# Chapter 1 Introduction

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We are thrilled that you are reading this book! We each have a genuine passion and love for the topic of leadership and have given much of our professional careers to understanding what it means to lead effectively. After all, leadership is needed in all walks of life. Whether it is at your school, in your community, or at your place of worship, people who bring about positive change are energizing. They breathe life into a cause. They bring others together in powerful ways. We hope you have worked with someone like this—someone who has inspired you to work for a vision, cause, movement, or goal. We hope you are (or will be) that person for others.

We are inspired by the potential you hold. Regardless of your interests, academic focus, aspirations, career direction, and ultimate goals, you will have many opportunities to lead others, now and for the rest of your life. This may be in a formal role in an organization, as a volunteer, in a job, or even among your friends. We hope this book will help you see effective and ineffective leadership more clearly so that you can diagnose or assess a situation with greater skill. Ultimately, every organization needs individuals who have the ability to see what is needed and intervene skillfully (Meissen, 2010). We are surrounded by leadership each and every day, and we hope this book will help you think more critically about what it means to lead effectively.

Finally, we are excited because we believe that school is the perfect place to practice leading others. The three of us each had incredible learning experiences while in high school, college, and graduate school. In many ways, those experiences have helped shape our careers. Although we each bring different values, experiences, and perspectives to the table, we believe this book can accompany and strengthen your growth and development. As you continue to explore the concept of leadership, we encourage you to get involved, become engaged, and practice leadership.

### You Are in the Right Place

Just like school is a place for you to practice mathematics, physics, drama, English, and athletics, it is also an outstanding practice field or laboratory for leadership. Here are a few *real* stories of students just like you engaging in some difficult scenarios that require thoughtful practice.

After three years as an orientation leader, John was happy to accept the position of senior orientation leader. This role required him to oversee his peers in a managerial role. The transition from friend to supervisor was not easy. John received minimal respect from the orientation leaders, and they often ignored or even blatantly disobeyed his requests. He lost control of his temper and lashed out at them, not only demonstrating poor self-control but also poor friendship. How can he control his emotions better? How can he be more emotionally intelligent in his leadership?

Ty has always been an extremely sociable person, and he feeds off of relationships. His passion for working with others inspired him to lead a service immersion trip to Latin America. He adapts to the lifestyle well, but not knowing the language creates a barrier. He always viewed himself as having great interpersonal and social skills, but finds he has to adapt and quickly build relationships in a new way. Likewise, he has to influence others to do so as well. How



does Ty remain flexible and inspire others given the language barrier?

Alma was promoted to a management role in her organization. She leads a team of three people, which has been a big adjustment. While working full time, she is also attending graduate school and hopes to finish her master's degree in nonprofit management within two years. On top of this, she is planning a wedding. Naturally, she is feeling pressure at work, at school, and in her relationship. She finds that she is struggling to do all three well and finds herself being short with her colleagues, classmates, and fiancé. She is constantly stressed, and her family has mentioned this to her. She knows she is in over her head, and she is struggling to ask for help and eliminate items from her plate. She wants to be known as someone who can "do it all." How does Alma successfully adjust and alter course? How will existing in a constant state of stress affect her work, school, and relationship?

Laura lands the internship of her dreams. She knows that full-time employment is offered to interns who demonstrate an exceptional work ethic, so she needs to excel. For her final presentation, she works with three other interns who attend another university. However, they have different perspectives on what it means to deliver an excellent presentation. Laura knows that this presentation is a major factor when the company considers her for employment. How can she influence the others to see her vision?

Ken is confident in his leadership abilities as he takes on the position of president of his fraternity. He was captain of sports teams in high school and involved in other organizations around campus. Unfortunately, when he stepped into this new role, it was a different story. He was met with negativity and resistance. Brothers were quick to shoot down new ideas and were slow to get involved in activities. There were some brothers who wanted to support positive change, but they made up only about 60 percent of the chapter. Ken is struggling to keep the members motivated and engaged. How does he inspire others to get behind the changes he thinks will take the chapter to the next level?

