

Inspiring Leadership Through Emotional Intelligence

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LEAD_EI **PERSONAL JOURNAL**

LEAD_EI Personal Journal

In addition to completing course exercises, action learning assignments, and required readings I encourage you to write down personal insights and reflections on your experiences in the course. The opportunity to keep a personal journal is an *optional course activity* that enables you to reflect on what you are learning each week, record your thoughts and feelings about class activities and exercises, and maintain a record of this experience you can refer to through the years.

The LEAD_EI Personal Journal template has been provided on an optional basis. If you decide to maintain a personal journal and like the format of this template, you can save personal notes and reflections in this journal. However, if you prefer to create your own journal format I encourage you to do so. You can use the approach you find most helpful.

This template is formatted to follow the flow of weekly classes, modules, discussion forum questions, personal learning assignments (CORE Track), and action learning assignments (PRACTICUM Track). Space has been provided for you to record personal notes and reflections as you move through each class, module, discussion forum, and action learning assignment.

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Basic Learning Points

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Basic Learning Points

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Basic Learning Points

Personal Insights and Reflection

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Personal Insights and Reflection

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Action Learning Assignment (Practicum Track):

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Action Learning Assignment (Practicum Track):

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Basic Learning Points

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Personal Insights, Reflection, and/or Notes for Final Exam

Class 1: Resonant Leadership and the Neuroscience Behind It

Week
1

Class 1 Module 1.1: What is Great Leadership?

Discussion Forum Questions:

Have many leaders brought out the best in you or not? What did they typically say or do? How did they make you and others feel?

Personal Learning Assignment (in video exercise; for details of the assignment see Personal Learning Assignment tab):

Reflective exercise: thinking of a leader who brought out the best in you and a leader who did not – and what each leader typically said, did, and how they made you and others around them feel.

Basic Learning Points:

1. Most of us have experienced a great leader some time in our past. This experience provided a model of great leadership which we let ourselves forget and are co-opted by poor or mediocre leaders.
2. Leadership is about the relationship between the leader and the people around him or her.
3. The best leaders build or rebuild resonant relationships. These are relationships in which the leader is in tune with or in sync with the people around him or her.

Personal Insights, Reflection and/or Notes for Week 1 Quiz:

Class 1 Module 1.2: Resonant Leaders Create Experiences with the People Around Them of Hope, Compassion, Mindfulness, and Playfulness

Discussion Forum Questions:

How did the leaders who brought out the best in you make you feel about what you were doing and why you were doing it? (Same as for Module 1.3)

Personal Learning Assignment (personal notes or journal reflection only):

1. Remember being around a leader who brought out the best in you, how did you feel about what you were doing and why you were doing it?
2. The litmus test of being an effective leader: When people leave your office, do they feel inspired, lifted, excited?
3. HOMEWORK: Over the next two weeks, in every meeting/group in which you are present, take a few notes about the leader's behavior. Then compare those in which you felt excited or inspired to those in which you felt deflated or bored (Same as for Module 1.3).

Basic Learning Points:

1. Effective or resonant leadership relationships typically involve the experience of hope, compassion and mindfulness.
2. Effective, or resonant, leaders remind people of the purpose or vision of the organization. This arouses context, meaning and hope.
3. Resonant leaders care about others, beyond empathy or understanding, they deeply care.
4. Resonant leaders are mindful. That is, they appear to be authentic, transparent, genuine, and act with integrity.

Personal Insights, Reflection and/or Notes for Week 1 Quiz:

Class 1 Module 1.3: The Neuroscience of Leadership

Discussion Forum Questions:

How did the leaders who brought out the best in you make you feel about what you were doing and why you were doing it? What about your observations of others? (Same as for Module 1.2)

Personal Learning Assignment (personal notes or journal reflection only):

Observe leaders in meetings, classes, and other settings over the next week or two. Are they inspirational? Did they inspire hope, compassion, mindfulness or playfulness? If they did, how did they do it? (Same as for Module 1.2; for assignment directions see Personal Learning Assignment tab).

Basic Learning Points:

1. Executives reflecting on moments in their lives with specific resonant leaders activated the following neural networks in their brain: mirror neuron networks; social/Default Mode Network; networks associated with positive emotions; and networks associated with approach behavior.
2. Executives reflecting on moments in their lives with specific dissonant leaders *deactivated or suppressed* the following neural networks in their brain: mirror neuron networks; social/Default Mode Network about 2/3rds of the time (the other 1/3rd of the time it was activated). They *activated* networks associated with negative emotions and those associated with avoidance behavior.
3. Sympathetic activations of actions and emotions of others occur in the brain of normal people around them. This occurs in parts of a second, sometimes as little as less than 100 milliseconds, and is predominantly unconscious.
4. When people engage in analytic tasks, like financial, engineering, IT, or physics problems, they activate the Task Positive Network (TPN) in their brain. The TPN enables a person to focus, solve a problem, and make a decision, but it closes a person perceptually to new ideas, possibilities and people.
5. When people engage in social tasks, like helping another person, arguing with them, asking someone for help, they activate the Social Network (SN) which is a part of the Default Mode Network (DMN) in their brain. The SN/DMN enables a person to be open to new ideas, people or emotions, tune into others and moral considerations, but might leave a person open to distractions.
6. The TPN and SN/DMN are, on the whole, independent networks, *and* they suppress each other. But as professionals, managers and leaders, we need to use both the TPN and SN/DMN to be effective.
7. Resonant leadership is common sense, but not common practice.

