

ARTICLE COLLECTION

Your emotions are highly contagious. Which ones are you spreading through *your* firm?

Best of HBR on Emotionally Intelligent Leadership, 2nd Edition

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Best of HBR on Emotionally Intelligent Leadership, 2nd Edition

Collection Overview

What distinguishes great leaders from merely good ones? It's not toughness, vision, or industry smarts. It's their **emotional intelligence**—a potent combination of self-management and relationship skills. Studies strongly suggest that emotional intelligence plays a far greater role than IQ in determining leaders' effectiveness, and thus their organizations' success.

To increase your emotional intelligence, start by understanding the skills that define it. Then learn how to flexibly interchange those skills to meet the needs of shifting circumstances. Finally, use **mood contagion** (a powerful neurological process) to create positive chemical connections between your and your followers' brains.

Featuring the work of Daniel Goleman, this HBR Article Collection shows you how to foster and spread the positive emotions that drive quantifiable business results in your firm.

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by Daniel Goleman

Emotional intelligence comprises five self-management and relationship skills. **Self-management skills** include 1) *self-awareness*—knowing your strengths, weaknesses, and emotions and their impact on others, 2) *self-regulation*—controlling disruptive impulses and channeling negative emotions for good purpose, and 3) *motivation*—having a passion for achievement for its own sake and for constant improvement. **Relationship skills** include 4) *empathy*—understanding others' emotional makeup, and 5) *social skill*—building rapport with others to move them in desired directions. With practice and feedback, you can boost all five EI skills.

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by Daniel Goleman

Emotionally intelligent leaders mix and match emotional intelligence skills as circumstances dictate. This reconfiguring creates **six leadership styles**: 1) *coercive*—to deal with disasters, 2) *authoritative*—to engineer a turnaround, 3) *affiliative*—to build team harmony and morale, 4) *democratic*—to give employees a voice in decisions, 5) *pacesetter*—to define and exemplify high performance standards, and 6) *coaching*—to support others' development. The more of these styles you master, the more power you have to shape your company's climate and financial results.

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32 [Primal Leadership: The Hidden Driver of Great Performance](#)

by Daniel Goleman, Richard Boyatzis, and Annie McKee

A leader's emotions can energize or deflate his organization through the neurological process of **mood contagion**. Depressed, ruthless bosses create toxic organizations filled with negative underachievers. But upbeat, inspirational leaders cultivate positive employees who embrace and surmount even the toughest challenges. To activate positive mood contagion, learn how to gauge your own moods and their impact on others and to project the positive energy that inspires other to excel. With practice, you "rewire" both your own brain and your followers' brains for greater emotional intelligence and for success in your organization.

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by Daniel Goleman and Richard Boyatzis

The article examines the **neurobiology** behind mood contagion. Positive feelings and behaviors—such as exhibiting empathy—create a chemical connection between leaders' brains and those of their followers' brains. By managing those interconnections adroitly, leaders can deliver measurable business results. After one executive at a *Fortune* 500 company worked with a coach to improve her behavior, employee retention and emotional commitment in her unit soared. And annual sales jumped 6%. To foster positive neurobiological changes in yourself and others, sharpen **social intelligence** skills including empathy, influence, inspiration, and teamwork.

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BEST OF HBR 1998

IQ and technical skills are important, but emotional intelligence is the sine qua non of leadership.

What Makes a Leader?

by Daniel Goleman

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What Makes a Leader?

The Idea in Brief

What distinguishes great leaders from merely good ones? It isn't IQ or technical skills, says Daniel Goleman. It's **emotional intelligence**: a group of five skills that enable the best leaders to maximize their own and their followers' performance. When senior managers at one company had a critical mass of EI capabilities, their divisions outperformed yearly earnings goals by 20%.

The EI skills are:

- *Self-awareness*—knowing one's strengths, weaknesses, drives, values, and impact on others
- *Self-regulation*—controlling or redirecting disruptive impulses and moods
- *Motivation*—relishing achievement for its own sake
- *Empathy*—understanding other people's emotional makeup
- *Social skill*—building rapport with others to move them in desired directions

We're each born with certain levels of EI skills. But we can strengthen these abilities through persistence, practice, and feedback from colleagues or coaches.

The Idea in Practice

UNDERSTANDING EI'S COMPONENTS

EI Component	Definition	Hallmarks	Example
Self-awareness	Knowing one's emotions, strengths, weaknesses, drives, values, and goals—and their impact on others	<ul style="list-style-type: none"> • Self-confidence • Realistic self-assessment • Self-deprecating sense of humor • Thirst for constructive criticism 	A manager knows tight deadlines bring out the worst in him. So he plans his time to get work done well in advance.
Self-regulation	Controlling or redirecting disruptive emotions and impulses	<ul style="list-style-type: none"> • Trustworthiness • Integrity • Comfort with ambiguity and change 	When a team botches a presentation, its leader resists the urge to scream. Instead, she considers possible reasons for the failure, explains the consequences to her team, and explores solutions with them.
Motivation	Being driven to achieve for the sake of achievement	<ul style="list-style-type: none"> • A passion for the work itself and for new challenges • Unflagging energy to improve • Optimism in the face of failure 	A portfolio manager at an investment company sees his fund tumble for three consecutive quarters. Major clients defect. Instead of blaming external circumstances, she decides to learn from the experience—and engineers a turnaround.
Empathy	Considering others' feelings, especially when making decisions	<ul style="list-style-type: none"> • Expertise in attracting and retaining talent • Ability to develop others • Sensitivity to cross-cultural differences 	An American consultant and her team pitch a project to a potential client in Japan. Her team interprets the client's silence as disapproval, and prepares to leave. The consultant reads the client's body language and senses interest. She continues the meeting, and her team gets the job.
Social Skill	Managing relationships to move people in desired directions	<ul style="list-style-type: none"> • Effectiveness in leading change • Persuasiveness • Extensive networking • Expertise in building and leading teams 	A manager wants his company to adopt a better Internet strategy. He finds kindred spirits and assembles a de facto team to create a prototype Web site. He persuades allies in other divisions to fund the company's participation in a relevant convention. His company forms an Internet division—and puts him in charge of it.

STRENGTHENING YOUR EI

Use practice and feedback from others to strengthen specific EI skills.

► Example:

An executive learned from others that she lacked empathy, especially the ability to listen. She wanted to fix the problem, so she asked a coach to tell her when she exhibited poor listening skills. She then role-played incidents to practice giving better responses; for example, not interrupting. She also began observing executives skilled at listening—and imitated their behavior.

IQ and technical skills are important, but emotional intelligence is the sine qua non of leadership.

BEST OF HBR 1998

What Makes a Leader?

by Daniel Goleman

It was Daniel Goleman who first brought the term “emotional intelligence” to a wide audience with his 1995 book of that name, and it was Goleman who first applied the concept to business with his 1998 HBR article, reprinted here. In his research at nearly 200 large, global companies, Goleman found that while the qualities traditionally associated with leadership—such as intelligence, toughness, determination, and vision—are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill.

These qualities may sound “soft” and unbusinesslike, but Goleman found direct ties between emotional intelligence and measurable business results. While emotional intelligence’s relevance to business has continued to spark debate over the past six years, Goleman’s article remains the definitive reference on the subject, with a description of each component of emotional intelligence and a detailed discussion of how to recognize it in potential leaders, how

and why it connects to performance, and how it can be learned.

Every businessperson knows a story about a highly intelligent, highly skilled executive who was promoted into a leadership position only to fail at the job. And they also know a story about someone with solid—but not extraordinary—intellectual abilities and technical skills who was promoted into a similar position and then soared.

Such anecdotes support the widespread belief that identifying individuals with the “right stuff” to be leaders is more art than science. After all, the personal styles of superb leaders vary: Some leaders are subdued and analytical; others shout their manifestos from the mountaintops. And just as important, different situations call for different types of leadership. Most mergers need a sensitive negotiator at the helm, whereas many turnarounds require a more forceful authority.

I have found, however, that the most effective leaders are alike in one crucial way: They

all have a high degree of what has come to be known as *emotional intelligence*. It's not that IQ and technical skills are irrelevant. They do matter, but mainly as "threshold capabilities"; that is, they are the entry-level requirements for executive positions. But my research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader.

In the course of the past year, my colleagues and I have focused on how emotional intelligence operates at work. We have examined the relationship between emotional intelligence and effective performance, especially in leaders. And we have observed how emotional intelligence shows itself on the job. How can you tell if someone has high emotional intelligence, for example, and how can you recognize it in yourself? In the following pages, we'll explore these questions, taking each of the components of emotional intelligence—self-awareness, self-regulation, motivation, empathy, and social skill—in turn.

Evaluating Emotional Intelligence

Most large companies today have employed trained psychologists to develop what are known as "competency models" to aid them in identifying, training, and promoting likely stars in the leadership firmament. The psychologists have also developed such models for lower-level positions. And in recent years, I have analyzed competency models from 188 companies, most of which were large and global and included the likes of Lucent Technologies, British Airways, and Credit Suisse.

In carrying out this work, my objective was to determine which personal capabilities drove outstanding performance within these organizations, and to what degree they did so. I grouped capabilities into three categories: purely technical skills like accounting and business planning; cognitive abilities like analytical reasoning; and competencies demonstrating emotional intelligence, such as the ability to work with others and effectiveness in leading change.

To create some of the competency models, psychologists asked senior managers at the companies to identify the capabilities that typified the organization's most outstanding leaders. To create other models, the psychologists used

objective criteria, such as a division's profitability, to differentiate the star performers at senior levels within their organizations from the average ones. Those individuals were then extensively interviewed and tested, and their capabilities were compared. This process resulted in the creation of lists of ingredients for highly effective leaders. The lists ranged in length from seven to 15 items and included such ingredients as initiative and strategic vision.

When I analyzed all this data, I found dramatic results. To be sure, intellect was a driver of outstanding performance. Cognitive skills such as big-picture thinking and long-term vision were particularly important. But when I calculated the ratio of technical skills, IQ, and emotional intelligence as ingredients of excellent performance, emotional intelligence proved to be twice as important as the others for jobs at all levels.

Moreover, my analysis showed that emotional intelligence played an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance. In other words, the higher the rank of a person considered to be a star performer, the more emotional intelligence capabilities showed up as the reason for his or her effectiveness. When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities.

Other researchers have confirmed that emotional intelligence not only distinguishes outstanding leaders but can also be linked to strong performance. The findings of the late David McClelland, the renowned researcher in human and organizational behavior, are a good example. In a 1996 study of a global food and beverage company, McClelland found that when senior managers had a critical mass of emotional intelligence capabilities, their divisions outperformed yearly earnings goals by 20%. Meanwhile, division leaders without that critical mass underperformed by almost the same amount. McClelland's findings, interestingly, held as true in the company's U.S. divisions as in its divisions in Asia and Europe.

In short, the numbers are beginning to tell us a persuasive story about the link between a company's success and the emotional intelligence of its leaders. And just as important, research is also demonstrating that people can, if

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they take the right approach, develop their emotional intelligence. (See the sidebar “Can Emotional Intelligence Be Learned?”)

Self-Awareness

Self-awareness is the first component of emotional intelligence—which makes sense when one considers that the Delphic oracle gave the advice to “know thyself” thousands of years ago. Self-awareness means having a deep understanding of one’s emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest—with themselves and with others.

People who have a high degree of self-awareness recognize how their feelings affect them, other people, and their job performance. Thus, a self-aware person who knows that tight deadlines bring out the worst in him plans his time carefully and gets his work done well in advance. Another person with high self-awareness will be able to work with a demanding client. She will understand the client’s impact on her moods and the deeper reasons for her frustra-

tion. “Their trivial demands take us away from the real work that needs to be done,” she might explain. And she will go one step further and turn her anger into something constructive.

Self-awareness extends to a person’s understanding of his or her values and goals. Someone who is highly self-aware knows where he is headed and why; so, for example, he will be able to be firm in turning down a job offer that is tempting financially but does not fit with his principles or long-term goals. A person who lacks self-awareness is apt to make decisions that bring on inner turmoil by treading on buried values. “The money looked good so I signed on,” someone might say two years into a job, “but the work means so little to me that I’m constantly bored.” The decisions of self-aware people mesh with their values; consequently, they often find work to be energizing.

How can one recognize self-awareness? First and foremost, it shows itself as candor and an ability to assess oneself realistically. People with high self-awareness are able to speak accurately and openly—although not necessarily effusively or confessionally—about their emo-

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The Five Components of Emotional Intelligence at Work

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	Definition	Hallmarks
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to suspend judgment – to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

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about a new personal-shopper service that her company, a major department-store chain, was about to introduce. Without prompting from her team or her boss, she offered them an explanation: “It’s hard for me to get behind the rollout of this service,” she admitted, “because I really wanted to run the project, but I wasn’t selected. Bear with me while I deal with that.” The manager did indeed examine her feelings; a week later, she was supporting the project fully.

Such self-knowledge often shows itself in the

hiring process. Ask a candidate to describe a time he got carried away by his feelings and did something he later regretted. Self-aware candidates will be frank in admitting to failure—and will often tell their tales with a smile. One of the hallmarks of self-awareness is a self-deprecating sense of humor.

Self-awareness can also be identified during performance reviews. Self-aware people know—and are comfortable talking about—their limitations and strengths, and they often demon-

Can Emotional Intelligence Be Learned?

For ages, people have debated if leaders are born or made. So too goes the debate about emotional intelligence. Are people born with certain levels of empathy, for example, or do they acquire empathy as a result of life’s experiences? The answer is both. Scientific inquiry strongly suggests that there is a genetic component to emotional intelligence. Psychological and developmental research indicates that nurture plays a role as well. How much of each perhaps will never be known, but research and practice clearly demonstrate that emotional intelligence can be learned.

