leadRMIT information pack
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Inventory of Leadership Styles (ILS)
Emotional Competence Inventory (ECI)

Senior Leadership Group 2011
This pack has been written for the senior leadership group at RMIT to explain the rationale for and leadership development experiences they will have in the coming 12 months.

We know from evidence from the 2007 Senior Leaders programs and the more comprehensive RMIT Leaders program during 2008-09 that there are some very good leaders at RMIT. The Leadership Styles (ILS) and Emotional Competence (ECI) data paint a picture that confirms this. We also know that all leaders need to celebrate their strengths and develop their limitations.

Over the coming months RMIT’s most senior 100 leaders will be involved in several experiences.

» A formal launch of the program
» The relaunch of two diagnostic inventories (ILS and ECI) in December 2010 running through to March 2011
» The chance to attend a briefing session on the ILS and ECI either as a new participant or a refresher for those that did these diagnostics in 2007
» A one on one feedback and coaching session from an expert in the ILS and ECI in May-June 2011
» Access to the leadRMIT menu to help managers identify and address leadership development priorities
» Building this learning into your workplan

**PROCESS AND TIMING**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>INVOLVEMENT</th>
<th>SUPPORT</th>
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<tbody>
<tr>
<td><strong>Formal Launch</strong>&lt;br&gt;23 November 2010</td>
<td>Your attendance</td>
<td>Human Resources</td>
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<tr>
<td><strong>ILS and ECI Briefing Session</strong>&lt;br&gt;3, 4 and 7 February 2011&lt;br&gt;1pm to 5pm</td>
<td>We strongly recommend your attendance at one of these sessions</td>
<td>Invitations will be sent from Human Resources in December 2010&lt;br&gt;Dattner Grant will facilitate the sessions</td>
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<td><strong>Launch of ILS and ECI</strong>&lt;br&gt;10 December 2010&lt;br&gt;14 January 2010 final cut-off for raters nominated by senior leaders&lt;br&gt;Survey period closes 13 March 2011</td>
<td>See “What will happen when”</td>
<td>Dattner Grant&lt;br&gt;(<a href="mailto:surveys@dattnergerant.com.au">surveys@dattnergerant.com.au</a>)&lt;br&gt;Human Resources</td>
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<tr>
<td>A one on one feedback and coaching session from an expert in the ILS and ECI.&lt;br&gt;Sessions of one hour each will run on the following dates:&lt;br&gt;May – 23, 24, 26, 27, 30, 31&lt;br&gt;June – 3, 6, 7, 9, 10</td>
<td>See “What will happen when”&lt;br&gt;Book your coaching appointment on your preferred date. An online system will be published in January 2011.</td>
<td>Human Resources&lt;br&gt;Dattner Grant will provide expert coaches</td>
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<tr>
<td>leadRMIT menu will be available in March 2011</td>
<td>Access the leadRMIT menu to help you identify and address your leadership development priorities</td>
<td>leadRMIT menu brochure</td>
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<tr>
<td>Workplanning</td>
<td>Build your insights and learning you’re your workplan at the 2011 mid-year review</td>
<td>leadRMIT menu brochure</td>
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What is Leadership Style?

Leadership style is evident in patterns of behaviours used across a wide range of managerial and leadership situations, when you are trying to influence the behavior of others as perceived by others.

The research sitting behind the ILS model indicated six basic leadership styles, each of which has a direct and unique impact on working atmosphere and, in turn, on performance. Leadership style is the extent to which a leader is seen by others as:

- Listening
- Envisioning the future
- Setting goals and standards
- Developing action plans (short and long range)
- Directing others clearly
- Giving feedback
- Rewarding and punishing
- Developing employees
- Establishing personal relations with employees

Leadership Style is a function of:

- Your personal characteristics or sense of self
- Styles you have seen
- The espoused organisational values - the ‘right way’ to lead
- Specific leadership/management situations and people that you deal with most
- Experience and capability of employees
- Task complexity and time pressures
- Risk of deviation
- Resources available

The effectiveness of any one style is a function of:

- The characteristics of the specific people being managed
- The nature of the task and the group’s purpose and objectives
- The requirements of specific managerial situations that occur

Leadership Style is not so much about good/bad, right/wrong, but more about the task, the people and the situation to be managed, although some styles are more positive over time, creating better organisational climate. Leaders with a breadth of style and behavioural flexibility get better outcomes. Your intention, thought, mood, language, tone and posture all matter.

The Six Leadership Styles

The six leadership styles were identified as follows.

