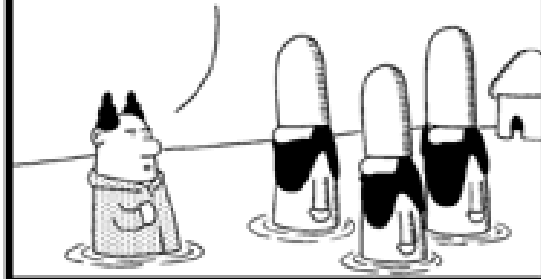


Flawless Coaching: The Ups,  
Downs and All-Arounds of a curious  
person who happens to make his living  
as a professional coach...

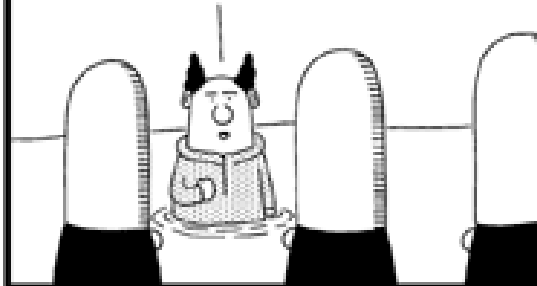
...or as some say, you're not a scholar, you're  
just another one of those guys from Nebraska

I'LL BE MANAGING THE  
ELBONIAN BRANCH  
OFFICE BUT I'LL BE  
BASED IN MY OWN  
COUNTRY.



www.dilbert.com scottadams@aol.com

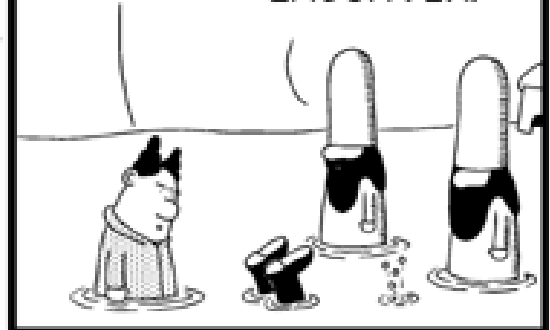
I'LL NEVER SEE YOU  
IN PERSON BUT I  
WANT YOU ALL TO  
WORK LONG HOURS  
AND WEAR DOCKERS.



7-4-07 © 2007 Scott Adams, Inc./Dist. by UFS, Inc.

WHAT  
IS HE  
DOING?

SOMETIMES  
WE USE MUD  
TO MUFFLE  
LAUGHTER.





Disclaimer: Please keep in mind that I have my own emotionally intelligent issues running here... and my goal is not to say do as I do or as I think, but to offer you insights into the models I've passed through over time and the pieces of them that I've woven together to make sense of the world through my eyes observing the 1000s of clients I've coached over my career.

Wherever I could I've cited the references and tried my best to protect the copyright of others with Intellectual Property, if I missed someone or something, it wasn't intentional and if you notify me of my error, I'll do my best to fix it in a timely manner.

Mike Jay

# Creating Context for Leadership Success: Track 1

»» Or why it don't work the way they say...

# Emotional Intelligence:

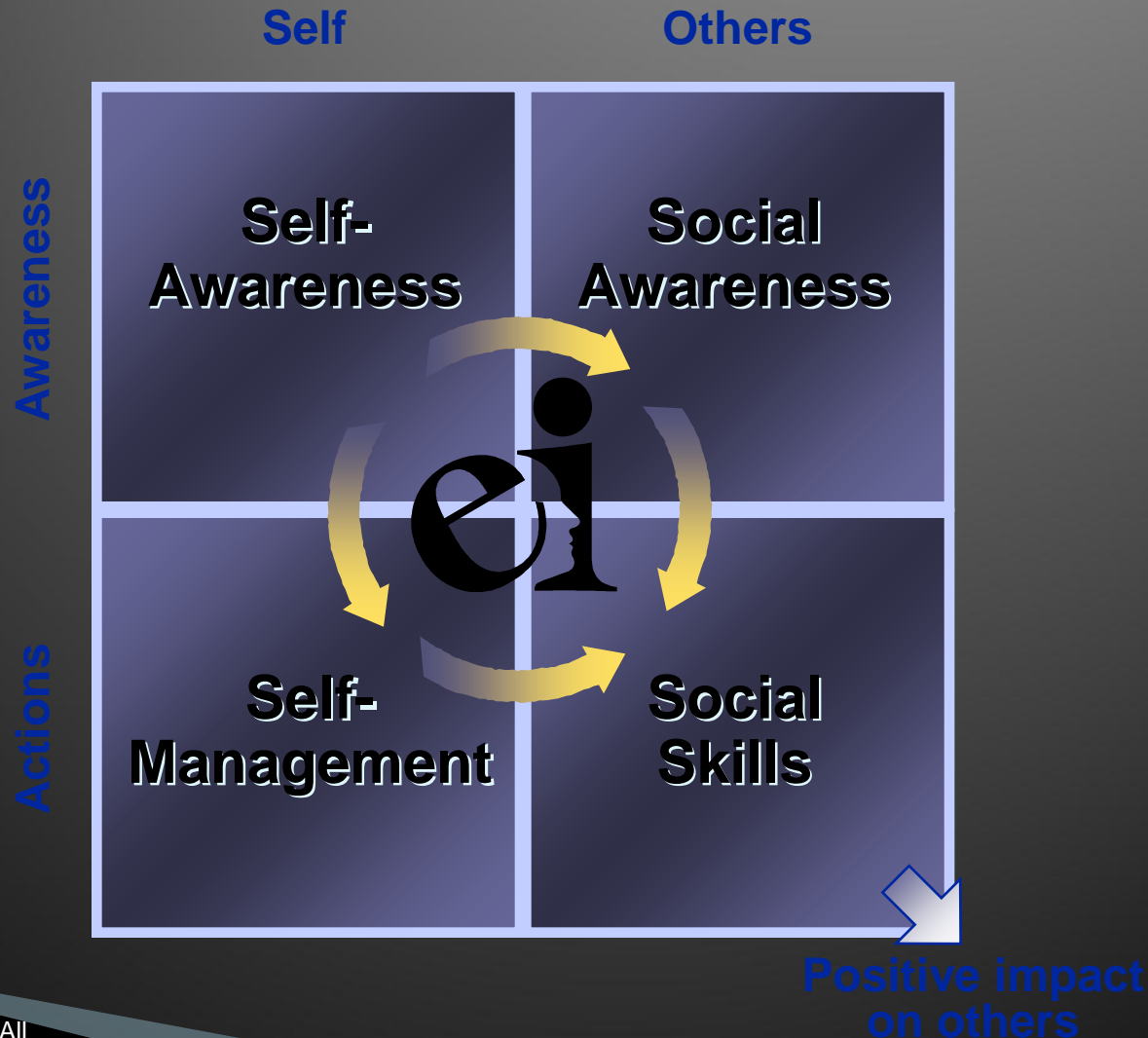
Do You Have It?

