

Leading with Emotional Intelligence

Advanced Strategies for Leadership Effectiveness and Organizational Impact

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September 24, 2026





A quick word,
please...

Background (Brief, Promise) 😊

- ▶ Professor, Shippensburg University of PA – 14th year
 - ▶ College Counseling / Student Affairs
 - ▶ Former Student Affairs Professional
 - ▶ Distance Credentialed Counselor (DCC, 2008)
- ▶ Non-linear Clinical Journey
 - ▶ Post-Master's Certificate (2016)
 - ▶ PA Licensure (2019); D&A, In-patient Psych, College Counseling Centers
 - ▶ BC-TMH (Retired DCC Credential in 2018)
 - ▶ Approved Clinical Supervisor (ACS; 2020)
 - ▶ MD licensure (2022) – The Counseling Compact
- ▶ Private Practice (2019-Present); Certified Trauma Therapist; “EMDR-trained”
- ▶ Proud dog dad (unrelated, but still significant)



Hi.

I'm *Foster*.

And I'm really bad.
Cute, but bad.



Hi.

I'm *Reeses*.

Like a Reese's Peanut Butter Cup.
But chocolate is bad for me, so I'm
not *REALLY* like that. Anywho, I'm
really happy to meet you!



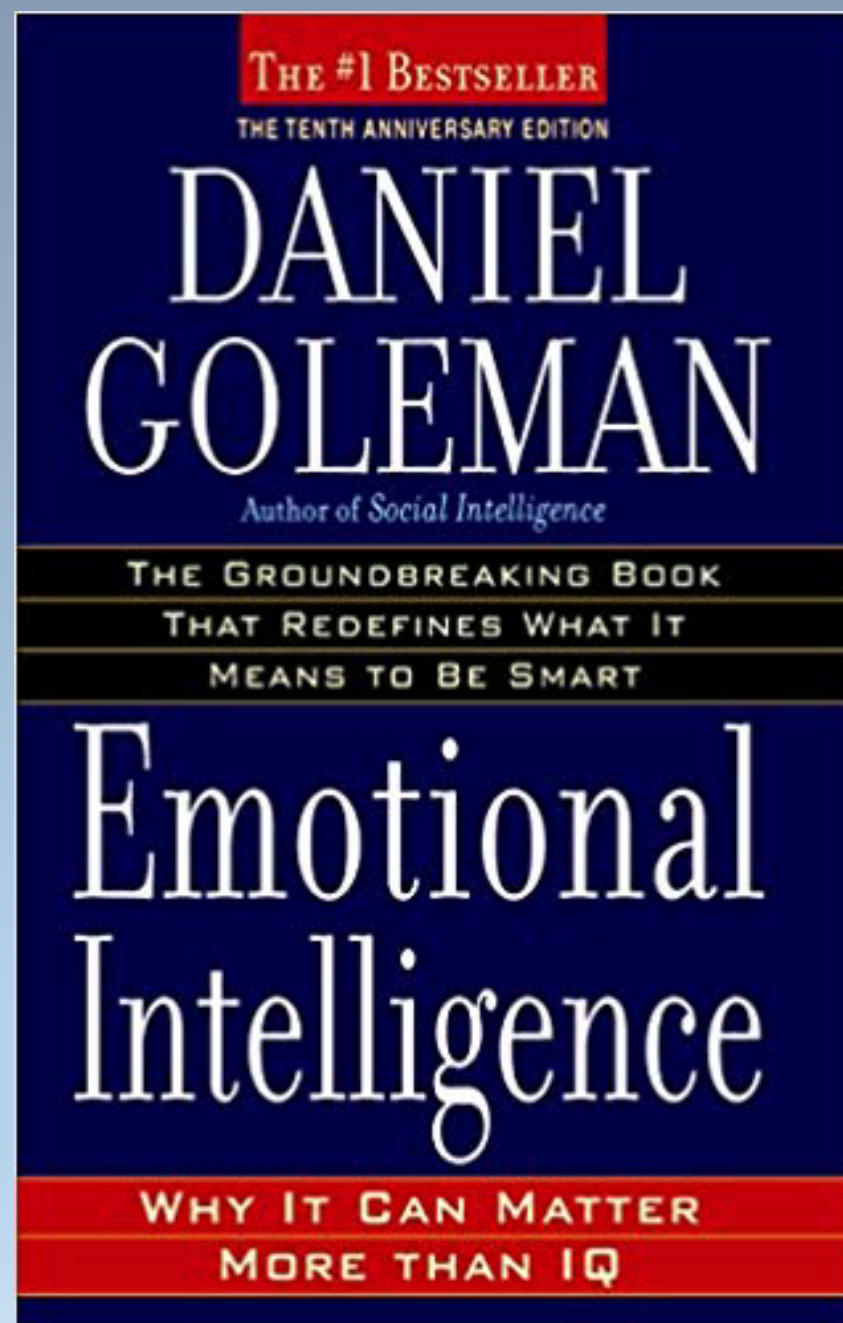
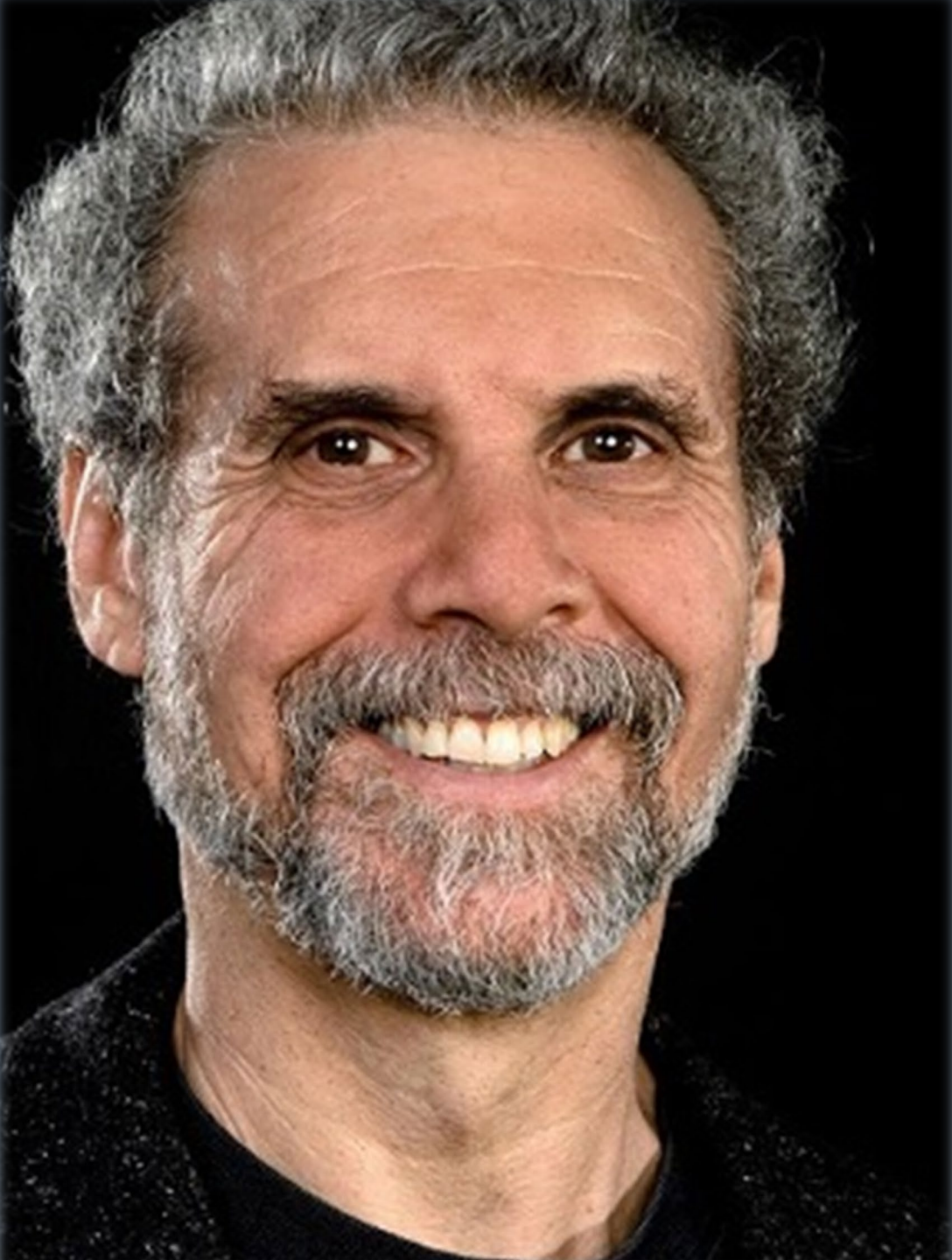
Learning Objectives

- **Evaluate** personal EI strengths and growth areas, emphasizing interpersonal (“Others”) competencies.
- **Apply** empathy, emotional regulation, coaching, and conflict-management strategies to complex leadership situations.
- **Integrate** EI with The Leadership Challenge® to strengthen culture, engagement, and team performance.

