

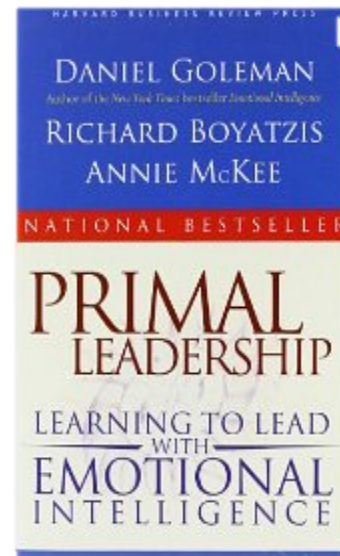
Primal Leadership: Learning to Lead with Emotional Intelligence

By Daniel Goleman, Richard Boyatzis, and Annie McKee

SUMMARY

Primal Leadership means to “prime good feelings in those we lead”. That means to create resonance, which is a “reservoir of positivity that frees the best in people”. This book *Primal Leadership: Learning to Lead with Emotional Intelligence* describes through stories and anecdotes how a leader can do just that – build up one’s own emotional intelligence to be able to not only gain positive effects for yourself at home, or with friends but also gain positive results at work. So the primal job of leadership as suggested by Goleman, Boyatzis, and McKee (2002) is emotional.

“prime good feelings in those we lead”.



Index

- Summary 1
- About the Authors 2
- The Power of Emotional Intelligence
- The Brain and Leadership 4
- Making Resonant Leaders 7
- Building Emotionally Intelligent Organizations 9
- Applications to Schools 10
- Critical Evaluation 11

M. Kern Executive Book Summary

About the Authors

Daniel Goleman, Awarded The Wall Street Journal Top 10 influential thinkers in 2008. In 2002, he was named one of the top 10 business intellectuals by the Accenture Institute for Strategic Change. He worked as a reporter for the New York Times for 12 years and was twice nominated for the Pulitzer Prize. He has written many articles and books including *Emotional Intelligence* which was named one of the 25 most influential business management books. His ground breaking research on Emotional Intelligence has been called “a revolutionary, paradigm-shattering idea” (Royal Carleton Inc., 2012).



Daniel Goleman, 2011 member of Thinkers50, psychologist



Richard Boyatzis, one of the world's leaders in Emotional Intelligence



Annie McKee, Author of *Becoming a Resonant Leader*

Richard Boyatzis, B. S in Aeronautics, Ph.D in Social Psychology is a distinguished University Professor at Case Western Reserve University and a Professor in Human Resources at ESADE in Barcelona, and former CEO of McBer & Co. He has written upwards of 150 articles on leadership, human resources, behavioral change, emotional intelligence, among other topics.

Annie McKee, renowned author of the book on *Becoming a Resonant Leader* and speaker and interactive presenter of seminars she models that leaders not just chart strategies and manage resources but also create a place where people can perform at their best. She was named by Business Week as the high priestess of executive coaching.

Resonant leaders, by establishing deep emotional connections with others, bring out the best in their people and build resilient, adaptive organizations.

<http://roycecarlton.com/speaker/profile/Daniel-Goleman.html> Retrieved: June 5, 2012

Part 1 The power of Emotional Intelligence

“Great leadership works through emotions”

Goleman et al(2002) took years of research about emotional intelligence, brain research and leadership styles to create the theory of primal leadership. This scientific evidence showed that a leader's emotional competencies have an enormous impact on the effectiveness of his/her leadership and on an organizations bottom line. The authors initially detailed 27 competencies which were later refined down to 18 competencies within four emotional intelligence domains. The four dimensions are self-awareness, self-management, social awareness, and relationship management. These four domains were further divided into personal and social competence. The following descriptions of the competencies assist leaders in judging where they rate. Not all leaders have all of the competencies and in fact the best leaders may have only strong tendencies in four to six competencies.

Self-Awareness

- *Emotional self-awareness.* Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. They can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.
- *Accurate self-assessment.* Leaders who know their strengths and limitations and exhibit a sense of humour about themselves. They demonstrate a gracefulness in learning where they need to improve and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to look for help and where to focus in cultivating new leadership strengths.
- *Self-confidence.* Knowing their strengths allows leaders to play to their strengths. Self-confident leaders welcome a difficult assignment. Such leaders let them have a sense of presence, self-assurance that lets them stand out in a group.

