

“IF YOU’RE LOOKING FOR THE PLAYS AND STRATEGIES TO RAISE  
EMOTIONAL INTELLIGENCE, THIS IS THE HANDBOOK.”

—Jack Canfield, co-creator of *Chicken Soup for the Soul*<sup>®</sup>  
and co-author of *The Success Principles*<sup>™</sup>

# LEADING — WITH — EMOTIONAL INTELLIGENCE

**HANDS-ON STRATEGIES  
FOR BUILDING CONFIDENT and  
COLLABORATIVE  
STAR PERFORMERS**

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# INTRODUCTION

## WHY EMOTIONAL INTELLIGENCE?

Jim bumbled his way through his first presentation to the board in his new role as CFO. The CEO, Steve, was very disappointed and surprised by Jim's performance. Jim had forgotten to bring his memory stick to the presentation, but only discovered his oversight as he set up and all the board members were filing into the room. Kicking himself, and obviously thrown off, Jim had to talk about the slides from his handout. His performance reflected this—by his nervousness, disorganization, and lack of poise. Steve, who had supported Jim for the CFO position, exclaimed afterward, “What happened? I was counting on you. Now you are going to have an uphill battle to get back your credibility with this group, if you can.”

Dejected and miffed, Jim asked himself the same thing: “What happened?” Half a dozen scenes replayed through his head:

1. On the way to the meeting, Mary, one of his best employees, had told him she was very disappointed in her review and was going to write a rebuttal. He was taken aback at her comments and at the bad timing, as Mary knew he was going to a big meeting. Jim was very short and defensive with her, which was not like him, and he immediately regretted his reaction.
2. He had raced to work this morning, as he had to drop off his daughter, McKensey, at school on the way. She was late getting out of the house because she was looking for one of her shoes.

3. Driving to work, he was thinking about the two people from his department he would have to let go at the end of the day. He still wasn't sure how he was going handle this, and it added to his feeling of being overwhelmed.
4. He had gotten only four and a half hours of sleep the night before, as he was worried about the presentation. In addition, he was anxious about telling his wife about two upcoming business trips he would have to take with the new position. He knew she would be upset as she worried this new position would have him traveling more and she was concerned about the impact on the family.
5. He had left the house in a rush this morning with his mind full of all the tasks ahead of him and "mindlessly" walked right past his memory stick, even though he had placed it by the front door with his notes so he would not forget anything.

All of these emotional events influenced each other, and they impacted Jim's cognitive functioning and his performance. His brain was spent, his emotions were fragile, and his ability to control them and perform at his best was impaired.

Warren Bennis, the founding father of leadership writings and insights, has called for "the field of leadership studies to attend to how we can develop leaders who understand relationships and communication, who can manage themselves and others with wisdom, creativity, and values." He identified resilience as the most important quality of a leader or anyone wanting to lead a healthy and meaningful life.<sup>1</sup>

Jim failed to manage himself or successfully manage others in these interactions. He was like a quarterback who threw two interceptions for touchdowns in the first half of the game and couldn't shake it or recover to perform in the second half. He didn't have the plays or strategies to rebound, recover, stay flexible, and continue to perform at his best. He needed more Emotional Intelligence to prevent this catastrophe in his first big activity in his new role.

All of us have experienced days and moments like this. We need a game plan and strategies to better manage ourselves, develop resilience, and creatively manage others for top performance. This is even more necessary when the stress and rigors of work and life compromise our brain functioning and performance. We need an Emotional Intelligence playbook.

### **WHY NOW: CONVERGING CHAOS**

We are in the middle of a leadership “double whammy.”

First, we are in the midst of what is being called the Great Recession. The country lost 8.4 million jobs from 2007 to 2009, four times the net losses in the recession of the 1980s and 1.2 million more than previously estimated. These losses are continuing in 2010. The *LA Times* reports, “The severe destruction of jobs since December 2007, when the recession began, means that it will take years for millions of distressed families—and the economy as a whole—to climb back from what is being called the Great Recession.”<sup>2</sup>

On top of this recession, we are approaching the largest turnover of human capital in our history, as 40% of the American workforce will be eligible to retire in 2010. Leaders will have to contend with a projected shortfall of 10 million workers in the next few years.<sup>3</sup>

The questions leaders have to face today are abundant:

- Will I have a job?
- Will my people have jobs?
- How do I motivate the ones who are here?
- How do I keep my best people from leaving and finding more secure work?
- How do I train the ones who are here for the next challenge and to be our new Stars?
- How do we deal with more work and fewer people?
- How do we all manage our stress and enjoy work more?
- How do we do our best work with all that is going on?

- How do I hire the best people who can be our next Stars?
- How do I manage myself to keep all this in perspective and perform at my best?

David Rock has said the brain knows only two states: Is this situation a *threat* to me (with the inherent fear)? Or does this situation offer *reward* (with possible release of pleasurable brain chemicals, such as dopamine)? As you read the questions above, which state does your brain go into?<sup>4</sup>

### **EQ, IQ BRAIN DRAIN LOOP**

Over my years of doing leadership training in corporations, I have run, with hundreds of people, a business scenario simulation that produces the same results every time. The basic components of the activity mirror the stress in the daily workday, which accentuates a *threat* to the brain. The lack of immediate answers and the complexity of the task result in a brain freeze of sorts, where less oxygen and blood flow are going to the brain's executive functioning area. As a result, both the EQ and IQ (Intelligence Quotient) capacity are lowered, with unintended consequences that impact the leader's style and then the team climate. As you read this, ask yourself if you experience these reactions and emotions daily.

The components of the scenario include the following:

- 1. Complexity:** You have challenging problems without simple solutions. There are new systems, new people and technology, different cultures, differing needs to please, and interdependencies on others to get your job done.
- 2. Urgency:** Everything is important and has to be done now, and you don't know how to get it all done.
- 3. Individual performance pressure:** You want to make sure you do your job right and don't see the bigger system issues or problems that may be affecting you and others, or how you are impacting others.

The results equal overwhelm and chaos, which lead to the following consequences for the leaders and the team.

## LEADERS' CONSEQUENCES

Leaders have less executive functioning brainpower operating or lower EQ and IQ going into solving the problems and therefore exhibit poorer leadership. There is more overwhelm, frustration, confusion, impatience, poor communication, blaming, and defensiveness.

In the search to solve the problems, the brain becomes reductionist: “*What* is the problem?” becomes a search for “*Who* is the problem?”

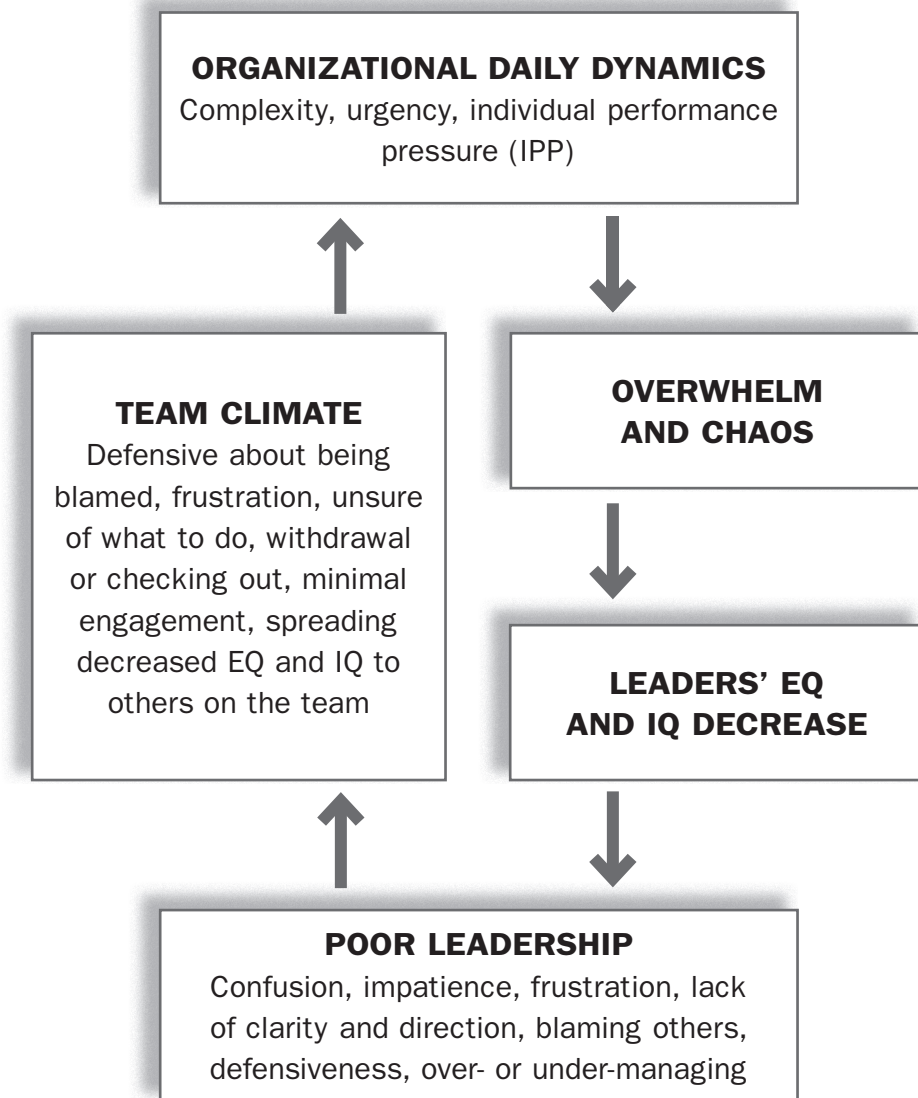
## TEAM CONSEQUENCE

Team members' emotions may include feeling blamed, defensive, unacknowledged, and confused and the desire to avoid or withdraw from the process. This affects their engagement, morale, retention, and performance. Team EQ and IQ are decreased, and this result can then bring others down, as shown in Figure I.1.

The dynamic shown in Figure I.1 occurs in almost every organization unless the leader is very aware, intentional, and disciplined. The way out of this loop is to enhance your Emotional Intelligence, being aware of your reactions and your team's reactions and then modifying the plays or strategies as needed. Dan Siegel, a psychiatrist and neuroscience researcher, calls this skill *mindsight*, a combination of insight into yourself and empathy toward others.<sup>5</sup>

We have all watched football coaches pacing the sidelines of an exciting game, avidly referring to their well-worn playbooks. Like most coaches in the world of sports, leaders\* in business also need an official playbook to get out of the EQ, IQ Brain Drain Loop and provide just the right strategies to enhance their success and produce more wins. A playbook is a compilation of vital strategies developed to utilize each player's unique capabilities and strengths.

\*The term *leader* is used in this book to describe a vast cross section of roles including but not limited to individual performers, managers, coaches, trainers, and consultants. “Leaders” are either leading themselves or others to maximize their potential and capabilities.

**FIGURE I.1** EQ, IQ BRAIN DRAIN LOOP

Great leaders, like superior coaches, know their players and need to have access to specific strategies to increase Star Performance. Whether you are a CEO, manager, coach, trainer, or consultant, *Leading with Emotional Intelligence* is the official hands-on guide that takes you and your team to the leading edge.

Some of the practices in this book were developed over the many years I worked closely with a variety of executive clients; others were gleaned from organizational, success, and peak performance literature. They are listed under *Coach's Corner*. Filled with specifically designed resources, tools, strategies, stories, and practices, *Leading with Emotional Intelligence* informs and inspires you to increase your Emotional Intelligence. It also features a selection of what I call "Star Profiles." These condensed interviews with important leaders illustrate a set of principles and practices that help each Star shine in one or more areas of Emotional Intelligence. Often Stars are not cognizant of exactly what they are doing that makes them so effective, and through the interview process these actions became more visible.

*Leading with Emotional Intelligence* focuses on *six* of the 20 key competencies of Emotional Intelligence: Emotional Self-Control, Self-Confidence, Teamwork and Collaboration, Developing Others, Communication, and Empathy. A competency is a learned ability, and each one contributes uniquely to making a leader more effective. I have chosen to focus on these six competencies because they are the ones I find executives consistently want to master first. I also believe these six competencies give leaders tools that not only help them but also guide and inspire those they lead. (See page 25 for the list of 20 competencies.)

## **EI VS. IQ**

"Emotional Intelligence" was first coined in 1990 by Peter Salovey and John Mayer and became popularized by Daniel Goleman in his 1995 book, *Emotional Intelligence*. "Emotional Quotient," or EQ, was first termed by Dr. Reuven Bar-On in 1985. There was a time when



IQ was considered the primary determinant of success, but our IQ-idolizing view of intelligence is far too narrow. Instead, “Emotional Intelligence” is now considered the strongest indicator of success in the work world.

IQ, or Intelligence Quotient, and technical expertise help you get your job. EI, or Emotional Intelligence, is what makes you a Star Performer. IQ contributes only 4-10% toward a leader’s success. But the higher up you are in an organization, the more Emotional Intelligence determines your leadership success, contributing as much as 85-90%.<sup>6</sup>

Emotional Intelligence, aside from being the key ingredient for success, can also protect an IQ drain or dive when either stress or emotionality can affect cognitive functioning. Leaders with more Emotional Intelligence are more adaptable, resilient, and optimistic. Emotional Self-Control will be explored more in Chapter 2.

Today there are three main schools of Emotional Intelligence, each with its own unique models and tools for measuring EI. Mayer, Salovey, and Caruso’s abilities-based concept uses a self-assessment instrument called the Mayer, Salovey and Caruso Emotional Intelligent Test, or MSCEIT. The Bar-On model, developed by Reuven Bar-On, uses the Emotional Quotient Inventory (EQi). And the Goleman, Boyatzis and Hay Group model uses the 360-degree assessment Emotional Competence Inventory (ECI) and Emotional and Social Competence Inventory (ESCI). (See the Additional Resource section for more information about these assessments and others.)

Now with advances in new fields such as Social Neuroscience, Cognitive Social Neuroscience, and NeuroLeadership, we have added “Social Intelligence” to the Emotional Intelligence concept and vernacular to capture what Goleman calls “two person psychology: what transpires as we connect.”<sup>7</sup> PET scans and functional MRIs have added data to the dance between people’s brains when they interact. These advances are adding to what we know about leadership, “followship,” innovation, emotional regulation, cre-

ativity, and decision-making. Leadership is accomplished through social relationships, and we are “wired to connect.”<sup>8</sup>

The term Social Intelligence was first coined by Edward Thorndike in 1920 and defined as the ability to understand and manage men and women. Reuven Bar-On, a psychologist and one of the founding fathers of Emotional Intelligence, has used the term Emotional and Social Intelligence from his start. Goleman, in his book *Social Intelligence*, expanded the working definitions to call the personal side of the equation Emotional Intelligence and the social side Social Intelligence.