Personal Insights, Reflection and/or Notes for Week 1 Quiz:

Class 2: Renewal As an Antidote to Chronic Stress

Week
2

Class 2 Module 2.1: Emotions Are Contagious

Discussion Forum Questions:

When have you experienced emotional contagion that was positive? When have you experienced emotional contagion that was negative? Do you think social media can spread emotional contagion even through people are not seeing each other?

Basic Learning Points:

1. Emotions are contagious, both positive and negative emotions.
2. The contagion spreads at fast speeds, often in milliseconds, and is predominantly below conscious awareness.
3. If you are not emotionally intelligence and mindful (i.e., not aware of what you are feeling), you do not understand how your emotions are infecting others, nor can you consciously change your impact on others to be more effective.

Personal Insights, Reflection and/or Notes for Week 2 Quiz:

Class 2 Module 2.2: Stress and Renewal

Discussion Forum Questions:

What are the triggers that spark annoying stress for you? What happened yesterday or today that did?

Personal Learning Assignment (personal notes or reflection only):

Stress and renewal reflection exercise: Think of someone who aggravates or frustrates you and reflect on a few of those moments. What feelings or sensations were you having? Remember moments with one of your children or a niece or nephew when they were 305 years old, or if you don't have children, a moment with a puppy playing in the grass or a kitten rolling around. What feelings and sensations were you having? Compare and contrast these two experiences.

Basic Learning Points:

1. Stress activates the Sympathetic Nervous System (SNS), whether the stress is annoying but mild or acute.
2. Activation of the SNS includes:
 - a. Secretion of epinephrine and norepinephrine (adrenaline/noradrenaline) which, at these dosage levels, are vaso-constrictors. It lulls blood from distal capillaries and extremities to send it to large muscles groups need for survival (epinephrine to your arms; norepinephrine to your legs).
 - b. As a result, your pulse rate and blood pressure increases, your breathing gets faster and more shallow.
 - c. You also secrete corticosteroids, eventually cortisol enters your blood stream.
 - d. As a result, besides being a natural anti-inflammatory, cortisol diminishes the functioning of your immune system and inhibits neurogenesis.
3. Chronic, annoying stress (losing a cell phone call) causes your body to activate and prepare for defending itself but also results in cognitive, perceptual and emotional impairment.
4. Renewal is activated by the Parasympathetic Nervous System (PNS).
5. Activation of the PNS includes:
 - a. Stimulation of the vagus nerve and secretion of oxytocin (primarily in females) and vasopressin (primarily in males). At this dosage level, these are vaso-dilators. They open your blood flow.
 - b. As a result, you feel warmer, your blood pressure and pulse rate drop, your breathing slows down and gets deeper. You engage your immune system to its fullest capability.
6. Renewal (activation of the PNS) results in your body rebuilding itself neurological with the possible growth of new neural tissue (neurogenesis), engaging your immune system (becoming healthier), and becoming more open to new ideas, emotions, other people (especially if they are different), and new possibilities, learning, adaptation and change.

Personal Insights, Reflection and/or Notes for Week 2 Quiz:

Class 2 Module 2.3: Strategies for Renewal and Building Resonant Relationships

Discussion Forum Questions:

What kinds of activities or experiences are renewing for you? Remember, rest is needed, but not always renewing.

Personal Learning Assignment (personal notes or journal reflection only):

Make a chart for each day of last week. On lines showing hour by hour, list moments in which you experienced annoying stress. List moments of renewal (i.e., moments of mindfulness, hope, compassion, or playfulness) and what you did that was renewing.

Basic Learning Points:

1. Without regular and periodic renewal experiences, chronic stress will make your performance non-sustainable.
2. Four key experiences have been shown in published studies to activate the parasympathetic nervous system: mindfulness, hope, compassion and playfulness.
3. These four experiences are the same ones that produce or enhance resonant relationships.
4. Types of Activities that invoke the experience of:
 - a. Mindfulness: meditation; yoga, tai chi; prayer if you are praying to a loving God (not a vengeful or blaming one); physical exercise in moderation but consistently;
 - b. Compassion: being in a loving relationship; having pets you can pet (i.e., dogs, cats, monkeys or horses- not fish); volunteering and helping those less fortunate; helping family members, especially elderly or disabled;
 - c. Hope: thinking and talking with others about a future dream, personal or shared; being hopeful about the future;
 - d. Playfulness: laughing with others

Personal Insights, Reflection and/or Notes for Week 2 Quiz:

Class 3: Emotional Intelligence and Its Link to Leadership

Week
3

Class 3 Module 3.1: EI, SI, and CI Competencies

Discussion Forum Questions:

Which emotional and social competencies did Narayan Murthy exhibit in his interview (<http://www.youtube.com/watch?v=6zJNc5KvWg0> – in particular, watch minutes 14:30 – 22:35)? How do these compare with what you see demonstrated at work or school the most often? Which are common and which do you seldom see?

