

The Tools of Leadership

Emotional Intelligence

MA Leadership

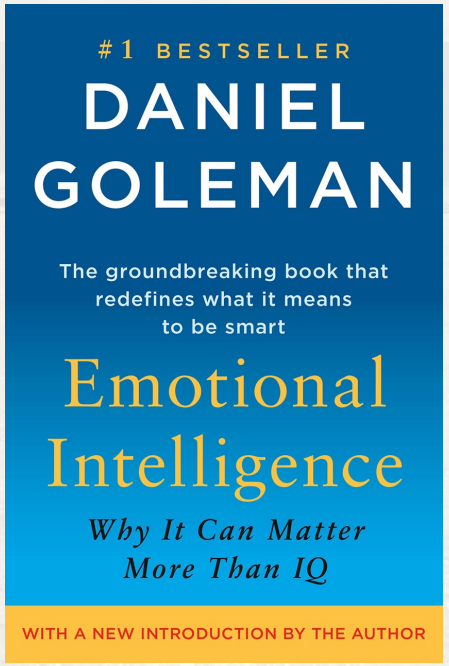

SAFETY WARNING!
Opening this box
will result in Death
by Electrocution &
a £20 Fine.

Today we will…

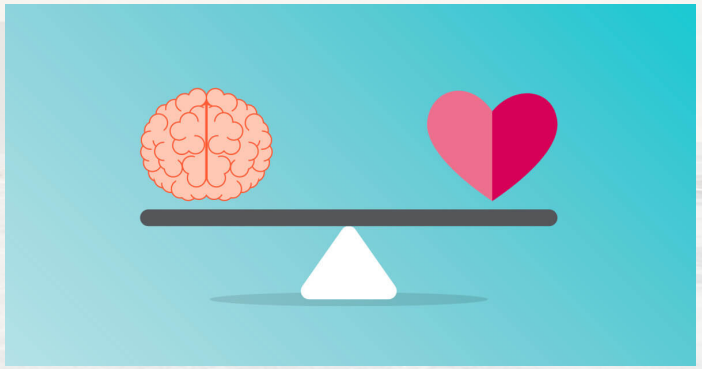
Reflect on what we've noticed about leadership & skills



Emotional Intelligence: What is it? Why focus on it?



What is the impact of emotional intelligence?



Individuals?
Organisations?
Communities?

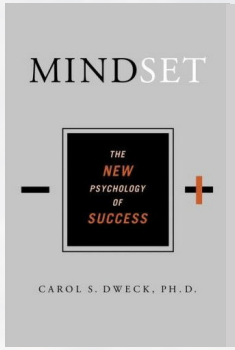
Reminder of our module aims:

To explain the significance and nature of leadership and its role within organisations

Undertake a ***critical exploration*** of leadership tools and techniques used by successful leaders and ***explore*** different situational forces and variables in the leadership situation

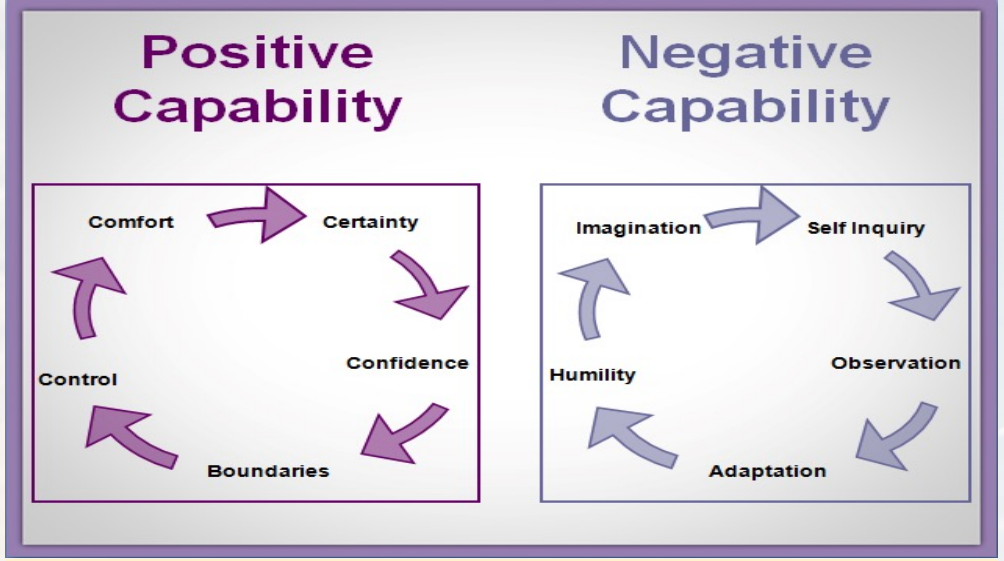


Consider the concept of leadership ***occurring as a practice*** rather than residing in the traits or behaviours of particular individuals

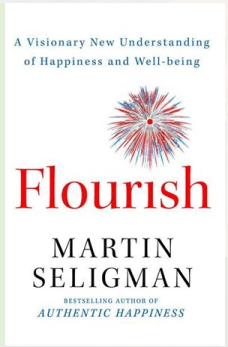


Set learning goals toward mastery
Believe learning, talent and ability can all be developed
Effort and persistence
Embrace challenge and new ideas

I never stopped trying to be qualified to do the job'
Darwin E Smith, CEO, Kimberly-Clark Corporation 1971-1991



Know your key strengths and use them daily
Know how you learn best & get more from learning
Ask questions



"Re-craft your life, work, love, play and friendships around your top strengths"
Dr Martin Seligman, founder of Positive Psychology

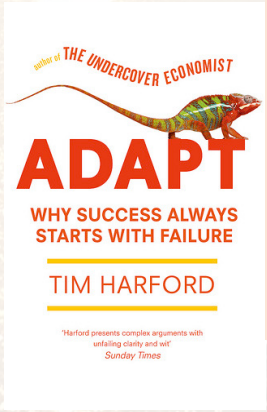
Knowing more, understanding less
Be open to new ideas that challenge current thinking
Personal sense of inquiry
Reflecting on your performance

"What got you here won't get you there'
Marshall Goldsmith, leadership thinker, author, coach



Give your full attention to learning
Recognise the emotions you feel & the impact they have
Allow yourself time to reflect & find value
Value the difference of others

You can't stop the waves, but you can learn to surf'
Jack Kornfield, Buddhist Teacher & Psychologist



Design an experiment to test new ideas
Make the test small scale and failure survivable
Keep what works
Share your learning with others

'Adapt: Why success always starts with failure'
Tim Harford, economist & author

From last week…

…toxic leadership what are your reflections:

Where have you noticed leadership around you? In the world?

What tools and skills have you noticed?

What works? Work doesn’t? Why?

Why might they be doing what they are doing?

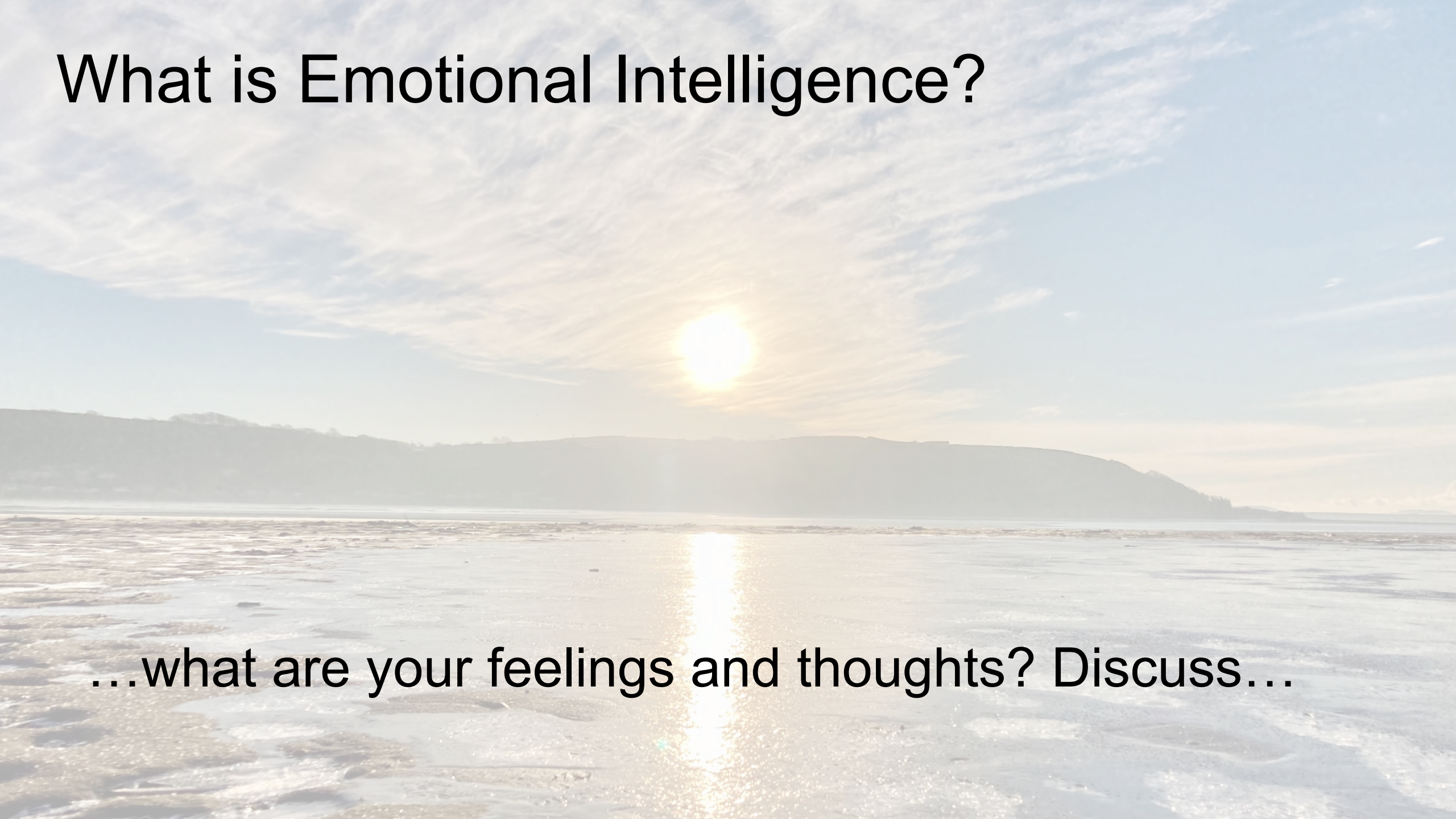
What would you advise them to do to be more effective?

What are Traits, Skills, Styles and Intelligences? What is Personality?

- **Trait** – A distinguishing feature in character, appearance, habit or portrayal
- **Personality** – a distinctive character or qualities of a person, personal existence or identity, being a person
- **Skill** – expertness, a practical ability, facility in action
- **Style** – a kin or sort, a manner of writing, speaking or doing, a distinctive manner of a person
- **Intelligence** – understanding, a quickness of understanding.

