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INTRODUCTION

All day I think about it, then at night I say it.
Where did I come from, and what am I supposed to
be doing?
I have no idea.
My soul is from elsewhere, I'm sure of that,
And I intend to end up there.

—Rumi, *thirteenth-century poet*

A search for the word *leadership* on Amazon.com returns more than 178,000 results. Amazingly, a similar search on Google yields 269 million hits! Consider that you can read over two thousand published definitions of leadership. Yet although the topic of leadership is far-reaching, surprisingly few books focus on leadership as it applies to college students.

Part of our motivation for writing this book is that we believe college students have a terrific “learning lab” at their disposal. The campus environment provides a rich and plentiful array of opportunities for students to practice leadership skills for four (or maybe five) years. Campus-based organizations, residence halls, teams, and related opportunities provide students with many different ways to get involved. Students can experiment with different approaches to leadership—honing the philosophy and style that best suits them.

This book will help you begin or enhance the development of your leadership potential. This book will also help you think more critically about the topic of leadership. Although you may know it when you are in the presence of a great leader, you may not know why you feel that way. You may also feel someone is not effective at leadership, but you may not know why. We hope you are

on the path toward developing your leadership potential and becoming . . .

- The man or woman people look to in times of need
- The person who can be depended on to provide direction and guidance to others
- The person who wants to make a difference in the lives of others
- The one who is known for personal insights and strong convictions for the causes in which you believe
- The person who is known for an inclusive approach and the ability to work through differences

This book is about more than just being the leader. This book will also help you become a better *follower*—a role or position often left out of discussions on leadership.

So why read this book? What's in it for you? We hope you'll find a lot; however, it really depends on what you want to do with your time on campus and where you want to be in the future.

To some people, being in a leadership role sounds wonderful. Others may not aspire to a formal role. Whether you see yourself as a leader or not, chances are you'll have at least one opportunity in the future to demonstrate leadership. We believe that emotionally intelligent leadership (EIL) is an important topic for anyone who wants to demonstrate effective leadership. EIL provides a new lens through which to view the unique contributions that emotional intelligence adds to understanding and demonstrating leadership.

If you hope to lead others, this book will help you think about the role of leader in a new way. If you're interested in being a good team member, a good employee, or even a good friend, EIL will provide you with some of the tools needed to be successful in a formal (appointed) or informal (voluntary) leadership role.

If you are comfortable with the role of follower or with being involved informally, this book will help you clarify the skills and

abilities that are important for effective leadership and followership. EIL will help you increase your understanding of the type of leader you want to become or be aligned with. It will help you think about the type of organizations, groups, or offices you might want to join or work in one day. Finally, increasing your understanding of the various capacities of EIL will help you become more aware of who you are, what you want to do, and who you care about.

Consider this book as a gift—be willing to take from it what you can. Clarity on the various topics addressed throughout the book will, we hope, save you heartaches and headaches in the future. If you can learn more about yourself, how to work more productively with others, how to improve your relationships with others, and how to be more effective in a leadership role, you will be successful. Regardless of how you define effective leadership or what role you wish to play in it, it is incredibly important in today's world.

Foundational Thoughts

The premise of this book is that we all can develop our leadership abilities. Recent research conducted on twins corroborates this philosophy (Arvey, Rotundo, Johnson, & McGue, 2003). Arvey found that as much as 70 percent of leadership is learned. This is good news for all of us!

Another basic premise of this book is that the framework outlined is simply that. This framework can in no way cover the leadership capacities needed for *every* situation. For us to claim such a notion would be ludicrous. It would be similar to saying you need to know only twenty-two things to be a great basketball player or singer. We believe, however, that we have combined the work of some great student leaders and leadership theorists to present a new model for learning more about leadership and your own leadership potential.