Personal Learning Assignment (for details of the assignment see Personal Learning Assignment tab):

Watch Nurayana Murthy's You Tube video (<http://www.youtube.com/watch?v=6zJNc5KvWg0> – specifically, watch minutes 14:30 to 22:35). Which competencies did you see Mr. Murthy demonstrate in these moments:

- Emotional Self-Awareness
- Achievement Orientation
- Adaptability
- Emotional Self Control
- Positive Outlook
- Empathy
- Organizational Awareness
- Conflict Management
- Coach and Mentor
- Influence
- Inspirational Leadership
- Teamwork
- Systems Thinking
- Pattern Recognition

Basic Learning Points:

1. Emotional, social and cognitive intelligence competencies are actions organized around an intent (i.e., conscious or unconscious) that leads to or causes effectiveness.
2. Emotional intelligence competencies are the competencies that enable you to be aware of your own emotions and manage them.
3. Social intelligence competencies are the competencies that enable you to be sensitive to others' emotions and manage your relationships with them.
4. Cognitive intelligence competencies are the competencies that enable you think about and view the world – how you make sense of events around you.
5. Threshold competencies are the ones that differentiate average performance from poor performance. Distinguishing competencies, the ones we are working with in this course, are the ones that differentiate outstanding and effective from average performance.

Personal Insights, Reflection and/or Notes for Week 3 Quiz:

Class 3 Module 3.2: EI and SI in Various Fields of Work and They Can Be Developed

Discussion Forum Question:

What are the competencies that you have been able to use well, that are your strengths?

Action Learning Assignment – for Practicum Track (for details of the assignment see Action Learning Assignment tab):

Interview 10-20 people in your life and work or school. Ask each on, “Tell me about a time in which I was at my best.” Let them tell you the story of that moment. Write notes about what they said. After you have collected 10-20, read them and look for patterns. Which of the emotional and social intelligence competencies appear in many of them so that you would consider them a strength? You will use the results of this action learning assignment for determining your Real Self as others experience you (assigned in module 9.1 as well; for assignment details see the Action Learning Assignment tab).

Basic Learning Points:

1. Emotional, social and cognitive intelligence competencies are actions organized around an intent (i.e., conscious or unconscious) that leads to or causes effectiveness.
2. Emotional intelligence competencies are the competencies that enable you to be aware of your own emotions and manage them.
3. Social intelligence competencies are the competencies that enable you to be sensitive to others' emotions and manage your relationships with them.
4. Cognitive intelligence competencies are the competencies that enable you think about and view the world – how you make sense of events around you.
5. Threshold competencies are the ones that differentiate average performance from poor performance. Distinguishing competencies, the ones we are working with in this course, are the ones that differentiate outstanding and effective from average performance.

Personal Insights, Reflection and/or Notes for Week 3 Quiz:

Class 4: Inspiring and Motivating Sustained Development, Growth, and Learning

Week
4

Class 4 Module 4.1: Key People and Relationships Who Inspired You and Intentional Change Theory

Discussion Forum Questions:

How did it feel remembering these moments with people who helped you the most? What did they say or do that was most helpful? How did they make you feel?

Personal Learning Assignment (for assignment directions see Personal Learning Assignment tab):
Follow instructions for the exercise, “Who Helped Me the Most?”

Basic Learning Points:

1. Experiencing gratitude to others and caring is the experience of compassion. This brings you into the Positive Emotional Attractor and the PNS. It is a moment of renewal.
2. Intentional Change Theory (ICT) is a model of sustained, desired change at all levels of human endeavor: individual, dyads, teams, organizations, communities, countries, and global systems.
3. Sustained, desired change occurs primarily through emergence (from complexity theory) of 5 discoveries or epiphanies. The process is often discontinuous and non-linear.
4. Movement from one discovery or stage of ICT to another occurs through tipping points or movement between the Positive Emotional and Negative Emotional Attractors (to be explained in the next module).
5. The 5 discoveries of ICT are:
 - a. The Ideal Self or shared vision;
 - b. The Real Self or shared norms and values in relationships;
 - c. A Learning Agenda and plan to move closer to your vision—but is something you are excited about trying;
 - d. Experimentation and practice with new thoughts, feelings, or behaviors; and
 - e. Resonant relationships—supportive relationships that make the rest of the discoveries possible.

Personal Insights, Reflection and/or Notes for Week 4 Quiz:

Class 4 Module 4.2: The Positive (PEA) and Negative Emotional Attractors (NEA)

Discussion Forum Questions:

How do you and others respond when in the PEA? How is this different when you are in the NEA? Is your performance better when in the PEA? Are you more open to others and new ideas in the PEA?

Basic Learning Points:

1. The Positive Emotional Attractor (PEA) and Negative Emotional Attractor (NEA) are strange, or Lorenz, attractors. Each is a state. Movement between them occurs when you reach a tipping point.
2. The PEA is:
 - a. Being in PNS arousal; feeling positive and hopeful; thinking about the future, dreams, and possibilities;
 - b. Being optimistic, focusing on one's strengths;
 - c. Excited about trying something new, experimenting; and
 - d. Being in resonant relationships.
3. The NEA is:
 - a. Being in SNS arousal; feeling negative and fear; thinking about the past or present, expectations of others and problems;
 - b. Being pessimistic, focusing on one's weaknesses;
 - c. Feeling obligated to things you "should" or are "expected by others" to do, like a performance improvement plan;
 - d. Being in dissonant relationships.
4. Sustained desired change tends to start in the PEA.

Personal Insights, Reflection and/or Notes for Week 4 Quiz:

Class 5: Coaching with Compassion to Inspire Sustained Learning and Development

Week
5

Class 5 Module 5.1: Doctor/Patient, Teacher/Student Studies and Neurological Evidence of Coaching to the PEA

Discussion Forum Question:

When someone is entering the PEA what are the signs you can see? What are the signs that a person is slipping back into the NEA?

