

# Good Life Engine

(Self)leadership.  
13.03.24

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**Leadership** is about who we are, how we are, how we learn and what we become and what we do when faced with complex problems. It is a life long journey and the challenges are simply personal, questioning our way of being. It is not based on any position in a system or role, not based on educational qualifications or socio-economic background, invested authority or any birth determined and socially ascribed factors.

(Bhanumathy Vasudevan, Organisation Development and Diversity Consultant)

# 01

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# Cognitive biases

*“The belief that one's own view of reality is the only reality is the most dangerous of all delusions”*

Paul Watzlawick



\* Austrian-American family therapist, psychologist, communication theorist, and philosopher.

# Cognitive biases:

## Naïve realism mistake –

person's “unshakable’ conviction that he or she is somehow privy to an invariant, knowable, objective reality.

## **The fundamental attribution error.**

From Amy C. Edmondson “Teaming”

– our failure to recognize situational causes of events and our tendency instead to over attribute individual’s personality or ability as likely cause.

We instantly tend to explain others mistakes by their ability, not by circumstances. But our own mistake – by circumstances, not our ability.

We quickly jump into unkind conclusions.

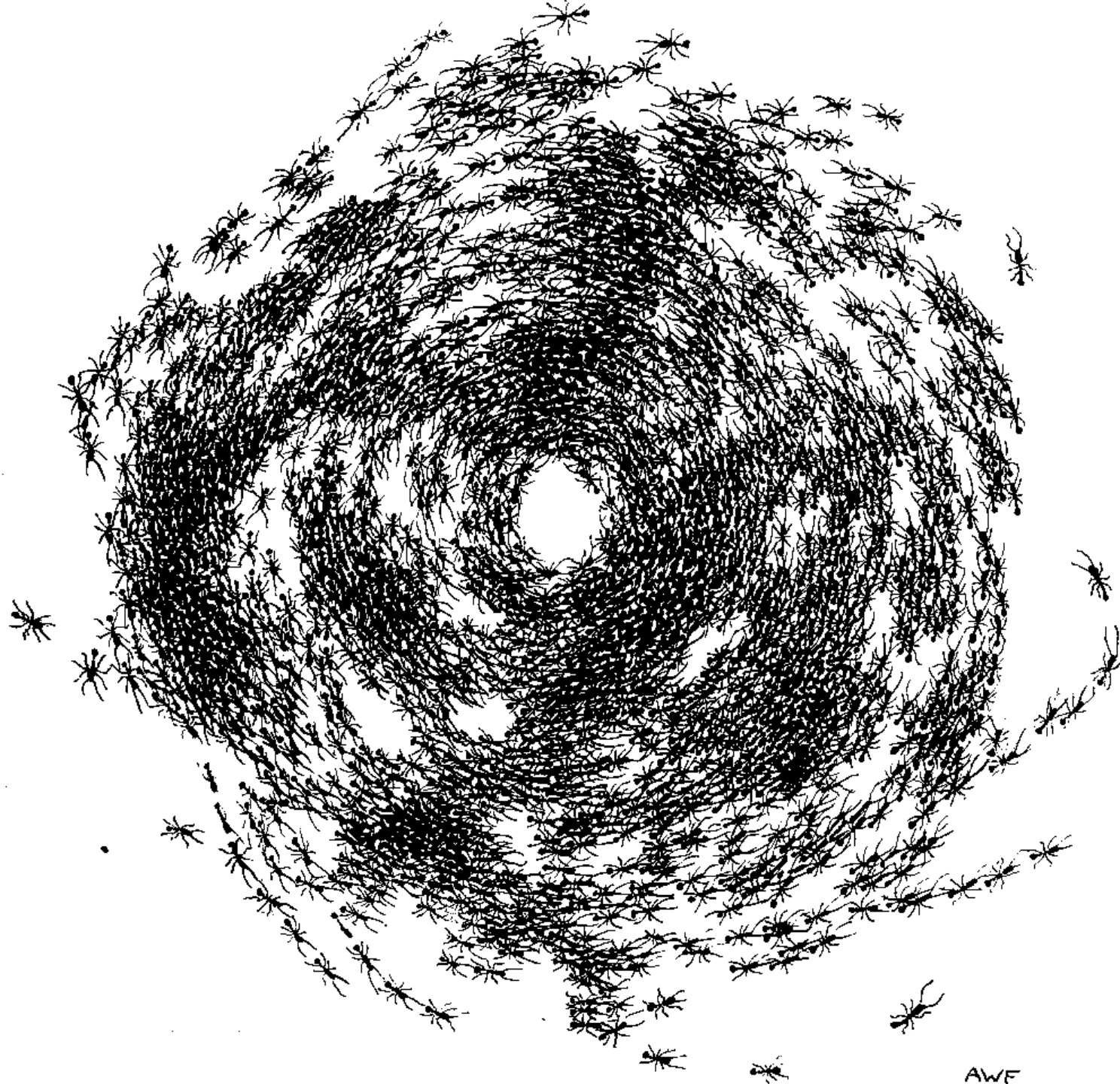
## **Illusory Superiority or the Dunning-Kruger Effect.**

