Developing Human Potential: A Personal Approach to Leadership

Gina S. Matkin
University of Nebraska - Lincoln, gmatkin1@unl.edu

Jason Headrick
Texas Tech University, jason.headrick@ttu.edu

Hannah Sunderman
Virginia Tech, hannahmsunderman@gmail.com

Developing Human Potential

A PERSONAL APPROACH TO LEADERSHIP

GINA S. MATKIN; JASON HEADRICK; AND HANNAH SUNDERMAN

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About the Editors

Gina S. Matkin holds a PhD in Human Sciences with a Leadership Studies specialization from the University of Nebraska – Lincoln. She is currently a Professor and Coordinator of the undergraduate leadership program in the department of Agricultural Leadership, Education, & Communication at the University of Nebraska – Lincoln. She researches and teaches classes in leadership, particularly related to diversity and inclusion. What she loves most about her work is helping to create inclusive spaces that welcome and encourage both belongingness and uniqueness (true inclusion) and then witnessing how students flourish and thrive when bringing all of who they are into that space – whether it is the classroom, academic advising, mentoring, or casual conversations. In her free time, she loves to garden, hike, spend time in peaceful mountains and forests, and spend time with her wife, Randy, and their amazing rescue felines, Jazzy and Oliver. *Most of all, she has much gratitude for life and all creatures (human and otherwise) she encounters.*

Jason Headrick is an Assistant Professor of Leadership and Community Development at Texas Tech University in the Department of Agricultural Education & Communications. He received his PhD in Human Sciences with a specialization in Leadership Studies from the University of Nebraska-Lincoln. His bachelor's degree in Agricultural Communications and master's degree in Community Leadership Development are from the University of Kentucky in his home state. His expertise areas focus on leadership education pedagogy and curriculum, civic leadership and community development, and the role of diversity, equity, and inclusion across agriculture. Dr. Headrick loves the ability to research and impact the ways we engage in leadership across our daily lives and in our communities. When he finds himself with free time, he is either traveling, painting, or hanging with his cats.

Hannah M. Sunderman earned a PhD in Human Sciences with a Leadership Studies specialization from the University of Nebraska – Lincoln in May 2020. Due to the COVID-19 global pandemic, Sunderman both defended her dissertation and attended her graduate ceremony from her dining room table. She is currently an Assistant Professor in the Department of Agricultural, Leadership, and Community Education at Virginia Tech. Her work is centered on leader and leadership development, seeking to answer the question: What processes and experiences (e.g., being a mentor, formal leadership positions) affect leader and leadership development and *why*? In the classroom, she loves learning with and from students as we all grow in our understanding of ourselves and our view of leadership. She enjoys running (though not very fast), listening to Taylor Swift, reading all kinds of books, and watching college football.

Contributors

Kris L. Baack is the Associate Director of Leadership, Involvement, and Community Engagement at the University of Nebraska-Lincoln. She has been teaching at the university for 43 years. With her BS in Speech Pathology and Audiology, her MA in Speech-Language Pathology with an emphasis in Language and Learning Disabilities, and a PhD in Organizational Management and Leadership. Kris teaches the Chancellor's Leadership Class, one section of ALEC 102, co-teaches a leadership class for the Raikes Program, directs the Certificate of Civic Engagement Program and does around 100 leadership workshops a year. Kris loves empowering students to find and live their passion. Being a trustee of her community is important to Kris. She is the past president of several non-profit boards for the city of Lincoln, the state of Nebraska, and one international board. Presently, Kris is serving on the board of directors for Boys and Girls Club, Friendship Home, Lincoln Public Schools Foundation Board, and the Country Club of Lincoln. In her free time, Kris enjoys her dogs and cats, traveling, and reading.

Sarah A. Bush holds a PhD in Agricultural Leadership and Community Education from Virginia Tech. She is currently an Assistant Professor of Agricultural Leadership Education in the Department of Agricultural Education and Communication at the University of Florida in Gainesville, Florida. She researches and teaches classes related to leadership and change with a focus on community development through collaborative problem-solving. What she loves about her work is watching a student really "get it" and make connections in their own lives and work. She also enjoys working with communities to increase their capacity to generate solutions to complex issues. In her free time, she loves spending time outdoors, traveling, and watching live music.

Helen Abdali Soosan Fagan holds a PhD in Human Sciences with a Leadership Studies specialization from the University of Nebraska-Lincoln. She is currently an Assistant Professor of Practice in the Department of Agricultural Leadership, Education, & Communication at the University of Nebraska-Lincoln and the Program Coordinator for the Rural Fellowship program of Rural Prosperity Nebraska at University of Nebraska-Lincoln. She is a practitioner and scholar in diversity and inclusion, having worked in the field for numerous years before entering academia. She teaches, coaches, and consults in developing inclusive leaders. Her passion for this started through personal experiences as an immigrant from Iran at the height of the Iranian hostage crisis that culminated in expanding her purpose of helping students and leaders become inclusive. Her book*, Becoming Inclusive: A Worthy Pursuit in Leadership* was published by Information Age Publishing in 2021. In her free time, she loves to play and laugh with her grandsons, her puppies, and her favorite human (aka spouse).

Heath E. Harding holds a PhD in Human Sciences with a Leadership Studies specialization from the University of Nebraska-Lincoln. He is currently a faculty member at the Federal Executive Institute, U.S. Office of Personnel Management in Charlottesville, Virginia. He works with high-level federal public servants to improve their leadership skills. Since he helps public servants across 52 different agencies and sub-agencies improve their leadership in serving the American people, he sees it as a way to serve his country. He specialized in adult development, personal change, and leading in complexity. When he is not working, he is hiking the Rocky Mountains with his dog. Dr. Harding wrote his chapter as a private citizen.

Lindsay J. Hastings holds a PhD in Education Leadership in Higher Education from the University of Nebraska-Lincoln. She currently serves as the Clifton Professor in Mentoring Research and Research Director for NHRI Leadership Mentoring (formerly known as the Nebraska Human Resources Institute). She teaches undergraduate and graduate courses in leadership theory and leadership development, and her research focuses on leadership mentoring, community leadership development, and youth leadership. The most cherished part of her work is developing her students' capacity as leadership learners and scholars. In her free time, she loves to ride horses with her kids and walk her dog.

Jaclyn S. Marsh holds a PhD in Interpersonal and Family Communication from the University of Nebraska-Lincoln. She is currently a visiting Assistant Professor in the Department of Communication Studies at Ashland University. She teaches all different types of classes in communication studies, and her research focuses on how our family communication influences our overall health and wellbeing as individuals. What she loves most about her work is watching students have their "ah ha" moments in her classes. She loves to hear how her classes have influenced her students' lives in positive ways. In her free time, she loves spending time with her family, consisting of husband, James, and sons, Johnny and Jett, hanging out at the beach, taking hikes, and traveling.

Kate D. McCain is a Collegiate Assistant Professor with the Department of Agricultural, Leadership, and Community Education at Virginia Tech. She has a PhD in Human Sciences with a specialization in Leadership Studies from the University of Nebraska-Lincoln. At Virginia Tech Dr. McCain enjoys teaching leadership courses for undergraduate and graduate students and teaches a special course on the dark side of leadership, exploring toxic leadership narratives. Her scholarship explores the power of storytelling and its role in creating leader identity, socialization, and coping with complex leadership challenges. Outside of teaching and research, she enjoys traveling and spending time with her family.

L.J. McElravy is an Associate Professor of Leadership in the Department of Agricultural Leadership, Education and Communication and Associate Dean of Graduate Student Professional Development within Graduate Studies at the University of Nebraska-Lincoln. He earned his PhD in Human Sciences with a specialization in Leadership Studies at the University of Nebraska-Lincoln. His research and extension efforts are focused on leader and leadership identity through the lifespan and leadership training and development using a positive psychological lens. What L.J. loves most about his work is bringing people together to create spaces of learning and development. In his free time, L.J. enjoys spending time with his family (partner and two kids), and he enjoys his curling league.

Jeni McRay is the Assistant Provost of Internationalization and Strategic Initiatives & Associate Professor of Leadership Studies at Fort Hays State University in Hays, Kansas. She holds a PhD from the Division of Educational Leadership with an emphasis in Adult, Occupational, and Continuing Education from Kansas State University, earned in 2005. Dr. McRay (Dr. J to students!) is an enthusiastic educator with three decades of experience in higher education. She loves working with adult learners and emerging leaders in any setting and especially enjoys working with diverse, international audiences. She has extensive experience in professional development, continuing education, adult learning and development, online pedagogy, and higher education administration. Dr. McRay has delivered multiple workshops and classes on leadership development, personality styles, team collaboration, professional development, emotional intelligence, and conflict management over the past 15 years, both in corporate and higher education settings. Her research interests include transdisciplinary graduate education, nontraditional populations in higher education, online pedagogy, and learning outcomes assessment.

Linda D. Moody holds a PhD in Administration, Curriculum, and Instruction with a specialization in Leadership in Higher Education from the University of Nebraska-Lincoln. She is an Assistant Director – Emeritus in the Center for Civic Engagement and is currently Program Leader for the Tax Credit Campaign of Nebraska located in the university's Center on Children, Families, and the Law. Her interests are in experiential learning, specifically service-learning. She enjoys connecting students to relevant social issues while meeting community identified needs. Currently, she is assisting Nebraska families in receiving all of their eligible tax credits through free income tax preparation and providing tax credit literacy clinics. In her free time, she enjoys her time with family, improving her golf swing, and reconnecting with production agriculture by growing alternative crops.

Donnette Noble, who holds a PhD in Human Sciences with a specialization in Leadership Studies from the University of Nebraska-Lincoln, was tenured faculty at Roosevelt University in Chicago before landing her dream job and moving with Addi, "the tiny dog with the huge personality", to the dusty, rugged plains of northwest Kansas. She is the Voss Distinguished Professor of Leadership Studies at Fort Hays State University, where she also serves as the Director of Civic Learning and Engagement. She is affiliated faculty at Creighton University (Omaha, NE) and is a past President of the Association of Leadership Educators. She enjoys spending precious time with her kiddos, grandbabies, and friends. When she's not with them, you can find her on her yoga mat, running, walking her pup, gardening, and just being silly and laughing (a lot!). Her best advice? Life is short – embrace every moment. Practice gratitude. Have fun. Be kind. Spread joy.

Herb L. Thompson III holds a PhD in Human Sciences with a Leadership Studies specialization from the University of Nebraska-Lincoln. He is currently an Assistant Professor in the School of Communication at the University of Nebraska at Omaha (UNO). Dr. Thompson's research priorities are inclusive communication and leadership practices, mentorship, and intergroup dialogue. He is active on his campus in the work of diversity, equity, access, and inclusion (DEAI), including his recent efforts to pioneer a thriving new faculty mentorship program at UNO. In his free time, he enjoys reading books with his daughter and listening to his growing vinyl records collection.

Colette M. Yellow Robe is a member of the N. Cheyenne Tribe and holds a PhD in Educational Studies from the University of Nebraska-Lincoln. Dr. Yellow Robe is an Assistant Professor of Indigenous Education in the School of Education at Bishop's University in the Eastern Townships of Quebec, Canada. She says, "I strive to honor our Tribal Nations/Indigenous Peoples ways of knowing as stewards to the land—past, present, and future. My inquiries and research projects focus on collaborative, Indigenous Nations and community action in Indigenous education and Indigenous Futurism. There are so many dimensions of my life, career and work which remind me to walk in gratitude. The love source from my walk in life is driven by living purposely to leave a better future for our next generations. In those fleeting moments of free time, I like to spend time with my family, hike, and create photo projects."

Ashlee K. Young holds an MEd in higher education administration from the University of Missouri-St. Louis. She is currently completing a PhD in Human Sciences with a specialization Leadership Studies, with a focus on first-generation leadership development beyond undergraduate experiences in the Department of Agricultural Leadership, Education, & Communication at the University of Nebraska-Lincoln. Based in greater Washington, D.C., she currently serves as the Associate Director for First Scholars Initiatives® in the Center for First-generation Student Success, an initiative of the National Association of Student Personnel Administrators (NASPA) and The Suder Foundation. Prior to joining NASPA, Ashlee spent the majority of her career working in comprehensive college transition and access programs for at-promise students. In her free time, she co-founded an online handcrafted jewelry company, enjoys trying new restaurants, and loves to support arts and culture.

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Foreword: History

by Susan Fritz

History

The course ALEC 102: Interpersonal Skills in Leadership, for which this text was originally written, originated at the University of Nebraska-Lincoln (UNL) in the 1960s. It was grounded in the research of several educational psychologists, including Drs. William Hall and Donald Clifton. The initial intention of the course was to help students become more successful in life as citizens, employees, and leaders by emphasizing 'positive psychology.' (Positive psychology, loosely defined, focuses on helping people identify and emphasize their natural strengths.)

Eventually, under the guidance of UNL faculty member Dr. Galen Dodge, UNL faculty member and Director of NHRI Leadership Mentoring (formerly known as the Nebraska Human Resources Institute) which Drs. Hall and Clifton co-founded, the emphasis shifted slightly to helping students first understand themselves and their interpersonal skills and then pairing them for the semester with a client in an area non-profit agency. The premise was that students' in-class learning would be enhanced by investing in clients throughout the semester, like a laboratory or clinical experience. And indeed, this was the case for many students. In fact, in the time I taught the course, I had students who continued to invest in their clients long after their semester experience ended!

Several generations of students in undergraduate majors across the UNL campus have completed this course and have therefore grown interpersonally as citizens, employees, and leaders. Additionally, many non-profit agencies and thousands of their clients also have benefited from the community "service-learning" component of ALEC 102. Throughout the years, research projects confirmed that the course, coupled with service-learning projects, resulted in positive interpersonal skill development for students.

The Impact

Based on students' interests and employer and advisory committee feedback, ALEC 102 became the introductory course for a series of leadership courses that today comprise undergraduate leadership minors and a program option. Over time, a Master of Science in Leadership Education, and a PhD in Human Sciences with a specialization in Leadership Studies were also developed. To accomplish this growth, the academic home of ALEC 102, the Department of Agricultural Leadership, Education and Communication, hired leadership faculty and today is known nationally for its expertise in leadership teaching, research, and service.

The growth of the leadership component was so great that the department changed its name from the Department of Agricultural Education to the Department of Agricultural Leadership, Education and Communication. This change caused a ripple effect across the country, with many peer departments revising their names and increasing their leadership offerings, resulting in a broad national network of leadership faculty.

I had the privilege of serving as lead editor and contributing author for the original ALEC 102 text. Because the

course was adopted by departments across the country, some parts of the text were written by authors in peer departments. Our intent was to develop a "consumable" text that would help students explore and enhance their interpersonal skills, practice, and reflect upon their skills through the service-learning project, and emerge poised to become servant leaders.

Today

Rightfully, the focus of the course has shifted to keep step with current leadership scholarship; therefore, today you will find that ALEC 102 is grounded in the social change theory of leadership. Broadly writ, this means that you can expect that in ALEC 102 and by means of this text, you will learn about yourself, your engagement with others, leadership, and service-learning. More specifically, throughout the semester, the importance of understanding oneself as a leader opens the opportunity for exploring the collaborative leadership process and culminates in identifying students' roles in leadership and civic engagement.

While some of the underlying scholarship has shifted, several components of ALEC 102 have remained the same. For example, those who teach ALEC 102 have deep experience and expertise in leadership and are passionate about teaching. Their teaching of the course, and the intent of this book, will be more about establishing dialogue with and among students in a trusting environment and less about lecturing. They will seek to engage you in a wide variety of teaching methods and strategies, and, at times, you will feel challenged in ways like never before. And, importantly, the service-learning project remains a key component of the course.

When I taught ALEC 102, students used to ask, "How can I be successful in this course?" I submit that the answer remains the same. Students who get the most out of ALEC 102 come to class having read the assigned text, are focused and engaged in large and small group discussions, respect other opinions, use writing assignments as opportunities for reflection and self-analysis, and capitalize on the service-learning project as a means of honing their interpersonal and leadership skills while investing in another.

I wish you much success and growth this semester!

Susan Fritz, PhD
Executive Vice President and Provost, Emerita
University of Nebraska System

Foreword: About the Title

About the Title: "Developing Human Potential"
By Mark Balschweid

I first met Gina Matkin in February 2008 while visiting the University of Nebraska-Lincoln's (UNL) Department of Agricultural Leadership, Education, and Communication—also known as ALEC. I was impressed by her line of scholarly inquiry in leadership theory and was excited to meet her. I was immediately struck by Gina's humility and curiosity. Over the past 15 years, I've witnessed firsthand Gina's passion for seeing her students grow in their comprehension and application of leadership theory and practice. Much later, I met Jason Headrick and Hannah Sunderman as ALEC graduate students and was instantly impressed by their love of learning and interest in developing others.

This book has been in development for over a decade. Maybe not the composition of actual pages and chapters – but the principles and concepts herein. I can honestly say that the editors live the essence of the leadership theories and best practices contained in the following pages. They have collectively taught thousands of undergraduate and graduate students. Their learners, one by one, have engaged in, embraced, and lived the concepts in *Developing Human Potential: A Personal Approach to Leadership*. And it is these students who have helped to refine and validate the contents in the following pages.

In 2010, while engaging in a strategic planning effort, ALEC faculty, staff, and graduate students created and refined the requisite vision, mission, and strategies to guide the department over the next several years. There was nothing distinctive about the process until the end. In a casual discussion about how to best summarize what we'd created in the planning process and 'what we do,' someone said, "we develop human potential." From that moment on, *Developing Human Potential* has not only been the tagline for ALEC – it has been the ethos guiding us for who we are, what we do, and how we desire to function.

I realize there is nothing unique about this concept. In fact, there are many on UNL's campus who maintain that their department develops human potential. And certainly, any enterprise that teaches students, trains people, or offers professional development can make that claim. But what sets Gina, Jason, and Hannah apart in this effort is that they study human development literature, have worked for years in developing and refining theoretical models, and deploy those models in countless settings to further operationalize what it means to develop human potential, and they do it within the context of creating guiding principles for those who are passionate about food, energy, water, and societal systems, and with a focus on interpersonal skills based in trust, treating others with dignity, and finding common ground.

I've had the privilege of a front-row seat watching Gina, Jason, and Hannah engage in this work of developing human potential over the past several years. I can tell you they live out this concept every single day, with every individual, in every interaction they have. They embody the principles found in this book. And I have witnessed

their impact on students in profound ways. To these editors and the chapter authors, the principles in this book aren't just what they do...it's who they are. If you know them or have met them, you'll know what I mean.

The sheer number of books published on leadership is enormous. I won't promise that this is the best textbook on leadership ever written. But what I will promise is that if you read and internalize the concepts and principles contained in *Developing Human Potential: A Personal Approach to Leadership*, you will begin to discover the keys to unlocking possibilities for a greater understanding of yourself and others and navigating that intersection we call interpersonal relationships. My hope as you read this book is that you will grow in the comprehension of your own potential, as well as your influence in developing the human potential of others.

Mark Balschweid, PhD
Professor and Head
Department of Agricultural Leadership, Education, and Communication
University of Nebraska – Lincoln

Introduction – What you really need to know about this text!

What you Need to Know about this Book

By Gina S. Matkin, Kris L. Baack, & Linda D. Moody

A note of gratitude:

This book was originally conceptualized as a textbook for a class at the University of Nebraska – Lincoln called "Interpersonal Skills for Leadership." A book by the same name was originally written in 1996, with a second edition published in 2005 by Dr. Susan Fritz and colleagues (Fritz et al., 1996, 2005). Since the text was up for a new edition, we met with Dr. Fritz, who is a strong supporter of Online Educational Resources (as well as all free or low-cost texts for students). Dr. Fritz graciously offered to write a part of the Foreword for this text and offered great feedback and advice (aka, wisdom). Two of the three authors of this chapter have worked with Dr. Fritz for many years as graduate students, as staff, and, eventually, as faculty. We are grateful for her support and mentoring over the years, including with this current project.

INTRODUCTION

Opening Scenario

The room was filled with over 350 undergraduate students – mostly agricultural sciences and engineering majors who had enrolled in a required class called "Interpersonal Skills for Leadership." The end-of-semester event brought all the sections of this class together for a final symposium. Our speaker, a Vice President from a prominent international company that often hired our students, held their attention much more closely than we had seen at any point during our semester of teaching!

During the Q&A at the end, one student asked the question many were thinking about. He asked, "What are you really looking for when you hire? What could I do that would set me apart from others who applied for the same position?" The Vice President's answer seemed almost as if we had paid her to say it! She said, "Learn how to communicate well, work well on teams, resolve conflict, value diversity, serve your community, and work on your interpersonal skills." The student seemed a bit surprised. He persisted, "But what about our technical or scientific skills? Don't they count?" "Of course they do!" she responded. But if you graduate with a degree in your field from an institution such as this, we already expect you will be well-prepared for the technical aspects of your work. It is when you have the combination of good technical knowledge and skills, as well as well-developed interpersonal skills, that we will likely sit up and take a closer look. That is what often sets new graduates apart!"

This true scenario captures the essence of why we think this book and the class you are enrolled in are critical to you and your success. Taking the time to get to know yourself and what you bring to a team, workplace, classroom, or community will help you not only be successful but also build a happier life. This book is really all about you, so take advantage of it and learn more about who you are and what you want out of life. This, in combination with your field of study – whether it is agricultural sciences, natural resources, engineering, education, music, or any other – can be the thing that helps you stand apart, and it can help you craft the life that you want!

That's a pretty big claim, so let's dig into what this book and this class can do to help you accomplish these goals.

CHAPTER OBJECTIVES:

At the end of this Chapter, you will be able to...

- Explain the importance of interpersonal skills and the personal level of leadership as they apply to your personal and professional life.
- Describe the Social Change Model of Leadership and how it fits into the content of this text and class.
- Describe the value of Academically Based Service-Learning as a critical part of this class.
- Articulate the benefit of this class to you and how you will make the most out of it.
- Articulate a working knowledge of the class syllabus and how to use it to be successful in this class.

KEYWORDS: Academically-based Service Learning, Social Change Model of Leadership, Service-Learning,

Reflections

Take a few moments to consider and perhaps journal about these questions:

1.   Why did you take this class? If it is because it is required by your program, why do you think that is? Be honest and open about this.

2.   Consider some of the topics in this class: self-awareness, personal values, visioning, goal setting, etc. (see Table of Contents). How can you get the most out of learning about these topics and yourself? How does this help you be a better friend, team member, classmate, roommate, or leader?

3.   What is one expectation you have for yourself and for this class? Be sure and share this with your instructor and classmates.

About this Book

This book is based on two foundational models that help guide both the topics and the content within the book. These models are *Academically Based Service Learning* and the *Social Change Model of Leadership* (Higher Education Research Institute, 1996). These distinct but overlapping models are a perfect fit for this text and for you! We'll describe each of them briefly below and then put them in the context of the book so you will know what to expect and how to get the most out of this text and the class!

Academically Based Service-Learning

Service-learning is a philosophy, a pedagogy, and a programming component under the umbrella of civic engagement. As a pedagogy, service-learning is a teaching tool instructors use to engage their students in serving underserved communities and/or marginalized populations. A unique underpinning of service-learning is the level at which communities participate to identify service experiences and to provide clarifying questions for community-based research. Higher education, at times, has not been a good partner with community agencies. In the past, faculty and students decided what was important and did not necessarily engage communities in dialogue leading to meaningful collaborations and partnerships. The tenants of ***academically based service-learning*** include aligning course learning objects to community-identified needs *as determined by community leaders and members*, thus creating a more productive and holistic experience for both the student and the agency.

Students and community members/leaders develop reciprocal relationships through the service-learning experience. Reciprocity can be best described as mutual respect between student and community, where power is equally shared. This differs from "volunteering" in that the student and community agency work together to identify and address issues that are mutually important to them. The student and community members are mutual teachers and learners. If service-learning is completed in this manner, both parties feel they received more than they gave. Because of this, service-learning is seen as building civic agency with students and communities.

Throughout the service experience, students are asked to journal their actions, insights, and course learning objectives through critical reflection. This is a crucial part of the process. Service learning, as well as journaling, are both considered High Impact Practices (HIP, see https://www.aacu.org/trending-topics/high-impact) in higher education. These practices have been identified based on evidence of significant educational benefits to students

who participate in them. This book addresses many of the practices, thus creating a "high-impact" and high-quality experiential learning experience for you.

Consider the service component of this class as a sort of "laboratory" to practice and observe the topics you are studying and learning about. Engage in the service project as an integral part of the class and learning rather than seeing it as something separate. If you do this, we are confident that you will not only do well in the course, but you will achieve what our Vice President employer in the opening scenario defines as someone who goes beyond knowledge and content and deserves a second look!

Research Supports Service Learning

Participating in service-learning offers a multitude of benefits to students related to a broad range of social and cognitive outcomes (Eyler and Giles, 1999; Eyler, 2010). Research demonstrates that students who participate in service-learning "earned more credit hours, had a higher average GPA, and graduated at a significantly higher rate than did non SL students" (Lockeman & Pelco, 2013, p. 18). Additionally, students who participate in service-learning experiences have greater knowledge, awareness, understanding, and appreciation of societal issues (Astin et al., 2000) and report higher levels of academic and psychosocial well-being (Nicotera et al., 2015). Finally, service-learning has been shown to have a positive impact on student awareness of careers (Fisher, 2014) and to heighten career knowledge, skills, and team skills (Prentice & Robinson, 2010).

The S.E.R.V.E. Model for Service-Learning

The S.E.R.V.E Model was created by the University of Nebraska – Lincoln Volunteer Services Staff in 1996 as a way to frame service experiences for our students. It continues to be an important part of the process of service-learning and can help students better understand and navigate their service-learning experiences (see Figure 1).

Figure 1 | *The S.E.R.V.E. Model*

S.E.R.V.E. Model©

Select a Service, as identified by the community

Education and Inform, learn about the organization, social issue, etc.

Respond to the Need, serve

Value the Significance, critically reflect on the significance, journal the impact

Evaluation & Celebrate, what did you learn/experience/next steps

The Social Change Model of Leadership

The **Social Change Model (SCM)** of leadership is a values-based approach to developing leadership for positive social change. It is based on the following premises:

- Leadership is socially responsible and affects change on behalf of others.
- Leadership is collaborative.
- Leadership is a process, not a position.
- Leadership is inclusive and accessible to all people.
- Leadership is value-based.
- Community involvement and service is a powerful vehicle for leadership.

Source: Komives & Wagner, 2017, p. 10

Values of the model include *Individual, Group*, and *Community*. Nested under these values are the "7 Cs" that correspond to each of these values (see Figure 2). Learning about and working through Individual and Group values prepares students for Citizenship. Created by the Higher Education Research Institute (HERI; 1996) of UCLA, the model promotes the relationship between leadership and citizenship.

Figure 2 | *Social Change Model: Values and the 7 Cs*
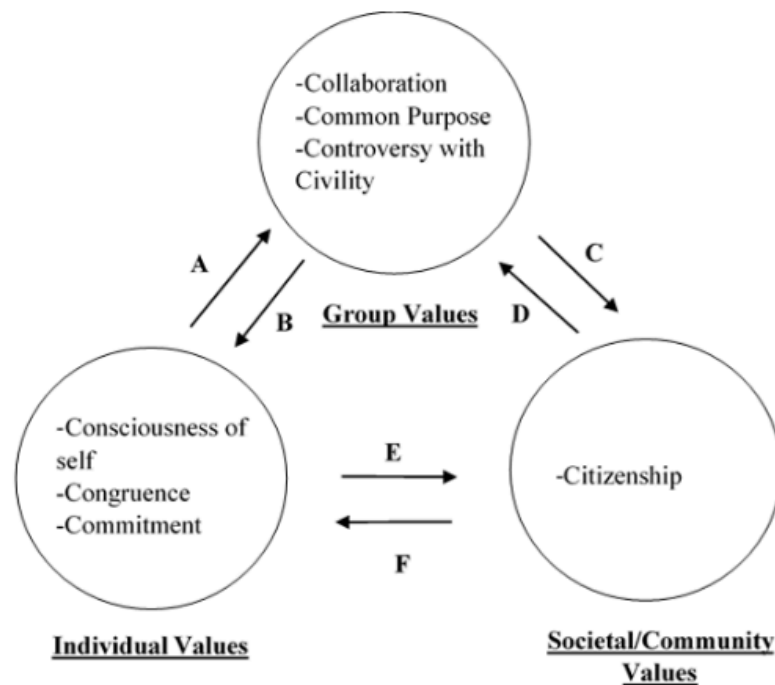
For most of us, growing up, we thought of "being civically responsible" as being educated on current issues and, according to our values, voting in local and federal elections. Today we know voting is important, and it is one way we may exhibit being a civically engaged citizen of our community. But on a day-to-day basis, what does

"making a difference" look like? You may make a difference by taking care of your sick roommate or sharing your class notes with a classmate. Are these actions making your community a better place?

This text is structured around the Social Change Model of Leadership. Each Unit explores a different level of Values (Individual, Group, Societal/Community). Each Unit is then divided into Parts that correspond to the Seven Cs that fit within. You will learn and practice (through your service project) the skills related to each of these. Table 1 illustrates this structure and how the specific topics of this text fit within this structure.

