INTRODUCTIONS AND EXPECTATIONS

LEARNING OUTCOMES
The course provides the opportunity to:
• Define emotional intelligence and its application to management in NSW Health.
• Articulate the importance of emotional intelligence in managing, building and maintaining effective teams.
• Apply emotional intelligence and growth mindset approaches to analyse and improve team communication and performance.
• Moderate own emotions with an active awareness.
• Apply emotional intelligence principles to deliver effective feedback.
SESSION OUTLINE

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
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| 8.30am – 10:10am | Session 1, 2 and 3 | • Introductions and expectations  
• The case for emotional intelligence  
• Growth mindsets |
| 10.10am        | MORNING BREAK                  |
| 10.25am – 12.00pm | Session 4 and 5 | • Leader/Manager profile  
• Identifying emotions |
| 12.00pm        | LUNCH BREAK                      |
| 12.45pm – 3.00pm | Session 6 and 7 | • Thinking about and communicating emotions in the workplace  
• Understanding emotions in the workplace |
| 3.00pm         | AFTERTHEM BREAK                   |
| 3.15pm – 4.30pm | Session 8 and 9 | • Managing emotions at work  
• Action planning and wrap up |
| 4.30pm         | CLOSE                           |

HOUSEKEEPING

- Location of:
  - Toilets
  - Fire exits
- Timing and duration of breaks
- Use of mobile phones.

EXPECTATIONS

At all times managers are expected to display the NSW Health CORE Values of:

- Collaboration
- Openness
- Respect
- Empowerment.
INTRODUCTIONS

Find someone you do not know well and introduce yourself, sharing:
- Your name
- Your role
- Three words that describe yourself at work as follows:
  - Sometimes at work I feel...
  - Most often at work I feel...
  - At work I never feel...

THE CASE FOR EMOTIONAL INTELLIGENCE

WHAT IS EMOTIONAL INTELLIGENCE?

Emotional intelligence is defined as:
“the ability to recognise and understand emotions in yourself and others, and [the] ability to use this awareness to manage your behaviour and relationships… It affects how we manage behaviours, navigate social complexities, and make personal decisions that achieve positive results.”

(Emotional Intelligence 2.0., p.17)
MODELS OF EMOTIONAL INTELLIGENCE

**Mixed model (Goleman)**
- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skill

**Ability model (4-Branch)**
- Identification
- Understanding
- Usage
- Self-regulation

FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM

**TOP 10 WORKPLACE SKILLS BY 2020**
1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

HOW CORE VALUES LINK TO EMOTIONAL INTELLIGENCE

- Collaboration
- Openness
- Respect
- Empowerment
IMPACT OF FOCUSING ON EMOTIONAL INTELLIGENCE

- Increased emotional intelligence
- Improved individual performance
- Increased collaboration and improved culture
- Quality patient outcomes

RESEARCHED BENEFITS

- Improved patient interactions and overall patient care
- Improved communication
- Reduced risk of clinical error and increases effectiveness of patient care
- Improved individual and team performance outcomes
- Increased staff engagement
- Increased accuracy and speed in decision making
- Positive impacts on: decision making, turnover, prosocial behaviours, negotiation, conflict resolution, group dynamics and leadership in teams.

(Barsade & Gibson, 2007; Chernis, 2003; Boyatzis, 1982; Boyatzis, 1999)

ACTIVITY: MANAGEMENT STYLES

- “He was visionary – but also patient and encouraging.”
- “She was warm, friendly and approachable. But she also fought for us”
- “He was unrealistic, hypocritical and just mean.”
- “She was a workaholic… and she played favourites.”
ACTIVITY: MANAGEMENT STYLES

Admired Characteristics
Think about one or two managers you have worked with that have inspired you or brought out the best in you.

Challenging Characteristics
Imagine, or think of, a manager who you have found challenging to work effectively with.

List the characteristics of both.

KEY COMPONENTS OF EMOTIONAL INTELLIGENCE

Emotions...
- Are not random or chaotic.
- Become apparent when working with others.
- Are essential to good decision making.
- Can be useful under the right circumstances

Emotional intelligence includes being aware of, effectively using, understanding and managing emotions.
ARE GOOD LEADERS “MADE” OR “BORN”?

The concept of “growth mindsets” focuses on the underlying beliefs we have about learning and intelligence. When people believe that they have the capacity to improve, they understand that effort makes them stronger. Therefore, they put in extra time and effort to improve their learning, and that leads to higher achievement.

