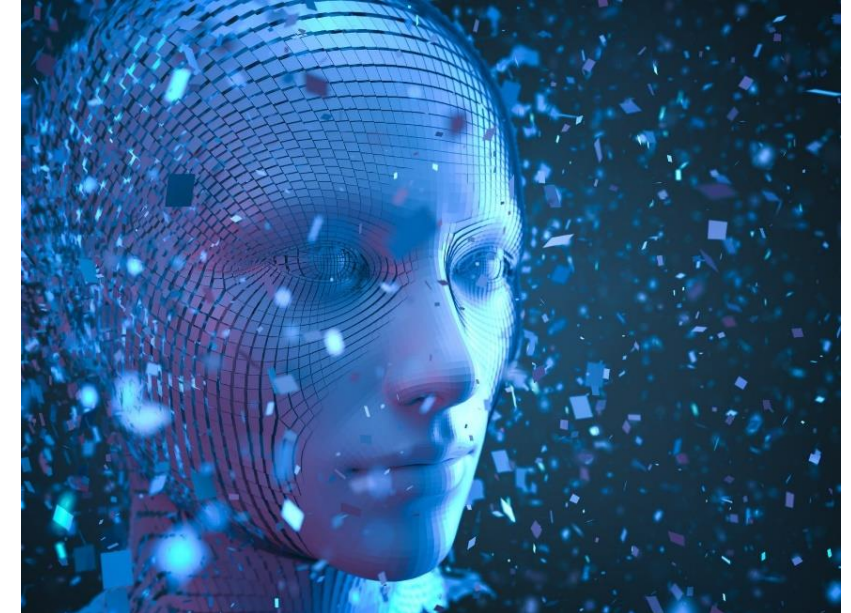
**Change** => when things become different

**Adapt** => modify behaviors, skills & mindsets

**Agile** => flexible, quickly, easily

# WEF SURVEY - HUMAN SKILLS / POWER SKILLS NEEDED FOR THE WORKPLACE

1. Analytical thinking and innovation (brain power)
2. Active learning and learning strategies (brain power)
3. Complex problem-solving (brain power)
4. Critical thinking and analysis (brain power)
5. Creativity, originality and initiative (brain power)
6. Leadership and social influence (brain power & EI)
7. Technology use, monitoring and control
8. Technology design and programming
9. Resilience, stress tolerance and flexibility (brain power & EI)
10. Reasoning, problem-solving and ideation (brain power)



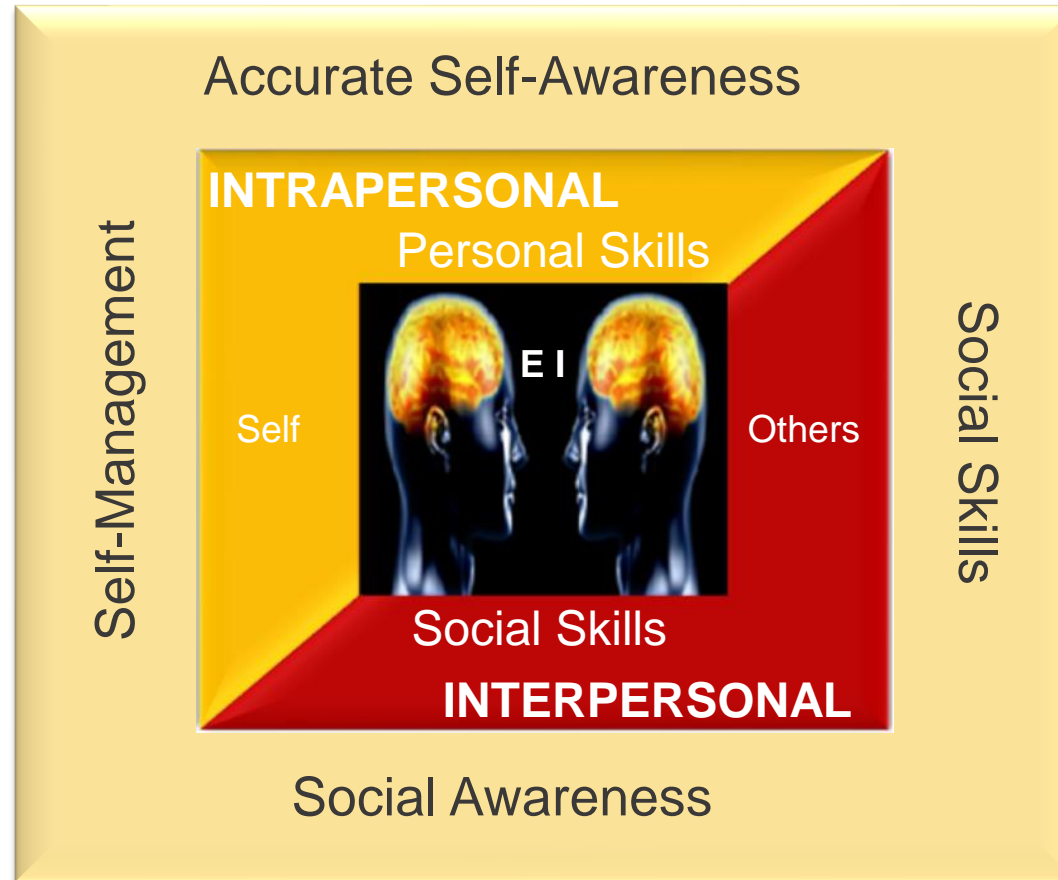
**Brain fitness + mental flexibility => NEURO-AGILITY!**