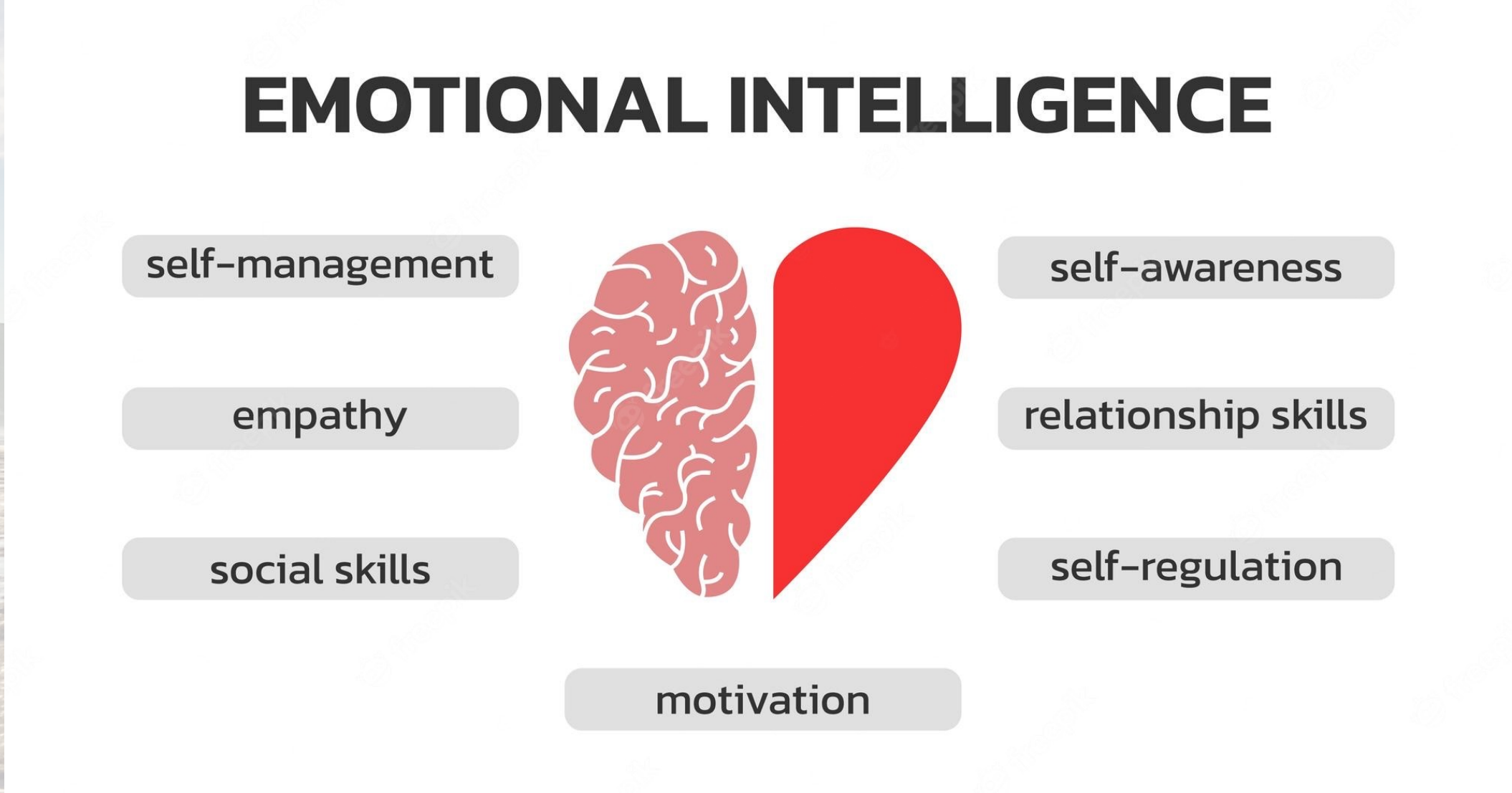
- Source: Schedlitzki, D. and Edwards, G. (2022), *Studying Leadership – Traditional and Critical Approaches*, Third Edition, UK:SAGE

What is Emotional Intelligence?



…what are your feelings and thoughts? Discuss…

What is Emotional Intelligence?



What are the effects of Emotional Intelligence?



Emotional Intelligence Facts You Should Know



A 40-year study at UC Berkeley reported that **emotional intelligence** is nearly 4 times more powerful than IQ in **predicting success**.



An internal study by PepsiCo revealed that managers with **high EI levels** outperformed annual targets by **15-20%**.



According to a study by Motorola on SHRM, 93% of employees at a Motorola plant became **more productive** after adopting different **emotional intelligence programs** for stress relief.



According to the World Economic Forum's Future of Jobs Report, EI will break into the **top 10 job skills** from 2021 and onwards.

EI: What are the power dynamics?

I am OK You are OK **HEALTHY** No blame: focuses on issues	I am OK You are not OK **ONE UP** Blame others
I am not OK You are OK **ONE DOWN** Blame self	I am not OK You are not OK **HOPELESS** Blame everyone

Choosing my state?

Controlling

Nurturing

Parent





Adult



Transactional Analysis – the Games We Play
Berne (1958)

Child





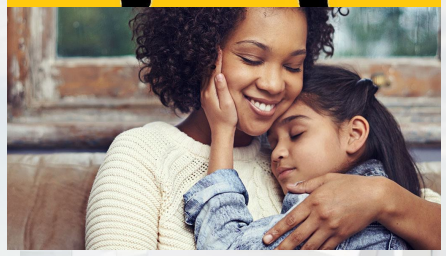
Adapted: Compliant vs Rebellious

Free Child

The consequences?



Controlling Parent



Nurturing Parent



Functional Adult





Adapted Child



Free Child

Positive	Negative
Firmness, control, clarity, accountability	Bossy, overbearing, disabling & disengaging
Caring, loving, kind generous	”Rescuers need victims; disable people doing things for them
Logical, rational, problem-solving, balance conflict	Boring, pedantic, limited use of feelings/values
Polite, courteous, accepting, amenable	Sit quietly, can’t say “no”; **or** aggressive, rebellious (or both)
Friendliness, fun, creative, honest, use emotions	Immature, childish, over emotional

How do we want to do things?



Parent





Adult



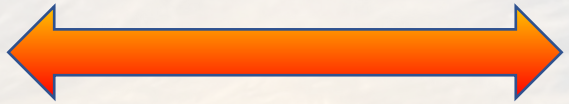


Child



Noticing Drama Triangles…













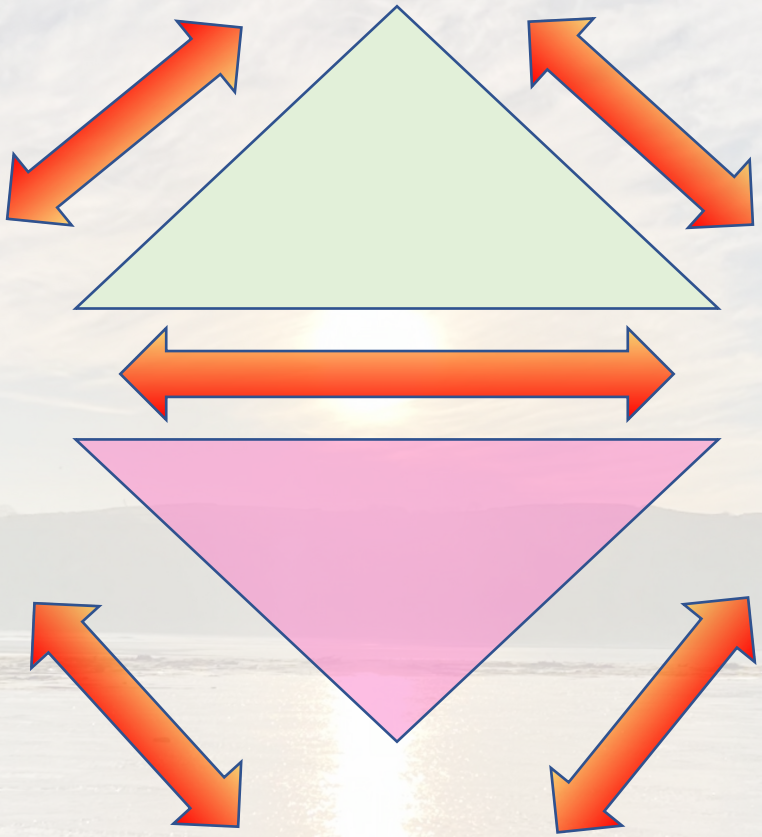
Karpman (1968)

Reframing…
"Fix" or Enable?



Creator







Coach



Challenger

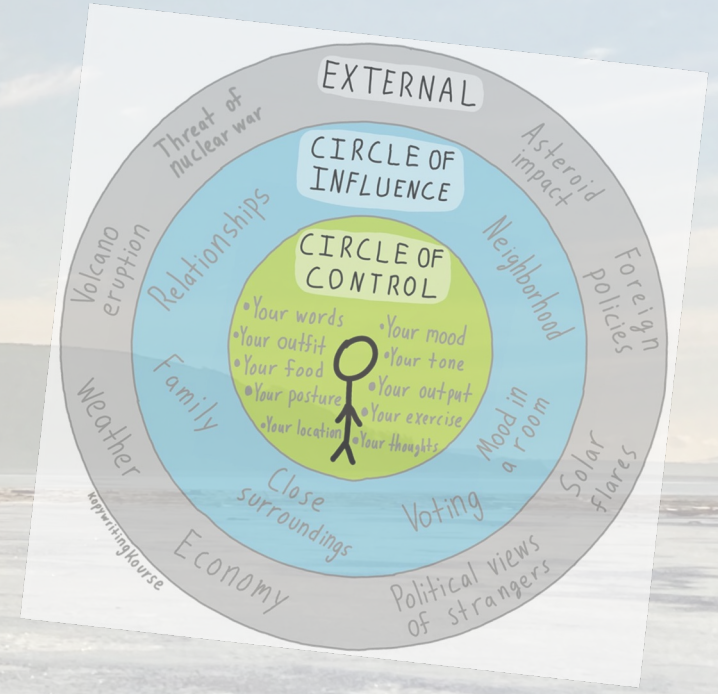




Emerald (2009)

Emotional Intelligence? Let's play!





mbti®

Do we?



Why do this?

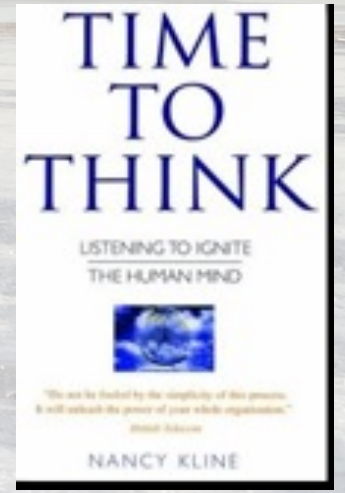
At least 3:1 positive to negative messages

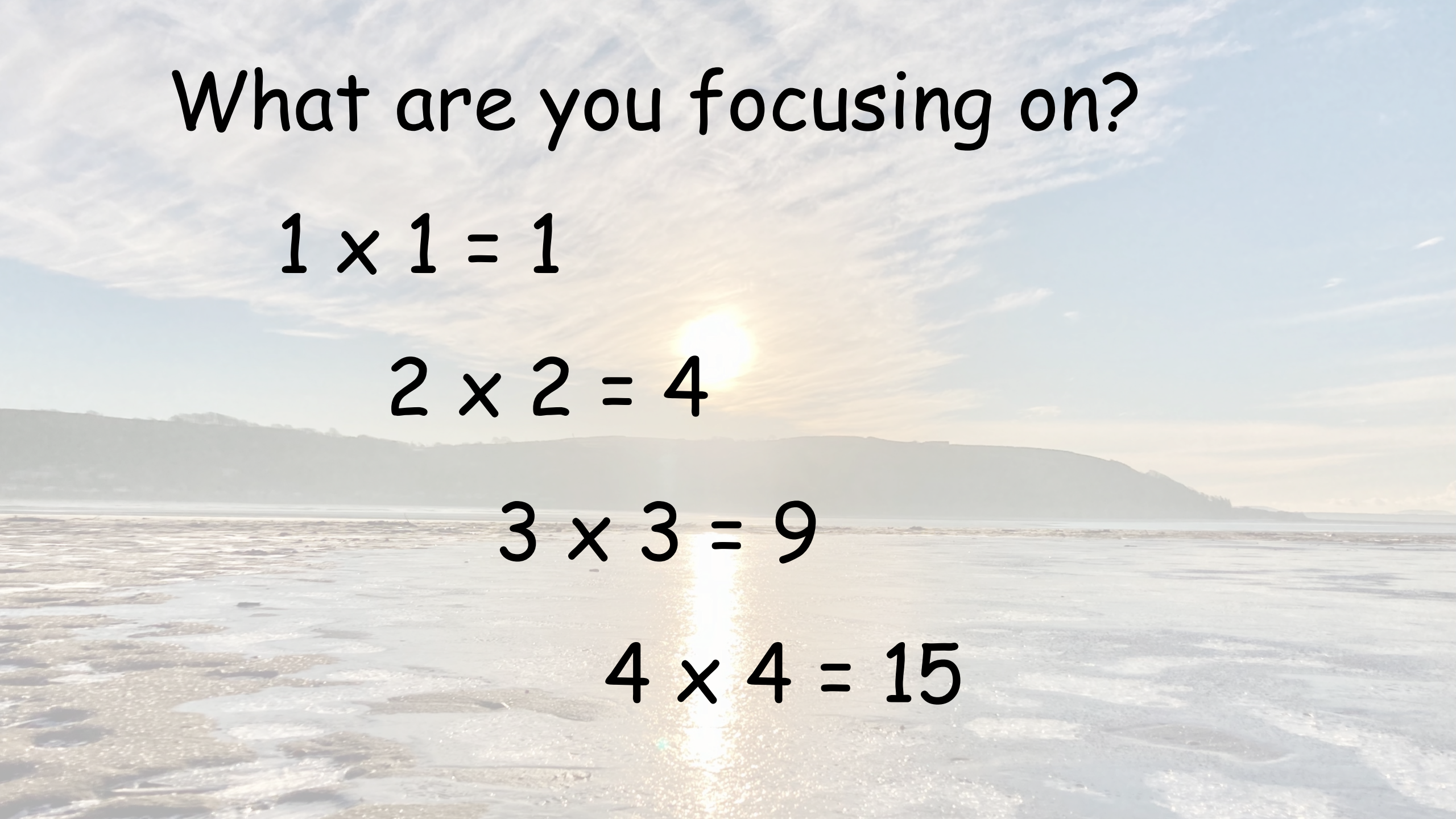




The workplace is just a series of relationships: building rapport is key to this

"You've not arrived until you've spoken" – Nancy Kline

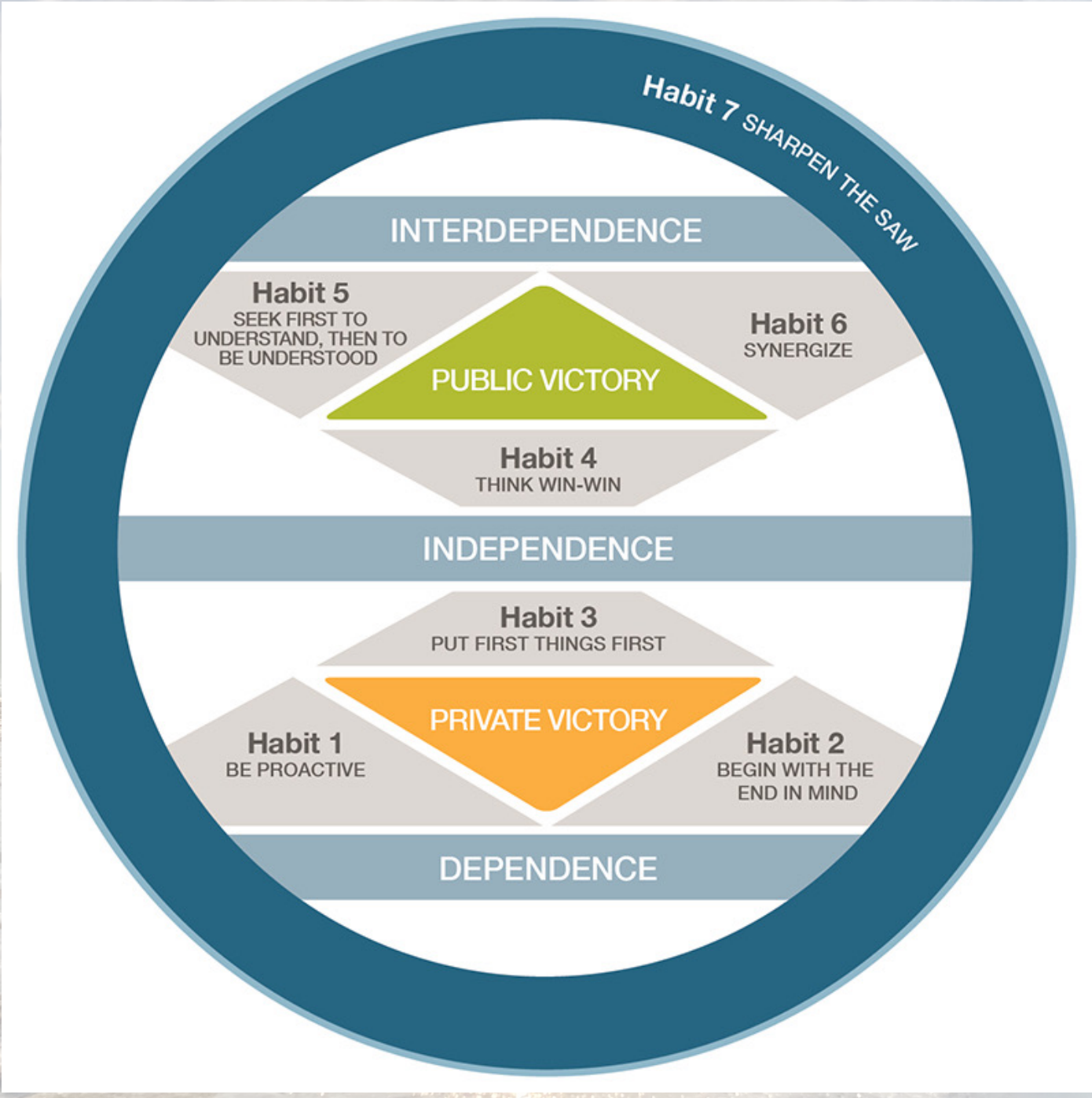



What are you focusing on?
1 x 1 = 1
2 x 2 = 4
3 x 3 = 9
4 x 4 = 15

Do we?



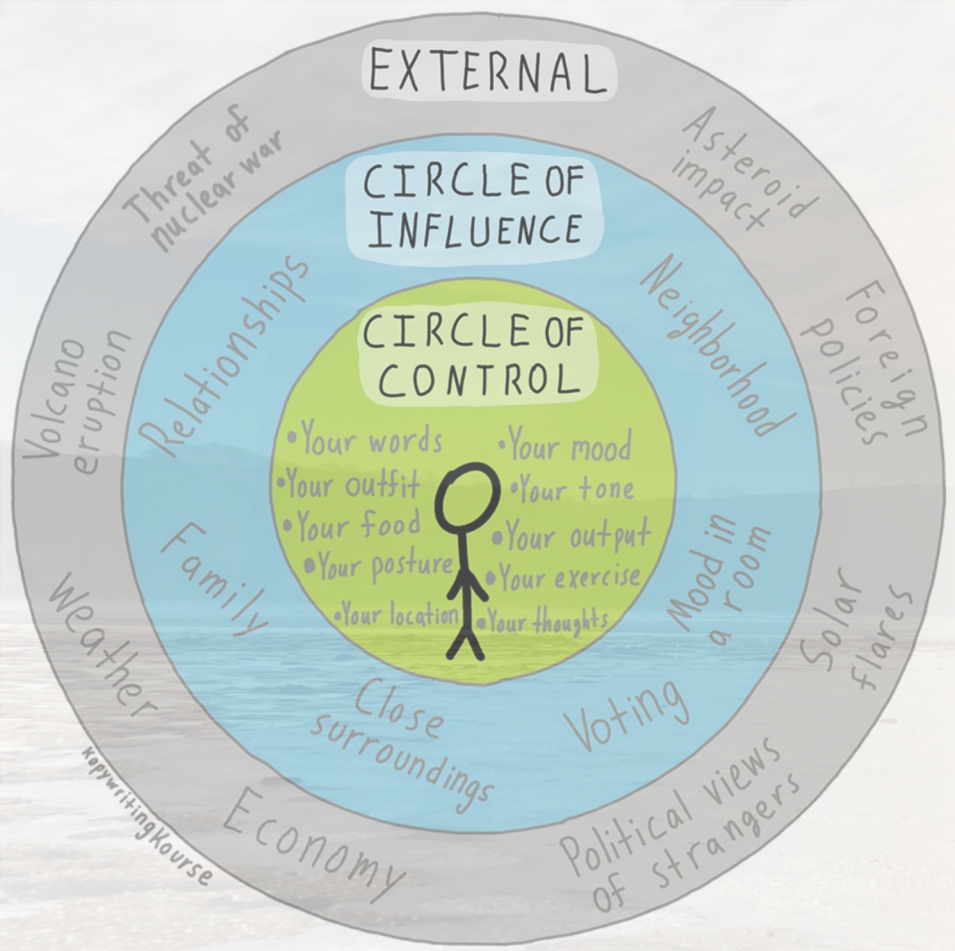
The 7 Habits of Highly Effective People

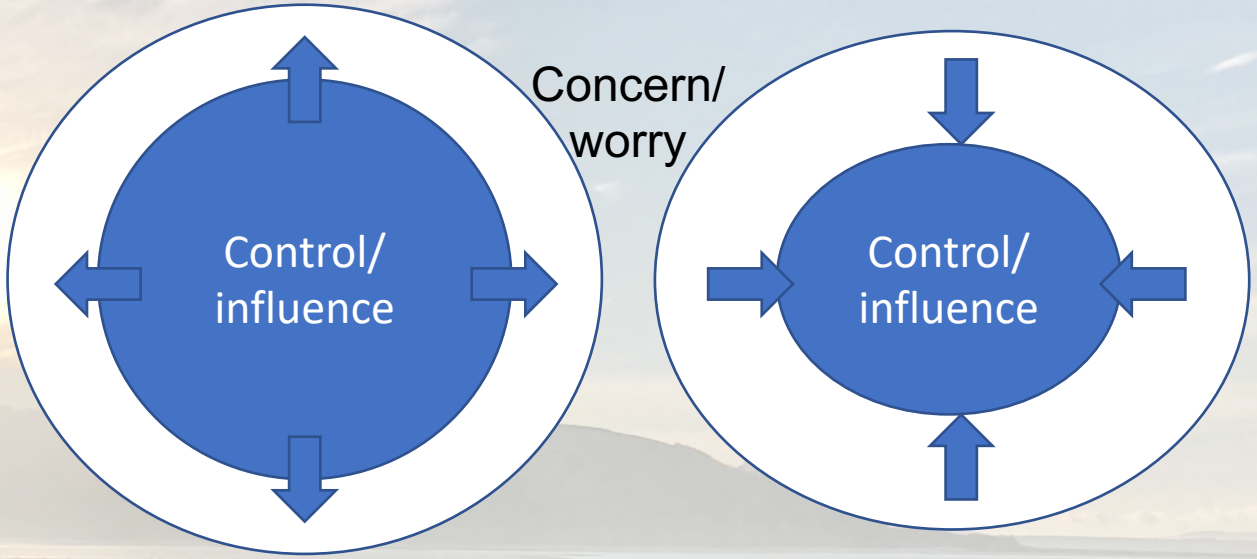


Steven Covey

Realising we have a choice…

…our circles of control & influence



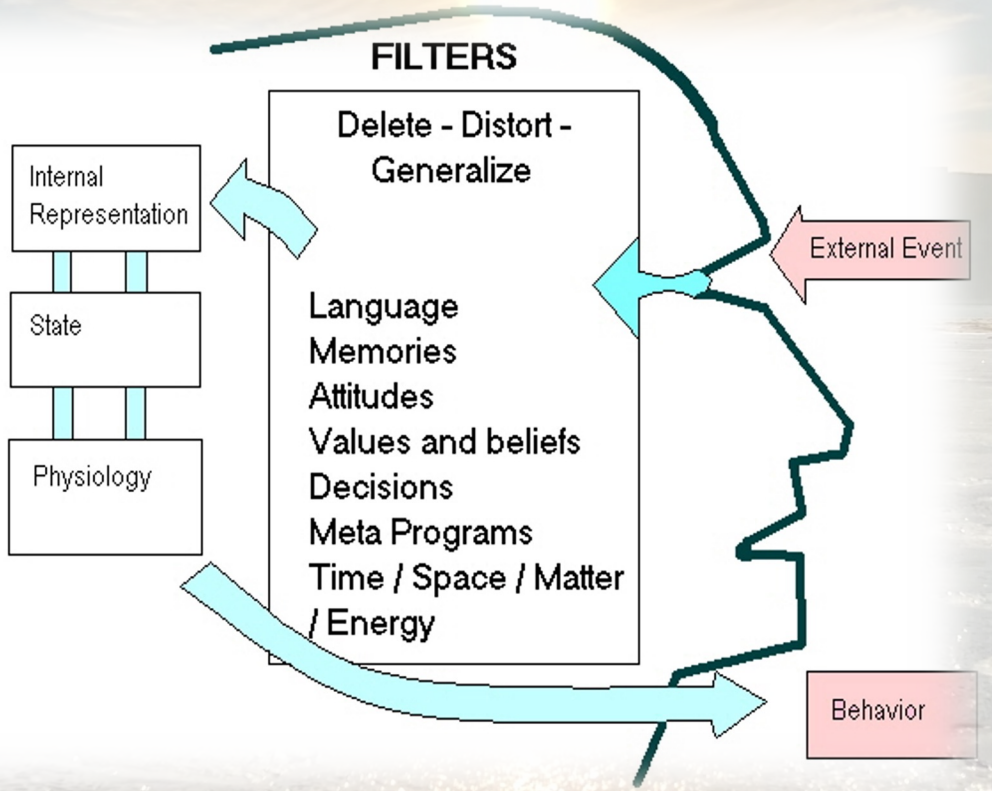


Proactive **Reactive**

However stormy and what the size of our vessel,
"we are the master of our own ship"

React or Respond?

Event + **Reaction** = **Outcome**

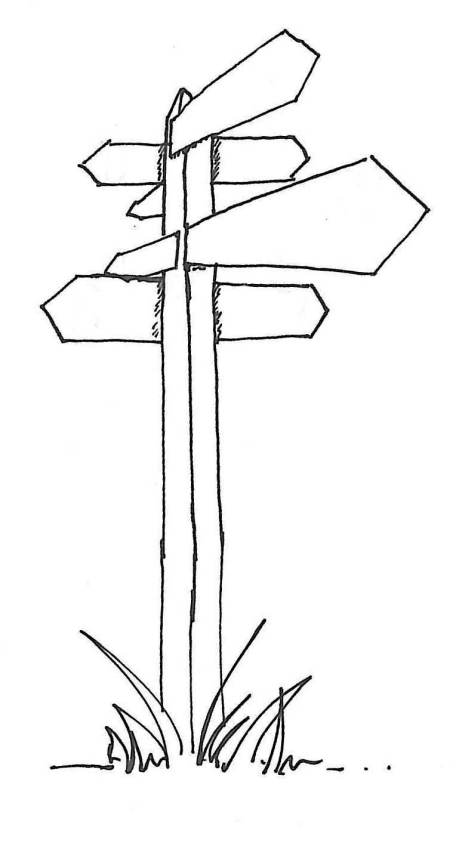


MBTI Purpose

The MBTI instrument will help you to:

- Learn about yourself, understanding where you fit in a framework that describes personality differences in positive and constructive ways.
- Appreciate important differences between people, and understand how different types can work together in a complementary way.

Making it relevant to you



- Take a moment to reflect on what YOU want to get out of this session.
- The next slide will remind you of some of the general areas in which you can apply type. Which ones apply to you?

General application areas

- Self-understanding and individual development
- Communication
- Team building
- Management and leadership
- Coaching
- Organisational development
- Diversity and multicultural training
- Problem solving and conflict resolution
- Career development and exploration
- Education and learning style
- Relationships

History

- The Indicator is based on the personality theories of the eminent Swiss psychologist Carl Jung.
- The model was developed by two non-psychologists, Briggs and Myers, who wanted to give as many people as possible access to these powerful ideas.
- It is one of the few models of personality that describes differences positively.
- There are no better or worse types to be; each type has its strengths and possible pitfalls.





Katharine Cook Briggs
1875–1968

Isabel Briggs Myers
1897–1980

Research

- Over 20 years of research went into the MBTI questionnaire before it was published.
- There are over 10,000 research papers on the MBTI instrument, which provide strong support for its reliability and validity.
- The MBTI assessment continues to be refined and updated. Culturally sensitive forms have been published, including the UK MBTI Step I. It is available in 15 European languages.
- Authors from a wide range of backgrounds have written about the Indicator, and hundreds of practical, easy-to-read resources are available.

What is a preference?



Write your signature…

...now do it again with the OTHER hand!

What was the difference?

Typical responses:

Preferred hand

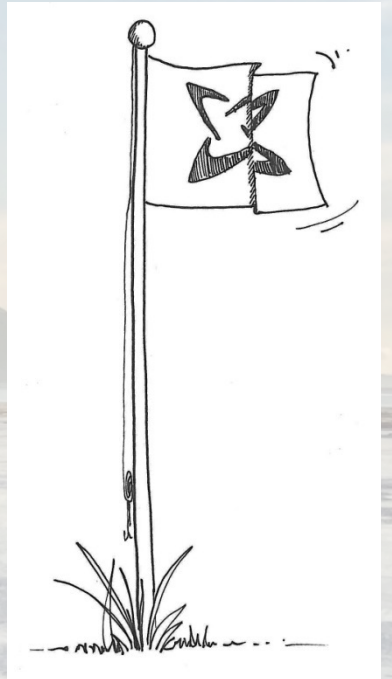
- Feels natural, flowing and comfortable
- Didn't think about it, just did it
- Quick, effortless and easy
- Looks distinctive, recognisably my work

Non-preferred hand

- Feels unnatural, difficult and awkward
- Required concentration to do it
- Slow, jerky, takes more effort
- Not 'me', but gets easier with practice

Things to remember

- Preference tells us what you find most energising and comfortable.
- Type cannot determine ability or skill.
- There is no such thing as the ‘right’ or ‘wrong’ type.
- Everyone is able to use all eight of the preferences.
- You are best placed to decide your own type.
- Completion of the MBTI questionnaire is voluntary.



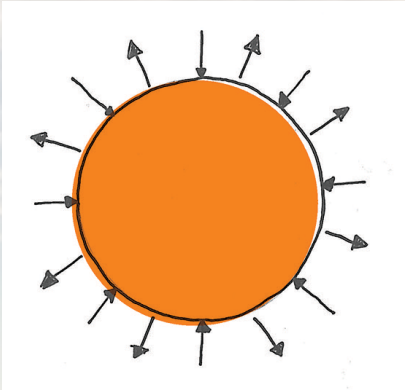
Ethics

- The MBTI questionnaire should only be used for development.
- The MBTI questionnaire cannot be used for selection, because it tells you nothing about a person’s skills and abilities.
- People should only be asked to share their MBTI type if they feel comfortable doing so – each individual owns their data and can choose to share it or not as they wish.

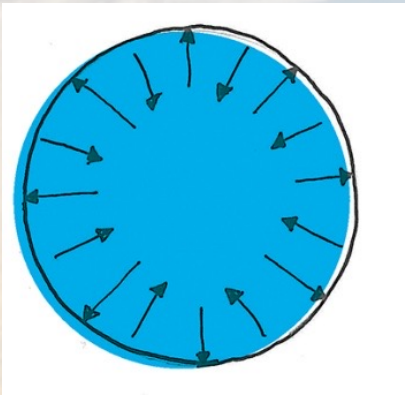
The four pairs of preferences

EXTRAVERSION	–	**I**NTROVERSION
How do you direct and receive energy?		
SENSING	–	**I**NTUITION
How do you take in information?		
THINKING	–	**F**EELING
How do you decide and come to conclusions?		
JUDGING	–	**P**ERCEIVING
How do you approach the outside world?		

