

# Developing Emotional Intelligence – A Coaching Approach to Leading Well in Complex Times

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## Welcome

"The real voyage of  
discovery consists not in  
seeking new lands but  
seeing with new eyes."  
~ Marcel Proust



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## Learning Objectives

Participants will be able to:

1. Better explain to others the impact of emotional intelligence on effective leadership and business performance
2. State rationale for accelerating leadership development
3. Identify emotional intelligence competencies that enable effective leadership
4. Identify leadership competencies that, when coached, also leverage and improve emotional intelligence and business results



## Weaving the Tapestry

- Context
- Emotional intelligence competencies (one model)
- Stages of development
- Leadership
- Coaching
  - What it is
  - How it works
  - Examples
  - Blended solution approach
- What's next
- Recap
- Appendices
- References
- Resources

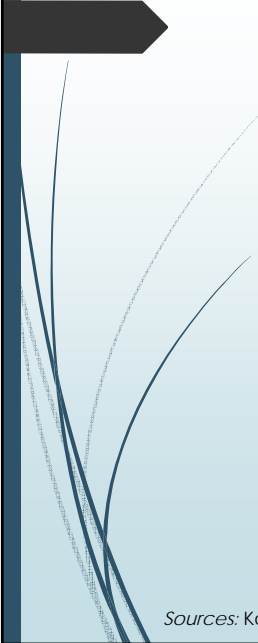
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## External Context – It Isn't What It Used to Be

- Environment
  - VUCA – “Local VUCA is not new, the VUCA world is unprecedented.”
  - Rate of change is accelerating
  - Challenges are emergent, less predictable
  - Knowledge is less reliable (shorter half-life)
- Organizations tend to
  - Be hierarchical, bureaucratic, slow (not agile)
  - Have culture and talent misaligned with strategy
  - Have senior leadership teams that are misaligned
  - Not train managers to be leaders

Sources: Anderson & Adams (2019); Korn Ferry Institute (2020)



## Internal Context – The Challenge of the Default

- Leadership
  - Ineffective and insufficient leadership still top concern of CEOs
  - Failure to attract “Next Gen” leaders and lack of candidates with needed skills contributes to failed succession pipeline
  - Past performance doesn't predict future performance
  - Ineffective mindsets and skillsets (misfit) for complex contexts
- Individuals tend to
  - See data in habitual ways
  - Rely on old, ineffective habits of thinking
  - Make fundamental attribution and other bias errors
  - Not take time to see beyond the “obvious”
  - See linear patterns, without recognizing time-lagged and exponential trends

Sources: Korn Ferry Institute (2020); Witt (2020)

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Emotional/Social Intelligence Competencies

<b>Self-Awareness</b> <ul style="list-style-type: none"><li>• <b>Self-Confidence</b></li><li>• Emotional Self-Awareness or Accurate Self-Assessment</li></ul>	<b>Social Awareness</b> <ul style="list-style-type: none"><li>• <b>Empathy</b></li><li>• Organizational Awareness or Service Orientation</li></ul>
<b>Self-Management</b> <ul style="list-style-type: none"><li>• <b>Self-Control</b></li><li>• Trustworthiness or Conscientiousness or Adaptability</li><li>• Achievement Orientation or Initiative</li></ul>	<b>Managing Relationships</b> <ul style="list-style-type: none"><li>• <b>Influence</b></li><li>• Leading Others or Developing Others</li><li>• Building Bonds or Teamwork and Collaboration or Conflict Management</li><li>• Communication or Change Catalyst</li></ul>

Sources: Goleman (1995; 2001)

On Self-Leadership

"How we lead ourselves in life impacts how we lead those around us."