One thing is certain: Emotional intelligence increases with age. There is an old-fashioned word for the phenomenon: maturity. Yet even with maturity, some people still need training to enhance their emotional intelligence. Unfortunately, far too many training programs that intend to build leadership skills—including emotional intelligence—are a waste of time and money. The problem is simple: They focus on the wrong part of the brain.

Emotional intelligence is born largely in the neurotransmitters of the brain’s limbic system, which governs feelings, impulses, and drives. Research indicates that the limbic system learns best through motivation, extended practice, and feedback. Compare this with the kind of learning that goes on in the neocortex, which governs analytical and technical ability. The neocortex grasps concepts and logic. It is the part of the brain that figures out how to use a computer or make a sales call by reading a book. Not surprisingly—but mistakenly—it is also the part of the brain targeted by most training programs aimed at enhancing emotional intelligence. When such programs take, in effect, a neocortical approach, my research

with the Consortium for Research on Emotional Intelligence in Organizations has shown they can even have a *negative* impact on people’s job performance.

To enhance emotional intelligence, organizations must refocus their training to include the limbic system. They must help people break old behavioral habits and establish new ones. That not only takes much more time than conventional training programs, it also requires an individualized approach.

Imagine an executive who is thought to be low on empathy by her colleagues. Part of that deficit shows itself as an inability to listen; she interrupts people and doesn’t pay close attention to what they’re saying. To fix the problem, the executive needs to be motivated to change, and then she needs practice and feedback from others in the company. A colleague or coach could be tapped to let the executive know when she has been observed failing to listen. She would then have to replay the incident and give a better response; that is, demonstrate her ability to absorb what others are saying. And the executive could be directed to observe certain executives who listen well and to mimic their behavior.

With persistence and practice, such a process can lead to lasting results. I know one Wall Street executive who sought to improve his empathy—specifically his ability to read people’s reactions and see their perspectives. Before beginning his quest, the executive’s subordinates were terrified of working with him. People even went so far as to hide bad news from him. Naturally, he was shocked when finally confronted with these facts. He went home and told his family—but they only confirmed what he had heard at work. When their

opinions on any given subject did not mesh with his, they, too, were frightened of him.

Enlisting the help of a coach, the executive went to work to heighten his empathy through practice and feedback. His first step was to take a vacation to a foreign country where he did not speak the language. While there, he monitored his reactions to the unfamiliar and his openness to people who were different from him. When he returned home, humbled by his week abroad, the executive asked his coach to shadow him for parts of the day, several times a week, to critique how he treated people with new or different perspectives. At the same time, he consciously used on-the-job interactions as opportunities to practice “hearing” ideas that differed from his. Finally, the executive had himself videotaped in meetings and asked those who worked for and with him to critique his ability to acknowledge and understand the feelings of others. It took several months, but the executive’s emotional intelligence did ultimately rise, and the improvement was reflected in his overall performance on the job.

It’s important to emphasize that building one’s emotional intelligence cannot—will not—happen without sincere desire and concerted effort. A brief seminar won’t help; nor can one buy a how-to manual. It is much harder to learn to empathize—to internalize empathy as a natural response to people—than it is to become adept at regression analysis. But it can be done. “Nothing great was ever achieved without enthusiasm,” wrote Ralph Waldo Emerson. If your goal is to become a real leader, these words can serve as a guidepost in your efforts to develop high emotional intelligence.

strate a thirst for constructive criticism. By contrast, people with low self-awareness interpret the message that they need to improve as a threat or a sign of failure.

Self-aware people can also be recognized by their self-confidence. They have a firm grasp of their capabilities and are less likely to set themselves up to fail by, for example, overstretching on assignments. They know, too, when to ask for help. And the risks they take on the job are calculated. They won't ask for a challenge that they know they can't handle alone. They'll play to their strengths.

Consider the actions of a midlevel employee who was invited to sit in on a strategy meeting with her company's top executives. Although she was the most junior person in the room, she did not sit there quietly, listening in awe-struck or fearful silence. She knew she had a head for clear logic and the skill to present ideas persuasively, and she offered cogent suggestions about the company's strategy. At the same time, her self-awareness stopped her from wandering into territory where she knew she was weak.

Despite the value of having self-aware people in the workplace, my research indicates that senior executives don't often give self-awareness the credit it deserves when they look for potential leaders. Many executives mistake candor about feelings for "wimpiness" and fail to give due respect to employees who openly acknowledge their shortcomings. Such people are too readily dismissed as "not tough enough" to lead others.

In fact, the opposite is true. In the first place, people generally admire and respect candor. Furthermore, leaders are constantly required to make judgment calls that require a candid assessment of capabilities—their own and those of others. Do we have the management expertise to acquire a competitor? Can we launch a new product within six months? People who assess themselves honestly—that is, self-aware people—are well suited to do the same for the organizations they run.

Self-Regulation

Biological impulses drive our emotions. We cannot do away with them—but we can do much to manage them. Self-regulation, which is like an ongoing inner conversation, is the component of emotional intelligence that frees us from being prisoners of our feelings. People

engaged in such a conversation feel bad moods and emotional impulses just as everyone else does, but they find ways to control them and even to channel them in useful ways.

Imagine an executive who has just watched a team of his employees present a botched analysis to the company's board of directors. In the gloom that follows, the executive might find himself tempted to pound on the table in anger or kick over a chair. He could leap up and scream at the group. Or he might maintain a grim silence, glaring at everyone before stalking off.

But if he had a gift for self-regulation, he would choose a different approach. He would pick his words carefully, acknowledging the team's poor performance without rushing to any hasty judgment. He would then step back to consider the reasons for the failure. Are they personal—a lack of effort? Are there any mitigating factors? What was his role in the debacle? After considering these questions, he would call the team together, lay out the incident's consequences, and offer his feelings about it. He would then present his analysis of the problem and a well-considered solution.

Why does self-regulation matter so much for leaders? First of all, people who are in control of their feelings and impulses—that is, people who are reasonable—are able to create an environment of trust and fairness. In such an environment, politics and infighting are sharply reduced and productivity is high. Talented people flock to the organization and aren't tempted to leave. And self-regulation has a trickle-down effect. No one wants to be known as a hothead when the boss is known for her calm approach. Fewer bad moods at the top mean fewer throughout the organization.

Second, self-regulation is important for competitive reasons. Everyone knows that business today is rife with ambiguity and change. Companies merge and break apart regularly. Technology transforms work at a dizzying pace. People who have mastered their emotions are able to roll with the changes. When a new program is announced, they don't panic; instead, they are able to suspend judgment, seek out information, and listen to the executives as they explain the new program. As the initiative moves forward, these people are able to move with it.

Sometimes they even lead the way. Consider the case of a manager at a large manufacturing company. Like her colleagues, she had used a certain software program for five years. The

program drove how she collected and reported data and how she thought about the company's strategy. One day, senior executives announced that a new program was to be installed that would radically change how information was gathered and assessed within the organization. While many people in the company complained bitterly about how disruptive the change would be, the manager mulled over the reasons for the new program and was convinced of its potential to improve performance. She eagerly attended training sessions—some of her colleagues refused to do so—and was eventually promoted to run several divisions, in part because she used the new technology so effectively.

I want to push the importance of self-regulation to leadership even further and make the case that it enhances integrity, which is not only a personal virtue but also an organizational strength. Many of the bad things that happen in companies are a function of impulsive behavior. People rarely plan to exaggerate profits, pad expense accounts, dip into the till, or abuse power for selfish ends. Instead, an opportunity presents itself, and people with low impulse control just say yes.

By contrast, consider the behavior of the senior executive at a large food company. The executive was scrupulously honest in his negotiations with local distributors. He would routinely lay out his cost structure in detail, thereby giving the distributors a realistic understanding of the company's pricing. This approach meant the executive couldn't always drive a hard bargain. Now, on occasion, he felt the urge to increase profits by withholding information about the company's costs. But he challenged that impulse—he saw that it made more sense in the long run to counteract it. His emotional self-regulation paid off in strong, lasting relationships with distributors that benefited the company more than any short-term financial gains would have.

The signs of emotional self-regulation, therefore, are easy to see: a propensity for reflection and thoughtfulness; comfort with ambiguity and change; and integrity—an ability to say no to impulsive urges.

Like self-awareness, self-regulation often does not get its due. People who can master their emotions are sometimes seen as cold fish—their considered responses are taken as a lack of passion. People with fiery temperaments

are frequently thought of as “classic” leaders—their outbursts are considered hallmarks of charisma and power. But when such people make it to the top, their impulsiveness often works against them. In my research, extreme displays of negative emotion have never emerged as a driver of good leadership.

Motivation

If there is one trait that virtually all effective leaders have, it is motivation. They are driven to achieve beyond expectations—their own and everyone else's. The key word here is *achieve*. Plenty of people are motivated by external factors, such as a big salary or the status that comes from having an impressive title or being part of a prestigious company. By contrast, those with leadership potential are motivated by a deeply embedded desire to achieve for the sake of achievement.

If you are looking for leaders, how can you identify people who are motivated by the drive to achieve rather than by external rewards? The first sign is a passion for the work itself—such people seek out creative challenges, love to learn, and take great pride in a job well done. They also display an unflagging energy to do things better. People with such energy often seem restless with the status quo. They are persistent with their questions about why things are done one way rather than another; they are eager to explore new approaches to their work.

A cosmetics company manager, for example, was frustrated that he had to wait two weeks to get sales results from people in the field. He finally tracked down an automated phone system that would beep each of his salespeople at 5 pm every day. An automated message then prompted them to punch in their numbers—how many calls and sales they had made that day. The system shortened the feedback time on sales results from weeks to hours.

That story illustrates two other common traits of people who are driven to achieve. They are forever raising the performance bar, and they like to keep score. Take the performance bar first. During performance reviews, people with high levels of motivation might ask to be “stretched” by their superiors. Of course, an employee who combines self-awareness with internal motivation will recognize her limits—but she won't settle for objectives that seem too easy to fulfill.

And it follows naturally that people who are driven to do better also want a way of tracking

progress—their own, their team's, and their company's. Whereas people with low achievement motivation are often fuzzy about results, those with high achievement motivation often keep score by tracking such hard measures as profitability or market share. I know of a money manager who starts and ends his day on the Internet, gauging the performance of his stock fund against four industry-set benchmarks.

Interestingly, people with high motivation remain optimistic even when the score is against them. In such cases, self-regulation combines with achievement motivation to overcome the frustration and depression that come after a setback or failure. Take the case of another portfolio manager at a large investment company. After several successful years, her fund tumbled for three consecutive quarters, leading three large institutional clients to shift their business elsewhere.

Some executives would have blamed the nosedive on circumstances outside their control; others might have seen the setback as evidence of personal failure. This portfolio manager, however, saw an opportunity to prove she could lead a turnaround. Two years later, when she was promoted to a very senior level in the company, she described the experience as “the best thing that ever happened to me; I learned so much from it.”

Executives trying to recognize high levels of achievement motivation in their people can look for one last piece of evidence: commitment to the organization. When people love their jobs for the work itself, they often feel committed to the organizations that make that work possible. Committed employees are likely to stay with an organization even when they are pursued by headhunters waving money.

It's not difficult to understand how and why a motivation to achieve translates into strong leadership. If you set the performance bar high for yourself, you will do the same for the organization when you are in a position to do so. Likewise, a drive to surpass goals and an interest in keeping score can be contagious. Leaders with these traits can often build a team of managers around them with the same traits. And of course, optimism and organizational commitment are fundamental to leadership—just try to imagine running a company without them.

Empathy

Of all the dimensions of emotional intelligence, empathy is the most easily recognized. We have all felt the empathy of a sensitive teacher or friend; we have all been struck by its absence in an unfeeling coach or boss. But when it comes to business, we rarely hear people praised, let alone rewarded, for their empathy. The very word seems unbusinesslike, out of place amid the tough realities of the marketplace.

But empathy doesn't mean a kind of “I'm OK, you're OK” mushiness. For a leader, that is, it doesn't mean adopting other people's emotions as one's own and trying to please everybody. That would be a nightmare—it would make action impossible. Rather, empathy means thoughtfully considering employees' feelings—along with other factors—in the process of making intelligent decisions.

For an example of empathy in action, consider what happened when two giant brokerage companies merged, creating redundant jobs in all their divisions. One division manager called his people together and gave a gloomy speech that emphasized the number of people who would soon be fired. The manager of another division gave his people a different kind of speech. He was up-front about his own worry and confusion, and he promised to keep people informed and to treat everyone fairly.

The difference between these two managers was empathy. The first manager was too worried about his own fate to consider the feelings of his anxiety-stricken colleagues. The second knew intuitively what his people were feeling, and he acknowledged their fears with his words. Is it any surprise that the first manager saw his division sink as many demoralized people, especially the most talented, departed? By contrast, the second manager continued to be a strong leader, his best people stayed, and his division remained as productive as ever.

Empathy is particularly important today as a component of leadership for at least three reasons: the increasing use of teams; the rapid pace of globalization; and the growing need to retain talent.

Consider the challenge of leading a team. As anyone who has ever been a part of one can attest, teams are cauldrons of bubbling emotions. They are often charged with reaching a consensus—which is hard enough with two people and much more difficult as the numbers increase. Even in groups with as few as

four or five members, alliances form and clashing agendas get set. A team's leader must be able to sense and understand the viewpoints of everyone around the table.

That's exactly what a marketing manager at a large information technology company was able to do when she was appointed to lead a troubled team. The group was in turmoil, overloaded by work and missing deadlines. Tensions were high among the members. Tinkering with procedures was not enough to bring the group together and make it an effective part of the company.

So the manager took several steps. In a series of one-on-one sessions, she took the time to listen to everyone in the group—what was frustrating them, how they rated their colleagues, whether they felt they had been ignored. And then she directed the team in a way that brought it together: She encouraged people to speak more openly about their frustrations, and she helped people raise constructive complaints during meetings. In short, her empathy allowed her to understand her team's emotional makeup. The result was not just heightened collaboration among members but also added business, as the team was called on for help by a wider range of internal clients.

