

Emotional Intelligence: Leadership Behaviors that Make a Difference

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There is substantial research evidence that the most successful organizations have leaders who are well positioned now and for the future to lead with robust emotional intelligence. The content of this seminar will focus on the emotionally intelligent behaviors that make a difference in leadership success *and* the organizational bottom line.

Content for 3 Levels of Emotional Intelligence

1. **Organizational:** Since the primary context for organizational learning is successful change, this first level would address what leaders need to do to plan and manage “big-picture” change using their emotional intelligence. To accomplish this, I propose introducing leaders to the learning change model of John Kotter (2002) from Harvard. Here, I would integrate a very **practical** and **strategic** focus that leaders must have to introduce change in their organizations— with concrete and applications-oriented perspectives connected to emotional intelligence. Every emotionally intelligent leader would be able to use this model immediately to become a more successful leader, consisting of the following components:

- Increase the urgency of the need for change;
- Create a guiding team to spread the learning;
- Get the change vision right;
- Communicate this change vision for buy-in;
- Teach people how to perform related to this vision;
- Design short-term wins of high impact;
- Don't let up;
- Make change stick!

This seminar will present the links between emotional intelligence and the bottom Line. It will address how relationship-building has bottom-line effects for organizations. Results will be presented of an international study with 80,000 leaders worldwide. One of their most significant findings is that people often enter organizations because of the organization, but people leave organizations based on the relationship they have had with their immediate boss. Focus here will be on what leaders need to do to improve their emotional intelligence to affect bottom line productivity.

2. **Departmental:** This level would focus on the kind of learning each leader must do to ensure their department's success. Initiated with my premise that “**to be a leader is to teach,**” this level will help leaders understand the power their relationship has on others to helping them learn. To accomplish this, I will share my own research

study on leadership success as it is linked to emotional intelligence. This will help leaders be successful at the departmental level in the following ways:

- How to redirect “failure” from deficit to learning;
- Ways to reinforce the work of your “star” staff;
- Why perfectionism works against achievement;
- When & how to use consensus for team learning.

3. **Individual:** This final level will help leaders identify what they need to do personally to ensure their own leadership success by applying an organizational learning model from Peter Senge (1999):

- What will create high impact for them as emotionally intelligent leaders;
- *And* what will be relatively easy for them to do today.

Literature References Cited Above

Kotter, J. P. (2002). *The Heart of Change*. Boston: Harvard Business School Press.

Senge, P. (1999). *The Dance of Change*. New York: Currency Doubleday.