

*“To try and change outward attitudes and behavior does very little good in the long run if we fail to examine the basic paradigms from which those attitudes and behaviors flow.”*

Steven R Covey

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## How do you feel about your (and your residents') Emotional Intelligence?

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# Disclaimer

*The views expressed are those of the author(s) and do not reflect the official policy of the Department of the Army, the Department of Defense or the U.S. Government.*

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# Objectives

- Reviewed the history of and evidence behind Emotional Intelligence (EI)
- Reflected on personal EI strengths and weakness
- Expanded our understanding of EI to include group/team
- Developed practical approaches to improving personal and organizational/program EI

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# Ground Rules

- Participation is inevitable as well as beneficial, so please jump right in
- Always demonstrate respect for your fellow learners as we explore ideas and emotions.
- We learn the most from one another
- The more you truly evaluate yourself and listen to others, the more you will get out of this session

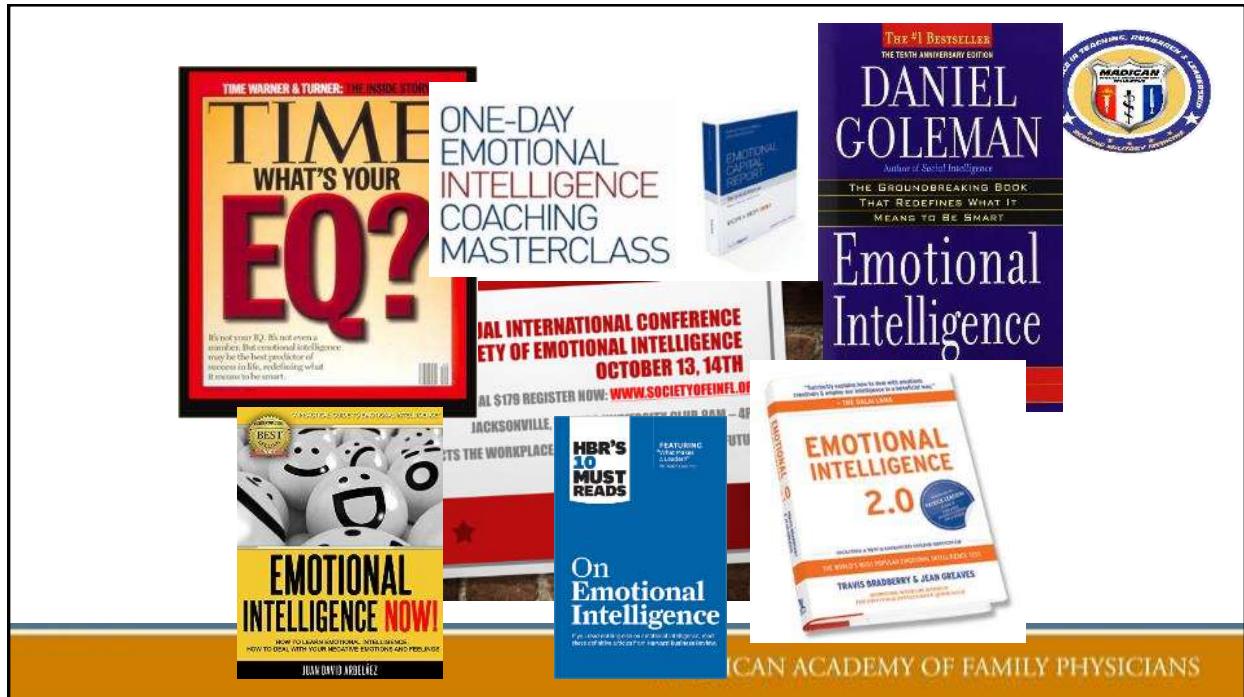
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## Activity 1

In groups of 2-3, brainstorm  
what comes to mind when you hear  
'Emotional Intelligence'

2 minutes

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# Emotional Intelligence

The ability to identify and monitor emotions (your own and others') and manage relationships.

	WHAT I SEE	WHAT I DO
PERSONAL COMPETENCE	SELF-AWARENESS	SELF-MANAGEMENT
SOCIAL COMPETENCE	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
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4 core skills

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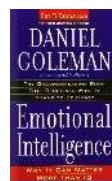
# EI is not...