*“Overconfident professionals sincerely believe they have expertise, act as experts and look like experts. You will have to struggle to remind yourself that they may be in the grip of an illusion.”*

Daniel Kahneman

**Confirmation Bias** - the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Ant mill – ant death spiral analogy.





# 02

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## (Self)leadership

**Exercise 1.  
Discuss in  
groups how to  
be a very bad  
leader.**



# Chain reaction

**“The leader’s mood and behaviors drive the moods and behaviors of everyone else”**

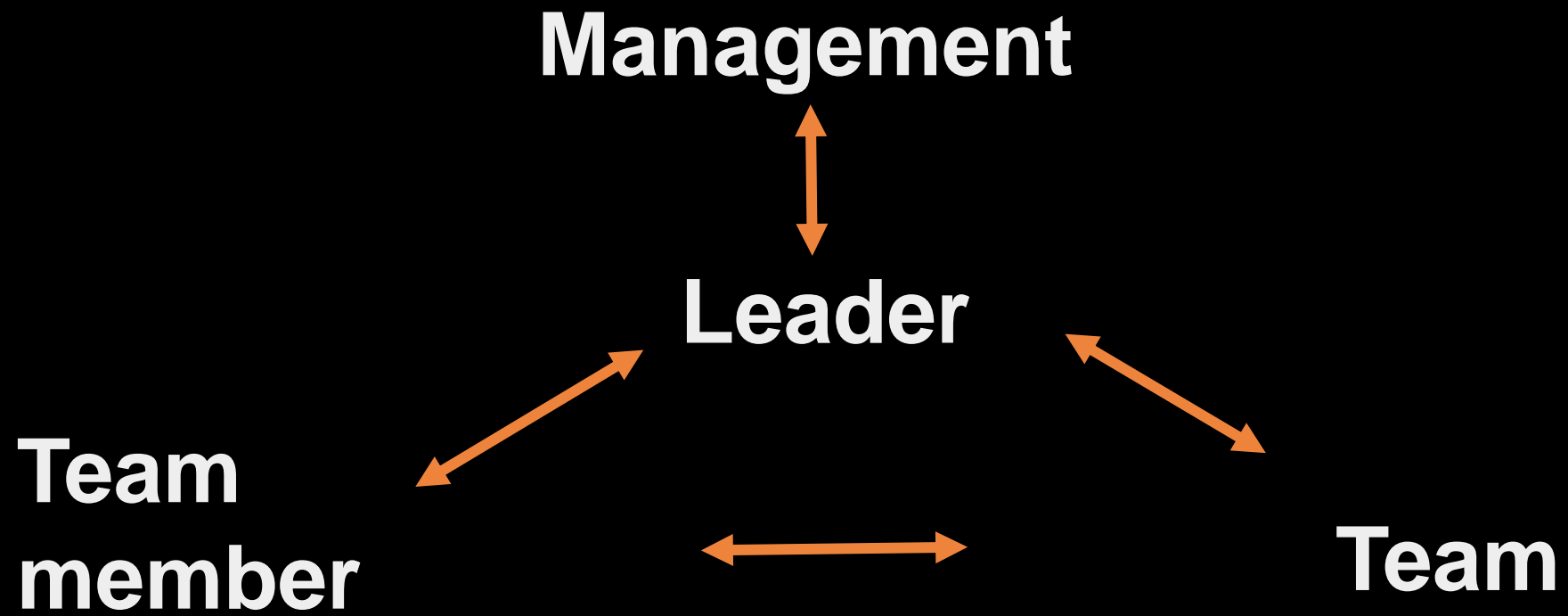
Primal Leadership, Daniel Goleman, Richard Boyatzis, and Annie McKee

# What does it mean to be a leader in XXI?

Neil deGrasse Tyson\* on Twitter: "In science, when human behavior enters the equation, **things go nonlinear**. That's why Physics is easy and Sociology is hard."

