



TRANSCRIPT FOR MODULE 4

LEADING WITH EMOTIONAL INTELLIGENCE

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Introduction

Until recently, many people thought the sole source of success boiled down to their intelligence (IQ).

However, research has been emerging since the late 90's that there is a definitive link between career success, and emotional intelligence (EQ).

Intelligence is your ability to learn, which remains the same, whether you're 15 or 50 years old.

EQ is not a steadfast metric. It's a flexible set of skills that can be learned, and improved with practice.

This module - Leading with Emotional Intelligence - explores the impact of emotional and social functioning in the area of leadership, and your role as a leader.

I'm Gina London, internationally recognized communications expert, author and keynote speaker.

This curriculum was designed by leading experts and aligns with my practice based executive training programmes which help you better lead, manage and inspire teams.

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

- Describe the dimensions of EQ
- Develop EQ strategies to enhance your leadership style
- Have a heightened level of empathy to support your leadership and change initiatives
- And have personal change goals to continue your development in the area of EQ

Let's get started

Lesson 1: Some fundamentals about Emotional Intelligence

Session A: What is emotional intelligence and why is it important? How, and more importantly why, did emotional intelligence move out of the realm of clinical psychology into the world of business and onto the curricula of prestigious Business Schools?

The focus of Psychology traditionally was on the dysfunctional aspects of the human experience.

Psychoanalysis, pioneered by Freud and Jung, was influential in the earlier days. This was followed by Skinner and behavioural psychology emphasising the carrot and stick.

Maslow started the emphasis on the transpersonal. He emphasised the importance of meaning and purpose for self-actualisation.

A major transition occurred in 1996 with the publication of a book by a clinical psychologist and New York Times correspondent from California, Daniel Goleman.

This was one of the focal points of what is known as the positive psychology movement.

The book made some amazing claims which are still being validated today. The subtitle is telling:

Why EQ can be more important than IQ.

There are two great ideas here.

The first is that the study of excellent human functioning can guide the executive population to a higher consciousness and as a result produce better organisations and better leadership.

The second is that individuals can get more out of life by way of satisfaction and happiness. Or at the least to live with grace and ease.

Performance and high achievement are mediated by what we care about or our values, and our creative energy.

The starting point for developing emotional intelligence is personal insight or self-awareness.

That requires a careful look at ourselves, and especially our strengths and weaknesses.

Such insight enables us to behave in a way that is appropriate to the organisational role that we occupy.

Emotional intelligence is important to both managers and leaders. The leader's job is to inspire others with a vision, and to have the determination to reach outcomes.

The vision comes from within the leader. Social intelligence is required to inspire others to enrol in the vision.

Determination, confidence, and courage is required to maintain momentum over time. We can begin to appreciate how different these traits are from general intelligence (G) as measured by standard IQ tests.

And that is why organisations worldwide are keenly interested in this important topic.

Session B: Research findings and measurement of EQ

There is mounting evidence that emotional intelligence leads to better results.

Can emotional intelligence be measured like IQ using the Stanford Binet IQ test? The research is positive in regard to validity, and reliability of the most prominent of the instruments available.

There are several of high quality, including the Hay McBirr instrument based on Daniel Goleman's research. Others include the EQ map (Esther Orioli), the EQI 2.0 (Multi Health Systems), and the Solovey and Mayer emotional intelligence model.

The broad categories of emotional intelligence are: intrapersonal, interpersonal and self-management. For leaders, the Emotional Capital Report (ECR) by Martin Newman is very useful with research that is directly relevant.

Newman describes three core skills that are essential for leaders, and his research has shown that excellent leaders tend to have higher scores on these dimensions.

The first core competency is self-reliance. The leader needs to believe in herself without reservation. This might be described as a willingness to 'stand on her own two feet'.

Command can be lonely at times, and as the quote goes:

‘you can’t lead a cavalry charge if you think you look funny on a horse!’ The other core competencies are self-confidence and self-regard.

In summary, emotional intelligence is important. It is measurable, it leads to higher performing organisations, and in particular, the leaders of those organisations.

Lesson 2: Defining dimensions of leadership success from EQ

Session A: The role of the self-concept

There is compelling psychological evidence that the leader’s self-image or self-concept predicates many of his, or her behaviours.

At the core of interpersonal effectiveness is self-confidence, and self-belief. First, the leader must have the ability to believe in himself, or herself.