# Emotional Intelligence Defined

**“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”**

Daniel Goleman

# The Conceptual Model



# Self-Awareness

The essence of Self-Awareness is seeing yourself as others see you.

- Research shows that people with high **Accurate Self-Assessment** (ASA) have smaller gaps between self and others' views than people who score low on ASA\*
- Feedback is critical for obtaining objective insights

*\*(Burckle & Boyatzis, 1999). N=214, t-values range from 2.27 to 6.46,  $p < .001$*



# The Impact of Self-Awareness on Self-Management

With Self-Awareness, a person has a 50–50 chance of demonstrating Self-Management

		Self-Management	
		Yes	No
Self-Awareness	Yes	49%	51%
	No	4%	96%

N = 427,  $p < .001$  (Burckle and Boyatzis, 1999)

Without Self-Awareness, a person has virtually no chance of demonstrating Self-Management

# The Impact of Self-Awareness on Social Awareness

With Self-Awareness, a person has a 38% chance of having Social Awareness

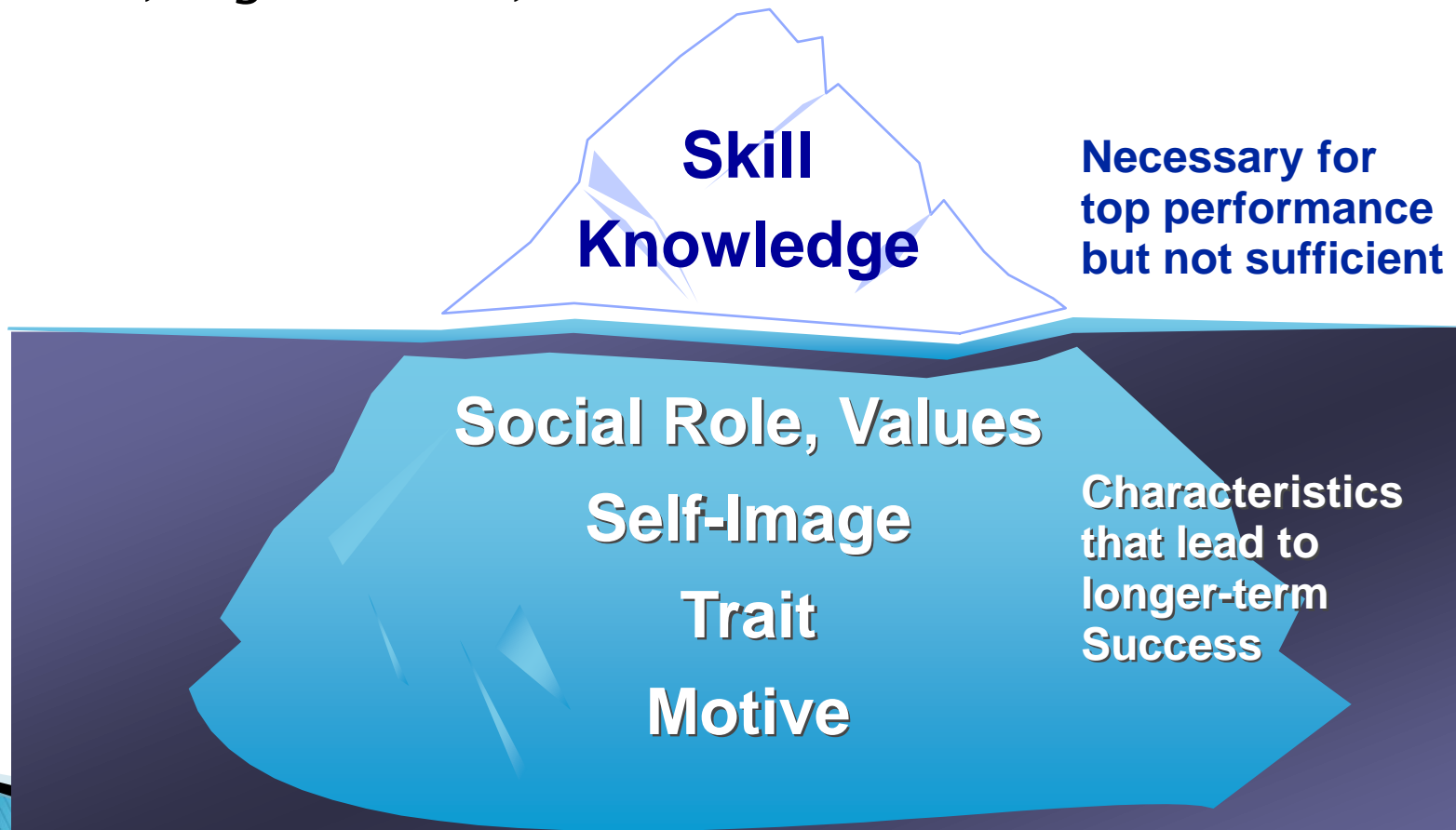
		Social Awareness	
		Yes	No
Self-Awareness	Yes	38%	62%
	No	17%	83%

N = 427,  $p < .001$  (Burckle and Boyatzis, 1999)

**Without Self-Awareness, a person has an 83% chance of lacking Social Awareness**

# What is a Competency?

Any measurable characteristic of a person that differentiates level of performance in a given job, role, organization, or culture.



