
Leadership Academy: Emotional Intelligence

Transcript

>> Andrea Falzarano: Welcome to the ASHA Leadership Academy webinar, Emotional Intelligence. This webinar content is appropriate for entry and emerging leaders. I am Andrea Falzarano, Director of Association Governance Operations at the ASHA National Office. We planned today's webinar to help audiologists and speech-language pathologists identify the emotional and social skills that are beneficial to interactions with clients, students, families, employers, or leadership groups. Each of you should have a copy of the handout, which includes speaker information and slides. If you do not have the handout, please pause the webinar now and access a copy from our website. You will need a copy for interactive sections of this presentation. At this time, I would like to welcome our presenters, Kevin Nourse and Alice Waagen. Dr. Kevin Nourse is an executive coach, organization development consultant and facilitator with nearly 20 years of progressive experience in both for-profit and non-profit organizations. He is a professional certified coach through the International Coach Federation and has extensive experience coaching leaders in the areas of emotional intelligence, career planning and transition, influence, risk-taking, and strategic thinking. Dr. Alice Waagen is a business consultant who teaches management skills to business leaders. Alice has conducted hundreds of workshops and training classes at many of the country's top fortune 500 companies, non-profit organizations and government agencies in the Washington, DC area. In just the last five years, more than 132 leaders from 26 regional organizations have graduated from her unique leadership development workshop series. Now let's begin. Over to you, Kevin.

>> Kevin Nourse: Thank you, Andrea, and welcome everyone to the Leadership Academy webinar on emotional intelligence. We're happy to have everybody participate, and we'll be talking about emotional intelligence and provide you all some tools and some strategies that you can use immediately upon watching the webinar. I would like to review our disclosure statements. I am Kevin Nourse, principal of Nourse Leadership Strategies, and I'm an independent contractor. I am being financially compensated by ASHA for the Leadership Academy webinars, and I do not have any non-financial interests with ASHA. My colleague, Alice Waagen, is a subcontractor to Nourse Leadership Strategies. She is also an independent contractor, financially compensated by ASHA for the Leadership Academy webinars and without any non-financial interests with ASHA. Before we get into our agenda, I want to point out the fact that we've got two audiences today. We've got those of you who are present in the chatroom, in the webinar live, and we've got those listening on the recording. Throughout the webinar, we'll be posing certain reflective questions to deepen everyone's learning, and for those of you listening on the recording, that will be the time to hit the, um, pause button, reflect

on the question in your journal or on your handout, and then rejoin us when you're ready. So, with that, I'll toss to my colleague, Alice, to walk us through the agenda.

>> Alice Waagen: Well, thank you, Kevin, and I likewise want to welcome everyone to the webinar today on emotional intelligence. In our time together today, we're going to cover the fundamentals, the basics of emotional intelligence. We're going to start by defining some key terms that we'll be using in the webinar. We're going to give you an overview of the history, where this whole concept of emotional intelligence came from. We're then going to go through a model, a model that we use in our leadership programs, um, what are the composites and sub-skills, and lastly, and possibly most importantly, we're going to talk to you about how do you develop your emotional intelligence, how do you grow these skills and attributes that are so important for leader success. So, Kevin, you want to get us into our definition?

>> Kevin Nourse: That's great. So, let's start with common terms so that we can define, um, and we'll have a common frame of reference. So, we think about emotional intelligence a few ways. It's, really, it's a set or a suite of emotional and social skills that impact us in multiple ways. First of all, how we perceive and express ourselves. Um, also, secondly, thinking about how we develop and maintain our social relationships, coping with challenges and how we navigate stress, but, really, the bottle line is using emotional information in an effective, meaningful way, so that we're not victims of our emotions, but we recognize the role emotions play in terms of our interactions with others and effectiveness. Alice, anything you want to underscore with our definition?

>> Alice Waagen: Well, it's a different kind of intelligence, and again, we'll talk about this in more detail in a few minutes, but I think it is absolutely essential for anyone who aspires in a leadership role to understand this concept and use a model similar to the one we use today, or even another one, because it's a very, um, critical part of our communication with each other, you know, how our emotions are perceived and how we read others, and, so, really an important area of study, I think.

>> Kevin Nourse: Thank you. Um, and, so, building upon that, why would this topic be so critical for CSD professionals, well, there's a couple ideas listed, but as Alice suggests, um, we know that leadership is emotionally, um, it's just inherently emotional, that, um, as leaders, you know, dealing with our own emotions, but managing the emotions and recognizing them in others, and we know that that's a critical success factor. In fact, more of the research is emerging that really looks at that, so it's a critical, um, skill, set of skills associated with those that aspire into leadership positions, where the burden, really, the burden of performance is even higher. So, with that, I think, Alice, you're going to talk about some of the emerging research.

>> Alice Waagen: Yes. With all of the topics we are covering in this webinar series, we take a look outside of the research going on right now on this particular topic, and we show a few of the different studies that are important. Um, I think the second study here, increasing emotional intelligence, how is it possible, is a very interesting study, because for many years, although the model was accepted, um, the belief was you can't develop

these things, they're innate, they're part of our personality, they're fixed, and, so, Nelis et al and his team went out and did a controlled experiment. Took a group of people and, um, gave them training on emotional intelligence, and took a group of people, the control group, and gave them none, and then tested them in a series of time afterward, right after the training, and then a follow-up after six months, and saw a significant positive change in their ability to use these emotional intelligence attributes. So, I think that's a very, um, good thing to think of, because it's important, once we see what these attributes are, to be serious in our own development in growing them. So, Kevin, I think you're going to give us our first reflection question.

