

**CHANNEL YOUR INNER EQ:
EMOTIONAL INTELLIGENCE FOR TODAY'S EDUCATOR & LEADER**

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To be an educator is to be a leader. Have you ever worked with a leader who just doesn't seem to get it? This presentation will provide tangible skills and practical tools to assist in learning how you can sharpen your inner EQ to become a more highly effective educator and leader in your program.

Emotional intelligence (EI or EQ) is defined as the ability to use emotional information to guide thinking and behavior. High EI has been associated with greater balance and wellness, heightened job performance, and more effective leadership. At the conclusion of this session, participants will be able to:

- 1.) Define emotional intelligence, and identify why high EQ is a vital characteristic of today's educators and leaders
 - 2.) Identify practical strategies to refine and sharpen one's EQ
 - 3.) Describe the potential detrimental impact of leading with "low EQ"
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I. Introduction

A. leadership is all around us

1. manager or boss in the workplace
2. coach of a team
3. administrative support staff
4. leader of a committee or workgroup
5. director of a program
6. chair of a department
7. administrator of a hospital
8. dean of a medical school
9. and the list goes on...

B. who has ever had the misfortune of working with a leader who just doesn't seem to get it?

1. show of hands?
2. if you haven't already, statistically speaking, it's only a matter of time!

C. the real question is, what differentiates and distinguishes effective leaders who just seem to "get it" from those who don't -- e.g., the rest of the pack?

1. is it intelligence?
 - a) IQ only paints part of the picture
2. is it innate skill, technical or otherwise?

- a) raw talent can help, but is not the only piece of the puzzle
- 3. IQ and technical skills are the entry-level requirements for leadership
- 4. but, is there some other ingredient that is a key to success in leadership?
 - a) in addition to, or perhaps more important than, raw intelligence and innate skill
- D. looking across industries
 - 1. point A - marginal factors may have tremendous influence on performance
 - a) NFL: what is the difference between the super bowl champions and the 32nd ranked team in the league?
 - 2. point B - predicting success at the next step or next level is not always as straightforward as it may seem
 - a) professional sports: top rated college prospects don't always fare as well at the next level
 - b) medical education: best preclinical students don't always perform as well in the clinical realm
 - (1) differing skill set: deductive vs. inductive logic
 - (2) other factors: student/learner vs. employee
 - c) leadership: great employees don't always make great leaders
- E. So, what factors portend or predict success in leadership?
 - 1. literature from the business and management realm very strongly suggests that EMOTIONAL INTELLIGENCE is a key ingredient to success
 - a) commonly referred to as "EI" or "EQ"
 - 2. applicable to all facets of leadership
 - a) including medical education (UME, GME & CME!)
 - 3. a seemingly marginal factor that may have a tremendous impact on creating success at the next tier or next level

II. Emotional Intelligence (EI or EQ)

A. what is EQ? (Goleman)

- 1. defined as 5 skills that enable the best leaders to maximize their own performance, as well as the performance of others / performance of the team as a whole
 - a) self-awareness - knowing one's strengths, weaknesses, drives, values, and impact on others
 - (1) genuine thirst for constructive criticism - not just "lip-service"
 - (2) ability to self-deprecate
 - (3) what this really means: *understand yourself and your impact on others
 - b) self-regulation - controlling or redirecting impulses and moods
 - (1) trustworthiness
 - (2) integrity

- (3) what this really means: *think before you act
- c) motivation - relishing achievements for its own sake
 - (1) energy, optimism, passion
 - (2) drive to achieve for the sake of achievement itself (beyond fortune and glory)
 - (3) what this really means: *optimism even in the face of defeat - fortitude to pick-up the pieces and move forward
- d) empathy - understanding the emotional underpinnings of others
 - (1) considering other's feelings, especially when making decisions
 - (2) ability to nurture and develop talent in others
 - (3) what this really means: *transparent, equitable, consistent
- e) social skill - building rapport with others to move them in desired directions
 - (1) managing relationships to move teams in desired directions
 - (2) effectiveness in leading change, leading performance growth and transformation
 - (3) what this really means: *find the common ground and build rapport

B. what is the difference between EQ and IQ?

1. IQ: innate set-point - can be maximized, but not as readily extended
 - a) very few of us are as naturally gifted as Albert Einstein or Stephen Hawking
2. EQ: innate baseline, but can be readily shaped, refined, developed, groomed, fortified and strengthened over time
 - a) persistence
 - b) patience
 - c) feedback from others: colleagues, superiors, direct reports, professional mentors or coaches
 - (1) combined with a genuine desire to learn, grow, and adapt based on feedback = insight!