Self-Management

- *Self-control.* Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and channel them in useful ways. A leader with good self-control can stay calm and clear headed in high stress or emergency situations or who remains unflappable in trying situations.
- *Transparency.* Leaders who are transparent live their values. Transparency is the authentic openness to others about one's feelings, beliefs, and actions which allows integrity. They openly admit mistakes or faults and confront unethical behaviour in others rather than turn a blind eye.
- *Adaptability.* Leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with ambiguities of organizational life. They are flexible in adapting to challenges, nimble in adjusting to fluid change and limber in their thinking in the face of new data or realities.
- *Achievement.* Leaders with strength in achievement have high personal standards that drive them seek performance improvements both for themselves and those they lead. They are pragmatic setting measurable but challenging goals and are able to calculate risk so that their goals are worthy but attainable. Continually learning - and teaching ways to do better.

M. Kern Executive Book Summary

- *Initiative.* Leaders who have a sense of efficacy that they have what it takes to control their own destiny. They seize opportunities or create them rather than waiting. They do not hesitate to cut through red tape, or even bend the rules when necessary to create better possibilities for the future.
- *Optimism.* A leader who is optimistic can roll with the punches seeing an opportunity rather than a threat in a setback. They see other positively, expecting the best of them.

Social Awareness

- *Empathy.* Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. They listen attentively and can grasp the other person's perspective. Empathy makes a person able to get along well with people of diverse backgrounds or from other cultures.
- *Organizational awareness.* A leader with social awareness can be politically astute, able to detect crucial social networks and read key power relationships. They understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among the people there.
- *Service.* Leaders high in service competence foster an emotional climate so that people in direct touch with the client will keep the relationship on the right track. They monitor customer or client satisfaction carefully and ensure that they are getting what they need. They are readily available.

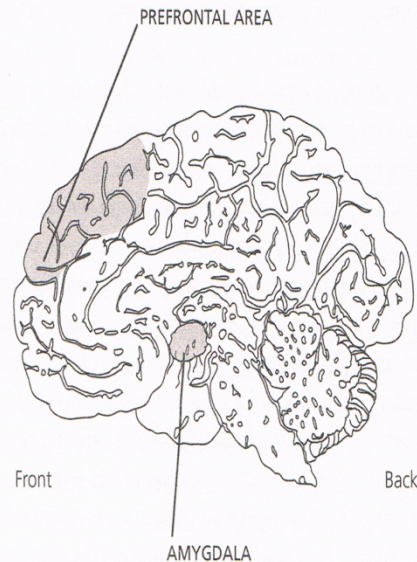
Relationship Management

- *Inspiration.* Leaders who inspire both create resonance and move people with a compelling vision or shared mission. They embody what they ask others to do and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.
- *Influence.* Indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. They are persuasive and engaging when they address a group.
- *Developing others.* Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors and coaches.
- *Change catalyst.* Leaders who can catalyze change are able to recognize the need for change, challenge the status quo, and champion the new order. They can be strong advocates for change even in the face of opposition, making the argument for it compellingly. They find practical ways to overcome barriers to change.
- *Conflict management.* Leaders who manage conflicts best are able to draw out all parties, understanding the differing perspectives and find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.
- *Teamwork and collaboration.* Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations (p. 253-256).

M. Kern Executive Book Summary

The power of emotional intelligence is based in brain research that tells us that the brain circuitry that interweaves thoughts and feelings provides the neural basis of primal leadership. The emotional centre of our brain is the amygdala which is part of the limbic system.

Moods of a leader are transmitted to those he/she leads. These moods can be either positive or negative. When those emotions are negative such as in chronic anger, anxiety or a sense of futility, it increases the follower's anxiety which in turn shuts down the brain. Worry and anxiety erode mental abilities.



The crucial emotional regulatory circuitry runs from the prefrontal area to the amygdala, located on either side of the mid-brain as part of the limbic system.