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# Leadership That Gets Results

by Daniel Goleman

## The Idea in Brief

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Many managers mistakenly assume that leadership style is a function of personality rather than strategic choice. Instead of choosing the one style that suits their temperament, they should ask which style best addresses the demands of a particular situation.

Research has shown that the most successful leaders have strengths in the following emotional intelligence competencies: **self-awareness, self-regulation, motivation, empathy, and social skill**. There are six basic styles of leadership; each makes use of the key components of emotional intelligence in different combinations. The best leaders don't know just one style of leadership—they're skilled at several, and have the flexibility to switch between styles as the circumstances dictate.

# The Idea in Practice

---

Managers often fail to appreciate how profoundly the organizational climate can influence financial results. It can account for nearly a third of financial performance. Organizational climate, in turn, is influenced by leadership style—by the way that managers motivate direct reports, gather and use information, make decisions, manage change initiatives, and handle crises. There are six basic leadership styles. Each derives from different emotional intelligence competencies, works best in particular situations, and affects the organizational climate in different ways.

---

## Leadership That Gets Results

by Daniel Goleman

**1. The coercive style.** This “Do what I say” approach can be very effective in a turnaround situation, a natural disaster, or when working with problem employees. But in most situations, coercive leadership inhibits the organization’s flexibility and dampens employees’ motivation.

**2. The authoritative style.** An authoritative leader takes a “Come with me” approach: she states the overall goal but gives people the freedom to choose their own means of achieving it. This style works especially well when a business is adrift. It is less effective when the leader is working with a team of experts who are more experienced than he is.

---

## Leadership That Gets Results

by Daniel Goleman

**3. The affiliative style.** The hallmark of the affiliative leader is a “People come first” attitude. This style is particularly useful for building team harmony or increasing morale. But its exclusive focus on praise can allow poor performance to go uncorrected. Also, affiliative leaders rarely offer advice, which often leaves employees in a quandary.

**4. The democratic style.** This style’s impact on organizational climate is not as high as you might imagine. By giving workers a voice in decisions, democratic leaders build organizational flexibility and responsibility and help generate fresh ideas. But sometimes the price is endless meetings and confused employees who feel leaderless.

---

## Leadership That Gets Results

by Daniel Goleman

**5. The pacesetter style.** A leader who sets high performance standards and exemplifies them himself has a very positive impact on employees who are self-motivated and highly competent. But other employees tend to feel overwhelmed by such a leader's demands for excellence—and to resent his tendency to take over a situation.

**6. The coaching style.** This style focuses more on personal development than on immediate work-related tasks. It works well when employees are already aware of their weaknesses and want to improve, but not when they are resistant to changing their ways.



---

## Leadership That Gets Results

by Daniel Goleman

The more styles a leader has mastered, the better. In particular, being able to switch among the authoritative, affiliative, democratic, and coaching styles as conditions dictate creates the best organizational climate and optimizes business performance.

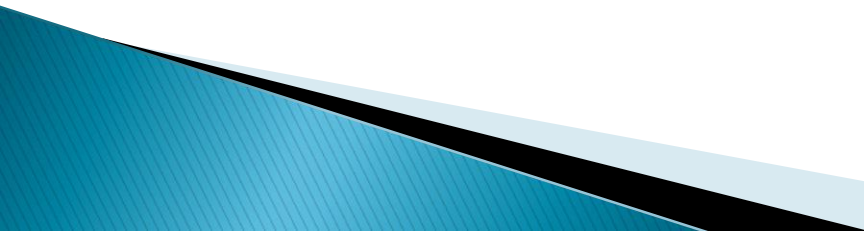


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*New studies of the brain show  
that leaders can improve  
group performance by  
understanding the biology of  
empathy.*

## Social Intelligence and the Biology of Leadership

by Daniel Goleman and Richard Boyatzis

A decorative graphic element in the bottom left corner consisting of overlapping blue and black geometric shapes.

## The Idea in Brief

Your behavior can energize—or deflate—your entire organization through mood contagion. For example, if you laugh often and set an easygoing tone, you'll trigger similar behaviors among your team members. Shared behaviors unify a team, and bonded groups perform better than fragmented ones.

Mood contagion stems from neurobiology. Positive behaviors—such as exhibiting empathy—create a chemical connection between a leader's and his or her followers' brains. By managing those interconnections adroitly, leaders can deliver measurable business results. For example, after one executive at a *Fortune* 500 company worked with a coach and role model to improve her behavior, employee retention and emotional commitment in her unit soared. And the unit's annual sales jumped 6%.

How to foster the neurobiological changes that create positive behaviors and emotions in your employees? Goleman and Boyatzis advise sharpening your social intelligence skills.

# Social Intelligence and the Biology of Leadership

by Daniel Goleman and Richard Boyatzis

## The Idea in Practice

### IDENTIFY SOCIAL STRENGTHS AND WEAKNESSES

Social intelligence skills include the following. Identify which ones you're good at—and which ones need improvement.

Skill	Do you...
Empathy	Understand what motivates other people, even those from different backgrounds? Are you sensitive to their needs?
Attunement	Listen attentively and think about how others feel? Are you attuned to others' moods?
Organizational Awareness	Appreciate your group's or organization's culture and values? Understand social networks and know their unspoken norms?
Influence	Persuade others by engaging them in discussion, appealing to their interests, and getting support from key people?
Developing Others	Coach and mentor others with compassion? Do you personally invest time and energy in mentoring and provide feedback that people find helpful for their professional development?
Inspiration	Articulate a compelling vision, build group pride, foster a positive emotional tone, and lead by bringing out the best in people?
Teamwork	Encourage the participation of everyone on your team, support all members, and foster cooperation?

## CRAFT A PLAN FOR CHANGE

Now determine how you'll strengthen your social intelligence. Working with a coach—who can debrief you about what she observes—and learning directly from a role model are particularly powerful ways to make needed behavioral changes.

### ► Example:

Janice was hired as a marketing manager for her business expertise, strategic thinking powers, and ability to deal with obstacles to crucial goals. But within her first six months on the job, she was floundering. Other executives saw her as aggressive and opinionated—as well as careless about what she said and to whom.

Her boss called in a coach, who administered a 360-degree evaluation. Findings revealed that Janice didn't know how to establish rapport with people, notice their reactions to her, read social norms, or recognize others' emotional cues when she violated

those norms. Through coaching, Janice learned to express her ideas with conviction (instead of with pit bull–like determination) and to disagree with others without damaging relationships.

By switching to a job where she reported to a socially intelligent mentor, Janice further strengthened her skills, including learning how to critique others' performance in productive ways. She was promoted to a position two levels up where, with additional coaching, she mastered reading cues from direct reports who were still signaling frustration with her. Her company's investment in her (along with her own commitment to change) paid big dividends—in the form of lower turnover and higher sales in Janice's multibillion-dollar unit.

# Are You a Socially Intelligent Leader?

To measure an executive's social intelligence and help him or her develop a plan for improving it, we have a specialist administer our behavioral assessment tool, the Emotional and Social Competency Inventory. It is a 360-degree evaluation instrument by which bosses, peers, direct reports, clients, and sometimes even family members assess a leader according to seven social intelligence qualities.

We came up with these seven by integrating our existing emotional intelligence framework with data assembled by our colleagues at the Hay Group, who used hard metrics to capture the behavior of top-performing leaders at hundreds of corporations over two decades. Listed here are each of the qualities, followed by some of the questions we use to assess them.

## Empathy

- **Do you understand** what motivates other people, even those from different backgrounds?
- **Are you sensitive** to others' needs?

## Attunement

- **Do you listen attentively** and think about how others feel?
- **Are you attuned** to others' moods?

## Organizational Awareness

- **Do you appreciate** the culture and values of the group or organization?
- **Do you understand social networks** and know their unspoken norms?

## Influence

- **Do you persuade others** by engaging them in discussion and appealing to their self-interests?
- **Do you get support** from key people?

## Developing Others

- **Do you coach** and mentor others with compassion and personally invest time and energy in mentoring?
- **Do you provide feedback** that people find helpful for their professional development?

## Inspiration

- **Do you articulate a compelling vision**, build group pride, and foster a positive emotional tone?
- **Do you lead** by bringing out the best in people?

## Teamwork

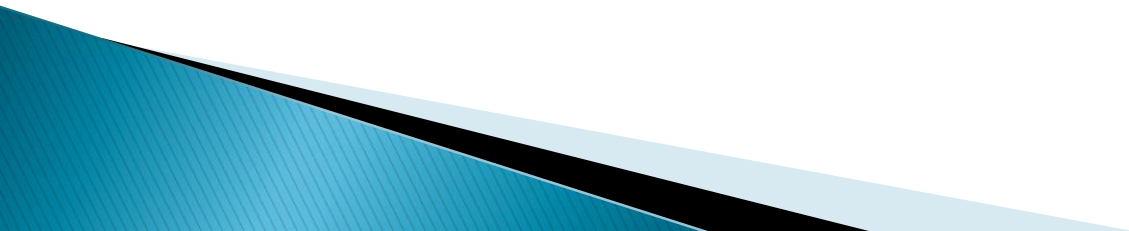
- **Do you solicit input** from everyone on the team?
- **Do you support** all team members and encourage cooperation?

# Real vs. Successful?: Track 2

»» Or why am I not getting ahead...

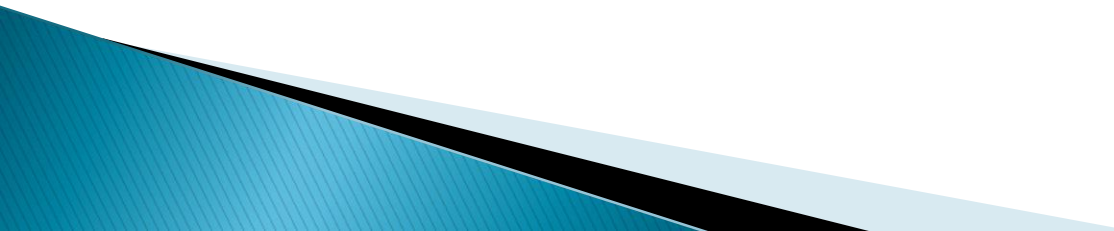
# *Successful vs. Effective Real Managers*

*Fred Luthans  
University of Nebraska, Lincoln*



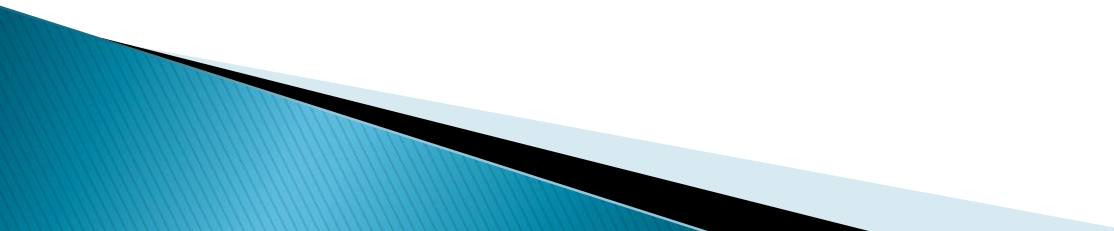


**W**hat do *successful* managers — those who have been promoted relatively quickly — have in common with *effective* managers — those who have satisfied, committed subordinates and high performing units? Surprisingly, the answer seems to be that they have little in common. Successful managers in what we define as “real organizations” — large and small mainstream organizations, mostly in the mushrooming service industry in middle America — are not engaged in the same day-to-day activities as effective managers in these organizations. This is probably the most important, and certainly the most intriguing, finding of a comprehensive four-year observational study of managerial work that is reported in a recent book by myself and two colleagues, titled *Real Managers*.<sup>1</sup>



The startling finding that there is a difference between successful and effective managers may merely confirm for many cynics and “passed over” managers something they have suspected for years. They believe that although managers who are successful (that is, rapidly promoted) may be astute politicians, they are not necessarily effective. Indeed, the so-called successful managers may be the ones who do not in fact take care of people and get high performance from their units.

Could this finding explain some of the performance problems facing American organizations today? Could it be that the successful managers, the politically savvy ones who are being rapidly promoted into responsible positions, may not be the effective managers, the ones with satisfied, committed subordinates turning out quantity and quality performance in their units?



# Emergent Values: Track 3

»» Emergence of Spiral Dynamics

**SUMMARY STATEMENT**

**THE EMERGENT, CYCLICAL, DOUBLE-HELIX MODEL  
OF THE ADULT HUMAN BIOPSYCHOSOCIAL SYSTEMS**

**Clare W. Graves**

**Boston, May 20, 1981**

# Spiral Dynamics

## An Introduction

Materials based upon the work of

**Dr. Don Beck**

and

Dr. Clare W. Graves'

Emergent, Cyclical, Double-Helix Model of Adult Biopsychosocial Systems Development

# Spiral Dynamics

- Developmental/emergence model
- Describes codes in people, cultures
- Works at the individual, organizational and geo-political nation-state levels
- Provides a new way of framing and understanding the forces of human interactions and behavior

Wholeview

FlexFlow

HumanBond

StriveDrive

TruthForce

PowerGods

KinSpirits

SurvivalSense

# Spiral Dynamics

- 8 basic waves / stages / “vMememes” observed
- Product of interaction between external conditions of existence and internal complex adaptive systems
- Open-ended – still evolving

Wholeview

FlexFlow

HumanBond

StriveDrive

TruthForce

PowerGods

KinSpirits

SurvivalSense



# Alternating Types





## THE FIRST BEING LEVEL

The A'-N' or Systemic Existential State

Theme: *Express self for what self desires  
but never at the expense of others,*

Spawns facilitative management, management wherein the managed and the managing change according to the fit between problems and competencies to deal with problems. In this system, management is based on the assumption that people have unequal competencies and capacities and unequal needs. Assumes the person will produce if one organizes so the competencies are expressed to fulfill the needs. Integrate them with organizational needs is its dictum.

In this system, the means to the end or organizational goals are restructured to fit the individual characteristics of the organizational member, rather than attempts to restructure the person to fit organizational needs. The manager's role is to rework the organization so that its goals are achieved utilizing people as they are not as some one wishes them to be or perceives they should be.

Copyright/1981/Clare W. Graves



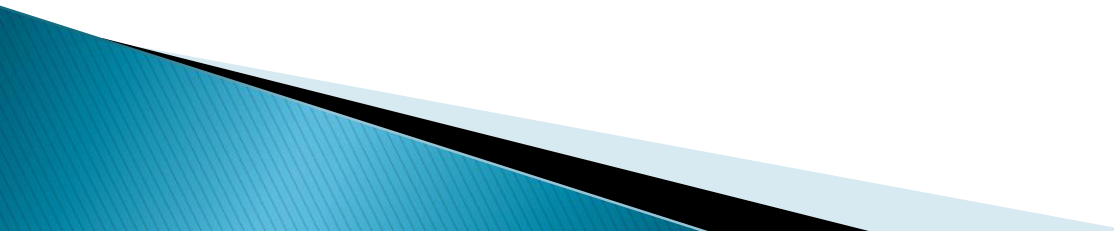
# Epigenesis: Track 4

» Or...you dance with the girl  
who brung ya...

"Coach Darrell Royal"...when  
asked what plays they would  
run against Arkansas for the  
National Championship

I've continued to argue for a greater equilibrium between nature and nurture, not preferring one over the other but the epigenetic dance of the two.

A paraphrased comment by Matt Ridley in *Nature Via Nurture*, a book he wrote in 2002 noted at the end of the discussion that "knowledge of our nature leads nature to be less inevitable, not more so."

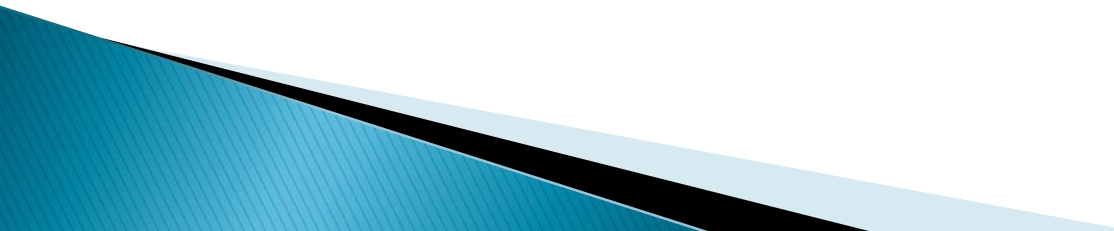


# Capability: Track 5

»» And there was Jaques too?

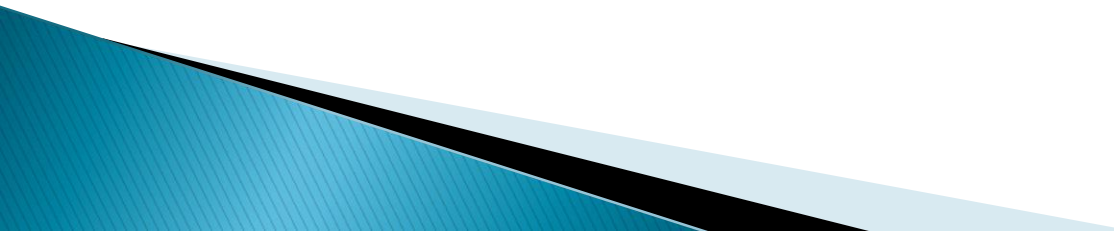
In that vein, I'd like to present "A Multi-Track Theory of Maturation of Potential Capability by Elliott Jaques.

For more than 65 years Jaques studied people in organizations and as reported in Human Capability, a 1994 book he made the following statement on P. 84:

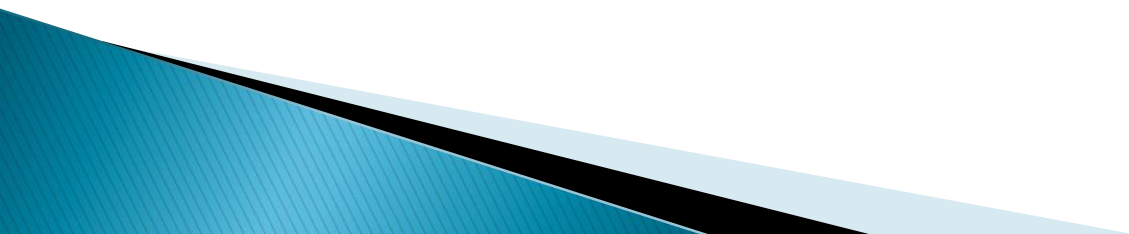




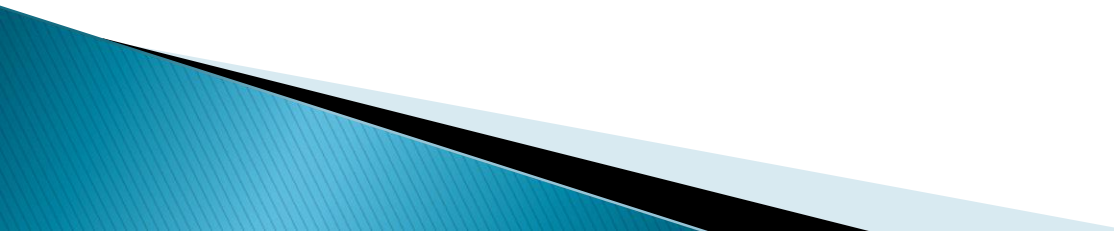
"In short, the evidence we shall describe favors the conclusion that each person's potential capability matures in a predictable way throughout life from childhood to old age, fed by having to cope with the exigencies of everyday life.



This maturation process is unlikely to be able to be speeded up or enhanced by special educational procedures or occupational opportunities...

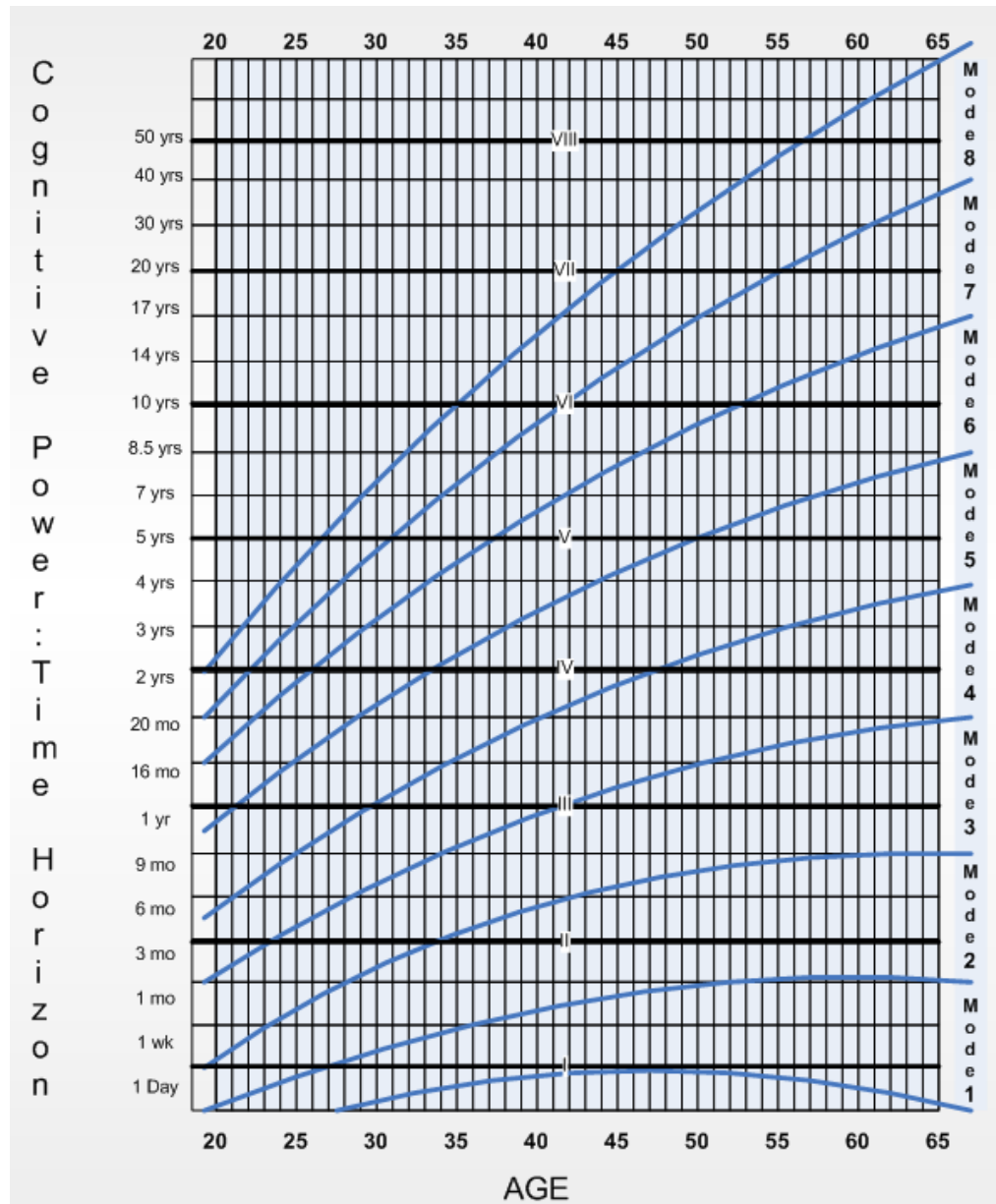


...nor impeded by the less favorable social, educational, and occupational opportunities faced by many minorities, since such opportunities or their absence are far less important for individual maturation in *potential* capability than the problems that have to be solved in living our everyday lives.