DIRECTIVE with a primary objective of immediate compliance from staff members

“Do as I tell you and I will be watching”

VISIONARY with a primary objective of providing long term direction and vision for staff

“Here is the bigger picture – why we are here and what your part is”

AFFILIATIVE with a primary objective of creating harmony among staff and between managers and staff

“I put people before task. I care about people and want them to get along”

PARTICIPATIVE with a primary objective of building commitment and consensus among staff

“I build support and commitment”

PACESETTING with a primary objective of assuming people will accomplish tasks to a high standard of excellence

“Watch me and keep up”

COACHING with a primary objective of the long term professional development of staff

“I develop others for the future”

The importance of style cannot be underestimated. It is the single biggest determinant of how people feel about coming to work. Simply expressed, how your boss behaves has a major impact on the working climate – as high as 70%. Further, climate is said to determine some 20–30% of organisational performance.
## Some tasters on leadership style

<table>
<thead>
<tr>
<th>Directive</th>
<th>Visionary</th>
<th>Affiliative</th>
<th>Participative</th>
<th>Pacesetting</th>
<th>Coaching</th>
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<tr>
<td>» Close controls and monitoring, sometimes motivates by threats and discipline</td>
<td>» Takes responsibility for developing and articulating a clear direction for their part of the organisation</td>
<td>» Being mostly concerned with promoting friendly interactions among co-workers</td>
<td>» Trusting that staff have the capability to develop the appropriate direction for themselves and the organisation</td>
<td>» Leading by example or ‘modelling’</td>
<td>» Helping staff identify their unique strengths and weaknesses in light of their aspirations</td>
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<td>» Provides clear directives by telling staff what to do, without listening to or permitting much staff input</td>
<td>» Provides role clarity</td>
<td>» Placing less emphasis on task direction, goals and standards</td>
<td>» Inviting staff to participate in the development of decisions affecting their work, and making decisions by consensus</td>
<td>» Having high standards and expecting others to know the rationale behind it</td>
<td>» Encouraging employees to establish long-range development goals</td>
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<td>» Expects immediate staff compliance or obedience</td>
<td>» Solicits staff perspectives on the direction and/or on the best way to get there</td>
<td>» Paying attention to and caring for ‘the whole person’: stressing things that keep people happy (e.g. job security, fringe benefits and family/job trade-offs)</td>
<td>» Holding meetings and listening to staff concerns</td>
<td>» Apprehensive about delegating a task without reassurance that the person can do it to a high standard</td>
<td>» Reaching agreement with staff on each of their roles in the development process</td>
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<td>» Rely on corrective feedback and attention-getting strategies to ensure compliance</td>
<td>» Sees selling the direction as a key part of the manager’s job</td>
<td>» Avoiding performance-related confrontations</td>
<td>» Rewarding adequate performance and rarely giving negative feedback</td>
<td>» Taking responsibility for tasks away from the person if high performance is not forthcoming</td>
<td>» Providing ongoing feedback to facilitate staff development</td>
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<td>» Motivating by stating the negative consequences of non-compliance</td>
<td>» Persuades staff by explaining the ‘why’ behind directions, in staff or the organisation’s long-range best interests</td>
<td>» Rewarding personal characteristics as much as job performance (sometimes causing perceptions of ‘favouritism’ or ‘tolerance of mediocrity’ in ‘nice’ team members)</td>
<td></td>
<td>» Having little sympathy for poor performance</td>
<td>» Trading off immediate standards of performance for long-term development</td>
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<td>» Monitors closely</td>
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The ILS instrument

The Inventory of Leadership Styles (ILS) norms are based on the participation of 10,324 leaders from 215 organisations across all geographies, management levels, industries and functions. It has 68 items and offers the rater the opportunity to select on a sliding scale (six points) between two polar opposite propositions. Scores are derived from responses to the items in the questionnaire (the leader’s own and those of direct reports). Items are then combined to form scores, as a percentile against the normed data, for each of the six leadership styles.

The participating leader receives a report that separately shows the results of their self rating and the combined results of others’ ratings. The scores are compared with the normed data and transformed into percentiles. The higher the percentile, the more dominant the participating leader’s style; for example, a percentile of 65 indicates that the leader’s score for that style is higher than 65% of leaders in the norm group. Each of these results is shown as a bar graph that highlights the leader’s dominant styles (those above the 66th percentile), their backup styles (between the 50th and 65th percentile) and their least-exhibited/preferred styles (below the 50th percentile). Another page in the report presents these graphs side-by-side to allow for easy comparison between the ‘intended’ styles (as indicated by self rating) and those that are seen by others in the workplace, the ‘actual’ if you like. Leaders should note where there are discrepancies between the two.