~ Michael Hyatt



Photo by [Jehyun Sung](#) on [Unsplash](#)

## Stages of Development, Influence and Leadership Circle Profile (LCP)

- Beyond Adolescent mind
- Reactive (Socialized) mind (70%) –
  - Outside-in influence
  - 11 *Reactive tendencies* in 3 dimensions, self-limiting, ineffective
  - *Fear-based* to fit in and merge with society
- Creative (Self-authoring) mind (20%) –
  - Inside-out influence
  - 18 *Creative competencies* in 5 dimensions, expansive, effective
  - *Purpose-based* to move towards one’s vision
- Integral (Self-transforming) mind (5%) –
  - Thrives in complex contexts
  - Elevated functioning, systems perspective
  - Transformative

Sources: Anderson & Adams (2016); Kegan & Lahey (2009)

## Stages of Development and Mental Complexity

**Socialized Mind**

- Team player
- Loyal follower
- Compliant
- Seeks direction
- Relevant

**Self-authoring Mind**

- Agenda-driven
- Learns to lead
- Own perspective
- Problem-solving
- Independent

**Self-transforming Mind**

- Meta-leader
- Leads to learn
- Multi-frame
- Problem-finding
- Interdependent

Source: Adapted from Kegan & Lahey (2009)

## Self- Leadership and Choice

"In work, it has always taken courage to follow a unique and individual path exactly, because making our own path takes us off the path, in directions which seem profoundly unsafe."

~ David Whyte (2001, p. 35)



## Leadership in VUCA Times

- Contrast between leadership in stable and VUCA environments
  - Optimizing performance for current needs vs. sub-optimizing current performance while investing in strategies enhancing flexibility and adaptability towards future performance
- Making tough choices
  - Sub-optimizing parts to optimize the whole
  - Managing short-term/long-term tradeoffs
- An organization cannot perform at a higher level than the consciousness of the collective leadership

Sources: Anderson & Adams (2019); Berger (2019); Berger & Johnston (2015); Peterson (2015)

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## Promises of Effective Leadership

- 4 universal promises of leadership:
  1. Set the right direction and create meaningful work;
  2. Engage all stakeholders and hold them accountable for performance;
  3. Ensure that processes and systems facilitate focus and execution;
  4. Lead effectively – maintain relationships of trust to achieve and sustain desired results.
- 1 future-oriented promise of leadership:
  - Scale organizational capacity and capability to create outcomes that matter most – a desired, optimal and viable future.

Source: Anderson & Adams (2016, pp. 4-7)