Basic Learning Points:

1. A patient's experience of shared PEA (i.e., shared vision and positive mood) with their physician predicts treatment adherence in Type II diabetics.
2. Shared vision is a key to predicting long-term success in family businesses.
3. For IT managers and professionals, PEA predicts effectiveness.
4. Physician leaders' PEA predicts leadership performance.
5. fMRI studies show that spending 30 minutes in a conversation about the PEA, in terms of a person's vision or dream, activates regions of the brain associated with imagining new things, the SN/DMN, and more PNS activity.
6. A second fMRI study of PEA versus NEA coaching replicated these findings and showed that more PEA discussions with a coach activated additional regions associated with PNS or renewal.

Personal Insights and Reflection:

Class 5 Module 5.2: Survive and Thrive – Balancing the PEA and NEA

Discussion Forum Questions:

What do you think is the best ratio of PEA to NEA for you right now? Why? When you engaged in the reflective exercises and thought about the list of things others have told you that you should do or how you should change, how did it feel? When you thought about the moments in which you were most proud of yourself, when you were at your best, how did it feel?

Personal Learning Assignment (personal notes or journal reflection):

Part 1: Think of things your boss, spouse, or others have told you that you *should* do and how you *should* change. Think of those things that you do not necessarily think are important for you to change, especially ones that either of them have said repeatedly to you. Make a list of these behavior, attitudes, or perspectives you *should* change, from their perspective, to become more effective and a better person.

Part 2: Think of times you were at your best, when you were excited and effective at home or work. Make a list of the behavior, attitudes, or perspectives you used in those events. Make a list of things people have said you should change to be better. How did it feel while you were making this list? How did it feel while you were remembering these moments?

Basic Learning Points:

1. We need stress, but most of the time, we are exposed to too much of it.
2. We need the NEA to survive and the PEA to thrive.
3. You can attempt to create a tipping point and move a person into the PEA by arousing hope, compassion, mindfulness, or playfulness.
4. Coaching for compliance is when someone tries to “fix” you, tells you what they want you to do or should do. This often tips people into the NEA as it creates a sense of obligation.
5. Coaching with compassion is coaching to the PEA, while in contrast coaching for compliance is coaching to the NEA.

Personal Insights and Reflection:

Class 5 Module 5.3: Practicing Conversations That Inspire

Discussion Forum Questions:

Which questions seemed to help bring someone into the PEA? How did you notice that?

Personal Learning Assignment (for details of assignment see Personal Learning Assignment tab):

Preparation for assessing (coding) two essays written by previous graduate students of mine as to how well they did the coaching with compassion activity and analysis. This assignment is explained in detail in the Course Syllabus, Modules 6.1 and 6.2, with examples provided (for assignment details see the Personal Learning Assignment tab).

Action Learning Assignment – for Practicum Track (for details of assignment see Action Learning Assignment tab):

Identify two people you know who are outstanding performers. Follow the instructions to have a coaching to the PEA session with each person. Then write a brief essay (2-3 pages) about each experience using concepts from the readings and class. DO NOT try this if you are having difficulty in your relationships with a person. DO NOT do this with someone in trouble. DO NOT do this with someone you think you can fix (for assignment details see the Action Learning Assignment tab).

Basic Learning Points:

1. There is a development process in becoming a better coach or learning how to motivate others to learn and change. As the coach develops his/her perspective and skill, he/she moves from a focus on the problem to a focus on the process (the interactions with the other person) and then to a focus on the person.

Personal Insights and Reflection:

Class 6: Peer Coaching: With a Little Help from My Friends

Class 6 Module 6.1: PEA Coaching – Instructions for Reviewing and Evaluating a Coaching with Compassion Essay

Class 6 Module 6.2: PEA Coaching – Reviewing and Evaluating Two Examples of Coaching with Compassion Essays

Personal Learning Assignment (for details of assignment see Personal Learning Assignment tab):

Follow instructions for assessing (coding) two essays written by previous graduate students of mine as to how well they did the coaching with compassion activity and analysis. The assignment is explained in detail in the Course Syllabus, Modules 6.1 and 6.2, with examples provided (for assignment details see the Personal Learning Assignment tab).

Action Learning Assignment – for Practicum Track (for details of assignment see Action Learning Assignment tab):

Read the essays of 3 people assigned to you. Write a comment to the author of the essay on each of the sessions and each of the criteria of the analysis. The method for assessing (coding) is explained in the video sessions and a written rubric is also provided (refer to the *Summary At a Glance Review of Assessment Criteria (for both tracks)* found in the Class Syllabus, Modules 6.1 and 6.2 (for assignment details, see the Action Learning Assignment tab).

Personal Insights and Reflection:

Class 7: Inspiring Change through Hope and Vision – Discovery #1 in ICT

Week
6

Class 7 Module 7.1: The Battle Between the Ideal Self and Ought Self

Discussion Forum Questions:

Do you have a personal vision? If you have a family, do you have a shared vision?

Basic Discussion Points:

1. The Ideal Self can be confused with the Ought Self. The Ought Self is the Ideal Self that other people want us to achieve. This often experienced as an imposition and arouses the NEA.
2. We often lose sight of our personal vision, Ideal Self and dreams due to effects of chronic stress and preoccupation with analytics pushing our brains into the Task Positive Network.
3. Reviewing a shared vision helps bring people into the PEA and be more open to new ideas, relationships, possibilities, learning and change.

