



Empowering Tomorrow's Workforce

New opportunities and strategies to tackle the workforce challenges encountered by community behavioral health providers.

TAMHO 2023 Annual Conference and Awards and Recognition Ceremony

December 5-6, 2023

Embassy Suites by Hilton Nashville SE Murfreesboro
Murfreesboro, Tennessee



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New opportunities and strategies to tackle the workforce challenges encountered by community behavioral health providers.

GENERAL SESSION



Emotional Intelligence as a Basis for Workforce Recruitment and Retention




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Empowering Tomorrow's Workforce


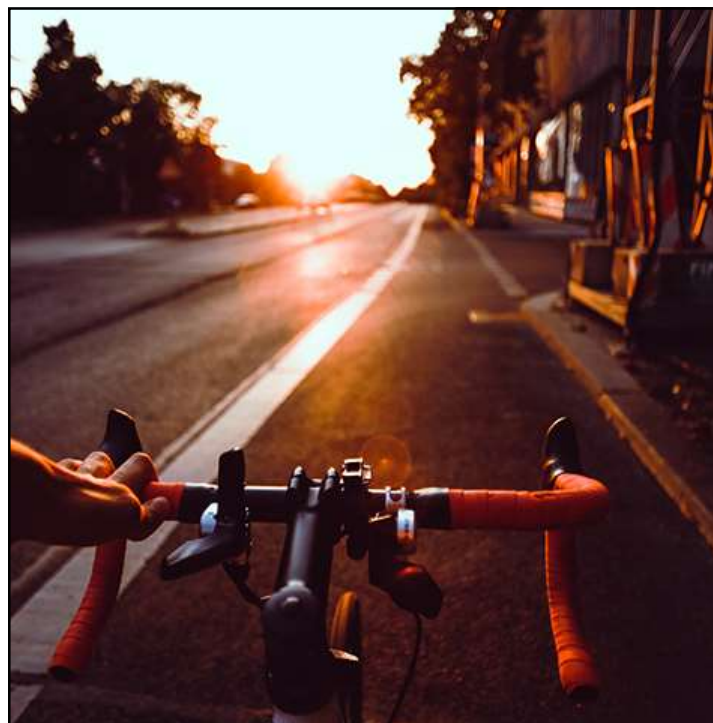
New opportunities and strategies to tackle the workforce challenges encountered by community behavioral health providers.



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Jennifer Hodgson, LMFT
Principle, HMA, Nashville, TN



Emotional Intelligence as a Basis for Workforce Recruitment and Retention

PRESENTED BY:
Jennifer Hodgson, PhD, LMFT
Principal
Health Management Associates

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SESSION GOALS

- Explore components of emotional intelligence and how it impacts our relationships
- Identify strategies for engaging and retaining your workplace talent using emotional intelligence strategies
- Empower participant leaders to self-examine their personal styles surrounding emotional intelligence and opportunities for growth and create action plans

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OBJECTIVE 1

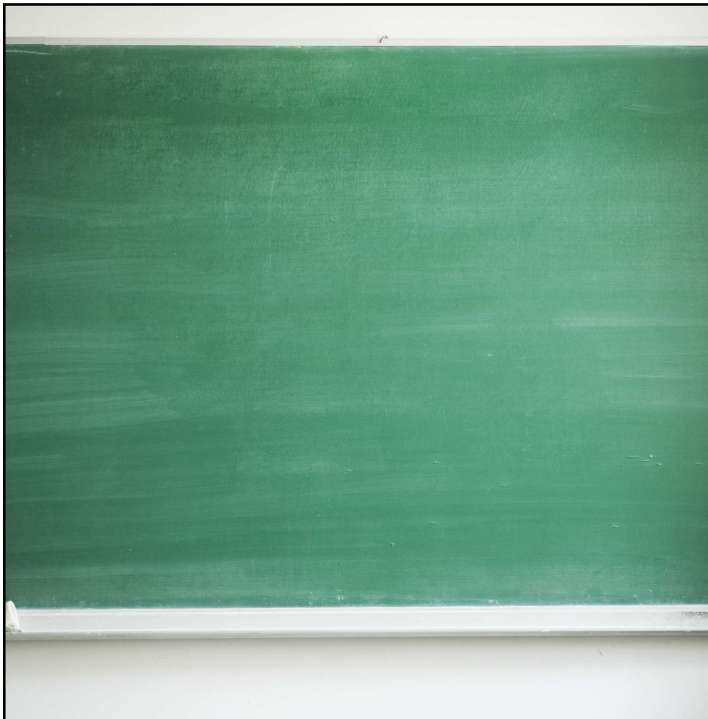
What is Emotional Intelligence?

