

Module Three | Class One and Two

# Lead by Values



# MOD3

## Lead by Values

**Class Day One**



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A good boss makes his co-workers realize they have more ability than they think they have, so that they consistently do better work than they thought they could.

- Charles Erwin Wilson

## Science Confirms It:

### *Your Crappy Boss Is Making You Unhappy*

*A BOSS'S TECHNICAL COMPETENCE IS INEXTRICABLY LINKED TO WORKERS' WELL-BEING. HERE, SEVEN KEY INSIGHTS FROM A NEW WORKING PAPER.*

There's plenty of evidence out there to confirm the old adage that a happy worker is a productive worker. In a striking example from a 2012 study, American companies that made a list of the 100 best places to work generated between 2.3% and 3.8% higher stock returns, compared to competitors, between 1984 and 2011. What social science has been missing is equally strong evidence behind a common related belief: that behind each happy worker is a competent boss.

*"SUPERVISOR COMPETENCE WAS THE SINGLE STRONGEST PREDICTOR OF EMPLOYEE WELL-BEING."*

No more. A research group led by the labor economist Benjamin Artz of University of Wisconsin at Oshkosh claims to have compiled the first empirical support that a boss's competence has a significant, measurable influence on a worker's job satisfaction and overall well-being. In a new working paper, the researchers document their uncomfortably strong case by analyzing survey data from thousands of workers in the United States and Great Britain going back several decades.

"Bosses are ubiquitous in working life," write Artz and company. "This paper offers evidence consistent with the belief that the qualities of bosses—in particular their technical competence—can have powerful and little-appreciated consequences for workers' well-being."

We've highlighted the key findings that, put together, confirm your gut instinct that it's easier to be happy with your job when you have supervisors who are good at their own.

1. *Competent bosses matter to American workers.* Artz's team crunched numbers from a random, nationally representative sample of about 6,000 young U.S. workers who responded to a survey in 1990. The workers were asked to rate the following statement on a four-point scale: "Overall, how satisfied are you with your job?" The researchers then correlated these answers with two general signs of competence: whether the workers' bosses had worked their way up through the company or started the company. The link between job satisfaction and supervisor competence was "substantial."

2. *And to Brits, too.* The researchers then analyzed similar data from a 2000 survey of 1,600 British workers. This time they linked job satisfaction with two different measures of supervisor competence: whether the boss could step in to do the worker's job, and whether the boss is extremely good at his or her own job. In both

cases, there was a strong connection. A boss who could fill in for an absent worker was worth almost half an extra point on a seven-point scale of job satisfaction. Meanwhile, bosses who did their own jobs well were worth a full extra point.

3. *This "supervisor effect" has held true for years.* To expand their data pool, the researchers next examined survey responses for American workers for five different years between 1979 and 1988. This amounted to roughly 27,000 employees in all. In this widened sample, the link between job satisfaction and supervisor competence became "very substantial"—with the savviest bosses worth a full point to worker well-being on a four-point scale.

*"COMPETENT BOSSES MATTER MORE TO OLDER WORKERS."*

4. *And it "dominates" other potential job satisfaction factors.* While it may be intuitive that a boss's competence can influence a worker's happiness, the same can be said for any number of other factors, including education, earnings, job tenure, and the type of work done (e.g. public versus private sector). What the researchers found,

comparing the strength of all these variables, was that supervisor competence was the "single strongest predictor" of employee well-being (below). "It dominates any of the more conventional influences upon people's job satisfaction, including the role of worker remuneration," they write.

*5. A worker's personality has little to do with it.* One objection to the aforementioned findings is that naturally cheerful workers might be more inclined to give higher job satisfaction or supervisor competence ratings, skewing the data toward the sunnier end of the spectrum. Artz and company tried to control for this sort of optimism. Though they didn't have personality information, they found a survey response that might serve as a proxy for an upbeat nature: ratings of co-worker friendliness. With this factor out of the way, the link between worker well-being and boss competence did dampen slightly, but it remained significant—a result that the researchers find "consistent with the existence of a genuine role for supervisor competence."

*"AT LEAST NOW WHEN YOU COMPLAIN ABOUT YOUR BOSS, YOU HAVE SOME EVIDENCE ON YOUR SIDE."*

*6. Nor does self-selection.* Another potential objection to the findings is that workers often change jobs when they're unhappy with their boss. In that sense, the survey data might show an artificially strong connection between job satisfaction and boss competence, because some employees might have chosen to work at places they know will make them happy. So the researchers removed any job switchers from the sample pool. That left only employees who'd stayed in the same job over time, and held a supervisor's personal nature—rather than the nature of the work environment—as a constant. Once again, the competent supervisor effect held true.

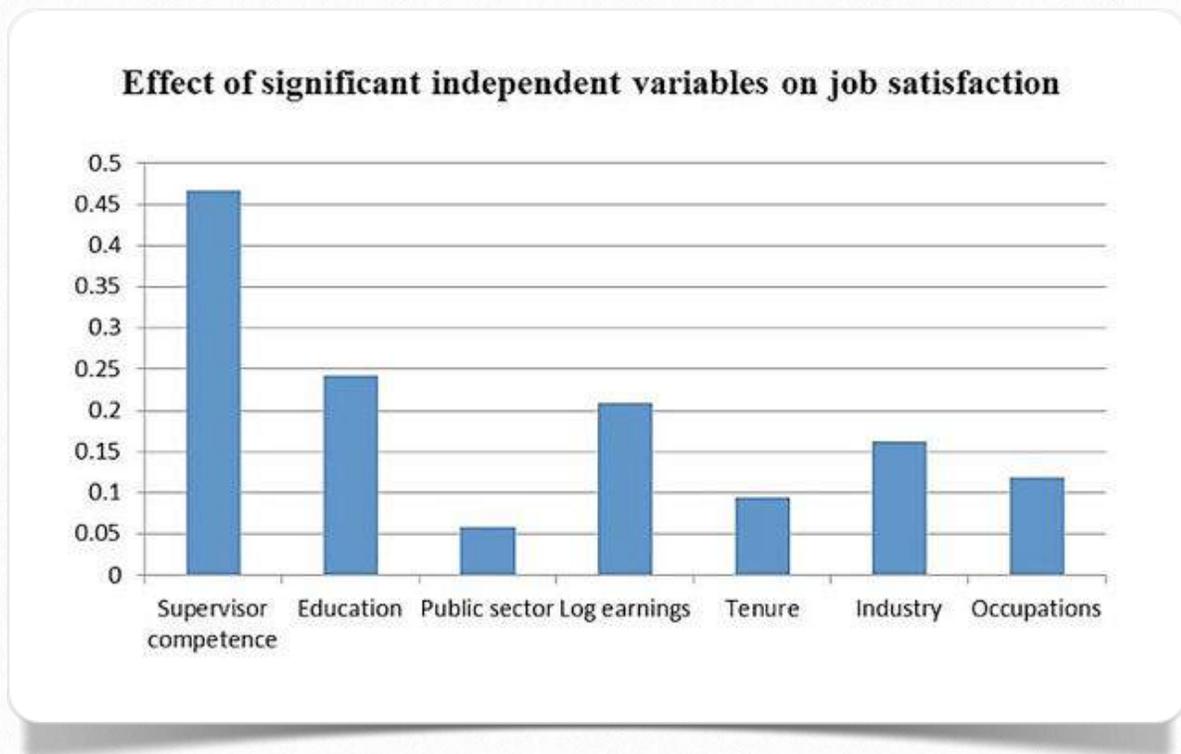
*7. Competent bosses matter more to older workers.* Finally, Artz and company found that the effect of supervisor competence on job satisfaction varied a bit with a worker's age. The well-being of older workers, in particular, seemed to rely more strongly on their boss. There are a couple reasons this might be the case. First, it's tougher to change jobs as you get older, which means older workers may be stuck with whatever supervisor they have. Second, older workers tend to be more senior, meaning their direct supervisors might

In most cases, being a good boss means hiring talented people, and then getting out of their way.

- Tina Fey

have more power within the company, and thus more influence in general over employee well-being.

Like all studies, this research has its limitations. It links supervisor competence with job satisfaction, but can't show that the former directly caused the latter; it also tends to conflate "well-being" with "job satisfaction," though the two concepts aren't completely analogous. And, of course, the findings aren't terribly surprising. But at least now when you complain about your boss, you have some evidence on your side.



## Movie 1.1 The Five Natural Emotions



Graphical explanation of the 5 natural emotions as outlines by Neale Donald Walsch in 'Conversations with God.' Video produced by Jackalope Media

# Primal Leadership



## Primal Leadership: The Hidden Driver of Great Performance

*by Daniel Goleman, Richard E. Boyatzis, and Annie McKee*

When the theory of emotional intelligence at work began to receive widespread attention, we frequently heard executives say—in the same breath, mind you—“That’s incredible,” and, “Well, I’ve known that all along.” They were responding to our research that showed an incontrovertible link between an executive’s emotional maturity, exemplified by such capabilities as self-awareness and empathy, and his or her financial performance. Simply put, the research showed that “good guys”—that is, emotionally intelligent men and women—finish first.

We've recently compiled two years of new research that, we suspect, will elicit the same kind of reaction. People will first exclaim, "No way," then quickly add, "But of course." We found that of all the elements affecting bottom-line performance, the importance of the leader's mood and its attendant behaviors are most surprising. That powerful pair set off a chain reaction: The leader's mood and behaviors drive the moods and behaviors of everyone else. A cranky and ruthless boss creates a toxic organization filled with negative underachievers who ignore opportunities; an inspirational, inclusive leader spawns acolytes for whom any challenge is surmountable. The final link in the chain is performance: profit or loss.

Our observation about the overwhelming impact of the leader's "emotional style," as we call it, is not a wholesale departure from our research into emotional intelligence. It does, however, represent a deeper analysis of our earlier assertion that a leader's emotional intelligence creates a certain culture or work environment. High levels of emotional intelligence, our research showed, create climates in which information sharing, trust, healthy risk-taking, and learning flourish. Low levels of emotional intelligence create climates rife with fear and anxiety. Because tense or ter-

rified employees can be very productive in the short term, their organizations may post good results, but they never last.

Our investigation was designed in part to look at how emotional intelligence drives performance—in particular, at how it travels from the leader through the organization to bottom-line results. "What mechanism," we asked, "binds the chain together?" To answer that question, we turned to the latest neurological and psychological research. We also drew on our work with business leaders, observations by our colleagues of hundreds of leaders, and Hay Group data on the leadership styles of thousands of executives. From this body of research, we discovered that emotional intelligence is carried through an organization like electricity through wires. To be more specific, the leader's mood is quite literally contagious, spreading quickly and inexorably throughout the business.

We'll discuss the science of mood contagion in more depth later, but first let's turn to the key implications of our finding. If a leader's mood and accompanying behaviors are indeed such potent drivers of business success, then a leader's premier task—we would even say his primal task—is emotional leadership. A leader needs to

make sure that not only is he regularly in an optimistic, authentic, high-energy mood, but also that, through his chosen actions, his followers feel and act that way, too. Managing for financial results, then, begins with the leader managing his inner life so that the right emotional and behavioral chain reaction occurs.

Managing one's inner life is not easy, of course. For many of us, it's our most difficult challenge. And accurately gauging how one's emotions affect others can be just as difficult. We know of one CEO, for example, who was certain that everyone saw him as upbeat and reliable; his direct reports told us they found his cheerfulness strained, even fake, and his decisions erratic. (We call this common disconnect "CEO disease.") The implication is that primal leadership demands more than putting on a game face every day. It requires an executive to determine, through reflective analysis, how his emotional leadership drives the moods and actions of the organization, and then, with equal discipline, to adjust his behavior accordingly.

That's not to say that leaders can't have a bad day or week: Life happens. And our research doesn't suggest that good moods have to be high-pitched or nonstop—optimistic, sincere, and realistic will do. But

there is no escaping the conclusion that a leader must first attend to the impact of his mood and behaviors before moving on to his wide panoply of other critical responsibilities. In this article, we introduce a process that executives can follow to assess how others experience their leadership, and we discuss ways to calibrate that impact. But first, we'll look at why moods aren't often discussed in the workplace, how the brain works to make moods contagious, and what you need to know about CEO disease.

### ***No Way! Yes Way***

When we said earlier that people will likely respond to our new finding by saying "No way," we weren't joking. The fact is, the emotional impact of a leader is almost never discussed in the workplace, let alone in the literature on leadership and performance. For most people, "mood" feels too personal. Even though Americans can be shockingly candid about personal matters—witness the Jerry Springer Show and its ilk—we are also the most legally bound. We can't even ask the age of a job applicant. Thus, a conversation about an executive's mood or the moods he creates in his employees might be construed as an invasion of privacy. more

We also might avoid talking about a leader's emotional style and its impact because, frankly, the topic feels soft. When was the last time you evaluated a subordinate's mood as part of her performance appraisal? You may have alluded to it—"Your work is hindered by an often negative perspective," or "Your enthusiasm is terrific"—but it is unlikely you mentioned mood outright, let alone discussed its impact on the organization's results.

And yet our research undoubtedly will elicit a "But of course" reaction, too. Everyone knows how much a leader's emotional state drives performance because everyone has had, at one time or another, the inspirational experience of working for an upbeat manager or the crushing experience of toiling for a sour-spirited boss. The former made everything feel possible, and as a result, stretch goals were achieved, competitors beaten, and new customers won. The latter made work grueling. In the shadow of the boss's dark mood, other parts of the organization became "the enemy," colleagues became suspicious of one another, and customers slipped away.

Our research, and research by other social scientists, confirms the verity of these experiences. (There are, of course, rare cases when a brutal boss produces terrific

results. We explore that dynamic in the sidebar "Those Wicked Bosses Who Win.") The studies are too numerous to mention here but, in aggregate, they show that when the leader is in a happy mood, the people around him view everything in a more positive light. That, in turn, makes them optimistic about achieving their goals, enhances their creativity and the efficiency of their decision making, and predisposes them to be helpful. Research conducted by Alice Isen at Cornell in 1999, for example, found that an upbeat environment fosters mental efficiency, making people better at taking in and understanding information, at using decision rules in complex judgments, and at being flexible in their thinking. Other research directly links mood and financial performance. In 1986, for instance, Martin Seligman and Peter Schulman of the University of Pennsylvania demonstrated that insurance agents who had a "glass half-full" outlook were far more able than their more pessimistic peers to persist despite rejections, and thus, they closed more sales.

Many leaders whose emotional styles create a dysfunctional environment are eventually fired. (Of course, that's rarely the stated reason; poor results are.) But it doesn't have to end that way. Just as a bad mood can be turned around, so can

the spread of toxic feelings from an emotionally inept leader. A look inside the brain explains both why and how.

### *The Science of Moods*

A growing body of research on the human brain proves that, for better or worse, leaders' moods affect the emotions of the people around them. The reason for that lies in what scientists call the open-loop nature of the brain's limbic system, our emotional center. A closed-loop system is self-regulating, whereas an open-loop system depends on external sources to manage itself. In other words, we rely on connections with other people to determine our moods. The open-loop limbic system was a winning design in evolution because it let people come to one another's emotional rescue—enabling a mother, for example, to soothe her crying infant.

The open-loop design serves the same purpose today as it did thousands of years ago. Research in intensive care units has shown, for example, that the comforting presence of another person not only lowers the patient's blood pressure but also slows the secretion of fatty acids that block arteries. Another study found that three or more incidents of intense stress within a year (for example, serious financial

trouble, being fired, or a divorce) triples the death rate in socially isolated middle-aged men, but it has no impact on the death rate of men with many close relationships.

Scientists describe the open loop as “interpersonal limbic regulation”; one person transmits signals that can alter hormone levels, cardiovascular functions, sleep rhythms, even immune functions, inside the body of another. That's how couples are able to trigger surges of oxytocin in each other's brains, creating a pleasant, affectionate feeling. But in all aspects of social life, our physiologies intermingle. Our limbic system's open-loop design lets other people change our very physiology and hence, our emotions.

Even though the open loop is so much a part of our lives, we usually don't notice the process. Scientists have captured the attunement of emotions in the laboratory by measuring the physiology—such as heart rate—of two people sharing a good conversation. As the interaction begins, their bodies operate at different rhythms. But after 15 minutes, the physiological profiles of their bodies look remarkably similar.

Researchers have seen again and again how emotions spread irresistibly in this way whenever people are near one an-

other. As far back as 1981, psychologists Howard Friedman and Ronald Riggio found that even completely nonverbal expressiveness can affect other people. For example, when three strangers sit facing one another in silence for a minute or two, the most emotionally expressive of the three transmits his or her mood to the other two—without a single word being spoken.

The same holds true in the office, boardroom, or shop floor; group members inevitably “catch” feelings from one another. In 2000, Caroline Bartel at New York University and Richard Saavedra at the University of Michigan found that in 70 work teams across diverse industries, people in meetings together ended up sharing moods—both good and bad—within two hours. One study asked teams of nurses and accountants to monitor their moods over weeks; researchers discovered that their emotions tracked together, and they were largely independent of each team’s shared hassles. Groups, therefore, like individuals, ride emotional roller coasters, sharing everything from jealousy to angst to euphoria. (A good mood, incidentally, spreads most swiftly by the judicious use of humor.)

Moods that start at the top tend to move the fastest because everyone watches the

boss. They take their emotional cues from him. Even when the boss isn’t highly visible—for example, the CEO who works behind closed doors on an upper floor—his attitude affects the moods of his direct reports, and a domino effect ripples throughout the company.

### *Call That CEO a Doctor*

If the leader’s mood is so important, then he or she had better get into a good one, right? Yes, but the full answer is more complicated than that. A leader’s mood has the greatest impact on performance when it is upbeat. But it must also be in tune with those around him. We call this dynamic resonance.

We found that an alarming number of leaders do not really know if they have resonance with their organizations. Rather, they suffer from CEO disease; its one unpleasant symptom is the sufferer’s near-total ignorance about how his mood and actions appear to the organization. It’s not that leaders don’t care how they are perceived; most do. But they incorrectly assume that they can decipher this information themselves. Worse, they think that if they are having a negative effect, someone will tell them. They’re wrong.

As one CEO in our research explains, “I so often feel I’m not getting the truth. I can never put my finger on it, because no one is actually lying to me. But I can sense that people are hiding information or camouflaging key facts. They aren’t lying, but neither are they telling me everything I need to know. I’m always second-guessing.”

People don’t tell leaders the whole truth about their emotional impact for many reasons. Sometimes they are scared of being the bearer of bad news—and getting shot. Others feel it isn’t their place to comment on such a personal topic. Still others don’t realize that what they really want to talk about is the effects of the leader’s emotional style—that feels too vague. Whatever the reason, the CEO can’t rely on his followers to spontaneously give him the full picture.

### ***Taking Stock***

The process we recommend for self-discovery and personal reinvention is neither newfangled nor born of pop psychology, like so many self-help programs offered to executives today. Rather, it is based on three streams of research into how executives can improve the emotional intelligence capabilities most closely linked to effective leadership. In 1989, one of us

(Richard Boyatzis) began drawing on this body of research to design the five-step process itself, and since then, thousands of executives have used it successfully. more

Unlike more traditional forms of coaching, our process is based on brain science. A person’s emotional skills—the attitude and abilities with which someone approaches life and work—are not genetically hard-wired, like eye color and skin tone. But in some ways they might as well be, because they are so deeply embedded in our neurology.

A person’s emotional skills do, in fact, have a genetic component. Scientists have discovered, for instance, the gene for shyness—which is not a mood, per se, but it can certainly drive a person toward a persistently quiet demeanor, which may be read as a “down” mood. Other people are preternaturally jolly—that is, their relentless cheerfulness seems preternatural until you meet their peppy parents. As one executive explains, “All I know is that ever since I was a baby, I have always been happy. It drives some people crazy, but I couldn’t get blue if I tried. And my brother is the exact same way; he saw the bright side of life, even during his divorce.”

Even though emotional skills are partly in-born, experience plays a major role in how the genes are expressed. A happy baby whose parents die or who endures physical abuse may grow into a melancholy adult. A cranky toddler may turn into a cheerful adult after discovering a fulfilling avocation. Still, research suggests that our range of emotional skills is relatively set by our mid-20s and that our accompanying behaviors are, by that time, deep-seated habits. And therein lies the rub: The more we act a certain way—be it happy, depressed, or cranky—the more the behavior becomes ingrained in our brain circuitry, and the more we will continue to feel and act that way.

That's why emotional intelligence matters so much for a leader. An emotionally intelligent leader can monitor his or her moods through self-awareness, change them for the better through self-management, understand their impact through empathy, and act in ways that boost others' moods through relationship management.

The following five-part process is designed to rewire the brain toward more emotionally intelligent behaviors. The process begins with imagining your ideal self and then coming to terms with your real self, as others experience you. The next step is cre-

ating a tactical plan to bridge the gap between ideal and real, and after that, to practice those activities. It concludes with creating a community of colleagues and family—call them change enforcers—to keep the process alive. Let's look at the steps in more detail.

### *“Who do I want to be?”*

Sofia, a senior manager at a northern European telecommunications company, knew she needed to understand how her emotional leadership affected others. Whenever she felt stressed, she tended to communicate poorly and take over subordinates' work so that the job would be done “right.” Attending leadership seminars hadn't changed her habits, and neither had reading management books or working with mentors.

When Sofia came to us, we asked her to imagine herself eight years from now as an effective leader and to write a description of a typical day. “What would she be doing?” we asked. “Where would she live? Who would be there? How would it feel?” We urged her to consider her deepest values and loftiest dreams and to explain how those ideals had become a part of her everyday life.

Sofia pictured herself leading her own tight-knit company staffed by ten colleagues. She was enjoying an open relationship with her daughter and had trusting relationships with her friends and coworkers. She saw herself as a relaxed and happy leader and parent and as loving and empowering to all those around her.

In general, Sofia had a low level of self-awareness: She was rarely able to pinpoint why she was struggling at work and at home. All she could say was, “Nothing is working right.” This exercise, which prompted her to picture what life would look like if everything were going right, opened her eyes to the missing elements in her emotional style. She was able to see the impact she had on people in her life.

### *“Who am I now?”*

In the next step of the discovery process, you come to see your leadership style as others do. This is both difficult and dangerous. Difficult, because few people have the guts to tell the boss or a colleague what he’s really like. And dangerous, because such information can sting or even paralyze. A small bit of ignorance about yourself isn’t always a bad thing: Ego-defense mechanisms have their advantages. Research by Martin Seligman shows that

high-functioning people generally feel more optimistic about their prospects and possibilities than average performers. Their rose-colored lenses, in fact, fuel the enthusiasm and energy that make the unexpected and the extraordinary achievable. Playwright Henrik Ibsen called such self-delusions “vital lies,” soothing mis-truths we let ourselves believe in order to face a daunting world.

But self-delusion should come in very small doses. Executives should relentlessly seek the truth about themselves, especially since it is sure to be somewhat diluted when they hear it anyway. One way to get the truth is to keep an extremely open attitude toward critiques. Another is to seek out negative feedback, even cultivating a colleague or two to play devil’s advocate.

We also highly recommend gathering feedback from as many people as possible—including bosses, peers, and subordinates. Feedback from subordinates and peers is especially helpful because it most accurately predicts a leader’s effectiveness, two, four, and even seven years out, according to research by Glenn McEvoy at Utah State and Richard Beatty at Rutgers University.

Of course, 360-degree feedback doesn't specifically ask people to evaluate your moods, actions, and their impact. But it does reveal how people experience you. For instance, when people rate how well you listen, they are really reporting how well they think you hear them. Similarly, when 360-degree feedback elicits ratings about coaching effectiveness, the answers show whether or not people feel you understand and care about them. When the feedback uncovers low scores on, say, openness to new ideas, it means that people experience you as inaccessible or unapproachable or both. In sum, all you need to know about your emotional impact is in 360-degree feedback, if you look for it.

One last note on this second step. It is, of course, crucial to identify your areas of weakness. But focusing only on your weaknesses can be dispiriting. That's why it is just as important, maybe even more so, to understand your strengths. Knowing where your real self overlaps with your ideal self will give you the positive energy you need to move forward to the next step in the process—bridging the gaps.

### ***“How do I get from here to there?”***

Once you know who you want to be and have compared it with how people see

you, you need to devise an action plan. For Sofia, this meant planning for a real improvement in her level of self-awareness. So she asked each member of her team at work to give her feedback—weekly, anonymously, and in written form—about her mood and performance and their affect on people. She also committed herself to three tough but achievable tasks: spending an hour each day reflecting on her behavior in a journal, taking a class on group dynamics at a local college, and enlisting the help of a trusted colleague as an informal coach.

Consider, too, how Juan, a marketing executive for the Latin American division of a major integrated energy company, completed this step. Juan was charged with growing the company in his home country of Venezuela as well as in the entire region—a job that would require him to be a coach and a visionary and to have an encouraging, optimistic outlook. Yet 360-degree feedback revealed that Juan was seen as intimidating and internally focused. Many of his direct reports saw him as a grouch—impossible to please at his worst, and emotionally draining at his best.

Identifying this gap allowed Juan to craft a plan with manageable steps toward improvement. He knew he needed to hone

his powers of empathy if he wanted to develop a coaching style, so he committed to various activities that would let him practice that skill. For instance, Juan decided to get to know each of his subordinates better; if he understood more about who they were, he thought, he'd be more able to help them reach their goals. He made plans with each employee to meet outside of work, where they might be more comfortable revealing their feelings.

Juan also looked for areas outside of his job to forge his missing links—for example, coaching his daughter's soccer team and volunteering at a local crisis center. Both activities helped him to experiment with how well he understood others and to try out new behaviors.

Again, let's look at the brain science at work. Juan was trying to overcome ingrained behaviors—his approach to work had taken hold over time, without his realizing it. Bringing them into awareness was a crucial step toward changing them. As he paid more attention, the situations that arose—while listening to a colleague, coaching soccer, or talking on the phone to someone who was distraught—all became cues that stimulated him to break old habits and try new responses.

This cueing for habit change is neural as well as perceptual. Researchers at the University of Pittsburgh and Carnegie Mellon University have shown that as we mentally prepare for a task, we activate the prefrontal cortex—the part of the brain that moves us into action. The greater the prior activation, the better we do at the task.

Such mental preparation becomes particularly important when we're trying to replace an old habit with a better one. As neuroscientist Cameron Carter at the University of Pittsburgh found, the prefrontal cortex becomes particularly active when a person prepares to overcome a habitual response. The aroused prefrontal cortex marks the brain's focus on what's about to happen. Without that arousal, a person will reenact tried-and-true but undesirable routines: The executive who just doesn't listen will once again cut off his subordinate, a ruthless leader will launch into yet another critical attack, and so on. That's why a learning agenda is so important. Without one, we literally do not have the brain-power to change.

### ***“How do I make change stick?”***

In short, making change last requires practice. The reason, again, lies in the brain. It takes doing and redoing, over and over, to

break old neural habits. A leader must rehearse a new behavior until it becomes automatic—that is, until he’s mastered it at the level of implicit learning. Only then will the new wiring replace the old.