## Universal Model of Leadership



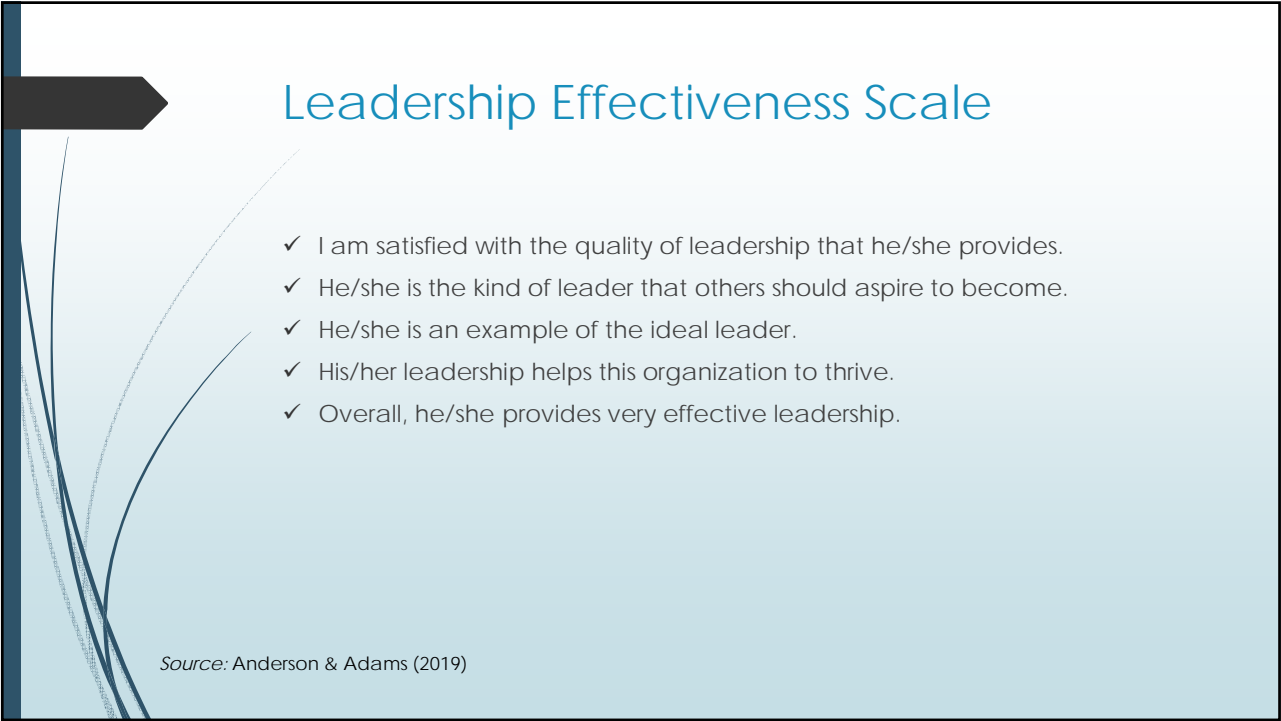
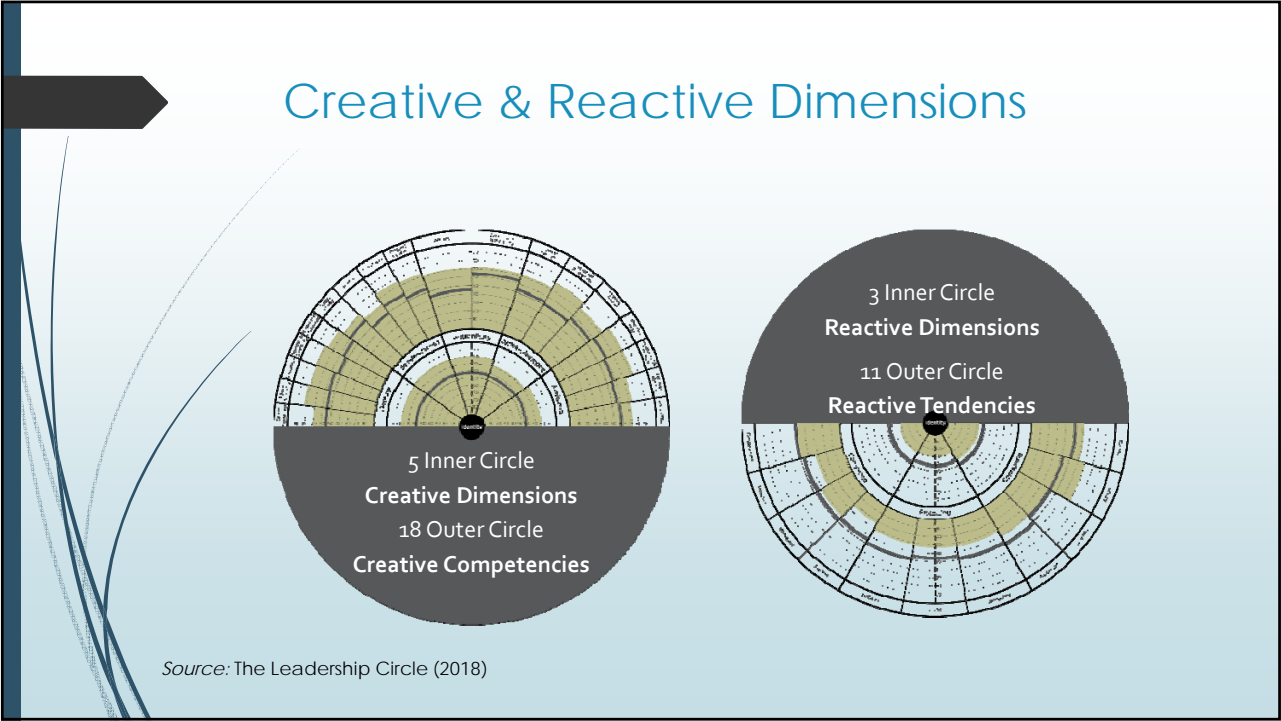
Source: The Leadership Circle (2018)

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## Leadership – Self and World

“The conversations of captaincy and leadership are the conversations that forge real relationships between the inside of a human being and their outer world, or between an organization and the world it serves.”  
~ David Whyte (2001, p. 61)




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## Leadership Skills Differentiators

