

Emotional Intelligence in Leadership Development: Reflections from ASHA's Leadership Development Program

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Disclosures

- Financial Disclosure: I received financial assistance from MSHA to attend ASHA's Leadership Development Program in exchange for presenting what I learned
- Non-Financial Disclosures: Member of MSHA and ASHA, Currently employed by Billings Public Schools

Presentation Overview

- ASHA Leadership Development Program (LDP) Overview
- Emotional Intelligence
- Leadership Topics
- Leadership Project

ASHA's Leadership Development Program

- In-person Kickoff Meeting at ASHA's National Office in Rockville, Maryland
- Monthly Webinars
- Monthly Learning Team Meetings
- Leadership Project

Emotional Intelligence

- Howard Gardner (1983) proposed multiple types of intelligence
- Daniel Goleman (2005) noted that while IQ is a good indicator of cognitive ability, it does not always predict success in the workplace.
- Essential work skills such as stress management, conflict resolution, and interpersonal skills are related to emotional intelligence.



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EQ-i 2.0 Model of Emotional Intelligence

- Self-Perception
- Self-Expression
- Interpersonal
- Decision-Making
- Stress Management



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Self-Perception



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- **Self-Regard:** Respecting oneself while accepting one's strengths/weaknesses. Confidence.
- **Self-Actualization:** persistently try to improve oneself and pursue objectives.
- **Emotional Self-Awareness:** recognizing and understanding the cause of one's own emotions and the impact they have on self's/other's thoughts and actions.

Self-Expression

- **Emotional Expression:** Openly expressing one's feelings verbally and non-verbally.
- **Assertiveness:** Communicating and defending rights in a non-offensive and non-destructive manner.
- **Independence:** to be self-directed and free from emotional dependency. Complete tasks autonomously.



Noreen Bio

Interpersonal



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- ❖ **Interpersonal Relationship:** skill of developing and maintaining mutually satisfying relationships characterized by trust
- ❖ **Social Responsibility:** willingly contributing to society/general welfare. Showing concern for the greater community.

Interpersonal

- ❖ **Empathy:** recognizing, understanding, appreciating how other people feel. Being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.



- ❖ Too High: emotionally dependent, conflict avoidant

- ❖ Too Low: inattentive, self-centered

Decision-Making

- ❖ **Problem Solving:** understand how emotions impact decision-making and find solutions in emotionally-charged decisions.
- ❖ **Reality Testing:** capacity to remain objective and recognize when emotions or personal bias are influencing a decision



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Decision-Making



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- ❖ **Impulse Control:** ability to resist temptation or drive to act to be able to avoid rash behaviors.
- ❖ Too High: repressed, constrained, inhibited
- ❖ Too Low: impetuous, explosive, impatient

Stress Management

- ❖ **Flexibility:** Adapting emotions, thoughts, and behaviors to unpredictable and dynamic circumstances.
- ❖ **Stress Tolerance:** coping with difficult situations and believing one can positively influence them.
- ❖ **Optimism:** positive attitude and outlook on life. Remaining hopeful/resilient despite setbacks



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Part II Leadership Topics



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Virtual Meetings



- ✿ Expand professional networks
- ✿ Overcome geographic barriers
- ✿ Allow more frequent check-ins between face-to-face meetings

Virtual Meetings

Virtual-Specific Challenges

- ✿ Multitasking
- ✿ Lack of visual cues
- ✿ Technological Difficulties
- ✿ Difficult to build rapport

General Meeting Challenges

- ✿ Time Management
- ✿ Disproportionate Participation
- ✿ Off-topic digressions

Virtual Meeting Solutions

- ✿ Establish meeting etiquette in advance
- ✿ Set an agenda in advance and stick to it
- ✿ Test technology in advance
- ✿ State name before speaking and an end phrase when finished
- ✿ Establish order/topic of speaking
- ✿ Every few minutes, poll group to ensure engagement

High-Performing Teams

- **Team:** "A small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable." Katzenback & Smith (1993)



Brend Thander

Stages of Team Development

- **Forming:** Focus on team unity, avoid sharing opinions that may be contentious
- **Storming:** Team members feel comfortable sharing their views, conflict ensues
- **Norming:** Teams establish acceptable ground rule/goals
- **Performing:** Team is performing well; members are interdependent and motivated
- **Adjourning:** Team concludes its work
- Time for going through each phase varies by group. If team membership changes, process returns to the beginning. **Tuchman (1965)**