Personal Insights and Reflection:

Class 7 Module 7.2: Components of the Ideal Self/Personal Vision

Discussion Forum Questions:

How did it feel when you were reflecting on the exercises in the video?

Personal Learning Assignment (for details of the assignment see Personal Learning Assignment tab):

Write the beginning of your personal vision. Write the answers to the three questions posted in the video:

1. List “27 things I’d like to experience before I die.”
2. If you won the super lottery, and received \$50 million after tax (or whatever the equivalent is in your currency), how would your life and work change?
3. NETCAM: If you were living your ideal life in 2020, what would a NETCAM show as it recorded the next week of your life?

Basic Learning Points:

1. The Ideal Self comes from an image of your desired future, your core identity, and hope.
2. An image of our desired future comes from our:
 - a. Passion, calling, and desired legacy;
 - b. Fantasies, dreams, and aspirations;
 - c. Current life and career stage or transition; and
 - d. Core values and operating philosophy.

Personal Insights and Reflection:

Class 7 Module 7.3: Developing Your Personal Vision, Including Life and Career Stages

Discussion Forum Questions:

What are the number of years typically in your life cycle? Of your career cycle?

Personal Learning Assignment (for details of the assignment see Personal Learning Assignment tab):

Continuation of the Personal Learning Assignment from Module 7.2. Write your personal vision. It should be about 3-4 pages and address your dreamed-about future in 10-15 years, not a prediction. It should address your physical health, your spiritual health, your romantic and family health, your contributions to the community, and your work (for assignment details see the Personal Learning Assignment tab).

Basic Learning Points:

1. As we go through life, we tend to have 7-year cycles of excitement to boredom (plus or minus 2 years).
2. We often have a periodicity or number of years to our life rhythm, once we are over 30 years old.
3. Similarly, we often have a rhythm to our career cycle- not just job changes or promotions, but major career moves.

Personal Insights and Reflection:

Class 8: The Multilevel Nature of Sustained, Desired Change

Week
7

Class 8 Module 8.1: Multilevel Change – Resonant Leadership and Social Identity Groups

Discussion Forum Question:

Were you surprised or not as to how complex your life system is?

Personal Learning Assignment (personal notes or journal reflection only):

Using the reflective exercise from the video about the relationships in multiple levels of your life system, and without saying people's names, are the key relationships in your life and work resonant or dissonant? Do they invoke the PEA or NEA?

Basic Learning Points:

1. Sustained desired change at any level of human endeavor is a complex system.
2. ICT works as a fractal at each of the levels: individual, dyad, team, organization, community, country, and global systems.
3. In a complex system, you need something to transport information across levels, and emotion across levels of human systems.
4. Resonant leaders, or key people with resonant relationships, help to move information and emotion across levels.
5. In most organizations or systems, multiple levels of resonant leadership are needed for sustained, desired change.
6. Social identity groups also help to move information and emotion across level.

Personal Insights, Reflection and/or Notes for Week 7 Quiz:

Class 8 Module 8.2: Developing Shared Vision in Teams and Organizations

Discussion Forum Questions:

Think of one or two of the teams or groups in which you are a member. Does the team have a shared vision? What is it?

Basic Learning Points:

1. In teams, organizations and communities, sustained desired change can be motivated by bringing the people into the PEA in creating a shared vision, and then periodically, reminding people of this shared vision and purpose.
2. Mergers and acquisitions would be much more successful than they typically are if a shared vision was developed within each part of the event and across the two or more organizations.

Personal Insights, Reflection and/or Notes for Week 7 Quiz:

Class 8 Module 8.3: Recent Research on the Impact of Shared Vision

Discussion Forum Questions:

What could you try in one of your teams or groups to begin a discussion of shared vision?

Action Learning Assignment – for Practicum Track (for details of the assignment see Action Learning Assignment tab):

Ask many of your subordinates or teammates two questions:

- Think of a time when I was proud of the organizations or team.
- Think of a time when we were at our best.

Then share the stories of these events. Patterns or themes emerging from the collective sharing of stories will often constitute the elements of the shared vision you want for your team or organization.

Basic Learning Points:

1. To create new possibilities in families, teams, organizations, and communities, you spread the emotional contagion of PEA by involving and exciting people about a shared vision, and then escalating to other stakeholders surrounding the group or organization.

Personal Insights, Reflection and/or Notes for Week 7 Quiz:

Class 8 Module 8.4: Team Change (Beatles versus Rolling Stones) and Developing Social Identity (Trekkers and Apple Users)

Discussion Forum Questions:

What are the social identity groups that help you move toward your personal vision? What are the social identity groups that might be holding you back? Does your work organization or school effectively build social identity groups?

Personal Learning Assignment (personal notes or reflection only):

Returning to your reflections and charting of the relationships in the multiple levels of your own life system, add the social identity groups to which you belong or aspire. Does involvement with or thinking about these groups invoke the PEA or NEA for you (for assignment details see the Personal Learning Assignment tab)?

