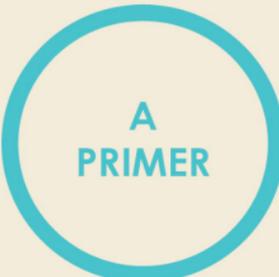


BUILDING BLOCKS of EMOTIONAL INTELLIGENCE



INFLUENCE



**A
PRIMER**



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Building Blocks of Emotional Intelligence:

Influence: A Primer

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Emotional Intelligence, a different way of being smart, is a key to high performance at all levels, particularly for outstanding leadership. It's not your IQ; it's how you manage yourself and your relationships.

There are four parts to the Emotional and Social Intelligence model:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Influence is a social competency. Leaders who are equipped with the emotional self-awareness and self-control to manage themselves while being adaptable, positive, and empathic can express their ideas in a way that will appeal to others. Influence is necessary for any leadership style, and can be done in a way that is meaningful and effective or fraught with resistance. Leaders competent in Influence will gather support from others with relative ease and are able to lead a group who is engaged, mobilized, and ready to execute on the tasks at hand.

Emotional Intelligence Competencies: An Introduction

By Daniel Goleman

Who was the best leader or manager you've ever worked with?

What did they say or do to make you love working with them?

These qualities are grounded in how they related to you and to others—reflecting their emotional intelligence.

Emotional intelligence, a different way of being smart, is a key to high performance at all levels, particularly for outstanding leadership. It's not your IQ; it's how you manage yourself and your relationships. It's not usually taught in schools. You learn it in daily life—at home, on the

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playground, or in the office. David McClelland, my mentor in graduate school, made a radical proposal for those days. He wrote an article in the journal *American Psychologist* that argued, hire for competence not for intelligence.¹ Test for competence, not for intelligence.

A Competence Model

What McClelland meant was this: If you want to know the best person for a given job, don't look at their IQ scores, don't look at how well they did in school. Look, instead, at people now in your organization who are in the top 10% of performers who hold that position. Compare them to people in the same job who are only average. Do a systematic analysis and determine the abilities, or competencies, that you find in the stars that you don't see in the average.

That gives you what is called a competence model. Today, every organization that has a high-quality Human Resources operation uses a competence model for their key positions. They

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use it to hire people. They use it to promote people. And, now they know what to help people develop so they can become star leaders.

What Kind of Competence?

There are two kinds of competencies. There are **threshold competencies** that everyone needs to get the job. IQ turns out to be largely a threshold competence. When you apply for a job you must show you have the intelligence to handle the cognitive complexity of that particular position. But once you're hired, you're working with and competing with people who are as smart as you are. There's what's called a "floor effect" for IQ. That is, it's an important base-level skill that everyone must have for that position. The other kind of competence, a **distinguishing competency**, is what sets apart the outstanding performers from the average ones at any given job.

It's the distinguishing competencies that count in terms of promotion, in terms of being a highly effective performer, or an outstanding

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leader. I did an analysis after I wrote *Emotional Intelligence*.² I asked close to 100 organizations to let me look at their competence models. It's unusual, because these are normally proprietary information. A given company wants to know, who should we hire? Who should we promote? They don't want to share this information with other companies.

I aggregated all of these models and looked at the composite with one question in mind: Of the distinguishing competencies independently chosen by these organizations, how many are based on IQ—purely cognitive abilities like analytic reasoning or a technical skill—and how many are based on emotional intelligence?

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Why Emotional Intelligence Matters

What I found was quite revealing. It turned out, for jobs of all kinds, at all levels, on average, emotional intelligence was twice as important as cognitive ability in terms of the distinguishing competencies. The higher you go in the organization, the more it matters. If you look at top leadership positions, C-suite positions, you'll see that 80 to 90%, sometimes 100%, of the competencies that organizations independently determined to set apart their star leaders are based on emotional intelligence.

What is Emotional Intelligence?



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There are four parts to my Emotional and Social Intelligence Model:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Within each of these four parts, or domains, there are learned competencies based on the underlying ability that make people outstanding in the workplace. By learned competencies, I mean that these are skills that can be developed just like you can develop other skills. To understand those competencies, my colleague Richard Boyatzis from Case Western Reserve University and I looked at the full range of competencies that companies identified in their outstanding leaders.