III. EQ in Educational Leadership - pearls and pitfalls

- A. foster resiliency in yourself, foster resiliency in others
 1. the healthier the leader, the sturdier the oars
 2. the sturdier the oars, the stronger the ship
 3. the healthy leader: practice what you preach
 4. *develop innovative wellness programs
- B. support those whom you empower
 1. chief residents, administrative staff, colleagues, direct reports, others

2. *stand by decisions of others when you have empowered them with responsibility (provided they are reasonable decisions, and particularly if they are issues of “fact”)
 - a) issues of law (judges / appeals process) → policies and procedures
 - b) issues of fact (jury or peers) → details that are often in the gray zone
 - c) be cautious not to unnecessarily undermine those who have been empowered
 - (1) may be unavoidable with issue of “law,” so have a conversation to strategize approach
- C. strange things happen around the holidays
 1. in the ebb and flow of the academic year, it’s the nadir!
 - a) beware seasonal affective disorder
 2. *be particularly mindful of this when enacting or effecting change
- D. remain mindful and respectful of the impact of change on others
 1. *by our nature, change - even when for the better - is stressful for the vast majority of us
- E. listen more than you speak
 1. *the power of listening - effective negotiating tactic as well - listen, learn, better prepares us to appreciate (and sympathize with) the vantage point of others
- F. be proactive, and not reactive
 1. the truth always lies somewhere in the middle
 2. listen, gather info, reflect
 3. don’t just react
 4. *in our e-world: very few emails or calls require a response within 5 minutes! - resist the urge, put down the device - reflect, digest, think about how others will interpret your response (before replying!)
 5. *in person meetings: listen, but don’t get cornered into a snap decision - “I need some time to reflect and consider, and I will get back to you shortly”
- G. be reasonable, be transparent, be consistent
 1. communicate your rationale
- H. embrace the difficult conversation
 1. learned with time and experience
 2. the difficult conversation is much better than no conversation at all
 3. goodwill vs. bad faith distinction
 - a) goodwill - even if things are not in one’s favor, most will appreciate the conversation (once the acute wound has healed) - can be a step in building a relationship and moving forward proactively / productively
 - b) bad faith - no conversation at all leads to subacute and chronic wounds that may be difficult to heal or recover from at any point - damages a relationship

4. EQ is not caving to demand; rather, it's having the conversation to lay out your rationale in a clear, transparent, and consistent fashion
 5. * "I have an idea to open an urgent care clinic"
- I. place yourself in other's shoes often
1. how would I react if I received this email?
 2. what sort of communication would elicit an entirely different response in me?
- J. the danger of e-communications
1. intent and interpretation often mismatch
 - a) emails
 - b) texts
 2. the power of phone calls
 3. the greater power of in-person meetings: learn to embrace!
 4. * "It's time to talk about the tox rotation"
- K. avoid emotional tags - take a step back
1. as EP's, we often roll on pattern recognition
 2. when a known pattern (or issue) presents to us, we often have a pre-wired response
 3. * "let's talk about physician compensation" (attendings), or "let's talk about clinical hours" (residents or attendings!)
 4. *solution: Wellness Shift Policy
 5. *turn lemons into lemonade: (soon to be required) 'Culture of Safety' training → proactively approach it!
- L. anticipate next steps
1. continuously position your team and yourself for success, moves from work generation to work generation
 - a) learn the job of your boss
 - b) teach your job to your next in line
 2. anticipate the expected; be mindful of the unanticipated
 3. *the best laid plans: bridge to ... where?

IV. References

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