

# National Academy of Medical Sciences



## Emotional Competencies, Critical Thinking & Decision Making Leadership Development (LEAD) Program 9-11 May 2024

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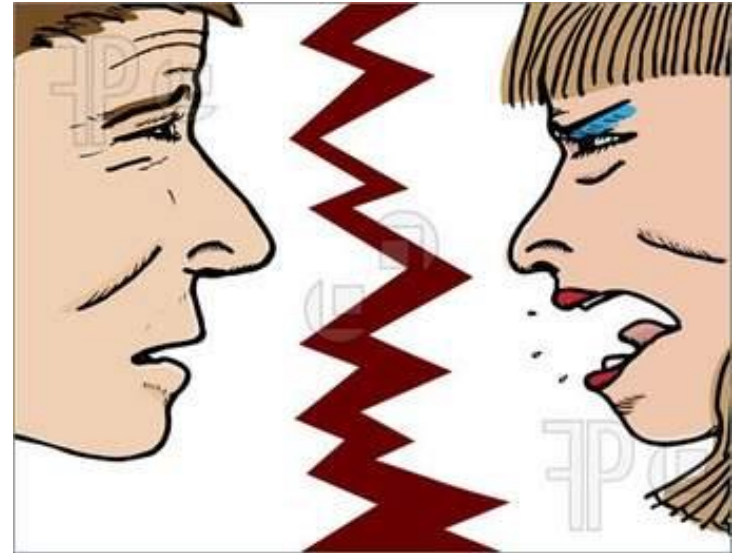
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# Outline

1. Exercise
2. What determines our behaviour?
3. What is emotional Intelligence?
4. How to develop emotional competencies
5. Critical Thinking and its complementarity with Emotional Intelligence
6. Decision Making in uncertain situations
7. Review of Pre workshop assignment

# Exercise & Reflections

Recall an experience in your life when you became emotionally charged and behaved under strong emotions. And respond to the following questions



- What exactly happened
- How it affected the work?
- If you face a similar situation now, how differently will you act?

# What determines how we think and act?

- Intellectual intelligence
- Personality
- Emotional intelligence

These are independent of each other

- The first two are known for a long time. EQ is relatively new
- The first two we are born with
- Fortunately we can work on and improve EQ

# Intellectual intelligence

- Ability to learn
- We are born with it
- It stays the same through out the life (15 to 50)  
Certain brain disorders can affect it in life

# Personality

- is the style that defines us
- Myers-Briggs Type Indicator (MBTI), Pearson-Marr Archetype Indicator (PMAI) are among the the tools that help in identifying the personality type
- It encompasses our preferences – introvert/ extrovert etc
- Personality traits
  - appear early in life and are life long.
  - can be used to develop EQ but it is not dependent on personality.

# Impact

- Those with highest IQ outperform those with average IQ only 20% of the time
- People with average IQ outperform those with high IQs 70% of the time
  
- EQ was discovered as the missing link
- EQ accounts for 58% of performance in all types of jobs
- Every point increase in EQ adds \$ 1,300 to annual income

# Emotional Intelligence

Is our ability to

- recognize and understand emotions in ourself and others, and
- ability to use this awareness to manage your behaviour and relationships.

Only 36% of people are able to accurately identify their emotions as they happen.



# Emotions

Emotions are essential part of our lives

All emotions are derivatives of five core feelings:

- Happiness
- Sadness
- Anger
- Fear
- Shame

Each one has 20 subtypes



# Emotions affect our actions

- Everything we see, smell, hear, taste and touch create signals that reach our brain
- It enters our brain at the base and finally reach the frontal brain that is responsible for rational logical thinking
- These signals pass through our limbic system, the emotional HQ in the brain
- We experience things emotionally before the reason kicks in
- The communication between our emotional and rational brains is the source of emotional intelligence

# Bhagvad Gita on Emotions

1. Description of Arjun's state on reaching the battlefield

2.

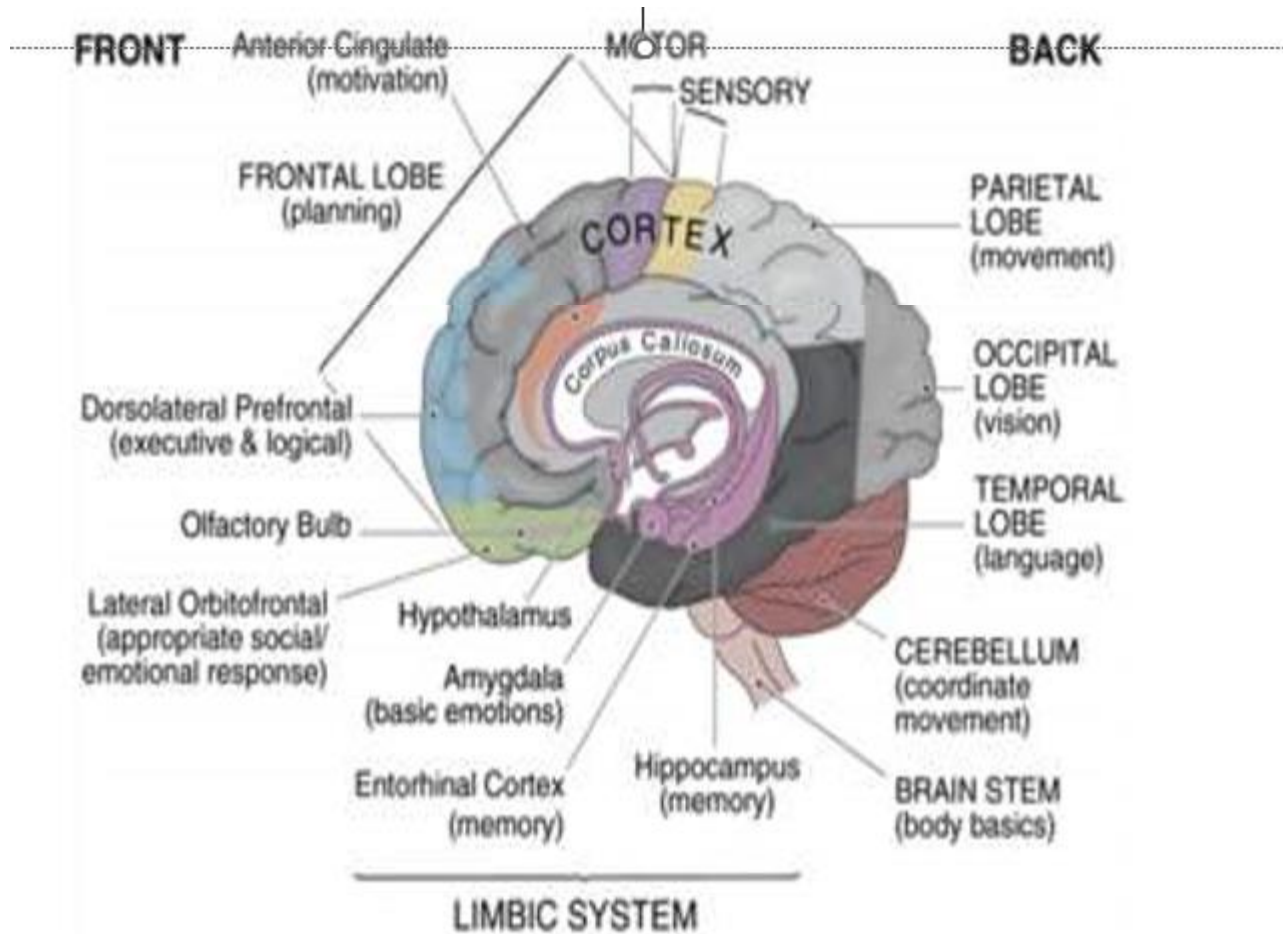
त्रिविधं नरकस्येदं द्वारं नाशनमात्मनः ।

कामः क्रोधस्तथा लोभस्तस्मादेतत् त्रयं त्यजेत् ॥

*Bhagvad Gita 16:21*

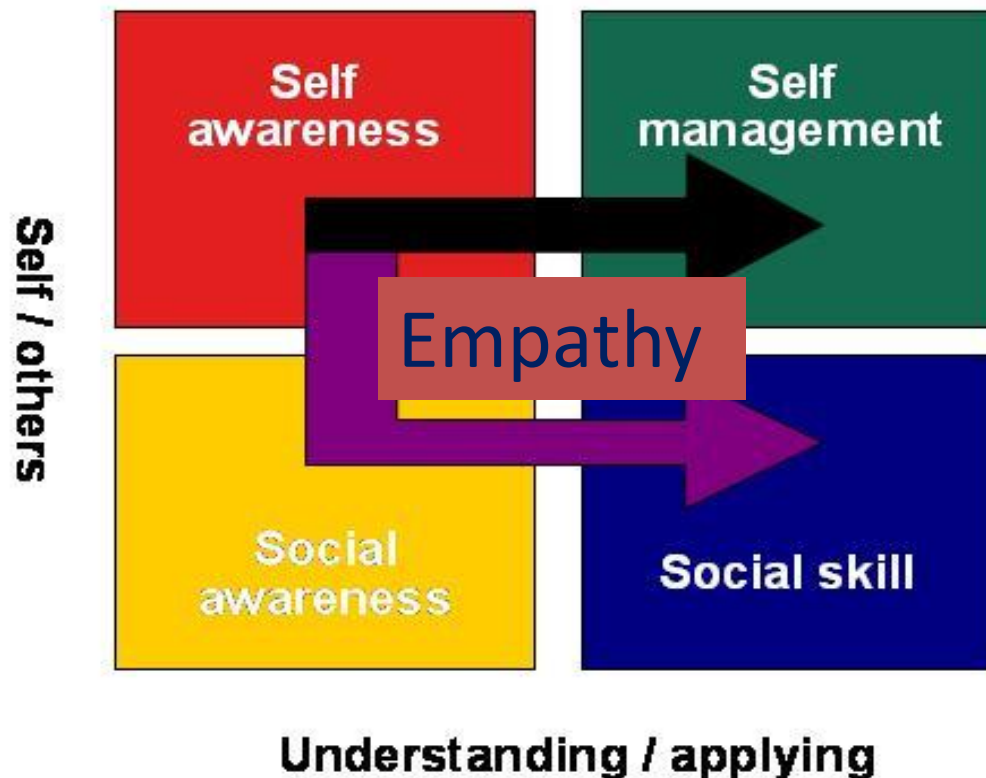
*There are three doors leading to the hell of self destruction: lust, anger and greed. Therefore all should abandon these three*

# Intense emotions cut off Logic



# Working on Emotional Intelligence

## Emotional Intelligence Model



# SELF – AWARENESS

**83% of top performers & 2% of bottom performers have self awareness**

- **Know which emotions they are feeling**, how feelings affect their work. Realize the links between their feelings and what they think, do, and say
- Recognize **how their feelings affect their performance**



# SELF - MANAGEMENT

- **Emotional Self Control:** Manage your disturbing emotions and channel them in useful ways. Stay calm and clear headed in crisis
- **Transparency:** Authentic openness to others about your feelings, beliefs, actions and integrity. Openly admit your faults and mistakes



# SOCIAL AWARENESS

- **Read others' emotions** and take active interest in their concerns
- **Manage others' behaviour**
- **Develop others:** Sense what others' need to develop their abilities
- **Service orientation:** Anticipate, recognize, & meet others' needs
- **Political awareness:** Read group's emotional currents





# RELATIONSHIP MANAGEMENT

- **Generate a friendly & collegial atmosphere**, models of respect, helpful & cooperative, develop close relationship beyond work
- **Influence:** Persuasive and engage when they talk to people
- **Develop others:** Genuinely interested in cultivating people, give timely & constructive feedback. Natural coaches and mentors



# Working with Difficult (Persons) Behaviors

- A difficult person is one who causes irritation, upset, stress or anxiety
- There are three levels of difficult persons:
  - I. difficult some of the times and it includes almost everyone of us
  - II. when a person's behavior affects more than one person on a regular basis
  - III. include persons who purposely hurt or harm others through their behavior

# Definition of Critical Thinking

Reasonable, reflective thinking that is focused on deciding what to believe or do – Robert Ennis

Skillful, responsible thinking that is conducive to good judgement because it is sensitive to context, relies on criteria and is self-correcting – Mathew Lipman

Thinking about your thinking, while you're thinking, in order to make your thinking better – Richard Paul

# Why Critical Thinking?



# Approach to Critical Thinking



## Frameworks

- Critical Thinking
- Logical Fallacies
- Research Methods
- Leadership Models
- Organizational Development
- Decision Analysis
- Strategic Planning
- Ethical Analysis



## Techniques

- Go around the circle to capture each of the elements
- Assess the thinking using the standards of reasoning
- Technique to improve clarity
- Critical reading to ensure understanding
- Critical writing to aid expression
- Concept mapping to develop a systems approach
- Develop thinking within the discipline



## Activities

- Discussion Questions
- Case Studies
- Annotated Bibliographies
- Literature Reviews
- Papers
- Presentations
- Team Activities
- Concept Maps

# Actions for a Leader to Lead Critically

1. Be aware of the context of your situation and evaluate the implications of your decisions
2. Ask questions and listen appropriately
3. Take the time to understand the diversity of others' decisions, values, and opinions
4. Be flexible and open-minded in your decision-making
5. Accept, internalize, and apply constructive criticism.
6. Evaluate assumptions before you try to challenge them
7. Understand processes before you try to change them
8. Know the strengths and weaknesses of your followers and direct or empower accordingly
9. Be purposeful and take into account your organization's mission and values when making decisions
10. Engage others where they are, not where you want them to be
11. Encourage critical followership
12. Take informed action

**DM Jenkins, AB Cutchens.** *Leading Critically: A Grounded Theory of Applied Critical Thinking in Leadership Studies; Journal of Leadership Education. Volume 10, Issue 2 – Summer 2011*

# Critical Thinking in Changing World & Shifting Priorities

Today's world is

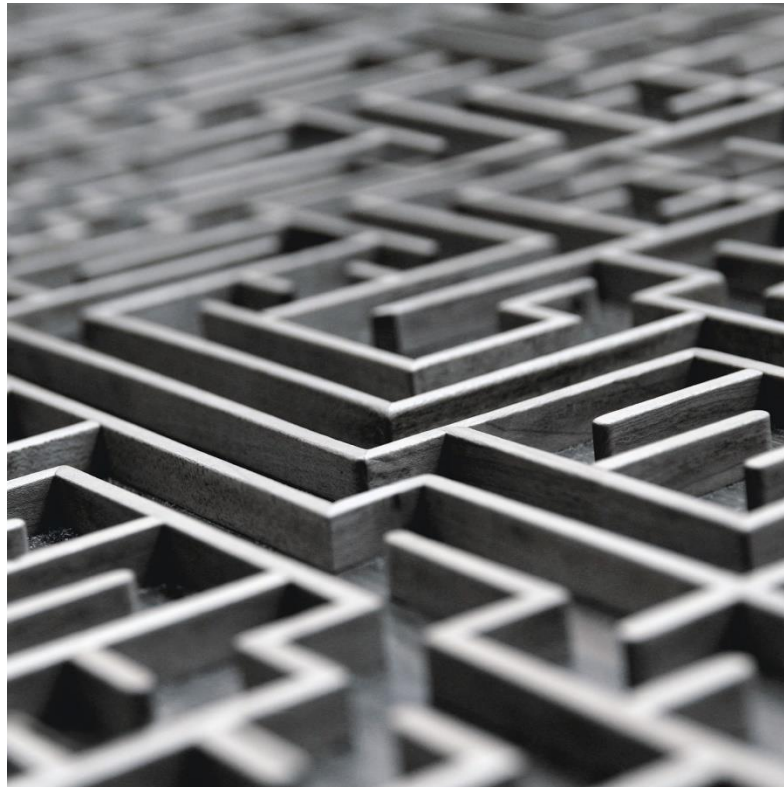
## **VUCA**

- Volatile
- Uncertain
- Complex and
- Ambiguous

## **BANI**

- Brittle
- Anxious
- Non-linear
- Incomprehensible

# Decision Making in Uncertain Situations



SK Emotional Competencies, Critical Thinking and Decision making



# Taking decisions in uncertainty

**MAJORITY DID NOT  
REGRET DECISION!**

## SITUATIONS

- Career choices
- New research domain
- Shifting back to India
- Selecting career enhancement opportunities
- Relocation
- Pressure from academic peers
- Forced collaboration
- Shifting from a high credibility institution to an upcoming institution

## UNCERTAINTIES

**Financial  
unsustainability**

**High possibility  
of failure**

**Threat to work-  
life balance**

**Unequal  
partnerships**

# Decision in Uncertainty

- **High tolerance for ambiguity.**
- **Requires more information.**
- **Considers more alternatives.**
- **Careful and adaptable.**

# **Decision In Uncertainty (DIU) Conceptual Framework**

**For decision making in uncertain situations,  
the leaders needs to be**

- **Very broad in outlook**
- **Considers many alternatives**
- **Good at finding creative solutions**
- **Focus long range**

# Decision Tools

## Marginal Analysis

Analyzing decisions in terms of their incremental costs

## Management Information

A mechanism to provide needed and accurate information on a regular and timely basis

# Decision Tools

## Decision Tree

Encompass' expected value analysis by assigning probabilities to each possible outcome and calculating payoffs for each decision

# Decision Tools

## Expected Value Analysis

**It permits decision makers to place a monetary value on the various consequences likely to result from the selected course of action.**

# Alternatives Developed

Identify the strengths and weakness of each alternative

&

Select the one that best addresses the salient discrepancies

# Take a Decision

Implement the decision and take the steps necessary to ensure correct timing and execution

Follow-up and evaluate the results



# DIU Behavioral Skills

- **Work well with others**
- **Concerned with achievements of subordinates**
- **Receptive to suggestions**
- **Avoids conflict**
- **Seeks acceptance**

# Ethics in Decision Making

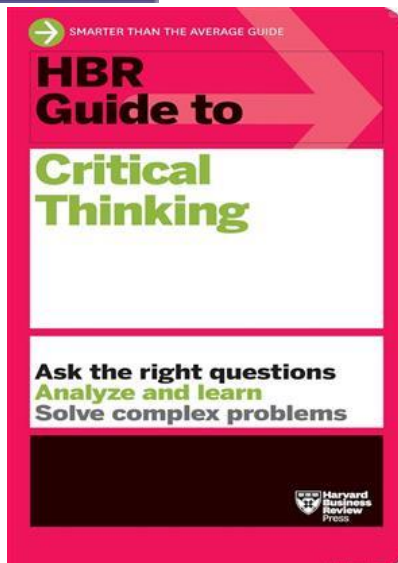
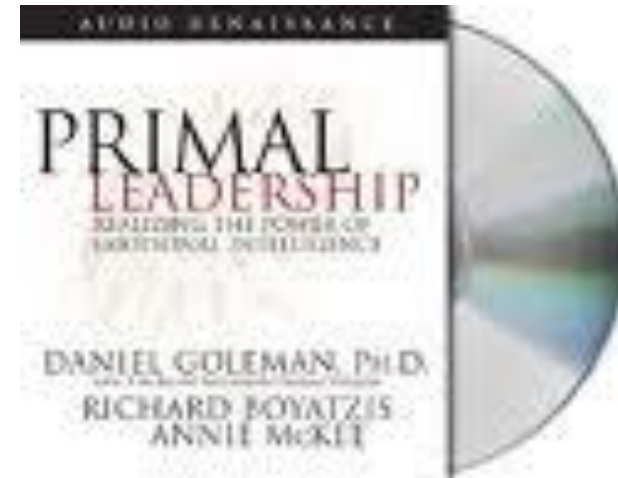
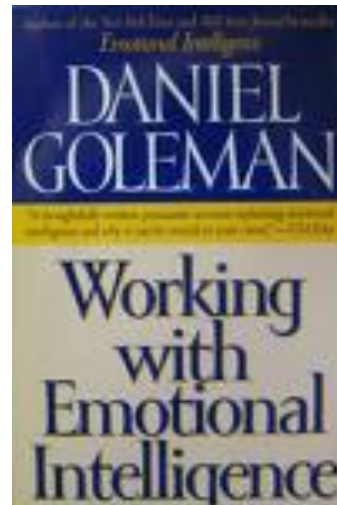
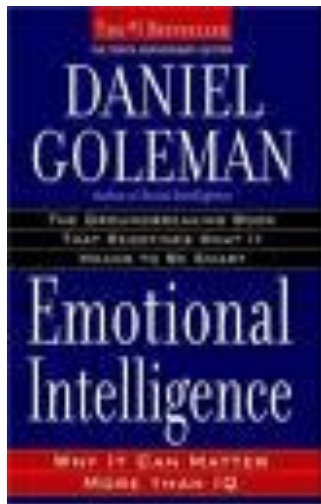
## \* Utilitarian

Decisions are made solely on the basis of their outcomes. The greatest good for the greatest number.

## \* Rights View

Decisions emphasize respecting and protecting the basic rights of individuals.

# Further Readings



# Thank You

Stay in Touch

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