# *Art of Leadership and Supervision Version 1 1 1st edition Portolese Solutions Manual*

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# Chapter 2
# Developing Interpersonal Skills for Success

## Author Chapter Notes

The purpose of this chapter is to stress the importance of developing and practicing appropriate interpersonal skills for leadership success. Topics include emotional intelligence, self-assessment using the MBTI, Big 5 traits, persuasion skills, and the world-views of leaders and followers who are not open to inquiry known as single-loop learning.

## Section 1 Learning Objectives

1. Identify and assess your personality traits and how they impact leadership style and ability.
2. Develop an understanding and appreciation of the impact the Big 5 traits and emotional intelligence have on leadership effectiveness.
3. Through self-assessment and inquiry, apply your individual personality and trait profiles to predicted success in practicing the Big 5 traits, skills, and emotional intelligence.

## Key Takeaways

- Interpersonal skills are one of the most important factors in leadership success. Inadequate interpersonal skills, especially in the areas of agreeableness/tact and openness to inquiry, can cause leader derailment (failure/removal).
- The Big 5 traits can help predict successful leadership, and leaders should strive to appreciate these traits and the skills that derive from them.
- Emotional intelligence can be viewed as the applied interpersonal skills and styles that derive from the Big 5 characteristics of extraversion, agreeableness/tact, and stability under stress.
- The leader's MBTI profile provides one way to help us see how we are "hardwired" to be naturally comfortable with, or cumbersome in, specific areas of the Big 5 and/or emotional intelligence.

## Exercises and Solutions

1. Perform the Big 5, Emotional Intelligence, and MBTI self-assessments.

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2. Review the three assessments and summarize your results for all three. Pay special attention to themes, threads, and overlapping areas.
3. List the Big 5 (OCEAN) traits and apply how your profiles, from #2, allow you to be naturally comfortable with the specific Big 5 traits.
4. List the Big 5 (OCEAN) traits and apply how your profiles, from #2, may make valuing or acquiring these skills cumbersome.

**Extra Discussion Question**

1. Expanding on exercise #3, what would be your examples of natural or "consistent strengths" this profile would bring to a leadership role?

**Key Terms**

## Big 5

A summary of the top five traits and values exhibited by successful leaders.

## Emotional intelligence

A set of skills and values preparing the individual to engage in communication styles appropriate for the situation. These skills encompass empathy, self-regulation, self-awareness, and comprehending when to prioritize the needs of others. Emotional intelligence can be viewed as a subset of the Big 5's extraversion, agreeableness/tact, and stability under stress/nonneurotic.

## Myers-Briggs Type Indicator (MBTI)

A personality assessment generally based on Carl Jung's theories of worldview and personal preference characteristics. These characteristics represent variances in interests, preferences, and values believed to be a combination of inherited and socialized tendencies.

## Persuasion

A communication style, primarily used to present thoughts, data, research, and other evidence to justify a position, opinion, or decision in a **"respectful"** process. The style uses a **two-sided balancing** strategy (presenting both sides of an issue) found effective in reducing resistance, demonstrating comprehension of the issue, increasing speaker's credibility, and increasing the likelihood of the listener safely reviewing worldview/governing variables.

## Skills

Any set of behaviors that can be learned to perform a specific function. These behaviors



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or skills can generally be divided into technical (specific to an occupational or scientific area), conceptual (generalizable skills for assessing risk, uncovering and exploiting patterns and connections, and application of theories or research), and interpersonal, which comprises emotional intelligence, persuasion, and what is commonly referred to as "soft skills."

## Traits

Personal characteristics that are dependable, consistent, represent "default" patterns of behavior and values, and are difficult to alter or refine without openness to inquiry and self-reflection. Individuals are believed to possess a combination or sets of traits that are very functional in numerous situations yet dysfunctional in others or when overused.

## Worldview/governing variables

Beliefs, feelings, intentions, and interpretations of events (e.g., interactions, consequences, accountability issues) that govern our reactions to, and learning from, life events. Governing variables are usually considered subconscious and are formed in reaction to our interpretations of previous life events and our tendency to generalize (accurately or inaccurately) these interpretations to current and future events.

**Section 2 Learning Objectives**

1. Identify and evaluate the impact of single- and double-loop learning in the workplace.
2. Discuss and identify the advantages and disadvantages in leadership associated with single- and double-loop learning.
3. Identify and apply theories of **"worldview/governing variables"** on our openness to inquiry and change.

**Key Takeaways**

- Understand and apply the concept of single- versus double-loop learning to leadership skills.
- The development of leadership skills involves many of the same concepts, steps, and bravery required of individuals engaged in successful psychological counseling and personal change endeavors.
- Single-loop learners are likely to have high levels of neurosis, defensiveness, and resistance to change.
- Single-loop learners are more likely to see accountability as a form of



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oppression.

**Exercises and Solutions**

1. Review the scenario involving Carol and Bill. Thinking about the single- versus double-loop learning concepts, as applied to Carol, attempt to identify and analyze your personal worldviews/governing variables as they relate to your past reactions to uncomfortable life events.

**Extra Discussion Questions**

1. Thinking back to your interactions with leaders, or authority figures of any kind, what examples of single and/or double-loop learning have your seen practiced by these people?

**Key Terms**

## Double-loop learning

A reaction cycle to consequential events where the individual automatically becomes alert to the governing variables involved in his or her actions. Furthermore, the individual values and is able to review and adjust his or her worldview/governing variables and learn from the event. Lastly, double-loop learners report more internal locus of control and an increased ability to take responsibility for mistakes without experiencing significant destabilization of their identity, needing to defend themselves, or needing to interpret critical feedback as persecution or oppressive in nature.

## Single-loop learning

A reaction cycle that allows individuals to change their reaction or behavior to a situation or set of events while avoiding accountability for their part in the outcome of the events. Furthermore, their interpretation of the event, especially when involving negative consequences to themselves and others, will not use self-reflection or openness to inquiry. Lastly, single-loop learners are more likely to view accountability and critical feedback as persecution or oppressive in nature.

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## Chapter exercise notes and solution

Please review our introductory scenario involving Carol and Bill. Attempt to apply the single- versus double-loop learning concepts to Carol by analyzing and identifying her likely worldviews/governing variables and by predicting the likely consequences to Carol if she does not alter her governing variables.

Lastly, discuss and project your thoughts on what actions Carol could take to improve her interpersonal skills.

## Chapter Summary

- Effective interpersonal skills for leadership can be learned or perfected, and they derive from emotional intelligence.
- The Big 5 is a useful categorization scheme of identifying and evaluating effective leadership traits and skills.
- The MBTI is one personality assessment to help us self-assess and reflect on how we are naturally skilled or value certain communication, decision-making, judgment, interaction, and data collection styles.
- Worldview/governing values have significant impact on our ability to improve our interpersonal skills.
- Inattention to our interpersonal skills will increase the likelihood of leadership failure (derailment).
- Single-loop learning is a common process for avoiding responsibility for mistakes, the need for change, and altering dysfunctional worldviews/governing variables.

## Additional Resources to Consider

1. Using StrengthsQuest© Personality Assessment
2. Numerous YouTube videos of Daniel Goleman discussing emotional intelligence: www.**youtube**.com/watch?v=NeJ3FF1yFyc

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