*While it is best to practice new behaviors, as Juan did, sometimes just envisioning them will do. Take the case of Tom, an executive who wanted to close the gap between his real self (perceived by colleagues and subordinates to be cold and hard driving) and his ideal self (a visionary and a coach).*

Tom’s learning plan involved finding opportunities to step back and coach his employees rather than jumping down their throats when he sensed they were wrong. Tom also began to spend idle moments during his commute thinking through how to handle encounters he would have that day. One morning, while en route to a breakfast meeting with an employee who seemed to be bungling a project, Tom ran through a positive scenario in his mind. He asked questions and listened to be sure he fully understood the situation before trying to solve the problem. He anticipated feeling impatient, and he rehearsed how he would handle these feelings. more

Studies on the brain affirm the benefits of Tom’s visualization technique: Imagining

something in vivid detail can fire the same brain cells actually involved in doing that activity. The new brain circuitry appears to go through its paces, strengthening connections, even when we merely repeat the sequence in our minds. So to alleviate the fears associated with trying out riskier ways of leading, we should first visualize some likely scenarios. Doing so will make us feel less awkward when we actually put the new skills into practice.

Experimenting with new behaviors and seizing opportunities inside and outside of work to practice them—as well as using such methods as mental rehearsal—eventually triggers in our brains the neural connections necessary for genuine change to occur. Even so, lasting change doesn’t happen through experimentation and brainpower alone. We need, as the song goes, a little help from our friends.

### ***“Who can help me?”***

The fifth step in the self-discovery and reinvention process is creating a community of supporters. Take, for example, managers at Unilever who formed learning groups as part of their executive development process. At first, they gathered to discuss their careers and how to provide leadership. But because they were also charged with dis-

cussing their dreams and their learning goals, they soon realized that they were discussing both their work and their personal lives. They developed a strong mutual trust and began relying on one another for frank feedback as they worked on strengthening their leadership abilities. When this happens, the business benefits through stronger performance. Many professionals today have created similar groups, and for good reason. People we trust let us try out unfamiliar parts of our leadership repertoire without risk.

We cannot improve our emotional intelligence or change our leadership style without help from others. We not only practice with other people but also rely on them to create a safe environment in which to experiment. We need to get feedback about how our actions affect others and to assess our progress on our learning agenda.

In fact, perhaps paradoxically, in the self-directed learning process we draw on others every step of the way—from articulating and refining our ideal self and comparing it with the reality to the final assessment that affirms our progress. Our relationships offer us the very context in which we understand our progress and comprehend the usefulness of what we're learning.

## ***Mood over Matter***

When we say that managing your mood and the moods of your followers is the task of primal leadership, we certainly don't mean to suggest that mood is all that matters. As we've noted, your actions are critical, and mood and actions together must resonate with the organization and with reality. Similarly, we acknowledge all the other challenges leaders must conquer—from strategy to hiring to new product development. It's all in a long day's work.

But taken as a whole, the message sent by neurological, psychological, and organizational research is startling in its clarity. Emotional leadership is the spark that ignites a company's performance, creating a bonfire of success or a landscape of ashes. Moods matter that much.

**"NOTHING HELPS A BAD MOOD LIKE SPREADING IT AROUND."**

**BILL WATTERSON**

© Lifehack Quotes

## Those Wicked Bosses Who Win

Everyone knows of a rude and coercive CEO who, by all appearances, epitomizes the antithesis of emotional intelligence yet seems to reap great business results. If a leader's mood matters so much, how can we explain those mean-spirited, successful SOB's?

First, let's take a closer look at them. Just because a particular executive is the most visible, he may not actually lead the company. A CEO who heads a conglomerate may have no followers to speak of; it's his division heads who actively lead people and affect profitability.

Second, sometimes an SOB leader has strengths that counterbalance his caustic behavior, but they don't attract as much attention in the business press. In his early days at GE, Jack Welch exhibited a strong hand at the helm as he undertook a radical company turnaround. At that time and in that situation, Welch's firm, top-down style was appropriate. What got less press was how Welch subsequently settled into a more emotionally intelligent leadership style, especially when he articulated a new vision for the company and mobilized people to follow it.

Those caveats aside, let's get back to those infamous corporate leaders who seem to have achieved sterling business results despite their brutish approaches to leadership. Skeptics cite Bill Gates, for example, as a leader who gets away with a harsh style that should theoretically damage his company.

But our leadership model, which shows the effectiveness of specific leadership styles in specific situations, puts Gates's supposedly negative behaviors in a different light. Gates is the achievement-driven leader par excellence, in an organization that has cherry-picked highly talented and motivated people. His apparently harsh leadership style—baldly challenging employees to surpass their past performance—can be quite effective when employees are competent, motivated, and need little direction—all characteristics of Microsoft's engineers.

In short, it's all too easy for a skeptic to argue against the importance of leaders who manage their moods by citing a "rough and tough" leader who achieved good business results

despite his bad behavior. We contend that there are, of course, exceptions to the rule, and that in some specific business cases, an SOB boss resonates just fine. But in general, leaders who are jerks must reform or else their moods and actions will eventually catch up with them.

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Being a jerk doesn't make you a better business person. It just makes you a jerk.

- Dan Waldschmidt

## **Smile and the World Smiles with You**

Remember that old cliché? It's not too far from the truth. As we've shown, mood contagion is a real neurological phenomenon, but not all emotions spread with the same ease. A 1999 study conducted by Sigal Barsade at the Yale School of Management showed that, among working groups, cheerfulness and warmth spread easily, while irritability caught on less so, and depression least of all.

It should come as no surprise that laughter is the most contagious of all emotions. Hearing laughter, we find it almost impossible not to laugh or smile, too. That's because some of our brain's open-loop circuits are designed to detect smiles and laughter, making us respond in kind. Scientists theorize that this dynamic was hardwired into our brains ages ago because smiles and laughter had a way of cementing alliances, thus helping the species survive.

The main implication here for leaders undertaking the primal task of managing their moods and the moods of others is this: Humor hastens the spread of an upbeat climate. But like the leader's mood in general, humor must resonate with the organization's culture and its reality. Smiles and laughter, we would posit, are only contagious when they're genuine.

## **Get Happy, Carefully**

Good moods galvanize good performance, but it doesn't make sense for a leader to be as chipper as a blue jay at dawn if sales are tanking or the business is going under. The most effective executives display moods and behaviors that match the situation at hand, with a healthy dose of optimism mixed in. They respect how other people are feeling—even if it is glum or defeated—but they also model what it looks like to move forward with hope and humor.

This kind of performance, which we call resonance, is for all intents and purposes the four components of emotional intelligence in action.

Self-awareness, perhaps the most essential of the emotional intelligence competencies, is the ability to read your own emotions. It allows people to know their strengths and limitations and feel confident about their self-worth. Resonant leaders use self-awareness to gauge their own moods accurately, and they intuitively know how they are affecting others.

Self-management is the ability to control your emotions and act with honesty and integrity in reliable and adaptable ways. Resonant leaders don't let their occasional bad moods seize the day; they use self-management to leave it outside the office or to explain its source to people in a reasonable manner, so they know where it's coming from and how long it might last.

Social awareness includes the key capabilities of empathy and organizational intuition. Socially aware executives do more than sense other people's emotions, they show that they care. Further, they are experts at reading the currents of office politics. Thus, resonant leaders often keenly understand how their words and actions make others feel, and they are sensitive enough to change them when that impact is negative.

Relationship management, the last of the emotional intelligence competencies, includes the abilities to communicate clearly and convincingly, disarm conflicts, and build strong personal bonds. Resonant leaders use these skills to spread their enthusiasm and solve disagreements, often with humor and kindness.

You become like the five people you spend the most time with... choose carefully.

- *Anonymous*

As effective as resonant leadership is, it is just as rare. Most people suffer through dissonant leaders whose toxic moods and upsetting behaviors wreck havoc before a hopeful and realistic leader repairs the situation.

Consider what happened recently at an experimental division of the BBC, the British media giant. Even though the group's 200 or so journalists and editors had given their best effort, management decided to close the division.

The shutdown itself was bad enough, but the brusque, contentious mood and manner of the executive sent to deliver the news to the assembled staff incited something beyond the expected frustration. People became enraged—at both the decision and the bearer of the news. The executive's cranky mood and delivery created an atmosphere so threatening that he had to call security to be ushered from the room.

The next day, another executive visited the same staff. His mood was somber and respectful, as was his behavior. He spoke about the importance of journalism to the vibrancy of a society and of the calling that had drawn them all to the field in the first place. He reminded them that no one goes into journalism to get rich—as a profession its finances have always been marginal, job security ebbing and flowing with the larger economic tides. He recalled a time in his own career when he had been let go and how he had struggled to find a new position—but how he had stayed dedicated to the profession. Finally, he wished them well in getting on with their careers.

The reaction from what had been an angry mob the day before? When this resonant leader finished speaking, the staff cheered.

## **Resonance in Times of Crisis**

When talking about leaders' moods, the importance of resonance cannot be overstated. While our research suggests that leaders should generally be upbeat, their behavior must be rooted in realism, especially when faced with a crisis.

Consider the response of Bob Mulholland, senior VP and head of the client relations group at Merrill Lynch, to the terrorist attacks in New York. On September 11, 2001, Mulholland and his staff in Two World Financial Center felt the building rock, then watched as smoke poured out of a gaping hole in the building directly across from theirs. People started panicking: Some ran frantically from window to window. Others were paralyzed with fear. Those with relatives working in the World Trade Center were terrified for their safety. Mulholland knew he had to act: "When there's a crisis, you've got to show people the way, step by step, and make sure you're taking care of their concerns."

He started by getting people the information they needed to "unfreeze." He found out, for instance, which floors employees' relatives worked on and assured them that they'd have enough time to escape. Then he calmed the panic-stricken, one at a time. "We're getting out of here now," he said quietly, "and you're coming with me. Not the elevator, take the stairs." He remained calm and decisive, yet he didn't minimize people's emotional responses. Thanks to him, everyone escaped before the towers collapsed.

Mulholland's leadership didn't end there. Recognizing that this event would touch each client personally, he and his team devised a way for financial consultants to connect with their clients on an emotional level. They called every client to ask, "How are you? Are your loved ones okay? How are you feeling?" As Mulholland explains, "There was no way to pick up and do business as usual. The first order of 'business' was letting our clients know we really do care."

Bob Mulholland courageously performed one of the most crucial emotional tasks of leadership: He helped himself and his people find meaning in the face of chaos and madness. To do so, he first attuned to and expressed the shared emotional reality. That's why the direction he eventually articulated resonated at the gut level. His words and his actions reflected what people were feeling in their hearts.

# How Great Leaders Inspire Action

*From the TED Talk by Simon Sinek*

## THE GOLDEN CIRCLE

The Golden Circle is made up of three rings: the “what” is on the outside, the “how” is next and the “why” is all the way at the center. Most people and organizations think from the outside in, talking about what they do, then how they do it and then why they do it. A great leader inspires action by thinking and communicating from the inside out, starting with the why.

## THE APPLE EXAMPLE

Apple doesn't start by saying, “We make phones, computers and other electronics.” That's their “what”—but it's no different Samsung or Lenovo's “what.” Apple starts by talking about what they believe in—creating products that disrupt the status quo. They could talk about the specs and features (the “what”) of their products, but instead they talk about what they believe (the “why”). This is why Apple is so successful.

## THE BIOLOGY BEHIND IT

The human brain is broken into three major components. The neocortex handles the “what”—rational and analytical thought. The other two parts, our limbic brain, handles the “how” and, most importantly, the “why”—our feelings. The limbic brain also happens to be responsible for trust, loyalty, behavior and decision-making. What makes Apple so successful is that, by starting with the “why,” they're speak directly to this part of our brains.

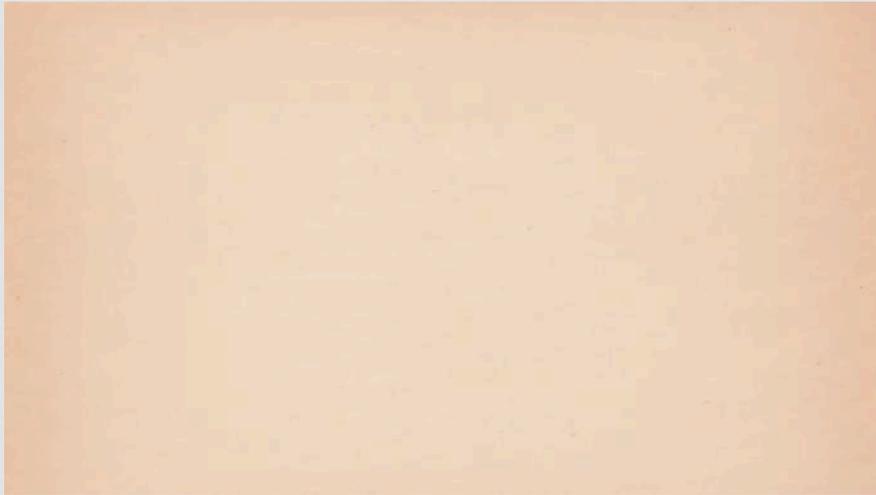
## THE BOTTOM LINE

People don't buy what you do. They buy why you do it.

#WISEWORDS



## Movie 1.2 Higher Consciousness



'Higher consciousness' sounds mystical and possibly irritating. It shouldn't. It just captures how we see things when we go beyond our own egos.

# Employee Motivation



## Employee Motivation: A Powerful New Model

*by Nitin Nohria, Boris Groysberg and Linda-Eling Lee*

Getting people to do their best work, even in trying circumstances, is one of managers' most enduring and slippery challenges. Indeed, deciphering what motivates us as human beings is a centuries-old puzzle. Some of history's most influential thinkers about human behavior—among them Aristotle, Adam Smith, Sigmund Freud, and Abraham Maslow—have struggled to understand its nuances and have taught us a tremendous amount about why people do the things they do.

Such luminaries, however, didn't have the advantage of knowledge gleaned from modern brain science. Their theories were based on careful and educated investigation, to be sure, but also exclusively on direct observation. Imagine trying to infer how a car works by examining its movements (starting, stopping, accelerating, turning) without being able to take apart the engine.

Fortunately, new cross-disciplinary research in fields like neuroscience, biology, and evolutionary psychology has allowed us to peek under the hood, so to speak—to learn more about the human brain.

Our synthesis of the research suggests that people are guided by four basic emotional needs, or drives, that are the product of our common evolutionary heritage.

As set out by Paul R. Lawrence and Nitin Nohria in their 2002 book *Driven: How Human Nature Shapes Our Choices*, they are the drives to **acquire** (obtain scarce goods, including intangibles such as social status); **bond** (form connections with individuals and groups); **comprehend** (satisfy our curiosity and master the world around us); and **defend** (protect against external threats and promote justice). *These drives underlie everything we do.*

Managers attempting to boost motivation should take note. It's hard to argue with the accepted wisdom—backed by empirical evidence—that a motivated workforce means better corporate performance. But what actions, precisely, can managers take to satisfy the four drives and, thereby, increase their employees' overall motivation?

We recently completed two major studies aimed at answering that question. In one, we surveyed 385 employees of two global businesses—a financial services giant and a leading IT services firm. In the other, we surveyed employees from 300 Fortune 500 companies.

To define overall motivation, we focused on four commonly measured workplace indicators of it: engagement, satisfaction, commitment, and intention to quit. Engagement represents the energy, effort, and initiative employees bring to their jobs. Satisfaction reflects the extent to which they feel that the company meets their expectations at work and satisfies its implicit and explicit contracts with them. Commitment captures the extent to which employees engage in corporate citizenship. Intention to quit is the best proxy for employee turnover.

Both studies showed, strikingly, that an organization's ability to meet the four fundamental drives explains, on average, about 60% of employees' variance on motivational indicators (previous models have explained about 30%). We also found that certain drives influence some motivational indicators more than others.

Fulfilling the drive to bond has the greatest effect on employee commitment, for example, whereas meeting the drive to comprehend is most closely linked with employee engagement. But a company can best improve overall motivational scores by satisfying all four drives in concert. The whole is more than the sum of its parts; a poor showing on one drive substantially diminishes the impact of high scores on the other three.

When it comes to practical implications for managers, the consequences of neglecting any particular drive are clear. Bob Nardelli's lackluster performance at Home Depot, for instance, can be explained in part by his relentless focus on the drive to acquire at the expense of other drives. By emphasizing individual and store performance, he squelched the spirit of camaraderie among employees (their drive to bond) and their dedication to technical expertise

(a manifestation of the need to comprehend and do meaningful work).

He also created, as widely reported, a hostile environment that interfered with the drive to defend: Employees no longer felt they were being treated justly. When Nardelli left the company, Home Depot's stock price was essentially no better than when he had arrived six years earlier. Meanwhile Lowe's, a direct competitor, gained ground by taking a holistic approach to satisfying employees' emotional needs through its reward system, culture, management systems, and design of jobs.

An organization as a whole clearly has to attend to the four fundamental emotional drives, but so must individual managers. They may be restricted by organizational norms, but employees are clever enough to know that their immediate superiors have some wiggle room.

In fact, our research shows that individual managers influence overall motivation as much as any organizational policy does. In this article we'll look more closely at the drivers of employee motivation, the levers managers can pull to address them, and the "local" strategies that can boost motivation despite organizational constraints.

## *The Four Drives That Underlie Motivation*

Because the four drives are hardwired into our brains, the degree to which they are satisfied directly affects our emotions and, by extension, our behavior. Let's look at how each one operates.

### *1. The drive to acquire.*

We are all driven to acquire scarce goods that bolster our sense of well-being. We experience delight when this drive is fulfilled, discontentment when it is thwarted. This phenomenon applies not only to physical goods like food, clothing, housing, and money, but also to experiences like travel and entertainment—not to mention events that improve social status, such as being promoted and getting a corner office or a place on the corporate board. The drive to acquire tends to be relative (we always compare what we have with what others possess) and insatiable (we always want more). That explains why people always care not just about their own compensation packages but about others' as well. It also illuminates why salary caps are hard to impose.

### *2. The drive to bond.*

Many animals bond with their parents, kinship group, or tribe, but only humans ex-

tend that connection to larger collectives such as organizations, associations, and nations. The drive to bond, when met, is associated with strong positive emotions like love and caring and, when not, with negative ones like loneliness and anomie. At work, the drive to bond accounts for the enormous boost in motivation when employees feel proud of belonging to the organization and for their loss of morale when the institution betrays them. It also explains why employees find it hard to break out of divisional or functional silos: People become attached to their closest cohorts. But it's true that the ability to form attachments to larger collectives sometimes leads employees to care more about the organization than about their local group within it.

### *3. The drive to comprehend.*

We want very much to make sense of the world around us, to produce theories and accounts—scientific, religious, and cultural—that make events comprehensible and suggest reasonable actions and responses. We are frustrated when things seem senseless, and we are invigorated, typically, by the challenge of working out answers. In the workplace, the drive to comprehend accounts for the desire to make a meaningful contribution. Employ-

ees are motivated by jobs that challenge them and enable them to grow and learn, and they are demoralized by those that seem to be monotonous or to lead to a dead end. Talented employees who feel trapped often leave their companies to find new challenges elsewhere.

#### *4. The drive to defend.*

We all naturally defend ourselves, our property and accomplishments, our family and friends, and our ideas and beliefs against external threats. This drive is rooted in the basic fight-or-flight response common to most animals. In humans, it manifests itself not just as aggressive or defensive behavior, but also as a quest to create institutions that promote justice, that have clear goals and intentions, and that allow people to express their ideas and opinions.

Fulfilling the drive to defend leads to feelings of security and confidence; not fulfilling it produces strong negative emotions like fear and resentment. The drive to defend tells us a lot about people's resistance to change; it's one reason employees can be devastated by the prospect of a merger or acquisition—an especially significant change—even if the deal represents the only hope for an organization's survival. So, for example, one day you

might be told you're a high performer and indispensable to the company's success, and the next that you may be let go owing to a restructuring—a direct challenge, in its capriciousness, to your drive to defend. Little wonder that headhunters so frequently target employees during such transitions, when they know that people feel vulnerable and at the mercy of managers who seem to be making arbitrary personnel decisions.

Each of the four drives we have described is independent; they cannot be ordered hierarchically or substituted one for another. You can't just pay your employees a lot and hope they'll feel enthusiastic about their work in an organization where bonding is not fostered, or work seems meaningless, or people feel defenseless.

Nor is it enough to help people bond as a tight-knit team when they are underpaid or toiling away at deathly boring jobs. You can certainly get people to work under such circumstances—they may need the money or have no other current prospects—but you won't get the most out of them, and you risk losing them altogether when a better deal comes along. To fully motivate your employees, you must address all four drives.

## *The Organizational Levers of Motivation*

Although fulfilling all four of employees' basic emotional drives is essential for any company, our research suggests that each drive is best met by a distinct organizational lever.

### *The reward system.*

The drive to acquire is most easily satisfied by an organization's reward system—how effectively it discriminates between good and poor performers, ties rewards to performance, and gives the best people opportunities for advancement. When the Royal Bank of Scotland acquired NatWest, it inherited a company in which the reward system was dominated by politics, status, and employee tenure. RBS introduced a new system that held managers responsible for specific goals and rewarded good performance over average performance. Former NatWest employees embraced their new company—to an unusual extent in the aftermath of an acquisition—in part because the reward system was tough but recognized individual achievement. more

Sonoco, a manufacturer of packaging for industrial and consumer goods, transformed itself in part by making a concerted effort to better meet the drive to acquire—that is, by establishing very clear

links between performance and rewards. Historically, the company had set high business-performance targets, but incentives had done little to reward the achievement of them. In 1995, under Cynthia Hartley, then the new vice president of human resources, Sonoco instituted a pay-for-performance system, based on individual and group metrics. Employee satisfaction and engagement improved, according to results from a regularly administered internal survey. In 2005, Hewitt Associates named Sonoco one of the top 20 talent-management organizations in the United States. It was one of the few midcap companies on the list, which also included big players like 3M, GE, Johnson & Johnson, Dell, and IBM.

### *Culture.*

The most effective way to fulfill the drive to bond—to engender a strong sense of camaraderie—is to create a culture that promotes teamwork, collaboration, openness, and friendship. RBS broke through NatWest's silo mentality by bringing together people from the two firms to work on well-defined cost-savings and revenue-growth projects. A departure for both companies, the new structure encouraged people to break old attachments and form new bonds. To set a good example, the execu-

tive committee (comprising both RBS and ex-NatWest executives) meets every Monday morning to discuss and resolve any outstanding issues—cutting through the bureaucratic and political processes that can slow decision making at the top.

Another business with an exemplary culture is the Wegmans supermarket chain, which has appeared for a decade on Fortune’s list of “100 Best Companies to Work For.” The family that owns the business makes a point of setting a familial tone for the companywide culture. Employees routinely report that management cares about them and that they care about one another, evidence of a sense of teamwork and belonging.

#### *Job design.*

The drive to comprehend is best addressed by designing jobs that are meaningful, interesting, and challenging. For instance, although RBS took a hard-nosed attitude toward expenses during its integration of NatWest, it nonetheless invested heavily in a state-of-the-art business school facility, adjacent to its corporate campus, to which employees had access. This move not only advanced the company’s success in fulfilling the drive to bond, but also challenged employees to

think more broadly about how they could contribute to making a difference for co-workers, customers, and investors.

Cirque du Soleil, too, is committed to making jobs challenging and fulfilling. Despite grueling rehearsal and performance schedules, it attracts and retains performers by accommodating their creativity and pushing them to perfect their craft. Its employees also get to say a lot about how performances are staged, and they are allowed to move from show to show to learn new skills. In addition, they get constant collegial exposure to the world’s top artists in the field.

#### *Performance-management and resource-allocation processes.*

Fair, trustworthy, and transparent processes for performance management and resource allocation help to meet people’s drive to defend. RBS, for instance, has worked hard to make its decision processes very clear. Employees may disagree with a particular outcome, such as the nixing of a pet project, but they are able to understand the rationale behind the decision. New technology endeavors at RBS are reviewed by cross-business unit teams that make decisions using clear criteria, such as the impact on company financial per-

formance. In surveys, employees report that the process is fair and that funding criteria are transparent. Although RBS is a demanding organization, employees also see it as a just one.

Aflac, another perennial favorite on Fortune's "100 Best Companies to Work For," exemplifies how to match organizational levers with emotional drives on multiple fronts. (For concrete ways your company can use its motivational levers, see the exhibit "How to Fulfill the Drives That Motivate Employees.") Stellar individual performance is recognized and rewarded in highly visible ways at Aflac, thereby targeting people's drive to acquire. Culture-building efforts, such as Employee Appreciation Week, are clearly aimed at creating a sense of bonding. The company meets the drive to comprehend by investing significantly in training and development. Sales agents don't just sell; they have opportunities to develop new skills through managing, recruiting, and designing curricula for training new agents. As for the drive to defend, the company takes action to improve employees' quality of life. Beyond training and scholarships, it offers benefits, such as on-site child care, that enhance work/life balance. It also fosters trust through a no-layoff policy. The company's stated philosophy is to be employee-

centric—to take care of its people first. In turn, the firm believes that employees will take care of customers.

The company examples we chose for this article illustrate how particular organizational levers influence overall motivation, but Aflac's is a model case of taking actions that, in concert, fulfill all four employee drives. Our data show that a comprehensive approach like this is best. When employees report even a slight enhancement in the fulfillment of any of the four drives, their overall motivation shows a corresponding improvement; however, major advances relative to other companies come from the aggregate effect on all four drives. This effect occurs not just because more drives are being met but because actions taken on several fronts seem to reinforce one another—the holistic approach is worth more than the sum of its constituent parts, even though working on each part adds something. Take a firm that ranks in the 50th percentile on employee motivation. When workers rate that company's job design (the lever that most influences the drive to comprehend) on a scale of zero to five, a one-point increase yields a 5% raw improvement in motivation and a correspondingly modest jump from the 50th to the 56th percentile. But enhance performance on all four drives, and the

yield is a 21% raw improvement in motivation and big jump to the 88th percentile. (The percentile gains are shown in the exhibit “How to Make Big Strides in Employee Motivation.”) That’s a major competitive advantage for a company in terms of employee satisfaction, engagement, commitment, and reluctance to quit.

### *The Role of the Direct Manager*

Our research also revealed that organizations don’t have an absolute monopoly on employee motivation or on fulfilling people’s emotional drives. Employees’ perceptions of their immediate managers matter just as much. People recognize that a multitude of organizational factors, some outside their supervisor’s control, influence their motivation, but they are discriminating when it comes to evaluating that supervisor’s ability to keep them motivated. Employees in our study attributed as much importance to their boss’s meeting their four drives as to the organization’s policies. In other words, they recognized that a manager has some control over how company processes and policies are implemented. (See the exhibit “Direct Managers Matter, Too.”)

Employees don’t expect their supervisors to be able to substantially affect the company’s overall reward systems, culture, job design, or management systems. Yet managers do have some discretion within their spheres of influence; some hide behind ineffective systems, whereas others make the most of an imperfect model. Managers can, for example, link rewards and performance in areas such as praise, recognition, and choice assignments. They can also allocate a bonus pool in ways that distinguish between top and bottom performers. Similarly, even in a cutthroat culture that doesn’t promote camaraderie, a manager can take actions that encourage teamwork and make jobs more meaningful and interesting. Many supervisors are regarded well by their employees precisely because they foster a highly motivating local environment, even if the organization as a whole falls short. On the other hand, some managers create a toxic local climate within a highly motivated organization.

Although employees look to different elements of their organization to satisfy different drives, they expect their managers to do their best to address all four within the constraints that the institution imposes. Our surveys showed that if employees detected that a manager was substantially worse than her peers in fulfilling even just

The three little sentences that will get you through life:

One: Cover for me.