>> Kevin Nourse: That's right. So, the question is why do you think emotional intelligence is so critical for leaders or emerging leaders in your own organization? And those of you that are listening to the recording, now would be a good time to hit the pause button and capture some notes or some thoughts in your handout. So, participants in our classroom, if you'd like to share your thoughts, Alice, what have you noticed in the different clients and industries that you work in?

>> Alice Waagen: Well, I think, um, for me, the number one reason why it's, this knowledge is important for leaders is leaders cast a long shadow in organizations. Leaders are people we model after, and I have seen it go both ways. I worked with a senior leader once who was, quite honestly, pretty toxic. Had a lot of anger issues, very punitive, and what I saw was that behavior was mirrored by others in the organization. And the other way, a very positive leader, I've seen create a total positive atmosphere. So, if a leader is not aware of their own emotions and how they're communicating, I think it can have huge, huge damage throughout organizations.

>> Kevin Nourse: That is so true. I'm recalling doing my doctoral research in New Orleans, and I studied managers at organizations that experienced Hurricane Katrina and interviewed, um, both middle managers, as well as senior executives, and I heard from a number of middle managers, it's just fascinating, it's almost as if emotional awareness and emotional stabilities transmitted downward, and I remember hearing stories of both organizations, at one hospital, I interviewed individuals, um, basically, we had, um, you know, leaders, especially, for example, respiratory therapists abandon their jobs because they were so afraid of the storm and the impending crisis, um, literally abandoning patients on life support. I also interviewed, um, other managers and leaders in another, um, healthcare institution that stayed open throughout the whole crisis, and it was amazing what happened in terms of the modeling that happened from the CEO. In fact, he was, um, so emotionally aware, he was down on the, basically the hospital floor with a cardiologist and the janitor, mopping the floor. In other words, that visible leadership, but also that sense of we're going to get through this, and it wasn't even so much of what he said, although that was part of it, it was how he showed up, how he represented it in his body somatically. So, I thought it was a really, really powerful, um, example. So, let's look to our classroom and see what, um, a few of the folks have shared. Michelle points out if not working in isolation means that strengthening

relationships, developing, really helps initiatives move forward. I think it's a great observation.

Carol, you point out the whole understanding interpersonal dynamics and communication. In essence, how can you adapt your communication styles you need to if you can't understand those dynamics. Um, Gale points out, so, relating to those, um, you know, clients' patients' families who are feeling angry or upset, well, absolutely, we think about it's not just the challenges that they face, it's also their emotions associated with that and the idea of how do you not become triggered by that but maintain a sense of kind of even keel, which can go a long way toward working with your patients and clients. Alice, anything you notice in what our participants have shared?

>> Alice Waagen: Um, well, I think what is so important, I think, that's through this thread here is, you know, SLPs, audiologists, they're in healthcare, they're in helping professions, and, so, I think they already are so attuned to emotions, but turning that mirror in and being attuned to their own, I think is something that, perhaps, folks haven't dealt with as much. Yeah, as Tammy mentioned, emotional intelligence is critical in dealing with coworkers' families. Yeah, absolutely. You all wouldn't be successful if you weren't good at reading others. I think what might be a challenge, though, is looking at yourself. Yeah.

>> Kevin Nourse: Okay. So, I think at this point, Alice, you're going to take us into our next module.

>> Alice Waagen: Yes. We're going to give you a bit of a background, a bit of a history lesson here, not to get into all names and dates that much, but, you know, people sometimes say, well, where did this all come from, and I'll start at the bottom and work my way backwards. Um, Dan Goleman is probably the most published researcher and author on the whole area of emotional intelligence. Back in 1995, he published *Emotional Intelligence: Why It Can Matter More Than IQ*, and it was just a revolutionary thought, and he continues to write and publish in this whole area. Um, he was a student of Howard Gardner again, a very well-known Harvard psychologist, and back in 83, Gardner um, developed this concept of multiple intelligences. Before Gardener's work, we tended to only describe intelligence with the concept of IQ and the IQ score, which is based on the Stanford Binet test that was actually created at the beginning of the last century, and Gardener said, no, there's more to intelligence than just cognitive, logical, mathematical, there are other areas we should be looking at. I skipped over Rueven Bar-On, but Rueven, 1980, took the work of Gardener and said can I develop an instrument to use to assess, um, somebody's emotional intelligence, and in fact, um, the model that Bar-On Rueven had put together is one that we'll be using today. The other researchers in the like, just put them in there to show you that this isn't necessarily a new idea. All the way back into the 20s, people were beginning to say, you know, there's something more to being, quote, intelligent, and oftentimes, when we would see people who we would consider very successful, whether they were successful in business, in industry, or politics or anything, um, they would not necessarily have a very

high IQ score, but they were very good at doing other things, and that's where this idea of emotional intelligence has its roots from back then. Um, Kevin, you're going to talk to us a little bit more about this topic?