The highest score in Newman’s research of exceptional leaders is for Self-Confidence. Self confidence is an internal job. This is not a superficial mantra such as “I can do it”! It is a deeply felt sense of capability, and self-belief.

We all have doubts about our capabilities. But for leadership, we cannot allow these doubts to grow and sabotage our efforts.

On the other side is overconfidence, described as the “mother of all biases”!

In between, there is another dimension of emotional intelligence - “reality testing.” Good problem solving skills will be based on facts and reality.

Confidence is the energy supply to deliver on the analysis. You need self-confidence to deliver a vision. Leaders follow their own star.

Think about disruptors and innovators like Steve Jobs, and Martin Luther King... They see what

could be, rather than what is.

They are guided by a sense of purpose - the why, rather than the what, or how.

Session B: From Purpose to Impact

The positive and transpersonal areas of psychology propose that happiness and fulfilment are achieved by having meaning and purpose in your life and career.

In emotional intelligence, this dimension is measured in your self-actualisation score.

Self-actualisation is about meaning and purpose. It is the answer to the question “are you fulfilling your potential?”

The term was popularised by Maslow with his famous motivation theory – The Hierarchy of Needs. When other needs are met, people seek meaning and purpose. It is one of the best kept secrets of organisational life that people go to work for meaning and purpose.

When you have a sense of mission, leading becomes a social process of inspiring others to engage with their hearts as well as their heads. How you score on empathy becomes important.

People respond to your leadership, only if they feel heard, and understood. Daniel Goleman terms this “primal empathy” - the ability to understand and respond to the thoughts, feelings and intentions of the other person.

It is not surprising that empathy is the biggest predictor of innovation and creativity. Empathy allows us to understand motivation as much more than carrot and stick. We can manipulate our people with rewards and punishments, and incentives, and pressures.

BUT, if we want to inspire, we must appeal to the longing of people to contribute from their best potential.

Listening is the key to empathy. People rarely feel truly understood. Absolute miracles can occur when we make a real effort to completely understand the perspective of another person.

Stephen R. Covey in “The Seven Habits of Effective People,” named this aspect as:

“First seek to understand, then to be understood.”

This is different from 'knowing the answers'. It is understanding the person. It is one of the hardest things to develop. Artificial intelligence coding is attempting to mimic human empathy but is still at the earliest stages.

But as Martyn Newman says, 'no skill will improve your leadership brand and capacity to inspire or manage people better than empathy.' He uses the Henry Thoreau quote:

"What lies before us, and what lies behind us are small matters compared to what lies within us. And when we bring what is within us out into the world, miracles happen."

That is your job as leader!

Session C: From empathy to appreciation

Appreciating others is the key to engagement and motivation.

In a major piece of international research into engagement of highly paid knowledge workers, conducted by Susan D'Annunzio, (described in her book 'Contagious Success'), a key finding was that appreciation was the number one motivator.

Most people are in a praise deficit. In order to appreciate most effectively, empathy is required to understand what the individual values.

Make it a habit to thank people, not in general terms, but specifically when you are grateful. As John Kennedy said, we must never forget that the highest appreciation is not to utter words, but to live by them!

If we are to be trusted, then we must be consistent in delivering our promises and walking our talk.

Leaders should be competent but also warm.

Business schools did not traditionally teach us how to manage our emotions.

Let people know that you like them.

As Maya Angelou said:

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Neuroscience tells us why this is the case.

Emotion and memory are formed in the limbic system. Emotions are a signalling system to tag events as important. The hippocampus is involved with memory and the Amygdala is the brain’s SOS system, firing warning signals in cases of danger.

When our Amygdala is triggered, this creates a vivid memory so that we stay safe and survive. This ancient survival mechanism was developed during human evolution, and the reason we are here today is because our ancestors paid attention to danger signals.

However, harsh criticism, while not life threatening, can trigger the Amygdala, and lay down vivid memories that override facts, and objective analysis.

The term “Amygdala hijack” was used by Goleman in his original book on emotional intelligence.

Interestingly, meditation has been proven to turn down the Amygdala, allowing us to be less reactive, and more considered in our responses to events!

We will return to the benefits of meditation, and mindfulness in the section on resilience - another important aspect of emotional intelligence.

Session D: The Power of Belief

In medicine, it is called the “placebo effect.”