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FUNDAMENTALS OF EMOTIONAL INTELLIGENCE

The theory of emotional intelligence was introduced by Peter Salovey and John D. Mayer in the 1990s, and further developed and brought to the lay public by Daniel Goleman.

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HMA

What does an emotionally intelligent person do exceptionally well?

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TABLE TOP EXERCISE



- »» Every team member gets a sticky note pad and a sharpie.
- »» Take 5 moments to write down as many unique emotions as possible.
- »» Each emotion gets its own sticky note.
- »» No duplicates....if you find a duplicate stack it on top of the other.

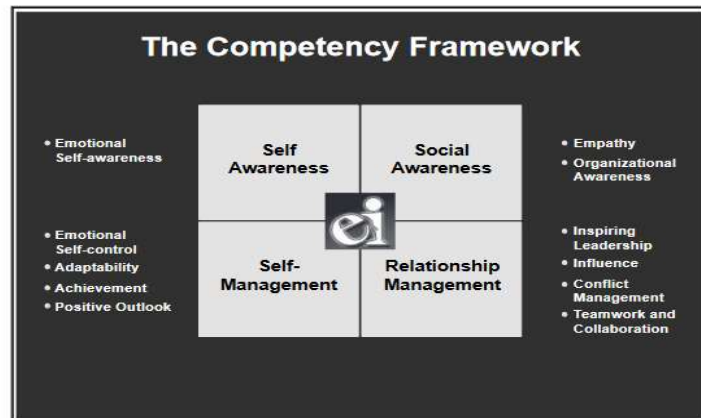
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WHAT IS AN EMOTIONALLY INTELLIGENT PERSON?

- »» Are highly conscious of their own emotional states.
- »» Able to identify and understand feelings and can name and manage them well.
- »» Has higher self-confidence and are more realistic about themselves.
- »» Able to emotionally regulate to reduce how intense the emotion feels.
- »» Able to recognize and understand the emotions of others, a skill tied to empathy.
- »» Can hear and understand another person's point of view clearly.
- »» Manage tasks and problem-solve obstacles well.
- »» Focus on message and intended recipient, adjusting delivery to each person's unique processing capabilities.

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THE COMPETENCY FRAMEWORK



Most elements of every emotional intelligence model fit within these four generic domains: self-awareness, self-management, social awareness, and relationship management. Based on each of these core abilities are learned workplace competencies that distinguish the most successful leaders.

(Goleman, 2011)

EMOTIONAL INTELLIGENCE SELF-ASSESSMENT TOOL

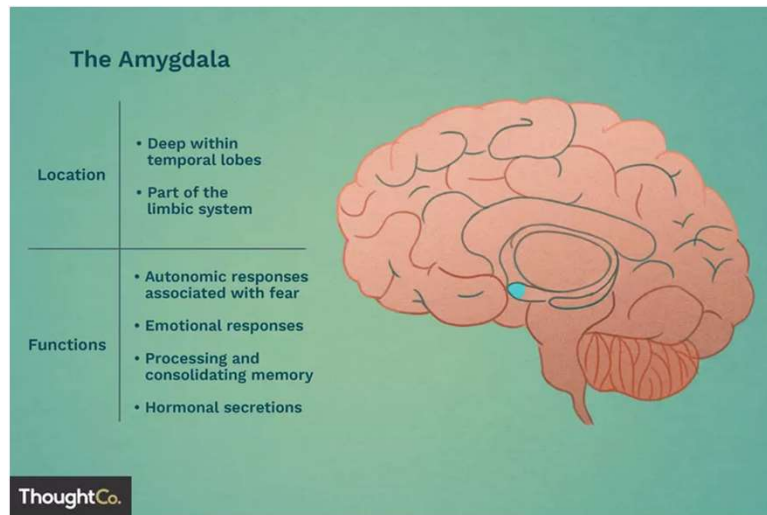
Free confidential online Emotional Intelligence Self-Assessment Tool (10 minutes):

(<https://www.workplacestrategiesformentalhealth.com/resources/emotional-intelligence-self-assessment>)

Dr. Joti Samra and Mary Ann Baynton of "My Workplace Health Workplace Strategies team 2007-2021"

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Where do emotions come from?