Two: Oh good idea, Boss!

Three: It was like that when I got here.

- Matt Groening

one drive, they rated that manager poorly, even if the organization as a whole had significant limitations. Employees are indeed very fair about taking a big-picture view and seeing a manager in the context of a larger institution, but they do some pretty fine-grained evaluation beyond those organizational caveats. In short, they are realistic about what managers cannot do, but also about what managers should be able to do in meeting all the basic needs of their subordinates.

At the financial services firm we studied, for example, one manager outperformed his peers on fulfilling subordinates' drives to acquire, bond, and comprehend. However, his subordinates indicated that his ability to meet their drive to defend was below the average of other managers in the company. Consequently, levels of work engagement and organizational commitment were lower in his group than in the company as a whole. Despite this manager's superior ability to fulfill three of the four drives, his relative weakness on the one dimension damaged the overall motivational profile of his group. . . .

Our model posits that employee motivation is influenced by a complex system of managerial and organizational factors. If we take as a given that a motivated workforce can boost company performance, then the insights into human behavior that our article has laid out will help companies and executives get the best out of employees by fulfilling their most fundamental needs.

	<b>DRIVE</b>	<b>PRIMARY LEVER</b>	<b>ACTIONS</b>
①	<b>Acquire</b>	<b>Reward System</b>	<ul style="list-style-type: none"> <li>■ Sharply differentiate good performers from average and poor performers</li> <li>■ Tie rewards clearly to performance</li> <li>■ Pay as well as your competitors</li> </ul>
②	<b>Bond</b>	<b>Culture</b>	<ul style="list-style-type: none"> <li>■ Foster mutual reliance and friendship among coworkers</li> <li>■ Value collaboration and teamwork</li> <li>■ Encourage sharing of best practices</li> </ul>
③	<b>Comprehend</b>	<b>Job Design</b>	<ul style="list-style-type: none"> <li>■ Design jobs that have distinct and important roles in the organization</li> <li>■ Design jobs that are meaningful and foster a sense of contribution to the organization</li> </ul>
④	<b>Defend</b>	<b>Performance-Management and Resource-Allocation Processes</b>	<ul style="list-style-type: none"> <li>■ Increase the transparency of all processes</li> <li>■ Emphasize their fairness</li> <li>■ Build trust by being just and transparent in granting rewards, assignments, and other forms of recognition</li> </ul>

### Movie 1.3 Political Theory - John Ruskin

# POLITICAL THEORY

John Ruskin was an art critic who believed the immorality of 19th century capitalism could be highlighted by one thing above all others: the ugliness of the environment. Leaving art criticism behind, he threw himself into politics and set out to try to change capitalism.

# Emotional Agility



## Emotional Agility

*by Susan David and Christina Congleton*

Sixteen thousand—that’s how many words we speak, on average, each day. So imagine how many unspoken ones course through our minds. Most of them are not facts but evaluations and judgments entwined with emotions—some positive and helpful (I’ve worked hard and I can ace this presentation; This issue is worth speaking up about; The new VP seems approachable), others negative and less so (He’s purposely ignoring me; I’m going to make a fool of myself; I’m a fake).

The prevailing wisdom says that difficult thoughts and feelings have no place at the office: Executives, and particularly leaders, should be either stoic or cheerful; they must project confidence and damp down any negativity bubbling up inside them. But that goes against basic biology. All healthy human beings have an inner stream of thoughts and feelings that include criticism, doubt, and fear. That's just our minds doing the job they were designed to do: trying to anticipate and solve problems and avoid potential pitfalls.

In our people-strategy consulting practice advising companies around the world, we see leaders stumble not because they have undesirable thoughts and feelings—that's inevitable—but because they get hooked by them, like fish caught on a line. This happens in one of two ways. They buy into the thoughts, treating them like facts (It was the same in my last job... I've been a failure my whole career), and avoid situations that evoke them (I'm not going to take on that new challenge). Or, usually at the behest of their supporters, they challenge the existence of the thoughts and try to rationalize them away (I shouldn't have thoughts like this... I know I'm not a total failure), and perhaps force themselves into similar situations, even when those go against their core values

and goals (Take on that new assignment—you've got to get over this). In either case, they are paying too much attention to their internal chatter and allowing it to sap important cognitive resources that could be put to better use.

This is a common problem, often perpetuated by popular self-management strategies. We regularly see executives with recurring emotional challenges at work— anxiety about priorities, jealousy of others' success, fear of rejection, distress over perceived slights—who have devised techniques to “fix” them: positive affirmations, prioritized to-do lists, immersion in certain tasks. But when we ask how long the challenges have persisted, the answer might be 10 years, 20 years, or since childhood.

Clearly, those techniques don't work—in fact, ample research shows that attempting to minimize or ignore thoughts and emotions serves only to amplify them. In a famous study led by the late Daniel Wegner, a Harvard professor, participants who were told to avoid thinking about white bears had trouble doing so; later, when the ban was lifted, they thought about white bears much more than the control group did. Anyone who has dreamed of chocolate cake and french fries while following a strict diet understands this phenomenon.

Effective leaders don't buy into or try to suppress their inner experiences. Instead they approach them in a mindful, values-driven, and productive way—developing what we call emotional agility. In our complex, fast-changing knowledge economy, this ability to manage one's thoughts and feelings is essential to business success. Numerous studies, from the University of London professor Frank Bond and others, show that emotional agility can help people alleviate stress, reduce errors, become more innovative, and improve job performance.

We've worked with leaders in various industries to build this critical skill, and here we offer four practices—adapted from Acceptance and Commitment Therapy (ACT), originally developed by the University of Nevada psychologist Steven C. Hayes—that are designed to help you do the same: Recognize your patterns; label your thoughts and emotions; accept them; and act on your values.

### *Fish on a Line*

Let's start with two case studies. Cynthia is a senior corporate lawyer with two young children. She used to feel intense guilt about missed opportunities—both at

the office, where her peers worked 80 hours a week while she worked 50, and at home, where she was often too distracted or tired to fully engage with her husband and children. One nagging voice in her head told her she'd have to be a better employee or risk career failure; another told her to be a better mother or risk neglecting her family. Cynthia wished that at least one of the voices would shut up. But neither would, and in response she failed to put up her hand for exciting new prospects at the office and compulsively checked messages on her phone during family dinners.

Jeffrey, a rising-star executive at a leading consumer goods company, had a different problem. Intelligent, talented, and ambitious, he was often angry—at bosses who disregarded his views, subordinates who didn't follow orders, or colleagues who didn't pull their weight. He had lost his temper several times at work and been warned to get it under control. But when he tried, he felt that he was shutting off a core part of his personality, and he became even angrier and more upset.

These smart, successful leaders were hooked by their negative thoughts and emotions. Cynthia was absorbed by guilt; Jeffrey was exploding with anger. Cynthia told the voices to go away; Jeffrey bottled

his frustration. Both were trying to avoid the discomfort they felt. They were being controlled by their inner experience, attempting to control it, or switching between the two.

### *Getting Unhooked*

Fortunately, both Cynthia and Jeffrey realized that they couldn't go on—at least not successfully and happily—without more-effective inner strategies. We coached them to adopt the four practices:

#### *Recognize your patterns.*

The first step in developing emotional agility is to notice when you've been hooked by your thoughts and feelings. That's hard to do, but there are certain telltale signs. One is that your thinking becomes rigid and repetitive. For example, Cynthia began to see that her self-recriminations played like a broken record, repeating the same messages over and over again. Another is that the story your mind is telling seems old, like a rerun of some past experience. Jeffrey noticed that his attitude toward certain colleagues (He's incompetent; There's no way I'm letting anyone speak to me like that) was quite familiar. In fact, he had experienced something similar in his previous job—and in the one before that. The source of trouble was not just Jeffrey's en-

vironment but his own patterns of thought and feeling. You have to realize that you're stuck before you can initiate change.

Leaders stumble when they are paying too much attention to their internal chatter and allowing it to sap important cognitive resources that could be put to better use.

#### *Label your thoughts and emotions.*

When you're hooked, the attention you give your thoughts and feelings crowds your mind; there's no room to examine them. One strategy that may help you consider your situation more objectively is the simple act of labeling. Just as you call a spade a spade, call a thought a thought and an emotion an emotion. I'm not doing enough at work or at home becomes I'm having the thought that I'm not doing enough at work or at home. Similarly, My coworker is wrong—he makes me so angry becomes I'm having the thought that my coworker is wrong, and I'm feeling anger. Labeling allows you to see your thoughts and feelings for what they are: transient sources of data that may or may not prove helpful. Humans are psychologically able to take this helicopter view of private experiences, and mounting scientific evidence shows that simple, straightforward mindfulness practice like this not

only improves behavior and well-being but also promotes beneficial biological changes in the brain and at the cellular level. As Cynthia started to slow down and label her thoughts, the criticisms that had once pressed in on her like a dense fog became more like clouds passing through a blue sky.

*Accept them.*

The opposite of control is acceptance—not acting on every thought or resigning yourself to negativity but responding to your ideas and emotions with an open attitude, paying attention to them and letting yourself experience them. Take 10 deep breaths and notice what’s happening in the moment. This can bring relief, but it won’t necessarily make you feel good. In fact, you may realize just how upset you really are. The important thing is to show yourself (and others) some compassion and examine the reality of the situation. What’s going on—both internally and externally? When Jeffrey acknowledged and made room for his feelings of frustration and anger rather than rejecting them, quashing them, or taking them out on others, he began to notice their energetic quality. They were a signal that something important was at stake and that he needed to take productive action. Instead of yelling

at people, he could make a clear request of a colleague or move swiftly on a pressing issue. The more Jeffrey accepted his anger and brought his curiosity to it, the more it seemed to support rather than undermine his leadership.

*Act on your values.*

When you unhook yourself from your difficult thoughts and emotions, you expand your choices. You can decide to act in a way that aligns with your values. We encourage leaders to focus on the concept of workability: Is your response going to serve you and your organization in the long term as well as the short term? Will it help you steer others in a direction that furthers your collective purpose? Are you taking a step toward being the leader you most want to be and living the life you most want to live? The mind’s thought stream flows endlessly, and emotions change like the weather, but values can be called on at any time, in any situation.

When Cynthia considered her values, she recognized how deeply committed she was to both her family and her work; she loved being with her children, but she also cared passionately about the pursuit of justice. Unhooked from her distracting and discouraging feelings of guilt, she resolved

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When you are content to be simply yourself and don't compare or compete, everyone will respect you.

- Lao Tzu

to be guided by her principles. She recognized how important it was to get home for dinner with her family every evening and to resist work interruptions during that time. But she also undertook to make a number of important business trips, some of which coincided with school events that she would have preferred to attend. Confident that her values, not solely her emotions, were guiding her, Cynthia finally found peace and fulfillment.

It's impossible to block out difficult thoughts and emotions. Effective leaders are mindful of their inner experiences but not caught in them. They know how to free up their internal resources and commit to actions that align with their values. Developing emotional agility is no quick fix—even those who, like Cynthia and Jeffrey, regularly practice the steps we've outlined here will often find themselves hooked. But over time, leaders who become increasingly adept at it are the ones most likely to thrive.

“Mindfulness is simply being aware of what is happening right now without wishing it were different; enjoying the pleasant without holding on when it changes (which it will); being with the unpleasant without fearing it will always be this way (which it won't).”

– James Baraz

## **Evaluate Your Emotional Agility**

### *Exercise*

Choose a challenging situation in your work life—for example, “Receiving negative feedback from my boss” or “Asking my boss for a raise.”

Identify a thought that “hooks” you in that situation, such as “My boss has no confidence in me” or “My contribution isn’t as valuable as my teammates’.”

Ask yourself: “To what extent do I avoid this thought, trying to make it go away?” A lot, somewhat, not at all?; “To what extent do I buy into it, letting it overwhelm me?”

Identify a feeling that this situation evokes. Is it anger, sadness, fear, shame, disgust, or something else?

Ask yourself: “To what extent do I avoid or try to ignore this feeling?”; “To what extent do I buy into it?”

### *Advice*

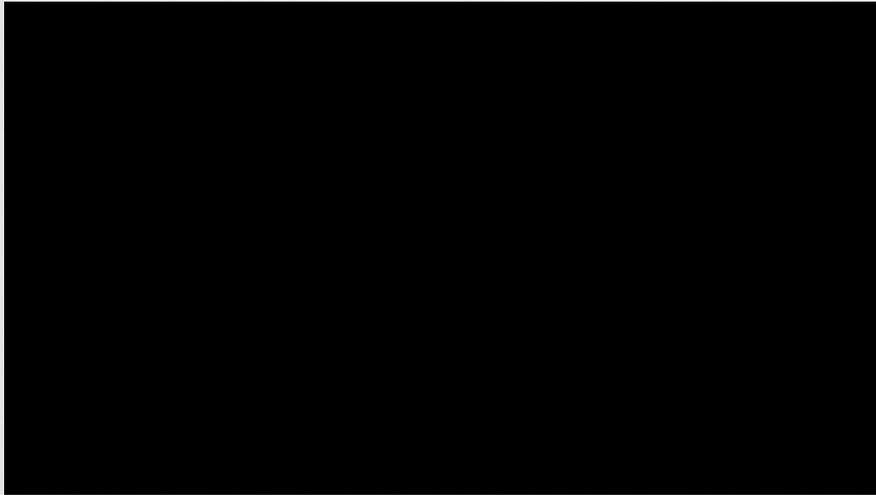
If you primarily avoid your thoughts and feelings, try to acknowledge them instead. Notice thoughts as they arise and check your emotional state several times a day so that you can identify the useful information your mind is sending you.

If you primarily buy into your thoughts and feelings, find your ground. Take 10 deep breaths, notice your environment, and label—rather than being swept up in—them.

If you alternate, learn your patterns. Pay attention to which thoughts and feelings you avoid and which you buy into so that you can respond with one of the strategies we describe.

The next step is to take action that aligns with your values. Identify which ones you want to apply in the context of the challenging situation you’ve described.

### Movie 1.4 The Importance of EQ over IQ



The face of hiring is changing in light of the economic crisis. Harvard management professor Bill George weighs in on how a company should approach measuring emotional intelligence.

# Coaching Challenges



## Overcoming the Toughest Common Coaching Challenges

*by Amy Gallo*

Great managers strive to do right by their employees — treat them well, motivate them to succeed, and provide the support and coaching each person needs. This is often easier said than done, especially when it comes to coaching. That’s because coaching takes time, skill, and careful planning. And there are certain types of people who may be particularly challenging for managers to coach. Think about the Eeyore on your team who is pessimistic at every turn, or the person who refuses your advice with a smile on his face. It’s not fair to you or to the employee to give up, so what do you do?

I spoke with Susan David, a founder of the Harvard/McLean Institute of Coaching and author of the HBR article “Emotional Agility” to get her insight on some of the more vexing coaching situations managers face and what to do about them.

As with most interpersonal difficulties at work, the first step is to take a look at yourself. David says that the problem often starts in the manager’s head. “When a leader is coaching someone who they’ve identified as ‘challenging’ it means that manager has an attachment to an idea about that person,” she explains. You might think, This person is such a pessimist, or This is going to be difficult. “There’s a fair amount of research that shows that kind of orientation is not going to be helpful,” she says. Being “stuck” to those ideas leaves little “space for change, hope, or optimism.”

*To overcome this mindset, there are several things you can do.*

1. *Assume change is possible.* If you go into any coaching situation presuming that people are who they are, you’re setting yourself and your coachee up for failure. “You’re on a fool’s errand because you can’t help someone change if you don’t think they’re capable of it,”

says David. Ask yourself whether you’re going into the context with a preconception that is fundamentally undermining what you are trying to do. If so, try the next few steps.

2. *Take an alternative view.* If you find yourself thinking negative thoughts about the person you need to coach (e.g., He’s so negative. She’s such a downer. I don’t really trust him.), it’s difficult to show compassion or curiosity. “One of the critical tools of an effective coach,” says David, “is to take a different perspective.” Instead of thinking, “This person is...” try “One view of the person is that he can be quite negative. What are other options?” Think about the other people he works with. Is there someone who doesn’t seem to share your view and genuinely enjoys working with him? Try to put yourself in that colleague’s shoes. Look for disconfirming evidence or instances when your direct report does the opposite of what you expect — taking a positive or neutral stance, for example.
3. *Manage your emotions.* When you sit down with your coachee, you bring all of your emotions and stresses with you. “Coaching is not done in a vacuum,” says David. You might be feeling

afraid, frustrated, or anxious. Perhaps you're worrying that if you don't help this person change, you won't be seen as an effective leader. All of these uncomfortable emotions are normal—don't try to ignore or repress them. "If you go into a coaching session unaware of your emotions, they might be amplified. Or you get emotional leakage, where your real feelings show despite your attempts to stifle them," explains David. It's far better to spend time recognizing how you feel before you go into the session.

Not only will this make you feel better, it will also help the coaching process. In fact, says David, the type of mood you bring to and create in the session has a big impact on what you're able to accomplish. "Positive moods lead to more big-picture, 'it'll be ok' thinking whereas negative moods lead to more analytical, critical thinking," she says. Think through what you're trying to get done in the coaching meeting and try to match your mood accordingly. For example, if you want to engage the coachee in thinking strategically about how to push his project to the next level, you're better off going in with a positive mood. And if you project a negative and frustrated attitude, you're unlikely to be able to reach your goal.

This is not to say that you should go into every coaching session with a happy-go-lucky approach. Sometimes a positive tone isn't appropriate. Perhaps you want to help your coachee analyze a situation that went poorly. The key is to think about what you're trying to achieve. Then, when your objective is clear, match the mood to the task.

I also asked David about what to do in a few specific, tough scenarios. Of course, every situation is different and what you do will depend on the content of your coaching, your relationship with the coachee, and the culture of your organization, but these suggestions may help you get started:

**Scenario #1:** *Your coachee is pessimistic and defensive.*

Your direct report messed up an important part of a project and she refuses to admit it. Instead, she insists that she followed directions or that her approach would've worked if other people had done their jobs. This can be frustrating, but the good news is you don't need to bang your head against the wall. "Sometimes leaders get hooked on trying to get the other person to see the facts," says David. If you're desperately trying to get her to acknowledge her

mistake, you may never succeed. “People are designed to self-protect and if someone is defending themselves, it may be near impossible to persuade them of ‘the facts,’” she says.

Give up the need for the coachee to see things exactly your way. “Some managers approach coaching as a means to get someone to do what they want them to do,” she says. Instead, think about what the defensiveness is indicating. “Chances are they feel threatened,” posits David. “And as a coach, it’s your job to help the person feel psychologically safe.” One way to do this is to create a shared perspective. Focus on what you do agree on. Get her to describe her version of events and indicate where you see eye-to-eye. “It doesn’t matter that the person has a different perspective as long as you can move into problem solving together,” she says. “Coaching works best when you walk in the other person’s shoes and come to a shared version of what needs to happen.”

**Scenario #2:** *Your coachee lacks confidence.*

You have a talented employee who just doesn’t believe he has what it takes. Because of this insecurity, he undermines himself in front of others and doesn’t do all

that he’s capable of. David acknowledges that it can be really tough to build confidence in these types of people. But it’s not impossible. She explains: “If you say to someone, ‘Gee, you don’t have the self-confidence to see that you’re good at your job and you’re undermining your ability to get yourself promoted,’ it isn’t helpful.” And paying compliments doesn’t help either because more often than not, the person will discount any compliment you give her, thinking, “She’s just saying that to make me feel better.”

One solution is to have her own a compliment. Instead of giving broad praise like, “You’re really good at your job,” focus on something specific she has done well. Then help her to analyze it, unpacking her skills and strengths. Ask: “What does that compliment mean to you? Why do you think I’m choosing to give it to you?” Research has shown that this kind of intervention has long-term effects on low self-esteem,” explains David. You can also help a direct report own a compliment given by someone else. For example, you might say, “I heard John tell you that you did a good job with the quarterly report. Why do you think he said that? What about the report do you think he was particularly impressed with?” This will guard against any discounting that the person might do.

Challenge is a dragon  
with a gift in its  
mouth...

Tame the dragon and  
the gift is yours.

- Noela Evans

You can then take it a step further by helping your direct report to apply those skills in other places. “My boss said that you’re really good at problem solving. How can we take that strength of yours and expand it to other areas? How can you better problem-solve with your peers?” David explains: “You’re looking for ways to embed the positive thinking.”

*Scenario #3: You don’t trust your coachee.*

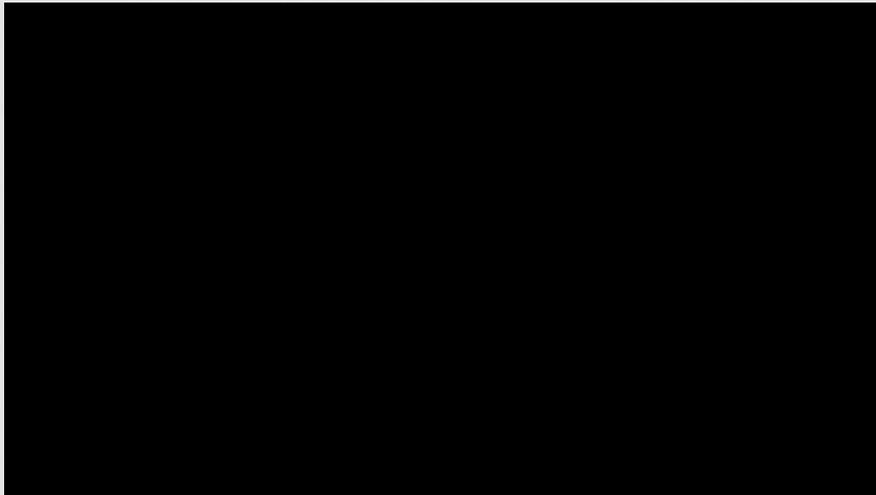
One of your team members has been dramatically inconsistent. Sometimes he knocks a project out of the park. Other times he barely makes his deadlines. You’re not sure if you can trust him but you want to coach him to be more reliable.

The good news is that the coaching process is meant to build trust. “Monitoring and checking in is built in from the beginning so it doesn’t look like you’re checking up on them when they’re doing something wrong,” says David. Don’t get too hung up on how trustworthy the person is. Trust the process. You may want to set explicit expectations, saying something like, “OK, let’s map out what this might look like. What are the three steps you’re going to take and by when?” Then you can follow up appropriately.

But if you think the person is dishonest or repeatedly fails to meet the objectives you’ve mutually agreed upon, then remember that there are limits to coaching. You may need to seek help from HR, hire an outside coach, or let the person go.

“Coaching is meant to be about positive change,” says David. Of course, you will run into tricky circumstances, but remember that worrying or focusing on those challenges won’t move you, or your direct report, forward. Make room for the change you want to see.

### Movie 1.5 Last Week Tonight: Singapore's Gambling Ads



Singapore's anti-gambling ads had one critical flaw.  
They made gambling seem too awesome.

# Coachable?



## Is Your Employee Coachable?

*by Muriel Maignan Wilkins*

As a manager, you provide some level of coaching to all your direct reports, helping some attain higher levels of professional achievement, and helping others improve their performance to fulfill their current roles. But while every manager should have the capability to coach, you also need to have the ability to discern when coaching isn't working.

When your direct report isn't improving despite your best efforts, you need to consider whether that person is coachable. "Coachability" requires two things of your direct report:

1. She needs to demonstrate a commitment to her development. That means she will be more willing to accept feedback, more willing to try something new, and more willing to confess if she didn't do something right—because she sees that moment as a learning opportunity.
2. She needs to have capacity to get to the skill level you want her to reach. For example, you could want to be a professional basketball player, but no matter how hard you practice, you may not get into the NBA.

If your direct report doesn't seem to be improving, don't assume the worst. Skills don't often improve right away, so first check for #1, the willingness factor. Is she showing up for meetings? Coming prepared? Is she taking the lead and following up with you? Is she addressing action items you have defined together? Is she owning the feedback you are giving her—or does she act defensive? If she is, as the coaching process progresses, you can start to watch for improvement in capabilities and outcomes.

If she's not, she may not be in a place where coaching can help. Discuss this with her to let her know what you've ob-

served, and to explore with her how committed she is to her development along this particular path.

It's also common for a coachee's motivation to begin to wane even after she begins the coaching process enthusiastically. She may start canceling your check-in meetings; she may not address all of the action items you've agreed on; you might keep discussing the same things over and over again. This is a key moment for you, the manager, to check in with her. "You seemed eager and committed when we began working on this skill," you can ask, "Now it's lagging—what's behind that?" This opens up the door for a great coaching conversation.

A manager I know was working with a direct report on building the skills he needed for a promotion. She became concerned that she wasn't seeing him improve, and that he wasn't even coming to see her or ask her questions, or report on his progress. Finally she sat him down and talked him through what he really needed to do. But above all, she said, "I know we've been at this for a while and I feel like you are getting discouraged—and it's diluting your commitment to the process. Is that how you are feeling?" It turned out that he had thought she was very busy and

wouldn't want to hear from him. They were able to clear up the misunderstanding and he made it very clear how enthusiastic he was about the work he was doing. It wasn't all easy for him from there, but they were able to talk more openly about his progress.

If your direct report's enthusiasm is high but her capabilities still don't seem to be improving—she's not showing even incremental progress toward the goals you have set—that may be a sign that she is not coachable on this skill. Again, find out more before calling it quits. Talk to her about the fact that she is not meeting your expectations, and ask questions so that she can explain her own perspective on the situation. “The needle hasn't moved on these skills we've identified as important. Were the expectations we set earlier too high or unrealistic? Or is it that you need to put in more effort? Is there a different way that you can learn this?”

If you've tried every way you can think of to move your direct report in a particular direction and it's just not working, consider alternatives such as a third-party training, or having someone else on your team provide the coaching (if you've had a tumultuous history, for example, the lack of trust

can make it hard to get into a coaching relationship).

Sometimes the issue that your employee is grappling with may even take psychological therapy or counseling, especially if it is a general behavior rather than a specific skill. One manager I know had a direct report who was starting to miss a lot of deadlines just around the time their company was moving offices. He began coaching her on her productivity but instinctively felt that there was something deeper going on. As things progressed with the move, it became clear that she was very protective of the enormous number of files and objects that she kept in her office and she became very emotional at the thought of having to part with them. After the move, he referred her to the employee assistance program to help her address what had been a difficult situation. It turned out that she was diagnosed with an obsessive-compulsive tendency to hoard. This was far beyond what he could or should deal with as a manager.

It can often be difficult to even begin to assess whether this kind of intervention is needed because you don't want to place judgment on the person. If you feel comfortable you can ask, “Have you thought about getting assistance in other ways?” But how you talk with them about this de-

I like to listen. I have learned a great deal from listening carefully...

Most people never listen.

- Ernest Hemingway

depends on the person and your relationship. In any case you should confer with your HR department before bringing up any more sensitive forms of treatment.

If she still doesn't make progress, you will need to make a decision about whether she is the right person for this particular task or responsibility. If the issue you are trying to coach toward is a specific capability rather than a behavior, but your direct report is just not picking up the skills fast enough, despite having the willingness, consider redirecting her energies to skills that she does have. Shift her role if you need to. As long as that willingness is there, you have someone whom you want to support.

Acknowledging when someone isn't coachable and finding more appropriate next steps to help her develop—or to just letting her maintain her status quo—can save you a lot of time as a manager, and sometimes it's just what your direct report needs.

