Learning Leadership and Professional Excellence

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The bottom line of higher education is retained learnings.

Our graduates need the *what, how and why* of professions, management, and roles in life to excel. These are desired outcomes.

We also want them to grow during their time with us. This is value added.
Emotions are the music of our learning experiences
Think of a leader for whom or with whom you worked/studied – one that brought out the best in you, one that you would gladly work with or for again.

Think of a leader for whom or with whom you worked/studied – one that you try to avoid, left you wishing for more, would help your organization more by working for a competitor.

When You were Around Them, What Did They Say or Do? How Did They Make You and Others Feel?
Leadership is:

A Relationship

A Resonant Relationship

Being in Tune with or on the Same Wavelength as the Others
Emotions Are Contagious

- The brain has an ‘open loop’ system
- We are ‘wired’ to pick up subtle clues from one another: mirror neurons, oscillators and spindle cells

Resonance is Contagious … So Is Dissonance
The Sacrifice Syndrome

The Sacrifice of being a leader causes Stress.

Stress arouses the Sympathetic Nervous System.

Hormones Activated: Epinephrine and Norepinephrine
- Blood pressure increases
- Large muscles prepare to fight or run
- Brain shuts down non-essential neural circuits
- Less open, flexible and creative

Hormones Activated: Corticosteroids
- Leads to reduction in healthy immune system
- Inhibits creation of new neurons
- Over stimulates older neurons leading to shrinkage of neurons

Results
- Brain loses capability to learn
- We feel anxious, nervous, even depressed
- Perceive things people say or do as threatening and negative
- More stress is aroused

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Renewal: Engaging the Parasympathetic Nervous System

Wanting to understand, care for another person, and to initiate some action contributing to their well-being

Neural circuit activated: limbic system to the left pre-frontal cortex

Aroused Compassion

Release of Oxytocin and Vasopressin

Adrenal-pituitary axis activated; arousal of the PNS

Feeling hopeful, optimistic, at peace or exciting but look forward to the future

Systolic and diastolic blood pressure decreased

Increased secretion of immunoglobulin A and natural killer cells

The Cycle of Sacrifice and Renewal

Resonant Relationships → Effective Leadership

Mindfulness
Hope
Compassion
Laughter, joy, playfulness

Renewal Cycle

Sustainable, Effective Leadership

Sacrifice Syndrome

Threat
Crisis
Ineffective or Non-Sustainable Leadership

Definitions

Competency is a capability or ability that distinguishes effective performance.

Competency is a set of related but different behavior organized around an underlying construct called the intent that distinguishes effective performance.

Action & Intent
Threshold Competencies:
1) expertise and experience;
2) knowledge (i.e., declarative, procedural, functional, meta-cognitive); &
3) an assortment of basic cognitive competencies, such as memory and deductive reasoning.

Performance Distinguishing Competencies:
1) Cognitive competencies, such as systems thinking and pattern recognition;
2) Emotional intelligence competencies, including self-awareness and self-management competencies, such as emotional self-awareness and emotional self-control;
3) Social intelligence competencies, including social awareness and relationship management competencies, such as empathy and teamwork.
Determined or Found By

Inductive methods
Differentiating effectiveness or performance
Extreme case designs from direct observation, work samples through critical incident interviews (taped and coded by reliable coders)
Then development of behavioral, informant tests to assess the competencies---360
Best Fit = Area of Maximum Stimulation, Challenge, and Performance

Vision, values, philosophy (valuing)
Knowledge, abilities (competencies)
Life and Career Stages, Cycles, or Modes

Style
Interests

Tasks
Functions
Roles

Culture and Climate
Structure and systems
Maturity of the industry and strategic position of the organization
The Larger Context

CONTINGENCY THEORY OF ACTION & JOB PERFORMANCE (Boyatzis, 1982)
An Emotional Intelligence competency is an ability to recognize, understand and use emotional information about oneself that leads to or causes effective performance.

A Social Intelligence competency is an ability to recognize, understand and use emotional information about others that leads to or causes effective performance.

