



Leadership Now

LEADERSHIP NOW



The Queen's Young Leaders programme discovered, celebrated and supported inspiring young people from across the Commonwealth between 2014 and 2018. It was created by The Queen Elizabeth Diamond Jubilee Trust, and delivered in partnership with Comic Relief, The Royal Commonwealth Society and The Institute of Continuing Education at The University of Cambridge.

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This module includes a deeper exploration of leadership styles

HELLO!

This module discusses leadership; focusing on how leadership styles map to context, and the relationship between leadership and emotional intelligence.

This module is dedicated to a deeper exploration of leadership styles. How do you rate yourself on the six styles discussed here, and how can you strengthen your leadership skills?

THIS MODULE WILL DISCUSS:

- The relationship between leadership and emotional intelligence (EI)
 - Defining EI
 - Developing EI leadership styles
 - Leading your team with EI

USING THESE FRAMEWORKS FOR LEADERSHIP, YOU WILL:

- Identify your role models and rate your leadership style
- Develop and strengthen your leadership styles in measurable ways

Look back to the definitions of leadership you collected in your 'Starting Out' assignment. How have your views on leadership changed?



OUTCOMES

At the end of the module, you will be able to:

- **Identify your dominant leadership style(s)**
- **Create and follow a measurable plan for developing your leadership skills**



RELATED LEADING CHANGE CONTENT

Module 3: Introduction to Leadership >>>

Watch this space for more content coming soon!

MODULE TESTIMONIAL

DEAN BENJAMIN, SOUTH AFRICA (2016)

“

I always thought of these as mutually exclusive entities – you are either a leader or a manager. Leadership is modern and management is dated. I could not have been more wrong.

Leadership is used to inspire people towards a common, desirable destination. Management is used to make sure we complete the tasks we need to in order to reach the destination. They go hand in hand. Leadership without management is really just dreaming of a world that does not, and will not, exist. Management without leadership is being efficient without being effective.

Together, they can change the world.

”



“Learning about Emotional Intelligence was a new experience for me and it gave me more passion to research more about it and discovering how important EI is in our leadership capabilities.”

2017 QYL





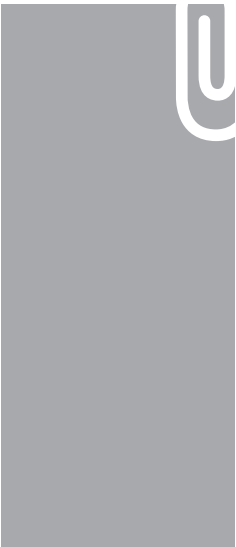


“I have applied what I learned in this module by re-evaluating myself and knowing my limits and how my style may effect the work and members, seeing how I can change my leadership style to suit others.”

2017 QYL

“Leadership without management is really just dreaming of a world that does not, and will not, exist.”

2015 QYL

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Welcome

WELCOME!

Welcome to Leadership Now.

This module focuses on our individual values and:

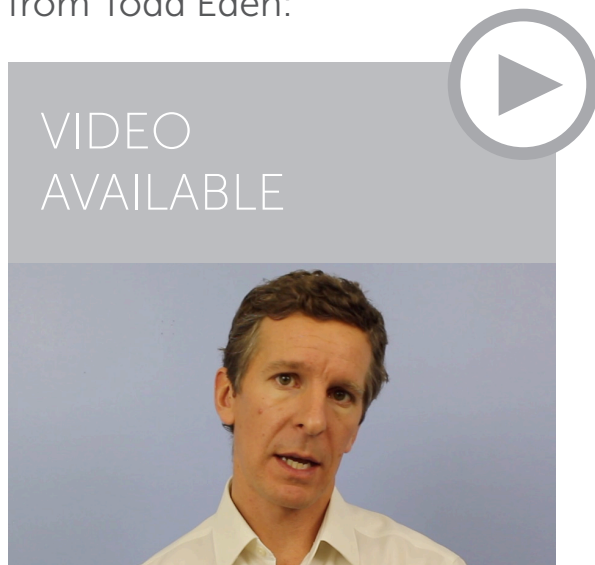
Understanding and improving your self awareness.

Looking into your capabilities and emotional intelligence.

Leading others by understanding your own leadership style.

Structuring and measuring leadership goals for impact.

Welcome message from Todd Eden:



ACTIVITIES CHECKLIST

EMOTIONALLY INTELLIGENT LEADERSHIP STYLES

Activity 1: Grow Your Self Awareness p15 ☐

DEVELOPING EMOTIONALLY INTELLIGENT LEADERSHIP STYLES

Activity 2: Developing Your Leadership Styles p18 ☐

Activity 3: Leadership Capability p20 ☐

LEADING YOUR TEAM WITH EMOTIONAL INTELLIGENCE

Activity 4: Grow Your Leadership Impact p28 ☐

ICONS



Activity



Reflection



Video



Key info



Example



Summary



Emotionally Intelligent Leadership Styles



I believe that leadership is:

“

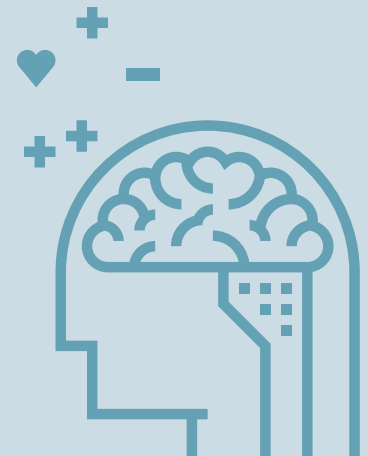
Leadership is a process of inspiring others to achieve a common goal by humbly conveying a clear vision of the goal in clear terms that resonates with the follower(s) dreams and values.

”

Imrana Alhaji Buba,
Nigeria

EMOTIONALLY INTELLIGENT LEADERSHIP STYLES

Emotional Intelligence (EI or EQ) is a set of emotional and social skills that establish how well we perceive and express ourselves, develop and maintain social relationships, and cope with challenges.



EMOTIONAL INTELLIGENCE

"Emotional intelligence improves effectiveness, relationships, health, influence, decision making, and quality of life. Young people with high EQ earn higher grades, stay in school, and make healthier choices. Adults with high EQ have better career advancement, are more effective leaders and salespeople, and have better personal & professional relationships.

In other words, the learnable skills of emotional intelligence are central to personal and professional success. Everywhere that people connect with others, everywhere that people need to juggle complex decisions, everywhere that people need to lead themselves and others — there are compelling reasons to develop and apply the science of EQ"¹

Here, **Nigel Linacre** (from Extraordinary Leadership), gives a brief synopsis of the core elements of emotional intelligence:



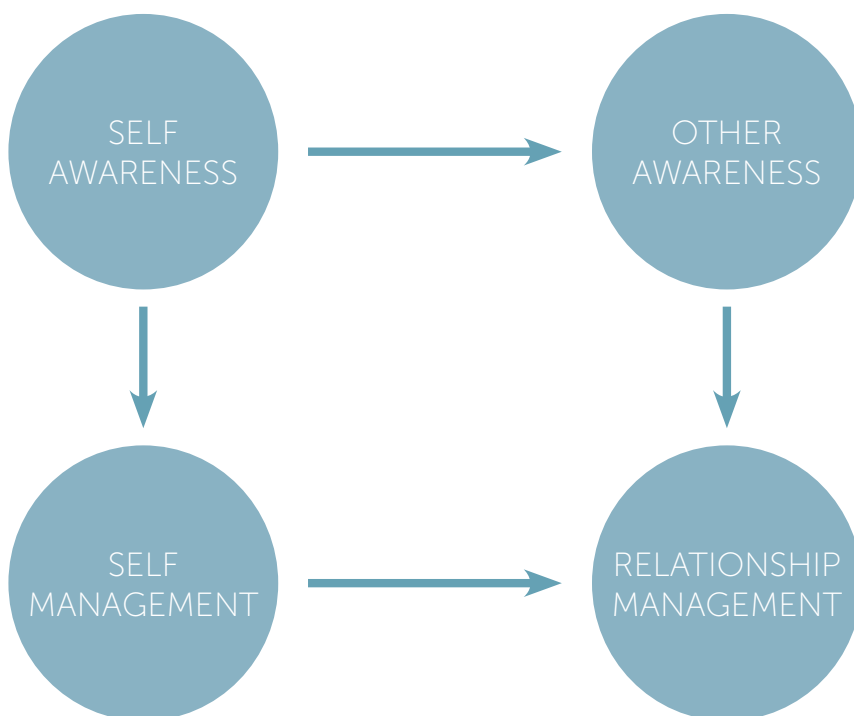
KEY INFORMATION

Emotional intelligence improves effectiveness, relationships, health, influence, decision making, and quality of life.