VIDEO: GROWTH VS FIXED MINDSETS

https://www.youtube.com/watch?v=NWv1VdDzrRY

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THE SPIRIT OF THE GROWTH MINDSET
From Nadella Satya’s email to all employees on his first day as CEO of Microsoft, 4 February 2014:
“… Many who know me say I am also defined by my curiosity and thirst for learning. I buy more books than I can finish. I sign up for more online courses than I can complete. I fundamentally believe that if you are not learning new things, you stop doing great and useful things…”

ACTIVITY – DEVELOPING GROWTH MINDSETS IN YOUR TEAM

Fixed mindset:
“Showing emotions in the workplace is unprofessional.”

Growth mindset:
“Learning to display emotions appropriately in the workplace may help us to respond to patients with more empathy and understanding, improving their experience.”

Emotional intelligence in the workplace means always asking people how they “feel”
Emotion has little to do with our work.
Once we feel emotions, we won’t be able to regain our composure.
It is ok for women to show emotion in the workplace but not men.
Only weak people get emotional. Really strong people would never get emotional.

Emotion clouds good judgement.
Emotion has little to do with achieving positive patient outcomes.
Only certain emotions are appropriate to display in the workplace.
Showing emotions is unprofessional.
Showing emotions in the workplace is unprofessional.
Personal Reflection - Optional

In your team, where would you most like to apply a growth mindset approach, that you may not be fully doing so at the moment? What limiting beliefs do you need to challenge in your team to be able to do this? (e.g. "I can’t because...")

How could you do this?

MORNING TEA

SESSION 4

LEADER/MANAGER STYLES™ PERSONAL INSIGHT TOOL
**THE CULTURE OF SUCCESS**
(PETER R. FAREY)

**Enthusiasm for task** balanced with **Concern for people**

**Improving on old processes** balanced with **Totally new imaginative inputs**

---

**LEADER/MANAGER STYLES™**

- Identifies 8 styles of Leader/Manager
- No rights or wrongs

---

**THE LEADER/MANAGER™ FRAMEWORK**

**Drive the future**

1. Engage the Workforce
   - Inspire people, capture their energy, create enthusiastic. This is where people are ready to give.

2. Enable Teams
   - People as team members: help them develop, take care of their individual needs and feel valued. Support them in working together effectively.

**Do it better**

3. Deliver Outcomes
   - What the team requires for the job: quality, reliability, output and getting it done. A balance between dictating the work and letting it run - not micromanaging.

**Engage your people**

4. Drive Innovation
   - Act as an entrepreneur, search for the new, innovation and flexibility, this is about challenging the status quo and looking ahead.

---

**MAKE IT HAPPEN**
YOUR LEADER/MANAGEMENT STYLE™?

INSIGHTS AND ACTIONS

• Take 10 minutes to work through the questions provided on page 23 of the participant manual.
• Then, discuss your responses with a partner and help each other gain the most from your reflection.
**THE RUUM MODEL**

- Recognising emotions
- Using emotions
- Understanding emotions
- Managing emotions

**RECOGNISING AND PERCEIVING EMOTIONS**

- Recognising facial cues
- Mirror neurons and emotional contagion
- Body language and emotional display rules
RECOGNISING AND PERCEIVING EMOTION

The Seven Universal Facial Expressions of Emotion

- Happiness
- Fear
- Surprise
- Sadness
- Anger
- Disgust
- Contempt

FACIAL CUE QUIZ

http://greatergood.berkeley.edu/ei_quiz/

- Recognising facial cues
- Mirror neurons and emotional contagion
- Body language and emotional display rules
MIRROR NEURONS

VIDEO: MIRROR NEURONS
https://www.youtube.com/watch?v=BLDi8erFApI

EMOTIONAL CONTAGION
- Emotional economy
- Impact on leadership
- Gender differences
- Individual differences
**ACTIVITY: SMALL GROUP DISCUSSION**
What strategies could you employ to manage or influence the emotional state of the group in your scenario?

1. One employee is expressing a strong negative attitude in a team meeting.
2. An emergency department waiting room is very full with many patients yet to be triaged.
3. You are leading your team in a discussion to brainstorm ideas for making your department’s work practices more environmentally friendly.
4. An executive level manager in your area has been visibly stressed and short-tempered over the last few weeks. You walk into the lunchroom where a few of your team members are talking about this manager’s behaviours.

**ACTIVITY: INDIVIDUAL REFLECTION**
Think about a time when you have seen the emotional contagion effect occur within your own team or workplace. Consider some strategies that you could use to help:

- Limit the impact of negative emotional contagion in yourself or team.
- Utilise and promote the impact of positive emotional contagion in yourself or team.