>> Kevin Nourse: That's right. Yeah. So, I wanted to talk a little bit about, we've defined what it is, but let's talk a little bit about building upon what Alice shared in terms of the history, what it's not. Again, we're not referring, when we refer to emotional intelligence, um, it's not cognitive intelligence, our ability to think critically, the symbolic thinking, visual motor performance, so cognitive abilities are all really, really critical, but really think about it in terms of a complement. For example, I coached an Executive Director of an association who struggled because, very, very cognitive individual, in other words, very much in his head, he could formulate strategy and vision and really articulate direction, but lacked the skill of emotional intelligence, and what happened is that though people, in essence, understood his vision and kind of the structure of it, they didn't feel very invested in it, in other words, it didn't get very much traction, because he was simply standing, really leaning upon his own cognitive intelligence and skills without the ability to relate to people and engage them and listen to their concerns and understand what they may be feeling. So, it is a substantial distinction, and a complementary one. It's also not aptitude, you know, a person's ability to perform a skill or activity. It differs from achievements. We're not talking about specific achievement, and vocational interests, so our interests are really independent of, um, emotional intelligence. And then, lastly, um, many are familiar with different personality instruments, and, so, whereas personality does tend to be fairly constant or static, emotional intelligence is not that, and actually, we can grow our emotional intelligence, so it's, um, developable, if there's such a word, a developable set of skills that we can use and grow from that perspective. Alice, back to you. What do you want to reinforce here?

>> Alice Waagen: Well, your mentioning of your client triggered something for me. Um, quite a number of my coaching clients, especially those in leadership, um, struggle with emotional intelligence, when they are very cognitively intelligent, and what I mean by that is, oftentimes, they've risen through their career based on their cognitive intelligence, or their technical expertise, and displaying this over and over, year after year, got them the praise, got them the promotions, but what happens when they move into leadership is that that same cognitive intelligence that was so valued becomes, I can almost say a worthless currency, because it doesn't get them anywhere, if they're various to technical or engineering or whatever, and suddenly, they're dealing with how do I motivate these people, how do I have difficult conversations, how do I, um, empathize with a person who's in trouble. It's like they wake up one day, and their whole self-concept is shattered, because what was recognized and rewarded for thus far ceases to be rewarded, and then the things that they cannot do, or they're very poor at, become the derailleurs, honestly, the rocks in the road that prevent them from getting ahead. Is that similar to what you were speaking of with your client?

>> Kevin Nourse: Very much so. In fact, there's whole threads of research within the leadership research field around, um, derailers, what causes high-potential leaders to derail, and, for example, one we know of is the sense of being aloof, being disconnected or disengaged from others, not being able to read kind of the social interactions and kind of those threads, um, and that's often what sends high-potential careers over the edge, is the lack of this, um, capability. Mm-hmm.

>> Alice Waagen: Wow. Yeah, and I think, you know, it's so funny, but as we go through life, especially in youth and, you know, in school, we're used to being in a learning mode, but I think sometimes, um, when people reach what they feel is maybe the pinnacle of their career, there's this belief that I'm done learning, and then to find out that there's this entire domain of knowledge called emotional intelligence that they are, they don't know anything about, it's very humbling, and it also can be very frightening for some people, to say, you know, I've got three or four degrees, and I've made it to the top, what do you mean, you know, I don't know what I'm talking about here? But, you know, oftentimes, they don't. All right, well, I think we have a reflection question coming up, so let me go ahead and take our folks there. Um, what we'd like you to do is picture in your mind somebody you know as a leader who you felt was highly emotionally intelligent. So, kind of picture this person in your mind, maybe somebody you worked for in the past or you currently work for or with. Um, what behaviors did he or she exhibit that makes you feel they were displaying emotional intelligence? What were they showing you that made you feel that they were emotionally intelligent? We kind of want to take these lofty concepts and make them sort of concrete for a few minutes here. So, those of you who are listening to the recording, hit pause, do this reflection, spend some time with it, really kind of picture that person, and write down what you think they were doing, and, um, those of you with us today in the classroom, put your thoughts in the, um, in the chat box. Um, Kevin, have you experienced someone who you thought was very emotionally intelligent, and what did they do?

>> Kevin Nourse: Yeah. You know, there's specific domains of leadership functioning where you really see the presence, or the lack thereof, and one of them is navigating conflict, and, so, I've worked with a couple exemplar CEOs who they were so emotionally intelligent, they were able to be aware of their own, kind of their own feelings, but they're willing to kind of be with their team and have their team, you know, raise concerns and even critiques of them and not get emotionally reactive, and to me, that's tremendously important in terms of building trust with people, which is you can manage your own defensiveness so that you can show up and really problem-solve through conflict, and again, I think it's one of those domains that makes or breaks a leader. Yeah, how about you, Alice?

>> Alice Waagen: Well, you know, to me, um, a strong emotional intelligent person is a good, how do I put it? Is a good noticer of the emotional, um, messages communicated by others. I have a colleague many years ago that we'd be in a meeting together, and after the meeting, you know, we'd be debriefing, and she'd say, well, that person really wasn't following us or wasn't supporting us or whatever, and I'd say, well, what made

you think that, and she would pull out observations of their very nuanced behavior and tone of voice that I was absolutely unaware of. So, I think, you know, the ability to really be aware and read the emotions of others, I think, and not be, I should say not be sidetracked by the message, but really take those clues and cues as part of the message, I think is so important. All right, let me read some of the things or point out some of the things our folks have shared with us. Um, Michelle mentions incredible self-awareness of emotions, strengths, weaknesses, ability to reframe challenges to reduce stress. Wow, that's a great set of behaviors. Absolutely. Um, emotionally stable, flexible, aware of self, good with relationships, our second Michelle mentions. Um, demonstrating awareness and desire to understand multiple perspectives. Carol, good point. Balancing, juggling multiple perspectives. Um, read team members' non-verbal, Mary Beth mentions. Tammy says listen well, repeat back. Yeah, and empathy, yeah, absolutely. Nad says dealing with people differently. Yeah, adapting to others I think is what you're talking about there. You have to be able to read people to do that. Um, Gale mentions sit down and listen, personal conversation about concerns, etc. Yeah, yeah, so, oftentimes, I've found leaders, you know, if I don't ask and they don't tell me, I don't know, you know, sort of like that, you know, I don't want to know the bad stuff, because then I have to deal with it. That's just not an emotionally intelligent leader. Um, Mary Beth says respectfully supporting in one-on-one meetings. Absolutely. Well, this is great. You've all given us a very clear picture of what this looks like when you see it. So, let's go ahead and start exploring a model that will give us some insights of the entire universe of these attributes. Kevin, I think you're going to start us off.

