Fostering Emotional Intelligence

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Disclosure

- No financial relationships to disclose
- We have had no professional training
Objectives

• Define Emotional Intelligence (EI)
• Demonstrate examples of EI in our workplace
• Explain individual’s EI scores
• Practice and Coach EI
What is Emotional Intelligence?

- IQ
- EI
- Personality
History of Emotional Intelligence

1930
Edward Thorndike
Components of Social Intelligence

1940
David Wechsler
Components of Intelligence

1950
Abraham Maslow
Emotional Strength

1985
Wayne Payne
Introduces the term “Emotional Intelligence”

1987
Peter Salovey & John Mayer
Publish article, “Emotional Intelligence”

1990
Keith Beasly
Uses the term “Emotional Quotient”

1995
Daniel Goleman
Emotional Intelligence: Why It Can Matter More Than IQ.

1975
Howard Gardner
Introduces the concept of “Multiple Intelligence”
What is Emotional Intelligence?

We, usually, make decisions based on emotions.

- We are not Vulcan
What is Emotional Intelligence?

Why do we base decisions on emotions?

- The Amygdala in our brain is made to help us survive in a millisecond when danger is present. It is sudden and doesn’t involve much thought.
- “Do this or you will be eaten/die.”
What is Emotional Intelligence?

• The ability to identify and manage one’s own emotions and the emotions of others
  – Develop and maintain good social relationships
  – Solve problems under pressure
What is Emotional Intelligence?

A person with high emotional intelligence is:

1. Aware of himself/herself
2. Manages himself/herself
3. Aware of others
4. Manages his/her relationships with others

We are NOT born with high EI!
Benefits of EI in the Workplace

- Builds trust
- Creates effective teams
- Helps with conflict resolution and crucial conversations
- Higher job satisfaction/higher quality of life
- High performing employees
- Liberates your most authentic, creative and powerful self
Benefits of EI in Our Workplace

- We do work in teams
- Working with learners requires empathy
- We are mentors
EI in Medicine

- EI used as an indicator of overall resident performance\(^1\)
- EI used to teach professionalism to residents\(^2\)
- Found to have correlation or application to ACGME Competencies\(^3\)
- Linked with stronger doctor-nurse and doctor-patient relationships\(^4\)
Relating EI to the Milestones

1. PC2 - Does not seek additional guidance when needed
   ◦ Self Awareness

2. SBP1 - Efficiently coordinates activities of other team members to optimize care
   ◦ Relationship Management

3. PBLI1 - Inconsistently self-reflects upon one’s practice or performance and inconsistently acts upon those reflections
   ◦ Self Awareness

4. PBLI3 - Responds to unsolicited feedback in a defensive fashion
   ◦ Self Awareness

5. PROF1 - Consistently respectful in interactions with patients, caregivers and members of the interprofessional team, even in challenging situations
   ◦ Relationship Management

6. PROF1 - Lacks empathy and compassion for patients and caregivers
   ◦ Social Awareness
Relating EI to the Milestones

1. PROF1 - Fosters collegiality that promotes a high-functioning inter-professional team
   ◦ Relationship Management
2. PROF2 - Willingness to assume professional responsibility regardless of the situation
   ◦ Self Management
3. PROF3 - Is sensitive to and has basic awareness of differences related to culture, ethnicity, gender, race, age and religion in the patient/caregiver encounter
   ◦ Social Awareness
4. ICS1 - Routinely engages in antagonistic or counter-therapeutic relationships with patients and caregivers
   ◦ Self Management / Relationship Management
5. ICS2 - Uses unidirectional communication that fails to utilize the wisdom of the team
   ◦ Relationship Management
6. ICS2 - Resists offers of collaborative input
   ◦ Self Awareness
Your EI
High Scores

- Scores of 14-20
- This comes naturally to you
- Even in high-stress situations, exhibit these skills/traits
Low Scores

- Score of 7-13: probably needs developing
- 0-6: a perceived weakness
- Research shows you can develop and grow these abilities
- Use strategies to enhance/build these skills
5 Components

- Self-Awareness
- Self-Management
- Motivation
- Empathy
- Relationship Management
Self-Awareness
Self-Awareness

- Ability to recognize what you are feeling
- Understanding your habitual emotional responses to events
- Recognizing how your emotions affect your behavior and performance
High scores:

• You see yourself as others see you
• Have a good sense of your abilities (realistic self-assessment)
• Know your limitations
• Self-confident
Self-Awareness

Strategies to develop:

• Work on identifying your emotions
• Ask others how you are affecting them: Seek and accept feedback
• Work on admitting what you need to change
• Anticipate button pushers
Self-Management
Self-Management