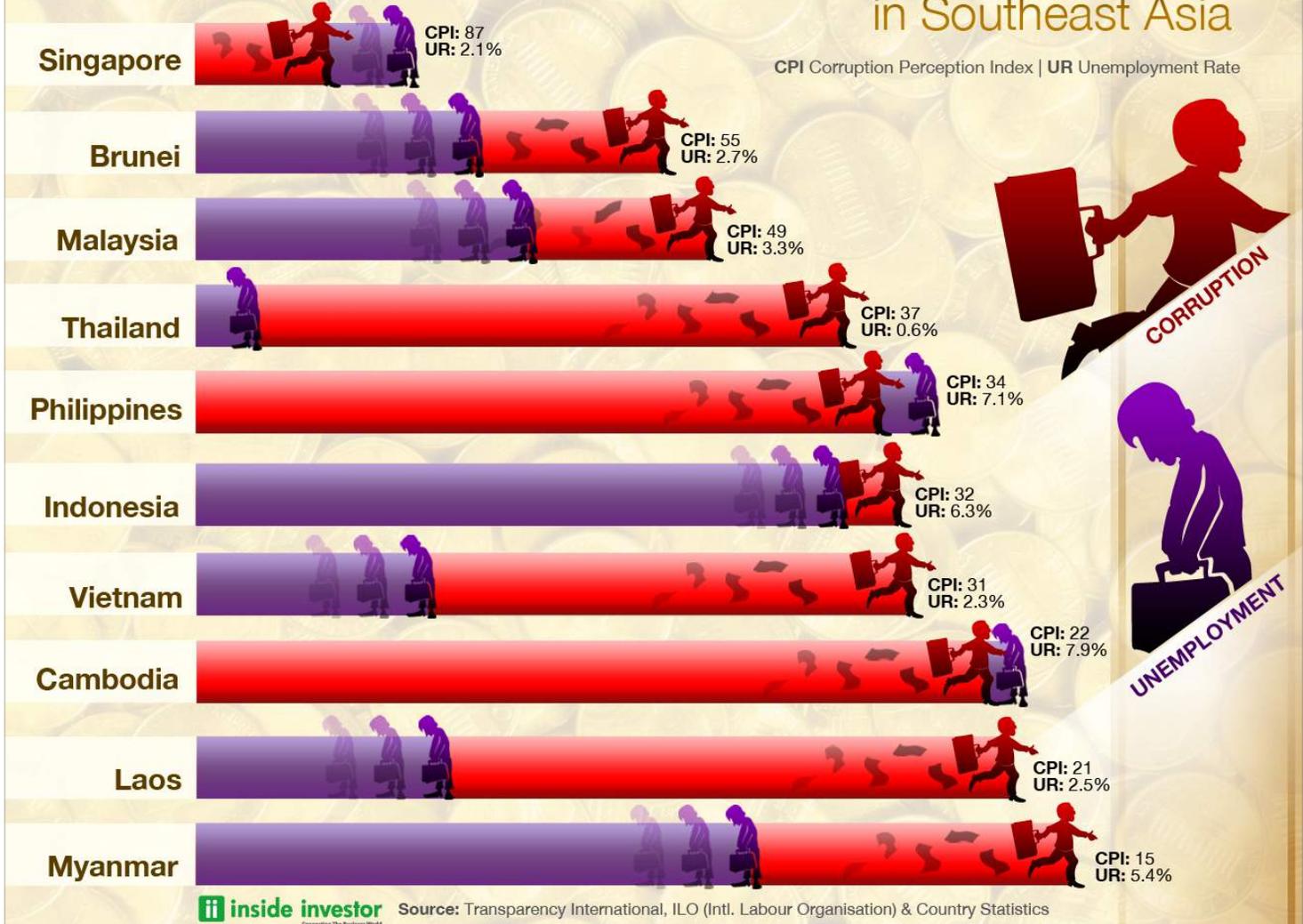
**“QUALITY IS THE RESULT OF A CAREFULLY  
CONSTRUCTED CULTURAL ENVIRONMENT. IT  
HAS TO BE THE FABRIC OF THE ORGANIZATION,  
NOT PART OF THE FABRIC.”**

PHIL CROSBY

© Lifehack Quotes

# Corruption & Unemployment Ratio in Southeast Asia

CPI Corruption Perception Index | UR Unemployment Rate



**Movie 1.6 Misemployment**



**MISEMPLOYMENT**

Misemployment can be just as bad as unemployment.

# Doesn't Want Help



## Coaching an Employee Who Doesn't Want Help

*by Amy Gallo*

- Is there someone on your team who you'd like to coach, but resists your help? A high-performer who could reach further? A hard-worker who could grow faster?
- The best managers know to coach their employees, but what if someone doesn't want your help?
- How can you convince a hesitant employee that your advice is worthwhile?

## ***What the Experts Say***

“Resistance to coaching takes many forms,” says Amy Jen Su, managing partner of Isis Associates, an executive coaching and leadership development firm and coauthor of *Own the Room: Discover Your Signature Voice to Master Your Leadership Presence*. The resistant employee may be passive, putting off your meetings or acting as if he’s open to coaching but never actually changing his behavior. Or she might be direct, making it clear she doesn’t want your help. While this may be frustrating, Ed Batista, an executive coach and contributor to the HBR Guide to *Coaching Your Employees*, says that you shouldn’t assume the employee is to blame. Often the manager is at least part of the problem. Here’s how to get to the bottom of what’s going on, so that you can help even the people least willing to be coached.

### ***Know when coaching works — and when it doesn’t***

First consider whether coaching is the right approach. “Good coaching is a fluid process that incorporates asking questions, challenging assumptions, reflecting back what’s heard, and, at times, providing a direct opinion or feedback,” says Batista.

Does the employee or situation call for that investment? “Sometimes you really do need people to perform a task in a specific way,” Batista says, and in those cases, you’re better off giving directions. Or you may not want to dedicate the time and energy to helping a chronic underperformer. But if you feel coaching is warranted, and the employee isn’t accepting your help, the next step is to understand why.

### ***Understand the resistance***

It’s easy to assume the resistor is simply irrational or difficult. But “there is typically a logical, perfectly reasonable explanation for how the person is behaving,” says Batista. Perhaps, he doesn’t trust you well enough or feels like you don’t appreciate him. “Often coaching can take on a tone of ‘you’re not good enough,’” Su says. It could also be that the employee hasn’t had a good experience with coaching in the past. “She may be thinking: ‘Why bother? I still didn’t get a promotion after trying last time.’ Or ‘it’s never really stopped me before. I’m going to get promoted anyway,’” says Su. You might also see resistance if the person hasn’t bought into the process: “You have to agree on what the blind spot or development opportunity is,” says Su. Batista suggests you

ask yourself: Could my actions be contributing to the problem?

### ***Be curious***

It's not enough to contemplate the reasons. You should also ask your employee why she's hesitant. "Start asking questions," says Batista. But not yes-or-no ones — they don't advance the dialogue. Instead start your inquiries with "how" or "what." For example, you might ask, "How can we solve this problem together?" or "What do you feel is holding you back at this moment?" You can mention the resistant behavior you're observing so long as it's in a non-critical way that sparks candid discussion. For example, you could say: "I noticed that you rescheduled our meeting several times. I'd really like to work with you on this so what can I do to help you make this a priority or make you more comfortable tackling this issue?"

Be transparent about your intentions. If you haven't explained why you're offering coaching, be explicit. Acknowledge what you're trying to do and why. "I'm focusing on your performance because I want to help you meet your goals this year." Or "I'd like to give you coaching about how to run meetings so that others see you as an effective leader." This is e-

specially important if you're coaching someone for the first time. "If you've been a more directive manager, and all of a sudden you're asking, 'Well, what do you think?'" it may freak your employees out a bit. You need to make explicit why you're changing your behavior and what your intentions are or you'll create a lot of unnecessary anxiety," says Batista.

### ***Show appreciation and build trust***

To accept coaching is to make oneself vulnerable, so you need to show your employee that you're worthy of trust. First acknowledge the person's contributions. Coaching can feel like a punishment, especially for solid performers who think they've got it figured out, so state specifically what you value about her work and why. Emphasize confidentiality and keep your word. "If the employee finds out that you were talking about her performance in another setting, she'll question the relationship," says Su. And make sure you stay committed throughout the coaching process. "Don't get all fired up about how you're going to help and then get distracted." Another way to build trust is to show employees that you'll accept reasonable mistakes. "Allow people to analyze setbacks and failures in a dispassionate way and learn from them," Batista says.

## ***Don't force it***

“When people are compelled into coaching, it’s not a recipe for success,” says Batista. Instead of improving the person’s performance, you may strain your relationship. So, if the employee continues to resist, don’t strong arm him. “Put the coaching on pause and address the issue at a later date,” Su says. But if the performance issue is critical or time-sensitive, you might consider bringing in an external consultant or someone from HR to help.

## ***Principles to Remember***

### *Do:*

- Ask open-ended questions about why the employee is resistant
- Show that you appreciate the employee’s contributions
- Accept that the employee will make mistakes — tolerance encourages risk-taking

### *Don't:*

- Put all of the blame on the employee — it’s likely that she’s being resistant for a reason

- Hide your reasons for trying to coach the person — be explicit about why and how you want to help
- Force the employee into accepting your help — coercion doesn’t build trust

## ***Case Study#1: Own your part of the problem***

Carla Torres\* hired Susan\*, a new HR manager as her direct report. But, because Susan had more experience in the field, she rarely sought her new boss’s help and was resistant to feedback and coaching. “She saw me as her peer, not as someone who could teach her anything,” Carla explains. Things came to a head six months into Susan’s tenure during her first performance review. “Carla pointed out Susan’s failure to build relationships within the rest of the HR team, an important part of the job. “But it was a disaster for both of us. She ended up in tears and I felt terrible about the whole thing,” Carla says.

She realized that Susan would want to avoid her so decided to head off the problem. “I scheduled a follow-up meeting and we talked through the feedback,” Carla says. She apologized for her part in the

problem: “I had moved too quickly to the coaching points without taking sufficient time to acknowledge her strong performance in the role. I reminded her that I was excited to have her on the team and that I fully supported her continued career growth and development. As such, I owed it to her to provide the feedback.”

Carla says this was a turning point for the relationship and Susan’s willingness to be coached. “We needed that human moment of connection and she needed to know that I would look out for her,” she says.

### ***Case Study #2: Understand why***

Russell Mathews\* was in a bind. He was trying to transition into a new role and needed to train his colleague, Sam\*, on how to take over some of his current job responsibilities, but Sam was unresponsive.

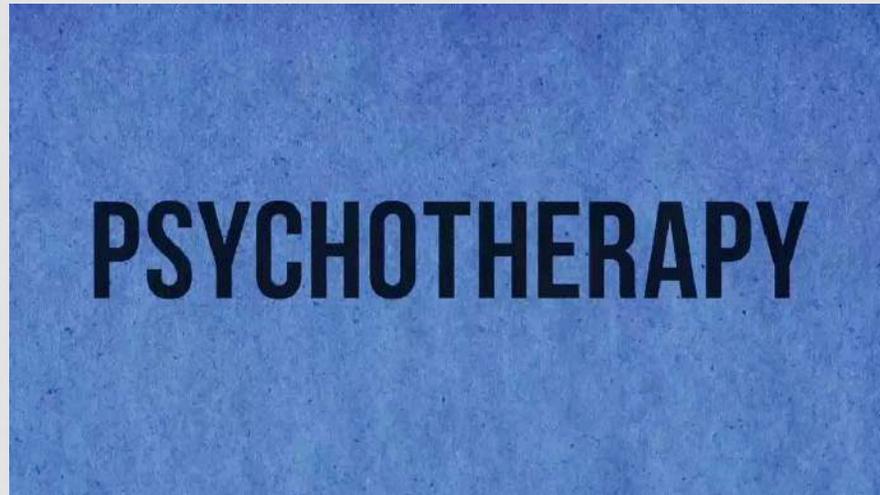
Russell thought he understood why. There weren’t many opportunities to move up in the small mortgage operations company office where they worked, and Sam, stuck in the same job for two years, was probably feeling stuck and discouraged. He started exercising with Sam to see if he would open up. “We would take breaks

and walk up and down the stairs,” he says. Between sets, “he began chatting about his dissatisfaction with the company and I would just listen.”

At one point, Russell asked Sam, “Why are you here?” There were hundreds of similar firms, so why had he stayed at theirs? It’s a question Russell had used in other situations before. “When I identify their motives, I can find ways to coach them. Sam’s response was: “I love the culture, I’m just upset about the lack of opportunity.”

The conversation was a breakthrough because Russell had earned Sam’s trust. Eventually, he started coaching his junior colleague on ways to improve and advance as well as training him in the skills he would need to take over Russell’s role. Sam was much more receptive and engaged. “It took some time, lots of stairs, and many small coaching sessions but he’s a great employee now and has completely turned his attitude around,” Russell says.

**Movie 1.7 Psychotherapy - Donald Winnicott**



Donald Winnicott has lots to teach us about how to look after children - but also about how not to aim for perfection. Being a 'good enough' parent is good enough...

# Coaching For You



## What Can Coaches Do for You?

*by Diane Coutu and Carol Kauffman*

In the seventeenth century, the French statesman Cardinal Richelieu relied heavily on the advice of Father François Leclerc du Tremblay, known as France's éminence grise for his gray monk's habit. Like the famous cardinal, today's business leaders have their gray eminences. But these advisers aren't monks bound by a vow of poverty. They're usually called executive coaches, and they can earn up to \$3,500 an hour.

To understand what they do to merit that money, HBR conducted a survey of 140 leading coaches and invited five experts to comment on the findings. As you'll see, the commentators have conflicting views about where the field is going—and ought

to go—reflecting the contradictions that surfaced among the respondents. Commentators and coaches alike felt that the bar needs to be raised in various areas for the industry to mature, but there was no consensus on how that could be done.

## Did you know...

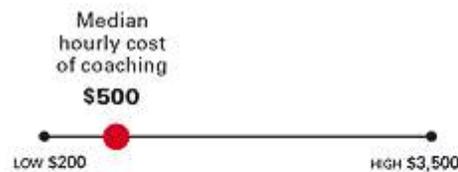
### Top 3 reasons coaches are engaged

Coaches are no longer most often hired to usher toxic leaders out the door.

- 1 Develop high potentials or facilitate transition ..... **48%**
- 2 Act as a sounding board ..... **26%**
- 3 Address derailing behavior ..... **12%**

### How much it costs

Most often you can expect to pay about \$500 an hour – the cost of a top psychiatrist in Manhattan.



### Is coaching personal?

Companies may not hire coaches to attend to issues in executives' personal lives, but more often than not, personal matters creep in.

Are you frequently hired to address personal issues?



Have you ever assisted executives with personal issues?



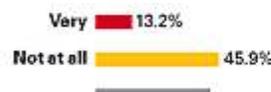
### What to look for in a coach

Respondents had mixed views on what qualifications are important.

How necessary is certification?



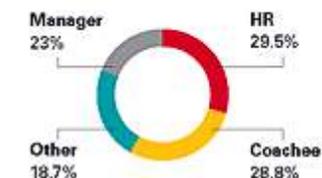
How necessary is psychological training?



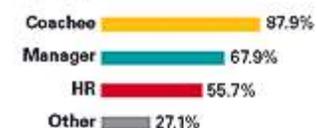
### Who is involved?

Though they acknowledged that confidentiality was central to successful coaching, respondents said that in most cases, they gave updates on coachees' progress to other stakeholders in the organization.

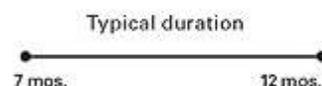
Who typically initiates the coaching relationship?



Who is kept apprised of progress?



### How long it takes



They did generally agree, however, that the reasons companies engage coaches have changed. Ten years ago, most companies engaged a coach to help fix toxic behavior at the top. Today, most coaching is about developing the capabilities of high-potential performers.

As a result of this broader mission, there's a lot more fuzziness around such issues as how coaches define the scope of engagements, how they measure and report on progress, and the credentials a company should use to select a coach.

***Do companies and executives get value from their coaches?***

When we asked coaches to explain the healthy growth of their industry, they said

that clients keep coming back because “coaching works.” Yet the survey results also suggest that the industry is fraught with conflicts of interest, blurry lines between what is the province of coaches and what should be left to mental health professionals, and sketchy mechanisms for monitoring the effectiveness of a coaching engagement.

***Bottom line:*** Coaching as a business tool continues to gain legitimacy, but the fundamentals of the industry are still in flux. In this market, as in so many others today, the old saw still applies: Buyer beware!



*Coaching borrows from both consulting and therapy*

## *The Coaching Industry: A Work in Progress*

*by Ram Charan*

There's no question that future leaders will need constant coaching. As the business environment becomes more complex, they will increasingly turn to coaches for help in understanding how to act. The kind of coaches I am talking about will do more than influence behaviors; they will be an essential part of the leader's learning process, providing knowledge, opinions, and judgment in critical areas. These coaches will be retired CEOs or other experts from universities, think tanks, and government.

Clearly, this is not a description of what most coaches do today, as the survey results demonstrate. What we think of as coaching is generally a service to middle managers provided by entrepreneurs with a background in consulting, psychology, or human resources. This kind of coaching became popular over the past five years because companies faced a shortage of talent and were concerned about turnover among key employees. Firms wanted to signal their commitment to developing their high-potential executives, so they hired coaches. At the same time, businesspeople needed to develop not just

quantitative capabilities but also people-oriented skills, and many coaches are helpful for that. As coaching has become more common, any stigma attached to receiving it at the individual level has disappeared. Now, it is often considered a badge of honor.

The coaching industry will remain fragmented until a few partnerships build a brand, collect stellar people, weed out those who are not so good, and create a reputation for outstanding work. Some coaching groups are evolving in this direction, but most are still boutique firms specializing in, for example, administering and interpreting 360-degree evaluations. To get beyond this level, the industry badly needs a leader who can define the profession and create a serious firm in the way that Marvin Bower did when he invented the modern professional management consultancy in the form of McKinsey & Company.

The industry badly needs a leader who can define the profession, the way Marvin Bower did for management consulting.

A big problem that tomorrow's professional coaching firm must resolve is the difficulty of measuring performance, as the coaches themselves point out in the survey. I'm aware of no research that has fol-

lowed coached executives over long periods; most of the evidence around effectiveness remains anecdotal. My sense is that the positive stories outnumber the negative ones—but as the industry matures, coaching firms will need to be able to demonstrate how they bring about change, as well as offer a clear methodology for measuring results.

Despite the recession, I agree with most survey respondents that the demand for coaching will not contract in the long term. The big developing economies—Brazil, China, India, and Russia—are going to have a tremendous appetite for it because management there is very youthful. University graduates are coming into jobs at 23 years old and finding that their bosses are all of 25, with the experience to match.

### ***Does Your Coach Give You Value for Your Money?***

*by David B. Peterson*

Forty years ago, no one talked about executive coaching. Twenty years ago, coaching was mainly directed at talented but abrasive executives who were likely to be fired if something didn't change. Today, coaching is a popular and potent solution

for ensuring top performance from an organization's most critical talent. Almost half the coaches surveyed in this study reported that they are hired primarily to work with executives on the positive side of coaching—developing high-potential talent and facilitating a transition in or up. Another 26% said that they are most often called in to act as a sounding board on organizational dynamics or strategic matters. Relatively few coaches said that organizations most often hire them to address a derailing behavior.

The research also revealed an important insight about what companies ask coaches to do and what they actually end up doing. Consider work/life balance. It's rare that companies hire business coaches to address non-work issues (only 3% of coaches said they were hired primarily to attend to such matters), yet more than three-quarters of coaches report having gotten into personal territory at some time. In part this reflects the extensive experience of the coaches in this survey (only 10% had five years or less experience). It also underscores the fact that for most executives, work and life issues cannot be kept entirely separate. This is particularly true of senior executives who spend grueling hours on the job and are often on the road and away from home. Many of them

feel some strain on their personal lives. Not surprisingly, therefore, the more coaches can tap into a leader's motivation to improve his or her home life, the greater and more lasting the impact of the coaching is likely to be at work.

The problem is when organizations ask for one thing and get something else. Often companies have no idea what the coaches are really doing.

One reason seems to be that coaches can be very lax in evaluating the impact of their work and communicating results to executives and stakeholders. While 70% of coaches surveyed said they provide qualitative assessment of progress, fewer than one-third ever give feedback in the form of quantitative data on behaviors, and less than one-fourth provide any kind of quantitative data on business outcomes of the coaching engagement. Even this may represent a somewhat optimistic picture, given that this data comes from the coaches themselves.

*Fewer than one-fourth of the respondents said they provide any kind of quantitative data on business outcomes of the coaching.*

While it can be difficult to draw explicit links between coaching intervention and an executive's performance, it is certainly

not difficult to obtain basic information about improvements in that executive's managerial behaviors. Coaching is a time-intensive and expensive engagement, and organizations that hire coaches should insist on getting regular and formal progress reviews, even if they are only qualitative. Judging from this survey, companies won't get them unless they ask for them.

### ***The Dangers of Dependence on Coaches***

*by Michael Maccoby*

All coaches recognize that they should be making you more competent and self-reliant. If the coaching relationship isn't doing that, it's very likely that you're becoming overly dependent. Dependence isn't always bad, of course—friends relying on one another, for example, is a good thing. But we all know people who can't make a decision without first talking to their psychotherapists, and some executives defer to their coaches in the same way. They have conversations with the coach that they ought to be having with other executives in the C-suite or with their teams.

The data in this survey show that more than half of the respondents think their clients do not become overly dependent on them. In my view, that's unrealistic. Coaches have an economic incentive to ignore the problem of dependency, creating a potential conflict of interest. It's natural for them to want to expand their business, but the best coaches, like the best therapists, put their clients' interests first. Harry Levinson, the father of coaching, worked with the top executives of his day. He said that if a coach wasn't aware of the dependency dynamic, then he had no right to be a coach. What this means for you is that before you hire a coach, you should ask him how he handles dependency in relationships.

*Coaches have an economic incentive to ignore the problem of dependency, creating a potential conflict of interest.*

A related finding of the survey deserves special attention: Although almost 90% of the respondents reported that they establish a time frame prior to starting an engagement, all but eight said that the focus of the assignment shifts from the original intent. There are no data in the survey about the mechanics of how those engagements shift, but in my 35 years of working in the field, I have observed that it's typi-

cally a matter of coaches recontracting with executives. Coaches who are essentially consultants may have a contract with you to work out strategy, for example, and then may offer to stay on to help with implementation. Or if you hire a coach to help you be a better team player, she may suggest that you need additional work in managing upward or working with difficult but creative subordinates. All this takes more time—and money. Extending contracts is not necessarily unethical. Just be aware that your coach may be asking you to recontract for more than you bargained for or really need.

Two particular kinds of shift in focus, though, are dangerous and should be avoided. One is when a behaviorist coach (my term for someone who monitors your behavior) seduces you into a form of psychotherapy without making that explicit. For example, he or she may say that you are now ready to explore deeper issues that keep you from realizing your full potential. The other is when personal coaches morph into business advisers. In these cases, your coach becomes a kind of speaking partner—someone you can bounce strategic ideas off of. That can be just as dangerous because it's a rare coach who has deep knowledge about your business.

## ***How Do You Pick a Coach?***

*by P. Anne Scoular*

There are two basic rules for hiring a coach. First, make sure that the executive is ready and willing to be coached. Second, allow the executive to choose whom he or she wants to work with, regardless of who in the organization initiated the engagement. The survey data support this emphatically: Willingness and good chemistry were by far the most frequently cited ingredients of a successful coaching relationship. Beyond that, respondents had strong and sometimes divergent opinions about what matters most in hiring a coach. more

The surveyed coaches agreed for the most part that companies need to look for someone who had experience coaching in a similar situation, but hadn't necessarily worked in that setting. Organizations should also take into account whether the coach has a clear methodology. According to the survey data, different coaches value different methodologies. Some coaches begin with 360-degree feedback, for example, while others rely more on psychological feedback and in-depth interviews. From an organization's perspective, methodology is a good way to winnow the pile.

If a prospective coach can't tell you exactly what methodology he uses—what he does and what outcomes you can expect—show him the door. Top business coaches are as clear about what they don't do as about what they can deliver. For example, a good coach will be able to tell you up front whether or not she is willing to serve as a sounding board on strategic matters.

*If a coach can't tell you what methodology he uses—what he does and what outcomes you can expect—show him the door.*

Significantly, coaches were evenly split on the importance of certification. Although a number of respondents said that the field is filled with charlatans, many of them lack confidence that certification on its own is reliable. Part of the problem is the number of different certificates: In the UK alone about 50 organizations issue certificates; buyers are understandably confused about which ones are credible. Currently, there is a move away from self-certification by training businesses and toward accreditation—whereby reliable international bodies subject providers to a rigorous audit and accredit only those that meet tough standards.

What should be the focus of that accreditation? One of the most unexpected findings of this survey is that coaches (even some of the psychologists in the survey) do not place high value on a background as a psychologist; they ranked it second from the bottom on a list of possible credentials.

That's surprising; some of the organizations I've worked with will hire only psychologists as coaches. It may be that most of the survey respondents see little connection between formal training as a psychologist and business insight—which, in my experience as a trainer of coaches, is the most important factor in successful coaching.

Although experience and clear methodologies are important, the best credential is a satisfied customer. A full 50% of the coaches in the survey indicated that businesses select them on the basis of personal references. So before you sign on the dotted line with a coach, make sure you talk to a few people she has coached before.

## ***Coach or Couch?***

*by Anthony M. Grant*

Coaching differs dramatically from therapy. That's according to the majority of coaches in our survey, who cite distinctions such as that coaching focuses on the future, whereas therapy focuses on the past. Most respondents maintained that executive clients tend to be mentally "healthy," whereas therapy clients have psychological problems. In the respondents' view, coaching does not seek to treat psychological problems, such as depression or anxiety.

It's true that coaching does not and should not aim to cure mental health problems. However, the notion that candidates for coaching are usually mentally robust flies in the face of academic research. Studies conducted by the University of Sydney, for example, have found that between 25% and 50% of those seeking coaching have clinically significant levels of anxiety, stress, or depression. more

I'm not suggesting that most executives who engage coaches have mental health disorders. But some might, and coaching those who have unrecognized mental health problems can be counterproductive and even dangerous. The vast majority of

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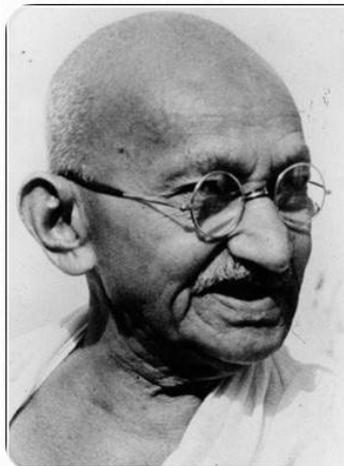
Before beginning,  
plan carefully.

- Cicero

executives are unlikely to ask for treatment or therapy and may even be unaware that they have problems requiring it. That's worrisome, because contrary to popular belief, it's not always easy to recognize depression or anxiety without proper training. An executive is far more likely to complain of difficulties related to time management, interpersonal communication, or workplace disengagement than of anxiety. This raises important questions for companies hiring coaches—for instance, whether a nonpsychologist coach can ethically work with an executive who has an anxiety disorder.

