CONCERN is a part of the Corporate Health division of the TriHealth Healthcare System. We provide a range of services, including assessment, referral, short-term counseling, crisis intervention, work/life services, management consultation, individualized parent and lifestyle coaching, and absence management.

TRAINING GOALS:
- Defining emotional intelligence and why it is important
- Describing the 4 Dimensions of Emotional Intelligence
- Discussing methods to building a stronger emotional intelligence
- Teaching how to apply emotional intelligence to a supervisor’s skills, including nurturing relationships, earning trust, flexibility, giving feedback, motivating employees, and managing change
EMOTIONAL INTELLIGENCE

• Proposes that the ability to manage our feelings is more a predictor of job success than the ability to utilize our intelligence
• The ability to understand our emotions, and the emotional make-up of others, and to use this insight to manage and regulate our own emotions and work with others
• Emotional intelligence is an essential skill for all employees and all supervisors to be successful

EMOTIONAL INTELLIGENCE AND SUPERVISORS

• Emotional intelligence is essential to the tasks of a supervisor.
• Supervisors who have essential emotional intelligence skills have more productive satisfied teams.
• Those supervisors who are evaluated as ineffective lack key qualities of emotional intelligence.
• Emotional intelligence aids a Supervisor in key tasks such as developing a working relationship with employees, facilitating teamwork, motivating employees, helping employees cope with workplace change.

THE FOUR DIMENSIONS OF EMOTIONAL INTELLIGENCE

PERSONAL COMPETENCE
- SELF AWARENESS
- SELF MANAGEMENT

SOCIAL COMPETENCE
- SOCIAL AWARENESS
- SOCIAL MANAGEMENT
1. SELF-AWARENESS

- Understanding our internal feelings and thinking states, and their effects on our reactions
- Having a strong sense of our own worth and capabilities
- Understanding our own limitations and sensitivities
- Knowing when to rethink our first reactions, and when to tap into and trust our “gut reactions”
- Having a healthy set of professional values
- Having a good knowledge of leadership principles

SELF-AWARENESS FOR SUPERVISORS

- What parts of your responsibilities are you most competent at?
- What parts of your responsibilities are your largest challenge?
- What situations frustrate you the most?
- What situations “trigger” your strongest emotions?
- What is the most comfortable part of the job for you?
- How do you match your behavior as a supervisor with your personal beliefs?
- How do you fit into the workplace political structure?

2. SELF-MANAGEMENT

- Self-Management is the higher level of emotional intelligence.
- It is the act of utilizing the insight about our feelings to guide our thinking and our actions.
- It is based on the belief that we can’t choose the feelings that emerge from us, but we can influence how long and intensely we experience them, and what actions we take as a result.
- It includes the skills of impulse control, stress management, and optimism.
IMPULSE CONTROL

• There are times when expressing the natural reaction to an event would make the situation worse
• Supervisors learn to “catch” their emotions and redirect them, for the better interest of the workplace, and the employees being supervised
• This includes giving themselves healthier messages, through reframing, and affirmations.
• It is still important for the Supervisor to have a healthy outlet for their emotions, with a knowledge of the appropriate setting to express those feelings.

SUPERVISORS LEARN TO

• Set the tone at work by the attitude & behaviors they convey to others
• Change their inner self-talk
• Differentiate between having a feeling and doing something about it.
• Problem-solve first, then deal with their feelings later
• Before expressing a feeling, think if it would be helpful, then deciding to either express or delay it for a more appropriate time.
• Carefully choosing who and where to express their own opinions, and when to be diplomatically silent.