Table 1 | *The Social Change Model and Textbook Topics*

SCM Values Textbook Units	SCM Seven Cs Textbook "Parts"	Definition of Cs	Chapter Topics
Individual	Consciousness of Self	Awareness of beliefs, values, attitudes, emotions	1. Self-Awareness 2. Personal Values 3. Vision/Goals
	Congruence	Thinking, feeling, behaving with consistency, authenticity, honesty	4. Communicating with Others 5. Nonverbal Communication & Active Listening
	Commitment	Passion, intensity, duration of motivation	6. Trust and Trustworthiness
Group	Collaboration	Working with others in a common effort	7. Perceptions 8. Diversity & Inclusion
	Common Purpose	Working with shared aims and values	9. Leading & Following in Groups & Teams
	Controversy with Civility	Recognition that differences in viewpoint are inevitable and must be discussed openly but with civility	10. Responding with Empathy 11. The Value of Conflict
Community	Citizenship	Individual and Group become responsibly connected to the community and society	12. Leadership & Civic Engagement: Be the Change

Putting it All Together – Let's Get Started

Now you have a good sense of how this text is structured, the models which frame it, and the importance of the content in this class. This is a great time to review your class syllabus and the topics we will cover to do a bit of preparation and set yourself up for success.

The following activities offer some ways for you and/or the class to begin this journey. Your instructor may use some of these to get the class started, but some are more about you and doing some personal reflections. We encourage you to take advantage of these and, as we hope you will do with this class overall, dive deeply into learning and growing.

At the end of the semester, we often have our students offer a bit of advice to new students who will be in the class the next year. These are shared on small slips of paper and stowed away until the first day of the new class. There are always a few that are repeated, such as: "READ the text" (we like that one!), "start your service project as early as possible," and "get to know your classmates." What I would like to leave you with, however, is one that always catches students' attention. Although it is often written in different ways, the gist of it is: "Remember that you will get out of this class what you put into it! Invest wisely!" We hope you will "invest wisely in this class." After all, it is you who is doing the investing, and you who will be invested in. This is definitely a win-win for you and for your future!

A FINAL NOTE ABOUT THE AUTHORS

The chapters of this text are authored by a variety of scholars and practitioners who are valued experts in leadership and, more specifically, in the areas they are writing about (see editor and contributor bios). Because they come from different backgrounds and experiences, you might notice some different "voices" in their writing. This is an intentional aspect of this book to expose you to different perspectives, styles, and ways of thinking! We encourage you to embrace these differences (see Chapter 8 for more on embracing differences) and enjoy the journey. The authors and editors of this text are all dedicated to your development and success. We all wish you a fruitful and enjoyable journey this semester!

ACTIVITIES

The Name Game

Purpose: to begin to learn the names of others in the class and remember as many as possible

Sit in a circle, if possible, but even if you cannot, start in a logical place and go around the room. Each student introduces themselves and then shares one way we can remember their name. For example: "My name is Courtney. You can remember my name because I am on the tennis team and, of course, play on a court." Or "I am Zane. You will definitely remember it because I am kind of a zany person, and I love to make others laugh!"

Depending on the size of the class, you might have each person repeat the ones before them and how to remember their name before doing their own introduction.

EXTENSION: This activity can lead to a fun way to begin the second day of the class by seeing who remembers the other students' names. It has been our experience that often students first recall the way to remember the name, and that leads them (or someone else in the class) to shout out the name.

Syllabus Expert Activity

PURPOSE: To help students become familiar with the syllabus. To reinforce the most important parts of the syllabus. To help students engage with each other and reinforce names.

After reviewing the class syllabus, your instructor will assign sections of the syllabus to each student by providing slips of paper with their assigned section on it. These may be instructor and/or class information, specific assignments, due dates, topics, specific class policies, etc. The paper will indicate the page number so you find the correct information.

You will then take some time to read and review your assigned section and become the "class expert" on the section your instructor has assigned.

Students will then mill about the room and introduce themselves to other students (remember to use your name and the way to remember it from the Name Game). You will then explain the part of the syllabus you are assigned to the other student. Your instructor will call "time" every 2 minutes, and students move on to meet with someone else. This will continue until there has been time for students to engage with several students in the class.

After the engagement part of the activity, you will return to your seat and your instructor will ask what you learned. They may also choose to ask the class questions about the most important parts of the syllabus and make sure those were communicated clearly during the activity.

Personal Reflectons Activity

PURPOSE: To help you consider how you can get and give the most in this class.

This activity may be done during class or may be assigned for you to do on your own.

Using the text and/or the syllabus, review what this class is about, the broad topics we will cover, and how it can help support you and your academic, personal, and professional goals.

1. Write down the class topics that you believe you are good at. Ask yourself and journal about how you can be open and continue to learn more about these topics, as well as how you might role model these to help the rest of the class learn.

2. Now write down topics that you think you most need to learn about or practice. Ask yourself and journal about what you can do to be open to growing and practicing these, as well as how you might be open to learning from others in the class.

3. Journal about what you will do to get the most out of this class (remember, you get out what you put in) through engaging in the class and your service project.

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How I See Myself

Self-Awareness

by Lindsay Hastings, Ph.D.

INTRODUCTION

The way we see ourselves is critical to our development as leaders. The more we know about ourselves, the more strategic we can pursue leadership roles that fit our talents and values. The more we understand ourselves, the more easily we can understand others. The more mindful we can be of our feelings and state of mind, the more intentionally positive our actions can be. In short, our self-awareness as leaders is foundational and serves as an essential starting block for leadership development.

CHAPTER SPOTLIGHT

How we see ourselves is influenced by the messages we receive from others. Consider an example – Let us imagine two students, Lila and Jonah. Lila is in a home where she is appreciated and accepted. Every time she gets an 'A' on a test, she posts it on the refrigerator. Cherished adults in her life come to activities like soccer games and point out what she did well. Her teachers compliment her intellect and tell her she should go to college someday. What kind of picture does Lila have of herself? Would we imagine that picture to be positive or negative? Do we think Lila will work hard and do well in school? Why or why not? Do we think Lila might attend college? Why or why not?

Let us imagine Jonah is in a home where he is unappreciated and, frankly, ignored. No one asks how he is doing in school. No one cares if he gets an 'A' on a test. Important adults in his life rarely come to activities like soccer games and, if they do, only point out his mistakes. His teachers barely know his name, and no one has suggested attending college. What kind of picture does Jonah have of himself? Would we imagine that picture to be positive or negative? Do we think Jonah will work hard and do well in school? Why or why not? Do we think Jonah will attend college? Why or why not?

What if Lila and Jonah have roughly the same intellectual and athletic abilities? What would be the difference between them? The way others saw them. Again, how we see ourselves can be influenced by the messages we receive from others. Some messages from others are important to hear and retain. For example, we should cherish the messages we receive from our

difference makers when they point out our talents and strengths. There may be other hurtful messages from our past that we need to reject or that we need to learn from and move forward. Each of us has the potential to be a great leader, and there is no such thing as a perfect leader. There has yet to be a standard set of personality characteristics in the research on leadership traits that are always associated with effective leadership. What does this mean for us? Each of us has the power to leverage what we uniquely do well to be an effective leader. Each of us has the power of positive influence. However, it is incumbent upon us to study ourselves, be students of our unique attributes, learn constructively from past experiences, and consider how to make a positive difference.

CHAPTER OBJECTIVES

By the end of this chapter, we will be able to…

- Describe and distinguish between self-awareness, self-concept, and self-esteem
- Explain the importance of self-awareness to developing our leadership identity
- Identify turning points that have shaped our leadership identity
- Recognize the value in our unique leadership identity
- Articulate the utility of becoming self-aware

KEYWORDS: Self-awareness, self-concept, self-esteem, leadership identity

We may not realize it, but we have been painting the picture of ourselves since birth. The messages we have received from others influence the picture of ourselves. Charles Horton Cooley, a sociologist from the University of Michigan, created a "looking glass self" principle in 1902. A "looking glass" is the same as a mirror, and the "looking glass self" principle suggests that we have an imaginary mirror from the top of our heads to the tip of our toes. Others reflect how we behave towards them, arguing that *it takes two people to see one person*. The way we view ourselves and the messages we receive from others form our picture of ourselves.

Self-Concept is the collection of ideas we hold about ourselves and how we interpret those ideas through our *self-image* or how we see ourselves. While self-concept is related to the ideas and interpretations we have of ourselves, *self-esteem* refers to how much *value* we place on ourselves (Rogers, 1959). In other words, self-esteem is determined by how much worth we attribute to those ideas we hold about ourselves. Positively seeing ourselves requires a commitment to self-awareness. *Self-awareness* is the ability to recognize our internal thoughts, feelings, and reactions, as well as our external behaviors (Fenigstein et al., 1975). Table 1 highlights the relationship between self-concept, self-esteem, and self-awareness.

Table 1 | *Self-Concept, Self-Esteem, and Self-Awareness*

Self-Concept	Collection of ideas held about oneself and the interpretation of these ideas
Self-Esteem	Amount of value attributed to the ideas held about oneself
Self-Awareness	Ability to acknowledge internal thoughts, feelings, and reactions, as well as external behaviors

Self-concept, self-esteem, and self-awareness all originate from psychology. However, the positive psychology movement has drawn attention to self-concept, self-esteem, and self-awareness, acknowledging that self-images impact our quality of life (Seligman & Csikszentmihalyi, 2000). Thus, remembering that the picture we have of ourselves is often influenced by the messages we receive from others, a consistent commitment to self-awareness affords us the opportunity to (a) see ourselves more positively when positive attributes are recognized, (b) reflect and grow in response to constructive criticism, and (c) reject destructive messages. In the Social Change Model (SCM), self-awareness is discussed explicitly through the value, Consciousness of Self.

Consciousness of Self is one of the individual values in the Social Change Model (SCM). It means "to know oneself, or simply to be self-aware" (HERI, 1996, p. 31). There are two aspects to Consciousness of Self: (a) personality (i.e., relatively stable aspects of ourselves like talents and values) and (b) mindfulness (i.e., ability to observe our behaviors, feelings, and state of mind). Consciousness of Self is critical to the SCM because other values like *Collaboration* and *Controversy with Civility* hinge on the development of self-awareness. For example, suppose we are self-aware of our talent for listening. We might use that talent to make sure all team members' voices are heard during a team meeting. For example, self-awareness might also help us recognize aggravated feelings and create mental space to consider words and behaviors that maintain civility despite such feelings.

Consciousness of Self can benefit the self, groups, and communities. Groups form shared values and purposes when each group member has a strong awareness of their personal beliefs and values. Consciousness of Self is the key to unlocking the consciousness of others. The more we understand ourselves, the more we understand others.

Why does self-awareness matter to leadership?

Self-awareness matters to leadership because it helps formulate our identity as a leader. We might decide to pursue specific leadership roles on campus or in the community because we see a strong fit between our leadership talents and the demands of the leadership roles. Understanding our identity as leaders might help us determine where we can contribute best on a group project. Identity is central to our development as leaders because it helps us identify where and how to have the most positive influence.

Several respected leadership scholars have researched to document the relationship between identity and leadership for both adults (Day & Harrison, 2007; Day et al., 2008; Ibarra et al., 2014; Lord & Hall, 2005; Miscenko et al., 2017; Shaughnessy & Coats, 2019) as well as youth and college students (Day & Sin, 2011; Komives et al., 2005, 2006; Lord et al., 2011; Murphy, 2019; Murphy & Johnson, 2011). Specifically, leadership identity has been related to leadership effectiveness (Avolio & Hannah, 2008; Day & Sin, 2011). In other words, your self-awareness is linked to your effectiveness as a leader.

We might be asking, "So how do I develop my identity as a leader exactly?" The development of our identity as leaders will constantly be evolving. It may sometimes feel repetitive because we often will have to unpack previous experiences to help illuminate elements of our identity as leaders. Significant people, experiences, and our ability to reflect on those people and experiences will all influence our identity as leaders and our implicit views of leadership.

A group of scholars in the early 2000s conducted a foundational study to understand the development of leadership identity. Led by Dr. Susan Komives, this team of scholars conducted in-depth interviews with college students and formulated a six-stage process of leadership identity development (See Figure 1; Komives et al., 2005, 2006).

Figure 1 | *Leadership Identity Development Model (Komives et al., 2006)*
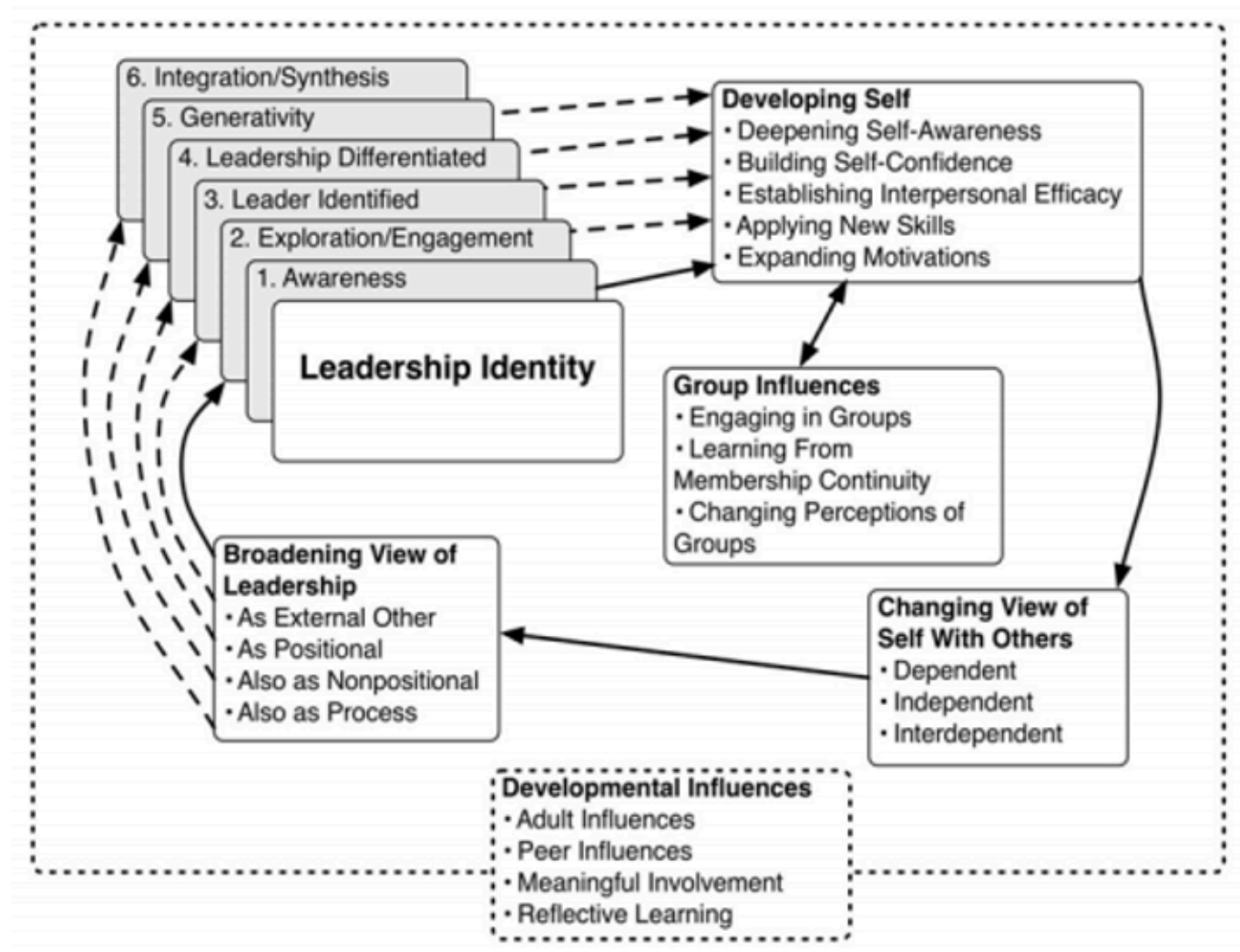
The first stage is *Awareness*, where we might recognize that leaders exist; however, we may not personally identify as a leader. The second stage is *Exploration/Engagement,* where we might intentionally get involved in groups and organizations and assume responsibility within those groups. Stage 3 is *Leader Identified,* where we

start to see both leaders and followers in groups and identify leaders as those who hold a leadership position. We will know we are in Stage 4 (*Leadership Differentiated*) when we recognize that anyone in the group can do leadership. We start to see leadership as a process that requires lots of interdependence among the group members. The fifth stage (*Generativity*) will emerge when we take on a personal passion for our activities and actively commit to developing the leadership capacity of younger members. Finally, we will recognize that we have reached Stage 6 (*Integration/Synthesis*) when the word "leader" becomes integrated into our self-identity. We see leadership as not something we do but part of who we are. Leadership becomes part of our daily process. We apply our leadership in various situations (e.g., school, campus involvements, off-campus workplaces). We have a general sense of confidence in working effectively with people. The results from Komives et al.'s (2005, 2006) study demonstrated that the development of leadership identities constantly evolves and is influenced by adults, peers, meaningful involvement, and reflective learning (Priest et al., 2018).

While the Leadership Identity Development (LID) model helps us understand how our views of leadership might change and grow throughout our collegiate experience, our self-concept, self-esteem, and self-awareness contribute to formulating our unique leader identity. The activities at the end of this chapter help us (a) articulate our unique identity as a leader, (b) reflect on past experiences that have influenced our self-concept and self-esteem, (c) generate our definition of leadership, and (d) recognize our implicit views of leadership. Among the myriad definitions of leadership, the common denominator is the notion of *influence*. Each of us holds the power to leverage what we do uniquely well to influence our world positively.

QUESTIONS FOR JOURNALING OR DISCUSSION

1. In what ways, if at all, do your self-concept and self-esteem support your development as a leader?
2. How do your self-concept and self-esteem influence your behavior as a leader?
3. In your opinion, how might low self-esteem due to a negative self-concept influence a leader's effectiveness?
4. What are ways to create regular opportunities to engage in self-awareness?
5. How can a positive self-concept be maintained when experiencing negative messages from others?

ACTIVITY

Implicit Leadership

Identity Statements

Directions: Below are ten incomplete sentences intended to guide your thinking about your identity as a **leader**. While it may be tempting to write things like, "I am__good at basketball___" or "I am__artistic___," think about how you would describe yourself as a leader. What are your strengths as a leader? Where do you add value to a team? How are you, or how would you like to, be a positive difference-maker?

Our life experiences shape how we see ourselves as leaders. Below each identity statement, reflect upon the significant moment(s) that shaped the identity statement and indicate why.

I am..._____

- What significant moment has shaped this identity statement and why?

Reflection Prompts

Directions: Use these prompts to journal or reflect on your experiences related to self-esteem.

- What have been 3 – 5 "turning points" that have positively impacted your self-esteem?
- What have been 3 – 5 "turning points" that have negatively impacted your self-esteem?
- What have been the redemptive moments that have allowed you to overcome turning points that negatively impacted your self-esteem?

Definition of Leadership

Directions: Write your definition of leadership below. Use the prompts below to guide your thinking prior to writing your definition.

- Best leaders you have known

    ◦ Qualities that are associated with effective leadership:

- Worst leaders you have known

    ◦ Qualities that are associated with ineffective leadership

- Your definition of leadership

    ◦ Often, our current environment influences our definition of leadership. How has your current context influenced your definition?

Illustrations of Leadership

Directions: Pick an object from the pictures below and consider how that object illustrates your definition of leadership. With a partner, share your definition of leadership and indicate how your selected object illustrates your definition of leadership. Discuss the following questions together:

- What were the similarities in our leadership definitions?
- What were the differences in our leadership definitions?
- Why were there differences in our leadership definitions? How have our life experiences shaped our unique definitions of leadership?

(*Implicit Leadership Activity*; L. McElravy, personal communication, August, 30, 2021).

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CHAPTER 2

Defining My Personal Values

Donnette Noble & Jeni McRay

INTRODUCTION

What beliefs are important to you? What are the values that help to define who you are and impact what you think, how you act, and how you feel? These are questions that may seem simple to answer, but further study reveals that our values are driving factors in how we choose to live, learn, and lead. This chapter will examine what values are, how they develop, how they are used in decision-making, and how they impact our relationships, vocation, and other parts of our life.

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to…

- define what values are and how they are formed.
- identify your current personal values.
- distinguish some of the cultural and/or social considerations that impact your values.
- understand how to leverage your values to drive positive change.

KEYWORDS: Beliefs, ideals, ethics, morals, alignment, values

Our values guide, motivate, and influence our attitudes and behaviors (Boer & Fischer, 2013). Values encompass our beliefs and ideals, and those are based on the things we learn from others – parents, peers, schools, faith-based communities, government, media, etc. (Fritz et al., 2005). Beliefs (n.d.) are a state of mind or habits wherein trust or confidence is placed in a person or a thing; they are things that are accepted and considered to be true. Ideals (n.d.) are standards or expectations of goals to achieve or models to emulate. Just like values, beliefs, and ideals will differ among people. See Figure 1 for examples of values.

Figure 1 | *Values Word Cloud*

Quite simply, values are individually internalized attitudes about what is right, wrong, ethical, unethical, moral, and immoral. Values can influence our perceptions of problems, our preferences, and the choices we make related to our behavior. Examples of values include fairness, justice, honesty, freedom, equality, altruism, loyalty, and civility (Yukl, 2013). Values exist at the individual level, societal or communal level, national level, and within all types of organizations.

Values are not necessarily static, however, and can fluctuate over time when new information is made available, a new experience unfolds, or some new understanding reveals itself. Value systems will also vary, sometimes quite dramatically, from culture to culture and even among the various subcultures within a given country or region.

Our values frame how we view the world around us. This chapter addresses the individual beliefs that serve to motivate people to think and behave in certain ways. It also examines what influences people, shapes their values, and considers the conundrum of competing values as well as how and why values might shift over time. Furthermore, this chapter will present a clear distinction between ethics (studying the societal standards of right and wrong, a legal and codified set of agreed-upon behaviors) and morals (individual principles related to right and wrong). There should be congruence among our values, decision-making, approaches to leadership, and intentions. This chapter also shines a "spotlight" on a convicted felon who thought he held strong and ethical values, yet he participated in one of the biggest corporate fraud cases in United States (U.S.) history.

CHAPTER SPOTLIGHT

In 2000, Andrew Fastow, the former Chief Financial Officer (CFO) for Enron, was named CFO of the Year by *CFO Magazine*, but "This is my actual trophy," he later told the Association of Certified Fraud Examiners (ACFE) as he held up his prison ID card (Coonan, 2016). "Every inmate in the federal system is supposed to carry this at all times," explained Fastow (Coonan, 2016, para. 4). Here's the interesting thing—he received both the award and the prison card in the same year. How do you become *CFO of the Year* at the same time that you are committing one of the biggest frauds in the history of corporate America?

In 1985, after the Federal Government deregulated natural gas pipelines, two companies (Houston Natural Gas and InterNorth) merged to form Enron. During the merger process, Enron incurred massive debt, but because of the deregulation of the industry, the company did not have exclusive rights to pipelines. This caused some problems for the company. For Enron to survive, it had to come up with a new and innovative strategy to generate profits and ensure a steady cash flow (Thomas, 2002). The Chief Executive Officer (CEO) hired a global management firm to develop a new strategy. The firm assigned Jeffrey Skilling, an experienced consultant, to take the lead in designing a revolutionary solution. Skilling quickly rose through Enron's corporate ranks, and ultimately tapped Fastow to be a part of the team.

It was Fastow who was the real "mastermind behind a supremely complex network of off-balance-sheet special purpose entities and shell companies [that were] used to conceal years of massive losses [that were] leveraged on Enron stock" (Coonan, 2016, para. 6). Fastow was a genius in finding business management workarounds and tax loopholes, and all of the maneuvering he choreographed "was approved by the accountants at Enron, the outside auditors, the internal attorneys, the outside attorneys and the board of directors" (Coonan, 2016, para. 8).

Throughout the spring and summer of 2001, the risky deals Enron had made in terms of its underperforming investments began to unravel and caused the company to suffer a huge cash shortfall (Thomas, 2002) that ultimately led to its spectacular collapse when $1 billion in employee retirement funds and 5,000 jobs were wiped out overnight (Flanagan, 2020).

Prior to the collapse, Fastow considered himself to be a hero of sorts (Flanagan, 2020), but, in the end, he served six years in prison for his part in the fraud (a reduced sentence for providing evidence against his colleagues). Skilling (the CEO) served 12 years, and the Chairman of the Board (Ken Lay) died while awaiting his sentencing. Fastow, with the tacit approval of others, followed the rules but compromised values and hurt a lot of people in the process.

"For many organizations, values are a social glue" (Manning & Curtis, 2009, p. 105). Values are used to create a sense of corporate identity, and they can foster greater cohesion. They can also be relied upon to increase effective decision-making: "To be meaningful, values must enter into the daily practice of the organization [and] reflect enduring commitments, not vague and empty platitudes" (p. 105). When it came to Enron, the company's core values of communication, respect, integrity, and excellence (Enron, 2000) were shrouded in hypocrisy.

As you reflect on this case study, can you think of other situations where people "followed the rules but compromised values"? Can you think of a situation where you have "followed the rules" but still compromised your own values?

History

"For millennia, philosophers, sociologists, psychologists, and others have tried to figure out just exactly what values are" (Sharma, 2015, p. 42). The word, *values*, comes from the Latin "valeo" which means to be strong (Sharma, 2015). According to Halstead and Taylor (2000), values can be broadly defined as the principles or fundamental convictions which serve as general guides to human behavior and the related actions are then judged as good or desirable (or not). They can also be considered "abstract ideals" as they relate to people's behavior (Hanel et al., 2018, p. 1).

 In the 1930s, a psychologist, Gordon Allport (1937), created a list of values, or what he thought were easily recognized consistencies, that tend to define and support a person's unique path in life (Sharma, 2015). The first of Allport's values or consistencies is *theoretical* and encompasses the pursuit of truth and objectivity (something we've heard a lot about in the last couple of years but more about that later in the chapter). The second one, *economic*, is all about usefulness and practicality. The third is *aesthetic,* which focuses on harmony and beauty. The next is *social,* which is centered on love and compassion for people. Then there is *political* value which hinges on power, and finally*, religious* value which is defined by unity or moral excellence (Tsirogianni & Gaskell, 2011).

Each person is in possession of any number of values, and those values are tied to varying degrees of importance (Schwartz, 2012). For example, a value that may be critically important to one person may not be at all important to someone else. Relying on the works of many theorists over the years (Allport, 1961; Feather, 1995; Kluckhohn, 1951; Morris, 1956; & Rokeach, 1973), Schwartz (2012) contends there are six main features to values (pp. 3-4); (see Table 1).

 Table 1 | *What are Values?*

| Values are...	beliefs that are linked to affect and when activated, become infused with feeling (emotions).
	connected to desirable goals that motivate people's actions.
	ordered by a system of priorities that characterize each person's individuality.
	transferable, (i.e., they may be relevant at home, the workplace, or school and in business or politics or with friends as well as strangers).
	the standards which guide the selection or evaluation of actions, policies, people, or events.
	the determiners of the gravitas or implication of actions.

 Defining Values

Social values are the standards that influence the judgments we have about ourselves and others, and they impress upon us what is important as we pursue our individual purpose in life; thus, they are also closely tied to our self-conception. As we endeavor to make value-enhancing choices across the different domains of our lives,

we find that our values contribute to our sense of self-worth and efficacy (Tsirogianni & Gaskell, 2011). Values are used to characterize cultural groups, societies, and individuals. Additionally, they are used to trace personal changes over time and can explain the motivational bases of attitudes and behaviors (Schwartz, 2012).

The early years of a child's life are often completely dependent on their parents: "Parents are a child's first and most significant shapers of character" (MacElroy, 2003, para. 3). As we grow older, we develop our morals and values, not only based on parental influence but also on the influence from peers. As young people leave home and transition to college, more people come into their lives who play a part in shaping their sense of self (MacElroy, 2003). These new relationships, increased freedom, and more latitude in decision-making can result in shifts or challenges to previously held values.

Values have contextual relevance, and some may cross into different domains while others may not. Personal values related to self may include education, academic accomplishments, physical fitness, self-respect and esteem, responsibility, creativity, wealth, social status, or humor. Relationship values are comprised of concepts such as family, friends, love, loyalty, camaraderie, harmony, and diversity of perspectives. Justice, recognition, opportunities, expertise, and goal achievement are considered vocational values. Spiritual values may address forgiveness, reflection, integrity, wisdom, inner peace, and optimism.

One mechanism, to help students assess their own values is adapted from the BCJ Institute for Learning and Development (See Figure 2).