Your Turn! Why Are YOU Here?

**INSIDE
OUT**
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Daniel Goleman's (1995) Five Key Elements to EI

SELF

Self-awareness ~ Self-regulation ~ Motivation ~ Empathy ~ Social skills

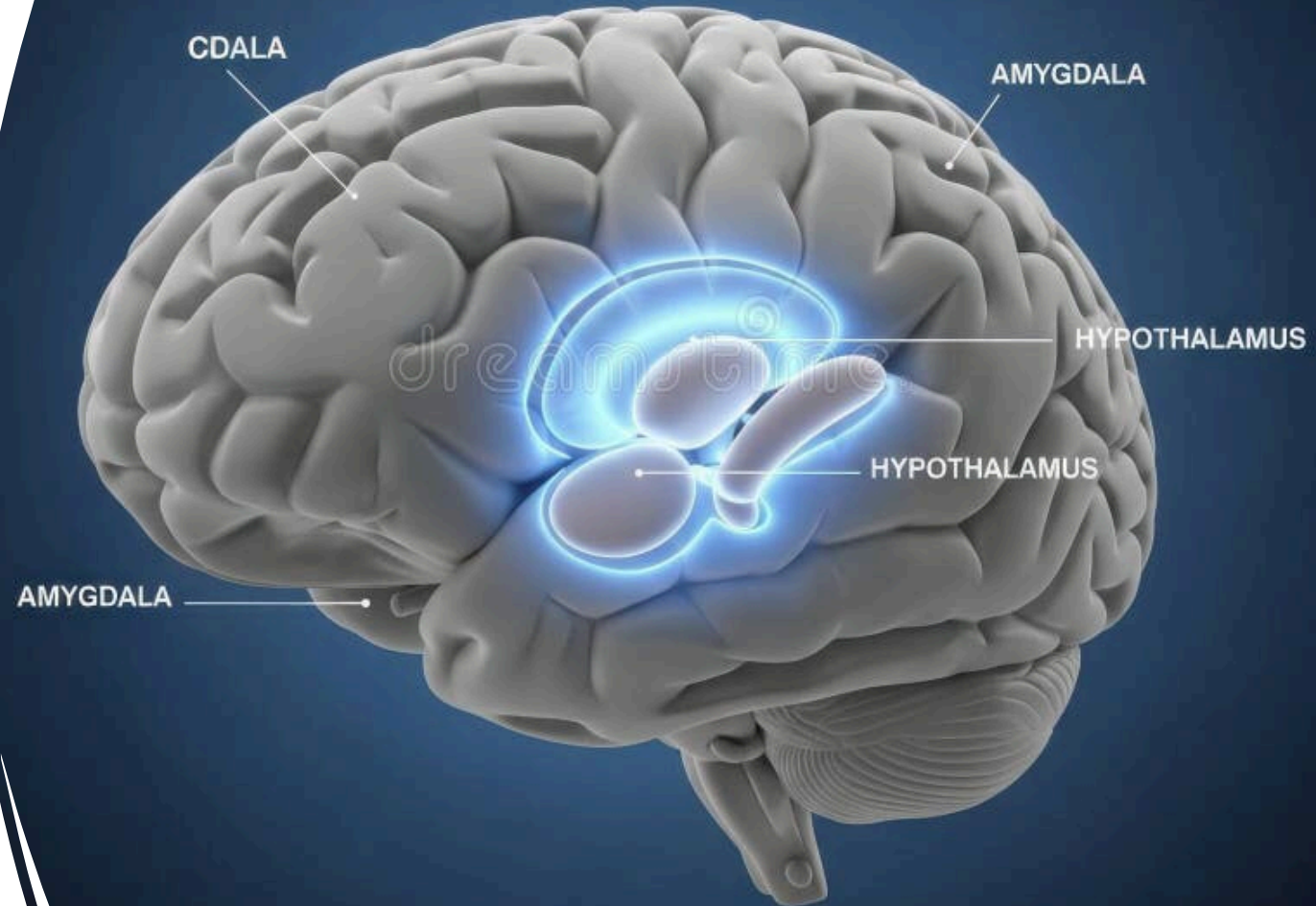
THIS IS YOUR BRAIN
ON DRUGS



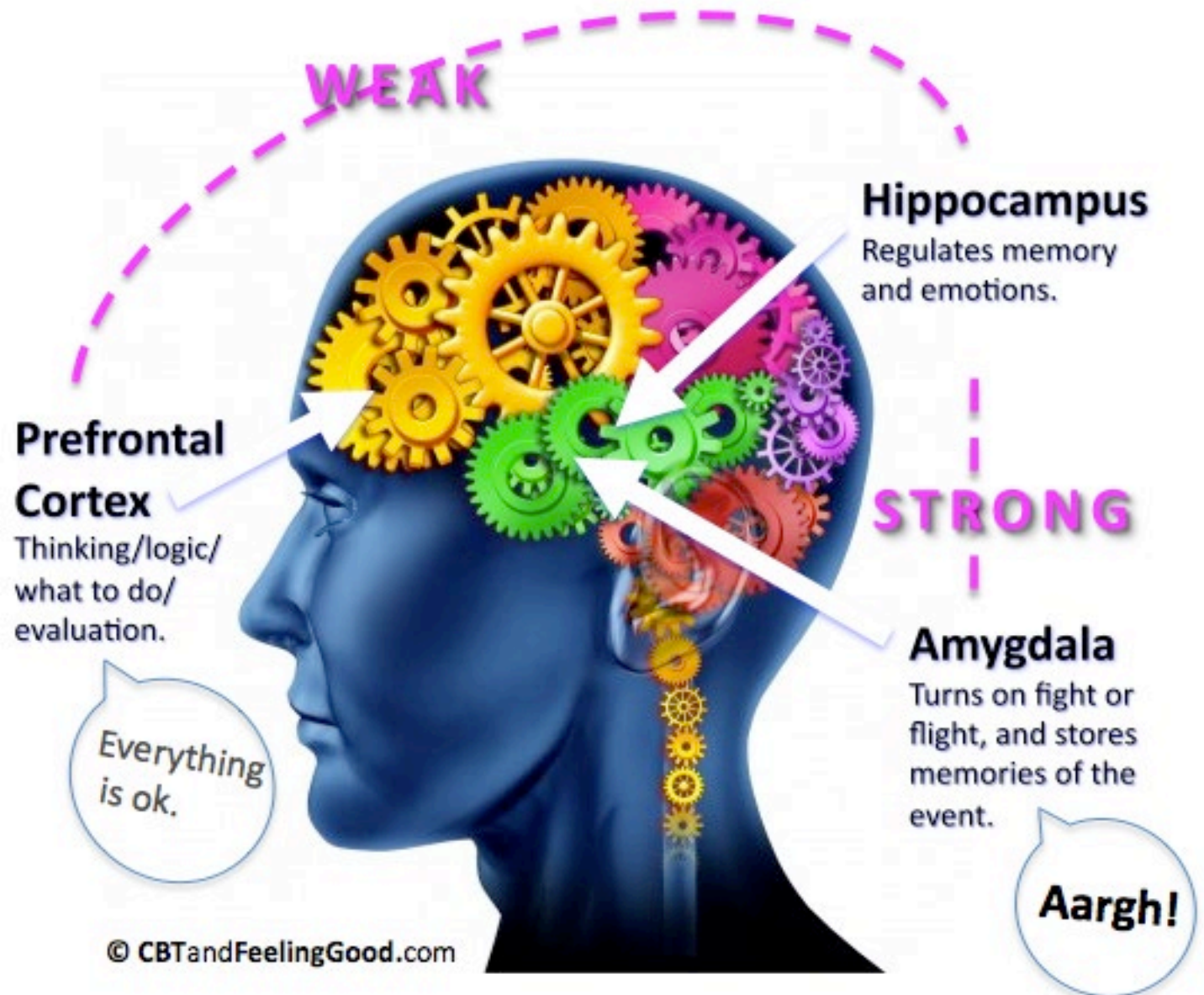
This is Your Brain on Emotions...

