

# SOCIAL INTELLIGENCE

## Definition:

A set of interpersonal competencies that inspire others to be effective.

Competencies	Attributes	
<b>Service</b> Assures that other people's highest priority needs are being served.	<b>1A Empathetic</b> Has the ability to recognize, value and share others' feelings.	<b>1C Generous</b> Is kind, understanding, and not selfish; is willing to give to others, including time, energy, advice and talent.
	<b>1B Trustworthy</b> Is benevolent, honest, open, reliable and competent.	<b>1D Protective</b> Focuses on the well-being of others, the community and society at large, rather than self
<b>Community Building</b> Instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together	<b>2A Relational</b> Interacts with people in ways that fulfill their physical, psychological, social and emotional needs.	<b>2C Connective</b> Actively meets people, introduces them to each other, and creates bridges among disconnected people, resources and ideas.
	<b>2B Collaborative</b> Works cooperatively with others toward a common purpose; enables others to succeed individually while accomplishing a collective outcome.	<b>2D Conciliatory</b> Recognizes and resolves disputes by applying effective communication; uses problem-solving ability and negotiation to attain positive outcomes.
<b>Capacity Building</b> Employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning.	<b>3A Empowering</b> Actively supports processes to help faculty and staff enhance their knowledge and skills in ways that are advantageous to their work.	<b>3C Resourceful</b> Garneres personal, building, district and community resources to achieve the vision and goals of the school.
	<b>3B Guiding</b> Acts as a trusted adviser, drawing from personal experience and expertise to offer guidance and support.	<b>3D Facilitative</b> Works to identify and eliminate impediments to staff and student success; creates conditions for positive change.
<b>Influence</b> Can cause changes without directly forcing them to happen; practices skills of networking, constructive persuasion and negotiation, consultation, and coalition-building.	<b>4A Attentive</b> Listens actively to the content and manner of others' spoken messages and determines emotional stances via verbal and non-verbal cues.	<b>4C Motivational</b> Fosters in others an internal state that rouses them to action and specific desired behaviors.
	<b>4B Communicative</b> Shares information in ways that are understood by target audiences, are relevant and timely, and that allow for feedback.	<b>4D Catalytic</b> Helps the school improve by continuously focusing on opportunities for growth, monitoring effects of internal and external influences, and fostering productive interpersonal relationships.