

Clearer Perceptions and Sounder Judgments: The Core Elements of Emotional Effectiveness

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Over a span of twenty-five years Dr. Roger R. Pearman has researched, written about, and coached for leader and managerial effectiveness. His focus is on the learning tactics leaders and managers can employ to become more effective in their relationships. Grounded from positions as Director of the Learning Center at Wake Forest University, as a Vice President for a financial services company, and as a Senior Adjunct Trainer and Coach for the Center for Creative Leadership, Dr. Pearman has sought to provide informed, scientifically based, and pragmatic strategies to facilitate development. With eight publications widely available, he has been honored with the Myers Research Award and McCauley Lifetime Achievement Award by the Association for Psychological Type International.

This chapter will report on the use of the BarOn EQ-i®, MSCEIT®, MBTI® and other tools and underlying frameworks as a way to explore key factors in emotional intelligence. While evidence will be summarized and presented, the overall goal is to provide best practice suggestions for the EQ practitioner. We will explore in this content the core elements of emotional intelligence and follow the evidence to the range of strategies to employ as a coach and facilitator related to enhancing emotional and social behavior. This chapter suggests three levels of intervention: experience-driven learning, relationship-driven learning, and resource-driven learning.

Introduction: Interpersonal Necessities

The role of constructive interpersonal relationships is without doubt among the most important dimensions of effective leadership. In every dimension of leader or manager effectiveness, from decision-making to strategic execution, the role of stable, resilient relationships is paramount. Given the plethora of business literature on the cost of toxic managers or employees at all levels who lack “social intelligence” or “emotional intelligence”, we have problems achieving the quality of relationships we know are so essential to effectiveness.¹

When leaders, executives, and managers of organizations fail, it is not because they lack intelligence, business acumen, experience on the job, or understanding job expectations. They fail because their interpersonal behavior is at odds with the social expectations of the organization where they work.² As will be explored extensively in this chapter, the dimensions of interpersonal behavior that correlate with success are well known; further, the demonstration of poor interpersonal savvy contributes more to the reasons for derailment and dismissal than any other variable. Conversely, interpersonal competence magnifies success and effectiveness.

Fundamental to building constructive relationships is reading the emotional needs of those important to your success and being able to manage your own emotional energies when working with them. Whether you are a self-directed learner or a coach of leaders, the strategies presented in this chapter outline key steps to become more emotionally effective. The reasons for these strategies are provided on the pages that follow.

Emotional Roots

Darwin's (1872) insights into the role of the expression of emotions have immediate application for leaders and coaches of leaders regarding concepts in emotional intelligence. He wrote:

“The power of communication between the members of the same tribe by means of language has been of paramount importance in the development of man; and the force of language is much aided by the expressive movements of the face and body (Darwin, 1872, p. 1469)...We have seen that the expression in itself, or the language of the emotions, as it has sometimes been called, is certainly of importance for the welfare of mankind (p.1477).”³

As he suggests, in the final analysis, emotions are of paramount interest because they are so integral to understanding how individuals adapt, or fail to do so, in their environment. One hundred and twenty years later, Reuven Bar-On would provide additional evidence that the management of emotions, especially under stressful circumstances, is essential to individual effectiveness.⁴

Bar-On consistently produces studies that identify how our management of stress, use of strategies to deal with challenges, orientation toward optimism, and self-acceptance can enhance an array of skills and perspectives that lead to overall success. Using his instrument, the BarOn EQ-i®, Bar-On researched the relationship of various behaviors to individual effectiveness. He proposes that overall emotional effectiveness is within our grasp if we pursue development of a specific set of behaviors.⁵ Fortunately, with the overlay of learning strategies as applied to these behaviors, individuals and leader coaches have access to Bar-On's insights.

Bar-On's work is parallel to efforts by other researchers who have been working to further understanding about the nature and application of emotional intelligence. Most notable in this research arena, Mayer, Salovey, and Caruso have produced a framework for measuring the *abilities* that make up individual emotional intelligence. From their view, any proposition about intelligence must meet the academic standards for its measurement that have emerged over decades of research. While the assessment tool they have created uses an ability measurement methodology rather than a self-report inventory, the framework they have developed is the standard for understanding the basic capacities of emotional intelligence (and will be reviewed in more detail later).⁶

The MSCEIT (Mayer Salovey Caruso Emotional Intelligence Test) data are not explicitly used in this chapter; the framework, however, is essential to the overall exploration of emotional intelligence. The MSCEIT model, like all other valid models of mental functioning, has an architecture based on channels of perception and judgment. You will see that the most useful models have the same architecture, which also provides learning strategies to aid learning emotionally intelligent behavior. The frameworks explored in this chapter provide an efficient way to approach exploring emotional intelligence with leaders and managers.

The evolution of research about emotional intelligence since the 1980's is matched by empirical studies of the physiological, neurological and biological nature of emotional reactions. It is now apparent that emotions have their roots in the nature of human behavior. Anger produces the same physiological and psychological experience whether you live in Europe, North America, or Asia.⁷ What is intriguing to our understanding of individual differences is that triggers for anger, disgust, frustration, and joy vary across individuals. Fortunately, the same model alluded to earlier enriches our understanding of appropriate learning strategies and provides an accessible framework for understanding emotionally intelligent abilities. This leads to understanding patterns in the triggers for emotional responses.