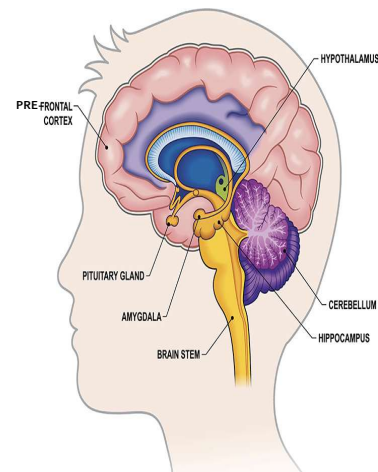
<https://www.thoughtco.com/amygdala-anatomy-373211>

Stress and the Brain

Sometimes, what looks like out-of-control behavior... is a trauma response.

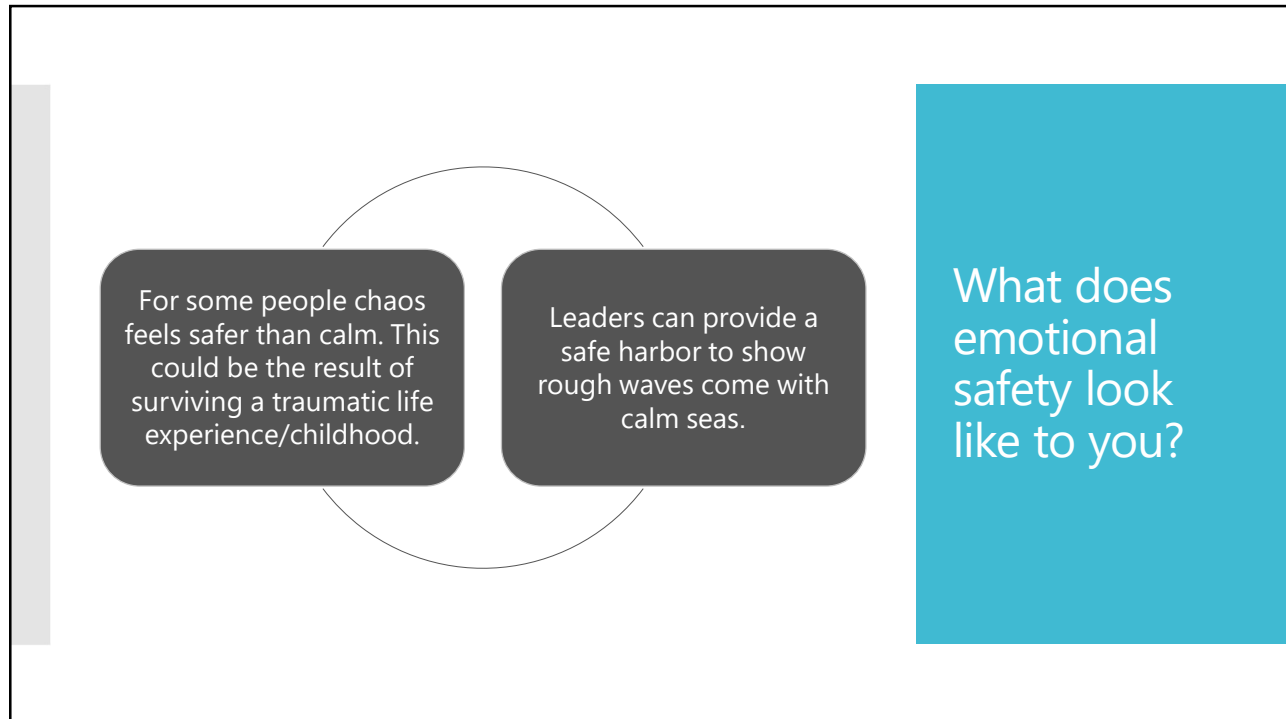
Recognize during crisis, an individual may be in a state of a stress/trauma response: flight, flight, freeze or fawn

- Pre-Frontal Cortex is knocked offline, so you are unable to think through situations
- Amygdala restricts blood flow to the prefrontal cortex decreasing common sense and decision-making skills and activating the stress response
- It can take the chemical activating the amygdala response 6 seconds to dissipate (point of intervention)