(p.27)

Because good feelings lubricate mental efficiency, people are better able to understand complicated information and make complex judgements and be more flexible in their thinking, a leader would need to open lines of communication. In order to open lines of communication, a leader can put an individual or group into a more positive frame of mind by using a little humour

or laughter. The key, Goleman et al(2002) state to making primal leadership work lies in the leadership competencies of emotional intelligence: how leaders handle themselves and their relationships. Leadership is divided into six leadership styles. There are resonant leaders and dissonant leaders. The following chart

Ask, Don't Tell by Corey Sauer



Sometimes a Leader needs to "listen" with their eyes.

Neurological Mechanisms of Primal Leadership

- Open Loop systems depend on external sources to manage
- Contagion & Leadership
- People Magnets

M. Kern Executive Book Summary

describes the leadership styles in a nutshell.



The Leadership Styles in a Nutshell

VISIONARY

HOW IT BUILDS RESONANCE: Moves people toward shared dreams

IMPACT ON CLIMATE: Most strongly positive

WHEN APPROPRIATE: When changes require a new vision, or when a clear direction is needed

COACHING

HOW IT BUILDS RESONANCE: Connects what a person wants with the organization's goals

IMPACT ON CLIMATE: Highly positive

WHEN APPROPRIATE: To help an employee improve performance by building long-term capabilities

AFFILIATIVE

HOW IT BUILDS RESONANCE: Creates harmony by connecting people to each other

IMPACT ON CLIMATE: Positive

WHEN APPROPRIATE: To heal rifts in a team, motivate during stressful times, or strengthen connections

DEMOCRATIC

HOW IT BUILDS RESONANCE: Values people's input and gets commitment through participation

IMPACT ON CLIMATE: Positive

WHEN APPROPRIATE: To build buy-in or consensus, or to get valuable input from employees

PACESETTING

HOW IT BUILDS RESONANCE: Meets challenging and exciting goals

IMPACT ON CLIMATE: Because too frequently poorly executed, often highly negative

WHEN APPROPRIATE: To get high-quality results from a motivated and competent team

COMMANDING

HOW IT BUILDS RESONANCE: Soothes fears by giving clear direction in an emergency

IMPACT ON CLIMATE: Because so often misused, highly negative

WHEN APPROPRIATE: In a crisis, to kick-start a turnaround, or with problem employees

Leadership styles which can be considered to develop resonance are the visionary, coaching, affiliative, and democratic.

- As the name states **visionary** bases his/her leadership on working toward a vision.
- A **coaching** leader helps people find their strengths and weaknesses and ties those to personal and career aspirations always encouraging them to establish and work towards long term development goals. Coaches give employees challenging assignments that stretch their abilities.
- **Affiliative** leaders demonstrate the collaborative competency. They are more concerned with promoting harmony, fostering friendly interactions, and nurturing personal relationship than achieving a goal. They favour downtime which allows them to build emotional capacity. The focus then builds empathy which allows the leader to keep the people healthy. The problem with this style means that when it comes to staff evaluation, this style's exclusive focus on praise can allow poor performance to go unchecked.
- **Democratic** leaders work best when the direction to go seems uncertain. It works on consensus building and using each member where they can do the best job. The problem with this style of leader is that it can be problematic when those whom you are consulting lack the knowledge and skills or are too incompetent to make valid decisions. Another may be that the leader relies on endless meeting where consensus remains elusive. This style cannot be used in crisis situations.

Suffice it to say that leaders need a combination of all six leadership styles at various times to be successful. The first four styles are resonance builders. The last two styles –pacesetting and commanding have their place in a leader's toolbox, but must be used carefully as relying on them too heavily or using them incorrectly can lead to dissonance. Dissonance which refers to a lack of harmony can be built in work environments where dissonant leaders produce groups that fell emotionally

discordant, where anger, fear, apathy, or even sullen silence are rampant. These conditions can be caused by leaders using these two leadership styles.