As explored later in this chapter, a unifying set of variables affect known dimensions of emotional intelligence or emotional effectiveness. These are manageable and learnable for the individual who wishes to leverage the knowledge collected to date on leadership effectiveness.

The Assessments in the Studies

To understand the basis of the pragmatic recommendations in this chapter, you need an orientation to the tools and methods used to produce developmental suggestions. The studies on which this chapter is based uses data from the BarOn EQ-i®, MBTI® Step II, CPI™, and Benchmarks® 360 assessments. In all cases, the data are from groups of managers and executives, some attending leadership development programs and others who were part of studies of performance inside of organizations. Collectively, there are more than 4,000 managers whose results are used in the studies outlined below. For those unfamiliar with these models, the following short introduction is provided.

The Bar-On EQ-i® is a self-report tool with five composite scales which provides results across fifteen scales. The scales are grouped into clusters as outlined in the table below:

Table 1.1 Scale Definitions of the BarOn EQ-i® Assessment Tool⁸

(M refers to higher scores and L refers to lower scores on the scales)

Scale	Implications of Reporting More (M) & Less (L) than Most
Intrapersonal	
Self Regard	M: self-assured, confident, poised, good opinion of self L: unsure, self-doubting, sees others as “better”
Emotional Self-Aware	M: easily identifies and expresses emotional feelings L: denying of emotions, can’t verbalize feelings
Assertiveness	M: forthright, candid, seeks “win-win”, defends rights L: passive, shy, over-controlled, self-denying
Independence	M: self-sufficient, resourceful, detached, relies on own ideas L: relies on others to make decisions, follower, “clings”
Self-actualization	M: energized, passionate in efforts, involved, active L: unsure, directionless, disinterested, appears bored
Interpersonal	
Empathy	M: sensitive to others’ feelings, understands others’ reactions L: insensitive, unable to identify feelings or reactions
Social Responsibility	M: reasonable, takes roles seriously, helps others L: careless, lazy, unresponsive to others’ needs
Interpersonal Relationship	M: spontaneous, easy talker, sociable, comfortable with emotions L: uncomfortable with others, hesitant, cautious, difficult to be with
Stress Management	
Stress Tolerance	M: resilient, tackles challenges with confidence, calm L: anxious, distressed, upset when things change
Impulse Control	M: self-disciplined, controls energy toward constructive ends L: impulsive, often angry and annoyed, impatient, quick temper
Adaptability	
Reality Testing	M: pragmatic, realistic, attuned to specifics, focused, grounded L: dreamy, exaggerates, unfocused, unaware
Flexibility	M: enjoys change, variety; easily adjusts to new situations, open L: stubborn, prefers consistency and routine, uncomfortable with change
Problem Solving	M: takes perspective, systematic and methodical, problem-focused L: short term thinking, scattered approaches, “stuck”
General Mood	
Optimism	M: positive, confident, resourceful, self-assured, motivated L: pessimistic, catastrophizing, often fearful, unsure of choices
Happiness	M: content, enjoys others, actively engaged with interests L: negative, dissatisfied with life, bored, avoids others, disengaged

Results are reported using a standard scoring format with 100 representing the average and a 15 point standard deviation. Thus, a score on any one scale between 85 and 115 would be considered within “typical” range of adult behavior.

As noted earlier, Bar-On studied the role of behavior on individual effectiveness and health. He pursued an examination of the kinds of behaviors that produce emotional effectiveness, and as he noted:

“The findings presented have shown that emotional-social intelligence, as conceptualized by the Bar-On model, is a multi-factorial array of interrelated emotional and social competencies, skills and facilitators that influence one’s ability to recognize, understand and manage emotions, to relate with others, to adapt to change and solve problems of a personal and interpersonal nature, and to efficiently cope with daily demands, challenges and pressures.⁹”

A contrasting tool used in these studies, the CPI™ (434 and 260) reports results on twenty-seven scales with a scoring system in which 50 is the mean with a 10 point standard deviation, with exception to the global functioning scales. One specific global scale is critical to these studies. On the CPI™ 434, the scale is labeled “Vector 3: Ego Integration” and on the CPI 260™ it is labeled “Level of Satisfaction.” This is a seven-point scale and has the following characteristics:

Table 1.2 Global Functioning Scale on the CPI™ Tools¹⁰

Overview	The <i>Level of Satisfaction</i> scale of the CPI 260™ is a seven point continuum intended as an index of the degree that an individual reports confidence, feels he or she is using potentials, is resilient, and accepts responsibility for behavior.	
History	The <i>Level of Satisfaction</i> scale is based on Vector 3 of the CPI™ 434 and CPI™ 462. This vector is an index of self-realization and ego integration which covers qualities associated with positive emotions, trust, confidence, problem-solving, and taking positive action to address daily challenges.	
Items	Below are items from the Level of Satisfaction scale.	
	Satisfaction or Ego Integration	<ul style="list-style-type: none"> ● “I am sometimes cross and grouchy without good reason.” ● “I often lose my temper.” ● “People pretend to care more than they really do.”
Scores	Below are score trends and suggestions based on clinical observation and research reports:	
	Score	Behavioral Descriptor
	1	Frustrated, feels cheated, resentful, un insightful about behavior, confused about choices and consequences.

