



# The Encompass CONNECTION

Enhancing Psychological Wellbeing & Vitality

★ education

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September 2005

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## why we continue to care

We recently facilitated a 'refresher' workshop for 35 of our Continuing Care clients, which reinforced the importance of this aspect of care.

For most clients, the recovery process does not end when they leave Encompass. The Continuing Care Program is designed to assist in the transition to post-treatment and the maintenance of recovery over a five year period. The onus is on the client to access the various services offered and it has proven to be of great benefit to those who utilise it.

Continuing Care facilitates the establishment of practices that the client can put into place to assist in maintaining both short and long-term plans for a healthy lifestyle. It can also act as a liaison between the client and their therapists, ensuring that the client continues to receive best care and it can facilitate meetings or mediation between the client and others.

Clients vary in regard to contact with

the service. Some make contact primarily during a crisis whereas others phone or email regularly to receive



Dr Maria Scoda: Director of Continuing Care

support and encouragement or work through issues. Some clients also attend the Sydney outpatient group.

A total of 160 clients spread over the Asia Pacific region and beyond are currently part of the Continuing Care Program.

## emotionally intelligent leadership

*Jacqui Winship*

"We should take care not to make the intellect our god. It has, of course, powerful muscles, but no personality. It cannot lead, it can only serve."

*Albert Einstein*

We all know them – those people who get promoted to leadership positions because they are skilled at their particular job, have good academic qualifications or are intellectually gifted, yet who go on to make lousy leaders. It may be that they alienate the staff, are insensitive to the ethos of the team or that they lack passion, vision or confidence. These individuals may be clever and competent but they are deficient

in the emotional intelligence critical for leadership success.

A certain degree of intellect and technical competence is taken as a given for effective leadership. However the attention traditionally given to this aspect of leadership is disproportionate given that research in recent years indicates that it is in fact the level of emotional



intelligence in leaders that is the overwhelming determinant of leadership success. Research at Harvard University indicates that 85 percent of a leader's performance depends on what they refer to as 'personal character' (Bennis, 1999). Likewise, the work of EIQ guru Daniel Goleman makes clear that leadership success or failure is usually due to 'qualities of the heart' (Goleman, 1998).

At first these claims may sound a little intimidating as we are used to acquiring technical competencies through training, but how on earth do we acquire 'character' or develop our emotional intelligence? Does this just prove the age old adage that leaders are born and not made? And if so, where does this leave the rest of us poor souls who do not appear to have been gifted with an abundance of emotional skills?

The good news is that there is plenty of evidence that emotionally intelligent leadership can be learned provided we have the motivation to develop it in ourselves. Bennis (1999) acknowledges that the 'personal character' that he refers to relies on the quest to become a fully integrated human being (no mean task to be sure – but it is in the act of striving for this that gains are made). And while our genes or our upbringing may determine certain aspects of this 'character', it is something that continues to change and develop throughout life, including work life.

So what then are the particular character qualities or emotional competencies that leaders need to acquire?

A good leader is able to both tune into and positively influence the emotional reality of the team. This latter point is important as we now know how significantly interaction with others influences our emotional state. The emotional centres in our brain operate on an 'open loop' system, whereby connection with others can influence not only our physiology, but also our emotions. Given their position of power, leaders have a particularly significant role to play in this contagion of emotion and effective leadership relies on an understanding of this, an ability to tune into it and to guide the group emotions in a positive

and constructive direction. Given the above, it makes sense that the primary competency for emotionally intelligent leaders is **self-awareness**. This includes an ability to recognise one's own emotions, know one's strengths and weaknesses and have a sound sense of one's self worth and capabilities.

Self-aware leaders are able to be honest with and about themselves and to tune into what 'feels right', which helps them to make good decisions. Daniel Goleman writes that 'attuning to our feelings, according to neurological research, helps us find the meaning in data, and so leads to better decisions ... Emotions, science now tells

us, are part of rationality, not opposed to it' (Goleman et al, 2002, p.52). Interesting research has found that people whose brains have been damaged such that they are unable to experience emotion continue to have normal IQ scores but are unable to make even simple decisions as they have no 'gut feel' to draw on.

Thus the challenge to 'know thyself' is the cornerstone of good leadership and the other three competencies flow from this: self-

management, social awareness and relationship management.

We can't begin to manage our feelings until we are able to identify them accurately. **Self-management** is related to emotional self-control - which is very different to suppression! Emotions such as anger and anxiety inform us about our responses, alert us to possible threat and energise us for action and change. However if allowed to run rampant they can blind us to reality and overwhelm our thought processes. They can also become contagious in the work environment and therefore impact negatively across a whole team. An ability to recognise, respond to and manage these emotions appropriately is therefore very important. Similarly, an ability to self soothe and to create positive attitudes and feelings both in oneself and in followers is a key competency for leaders. Transparency and trustworthiness,

### “Leadership's first commandment - Know Thyself ! ”

Harvard Business Review, Dec. 2001





adaptability, inner drive, initiative and optimism are all byproducts of self-management.

The third competency, **social awareness**, relies strongly on empathy – sensing others' emotions, understanding their perspective and taking an active interest in their concerns. Empathy makes people feel valued and understood which in turn makes them more cooperative and motivated. Empathy also involves an awareness of organisational dynamics and an attempt to recognise and meet others' needs. A companion to empathy is resonance, the ability of leaders to influence the emotions of others by expressing their own feelings with authenticity and conviction.

**Relationship management** relies on empathy, resonance and trust. It involves the ability to inspire, influence and develop others as well as initiate and manage change

and resolve conflict. The ability to build bonds with and among others and to foster teamwork and collaboration is crucial. This is the most visible aspect of leadership but it relies heavily on the three preceding competencies.

This may all sound a little daunting as how can one possibly be proficient in all these dimensions? Rest assured, not even the most outstanding leaders are fully adept in all the above areas. However Goleman et al (2002) note that effective leaders typically demonstrate strengths in at least one competence from each of the four fundamental areas.

So how do we begin to develop these competencies? The following are some tips to start you on the journey:

- Reflect on who you are and also who you would like to be. List your strengths and weaknesses and ask others to assist you in identifying these. Continue to monitor these by creating situations where others can give you honest feedback.

- Find ways to understand why you react the way that you do in situations. Are feelings and events

from the past colouring the way that you react to new situations in the present? Talking about this with a professional might be the best way to deal with this, especially if you have experienced past trauma.

- Take time during the day to tune into your feelings and core instincts. This involves slowing down and being truly present to yourself and your body and mindful of the feelings that emerge.

- Connect cognition and emotion - feelings are a useful guide for thoughts and decisions and thoughts significantly influence feelings.

- Try to tune into other

people's feelings rather than just their words. Observe their non verbal communication and make an effort to imagine how they might be feeling. Also use your non verbal communication to 'speak' to them – make eye contact, smile, etc.

- Learn skills for containing your emotions – be in charge of how and when you express them rather than simply at the mercy of them.

- Invest time in building relationships with your colleagues. You don't need to be everyone's friend, but you do need to establish open lines of communication.

- Learn to deal with conflict – this is an inevitable part of leadership, both in terms of resolving

**“Leadership is not so much about technique and methods as it is about opening the heart ... Great leadership is about human experiences, not processes. Leadership is not a formula ... it is a human activity that comes from the heart and considers the hearts of others.”**

*Lance Secretan, Industry Week, 10/12/98*



conflicts between others and also having to say hard things to people at times.

- Experiment with and practice new ways of thinking, feeling and behaving so that they become increasingly natural for you. In the words of our Clinical Director, Dr Gerardine Taylor, 'Practiced becomes Graced'. Don't be afraid of making mistakes – they are part of the learning curve and will be tolerated by your followers if you are honest about them.
- Connecting regularly with an emotionally intelligent mentor can assist in speeding up the development process.

Practicing the above will not only assist you in

becoming a more effective leader who can improve the health and success of the organisation you are a part of; emotional intelligence will also assist you in living a happier, more meaningful and authentic life. All it takes is a little motivation, a lot of practice and the courage to look into your heart.

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Goleman, D. (1998) *Working with Emotional Intelligence*. UK: Bloomsbury.

Goleman, Boyatzis & McKee (2002) *The New Leaders: Transforming the Art of Leadership into the Science of Results*. Great Britain: Little, Brown.

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## ATTENTION ALL HELPING PROFESSIONALS ...

*Are you at a 'Rubicon moment' in your life? Perhaps ready to take a new step, about to undergo a transition or simply needing to change the way you go about things?*

*Or ...*

*Are you wanting to take up the challenge to 'Know Thyself' so that you can develop further both in your personal journey and perhaps as a leader in a school, parish or community?*

*Or ...*

*Perhaps you are just feeling in need of some regeneration and personal growth?*

*If so, we invite you to join a small, challenging and supportive group of people who will journey together through our inspirational and enriching*



*3 - 28 July 2006*

*Rubicon will offer an in-depth exploration of the self, identifying and working with gifts as well as growth points. While there will be some individual work, most of the course will be in the form of collaborative groups, given that "we become human through our interactions with other humans" (African Proverb).*

*The program will combine psychoeducational modules and workshops with daily interpersonal group work and individual mentoring/coaching as well as creative activities, including art therapy, music therapy, dream work, psychodrama and journaling. Theme days each week will focus on topics such as Change, Leadership and Attachment and will host expert speakers.*

*The program is non-residential and will run from 9am to 4pm four days per week. Each Friday there will be time for optional activities such as cultural outings, retreats, spiritual direction and reflection.*

*Rubicon offers you a unique opportunity to develop new found self-awareness and to learn skills for translating this into greater confidence, resilience, enthusiasm and interpersonal effectiveness.*

*Venue: Good Samaritan Congregational Centre, Glebe, Sydney*

*Affordable accommodation options for out-of-towners will be made available on request.*

*Cost: \$5900 (including all lunches and teas)*

*Please contact Glenda Palmer on (02) 9716 5602 or [enquiries@encomp.org.au](mailto:enquiries@encomp.org.au) for further details or to make a booking by latest 13 February 2006.*