Emotionally Intelligent Leadership

Presented by the RMIT Counselling Service
Session Outline

- What is emotional intelligence?
- Emotional intelligence and good leadership
- The 4 Constructs of Emotional Intelligence
- Emotional Competencies
- The Emotional Competencies within Self Awareness
  - Recognising and understanding your own negative emotions
- The Emotional Competencies within Self Management
  - Managing your own negative emotions: Sulking
- The Emotional Competencies within Social Awareness
- The Emotional Competencies within Relationship Management
  - An example of relationship management: Effective use of feedback
What is emotional intelligence?

- **The ability to recognize that we have emotions, to name them, and to control them so that we can choose how to behave.**

Some key qualities of the emotionally intelligent person:
- Be aware of my emotions
- To be able to express emotion appropriately
- To be able to manage conflict
- To maintain clear “boundaries”
- Cope with change effectively
- Realistic appraisal of my strengths and limitations
- Give feedback to others sensitively
- Receive feedback openly
WHAT KIND OF “INTELLIGENCE”?

• EI is made up of 3 types of Intelligence:

• **ABSTRACT INTELLIGENCE** – traditionally assessed in IQ tests; the ability to calculate, analyse data, rationalise, evaluate.

• **CONCRETE INTELLIGENCE** – ability to perform tasks that require physical skills. Examples: crafts, sports, Ikea.

• **SOCIAL INTELLIGENCE** – capacity to empathise; to communicate effectively.

“pay attention: you never know what disguise your next teacher will be wearing”
How does emotional intelligence connect with leadership?

- There is an assumption behind the theory of EI that says that a good leader has to be able to understand his or her emotions as well as understanding those of others.

- Any good decision making has to involve an awareness of the role of emotions.

Example:

In 2006, the town of Toowoomba voted against the introduction of recycled sewerage water in spite of compelling evidence that the town would not survive without adequate water and evidence of the value of this approach. Officials did not take into account “yuk” factor – the emotional response (repugnance) was stronger than any compelling evidence of the validity of this solution.
Emotional intelligence and good leadership

• In a workplace, people often think that decisions and the functioning of the work place is driven by logic and rationality (A + B= C and so the best decision is D)

• But in fact, what psychologists have learned over hundreds of years of studying human behaviour is that emotion is the prime driver of action.

• A good leader needs to be aware of this fact

Example:
Choice of career: Only a tiny minority of people choose their career solely on the basis of logic factors but are rather guided by more emotional reasons that attract them towards the occupation (e.g. wanting to do something they would love to do, rather than choosing an occupation where there is a shortage of workers and where they would be able to get a job more easily)
The 4 Constructs of Emotional Intelligence

Emotional Competencies (Goleman) model

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

1. **Self-awareness** — the ability to read one's emotions and recognise their impact while using gut feelings to guide decisions.

2. **Self-management** — involves controlling one's emotions and impulses and adapting to changing circumstances.

3. **Social awareness** — the ability to sense, understand, and react to others' emotions while comprehending social networks.

4. **Relationship management** — the ability to inspire, influence, and develop others while managing conflict.
Emotional Competencies

– Goleman includes a set of emotional competencies within each construct of EI.

– Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

– Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.
A word of caution

– The concept of EI is still being developed within the field of psychology and much is still unknown about the contributing factors to the development of Intelligence and the specific role of emotions.

– An example of an area that is still being debated is whether EI can be measured as we can measure abstract intelligence with an IQ test.
An experiential exercise: Self Awareness

❖ **Sample Scenario 1:** Imagine that you are working at Safeway and are always given 3 shifts a week which allows you to comfortably pay your bills. A new manager arrives and you have a run-in with him and after that, your shifts start being reduced. When you challenge him about this, he claims it is simply because there is not enough work to go around and he is trying to share out the shifts more evenly. This leaves you feeling very angry.

❖ **Sample Scenario 2:** You find yourself very attracted to a colleague at work but don’t know what you should do about it because you are unsure whether it is appropriate to date a colleague and are unsure about how to approach them about your attraction.
An experiential exercise: Self Awareness

- Can think of a similar example in your own working life where strong emotion has had a powerful impact on your work experience?

