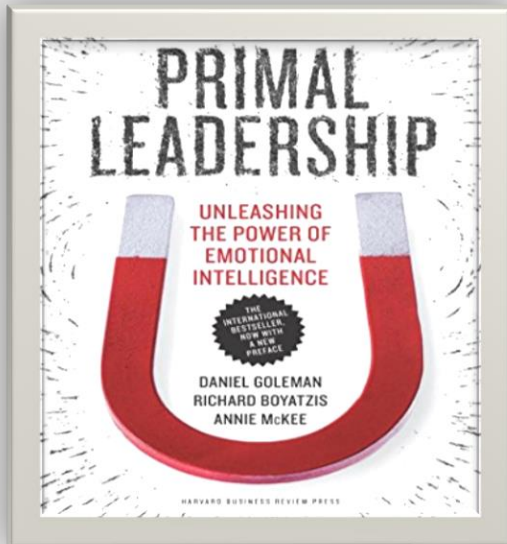


Primal Leadership: Unleashing the Power of Emotional Intelligence

By Daniel Goleman, Richard Boyatzis, and Annie McKee



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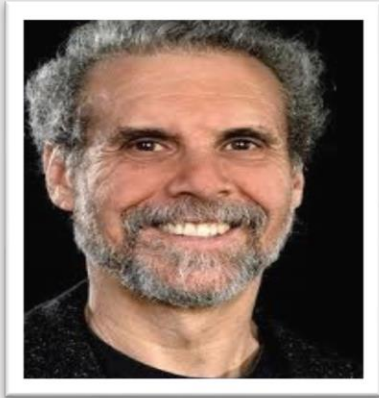
“Primal leadership refers to the emotional dimension of leadership. We argue that a leader’s primal task is an emotional one—to articulate a message that resonates with their followers’ emotional reality, with their sense of purpose—and so to move people in a positive direction. Leadership, after all, is the art of getting work done through other people”

(Goleman, 2017, pp. 222)

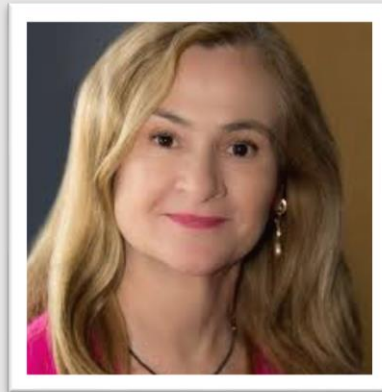
Introduction

Primal Leadership presents the theory of primal leadership, describing research and experiences made by the authors during several years. The authors investigate the topic from different points of view, putting together their expertise to offer a perspective that takes advantage of their diverse background. During the years, the authors encountered relevant leaders at all levels, working in different organizations. In this book, the authors present the stories of these leaders, describing their different research and examining the data that were collected. From all these sources, the authors answered interesting questions about primal leadership such as: “What *emotional resources do leaders need to thrive amidst chaos and turbulent change? What gives a leader the inner strength to be honest about even painful truths? What enable leaders to inspire others to do their best work? How do leaders create an emotional climate that fosters creative innovations, all-out performance, or warm and lasting customer relationships?*” (Goleman, 2017, pp.15).

About the authors



Daniele Goleman



Annie McKee



Richard Boyatzis

Daniel Goleman is an internationally known psychologist who lectures frequently to professional groups, business audiences, and on college campuses. His 1995 book *Emotional Intelligence* was named one of the 25 “Most Influential Business Management Books” by *TIME Magazine*. Goleman is a co-founder of the Collaborative for Academic, Social, and Emotional Learning, originally at the Yale Child Studies Center and now at the University of Illinois at Chicago. He currently co-directs the Consortium for Research on Emotional Intelligence at Rutgers University

Annie McKee is a bestselling author and advisor to top global leaders. As a founder of the Teleos Leadership Institute, she consults to executive teams, leads change projects in organizations, communities and governments, and speaks to groups of leaders all over the world. Annie also teaches at the University of Pennsylvania and conducts research on leadership and organizational effectiveness. She collaborates with business and organizations leaders worldwide, helping dozens of organizations transform to promote emotional leaders

Richard Boyatzis is Distinguished University Professor, as well as Professor in the Departments of Organizational Behavior, Psychology, and Cognitive Science at Case Western Reserve University and Adjunct Professor at ESADE. He is the author of more than 150 articles and books on leadership, competencies, and Emotional Intelligence. Boyatzis’ current research includes several studies into the neural systems activated when engaged in Intentional Change efforts of arousing the Positive Emotional Attractor. He is also involved in numerous research studies of coaching, doctor-patient relationships and teacher-student relationships that foster sustained, desired change.

Part one: The Power of Emotional Intelligence

“Great leaders move us. They ignite our passion and inspire the best in us.

