

Leading with emotional intelligence

YPG professional
development skills

Packet #1



International
Pharmaceutical
Federation

Colophon

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1 Leading with emotional intelligence

To lead with emotional intelligence (EI) is to inspire, to motivate, to instil a sense of worth, belonging, confidence and to compel others to work to fullest potential. Successful leadership is measured by the emotions of others. Leadership experts seem to agree that it requires an inside-out approach to developing leaders. It becomes critical for leaders to increase awareness of their ability to manage themselves and their relationships with others. EI appears to exist separately from cognitive intelligence, and is not included in cognitive intelligence IQ measurements. To lead with EI involves an examination of the foundational skills and competencies that underlie leadership competencies. It involves a thorough understanding of the components of EI and how each one can be developed in the workplace for greater organisational effectiveness.¹

EI is an indispensable ingredient for effective leadership.² More specifically, as health care continues to evolve towards an atmosphere of interdisciplinary teamwork, the impact of EI on workplace behaviours is of particular interest. Development of EI is viewed as a potential remedy for the deficiencies in communication and interpersonal skills of professional education graduates as perceived by their employers.³ In addition, aspects of EI have been linked to job satisfaction and the commitment of an employee to their organisation,⁴ leading to the conclusion that emotionally intelligent employees are both happy and committed.⁵ Employees with high EI may be better able to understand factors that elicit negative emotions and to take appropriate action (stress management).⁶ Emotional intelligence, as defined by Goleman,⁷ is a type of social intelligence consisting of several personal and social competencies, including self-awareness, self-regulation, motivation, empathy and social skills.

EI and health professions curricula are an ongoing area of inquiry, with limited literature on including EI education in curricula and the impact of EI on learning. Emotional intelligence is proposed in professional and graduate curricula as a means to develop affective competencies, such as professionalism and leadership development.^{5,8-10} In pharmacy, EI is discussed as a possible predictor of academic and professional success.¹¹ This professional development skills packet, developed by FIP's Young Pharmacists Group, aims to help young pharmacy professionals learn and practise their own EI skills. We hope you find this packet useful and welcome any feedback regarding it. All comments and questions can be directed to ypg@fip.org.

Sample case 1¹⁴

You have been selected for a new management position within the pharmacy department at a medical centre. The last manager was well liked and successful in his role. He was promoted and you were chosen to succeed him based on your clinical success and informal leadership. Which leadership tactics should you employ in the next 40 days to ensure your leadership transition goes as smoothly as possible?

For additional cases, see Section 4

2 Competency framework

The Consortium for Research on Emotional Intelligence in Organizations²³ has elaborated a competency framework for this area that includes personal and social competences.

2.1 Personal competence

For a pharmacist, mastering personal competence is a necessity for a successful career. Most actions we take in our careers as health care providers will require exercising one or more of the below competencies.

2.1.1 Self-awareness

Consider this: As pharmacists, whether in community pharmacies, hospitals or academic institutions (to name a few), we are fortunate to have varying opportunities in health care. How do you decide what you want to do? Achieving the competencies within self-awareness will be useful in guiding you to the pharmacy career path that best fits your strengths, allowing you to learn and reflect on your experiences, and teaching you to provide quality care with confidence and certainty.

2.1.1.1 Emotional awareness

Recognising your emotions and their effects. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Know which emotions you are feeling and why
<input type="checkbox"/> Realise the links between your feelings and what you think, do and say
<input type="checkbox"/> Recognise how your feelings affect your performance
<input type="checkbox"/> Have a guiding awareness of your values and goals

2.1.1.2 Accurate self-assessment

Knowing your strengths and limits. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Be aware of your strengths and weaknesses
<input type="checkbox"/> Be reflective and learn from experience
<input type="checkbox"/> Be open to candid feedback, new perspectives, continuous learning and self-development
<input type="checkbox"/> Be able to show a sense of humour and perspective about yourself

2.1.1.3 Self-confidence

Sureness about your self-worth and capabilities. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Present yourself with self-assurance; have “presence”
<input type="checkbox"/> Be able to voice views that are unpopular and go out on a limb for what is right
<input type="checkbox"/> Be decisive and able to make sound decisions despite uncertainties and pressures

2.1.2 Self-regulation

Consider this: As pharmacists, we navigate complicated health care systems. Understanding how to overcome barriers calmly and ethically (be they a shortage of medicines, lack of appropriate staffing or conflicts with patients or physicians, to name a few) will require achieving competencies in self-regulation. As the profession of pharmacy continues to push forward and evolve (just look at how much it has advanced in the past 20 years!), adapting to changes in our responsibilities will be of utmost importance to your continued career success.