Most pharmaceuticals have difficulty being more effective than placebo.

Placebos are sugar pills with no active ingredients, that usually help considerably with all sorts of medical conditions, provided the patient believes that such an effect will occur.

The opposite is a nocebo where a negative response happens, where the patient believes that the sugar pill will harm.

This is the power of belief. Whatever your mind can conceive you can achieve.

Beliefs create the maps that guide us to our goals. Of course, this presupposes the existence of self-belief or self-efficacy!

The Stanford psychologist Albert Bandura developed social cognitive theory, highlighting the importance of self-efficacy.

Those with higher self-efficacy believe that they can achieve higher goals, and increase the likelihood that they will dedicate themselves to those goals.

Self-efficacy relates to a person's confidence to participate in challenges that will help achieve their goals.

It is clear that leading in a way that increases self-efficacy is going to inspire people and obtain better results.

The story of the 4 minute mile is a great example of the power of belief!

Before Roger Bannister broke the 4 minute mile barrier in 1954, conventional wisdom was that running at that speed was not possible for a human.

In the year following Bannister's achievement 33 people broke the mile time of 4 minutes. A four minute mile today would be routine for high level athletes. Limiting beliefs cause us to miss out on the things that we want most.

There are many ways we can work on our beliefs. For example, visualisation can be used to create a vivid picture of success.

To visualise success - relax and become receptive... Picture the future that you wish to happen as vividly as possible, using all of your senses - seeing what you see, feeling what you feel (both outside and inside), and hearing what you hear.

Smell and taste also work well. Run the scene through in your head a few times. This creates an inoculation effect.

The subconscious brain cannot distinguish between what has happened and what has been vividly imagined. Athletes who make the fastest progress make use of performance imagery.

Self-hypnosis also works.

By repeating positive affirmations to ourselves, in a deeply relaxed and reception state, our subconscious is accessible, and we can programme our belief system.

Of course all of the other inputs are necessary, as blind faith is not a method for excellent performance! But it can be a difference that makes the difference!

Session E: Managing the inner dialogue

Monitoring our self-talk is important.

If self-talk is negative this will impact our performance. Ask yourself:

“What it is that you are saying about the situation.”

Then challenge yourself with the question:

“Is this true?” If the answer is no, then change the belief.

If yes, ask yourself - gently - for evidence.

Without evidence we cannot say that negative self-talk is true. Again the invitation is to substitute a more resourcing belief.

If you are having difficulty revert to a mantra:

“Yes I can” or *“I’ve got it”* ... the choice is yours as to what works best.

I really like the inner voice being described as ‘the sound of the safe-keeping self’ - a term used by R Bolles, the author of *“What colour is your parachute?”*

Another method from Neuro Linguistic programming is “anchoring.”

This involves remembering a time when you had the resources that you need. For example, confidence.

You immerse yourself as fully as possible into a time when you felt most confident.

When you can really feel the confidence fire off an anchor - for example - a fist squeeze, or a word that captures the feeling. Saying YES! with feeling works well. Then test out the anchor by saying the work, or making the gesture.

Lesson 3: Working with Change

Session A: change resistance and personal flexibility

Leaders are fundamentally concerned with change.

Managers keep the shop as a 'going concern' while leaders consider where to open the next shop!

The emotional intelligence skill that facilitates a resourceful attitude to change, is flexibility.

Change almost always involves cultural change.

A working definition of culture is the way that we do things around here.

When the leader tries to change a system, particularly one that has been successful in the past, there is resistance.

It is a startling reality that, according to INSEAD, the prestigious business school in France, around 7 out of 10 change initiatives fail!

The resistance comes from many sources including lack of top management sponsorship, unrealistic expectations, and the 'not invented here' syndrome!

In a complex system, the most flexible person can be the most powerful. As a leader, you should ask yourself '*how are you with change?*'

John Kotter, the Harvard strategy expert, gives an excellent account of why change fails, and how to avoid such failure, in his 1996 book "*Leading Change*."

While the book describes an excellent change-management model, it does not discuss the personal skills that the leader needs to successfully implement change. The status quo bias is strong, and it is particularly difficult for leaders to reinvent their strategies when, in many cases, this has been the reason for their success to date.

In particular, the generation of a need, that is deeply felt for change, is both a personal and social challenge. The ability to stay sensitive to emerging data and trends without resorting to defensiveness, however painful this may be, and to remain agile is crucial for success.