Foundations of the EIL Model

The model of emotionally intelligent leadership has been developed in three ways. First, we (Marcy and Scott) bring our combined knowledge on the topic of leadership and leadership development. We each have spent many years working with college students from various campuses on the subject of leadership. In addition, EIL is the composite thinking of transformational leadership (Bass, 1985; Burns, 1978), situational leadership (Blanchard, 1991), contingency theory (Fiedler, 1972), leader-member exchange and emotional intelligence (Bar-On, 1997; Goleman, 1998; Goleman, Boyatzis, & McKee, 2002; Salovey, & Mayer, 1990; Segal, 1997; Weisinger, 1998), authentic leadership development (Avolio & Luthans, 2006), positive psychology, organizational culture, and organizational behavior. We have also incorporated the work of a number of scholars and organizations, such as John Gardner (1990), Howard Gardner (1999), Ronald Heifetz (1994), the Higher Education Research Institute (1996), and Joseph Rost (1993). Finally, we developed the model based on the thinking of your collegiate peers. We surveyed dozens of students from across North America, and their voices are present throughout the text.

Although we have used our knowledge, a large base of the literature, and your peers as a foundation, you can use this book as a guide to help you begin *your own* leadership journey. In addition, you can take comfort in the fact that, regardless of what various scholars or experts assert, your own experience and perspective have great value. We feel that all of us need to determine our own styles and approaches to leadership and followership. The key is the *intentionality* of our actions. In other words, just as with any other skill or ability, you have to *want* to develop it. Effective leadership takes commitment and awareness. Effective leadership takes a change in behavior. Effective leadership takes practice.

About Emotionally Intelligent Leadership

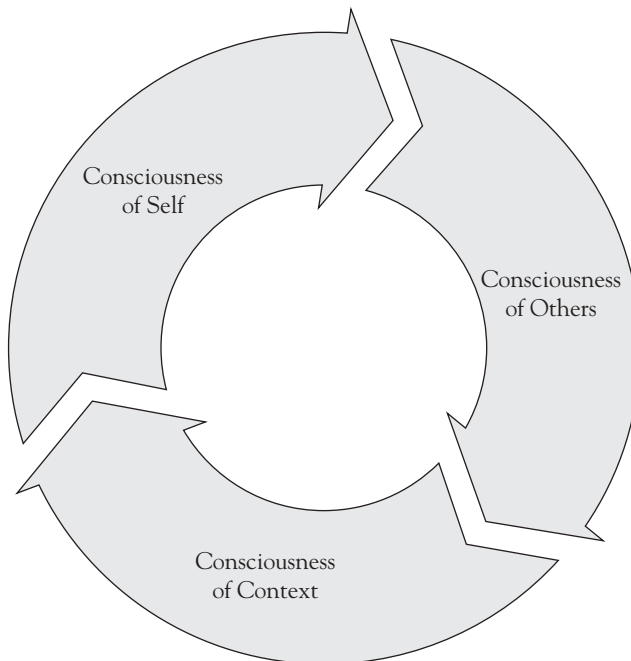
This model of emotionally intelligent leadership synthesizes two major bodies of research and theory: emotional intelligence and

leadership. Throughout the book, the research and work of other scholars and practitioners is discussed as part of the EIL model.

In 1990, Peter Salovey and John Mayer published a scholarly paper in which they coined the term *emotional intelligence*. They defined EI as “the ability to monitor one’s own and others’ feelings and emotions to use the information to guide one’s thinking and actions” (p. 189). In 1995, the term was made popular by Daniel Goleman in his book *Emotional Intelligence*. In his follow-up book, Goleman (1998) defined emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p. 317).

Foremost in this model of emotionally intelligent leadership, the leader must be conscious of three fundamental facets that contribute to the leadership dynamic: consciousness of context, self, and others. Figure 1.1 provides a visual of these three arenas.

Figure 1.1 Three Core Facets



Here is an example to clarify what is meant by consciousness of self, others, and context. Let's examine President John F. Kennedy as an exemplar of this model. President Kennedy (self) was elected at a time (context) when his personal leadership attributes and his message aligned with that being sought by the people of the United States (others). Would President Kennedy be elected today? No one knows. Based on our reading of theory and research on leadership, one thing is certain—were he to seek election today, Kennedy would need to align his message with issues that mesh with our current reality and context.