**RECOGNISING AND PERCEIVING EMOTION**
- Recognising facial cues
- Mirror neurons and emotional contagion
- Body language and emotional displays
ASSESSING EMOTIONAL CUES

**Verbal**
- Has the advantage of being more explicit than non-verbal communication.
- Can be enhanced through active listening.

**Non-verbal**
- Less explicit forms of communication, includes:
  - Body movements
  - Posture
  - Eye contact
  - Facial expressions
  - Physiological changes.

SMALL GROUP DISCUSSION

- When you see a person for the first time, are there any outward signs they give which proclaim their status, interests or personality? What are they?
- How much notice do you take of other people’s body language?
- How conscious are you of your own body language?
- Do you think your body language has an impact on your team? If so, how?

CULTURAL FEELING VS. DISPLAY RULES

**Feeling rules**
- Categorised as words and concepts (e.g. Tahitians have no word for sad)
- Legitimised or made taboo
- Prioritised
- Related to cause (which events cause what emotions)

**Display rules**
- Do you kiss and hug to express happiness?
- Must you hide your emotions when angry?
- Are you expected to show overwhelming grief at a funeral?
CULTURAL COMPETENCIES

Be prepared. Learn about cross-cultural communication and other cultures. Consider the members of your team – how many different cultures are represented.

Be aware of your own cultural values. What assumptions and expectations do you possess?

Explain some key differences in the cultures you have identified. The most important ones are often invisible. Note this may require further research.

Help team members to participate and embrace diversity. What are some ideas that you may consider to minimise the risk of team members feeling isolated?


LUNCH

THINKING ABOUT AND COMMUNICATING EMOTIONS IN THE WORKPLACE

THE RUUM MODEL

Recognising or perceiving emotions
Using emotions
Managing emotions
Understanding emotions

ACTIVITY (EMOTION WORDS)

Working in table groups, rank the sets of emotion cards from least to greatest intensity.

EMOTIONS MATRIX

Intensity of Feelings

<table>
<thead>
<tr>
<th>HAPPY</th>
<th>SAD</th>
<th>ANGRY</th>
<th>AFRAID</th>
<th>ASHAMED</th>
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</table>

The emotions are not part of the table. Note: This table is based on the intensity that is described on the side of the columns in the table.
ACTIVITY

Consider a set timeframe, e.g. from when you got up today to now or a part of yesterday:

• Individually list all the emotions you felt during that timeframe – as many as you can.
• When did your emotional state not support the activity or interaction you were undertaking? What emotional state would have been more effective?
• In pairs discuss what you were feeling, the context of that emotion and triggers, reasons and causes

MOOD/TASK MATCH

In your groups, discuss:

• What setting would you choose?
• What mood are you trying to elicit? How will you do this?
• Will you use any ‘pre-communication’? Written or verbal?
• How can you convey an appropriate emotion in this ‘pre-communication’?
VERBAL COMMUNICATION

• It is important to communicate authenticity, including communicating your emotions as a manager.
• This is part of how to encourage your team to openly and appropriately communicate their emotions.
• It will require active listening, asking questions to check in with others and clarifying your observations.

FOUR COMMUNICATION STYLES

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example</th>
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</table>
| Clear and Direct       | - Plain
- Sincere
- Healthy communication  |
|                        | An employee is unhappy with their co-worker and says to them, “Your contributions to our group project were lacklustre, and we’d like you to provide more support in the future.” |
| Clear and Indirect     | - Many people are addressed
- Allusions are made to topics without specifically targeting an individual |
|                        | An employee is unhappy with their co-worker and expresses displeasure to a group of co-workers by saying, “I get really annoyed when people don’t pull their weight around here.” |
| Masked and Direct      | - Modified, unclear message
- Delivered to a third party |
|                        | An employee is annoyed with their co-worker says to them, “People in this office used to work a lot harder.” |
| Masked and Indirect    | - Message and intended recipient are unclear |
|                        | An employee addresses a group of co-workers and says, “This office just isn’t doing what it needs to be doing lately.” |

FOUR COMMUNICATION BEHAVIOURS

<table>
<thead>
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<th>Definition</th>
<th>Example</th>
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</table>
| Assertive              | - Straightforward
- Honest
- “I” statements       |
|                        | A nurse tells a patient, “Your condition requires a surgical procedure, but with some follow-up therapy, I’m confident you’ll start to feel better in a matter of days.” |
| Aggressive             | - Often inappropriate in professional settings
- Characterised by “you” statements and accusations |
|                        | A nurse tells a patient, “You’re going to die of lung cancer if you don’t quit smoking.” |
| Passive                | - Placates another individual
- Timid                  |
|                        | A nurse gives into a patient’s demands for stronger prescription medication, rather than following the proper diagnostic schedule. |
| Passive-Aggressive     | - Fusion of passive and aggressive
- Unclear/confusing
- Sarcasm, ridicule or insinuations |
|                        | A nurse tells her patient, “I’ve told you my diagnosis, but clearly you’re the medical expert here so just do what you want.” |
WRITING WITH EMOTIONAL INTELLIGENCE