- Get into pairs and discuss with your partner:
  1. What the situation was and what your feelings were?
  2. How did you manage those feelings?
Group Discussion

• Go back to the first scenario.
  – If you were this worker, what would you do next?
  – How would strong anger impact on your performance at work and your decision making?

• Go back to the second scenario.
  – If you were this worker, what would you do next?
  – How would your strong attraction impact on your performance at work and your decision making?

• The goal of the exercise is to begin to understand the impact of emotions on your working life and on your decisions about work.
The Emotional Competencies within Self Awareness

1. Intimate and accurate knowledge of oneself and one’s emotions

   EXAMPLE: I come from a family where Mum & Dad were always fighting, squabbling, abusing one another. As an adult, I’ll do anything to avoid conflict with others.

2. Understanding and predicting one’s emotional reactions to situations

   EXAMPLE: At uni., in my Group Assignment, if there is a hint of conflict in the Group, I withdraw into myself, go quiet, and do nothing to help resolve the tension. I freeze.
Recognising and understanding your own negative emotions

• Part of knowing yourself and your emotions includes understanding and recognising negative emotions and when you experience them. This is important because negative emotions can become a barrier for effective performance and effective leadership.

• Examples of unproductive negative emotions are:
  – Martyrdom
  – Anger
  – Sulking
  – Excessive worry
An exercise in assessing your negative emotions

**Martyrdom survey:** If you think any of the following statements are more true than untrue for you, then circle “yes” , otherwise circle “no”

1. Life is harder for me than for most people  
2. Our lives are controlled by fate  
3. I have little control over what happens in my life  
4. Other people seem to persecute me  
5. People often seem to misunderstand me  
6. My genetic inheritance determines what I can achieve in life  
7. Other people seem to have more friends than I do  
8. When I try to help people they don’t appreciate it as much as they should  
9. People often don’t listen to me when I’m telling them how difficult my life is  
10. None of this is my fault
Small Group Discussion

- Get into small groups of 3-4
- Discuss the following:
  1. When have you felt like a martyr?
  2. What happened and who was involved?
  3. What was the payoff for you for your martyred behaviour?
  4. What was the cost?
Payoffs and Costs of Martyrdom

• What do you think the payoffs are for you in being a martyr?

• What are the costs?
Take a 10 minute break to refresh and revive!
The Emotional Competencies within Self Management

- **Emotional Self-Control** - The ability to control emotions that are inappropriate
- **Transparency** - Being honest and trustworthy, and having integrity
- **Adaptability** - The ability to be flexible in changing situations
- **Achievement** - The drive to meet inner standards of excellence
- **Initiative** - Being ready to act and seize opportunities
- **Optimism** - The ability to see the positive in events

• There is no right or wrong about emotions. It is how you manage your emotions when in a leadership position that is the key issue.
Emotional self control: Managing Sulking

- What is sulking all about?
  - We tend to sulk when we’re not getting our own way. It’s a form of indirect aggression. Our attempts to get what we want haven’t worked so we try sulking. Maybe when we were children, sulking did work (our parents couldn’t stand it any more and gave in to us!). But now we are adults, we need to learn a hard lesson – sulking rarely works.

- Can you think of an example where an unmet need led you to sulk?
- Who was not meeting your need?
- Did sulking work?
- Was there a cost to your sulking?
Managing your own negative emotions: Sulking

• Instead of sulking, there are 3 more emotionally intelligent choices:

1. Change yourself: With minor issues you might say to yourself “this really isn’t important, I’m going to stop worrying about it”

2. Change the situation: This may mean asking for what you want or behaving differently yourself or making other adjustments appropriate to the situation.

3. Get out! For example, if you have a boss who is completely unreasonable and unwilling to consider your view at all, you may be better off leaving.
An example of the 3 choices in action

Case Example: Vincent

Vincent enjoyed a successful career as a professional writer. He had decorated his office space with the usual mementos, photos and the like. He had also put up a print of the famous Gauguin painting, which portrayed semi-nude Tahitian women on the beach. One of Vincent’s female colleagues informed a supervisor that she was offended by the painting and demanded that it be removed. Complying with company guidelines on sexual harassment, the supervisor called Vincent into his office and told him to remove the painting. Vincent objected but had no recourse: he had to take down the art or resign from his job. After weighing these two options, he chose the lesser of the two evils and decided to remove the art. After all, it is easier to find a new painting than a new job. Vincent did the practical thing. What he hadn’t anticipated was the growing anger, outrage, and sense of betrayal of principle he felt after removing the art to keep his job.
An example of the 3 choices in action: Discussion

For each of the 3 emotionally intelligent choices, what could Vincent have done?

