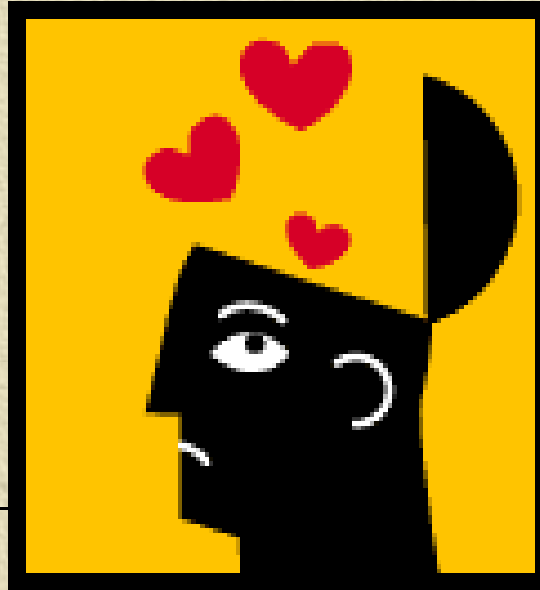


PRIMAL LEADERSHIP



Realizing the Power of Emotional Intelligence

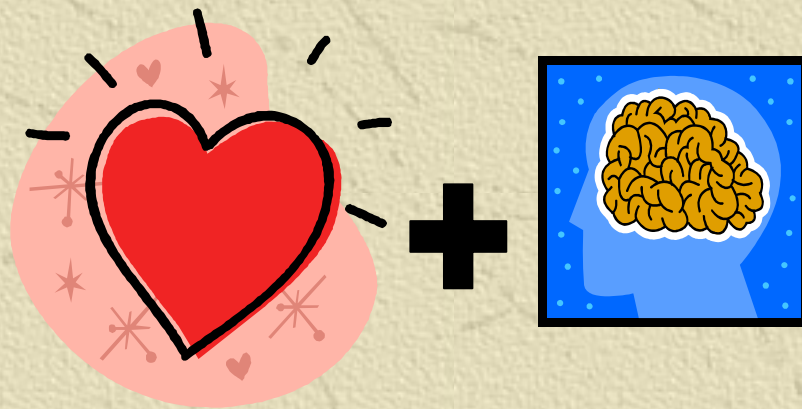
Aung Tun Thet

*Based on Primal Leadership by Daniel
Goldman, et.al. Harvard Business School Press,
2002*



UNITED NATIONS
SYSTEM
STAFF COLLEGE

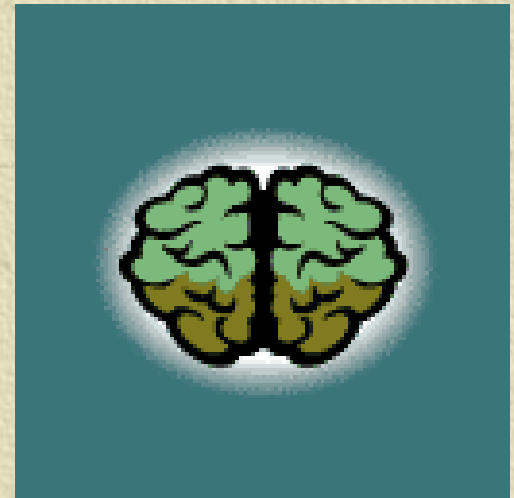
The Vital Emotional Component of Leadership



- ✦ Gifted leadership occurs where the hear and head – *feeling* and *thought* – meet.
- ✦ The manner in which leaders act – *not just what they do, but how they do it* – is a fundamental key to effective leadership.
- ✦ The reason lies in the brain.

The Brain is an Open Loop

- ✦ We rely on connections with other people for our emotional stability.
- ✦ Emotions are contagious.
- ✦ The more positive the overall moods of people, the more cooperative they worked together and the better the results.



Laughter and the Open Loop



- ✦ Among working groups, cheerfulness and warmth spreads most easily.
- ✦ Laughter is largely involuntary.
- ✦ Laughter in the workplace signals trust, comfort, and a shared sense of the world.