For the purpose of this book, I will use the generic term Emotional Intelligence to incorporate the advances of Social Intelligence, brain neurosciences, and the new field of NeuroLeadership.

The Emotional Intelligence definition I will use is the two-by-two model shown in the following chart from the Goleman, Boyatzis and Hay Group model. EI can be defined in terms of understanding yourself, managing yourself, understanding others, and managing others. People who possess high Emotional Intelligence are the ones who truly succeed in work—building flourishing careers and long-lasting relationships as well as having a balanced work and home life.

	SELF	OTHERS
<b>Awareness</b>	Self-Awareness	Other Awareness
<b>Management</b>	Self-Management	Relationship Management

### **STAR PERFORMERS SHINE AND SO CAN YOU**

The corporate world became enamored with EI, which led to Goleman’s writing of a second book, *Working with Emotional Intelligence* in 1998, and then, in 2006, *Social Intelligence*. As EI research and theory grew in popularity and impact, Goleman helped found the creation of the Consortium for Research on Emotional Intelligence in Organizations with Cary Cherniss; Richard Boyatzis, from Case

Western Reserve University; the Hay Group, a consulting firm; and others who collaborated on in-depth research. Goleman, Boyatzis, and the Hay Group developed a useful application, a 360-degree assessment to measure Emotional Intelligence, called the Emotional Competence Inventory (ECI).

**A Star Performer is defined as a person performing in the top 10% of an organization . . .**

They have recently added the Emotional Social Competency Inventory (ESCI), which has fewer competencies and is used more for research. In addition, Goleman, Boyatzis, and McKee wrote *Primal Leadership*, and Boyatzis and McKee wrote *Resonant Leadership*. The Additional Resources section lists quality resources that highlight the big three EI models, other important EI models, neuroscience, and NeuroLeadership.

The research generated from these sources is rich, compelling, and invaluable. It is now possible to confidently identify the key competencies that make Star Performers. A Star Performer is defined as a person performing in the top 10% of an organization, while average performers make up 60-80% of the workforce.<sup>9</sup>

Here are some brief examples that describe the critical benefits of developing Emotional Intelligence:

Boyatzis and Ratti did a study in 2009 with managers and leaders in Italy and found that emotional, social, and cognitive intelligence competencies predict performance. More specifically, in the EI competency cluster, effective executives showed more initiative, while effective middle level managers showed more planning than their less effective counterparts. Similarly, in the Social Intelligence competency cluster, effective executives were more distinguished in networking, self-confidence, persuasiveness, and oral communication.<sup>10</sup>

Dries and Pepermans, in a study with 102 managers conducted in 2007, found that high-potential managers had higher scores on

the Emotional Quotient Inventory (EQi) than “regular” managers. They had high scores in specific subscales that included Assertiveness, Independence, Optimism, Flexibility, and Social Responsibility. Many of the EQi competencies correlate with the model presented here and the EI Star Profile used as a self-assessment in this book.<sup>11</sup>

The Yale EI group, in a study conducted in 2006 with 44 analysts and clerical employees from the finance department of a Fortune 400 insurance company, found that emotionally intelligent individuals received greater merit increases and held higher company rank than their counterparts. They also received better peer and supervisor ratings than their counterparts on interpersonal facilitation and stress tolerance. In the study, the Yale EI group used the MSCEIT self-assessment and the EQi 360-degree feedback, plus company indicators of work performance.<sup>12</sup>

Steve Stein, in a study of 76 CEOs in 2002, found the CEOs had higher than average scores on Independence, Assertiveness, Optimism, Self-Regard, and Self-Actualization using the EQi.<sup>13</sup>

TalentSmart, an EI consultancy that uses a modification of the Goleman, Boyatzis, and Hay Group model, has given over 500,000 EI surveys. Travis Bradberry and Jean Greaves report the following findings in their 2009 book *Emotional Intelligence 2.0*:

1. EI scores had gone up from 2003 till 2007 and then went down in the hard times of 2008.
2. There was little difference in EI scores between the genders.
3. Of males who ranked in the top 15% in decision-making, 70% also scored the highest in Emotional Intelligence skills. Bradberry and Greaves point out that “paying attention to your emotions is the most logical way to make good decisions.”
4. Middle managers had the highest EQ scores; for titles of directors and above the scores went down, with CEOs having the lowest EQ scores. The authors assume this may be because

people are promoted more for what they know or how long they have worked for a company than for their skill in managing others. They reassert, though, that “EQ skills are more important to job performance than any other skill. The same holds true for every job title; those with the highest EQ scores within any position outperform their peers.”

5. EQ and age showed a big gap in self-management between the older generations, Traditionalists (born 1922-1944) and Baby Boomers (born 1945-1964), and the younger generations, Generation X (born 1965-1976) and Generation Y (born 1977-1998). The biggest gap was between the Boomers and Generation Y. Self-management and overall EQ both increase with age: 60-year-olds scored higher than 50-year-olds, who scored higher than 40-year-olds, and so on.
6. In examining the rise of China as an economic power, TalentSmart studied 3,000 Chinese executives. They found that American executives scored 15 points lower than the Chinese executives in self-management and relationship management. This makes sense considering that in Chinese culture, business is personal and executives regularly meet over dinner to discuss business and family, which is part of the relationship management competencies. They also see personal outbursts as shameful and have learned to manage their impulses in contrast to the lack of impulse control we have seen with some Americans (see Chapter 2).<sup>14</sup>

For 515 senior executives analyzed by the search firm Egon Zehnder International, those who were primarily strong in Emotional Intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ.<sup>15</sup>

“Analyses done by dozens of different experts in close to five hundred corporations, government agencies, and non profit organizations worldwide have arrived at remarkably similar conclusions . . .

all point to the paramount place of emotional intelligence in excellence on the job—in virtually all jobs.”<sup>16</sup>

Competency research in over 200 companies and organizations worldwide suggests that about one-third of this difference is due to technical skill and cognitive ability, while two-thirds is due to emotional competence.<sup>17</sup>

“In general the higher a position, 85 percent of their competencies for success were in the EI domain.”<sup>18</sup>

### **WHO IS THIS BOOK FOR?**

This book is for everyone who wants to move up or perform better in his or her role by applying Emotional Intelligence strategies and tools.

If you are:

- An Individual Performer, you can use *Leading with Emotional Intelligence* to see what competencies you need to focus on to become a Star Performer. You don't have to supervise someone else, but can use the tools to improve your own performance in a safe, well-paced manner.
- An Executive or Manager in an organization, you usually have development plans in place for the people you supervise to bring them to the next level. The problem arises when you don't have the training, experience, or time to help your people know *what* to do differently after helping them identify their development areas. *Leading with Emotional Intelligence* provides you with a map and proven tools to support positive changes as you guide your direct reports toward becoming Star Performers.
- A Coach of any kind—whether working with business executives and leaders or life, personal, and career coaching—you can effectively use all of the tools in *Leading with Emotional Intelligence* to enhance your work. The strategies included will raise the Emotional Intelligence of your clients

and will promote Star Performance in all of your respective fields of work.

- A Trainer or Consultant who wants to bring Emotional Intelligence concepts into your organizations, you will find ideas and practices that will instantly integrate into your established practice or curriculum.

### **WHAT YOU'LL LEARN TO DO**

Following are the key benefits you will receive from *Leading with Emotional Intelligence*.

- Assess yourself (and your direct reports or clients) to determine how you rate in all 20 key competencies necessary for being a Star Performer.
- Identify possible derailers for yourself (and your direct reports or clients) on various career paths.
- Review the research that validates and supports specific Emotional Intelligence competencies to become a Star Performer.
- Read Star Profiles of successful leaders and discover their secrets and daily practices in particular areas of competency.
- Select specific development actions for yourself, your direct reports, or your clients to start the Star Journey.
- Present materials to your teams or clients to raise their Emotional Intelligence.
- Become more conversant in giving solid and specific answers to the following leadership questions as you mobilize toward becoming a Star Performer in your chosen field:
  - ▲ How can I become more effective as a leader?
  - ▲ How do I best manage my emotions?
  - ▲ How do I develop my people to be our next leaders?
  - ▲ How can I communicate to be more successful?

- ▲ What can I do at my next team meeting to improve morale and performance?
- ▲ How do I increase my confidence to take the steps to be a Star?

### **GETTING STARTED: THE IDEAL PLAN**

Here is an overview and plan to enhance your Emotional Intelligence and that of the people you work with.

- First read Chapter 1: Are You a Star Performer or Just Average? to understand what Emotional Intelligence is all about.
- Then take the two self-assessments in Chapter 1 to evaluate your current Star Performance:
  - ▲ The EI Star Profile
  - ▲ The Derailer Detector
- Fill out the Star Performer Action Plan, highlighting your strengths.
- Choose one of the following five chapters featuring the six competencies that you or your clients/team need today. You need not work in chronological order!
  - ▲ Chapter 2: Emotional Self-Control
  - ▲ Chapter 3: Self-Confidence
  - ▲ Chapter 4: Teamwork and Collaboration
  - ▲ Chapter 5: Developing Others
  - ▲ Chapter 6: Communication and Empathy
- Read and re-read the *Secrets & Practices* of a Star Performer and review the *Coach's Corner* of Star strategies in your chosen chapter. In this section you will learn a number of tools and action steps to improve your performance. It is written as if I were your coach, helping you face-to-face. All the plays, or strategies, are compiled in the Table of Contents and Chapter 7, with page numbers to allow for easy searching.



- Choose two or three strategies outlined from *Secrets & Practices* of a Star Performer and the *Coach's Corner* that you believe will help raise your or your clients'/team's Emotional Intelligence.
- Focus on these actions for one to two months until you develop mastery. Then integrate other strategies that will benefit you.
- Read, practice, and practice some more.
- Share your plan with a peer and your team, which will help solidify your commitment and immediately engender support for your goals.
- If you are working with a leader, show him or her your Star Performer Action Plan and set aside time to review your learning and experiences with him or her.
- You can write your responses to the questions in the book or use a notebook to record your work.

# CHAPTER ONE

## ARE YOU A STAR PERFORMER OR JUST AVERAGE?

**W**hy be a Star Performer? Research has shown that Stars, those who fall in the top 10% of performance, produce twice as much revenue for the organization as managers in the 11<sup>th</sup> through 89<sup>th</sup> percentiles.<sup>1</sup> The 90<sup>th</sup> percentile is a “tipping point” where the amount of change in performance is drastic. Imagine if you had the strategies and plays to move yourself and your team into the top 10%.

This chapter gives an overview of basic concepts and practical applications of Emotional Intelligence to be a Star Performer, illustrated by a collection of Star Profiles, interviews, coaching tips, and analyses of well-known Star Performers such as Warren Buffett, President Bill Clinton, Meg Whitman (past CEO of eBay), Jeffrey Immelt (CEO of GE), and USC and NFL Seattle Seahawks football coach Pete Carroll, plus many more. You will learn more about why it is so important for leaders to develop their EI and how you and your direct reports or clients can develop it as well. Chapters 2 through 6 will build on this foundation with more in-depth discussion of the four cluster areas of EI and the key competencies necessary to be a Star.

An EI assessment called the “EI Star Profile” is included to help you and your direct reports gauge your current abilities. The influence of leaders is depicted in the section “Are You or Your Boss Debilitating?” Following that is the Derailer Detector assessment to identify in yourself or in other key players behavior that may lead to derailment. You are also invited to complete your own Star

Performer Action Plan at the end of this chapter and each of the following chapters.

## LEADERSHIP SKILL GAP

Warren Bennis said one of the four major threats to our world is the current level of leadership of our human institutions, and only exemplary leadership can solve the other three key threats: nuclear/biological catastrophe, pandemic, and tribalism/assimilation.<sup>2</sup>

Developing strong leadership is essential for our world and our organizations to deal with the current threats and opportunities, and it is also critical in order to develop the next level of leaders or “bench strength.” In normal times this is a major endeavor; now with the converging chaos of the “Great Recession” and huge human capital turnover, it is a greater challenge for both new and seasoned leaders.

Unfortunately, I have found that most leaders underperform. Certainly not on purpose, but they stay average for the same basic reasons:

1. They don't have the time to develop leadership in others.
2. They don't have the requisite skills or training to lead a team.
3. Once in a leadership position, they underestimate just how much influence they really have over their direct reports.
4. They don't employ the necessary strategies frequently enough to be successful. It is easier to put out the fire of the day than to take the time to develop their bench strength or team.

**If the leader underperforms, so does the team and the organization.** Some basic foundational skills or activities just don't happen with regularity with today's leaders.

This issue is highlighted by the results of recent research. For example, the Ken Blanchard Companies did four separate studies from 2003 through 2006 with 2,004 respondents, and these respondents cited developing leadership bench strength as their number one issue.

In order to understand and define the most critical components of effective leadership, the Blanchard Companies launched a follow-

up study in 2006 in which more than 1,400 leaders, managers, and executives shared their views on the critical skills and common mistakes connected to leadership. The top five things leaders admitted they fail to do were the following:

1. Failing to provide appropriate feedback (praise, redirection)—82% of respondents
2. Failing to listen to or involve others in the process—81% of respondents
3. Failing to use a leadership style appropriate to the person, task, and situation (over-supervising or under-supervising)—76% of respondents
4. Failing to set clear goals and objectives—76% of respondents
5. Failing to train and develop their people—59% of respondents<sup>3</sup>

These are basic skills or tasks that leaders fail to do. Yet, they are critical today for leaders due to the converging chaos and double whammy leaders are hit with. We have all heard of “work-life balance”; what is needed to be a Star Performer is more “work-leadership balance.” These basic leadership tasks get relegated, neglected, or ignored in favor of the crisis of the day or until it’s too late and a serious problem emerges. Some 66% of employees today report they have too little interaction with their bosses.<sup>4</sup>

On a daily basis leaders need to be aligning brains by inspiring, delegating, giving feedback, coaching, holding accountabilities, and setting clear direction.

