

# Chapter 1 Introduction to Emotionally Intelligent Leadership

*Emotionally Intelligent Leadership:* Emotionally intelligent leadership (EIL) promotes an intentional focus on three facets: consciousness of self, consciousness of others, and consciousness of context. Across the three EIL facets are nineteen capacities that equip individuals with the knowledge, skills, perspectives, and attitudes to achieve desired leadership outcomes.

## Summary of Module and Time Estimates

Module	Summary	Estimated Time
1.1: Emotionally Intelligent Leadership: An Overview	This module is designed to help participants better understand the model of emotionally intelligent leadership. This interactive and engaging session introduces participants to EIL. Participants will also explore their initial thoughts of their own leadership strengths and limitations and what it means to lead effectively.	50 minutes

## Module 1.1: Emotionally Intelligent Leadership: An Overview

*Module Summary:* This module is designed to help participants better understand the model of emotionally intelligent leadership. This interactive and engaging session introduces participants to EIL. Participants will also explore their initial thoughts of their own leadership strengths and limitations and what it means to lead effectively.

*Estimated Time:* 50 minutes  
*Number of Participants:* 8 or more

### Outcomes

Participants will learn about the three facets and nineteen capacities of EIL.

Participants will conduct a brief self-assessment.

Participants will have an opportunity to reflect on the relevance of EIL in their leadership.

### Materials Needed

*EIL Snapshot* activity (*Student Workbook*, 1.1)

Paper for note taking in three groups (notebook paper or flipchart paper)

Three pens or markers

### Preparation Notes

Review the *Facilitation Notes* at the beginning of this volume.

## Explanation and Instructions

### ***Part 1 (10 minutes)***

Begin this module by sharing the outcomes as well as the following basic points about emotionally intelligent leadership:

1. Emotionally intelligent leadership combines two bodies of literature: emotional intelligence and leadership. At the most basic levels, emotional intelligence is about recognizing and regulating emotions in ourselves and others. Leadership is about influencing others to engage in a purpose or cause.
2. EIL consists of three facets: consciousness of self, consciousness of others, consciousness of context.

*Consciousness of Self:* Demonstrating emotionally intelligent leadership involves awareness of your abilities, emotions, and perceptions. Consciousness of self is about prioritizing the inner work of reflection and introspection and appreciating that self-awareness is a continual and ongoing process.

*Consciousness of Others:* Demonstrating emotionally intelligent leadership involves awareness of the abilities, emotions, and perceptions of others. Consciousness of others is about intentionally working with and influencing individuals and groups to effect positive change.

*Consciousness of Context:* Demonstrating emotionally intelligent leadership involves awareness of the setting and situation. Consciousness of context is about paying attention to how environmental factors and internal group dynamics affect the process of leadership.

3. The three facets get expressed by nineteen capacities. The EIL capacities reflect ways you behave, think, and demonstrate emotionally intelligent leadership.
4. EIL was developed with students (high school, college, and graduate school) in mind and asserts that leadership is open to anyone with the desire, energy, and will to lead. The facets and capacities of EIL are not the only attributes, skills, and abilities contributing to effective leadership, but they are a good starting point based on understanding the literature.

### **Part 2 (30 minutes)**

Ask participants to take 5 minutes to complete the EIL Snapshot (*Student Workbook*, 1.1). They should think of a time they took on a formal or informal leadership role and keep this in mind as they respond to the items in the EIL Snapshot (e.g., helped with some aspect of a project, led a Boy Scout project, led a work group). They should honestly assess their strengths and areas for development based on the definitions.

Upon completion, participants should find a partner and discuss their results (5 minutes). Given the brief nature of the exercise, it's not expected that there will be deep insights at this point. Encourage participants to talk with each other about

what they were surprised by in their results, what was reaffirming, and what was new. Explain that this discussion will help build a language for participants to better understand EIL and how the facets and capacities affect an individual's ability to lead others.

Next, ask participants to review their scores and identify the facet (self, others, or context) in which they are most skilled. This decision is not based on the total of the scores; rather, participants should look at how they assessed their strengths and determine where their greatest strengths lie. For example, although there are only two capacities under consciousness of context, participants can decide this is the facet in which they are strongest. Participants should reorganize into three small groups based on their choice. *Note:* If any group is more than ten, feel free to divide it into appropriately sized smaller groups.

Remind participants of the definition of the three facets. Repeat definitions if necessary. Ask the groups to assign a recorder and a reporter, then ask them to discuss the following two questions (10 minutes):

1. Why is this facet important to leadership?
2. What are three ways in which leadership is strengthened because of this facet?

Ask reporters to summarize their response to question 1. Once all the groups have responded to question 1, ask them to go around again and summarize their responses to question 2 (10 minutes).

### ***Wrap-Up (10 minutes)***

Ask participants to share their thoughts about any of the following questions. Feel free to add summary discussion questions of your own.

- How do you see the three facets working together?

- Is one facet more important than the others? Why or why not?
- Which of the nineteen capacities stand out for you? Why?

Conclude this session by underscoring the importance of EIL.

## Facilitator Tips and Notes

- When the participants divide into small groups, be sure that no group is larger than ten. Group discussions are hard to manage when there are more than ten in a group.
- Be sure to float among the small groups to ensure they are writing their responses and have picked a reporter to share the group's responses to the questions.
- The total time for this module can be adjusted based on the extent to which the small groups report their thoughts.

