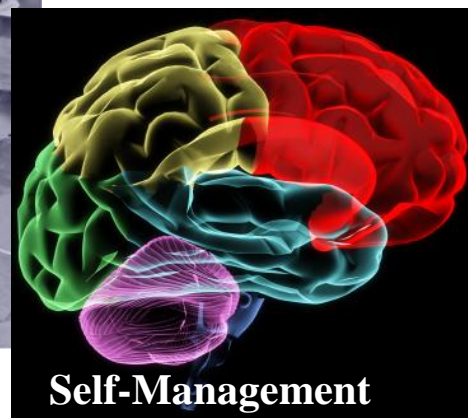


Effective Leadership Communications with Emotional Intelligence (EI)



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1.0 Introduction

"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."

- Albert Einstein

The field of management communications, like so many aspects of society, is experiencing radical change. Indeed, continuous, radical change is one of the few constants that mark today's business environment. The drive behind this change is a complex, interrelated web of forces that includes advances in knowledge, mobility, communications, and the productive capacity of humankind. These forces have transformed the nature of contemporary organizations and subsequently the requisite knowledge and skills of those who manage them¹.

During the last few decades a continuous growth has been in the interest in the area of Management Communications, with numerous researches conducted on the same quest to identify the behaviors which verifies the ever ambiguous questions of; *what makes a leader, and how do we define and evaluate the characteristics that determine effective leadership communication?* (McKenna, 2000:352-355)

Despite the large amount of research, there appears to be little consensus regarding the characteristics of an effective leader. And just as important, different situations call for different types of leadership (Goleman & Harvard Business Review, 2000:2-3). However, research suggests that the most effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as **emotional intelligence** (ibid). Emotional intelligence (EI) can generally be defined as a set of non-cognitive competencies that are linked to interpersonal effectiveness or "people skills" at work. Furthermore, Emotional Intelligence is defined as one's ability to manage and monitor one's own emotions; recognize different types of emotions in others; distinguish the difference between one's emotions and those of others, and use that information to guide one's thinking and actions (Pinos, Twigg & Olson 2006).

Contemporary research within the field of Emotional Intelligence has become extremely popular in connection to Management Communications, as it has shown effectiveness in leadership communications, an increase in workplace performance, and the creation of open

¹ <http://web.ebscohost.com/www.baser.dk/ehost/pdf?vid=11&hid=108&sid=68e1ce8d-453c-447e-8d0d-4e4844ffe8f8%40sessionmgr104>

and successful communication style within the organization (Goleman & Harvard Business Review, 2000). Several studies performed by the late David McClelland show astonishing connections with emotional intelligence, strong performance and financial profits. Therefore, adapting the fundamental concepts of emotional intelligence; *self awareness, self-management, social awareness and relationship management* to the leadership communications within an organization could contribute to improving communications and hence, differentiating which attributes make an effective leader and which do not (ibid).

1.1 Problem Statement

Considering the continuous changes and challenges organizations face in today's turbulent business environment, and the impact it has on the knowledge and skills required in those who lead, the time has come for taking emotions into account in the daily operations of an organization. Hence, by conducting research within in the fields of emotional intelligence and management communications, and looking into smaller and larger case studies on emotional intelligence and leadership, my focus will be on investigating the following;

*Can the concept of **emotional intelligence** enhance a leader's sense of self and others, and thereby contributing into improving **communications** at the management level of organizations, and hence develop and amplify **workplace performance** in themselves, and those they lead?*

In order to be able to consider and answer the problem statement, it is necessary to include and resolve the following sub-question?

For decades, people have debated if leaders are born or made. As a result, the debate about emotional intelligence is raised; *can emotional intelligence be learned?*

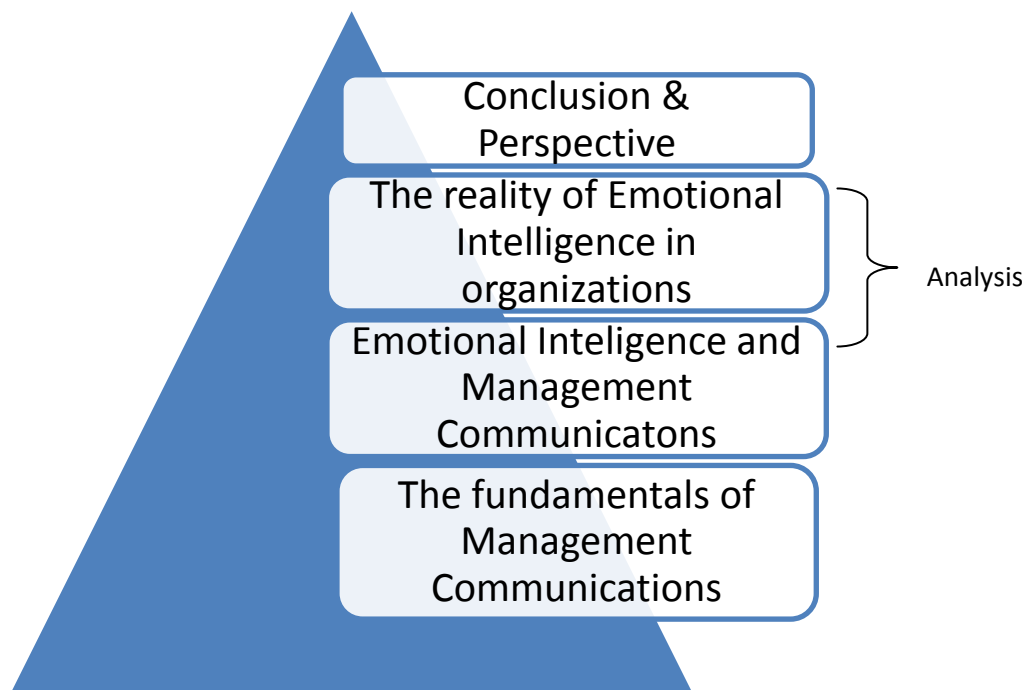
1.2 Theoretical Framework

The research and theories in this thesis is concentrated around the question of determining what makes an effective leader and communicator, by implementing the concept of emotional intelligence. As this area of study is overwhelmed with numerous theories and researches, this paper is merely a descriptive research by looking into and comparing some of the researches and case studies that are already performed by excellent scholars in the field of management communications, in order to justify or prove that emotional intelligence is important and can be relevant in the field of management communications. Hence, The motivation for my research is to also prove that, despite the many critiques of relevance of emotional intelligence in the field of management communications, the role of emotions in today's business environment is vital and much needed. My research is basically concentrated on internal management theories, and overall divided into four major areas of investigation. Starting out with a historical overview from the frameworks of Katherine Miller (2006), of how leadership- behavior and communication has developed over time, and then moving on to how leadership effectiveness can be determined by using contemporary leadership theories from the field of Organizational Behavior. The first area constitutes the point of departure for the following major investigations. The second area of investigation includes the implications of emotional intelligence on leadership communications, and the most fundamental theories of emotional intelligence, mainly looking into the research of the Harvard Business Review co-author, Daniel Goleman and Salovey and Mayor's research. The third major area of investigation is the reality of emotional intelligence, and the implications it has on the organizational performance and the organization as a whole, with several smaller and larger case studies to justify my statements. The final aspect of my research is the concluding area, with the discussion and perspective of the entire "journey" of my research. All areas inter-relate with one another and provide input and justification in order to answer my problem statement. Examples are included to support theories and provide credibility to my research.