### **HOW CAN LEADERSHIP HELP AT THIS TIME?**

In 2009, the Center for Creative Leadership stated that numerous in-depth studies have reached the same conclusion: organizations that invest in leadership development perform better than those that don’t. In short, they found investment in leadership development programs does the following:

- Improves bottom-line financial performance
- Attracts and retains talent
- Drives a performance culture
- Increases organizational agility<sup>5</sup>

Bersin & Associates, an independent research firm, found that it is hard to find a company that has survived many economic cycles that does not have a sophisticated leadership development strategy in place.<sup>6</sup>

A study in *Harvard Business Review* by Laurie Bassie and Daniel McMurrer showed a strong link between leadership skill and the bottom line. The study looked at 11 publicly traded financial service firms and their stock price. They found that companies with higher scores for their investment in human capital delivered stock returns that were five times higher than those of companies with less emphasis on human capital.<sup>7</sup>

What we want and need from our leaders today is drastically different from what we needed in the past. In a 2006 *Fortune* article, Tom Neff, a top CEO recruiter, stated, “Companies don’t want dictators or kings or emperors. Instead of someone who gives orders, they want someone who asks probing questions that force the team to think and find the right answers—a subtle technique.”<sup>8</sup> In this “unprecedented war for top talent” that is raging in the global economy, a new profile of a leader is beckoned.<sup>9</sup>

*Fortune* has stated: “Talent of every type is in short supply, but the greatest shortage of all is skilled, effective managers.”<sup>10</sup> Noel Tichy, a University of Michigan Business School professor and former chief of GE’s leadership development program, says, “The leadership pipeline is broke.”<sup>11</sup> Right Management Consultants, a major outplacement firm, found that “77% of companies say they don’t have enough successors to their current senior managers.”<sup>12</sup> From a survey Right also found that “the number one skill companies seek in managers is ‘the ability to motivate and engage others.’ Ranking a close second is the ability to communicate.”<sup>13</sup>

All of the above data, situations, and events raise important leadership questions and point to the essential need for Emotional Intelligence answers and training.

- How can we maximize our influence as leaders?
- What lessons can we learn from our fallen or derailed leaders?
- What do Star Performers have to teach us?
- What plays or strategies can we follow to develop a company of Stars?
- What can we learn about Emotional Intelligence from profiles about some of our most public leaders?

Emotional Intelligence is often *the* missing piece of the skillset and behavior of today's leadership crisis. It is obviously crucial for organizations to promote the development of high Emotional Intelligence with all of their leaders to avoid serious problems such as lack of impulse control and employees underperforming because their leader is not clear, motivating, or acknowledging their efforts.

### **EQ, IQ, OR TECHNICAL EXPERTISE?**

Just about every manager in the boardroom or conference room is smart, with a typical IQ score of 115 or above. IQ is actually an equalizer in corporate environments, and being a few IQ points above or below isn't really noticeable (although much meeting time is wasted as executives argue to demonstrate their few extra IQ points and "smarts"). As performers move up in their organizations, the truth is, no matter how smart they are, they inevitably leave their expertise behind. As they become managers and beyond, more of their success comes from leadership skills rather than from their IQ points or technical acumen. That means they need to cultivate many new abilities, including motivating others to new levels, coordinating efforts between team members and departments, managing deadlines, and resolving conflicts.

There is an obvious gap between the skill set needed to be a supervisor or a manager and a leader. At DreamWorks Anima-

As they become managers and beyond, more of their success comes from leadership skills rather than from their IQ points or technical acumen.

tion (creators of *Shrek*, *Madagascar*, and *Kung Fu Panda*), for example, talented animators who excel in their craft have the opportunity to move up. They often leave the work they trained years to excel at and are promoted to lead other animators who were once their peers. Often they show up with little or no experience or expertise in this important new leadership position. This challenge is common in many career paths where individuals find themselves moving up the corporate ladder. What do they do? What do they need to learn to lead and lead well? This is where Emotional Intelligence can provide the skills to help them succeed in their new leadership position. The good news is EI can be learned and enhanced, where IQ is fixed. *Leading with Emotional Intelligence* will provide the plays to advance.

#### HOW TO BE A STAR PERFORMER—NEW RULES FOR SUCCESS

	INDIVIDUAL	SUPERVISOR/MANAGER
<b>Motivation</b>	Self	Diverse group
<b>Communication</b>	Few people	Team & cross teams
<b>Rewards</b>	Own effort & immediate	Success of the team, longer term
<b>Accountability</b>	Self	Team
<b>Quality</b>	Self	Diverse group
<b>Time management</b>	Self	Team

Martin Moskovits was a good example of a man who came into his job with a high IQ and great technical skill who was challenged to rise up to a leadership position. Moskovits was the Dean of Mathematics, Physical and Life Sciences, for the University of California

at Santa Barbara (UCSB). He had a Ph.D. in Chemistry and led 13 departments, 250 professors, 4,000 undergraduates, and 600 graduate students. Fifty percent of research funding for UCSB came to his programs, and in the last few years three professors from his departments were awarded the Nobel Prize. How much of his day-to-day work was involved with his technical expertise, chemistry? Not much. But Moskovits was a great leader because he had many strengths in the competencies of Emotional Intelligence. He could manage relationships with professors and donors, had empathy for others and elicited trust, was an inspiring speaker, and knew how to use his influence to get things done.

Generation X, born from 1965 to 1976, has been documented to have lower EI than the Baby Boomers because of all the hours they have spent interacting with technology including computers, electronic games, and TV versus being in a social situation dealing with others. Also fewer and fewer X-ers are entering the workplace to replace the Boomers. There are 78 million Boomers retiring in the next 10-15 years and only 45 million X-ers to replace them. This data points to the beginning of a crisis phase in the corporate milieu, where Emotional Intelligence is needed for leadership at the highest positions in organizations. In the near future there will certainly be an “Emotional Intelligence drain as Gen Yers move to senior leadership.”

**The good news is EI can be learned and enhanced, where IQ is fixed.**

The Millennials, born between 1977 and 1998, are a generation nearly as large as the Baby Boomers. They are full of potential and very high maintenance. They're variously called the Internet Generation, Echo Boomers, Nexters, Generation Y, the Nintendo Generation, and the Trophy Generation.

Just as the X-ers and Boomers finalize their own negotiations for an uncertain workplace peace, optimistic Millennials find themselves



at the mercy of X-er skepticism. Gen-Xers complain the Millennials are another indulged generation like the Boomers—they say they are self-absorbed. Millennials charge that Gen-Xers are cynical and aloof—that they can be a wet blanket on fresh ideas and idealism.<sup>14</sup>

Now, with Traditionalists (born between 1922 and 1944) over 66 years old, we have all four generations in the workforce. To be a successful leader in this social milieu demands that you have insight into yourself and empathy for others. Having a flexible leadership style and high Emotional Intelligence will help you navigate the generational differences.

Robert Kelley of Carnegie-Mellon University has interviewed people across the nation, asking this important question: “What percentage of the knowledge to do your job is stored in your own mind?” In his book, *How to Be a Star at Work*, he states that in 1986 the typical answer was “75% of the time.” By 1997 the percentage had slid 15-20 points, to 55%. One company’s staff members admitted that only 10% of the knowledge they needed to do their jobs was still stored in their minds!<sup>15</sup> What does this tell us? Collaboration, teamwork, empathy, communication, networking, and initiative are vital to complete the tasks at work. The shift from IQ and technical expertise to EI and the ability to lead in many ways from the head and heart together is obvious.

In the near future there will certainly be an “Emotional Intelligence drain.”

## THE FOUR AREAS OF EMOTIONAL INTELLIGENCE

In *The Emotionally Intelligent Workplace*, Cherniss and Goleman have identified the key competencies of Star Performers. This model has changed over time and is constantly being updated to correspond with current research on exactly what makes a Star. The following list is from Cherniss and Goleman.<sup>16</sup> A Star, again, is defined as someone who is in the top 10% of performance. The easiest

definition of *Emotional Intelligence* is “exhibiting a good balance of personal and social competencies in four distinct areas or clusters:

Self-Awareness—Understanding yourself

Self-Management—Managing yourself

Social Awareness—Understanding others

Relationship Management—Managing others”

Again, the goal is not to be a Star in every competency inside of each of the four clusters, but to have a good balance of competencies across the four areas listed above. Typically having 9 or 10 competencies across the four clusters is what it takes to be a Star Performer.<sup>17</sup> The following diagram represents the four distinct areas and lists the 20 competencies:

**THE 20 COMPETENCIES OF EMOTIONAL INTELLIGENCE**<sup>18</sup>

PERSONAL	SOCIAL
<b>Self-Awareness</b>	<b>Social Awareness</b>
Emotional Self-Awareness	Empathy*
Accurate Self-Assessment	Organizational Awareness
Self-Confidence*	Service Orientation
<b>Self-Management</b>	<b>Relationship Management</b>
Emotional Self-Control*	Influence
Trustworthiness	Inspirational Leadership
Conscientiousness	Developing Others*
Adaptability	Building Bonds
Achievement Orientation	Teamwork and Collaboration*
Initiative	Conflict Management
	Communication*
	Change Catalyst

\*You'll notice that these six competencies are addressed in this book. Emotional Self-Control, Self-Confidence, Teamwork and Collaboration, Developing Others, Communication, and Empathy were chosen because they are the key areas executives ask for support with first and foremost. They are also core abilities that will help you successfully introduce EI into your organization. Although these six will also help create resonance in others quickly, all the competencies are important.

### **PROFILES OF STAR PERFORMERS**

The following profiles feature leaders who are Star Performers. You will have a chance to examine a diagram of their successes (and weaknesses) by reviewing how they exhibit their EI strengths

**Because of the person's visibility and potential impact on others, one derailers can undermine or trump a whole set of EI competencies.**

on the key clusters. You will see not only what competencies have contributed to their successes but also which competencies have led some to derail and become fallen heroes. Sometimes you will notice that a competency overused can become a weakness. So that you can identify them more easily, many of the competencies are pointed out in parentheses inside of the profile and at the end of each profile.

All of the leaders profiled have many Star competencies; otherwise, they wouldn't be as successful in their careers.

What is interesting to note, though, is the power and influence of their particular derailleurs. A "derailer" is defined as a behavior or attitude that curtails an individual's performance or advancement. It gets that person off the track to success. Because of the person's visibility and potential impact on others, one derailer can undermine or trump a whole set of EI competencies. These "fatal flaws" must be attended to and ameliorated for a leader to sustain his or her success.<sup>19</sup>

The determination of what competencies these leaders excel in is from a variety of sources written about them in the public domain. The depictions are inferred rather than established from interviews or assessments. The aim is to illustrate, inform, and match which behaviors to focus on to be a star in your organization.

Everyone has different opinions of public figures, and you may disagree with how these leaders are profiled on the EI competencies. The goal is to look at them through the lenses of Emotional and Social Intelligence competencies and assess which behaviors are effective and which aren't, irrespective of your political persuasion, your ideology, or opinion of the leaders. Behavior is always interpretive, and with high-profile leaders we have an opportunity to know more about their behaviors and patterns than we do with other leaders, even though these portrayals are highly influenced by the media. My hope is that the specific behaviors of Stars that are salient in these profiles will serve as a view of Emotional Intelligence in action and be useful to you and others in developing leaders.

In reading these profiles and the profiles of other successful leaders in this book, you will see their ability to be resilient after a failure or a derailer. These became turning points for their resurrection and return to Starhood. Pay attention to which parts of their stories impress or attract you, as that will be a sign that there is information for you and your development in that story.

## HOW STAR PERFORMERS SHINE

The charts for each profile illustrate and clarify the components of Star Performers. Notice how Stars are able to demonstrate the personal and social competencies in each of the boxes. True Stars know and manage themselves and understand and motivate others. Goleman has stated that one needs to focus on the personal side of emotional competencies first in order to successfully enhance the social competencies. A star (★) indicates that the profiled person is a Star Performer in that cluster of competencies, while a noose (🪮)

may indicate a derailor or potential problem for the individual. The EI competency or competencies that are illustrated are indicated in parentheses following each example.

## WARREN BUFFETT

Warren Buffett is one of the most successful investors in America's history and exemplifies a Star Performer in Emotional Intelligence. In 2008 he became the richest man in the world, and he was runner-up in 2009 with \$37 billion of net worth (he lost \$25 billion between 2008 and 2009).<sup>20</sup> In 2010 Forbes has him as #3 with \$47 billion and Carlos Slim Helu of Mexico the new #1 with \$53.5 billion and Bill Gates #2 with \$53 billion.

Buffett employs roughly 233,000 people in more than 88 businesses.<sup>21</sup> He is truly a leader and a manager's manager as he is one of the few people Fortune 50 CEOs go to for advice. His holding company Berkshire Hathaway has major stock ownership in many companies and was voted the #3 World's Most Admired Company by *Fortune* magazine for 2010. In 2009 Berkshire Hathaway purchased Burlington Northern Railroad—a self-described all-in bet—and purchased a \$5 billion stake in Goldman Sachs. This makes Buffett “a major stakeholder in the global economic recovery, with tentacles that span from coal to collateral debt obligations,” according to *BusinessWeek*.<sup>22</sup> (Initiative, Achievement Orientation)

People have spent more than \$1 million just to have lunch with Buffett. Chief executives of companies in which he has a stake laud his patience, foresight, and ability to capture the essence of complex financial situations in just a few words.<sup>23</sup> (Emotional Self-Control, Communication)

Buffett was born in Omaha, Nebraska, in 1930 as a middle child and the only son of three children. His father was a businessman and later a congressman. Buffett started school in Washington, D.C., and then went to Wharton School of Business and the University of

Nebraska for his B.A. He later received a M.S. in Economics from Columbia University.