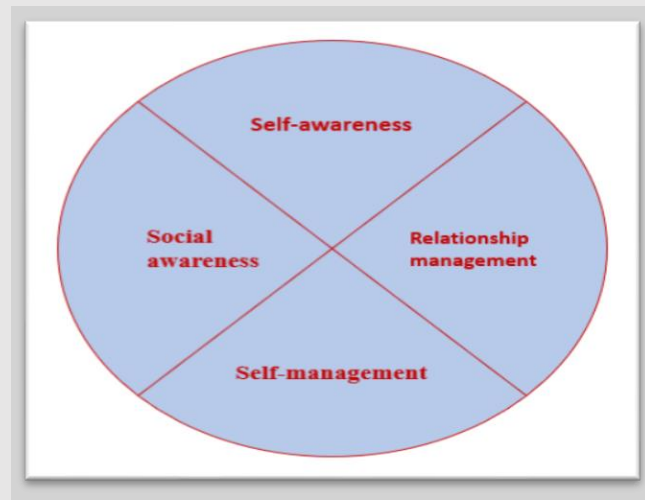
They work through emotions”

Goleman, Boyatzis & McKee, 2013, pp.3.

Primal Leadership

According to the authors, good leaders act as a group's emotional guide, driving their emotions in a positive direction. In any group leaders can have the power to influence everyone's emotions: if people's emotions are pushed in a good way performance can increase. On the other hand, if people are driven toward anxiety, the level of their performance can decrease. Leaders' behaviour manners because the human brain is designed in a specific way. The authors describe the open-loop nature of the limbic system as our emotional center; this system depends largely on the external sources to manage itself. The open-loop limbic system was designed in evolution, allowing people to come to another's emotional rescue. As a result, people rely on connection with other people for own emotional stability. Several studies that about observing working groups in action revealed the continual interplay of limbic open loops among members. Moreover, these studies showed the important role of the leaders in these groups; leaders can better understand their team trough their emotional intelligence acting as *emotional magnets* for the group. On the other hand, negative emotions can negatively affect the job, distracting from the task. The authors show the results of a study on moods and their development conducted by the university of Yale: The performances of groups that managed executive decisions on the best way to award annual bonuses were influenced by positive feelings and were compromised from the negative ones. When leaders fail to emphasize with the team or when they are not able to read the emotion in a group, they create dissonance. As a result, people can feel lost and perform poorly.

The Four Dimension of Emotional Intelligence



During the years, the authors' thinking on the topic of emotional intelligence has changed by analyzing new data. As a result, the authors present four domains of emotional intelligence instead of five as in the previous study. Furthermore, the authors describe the competencies related to these domains, identifying two different groups of competence: the personal competence determines how we manage ourselves and it is related with the domains of self-awareness and self-management. The social competence determines how we manage relationships and it is related to the domains of social awareness and relationship management.

Personal Competence	Social Competence
Self-awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence 	Social awareness <ul style="list-style-type: none"> • Empathy • Organizational awareness • Service
Self-management <ul style="list-style-type: none"> • Emotional self-control • Transparency • Adaptability • Achievement • Initiative • Optimism 	Relationship management <ul style="list-style-type: none"> • Inspirational leadership • Influence • Developing others • Change catalyst • Conflict management • Building bonds • Teamwork and collaboration

Self-awareness: Goleman defines the self-awareness as “knowing one’s internal states, preference, resources, and intuitions” (Goleman, 2017, pp. 40). According to the authors, self-awareness is the basis of emotional intelligence; the ability to identify and manage our emotions and identify and influence others’ emotions. Developing emotional self-awareness is a crucial first step in effective leadership since people cannot develop skills like emotional self-control, empathy, or teamwork unless they are aware of their own feelings and how they influence other thoughts and behaviors. Moreover, people that are self-aware act consciously and tend to be more compassionate.

Self-management: Self-management is the ability to prioritize goals, decide what must be done, and be accountable to complete the necessary actions. Self-management is the component of emotional intelligence that allows leaders to obtain the mental clarity and the energy needed to act. Moreover, this is also important for competitive reasons since leaders who master their emotions can adapt to the new situations, helping the organization to adjust.

Social awareness: Social awareness can help to understand how people react to different social situations, modifying effectively their interaction to achieve the best results. Social awareness, particularly empathy, is a crucial element for leaders. This is because leaders that are aware about other feelings can act in appropriate way with others.

Relationship management: According to the authors, relationship management is related the most visible tools of leadership: Persuasion, conflict management, and collaboration among people. Leaders with high level of relationship management can inspire others with their actions, leading people to achieve common goals.