1.3 Method and Structure

As indicated in the theoretical framework, the thesis is structured into four major areas of investigation, each of significance and with the purpose of providing substantiation of the relevance of emotional intelligence in the field of management communications, and hence answering the problem statement. The paper is structured by deductive reasoning, as the conclusion or outcome of my investigations is a logical consequence of the premises I have

set (problem statement). Several researchers' perspectives in the field of management communications will be elaborated on in order to determine the characteristics of an effective leader in today's business environment. This is done, to provide background information on the development of leadership communications, and to give an idea where it is today and where it should be going, which leads us to the heart of my thesis- *emotional intelligence*. To take my investigations to "the next level", emotional intelligence is put into a leadership communication perspective, and into an organizational perspective. When combining all the findings, it will then be possible to determine the relevance of emotional intelligence in a leadership- and communication setting and what the outcomes of implanting EI competencies to this setting are. To challenge the findings even further, the thesis will cover how discoveries with emotional intelligence, *effective* leadership and organizational performance relate with one another, and how you can take the qualities of emotional intelligence competencies into other areas of your daily life. The structure of my research would then look something like this;



1.4 Delimitations

There are generally two theories or models that guide research in the field of emotional intelligence; the first one is presented by Salovey and Mayor in 1997 referred to as the *abilities model*, and the second one presented by Daniel Goleman in 1998 entitled the *mixed*

model, later adjusted in 2002 (Goleman, 2004: 38). I would have liked to have compared the two and gone into detail with Salovey's and Mayor's model, however, due to limit in pages and the fact that Goleman's model is more relevant to my thesis, I have chosen not to include a detailed description of Salovey's and Mayor's *abilities model*. Goleman's mixed model emphasizes *more* on how important emotional intelligence is for organizations and on leadership, which is more significant for my research.

2.0 Historical overview on leadership- and communication style

Before taking any journey, it's important to know where you've been, where you are, and which direction you're going"- unknown

Like in all other fields of science, different theories and approaches have been developed concerning the evolvement of effective leadership. As an area of academic study, management is essentially a product of the 20th century. However, the actual practice of management has been around for thousands of years (Goleman, 2004: 5-7). After processing some of the literature, it seems the concept of determining effective leadership communication has shifted from a classical managerial view, which was entirely *task* oriented, into the human resource approach which combines both *task* and *people*, while adding *innovation* into the management communication style (Miller, 2006).

In the early 20th century, efficiency and increased productivity was in focus, this was the result of the classical managerial view at the time, which was solely task-oriented. Common for the classical theorists² is that all of them used the machine metaphor as a central guiding force in their theories. The characteristics of the machine were paralleled to those of an organization; *specialization*, *standardization*, *replaceability* and *predictability* (Morgan, 2006: 13). It was Henry Fayol's belief that a manager's job could be divided into five managerial functions which were all essential to being a successful manager; *planning*, *organizing*, *command*, *control* and *coordination*. Bureaucracy and centralization are some of the key-words when taking a classical approach. As a result, the content, channel, and style of communication became work-related, written and formal, which leads to a top-down management, where authorities are highly respected and superior to subordinates (Miller, 2006: 9, 16,17). The pros and cons for the classical theory are many. But although this is one of the oldest approaches, it is still seen in some of today's organizations (Miller, 2006: 19).

² Henri Fayol, Max Weber and Frederick Taylor

According to Miller (2006), the interpretation of effective leadership and communication in classical management has influenced the way we practice and perceive leadership in today's business environment.

A rather big development in the founding approaches is seen in the shift from classical to human relations theory. Similar to the classical, the focus is on the efficiency of production. However, the human relation studies are more an investigation of how changes in the work-environment impact on the productivity of the worker in order to maximise the organizational efficiency (Miller, 2006: 26). A great emphasis is placed on ways of motivating employees; *"The motivational effect of social needs and the importance of the social environment was recognized, and a link between satisfaction and productivity was advanced"* (McKenna, 2000:11)

Different from the classical and human relations approach, is the human resources approach which is the most recent of the founding approaches. Whereas the two first approaches conceptualize workers within an organization, human resources approach focuses on the cognitive contributions that the individual employee make with their thoughts and ideas (Miller, 2006: 47). The idea that employee behaviour is a result of the style of management was advocated, and employees are valued and seen as assets who can contribute to organizational goals. Moreover, this resulted to a radical change in the communication style and direction flow (ibid). According to Drucker (1990), he believed management had to do with empowerment; he perceived employees as resources rather than simply costs, which are contrary to the classical management views. In addition, in order to "understand and explain" organizational communication, three contemporary approaches also need briefly to be mentioned in this section. The contemporary approaches are system, cultural and critical, and they all exert substantial influence in the terms of how organizational communication is studied today (Miller, 2006: 69).

As we see a shift in management and communication style since the classical management view was most dominant and perceived as most effective, the classical management style, as mentioned, is still visible and practiced effectively in many organizations in today's corporate society (Miller, 2006). The shift is most evident in the way the employee is perceived and valued, and also how power is distributed within the organization (ibid). History shows that that every workplace is unique, every group of people is unique, and every manager has his or her work cut out for him or her in determining what works best for business improvement. Furthermore, researches conducted throughout the 20th century also helped prove the old

maxim "management seeks efficiency; workers seek motivation."³ It is important to understand the evolution of management because management problems remain mostly the same over time. While value systems and perspectives may have changed, experts have gained a better understanding of what motivates employees, and creates thriving work environments⁴. Understanding some of the general approaches and theories on how management has evolved over time is necessary in order to be able to recognize where it stands today, and where it appears to be heading (McKenna, 2000: 6-10).

2.1 Models of Leadership

There are various and numerous definitions of what effective leadership is, and which attributes a successful, effective leader has or should encompass. Many of the definitions are somewhat debatable. One definition of leadership by Peter Drucker is; *the only definition of a leader is someone who has followers*⁵. On the other hand, some researchers who have studied leadership in organized settings tend to state that people endowed with authority are leaders. Therefore, supervisors and managers can be called leaders (McKenna, 2000). Or as, Dwight D. Eisenhower suggests; *"Leadership is the art of getting someone to do something you want done because he wants to do it"*⁶. However, this definition implies manipulation, which is not generally considered a positive operation when leading. The concept of leadership is about getting people to do things willingly and influencing and inspiring others to follow you. Leadership in this sense can be defined as; *"A process in which leader and follower interact in a way that enables the leader to influence the actions of the follower in a non-coercive way, towards the achievements of certain aims or objectives"* (Meyer, 2007).

It is important to mention that many theories of leadership are concerned with managerial influence, and the terms "leadership" and "management" are sometimes used interchangeably (McKenna, 2000: 353-354). However, some academics can see differences between management and leadership. Kotter (1990) felt that; *"leadership and management are two distinctive and complementary systems, each having its own function and its own*

³ <http://web.ebscohost.com/www.baser.dk/ehost/pdfviewer/pdfviewer?vid=7&hid=101&sid=460d8bcc-da04-4f16-9440-3bdb63a94be9%40sessionmgr111>

⁴ <http://web.ebscohost.com/www.baser.dk/ehost/pdfviewer/pdfviewer?vid=7&hid=101&sid=460d8bcc-da04-4f16-9440-3bdb63a94be9%40sessionmgr111>

⁵ <http://web.ebscohost.com/www.baser.dk/ehost/pdfviewer/pdfviewer?vid=4&hid=101&sid=3c9504ee-c404-4fc5-9e9e-7d08fb32b0f2%40sessionmgr113>

⁶ <http://web.ebscohost.com/www.baser.dk/ehost/pdfviewer/pdfviewer?vid=4&hid=101&sid=3c9504ee-c404-4fc5-9e9e-7d08fb32b0f2%40sessionmgr113>

characteristic activities, but both are necessary for the management of complex organizations (McKenna, 2000:353). Again, according to Kotter, management is about planning, controlling, and putting appropriate structures and systems in place, whereas leadership has more to do with anticipating change, coping with change, and adopting a visionary stance (ibid). In essence, leadership is an agency of change, and could entail inspiring others to do more than they would otherwise have done, or were doing. By contrast, management is a force more preoccupied with planning, coordinating, supervising, and controlling routine activity, which of course can be done in an inspired way.

As mentioned, for some scholars, there is no difference between the two, while other theorists state the contrary. The essence is to keep in mind the different opinions on leadership and management, and the various definitions of leadership when looking into leadership theories. In recent literature the focus has been on four main theories of leadership; *the trait theory*, *the behavioral theory*, *contingency theory* and *the transformational theory* (McKenna, 2000: 354).

2.1.1 The Trait Theory

The trait model of leadership aims to identify a common set of attributes that distinguishes leaders from followers, or effective leaders from ineffective leaders. The theory places emphasis on the personal characteristics of leaders that cause effective leadership e.g. height, race, sex, or traits such as logical thinking abilities, persistence, empowerment or self-control. It was assumed that effective leaders must have certain personal qualities or traits which made them different from ineffective leaders or from people who never become leaders (McKenna, 2000:355-357. Bavelas (1960) saw leadership traits as quickness of decision, the courage to take risks, coolness under stress, intuition, and even luck (ibid). However, research in this area has often been criticized for lacking consistent evidence and being too simplistic. Rather than focusing on what a leader should be like, the focus should be on what an effective leaders *do*, i.e. their behavior (ibid).

2.1.2 The Behavioral Theory

The Behavioral Model places emphasis on the behaviors of leaders, including their style of leadership. Research performed shows that there are two fundamental types of leader behavior; “*initiating structure*” or “*consideration*” (McKenna, 2000:358). On the one hand, when leaders engage in consideration they show their subordinates trust, respect and care. On

the other hand, when initiating structure could be assigning tasks, communicating and deciding how the work should be done, or motivating employees to perform well (ibid: 360). The Blake & Mouton Leadership Grid suggest that a manager's style can be identified and mapped according to the "people" & "task" orientations. However, similar to the Trait Theory, behavior alone does not explain why some leaders are effective; one has to picture the situations in which leadership occurs (ibid).

2.1.3 The Contingency Theory

Situational theories place emphasis on the leader in the context or the situation in which he or she leads (McKenna, 2000: 366). According to this model, what makes a leader effective are his or her *traits*, his or her behavior, combined with the situation in which the leadership takes place. The contingency model covers several situational perspectives. One of them is the contingency model of leadership effectiveness by Fiedler (1967). This Theory attempts to predict how style of leadership, leader-member relations, the power vested in the position of the leader and the structure of the job or task harmonize to determine the leader's ability to achieve productive output (McKenna, 2000:369). Another situational theory is House's Path-Goal model, which describes how leaders can motivate their subordinates by four different kinds of leadership behaviors: supportive, directive, participative and achievement-oriented (McKenna, 2000:378). Some critique of this model include that the assumption of homogeneous employees and the notion of the possibility of managers actually changing their leadership style (ibid).

2.1.4 Transformational Leadership

In the current millennium companies need leaders who are able to operate in multicultural environments, are aware of global marketing issues, and recognize the need for diversity, because these will allow organizations to remain competitive and survive in multicultural environments (Pinos, Twiggs & Olson, 2006). In transformational leadership the emphasis is on people of vision, who are creative, innovative, and capable of getting others to share their dreams while playing down self-interest; and are able to cooperate with others in reshaping the strategies and tactics of the organization in response to a fast-changing world (McKenna, 2000:383). Bass (1990) lists the major characteristics (that are based on the findings of a series of surveys, and on clinical and case evidence) of transformational leadership as:

- *Charisma*
- *Intellectual stimulation*
- *Consideration of the **emotional** needs of each employee*

In addition, Crane (2001) states that that coaching skills are also a prerequisite for success and defines transformational coaching as “*the art of assisting people to enhance their effectiveness, in a way they feel helped*” (Twiggs, Pinos, Olson, 2006). Moreover, it is suggested that there are three keys to creating passion in the workplace and thereby, stimulating transformational leadership; love of work, meaningful work, and a nurturing workplace (ibid). However, you have to consider the reaction of the subordinates; subordinates must be ready for the exercise of transformational leadership and see justification for the use of this type of leadership as a means of transforming the organization (McKenna, 2000: 384).

One aspect of the transformational leadership style is being able to take into consideration the emotional needs of each employee (Twiggs, Pinos & Olson, 2006). However, in order to be able to realize this aspect as a leader, you have to be able to recognize and have control over you own emotions and relations with others. This part of leadership communications is often ignored (Harvard Business Review & Goleman, 2001:7).

The following section will deal with the notion of examining and questioning the importance of the emotional side of leadership, and how it affects the rest of the organization in terms of communication and performance.

3.0 Leading with Emotional Intelligence (EI)

“Nothing great was ever achieved without enthusiasm” -Ralph Waldo Emerson

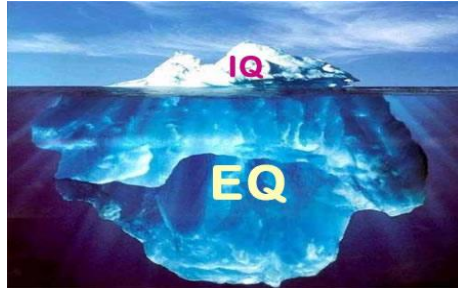
Leaders have always played a primordial emotional role. Whether tribal chieftains or shamanesses, these leaders earned their place in large part because their leadership was emotionally compelling. Throughout history and in cultures everywhere, the leader in any human group has been the one whom others look for assurance and clarity when facing uncertainty or threat, or when there is a job to be done; “*the leader has always acted as the group’s emotional guide*” (Goleman, Boyatzis & McKee, 2002:5-7). In the modern organization, this primordial task has been largely invisible and perceived as insignificant for the success of an organization’s communication and performance (ibid). However, in today’s business environment, in order to be able to understand the effects of a leader’s and all

employee's moods and emotions; it is vital to take into account the leader's level of *emotional intelligence* (ibid). Therefore, possessing high levels of Emotional Intelligence, permits individuals to have a closer understanding of people and their surroundings (Pool and Cotton, 2004).

