

# **Emotional Resilience – a practical approach to improving your personal and team effectiveness**

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# Learning Outcomes

- To explore the notion of the resilient leader
- To discuss your personal resilience ‘reservoirs’
- To consider resilience strategies that will enable you to be an emotionally resilient medical leader
- Action plan – energy management

# Self Assessment

- Please complete your self-assessment
- In a typical week, what is the % of time you spend looking after:
  - My patients
  - My team/colleagues
  - My family
  - Myself – looking after your own health and well being
- What have you discovered?

# The Context



**Developing Emotional Resilience** is part of the Domain 1: Professional Values and Behaviours (AOMRC/GMC 2015:12) consultation

<http://www.gmc-uk.org/education/23581.asp>

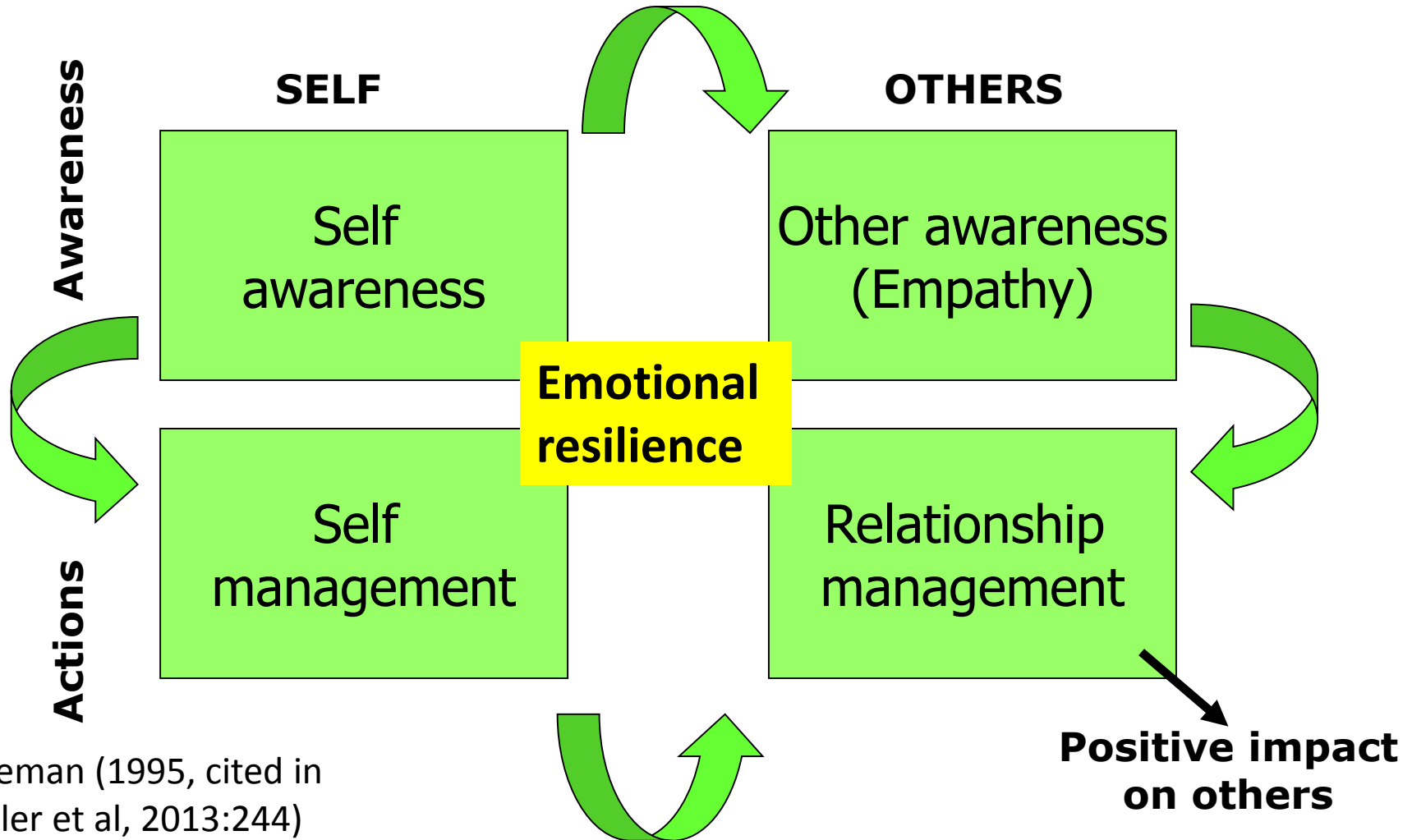


**Personal resilience, drive, energy managing own emotions & empathy** are part of the Behaviours 'Self' from the FMLM (2015)

<https://www.fmlm.ac.uk/professional-development/accreditation-and-standards/the-leadership-and-management-standards-for>

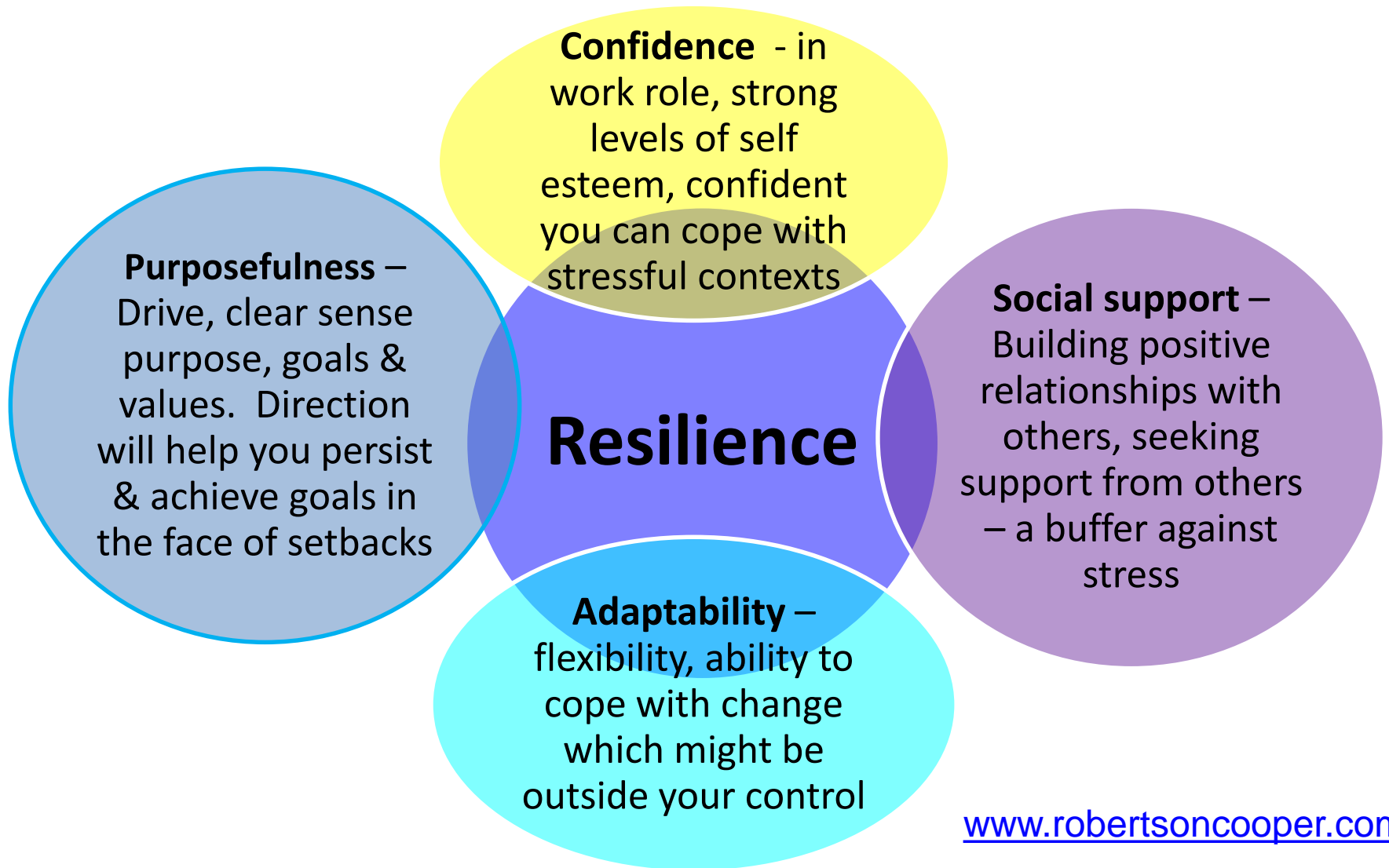
# An Emotional Intelligent Leader;

*'managing ourselves and our relationships effectively by understanding emotions'*



Goleman (1995, cited in Stoller et al, 2013:244)

# Resilience: drawn from 4 main areas



Those with higher EI, have higher levels of well-being & job satisfaction. This leads to higher staff engagement & commitment as well as lower turn over.



Based on Brunetto et al, 2012

Resilience

Emotional Intelligence

Self Awareness

Energy management

# Impact of happiness/staff well being on quality of patient care and staff health/well being :

Impact on patient outcomes

Happy staff, happy patients; high patient satisfaction; improved patient safety; improved quality; lower mortality, lower infection rates

Impact on staff

Less absenteeism; lower turn over; better able to cope with life's demands; higher morale; high job satisfaction; improved performance; increased resilience; lower stress and burn out

For references please see 'Further Resources '.



# Resilience strategies

- We need to create spaces where people can give their best (Radcliffe, 2012).
- When you feel positive you are more likely to be able to connect emotionally with others.
- Manage your own energy first – then you can manage the energy of those around you.
- The leader is the ‘chief energy officer’ (Schartz, cited in York Health Economics Consortium, 2012:4)- able to mobilise, inspire and refuel the energy of the workforce. because how you **feel** has a large impact on how perform.
- Consider the collective emotional energy of the team.

# In your workbook, complete the first Resilience 'Reservoir' Task.

- What 'tops up' your resilience reservoir?
- What 'drains' your resilience reservoir?
- Consider your energy levels



What fills you up?

What drains you out?

# Resilience Strategies

- **Coaching** – ‘coaching raises your awareness and encourages you to take control of and responsibility for your life’ (Richardson, 2004).
- **Inner coaching** – learning to coach yourself – the coach who resides within you (Richardson, 2004).
- **Mindfulness** – ‘an open-hearted awareness of what’s happening, and learning from what we find’ – paying attention to our senses – cultivates greater happiness – an ability to experience the moment right now (Halliwel, 2015).

# Skills required for coaching conversations

- ✓ Listening
- ✓ Avoid telling others what to do
- ✓ Concentration
- ✓ Ability to ask open powerful questions (with empathy)

# A coaching model - GROW

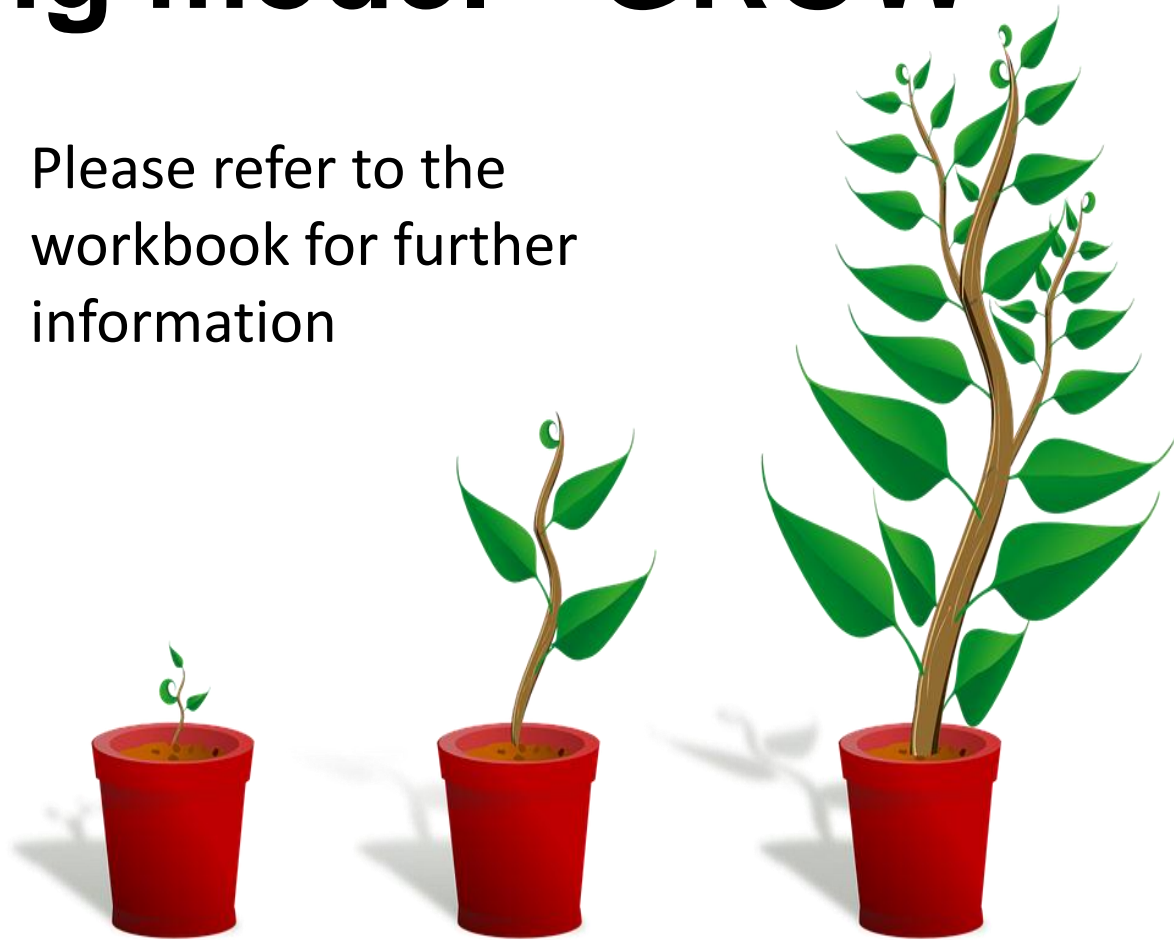
**G** – Goal

**R** – Reality

**O** – Options

**W** – What  
Next?

Please refer to the  
workbook for further  
information



(Whitmore, 2002)

Resilience

Emotional Intelligence

Self Awareness

Energy Management

# Getting started – Quick coach

- **Ask** for a goal – what would you like to accomplish?
- **Ask** for a reality – what the issue/problem is? – the current situation.
- **Ask** for a 1<sup>st</sup> step to achieving your goal
- **Ask** what is stopping them making that 1<sup>st</sup> step/barriers?
- **Ask** how they can overcome those obstacles
- **Get** an action plan that has an agreed deadline



# Personal Resilience Strategies linked to FMLM

## 2015 Behaviours - Self

Is it a battle worth fighting? Is it important to you? Will it matter to me tomorrow, next week, in 6 months, next year?

- If no, reserve your energy!
- If yes, continue.

If yes, is it within my sphere of influence to make a difference?

- If no, reserve your energy until your sphere of influence increases.
- If yes, continue.

- If no, pause and wait
- If yes, it is worth fighting for, take action!

Is my reservoir 'topped up' enough to fight the battle? Consider what will be the personal costs?

- If no, re-charge your battery; undertake the preparation work. Decide when to review.

Consider the urgency - should you take action today, this week, this month?

**Key message:**  
**'Pick battles big enough to matter, small enough to win with reasonable effort'**  
**(Stanton et al 2010).**

# Take home message

- You can't support or positively influence others unless you are able to bring the 'best version of you' to work – in order to do this you need to look after yourself and maintain a positive attitude!



Put your own life vest on 1<sup>st</sup> before helping others





# Finally - Make a pledge – Action Plan

- What one thing will you do tonight to ‘sharpen your saw’?
- What one thing will you start to do regularly to ‘sharpen your saw’?



# Would like to know more?

- Undertake your i-resilience report
- <http://www.robertsoncooper.com/iresilience/>

# Reference List

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- GROW Model in action <https://www.youtube.com/watch?v=6f3X2PEsV-Q>
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<http://worldhappiness.report/wp-content/uploads/sites/2/2015/04/WHR15.pdf>
- Radcliff, S. 2012 *Leadership Plain and Simple*. 2<sup>nd</sup> Ed. Harlow: Financial Times Prentice Hall.
- Richardson, P. 2004 *Life Coach*. Great Britain: Hamlyn
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- Schwartz cited in York Health Economics Consortium (2012) NHS Change Model Energy for Change –To enhance improvement in the NHS.  
[http://app.ihl.org/FacultyDocuments/Events/Event-2206/Presentation-7601/Document-5991/D17\\_E17\\_Handout.pdf](http://app.ihl.org/FacultyDocuments/Events/Event-2206/Presentation-7601/Document-5991/D17_E17_Handout.pdf)
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- Stoller, J.K., Taylor, C.A., Farver, C.F. (2013) Emotional Intelligence Competencies provide a developmental curriculum for medical training. *Medical Teacher*. 35. 243-247.
- Whitmore, J. 2002 *Coaching for Performance*. 3<sup>rd</sup> Ed. Nicholas Brealey Publishing.

## Further resources

- HSJ Why healthy staff means happier patients 22 March 2012  
<http://www.hsj.co.uk/home/healthcare-100/why-healthy-staff-means-happier-patients/5043034.article>
- HSJ How NHS staff wellbeing affects patient care 29 April 2013  
<http://www.hsj.co.uk/home/innovation-and-efficiency/how-nhs-staff-wellbeing-affects-patient-care/5057528.article>
- OECD Better Life Index <http://www.oecdbetterlifeindex.org/>
- King's College London 2013 National Nursing Research Unit - Does NHS staff wellbeing affect patient experience of care?  
<https://www.kcl.ac.uk/nursing/research/nuru/policy/Currentissue/Policy-Plus--Issue-39.pdf>
- Kings Fund Reading List 2014 Staff Engagement and Wellbeing
- Point of Care Foundation 2014 – Staff Care – How to engage staff in the NHS and why it matters.  
<http://www.pointofcarefoundation.org.uk/Downloads/Staff-Report-2014.pdf>
- West, M. & Dawson, J. 2012 – Employee engagement and NHS performance  
<http://www.kingsfund.org.uk/sites/files/kf/employee-engagement-nhs-performance-west-dawson-leadership-review2012-paper.pdf>