Buffett's initiative, confidence, and interest in business were apparent at an early age. He filed his first tax return at 13 while working in his grandfather's grocery store and deducted his watch and bicycle as expenses for his newspaper route. At 15 years old he and a friend paid \$25 for a pinball machine to be placed in a barbershop, and within months they had three pinball machines in different barbershops. Buffett uses his history as a measuring stick to determine a manager's passion for business. He says he can tell more about a manager's success if he had a lemonade stand as a child than by where he went to college. This is an indication of passion and love of business for him.<sup>24</sup>

To amass his empire Buffett first had to gain partnerships and trust with other companies and then manage those under him. Buffett's ability to accomplish these tasks demonstrates many of the competencies of Emotional Intelligence. Early in his career he took a Dale Carnegie course, considered one of the first true leadership training programs and full of EI concepts and skills. Buffett credits this training with giving him the confidence and people skills to teach investment principles at the University of Nebraska to people twice his age. (Building Bonds)

One of the competencies that Warren Buffett is known for is his hands-off management style. It is his belief that if you find the right managers and deal with them correctly, companies can run themselves. Buffett knows that the people who run the companies he owns understand the social and logistical makeup of those companies better than he does. They were hired to run them due to their aptitude for running the type of companies that they are in charge of. When Jim Kilts came out of retirement to turn Gillette around as its CEO, Buffett paid what Kilts considered the ultimate compliment. He resigned from Gillette's board and said, "If you have the right person running the business then you don't need me."<sup>25</sup> (Developing Others)

Buffett checks in just once a year with each company he has major ownership in and otherwise lets managers do what they do best while he suppresses the urge to micro manage the entire operation.<sup>26</sup> (Emotional Self-Control) He does have them update yearly who their successor would be if something happened to them.

How Warren Buffett treats these managers under his authority is particularly telling of his leadership prowess. He is a big advocate of bringing forth a positive attitude from the start and continuing that with positive reinforcement for those who perform well. An example of his Inspirational Leadership and Optimism was with American Express CEO Kenneth Chenault, who had to ask for help from Buffett when Buffett's stake in American Express had just lost \$8 billion because of credit losses. Chenault knew that Buffett would be his "confidence booster." In the midst of the financial meltdown, Buffett's style was unwavering and predictable. Chenault said Buffett was "objective, direct and he knows what he believes."<sup>27</sup> (Self-Confidence)

Mary Buffett and David Clark have several bestselling books about Warren Buffett, including *Buffettology*, and have chronicled his "management secrets." Several other Emotional Intelligence competencies are also included in the management secrets they ascribe to him:

- Motivating others to achieve. They describe Buffett's ability to motivate others to hit one business home run after another. (Developing Others, Teamwork and Collaboration)
- Are you a victor or victim? Buffett learned to take control of his life from his father's actions in the face of adversity; for example, in the Great Depression his father started a new business. (Adaptability)
- The power of honesty. Admitting mistakes is the hallmark of trustworthiness.
- The power of praise and the dangers of criticism. Buffett believes leaders should praise by name and never misses

an opportunity to praise managers in private, at Berkshire Hathaway's annual meetings, or by announcing the praise in annual reports. If you have to criticize, criticize the category: for example, by saying the report could have been better, the sales numbers are low. (Communication, Developing Others)

- Listening well to avoid arguments and manage conflict. Buffett learned from Dale Carnegie to listen well and respect people's opinion even if they are different than his. He was also influenced by Benjamin Franklin's biography, where Franklin says he forbade himself from using language that communicated a fixed opinion, like "certainly" or "obviously," and instead adopted "I imagine" or "it appears to me."<sup>28</sup> (Conflict Management)

For self-renewal, Buffett plays bridge 12 hours a week and is an avid University of Nebraska football fan. Warren Buffett's successes in business, in understanding and managing himself, and in managing other high-powered individuals reflect his mastery of many of the Emotional Intelligence competencies. He is also a notable philanthropist, having pledged to give away 85% of his fortune to the Gates Foundation. (Service Orientation)

Below are the EI competencies for Warren Buffet, which show stars shining across all four clusters.

### Key Strengths/Competencies

- Accurate self-assessment
- Confidence
- Initiative
- Achievement orientation
- Adaptability
- Service orientation
- Trustworthiness
- Inspirational leadership



- Communication
- Influence
- Building bonds
- Developing others
- Conflict management
- Teamwork and collaboration

### Derailers

- No major ones noticed

### EI Ratings: Warren Buffett

	PERSONAL	SOCIAL
<b>Understanding</b>	Self ★	Others ★
<b>Managing</b>	Self ★	Others ★

### CARLY FIORINA

Carly Fiorina is a good example of the resiliency that Warren Bennis said is the key attribute of a leader. Since leaving the CEO position of Hewlett Packard (HP) in 2005 under pressure from her board of directors, Fiorina has reemerged into the spotlight—one, as a breast cancer survivor, and two, as a candidate for the Senate from the state of California. She said her breast cancer experience steeled her for a rough-and-tumble campaign against Barbara Boxer.

In 2008 Fiorina also showed that she could follow the lead of others in a new realm as she supported John McCain. During McCain's run for office, Fiorina acted as his chairman of fund-raising.<sup>29</sup> This political experience has led her to venture out on

her own in politics. She has secured a total of \$2.7 million for her campaign to replace California Democratic Senator Barbara Boxer in the 2010 election.

Fiorina's desire to serve and give back in politics will test her Emotional and Social Intelligence. She demonstrates many of the EI competencies across the personal and social clusters. She was the first woman to head a Dow 30 company and the first "outsider" of HP in 60 years to take the reins of the computer giant. Hewlett-Packard today is a \$72 billion company and Fiorina helped orchestrate the biggest tech merger to date, with Compaq. She set her initial objectives on building a new vision for HP as an Internet company—jump-starting its innovation and recalibrating HP's vaulted culture. *Fortune* magazine said Fiorina is "a world-class risk taker."<sup>30</sup> Her strategy failed, though, in the eyes of her board. The stock price during her tenure was down 50%, where Dell was only down 9%.<sup>31</sup>

In *Fortune* Fiorina was rated #1 of the 50 most powerful women in American business.<sup>32</sup> She is a charismatic leader known for a personal touch. A standard practice of hers is giving balloons and flowers to employees who land big contracts, which inspires intense loyalty and appreciation. (Developing Others/ Empathy)

The *Wall Street Journal* said, "She was an alluring, controversial new breed of CEOs who combine grand visions with charismatic but self-centered and demanding style." She was decisive and had crisp presentation skills and was "accused of valuing boldness over precision and follow-through."<sup>33</sup> Her overused confidence may have turned into a weakness. Inside HP she was a polarized figure who could be abrupt and autocratic. Many high-level executives had quit recently and that concerned the board. Fiorina was becoming more irritated and defensive about her strategy. She failed to empower others as much as she could, and in January 2005 the board wanted to distribute her power and she initially disagreed.

Before HP, Fiorina was at Lucent Technologies, a spin-off of AT&T. She took them public and launched a flashy marketing cam-

paign that repositioned them from a maker of phone equipment to an Internet company. She landed on *Fortune's* cover in 1998 with the caption, "The Most Powerful Woman in American Business." "Affable and strikingly confident, she is a natural leader. At Lucent, she is said to have won the hearts as well as the minds of her staff," (Confidence and Leadership) said Louise Kehoe of the *Financial Times*.<sup>34</sup> Fiorina always said leadership was gender-neutral.

She was selected out of 300 potential CEOs for her ability to:

- Conceptualize and communicate new strategies
- Deliver on quarterly financial goals with operational savvy
- Bring urgency to the organization with powerful vision
- Drive a new net vision through the company with strong management skills (Leadership, Change Catalyst, Influence, and Communication)

She is very customer-focused and understands that what the customer needs is not always what he or she asks for (Service Orientation). She is up at 4 A.M. to feed her birds and work out. "It's a good thinking time," she says. (Self-Management)

Fiorina's father is a federal court judge and law professor. Her mother was a painter and was the strongest person she knew. Fiorina has a B.A. from Stanford and went to law school at UCLA, before dropping out. As a child, Fiorina moved frequently. "I always landed in a whole new place . . . You learn to be self-reliant. It didn't scare me anymore."<sup>35</sup>

Fiorina spends a lot of time boating with her husband of 17 years, who is retired, and she has two stepdaughters and a 3-year-old granddaughter.

### Key Strengths/Competencies

- Developing others
- Empathy
- Confidence
- Change catalyst


- Influence
- Communication
- Service orientation
- Leadership
- Initiative
- Achievement orientation

**Derailers**

- Confidence (overused)
- Initiative (overused)
- Drives others too hard
- Self-promotion

From above, Carly Fiorina is clearly a Star in three clusters, but her overused confidence, an inability to accurately assess her strengths and weaknesses, and not delegating authority to others may have led to her resignation. Whether her stardom will rise again in politics will be determined by voters versus a board.

**EI Ratings: Carly Fiorina**

	PERSONAL	SOCIAL
<b>Understanding</b>	Self 	Others ★
<b>Managing</b>	Self ★	Others ★

**JEFFREY IMMELT**

Jeffrey Immelt was appointed Chairman of the Board and CEO of General Electric (GE) on September 7, 2001. Founded in 1892, GE is one of the most powerful and respected companies in the world, with over 300,000 employees in 160 countries, representing 11 financial, services, and technology businesses. GE is the country's biggest exporter with 60% of their revenue from outside the U.S.<sup>36</sup>

In 2006 *Fortune* reported that GE was rated #1 in the World's Most Admired Companies for the sixth time in eight years.<sup>37</sup>

During the Great Recession it dropped to #9 in 2009 and #16 in 2010. John Chambers, CEO of CISCO, rated Immelt as the CEO he most admires and stated, "The job that GE and Jeff Immelt have done is the best in business. You learn a lot about a person and a company during the tough times."<sup>38</sup> Immelt is on President Obama's economic recovery advisory board.

Immelt's initial entry into GE was challenging. Not only did he follow the legendary Jack Welch, who had been CEO for twenty years, but he also took his new position only four days before 9/11 and the collapse of the World Trade Center. His leadership has been highlighted by weathering many storms and much criticism, but Immelt has pulled through and shined because he has demonstrated many of the EI competencies in his long and distinguished career.

In 1994, when Immelt was vice president of GE Plastics American, he almost got fired for poor performance. Instead of reaching his 20% profit goal, he delivered only 7% in earnings growth with a missed income of approximately \$50 million!

In an interview with *Fast Company*, Immelt recalled the dramatic subsequent events. During the annual leadership meeting in 1995, he was actively avoiding having the "tough talk" with Welch and tried to escape the auditorium. Welch grabbed him as he was slipping away and said, "Jeff I am your biggest fan, but you just had your worst year in the company. Just the worst year. I love you and I know you can do better. But I'm going to take you out if you can't get it fixed."<sup>39</sup> (This is a good example of tough empathy from Welch.)

"Even though I came close to being fired," Immelt added, "I never considered quitting. I knew the issues were my fault and I didn't want to let my people down." He described this experience as the most painful time in his entire career. But Immelt is highly adaptable, and he reflected, "Surviving a failure gives you more

self-confidence. Failures are great learning tools—but they must be kept at a minimum.”<sup>40</sup> (Trustworthiness, Confidence, Adaptability)

“There was only one person who thought I had a future at GE then, and it was me.” He stated that at meetings people thought he was a “dead man walking.” Immelt learned that no one was going to define who he was and only he could get himself out of the fix.<sup>41</sup> (Initiative, Achievement Orientation)

Immelt had been in training for the CEO position for 20 years. He started working at GE in 1982 and held global leadership roles in many of GE’s businesses. He earned a B.A. from Dartmouth, where he also played football, and an M.B.A. from Harvard University. He worked at Proctor and Gamble in 1978, where Steven Ballmer, now CEO of Microsoft, was his office mate.

Immelt can be a firm leader but not the bully Welch was. He has fired friends, but did it in a nice way, even calling them after they left to see how they were doing.<sup>42</sup> (Conflict Management) Since being named Chairman-elect in 1999, Immelt also made it a point to engage a wider spectrum of people; now 50% of all senior executives and 54% of new corporate officers are women, minorities, or foreign employees.<sup>43</sup>

Immelt is highly optimistic and keeps his focus on the future and how to make it better. “I’ve always believed the future is going to be better than the past . . . and I believe I have a role in that.”<sup>44</sup> In talking about how to motivate others to get through tough times, Immelt emphasizes the need to be straight with people. “You need to let them know where you are and communicate how the road looks for them.”<sup>45</sup> (Inspiring Leadership, Change Catalyst) His father worked at GE for 38 years, and Immelt personally experienced the effects of a good or bad boss on his father’s motivation and the whole family’s sense of well-being. (Empathy)

In a talk Immelt gave to the Military Academy at West Point in 2009, he emphasized, “The agenda for our country and the complexity of our challenges require us to rethink what aspects of lead-

ership we need to emphasize. . . . It takes courage to rethink your leadership paradigm. But I recognized that if I wanted the company to change, that I would have to change myself. And, a good leader is never too old to learn”<sup>46</sup> (Accurate Self-Assessment)

One of the best practices he identified to improve on and shared with the cadets was listening. “I decided that I needed to be a better listener coming out of the crisis. I felt like I should have done more to anticipate the radical changes that occurred. To that end, about twice each month, I invite one of our top 25 leaders to a Saturday session where we talk about the company, the future, and each other. At that session, we are ‘two friends talking.’ I encourage an open critique of each other. Listening in this way has built trust and commitment. My top leaders want to be in a company where their voice is heard.”<sup>47</sup> (Building Bonds, Developing Others)

Immelt spends four to five days a month with customers as well as attending two town-hall meetings per month with hundreds of customers. He initiated “dreaming sessions” with them. Together, Immelt and customers brainstorm where the business will be in five to ten years. (Service Orientation) In 2010 GE will spend almost \$6 billion to launch 100 new products.

GE spends more than \$1 billion a year on training and education programs. Immelt says he spends 30% of his own time teaching and coaching. This is a huge commitment to leadership development and follows a practice of Welch’s, who was known to spend more than 50% of his time teaching leadership to his people.<sup>48</sup> (Developing Others)

Immelt’s ritual around self-management and renewal includes getting up every morning at 5:30 and working out for an hour on the treadmill, stair stepper, and elliptical trainer while watching the news and sports.<sup>49</sup>

Following are the EI competencies for Jeffrey Immelt, shining with stars across all four clusters.

## Key Strengths/Competencies

- Accurate self-assessment
- Confidence
- Initiative
- Inspirational leadership
- Achievement orientation
- Adaptability
- Change catalyst
- Service orientation
- Empathy
- Trustworthiness
- Conflict management
- Influence
- Organizational awareness
- Developing others
- Building bonds

## Derailers

- No major ones noticed (. . . yet!)

