



**Health Workforce Initiative**

**Hi-Touch Healthcare: The Critical Six Soft Skills**

*Grab-N-Go Independent Training Module:*

**Emotional Intelligence**

HEALTH WORKFORCE INITIATIVE STATEWIDE ADVISORY COMMITTEE, CALIFORNIA  
COMMUNITY COLLEGES CHANCELLOR'S OFFICE, AND ECONOMIC DEVELOPMENT PROGRAM



# Emotional Intelligence

## Grab-N-Go Independent Training Module

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# Emotional Intelligence

## Background Information

“Emotional Intelligence,” sometimes called EQ, is the ability to understand our own feelings and the feelings of others and to appropriately manage reactions and engagement. Emotional intelligence is a stronger predictor of success than technical capabilities. Emotional intelligence can be credited for about eighty percent of what helps individuals achieve and advance in their career when their technical abilities are equivalent.<sup>i</sup> In healthcare, emotional intelligence is essential. “There’s a strong body of research showing emotional intelligence isn’t just nice to have. It has a real effect on patient outcomes.”<sup>ii</sup> In the healthcare profession, maintaining emotional intelligence in the face of life and death situations is requisite to success.

Emotional intelligence is just as important as the technical skills required for any employment. In some respect developing emotional intelligence is more difficult to master. What is EQ? Emotional intelligence is the ability to recognize and understand our own emotions and how our emotions impact the people we interact with.

According to the Goleman Emotional Intelligence Model, there are four areas of emotional intelligence.<sup>iii</sup> Two are directed at ourselves and two are directed at those with whom we interact. These four areas are self-awareness, self-management, social awareness, and relationship management.

The first element of emotional intelligence is self-awareness. A person with a high degree of EQ is able to understand his/her emotions and don’t allow emotions to rule individual actions. Self-aware people trust their intuitions and don’t let their emotions run rogue. This requires an individual to be honest with him/herself



regarding strengths and weaknesses. After they identify their weaknesses, self-aware individuals intentionally work towards improvement.

The second element of emotional intelligence is self-management. This is the ability of an individual to control his/her own emotions, not allowing oneself to become too angry or too depressed. Self-management also includes control of impulses such as not making hasty and poor decisions. The ability to say no is also included in self-regulation.

The third element of EQ is social awareness. Social awareness includes how individuals handle relationships and awareness of other people's feelings, worries, and needs. This type of awareness involves having compassion and empathy.

The fourth element of emotional intelligence is relationship management. Relationship management is sometimes referred to as social skills. These are the basic skills that people need to be effective in any work environment that involves other people. A lack of relationship management can severely limit the quality of work that can be accomplished, especially in the health care professions.

Intelligence and content knowledge are important components to success; however, emotional intelligence is essential to relating well with others and thereby achieving goals that bring success. Individuals with highly developed emotional intelligence are usually successful in achieving their goals.<sup>iv</sup>



## Training

### How Emotionally Intelligent am I?



**Goal:** Participants will learn what emotional intelligence is, assess their own emotional intelligence, and learn ways to improve their emotional intelligence.

**WIIFM: What's in it for me?** Emotional intelligence is a set of behavioral competencies that is distinct from traditional IQ and significantly impacts patient care. The delivery of high quality patient care requires a balance between being clinically competent and effectively managing relationships and interactions with patients, families, providers, coworkers, and administrators. This session helps participants understand and develop the emotional intelligence that is required to effectively manage the communications and relationships necessary to provide high quality healthcare.



#### **Materials Provided:**

1. Emotional Intelligence Module PowerPoint (60- 90 minutes)
2. Emotional Intelligence Assessment
3. Activity #1: Self-Awareness (10 - 15 minutes)
4. Activity #2: Self-Management (10 - 15 minutes)
5. Activity #3: Social Awareness (10 – 15 minutes)
6. Activity #4: Relationship Management (10 – 15 minutes)



**Directions for the Trainer:** Activity preparation information is included in this document and/or within the PowerPoint presentation notes. Each PowerPoint slide, as appropriate, includes detailed explanations and instructions for the trainer.



