

**ConnEQt**

**Connecting  
Emotional  
Intelligence to  
Leadership  
Development**  
Conceptual Framework

•  
October 2019

# Acknowledgement

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# Foreword

## “Boys don’t cry”

As a child I heard this sentence again and again, as you most likely did too. The good intention behind it was to teach boys to be strong and to pay no attention to the emotions associated with what made them cry, because it was believed that emotions were somehow unimportant and simply distractions from what needs to be done. It was widely accepted that emotions were for girls and that boys needed to act rationally and be in control.

Fast forward 40 years and we are now sitting in a company’s meeting room making important decisions. How is the sentence “boys don’t cry” unconsciously resonating in the thoughts, words and actions of the people around the table? What beliefs and assumptions govern

what is happening and how decisions are made? What script is running unconsciously in the minds of the people present and creating strict rules about what is possible, impossible or even expected in a working environment from a leader?

There is nothing new about the belief held by many that emotions should be kept out of the business world, that documented knowledge and information should be the only basis for decision making and strategic actions. Does this really correspond with reality? Or with our beliefs about reality? Or with what scientists and the enlightenment tradition has made us all believe.... until now.

## Years of research and practice

In this publication we present research findings, theories and facts that prove how emotions strongly dictate our everyday professional and private life, impacting our physical, social and emotional wellbeing in both positive and negative ways. This research shows that leadership models that tend not to take the emotional sphere into account are not only unable to properly function, but are also scientifically wrong.

This publication is the result of years of academic research and the firsthand experience of UCSYD (University College South Denmark), alp (activating leadership potential, Austria), Kamaleonte (Italy) and Euroaccion (Spain) involved in the realisation of the initiative “ConnEQt - Connecting Emotional Intelligence to Leadership Development”.

## Moving forward

The contents of this publication are also the basis of a curriculum for a blended learning course addressed to leaders wishing to understand, integrate and benefit from their emotions in their leadership. The first edition of the blended learning course was held February-May 2019. Both the curriculum and the full documentation of the pilot course are now available under a Creative Commons Attribution - nonCommercial - ShareAlike 4.0 International licence in [www.eqtolead.eu](http://www.eqtolead.eu).

With this publication we aim to broaden the horizons of what leadership entails in today's world. We want to address the inconsistencies in traditional approaches to leadership that are becoming more and more visible, and to help our society become more socially and economically sustainable in both its decisions and its actions by supporting leaders in their process of integrating and transcending their inner dualities.





# Leaders' anatomy

## Limits of the traditional understanding of leadership

We all have our own very specific understandings of what leadership means, who leaders should be and how leaders should act. These understandings originate from our past experiences of interacting, whether directly or indirectly, with people in given or taken leadership positions. If we look at the evolution of leadership, it becomes clear that societal changes in the past have required corresponding changes in leadership.

We also see that traditional theories attempting to codify how a leader should act and to teach success were developed mainly by men and designed for a patriarchal world. Leadership positions have traditionally been mainly filled by men in the past, but current leadership styles today cover a vast range of different approaches, stretching from the highly cen-

tralised and over-controlling attitudes similar to those in previous centuries to more decentralised styles and teal approaches<sup>1</sup>. Today we are witnessing an increased number of women in leadership positions, albeit with differences across the different countries in Europe. This is the first time, however, that 2 of the most important positions within the European Union will be held by women.<sup>2</sup>

But let's zoom in to the local level, to high and middle management of medium size companies and local authorities. Now zoom in even more to voluntary associations and even family contexts. Zoom in even more to yourself. Yes, there is a leader in each one of us! This is why we would like to start from there by uncovering and developing the potential that is in each of us.

**"There is a leader in each of us."**

Unknown



## New perspectives on leadership

In his book "Reinventing Organisations", Frederic Laloux explains very well how forgetting about an individ-

ual's personal dimension leads to great loss within companies and makes it more difficult for them to develop a sus-

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1 The Teal paradigm refers to the next stage in the evolution of human consciousness. More information relating to its organisational implications can be found under: [http://www.reinventingorganizationswiki.com/Teal\\_Organizations](http://www.reinventingorganizationswiki.com/Teal_Organizations)

2 Ursula von der Leyen is the head European commission and Christine Lagarde leads ECB

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tainable economy. Individuals are much more than workers. Every individual has a blend of competences, interests, potentials, and creative and innovative ideas that go far beyond what is entailed in their job description.

“Why leave all of these out?” was the question posed by Laloux to various companies. Laloux argued that to do so would not only result in a loss for the organisation itself, but also for wider society.

In his book “Theory U”, Otto Scharmer helpfully describes how intention and attention can create the necessary energy to move forward. He writes that “deep listening” to “what is calling us”, or in other words, to our intuition, can create a “landing stripe” for the future. His point is very clear: if we re-enact past strategies, we will simply keep reproducing past results. Change can only happen if we pay more attention to what is emerging in the present and to what is still to become fully visible. This is especially relevant for a “too-busy” leader, someone who is so focussed on carrying out and that they don’t take the time to look around.

Quantum physics has also had an influence on the latest leadership trends. It has helped shape ideas of leadership as a shared responsibility, at the centre of which there is cooperation rather than competition, and within which mutual support plays a key role in creating a suitable environment of connections and support. The role of the leader is therefore to create a gravitational field, trusting the healing capacity of the system to activate the necessary resources.

It is not a coincidence that a growing number of professionals are starting their own one-person businesses. This is often due to the rigidity structures of organisations that stem from a hierarchical view of leadership. These organisations lack a social environment and fail to foster appreciation, recognition and space for expressing new potential. This is precisely why more workers are leaving leaders who treat them simply as workers and not as people. This phenomenon is especially noticeable amongst women who decide to take the risk and enjoy the pleasure of leading themselves and finding their own ways to combine work, passion, and other commitments linked to their family duties. They are brave enough to go against the traditional belief of “work first and then pleasure”.



