



## LEADERSHIP AND EMOTIONAL INTELLIGENCE

### THE LEADERSHIP CHALLENGE

The challenge for today's leaders is growing. This is why there are fewer and fewer people seemingly capable of fulfilling the role. There is a "Talent War," especially at the highest levels in organisations. If we are to fill this gap, we need a far better understanding of the skills, style and characteristics needed for successful leadership in today's world. To understand why this is not an easy process we need to reflect on what leadership was, is and will become – because demands are changing!

### The Evolution of Leadership

Classic models of leadership – usually associated with great figures of military history – conjure up charismatic and sometimes despotic images. However, people often use the same language for leadership today - bold, brave and tough with a strong sense of purpose and resolve. The problem is that today's workforce does not accept the autocratic style often adopted by such leaders. We have seen an evolution where leaders have needed to match a growing sense of democracy and independence together with the reality that we have far more options and choices today than the foot soldiers of yesterday.

### Leadership Tomorrow

We now face the need to manage and lead an "empowered" workforce. This goes beyond the consultative, co-operative and democratic styles of today. Consider what the new workforce demands :

- ◆ consultation and involvement – but leaders still get criticised for not having and communicating a compelling vision and purpose
- ◆ autonomy and freedom – but leaders are still expected to take full responsibility when things go wrong

- ◆ opportunities for growth, challenge and glory - but leaders must be on hand to coach and mentor us so that we develop our potential
- ◆ inclusion and team spirit – but we still want our leaders to give us individual recognition and acknowledgement.

Leading an "empowered" workforce sounds very commendable but, in reality, the demands we are making of our leaders have become virtually impossible. Hence we have a leadership crisis – there are not enough talented (read super-human) individuals who are fair, wise, tough, strong, humble, compassionate and mature.

### The Team Focus work on Leadership

Our own work is based on many interviews, discussions and observations with senior people. We have captured these qualities in a "Leadership Model" which allows us to evaluate "the current reality" - a potential leader's current skills - and then identify areas where leadership qualities need to be developed. A simplified version of the model is shown below. It has 6 Major Areas subdivided into 12 Competency Groups :

TFL'S LEADERSHIP MODEL	
MAJOR AREAS	COMPETENCY GROUPS
Manages Self	Demonstrates Self-Belief
	Acts with Independence
Understands and Creates Direction	Understands Issues
	Develops Ideas
Motivates and Influences	Convinces
	Stimulates Growth
Builds Relationships	Understands Others
	Stimulates Collaboration
Focuses on Results	Demonstrates Drive
	Raises the Standard
Builds Credibility	Shows Commercial Acumen
	Develops Technical Expertise

### Leadership and Emotional Intelligence

A significant aspect of the leadership model relates to the extensive work between leadership and Emotional Intelligence. In 1980 Reuven Bar-on was working on the qualities which lead to success which he showed were much more than traditional Intelligence or IQ. Based on his work he developed the concept of Emotional Intelligence and produced an instrument to measure it which produced a parallel to IQ – the Emotional Quotient or EQ was born. In 1985 an influential psychologist called Howard Gardener also challenged the current view of intelligence and proposed 7 multiple intelligences which included social intelligence. The idea that success in both life and in work (at least where managing

people is a significant factor) became highly credible and organisations have recognised how their best leaders and managers need to develop their understanding of themselves and others. This is the ground covered by Emotional Intelligence. In 1995 Daniel Goleman published the best seller "Emotional Intelligence" which has done a great deal for popularising the concept. However, there are now a number of models claiming to measure Emotional Intelligence. At Team Focus we have been working with the concepts for many years and have developed our own model which provides a structure which can be applied to all the models available. However, there is a significant element of the EI 'territory' that has been neglected. The emphasis in the EI literature has been on self-awareness and other awareness (emotional literacy). However, our work has identified how the crucial importance of CONTEXT. In other words what we do and how we react is partly dependent on the situation. Therefore it is important to also understand and manage the situations in which we find ourselves. This has lead to the redefining of emotional intelligence into 3 areas – the Personal Intelligences or EI, the Relational Intelligences or RI and the Situational Intelligences or SI. A simplified version of this model is shown here :

TFL'S EMOTIONAL INTELLIGENCE MODEL		
	MAJOR AREAS	COMPETENCY GROUPS
PI	Self-Awareness	Self Understanding
		Self Value
	Self-Management	Self Regulation
Openness		
RI	Social-Awareness	Understands Others
		Appreciates Others
	Social-Management	Exerts Influence
Builds Relationships		
SI	Situational-Awareness	Leads for Results
		Inspires Commitment
	Situational-Management	Understands Context
Appreciates Diversity		
Situational-Motivation	Manages Diplomatically	
	Demonstrates Flexibility	
SI	Situational-Motivation	Energises Change
		Inspires Ownership

This model can be used in a number of ways including experiential exercises designed to explore the concepts and using questionnaires. However self-

report questionnaires clearly have limitations in identifying levels of self-awareness – how can you be aware of what you are not aware of! Therefore people can also complete our Emotional Intelligence questionnaire AND receive feedback from others.

**One option** is to complete a full 360 process which involves asking others - typically managers, peers, direct reports and customers - to rate a person using nearly 100 statements. The result is a comprehensive report detailing these perceptions and identifying possible strengths and weaknesses in Emotional Intelligence terms. **Another option** is to complete the paired version of the

questionnaire. This involves the careful selection of a 'challenger' who will also answer the questionnaire giving his/her perception of you. This is a more selective and often more poignant process which, when done appropriately can have more impact than a full 360.

The reason this is taking off is that it is now on-line. This means that we can administer questionnaires to anyone, anywhere in the world at any time with speed, flexibility and cost-effectiveness. If you accept that feedback is essential for all learning, this system challenges complacency and can enable people to grow and develop. This is essential if we are to close the talent gap.

## Conclusion

The assessment of leadership is complex. The assessment of Emotional Intelligence, which is that critical aspect of leadership concerned with self-awareness and the understanding of others, is even more complex. However, the need to do so is an imperative for any who wish to rise to the leadership challenge. By using either our comprehensive Leadership or Emotional Intelligence models – especially using the 360 degree feedback process - we can now build a far more accurate idea of people's potential and help them to develop and deliver what is needed.

For further details on leadership, EI or the 360 on-line process, please contact Team Focus on 01628 637338 or email: [teamfocus@teamfocus.co.uk](mailto:teamfocus@teamfocus.co.uk)

	<b>Personal Focus</b>	<b>Relational Focus</b>	<b>Situational Focus</b>
Knowledge	<u><b>Self awareness</b></u> <b>Self understanding</b> Self-assessment Self literacy <b>Self-value</b> Self confidence Authenticity	<u><b>Social awareness</b></u> <b>Understands others</b> People judgement Emotional literacy <b>Appreciates others</b> Positive regard Builds trust	<u><b>Situational awareness</b></u> <b>Understands the context</b> Sensitive to situations Recognises the politics <b>Appreciates diversity</b> Values difference Demonstrates tolerance
Management	<u><b>Self management</b></u> <b>Self-regulation</b> Self control Responsibility <b>Openness</b> Openness to change Openness to feedback	<u><b>Social management</b></u> <b>Exerts Influence</b> Communicates persuasive. Manages conflict <b>Builds Relationships</b> Develops people Develops collaboration	<u><b>Situational management</b></u> <b>Manages diplomatically</b> Contributes sensitively Creates understanding <b>Demonstrates flexibility</b> Adapts across situations Adapts across time
Motivation	<u><b>Self motivation</b></u> <b>Drives to contribute</b> Initiative Achievement orientated <b>Drives for growth</b> Optimism Creativity	<u><b>Social motivation</b></u> <b>Leads for results</b> Leads the vision Leads the change <b>Inspires commitment</b> Fosters team spirit Communicates	<u><b>Situational motivation</b></u> <b>Energises change</b> Transforms perception Stimulates action <b>Inspires ownership</b> Shares responsibility Empowers others