2.1.2.1 Self-control

Managing disruptive emotions and impulses. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Manage your impulsive feelings and distressing emotions
<input type="checkbox"/> Stay composed and positive even in trying moments
<input type="checkbox"/> Think clearly and stay focused under pressure

2.1.2.2 Trustworthiness

Maintaining standards of honesty and integrity. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Act ethically and be above reproach
<input type="checkbox"/> Build trust through your reliability and authenticity
<input type="checkbox"/> Admit to mistakes and confront unethical actions in others
<input type="checkbox"/> Take tough, principled stands even if they are unpopular

2.1.2.3 Conscientiousness

Taking responsibility for personal performance. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Meet commitments and keep promises
<input type="checkbox"/> Hold yourself accountable for meeting your objectives
<input type="checkbox"/> Be organised and careful in your work

2.1.2.4 Adaptability

Flexibility in handling change. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Smoothly handle multiple demands, shifting priorities and rapid changes
<input type="checkbox"/> Adapt your responses and tactics to fit fluid circumstances
<input type="checkbox"/> Be flexible in how you see events

2.1.2.5 Innovativeness

Being comfortable with and open to new ideas and information. To achieve this, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Seek out fresh ideas from a wide variety of sources
<input type="checkbox"/> Entertain original solutions to problems
<input type="checkbox"/> Generate new ideas
<input type="checkbox"/> Take fresh perspectives and risks in your thinking

2.1.3 Self-motivation

Consider this: What made you want to be a pharmacist? Achieving self-motivation will be vital to the advancement and success of your career. Regardless of what country you are in, or in what area of pharmacy you work, your career will likely be demanding. What will keep you motivated to work hard? What is going to keep you committed to your job when circumstances are not ideal? Achieving self-motivation impacts your ability to be self-driven, take initiative and stay positive in less than ideal circumstances. Instead of being the one who complains about the medicines dispensing system not working, you may be the one to step up and propose a way to fix it. This mind-set and skill will set you apart from others and place you at an advantage to excel.

2.1.3.1 Achievement drive

Striving to improve or meet a standard of excellence. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Be results-oriented, with a high drive to meet your objectives and standards
<input type="checkbox"/> Set challenging goals and take calculated risks
<input type="checkbox"/> Pursue information to reduce uncertainty and find ways to do better
<input type="checkbox"/> Learn how to improve your performance

2.1.3.2 Commitment

Aligning with the goals of the group or organisation. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Readily make personal or group sacrifices to meet a larger organisational goal
<input type="checkbox"/> Find a sense of purpose in the larger mission
<input type="checkbox"/> Use the group's core values in making decisions and clarifying choices
<input type="checkbox"/> Actively seek out opportunities to fulfil the groups mission

2.1.3.3 Initiative

Readiness to act on opportunities. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Be ready to seize opportunities
<input type="checkbox"/> Pursue goals beyond what is required or expected of you
<input type="checkbox"/> Mobilise others through unusual, enterprising efforts

2.1.3.4 Optimism

Persistence in pursuing goals despite obstacles and setbacks. To achieve this, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Persist in seeking goals despite obstacles and setbacks
<input type="checkbox"/> Operate from hope of success rather than fear of failure
<input type="checkbox"/> See setbacks as manageable circumstances rather than personal flaws

2.2 Social competence

For pharmacists, social competence skills are required on a daily basis. Regardless of practice environment, pharmacists must routinely use social competence skills in collaboration and conflict management. The emerging importance and emphasis on inter-professional health care teams will require pharmacists to understand how to work with health care teams that may not always agree with their opinions or professional recommendations. More importantly, the ability to build healthy, collaborative relationships with other health care providers is vital to quality patient care. Although competencies listed below can be applied in all settings, both personal and professional, mastering social competence will allow you, as a pharmacist, to excel in your career.