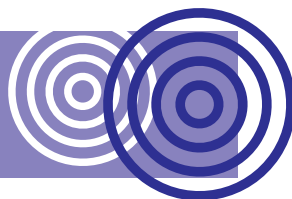
**Leadership through the ages**  
<http://eqtolead.eu/leadership-through-the-ages/>



**Conscious Leadership through personalities in Enneagram**  
<http://eqtolead.eu/conscious-leadership-through-personalities-in-enneagram/>

**“Interconnectedness is a physical reality, not an emotional one.”**

Einstein





## Current leadership deficits

The World Health Organisation has declared stress and burnout as the fastest growing disease of our century, with an increasing impact on and cost for society. It is estimated that as burnout reach a high point, it will result in an increasing number of people being affected by depression, especially amongst professionals who work with people. This includes leaders. The cause of this is an inability to cope with work tasks and the loneliness of the working environment, the result of a culture where everything needs to be fast and effective and where failure or hesitation are hardly accepted.

The advent of technology has made a significant contribution to the transformation of work. This has been both positive, in terms of new solutions to avoid repetitive or manual work, and also negative, in terms of the pressure to always be super present online. The internet has allowed us to reach distant markets and people groups, thus opening up new possibilities. It has also meant, however, that highly emotional messages can be easily circulated and, especially in the political scene, emotions are often exploited for personal benefit and to raise support for policies and measures that limit the rights of certain social groups.

Traditional ways of thinking are still common. They revolve around a negativity

bias, first seeing what does not work and focussing on emotional paradoxes such as the duality between an individual's work and personality. These ways of thinking perpetuate binary and linear structures and distract from decentralised and circular ways of thinking. These traditional ways of thinking also continue to treat people and the environment as commodities, thus creating very difficult situations for future generations as consumerism is increasingly focussed on external outcomes and has less to do with inner realisation. Our consumerism, based on a sense of "lack" that needs to have more, comes from the fear of not having enough and not from our potential.

As part of the negativity bias there is also the lack of balance in our masculine and feminine energies that go beyond our biological gender. Giving space for emotions to be felt plays a very important role here, and this can help us to feel empathy for others and for the environment in which we live.



### Gender perspective in leadership

<http://eqtolead.eu/emotional-intelligence-and-leadership-from-a-gender-perspective/>

**"How can we properly support leaders in their initial and ongoing development in creating emotions that serve themselves and society at the same time? In creating emotions that help themselves, the people they work with and society as a whole to flourish and lead fulfilling lives?"**





# Biology of emotions and intelligences

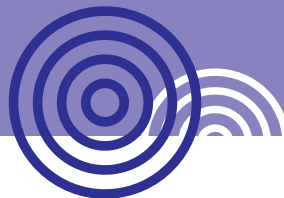
## The Multiple Intelligences revolution

As early as the 1970s Howard Gardner declared that the intelligences developed in schools were not the only ones and, in particular, that these were not sufficient for all fields of human development. In addition to the logical-mathematical and verbal-linguistic intelligences, he posited that there were several other types of intelligence that people can use for learning and inno-

vating, for decision making and developing strategies, for choosing adequate responses to unexpected situations, for adapting their behaviour and habits in times of transition, and for cultivating their reflective and thinking abilities. These intelligences not only create excellent students but equip people to live in and contribute to the development of society.

**"We are all intelligent! Even with multiple intelligences."**

Gardner



## Neurology of learning

Howard Gardner's research about learning occurred in parallel with other types of research that explored the neurology of learning and how thoughts and emotions take place in our bodies and minds. The results of the studies of many neuroscientists suggest that there are no differences between how emotions and thoughts are created.

The discovery that both emotions and thoughts are chemical reactions is a new concept for some. Feelings are the way in which the body perceives what is going on. We then label these feelings

as different emotions in an attempt to structure and rationalise what is happening. From a chemical point of view, the recurrence of similar chemical reactions creates neurological connections.

In the new concept of the brain as a neuro-dynamic nonlinear system, neurons generate firing patterns that in turn generate magnetic fields of information which are much stronger and faster than chemicals. Information moves across the brain and the body on the quantum level, far beyond the level of chemicals. From a neurological point of view, all

learning happens unconsciously because we have no direct access to the neural networks. We can, however, learn to create emotions and thoughts as a distinctive act of will, an intentional activity that involves our entire body and mind. We can change more than we think!

Brain functions require high amounts of energy and they therefore rely on neural networks created by previous experiences in order to save processing energy. In other words, when the brain experiences something similar to a previous experience, it is faster to recall a behavioural scheme stored into its memory than to look for a new solution. This is also of primary importance in survival, since fast actions need to be taken in the event of risks. Such maps and mental schemes help us navigate everyday situations through a copy and paste process that we are often unaware of. Additional research has also pointed out that the human species has not one but 3 brains. This is because we have neural connections in the head, in the heart region and in the intestinal area.

Learning is innate in human beings and possible at all ages, which is the focus of neuroplasticity. This goes against the widespread belief that learning is only associated with a certain age.

Neuroplasticity teaches that learning means changing and changing is always possible. The result of this is that we can learn with all of our 3 brains, each of which are capable of learning independently from the others, and each of which has distinctive characteristics. This brings us back full circle to Gardner and to his revolutionary proposal that intelligence is not confined to verbal-linguistic and logical-mathematical abilities.



**Emotional Intelligence as the alignment of the three brains**

<http://eqtolead.eu/emotional-intelligence-as-the-alignment-of-the-three-brains/>

**“Life is made up of experiences, not concepts.”**



## Creating emotions is possible

Gardner's list of 7 distinctive types of intelligence gave rise to further research on what intelligence is, how it is defined, and how we can use intelligence for learning, decision making and acting. One author that has attracted the attention of both scientists and the wider public is Daniel Goleman. In 1995 he published his well-known book “Emotional Intelligence”, which showed the

role played by emotions in our everyday lives and explained why some people, namely the emotionally intelligent, can be successful in their workplaces, whether as leaders or workers. For Goleman, emotional intelligence is a ‘set of skills’ rather than a personality trait. He argues that the emotional intelligence skill-set encompasses self-motivation, social abilities, empathy, and impulse control,

among other things. It is related to the ability to manage one's own emotions and the emotions of others. Goleman outlines a very clear structure for how to deal more effectively with difficulties, impulses, and negative emotions.

