

# *Leadership Development Research Centre (GLEAD)*

<http://www.esade.edu/research-webs/eng/glead>

**Introduction Week MRes 2012/2013**

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## ABOUT US

- International and interdisciplinary group of researchers
- Research interest in Leadership development, through Emotional and Social Competencies (ESC)
- Includes a consolidated research group, recognized and financed twice by Generalitat de Catalunya (2005–2009 and 2010–2013)

## CONSOLIDATED RESEARCH GROUP (2009 SGR 0821)

Researchers: **ESADE:** R. Serlavós, R. Emmerling, C. Losada\*, A. Leaverton, T. Maak\*, A. Iñesta\*, J.M. Batista-Foguet (PI)  
**UdG:** M. Saez, G. Coenders, C. Saurina & A. Barcelò  
**UPF:** W. Saris, I. Gallhoffer & M. Revilla  
**EADA:** S. Poelmans\*  
**UCM:** MR. Martínez Arias  
**INSEAD & ESMT:** L. Guillén  
**CWRU.:** R. Boyatzis  
**U. New Hampshire:** V. Druskat

External advisors: **New Mexico U.:** S. Taylor\*  
**Ca' Foscari:** F. Gerli\*

PhD Students: **ESADE:** A. Sipahi, M. Trüniger, B. Canboy, N. Loewe\*, A. Massana, S. Guess\*, T. Jane\*, D. Manen\*  
**Univ. Zaragoza:** L. Mosteo



(\* ) *Not yet within the CRG*



## HISTORY (No manna from Heaven!)

- 2000. ESADE invites Prof. Richard Boyatzis to implement the LEAD Program in the FT-MBA;
- 2003. The project “A Methodological Evaluative Approach for Survey Research Techniques” is selected and W. Saris was appointed as ICREA professor at ESADE
- 2005. Recognition as Consolidated Research Group at URL;  
European Social Survey (W. Saris) wins the Descartes Prize;
- 2006. Our ESC development project gets MICINN R&D project (2006-2009)
- 2005/07. Creation of web-platform for data collection of the LEAD program
- 2005. We founded the European Survey Research Association (ESRA)
- 2009. 2on Recognition as Consolidated Research group at URL.
- 2010. New MICINN R&D project (2010-2013) on ESC on the *European Higher Education Area (EHEA)*  
“Survey Research Centre” becomes “Leadership Development Research Centre (GLEAD)”

## ***Emotional Intelligence (EI): definition***

*The capacity to understand your own and others' emotions, and to motivate and develop yourself and others to result in improved work performance and enhanced organizational effectiveness.*

## ***Our “Behavioral approach” to EI***

*Emotional Intelligence is shown when a person manifests the competencies of self-awareness, self-management, social awareness and relationship management in the right moment, in the right way and with the sufficient frequency to be effective in a concrete situation.*

# Competencies that Make the Difference: Development Options

# E

**LEAD Basic Model**

## Personal Knowledge

Emotional Self-Awareness

## Social Awareness

- Empathy
- Organizational Understanding

## Self Management

- Achievement Orientation
- Emotional Self-control
- Adaptability (Flexibility)
- Positive Outlook (Optimism)
- Initiative

## Relationship Management

- Influence
- Inspirational Leadership
- Conflict Management
- Team work
- Develops Others

## Cognitive Competencies

- System Thinking
- Pattern Recognition

# Boyatzis' Intentional Change Theory (\*) (1970, 1999, 2000, 2005)



[Our Web-Platform =>https://lead.esade.edu/IntegraLead](https://lead.esade.edu/IntegraLead)



(\*) the theory formerly known as Self-Directed Learning Model ] ICT is an enhancement of the earlier models developed by Kolb et al. (1968), Boyatzis & Kolb (1969), Kolb & Boyatzis (1970a, b), or Kolb (1971).



Measurement. Our Web-platform provides primary data that have been gathered along the last decade on:



### ***Demographic variables***

Language (dichotomous:  
Spanish/English)

Gender (dichotomous:  
male/female)

Age (continuous)

Nationality: (nominal)

GMAT (continuous)

Work experience in months  
(continuous)

Previous studies (nominal)

Area of Experience (nominal)

### ***LEAD: Instruments of Analysis***

Emotional & Social Competence Inventory  
(ESCI-UV ESADE) Self-Assessment & 360º)

Learning Style Inventory (LSI)

Adaptive Style Inventory (ASI)

Critical Incident Interview (CII)

Group Discussion Exercise (GDE)

Presentation Exercise (PE)

Coaches' reports

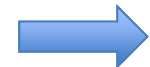
<https://lead.esade.edu/IntegraLead/homepage.aspx>

## VISION

By 2015 we aspire to become a world reference in ESC development by:

- Advancing theoretical and practical knowledge
- Integrating *glocal* content and methodological expertise
- Advancing ESC programs in usual Management degree courses
- Advancing knowledge transfer for leadership development in organizations
- Achieving an EU project with ESMT (Berlin), Ca' Foscari (Venice) and (Kaunas U. Tech)

URL (12/09/2012)



To be the leader in Emotional and Social Competencies (ESC) Education, in line with one of the biggest challenges faced by the Bologna Process for the European Higher Education Area (*EHEA*).

We do this by:

- **Leading research on individual and team ESC:** Showing that they significantly predict work and life success and that they can be learned and sustained in adulthood;
- **Establishing state-of-the-art methods for assessing ESC** within higher education programs, its development and **sustainability** of ESC;
- **Advancing research on Experiential Learning and Coaching** and their contribution to the ESC development process;
- **Disseminating results and fostering knowledge transfer** to business by attending conferences and publishing in top tier journals.



## RESEARCH: CURRENT RESEARCH LINES

### Individual ESC:

#### 1. Conceptualizing, Operationalizing and Measuring ESC

- ESCI construct validity. MTMM design Self; Others(360) & CII
- The effect of Survey instrument characteristics on the data quality
- Development of Spanish ESC measurement instrument. Answer modalities in EU
- ESCI, gender and age differences
- ESC as a moderator of IQ on performance
- Self-Other-Agreement (SOA). Its relationship with ESCI (Self-Awareness)
- The effect of explicit (values) and implicit motives (TAT) to specific behaviors (ESCI)
- Are there optimum raters per specific competencies in 360 assessment?

#### 2. Outcome assesement. Evaluating the LEAD program. ESC development & sustainability

- Alumni Ass. ESADE MBA Interrupted Time-Series design (2002)
- Pre-post with Equiv. (MLaw) comparison group design

## RESEARCH: CURRENT RESEARCH LINES (CONT.)

### 3. ESC and Kolb's Experiential Learning

- Cross Cultural & Gender Differences. Effect on performance
- Learning Styles (LS), IQ & ESCI.
- How leaders' LS affects ESCI evaluation by followers vs. managers?
- Effect of Gender and of Self-Other-Agreement on the Learning Plans (LP)
- Effect of social motives (gender as moderator) on Vision & LP

### 4. Coaching ESC

- The effect of Coach and Coachee ESC agreement on successful development of ESC.
- Coaching through compassion VS coaching for compliance
- Coach's critical ESC for development of coachee's ESC, LP, WB, compliance, ...



## RESEARCH: CURRENT RESEARCH LINES (CONT.)

### 5. Team Emotional and Social Competencies

- Improving measurement instruments to assess a team's emotional and social competencies
- Identifying team ESC profiles that leads to greater performance and well-being
- Conceptualizing Team ESC. The role of the informal leader.
- Team Emotional Competencies: A Cross-cultural validation between the US and Europe

### 6. Organizational Cognitive Neuroscience and Responsible Leadership

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