## EI Ratings: Jeffrey Immelt

	PERSONAL	SOCIAL
<b>Understanding</b>	Self ★	Others ★
<b>Managing</b>	Self ★	Others ★



## SERGEY BRIN

Sergey Brin is one of the founders of Google, Inc. (along with Larry Page). Google started in 1998 in a garage in Menlo Park, California, 106 years after GE began. In August 2004 Google went public in an unconventional initial public offering (IPO) at \$85 and raised \$2 billion, which was the largest IPO ever. Google has been on a hot streak. Its fortune went up \$5.5 billion in 12 months. Google was #4 of the World's Most Admired Companies in 2009, and it was #2 in 2010.<sup>50</sup>

In reviewing Google's meteoric rise, I wanted to examine what EI competencies supported its huge success and chose to profile Sergey Brin to find out more. Much of what is determined for him is also true for Larry Page, and many of the EI competencies can be inferred from the environment they created together at Google.

Brin and Page are both listed as #24 in the 2010 *Forbes Magazine* featuring the richest people in the world, with a net worth of \$17.5 billion. They also made 1,000 of their now 6,000 employees instant millionaires with their IPO. Brin and Page dropped out of their Ph.D. programs in Computer Science at Stanford, in their words, to “Change the world’ through a search engine that organizes every bit of information on the Web for free.”<sup>51</sup> (Inspirational Leadership)

When they first met, they found each other obnoxious. They argued constantly about random issues, but this behavior soon turned into an intellectual game with the goal of persuading each other over to their viewpoint. Finally, they discovered common ground when it came to solving one of computing's biggest challenges—how to retrieve relevant information from a massive set of data. Today, they still debate in a shared office where they make most decisions together. They also personally approve the hiring of nearly every new employee.<sup>52</sup>

Brin and Page's vision for the future is: “The perfect search engine would understand exactly what you mean and give back exactly

what you want.” They agree that it is a far-reaching vision requiring research, development, and innovation. (Inspirational Leadership)

*Google* is actually a noun, a number followed by 100 zeros spelled “googol,” but Brin and Page were confused about the spelling and stuck with “Google.” Today, Google is synonymous with the Internet and has quickly become a verb. It is used in over 100 different languages with daily searches numbering over 250 million and indexes over 8 billion Web pages.

Sergey was born in 1973 in Moscow, Russia. His father, Mikhail, has a Ph.D. in Mathematics and teaches at the University of Maryland. His mother is also a mathematician and worked as a civil engineer. The family was forced to flee Russia in 1979 because of anti-Semitism.

Sergey has been interested in computers since he received his first Commodore 64 at age nine. He was known as a “math whiz” and one of his classmates recalled that he was “quite cocky about his intellect,” often challenging his teachers. He graduated from the University of Maryland with a B.A. in Mathematics and Computer Science in 1993 at the age of 19 and then earned an M.A. in Computer Science in 1995 from Stanford. Sergey is confident, fit, and outspoken.<sup>53</sup> (Achievement Orientation, Initiative, Confidence)

In response to a question about Google being the highlight of his career, he said, “I think it was the smallest of accomplishments that we hope to make over the next 20 years. But I think if Google is all we create, I don’t think I would be very disappointed.”<sup>54</sup> (Inspirational Leadership, Achievement Orientation)

“We run Google a little bit like a university. We have lots of projects, about 100 of them. We like to have small groups of people, three or so people, working on projects. . . . The only way you are going to have success is to have lots of failures first.”<sup>55</sup> (Teamwork and Collaboration, Building Bonds, Change Catalyst)

“Obviously everyone wants to be successful, but I want to be looked back on as being very innovative, very trusted, and ethical and ultimately making a big difference in the world.”<sup>56</sup> (Trustworthiness)

More competencies are revealed about the Google culture by looking at the 10 things Google has found to be true, listed on their website:

1. Focus on the user and all else will follow. (Service Orientation)
2. It's best to do one thing really, really well. Google does search and has applied that unique ability to new products (i.e., Nexus One Smartphone, Chrome Browser, and updated Google Maps). (Conscientiousness)
3. You can make money without doing evil. There are no ads on their search page. (Trustworthiness)
4. The need for information crosses all borders. (Service Orientation)
5. You can be serious without a suit. Brin and Page think work should be challenging and the challenge should be fun. They put their employees first when it comes to their daily life. It is a highly communicative environment with few walls, free food at its cafeteria, subsidized massages and haircuts, and many parties. Each team member is given one day a week to spend on their own pet projects. (Teamwork and Collaboration, Building Bonds, Communication, Developing Others)<sup>57</sup>

Below are the EI competencies for Sergey Brin, shining with stars across all four clusters.

### Key Strengths/Competencies

- Confidence
- Initiative
- Inspirational leadership
- Achievement orientation
- Adaptability
- Change catalyst
- Service orientation
- Trustworthiness

- Communication
- Influence
- Building bonds
- Developing others

### Derailers

- No major ones noticed (. . . yet!)

### EI Ratings: Sergey Brin

	PERSONAL	SOCIAL
<b>Understanding</b>	Self ★	Others ★
<b>Managing</b>	Self ★	Others ★

### PETE CARROLL

After establishing the University of Southern California (USC) as the most successful college football program of the 2000s, Pete Carroll took on a new challenge in returning to the NFL as the head coach and executive vice-president of the Seattle Seahawks. In Seattle, Carroll hopes to make a name for himself in the pro ranks, where he was once regarded as a failure. According to the *LA Times*, “He has always thought that he would have won more games in his last NFL go around had he been given personnel control. In his decision to leave USC for the Seahawks, that was a non-negotiable.”<sup>58</sup> (Confidence) Carroll is the final word on Seahawks personnel moves. He left USC with an astounding winning record of 97-19 (85.6%). In May 2008, Carroll was named the coach who did the most to define the first 10 years of the BCS (Bowl Championship Series) era.

When Carroll arrived at USC in 2001, they had been 56-39-2 the eight years prior. They were 5 and 7 in 2000, the year before Carroll arrived. His record was a remarkable feat of national

reemergence, teamwork, and leadership, attributable to Carroll's unorthodox coaching style, which is rife with EI competencies. He is known as a "player's coach" versus an authoritarian command, control type of coach.

A football coach focuses most of his time on developing the talent of players and their ability to function together as a highly effective team. The best corporate leader may be focusing as much as 50% of his or her time on development, but that is rare indeed. Examining the leadership of Carroll uncovers many valuable examples of successfully applying Emotional Intelligence skills and tools to sports and business.

Carroll was actually the fifth choice of coaches considered suitable to reenergize the USC Trojans. Other coaches such as Dennis Erickson of Oregon State, Sonny Lubick of Colorado State, Mike Belotti of Oregon, and Mike Riley from the San Diego Chargers either were not interested in USC or didn't work out. Although Carroll had spent 16 years in the professional football world and was head coach of the New York Jets and New England Patriots, he had a less than overwhelming 33-31 record; plus, he was fired from each head coach job. USC was concerned about whether he had what it takes to coach in the college ranks, but in his interviews his enthusiasm and concise plan for rebuilding the team were impressive. (Conscientiousness) The assistant athletic director said, "Pete was just so amazingly engaging. His enthusiasm and his energy mixed with his expertise."<sup>59</sup>

Carroll is confident, enthusiastic, always pushing, striving to improve, and not afraid to take risks. These traits were highlighted in his USC years of risk-taking and bold moves in player selection while in Seattle. He said, "The last thing I want to do is sit back and see what happens. I want to get it and make opportunities."<sup>60</sup> (Confidence, Achievement Orientation, Initiative, Inspirational Leadership)

Carroll was a defensive back in college at the University of the Pacific and won all-conference honors as a safety in 1971 and 1972. After an unsuccessful shot at the pros, he returned to graduate

school at Pacific. There Carroll learned about the Human Potential movement, sports psychology, and read Tim Gallwey's *Inner Game of Tennis* and Abraham Maslow's *Religions, Values, and Peak Experiences*. These experiences and books resonated with him and opened him up to a new leadership style.

As a young coach, he applied what he learned in the classroom to the practice field. After some tough seasons, he asked his defensive backs who were having problems which coverages they felt most comfortable with and which techniques they wanted to practice more. This approach was rather unconventional compared to the traditional football hierarchy, which would rarely engage players in team or coaching strategies. Carroll recalled that his players were rejuvenated by the meeting. One of his coaches, after hearing what he had done, said, "Wait just a damn minute, boy. Don't you ever ask them what they want. You tell them what they need."<sup>61</sup> Carroll was totally deflated by this.

This didn't last long, though, as he was quickly identified as an up-and-coming coach with special talent. In the pros, he refined his leadership style when dealing with players one-on-one, sometimes cracking the whip and other times talking to them about their life. He certainly was not the authoritarian coach of a Bear Bryant or Bill Parcells. "That can be a great way to teach, but it's not for me. I get more out of you if I connect with you. Instead of knocking you down . . . I'm going to build you up."<sup>62</sup> He tries to understand the player and figures out the best way to inspire them. (Accurate Self-Assessment, Developing Others, Building Bonds)

After three years working with the New England Patriots, Carroll was fired and took a year off from coaching to reflect. He read a book by the late John Wooden, UCLA's legendary basketball coach, and Wooden's concept of "knowing exactly what you want to get done" was inspiring for him. He thought about what felt natural for him as a coach and recognized it was his energy, optimism, and desire to relate directly with his players. "That's who I am." If he believed in himself he figured the players would too.<sup>63</sup> Carroll

decided to make only fine adjustments within his leadership style and stay with his strengths. (Emotional Self-Awareness, Accurate Self-Assessment, Trustworthiness, Communication)

The successes Pete Carroll has had at USC are a great example of Emotional Intelligence in action. He stayed with his strengths and made only small micro-initiatives in his leadership that created a macro impact. It is a tribute to the competencies of knowing himself, motivating himself, developing empathy and strong bonds with his players, and creating a strong vision of teamwork and leadership that the players, the university, and the USC community have all embraced and celebrated. Now he will use his EI skills to do the same with the Seattle Seahawks.

Below are the EI competencies for Pete Carroll, shining with stars across all four clusters.

### Key Strengths/Competencies

- Confidence
- Initiative
- Accurate self-assessment
- Inspirational leadership
- Achievement orientation
- Adaptability
- Change catalyst
- Empathy
- Trustworthiness
- Communication
- Influence
- Building bonds
- Developing others
- Teamwork and collaboration

## Derailers

- Possibly overused confidence and optimism

## EI Ratings: Pete Carroll

	PERSONAL	SOCIAL
<b>Understanding</b>	Self ★	Others ★
<b>Managing</b>	Self ★	Others ★

## MEG WHITMAN

Meg Whitman resigned as CEO of eBay in 2007. Her leadership skills turned to teaching as she stayed at eBay through 2008 in order to advise the new CEO, John Donahoe. By the end of that year she was officially recognized for her leadership aptitude by being inducted into the U.S. Business Hall of Fame. In her decade at the helm she took eBay from a start-up to an \$8 billion global powerhouse, revolutionizing the way goods are bought and sold online. As a matter of fact, eBay has been the “fastest growing company in history, faster than Microsoft, Dell, or any company during the first eight years of its existence.”<sup>64</sup> *Fortune* magazine twice named her the most powerful woman in business. Whitman is running to be the first woman governor of California in 2010.<sup>65</sup>

One of the first things that attracted Whitman to eBay, then a two-year-old start-up in 1998, were the company’s values that people are basically good, everyone has something to contribute, people should be treated respectfully, and an honest, open environment can bring out the best in people. The second thing she was impressed with, as a business executive, was the growth at 70% per month and costs so low that their profits were 85% of revenue. She saw that eBay is a company of the future, with no factories or



inventories, and where the customers do the work.<sup>66</sup> In 2000, when revenues were \$431 million, Whitman announced that eBay would reach \$3 billion in 2005. (Initiative, Leadership, and Achievement Orientation) “Few investors believed in her, and even her board had doubts.”<sup>67</sup>

Whitman was the youngest of three children and grew up in Long Island, New York. She went to Princeton University and majored in Economics and then attended Harvard Business School. She has always been driven and even had the *Wall Street Journal* delivered to her dorm room as an undergraduate. Whitman studied brand management at Proctor and Gamble and strategy at Bain Consulting. She then worked at Disney, Stride Rite, Florist Transworld Delivery (FTD), and Hasbro.

As president and CEO of FTD, Whitman had her first taste of the limelight. In 1995 she rejuvenated the brand and it became a profitable private company. She was attractive to eBay because of her consumer marketing background. Whitman demonstrated her adaptability, leadership, and change management skills numerous times at eBay. She fended off competition, hired a top technology chief at all costs, and survived a 22-hour website crash, which she called a “near death experience.” eBay’s purchase of PayPal was risky yet successful. Terry Semel, former CEO of Yahoo!, called it “a great acquisition.” (Adaptability and Change Catalyst)

eBay’s success is built on service orientation. Whitman herself responded to many customer emails. The company responds to emails in 24 hours or less and maintains customer loyalty, and more than half of the eBay referrals are from customers. Listening to customers and providing for their needs had helped Whitman expand the company and maintain the “small-town feel on a global scale.” (Service Orientation) Onstage before several thousand customers, she told them, “eBay’s success will always be based on your success. eBay reaffirms my faith in humanity. eBay is proof that people are basically good.”<sup>68</sup> (Empathy and Leadership)

In her 2010 book, *The Power of Many*, she describes her key leadership values, many of which align with the EI competencies. She writes, “I believe that being willing and able to actively listen is a vital skill for any leader. Not only is listening the right thing to do, an antidote to arrogance, it also leads to all sorts of competitive advantages.” She saw the value of “the power of many” in building the eBay community and wants to empower California voters to experience its benefits.<sup>69</sup> (Communication)

Whitman was not flashy or charismatic like other CEOs, but yielded her power in a folksy den mother approach where she is nurturing values. She is non-threatening, easy to talk to, and self-effacing. She called herself “frumpy but I deliver.” (Trustworthiness) Terry Semel of Yahoo! says, “Meg is Meg. She is exactly who you meet. She is smart, straightforward, and to the point. She’s just really nice to do business with.”<sup>70</sup> Clearly Meg Whitman is a Star Performer in all four clusters.

Whitman’s net worth is \$1.2 billion, and she pledged not to accept a salary if elected to Governor. Her husband is a neurosurgeon at Stanford. She recharges herself by spending time with her family, escaping a few times a year to go fly-fishing at her husband’s family farm in Tennessee.

### Key Strengths/Competencies

- Confidence
- Initiative
- Leadership
- Achievement orientation
- Adaptability
- Change catalyst
- Service orientation
- Empathy
- Trustworthiness

- Conscientiousness
- Influence
- Organizational awareness
- Communication

### Derailers

- Possibly overused confidence

### EI Ratings: Meg Whitman

	PERSONAL	SOCIAL
<b>Understanding</b>	Self ★	Others ★
<b>Managing</b>	Self ★	Others ★

### BILL CLINTON

Bill Clinton, our 42<sup>nd</sup> president, exemplifies a derailed leader because of his failings on the personal competencies. He was and is extremely socially competent, capable of knowing “how to feel people’s pain” and provide social services to the masses. (Empathy and Service Orientation) Clinton was one of our best and most charismatic communicators. As president, he communicated a compelling vision in his re-election campaign, with the potent phrase “cross the bridge with me to the new millennium.” (Leadership and Communication) He was excellent at championing change: using his influence and persuasion skills, he built a strong team among his cabinet to react quickly and effectively to political issues. (Influence, Teamwork, and Change Catalyst)

In his first year out of office he made \$9.2 million in speaking fees, charging \$75,000 to \$350,000 per speech. “In cold hard cash it is

almost certainly the most ever. The guy still fascinates people,” said Stephen Hess, a presidential expert at the Brookings Institution.<sup>71</sup>

In addition, Clinton signed a reported \$10 million contract with Alfred A. Knopf, Inc., to write his memoirs, a deal believed to be the biggest ever for a nonfiction book. The book came out in July 2004 and was also the biggest debut for a nonfiction book, with 2.575 million copies printed.

Clinton has started the Global Initiative, which has brought together political and business leaders for humanitarian projects. The Initiative has already raised over \$2 billion for more than 200 projects around the world. His post-presidential career is emulating Jimmy Carter’s, focusing on human rights. Clinton’s work with AIDS is “already saving hundreds of thousands of lives and promises to save millions more.”<sup>72</sup> He has partnered with Presidents Barack Obama and George H. W. Bush as one of the faces of the Haiti earthquake relief campaign.

The social competencies are going to keep Clinton in the public eye and continue to make him a fortune. Yet the personal competencies derailed him. (Self Awareness, Accurate Self-Assessment, and Self-Control) He was only the second president to be impeached, when he was charged with perjury and obstruction of justice in regards to his relationship with Monica Lewinsky. The senate acquitted Clinton, but the mistakes in his personal life have forever tarnished his legacy as a president.

Clinton certainly had some blind spots in understanding and managing himself. There were gaps between the awareness of his feelings and understanding the implications of his feelings. He failed to manage his impulses and was unable to publicly admit his mistakes. One would think the charges of his having extramarital affairs during the 1992 Democratic primaries would have forced him into planning ways of exerting more self-control in the future. Why would he risk all that he had worked so hard for to have momentary pleasures? From a cognitive perspective it certainly doesn’t make

sense, but Clinton's lack of emotional awareness overpowered his rational side and muted all the strengths he portrays in the social competencies.

In his book and interviews he states: "I think I did something for the worst possible reason—just because I could. I think that's just about the most morally indefensible reason that anybody could have for doing anything. When you do something just because you could . . . I've thought about it a lot. And there are lots of more sophisticated explanations, more complicated psychological explanations. But none of them are an excuse . . . Only a fool does not look to explain his mistakes."<sup>73</sup>

### Key Strengths and Competencies



- Empathy
- Service orientation
- Leadership
- Communication
- Influence
- Teamwork
- Change catalyst
- Initiative
- Adaptability
- Building bonds
- Organizational awareness

### Derailers

- Low self-awareness
- Inaccurate self-assessment
- Low self-control
- Low trustworthiness

This graph illustrates Clinton's undeveloped and Star competencies.

## EI Ratings: Bill Clinton

	PERSONAL	SOCIAL
<b>Understanding</b>	Self 	Others ★
<b>Managing</b>	Self 	Others ★

## EARVIN “MAGIC” JOHNSON

Only an elite handful of athletes have ever dominated their sport so thoroughly and with as much flair as Earvin “Magic” Johnson Jr. did throughout his storied basketball career. Magic Johnson is widely recognized as the greatest point guard ever to play the game and has become the standard for excellence at his position. Despite all his endless accolades as a basketball player, however, Johnson is more proud of his post-basketball accomplishments as an entrepreneur and community leader that displays many of the EI competencies. He states in his book *Earvin “Magic” Johnson: 32 Ways to Be a Champion in Business*, “I am grateful for my experiences as an athlete. Yet the rewards of my entrepreneurial endeavors have been even more fulfilling. I’ve learned that creating jobs and providing goods and services to urban communities beats even five NBA championships.”<sup>74</sup> (Service Orientation) Magic Johnson Enterprises encompasses numerous business ventures and is valued at over \$700 million, while also investing in the development of at-risk urban communities. Through his strategic partnerships with the likes of Starbucks, 24 Hour Fitness, and T.G.I. Friday’s, Johnson has invested \$1.5 billion to raise the quality of life in cities such as Atlanta, Baltimore, Chicago, Cleveland, Las Vegas, Los Angeles, Miami, and Washington, D.C.

Johnson was one of nine brothers and sisters growing up in Lansing, Michigan. As a child his basketball heroes were Wilt Chamberlain and Bill Russell. His real role models and mentors, though, were

two neighborhood entrepreneurs, Joel Ferguson and Greg Eaton. Their holdings included banks, community developments, apartments, television stations, janitorial services, and car dealerships. Johnson worked for them in high school. They were self-made millionaires who really cared about the community and built affordable housing for low-income and elderly residents. One night Greg Eaton saw the young Magic sitting at his desk and asked him, “What are you doing?” Johnson said, “Just seeing how it feels. One of these days I am going to be a businessman and have my own.”<sup>75</sup> (Initiative, Achievement Orientation)

A tremendous basketball talent from the outset, Johnson earned the moniker “Magic” at age 15 after posting an exceedingly rare “triple-double” of 36 points, 18 rebounds, and 16 assists. Johnson led his high-school team to win the Michigan State Championship game. He won the NCAA college championship with Michigan State and was voted the most valuable player, was the first draft pick of the NBA in 1979, and went on to win the NBA championship in his first year as a professional for the Los Angeles Lakers, taking home the finals most valuable player trophy. The Lakers won the championship four more times in Johnson’s 14 years as a pro under his leadership and unselfish play. Truly, his real magic was in making his teammates better. He possessed an acute awareness of how his teammates played that allowed him to predict where they would be on the court before they even got there. He enjoyed making assists to his teammates more than his own scoring. (Leadership, Teamwork and Collaboration)

Growing up in a working-class family in Lansing, Michigan, Johnson’s entrepreneurial father played a crucial role in developing leadership and interpersonal skills in young Magic. Earvin Sr. didn’t care if Magic had starred in a victory on Friday night. He would wake Magic up at 6 A.M. on Saturday to help him with his waste disposal business, often in sub-freezing temperatures. After Magic complained once about the tediousness of the work, Earvin Sr. promptly told his son that his business was not merely about picking

up trash; they were taking care of people. Magic carried this focus on people rather than tasks over to his career in both basketball and business. (Service Orientation and Influence)

Though Johnson had early success in his career, he also had to deal with failures and setbacks. In 1989, at the peak of his illustrious career, Magic Johnson revealed to a shocked nation that he had contracted HIV and was retiring from basketball. The sports world seemed to stand still for a moment as fans and passive observers alike were left dumbfounded by the news. This startling end to one of the greatest sports careers ever led many critics to promptly declare that Johnson's life was over. Indeed, it would have been easy for him to slink into the shadows and rest on the laurels of his past successes, but he possessed an uncanny ability to adapt to new situations. This adaptability, coupled with optimism and a passion to serve, propelled him toward success in his life after basketball.

One of Johnson's early business ventures, though, never made it off of the ground, in large part because Johnson overestimated his talents. The venture in question was a sports memorabilia store for which Johnson handpicked the clothing the store would carry. He found out the hard way that his own tastes did not reflect those of his customers. In his book, Johnson credits his tremendous accomplishments in the business world to a willingness to "check my ego at the door." This story provides an apt example of the way that overestimation of one's skills can become a derailer. However, Johnson was able to recognize his own weaknesses and change his business strategy accordingly. (Accurate Self-Assessment, Trustworthiness)

Johnson in his book highlights many of the EI competencies that have made him successful.

- **Vision:** One of his first lessons about vision was from his father's view of his business. Johnson states, "The vision should give your business or career purpose and meaning beyond paying the bills."<sup>76</sup>
- **Emotional Self-Awareness and Emotional Self-Control:** "When fears plant themselves in your mind, they take on



more power. We give them power. That's why it is important to recognize what they are. Fears are emotions. They are not real. You can walk right through them if you just make yourself take the first step, and keep going."<sup>77</sup>

- **Hiring and Developing Others:** "I don't hire people to work for my company. I hire them to *be* my company. . . . The quality of people you hire determines how successful your business will be."<sup>78</sup>
- **Focus on Strengths:** "Build on your strengths, and you will overcome your weaknesses." Johnson talks about how Michael Jordan failed at a baseball career and he himself failed as a late-night talk host after eight weeks on Fox. He states, "Rarely can you turn a weakness into a strength. Greatness is achieved by building on strengths and managing your weaknesses so they do not matter."<sup>79</sup>

"What I'm trying to do [is] leave a legacy for . . . minority people," Johnson said. "I've always considered myself more than just a basketball player."

Below are the EI competencies for Magic Johnson, which show stars shining across all four clusters.

### Key Strengths/Competencies

- Emotional self-awareness
- Emotional self-control
- Confidence
- Initiative
- Achievement orientation
- Adaptability
- Change catalyst
- Service orientation
- Trustworthiness

- Communication
- Inspirational leadership
- Influence
- Building bonds
- Developing others
- Teamwork and collaboration

### Derailers

- No major ones noticed

### EI Ratings: Earvin “Magic” Johnson

	PERSONAL	SOCIAL
<b>Understanding</b>	Self ★	Others ★
<b>Managing</b>	Self ★	Others ★

### LACK OF SELF-CONTROL AND THE INABILITY TO DELAY GRATIFICATION

It is apparent that lack of impulse control or self-control is a common theme for leaders who have derailed. This weakness is contradictory to our need for someone who is consistent, steady, and grounded. If a leader lacks self-control, he or she becomes unpredictable and untrustworthy. No one knows when or to what the leader may react. In primitive terms, this kind of person becomes unsafe and even dangerous to others and the organization. Today it is more and more apparent how blind spots in the personal competencies of executives' Emotional Intelligence have led to the greed, lying, and manipulations inside major corporations such as Enron, Adelphia, and WorldCom, to name a few. “It feels like almost every

Today it is more and more apparent how blind spots in the personal competencies of executives' Emotional Intelligence have led to the greed, lying, and manipulations inside some major corporations.

day a politician, sports figure, or celebrity falls from grace.

Many of these former Star Performers who became fallen heroes had the inability to delay gratification. Goleman talks about the “amygdala hijack,” a situation where your brain’s alarm system overrules executive functioning in the prefrontal lobes.<sup>80</sup>

The amygdala is the brain’s alarm center. It houses the ancient emotional brain, which plays a key role in reacting to emergencies. It also is the center of emotional memory and responds to threats with primitive reactions of fight or flight. The prefrontal lobes of the brain dictate executive functioning, including decision-making, planning, comprehension, reasoning, and learning. For most people, their

prefrontal lobes organize around executive functioning, bringing rational thought and control to the initial amygdala reaction. But it doesn’t always work that way. In Chapter 2 you will learn more about the neuroscience behind the amygdala hijack, how it affects IQ and performance, and about the tools to enhance emotional self-control.

## THE MARSHMALLOW STUDY

Four-year-olds at Stanford Pre-school were each given a marshmallow by a researcher. They were told, “You can have this marshmallow now if you want, but if you don’t eat it until after I run an errand, you can have two when I return.” Some students immediately ate the marshmallow; others contrived all kinds of distractions for themselves to manage the urge to grab and swallow it. This was a longitudinal study and, 14 years later, when the once 4- but now

18-year-olds were evaluated, researchers compared the “grabbers” versus “those who waited.” It turns out that the “grabbers” grew into young adults who displayed tendencies to fall apart more easily under stress, pick fights more often, and have less resistance to temptation in the pursuit of their goals than “those who waited.”<sup>81</sup>

A surprising finding was that “those who waited” also scored an average of 210 points higher on their SAT tests than the “grabbers” did. The amygdala is the source of emotional impulse and distraction. When mediated by the prefrontal lobes—the source of the working memory, executive function, and the capacity to pay attention to what is on your mind—a performer manifests discipline and the ability to put off urges and stay focused with the task at hand.

The “grabbers” and “those who waited” continued to be studied into their late 20s. The researchers discovered that “those who waited” were more intellectually skilled and attentive, better able to concentrate and develop close relationships, and displayed more self-control, dependability, and responsibility in the face of frustration.<sup>82</sup>

### **STRETCHING STRENGTHS: GOING FROM GOOD TO GREAT LEADERSHIP**

There has been a convergence of thought in the last 10-12 years that the best way to be happy and more successful is to identify what you do well and do more of it, and get others to do what you don't excel at. Below are some of the experts' thoughts on leadership and why focusing on your strengths is so important for your development plan.

First, one definition of “a strength” is: “a pattern of behavior, thoughts, and feelings that produces a high degree of satisfaction and pride; generates both psychic and/or financial reward; and presents measurable progress toward excellence.”<sup>83</sup>

In *The Extraordinary Leader*, Zenger and Folkman studied a database of 200,000 questionnaires completed on more than 20,000

leaders who had 360-degree feedback to examine what makes an extraordinary leader. They discovered key findings such as:

- Great leaders make a huge difference when compared to merely good leaders. Leaders in the top 10% produced twice as much revenue to the organization as managers in the 11<sup>th</sup> through 89<sup>th</sup> percentiles. Great leaders also have a positive impact on profitability, turnover, employee commitment, and customer satisfaction and retention.
- “The more great leaders an organization develops, the more it will become an outstanding organization.”
- There is a significant difference in performance when a leader is in the top 20%. Good leaders in the 40<sup>th</sup> to 80<sup>th</sup> percentile are not significantly different from one another in performance.
- The key to developing great leaders is to build strengths.
- If there are “fatal flaws” (derailers), they must be fixed.<sup>84</sup>

Donald O. Clifton and Paula Nelson wrote *Soar with Your Strengths* as a result of research they did with the Gallup consulting firm. Clifton had been pursuing the following question since graduate school, over 50 years before: “What would happen if we studied what was right with people versus what’s wrong with people?” Some of their key findings were:

- “Maximum productivity can be gained from focusing on strengths and managing weaknesses.”
- Understanding strengths leads to knowing the difference between good and great.
- Stop wasting time working on weaknesses.
- You can make more effective decisions by studying what’s right versus what’s wrong.
- Strengths develop best when sufficient time is devoted to a single subject or goal.<sup>85</sup>

Martin Seligman, one of the fathers of Positive Psychology and the author of *Authentic Happiness*, found that the “highest success in living and deepest emotional satisfaction comes from building and using your signature strengths.” His research shows that the happiest people are the ones who are using their strengths the most. “Signature strengths” are defined as strengths that are deeply characteristic of you. Seligman defines the “good life” as “using your signature strengths to obtain abundant gratification in the main realms of your life.” A “meaningful life” he defines as “using your signature strengths and virtues in service of something much larger than yourself.”