\*American astrophysicist, planetary scientist, author, and science communicator





# Company culture

## VALUES

Fundamental beliefs that allow us to make general judgments about what is good or bad.

## PRINCIPLES

Actionable rules of conduct for making both life and business decisions. Principles are derived from our values.

# Why our team is doing this? Why this topic?

This is ....

It exists in aim to ...

It exists in the context of ...

We do this because ....

The ethical basis of our work is ...

Our team associates it with ...



# How you want to lead and be led?

## **Team leads are responsible for building high performing teams.**

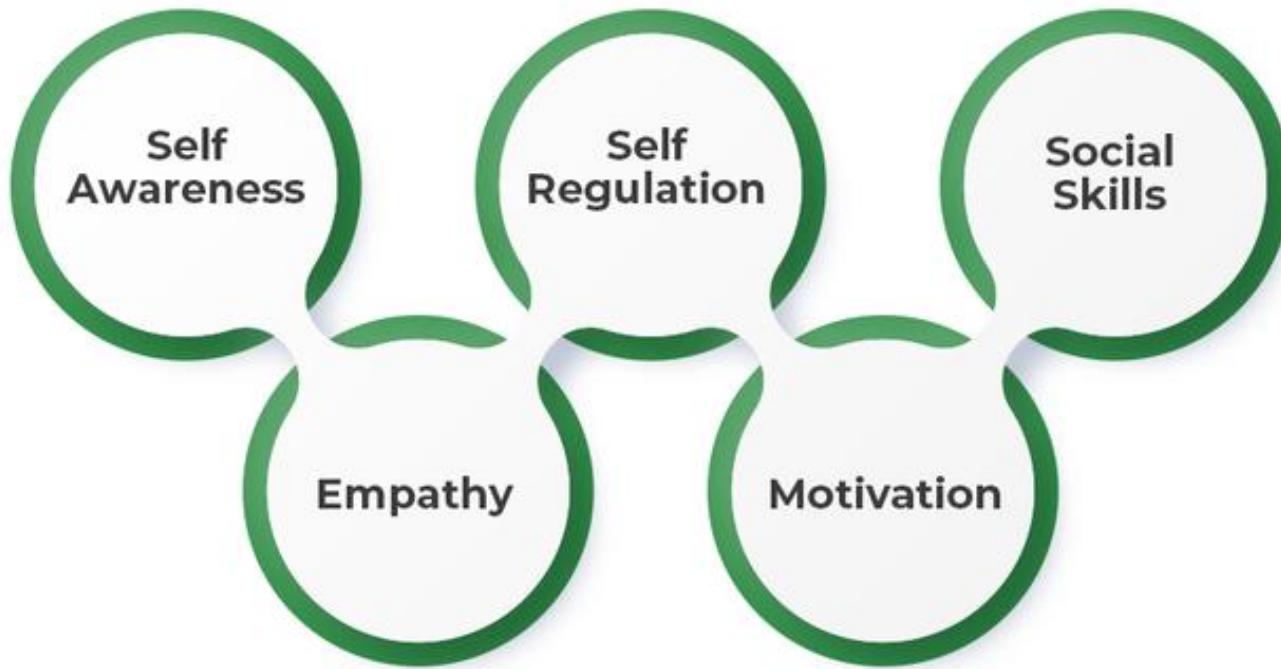
We build strong, complementary teams where each new person They link their team's work to the company strategy, help their team set the right goals, and hold the team accountable for reaching them. Team leads don't monopolize decision-making, but allow their team to participate in making decisions. They are responsible for prioritizing when the team can't reach a consensus. Team leads recognize and reward those who perform, and help those who don't. Team leads keep regular 1-1 meetings with their team members and care for their members' well-being and personal growth.



*Emotional intelligence is what distinguishes great leaders from merely good ones. It is a group of five skills that enable the best leaders to maximize their own and their followers' performance.*

**Daniel Goleman**

## EMOTIONAL INTELLIGENCE



- **Self-awareness** - knowing one's strengths, weaknesses, drives, values, and impact on others;
- **Self-regulation** –controlling or redirecting disruptive impulses and moods;
- **Motivation** – relishing achievement for its own sake;
- **Empathy** – understanding other people's emotional makeup;
- **Social skill** – building rapport with others to move them in desired directions.

# Leadership vs. Management

Leadership	Management
Slow thinking	Fast thinking
Long-term vision, future thinking	Operational everyday tasks
Creating the purpose, the vision for the future, showing direction	Problem-solving, performance management
Strategy	Operationalizing strategy, planning, roles and responsibilities
Creating enthusiasm and sustaining motivation	KPIs and Supervising
Defining the need for change	Selection of personnel, training for duties
	Management systems

# Leadership vs. Management

Leadership

Management

Slowly

Efficiently

Long-term

Create the future

Strategic

Create motivation

Defining the need for change

Selection of personnel, training for duties

Management systems

**What you do to yourself more? Are you more a leader for yourself or a manager?**

## **Fundamental state of leadership.**

It's the way we lead when we encounter a crisis and finally choose to move forward” (Moments of greatness by Robert E. Quinn).  
No one can operate on top of their game 24/7.  
Fatigue can transform us into people making mistakes.





# Leading with a Healthy Brain

© Anna Dementyeva, Aalto Ventures Program



**Brain = Mind**

**Brain = physical organ**  
**(takes 20-30% of all energy)**



# Your body is part of your mind

- Mood (affect): the general sense of feeling that comes from your body
- “Affect is not emotion, your brain produces affect all the time.”
- It comes from the brain sensing all the information from the body (hormones, temperature, immune system, breathing etc.) and then summarizing it as what we feel as affect.
- Reaffirms that your body is part of your mind.

A vibrant illustration of a human brain where the cerebral cortex is composed of various fruits and vegetables. The brain is set against a background of concentric green circles. The word "Nutrition" is written in large, white, bold letters inside a black rectangular box that is centered over the brain. The fruits and vegetables include strawberries, blueberries, grapefruit slices, oranges, broccoli, spinach, tomatoes, carrots, kiwi, and a pineapple.

# Nutrition

**You are what you eat**

# Nutrition

Decrease	Increase

# Nutrition

Decrease	Increase
Processed food, artificial additives	Variety
Sugar, salt	Fiber
Caffeine	Probiotics (fermented food, kimchi, sauerkraut, yogurt, kefir)
Alcohol	Mediterranean diet (fruits, vegetables, whole grains, legumes, nuts, olive oil, fish)
Gluten	



# More recommendations:

- <https://www.ruokavirasto.fi/en/foodstuffs/healthy-diet/nutrition-and-food-recommendations/adults/>
- <https://thl.fi/en/topics/lifestyles-and-nutrition>



A stylized illustration of a person sleeping in a bed. The person is lying on their side, facing right, with their eyes closed. They are wearing a blue shirt and are covered by a light blue blanket. Above their head, a large, detailed brain is depicted, colored in shades of yellow, orange, and blue. The brain is shown in a cross-section or 3D perspective, highlighting its complex structure. The background is a dark blue, starry space with a large yellow sun or moon in the upper left and a smaller, colorful planet in the upper right. The overall style is vibrant and artistic, with bold outlines and a rich color palette.

**Sleep**



# **Why do we sleep?**



# Sleep deprivation experiment

- 1963-1964 Randy Gardner stayed awake for 11 days and 24 minutes
- Serious cognitive and behavioral changes: moodiness, problems with concentration and short-term memory, paranoia, and hallucinations

# Good sleep habits

- 7-9 hours
- Regular sleep schedule
- No screen before bed
- No caffeine or alcohol in the afternoon
- No rigorous exercise, but light/moderate exercise in advance is good for sleeping better
- Meditation (body scan)
- Journaling

A stylized illustration of a runner in a blue and red uniform running on a track. A large, detailed brain is superimposed on their back, with a black box containing the word 'Exercise' in white text across it. The background features a blue sky with musical notes and a landscape with mountains and trees.

