EMOTIONAL INTELLIGENCE: A PRIMER FOR FACULTY IN CSD

A CSD Perspective and Discussion

Alex Johnson, PhD, CCC-SLP
Provost and Vice President for Academic Affairs
Professor, CSD
MGH Institute of Health Professions
CONFLICT OF INTEREST STATEMENT

• My employer and CAPCSD are reimbursing me for my presentation today.
• I have no other conflicts of interest regarding this presentation.
EI: A BRIEF HISTORY

• 1990- Mayer and Salovery introduced the concept
• 1995- Daniel Goleman’s book *Emotional Intelligence: Why It Can Matter More Than IQ*
• In K-12 education, adapted into curricula (social and emotional learning)
• Research in studying relationship to IQ, attention and memory, social implications, and school performance overall. Also research to investigate neuroplasticity (brain changes) that occur as a result of SEL in children
• Extended significantly into discussion of business and has had influence in corporate America overall
• Many books, programs, web sources, organizations, etc.
THE HIGHER ED CULTURE IN CSD AND EI

Some assumptions-

- Higher Ed Culture in CSD is different than much of the Practice Culture in CSD
- We don’t know much about performance in the university setting and performance in the clinical setting
- People get hired for “hard skills” and fired for “soft skills”
- Students are admitted (often) for hard skills and they (sometimes) struggle with soft skills
- Empathy is of high value in clinical work in CSD (and other health professions)
EMOTIONAL INTELLIGENCE: SOME BASICS

• Ability to recognize and understand emotions in yourself and others
• Ability to use this awareness to manage your own behavior and relationships
• EI shows up in the ways we navigate social complexities, manage behavior, and make personal decisions
• No known predictive relationship between EQ and IQ scores
• EQ is believed more flexible than IQ
• Personality is also a distinct set of psychological parameters;
• EQ is the only quality that is flexible and adaptable

Sources: Goleman (1995); Bradberry. and Greaves(2015)
EI: SOME OBSERVATIONS

- Only 36% of people tested are able to accurately identify their emotions as they happen.
- Typically, the greater the intensity of your emotions, the greater the likelihood that they will dictate your actions (emotional hijacking).
- Trigger events can produce a prolonged emotional response. You can’t control the triggers, but you can learn to control your response.
- Believed to account for about 60% of performance in all types of jobs.
- Single biggest predictor of performance in the workplace and single biggest driver of leadership.
THE BUSINESS CASE

• According to proponents of the EI concept: People with high EQs make more money— an average of $29K; every point in EQ added $1300 to annual salary
1. The gap between students and faculty is _____________ than when you were a student (gap in attitude, compliance, commitment)
   
a. The same as  (students are just like you were)

b. Larger   (students are a lot different)

c. Smaller  (students are more like you)
2. How well are students **academically** prepared when they enter graduate school compared to 10 years ago?

   a. Academically more prepared now
   b. Same as before
   c. Academically less prepared now
3. From a perspective of emotional maturity, how advanced are your graduate students when they enter your program (compared to previous students):

a. Students are emotionally advanced
b. Students are the same as before
c. Students are emotionally not well developed
A TEST: THE LEARNING ENVIRONMENT IN CSD

4. Students in our program today are more concerned with grades than they are with learning or with learning to take care of their clients/patients.

   a. True
   b. False
5. In graduate programs in CSD today, more of our students struggle with anxiety, depression, or other mental health issues than seen previously.
   a. True
   b. False
6. In my university (or school or department) we have addressed our concerns about students who are not well prepared emotionally.....

a. On a case by case basis
b. Primarily through academic or disciplinary processes
c. Through strong resources and systems of support for faculty and students
d. Ignoring the problem
I'm Anxious and You Scare Me

I'm Very Guarded and I want you to leave me alone

I'm Right and my experience is more valid than your knowledge

I'm inefficient but I don’t think it has much effect on my performance or on you

I'm All About Me and I want you to be that way too

ANYONE YOU KNOW????
Self Awareness

- Self awareness: understanding how you react to the world around you; knowing your triggers; understanding what and why you react; periods of self reflection can keep you from doing things you might regret
  - Straight forward, honest, understanding of what makes you tick
  - Self aware people- clear understanding of what they do well, what motivates and satisfies them, and what situations and people push their buttons
  - Just thinking about self awareness improves the skill
  - Improvements in self awareness changes the other skills
  - 83% of people skilled in self awareness are high performers

Mark doesn’t seem to know when he is ticking people off with his insulting jokes or comments…..