>> Kevin Nourse: That's right. So, let me introduce the, I just shared a graphic with you, so a little bit of background. Um, this model, which Alice mentioned at the beginning, was developed by Rueven Bar-On. It's actually, MHS a Canadian organization that publishes this. So, this tool we've been using with the ASHA leadership development program for a number of years, so participants that go through that program actually complete the self-assessment, so we're going to build upon it today and give you a little bit of a sampler of what's in it. There's a lot to it, but I think it takes a lot of what you all shared in emotionally intelligent leaders and its manifest. So, let me just go through this and explain some of the components, um, and then we'll go in a little bit more detail. So, start first with this graphic, and we think about, um, around the, um, the edge, so you'll see things such as self-perception, self-expression, interpersonal, this would be what we call, um, composites, meaning they're fairly large, broader areas, and, so, um, ultimately, we often think that emotional intelligence starts with self-perception, which is how I think about myself and my own emotions, how my own awareness, and then it goes around to, say, stress management, how we show up and manage our emotions in really, um, stressful times.

So, below the composites, we then get into what we call the subscales, which are the building blocks of each. So, again, going back to self-perception, um, emotional self-awareness is really what you might consider the heart of self-perception, which is I know what my personal triggers are, I know the situations that cause me to feel stressed

and emotions, because that's the precursor to it, it's almost like a thermostat in a room, you know, if the thermostat doesn't detect a shift in the temperature, it can't do anything to address it, and so that emotional thermostat, I think is really, really critical. So, if you think about it, we've got the five composites, and within each of those would be three building blocks, or subscales, and we'll go into a little bit more detail on those specific ones. I think, Alice, you're going to start us off with self-perception.

>> Alice Waagen: Yes. So, I am in the, um, very top, sort of pink/red part of our pie, and, um, this composite, self-perception, think of this as the interview. This encompasses those attributes of how well we know and accept ourselves inwardly. So, we have the first one, self-regard, is, you know, how, what is our ability to respect myself in terms of my strengths and weaknesses. So, not that, you know, I, everyone has strengths and weaknesses, but how well do we know them, and how do we accept them and not necessarily, you know, put ourselves down or denigrate ourselves. You know, people low on self-worth, gee, everything they do is broken, everything they do is no good. People very, very high in self-regard, and sometimes, we talk about an overused strength being a weakness, might not even acknowledge they have any weaknesses and just think of everything they do as a strength. So, but, you know, part of this is self-confidence, you know, a healthy dose of self-confidence. Um, self-actualization is our ability to improve on one's self. I would like to think that all of you on this webinar are probably doing well with self-actualization, because you're saying, you know, I've got goals for myself out there, and I will constantly develop myself to reach them and to be, you know, fully accepting of them. Then emotional self-awareness, you know, this is one that I think is probably the granddaddy of all of them, and that is understanding and knowing our own emotions. You know, we spoke earlier about, um, how important it is for leaders to know what emotions that they are conveying. Well, this is it right here. There's a phrase I have heard a number of years ago I think is so important, it's called emotional contagion. Perhaps those of you, you know, out there, might know of this, and it says if somebody walks in a room and they're bubbly and happy, it kind of lifts everyone up, and the opposite can be true, if they come in and they're not happy. Well, if we have low emotional self-awareness, we're not even aware of that, and so, therefore, we may be affecting others without even knowledge of how that could be. Kevin, any thoughts you have on self-perception?

>> Kevin Nourse: No, I think a really nice summary.

>> Alice Waagen: All right.

>> Kevin Nourse: Okay, let's take it to the next level, the next composite, which is self-expression. Again, the idea of self-expression implies that we are aware of, you know, our emotion, our emotional state, we're able to express it, and I think, um, of all three of these subcomponents, or subscales, emotional expression, I think, is one of the most critical, which is, you know, emotionally intelligent people are able to express their emotions in ways that's not, for lack of a better word, toxic or abusive. So, rather than I channel my anger in, you know, vent on you, I'm able to kind of use more of a, engage

my cognitive self, my thinking brain to say, okay, I've got these emotions, how can I communicate to someone my disappointment or my anger, but not blast them with it. So, again, that's part of that emotional expression, which is, um, how to, the ability to express one's feelings or emotions verbally, even non-verbally. Kind of related to that, and you can see the linkages here of assertiveness, so the idea is, um, the idea of defending one's rights or setting appropriate boundaries with another, and doing it in a non-offensive or non-destructive way, so it's not about destroying the other as much as willfully asserting one's beliefs or ideas. Really, really critical one. And then, lastly, we've got independence, so it's, really think about that, it's the ability to function fairly autonomously, to be somewhat self-directed, not to be so emotionally dependent on others, and I've seen some, I've worked with some clients before that have struggled with this. In other words, they're unable to really own their own, um, accomplishments and challenges and do so without dependence on the other, and that can be, again, talk about career-derailer, that can really get in the way of someone. I remember coaching, um, an individual going into a job interview, um, and she could not own her own accomplishments, it was always about, you know, what we did. Well, in an interview, they want to know what you did specifically, so we really had to work on this idea of independence and feeling more independent in thought, the decisions, not to the exclusion of a time and place to reach out to others, but again, that was a big, um, part of her success. Okay, so, Alice, I think you're going to take it to interpersonal.