Each of these real-life examples demonstrates the many leadership opportunities and challenges that present themselves to students who want to lead. The campus environment provides a rich and plentiful array of opportunities for students to deliberately practice leadership. School and campus-based organizations, residence halls, athletic teams, classrooms, jobs, internships, and other opportunities offer a number of ways to experiment with different approaches to leadership—honing the philosophy, approaches, and styles that best suit you.

This book will help you enhance your ability to lead and think more critically about what it means to lead others. Although you may know when you are in the presence of great leadership, you may not know why you think that is so. One goal we have is to "pull back the curtain" and de-mystify leadership. Of course, leadership is a complex phenomenon and difficult to master, but the mystery lessens when you know how to take a closer look. In the end, we hope you will work toward becoming:

- someone who continually works at the "edge" of your abilities;
- someone who is acutely in tune with your values and acts on them;
- someone who intentionally practices leadership on and off campus;
- someone who reflects and consistently looks inward as a way to develop and grow;







- someone who is open to giving and receiving feedback;
- someone who develops relationships with ease and builds coalitions;
- someone who is inclusive;
- someone who can work through differences;
- someone who is just as skilled at following as leading; and
- someone whom others look to as a role model and guide.

#### **Our Ten Truths about Leadership**

Before introducing you to emotionally intelligent leader-ship (EIL), we provide some of our assumptions about the broader topic of leadership. You may disagree with some of these ideas, and that is okay. We feel these assumptions can help you succeed as you explore the practice of leadership. So if you disagree with what we've said, consider our perspective and give it a try. Then, after you've tested it for a while, you may come to a deeper understanding of your own truths. Following are the foundational ideas about leadership that influenced the development of EIL.

- 1. Leadership is art and science. Like any other domain of knowledge and practice (e.g., medicine, law, engineering), volumes of academic research have been written on what it means to be an effective leader (the science). However, this research has not resulted in a simple formula of effective leadership. It does not exist. To become a great leader, we must realize that there is uncertainty, there are a range of contexts, and thus, there is an art to leadership as well. In reality, great leaders know when to rely on the research (science) and when to improvise (art) to blaze a new trail.
- 2. Leadership can be learned and developed. The notion that one must be born a leader and that people cannot grow and develop leadership capacity is an archaic way of thinking. In fact, research conducted on twins found that as much as 70 percent of leadership is learned (Arvey, Rotundo, Johnson, Zhang, & McGue, 2006). This research suggests that people may be born with some genetic



predispositions that may help them more easily engage in leadership (e.g., extraversion, stamina), but the role of the environment is undeniable. From personal experience, we know that through hard work, we have improved our own capacity to lead. And we have worked with students who, through their own hard work and attention, have developed their capacity to lead others as well.

- 3. Leadership is available to all. If leadership can be learned, then it is available to all of us. We believe anyone has the ability to lead. With that being said, we know that leadership involves considerable attention, discipline, desire, and commitment. Throughout the book, we discuss the importance of deliberate practice when working to further develop your abilities. Deliberate practice has four primary ingredients: time, repetition, coaching/feedback, and working at the edge of your current abilities (Ericsson, Krampe, & Tesch-Römer, 1993).
- 4. Leadership does not require a title or position. Thankfully, the world is filled with people who have made a difference even though they did not have the formal authority to do so. Take a minute to see whether you can name ten people who engaged in *leadership* without having the formal title of *leader*. Many people think a rule of leadership is that you need to have a position of authority or a title to make a difference. That just simply isn't true. Although having a formal leadership role *can* have its benefits and can help you influence others, this is not a prerequisite to leading. One of the great benefits of recognizing that leadership does not require a title is knowing that you can immediately start making a difference. Join a committee, start a club, fill a need that you see, volunteer in your community, and make a difference.
- 5. Leadership is more than the leader. Early research on leadership focused primarily on men in positions of authority. The paradigm was that leaders held prominent positions (e.g., president, king, emperor) and were considered something special (they were born leaders). Today, this thinking has expanded because of what we have learned about leadership. In fact, leadership is a complex process and involves the interplay of the individual, the group, and the context. To reduce the study of leadership only to





the leader is limiting, incomplete, and misleading. In fact, each of us move in and out of the role of leader and follower—often without noticing. Much like a dance, one can step up and take on leadership and then move back into a follower's role based on the situation (Chaleff, 2011).