¹ <http://www.6seconds.org/case/>

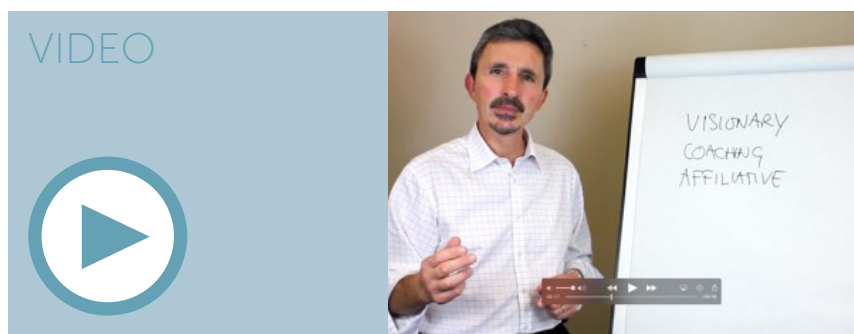
INTRAPERSONAL

INTERPERSONAL



In the remainder of this module we'll be focused on interpersonal skills, and relationship management in particular. Great leaders are able to bring different leadership styles to different situations, and you may already employ some of these styles quite naturally.

Let's hear from **Jefferson Cann** (from Extraordinary Leadership), as he talks through the 6 different leadership styles as defined by Daniel Goleman in his book, *The New Leaders*.



The table on the next page gives a nice summary of the styles you've just heard Jefferson talk about:



DEFINITIONS

E.I.

Emotional Intelligence.

Interpersonal skills

Skills used by a person to interact with others properly.

Intrapersonal skills

Skills used by a person to recognise their own feelings, motivations and goals.



FURTHER READING

Want to learn more about leadership? Check out ***Empathetic Leadership* by Rumeet Billan in the DIY Library.**

THE SIX LEADERSHIP STYLES (GOLEMAN)

	COMMANDING	VISIONARY	AFFILIATIVE	DEMOCRATIC	PACESETTING	COACHING
THE LEADER'S MODUS OPERANDI	Demands immediate compliance	Mobilises people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
THE STYLE IN A PHRASE	<i>"Do what I tell you!"</i>	<i>"Come with me"</i>	<i>"People come first"</i>	<i>"What do you think"</i>	<i>"Do as I do, now"</i>	<i>"Try this"</i>
UNDERLYING EMOTIONAL INTELLIGENCE COMPETENCIES	Drive to achieve, initiative, self- control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientious- ness, drive to achieve, initiative	Developing others, empathy, self-awareness
WHEN THE STYLE WORKS BEST	In a crisis to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performances or develop long term strengths
OVERALL IMPACT ON CLIMATE	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Now that you’ve read the basics on each leadership style hop to the appendices to read an example of a leader who fits each style.

- [Appendix 1: The Visionary Leader >>>](#)
- [Appendix 2: The Coaching Leader >>>](#)
- [Appendix 3: The Affiliative Leader >>>](#)
- [Appendix 4: The Democratic Leader >>>](#)
- [Appendix 5: The Pacesetting Leader >>>](#)
- [Appendix 6: The Commanding Leader >>>](#)



ACTIVITY:

GROW YOUR SELF AWARENESS

We’re now shifting from the theory to your personal experience, and in the process, how to grow your self awareness.

Using the table below to record your thoughts, I’d like you to think about:

	1. MY SCORE	2. NOTES
VISIONARY		
COACHING		
AFFILIATIVE		
DEMOCRATIC		
PACESETTING		
COMMANDING		

COLUMN 1:

MY SCORE

Your own leadership experience.

Rate yourself 1–10, with 1 being “I’ve never displayed this type of leadership”, to 10 being “I’m awesome at it, and others would say that I’m the role model for them”. This is about self-awareness, so be honest. And if you find yourself saying, “Well, sometimes I’m a 3, and other times I’m a 7,” put down both numbers with a note next to each explaining the difference circumstances.

In column 2 jot some notes about why you gave yourself the score that you did.



Developing Emotionally Intelligent Leadership Styles



I believe that leadership is:

“

Leadership to me is the ability to make positive change and impact by doing the little you can to your community.

”

Susan Mueni,
Kenya

DEVELOPING EMOTIONALLY INTELLIGENT LEADERSHIP STYLES

Here we are going to look at the difference that improving your leadership styles would make to your projects.



ACTIVITY: SELECT TWO LEADERSHIP STYLES THAT YOU'D LIKE TO IMPROVE



Think about the bottom two scores in the previous activity; if you could be suddenly brilliant at them, what difference would this make to your project?

LEADERSHIP STYLE:

The difference it would make:

LEADERSHIP STYLE:

The difference it would make:

LEADERSHIP
STYLE

1

LEADERSHIP
STYLE

2



For these two leadership styles, imagine someone who is utterly brilliant at them. If they were the leader of your team instead of you, consider:

LEADERSHIP STYLE:
What they are doing:
What you hear them saying:
How it feels to team members:
What results they are getting:

LEADERSHIP STYLE:
What they are doing:
What you hear them saying:
How it feels to team members:
What results they are getting:

ACTIVITY: LEADERSHIP CAPABILITY



I trust that you are now motivated to want to develop this particular leadership capability. By the end of this week you will have a range of options available to you, and you will discuss and share what you’ve come up with, with your colleagues at the live session.

Let’s look a little deeper at each of the leadership styles. In the appendix we’re providing a *transcript* of the relevant sections of chapters 4 and 5 from Goleman’s book, *The New Leaders* ²

You may wish to read through all the different styles, but **it’s only necessary for this module to read through the two styles that you’ve identified above.**

Once you’ve read the relevant section, it’s time to think through all the possible options that you could (at least in theory) put into practice. The more options you can generate the better, so at this stage don’t discount anything, just let the pen flow and fill the page:

LEADERSHIP STYLE 1:	LEADERSHIP STYLE 2:



REFLECTION

In the appendix we’re providing a *transcript* of the relevant sections of chapters 4 and 5 from Goleman’s book, *The New Leaders*.

Read through the two styles that you’ve identified above.

² Goleman, Boyatzis, & McKee. The New Leaders: Transforming the Art of Leadership into the Science of Results. Sphere, 2002.



From your long list, now choose the three options against each leadership style that appeal to you the most:

LEADERSHIP STYLE:	
Option 1	
Option 2	
Option 3	

LEADERSHIP STYLE:	
Option 1	
Option 2	
Option 3	



Leading Your Team With Emotional Intelligence



I believe that leadership is:

“

A leader should use their leadership to bring out the best results from the group and not add additional and unwanted pressure or stress to the group members.

”

Elisha Bano,
Fiji

LEADING YOUR TEAM WITH EMOTIONAL INTELLIGENCE

Your assignment is to identify three little experiments that you intend to take in order to grow your leadership impact through greater emotional intelligence.



First, you developed awareness of your relative strengths and weaknesses associated with each of Goleman's leadership styles.

You then identified a range of options that you could employ to develop your capability.

By following the process below and identifying three things that you will do in the future, you will become more committed to taking action. Give yourself a deadline as to when you want to carry out and review this.