A sample of the summary page of the report is shown below.
Emotional Competence Inventory (ECI)

**WHAT IS IT?**

Daniel Goleman defines Emotional Intelligence as *the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships*. The ECI tests perceptions of observed emotional behaviour described as competencies that differentiate individuals with Emotional Intelligence. These competencies are measured by the Emotional Intelligence Inventory (ECI) and can be divided into four clusters:

**The Four Clusters of Emotional Competencies**

**SELF-AWARENESS** competencies that enable us to understand who we are and how we react to the world, and enable us to identify our strengths and developmental needs

**SOCIAL AWARENESS** competencies that enable us to understand what others are saying and feeling and why they feel and act the way they do

**SELF-MANAGEMENT** competencies that motivate us and help us to regulate our behaviour so that we act appropriately in various situations

**RELATIONSHIP MANAGEMENT** competencies that enable us to get desired results by working with or through others

**The 18 Competencies of the ECI**

**SELF AWARENESS**

- **Emotional Self-Awareness**: Describes how effectively we read how we are reacting to cues in the environment. Am I aware of how my emotions affect my performance?
- **Accurate Self-Assessment**: Being aware of our strengths and limitations. With Accurate Self-Assessment, I can target areas for change.
- **Self-Confidence**: Enables us to learn and grow. Without Self Confidence I will hesitate to try new things. It enables me to assert myself to achieve those goals critical to my success.

**SELF MANAGEMENT**

- **Emotional Self-control**: Describes how effectively we manage our drives, values, and traits to meet the demands of situations.
- **Transparency**: Reflects values about ourselves that drive our behaviour. It measures congruence between what we believe and how we act.
- **Initiative**: Identifies opportunities and is ready to take action. Adopts a proactive approach to generating future possibilities
- **Adaptability**: Is flexible in handling change. Ability to encompass new ideas, methods and attitudes that will achieve better outcomes.
- **Achievement Orientation**: Describes the basic drive that energizes us to take risks, accept challenges, and do our best.
- **Optimism**: Relates to the way we persist in the face of obstacles or setbacks, learn from them and use this knowledge to perform better in the future.

**SOCIAL AWARENESS**

- **Empathy**: Senses others’ feelings and perspectives, and takes an active interest in their concerns.
- **Organisational Awareness**: Reads a group’s emotional currents and power relationships. Understands who’s who in the zoo!
- **Service Orientation**: Anticipates, recognizes, and meets the needs of others, including both internal and external clients and other stakeholders.

**RELATIONSHIP MANAGEMENT**

- **Developing Others**: Senses others’ development needs and focuses on building capability. This can be done through activities such as providing feedback, training or mentoring.
- **Inspirational Leadership**: Inspires and guides individuals and groups through communicating a compelling vision and modelling of excellence.
- **Influence**: Has impact on others through relying on various of bases of power. Uses access to networks to galvanise support.
- **Change Catalyst**: Identifies the need for, initiates and manages change and acts as a public champion for it.
- **Conflict Management**: Negotiates and resolves disagreements to achieve win:win outcomes for those involved.
- **Teamwork and Collaboration**: Works with others towards shared goals. Creates group synergy in pursuing collective goals.
The ECI Instrument

The ECI is a 360-degree tool designed to assess the emotional competencies of individuals. It is based on emotional competencies identified by Dr. Daniel Goleman in *Working with Emotional Intelligence* (1998), and on competencies from Hay/McBer’s *Generic Competency Dictionary* (1996) as well as Dr. Richard Boyatzis’s Self-Assessment Questionnaire (SAQ).

The current version of the ECI (ECI - 2.0) was developed in 2002 and was based on reliability and validity analysis of over 10,000 results of the previous version. This reduced the model to 18 competencies, in 4 quadrants. Each emotional intelligence competency can be exhibited at one of four levels. Any particular question in the ECI represents one level of one competency, thus there are 72 questions (18 competencies times 4 levels).

Each ECI competency has a target level. These are the developmental levels where the competency is likely to have a clear and sustained benefit in effectiveness. The 18 Competencies of the ECI are organised such that certain combinations of the 18 at or above target levels are good predictors of success. This suggests that if you have a certain combination of competencies in each of the clusters (which need to be considered in the specific to the demands of your role), you are likely to display emotionally intelligent behaviour in that quadrant of the model. A sample of some of the report shown below: