Emotional Intelligence and Leadership
Shailendra Singh
Learning Objectives

- What is Emotional Intelligence?
- Forerunners of Emotional Intelligence
- Dimensions of Emotional Intelligence
- Characteristics of High EQ people
- Relationship with other Constructs
Definition of EI

Ability to monitor and regulate one’s own and others feelings, and use feelings to guide thought and action
the Capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships”.

Goleman, 1998
Anatomy of the Brain

Where IQ Resides:
Neocortex

- Frontal lobe
- Parietal lobe
- Occipital lobe
- Temporal lobe

Where EQ Resides:
Limbic System

- Thalamus
- Cingulate gyrus
- Amygdala
- Prefrontal Cortex
- Hippocampus
- Fornix
- Parahippocampal gyrus

Medulla oblongata
Cerebellum
Pons
Effective Vs Successful Activities

Traditional management
  Decision making, planning, and controlling
Communications
  Exchanging routine information and processing paperwork
Human resource management
  Motivating, disciplining, managing conflict, staffing, and training
Networking
  Socializing, politicking, and interacting with others
<table>
<thead>
<tr>
<th></th>
<th>Average Manager</th>
<th>Successful Manager</th>
<th>Effective Manager</th>
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<tbody>
<tr>
<td>Traditional management</td>
<td>32</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Communications</td>
<td>29</td>
<td>28</td>
<td>44</td>
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<tr>
<td>HRM</td>
<td>20</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Networking</td>
<td>19</td>
<td>48</td>
<td>11</td>
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3 Skills of Managers

- **Technical Skills**: Ability to use knowledge, methods, techniques, and equipments necessary for the performance of specific task.

- **Human Skills**: Ability and judgment in working with and through people.

- **Conceptual Skills**: Ability to understand and diagnose complex situation and plan actions accordingly.
Management Skills at Various Levels of Organization

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Skills Needed</th>
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<tbody>
<tr>
<td>Top</td>
<td>Conceptual</td>
</tr>
<tr>
<td>Middle</td>
<td>Human</td>
</tr>
<tr>
<td>Junior</td>
<td>Technical</td>
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<tr>
<td>Nonmanager</td>
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Importance

- Selection
- Derailment
- Success
Selection

- Corporations are increasingly listing EI competencies as a criteria for new hires
  - National US DOL Survey

- More Cos. are seeking MBAs with EI
  - Graduate Management Admission Council Survey
Derailment

- Rigidity, poor relationship and inability to lead teams are most common traits
  - Centre for Creative Leadership Study

- Managers who derailed all had high levels of expertise and intelligence but many were arrogant and had a contempt for team work
  - Egon Zehnder Study
Success

- Longitudinal study of Harvard Graduates and Foreign Service Officers found that test scores on entrance exams did not predict career success.

- Hay McBer’s study of executives of 15 global organizations including Pepsi, IBM, Volvo found that two third of the competencies deemed essential to success were emotional competencies.

- Goleman’s analysis of 181 jobs in 121 organizations found that emotional competencies were the best differentiators between a star performer and typical performers.
Peter Salovey’s Conceptualization of EQ

1. Knowing one’s own emotions
2. Managing one’s emotions
3. Motivating oneself: Controlling impulsiveness
4. Empathy: Recognizing emotions in others
5. Handling relationship
Components of Emotional Intelligence

- Social Skill
- Self Awareness
- Emotional Intelligence
- Empathy
- Self Regulation
- Motivation
<table>
<thead>
<tr>
<th><strong>Self Awareness</strong></th>
<th><strong>Social Awareness</strong></th>
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</thead>
<tbody>
<tr>
<td>Emotional Self Awareness</td>
<td>Empathy</td>
</tr>
<tr>
<td>Accurate Self Assessment</td>
<td>Organizational Awareness</td>
</tr>
<tr>
<td>Self Confidence</td>
<td>Service Orientation</td>
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<tr>
<th><strong>Self Management</strong></th>
<th><strong>Relationship Management</strong></th>
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<tr>
<td>Emotional Self Control</td>
<td>Developing others</td>
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<tr>
<td>Trustworthiness</td>
<td>Influence</td>
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<tr>
<td>Conscientiousness</td>
<td>Conflict Management</td>
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<tr>
<td>Adaptability</td>
<td>Inspirational Leadership</td>
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<tr>
<td>Optimism</td>
<td>Change catalyst</td>
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<tr>
<td>Achievement Orientation</td>
<td>Building bonds</td>
</tr>
<tr>
<td>Initiative</td>
<td>Team building &amp; Collaboration</td>
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Emotional Competence Framework

- Personal Competence
  - These competencies represent how we manage ourselves
    - Self Awareness
    - Self Regulation
    - Motivation
Emotional Competence Framework