ACTIVITY: GROW YOUR LEADERSHIP IMPACT

1

STEP 1: **Your goal in a single sentence**

Having selected the three options that you'd like to implement, turn each of them into a crystal clear goal. Make sure it's concise, as specific as possible, achievable, and something that you can measure. Check out Appendix 10 for a refresher on SMART goals.

Example:

Hold a one-hour coaching session with each of my team members once per month starting from April.

2

STEP 2: **Leadership style**

Note how this goal relates to one of the six leadership styles that we discussed.

Example

Coaching



3

STEP 3: The benefit

Jumping to the time when you've completely accomplished the goal, what difference will it make to your team, or your project?

Example

Over time my team members will develop their skills, and will be able to do more and more things that were my responsibility previously. This grows their self-esteem and gives me more time to focus on the things that only I can do.

4

STEP 4: My motivation

What is it about achieving this goal that excites you personally? This should be about how you feel about yourself and your leadership ability.

Example

I will feel a weight drop from my shoulders because I no longer have to oversee everything, and a joy that I can now focus on the really important things that I've never seemed to have time to do. It will also be amazingly rewarding to see the team grow in confidence.

5

STEP 5: My first step

Be extremely specific about what you are going to do first and when. If you like, you could consider a series of steps to take you all the way to achieving your goal, although this may not be completely clear to you until you get under way. Just ensure you have some way to get moving and generate momentum.

Example

By the end of this week I will have spoken to the team about what coaching is, and put sessions in the diary with each of them.

6

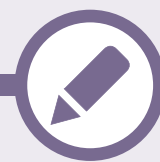
STEP 6: Measure

How will you know that you are making progress towards your goal, and how frequently will you check in with yourself?

Example

I will put a reminder in my diary for the very last day of every month saying, "Did I have coaching sessions with every team member this month?".





WORKSHEET: GROW YOUR LEADERSHIP IMPACT

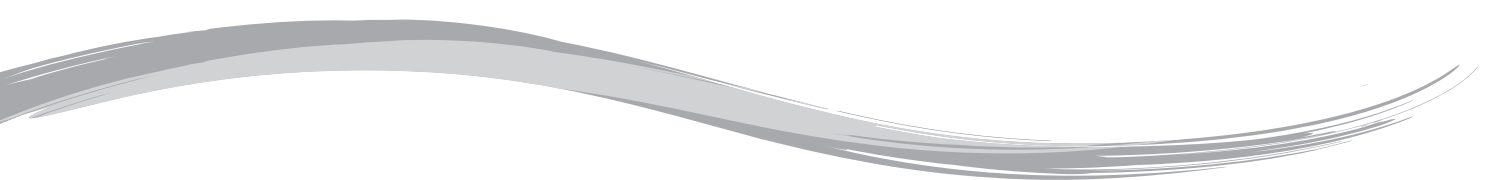
Choose three things that you intend to do in the future. These are three little experiments that you intend to take in order to grow your leadership impact through greater emotional intelligence. Give yourself a deadline to measure impact.

Use the two-page worksheet provided in Appendix 11 of this document (a shortened preview of the table is shown below) and submit it with your final assignment.

MY GOAL	1:	2:	3:
LEADERSHIP STYLE			
THE BENEFIT			
MY MOTIVATION			
MY FIRST STEP			
MEASURE			



Appendices



APPENDIX 1

THE VISIONARY LEADER

When Shawana Leroy took over as director of a social work agency for impoverished in a large city, there were clearly problems – most a legacy from her predecessor, a longtime civil servant with penchant for rules and regulations. The agency's mission attracted talented employees and fostered tremendous commitment – at least when they first came on board. Typically, though, that enthusiasm got lost as workers became mired in the byzantine rules established for carrying out their jobs. The mission became hard to find behind the regulations. Despite increasing needs for the agency's services – and complaint from funders- the pace of work was slow and effectiveness abysmal.

As a first step, Leroy talked to employees, one-on-one, to find out what worked and what people were proud of in the agency. People seemed relieved to have a chance to talk about how meaningful their work felt, and about the frustration they faced trying to get things done. Leroy found she was not alone in feeling a commitment to the mission of helping poor families, and she gambled that this vision would sustain people during the changes to come at the agency.

By starting the conversation on this positive note, Leroy gave people a sense of the dream they wanted to reach for, and why. She got people talking about their hopes for the future, and she tapped into the compassion and dedication they felt. She then articulated this vision whenever the opportunity arose, voicing the shared values that had brought them all here.

As a next step, Leroy called on people to question whether they really were living the mission of helping the poor, and she guided them in looking at how what they did, day to day, affected the agency's ability to meet that goal. The process of inquiry had another payoff: building people's sense of initiative and their belief that they had the answer inside themselves.

Examining the agency's problems got down to specifics, as it must: which management practices were getting in the way, which rules made no sense, and which outdated systems needed to go. Meanwhile, Leroy made sure she modeled the principles of the new organization she wanted to create: in that was transparent and honest; one that focused on rigor and results. Then, as the process moved from talk to action, Leroy and her team tackled some of the most rigid bureaucratic practices and changed them with the support of almost all staff. With her at the helm, the agency's emotional climate changed to reflect her passion and commitment, she set the tone for the entire organization.

The Visionary Resonates

Shawana Leroy, of course, exemplifies the visionary style, which strongly drives emotional climate upward and transforms the spirit of the organization at many levels. For instance, visionary leaders articulate where a group is going, but not how it will get there - setting people free to innovate, experiment, and take calculated risks. Knowing the big picture and how a given job fits in gives people clarity; they understand what's expected of them. And that sense that everyone is working toward shared goals builds team commitment: People feel pride in belonging to their organization.

Visionary leaders reap another benefit: retaining their most valued employees. To the extent that people resonate with a company's values, goals, and mission, that company becomes their preferred employer. A smart company realizes that its vision and mission offers its people a unique "brand", a way of distinguishing itself as an employer from other companies in the same industry.

Moreover, by framing the collective task in terms of a grander vision, this approach defines a standard for performance feedback that revolves around that vision. Visionary leaders help people to see how their work fits into the big picture, lending people a clear sense not just that what they do matters, but also why. Such leadership maximizes buy-in for the organization's overall long-term goals and strategy. This is the classic mold of leadership, the one most often described in business school courses.

Consider the example of Bob Pittman, then-CEO of Six Flags Entertainment. Hearing that the janitors at the amusement parks were being surly to customers, Pittman decided to get a ground-eye view of the problem; He went undercover as a janitor. While sweeping the streets, he began to understand the problem. Although managers were ordering janitors to keep the park immaculate, customers kept the workers from accomplishing that mission by continually littering in the parks, thus creating headaches for janitors.

Pittman's visionary strategy was to have managers redefine the janitors' main mission: It would now be to keep customers happy. And since a dirty park would make things less enjoyable for customers, the janitors' job was to clean up- but in a friendly spirit. With this reframing, Pittman tied the small part the janitors played into a larger vision.

Of the six leadership styles, our research suggest that overall, this visionary approach is most effective. By continually reminding people of the larger purpose of their work, the visionary leader lends a grand meaning to otherwise workaday, mundane tasks. Workers understand the shared objectives as being in synch with their own best interests. The result: inspired work.

What Makes a Visionary?

Inspirational leadership, of course, is the emotional intelligence competence that most strongly undergirds the visionary style. Using inspiration together with the E.I. triad of self-confidence, self-awareness, and empathy, visionary leaders articulate a purpose that rings true for themselves and attune it to values shared by the people that lead. And because they genuinely believe in that vision, they can guide people toward it with a firm hand. When it comes time to change directions, competencies in self-confidence and in being a change catalyst smooth the transition.

Transparency, another E.I. competence, is crucial too; to be credible, leaders must truly believe their own visions. If a leader's vision is disingenuous, people sense it. Moreover, transparency means the removal of barriers of smokescreens within the company. It's a movement toward honesty and toward sharing information and knowledge so that people at all levels of the company feel included and able to make the best possible decisions. While some managers might have the misimpression that withholding information gives them power, visionary leaders understand that distributing knowledge is the secret to success; as a result, they share it openly and in large doses.

