

National Academy of Medical Sciences



Emotional Competencies, Critical Thinking & Decision Making Leadership Development (LEAD) Program 10 March 2024

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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

Understanding the Brain

Thalamus

- Relay center between our conscious and subconscious
- Helps us to react appropriately

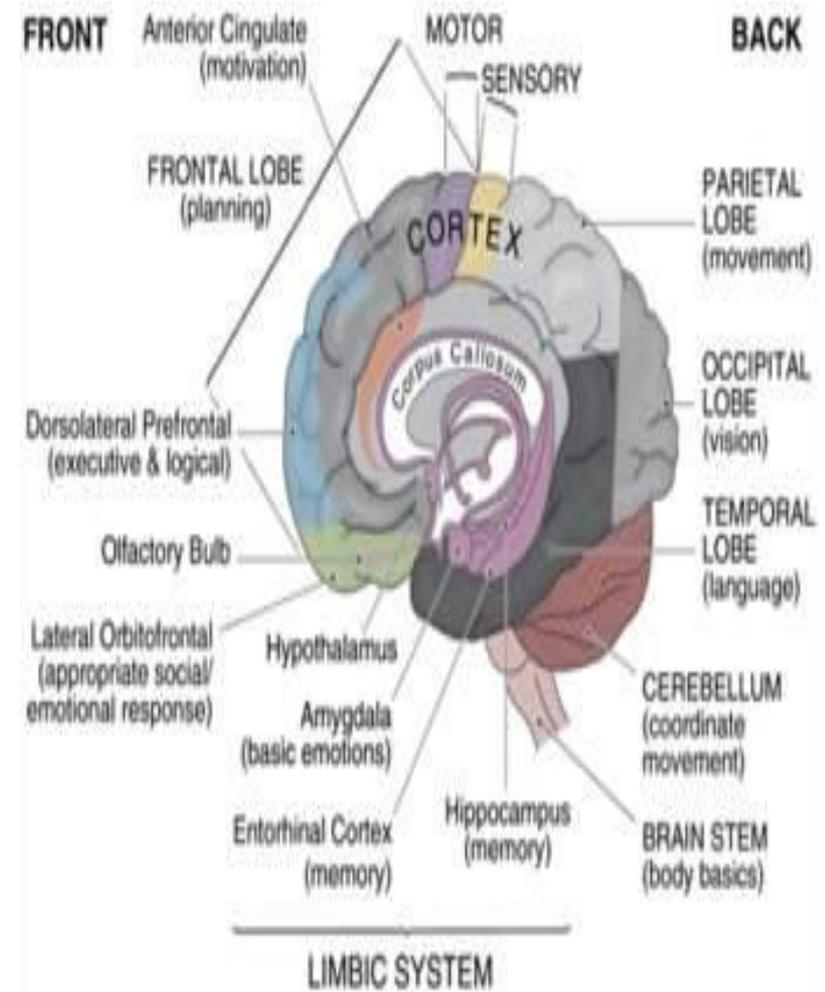
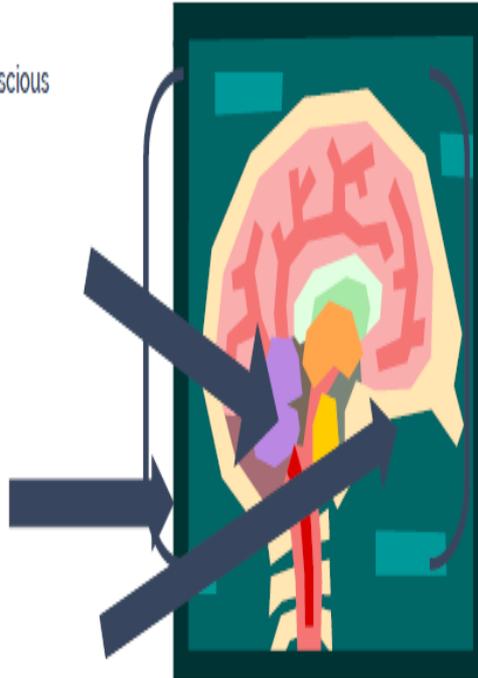
Cortex

