

Developing Contributory Skills - II

Personal Competency through Emotional Intelligence

The first step to become a great leader is to become a highly capable individual. This involves developing personal competencies which can deliver positive and beneficial work for the self, organization, nation and society.

An emotion (Hockenbury and Hockenbury¹) is a complex psychological state which involves three components:

- A subjective experience
- A physiological response
- A behavioral / expressive response

Paul Eckman² (1972) suggested six basic universally prevalent emotions: fear, disgust, anger, surprise, happiness and sadness.

Emotions are subjective; meaning what makes one person happy may not make another person happy too. Emotions may not always be experienced in their pure form; one can experience mixed emotions at certain times too. For example, the first stage performance of an artist can make her feel nervous and happy too.

Emotions also cause strong physiological reactions. An emotion leads to an autonomous reaction by the body's nervous systems and leads to various responses ranging from sweatiness and increased heart beats, to controlling the 'fight-or-flight' response.

The behavioral response is the actual expression of emotion. The ability to accurately understand the expressions of emotions is called as emotional intelligence.

Emotional Intelligence (EI):

EI is a person's ability to identify and manage one's own emotions as well as the emotions of others. An emotionally intelligent individual is

- highly conscious of his or her own emotional states – positive as well as negative
- Is able to identify and manage them.

Such an individual is also highly sensitive, perceptive and receptive to the emotions of others around him or her, and can manage them too.

As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. Therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people — particularly as the economy has become more global.

¹Hockenbury, D. and Hockenbury, S.E. (2007). *Discovering Psychology*. New York: Worth Publishers.

²Ekman P. Basic Emotions. *Handbook of Cognition and Emotion*. 2005:45-60. doi:10.1002/0470013494.ch3

The Five Components of Emotional Intelligence:

The Components Of Emotional Intelligence	
Personal Competence	Relational Competence
Self-awareness	Empathy
1. Knowledge of self	1. Understanding others
2. Accurate self-assessment	2. Service orientation
3. Self-confidence	3. Organizational acumen
4. Emotional awareness	4. Appreciating diversity
Self-regulation	Social Skills
1. Emotional self-control	1. Communication
2. Integrity	2. Developing others
3. Adaptability	3. Collaboration and cooperation
4. Innovation	4. Managing conflict
5. Conscientiousness	5. Building influence
Motivation	6. Building bonds
1. Achievement drive	7. Catalyzing change
2. Commitment	8. Inspirational leadership
3. Initiative	
4. Optimism	
5. Learning orientation	



DesignEpicLife.com/EI

Self-Awareness:

Very simply, it means one is totally aware of what one is feeling and what the meaning of that feeling is. One should also be aware of one's personal strengths and weaknesses and when and how to use them.

Emotional strength and maturity in this trait emerges from:

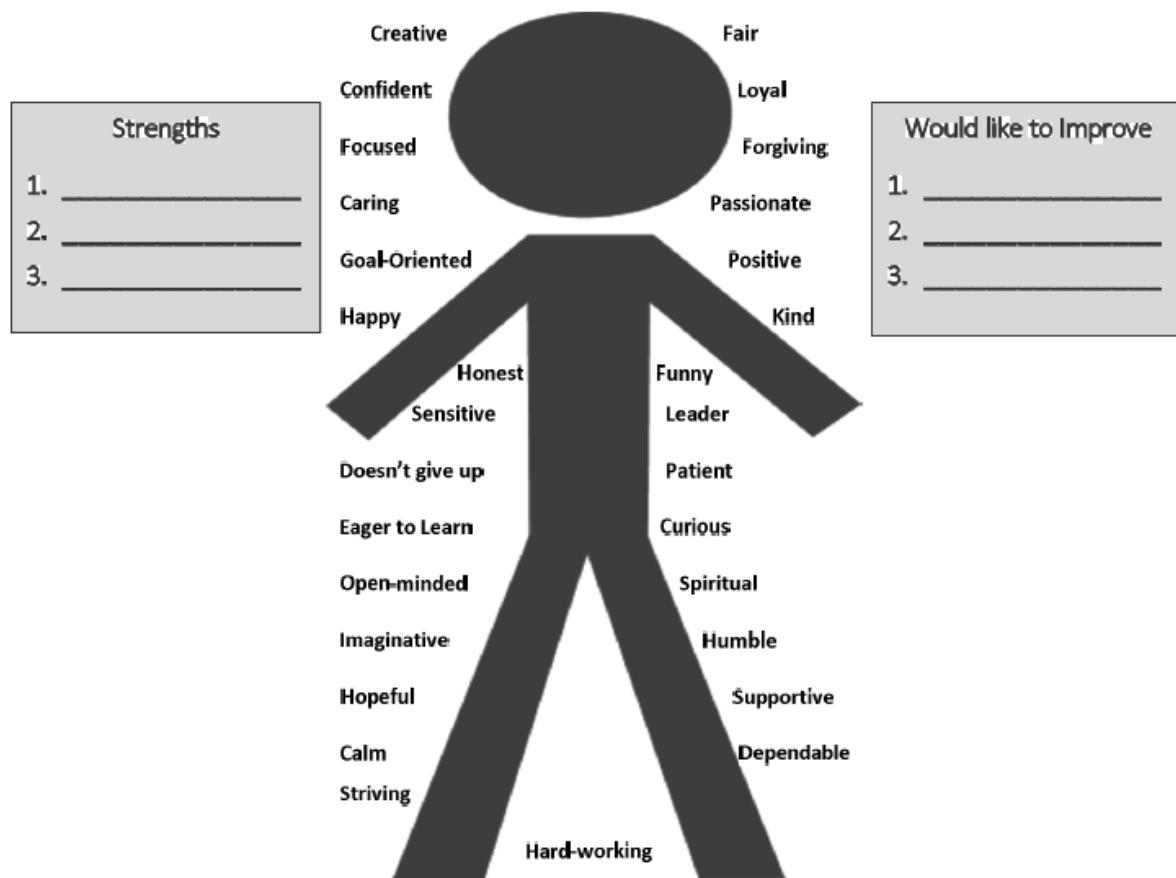
- confidence
- sense of humor (can laugh at self too)
- aware of one's impressions on others (how others perceive us)

Self-awareness activity³:

Before you can make changes in yourself, you have to know what there is to work with. Becoming self-aware is about the process of understanding yourself. We all have strengths

³Florida State University Self-awareness worksheet.

and limitations. Self-awareness can be developed and identifying your strengths and weaknesses can help with this development. Spend some time recognizing areas you need to develop and intentionally make an effort to develop or strengthen that aspect of yourself. Choose three strengths for yourself, and three you would like to improve on. If you don't see a trait listed here, feel free to write your own! Once you've chosen traits that need improving, think about and describe how you will attempt to improve those traits.