- Although the hallmarks of **Pacesetting** are all admirable, use of this style can leave employees feeling pushed too hard by the leader's relentless demands. They are often unclear about guidelines – expecting staff to know what to do. The positives are that they focus on doing things better and always hold and exemplify high standards for performance. He/she quickly pinpoints poor performers and expects more from them.
- Leading by **Command**, sometimes called the coercive style, demands immediate compliance but doesn't bother explaining why he/she is asking staff to do a task. They seek tight control of the situation and may be seen as micromanagers. The problem though is that performance appraisal focuses on what the employee is doing wrong rather than the positive. Because of the emotional contagion, the climate in the workplace is severely contaminated. These types of leaders thrive the world over in such organizations as the military, or the medical community such as in operating or emergency rooms. It can be used in crisis situations where an immediate turn-around is necessary or in dealing with problem employees, however it is a short term fix that must be accompanied with other leadership styles.

Part 2 Making Leaders

Becoming a Resonant Leader: The Five Discoveries

The process to becoming a resonant leader is completed in five stages called discoveries which are based on research by Boyatzis. People who successfully change in sustainable ways cycle through the following stages:

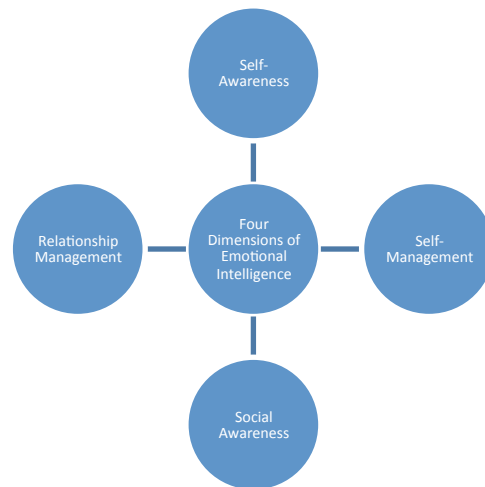
- ✚ The first discovery: **My ideal self**- Who do I want to be? Goleman et al suggests a practical strategy of writing down in concrete terms where we want to be fifteen years from now. Lasting change requires a strong commitment to a future vision of oneself. This includes reflecting on a vision for your life which helps to energize and inspire us as well as determining what your guiding principles are.
- ✚ The second discovery: **My real self** – Who am I? What are my strengths and gaps? They speak about whether you are like a frog who when dropped into a pot of boiling water will immediately jump out, but who if placed in cool water which is then subsequently heated up, will allow itself to be boiled. We get so comfortable in our situations that we do not know who we really are. We need the help of a 360o evaluation (all those who work in close proximity with us: our boss, manager, co-workers, direct subordinates, etc.) to help us see how we perform.
- ✚ The third discovery: **My learning agenda** – How can I build on my strengths while reducing my gaps? A learning plan that works towards what we want to become -our ideal self, which is initiated by us, works the best. Learning goals should resonate with our dreams and be crafted around performance outcomes.
- ✚ The fourth discovery: **Experimenting with and practicing new behaviours**, thoughts, and feelings to the point of mastery. This involves reconfiguring the brain. Since the brain learns and masters the competencies of leadership primarily through implicit learning (in the bottom of the brain, in the basal ganglia) such as through continually performing the tasks, it is necessary to improve those haphazard skills that we have acquired. We then bring in the bad habits into our

M. Kern Executive Book Summary

perception and practice better ways to deal with a situation and repeat it until it is mastered. Improving an emotional intelligence takes months not weeks or days.

✚ The fifth discovery: **Developing supportive and trusting relationships** that make change possible. The fifth discovery involves building up trusting relationships where we can feel free to experiment and with whom we can get helpful performance feedback. Talking with a trusted friend, coach, or mentor becomes a means for us to explore the painful realities of politicized work spaces. This becomes our safety net.

This book has significant evidence that a leader's emotional competencies have an enormous impact on effectiveness and on an organizations bottom line.



There are three main operating philosophies which drive a person's actions:

- Pragmatic – where the usefulness of the item determines the worth of an idea. These individuals rank high in self-management. They believe they are largely responsible for their own life.
- Intellectual philosophies desire to understand people, things and the world by constructing an image of how they work.
- Humanistic – close personal relationship give meaning to life. Loyalty is valued over mastery of a job or skill.

What emotional resources do leaders need to thrive amidst chaos and turbulent change?

What gives a leader the inner strength to be honest even about painful truths?