## A Multi-Track Theory of Maturation of Potential Capability

The accompanying chart (Figure 7.1 adapted from P.85 Human Capability, 1994) shows the patterns of maturation of potential capability, as developed by one of us (Jaques) over the past thirty-five years."

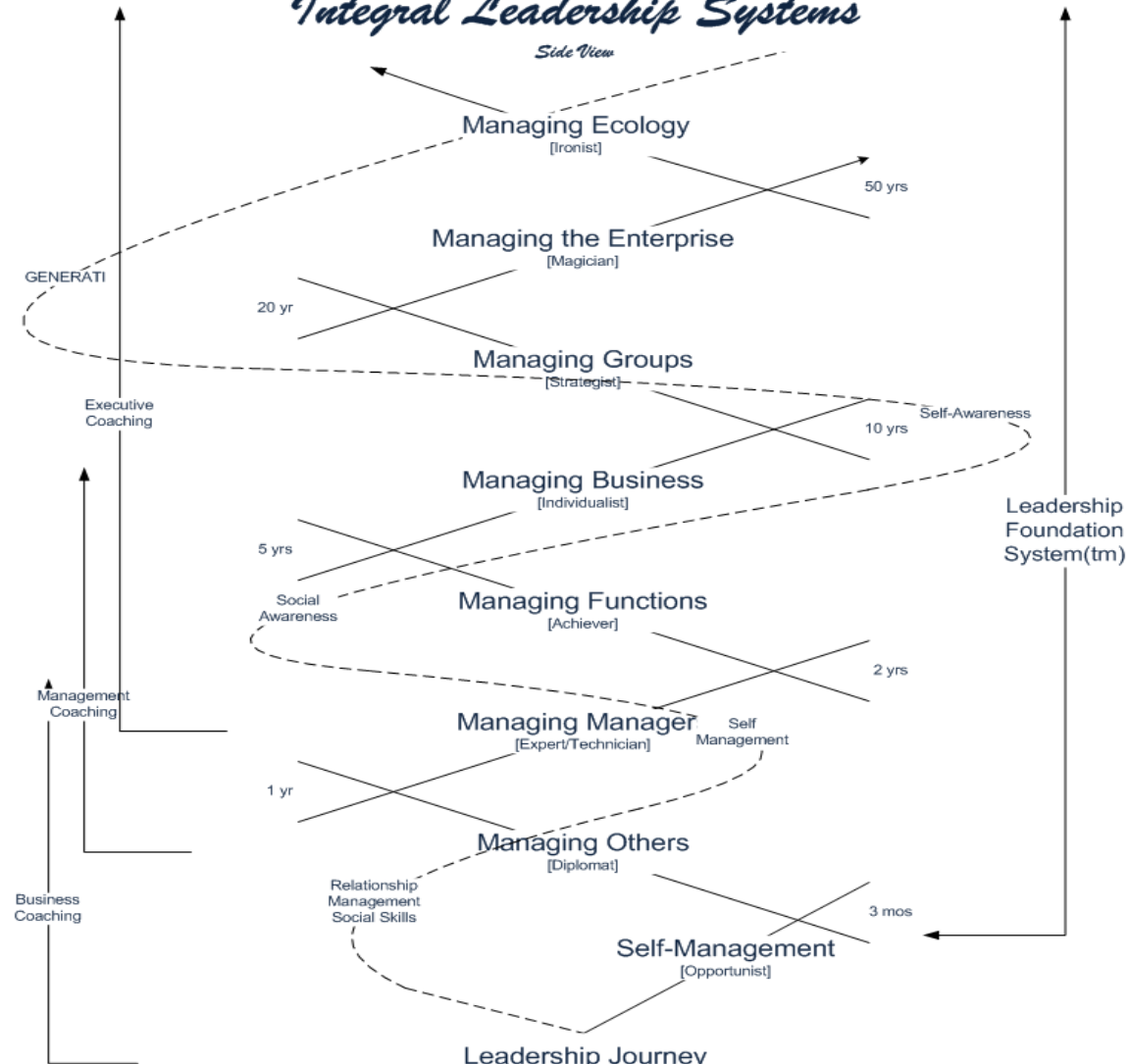


# Leadership Pipeline: Side Track?

- » Validates Jaques from the actual observance of practicing leaders

# Integral Leadership Systems

*Side View*



# The Strength's Revolution: Track 6

» Stop working on weaknesses

Talents come naturally, but  
strengths are earned.



- ▶ Skills
- ▶ Knowledge
- ▶ Talents
- ▶ Use (iteration and replication)

## Composition of Strengths

- ▶ **Your dominant talents naturally appear frequently and powerfully. Almost no matter where you are or what you are doing, your dominant talents are active.**

## **Top Talents Dominate**

- ▶ Your supporting talents naturally surface only when their support is needed, and do so with only relative power. Because they aren't as powerful, your supporting talents are unlikely to serve as a foundation for strength.

## Supporting Talents Are Relative

- Talent is what results naturally from the unconscious motivational sensitivity that drives you to continue to practice and reach psychological fulfillment.
- Themes are those activities which more often than not generate a significant return to felt satisfaction and joy.
- Motivation is the “force” of mind, that helps us recognize certain things and disregard others.

## Talents, Themes & Motivation

# In the End is the beginning: Track 7

»» Motives are the building blocks of design...