Globalization is another reason for the rising importance of empathy for business leaders. Cross-cultural dialogue can easily lead to mis-cues and misunderstandings. Empathy is an antidote. People who have it are attuned to subtleties in body language; they can hear the message beneath the words being spoken. Beyond that, they have a deep understanding of both the existence and the importance of cultural and ethnic differences.

Consider the case of an American consultant whose team had just pitched a project to a potential Japanese client. In its dealings with Americans, the team was accustomed to being bombarded with questions after such a proposal, but this time it was greeted with a long silence. Other members of the team, taking the silence as disapproval, were ready to pack and leave. The lead consultant gestured them to stop. Although he was not particularly familiar with Japanese culture, he read the client's face and posture and sensed not rejection but interest—even deep consideration. He was right: When the client finally spoke, it was to give the consulting firm the job.

Finally, empathy plays a key role in the re-

tention of talent, particularly in today's information economy. Leaders have always needed empathy to develop and keep good people, but today the stakes are higher. When good people leave, they take the company's knowledge with them.

That's where coaching and mentoring come in. It has repeatedly been shown that coaching and mentoring pay off not just in better performance but also in increased job satisfaction and decreased turnover. But what makes coaching and mentoring work best is the nature of the relationship. Outstanding coaches and mentors get inside the heads of the people they are helping. They sense how to give effective feedback. They know when to push for better performance and when to hold back. In the way they motivate their protégés, they demonstrate empathy in action.

In what is probably sounding like a refrain, let me repeat that empathy doesn't get much respect in business. People wonder how leaders can make hard decisions if they are "feeling" for all the people who will be affected. But leaders with empathy do more than sympathize with people around them: They use their knowledge to improve their companies in subtle but important ways.

Social Skill

The first three components of emotional intelligence are self-management skills. The last two, empathy and social skill, concern a person's ability to manage relationships with others. As a component of emotional intelligence, social skill is not as simple as it sounds. It's not just a matter of friendliness, although people with high levels of social skill are rarely mean-spirited. Social skill, rather, is friendliness with a purpose: moving people in the direction you desire, whether that's agreement on a new marketing strategy or enthusiasm about a new product.

Socially skilled people tend to have a wide circle of acquaintances, and they have a knack for finding common ground with people of all kinds—a knack for building rapport. That doesn't mean they socialize continually; it means they work according to the assumption that nothing important gets done alone. Such people have a network in place when the time for action comes.

Social skill is the culmination of the other dimensions of emotional intelligence. People

tend to be very effective at managing relationships when they can understand and control their own emotions and can empathize with the feelings of others. Even motivation contributes to social skill. Remember that people who are driven to achieve tend to be optimistic, even in the face of setbacks or failure. When people are upbeat, their “glow” is cast upon conversations and other social encounters. They are popular, and for good reason.

Because it is the outcome of the other dimensions of emotional intelligence, social skill is recognizable on the job in many ways that will by now sound familiar. Socially skilled people, for instance, are adept at managing teams—that’s their empathy at work. Likewise, they are expert persuaders—a manifestation of self-awareness, self-regulation, and empathy combined. Given those skills, good persuaders know when to make an emotional plea, for instance, and when an appeal to reason will work better. And motivation, when publicly visible, makes such people excellent collaborators; their passion for the work spreads to others, and they are driven to find solutions.

But sometimes social skill shows itself in ways the other emotional intelligence components do not. For instance, socially skilled people may at times appear not to be working while at work. They seem to be idly schmoozing—chatting in the hallways with colleagues or joking around with people who are not even connected to their “real” jobs. Socially skilled people, however, don’t think it makes sense to arbitrarily limit the scope of their relationships. They build bonds widely because they know that in these fluid times, they may need help someday from people they are just getting to know today.

For example, consider the case of an executive in the strategy department of a global computer manufacturer. By 1993, he was convinced that the company’s future lay with the Internet. Over the course of the next year, he found kindred spirits and used his social skill to stitch together a virtual community that cut across levels, divisions, and nations. He then used this de facto team to put up a corporate Web site, among the first by a major company. And, on his own initiative, with no budget or

formal status, he signed up the company to participate in an annual Internet industry convention. Calling on his allies and persuading various divisions to donate funds, he recruited more than 50 people from a dozen different units to represent the company at the convention.

Management took notice: Within a year of the conference, the executive’s team formed the basis for the company’s first Internet division, and he was formally put in charge of it. To get there, the executive had ignored conventional boundaries, forging and maintaining connections with people in every corner of the organization.

Is social skill considered a key leadership capability in most companies? The answer is yes, especially when compared with the other components of emotional intelligence. People seem to know intuitively that leaders need to manage relationships effectively; no leader is an island. After all, the leader’s task is to get work done through other people, and social skill makes that possible. A leader who cannot express her empathy may as well not have it at all. And a leader’s motivation will be useless if he cannot communicate his passion to the organization. Social skill allows leaders to put their emotional intelligence to work.

It would be foolish to assert that good-old-fashioned IQ and technical ability are not important ingredients in strong leadership. But the recipe would not be complete without emotional intelligence. It was once thought that the components of emotional intelligence were “nice to have” in business leaders. But now we know that, for the sake of performance, these are ingredients that leaders “need to have.”

It is fortunate, then, that emotional intelligence can be learned. The process is not easy. It takes time and, most of all, commitment. But the benefits that come from having a well-developed emotional intelligence, both for the individual and for the organization, make it worth the effort.

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What Makes a Leader?

Further Reading

ARTICLES

[The Manager's Job: Folklore and Fact](#)

by Henry Mintzberg
Harvard Business Review
 March–April 1990
 Product no. 90210

Whereas Goleman emphasizes emotional intelligence, Mintzberg focuses on specific skills. In this HBR Classic, Mintzberg uses his and other research to debunk myths about the manager's role. Managerial work involves interpersonal roles, informational roles, and decisional roles, he notes. These in turn require the ability to develop peer relationships, carry out negotiations, motivate subordinates, resolve conflicts, establish information networks and disseminate information, make decisions with little or ambiguous information, and allocate resources. Good self-management skills are characteristic of most leaders; outstanding leaders also have the ability to empathize with others and to use social skills to advance an agenda.

[The Work of Leadership](#)

by Ronald A. Heifetz and Donald L. Laurie
Harvard Business Review
 January–February 1997
 Product no. 97106

Successfully leading an organization through an adaptive challenge calls for leaders with a high degree of emotional intelligence. But Heifetz and Laurie focus on the requirements of adaptive work, not on emotional maturity. The principles for leading adaptive work include: "getting on the balcony," forming a picture of the entire pattern of activity; identifying the key challenge; regulating distress; maintaining disciplined attention; giving the work back to the people; and protecting voices of leadership from below.

[The Ways Chief Executive Officers Lead](#)

by Charles M. Farkas and Suzy Wetlaufer
Harvard Business Review
 May–June 1996
 Product no. 96303

CEOs inspire a variety of sentiments ranging from awe to wrath, but there's little debate over CEOs' importance in the business world. The authors conducted 160 interviews with executives around the world. Instead of finding 160 different approaches, they found five, each with a singular focus: strategy, people, expertise, controls, or change. The five components of emotional intelligence, singly or in combination, have a great effect on how each focus is expressed in an organization.

B O O K

[John P. Kotter on What Leaders Really Do](#)

by John P. Kotter
 Harvard Business School Press
 1999
 Product no. 8974

In this collection of six articles, Kotter shares his observations on the nature of leadership gained over the past 30 years. Without leadership that can deal successfully with today's increasingly fast-moving and competitive business environment, he warns, organizations will slow down, stagnate, and lose their way. He presents his views on the current state of leadership through ten observations and revisits his now famous eight-step process for organizational transformation. In contrast to Goleman's article on emotional intelligence, which is about leadership qualities, Kotter's work focuses on action: What does a leader do to lead? And how will leadership need to be different in the future?

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New research suggests that the most effective executives use a collection of distinct leadership styles—each in the right measure, at just the right time. Such flexibility is tough to put into action, but it pays off in performance. And better yet, it can be learned.

Leadership That Gets Results

by Daniel Goleman

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A list of related materials, with annotations to guide further exploration of the article's ideas and applications

Leadership That Gets Results

The Idea in Brief

Many managers mistakenly assume that leadership style is a function of personality rather than strategic choice. Instead of choosing the one style that suits their temperament, they should ask which style best addresses the demands of a particular situation.

Research has shown that the most successful leaders have strengths in the following emotional intelligence competencies: **self-awareness, self-regulation, motivation, empathy, and social skill**. There are six basic styles of leadership; each makes use of the key components of emotional intelligence in different combinations. The best leaders don't know just one style of leadership—they're skilled at several, and have the flexibility to switch between styles as the circumstances dictate.

The Idea in Practice

Managers often fail to appreciate how profoundly the organizational climate can influence financial results. It can account for nearly a third of financial performance. Organizational climate, in turn, is influenced by leadership style—by the way that managers motivate direct reports, gather and use information, make decisions, manage change initiatives, and handle crises. There are six basic leadership styles. Each derives from different emotional intelligence competencies, works best in particular situations, and affects the organizational climate in different ways.

1. The coercive style. This “Do what I say” approach can be very effective in a turnaround situation, a natural disaster, or when working with problem employees. But in most situations, coercive leadership inhibits the organization's flexibility and dampens employees' motivation.

2. The authoritative style. An authoritative leader takes a “Come with me” approach: she states the overall goal but gives people the freedom to choose their own means of achieving it. This style works especially well when a business is adrift. It is less effective when the leader is working with a team of experts who are more experienced than he is.

3. The affiliative style. The hallmark of the affiliative leader is a “People come first” attitude. This style is particularly useful for building team harmony or increasing morale. But its exclusive focus on praise can allow poor performance to go uncorrected. Also, affiliative leaders rarely offer advice, which often leaves employees in a quandary.

4. The democratic style. This style's impact on organizational climate is not as high as you might imagine. By giving workers a voice in decisions, democratic leaders build organizational flexibility and responsibility and help generate fresh ideas. But sometimes the price is endless meetings and confused employees who feel leaderless.

5. The pacesetter style. A leader who sets high performance standards and exemplifies them himself has a very positive impact on employees who are self-motivated and highly competent. But other employees tend to feel overwhelmed by such a leader's demands for excellence—and to resent his tendency to take over a situation.

6. The coaching style. This style focuses more on personal development than on immediate work-related tasks. It works well when employees are already aware of their weaknesses and want to improve, but not when they are resistant to changing their ways.

The more styles a leader has mastered, the better. In particular, being able to switch among the authoritative, affiliative, democratic, and coaching styles as conditions dictate creates the best organizational climate and optimizes business performance.

New research suggests that the most effective executives use a collection of distinct leadership styles—each in the right measure, at just the right time. Such flexibility is tough to put into action, but it pays off in performance. And better yet, it can be learned.

Leadership That Gets Results

by Daniel Goleman

Ask any group of businesspeople the question “What do effective leaders do?” and you’ll hear a sweep of answers. Leaders set strategy; they motivate; they create a mission; they build a culture. Then ask “What *should* leaders do?” If the group is seasoned, you’ll likely hear one response: the leader’s singular job is to get results.

But how? The mystery of what leaders can and ought to do in order to spark the best performance from their people is age-old. In recent years, that mystery has spawned an entire cottage industry: literally thousands of “leadership experts” have made careers of testing and coaching executives, all in pursuit of creating businesspeople who can turn bold objectives—be they strategic, financial, organizational, or all three—into reality.

Still, effective leadership eludes many people and organizations. One reason is that until recently, virtually no quantitative research has demonstrated which precise leadership behaviors yield positive results. Leadership experts proffer advice based on inference, ex-

perience, and instinct. Sometimes that advice is which precise leadership behaviors yield positive results. Leadership experts proffer advice based on inference, experience, and instinct. Sometimes that advice is right on target; sometimes it’s not.

But new research by the consulting firm Hay/McBer, which draws on a random sample of 3,871 executives selected from a database of more than 20,000 executives worldwide, takes much of the mystery out of effective leadership. The research found six distinct leadership styles, each springing from different components of emotional intelligence. The styles, taken individually, appear to have a direct and unique impact on the working atmosphere of a company, division, or team, and in turn, on its financial performance. And perhaps most important, the research indicates that leaders with the best results do not rely on only one leadership style; they use most of them in a given week—seamlessly and in different measure—depending on the business situation. Imagine the styles, then, as

the array of clubs in a golf pro's bag. Over the course of a game, the pro picks and chooses clubs based on the demands of the shot. Sometimes he has to ponder his selection, but usually it is automatic. The pro senses the challenge ahead, swiftly pulls out the right tool, and elegantly puts it to work. That's how high-impact leaders operate, too.

What are the six styles of leadership? None will shock workplace veterans. Indeed, each style, by name and brief description alone, will likely resonate with anyone who leads, is led, or as is the case with most of us, does both. *Coercive leaders* demand immediate compliance. *Authoritative leaders* mobilize people toward a vision. *Affiliative leaders* create emotional bonds and harmony. *Democratic leaders* build consensus through participation. *Pacesetter leaders* expect excellence and self-direction. And *coaching leaders* develop people for the future.

Close your eyes and you can surely imagine a colleague who uses any one of these styles. You most likely use at least one yourself. What is new in this research, then, is its implications for action. First, it offers a fine-grained understanding of how different leadership styles affect performance and results. Second, it offers clear guidance on when a manager should switch between them. It also strongly suggests that switching flexibly is well advised. New, too, is the research's finding that each leadership style springs from different components of emotional intelligence.