What is known about emotional intelligence today is grounded primarily in psychobiology and modern neuroscience. One of the first to point out the distinction between intellectual and emotional capacities was a Harvard psychologist, Howard Gardner, who introduced his theory of "multiple intelligences" back in 1983. His research identified seven kinds of intelligences- including math and verbal abilities- as well as two personal varieties he identified as "knowing one's inner world" and "adeptness" (Kemper, 1999). The concept of emotional intelligence, as it is referred to today, was formally conceptualized in 1990 by two American psychologists, John Mayer and Peter Salovey. According to Mayer and Salovey, emotional intelligence reflects not a single trait or ability but, rather, a composite of distinct emotional reasoning abilities: perceiving, understanding, and regulating emotions⁷. *Perceiving emotions* consists of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. *Understanding emotions* involves comprehension of how basic emotions are blended to form complex emotions, how emotions are affected by events surrounding experiences, and whether various emotional reactions are likely in given social settings. *Regulating emotions* encompasses the control of emotions in oneself and in others. An individual's emotional intelligence is an indication of how he or she perceives, understands, and regulates emotions. In sum, according to Mayer and Salovey, emotional intelligence is a form of intelligence that involves "*the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions*" (ibid). In other words, a person with emotional intelligence is aware of their own feelings and those of others, and is able to communicate both positive and negative emotions and internal experiences when appropriate and have an impact on other people's moods. While technical skills and core competencies are essential for sustainable competitive advantage, the ability to outperform other organizations largely depends on how employees manage their relationships with others (Twigg, Pinos & Olson, 2006). On a larger scale, in terms of the organization at whole, research suggests that emotional intelligence helps an organization to commit to a basic strategy, build relationships inside and outside the

⁷ <http://web.ebscohost.com/www.baser.dk/ehost/pdfviewer/pdfviewer?vid=3&hid=104&sid=b6b84895-c755-4f69-831d-e7f03f5ee9c9%40sessionmgr113>

organization that offer competitive advantage, promote innovation and risk taking, provide a platform to shared learning, maintain balance between the human side and financial side of the company's agenda, and develop **open communication** and trust building among employees and leaders (ibid).



"We can't forget what's under the surface"

3.1 Models of Emotional Intelligence; *Becoming a Resonant Leader*

After Salovey and Mayer published their theories and findings on emotional intelligence and with the initiation of their *abilities model* in 1997, it did not receive much attention from scholars and the general public. It was the works of the American psychologist and science journalist Daniel Goleman that triggered the importance of emotional intelligence to the mainstream business world, and furthermore created a debate of the validity of the concept (Antonakis, Ashkansay & Dasborough, 2009). According to Goleman and the renowned Emotional Intelligence (EI) researchers Richard Boyatzis and Annie McKee; "*If a leader resonates energy and enthusiasm, an organization thrives; if a leader spreads negativity and dissonance, it flounders. Resonant leaders- whether CEOs or managers, coaches or politicians-excel not just through skill and smarts, but by connecting with others. This breakthrough concept charges leaders with driving emotions in the right direction to have a positive impact on earnings or strategy*" (Goleman, 2004:25).

Goleman developed a model of the four dimensions of emotional intelligence in 1998, the model is also known as the *mixed model*. However, new data refers to this model as "*Emotional Intelligence Domains and Associated Competencies*"⁸. This model is as mentioned divided into four main domains and include eighteen competencies (Appendix D); the four main domains; ***Self-Awareness, Self-Management, Social Awareness*** and ***Relationship Management***, and are intended to provide a practical guideline for building

⁸ Adjusted from earlier versions of the "mixed model" (Goleman, 2004:38)

leadership communication skills (Twigg, Pinos & Olson, 2006). Moreover, for communicators open to unconventional thinking, the idea of developing one's emotional intelligence may not be improbable. Indeed, for leaders struggling with the complexities and urgencies of effective communication within an increasingly demanding global marketplace, even a small increase in human proficiency and emotional management could provide assistance (Kemper, 1999).

Hence, what kind of skills or tools is needed in order to become an emotionally intelligent leader, and how does the control of these competencies effect communications within the organization?

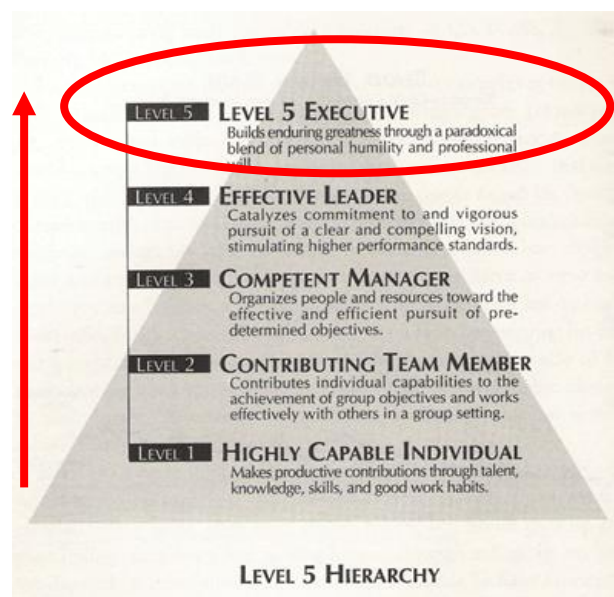
3.1.1 Self-Awareness

Self-awareness means having a deep understanding of one's emotions, as well as one's strengths, weaknesses, needs, and drives. People with strong self-awareness are realistic- neither overly self-critical nor naively hopeful. Rather they are honest with themselves, and they are honest to themselves with others, even to the point of being able to laugh at their own shortcomings and bad habits (Harvard Business Review, Goleman, 2001:7). Simply put, self-aware leaders understand their values, goals and dreams, they know where they are headed and why- and act accordingly. Thus, a self-aware person who knows that tight deadlines bring out the worst in him/her plans their time carefully and gets the work done well in advance. For example, he or she will be able to turn down a job offer that is tempting financially but does not fit with his or her principles or long-term goals (Goleman, Boyatzis & McKee, 2004: 40-42). Taking it a step further, understanding your strengths and weaknesses on values, goals and emotions in general, requires intuition and vision- which is also a quality of the self-aware leader. As CEO at Capital One, Richard Fairbank once so eloquently stated; *"Today, as leaders are called on to build their company's by creating the future rather than investing the past, vision matters more than ever. Vision requires what looks to others like a leap of faith: the ability to go beyond data and to make a smart guess"*, portrays that intuition and vision is essential in making business decisions (ibid).