We distilled them down to twelve generic competencies that embody the core of distinguishing abilities of leaders in organizations of all kinds. From that we developed a 360-degree rating instrument called the Emotional and Social

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Competency Inventory (ESCI). By 360-degree, I mean the instrument has the leader rate themselves, and choose to also be rated by the people whom they trust and whose opinions they value. This gives the fullest picture, combining a self-assessment with the same evaluations by other people. This assessment instrument, called the ESCI 360, is now available from Korn Ferry Hay Group.³

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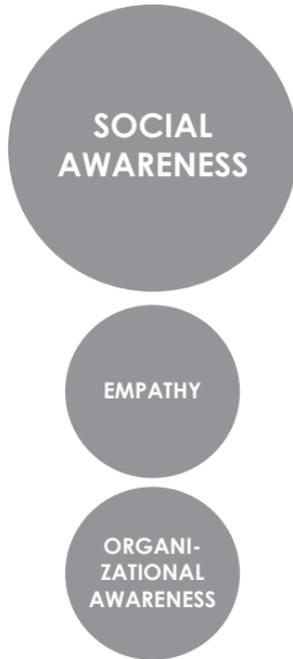
Emotional Intelligence Competencies



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There are two sets of Emotional Intelligence Competencies. The first is crucial for leading ourselves, for self-management. It includes Emotional Self-Awareness, Emotional Self-Control, and other competencies. These are the skills that play out on an individual basis. They refer to how we relate to ourselves, our emotions, and our responses to the world around us. The second set of competencies deals with how we relate to others. It includes our relationships and awareness of other people. They are crucial for teamwork, for sales, for handling clients, and particularly for leadership.

The self-management competencies are:

- Emotional Self-Awareness
- Emotional Self-Control
- Positive Outlook
- Achievement Orientation
- Adaptability

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The relationship management competencies are:

- Empathy
- Organizational Awareness
- Influence
- Coach and Mentor
- Inspirational Leadership
- Teamwork
- Conflict Management

In the *Building Blocks of Emotional Intelligence: The 12 Crucial Competencies* series, my colleagues and I look at each of these competencies, what they are, why they matter, and how to develop them.

Leader Emotional Intelligence and Performance

Korn Ferry Hay Group researchers⁴ looked at these 12 Emotional and Social Intelligence Leadership Competencies in terms of how they

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impacted the style of a leader, the climate that leader produced, negative or positive, and whether the outcome was high or low performance. What they found was quite telling. If a leader has strengths in six to ten of these Emotional and Social Intelligence Competencies, he or she produces a very positive climate. Leaders with strengths in EI/SI Competencies tend to use leadership styles that improves work climate. The styles that tend to produce a positive work climate are:

- The *visionary* leader who articulates a shared mission and gives long-term direction
- the *participative* leader who gets consensus inputs to generate new ideas and build commitment
- the *coaching* leader who fosters personal and career development
- the *affiliative* leader who creates trust and harmony.

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These styles result in outstanding performance, as well as greater satisfaction and better quality of work of the whole team.

The organizational consequences can be great. The leader's EI Competencies boost employee effectiveness in several crucial ways: operational excellence, customer loyalty, financial performance, and attracting and retaining talent. People are willing to go the extra mile.⁵

On the other hand, if a leader has strengths in three or fewer of the 12 Emotional and Social Intelligence Competencies, they tend to fall back on what's called the "*directive*," or coercive approach, just giving commands, ordering people around. That doesn't work in the long run, because these leaders don't engage their team members. They don't provide long-term direction. They don't try to create harmony or listen to people, nor do they encourage new ideas or invest in the development of the members of their team. Instead, they just tell them what to do.

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Or they become *pacesetters*, a leadership style focused mainly on hitting targets – but that can hurt climate when the leader ignores all the positive styles. Such leaders tend to give feedback that highlights the negative, not the positive, lowering morale. Both directive and overly pacesetting leaders produce a negative climate and very poor performance all around.

