ASSIGMENTS: 1

1) Write a main Discussion question

Discuss the following case:

Dye, 2017, Chapter 12

Case 12.1

Case Discussion Assignments (25%): Active learning is essential. Students will participate via *Blackboard* in all posted discussion topics. **For each case scenario, students are required to post at least 3 times each week, once by Tuesday of each week stating their initial views and at least 2 more times, by Friday of the week, with a thoughtful reflection commentary after reading the views of classmates. NOTE: Cite the textbook or any references to support your discussions (minimum 2 references APA format)**. Weekly lessons, assigned readings, and your own literature searching each week will be the source of the discussion topics. *Blackboard* participation will be graded for quality of contribution to the topic and professionalism of the response. The professor will not comment on each posting, but may comment to provide direction to the discussion as postings accumulate.

Posting Instructions

- Click the above title **Discussion**.
- Click the **Create Thread** button.
- Include a Subject that reflects the topic of your question.
- Enter your question in the **Message** box.
- Click the **Submit** button.

Case 12.1 Questions

1. How should Rena address the problem with Mike?
2. What do you think triggered Mike's transformation in the past three years?

Exercise 12.1

As mentioned earlier, emotional intelligence may be managed through learning and improving both personal and social competencies. Personal competency includes self-awareness, self-control, and self-motivation. Social competency, meanwhile, includes social awareness, empathy, collaboration, and teamwork.

Go to the website of Consortium for Research on Emotional Intelligence in Organizations (www.eiconsortium.org) and develop a list of the specific leadership behaviors that characterize emotional intelligence. How do these behaviors match up with your own?

2 After finishing the main discussion question, you have to give 2 short responses to two of my classmate's discussions

a. First classmate discussion

Briana Fleming 3 days ago

Week 6 Db

How should Rena address the problem with Mike?

Rena must address the problem with Mike very carefully. One of the most important things that Rena can do is to look for triggers and patterns in Mike's behavior to be able to figure out what is causing these outbursts (O'Hara, 2017). Rena also has to think about her timing and make sure she doesn't catch him in a bad moment (O'Hara, 2017). In addition, Rena needs to be calm and offer some strategic gratitude (O'Hara, 2017). Developing some well-timed gratitude can be important toward neutralizing his anger (O'Hara, 2017). Overall, Rena needs to be situationally aware and provide support to Mike's workers and assure them to not take things personally and to look out for signals like she will (O'Hara, 2017).

What do you think triggered Mike's transformation in the past three years?

I think Mike's low emotional intelligence level triggered his transformation to be a superior that "blows his top off," (Dye, 2017). By Mike not having a high level of emotional intelligence, he showed that he is not able to monitor his own and others' feelings and emotions (Dye, 2017). He may have lost his emotional intelligence due to a lack of energy. Energy is one of the two components of developing emotional intelligence and if Mike got more worn out during the past three years, he may have lost his energy to be a strong leader at his work. The other component is maturity (Dye, 2017). While working for the company for a while, Mike may have lost the ability to grow and change, as well as to interpret signals from coworkers (Dye, 2017). A lack of maturity may have led Mike to lash out at workers and not express gratitude towards them.

References:

Dye, C. (2017). Leadership in Healthcare: Essential Values and Skills, Third Edition (3rd Edition). Health Administration Press. https://bookshelf.vitalsource.com/books/9781567938470

O'Hara, C. (2017). How to deal with a boss who behaves unpredictably. Harvard Business Review. Retrieved October 4, 2021, from https://hbr.org/2016/11/how-to-deal-with-a-boss-who-behaves-unpredictably.

- Example of one short response for this discussion

Anthony Thibeault 2 days ag

RE: Week 6 Db

Hi Briana,

I really enjoyed reading your post this week. I agree that Rena must talk with Mike carefully as she could add to his fire and receive the outbursts she is trying to control. Another thing she could do is try to get him some feedback. Dye (2017) mentions that "emotionally intelligent leaders do not feel threatened by feedback" (p. 192). However, you mention that Mike may have low emotional intelligence, so another option would be sending him on a retreat to try and get him back in touch with his prior aspirations and goals. Dye (2017) states that some people use this time to "reflect on their own strengths and weaknesses and incorporate their abilities into their leadership style" (p. 193). You broke down and explained what emotional intelligence is very well. I look forward to reading your future posts.

Regards,

Anthony

References:

Dye, Carson F. *Leadership in Healthcare: Essential Values and Skills*, Health Administration Press, 2017.

b. Second classmate discussion

Maryam Moughal 3 days ago

Week 6

Rena Shah is the chief of human resources at the hospital where Mike has been the director of facilities. Rena visits former employees of Mike's and it is revealed why they didn't want to continue working with him anymore. Rena should approach the problem with Mike by having a conversation with him. Talking to Mike would give Rena a chance to figure out what Mike has going on and what could cause the sudden decline. She can help him find resources to help if he is struggling with something as well. I believe Mike became mentally and emotionally unavailable whether it is due to stress from outside of work or not. Individuals all have their responsibilities and with that comes along the stress of these responsibilities. The burnout Mike has gone through this could cause him to lose his job, many individuals going through the same thing suffer the consequence of that (Mayo Clinic, 2021). In a workplace, there are resources available for situations like this to help.

Dye, C. (2016). Leadership in Healthcare: Essential Values and Skills, Third Edition (3rd Edition). Health Administration Press. https://bookshelf.vitalsource.com/books/9781567938470

Mayo Foundation for Medical Education and Research. (2021, June 5). *Know the signs of Job Burnout*. Mayo Clinic. Retrieved October 4, 2021, from https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642.

3. Reading Reflection

Week 6: Reading Reflection

Reading Reflections (25%): Students will search the literature, select an article each week, read and write weekly reflections papers, on peer-reviewed interprofessional education or practice research articles, on topics related to weekly discussions. The length of each article reflection paper must be 2-3 pages (12 font, double -spaced, APA style). Turn in these assignments in class on the due date.

FOCUS on Chapter 11 Exercise 11.1 Dye (2017)

Reflection should be focused on Exercise 11.1 Questions in relation to the topic of committment and interprofessional education or practice research articles.

Case 11.1 Questions

1. What does Dori mean? What should she recommend University Hospital do to increase employee and leadership commitment?
2. How might commitment be measured?

Exercise 11.1

Several online articles discuss employee engagement. Choose two of them and develop a presentation that answers the following questions:

1. What are the primary causes of high employee engagement?
2. What is the relationship between an employee's level of engagement and his relationship with his boss?
3. What practices should senior leaders develop to build employee engagement in their organizations?

The online resources on Employee Engagement included at the end of this chapter may be useful for this exercise.

Exercise 11.2

Physician engagement has become a widely discussed topic. Conduct an online search for information about physician engagement, and determine the applicability of the concept of commitment to enhancing physician engagement.

Book Pages

CHAPTER 11

Commitment

One key to more flow in life comes when we align what we do with what we enjoy, as is the case with those fortunate folks whose jobs give them great pleasure.

—Daniel Goleman (2013)

JUDITH D'AMATO AND Bob Graham, both seasoned vice presidents at a large medical center, are talking about Blake Cullen, the newly appointed CEO.

JUDITH. I am amazed at how different she is from the last two CEOs—Larry Orestes specifically.

BOB. Exactly! Larry practically lived here. He worked more hours than anyone did and rarely took a vacation. To his credit, he accomplished a lot. But I can't tell you about a single project that wasn't contentious or that followed the initial agreed-on plan. He hated delegating or having others take the lead. He was exhausting. That's probably why he's not here anymore.

JUDITH. Blake's energy and focus are admirable. She has a thick file for every initiative we have rolled out. She asks questions and pores over material. Despite her packed schedule, she seems to have the time to attend staff events and welcomes people in her office. She's pleasant to be around, and she doesn't intimidate anyone with her skills and high rank.

BOB. Plus, she's so secure with her role that she's not threatened when someone else has better ideas. In fact, she invites and expects us to be part of the process, to do our job. The one thing she strongly demands is that we always keep the mission and vision at the forefront of all our activities.

JUDITH. It's also clear that she has a life outside of the hospital. Did you know she runs marathons with her grown kids? And every summer, she and her family spend two weeks volunteering to rebuild homes and plant trees in a depressed

urban area. One of my nurses told me that. I was inspired.

BOB. That may be one of the major differences between Blake and Larry. She's here because she loves the job and respects the work we do. He was here because he was padding his résumé for the next big move.

EFFECTIVE LEADERSHIP IS a demanding master. It yields not to time. It bends not to excuses. It accepts only commitment.

Commitment is a value that measures the leader's dedication to his profession. Because commitment binds the leader to his work, it generates a strong work ethic, loyalty, pride, productivity, ownership, and even joy.

In exhibit 11.1, several healthcare leaders offer their own definitions of commitment. Some of these definitions use a sports analogy, equating the leader to an athlete and her commitment to an athlete's drive and competitiveness. The primary reason such an analogy is often used is that many leaders view their roles and responsibilities as an athletic event for which they continually train physically, mentally, emotionally, and spiritually.

Exhibit 11.1 Commitment as Defined by Healthcare Executives

- "Getting the job done. You face all the hurdles and finish the race."
- "An attitude of excitement about any problem. Being committed means that you have the chance to fix it."
- "Having a solemn covenant that you will do whatever it takes to fulfill the mission of your organization."
- "The old story of the chicken and the pig. The chicken gave eggs but the pig gave his life. That is true commitment. In some ways, I feel as though I have done the same for the healthcare organizations I have worked for."
- "Giving your all because any race worth running is a race worth winning."