Measuring Leadership's Impact

It has been more than a decade since research first linked aspects of emotional intelligence to business results. The late David McClelland, a noted Harvard University psychologist, found that leaders with strengths in a critical mass of six or more emotional intelligence competencies were far more effective than peers who lacked such strengths. For instance, when he analyzed the performance of division heads at a global food and beverage company, he found that among leaders with this critical mass of competence, 87% placed in the top third for annual salary bonuses based on their business performance. More telling, their divisions on average outperformed yearly revenue targets by 15% to 20%. Those executives who lacked emotional intelligence were rarely rated as outstanding in their annual perfor-

mance reviews, and their divisions underperformed by an average of almost 20%.

Our research set out to gain a more molecular view of the links among leadership and emotional intelligence, and climate and performance. A team of McClelland's colleagues headed by Mary Fontaine and Ruth Jacobs from Hay/McBer studied data about or observed thousands of executives, noting specific behaviors and their impact on climate.¹ How did each individual motivate direct reports? Manage change initiatives? Handle crises? It was in a later phase of the research that we identified which emotional intelligence capabilities drive the six leadership styles. How does he rate in terms of self-control and social skill? Does a leader show high or low levels of empathy?

The team tested each executive's immediate sphere of influence for its climate. "Climate" is not an amorphous term. First defined by psychologists George Litwin and Richard Stringer and later refined by McClelland and his colleagues, it refers to six key factors that influence an organization's working environment: its *flexibility*—that is, how free employees feel to innovate unencumbered by red tape; their sense of *responsibility* to the organization; the level of *standards* that people set; the sense of accuracy about performance feedback and aptness of *rewards*; the *clarity* people have about mission and values; and finally, the level of *commitment* to a common purpose.

We found that all six leadership styles have a measurable effect on each aspect of climate. (For details, see the exhibit "Getting Molecular: The Impact of Leadership Styles on Drivers of Climate.") Further, when we looked at the impact of climate on financial results—such as return on sales, revenue growth, efficiency, and profitability—we found a direct correlation between the two. Leaders who used styles that positively affected the climate had decidedly better financial results than those who did not. That is not to say that organizational climate is the only driver of performance. Economic conditions and competitive dynamics matter enormously. But our analysis strongly suggests that climate accounts for nearly a third of results. And that's simply too much of an impact to ignore.

The Styles in Detail

Executives use six leadership styles, but only

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four of the six consistently have a positive effect on climate and results. Let's look then at each style of leadership in detail. (For a summary of the material that follows, see the chart "The Six Leadership Styles at a Glance.")

The Coercive Style. The computer company was in crisis mode—its sales and profits were falling, its stock was losing value precipitously, and its shareholders were in an uproar. The board brought in a new CEO with a reputation as a turnaround artist. He set to work chopping jobs, selling off divisions, and making the tough decisions that should have been executed years before. The company was saved, at least in the short-term.

From the start, though, the CEO created a reign of terror, bullying and demeaning his executives, roaring his displeasure at the slightest misstep. The company's top echelons were decimated not just by his erratic firings but also by defections. The CEO's direct reports, frightened by his tendency to blame the bearer of bad news, stopped bringing him any news at all. Morale was at an all-time low—a fact reflected in another downturn in the business

after the short-term recovery. The CEO was eventually fired by the board of directors.

It's easy to understand why of all the leadership styles, the coercive one is the least effective in most situations. Consider what the style does to an organization's climate. Flexibility is the hardest hit. The leader's extreme top-down decision making kills new ideas on the vine. People feel so disrespected that they think, "I won't even bring my ideas up—they'll only be shot down." Likewise, people's sense of responsibility evaporates: unable to act on their own initiative, they lose their sense of ownership and feel little accountability for their performance. Some become so resentful they adopt the attitude, "I'm not going to help this bastard."

Coercive leadership also has a damaging effect on the rewards system. Most high-performing workers are motivated by more than money—they seek the satisfaction of work well done. The coercive style erodes such pride. And finally, the style undermines one of the leader's prime tools—motivating people by showing them how their job fits

Emotional Intelligence: A Primer

Emotional intelligence—the ability to manage ourselves and our relationships effectively—consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. Each capability, in turn, is composed of specific sets of competencies. Below is a list of the capabilities and their corresponding traits.

Self-Awareness

- *Emotional self-awareness:* the ability to read and understand your emotions as well as recognize their impact on work performance, relationships, and the like.
- *Accurate self-assessment:* a realistic evaluation of your strengths and limitations.
- *Self-confidence:* a strong and positive sense of self-worth.

Self-Management

- *Self-control:* the ability to keep disruptive emotions and impulses under control.
- *Trustworthiness:* a consistent display of honesty and integrity.
- *Conscientiousness:* the ability to manage yourself and your responsibilities.
- *Adaptability:* skill at adjusting to changing situations and overcoming obstacles.
- *Achievement orientation:* the drive to meet an internal standard of excellence.
- *Initiative:* a readiness to seize opportunities.

Social Awareness

- *Empathy:* skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns.
- *Organizational awareness:* the ability to read the currents of organizational life, build decision networks, and navigate politics.
- *Service orientation:* the ability to recognize and meet customers' needs.

Social Skill

- *Visionary leadership:* the ability to take charge and inspire with a compelling vision.
- *Influence:* the ability to wield a range of persuasive tactics.
- *Developing others:* the propensity to bolster the abilities of others through feedback and guidance.
- *Communication:* skill at listening and at sending clear, convincing, and well-tuned messages.
- *Change catalyst:* proficiency in initiating new ideas and leading people in a new direction.
- *Conflict management:* the ability to de-escalate disagreements and orchestrate resolutions.
- *Building bonds:* proficiency at cultivating and maintaining a web of relationships.
- *Teamwork and collaboration:* competence at promoting cooperation and building teams.

into a grand, shared mission. Such a loss, measured in terms of diminished clarity and commitment, leaves people alienated from their own jobs, wondering, “How does any of this matter?”

Given the impact of the coercive style, you might assume it should never be applied. Our research, however, uncovered a few occasions when it worked masterfully. Take the case of a division president who was brought in to change the direction of a food company that was losing money. His first act was to have the executive conference room demolished. To him, the room—with its long marble table that looked like “the deck of the Starship Enterprise”—symbolized the tradition-bound formality that was paralyzing the company. The destruction of the room, and the subsequent move to a smaller, more informal setting, sent a message no one could miss, and the division’s culture changed quickly in its wake.

That said, the coercive style should be used only with extreme caution and in the few situations when it is absolutely imperative, such as

during a turnaround or when a hostile takeover is looming. In those cases, the coercive style can break failed business habits and shock people into new ways of working. It is always appropriate during a genuine emergency, like in the aftermath of an earthquake or a fire. And it can work with problem employees with whom all else has failed. But if a leader relies solely on this style or continues to use it once the emergency passes, the long-term impact of his insensitivity to the morale and feelings of those he leads will be ruinous.

The Authoritative Style. Tom was the vice president of marketing at a floundering national restaurant chain that specialized in pizza. Needless to say, the company’s poor performance troubled the senior managers, but they were at a loss for what to do. Every Monday, they met to review recent sales, struggling to come up with fixes. To Tom, the approach didn’t make sense. “We were always trying to figure out why our sales were down last week. We had the whole company looking backward instead of figuring out

Getting Molecular: The Impact of Leadership Styles on Drivers of Climate

Our research investigated how each leadership style affected the six drivers of climate, or working atmosphere. The figures below show the correlation between each leadership style and each aspect of climate. So, for instance, if we look at the climate driver of flexibility, we see that the coercive style has a $-.28$ correlation while the democratic style has a $.28$ correlation, equally strong in the opposite direction. Focusing on the authoritative leadership style, we find that it has a $.54$ correlation with rewards—strongly positive—and a $.21$ correlation with responsibility—positive, but not as strong. In other words, the style’s

correlation with rewards was more than twice that with responsibility.

According to the data, the authoritative leadership style has the most positive effect on climate, but three others—affiliative, democratic, and coaching—follow close behind. That said, the research indicates that no style should be relied on exclusively, and all have at least short-term uses.

	Coercive	Authoritative	Affiliative	Democratic	Pacesetting	Coaching
Flexibility	-.28	.32	.27	.28	-.07	.17
Responsibility	-.37	.21	.16	.23	.04	.08
Standards	.02	.38	.31	.22	-.27	.39
Rewards	-.18	.54	.48	.42	-.29	.43
Clarity	-.11	.44	.37	.35	-.28	.38
Commitment	-.13	.35	.34	.26	-.20	.27
Overall impact on climate	-.26	.54	.46	.43	-.25	.42

An authoritative leader states the end but gives people their own means.

what we had to do tomorrow.”

Tom saw an opportunity to change people’s way of thinking at an off-site strategy meeting. There, the conversation began with stale truisms: the company had to drive up shareholder wealth and increase return on assets. Tom believed those concepts didn’t have the power to inspire a restaurant manager to be innovative or to do better than a good-enough job.

So Tom made a bold move. In the middle of a meeting, he made an impassioned plea for his colleagues to think from the customer’s perspective. Customers want convenience, he said. The company was not in the restaurant business, it was in the business of distributing high-quality, convenient-to-get pizza. That notion—and nothing else—should drive everything the company did.

With his vibrant enthusiasm and clear vision—the hallmarks of the authoritative style—Tom filled a leadership vacuum at the company. Indeed, his concept became the core of the new mission statement. But this conceptual breakthrough was just the beginning. Tom made sure that the mission statement was built into the company’s strategic planning process as the designated driver of growth. And he ensured that the vision was articulated so that local restaurant managers understood they were the key to the company’s success and were free to find new ways to distribute pizza.

Changes came quickly. Within weeks, many local managers started guaranteeing fast, new delivery times. Even better, they started to act like entrepreneurs, finding ingenious locations to open new branches: kiosks on busy street corners and in bus and train stations, even from carts in airports and hotel lobbies.

Tom’s success was no fluke. Our research indicates that of the six leadership styles, the authoritative one is most effective, driving up every aspect of climate. Take clarity. The authoritative leader is a visionary; he motivates people by making clear to them how their work fits into a larger vision for the organization. People who work for such leaders understand that what they do matters and why. Authoritative leadership also maximizes commitment to the organization’s goals and strategy. By framing the individual tasks within a grand vision, the authoritative leader defines standards that revolve around that vision. When he gives

performance feedback—whether positive or negative—the singular criterion is whether or not that performance furthers the vision. The standards for success are clear to all, as are the rewards. Finally, consider the style’s impact on flexibility. An authoritative leader states the end but generally gives people plenty of leeway to devise their own means. Authoritative leaders give people the freedom to innovate, experiment, and take calculated risks.

Because of its positive impact, the authoritative style works well in almost any business situation. But it is particularly effective when a business is adrift. An authoritative leader charts a new course and sells his people on a fresh long-term vision.

The authoritative style, powerful though it may be, will not work in every situation. The approach fails, for instance, when a leader is working with a team of experts or peers who are more experienced than he is; they may see the leader as pompous or out-of-touch. Another limitation: if a manager trying to be authoritative becomes overbearing, he can undermine the egalitarian spirit of an effective team. Yet even with such caveats, leaders would be wise to grab for the authoritative “club” more often than not. It may not guarantee a hole in one, but it certainly helps with the long drive.

The Affiliative Style. If the coercive leader demands, “Do what I say,” and the authoritative urges, “Come with me,” the affiliative leader says, “People come first.” This leadership style revolves around people—its proponents value individuals and their emotions more than tasks and goals. The affiliative leader strives to keep employees happy and to create harmony among them. He manages by building strong emotional bonds and then reaping the benefits of such an approach, namely fierce loyalty. The style also has a markedly positive effect on communication. People who like one another a lot talk a lot. They share ideas; they share inspiration. And the style drives up flexibility; friends trust one another, allowing habitual innovation and risk taking. Flexibility also rises because the affiliative leader, like a parent who adjusts household rules for a maturing adolescent, doesn’t impose unnecessary strictures on how employees get their work done. They give people the freedom to do their job in the way they

think is most effective.

As for a sense of recognition and reward for work well done, the affiliative leader offers ample positive feedback. Such feedback has special potency in the workplace because it is all too rare: outside of an annual review, most people usually get no feedback on their day-to-day efforts—or only negative feedback. That makes the affiliative leader’s positive words all the more motivating. Finally, affiliative leaders are masters at building a sense of belonging. They are, for instance, likely to take their direct reports out for a meal or a drink, one-on-one, to see how they’re doing. They will bring in a cake to celebrate a group accomplishment. They are natural relationship builders.

Joe Torre, the heart and soul of the New York Yankees, is a classic affiliative leader. During the 1999 World Series, Torre tended ably to the psyches of his players as they endured the emotional pressure cooker of a pennant race. All season long, he made a special point to praise Scott Brosius, whose father had died during the season, for staying committed even as he mourned. At the celebration party after the team’s final game, Torre specifically sought out right fielder Paul O’Neill. Although he had received the news of his father’s death that morning, O’Neill chose to play in the decisive game—and he burst into tears the moment it ended. Torre made a point of acknowledging O’Neill’s personal struggle, calling him a “warrior.” Torre also used the spotlight of the vic-

tory celebration to praise two players whose return the following year was threatened by contract disputes. In doing so, he sent a clear message to the team and to the club’s owner that he valued the players immensely—too much to lose them.

Along with ministering to the emotions of his people, an affiliative leader may also tend to his own emotions openly. The year Torre’s brother was near death awaiting a heart transplant, he shared his worries with his players. He also spoke candidly with the team about his treatment for prostate cancer.

The affiliative style’s generally positive impact makes it a good all-weather approach, but leaders should employ it particularly when trying to build team harmony, increase morale, improve communication, or repair broken trust. For instance, one executive in our study was hired to replace a ruthless team leader. The former leader had taken credit for his employees’ work and had attempted to pit them against one another. His efforts ultimately failed, but the team he left behind was suspicious and weary. The new executive managed to mend the situation by unstintingly showing emotional honesty and rebuilding ties. Several months in, her leadership had created a renewed sense of commitment and energy.