1. How could he have changed himself?

2. How could he have changed the situation?

3. How could he have gotten out of the situation?
An example of the 3 choices in action: Discussion

What actually happened? Choices 1 and 2:

Vincent came to realise that this situation was the result of systemic issues and not directed him personally. Vincent realised that he had the power to refuse to be offended by the intolerance of the system, and he decided to exercise it. Vincent returned to work no longer harbouring ill feelings towards his colleague or his supervisor. *(Vincent changed himself - his perception of the situation)*

As a final touch, Vincent put together a top 10 list of paintings that he would like to hang on his wall and showed his colleague and asked her to choose one that didn’t offend her - that way everyone would be satisfied with his décor *(Vincent changed the situation, finding a way to satisfy his need to have beautiful art on his wall and satisfy the system’s need for “political correctness”)*
The Emotional Competencies within Social Awareness

• **Empathy** - The ability to sense others' emotions and to understand their perspective. “Perspective” includes the other person’s belief system, or values. The understanding associated with empathy is both cognitive and emotional; in other words, both “head and heart”. It takes into consideration the reasons and logic behind the other’s point of view, as well as the feelings she/he is investing.

• **Empathy in an Organisational context** - The ability to understand the politics and networks of the organisation.
An Empathy Exercise: Photolanguage

• Photo language (get a series of photos of faces expressing different emotions or different scenarios) (30 minutes)
Take a 10 minute break to refresh and revive!
An Empathy Exercise: Short Film

- http://www.youtube.com/watch?v=mNK6h1dfy2o

Questions:
- What is each character feeling?
  - Beginning
  - Middle
  - End
- How does your reaction to the father change?
- How does your reaction to the son change?
The Emotional Competencies within Relationship Management

- **Developing Others** - Building others' abilities
- **Inspirational Leadership** - Having a compelling vision to lead with
- **Change Catalyst** - The ability to initiate, manage, and lead in a new direction
- **Influence** - The ability to utilise persuasion
- **Conflict Management** - The ability to resolve disagreements
- **Teamwork and Collaboration** - The ability to build and guide teams
An example of relationship management: Effective use of feedback

- Giving and receiving feedback is a vital part of any organisational relationship.

  **Giving feedback**

- Commence with: achievements; strengths; improvements since last feedback session

- If you use a broad, generalised comment – such as, “better communication with co-workers” – follow it with a specific example, e.g., “you let Peggy know why the new client changed their order”

- Proceed with: concerns; performance decline; behavioural problems; skills deficit; areas for improvement. Again…. Give specific examples.

- Ask for worker’s response to BOTH positive and critical feedback

- Discuss ways of addressing the concerns; e.g. skills training
Seeking feedback

• Asking for feedback is an advanced skill for a good leader (as opposed to a coercive leader). By asking for feedback we can unlock our potential for improvement but it takes courage – what if people say something that we find difficult to hear? What if we feel very angry about their feedback?

• Seeking feedback includes:
  1. Listening to feedback
  2. Receiving feedback (taking it on board)
  3. Responding to feedback

• How to ask for feedback:
  1. Ask the right person i.e. someone who knows you in the area in which you want feedback. This needs to be someone who is able to assertively give the feedback.
  2. Explain why you want feedback. Frame it positively e.g. “I’d like to be better at my…skills”
  3. If possible, get feedback from several people – you will get different perspectives.
  4. Respond in a polite way and thank the person for their feedback
  5. Congratulate yourself on taking this step
A feedback exercise

• Look at and fill in your LEAD evaluation workshop for today's workshop.
• We will use this exercise as an opportunity for you to practice giving feedback and for us as facilitators to demonstrate receiving and responding to feedback.

• What are some ways that Liz and Simon could respond to the feedback you have given today?
Any questions or comments?