Great leaders simultaneously act as coaches and players, inspiring and guiding others to do well and performing the work themselves. These leaders are also cheerleaders, boosting morale and applauding efforts.

Highly effective leaders do function frequently as coaches, providing guidance, support, and correction. This approach requires a high level of energy and commitment to others. Garman and I describe the competency as mentoring and give specific suggestions on how to mentor (Dye and Garman 2015; see exhibit 11.2).

Exhibit 11.2 How to Mentor

- Understand the career aspirations of your direct reports.
- Work with direct reports to create engaging mentoring plans.
- Support employees in developing their skills.
- Support career development in a nonpossessive way (e.g., know that moving up and moving out are necessary for the career advancement of support staff).
- Find stretch assignments and other delegation opportunities that support skill development.
- Model professional development by advancing your own skills.

Source: Adapted from Dye and Garman (2015).

THE CONCEPT IN PRACTICE

Commitment to the profession is not a given in healthcare, especially in the current environment of high demands but low returns. The following simple strategies help in maintaining commitment.

Stay Focused on the Vision

The organizational vision can serve as a lighthouse and a compass for stewards navigating the choppy waters of healthcare management. It illuminates and points to the path to take. The vision, assuming it was not established arbitrarily and was the result of a careful participative process, takes away the guesswork and indecision about the future state of the organization. Commitment to the cause, so to speak, is easier with this

desired outcome in full view. Great leaders prefer to know where they are going before they even start the journey.

Weigh Work and Life Pursuits

In recent years, the option to work from home has become a sought-after benefit for many workers. Many leaders and managers, however, have been exercising this capability for as long as reports and deadlines have been around. Smartphones, tablets, and laptops have exacerbated this practice, equipping leaders to work before and after business hours and even during vacations. In the twenty-first century, everyone (even those in nonmanagement positions) seems to be overworked, running ragged to keep up with heavy workloads and short turnarounds.

Unfortunately, leaders who are constantly working lose perspective and burn out. They place excessive demands on their staff and have unreasonable expectations. As a result, workplace morale becomes low; many mistakes are made; distrust spreads; productivity suffers; and employees become stressed out, fearful, and difficult to retain and manage. Employees do not even get a respite when overworked bosses are away from the office, as these leaders check in by e-mail or phone.

Another, and most important, casualty of overworking is the executive's personal life. For every high achiever, there is a patient and supportive family member (e.g., spouse, partner, parent, child) who has been overlooked or a personal pursuit (e.g., hobby, advanced degree, creative aspiration, spiritual development) that has been pushed aside. Over the long run, this situation could result in resentment at best and family and social breakdown at worst.

A new school of thought argues that maintaining a work–life balance has become a fallacy in a deadline- and travel-intensive global market. What matters, according to this theory, is the flexibility to respond to both work and life demands and an awareness of the consequences when one is chosen over another. In this sense, work and life are integrated, not separate entities that do not meet. That said, leaders should learn ways to cope with the demands of both work and life with the goal of doing their best at these two components. Exhibit 11.3 offers strategies for maintaining career success without sacrificing personal interests.

Exhibit 11.3 How to Maintain Both Work and Life Pursuits

Minimize meetings. Many meetings are often unnecessary. Before you attend or host one, ask the following questions:

- What is the goal of this meeting?
- Can this goal be achieved without my presence?
- Can this goal be accomplished through other means, including e-mail exchanges or memos?
- What other work could I do if I do not attend this meeting?
- Could I delegate attendance at this meeting to someone else?

Prioritize work and life to-dos. First, write two comprehensive lists—one for work responsibilities, one for personal priorities. Second, categorize items on both lists as urgent (U), important (I), or can wait (CW). Third, assign an order to the items in each category (1 for first to be done, 2 for next, etc.) according to level of importance. Such a priority list serves as a visual reminder and a stress reducer because the items are part of your daily functions, not just weighing on your mind.

Allow for regular downtime. Schedule a block of time every week, for at least two to three hours, to get away from job stressors. Even if you cannot physically leave the workplace and stop all tasks, take time out to tend to low-pressure activities. Some executives take one or two days away from the office every couple of months to regroup. Unplugging from wireless devices or smartphones for at least several hours a day is also a wise move.

Be flexible with time. A tight schedule does not allow for the surprises inherent in healthcare operations. The same is true for personal life. Being flexible does not mean ignoring the calendar altogether, but it does mean having a willingness to accommodate unplanned or unforeseen demands, whether they are work related or home related.

Get regular exercise. Regular physical activity boosts energy levels and helps clear the mind.

Volunteer. Giving back to the community not only improves your reputation but also gives you fresh perspectives. Join the board of a local service organization, participate in fund-raising activities, or perform outreach work for a cause you would like to advance. Volunteering is an ideal activity in which to involve your friends and family.