Despite its benefits, the affiliative style should not be used alone. Its exclusive focus on praise can allow poor performance to go uncorrected; employees may perceive that

The Six Leadership Styles at a Glance

Our research found that leaders use six styles, each springing from different components of emotional intelligence. Here is a summary of the styles, their origin, when they work best, and their impact on an organization’s climate and thus its performance.

	Coercive	Authoritative
The leader’s modus operandi	Demands immediate compliance	Mobilizes people toward a vision
The style in a phrase	“Do what I tell you.”	“Come with me.”
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed
Overall impact on climate	Negative	Most strongly positive

mediocrity is tolerated. And because affiliative leaders rarely offer constructive advice on how to improve, employees must figure out how to do so on their own. When people need clear directives to navigate through complex challenges, the affiliative style leaves them rudderless. Indeed, if overly relied on, this style can actually steer a group to failure. Perhaps that is why many affiliative leaders, including Torre, use this style in close conjunction with the authoritative style. Authoritative leaders state a vision, set standards, and let people know how their work is furthering the group's goals. Alternate that with the caring, nurturing approach of the affiliative leader, and you have a potent combination.

The Democratic Style. Sister Mary ran a Catholic school system in a large metropolitan area. One of the schools—the only private school in an impoverished neighborhood—had been losing money for years, and the archdiocese could no longer afford to keep it open. When Sister Mary eventually got the order to shut it down, she didn't just lock the doors. She called a meeting of all the teachers and staff at the school and explained to them the details of the financial crisis—the first time anyone working at the school had been included in the business side of the institution. She asked for their ideas on ways to keep the school open and on how to handle the closing, should it come to that. Sister Mary spent

much of her time at the meeting just listening.

She did the same at later meetings for school parents and for the community and during a successive series of meetings for the school's teachers and staff. After two months of meetings, the consensus was clear: the school would have to close. A plan was made to transfer students to other schools in the Catholic system.

The final outcome was no different than if Sister Mary had gone ahead and closed the school the day she was told to. But by allowing the school's constituents to reach that decision collectively, Sister Mary received none of the backlash that would have accompanied such a move. People mourned the loss of the school, but they understood its inevitability. Virtually no one objected.

Compare that with the experiences of a priest in our research who headed another Catholic school. He, too, was told to shut it down. And he did—by fiat. The result was disastrous: parents filed lawsuits, teachers and parents picketed, and local newspapers ran editorials attacking his decision. It took a year to resolve the disputes before he could finally go ahead and close the school.

Sister Mary exemplifies the democratic style in action—and its benefits. By spending time getting people's ideas and buy-in, a leader builds trust, respect, and commitment. By letting workers themselves have a say in decisions that affect their goals and how they

Affiliative	Democratic	Pacesetting	Coaching
Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Positive	Positive	Negative	Positive

do their work, the democratic leader drives up flexibility and responsibility. And by listening to employees' concerns, the democratic leader learns what to do to keep morale high. Finally, because they have a say in setting their goals and the standards for evaluating success, people operating in a democratic system tend to be very realistic about what can and cannot be accomplished.

However, the democratic style has its drawbacks, which is why its impact on climate is not as high as some of the other styles. One of its more exasperating consequences can be endless meetings where ideas are mulled over, consensus remains elusive, and the only visible result is scheduling more meetings. Some democratic leaders use the style to put off making crucial decisions, hoping that enough thrashing things out will eventually yield a blinding insight. In reality, their people end up feeling confused and leaderless. Such an approach can even escalate conflicts.

When does the style work best? This approach is ideal when a leader is himself uncertain about the best direction to take and needs ideas and guidance from able employees. And even if a leader has a strong vision, the democratic style works well to generate fresh ideas for executing that vision.

The democratic style, of course, makes much less sense when employees are not competent or informed enough to offer sound advice. And it almost goes without saying that building consensus is wrongheaded in times of crisis. Take the case of a CEO whose computer company was severely threatened by changes in the market. He always sought consensus about what to do. As competitors stole customers and customers' needs changed, he kept appointing committees to consider the situation. When the market made a sudden shift because of a new technology, the CEO froze in his tracks. The board replaced him before he could appoint yet another task force to consider the situation. The new CEO, while occasionally democratic and affiliative, relied heavily on the authoritative style, especially in his first months.

The Pacesetting Style. Like the coercive style, the pacesetting style has its place in the leader's repertory, but it should be used sparingly. That's not what we expected to find. After all, the hallmarks of the pacesetting style sound admirable. The leader sets extremely

high performance standards and exemplifies them himself. He is obsessive about doing things better and faster, and he asks the same of everyone around him. He quickly pinpoints poor performers and demands more from them. If they don't rise to the occasion, he replaces them with people who can. You would think such an approach would improve results, but it doesn't.

In fact, the pacesetting style destroys climate. Many employees feel overwhelmed by the pacesetter's demands for excellence, and their morale drops. Guidelines for working may be clear in the leader's head, but she does not state them clearly; she expects people to know what to do and even thinks, "If I have to tell you, you're the wrong person for the job." Work becomes not a matter of doing one's best along a clear course so much as second-guessing what the leader wants. At the same time, people often feel that the pacesetter doesn't trust them to work in their own way or to take initiative. Flexibility and responsibility evaporate; work becomes so task focused and routinized it's boring.

As for rewards, the pacesetter either gives no feedback on how people are doing or jumps in to take over when he thinks they're lagging. And if the leader should leave, people feel directionless—they're so used to "the expert" setting the rules. Finally, commitment dwindles under the regime of a pacesetting leader because people have no sense of how their personal efforts fit into the big picture.

For an example of the pacesetting style, take the case of Sam, a biochemist in R&D at a large pharmaceutical company. Sam's superb technical expertise made him an early star: he was the one everyone turned to when they needed help. Soon he was promoted to head of a team developing a new product. The other scientists on the team were as competent and self-motivated as Sam; his *métier* as team leader became offering himself as a model of how to do first-class scientific work under tremendous deadline pressure, pitching in when needed. His team completed its task in record time.

But then came a new assignment: Sam was put in charge of R&D for his entire division. As his tasks expanded and he had to articulate a vision, coordinate projects, delegate responsibility, and help develop others, Sam began to slip. Not trusting that his subordinates were as

capable as he was, he became a micromanager, obsessed with details and taking over for others when their performance slackened. Instead of trusting them to improve with guidance and development, Sam found himself working nights and weekends after stepping in to take over for the head of a floundering research team. Finally, his own boss suggested, to his relief, that he return to his old job as head of a product development team.

Although Sam faltered, the pacesetter style isn't always a disaster. The approach works well when all employees are self-motivated, highly competent, and need little direction or coordination—for example, it can work for leaders of highly skilled and self-motivated professionals, like R&D groups or legal teams. And, given a talented team to lead, pacesettering does exactly that: gets work done on time or even ahead of schedule. Yet like any leadership style, pacesettering should never be used by itself.

The Coaching Style. A product unit at a global computer company had seen sales plummet from twice as much as its competitors to only half as much. So Lawrence, the president of the manufacturing division, decided to close the unit and reassign its people and products. Upon hearing the news, James, the head of the doomed unit, decided to go over his boss's head and plead his case to the CEO.

What did Lawrence do? Instead of blowing up at James, he sat down with his rebellious direct report and talked over not just the decision to close the division but also James's future. He explained to James how moving to another division would help him develop new skills. It would make him a better leader and teach him more about the company's business.

Lawrence acted more like a counselor than a traditional boss. He listened to James's concerns and hopes, and he shared his own. He said he believed James had grown stale in his current job; it was, after all, the only place he'd worked in the company. He predicted that James would blossom in a new role.

The conversation then took a practical turn. James had not yet had his meeting with the CEO—the one he had impetuously demanded when he heard of his division's closing. Knowing this—and also knowing that the CEO unwaveringly supported the closing—Lawrence took the time to coach James on how to present his case in that meeting. “You don't get

an audience with the CEO very often,” he noted, “let's make sure you impress him with your thoughtfulness.” He advised James not to plead his personal case but to focus on the business unit: “If he thinks you're in there for your own glory, he'll throw you out faster than you walked through the door.” And he urged him to put his ideas in writing; the CEO always appreciated that.

Lawrence's reason for coaching instead of scolding? “James is a good guy, very talented and promising,” the executive explained to us, “and I don't want this to derail his career. I want him to stay with the company, I want him to work out, I want him to learn, I want him to benefit and grow. Just because he screwed up doesn't mean he's terrible.”

Lawrence's actions illustrate the coaching style par excellence. Coaching leaders help employees identify their unique strengths and weaknesses and tie them to their personal and career aspirations. They encourage employees to establish long-term development goals and help them conceptualize a plan for attaining them. They make agreements with their employees about their role and responsibilities in enacting development plans, and they give plentiful instruction and feedback. Coaching leaders excel at delegating; they give employees challenging assignments, even if that means the tasks won't be accomplished quickly. In other words, these leaders are willing to put up with short-term failure if it furthers long-term learning.

Of the six styles, our research found that the coaching style is used least often. Many leaders told us they don't have the time in this high-pressure economy for the slow and tedious work of teaching people and helping them grow. But after a first session, it takes little or no extra time. Leaders who ignore this style are passing up a powerful tool: its impact on climate and performance are markedly positive.

Admittedly, there is a paradox in coaching's positive effect on business performance because coaching focuses primarily on personal development, not on immediate work-related tasks. Even so, coaching improves results. The reason: it requires constant dialogue, and that dialogue has a way of pushing up every driver of climate. Take flexibility. When an employee knows his boss watches him and cares about what he does, he feels free to experiment.

Leaders who have mastered four or more—especially the authoritative, democratic, affiliative, and coaching styles—have the best climate and business performance.

After all, he's sure to get quick and constructive feedback. Similarly, the ongoing dialogue of coaching guarantees that people know what is expected of them and how their work fits into a larger vision or strategy. That affects responsibility and clarity. As for commitment, coaching helps there, too, because the style's implicit message is, "I believe in you, I'm investing in you, and I expect your best efforts." Employees very often rise to that challenge with their heart, mind, and soul.

The coaching style works well in many business situations, but it is perhaps most effective when people on the receiving end are "up for it." For instance, the coaching style works particularly well when employees are already aware of their weaknesses and would like to improve their performance. Similarly, the style works well when employees realize how cultivating new abilities can help them advance. In short, it works best with employees who want to be coached.

By contrast, the coaching style makes little sense when employees, for whatever reason, are resistant to learning or changing their ways. And it flops if the leader lacks the expertise to help the employee along. The fact is, many managers are unfamiliar with or simply inept at coaching, particularly when it comes to giving ongoing performance feedback that motivates rather than creates fear or apathy. Some companies have realized the positive impact of the style and are trying to make it a core competence. At some companies, a significant portion of annual bonuses are tied to an executive's development of his or her direct reports. But many organizations have yet to take full advantage of this leadership style. Although the coaching style may not scream "bottom-line results," it delivers them.

Leaders Need Many Styles

Many studies, including this one, have shown that the more styles a leader exhibits, the better. Leaders who have mastered four or more—especially the authoritative, democratic, affiliative, and coaching styles—have the very best climate and business performance. And the most effective leaders switch flexibly among the leadership styles as needed. Although that may sound daunting, we witnessed it more often than you might guess, at both large corporations and tiny start-ups, by seasoned veterans who could ex-

plain exactly how and why they lead and by entrepreneurs who claim to lead by gut alone.

Such leaders don't mechanically match their style to fit a checklist of situations—they are far more fluid. They are exquisitely sensitive to the impact they are having on others and seamlessly adjust their style to get the best results. These are leaders, for example, who can read in the first minutes of conversation that a talented but underperforming employee has been demoralized by an unsympathetic, do-it-the-way-I-tell-you manager and needs to be inspired through a reminder of why her work matters. Or that leader might choose to reenergize the employee by asking her about her dreams and aspirations and finding ways to make her job more challenging. Or that initial conversation might signal that the employee needs an ultimatum: improve or leave.

For an example of fluid leadership in action, consider Joan, the general manager of a major division at a global food and beverage company. Joan was appointed to her job while the division was in a deep crisis. It had not made its profit targets for six years; in the most recent year, it had missed by \$50 million. Morale among the top management team was miserable; mistrust and resentments were rampant. Joan's directive from above was clear: turn the division around.

Joan did so with a nimbleness in switching among leadership styles that is rare. From the start, she realized she had a short window to demonstrate effective leadership and to establish rapport and trust. She also knew that she urgently needed to be informed about what was not working, so her first task was to listen to key people.

Her first week on the job she had lunch and dinner meetings with each member of the management team. Joan sought to get each person's understanding of the current situation. But her focus was not so much on learning how each person diagnosed the problem as on getting to know each manager as a person. Here Joan employed the affiliative style: she explored their lives, dreams, and aspirations.

She also stepped into the coaching role, looking for ways she could help the team members achieve what they wanted in their careers. For instance, one manager who had been getting feedback that he was a poor team player confided his worries to her. He thought he was a good team member, but he was

plagued by persistent complaints. Recognizing that he was a talented executive and a valuable asset to the company, Joan made an agreement with him to point out (in private) when his actions undermined his goal of being seen as a team player.

She followed the one-on-one conversations with a three-day off-site meeting. Her goal here was team building, so that everyone would own whatever solution for the business problems emerged. Her initial stance at the off-site meeting was that of a democratic leader. She encouraged everyone to express freely their frustrations and complaints.

The next day, Joan had the group focus on solutions: each person made three specific proposals about what needed to be done. As Joan clustered the suggestions, a natural consensus emerged about priorities for the business, such as cutting costs. As the group came up with specific action plans, Joan got the commitment and buy-in she sought.