Guy-Evans, O. (2021, Nov 05). *Amygdala Hijack and the Fight or Flight Response.*

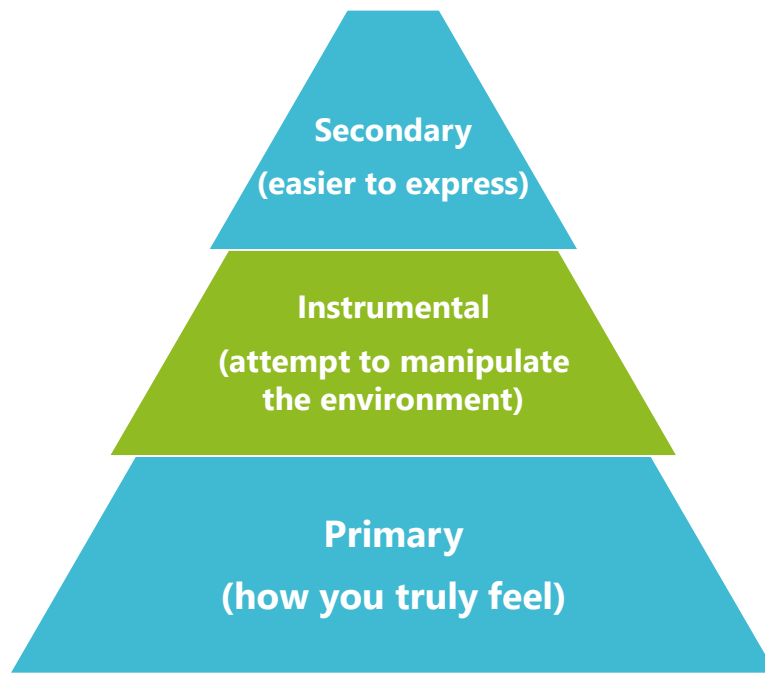
To make your best decisions you want to get out of your stress response state and operate from your place of strength and calm



Self-Awareness

- Can label your primary, secondary, and instrumental emotions.
 - Know how your emotions affect the people around you.
 - Candid and authentic
 - Able to speak openly about their emotions or with conviction about their guiding vision
 - Relate, work, and behave with humility
 - Self-confident and self-assured
- **Take leadership inventories (e.g., DISC, True Colors) where you gain insight into your areas of strength and growth and how they impact and are impacted by others.

Emotions have layers



Self-Regulation (self-management)

- Maintain self-control and a non-reactive state
- Flexible and accountable
- Transparent
- Admit mistakes or faults
- Confront unethical behavior in others rather than turn a blind eye
- Adaptable- can juggle multiple demands without losing energy or focus
- Comfortable with inevitable ambiguities of organizational life
- Take initiative

Motivation (relationship management)

Be a self-motivated leader
Work consistently toward your goals
Have high standards for the quality of your work
Find out what helps motivate your team members



Empathy (social awareness)

- Put yourself in someone's position (to the best of your ability)
- Pay attention to body language
- Validate feelings and thoughts of others
- Understand others' perspectives before offering direction, advice, or support



Social-Skills (relationship management)

Compilation of all the other components of emotional intelligence

Good at motivating others

Good at managing change and resolving conflicts

Willing to do whatever work is needed to show support and accountability to the outcome

Support healthy triangles in the workplace



OBJECTIVE 2

Benefits of emotionally intelligent leadership

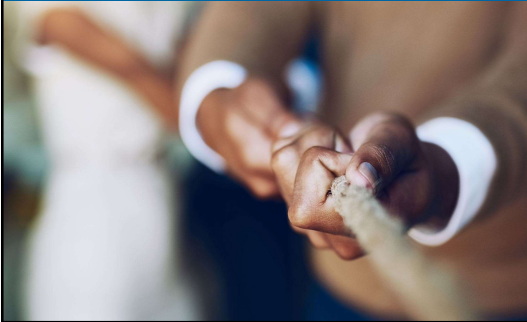
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5 BENEFITS OF EMOTIONAL INTELLIGENCE IN LEADERSHIP

Emotional intelligence is the most important ingredient contributing to increase moral, cooperation, teamwork, motivation, and a positive work environment. (Strickland, 2000)