A Cognitive Intelligence competency is an ability to think, or analyze information and situations that leads to or causes effective performance.
WHAT-- Knowledge: declarative and procedural (i.e., technical and functional expertise)

HOW --

(1) Cognitive Intelligence: Systems Thinking and Pattern Recognition
(2) Emotional Intelligence Self-awareness competencies
(3) Emotional Intelligence Self-management competencies
(4) Social Intelligence Social Awareness competencies
(5) Social Intelligence Relationship Management Competencies

WHY– values and philosophy, motives and drivers
Comparison of Two Approaches To Determining EI

Mayer, Caruso & Salovey (1999)
1) reflect mental performance rather than preferred ways of behaving
2) positive correlation with other forms of intelligence
3) Should increase with age and experience

Boyatzis & Goleman (from Boyatzis & Sala, 2004)
1) Behaviorally observable
2) related to specific neural-endocrine systems
3) related to life and job outcomes (APA requirement for an intelligence measure)
4) measures should show convergent and discriminant validity
Reasons to Label the Behavioral Approach to EI/SI: Something Else: More than a Convenient Label

They could be called competencies without the additional descriptor.

But Sternberg (1997) claimed that “intelligence comprises the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context.”

He says they serve “external correspondence and internal coherence.”

Like life and work outcomes.
I am not arguing a different theory of EI. It is an additional level of EI within the complex system of the human organism (i.e., mind/heart/body). It results in different methods to assess EI. But not as a replacement to those measures for other levels of EI.
Senior partners of a multi-national consulting firm [Boyatzis 2006]
Senior Partners who averaged 19 years with the firm, and 10 years in management

- Self-Management Cluster: Achievement Orientation, Initiative, etc.
- Self-Regulation Cluster: Self-control, Adaptability, etc.
- Relationship Management and Social Awareness Cluster: Empathy, Networking, Developing Others, etc.
- Cognitive Abilities Cluster: Systems Thinking, Pattern Recognition, etc.

Annualized Operating Profit for Senior Partners ABOVE vs. BELOW the Tipping Point

- **Self-Management**
  - Above the Tipping Point: 1,736,000
  - Below the Tipping Point: 974,000

- **Self-Regulation**
  - Above the Tipping Point: 1,841,000
  - Below the Tipping Point: 376,000

- **Relationship Management**
  - Above the Tipping Point: 1,776,000
  - Below the Tipping Point: 845,000

- **Cognitive**
  - Above the Tipping Point: 1,527,000
  - Below the Tipping Point: 1,017,000
Neurological or hormonal bases of competency

Motivational & trait drivers of competency

Philosophical & value foundations of competency

Cluster of competencies

Observed Competency

Observed Competency

Observed Competency

Observed Competency
Results from 24 longitudinal studies at the Weatherhead School of Management of 25-35 year old managers.

Comparable results with 4 longitudinal studies of 45-55 year old executives in an Executive Education program, and 2 longitudinal studies of 38-42 year old high potential managers.
Figure 1. Value-Added to Full-Time Students from the Old Vs. the New MBA Programs

<table>
<thead>
<tr>
<th>Evidence of Value-added</th>
<th>Old Program</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOME EVIDENCE</td>
<td>Efficiency Orientation Networking Initiative Flexibility</td>
<td>Social Objectivity</td>
</tr>
<tr>
<td>NO EVIDENCE</td>
<td>Planning (Attention to Detail &amp; Self-control were not coded)</td>
<td>Persuasiveness Negotiating Group Mgt. Developing Others</td>
</tr>
<tr>
<td>NEGATIVE EVIDENCE</td>
<td>Pattern Recog. (verbal)</td>
<td></td>
</tr>
</tbody>
</table>
Figure 2. Value-Added to Part-Time Students from the Old Vs. the New MBA Programs

<table>
<thead>
<tr>
<th>Evidence of Value-added</th>
<th>Old Program</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Quantitative Anal. Systems Thinking</td>
<td>Efficiency Orientation Attention to Detail Initiative Flexibility</td>
</tr>
<tr>
<td><strong>STRONG EVIDENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency Orientation</td>
<td></td>
<td>Self-confidence Networking Developing Oth. Use of Tech.</td>
</tr>
<tr>
<td>Negotiating</td>
<td></td>
<td>Pattern Recognition</td>
</tr>
<tr>
<td><strong>SOME EVIDENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency Orientation</td>
<td>Planning</td>
<td>Empathy Persuasiveness</td>
</tr>
<tr>
<td>Negotiating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Obj. Written Comm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NO EVIDENCE</strong></td>
<td>Planning (Attention to Detail &amp; Self-control were not coded) Initiative</td>
<td>Self-control</td>
</tr>
<tr>
<td><strong>NEGATIVE EVIDENCE</strong></td>
<td></td>
<td>Empathy Use of Tech.</td>
</tr>
</tbody>
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Sustainable Percentage Improvement of EI/SI Competencies

EI: Self-Awareness and Self-Management
SI: Social Awareness and Relationship Management

Relationships Build Leadership

◆ Who helped you?