## Emotional Intelligence Assessment

	Not at all	Rarely	Some-times	Often	Very Often
1. I can recognize my emotions as I experience them.					
2. I lose my temper when I feel frustrated.					
3. People have told me that I'm a good listener.					
4. I know how to calm myself down when I feel anxious or upset.					
5. I enjoy organizing groups.					
6. I find it hard to focus on something over the long term.					
7. I find it difficult to move on when I feel frustrated or unhappy.					
8. I know my strengths and weaknesses.					
9. I avoid conflict and negotiations.					
10. I feel that I don't enjoy my work.					
11. I ask people for feedback on what I do well and how I can improve.					
12. I set long-term goals and review my progress regularly.					
13. I find it difficult to read other people's emotions.					
14. I struggle to build rapport with others.					
15. I use active listening skills when people speak to me.					



## Scoring

“Not at all” answers = 1 point each

“Rarely” answers = 2 points each

“Sometimes” answers = 3 points each

“Often” answers = 4 points each

“Very Often” answers = 5 points each

## Score interpretation

15 - 34 points - You need to work on your emotional intelligence. You may find that you feel overwhelmed by your emotions, especially in stressful situations; or, you may avoid conflict because you think that you find it distressing. It is likely, too, that you find it hard to calm down after you've felt upset and you may struggle to build strong working relationships.

35 - 55 points - Your emotional intelligence level is OK. You probably have good relationships with some of your colleagues, but others may be more difficult to work with.

56 - 75 points - Great! You're an emotionally intelligent person. You have great relationships, and you probably find that people approach you for advice. Continue to practice emotional intelligence to maintain your high EQ.



# ACTIVITY #1

## Emotional Intelligence

### Which Minion?



**Goal:** To have participants become aware of how they approach situations and challenges on the job.



#### Materials Needed:

- Picture of the “Minions Replacing a Lightbulb” (see PowerPoint slide 8)



#### Procedures:

1. Have participants find a partner.
2. Display the picture of “Minions Replacing a Lightbulb.”
3. Ask the partners to explain to one another their observations:
  - What did they notice first: The facial expressions? The progress of the minions? The position of the minions?
  - Ask the partners to share with one another their reflections about their observations: What might explain their initial observations? What do they tend to focus on and why? What do those observations say about what we find to be important?
4. Lead a brief discussion about the correlation between what we find to be important and how our expectations and observations influence how we interact with others.
  - What we notice can be an indication of what matters most to each of us. However, what matters most to you may not match what others find to be important and that difference can be upsetting.
  - Learn to recognize that people “do work” differently and you can’t expect others to change based on your needs. However, you *can* learn to attend to your own EQ and learn how to work on win-win outcomes that will lead to improved patient care outcome.



## ACTIVITY #2

### Self-Management



**Goal:** To help participants examine and gain a better understanding of their comfort level and management of emotions.



**Materials Needed:**

- PowerPoint Slide #14
- Large room with a wall participants can stand up against with room to step forward.



**Procedures:**

1. Have participants line up in a straight line (line up against a wall if possible).
2. For each situation that is read, depending on how comfortable the participant is in their ability to manage the situation, they are to take steps forward:
  - a. 0 steps: I am not confident in my ability to manage this situation.
  - b. 1 step: I am minimally confident in my ability to manage this situation.
  - c. 2 steps: I am moderately confident in my ability to manage this situation.
  - d. 3 steps: I am completely confident in my ability to manage this situation.
3. Read each situation below and ask participants to take the number of steps that represents the level of confidence they have in their ability to manage the situation.
  - a. The charge nurse asks to borrow your brand new expensive stethoscope.
  - b. You are comfortable sitting alone at lunch in the cafeteria.
  - c. Your best friend wants to blindfold you and take you someplace.
  - d. You confront a coworker about stealing a ring from a patient.
4. Have the participants reflect on how many steps they took in each situation and why.
  - a. When did you lack confidence in your ability to manage a situation and why?
  - b. When did you feel completely confident in your ability to manage a situation and why?
  - c. What can you do to enhance your ability to manage these types of situations?
5. Do a quick debrief about how managing your own reactions directly correlates to emotional intelligence