Consider the case of Colman Mockler, CEO of Gillette from 1975 to 1991. During Mockler's tenure, Gillette faced three attacks that threatened to destroy the company's opportunity for greatness (Collins, 2001: 23). Two attacks came as hostile takeover bids from Revlon, led by Ronald Perelman, who was notorious for breaking apart companies to pay down junk bonds and finance more takeovers. The third attack came from Coniston Partners, an investment

group. All attacks with the same purpose of selling the company to the highest bidder and pocket quick gains for the company's shareholders (ibid). Colman Mockler did not sell, choosing instead to fight for the future greatness of Gillette, even though he himself would have pocketed millions from selling his own shares. This example shows that instead of selling and receiving substantial sums of money, CEO Mockler chose to "stick" with his own goals and values and was aware of where he was and where he wanted to go with the company and this act requires self-awareness. If Colman Mockler would have capitulated to the takeovers, none of us would be shaving with Gillette Sensor for women or Mach 3 for men today (ibid).

Being a self-aware leader has its comparisons to what is known as a "*Level 5 leader*", constructed by Jim Collins, American business consultant, author, and lecturer on the subject of company sustainability and growth in his book; "*Good to Great*".



9

According to Jim Collins (2001), Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great and successful company. At the same time, it's not that Level 5 leaders have no ego or self interest. Indeed, they are incredibly ambitious- but their ambition is first and foremost for the institution, not themselves (Collins, 2001: 20-21). There are many parallels to a level 5 leader, and a self-aware leader in this sense. Self-aware leaders know- and are comfortable about their limitations and strengths,

⁹ (Collins, 2001:20)

they often demonstrate a desire for constructive criticism. By contrast, a person or leader with low self-awareness would most likely interpret the message that they need to improve, as a threat or sign of failure (Harvard Business Review, Goleman, 2001:8-9). In addition, they know, too, when to ask for help. And the risks they take on the job are calculated. They won't ask for a challenge that they know they can't handle alone. They'll play it to their strengths. Moreover, self-aware people have the ability to assess themselves realistically and will be frank in admitting to failure- and will often tell their tales with a smile (ibid). These are also qualities in a level 5 leader- the ability to look at the larger picture, and not only what would benefit yourself but what benefits the organization at large; "Level 5 leaders look out the window to apportion credit to factors outside themselves when things go well, at the same time, they look in the mirror to apportion responsibility, never blaming bad luck when things go poorly (Collins, 2001: 35).

3.1.2 Self- Management

From self-awareness- understanding one's emotions and being clear about one's purpose- flows self-management, the focused drive that all leaders need to achieve their goals (Goleman, 2004:45). Biological impulses drive our emotions. We cannot get rid of these impulses; however, one can find a way to manage and control them. Self-management, then- which resembles an ongoing inner conversation, is the component of emotional intelligence that frees us from being prisoners of our own feelings. People engaged in such a conversation feel bad moods and emotional impulses just as everyone else, but they find ways to channel them in useful ways (ibid). The problem is that such negative emotional surges can be overwhelming; they're the brain's way of making us pay attention to a perceived threat. The result is that those emotions flood the thinking brain's capacity to focus on the task at hand. The process of managing feelings and emotions is critically important to EI as emotions are so contagious- especially from a leader to the others in an organization. Quite simply, leaders cannot effectively manage emotions in anyone else without handling their own (Harvard Business Review & Goleman, 2001:9-11). By using the knowledge you have obtained of yourself, to manage and influence one's own emotions will increase self-control, trustworthiness, conscientiousness, motivation, adaptability and innovation (Twiggs, Pinos & Olson, 2006). Moreover, self-management is important for competitive reasons. In the current ambiguous and changing business environment where companies merge and break apart regularly and technology changes at a rapid pace, leaders who have mastered their emotions

are better able to deal with the changes and help the organization to adjust (Goleman, 2004:45-47). Consider this case;

A manager at a large manufacturing company, just like her colleagues, has used a certain software program for five years. The program drove how she collected and reported data, and basically summarized how she considered the company's strategy; in other words it defined her entire work. One day, senior executives announced that a new program was to be installed that would radically change how information was gathered and assessed within the organization. While many people in the company complained bitterly about how disruptive the change would be, the manager contemplated over the reasons for the new program and was convinced of its potential to improve performance. She eagerly attended training sessions- some of her colleagues refused to so- and was eventually promoted to run several divisions, in part because she used the technology so effectively (Harvard Business Review & Goleman, 2001: 11). This is merely as example, however it demonstrates the need for self-management in organizations today, and to take self-management a step further, it enhances integrity- which is not only a personal virtue but also an organizational strength. The signs of emotional self-management are not hard to miss: a tendency for reflection and thoughtfulness; comfort with ambiguity and change, and integrity- an ability to say no to impulsive urges (ibid: 11-13). In other words, the most meaningful act of responsibility that leaders can do is to control their own state of mind.

As a parallel; *the original sense of the hipster term cool referred to the capacity of African American jazz musicians who could control their rage at the racism of the times, even as they channeled that anger into an extraordinary expression of deep feeling* (New York: Free Press, 2001)¹⁰. Effective leadership demands that same sort of capacity for managing one's own turbulent feelings while allowing the full expression of positive emotions (Goleman, 2004:48). Although the act of controlling impulses is difficult, and often a complicated act- it is a quality that is vital in today's changing and turbulent business environment (ibid).

3.1.3 Social Awareness

After self-awareness, self-management, resonant leadership requires social awareness; or in other words empathy or the ability to empathize with others. Once the leader understands his/her vision and values for the organization, they need to convey the vision and values to the

¹⁰ "Cool"- Lewis MacAdams, *Birth of Cool: Beat, Bebop and the American Avant-Garde* (New York: Free Press, 2001)

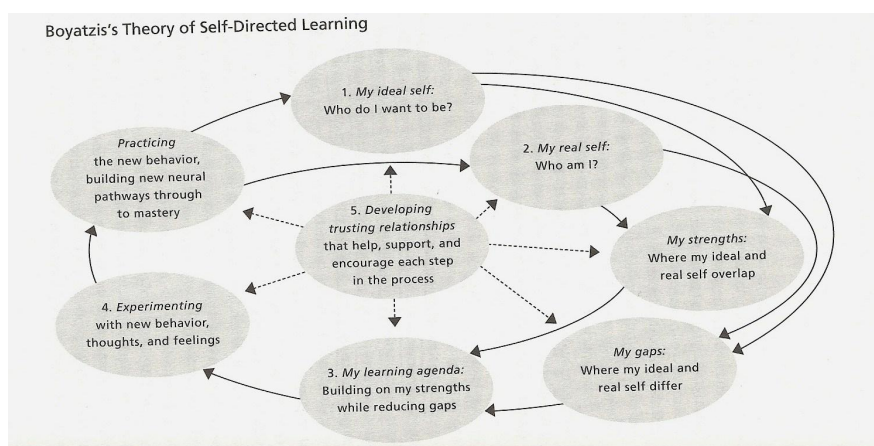
other members. The social-awareness dimension of EI states that a heightened state of awareness in a leader's communication abilities is vital to understand both the situation and the follower's level of comprehension (Twigg, Pinos & Olson, 2006). Of all dimensions of emotional intelligence, empathy is the most easily recognized (Harvard Business Review & Goleman, 2001:15-16). In the most basic form, the ability to empathize, is the capability of reading another person's face and voice/words for emotion and continually attuning us to how someone else feels as we communicate with them (Goleman, 2004:48). This ability may seem very "unbusinesslike" or out of place amid the tough realities of the marketplace. However, empathetic people have proven to be superb at recognizing and meeting the needs of clients, customers, or subordinates. They seem approachable, wanting to hear what people have to say. They listen carefully, picking up on what people are truly concerned about, and they respond on the mark. Accordingly, empathy is the key to retaining talent. Of all the factors in a company's control, tuned-out, dissonant leaders are one of the main reasons that talented people leave- and take the company's knowledge with them (Goleman, 2004: 49-50). Globalization is another reason for the rising importance of empathy for business leaders. Empathy is a critical skill for both getting along with diverse workmates, employees and doing business with people from other cultures. Cross-cultural dialogue can easily lead to miscues and misunderstandings. Empathy is an "antidote" that attunes people to subtleties in body language, or allows them to hear the emotional message beneath the words and has a deep understanding of the existence and importance of cultural and ethnic differences (ibid).

Reflect on this example; an American consultant, whose team had just pitched a project to a potential Japanese client. In its dealings with Americans, the team was accustomed to being bombarded with questions after such a proposal, but this time it was greeted with a long silence. Other members of the team were ready to pack and leave. The lead consultant gestured them to stop. Although he was not particularly familiar with Japanese culture, he read the client's face and posture and sensed not rejected but interest- even deep consideration. He was right, when the client finally spoke; it was to give the consulting firm the job (Harvard Business Review & Goleman, 2001: 18). This proves the importance of this EI dimension, and that impact it can have on performance, both within the company and cross-culturally.

3.1.4 Relationship Management

The triad of self-awareness, self-management, and empathy all come together in the final EI ability: *relationship management*. Here we find the most visible tools of leadership- persuasion, conflict management, and collaboration among them. Managing relationships skillfully boils down to handling other people's emotions (Goleman, 2004:51). As a component of EI, social skills are not as simply acquired as it sounds. It is not just a matter of "being friendly", it demands that leaders be aware of their own emotions and attuned with empathy to the people they lead, and its moving people in the right direction, whether it is an agreement of a marketing strategy or enthusiasm about a new project. The art of handling relationships well, then, begins with authenticity; acting from one's genuine feelings (ibid). Furthermore, in an era when more and more work is done long distance- by e-mail or by phone- relationship building becomes more crucial than ever. Finally, as the tasks of leadership and communication within an organization become more complex and collaborative, relationship skills become increasingly pivotal. For instance, every large organization must distribute its leadership among its division heads, and that creates a de facto team¹¹. Beyond that, as organizations realize that the old functional silos- marketing over here, strategy there, compensation here- must be broken down, more leaders routinely work with their peers as part of cross-functional teams. If any group needs to maximize its effectiveness, it's the team at the top; which means establishing close and smooth relations so that everyone can share information easily and coordinate effectively (Goleman, 2004: 52).

The four dimensions are present in the model created by, co-author of Daniel Goleman, Richard Boyatzis's "*Theory of Self-Directed Learning*" (Appendix II)



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¹¹ De facto - in fact. Having a practical effect different from the legally accepted or expected situation

¹² (Goleman, 2004: 110)

The “*mixed model*” is not without its critiques, as with the concept of emotional intelligence. Some of the critique of the specific *mixed model*, argue that Goleman mixes together the original meaning of emotional intelligence (the ability to know and have influence over one’s own emotions) and other personality aspects (the will to succeed and the ability to acknowledge other people’s feelings) as well as the having good people skills. Other critique of the model has been that Goleman’s model is not something new and original; rather that he has put old concepts together into a model. Goleman has also been criticized for not testing his theories properly (Antonakis, Ashkansay & Dasborough, 2009). Moreover, casting a shadow over the concept of emotional intelligence in connection with leadership effectiveness, are concerns about its meaningfulness and the construct and predictive validity of its various measures, and whether it is actually theoretically needed for leadership (ibid).

After assessing over what it requires and takes to become an emotionally intelligent leader, the question that comes to mind is therefore can emotional intelligence be learned? For instance; are people born with certain levels of empathy, or do they acquire empathy as a result of life’s experiences?

3.2 The Motivation to Change; *Can Emotional Intelligence Be Learned?*

“I not only use all the brains that I have, but all that I can borrow”-**Woodrow Wilson**

For decades, scholars and researchers prominent in the field of Management Communications have debated if leaders are born or made. Simultaneously, goes the debate if emotional intelligence is something you can learn or even improve- or if you are simply born with traits that fall under the category of emotional intelligence? (Harvard Business Review & Goleman, 2001:22)

To begin, or sustain real development in emotional intelligence, you must first engage that power of your ideal self. There is a simple reason for that; changing habits is hard work. Whenever people try to change habits of how they think and act, they must reverse decades of learning that resides in heavily traveled, highly reinforced neural circuitry, built up over years of repeating that habit- or behavior. That’s why making lasting change requires a strong commitment to a future vision of oneself- especially during pressured times or amid growing responsibilities (Harvard Business Review & Goleman, 2001:22-24).

Scientific inquiry strongly suggests that there is a genetic component to emotional intelligence. Psychological and developmental research indicates that nurture plays a role as well. How much of each perhaps will never be known, but research and practice clearly demonstrate that emotional intelligence can be learned (Harvard Business Review & Goleman, 2001: 22-23). One thing is certain; emotional intelligence increases with age. There is a common term for the phenomenon: *maturity*. Yet, even with maturity, some people still need training to enhance their emotional intelligence. Unfortunately, far too many training programs that intend to build leadership- and communication skills- including emotional intelligence- are a waste of time and money. The problem is simple: they focus on the wrong part of the brain. Emotional intelligence is born largely in the neurotransmitters of the brain's limbic system, which governs feelings, impulses and drives. Research indicates that the limbic system learns best through motivation, extended practice and feedback (ibid). Compare this with the kind of learning that goes on in the neocortex, which governs analytical and technical ability. The neocortex grasps concepts and logic, and it is the part of the brain that, for instance, figures out how to use a computer or make a sales call by reading a book. Not surprisingly, but mistakenly, it is also the part of the brain targeted by most training programs aimed at enhancing Emotional Intelligence. Investigations conducted by the Consortium for Research on Emotional Intelligence, have even shown that these training programs, that take a neocortical approach, have demonstrated a negative impact on people's job performance (Harvard Business Review & Goleman, 2001:23). To *enhance* emotional intelligence, organizations must refocus their training to include the limbic system. They must help people break old behavioral habits and establish and reinforce new ones. This not only takes much more time and effort than conventional training programs, but it also requires an individualized approach (ibid). Moreover, as mentioned that building one's emotional intelligence cannot and will not happen without sincere desire and concerted effort- this takes time and a great deal of will to change. However, in order to find the motivation to succeed and to change your behavior, emotional intelligence incorporated in leadership development needs to become a strategic priority- an issue that is galvanized and managed at the highest levels of management in an organization. Furthermore, let's be honest- there needs to be some kind of financial benefit in terms of performance, in order to attract the interest of leaders in today's competitive business environment (ibid). Which leads to the aspect of workplace performance; *can emotional intelligence increase and strengthen workplace performance?*