Created by  
Steven Reiss, Ph.D.  
Professor of Psychology & Psychiatry  
Director, Nisonger Center  
Ohio State University

## REISS Desire Profile

- ▶ reasons for engaging in behavior
- ▶ traits (life motives)
- ▶ divide into means vs. ends
- ▶ strivings, life motives, psych. needs

Desires or Strivings are:

- ▶ Means motivate by producing something else
- ▶ Ends are intrinsically desired
- ▶ All motivation reduces to ends
- ▶ Extrinsic motivation” is a flawed concept

## Means V. Ends



- ▶ Automatic
- ▶ Cannot be Chosen
- ▶ Varying Degrees of Self–Awareness
- ▶ Genetic Origin/Human Nature

Ends

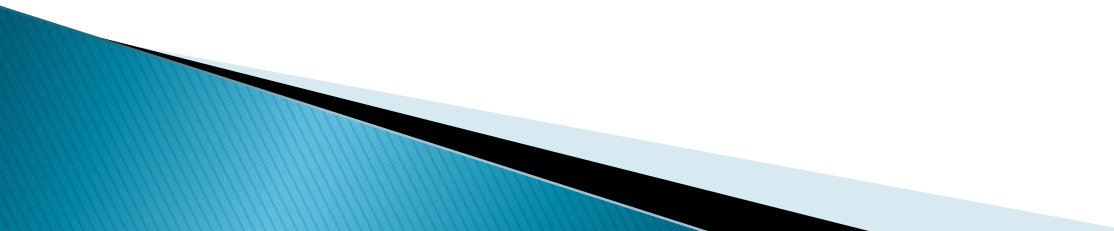
- ▶ Ends are values
- ▶ We value what we want
- ▶ We want what we value (!)
- ▶ All desires imply one or more values

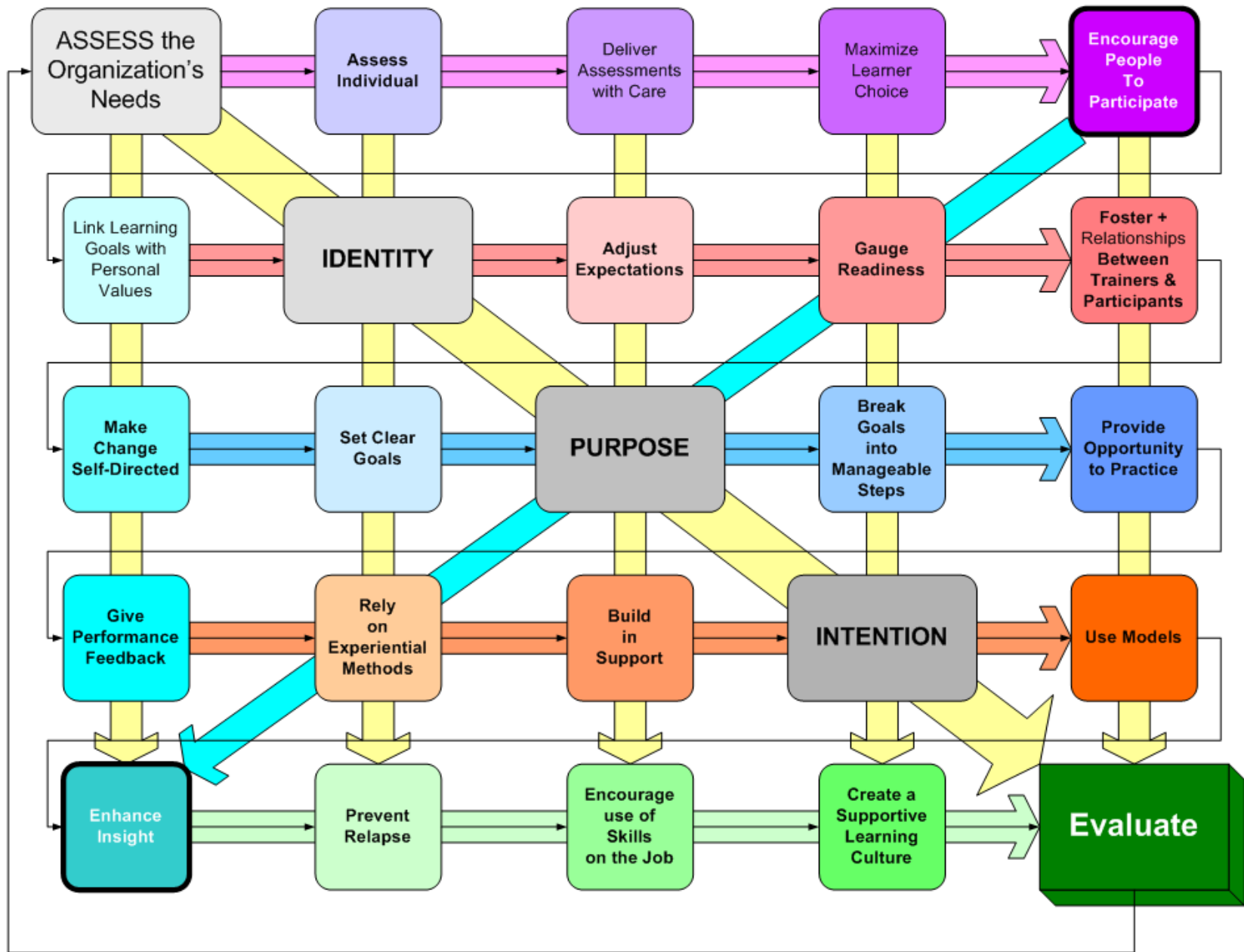
# Values

# So, Where Do These Tracks Lead?

» » ...the path guiding design

# The Leadership Questions?

- ▶ What is at the essence of it all...
  - ▶ What causes leadership success?
  - ▶ What combinatorial factors contribute?
  - ▶ How do successful managers get real?
  - ▶ What do you do as a leader to improve?
  - ▶ How do you weave together all these tracks?
  - ▶ What's next for me?
  - ▶ What's next for my organization?
- 



# Sorry, It Doesn't Happen Overnight

Improving and sustaining Emotional Intelligence takes a concerted effort over several months.