The historical list of Fortune 500 companies is littered with examples of firms that did not respond well enough to changing demands from changing environments. Companies such as Wang, Digital, America onLine, Atari, many of them household names, did not survive.

The reality is, that what got you here will not keep you here.

Apple is THE great counter example. And the reason is mainly down to Steve Jobs who had a great vision about design and disruption.

Jobs did not relax with the success of the Apple computer in the 1970s, nor with the success of the iPod, iPad, Apple Watch and iTunes in subsequent years.

He was a man with a mission!

Andy Grove of Intel, faced what he calls: “a valley of death” when Japanese companies used their strength in precision manufacturing to beat Intel at the business of memory chips.

Grove has stated that a company’s ability to survive such a threat, depends only on how senior management reacts emotionally.

Flexibility is the ability to respond when new realities emerge.

Session B: the illusion of control and micro-management

People who lack flexibility have an external locus of control. They perceive causality to be external.

This becomes a self-fulfilling prophecy, with an internal locus of control, the leader believes that he, or she, can ride the waves of change.

People with low flexibility are ruled by fear and anxiety. They prefer certainty and control, however inadequate, to ambiguous and uncertain change.

This gives, what could be regarded as the illusion of control. In such cases, genuine delegation is difficult, as control can be perceived to be lost.

Numerous studies have identified micro-managing as the most negative managerial trait.

The leader, who cannot share control, will lose it.

The leader, who cannot delegate, will disempower her people.

Adaptability is the key competency.

Emergent strategy must account for rapid change in the business environment.

The book “Who Moved My Cheese” by Doctor Spencer Johnson, was one of the most successful business books ever. The fable describes change in one’s work, and life, and the need for flexibility.

There is no play book for the next right move. This remains a judgement call, hopefully based on the best data, the highest level of involvement of those close to the customer, and sponsorship of innovation at the top level.

The questioning of ‘sacred cow’ assumptions is at the heart of good strategic thinking.

The personal trait is tolerance of ambiguity – the ability to be comfortable, without being certain. This entails the ability to obtain, and remain comfortable, with multiple perspectives.

Behind the scenes, as always, there must be self-confidence, the ability to let go of all the uncertainties, and to back yourself, and your people.

Session C: Storytelling for leaders

Leading change requires self-management and interpersonal skills.

The leader must be effective at communicating, influencing, and negotiating.

One of the emerging hot tips for communicating is the ability to embed meaning in storytelling. Storytelling is a timeless, and artful means of communicating.

The human being has a need for stories, and these can build into an enduring culture.

In 1963, when Martin Luther King addressed the first mass civil rights rally of half a million people in Washington DC, he uttered the famous lines:

“I have a dream”... and the world shifted on its axis.

The ‘Wizard of Oz’ is another great example.

In the movie, Dorothy goes on a journey (yellow brick road) with her three friends who were looking for different things from the Wizard: the Tinman wanted a heart, the Scarecrow wanted a brain and the Cowardly Lion wanted courage.

Dorothy, of course, wanted to go home!

The best stories appeal to human archetypes – symbolic meaning that all humans respond to. An example would be a fall from grace and redemption.

Zuko from the Avatar movie, or Boromir from the Lord of the Rings, are examples. The hero’s journey by Joseph Campbell is used by Steve Lucas as the theme for Star Wars.

Session D: how to influence using your ‘stage’

Leaders can tune into these mythic themes by telling stories modelled on a universal idea for example: Good versus Bad. Or good becomes bad becomes good again!

The main character is always involved in a conflict with another character, or a conflict within himself or with society.

The conflict gets resolved, and that is the theme of the story!

Empathy assumes a central role, as the audience must empathise with the main character or the story will not resonate.

So how could a leader use storytelling to introduce change?

A great way to think of this, is to see yourself as a character on a stage. with various audiences.

Ask yourself what this audience needs from you, in order to be moved, or persuaded by you.
We can play many characters.

Which one do you have the flexibility to play for this audience? Is it the Innovative One? The Detective? The Seer? The Comedian?

Many characters are possible!
How do actors convincingly play characters?

They draw from their own experiences. and this keeps the performance authentic. Great storytellers captivate their audiences. and draw them into a different reality. They inspire with possibilities.