>> Alice Waagen: Yes. Some of these, um, composites and subscales are very, um, self-explanatory, and others are less so. I think this one is very self-explanatory. This composite, interpersonal, is how well do we relate to others, how well do we build, um, relationships that are high in trust and collaboration, and how well do we feel for others, both in our inner smaller circles, as well as in their community at-large. So, interpersonal relations, um, and I think the key to this definition to think about, you know, everybody probably feels, oh, yeah, I've got friends, you know, I've got people around me, but what we're talking about here is the two words in that first sentence, mutually satisfying. Mutually satisfying. So, in other words, you know, sometimes, people can have a lot of relationships, but they're, I guess the word I would use is mechanical. You know, I know these five people because we're in the same book club together, and we read books together, and I know these five people, because, you know, they're on my son's baseball team or whatever, and that's sort of almost a task-driven, um, interpersonal relations. What we're saying here is a give and take, mutually satisfying. I like being with you, I enjoy this relationship, we've got a lot of trust and compassion going here, and you feel the same way. Um, empathy, again, pretty much self-explanatory, and as we're going through these definitions, challenge yourself, um, to think of them in the extremes, because, again, in the extremes, these can be challenging. Obviously, if somebody lacks empathy, which I would doubt anyone in the professions you are in would be low in empathy, um, but you might have a problem the other way. People who are overly empathic tend to suppress self. They're so concerned about others that they're not taking care of themselves. Um, you might have this issue, or you might know colleagues, you know, there's this whole issue of, um, compassion overload, or

compassion burnout, when you're so caring for others that you're not taking care of yourself. Um, social responsibility, again, this is just taking this concept of empathy, um, on a broader scale and say, I don't only want to, you know, relate and support and help people around me, I want to jump into the community and take on causes and do things like that. Um, Kevin, anything you want to add on interpersonal?

>> Kevin Nourse: No, I think nice summary.

>> Alice Waagen: All right.

>> Kevin Nourse: Okay, let's continue. So, we're working our way around the wheel. Um, so now we get into, um, kind of we have a sense of our emotions, we know how to manage the relationship in terms of reading others, now we move into a couple specific domains, and one of them is around decision-making, and so it's a really, as we've kind of alluded to, it's a particularly critical place where, um, emotional intelligence, the presence or the absence of it comes into play. So, within that, um, composite, we've got three building blocks; problem-solving, reality-testing, and impulse control, and let me just clarify one, specifically problem-solving. So, you know, problem-solving, you know, most people have that capability, what makes this unique is it's problem-solving in the context of an emotional situation, and, again, oftentimes, this shows up, for example, you're in conflict, or let's say you're, um, you're working with technology, and it starts to breakdown, and so you're having these emotions and this stress, so the ability to think clearly, um, and solve problems while there's an emotional context. When I was doing research in New Orleans with those that went through Hurricane Katrina, um, I heard a lot of stories about how important it was to problem-solve, because, obviously, they're trying to recover their organizations, especially in healthcare organizations, with patients on life support and whatnot, and they're losing electricity, so highly stressful situations, but it became really critical to keep a cool head and try to be aware of your emotions and mitigate them so that you can effectively solve problems and move forward. Um, the other one I want to point out, which is impulse control, again, it's the ability to resist, um, the impulse, the drive, the temptation, and I think the best example of that is imagine you get an e-mail in from, say, your boss, or from a colleague, that's got, you know, maybe salty language, or provocative language, impulse control shows up most readily when instead of hitting the send button, I'm going to sit and wait until tomorrow morning before I respond, or I'm going to go for a walk before I hit that send button. In other words, that, to me, is the iconic example of what it means to have, you know, emotional intelligence in terms of impulse control. Um, Alice, anything before we move on?

>> Alice Waagen: Yeah, I want to just backup a bit to reality-testing, because, you know, I guess the last year or so, I've become a little bit more sensitive to this attribute myself. You know, on face value, of course, I would think I'm, reality-testing, of course, I'm very good at that, I mean, I don't believe in, you know, UFOs and crazy stuff, so, clearly, I'm good at reality, but if you look at the second bullet there, um, I'm seeing more and more instances, myself and in folks around me, of this issue called confirmation bias, and what confirmation bias is is when we believe in something very, very, very

strongly, we only look at evidence that supports that belief, and we filter out, consciously or unconsciously, we will filter out anything that is going to contradict that, and, so, over time, it becomes a self-perpetuating thing, as the more I see it, the more it reinforces it, the stronger it gets, and, so, I'm beginning to think that I'm not so strong on reality-testing as I once was, because I find myself sometimes making decisions that are not correct, and later, when I go back, it's because, oh, there was a lot of evidence out there I was ignoring, because I really, really passionately wanted to do this thing. So, anyway, that's a little bit of explanation and true confession at the same time.

>> Kevin Nourse: That's great, Al. Thanks. I think you're going to take this one.