- IQ (intelligence quotient)
- Personality
- Optimism, happiness, motivation
- Magic

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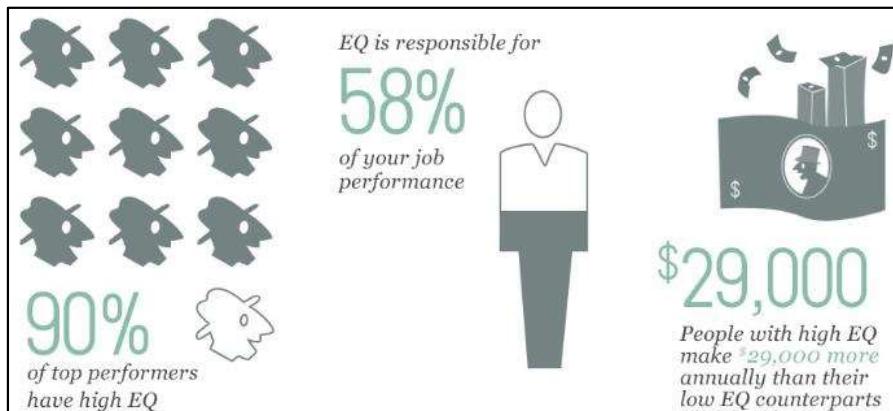
# EI – does it really help?

- Increased performance
- Workplace success
- Answer seems to be yes



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# EI – does it really help?



[www.talentsmart.com](http://www.talentsmart.com) – Emotional Intelligence Stats

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## EI in Medicine

- Does it apply?
- Wide acceptance in business literature
- Newer studies within clinical medicine
- Unique features of learning environment



Accreditation Council for  
Graduate Medical Education



Patient Centered Medical Home

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# El in Medicine

## Emotional intelligence in medicine: a systematic review through the context of the ACGME competencies

Sonal Arora, Hutan Ashrafiyan, Rachel Davis, Thanos Athanasiou, Ara Darzi, Nick Seydelis

First published: 15 July 2010 Full publication history

## Associations between emotional intelligence and doctor burnout, job satisfaction and patient satisfaction

Hui-Ching Weng, Chao-Ming Hung, Yi-Tien Liu, Yu-Jen Cheng, Cheng-Yo Yen,

Chi-Chang Chang, Chih-Kun Huang

First published: 14 July 2011 Full publication history

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# ACGME Milestones



PROF-2 Demonstrates professional conduct and accountability	
Has not Learned	<p><b>Exhibits high level of emotional intelligence in self-awareness, self-management, social awareness, and relationship management</b></p>
Meets Expectations	<p>Recognizes professional possibilities for acting personal and professional and completes appropriate patient and institutional reporting</p>
Exceeds Expectations	<p>Exhibits high level of emotional intelligence in self-awareness, self-management, social awareness and relationship management</p>
<p>Comments:</p> <p>meets assistance and asks for it</p>	

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# EI in GME

## Emotional Intelligence as a Predictor of Resident Well-Being

Presented orally at the American College of Surgeons 101<sup>st</sup> Annual Clinical Congress, Chicago, IL, October 2015.

Dana T. Lin, MD, FACS,  Cara A. Liebert, MD, Jennifer Tran, BS, James N. Lau, MD, FACS, Argisavan Salles, MD, PhD

Goodman Surgical Education Center, Department of Surgery, Stanford School of Medicine, Stanford, CA.

- EI scores correlated with:
  - psychological well being ( $r=0.74$ )
- EI scores inversely correlated with:
  - Depression ( $r = -0.69$ )
  - emotional exhaustion ( $r = -0.69$ )
  - depersonalization ( $r = -0.59$ )

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# EI in GME

## Emotional intelligence in surgery is associated with resident job satisfaction

Robert H. Hollis, MD, MSPH, Lauren M. Theiss, BA, Allison A. Gullick, MPH, Joshua S. Richman, MD, PhD, Melanie S. Morris, MD, Jayleen M. Grams, MD, PhD, John R. Porterfield, MD, MPH, and Daniel I. Chu, MD\*

But not:

- ABSITE scores
- Milestone progression

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# EI in GME

December 27, 2017

## Evaluation of Validity Evidence for Personality, Emotional Intelligence, and Situational Judgment Tests to Identify Successful Residents

Aimee K. Gardner, PhD<sup>1</sup>; Brian J. Dunkin, MD<sup>2</sup>

“Neither EQ facets nor overall EQ offered significant incremental validity over USMLE1 scores...”