The Leadership Repertoire

The authors propose six distinct approaches of leadership, describing six leadership styles. Leaders need a combination of these six styles at various times to be successful. According to their classification, four of these styles (visionary, coaching, affiliative, and democratic) could improve

the performance. On the other hand, the two styles (pacesetting and commanding) should be applied with caution since using them incorrectly could lead to dissonance.

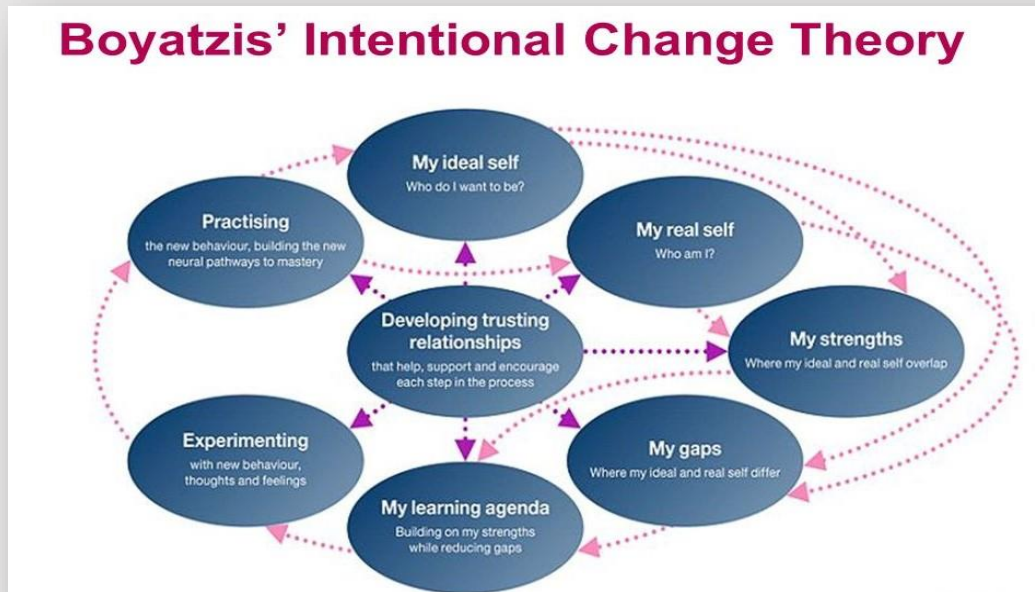
The Leadership styles	How it Builds resonance	Impact on climate	When appropriate
Visionary	Moves people toward shared dream.	Most strongly positive.	When changes require a new vision, or when a clear direction is needed.
Coaching	Connects what a person wants with the organization's goals.	Highly positive.	To help an employee improve performance by building long-term capabilities.
Affiliate	Create harmony by connecting people to each other.	Positive	To heal rifts in a team, motivate during stressful times, or strengthen connections.
Democratic	Values people's input and gets commitment through participation.	Positive	To build buy-in or consensus, or to get valuable input from employees.
Pacesetting	Meets challenging and exciting goals.	Because too frequently poorly executed, often highly negative.	To get high-quality results from a motivated and competent team.
Commanding	Soothes fears by giving clear direction in an energy.	Because so often misused, highly negative.	In a crisis, to kick-start a turnaround, or with problem employees.

Part Two: Making Leaders

“Now try writing a page or two about what you would like to do with the rest of your life” (Goleman, 2017, pp. 119)

The authors present an important aspect that creates effective leadership: the self-directed learning. This learning model was developed by Richard Boyatzis in 2006. The model is composed by five steps called discoveries. Each step requires different times and it does not follow a fixed path. People practice new habits that generate changes in themselves by following these different steps. Boyatzis has spent many years working on how adults acquire and develop new long-term behavioral skills. According to Boyatzis, the process of self-directed should begin with the recognition shock that Boyatzis calls discontinuity: The gap between what am I doing now and how I would like to behave to allow myself to become more effective.

Intentional Change Theory (Boyatzis, 2006)



The process to become a resonant leader should follow these stages research. The authors describe the five stages inspired by Boyatzis's research, presenting real examples and studied that they carried out during the years with several leaders.

The First Discovery: The Ideal Self

The goal is to discover your ideal self, the person you would like to be, what you want in your life and in your work. This process of self-discovery requires a long and profound reflection. The authors present the case of Sofia, a senior manager at a telecom in northern Europe. Sofia took part in a useful leadership developing program in order to improve her leadership abilities. The program led Sofia to be emotionally engaged in her self-development. During the program, the authors asked her to think about her future life at a specific point: what she would be doing, where she would live and who was there. Then, they asked her to choose a date eight to ten years from that moment. Finally, she wrote a vision of her life as if it were today. By reflecting on a vision of her life, Sofia began to understand the various parts of her life more clearly, identifying a plan to turn this dream into reality. This plan was stimulating and motivating for her.