THE LIMBIC SYSTEM THE SEAT OF EMOTION

- **Amygdala:** This small, almond-shaped area processes intense emotions like fear, anger, and anxiety. It spots threats in your environment and triggers your fight-or-flight response.
- **Hippocampus:** This part turns short-term experiences into long-term memories. It attaches emotional meaning to what happens to you, helping you remember how past events felt.
- **Hypothalamus:** This region controls your body's physical response to feelings. It releases hormones that alter your heart rate, blood pressure, hunger, and stress levels.
- **Thalamus:** This acts as a central switchboard. It takes in sensory signals like sight or sound and sends them to the correct parts of the brain for processing.
- **Cingulate Gyrus:** This area helps link your thoughts to your feelings. It plays a major role in emotional regulation, pain processing, and making choices based on your mood.

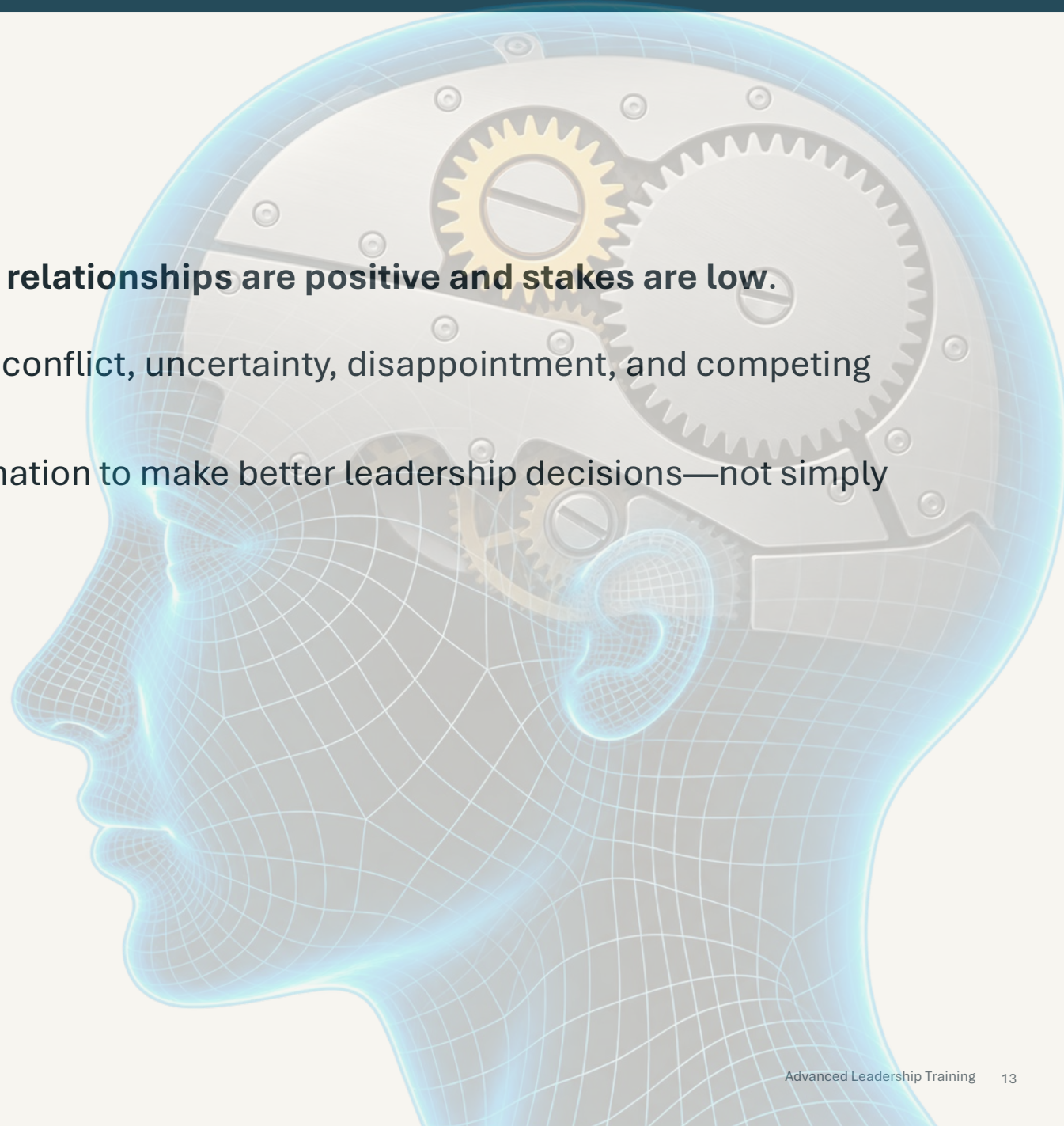


Primal Takeover! Poll #1



The Advanced EI Premise

- Emotional intelligence is **easiest** to display **when relationships are positive and stakes are low**.
- The real test appears under pressure: resistance, conflict, uncertainty, disappointment, and competing needs.
- **Advanced EI** is the ability to use emotional information to make better leadership decisions—not simply to “be nice.”



From Emotional Awareness to Effective Emotional Awareness Leadership

FOUNDATIONAL

- What am I feeling?
- What triggers me?
- How do I typically respond?
- Can I regulate my own reaction?

ADVANCED

- What is happening emotionally in the system?
- How is emotion affecting behavior and performance?
- What does the other person need from leadership?
- What response moves the situation forward?

A Six-Step Advanced EI Process

- **NOTICE** — Observe emotional tone, behavior, participation, and changes in patterns.
- **INTERPRET** — Develop hypotheses about what may be underneath the behavior.
- **REGULATE** — Manage your own activation before trying to manage the situation.
- **RESPOND** — Choose behavior intentionally rather than reacting impulsively.
- **INFLUENCE** — Consider how your response changes the emotional climate.
- **EVALUATE** — Assess impact on trust, accountability, performance, and learning.

Behavior Is Data—Not a Diagnosis

WHAT YOU SEE

- Resistance
- Anger
- Silence
- Defensiveness
- Micromanagement

WHAT MAY BE UNDERNEATH

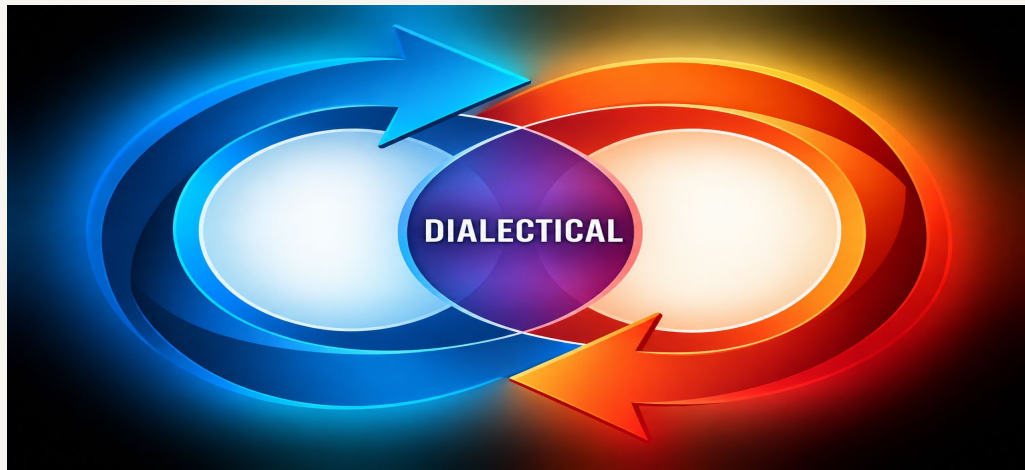
- Fear, uncertainty, loss of control
- Threat, frustration, perceived injustice
- Disengagement, fear, disagreement
- Identity or competence threat
- Anxiety, distrust, fear of failure

The “Others” Competencies

- **Empathy** — Understand experience without requiring agreement.
- **Coaching** — Build insight, ownership, and capability rather than supplying every answer.
- **Influence** — Move people through credibility, relationships, communication, and shared purpose.
- **Conflict Management** — Address disagreement while protecting accountability and the working relationship.
- **Relationship Building** — Develop trust before it is urgently needed.