*Organizations should require that coaches have some training in mental health issues.*

Given that some executives will have mental health problems, firms should require that coaches have some training in mental health issues—for example, an understanding of when to refer clients to professional therapists for help. Indeed, businesses that do not demand such training in the coaches they hire are failing to meet their ethical obligations to care for their executives.



Carefully watch your thoughts, for they become your words. Manage and watch your words, for they will become your actions. Consider and judge your actions, for they have become your habits. Acknowledge and watch your habits, for they shall become your values. Understand and embrace your values, for they become your destiny.

— Mahatma Gandhi —

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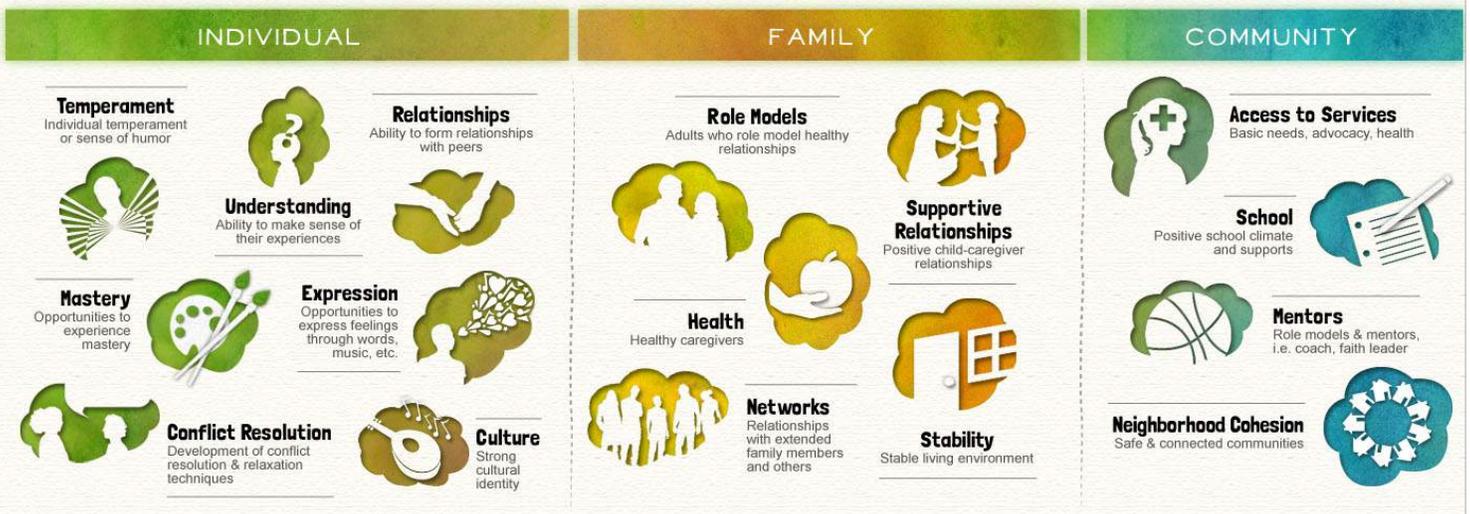
# PROMISING FUTURES PROMOTING RESILIENCY

among children and youth experiencing domestic violence

Almost 30 million American children will be exposed to family violence by the time they are 17 years old.<sup>[2]</sup> Kids who are exposed to violence are affected in different ways and not all are traumatized or permanently harmed. Protective factors can promote resiliency, help children and youth heal, and support prevention efforts.

Research indicates that the #1 protective factor in helping children heal from the experience is the presence of a consistent, supportive, and loving adult—most often their mother.<sup>[1]</sup>

## PROTECTIVE FACTORS THAT PROMOTE RESILIENCY



Get started at [www.PromisingFuturesWithoutViolence.org](http://www.PromisingFuturesWithoutViolence.org)  
**National Domestic Violence Hotline: 1-800-799-7233 (SAFE)**  
**National Dating Abuse Helpline: 1-866-331-9474 or text "loveis" to 77054**

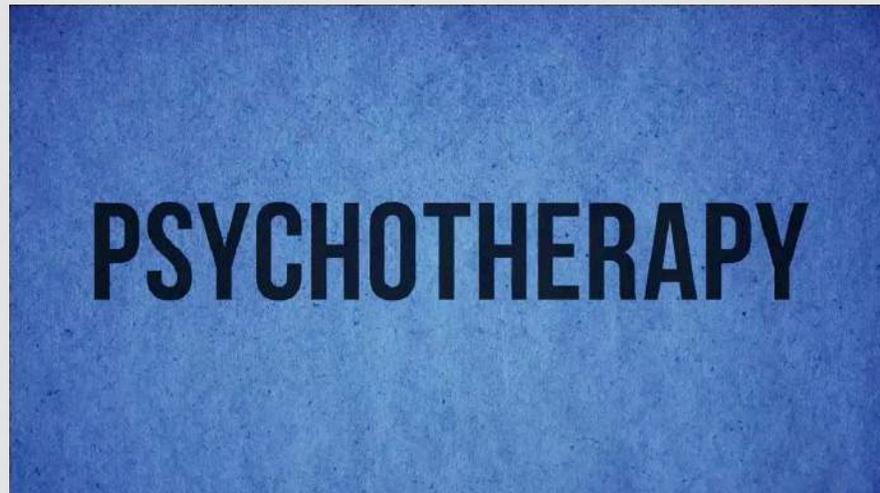
*Promising Futures: Best Practices for Serving Children, Youth & Parents is a project of Futures Without Violence*

**FUTURES  
WITHOUT VIOLENCE**

Formerly Family Violence Prevention Fund

The development of this infographic was supported by Grant Number 90EV0401 from the Administration on Children, Youth and Families, Family and Youth Services Bureau, U.S. Department of Health and Human Services. (1) Maaten, A. S. (2006). Promoting resilience in development: A general framework for systems of care. In R. J. Flynn, et al. (Eds.), Promoting resilience in child welfare (3-17). Ottawa: Univ. of Ottawa Press. (2) Hamby, S., Finkelhor, D., Turner, H., & Ormrod, R. (2011). Children's exposure to intimate partner violence and other family violence (pgs. 1-12). Juvenile Justice Bulletin – NCJ 232272. Washington, DC: U.S. Government Printing Office.

**Movie 1.8 Psychotherapy - Melanie Klein**



Melanie Klein was a great psychotherapist who teaches us how to stop either idealising or denigrating others.

# MOD3

## Lead by Values

Class Day Two



Educating the mind  
without educating the  
heart, is no education  
at all.

- Aristotle

## **You Can't Be a Great Manager If You're Not a Good Coach**

*by Monique Valcour*

If you have room in your head for only one nugget of leadership wisdom, make it this one: the most powerfully motivating condition people experience at work is making progress at something that is personally meaningful. If your job involves leading others, the implications are clear: the most important thing you can do each day is to help your team members experience progress at meaningful work.

To do so, you must understand what drives each person, help build connections between each person's work and the organization's mission and strategic objectives, provide timely feedback, and help each person learn and grow on an ongoing basis. Regular communication around development — having coaching conversations — is essential. In fact, according to recent research, the single most important managerial competency that separates highly effective managers from average ones is coaching.

Strangely, at most companies, coaching isn't part of what managers are formally expected to do. Even though research makes it clear that employees and job candidates alike value learning and career development above most other aspects of a job, many managers don't see it as an important part of their role. Managers think they don't have the time to have these conversations, and many lack the skill. Yet 70% of employee learning and development happens on the job, not through formal training programs. So if line managers aren't supportive and actively involved, employee growth is stunted. So is engagement and retention.

Can you teach old-school, results-focused line managers to coach their employees? Absolutely. And the training boosts performance in both directions. It's a powerful experience to create a resonant connection with another person and help them to achieve something they care about and to become more of who they want to be. If there's anything an effective, resonant coaching conversation produces, it's positive energy. Hundreds of executive students have reported to me that helping others learn and grow is among the most rewarding experiences they've had as managers.

Starting today, you can be significantly more effective as a manager — and enjoy your job more — by engaging in regular coaching conversations with your team members. As you resolve to support their ongoing learning and development, here are five key tips to get you started.

Listen deeply. Consider what it feels like when you're trying to convey something important to a person who has many things on his mind. Contrast that familiar experience with the more luxurious and deeply validating one of communicating with someone who is completely focused on you and actively listening to what you have to say with an open mind and an open

heart. You can open a coaching conversation with a question such as “How would you like to grow this month?” Your choice of words is less important than your intention to clear your mind, listen with your full attention, and create a high-quality connection that invites your team member to open up and to think creatively.

Ask, don't tell. As a manager, you have a high level of expertise that you're used to sharing, often in a directive manner. This is fine when you're clarifying action steps for a project you're leading or when people come to you asking for advice. But in a coaching conversation, it's essential to restrain your impulse to provide the answers. Your path is not your employee's path. Open-ended questions, not answers, are the tools of coaching. You succeed as a coach by helping your team members articulate their goals and challenges and find their own answers. This is how people clarify their priorities and devise strategies that resonate with what they care about most and that they will be committed to putting into action.

Create and sustain a developmental alliance. While your role as a coach is not to provide answers, supporting your team members' developmental goals and strategies is essential. Let's say that your em-

employee mentions she'd like to develop a deeper understanding of how your end users experience the services your firm provides. In order to do so, she suggests accompanying an implementation team on a site visit next week, interviewing end users, and using the interviews to write an article on end user experience for publication on your firm's intranet-based blog. You agree that this would be valuable for both the employee and the firm. Now, make sure that you give your employee the authorization, space and resources necessary to carry out her developmental plan. In addition to supporting her, you can also highlight her article as an example of employee-directed learning and development. Follow-up is critical to build trust and to make your coaching more effective. The more you follow through on supporting your employees' developmental plans, the more productive your coaching becomes, the greater your employees' trust in you, and the more engaged you all become. It's a virtuous cycle.

Focus on moving forward positively. Oftentimes in a coaching conversation, the person you're coaching will get caught up in detailing their frustrations. "I'd love to spend more time building my network, but I have no bandwidth. I'm at full capacity just trying to stay on task with my deliver-

ables. I'd really love to get out to some industry seminars, but I can't let myself think about it until I can get ahead of these deadlines." While it can provide temporary relief to vent, it doesn't generate solutions. Take a moment to acknowledge your employee's frustrations, but then encourage her to think about how to move past them. You might ask, "Which of the activities you mention offer the greatest potential for building your knowledge and adding value to the company?" "Could you schedule two hours of time for developmental activities each week as a recurring appointment?" "Are there skills or relationships that would increase your ability to meet your primary deliverables?" "How could we work more efficiently within the team to free up and protect time for development?"

Build accountability. In addition to making sure you follow through on any commitments you make to employees in coaching conversations, it's also useful to build accountability for the employee's side of formulating and implementing developmental plans. Accountability increases the positive impact of coaching conversations and solidifies their rightful place as keys to organizational effectiveness. If your employee plans to research training programs that will fit his developmental goals, give

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Emotional intelligence begins to develop in the earliest years. All the small exchanges children have with their parents, teachers, and with each other, carry emotional messaging.

- Daniel Goleman

these plans more weight by asking him to identify appropriate programs along with their costs and the amount of time he'll need away from work, and to deliver this information to you by a certain deadline. (And then, of course, you will need to act on the information in a timely manner.)

What will coaching your employees do for you? It will build stronger bonds between you and your team members, support them in taking ownership over their own learning, and help them develop the skills they need to perform and their peak. And it also feels good. At a coaching workshop I led last month in Shanghai, an executive said the coaching exercise he'd just participated in "felt like a bungee jump." As the workshop leader, I was delighted to observe that this man, who had arrived looking reserved and a bit tired, couldn't stop smiling for the rest of the evening. He was far from the only participant who was visibly energized by the coaching experience.

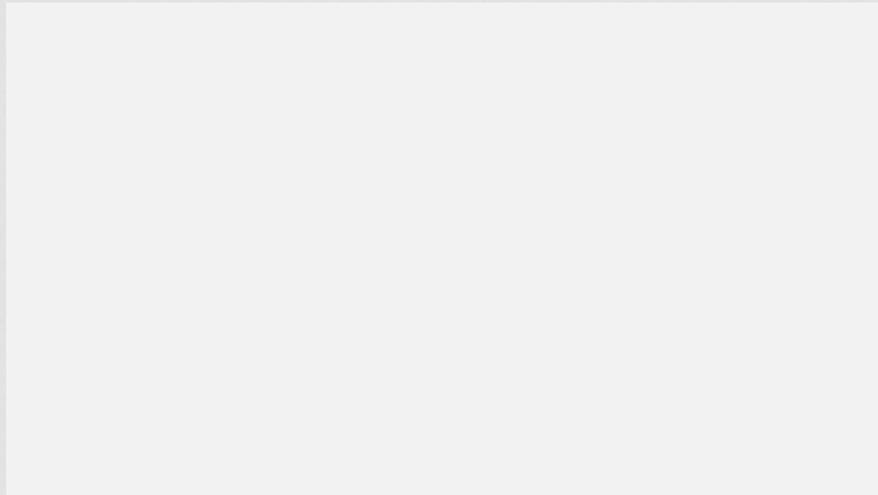
So go ahead and take the interpersonal jump. You will love the thrill of coaching conversations that catalyze your employees' growth.

Emotional intelligence, more than any other factor, more than I.Q. or expertise, accounts for 85% to 90% of success at work... I.Q. is a threshold competence. You need it, but it doesn't make you a star. Emotional intelligence can.

(Warren Bennis)

izquotes.com

## Movie 2.1 Emotional Intelligence



Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups.

# Ask Questions



## The Questions Good Coaches Ask

*by Amy Jen Su*

In the HBR Guide to Coaching Employees, executive coach Ed Batista defines coaching as a style of management characterized by asking questions. With those questions you can move away from command-and-control leadership to a dynamic in which your direct report grows through self-reflection.

Asking the right coaching questions means the difference between a one-way interrogation and a dynamic learning session. Good coaching questions give someone who's busy

and competent the space in which to step back and examine herself. The right question can stop her in her tracks as she finally sees her own actions from a different perspective or envisions a new solution to an old problem. She may indeed learn to question herself so that next time she can catch herself in the act and change her actions in the moment.

Begin by planning out what you'll ask and get yourself into the right mindset before the coaching session begins.

While there are a lot of coaching questions you can't directly prepare for ahead of time, many of the ones you'll ask in the first session are fairly standard, so take time to consider them beforehand.

First think about what you need to know to help your direct report. Your questions in this session will not only help you understand her situation but also can help you to identify her:

- Current developmental level and goals (what she is ready for, what she can handle, what's the next step in her journey)
- Skill level against leadership competencies and behaviors

- Preferences (e.g. how she processes information or makes decisions – Meyers-Briggs-type categorization)
- Motivations and values
- Habits and structures that might be holding her back

Then think about how you'll ask your questions. To give your direct report the space to reflect and respond effectively, they should be phrased as open-ended queries. It can be helpful to think about the first word: open-ended questions often begin with “what,” “how,” “who,” “where,” and “when.” (See the sidebar “Open-Ended Coaching Questions.”) Stay away from “why” – it can feel confrontational and judgmental. To get at the same thing, instead ask, “What was your intention with that?”

The most important thing to keep in mind while composing (and delivering) coaching questions is that you need to be genuinely curious about the answers. People can tell if you're just asking a question because it's what you're “supposed” to do. And you won't be able to get to that one question and that moment of self-discovery if you're just going through the motions rather than authentically interested in your direct report, her situation, and her growth.

Being authentically curious can take practice and rewiring: you have to accept the idea that others may be as smart as you, and suspend (good!) habits like asserting a strong point of view. But it will help you both as you prepare for your session and in the moment.

Once you are in the coaching session, you will need to respond to your direct report's comments with further questions. Think of these questions as creating a bridge between what she has said and what else you want to learn. This intuitive process at the heart of the coaching relationship can't be scripted. Your own authentic curiosity in her and her development is invaluable in triggering your next question: it's something that happens from the gut.

You can help your gut to be ready, though, by intentionally getting into the right frame of mind as the session begins. For example, I always find it incredibly difficult to walk into a coaching session immediately after facilitating training or delivering a key note address: there is a big shift that I need to do to go from having a strong presence in front of a large audience to having a more intimate presence of being quiet and hearing and reacting to the person in front of me.

Deliberately schedule your coaching sessions so that you'll be able to get into that place of listening, and if you anticipate being frantic in the hour leading up to your session take a few minutes out to pause, take a few deep breaths, and get yourself physically centered. Pull up your notes from the last coaching meeting with this direct report to reconnect to the conversation as it stands now.

Once you understand your direct report's point of view into a given situation, be careful not to let the session turn into venting or blaming others. Instead of asking questions that might reinforce the emotional charge she already feels, ask questions that open up possibilities she may not have considered yet.

For example, if your direct report has described an argument she had with another colleague, instead of saying things like, "I can't believe that person would do that to you" or belaboring "how did that make you feel," ask questions that pose a different perspective: "I hear how frustrated you are. What do you think is going on in his world that may have led to this behavior?" or "What does the business need the two of you to do? What would you need to see from this person to have a better relationship?"

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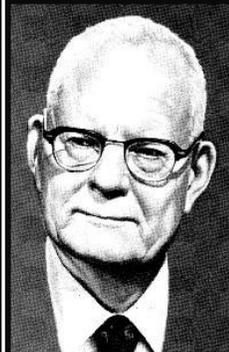
It takes courage to practice compassion, and emotional intelligence to practice empathy. Both are key to healing oneself.

- Donna M Thomas

Or if she's frustrated at her own perceived lack of personal development: "You've had to come through many learning curves in your career. What has been your success cycle in the past?" Recognizing your coachee's story but asking her to shift her thinking beyond it is one of the most important ways a question can open up new possibilities.

Once you've asked a set of questions that opens the dialogue and helps you to see things through her eyes, it's your turn to share your perspective. And even that begins with a question: "Are you open to me sharing with you how I am seeing this? Could I offer you a different lens? A new approach?"

Bosses have a taller order than executive coaches when it comes to asking questions. Your direct reports will always be asking themselves whether they actually want you to see their weaknesses (real or perceived) and their personal opinions about professional colleagues and situations—this takes real trust. But that's also what can make managers the most invaluable coaches: once you build that relationship over time, you have a much deeper ability to ask just the right question.



If you do not know how to ask the right question,  
you discover nothing.

(W. Edwards Deming)

izquotes.com

## *Open-Ended Coaching Questions*

To give your direct report the space to reflect and respond effectively, your questions should be phrased as open-ended queries. It can be helpful to think about the first word: open-ended questions often begin with “what,” “how,” “who,” “where,” and “when.”

### ***What***

- What is happening?
- What is challenging about it?
- What have you done, tried, or considered?
- What is the impact on you, your team, or the business?
- What are your ideal outcomes?
- What would the CEO, board, or shareholders want to see happen?
- What would have to change to make that happen?
- What conditions would have to be in place?

### ***How***

- How will you prepare for that?
- How will we know we've moved the needle on this?
- How will we measure success?
- How will you communicate your goals with key stakeholders?
- How will you stay self-aware and mindful when things get busy?

## **Who**

- Who will be impacted—positively or negatively—by these potential changes?
- Who are exemplars or leaders you respect because they demonstrate those leadership behaviors?
- Who else could offer you feedback?
- Who needs to be included or in alignment to these goals?
- Who are the key people in your network of support?

## **Where/When**

- Where/when do you feel you are at your personal best?
- Where/when do you feel most triggered, reactive, not at your personal best?
- Where might you experience resistance?
- When you experience [an emotion—frustration, impatience, etc.]; where do you experience that in your body (e.g. tension in the jaw)?
- Where would you like to be in your career in 3-5 years?

*Lastly, there are some descriptor questions that can help you get at what is happening in a given situation:*

- Help me understand...
- Tell me more about that...
- Let me make sure I understand what you are saying...
- I'm curious about...
- Could you describe further...

# 7 Day Plan to Stay Productive

Before you start, it's important that you take a moment to come up with a definite monthly goal and a weekly stepping stone. Next, you should create a to do list prior to each day - no cheating! Now that you got that out of the way, continue to Day 1 to start being productive!

## Day 1

"Eat a live frog first thing in the morning and nothing worse will happen to you the rest of the day."  
Mark Twain



### FIRST, EAT THE FROG!

Do the most difficult thing on your to do list first thing in the morning!

Take a look at the goal you wrote down and ask yourself if what you're doing today is getting you closer to where you want to be tomorrow.

## Day 2

"Whatever we plant in our subconscious mind and nourish with repetition and emotion will one day become a reality."  
Earl Nightingale



### CHANGE YOUR ATTITUDE

Our attitude towards others determines their attitude towards us. The problem is not the problem. The problem is your attitude about the problem! Change your attitude about things and you'll change your life dramatically in no time.

Find a quiet place and just meditate for 5 minutes and you'll be amazed at the results.

## Day 3

"Work smarter, not harder."  
Carl Banks



### WORK SMARTER, NOT HARDER

Embrace your goals and tasks day and night and rewrite or edit them as necessary, but do not completely change them. Having your daily to do list will help you stay organized and make work easier!

## Day 4

"There is no gain without pain."  
Benjamin Franklin



### NO PAIN, NO GAIN

You may be tempted to quit right before the finish line, so remind yourself how quitters aren't successful. The most successful people are those that keep going even when they want to quit.

## Day 5

"Be okay with what you ultimately can't do, because there is so much you CAN do."  
Sam Berns



### BE OKAY WITH LETTING GO

At such a young age and with such a debilitating disease, Sam Berns, a 17 year old that suffered from Progeria couldn't have said it better. He definitely knew the secret to happiness!

## Day 6

"Surround yourself with only people who are going to lift you higher."  
Oprah Winfrey



### SURROUND YOURSELF WITH THE RIGHT PEOPLE

Call those people you enjoy being around and invite them out to coffee! Join some local organizations where you can network and socialize with likeminded individuals and you'll wonder why you haven't done this earlier.

## Day 7

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."  
Walt Disney



### KEEP MOVING FORWARD

Be proud of yourself! You've managed to get this far, which means you've taken the first step in creating a habit of productivity. Studies have shown that it takes 21 days to build a long-lasting habit, so go through this for another two weeks and it'll be like second nature to you!

Here are the things you should have accomplished by the end of the week:

- Determine a definite monthly goal.
- Create a weekly stepping stone.
- Create a daily to do list the day before, preferably.
- Rewrite and edit your goals daily, as necessary.
- Reflect and meditate.
- Stay motivated.

**SAVE THIS, SHARE IT, OR EVEN PRINT IT OUT IF NECESSARY!**



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**Movie 2.2 Political Theory - William Morris**



**POLITICAL THEORY**

William Morris wanted to change the way workers approach their jobs and how consumers decide what they want to buy.

# Great Coaches



## How Great Coaches Ask, Listen, and Empathize

*by Ed Batista*

Historically, leaders achieved their position by virtue of experience on the job and in-depth knowledge. They were expected to have answers and to readily provide them when employees were unsure about what to do or how to do it. The leader was the person who knew the most, and that was the basis of their authority.

Leaders today still have to understand their business thoroughly, but it's unrealistic and ill-advised to expect them to have all the answers. Organizations are simply too complex for

leaders to govern on that basis. One way for leaders to adjust to this shift is to adopt a new role: that of coach. By using coaching methods and techniques in the right situations, leaders can still be effective without knowing all the answers and without telling employees what to do.

Coaching is about connecting with people, inspiring them to do their best, and helping them to grow. It's also about challenging people to come up with the answers they require on their own. Coaching is far from an exact science, and all leaders have to develop their own style, but we can break down the process into practices that any manager will need to explore and understand.

*Here are the three most important:*

### **Ask**

Coaching begins by creating space to be filled by the employee, and typically you start this process by asking an open-ended question. After some initial small talk with my clients and students, I usually signal the beginning of our coaching conversation by asking, "So, where would you like to start?" The key is to establish receptivity to whatever the other person needs to discuss, and to avoid presumptions that unnecessarily limit the conversation. As a

manager you may well want to set some limits to the conversation ("I'm not prepared to talk about the budget today.") or at least ensure that the agenda reflects your needs ("I'd like to discuss last week's meeting, in addition to what's on your list."), but it's important to do only as much of this as necessary and to leave room for your employee to raise concerns and issues that are important to them. It's all too easy for leaders to inadvertently send signals that prevent employees from raising issues, so make it clear that their agenda matters.

In his book *Helping*, former MIT professor Edgar Schein identifies different modes of inquiry that we employ when we're offering help, and they map particularly well to coaching conversations. The initial process of information gathering I described above is what Schein calls "pure inquiry." The next step is "diagnostic inquiry," which consists of focusing the other person's attention on specific aspects of their story, such as feelings and reactions, underlying causes or motives, or actions taken or contemplated. ("You seem frustrated with Chris. How's that relationship going?" or "It sounds like there's been some tension on your team. What do you think is happening?" or "That's an ambitious goal for that

project. How are you planning to get there?”)

The next step in the process is what Schein somewhat confusingly calls “confrontational inquiry”. He doesn’t mean that we literally confront the person, but, rather, that we challenge aspects of their story by introducing new ideas and hypotheses, substituting our understanding of the situation for the other person’s. (“You’ve been talking about Chris’s shortcomings. How might you be contributing to the problem?” or “I understand that your team’s been under a lot of stress. How has turnover affected their ability to collaborate?” or “That’s an exciting plan, but it has a lot of moving parts. What happens if you’re behind schedule?”)

In coaching conversations it’s crucial to spend as much time as needed in the initial stages and resist the urge to jump ahead, where the process shifts from asking open-ended questions to using your authority as a leader to spotlight certain issues. The more time you can spend in pure inquiry, the more likely the conversation will challenge your employee to come up with their own creative solutions, surfacing the unique knowledge that they’ve gained from their proximity to the problem.

## *Listen*

It’s important to understand the difference between hearing and listening. Hearing is a cognitive process that happens internally — we absorb sound, interpret it, and understand it. But listening is a whole-body process that happens between two people that makes the other person truly feel heard.

Listening in a coaching context requires significant eye contact, not to the point of awkwardness, but more than you typically devote in a casual conversation. This ensures that you capture as much data about the other person as possible — facial expressions, gestures, tics — and conveys a strong sense of interest and engagement.

Effective listening also requires our focused attention. Coaching is fundamentally incompatible with multitasking, because while you may be able to hear what another person is saying while working on something else, it’s impossible to listen in a way that makes the other person feel heard. It’s critical to eliminate distractions. Turn off your phone, close your laptop, and find a dedicated space where you won’t be interrupted.

Coaching conversations can take place over the phone, of course, and in that medium it’s even more important to refrain

from multitasking so that in the absence of visual data, you can pick up on subtle cues in someone's speech.

In my experience taking brief, sporadic notes in a coaching conversation helps me to stay focused and lessens the burden of maintaining information in my working memory (which holds just five to seven items for most people.) But note-taking itself can become a distraction, causing you to worry more about accurately capturing the other person's comments than about truly listening. Coaching conversations aren't depositions, so don't play stenographer. If you feel the need to take notes, try writing one word or phrase at a time, just enough to jog your memory later.

### *Empathize*

Empathy is the ability not only to comprehend another person's point of view, but also to vicariously experience their emotions. Without empathy other people remain alien and opaque to us. When present it establishes the interpersonal connection that makes coaching possible.