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BENEFIT 1: REDUCES RESISTANCE



- » Emotionally intelligent leaders do not quit when they encounter resistance but employ the emotional skills to overcome it.
- » Reasons for the reluctance or resistance to participate in the change efforts can range from threats to identity, competency/skills or the lack of self-confidence, fear of the unknown future, and losing something valuable (deJager, 2001; Issah et al., 2018; Kirkpatrick, 1985)

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BENEFIT 2: BUILDS TRUST

Leaders who use emotional information to build trust and secure cooperation, display empathy to employees, social awareness, develop collaboration, understand the loss that people experience during the change process and display their skills in addressing issues and solving problems (Moore, 2009).

Evidence in the literature suggests that leaders' failure to restructure and redesign is a valuable indicator of the extent to which most leaders are ill equipped to address emotional challenges and conflicts emanating from change. (Moore, 2009)



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BENEFIT 3: BUILD INTEGRITY

Leaders competent in self-regulation build integrity that can inspire followers to believe and trust in the leadership to do the right thing.

(Goleman, 2004)

BENEFIT 4: THEY ARE THEMSELVES WILLING TO CHANGE

- » Emotionally intelligent leaders demonstrate a willingness and ability to change.
- » Leaders cannot expect others to change if they themselves are not willing to change. By displaying adaptability, self-confidence, innovation, and initiative and by serving as change catalysts.

Boyatzis, Goleman, & Rhee, 2000; Issah, 2018

BENEFIT 5: BETTER OUTCOMES (PART 1)

- » EI is a good predictor of leadership potential (Higgs & Aitkin, 2003)
- » Those with EI were better transformative leaders (Mandell & Pherwani, 2003)
- » Better performers on tasks and with conflict resolution (Jordan & Troth, 2004)
- » Higher levels of leadership ability not explained by personality nor cognitive ability (Rosete & Ciarrochi, 2005)

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BENEFIT 5: BETTER OUTCOMES (PART 2)

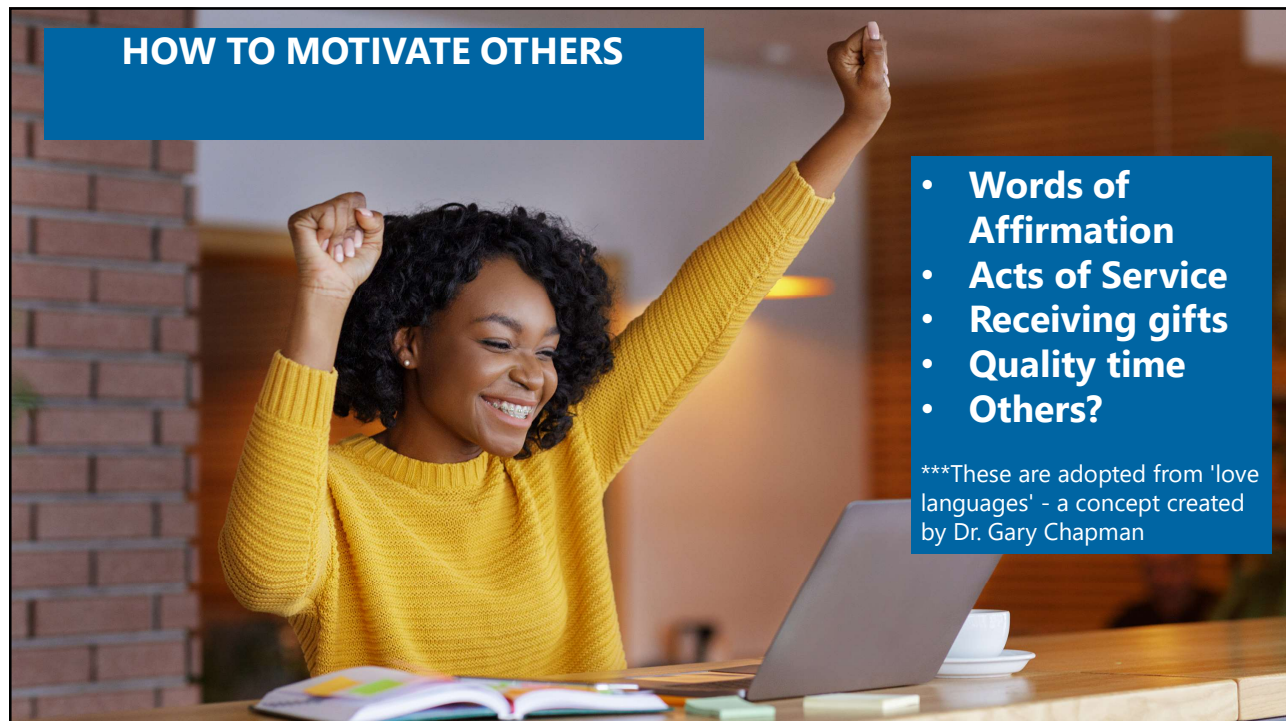
- » Employees were more creative when their team leaders possessed self-control against criticism and were more empathetic (Riggio & Lee, 2007)
- » Systematic review of school personnel found emotional intelligence is key for effective leadership and that the most commonly used skills/competences are self-awareness, self-management and empathy (Gomez-Leal et al., 2021)
- » Higher EI is likely related to improved clinical reasoning, and contributes to more effective stress management (Toriello et al., 2022)
- » Mixed viewpoints on EI and effectiveness and more work needs to be done on how it relates to personality, social skills, and general intelligence