> The ultimate test of a servant leader's work is whether those served develop toward being more responsible, caring, and competent individuals.
>
> **—Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy (2015)**

Find an Enjoyable Outlet

Healthcare pushes many of its executives to the limit. Many leaders are fatigued and tapped out and want to change careers.

An undertaking that has nothing to do with the field can refresh a leader who is suffering from burnout. It presents opportunities for developing out-of-the-box solutions and stimulates thinking. It also hones teamwork and learning skills, as well as the leader's humility, as she is now a

follower instead of the main person in charge.

Simply spending time with family and friends can be an enjoyable outlet.

Show Initiative

The greatest proof of a leader's commitment is her initiative. Initiative is the drive to chart a new direction with no outside encouragement or command. Some healthcare leaders define initiative as follows:

- "Doing more than is required—going the extra mile."
- "Actively seeking out issues and problems."
- "Being proactive, not reactive."
- "Engaging in positive thinking."
- "Not being a minimalist."
- "Avoiding the negativity of blaming others and acting like a victim of circumstances."

Only by taking the initiative can you follow your own course. As the Spanish poet Antonio Machado (2003, 239) writes, "Traveler, there is no road…. As you walk, you make your own road."

Be Prepared to Make Sacrifices

Leadership expert John C. Maxwell (2007, 198) says, "Sacrifice is a constant in leadership. It is an ongoing process, not a one-time payment." The advice "you must pay your dues" is often given in healthcare, which is primarily hierarchical in structure. As such, the expectation is that those interested in moving up the organizational ladder need to yield to the demands (and politics) of their positions, investing much energy and time in their projects and performing work that no one else opts to do. For example, new health administration program graduates are assigned tasks, such as copying and cold calling, that do not require an advanced degree. Similarly, middle managers are sent out to attend time-consuming, low-level meetings or to handle face-to-face patient complaints. The purpose of these seemingly menial assignments is not to punish the employees but to test their team orientation, "get-to-it-tiveness," and commitment to their careers.

Making sacrifices, however, is not confined to non–senior management staff. Executives are also expected to make concessions for the good of the enterprise or the team. Over time, such sacrifices build up, giving the executive a bank of goodwill that can be drawn on when needed.

In a way, making sacrifices is an American value because it is based on the principle of "hard work merits rewards." The American public generally scoffs at people who rely on their good fortune, not years of honest effort and even failure, to become successful.

> Subordinates often become committed to goals simply by seeing the sincere and enthusiastic commitment of top leadership to them.
>
> **—Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy (2015)**

Think Positively

Positive thinking is a deliberate act, a choice that can be made in the face of negative scenarios. It transforms bad attitudes and victim mentalities, and it overtakes people's tendency to fear the worst. Committed leaders make a conscious decision to think positively and have a good attitude because they want their initiatives to succeed. Even when an effort is, by all indications, going to have less-than-optimal outcomes, committed leaders dwell on the bright side—that is, they look for lessons, instead of mistakes. Mistakes have a negative connotation that makes people wary and defensive. Lessons, on the other hand, focus on improvement and development.

Positive thinking has its share of detractors who contend that it shields us from reality and thus sets us up for disappointment. This pessimistic view, however, may breed bad attitudes that only perpetuate the difficulty of any situation and weaken commitment. Perhaps a more relevant possibility to consider is the one proposed by Collinson (2012, 87), who suggests that "leaders' excessive positivity is often characterized by a reluctance to consider alternative voices, which can leave organizations and societies ill-prepared to deal with unexpected events." He continues to argue that this type of leadership "encourages leaders to believe their own narratives that everything is going well and discourages followers from raising problems or admitting mistakes" (87). However, Mohanty (2014, 61) presents the counterargument: "The leader's attitude tends to spread and affect others drastically. A good leader truly cares about the morale of

the team [and] motivates his team with respect [and] a relentlessly positive attitude. The success of any organization is very much dependent on the leadership attitude. The role of a leader is to inspire people so that they can contribute their best to the organization and also inspire them to become more confident in their work to achieve their personal and group goals, [which] reflects the attitude of a leader."

Exhibit 11.4 provides Gandhi's insight into the power of a positive spirit and its impact on literally all that you will do.

Exhibit 11.4 Positive Attitudes: From Your Thoughts to Your Destiny

Keep your thoughts positive, because your thoughts become your words.

Keep your words positive, because your words become your behavior.

Keep your behavior positive, because your behavior becomes your habits.

Keep your habits positive, because your habits become your values.

Keep your values positive, because your values become your destiny.

—Mahatma Gandhi

Source: Reprinted from Gold (2002).

Be Mindful of Body Language

A leader's body language and facial cues communicate many messages. For example, a leader's frown as he paces the hallway could signal stress, while his warm smile and leisurely walk may represent his approachability. Commitment (or lack thereof) can be displayed through body language as well. Uncrossed arms, eye contact, leaning slightly into the other person, and standing or sitting to be equal in height with that person are just some examples.