- 6. Leadership involves bringing about positive change. What distinguishes leadership from getting stuff done or just going through the motions is that the purpose of the leadership is to bring about positive change. Leadership involves having aspirational visions of positive change for others, an organization, a community, or a cause. We should challenge unethical practices, think of innovative ways to address opportunities or challenges, and seek to make groups, organizations, and communities better than how we found them.
- 7. Leadership is an interpersonal activity. Leadership involves engaging others in the process. Defining leadership as just a set of individual traits, skills, or behaviors is limiting. Instead, leadership is what you do with those leadership traits, skills, or behaviors as you engage with others. There is a leadership myth that leadership just requires charisma. This simply is not true. Charisma may initially energize others, but *leadership* engages others over the long run. It is about empowering and mobilizing others to act.
- 8. No theory is the best theory. There are dozens of leadership theories and thousands of books and articles on the topic. Each model of leadership has a new perspective, ingredient, or insight that may help you better develop your own personal model or understanding of what works best. Be wary of any theory that claims to "have it all." Our hope is that after you have explored leadership from several perspectives, you will have greater clarity on your own path and perspective. At the same time, we hope you will remain open to new ideas about leadership as you come across them. After all, learning leadership is a process.
- 9. Leadership can be stressful, difficult, and even dangerous. By nature, the activity of leading others is at minimum stressful, and at another extreme dangerous. This is where much of the work on leadership is limited. The vast majority of the literature only



describes one side of what it is like to lead, which is the positive side. We do not pretend that leadership is easy. It is difficult work. Inherent in leadership are many challenges, including an increased commitment of time; the need to manage conflict; a need to navigate the political nature of organizations; a level of ambiguity; feeling alone; risk taking; and a need or willingness to be unpopular at times. With this being said, some of the most important movements (e.g., the civil rights movement) were possible *only* because people were willing to take risks and persevere.

10. Leadership requires inner work. The inner work of leadership involves reflection and introspection, and it is never complete. This side of leadership development requires considerable energy, dedication, and a long-term commitment. You must commit to looking within and identifying areas in which you need to improve, develop, and grow. Through consistently and honestly reflecting, alone or with others, you can make sense of yourself and how you are interacting with others. By doing so, you will gain clarity on your own strengths, weaknesses, values, biases, and styles, which will better position you to engage with others and make a positive difference.

Leadership can feel dangerous because you have to put yourself out there for people to see, and possibly judge, which is very scary.

—Amanda Werger, high school junior from Toronto, Ontario, involved in basketball, year-book, drama organization, and a regional youth group

### Emotionally Intelligent Leadership

Built upon our ten truths of leadership is our model of emotionally intelligent leadership. EIL is integrative in nature (Boyer, 1990). In other words, we have combined what we feel is the best thinking on emotional intelligence and leadership into one

model. For a more academic and theoretical introduction to the model see Allen, Shankman, and Miguel (2012). In the development of EIL, we have drawn upon three sources: our own experiences, the experiences of students with whom we have worked,

and the literature and scholarship on emotional intelligence and leadership.

In the midst of all this, however, we want to emphasize the great value your own experiences and perspectives hold. You need to determine your own styles and approaches to leadership. We emphasize throughout the book that intentionality around your own development is central to EIL. 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 requires changing behavior. Effective leadership takes deliberate practice.

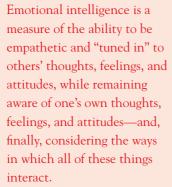
Being a leader in the Virginia Tech Corps of Cadets, I learned quickly that emotional intelligence determines the effectiveness of your leadership. Every day, I faced problems that affected my emotions, which in turn affected the people around me. Being aware of my actions and emotions helped me be a more effective leader.

—Christine Brenek, Virginia Polytechnic Institute and State University senior, involved in the corps of cadets

EIL synthesizes two major bodies of research and theory: emotional intelligence (EI) and leadership. In 1990, Peter Salovey and John Mayer published a paper in which they coined the term *emotional intelligence* and define it 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, Daniel Goleman made EI popular in his book *Emotional Intelligence* and described it as the ability "to recognize and regulate emotions in ourselves and others" (p. 2). We believe emotional intelligence is a core function of effective leadership.

