

Chapter 1 Introduction to Emotionally Intelligent Leadership

Activities

1.1 EIL Snapshot

Emotionally Intelligent Leadership Defined

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.

Emotionally Intelligent Leadership

Emotionally intelligent leadership is integrative in nature (Boyer, 1990). In other words, we have combined what we believe 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 emphasize the great value your own experiences and perspectives hold. You need to determine your own styles and approaches to leadership. We

note throughout the book that intentionality around your own development is central to enhancing 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.

EIL synthesizes two major bodies of research and theory: emotional intelligence and leadership. In 1990, Peter Salovey and John Mayer published a paper in which they coined the term *emotional intelligence* (EI) and defined 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 (2000) 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 EI is at the core of effective leadership.

As such, 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.

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 assumptions about leadership is our belief that leadership is not solely about the leader—leadership is a reciprocal relationship with others that aims to effect 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.

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.

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 will have a certain level of success. Add one more bar, your signal strength increases because you are in tune with yourself and others (consciousness of others). Signal strength cannot be



Figure 1.1 Signal Strength

maximized, however, until all three bars are working at full capacity. Adding the third bar means you are also conscious of the larger 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, any time we find ourselves in a new context, 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 focused only on self? Leadership is best demonstrated when working at full signal. Your ability to monitor all three facets intentionally will help you to lead effectively. Anyone committed to leadership must be aware of himself or herself; 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 consists of 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 complete definitions of the nineteen capacities of EIL.



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

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; that 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 nineteen 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 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 have 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. 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 composed of both the facets (paying attention to what is happening) and the capacities (doing what is needed).

References

- Allen, S. J., Shankman, M. L., & Miguel, R. (2012). Emotionally intelligent leadership: An integrative, process-oriented theory of student leadership. *Journal of Leadership Education*, 11(1), 177–203.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. (Eric Document Reproduction Service No. ED326149).
- Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, March–April, 78–90.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185–211.

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	

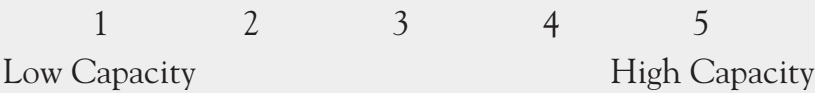
Authenticity

Being transparent and trustworthy

1	2	3	4	5
Low Capacity			High Capacity	

Healthy Self-Esteem

Having a balanced sense of self



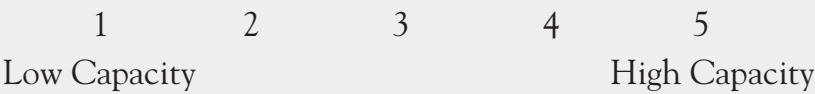
Flexibility

Being open and adaptive to change



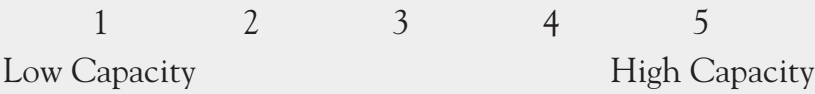
Optimism

Having a positive outlook



Initiative

Taking action



Achievement

Striving for excellence



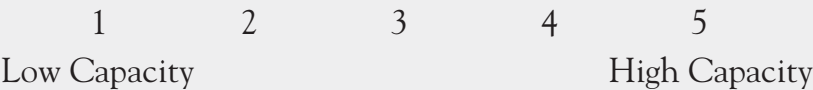
Consciousness of Others

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



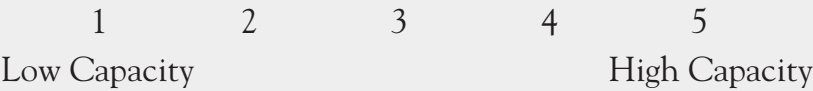
Displaying Empathy

Being emotionally in tune with others



Inspiring Others

Energizing individuals and groups



Coaching Others

Enhancing the skills and abilities of others



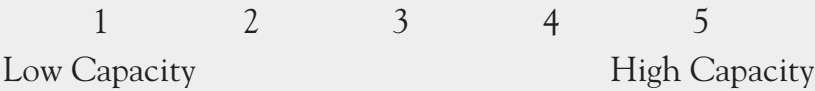
Capitalizing on Difference

Benefiting from multiple perspectives



Developing Relationships

Building a network of trusting relationships



Building Teams

Working with others to accomplish a shared purpose



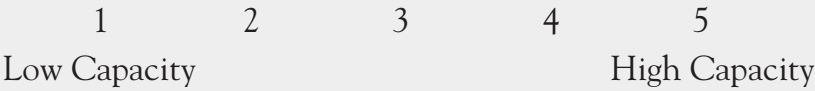
Demonstrating Citizenship

Fulfilling responsibilities to the group



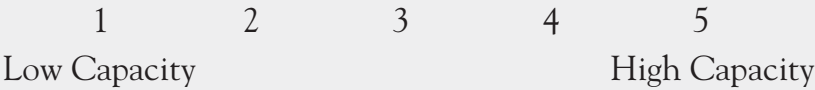
Managing Conflict

Identifying and resolving conflict



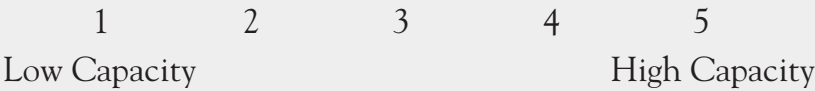
Facilitating Change

Working toward new directions



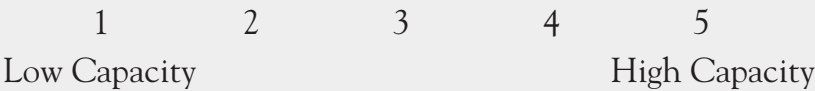
Consciousness of Context

Being aware of the setting and situation



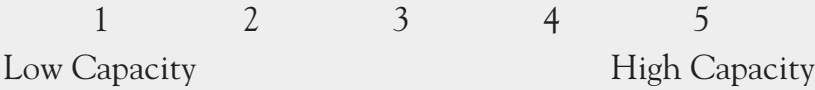
Analyzing the Group

Interpreting group dynamics



Assessing the Environment

Interpreting external forces and trends



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?