**Change Agility starts with developing and optimizing Neuro-Agility!**





Ability to accurately understand your thoughts, emotions, beliefs, motives, values, preferences, talents, strengths, resources, purpose, and gutfeel.



Ability to manage your thoughts, emotions, motives, impulses, and mindsets to facilitate reaching goals and results that are important to you

Ability to healthy interact with others. It is your adeptness at getting desirable responses from others and establishing strong social bonds.

Ability to be aware of other people's feelings, needs, concerns and perspectives.

It means to be thoughtful and sensitive; to care about others and to accurately read your environment.

Discover qualities.

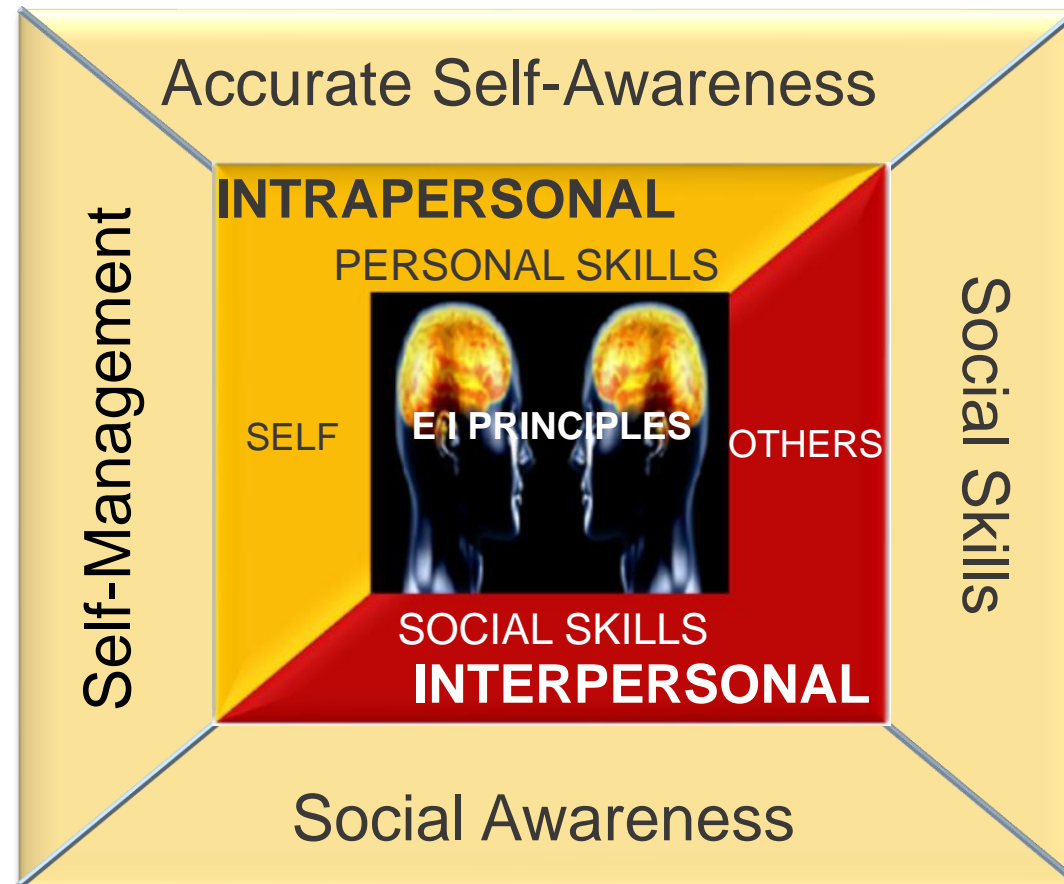
Discover self-worth.