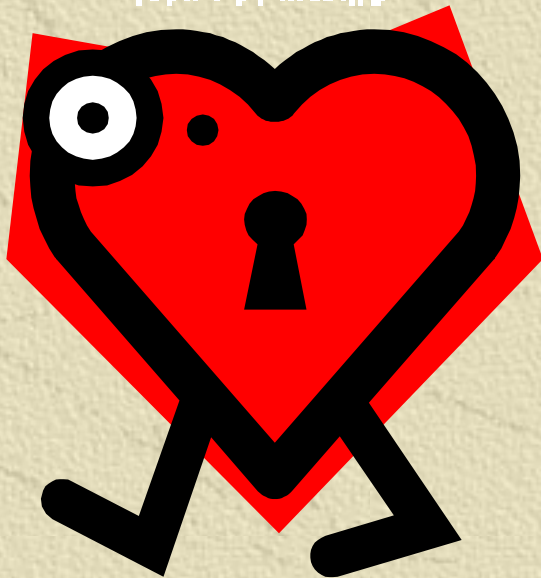
Why Good Leaders Must Read Emotions

- ✦ Resonant leaders are attuned to their people's feelings and move them in a positive emotional direction.
- ✦ Emotionally intelligent (EI) leaders used empathy to attune to the emotions of the people they lead.



The Four Dimensions of Emotional Intelligence

4



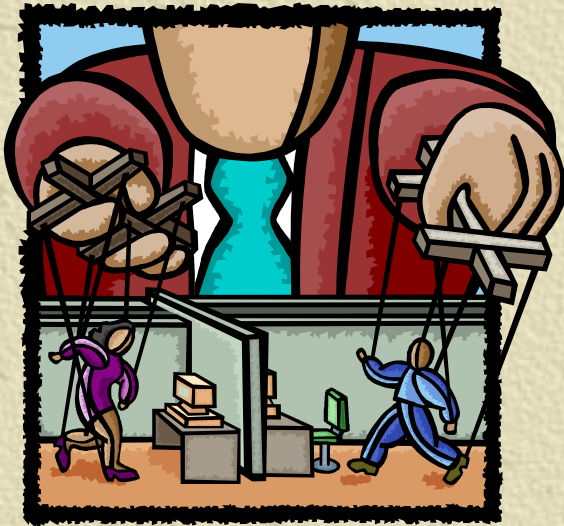
- ✦ Self-awareness
- ✦ Self-Management
- ✦ Social Awareness
- ✦ Relationship Management

Self-awareness

- ✦ Emotional self-awareness: Reading one's own emotions and recognizing their impact and 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



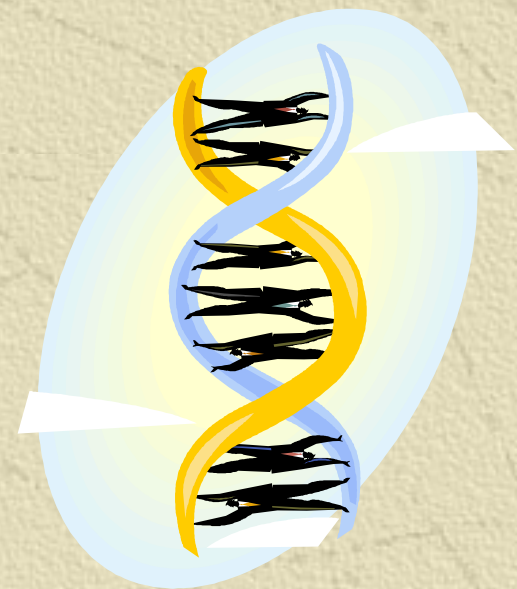
- ✦ **Emotional self-control:** Keeping disruptive emotions and impulses under control.
- ✦ **Transparency:** Displaying honesty, integrity and trustworthiness.
- ✦ **Adaptability:** Flexibility in adapting to changing situations or overcoming obstacles.
- ✦ **Achievement:** The drive to improve performance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

Social 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



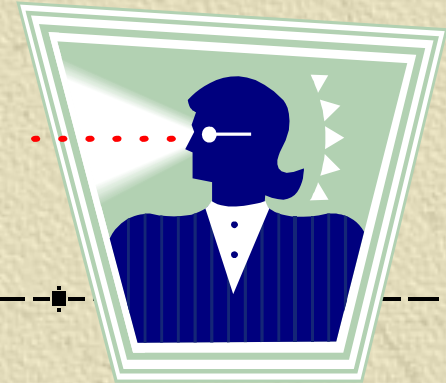
- ✦ **Inspirational leadership:** Guiding and motivating with a compelling vision.
- ✦ **Influence:** Wielding a range of tactics for persuasion.
- ✦ **Developing others:** Bolstering others' abilities through feedback and guidance.
- ✦ **Change catalyst:** Initiating, managing and leading in new directions.
- ✦ **Building bonds:** Cultivating and maintaining relationship webs.
- ✦ **Teamwork and collaboration:** Cooperation and teambuilding

The Leadership Repertoire

- ✦ Six distinct approaches to leadership
- ✦ Four of the styles – *visionary*, *coaching*, *affiliative* and *democratic* – create the kind of resonance that boosts performance.
- ✦ The other two – *pace-setting* and *commanding* – should be applied with caution.