We define emotionally intelligent leadership (EIL) as promoting 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.





—John Betts, Hunter College graduate student, involved in the National Association of Social Workers

### The Three Facets of Emotionally Intelligent Leadership

Central to our definition of EIL are the three facets: consciousness of self, consciousness of others, and consciousness of context. Embedded in our truths of leadership earlier in this chapter, you read about our belief that leadership is not solely about the leader—leadership is a reciprocal relationship with others that aims to bring about positive

change. Equally important, but often not recognized clearly, is that the context in which the work is being done is fundamental to success or failure. Following is how we define each of the three facets.

- 1. 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.
- 2. 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 bring about positive change.
- 3. 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.





Although these definitions provide a clean and simple explanation, in the real world, this is not always the case. Following is a brief student case study to help explain how the three facets play out.

Rosalee is the newly elected president of the graduate student association. She is an outgoing individual and extremely achievement oriented, and she is viewed by others as being authentic, optimistic, and open to feedback from others. The executive team is another story. Rosalee did not know many members who were elected, and they have many different viewpoints, goals, and objectives. In addition, they do not necessarily like Rosalee on a personal level. To further complicate matters, the university is a male-dominated institution, and the university president is known as cold, aloof, and not especially respectful of women in leadership roles on campus. All of Rosalee's interactions with the president up until this point have been fairly disappointing.

As Rosalee begins her term, she realizes she will need to navigate the facets of consciousness of *self*, consciousness of *others*, and consciousness of *context* in a skillful manner. One could say she has some work to do in each of those realms. It is likely this situation will also require her to develop skills and relationships in places she had not foreseen.

When discussing the three facets, we use the metaphor of "signal strength" (see Figure 1.1). In the context of cellular communication and Wi-Fi networking, signal strength is something many of us are attuned to each day—after all, the strength of our signal determines our ability to connect and communicate with others to accomplish our desired tasks and goals.





Figure 1.1 Signal Strength

Here's how the metaphor works: imagine yourself as the dot. Each bar that radiates out from you represents the three facets (self, others, context—in that order). With one bar (consciousness of self), you have a certain level of success. Add one more bar, and your signal strengthens because you are in tune with yourself and others (consciousness of others). Signal strength cannot be maximized, however, until all three bars are working at full capacity. Adding the third bar means you are also conscious of the context. When you are conscious of self, others, and context, we call this working at full strength.

Now, just like the Wi-Fi network signal strength changes, so does our capacity to demonstrate EIL. Each of us moves in and out of "hot spots." In some cases we may be left with low to no signal because we are not paying attention to ourselves, others, or the context. This would result in limiting our ability to "connect." In other words, at any time we may find ourselves in a new context, and if we're not paying attention, we may find ourselves without the knowledge, skills, and abilities to succeed. The opposite is also true: when we are fully aware, maximizing our capacities, then all three bars are "lit up" and we are at full strength.

As you think about leadership, and EIL in particular, remember this simple image and metaphor. Are you working at full signal strength, or are you only focused on self? Leadership is best demonstrated when working at full signal strength. Your ability to monitor all three facets intentionally will help you to lead effectively. Anyone committed to leadership must be aware of oneself (one's knowledge, skills, and abilities); the needs, interests, and abilities of others involved; and factors from the larger environment and the group that come into play.







#### The Nineteen Capacities of EIL

Now that we have you thinking about the three facets of EIL, you may be wondering what those facets look like in action. EIL proposes nineteen capacities that are inherent in the three facets. The American Heritage Dictionary defines capacity as "ability to perform or produce; capability." We chose this word because we believe everyone has the capacity to engage in leadership. We believe that each of the EIL capacities is learnable and teachable. Refer to the Appendix for the complete definitions of the three facets and nineteen capacities of EIL.