Influence in Leadership

Influence is a social competency. Leaders who are equipped with the emotional self-awareness and self-control to manage themselves while being adaptable, positive, and empathic can express their ideas in a way that will appeal to others. Influence is necessary for any leadership style, and can be done in a way that is meaningful and effective or fraught with resistance. Leaders competent in influence will gather support from others with relative ease and are able to lead a group who is engaged, mobilized, and ready to

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execute on the tasks at hand. This is how real progress is made, how extraordinary successes are accomplished. How does a leader leverage these abilities to become influential? That is the focus of this Primer.

Influence: An Introduction

By Daniel Goleman

Influence as a competency refers to the ability to have a positive impact on others, to persuade or convince them to gain their support. With the Influence competency, you're persuasive and engaging, and you can build buy-in from key people.

A CEO who headed a company based in Manhattan decided to move the company to a city 1,000 miles away. He hoped to save money because there were tax benefits and labor was cheaper. Also, he had grown up in that city and never felt comfortable in Manhattan. But when he announced the move, it resulted in a wave of people quitting. They didn't want to go to that small city. He particularly lost people in the IT

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staff. With them went a lot of crucial, unwritten information about how IT operated at that company. The company ended up having to hire the former employees for a high consulting fee to retrieve the crucial information.

That CEO's lack of skill at the Influence competency cost his company a great deal of money and lost revenue.

Here is scientific data about the important impact of influence. In a study of financial service sales executives,⁶ the Influence competency predicted greater sales revenue. The ability to influence is essential to a successful sale. For the top salespeople and client managers, tellingly, building a strong, ongoing relationship turns out to be more important than making a specific sale—the stars would rather keep the customer or client than sell them something they will be unhappy with.⁷

This points to the importance of the relationship itself for the ability to influence.⁸

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Establishing trust seems a precondition for the ease of influence. To change someone's mind, it helps to first build a connection where they will be more open to hearing what you have to say.

Among the helping professions, Influence was the strongest competency distinguishing outstanding performers.⁹ In a helping role, success comes down to whether you can connect with people's understanding of what matters, see their perspective, and use that insight to communicate powerfully. For physicians, it means that their patients comply with what the doctor tells them to do, whether it is to exercise more or take their medicine.

Influence has a strongly positive impact in the success of any executive. This may be particularly true for leaders who, for example, have many different groups reporting to them. Remember, leadership is the art of getting work done well through other people. And influence is the most powerful way to do that. By the same token, influence is also crucial when you work

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with a division over which you have no direct authority, yet their work is necessary to your own success. You can't order them to do what you want, you must persuade or inspire them to put forth their best efforts toward the clear objective you have defined.

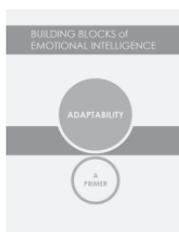
To the extent each one of us has a personal sphere of influence, we are all leaders. When it comes to leadership styles, the visionary leader—who articulates a deeply felt vision that resonates with and motivates others—shows one obvious use of influence. But acting as a coach and mentor, another leadership style (and another competence), opens the way to a personal connection that can itself be a highway to influencing that person. Two other leadership styles—the consensus-seeker and the affiliative leader who see the value in having a good time together—build the kind of positive relationships that allow them to exert influence during their ordinary interactions. All of these styles have a positive impact on emotional climate.¹⁰

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On the other hand, two common leadership styles have both a negative impact on the climate of an organization and are obstacles to influence. The pacesetter, who sees only what people do wrong, never giving praise, alienates people. So, does the old-style command-and-control leader who just orders people around. Both of these styles create negative feelings in those they lead, and so close people to any attempts to influence them.

Influence draws on empathy—without understanding the other person’s perspective and sensing their feelings, influencing them becomes more difficult. So, like many EI competencies, influence works best in tandem with other specific competencies.

Visit *More Than Sound* for the remainder of this primer, and to see the full *Emotional and Social Intelligence Leadership Competency Primer* series. Morethansound.net.



**Also available in
the *Building Blocks of
Emotional Intelligence***

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