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OBJECTIVE 2

Strategies for engaging and retaining your workplace talent using emotional intelligence strategies

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A woman with dark curly hair, wearing a bright yellow sweater, is sitting at a desk. She has her arms raised in a celebratory gesture, smiling broadly. On the desk in front of her is a laptop, an open notebook, and a white coffee cup on a saucer. The background shows a brick wall and a window with warm lighting.

HOW TO MOTIVATE OTHERS

- **Words of Affirmation**
- **Acts of Service**
- **Receiving gifts**
- **Quality time**
- **Others?**

***These are adopted from 'love languages' - a concept created by Dr. Gary Chapman

**BE THE CALM
IN THE
CHAOS**



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**Certain emotions
can be a signal of
the absence of a
need being met
by self, other, or
system**

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DISCONNECTION TAX

» Most people pay the disconnection tax without even thinking about it!

It is the real cost of burnout!

What is your response to this video?

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SETTING THE FRAME FOR A SUCCESSFUL EI CONVERSATION

Remain calm...wait to schedule it when you are

Stay in process vs content conversation- "What would be a way we could talk about this that would feel productive and safe to you?"

Come from a place of wanting to understand- "Help me understand more about...."

Focus on shared interests, commonalities – "We both want what is best for the project. Is there an idea that we have not considered that could address both of our concerns?"

Use empathy skills – "I can see that my approach on this has left you feeling unappreciated" or "I can see it was not easy sharing these things, but I am grateful you did."

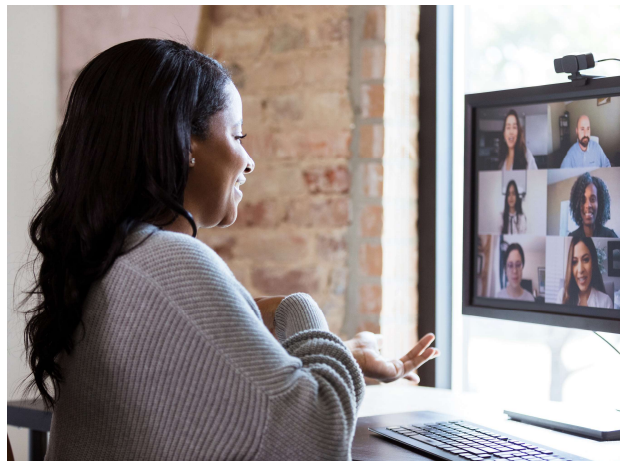
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HOW TO SHOW EMPATHY

- » Use reflective listening skills
- » Use silence, give your time
- » Ask open ended questions
 - » Tell me more...
 - » How are you doing with this news?
 - » I know this is not what you hoped for...
 - » This is really awful. What can we do to best support you?
 - » I know you really wanted this to go differently. What can be learned from how it went?
- » Use "I" statements
- » Follow-up
- » Engage in a service-learning activity (on your own time, that you schedule, and that few will know who you are while doing it)

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HAVE CONVERSATIONS ABOUT EACH TEAM MEMBER'S VALUE TO THE SYSTEM (WITH THEM).