COPING WITH STRESS

• Knowing when you’re experiencing pressure, stress, and frustration
• Having a certain amount of tolerance for stress and frustration
• When upset, walk away and give yourself a “waiting period” before you react.
• Vent your feelings to a supportive person, Creating a boundary between personal challenges and workplace challenges
• Use humor to help you cope.
OPTIMISM

- Being able to set goals, and help others work towards those goals with intensity and persistence.
- Trying to see situations in proportion and in perspective
- The ability to mentally transform obstacles into temporary challenges
- Visualizing what you want rather than what you fear
- Role modeling patience
- Able to inspire others to persist and not lose patience

3. SOCIAL AWARENESS

- Bringing our ability to understand emotions to the other people in our lives
- It is an essential skill, because emotions play a role in every human interaction.
- Taking an active interest in a variety of people, including their emotions, interests and concerns.
- It includes the ability to read another person’s facial expressions, voice and other non-verbal signals in order to better understand their feelings.
- It also means understanding the political relationships within the organization.

THE EMPATHIC SUPERVISOR

- Knows and accepts each employee’s strengths and weaknesses
- Recognizes the employee’s current emotional state
- Considers employees’ feelings in decision-making
- Believes in the employee’s potential
- Understands the formal and informal network of a company
- Takes the time to listen to the concerns of others and take a real interest in their lives
4. RELATIONSHIP MANAGEMENT

• Managing relationships is where the first 3 skills of emotional intelligence come together.
• Our social interaction skills are essential to relationship-building, an essential supervisor skill.
• When we’re attuned to our own emotions, and those of others, then we approach relationships authentically.
• Relationships are important to emotional wellness, but are also essential to being an effective supervisor.
• Relationship management includes the skills of nurturing relationships with employees, earning trust, flexibility, giving feedback, motivating employees, and managing change.

NURTURING WORKPLACE RELATIONSHIPS

• Staying active and involved in the workplace
• Being familiar with the type of work the employees do
• Interacting in an informal way with employees on a regular basis
• Show an active interest in each employee’s viewpoint
• Believing in each employee’s potential
• Showing appreciation for good work, and giving any necessary criticism in private
• Being tactful and specific about things that need improving

EARNING EMPLOYEE TRUST

• Trust is an essential ingredient to leadership.
• The supervisor will be perceived as the attitude and beliefs they convey to others.
• The trust-building skills are those interpersonal skills that develop a relationship with the employee, but also role model integrity.
• Trust takes time to develop, and reaches different levels.
FLEXIBILITY WITH SUPERVISION STYLES

- Supervisors need to employ a variety of leadership styles, and utilize the one that best fits the situation
  - Coercive – Takes charge by ordering and creating fear
  - Authoritative – Takes charge by inspiring others
  - Affiliative – Promotes harmony and teamwork
  - Democratic – Employees are actively involved in the decision-making process
  - Pacesetting – Leading by example
  - Coaching – Encouraging the professional development of employees

GIVING CONSTRUCTIVE FEEDBACK

- Needs to occur in a timely manner
- Needs to be direct, and come across as non-critical
- Focuses on one behavior at a time
- Needs to view mistakes as learning opportunities
- Needs to keep in mind that criticism is difficult for any individual to hear
- Needs to consider the verbal and non-verbal ways of communicating

MOTIVATING EMPLOYEES

- Motivation is the act that translates the vision into action
- The supervisor needs to be able to persuade, influence, and encourage employees in pursuit of the purpose
- Creates conditions where people can motivate themselves
- Keeps in mind that motivation is very personal, and answers the question: “What’s in it for me?”
- Good motivation strategies is action-oriented and engages the employee’s emotions.
LEADERS CAN MOTIVATE BY:

- Talking to employees
- Testing a technique in the workplace
- Get feedback from employees
- Be on the lookout for signs of flagging motivation
- When all else fails, “thank you,” in words or actions, almost always works

MANAGING CHANGE

- Communicate the new vision well
- Role model desired behaviors
- Create a guiding coalition
- Anchor changes firmly in the culture
- Address any complacency
- Address obstacles
- Create short-term wins
- Accept that there will be setbacks

AS WE CONTINUE IMPROVING OUR EMOTIONAL INTELLIGENCE, WE ARE BETTER ABLE IMPROVE OUR ABILITY TO MAKE A DIFFERENCE WITH THE EMPLOYEES.