- Thinking center
- Helps us make sense & sends messages

Amygdala

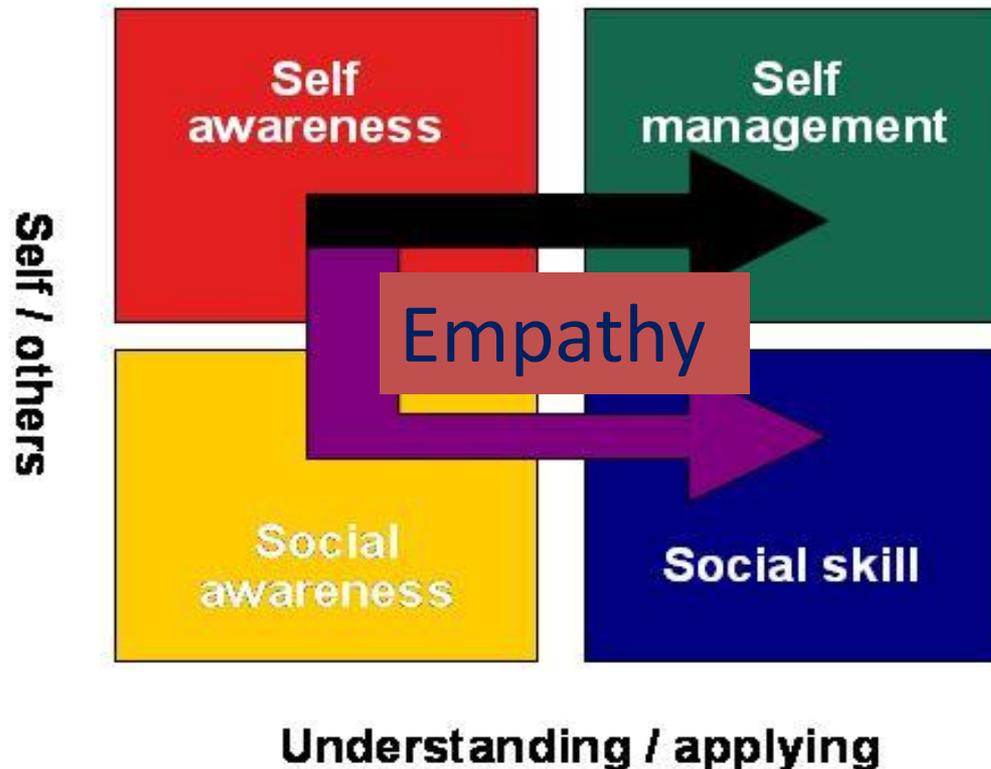
- Regulates emotional responses

Here is our chance to change behavior



Working on Emotional Intelligence

Emotional Intelligence Model



SELF – AWARENESS

83% of top performers & 2% of bottom performers reflect 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
- **Speak openly about their emotions**
- 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.