- Social Competence
  - These competencies represent how we handle relationship
    - Empathy
    - Social Skills
Self-Awareness

“There is only one corner of the universe that you can be certain of improving; and that is our own self.” Aldous Huxley
1. Self Awareness

- Knowing one’s internal states, preferences, resources, and intuitions
  - Emotional Awareness
    - Recognizing one’s emotions and their effects
  - Accurate Self Assessment
    - Knowing one’s own strengths and limits
      - We spend too much time trying to remedy our weaknesses rather than building on our strengths
Self Awareness: Getting In Touch With Your Feelings

**What we think** – our interpretation of events that produces a particular emotional response or thought

**How our bodies react** – e.g. racing heartbeat, feeling tense

**What we feel** – a label that we use to describe a particular state

**How we behave** – e.g. running away, hitting out or hugging someone.

**an emotion** – not simply an automatic physical response, but our interpretation of bodily changes and information available to us.
Self- Confidence

- A strong sense of one’s self worth and capabilities
- Confidence determines choices, efforts, perseverance and resilience
- Confidence is Self Fulfilling
Self Management

“There is nothing good or bad but thinking makes it so.”

Shakespeare
Dynamics of Emotion

Activating Event
- Real
- Imagined

Belief/Interpretation
- Rational Response
- Irrational Response

Consequences/Reaction
- Evoke Feelings
- Leads to Behaviour
2. Self Management

- Self Control
  - Keeping disruptive emotions and impulses in check

- Marshmallow Study
  - 4 years to pick one marshmallow now or 2 after 15 minutes
  - Kids who waited did on average 210 points better on the SAT's more than 10 years later
2. Self Management

- Trustworthiness
  - Maintaining standards of honesty and integrity, acting congruently with one’s value
    - Taking responsibility can be hard...
    - CEO of Intel during 1994 Pentium flaw crisis Co. was in denial mode
    - He ultimately took personal responsibility

- Conscientiousness
  - Taking responsibility for personal performance
2. Self Management

- **Adaptability**
  - Flexibility in handling change
    - Carly Fiorina: First women CEO of HP, First women to lead Fortune 50 Co. Led a transformation in HP's culture and structure
    - Darwin: It is not the strongest of the species who survive, nor the most intelligent, but those who are most adaptive to change

- **Innovation**
  - Being comfortable with new ideas, approaches and information
2. Self Management

- Achievement Drive: Meet the standard of excellence
  - Shridharan of Delhi Metro
  - Lakshmi N. Mittal - Third richest of the World & Richest in Europe

- Initiative: Ability to identify a problem/opportunity and take action
  - Bill Gates reluctantly quit HBS programme to start Microsoft

- Optimism: Persistence in pursuing goals despite setbacks and failures
  - Harry Potter’s author J.K. Rowling was divorced and living on public assistance in tiny apartment in Edinburgh and the first book in the series was rejected by 10 publishers
3. Social Awareness

- Empathy

http://www.cio.com/archive/120104/faces.html
3. Social Awareness

*Service orientation*: Anticipating, recognizing, and meeting customers’ needs. People with this competence:

- Understand customers’ needs and match them to services or products
- Seek ways to increase customers’ satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer’s perspective, acting as a trusted advisor
3. Social Awareness

*Political awareness*: Reading a group’s emotional currents and power relationships. People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities
4. Social Skills

*Developing others*: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people’s strengths, accomplishments, and development
- Offer useful feedback and identify people’s needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person’s skills.
4. Social Skills

*Influence:* Wielding effective tactics for persuasion. People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point
4. Social Skills

*Leadership*: Inspiring and guiding groups and people. People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example
4. Social Skills

- Conflict Management
4. Social Skills

Building Bonds
4. Social Skills

- Change Catalyst
Three Principles of Learning

- Law of Readiness
- Law of Practice
- Law of Effect
EI Development

- Assess the job
- Assess the individual
- Deliver assessments with care
- Gauge readiness
- Motivate
- Make change self directed
- Focus on clear and manageable goals
- Prevent lapse
- Give Performance feedback
- Encourage practice
- Arrange support
- Provide models
- Encourage
- Reinforce change
- Evaluate
Competence Framework

- Competence
- Knowledge
- Skill
- Aptitude

The Competence Framework illustrates the interplay between Knowledge, Skill, and Aptitude, where Knowledge leads to Skill, and both Knowledge and Skill enhance Competence, which in turn enhances Aptitude.
Four Levels of Readiness

- Oblivious: Those who don’t see the problem
- Contemplation: See the problem, think of change
- Preparation: Begin focus on change
- Action: Visible change begins
Questions?