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HELP OTHERS
TO READ AND
IDENTIFY
EMOTIONS
AND TAKE
BEHAVIORAL
ACTION STEPS
AS A RESULT



Research tells us that we are healthier when we communicate what we need, invest in relationships, and are part of a well-functioning team.

The Speaker/Listener Technique

Use "I" Statements

Rules for *Speaker*:

- Speak for yourself. Don't mind read!
- Don't go on and on.
- Stop and let the listener paraphrase.

Rules for *Listener*:

- Paraphrase what you hear.
- Don't rebut. Focus on what the speaker is say

Rules for *Both*:

- The speaker has the floor.
- Speaker keeps the floor while the listener paraphrases.
- Share the floor.

GOAL: To listen and be heard

Stanley et al., 1997

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Other peoples' emotions may be activating for us in good and unfavorable ways.



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HOW TO GROW YOUR EMOTIONAL INTELLIGENCE QUOTIENT

- Learn conflict resolution skills
- Grow in your communication skills
- Learn to praise others
- Perceive and understand your own and others' emotions

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BUILDING A STAIRCASE TO A HEALTHY EMOTIONAL WORKPLACE

The diagram is a circular flow of 10 steps, each in a colored box, connected by a light pink arrow that forms a circle. The steps are:

- Listen and validate!
- Extrinsic vs intrinsic motivation
- Find out what they value to establish a meaningful connection
- Say thank you
- Give them the "why"
- Create a culture of opportunity
- Set clear expectations
- Uncover hidden talents
- Praise mistakes
- Modeling

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OBJECTIVE 3

Self-examination, emotional intelligence, and opportunities for growth

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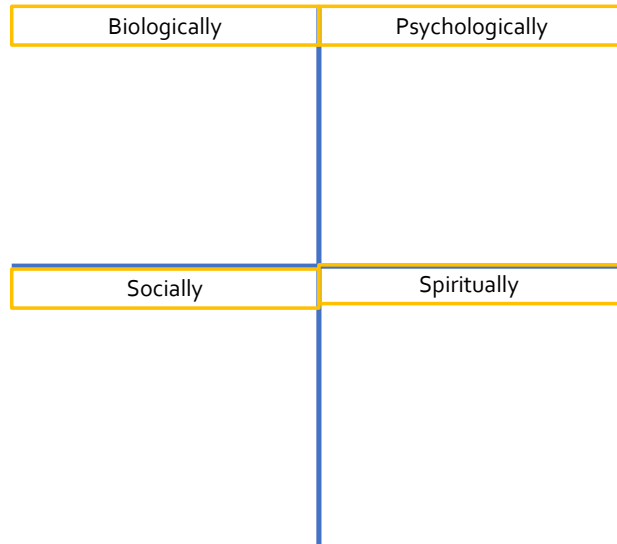
HOW TO SELF-REGULATE

- » Know your values
- » Hold yourself accountable
- » Practice being calm
- » Stay in control of their emotions
- » Leaders who regulate rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values.

<https://cpb-us-e1.wpmucdn.com/blogs.rice.edu/dist/9/4679/files/2017/04/Emotional-Intelligence-in-Leadership-mindtools.com-1851pge.pdf>

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BIOLOGICAL, PSYCHOLOGICAL, SOCIAL, AND SPIRITUAL AWARENESS ACTIVITY



PROMPT: What are the ways STRESS shows up in my body and in my life?

HOW TO DEAL WITH OUR FEELINGS AT WORK

| | | |
|--|---|---|
| <p>Frustration</p> <ul style="list-style-type: none"> • Respond when calm vs. React when activated • Look at all sides (good and bad) • Patterns (present and past) | <p>Worry/Anxious</p> <ul style="list-style-type: none"> • Refrain from only listening to people who are in the same state • Mindfulness activities • Brainstorm ways to improve the situation | <p>Anger/Aggravation</p> <ul style="list-style-type: none"> • Recognize your signs (physical, cognitive, emotional, behavioral) and cut it off early • Take a time out • Imagine how it will play out if you engage your anger at this moment |
| <p>Dislike</p> <ul style="list-style-type: none"> • Professionally engage when have to interact • Stand up for yourself calmly (assertive) • Try to find common ground | <p>Disappoint/Unhappy</p> <ul style="list-style-type: none"> • Try not to focus on the negatives only • Adjust your goal | <p>Surprised</p> <ul style="list-style-type: none"> • Go along with it in public but talk to the person in private • Use "I" statements to express confusion |

HOW DO YOU SELF REGULATE?