**Exercise**



# Exercise affects:

- Mental state
- Sleep
- Brain activity
- Learning
- Social relationships
- Physical health
- Etc.

# **Even a couple of minutes of exercise improves cognitive activities!**

Watch Minna Huotilainen's lecture "**What does physical activity mean to your brain?**" by 4 April: <https://vimeo.com/911126820>

# How much and what?

“Some exercise is better than none, and more is better.”\*

\*but don't go to extreme

- Recommendation by UKK Institute: “At least 60 minutes of moderate to vigorous physical activity a day”
- More recommendations: <https://ukkinstituutti.fi/en/>

# How to motivate yourself:

## **Nudges** (=make it easy)

- Prepare your exercise clothing in advance
- Schedule exercise in your calendar
- Use a friend or an app to remind you
- Include social aspect or music to make it fun
- After regular exercising brain starts producing feel-good chemicals

## **Shoves** (=more forceful)

- Schedule exercise with friends (=social obligation)
- Exercise in a group
- Sign a commitment contract, ask a friend to check on you
- Sign up and pay for a race or other sports event
- Post your exercise online





**Breathing**



**Oxygen = Energy**

# Good breathing habits

- Breathe through the nose
- Belly-chest breathing
- "When in doubt, breathe it out"
- Wim Hof breathing method





**Learning**

**Train your  
“brain muscle”**



# Examples of good learning for brain:

- Musical instrument
- Dancing (coordination, choreography)
- Coordination sports
- Variations in everyday activities:
  - Use non-dominant hand
  - Walk a different path to the university
  - Eyes closed eating





**“Is this good for my brain?”**



# Group discussion

Discuss in the group:

1. One area of brain health that you are doing very well with + share one tip with the group of what helps you within this area
2. One area that you are struggling with. Why?
3. What is one change or small habit that you could start doing to address the area #2.

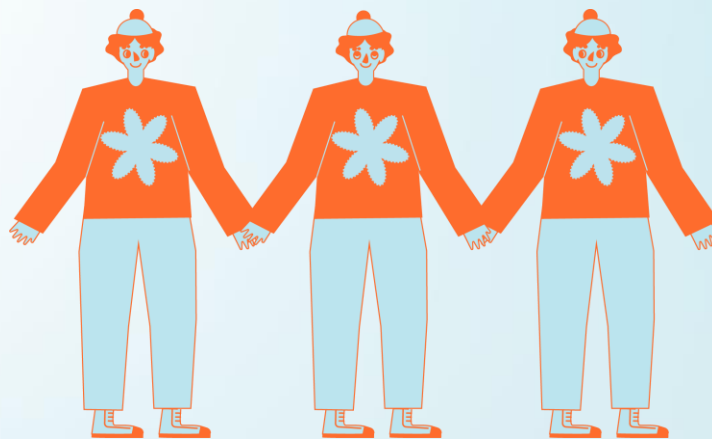
Areas of brain health:

- Nutrition
- Sleep
- Exercise
- Breathing
- Learning

# Homework

- Continue your learning diary
- Continue your routine
- Read the article - Moments of Greatness\_ Entering the Fundamental State of Leadership
- <https://openpsychometrics.org/tests/O4TS/> - do the temperament test. When you are tired or stressed, you will act based on 1 (in rare cases 2) types of temperament
- Check if your commitments match your convictions? (in MyCourses)
- Watch Minna Huotilainen's lecture "**What does physical activity mean to your brain?**" (video disappears on 4 April): <https://vimeo.com/911126820>
- Answer in your diary:
  - One area of brain health that you are doing very well with.
  - One area that you are struggling with. Why?
  - What is one change or small habit that you could start doing to address the challenging area.





# Thank You!

See you next week 20.03

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[avp.aalto.fi](http://avp.aalto.fi)



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# 5 COMPONENTS OF EMOTIONAL INTELLIGENCE

## 1. Self-Awareness

Be aware of your emotions as they arise.

## 2. Self-Regulation

Manage your impulses, soothe yourself & respond appropriately.

## 3. Self-Motivation

Delay gratification, stay motivated & persistent in face of setbacks.

## 4. Empathy

Understand others' feelings, needs, wants and concerns.

## 5. Relationship Management

Manage others' emotions, organize groups & negotiate solutions.