Visionary Style



- ✦ Articulates where the group is going, but not how it gets there – setting people free to innovate, experiment and take risks.
- ✦ Inspirational leadership is the EI competence which underpins the visionary style.
- ✦ Transparency, another EI competence is crucial.
- ✦ The EI competence which matters most to visionary leadership is Empathy – the ability to sense what others feel and understand their perspectives..

Coaching Style



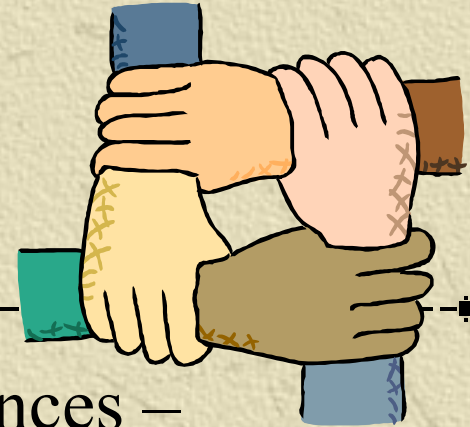
- ✦ The art of one-on-one.
- ✦ Coaches help people identify their unique strengths and weaknesses, tying those to their personal and career aspirations.
- ✦ Effective coaching exemplifies the EI competency of developing others, which lets a leader act as a counselor.
- ✦ It work hand-in-hand with two other EI competencies: emotional awareness and empathy.

Affiliative Style



- ✦ A caring approach.
- ✦ Represents collaborative competency in action.
- ✦ Most concerned with promoting harmony and fostering friendly interactions.
- ✦ Focus on the emotional needs of others, using empathy.
- ✦ Many leaders combined the Affiliative Style with Visionary Style – a potent combination.

Democratic Style



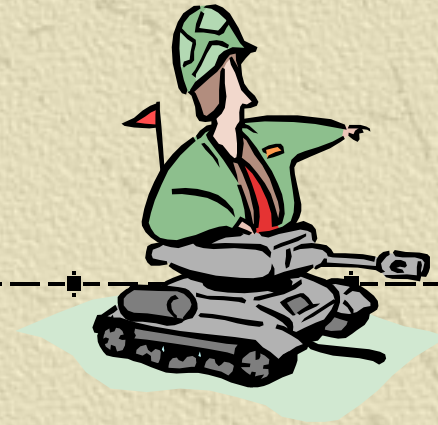
- ✦ Builds upon a triad of EI competences – teamwork and collaboration, conflict management and influence.
- ✦ Great listening skills and true collaborators.
- ✦ Quell conflict and create harmony.
- ✦ Empathy also plays a role.
- ✦ Works best when a leader is unsure of the direction to take and need ideas from others.

Pacesetting Style



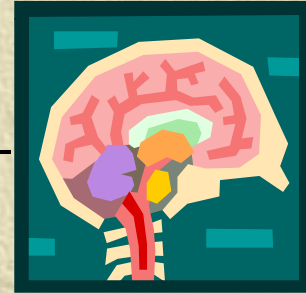
- ✦ Must be applied sparingly, restricted to settings where it truly works.
- ✦ Obsessive about doing things better and faster, quickly pinpointing poor performers.
- ✦ Pacesetter who lacks empathy can easily be blinded to the pain of those who achieve what the leader demands.
- ✦ Works best when combined with the passion of the visionary style and the teambuilding of the affiliative style.

Commanding Style



- ✱ The least effective style.
- ✱ Demands immediate compliance with orders, without explanations.
- ✱ Works on limited circumstances, and only when used judiciously – for e.g., genuine emergencies.
- ✱ Draws on three EI competencies – influence, achievement and initiative.
- ✱ In addition, self-awareness, emotional self control and empathy are crucial.

Developing Emotionally Intelligent Leaders



- ✦ The key to learning that lasts lies in the brain.
- ✦ EI involves circuitry between the frontal lobes and the limbic system.
- ✦ Skills based in the limbic system, which is a slow learner, are best learned through motivation, extended practice and feedback.
- ✦ To improve leadership skills requires plenty of practice and repetition.

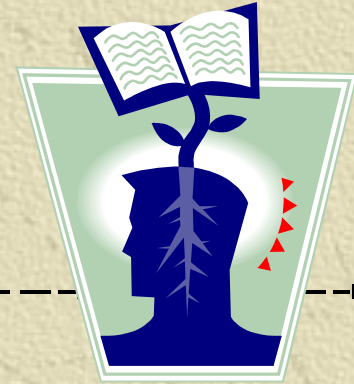
Are You a Boiling Frog?



✱ Some leaders settle into a routine or let small conveniences solidify into large habits – and allow inertia to set in.

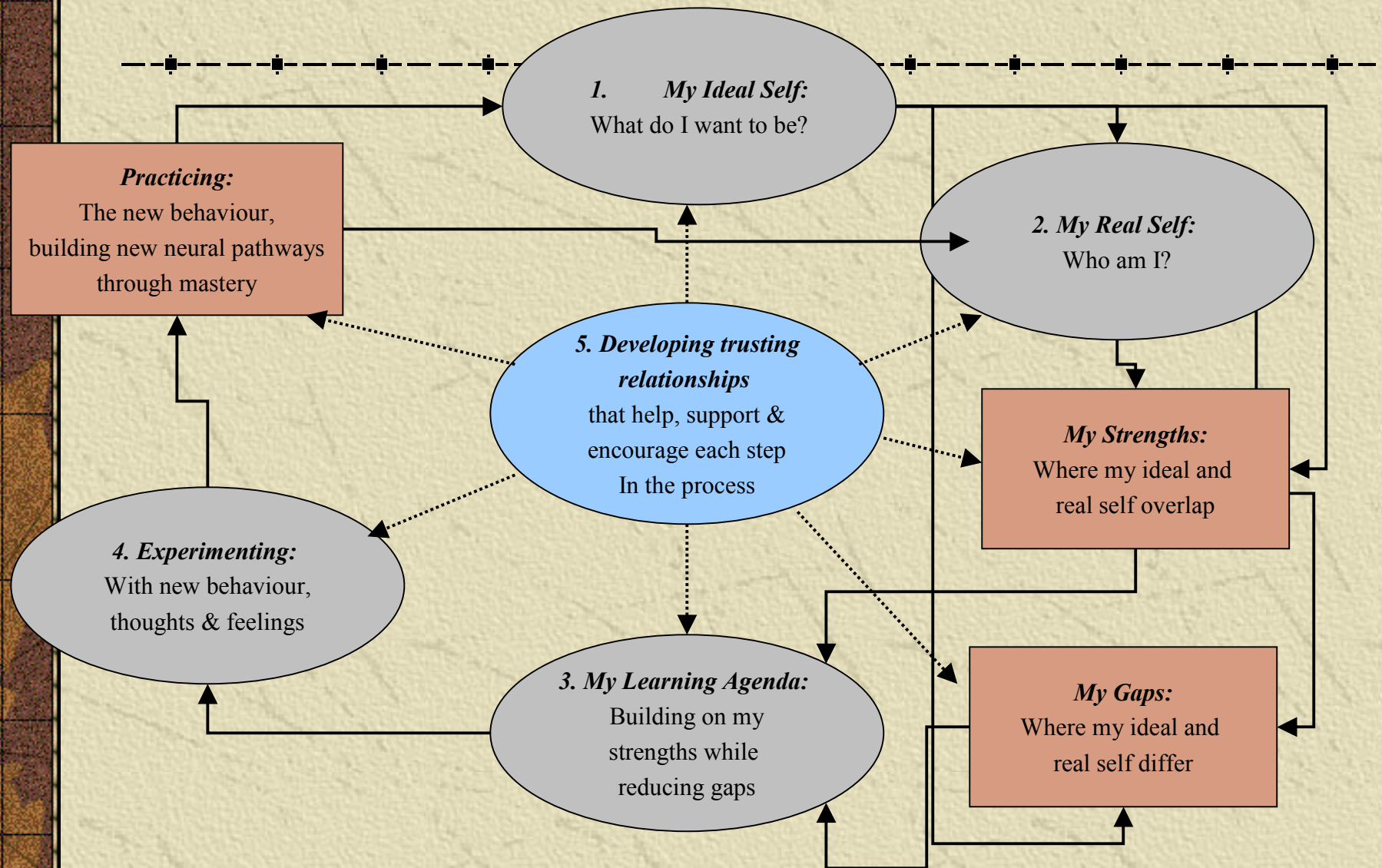


Self-Directed Learning



-
- ✧ Leadership development must be self-directed.
 - ✧ Self-directed learning involves five discoveries: each representing a discontinuity.
 - ✧ **The first discovery:** My ideal self – Who do I want to be?
 - ✧ **The second discovery:** My real self: Who am I? What are my strengths and weaknesses?
 - ✧ **The third discovery:** My learning agenda – How can I build on my strengths while reducing my gaps?
 - ✧ **The fourth discovery:** Experimenting with and practicing new thoughts, behaviours and feelings to the point of mastery.
 - ✧ **The fifth discovery:** Developing supportive and trusting relationships that make change possible.

Boyatzis's Theory of Self-Directed Learning



The First Discovery:

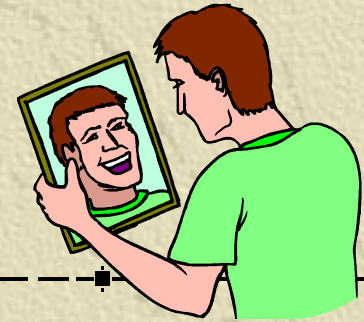
The Motivation to Change



- ✦ The first discovery – the ideal self is where the change begins.
- ✦ You, 15 years from now and were living your ideal life: what kinds of people are around you? what does your environment look and feel like? What would you be doing during a typical day?
- ✦ What are your guiding principles?