◆ Think back over your life and career

◆ Who were the people who helped you develop the most?

◆ What did they do and how did it make you feel?

The Ideal Self

The Real Self

My Learning Agenda: building on strengths while reducing Gaps

Practicing being a Leader

Experimenting as a Leader

Strengths: where my Ideal Self and Real Self are Similar

Gaps: where my Ideal Self and Real Self are Different

Trusty Relationships that help, support, and encourage each step in the process


The Ideal Self

The Real Self

Gaps: where my Ideal Self and Real Self are Different

Strengths: where my Ideal Self and Real Self are Similar

Two Attractors

Trusting Relationships, that help, support, and encourage each step in the process

Two Attractors

<table>
<thead>
<tr>
<th>Positive Emotional Attractor</th>
<th>Negative Emotional Attractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ PNS Arousal</td>
<td>◆ SNS arousal</td>
</tr>
<tr>
<td>◆ Left Prefrontal Cortex/NAcc</td>
<td>◆ Right Prefrontal /ACC</td>
</tr>
<tr>
<td>◆ Ideal Self</td>
<td>◆ Real Self / Social Self</td>
</tr>
<tr>
<td>◆ Strengths</td>
<td>◆ Gaps / Weaknesses</td>
</tr>
<tr>
<td>◆ Focus on Future</td>
<td>◆ Focus on Past</td>
</tr>
<tr>
<td>◆ Hope</td>
<td>◆ Fear</td>
</tr>
<tr>
<td>◆ Possibilities</td>
<td>◆ Problems</td>
</tr>
<tr>
<td>◆ Optimism</td>
<td>◆ Pessimism</td>
</tr>
<tr>
<td>◆ Learning Agenda and Goals</td>
<td>◆ Performance Improvement Plan</td>
</tr>
</tbody>
</table>

Graphical representation of the Positive (PEA) and Negative Emotional Attractors (NEA) in Intentional Change Theory

- Neural, endocrine, & Cardiovascular markers of PNS arousal
- Neural, endocrine, & Cardiovascular markers of SNS arousal
- Intensity of Arousal Low
- Intensity of Arousal High
- Positive Affect
- Negative Affect
Adaptation of Lorenz equations to PEA/NEA of ICT

\[
\begin{align*}
\frac{dx}{dt} &= a (y - x) \\
\frac{dy}{dt} &= -xz + bx - y \\
\frac{dz}{dt} &= xy - cz
\end{align*}
\]

\(a = \frac{\text{emotional intensity/contagion}}{\text{emotional resilience}}\)

\(b = \frac{\text{Rayleigh #/ critical Raleigh #}}{\text{critical Rayleigh #}}\)

\(c = \frac{4}{1+a^2}\), where \(a = \text{emotional resilience}\)
Coaching with Compassion to the PEA vs Coaching for Compliance to the NEA

- Preliminary findings presented at the Society for Neuroscience annual meeting, Chicago, October 19, 2010 entitled, “Neural correlates of inspirational mentoring,” by Regina Cesaro, Richard Boyatzis, Masud Khawaja, Angela Passarelli, Kevin Barry, Katie Begany, Anthony Jack

Paper entitled, “Coaching with Compassion: An fMRI Study of Coaching to the Positive or Negative Emotional Attractor,” by Richard E. Boyatzis, Anthony Jack, Regina Cesaro, Masud Khawaja, Angela Passarelli

- Based on research done at the Brain, Mind, & Consciousness Lab, Case Western Reserve University, Professor Anthony Jack, Director and Principal Investigator on this study

- [http://tonyjack.org/](http://tonyjack.org/)
Neural correlates of inspirational mentoring

R. L. CESARO¹, R. E. BOYATZIS², M. KHAWAJA², A. PASSARELLI², K. P. BARRY¹, K. BEGANY¹, A. I. JACK¹;
¹Dept. of Cognitive Sci., Brain, Mind, and Consciousness Lab., Cleveland, OH; ²Weatherhead School of Management, Case Western Reserve University, Cleveland, OH