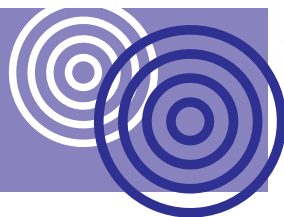
The wealth of research that has been carried out since Goleman published his book, aided by the possibilities of modern technology, has prompted a revision of this initial definition and conceptualisation of emotional intelligence. Current evidence suggests that emotions are not something imposed on us by external factors, whether external situations or people. Research has investigated the different reactions of people in specific situations. A typical example is the tendency of some to see what is missing, and others what is present – the glass is either half full or half emp-

ty. This attitude is rooted in our neural circuits that have been consolidated by repeated experiences. The body is a complex system with multiple chemical reaction and electrical signals that manifest themselves in what we describe as thoughts and emotions that lead to actions. It may not come as a surprise to you that you do some actions automatically and that you can sometimes even find yourself in a situation that you didn't want to be because your autopilot brought you there!



**Neuroscientific  
perspectives on Emotions**  
[http://eqtolead.eu/neuroscientific-  
perspectives-on-emotions/](http://eqtolead.eu/neuroscientific-perspectives-on-emotions/)

**"We can intentionally create chemical reactions and energy signals that occur in our bodies."**



## Effects of emotions on and for well-being

If the brains are the homes of our different intelligences, where does our emotional intelligence stem from? Which of the 3 brains is responsible for it?

The heart is the seat of the cardiac brain and, with its independent nervous system, is composed of more than 40,000 neural cells that are able to coherently act with the encephalic brain. As John and Beatrice

Lacey have found out in their research, the cardiac brain is also able to disobey the encephalic brain if the need arises.

The gut is the seat of the enteric brain and it produces 90% of serotonin, the happiness hormone. 95% of the 300,000 billion microorganisms, as well as 50-100 million neural cells reside in the gut<sup>3</sup>.

3 All these numbers are accurate estimations, however estimations due the tiniest size of the units to be counted.



The encephalic brain governs everything that happens within our bodies.

It is common that emotions are categorised as either negative or positive. According to some theories, this categorisation depends on the level of energy required and the impact they have on the body's ability to cope with the physical stress associated with it. Ongoing stress alters the homeostasis of the body and its natural ability to heal and to stay in a situation of well-being. From a physio-chemical point of view we talk about increasing level of hormones that affect the natural functioning of the body.

The ability to remain in or fluctuate to and from a state of well-being is linked to an aligned flow of information between our 3 brains and our environment. In other words, well-being is present when the thoughts generated by our encephalic brain, the feelings manifested

by our physical sensations, and the emotions broadcasted by our cardiac brains are all aligned. When my thoughts are in one direction, my emotions in another and my physical sensations in yet another then I am not in a state of well-being. This means that I am not intelligently processing the messages within and outside of me and the 3 brains are in a state of dissociation. This incoherence, which is most often perceived as lack of authenticity, also impacts our relationships with others, meaning that the missing alignment has an effect on both our personal well-being and on that of our wider context.

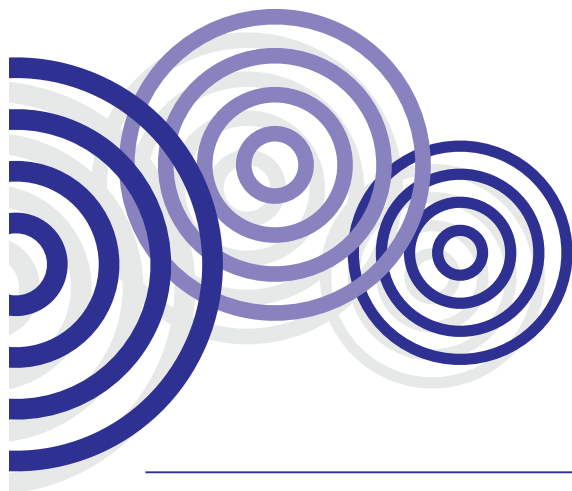


**Emotional Intelligence as the alignment of the three brains**

<http://eqtlead.eu/emotional-intelligence-as-the-alignment-of-the-three-brains/>

**“Emotional intelligence is the ability to bring into coherence the encephalic, cardiac and enteric brains.”**

connEQt project





# The cultivation of emotional intelligence

Emotional well-being is a state that needs maintenance. It is a state that is constantly fluctuating as a result of the myriad of chemical reactions going on all over our bodies and the exchange of information between our 3 brains. The state of congruence is a constant achievement that is obtained through a series of attitudes and practices that support our well-being.

We are deliberately referring to well-being because it is the basic requirement for living in harmony with the environment, situations and people around us.

Undoubtedly the capacity to understand what is at stake plays an impor-

tant role in our cultivation of emotional intelligence. The way to notice and give meaning to what is going on in us and around us is to take enough time to explore without judging. This attitude is crucial and comes before even skills or practices, especially when the emotions are very intense or painful or when we consider them so.

Daily practices introduced to one's lifestyle can create the physiological conditions for well-being. This requires deep learning— that creates new neural pathways and happens through repetition. This allows self-paced discovery, the ability to reflect, consistency and clarity of thought.

## Responding instead of reacting

The ability to distance ourselves from what is going on gives us the clarity to see perspectives other than what we feel at any given moment. This process of dis-identifying ourselves from what has happened, from actions, thoughts, emotions, bodily sensations, and taking time to explore in a non judgmental way opens up a process of recognition that we are not emotions nor our thoughts if we don't want to be.

It is like widening our view, moving away from running around our hamster wheel without moving anywhere or leaving behind the dead-end situation we found ourselves in.

There are 3 key, interconnected elements necessary for practicing responding instead of reacting:

- **TAKING STOCK OF THE PRESENT MOMENT** without jumping to conclusions and making judgments without exploring other views. Responding means observing with intensity and awareness, not jumping to conclusions. It means seeing the situation from every angle and accepting that one's opinion may not be the only one or even the best one. Responding also requires a certain dose of intuition and creativity, as a mind that's trapped in old worldviews is not able to move to a more complex stage of

consciousness. "According to the research, the trigger for vertical growth always comes in the form of a major life challenge that cannot be resolved from the current worldview"<sup>4</sup>.

- **DIS-IDENTIFYING ONESELF FROM THE THOUGHTS AND THE EMOTIONS** originated in a situation. In other words, arriving at the ability to detach from what is happening by consciously taking distance and seeing our thoughts and emotions as something happening in us and not seeing them as us. This process enables us to stop our minds catastrophising the future or feeling guilty for the past and creating additional thoughts and emotions that reinforce older ones.

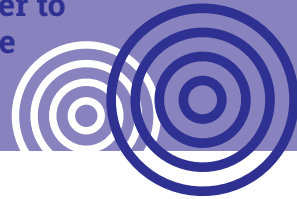
- **GETTING OUT OF THE WHEEL** is a conscious act of will that enables us to create a new chemistry between the 3 brains. It is about acknowledging the current status quo and starting from there. Active acceptance sends out the message to our body that the risk is under control. It stops the release of adrenaline and helps the body to start producing other hormones and move into a state of calmness. In other words, the stress is managed.



**Mindfulness as a way of living**  
<http://eqtolead.eu/mindfulness-as-a-way-of-living/>

**"Between stimulus and response there is a space. In that space lies our freedom and power to choose our response. In our response lies our growth and our freedom."**

Viktor Frankl



## A growth mindset

The mindset can be defined as the script that determines how we act in our everyday life. The growth mindset gives the owner energy to move forward out of ego-centric models fuelled by judgment, cynicism and fear, moving from separation and competitiveness to models based on interconnectedness, cooperation and motivated by meaning.

The growth mindset is fuelled by courage, curiosity, and compassion, as well

as the ability to express these. It sees challenges as learning and growing opportunities, perceiving and addressing what makes us stuck.

Biology, neuroscience, and quantum physics have demonstrated that we are social by nature, that we are all inter-connected and that cooperation is the best strategy for evolution and progress.

This also applies to individuals at a personal level and to organisations if

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4 Laloux F. (2014) Reinventing organisations. A Guide to Creating Organisations. Nelson Parker. Brussels

they want to start and consistently carry out processes and procedures that are based on creating the environmental conditions that support the flourishing of all those involved.

Organisations are not machines but living, evolving organisms with energies and networks of people. The mindset of the leader has a great influence on the mindset of their organisation, in other words on how their organisation behaves, its culture and the sense of belonging it engenders. Laloux argued, however, that because

organisations are like living systems, leadership is overrated and less important than self-management and self-development. He also argued that culture is an outdated way of running an organisation.



**Is the mind set or agile?**

<http://eqtolead.eu/is-the-mind-set-or-agile/>

## Practices for emotional well-being

The practices that have been identified for cultivating well-being and emotional intelligence have already been used by leaders across the world and also within the ConnEQt initiative. There is a wealth of consolidated research sup-

porting them and showing the benefits. These practices reinforce the neural connections so that the neural pathways can be activated when needed. They are about training capacities, just like when we train a muscle.

### Appreciation and gratitude

Appreciating what is already present in our lives and all around us helps us to see what we already have, drawing our focus to the present and not to what is missing. Searching for what is missing often does not allow us to see what we have in the present and what we have already achieved. Appreciation does not mean being naive or ignoring problems, it means seeing them and choosing to focus on what is there to make it possible to overcome them. Just seeing the problem or the deficit is like putting a dark veil over everything and making negative generalisations that are not at all motivational. Appreciation that is supported by the cultivation of intuition is also related to opening up and carefully listening to what is emerging,

to what is yet to come.

Gratitude invites us to change our perspective from one of lack, always looking at what is missing, to one of thankfulness for what we have. It thereby attaches a value to the things around us. Gratitude comes from the heart brain and not from the head that values duality.



**Gratitude diary**

<http://eqtolead.eu/embody-practice-1/>

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## Detoxing

We accumulate thoughts and emotions that are stored in our cells. Our body remembers much more than our conscious mind. Regularly practicing letting go of what no longer helps us is a way to detox and to recharge our batteries. It is about creating new neural circuits in our brains.

We are often too full of the past and therefore not ready for the future. Detoxing makes space for what is new, whether that is physically, mentally or emotionally. It is all about letting things keep coming to us and seeing that they can only really come if we first let go.

Physical, mental and emotional detoxing can be done with training courses

to strengthen our knowledge about ourselves, with deep experiences that support transformation, moments of silence, the use of meditation, walks in nature and the daily practice of integrating essential oils. These are the key ways that we have integrated in our own approach.



**CPTG essential oils and emotions**

<http://eqtolead.eu/cptg-essential-oils-and-emotions/>

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## Being in touch with the body

Emotional well-being is not only a mental process, it starts in the body. This is why all practices that invite us to listen to our body and to connect with it are helpful, whether that's meditation, yoga, sensing experiences, massage or dancing. The most important aspect is to focus on what is happening and to pay attention to bodily sensations. Movement in general helps to

foster new thoughts and ideas, which is why walking, especially in a regenerative environment like nature, can really help us to feel what is going on in our bodies and to connect with our natural environment. This doesn't apply to sports above a certain level because they then start to raise stress levels and lead to an increased production of adrenaline.

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## Reflective practices

The constant practice of reflecting and taking stock of what is happening in a given situation helps us to live in the present and to pay attention to what is unfolding around us. This reflection should not only take place at the end of a process, but also whilst it is taking place, right in the middle of it.

Reflecting, or actively inquiring, means developing a flow of constant inner ex-

perience (1<sup>st</sup> Person) that is connected with outer world observations (3<sup>rd</sup> person) and is also able to communicate about this inner world with the outer world (2<sup>nd</sup> person). From this perspective, emotions appear in the space between individual experience, interpersonal interaction and systemic context, and must therefore be explored as a multidimensional phenomenon (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person).

Mindfulness is not per se a reflective practice, but it does help to establish the conditions for proper reflective practices.



#### **Emotions and reflective practices**

<http://eqtolead.eu/emotions-and-reflective-practices/>

### **Slowing down**

When we slow down, we begin to be able to pay attention to one thing at the time, to move away from frantic multitasking. In a world that is super connected and where everything needs to move quickly, the invitation to slow down might seem out of place. However, slowing down has the benefit of enlarging our perception of time and space. Slowing down allows us to see details that would otherwise not be visible, to perceive aspects that would otherwise be neglected, to gain a full picture rather than a quick overview. Slowing down does not mean being slow, rather it means connecting with what is around us and understanding its impact on us. Slowing down allows us to properly digest and un-

derstand our thoughts and emotions. Tasting food and eating slowly can be a wonderful practice if we are to learn how to slow down. Paying attention to our breathing is also slowing down as our breath naturally becomes deeper and slower as we start to observe it, in turn helping us to calm down. It is about learning to take time instead of rushing.



#### **Emotional Intelligence and meditation for Leadership**

<http://eqtolead.eu/emotional-intelligence-and-meditation-for-leadership-the-power-of-being-present/>

**"If the heart thinks,  
the cells remember."**

Pearsall, The code of the heart







# The benefits of emotionally intelligent leaders

There are numerous benefits that emotionally intelligent leaders possess and are able to use when leading and to pass on to the people they are surrounded by. These benefits can even help them to overcome their leadership deficits.

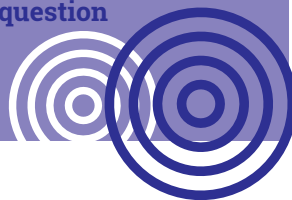
The benefits are not limited to the personal sphere, they also have an effect at the relational, organisational and systemic level. Amongst the many authors that have addressed the role and impact of emotional intelligence in leadership we have chosen Laloux for his holistic approach to leadership and organisations. We have compiled

several quotes to illustrate some of the benefits of this leadership approach. We have chosen the ones that we consider more relevant for leaders in today society.

Emotional intelligence improves the physical and psychological health of people through self-regulating mechanisms that are based on discernment. It provides the ability to observe and therefore either manage or accept emotions and stress, as well as the ability to solve personal problems, whether they are related to physical or mental health, in a way that the rational mind alone cannot achieve.

**"Intuition honours the complex, ambiguous, paradoxical, non-linear nature of reality; we unconsciously connect patterns in a way that our rational mind cannot. Intuition is a muscle that can be trained, just like logical thinking: when we learn to pay attention to our intuitions, to honour them, to question them for the truth and guidance they might contain, more intuitive answers will surface."**

Laloux



Emotional intelligence enables us to form and nourish meaningful relationships as we have a greater propensity for empathy and cooperation with others. This

means that emotionally intelligent leaders are capable of creating connections among stakeholders such as employees, clients, suppliers and even competitors.

**"Emotional intelligence is the one competence that enables fear to be replaced by trust, as a heightened consciousness doesn't have the urge to control neither one's emotions nor others. Trust is addressed to one's inner wisdom, to the others and to the "abundance of life"."**

Laloux

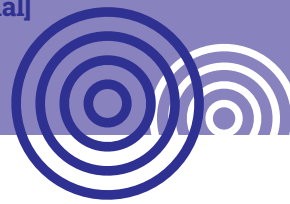


The benefits of emotional intelligence also create a business advantage for organisations as their leaders are able to see conflicts at an early stage and to guide those involved. The possibility of working in an emotionally safe environment – meaning that no judgmental attitudes are allowed to interfere with the full expression of authentic individuals within a group – creates space for generative conversations and innovative solutions, which are key

elements of successful organisations. According to Peteraf, creativity is the factor that enables an organisation to be imperfectly mobile and inimitable, thus difficult to replicate and more easily recognised as a leading "organism" in its field. In a fast moving world, emotionally intelligent organisations and leaders have the capacity to be more attentive to what is happening around them and to prepare landing stripes for the future.

**"Emotionally intelligent leaders can contribute to the organisations' competitive advantage by replacing the old "predict and control" – facing new situations by looking into and analysing the past experiences - with the new "sense and respond" paradigm – facing new situations with intuition - , by means of which reinvented organizations can provide "a new [organisational] model that makes work productive, fulfilling and meaningful" ."**

Laloux

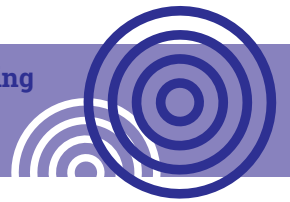


In short, emotional intelligent leaders have made an inner shift that allows them to operate with more tools and peace in whatever contexts they find

themselves in. They have the capacity to make more accurate decisions and behave with respect towards themselves and others.

**"When at peace inside, leaders' rational thinking can be more accurately informed by data ."**

Laloux



# Abstract

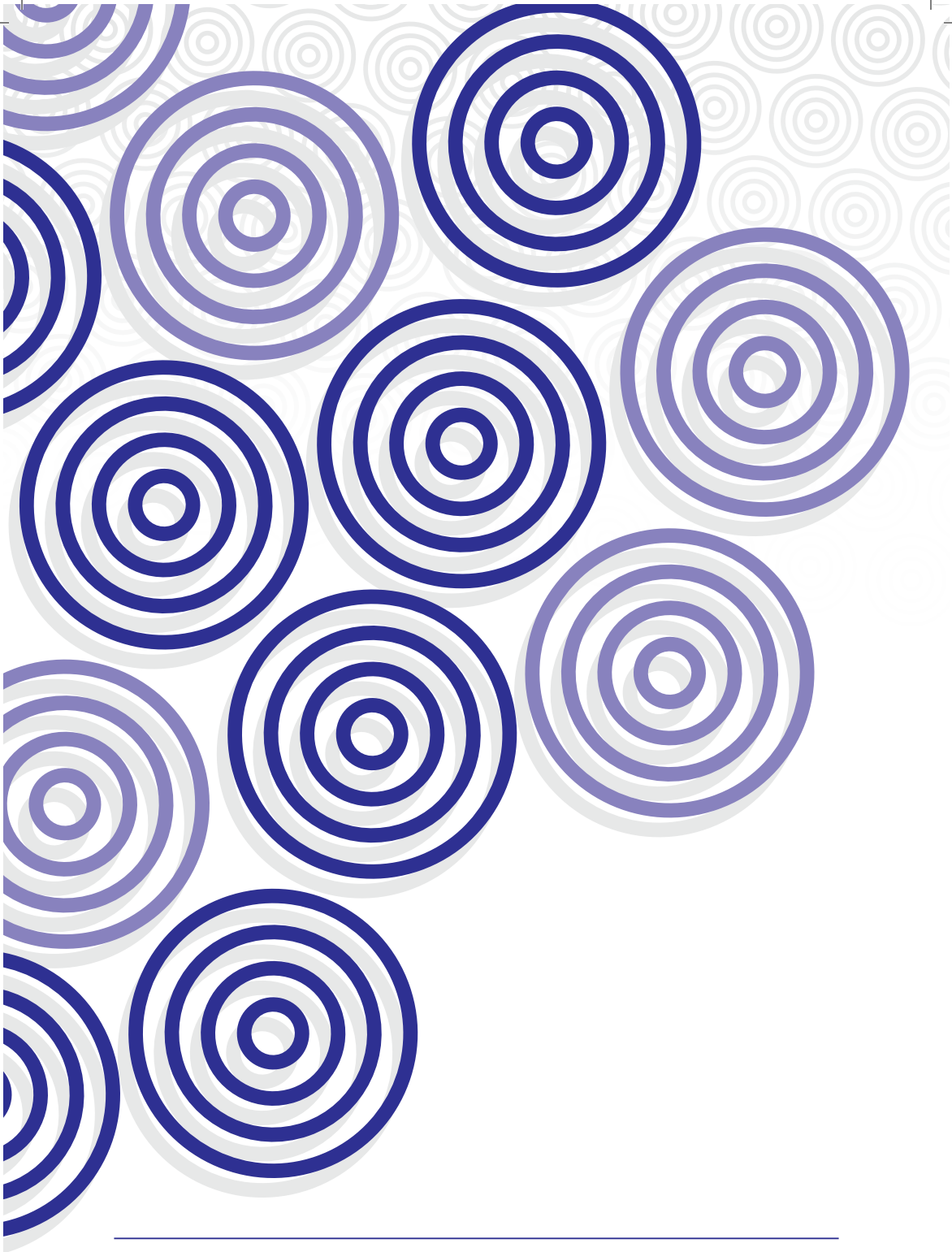
There is a growing attention given to the evident connection between emotions and leadership performance affected by the personal experiences that the leader has had and continues to have in his or her professional and personal life, and in the surrounding environment. The social pressure influences these performances and opportunities in different ways for men and women.

Whilst in the past it was mainly only the field of behavioural research that was interested in leadership, today neurosciences are also shedding light on the capacity of individuals to lead based on their ways to cope with a very quickly changing, complex and demanding society.

The stress felt by leaders is only the tip of the iceberg in a society plagued by a sense that well-being is a side element, reserved for holidays or leisure activities.

This publication argues that the introduction of practices based on the alignment of mind, heart and body is what allows leaders to regenerate themselves and be more able to create a working environment and climate that is conducive to cooperation and increased productivity.

These practices stem from the results of the latest evidence-based neuroscientific discoveries, also thanks to technology that now allows us to gather and process high amounts of qualitative data.



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# Contributors

in alphabetical order



## Paola Bortini

For the past 20 years I have been fascinated with strengthening people and organisations throughout Europe in liminal phases to learn from and for the future with creativity and in harmony with their inner call. At the centre of my methodological approach is above all mindfulness, Otto Scharmer's "Theory U", embodiment practices and the healing power of nature and essential oils. Born in Italy, I have lived and worked in many countries. I am currently living in Austria and serving as the president of alp and

co-founder of LIMINA and emotion-wise network. I have a master degree on Comparative European Social Studies, I am certified as an Emotions Mentor and with AromaTouch, MBSR, Mindful Self-compassion, Insight Dialogue, Mindful Compassionate Parenting and Mindfulness in Education (with school, teachers and parents), Social Presencing Theater of Arawana Hayashi.

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## Mario D'Agostino

I am an expert in non-formal education and experiential learning. Since 1989 I have worked as a trainer, consultant and facilitator for several institutions, both for profit and non profit organisations. From 1998 to 2003 I was vice president of the "Advisory Council", the political body of the "Youth and Sport Directorate of the Council of Europe". During those years I developed an expertise in facilitating participation process, community work, intercultural communication and learning, training for trainers in experiential learning, personal and group development. Since 2004 I have worked as the legal representative of Kamaleonte and one of the founder

members of the international academy of experiential education "Via Experientia", where I also facilitate long-term training programmes for trainers and leaders on "How to facilitate groups and lead teams". My main strength as a facilitator and coach is the ability to process individual growth and group dynamics through experience and reflective practices. My learning journey and personal development and my curiosity for developing new concepts in the field of learning and leadership will never come to an end.

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## Laura Lopez Gámez

I am a psychologist with extensive experience as a trainer in humanistic approaches, body movement and corporal expression (Río Abierto), vital readjustment facilitator, and MBSR in mindfulness and Gestalt therapy. I work mainly in the ar-

reas of conflict resolution, emotional intelligence, and leadership with holistic practices that bring self-alignment.

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## Johan Mellerup Trækjær

I am currently an assistant professor at University College South Denmark, working in the fields of action research, organisational psychology and cognitive science. I have provided consulting for many ma-

jor organisations and institutions. My background is in military and security services.

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## Angelica Paci

For over 10 years I have been training and facilitating groups and individuals in their personal and professional growth and well-being through experiential learning programmes, where reflective practices have been a core element in learning and development. In recent years I have been working for Kamaleonte in the field of leadership, multiple intelligences and emotional intelligence. I am also a founding member of the international nonformal network of "Via Experientia" and of ALP. I believe that the group is a resource for learning

and that diversity is a value that enriches people and the context in which they live, learn and work. This is why Otto Scharmer's "Theory U" and Arawana Hayashi's social presencing theatre are inspiring me and currently integrated in my work.

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## Anne Rise

Experiences throughout my life have contributed to my current passion for the development of individuals, whether in a professional, organisational, or personal setting.

I have 45 years of experience as a leader in volunteer NGOs, 30 years of experience with training volunteer leaders, 15 years of experience training corporate teams and leaders, working with teams in the areas of creativity, networking, coaching, communication, competence building and personal development issues in many aspects.

I have a bachelor's degree in librarianship, coupled with a study in psychology and a master's degree in organisation-

al learning and working environments. I am also certified for a number of international personality assessments and coaching methods.

I am a freelance leadership and communications consultant, a coach and lecturer in leadership, personal development and communication. I am currently also working as a leadership consultant for NGOs and teaching in business schools and at the University College South Denmark. I am also the volunteer vice president of alp.

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## Irene Rojnik

Communication is my strength, key to which is active listening and asking the right questions at the right time. I have 20 years of professional experience at an international level in several non-profit organisations from Africa to Eastern Europe, as well as several years' experience abroad, all of which has sharpened my intercultural senses.

As a coach, trainer, facilitator and consultant I support individuals, teams and organisations in their development. My current focus is on inclusive

leadership and emotional intelligence, specifically on allowing our bodies to help us find the right path. I hold a master's degree in communication, a degree in mediation and a master's degree in systemic coaching and organisational development.

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# Partners

## University College South Denmark (Denmark)



University College South Denmark offers a wide range of higher education study programmes at all levels, with an emphasis of 13 first-cycle bachelor degrees in Educational Sciences, Health Sciences, Social Sciences, and Communication Sciences as well as a large range of post-educational courses and further education. Along with this, there are 8 centres of science and research, a centre of educational material, and a centre for educational choice supervision. There are more than 6,000 students (among these are more than

500 international students) on the main programmes, and more than 5,000 students at post-educational programmes at the 5 main campuses in 5 cities spread across the south western region of Denmark. The Leadership School is one of the Centres of Science and Research. The Erasmus Student Network is integrated at UCSYD.

[www.ucsyd.dk](http://www.ucsyd.dk)

## alp - activating leadership potential (Austria)



alp is a European network of professionals who are passionate about leadership development, emotional intelligence and learning. alp's members combine academics and practitioners with backgrounds in and experiences of the field of education, personal and organisational development from all over the world. alp's members share a common passion for new approaches to leadership and non-formal learning supporting the "opening up" of people's potential.

alp was formally set up in 2011 in Austria as a non-profit organisation and

has a wide European network with organisations and individuals active in the field of emotional intelligence and leadership.

alp's method is based on experience, embodiment activities, deep reflection, promoting authenticity and self-discovery. alp's members have a proven record in supporting adults in exploring their inner potential and leadership.

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## Kamaleonte (Italy)



Kamaleonte is an organisation that promotes the growth and psycho-physical health of groups and individuals through outdoor experiential learning programs, held at a local, national and international level. Some of the topics addressed by the programs are personal and professional development, problem solving, team building, effective communication and leadership, intercultural learning, diversity, conflict management, inclusion, and group dynamics.

Kamaleonte is also a member of the informal network "International Academy of Experiential Education" ([www.viaexperientia.net](http://www.viaexperientia.net)), that has been re-

searching on experiential learning as an innovative and holistic methodology for developing the transversal competences of adult trainers and educators.

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## Euroaccion Murcia (Spain)



Euroaccion is a non-governmental, independent organisation for the support of youth and adult learning, professional and personal development of people with fewer opportunities. We promote experiential learning, volunteering service and social inclusion projects.

Our mission is to foster social change by inspiring and stimulating human

potential through a humanistic approach, combining Gestalt in theatre, body expression and music.

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# The project

“ConnEQt - Connecting Emotional Intelligence to Leadership Development” has developed an up-to-date and sustainable concept for educational opportunities for adult leaders, culminating in a 12-week-long blended learning course that is unique in delivering personal leadership development opportunities for individuals. Its purpose is to raise awareness about combining leadership activities with emotional intelligence. This is a relevant skill for both leaders themselves and team members.

This personal development journey also provides skills for leading and managing team members with different amounts and awareness of their emotional intelligences. It is necessary that the course be this length in order to give participants time to discover, practice, digest, reflect and evaluate personal learning in order to optimise professional and/or volunteer leadership activities. While the period of learning is 12 weeks, only one of these weeks is set aside for the participants to be physically present on site. All other learning activities, including supervision, coaching, and networking, are intended to be remote, either online or offline, although they will still be in close connection with a personal coach or supervisor.

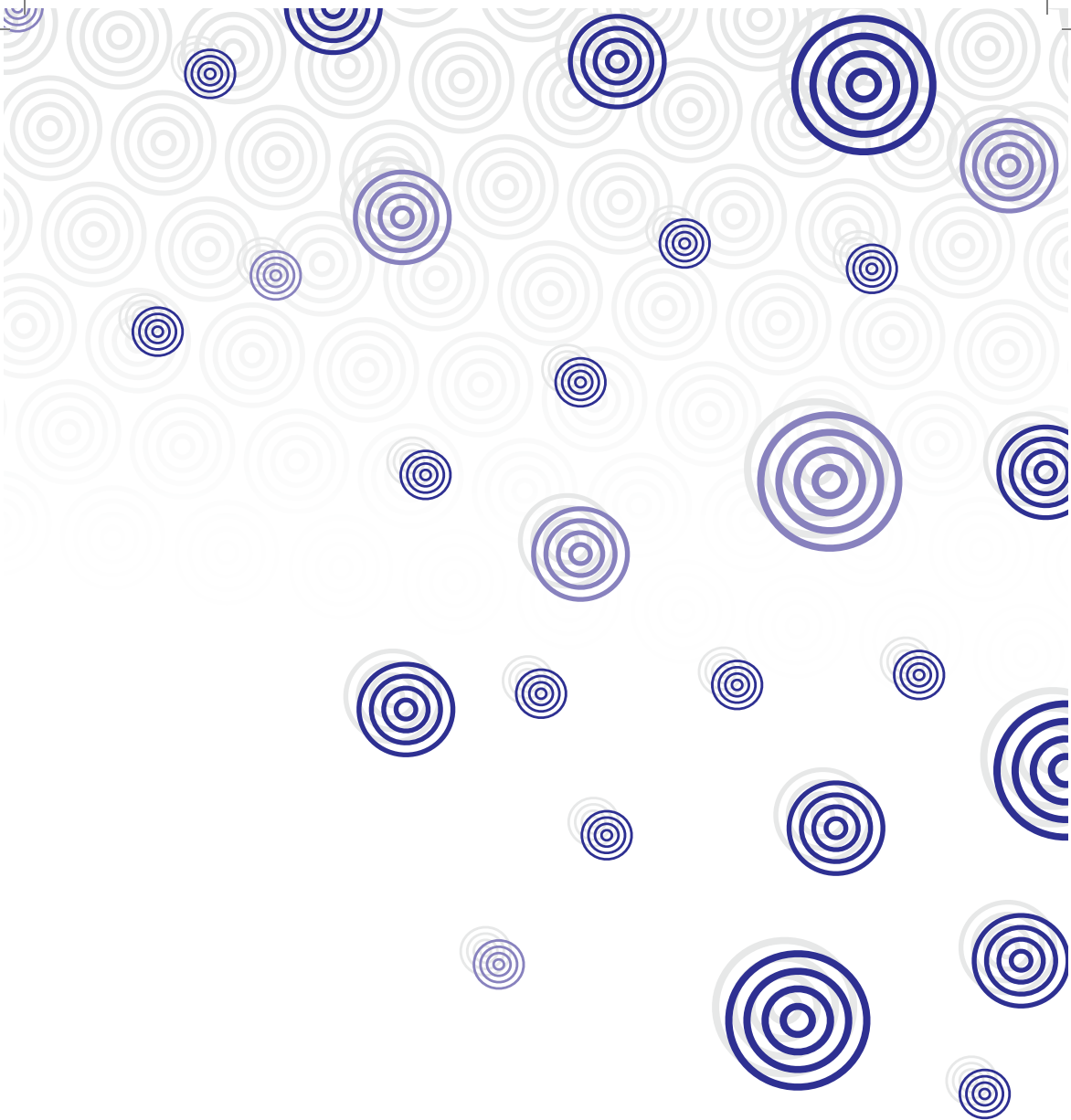
The project has carried out a thorough literature study about the combination of leadership activity and emotional intelligence when it comes to inventing, describing and piloting learning activities that can assist a holistic personal development of emotional intelli-

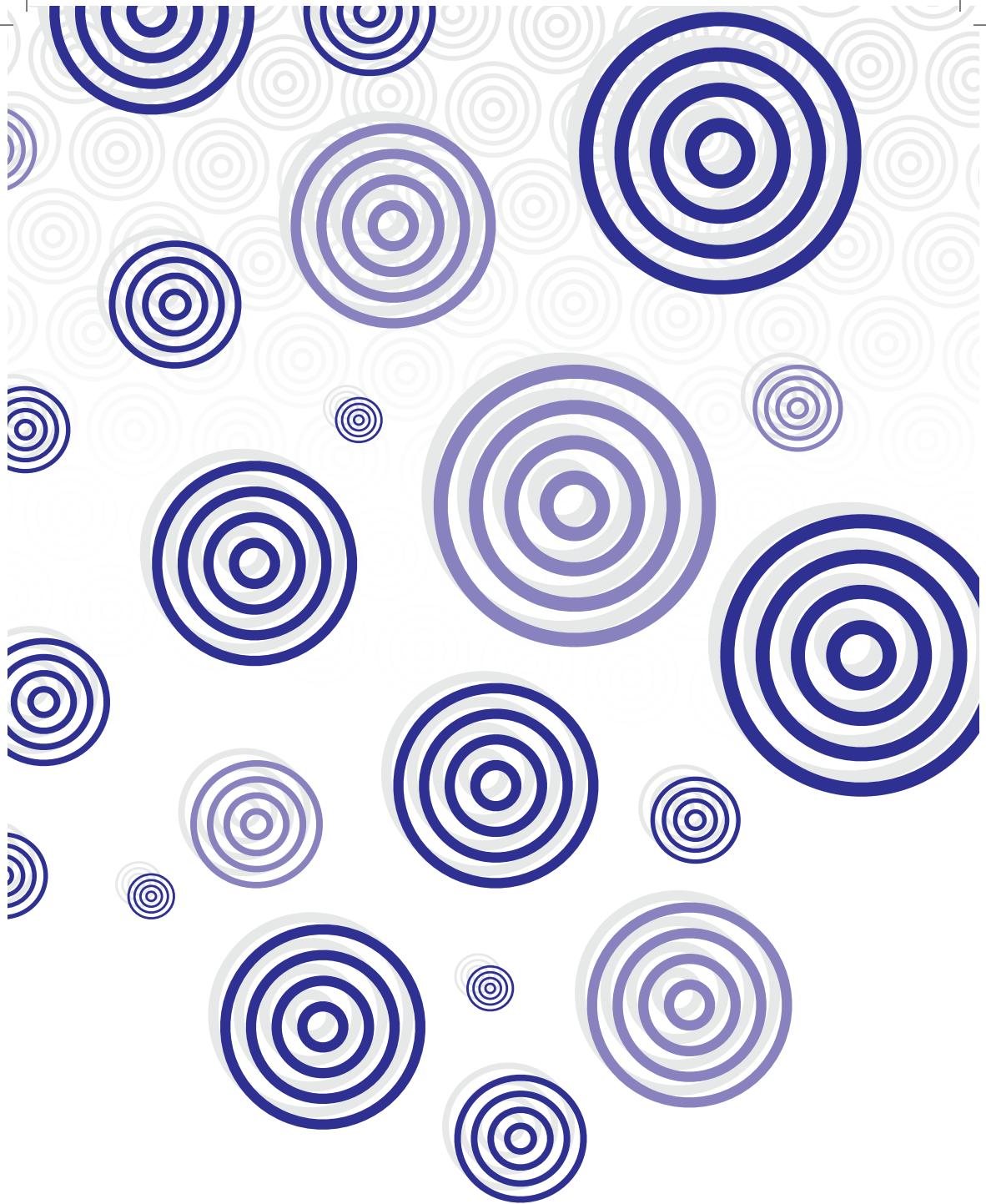
gence. The additional aspect of human senses to support the full body learning was made possible through physical, visual, olfactory, and auditive activity development.

Before piloting the concept, all the staff, facilitators, coaches and lecturers involved went through intense staff training themselves in order both to create the concept and to practice potential activities with the aim of refining and prioritising the learning activities.

The concept was piloted by 17 individuals in leadership positions through a 12-week-long blended learning experience with a residential seminar in Spain. Alongside these activities there were also 5 national multiplier events in Spain, Italy, Austria, and Denmark. The online contents and learning materials of the blended learning are contained in an interactive i-Book.

The products of the project are all available and released under a Creative Common Attribution - nonCommercial - ShareAlike 4.0 International licence on the partners' websites and here [www.eqtolead.eu](http://www.eqtolead.eu).







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