Basic Learning Points:

1. Shared vision of a team or organization will have an enduring impact. It's positive impact improves by reviewing it and the collective excitement about it regularly. By periodic reviewing the shared vision, it can be usefully adapted to current conditions.
2. Social Identity Groups can be formal, like sports teams or clubs, or informal, like professional roles.
3. Social Identity Groups are human collectives from which you draw a part of your identity. They can be real in terms of active membership (paying dues and attending events), inactive (reflecting on it but not doing anything in particular) or aspirational (a group that you wish to join or become a part of in the future).
4. Social Identity Groups increase commitment and loyalty, whether to sports teams or brands or organizations. Many work organizations do not effectively use the power of social identity groups to develop spirit de corps.

Personal Insights, Reflection and/or Notes for Week 7 Quiz:

Class 9: The Real Self and Learning Agenda – Discoveries #2, 3, 4 in ICT

Week
8

Class 9 Module 9.1: The Real Self versus the Faux Self and Learning Agenda (not a Performance Improvement Plan)

Discussion Forum Questions:

What do you experience as the threat to an accurate image of your Real Self? What blocks teams or organizations from seeing an accurate image of themselves? Can planning be joyful or is it always an obligation?

Action Learning Assignment – for Practicum Track (for details of the assignment see Action Learning Assignment tab):

If you did the “Me at My Best” interviews for module 3.2, review them to develop an image of your Real Self. If you did not do this exercise earlier, do it now (for assignment directions see the Action Learning Assignment tab)!

Basic Learning Points:

1. The second discovery of ICT is the Real Self at the individual level. It is how we come across to others. At the shared level (i.e., in teams), it appears as our norms and practices.
2. The biggest dangers to an accurate Real Self image are our ego defense mechanisms and an often-gradual shift to a more appealing image of our self—which we call the Faux Self.
3. Soliciting honest feedback from others helps us develop and update our Real Self.
4. The second discovery results in a Personal Balance Sheet—a list of strengths and weaknesses.
5. The third discovery of ICT is the development of a Learning Agenda and Learning Plan. To be effective and help us remain in the PEA, it should be something joyful – something you are looking forward to trying.
6. A performance improvement plan often arouses the NEA and reduces your openness to change and learning because it arouses defensiveness.
7. We have various planning and learning styles that each affect how energizing our learning plan will be (or how demotivating it might be).

Personal Insights, Reflection and/or Notes for Final Exam:

Class 9 Module 9.2: Experimentation and Practice

Discussion Forum Questions:

What settings are good for you to practice new behaviors, thoughts, or feelings? How do others help or hinder your practice?

Personal Learning Assignment (personal notes or journal reflection only):

Try one new thing next week. Pick one thing that you would like to try, either an action, a competency, a new way of thinking about things, a new way of feeling, etc. Do not make it a major or big thing. Just try one small thing that is new or different but would bring you closer to your vision.

Basic Learning Points:

1. The fourth discovery of ICT is the experimentation and then practice of the new thoughts, feelings or behavior.
2. To experiment with a new way of thinking, feeling or acting, we should do it in a “safe” setting – not necessarily at work or at home where the consequences might be too negative to be helpful.
3. When developing a new way of thinking, feeling or acting, we have to practice beyond the point of comfort to the point of mastery.
4. The fifth discovery of ICT is the building and maintaining of supportive, resonant relationships.
5. A sustained, decision and Learning Agenda help to maximize the use of your day-to-day and week-to-week experiences in learning.

Personal Insights, Reflection and/or Notes for Final Exam:

Class 9 Module 9.3: Review and Summary

Basic Learning Points for LEAD EI:

1. Most of us have experienced a great leader some time in our past. This experience provided a model of great leadership which we let ourselves forget and are co-opted by poor or mediocre leaders.
2. Leadership is about the relationship between the leader and the people around him or her.
3. The best leaders build or rebuild resonant relationships. These are relationships in which the leader is in tune with or in sync with the people around him or her.
4. Effective or resonant leadership relationships typically involve the experience of hope, compassion and mindfulness.
5. Effective, or resonant, leaders remind people of the purpose or vision of the organization. This arouses context, meaning and hope.
6. Resonant leaders care about others, beyond empathy or understanding, they deeply care.
7. Resonant leaders are mindful. That is, they appear to be authentic, transparent, genuine, and act with integrity.
8. On the whole, resonant leaders inspire others. Most of the time, when you leave a conversation or their office, you feel charged up, excited, and inspired.
9. Executives reflecting on moments in their lives with specific resonant leaders activated the following neural networks in their brain: mirror neuron networks; social/Default Mode Network; networks associated with positive emotions; and networks associated with approach behavior.
10. Executives reflecting on moments in their lives with specific dissonant leaders *deactivated or suppressed* the following neural networks in their brain: mirror neuron networks; social/Default Mode Network about 2/3rds of the time (the other 1/3rd of the time it was activated). They *activated* networks associated with negative emotions and those associated with avoidance behavior.
11. Sympathetic activations of actions and emotions of others occur in the brain of normal people around them. This occurs in parts of a second, sometimes as little as less than 100 milliseconds, and is predominantly unconscious.
12. When people engage in analytic tasks, like financial, engineering, IT, or physics problems, they activate the Task Positive Network (TPN) in their brain. The TPN enables a person to focus, solve a problem, and make a decision, but it closes a person perceptually to new ideas, possibilities and people.

13. When people engage in social tasks, like helping another person, arguing with them, asking someone for help, they activate the Social Network (SN) which is a part of the Default Mode Network (DMN) in their brain. The SN/DMN enables a person to be open to new ideas, people or emotions, tune into others and moral considerations, but might leave a person open to distractions.
14. The TPN and SN/DMN are, on the whole, independent networks, *and* they suppress each other. But as professionals, managers and leaders, we need to use both the TPN and SN/DMN to be effective.
15. Resonant leadership is common sense, but not common practice.
16. Emotions are contagious, both positive and negative emotions.
17. The contagion spreads at fast speeds (often in milliseconds) and is predominantly below conscious awareness.
18. If you are not emotionally intelligence and mindful (i.e., not aware of what you are feeling), you do not understand how your emotions are infecting others, nor can you consciously change your impact on others to be more effective.
19. Stress activates the Sympathetic Nervous System (SNS), whether the stress is annoying but mild or acute.
20. Activation of the SNS includes:
 - a. Secretion of epinephrine and norepinephrine (adrenaline/noradrenaline) which, at these dosage levels, are vaso-constrictors. It lulls blood from distal capillaries and extremities to send it to large muscles groups need for survival (epinephrine to your arms; norepinephrine to your legs).
 - b. As a result, your pulse rate and blood pressure increases, your breathing gets faster and more shallow.
 - c. You also secrete corticosteroids, eventually cortisol enters your blood stream.
 - d. As a result, besides being a natural anti-inflammatory, cortisol diminishes the functioning of your immune system and inhibits neurogenesis.
21. Chronic, annoying stress (losing a cell phone call) causes your body to activate and prepare for defending itself but also results in cognitive, perceptual and emotional impairment.
22. Renewal is activated by the Parasympathetic Nervous System (PNS).
23. Activation of the PNS includes:
 - a. Stimulation of the vagus nerve and secretion of oxytocin (primarily in females) and vasopressin (primarily in males). At this dosage level, these are vaso-dilators. They open your blood flow.
 - b. As a result, you feel warmer, your blood pressure and pulse rate drop, your breathing slows down and gets deeper. You engage your immune system to its fullest capability.
24. Renewal (activation of the PNS) results in your body rebuilding itself neurological with the possible growth of new neural tissue (neurogenesis), engaging your immune system (becoming healthier),

and becoming more open to new ideas, emotions, other people (especially if they are different), and new possibilities, learning, adaptation and change.

25. Without regular and periodic renewal experiences, chronic stress will make your performance non-sustainable.
26. Four key experiences have been shown in published studies to activate the parasympathetic nervous system: mindfulness, hope, compassion and playfulness.
27. These four experiences are the same ones that produce or enhance resonant relationships.
28. Types of Activities that invoke the experience of:
 - a. Mindfulness: meditation; yoga, tai chi; prayer if you are praying to a loving God (not a vengeful or blaming one); physical exercise in moderation but consistently;
 - b. Compassion: being in a loving relationship; having pets you can pet (i.e., dogs, cats, monkeys or horses- not fish); volunteering and helping those less fortunate; helping family members, especially elderly or disabled;
 - c. Hope: thinking and talking with others about a future dream, personal or shared; being hopeful about the future;
 - d. Playfulness: laughing with others
29. Emotional, social and cognitive intelligence competencies are actions organized around an intent (i.e., conscious or unconscious) that leads to or causes effectiveness.
30. Emotional intelligence competencies are the competencies that enable you to be aware of your own emotions and manage them.
31. Social intelligence competencies are the competencies that enable you to be sensitive to others' emotions and manage your relationships with them.
32. Cognitive intelligence competencies are the competencies that enable you think about and view the world – how you make sense of events around you.
33. Threshold competencies are the ones that differentiate average performance from poor performance. Distinguishing competencies, the ones we are working with in this course, are the ones that differentiate outstanding and effective from average performance.

34. Emotional, Social and Cognitive Intelligence Competencies¹

¹ Boyatzis, R. E. and Goleman, D. (1996, 1999), *Emotional Competency Inventory*, The Hay Group, Boston; Boyatzis, R. E., Goleman, D. and Hay Acquisition. (2001, 2007), *Emotional and Social Competency Inventory*, The Hay Group, Boston; Boyatzis, R.E. (2009). A behavioral approach to emotional Intelligence. *Journal of Management Development*. 28, 9, 749-770. © Richard Boyatzis and Daniel Goleman, 1996, 2002, 2007.

Emotional Intelligence competencies:

Self-Awareness cluster concerns knowing one's internal states, preferences, resources, and intuitions. The Self-Awareness cluster contains one competency:

- Emotional Self-Awareness: Recognizing one's emotions and their effects

Self-Management cluster refers to managing ones' internal states, impulses, and resources. The Self-Management cluster contains four competencies:

- Emotional Self-Control: Keeping disruptive emotions and impulses in check
- Adaptability: Flexibility in handling change
- Achievement Orientation: Striving to improve or meeting a standard of excellence
- Positive Outlook: Seeing the positive aspects of things and the future

Social Intelligence competencies:

Social Awareness cluster refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The Social Awareness cluster contains two competencies:

- Empathy: Sensing others' feelings and perspectives, and taking an active interest in their concerns
- Organizational Awareness: Reading a group's emotional currents and power relationships

Relationship Management cluster concerns the skill or adeptness at inducing desirable responses in others. The cluster contains five competencies:

- Coach and Mentor: Sensing others' development needs and bolstering their abilities
- Inspirational Leadership: Inspiring and guiding individuals and groups
- Influence: Wielding effective tactics for persuasion
- Conflict Management: Negotiating and resolving disagreements
- Teamwork: Working with others toward shared goals. Creating group synergy in pursuing collective goals.