- ✦ What are your core values in the areas of life that are important to you, such as family, relationships, work, spirituality, and health?

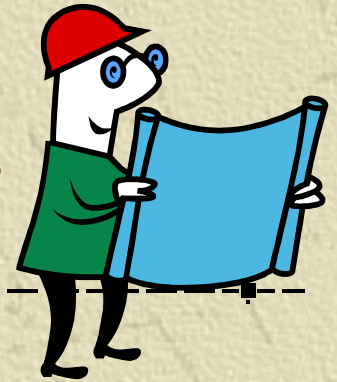
The second discovery:

Looking at Your Real Self



- ✦ Taking stock of your real self starts with an inventory of your talents and passions – the person you actually are.
- ✦ Actively seek negative feedback, using 360 degree evaluation.
- ✦ Multiple views gives a more complete picture.
- ✦ Then, examine your strengths and gaps.
- ✦ Create a personal balance sheet, listing **both**.

The third discovery: a practical plan to learn leadership skills



- ✦ Focus on improvements you are passionate about, building on your strengths while filling the gaps.
- ✦ Set specific, manageable learning goals.
- ✦ Goals:
 - ☐ should build strengths;
 - ☐ must be your own, not someone else's;
 - ☐ must be flexible & feasible, with manageable steps;
 - ☐ must fit your learning style.

The Fourth Discovery:

Experimenting



- ✦ Reconfigure your brain as you practice new behaviours to the point of mastery.
- ✦ Rehearse the behaviour at every opportunity until it becomes automatic.
- ✦ Use the mental rehearsal technique. Envision yourself repeating the behaviour you want to master over and over again.

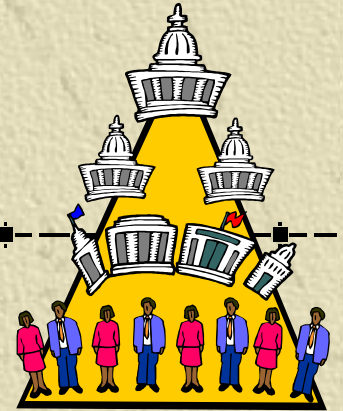
The Fifth Discovery:

Supporting & Trusting Relationships



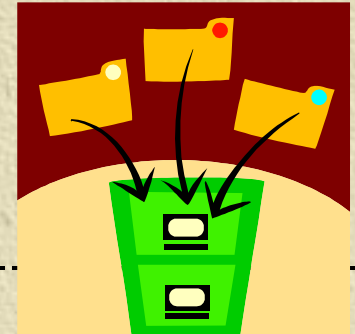
- ✦ Having supportive people around you when you want to change makes big difference.
- ✦ Positive groups help people make positive changes, especially when the relationships are filled with candor, trust & psychological safety.
- ✦ This safety is crucial for learning to occur.
- ✦ Find a mentor, hire an executive coach.