>> Alice Waagen: All right. I think I'm taking us down the road of stress. How's that? Um, again, this composite is pretty self-explanatory, how well we deal with life when things don't work out the way we wanted them to. So, can we bounce back? Are we flexible? Um, can we adapt to unfamiliar, unpredictable, etc.? People low in flexibility, I think have a very hard time nowadays, um, even surviving. You know, how good are we at tolerating stress? That's a very interesting attribute too, because, you know, there's some people, um, can put up with very high levels of stress and still function and be okay, and other people, you know, faced with that situation would just crumble. And lastly, optimism. You know, what is our level of our positive attitude and outlook on life? And, really, optimism, really, um, involves a lot of different attributes together, including things like stress management and other things. So, that kind of completes our pie, Kevin. I think, um, you will take us into a reflection.

>> Kevin Nourse: That's right. So, what we'd like to do now, so, we've been through each of the composites and the subscales, and the, um, reflection question is to look at the list that we just went through and indicate, you can check on the checklist here what is your comfort zone as we described each of these, where do you think you're really strong, and then just as important, which ones are challenging for you. So, maybe it could be, think about tough situations you've faced, and maybe you didn't have a very good outcome, perhaps it might be an indication that one of these could be better developed. For those of you who are on the recording, now would be a good time to press the pause button and capture some notes in your handout and then rejoin us when you're finished. For those in the classroom, go ahead and type in your thoughts about what would be an example of, um, maybe one of your comfort zone subscales and one of your challenges, so one domain or subscale you think that could be a potential, um, developmental opportunity for you. Um, Alice, what do you see? Do you have a coaching client in mind when you think about what they face in terms of these EQI elements?

>> Alice Waagen: Well, it's a really good question, Kevin. Um, you know, I think, I want to harken back to that emotional self-awareness, you know, the ability to hold up a mirror every now and then and see where we are. I think that's so incredibly important, um, because our emotions are such a powerful tool in our arsenal, tool that can help us achieve goals, or dare I say can get in the way, if we're not harnessing them the right

way. So, I think both the, um, emotional self-awareness, as well as, um, you know, recognizing and knowing others' emotions and taking that in as data, so to speak, and what we do is critical. What about you, Kevin?

>> Kevin Nourse: Well, you know, I was reflecting on, um, our experiences with the ASHA LDP program, so, again, we use this instrument, and then we look at composites of the entire group over the years, and a couple, um, one that stood out for me is thinking about a couple. One is, um, assertiveness, that in a number of the cohorts that we've worked with, that became a real focus for a lot of the individuals in the class, um, to develop a greater sense of assertiveness, which really speaks to perhaps a larger, um, professional trend in terms of advocacy, because you can think about, um, it takes assertiveness to really advocate for yourself, to advocate for your profession, and there's such a compelling need for that. You think about how many audiologists and speech-language pathologists are working in organizations that don't know what they do, and so the idea is, you know, it takes real assertiveness to, um, you know, communicate the value created by the CSD profession, to broker resources and get support, that kind of thing. So, we see some real interesting patterns in some of the LDP classes on that. So, let's look at our group and just see what, um, observations folks have. Um, Michelle points out that, um, stress tolerance and impulse control are your, and problem-solving, some real strengths for you, which is great, Michelle, the idea of kind of how you show up in crisis, to me, would be totally supported by that, and the idea of, as for you, you know, assertiveness may be a stretch, or emotional expression. Um, what else do we have? Um, let's see. Nad talks about, um, the challenges she faces of assertiveness and self-expression. Absolutely. Again, very consistent with what we've seen in, um, the LDP. Um, Mary Beth, as an alumina of the program, self-actualization, self-awareness, um, allowed me to eventually take the risk of moving to a new place of employment, which is so much better, and Mary Beth, that's a great example of developing that skill and what it can do in terms of, um, finding the right place for you, because it really does take assertiveness, as well as self-awareness, to understand that, that, wait a minute, I may not be in the right place. Um, Alice, anything that you want to highlight? We've got some really good, um, self-observations here.

>> Alice Waagen: Yeah. I think, um, a lot of what folks have put here is really right on target, and, um, you know, again, as I mentioned before, and as we've seen in the LDP classes, be as much aware of your strengths and your limitations as your overuse. I think we frequently, um, have found in this profession overused empathy can definitely, it can almost feed the stress stuff, and, so, what we see is many of these subscales interrelate to each other, so if I am low on assertiveness, I might also be low in independence. The reason I'm not being assertive is I have a struggle going out on my own. So, you know, look at them as individuals, but also look at how they interplay off each other, I think is just as useful.

>> Kevin Nourse: That's great. Um, you know, I was thinking about my own development and, um, one of my challenges has been impulse control, and so what this means is that the idea of exercise, saving money, all those things that we need to do for

success in life, I'll start them, but I won't sustain them, and so I've been really experimenting with, um, impulse control. For example, locally, a two-minute bike ride from here is a casino, and I love blackjack, so I've been experimenting with noticing my emotions at the table, and I walk away, and I've been just noticing it. We're going to talk about development in a little bit, which is how can we have experiences to build awareness about, um, our own emotional state and how that may impact our choices and development. So, we're going to get into that in just a minute. So, excellent. So, we would invite you to continue to work with us and think in terms of, after the webinar, really looking at, um, your comfort zone and what are some opportunities for your own growth. Okay, so, Alice, I think you'll start us on the developing, and then I'll jump in.