Delayed gratification &  
Discipline



Manage their mind,  
manage themselves



neuro-link

# ROLE OF AN EMOTIONALLY INTELLIGENT EDUCATOR

- Love / Acceptance / Sense of Belonging
- Identity & Purpose
- Build Character
- Shape Behaviour
- Inspire / Model Behaviour
- Teach Skills



# SELF-REGULATION

- Accurate understanding of who the child is
- Understand potential
- Understand and manage strengths and weaknesses
- Learn to manage emotions and impulses
- Learn to correct own behaviour
- Learn to delay instant gratification





# SHAPING BEHAVIOUR

- Discipline is an act of love to correct behaviour
- Model self-discipline => correct your own behaviour
- Obedience is a key ingredient to acceptable behaviour
- Obedience is about respecting and following rules and authorities
- Children have to understand the WHY behind rules and regulations
- Discipline has to be consistently applied in a constructive way to teach obedience
- Agreement between parents and teachers



# CONSISTANCY

- Be consistent in your rules, behavior and values, regardless of place, emotions or circumstances.
- Yes is yes. No is no.
- Do what you say.
- Expect acceptable behavior always.
- Consider the long term effect of your behavior and rules on the child.
- Reason. Do what is right, regardless of how you feel.



# GUIDELINES FOR EFFECTIVE DISCIPLINE

- Do not punish accidents or mistakes
- Avoid negative, critical and harsh language
- Discipline privately
- Never withdraw your love
- No threats
- Be consistent
- Agreement between parents and teachers





# GUIDELINES FOR EFFECTIVE DISCIPLINE

- Not too many rules
- Take human limitations into considerations
- Do not administer discipline when angry
- No bribery tactics
- Delayed obedience = disobedience
- Try to not be overprotective
- Let them take responsibility





## **DR. ANDRÉ VERMEULEN**

**CEO Neuro-Link,  
UP Neuroscience Research Group,  
Neuro-Agility Thought Leader**

**A brain-mind approach is mandatory to  
developing self-management skills to cope  
with disruptive change**

The logo for SAOU, featuring the letters 'S', 'A', 'O', and 'U' in a stylized font. The 'S' and 'U' are blue, while the 'A' and 'O' are yellow. The letters are bold and have a slight shadow effect.

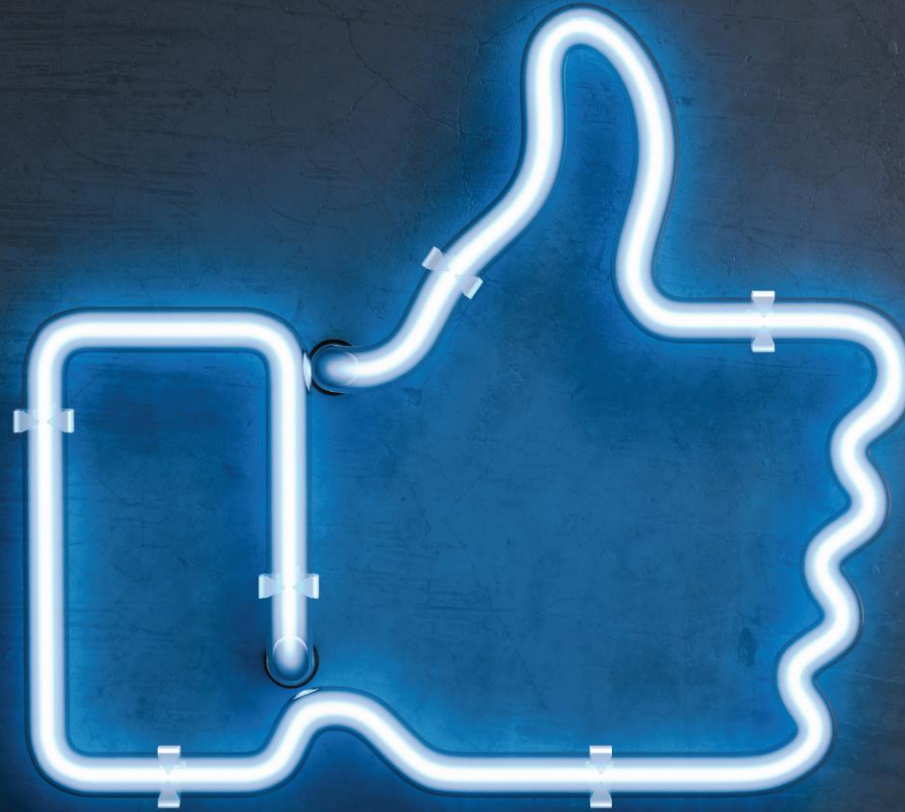
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# WHAT'S NEXT?

- Connect on LinkedIn with Dr. Andre Vermeulen
- Do a FREE brain fitness check @ [www.neurolink.company](http://www.neurolink.company)
- Do a FREE brain agility check @ [www.neuroagilityprofile.com](http://www.neuroagilityprofile.com)
- Download FREE infographics on: [www.neuroagilityprofile.com](http://www.neuroagilityprofile.com)  
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# SAOU



012 023 1333



saou@saou.co.za



076 127 1921



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saouteachers



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