Inspiring Sustained, Desired Change: How to Really Help Others Learn and Change

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Nicosia
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Change is Life

Adaptation and innovation

Openness to learning

Helping others is also stressful because of the responsibility and repeated use of self-control – power stress.
Learning and Change is Stressful

Stress in the doses we get causes cognitive, perceptual and emotional impairment.

What have we learned from

• 39 published longitudinal behavioral change studies
• 3 fMRI studies
• 2 hormonal studies
Figure 4-1. House
By Most Kindergartners

By Aaron

Figure 4-2. Airplane
By Most Kindergartners

By Aaron
Relationships Build Openness to Possibilities

◆ Who helped you the most in your life?

◆ Who were the people who helped you the most become who you are?

◆ What did they do and how did it make you feel?
Boyatzis’ Intentional Change Theory

The Ideal Self

The Real Self

My Learning Agenda: building on strengths while reducing Gaps

Strengths: where my Ideal Self and Real Self are Similar

Gaps: where my Ideal Self and Real Self are Different

Experiencing with New thoughts, Feelings, and behavior

Practicing new thoughts, feelings, and behavior

Trusting Relationships that help, support, and encourage each step in the process
# Two Attractors

<table>
<thead>
<tr>
<th>Positive Emotional Attractor</th>
<th>Negative Emotional Attractor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neuro-endocrine</strong></td>
<td><strong>SNS arousal, Analytic Network</strong></td>
</tr>
<tr>
<td><strong>PNS Arousal, Empathic Network</strong></td>
<td></td>
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<tr>
<td><strong>Affect</strong></td>
<td><strong>Positive</strong></td>
</tr>
<tr>
<td><strong>Ideal Self</strong></td>
<td><strong>Possibilities, dreams</strong></td>
</tr>
<tr>
<td></td>
<td><strong>optimism, hope</strong></td>
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<tr>
<td><strong>Real Self</strong></td>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td><strong>Lrng Agenda</strong></td>
<td><strong>Excited about trying</strong></td>
</tr>
<tr>
<td><strong>Experiment/Practice</strong></td>
<td><strong>novelty, experiments,</strong></td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Practice to mastery</strong></td>
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<tr>
<td></td>
<td><strong>Resonant</strong></td>
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<tr>
<td></td>
<td><strong>Negative</strong></td>
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<tr>
<td></td>
<td><strong>Problems, expectations,</strong></td>
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<tr>
<td></td>
<td><strong>pessimism, fear</strong></td>
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<tr>
<td></td>
<td><strong>Weaknesses</strong></td>
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<tr>
<td></td>
<td><strong>Should do, performance improvement plan</strong></td>
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<tr>
<td></td>
<td><strong>Actions expected, things you are supposed to do</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dissonant or annoying</strong></td>
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</tbody>
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Conversations that Inspire

Coaching with Compassion
(to the PEA)

vs

Coaching for Compliance
(to the NEA)
Emotions Are Contagious

- We are hard wired to feel the emotions of others in thousandths of a second.

PEA is contagious so is the NEA
The Sacrifice Syndrome

The Sacrifice of being a leader causes Stress

Stress arouses the Sympathetic Nervous System

Hormones Activated: Epinephrine and Norepinephrine
- Blood pressure increases
- Large muscles prepare to fight or run
- Brain shuts down non-essential neural circuits
- Less open, flexible and creative

Hormones Activated: Corticosteroids
- Leads to reduction in healthy immune system
- Inhibits creation of new neurons
- Over stimulates older neurons leading to shrinkage of neurons

Results
- Brain loses capability to learn
- We feel anxious, nervous, even depressed
- Perceive things people say or do as threatening and negative
- More stress is aroused

Renewal: Engaging the Parasympathetic Nervous System

Wanting to understand, care for another person, and to initiate some action contributing to their well-being

Neural circuit activated: limbic system to the left pre-frontal cortex

Release of Oxytocin and Vasopressin

Aroused Compassion

Adrenal-pituitary axis activated; arousal of the PNS

Feeling hopeful, optimistic, at peace or exciting but look forward to the future

Systolic and diastolic blood pressure decreased

Increased secretion of immunoglobulin A and natural killer cells

Survive and Thrive: Bob’s Story

Mindfulness

Hope

Compassion

Laughter, joy, playfulness

A walk in nature

Resonant Relationships

Effective Coaching/Helping

Stress Syndrome

Crisis

Ineffective or Non-Sustainable Coaching/Helping

Renewal Cycle

Sustainable, Effective Coaching

Threat

Anchoring coaching in vision matters, not just letting the coachee decide the agenda. Anchoring coaching in resonant relationships because it pulls for compassion.
Results from 32 longitudinal studies at the Weatherhead School of Management of 25-35 year old managers.

Comparable results with 4 longitudinal studies of 45-55 year old executives in an Executive Education program, and 2 longitudinal studies of 38-42 year old high potential managers.
The Neuroscience of Helping and Hope

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Athens
November 13, 2019
Anchoring coaching in vision matters, not just letting the coachee decide the agenda. Anchoring coaching in resonant relationships because it pulls for compassion.
The Battle in Your Brain

Based on research done at the Brain, Mind, & Consciousness Lab, Case Western Reserve University, Professor Anthony Jack, Director and Principal Investigator on this study

http://tonyjack.org/
PEA-NEA replicated (50 rather than 20 participants)
Dose-dependency of positive coaching
Masud Khawaja, M.D. PhD Thesis, *The Mediating Role of Positive and Negative Emotional Attractors Between Psychosocial Correlates of Doctor-Patient Relationship and Treatment Adherence in Type 2 Diabetes*, Case Western Reserve University, August, 2010; Physicians n = 25, patients n = 375, from 5 hospitals in Karachi, Pakistan

© Khawaja, 2010.
The Ideal Self

Trusting Relationships that help, support, and encourage each step in the process

Awakening the Desire To Change:
Finding Purpose and Meaning
Breaking from the Ought Self
The Ideal Self …

Catching your dreams and engaging your passion

◆ The power of positive imaging and visioning
◆ But we often skip over formulating the Ideal Self image in development or education and become anesthetized to our own ideal and dreams
◆ Emily’s, Darryl’s and Amy’s stories
◆ We cannot inspire this passion in others without engaging it ourselves

Eles não sabem que o sonho é uma constante da vida …
Eles não sabem que o sonho é vinho, é espuma, é fermento,
bichinho álacre e sedento,
de focinho pontiagudo,
que fossa através de tudo
num perpétuo movimento
Eles não sabem que o sonho é tela, é cor, é pincel …
Eles não sabem, nem sonham que o sonho comanda a vida
o mundo pula e avança como bola colorida
entre as mãos de uma criança
The Ideal Self

Self-efficacy → Feasibility → Optimism

Passion

Calling, Purpose

Dreams, aspirations, fantasies

Image of a Desired Future

Values & Philosophy

Life/career stage, cycle

Core Identity

Ideal Self

Hope

Personal Vision/Shared Vision

The Impact of Shared Vision

Successful mergers and acquisitions (Clayton, 2009)
Family business financial success over time (Neff, 2011)
Family business development of next generation leaders (Miller, 2014)
Daughter succession in family businesses (Overbeke, 2009)
Higher engagement of knowledge works in teams (Mahon, 2010)
Effectiveness of physician leaders (Quinn, 2013)
Effectiveness of IT managers (Pittenger, 2012)
Coaches improving leader performance (Van Oosten, 2013)
Increased treatment adherence of Type II Diabetics (Khawaja, 2010)
Effectiveness of Community College Presidents (Babu, 2016)
Product Innovation in high tech (Kendall, 2016)
Managers mentoring and coaching subordinates effectively (Docherty, 2019)
Engagement of engineers in a large manufacturing company (Boyatzis, Rockford and Cavanaugh, 2018)
Think back to the people who helped you the most exercise

How to you feel just thinking about them and those moments?

Is it engaging and motivating?

Does the PEA spread to others (and visa versa) through emotional contagion?

Does it invoke renewal, openness and learning, sustainability of change?
Practical Tips: Something to Try Next Week

1. Positive ways to introduce people and build better relationships
2. Reflecting about leaders who brought out the best in you
3-14. Increase resonant relationships and renewal through: (3) meditation; (4) prayer; (5) yoga; (6) tai chi; (7) massage; (8) physical exercise; (9) feeling hopeful about the future; (10) being in a loving relationship; (11) helping those less fortunate and/or ill and/or elderly; (12) having pets you can pet; (13) being playful; (14) walking in nature

15. Initiating inspiring conversations: who helped you?
16. Coaching with compassion (i.e., to the PEA)
17. Start every meeting with a discussion of shared vision, values or positive stories
18. Practicing mindfulness (emotional awareness) of yourself and others
We Do Not Want to Be Bored or Live Routine Lives – Nor Do Those Working With Us

It Is a Waste of Human Talent, Spirit, and Potential

Remember the Moment

Twelve Propositions of Intentional Change Theory (ICT)

1. Sustained, desired change in humans and humans systems is most often discontinuous and non-linear.

2. The driver of sustained, desired change is the Ideal Self, or personal vision (i.e., sense of purpose) and at the collective levels, a shared vision.

3. The psychophysiological state called the Positive Emotional Attractor and Negative Emotional Attractor are described as a three dimensional array with the axes of: (1) positive versus negative affect; (2) Parasympathetic versus Sympathetic Nervous System arousal; and (3) neural activation of the Default Mode versus Task Positive Networks.

4. Being in the PEA or PEA>NEA allows a person or human system to be open to and be a tipping point into the next stage of Intentional Change Theory in pursuit of sustained, desired change.
5. Besides being a tipping point, being in the PEA or PEA>NEA allows a person or human system to be open to new ideas, scanning their environment, other people, emotions and moral concerns.

6. The second stage of ICT is realization of the Real Self. At the individual level, one’s strengths and weaknesses relative to their Ideal Self. At human systems levels, it is the norms, values and culture of the specific human system that are strengths or weaknesses relative to their shared vision.

7. The third stage of ICT is articulation of a learning agenda and plans to use one’s strengths to move closer to the Ideal Self while possibly working on developing 1-2 weaknesses. Collectively, it is a shared learning agenda. For best progress and sustainable effort, the weaknesses chosen should be closest to the tipping point into strengths.
8. The fourth stage of ICT is the sequence of repeated experimentation with the new feelings, thoughts, attitudes, or behavior and then moving into repeated practice to the point of master (beyond the point of comfort).

9. The fifth stage of ICT is establishment and maintenance of resonant relationships.

10. As a fractal theory, ICT describes sustained, desired change at all levels of human endeavor from individual to dyads, teams, organizations, communities, countries to global processes.

11. Resonant leadership relationships facilitate moving information and emotions across levels of human systems facilitating sustained, desired change.

12. Social identity groups facilitate the enduring quality of sustained, desired change by helping or hindering progress toward one’s ideal self (vision) or a group’s shared vision.