2.2.1 Social awareness

2.2.1.1 Empathy

Sensing feelings and perspective of others, and taking an active interest in their concerns. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Be attentive to emotional cues and listen well
<input type="checkbox"/> Show sensitivity and understand other perspectives
<input type="checkbox"/> Provide help based on understanding other people's needs and feelings

2.2.1.2 Service orientation

Anticipating, recognising, and meeting patients' needs. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Understand customers' needs and match them to services or products
<input type="checkbox"/> Seek ways to increase customers' satisfaction and loyalty
<input type="checkbox"/> Gladly offer appropriate assistance
<input type="checkbox"/> Grasp a customer's perspective, acting as a trusted advisor

2.2.1.3 Developing others

Sensing what others need in order to develop and bolster their abilities. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Acknowledge and reward people's strengths, accomplishments and development
<input type="checkbox"/> Offer useful feedback and identify people's needs for development
<input type="checkbox"/> Mentor, give timely coaching and offer assignments that challenge and grow a person's skills.

2.2.1.4 Leveraging diversity

Cultivating opportunities through diverse people. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Respect and relate well to people from varied backgrounds
<input type="checkbox"/> Understand diverse worldviews and be sensitive to group differences
<input type="checkbox"/> See diversity as opportunity, creating an environment where diverse people can thrive
<input type="checkbox"/> Challenge bias and intolerance

2.2.1.5 Political awareness

Reading a group's emotional currents and power relationships. To achieve this, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Accurately read key power relationships
<input type="checkbox"/> Detect crucial social networks
<input type="checkbox"/> Understand the forces that shape views and actions of clients, customers or competitors
<input type="checkbox"/> Accurately read situations and organisational and external realities

2.2.2 Social skills

2.2.2.1 Influence

Wielding effective tactics for persuasion. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Be skilled at persuasion
<input type="checkbox"/> Fine-tune presentations to appeal to the listener
<input type="checkbox"/> Use complex strategies like indirect influence to build consensus and support

2.2.2.2 Communication

Sending clear and convincing messages. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Be effective in give-and-take, registering emotional cues in attuning your message
<input type="checkbox"/> Deal with difficult issues in a straightforward manner
<input type="checkbox"/> Listen well, seek mutual understanding and welcome sharing of information fully
<input type="checkbox"/> Foster open communication and stay receptive to bad news as well as good

2.2.2.3 Leadership

Inspiring and guiding groups and people. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Articulate and arouse enthusiasm for a shared vision and mission
<input type="checkbox"/> Step forward to lead as needed, regardless of position
<input type="checkbox"/> Guide the performance of others while holding them accountable
<input type="checkbox"/> Lead by example

2.2.2.4 Change catalyst

Initiating or managing change. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Recognise the need for change and remove barriers
<input type="checkbox"/> Challenge the status quo to acknowledge the need for change
<input type="checkbox"/> Champion the change and enlist others in its pursuit
<input type="checkbox"/> Model the change expected of others

2.2.2.5 Conflict management

Negotiating and resolving disagreements. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Handle difficult people and tense situations with diplomacy and tact
<input type="checkbox"/> Spot potential conflict, bring disagreements into the open, and help de-escalate issues
<input type="checkbox"/> Encourage debate and open discussion
<input type="checkbox"/> Orchestrate win-win solutions

2.2.2.6 Building bonds

Nurturing instrumental relationships. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Cultivate and maintain extensive informal networks
<input type="checkbox"/> Seek out relationships that are mutually beneficial
<input type="checkbox"/> Build rapport and keep others in the loop
<input type="checkbox"/> Make and maintain personal friendships among work associates

2.2.2.7 Collaboration and cooperation

Working with others toward shared goals. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Balance a focus on task with attention to relationships
<input type="checkbox"/> Collaborate, sharing plans, information and resources
<input type="checkbox"/> Promote a friendly, cooperative climate
<input type="checkbox"/> Spot and nurture opportunities for collaboration

2.2.2.8 Team capabilities

Creating group synergy in pursuing collective goals. To achieve this competence, work on the following:

<input checked="" type="checkbox"/>
<input type="checkbox"/> Model team qualities such as respect, helpfulness, and cooperation
<input type="checkbox"/> Draw all members into active and enthusiastic participation
<input type="checkbox"/> Build team identity, spirit and commitment
<input type="checkbox"/> Protect the group and its reputation; share credit

3 Resources for learning

The links below provide some additional information and training opportunities. Note that the FIP YPG does not endorse any specific institution, course or product. We are merely providing additional information for you to look at independently.