Promote Employee Participation and Engagement

As discussed in chapter 10, ensuring staff satisfaction is no longer enough; leaders must also encourage employees to take part in organizational efforts. One way to support engagement is to delegate responsibility to staff.

Many healthcare workers, including managers, are highly reliable and intelligent. They await an opportunity from their superiors to use their skills and judgment on an important initiative. Such an assignment contributes to the employee's sense of commitment to her job and to the organization, not to mention to the processes and outcomes of the project or task.

This manager–worker connection could inspire other involvement, including that of physicians, patients, and families. Employee engagement could increase morale and help in the recruitment and retention of high performers. Exhibit 11.5 enumerates the contributors to employee engagement.

Exhibit 11.5 Organizational Factors That Contribute to Employee Engagement

Excellent organizational reputation. Highly engaged employees are found in organizations known for providing high-quality care and other public services to their community.

Clear job expectations. Highly engaged employees know exactly what their roles, responsibilities, and goals are.

Close relationships with supervisors. Highly engaged employees report to managers who leverage the staff's individual capabilities and meet their professional needs.

Regular feedback. Highly engaged employees receive frequent comments on their individual and team performance for the purpose of learning and improvement.

Recognition and celebration. Highly engaged employees appreciate rewards and celebrations for their efforts.

Career advancement and continuous education. Highly engaged employees are encouraged to pursue educational interests and in-house promotional opportunities.

> The more one's authority and breadth of responsibilities increase, the more control there should be over one's own time and commitments.
>
> **—Ted W. Engstrom and Edward R. Dayton (1984)**

Develop a Strong System of Personal Organization

Being organized is a symbol of being committed. It signals that the leader is always in control of her time, tasks, and priorities, among other things. Such a leader uses all available tools, such as filing systems, calendars or planners, and smartphones. A personal assistant helps the leader manage her schedule.

CONCLUSION

To committed leaders, work is not drudgery or toil; instead, it offers great satisfaction. In the classic book *The 7 Habits of Highly Effective People*, Stephen Covey (2013) lists being proactive as the first habit. According to Covey, being proactive is a function of commitment and work ethic. Now, imagine an organization teeming with proactive workers and leaders, then realize that your organization can become one, too. As the saying goes, "Practice makes perfect."

Self-Evaluation Questions

- ❑ What does commitment mean to me?
- ❑ Am I paying a price for the work I do? Is that price worth the rewards I am receiving? Do I enjoy my work?
- ❑ What does "paying dues" mean to me?
- ❑ If my staff were to describe my facial expressions at work, what would they say?
- ❑ To what degree am I organized? Do I regularly run behind schedule? Do I keep a daily or weekly to-do list and accomplish most, if not all, of it?
- ❑ Consider this quote from Katzenbach and Smith (1993, 105): "Team [members] work hard and enthusiastically. They also play hard and enthusiastically. No one has to ask them to put in extra time; they just do it. No one has to remind them not to delegate jobs to others; again, they just do the work themselves. To outsiders, the energy and enthusiasm levels inside teams are unmistakable and even seductive." To what extent does this description apply to my contributions to the team?

Case and Exercises

Case 11.1

Children's Hospital has a reputation for having the lowest turnover rate among the six hospitals located in the area, despite the fact that its average wages are approximately 10 percent lower than those offered by its competitors. In addition, Children's Hospital has the highest rate of employee engagement. In contrast, University Hospital, which provides the largest compensation and benefit packages in the area, has the highest rate of turnover and the lowest rate of employee engagement.

Dori Shimbuku, a human resources consultant hired by University Hospital to study its recruitment and retention patterns, comes to the conclusion that University employees, including its leaders and managers, lack commitment.

Case 11.1 Questions

1. What does Dori mean? What should she recommend University Hospital do to increase employee and leadership commitment?
2. How might commitment be measured?

Exercise 11.1

Several online articles discuss employee engagement. Choose two of them and develop a presentation that answers the following questions:

1. What are the primary causes of high employee engagement?
2. What is the relationship between an employee's level of engagement and his relationship with his boss?
3. What practices should senior leaders develop to build employee engagement in their organizations?

The online resources on Employee Engagement included at the end of this chapter may be useful for this exercise.

Exercise 11.2

Physician engagement has become a widely discussed topic. Conduct an online search for information about physician engagement, and determine the applicability of the concept of commitment to enhancing physician engagement.

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ONLINE RESOURCES ON EMPLOYEE ENGAGEMENT

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CHAPTER 12

Emotional Intelligence

No matter what leaders set out to do—whether it's creating strategy or mobilizing teams to action—their success depends on how they do it.

—Daniel Goleman, Richard Boyatzis, and Annie McKee (2013)

DURING LUNCH AT an off-site leadership seminar, a group of middle managers from the same health system participates in an open dialogue about the vice presidents in their various hospitals.