Figure 2 | *Values Wheel*
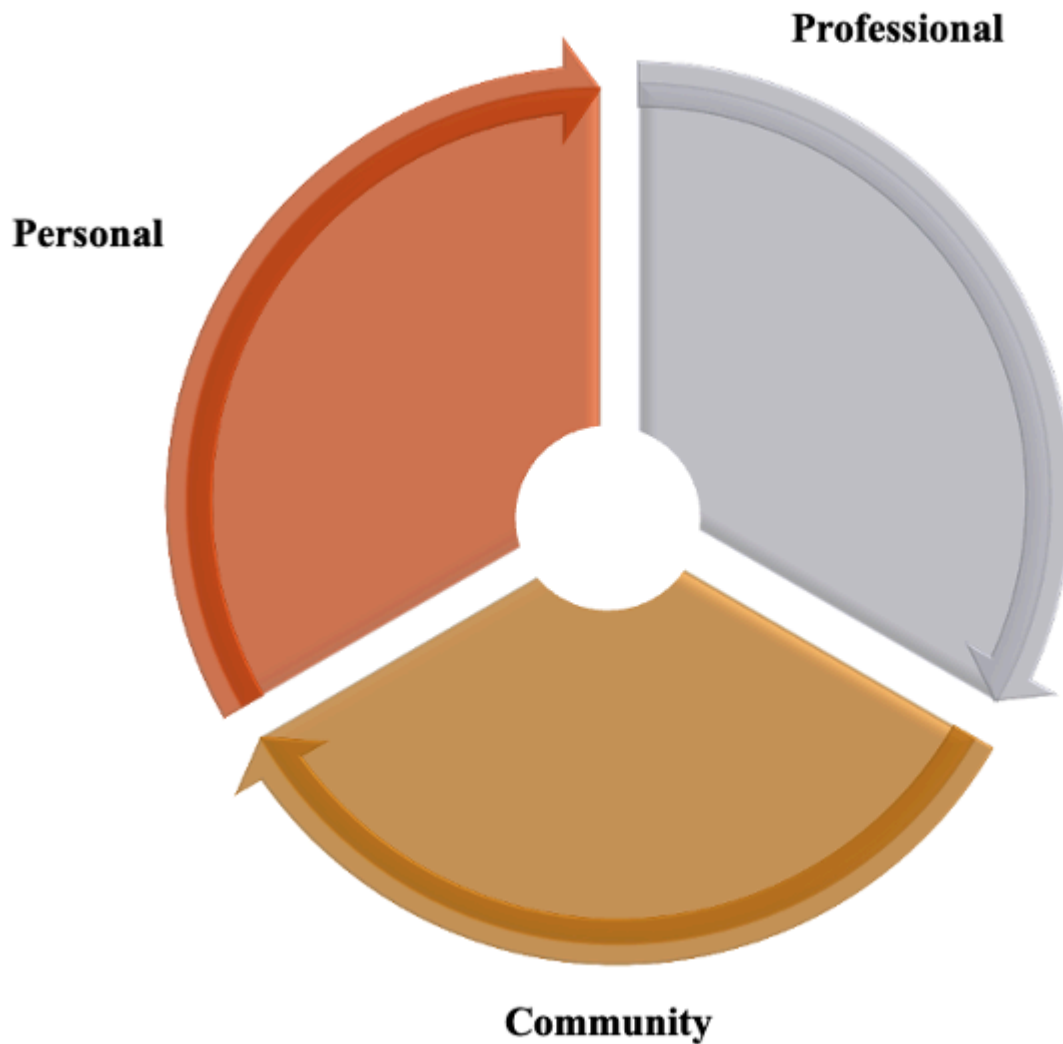
When people take time to examine their values and think about what is important to them and why, they are more prepared to meet life's challenges. Having a strong sense of values helps to create a road map that helps them to figure out things such as (BCJ, nd):

1. What are their goals and how will they get there?
2. What should be prioritized in life?
3. How do they want to behave in certain situations?
4. What is the best course of action when making decisions?
5. What would they like their legacy to be?

There are, however, situations when people find themselves not living in accordance with their values and this misalignment can create stress, anger, or anxiety and conjure up other negative emotions. Additionally, a lack of alignment can lead to poor or even unethical decision-making. This is why consistency among our values, thoughts, and actions is so critically important. Additionally, when we are living in alignment with our values, we are more resilient and better equipped to address difficulties that will inevitably arise over time.

ACTIVITIES

Values Assessment

Begin this activity by dividing a piece of paper into three columns and label the columns, Personal, Professional, and Community. Under each of the three headings, make a list of values that are important to you personally, professionally, and in terms of community. For example, when it comes to personal values, love and kindness may be important to you. Professionally you might value transparency or integrity. When it comes to community you may value justice or safety. If you need help getting started, click this link for a list of 305 values.

Once you have developed a meaningful list of values, go back through the list and place a star by the *five most important values* in each of the three categories. For the purpose of this exercise, we will refer to these as your *core values.*

 Next, prioritize each of your five core values from each section and plot them by drawing the diagram from Figure 2 on a sheet of paper and placing the values in the appropriate category. The most important of the five core values from each list will be closest to the center of the diagram, whereas the values with lesser priority will be toward the periphery of the diagram in each section. Now you have the start of a personalized road map that will aid in helping you maintain consistency in your values, thoughts, and actions in three distinct spaces of your life – personal, professional, and community.

Be ready to discuss your values in each category with the class.

As you think about the motivational bases of attitudes and behaviors, consider what has happened since January 2020. The world has collectively lived with the COVID-19 pandemic, an experience that forced people to reevaluate what is important to them. People have had to reassess what they value and how those values affect their decisions in terms of living through unprecedented circumstances. The U.S. comprises less than 5% of the global population

(Whelan, 2020), yet leads the world in the total number of reported COVID cases (77,956,627) as well as reported deaths (923,110) as of February 15, 2022 (John Hopkins, 2021). These figures have required that people reflect on the role of science in their lives, in addition to considering how mask mandates, social restrictions, and the availability of COVID vaccines impact their values, if at all. This raises one conundrum after another for thoughtful individuals who are trying to sift through the noise to find answers. For instance, do personal liberty and freedom (individual values) take precedence over the greater good of public health concerns (collective values)? The answers lie within the beliefs, ideals, and values each person holds.

Leadership, Values, and Change

There are many facets to power, and it can be exerted for good or ill. A leader's personal values and internal code of ethics may be among the most important determinants in terms of how a leader will exercise power (Hughes et al., 2015). Leaders will undoubtedly be faced with challenges time and again, and those challenges often lack simplistic answers. The key is doing what is right and not

just what is expedient. This is where authentic leadership comes into play: "authentic leaders exhibit consistency among their values, their beliefs, and their actions" (p. 166), and "honesty, altruism, kindness, fairness, accountability, and optimism" have been identified as core values of authentic leaders (Yukl, 2013, p. 351). The tenets of altruism, fairness, and accountability can be significant drivers of social change.

The basic values we hold dear are those that help us set our course for action as responsible individuals and community members who are concerned with protecting our democratic society. Indeed, the Social Change Model (HERI, 1996) hinges entirely on values with an expectation that leadership will be inclusive. Leadership is a process and not a position, and it explicitly promotes additional values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service (Noble & Kniffin, 2021).

The year 2020 was rife with racial and social tensions in the United States. The calls for social justice were amplified after George Floyd was killed by a police officer in Minneapolis:

Floyd's death sent a nation of people in quarantine out into the streets in mass protests. Major corporations issued statements in support of Black Lives Matter. Politicians promised a new direction. Years later, some activists argue there is still more work to be done to reach equity and social justice for Black and brown people (Gunderson, 2021, para. 2 – 3).

The Black Lives Matter movement is demonstrative of how racial and social tensions have the power to divide a society based on differing values systems. There is a delicate balancing act that must take place between individual values and those that are important to others. To bridge the gap that these differences create, we must use empathy to better understand the values behind differing opinions. By taking time to understand the values of others, we can identify ways to better engage with others.

Value Systems, Alignment, and Change

One of the national values of the U.S. is explicitly stated in what was considered its defacto motto until 1956, *E Pluribus Unum*, meaning "from the many, one" (B., 2011). It is a testament to the fact that, from its beginning, the U.S. has been a pluralistic society where different races, ethnicities, religions, traditions, and languages have converged to co-create and share a common national experience; however, the persistence of deep differences among the people residing in the United States raises the corollary challenge of how to maintain at least a basic level of social cohesion and solidarity when in fact, those "deep differences" (Hoover, 2016, p. 26) very often result in competing value systems. While some differences are accommodated, "Peaceful, constructive pluralism doesn't "just happen." It requires leadership, both from the top-down (government) and the bottom-up (civil society). Social flourishing becomes sustainable, even under conditions of deepening diversity, when all stakeholders develop reserves of commitment..." (Hoover, 2016, p. 27) to supporting one another and honoring the differences among us – including the ebb and flow of our fluctuating values.

Adding layers to the complexity of competing values are disparate views of both morals and ethics. While the terms are often interchanged, they are not necessarily the same thing. Both words refer to some form of proper conduct (Rosenstand, 1997). Morals address customs or habits, whereas ethics (or moral philosophy) is the study of moral judgments about what is virtuous (or not), just or unjust, right or wrong, good or bad or evil (Moore & Bruder, 2008).

While personality traits are relatively stable throughout one's life, values are characteristic adaptations and motivational goals that can change as a function of developmental priorities at different ages and stages of one's life (Gouveia et al., 2015). Schwartz (2012) proffers that there are three systematic sources of age-related differences that can result in shifts in values. These shifts can occur in response to a person's changing roles associated with their stage in life (this is the first of the systematic sources of changing values). Some of the values of a young, relatively unencumbered, traditional-aged college student likely differ rather significantly when

compared to those of a mid-career professional with a partner or spouse and children to raise. The second systematic source of shifts in values is the result of physiological or biological changes – changes in maturity and/or abilities which could include declines in energy and sharpness of the senses. Finally, changes in values can result from societal changes, including democratization and political and economic stability (Gouveia et al., 2015).

Summary

Broadly speaking, Brown (2012) suggests there are two buckets that people will put their values into – the practiced values bucket *(what we are actually doing, thinking, and feeling)* and the aspirational values bucket (*what we want to do, think, and feel).* The difference between what is practiced and what is aspirational results in a values gap. Brown (2012) contends that disengagement is inevitable when practiced values conflict with aspirational values and expectations within a culture. Disengagement (detaching, releasing, disconnecting, or withdrawing from someone or something) is the issue underlying the majority of problems that exist in families, schools, communities, and organizations. We must, therefore, *mind the gap* and stay focused to ensure that our values are aligned and match our actions (Brown, 2012).

Values are messy and complex: "Thinking about [them] is not a luxury; you live them every day of your life. Your values show in the way you treat your friends, enemies, [and others], and they determine your politics, ethics, emotions, daydreams, life, and leisure" (Halberstam, 1993, p.

186). The way we engage our values and how they drive our lives is a lifelong process. What kind of a leader you are will be reflected in how you handle the challenges surrounding your beliefs, ideals, and values – particularly when they collide.

QUESTIONS FOR JOURNALING OR DISCUSSION

- If you are involved in or have completed a service-learning project this semester, identify some of the organizational values you observed. If you haven't participated in a service-learning project before, identify some of the values you've observed in an organization that you have been a client or customer of (either non-profit or for-profit).
- Think about some of the groups you interact with (at home, at school, at work, etc.) and identify some of the values you observed.
    - How do the values you observed in the situations described above align with your own values (if they do)?
    - If the values you observed are different from your own, what things do you think contributed to those differences?
- When you think of social change, what issues are important to you and which of your values are congruent with those issues?
- Think about a time when you had to work through a difficult situation where two or more of your values were in conflict. How did that make you feel and how did you resolve the situation?

Cave Rescue

Read the following Scenario about a caving accident. After reading the scenario, carefully complete the steps that follow in order. Please do not skip any steps in this process.

Scenario

Your group is asked to take the role of a research management committee that is funding projects into human behavior in confined spaces. You have been called to an emergency meeting as one of the experiments has run into an emergency situation.

Six volunteers have been taken into a cave system in a remote part of the country connected only by a radio link to the research hut by the cave entrance. It was intended that the volunteers would spend four days underground, but they have been trapped by falling rocks and rising water.

The only rescue team available tells you that rescue will be extremely difficult, and only one person can be brought out each hour with the equipment at their disposal. It is likely that the rapidly rising water will drown some of the volunteers before rescue can be completed.

The volunteers are aware of the dangers of their plight. They have contacted the research hut using the radio link and said that they are unwilling to make a decision regarding the order in which they will be rescued. By the terms of the research project, the responsibility for making this decision now rests with your committee.

Life-saving equipment will arrive in 50 minutes at the cave entrance, and you will need to advise the team of the order for rescue by completing the ranking sheet provided below. The only information you have available is drawn from the project files and is reproduced on the volunteer personal details sheet that can be found below. You may use any criteria you think fit to help you make a decision.

Cave Rescue: Volunteer Personal Details Sheet

Volunteer 1 Helen	Helen is a 34-year-old married and a homemaker. Her husband is a member of the City Council. She had been a promising psychology student before leaving the university to be married. Helen has four children (ages 7 months to 8 years) and lives in a suburban community near the university. Helen became introduced to the experiment through Owen, with whom she has become romantically involved.
Volunteer 2 Tozo	Tozo is 19 years old. She is single and a pre-med student at Provincial University. Her parents live in Tokyo where her father is a prominent businessman and her mother is chairperson of the Cancer Research Foundation. She has achieved top honors in her classes for the last three years and has been awarded two scholarships for academic achievements. Tozo was voted by her classmates as most likely to succeed and intends to return to Japan and set up a free clinic for the poor.
Volunteer 3: John	John is 41 years old. He is married and is the campus coordinator for Catholic Social Services at Provincial University. He has five children (ages 6 to 19 years). John worked full-time while attending university where he earned a master's degree in social work. He has become very involved in an anti-racist group, which holds frequent protests.
Volunteer 4 Owen	Owen is an unmarried man of 27 years. As a short-commission officer he spent part of his service in Northern Ireland where, as an undercover agent, he broke up an IRA cell and received a special commendation. Since returning to civilian life, he has been unsettled and drinking has become a persistent problem. At present, he is a Youth Adventure Leader, devoting much energy to helping young people and leading caving groups. His recreation is preparing and driving stock cars. He lives in Brecon, South Wales.
Volunteer 5 Suni	Suni is a 47-year-old medical research scientist at the University Hospital. He is recognized as a world authority on viruses, such as Zika, SARS, and COVID-19. He feels he is getting closer to a breakthrough that would not just prevent but cure viruses such as these, but much of the research data is still in working (handwritten) notebooks. He recently suffered a nervous breakdown from overwork and volunteered for this project because he felt a break might clear his head so he could move forward with his research.
Volunteer 6 Edward	Edward is a man of 59 years who has lived and worked in the United States for most of his life. He is the general manager of a factory producing rubber belts for machines. The factory employs 71 people. He is prominent in local society and is a Freemason and a conservative councilor. He is married with two children who have their own families and have moved abroad. Edward has recently returned from Poland where he was personally responsible for promoting a contract to supply large numbers of industrial belts over a five-year period This contract, if signed, would mean work for another 250 people. Edward's hobbies include gun collecting and online sports gambling.

Now that you have reviewed the *Volunteer Personal Details Sheet,* **complete the following steps in order. Please do not skip any steps:**

1. Individually, use a ranking sheet (see sample below) to indicate the order the volunteers should be extracted from the cave. Write your answers in the left-hand column. You have 10 minutes to do this.

2. Working in your groups, discuss the order in which each of you believes each of the volunteers should be removed from the cave. Work to arrive at a group decision by sharing your reasons or criteria and working to develop criteria the group can agree to. Use the right-hand column to record the group consensus.

3. Collectively, use a group ranking sheet (see example below) to present the order of extraction from the cave. Share with the class the order of extraction your group arrived at and the issues and values that were discussed in arriving at your decisions.

Cave Rescue Ranking Sheet

Your Individual - Order of Rescue:	Group - Order of Rescue:
NAME	NAME
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
Notes:	Notes:

Questions for Consideration:

- Did your group establish a decision-making criterion? If so, what was it?
- Was consensus reached? If not, what criteria did you use to make your decisions?
- Did everyone feel their point of view was heard and considered by all other team members? Why or why not?
- Was anyone unhappy with the outcome? Why?

- What could other team members have done to listen and support each other?

- What emotions or feelings did you have that affected your ability to make decisions in this activity? What would you have recommended to the research team if this were a real activity?

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Defining my Vision & Setting Personal Goals

Personal Leadership Philosophy - Part 1

L.J. McElravy

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The Visioning Process

Often, when we think about great leaders, we think about the change they strived to achieve. For example, Abraham Lincoln's Emancipation Proclamation declared "that all persons held as slaves … are, and henceforward shall be free" (National Archives, 2022). Although the proclamation was limited to ending slavery in the rebellious states and left the inhumane practice of slavery untouched for other parts of the United States, President Lincoln communicated his vision, an expansion of freedom to many more people within the United States. Like optical vision using glasses, a vision is a tool for creating focus and clarifying what you would like to see. A vision helps focus attention on what we believe the desired future should be (Den Hartog & Verburg, 1997).

Photo by David Travis on Unsplash

INTRODUCTION

Visioning happens at many different levels. For example, organizations and teams may have a vision. In these cases, groups of people may come together to determine their collective or shared vision, articulating who and what they want to be as a group. For the purpose of this chapter, we focus specifically on visioning as an individual, or the vision people may have for themselves and for their own leadership.

Creating a vision requires us to be rooted in our past, think about the desired future, and consider how what is going on in our life today has merit and meaning (Friedman, 2008). Friedman (2008) discusses how visioning represents who you are and what you stand for and can pave the path for future success in our career and personal lives. Visioning is a process of taking thoughts and ideas and making them tangible through writing. Though a vision is future-oriented, it is based in understanding past experiences, and an important element of making sense of the past is to intentionally reflect on those experiences. In other words, to know where we want to go, we have to know where we have been and who we are.

In this chapter, you will create a vision for your leadership, referred to as a Personal Leadership Philosophy (PLP). A PLP is an individual's vision for the kind of leader that they want to be. By elucidating your leadership vision, you are creating a beacon to serve as your guide for effective leadership. Like any visioning process, we start with self-reflection. Self-reflection, intentionally thinking about past experiences, allows us to make sense of the past in order to plan for the future. In this chapter, you will be encouraged to reflect on your leadership assumptions, beliefs, and values to help clarify a vision for your own leadership.

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to...

- describe the relationship between leadership assumptions, beliefs, values, vision, personal leadership philosophy, goals, and behaviors.
- identify personal leadership assumptions, beliefs, and values through reflection.
- create a draft personal leadership philosophy.
- describe approach and mastery goals.
- define hope as it relates to goal setting.
- apply SMART goal format to create goals supporting personal leadership and interpersonal skill development.

KEYWORDS: Vision, personal leadership philosophy, goal setting

Visioning: Your Personal Leadership Philosophy

As a vision for your own leadership, a Personal Leadership Philosophy (PLP), can provide direction and motivation. In other words, a PLP can guide actions, behaviors, and thoughts to help you become the leader you want to be. We will provide a process to help you create a PLP, and this process will involve reflecting on your experiences to articulate your leadership values, beliefs, and assumptions.

To begin the PLP writing process, we start with a short activity. In this activity, you are given two story prompts. For each prompt, please take four to five minutes to create a story about someone described in the prompt. There are no right or wrong stories. Please make sure the story is clear in your mind (it may be helpful to write it down). You should highlight specific notes, draw a picture, or do anything that can help you create a clear picture in your mind. Within the story, please make sure you are thinking about how your character interacts with other people in the story. What are the people in the story doing, saying, thinking, and feeling? Each box below contains a specific prompt and a space for you to make notes about your story. After each prompt, there is a series of questions about the character in the story. Please refrain from looking at the questions until after the story about the character is clear in your mind. Please take about five to 10 minutes to respond to the questions.

Story #1: Someone is elected president of a student organization, and they are giving a speech to the organization after learning they won. *(Please take four to five minutes to create a story about the president using the prompt above. There are no right or wrong stories. Please make sure you are thinking about how your character interacts with other people in the story. What are the people in the story doing, saying, thinking, and feeling? Please make sure the story is clear in your mind, and feel free to use the space below to take notes, draw, doodle, or whatever helps clarify the story in your mind).*

Question #1: What did the president say?

Question #2: How were people reacting to what the president was saying?

Question #3: What did the president do to get elected? This may have been something said directly or something implied.

Question #4: What were the president's priorities? This may have been something said directly or something implied.

Story #2: There is a conflict within a team working on a project. One of the members is working to manage the conflict. *(Please take four to five minutes to create a story about the team member working to manage the conflict using the prompt above. There are no right or wrong stories. Please make sure you are thinking about how your character interacts with other people in the story.. What are the people in the story doing, saying, thinking, and feeling Please make sure the story is clear in your mind, and feel free to use the space below to take notes, draw, doodle, or whatever helps clarify the story in your mind).*

Question #1: What did the team member say to manage the conflict?

Question #2: How did the team respond to the team member trying to manage the conflict?

Question #3: What were the priorities of the team member trying to manage the conflict? This may have been something said directly or something implied.

Now that you have finished with the stories and the questions, let's discuss why this kind of reflection is important for a PLP.

Leadership Assumptions

Leadership assumptions are the ideas we have about what leadership "is" or "should be" that are not often part of our conscious thinking. For example, if you are appointed the president of a student organization, what would you start doing automatically? Perhaps you would want to make sure you meet everyone else in the organization. Perhaps you would read the bylaws of the organization to make sure you understand all the policies. Our assumptions are automatic thoughts about leadership. The stories provided you an opportunity to think about your automatic ideas about what leaders do, either in a specific role as president or in an informal role as a team member. To help you reflect and explore your leadership assumptions, take up to 10 minutes to brainstorm up to 25 characteristics that you think were displayed by the leaders in your stories.

Think of this process in relation to a map. The stories allowed your brain to wander; you did not know where you were going; you just kept the story moving along in any direction. Identifying the leadership characteristics is like seeing where you wandered on a map. Mapping the characteristics connects the actions of the characters to tangible waypoints, something specific you can describe.

Please review the stories and the answers to the questions to help you identify these leadership characteristics.

These characteristics should represent what the leaders did, whether their leadership was effective or not. For example, if in your story, the team member was not able to manage the conflict, you should still list the characteristics of that team member. The characteristics may be the same for leaders in both stories, but you should also list any characteristics that were displayed by only one of the leaders in your stories. List these on a separate sheet using the following example below as a template.

1.	6.	11.	16.	21.
2.	7.	12.	17.	22.
3.	8.	13.	18.	23.
4.	9.	14.	19.	24.
5.	10.	15.	20.	25.

These characteristics provide insight into your leadership assumptions – your automatic thoughts about leaders. Next, we will discuss leadership beliefs.

Leadership Beliefs

Leadership beliefs are the conscious ideas you have about what leadership "is" or "should be." While assumptions are the automatic ideas you have, beliefs are the ideas you have when you get a chance to think and reflect. These are the ideas about leadership you intentionally choose to have. To help you identify your leadership beliefs, review the list of characteristics you identified and circle five to seven characteristics you think are most important. Please take a few minutes to identify these characteristics and list the characteristics using the example that follows.

1.

2.

3.

4.

5.

6.

7.

These characteristics make up part of your leadership beliefs, what you believe leadership "is" or "should be."

Now that you have identified some of your leadership assumptions and beliefs, we want to help you identify your leadership values. As you may remember from a previous chapter, values are ideas about appropriate beliefs, outcomes, and behaviors that are applied generally to numerous contexts (Lord & Brown, 2001). In other words, values are what we use to evaluate what we do, and what we see others do, to determine if those actions are appropriate or not.

Our values are often held across various situations. For example, if I value environmental sustainability, I likely hold this value in my home, at work, and in my social life. At home, I might be willing to make sure that I separate my recycling from my trash and take trips to a recycling center. I may choose to work for a company that focuses on promoting environmental sustainability. Within my social life, I might only want to eat at restaurants that serve locally sourced foods. This is one example of how individual values might hold across multiple contexts. To help you identify your own leadership values, take a few minutes to respond to the following questions:

- Who should lead and who should follow?
- How are followers engaged in leadership?
- What is the purpose of leadership?
- Can leadership be good and bad?
- Is leadership different from being a leader?
- What role does the situation or context play in leadership?

As you review your responses to the questions above, can you identify any values that may emerge from your responses? Again, values can be thought of as general "truths" about what leadership should be across different situations. You might also want to review the previous chapter where you identified your values to see if any of those also fit as leadership values. Below is a list of values related to leadership. This list is not comprehensive, and it is provided to give you an idea of some different leadership values.

Autonomy	Egalitarianism	Humility	Materialism
Caring	Empathy	Inclusiveness	Novelty
Collectivism	Equity	Independence	Personal development
Connection	Faith	Individualism	Power
Conservatism	Family	Innovation	Rationality
Courage	Generativity	Integrity	Respect
Creativity	Harmony	Justice	Selflessness
Democracy	Hierarchy	Learning	Service
Duty	High performance	Liberalism	Tradition
Efficiency	Honor	Loyalty	Well-being

Using your responses and any other general ideas about leadership, identify three to six values that you believe are important for your own leadership identity. You can choose from the list above, or you can list values you generate on your own. In either case, please provide your own personal definition for each of your values.

Values	Definition
1.	
2.	
3.	
4.	
5.	
6.	

Using the reflective activities above, you have been able to identify your leadership assumptions, beliefs, and values. The next step is to put all of this together to create a personal leadership philosophy (PLP). We encourage you to take a few minutes to review your response above. We would then encourage you to take 15-30 minutes to write out a draft of your PLP. It may be helpful to give yourself time to write without any editing. Instead of deleting or editing what you have written, simply write the statement again in another way. Setting a time goal (for example, I will write for 30 minutes without stopping or editing) can be helpful as you try to get ideas out of your head and onto paper or a computer screen. After writing, take some time to edit and refine what you have written. Not everything you write needs to be in your final PLP, and you may also realize important ideas need to be added. Separating writing from editing allows you to make progress without getting stuck writing and re-writing the same sentence.

Below is an example of a Personal Leadership Philosophy. Please treat it as an example; your PLP should reflect your own vision for leadership and should be written in a way consistent with who you are and who you want to become as a leader.

Personal Leadership Philosophy Example 1

- Leadership is a process, not a position
- I strive to use my strengths within my leadership: honesty, creativity, love of learning, and teamwork
- I will ensure people are treated equitably
- I will not be a bystander, and I will speak out to make sure my voice and the voice of those with less power are heard
- I will devote time and energy to become the leader I want to be
- Relationships are the foundation of influence

- I will lead ethically and with moral courage

Personal Leadership Philosophy Example 2

- Leadership is a dynamic social influence process driving progress.
- I am committed to my core values. Core values are the driving force behind my actions and are the foundation of who I am and who I want to become. My core values include integrity, respect, creativity, action, and justice.

  - o Integrity: my words and actions are aligned. I am committed to transparency in my decisions and actions.
  - o Respect: I care for the well-being of others and myself. Respect includes treating people with compassion and dignity.
  - o Creativity: I encourage innovation, creativity, and resourcefulness in others and in myself.
  - o Action: Progress is achieved through active commitment and hard work.
  - o Justice: I make decisions with thought and consideration. Because justice is not absolute, I strive to do what is right by accepting people as whole beings, with individualized experiences and beliefs.

- I search for clarity by challenging my values, while also recognizing my values are not universal.
- My influence permeates all my communication, and I take ownership of what and how I communicate.
- My leadership involves continuously developing myself and others.

Write your own draft Personal Leadership Philosophy

The Basics of Goal Setting

A vision for your leadership helps motivate your behaviors and actions, but it may also be too abstract to give you a clear path to living up to your vision. Like glasses, a vision provides clarity for everything within view. Within the field of vision, goals can be thought of as the specific object upon which we choose to focus. Goals concentrate and refine what we see so we can focus on certain elements out of the broader picture. Goals can be helpful because they can provide you with specific steps to take to achieve your leadership vision. If your PLP is a beacon representing where you want to be, your goals can be the map to help you get there.

Hope is an important component of goal achievement. Although hope may seem to be an abstract idea, within the field of positive psychology, hope has a very specific meaning, and hope consists of both the willpower and waypower to accomplish goals (Ciarrochi et al., 2015; Snyder et al., 1991). Willpower is the determination to achieve goals, and waypower is the ability to generate different pathways to achieve goals. In other words, someone who has high hope will be motivated to achieve their goals, and they can find many different ways to achieve their goals. One of the best ways to develop hope is to write out goals using the "SMART" (Doran, 1981) format (see Figure 1).

Figure 1 | *SMART Goals*
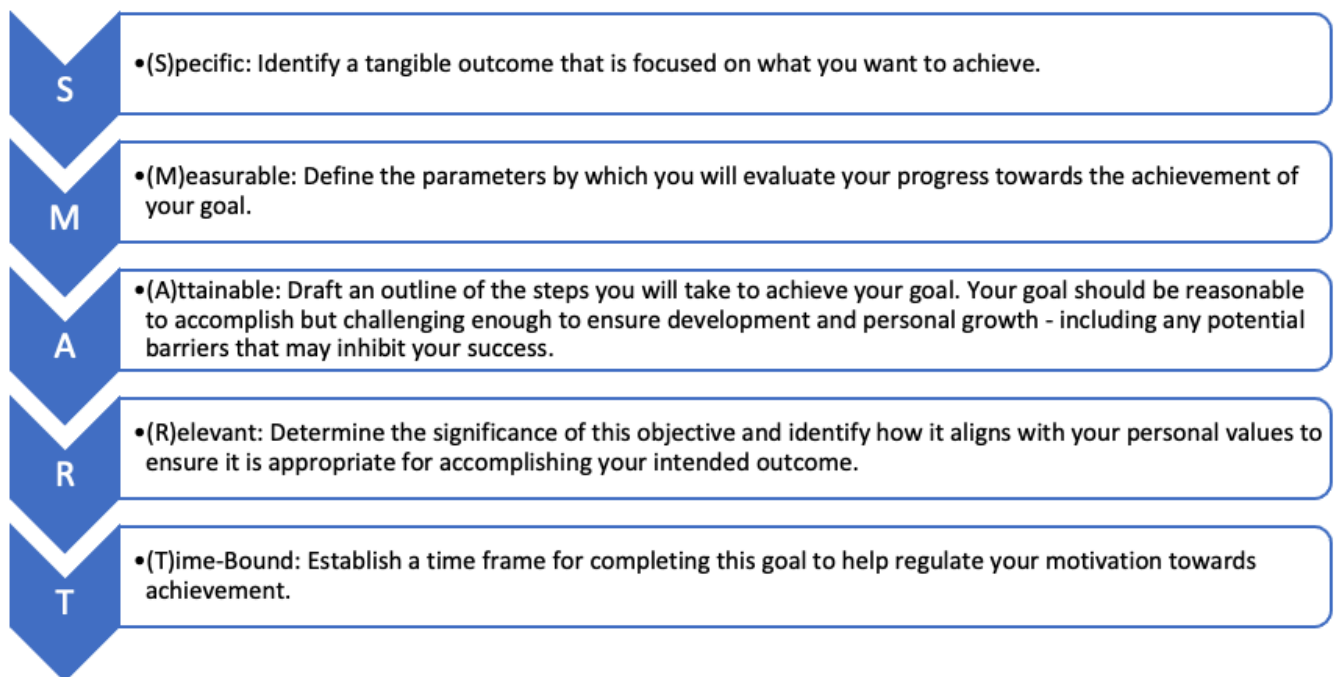
The SMART goal format helps ensure that goals contain major components that are associated with higher goal success rates. For example, when people set specific goals vs. goals "to do my best," people with specific goals are more likely to achieve them (Latham & Seijts, 2016). Measurable goals ensure that you can see progress and achievement. Setting specific action steps helps accomplish goals that are challenging but also attainable.