Tina says she doesn’t understand why people don’t seem to listen to her, but she just goes on and on and never seems to get to the point.
<table>
<thead>
<tr>
<th>Comfort Zone</th>
<th>Classroom</th>
<th>Clinical Role</th>
<th>Leadership Role</th>
<th>With a colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orderly class session, I talk and they listen,</td>
<td>1:1 with my patient</td>
<td>Meetings have a purpose and I am clear about them</td>
<td>friendly interactions</td>
<td></td>
</tr>
<tr>
<td>Frequent interruptions, students look bored</td>
<td>I feel rushed; patient non-cooperative</td>
<td>Chaos or wasting time in small talk</td>
<td>Feeling criticized or unfairly judged</td>
<td></td>
</tr>
<tr>
<td>Short clear explanations when I am confident</td>
<td>Empathy with the client</td>
<td>Relaxing</td>
<td>Rising above it- not responding to small issues defensively</td>
<td></td>
</tr>
<tr>
<td>Arguing with a student and “losing it”</td>
<td>Anger or impatience on my part</td>
<td>Rushing myself and not paying attention “in the moment”</td>
<td>Feeling upset or defensive</td>
<td></td>
</tr>
<tr>
<td>Comfort Zone</td>
<td>Classroom</td>
<td>Clinical Role</td>
<td>With a colleague</td>
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<tr>
<td></td>
<td>Taking notes and checking email and texts</td>
<td>When I am prepared and got feedback about my planning</td>
<td>friendly interactions or when I can be open and honest with a good friend</td>
<td></td>
</tr>
<tr>
<td>Triggers</td>
<td>Fear of embarrassment; competition with other students</td>
<td>I feel rushed; patient non-cooperative; supervisor saw that mistake</td>
<td>When I feel judged unfairly or when they don’t understand me’ New situations</td>
<td></td>
</tr>
<tr>
<td>When I feel confident</td>
<td>When I can volunteer an answer vs. being called on</td>
<td>When a session is over and I get positive feedback</td>
<td>Away from school</td>
<td></td>
</tr>
<tr>
<td>When I feel awful</td>
<td>When instructor calls on me and I can’t answer on the spot</td>
<td>When I am late or unprepared or when a pt. asks a question I can’t answer</td>
<td>Unprepared for a test or class assignment</td>
<td></td>
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</tbody>
</table>
SELF MANAGEMENT

- What happens when you do or do not act
- Can you use your ability to direct behavior in a positive manner?
- Managing emotional reactions to situations and people
- Putting momentary needs on hold to pursue more important longitudinal goals
- Self awareness is foundational to self management

When he is upset, Kyle responds too quickly and seems very emotional. He doesn’t seem to know how to “cool down” before he responds.

Rita seems to take on so much for herself and then all she can talk about is how stressed she is.
SOCIAL AWARENESS

• Ability to pick up on emotions in other people and understand what is going on with them
• What are others thinking and feeling?
• Staying focused and absorbing critical information
• Listening and Observing
  • Stop Talking, stop anticipating, stop thinking ahead

Kelly is able to put herself in the student’s shoes with ease. She really listens to divergent voices carefully. In a meeting she can really identify the “mood”.

Rick seems impatient when he is listening to others’ ideas. He has trouble paying attention to what others say. It seems like he always wants to jump in with HIS ideas.
RELATIONSHIP MANAGEMENT

• Uses all three other skills
• Able to manage interactions successfully
• The bond you build with others
• The weaker connection that you have with someone, the harder to get your point across
• Greatest difficulty during times of stress

Rick has an open door policy and always makes himself available when needed. He seems sensitive to others and seems to just know “what to say” in any situation.