• Just because you write a certain way, does not mean this it is received that way.
• In emails, tone is conveyed through a combination of word choice, syntax, punctuation, letter case, sentence length, opening and closing remarks, and other graphic indicators such as emotions and emojis.
• People will remember the emotional one of an email more vividly and longer than the content.

EMAIL EXAMPLES

What was written:
• If you don’t get that to me by 1:00pm today, we’re going to miss our deadline.

Tone interpretation:
• Hey dummy, we’re going to miss the deadline and it’s your fault.

What could have been written:
• Today’s 1:00pm deadline is particularly critical. It’s very important that I get your feedback today, so we can deliver to you on schedule. Thanks for your help!

EMAIL EXAMPLES

What was written:
• yep.

Tone interpretation:
• I’m really busy. I don’t have time for you, and by the way, you’re not worthy of a capital ‘Y’.

What could have been written:
• Yes.
EMAIL TIPS

- ALL CAPS IS SCREAMING!
- Don’t use too much punctuation!!!!!!!
- Virtual humour has low limits.
- Email is still a personal communication, take time to feel.

SESSION 7

UNDERSTANDING EMOTIONS IN THE WORKPLACE

THE RUUM MODEL

Managing emotions
Recognizing or perceiving emotions
Understanding emotions
Using emotions
EMOTIONAL EXPRESSION AND CULTURE

Which of the following is true for your organisation:

• My workplace values emotional intelligence; people talk about it as a legitimate management skill.
• I feel comfortable expressing my emotions at work.
• I never need to justify the inclusion of emotional content in management team discussions.
• My superiors express emotions and ask for emotional, as well as technical, feedback.

BUILDING A POSITIVE WORKPLACE CULTURE AND CLIMATE

Ways to build a positive workplace culture and climate:

• Value emotional intelligence.
• Show openness and respect.
• Reward and recognise practice that incorporates emotional intelligence.
• Exercise positive psychology (focus on strengths).
EMOTIONS MATRIX

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THE FLOW OF EMOTIONS

Sam has just been advised he is not going to be acting team leader any longer. How might he feel?

• He is angry.
• He is uncertain.
• He is relieved.
• He is sad.
• He is worried.

EMOTIONAL REACTIONS

We tend to first assume others will react the way we would react.

Then we try to predict how they will react – which is helpful if we know them reasonably well.

However, people can surprise us so being prepared for a range of reactions is helpful.

Emotional intelligence is sometimes less about predicting and more about appropriately managing a range of responses.
THE IMPORTANCE OF EMPATHY

Brené Brown on Empathy versus Sympathy

https://www.youtube.com/watch?v=1Evwgu369lw

BREAK

MANAGING EMOTIONS AT WORK
THE RUUM MODEL

Managing emotions
Recognising or perceiving emotions
Understanding emotions
Using emotions

WINDOW OF TOLERANCE

The "window of tolerance": maintaining optimal arousal for trauma-focused therapy

Hypervigilant too much arousal to integrate
Hypoonsensitized too little arousal to integrate

Emotional reactivity
Hyperarousal
Intrusive imagery
Oblivion/physical cognitive processing
Tension, shaking, ungrounded

Flat affect
Inability to think clearly
Numbing
Collapse

(Adapted from Opton and Winstead 2003)14

MANAGING EMOTIONS

What strategies do you currently use to manage your emotions?
MINDFUL ACTIVITY

MODELLING EMOTIONAL INTELLIGENCE

• How do I demonstrate self-awareness?
• How do I show that I am effectively managing my emotions?
• How do I act to inspire people?
• How do I show that I care about people?
• How do I deploy social skills to build networks and win agreement for my proposals?

SESSION 9
ACTION PLANNING AND WRAP UP
ACTIVITY: STRENGTHS

FURTHER INFORMATION AND SUPPORT

- Locally – each other, your manager, mentor, workforce, peers
- Health Education and Training Institute

Management Development Unit:
Phone: 02 9844 6136
Email: HETI.Management@health.nsw.gov.au
Website: www.heti.nsw.gov.au

Thank you for attending Management Solution Series: Emotional Intelligence in Practice