Of all E.I. competencies, however, empathy matters the most to visionary leadership. The ability to sense how others feel and to understand their perspectives means that a leader can articulate a truly inspirational vision. A leader who misreads people, on the other hand, simply can't inspire them.

Because of its positive impact, the visionary style works well in many business situations. But it can be particularly effective when a business is adrift - during a turnaround or when it is in dire need of a fresh vision. Not surprisingly, the visionary mode comes naturally to "transformational" leaders- those who seek to radically change the organization.

Powerful as it is, however, the visionary style doesn't work in every situation. It fails, for instance, when a leader is working with a team of experts or peers who are more experienced than he - and who might view a leader expounding a grand vision as pompous or simply out of step with the agenda at hand. This kind of misstep can cause cynicism, which is breeding ground for poor performance. Another limitation: If a manager trying to be visionary instead becomes overbearing, he can undermine the egalitarian spirit of team- based management.

These caveats aside, any leader would be wise to grab for the visionary "golf club" more often than not. It may not guarantee a hole in one, but it certainly helps with the long drive.

APPENDIX 2

THE COACHING LEADER

She was new at the firm, and eight months pregnant. Staying late one night, she looked up from her work and was startled to see her boss standing outside her door. He asked how she was doing, sat down, and started to talk with her. He wanted to know all about her life. How did she like to job? Where did she want to go in her career? Would she come back to work after she had the baby?

These conversations continued daily over the next month, until the woman had her baby. The boss was David Ogilvy, the legendary advertising executive. The pregnant newcomer was Shelley Lazarus, now CEO of Ogilvy & Mather, the huge ad agency that Ogilvy founded. One of the main reasons Lazarus says she's still there, decades later, is the bond she forged with her mentor Ogilvy in those first after-hours conversations.

Ogilvy's leadership included a large dose of coaching style: having a deep conversation with an employee that goes beyond short-term concerns and instead explores the person's life, including dreams, life goals, and career hopes. Despite the commonly held belief that every leader needs to be a good coach, leaders tend to exhibit this style least often. In these high-pressure, tense times, leaders say they *"don't have time"* for coaching. By ignoring this style, however, they pass up a powerful tool.

Even though coaching focuses on personal development rather than on accomplishing tasks, the style generally predicts an outstandingly positive emotional response and better results, almost irrespective of the other styles a leader employs. By making sure they have personal conversations with employees, coaching leaders establish rapport and trust. They communicate a genuine interest in their people, rather than seeing them as simply tools to get the job done. Coaching thereby creates an ongoing conversation that allows employees to listen to performance feedback more openly, seeing it as serving their own aspirations, not just the boss's interest.

As Patrick O'Brian, president of Johnson Outdoors, the outdoor recreation company, told us, *"Getting to know people individually is more important than ever. If you have that one-hour personal conversation at the start with someone, six months later, on a Friday at 4pm, they're jumping with you."*

The Coach in Action

What does able coaching look like in a leader? Coaches help people identify their unique strengths and weaknesses, tying those to their personal and career aspirations. They encourage employees to establish long-term development goals, and help them to conceptualize a plan for reaching those goals, while being explicit

about where the leader's responsibility lies and what the employee's role will be. People tend to gravitate toward the aspects of their job they like the most, namely, the aspects that tie into their dreams, identity, and aspirations. By linking people's daily work to these long-term goals, coaches keep people motivated. Only by getting to know employees on a deeper, personal level can leaders begin to make that link a reality.

Coaches are also good at delegating, giving employees challenging assignments that stretch them, rather than tasks that simply get the job done. (That kind of stretching, by the way, has a particularly positive impact on a person's mood; there's a special sweetness to success that pushes people beyond their abilities.) Further, coaches usually tolerate a short-term failure, understanding that it can further an employee's dreams.

Not surprisingly, coaching works best with employees who show initiative and want more professional development. On the other hand, coaching will fail when the employee lacks motivation or requires excessive personal direction and feedback – or when the leader lacks the expertise or sensitivity needed to help the employee along. When executed poorly, the coaching approach looks more like micromanaging or excessive control of an employee. This kind of misstep can undermine an employee's self-confidence and ultimately create a downward performance spiral. Unfortunately, we've found that many managers are unfamiliar with – or simply inept at – the coaching style, particularly when it comes to giving ongoing performance feedback that builds motivation rather than fear or apathy.

For example, leaders who are also pacesetters—focused exclusively on high performance—often think they're coaching when actually they're micromanaging or simply telling people how to do their jobs. Such leaders often concentrate solely on short-term goals, such as sales figures. The solution-oriented bent keeps them from discovering employees' long-term aspirations – and employees, in turn, can believe that the leader sees them as mere tools for accomplishing a task, which makes them feel underappreciated rather than motivated.

When done well, however, coaching boosts not just employees' capabilities but also their self-confidence, helping them function both more autonomously and at a higher performance level.

What Makes a Coach?

Coaching exemplifies the E.I. competence of developing others, which lets a leader act as a counselor, exploring employees' goals and values and helping them expand their own repertoire of abilities. It works hand in hand with two other competencies that research shows exemplify the best counselors: emotional self-awareness and empathy.

Emotional self-awareness creates leaders who are authentic, able to give advice that is genuinely in the employee's best interest rather than advice that leaves the person feeling manipulated or even attacked. And empathy means leaders listen first before reacting or giving feedback, which allows the interaction to stay on target. Good coaches, therefore, often ask themselves: Is this about my issue or goal, or theirs?

Coaching's surprisingly positive emotional impact stems largely from the empathy and rapport a leader establishes with employees. A good coach communicates a belief in people's potentials and an expectation that they

can do their best. The message is, "I believe in you, I'm investing in you, and I expect your best efforts." As a result, people sense that a leader cares, so they feel motivated to uphold their own high standards for performance, and they feel accountable for how well they do.

In short, the coaching style may not scream "bottom-line results", but, in a surprisingly indirect way, it delivers them.

APPENDIX 3

THE AFFILIATIVE LEADER

Joe Torre might be called both the heart and soul of the New York Yankees. As the manager of that venerable baseball team as it won yet another World series in 1999, Torre was credited with tending ably to the psyches of his players as they went through the emotional pressure cooker of the drive to win the championship. In a job often filled by notorious exemplars of unruly tempers and insensitivity, Torre stands out as an exception, exemplifying the teamwork and collaboration competence in action.

Take the celebration on the field right after the final 1999 game. Torres sought out particular players to embrace, especially Paul O'Neill, whose father had just died at age 79. Though he had barely received the news of his father's death, O'Neill chose to play in the decisive game that night- and burst into tears the moment the game ended. Later, at the victory party in the clubhouse, Torre made a point of acknowledging O'Neill's personal struggle, praising him as "a warrior".

Torre sought out two players, as well both of whom also had lost family members during the season. One, Scott Brosius, had repeatedly been praised by Torre over the previous months for willing himself to stay upbeat when at work with the team, even as he worried about his father's terminal illness. Finally, Torre used the spotlight that the victory celebration offered to go to bat for two players whose return the following year was threatened by contract disputes. He singled out both players for praise, to make a point to his own boss, the club's owner, that they were just too valuable to lose.

To be sure, Torre is no softy: He's firm with reprimands when needed. But he's also open about his own feelings with those he leads. The year his brother was near death while awaiting a heart transplant, Torre did little to hide his concern, sharing his worries with his players- as he did about his own treatment for prostate cancer the spring before his team won the pennant.

Such open sharing of emotions is one hallmark of the affiliative leadership style, which Torre exemplifies. These leaders also tend to value people and their feelings- putting less emphasis on accomplishing tasks and goals, and more on employees' emotional needs. They strive to keep people happy, to create harmony, and- as Torre did so well to build team resonance.