With that vision in place, Joan shifted into the authoritative style, assigning accountability for each follow-up step to specific executives and holding them responsible for their accomplishment. For example, the division had been dropping prices on products without increasing its volume. One obvious solution was to raise prices, but the previous VP of sales had dithered and had let the problem fester. The new VP of sales now had responsibility to adjust the price points to fix the problem.

Over the following months, Joan's main stance was authoritative. She continually articulated the group's new vision in a way that reminded each member of how his or her role was crucial to achieving these goals. And, especially during the first few weeks of the plan's implementation, Joan felt that the urgency of the business crisis justified an occasional shift into the coercive style should someone fail to meet his or her responsibility. As she put it, "I had to be brutal about this follow-up and make sure this stuff happened. It was going to take discipline and focus."

The results? Every aspect of climate improved. People were innovating. They were talking about the division's vision and crowing about their commitment to new, clear goals. The ultimate proof of Joan's fluid leadership style is written in black ink: after only seven months, her division exceeded its yearly profit target by \$5 million.

Expanding Your Repertory

Few leaders, of course, have all six styles in their repertory, and even fewer know when and how to use them. In fact, as we have brought the findings of our research into many organizations, the most common responses have been, "But I have only two of those!" and, "I can't use all those styles. It wouldn't be natural."

Such feelings are understandable, and in some cases, the antidote is relatively simple. The leader can build a team with members who employ styles she lacks. Take the case of a VP for manufacturing. She successfully ran a global factory system largely by using the affiliative style. She was on the road constantly, meeting with plant managers, attending to their pressing concerns, and letting them know how much she cared about them personally. She left the division's strategy—extreme efficiency—to a trusted lieutenant with a keen understanding of technology, and she delegated its performance standards to a colleague who was adept at the authoritative approach. She also had a pacesetter on her team who always visited the plants with her.

An alternative approach, and one I would recommend more, is for leaders to expand their own style repertoires. To do so, leaders must first understand which emotional intelligence competencies underlie the leadership styles they are lacking. They can then work assiduously to increase their quotient of them.

For instance, an affiliative leader has strengths in three emotional intelligence competencies: in empathy, in building relationships, and in communication. Empathy—sensing how people are feeling in the moment—allows the affiliative leader to respond to employees in a way that is highly congruent with that person's emotions, thus building rapport. The affiliative leader also displays a natural ease in forming new relationships, getting to know someone as a person, and cultivating a bond. Finally, the outstanding affiliative leader has mastered the art of interpersonal communication, particularly in saying just the right thing or making the apt symbolic gesture at just the right moment.

So if you are primarily a pacesetter leader who wants to be able to use the affiliative style more often, you would need to improve your level of empathy and, perhaps, your

skills at building relationships or communicating effectively. As another example, an authoritative leader who wants to add the democratic style to his repertory might need to work on the capabilities of collaboration and communication. Such advice about adding capabilities may seem simplistic—“Go change yourself”—but enhancing emotional intelligence is entirely possible with practice. (For more on how to improve emo-

tional intelligence, see the sidebar “Growing Your Emotional Intelligence.”)

More Science, Less Art

Like parenthood, leadership will never be an exact science. But neither should it be a complete mystery to those who practice it. In recent years, research has helped parents understand the genetic, psychological, and behavioral components that affect their

Growing Your Emotional Intelligence

Unlike IQ, which is largely genetic—it changes little from childhood—the skills of emotional intelligence can be learned at any age. It's not easy, however. Growing your emotional intelligence takes practice and commitment. But the payoffs are well worth the investment.

Consider the case of a marketing director for a division of a global food company. Jack, as I'll call him, was a classic pacesetter: high-energy, always striving to find better ways to get things done, and too eager to step in and take over when, say, someone seemed about to miss a deadline. Worse, Jack was prone to pounce on anyone who didn't seem to meet his standards, flying off the handle if a person merely deviated from completing a job in the order Jack thought best.

Jack's leadership style had a predictably disastrous impact on climate and business results. After two years of stagnant performance, Jack's boss suggested he seek out a coach. Jack wasn't pleased but, realizing his own job was on the line, he complied.

The coach, an expert in teaching people how to increase their emotional intelligence, began with a 360-degree evaluation of Jack. A diagnosis from multiple viewpoints is essential in improving emotional intelligence because those who need the most help usually have blind spots. In fact, our research found that top-performing leaders overestimate their strengths on, at most, one emotional intelligence ability, whereas poor performers overrate themselves on four or more. Jack was not that far off, but he did rate himself more glowingly than his direct reports, who gave him especially low grades on emotional self-control and empathy.

Initially, Jack had some trouble accepting

the feedback data. But when his coach showed him how those weaknesses were tied to his inability to display leadership styles dependent on those competencies—especially the authoritative, affiliative, and coaching styles—Jack realized he had to improve if he wanted to advance in the company. Making such a connection is essential. The reason: improving emotional intelligence isn't done in a weekend or during a seminar—it takes diligent practice on the job, over several months. If people do not see the value of the change, they will not make that effort.

Once Jack zeroed in on areas for improvement and committed himself to making the effort, he and his coach worked up a plan to turn his day-to-day job into a learning laboratory. For instance, Jack discovered he was empathetic when things were calm, but in a crisis, he tuned out others. This tendency hampered his ability to listen to what people were telling him in the very moments he most needed to do so. Jack's plan required him to focus on his behavior during tough situations. As soon as he felt himself tensing up, his job was to immediately step back, let the other person speak, and then ask clarifying questions. The point was to not act judgmental or hostile under pressure.

The change didn't come easily, but with practice Jack learned to defuse his flare-ups by entering into a dialogue instead of launching a harangue. Although he didn't always agree with them, at least he gave people a chance to make their case. At the same time, Jack also practiced giving his direct reports more positive feedback and reminding them of how their work contributed to the group's mission. And he restrained himself from micromanaging them.

Jack met with his coach every week or two to review his progress and get advice on specific problems. For instance, occasionally Jack would find himself falling back on his old pacesetting tactics—cutting people off, jumping in to take over, and blowing up in a rage. Almost immediately, he would regret it. So he and his coach dissected those relapses to figure out what triggered the old ways and what to do the next time a similar moment arose. Such “relapse prevention” measures inoculate people against future lapses or just giving up. Over a six-month period, Jack made real improvement. His own records showed he had reduced the number of flare-ups from one or more a day at the beginning to just one or two a month. The climate had improved sharply, and the division's numbers were starting to creep upward.

Why does improving an emotional intelligence competence take months rather than days? Because the emotional centers of the brain, not just the neocortex, are involved. The neocortex, the thinking brain that learns technical skills and purely cognitive abilities, gains knowledge very quickly, but the emotional brain does not. To master a new behavior, the emotional centers need repetition and practice. Improving your emotional intelligence, then, is akin to changing your habits. Brain circuits that carry leadership habits have to unlearn the old ones and replace them with the new. The more often a behavioral sequence is repeated, the stronger the underlying brain circuits become. At some point, the new neural pathways become the brain's default option. When that happened, Jack was able to go through the paces of leadership effortlessly, using styles that worked for him—and the whole company.

“job performance.” With our new research, leaders, too, can get a clearer picture of what it takes to lead effectively. And perhaps as important, they can see how they can make that happen.

The business environment is continually changing, and a leader must respond in kind. Hour to hour, day to day, week to week, executives must play their leadership styles like a pro—using the right one at just the right time and in

the right measure. The payoff is in the results.

1. Daniel Goleman consults with Hay/McBer on leadership development.

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Leadership That Gets Results

Further Reading

ARTICLES

[What Makes a Leader?](#)

by Daniel Goleman
Harvard Business Review
November–December 1998
Product no. R0401H

"Leadership That Gets Results" is Goleman's follow-up to this article. A study of 200 global companies reveals that soft skills have a lot to do with emotional intelligence, which, Goleman argues, is the key component of leadership. Emotional intelligence comprises self-awareness, self-regulation, motivation, empathy, and social skill. In the workplace, it manifests itself not simply in the ability to control your temper or get along with others. Rather, it involves knowing your own and your colleagues' emotional makeup well enough to be able to move people in directions that help accomplish company goals. Emotional intelligence isn't just an innate talent, Goleman insists—it can be measured, learned, and developed.

[The Ways Chief Executive Officers Lead](#)

by Charles M. Farkas and Suzy Wetlaufer
Harvard Business Review
May–June 1996
Product no. 96303

Goleman pinpoints emotional intelligence as the key element of successful leadership; Farkas and Wetlaufer zero in on the leader's focus. Whereas Goleman emphasizes matching the leadership style to a particular business situation, Farkas and Wetlaufer concentrate on the particular approach that leaders choose. The authors interviewed 160 CEOs around the world, inquiring about their attitudes, activities, and perspectives. Instead of uncovering 160 different leadership styles, they found only five, each with a singular focus: strategy, people, expertise, controls, or change. For example, CEOs who focus on strategy "believe that their most important job is to create, test, and design the implementation of long-term strategy." CEOs who

use the "box approach" believe "they can add the most value in their organizations by creating, communicating, and monitoring an explicit set of controls—financial, cultural, or both—that ensure uniform, predictable behaviors for customers and employees."

[What Effective General Managers Really Do](#)

by John P. Kotter
Harvard Business Review
March–April 1999
Product no. 99208

Managers who carefully control their time and work within highly structured environments may be undermining their effectiveness. Kotter demonstrates how such seemingly wasteful activities as chatting in hallways and holding impromptu meetings can actually be a very efficient way of managing. When he describes the two fundamental challenges managers face—figuring out what to do in the midst of an enormous amount of potentially relevant information and getting things done through a large and diverse set of people, most of whom the manager has no direct control over—Kotter shows some awareness of the emotional intelligence these challenges call for. But his primary point is about managers taking a strategic approach to the tactical issue of handling their schedules and interactions. He advises managers to develop flexible agendas and broad networks of people. Flexible agendas enable managers to react opportunistically to the flow of events around them. And with broad networks, even quick and pointed conversations can help extend managers' reach well beyond their formal chain of command.

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We've known for years that emotional intelligence improves results—often by an order of magnitude. Now, new research shows that a leader's mood plays a key role in that dynamic—a discovery that should redefine what leaders do first and best.

Primal Leadership

The Hidden Driver of Great Performance

by Daniel Goleman, Richard Boyatzis, and Annie McKee

Included with this full-text Harvard Business Review article:

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The Idea in Practice—*putting the idea to work*

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A list of related materials, with annotations to guide further exploration of the article's ideas and applications

Primal Leadership

The Hidden Driver of Great Performance

The Idea in Brief

What *most* influences your company's bottom-line performance? The answer will surprise you—and make perfect sense: It's a leader's own mood.

Executives' emotional intelligence—their self-awareness, empathy, rapport with others—has clear links to their own performance. But new research shows that a leader's emotional style also drives everyone *else's* moods and behaviors—through a neurological process called **mood contagion**. It's akin to "Smile and the whole world smiles with you."

Emotional intelligence travels through an organization like electricity over telephone wires. Depressed, ruthless bosses create toxic organizations filled with negative underachievers. But if you're an upbeat, inspirational leader, you cultivate positive employees who embrace and surmount even the toughest challenges.

Emotional leadership isn't just putting on a game face every day. It means understanding your impact on others—then adjusting your style accordingly. A difficult process of self-discovery—but essential *before* you can tackle your leadership responsibilities.

The Idea in Practice

STRENGTHENING YOUR EMOTIONAL LEADERSHIP

Since few people have the guts to tell you the truth about your emotional impact, you must discover it on your own. The following process can help. It's based on brain science, as well as years of field research with executives. Use these steps to rewire your brain for greater emotional intelligence.

1. Who do you want to be? Imagine yourself as a highly effective leader. What do you see?

► Example:

Sofia, a senior manager, often micromanaged others to ensure work was done "right." So she *imagined* herself in the future as an effective leader of her own company, enjoying trusting relationships with co-workers. She saw herself as relaxed, happy, and empowering. The exercise revealed gaps in her current emotional style.

2. Who are you now? To see your leadership style as others do, gather 360-degree feedback, especially from peers and subordinates. Identify your weaknesses *and* strengths.

3. How do you get from here to there? Devise a plan for closing the gap between who you are and who you want to be.

► Example:

Juan, a marketing executive, was intimidating, impossible to please—a grouch. Charged with growing his company, he *needed* to be encouraging, optimistic—a coach with a vision. Setting out to understand others, he coached soccer, volunteered at a crisis center, and got to know subordinates by meeting outside of work. These new situations stimulated him to break old habits and try new responses.

4. How do you make change stick? Repeatedly rehearse new behaviors—physically *and* mentally—until they're automatic.

► Example:

Tom, an executive, wanted to learn how to coach rather than castigate struggling employees. Using his commuting time to visualize a difficult meeting with one employee, he envisioned asking questions and listening, and mentally rehearsed how he'd handle feeling impatient. This exercise prepared him to adopt new behaviors at the actual meeting.

5. Who can help you? Don't try to build your emotional skills alone—identify others who can help you navigate this difficult process. Managers at Unilever formed learning groups that helped them strengthen their leadership abilities by exchanging frank feedback and developing strong mutual trust.

We've known for years that emotional intelligence improves results—often by an order of magnitude. Now, new research shows that a leader's mood plays a key role in that dynamic—a discovery that should redefine what leaders do first and best.

Primal Leadership

The Hidden Driver of Great Performance

by Daniel Goleman, Richard 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 terrified 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 per-

formance—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.

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.

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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 environ-

ment 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. (For more information on these studies and a list of our research base, visit www.eiconsortium.org.)

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.

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. (Our model is explained in detail in the HBR article “Leadership That Gets Results,” which appeared in the March–April 2000 issue.) 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.

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 another. 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. For more on this, see the sidebar “Smile and the World Smiles with You.”)