KYLA. The strongest of the group is Melissa Varga. Her departments meet budgets year in and year out. Their clinical outcomes are high, and their retention is great. I'd like to work for that vice president.

ANDREW. Well, I do work for her and I wish I didn't. Melissa is an emotional roller coaster. Some days she is calm, and some days she just seems crazed. Behind closed doors, she is not beyond using threats to get us to achieve our goals, but often all that outsiders see is this calm and controlled leader. She's far from that. We're expected to work many hours, and she's always frowning when we take vacation. My business units are all work and no play. We're really stuck with her because she has all the clinical departments reporting to her.

BJ. I heard she throws tantrums. I was going to apply for a job working for her, but someone warned me. I'm glad to work for Mike Randolph. This guy is one cool cucumber. He constantly gets things done and does not get overexcited when things go wrong. He expresses thanks to us and respects our work, so we respect him back. He has very good interpersonal skills and controls his emotions. Even under pressure, he doesn't lose his composure.

KYLA. He sounds like a robot, but better than Melissa, it seems. What's the difference then—they actually both achieve high results?

ANDREW. Both of them are pretty strong execs. I think the difference is emotional

intelligence.

BJ. Well, that's just a catchall phrase without much meaning. What is it, really?

KYLA. It means the person has a good grasp of his or her emotions and feelings and how those are displayed externally. Leadership is not exclusively about getting results. It's getting results without emotional outbursts or allowing anger to take over. Actually, I think there's some pretty good research that shows that emotional intelligence is a legitimate thing.

IN THE LATE 1990s, writer Daniel Goleman popularized the concept of emotional intelligence, setting off further inquiries into the relationship between feelings and intellect. Researchers Peter Salovey and Jack Mayer (1990, 189), two pioneers of emotional intelligence, define the term as follows: "Emotional intelligence [is] the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Emotional intelligence has two components: energy and maturity. Energy (or the spark or zeal for life) refers to the liveliness and stamina with which people approach their work. It keeps leaders fresh and motivated when others have had enough and are ready to give up. Maturity, meanwhile, refers to people's refinement, social graces, tact, capacity to grow and change, and ability to interpret signals from others. It makes leaders aware of signals from others. It reminds leaders to apologize, express gratitude, harbor no ill will, empathize, have a sense of humor, and respect others. Also, maturity keeps leaders poised during times of distress and wise during times of pressure. Although maturity is often associated with old age, it can be learned at a young age.

Emotionally intelligent leaders make every effort to develop their leadership skills, knowledge, and abilities. They also work hard to be aware of their inner emotional selves and the world around them. They are confident and enthusiastic and have self-esteem and a positive attitude. They discern nuances in (and thus are sensitive to) people's words and actions. They are aware of the effect that their (and others') needs, beliefs, motivations, and feelings have on their surroundings. They know how damaging passive-aggressive behaviors and one-upmanship can be in the workplace. They are watchful of situations in which they and others deal with conflict, criticisms, stress, pressure, and difficult people. They use a self-awareness lens, which enables them to see the communication and behavioral patterns that showcase the worst in people, including

themselves.

Simply put, emotionally intelligent leaders have a robust capability for reading people and receiving and giving critical feedback. This ability comes from their firm understanding of their own and others' feelings and the environment in which they operate.

Your first and foremost job as a leader is to take charge of your own energy and then to orchestrate the energy of those around you.

—Peter Drucker (quoted in Mycek 1997)

THE SELF-AWARENESS FACTOR

In the book *Emotional Intelligence at Work*, author Hendrie Weisinger (1998) sets out the following steps to improving emotional intelligence:

1. Develop high self-esteem.
2. Manage your emotions.
3. Motivate yourself.
4. Develop effective command skills.
5. Develop interpersonal expertise.
6. Help others help themselves.

According to Weisinger, self-awareness is the main driver of these steps. Self-awareness is a universal panacea for negativity and enables leaders to

- accept (even anticipate) constructive criticism;
- avoid feeling defensive;
- support those around them;
- be assertive but not aggressive;
- have confidence in their ability to initiate change;
- view scenarios as win–win;
- not be hostile, overbearing, or impatient; and
- take charge of situations.

Conversely, leaders who are not self-aware misinterpret events and others' comments, throw tantrums or act out, and are reactive rather than proactive.

Many executives, because of their high rank, have become so removed from daily operations and workers that they do not even realize how others in the organization perceive them. When in the office, they primarily deal with their direct reports, a group that mainly consists of other senior managers who are likely also isolated from staff. As a result, these executives' workplace reality becomes distorted and their emotional intelligence dulls.

Worse, their self-awareness is based on incomplete information or incorrect assumptions about themselves and others.

THE CONCEPT IN PRACTICE

The following principles can enhance emotional intelligence.