Effective leaders in any organization or sector of society ensure that their message resonates with the interests and desires of others (Goleman, Boyatzis, & McKee, 2002). Effective or ineffective leadership is therefore a relationship between these three facets: consciousness of context, consciousness of self, and consciousness of others. Leaders' ability to monitor all three intentionally will aid in their ability to lead effectively. After all, leaders must be aware of their capacities, the needs of those who follow them, and the environmental factors that come into play as well.

EIL consists of twenty-one capacities to which a leader should pay attention. In the *American Heritage Dictionary*, *capacity* is defined as "ability to perform or produce; capability." We chose this word because, as noted, everyone has the capacity to develop the ability to lead others effectively. The question comes down to choice—do we want to?

Emotionally Intelligent Leadership

Consciousness of Context

The environment in which leaders and followers work

Environmental awareness: Thinking intentionally about the environment of a leadership situation

Group savvy: Interpreting the situation and/or networks of an organization

Consciousness of Self

Being aware of yourself in terms of your abilities and emotions

Emotional self-perception: Identifying your emotions and reactions and their impact on you

Honest self-understanding: Being aware of your own strengths and limitations

Healthy self-esteem: Having a balanced sense of self

Emotional self-control: Consciously moderating your emotions and reactions

Authenticity: Being transparent and trustworthy

Flexibility: Being open and adaptive to changing situations

Achievement: Being driven to improve according to personal standards

Optimism: Being positive

Initiative: Wanting and seeking opportunities

Consciousness of Others

Being aware of your relationship with others and the role they play in the leadership equation

Empathy: Understanding others from their perspective

Citizenship: Recognizing and fulfilling your responsibility for others or the group

Inspiration: Motivating and moving others toward a shared vision

Influence: Demonstrating skills of persuasion

Coaching: Helping others enhance their skills and abilities

Change agent: Seeking out and working with others toward new directions

Conflict management: Identifying and resolving problems with others

Developing relationships: Creating connections between, among, and with people

Teamwork: Working effectively with others in a group

Capitalizing on difference: Building on assets that come from differences with others

If you are interested in developing your EIL, then you need a healthy balance of these capacities. There is no fixed formula for which capacities you must demonstrate; that would minimize the complexities and realities of leadership and of us as human beings.

We also believe that it is not effective or advisable to demonstrate any one of these capacities to excess. For instance, leaders can take teamwork to an extreme and become bogged down when trying to progress and move forward. On the other hand, leaders may completely negate the importance of teamwork and alienate themselves from the group. In addition, leaders with low capacity for empathy may have a difficult time convincing others to believe that they have others' best interests at heart.

The bottom line is that each capacity requires balance. The trick is that the right level of being in balance is dynamic—it's constantly shifting. In other words, an appropriate capacity for *developing relationships* in one context may be inadequate in others, based on the leader, the followers, and the context. The best leaders realize this, and they intentionally adjust their approaches or levels based on the needs of others and the context.

Leadership development is a long-term endeavor—a journey that all of us must consistently work on if we want to develop and grow. And as with any knowledge, skill, or ability, you need to reflect on your successes and failures, observe others whom you admire and respect, and engage in trusting relationships with people who will provide you with open and honest feedback. Finally, and perhaps most important, to demonstrate emotionally intelligent leadership you must transfer this knowledge into action.

What Lies Ahead: How to Use This Book

This book is intended to be a fast read. The chapters are short and contain our thoughts, the thoughts of experts, and student voices. The book is interactive. At the end of each chapter, specific questions are offered to deepen your thinking. We hope that as you

read this book you will reflect on your life and how these concepts and capacities apply.

We suggest talking with a close friend or mentor about the topics and even the questions. If you have these conversations, we believe you will receive feedback that will help you identify opportunities for growth and existing areas of strength. If you are truly adventurous, talk with a couple of people—not just one. After all, your mom or dad knows you in a different way than your volleyball coach does. Each has valuable information to contribute toward your development and growth.

We are excited to join you on your leadership journey. Let's begin.