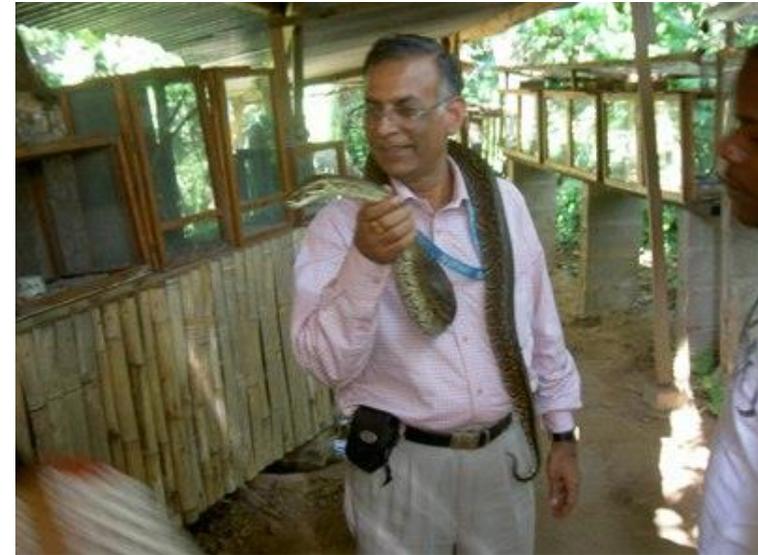
SOCIAL AWARENESS

- **Empathy:** Sense others' feelings and take active interest in their concerns
- **Service orientation:** Anticipate, recognize, & meet others' needs
- **Develop others:** Sense what others' need to develop their abilities
- **Leveraging diversity:** Cultivating opportunities
- **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

CRITICAL THINKING



problem



thinking



solution

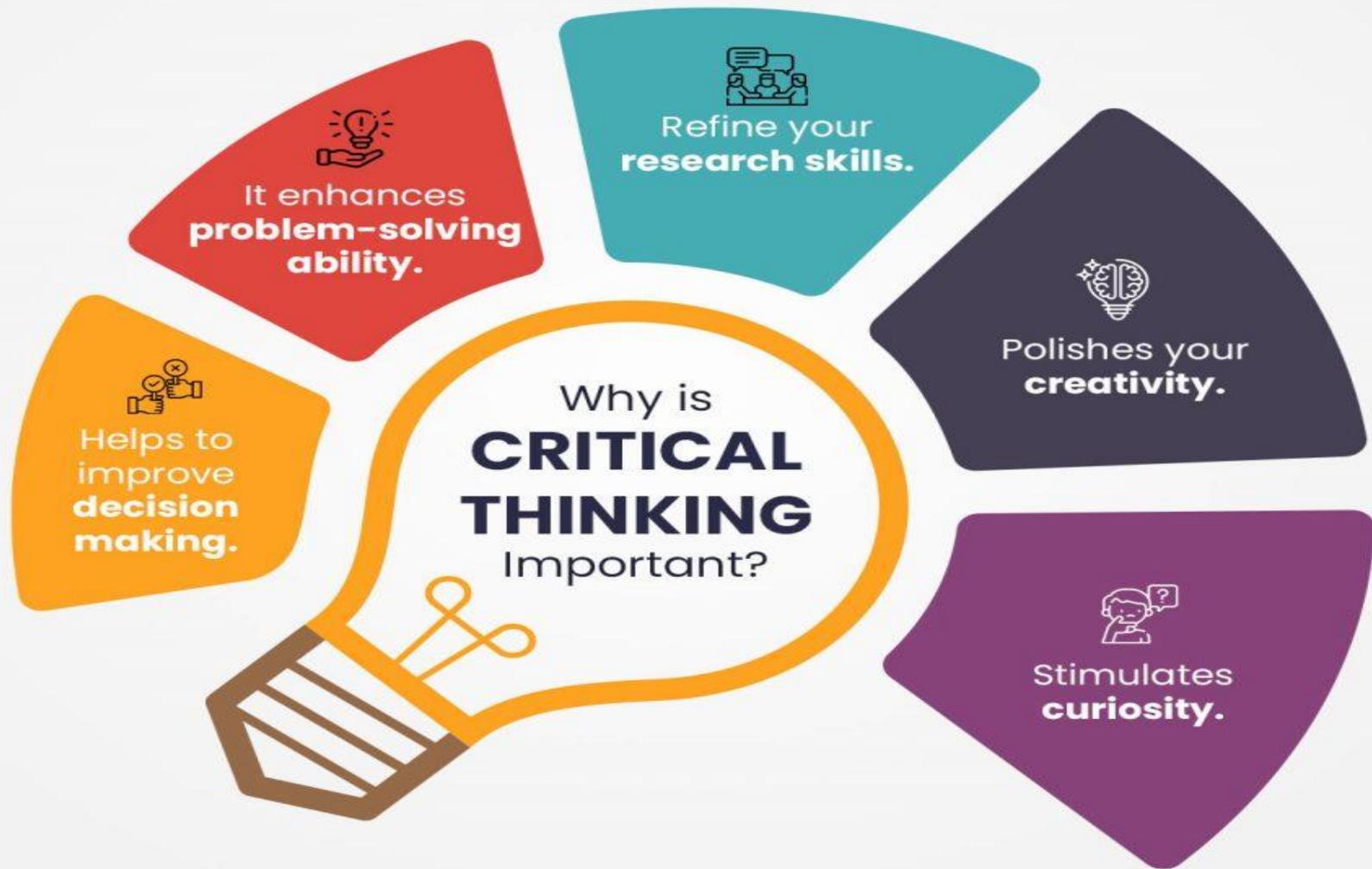
Definition of Critical Thinking

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?



Influence of Critical Thinking



ANALYSIS



CRITICAL
THINKING



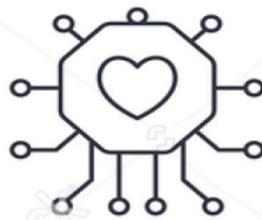
CREATIVITY



TEAM
BUILDING



DECISION
MAKING



EMOTIONAL
INTELLIGENCE



RISK
MANAGEMENT



RESEARCH

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*

Changing World: Shifting Priorities

Abbreviations commonly used to describe today's world:

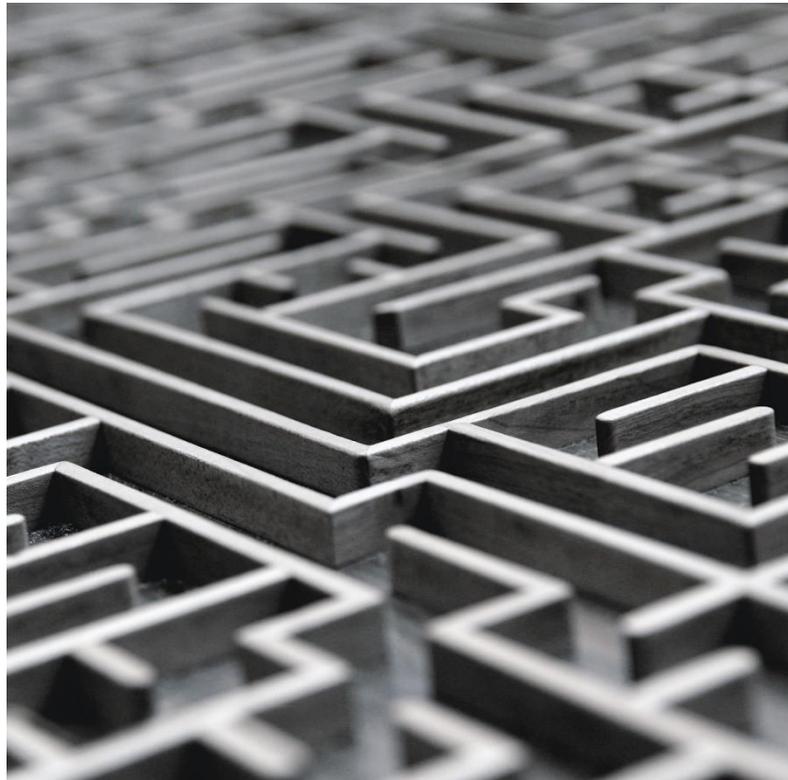
VUCA

- Volatile
- Uncertain
- Complex and
- Ambiguous

BANI

- Brittle
- Anxious
- Non-linear
- Incomprehensible

Leadership in Decision Making, Uncertain Situations & Risk Mitigation



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6th INCLN Leadership Course

5K 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.

What is Risk Mitigation?

Risk Mitigation is

- the process of planning for disaster and
- Having ways to lesson negative impacts

Where do we start - Risk Analysis

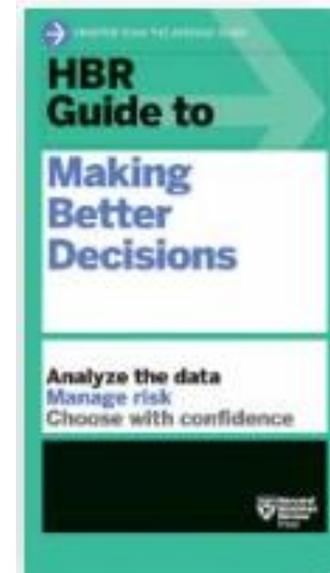
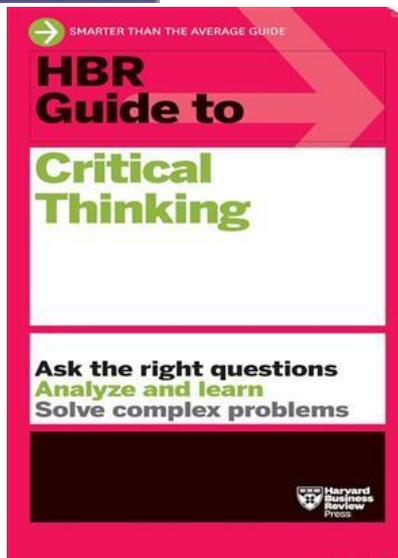
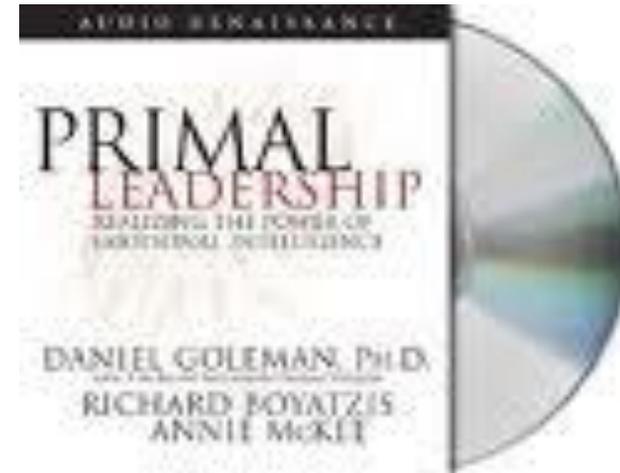
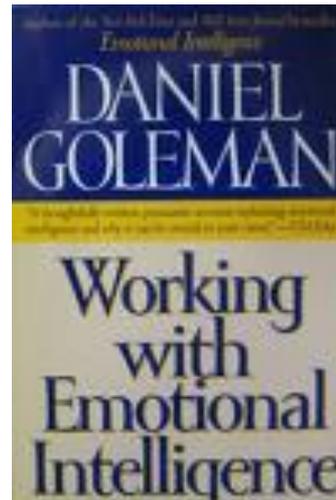
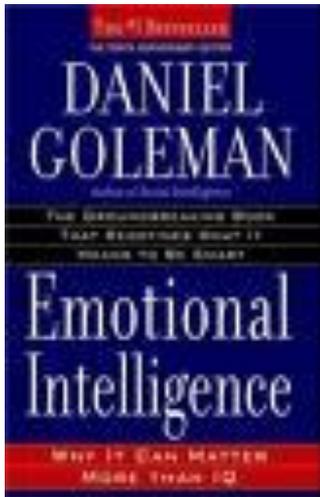
What are the types of Risks?

- 1. Compliance Risk:** Violation of Rules, Regulations or Standards
- 2. Legal Risks:** Violate government rules and regulations
- 3. Strategic Risks:** Faulty, its implementation or no strategy
- 4. Reputation Risk:** Negative impact on your personal or institutional reputation
- 5. Operational Risk:** Day-today activities that may divert attention from priority areas or drain resources

Risk Mitigation Strategies

- 1. Avoidance:** Take measures to avoid risk
- 2. Reduction:** Not possible to avoid, reduce probability of risk
- 3. Transference:** Transfer the risk to the third party. Insurance
- 4. Acceptance:** take calculated risk and be prepared for it

Further Readings



Thank You

Stay in Touch

1. Blog:

<https://drsanjivkumar.wordpress.com/>

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