EI Characteristics



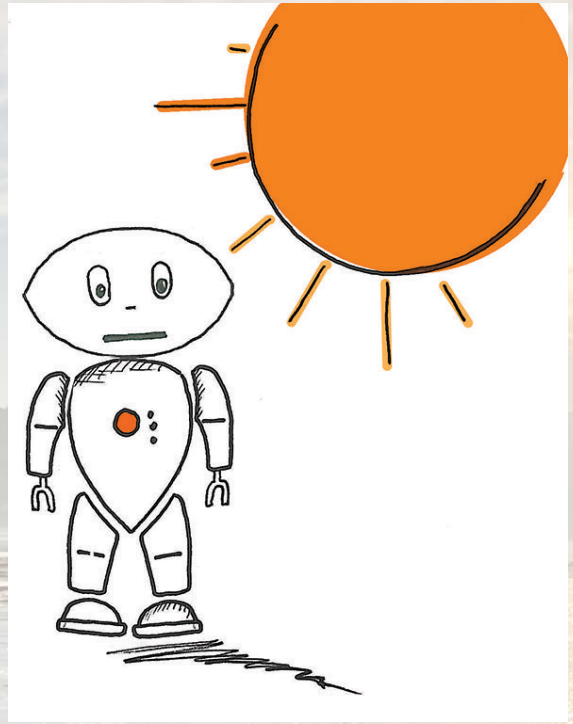
Tend to act before thinking
Prefer to take action quickly
Talk things through
Are more expressive when interacting
Gain energy from interaction
Have a breadth of interests



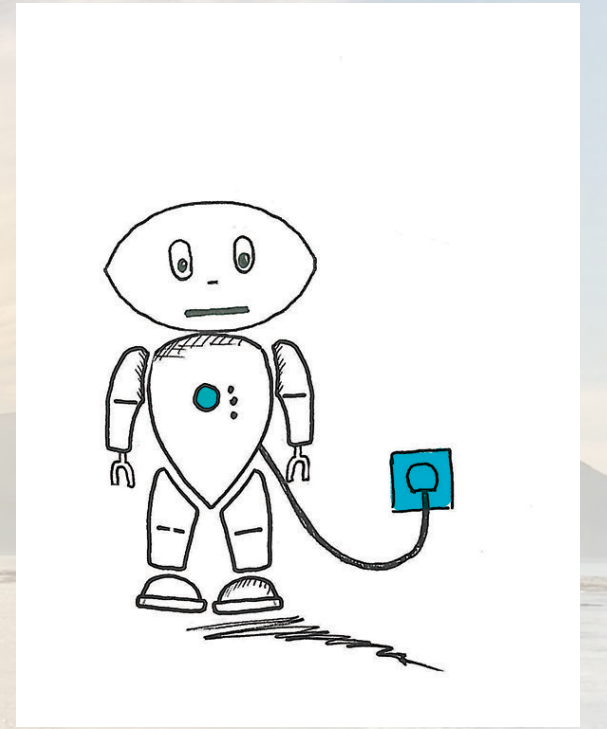
Tend to think before acting
Prefer to spend time on reflection
Think things through
Are more contained when interacting
Gain energy from concentration
Have a depth of interests

Remember, E–I is not about sociability or social confidence

Analogy



E



I

Exercise: “May I chip in?”

- Pick up five ‘talk tokens’ each.
- As a group, choose a talk topic card from the pack.
- Have a group discussion about your chosen topic.
- *Whenever you talk you must give up one token!*
- Once you have used all your tokens you cannot speak again until everyone has finished their tokens.

E–I: **Approach** to meetings

APPROACH TO MEETINGS

How do you typically operate in meetings?



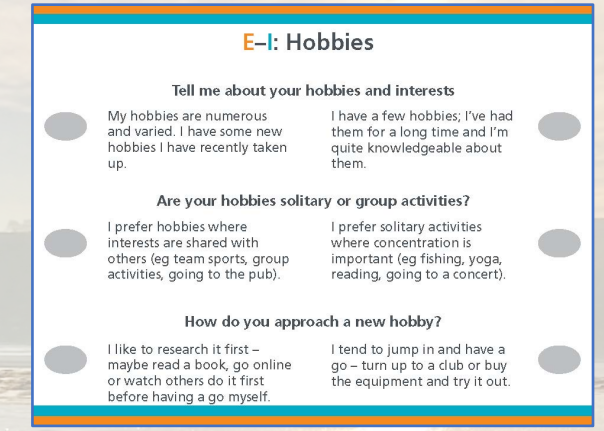


- Like to talk things through
- Tend to be expressive in meetings
- Lose energy when there is little interaction
- May talk over others

- Like to think things through
- Tend to be contained in meetings
- Lose energy when there is little space for reflection
- Wait your turn in conversation

Introducing the scratchcards

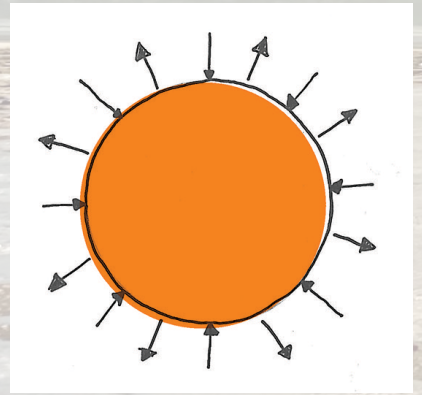
- In pairs, use the scratchcards, to find out more about how you use Extraversion and Introversion.

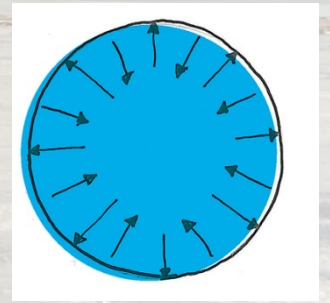


- Pick one card about work and one about home that you want to explore. Your partner asks you the questions and after discussion you say which option fits you best. Scratch off the answer.

What the MBTI assessment says

- Look at your reported score on this preference now
- Remember the score shows clarity of preference not strength
- Based on your self assessment and the score, which preference do you think fits you best? If you are unsure now – you can decide later.

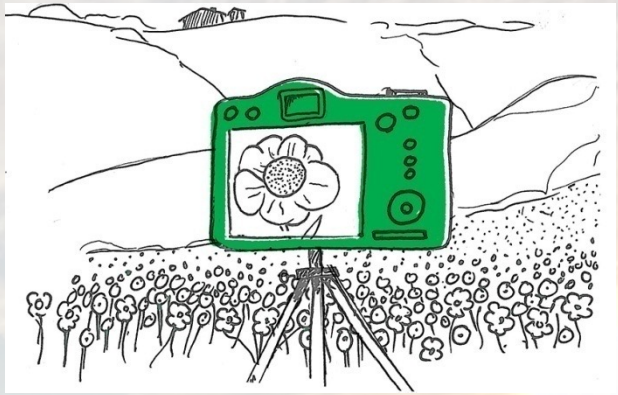




How do you use each preference?

- Where does your preference for Extraversion/Introversion serve you well?
- When do you find you use the opposite preference?
- How could you further develop either of these preferences?
  - In relation to the purpose you chose earlier?
  - In relation to communication or team effectiveness?

Characteristics



Want to know the facts

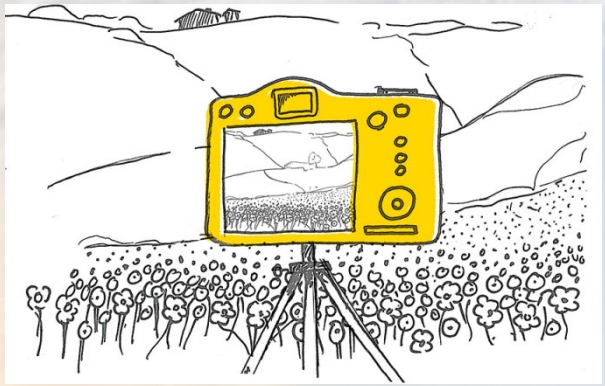
Look at the specifics

Adopt a realistic approach

Focus on the here and now

Ensure things work in practice

Collect observations



Seek out new ideas

Look at the bigger picture

Adopt an imaginative approach

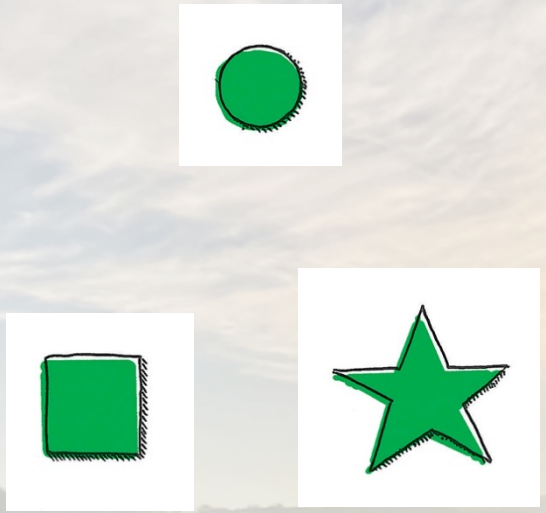
Anticipate the future

Ensure things work in theory

Use conceptual frameworks

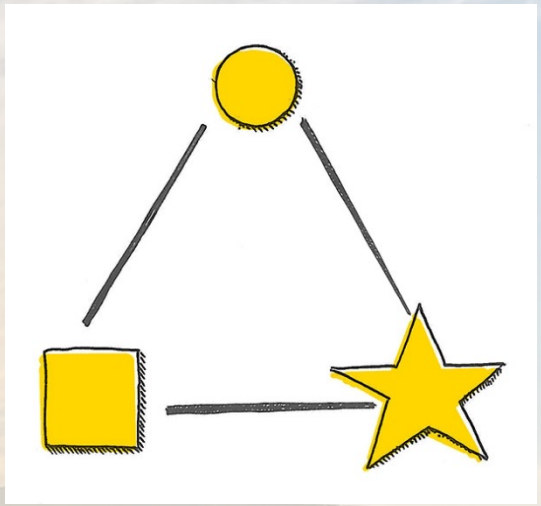
Remember, Sensing isn't 'sensitive' and iNtuition isn't 'gut feel'

Analogy



Ensures individual data is accurate
May overlook the patterns

S



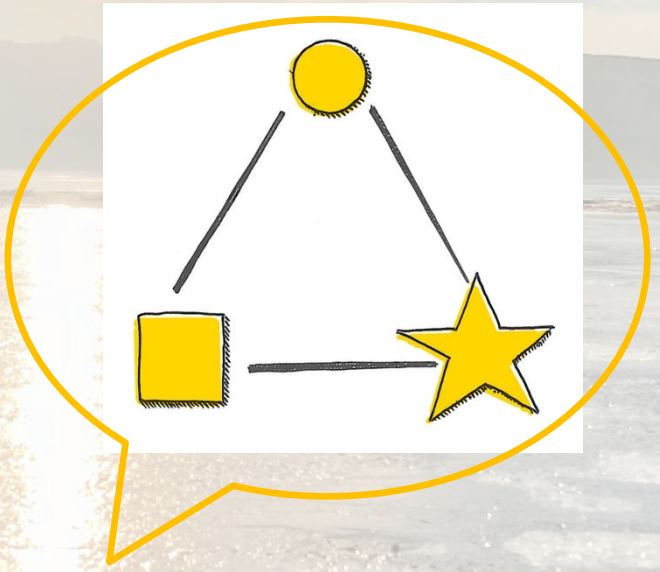
Ensures patterns are understood
May overlook the accuracy of the detail

N

Exercise: “What are you on about?”

- Choose a set of cards.
- Find a partner who has a different topic to you.
- One of you should talk about your topic, first in a Sensing way, then in an Intuitive way.
- Find a different partner and swap roles.



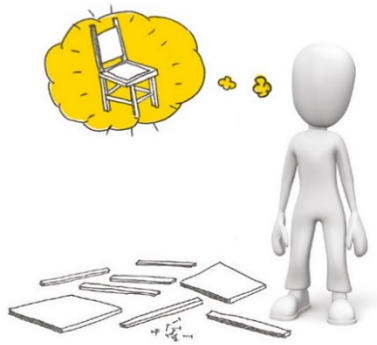


S–N: Preferred instructions

PREFERRED INSTRUCTIONS

What kinds of instructions work well for you?





S

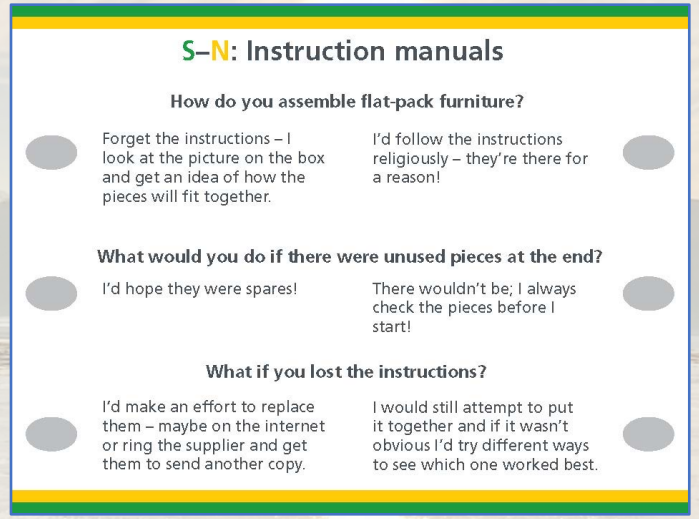
- Prefer to be given step-by-step, realistic instructions
- Want to have the specifics spelled out
- Like instructions to be clear and accurate
- May find nonspecific instructions to be too vague

n

- Prefer to be given the overall purpose and work it out for yourself
- Want to see the big picture
- May not notice inaccuracies and are comfortable with ambiguity
- May find detailed instructions limiting

Using the scratchcards for SN

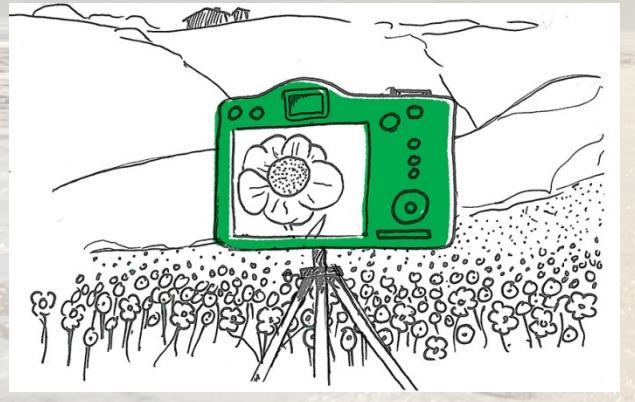
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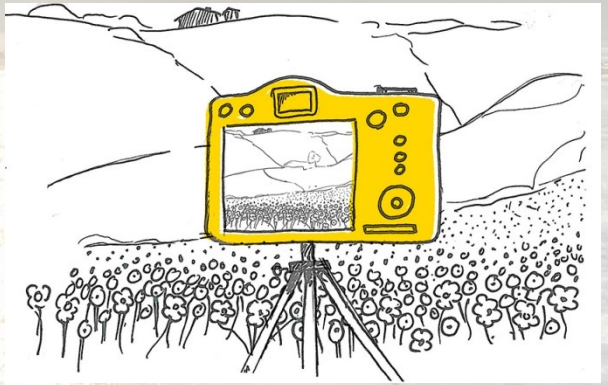


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  - In relation to leadership, change or your communication style

TF Characteristics

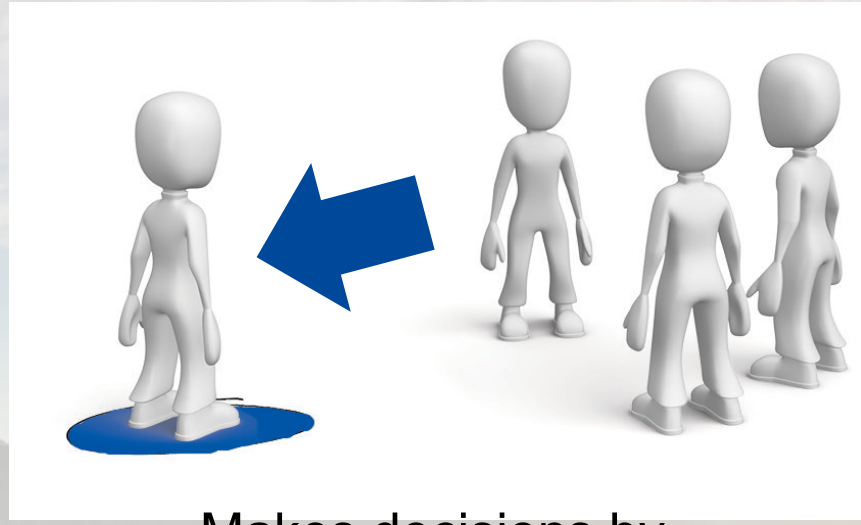




Apply logical reasoning	• Apply individual values
Use cause and effect analysis	• Understand others' viewpoints
Seek objective truth	• Seek harmony
Decide using impersonal criteria	Decide by personal circumstances
Focus on tasks	Focus on relationships
Provide a critique	Offer praise

Remember, Thinking types can feel and Feeling types can think

Illustration



Makes decisions by stepping out of the problem to be objective

T



Makes decisions by stepping into the problem to be compassionate

F

Exercise: “See things through my eyes”

- Wearing the glasses, look at the different scenarios “through the eyes” of Thinking and Feeling.
- Notice the different emphasis each preference places on the same decisions. What do you notice are the main differences in these different decision-making styles?
- Read the scenarios without glasses and notice how much more well-rounded your responses would be if you paid attention to both T and F!



CRIME CLOSE TO HOME

There's a knock at the door! It's your next door neighbour. She's just come back from work to find the glass in her front door kicked in and she'd been burgled. Her husband is on the way to collect the kids from swimming practice. What do you do?

First of all I would reassure my neighbour that I would solve her problem be there for her family as a good friend. I would take control of the situation, make a cup of tea to calm her down and make her feel safe, cared for.

First of all I would check that the burglar wasn't still there! I would comfort my neighbour and "feel her pain" by trying to empathise with her feelings of being violated. I would call the police and clear up the glass so no-one gets hurt

I would call her husband to see if he thought it best to keep the kids out of the way until the house looked normal again so they weren't scared. The kids might want to stay in my spare room to ensure they feel was safe, secure.

We'd need to check if anything really important was missing: personal belongings, keys, photos, money, kids' favourite toys and valuables, being careful not to contaminate the scene with fingerprints and looking to see if the burglar had left any incriminating evidence.

I would call the locksmith to change the locks and the Neighbourhood Watch in case others and their homes houses in the neighbourhood were at risk.

A few days later I would check on my neighbour her husband and especially the kids to see if they were now feeling safe and their house was now secure.

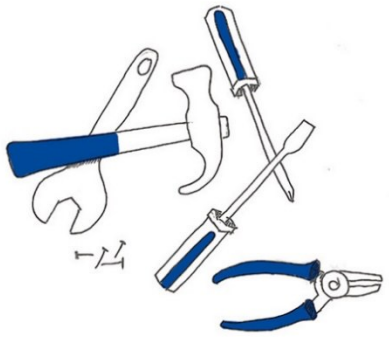
T–F: Helping style

t

HELPING STYLE

f

How would you go about helping someone with a problem?



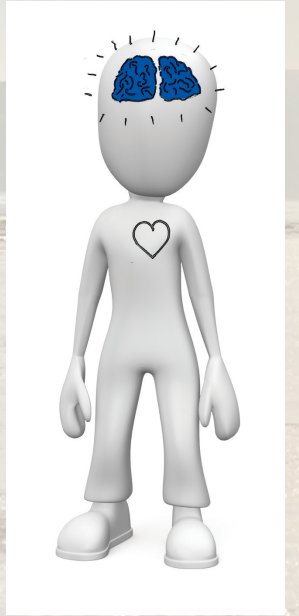


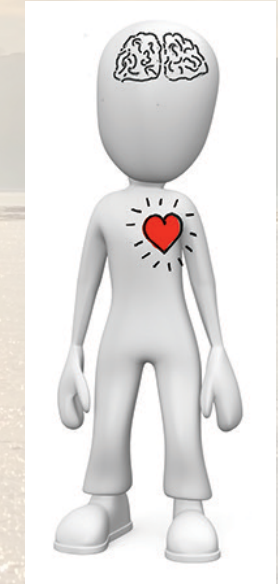
- Want to help someone by fixing the problem
- Tend to look at practicalities and make a logical analysis of the situation
- Focus on tasks

- Want to help someone by being empathetic and supportive
- Tend to explore how people feel in the situation
- Focus on relationships

What the MBTI assessment says

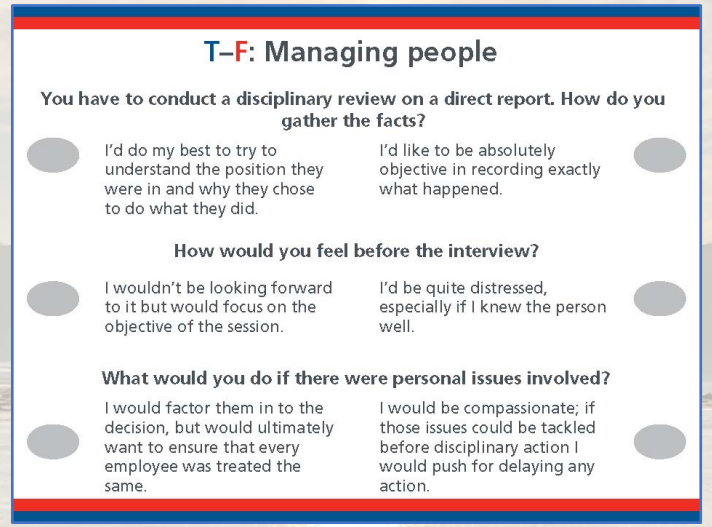
- Look at your reported score on this preference now
- Remember the score shows clarity of preference not strength
- Based on your self assessment and the score, which preference do you think fits you best? If you are unsure now – you can decide later.





Using the scratchcards for TF

- In pairs, use the scratchcards, to find out more about how you use Thinking and Feeling.

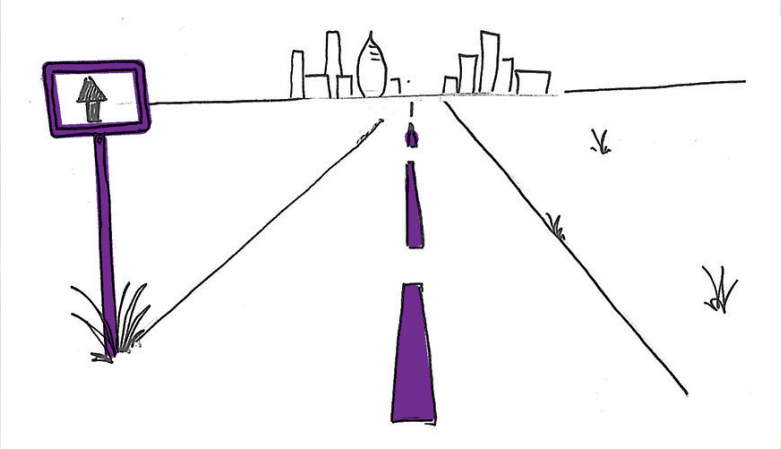


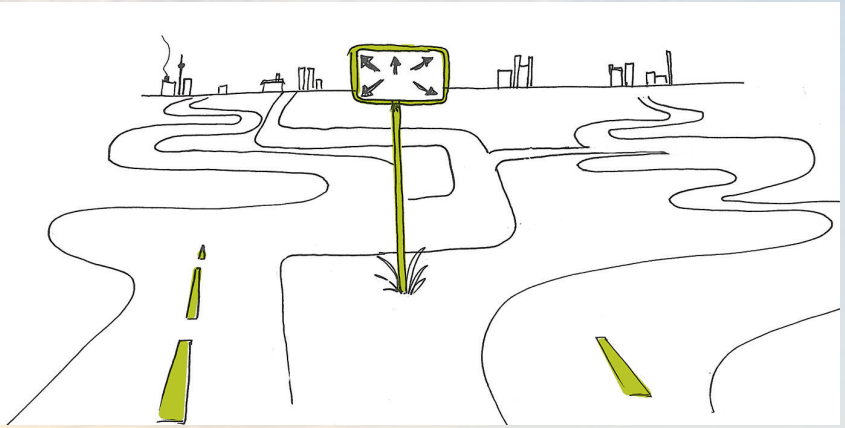
- Pick one card about work and one about home that you want to explore. Your partner asks you the questions and after discussion you say which option fits you best. Scratch off the answer.

How do you use each preference?

- Where does your preference for Thinking/Feeling serve you well?
- When do you find you use the opposite preference?
- How could you further develop either of these preferences?
  - In relation to the purpose you chose earlier?
  - In relation to your leadership style, conflict or problem solving?

Characteristics

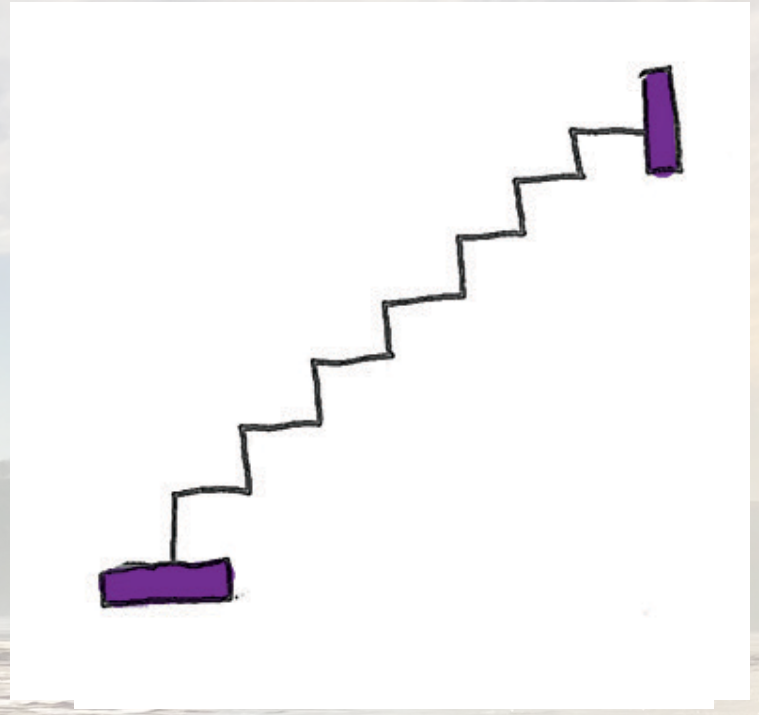




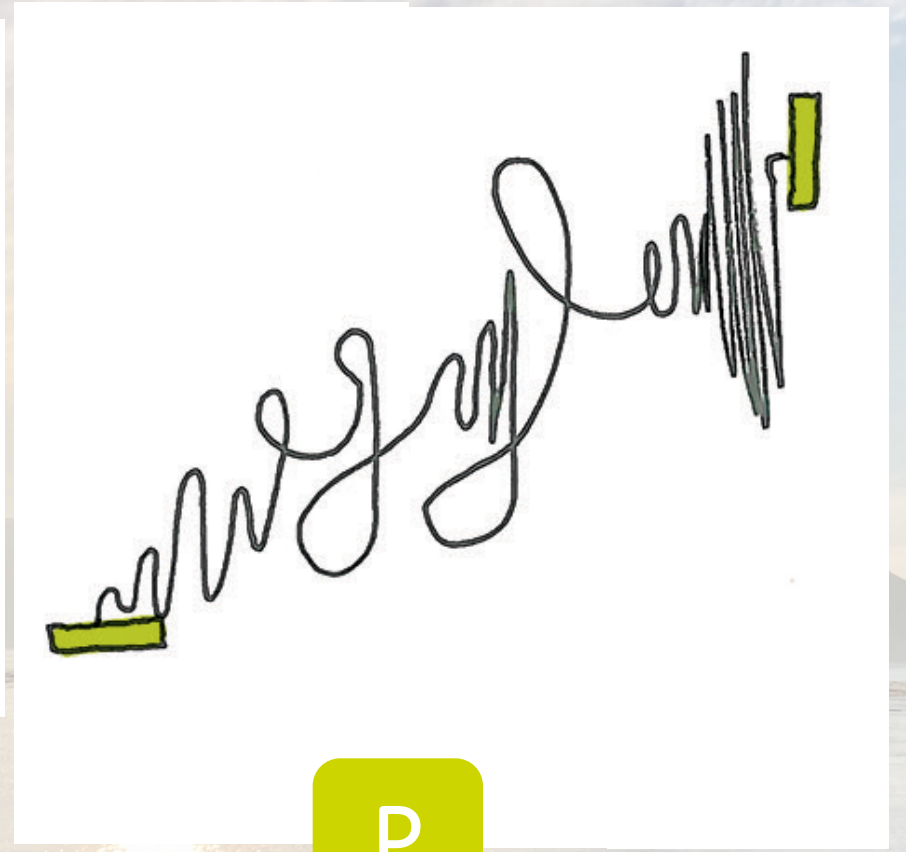
Like to come to closure	Keep a range of choices available
Make plans	Remain flexible
Act in a controlled way	Respond to emerging information
Prefer to act within a structure	Prefer to go with the flow
Prefer to schedule activities	Prefer to be spontaneous

Remember, Judging isn't 'judgmental' and Perceiving isn't 'perceptive'

Illustration



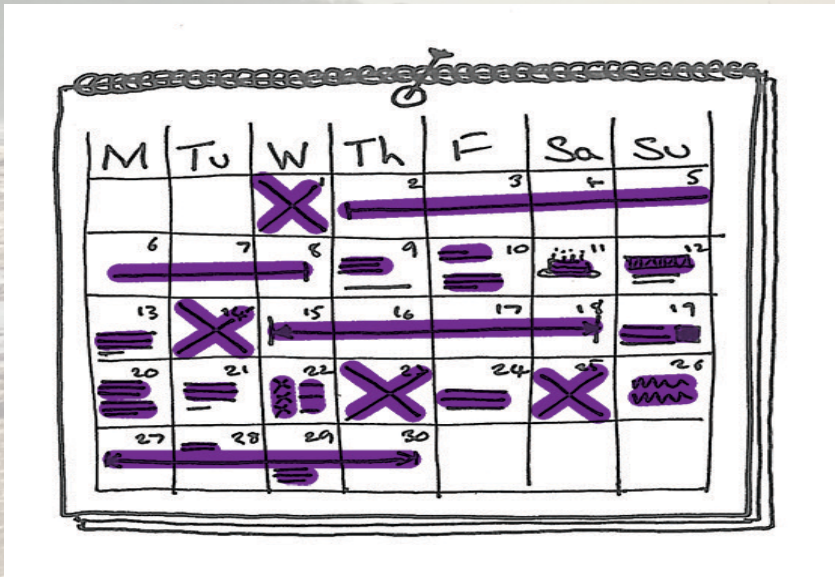
J

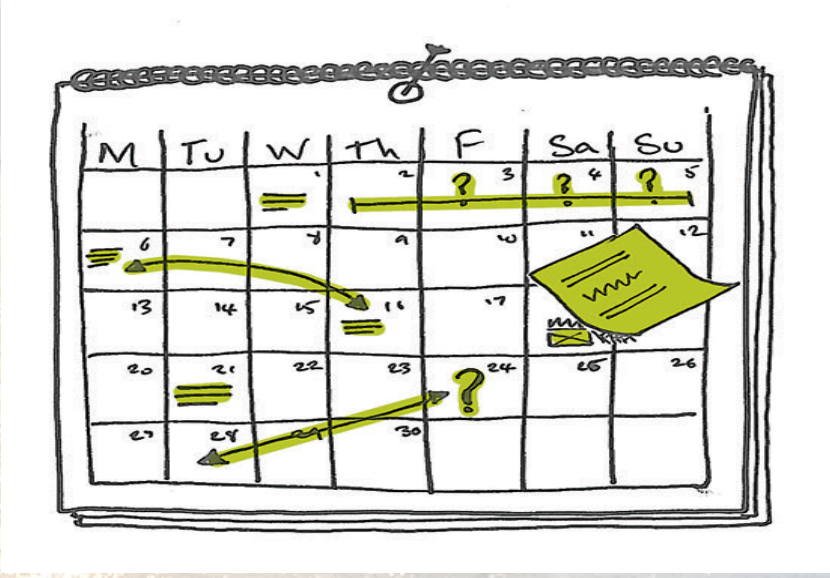


P

Exercise: “Plan a park”

- Open the pack of modelling clay and share it out so that each person has different colours.
- As a group, plan and build a model of a park.
- You can only touch your own colour clay.



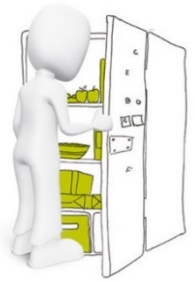


J–P: Approach to a task

APPROACH TO A TASK

How do you approach a complex task?



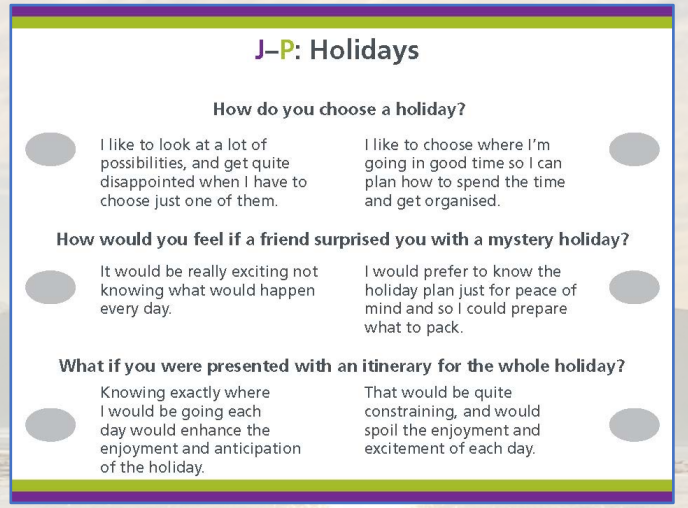


- Plan it step-by-step
- Follow a preset plan or method
- Organize at the start
- Have a clear structure

- Wait to see what emerges
- Respond flexibly in the moment
- Plunge in first
- Work out what's needed along the way

Using the scratchcards for JP

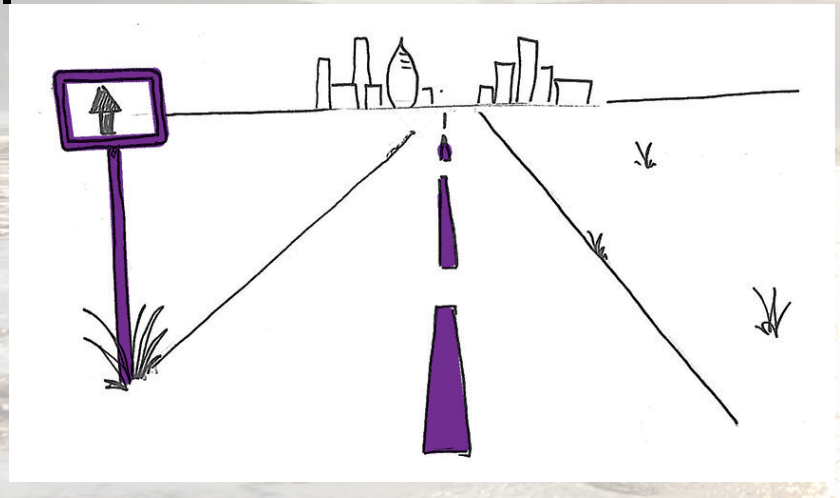
- In pairs, use the scratchcards, to find out more about how you use Judging and Perceiving.



- Pick one card about work and one about home that you want to explore. Your partner asks you the questions and after discussion you say which option fits you best. Scratch off the answer.

What the MBTI assessment says

- Look at your reported score on this preference now
- Remember the score shows clarity of preference not strength
- Based on your self assessment and the score, which preference do you think fits you best? If you are unsure now – you can decide later.

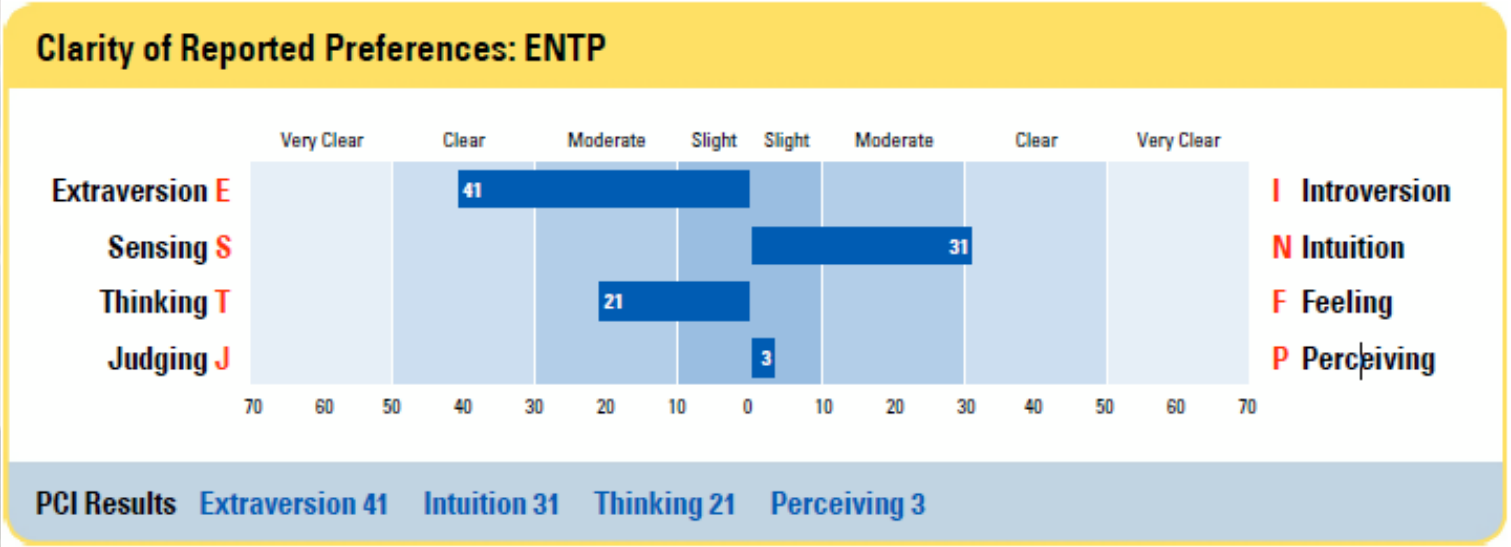




How do you use each preference?

- Where does your preference for Judging/Perceiving serve you well?
- When do you find you use the opposite preference?
- How could you further develop either of these preferences?
  - In relation to the purpose you chose earlier?
  - In relation to managing conflict, your leadership style, or organisational culture?

Preference scores



- Preference scores show the clarity with which you reported a preference when you took the MBTI questionnaire.
- Preference scores do not show your skill in using the preference, or how much you use it.

Your best fit for the whole type



- This is the MBTI type that YOU think fits you best.
- It is typically referred to as your best-fit type.

Pulling together your best-fit type

- This is the MBTI whole type YOU think fits you best.
- If you are unsure on any preference pair, consider whether there are demands on you to operate differently from your natural preference.

Where might this pressure come from?

- Pressure from society
  - eg A man with a preference for Feeling may feel pressure to behave in a more Thinking way, and a woman with a preference for Thinking may feel pressure to behave in a more Feeling way.

- Pressure you felt as you grew up
  - eg A person with an Introversion preference who grows up in an extraverted family may feel it's not 'right' or 'good' to be introverted.

Where might this pressure come from?

- Pressure from your work to do things that do not match your preferences
  - eg A person with a preference for Introversion who works as a trainer may learn to use some of the Extraversion preference to get their work done.

- Pressure from an organisation to behave in certain ways
  - eg People with a Perceiving preference, in some organisations, may feel that they ‘should’ be more planned and organised than they prefer to be.

Pulling together your best-fit type

- This is the MBTI whole type YOU think fits you best.
- If you are unsure on any preference pair, consider whether there are demands on you to operate differently from your natural preference.
- Have a look at the short descriptions of the possible alternatives for you. Which one resonates best for you?

WHAT'S YOUR BEST-FIT MYERS-BRIGGS® TYPE?

ISTJ

Quiet, serious, succeed by being thorough and dependable. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized—their work, their home, their life. Value traditions and loyalty.

ISFJ

Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

ISTP

Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

ISFP

Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, don't force their opinions or values on others.

ESTP

Flexible and tolerant, take a pragmatic approach focused on immediate results. Bored by theories and conceptual explanations; want to act energetically to solve the problem. Focus on the here and now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.

ESFP

Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

ESTJ

Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

ESFJ

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-to-day lives and try to provide it. Want to be appreciated for who they are and what they contribute.

INFJ

Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INTJ

Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance—for themselves and others.

INFP

Idealistic, loyal to their values and to people who are important to them. Want to live a life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

INTP

Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

ENFP

Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP

Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

ENFJ

Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

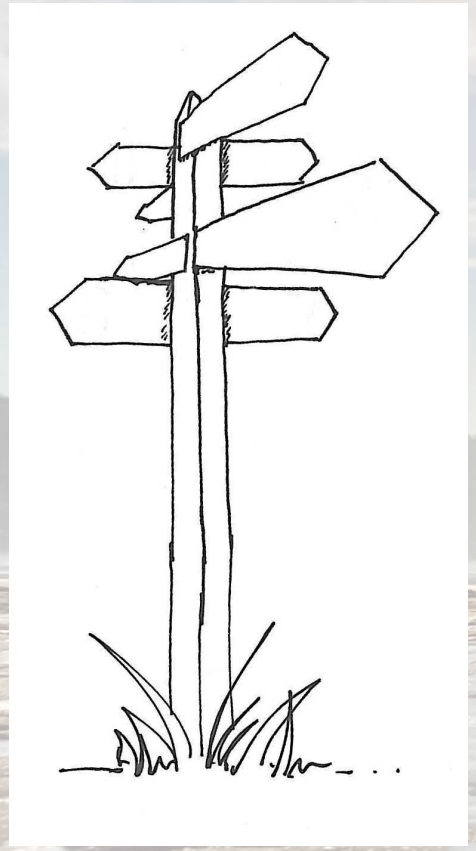
ENTJ

Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

Pulling together your best-fit type

- This is the MBTI whole type YOU think fits you best.
- If you are unsure on any preference pair, consider whether there are demands on you to operate differently from your natural preference.
- Have a look at the short descriptions of the possible alternatives for you. Which one resonates best for you?
- Remember, you know yourself best!
- Don’t worry if you are still unsure – you have time to reflect before you decide.

Improving yourself: action planning



- Once you are sure about your best-fit type, take the time to read your report and perhaps reflect on the following:
  - How can you make best use of your strengths?
  - How might others see you?
  - Are there any areas you would like to develop?
  - What concrete actions can you take forward?

What are you feeling and thinking?

What do you agree with?

What are you challenged by?

What is missing?

What is your critique?

Reflecting on Emotional Intelligence…

In your group, share your reflections in turn. What are you feeling? What are you thinking?

Some tips:

- Consider EI in leadership you might all recognise
- Consider the context of this leadership
- Reflect on the skills that have been used: how effective were these? What worked? What could/should have been better?

What is your biggest learning about leadership from today?

The Tools of Leadership Assignment:

Attributes and Impacts of Leaders

Choose an organisation within any industry/sector, and critically analyse the impact that poor leadership has had upon the organisation and its environment.
It would be useful to review a range of organisations to generate different perspectives, for example: BHS, Toys R Us, Blockbuster, Manchester United, Northern Rock and FIFA etc.

Discuss the significance of leadership and critically evaluate how different leadership styles and emotional intelligence can be applied by leaders within organisations to different people and contexts. Use appropriate models/theories to support your discussion.

Discuss the enduring dysfunctional qualities of character which mark the toxic leader, with consideration of the impact and effect that toxic leaders can have upon the performance and culture of an organisation.

Critically review and appraise the role and feasibility of leadership development programmes, with reference to the benefits and limitations of such programmes.

Reference should be made to the importance of leaders understanding their own strengths and limitations as a leader.



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