Although limited as a direct driver of performance, the affiliative style has surprisingly positive impact on a group's climate, behind only the visionary and coaching styles in impelling all measures upward. By recognizing employees as people- for example, offering them emotional support during hard times in their private lives- such leaders build tremendous loyalty and strengthen connectedness.

When does the affiliative style make sense? Its generally positive impact makes it a good all-weather resonance builder, but leaders should apply it in particular, when trying to heighten team harmony, increase morale, improve communication, or repair broken trust in an organization.

Many cultures place tremendous value on strong personal ties, making relationship building a sine qua non of doing business. In most Asian cultures- as well as in Latin America and some European countries- establishing a strong relationship is a prerequisite for doing business. This step comes naturally to leaders who exhibit the affiliative style.

What Makes an Affiliative Leader?

The affiliative style represents the collaborative competence in action. Such leaders are most concerned with promoting harmony and fostering friendly interactions, nurturing personal relationships that expand the connective tissue with the people they lead. Accordingly, affiliative leaders value downtime in the organizational cycle, which allows more time to build emotional capital that can be drawn from when the pressure is on.

When leaders are being affiliative, they focus on the emotional needs of employees even over work goals. This focus makes empathy- the ability to sense the feelings, needs, and perspectives of others- another fundamental competence here. Empathy allows a leader to keep people happy by caring for the whole person- not just the work tasks for which someone is responsible. A leader's empathy makes the affiliative approach a booster of morale par excellence, lifting the spirits of employees even as they trudge through mundane or repetitive tasks. Finally, the affiliative style sometimes also relies on the E.I. competence of conflict management when the challenge includes knitting together diverse or even conflicting individuals into a harmonious working group.

Despite its benefits, the affiliative style should not be used alone. The style's exclusive focus on praise can allow poor performance to go uncorrected, and employees may perceive that mediocrity is tolerated. In addition, because affiliative leaders rarely offer constructive advice on how to improve, employees are often left on their own to figure out how to do so.

Perhaps that's why many affiliative leaders- including Joe Torre- use this style in close conjunction with the visionary approach. Visionary leaders state a mission, set standards, and let people know whether their work is furthering the group goals. Ally that with the caring approach of the affiliative leader, and you have a potent combination.

APPENDIX 4

THE DEMOCRATIC LEADER

The private Catholic school, located in an impoverished neighborhood of a large metropolitan area, had been losing money for years. No longer able to afford to keep the school going, the archdiocese ordered Sister Mary, who headed the Catholic school system in the area, to shut it down.

But rather than immediately locking the doors, Sister Mary called a meeting of the teachers and staff and explained the details of the financial crisis that threatened the school. She asked for their ideas on ways to help keep the school open, and how to handle the closing, should it come to that. And then she simply listened. She did the same thing at later meetings for school parents, for the community, and then during a successive series of meetings for teachers and staff.

By the end of a round of meetings that lasted several months, the consensus was clear: The school would have to close. Students who wished to attend a school in the Catholic system would be transferred.

Although the final outcome was no different than if Sister Mary had immediately closed the school herself, the process she used made all the difference. By allowing the school's constituents to reach that decision collectively, Sister Mary received none of the backlash that would have accompanied such a move. People mourned the loss of the school, but understood its inevitability. Virtually no one objected.

Compare Sister Mary's approach with that of a priest who headed another Catholic school, also given the order to close. The priest immediately shut the school down – by fiat. The result: Parents filed lawsuits, teachers and parents picketed, and local newspaper ran editorials attacking his decision. The disputes kept the school open for a full year before it could finally close down.

In contrast, Sister Mary's democratic style of getting buy-in from her constituents built feelings of trust and respect – and, in a word, commitment. By spending time one-on-one and in meetings listening to the concerns of employees (or, as with Sister Mary, of stakeholders such as parents), the democratic leader keeps morale high. The resulting impact on climate is positive across the board.

When to Be Democratic

A democratic approach works best when, like Sister Mary, the leader is uncertain about what direction to take and needs ideas from able employees.

That seems to have been the case with Louis Gerstner Jr., who became chairman of IBM in 1993 when the company was on the brink of death. An outsider to the computer industry, Gerstner had to rely on a democratic style, turning to more seasoned colleagues for advice. In the

end, even though he had to cut \$9 billion a year in expenses and lay off thousands of employees, Gerstner led a sensationally successful turnaround, charting a new strategic course for the company. Looking back, Gerstner mused that his day-to-day decisions had been based on "getting some good advice from my colleagues who knew a heck of a lot more about IBM and this industry than I would ever know".

Even if a leader has a strong vision, the democratic style works well to surface ideas about how to implement that vision or to generate fresh ideas for executing it. For example, David Morgan, CEO of Westpac Bank in Australia, spends up to twenty days each year meeting with various groups of his top 800 people, 40 at a time. "It's a session where they give me feedback", Morgan told us. "I want to know how it really is. If it was ever true that someone sitting in an isolated corner office could run this business, it's not true today. The greatest risk is being out of touch with what's going on".

For such feedback sessions to be useful, the leader must be open to everything- bad news as well as good. "You have to listen to some pretty tough stuff," Morgan adds. "But the first time I chop someone's head off for telling me the truth, that's when they'll stop talking to me. I have to keep it safe for everyone to speak up. There's no problem we can't solve if we can be open about it."

Of course, the democratic style can have its drawbacks. When a leader over-relies on this approach it is exasperating, endless meetings in which ideas are mulled over, consensus remains elusive, and the only visible outcome is to schedule yet more meetings. A leader who puts off crucial decisions, hoping to thrash out a consensual strategy, risks dithering. The cost can be confusion and lack of direction, with resulting delays or escalating conflicts.

It almost goes without saying, of course, that seeking employees' advice when they're uninformed or incompetent can lead to disaster. Similarly, consensus building is wrong-headed in times of crisis, when urgent events demand on-the-spot decisions. Take the case of a CEO we observed whose computer company was threatened by a changing market, yet he persisted in seeking consensus about what to do. As competitors stole customers- and customers' needs changed- this CEO continued to appoint committees to consider alternative responses. Then, when the market suddenly shifted because of a new technology, the CEO froze in his tracks. Before he could convene yet another task force to consider the situation, the board replaced him.

What Makes a Democratic Leader?

The democratic style builds on a triad of emotional intelligence abilities: teamwork and collaboration, conflict management, and influence. The best communicators are superb listeners- and listening is the key strength of the democratic leader. Such leaders create the sense that they truly want to hear employees' thoughts and concerns and that they're available to listen. They're also true collaborators, working as team members rather than top-down leaders. And they know how to quell conflict and create a sense of harmony- for instance, repairing rifts within the group.

The E.I. competence of empathy also plays a role in democratic leadership, especially when the group is strongly diverse. Without the ability to attune to a wide range of people, a leader will be more prone to miscues.

APPENDIX 5

THE PACESETTING LEADER

The spectacular rise of EMC, the data storage system company, from nonentity to world leader illustrates classic entrepreneurial zeal. For years, the company's top management led its sales force on an intentionally frenzied race to outdo the competition. In fact, CEO Michael Ruetters said that he attributes EMC's success to the aggressiveness of its marketing force. As one EMC sales executive told us, "We're like pit bulls- but the difference is pit bulls let go."

That tenacity reaped enormous returns: In 1995, the first year EMC shipped open-storage systems, sales reached \$200 million. By 1999, EMC- the company that hadn't been on anyone's radar- was one of only four U.S. companies earning top ratings for shareholders return, sales growth, profit growth, net profit margin, and return on equity.

Ruetters and his management team embody the pacesetting style in action: leaders who expect excellence and exemplify it. This style can work extremely well, particularly in technical fields, among highly skilled professionals, or- as at EMC- with a hard-driving sales team. Pacesetting makes sense, in particular, during the entrepreneurial phase of a company's life cycle, when growth is all-important. Any time that group members are all highly competent, motivated, and need little direction; the style can yield brilliant results. Given a talented team, the pacesetting leader gets work done on time, or even ahead of deadlines.