DIAPHRAGMATIC BREATHING



- » Breathe in through the nose to the count of 4
- » Hold for the count of 4
- » Breathe out through the mouth to the count of 4
- » Hold for the count of 4

- » Make sure you are breathing from your belly and not your upper chest
- » Can lay down and place something light on your belly to make sure it goes up and down when you take full breaths.
- » May add in your favorite color (breathe in) and least favorite color (breathe out)
- » Do for 3-5 cycles for at least 3-5 times a day

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GROUNDING EXERCISE

- Name 5 things you can see
- Name 4 things you can touch
- Name 3 things you can hear
- Name 2 things you can smell
- Name 1 thing you can taste
- ****Purpose is to get back into the moment if you are triggered and find your mind drifting and disconnecting**

HMA

What is your
forgiveness
policy?

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WE ARE ALL UNIQUE! THAT IS OUR SUPERPOWER!

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QUESTIONS



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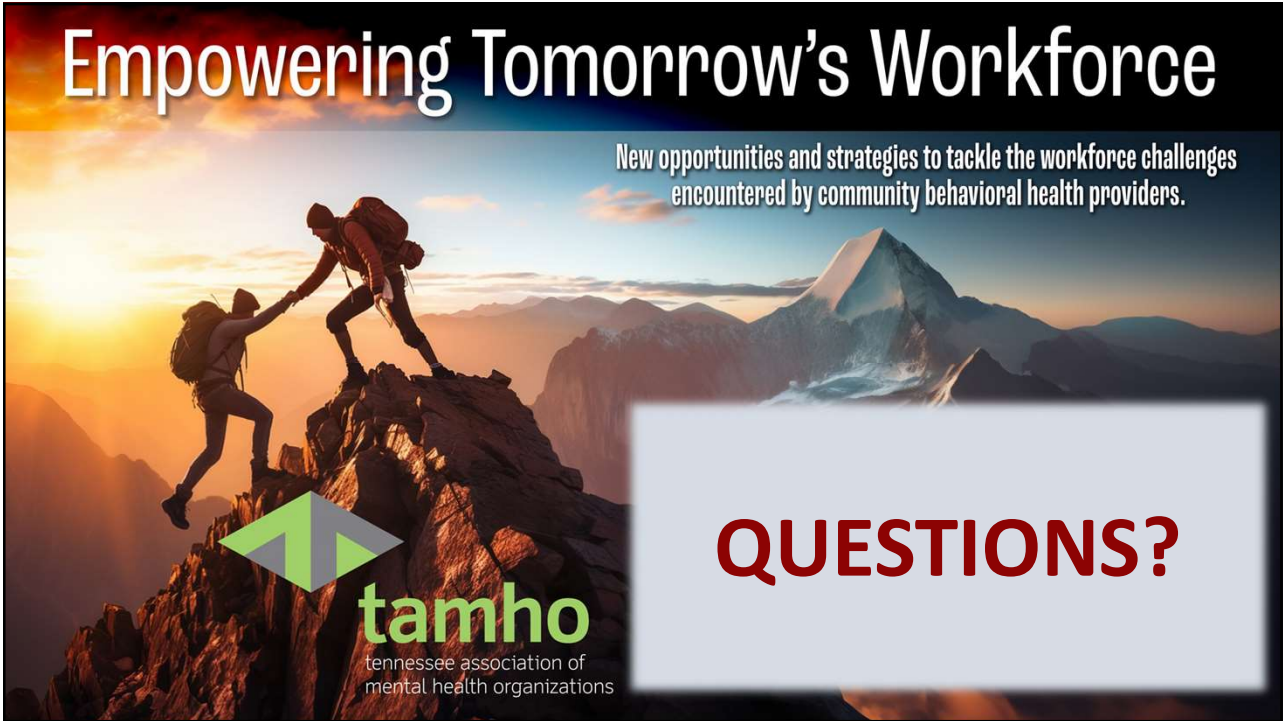
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CONTACT INFORMATION

- » Jennifer Hodgson, PhD, LMFT
- » Principal
- » Health Management Associates
- » jhodgson@healthmanagement.com

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