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## EI criticism

- Difficulty defining and measuring
- Is this truly a form of intelligence?



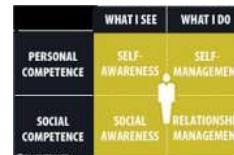
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## Activity 2

Now that we've talked about some basics about EI:

- Think of situations where these EI traits may be used in your day (clinical or otherwise)
- Discuss with table, then a few to share with room

5 minutes

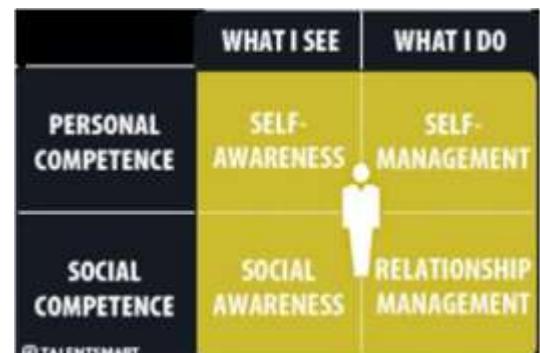


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## The skills of EI



- Self-Awareness
- Self-Regulation
- Empathy
- Relationship Management  
(Social Skill)

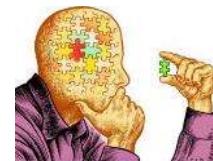


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# Self-Awareness

*The ability to recognize and understand your moods, emotions and drive. - or - To accurately perceive your own tendencies and emotions in the moment*

- Neither overly critical or unrealistically hopeful
- Realistic self-assessment
- Ability to make sense of emotions when they arise
- Understands values and goals



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## Self-Aware Characteristics



### Present

- Know what 'pushes your buttons'
- Understands mind and body's reactions to emotions
- Understand how their emotional state is affecting their work

### Lacking

- Doesn't realize the need to improve their emotional intelligence
- Unable to separate emotions from events provoking them
- Does not realize emotional patterns in their life

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# Self-Regulation

*Ability to control and react appropriately to emotions (especially disruptive ones)*

- More than just resisting explosive behavior
- ‘Thinking before acting’
- Comfort with ambiguity and change
- Ability to stay flexible and react positively



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## Self-Regulating Characteristics



### Present

- Calm under pressure
- Not complaining
- Active listening
- Demonstrating thoughtfulness and integrity
- Self-motivation despite setbacks

### Lacking

- Verbal outbursts
- Responding too quickly/sharply
- Greatly affected by stress
- Lack of patience

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# Emotional Agility

- How to deal with difficult/undesirable thoughts and emotions when they arise
  - get hooked on them or not?
- Effective leaders do not buy into or suppress their inner experiences, they:
  - Recognize their patterns
  - Label their thoughts and emotions
  - Accept them with an open attitude
  - Act in a way that aligns with their values

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## Social Awareness (Empathy)

*Ability to understand the emotional makeup of other people*

- Skill in treating people according to their emotional reactions
- Picking up on how others are feeling, even if you do not feel the same
- Cross-cultural, cross-personality sensitivity



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# Socially Aware Characteristics



## Present

- Connects well with others
- Can put yourself in someone else's shoes
- Adapting communication based on other person
- "Listens to understand, not to respond"

## Lacking

- Not picking up on others' emotions or motivations
- Oblivious to others' reactions
- Unaware of how body language affects others

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# Relationship Management

*Proficiency in managing relationships and building networks; ability to find common ground and rapport*

- "Friendliness with purpose"
- The difference between interaction and relationship
- Adept at building /leading teams
- Persuasive



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# Relationship Management Characteristics



## Present

- People willing to speak up and seek out these people
- Can be counted upon
- Incorporate others' opinions and perspectives
- Compelling communication

## Lacking

- Doesn't develop relationships if no clear material benefit
- Divides people into allies and enemies
- Dismissive of others
- Dysfunctional teams

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## Incivility

- A manifestation of personal and organizational lack of empathy and relationship management
- Numerous harms and Decreased production
- Variety of forms from blatant to subtle
  - Not paying attention in meetings (laptops?)
  - Taking credit from others
  - Blaming others

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# Incivility

What can a leader / organization do?