▪ Strong people skills	▪ Develops people
▪ Visionary	▪ Empowers people
▪ Team builder	▪ Positive attitude
▪ Personable/Approachable	▪ Motivator
▪ Leads by example	▪ Calm presence
▪ Passion and Drive	▪ Person of integrity
▪ Good listener	▪ Servant leader

Source: Anderson & Adams (2019, p. 177)

## Coaching – What It Is

- **Conversation** that is
  - Grounded in care
  - Solutions focused
  - Forward looking and moving
- **Process** collaboratively co-created by the coach and client
  - Coach as process owner
  - Planning conversation for success
  - Necessary conditions for learning, growth, change and transformation explored and created
- **Self-leadership** increases
- **Performance** improves
- **Outcomes** achieved

## Coaching – Why It Works (1 of 3)

- **Inner game: Coach**
  - Establishes a context of psychological safety through
    - Confidentiality
    - Nonjudgment
    - Respect for the client, their needs, context and story.
  - Engages client with
    - Deep listening
    - Open-ended questions
    - Critical thinking
    - Systems perspective
    - Curiosity
    - Shared perspectives
    - Action learning assignments.
  - Invites/encourages/provokes client to increase their awareness, reflection, insight, choice,

Source: Edmondson (2019)

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## Coaching – Why It Works (2 of 3)

- Outer game: Client
  - Observes and reflects
  - Completes learning assignments
  - Makes new choices from among broader options
  - Runs experiments
  - Makes sense of new experiences
  - Increases mental complexity
  - Expands behavioral repertoire

Sources: Anderson & Adams (2019); Boston & Ellis (2019); Goldsmith (2007)

## Coaching – Why It Works (3 of 3)

### Anatomy of Action (OAR)

Source: Dunham (2009)      \* 'Conversations' include language, moods, emotions and body aspects

## Coaching – What It Can Produce for Client

- **Inner game: Client**
  - Develops more complex, nuanced 'observer' of oneself and one's world
  - increases ability to frame, understand and make sense
  - Exercises and develops courage
  - Increases resilience
  - Takes personal responsibility for their actions and consequences
- **Outer game: Client**
  - Actively learns new ways of acting
  - Develops better practices
  - Improves competency
  - Increases impact on others
  - Increases business results

Sources: Galwey (2001); Goldsmith (2015; 2007)

## Coaching EI for Leadership - Examples

- Marcel, Deputy CEO, FinTech company. One coaching area: Increase collaboration with peers
- Ruby, Director of HR, Professional services company. One coaching area: Reduce emotional overreaction and customer dissatisfaction
- Ken, CEO, Waste management company. One coaching area: Increase delegation and accountability

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## Coaching EI for Leadership – A Blended Solution Approach

- Coach as change agent – several roles can play
  - Coach
  - Consultant
  - Educator
  - Thought partner
- What's needed, depending on assessment of context and gaps
  - New learning and structures
  - New perspectives and framing
  - New challenges and opportunities
  - New (upgraded) ways of thinking, seeing and performing
  - New practices

Sources: Boston & Ellis (2019); Lazar, Greenblatt & Robu (2017)

## Self and Practice

"You are what you  
practice. You are  
always practicing  
something. What do  
you choose to  
practice?"  
~ Bob Dunham

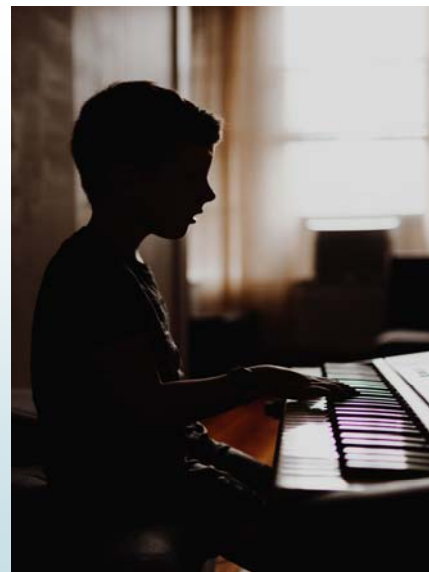


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## What's Next

- Based on identified performance gaps and root causes, determine what's needed and how best to deliver it
- Be attuned to EI-related development opportunities that will contribute to the desired attitudinal, mindset and behavioral changes
- Anticipate and design for including a coaching approach to enhance delivery, impact and sustainability
- Be willing to frame and run experiments to accelerate accountability, choice, learning and resilience



## Recap

- Our biology, psychology and environment bias us towards thinking and operating in habitual ways
- To play better in organizations, we need to upgrade our internal operating system (ways of feeling and thinking)
- EI competencies are building blocks for developing self-leadership, leadership and collective leadership
- A coaching approach enables development of EI competencies
- A coaching approach can be blended with other approaches to accelerate learning and performance improvement

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Thank you!