A key aspect of self-awareness is awareness about one's own emotions, if one wishes to have control over emotions at all. A small class group exercise to make students understand their own emotions is 'Making Eye Contact'.

Making eye contact: Have a group of students spread out across the class-room and tell them to imagine themselves in a public space like a museum, or a garden or a mall. The exercise is executed in the following three stages:

I. Stage One:

Ask your participants to roam around the room as if they are in a public space while not making eye contact with anyone else. They should improvise and act the role. Allow one minute for this part.

Stop everyone and ask the participants to make a note of their feelings on a page.

II. Stage Two:

For this round, ask your participants to seek out eye contact as they go about the room. However, as soon as they have made eye contact, they should break it and look away. Allow two minutes for this part.

Stop everyone and ask them to record their feelings on a page.

III. Stage Three:

In this round, ask your participants to seek out eye contact and as soon as they have made eye contact with anyone they should pair up with that person. They should stand side by side and do not establish eye contact with anyone else. Allocate two minutes for this part.

Stop everyone and ask them to record their feelings on a page.

Bring everyone back together and follow with a discussion.

Allot 10 minutes or so for the group discussion. Here are a few questions to guide your discussion:

While going through various stages of the exercise how did you feel?

- How did it feel when you were making eye contact and you had to break it straight away?
- How did it feel when you made eye contact and you could approach the person to pair up?
- If you were slow to pair up with someone, how did it feel to go about finding someone you could make eye contact with?
- How easy was it to make eye contact with someone?
- How close do you feel with people that you maintained eye contact with?

This enables the students to realize the importance of eye-contact to emotions.

Self-Regulation:

Once an individual understands the emotions rising from within, the next step is to control them. Self-regulation prevents one from ‘rushing into things’ and one can control their emotions emerging within themselves, and can choose the right emotion to express, an expression which is appropriate.

Emotional strength and maturity in this trait emerges from:

- Personal responsibility and accountability
- Control over reflex actions

A class activity, to be done individually by each student, would enable students to self-regulate their emotions based upon their self-awareness. Show a list of the following positive and negative emotions to the students:

Positive emotions	Negative emotions
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Happiness	Anger
Excitement	Disappointment
Joy	Exhaustion
Peaceful	Frustration
Relaxed	Stressed
Calm	Concerned
Cheerful	Worried
Caring	Anxious
Flexible	Defensive
Harmonious	Confused

Select any emotion, preferably a negative one such as anxious, anger or frustration. Ask the students to write down the answers to the following:

- Think of a time when you were angry and how you handled it.
- Describe your reaction and behaviors in the lines provided below.
- Fill in the blanks: “The last time I was angry I...”

Now ask the students their plan to process this emotion (anger) in the future:

Breathe deeply	Take a break	Go for a walk
Take a shower	Distract yourself	Lie down
Think before speaking		Write about it

Ask the students to prepare a set of possible response / coping mechanisms for each emotion, and consciously choose one coping mechanism the next time they are confronted with the same emotional stimulus.

Self-Motivation:

A person high on EI would not need external support for motivating the self. The drive to do, to excel, to contribute would come from within. They also set very high standards for themselves, and also for others around them. They can not only motivate themselves, but are equally good at motivating others.

Emotional strength and maturity in this trait emerges from:

- Drive and passion to initiate and complete a task
- Perseverance

Daniel Goleman, the author of several seminal books on Emotional Intelligence, identified four elements that make up motivation:

- Personal drive to achieve, the desire to improve or to meet certain standards;
 - Having a growth mindset and not a fixed mindset
 - Being organized
 - Being good at time management
 - Avoiding distractions

- Commitment to personal or organizational goals;
 - Set personal goals, stay committed to achieve them
- Initiative, which he defined as ‘readiness to act on opportunities’;
 - Identifying the right opportunities and assessing their risks
 - Courage to initiate and proceed
- Optimism, the ability to keep going and pursue goals in the face of setbacks. This is also known as resilience.
 - Positive thinking
 - Resilience

Empathy:

Empathizing with somebody means putting yourself in the same situation as someone else, in order to better understand them, and approach them with something they can relate to. This is an important skill needed for motivation and conflict management.

Five key elements of empathy are:

- Understanding others
- Developing others
- Having a service orientation
- Leveraging diversity
- Political awareness

Class activity⁴ - You are Rajesh. You are working with Mukeshon a class project. The teacher told you to make a poster for your project. You have some great ideas about how to do the poster but noticed that Mukesh is already starting on it. You really want your ideas to be included in the poster, but Mukesh doesn't say much when you tell him your ideas. Act out how you think Rajesh might feel.

Class activity⁵ - Introduce your students to the importance of active listening and the difference between sympathy and empathy. Here's a script you might want to use:

“There are two kinds of support we can offer when we’re helping someone: sympathy or empathy. In both cases, we can show that we are listening to someone by leaning our body slightly forward and toward the person, by looking at the person’s face and giving them our full attention while they are talking, and by nodding occasionally to show that we are hearing them. We can also keep a kind expression on our face and repeat to the person what we heard them say when the time is right. For example, you can say, “‘You’re mad you have homework when you’d rather be hanging out.’ You can also say things like, “‘I’m so sorry.’ But empathy takes sympathy a little further by showing how deeply we understand. Usually, this means that something very similar has happened to you and you really do feel what the person feels when you realize the situation they’re in. You could say, “‘That happened to me

⁴<http://archive.brookespublishing.com/documents/strong-kids-3-5-supplement-4-3.pdf>

⁵<https://blog.brookespublishing.com/5-activities-for-building-empathy-in-your-students/>

once, and it made me so mad.' Even if we haven't been in a similar situation, we can still feel and show empathy by looking at the situation the way another person sees it."

This can be followed up by role plays wherein students play the role of an empathizer to a fellow student.

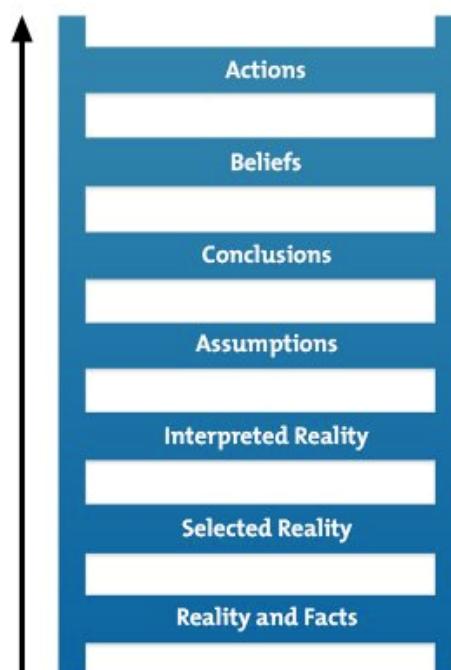
Social skills:

People with high EI are also good at interpersonal skills, team work, managing and motivating groups, resolving conflicts, communicating to known and unknown people with equal efficacy, and provide good customer service. They are interactive, engage in dialogue, are open to ideas, and are constructive in their suggestions and advice.

Social skills, in the Emotional Intelligence sense, include:

- Communication Skills
- Persuasion and Influencing Skills
- Conflict Management Skills
- Leadership Skills
- Change Management Skills
- Building Bonds (Rapport)
- Collaboration and Cooperation | Team-Working Skills

A good class activity to give students an idea about the errors they might be making in interpersonal communication is *The Ladder of Inference*. As humans, we easily jump to conclusions when we don't spend adequate time and effort to reasonably understand others' view points.



From Argyris, C., 'Overcoming Organizational Defenses: Facilitating Organizational Learning,' 1st Edition, © 1990. Printed electronically and reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey. and Sons, Inc.

Here is an example of how one easily climbs the ladder of inference:

1. Jaya arranges to meet Mamta for coffee at 10.30a.m.
2. Mamta is late and does not explain why. In fact, she doesn't seem to have noticed that she's late at all.
3. Jaya decides that Mamta simply couldn't be bothered to turn up on time, and that Mamta values her own time more highly than Jaya's.
4. Jaya concludes that it's not worth bothering to meet up in future, because Mamta obviously doesn't want to see her.
5. When Mamta suggests meeting the next week, Jaya makes an excuse to avoid it.

At the end of this, all Mamta sees is that Jaya does not want to meet up again. She may have no idea why. There could be any number of reasons why Mamta was late, and hasn't explained: a doctor's appointment, perhaps, or it could be as simple as her watch being slow, so that she has no idea that she is late. Meanwhile, Jaya has decided the friendship is not worth pursuing.

Thus, it is apparent that everyone should avoid climbing the ladder of inference. Three ways to do so are:

- Become more aware of your own thinking and reasoning (reflection, or reflective practice);
- Ensure that others understand your thinking and reasoning (advocacy);
- Ask questions of others about what they are thinking, and test your assumptions (inquiry).

For improving persuasion and influencing skills, the following class activity can be undertaken:

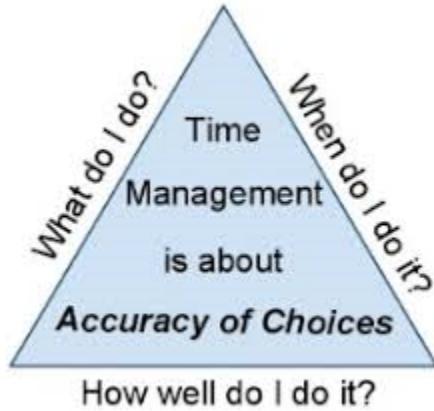
1. Faculties should narrate / suggest some hypothetical situations to assign to each group. A few suggestive situations are as under:
 - Your friend has lost interest in MBA and her grades are suffering. As a result, she has decided to quit MBA and take up a job to support herself. She says she'll eventually get her MBA on her own. Compose a logical argument convincing her to continue with MBA, with reasons why it is to her benefit.
 - Your parent is considering a job in another city in Gujarat. If your parent takes the job, it would mean that your family would relocate during summer vacation break. For you, this would mean adapting to a new town, a new college, and new friends. Your parent has asked for your help in making this decision. Compose a logical argument to either support moving or support staying where you are.
2. Divide your class into teams of 4–5 students, depending on your class size. Assign a situation to each team..
3. Arrange classroom seating to accommodate team work and discussion.

4. Ask each team to enact the situation and prepare a small role play of 3 – 5 minutes to present in the class.
5. Fellow students can comment on the persuasive capabilities of peer groups, and collectively adjudge the best team.

Personal Efficiency through Time Management

What is Time Management?

We actually can't ever manage time; we can only manage the use of our time. How do we manage the use of our time? By constantly making decisions about:



Source: www.time-management-success.com

Good time management = More (and of course, better) work in less time.

Good time management leads to success in personal and professional lives. One of the major ill-effects of mismanagement of time is increase in stress of an individual.

Major tasks for effective time management:

Effective Planning

- Advance planning of each day, week, month and year
- Take one thing at a time
- Prepare a To-Do List / Task Plan / Wish List
- List the time needed for each activity planned for the day

Setting Goals and Objectives

- SMART goals and objectives

5 CRITERIA					
	SPECIFIC Clearly define the expected result.	MEASURABLE Quantify your objective, to know when you have achieved it.	ACHIEVABLE Define realistic ways of achieving your objective.	REALISTIC Take the different constraints (environment, resources, etc.) into account.	TIME-BOUND Specify the deadline or target date for achieving your objective.
	EAT MORE fruits and veggies	Have at least 5 SERVINGS OF FRUITS AND VEGGIES every day, as recommended by Canada's Food Guide.	MAKE A SHOPPING LIST so that I have what's necessary for adding a fruit snack or a vegetable to dinner	I need to ADD 2 SERVINGS OF FRUITS AND VEGGIES per day	Target: BY MARCH 31, 2018.
	Take up JOGGING	Run slowly for 15 MINUTES	CONSULT A KINESIOLOGIST to get a plan that's tailored to my needs	I can go for a RUN 3 MORNINGS before work	I give myself 3 MONTHS to reach my goals
	HAVE SOME "ME TIME" every day	Put aside 30 MINUTES of "me time" every day	LENGTHEN MY READING TIME before bed (begin earlier)	BETTER ORGANIZE MY TIME and ask my spouse for help with housework so that I am free earlier	In 3 WEEKS , I would like to have 30 minutes almost every night for "me time"

Source: <http://blogue.lacapitale.com/en/health/smart/>

Setting Deadlines

- Set a deadline the moment you select or are assigned a task
- Take ownership and accountability of your own work
- Break down the deadline into shorter time spans, with specific dates to reach

Delegation of Responsibilities

- Learn to say "No"
- Delegate, don't try to do everything by yourself

Prioritizing Tasks

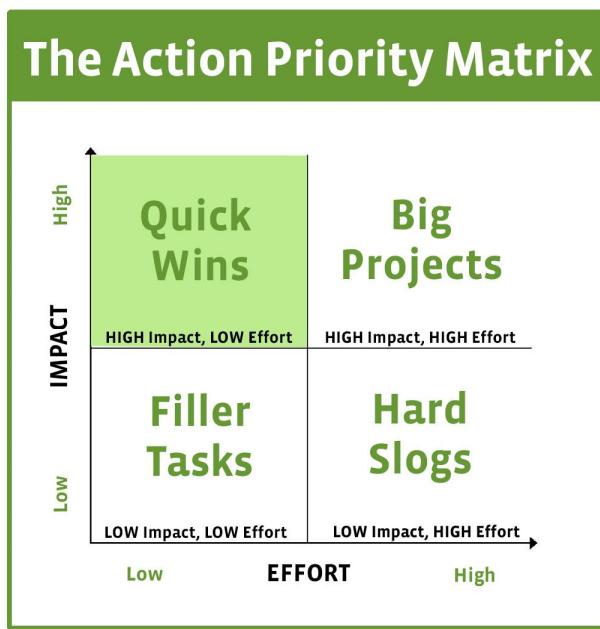
- Prioritize urgent and important tasks
- Address most crucial tasks first

Spending the right time on right activity

- Develop the habit of doing the right thing at the right time.
- Work done at the wrong time is not of much use.
- Spare some time separately for your personal life too.
- Work-life balance
- After all human being is not a machine.

The Action Priority Matrix

The Action Priority Matrix is a tool that enables one to make the most of one's time by helping one choose the right tasks and opportunities to pursue. The world is full of opportunities. Unfortunately, there is never enough time to pursue all of these opportunities. Because of this, one needs to choose one's opportunities and tasks wisely, so one can make the most of one's time. One wants to ensure that one chooses those tasks that will give the most significant return on time investment, and avoid unrewarding tasks.



The matrix is a two-by-two grid. On the x-axis we have the effort needed to complete a task, going from low to high. On the y-axis, we have the impact on results completing a task will have. To use the tool, you score your tasks or to-do list firstly by effort and then by their impact. You then place each task on the grid according to its score.

Source: <https://www.thecoachingtoolscompany.com/action-priority-matrix-coaching-tool-achieve-more-emma-louise-else>

Quick Wins

These are tasks requiring little effort but which have a high impact. As such, they are very attractive because they have high returns for a small outlay of energy. Completing quick wins should be your highest priority, and you should concentrate on these tasks as much as you can.

- Give a product demonstration to a potential new customer.
- Call back a sales lead.
- Complete your tax return.

Major Projects

These are tasks that can give you significant results (impact), but unlike quick wins, they require you to invest a lot of time into them. These types of tasks should be your next priority after quick wins. You'll need to invest a lot of time into these projects to get them done but be careful not to let these tasks consume all of your time.

- Write a book.
- Finish a project to redesign your website.
- Finish a strategic planning exercise.

Fill-Ins

These are tasks that require a low effort for you to perform, but they also have little impact on your results. As hinted at by the name, you use these tasks to fill in your time. You should only perform these tasks if you have the time available after working on your quick wins and major projects. Consider delegating these tasks if you have that as an option. Alternatively, consider dropping these tasks altogether if possible.

- Book flights to attend a conference.
- Pay an invoice.
- Deal with low-priority emails.

Thankless Tasks

These are tasks which have a low impact but which still require a high effort. You should aim to completely eliminate these tasks, as they are not worth your time to complete.

- Browsing Internet news sites.
- Looking at Facebook.

Using the Model

To use the model, follow these four steps:

- Make a complete list of all of your tasks.
- Score your tasks for effort and impact. You can use any scale you like to do this, but a simple 1-10 scale works well, where one is very low, and ten is very high.
- Place each activity in the matrix according to its effort and impact scores.
- Prioritize your activities:
 - Give quick wins the highest priority.
 - Spend the remaining time on your major projects. You should spend the majority of your time on these tasks.
 - If you have any remaining time, do your fill-in activities. Otherwise, delegate or drop these tasks.
 - Eliminate thankless tasks. Spend absolutely zero time performing these tasks.

The Eisenhower ‘Urgent / important’ Matrix:

In a 1954 speech to the Second Assembly of the World Council of Churches, former U.S. President Dwight D. Eisenhower, who was quoting Dr J. Roscoe Miller, president of Northwestern University, said: "I have two kinds of problems: the urgent and the important. The urgent are not important, and the important are never urgent."

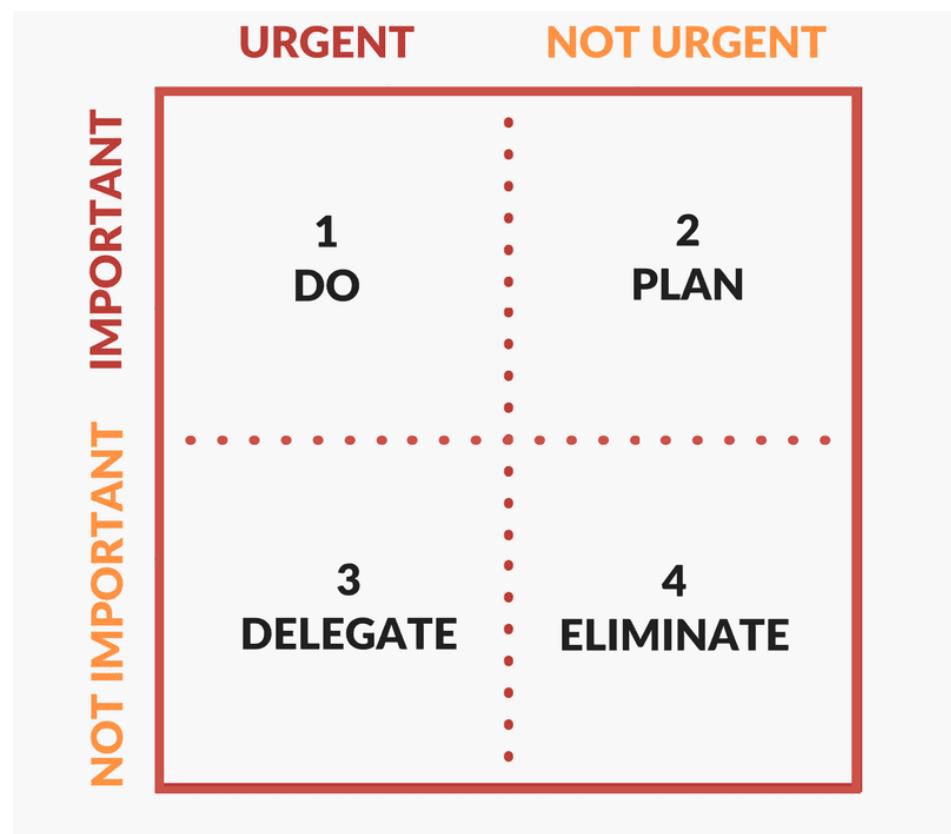
This is the popular Eisenhower Principle. Eisenhower recognized that great time management means being effective as well as efficient. In other words, we must spend our time on things that are important and not just the ones that are urgent.

To do this, and to minimize the stress of having too many tight deadlines, we need to understand this distinction:

- Important activities have an outcome that leads to us achieving our goals, whether these are professional or personal.
- Urgent activities demand immediate attention, and are usually associated with achieving someone else's goals. They are often the ones we concentrate on and they demand attention because the consequences of not dealing with them are immediate.

When we know which activities are important and which are urgent, we can overcome the natural tendency to focus on unimportant urgent activities, so that we can clear enough time to do what's essential for our success.

How to Use Eisenhower's Principle?



Quadrant 1: Do First

Important and Urgent

These are tasks that are both urgent and important. These are “do first” tasks because they are critical for your life or career in some way and need to be finished right away. You want to get these tasks done as soon as possible. These tasks emerge because of:

- Unforeseen events (not avoidable)
- Activities left by us for the last minute (avoidable by planning ahead)

An example of a quadrant 1 task in your career may be answering a time-sensitive email from a client. This matrix can also be used in your personal life. An example of a quadrant 1 task in your personal life may be a crying baby, a medical emergency, or something burning in the oven.

Quadrant 2: Decide When

Important but not Urgent

These are tasks which are important, but not urgent. This is where you want to invest the majority of your time. Quadrant 2 tasks are in line with your long-term goals – personal and professional. Make sure that you have plenty of time to do these things properly, so that they do not become urgent, thus avoiding stress.

An example of such a task is exercising as it is important to your health, but you can decide when that can be done. It is also important to spend time with your family, but again, that can be aligned with your schedule. When it comes to your career, it may benefit you to obtain another degree or get a certificate of some sort. These things are important to your career, but they do not need to be done immediately.

Just because these tasks are not urgent does not mean that they are not important. People often associate urgent matters with being important, which is not always true. Because your goals will stay constant, anything that will be beneficial to you in the long term will fall into the second quadrant.

Quadrant 3: Delegate It

Not important but Urgent

Sometimes, we put too much importance on a task which was not very important. This common mistake often occurs when someone asks you to do something that does not directly benefit you or get you closer to achieving your goals. A common source of such activities is other people. For quadrant 3 tasks, it is important to learn and remember how to delegate certain things.

Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves. Alternatively, try to have time slots when you are available, so that

people know they can speak with you then. A good way to do this is to arrange regular meetings with those who interrupt you often, so that you can deal with all their issues at once. You'll then be able to concentrate on your important activities for longer.

Quadrant 4: Delete It

Not Important and not Urgent

Honestly, you want to avoid quadrant 4 tasks. These tasks are simply a waste of your time, and they should be eliminated. If you are able to identify and eliminate all of your quadrant 4 tasks, you will free up some much-needed time to invest in your quadrant 2 tasks.

Some examples of quadrant 4 tasks are playing video games, watching television shows that you have already seen, or mindless web browsing.

Does that mean nothing in quadrant 4 should be a part of your life? No. Having a balance between your professional and personal life is important, and downtime helps you regain your energy. The challenge here is to spend most of your time in quadrant 2, and just enough time in quadrant 4 to get by.

Practices for efficient Time Management:

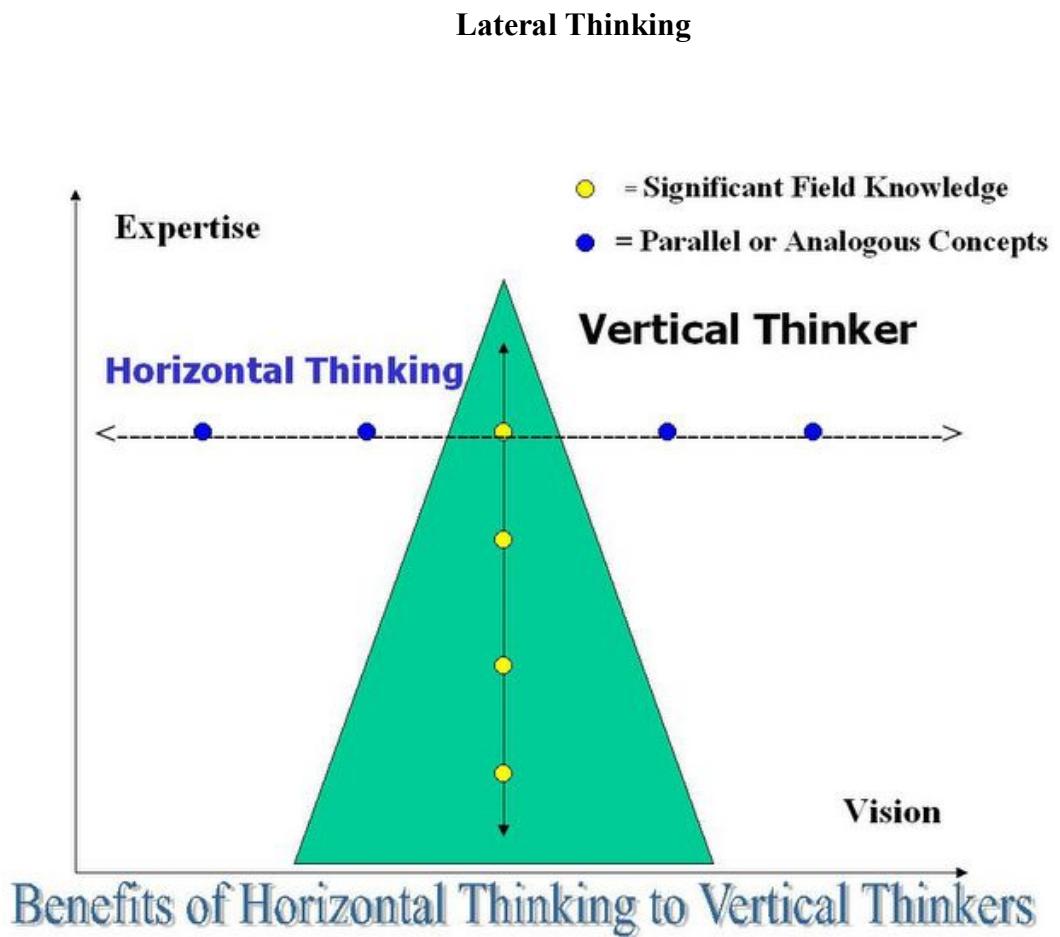
- Setting daily goals
- Don't delay work
- Have a personal schedule and adhere to it
- Must-do list / To-do list
- Stay away from distractions
- Prioritize, delegate, delete
- Keep everything organized
- Have Courage to Say No
- Review daily progress

Figure 1: Sample of time management chart

Time Management Chart

DIRECTIONS: Record your daily activities and how much time they take, including the weekend. Use a different color for each activity (e.g. eating, sleeping, travel time to & from school, class time, extracurricular clubs/activities, study time, homework, leisure).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12 AM							
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Source:

<http://zenpundit.blogspot.com/2005/04/understanding-cognition-part-i.html>

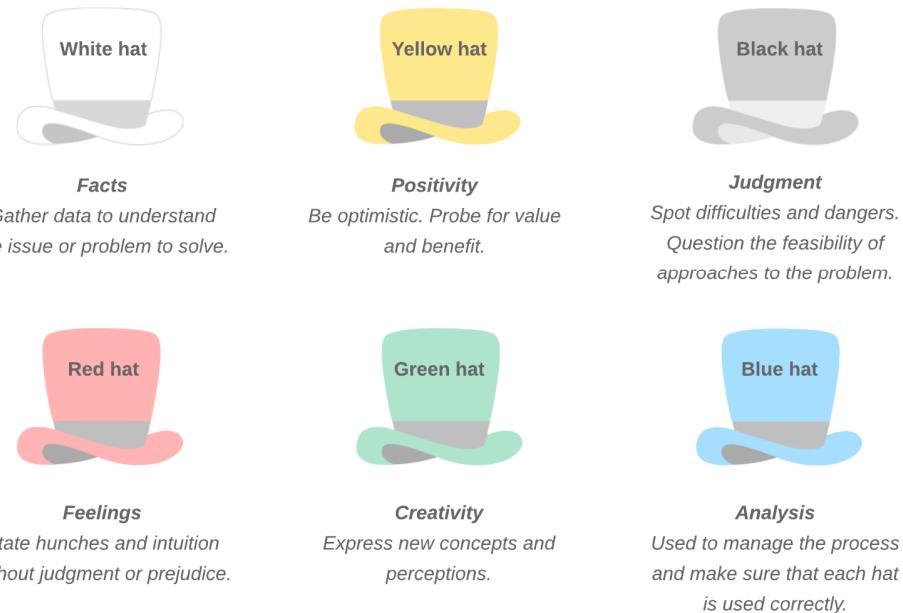
The term ‘lateral thinking’ was coined by Edward de Bono, the noted psychologist. When we solve a problem in a direct, straightforward way (vertical thinking); it is termed logical thinking. Lateral thinking looks at things from a sideways perspective (horizontal thinking).

Lateral thinking is thus very much about standing back, looking at the big picture and understanding concepts. It also requires that you focus in on the parts that have perhaps been overlooked, challenging assumptions and seeking alternatives. A person uses lateral thinking to move from one known idea to creating new ideas.

Six Thinking Hats

Six Thinking Hats is a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved. It is a powerful technique for looking at decision making from different points of view. The ‘hat’ signifies the role played by the one who wears it, and signifies the way of thinking and approaching any problem. Students would learn the crucial skills required for problem solving through brainstorming, group discussions and collaborative thinking and doing. It would also broaden their perspective abilities to address a single issue from multiple directions.

Six Thinking Hats



Source: <https://www.lucidchart.com/blog/about-the-six-thinking-hats-technique>

For more: <https://www.designorate.com/the-six-hats-of-critical-thinking-and-how-to-use-them/>

One way to make students adorn different hats, and make them think from different perspectives on the same topic is to engage them in generating and sharing thoughts pertaining to each hat; for a given topic. Some such activity can be accessed at:

<https://gagc.org/Resources/Documents/2015%20Convention/Handouts/Hampton/SixThinkingHatsCardGameFreeResource.pdf>

https://museumsvictoria.com.au/media/1858/olc_activity5_life_on_mars_versus_life_on_earth.pdf

An essential component of the selection process in campus placements is the Group Discussion. Students are required to approach an issue from different perspectives. Thus, the Six Thinking Hats concept should be used to inculcate the essential skills required in group discussions. These skills would even enable them to contribute more productively to team meetings and discussions in their careers. It would be advisable if students are made to participate in simulated GDs and each student is asked to ‘wear’ a different hat for the same topic.

LEVEL 5 LEADERSHIP

A simple definition of leadership is the art of motivating a group of people to act towards achieving a common goal. ... He or she is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his or her direction.

Leadership is the specific set of skills and attributes which can be acquired through learning. A Leader is a person who guides others and motivates them to achieve specific goals to accomplish his vision.

Differences between Managers and Leaders:

Differentiating characteristics	Manager	Leader
Position and Status	Managers are appointed at official positions.	Anyone can be a leader, regardless of position.
Way of thinking	Controlled mind set	Out of the box thinking
Focus	Goal oriented	People oriented
Aim	Achieving targets	Accomplishing their vision
Objective	Getting the work done	Initiating change
Attitude	Accept the existing situation and work accordingly	Challenge the existing system and improve it
Perspective	Short term	Long term

As the diagram depicts, there are multiple leadership styles:



Source: <https://businessjargons.com/leadership.html>

Level 5 Leadership:

In 2001, Jim Collins⁶ authored a book titled *Good to Great*, in which he developed the concept of Level 5 Leadership. Level 5 leadership is a transition of a leader from **Good (Level 1) to Great (Level 5)** leadership abilities. According to the concept, a Level 5 leader is a perfect blend of humility and strong will power. They are ambitious, but in a different way; they aren't ambitious for themselves but for the organization and its purpose. Their leadership derives its strength from their standards and not so much from their personality or a typical style of leadership.

The 5 levels of transition are shown in the figure:



⁶<https://www.jimcollins.com/about.html>



Source: Nordic Business Forum: nbforum.com

Level 1: The Highly Capable Individual:

These are regular workers and employees who contribute positively to the organization on the basis of their knowledge, talent, skills and good working habits. They are emotionally and intellectually balanced and are highly effective in the workplace. All Level 5 leaders begin their journey from Good to Great at this level. The management graduates can choose to begin their journeys as well, by firstly aiming for excellence at Level 1. This would include developing strong personal skills, grooming, etiquettes, positive attitude, time management, control over self and domain knowledge and skills. This is the primary prerequisite for being a contributor.

Level 2: The Contributing Team Member:

Once the individual develops the self and personal skills, the next peak to conquer lies in the ability to have strong interpersonal skills, which are reflected in the individual's capacity and intention to contribute as a vital member of the team. Such an individual is efficient at working with others and positively contributes to the achievement of group objectives.

Level 3: The Competent Manager:

The individual has now developed the ability to lead people, allocate resources and channelize efforts towards the attainment of a predetermined goal. Their efficiency is determined by their ability to organize people and their performance and deploy them for the effective and efficient pursuit of organizational goals.

Level 4: The Effective Leader:

The individual now evolves into a leader, with commitment to the pursuit of long term goals through the establishing of a compelling vision and the exhibition of superlative organizational performance. The leader is now capable of steering an entire organization by playing the role of an enabler, a catalyzer and a stimulator.

Level 5: The Executive:

The final leap from goodness to greatness occurs here, when the individual combines two opposite poles of personal humility and professional will to develop an organization's greatness. They lead by their humble submission of personal charisma and ambition to the larger interests of their organization.

Becoming a Level 5 Leader:

There have been multiple submissions on the approaches one can adopt to become a Level 5 Leader. The management graduates can apply and adhere to the strategy mentioned below to begin their transition from Good to Great⁷:

Develop Humility:

Level 5 Leaders are humble people. The dictionary defines humility as “modesty, lacking pretence, not believing that you are superior to others.”

There is the understated humility of everyday people we work with who have the ability to get the job done without drawing attention to themselves. Witness the employee who is working at his computer into the late hours, purely motivated by a keen sense of duty, the executive assistant who stays after 5:30p.m. on a Friday night in an empty office to await a courier, or the manager who quietly cancels an important personal event to fly out of town to attend to the company’s business. This is akin to the philanthropist who gives an anonymous donation.

Humility is also a virtue that crosses over an array of principles. For example, we can safely declare that there cannot be authenticity without humility. Why? Because there is always a time in a leader’s journey when one will be in a situation of not having all the answers. Admitting this and seeking others’ input requires some humility.

Another mark of a leader who practices humility is his or her treatment of others. Such leaders treat everyone with respect regardless of position. As they say, “the sign of a gentleman is how he treats those who can be of absolutely no use to him”.

Something interesting happens, too, when we approach situations from a perspective of humility: it opens us up to possibilities, as we choose open-mindedness and curiosity over protecting our point of view. We spend more time in that wonderful space of the beginner’s mind, willing to learn from what others have to offer. We move away from pushing into

⁷ Adopted from: <https://www.transformgroup.com.au/how-to-become-a-level-5-leader/>

allowing, from insecure to secure, from seeking approval to seeking enlightenment. We forget about being perfect and we enjoy being in the moment.

Ensuring that we behave in a humble way, for example, whenever your team has success, make sure that credit goes to them for their hard work.

Conversely, as a leader, you need to take responsibility for your team's efforts, even when things go wrong.

Ask for Help

Level 5 Leaders are sometimes mistakenly thought of as “weak,” because they ask for help when they need it.

However, learning how to ask for help is a genuine strength, because it lets you call upon the expertise of someone stronger in an area than you are. The result? The entire team or organization wins; not just you.

Guy Kawasaki says, “A players recruit A+ players, while B players recruit C players “. If you’re recruiting A+ players, why wouldn’t you take full advantage of their skills? (The truth is that if you can recruit A+ people successfully and get the best from them, then you’ve become an A+ leader.)

Take Responsibility

A top attribute of Level 5 Leaders is that they take responsibility for their team’s mistakes or failings.

Jim Collins calls this “the window and the mirror “. Based on his research, Level 5 leaders looked out of the window to credit others for success and looked in the mirror to apportion responsibility when things didn’t go to plan. Conversely, charismatic leaders from companies that didn’t make the grade as great had a tendency to look through the window to blame other factors for their lack of success and looked in the mirror to take credit when things went well. So make sure that you take responsibility for your (and your team’s) actions.

Lead with Passion

Level 5 Leaders are passionate about what they do, and they’re not afraid to show it.

When you demonstrate to your team members that you love and believe in what you’re doing, they will too. If you’re having a hard time finding passion in your work, then you need to search for the human benefit in what you’re doing.

Some essentials for becoming a Level 5 leader are: Strategic thinking, Decision Making Skills, Conflict Resolution Skills, Team Building Activities, Delegation Skills, Mentorship and counseling; and Innovation.

Career Planning

A career can be defined⁸ as all the jobs held by a person during his working life. It consists of a series of properly sequenced role experience leading to an increasing level of responsibility, status, power, and rewards. According to Flippo, “a career is a sequence of separate but related work activities that provide continuity, order, and meaning in a person’s life”. This is the objective view of a person’s career.

Career planning can be defined as a systematic process by which one decides his/her career goals and the path to reach these goals. For example, one young man decides upon an academic career and establishes the following sequence of positions.

- Ph. D. degree by age 26,
- Lecturer by 27,
- First book published by 30,
- Reader by 35,
- Professor and the head of the department by 40,
- Dean of the school by 45, and
- Vice Chancellor of a university by 55.

Career Planning Process:



Source:<https://www.mbaSkool.com/business-concepts/human-resources-hr-terms/4033-career-planning-.html>

⁸<http://www.yourarticlrary.com/career/career-planning-what-do-you-mean-by-career-planning/35296>

Some of the basic steps in a career planning process are:

Self-Assessment: The first step in the career planning process is self-assessment to be done by the individual to understand his or her skills, areas of interest etc.

Research on Careers: The second step in the career planning process is to understand the career options, companies available, growth options in career etc.

Set Career Objectives: The next step in the career planning is to set short-term as well as long-term career goals for oneself, and to have a clear career path.

Learn & Improve Skills: The fourth step in the career planning process is to keep acquiring new skills and knowledge to be in line with career objectives and with industry requirements.

Preparation of CV: The next step in the career planning is to be fully prepared in terms of CV, cover letter, recommendations etc.

Job Search: The sixth step in the career planning process is to short-list the companies where an individual is seeking a job & start applying.

Revise Career Goals: The last step in the career planning process is to continuously evaluate the career goals and again do a self-assessment to build a strong career path.

Career Plan:

Career/Future Plan						
Who you are? Analytical, driven, ambitious, perceptive, creative, enjoy working with numbers / money, inquisitive, systematic, disciplined Education A Levels – Maths, Chemistry, Physics Masters – MChem PhD – Computational Chemistry MBA - Warwick Employment etc Sun Valley – factory operative Exe Computers – owner/manager Severn Trent Laboratories - Analyst - Team Leader - Logistics Manager E-Local Trading – Futures Trader Personal preferences Being involved in a competitive environment with opportunities for performance Values Maximise return on time, create efficiency, contribute to team objectives or perform as individual Limitations International experience, foreign language	My Goals: <table border="1"><tr><td>Short Term Work – Secure a position with opportunity for progression on demonstration of ability Home – Visit brother in Canada. Support younger brother in developing surgery plans</td><td>Mid Term (2-5 yrs) Develop into a senior role Confirm commitment to long term relationship</td><td>Long Term >5yrs Head business unit/venture Support family situation</td></tr></table> Current competencies, skills, knowledge, experience Analytical, modelling, chemistry, logistics, systems, processes, project management, innovation Interest rate futures markets, technical, fundamental, psychological Management, property, trading, research, business improvement Development needs and skills required for current job and future goals Understanding of other investment techniques – to be satisfied by majoring in Finance during the MBA Gain exposure to company strategy to add to day to day performance management experience and to lay foundation for more senior position Participate in opportunities to create and develop new business units or entry into new markets. Action Plan Develop plan to utilise MBA placement as an opportunity to experience and demonstrate ability to potential future employers. Investigate trading availability in sectors other than banking e.g. EON, BP			Short Term Work – Secure a position with opportunity for progression on demonstration of ability Home – Visit brother in Canada. Support younger brother in developing surgery plans	Mid Term (2-5 yrs) Develop into a senior role Confirm commitment to long term relationship	Long Term >5yrs Head business unit/venture Support family situation
Short Term Work – Secure a position with opportunity for progression on demonstration of ability Home – Visit brother in Canada. Support younger brother in developing surgery plans	Mid Term (2-5 yrs) Develop into a senior role Confirm commitment to long term relationship	Long Term >5yrs Head business unit/venture Support family situation				

Additional Resources:

Emotional Intelligence:

https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf
https://www.wtc.ie/images/pdf/Emotional_Intelligence/eq37.pdf
<https://conservancy.umn.edu/bitstream/handle/11299/195791/emotional-intelligence-self-assessment.pdf?sequence=1&isAllowed=y>
<http://www.hrdtrainingsolutions.com/v/vspfiles/pdf/50%20Activities%20for%20Developing%20Emotional%20Intelligence%20-%202%20Activities.pdf>
<https://scottjeffrey.com/self-awareness-activities-exercises/>

https://www.bema.org/wp-content/uploads/2015/01/2015-02-04-BD-Mini_Emotional_Test-ONLY.pdf
<https://positivepsychology.com/kindness-activities-empathy-worksheets/>
<https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence>
<https://inclusiv.org/wp-content/uploads/2015/10/LisaCarver.pdf>

Time Management:

https://www.mindtools.com/pages/article/newHTE_00.htm
<https://www.managementstudyguide.com/time-management.htm>
<https://blog.rescuetime.com/time-management/>
https://www.mindtools.com/pages/article/newHTE_95.htm
<https://www.toolshero.com/personal-development/action-priority-matrix-apm/>
<https://expertprogrammanagement.com/2018/12/the-action-priority-matrix/>
<https://www.eisenhower.me/eisenhower-matrix/>
<http://commonwealth.virginia.gov/documents/wellnotes/UsingTimeEffectivelyNotJustEfficiently.pdf>
<http://commonwealth.virginia.gov/documents/wellnotes/UsingTimeEffectivelyNotJustEfficiently.pdf>
<https://www.greycampus.com/blog/project-management/ten-essential-time-management-strategies>

Lateral Thinking:

<https://blog.iqmatrix.com/six-thinking-hats>
https://members.iqmatrix.co/join-free-member?r_done=1
http://creatingminds.org/articles/lateral_thinking.htm
<https://www.newenglandcollegeonline.com/resources/management/lateral-thinking-how-it-can-help-you/>
https://www.3smartcubes.com/pages/tests/lateral-1/lateral-1_instructions/
<https://www.intelligencetest.com/puzzles/lateral-thinking.html>
<https://www.miun.se/siteassets/fakulteter/nmt/summer-university/bonopdf>
<http://leewardteam.com/wp-content/uploads/2017/09/case-study-hp.pdf>
<http://www.folj.com/lateral/>
<http://www.rinkworks.com/brainfood/p/latreal1.shtml>
http://www.debonogroup.com/six_thinking_hats.php
<http://www.debonothinkingsystems.com/tools/6hats.htm>
<https://debonoconsulting.com/training-courses/six-thinking-hats/>

Level 5 Leadership:

<https://guides.womenwin.org/ee/programme-design/pathways/leadership-levels>

<https://expertprogrammanagement.com/2018/05/level-5-leadership/>

<https://www.fool.com/investing/general/2011/01/27/is-this-a-level-5-leader.aspx>

<https://www.lasallenonprofitcenter.org/where-are-the-level-5-leaders/>

http://twrcc.co.za/Level_5_Leadership_article__Jim_Collins.pdf

Career Planning:

<https://www.thebalancecareers.com/self-assessment-tools-choose-a-career-526172>

<https://www.thebalancecareers.com/what-is-the-career-planning-process-2063709>

<https://www.reed.co.uk/career-advice/how-to-make-a-career-plan/>