Develop Personal and Social Competence

Experts suggest that emotional intelligence may be managed through learning and improving both personal and social competencies. Personal competency includes self-awareness, self-control, and self-motivation. Social competency, meanwhile, includes social awareness, empathy, collaboration, and teamwork. According to Singh (2010, 41), "An attempt to develop the personal competencies of executives in [an] organization can go a long way to improve their emotional intelligence."

Characteristics of Emotionally Intelligent Leaders

Comfortable and self-aware. They are confident with their skills, goals, and visions but value continuous improvement. Thus, they welcome feedback.

Reflective listener. They show a genuine interest in other people and their ideas. They encourage others to lead discussions or give input. They rarely interrupt, preferring instead to wait their turn.

Nonthreatening and nonintimidating. They are open and approachable. They do not use power to manipulate their followers, and they are aware that the trappings of their high rank are easily misunderstood and could corrupt their reputation.

Available. They avoid appearing constantly busy, as it signals that they do not highly regard the everyday tasks and challenges of employees. They invite others to speak with them directly, and they attend events of great importance to staff.

I saw how the inability to manage emotions and communicate effectively often led to unresolved and repetitive conflicts among staff, low morale, and diminished productivity.

—Hendrie Weisinger (1998)

Seek Feedback

Emotionally intelligent leaders do not feel threatened by feedback, whether from direct discussions or through 360-degree assessment tools. These executives relish the chance to receive ratings and comments from peers, subordinates, and other associates because they understand the role of feedback in their personal and professional development.

Appendix B presents the Emotional Intelligence Evaluation Form, a tool that leaders can use to obtain direct feedback. This instrument works best when there is participation from staff and associates at all levels of the organization so that a comprehensive result can be generated. To ensure the confidentiality of the feedback, participants are discouraged from sharing their comments. Ideally, a neutral third party should administer the tool, collate comments, and provide a full report to the leader being evaluated.

Set a Personal Path and Follow It

Many individuals—leaders included—possess little sense of personal direction, especially when they get caught up in the busyness of daily operations. These leaders may be effective in establishing and monitoring organizational objectives, but they may fall short when managing their own careers.

Emotionally intelligent leaders, in contrast, frequently take stock of where they have been and what they have accomplished. They know their long-term and short-term personal goals and seek to work in organizations that provide opportunities for fulfilling those goals. In other words, they look for fit between their personal mission and the organization's mission so that both entities can benefit from the union. For example, an individual who intends to make a difference in the public health system is not served well by working in a large for-profit. Some emotionally intelligent leaders weigh their career options by occasionally interviewing for open positions

even when they do not intend to leave their jobs. This exercise allows them to compare their skills and accomplishments with current standards and expectations.

Leaders who are not attuned to their personal intentions or path can more easily get derailed by the unceasing demands of healthcare management.

View Annual Retreats as a Time for Self-Reflection

Most members of religious orders and some laypersons often take religious retreats. These are planned getaways, lasting a few days to a week, that focus on intense introspection. Although these retreats are intended to reconnect participants with their original aspirations, some people go a step further: They reflect on their own strengths and weaknesses and incorporate their abilities into their leadership style. One nun admits to designing a succession plan while on a retreat.

Get a Coach

Executive or leadership coaching has become one of the fastest-growing areas of consulting, as leaders have realized the benefits of having a neutral adviser. These coaches can assess current behavior, management style, and performance; offer unbiased feedback; and teach practical skills for improvement and for managing perceptions. In addition, coaches are helpful in establishing a clear career vision or direction. Large numbers of physician leaders, in particular, use leadership coaches. Winters (2013) reports that they "feel underqualified to lead," so they seek coaches to understand leadership and emotional intelligence issues more keenly.

Many emotionally intelligent leaders rely on their coaches, with whom they discuss private details of their jobs and from whom they seek counsel. The book *Exceptional Leadership* (Dye and Garman 2015, 195–203) presents an entire chapter on how to use executive coaches. Several coaching websites also offer information on this topic—see, for example, www.theexecutivecoachingforum.com and www.coachnet.com.

Manage Your Emotions

Managing emotions is not the same as lacking emotions. In this era of social media—when sharing personal information, opinions, and reactions has become routine practice for anyone with an account—it is easy to assume that those who maintain composure have no feelings or are "robots." Emotionally intelligent people do, in fact, have a lot of emotions—only they tend to show more positive feelings (e.g., optimism, sympathy, confidence), rather than negative ones (e.g., defeat, anger, vengeance). Most important, they *manage* their emotions.

Emotionally intelligent leaders know that positive messages are influential, inspiring followers and keeping them enthused about initiatives, even the difficult ones. Negative emotions, on the other hand, are not motivational. They instill fear and anxiety, and they could erode trust and respect.

Executives do reach points at which their frustrations take over—a natural occurrence in management. Over time, these emotional outbursts could devolve into an angry personality that the person is not able to discern in himself. Cursing, shouting, name-calling, chronic complaining, and impatience are some signs of poor emotional control. Weisinger (1998) notes that physiological changes can be observed in people who "lose their cool," including heart palpitations, perspiration, and rapid respiration.

Although emotions are a natural response to everyday stimuli, they can become detrimental in the workplace if they are not appropriately displayed. Leaders should watch out for their personal emotional triggers (and the responses described by Weisinger) in an effort to slow down or transform their reactions.

> Emotional competence is particularly central to leadership…. Interpersonal ineptitude in leaders lowers everyone's performance: It wastes time, creates acrimony, corrodes motivation and commitment, builds hostility and apathy.
>
> **—Daniel Goleman (1998)**

Expect Setbacks

Leaders respond to setbacks differently. Because they are more optimistic, emotionally intelligent leaders cope well with challenges. Some of these leaders take a mental or physical break from the activity and return with renewed commitment, while others view setbacks as a personal test they

must pass. To better deal with setbacks, one CEO carries around a laminated card with the following message:

You will get knocked down at times.
You will taste dirt occasionally.
But it is through this process that
You will better enjoy the return to the air above.

Maintain Physical and Mental Health

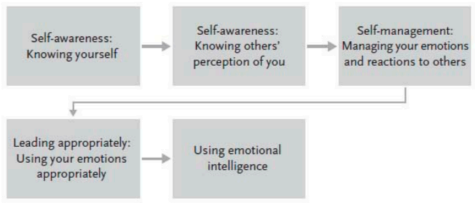
Healthcare delivery is physically and mentally exhausting work, even for those who do not provide direct care. As such, healthcare leaders must maintain their health, which enables them to be of service to their staff and patients. Appropriate amounts of rest, sleep, and exercise and a balanced diet go a long way toward wellness. A regular visit to the doctor, vacations or time off, and a stress-decreasing routine also help.

The point is that leaders who are too tired or too physically and mentally rundown are ineffective, negative, and short-tempered. They are not approachable, and they behave unpredictably, to the detriment of the employees and the organization. Emotional intelligence cannot be developed and sustained in an unhealthy mind and body.

View Everything Holistically

Highly effective leaders know that life has ups and downs, and that, as leaders, they will likely have more ups and downs than other workers do. Maintaining perspective and seeing the whole picture, however, helps them manage emotions. Exhibit 12.1 shows how this flows.

Exhibit 12.1 Flow of Holistic Thinking



CONCLUSION

Emotional intelligence is more critical today given that the command-and-control style of leadership is no longer the norm. More and more leaders understand that they have to earn—not expect—respect and trust. Being emotionally intelligent is one way to practice this understanding. Emotionally intelligent leaders do not use their power to gain an advantage over others; are aware of their intentions, accomplishments, and shortcomings; manage their emotions; and welcome feedback. This level of maturity requires a lot of work, something that an emotionally intelligent leader puts in every day.

Self-Evaluation Questions

- ❑ How isolated have I become from direct personal feedback?
- ❑ How well do I know myself?
- ❑ Would others say that I am plagued by frequent bouts of emotional inconsistency, such as outbursts of anger, hostility, or antagonism?
- ❑ How do I manage my emotions?

Case and Exercise

Case 12.1

Mike Sebastian has been the director of facilities for more than 30 years. Up until the past three years, the facilities department had low turnover. Today, however, the turnover rate is 30 percent, causing concern for Rena Shah, the chief human resources officer at the hospital.

To understand the problem, Rena pays a visit to several of Mike's former employees.

FIRST WORKER. I retired because of him. I couldn't take the constant panic he gave me. He wasn't that bad when he first started—a little temperamental but nothing to complain about. But he changed a lot in my last years there. He would blow his top when he found out something was not done or someone made a complaint about us. It was hard to live with.

SECOND WORKER. I quit six months after he hired me. Mike was a screamer. People outside the department didn't know because he seemed great with everyone else. Behind closed doors, though, he could dress you down. No job was worth that. Even though I needed the money and was really looking forward to being eligible for the pension plan, I decided to leave for my own peace of mind.

THIRD WORKER. Forget about talking to him! He would never listen. He's old school. He thinks it's his way or the highway. I once tried to reason with him to calm down the situation, but he fired me. And I put in the best years of my life in that job. With all due respect, Ms. Shah, you should give him the boot and give him a taste of his own medicine.

Case 12.1 Questions

1. How should Rena address the problem with Mike?
2. What do you think triggered Mike's transformation in the past three years?

Exercise 12.1

As mentioned earlier, emotional intelligence may be managed through learning and improving both personal and social competencies. Personal competency includes self-awareness, self-control, and self-motivation. Social competency, meanwhile, includes social awareness, empathy, collaboration, and teamwork.

Go to the website of Consortium for Research on Emotional Intelligence in Organizations (www.eiconsortium.org) and develop a list of the specific leadership behaviors that characterize emotional intelligence. How do these behaviors match up with your own?

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