>> Alice Waagen: Yes. Absolutely. Um, developing emotional intelligence is a little bit different than developing cognitive intelligence. In cognitive intelligence, if I want to know, um, how to speak a foreign language, I get books, and I practice. If I want to be better at math, I will, you know, go in a classroom situation, but since most of emotional intelligence is around behavior, it's a little bit different. So, we have a four-step process we're going to overview for you now and give you some examples to work with. So, the first step is you have to understand your current state, where are you on the attribute. If it's a sliding scale from low to high, where are you on that, and how do you find that out? Well, you can do some self-reflection, you know, sit down and think about opportunities for using that attribute in the past, did you embrace it, what happened. Um, you know, sort of put an eye on yourself in the workplace, you know, how are you displaying this behavior. Take all of this as data and form a hypothesis and test it. So, if, in fact, I think I might not be very good at assertiveness, you know, I will maybe log-in times where I could have been more assertive or not, and at the end, I'll say, you know, I'm kind of good at it, but not as good as I should be, um, I'm going to talk to some trusted colleagues and get their feedback and test out if my self-assessment makes sense. The end of this step is have a good rock-solid understanding of where you currently are. So, Kevin, what happens in our next step?

>> Kevin Nourse: Okay, so, with that awareness, we can then look at what are the gaps of what's happening now and what could be, and so we start to think about, um, a vision for what it could look like. So, let me give you an example. So, again, my own development, I know that this idea of impulse control, um, it impacts me in terms of, say, exercise. Um, so, I set, you know, the intention, but the reality is that there's certain days that I do and certain days I don't, and what I've noticed is that when I'm really tired and I haven't gotten enough sleep the night before, impulse control goes right out the window, and, you know, I eat whatever I want, I, you know, sleep in, all that stuff that goes into it, so I know that part of the conditions where I kind of violate my commitment to myself is because I'm just physically tired, and that's supported by, you know, research on the science of self-control. So, now that I've got that identified, I can then start to think about what could I do as part of that in terms of, um, addressing that gap, and then, um, so, Alice, you'll take us through the action plan.

>> Alice Waagen: Yes. So, I know my current attributes, I know where I want them to be, the gap is what I need to address, so now, pen in hand or whatever, put together the plan. What am I going to do? Um, there's traditional things, there's experimental things, we'll talk a little bit about that in a minute, but one thing I just want to caution you on changing these behaviors, it takes time. Please don't think an action plan is I'm going to do this tomorrow and the next day, and then by the end of the week, I'll be fixed. No, these attributes sometimes can take months, sometimes years, to really affect change in Um, I've often, in coaching others, um, said, you know, leaders love getting feedback, and they'll say I want to get all this 360 feedback, and then I want to do things, and then I want to redo the 360 feedback, get feedback, like, two months from now, and I say stop. 12 to 18 months is what it's going to take for that new behavior to really be solid. So, action plans, think long-term. This isn't quick-fix stuff. So, Kevin, wrap us up with experimenting.

>> Kevin Nourse: So, going back to my example, so, the idea of experimenting with new behavior, which is we start to think about is this working for me, is it getting more comfortable, because it may not be initially, am I achieving results, and again, I think it's like treating this as one big experiment. For example, I keep track now of, um, both how much sleep I get every night, and I keep track of kind of, like, what is my mood every day, and then, um, I get a tick mark if I've exercised, and, so, you know, as we know, um, it takes data and awareness to create and sustain change, and so, in this case, you know, I've been experimenting with, you know, different methods to get ready for, you know, bed so I can get more sleep, when I have more sleep, I have more control, I can take more kind of control of my behavior, and so that's a big part of it, and what I'm noticing, it's becoming more and more natural. In other words, you know that you've successfully implemented change when you don't do something and you know, wait a minute, something feels weird, I'm not exercising, that's it. So, to me, that's part of it, is experimenting, noticing, and reflecting. Yeah. Okay, I think you're going to go a little bit more deeper, Alice, in terms of some actions and activities.

>> Alice Waagen: Yes, but I just want to touch on one thing before I leave this page. Um, you know, circle or underline that word comfortable. Sometimes, we may set goals that just are not meshing with us, or they're pushing out of our comfort zone. So, you know, I keep coming to the same one, but it's a good one to illustrate, assertiveness. There's a certain level of assertiveness that one might be comfortable, and then there's a certain level that it's just uncomfortable. I'm not very strong in assertiveness myself, and there's some amount of challenge I can do in that area, but if I try to put myself into a situation where I have to be very assertive on a regular basis, it's very stressful and tiring. So, part of development, I think, is monitoring. Kevin, I love your example, you know, what are your emotions when you're walking away from the blackjack table. You know, that's probably a bad example, because, financially, you do need to walk away, but, um, but the point is is if you find yourself in a negative emotional state with this change, you may need to back off a bit, recalibrate, rethink it. You may be putting yourself into a state that just isn't a good fit for you. All right, so now, what does one do? Here's a short list of actions and activities, because, again, there may be a cognitive

learning, learning about this attribute, but there's a behavioral learning, which means you have to do things too. First action is one I personally use all the time; find someone who you think is really good at what you're trying to do, and watch them. What are they doing? How are they doing it? Um, definitely can read about it. Um, mentoring, really a very, very excellent set of activities. You know, again, if we go back to that, um, self-regard, it could be that you're perceiving, um, a gap there that isn't really there, or isn't there in a very, um, pronounced way. You know, having somebody help you with that is a very good one. Um, you know, formal training, and then practice. Um, you know, volunteering is, I think, the greatest way to create what I call a learning lab, because it can be relatively low-risk. You can try out new behaviors, and it's not going to affect your pay or your job, if you try out something and it doesn't work, it may not have the degree of impact as if it were part of your actual professional job role. Um, Kevin, I think, um, you will walk us through an example next.