- Set the tone, manage yourself
- Ask for feedback / reality check
- Pay attention to your progress
- Hire for civility
- Teach civility
- Reward good / penalize bad behavior

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## Activity 3

- Think of an experience when you feel you did well with one or more of the traits of Emotional Intelligence
  - What did you do well?
- Now think of an experience where you feel you did poorly with one or more of the traits of EI.
  - What happened? Why did it happen?
  - What were the consequences?
  - What could you have done differently?
- Think / Pair up / Share with your group

10 minutes

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# Now what?

## Three questions

- Where are my gaps/needs?
- How can I improve my own EI (can I?)
- Can we teach this in our program/organizations?

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# EI assessment

- A lot of courses, resources, books, etc.
- If wanting to access an EI assessment tool:  
[www.eiconsortium.org](http://www.eiconsortium.org)

Consortium for Research on  
Emotional Intelligence in Organizations

Reports

▼ Measures

▼ References

Emotional Intelligence Measures

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# Emotional Intelligence 2.0

- Assess your EQ
- pick an EQ skill to work on
- pick 3 strategies to use
- choose an EQ mentor
- measure progress



*Expect success, not perfection  
Practice, practice, practice  
Be patient*

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## Strategies

### Self Awareness

- 'Lean into' your discomfort
- Know what pushes your buttons
- Ask yourself 'why' you do the things you do
- Recognize early signs of stress in yourself
- Visit your values
- Seek feedback

### Self Management

- Count to 10
- Sleep on it
- Create emotion vs. reason list
- Make your goals public (motivation)
- Set aside time to problem solve
- Take control of your self-talk
- Speak to someone not emotionally invested in your problem

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# Strategies

## **Social Awareness**

- Greet people by name
- Watch body language
- Don't take notes at a meeting
- Plan ahead for social gatherings
- Practice the art of listening
- Live in the moment
- Test for accuracy

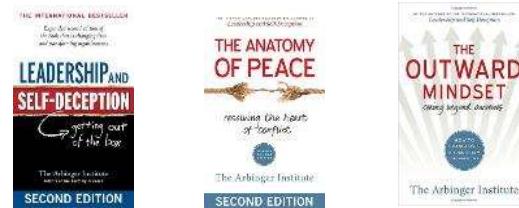
## **Relationship management**

- Be open and curious
- Take and Give feedback well
- Build trust
- Have 'open door policy'
- Acknowledge others' feelings
- Explain your decisions
- Offer a 'fix-it' statement in a broken conversation
- Tackle a tough conversation

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# Organizational Approaches

ARBINGER



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# EI on the Wards

West J Emerg Med. 2015 November; 16(6): 899–906.  
Published online 2015 November 22. doi: 10.5811/westjem.2015.8.27304

PMCID: PMC4651591

## Teaching Emotional Intelligence: A Control Group Study of a Brief Educational Intervention for Emergency Medicine Residents

Diane L. Gargas, MD, Sarah Greenberger, MD, David P. Bahner, MD, and David P. Way, MEd

## A pilot study of an emotional intelligence training intervention for a paediatric team

Ellen Bamberger,<sup>1</sup> Jacob Genizi,<sup>1</sup> Nogah Kerem,<sup>1</sup> Ayalla Reuven-Lalung,<sup>2</sup> Niva Dolev,<sup>2</sup> Isaac Srugo,<sup>1</sup> Amnon Rofe<sup>3</sup>

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# EI in GME

## September 2014 Education Column

### Using a Learning Portfolio to Teach Emotional Intelligence Using the Competencies and Milestones

By Sonya Dominguez, MD and Terri Wall, PhD

## Explore MedEdPORTAL

A peer-reviewed, open-access journal that promotes educational scholarship and dissemination of teaching and assessment resources in the health professions

emotional intelligence



Emotional Intelligence

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# Organizational Culture

- Beyond just having individuals with emotional intelligence
- Not just having training sessions
- Not just having EI as part of your curriculum
- Organizational culture is the key to developing emotionally intelligent behaviors