Influence

- **Influence:** the capacity to affect the actions, behaviors, or opinions of others
- **Informal Power:** Personal factors - personality, physical appearance, experience, etc.
- **Formal Power:** Granted by organization - title



Steps to Influence People



- ❖ 1. Research Target
- ❖ 2. Identify Outcome
- ❖ 3. Determine Approach:
Balance advocacy and inquiry

Advocacy and Inquiry

- ❖ **Advocacy Behaviors:** communicate needs to target
 - ❖ Request
 - ❖ Provide evidence
 - ❖ Vision
 - ❖ Empathy
- ❖ **Inquiry Behaviors:** engage and elicit information from target
 - ❖ Active Listening
 - ❖ Focusing

Coaching

- ❖ **Coaching:** Intentional interaction designed to help another achieve performance goals.
- ❖ Relationship-based
- ❖ Clearly established role
 - ❖ Coach not necessarily more experienced
- ❖ Assume person has the answers he/she needs, the coach just need to elicit them
- ❖ Ongoing-process: Contract > Goals > Observation > Debrief > Repeat



Coaching Behaviors

- ❖ **Active Listening:** paraphrase and ask open-ended questions
- ❖ **Testing Perceptions:** communicate what you think the person may be experiencing, but not stating
- ❖ **Mentoring:** share relevant personal experience
- ❖ **Feedback:** observational data
- ❖ **Reframing:** help person see the situation from a different perspective

Part III Leadership Project



Change-Resistance



- ❖ **Unfreeze:** why status quo? dispel ignorance
- ❖ **Change:** incremental change, progress updates, get feedback
- ❖ **Refreeze:** build routines, trainings, update procedures
- ❖ (Kritsonis, 2004)

Project Planning

- ❖ **Project:** creating a new product/service through a series of deliberate actions with a defined end point
- ❖ **Stakeholders:** anyone who has an interest in/benefits from the project
- ❖ **Sponsor:** individual who supports the project - financially or politically
- ❖ **Scope:** total work required for the project
- ❖ **Vision:** clear and concise picture of the end results of the project
- ❖ **Charter:** a document that clearly communicates all components of the project, including stakeholders, schedules, etc.

My Project



- ❖ **Project:** To improve the school district's ability to appropriately identify English Language Learners (ELLs) for special education.
- ❖ **Stakeholders:** SLPs, ELL Coordinator, Students, Families, Special Education Administrators, Teachers
- ❖ **Sponsors:** SLPs

Scope

- ❖ 2-3 Meetings with Team Members
- ❖ 2-3 Page Reference Document
- ❖ Referral Process Flowchart
- ❖ Pre-referral Checklist
- ❖ Resource Bank for SLPs



Rationale

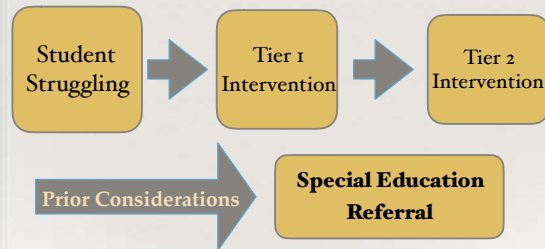
- - 21% of the U.S. population age 5+ speak a language other than English at home (U.S. Census Bureau, 2010).
- -7%, same as monolinguals, can be expected to have SLI (Tomblin et al., 1997)
- By law, ALL students guaranteed Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) (IDEA, 2004)
- Proper identification is important
 - Over-identification = violation of LRE
 - Under-identification = violation of FAPE

Typical ELLs may have difficulty with...

- following directions
- phonological awareness
- sound-symbol correspondence
- story retell (Klinger, 2014)
- figurative language
- syntax (Paradis, 2005)
- quiet/shy (Roseberry-McKibbin, 1995)

**Many of
the same
indications
of SLI**

Pre-referral: Response to Intervention



Considerations Prior to Referral

- Length of English Exposure: 1-3 years for social, 5-7 years for academic (Cummins, 2004)
- Development of L1
- Distributed Skills/shifting dominance
- Educational Experience in L1
- Health Factors: Vision, Hearing, Psychological Trauma
- Attendance
- Cultural Factors Influencing Previous Interventions
- Acculturation
- Support for L1/L1 Loss
- Poverty

The Bottom Line



- Concern in L1
- Dynamic Assessment - Response to Intervention
- Compared to other ELLS with similar proficiency

Questions?



Flight Rising