- Ability to stay focused and think clearly when you have powerful emotions (thinks before acting)
- Controls or redirects disruptive impulses and moods
- Ability to suspend judgments
Self-Management

High Scores:

• Able to manage own emotional state
• Does not easily panic
• Takes responsibility for actions
• Do not make hasty decisions that you might later regret
• Open to change/adaptable
• Trustworthy
Self-Management

Strategies to develop:

• Control self talk
  – Eliminate ANT’s (Automatic Negative Thoughts)
• Work on not blaming others
• Find others to learn from (seek out mentors)
Motivation
Motivation

• Ability to use your deepest emotions to move and guide you towards your goals

• Has a passion to work for reasons other than money or status
Motivation

High scores

- Able to take initiative
- Perseveres in the face of obstacles and setbacks
- Goal-oriented
- Optimism
- Loyal
Motivation

Strategies to develop:

- Practice being positive (attitude)
- Set SMART goals for yourself
- Identify opportunities to take initiative
Empathy
Empathy

• Ability to sense, understand and respond to what other people are feeling

• Requires level of self-awareness
  – awareness of your emotions allow you to read emotions of others
Empathy

High scores:

• Sensitive to others
• Service oriented
Empathy

Strategies to develop:

• Watch your body language
• Actively listen
• Put yourself in their shoes before judging
• Practice people watching
• Be socially present
Relationship Management
Relationship Management

- Ability to manage, influence and inspire emotions in others
- Ability to find common ground and build rapport
Relationship Management

High scores:

• Able to handle emotions in relationships
• Able to influence and inspire others
• Fosters teamwork and collaboration
Relationship Management

Strategies to develop:

• Avoid giving mixed signals
• Work to build trust with others by keeping your word, being dependable, and being reliable
• Be honest and communicate boundaries
• Set realistic expectations for yourself and others
• Acknowledge other people’s feelings
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<th>Recognition</th>
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Practice Developing Your Emotional Intelligence
Think of an experience that was particularly stressful for you at work. Visualize removing yourself from the situation.

**Answer the following:**
- What did you do well? What worked?
- What didn’t work?
- What were you feeling? Were you aware of how you were feeling at the time?
- How did you feel about yourself? Did you have courage and faith in your abilities?
- Did your emotions influence the way you thought about yourself? others involved? the event? How?
- What do you think the other person was feeling? Is it uncertain or did they state their feelings to you?
- Was there open dialogue? Did you, respectfully, speak up for yourself while allowing the other to contribute to the conversation? Did you and the other person keep a respectful tone?
What did you learn?
Coaching Emotional Intelligence
• Actively listen and repeat back. Ask questions.
• Ask if they want someone to listen (they are just venting) or want your help or advice
• Look for valid concerns and validate their feelings
• Ask them to reflect on and identify what they are feeling
• Encourage them to apologize whenever they are in error
• Be calm even if they are not. Encourage breathing, if needed.
• Do not participate in slander or destructive communication about others involved
• Encourage them to believe in their worth
• Motivate to persevere and accept setbacks
• **Be careful on your delivery of this piece of advice:** Suggest EAP (employee assistance program) if they need coping strategies
• Be positive
• Ask what is the outcome he/she wants most? (versus what problems they want to avoid, what they think or fear might happen versus reality)
• Respectfully encourage them to assume good intent for all parties involved.
• Be honest, give feedback with empathy
• Encourage to find common ground
• Motivate to address problem versus letting things build up and get worse
• If they are dealing with a power gradient or bully, suggest they get help. They cannot handle this on their own. i.e. get a mentor, help of a supervisor, PD, HR rep, etc.
• Encourage direct communication with all parties involved.
• Encourage to be assertive i.e. respectfully speak up for themselves (set up healthy boundaries, express needs)
• Help the individual to accurately assess the situation and realistically define a professional response to parties involved.
Scenario #1
Scenario #2
Scenario #3
Scenario #4
What did you learn?
Difficult Emotions

May not be able to coach. Can only control your responses.

• Conflict-averse leaders and team members
  – Encourage difficult conversations/negotiation

• Passive aggressive behavior
  – Protect sabotage of others; assertively call the behavior out (without risk to you)
Difficult Emotions

• Personality differences which increase misunderstandings
  – Myers-Brigg®, True Color® Personality Tests

• Bullies
  – Call for help

• People acting out of fear
  – Try to find the reason for fear and address, if possible
Remember

• You are probably too hard on yourself so accept your strengths and believe that you can develop and overcome your weaknesses.

• No one is perfect: not you, not them.

• If you are prone to ANTS, get help to stop.
Remember

- Assume good intent by default. You make your life harder if you jump to conclusions
- You are in a unique position to be a role model
- Be courageous and committed to yourself
References