2	Impatient, over reactive, self-doubting, self-pitying.
3	Uncomfortable about choices, has doubts about abilities, has limited coping resources.
4	Feels capable, uses a range of coping strategies, has some self-doubts
5	Confident, enjoys learning, insightful about behavior, goal directed.
6	Resilient, uses multiple coping strategies, perseveres, and reports inner harmony.
7	Confident, use many talents, insightful, responsible for choices, learning agile

Harrison Gough, the developer of the California Psychological Inventory™ (CPI), was interested in producing an instrument to help understand normal personality factors that play out in the interpersonal aspects of daily life. Unlike many other tools in the measurement of personality, the CPI™ is intended to look at those behaviors and internal drivers that have consequences in our daily choices. For example, Gough looks at the role of Dominance and Self-control in personality. Due to the size limits of this chapter, reporting all of the data findings from the analyses of the twenty-seven scales is impractical. Suffice it to say that the performance results are elevated for all of those who were identified as effective - either based on the sorting of the measure of global functioning on the CPI™ as outlined above or results from the Benchmarks® multi-rater described later.

The Myers-Briggs Type Indicator® is a self-report tool based on the proposition that individuals have preferences in the kinds of information and strategies in decision-making they like to use. The instrument produces a four-letter code intended to suggest the use of the following eight processes - four related to perception and four related to decision-making:

Table 1.3 Processes that Make Up Psychological Type¹¹

Process Labels	Typical expressions of the eight mental functions of psychological type.
S_E External Focus	<ul style="list-style-type: none"> • Immediate awareness of situation, individual facts • Focus on present, concrete, practical elements • Demonstrates a sense of urgency

Si Internal Rehearsal	<ul style="list-style-type: none"> • Rehearses and reviews information for clarity • Awareness of personal reactions, physical sensations • Specific and realistic memory
Ne Expressive of Ideas, Associations	<ul style="list-style-type: none"> • Sees links, associations • Generates possibilities, ideas, concepts • Looks for context and “big picture”
Ni Imagining future	<ul style="list-style-type: none"> • Imagines future outcomes • Anticipates next steps • Makes interconnections of ideas, feelings, concepts
Te Critiquing, Logical	<ul style="list-style-type: none"> • Critiques to make things better • Responds to order, structure, logic of a situation • Questions assumptions, outcomes, long-term action
Ti Precise Analysis	<ul style="list-style-type: none"> • Analyzes to find the best framework • Precise about information • Sees logical weaknesses quickly
Fe Empathy, Connection	<ul style="list-style-type: none"> • Actively seeks connections with others • Demonstrates empathy quickly • Shows concern with congruence of action with values
Fi Evaluation of merit	<ul style="list-style-type: none"> • Acts out of mission and value orientation • Seeks interrelated meaning of ideas, actions, purposes • Evaluates the “worth” and “merit” of a situation

While all eight of these processes are used by each person, psychological type theorizes that four of these are used with such persistence that a pattern of “typical” behavior will emerge, thus the label “type.” The four-letter codes generated by the instrument are a shorthand indication of how these eight are used. They are organized into a table of sixteen patterns and have embedded in their description the way in which the individual uses the preferred data and decision-strategy:

Table 1.4 Brief Descriptions of the Sixteen Types¹²

ISTJ Realistic, matter-of-fact, fastidious and	ISFJ Pragmatic, hands-on individuals who are	INFJ Sees inter-relationships and	INTJ Independent minded, prefers dealing with
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orderly, loyal. Enjoy finding concrete solutions to problems.	conscientious. Enjoy finding helpful and immediate personal actions.	seeks to serve common good. Pursue ideas that serve trusted values.	ideas, driven to be competent. Enjoy finding systems-related solutions.
ISTP Tackles practical problems, takes quick action, driven for efficiency.	ISFP Friendly and values oriented, sensitive to the needs of others. Loyal and very private.	INFP Driven toward ideals, seeks congruence between values and external life.	INTP Analytical, driven to find underlying logic in situations, often theoretical. Driven to be precise.
ESTP Have an action oriented, "here and now" approach, uses pragmatic strategies.	ESFP Energetic in approaching others, accepting, likes to find specific, constructive solutions.	ENFP Spontaneous and imaginative, seeks connections and patterns, often will find synthesis.	ENTP Enjoys complex problems, often resourceful with making ideas useful, often critical.
ESTJ Likes to take action, organize, analyze, systematically implement plans, often seen as driven.	ESFJ Seen as cooperative and conscientious, like working with teams, attends to basic interpersonal needs.	ENFJ Often social and warm, seen as "attuned" to others, responsive and thoughtful toward others' needs.	ENTJ Likes to think long-term, tackles comprehensive approaches to problems, decisive and forceful.

While the BarOn EQ-i®, CPI™ (434 and 260), and MBTI® are self-report tools, Benchmarks® is a multi-rater tool that provides data on fourteen perspectives for success and five factors that lead to career derailment. These include such scales measuring perceived behavior related to *Resourcefulness*, *Building a Team*, and *Doing Whatever It Takes* and derailment dimensions such as *Problems with Interpersonal Relationships* and *Difficulty in Adapting to Differences*. Because the initial specific analysis of differences in perceived performance yielded significant differences on every scale, an aggregate score is reported later in this chapter to reflect leadership performance. There simply is not enough space to cover each of the Benchmarks® scales. For the purposes of this chapter, aggregate data are used to provide insight.

All assessment tools share common limits. Therefore, variability in scores must be taken into consideration when analyzing results and coming to conclusions. The primary value in the use of well-designed and tested tools like those discussed above is that these variations

are usually smaller and the results provide trends for worthy pragmatic suggestions to emerge.

These help individuals become more effective in their personal and professional lives.

The Method of Analysis

In order to get to the pragmatic strategies and to be efficient with space, a summary of research findings are provided below. The procedure was as follows:

- (1) Because the CPI™ Vector 3/Level of Satisfaction Scale is so statistically stable at measuring individual functioning, all of the data sets were sorted into those who scored at the low end (1,2,3) and were compared to those at the high end (5,6,7).¹³
- (2) Using the MBTI® as a categorizing device, all of the groups at the high and low end of the CPI™ global functioning scale were sorted into their sixteen types.
- (3) Finally, once sorted into the sixteen types, performance on the BarOn EQ-i® and the Benchmarks® multi-rater were compared. As reviewed below, all of the groups show significant differences between those sorted on the low and high end of the CPI™ Level of Satisfaction scale.

Table 1.5 Comparison of the Low/High BarOn EQ-i® Scales as sorted by the MBTI® and CPI™ Vector 3

Low Vector 3 Sort 1,2,3 reflects the means for the types on Intrapersonal (Intra) and Interpersonal (Inter) Factors.

ISTJ Overall 88 Intra 87 Inter 89	ISFJ Overall 91 Intra 89 Inter 93	INFJ Overall 97 Intra 91 Inter 84	INTJ Overall 101 Intra 93 Inter 91
ISTP Overall 86 Intra 86 Inter 83	ISFP Overall 89 Intra 83 Inter 87	INFP Overall 101 Intra 86 Inter 91	INTP Overall 94 Intra 89 Inter 83

ESTP Overall 91 Intra 85 Inter 96	ESFP Overall 86 Intra 86 Inter 87	ENFP Overall 86 Intra 85 Inter 87	ENTP Overall 89 Intra 82 Inter 99
ESTJ Overall 88 Intra 85 Inter 91	ESFJ Overall 91 Intra 92 Inter 92	ENFJ Overall 92 Intra 96 Inter 84	ENTJ Overall 88 Intra 88 Inter 89

Note: The aggregate results are reported for the Overall EQ score and the Intrapersonal and Interpersonal scores for each of the types.

High Vector 3 Sort 5,6,7 reflects the means for the Types on Intrapersonal (Intra) and Interpersonal (Inter) Factors

ISTJ Overall 110 Intra 110 Inter 107	ISFJ Overall 111 Intra 110 Inter 103	INFJ Overall 114 Intra 121 Inter 111	INTJ Overall 115 Intra 117 Inter 112
ISTP Overall 109 Intra 107 Inter 111	ISFP Overall 107 Intra 105 Inter 107	INFP Overall 115 Intra 118 Inter 109	INTP Overall 111 Intra 110 Inter 109
ESTP Overall 112 Intra 113 Inter 109	ESFP Overall 114 Intra 101 Inter 123	ENFP Overall 115 Intra 108 Inter 118	ENTP Overall 115 Intra 106 Inter 117
ESTJ Overall 117 Intra 111 Inter 119	ESFJ Overall 119 Intra 110 Inter 121	ENFJ Overall 121 Intra 115 Inter 120	ENTJ Overall 120 Intra 117 Inter 121

Table 1.6 Comparison of the Low/High Benchmarks® Results as sorted by the MBTI® and the CPI™ Vector 3

H indicates Vector 3 scores of 5,6,7 Means and L indicates Vector 3 scores of 1,2,3 Means

ISTJ H: 4.21 L: 3.12	ISFJ H: 4.25 L: 3.01	INFJ H: 4.53 L: 3.33	INTJ H: 4.49 L: 3.14
ISTP H: 4.01 L: 3.09	ISFP H: 4.01 L: 3.13	INFP H: 4.14 L: 3.02	INTP H: 4.42 L: 3.11
ESTP H: 4.38 L: 3.19	ESFP H: 4.13 L: 3.01	ENFP H: 4.32 L: 3.10	ENTP H: 4.58 L: 3.17
ESTJ H: 4.53 L: 3.13	ESFJ H: 4.43 L: 3.01	ENFJ H: 4.61 L: 3.11	ENTJ H: 4.61 L: 3.01

Implications for the Leader and Coach of Leaders

These results indicate that the measure of global functioning significantly sorts those who are likely to demonstrate emotional effective behavior and be effective in their management roles. In short, an individual's level of use of mental and interpersonal resources essentially “raises all boats” from a psychological and behavioral perspective. In addition, these differences occurred across the groupings of the sixteen types sorted by the MBTI® tool.

This finding is significant for a number of reasons. It is known that focusing on a given skill set or a cluster of behaviors is beneficial, and it is important to work on core dimensions like confidence, behavioral range, and use of personal psychological resources. The discerning leader or coach can see that enrichment can occur at a couple of levels—micro behavior (e.g. assertiveness) or global dimensions (e.g. confidence).

While the scales from tools like the BarOn EQ-i® and CPI™ yield useful information regarding specific behavior clusters that may need attention, these do not produce insights in arenas beyond their intended focus. For example, if you find that Empathy is a scale in which your scores suggest a developmental challenge, your enhancement of this skill is useful but not

necessarily sufficient to generate a greater overall shift in emotional effectiveness. Further, the scales on complex tools like the BarOn EQ-i® or CPI™ provide focus on specific areas for fine-tuning one's interpersonal style and intrapersonal perspectives. These uses are laudatory for their specificity of focus; however, addressing core elements in development promises to have a significant overall effect on performance as measured by self-report tools and by observers.

Taking Action

The developmental suggestions provided by the BarOn EQ-i® reports give specific direction regarding various scales on the tool. These suggestions give guidance and practical action steps; however, little is available to provide guidance for exploring development of the global factors outlined earlier.

How can individuals affect aspects of *global functioning*, given the extraordinary power this quality has on experienced and perceived effectiveness? Is there a curriculum of study or range of experiences which can insure an individual's achievement of this level of functioning? In other words, what pill did the high performers take that the rest of us need?

A pragmatic answer was provided by Isabel Myers, the creator of the MBTI® tool. As early as the 1962 Manual of her instrument, Myers examined the role of three key elements to overall development.¹⁴ She found that confidence, resilience or stamina, and the ability to use a range of psychological resources without strain are hallmark qualities of a highly functioning individual.¹⁵ She looked at the performance of the sixteen types along these variables. Myers found that the more highly functioning individuals used a *broader range of perceptual dimensions and decision strategies* as measured by her instrument. In other words, those who were confident, persistent in the face of obstacles (*resilience*), and experienced less strain in being flexible had "*clearer perceptions and sounder judgments.*"

Confidence is built on resilience which is based on flexibility. Therefore, enabling an individual to identify and learn to use his or her full range of mental resources has the effect of providing multiple strategies when dealing with daily problems. This, in turn, boosts confidence

and self-esteem. Myers observed that the sixteen types approach learning in different ways, which meant the pathway to confident, resilience, and compensatory strength varied with the types. With more recent research, it is evident that working to develop the eight psychological processes of psychological type provide for constructive development for all types. Those activities that can be employed to clarify how to use all of the mental resources outlined by psychological type are more likely to promote learning about emotionally effective behaviors. We have labeled this emotional intelligence.

To further this proposition, if we dig further into the abilities model of emotional intelligence that Mayer, Salovey, and Caruso has provided, there is a parallel between the eight dimensions for which they have so compellingly provided layers of empirical evidence and the eight mental resources purported by psychological type. It is clearly no accident that the empirical findings in one arena of how mental processes are used have a similar structure and content to another model, about which there is also empirical support. This parallel framework is summarized below:

Table 1.7 Comparison of the Abilities of Emotional Intelligence and Mental Resource Model of Psychological Type

	<i>"Mental" Resources Potentials and EQ Qualities</i>	
Process Labels of Type	Typical EQ Qualities Associated with these Psychological Processes	Mayer, Salovey, and Caruso's EQ Abilities ¹⁶
External Focus (Se)	<ul style="list-style-type: none"> Identifies subtle changes in behavior during conversation. Contributes to attending to the present. 	Perceives emotional changes in another's behavior.
Expressive of Ideas, Associations (Ne)	<ul style="list-style-type: none"> Identifies contextual elements. Contributes to discussing options, choices. 	Recognizes the emotional environment.
Critiquing, Logical (Te)	<ul style="list-style-type: none"> Articulates a probable flow and outcome. Contributes to "taking perspective". 	Manages responses for constructive action.

Empathy, Connection (Fe)	<ul style="list-style-type: none"> Actively seeks connections with others. Demonstrates empathy quickly. 	Manages behavior to make emotional connections with others.
Internal Rehearsal (Si)	<ul style="list-style-type: none"> Identifies internal physical reactions to situations. Contributes to “knowing” your gut. 	Perceives internal physical, emotional sensations.
Imagining Future (Ni)	<ul style="list-style-type: none"> Identifies possible future solutions. Contributes to anticipating next steps. 	Attuned to potential outcomes of actions.
Precise Analysis (Ti)	<ul style="list-style-type: none"> Identifies best framework for understanding. Contributes to finding a solutions-focused frame of reference 	Facilitates understanding of emotional aspects of a situation.
Evaluation of Merit (Fi)	<ul style="list-style-type: none"> Acts out of mission and value orientation Seeks interrelated meaning of ideas, actions, purposes Evaluates the “worth” and “merit” of a situation 	Understands how emotions are useful and constructive action.

Note: e=extraverting energy, i=introverting energy, S=sensing perception, N=Intuiting perception, T=Thinking judgment, F=Feeling judgment

Consequently, it is reasonable to argue that development work on the eight mental resources that make up the type patterns is likely to enrich the roots of emotional intelligence at the most basic level. So the challenge becomes how to effectively learn to use the full range of psychological processes, which promises to have a global affect on development.

Psychological type is based on the proposition of the use of different modes of perception and judgment, which is fundamental in all systems of understanding human capabilities and differences.

Given the importance of enhancing your confidence, building resilience, and extending your use of all available mental resources, how can you utilize these very practical frameworks to guide your development?

Experience Matters—Linking Success and Significance

Since the publication of *Lessons of Experience* (1988), talent management professionals and leader coaches have known that real learning is driven by experience. An individual can read about a host of theories and agree with them without ever making a change in behavior.

Replicated in many studies in the field of psychology is this finding: if you are serious about development, then chose the experience that will provide the lesson.¹⁷ Data show that learning is not random and that specific experiences typically produce specific lessons.

From this perspective of development, ***experience drives learning***, and as such we should select experiences that will expand our capabilities. Evidence suggests that relationships with coaches, mentors, and others who can provide feedback also boost learning. Finally, a small percentage of learning comes from reading a book or attending a class. All three strategies are important; however, the key driver is “hands-on” experience. So to achieve the desired development outlined by Myers, the consequence of which has a profound overall outcome on performance, development needs to be driven by experiences designed to enhance confidence, resilience, and behavioral range.

Development Strategy #1 — Experience-Driven Learning

Given that our mental, emotional and behavioral development over time is related to our personality and how it navigates life challenges, building on our strengths increases the likelihood of success. The building blocks of personality as outlined by the model of personality types give a handy way to approach working with individual differences in a constructive way. In Table 1.3, the nature of these eight functions and how they parallel the abilities of emotional intelligence. It seems reasonable that learning which extends the use of these eight mental processes will benefit the overall effort for personal development by increasing confidence, stamina, and behavioral range. As noted above, the best strategy to enhance development is specific experience.

Using correlational studies reported in the three manuals of the MBTI® tool (1962, 1985, 1998), Majors Psychological Type Indicator (2006), the Golden Type Profiler (2005), and articles published in the *Journal of Psychological Type*, two tables were created linking the primary activities associated with the key dimension of the eight mental resources of type provide access to the range of experiences which will enhance your awareness and use of the eight resources of type.¹⁸ Presumably, this increasing capacity will enrich flexibility, confidence, and have the residual consequence of lifting global functioning.

In initial work with the following tables, leaders have reported a greater awareness of their psychological resources and satisfaction with addressing some problematic issues. For example, one leader reported that he needed to understand how intuition really works and after trying on some of the work and leisure activities, reported a greater appreciation for the complexity of this kind of thought. He went on to note, “I see the need for greater patience and recognition of the value of this perspective, even if very different from mine. While in the past I’ve been rather terse with those who seem inclined to approach things this way, I can at least give it fair play.” Is this a more emotionally intelligent response?

You are encouraged to try these suggestions. Give the activity at least six months of attention and create a file (computer or paper) to note your efforts and how the energy shifts over time. Our initial use of this has been productive and promising in coaching outcomes.

These activities do not always link specifically to emotional content. The goal is to increase the range of perception and decision-making behaviors, which in turn have the beneficial effects of increasing effectiveness.

Insert

Table 1.8 Development of the Eight Mental Processes Through Leisure Activities

Insert

Table 1.9 Development of the Eight Mental Processes Through Work Activities

Development Strategy # 2 — Relationship-Driven Learning

When asked which qualities they want in a coach, managers will typically respond that the ability to create a trusting relationship is essential. Competence in assessment, business or organizational knowledge, and a proven record in assisting others are also important, but the relationship is central to an effective coaching relationship. Managers will say the same about any important relationship in their life. Whether they are thinking about a dear friend, a significant other, or other important figure in their life, they will zero in on a trusting relationship as key.

Greg Babe, President of Bayer Material Science, addressed a group of senior managers and said, “You need people who can give you feedback that you can trust and rely on so you can learn. You need to learn how to effectively lead diversity, and you need to take care of yourself or you are no good to Bayer.”¹⁹ He talked about business strategy and other important business issues, but it was his comments on leadership and learning that stole the show. Many of these managers noted that having their corporate president discuss being a learner and the need for ongoing feedback brought home the importance of having trusting relationships with people who could tell them the truth.

Working with an individual with expertise in emotional intelligence and emotional effectiveness can be a valuable strategy. Ideally such a person would assess your behavior through a variety of mechanisms—instruments, observations, and interviews with those who know you well. Using tools like the BarOn EQ-i®, MSCEIT®, or the Emotional Effectiveness Indicator™ to assess interpersonal behavior and self-management can boost your understanding of and challenge your perceptions about yourself.²⁰ There simply is no substitute

for greater personal insight and awareness of the impact of your behavior on others to magnify learning.

The role of feedback from trusted coaches and friends cannot be over stated as a path toward greater effectiveness. A dear friend of mine who is a surgeon invited me to dinner to tell me about a situation at work. He outlined his behavior, described with surgical detail how he behaved and what he felt. When he was through he asked me for my feedback. And I said, “I understand what you have shared is from your perspective and that I don’t have any other data, but to your question, dear friend, from what you have reported, you have abused your staff, belittled your colleagues, and behaved in a way that might end our relationship if you behaved the way you described toward me.” He was shocked, and to his credit, he was not defensive. He said, “Tell me more.” I shared what I would have felt if someone behaved toward me as he had described. At one point he said, “But people need to know that when they screw up in our office, it costs people’s lives.”

“Yes, and is it going to cost more lives if people don’t learn from what is happening, if they feel less competent and unsure of themselves, and if they are terrified to ask.” “Got your point,” he said with surgical incisiveness. We talked for hours about how to approach and rebuild relationships. He earnestly tried out what we discussed and actively solicited observations from me about what he was doing. A month later he said, “Thanks. No one else could have really knocked me into my senses about my behavior. Your feedback has altered my behavior, and I can already see the differences with the staff.” And, in a moment of utter surprise, he said: “I love you, dear friend. Thanks for the honesty.”

Of course, a trained coach brings a great deal to the table in a learning scenario, but the point is the same - feedback from someone you can count on can wake you up to more appropriate behavior. When it comes to getting feedback about your behavior from a lens of emotional intelligence, you want to make sure to cover these bases:

- What are your feelings about the situation? What would you like to feel if things were more constructive?
- What are your assumptions and mental maps that are interdependent with your emotions and your reactions?
- How did you behave in the situation? What would you like to change in your behavior that will produce more positive outcomes?
- How were the other individuals feeling in the situation?
- What might be the assumptions the others are using that help formulate their behavior?
- What were they hoping to achieve and what is the gap between what they wanted and what you want?
- If a miracle occurred and the situation was satisfying to everyone involved, what would it look like and feel like?

In addition to giving feedback, a good coach can steer you to assignments (as noted in Tables 1.8 and 1.9) and learning opportunities that will enable you learn how to be more emotionally effective in self-management and relationships.

Development Strategy # 3 — Resource-Driven Learning

Some people learn best when they start with a book and then seek experiences. In the table below, you will find resource suggestions for each of the BarOn EQ-i® scales. Managers and leaders have consistently found these resources useful and helpful. In addition, for those who want to approach their effectiveness with their psychological type in mind, some additional recommendations are provided.

Scale	Book and Resource Suggestions
Intrapersonal	
Self Regard	Zukav, G. & Frances, L. (2003). <i>The Mind of the Soul</i> . New York: Free Press.
Emotional Self-Aware	Goleman, D. (2003). <i>Destructive Emotions: How Can We Overcome Them? A Scientific Dialogue with the Dalai Lama</i> , Narrated by Daniel Goleman. New York: Bantam Books.
Assertiveness	Arapakis, M. (1990). <i>Softpower: How to Speak, Set Limits, and Say No without Losing Your Lover, Your Job, or Your Friends</i> . New York: Warner Books.
Independence	Ruiz, M. (1997). <i>The Four Agreements: A Practical Guide to Personal Freedom</i> . San Rafael, CA: Amber-Allen Publishing, Inc.
Self-actualization	Seligman, M. (2002). <i>Authentic Happiness</i> . New York: The Free Press.
Interpersonal	
Empathy	Isaccs, W. (1997). <i>Dialogue and the Art of Thinking Together</i> . New York: Doubleday.
Social Responsibility	Dass, R. & Gorman, R. (1985). <i>How Can I Help?: Stories and Reflections on Service</i> . New York: Knopf. Kushner, H. (2001). <i>Living a Life That Matters: Resolving the Conflict Between Conscience and Success</i> . New York: Anchor.
Interpersonal Relationship	Schutz, W. (1994). <i>The Human Element</i> . San Francisco: Jossey-Bass. Kegan, R. & Lahey, L. (2000). <i>How The Way We Talk Can Change the Way We Work</i> . San Francisco: Jossey-Bass.
Stress Management	
Stress Tolerance	Pearman, R. (2008). <i>Emotions and Health</i> . Winston-Salem, N.C.: Leadership Performance Systems, Inc. Benson, H. & Stuart, M. (1992). <i>The Wellness Book</i> . New York: Simon & Schuster.
Impulse Control	Pearman, R. (2008). <i>Emotions and Leadership</i> . Winston-Salem, N.C.: Leadership Performance Systems, Inc.
Adaptability	
Reality Testing	Campbell, S. (2001). <i>Getting Real: 10 Truth Skills You Need to Live an Authentic Life</i> . Navato, CA: HJ Kramer/New World Library.

Flexibility	Zander, R. & Zander, B. (2000). <i>The Art of Possibility</i> . Boston: Harvard Business School Press. Lewis, T., Amini, F. & Lannon, R. (2000). <i>A General Theory of Love</i> . New York: Vintage Books.
Problem Solving	DeBono, E. (1985). <i>The Thinking Course</i> . New York: Facts on File Publications.
General Mood	
Optimism	Seligman, M. (1990). <i>Learned Optimism: How to Change Your Mind and Your Life</i> . New York: Pocket Books.
Happiness	The Dalai Lama & Cutler, Howard C. (1998). <i>The Art of Happiness: A Handbook for Living</i> . New York: Riverhead. Seligman, M. (2002). <i>Authentic Happiness</i> . New York: The Free Press.

For a practical overall view of these dimensions, see:

Stein, S. & Book, H. (2000). *The EQ Edge: Emotional Intelligence and Your Success*. Toronto: MHS, Inc.

To approach your development with personality type in mind, be sure to read:

Pearman, R., Lombardo, M. and Eichinger, R. (2005). *YOU: Being More Effective in Your MBTI® Type*. Minneapolis, MN: Lominger Ltd, Inc.

Pearman, R. (2002). *Introduction to Type and Emotional Intelligence*. Mountain View, CA: CPP, Inc.

Pearman, R. and Albritton, S. (1994). *I'm Not Crazy, I'm Just Not You*. Mountain View, CPP, Inc.

Conclusions

Arguably the goal of all adult development is clearer perceptions and sounder judgments. The link between extending the range of our perceptions and the strategies of our decision-making is clearly tied to our confidence, resilience, and ability to use a range of behaviors in order to adjust appropriately to our challenges. All of these domains are enriched through having experiences that extend our personal mental resources. We need the insights

from tools like the BarOn EQ-i® and the more global development efforts of stretching our perceptive and judgment processes (as outlined above) to achieve greater emotional effectiveness.

¹ Two recent examples are: Sutton, R.(2006). *The No Asshole Rule*. New York: Warner Business Books and Albrecht, K.(2006). *Social Intelligence*. San Francisco: Jossey-Bass.

² Research from the Center for Creative Leadership® has consistently shown that derailment is tied to poor interpersonal effectiveness. The massive study on managerial decision making by Brousseau, et al (HBR, February, 2006) concluded that poor relationships made the difference between failure and success in decision-making and implementation.

³ Darwin, C. (1872). *The Expression of the Emotions in Man and Animals* in Wilson, E. (2006). *From So Simple A Beginning: The Four Great Books of Charles Darwin*. New York: Norton and Company.

⁴ Bar-On, R. (1989). *Manual: BarOn EQ-i*. Toronto: MHS, Inc. p. 13-18.

⁵ Bar-On, R. (2005). *The Bar-On Model of Emotional-Social Intelligence*. In P. Fernández-Berrocal and N. Extremera (Guest Editors), Special Issue on Emotional Intelligence. *Psicothema*, 17.

⁶ Mayer, J., Salovey, P., Caruso, D.(2002). *Manual: MSCEIT*: Toronto, MHS, Inc. p. 8.

⁷ Lewis, M. and Haviland-Jones, J. (editors). (2004) .*The Handbook of Emotions*. New York: The Guilford Press.

⁸ Extracted by the author from various research-oriented and published documents on the BarOn EQ-i®.

⁹ Bar-On, R. (2005). *The Bar-On model of Emotional-Social Intelligence*. In P. Fernández-Berrocal and N. Extremera (Guest Editors), Special Issue on Emotional Intelligence. *Psicothema*17.

¹⁰ While the general scale descriptions come from the CPI Manuals (1994, 2002), these behavioral bullets are based on clinical observations by the author and should not be ascribed to any other source.

¹¹ These descriptors are the result of numerous studies by the author and are reported in: Pearman, R., Lombardo, M, and Eichinger, R.(2006). *YOU: Being More Effective in Your MBTI® Type*. Minneapolis, MN: Lominger International, Inc.; Pearman, R. (2002). *The Introduction to Type and Emotional Intelligence*. Mountain View, CA: CPP, Inc.; Pearman, R. (1999) *Hard Wired Leadership*. Mountain View, CA: CPP, Inc.; and Pearman, R. and Albritton, S. (1994) *I'm Not Crazy, I'm Just Not You*. Mountain View, CA: CPP, Inc.

¹² Ibid.

¹³ Gough, H. (2002,1994) CPI Manuals. Mountain View, CA: CPP, Inc.

¹⁴ Myers, I.B. (1962). The MBTI® Manual. Palo Alto, CA: CPP, Inc., p. 72-74.

¹⁵ McCaulley, M. (1992) Personal Communication. McCaulley was the President of the Center for the Applications of Psychological Type from its founding in 1978 to her death in 2002.

¹⁶ Mayer, J., Salvoey, P. and Caruoso, D. (2002) *MSCEIT User's Manual*. Toronto, Canada: MHS, Inc.

¹⁷ McCall, M, Lombardo,M, and Morrison, A. (1988) *Lessons of Experience*. New York, Simon & Schuster, Inc; McCaulley, C. (2006) *Developmental Assignments*. Greensboro, NC: CCL, Inc.; Lombardo, M. and Eichinger, R. (2003) *Eighty-Eight Assignments for Development in Place*. Greensboro, NC: CCL, Inc.

¹⁸ Myers, I.B. (1962), Myers, I.B., McCaulley, M (1985), Myers, I.B., McCaulley, M., Quenk, N. and Hammer, A. (1998) and the Carskadan, T. (1979-2007) Editor, *Journal of Psychological Type*; Golden, J. (2005). *Manual*: Golden

Personality Type Profiler. San Antonio: Harcourt, Inc.; Major, J. (2007). Majors Pti: Professional Users Manual. Huntingbeach, CA: Telos Publications.

¹⁹ Comments made during a special seminar on leadership development at the Center for Creative Leadership, Greensboro, North Carolina.

²⁰ The BarOn EQ-i® and MSCEIT® are published by Multi-Health Systems, Inc. of Toronto, Canada, and the Emotional Effectiveness Indicator™ is published by Leadership Performance Systems, Inc. of Winston-Salem, North Carolina.

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