Even so, while the pacesetting style has its place in the leader's tool chest, it should be used sparingly, restricted to settings where it truly works. That advice runs counter to common wisdom. After all, the hallmarks of pacesetting sound admirable: The leader holds and exemplifies high standards for performance. He is obsessive about doing things better and faster, and asks the same of everyone. He quickly pinpoints poor performers, demand more from them, and if they don't rise to the occasion, rescues the situation himself.

But if applied poorly or excessively, or in the wrong setting, the pacesetting approach can leave employees feeling pushed too hard by the leader's relentless demands. And since pacesetter tend to be unclear about guidelines- expecting people to "just know what to do"- followers often have to second-guess what the leader wants. The result is that morale plummets as employees see their leader as driving them too hard- or worse, feel the leader doesn't trust them to get the job done in their own way. What's more, pacesetters can be so focused on their goals that they can appear not to care about the people they rely on to achieve those goals.

Our data shows that, more often than not, pacesetting poisons the climate- particularly because of the emotional costs when a leader relies on it too much. Essentially, the pacesetter's dilemma is this: The more pressure put on people for results, the more anxiety it provokes.

Although moderate pressure can energize people- the challenge of meeting a deadline, for instance- continued high pressure can be debilitating. As people shift away from pursuing an inspiring vision, pure survival issues take hold. The pressure constricts their talent for innovative thinking. Although pacesetters may get compliance – and therefore a short-term upward blip in results- they don't get true performance that people will sustain.

Take, for example, an executive we'll call Sam. Academically, Sam's career began brilliantly; he graduated at the top of his class. Then, as an R&D biochemist at a large pharmaceutical company, his superb technical expertise made him an early star: He was the one everyone else turned to for technical advice. Driven by high standards of excellence and achievement, he was almost obsessive in his search for better ways to do his job.

When he was appointed to head a team developing a new product, Sam continued to shine, and his teammates were, by and large, as competent and self- motivated as their new head. Sam's *métier* as team leader became setting the pace, working late, and offering himself as a model of how to do first-class scientific work under tremendous deadline pressure. His team completed its task in record time.

But when Sam was picked to head R&D for his entire division, he began to slip. His tasks had shifted to the larger mission of leadership- articulating a vision, delegating responsibility, and helping to develop people- but Sam didn't trust that his subordinates were as capable as he was. He often refused to delegate real power, becoming a micromanager who was obsessed with detail, taking over for others when their performance slackened rather than trusting they could improve with guidance. Finally, at his own boss's suggestion- and to Sam's relief- he returned to his old job as head of a product development team.

Sam's story demonstrates that classic sign of a pacesetter: exceptionally high standards of excellence, impatience with poor performance, an eagerness to roll up his sleeves to get the job done, and a readiness to take over for people when they get into difficulties. This is not to say that the pacesetting approach can't work well. It can- but only in the right situations, namely, when employees are self-motivated, highly competent, and need little direction.

Effective Pacesetting: The Ingredients

What does it take to be a successful pacesetting leader? The emotional intelligence foundation of this style lies in the drive to achieve by continually finding ways to improve performance- along with a large dose of initiative in seizing opportunities. The achievement competence that will raise their own performance and that of those they lead. It also means these leaders are motivated not by external rewards, such as money or titles, but rather by a strong need to meet their own high standards of excellence. Pacesetting also requires initiative, to go-getter's readiness to seize or create opportunities to do better. But if it arises in the absence of other crucial E.I. competencies, this drive to achieve can go awry. The absence of empathy, for example, means such leaders can blithely focus on accomplishing tasks while remaining oblivious to the rising distress in those who perform them. Similarly, an absence of self-awareness leaves pacesetters blind to their own failings.

Other competencies such leaders often lack include the abilities to collaborate or communicate effectively (particularly the knack for providing timely and helpful performance feedback). The most glaring lack is emotional self-management, a deficit that manifests as either micromanaging or impatience- or worse.

By and large, pacesetting can work well in tandem with other leadership styles such as the passion of the visionary style and the team building of the affiliative style. The most common problems with pacesetters emerge when a star “techie” gets promoted to management, as happened in our example of Sam, the gifted biochemist who failed as head of research. In fact, Sam exhibited the classic symptoms of the Peter Principle, promoted beyond his competence. He had all the technical skills he needed for his old position, but too narrow a slice of the leadership once he needed for his new one. So he became a leader who takes over for people when they falter, who can’t delegate because he doesn’t trust that others can perform as well as he, and who is all too quick to condemn poor performance but stints on praise for work well done. Another sign of Peter Principle pacesetters is that they excel at the technical aspect of the work they manage but disdain the cooperative bent that leadership demands.

Too often such leaders are driven by numbers alone- which aren’t always enough to inspire or motivate people.

APPENDIX 6

THE COMMANDING LEADER

The computer company was hemorrhaging: Sales and profits were falling, stock was losing value precipitously, and shareholders were in an uproar. The board brought in a new CEO with a reputation as a turnaround artist, and he set to work chopping jobs, selling off divisions, and making the tough, unpopular decisions that should have been executed years before.

In the end, the company was saved—at least in the short term—but at a high price. From the start, the CEO created a reign of terror, most acutely among his direct reports. A modern-day Genghis Khan, he bullied and demeaned his executives, roaring his displeasure at the least misstep. Frightened by his tendency to “murder” the bearer of bad news, his direct reports stopped bringing him any news at all. Soon his top talent defected – and the CEO fired many who remained. Throughout the company, morale was nonexistent, a fact reflected in another downturn in the business after the short-term recovery. Eventually, the CEO was fired by the board of directors.

To be sure, the business world is rife with coercive leaders whose negative impact on those they lead has yet to catch up with them. For instance, when a major hospital system was losing money, the board hired a new president to turn the business around- and the effect was disastrous. As one physician told us, “He cut back staff mercilessly, especially in nursing. The hospital looked more profitable, but it was dangerously understaffed. We just couldn’t keep up with patient demand, and everyone felt demoralized.”

No surprise, then, that patient-satisfaction rating plummeted. When the hospital began to lose market share to its competition, the president grudgingly rehired many of the people he’d fired. “But to this day he’s never admitted he was too ruthless,” the physician reported, “and he continues to manage by threat and intimidation. The nurses are back, but morale is not. Meanwhile, the president complains about patient satisfaction numbers- but fails to see that he’s part of the problem”.

The Commanding Style in Action

What does the commanding approach—sometimes called coercive style—look like in action? With a motto of “do it because I say so,” such leaders demand immediate compliance with orders, but don’t bother explaining the reasons behind them. If subordinates fail to follow their orders unquestioningly, these leaders resort to threats. And, rather than delegate authority, they seek tight control of any situation and monitor it studiously. Accordingly, performance feedback—if given at all—invariably focuses on what people did wrong rather than what they did well.

Not surprisingly, of all the leadership styles, the commanding approach is the least effective in most situations, according to our data. Consider what the style does to an organization's climate. Given that emotional contagion spreads most readily from the top down, an intimidating, cold leader contaminates everyone's mood, and the quality of the overall climate spirals down. And although someone like the coercive hospital CEO might not perceive a connection between his leadership style and the downward direction of patient satisfaction, the links are there. His interactions with nurses and doctors spoil their moods, and they in turn are less able to exhibit the cheery playfulness that lifts the moods of patients and makes all the difference in how patient experience their medical care.

By rarely using praise and freely criticizing employees, the commanding leader erodes people's spirits and the pride and satisfaction they take in their work – the very things that motivate most high-performing workers. Accordingly, the style undermines a critical tool that all leaders need: the ability to give people the sense that their job fits into the grand, shared mission. Instead, people are left feeling less committed, even alienated from their own jobs, and wondering, how does any of this matter?