**. . . the best way to be happy and more successful is to identify what you do well and do more of it . . .**

Mihaly Csikszentmihalyi is the author of *Good Business* and creator of the term *flow* used in sports and other performances. He states that in “creating oneself, it makes sense to build on one’s strength.” People who are blessed with a particular gift will typically pursue what comes easily to them.

Dan Sullivan coaches thousands of executives to focus on their “unique abilities” and delegate as much as possible the areas they are not good at.

Finally, Marcus Buckingham, who for years worked at Gallup, describes in his new book, *The One Thing You Need to Know*, the difference between good and great management. “Great managers turn a person’s talent into performance.” He states that the three things you must know about a person to manage him or her effectively are strengths and weaknesses, triggers, and his or her unique style of learning. Buckingham sums it up well:

I’ve found that while there are many styles of managers, there is one quality that sets truly great managers apart from the rest: They discover what is unique about each

person and then capitalize on it. Average managers play checkers, while great managers play chess. The difference? In checkers, all the pieces are uniform and move in the same way; they are interchangeable. You need to plan and coordinate their movements, certainly, but they all move at the same pace, on parallel paths. In chess, each type of piece moves in a different way, and you can't play if you don't know how each piece moves. More important, you won't win if you don't think carefully about how you move the pieces. Great managers know and value the unique abilities and even the eccentricities of their employees, and they learn how best to integrate them into a coordinated plan of attack . . . Average managers treat all their employees the same. Great managers discover each individual's unique talents and bring these to the surface so everyone wins.<sup>86</sup>

Identifying your strengths and the strengths of the people you are developing is the *first step* in improving Emotional Intelligence. The *second step* is developing your plan. In your plan the first action is to determine how can you stretch, redeploy, or build on your strengths. The next step is to identify "fatal flaws" that could derail you if not attended to.

**Average managers play checkers, while great managers play chess.**

The EI Star Profile can be used to clarify these strengths and to develop a plan to focus more on your strengths. Using 360-degree feedback, which many organizations do, can also help you identify your strengths so that you can understand how others perceive you. Aside from the ECI administered by the Hay Group, [www.haygroup.com](http://www.haygroup.com), you can use the Emotional Quotient Inventory (EQi) and the EQi 360 from Mental Health Systems, [www.mhs.com](http://www.mhs.com), or the Emotional Intelligence Appraisal from TalentSmart at [www.talent-smart.com](http://www.talent-smart.com) to identify your Emotional Intelligence skills.

See the Additional Resources section for more information about these programs and other resources available to help raise Emotional Intelligence. Also, the website [www.truenorthleadership.com](http://www.truenorthleadership.com) has *free* EI assessment articles and tools.

### **MICRO-INITIATIVES: D.O.D. OF GREAT LEADERSHIP**

Discovering the “degree of difference” (D.O.D.) between good and great leadership has been the focus of many writers. Goleman, Boyatzis, and the Hay Group use the term *tipping point* to describe the behaviors that tip or move a performer into the top 10%. Using your strengths more in a disciplined fashion is the first strategy to improve performance.

In working with organizations and executives, I have found the D.O.D. is made up of doing many small things regularly. I call these “micro-initiatives.” They don’t take a lot of time but are crucial habits for great leaders. The average or good leaders could do them but don’t, as they are often neglected and given lower priority. Zenger and Folkman found that doing five things really well put a leader in the top 10%.<sup>87</sup> Micro-initiatives make a macro impact. Or:

MI = MI

In cycling races or track meets the difference between the winners and the placers can be fractions of a second. Great leaders have a series of actions that separate them from the pack that take as little as 10 seconds and as long as 45 minutes to a few hours. They make the time to do these “micro-initiatives” to foster development for themselves and others. When I coach executives, I often talk about just how long these actions take because the first response of a busy leader is “I just don’t have time.” When we are talking about just how little time it actually

**Great leaders  
have a series  
of actions that  
separate them  
from the pack . . .**



takes to do these micro-initiatives, they usually agree that time isn't the real issue. What is required is commitment and discipline.

Below are a few examples of the "degree of difference" in time and action that separates the great leader from the good leader:

**Average to good leader gives feedback:**

"Mary, thanks for getting the report to me."

**Time** = 3 seconds

**Great leader gives feedback:**

"Mary, terrific job on the report BECAUSE it was well-written. I appreciate you checking in with me during the process. I liked how you collaborated with others on it. It will make us and you look great in the customers' eyes, thanks."

**Time** = 12 seconds

**Average to good leader on relationships:**

Works in his or her office on a project and then takes a break. On the way to the bathroom, nods at a few people and walks past some without even looking. Heads right back to the computer.

**Time** = 2 minutes each time

**Great leader on relationships:**

Takes a break and stops at several people's cubicles to check on how they are doing. Asks about the projects they are working on and inquires about any issues or challenges they are having. The leader then asks, using the person's name, how his or her sick spouse is doing and thanks the person for volunteering for a new task. At other times during the day the leader connects in a similar way.

**Time** = 5 minutes each time

**Average to good leader with a poor performance issue:**

John is not performing as I would like him to. "John, let's make sure you do everything to get this right."

**Time** = 2 seconds

**Great leader with a poor performance issue:**

John is not performing as I would like him to. “John, let’s spend time going over the next assignment together. You haven’t been performing like I know you can and I want to help. You have always met expectations, so tell me what is going on here. I’m sure we can come up with a plan that will make a difference to you. When can we meet?”

**Time** = 18 seconds

**Average to good leader on self-management:**

Thinking to self: “I’d better work through lunch because I am behind and can catch up if I eat at my computer.”

**Time recharging** = 4 minutes

**Great leader on self-management:**

Thinking to self: “I am feeling tired and need to recharge. Going to lunch will help keep things in perspective and I will come back refreshed and better able to deal with these next challenges.”

**Time recharging** = 45-60 minutes

**Average to good leader on managing up with the boss:**

Thinking to self: “I am not sure what she thinks of me or how I am doing. I know she is very busy and probably doesn’t need another interruption. I’ll stay away unless she needs something from me.”

**Time with boss** = 15 minutes informally through the week

**Great leader on managing up with the boss:**

Thinking to self: “I am not sure what she thinks of me or how I am doing. I will schedule some time with her and clarify expectations and make sure I am doing what she wants. It will also give me some visibility on my projects. Scheduling a weekly check-in is something that will help me. I will take the initiative to create the agenda and keep the meeting focused. I will also update her on my projects with an email status if that will help her.”

**Time with boss** = 30 minutes weekly

**Time creating email summary** = 25 minutes

If you are not doing these micro-initiatives, these examples can help get you started. Add actions that will move you closer to your goals. As you can see, none of these actions are especially demanding or challenging. When done as a part of an overall leader-

**Stars make a habit of doing what the average performer is uncomfortable doing.**

ship strategy, these micro-initiatives add up to a winning difference. Stars make a habit of doing what the average performer is uncomfortable doing.

For many leaders a few actions will be the “degree of difference” that transforms them into Stars. I like to tell leaders that they are more than likely 85% there already. We are looking for these few actions that will push them into the 90<sup>th</sup> and above percentile. Knowing these small but crucial moves are a mere 5-7% change of habit that will put them in the top 10% makes the process seem easier and builds motivation to act and incorporate these micro-initiatives into their lives.

As you assess your Emotional Intelligence, determine what micro-initiatives you can implement to help move you into the top 10%. Choose one or two actions from the Star Profile and *Coach’s Corner* to incorporate and leap from average to Star Performance.

## COACH’S CORNER ON ASSESSMENTS

This is an opportunity to rate yourself on the key characteristics of being a Star and also to see if there is any evidence of derailers. We all want to know how we measure up on key aspects of success, but you may be apprehensive about assessing yourself. Benjamin Franklin said, “There are three things extremely hard: steel, a diamond, and to know one’s self.” A few tips on taking these assessments:

- These assessments are strictly for your development and you don't have to share the results with anyone. The goal is to identify a few actions that will help in your development. This may mean doing even more of what you do well.
- Be honest with yourself and try not to censor your answers. "There is always a trade-off between how you want to feel and what you want to know."<sup>88</sup>
- Give yourself credit for what you are good at it. Sometimes people under-evaluate themselves on items.
- In filling out these assessments on direct reports, again, be as honest and accurate as you can. This will give you specific information on ways that can assist them on their development.

### **TAKING THE EI STAR PROFILE ASSESSMENT**

This assessment gives you many options to assess your Emotional Intelligence and/or that of your direct reports. It can allow you to see if your top competencies align with what your direct reports see as most important for you and to see how you are doing on these competencies.

There is a tendency to overestimate oneself on the EI Star Profile. Really think about how often you do these behaviors. To do some of these behaviors 50% of the time is challenging and would be a 5. To do something 80% of time or an 8 truly means you have mastered that behavior and are very consistent in doing it.

A good metaphor for the frequency of these behaviors and determining whether you are average or a Star is an exercise regimen. Think of how often an exerciser who is a top 10% performer and is highly effective or exceeds expectations would exercise. Most people would say more than five times a week, where an average or "meets expectations" exerciser does it about three times week. Both performers exercise, but with different frequency. In the same way, you may do the following behaviors, but how regular and consistent are you?

### RANK YOURSELF

- Select which 10 competencies are the most important for your position; those would be ranked with a 1.
- Rank yourself on each competency, keeping in mind how frequently you do each behavior. Remember that if you only do it 50% of the time, that is a 5, and 80% of the time is an 8.

### RANK YOUR DIRECT REPORTS

- Select which 10 competencies are the most important for your direct reports' positions; those would be ranked with a 1.
- Rank your direct reports on each competency, keeping in mind how frequently they do this behavior. Remember, if they only do it 50% of the time, that is a 5, and 80% of the time is an 8.

### ADDITIONAL OPTIONS

- Use the EI Star Profile to get 360-degree feedback. Copy the assessment and have your direct reports, boss, peers, family members, or others rank you on the competencies using the "DR" column.
- Have your boss and direct reports pick the top 10 competencies they think are most important for your position. Compare and discuss their alignment with what you have listed as the top 10.

This assessment is also available at [www.leadingwithEI.com](http://www.leadingwithEI.com).

COMPETENCY	IMPORTANCE	SELF	DR
SELF-AWARENESS	SELF / DR	1-10	1-10
<b>1. Emotional Self-Awareness:</b> Recognizes feelings and how feelings affect him-/herself and his/her job performance			
<b>2. Accurate Self-Assessment:</b> Recognizes strengths and shortcomings and focuses on how to improve			
<b>3. Confidence:</b> Presents in an assured, forceful, impressive, and unhesitating manner			
SELF-MANAGEMENT			
<b>4. Emotional Self-Control:</b> Stays calm, unflappable, and clear-headed in high-stress situations			
<b>5. Trustworthiness:</b> Openly admits faults or mistakes and confronts unethical behavior			
<b>6. Adaptability:</b> Is comfortable with ambiguities and adapts to new challenges			
<b>7. Conscientiousness:</b> Takes personal responsibility to make sure that tasks are completed			
<b>8. Achievement Orientation:</b> Works through obstacles and takes risks to meet his/her challenging goals to continually improve			
<b>9. Initiative:</b> Seizes or creates opportunities for the future			

COMPETENCY	IMPORTANCE	SELF	DR
SOCIAL AWARENESS	SELF / DR	1-10	1-10
<b>10. Empathy:</b> Understands others' perspectives; and says is open to diversity			
<b>11. Organizational Awareness:</b> Understands the political forces and unspoken rules at work			
<b>12. Service Orientation:</b> Is proactive about customer satisfaction and addresses underlying needs			
RELATIONSHIP MANAGEMENT			
<b>13. Developing Others:</b> Gives timely and constructive feedback; mentors			
<b>14. Inspirational Leadership:</b> Communicates a compelling vision; inspires others to follow			
<b>15. Influence:</b> Finds the right appeal to build buy-in; develops a network of influential parties			
<b>16. Change Catalyst:</b> Leads change efforts and champions new initiatives			
<b>17. Communication:</b> Effective give-and-take with others; continually fine tunes his/her delivery			
<b>18. Building Bonds:</b> Builds strong networks and uses them for answers and support			
<b>19. Conflict Management:</b> Understands all sides and finds common ideals to endorse			
<b>20. Teamwork and Collaboration:</b> Is encouraging and draws others into an active commitment for the collective effort			

## NUMBER OF STARS RATED “8” AND OVER

CLUSTER	SELF	DR
<b>Self-Awareness</b>		
<b>Self-Management</b>		
<b>Social Awareness</b>		
<b>Relationship Management</b>		
<b>TOTAL</b>		

Adapted from Goleman, D., Boyatzis, R., and McKee, A. (2002) *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press. Reprinted with permission.

**ARE YOU OR YOUR BOSS DEBILITATING?**

Unless you are the CEO, you have a boss. Even CEOs have a board to report to. What kind of boss are you to your direct reports? Would anyone call you Debilitating? In learning how to be a great leader, it helps to know what bad leaders do so you can avoid those behaviors. The Derailer Detector assessment follows this section so you can determine if any Debilitating behavior plagues you or someone you know.

James is an Information Technology consultant. His boss is a poor communicator. When James’s boss gives James a task, he rarely expresses his expectations. At the end of a project, the boss would inevitably announce that the work was not up to par and would be overly critical. Then he’d demand that James put in extra time to fix the problem. James, of course, was rarely aware of what the problem actually was. This kind of crazy-making leadership has profound and negative impacts. Not surprisingly, James: 1) was angry with his boss and had lost all respect he might once have had for him, 2) had lost valuable personal time and resented that kind of abuse, and 3) didn’t want to do his best work for his boss because he figured he would be criticized no matter what he did. James was zapped of his productive energy and emotionally deflated in his job because of the behavior of his Debilitating Boss.



## WHAT IS A DEBILITATING BOSS?

A Debilitating Boss is a boss who makes his or her employees feel ineffective, inadequate, weak, lacking confidence, confused, and generally under-performing. Often unknowingly, these bosses suck the passion, soul, and energy right out of you by being negative, critical, and confusing. Instead of using your creativity and effort for superior performance, you ruminate about the injustices and unfair treatment at the hands of your boss. These stories of grievances, inequity, and negative emotions spread, expand, and lead to a toxic environment. Any commitment, dedication, or loyalty is wiped out by the Debilitating Boss.

In a study, 40% of employees who rated their bosses as poor said they were likely to leave.<sup>89</sup> Clearly, Debilitating Bosses leave a trail of disheartened, disgruntled, and disengaged workers behind them.

## DISENGAGED WORKERS AND THEIR COSTS

The number one reason most Americans leave their jobs is they don't feel appreciated at work, predominantly by their bosses. The Saratoga Institute reports that 50% of work-life satisfaction is determined by the relationships workers have with their bosses.<sup>90</sup> In a survey of 4 million workers, the Gallup Poll found that 65% of Americans received absolutely no recognition for good work in their last year. The poll also found that 55% are not engaged (i.e., are just putting in time) and 19% of workers are actively disengaged (i.e., unhappy and spreading their discontent or being Debilitating to others). That totals approximately 22 million workers who are: 1) less productive and loyal, 2) more stressed-out, 3) missing more days of work, and 4) less satisfied with their personal lives. The cost to the United States is about \$370 billion annually in economic performance.<sup>91</sup> This is an underestimation because it doesn't take into account absences, illness, and other problems that result from disengagement and bad leadership.<sup>92</sup>

## WHAT EMPLOYEES WANT

Beverly Kaye and Sharon Jordan-Evans in their recent Retention and Engagement Drivers Report had 7,665 respondents. They found the top reasons people stay on the job were:

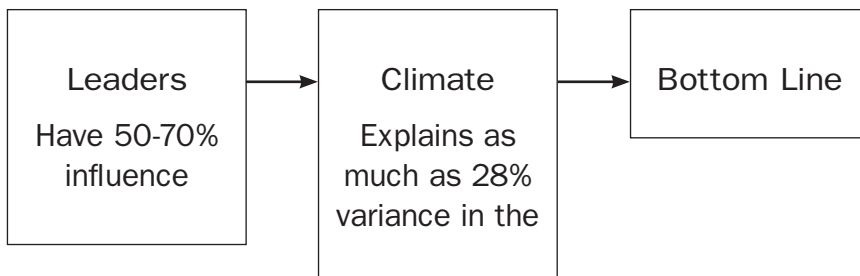
- Exciting work and challenge = 48.4% of respondents
- Career growth, learning, and development = 42.6% of respondents
- Working with great people and relationships = 41.8% of respondents

## POWER OF LEADERSHIP

The Philadelphia-based Hay Group has studied leadership and its effect on the work climate. They evaluated a number of components:

- How clear is the vision of the leadership?
- What are their standards?
- What is expected of the team?
- What is the type and amount of responsibility employees can handle?
- How flexible are they in getting things done?
- What kind of teamwork, pride, and collaboration do they have?

They found that:



In some cases, where the team is small or the leader is very influential, the leader may have a 90% influence over the climate of the team or organization. That is why your relationship with your boss is one of the biggest factors in whether you leave your job or get a promotion.

Good bosses raise the “discretionary effort” of the team. Discretionary effort is the dedication, loyalty, and amount of effort put into a project or assignment.<sup>93</sup> Most employees fail to put in 100% on everything. But if you have a good boss, you usually want to please and do a good job for him or her, and usually you will put more into your assignment. You will check your work more often, ask the advice of others, and think about ways to work smarter. If the effort is discretionary, you put more into it than an employee with a bad or average boss. Small increases in discretionary effort, even 5-10%, can increase productivity and change good performers into great performers.

### THE SOLUTION: IF YOU OR YOUR BOSS ARE DEBILITATING

There is an inoculation that can protect you from the contagion of the Debilitating Boss. You have your Emotional Intelligence competencies to build up, strengthen, and repel their impact on you, such as:

- Managing your impulses and inoculating yourself from your boss
- Communication and conflict resolution skills to interact with your boss in an effective way, to attenuate his or her impact on you, and to feel you stood up for yourself
- Confidence to prevent your boss from getting under your skin
- Achievement orientation to find ways to get your goals accomplished in spite of a Debilitating Boss

- Teamwork and building bonds skills to get others to support you and help in achieving the completion of projects
- Initiative to find yourself another job if you are unable to find your desire and motivation again in this problematic relationship
- If you are a Debilitating Boss, read on; *Leading with Emotional Intelligence* will equip you with some of the basic tools to counter the dark side.

### **TAKING THE DERAILER DETECTOR**

This assessment gives you four options to assess career “derailers” for yourself and your direct reports. Each organization has a different climate, and some may tolerate these derailers more than others, so the risk factors can vary.

### **RANK YOURSELF**

Rank yourself on each derailer, keeping in mind how frequent you do this behavior, 1 = almost never, 2 = once every three months, 3 = once a month.

### **RANK YOUR DIRECT REPORT**

Rank your direct report (DR) on each derailer, keeping in mind how frequent they do this behavior, 1 = almost never, 2 = once every three months, 3 = once a month.

### **ADDITIONAL OPTIONS**

- Use the Derailer Detector to get 360-degree feedback. Copy the assessment and have your direct reports, boss, peers, family members, or others rank you on the derailers using the “DR” column. Compare and discuss the alignment with what you have.

## SCORING

Ideally have someone else score the assessments and average all the scores together so you get an average on each question. You could have your assistant, human resource professional, coach, or a co-worker do that. If not possible you can average the scores yourself.

## AFTER YOU RECEIVE THE ASSESSMENT RESULTS

- Use the Star Performer Action Plan to respond to the questions to develop your plan for building on your strengths, preventing your derailers, and creating support for your changes.
- Look for themes that you see in the results, such as overusing your strengths or not taking enough initiative.
- Discuss the results with your boss or coach.

This assessment is also available at [www.leadingwithei.com](http://www.leadingwithei.com).

YOU	DR
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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- 1. “Smartest person in the room” syndrome:** Has to be right all the time, married to own ideas, and not open to or distrusting of new ideas
- 2. Lack of impulse control:** Emotionally reactive, volatile, abrasive, and follows urges to an unhealthy extreme
- 3. Drives others too hard:** Micromanages and takes over rather than delegates
- 4. Perfectionism:** Sets unrealistic goals; rejects criticism
- 5. Defensive:** Blames others; is inflexible and argumentative
- 6. Risk averse:** Lacks courage to take risks

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | <b>7. Failure to learn from mistakes:</b> Same kind of mistakes show up   | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>8. Lacks insight into others:</b> Can't read others' emotions or reactions                                     | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>9. Doesn't ask for feedback:</b> Misses opportunities to include others for better decisions                   | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>10. Self-promotion:</b> Is attention-seeking; overlooks others' accomplishments for own recognition            | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>11. Lack of integrity:</b> "Unhonest" with self and then others; omits and minimizes                           | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>12. Failure to adapt to cultural differences:</b> Does not change leadership style appropriately               | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>13. Indirect with others:</b> Does not give the hard feedback or make the difficult decisions about people     | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>14. Approval dependent:</b> Needs too much approval before making decisions                                    | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>15. Eccentricity:</b> Unpredictable and odd in behavior  | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>16. Mistreats others:</b> Callous, demeaning, or discounting to others and their needs                         | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>17. Self-interest:</b> Acts in self-interest instead of the interest of the whole organization or larger group | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>18. Insular:</b> Disregards health and welfare of group outside the responsibility of own organization or team | <input type="checkbox"/> |

Count up your number of 2's and 3's

<b>SELF</b>	<b>DIRECT REPORT</b>
-------------	----------------------

2's =	2's =
-------	-------

3's =	3's =
-------	-------

Three or more 2's = Warning signs for derailers

Two or more 3's = At risk to you and the organization!

Now what? If you score or your direct report scores in the “warning” or “at-risk” level, make sure you read and study the next sections. Many suggestions and practices will be helpful in keeping you or your employee on track and more effective.

\*Adapted from Leslie and Van Velsor, *A Look at Derailment Today: North America and Europe* (1996); Byram, Smith and Paese, *Grow Your Own Leaders* (2002); Kaplan, *Beyond Ambition* (1991); Dotlich and Cairo, *Why CEOs Fail* (2002); Kellerman, *Bad Leadership* (2004); and Lipman-Blumen, *The Allure of Toxic Leadership* (2005).

## STRATEGIC USE OF STRENGTHS

How can you use your strengths more strategically? First, look to see if there are some obvious ways your strengths can be used or applied to help beef up some important competencies. Zenger and Folkman use the term *competency companions* to describe how one competency can enhance another.<sup>94</sup>

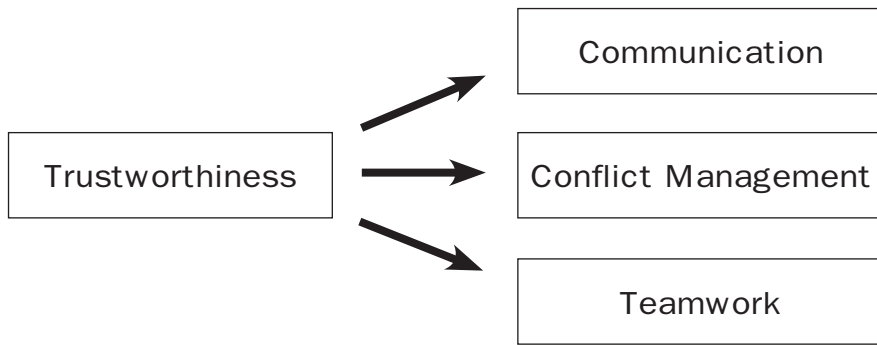
Leaders who scored in the top 10% on the differentiating behavior also tended to score very high on these supportive behaviors. We have called these supporting behaviors ‘competency companions’ or . . . ‘behavioral buddies.’<sup>95</sup>

They list mechanisms that best explain the competency companion phenomenon:

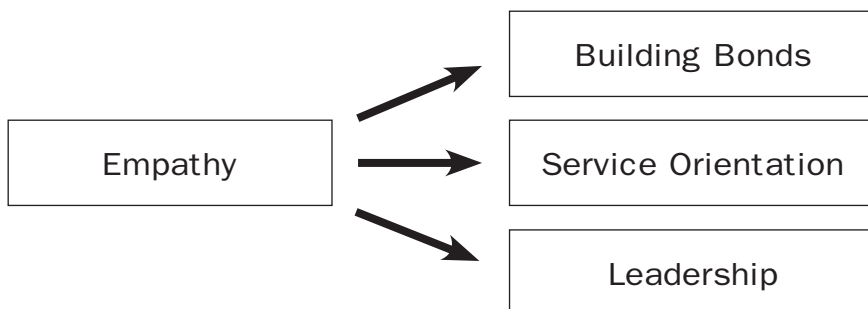
1. Competency companions facilitate the expression of their competencies.
2. Achieving excellence in one behavior helps develop a related behavior.
3. One competency is a building block or main element for another competency.
4. Developing a competency companion can change the skill level of a leader.<sup>96</sup>

Following are a few examples of how you can utilize your strengths to support other areas. I’ve often seen leaders who have great skills in one area but are blind to using the same skills in a

new arena. These examples will help you think about how to stretch your strengths. These groupings have not been statistically established. Each position in an organization may require mastery in some competencies over other ones. You will still need to be skilled in what tools to use in these situations, and *Leading with Emotional Intelligence* will provide you with the answers.



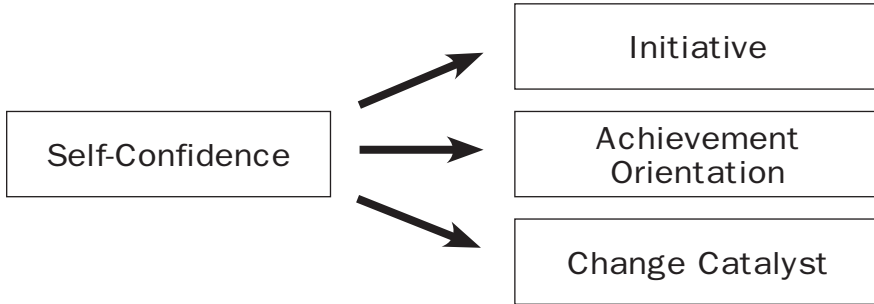
Having high trust from others gives you the equity to communicate more directly with others, especially if there is conflict. There is an effective give-and-take. You will be given the “benefit of the doubt.” Your team will better follow your leadership when they trust you.



Empathy skills will help in building relationships, whether it is with internal or external customers or with peers or stakeholders. When people feel you understand and care for them as individuals



they will also become more committed to you and your vision as a person or leader.



Self-confidence is important for going after and achieving your goals. Taking risks and actions for the future, anticipating obstacles, and personally leading change are all enhanced when you are confident. Self-efficacy is a strong predictor of your ability to set high goals, persist in the face of obstacles, be resistant to setbacks, and achieve the goals you set.<sup>97</sup>

### **STAR PERFORMER ACTION PLAN**

Read through the EI Star Profile, the Derailer Detector, and Strategic Use of Strengths and answer the following questions to help you develop your Star Performer Action Plan.

Remember, you only need to do a few things better to go from good to great. Start with what you are already good at. Micro-initiatives can make a macro impact.

Which competencies do you currently perform as a Star Performer that you would like to improve even more?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Are there any critical derailers you identified? If so, what are they?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How would you bring these strengths into your development areas?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What resources do you need to make this happen (e.g., training, feedback from your boss or direct reports, etc.)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Who can support you and hold you accountable?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can they do to support you (i.e., specific actions)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How might you sabotage your efforts and best intentions?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What will be your first steps in this plan?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Share this plan with your support people. Good luck!