## ACTIVITY #3 Social Awareness

### This is How I Feel



**Goal:** To demonstrate how using emotional intelligence can enhance our ability to listen effectively.



**Materials Needed:**

- PowerPoint Slide #17
- Large room with a wall participants can stand up against with room to step forward.



**Procedures:**

- Announce that this is a role playing activity and then provide the following directions:
  - Pair off.
  - Explain that Partner 1 will begin the conversation by explaining how s/he feels about a workplace issue such as floating, scheduling, work flow issues, etc.
  - Partner 2 will be the listener and will listen without interrupting. S/he will listen intently, reflecting what was heard to ensure accuracy.
  - After 2 - 3 minutes, ask the participants to switch roles.
  - After the participants have shared their experiences of the activity with one another, bring the group together and ask questions such as:
    - As the listener, were you tempted to make comments or tell your own story? Why or why not?
    - What was difficult about this activity?
    - What did you learn about your listening skills?
    - What can you do to improve your listening skills?
    - Besides content, what can you listen for?
    - What specific strategies would enhance your ability to more effectively manage emotional responses to workplace issues?



## ACTIVITY #4

# Relationship Management

### Win-Win



**Goal:** To demonstrate how to use emotional intelligence to reach a win-win solution.



#### Materials Needed

- A copy of the “Win-Win” role playing instructions
- PowerPoint Slide #20

#### Planning Note:

- *Print the “Win-Win” role playing instructions on the following page (p. 11). Print one page for every two people and cut each page in half, making two sets of instructions. Separate the pages into two sets (Partner 1 and Partner 2)*



#### Procedures:

1. Announce that this is a role playing activity and then provide the following directions:
  - Pair off. Explain that each person will be provided with instructions describing his or her role (slide 20).
  - Distribute the printed instructions to the participants, making sure that one person has instructions for Partner 1 and the other person has instructions for Partner 2. Participants should **not** show their instructions to their partners.
  - Pairs will have three minutes to complete their instructions.
  - Ask the pairs to begin.
  - Reflect: After three minutes, ask the partners to share with one another their observations and experience of the role playing activity.
    - i. How did each participant feel?
    - ii. Did either/both find resolution?
  - Now have them repeat the instructions, this time using the following strategies:
    - i. Don't allow the issue to become personal.
    - ii. Focus on the roles and responsibilities of each person's job.
    - iii. Identify the desired outcome of each person.
    - iv. Try to find a solution that meets the needs of both participants.
  - After the participants have shared their experiences of the activity with one another, bring the group together and ask questions such as:
    - How was the situation diffused?
    - Was there a win-win conclusion?
    - Did you feel heard?



## ACTIVITY #4

### Relationship Management

#### **Partner 1:**

You will be playing the role of a disgruntled employee. You have just discovered that your manager has scheduled you to work on a day you had previously requested off. You have made plans that are expensive and can't be changed without losing your financial investment. You made these plans only after being assured by your manager that you would have the requested time off. You are now having a conversation with your manager and you are angry! Don't hold back your anger. Be accusatory and accuse your manager of being out to get you personally. Do not reveal your instructions to your partner.

#### **Partner 2:**

You will be playing the role of the manager and you believe that you do your best to honor requested days off. The employee you are engaging with consistently requests 4 days off every week. You feel like this employee takes advantage of the opportunity to request days off. You feel defensive and stick to your position of needing to staff the unit. Do not give in! Do not reveal your instructions to your partner.



## References

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