

Facilitating Emotional Intelligence Skills in Your Fieldwork Students

Lisa Davis MA, OTR  
Marilyn Rosee MS, OTR.

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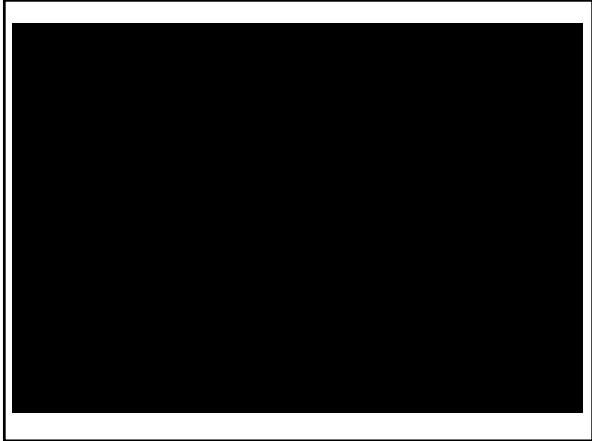
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**Objectives:**

1. Define emotional intelligence.
2. Identify the components of EI.
3. Identify strategies to enhance emotional intelligence.
4. Understand and implement techniques to promote successful fieldwork supervision experiences.
5. Review typical conflicts that arise with fieldwork students.
6. Identify types of conflicts.
7. Bridge emotional intelligence skills with conflict management.
8. Home emotional intelligence skills through role play, case scenarios and self assessment.

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**Part 1 – UNDERSTANDING AND IMPROVING  
EMOTIONAL INTELLIGENCE**

**INTRODUCTION**

Moving our students along the continuum is one of the challenges facing fieldwork educators daily. It is our professional responsibility to accept students, take these little chirping birds and feed, nurture and guide them. They come to us with some basic OT knowledge, but often, not enough attention is given to their emotional intelligence skills. Through this full day, we will teach you about emotional intelligence, facilitate your own understanding of your skills and how to foster emotional intelligence in your students, therefore ending fieldwork with confidence and ready to be pushed outside the nest.

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**The Goal of the Presentation is to Help You and  
Your Students To:**

- Deal effectively with difficult situations
- Be able to communicate with clarity
- Build productive working relationships
- Maintain emotional control in difficult circumstances
- Demonstrate mutual respect
- Avoid skewed thinking
- Develop resilience
- Increase well being
- Manage conflicts effectively

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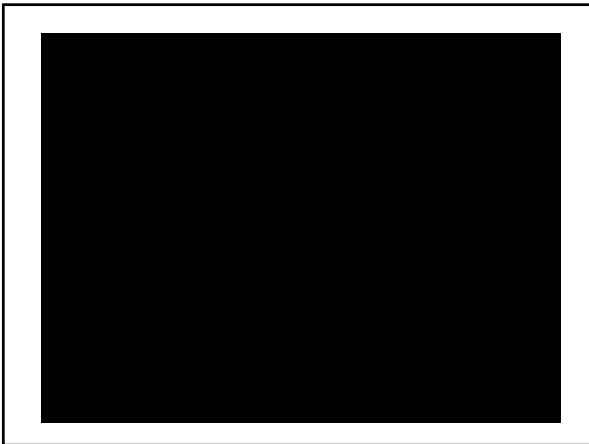
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**Defining Emotional Intelligence and Its Impact on Interactions in Fieldwork Settings**

Personal qualities that allow you to:

- Understand your emotions
- Control your emotions
- Recognize the emotions of others
- Facilitate the interactions that are sensitive
- Be empathic with others

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**Perform Your Own EI Assessment (provide tool for everyone to fill out)**

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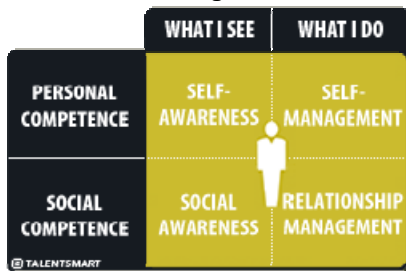
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**Understanding the Sub-Skills of Emotional Intelligence**



*Emotional intelligence is made up of four core skills.*

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**Understanding Personal Competence:**

- Involves how you understand yourself and how you control your reactions to situations.
- **Self awareness:** Your ability to accurately perceive your emotions and stay aware of them as they happen.
- **Self management:** The ability to use awareness of your emotions to stay flexible and positively direct your behavior.