They use rhetorical devices, lists of 3, contrasts, examples from their direct experience, forceful body language, tonality, pauses.

Session E: The weapons of influence

Leaders need to influence.

The 6 weapons of influence by Robert Cialdini explain over 50 years of psychological research in this area.

The weapons are: Reciprocation... Social Proof... Commitment and Consistency... Liking... Authority... and Scarcity.

Let's start with Reciprocity.

The mindset of reciprocity is generosity. Look for opportunities to help others.

There is a very strong inbuilt sense of obligation in people to return in kind what has been given to them.

In many ways, this social obligation helps enormously for societies to develop, as we can help others, with a reasonable expectation that they will, in turn, help us.

Build your favour bank, and realise that there is an obligation to receive, as well as to give. Otherwise the system will not work.

This can grow into a leader's greatest asset - the quality and extent of their social capital or network.

There is excellent research from Chicago University (Ron Burt) demonstrating that those with excellent networks, earn ten times as much as those without, and get multiple more promotions.

Obviously, good interpersonal relationships are key to developing such a network!

Don't be the networking jerk who is only in it for themselves. People will become aware of this and be wary of you!

Social proof is the tendency for people to model the behaviour of people like themselves.

As a leader, interested in change, this means that you should identify a number of influencers, and work to convince them of the need to adopt a change.

This will create a bandwagon effect.

Make sure that the senior people walk the talk.

Commitment and consistency involve two key ideas, known respectively as the 'foot in the door technique' and the 'door in the face technique'.

The foot in the door, as the name suggests, is about getting a small initial commitment, even 'agreeing to think about a proposal' or admitting that has at least some merit.

The technique suggests that a prior small commitment will lead to overall commitment, as people work to maintain consistency in their behaviour.

The 'door in the face' technique suggests that if we start out with a big request - for example six months leave - then retreat to a more 'reasonable' request that people are much more likely to agree to the compromise proposal.

People do not want to see themselves as unreasonable, by refusing a concessionary request.

People are more easily persuaded by people that they like. There is sound evidence that people tend to like more familiar people, so turning up more often can help!

People like those who flatter them, even if they do not quite believe the flattery! So appreciate people, and look for the best in their behaviour.

Good looking people are more persuasive, so dress the part, and take care with grooming.

Birds of a feather flock together. So search for commonality in interests to establish rapport.

The physical 'pacing' of others is explained well in Neuro Linguistic Programming. This involves mirroring posture, voice tone, gestures and other physical movements.

Authority comes from many sources. Seek to become an expert in some areas. Of course, there are external aspects such as offices, parking spots, power suits.

We have an in-built deference to authority. The paradox is that if we misuse this aspect of power, we can lose it.

Scarcity is the idea that we want more of what we cannot have.

Information can fall into this category.

You're the only person that knows this besides me!

This position only comes up once in a generation. Grab it! The offer cannot last. When they're gone they're gone, are all examples.

Session F: The Leader as Negotiator

Negotiation is a key skill of effective leaders.

The best book ever written on negotiations is by Ury and Fisher "*Getting to Yes.*"

The key idea in getting to yes, and introducing a win-win approach, is to ‘focus on interests not positions’.

What does this mean?

Usually, when we make a request, we may take a position on something.

For example, I am a new employee, and want a €1,000 per month more than offered. My boss replies that she cannot afford to pay this. The positions are the €1000 per month and the refusal.

What are the interests?

Well, my boss could ask, why the request for €1000 more? And I inform her that I have a new baby, and will have to pay at least €1000 per month for the creche.

My boss responds that the firm has an arrangement with a local creche for childminding and it is free to employees.

This is interest based negotiation. We both get what we want.

Good negotiators ask interest based questions, and seek to find solutions that are mutually acceptable, and based on objective criteria.

Above all scrupulous preparation is the key to effective negotiations!

Being Assertive...the idea of assertiveness is that we are able to balance asking for our needs to be met, while respecting the rights of others.

There are several techniques.

For example, the broken record technique is to respectfully keep repeating your needs in a respectful way.

Sometimes, you can use different wording.

The ability to say no without feeling guilty is a key skill of negotiation and assertiveness. You can practise saying no either with, or without a reason.

Intelligent people tend to dilute their arguments. by giving too many reasons.

Remember, one good reason is enough!

You may refuse, but offer a workable alternative. For example, I cannot work late tonight, but can come in early tomorrow. By saying no to someone, you may be saying yes to yourself, and your needs.