In spite of its many negative effects, however, coercive leaders thrive the world over in surprisingly large numbers, a legacy of the old command-and-control hierarchies that typified twentieth-century businesses. Such organizations adopted a military model of leadership (top down, "I order you") that really was most appropriate to the battlefield. Yet even in today's more modernized military organizations, the commanding style is balanced by other styles in the interests of building commitment, esprit de corps, and teamwork.

The medical community offers another example. In America today many medical organizations face a crisis of leadership in part because the culture of medicine has favored pacesetting and commanding styles. These styles are, of course, appropriate in, say, the operating or the emergency rooms. But their predominance means that many medical people who rise to positions of leadership have had too few chances to learn a fuller repertoire of styles.

In most modern organizations, then, the "do-it-because-I-say-so" boss has become a dinosaur. As one CEO of a technology company put it, "You can beat people into the ground and make money, but is that company going to last?"

When Commanding Works

Despite its negative inclinations, the command-and-control style can hold an important place in the E.I. leader's repertoire when used judiciously. For example, leaders managing a business crisis such as an urgent turnaround can find the commanding style particularly effective—especially at first—to unfreeze useless business habits and shock people into new ways of doing things. Similarly, during a genuine emergency, such as a fire in the building or an approaching hurricane—or when facing a hostile takeover—leaders with a take-control style can help everyone through the tumult. Moreover, when all else has failed, the style sometimes works when dealing with problem employees.

One executive in our research used the commanding style artfully when he was brought in as division president to change the direction

of a money-losing food company. He began by acting forcefully in his first weeks to signal the changes he meant to engineer.

For example, the top management team met regularly in a very formal, rather intimidating conference room and sat in gigantic chairs around a marble-covered table that “looked like the deck of the Starship Enterprise” from the television show Star Trek, as the new division president put it. The distances between people stifled spontaneous talk, and the meetings themselves were stilted- no one daring to ever rock the boat. In short, the conference room symbolized the lack of dialogue and true collaboration among the senior management team. To signal a shift towards openness the new president had the room demolished- a clear command-style move- with positive effects. From that moment on, the management team met in an ordinary conference room, “where people can actually talk to each other,” as the new president put it.

He used the same approach regarding a set of very detailed decision-making manuals that specified who had to concur before a management division was made. The new caveat: no more manuals and endless paper passing. “I want people to talk to each other,” the president explained to us. “Anyone who needs to can come to the executive committee meeting to tell us, ‘here’s what I’m working on – I need your help and ideas.’ I want us to be more of resource to people than merely a rubber stamp.”

In sending these messages, the new president was forceful and strong. But his strong tactics worked because he attacked the old culture- not the people. In fact, it was their way of doing things that he felt needed to change dramatically.

What It Takes

Such an effective execution of the commanding style draws on three emotional intelligence competencies: influence, achievement, and initiative. And, as with the pacesetter style, self-awareness, emotional self-control, and empathy are crucial to keep the commanding style from going off track. The drive to achieve means a leader exerts forceful direction in the service of getting better results. Initiative, in the commanding style, often takes the form not just of seizing opportunities, but also of employing an unhesitating “command” tone, issuing orders on the spot rather than pausing to ponder a course of action. The commanding leader’s initiative also shows up as not waiting for situations to drive him, but taking forceful steps to get things done.

Perhaps most important in the skillful execution of this style is emotional self-control. This allows the leader to keep his anger and impatience in check- or even to use his anger in an artfully channeled outburst designed to get instant attention and mobilize people to change or get results. When a leader lacks the self-awareness that would enable the required emotional self-control- perhaps the most common failing in leaders who employ this style poorly- the dangers of the commanding style are greatest. Coercive leaders who display not just anger but also disgust or contempt can have a devastating emotional impact on their people.

Even worse, if a leader’s out-of-control outburst go hand in hand with a lack of empathy- an emotional tone deafness- the style runs

amok: The dictatorial leader barks orders, oblivious to the reactions of people on the receiving end. Executing the commanding style effectively, therefore, requires the leader “to be angry with the right person, in the right way, at the right time, and for the right reason,” as Aristotle put it.

That said, the commanding style should be used only with extreme caution, targeted at situations in which it is absolutely imperative, such as a turnaround or impeding hostile takeover. If a leader knows when conditions demand a strong hand at the top- and when to drop it- then that skillful firmness can be tonic. But if the only tool in a leader’s kit is a chainsaw, he’ll leave an organization in shambles.

APPENDIX 7

VIDEO TRANSCRIPT: TODD EDEN'S INTRO TO THE MODULE



VIDEO

You can view the video
by clicking [HERE](#)

Hello and welcome to Module 2B.

My name is Todd Eden and I'll be your guide through this module. In this module we are talking about something called emotional intelligence. Some of you will have come across that term before and be completely cool with it; and for some of you it will be the first time that you've come across it. Whichever it is, it's completely fine.

*We're going to be referencing the work of psychologist Daniel Goleman, and in particular, his book, *The New Leaders*. Don't worry if you don't have the book, as everything you need is provided in your course manual.*

In Week 1 we'll provide a framework around what emotional intelligence is. This will be relatively brief, because we're going to dive pretty quickly into the six leadership styles referenced in the Daniel Goleman book. You will have a chance within Week 1 to reflect on your own personal capabilities against each of those six styles, and start to think about the people you come across that are really particularly good at each of those styles.

In Week 2 you will go a little deeper into a couple of those styles which you think you'd like to work on most, and establish some options for yourself which you can practice in order to get better.

In Week 3, it's really about putting those options into practice, and making them real. You'll select three things from your list of options, and these are the three things that you will experiment with over the course of 2018 and into the future. These things are designed for you to form better relationships with the people around you and in your team, enhance team performance, and ultimately, to enhance the performance of your project.

I hope you're going to find it wonderfully compelling and interesting. The exercises will be deep at times, and light at others. At the end of each week I will host a live session, which will give you the opportunity to ask questions or challenge some of what has come up in the module. The key to making the most out of those is, first, to get the dates in your diary, and second, to come prepared. You'll be completing some worksheets, so bring those to the live sessions.

You will see that it's structured as a mixture of reading, two videos from my amazing colleagues, Nigel and Jefferson, some context and some framework. But the real magic and learning in this module comes from your own self-reflection. To get the most out of these sessions, it's critically important to put time into reflection and to follow along when we ask you to reflect on how things are for you and to note down those thoughts. Also, bring your completed worksheets to the live sessions.

It will be a real joy to be hosting the live sessions with you, and I hope you find everything really enjoyable.

APPENDIX 8

VIDEO TRANSCRIPT: EMOTIONAL INTELLIGENCE INTRODUCTION

We are going to introduce something that some of you may already be familiar with: Emotional Intelligence, as it applies to leadership. It is a really useful and important way of bringing to life some challenges you face as a leaders, and for helping you to move ahead on your leadership journey.

We'll start with a very simple concept we have already alluded to: self-awareness. Right now, you may be aware of your thoughts about this, of your breathing, your feet on the floor, how happy you are feeling right now, how fulfilled you are, your level of interest in this material. You are aware of a lot. This all fits in the area of self-awareness. We could take it a bit further: you could be aware of how you are feeling in life, how you are getting on, where you are heading, your range of feelings from time to time – these are also in the category of self-awareness.

Of course, in a leadership context, we are not only interested in ourselves, but also in the people we work with, so we can also reference our awareness of others in Emotional Intelligence. Right now, you may be aware of my voice, of some aspects of me, and of how I am representing this material. You may have some sense of how I am feeling right now. This and more fits in the category of awareness of others.

Now you have Self-Awareness and Awareness of Others. We believe it is completely possible to expand your awareness of self and your awareness of others as a practice, however little or much you may currently tend to be aware of self and others.

In addition to creating awareness, Emotional Intelligence enables us to manage and lead. When we are aware of ourselves, we are better placed to manage ourselves, to work with ourselves, to work around our weaknesses, to work with our strengths, to make shifts and so on. When we are more aware of others, we are better placed to manage our relationship with them, to sense how they are feeling, to some extent – in the moment – adjust our style with them, and be more effective; so awareness of self provides a base for self-management and awareness of others provides a base for managing your relationship with others. Some say this is a key to leadership and we would not disagree. Work on this and get this right, and you have a powerful base for moving forward in leadership.