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**Understanding Social Competence:**

- Combines one's social awareness and relationship management skills to understand other people's moods, behaviors and motives in order to improve your relationships. Sub-Skills include
- ❖ Social Awareness – the ability to pick up on other's emotions to understand what is really going on.
  - ❖ Relationship Management – the ability to use your awareness of emotions and that of the other person to manage interactions more successfully.

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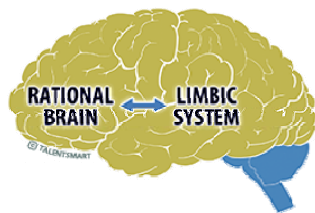
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**The Neurologic Aspects of Emotional Intelligence**

- Limbic system
- Neocortex



*Emotional intelligence is a balance between the rational and emotional brain.*

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<b>Limbic System vs. Neocortex</b>	
<b>Limbic System</b>	<b>Neocortex</b>
1) Governs feelings impulses and drives.	1) Grasps concepts and logic
2) Learns best by motivation, extended practice, and feedback.	2) Not a good area to focus on for learning EI.
3) Need to break old neural patterns.	

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<b>In Order to Improve Emotional Intelligence Skills An Individual Must Be:</b>
<ul style="list-style-type: none"><li>• Internally motivated</li><li>• Willing to take feedback over and over</li><li>• Able to listen</li><li>• Open to using a coaching and videotaped feedback</li><li>• Willing to practice a new approach</li></ul>

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<b>Strategies to Improve Emotional Intelligence</b>
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**Strategies to Improve Self Awareness**

- Observe how your emotions affect others.
- Journal what you are feeling.
- Understand your triggers.
- Identify how you handle stress.
- Be aware of your non verbal cues.
- Seek feedback.
- Seek out a coach.

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**Strategies to Improve Self Management**

- Know your triggers (self awareness) and “catch” yourself before a build up causes you to act out. When triggered:
  - ❖ Breath diaphragmatically, bringing more oxygen to the brain
  - ❖ Count to ten to “cool down” and allow your rational brain to catch up.
  - ❖ Sleep on it. Time brings clarity.
- Smile and laugh more. It will trick your brain and counteract a negative and emotional state.
- Set aside time for problem solving to be sure decisions are not being impacted by emotion.
- Take control of your negative voice. Avoid “I never” or “I always” talk.
- Talk it over with someone who is not emotionally invested in the situation to provide prospective.

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**Strategies to Improve Social Awareness**

Look toward recognizing and appreciating the emotions of others.

- Greet people by name – people love the sound of their name. They will think you are fabulous if you say, Hi Dave, rather than hi.
- Stay attuned to timing – know when it's time and when it's not.
- Practice your listening skills:
  - ❖ No distractions
  - ❖ Make eye contact
  - ❖ Hear the words, tone and volume

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**Strategies to Improve Social Awareness (cont'd)**

- Understand the rules and culture of your workplace
- Try to understand how others feel
- Pick up social cues and cultural norms that can help guide behavior
- Alter your behavior to suit the context
- Be empathic – understand how others feel

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**Strategies to Improve Relationship Management Competencies**

- Be open and curious
- Enhance your natural communication strengths and reduce your weaknesses
- Remember that little niceties go a long way (manners)
- Only get angry on purpose
- Acknowledge others' feelings
- Give sincere complements
- Make your feedback constructive
- Be brave and confront a difficult conversation
- Show you care
- Tackle difficult situations
- Take feedback without getting defensive

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**Emotional Intelligence Derailers**

Career derailers are attitudes or behaviors that can impact an individual's performance or advancement. These "derailers" can undermine a whole set of EI competencies. They must be identified and ameliorated in order to ensure success in the workplace. (Nadler, p26).

- 1. "Smartest person in the room" syndrome: Has to be right all the time, married to own ideas, and not open to or distrusting of new ideas
- 2. Lack of impulse control: Emotional reactive, volatile, abrasive, and follows urges to an unhealthy extreme
- 3. Drives others too hard: Micromanages and takes over rather than delegates

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**Emotional Intelligence Derailers (cont'd)**

- 4. Perfectionism: Sets unrealistic goals; rejects criticism
- 5. Defensive: Blames others; is inflexible and argumentative
- 6. Risk averse: Lack courage to take risks
- 7. Failure to learn from mistakes: The same kind of mistakes show up over and over again
- 8. Lacks insight into others: Can't read others' emotions or reactions
- 9. Doesn't ask for feedback: Misses opportunities to include others for better decisions
- 10. Self-promotion: Is attention-seeking; overlooks others' accomplishments for own recognition