If you do not have a plan, someone else will put you into their plan!

Lesson 4: Managing the attention flow

Session A: Mindfulness - The Benefits

Daniel Goleman told us that as leaders, the most important function we have is to manage the attention flow.

Peter Drucker described single-handling as the antidote to multi-tasking, and divided attention.

It is the nature of mind to wander, and this so-called 'monkey mind' distracts leaders from their core tasks, and core relationships.

The result is often burnout and negative emotional contagion.

In the year 2000, the Dalai Lama came down from the hills of Nepal, and met with the leading behaviourist scientists including Paul Ekman, one of Time Magazine's 100 top psychologists, and Richard Davidson, one of the world's leading neuroscientists.

The psychologists wanted to investigate the extraordinary skills of mind training that Buddhist Monks had developed over thousands of years.

Scientific investigation revealed that these experienced meditators had brains that worked

differently to normal people.

They had the ability to take the observer position in their experiences, and to engage the executive function, without being thrown by events.

Victor Franklin "*Man's Search for Meaning*" describes this ability, to be the foundation of emotional freedom (the gap between stimulus and response).

The normal awake brain fires at between 14 and 40 Hertz. This is termed Beta state.

When we are relaxed, we enter Alpha, which is between 8 and 12 Hertz. This is an idling default state such as day dreaming.

Theta waves (3 to 8 Hertz) are present during deep meditation, or just before we fall into deep sleep (called Delta 0 to 4 Hertz).

The practice of meditation allows us to enter the Theta state, and to develop creativity, emotional connection, intuition, and relaxation. In the Theta state, we have access to our subconscious resources.

Session B: Approaches to mindfulness

A simple way to achieve the Alpha and Theta states is to focus on your breathing.

Let any thoughts come and go.

You can count 5 breaths in... focus on the transition... 5 breaths out... focus on the transition.

There is no need to force the breath. Just follow it as you breathe in and out.

After a number of breaths, you will have more resources to be creative, and receptive to your intuition, which is a form of speeded up rationality.

These states accelerate your ability to learn as you stimulate the learning hormone acetylcholine.

Deep breathing also tones the Vagus Nerve (10th cranial nerve). There is great interest in this nerve, as research is demonstrating that it impacts our overall mood even alleviating mild

depression.

This is called toning the vagus nerve. The Vagus nerve also influences the heart rhythm or Heart rate variability (HRV). A toned vagal nerve, results in a high HRV, which in turn is a good indication of the relaxation response.

Many of the fitness apps on Fitbit and Apple for example, give bio-feedback that can help to practise getting into this restorative and resourceful state.

Session C: Cultivating resilience

Resilience, or the hardiness to handle stress, is necessary for those who occupy leadership positions.

Leadership in Henry Mintzberg's famous words often involves handling multiple competing agendas or "*one damn thing after another.*"

We know that emotions are contagious, and a leader who loses it is going to lose many of her people.

An authoritative leader needs to be consistent.

Staff regard the behaviour under pressure as an indicator of the real self. Inconsistent behaviour under stress undermines trust.

Also, a leader needs to be healthy and well, to function at her best. A prolonged period of stress will undermine the health of even robust individuals, by elevating cortisol.

This steroid type hormone is designed by nature, to give a boost of energy in emergency situations (so called flight or fight).

When cortisol levels are elevated for long periods, weight gain, immune suppression, and high blood pressure are likely. (An excellent book on this topic is by Stanford Professor Robert Sapolsky "*Why Zebras Don't Get Ulcers*").

The practice of mindfulness for even a few weeks radically impacts our resilience. Researchers have documented positive changes in brain function, as a direct result of mindfulness training.

The left prefrontal lobe, the area of the brain that downregulates the amygdala (nature's 999

emergency response), becomes more active, and positive feelings are generated.

This achieves an almost paradoxical combination of more alertness and more relaxation.

This is the brain architecture of those who are most resilient and flexible under stress. This impacts self-control and militates against unproductive outbreaks of anger and frustration. Meditators essentially build better brains.

This has been assessed in prestigious medical schools, including Harvard. A great description of such research is the *“Relaxation Response”* by Herbert Benson, who developed Benson’s medical mediation. Also recommended is *“Mindfulness for Beginners”* by Jon Kabat-Zinn, emeritus Professor of Medicine, at the University of Massachusetts Medical School.

Priming the brain, to feel a certain emotion, is a great strategy for managing emotions.

Priming is pre-emptive. We set the intention to remain calm in a pressurised situation. The neurochemical that we can work with is oxytocin. This is the chemical released when a mother and child bond. It is even felt when we get a hug. Animals respond similarly to being stroked.

In one experiment at the University of Wisconsin, women were administered a slight but unpleasant electric shock. Those who held their husband’s hand registered less pain and anxiety, than two control groups (measured under fMRI), and in some cases they registered no pain at all. They reported feeling peaceful throughout the procedure.

Oxytocin is released when we remember someone we love, or feel safe with even if they are not present. The oxytocin acts as a buffer against a stressful event.

According to Sue Carter, of the Chicago Psychiatric Institute, one of the primary researchers on oxytocin:

“People under the influence of oxytocin don’t have the same stress response that others do; bad news rolls off them more easily.”

Remembering previous confidence is also effective.

Ask yourself, what competence do you need to feel really comfortable with a current challenge. Then reflect on when previously you have had that competence.

It could be relaxation, focus, energy... the choice is yours!

Then, think back to that time immersing yourself fully in a sensory specific manner - hearing, feeling, and seeing what you see.

When you reach the high point of that experience, fire an anchor (say a word or make a gesture) that is highly associated with the competence.

Then, in the current challenge, use that work, or gesture, to bring you back, or associate you with the competence. The reality is, that if you can achieve something anywhere, or at any time in your life, you have this resource, and it becomes a question of accessing it.

Reframing is a great mental method for dealing with setbacks.

'I have just discovered another way how not to invent the lightbulb' was the famous retort attributed to Emerson.

If you are running through the airport to catch a flight, you could be expected to feel stressed. However, if you reframed this, by thinking about how you are able to run with a bag, for a considerable distance, you might think about your fitness levels, and feel pleased.

Dopamine is the neurotransmitter of pleasure and reward. Unfortunately dopamine encourages us to stay with the tried and tested patterns of behaviour.

The chemical operates on the basis of expectation. When we have a setback, the dopamine is switched off, and there is a sense of unease. The brain wants to keep us safe, so it stops us moving forward. This can be interpreted as anxiety.

Jack Canfield (Chicken food for the soul) says we can read that anxiety, not as a warning to retreat to the familiar and comfortable, but as a signal that means 'about to grow!'

Suzan Jeffers' book *"Feel the Fear and do it anyway"* gives the insight, and tools to vastly improve your ability to handle challenging situations.

Do we learn more from failure than success?

There is a reasonable argument that, one of the best tools for recovering resilience, is to learn

from past mistakes. Our brain rewires from the experience of making a mistake. We can turn a regrettable moment into a teachable moment. This is Optimism in action!

It helps enormously to debrief with a group of friends, to look for the gift in the mistake.

Failures are strong teachers. They strengthen our capacity to cope. And ultimately failure teaches us to have true self-acceptance.

As Churchill said:

“Success is not final; failure is not fatal. Success is moving from one failure to another without a loss of enthusiasm. It is the courage to continue that counts.”

Lesson 5: Reflection

Session A: Some practical work

Having uncovered what it takes to build your resilience as a leader, and lead with emotional intelligence, now it's time to test your ability to recognise emotions. Take a look at the video clip (available in your library) and write down what emotions you perceive in the clip.

Next, let's look at the video of Former First Lady Hillary Clinton (available in your library). What do you think of her particularly in relation to the emotional impact?

Session B: Turning insights into performance

Now it's time for you to turn your insights into performance. Use the accompanying 21 day plan that you will find in the resources section to implement personal change.

Here are some reminders to ensure maximum impact:

- Choose only one thing – at a time and practise for at least 21 days
- You must really want to do it – motivation is key
- Plan the first day carefully
- Review each day's progress
- Enlist a buddy who will contact you according to pre-arranged contact times
- Reciprocate for your buddy

- If you slip get back on the wagon and reflect on why the slip happened
- There is no such thing as failure only feedback
- Celebrate your success appropriately
- Continue with your next initiative.

Having completed this module, will now be armed with a clear understanding of the relationship of Emotional Intelligence and Leadership.

Now is the time to put this into action. For further reading, check out the various articles and books that accompany this module.