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JBL&A is a business coaching and performance improvement consulting firm with three core services:

- Leadership/executive coaching
- Team development
- Blended performance consulting

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Appendix 1  
Reactive Tendencies

Reactive Dimensions	Reactive Tendencies
Complying	Conservative Pleasing Belonging Passive
Protecting	Distance Critical Arrogance
Controlling	Autocratic Ambition Driven Perfect

Sources: Anderson & Adams (2016, p. 51)

Creative/Leadership Competencies

Creative/Leadership Dimensions	Creative Competencies
Relating	Caring connection Fosters team play Collaborator Mentoring and developing Interpersonal intelligence
Self-Awareness	Selfless leader Balance Composure Personal learner
Authenticity	Integrity Courageous authenticity

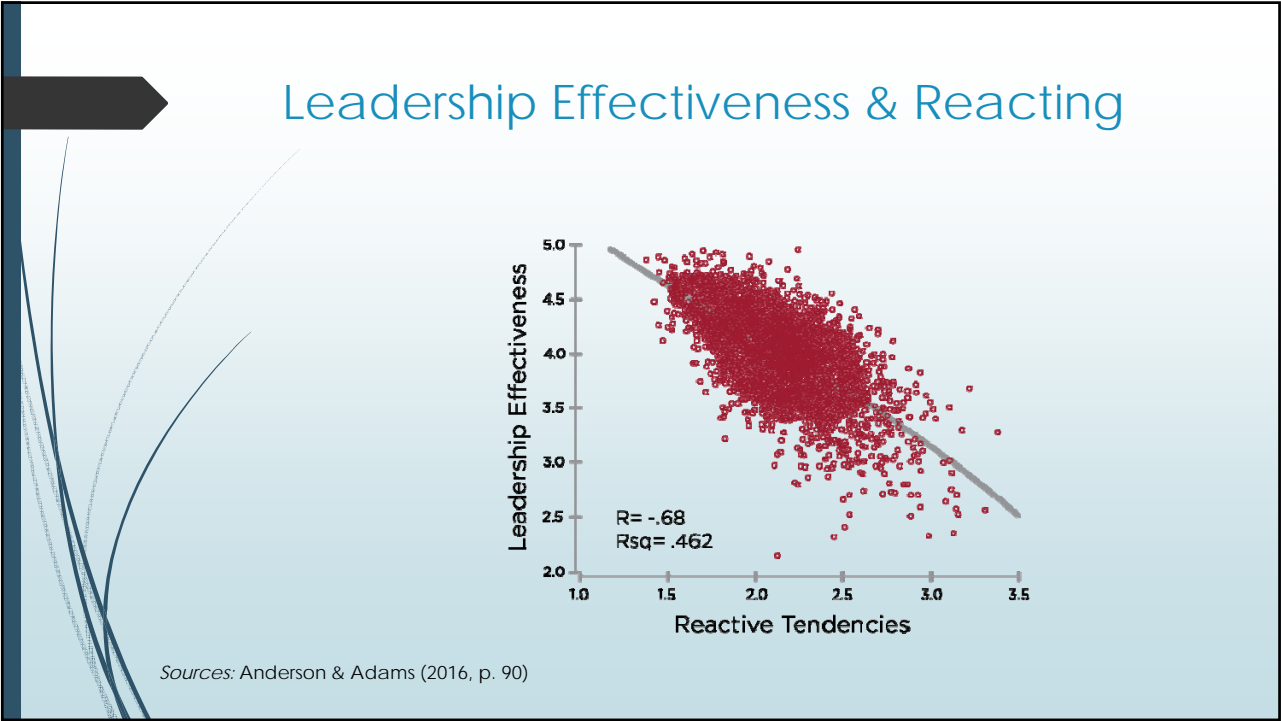
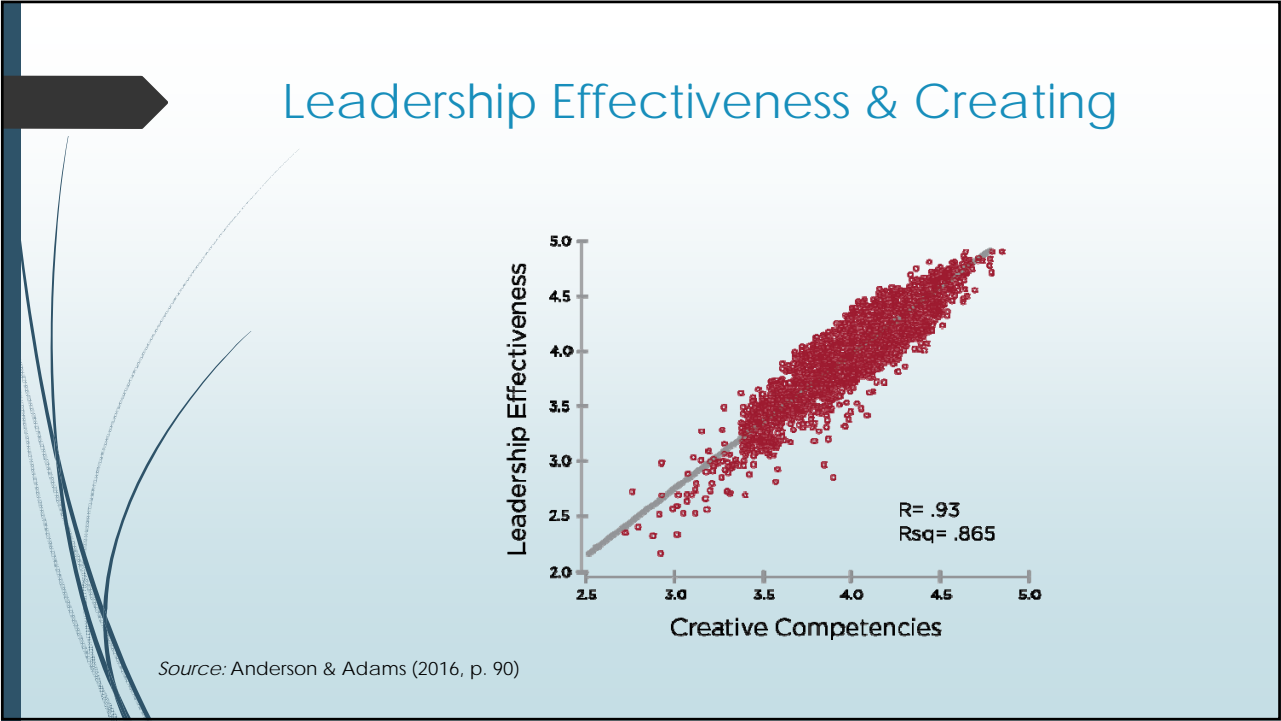
Sources: Anderson & Adams (2016, p. 51)

Creative/Leadership Competencies

Creative/Leadership Dimensions	Creative Competencies
Systems Awareness	Community concern Sustainable productivity Systems thinker
Achieving	Strategic focus Purposeful and visionary Achieves results Decisiveness

Sources: Anderson & Adams (2016, p. 51)





## Appendix 2

### Soft Skills

- Soft skills, commonly defined as non-technical skills that enable someone to interact effectively and harmoniously with others, are vital to organizations. They can impact culture, mindsets, leadership, attitudes and behaviors.
- These skills fall into the following categories:
  1. Advanced communication and negotiation skills
  2. Interpersonal skills and empathy
  3. Leadership and management skills
  4. Entrepreneurship and initiative-taking
  5. Adaptability and continuous learning skills
  6. Teaching and training skills

Source: Avrane-Chopard, Potter, & Muhlmann (2020)

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- Institute for Generative Leadership. Boulder, CO: [www.generateleadership.com](http://www.generateleadership.com)