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**Emotional Intelligence Derailers (cont'd)**

- 11. Lack of integrity: "Dishonest" with self and then others; omits and minimizes
- 12. Failure to adapt to cultural difference: Does not change leadership style appropriately
- 13. Indirect with others: Does not give the hard feedback or make the difficult decisions about people
- 14. Approval dependent: Needs too much approval before making decisions
- 15. Eccentricity: Unpredictable and odd behavior
- 16. Mistreats other: Callous, demeaning, or discounting to others and their needs
- 17. Self-interest: Acts in self-interest instead of the interest of the whole organization or larger group

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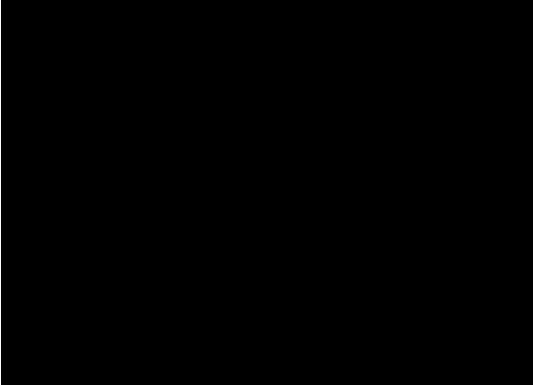
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**Ted Talk** Celeste Headlee:  
10 Ways To Have A Better Conversation



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**Understanding The Importance of Resilience and Emotional Agility**

- How to bounce back
- What makes resilience?
- Making meaning of terrible times
- The ability to make do
- Teaching resilience

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**Resilience Factors:**

- Acceptance of reality
- Strong values that life is meaningful
- Not easily overwhelmed
- An ability to improvise

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**How to Teach Resilience:**

- 1) Recognize signs of stress
- 2) Use mindfulness
- 3) Discuss different ways of coping
- 4) Encourage a positive attitude
- 5) Challenge negative thought patterns

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**The Challenges of Providing Feedback to Students**

- Students often avoid feedback
- People hate being criticized or perceive criticism even when the feedback is meant to be constructive
- Students may self-sabotage or brood over feedback
- Acting out behavior as a consequence of negative feedback

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**Providing Feedback Using Emotional Intelligence Skills**

- Make sure your feedback is timely
- Be empathic, civil, respectful
- Know that your students are trying
- Identify something they are doing well when giving feedback, be specific
- Pair feedback with positive points and constructive comments towards improvement
- Model professional behavior for your student by demonstrating your own emotional intelligence

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**How the Fieldwork Supervisor Can Enhance EI Skills In Their Students**

1. Model civility
2. Model professional behavior
3. Provide broad and deep feedback to build students self-awareness
4. Give students special projects outside the department so they can master negotiation and interactive skills with other organization staff.
5. Encourage student to cultivate informal networks with other professionals.
6. Provide the student with a mentor or buddy. This will augment their time with you, and encourage building additional work relations.
7. Request that student keep a journal of feelings that they encounter daily and use it for supervision and reflection.

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**Part 2 – USING EMOTIONAL INTELLIGENCE SKILLS TO MANAGE CONFLICT WITH YOUR FIELDWORK STUDENT AND BEYOND: BRIDGING EMOTIONAL INTELLIGENCE SKILLS WITH CONFLICT RESOLUTION SOLUTIONS**

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**Facts About Conflicts?**

- Conflicts are caused by different perspectives to any number of issues
- Conflicts worsen when parties are unable to see how they contribute to the situation or how others are experiencing the situation.
- By examining and understanding conflicts and their sources can open pathways to creative problem solving, team building and improved relationships
- Without adequate EI skills, a student or even a supervisor may be reluctant to carry on an open dialogue/conversation needed to resolve difference and promote a successful field work experience.

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**Types of Conflicts**

**Organizational**  
Organizational—relates to workplace issues such as:

- New policies
- Disagreements over treatment approaches
- Patient assignments
- Competition over resources

**Personal**  
Personal—relates to personal beliefs and ideas such as:

- Social, political or religious beliefs
- Generational or gender differences
- Differing communication styles
- Personal issues/concerns

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**Most Common Sources of Conflict With Students:**

1. Inability to use supervision
2. Inability to integrate theory into practice
3. Poor interpersonal and professional skills
4. Not being able to manage his or her special roles
5. Unmet expectations

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**Understanding Conflict Handling Styles**

- Competition
- Accommodation
- Avoidance
- Compromise
- Collaboration

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**Competition**

- An attempt to gain power and pressure a change at the other person's expense.

