

# The Science Behind Motivational Intelligence in Leadership

How Our Training Programmes Elevate Professional and Personal Growth

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## Long-Standing History of Success

**The Growth Mindset**, essential for Motivational Intelligence, underpins our training programmes. Training programmes which accurately and comprehensively teach the principles of this mindset have proven effective and can lead to positive outcomes for individuals in education, academia, and the workplace.

The recent literature review of growth mindsets in the workplace by Han and Stieha (2020) displayed how growth mindsets are associated with:

Higher Work Engagement

Improved Relationships Between Managers and Their Teams

Improved Task Performance

More Accurate Managerial Appraisal of Employee Performance

Creativity

More Efficient Transformational Leadership

Workplace Satisfaction

More Effective Coaching Behaviours

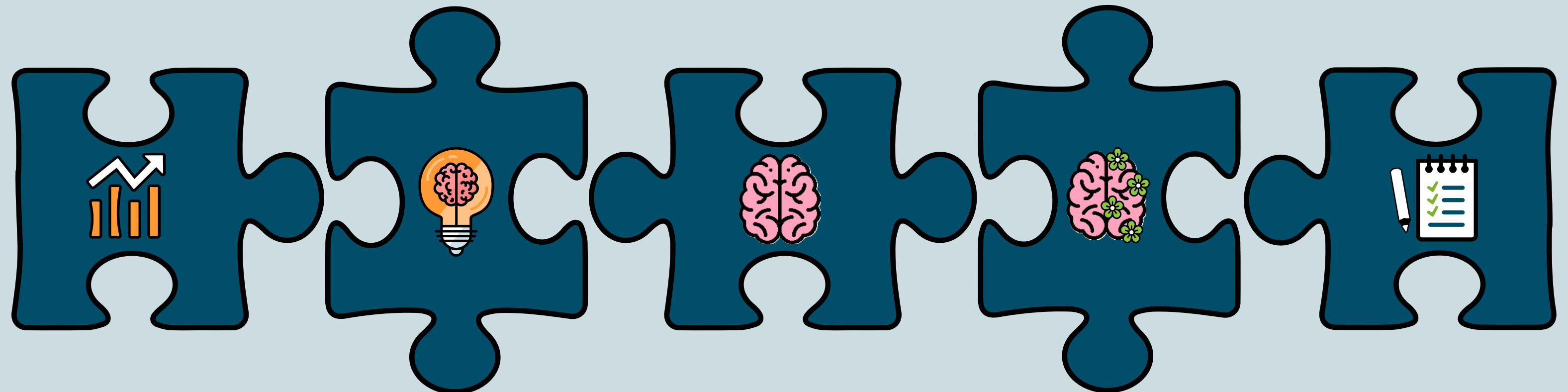
Greater Sense of Well-Being and Belonging for Minorities and Women

Higher Levels of Organisational Citizenship Behaviours

A **unique power** of our growth-mindset-focused approach is its proven ability to increase the performance and confidence of marginalised groups who, due to factors such as negative stereotyping and disparaged identities, face attainment inequalities in education and the workplace (Beasley & Fischer, 2012; Hoyt & Murphy, 2016; Roberson & Kulik, 2007).

## Extensive Intervention Research

We inform the **content**, **structure**, and **delivery** of our training programmes with the latest findings from psychological intervention research. We also conduct our own primary research to track the outcomes of our students and adjust our practice where necessary to maximise positive outcomes.



## Neuroscientific Underpinnings

Our training programmes are **informed by leading models** of brain function that have been substantiated through years of neuroscientific research.

Namely, contemporary research largely converges upon the theory that the function of the brain is of a 'prediction-making' machine (Nave et al., 2020; Steffen et al., 2020).

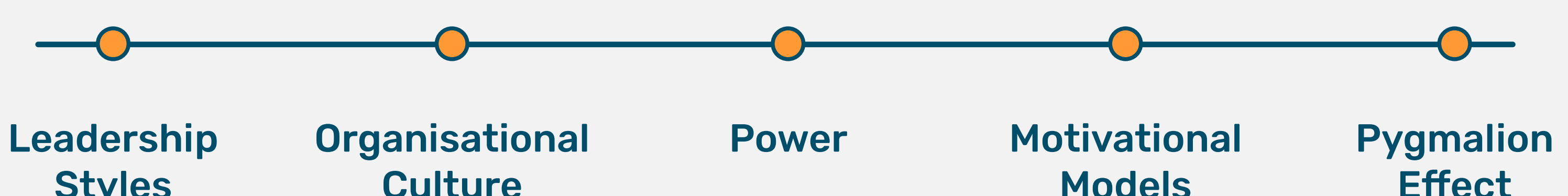
Therefore, the content and delivery of our training taps into these understandings to leverage subconscious mechanisms that determine motivation in oneself and others.



## Broad Theoretical Application

In our leadership training programmes, we also provide **specific knowledge** that successful leaders and influential figures have utilised to enhance organisational effectiveness.

For example, the information which we draw upon is derived from business psychology scholarship such as:



## References

- Beasley, M. A., & Fischer, M. J. (2012). Why they leave: The impact of stereotype threat on the attrition of women and minorities from science, math and engineering majors. *Social Psychology of Education*, 15, 427-448.
- Han, S. J., & Stieha, V. (2020). Growth mindset for human resource development: A scoping review of the literature with recommended interventions. *Human Resource Development Review*, 19(3), 309-331.
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- Nave, K., Deane, G., Miller, M., & Clark, A. (2020). Wilding the predictive brain. *Wiley Interdisciplinary Reviews: Cognitive Science*, 11(6), e1542.
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