3.3 Emotional Intelligence and Workplace Performance

Research shows that emotional intelligence competencies directly or indirectly influence workplace performance in one way or another (Kemper, 1999). Common wisdom holds that employees who feel upbeat will likely go the extra mile to please customers and therefore improve the bottom line. However, there is actually a logarithm that predicts that relationship; for every 1 % improvement in the service climate, there's a 2 % increase in revenue (Goleman, 2004:15). Consider this example; Benjamin Schneider, a professor at the University of Maryland, found in operations as diverse as bank branches, insurance company regional offices, credit card call centers, and hospitals that employees' ratings of service climate predicted customer satisfaction, which drove business results. Likewise, poor morale among frontline customer service reps at a given point in time predicts high turnover- and declining customer satisfaction- up to three years later. This low customer satisfaction, in turn, drives declining revenue. In general, the more emotionally demanding the work, the more empathetic and supportive the leader needs to be. Leaders drive the service climate and thus the predisposition of employees to satisfy customers (Goleman, 2004:15-16). According to Schneider, at one of the insurance companies he conducted research in, he found that effective leadership influenced service climate among agents to account for a 3 to 4 % difference in insurance renewals- a seemingly small margin that made a big difference to the business (Goleman, 2004:18).

Organizational consultants have long assumed a positive link of some kind between a business unit's human climate and its performance. For instance, research on humor at the workplace reveals that a well-timed joke or playful laughter can stimulate creativity, open lines of communication, enhance a sense of connection and trust, and, of course make work more pleasurable. Hence, contribute into making the environment in which one works in better equipped for increasing performance (Clouse & Spurgeon, 1995)¹³. Research conducted by the late Harvard Professor, David McClelland, renowned for his work on human and organizational behavior, has confirmed that emotional intelligence not only distinguishes leaders but also can be linked to *strong* performance (Harvard Business Review & Goleman, 2001:5). His findings include a study of a global food and beverage company. McClelland found that when senior managers had a critical mass of emotional intelligence capabilities, their divisions outperformed yearly earnings goals by 20%. Meanwhile, division leaders

¹³ Corporate Analysis of Humor; A journal of Human Behavior (1995)

without that critical mass of EI competencies underperformed by almost the same amount, and interestingly, McClelland's discoveries were also valid in the company's US, Asian and European divisions. Suggesting that, Emotional Intelligence can be applied across cultures (ibid). Moreover, consider this quote in Daniel Goleman's bestseller "*Primal Leadership: Learning to Lead with Emotional Intelligence*":

*"Roughly 50-70 percent of how employees perceive their **organization's climate** can be traced to the **actions** and the **emotional state** of one person: **the leader**. More than anyone else, the leader creates the conditions that directly determine people's ability to **work well**"* (Goleman, 2004: 18).

In other words, the leader is responsible (directly or indirectly) for the work conditions of the organization, and he/she has the power to influence the performance of employees "simply" by having control over their emotional intelligence. Don't be mistaken, this is not a simple task to manage- however with the right training and the wish to change- a leader can contribute into making an organization thrive and perform better with emotional intelligence (ibid: 20-25).

In this sense, consider the following example; Sharon Wilkins, an experienced accountant working at Enron, signaled to the chairman of the organization, Ken Lay, that something was wrong with the company's many partnerships and the manner in which they were kept off the company's books. But rather than acting on his subordinate's information by taking it to the board, Lay chose to ignore Watkins. If something were really wrong, he reasoned, surely he, as chairman, would have known it. After all, Lay was the man who turned a humble Texas energy company into the darling of Wall Street. Had Lay been listened to the insights and warnings from Watkins, and you can argue, had a deeper understanding of his and other people's emotions, his strengths, his weaknesses, needs and drives, he could have prevented what became known as the world's largest bankruptcy up to that time (Linley, 2010:3). There were several other factors that contributed to Enron's collapse, however if Lay had been more aware of his own weaknesses, and the weaknesses of his company, he would have taken Watkins information into consideration, and not just assumed that because he is superior to Watkins, that he is right (ibid). This example reflects upon the importance of emotional intelligence competencies, and how it can impact and determine a company's success.

Another example, a leadership competence model developed for an industrial controls firm for Siemens technologies¹⁴, by Lyle Spencer, a longtime associate of David McClelland. The first step of the model was to identify the pool of star leaders, whose growth in revenues and return on sales put their performance in the top 10 to 15 percent¹⁵. Next, the stars were compared with managers whose performance was only average, and the two groups underwent intensive interviews designed to assess their competencies. Four competencies of emotional intelligence: the drive to achieve results, the ability to take initiative, skills in collaboration and teamwork, and the ability to lead teams- but not a single technical or purely cognitive competency- emerged as the unique strengths of the stars. Then, with a clear idea of which competencies to target, another pool of branch managers was trained to cultivate these same strengths. They became familiar with and were evaluated on each competence, and they set goals for improving those competencies- and thereby their business performance. The result was that the leaders increased their effectiveness and generated significantly improved profits. The revenue growth in their branches that year added an additional \$1.5 million profit; double that of a comparison group who had no training (Goleman, 2004:36-37). This example, again reflects, how focusing on emotional intelligent competencies can impact and increase business performance, even in large corporations, as Siemens (ibid).

So what now- is emotional intelligence a requirement for success and determining an effective, great leader and communicator? Furthermore, can we put emotional intelligence into the larger picture- beyond the individual leader and the organization? Does leadership communication need emotional intelligence?

4.0 Discussion and Perspective

“The real voyage of discovery consists not in seeking new landscapes but in having new eyes”- Marcel Proust

When it comes to determining the value of emotional intelligent leader, it is not intended to claim that IQ and technical skills are irrelevant. It is neither intended the claim that that an organization’s success rises or falls on a single charismatic leader (Harvard Business Review & Goleman, 2001:3). As the sociologist Max Weber argued a century ago; *“institutions that endure thrive not because of one leader’s charisma, but because they cultivate leadership throughout the system”* (Goleman, 2004:36). IQ and technical skills do matter, but mainly as

¹⁴ A \$2 billion global division of Siemens with 400 branches in 56 countries

¹⁵ While average branch managers had annual sales of \$17 million, these outstanding leaders had sales 75 percent higher- on average \$29.8 million- plus a 106 percent higher return on sales

“threshold capabilities”; that is they are the entry-level requirements for executive positions. Throughout this thesis, it has been clearly stated that emotional intelligence is the “indispensible ingredient” into creating a successful and effective leader and communicator. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of brilliant and smart ideas, but he or she still will not make a great leader (ibid). However it is not intended to replace other abilities that create effective leadership, such as the abilities presented in the “models of leadership section”. As different situations call for different leadership and communication styles (Goleman & Harvard Business Review, 2000:2-3). Regardless, the higher the rank of a person considered to be a “star performer”, the more emotional intelligence capabilities showed up as the reason for his or her effectiveness (Harvard Business Review & Goleman, 2001:5). Moreover, several researches conducted by academics in the field of emotional intelligence, have shown a link between a company’s success and the emotional intelligence of its leaders. And just as important, research is also demonstrating that people can, if they take the right approach; develop their emotional intelligence (ibid). However it is important to take into consideration that emotional intelligence is still a young concept, so research is ongoing- both developing and improving (Antonakis, 2009).

However, consider this deduction; imagine what an organization would be if the concepts of emotional intelligence were founding principles- rather than a corrective solution. In addition, visualize, if one takes the concept of emotional intelligence beyond the organizational structure- and bring these qualities home to our marriages, families, youth and communities (Goleman, 2004:4-7). This means the possibility of heightened levels of self-awareness, empathetic understanding, self-mastery and attuned relationships, with our families, friends and other aspects of the societies we reside in. If you take it a step further- what would our schools and youth be like if their education included these emotional intelligence abilities that foster resonance? It could contribute to skills such as handling impulses and dealing with rocky emotions, which are often, reasons for violence and substance abuse amongst younger generations (ibid). Moreover, it would benefit the youth later in life when they are apply for higher education and jobs-given that employers are looking for these capabilities in those they hire. In addition, colleges and professional schools should be including the basics of emotional intelligence in the skills sets they offer- and contribute into making their students leaders instead of mere managers. This again, could create added leadership strengths in organizations, and generate vitality for an entire economy (ibid).

However, it is important to remember that there are many leaders, not just one. Leadership is distributed. It resides not solely in the individual at the top, but in every person at every level who, in one way or another, acts as a leader to a group of followers- wherever in the organization that person is, whether sales representative, team leader or CEO; “*Emotional Intelligence is for leaders wherever they may be*” (Goleman, 2004: 5).

5.0 Conclusion

“They always say time changes things, but you actually have to change them yourself”- Andy Warhol

As mentioned in the introduction, numerous studies and researches, with the same purpose of identifying the traits, behaviors, contingencies, intellectual or technological abilities required, have been conducted, to conclude or determine the ever ambiguous question of *what it takes to become a great, effective, extraordinary leader and communicator*. The common factor seems to be that there is no general solution or answer to the question, as different leadership and communication styles are applied according to the context and the situation (McKenna, 2000:352-353). However, on behalf of the Harvard Business Review, psychologist and science journalist Daniel Goleman has discovered that the most effective leaders are alike in one crucial way; they all have a high degree of **Emotional Intelligence** (Harvard Business Review & Goleman, 2001: 3). Furthermore, Goleman discovered through his renowned competency model; *the mixed model*, that the four main dimensions of the model; *self-awareness, self-management, social awareness* and *relationship management* together with the eighteen competencies (see Appendix I) within these dimensions are not innate talents, but learned abilities, each of which has a unique contribution to making leaders more resonant, hence more effective (Goleman, 2004: 38-40). Throughout the thesis, it has been stated that, by understanding and incorporating these competencies in your leadership and communication style, with the right targeted coaching and will power to do so, a leader is better equipped in understanding one’s emotions, as well as one’s strengths and limitations, one’s values, and motives- hence it enhances a leader’s sense of self. In addition, with these competencies a leader is better set for handling the emotions, values and goals of the people they lead, which generates a healthy and effective communication flow throughout the organization. This, furthermore, creates a resonant work environment, where people can thrive and develop, both personally and professionally (Kemper, 1999: 16). The general idea is that the fundamentals of Emotional Intelligence, according to Goleman seek to understand

how human beings perceive, comprehend, and work with emotions in order to achieve goals (Pinos, Twiggs & Olson, 2006).

The organizational climate is often the result of the attitudes, decision-making abilities, communication efforts, emotions, leadership style and actions of the leader. The leader creates the conditions that directly determine people's ability to work well and perform within the organization (Goleman, 2004:18). However, with the concept of emotional intelligence a leader can lead more effectively and create a workplace that encourages high performance and generates great impact on financial results. Moreover, Harvard Professor, the late David McClelland, has confirmed that emotional intelligence not only distinguishes leaders but also can be linked to *strong* performance; this is also demonstrated in the several paradigms throughout the thesis (Harvard Business Review & Goleman, 2001: 5).

However, one has to remember that emotional intelligence is still a young concept, and therefore, there are some concerns with its validity and actual impact on leadership communications- due to the fact that more research on the area is needed to justify its actual relevance (Antonakis, 2009). Regardless, the influence of emotional intelligence on the academic community has been escalating since 1990, and has caught the attention of many business leaders and scholars, and proves to be (with more research) exactly what is missing in today's changing and turbulent business environment. Moreover, it is suggested that with the impact it has had on the business environment in the 21st century, emotional intelligence is a concept that could be implemented in other areas of your life such as marriage, family, and education and in your community (Pinos, Twiggs and Olson, 2006).

The trouble with the future is that it usually arrives before we're ready for it- Arnold Glasgow

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Appendices

Appendix I

Emotional Intelligence Domains and Associated Competencies (see Appendix B for details)

PERSONAL COMPETENCE: These capabilities determine how we manage ourselves.

SELF-AWARENESS

- *Emotional self-awareness:* Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions
- *Accurate self-assessment:* Knowing one's strengths and limits
- *Self-confidence:* A sound sense of one's self-worth and capabilities

SELF-MANAGEMENT

- *Emotional self-control:* Keeping disruptive emotions and impulses under control
- *Transparency:* Displaying honesty and integrity; trustworthiness
- *Adaptability:* Flexibility in adapting to changing situations or overcoming obstacles
- *Achievement:* The drive to improve performance to meet inner standards of excellence
- *Initiative:* Readiness to act and seize opportunities
- *Optimism:* Seeing the upside in events

SOCIAL COMPETENCE: These capabilities determine how we manage relationships.

SOCIAL AWARENESS

- *Empathy:* Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
- *Organizational awareness:* Reading the currents, decision networks, and politics at the organizational level
- *Service:* Recognizing and meeting follower, client, or customer needs

RELATIONSHIP MANAGEMENT

- *Inspirational leadership:* Guiding and motivating with a compelling vision
- *Influence:* Wielding a range of tactics for persuasion
- *Developing others:* Bolstering others' abilities through feedback and guidance
- *Change catalyst:* Initiating, managing, and leading in a new direction
- *Conflict management:* Resolving disagreements
- *Building bonds:* Cultivating and maintaining a web of relationships
- *Teamwork and collaboration:* Cooperation and team building

Appendix II