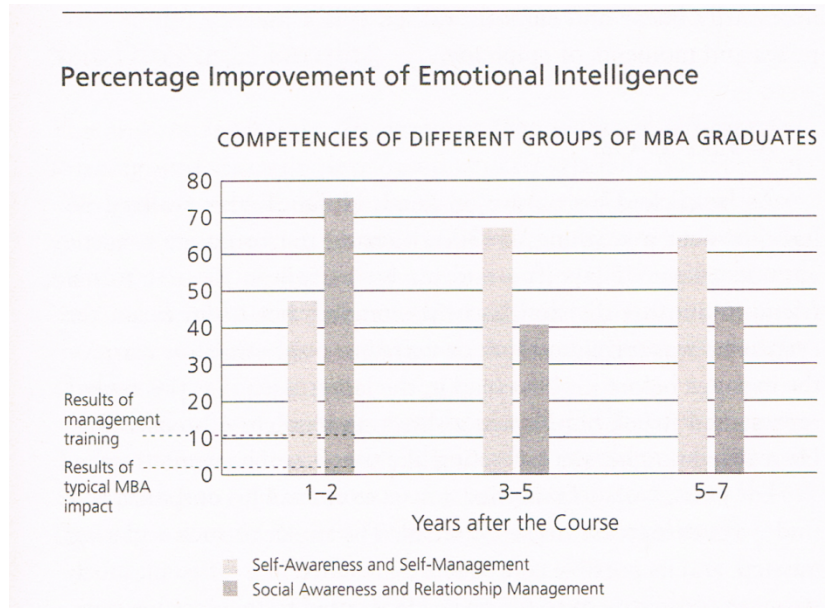
What enables a leader to inspire others to do their best work and stay loyal when other jobs beckon?

How do leaders create an emotional climate that fosters creative innovations, all-out performance or warm and lasting staff/student relationships?

Part 3 Building Emotionally Intelligent Organizations

Creating sustainable change can occur when resonance is created in an organization through interweaving the enterprise with emotionally intelligent leadership. The emotionally intelligent leaders that are dispersed throughout the organization create emotionally intelligent groups. In order for change to occur, those trying to make the change must not do it one person at a time but need to take into account the culture and the power of the emotional reality in the work place.

This book looks at close to 500 competency models from large companies. Analyzing the data from hundreds of these competency models yielded dramatic results. The analysis showed that although cognitive abilities such as technical and intellectual skills are threshold abilities, Emotional Intelligence competencies make up the more crucial and distinguishing characteristics of the star performers as they are more long lasting. The chart above shows the results of one such study (Weatherhead study) revealing that even after seven years after the training the graduates had as many or higher amounts of EI competencies.



Rules of Engagement for Creating Resonant, Emotionally Intelligent and effective cultures in school

- *Discovering the emotional reality: Respect the group's values and the organizations integrity, Slow down in order to speed up, Start at the top with a bottom-up strategy*
- *Visualize the ideal: Look inside, Don't align – attune, people first, then strategy*
- *Sustaining Emotional Intelligence: Turn vision into action, Create systems that sustain EI practices, Manage the myths of leadership*



Application to Practice

Many years ago Peter Drucker coined the phrase that people were “human capital”. If that is the case then we should be able to use the model for change that Goleman, Boyatzis and McKee write about to improve our human capital. Primal Leadership is an attempt “to prime good feelings in those we lead” (p. ix).

They use the concept of resonant leadership as a founding principle of this model. The primal leadership model builds on links to the neurology and on brain research on leaders, moods and actions which we now know have a huge impact on those we lead. Emotionally Intelligent leadership inspires and arouses passion and enthusiasm and keeps people motivated and committed to the job at hand.

The principles here not only would be helpful in the workplace but also can provide a benefit with friends or family members. The benefits of Primal leadership that are developed in the schools by cultivating the resonance allow leaders to manage meaning for the group. But success depends not on what is done but how it is done. The various leadership styles are used throughout the school setting depending on the situation. In a crisis situation where there is a student with a gun threatening a staff member, the commanding style takes priority. When deciding on goals to achieve for the following year, the democratic style works very well. To be a leader in the 21st century, a principal must be a person with vision and a clear picture of where the school should be headed. This is where the visionary component of the leader comes into play. Working with new staff or staff in new positions and guiding and helping them along is where the coaching style is used. When there are rifts in your school team an affiliative style could be used. If your team is highly motivated around school goals, a pacesetter style would work well. But building the emotional intelligence that is required in any school takes time and effort.