Empathy Without Abandoning Accountability

- **Empathy is understanding**—not agreement, endorsement, or exemption from expectations.
- Validation acknowledges experience while accountability addresses behavior and impact.
- Advanced leadership holds two truths at once: “I understand **why** this is difficult” AND “this still needs to change.”



The Leadership Trigger Cycle

Where emotional regulation changes outcomes



Advanced EI inserts a PAUSE between activation and action.

The Leadership Pause

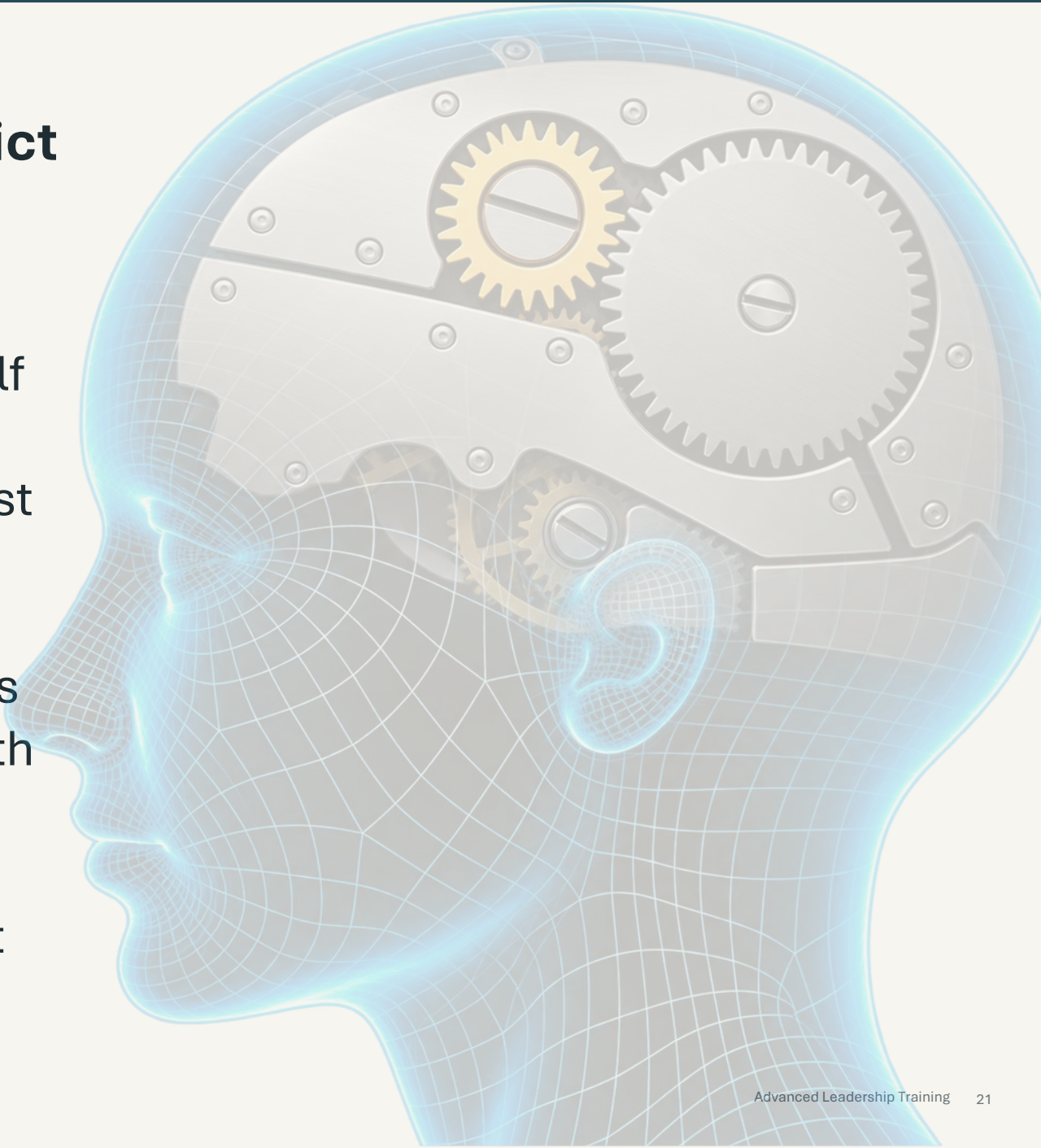
Poll #2

- 1. What am I experiencing right now?
- 2. What story am I telling myself about this person or situation?
- 3. What outcome do I actually want?
- 4. What response best serves that outcome?



Quick Poll: How Do You Generally Handle Conflict in the Workplace?

- A. I typically avoid conflict at all costs.
- B. I do my best to address it, but find myself fumbling over how to not make things worse and end up feeling anxious the rest of the day.
- C. I can recall effective ways that I've dealt with conflict in the past, but it typically is because the people I was interacting with were pretty emotionally mature and regulated. It's a made-up term.
- D. I could lead this training! I am a "conflict resolution ninja!"



Difficult Conversations: Reacting vs. Leading

REACTIVE LANGUAGE

- “You are being negative.”
- “That is not what happened.”
- “You need to calm down.”
- “We have already discussed this.”

EI-BASED LANGUAGE

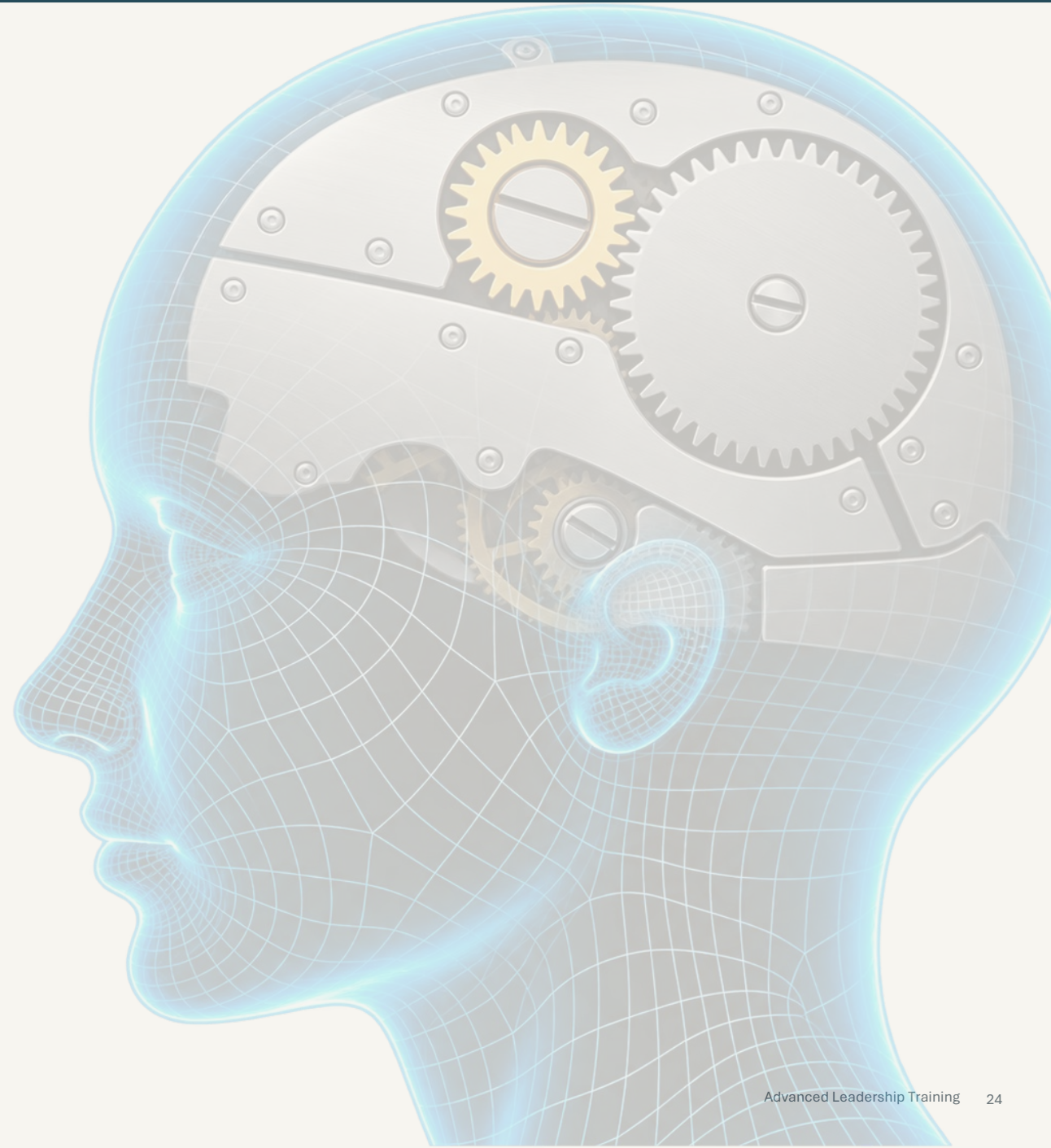
- “I want to understand what is driving the concern.”
- “Tell me how you experienced the situation.”
- “Let’s separate the issue from how we address it.”
- “What needs to be different going forward?”