A key to the importance of empathy can be found in the work of Brené Brown, a research professor at the University of Hous-

ton whose work focuses on the topics of vulnerability, courage, worthiness and shame. Brown defines shame as "the intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love and belonging." Empathy, Brown notes, is "the antidote to shame." When employees need your help they are likely experiencing some form of shame, even if it's just mild embarrassment — and the more serious the problem, the deeper the shame. Feeling and expressing empathy is critical to helping the other person defuse their embarrassment and begin thinking creatively about solutions.

But note that our habitual expressions of empathy can sometimes be counterproductive. Michael Sahota, a coach in Toronto who works with groups of software developers and product managers, explains some of the traps we fall into when trying to express empathy: We compare our issues to theirs ("My problem's bigger."), try to be overly positive ("Look on the bright side."), or leap to problem-solving while ignoring what they're feeling in the moment.

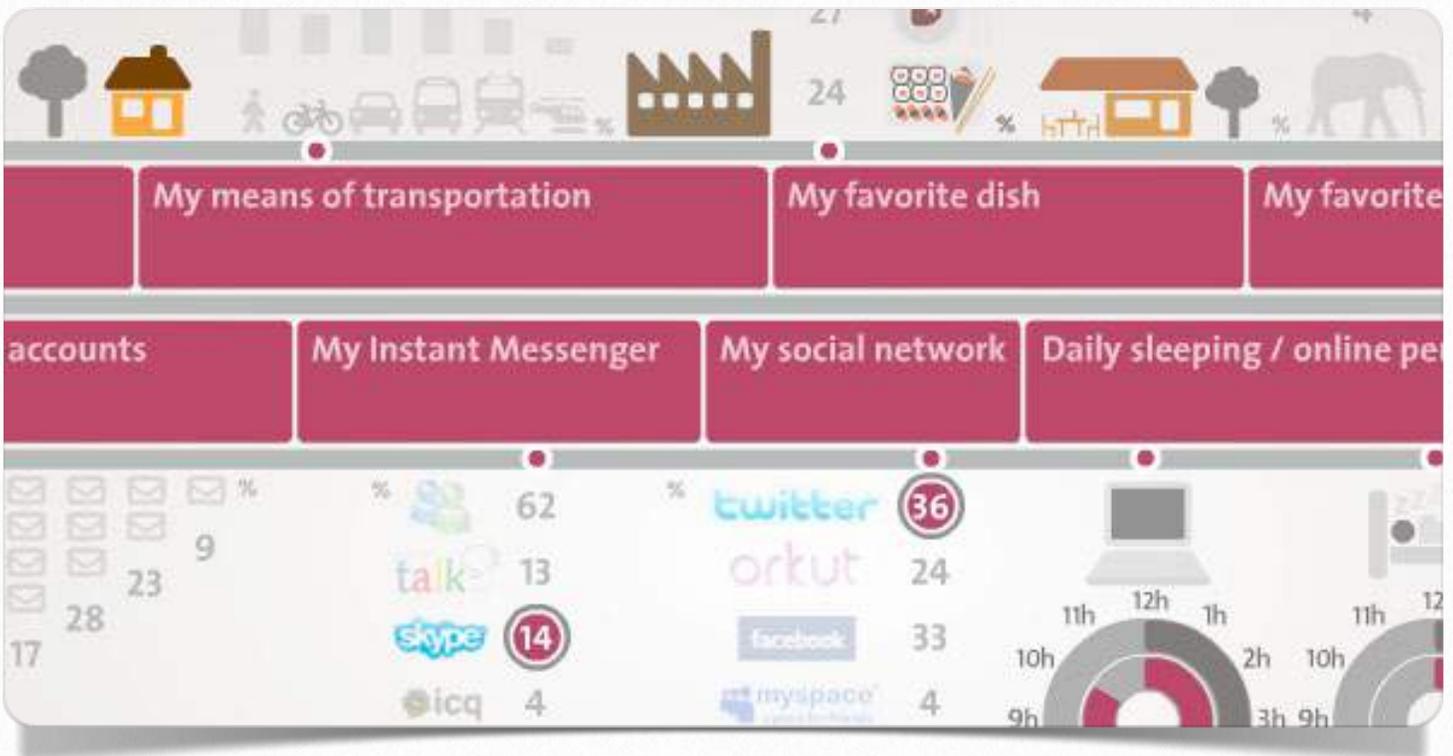
Finally, be aware that expressing empathy need not prevent you from holding people to high standards. You may fear that empathizing is equivalent to excusing poor performance but this is a false dichotomy. Em-

The emotional brain responds to an event more quickly than the thinking brain.

- Daniel Goleman

pathizing with the difficulties your employees face is an important step in the process of helping them build resilience and learn from setbacks. After you've acknowledged an employee's struggles and feelings, they're more likely to respond to your efforts to motivate improved performance.

When you coach as a leader you don't need to be the expert. You don't need to be the smartest or most experienced person in the room. And you don't need to have all the solutions. But you do need to be able to connect with people, to inspire them to do their best, and to help them search inside and discover their own answers.

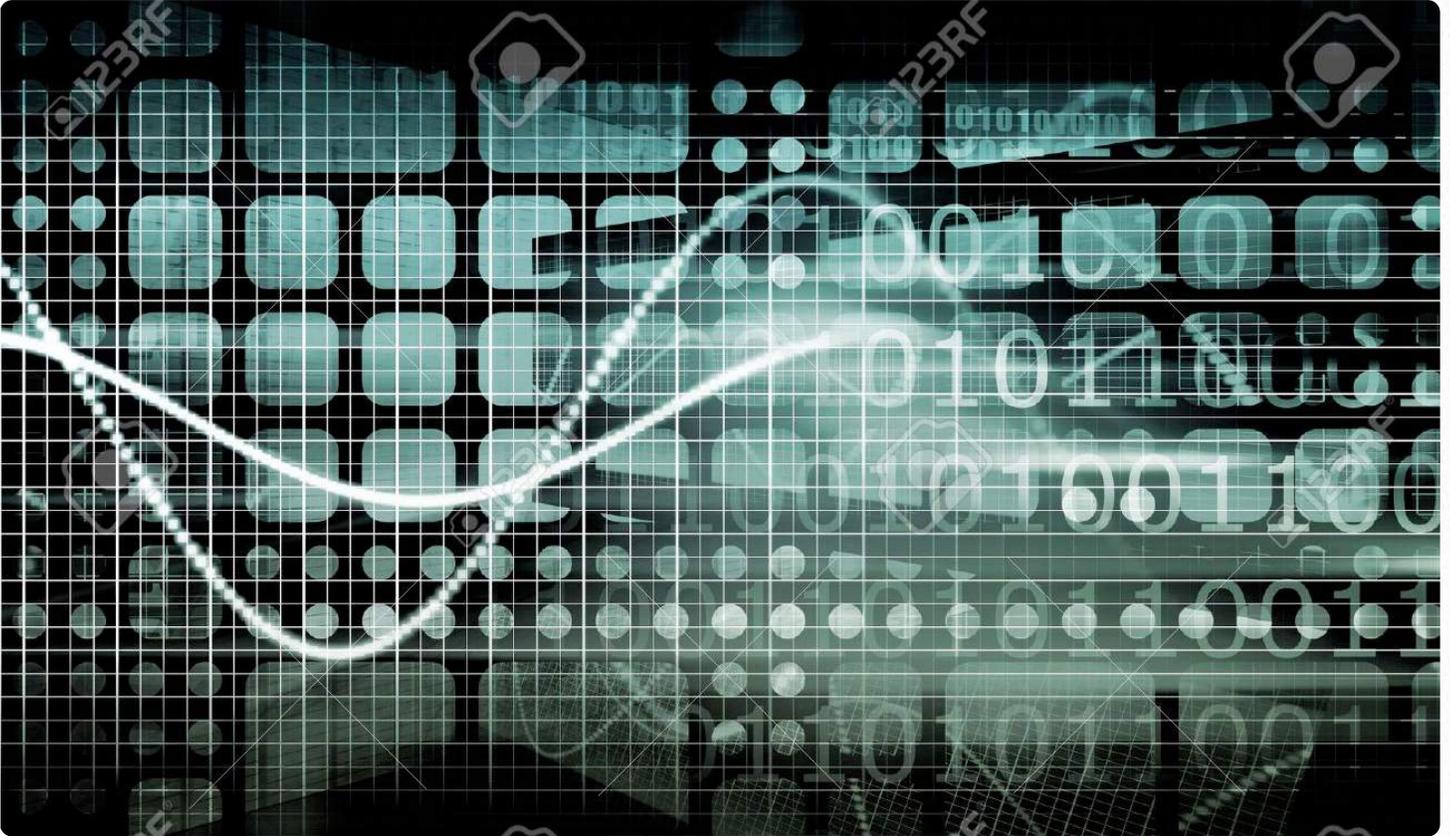


### Movie 2.3 What's Education For?



The greatest problem of the modern education system is that it doesn't focus on systematically preparing students for many aspects of the real challenge out there: Life itself.

# Overloaded Circuits



## Overloaded Circuits: Why Smart People Underperform

*by Edward Hallowell*

David drums his fingers on his desk as he scans the e-mail on his computer screen. At the same time, he's talking on the phone to an executive halfway around the world. His knee bounces up and down like a jackhammer. He intermittently bites his lip and reaches for his constant companion, the coffee cup. He's so deeply involved in multitasking that he has forgotten the appointment his Outlook calendar reminded him of 15 minutes ago.

Jane, a senior vice president, and Mike, her CEO, have adjoining offices so they can communicate quickly, yet communication never seems to happen. “Whenever I go into Mike’s office, his phone lights up, my cell phone goes off, someone knocks on the door, he suddenly turns to his screen and writes an e-mail, or he tells me about a new issue he wants me to address,” Jane complains. “We’re working flat out just to stay afloat, and we’re not getting anything important accomplished. It’s driving me crazy.”

David, Jane, and Mike aren’t crazy, but they’re certainly crazed. Their experience is becoming the norm for overworked managers who suffer—like many of your colleagues, and possibly like you—from a very real but unrecognized neurological phenomenon that I call attention deficit trait, or ADT. Caused by brain overload, ADT is now epidemic in organizations. The core symptoms are distractibility, inner frenzy, and impatience. People with ADT have difficulty staying organized, setting priorities, and managing time. These symptoms can undermine the work of an otherwise gifted executive. If David, Jane, Mike, and the millions like them understood themselves in neurological terms, they could actively manage their lives instead of reacting to problems as they happen.

As a psychiatrist who has diagnosed and treated thousands of people over the past 25 years for a medical condition called attention deficit disorder, or ADD (now known clinically as attention-deficit/hyperactivity disorder), I have observed firsthand how a rapidly growing segment of the adult population is developing this new, related condition. The number of people with ADT coming into my clinical practice has mushroomed by a factor of ten in the past decade. Unfortunately, most of the remedies for chronic overload proposed by time-management consultants and executive coaches do not address the underlying causes of ADT.

Unlike ADD, a neurological disorder that has a genetic component and can be aggravated by environmental and physical factors, ADT springs entirely from the environment. Like the traffic jam, ADT is an artifact of modern life. It is brought on by the demands on our time and attention that have exploded over the past two decades. As our minds fill with noise—feckless synaptic events signifying nothing—the brain gradually loses its capacity to attend fully and thoroughly to anything.

The symptoms of ADT come upon a person gradually. The sufferer doesn’t experience a single crisis but rather a series of

minor emergencies while he or she tries harder and harder to keep up. Shouldering a responsibility to “suck it up” and not complain as the workload increases, executives with ADT do whatever they can to handle a load they simply cannot manage as well as they’d like. The ADT sufferer therefore feels a constant low level of panic and guilt. Facing a tidal wave of tasks, the executive becomes increasingly hurried, curt, peremptory, and unfocused, while pretending that everything is fine.

To control ADT, we first have to recognize it. And control it we must, if we as individuals and organizational leaders are to be effective. In the following pages, I’ll offer an analysis of the origins of ADT and provide some suggestions that may help you manage it.

### *Attention Deficit Cousins*

To understand the nature and treatment of ADT, it’s useful to know something of its cousin, ADD. more

Usually seen as a learning disability in children, ADD also afflicts about 5% of the adult population. Researchers using MRI scans have found that people with ADD suffer a slightly diminished volume in four

specific brain regions that have various functions such as modulating emotion (especially anger and frustration) and assisting in learning. One of the regions, made up of the frontal and prefrontal lobes, generates thoughts, makes decisions, sets priorities, and organizes activities. While the medications used to treat ADD don’t change the anatomy of the brain, they alter brain chemistry, which in turn improves function in each of the four regions and so dramatically bolsters the performance of ADD sufferers.

ADD confers both disadvantages and advantages. The negative characteristics include a tendency to procrastinate and miss deadlines. People with ADD struggle with disorganization and tardiness; they can be forgetful and drift away mentally in the middle of a conversation or while reading. Their performance can be inconsistent: brilliant one moment and unsatisfactory the next. ADD sufferers also tend to demonstrate impatience and lose focus unless, oddly enough, they are under stress or handling multiple inputs. (This is because stress leads to the production of adrenaline, which is chemically similar to the medications we use to treat ADD.) Finally, people with ADD sometimes also self-medicate with excessive alcohol or other substances.

On the positive side, those with ADD usually possess rare talents and gifts. Those gifts often go unnoticed or undeveloped, however, because of the problems caused by the condition's negative symptoms. ADD sufferers can be remarkably creative and original. They are unusually persistent under certain circumstances and often possess an entrepreneurial flair. They display ingenuity and encourage that trait in others. They tend to improvise well under pressure. Because they have the ability to field multiple inputs simultaneously, they can be strong leaders during times of change. They also tend to rebound quickly after setbacks and bring fresh energy to the company every day.

Executives with ADD typically achieve inconsistent results. Sometimes they fail miserably because they're disorganized and make mistakes. At other times, they perform brilliantly, offering original ideas and strategies that lead to performance at the highest level.

David Neeleman, the CEO of JetBlue Airways, has ADD. School was torture; unable to focus, he hated to study and procrastinated endlessly. "I felt like I should be out doing things, moving things along, but here I was, stuck studying statistics, which I knew had no application to my

life," Neeleman told me. "I knew I had to have an education, but at the first opportunity to start a business, I just blew out of college." He climbed quickly in the corporate world, making use of his strengths—original thinking, high energy, an ability to draw out the best in people—and getting help with organization and time management.

Like most people with ADD, Neeleman could sometimes offend with his blunt words, but his ideas were good enough to change the airline industry. For example, he invented the electronic ticket. "When I proposed that idea, people laughed at me, saying no one would go to the airport without a paper ticket," he says. "Now everyone does, and it has saved the industry millions of dollars." It seems fitting that someone with ADD would invent a way around having to remember to bring a paper ticket. Neeleman believes ADD is one of the keys to his success. Far from regretting having it, he celebrates it. But he understands that he must manage his ADD carefully.

Attention deficit trait is characterized by ADD's negative symptoms. Rather than being rooted in genetics, however, ADT is purely a response to the hyperkinetic environment in which we live. Indeed, modern

culture all but requires many of us to develop ADT. Never in history has the human brain been asked to track so many data points. Everywhere, people rely on their cell phones, e-mail, and digital assistants in the race to gather and transmit data, plans, and ideas faster and faster. One could argue that the chief value of the modern era is speed, which the novelist Milan Kundera described as “the form of ecstasy that technology has bestowed upon modern man.” Addicted to speed, we demand it even when we can’t possibly go faster. James Gleick wryly noted in *Faster: The Acceleration of Just About Everything* that the “close door” button in elevators is often the one with the paint worn off. As the human brain struggles to keep up, it falters and then falls into the world of ADT.

### *This Is Your Brain*

While brain scans cannot display anatomical differences between people with “normal” brains and people suffering from ADT, studies have shown that as the human brain is asked to process dizzying amounts of data, its ability to solve problems flexibly and creatively declines and the number of mistakes increases. To find

out why, let’s go on a brief neurological journey.

Blessed with the largest cortex in all of nature, owners of this trillion-celled organ today put singular pressure on the frontal and prefrontal lobes, which I’ll refer to in this article as simply the frontal lobes. This region governs what is called, aptly enough, executive functioning (EF). EF guides decision making and planning; the organization and prioritization of information and ideas; time management; and various other sophisticated, uniquely human, managerial tasks. As long as our frontal lobes remain in charge, everything is fine.

Beneath the frontal lobes lie the parts of the brain devoted to survival. These deep centers govern basic functions like sleep, hunger, sexual desire, breathing, and heart rate, as well as crudely positive and negative emotions. When you are doing well and operating at peak level, the deep centers send up messages of excitement, satisfaction, and joy. They pump up your motivation, help you maintain attention, and don’t interfere with working memory, the number of data points you can keep track of at once. But when you are confronted with the sixth decision after the fifth interruption in the midst of a search for the ninth missing piece of information on the

day that the third deal has collapsed and the 12th impossible request has blipped unbidden across your computer screen, your brain begins to panic, reacting just as if that sixth decision were a bloodthirsty, man-eating tiger.

As a specialist in learning disabilities, I have found that the most dangerous disability is not any formally diagnosable condition like dyslexia or ADD. It is fear. Fear shifts us into survival mode and thus prevents fluid learning and nuanced understanding. Certainly, if a real tiger is about to attack you, survival is the mode you want to be in. But if you're trying to deal intelligently with a subtle task, survival mode is highly unpleasant and counterproductive.

When the frontal lobes approach capacity and we begin to fear that we can't keep up, the relationship between the higher and lower regions of the brain takes an ominous turn. Thousands of years of evolution have taught the higher brain not to ignore the lower brain's distress signals. In survival mode, the deep areas of the brain assume control and begin to direct the higher regions. As a result, the whole brain gets caught in a neurological catch-22. The deep regions interpret the messages of overload they receive from the frontal

lobes in the same way they interpret everything: primitively. They furiously fire signals of fear, anxiety, impatience, irritability, anger, or panic. These alarm signals shanghai the attention of the frontal lobes, forcing them to forfeit much of their power. Because survival signals are irresistible, the frontal lobes get stuck sending messages back to the deep centers saying, "Message received. Trying to work on it but without success." These messages further perturb the deep centers, which send even more powerful messages of distress back up to the frontal lobes.

Meanwhile, in response to what's going on in the brain, the rest of the body—particularly the endocrine, respiratory, cardiovascular, musculoskeletal, and peripheral nervous systems—has shifted into crisis mode and changed its baseline physiology from peace and quiet to red alert. The brain and body are locked in a reverberating circuit while the frontal lobes lose their sophistication, as if vinegar were added to wine. In this state, EF reverts to simpleminded black-and-white thinking; perspective and shades of gray disappear. Intelligence dims. In a futile attempt to do more than is possible, the brain paradoxically reduces its ability to think clearly.

This neurological event occurs when a manager is desperately trying to deal with more input than he possibly can. In survival mode, the manager makes impulsive judgments, angrily rushing to bring closure to whatever matter is at hand. He feels compelled to get the problem under control immediately, to extinguish the perceived danger lest it destroy him. He is robbed of his flexibility, his sense of humor, his ability to deal with the unknown. He forgets the big picture and the goals and values he stands for. He loses his creativity and his ability to change plans. He desperately wants to kill the metaphorical tiger. At these moments he is prone to melting down, to throwing a tantrum, to blaming others, and to sabotaging himself. Or he may go in the opposite direction, falling into denial and total avoidance of the problems attacking him, only to be devoured. This is ADT at its worst.

In survival mode, the manager is robbed of his flexibility, his sense of humor, his ability to deal with the unknown. He desperately wants to kill the metaphorical tiger.

Though ADT does not always reach such extreme proportions, it does wreak havoc among harried workers. Because no two brains are alike, some people deal with the condition better than others. Regardless of

how well executives appear to function, however, no one has total control over his or her executive functioning.

### *Managing ADT*

Unfortunately, top management has so far viewed the symptoms of ADT through the distorting lens of morality or character. Employees who seem unable to keep up the pace are seen as deficient or weak. Consider the case of an executive who came to see me when he was completely overloaded. I suggested he talk the situation over with his superior and ask for help. When my client did so, he was told that if he couldn't handle the work, he ought to think about resigning. Even though his performance assessments were stellar and he'd earned praise for being one of the most creative people in the organization, he was allowed to leave. Because the firm sought to preserve the myth that no straw would ever break its people's backs, it could not tolerate the manager's stating that his back was breaking. After he went out on his own, he flourished.

How can we control the rampaging effects of ADT, both in ourselves and in our organizations? While ADD often requires medication, the treatment of ADT certainly does

not. ADT can be controlled only by creatively engineering one's environment and one's emotional and physical health. I have found that the following preventive measures go a long way toward helping executives control their symptoms of ADT.

*Promote positive emotions.*

The most important step in controlling ADT is not to buy a superturbocharged BlackBerry and fill it up with to-dos but rather to create an environment in which the brain can function at its best. This means building a positive, fear-free emotional atmosphere, because emotion is the on/off switch for executive functioning.

The most important step in controlling ADT is to create an environment in which the brain can function at its best.

There are neurological reasons why ADT occurs less in environments where people are in physical contact and where they trust and respect one another. When you comfortably connect with a colleague, even if you are dealing with an overwhelming problem, the deep centers of the brain send messages through the pleasure center to the area that assigns resources to the frontal lobes. Even when you're under extreme stress, this sense of human con-

nection causes executive functioning to hum.

By contrast, people who work in physical isolation are more likely to suffer from ADT, for the more isolated we are, the more stressed we become. I witnessed a dramatic example of the danger of a disconnected environment and the healing power of a connected one when I consulted for one of the world's foremost university chemistry departments. In the department's formerly hard-driven culture, ADT was rampant, exacerbated by an ethic that forbade anyone to ask for help or even state that anything was wrong. People did not trust one another; they worked on projects alone, which led to more mistrust. Most people were in emotional pain, but implicit in the department's culture was the notion that great pain led to great gain.

In the late 1990s, one of the department's most gifted graduate students killed himself. His suicide note explicitly blamed the university for pushing him past his limit. The department's culture was literally lethal.

Instead of trying to sweep the tragedy under the rug, the chair of the department and his successor acted boldly and creatively. They immediately changed the struc-

ture of the supervisory system so that each graduate student and postdoc was assigned three supervisors, rather than a single one with a death grip on the trainee's career. The department set up informal biweekly buffets that allowed people to connect. (Even the most reclusive chemist came out of hiding for food, one of life's great connectors.) The department heads went as far as changing the architecture of the department's main building, taking down walls and adding common areas and an espresso bar complete with a grand piano. They provided lectures and written information to all students about the danger signs of mental wear and tear and offered confidential procedures for students who needed help. These steps, along with regular meetings that included senior faculty and university administrators, led to a more humane, productive culture in which the students and faculty felt fully engaged. The department's performance remained first-rate, and creative research blossomed.

The bottom line is this: Fostering connections and reducing fear promote brainpower. When you make time at least every four to six hours for a "human moment," a face-to-face exchange with a person you like, you are giving your brain what it needs.

*Take physical care of your brain.*

Sleep, a good diet, and exercise are critical for staving off ADT. Though this sounds like a no-brainer, too many of us abuse our brains by neglecting obvious principles of care. [more](#)

You may try to cope with ADT by sleeping less, in the vain hope that you can get more done. This is the opposite of what you need to do, for ADT sets in when you don't get enough sleep. There is ample documentation to suggest that sleep deprivation engenders a host of problems, from impaired decision making and reduced creativity to reckless behavior and paranoia. We vary in how much sleep we require; a good rule of thumb is that you're getting enough sleep if you can wake up without an alarm clock.

Diet also plays a crucial role in brain health. Many hardworking people habitually inhale carbohydrates, which cause blood glucose levels to yo-yo. This leads to a vicious cycle: Rapid fluctuations in insulin levels further increase the craving for carbohydrates. The brain, which relies on glucose for energy, is left either glutted or gasping, neither of which makes for optimal cognitive functioning.

The brain does much better if the blood glucose level can be held relatively stable. To do this, avoid simple carbohydrates containing sugar and white flour (pastries, white bread, and pasta, for example). Rely on the complex carbohydrates found in fruits, whole grains, and vegetables. Protein is important: Instead of starting your day with coffee and a Danish, try tea and an egg or a piece of smoked salmon on wheat toast. Take a multivitamin every day as well as supplementary omega-3 fatty acids, an excellent source of which is fish oil. The omega-3s and the E and B complex contained in multivitamins promote healthy brain function and may even stave off Alzheimer's disease and inflammatory ills (which can be the starting point for major killers like heart disease, stroke, diabetes, and cancer). Moderate your intake of alcohol, too, because too much kills brain cells and accelerates the development of memory loss and even dementia. As you change your diet to promote optimal brain function and good general health, your body will also shed excess pounds.

If you think you can't afford the time to exercise, think again. Sitting at a desk for hours on end decreases mental acuity, not only because of reduced blood flow to the brain but for other biochemical reasons as well. Physical exercise induces the body to

produce an array of chemicals that the brain loves, including endorphins, serotonin, dopamine, epinephrine, and norepinephrine, as well as two recently discovered compounds, brain-derived neurotrophic factor (BDNF) and nerve growth factor (NGF). Both BDNF and NGF promote cell health and development in the brain, stave off the ravages of aging and stress, and keep the brain in tip-top condition. Nothing stimulates the production of BDNF and NGF as robustly as physical exercise, which explains why those who exercise regularly talk about the letdown and sluggishness they experience if they miss their exercise for a few days. You will more than compensate for the time you invest on the treadmill with improved productivity and efficiency. To fend off the symptoms of ADT while you're at work, get up from your desk and go up and down a flight of stairs a few times or walk briskly down a hallway. These quick, simple efforts will push your brain's reset button.

*Organize for ADT.*

It's important to develop tactics for getting organized, but not in the sense of empty New Year's resolutions. Rather, your goal is to order your work in a way that suits you, so that disorganization does not keep you from reaching your goals.

First, devise strategies to help your frontal lobes stay in control. These might include breaking down large tasks into smaller ones and keeping a section of your work space or desk clear at all times. (You do not need to have a neat office, just a neat section of your office.) Similarly, you might try keeping a portion of your day free of appointments, e-mail, and other distractions so that you have time to think and plan. Because e-mail is a wonderful way to procrastinate and set yourself up for ADT at the same time, you might consider holding specific “e-mail hours,” since it isn’t necessary to reply to every e-mail right away.

When you start your day, don’t allow yourself to get sucked into vortices of e-mail or voice mail or into attending to minor tasks that eat up your time but don’t pack a punch. Attend to a critical task instead. Before you leave for the day, make a list of no more than five priority items that will require your attention tomorrow. Short lists force you to prioritize and complete your tasks. Additionally, keep torrents of documents at bay. One of my patients, an executive with ADD, uses the OHIO rule: Only handle it once. If he touches a document, he acts on it, files it, or throws it away. “I don’t put it in a pile,” he says. “Piles are like weeds. If you let them grow, they take over everything.”

Pay attention to the times of day when you feel that you perform at your best; do your most important work then and save the rote work for other times. Set up your office in a way that helps mental functioning. If you focus better with music, have music (if need be, use earphones). If you think best on your feet, work standing up or walk around frequently. If doodling or drumming your fingers helps, figure out a way to do so without bothering anyone, or get a fidget toy to bring to meetings. These small strategies sound mundane, but they address the ADT devil that resides in distracting details. more

*Protect your frontal lobes.*

To stay out of survival mode and keep your lower brain from usurping control, slow down. Take the time you need to comprehend what is going on, to listen, to ask questions, and to digest what’s been said so that you don’t get confused and send your brain into panic. Empower an assistant to ride herd on you; insist that he or she tell you to stop e-mailing, get off the telephone, or leave the office.