Building EI Organizations



- ✦ Changing a single leader is only the beginning.
- ✦ The rest of the job is to develop a critical mass of resonant leaders and thereby transform how people work together.

Parallel Transformations



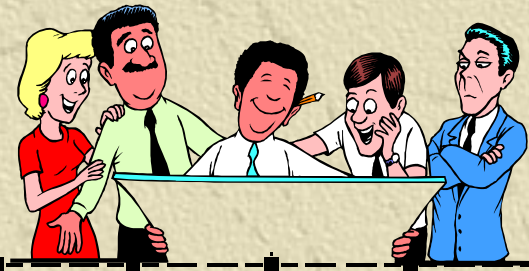
- ✦ Leadership development works when there is parallel transformations in the organizations that those leaders guide.
- ✦ Groups only begin to change when they understand how they work, especially if there is discordance.
- ✦ They must understand what the underlying group norms are, and then develop the ideal vision for the group.

The Power of Group Decision-Making



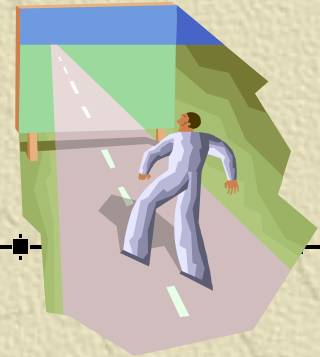
- ✦ Group decision-making is superior to that of the brightest individual in the group – unless the group lacks harmony or the ability to cooperate.
- ✦ Groups are smarter than individual when (only when) they exhibit the qualities of EI.
- ✦ To lead a team effectively, you must address the group reality.
- ✦ Leaders who have a keen sense of group's norms and who are adept at maximizing positive emotions can create EI teams.

Maximizing the Group's EI



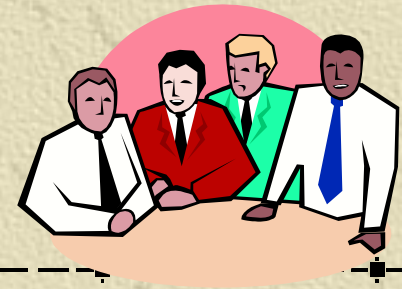
- ✦ A group's EI requires the same capabilities that an EI individual does – self awareness, self management, social awareness and relationship management.
- ✦ Emotions are contagious and a team leader needs to understand how to keep a bad mood from spreading.
- ✦ The leader should start by helping the team raise its collective self-awareness.
- ✦ Uncover the less-productive norms and work with the team to change them.

Reality and the Ideal Vision



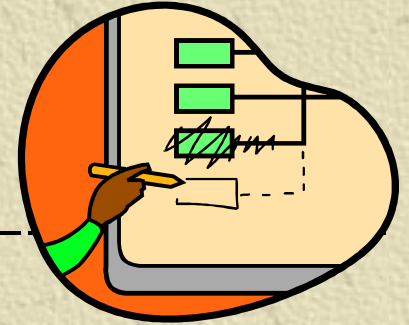
- ✦ A leader who wants to change an organization must first understand its reality.
- ✦ Change begins when EI leaders actively question the emotional reality and cultural norms underlying the organization's daily activities and behaviour.
- ✦ The leader has to pay attention to people's emotions.
- ✦ Even toxic organizations can change.

Dynamic Inquiry



- ✦ A process which can help you discover an organization's emotional reality.
- ✦ Uses focused conversations and open-ended questions to get to feelings.
- ✦ Themes become apparent from these conversations, which are then taken to smaller groups for more discussion.

Creating Sustainable Change



- ✦ Cultivate a dispersed cadre of EI leaders.
- ✦ Leadership training must be a strategic priority and be managed at the highest level. Commitment must come from the top.
- ✦ Design a process that lets those leaders uncover their own dreams and personal ideals, examine their strengths and gaps, and use their daily work as a learning laboratory.

Leadership Development Process



- ✦ Self-directed
- ✦ A tie in to the organizational culture
- ✦ Learning events emphasizing individual change
- ✦ Learning about emotional competencies
- ✦ Creative learning experiences
- ✦ Relationships that support learning, such as executive coaching