Manipulation Check Results

1. S/he inspired me about my future
2. I liked him/her
3. S/he is an inspiring person
4. S/he trusted me
5. S/he made me feel hopeful about my future
6. S/he is a caring person
7. S/he cared about me
8. I trusted him/her
9. S/he made me think about my purpose
10. S/he made me think that I should be working harder
11. S/he asked abrasive questions
12. S/he made me feel guilty about how much effort I am putting into my studies
13. S/he asked questions about things I should be doing at Case regarding my studies
Neural correlates of inspirational mentoring

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Timeline of In-Scanner Events

NEA

~ 6.74 seconds

~ 2.0 seconds

~ 3.70 seconds

~ 2.60 seconds

~ 2.0 seconds

PEA

Statement Video  Fixation Slide  Response Slide  “Thank You” Video  Fixation Slide
Neural correlates of inspirational mentoring
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Positive Emotional Attractor  Negative Emotional Attractor

Conflict in the ACC
We found evidence of greater activity in the anterior cingulate cortex in the NEA as compared with the PEA condition. This region has been associated with cognitive conflict and both physical and social pain perception. It may reflect the greater conflict and emotional discomfort associated with the NEA condition.

Self-consciousness in the MPFC
We found evidence of greater activity in the medial prefrontal cortex (MPFC) in the NEA as compared with the PEA condition. This region has been associated with theory of mind and with social cognition broadly construed including explicit thoughts about the self and how we are socially perceived by others. Activity in this area may reflect greater social self-consciousness evoked by the NEA as opposed to the PEA condition.
Neural correlates of inspirational mentoring

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Negative Emotional Attractor

Positive Emotional Attractor

Emotional Engagement in OFC/NACC

We found evidence of greater activity associated with the PEA condition as opposed to the NEA condition which extended throughout both orbitofrontal (OFC) and nearby limbic structures, including the nucleus accumbens (NACC). These areas have been associated with emotion and reward (refs from yesterday). This may reflect greater emotional engagement, which we predicted would be evoked by the PEA condition. While both OFC and MPFC regions may be broadly characterized as being involved in emotional processing, this stands in contrast to the more self-conscious emotional response seen in MPFC (see above), which might be characterized as a more defensive response.
Scales, or Multiple Levels of Intentional Change Theory

- Individual
- Dyad
- Team, Family, Coalition
- Organization
- Community
- Country, Culture
- Globe

Multiple Levels of Intentional Change Theory

- First Degree Interaction: Leadership
- Second Degree Interaction: Reference / Social Identity Groups

Community

Resonant Owner/General Manager of Team Organization

Organization

Resonant Head Coach

Team

Resonant Team Captain

Individual Player
Resonant Leadership and the Multi-Level (isomorphic) Educational System
How Do You Develop Resonance?

Through Compassion, Hope

and Mindfulness
The Ideal Self

Trusting Relationships that help, support, and encourage each step in the process

The Motivation To Change:
Finding their passion and dreams

Breaking from the Ought Self
The Ideal Self...

Catching your dreams and engaging your passion

- The power of positive imaging and visioning
- Thinking in the Left Prefrontal Cortex
- But we often skip over formulating the Ideal Self image in development or education and become anesthetized to our own ideal and dreams
- We cannot inspire this passion in others without engaging it ourselves

Eles não sabem que o sonho
é uma constante da vida …
Eles não sabem que o sonho
é vinho, é espuma, é fermento,
bichinho álacre e sedento,
de focinho pontiagudo,
que fossa através de tudo
num perpétuo movimento
Eles não sabem que o sonho
é tela, é cor, é pincel …
Eles não sabem, nem sonham
que o sonho comanda a vida
o mundo pula e avança
como bola colorida
entre as mãos de uma criança
The Ideal Self

Self-efficacy → Feasibility → Optimism

Passion

Calling, Purpose

Image of a Desired Future

Hope

Ideal Self

Core Identity

Values & Philosophy

Dreams, aspirations, fantasies

Life/career stage, cycle

How Do You Develop Resonance?

Through Mindfulness, Hope and Compassion
The Challenge

Manage the Cycle of Sacrifice and Renewal through Mindfulness, Hope and Compassion

Living Your Passion – Inspiring Others

We Do Not Want to Be Bored or Live Routine Lives – Nor Do Those Working With Us

It Is a Waste of Human Talent, Spirit, and Potential

Remember the Moment