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*. (For more on this, see the sidebar “Get Happy, Carefully.”)

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

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.

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. (Information on these research streams can also be found at www.eiconsortium.org.) 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.

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 hardwired, 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 dis-

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.

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.

covered, 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 creating 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 mistruths 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

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.

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 rea-

son, 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.

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 brain-power 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 discussing 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.

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Primal Leadership

The Hidden Driver of Great Performance

Further Reading

ARTICLE

[Building the Emotional Intelligence of Groups](#)

by Vanessa Urch Druskat and
Steven B. Wolff

Harvard Business Review

March 2001

Product no. 620X

Just as individual leaders can boost their emotional intelligence (EI), so can teams. Indeed, EI at the group level lays the foundation for collaboration and cooperation, helping teams fulfill their highest potential. As the authors explain, teams can build their EI by honing their awareness of and regulating the emotions of 1) individual team members, 2) the whole group, and 3) other key groups with whom the team interacts. Using examples from celebrated industrial-design firm IDEO, this article reveals what EI looks like in action from all three angles.

BOOKS

[Primal Leadership: Realizing the Power of Emotional Intelligence](#)

by Daniel Goleman, Richard Boyatzis, and
Annie McKee

Harvard Business School Press

2002

Product no. 486X

In this book, the authors transform the art of leadership into the science of results—by building on the EI concepts they explore in their article. They argue that the primal task of leaders is not driving earnings or strategy, but driving emotions—and consequently organizational performance—in the right direction. Basing their argument on years of psychological, neurological, and organizational research, they include suggestions for strengthening and sustaining EI competencies; extending EI skills throughout teams, departments, and entire organizations; knowing when to apply the right leadership style; recognizing and managing employees' emotions; and leveraging the contagious effects of primal leadership to motivate talent.

Emotional Intelligence

by Daniel Goleman

Bantam Books

1997

This groundbreaking book riveted the public's attention on the field of emotional intelligence. In it, Goleman draws on brain and behavioral research to show that our traditional IQ-idolizing view of intelligence is too narrow. It's emotional intelligence, he argues, that most determines human success—in our personal *and* professional lives. The book contains a wealth of engaging vignettes and describes the core EI competencies in detail. Goleman also maintains that EQ, unlike IQ, can keep developing through life experiences. He suggests ways to combine emotions and thinking to build a flourishing career and cultivate lasting, meaningful relationships.

Working with Emotional Intelligence

by Daniel Goleman

Bantam Books

2000

Goleman takes his concepts of emotional intelligence directly into the workplace, laying the foundation for understanding EI's impact on employees', teams', and leaders' performance. As he explains, the ability to manage one's feelings, interact effectively with others, and communicate are more than twice as important as IQ or job skills in determining workplace success. Goleman draws on analyses from 500 corporations, government agencies, and not-for-profit organizations and explores these studies' implications for job training, team learning, and management.

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New studies of the brain show that leaders can improve group performance by understanding the biology of empathy.

Social Intelligence and the Biology of Leadership

by Daniel Goleman and Richard Boyatzis

Included with this full-text Harvard Business Review article:

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A list of related materials, with annotations to guide further exploration of the article's ideas and applications

Social Intelligence and the Biology of Leadership

The Idea in Brief

Your behavior can energize—or deflate—your entire organization through **mood contagion**. For example, if you laugh often and set an easygoing tone, you'll trigger similar behaviors among your team members. Shared behaviors unify a team, and bonded groups perform better than fragmented ones.

Mood contagion stems from neurobiology. Positive behaviors—such as exhibiting empathy—create a chemical connection between a leader's and his or her followers' brains. By managing those interconnections adroitly, leaders can deliver measurable business results. For example, after one executive at a *Fortune* 500 company worked with a coach and role model to improve her behavior, employee retention and emotional commitment in her unit soared. And the unit's annual sales jumped 6%.

How to foster the neurobiological changes that create positive behaviors and emotions in your employees? Goleman and Boyatzis advise sharpening your **social intelligence** skills.

The Idea in Practice

IDENTIFY SOCIAL STRENGTHS AND WEAKNESSES

Social intelligence skills include the following. Identify which ones you're good at—and which ones need improvement.

Skill	Do you...
Empathy	Understand what motivates other people, even those from different backgrounds? Are you sensitive to their needs?
Attunement	Listen attentively and think about how others feel? Are you attuned to others' moods?
Organizational Awareness	Appreciate your group's or organization's culture and values? Understand social networks and know their unspoken norms?
Influence	Persuade others by engaging them in discussion, appealing to their interests, and getting support from key people?
Developing Others	Coach and mentor others with compassion? Do you personally invest time and energy in mentoring and provide feedback that people find helpful for their professional development?
Inspiration	Articulate a compelling vision, build group pride, foster a positive emotional tone, and lead by bringing out the best in people?
Teamwork	Encourage the participation of everyone on your team, support all members, and foster cooperation?

CRAFT A PLAN FOR CHANGE

Now determine how you'll strengthen your social intelligence. Working with a coach—who can debrief you about what she observes—and learning directly from a role model are particularly powerful ways to make needed behavioral changes.

► **Example:**
Janice was hired as a marketing manager for her business expertise, strategic thinking powers, and ability to deal with obstacles to crucial goals. But within her first six months on the job, she was floundering. Other executives saw her as aggressive and opinionated—as well as careless about what she said and to whom.

Her boss called in a coach, who administered a 360-degree evaluation. Findings revealed that Janice didn't know how to establish rapport with people, notice their reactions to her, read social norms, or recognize others' emotional cues when she violated

those norms. Through coaching, Janice learned to express her ideas with conviction (instead of with pit bull–like determination) and to disagree with others without damaging relationships.

By switching to a job where she reported to a socially intelligent mentor, Janice further strengthened her skills, including learning how to critique others' performance in productive ways. She was promoted to a position two levels up where, with additional coaching, she mastered reading cues from direct reports who were still signaling frustration with her. Her company's investment in her (along with her own commitment to change) paid big dividends—in the form of lower turnover and higher sales in Janice's multibillion-dollar unit.

New studies of the brain show that leaders can improve group performance by understanding the biology of empathy.

Social Intelligence and the Biology of Leadership

by Daniel Goleman and Richard Boyatzis

In 1998, one of us, Daniel Goleman, published in these pages his first article on emotional intelligence and leadership. The response to “What Makes a Leader?” was enthusiastic. People throughout and beyond the business community started talking about the vital role that empathy and self-knowledge play in effective leadership. The concept of emotional intelligence continues to occupy a prominent space in the leadership literature and in everyday coaching practices. But in the past five years, research in the emerging field of social neuroscience—the study of what happens in the brain while people interact—is beginning to reveal subtle new truths about what makes a good leader.

The salient discovery is that certain things leaders do—specifically, exhibit empathy and become attuned to others’ moods—literally affect both their own brain chemistry and that of their followers. Indeed, researchers have found that the leader-follower dynamic is not a case of two (or more) independent brains reacting consciously or unconsciously to each other.

Rather, the individual minds become, in a sense, fused into a single system. We believe that great leaders are those whose behavior powerfully leverages the system of brain interconnectedness. We place them on the opposite end of the neural continuum from people with serious social disorders, such as autism or Asperger’s syndrome, that are characterized by underdevelopment in the areas of the brain associated with social interactions. If we are correct, it follows that a potent way of becoming a better leader is to find authentic contexts in which to learn the kinds of social behavior that reinforce the brain’s social circuitry. Leading effectively is, in other words, less about mastering situations—or even mastering social skill sets—than about developing a genuine interest in and talent for fostering positive feelings in the people whose cooperation and support you need.

The notion that effective leadership is about having powerful social circuits in the brain has prompted us to extend our concept of emotional intelligence, which we had

grounded in theories of individual psychology. A more relationship-based construct for assessing leadership is *social intelligence*, which we define as a set of interpersonal competencies built on specific neural circuits (and related endocrine systems) that inspire others to be effective.

The idea that leaders need social skills is not new, of course. In 1920, Columbia University psychologist Edward Thorndike pointed out that “the best mechanic in a factory may fail as a foreman for lack of social intelligence.” More recently, our colleague Claudio Fernández-Aráoz found in an analysis of new C-level executives that those who had been hired for their self-discipline, drive, and intellect were sometimes later fired for lacking basic social skills. In other words, the people Fernández-Aráoz studied had smarts in spades, but their inability to get along socially on the job was professionally self-defeating.

What’s new about our definition of social intelligence is its biological underpinning, which we will explore in the following pages. Drawing on the work of neuroscientists, our own research and consulting endeavors, and the findings of researchers affiliated with the Consortium for Research on Emotional Intelligence in Organizations, we will show you how to translate newly acquired knowledge about mirror neurons, spindle cells, and oscillators into practical, socially intelligent behaviors that can reinforce the neural links between you and your followers.

Followers Mirror Their Leaders—Literally

Perhaps the most stunning recent discovery in behavioral neuroscience is the identification of *mirror neurons* in widely dispersed areas of the brain. Italian neuroscientists found them by accident while monitoring a particular cell in a monkey’s brain that fired only when the monkey raised its arm. One day a lab assistant lifted an ice cream cone to his own mouth and triggered a reaction in the monkey’s cell. It was the first evidence that the brain is peppered with neurons that mimic, or mirror, what another being does. This previously unknown class of brain cells operates as neural Wi-Fi, allowing us to navigate our social world. When we consciously or unconsciously detect someone else’s emotions through their actions, our mirror neurons reproduce those

emotions. Collectively, these neurons create an instant sense of shared experience.

Mirror neurons have particular importance in organizations, because leaders’ emotions and actions prompt followers to mirror those feelings and deeds. The effects of activating neural circuitry in followers’ brains can be very powerful. In a recent study, our colleague Marie Dasborough observed two groups: One received negative performance feedback accompanied by positive emotional signals—namely, nods and smiles; the other was given positive feedback that was delivered critically, with frowns and narrowed eyes. In subsequent interviews conducted to compare the emotional states of the two groups, the people who had received positive feedback accompanied by negative emotional signals reported feeling worse about their performance than did the participants who had received good-natured negative feedback. In effect, the delivery was more important than the message itself. And everybody knows that when people feel better, they perform better. So, if leaders hope to get the best out of their people, they should continue to be demanding but in ways that foster a positive mood in their teams. The old carrot-and-stick approach alone doesn’t make neural sense; traditional incentive systems are simply not enough to get the best performance from followers.

Here’s an example of what does work. It turns out that there’s a subset of mirror neurons whose only job is to detect other people’s smiles and laughter, prompting smiles and laughter in return. A boss who is self-controlled and humorless will rarely engage those neurons in his team members, but a boss who laughs and sets an easygoing tone puts those neurons to work, triggering spontaneous laughter and knitting his team together in the process. A bonded group is one that performs well, as our colleague Fabio Sala has shown in his research. He found that top-performing leaders elicited laughter from their subordinates three times as often, on average, as did midperforming leaders. Being in a good mood, other research finds, helps people take in information effectively and respond nimbly and creatively. In other words, laughter is serious business.

It certainly made a difference at one university-based hospital in Boston. Two doctors we’ll call Dr. Burke and Dr. Humboldt were in

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Richard Boyatzis (richard.boyatzis@case.edu) is the H.R. Horvitz Chair of Family Business and a professor in the departments of organizational behavior, psychology, and cognitive science at Case Western Reserve University in Cleveland. He is a coauthor, with Annie McKee and Frances Johnston, of *Becoming a Resonant Leader* (Harvard Business Press, 2008).

contention for the post of CEO of the corporation that ran this hospital and others. Both of them headed up departments, were superb physicians, and had published many widely cited research articles in prestigious medical journals. But the two had very different personalities. Burke was intense, task focused, and impersonal. He was a relentless perfectionist with a combative tone that kept his staff continually on edge. Humboldt was no less demanding, but he was very approachable, even playful, in relating to staff, colleagues, and patients. Observers noted that people smiled and teased one another—and even spoke their minds—more in Humboldt’s department than in Burke’s. Prized talent often ended up leaving Burke’s department; in contrast, outstanding folks gravitated to Humboldt’s warmer working climate. Recognizing Humboldt’s socially intelligent leadership style, the hospital corporation’s board picked him as the new CEO.

job. Within one-twentieth of a second, our spindle cells fire with information about how we feel about that person; such “thin-slice” judgments can be very accurate, as follow-up metrics reveal. Therefore, leaders should not fear to act on those judgments, provided that they are also attuned to others’ moods.

Such attunement is literally physical. Followers of an effective leader experience rapport with her—or what we and our colleague Annie McKee call “resonance.” Much of this feeling arises unconsciously, thanks to mirror neurons and spindle-cell circuitry. But another class of neurons is also involved: *Oscillators* coordinate people physically by regulating how and when their bodies move together. You can see oscillators in action when you watch people about to kiss; their movements look like a dance, one body responding to the other seamlessly. The same dynamic occurs when two cellists play together. Not only do they hit their notes in unison, but thanks to oscillators, the two musicians’ right brain hemispheres are more closely coordinated than are the left and right sides of their individual brains.

Firing Up Your Social Neurons

The firing of social neurons is evident all around us. We once analyzed a video of Herb Kelleher, a cofounder and former CEO of Southwest Airlines, strolling down the corridors of Love Field in Dallas, the airline’s hub. We could practically see him activate the mirror neurons, oscillators, and other social circuitry in each person he encountered. He offered beaming smiles, shook hands with customers as he told them how much he appreciated their business, hugged employees as he thanked them for their good work. And he got back exactly what he gave. Typical was the flight attendant whose face lit up when she unexpectedly encountered her boss. “Oh, my honey!” she blurted, brimming with warmth, and gave him a big hug. She later explained, “Everyone just feels like family with him.”