As an administrator one could start with getting to know the staff that you are assigned. An example such as taking each member out for a private lunch and learning about them could be used. When you have a school staff that ranges in numbers between 50-60 members, this is difficult to accomplish. Maybe preparing a breakfast for staff prior to the first work day would go a long way to building some relationships. This author has requested the staff write a one page autobiography where they can tell who they are and what their dreams and wishes are. The principal would also do the same. This serves to help the principal learn about his/her staff prior to meeting them and vice versa. As the authors of *Primal Leadership* mention, the development of competencies take months. But starting slowly and practicing the skills regularly will increase an administrator's competence. Putting up bulletin boards about oneself or creating cards and then taking pictures of staff to accompany a card which each staff member has created would allow all staff to get to know one another.

M. Kern Executive Book Summary



Of the emotional intelligence domains and associated competencies described here, staff may be competent in four to six only. The key is to strengthen the underlying EI abilities that drive a given style. When we have gaps in one competency, we work to improve those areas. The skills based in the limbic brain are learned much slower but are best learned through motivation, extended practice and feedback. One must use the learning process to affect sustainable change. The five discovery stages allow for some self-direction but which the PLC groups

can act as coaches, mentors, or trusting colleagues to assist us along the way. The very first staff meeting could complete the exercise on envisioning what life would be like fifteen years from now. Continued activities throughout the school year during staff meetings and PLC's would help practice the EI competency skills but daily practice with individual staff or students would increase the competencies faster. Throughout the year we could hold both formal and informal conversations about what is working, what is not working and how exciting it would be if the organization could move in the direction of what is working. These are only some of the areas where the Primal Leadership model could be used. There are many other ideas that could be incorporated throughout the five stages.

Some of the job of creating a sustainable primal culture that promotes resonance could not be done by a school administrator and which would need to be done by the school system would include changing job descriptions, changing relationship norms and job designs, reshaping the systems and performance expectations to better match the vision of a resonance school. These duties would be better left to the director and her staff; however she would need to be involved from the start to accomplish the sustainable change.

Critical Evaluation

The purpose in reading this text was two-fold. The author felt that her own emotional intelligence is

"The best leaders create resonance — a reservoir of positivity that inspires passion and motivates people to perform at their best." A. McKee

lacking and wanted to get some concrete ideas about how to improve that competency. Within the first 30 pages, the book outlined what it would be about. There were many descriptions but I was looking for data based research and as such was looking for which exact research that the authors were talking about. I would have liked to have had a copy of the ECI 360 measurement tool included in an index.

Many stories and anecdotes were not referenced in the text so the book was somewhat frustrating at first. There seemed to be a lot of repetition. The book did have extensive notes at the end which told a bit more about any research that had been referred to. As well there were many touching real life

M. Kern Executive Book Summary

examples of managers in the business field. Although these could easily be adapted to the education field, I would have liked some education related examples, which were lacking.

I enjoyed the appendix section which gave very good descriptions of the competencies that were used in the research. I look forward to the student study guide that is planned to accompany this book.

Point Form Summary

Title: Primal Leadership: Learning to Lead with Emotional Intelligence

Authors: Daniel Goleman, Richard Boyatzis, & Annie McKee

Part 1: The Power of Emotional Intelligence

- *Primal Leadership*
- *Resonant Leadership*
- *The Brain and Leadership*
- *Leadership Styles and Leadership Competencies*

Part 2: Making Leaders

- *Becoming a Resonant Leader*
- *The Motivation to Change*
- *Sustaining Leadership Change*

Part 3 Building Emotionally Intelligent Organizations

- *Emotional Reality of Teams*
- *Reality of the Ideal Vision*
- *Creating Sustainable Change*

Goleman, D., Boyatzis, R., & McKee, A., (2002). Primal leadership: Learning to lead with emotional intelligence. Boston, MA: Harvard Business School Press.