If you do begin to feel overwhelmed, try the following mind-clearing tricks. Do an easy rote task, such as resetting the calendar on your watch or writing a memo on a

neutral topic. If you feel anxious about beginning a project, pull out a sheet of paper or fire up your word processor and write a paragraph about something unrelated to the project (a description of your house, your car, your shoes—anything you know well). You can also tackle the easiest part of the task; for example, write just the title of a memo about it. Open a dictionary and read a few definitions, or spend five minutes doing a crossword puzzle. Each of these little tasks quiets your lower brain by tricking it into shutting off alarmist messages and puts your frontal lobes back in full control.

Finally, be ready for the next attack of ADT by posting the sidebar “Control Your ADT” near your desk where you can see it. Knowing that you are prepared diminishes the likelihood of an attack, because you’re not susceptible to panic.

### ***What Leaders Can Do***

All too often, companies induce and exacerbate ADT in their employees by demanding fast thinking rather than deep thinking. Firms also ask employees to work on multiple overlapping projects and initiatives, resulting in second-rate thinking. Worse, companies that ask their employees to do

too much at once tend to reward those who say yes to overload while punishing those who choose to focus and say no.

Moreover, organizations make the mistake of forcing their employees to do more and more with less and less by eliminating support staff. Such companies end up losing money in the long run, for the more time a manager has to spend being his own administrative assistant and the less he is able to delegate, the less effective he will be in doing the important work of moving the organization forward. Additionally, firms that ignore the symptoms of ADT in their employees suffer its ill effects: Employees underachieve, create clutter, cut corners, make careless mistakes, and squander their brainpower. As demands continue to increase, a toxic, high-pressure environment leads to high rates of employee illness and turnover.

To counteract ADT and harness employee brainpower, firms should invest in amenities that contribute to a positive atmosphere. One company that has done an excellent job in this regard is SAS Institute, a major software company in North Carolina. The company famously offers its employees a long list of perks: a 36,000-square-foot, on-site gym; a seven-hour workday that ends at 5 PM; the largest on-site day

care facility in North Carolina; a cafeteria that provides baby seats and high chairs so parents can eat lunch with their children; unlimited sick days; and much more. The atmosphere at SAS is warm, connected, and relaxed. The effect on the bottom line is profoundly positive; turnover is never higher than 5%. The company saves the millions other software companies spend on recruiting, training, and severance (estimated to be at least 1.5 times salary in the software industry). Employees return the favors with high productivity. The forces of ADT that shred other organizations never gain momentum at SAS.

Leaders can also help prevent ADT by matching employees' skills to tasks. When managers assign goals that stretch people too far or ask workers to focus on what they're not good at rather than what they do well, stress rises. By contrast, managers who understand the dangers of ADT can find ways of keeping themselves and their organizations on track. JetBlue's David Neeleman, for example, has shamelessly and publicly identified what he is not good at and found ways to deal with his shortcomings, either by delegating or by empowering his assistant to direct him. Neeleman also models this behavior for everyone else in the organization. His openness about the challenges of his ADD

gives others permission to speak about their own attention deficit difficulties and to garner the support they need. He also encourages his managers to match people with tasks that fit their cognitive and emotional styles, knowing that no one style is best. Neeleman believes that helping people work to their strengths is not just a mark of sophisticated management; it's also an excellent way to boost worker productivity and morale.

ADT is a very real threat to all of us. If we do not manage it, it manages us. But an understanding of ADT and its ravages allows us to apply practical methods to improve our work and our lives. In the end, the most critical step an enlightened leader can take to address the problem of ADT is to name it. Bringing ADT out of the closet and describing its symptoms removes the stigma and eliminates the moral condemnation companies have for so long mistakenly leveled at overburdened employees. By giving people permission to ask for help and remaining vigilant for signs of stress, organizations will go a long way toward fostering more productive, well-balanced, and intelligent work environments.

## Movie 2.4 Political Theory - Adam Smith

# POLITICAL THEORY

Adam Smith was no uncritical apologist for capitalism: he wanted to understand how capitalism could be both fruitful and good.

# Balanced Coaching



## Finding the Balance Between Coaching and Managing

*by Jack Zenger and Joseph Folkman*

Ask 100 people if they have good common sense, and more than 95% will tell you they do. Ask them if they are good coaches, and almost as many will say yes. Executives we talk to assume that if they're good managers, then being a good coach is like your shadow on a sunny day. It just naturally follows.

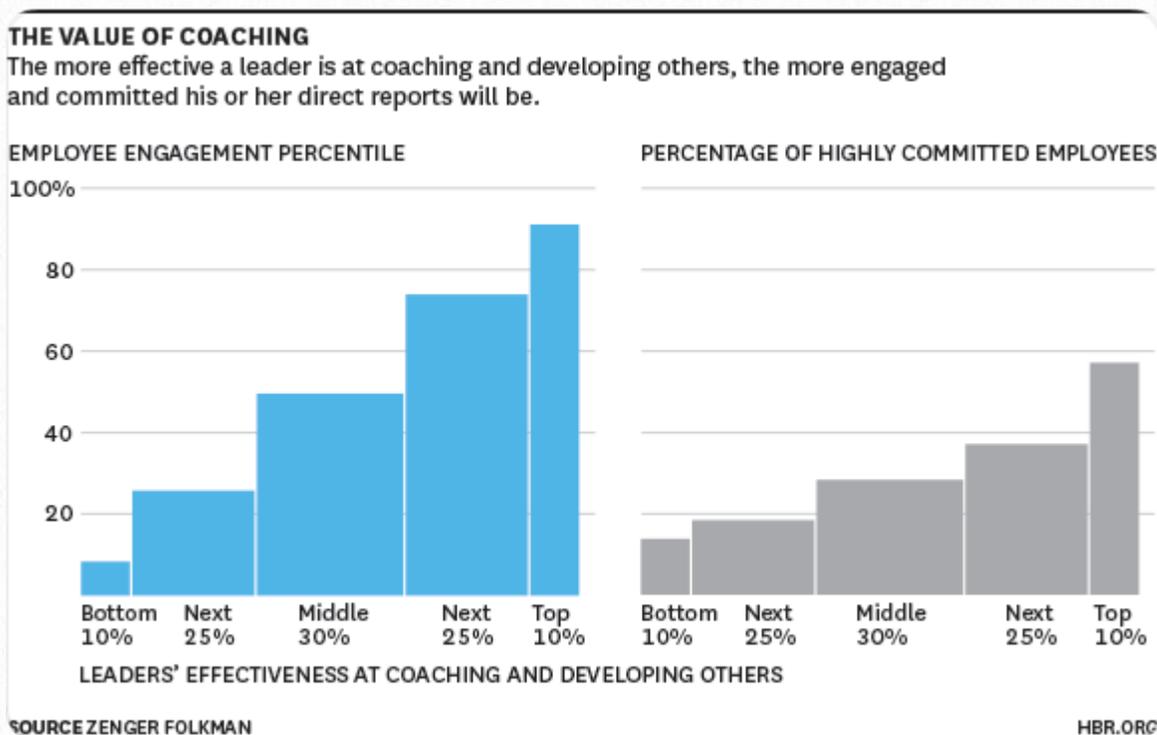
This would be good news, if it were so, since more and more top executives are expecting managers to coach their subordinates. In fact one at Wells Fargo announced that he ex-

pects the bank's managers to dedicate fully two-thirds of their time to coaching subordinates.

What's more, employee surveys we've conducted over the past decade show that subordinates want coaching. Our own empirical evidence echoes myriad studies in finding that effective coaching raises employee commitment and engagement, productivity, retention rates, customer loyalty, and subordinates' perception of the strength of upper-level leadership. Responses we've collected over the 10 years from some half-million individual contributors worldwide, evaluating about 50,000 of their managers in 360 reviews, show just about a perfect correlation between the leaders' effectiveness in developing others and the level of their subordinates' engagement and discretionary effort:

Unfortunately, our long experience helping executives find and develop their strengths has taught us that coaching is not something that comes naturally to everyone. Nor is it a skill that is automatically acquired in the course of learning to manage. And done poorly, it can cause a lot of harm.

What's more, before they can be taught coaching skills, leaders need to possess some fundamental attributes, many of which are not common managerial strengths. Indeed, some run counter to the behaviors and attributes that get people promoted to managerial positions in the first place. Here are a few of the attributes we have recently begun to measure in an effort to determine what might predict who would make the most effective coaches. You'll quickly see the conflict between tra-



ditional management practices and good coaching traits:

Being directive versus being collaborative. Good managers give direction to the groups they manage, of course, and the willingness to exert leadership is often why they get promoted. But the most effective managers who are also effective coaches learn to be selective about giving direction. Rather than use their conversations as an opportunity to exert a strong influence, make recommendations, and provide unambiguous direction, they take a step back, and try to draw out the views of their talented, experienced staff.

A desire to give advice or to aid in discovery. Subordinates frequently ask managers questions about how they should handle various issues or resolve specific problems. And managers are often promoted to their positions because they are exceptionally good at solving problems. So no one should be surprised to find that many are quick to give advice, rather than taking time to help colleagues or subordinates discover the best solution from within themselves. The best coaches do a little of both.

An inclination to act as the expert or as an equal. We've all seen instances when the

person with the most technical expertise has been promoted to a supervisory or managerial position. Organizations want leaders to understand their technology. So, naturally, when coaching others, some managers behave as if they possess far greater wisdom than the person being coached. But in assuming the role of guru, the well-meaning manager may treat the person being coached as a novice, or even a child. Still, the excellent coach does not behave as a complete equal, with no special role, valued perspective, or responsibility in the conversation.

How effective is your approach to coaching? We invite you take a coaching evaluation to see where you stand in comparison to outstanding business coaches. It will measure the how strongly you prefer to behave collaboratively or dictatorially, how prone you are to giving advice or enabling other people to discover answers for themselves, and how apt you are to exert your expertise or treat everyone as equals. While certainly the best coaches adjust their style to the particular person and situation at hand, we have found that there are ideal ranges on the scores for all six of these dimensions.

Neuroscience is consistently reminding us that the brain is remarkably plastic. So

For, in the end, it is impossible to have a great life unless it is a meaningful life.

And it is very difficult to have a meaningful life without meaningful work.

- Jim Collins

even though we've found a strong correlation between certain traits you may not already possess and the ability to be an effective coach, we have found that people can learn to acquire them — if they are willing to work at it. What that takes is a willingness to step outside your comfort zone and behave in ways that may not be familiar. It's just like learning to play golf or tennis. What feels awkward at first begins to be more comfortable in time.

Leaders can learn to be more collaborative as opposed to always being directive. They can learn the skill of helping people to discover solutions rather than always first offering advice. They can learn how satisfying it is to treat others with consummate respect and to recognize that in today's workforce, it is not unusual to have subordinates who are more comfortable with the latest technology than their leaders are.

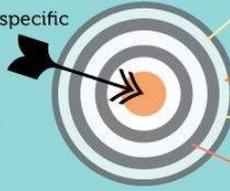


# COACHING

## creating a WORKPLAN

### IDENTIFY A GOAL

**S**trategic and specific  
**M**easurable  
**A**ttainable  
**R**esults-based  
**T**ime-bound  
**E**quitable



tied to standards  
tied to workplan/  
schoolwide initiatives  
high-leverage area  
of instruction  
authentic investment  
of coachee

### BRAINSTORM SUPPORTIVE PRACTICES

What can we do....



### DETERMINE INDICATORS OF PROGRESS

**DATA**  **EVIDENCE**

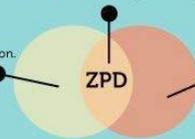


### THINK & PLAN

Coach here! This is what the coachee can do with your support!

Plot a course of action. Coach within a teacher's Zone of Proximal Development (ZPD).

Too much, too soon. Coachee feels frustrated and confused.



Coachee can do this by themselves. They're bored.

MAKE YOUR  
BEST  
THINKING

**EXPLICIT**

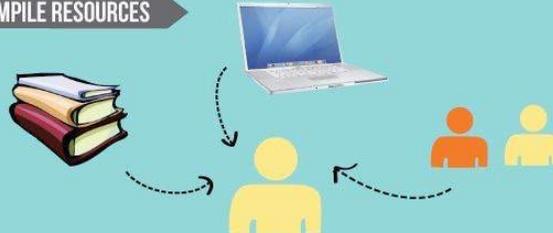
If I \_\_\_\_\_ and \_\_\_\_\_  
AND \_\_\_\_\_  
AND \_\_\_\_\_  
Then she/he will \_\_\_\_\_  
AND then \_\_\_\_\_

### DETERMINE COACH'S GOALS



Coach **ANALYZES** their own practices to determine areas to focus on and hone in order to meet the needs of their coachee.

### COMPILE RESOURCES



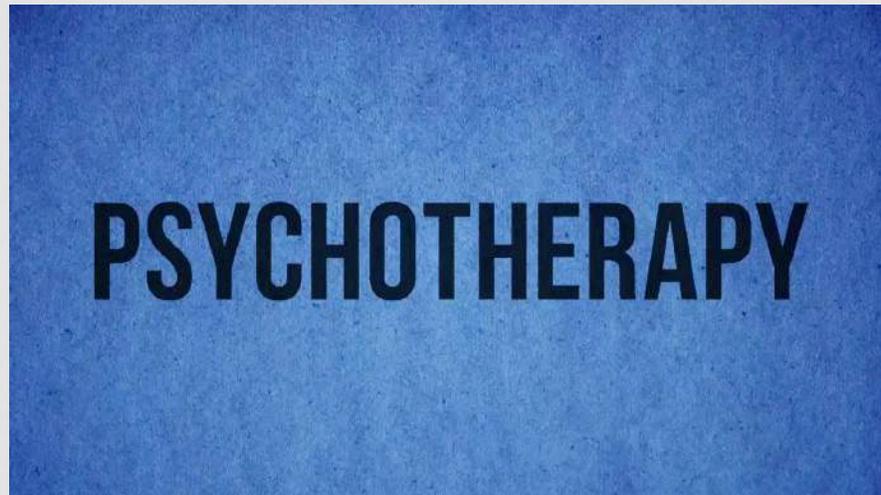
What information do I need to **LEARN/SHARE** in order to best support my coachee and our goal?

### PRESENT & CELEBRATE

**POSITIVE** attitude  
**ENTHUSIASTIC** energy  
express **CONFIDENCE**



**Movie 2.5 Psychotherapy - Anna Freud**



It's to Anna Freud we owe the genius term 'defensiveness' to describe how most of us get some of the time.

# Focused Leader



## The Focused Leader

*by Daniel Goleman*

primary task of leadership is to direct attention. To do so, leaders must learn to focus their own attention. When we speak about being focused, we commonly mean thinking about one thing while filtering out distractions. But a wealth of recent research in neuroscience shows that we focus in many ways, for different purposes, drawing on different neural pathways—some of which work in concert, while others tend to stand in opposition.

Grouping these modes of attention into three broad buckets—focusing on yourself, focusing on others, and focusing on the wider world—sheds new light on the practice of many essential leadership skills. Focusing inward and focusing constructively on others helps leaders cultivate the primary elements of emotional intelligence. A fuller understanding of how they focus on the wider world can improve their ability to devise strategy, innovate, and manage organizations.

Every leader needs to cultivate this triad of awareness, in abundance and in the proper balance, because a failure to focus inward leaves you rudderless, a failure to focus on others renders you clueless, and a failure to focus outward may leave you blindsided.

### *Focusing on Yourself*

Emotional intelligence begins with self-awareness—getting in touch with your inner voice. Leaders who heed their inner voices can draw on more resources to make better decisions and connect with their authentic selves. But what does that entail? A look at how people focus inward can make this abstract concept more concrete.

### *Self-awareness.*

Hearing your inner voice is a matter of paying careful attention to internal physiological signals. These subtle cues are monitored by the insula, which is tucked behind the frontal lobes of the brain. Attention given to any part of the body amps up the insula's sensitivity to that part. Tune in to your heartbeat, and the insula activates more neurons in that circuitry. How well people can sense their heartbeats has, in fact, become a standard way to measure their self-awareness.

Gut feelings are messages from the insula and the amygdala, which the neuroscientist Antonio Damasio, of the University of Southern California, calls somatic markers. Those messages are sensations that something “feels” right or wrong. Somatic markers simplify decision making by guiding our attention toward better options. They're hardly foolproof (how often was that feeling that you left the stove on correct?), so the more comprehensively we read them, the better we use our intuition.

Consider, for example, the implications of an analysis of interviews conducted by a group of British researchers with 118 professional traders and 10 senior managers at four City of London investment banks.

The most successful traders (whose annual income averaged £500,000) were neither the ones who relied entirely on analytics nor the ones who just went with their guts. They focused on a full range of emotions, which they used to judge the value of their intuition. When they suffered losses, they acknowledged their anxiety, became more cautious, and took fewer risks. The least successful traders (whose income averaged only £100,000) tended to ignore their anxiety and keep going with their guts. Because they failed to heed a wider array of internal signals, they were misled. more

Zeroing in on sensory impressions of ourselves in the moment is one major element of self-awareness. But another is critical to leadership: combining our experiences across time into a coherent view of our authentic selves.

To be authentic is to be the same person to others as you are to yourself. In part that entails paying attention to what others think of you, particularly people whose opinions you esteem and who will be candid in their feedback. A variety of focus that is useful here is open awareness, in which we broadly notice what's going on around us without getting caught up in or swept away by any particular thing. In this

mode we don't judge, censor, or tune out; we simply perceive.

Leaders who are more accustomed to giving input than to receiving it may find this tricky. Someone who has trouble sustaining open awareness typically gets snagged by irritating details, such as fellow travelers in the airport security line who take forever getting their carry-ons into the scanner. Someone who can keep her attention in open mode will notice the travelers but not worry about them, and will take in more of her surroundings.

Of course, being open to input doesn't guarantee that someone will provide it. Sadly, life affords us few chances to learn how others really see us, and even fewer for executives as they rise through the ranks. That may be why one of the most popular and overenrolled courses at Harvard Business School is Bill George's Authentic Leadership Development, in which George has created what he calls True North groups to heighten this aspect of self-awareness.

These groups (which anyone can form) are based on the precept that self-knowledge begins with self-revelation. Accordingly, they are open and intimate, "a safe place," George explains, "where members can dis-

cuss personal issues they do not feel they can raise elsewhere—often not even with their closest family members.” What good does that do? “We don’t know who we are until we hear ourselves speaking the story of our lives to those we trust,” George says. It’s a structured way to match our view of our true selves with the views our most trusted colleagues have—an external check on our authenticity.

### *Self-control.*

“Cognitive control” is the scientific term for putting one’s attention where one wants it and keeping it there in the face of temptation to wander. This focus is one aspect of the brain’s executive function, which is located in the prefrontal cortex. A colloquial term for it is “willpower.”

Cognitive control enables executives to pursue a goal despite distractions and setbacks. The same neural circuitry that allows such a single-minded pursuit of goals also manages unruly emotions. Good cognitive control can be seen in people who stay calm in a crisis, tame their own agitation, and recover from a debacle or defeat.

Decades’ worth of research demonstrates the singular importance of willpower to leadership success. Particularly compelling is a longitudinal study tracking the

fates of all 1,037 children born during a single year in the 1970s in the New Zealand city of Dunedin. For several years during childhood the children were given a battery of tests of willpower, including the psychologist Walter Mischel’s legendary “marshmallow test”—a choice between eating one marshmallow right away and getting two by waiting 15 minutes. In Mischel’s experiments, roughly a third of children grab the marshmallow on the spot, another third hold out for a while longer, and a third manage to make it through the entire quarter hour.

*Executives who can effectively focus on others emerge as natural leaders regardless of organizational or social rank.*

Years later, when the children in the Dunedin study were in their 30s and all but 4% of them had been tracked down again, the researchers found that those who’d had the cognitive control to resist the marshmallow longest were significantly healthier, more successful financially, and more law-abiding than the ones who’d been unable to hold out at all. In fact, statistical analysis showed that a child’s level of self-control was a more powerful predictor of financial success than IQ, social class, or family circumstance.

How we focus holds the key to exercising willpower, Mischel says. Three subvarieties of cognitive control are at play when you pit self-restraint against self-gratification: the ability to voluntarily disengage your focus from an object of desire; the ability to resist distraction so that you don't gravitate back to that object; and the ability to concentrate on the future goal and imagine how good you will feel when you achieve it. As adults the children of Dunedin may have been held hostage to their younger selves, but they need not have been, because the power to focus can be developed.

### *Focusing on Others*

The word "attention" comes from the Latin *attendere*, meaning "to reach toward." This is a perfect definition of focus on others, which is the foundation of empathy and of an ability to build social relationships—the second and third pillars of emotional intelligence.

Executives who can effectively focus on others are easy to recognize. They are the ones who find common ground, whose opinions carry the most weight, and with whom other people want to work. They

emerge as natural leaders regardless of organizational or social rank.

### *The empathy triad.*

We talk about empathy most commonly as a single attribute. But a close look at where leaders are focusing when they exhibit it reveals three distinct kinds, each important for leadership effectiveness:

- cognitive empathy—the ability to understand another person's perspective;
- emotional empathy—the ability to feel what someone else feels;
- empathic concern—the ability to sense what another person needs from you.

Cognitive empathy enables leaders to explain themselves in meaningful ways—a skill essential to getting the best performance from their direct reports. Contrary to what you might expect, exercising cognitive empathy requires leaders to think about feelings rather than to feel them directly.

An inquisitive nature feeds cognitive empathy. As one successful executive with this trait puts it, "I've always just wanted to learn everything, to understand anybody that I was around—why they thought what they did, why they did what they did, what

worked for them, and what didn't work." But cognitive empathy is also an outgrowth of self-awareness. The executive circuits that allow us to think about our own thoughts and to monitor the feelings that flow from them let us apply the same reasoning to other people's minds when we choose to direct our attention that way.

Emotional empathy is important for effective mentoring, managing clients, and reading group dynamics. It springs from ancient parts of the brain beneath the cortex—the amygdala, the hypothalamus, the hippocampus, and the orbitofrontal cortex—that allow us to feel fast without thinking deeply. They tune us in by arousing in our bodies the emotional states of others: I literally feel your pain. My brain patterns match up with yours when I listen to you tell a gripping story. As Tania Singer, the director of the social neuroscience department at the Max Planck Institute for Human Cognitive and Brain Sciences, in Leipzig, says, "You need to understand your own feelings to understand the feelings of others." Accessing your capacity for emotional empathy depends on combining two kinds of attention: a deliberate focus on your own echoes of someone else's feelings and an open awareness of that person's face, voice, and other external signs of emotion.

### *When Empathy Needs to Be Learned*

Emotional empathy can be developed. That's the conclusion suggested by research conducted with physicians by Helen Riess, the director of the Empathy and Relational Science Program at Boston's Massachusetts General Hospital. To help the physicians monitor themselves, she set up a program in which they learned to focus using deep, diaphragmatic breathing and to cultivate a certain detachment—to watch an interaction from the ceiling, as it were, rather than being lost in their own thoughts and feelings. "Suspending your own involvement to observe what's going on gives you a mindful awareness of the interaction without being completely reactive," says Riess. "You can see if your own physiology is charged up or balanced. You can notice what's transpiring in the situation." If a doctor realizes that she's feeling irritated, for instance, that may be a signal that the patient is bothered too.

Those who are utterly at a loss may be able to prime emotional empathy essentially by faking it until they make it, Riess adds. If you act in a caring way—looking people in the eye and paying attention to their expressions, even when you don't par-

ticularly want to—you may start to feel more engaged.

Empathic concern, which is closely related to emotional empathy, enables you to sense not just how people feel but what they need from you. It's what you want in your doctor, your spouse—and your boss. Empathic concern has its roots in the circuitry that compels parents' attention to their children. Watch where people's eyes go when someone brings an adorable baby into a room, and you'll see this mammalian brain center leaping into action.

*Research suggests that as people rise through the ranks, their ability to maintain personal connections suffers.*

One neural theory holds that the response is triggered in the amygdala by the brain's radar for sensing danger and in the prefrontal cortex by the release of oxytocin, the chemical for caring. This implies that empathic concern is a double-edged feeling. We intuitively experience the distress of another as our own. But in deciding whether we will meet that person's needs, we deliberately weigh how much we value his or her well-being.

Getting this intuition-deliberation mix right has great implications. Those whose sympathetic feelings become too strong may

themselves suffer. In the helping professions, this can lead to compassion fatigue; in executives, it can create distracting feelings of anxiety about people and circumstances that are beyond anyone's control. But those who protect themselves by deadening their feelings may lose touch with empathy. Empathic concern requires us to manage our personal distress without numbing ourselves to the pain of others. (See the sidebar "When Empathy Needs to Be Controlled.")

What's more, some lab research suggests that the appropriate application of empathic concern is critical to making moral judgments. Brain scans have revealed that when volunteers listened to tales of people subjected to physical pain, their own brain centers for experiencing such pain lit up instantly. But if the story was about psychological suffering, the higher brain centers involved in empathic concern and compassion took longer to activate. Some time is needed to grasp the psychological and moral dimensions of a situation. The more distracted we are, the less we can cultivate the subtler forms of empathy and compassion.

### *Building relationships.*

People who lack social sensitivity are easy to spot—at least for other people. They are the clueless among us. The CFO who is technically competent but bullies some people, freezes out others, and plays favorites—but when you point out what he has just done, shifts the blame, gets angry, or thinks that you're the problem—is not trying to be a jerk; he's utterly unaware of his shortcomings.

Social sensitivity appears to be related to cognitive empathy. Cognitively empathic executives do better at overseas assignments, for instance, presumably because they quickly pick up implicit norms and learn the unique mental models of a new culture. Attention to social context lets us act with skill no matter what the situation, instinctively follow the universal algorithm for etiquette, and behave in ways that put others at ease. (In another age this might have been called good manners.)

Circuitry that converges on the anterior hippocampus reads social context and leads us intuitively to act differently with, say, our college buddies than with our families or our colleagues. In concert with the deliberative prefrontal cortex, it squelches the impulse to do something inappropriate. Ac-

cordingly, one brain test for sensitivity to context assesses the function of the hippocampus. The University of Wisconsin neuroscientist Richard Davidson hypothesizes that people who are most alert to social situations exhibit stronger activity and more connections between the hippocampus and the prefrontal cortex than those who just can't seem to get it right.

The same circuits may be at play when we map social networks in a group—a skill that lets us navigate the relationships in those networks well. People who excel at organizational influence can not only sense the flow of personal connections but also name the people whose opinions hold most sway, and so focus on persuading those who will persuade others. more

Alarmingly, research suggests that as people rise through the ranks and gain power, their ability to perceive and maintain personal connections tends to suffer a sort of psychic attrition. In studying encounters between people of varying status, Dacher Keltner, a psychologist at Berkeley, has found that higher-ranking individuals consistently focus their gaze less on lower-ranking people and are more likely to interrupt or to monopolize the conversation.

In fact, mapping attention to power in an organization gives a clear indication of hierarchy: The longer it takes Person A to respond to Person B, the more relative power Person A has. Map response times across an entire organization, and you'll get a remarkably accurate chart of social standing. The boss leaves e-mails unanswered for hours; those lower down respond within minutes. This is so predictable that an algorithm for it—called automated social hierarchy detection—has been developed at Columbia University. Intelligence agencies reportedly are applying the algorithm to suspected terrorist gangs to piece together chains of influence and identify central figures.

