Emotional and Social Intelligence in Nursing

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• Why are some people with a high level of intellectual intelligence (IQ) still unable to succeed, while others with lower IQ do?
• How can nurses reduce stress, prevent burnout, be better team members and leaders, and enhance caring and health outcomes?

EI or EQ (quotient)
• Emotional Intelligence—the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in oneself and others (Mayer & Caruso, 2006).
• EI—abilities that join emotion and intelligence to enhance thought (Mayer, Roberts, & Barsade, 2008).

Historical Development
• 1920 Thorndike: Social Intelligence
• 1940 Weschler: non-intellectual abilities
• 1972 Sifneos: Alexithymia
• 1983 Gardner: Multiple intelligences
• 1985 Sternberg: Triarchic theory of intelligence

Emotional Intelligence
• Self-awareness:
  - Knowing what we are feeling in the moment and how that guides decision-making
  - Realistic assessment of our abilities
• Self-management:
  - Being conscientious
  - Delaying gratification
  - Recovery from emotional distress

Social Intelligence
• Social awareness:
  - Primal empathy
  - Empathetic accuracy
  - Listening
  - Social cognition
• Relationship management:
  - Synchrony
  - Self preservation
  - Influence
  - Concern

Ability-based Four –Factor Model (Bar-on)

Interpersonal Abilities
- Stress Management
- Adaptability

Intrapersonal Abilities
- General Mood
- Adaptability
- Stress Management
What is the impact of our apparent lifespan focus on IQ?

• “Students are having trouble in school because they are bad, mad, and sad—not because they can’t add.”

Higher EI results in...

• Better social relationships for children and adults
• Better family and intimate relationships
• Better academic achievement
• Better social relationships during work performance and negotiations
• Better psychological well being
• Being perceived more positively by others.

(compiled by Mayer, Roberts, & Barside, 2007)

EI and Health

• Nurses working for high EI leaders had less emotional exhaustion (Cummings et al, 2005).
• Persons with high EI report fewer post traumatic event psychological symptoms (Hunt & Evans, 2004).
• High EI students were more likely to adopt reflection and appraisal, social, interpersonal and organizational time management skills. Low EI students were more likely to engage in health damaging behaviours (Pau et al., 2004).
• Those with high EI prefer to seek collaborative solutions (Jordan & Troth, 2002).
• EI was important in understanding the link between stress and mental health in university students (n=302). (Ciarrochi et al., 2002).

Other Literature:

• “Significant correlations between EI and organizational outcomes such as high levels of performance, team effectiveness, improved communication, positive conflict styles, collaboration, and lower levels of job stress” (Codier, Kooker, & Shultz, 2008, p. 8).
• Team members need EI as well as technical expertise and cognitive intelligence. Socially competent leaders are needed, especially in times of complexity and uncertainty, and EI is at the heart of effective team work (McCallin & Bamford, 2007).
• For nurses EI is a protective factor against stress and a facilitative factor for health (Landa et al., 2007).
• EI is essential for clinical leadership (Tao, 2006).
• There has been little emphasis on EI in nursing—Baille’s research showed that nurses do not always have sufficient skills (Reeves, 2005).
• Perceived EI minimizes stress (Montes-Berges & Augustin, 2007).
• Nurses with low EI experienced higher burnout rates (Gerris et al., 2005).
• Every nursing intervention is affected by the master aptitude of EI (Freshwater and Stickley 2004).

Leadership

• Authentic leadership begins with EI (Triola, 2007).
• EI creates respectful, kind, encouraging, facilitating and empowering workplaces (Stichler, 2007).
• EI is twice as predictive of the best leaders than IQ or technical knowing (Goleman, 1996).
• EI and innovation (Ciccu, 2003).
The Good News…

• EI abilities develop over time and change throughout our lives.
• EI can be facilitated and improved through education and practice.

When does EI change?

• from elementary school to high school
• high school to the workplace
• high school to university
• from single to being married
• transition to parenthood
• losing a job (changing jobs)
• from marriage to divorce

[Link to document](http://www.trentu.ca/oirsp/documents/06-CIRPA-EI.pdf)

Trent University/James Parker

• Academic success in post-secondary education has proven to be a complex phenomenon to study. Much of the previous research has focused on academic variables (like high-school GPA) or standardized measures of cognitive abilities (i.e., IQ).
• Although these variables predict small amounts of variability, researchers have become increasingly aware that we need to study a broader range of possible predictors.

Personal reasons for leaving

• problems making new relationships
• problems modifying existing relationships (e.g., living apart)
• difficulties learning new study habits
• problems learning to be independent

[Link to document](http://www.trentu.ca/oirsp/documents/06-CIRPA-EI.pdf)

The Trent Academic Success and Wellness Project (TASWP)

• The TASWP uses the transition from high school to university to examine the relationship between various psychosocial variables (i.e., emotional and social competency) and academic achievement and retention.
• Individual levels of social and emotional competency predict academic success.

TASWP

EQ-i short

Mentoring
Trent U Student Monitoring (Dropout Rates)

<table>
<thead>
<tr>
<th>Not at risk (Mentoring)</th>
<th>At risk (Mentoring)</th>
<th>At risk (Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>35</td>
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Note: All three proportions are significantly different ($p < .05$)

- When a person’s emotional center is balanced, and they feel connected to a common goal or leader with positive energy, the followers are then motivated to reach heights of success.
- Without heart leaders may manage, but they do not lead. Followers must feel valued, nurtured, and have fun.
  (From Mayers, D. 2006, Book review on Goleman, McKee, & Boyatzis, 2002)

References

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