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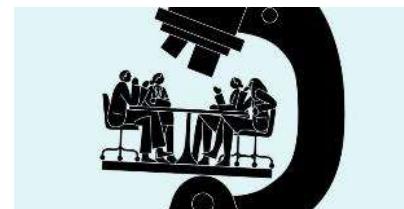
## Team/Group EI Conditions for Success

- Sense of group identity
- Sense of group efficacy
- Trust

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# Team/Group EI

- Google's Project Aristotle sought to figure out how groups that work well do so
- Found 'norms' (unwritten rules, team culture) that created a 'psychologically safe space'
- What creates a psychological safe environment?
  - Conversational turn-taking
  - Empathy



Duhigg. *What Google Learned from its Quest to Build the Perfect Team*. NYT 2016.

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## Team/Group EI Emotionally Intelligent Norms

- Be aware of when a problem arises
- Grapple with different perspectives
- Establishing norms of confrontation and caring
- Notice when your group is not focused
- Do activities to strengthen cooperation and respond effectively to emotional challenges?
- Avoid blaming/complaining, emphasize pro-active problem solving
- How is your group regarded by other groups?

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## Activity 4

- Think of your own program/organization:  
What gaps or deficiencies do you see in your EI or EI training?
- What are ways you could begin to change this?  
*Consider:*
  - Resident assessment and professional development
  - Personal/self-development
  - Organizational training / curriculum
  - Organizational culture
- Discuss with your group

10 minutes

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## Objectives

- Reviewed the history of and evidence behind Emotional Intelligence (EI)
- Reflected on personal EI strengths and weakness
- Expanded our understanding of EI to include group/team
- Developed practical approaches to improving personal and group EI

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# What to do now?

- Reflect on their own EI; encourage others to do the same
- Create organizational cultural norms and a forum to discuss them with each other
- Consider the effects of EI on other things that matter such as resident well being, team communication, and patient interaction & well-being
- Identify resources for further development
- Commit to implementing at least 1 change to improve your individual or organizational EI

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# Further Resources

- Numerous books
  - Emotional Intelligence & Primal Leadership (Daniel Goleman)
  - Emotional Intelligence 2.0 (Travis Bradberry)
  - Arbinger book series, Crucial Conversations
- Numerous articles
  - HBR 10 best reads on emotional intelligence
  - Medical journals (Academic Medicine, BMJ, others)
- STFM learning portfolio:  
<http://www.stfm.org/NewsJournals/September2014EducationColumn>
- MedED portal curricula
- [www.EIconsortium.org](http://www.EIconsortium.org)

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# Questions?



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# Extras

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## Making Bad Decisions

- Why Good Leaders Make Bad Decisions
- How our decision making works
  - Two hardwired processes – using pattern recognition and also reacting (or not) to emotional tags stored in our memories.
  - Much of our mental work (and errors) is unconscious – can be hard to spot; need structure/processes to identify red flags and catch:
    - Presence of inappropriate self-interest
    - Presence of distorting attachments
    - Presence of misleading memories

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# EI and leadership

- Primal Leadership
  - Emotional style
  - Contagious Mood (limbic system)
  - CEO disease
- How to strengthen your emotional leadership?
- Get happy, carefully

Drives leadership performance AMERICAN ACADEMY OF FAMILY PHYSICIANS

## Primal Leadership

- 5 step plan
  - Visualize future self as an effective leader
  - Who am I now?
  - How do you get from here to there?
  - How do I make change stick?
  - Who can help me?



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# Amygdala Hijack

- Fight-flight-freeze mode
- Quick/exaggerated responses
- No response
- Unable to learn
- Poor decision making
- Positive hijacks



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## Amygdala Hijack (flight/fight/freeze)

- Discuss your experience:  
When...
  - do you get hijacked?
  - do your coworkers get hijacked?
  - We will hear samples

**2 Minutes**

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# Brain anatomy

- Physiologically - limbic system where emotions are generated and links to the rational part of the brain.

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## Skills of EI

	Definition	Hallmarks
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to suspend judgment—to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

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# Can you teach it?

- There absolutely is a large influence to genetics and early childhood development...  
but it can be improved

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Please  
complete the  
session evaluation.



Thank you.

# Bio

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