An EI Conversation Model

- **PREPARE** — Identify facts, impact, triggers, assumptions, and desired outcome.
- **DESCRIBE** — Use observable behavior rather than personality labels.
- **EXPLORE** — Ask for the other person's perspective and listen for meaning.
- **VALIDATE** — Acknowledge legitimate emotion or experience.
- **CLARIFY** — State expectations, boundaries, and what needs to change.
- **COLLABORATE + FOLLOW UP** — Agree on action, responsibility, timeline, and accountability.

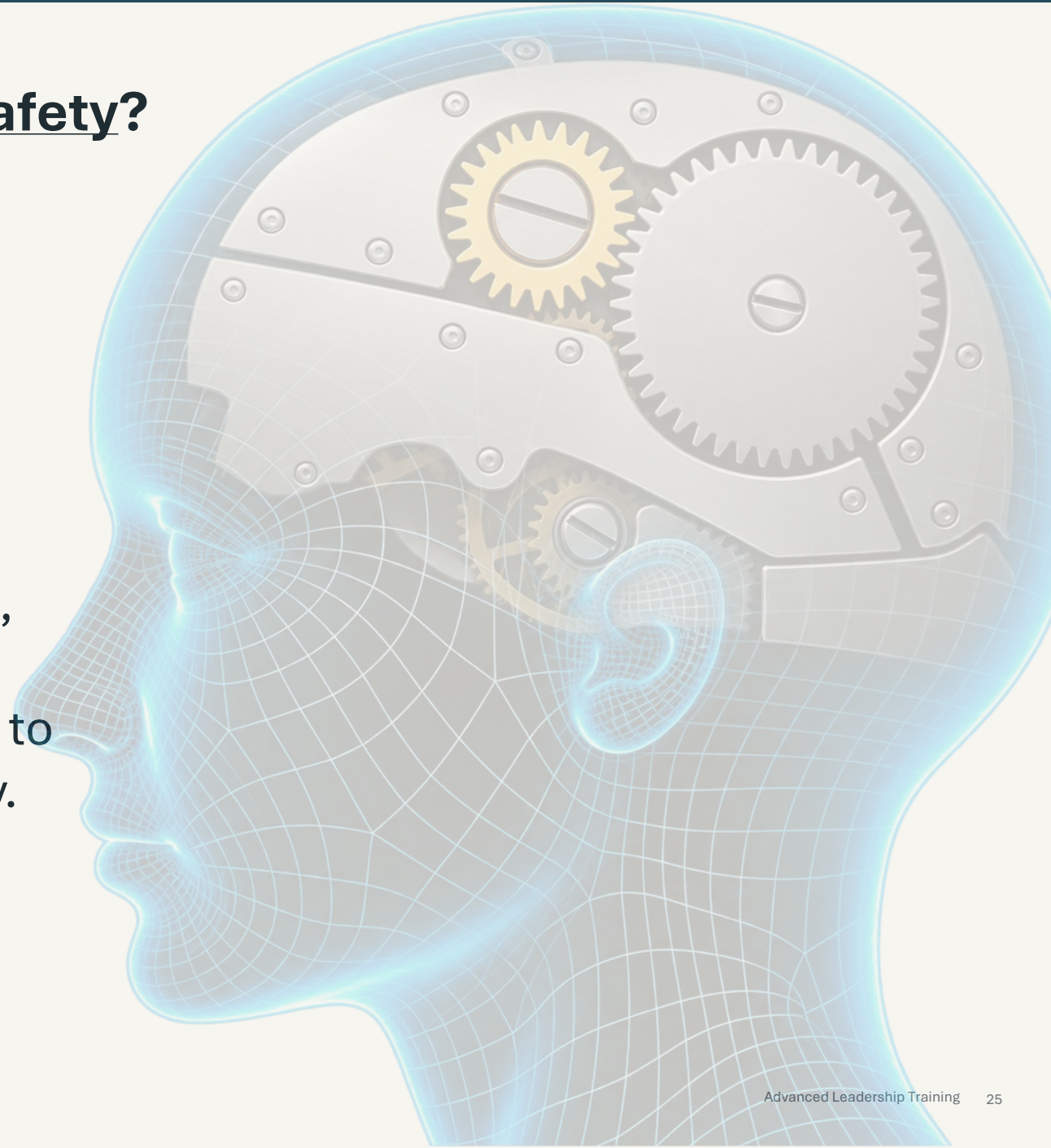
Coach Rather Than Rescue

- “What do you think is happening?”
- “What have you already tried?”
- “What options do you see?”
- “What might you be overlooking?”
- “What would you do if I were not available?”
- “What support do you need from me?”



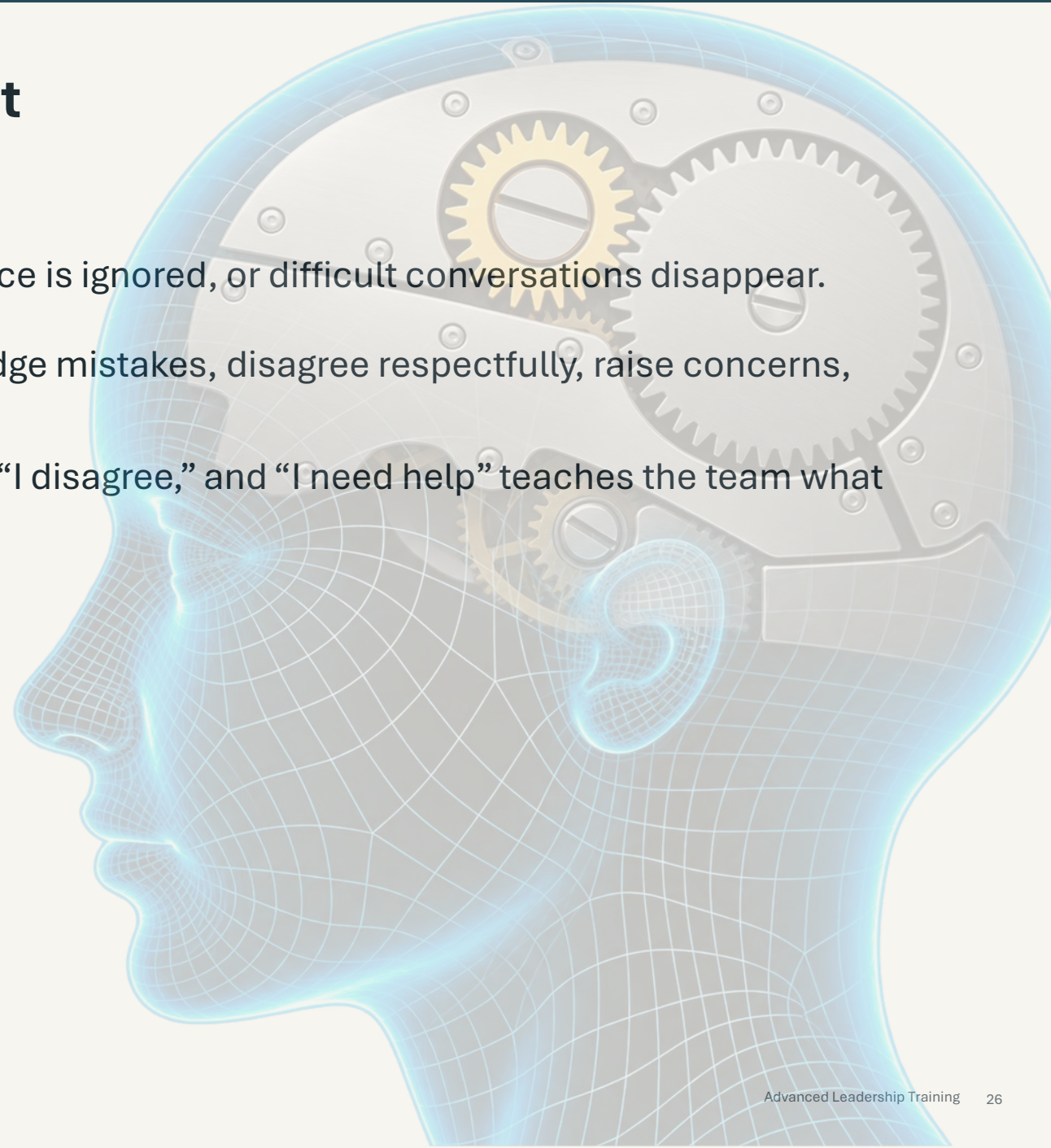
Quick Quiz: What is Psychological Safety?