3.1 Literature related to pharmacy

3.1.a: Nelson MH, Fierke KK, Sucher BJ, Janke KK. Including emotional intelligence in pharmacy curricula to help achieve CAPE outcomes. *Am J Pharm Educ.* 2015;79(4):48.

Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4469014/>

3.1.b: Galal S, Carr-lopez S, Seal CR, Scott AN, Lopez C. Development and assessment of social and emotional competence through simulated patient consultations. *Am J Pharm Educ.* 2012;76(7):132.

Available at: <https://www.ncbi.nlm.nih.gov/pubmed/23049104>

3.1.c: Lust E, Moore FC. Emotional intelligence instruction in a pharmacy communications course. *Am J Pharm Educ.* 2006;70(1):6.

Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1636903/>

3.2 Books

“Emotional intelligence, Why it can matter more than IQ”

Author: Daniel Goleman

Everyone knows that high IQ is no guarantee of success, happiness, or virtue, but until Emotional Intelligence, we could only guess why. Daniel Goleman’s brilliant report from the frontiers of psychology and neuroscience offers startling new insight into our “two minds” — the rational and the emotional — and how they together shape our destiny.

Through vivid examples, Goleman delineates the five crucial skills of emotional intelligence, and shows how they determine our success in relationships, work, and even our physical well-being. What emerges is an entirely new way to talk about being smart.

The best news is that “emotional literacy” is not fixed early in life. Every parent, every teacher, every business leader and anyone interested in a more civil society, has a stake in this compelling vision of human possibility.

For an animated summary of this book, watch this video:

<https://www.youtube.com/watch?v=n6MRsGwyMuQ>

“Emotional intelligence 2.0”

Authors: Travis Bradberry, Jean Greaves, Patrick M. Lencioni

By now, emotional intelligence needs little introduction — it’s no secret that EI is critical to your success. But knowing what EI is and knowing how to use it to improve your life are two different things.

Emotional Intelligence 2.0 delivers a step-by-step programme for increasing your EQ via four, core EQ skills that enable you to achieve your fullest potential:

- 1) Self-awareness
- 2) Self-management
- 3) Social awareness
- 4) Relationship management

“The 7 habits of highly effective people”

Author: Stephen R. Covey

Stephen R. Covey presents a holistic, integrated, principle-centred approach for solving personal and professional problems. With penetrating insights and pointed anecdotes, he reveals a step-by-step pathway for living with fairness, integrity, service and human dignity — principles that give us the security to adapt to change and the wisdom and power to take advantage of the opportunities that change creates.

3.3 Videos

3.3.1 “The power of empathy” Helen Riess

<https://www.youtube.com/watch?v=baHrcC8B4WM>

Dr Riess is an associate professor of psychiatry at Harvard Medical School. She directs the Empathy & Relational Science Programme, conducting research on the neuroscience of emotions and empathy, and is co-founder, chief scientist and chairman of Empathetics, LLC. She is also a core member of the Research Consortium for Emotional Intelligence and is a faculty member of the Harvard Macy Institute for Physician Leaders.

Dr Riess has devoted her career to research on the neuroscience and art of the patient-doctor relationship and teaching psychiatry residents and medical students. Her research team conducts translational research based on the neuroscience of emotions. The effectiveness of Dr. Riess’s empathy training approach has been demonstrated in several studies, including a randomised controlled trial. She has developed faculty curricula for teaching the teachers of psychotherapy that is used by faculty psychiatrists. Dr Riess’s empathy training curricula are implemented internationally in health care as well as in business.

3.3.2 “Emotional intelligence and leadership” Peter Salovey

<https://www.youtube.com/watch?v=ok8TcF-3ofY&feature=youtu.be>

Peter Salovey, Yale Provost, speaks at the 2010 Global Health Leadership Institute (GHLI) Conference, “Building leadership for health” held at Yale University. He extends an official university welcome and shares remarks on the psychology of leadership, drawing on his expertise in emotional intelligence and leadership.

3.3.3 “Social intelligence | Talks at Google” Daniel Goleman

https://www.youtube.com/watch?v=hoo_dIOP8k

Daniel Goleman discusses his book “Social intelligence: The new science of human relationships” as a part of the Authors@Google series.

3.4 Web

3.4.1 Inspiring leadership through emotional intelligence:

<https://www.coursera.org/learn/emotional-intelligence-leadership>

About this course: EI, hope, mindfulness and compassion help a person reverse the damage of chronic stress and build great leadership relationships. The positive and negative emotional attractors inspire sustained, desired change and learning at many levels.

3.4.2 Leadership and emotional intelligence:

<https://www.coursera.org/learn/emotional-intelligence-in-leadership>

About this course: The digital age is dramatically reshaping the rules for organisational success. The new context demands renewal of your capabilities and development of different mindsets. In this course, you will learn the different components of EI at work. For example, you’ll learn how you can work effectively in teams, build cooperative relationships with your key stakeholders, exercise effective influence, handle difficult conversations, and create energy and enthusiasm to foster meaningful change. The modules begin with powerful stories that are illustrative of typical challenges faced by frontline leaders. This course analyses the case illustration using the ideas from emotional intelligence theory, and highlights the key lessons that you should take away in terms of mindsets and skills that you should master to distinguish yourself as a leader.

3.4.3 Consortium for Research on Emotional Intelligence in Organizations:

www.eiconsortium.org

About the consortium: The mission of the EI Consortium is to advance research and practice of emotional and social intelligence in organisations through the generation and exchange of knowledge.

4 Additional cases: Practise your skills

4.1 Case 2

Your colleague Max was recently appointed the pharmacist manager for a retail setting that, according to corporate officials, needs a “serious makeover”. Your friend has several ideas and plenty of energy, but his newly acquired staff seems almost hostile to the idea of changing established approaches. “They all know I am the boss”, he says, “but they refuse to give me the respect I deserve”. What can he do to turn things around?

4.2 Case 3

Lucy is a pharmacist at a small hospital pharmacy that is experiencing regular medication errors. Despite her frequent expressions of concern to her pharmacy colleagues, she has observed a general sense of apathy towards solving problems, and the pharmacist manager seems unconcerned. Each error seems to have a unique set of circumstances, and there does not seem to be a clear pattern. Lucy is frustrated by this situation, but because she is not in a formal leadership role, she is unsure about what she can do to create real change. Which strategies might she employ?

4.3 Case 4

As a pharmacist manager, you are committed to cultivate your employees’ talent. You are increasingly impressed by Dr Collin, a newly graduated pharmacist who is passionate about his profession. His ideas are creative, salient and on point. On the down side, he can be overly direct and even condescending in his communication with others. You see tremendous leadership potential in him if he can conquer some of his interpersonal communication challenges. What can you do to help him reach his potential?

4.4 Case 5

Since you are a student leader, Susan asks you how she can get involved to develop her leadership skills and become more experienced, confident and prepared to accept a formal leadership position in your community pharmacy in the future. What should you recommend to prepare her for a leadership role?

5 Case answers

REMEMBER: There are no right or wrong answers when it comes to navigating the best ways to use emotional intelligence. Below are suggestions for using EI skills to overcome challenges in the above scenarios. We encourage you to evaluate each of the scenarios on your own and think about what skills would be of most use in solving the problems and how you would apply them if you were in these scenarios. Answers below are suggestions; you may find that you would use even more EI skills than those listed.

Case 1: In a new leadership role, many aspects of EI could be used to ensure your success. The following competencies may be useful: 2.1.1.2, 2.1.1.3, 2.1.2.2, 2.1.2.3, 2.1.2.4, 2.1.2.5, 2.1.3.2, 2.1.3.4, all social competence skills.

Case 2: Leading change can be difficult. The following competencies may be useful: 2.1.1.3, 2.1.2.2, 2.1.2.5, 2.1.3.3, 2.1.3.4, 2.2.1.5, 2.2.1.1, 2.2.1.3, 2.2.1.4, 2.2.2 (all).

Case 3: Trying to motivate your colleagues to embrace change? The following competencies may be useful: 2.1.1.1, 2.1.1.3, 2.1.2.1, 2.1.3.3, 2.1.3.4, 2.2.1.1, 2.2.1.5, 2.2.2.1, 2.2.2 (all).

Case 4: As a leader, you will often have a mentor role and will have to help others reach their full potential. The following competencies may be useful: 2.2.1.1, 2.2.1.3, 2.2.1.4.

Case 5: The following competencies may be useful: 2.1 (all).

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