Unfortunately, it’s not easy to turn yourself into a Herb Kelleher or a Dr. Humboldt if you’re not one already. We know of no clear-cut methods to strengthen mirror neurons, spindle cells, and oscillators; they activate by the thousands per second during any encounter, and their precise firing patterns remain elusive. What’s more, self-conscious attempts to display social intelligence can often backfire.

Do Women Have Stronger Social Circuits?

People often ask whether gender differences factor into the social intelligence skills needed for outstanding leadership. The answer is yes and no. It’s true that women tend, on average, to be better than men at immediately sensing other people’s emotions, whereas men tend to have more social confidence, at least in work settings. However, gender differences in social intelligence that are dramatic in the general population are all but absent among the most successful leaders.

When the University of Toledo’s Margaret Hopkins studied several hundred executives from a major bank, she found gender differences in social intelligence in the overall group but not between the most effective men and the most effective women. Ruth Malloy of the Hay Group uncovered a similar pattern in her study of CEOs of international companies. Gender, clearly, is not neural destiny.

The “Finely Attuned” Leader

Great executives often talk about leading from the gut. Indeed, having good instincts is widely recognized as an advantage for a leader in any context, whether in reading the mood of one’s organization or in conducting a delicate negotiation with the competition. Leadership scholars characterize this talent as an ability to recognize patterns, usually born of extensive experience. Their advice: Trust your gut, but get lots of input as you make decisions. That’s sound practice, of course, but managers don’t always have the time to consult dozens of people.

Findings in neuroscience suggest that this approach is probably too cautious. Intuition, too, is in the brain, produced in part by a class of neurons called *spindle cells* because of their shape. They have a body size about four times that of other brain cells, with an extra-long branch to make attaching to other cells easier and transmitting thoughts and feelings to them quicker. This ultrarapid connection of emotions, beliefs, and judgments creates what behavioral scientists call our social guidance system. Spindle cells trigger neural networks that come into play whenever we have to choose the best response among many—even for a task as routine as prioritizing a to-do list. These cells also help us gauge whether someone is trustworthy and right (or wrong) for a

When you make an intentional effort to coordinate movements with another person, it is not only oscillators that fire. In such situations the brain uses other, less adept circuitry to initiate and guide movements; as a result, the interaction feels forced.

The only way to develop your social circuitry effectively is to undertake the hard work of changing your behavior (see “Primal Leadership: The Hidden Driver of Great Performance,” our December 2001 HBR article with Annie McKee). Companies interested in leadership development need to begin by assessing the willingness of individuals to enter a change program. Eager candidates should first develop a personal vision for change and then undergo a thorough diagnostic assessment, akin to a medical workup, to identify areas of social weakness and strength. Armed with the feedback, the aspiring leader can be trained in specific areas where developing better social skills will have the greatest payoff. The training can range from rehearsing better ways of interacting and trying them out at every opportunity, to being shadowed by a coach and then debriefed about what he observes, to learning directly from a role model. The options are many, but the road to

success is always tough.

How to Become Socially Smarter

To see what social intelligence training involves, consider the case of a top executive we'll call Janice. She had been hired as a marketing manager by a *Fortune* 500 company because of her business expertise, outstanding track record as a strategic thinker and planner, reputation as a straight talker, and ability to anticipate business issues that were crucial for meeting goals. Within her first six months on the job, however, Janice was floundering; other executives saw her as aggressive and opinionated, lacking in political astuteness, and careless about what she said and to whom, especially higher-ups.

To save this promising leader, Janice's boss called in Kathleen Cavallo, an organizational psychologist and senior consultant with the Hay Group, who immediately put Janice through a 360-degree evaluation. Her direct reports, peers, and managers gave Janice low ratings on empathy, service orientation, adaptability, and managing conflicts. Cavallo learned more by having confidential conversations with the people who worked most closely with Janice. Their complaints focused

Are You a Socially Intelligent Leader?

To measure an executive's social intelligence and help him or her develop a plan for improving it, we have a specialist administer our behavioral assessment tool, the Emotional and Social Competency Inventory. It is a 360-degree evaluation instrument by which bosses, peers, direct reports, clients, and sometimes even family members assess a leader according to seven social intelligence qualities.

We came up with these seven by integrating our existing emotional intelligence framework with data assembled by our colleagues at the Hay Group, who used hard metrics to capture the behavior of top-performing leaders at hundreds of corporations over two decades. Listed here are each of the qualities, followed by some of the questions we use to assess them.

Empathy

- **Do you understand** what motivates other people, even those from different backgrounds?
- **Are you sensitive** to others' needs?

Attunement

- **Do you listen attentively** and think about how others feel?
- **Are you attuned** to others' moods?

Organizational Awareness

- **Do you appreciate** the culture and values of the group or organization?
- **Do you understand social networks** and know their unspoken norms?

Influence

- **Do you persuade others** by engaging them in discussion and appealing to their self-interests?
- **Do you get support** from key people?

Developing Others

- **Do you coach** and mentor others with compassion and personally invest time and energy in mentoring?
- **Do you provide feedback** that people find helpful for their professional development?

Inspiration

- **Do you articulate a compelling vision**, build group pride, and foster a positive emotional tone?
- **Do you lead** by bringing out the best in people?

Teamwork

- **Do you solicit input** from everyone on the team?
- **Do you support** all team members and encourage cooperation?

on her failure to establish rapport with people or even notice their reactions. The bottom line: Janice was adept neither at reading the social norms of a group nor at recognizing people's emotional cues when she violated those norms. Even more dangerous, Janice did not realize she was being too blunt in managing upward. When she had a strong difference of opinion with a manager, she did not sense when to back off. Her "let's get it all on the table and mix it up" approach was threatening her job; top management was getting fed up.

When Cavallo presented this performance feedback as a wake-up call to Janice, she was of course shaken to discover that her job might be in danger. What upset her more, though, was the realization that she was not having her desired impact on other people. Cavallo initiated coaching sessions in which Janice would describe notable successes and failures from her day. The more time Janice spent reviewing these incidents, the better she became at recognizing the difference between expressing an idea with conviction and acting like a pit bull. She began to anticipate how people might react to her in a meeting or during a negative performance review;

she rehearsed more-astute ways to present her opinions; and she developed a personal vision for change. Such mental preparation activates the social circuitry of the brain, strengthening the neural connections you need to act effectively; that's why Olympic athletes put hundreds of hours into mental review of their moves.

At one point, Cavallo asked Janice to name a leader in her organization who had excellent social intelligence skills. Janice identified a veteran senior manager who was masterly both in the art of the critique and at expressing disagreement in meetings without damaging relationships. She asked him to help coach her, and she switched to a job where she could work with him—a post she held for two years. Janice was lucky to find a mentor who believed that part of a leader's job is to develop human capital. Many bosses would rather manage around a problem employee than help her get better. Janice's new boss took her on because he recognized her other strengths as invaluable, and his gut told him that Janice could improve with guidance.

Before meetings, Janice's mentor coached her on how to express her viewpoint about contentious issues and how to talk to higher-ups, and he modeled for her the art of performance feedback. By observing him day in and day out, Janice learned to affirm people even as she challenged their positions or critiqued their performance. Spending time with a living, breathing model of effective behavior provides the perfect stimulation for our mirror neurons, which allow us to directly experience, internalize, and ultimately emulate what we observe.

Janice's transformation was genuine and comprehensive. In a sense, she went in one person and came out another. If you think about it, that's an important lesson from neuroscience: Because our behavior creates and develops neural networks, we are not necessarily prisoners of our genes and our early childhood experiences. Leaders can change if, like Janice, they are ready to put in the effort. As she progressed in her training, the social behaviors she was learning became more like second nature to her. In scientific terms, Janice was strengthening her social circuits through practice. And as others responded to her, their brains connected with hers more profoundly and effectively, thereby reinforcing Janice's cir-

The Chemistry of Stress

When people are under stress, surges in the stress hormones adrenaline and cortisol strongly affect their reasoning and cognition. At low levels, cortisol facilitates thinking and other mental functions, so well-timed pressure to perform and targeted critiques of subordinates certainly have their place. When a leader's demands become too great for a subordinate to handle, however, soaring cortisol levels and an added hard kick of adrenaline can paralyze the mind's critical abilities. Attention fixates on the threat from the boss rather than the work at hand; memory, planning, and creativity go out the window. People fall back on old habits, no matter how unsuitable those are for addressing new challenges.

Poorly delivered criticism and displays of anger by leaders are common triggers of hormonal surges. In fact,

when laboratory scientists want to study the highest levels of stress hormones, they simulate a job interview in which an applicant receives intense face-to-face criticism—an analogue of a boss's tearing apart a subordinate's performance. Researchers likewise find that when someone who is very important to a person expresses contempt or disgust toward him, his stress circuitry triggers an explosion by stress hormones and a spike in heart rate of 30 to 40 beats per minute. Then, because of the interpersonal dynamic of mirror neurons and oscillators, the tension spreads to other people. Before you know it, the destructive emotions have infected an entire group and inhibited its performance.

Leaders are themselves not immune to the contagion of stress. All the more reason they should take the time to understand the biology of their emotions.

cuits in a virtuous circle. The upshot: Janice went from being on the verge of dismissal to getting promoted to a position two levels up.

A few years later, some members of Janice's staff left the company because they were not happy—so she asked Cavallo to come back. Cavallo discovered that although Janice had mastered the ability to communicate and connect with management and peers, she still sometimes missed cues from her direct reports when they tried to signal their frustration. With more help from Cavallo, Janice was able to turn the situation around by refocusing her attention on her staff's emotional needs and fine-tuning her communication style. Opinion surveys conducted with Janice's staff before and after Cavallo's second round of coaching documented dramatic increases in their emotional commitment and intention to stay in the organization. Janice and the staff also delivered a 6% increase in annual sales, and after another successful year she was made president of a multibillion-dollar unit. Companies can clearly benefit a lot from putting people through the kind of program Janice completed.

Hard Metrics of Social Intelligence

Our research over the past decade has confirmed that there is a large performance gap between socially intelligent and socially unintelligent leaders. At a major national bank, for example, we found that levels of an executive's social intelligence competencies predicted yearly performance appraisals more powerfully than did the emotional intelligence competencies of self-awareness and self-management. (For a brief explanation of our assessment tool, which focuses on seven dimensions, see the exhibit "Are You a Socially Intelligent Leader?")

Social intelligence turns out to be especially important in crisis situations. Consider the experience of workers at a large Canadian provincial health care system that had gone through drastic cutbacks and a reorganization. Internal surveys revealed that the front-line workers had become frustrated that they

were no longer able to give their patients a high level of care. Notably, workers whose leaders scored low in social intelligence reported unmet patient-care needs at three times the rate—and emotional exhaustion at four times the rate—of their colleagues who had supportive leaders. At the same time, nurses with socially intelligent bosses reported good emotional health and an enhanced ability to care for their patients, even during the stress of layoffs (see the sidebar "The Chemistry of Stress"). These results should be compulsory reading for the boards of companies in crisis. Such boards typically favor expertise over social intelligence when selecting someone to guide the institution through tough times. A crisis manager needs both.

•••

As we explore the discoveries of neuroscience, we are struck by how closely the best psychological theories of development map to the newly charted hardwiring of the brain. Back in the 1950s, for example, British pediatrician and psychoanalyst D.W. Winnicott was advocating for play as a way to accelerate children's learning. Similarly, British physician and psychoanalyst John Bowlby emphasized the importance of providing a secure base from which people can strive toward goals, take risks without unwarranted fear, and freely explore new possibilities. Hard-bitten executives may consider it absurdly indulgent and financially untenable to concern themselves with such theories in a world where bottom-line performance is the yardstick of success. But as new ways of scientifically measuring human development start to bear out these theories and link them directly with performance, the so-called soft side of business begins to look not so soft after all.

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Harvard Business Review

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When looking for help with a task at work, people turn to those best able to do the job. Right? Wrong. New research shows that work partners tend to be chosen not for ability but for likeability. Drawing from their study encompassing 10,000 work relationships in five organizations, the authors have classified work partners into four archetypes: the competent jerk, who knows a lot but is unpleasant; the lovable fool, who doesn't know much but is a delight; the lovable star, who's both smart and likeable; and the incompetent jerk, who...well, that's self-explanatory. Of course, everybody wants to work with the lovable star, and nobody wants to work with the incompetent jerk. More interesting is that people prefer the lovable fool over the competent jerk. That has big implications for every organization, as both of these types often represent missed opportunities. Lovable fools can bridge gaps between diverse groups that might not otherwise interact. But their networking skills are often developed at the expense of job performance, which can make these employees underappreciated and vulnerable to downsizing. To get the most out of them, managers need to protect them and put them in positions that don't waste their bridge-building talents. As for the competent jerks, many can be socialized through coaching or by being made accountable for bad behavior.

[Cultural Intelligence](#)

by P. Christopher Earley and

Elaine Mosakowski

Harvard Business Review

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In an increasingly diverse business environment, managers must be able to navigate the thicket of habits, gestures, and assumptions that define their coworkers' differences. Foreign cultures are everywhere—in other countries, certainly, but also in corporations, vocations, and regions. Interacting with individuals within them demands perceptiveness and adaptability. And the people who have those traits in abundance aren't necessarily the ones who enjoy the greatest social success in familiar settings. Cultural intelligence, or CQ, is the ability to make sense of unfamiliar contexts and then blend in. It has three components—cognitive, physical, and emotional/motivational. Although it shares many of the properties of emotional intelligence, CQ goes one step further by equipping a person to distinguish behaviors produced by the culture in question from behaviors that are peculiar to particular individuals and those found in all human beings. In their surveys of 2,000 managers in 60 countries, the authors found that most managers are not equally strong in all three of these areas of CQ. The authors have devised tools that show how to identify one's strengths and developed training techniques to help people overcome weaknesses. They conclude that anyone reasonably alert, motivated, and poised can attain an acceptable level of CQ.

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