Value of goal/issue : High

Value of relationship: Low

Goal: I win, you lose

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**Accommodation**

- Setting aside your own personal needs with an attempt to please others in order to preserve the relationship.

Value of issue: Low

Value of relationship: High

Goal: I lose, you win

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**Avoidance**

- Ignoring or withdrawing from a conflict rather than facing it, hoping it goes away.

Value of issue: Low

Value of relationship: Low

Goal: I lose, you lose: I lose, you lose

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**Compromise**

- Willingness to sacrifice your own goals while persuading others to give up part of theirs. Everyone gets a little.

Value of issue: Medium

Value of relationship: Medium

Goal: I win some, you win some

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**Collaboration**

- Views a conflict as a problem to be solved with creative solutions that will satisfy all concerned parties.

Value of own issue: High

Value of relationship: High

Goal: I win, you win

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**Developing a Conflict Resolution Plan**

Step 1: Analyze the situation

Step 2: Review the impact of the conflict on your ability to achieve work goals

Step 3: Describe the benefits of resolving the conflict

Step 4: Brainstorm solutions

Step 5: Negotiate a solution

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**Components of the Student and Supervisor Dynamic**

**4 Components:**

- Supervisor
- Supervisee
- Relationship
- Environment

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**Implementing A Conflict Resolution Plan with Your Fieldwork Student**

1. Request a meeting
2. Find a quiet place
3. Use a calm quiet voice, eye contact
4. Ask student for their ideas
5. Listen with utmost attention
6. Outline conflict
7. Use "I feel" statements
8. Do not interrupt
9. Use humor
10. Use empathy
11. Use open ended questions
12. Be clear, use simple language
13. Summarize what is being said

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**Handling Unresolved Conflicts With Students**

1. Working with your direct supervisor
2. Working with the student's Fieldwork Coordinator at their school

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**20 COMPETENCIES FOR EMOTIONAL INTELLIGENCE**

COMPETENCY	
<b>SELF-AWARENESS</b>	
1.	<b>Emotional Self-Awareness:</b> Recognizes feelings and how feelings affect him/herself and his/her job performance
2.	<b>Accurate Self-Assessment:</b> Recognizes strengths and short-comings and focuses on how to improve
3.	<b>Confidence:</b> Presents in an assured, forceful, impressive, and unhesitating manner
<b>SELF-MANAGEMENT</b>	
4.	<b>Emotional Self-Control:</b> Stays calm, unflappable, and clear-headed in high-stress situations
5.	<b>Trustworthiness:</b> Openly admits faults or mistakes and confronts unethical behavior
6.	<b>Adaptability:</b> Is comfortable with ambiguities and adapts to new challenges
7.	<b>Conscientiousness:</b> Takes personal responsibility to make sure that tasks are completed
8.	<b>Achievement Orientation:</b> Works through obstacles and takes risks to meet his/her challenging goals to continually improve
9.	<b>Initiative:</b> Seeks or creates opportunities for the future
<b>SOCIAL AWARENESS</b>	
10.	<b>Empathy:</b> Understands others' perspectives; and says it open to diversity
11.	<b>Organizational Awareness:</b> Understands the political forces and unspoken rules at work
12.	<b>Service Orientation:</b> Is proactive about customer satisfaction and addresses underlying needs
<b>RELATIONSHIP MANAGEMENT</b>	
13.	<b>Developing Others:</b> Gives timely and constructive feedback; mentors
14.	<b>Inspirational Leadership:</b> Communicates a compelling vision; inspires other to follow
15.	<b>Influencer:</b> Finds the right appeal to build buy-in; develops a network of influential parties
16.	<b>Change Catalyst:</b> Leads change efforts and champions new initiatives
17.	<b>Communication:</b> Effective give-and-take with others; continually fine-tunes his/her delivery
18.	<b>Building Bonds:</b> Builds strong networks and cares them for answers and support
19.	<b>Conflict Management:</b> Understands all sides and finds common ideals to endorse
20.	<b>Teamwork and Collaboration:</b> Is encouraging and draws others into an active effort

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**Summary**

By encouraging and modeling good emotional intelligence skills in our students, we can prevent conflicts that arise and help them to have better relationships in the fieldwork settings.

It is our professional responsibility to accept students, nurture them, help them articulate their learning needs and guide them to use the supervisory process constructively. Then we launch them to be skilled, sound professionals.

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