Joan is always in a conflict with someone. She can find fault in every situation and she is really tough on those who work for her. People refrain from asking for her input.
4 CORNERSTONE MODEL OF EI (SAWAF AND COOPER, 1997)

- **Emotional Literacy**: Ability to identify respect and express emotions honestly and appropriately
- **Emotional Fitness**: States and behaviors of trust, resilience, authenticity, and renewal
- **Emotional Depth**: Abilities in applying integrity, core values and to effectively influence others
- **Emotional Alchemy**: Using creativity, cognitive abilities, and language to manage opportunities that emerge
EGO TRAPS

- 1. Ignoring Feedback you don’t like
- 2. Believing technical skills are enough for your success
- 3. Only surrounding yourself with people like you.
- 4. Keeping control - not letting go.
- 5. Not knowing your downstream impact.
- 6. Underestimating how much you are being watched.
- 7. Losing touch with the frontline experience.
- 8. Relapsing to old patterns.


“People are hired for their skills and fired for their behavior or attitudes….”
SOME CONTROVERSIES ABOUT EI

• Is EQ a valid construct for explaining abilities?
• Can it be measured and/or taught?
• Does it predict success in work, learning, social relationships?
• Is it correlated with mental and physical health?
• Is it the basis for skills in leadership, supervision, teaching others?
EMPATHY AND EI

• Critical to clinical work in all health professions

• There are tests of empathy (e.g., Jefferson Scale of Empathy for Health Professionals)

• Informal Observation: In CSD students how do empathy and stress affect each other?

• Is stress a mediator for empathy?

I want to be an audiologist because my sister has a hearing loss and I have always felt connected to her struggles.

I love working with children with hearing loss and watching them develop. It would be great if I didn’t have to deal with their crazy parents! They are so demanding sometimes!
Most of our students are millennials

- Larger group than baby boomers
- More racially diverse (43%) vs. boomers (28%)

**What Makes Your Generation Unique?**

<table>
<thead>
<tr>
<th>Millennial</th>
<th>Gen X</th>
<th>Boomer</th>
<th>Silent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology use (24%)</td>
<td>Technology use (12%)</td>
<td>Work ethic (17%)</td>
<td>WW II, Depression (14%)</td>
</tr>
<tr>
<td>Music/Pop culture (11%)</td>
<td>Work ethic (11%)</td>
<td>Respectful (14%)</td>
<td>Smarter (13%)</td>
</tr>
<tr>
<td>Liberal/tolerant (7%)</td>
<td>Conservative/Trad’l (7%)</td>
<td>Values/Morals (8%)</td>
<td>Honest (12%)</td>
</tr>
<tr>
<td>Smarter (6%)</td>
<td>Smarter (6%)</td>
<td>“Baby Boomers” (6%)</td>
<td>Work ethic (10%)</td>
</tr>
<tr>
<td>Clothes (5%)</td>
<td>Respectful (5%)</td>
<td>Smarter (5%)</td>
<td>Values/Morals (10%)</td>
</tr>
</tbody>
</table>

Note: Based on respondents who said their generation was unique/distinct. Items represent individual, open-ended responses. Top five responses are shown for each age group. Sample sizes for sub-groups are as follows: Millennials, n=527; Gen X, n=173; Boomers, n=283; Silent, n=205.

Source: Pew Data Center, 2010
EI AND LEADERSHIP

- Significant emphasis in the business literature on leadership and EI relationship
  - Salary effect +
  - Promotion Effect +
  - Proponents claim that those with high EI make the best leaders
- Alternative viewpoint
  - Bias in tests and measures/questionable validity
  - Calm, introspective, and sensitive leader vs. dogmatic, driven, competitive leader
EI AND LEADERSHIP IN HEALTH AND ED PROFESSIONALS

- Studied in teachers, physicians, and nurses; Results show alignment between the concepts of EI and practice based skills used in delivering clinical services
- A few studies of OT, PT, and SLP/AUD --again good alignment with clinical values and clinical competencies used in delivering therapies
- We don’t know the relationship between EI and SLP/Aud practice. Similarly, we could question other relationships too.
- Conceptual Alignment between skills is a good indicator of validity