- A. It means everyone agrees, poor performance is ignored, or difficult conversations disappear.
- B. It means people can ask questions, acknowledge mistakes, disagree respectfully, raise concerns, offer ideas, and seek help.
- C. It means not knowing teaches the team to under-perform and avoid accountability.
- D. It's a made-up term.



Psychological Safety Is Not Comfort

- It does **NOT** mean everyone agrees, poor performance is ignored, or difficult conversations disappear.
- It **DOES** mean people can ask questions, acknowledge mistakes, disagree respectfully, raise concerns, offer ideas, and seek help.
- Your response to “I don’t know,” “I made a mistake,” “I disagree,” and “I need help” teaches the team what is actually safe.



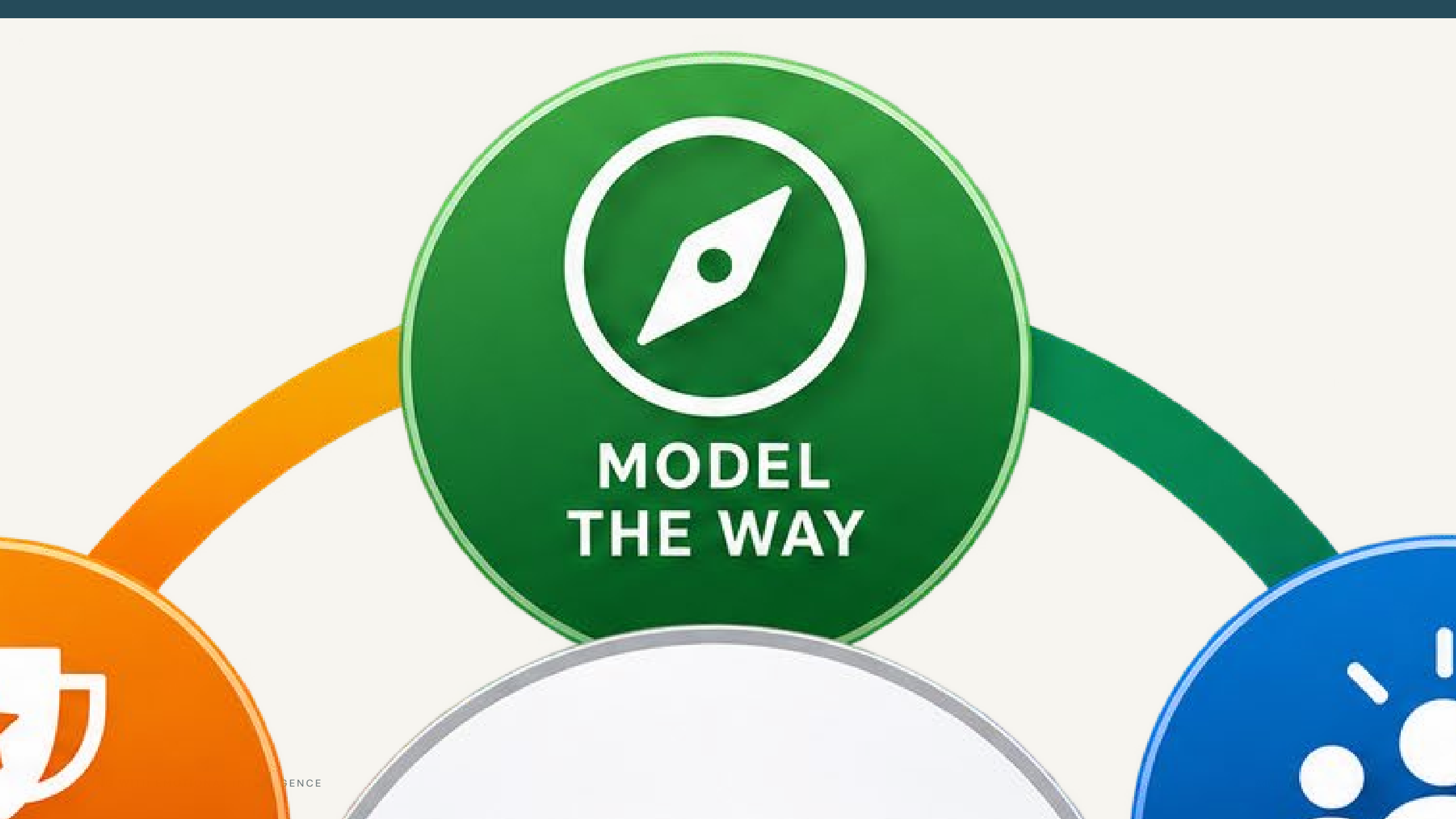


EI + The Leadership Challenge®

How interpersonal intelligence strengthens exemplary leadership

- 1 Model the Way** Regulate yourself and model the norms you expect.
- 2 Inspire a Shared Vision** Connect strategy to meaning, emotion, and stakeholder values.
- 3 Challenge the Process** Read resistance as data; distinguish fear from useful dissent.
- 4 Enable Others to Act** Build trust, autonomy, capability, and mutual respect.
- 5 Encourage the Heart** Recognize contribution authentically and specifically.





**MODEL
THE WAY**

Model the Way: Your Emotions Are Part of the Environment

- Leaders establish norms through what they repeatedly tolerate, reward, model, and repair.
- Composure does not mean emotional flatness; it means emotions are expressed intentionally and proportionately.
- When leaders make mistakes, repair behavior models accountability more powerfully than defensiveness.



**MODEL
THE WAY**

DUZES & POSNER

— THE —

**ADERSHIP
HALLENGE®**



**INSPIRE A
SHARED VISION**

Inspire a Shared Vision: Make Strategy Emotionally Relevant

- People need to understand both where the organization is going and why the destination matters.
- Use empathy to connect the vision to different stakeholder needs and motivations.
- Acknowledge loss and uncertainty during change rather than relying on forced positivity.



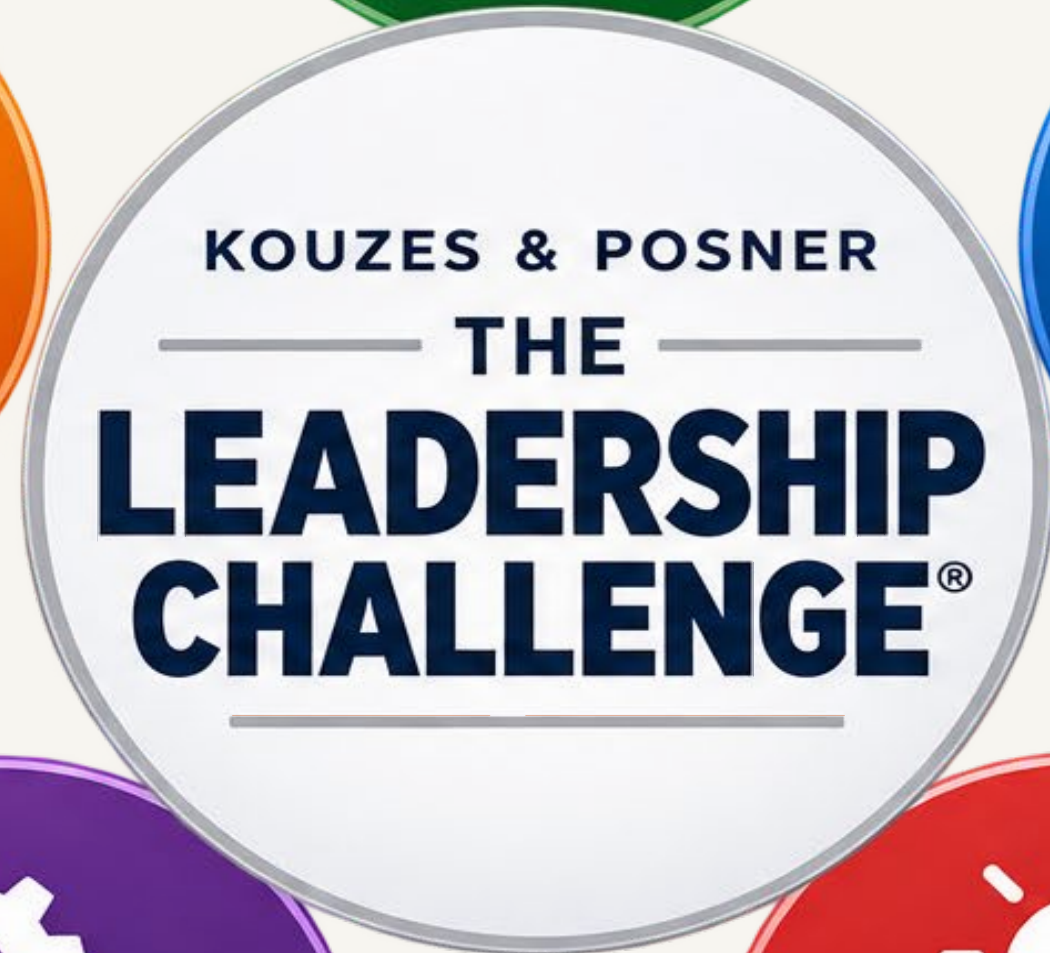


**CHALLENGE
THE PROCESS**

Challenge the Process: Read Resistance More Precisely

- Resistance may reflect fear, change fatigue, loss of identity, low trust, poor communication—or a legitimate flaw in the plan.
- Emotionally intelligent leaders investigate resistance before labeling it.
- Curiosity improves both decision quality and the credibility of eventual decisions.





Enable Others to Act + Encourage the Heart

- Match leadership response to what people actually need: autonomy, clarity, coaching, resources, feedback, or involvement.
- Recognition is strongest when it is specific, authentic, timely, individualized, and linked to shared values.
- Trust grows when leaders consistently combine competence, reliability, empathy, and appropriate vulnerability.



The EI Leadership Decision Matrix

A fast framework for complex moments

SELF

What am I experiencing?
What do I need to regulate?

OTHERS

What might they be experiencing?
What do they need from leadership?

TASK

What needs to happen?
What outcome is required?

RELATIONSHIP

How can it happen while preserving dignity, trust, and accountability?

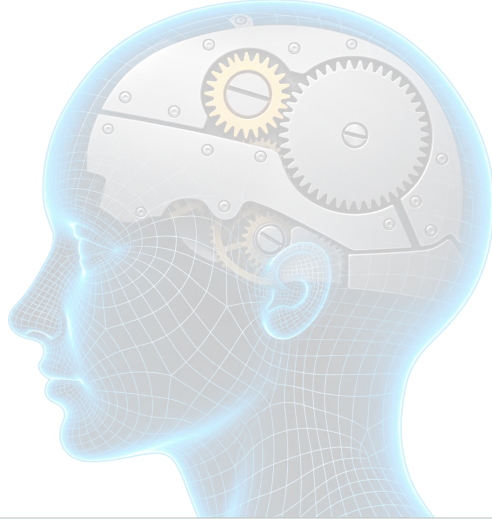
Let's Apply It To Some Case Studies!

Case 1: The Brilliant but Toxic Performer

Small-group application

SCENARIO

Jordan consistently exceeds performance expectations and has expertise the department needs. Jordan also interrupts colleagues, dismisses ideas, and makes sarcastic comments when coworkers make mistakes. Two employees tell you, “Jordan makes people afraid to speak during meetings.” When confronted previously, Jordan replied, “I’m sorry people are sensitive, but we’re here to get results.”



DISCUSS

1. Where should empathy appear?
2. Where must accountability appear?
3. What would you actually say?
4. Which Leadership Challenge practice applies?

ADVANCED TWIST

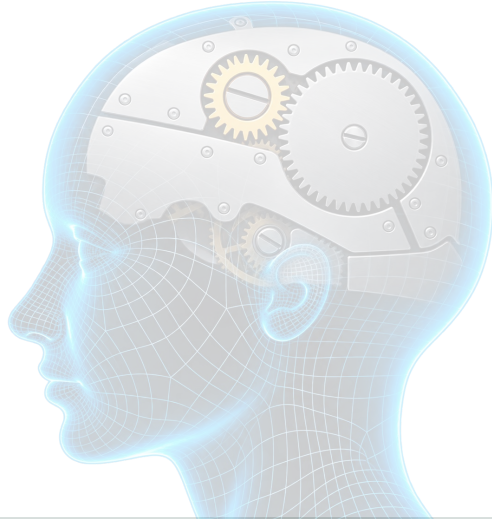
Jordan responds: “So you’re choosing mediocre employees over your best performer?”

Case 2: The Change-Resistant Veteran

Small-group application

SCENARIO

Maria has worked for the organization for 24 years. Leadership announces a major technology implementation. In a meeting Maria says, “We’ve survived every management fad that has come through here. Give this one two years and we’ll be back to doing things the old way.” Several employees laugh. Two younger employees later tell you they agree but were afraid to say so publicly.



DISCUSS

1. What may be underneath the resistance?
2. What legitimate data might be present?
3. How do you address Maria?
4. How do you address the team?

ADVANCED TWIST

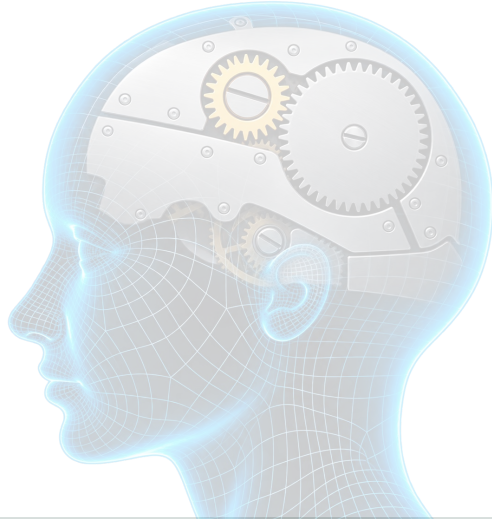
Respond with empathy + curiosity + leadership authority.

Case 3: “You Never Listen”

Small-group application

SCENARIO

Taylor, a strong employee, asks for a private meeting and becomes visibly emotional: “I’ve stopped giving you ideas because you already know what you’re going to do before you ask us. You say you want feedback, but nothing ever changes.” You feel frustrated because you regularly solicit input, although several of Taylor’s preferred recommendations were not feasible.



DISCUSS

1. What is your likely emotion?
2. What is your likely impulse?
3. What is your leadership objective?
4. What do you say in the first 30 seconds?

ADVANCED TWIST

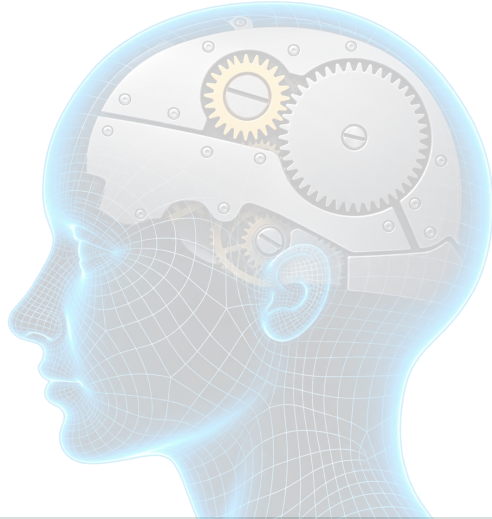
You may not explain why Taylor is wrong for the first 60 seconds.

Case 4: The Conflict You Inherited

Small-group application

SCENARIO

Chris and Morgan have been in conflict for almost a year. Your predecessor largely ignored it. They communicate mainly by email, copy supervisors on minor disagreements, avoid collaboration, complain to coworkers, and interpret neutral behavior negatively. Each tells you privately: “I can work with anyone except this person.” The team is beginning to take sides.