But the real point is this: Where we see ourselves on the social ladder sets the default for how much attention we pay. This should be a warning to top executives, who need to respond to fast-moving competitive situations by tapping the full range of ideas and talents within an organization. Without a deliberate shift in attention, their natural inclination may be to ignore smart ideas from the lower ranks.

### *Focusing on the Wider World*

Leaders with a strong outward focus are not only good listeners but also good questioners. They are visionaries who can sense the far-flung consequences of local decisions and imagine how the choices they make today will play out in the future. They are open to the surprising ways in which seemingly unrelated data can inform their central interests. Melinda Gates offered up a cogent example when she remarked on 60 Minutes that her husband was the kind of person who would read an entire book about fertilizer. Charlie Rose asked, Why fertilizer? The connection was obvious to Bill Gates, who is constantly looking for technological advances that can save lives on a massive scale. "A few billion people would have to die if we hadn't come up with fertilizer," he replied.

### *Focusing on strategy.*

Any business school course on strategy will give you the two main elements: exploitation of your current advantage and exploration for new ones. Brain scans that were performed on 63 seasoned business decision makers as they pursued or switched between exploitative and exploratory strategies revealed the specific circuits involved. Not surprisingly, exploitation re-

quires concentration on the job at hand, whereas exploration demands open awareness to recognize new possibilities. But exploitation is accompanied by activity in the brain's circuitry for anticipation and reward. In other words, it feels good to coast along in a familiar routine. When we switch to exploration, we have to make a deliberate cognitive effort to disengage from that routine in order to roam widely and pursue fresh paths.

*"A wealth of information creates a poverty of attention," wrote the economist Herbert Simon in 1971.*

What keeps us from making that effort? Sleep deprivation, drinking, stress, and mental overload all interfere with the executive circuitry used to make the cognitive switch. To sustain the outward focus that leads to innovation, we need some uninterrupted time in which to reflect and refresh our focus.

*The wellsprings of innovation.*

In an era when almost everyone has access to the same information, new value arises from putting ideas together in novel ways and asking smart questions that open up untapped potential. Moments before we have a creative insight, the brain shows a third-of-a-second spike in gamma

waves, indicating the synchrony of far-flung brain cells. The more neurons firing in sync, the bigger the spike. Its timing suggests that what's happening is the formation of a new neural network—presumably creating a fresh association.

But it would be making too much of this to see gamma waves as a secret to creativity. A classic model of creativity suggests how the various modes of attention play key roles. First we prepare our minds by gathering a wide variety of pertinent information, and then we alternate between concentrating intently on the problem and letting our minds wander freely. Those activities translate roughly into vigilance, when while immersing ourselves in all kinds of input, we remain alert for anything relevant to the problem at hand; selective attention to the specific creative challenge; and open awareness, in which we allow our minds to associate freely and the solution to emerge spontaneously. (That's why so many fresh ideas come to people in the shower or out for a walk or a run.) more

*The dubious gift of systems awareness.*

If people are given a quick view of a photo of lots of dots and asked to guess how many there are, the strong systems thinkers in the group tend to make the best esti-

mates. This skill shows up in those who are good at designing software, assembly lines, matrix organizations, or interventions to save failing ecosystems—it's a very powerful gift indeed. After all, we live within extremely complex systems. But, suggests the Cambridge University psychologist Simon Baron-Cohen (a cousin of Sacha's), in a small but significant number of people, a strong systems awareness is coupled with an empathy deficit—a blind spot for what other people are thinking and feeling and for reading social situations. For that reason, although people with a superior systems understanding are organizational assets, they are not necessarily effective leaders.

An executive at one bank explained to me that it has created a separate career ladder for systems analysts so that they can progress in status and salary on the basis of their systems smarts alone. That way, the bank can consult them as needed while recruiting leaders from a different pool—one containing people with emotional intelligence.

### *Putting It All Together*

For those who don't want to end up similarly compartmentalized, the message is clear. A focused leader is not the person concentrating on the three most important priorities of the year, or the most brilliant systems thinker, or the one most in tune with the corporate culture. Focused leaders can command the full range of their own attention: They are in touch with their inner feelings, they can control their impulses, they are aware of how others see them, they understand what others need from them, they can weed out distractions and also allow their minds to roam widely, free of preconceptions.

This is challenging. But if great leadership were a paint-by-numbers exercise, great leaders would be more common. Practically every form of focus can be strengthened. What it takes is not talent so much as diligence—a willingness to exercise the attention circuits of the brain just as we exercise our analytic skills and other systems of the body.

The link between attention and excellence remains hidden most of the time. Yet attention is the basis of the most essential of leadership skills—emotional, organizational, and strategic intelligence. And never

---

The first condition of education is being able to put someone to wholesome and meaningful work.

- John Ruskin

has it been under greater assault. The constant onslaught of incoming data leads to sloppy shortcuts—triaging our e-mail by reading only the subject lines, skipping many of our voice mails, skimming memos and reports. Not only do our habits of attention make us less effective, but the sheer volume of all those messages leaves us too little time to reflect on what they really mean. This was foreseen more than 40 years ago by the Nobel Prize-winning economist Herbert Simon. Information “consumes the attention of its recipients,” he wrote in 1971. “Hence a wealth of information creates a poverty of attention.”

My goal here is to place attention center stage so that you can direct it where you need it when you need it. Learn to master your attention, and you will be in command of where you, and your organization, focus.



Deprived of meaningful work, men and women lose their reason for existence; they go stark, raving mad.

quotespedia.info

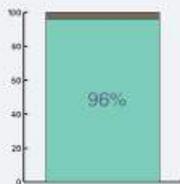
Fyodor Mikhailovich Dostoevski



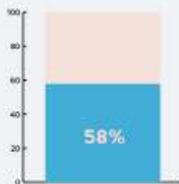
# THE SINGAPOREAN DISEASE

A survey on what Singapore residents feel about anti-mainstream mavericks.

## ALL IN THE FAMILY

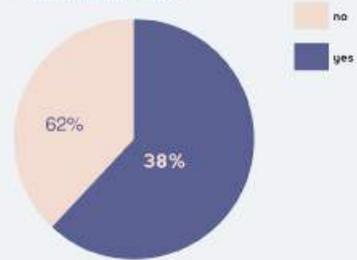


96% OF RESPONDENTS BELIEVE THEY WILL RECEIVE NO FAMILY SUPPORT IF THEY WANTED TO DROP OUT OF SCHOOL.



58% OF RESPONDENTS BELIEVE THEIR FAMILY WILL DISAPPROVE OF THEM PROLONGING THEIR STUDIES OR ATTENDING A VOCATIONAL SCHOOL.

"I have thought of changing my course of study."



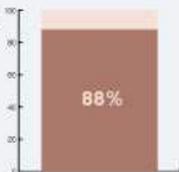
**80% OF RESPONDENTS**

POLLED SAID THEIR FAMILIES WILL NOT SUPPORT THEM IF THEY DECIDE TO DROP OUT OF SCHOOL.

## A FRIEND INDEED...



70.2% POLLED THINK IT'S ACCEPTABLE OR EXTREMELY ACCEPTABLE FOR A FRIEND TO DELAY OR PROLONG THEIR STUDIES.



88% THINK IT'S ACCEPTABLE OR EXTREMELY ACCEPTABLE FOR A FRIEND TO ATTEND VOCATIONAL SCHOOL.

**OVER 50% POLLED**

KNOW BETWEEN 1 AND 3 PEOPLE WHO HAVE EITHER DROPPED OUT FROM SCHOOL, PROLONGED THEIR STUDIES, OR HAVE ATTENDED A VOCATIONAL INSTITUTION.

## WORDS USED TO DESCRIBE ANTI-MAINSTREAM MAVERICKS:

**BRAVE** DRIVEN HARDWORKING  
**RISK-TAKERS** SELF-MOTIVATED  
 REBELLIOUS ENTREPRENEURIAL STUPID  
 STREET SMART INSPIRATIONAL SMART  
 IRRATIONAL LAZY RECKLESS  
 SELF-SABOTAGING

## Movie 2.6 Losers and Tragic Heroes



Our societies are really good at rewarding success; but much less skilled at dealing with failure. Is there an alternative to being dismissed as a 'loser'?

# Phone Buzzing



## **Just Hearing Your Phone Buzz Hurts Your Productivity**

*by Nicole Torres*

By now we know that we're (mostly) not supposed to multitask — that we can't do two things at once very well and that it takes us a while to refocus when we switch from one task to another. This is why we put our phones screen-side down and slightly out of reach when we want to focus on something or show someone that we're paying attention. But unless your phone is fully silenced or off, it's probably still distracting you. The familiar buzz buzz of a new notification is not as innocuous as it seems.

This may sound intuitive. But many people (including myself) might not realize just how beneficial switching from vibrate to silent can be. A new piece of research, “The Attentional Cost of Receiving a Cell Phone Notification,” reports that the reverberations of new notifications can distract us, even when we don’t look over to see what they could be. It found that just being aware of an alert can hurt people’s performance on an attention-demanding task.

The authors, Cary Stothart, Ainsley Mitchum, and Courtney Yehnert of Florida State University, became interested in the impact of these notifications after noticing that they themselves got distracted by them.

*“If we were driving and we felt a vibration for a phone call, that led us to think about the source of that call — who it could be, what the message was,” Stothart told me.*

They knew from the literature on distracted driving that talking on the phone causes a cognitive load, which means it requires a certain amount of mental effort and working memory. Multitasking, for example, imposes a heavy cognitive load and hurts performance on a task, because our mental resources are finite and have to be allotted to discrete tasks. That’s why you’re not

supposed to talk on the phone or text while you’re driving, and why many campaigns urge drivers to wait to respond until they’re no longer behind the wheel.

This led the authors to think that an alert or notification could also cause cognitive load, because that buzzing might make you wonder about the content or source of the message. So even if you wait to respond until you finish what you’re working on, the fact that you’re aware of something waiting for you could be enough of a distraction to make you perform worse than you would had you not received a notification.

In 2013, they recruited 212 undergraduate students at FSU to participate in an experiment. The students would come to their lab, provide their phone numbers, emails, and other information, and then complete a Sustained Attention to Response Task (SART). This measures sustained attention, or your ability to focus on one task without drifting off and thinking about something else. The task had students press a key any time a number flashed on a computer screen, unless that number was “3.” They did this for about 10 minutes — this was the first “block” of the task that gave researchers a measure of baseline performance —and then they had a minute-

long break. Meanwhile, a computer had randomly assigned participants to one of three groups. So after the break, one-third of participants started receiving text messages as they completed the SART a second time (the second block), while one-third received phone calls, and another third served as a control and didn't get anything.

Participants completed the experiment individually, with one experimenter in the room to note if anyone actually took out his or her phone. Since the researchers were only interested in how the knowledge of receiving a notification affected performance, they excluded people who interacted with their phones from the analysis. The experimenter didn't know beforehand which people would get notifications, as a computer sent those out randomly.

The students weren't told to leave their phones out or unsilenced or anything, but they were asked afterward if they had heard or felt the notifications. Stothart said that because people were divided into groups randomly, they could assume an approximately equal number of people had their cell phones, didn't have their cell phones, or had them on silent — so the researchers were confident in looking at the

main differences in performance among groups.

They measured performance by looking at the number of commission errors (someone pressed a key for “3” when they weren't supposed to) during both blocks of the task and across the groups. These errors are analogous to action slips — so for example, say you're writing an email to your colleague explaining next steps for a project, and you accidentally type “pizza” instead of “plans” because you suddenly thought about lunch. That's an action slip. According to Stothart, when they compared the first block of the task to the second block, the probability of making an error increased by 28% in the group that received phone calls. For the group who got text messages, they made 23% more errors than they did during the first half of the experiment. And the group who received no notifications made 7% more errors. “That comes, we think, just from task fatigue,” Stothart said. “So if you're doing this tedious task for a while, your performance declines regardless of whether or not you receive notifications.”

Were these results statistically significant? Short answer: Yes. Long answer: When the researchers looked at the relationship between block and group, they found that

the percent change between blocks was greater for participants who received notifications, compared to participants who didn't, and this was statistically significant at the 0.05 level. However, they didn't find any significant difference in errors between people who received phone calls and people who received texts.

So basically, just having your phone near you can distract you and negatively affect your work performance. And this distraction-by-notification might even be comparable to interacting with your phone. Stothart said that in terms of effect size, their results were consistent with those of the distracted driving literature, which has looked at the effects of texting or talking on the phone (interacting) while driving. But what they weren't able to pinpoint was what was actually behind the distraction.

*"We think that the mechanism behind the distraction from knowing that you received a notification is mind wandering, but we haven't actually looked at that in our study,"*

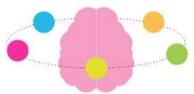
*"It could just be prospective memory, or knowing that you need to do something in the future, that impacts performance. So the next step for us is to disentangle that — to actually determine if the mechanism behind*

*our effect is mind wandering or something else."*

Regardless, if you want to stave off distraction and be able to perform a task at your very best, the researchers say it couldn't hurt to put your phone on silent, or hide it so that you can't hear, feel, or see any notifications.

Maybe this isn't that surprising. But digital distraction has been dubbed, "the defining problem of today's workplace," and our phones lie at the heart of that. For how relatively nascent smartphone ubiquity is, the line of research devoted to understanding its effects is far-reaching.

You can read about how phones destroy our productivity, how their mere presence distracts us, and how phantom vibrations are a thing. And as we start getting more and more notifications (they're the next big platform after all), we should be conscious of how the habitual buzz buzzing of our devices affects our ability to concentrate at work.



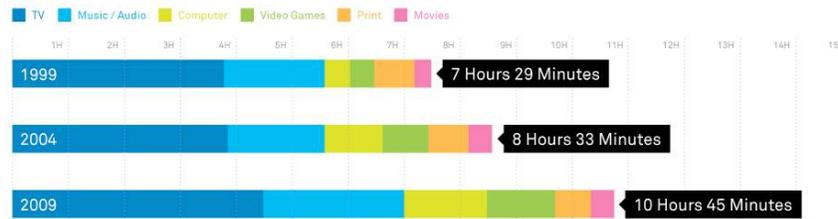
# Multitasking: This Is Your Brain On Media

New reports find that high multi-taskers are "lousy at everything that's necessary for multitasking." Considering the amount of time people spend with around-the-clock access to TV, the Internet and mobile devices, it's not surprising. The following is a look at the causes and effects of multitasking.

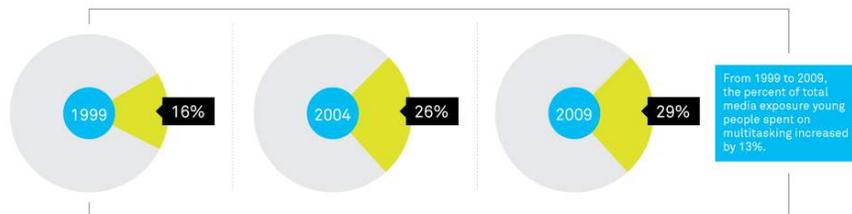
## Generation Wired

### How Much Time do Young People Spend Using Media?

Young people aged 8 - 18 spend an average of over 7.5 hours every day consuming media. That's close to the 8 hours of recommended sleep every night.



### Multitasking Climbs Too\*

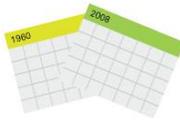


\*Percentages are of total media exposure spent with more than one form of media.

## Media Addiction



Smartphone owners spend **30 minutes more** a day on interacting with media compared to people who don't have smartphones.



In 2008, people consumed **3 times as much information** each day as they did in 1960.



Amount of times people change windows or check e-mail: **37 times an hour**.

The stimulation provokes excitement...that researchers say can be addictive. In its absence, people feel bored.

Seattle Times

## The Consequences of Multitasking

Multitasking forces your brain to jump back and forth between competing streams of thought. This leads to...



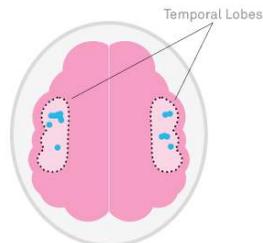
## What Goes on in the Brain?

Carnegie Mellon University's Dr. Marcel Just tested the brain's ability to do two things at once. By mapping brain activity during a single task and then during multitasking, he showed that overall brain activity decreases when people try to do two things at the same time.

• = Brain Activity

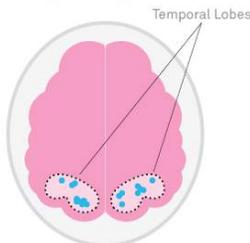
### Language Comprehension Task

Subjects listened to complex sentences and had to answer true/false questions.



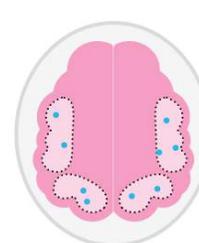
### Object Rotation Task

Subjects had to compare pairs of three-dimensional objects and rotate them mentally to see if they were the same.



### Object Rotation + Language Comprehension Task

Subjects performed both tasks at the same time.



## Movie 2.7 The Distracted Mind



Everyone knows we're not supposed to multitask while driving, but do you know why? Refraining from texting, changing the radio, or talking to other people in the car isn't just cautionary advice from your parents and driver's ed teachers. It turns out your brain literally can't focus on too much at once. Check out this short film from TED and Toyota to learn why.

# Emotional Intelligence



## Signs That You Lack Emotional Intelligence

*by Muriel Maignan Wilkins*

In my ten years as an executive coach, I have never had someone raise his hand and declare that he needs to work on his emotional intelligence. Yet I can't count the number of times I've heard from people that the one thing their colleague needs to work on is emotional intelligence. This is the problem: those who most need to develop it are the ones who least realize it. The data showing that emotional intelligence is a key differentiator between star performers and the rest of the pack is irrefutable. Nevertheless, there are some who never embrace the skill for themselves — or who wait until it's too late.

Take Craig (not his real name), a coaching client of mine, who showed tremendous potential and a strong ability to drive results for his company. The issue with Craig was the way in which he got those results. When asked to describe him, his colleagues would say things like: “he’s a bull in a china shop;” “he has sharp elbows;” and “he leaves dead bodies in his path.” His approach to executing projects was not sustainable as he wasn’t able to motivate, attract and retain good talent. His direct reports pointed out how frequently Craig seemed oblivious to how he demeaned others. His boss commented on Craig’s impatience and his propensity to lash out at his peers. When I shared this feedback with Craig, he seemed taken aback and was convinced that I had heard wrong. He didn’t have the self-awareness or empathy that are hallmarks of emotional intelligence.

Here are some of the telltale signs that you need to work on your emotional intelligence:

- You often feel like others don’t get the point and it makes you impatient and frustrated.

- You’re surprised when others are sensitive to your comments or jokes and you think they’re overreacting.
- You think being liked at work is overrated.
- You weigh in early with your assertions and defend them with rigor.
- You hold others to the same high expectations you hold for yourself.
- You find others are to blame for most of the issues on your team.
- You find it annoying when others expect you to know how they feel.

So what do you do if you recognized yourself in this list?

*Here are four strategies:*

1. *Get feedback.* You can’t work on a problem you don’t understand. A critical component of emotional intelligence is self-awareness — this is the ability to recognize and stay cognizant of behaviors in the moment. Whether you engage in a 360 assessment or simply ask a few people what they observe, this step is critical in heightening your sense of what you do or don’t

do. And don't just find excuses for your behavior. That defeats the purpose. Rather, listen to the feedback, try to understand it, and own it. When Craig initially heard what others thought of him, he quickly became defensive. But when he accepted the feedback, he moved to owning it and became determined to change.

*2. Beware of the gap between intent and impact.* Those with weak emotional intelligence often underestimate what a negative impact their words and actions have on others. They ignore the gap between what they mean to say and what others actually hear. Here are some common examples of what those with low emotional intelligence may say and how it's actually heard:

- What you say: "At the end of the day, it's all about getting the work done."
- What others hear: "All I care about is the results and if some are offended along the way, so be it."
- What you say: "If I can understand it, anyone can."
- What others hear: "You're not smart enough to get this."

- What you say: "I don't see what the big deal is."
- What others hear: "I don't really care how you feel."

Regardless of what you intend to mean, think about how your words are going to impact others and whether that's how you want to them to feel. Craig was notorious for saying things that made others bristle, but he began to consider the impact of his words. Before every meeting, he spent a few minutes asking himself: What is the impression I want to make? How do I want people to feel about me at the end? How do I need to frame my message to reach that objective?

*3. Press the pause button:* Having high emotional intelligence means making choices about how you respond to situations, rather than having a knee-jerk reaction. For example, Craig tended to interrupt and shoot down other people's ideas before they could complete their thoughts. This behavior was a reaction to his fear of losing control of the discussion and wasting time. So he started to take pauses before reacting. There are two important pauses to take:

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Anybody can become angry. That is easy.

But to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way...

That is not within everybody's power, and is not easy.

- Aristotle

Pause to listen to yourself. When Craig was getting impatient and frustrated in discussions, he often felt his jaw clench and his chest tighten. By recognizing these physical signs, he was able to pause and remind himself that he feared losing control. As a result, Craig was better able to determine how he wanted to respond, rather than relying on his default of lashing out.

Pause to listen to others. Listening means helping others feel like you've understood them (even if you don't agree with them). It's not the same as not saying anything. It's simply giving others a chance to convey their ideas before you jump in.

4. *Wear both shoes.* People often suggest you “put yourself in the other person's shoes” to develop empathy, a key component of emotional intelligence, but you shouldn't dismiss how you feel. You need to wear both shoes — understanding both your agenda and theirs and seeing any situation from both sides. Craig shifted his approach from “Here are my concerns” to “These are my issues, and I hear your concerns. Let's determine a way forward that takes both into consideration.”

Strengthening your emotional intelligence takes commitment, discipline, and a genuine belief in its value. With time and practice, though, you'll find that the results you achieve far outweigh the effort it took to get there.

# How the Attachment Bond Shapes Adult Relationships

## Childhood Attachments



**SECURE**

Unhappy when mother leaves

Happy when mother comes back

**AVOIDANT**

Does not want mother when she comes back

is distracted by the environment

**Ambivalent**

Very upset when mother leaves

Does not interact with environment a lot

## Adulthood Attachments



**SECURE**

Confident in relationships

Willing to ask for help from partner

**Dismissing**

Prefers life alone

Does not open up emotionally to partner

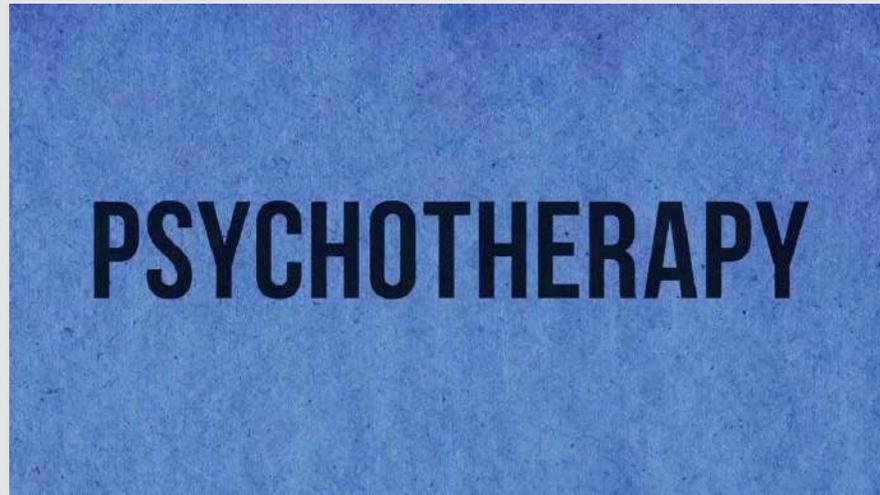
**Preoccupied**

Is always afraid to be rejected

Obsessive to keep closeness

[www.AttachFromScratch.com](http://www.AttachFromScratch.com)

**Movie 2.8 Psychotherapy - John Bowlby**



The English psychoanalyst John Bowlby teaches us about Attachment Theory, which is quite simply the best way to understand how and why relationships are tricky.

# Office Politics



## What Everyone Should Know About Office Politics

*by Dana Rousmaniere*

Nobody really likes office politics. In fact, most of us try to avoid it all costs. But the reality is that companies are, by nature, political organizations, which means that if you want to survive and thrive at work, you can't just sit out on the sidelines. If you want to make an impact in your own organization, like it or not, you're going to need to learn to play the game. That doesn't mean you have to play dirty, but you have to figure out how to influence those around you.

In our HBR.org series on office politics, we asked experts to provide insights and practical advice for navigating the political playing field in any organization. Together, these pieces offer a solid foundation for learning the rules of engagement.

First, it's important to understand why playing politics is so unavoidable. Work involves dealing with people, and people are, whether we like to admit it or not, emotional beings with conflicting wants, needs, and underlying (often unconscious) biases and insecurities.

Our relationships with our colleagues — with whom we both collaborate and compete for promotions, for a coveted project, or for the boss's attention — can be quite complex. Not everyone is friend or foe; many people are somewhere in between. And more people than you might think are lying to get ahead or gossiping as way to exchange information, vent their frustrations, and bond with co-workers when they don't trust their leaders. Put all of this together and you've got a highly politically-charged work environment.

*So, what can you do to navigate this dizzying maze?*

Let's start with an approach for three common scenarios that many of us will have to deal with at some point in our careers: 1) When you're mad about a decision that affects you; 2) When you need to make critical comments in a public forum; and 3) When a colleague goes postal on you. It helps to have guiding principles to call on when you find yourself in one of these situations, keeping in mind that the context of the situation determines how you should proceed.

While these are common scenarios, there are lots of other minefields you'll come across in your organization. Perhaps you're dealing with a boss who's a control freak. Or, maybe you're knee-deep in the politics of a family business, when you're not actually part of the family. Even the most seasoned executive, who's worked long and hard to build trust and political capital, can make the wrong move and lose years' worth of ground in an instant. Perhaps you've made a very public mistake that requires an apology. It's important to admit your flaws, fix your mistake, and reclaim respect.

Strive not to be a success, but rather to be of value.

- Albert Einstein

Women have a unique set of challenges when it comes to navigating office politics. Research shows that women are more likely to become nervous and uncomfortable in meetings when interpersonal conflicts and other political challenges arise.

And women executives say they believe politics present a particular dilemma for them: On one hand, they feel uncomfortable engaging in quid-pro-quo behavior and political maneuvering. On the other, they acknowledge that it's all but impossible to operate above the political fray.

Some of the most effective practices that help women become more politically savvy include finding a sponsor within the organization, treating politics like a game, doing some advance "political homework" before important meetings, and learning to lobby for yourself. After all, the most savvy women and men alike know how to promote themselves without looking like a jerk.

No matter what the challenge, one of the surest ways to improve your political prowess is to strengthen your emotional intelligence — it's a key differentiator between star performers and the rest of the pack. If you recognize any of these telltale signs in yourself, don't wait until it's too late to address the problem. And at the end of the day, remember: when it comes to standing out in your organization and carving out a bigger leadership role for yourself, you're never too experienced to fake it till you make it.

## Movie 2.9 Political Theory - John Rawls

# POLITICAL THEORY

How do you get a society that provides basic decent services to all citizens? Political theorist John Rawls had a good idea, and it was called 'the veil of ignorance.'