When we think of effective leadership, we envision a healthy and appropriate balance of these capacities. As we have discussed, there is no fixed formula for which capacities you must demonstrate and when; suggesting so would minimize the complexities and realities of leadership. We also know that nineteen capacities can feel overwhelming. We are not claiming that you have to be excellent in all capacities; rather, we all have the nineteen capacities at our disposal to use and develop. Consider the metaphor of an orchestra. The nineteen capacities are the different instruments in the orchestra—some may come into play in some situations more than others (e.g., louder or for longer sets), but for a full concert, it is likely that each instrument needs to be present at some level. So, while in a certain situation, we may only need to intentionally use a core set of seven EIL capacities, we know there are nineteen to choose from.

As stated previously, effective leadership is about having an appropriate balance among the capacities. It is not effective or advisable to demonstrate any one of these capacities to excess. Any strength taken to an extreme can become a limitation. At the same time, underusing any capacity can also have negative repercussions. For instance, with too much emphasis on building teams, a group can become bogged down, even paralyzed, thus keeping the team from progressing and moving forward.



#### Consciousness of Self

Emotional self-perception: Identifying emotions and their influence on behavior

Emotional self-control: Consciously moderating emotions

Authenticity: Being transparent and trustworthy 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

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**

Analyzing the group: Interpreting group dynamics Assessing the environment: Interpreting external forces and trends











At the other extreme, if *building teams* is ignored, people can feel alienated. This often results in one person from the group doing all the work.

The bottom line is to make sure that the balance is dynamic—it is continually shifting based on the context. In other words, the appropriate demonstration or use of a capacity in one situation may be inadequate in another situation, based on the individual, the group, and the context. That's one of the reasons why EIL is comprised of both the facets (paying attention to what is happening and who is involved) and the capacities (doing what is needed).

#### What Lies Ahead: How to Use This Book

Over the years we have been told that the first edition of this book has been used in a number of ways: resident advisor training, executive board training in student organizations, academic courses, co-curricular leadership programs, high schools, student employment settings, graduate classes, academic conferences, summer camps, workshops, and the list goes on. Although each example may not apply to your current setting (high school, college, graduate school), we encourage you to see how each of these concepts applies in your life. Although we have chosen school as the focus, we know that these concepts apply to health care, education, business, engineering, and so on. If you find an interesting, unique use, please share your experience. We want to hear your feedback.

One reason for the widespread use of this book is that it is intended to be a fast read. The chapters are short and contain key concepts related to the facets or capacities that we think are most important to consider. We have also included student quotes throughout. Of course, full textbooks could be written (and are written) on many of these topics. Recognize that our intention is to help you sort through that information and provide what we think will be most useful to your development.

The book is interactive and not academic in tone, yet it is rooted in sound academic thought. We would like you to



dig deeper into our sources if you have an interest. You can see Allen et al. (2012) for a more academic paper on EIL. At points, you may think that we are simply sharing what amounts to common sense—you may say, "I know that!" Good. The next question to ponder is "Do I do that? ... With excellence?" In others words, common sense does not equal common practice. Each of us can improve, grow, and develop. This book is meant to introduce you to EIL and encourage you to think about what it means to you. If you want to learn how to demonstrate the capacities and facets of EIL, enhance your leadership capacity, or teach others about EIL, then you'll appreciate our other publications on EIL—the second editions of Emotionally Intelligent Leadership for Students: Student Workbook, Emotionally Intelligent Leadership for Students: Inventory, and Emotionally Intelligent Leadership for Students: Facilitation and Activity Guide.

Another purpose of this book is to get you thinking about how strengths in one context may become limitations in another. At the end of each chapter, specific questions are offered to deepen your thinking about this and other related issues and opportunities. We include quotes from a variety of students in each chapter to help you understand the concepts through their eyes. We hope these quotes and the reflection questions help you connect with the material more meaningfully. Our other resources will help you reflect on your behaviors and how these concepts and capacities apply to your life.

Finally, we suggest talking with close friends, colleagues, or mentors about what you read. If you have these conversations, we believe you will receive feedback that will help you identify existing areas of strength and opportunities for growth. We also encourage you to discuss the content with individuals whom you believe to have different or even critical perspectives. After all, a family member knows you in a different way than your volleyball coach does. Each has valuable information to contribute toward your development and growth. We wish you an enjoyable and insightful ride as you engage with this material and consider ways to apply EIL in your life.







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