DISCUSS

1. What is individual accountability?
2. What needs joint intervention?
3. How will you protect the wider team?
4. What does success look like?

ADVANCED TWIST

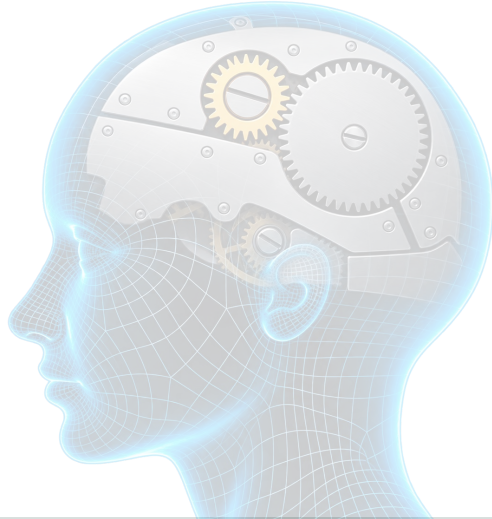
Create a 30-day intervention plan—not just one conversation.

Case 5: The Public Challenge

Small-group application

SCENARIO

During a department meeting you announce a decision. Alex immediately says: “That makes absolutely no sense. Did leadership even talk to anyone who actually does this work?” The room becomes silent. Everyone looks at you.



DISCUSS

1. Identify the trigger.
2. Identify the story you might tell yourself.
3. What outcome matters most?
4. Respond in 15 seconds.

ADVANCED TWIST

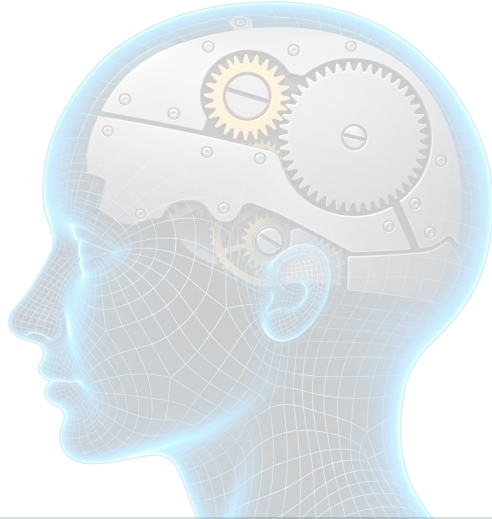
Maintain authority without becoming authoritarian.

Case 6: The Employee Who Keeps Coming to You

Small-group application

SCENARIO

Sam is competent but frequently asks you to intervene in interpersonal problems. This week Sam says, “Can you talk to Jamie? Jamie keeps changing things without asking me.” You ask whether Sam has spoken with Jamie. Sam replies, “No. That’s why I’m talking to you. You’re the supervisor.”



DISCUSS

1. How do you validate without rescuing?
2. What coaching question comes next?
3. What support is appropriate?
4. When would you intervene directly?

ADVANCED TWIST

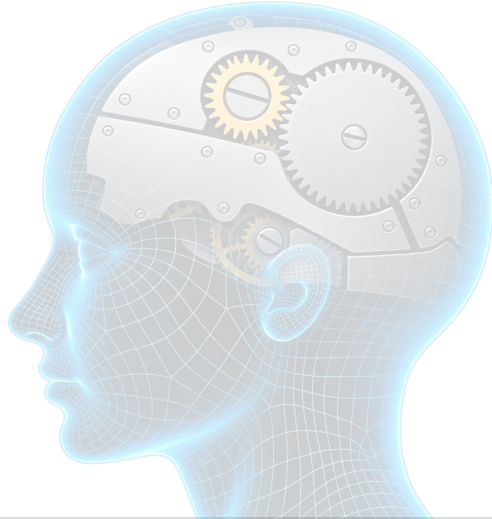
Your response must include empathy + boundary + coaching + support.

Case 7: When the Leader Is the Problem

Small-group application

SCENARIO

An engagement survey shows your team scores highly overall, but the item “My supervisor genuinely considers perspectives different from their own” is significantly below average. Comments describe you as “already having your mind made up,” “supportive unless you disagree,” and “defensive when challenged.” Your first thought is: “That isn’t fair.”



DISCUSS

1. What makes this feedback threatening?
2. What information should you seek?
3. How do you show vulnerability without collapsing authority?
4. What do you say to the team?

ADVANCED TWIST

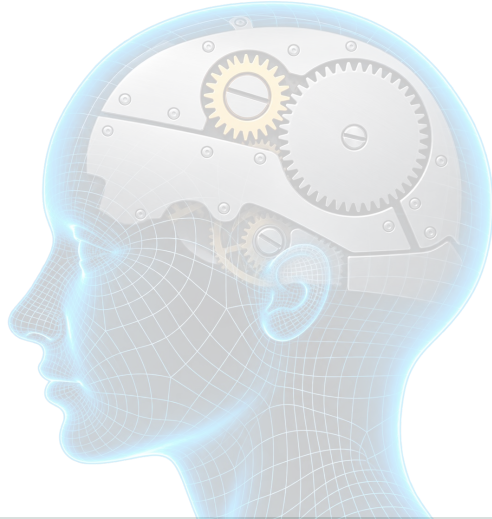
You cannot explain away the feedback.

Case 8: The Executive Challenge

Small-group application

SCENARIO

You are a senior leader facing significant budget reductions. Positions may eventually need to be eliminated, but no decisions are final. Employees know financial problems exist and rumors are spreading. In an all-staff meeting someone asks: “Can you guarantee nobody here is going to lose their job?” You cannot make that guarantee.



DISCUSS

1. How do you show empathy?
2. What can you truthfully say?
3. What boundaries must remain?
4. How do you communicate hope without false reassurance?

ADVANCED TWIST

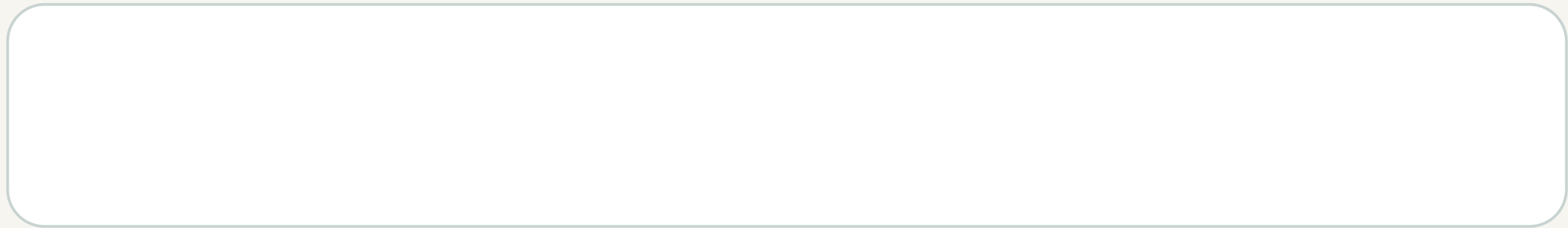
Tolerate discomfort rather than making a promise to reduce anxiety.

To Summarize: Apply EI to a Real Leadership Challenge

- Name the situation and the behavior—not your diagnosis of the person.
- Identify your emotion, trigger, and the story you are telling yourself.
- Consider what the other person may be experiencing and what you can authentically validate.
- Clarify the accountability, boundary, decision, or outcome that still must be addressed.
- Choose the Leadership Challenge practice that should guide your behavior.
- Write the first two sentences you will use in the conversation.

30-Day Leadership Commitment

One emotionally intelligent leadership behavior I will intentionally practice:

A large, empty, rounded rectangular box with a thin grey border, intended for the user to write their chosen leadership behavior.

Make it observable. Make it repeatable. Make it small enough to practice under pressure.

Examples: pause before responding • ask before explaining • name impact without labeling intent • coach before solving

What Does This Moment Require From Me as a Leader?

Recognize emotion without being controlled by it.
Demonstrate empathy without abandoning accountability.
Listen without surrendering leadership responsibility.
Manage conflict without avoiding it.
Provide support without rescuing.
Exercise authority without unnecessarily diminishing psychological safety.

Advanced EI is the capacity to remain effective in the presence of difficult emotions.

Thank you!

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