APPENDIX 9

VIDEO TRANSCRIPT: LEADERSHIP STYLES

Daniel Goleman, developer of the Emotional Intelligence model, identifies six key “styles” of leadership, from the most positive to the potentially most damaging.

We talked about Emotional Intelligence, and how Goleman and his co-workers like Richard Boyatzis developed and co-defined the four elements of self-awareness, self-management, awareness of others, and the management of relationships, as well as what lies behind that.

Goleman and his co-workers look at leadership in terms of Emotional Intelligence in a really good book called *The New Leaders*. Through their research, they identify six emotionally intelligent styles of leadership and they look at these from the most positive—by which they mean the most liberating, energising, motivating, creativity, engaging—to the least positive, or the most dangerous leadership styles. These are clearly important in some instances but, if overused, can really demotivate, disengage, and stifle creativity.

WE ARE GOING TO LOOK AT THESE SIX STYLES NOW:

The first and most positive style of leadership they identify is the VISIONARY style.

We cover VISIONARY leadership in-depth elsewhere in this programme. The key points here are that it is OK to be a visionary, to see what does not yet exist, and to see that wonderful future of how things could be if they were so much better. But there is a difference between seeing that future and being able to lead people towards it. Then, of course, there is the ability to connect people with the vision through proper communication and enabling them to see what is in it for them to help you move towards that vision. We call that enlightened self-interest.

That's the essence of visionary leadership. When people understand it for themselves it becomes theirs, too, so the visionary leader has to let go of the personal nature of the vision and really enable others to achieve that vision with them and for them.

So that's very, very, positive because once people have that vision, they will go there with you and they will help and support you.

The next most positive leadership style they saw was the COACHING style.

The important thing about COACHING is that it is not about telling people what to do. There is a difference between coaching and teaching ("Do it like this, do it like that"), training (which is similar to teaching, but in a specific environment), and mentoring (which is where someone of greater experience partners with someone of less experience; when the person with less experience has an issue they can say, "Help me out with this," and the mentor gives advice based on their greater experience).

Coaching is not about the coach, but about the person being coached (the "coachee"). When someone comes to the coaching leader with a problem, probably one they have been nurturing for months, the coaching leader doesn't say, "Do it like this, because this is how I want it done," or, "Oh yes, give it to me and I will help you with it." Instead, the coaching leader says, "What an interesting problem YOU have. How would YOU like to deal with it? What are the best ways YOU can see to deal with it? What would happen if you did it this way or that way?" They enable the other person to understand what is the best way forward for them. So the key thing about COACHING leadership is that it is the most enabling of other people and therefore really generates energy and motivation.

The next style of leadership was AFFILIATIVE.

Affiliative – what does that mean? In your company, you probably have companies or organisations that are affiliated to the main organisation, i.e. that aren't really the essential part of that organisation. You are probably affiliative with many groups: sporting groups, political groups, social groups, community groups. To be an affiliate or to affiliate yourself with them means to be connected and to be associated with them.

The Affiliative leader is expert at creating that sense of unity and team, that common purpose or identity. I always think of Shakespeare's Henry V, when he is trying to motivate his team of soldiers, who are sick and tired, and grossly outnumbered by the enemy, to fight and to win. He uses a lot of affiliative leadership, using phrases like, "we few," "we happy few," and "we band of brothers," which creates a sense of special identity. (If you have heard the phrase "band of brothers"—probably through the TV show—this is where it comes from, and it is a fantastic example of affiliative leadership.) If you have been a member of sports team, and somebody's given you a really rousing talk before you go out to play in your final or semi-final, they will use affiliative leadership, saying, "We are special. We are good. We are this. We are that." It works to differentiate the team from the opposition, and is also very positive at releasing energy.

Next comes the DEMOCRATIC style.

We are know what the Democratic style of leadership is: "What shall we do? I'll tell you what, we will go with the majority. Who's for it, and who's against it? We will go with the winners." This can be positive, because it allows everybody to be involved, but think for a minute what the dangers of this might be for a leader. If they were to over-use a democratic style what would people think about them? If you work for someone who does this, what does it make you feel about them?

If it is used too much, it gives the impression that they don't really have a vision for themselves, they don't really care, and at worst, that they don't actually know what they are doing. However, when it is used perfectly, it can be incredibly empowering and liberating. One example of when I was in business is when we had our annual Christmas party for all the employees. There always used to be a discussion about whether we should take our partners to the party or not. It was not a strategically important issue but it was very important to everybody. So in that particular instance, we would put the question to everybody: "What do you wish to do – bring your partners or not bring your partners?" And we would go with the majority vote.

NOW WE ARE MOVING FROM PREDOMINANTLY POSITIVE LEADERSHIP STYLES TO POTENTIALLY NEGATIVE LEADERSHIP STYLES.

The first one of these is PACESETTING.

The pacesetter is someone who sets the pace in a race. There may be several pacesetters running ahead of the real runners just to keep the pace up to help them go faster. This is very important in a couple of real key instances when you are starting a project or setting up a new company. Pace setting, or setting an example, keeping the pace going, and keeping the energy up, is very important. Entrepreneurs are the classic pacesetting leaders. The difficulty here is that the true pacesetter is so involved with running forward that they forget to look behind. Meanwhile, everyone behind is thinking, "This is so exhausting, I can't keep up!" So if it is done too much it causes burnout.

I don't know if you have had that experience, where you had a boss who is always in the office working hard, and at 7 'o'clock and you try to creep out without being seen and you hear, "Aha, leaving early are you? Well, never mind, come in early tomorrow. You're not getting your work done!" And you say, "Well, actually it is 7:30, and I'd like to get home and see the kids." And your boss says something like, "What, see the family? Why do you bother? I've had three families already. I'm on my fourth marriage. What has that got to do with anything?" So the extreme pacesetting leader often forgets to connect with the people that are being led and causes burnout. But this style is crucial when used at the right time: for new projects, new companies, and new initiatives.

The second of these, and the final style, is COMMANDING.

"Do this. Do that. Sit down. Shut up. Do as you are told." Recognise this? It reminds me of my schooldays to a large extent. Commanding is an extremely necessary and valuable leadership style in very specific situations. If there is a fire in the building now I want someone to say, "There is a fire. Go down those stairs and out of this building now." I would say, "Thank you. I am out of here!"

But imagine if that's overused. Maybe you, as many of us, have been subject to the slings and arrows of outrageous leadership styles from different people. What happens? It becomes incredibly debilitating, doesn't it? If somebody is constantly telling, commanding, not listening, not involving, not engaging, not motivating, not hearing

you, not seeing you, it completely destroys motivation, engagement, energy and everything else. We will become automatons. It is needed in very specific situations, usually when there is an emergency, and then it is incredibly valuable.

Again, a personal experience: I was in a company that was in a lot of trouble. We had a new CEO come in, who very quickly told everybody what was going to happen and did it because it was a survival situation. Quick direct unquestioned action was necessary – but after that, of course, it was relaxed and people could begin to create and engage again.

APPENDIX 10

SMART GOALS WORKSHEET

S	SPECIFIC What am I going to do? Why is this important to do at this time? What do I want to ultimately accomplish? How am I going to do it?
M	MEASURABLE How will I know that I have reached my goal?
A	ATTAINABLE Can I see myself achieving this goal? Can I break it down into manageable pieces?
R	REALISTIC Is the goal too difficult to reach? Too easy?
T	TIMELY What is my target date for reaching my goal?

APPENDIX 11

GROW YOUR LEADERSHIP IMPACT WORKSHEET:

MY GOAL	1:	2:	3:
LEADERSHIP STYLE			
THE BENEFIT			

MY GOAL	1:	2:	3:
MY MOTIVATION			
MY FIRST STEP			
MEASURE			

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