The Second Discovery: The Real Self

The second discovery is related with uncovering the reality of how you see yourself, and how others see you. The authors present the example of John, president of BF Goodrich. When he became president, he took on his leadership challenges with passion, showing high strengths as a democratic and visionary leader. After six years, however, John had lost his contagious excitement and with it much of his charisma. For instance, he started to talk about management issues but as a routine. According to the authors, leaders need to develop an understanding of their strengths and gaps, the differences or similarities between the ideal and the real. The authors suggest identifying what you want to relish, what you want to preserve and, what you would like to change or adapt to your new situations. In conclusion, people change over time and it is important for them to reflect on their current real self, identifying changes needed to improve their future performance.

The Third Discovery: A Learning Agenda

A learning agenda focuses on changes for a better performance at work and in life. These changes are defined as plans created around learning rather than performance outcomes. According to the authors, setting goals and creating plans based on learning are most effective than creating plans based only on performance outcome. The authors present the results obtained by recent studies of people who have improved their emotional intelligence. These results reveal several key points about setting goals and creating plans. The findings include the following:

- Goals should build on person's strengths.
- Goals should be a person's own, not the goals that someone else has imposed.
- Plans should include several planning methods allow people to prepare for the future in a different way.
- Plans should be feasible, aligning with person's life.
- Plans should suit person's learning style. Otherwise, the person will lose attention and motivation.

The fourth discovery: Reconfiguring the Brain

During our life, the brain learns and develops leadership competencies through learning processes. However, there is a difference about the way we learn cognitive abilities and the way we develop emotional intelligence. According to the authors, the cognitive abilities are learned through the neocortex very quickly. However, the development of emotional intelligence takes more time since this needs repetition and practice. The key to learning new habits for leaders is practicing them, by breaking old habits and learning new ones. The authors suggest a learning strategy that a first focuses on overcoming the impulsive leadership habits you are trying to undo, before giving full attention to the new habits with which you want to replace the old.

The fifth discovery: The Power of Relationships

The authors highlight the importance of creating relationships based on mutual exchange and trust. A company should create relationships in which people can experiment new strategies, obtaining useful feedback. The authors present several types of mentors and coaches such as executive coaches, informal mentors, colleagues, and friends. Good coaches should be able to understand the organization, its challenges and the strengths of the leader, using emotional intelligence.

Part Three: Building Emotionally Intelligent Organizations

According to the authors, the learning process begins with change in the individual, but individual changes are not enough to create emotional intelligent organizations. In order to create effective changes in organization or team is important understanding the emotional reality and norms of the team and the culture of the organization. For this reason, people in a group should share a common vision with the organization. Several research studies show the high power of group decision making compared to the individual decision making. In fact, the results of these studies show that groups with brilliant individuals could make bad decisions if the group does not have emotional intelligence. For example, if personal quarrels and rivalries occur within the group. According to

the authors, the collective emotional intelligence is what distinguishes the best performing media teams and organizations. Everyone in the group contributes to the general level of emotional intelligence, but leaders have a special role since they can contribute to create the positive sense of belonging to a group.

The emotional intelligence of a group requires the same skills expressed by an individual of emotional intelligence: self-awareness, self-management, social awareness and relationship management. The book presents an example of a research related to self-awareness made with group of people during their job's meetings and their leader. The research focused on the team's self-awareness, identifying the group members as responsible for managing the way they work together. Everyone in the group had to follow some specific process norms expressed by their leader. Some of these norms were:

- Keeping group members on track.
- Facilitating group input.
- Raising questions about our procedures.
- Using good listening skills.

After took part in this research, people described these meetings as the most targeted and productive they have ever attended. This example shows how a team led by the leader of emotional intelligence could learn to manage itself.

Moreover, the book presents a process called dynamic inquiry that was developed by one of the authors, Annie McKeen at the University of Massachusetts. The goal of this method is to discover the organization's emotional reality: what people care about, what is helping them, their groups, and the organization to succeed. The dynamic inquiry involves focused conversations and opened questions intended to get at the people's feeling. The study shows some important results. The method contributes to create a shared language among the people's group. This shared language is based on feelings and it provides a sense of unity that could help people to move from talk to action.

Conclusion

This book presents the emotional component of leadership, showing the importance of the emotions in business. The authors describe some of their research about how emotional intelligence impacts the performance of individuals, leaders, teams, and organizations. These research studies help the reader to understand how important emotional intelligence can be to success of leaders. In my opinion, the strength of this book is showing several rules of engagement that could help to create a resonant, emotionally intelligent, and effective culture.

Goleman, Daniel, Richard E. Boyatzis, and Annie McKee. Primal leadership: Unleashing the power of emotional intelligence. Harvard Business Press, 2017.