>> Kevin Nourse: That's right. So, um, we do want to give you a tool in terms of what would a great development plan look like, and so this is, again, based on we hear this a lot in the LDP in terms of assertiveness for some people, many of our participants, it's been a challenge. So, you get a sense of kind of dates associated with it and specific actions, and so we start off early on, which is I'm going to keep a journal, situations when I could assert myself at work, but I don't, so I'm just simply going to notice without any judgment, I'm going to try to pick up some patterns, and maybe part of the patterns, I realize it's with certain people that I lose my voice. Well, you know, that makes a big difference, because if we can get specificity about I want to develop this skill to use in these situations with these people, you're more apt to, um, develop it and become successful. Um, another example, um, interview people that are skilled at being assertive, how do they do it. So, I can watch your behavior, but I don't always understand what's happening in your head when you put your ideas out there. Um, take a webinar. I start to continue to reflect. Um, this idea of asking someone to observe me, um, Marshal Goldsmith, very famous coach, talked about the concept of feed forward, which is, hey, I'm going into this meeting, would you go with me and watch me in terms of how I make eye contact with others, and let's debrief it. Great, great way to do it. And then, in this case, toast masters, a way to get support, as well as the skill-building. Yeah. So, Alice, what would you add to our development plan approach here?

>> Alice Waagen: Well, you know, again, look at the span of time here. Developing assertiveness is a really big jump for people. We've, you know, created a fictitious five-month, really, to me, it would even longer, but, yeah, and then, you know, again, check-in with yourself throughout, what am I feeling, how does this feel to me, is this positive. Yeah.

>> Kevin Nourse: Mm-hmm. Well, and I think the other thing is that I'm all about quick wins with my clients, which is let's get quick wins and then reinforce the heck out of them. So, a lot of times, people start to change and evolve, but they forget, or they don't notice it, and many times, my job as a coach is to point out, like, no, Alice, you just asserted yourself there, did you see that? Like, you're thinking differently. So, I think,

many times, that's the case, which just really celebrates successes, because though maybe a long trajectory to be skilled at it, we all need a psychological payoff during the process. So, I think, Alice, you're going to take it next.

>> Alice Waagen: Yes. Well, the next page in your handout is simply a blank. That's put there to inspire you to fill in the blanks. So, let's, um, just pause a minute on the last reflective question. How will you develop those emotional intelligence attributes? So, just a little mini brainstorming. This needs a lot more thought, but, you know, what are some things you can do? Again, on the recording, push pause and give some ideas to paper, and those in our audience today, um, you know, put some ideas out there. They might inspire others. Kevin, what's a quick thing that you can share with us on developing a certain attribute that you have found successful?

>> Kevin Nourse: Um, well, I think it goes back to just creating a data collection form, and maybe it's a checklist, every day, you're going to fill it out. Um, you know, how assertive was I today on a scale of 1 to 10, and simply, for two weeks, I'm simply going to collect data about that. You know, we're going to figure out what the current state is, that, you know, something's happening on Mondays and Fridays, I feel very assertive, but Tuesdays, Wednesdays and Thursdays, something's going on. Well, now we're getting more specificity, so I think, you know, um, non-critical, like, it's not about beating yourself up as much as being highly curious about, boy, notice how I lost my voice in that meeting. That's a curious place to be from a growth perspective.

>> Alice Waagen: Excellent. You know, I have found, my example earlier about reality-testing, um, you know, when I'm very passionate about something now, I try to deliberately see the other side, whether that is reading books and articles or listening to people who don't agree with me. You know, listening long enough just to see, okay, that's the counterpoint to my point, and I have found, interestingly enough, that it's taking, it's taken some of the passion out of some of the things that I was before so passionate about, because I'm seeing, well, it isn't a perfect idea, there are some flaws in it. Um, Mary Beth is going to do some cognitive study, reading, journaling. Excellent. Um, Gale is going to do some observation. This is great. Other folks are going to get some more feedback. I just love that idea of data collection. I think that is so hugely important. All right, well, we are at the end of our journey today talking about emotional intelligence, and, you know, we'll close with this statistic, that, you know, some people are seeing emotional intelligence up to four times more important for professional success. I believe that is true. Um, self-awareness of our own and others' emotions, critically important. So, what are we going to challenge you to do after this? We're going to challenge you, you know, share what you've learned today with another person. One of the best ways to learn is to repeat what you've learned to others. Um, start down the road of a personal development plan, definitely, and then continue to collect data by interviewing somebody who you think is an exemplar of this. So, with that, I would like to go ahead and turn the mic back over to Andrea, who can wrap us up for today.

>> Andrea Falzarano: Thank you, Kevin and Alice, and thank you, everyone, for joining us. This webinar is part of a series in ASHA's Leadership Academy. For more information, including information on continuing education credits, visit www.ASHA.org and search Leadership Academy. We also encourage you to join the ASHA Community, focused on leadership topics. Go to ASHA.org and search Leadership Academy. You will find a link to the online community on this page. This concludes the ASHA Leadership Academy webinar on Emotional Intelligence. Good-bye from the ASHA National Office.

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