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<thead>
<tr>
<th></th>
<th>Clinical Practice</th>
<th>Teaching Graduate Students</th>
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</thead>
<tbody>
<tr>
<td>Awareness of Effect on Others</td>
<td>xx</td>
<td>xx</td>
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<tr>
<td>Ability to Self Evaluate</td>
<td>xx</td>
<td>xx</td>
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<tr>
<td>Management of Self</td>
<td>xx</td>
<td>xx</td>
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<tr>
<td>Management</td>
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A QUICK EI CHECKLIST

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
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<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
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<td></td>
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<tr>
<td>Knowledge of Strengths and Weaknesses</td>
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<tr>
<td>Demonstrates Humility</td>
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<tr>
<td><strong>Self-Regulation</strong></td>
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<tr>
<td>Able to maintain “calm” demeanor</td>
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<tr>
<td>Demonstrates accountability for own actions</td>
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<tr>
<td><strong>Social Awareness (Empathy)</strong></td>
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<tr>
<td>Great listener/observer</td>
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<tr>
<td>Demonstrates ability to understand</td>
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<tr>
<td><strong>Relationship Management</strong></td>
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<td></td>
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<tr>
<td>Honest and Transparent</td>
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<tr>
<td>Demonstrates appreciation and respect for others</td>
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EI APPLICATIONS

• Clinical Education
• Teaching
• Relationships with other Disciplines
• Interprofessional Education
• Cultural Competence
• Discussion of Difficult Topics
• Negotiation

• Leadership Development
• Collaboration and Teamwork
• Conflict Resolution
• Hiring
• Admissions
• Marketing of Programs and Services
I'm Anxious and You Scare Me

I'm Very Guarded and I want you to leave me alone

I'm Right and my experience is more valid than your knowledge

I'm inefficient but I don’t think it has much effect on my performance or on you

I'm All About Me and I want you to be that way too

ANYONE YOU KNOW????
DEVELOPMENT OF EMOTIONAL INTELLIGENCE

- Be Explicit in Identifying Areas for Development
- Focus on Awareness, Practice, and Feedback (rather than passive learning approaches)
- Develop skills in areas that serve your particular goals and situation
- Universal skills are at the core: active listening, giving feedback effectively, being empathic, impulse control (Skills useful in teaching, counseling, and therapy situations!)
- Approach development as expanding your professional (and personal) repertoire-not as therapy or remediation
STUDENT PERSONA 1

I'm Anxious and You Scare Me

High Anxiety
Fear of Failing
Lots of stress behavior in the clinic

Easily becomes emotional
Defensive Behaviors
Desire to please

• Self Awareness:
• Self Regulation:
• Social Awareness:
• Social Regulation:

What strategies will her instructor need in the clinic?

What strategies will she need to develop?

Ideas: Journaling, Relaxation, Mindfulness, Shifting attention from self to client, getting better at self evaluation
STUDENT PERSONA 2

- Self Awareness:
  - Overly self aware (self conscious)
- Self Regulation:
  - Highly Regulated (withdrawn?)
- Social Awareness:
  - Not so concerned about others
- Social Regulation:
  - Not clear

I’m Very Guarded and I want you to leave me alone
STUDENT PERSONA 3

- Self righteous
- Defensive
- Exhibits an “attitude”
- Overly confident in behavior but not excellent in performance
- Seems impatient
- Not easily directed
STUDENT PERSONA 4

- Disorganized and Inefficient
- Late (tardy) and usually rushed
- Doesn’t seem to appreciate effect on others
- May have many wonderful personal qualities (likeable, friendly)
• The tools that have been developed in the work of EI may lend themselves to higher ed and health professions education settings
• These tools may be useful in addressing some of the common concerns of students and faculty around issues of development, maturity, and professionalism. These cannot replace needed mental health services.
• These tools may provide a framework for dealing in a deliberate and explicit manner without too much work.
• Students who don’t benefit from these approaches may need more in-depth work (counseling or coaching)
• These tools can also be very useful for faculty members in leadership roles in departmental work.
• The predictive value of various measurements of EI or EQ remain to be proven in the world of healthcare and education.
THANKS TO CAPCSD

- Contact Information:
  - Alex Johnson
  - MGH Institute of Health Professions
  - Boston, MA
  - ajohnson@mghihp.edu