Cognitive Intelligence Competencies:

- Systems Thinking: perceiving multiple causal relationships in understanding phenomena or events
- Pattern Recognition: perceiving themes or patterns in seemingly random items, events, or phenomena

35. Using more of the emotional, social, and cognitive intelligence competencies leads to more effectiveness in many countries, in many occupations, professionals, managers and leaders.

36. These competencies can be significantly developed in adults.

37. Social and emotional learning programs can help 5-18 year olds be more social and do better in school.
38. Experiencing gratitude to others and caring is the experience of compassion. This brings you into the Positive Emotional Attractor and the PNS. It is a moment of renewal.
39. Intentional Change Theory (ICT) is a model of sustained, desired change at all levels of human endeavor: individual, dyads, teams, organizations, communities, countries, and global systems.
40. Sustained, desired change occurs primarily through emergence (from complexity theory) of 5 discoveries or epiphanies. The process is often discontinuous and non-linear.
41. Movement from one discovery or stage of ICT to another occurs through tipping points or movement between the Positive Emotional and Negative Emotional Attractors (to be explained in the next module).
42. The 5 discoveries of ICT are:
 - a. The Ideal Self or shared vision;
 - b. The Real Self or shared norms and values in relationships;
 - c. A Learning Agenda and plan to move closer to your vision – but is something you are excited about trying;
 - d. Experimentation and practice with new thoughts, feelings, or behaviors; and
 - e. Resonant relationships – supportive relationships that make the rest of the discoveries possible.
43. The Positive Emotional Attractor (PEA) and Negative Emotional Attractor (NEA) are strange, or Lorenz, attractors. Each is a state. Movement between them occurs when you reach a tipping point.
44. The PEA is:
 - a. Being in PNS arousal; feeling positive and hope, thinking about the future, dreams, and possibilities;
 - b. Being optimistic, focusing on one's strengths;
 - c. Excited about trying something new, experimenting; and
 - d. Being in resonant relationships.
45. The NEA is:
 - a. Being in SNS arousal; feeling negative and fearful; thinking about the past or present, expectations of others and problems;
 - b. Being pessimistic, focusing on one's weaknesses;
 - c. Feeling obligated to things you "should" or are "expected by others" to do, like a performance improvement plan
 - d. Being in dissonant relationships.
46. Sustained desired change tends to start in the PEA.

47. To sustain learning or change efforts, it is likely that you have to spend 3-6 times in the PEA as the time spent in the NEA. This is to compensate for the observation that negative emotions are stronger than positive.
48. A patient's experience of shared PEA (i.e., shared vision and positive mood) with their physician predicts treatment adherence in Type II diabetics.
49. Shared vision is a key to predicting long-term success in family businesses.
50. For IT managers and professionals, PEA predicts effectiveness.
51. Physician leaders' PEA predicts leadership performance.
52. fMRI studies show that spending 30 minutes in a conversation about the PEA, in terms of a person's vision or dream, activates regions of the brain associated with imagining new things, the SN/DMN, and more PNS activity.
53. A second fMRI study of PEA versus NEA coaching replicated these findings and showed that more PEA discussions with a coach activated additional regions associated with PNS or renewal.
54. We need stress, but most of the time, we are exposed to too much of it.
55. We need the NEA to survive and the PEA to thrive.
56. You can attempt to create a tipping point and move a person into the PEA by arousing hope, compassion, mindfulness, or playfulness.
57. Coaching for compliance is when someone tries to "fix" you, tells you what they want you to do or should do. This often tips people into the NEA as it creates a sense of obligation.
58. Coaching with compassion is coaching to the PEA, while in contrast coaching for compliance is coaching to the NEA.
59. There is a development process in becoming a better coach or learning how to motivate others to learn and change. As the coach develops his/her perspective and skill, he/she moves from a focus on the problem to a focus on the process (the interactions with the other person) and then to a focus on the person.
60. The Ideal Self can be confused with the Ought Self. The Ought Self is the Ideal Self that other people want us to achieve. It is often experienced as an imposition and arouses the NEA.
61. We often lose sight of our personal vision, Ideal Self and dreams due to effects of chronic stress and preoccupation with analytics pushing our brains into the Task Positive Network.
62. Reviewing a shared vision helps bring people into the PEA and be more open to new ideas, relationships, possibilities, learning and change.
63. The Ideal Self comes from an image of your desired future, your core identity, and hope.

64. An image of our desired future comes from our:
 - a. Passion, calling, and desired legacy;
 - b. Fantasies, dreams and aspirations;
 - c. Current life and career stage or transition; and
 - d. Core values and operating philosophy.
65. As we go through life, we tend to have 7-year cycles of excitement to boredom (plus or minus 2 years).
66. We often have a periodicity or number of years to our life rhythm, once we are over 30 years old.
67. Similarly, we often have a rhythm to our career cycle- not just job changes or promotions, but major career moves.
68. Sustained desired change at any level of human endeavor is a complex system.
69. ICT works as a fractal at each of the levels: individual, dyad, team, organization, community, country, and global systems.
70. In a complex system, you need something to transport information across levels, and emotion across levels of human systems.

Personal Insights, Reflection and/or Notes for Final Exam: