EMOTIONAL INTELLIGENCE (EI) ASSESSMENT AND DEVELOPMENT IN STUDENTS AND RESIDENTS -- THE NEW IMPERATIVE FOR IMPROVING HEALTH CARE OUTCOMES AND PHYSICIAN WELLNESS

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Richard P. Shugerman, MD
Objectives

- Understand the conceptual framework of Emotional Intelligence (EI).
- Understand how EI can be assessed in students and trainees.
- Relate the evidence that EI strengths predict success in medical education activities to your own area of education.
- Describe 3 methods for developing EI skills in students and trainees.
- Define methods that can be explored at your home institution to assess and/or develop EI skills in your students and trainees.
## Session Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-9:40</td>
<td>Introduction; audience completes Question Card Collect and read few Question Cards [What is EI?; What Q about EI do I have?]</td>
<td>J Mahan</td>
</tr>
<tr>
<td>9:40-10:10</td>
<td>Do Hay Self EI; Goleman EI Video Score, debrief</td>
<td>J Mahan</td>
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<tr>
<td>10:10-10:30</td>
<td>EI Basics/Hay Group methods/EI in Medicine Data</td>
<td>J Mahan/H McPhillips</td>
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<tr>
<td>10:30-10:45</td>
<td>Small Group Work (10 min): EI Challenges in students/trainees – generate list</td>
<td>All Preceptors - R Donthi debrief</td>
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<tr>
<td>10:45-11:00</td>
<td>EI Education Methods: Examples</td>
<td>S Reed</td>
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<tr>
<td>11:00-11:20</td>
<td>Small Group Work: In clusters of interest (15 min) – How would you incorporate some aspect of EI assessment/education/intervention into your program, your learner’s education?</td>
<td>All Preceptors - R Shugerman debrief</td>
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<tr>
<td>11:20-11:30</td>
<td>Debrief/Wrap up</td>
<td>J Mahan</td>
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Conflict of Interest Statement

• The presenters have no financial stake in or corporate affiliation with any of the tools utilized for this workshop or with any associated publishing group.
Introduction

• Complete your card:

**FRONT:**
Provide your definition of EI.

**BACK:**
What Questions do I have about EI?

• Sampling of audience comments………………
Complete Own Hay EI Self-Assessment

Goleman on EI: http://www.youtube.com/watch?v=NeJ3FF1yFyc

- Score Your Hay EI Assessment
- What does it all mean?
Emotional Intelligence Basics: EI Defined

“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Daniel Goleman
"A good leader must be aware of employees' attitudes and feelings."

Before we go any farther, I want you to know that I'm very aware of your feelings.

I know that many of you are upset about some of my decisions, so let me start out by saying,

Too bad.
What Emotional Intelligence Is Not?

• It’s not...
  • about being nice all the time
    • It’s about being honest
  • about being “touchy-feely”
    • It’s about being aware of your feelings & those of others
  • about being emotional
    • It’s about being smart with your emotions.
Can You Improve EI?

• Absolutely, but not with traditional training programs that target the rational brain.

• Essential methods:
  - Insight/Motivation
  - Extended practice –
    • skill acquisition
  - Feedback from colleagues
  - Also improves with age!
Emotional Intelligence Competencies

- Social Skills
- Social Awareness
- Motivation
- Self-Management
- Self-Awareness
Emotional Intelligence Sub-Competencies

**Social Skills**
- Vision
- Influence
- Communication
- Conflict management
- Teamwork

**Social Awareness**
- Empathy
- Organizational awareness
- Service orientation

**Motivation**

**Self-Management**
- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Achievement orientation
- Initiative

**Self-Awareness**
- Emotional self-awareness
- Accurate self-assessment
- Self-confidence
The Case for EI: Business

Of the competencies that distinguish an outstanding leader from an average leader, only a small percentage are cognitive or intellectual abilities.

“181 different positions from 121 organizations worldwide … 67% of the abilities deemed essential for effective performance were emotional competencies” (Rosier, 1994)

How does EI influence leadership impact?
AT&T large, cross-industry study
• in all levels of management (from line supervisors to senior executives) increased EI (EI Appraisal®), accounted for 20% more productivity than low EQ leaders.
• 91% of top performers were high in EQ, while only 26% of low performers were high in EQ.
• Emotional intelligence explained nearly 60% of job performance across companies in the study (Bradberry, 2002)
EI and Performance in Medicine

• Significant relationship between EI and resident performance in cross sectional study of medicine residents (Satterfield, Swenson 2009)

• Higher EI scores at time 2 (one year later) correlated with improved overall performance, interviewing skills, and decreased resident burnout

• EI changed over time

24/34 primary care IM residents (2nd/3rd year) + 4 categorical IM residents
No gender differences
EI and Teamwork

- TBL activities in 12 week IM block were basis for exploration, instruction and practice on EI skills
- Team Based Learning activities associated with improved EI (self rated) skills:
  - Self awareness
  - Awareness of others
  - Managing other’s emotions

Borges NJ. Med Teacher 2012

Table 1. The four general domains of emotional intelligence and their relation to team performance.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Contribution to team performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of own emotions</td>
<td>Abilities subserve appropriate emotional responses to intense emotional triggers and thereby allow for more effective communication with team members (Lane et al. 1998; Wolff et al. 2002).</td>
</tr>
<tr>
<td>Recognizing emotions in others</td>
<td>Abilities are fundamental to accurately assess other’s emotions and are important in overcoming one’s own negative responses to other’s emotions such that one deals effectively with other team members effectively (Mayer &amp; Salovey 1997; Mischel &amp; DeSmet 2000; Jordan et al. 2006).</td>
</tr>
<tr>
<td>Managing others’ emotions</td>
<td>Abilities allow one to encourage positive emotions in teams, and thereby promote positive interaction among team members (Barsade 2002).</td>
</tr>
<tr>
<td>Control of Emotions</td>
<td>Abilities underlying self-regulation and are important for conflict resolution as well as for maintaining high cognitive function during emotion evoking situation (Jordan &amp; Troth 2004; Drevets &amp; Raichle 1998).</td>
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</tbody>
</table>

Adapted from Jordan and Lawrence (2009)
NCH Program: Exploring the Emotional/Social Competencies of Pediatric and Medicine-Pediatric Residents (N = 40)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Average Other (non-self)</th>
<th>Average Self</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Self Awareness</td>
<td>4.47</td>
<td>4.22</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Orientation</td>
<td>4.7</td>
<td>4.42</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.47</td>
<td>4.09</td>
</tr>
<tr>
<td>Emotional Self Control</td>
<td>4.49</td>
<td>4.11</td>
</tr>
<tr>
<td>Positive Outlook</td>
<td>4.53</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Self Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>4.48</td>
<td>4.22</td>
</tr>
<tr>
<td>Organizational Awareness</td>
<td>4.72</td>
<td>4.42</td>
</tr>
<tr>
<td><strong>Relationship Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict Management</td>
<td>4.4</td>
<td>4.04</td>
</tr>
<tr>
<td>Coach and Mentor</td>
<td>4.57</td>
<td>3.44</td>
</tr>
<tr>
<td>Influence</td>
<td>4.45</td>
<td>4.15</td>
</tr>
<tr>
<td>Inspirational Leadership</td>
<td>4.46</td>
<td>3.94</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.71</td>
<td>4.53</td>
</tr>
</tbody>
</table>

For all competencies the others rated the residents higher than the residents rated themselves.

http://www.eiconsortium.org/measures
ESCI Associations – Significant Positive…

Performance: ESCI non-self score and
  • patient communication
  • overall performance
  • team work

Burnout:
ESCI self score and
  • personal accomplishment scale
  • better emotional exhaustion scale
  • better depersonalization scale
ESCI non-self score and
  • better emotional exhaustion scale

ESCI by peers: only statistically significant predictor of overall performance
(22% of variance in overall performance)
Best predictor of team work was ESCI supervisor’s rating (12.6% of variance in team work)
Best predictor of communication skills was ESCI ratings by supervisors and peers
Small Group Session - 1

• What are the greatest EI challenges you see in students and/or trainees?

• List

Social Skills  
Social Awareness  
Motivation  
Self-Management  
Self-Awareness
EI Education Methods: Examples

• Examples
  • Literature
  • Business world
  • Presenters’ personal experience and programs
What impact do structured educational sessions to increase emotional intelligence have on medical students? BEME Guide No. 17

- Simulated patients - beneficial in improving EI when introduced in interventions later rather than earlier in medical education.
- Interventions most effective when delivered:
  - (1) over a short space of time;
  - (2) to students later in their undergraduate education and;
  - (3) to female students.
- Emphasizing the importance of empathetic qualities, such as empathetic communication style, should be made explicit during teaching.

Cherry MG. Med Teacher 2012
EI Workshop Effect

• The effect of an educational intervention on the level of codependency and emotional intelligence among graduate counseling students
  • Substance abuse workshops (2 weekends a month apart) devoted to focus and development of empathy and codependency
  • EI measured pre and post workshop: No change!

• Dose response for EI interventions not well defined!

Belyea DL. http://digitalcommons.wayne.edu/dissertations/AAI3445202/
EI Efforts: Business World

El Coach
Training Elements

Maximize Self-Directed Change
trainer adapts efforts to individual’s needs

Set Clear Goals
often one at a time;
self-assess; provide feedback

The Consortium for Research on Emotional Intelligence in Organizations
( www.eiconsortium.org)
El Efforts: Business World

How to Improve your Emotional Intelligence

• A daily journal (improve your self-awareness)
• Calm!
• Understand your values
• Be Accountable for your actions
• Re-examine why you're a Leader
• Goals
• Turn negative situations into positives
• Learn and understand conflict resolution
• Learn how to praise others

Workshops, study materials; http://www.educational-business-articles.com/emotional-intelligence-theory.html
Methods to Develop EI: Summary

Personal work
mentors, books, seminars

Group/Program work
NCH TEAM Project (EI skills workshops)
Mindfulness Based Stress Reduction programs
EI Skills workshops; EI Course
Self-determined learning and improvement (SDLI) curriculum (U Rochester):
self-directed learning/autonomy

Personal coach
Focus on specific EI skills, feedback, exercises, building resilience
Small Group Session - 2

• How would you incorporate some aspect of EI assessment/education/intervention into your program, your learner’s education?

• Report Out
Wrap Up
References

- Cherry MG, Fletcher I, O’Sullivan H, Shaw N. What impact do structured educational sessions to increase emotional intelligence have on medical students? BEME Guide No. 17. Med Teach 2012; 34:11–19.

Websites
- Eiconsortium.org
- Talentsmart.com
- 6seconds.org