Activity 1.1: EIL Snapshot

Think about a formal or informal leadership role you have played and keep this in mind as you assess yourself on the following items. A formal leadership role may be a position you held in an organization or on a team (president or co-captain) or an informal role is one you played in a group (e.g., helped with some aspect of a project, led a team for a class project). With this context and role in mind, assess *yourself* on the EIL facets and capacities below.

Consciousness of Self

Being aware of yourself in terms of your abilities, emotions, and perceptions

1 2 3 4 5  
Low Capacity High Capacity

Emotional Self-Perception

Identifying emotions and their influence on behavior

1 2 3 4 5  
Low Capacity High Capacity

Emotional Self-Control

Consciously moderating emotions

1 2 3 4 5  
Low Capacity High Capacity

Authenticity

Being transparent and trustworthy

1 2 3 4 5  
Low Capacity High Capacity

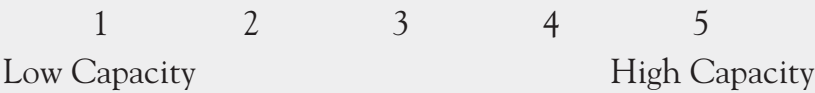
**Healthy Self-Esteem**

Having a balanced sense of self



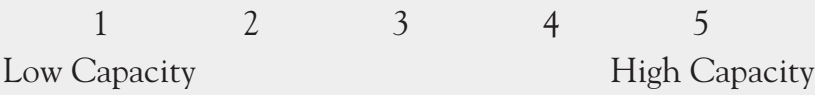
**Flexibility**

Being open and adaptive to change



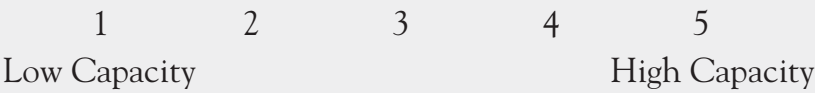
**Optimism**

Having a positive outlook



**Initiative**

Taking action



**Achievement**

Striving for excellence



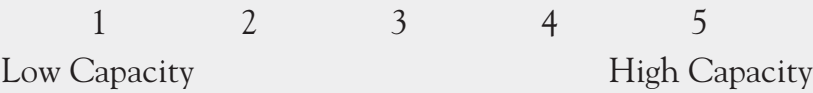
Consciousness of Others

Being aware of the abilities, emotions, and perceptions of others



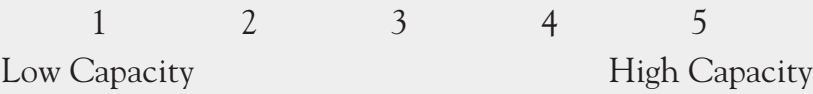
Displaying Empathy

Being emotionally in tune with others



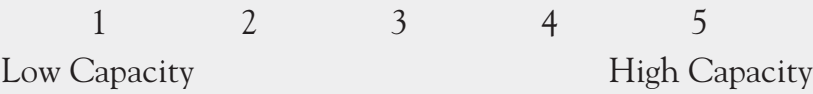
Inspiring Others

Energizing individuals and groups



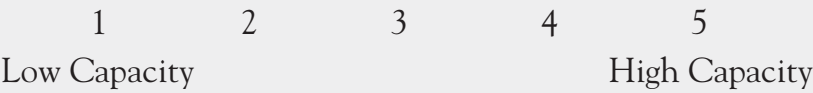
Coaching Others

Enhancing the skills and abilities of others



Capitalizing on Difference

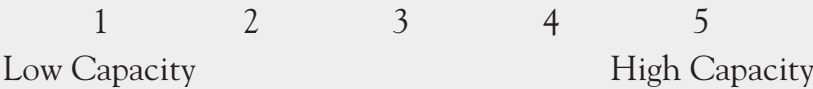
Benefiting from multiple perspectives





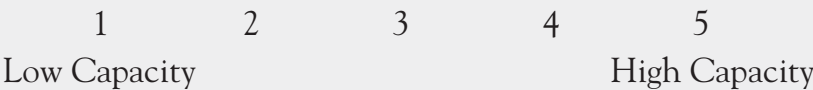
**Developing Relationships**

Building a network of trusting relationships



**Building Teams**

Working with others to accomplish a shared purpose



**Demonstrating Citizenship**

Fulfilling responsibilities to the group



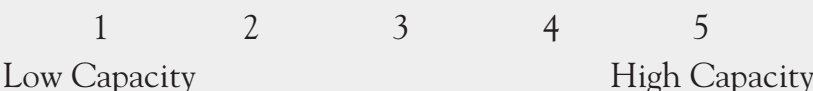
**Managing Conflict**

Identifying and resolving conflict



**Facilitating Change**

Working toward new directions



### Consciousness of Context

Being aware of the setting and situation

1	2	3	4	5
Low Capacity			High Capacity	

### Analyzing the Group

Interpreting group dynamics

1	2	3	4	5
Low Capacity			High Capacity	

### Assessing the Environment

Interpreting external forces and trends

1	2	3	4	5
Low Capacity			High Capacity	

### What Do You Think?

- In which facets and/or capacities do you see your greatest strengths?
- Which facets and/or capacities do you see as pertinent in a formal or informal leadership role you hold in a group?