Motivation is a key component of accomplishing goals, and identifying why goals are relevant helps you align motivation with goal achievement. Finally, a timeline provides urgency to a goal, supporting the need to continue working to meet the goal before the deadline.

Another factor in the success of goals is having an approach and mastery focus (Van Yperen et al., 2014). *Approach-focused* refers to goals where you are trying to achieve something. This is in contrast to goals where you're trying to avoid doing something. Consider the following two goals: 1) I will spend 30 minutes editing my paper after I write it, and 2) I will avoid making mistakes in my paper. Goal one is an approach goal, and goal two is an avoidance goal. Approach goals tend to be more motivating because it is clear what defines success.

Mastery-focused refers to goals meeting a specific standard or previous performance. In contrast, a performance goal is focused on performing better than others or peers. Again, let us consider two examples: 1) I will increase my grade from a "B+" to an "A" in my course by the end of the semester, and 2) I will have the best paper in the class. Example one is focused on a specific standard, a grade, and is based on a previous performance standard of "B+," whereas example two is using peers as the standard. Although both types of goals can lead to positive results, generally, mastery-focused goals are considered better because they promote more prosocial behavior (e.g., sharing resources with others and tolerance for opposing views) compared to performance-focused goals, which can promote more negative feelings (e.g., worry and anxiety) and unethical behaviors (e.g., cheating).

Goal Setting: Developing Leadership & Interpersonal Skills

The next step in the process of becoming the leader you envision in your PLP is to identify specific goals. That said, setting goals for your own leadership and interpersonal skill development may be different from other goals you may have set in the past. For example, setting a goal to achieve a certain grade in a class or to run a marathon have very clear, tangible outcomes. Setting goals for leadership and interpersonal skill development, such as setting goals to develop empathy or better cultural awareness, are more abstract and may require more creativity.

Where to start? This book is filled with specific skills necessary for leadership. For example, communicating with others, developing trust, and conflict resolution are some specific skills that are critical for leadership. While reviewing your PLP, take a few moments to review the skills covered in this textbook, and identify 3-5 skills you would like to focus on developing. It's important to remember that the purpose of goal setting is to provide intentional focus, so even though all the skills in this textbook are important for leadership and are likely elements of your PLP, it's important to prioritize a few as a starting place for your own development.

Leadership & Interpersonal Skills
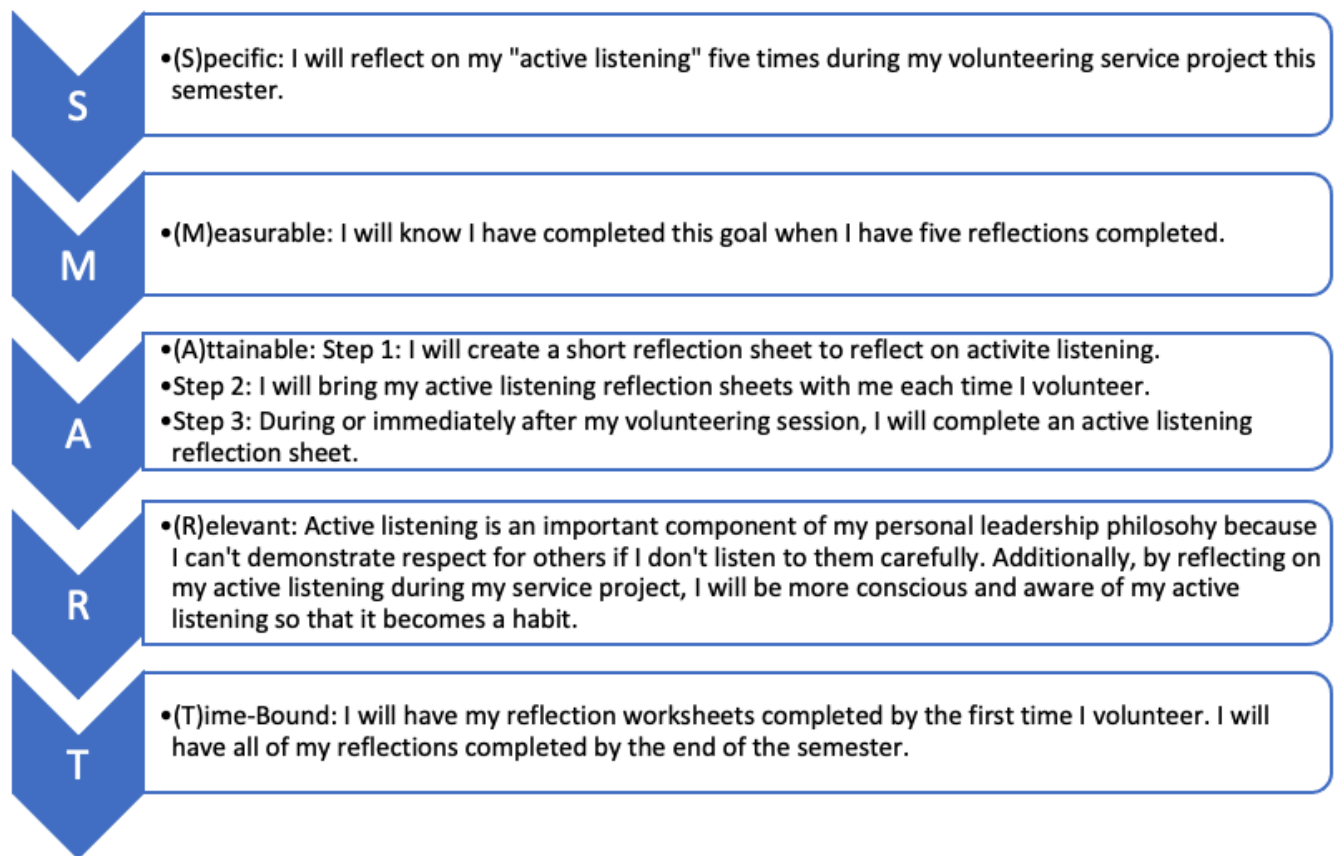
1.

2.

3.

4.

5.

Now that you have identified the skills you would like to develop, the next step is to identify how. A course project, for example, a service-learning project or group project, are great settings to work on developing your skills. To help illustrate the goal-setting process, we are going to outline interpersonal skill development within a service-learning project, where students spend 20 hours during the semester volunteering at an after-school program, where youths aged 6-12 years old attend for care between the end of the school day and when they go home (usually between 3:30 PM and 5:30 PM).

For this example, the development of active listening as a specific skill is outlined and provided in Figure 2.

Figure 2 | *Active Listening SMART Goal Setting Example.*

S • (S)pecific: I will reflect on my "active listening" five times during my volunteering service project this semester.

M • (M)easurable: I will know I have completed this goal when I have five reflections completed.

A • (A)ttainable: Step 1: I will create a short reflection sheet to reflect on activite listening.
• Step 2: I will bring my active listening reflection sheets with me each time I volunteer.
• Step 3: During or immediately after my volunteering session, I will complete an active listening reflection sheet.

R • (R)elevant: Active listening is an important component of my personal leadership philosohy because I can't demonstrate respect for others if I don't listen to them carefully. Additionally, by reflecting on my active listening during my service project, I will be more conscious and aware of my active listening so that it becomes a habit.

T • (T)ime-Bound: I will have my reflection worksheets completed by the first time I volunteer. I will have all of my reflections completed by the end of the semester.

Goal Setting: Planning for Obstacles

Hope is an important component of goal success and consists of both willpower and waypower. In this section, we want to discuss waypower or visualizing multiple pathways for goal achievement. People who can visualize many ways to accomplish a goal will be able to overcome obstacles. Let's say, for example, you want to get an "A" on your next written paper, and you intended to spend 60 minutes editing your paper. Unfortunately, you ended up with the flu, preventing you from spending the time you intended to edit your paper. Waypower is about finding many ways to achieve your goal. In this specific example, can you generate other pathways? You might be able to ask your roommate, friend, or parent to edit your paper. Additionally, you could try to rearrange your
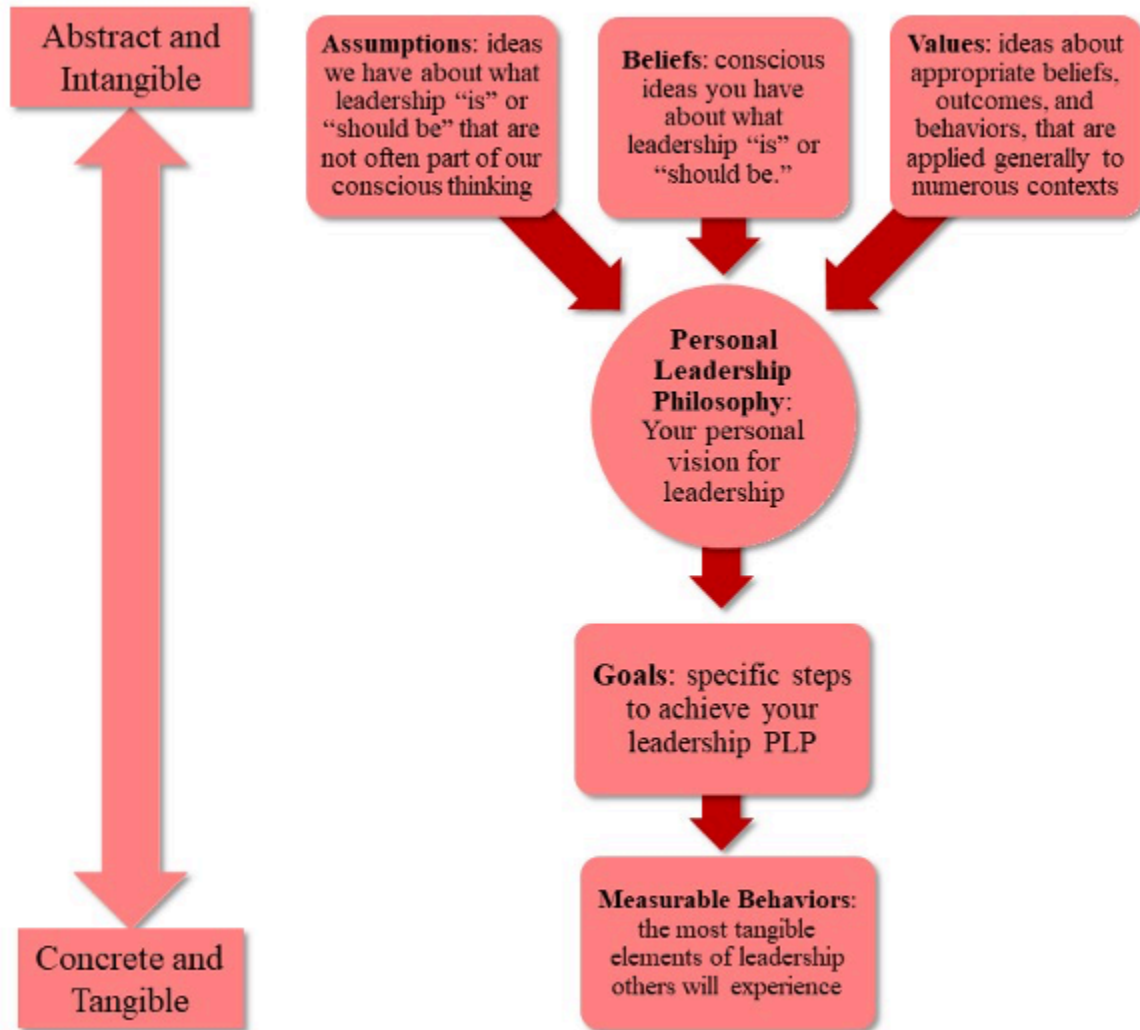
schedule so that you could free up time before your paper is due. However, we don't have to wait for an obstacle to occur before generating different success pathways.

A *premortem* (Klein, 2007) is an activity that can be applied to any type of project. In short, a premortem asks people to begin by assuming their project has failed and has them generate all the reasons why the project failed. This activity encourages thinking about potential obstacles that could prevent the project from success before it begins. By identifying obstacles, you can start proactively identifying pathways and resources to overcome those obstacles. A premortem activity is a way that you can build resilience, which is known as a way to bounce back to normal or even beyond normality when faced with challenges and adversity (McElravy et al., 2018). As you set your goals for your own leadership development, it can be helpful to identify the obstacles you might face and then plan for how you might overcome those obstacles.

Chapter Summary

To provide an overview of this chapter, Figure 3 illustrates how the PLP and goals fit together on a scale of abstract and intangible to concrete and tangible. The reality is that our assumptions, beliefs, and values may not always be clear to us or something we can immediately identify; nonetheless, they are foundational to our leadership actions. Taking these abstract ideas and creating a personal leadership philosophy provides an opportunity for more intentionality, where we can actively choose to be a certain type of leader. As we think about how to become the leader we envision, goals provide specificity on prioritizing skill development. We can't develop all skills at once, and goals help clarify priority and progress. Finally, the specific behaviors we display are the most tangible elements of leadership others will experience. This process of bringing the abstract to the concrete creates clarity to our own leadership development.

Figure 3 | *Personal Leadership Philosophy and Goals*

Abstract and Intangible

Concrete and Tangible

Assumptions: ideas we have about what leadership "is" or "should be" that are not often part of our conscious thinking

Beliefs: conscious ideas you have about what leadership "is" or "should be."

Values: ideas about appropriate beliefs, outcomes, and behaviors, that are applied generally to numerous contexts

Personal Leadership Philosophy: Your personal vision for leadership

Goals: specific steps to achieve your leadership PLP

Measurable Behaviors: the most tangible elements of leadership others will experience

ACTIVITY

Exercises

Goal Setting for Your Service-Learning Project

S • (S)pecific: Identify a tangible outcome that is focused on what you want to achieve.

M • (M)easurable: Define the parameters by which you will evaluate your progress towards the achievement of your goal.

A • (A)ttainable: Draft an outline of the steps you will take to achieve your goal. Your goal should be reasonable to accomplish but challenging enough to ensure development and personal growth - including any potential barriers that may inhibit your success.

R • (R)elevant: Determine the significance of this objective and identify how it aligns with your personal values to ensure it is appropriate for accomplishing your intended outcome.

T • (T)ime-Bound: Establish a time frame for completing this goal to help regulate your motivation towards achievement.

Now that you understand the fundamentals of goal setting, use the following diagram to outline three to five S.M.A.R.T. goals that help you live out your PLP, and use your service-learning project as the context or lab to develop this skill set. Be sure to include all elements of the model in your goals.

Goals	(S)pecific	(M)easurable	(A)ttainable	(R)elevant	(T)ime-Bound
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					

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CHAPTER 4

Communicating with Leadership Congruence

Herb L. Thompson III

INTRODUCTION

Let's take a moment to pause and consider what we have learned to this point. Chapter 1 focused on self-awareness and the importance of evaluating our view of ourselves. Chapter 2 focused on defining personal values, which we now know play a vital role in leadership practice. Chapter 3 defined vision and provided a framework for goal-setting. Each of these chapters was intended to introduce you to the Social Change Model (SCM) of Leadership and the ways we can practice it. This chapter seeks to build upon the previous chapters in preparing you to communicate your self-awareness, values, and goals to others. This is the chapter where we move from internal awareness to external action as we seek to share who we are with others congruently. The geometric principle of congruence can illustrate the way we might incorporate the SCM concept of congruence into our leadership practice. In geometry, two triangles that reflect the same size and angles are considered to be congruent, regardless of their orientation in space. I think it is helpful to have a visual of this (see Figure 1).

**Figure 1 | **Illustration of Shape Congruence
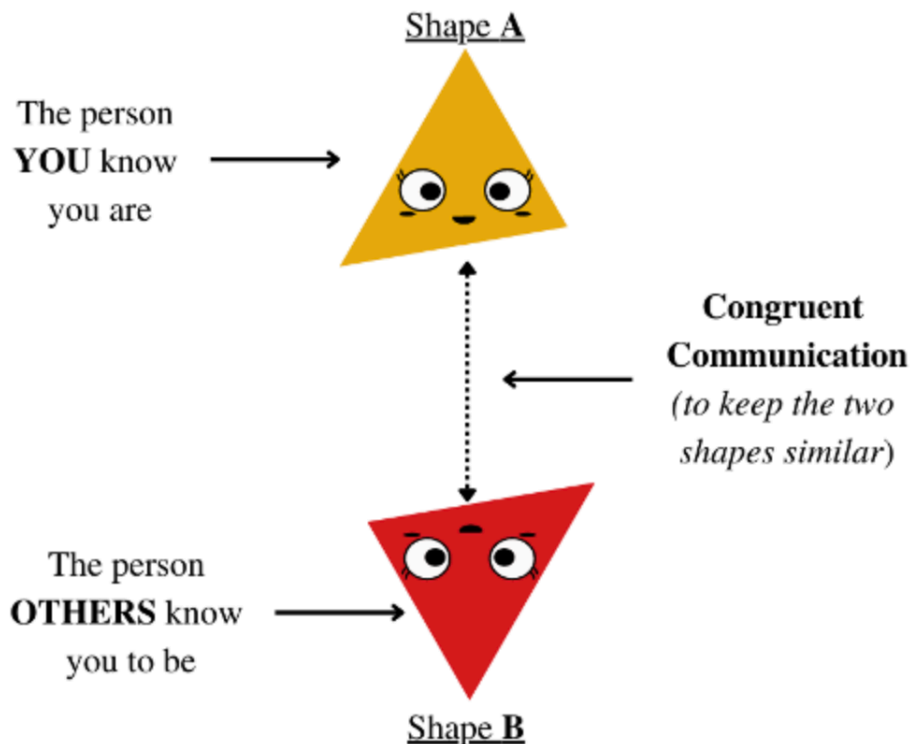
The concept of congruence in the Social Change Model of Leadership (SCM) reflects this geometric principle in suggesting that leaders ought to act toward others in ways that are consistent, genuine, authentic, and honest with their inner selves (Higher Education Research Institute, 1996, p. 36). Though the shapes A and B (Figure 1) may look incongruent, any perception of difference can be explained by our perspective based on how they are oriented in space. The true shape of our identity will always be significantly more complex than what we can possibly explain or communicate to others. Even so, if we value the leadership principle of congruence, we can strive to make our interactions with others line up congruently with our true identity and values.

Join me on a reflective journey back in time to your first experience with geometry. It was this subject that let us explore shapes and their possible arrangements. When I think back to those experiences with shapes and figures, I remember how fun it was to discover that two shapes could be congruent regardless of our perspective of their shape. Take Figure 1, for example. It shows two figures that may seem different, but when applying the geometric principle of congruence, we learn that these shapes are more alike than dissimilar. Shape A and shape B, though appearing to be different based on perspective, can be said to be congruent because they truly are identical in angle and size. What a fitting analogy for the principle of leadership **congruence** we will engage with in this chapter. As we grow in our understanding of ourselves (self-consciousness, from Chapter 2), we strive to

effectively and authentically communicate our true identity to others. It should be noted that it is not possible for any one person to completely know any other person. Even so, if we are intentional in our communication with others, we might be able to help them know us in ways that bear congruence with our true motives, values, and identity. When we practice congruent communication, we are working to ensure that shapes A and B maintain consistent congruence no matter the depth of knowledge that person may have of us in that given moment.

Many strive to have the type of life balance where internal values and principles can be understood and appreciated by those around us. Imagine a world where you could accurately represent yourself to others in a way that is authentic and valuable to others. The prospect of being able to live, work, and grow in a community that you understand and that understands you is appealing to possibly all of us, and why not? That type of household, workplace, or community is one where people can be accepted and appreciated consistently, and most of us (if not all of us) truly desire that. This chapter introduces a conversation on how we might experience that type of clarity with our community and how we might lead others to experience it too.

According to the Social Change Model (SCM), congruency is an important component in an individual's leadership development (Higher Education Research Institute, 1996). Congruence can be explained as an alignment between our thinking, feeling, and actions so that we can represent ourselves to others honestly and genuinely (Shalka, 2016). Communication is the primary way people come to understand us and perceive us (Wood, 2018). If our aim is to be perceived as effective leaders, it benefits us to 1) understand ourselves and 2) develop our personal communication skills so others can perceive us as clear and dependable (Higher Education Research Institute, 1996). The concept of congruence is critical in this process (Edwards & Cable, 2009). Congruence is defined as "Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions; interdependent with Consciousness of Self" (Higher Education Research Institute, 1996). Figure 2 depicts this concept, demonstrating how our internal world impacts our leadership influence.

Figure 2 | Model of Communicative Leadership Congruence
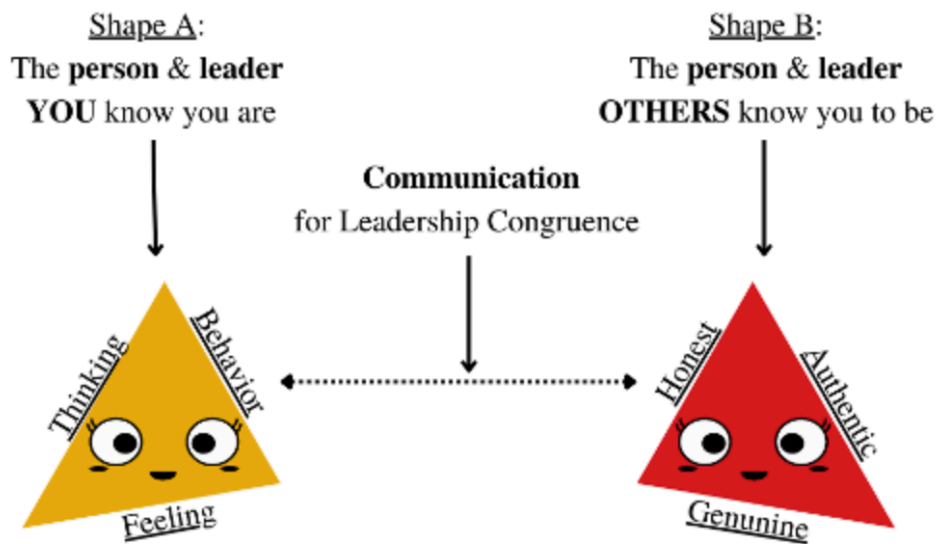
We cannot expect to be perceived as congruent unless others see and hear messages from us that are honest, genuine, and authentic. This chapter builds upon the previous chapters and points to coming chapters by examining how we take our internal world and communicate it to others in congruent and effective ways.

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to…

- develop a congruent communication plan that builds from your personal identity, values, and goals.
- practice communicating your self-authorship congruently through messages in a professional context.

KEYWORDS: Congruency, communication, self-authorship

Before we begin, let's define those keywords that will help orient you to the content of this chapter.

- **Congruency**: "Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions; interdependent

with Consciousness of Self" (Higher Education Research Institute, 1996).

- **Communication**: "Communication is a systematic process in which people interact with and through symbols to create and interpret meanings" (Wood, 2018).

- **Self-authorship**: "self-authorship represents our capacity to take in information from our environments, put that information through the filter of our own values and beliefs, and then use that process to make meaning of our world in ways that are connected to our unique internal voice" (Shalka, 2016, p. 71).

This chapter aims to prepare you, a developing leader, to communicate congruently. To start, we will define congruency, as this is a critical aspect of leadership in the Social Change Model (Higher Education Research Institute, 1996). Secondly, we will explore the role communication plays in congruent leadership (Shalka, 2016). Finally, we will outline some target areas for effective, congruent communication.

Congruency and Leadership

It has been said that congruence is critical to effective leadership (Higher Education Research Institute, 1996). The role that congruence serves for our leadership can be compared to the role gravity plays in our existence here on planet earth. Our existence on earth depends on the active presence of gravity and its outcomes. Gravity, in a practical sense, affords us 1) a foundation to walk on, 2) stability as we walk, 3) predictability for how we will walk in the future, and 4) trust that we will always walk this same way. Congruence, like gravity, serves to ground us, stabilize us, familiarize us, and build trust.

- Congruence grounds us in our values which provide a foundation for action.

- Congruence provides stability for feelings that can be subject to whim and rapid change: congruence informs how we react to feelings and communicate them.

- Congruence allows others to predict how we will act, which is no small matter for those who are following you.

- Congruence is predicated on trust: trust that those around you have in you to behave consistently from situation to situation.

The importance of congruence should not be overlooked. A study by Porras and Colleagues (2007) identified that long-term success for leaders occurred when they "could identify what was personally meaningful to them and then pursue it" (Shalka, 2016, p. 69). It seems that congruence plays an important role in leadership when change is necessary. Research has shown that effective leaders employ their influence on issues that are important to them (Porras et al., 2007). Congruent leaders are individuals who have clear alignment between their personal values and their leadership actions. These leaders can lead extraordinary change in organizations, communities, and beyond.

Congruence begins with self-awareness which we covered in Chapter 1 of this book. In a practice of self-consciousness, let's take a few moments to reflect. In a journal or on a spare piece of paper, jot down your initial thoughts to the questions below. These are intended to provide you with some thoughts and language that we will utilize in a later activity.

Questions from HERI (Higher Education Research Institute, 1996, p. 36):

- Who are you *as an individual?*

- How are you alike and different from your family and your peer group?

- What are the boundaries of your individuality?

- How does it feel when you act incongruently (e.g., when your behavior is inconsistent with your beliefs and values)?

- Does your behavior really reflect your true self and your innermost values, or are you merely playing a role or exhibiting a facade?

- What are the authentic truths of your life?

- When you act in ways contrary to your core values and what you truly think, feel, or believe, how does this affect your feelings of wholeness and authenticity?

These responses are intended for you to identify your shape A (Figure 1) and to better identify how you can communicate congruently. Your answers do not need to be shared in this more raw form, but they will be helpful when developing your congruent communication plan at the end of the chapter. These reflection answers, along with your list of personal values from Chapter 2, provide you with elements of self-awareness that you can act upon and communicate to others. Returning to Figure 2, which represents the elements of congruence, we must ask how we translate our internal values into external action. We can use Figure 3 to respond to this question by illustrating the critical role communication plays in the practice of leadership congruence.

Figure 3 | Visualization of Communicated Congruence
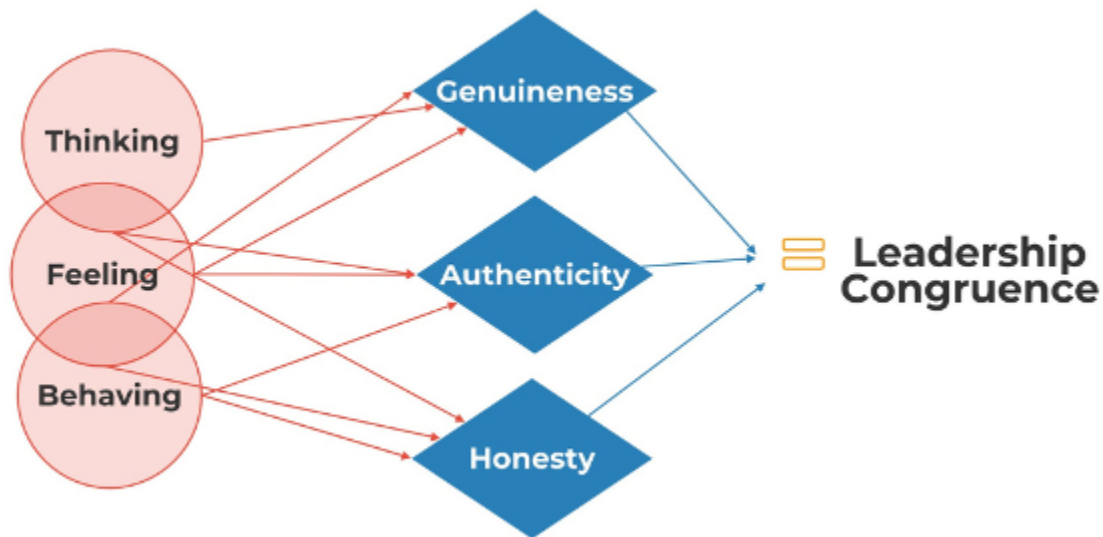
To review, the practice of leadership congruency provides us and others with 1) a foundation for authentic behavior, 2) stable communication expectations, 3) clarity in communication norms, and 4) shared trust-building. This "gravity" of congruency is increasingly valuable when we engage in leadership behavior. When we lead and communicate congruently, we provide our audience with the information they need when deciding whether they will follow our lead. Our efforts in leadership will benefit from some "gravity" to guide our influence relationships with others. The following section explains this communication connection in more detail.

Congruency and Communication

By this point, it is clear congruence involves an alignment of our internal values with our external actions and communication. The concept of self-authorship can further explain how communication helps us align our leadership congruently. Self-authorship

"represents our capacity to take in information from our environments, put that information through the filter of our own values and beliefs, and then use that process to make meaning of our world in ways that are connected to our unique internal voice." (Shalka, 2016, p. 71)

Self-authorship is a helpful concept to consider because it identifies a process we all engage in, and it can also become a helpful beginning point for messages we send to those around us. As we grow in our self-awareness, we can then exercise self-authorship to share our values, beliefs, and meaning through a voice of our own. There are three dimensions of self-authorship, provided in Table 1, along with related questions and suggestions to help you reflect. These dimensions of self-authorship are helpful to consider when seeking to align our internal values, beliefs, thoughts, and emotions with our interactions and leadership actions. Self-authorship has been found to help individuals "take in all the information of their surroundings and make meaning of it in ways that are internally derived" (Shalka, 2016, p. 72).

Table 1 | Dimensions of Self-Authorship

Dimensions of Self-Authorship	Related Question	What would Congruence in This Dimension Look Like?
Cognitive	How do I know what I know?	Using your beliefs (as opposed to those of others) to guide your actions
Intrapersonal	Who am I?	Having a deep understanding of who you are and using this information to inform what you do
Interpersonal	What kinds of relationships do I want to construct with others?	Interacting with others in ways that match your values

Self-authorship is a process we already enact, but it can be more useful to us when we choose to employ it with intentionality. Communication once again offers us a way to congruently represent our internal self-authorship processes and experiences to those around us and those we lead.

Wood (2018) defines communication as "a systematic process in which people interact with and through symbols to create and interpret meanings" (p.77). Like self-authorship, communication is a process focused on meaning-making. Unlike self-authorship, which is primarily focused on ourselves, communication focuses on the audience and the actions we take to share our perspective with them so they can find a similar meaning (Wood, 2018). Effective communicators are able to express their Shape A (inner selves) to others honestly, genuinely, and authentically. They are able to do this because they prioritize the people/audience they are communicating with. When we communicate with others, we take our internal perspective, we encode our meaning into messages,

then we attempt to share that message with others in the hopes that they decode the same meaning we intended to send. The difference between effective communication and ineffective communication is decided by our ability to transfer our meaning/messages in a way our audience can interpret clearly. As we seek to align our internal world with our actions and interactions toward the outer world, it is important to prioritize our audience because it is their interpretation of our communication that matters most.

Wood (2018) also states that the "self" arises when we communicate with others, further emphasizing the importance communication plays in the self-authorship process. Are there times you can think of when you came to understand yourself better as you were communicating your thoughts and experience with others? Can you recall moments when you became more confident in your identity as you communicated it clearly to others? For this author, a memory of an interview comes to mind where I was asked to list my personal strengths. Like any good job applicant (which I was, in this memory), I rehearsed this question a dozen times, and I felt prepared to answer.

Interestingly, though, my answer and the confidence with which I said it drove a point home for me even more than the interviewee. I left that interview knowing that the strengths I listed were more than words; they were a confirmed part of my identity from that moment on. That interview confirmed for me that the self does, in fact, arise when we communicate with others. This further increases the importance communication plays in our self-authorship and our interaction with those around us.

Communication is a vast and far-reaching field, discipline, and practice. It is not practical to think that any one book could fully address its importance, its principles, and associated skills. In this section, we will focus our attention on communication skills that connect with the internal process of self-authorship. Relational transparency is a helpful concept that comes from the theory of authentic leadership (Northouse, 2019; Gardner et al., 2005; Avolio et al., 2009). Relational transparency is defined as "self-disclosure comprised of an expression of any or all of four aspects of self-disclosure: goals/motives, identity, values, and emotions (G-I-V-E)" (Hughes, 2005, p. 84). Relational transparency is helpful for our purposes because it provides four clear categories of self-disclosure that can help us to relay our experiences of self-authorship to the people around us. Table 2 explains each element of G-I-V-E and provides an example of how each area might be employed. It should be noted that each area of this communication is dependent on the ability of the communicator/leader to accurately 1) self-author experiences and 2) encode the message for their audience.

Table 2 | G-I-V-E Communication

G-I-V-E Area	Explanation	Example
Goals	"Authentic leaders will transparently share their motives for pursuing specific organizational goals. There should be no secret as to why followers are asked to perform specific functions in the course of their work" (Hughes, 2005, p. 88).	Hannah was just voted in as the student president. She is preparing to give her induction speech and takes time to carefully plan to share the goals and aspirations she has for her campus during her term.
Identity	"Identity is defined as 'a theory (schema) of an individual that describes, interrelates, and explains his or her relevant features, characteristics, and experiences'" (Schlenker, 1985, p. 68).	Lee has been volunteering at a local organization where he mentors at-risk youth. He learned early on the students respond positively to advice he offers if he first explains experiences he has had in the past and how those experiences shaped his identity.
Values	"In the context of authentic leadership, values are defined as 'conceptions of the desirable that guide the way social actors select actions, evaluate people and events, and explain their actions and evaluations'" (Schwartz, 1999, pp. 24–25)" (p. 88).	Alexandria has an internship at a well-respected children's hospital and was asked by the director of the hospital to speak at the next all-organization meeting about why they wanted to intern at this hospital. Alexandria takes a week to plan, and she shares at the meeting how the hospital aligns with her personal values.
Emotions	"With regard to relational transparency, authentic leaders are hypothesized to express their true emotions to followers but also regulate them to ensure that these displays are appropriate" (p. 89).	Malik is in a small group for one of his classes, and he really likes his group members. Last week he felt a bit offended by some comments by another group member. Malik took time before the next meeting to write out how the comments made him feel, and he planned how he could explain it to the group member in a language he knows will make sense to that person.

Congruence requires communication, and only our audience can determine if we have effectively shared our meaning with them in a congruent fashion. Congruent communication matters in present situations and future ones. We want to communicate congruently with our teachers so they can know us better and help us grow more intentionally. We want to communicate with our friends congruently so they can truly know us and so we can know them truly. We learn to communicate with our family and loved ones so our shared trust can mature. We will benefit in future goals because our congruent communication will give others clarity about our goals and our motives. In the next section, we will focus on how we can develop an effective plan for congruent communication.

ACTIVITY

Congruent Communication Plan

This activity positions us to transfer our self-authorship into effective communication through an intentional plan. At the end of this section, you will develop a congruent communication plan consistent with a popular, professionally-oriented social media platform. Wood (2018) provides three arenas of life where communication occurs: personal life, professional life, and civic life. This activity focuses on the professional arena and requires you to provide context-appropriate messages about your personal 1) goals, 2) identity, 3) values, and 4) emotions. This exercise provides targeted areas for you to develop honest, genuine, and authentic messages that explain who you are in a clear and congruent fashion. You will develop intentional messages for a professional social profile that congruently connects your values and identity through intentional messages that should be appropriate for the academic/professional context. The objective of this exercise is to practice connecting your self-authorship process with intentional communication processes so you can share your identity with others congruently. This exercise provides four profile categories and specific directions on how you might develop strategic messages that reveal your true self to others congruently.

DIRECTIONS: This activity is meant to prepare you to communicate who you are to others so their understanding of you is congruent with your true self (shape A in Figure 1). We are using a social media example because, in modern times, this is a regular source for communicating our identity to others. Gather your *Values Activity* results from Chapter 2 (Defining My Personal Values) and your answers to the questions about self-authorship in Table 1 of this chapter. These will prove useful as you create your congruent communication plan. Follow the steps provided below using the diagram that follows.

STEP 1 (Goals Section): In the attached worksheet, you will find a section labeled "About Me & Goals." Professional profiles usually include a section where you share a summary line or two about your professional identity. This is a great opportunity to share your aspirations, motivations, and goals. In that section on the assignment sheet, use 3-5 sentences to introduce yourself in a way that highlights your personal goals and motivation. It is important to be honest, genuine, and authentic, and be sure you consider language that will be clear and helpful to your audience.

STEP 2 (Identity Section): Professional profiles provide a variety of ways for you to express your identity directly and indirectly. In this section, you will share your 1) name, 2) pronouns (if you choose to share those), 3) headline statement, 4) profile picture, and, 5) banner picture. Fill in this section with 1) your name as you want it to be used professionally, 2) a headline statement that expresses something about your identity clearly and appropriately, and 3) a profile picture and a banner picture that represent you congruently (honestly, genuinely, authentically). If you are not able to insert pictures in the document, feel free to write a description of the images you would use.

STEP 3 (Values or Groups Section): Professional profiles are helpful for this exercise because they provide unique ways for us to share our values with our audience directly and indirectly. Some platforms provide you the option to follow organizations which will then appear in your feed on a regular basis. This can be considered another avenue for us to communicate our values to others. When we socially or professionally "follow" organizations, we are communicating to others our values and standards. In this section, use your top values to identify three organizations that are congruent with you. To complete this section, you simply need to 1) provide the name of each organization you choose to follow, 2) explain in 1-2 sentences why that organization aligns with your personal values, and 3) explain in 1-2 sentences what you believe others will think if they see you associate with this organization.

STEP 4 (Emotions Section): Almost all social and professional profiles provide an option for you to share your thoughts and opinions with others. This common social media practice is helpful when considering how we communicate our emotions with others

appropriately and congruently. For this section, you will create a post that represents an appropriate disclosure that could populate your profile feed. Focus your message toward demonstrating your congruency and leadership in everyday situations and being honest about something important in your current life (e.g., a promotion, an accomplishment, a goal, etc.).

MY CONGRUENT *profile plan*

SECTION #1: About Me & Goals

SECTION #2: Identity Section

Name: Pronouns:

SECTION #3: Values or Group Section

SECTION #4: Emotions & Content Post Section

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CHAPTER 5

Nonverbal Communication & Active Listening in Small Groups

Kate D. McCain & Jaclyn S. Marsh

"Nonverbal communication comprises a core element of the interactions between leader and follower...the role of communication for leadership in organizations is indisputable, supporting everyday interaction between supervisors and subordinates" (Gkorezis et al., 2015).

INTRODUCTION

 Nonverbal communication and active listening play a vital role in leadership skill development, influencing how we engage in small groups. Organizations can benefit from leaders who utilize effective communication skills—both verbal and, more importantly, nonverbal—to represent their ideas. This chapter will investigate the following questions: How do we communicate with others nonverbally? What are some characteristics of nonverbal communication? How can we listen more effectively? How are our small groups affected by our nonverbal communication and listening? We will define nonverbal communication and understand how to interpret it in our everyday interactions. We will then discuss the ten channels of nonverbal communication. Next, we will describe the six stages of effective listening as they apply to interpersonal relationships and small group situations by understanding the HURIER Model (Brownell, 2012). Lastly, we will focus on connecting nonverbal communication and active listening within the Social Change Model of Leadership.

CHAPTER SPOTLIGHT – By Kate McCain: The Story of Two Friends in Healthcare

Two of my best friends work in healthcare. One is a physical therapist at a rural hospital. The other is a pharmacist at a large metropolitan women's hospital. I was having dinner with my two friends and listening to them talk about their jobs. They both described two types of experiences in their roles: (a) serving patients and administrative/managerial duties such as organizing schedules and ordering supplies and (b) dealing with issues among co-workers.

As they shared more about their roles, I started asking them questions about leadership. Everything they were discussing connected to working in small groups and leadership skills. The physical therapist discussed working with patients whose first languages are not English and relying heavily on nonverbal communication to understand the patients' issues and concerns. She also shared how she listens attentively to others to find the best means for treatment outcomes.

The pharmacist, who is in a *service leader* role, discussed how she oversees a group of people and must navigate the complexities of staffing when multiple people ask for time off. She also shared the challenges of listening to all employees on managing staffing for overnight shifts (no one likes to work nights) to ensure the rotations among co-workers are fair. As illustrated by their experiences, nonverbal communication, active listening, and navigating small group challenges are essential leadership skills for many careers.

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to…

- define nonverbal communication and identify the ten channels of nonverbal communication.
- interpret nonverbal messages as they pertain to everyday conversation (and in leadership situations).
- identify the six stages of effective listening.
- understand the role of nonverbal communication and active listening as critical interpersonal skills for leadership.

KEYWORDS: Nonverbal communication, active listening, interpersonal leadership skills

Defining Nonverbal Communication

Nonverbal communication is everything we do while communicating that is *not* verbal, including our gestures, facial expressions, and eye movements (Greene et al., 1994; Jandt, 2001). Floyd (2017) defines nonverbal communication as the meaning we convey through our actions without using words and describes five characteristics of nonverbal communication (see Table 1).

Table 1 | *Characteristics of Nonverbal Communication*

Characteristic	Description
Nonverbal communication is present in *all* conversations.	Focusing on *what* people are saying and *how* they are saying the words.
Nonverbal communication usually delivers more information than just our verbal word choices.	Researchers have found that we gather 65-70% of our meaning in conversations of our nonverbal clues (Burgoon, et al., 2011).
Nonverbal communication is more believable than verbal communication.	We tend to believe a person's nonverbal cues over what they are saying when there are conflicting messages (Burgoon, et al., 2010).
Nonverbal communication is the primary way we show our emotions.	We can talk about our feelings, but our emotions (e.g., sad, happy, or upset) are visible on our faces (Matsumoto & Hwang, 2013).
Nonverbal communication tells people when and if we are ready to communicate.	When we do not like a conversation, it is evident through our nonverbals that we are unhappy at that moment.

Note. Information presented in this table is adopted from Floyd (2017).

These characteristics represent the role of nonverbal communication in our relationships. We can utilize Floyd's (2017) theory on the characteristics of nonverbal communication to ensure that *what* we are saying and *how* we are saying it is communicating the same message. Overall, it is necessary to remember that nonverbal cues are believed more than our words, and nonverbal communication impacts how we convey meaning in our conversations.

Ten Channels of Nonverbal Communication

Now that we have defined nonverbal communication, let's look at the ten most common ways we use our nonverbals. Table 2 outlines how we communicate nonverbally. These ten channels represent how nonverbal communication can strengthen or hinder the interpretations of our verbal messages. By understanding *how* our nonverbals affect our communication, we can be more aware of our communication patterns.

 Table 2 | *Channels of Nonverbal Communication*

Method of Communication	Explanation
Facial expressions	• Facial expressions are among the universal forms of nonverbal body language • Universal facial expressions include anger, contempt, disgust, fear, joy, sadness, and surprise
Eye contact	• Eyes play an important role; staring, blinking, and pupil dilation can tell a lot about a person and how someone is feeling • Eye gaze can determine if someone is being honest or deceptive
Body language/ kinesics	• Kinesics is the study of movement used to explain our thoughts or ideas • Hand gestures and body posture all hold nonverbal meanings
Touch/ haptics	• Haptics is the study of touch, which conveys meaning through physical contact • Touch is used to share feelings and relational meanings with others
Vocal behaviors/ paralinguistics	• Paralinguistics is the study of vocal signals beyond the basic verbal message or speech • Vocal pitch, pronunciation, and inflection all influence our interactions with others
Sense of smell	• Smell triggers memories and emotions and can affect how we communicate or receive communication
Use of space/ proxemics	• Proxemics is the study of space; indicating where we choose to stand often represents how we feel about a person • In Western cultures, we use four different spatial zones: intimate, personal, social, and public zones
Physical appearance	• Clothing, hairstyles, tattoos, and other factors affecting appearance are a means of nonverbal communication • Appearance can alter physiological reactions, judgments, and interpretations of others
Time/ chronemics	• Chronemics is the study of the use of time, and it influences perceptions of punctuality, willingness to wait, and interactions • Time can affect lifestyles, daily agendas, speed of speech, and movement
Color	• Research on **color psychology** has demonstrated that different colors can evoke different moods • The use of color can nonverbally communicate personalities

Note. Information presented in this table is adapted from Floyd (2017).

Nonverbal Communication & Interacting with Others

Think back to the most recent experience you had working in a group or team. Chances are you are working in groups right now in your classes, jobs, or even your service-learning experience. When we interact and communicate with others, we engage in small group situations. The complexity of working with group members or a team is best illustrated by thinking of a group as a system, a set of interconnected parts working together in a changing environment (Littlejohn & Foss, 2008). As group size increases, the complexity of the interaction system increases as well. Consider the following calculations: two group members = two possible interactions; three group members = nine possible interactions; four group members = 28 possible interactions; five group members = 75 possible interactions, and so on (*Business Communication for Success*, 2012). No wonder it can be challenging to schedule meetings and make decisions when working in small groups.

The behavior of one member affects the entire group due to the interconnectedness of system parts, especially if the behavior is disruptive. How do you interpret the nonverbal behavior of a group member who appears distracted on their cell phone during a team meeting? How do you feel when that group member looks up from their phone and asks what is going on in the conversation? As you can see, our nonverbal communication and listening skills play essential roles within our interpersonal and small group interactions. Your ability to communicate effectively or ineffectively can mean success or failure for a group.

Riggio et al. (2003) explain that leaders skilled at communication (including nonverbal skills) are the most effective. For example, when you show genuine interest (both verbally and nonverbally) and actively listen to others' opinions in the group, you exercise supportive communication patterns. The more followers "feel respected by their leaders, the more they will 'return the favor' by being open to their leader's influence" (van Quaquebeke & Eckloff, 2010, p. 352).

As you consider your next steps after college, think about how nonverbal communication will impact your success in future professional positions. For a closer look at how your nonverbals influence your career, you might be interested in reading this article:

Darics, E. (2020). E-leadership or "How to be boss in instant messaging?" The role of nonverbal communication. *International Journal of Business Communication*, *57*(1), 3-29. https://doi.org/10.1177/2329488416685068

HURIER Model of Active or Effective Listening

An important aspect of nonverbal communication is showing we are effectively listening to others. In 2012, a professor of organizational communication, Judi Brownell, created the HURIER Model of Effective Listening to describe the various stages of listening. Figure 1 illustrates the six stages of engaging in active listening.

Figure 1 | *Stages of Active Listening*

The diagram shows a circular cycle with six connected stages: Hearing, Understanding, Remembering, Interpreting, Evaluating, and Responding.
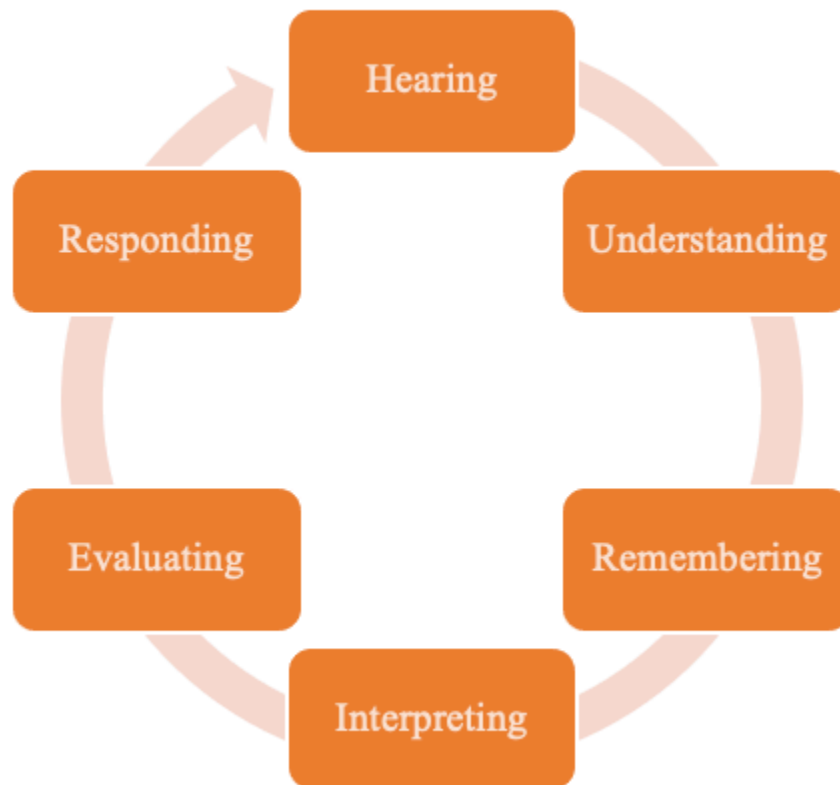
1. **Hearing.** The physical act of perceiving sound. We can hear someone talking, but that does not mean we *listen* to them. First, we physically hear the words but do not necessarily process or understand the words.

2. **Understanding.** We then begin to hear what people are saying and can understand it. Understanding means that we comprehend the meaning of what someone is telling us (Macrae & Bodenhausen, 2001).

3. **Remembering.** We use our memory to help us store information we can retrieve later (Janusik, 2007).

4. **Interpreting.** We move beyond understanding and remembering to interpret the information; this involves interpreting nonverbal cues alongside verbal communication.

5. **Evaluating.** We evaluate the message for credibility and truth behind the communication to decide opinions versus facts. We are also thinking about the context of the communication to evaluate its authenticity.

6. **Responding.** Finally, we respond. Notice that responding is the sixth step and not one of the first steps. We give *feedback* during this stage, both verbally and nonverbally. There are multiple ways of responding depending on the situation and the context.

Active Listening & Interacting with Others

Active listening skills are important when we interact with others. Especially in our digital age, with the increase in technology and global interactions, listening in online contexts actively is a vital skill for building relationships and developing as a leader. Kane (2018) explains that leaders with strong digital communication skills are in high demand. A recent article identified five critical competencies for digital listening by leaders: (1) frequently sharing information, (2) allowing employees to ask questions, (3) asking for input about leaders' ideas, (4) following up on employee suggestions, and (5) demonstrating awareness and appreciation for employee efforts (Cardon et al., 2019). Think about how current events have moved so much of our interactions and communication online. Are you aware of how others are perceiving your nonverbals online? Do you take time to engage in active listening when working with others online? Whether the environment is face-to-face or digital, active listening is an essential interpersonal skill that takes practice.

Connection to the Social Change Model of Leadership

Values of the Social Change Model (SCM) are connected to the concepts of nonverbal communication and active listening in interpersonal relationships and groups. Individual values *(e.g., Consciousness of Self)* refer to people's awareness of their traits, values, and strengths, as well as self-awareness (Fincher, 2009). An individual's awareness of their own communication in terms of nonverbal behaviors and active listening is essential in leadership skill development.

Cilente (2009) explains, "Leadership for social change occurs at the group level" (p. 57). When considering group complexities, group values from the SCM (i.e., *Collaboration, Common Purpose, and Controversy with Civility*) require active listening from all group members and understanding of nonverbal communication. With nonverbal communication channels and active listening strategies in mind, how might you better engage in social change within your relationships and groups?

Summary

As you can see, nonverbal communication and active listening are important interpersonal skills for leadership. These skills are essential for successful communication in interpersonal and small-group settings. Day in and day out, we engage with others. Thus, you must practice your nonverbal behaviors and active listening skills to ensure you are an effective leader while working with others, whether on a small scale in classroom groups or a large scale for social change. What you say and how you say it matters.

QUESTIONS FOR JOURNALING OR DISCUSSION

- Reflect on your service-learning experiences and how they have shaped your understanding of nonverbal communication and active listening. Can you describe a situation where you noticed someone's nonverbal communication during a conversation that influenced your perception? How did their nonverbals impact the conversation?

- Why is it beneficial to use nonverbal communication and active listening in small group situations? What might be the negative consequences for leaders who do not practice these skills? Identify and describe a situation where a leader did/or did not effectively communicate.

- We use turn-requesting gestures to indicate that we wish to speak and turn-denying gestures to indicate that we do not wish to speak. For example, turn-requesting would be probing "what do you think" with an open hand gesture. In contrast, turn-denying would be putting up a hand (i.e., stop) to indicate you are not willing to communicate. How do you find your nonverbals to help (or hinder) your ability to communicate within an interpersonal or small group leadership setting?

ACTIVITIES

Exercises

Video Activity (30 minutes)

TED Talk: Amy Cuddy on Nonverbal Communication (20-minute video). Cuddy's research on body language reveals that we can change other people's perceptions and even our body chemistry by changing the position of our bodies.

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

Instructions:

STEP 1: Observe how students sit when they come into the room.

STEP 2: Ask students to record how they are sitting.

STEP 3: Ask students to reflect on three questions; jot them down in notebooks

- Can you 'fake it til you make it?'
- Do our nonverbals impact how we think/feel about ourselves?
- Can our bodies (posture) change our minds?

STEP 4: Watch the video and openly discuss students' reactions

Practice/Application Activity (Full class period or homework activity)

Observations & Data Gathering. This activity aims to have you observe daily nonverbal communication behaviors (a mini-ethnography), which can be done during class or as an out-of-class homework activity.

Instructions:

STEP 1: Location—Choose a location to sit where you are out of the way, but you can observe interpersonal interactions and nonverbal communication of others. Some locations you may choose are libraries, restaurants, shopping malls, the student center, athletic events, etc.

STEP 2: Observation Notes—Once you have chosen your location, observe the nonverbal communication between observed individuals. Can you identify the type of relationship they may have with one another? Please make detailed observation notes. Your notes may include the setting or environment, location surroundings, noise level, nonverbal communication channels, etc. Your notes should be on a separate sheet of paper and approximately one page.

Observation prompts:

1. Describe the setting chosen for an observation.
2. Describe the interpersonal interaction(s) and nonverbal communication observed. Describe what you saw happening. Some examples could be a couple in an argument, classmates in confusion, a couple in love, etc. What are your conclusions from these observations? What helped you to draw these conclusions?
3. Spend a few moments analyzing and evaluating your observations, then describe your interpretations and reactions.
4. Share any other insights or comments about the observation.

STEP 3: Examples of the ten nonverbal communication channels (CITE) in action—fill in the table. A worksheet will be provided.

STEP 4: Have students discuss their findings in class. What were their observations? How much can we learn from understanding nonverbal communication?

Active Listening Activity

Students will learn how to engage in active listening by practicing their listening skills with a partner. You will hand out a sheet of paper, and one of the students will be the clue giver, and the other will be the clue receiver. The clue giver will be allowed to speak, and the clue receiver will have to follow the instructions to draw the picture that the clue giver tells them to draw from their handout. There are a total of three rounds.

Instructions

STEP 1: With your partner, decide who will be the clue giver and who will be the clue receiver. The clue-giver will be provided a picture. Only the clue-giver can look at the picture. The receiver should not look at the picture.

STEP 2: Using the provided picture, the clue-giver will tell the receiver about the picture, and the clue giver should keep the picture face down until told to look at it.

STEP 3: Only the clue giver can look at the picture and is the ONLY person allowed to speak this first round.

- The clue receiver is not allowed to speak or ask questions.
- After about 5 mins or so, stop and discuss with your partner.

STEP 4: Now switch places as to who is the clue giver and receiver.

- Using a new provided picture, the clue giver will describe it to the receiver.
- For this round, the receiver is allowed to ask clarifying questions—not engage in any dialogue but ask clarifying questions.
- Only the clue giver is allowed to see the picture still.
- After about 5 minutes or so, stop and discuss with your partner.

STEP 5: Have the students select which one will receive and which one will give the clues based on their last two attempts.

- For this last round, you may have a back-and-forth dialogue with your partner.
- Each person can talk openly now, though only the giver is allowed to see the picture still.
- After about 5 mins, stop and prepare to share your thoughts in a large group discussion.

STEP 6: Debrief by discussing which round was "easier, clearer, or best" and why.

- Discuss the importance of active listening; which round represented active listening and why?

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CHAPTER 6

Developing Trust & Being Trustworthy

Hannah M. Sunderman

"Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships."
—Stephen Covey

INTRODUCTION

While trust is widely regarded as a critical component of healthy interpersonal relationships, the concept of "trust" can be difficult to define and describe. Some have described trust as launching yourself into the air and knowing someone will catch you, while others view trust as a tree that, once it is cut down, takes much time to regenerate. Although the analogies for trust are boundless, they emphasize one common theme: trust is necessary for relationships. In this chapter, we'll explore the following questions: What is trust? How is it built? How is it maintained? How is it broken? And, finally, how does trust relate to our well-being and other areas of our life?

CHAPTER SPOTLIGHT

As told by Tori Pedersen, NHRI (formerly known as the Nebraska Human Resources Institute) Mentor
As a freshman in college and a new mentor in NHRI Leadership Mentoring, I was eager to jump into sharing my knowledge and experiences with my mentee. I wanted to hear all about her life as a middle schooler—her challenges and successes. Throughout my first year of mentoring Natalie, I quickly learned that strong relationships are not built overnight. Getting to know someone on a deeper level takes time, and most importantly, it takes trust.

Building trust with a person is not a one-time occurrence, it takes continual investment. As I met with Natalie each week, I made sure to pay attention to what she shared so that I could check in with her as time went on. This commitment to being fully present in our meetings was the foundation of trust that proved to Natalie I was there for her. The act of building trust can take on many forms. It was more than just listening during our meetings; it was pushing her to dig deeper into our conversations while respecting when she was not comfortable sharing. It was being vulnerable with her about my challenges, this way she saw me as relatable—a fellow human being full of flaws.

As a mentor, it was easy to want to see my mentee grow in the ways I envision. I have learned, though, that I needed to meet my mentee where she was and push her to grow, not in my image, but in her own direction. Respecting these differences and celebrating them was crucial to building a strong relationship centered around trust. Ultimately, small moments matter, such as my mentee sharing her dreams or telling me about a fight with a friend. It was easy to wish for big, life-altering conversations, but the small moments where someone chooses to be vulnerable and to trust you are the ones that make all the difference.

Learning Objectives

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to...

- define trust.
- discover the effects of trust.
- analyze the process of building and maintaining trust.
- connect vulnerability and self-monitoring to trust.
- evaluate how trust can be broken and the subsequent effects on individuals.

 KEYWORDS: Trust, vulnerability, trustworthiness, self-disclosure, self-monitoring, building trust

Defining Trust

Before we discuss the effects and processes associated with trust, let's begin by defining it. Interpersonal trust "encompasses one's willingness to accept vulnerability based on the expectation regarding the behavior of another party that will produce some positive outcome in the future" (Krueger & Meyer-Lindenberg, 2019, p. 92). In more simple language, trust is "choosing to risk making something you value vulnerable to another person's actions" (Feltman, 2011, p. 7). For example, trusting that another member in a group project will fulfill their portion of the assignment by the deadline.

Distrust, on the other hand, is defined as the belief that "what is important to me is not safe with this person in this situation (or any situation)" (Feltman, 2011, p. 8). When we're with someone we trust, we feel safe and able to be open. On the contrary, when we're with someone we have not built trust with, we might feel a need to protect ourselves. The emotions connected to trust are care, open-handedness, and curiosity, while the feelings related to distrust are resignation, bitterness, and fear. When experiencing trust, we are prone to cooperation and collaboration, open communication, supporting others, thinking critically about our behaviors, and expecting the best from people and situations. When experiencing distrust, we are likely to be defensive, blame and shame others, judge ourselves and others, withhold information, and expect the worst from people and situations.

Choosing trust or distrust has been described as a risk assessment or a social dilemma. In other words, what is the likelihood that the other person will support or harm you, and to what extent do you make yourself vulnerable to their actions? Neuroscience supports the perspective of trust as a risk assessment. Specifically, reward networks in our brains "determine the anticipated reward for trusting another person" (Krueger & Meyer-Lindenberg, 2019, p. 94), while the salience network ties negative feelings to the risk of betrayal by another person. Our brains figure out context-based strategies for trust through the central-executive network, as well as relationship-based trustworthiness (e.g., trusting a partner) through the default-mode network. In sum, trust is not only something we feel in our relationships, but it is also something that occurs in our brains.

Discovering The Effects of Trust

Over the past half a century, trust has surfaced as a significant predictor of constructs like job satisfaction, job performance, and organizational commitment (Dirks & Ferrin, 2001; Flaherty & Pappas, 2000). At an organizational level, trust is positively related to revenue and profit (Davis et al., 2000). Looking at a younger age group, interpersonal trust has been found to significantly influence prosocial behavior among college students (Guo, 2017). Prosocial behavior is defined as actions that intend to help another person or group, such as volunteering or helping (Eisenberg & Mussen, 1989). This means that college students with more harmonious and trusting interpersonal relationships are more likely to engage in behavior such as assisting someone who needs help, sharing their knowledge/resources, or working with others to achieve a shared goal.

Outside of college, "trust is widely considered fundamental for the recovery of trauma survivors by enabling them to effectively manage conflict in relationships and establish mutually cooperative interactions" (Bell et al., 2019, p. 1042). Within the medical field, doctor-patient trust has been connected to increased patient satisfaction and compliance with medical advice, such as medication (Chandra et al., 2018). Finally, as stated by Krueger and Meyer-Lindenberg (2019), "Trust pervades nearly every social aspect of our daily lives, and its disruption is a significant factor in mental illness" (p. 92). For example, people who experience a mental illness such as schizophrenia can have a difficult time building and maintaining trust (Fett et al., 2012). As you can see, whether we're discussing organizations, college students, or the medical field, the effects of trust are both broad and deep.

Analyzing The Process of Building and Maintaining Trust

As stated by John Gottman, a psychological researcher and clinician,

Trust is built in very small moments, which I call 'sliding door' moments. In any interaction, there is a possibility of connecting...or turning away...One such moment is not important, but if you're always choosing to turn away, then trust erodes in a relationship—very gradually, very slowly. (Greater Good Science Center, 2011).

Gottman refers to small, trust-building experiences as "sliding door" moments, named after the movie *Sliding*

Doors, which alternates between two storylines that demonstrate two different paths the main character's life could have taken depending on whether or not she caught a train.

Building upon the idea that trust is built over time in small moments, Feltman (2011) share a model in which the choice to trust is comprised of four distinct aspects of how a person might act (see Figure 1). The four aspects are as follows:

- Sincerity—the assessment that a person is honest, they are true to their word and their word is true, their opinions are valid and supported by evidence (e.g., a manager outlines the three largest obstacles facing a group and shares a two-part strategy grounded in research for overcoming them)

- Reliability—the assessment of how well a person keeps commitments (e.g., a friend says they'll reach out to you in a week to schedule a time to get together and they do)

- Competence—the assessment that a person has the required skills, knowledge, and resources to do what they are supposed to do (e.g., a social media chairperson for a campus organization knows how to build a social media plan)

- Care—the assessment of how much a person is concerned with the interests of others as opposed to being exclusively motivated by self-interest (e.g., a friend tells you about the opportunity to apply for a competitive scholarship for which they are also applying)

Figure 1 | *Model of Trust Adapted from Feltman (2011)*
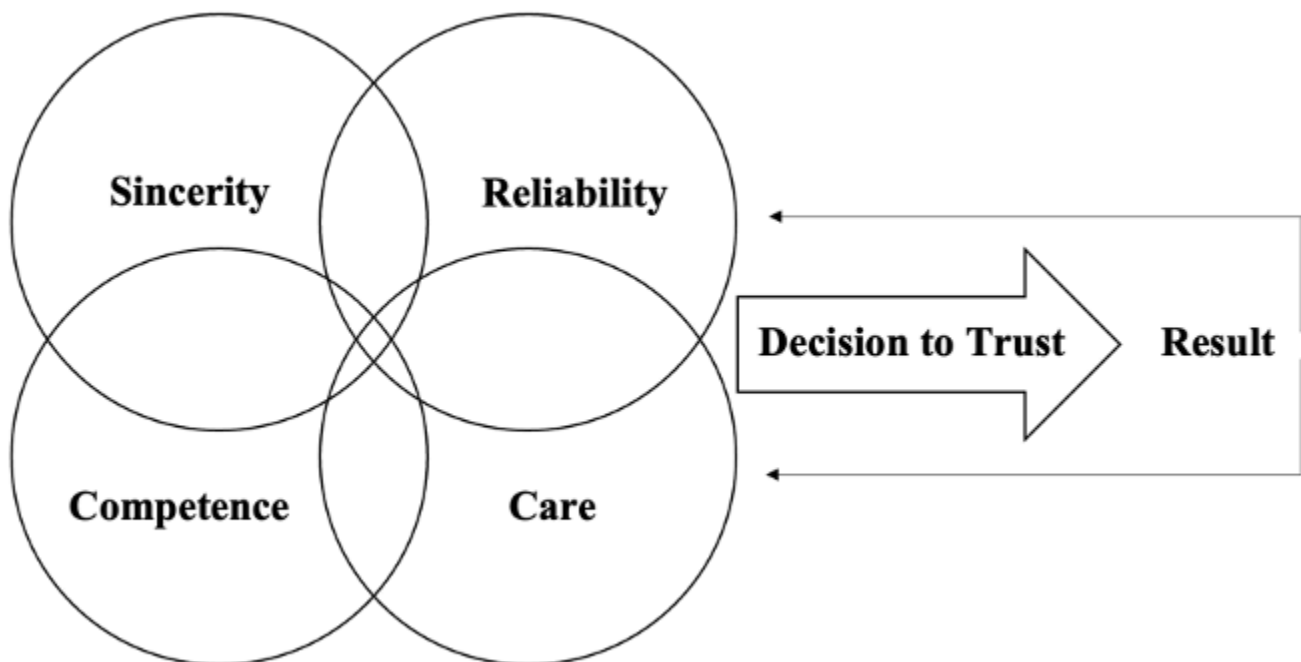
Collectively, these four aspects of trust lead us to either choose to trust someone or choose not to trust someone. When we choose to trust someone, we monitor the outcome, asking ourselves questions such as, "Were the results positive? Did they honor our trust?" If the answer to these questions is "yes," our assessment of

the other individual continues to grow, and we view them as more sincere, more reliable, more competent, and/ or more caring.

Closely connected to building trust is the concept of vulnerability. Vulnerability is defined as risk uncertainty or emotional exposure (Brown, 2015). To use a previous metaphor, if vulnerability is launching yourself into the air, trust is knowing someone will catch you. Trust fuels our vulnerability, and vulnerability fuels our trust. In other words, vulnerability is critical to building trust (as evidenced by the definition of trust we discussed previously). We must be honest with others for them to know we are sincere and that we care. Likewise, trust allows us to be vulnerable. Having an idea that someone will respond to our vulnerability with kindness (i.e., a positive outcome) provides us with the sense of safety and security required to self-disclose. As such, trust and vulnerability are iterative processes, building upon each other to foster strong relationships. As trust builds in an interpersonal relationship, so does our willingness to be vulnerable. As vulnerability occurs in our interpersonal relationships, trust builds.

How Trust Can Be Broken

While trust is critical to interpersonal relationships, it can also be difficult to maintain. Most of us could likely think of an experience where we lost trust in a friend, family member, or co-worker. Research has revealed that interpersonal trust is most often lost "when the trusted individual lied or did not follow through with what they were expected to do" (Hupcey & Miller, 2006, p. 1136). While a few participants in the research study described a situation in which trust has been lost all at once (e.g., a partner who has an affair), the majority of participants shared that interpersonal trust was lost slowly over time (e.g., friend not listening to you, ignoring your texts, etc.). In other words, trust is like a brick wall. We build interpersonal trust by gradually adding bricks. Likewise, we most frequently lose trust by taking apart the wall brick-by-brick. Once in a while, the loss of trust occurs more like a wrecking ball slamming against the wall and scattering many bricks at once.

When we experience a loss of trust, some individuals believe that trust cannot be rebuilt; however, the majority of people believe trust can be rebuilt through a slow and long process (Hupcey & Miller, 2006). When trust is lost, the first step is a sincere apology in which a person does the following (Lewicki et al., 2016):

- Expresses regret
- Explains what went wrong
- Takes responsibility
- Declares remorse
- Shares how they will make it right
- Asks for forgiveness

After a sincere apology, trust may be rebuilt through the intentional and consistent implementation of the four aspects of trust: sincerity, reliability, competence, and care (see Figure 1; Flaherty & Pappas, 2000).

Notably, a loss of trust in one relationship impacts other relationships. For example, individuals who are victims of interpersonal trauma, defined as a traumatic experience caused deliberately by another person (e.g., emotional neglect), are twice as likely to develop post-traumatic stress disorder (PTSD) when compared to individuals who experience accidental trauma (e.g., a natural disaster) (Charuvastra & Cloitre, 2008), emphasizing the critical role interpersonal trust plays in our lives.

Connecting Trust to the Social Change Model

Commitment, a value of the Social Change Model (SCM), is the goal-directed investment of time and energy into the process of leadership development (Higher Education Research Institute, 1996). Likewise, trust often requires an investment of time and energy. The two concepts, commitment and trust, are inextricably linked. As described by the Higher Education Research Institute (1996), "Commitment goes hand in hand with trustworthiness. Trust involves a certain amount of risk since it takes some degree of initial trust to join with others... That initial trust can be sustained only through commitment, and commitment is strengthened in turn as trust is established and common purpose is defined" (p. 43). Trust in our interpersonal relationships is necessary for building committed groups and teams that can achieve meaningful change.

In sum, trust is necessary for interpersonal relationships. When we choose or experience trust, we experience care, open-handedness, and curiosity; however, when we choose or experience distrust, we experience resignation, bitterness, and fear. We can build trust over time by being sincere, reliable, competent, and showing care (Flaherty & Pappas, 2000). Consider how you might use what we discussed throughout the current chapter to improve trust in your own relationships by processing how you build relationships with friends, family members, classmates, and coworkers.

QUESTIONS FOR JOURNALING OR DISCUSSION

- Reflect on a trusting relationship in your own life and chart the development of trust over time. When did it start? How did it grow? What were the high points? When did it "dip," and how did it recover from the "dips"? Where might trust in this relationship go from here (i.e., how can it keep growing)? How can you apply what you've learned from this relationship to other relationships?

- Reflect on a current or past relationship in which trust was fractured, and chart the change in trust over time. Why was trust broken? Did it happen slowly over time or was it one main moment? What emotions accompanied the fracture of trust? How has it affected you, this relationship, and your other relationships?

- Through a lens of trust and commitment, analyze a group/team of which you've been a member. What level of trust and commitment did this group/team possess? How were trust and commitment connected? How did trust and commitment influence the effectiveness of this group/team?

ACTIVITIES

Classroom Activity Video Exercise

- Watch the following video of Dr. John Gottman explaining how trust is built – https://youtu.be/rgWnadSi91s

  - o Discuss the following questions: What surprised, encouraged, or challenged you in this video? How does Dr. Gottman explain "sliding door moments"? What is a "sliding door moment" from your own life (encourage students to think about their relationships with their friends or family?)

  - o Consider your trustworthiness. When have you been trustworthy? When have you not? How can you improve your trustworthiness?

Classroom Activity Writing Exercise

- Have students do one of the first two journaling prompts in class by graphing trust in a relationship and ask them to share in small groups. Students can share as much or as little as they want. Guide students through small group sharing with structured questions (see questions above)

Case Study on Trust

- Read the following article about the England football team: https://www.theguardian.com/football/2018/jul/10/psychology-england-football-team-change-your-life-pippa-grange

- Consider the following questions: What stood out to you in the article? How did the article demonstrate the power of trust? Based on the content of this class, what else might help the football team build trust? Consider a time when you've been on a team; how did your group/team compare to the England football team in terms of trust? How might your/team build a culture of trust?

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Perceptions are Only From My Point of View

Heath E. Harding

"We are in this together, by ourselves." – Lily Tomlin, comedian and actress

INTRODUCTION

An adage about leadership and change says, "If you want to go fast, go alone. If you want to go far, go together." You can accomplish many things individually, but you can achieve even more when working with others. Social change requires a tremendous amount of work. It will be essential to learn how to work with others to accomplish your goals.

This chapter will discuss how our perceptions influence our thinking and our relationships with others when creating social change. As humans, we live in social systems. We have many social systems in which we interact: our families, our workplaces, our friends, etc. Our individual experiences and our perceptions of those experiences impact how we engage in these different social systems. In other words, our perceptions lead to judgments about people. We likely cannot stop making judgments about people and events in our lives; however, we can consciously influence the process and make intentional judgments about ourselves, others, and the world around us. So let us get started increasing your understanding of how this works.

CHAPTER OBJECTIVES:

By the end of this chapter, you will be able to...

- understand why perceptions are essential to successful social change.

- understand how we create perceptions.

- examine how your perceptions impact your leadership.

- apply tools to identify and cultivate awareness of your perceptions.

KEYWORDS: Perception, meaning, viewpoint, stories, understanding experiences

Perception is defined as our experience of an event or person. We collect, organize, and interpret data on events throughout our day. We never collect all the data. Our brains often reject some data because it does not fit prior patterns already in our minds. We then organize the data we have selected out of the pool of data and assign plausible meaning to the limited information we have collected and organized. These brain processes happen at blazingly fast speeds in our minds, and we often are not consciously aware of the process. Usually, we are only mindful of the end product: our judgments of events and, more importantly, people.

In the Social Change Model (Higher Education Research Institute, 1996; Komives et al., 2005, 2006), interpersonal relationships form the model's core, making it critical to know how and when you are creating perceptions about your experiences and the people you encounter. Your perceptions and, ultimately, your judgments directly impact your interpersonal relationships. In the Social Change Model, leadership is inclusive, collaborative, and value-based. Our perceptions influence our actions to be inclusive of ideas and people, impacting our success in leading collaborations. Our perceptions over time create and reinforce our values.

Humans are meaning-making machines. We take sensory data, look for patterns, and then organize it into a story that makes sense. We organize all the data into patterns that we can understand. The meanings and understandings we create are called our **perceptions**: "Perception (from the Latin *perceptio*, meaning gathering or receiving) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment" (Schacter et al., 2011).

Perceptions are Mini-Stories

"We are, as a species, addicted to story. Even when the body goes to sleep, the mind stays up all night, telling itself stories." —
Jonathan Gottschall, *The Storytelling Animal: How Stories Make Us Human*

It is helpful to think of our perceptions as mini-stories we create throughout the day. We take information about our experiences and people and use them to develop a story that will help us make sense of all the data. This meaning-making process happens all day long, often subconsciously. One of the best ways to see this in action is to go to a public place where you can observe strangers: a large class, a public spot on campus, a street corner,

public transportation, a shopping center, etc. Pick a stranger to observe for five minutes. Make some mental notes about what you think about this person. Is this person friendly? Is this person someone you would like to get to know? Is this person wealthy?

Your answers to these questions above and others we could pose are your perceptions about the stranger. The accurate answer to the questions above is "I don't know." The person is a stranger, and you do not have data to determine if they are friendly, wealthy, or someone you would like to get to know. Without more data, you do not know how warm or rich the stranger is, yet our brains cannot help but form assumptions. Our brains organize the data that we notice into perceptions about other people. Our brains create a story from what we notice about people and experiences. What did you see that made you perceive that the person is friendly or unfriendly? What did you see that made you think the person is someone you would like to get to know or not? What did you see that made you perceive that this person is wealthy or not? These are the facts that you used to create your perceptions. As a leader, it is critical to distinguish between the facts of a situation versus the stories you have formed to make sense of the facts.

"You are entitled to your opinion. But you are not entitled to your own facts." — Daniel Patrick Moynihan, an American politician, sociologist, and diplomat

It is easier to see how we create perceptions with strangers. We constantly develop stories and perceptions about the people we know in our social systems. We are frequently, subconsciously, creating stories about our experiences all day long. Even our physical feelings of warmth and coldness can influence our perceptions of others as warm (e.g., trustworthy, generous, and caring) or cold (Williams & Bargh, 2008).

Perceptions: Friend or Foe

"Biggest obstacle I ever faced was my own limited perception of myself." –RuPaul, American drag queen, actor, model, singer, songwriter, television personality, and author

Our perceptions (i.e., the meaning and understanding we create from incoming data) are being formed all the time, both helping and hurting us. We use perceptions to help us navigate a world full of billions of bits of sensory data. If we were conscious of all the sensory data, our brains would become overwhelmed and make it challenging to navigate the world. We often refer to this as "sensory overload." We can shut down when there is

too much data coming in too fast to make sense of it. Even our neural system filters out some sensory information or handles it unconsciously to go about our day with fewer moments of sensory overload.

Our perceptions create challenges because we build our perceptions on limited facts. Our perceptions are our interpretations of the facts (i.e., the story we make about the facts). We fill in gaps in the data with likely guesses based on prior experiences. We can use movies to explore how we create meaning about facts and how others create different understandings about the same set of facts. When two people watch the same movie, they will create different perceptions about the information they saw during the movie. They will have different perceptions of the characters and overall film. Sometimes the perceptions are similar, and sometimes the perceptions are very different.

QUESTIONS FOR JOURNALING & REFLECTION

Prompt 1: List at least five things that you think often cause two people to create different perceptions after watching the same movie.

1.

2.

3.

4.

5.

When you watch a movie a second and third time, you often "see" new information that you missed the first time. Seeing new information may cause you to revise your perceptions of the characters in the movie. You might even realize that your first perceptions were wrong because you missed some vital information or misinterpreted the facts.

We take in millions of data points every second. However, scientists estimate that our conscious minds can only process a limited amount of data at a time:

The amount of domain-specific information that the brain can process during a certain period of time has an estimated capacity ranging from 2 to 60 bits per second (bps) for attention, decision-making, perception, motion, and language, and up to 106 bps for sensory processing. However, the conscious mind can only handle a portion of higher-order information at a time. (Wu et al., 2016, p.1)

That means that we are processing millions of data points without even knowing it, unconsciously creating a perception story. We continuously develop stories about facts, which can become problematic when we are not aware that the stories are not facts but merely stories about facts.

The same process happens in real life. Two people can be in a team meeting and have very different perceptions about the facts of the meeting. We gather and organize information about people and conversations during the meeting, just like we do when watching a movie. Like watching movies with family or friends, team members often have different perceptions after attending the same team meeting.

Prompt 2: Think about a team meeting or class you recently experienced where you had different perceptions than your teammates about how it went. List three things that you think caused you to select different data, organize it, and create different interpretations than your teammates.

     1.

     2.

     3.

Let's watch a quick video called The Monkey Business Illusion: https://www.youtube.com/watch?v=IGQmdoK_ZfY.

As we discussed earlier, when people watch the same movie, they often create different perceptions. Team members attend a team meeting and can have different perceptions of what happened. People notice different information, thus seeing things differently. What you choose to focus on influences the perceptions you create. In the Monkey Business Illusion video, the narrator said to focus on people in white shirts, which may have led you to miss important information (e.g., curtains changing color). Another example would be to imagine two people going separately into a dark room with a flashlight. After you both go into the room, you share what you saw. Where you chose to shine your flashlight guided your attention and determined your perception of the space.

In the Monkey Business Illusion video, the narrator said to focus on the people in the white shirts, which is called priming. Priming is when something influences or guides what you notice or how you respond to a situation (Priming, n.d.). In the dark room example, priming would be if someone told you to look in all the room corners. You would likely move from corner to corner with your flashlight and possibly not shine the light in the middle of the room.

When you are sitting in a meeting or interacting with someone, what is guiding your perception? What is directing your attention like a flashlight? What is driving which information you are choosing to gather and what information you might unknowingly leave out? You may not have noticed the orange curtains in the video because the narrator said to focus on the people with white shirts. Your eyes saw the color change, but it did not make it into your conscious field because you did not think it was essential to the outcome.

The same thing happens when you interact with others. Your attention is like a flashlight. You notice some things about the person and what they are sharing, and some things do not make it into your conscious field because it is not crucial to the goal as perceived by you. What you choose to notice about a person impacts your relationship with that person. What was your perception of their body language? Did you see who was sharing ideas and who was not sharing ideas?

Prompt 3: Think about a time when you created a perception about a team meeting that later turned out to be wrong.

- What influenced the perception you initially created about the meeting?

- What caused you to change your perception of the meeting?

- What lesson can you take away from that experience of changing your perceptions?

Key Influencers when Creating Perceptions

We know that we constantly create perceptions and stories about people and experiences. We make these stories from small amounts of data in our conscious and unconscious minds. You were told or primed to notice a specific thing in the Monkey Business Illusion and dark room examples. What is directing our attention if there is no one externally telling us where to focus our attention? You! You are choosing—usually unconsciously—what to notice.

A few critical things guide our focus. Our prior experiences and emotions over time crystallize into our values. Our previous experiences and feelings impact what data we select from the entire data field and how we interpret data to form our mini-stories. Understanding how our values act as lenses to determine and analyze information is essential.

In Chapter 2, you identified and discussed your values. Your values act as filters when creating perceptions. Imagine having glasses that made everything look red while someone else had glasses that made everything look green. Your glasses would impact your perceptions. Our values act as similar filters. Having a value of liberty will lead us to different perceptions of an experience than having a value of care. These values are not right or wrong but lead us to possible different perceptions, judgments, and actions as leaders.

You are subconsciously choosing not to bring some information into your consciousness. Some of what does not make it into your conscious awareness may be significant. As Saleem Usmani (2019) points out in his TEDx talk, we make about 35,000 decisions a day (https://www.youtube.com/watch?v=MtJhRMfLBCg). If you fail to notice that you are excluding some people in team meetings, it may impact your effectiveness as a leader. Since we are all not noticing important things, collaboration becomes critical to create a collective focus. You need more flashlights in the room to see more of the room. Seeing more of the room will help you make better decisions, creating sustainable social change.

"The range of what we think and do is limited by what we fail to notice. Moreover, because we fail to see what we have been unable to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds." —R. D. Laing, psychiatrist

Summary

Humans are natural storytellers. We create stories about our experiences. These stories or perceptions help us make sense of our place in the world. It is essential to be aware of your perceptions, especially since they are often incomplete and created by subjective interpretation of the facts of an experience. Being aware of our faulty perceptions is critical when working with others to create social change. Leaders must be mindful of the perceptions they have of others, situations, and how they are contributing to the perceptions of others.

ACTIVITIES

Reflecting on Experiences

"We do not learn from experience … we learn from reflecting on experience."—John Dewey, American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform

Directions: Below are a few activities to help you become more aware of your perceptions and how you are creating them. Keep a journal of your perceptions after team meetings. Track how your perceptions change over time with the introduction of new data.

Noticing Challenge

Directions: Choose something different to notice each day for five days in a row. Keep a journal about the experience. To go deeper, watch the video Mindfulness Over Matter by Ellen Langer (22 min.): https://www.youtube.com/watch?v=4XQUJR4uIGM.

	What I noticed was:
Day 1 Focus:	
Day 2 Focus:	
Day 3 Focus:	
Day 4 Focus:	
Day 5 Focus:	

Movie Time

Directions: Watch a movie with friends. At the end of the film, ask them about their movie perceptions. Take it a step deeper and ask them what led them to those perceptions. What did they consciously notice that led to their perceptions? What may have unconsciously led to their perceptions (feelings, intuition, unconscious data, etc.)? Record notes following your discussion.

The Story I am Telling Myself

We treat our perceptions as facts rather than as stories we have created about the facts. Create three columns on a sheet of paper, as shown below. Label the first column "Facts," the second column "Feeling/Emotions," and the third column "The Story I am Telling Myself"—your perceptions. Write down the facts of what happened in the column labeled Facts. Write down your feelings and emotions in the second column. Write down the story you have created using the facts in the column labeled The Story I am Telling Myself.

Facts	Feeling/Emotions	The Story I am Telling Myself

Perception Check Partner

Directions: It is harder to be conscious of creating perceptions in real time. Use a partner to do a perception check. If you have similar values and experiences, your perceptions may be more alike. It is better to compare your perceptions with several individuals. You can do this during or after a meeting. Add a perception check to the meeting agenda. Stop halfway through a meeting and ask team members their perceptions about how the meeting is going and what is influencing those perceptions.

Ladder of Inference

Directions: The ladder of inference is a visual tool to help us be conscious of creating perceptions or conclusions. We select data from a pool of data, apply assumptions, and filter it through our beliefs to arrive at findings that inform our actions as leaders. Read and reflect on the following article, then view the video. Journal about or reflect on what you learned from these.

Article: [The Ladder of Inference: Why we jump to conclusions (and how to avoid it)](#)

Video: [Rethinking thinking – Trevor Maber](#)

More Resources for Perception Checking

"That is one story I could tell. What is another story I could tell?" (attributed to Kem Gambrell, assistant professor at Gonzaga University)

Directions: In *Unlocking Leadership Mindtraps*, Jenifer Garvey Berger (2019) recommends creating multiple stories using the same set of facts. Creating numerous stories helps us create multiple perceptions; this helps us realize that our perceptions are not unilateral truths. To go even further, she asks leaders to create a story using the same set of facts except with someone else as the heroine or hero in the story. Jennifer Garvey Berger reviews the five mindtraps in the video "Meet the Mindtraps," (https://youtu.be/S0-79bd6B2s). Chimamanda Ngozi Adichie discusses the danger of a single story or perception in her TEDx talk, "The Danger of a Single Story," https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

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Diversity & Inclusion

Gina S. Matkin & Helen Abdali Soosan Fagan

INTRODUCTION

In the Social Change Model of Leadership, Collaboration is defined as "Working with others in a common effort by capitalizing on varying perspectives and the power of diversity" (see Introduction). This group-level value in the SCM model is essential if we want to work toward common goals in a way that values all voices.

Diversity and inclusion have never been more important or talked about issues than they are today. With the connectedness of our world via social media, video conferencing, news outlets, and other sources, we instantly hear what is happening the moment it occurs. This kind of connectedness requires a new lens through which to view our world and consider how our own identity plays a role in our perceptions of it. Additionally, as our world becomes more complex and connected, we need new ways to look at and talk about the world in less divisive and more inclusive ways.

 This chapter will lead us on a journey to consider who we are at the many levels of our identity, how we can come from a place of knowing ourselves to better seeing and understanding others, and how we can challenge ourselves to shift our perspectives to see differences in a new and more holistic way to create more inclusive environments that welcome and value everyone!

CHAPTER OBJECTIVES:

By the end of this chapter, you will be able to...

- define diversity and explain its application to your own identity.
- define inclusion and explain its application to your own identity.
- describe the various parts of your own identity and how you experience them as either advantaging or disadvantaging you.
- apply your understanding of diversity and inclusion as they relate to you as an emerging leader in fostering collaboration and leading a diverse group or team to a common purpose.

It is easy to look at the world through our own lens and draw conclusions based on who we are and what we have experienced. This chapter challenges us to go beyond the "known" and into a more challenging territory where we seek to see the world, not as *we* are but as *it* is.

This may sound simple to do, but it requires us to both listen openly and be willing to learn from those around us. We often tell our students that there are two important things to remember when engaging in discussions where we might have a different opinion or perspective:

- *Listening* to you does not mean I agree.
- *Learning from you* does not mean I will change my mind...but I might.

Students tell us that these two statements, when taken to heart, open up a kind of spaciousness in the room where assumptions can fall away, and we can really hear each other. Often our judgment or reaction to others who are different from us is based on fear. It might be fear of what others will think if I listen and do not openly disagree. It might be protecting a value that I hold dear. Either way, if we face our fear or discomfort, there is so much to learn!

This chapter on diversity and inclusion focuses on helping us see differences in a more holistic and positive way. We present you with ways to consider and welcome difference. This starts by examining who you are. We believe the only true way to value differences in others is to be completely open and comfortable with who you are! Being authentically "you" actually helps others be more authentically who they are when they are with you. This also includes the recognition that who we are may offer some advantages (often termed "privilege") or disadvantages (sometimes called "marginalization") depending on where we are and who we are surrounded by. Being aware of both our privileges and where we may be marginalized may help us be more skilled at creating spaces where others feel both welcomed and truly seen!

The Four-Layer Model of Diversity

The first model we want to introduce you to is the Four-Layer Model of Diversity. Think about the last time you heard the term "diversity." What was the setting? What did you think was meant by this term? We define diversity as simply the "mix of differences." Often we think of these differences as those you can observe, but there is much more to diversity and our "mix of differences" than meets the eye. *Diverse Teams at Work* (Gardenswartz & Rowe, 2003) depicts diversity by looking at both the internal and external dimensions. This model, originally

presented by Marilyn Loden and Judy Rosener (1991) in their book, *Workforce America,* illustrates diversity as far beyond what we can observe. This model helps us to see the numerous dimensions in which human beings are different. Diversity is the reality that those differences exist between us. Put quite simply, diversity is the many ways human beings are similar and different. These differences become the layers through which we experience the world, and the world experiences us (see Figure 1). While it is evident that human beings are similar and different in many ways, all differences are not equal. We cannot deny the fact that race, ethnicity, gender, age, and sexual orientation are topics that have been challenging humanity for centuries.

Figure 1 | *The Four Layers of Diversity*

Four Layers of Diversity

Adapted from *Diverse Teams at Work*, Gardenswartz & Rowe (SHRM, 2003)

*Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener, *Workforce America!* (Business One Irwin, 1991)

Note: Image used with permission.

At the core (blue) is personality. This core drives much of the connection we sense when we first begin to interact with people who think like us, process information like us, and manage their lives like us. This layer is the beginning of and often the most overlooked layer of diversity.

The next level (green) depicts the internal dimensions considered by Gardenswartz and Rowe (2003) as "powerful shapers of opportunities, access, and expectations" (p.32). These move our understanding of diversity beyond the central core of personality to the six internal dimensions of diversity that, for the most part, we do not choose or control, yet they have a powerful effect on our behavior, attitudes, and opportunities in organizations and communities. Briefly described, these six dimensions are:

- Age – generational differences between us drive our expectations of work, family, life, loyalty, security, etc. Diving into age differences helps us to understand that not all people have the same perspectives. It also helps us understand that while age certainly helps shape our perspective, it does not confine us to a particular way of thinking.

- Gender – While the authors were referring to biological sex when they created this model, the word sex and gender continue to be confused and used synonymously by many. While helping you understand the differences between sex and gender is beyond the scope of this chapter, it is important to recognize that differences exist and that conforming or not conforming to gender norms societally prescribed by one's sex has become an important topic in diversity and inclusion discussions.

- Race – Contrary to popular belief, we do not live in a color-blind society, nor should it be our goal. Human differences, often focused solely on the color of one's skin, have continued to limit human beings' appreciation of differences. The term race began to be used during colonization and expanded with each century since then. Race is described as a social construct used to categorize visual differences in the color of skin, slant and roundness of eyes, the width of the nose, texture of hair, etc. (See this 2021 article from Braverman and Dominguez in *Frontiers in Public Health* for an in-depth look at this: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8452910/pdf/fpubh-09-689462.pdf).

- Ethnicity – Differences connected to one's ancestral origins (national and/or tribal) are the differences that make up the differences in ethnicity. Often people confuse ethnicity and race. Differences in ethnicity often lead to differences in language, celebrations, and what is considered "cultural"; however, culture is broader than ethnicity. Culture is made up of beliefs, behaviors, attitudes, and expectations that humans consider "normal" in assessing others. Culture begins to take shape in a family, which is operating in the confines of a nation. While national and ethnic cultures are generally the place we begin to think about culture, they are not the only layers of culture.

- Physical/Mental/Emotional Abilities – Physical, mental, and emotional abilities differ between human beings. While the original model focused on physical abilities, for the purposes of our conversation, we will think of abilities in a much broader way to include physical and cognitive abilities, as well as neurodivergence.

- Sexual Orientation – Humans differ widely when it comes to sexual orientation, and that has continued to expand over the past decade. The key factor is that not all humans are heterosexual and if people judge each other based on sexual orientation, it erodes trust and teamwork, and does not allow open authenticity in identities to emerge.

Identity Activity: Let's make this personal!

Consider this:

- What aspects of your internal dimensions of identity (age, race, gender, sexual orientation, etc.) do you most identify with?

- Are there any aspects of identity that you do not feel safe/comfortable revealing or discussing in some situations or settings? Why?

Take a moment to list as many answers to the question, "Who am I?" as come to mind in 2–3 minutes (even beyond the internal dimensions). Notice what you put on the list and what might be missing (what did you not think of right away). Now ask yourself if you would have created the same list if you were asked to share it publicly in a group, class, family setting, etc. If the lists would be different, why?

As you look back over these lists, consider the parts of your identity that you feel benefit you in some way and those that might create challenges or even barriers (judgment, misperceptions, assumptions, etc.).

Now consider situations when you have been more aware (or less aware) of these benefits and challenges. How do you think others experience their own identities and navigate those? Considering your own and then others' identities and experiences can go a long way toward greater understanding and empathy.

There are two additional layers to this model: the external layer of differences, which includes things such as income level (socioeconomic status), religion, appearance, etc., and the organizational layer of differences, which includes work field, seniority, etc. In this chapter, we are mainly focused on the internal dimensions, but you can easily see how these additional layers add complexity to our identity and how we experience it.

In learning about the four-layer model of diversity, we can see that human beings are all very complex and that we all belong in the discussions around diversity. Diversity is not about only one group. It is about all human beings. In fact, we all possess a multitude of identities based on race, gender, ethnicity, socioeconomic status, physical/mental/emotional abilities, etc. We are not just one thing. This concept can be better understood by exploring the term "intersectionality." While a conversation about intersectionality is beyond the scope of this chapter, you can learn more about what it means and find some additional resources at this website (Flowers, 2019): https://www.edi.nih.gov/blog/communities/intersectionality-part-one-intersectionality-defined

How we navigate the differences is what helps us succeed or fail at feeling a part of the world around us while still feeling free to be who we truly are. We term this "inclusion." We will learn more about this in the section that follows.

Shore's Model of Inclusion

Inclusion: it's more than you think!

You may have heard talk of "inclusion" or "inclusive leadership" recently. This term does not replace talking about "diversity" but rather moves us to the next step. While diversity is, in essence, about the mix of differences, inclusion is about bringing differences together. It is important to note that diversity is not something that describes a single individual but rather how a group, team, workplace, or community can be diverse if people from various racial, ethnic, sexual orientation, and/or other identity groups are represented.

Inclusion is about more than just representation. Inclusion is about how we engage with each other and who has access to resources, decision-making, etc. Essentially it is about connection and voice! Is everyone included in decision-making? Does everyone feel heard and valued? Does everyone feel that they can bring *ALL* of who they are to the workplace, organization, classroom, or community? These are a few of the questions that we have to ask in order to gauge whether we are creating inclusive environments.

We often think that when people feel a sense of connection of belongingness, then inclusion has been achieved. This is only partly true. Belongingness is an important component of inclusion, but it does not tell the whole story.

Lynn Shore and colleagues (2011) developed a model to help us understand inclusion in a more holistic way. This model is based on two needs that humans have: the need for *belongingness* and the need for *uniqueness* (Brewer, 1991). Shore and colleagues used this concept to create a guide for a better understanding of how inclusion works. Shore's model identifies the two needs and explains what a person might experience based on the presence, absence, or lack of balance in both belongingness and uniqueness (See Figure 2).

"In inclusive workplaces, people can be fully themselves, striving to be their best, without fear or without a sense that they must hide or become someone else." (Ferdman, 2018, para. 4)

Figure 2 | *Shore's Inclusion Framework (Shore et al., 2011)*

	Low Belongingness	High Belongingness
Low Value in Uniqueness	**Exclusion** Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.	**Assimilation** Individual is treated as an insider in the work group when they conform to organizational/dominant culture norms and downplay uniqueness.
High Value in Uniqueness	**Differentiation** Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/ organization success.	**Inclusion** Individual is treated as an insider and also allowed/encouraged to retain uniqueness within the work group.

For example, if a person is feeling that they do not belong and that their unique characteristics are not seen or valued, they experience "*exclusion*." Conversely, if a person feels a sense of belongingness AND also feels that their uniqueness is valued and encouraged, they experience "*inclusion*." It is important to note that belongingness paired with the absence of valuing uniqueness or individuality can create an environment of "*assimilation*" where a person feels they must conform to the group norms in order to continue to be accepted. This is what the authors of this chapter call a "false sense of inclusion." Finally, if a person feels that they are valued for what they can contribute or bring that is unique but that they are not really accepted, it can lead to "differentiation," where the person ultimately feels used for their skills and talents but not seen as a member of the group or team.

This model offers an important contribution in helping us to see that inclusion and inclusive environments go beyond belongingness and require something much more complex. As a leader, your team or group will be much stronger if you carefully consider both belonging and uniqueness.

Building on Shore et al.'s (2011) model, Fagan et al. (2022) conducted an extensive review to determine how leaders create inclusion for followers. From this review, a list of seven "attributes" of inclusive leaders emerged. These were:

- Authentic Leadership
- Changemaker
- Collaborative
- Commitment to diversity and cultural competence
- Ideals
- Offering follower support
- Openness

When the seven attributes are acted upon, leaders are able to have impacts on followers that create more

inclusive environments. It should be noted that the mix of these attributes is important as some may foster belongingness while not encouraging uniqueness. They state,

We believe that while some impacts may relate more toward belongingness instead of uniqueness—such as increased organizational commitment—and are beneficial for overall inclusion, inclusive leaders should be able to recognize the impacts they create as relating to both uniqueness and belongingness. (Fagan, et al., 2022, p. 101)

This observation is important in that it may feel good to help another person connect and feel as if they belong; however, if a person feels they have to conform and cannot be themselves, they will not experience true inclusion.

Scenario 1

Halle was hired by Brave Marketing company. She was the best candidate because of several successful campaigns with a rapper who was expanding his reach into clothing. Halle is the only female and the youngest person on this team. While she has been told her work is great, every time the team gets together after work, they don't include her. And during side conversations, she is not engaged by other team members, and when she tries to engage with them, they shy away from her. Her unique talents are appreciated, yet she still feels like she made the wrong decision in joining this marketing firm because she really doesn't feel like she belongs.

Do you think Halle feels valued for her contributions to the team?

Do you think she feels she is accepted as a member of the team?

Is Halle experiencing true Inclusion? If not, what is missing, and what could the team do differently to truly help her feel included?

We can begin to notice in ourselves and in our groups, classes, and other environments when inclusion is happening and when it is not. At times, noticing may be all you do, as it may or may not feel safe to intervene or ask for support. At other times, you may be able to advocate for yourself or others to make sure your group is being truly inclusive.

Food for Thought

Have you ever been in a group where you felt that you had to adapt to the norms of the group in order to be liked or accepted? If so, you have been experiencing an "assimilation environment." This environment keeps us from being able to bring our full selves and our unique perspectives and ideas to the group. It essentially "silences" the person who feels they must conform in order to be accepted.

Ask yourself how this would make you feel and whether you would want to continue to be part of the group if you experienced this silencing.

As you grow and develop in your awareness, you may find that you develop the skills and comfort level to help make the groups and other environments in which you live and work become more inclusive.

Scenario 2

Claire recently completed a class in diversity that was part of her leadership minor. Before the class, she had never thought of herself as a person who is uniquely positioned to bridge differences because she is biracial and her parents are from two different countries. During the class she gained a level of self-awareness, but was still trying to figure out what that meant for her.

Recently, during a conversation with her roommates about Disney movies, the topic of a black Ariel came up. Her roommates, who are both white, felt that having a black Ariel ruined the movie for them, and stole their childhood memories of being a mermaid. Claire could feel herself getting sad, and yet found herself unable to speak up. Claire was thinking, what about the millions of little black girls who also dreamed of being a mermaid? It sure would have been nice to have that when she was their age.

Part of the challenge of being biracial was that so many people around her made her feel like she didn't fit in. She wasn't black enough to be with the black kids, and she wasn't white enough to be with the white kids. When she was with her cousins on her mom's side, she stood out because of her skin color. When she was with her cousins on her dad's side, she stood out because of her skin color.

Now, with her roommates, she had at least found a bond over time. She wanted to scream at her roommates to try to help them see how their words were making her feel. She felt bad for even thinking that way and didn't know how to share her thoughts, so she just listened and nodded. She wanted to help them understand but didn't want to seem too different.

- What is Claire experiencing with her roommates? Do you think she feels that her uniqueness is recognized and valued?

- How might the roommates have approached the conversation differently to make sure that all voices felt comfortable expressing their views?

QUESTIONS FOR JOURNALING OR DISCUSSION

How do I feel when I am not fully included in a group but want to be?

1. What is it like to feel like I *belong* to a group, but not feel safe being my *unique* self (assimilation)?

2. What is it like to feel that my *uniqueness* is needed to accomplish something but that, otherwise, I do not really feel as if I *belong* as a member of the group (differentiation)?

How can I, as a group member or a leader, help others feel truly included?

1. What questions can I ask?

2. How can I balance helping someone feel that they belong AND that their uniquenesses are valued as well?

ACTIVITY

Comfort with Differences

Part 1: Assessing Your Comfort with Differences

If we pause and really reflect, we will know that we truly are more comfortable with some groups than others. Dr. Fagan sometimes likes to ask her students: "Who would you be most afraid to bring home as your future spouse?" The reason for the question is to get students to be honest about their level of comfort/discomfort with certain groups. Don't feel bad. Everyone has varying levels of experience and comfort/discomfort. It is part of being human. The key to being effective as a leader is to be honest enough with yourself that you learn to manage it.

Directions: Think about each dimension of diversity and rate the level of comfort you feel in dealing with people different from you in that dimension.

	HIGH	MEDIUM	LOW	HOW DISCOMFORT SHOWS ITSELF
Age				
Gender				
Sexual Orientation				
Physical/Emotional/Psychological Ability				
Ethnicity				
Race				
Geographic Location				
Different socio-economic status				
Personal Habits				
Recreational Habits				
Religion				
Educational Background				
Appearance				
Parental Status				
Marital Status				
Role of Women				
Ethical values				
Family structure/practices				
Treatment of elders				
Relationship to authority				
Role of work in life				
Personal health/hygiene				
Language differences (accents included)				
Leisure time activities				

Adapted from Diverse Teams at Work, Lee Gardenswartz and Anita Rowe, Irwin Professional Publishing, 2003. Used with permission.

Part 2: Processing Your Comfort with Differences

Objectives:

- To identify areas of personal discomfort in dealing with diversity
- To gain an understanding of what triggers that discomfort and gather ideas for becoming more comfortable

Processing the Activity:

- Your instructor might begin with a brief lecturette acknowledging the role of individual perspectives and experience in determining comfort level across various diversity dimensions.
- You will then respond to each item in the assessment with either a high, medium, or low score. Where there is low comfort, participants can write in the box "How discomfort shows itself." Please be as honest as possible. You won't have to share anything you are not comfortable sharing.
- The class will then discuss either in pairs or small groups. The number of participants and the level of trust influence the size of the discussion group. Where there is little trust, groups of 2 or 3 are preferable. If high trust exists, groups can be larger.
- Your instructor will give the small groups or dyads time (approximately 15 minutes) for sharing and discussion.
- After the small groups/dyads, the class will reconvene and have a large group discussion focusing on areas of greatest discomfort, reasons for that discomfort, and suggestions or ideas for becoming more comfortable. Since it is likely that different classmates will have varying levels of experience with different groups, this can be a particularly rich—and sometimes uncomfortable—discussion. Remember that the point is not to judge but to learn!

Questions for Discussion:

- Which areas have high comfort levels? Which ones have the lowest?
- To what do you attribute the differences?
- Where has the comfort level changed, either getting more or less comfortable?
- What has brought about the change?
- What is the consequence to your relationships and career opportunities if no change is made?
- What can you do to increase your comfort in places where it needs to increase?

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CHAPTER 9

Meeting the Challenge of Effective Groups & Teams Membership

Sarah A. Bush & Jason Headrick

INTRODUCTION

When you are assigned to a new team or group in one of your classes, what is the first emotion you feel? For many, this can bring excitement to work with peers and to approach a challenge, project, or assignment creatively. For others, however, the mention of group work brings anxiety and dread. Your reaction is most likely due to previous experiences that you have had working or competing in a team-based environment. Understanding more about the dynamics of teams and the best way to collaborate with others can help you be more successful when working in these environments.

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to...

- distinguish a group from a team.
- identify the importance of teams in organizations and change processes.
- explain synergy, cohesion, and collaboration on teams.
- provide examples of things you can do personally to work more effectively and efficiently on teams.
- analyze the benefits and barriers to working in teams.
- assess strategies for creating synergy, cohesion, and collaboration on teams ready to engage in your community or workplace.

KEYWORDS: Teams, problem-solving, groups, synergy, cohesion, collaboration

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Working in a group or a team can bring about innovation, creativity, a celebration of diversity, and advancements in problem-solving, critical thinking, and building trust. Understanding how to work effectively in groups and

teams allows you to engage directly with the ideas behind leadership, which will help prepare you for the workforce. Additionally, teams are increasingly becoming the path to change, as interdisciplinary solutions are required to solve real-world problems impacting our organizations and communities locally and globally.

 Organizations use many types of teams to address challenges and create new projects and workgroups. The notion of working in groups and teams prepares individuals to work interdependently with others to accomplish a task or goal. Interdependent work closely relates to the definition of leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2019, p. 5). Rather than focusing on influencing others, productive team members focus on how all individuals take on leadership roles and contribute via collaboration. Those who engage in collaborative processes do so to solve problems and make decisions with the input of individuals from multiple perspectives. This diversity leads to synergy; however, there are many obstacles to overcome to achieve synergy and reap the benefits of working collaboratively. Learning more about teams and strategies for collaboration can lead to more effective and efficient teams.

Welcome to the Team!

Research on group processes dates back to the early 1900s (Weingart, 2012); the 1940s marked the beginning of group approaches at the forefront of leadership research (Northouse, 2019). As humans, we gravitate towards work that involves others. We work in groups and teams for various reasons, including dividing tasks to be more efficient, learning from others, and creating solutions from different perspectives; however, individuals, organizations, and scholars have mixed views related to teams (Franz, 2012). Working with a group requires a lot of work, time, and decision-making. It can be hard to get teams to work collaboratively, embrace diversity, overcome conflict, and achieve synergy. This chapter will uncover the benefits and barriers to working in teams and provide strategies to help you personally and professionally increase collaboration in teams.

 The Difference Between Groups and Teams

Let's start by defining groups and teams. Many people use the two terms interchangeably, but there are some key differences. Forsyth (2014) defines a group as "two or more individuals who are connected by and within social relationships" (p. 4). Based on this definition, a group can range from two individuals to many people who are connected based on a shared interest or affiliation (Forsyth, 2014). For instance, a group may march for a cause they believe in, such as women's rights, and be connected by social affiliation to their shared cause. Groups might also be members of an organization, such as a club or Greek organization.

A team is a group that has structure, a focused task, a shared goal, and a relatively high level of "groupness" (Franz, 2012). Katzenbach and Smith (1993) proposed the following definition: "a team is a small number of people with complementary skills who are committed to a common purpose [and] set of performance goals" (p. 112). Therefore, every team is a group, but every group is not a team. See Table 1 for Katzenbach and Smith's (2005) take on differentiating working groups from teams. Consider the preceding example of the group marching for women's rights. Every individual involved with the march may have some level of "groupness" based on their shared and vested interest; however, the planning committee for the march implemented their individual talents towards a shared common purpose of planning the march and performance goals and mutual accountability to one another based on the march's success. Similarly, the executive board or a subcommittee of a Greek chapter tends to function as a team.

Table 1 | *Differences between Working Groups and Teams*

Working Group Characteristics	Team Characteristics
• Strong, clearly focused leader • Individual accountability • The group's purpose is the same as the broader organizational mission • Individual work products • Runs efficient meetings • Measures its effectiveness indirectly by its influence on others (such as financial performance of the business) • Discusses, decides, and delegates	• Shared leadership roles • Individual and mutual accountability • Specific team purpose that the team itself delivers • Collective work products • Encourages open-ended discussion and active problem-solving meetings • Measures performance directly by assessing collective work products • Discusses, decides, and does real work together

Note: Table was created from Katzenbach and Smith (2005)

Differentiating teams from groups is essential to understanding potential processes and outputs, but it is also necessary to explore the age-old question—"are two heads better than one?" The true answer to this is complex—it depends. Research shows that teams who can overcome adversity and other barriers can successfully achieve synergy as individuals and in team environments (Forsyth, 2014; Franz, 2012; Northouse, 2019). When teams can achieve synergy, organizations reap the benefits (Franz, 2012; West, 2004). This reason alone is why many organizations invest both financial and time-based resources in team-based training for their employees. **Synergy** occurs when the team is something more significant than the sum of its parts. A team's effectiveness and synergy can play a positive role in their quality of work. Effective teams can lead to the following outcomes (Parker, 1990; West, 2004; Yost & Tucker, 2000):

• Increased productivity and task performance

• More effective use of resources

• Better decision-making and problem-solving

• Better quality products and services

• Improved organizational learning

• Higher employee engagement

• Enhanced member interpersonal skills and compatibility

• Heightened use of emotional intelligence (EI) and practical application of empathy, social skills, motivation, and the ability to resolve differences

- Greater creativity and innovation

Leader Log: How can you build synergy with your group or team? Why is synergy something you want to improve within groups and teams? Reflect on some of the reasons this is important to you.

Breakdown of Models and Theories

Many theories and models provide insight into how groups and teams work and what makes them effective. In leadership research, team development has been a primary area of study (Fisher, 1970; Hurt & Trombley, 2007; Lewin, 1947; McClure, 2005; McGrath, 1991; Morgan, et al., 1993; Poole, 1981, 1983; Tuckman, 1965; Tuckman & Jensen, 1977; Wheelan, 2009). This chapter will briefly overview the historical models, reveal how they have adapted over time, and guide current application-based models. To fully describe group dynamics and development, we will highlight Tuckman and Jensen's (1977) Stages of Group Development Model and Fisher's (1970) Small Group Development Model.

Stages of Group Development Model

Tuckman's (1965) Stages of Group Development Model had four initial phases: forming, storming, norming, and performing (see Figure 1). In the forming stage, a group establishes, and the members begin to become familiar with other members, their leaders, their environment, and the preexisting standards in the group (Tuckman, 1965). During storming, conflict arises around interpersonal issues, and the group struggles with adversity, but the norming stage brings group cohesiveness (Tuckman, 1965). Finally, a group's new-found structure and "groupness" becomes a problem-solving tool, and the group enters the performing stage (Tuckman, 1965). This model demonstrates the formation of group structure and group problem-solving performance. Tuckman and Jensen (1977) revisited the model after researching the life cycles of groups and added a fifth stage, adjourning. During the adjourning phase, the group completes their task and disperses (Tuckman & Jensen, 1977).

Figure 1 | *Stages of Team Development (Tuckman & Jensen, 1977)*
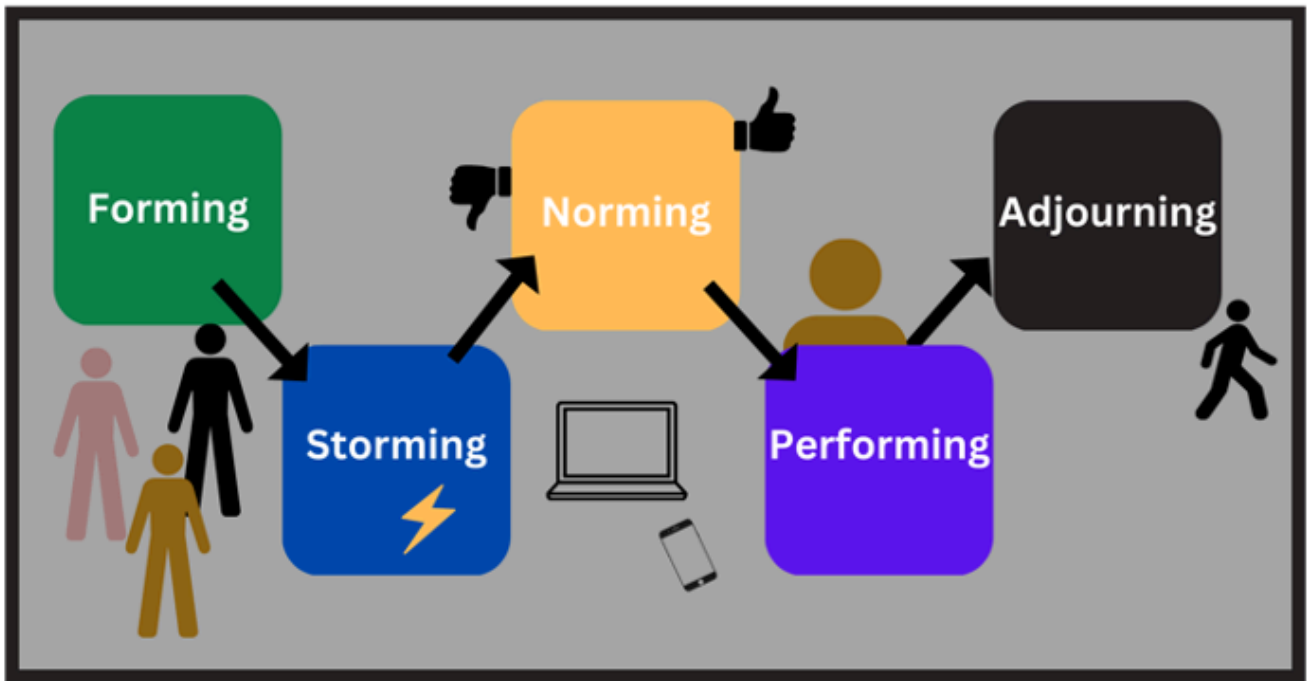
Small Group Development Model

Fisher's (1970) Small Group Development Model focuses more explicitly on a group's actions during a decision-making process. This model, similar to Tuckman's (1965) and Tuckman & Jensen's (1977) models, contributes to group processing. The model deals mainly with communication and interactions and includes four phases: orientation, conflict, emergence, and reinforcement (see Figure 2).

Figure 2 | *Small-Group Development Model*
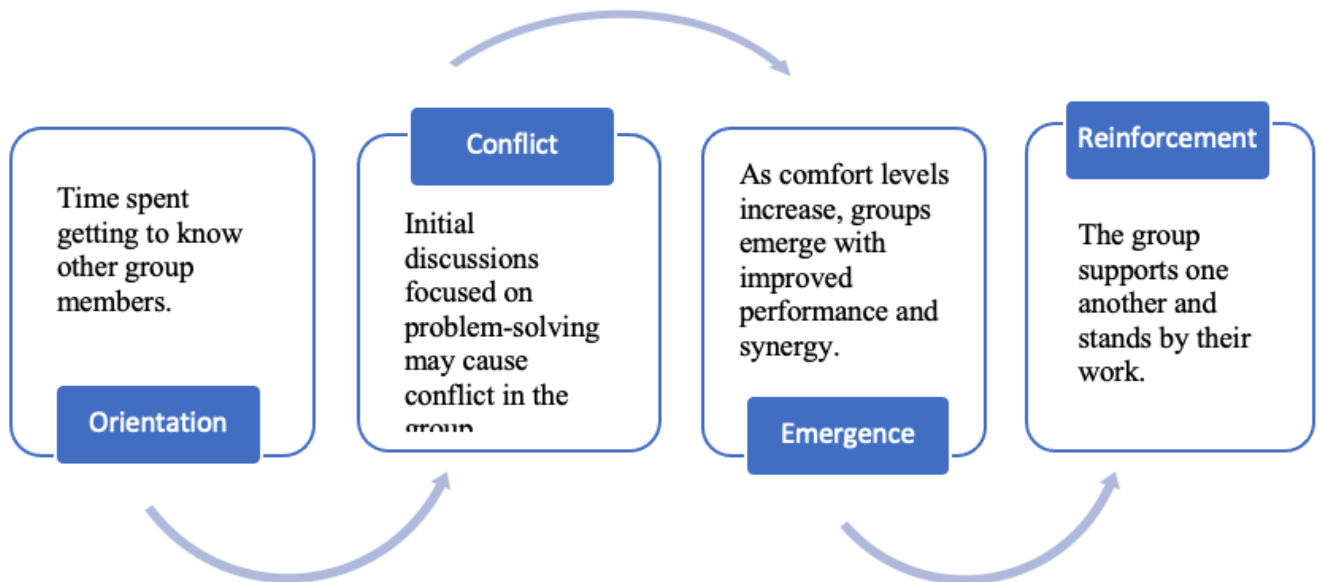
Orientation: During the orientation phase, group members spend time getting to know each other, and a bit of tension may be present due to individuals being uncomfortable communicating with each other (Fisher, 1970). When we meet with a group or team members for the first time, it is important to focus time on introductions, getting to know one another, and discussing the group's goals. Establishing some of the norms and standards for the group/team can start the time together more positively. Deciding how the group will communicate (e.g., exchanging phone numbers and email addresses) is essential during the orientation period.

Conflict: The conflict phase occurs from tension in the group when individuals debate and discuss possible solutions to the problems at hand (Fisher, 1970). Notably, conflict can benefit all members in discussing rules or norms the group or team will have when future conflict occurs. These expectations help establish the group's footing and prepare them for future decision-making and conflict. The current conflict chapter provides strategies to move through and process conflict.

Emergence: As the individuals become more comfortable with each other and a defined group structure is formed, the emergence phase occurs (Fisher, 1970). The emergence phase helps groups and teams set work patterns that increase performance and help achieve goals. Consider this stage like a butterfly coming out of its cocoon – when it emerges, it's ready to flutter around and get to work. When a group or team develops, it shows that the efforts to reach synergy have happened, and the group or team begins working together effectively. For this to happen, the group or team may need to reevaluate the roles and duties of all involved and make adjustments so the best work is moving forward. A commitment to making adjustments means that individuals will put the group's greater good ahead of their personal needs and decisions.

Reinforcement: Finally, through reinforcement, all individuals reach a consensus to support the decision made through both verbal and nonverbal transmissions (Fisher, 1970). This stage means that the group or team is willing to help and stand behind the assignment, work, and decisions made through working together.

Each phase of Fisher's model is essential for groups to consider as they navigate their work. By using the stages as a blueprint, the groups and teams can address conflict and be effective in their decision-making and other team responsibilities.

The Barriers We Face

Over the years, models have continued to develop on group processes, and many still involve stages; however, newer models are more flexible in the progression of the phases, recognizing the issues with the prescribed straight-forward team and group processes (McGrath, 1991; Morgan et al., 1993; Poole, 1983; Wheelan, 2009). In these models, teams can backtrack through phases or skip stages. These models recognize changing social relationships involved in a team and how dynamic teams are in a state of continual evolution.

Lencioni (2002) created a model that considers barriers teams must overcome, identifying how they can cause a chain reaction contributing to other obstacles. Lencioni's (2002) Five Dysfunctions of a Team Model identifies these barriers as primary issues when working in a team. In this model, the dysfunctions are interrelated and build upon one another (see Figure 3).

Figure 3 | *Lencioni's (2002) Five Dysfunctions of a Team Pyramid*

The presence of a dysfunction sparks a chain reaction of events causing other dysfunctions to occur. So, even the existence of just one dysfunction will often be detrimental to teamwork (Lencioni, 2002).

Absence of trust: The first dysfunction, lack of trust, is based upon vulnerability (Lencioni, 2002). Lencioni (2002) described group trust as "the confidence among team members that their peers' intentions are good and that there is no reason to be protective or careful around the group" (p. 196). Hence, team members must be vulnerable with each other in acknowledging their shortcomings, making mistakes without judgment, and requesting aid from others (Lencioni, 2002). A team that shares mutual trust understands each member's distinctive attributes and how those attributes add value to the group. As the model's foundation, a team that lacks trust will make teamwork nearly impossible (Lencioni, 2002).

Fear of conflict: Without trust, a team will not debate when problem-solving (Lencioni, 2002), which leads to the second dysfunction, fear of conflict. Although we often think of conflict negatively, any strong relationship must undergo conflict to succeed (Lencioni, 2002); however, productive conflict is understood to be healthy debate or arguments over concepts and ideas. It avoids "personality-focused, mean-spirited attacks" (Lencioni, 2002, p. 202).

Lack of commitment: Individuals in a group need to feel heard before committing to a decision, whether it was their idea or not (Lencioni, 2002). The third dysfunction, lack of commitment, relates to team members not supporting or feeling confident in decisions made by the team (Lencioni, 2002). Buy-in from all members allows teams to stand behind decisions, whether there is a great deal of risk involved or not (Lencioni, 2002). All team members must fully support decisions and understand their role in a productive team.

Avoidance of accountability: The fourth dysfunction, avoidance of responsibility, occurs when team members are unwilling to approach their peers about their performance or behaviors, harming the overall team (Lencioni, 2002). At times, the fear of conflict causes individuals with strong relationships to ignore the poor performance of other team members (Lencioni, 2002). Lencioni (2002) stated that ignoring negative behaviors leads to resentment. When peers do not hold each other accountable, group structure lacks, and some form of structure is vital for a team (Lencioni, 2002).

Inattention to details: Suppose team structure breaks and all individuals are not contributing. In that case, team members focus on their own needs and personal goals instead of the overall team goals (Lencioni, 2002). The fifth dysfunction, inattention to details, occurs when team members focus their attention on "something other than the collective goals of the group" (Lencioni, 2002, p. 216).

Teams must have overarching goals in which all members invest. Members of a successful team must trust each other, engage in conflict, commit to group decisions, hold their peers accountable, and achieve results (Lencioni, 2002).

Barriers to Achieving Synergy

Teams often have so many barriers to overcome that they struggle with productivity, efficiency, problem-solving, organizational learning, and creativity. Team success is rare (Coutu & Beschloss, 2009). This lack of success is due to an inability to overcome barriers and dysfunctions, as described through Lencioni's (2002) model. These dysfunctions provide an overview of obstacles for teams to achieve synergy and perform, but several other difficulties related to communication, interpersonal matters, problem-solving, and cohesion also plague teams (Franz, 2012). The first step to overcoming these barriers is to identify the overarching problem. For instance, if your team is having communication issues and information is withheld from the group, you can start by examining if the issue is a communication issue or an issue related to trust. Poor communication can result in

deteriorating trust, and a lack of trust can result in poor communication. Understanding the basis for the barrier and conflict helps you know which issue to approach first.

Cohesion & Collaboration

The intended outcome for most teams is to achieve synergy, which requires collaboration. A team cannot be greater than the sum of its parts without true collaboration. Collaboration is a process that involves a group working to solve a problem or make a decision that requires shared goals and the sharing of responsibility, authority, and accountability (Franz, 2012; Higher Education Research Institute, 1996; Komives & Wagner, 2017; Liedtka, 1996; Schrage, 1990). The key to understanding collaboration is that the process and outcomes are all shared. It is more than delegating tasks and working separately towards a common purpose. Collaboration includes the following:

- Human relationships and how people relate to each other
- A process for developing common goals and purpose
- Shared responsibility, authority, and accountability in achieving goals
- Creating synergy by utilizing multiple perspectives and strengths of team members (Komives & Wagner, 2017)

This process can be challenging to achieve as these teams need to overcome the five dysfunctions, have high levels of communication, and must dedicate time to increasing cohesion.

Cohesion from both a task and social aspect is essential to engage in collaborative processes (Franz, 2012). Cohesion is grounded in the attraction of members to the group and the group's work. Cohesion can be threatened by the size of a group, individuals' interest in the tasks, tasks being completed individually rather than shared, and the diversity of experiences and personalities. To increase cohesion, teams should establish a group identity, emphasize teamwork, recognize and reward contributions, and respect all group members (Franz, 2012). Cohesion involves both personal and team-level efforts.

Strategies for Increasing Collaboration, Cohesion, and Synergy

At this point, you may be asking – "So what can I do to increase the likelihood of success for a team?" As mentioned prior, your team can dedicate time to developing relationships and increasing trust. For example, you should spend time at the beginning of meetings to get to know one another's interests, backgrounds, experiences, etc. Success also includes discussing each person's interest in the project or work, which helps determine what personal goals exist even before discussing shared goals. Be open to learning and listening to others. It's also essential to share ownership for the process and fully be invested in the group's decisions whether there is success or room for improvement. Those who are great team members celebrate the team's successes and other individuals and take responsibility for failures, even when they weren't involved (Komives & Wagner, 2017). Teams that fail should fail together, and teams that succeed should share in accomplishments.

You can also be seen as trustworthy by being dependable, helping other team members, sharing your views, and encouraging others to do the same (Komives & Wagner, 2017). Building trust allows groups to focus on the process of collaboration. Collaboration often starts with creating a shared group identity and then developing shared goals and purpose. Through this process, communication is critical and should be a focus at all times. Diversity is also important and requires that members form groups with people who have different perspectives that engage in dialogue and express their views openly without fear of judgment. Work with your team to set team rules to promote respect. When groups uphold these strategies, cohesion increases, and teams can achieve

collaboration and synergy (Franz, 2012; Komives & Wagner, 2017). Use your knowledge, experience, and skills to make yourself a better group member and to help bring out the best in others.

QUESTIONS FOR JOURNALING OR DISCUSSION

- When have your experiences with teams been positive? How have other experiences been negative? What content from this chapter helped you understand what you might have done differently during that negative team experience?

- What is the role of the individual in a group or team?

- How does a solid team foundation help address conflict or other challenges a group or team faces?

- Which model of teamwork effectiveness do you think you are likely to use in the future? How can you help others get on board with those steps or strategies?

- Reflect on the necessary skills you develop through your involvement with a group or team. Why are these skills needed for the future? How can you use them to build your leadership capacity?

ACTIVITIES

No Good Path Activity—A Case Study on Collaborating to Provide Solutions

Chestnut Lake State College is a medium-sized university with about 13,000 students located in Ramberville, a town with approximately 45,000 people. This quaint city is known for its walkability, history, and friendliness. Additionally, it is one of the best places to raise a family. Historically, Chestnut Lake State College has maintained a good relationship with Ramberville. The residents enjoy attending sporting events and interacting with students.

Five years ago, Chestnut Lake State College set a goal to increase the student population by 5,000 over the next ten years. As the student population is growing, student housing is expanding. Previously, nightlife and student housing had all been located on the south side of the campus, directly connecting to the campus. New and attractive student housing options are being built on the north side of campus, behind several residential housing blocks. Over the last year, residents in this area have made noise complaints about students walking through their neighborhoods late at night. These noise complaints occur because the most direct path from nightlife to the new student housing options is through several local areas. Recently, reports of vandalism and stolen items from lawns have also been made.

The relationship between Ramberville and Chestnut Lake State College is quickly deteriorating as the university and town leadership fail to respond to the complaints. The local police have been attempting to patrol the area more frequently but always seem to get called away to respond to other calls at this time. Ramberville cannot afford to increase its staffing based on the city's current budget. A bus system drops the students off downtown but makes the last run at 11:30 pm. Additionally, cabs and rideshare services

are hard to come by in the local area. Typically, walking is the fastest way to get home. The university also sponsors a safe-walk system, but it does not extend to these new housing areas.

The university must respond with some proposed actions and initiatives to maintain its relationship with Ramberville. They've decided to create a joint task force with the local community to develop potential solutions. Work through the prompts below and be ready to discuss your answers.

- How can the university create a diverse team of community and student leaders? Who should serve on the team? Why?
- How will team diversity help achieve synergy?
- How can you go about setting up the team process to achieve synergy?
- How can the leader of the team overcome the five dysfunctions?
- Create a plan of action for developing a solution to the current issue.

"Hidden Agendas" Activity

Instructions:

Place individuals in teams of 6-7. Give them the common task of building a wall (using Legos, note cards, etc.). The wall should be four blocks high and six blocks wide. Then hand out cards with specific goals for each participant. This card represents their personal hidden agenda. The participants should never reveal what is on their card or show their card to another individual. Let the team members work through the activity and do their best to solve the group assignment while satisfying their hidden agenda; however, it should be clear that their personal agenda is always more important than the team agenda.

You can conduct the activity in two ways. The first is to make the activity solvable and provide enough time for them to develop the solution. The second is to make the solution impossible and stop the activity after a set time. The aim of both is to discuss how a lack of commitment to a shared goal and hidden personal agendas can get in the way of collaboration.

Some examples of hidden agenda tasks using colored bricks or blocks as building materials:

- Ensure there are three red bricks on each row
- Ensure no red brick touches a yellow one
- Ensure a blue brick touches a yellow brick on each row
- Ensure every row contains two yellow bricks
- Ensure there is a vertical line of touching white bricks, one block wide, from top to bottom
- Ensure every row has at least one double-block brick

- Ensure that all green bricks are at the end of the row

Reflection:

Reflect by discussing how hidden agendas impact overall group work. Below are some prompts to help start your reflections.

- What was the cause of most of the issues?
- How do hidden agendas impact group work?
- Provide an example of a time you worked with individuals with hidden agendas.
- How do hidden agendas impact trust?
- How could you work through hidden agendas?
- Do you see how this demonstrates the storming phase?

    ◦ o Discuss how teams move to the norming phase by working through hidden agendas and creating team-focused goals.

- Did you experience or observe any other team-based components in this activity?

Reflection Questions

- What was the best experience you've ever had working on a team? What made the group so enjoyable?
- In this experience, how did your team progress through Tuckman and Jensen's (1977) Stages of Group Development Model or Fisher's (1970) Small Group Development Model?
- How did your team build cohesion and collaborate?
- Did your team achieve synergy? How do you know?
- What was the worst experience you've ever had working on a team? What made the group so challenging?
- What dysfunctions from Lencioni's (2002) Five Dysfunctions were present?
- How could you, as an individual, increase cohesion and collaboration on your team?
- What strategies could your team have used to increase cohesion and collaboration?

Suggested Videos

Stages of group development as told through the Fellowship of the Ring: https://www.youtube.com/watch?v=ysWWGf8VsOg&t=11s

Stages of group development: https://www.youtube.com/watch?v=H8gryfMB2P4

Five Dysfunctions of a Team: https://www.youtube.com/watch?v=wHpB1EBufFo&t=12s

Forgetting the pecking order at work: https://www.ted.com/talks/margaret_heffernan_forget_the_pecking_order_at_work

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CHAPTER 10

Engaging with Empathy

Helen Abdali Soosan Fagan, Hannah M. Sunderman, & Colette M. Yellow Robe

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." —Maya Angelou

INTRODUCTION

Empathy plays a critical role in interpersonal communication by helping to bring us together, a task that is particularly important as we face interpersonal as well as global crises. These challenges offer no easy solutions and require us to connect with and understand each other. Empathy, defined as sensing and imagining the feelings of others, is at the core of connection. While empathy is a powerful aspect of relationships, it can be challenging to engage with well. Therefore, the purpose of this chapter is to engage you, the reader, in the process of understanding, developing, and applying empathy.

Chapter Objectives

By the end of this chapter, you will be able to...

- define empathy.
- describe the difference between empathy and sympathy.
- identify and apply the three types of empathy.
- describe the benefits and potential pitfalls of empathy.

- identify ways to increase empathy.

KEYWORDS: Empathy, perspective-taking, compassion, understanding, cognitive empathy, affective empathy

This chapter starts by defining empathy and distinguishing empathy from sympathy. Then, we discuss the three types of empathy: cognitive empathy, emotional empathy, and empathic concern. After talking through various definitions of empathy, we share the positive effects of empathy and the potential challenges of empathy. Finally, the chapter ends with a discussion on the four attributes of empathy and how empathy can be developed.

Defining Empathy

Empathy is the uniquely human ability to focus on another person's internal state. While the word "empathy" can be used to describe a wide array of experiences, empathy in the context of interpersonal relationships is often defined as "the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling" ("Empathy Defined," n.d., para. 1).

To further understand empathy, it is helpful to distinguish it from sympathy. While sympathy involves understanding from our own perspective, empathy involves taking the perspective of the other person, sharing their emotion, and exhibiting concern. Sympathy involves feeling *for* someone else. Empathy pushes us to feel *with* someone else. Sympathy is surface-level connection, while empathy is deeper and more intense. In sum, "empathy fuels connection, sympathy drives disconnection" (Brown, 2013, 0:15). When faced with someone else's pain, sympathy maintains distance from the other person's emotions by, for example, finding the bright side of a situation or changing the subject. Sympathy might motivate us to express sorrow or send a card, actions that are often appreciated (Bariso, 2018). Empathy, however, takes more time and effort by moving us to connect with the other person's emotions, drawing from feelings we have previously felt. Given that empathy can recall uncomfortable and difficult feelings, empathy can be a difficult and vulnerable choice.

Consider this example: You had a misunderstanding with a roommate and left your dorm room. Later you are sitting in a corner booth in the union. You overhear a person who sounds like your roommate talking to someone about how terrible they felt about the disagreement with their roommate (i.e., you) and how they wish they would have taken time after hearing the news of a sick family member to go for a walk. Your roommate shares that a walk would have allowed them to clear their head and avoid projecting their sadness over the sickness of a family member onto their roommate (i.e., you). When you hear this, you recall a similar feeling from your own life in which your grandma was sick, and it was difficult for you to talk about. Connecting a previously experienced emotion to your roommate's current feelings allows you to gain a level of understanding and connection with your roommate, enabling you to understand their perspective (and reaction) and share in the emotional burden. In response to understanding your roommate's emotions, you decide to act and check in with them, eventually leading you to volunteer to help them study, run errands, or think through contacting their professors.

The example above illustrates three different types of empathy (Goleman et al., 2017). First, cognitive empathy is understanding someone else's perspective. Cognitive empathy can also be referred to as perspective-taking (Goleman, 2008), which can help in motivating people. However, cognitive empathy without the other types of empathy can be used to hurt people by understanding other people's emotions and using them to wound or

manipulate; therefore, we also need emotional empathy, the second type of empathy. Emotional empathy is feeling what another person feels. In other words, emotional empathy can spread emotions as if they were contagious. The potential downside of emotional empathy is that we may feel other people's emotions so strongly that it could hinder our ability to be of help (Goleman, 2008). This leads us to the third type of empathy, empathic concern, which is defined as sensing what someone else needs from you. Empathic concern, also referred to as compassionate empathy, is what motivates us to act and help.

Discovering the Effects of Empathy

Researchers in a variety of fields have identified numerous benefits of empathy. In healthcare, empathy by care providers (e.g., doctors and nurses) has been shown to increase patient satisfaction following a course of treatment and reduce stress (Riess, 2015). Additionally, providers themselves benefit from empathy because it enhances job satisfaction, belief that their work is meaningful, and overall well-being (Riess, 2015). In the customer service industry, empathy reduces conflict and enhances customer satisfaction (Clark et al., 2013). Further, empathetic workplaces typically have stronger collaboration, less stress, and greater morale (Zaki, 2020). Additionally, employees bounce back from challenging circumstances faster.

While the benefits of empathy are significant, scholars have argued that too much empathy can be harmful. Paul Bloom (2016), a psychology professor at Yale University, has discussed the potential downsides of empathy. Specifically, Bloom (2016) argued that too much empathy for a person or group might result in an inability to be rational. The lack of rationality could lead to us being too closely aligned with the person or group for whom we have empathy and result in a bias towards outsiders. For example, if one of our friends gets into a fight with another friend, we may empathize with one friend's perspective, making it difficult for us to see another perspective.

Rather than empathy, Bloom (2016) argues for rational compassion. Rational compassion encourages people to utilize rational thinking (e.g., cost-benefit analysis) to decide what is the right thing to do and then to utilize compassion to motivate yourself to follow through on doing the right thing. An additional limitation of empathy is that we can become so consumed in what other people are feeling and experiencing that we are emotionally overwhelmed, an experience to which people in caregiving professions can be particularly susceptible. What do these potential pitfalls of empathy teach us? Empathy is necessary for interpersonal relationships, allowing us to understand the feelings and experiences of others; however, empathy is not a cure-all solution for the cultural challenges we face. By understanding the potential limitations of empathy, as well as the numerous strengths of empathy, we can more effectively utilize it to build relationships and foster understanding.

Developing Empathy

As we start to consider how empathy can be developed, let's look at the four defining attributes of empathy (Wiseman, 1996). First, empathy allows us to see the world as others see it. While we will never be able to put ourselves fully into the shoes of another perspective, we can work to take on their perspectives. Second, empathy is non-judgmental. If we are going to connect empathetically with others, we must leave judgment at the door. As we give up judgment of others, we are also able to give up judgment of ourselves. Third, empathy allows us to understand another person's current emotions. Fourth, empathy should also result in us communicating our understanding of the person's feelings. Naming emotions helps us make sure that we understand the other person correctly. At times, communicating other people's feelings means that we might get the emotion wrong. When this happens, it gives the other person the opportunity to share what they are truly feeling.

Specific practices that can help us move through Wiseman's (1996) attributes of empathy include the following:

- Active listening: paying close attention to what the other person is saying and focusing on understanding their experiences

- Practice mindfulness: be aware of what is going on around you, including the behaviors and expressions of people. Practicing mindfulness has been shown to help us with perspective-taking while also preventing us from becoming overwhelmed by others' negative emotions (Birnie et al., 2010)

- Demonstrate empathetic body language: empathy extends beyond what we say to our facial expressions, eye contact, and posture

- Meditate: neuroscience research shows that meditation, specifically meditation focused on concern for others, can increase empathy (Lutz et al., 2008)

Summary

As we honor the experiences of ourselves and others, empathy is a critical component to understanding experiences and fostering connection. Empathy allows us to connect with ourselves and our emotions, thereby contributing to the consciousness of self-value within the Social Change Model (SCM) of Leadership (Higher Education Research Institute, 1996). Further, empathy significantly contributes to the three group values in the SCM: collaboration, common purpose, and controversy with civility. Notably, the working ensemble of the Higher Education Research Institute, the scholars behind SCM, identify empathy as one of the values underlying effective group functioning. Specifically, they write,

Keeping an open mind and cultivating the ability to be empathic are vital to building collaborative relationships. Without openness and empathy, individuals can become too easily focused on their own ideas and perspectives. Letting themselves 'walk in other people's shoes' creates further opportunities for enhancing self-knowledge. (Higher Education Research Institute, 1996, p. 50)

In sum, empathy connects us with our own emotions, as well as the feelings and experiences of others, and promotes a positive and productive group and work environment.

QUESTIONS FOR JOURNALING OR DISCUSSION

- Reflect on the four attributes of empathy as defined and articulated by Wiseman (1996). Which of these four attributes is the most important to you and why? When has someone shown you this attribute of empathy? How have you extended this attribute of empathy to someone else? What are additional opportunities in the future where you might extend this attribute of empathy?

- Consider what it is like when you feel that someone really understands you. What do they do? How do you know they understand you? Ask a handful of friends and/or classmates the same questions, and then compare their responses to your own. Do they experience empathy in the same ways as you? What is similar? What is different? How might what you observed influence how you engage empathetically with others?

- We often talk about empathy within the context of something difficult happening to ourselves or to a friend; however, empathy also occurs during moments of joy, excitement, jealousy, frustration, etc. How might empathy look different depending on the emotion the other person is experiencing? Which situations or emotions are the

most challenging for you to engage with empathetically?

- Look through the list of practices for increasing empathy above. Which of these strategies would you be interested in trying? Implement this practice for four days and monitor how it impacts your conversations and relationships, as well as yourself.

ACTIVITIES

"Walk With Me" Case Study

Empathy is a core value in leadership that provides us with opportunities to make connections. As we engage in social change, an awareness of how those around us perceive a situation is critical. The following activity is designed to frame empathy in leadership from a Social Change Model perspective.

Walk With Me – I Do Not Need You to Feel Sorry for Me

There is an opportunity for students to assist a local coalition of non-profit centers that serves people who are experiencing homelessness. While there tends to be a large outpouring of support during the winter months, there is a significant need for supplies during the summer months as well. Let's look at this from the story of one person in particular, Bruno. Bruno is a single man who experienced a series of setbacks in life, along with a handful of tough choices. The events took Bruno down a slow spiral, and Bruno had little access to outside resources that may have helped. He came home to his apartment one day and found the eviction notice. Bruno had lost his home and shelter. While he has a place in a local park where he prefers to rest during the warm months, he struggles with insect bites. In a local shelter, Bruno became a vocal advocate for people who lack shelter. He repeatedly reminds staff about the need for bug spray. One day, the center director asks Bruno to share his story on video to explain the need. He hesitated to make the video and replied, "Just walk with me one day to see, experience, and feel the welts from all my bites. I don't need you to feel sorry for me." At that critical point, the director was humbled and reflected upon the original request. Bruno's words never left her, and she continues to utilize them when giving presentations for donations and support: "Walk With Me."

Activity: Break into small groups and identify the types of empathy in this story. Then, discuss ways in which your team might assist with this need (among others).

Questions to consider:

1. How do you determine the needs of people who are experiencing homelessness?

2. What feelings, thoughts, or emotions emerge as you imagine yourself helping people experiencing homelessness?

3. What judgments do we often make about people who are experiencing homelessness? How might this affect your decisions as a leader?

4. Your "job" is to walk by the side of the people experiencing homelessness. How will you support their needs and resist any urge to "fix them" or, as Bruno stated, "not feel sorry for anyone"?

5. How does what we discussed about empathy throughout this chapter apply to the case study? If you were the director of the center, what would you be able to learn from the chapter?

   1. What might be a sympathetic response for the director? What would be an empathetic response?

Active Listening Activity

- Split up students into groups of 2-3

- Rotate turns as sharer, listener, and observer

- The sharer will spend three minutes sharing about something significant to them this semester (something especially difficult, encouraging, etc.). The listener will focus on demonstrating active and empathetic listening. The observer will take notes on empathetic listening behaviors and non-empathetic listening behaviors.

- Debrief key takeaways (e.g., which role was the most difficult for you? Which role was the easiest? Why?)

Empathy and Service-Learning

- If your class is engaging in a service-learning project, discuss how your service-learning project has impacted your capacity for empathy. If your class is not engaging in service-learning, discuss the below questions in light of other interactions with family, friends, community members, classmates, younger students, etc.

- When have you observed the emotional experience of others at your service-learning site?

- How did you respond to observing others' emotional experiences?

- When do you show empathy? When did you show sympathy? If you were placed in this situation again, how would you

respond differently?

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Managing Conflict Expectations

Jason Headrick & Ashlee K. Young

"Uneasy lies the head that wears the crown." – William Shakespeare *(King Henry IV)*

INTRODUCTION

Whether you know this quote from Shakespeare or heard Nick Fury utter it in *Spider-Man: Far from Home*, this phrase is frequently mentioned in reference to the responsibilities borne by a leader. Those charged with a position of leadership can carry a heavy burden that takes an emotional toll. A person in charge or in a leadership role is often looked to for answers, specifically when held accountable in conflict situations where there is no clear-cut resolution.

This chapter will address types of conflict, frame ways of viewing conflict, and finish with some strategies you might consider working through conflicts you encounter.

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to...

- understand conflict and how to engage in constructive conversations.
- better understand models of managing conflict and how to use them in your own practices.
- define conflict and recognize the goal-based and relational concerns that must be taken into account within conflict

situations.

- identify the benefits of conflict.
- reflect upon conflict that has happened in your life and evaluate the strategies you used to work through it.

KEYWORDS: Conflict management, conflict approach, conflict resolution, disagreement, conflict-agility

Conflict management is rooted in the acknowledgment that conflict is inevitable when people and groups rely on one another. Particularly in a college leadership setting, conflict is not always a bad thing and can, in fact, be seen as a positive force for growth if harnessed properly. In its positive form, conflict can help maintain an optimum level of stimulation and activation among organizational members, contribute to an organization's adaptive and innovative capabilities, and serve as a basic source of feedback regarding critical relationships, the distribution of power, and the problems that require management attention (Miles, 1980). We all manage conflict differently—some people avoid it, some people tolerate it, and some thrive in it. Regardless, we all have to face conflict in our lives, and this chapter is written to help prepare you.

Defining Conflict

Is conflict the same as an argument or disagreement with a family member or co-worker? Or does conflict have to occur on a larger scale, like a battle? The *World Book Dictionary* defines a **conflict** as a fight, struggle, battle, disagreement, dispute, or quarrel (Barnhart & Barnhart, 1986). Conflict can develop from a disagreement centered on status, agenda, or a certain context involving two or more parties. Although the nature of a conflict can take on many meanings, Johnson and Johnson (2005) highlight two major concerns that must be taken into account when involved in a conflict situation:

1. *Reaching an agreement that satisfies our/the group's wants and meets our goals.* We find ourselves in conflict because we have a goal or interest that conflicts with another person's goal or interest.

2. *Maintaining an appropriate relationship with the other person or group.* What is the nature of the relationship? Is it a temporary relationship or is it permanent?

Sources of Conflict

Unless you live in a solo bubble, you will experience conflict at some point in your life. Conflict can occur between people in all kinds of interpersonal relationships and all types of social settings, and sources of conflict are almost always relational in some form. Katz (1965) theorized three main sources of conflict: economic, value, and power.

Economic conflict: This source of conflict involves competing motives to attain scarce resources. You may have heard the phrase "wanting a piece of the pie." Deciding how to divide out that "pie," or resources, can lead to disagreement about how to gain the most or maximize perceived limited resources.

Value conflict: This source of conflict is rooted in an incompatibility in personal beliefs, morals, and values. During a value-based conflict, each side tries to assert the "rightness" in their way of life – including preferences, principles, and practices.

Power conflict: This source of conflict occurs when each party wishes to maintain or maximize their influence. Power enters all conflict because at the heart of the conflict is a need for control. It should be noted within this type of conflict that it is impossible for one party to be advantaged without one being disadvantaged.

Most conflicts are not purely one type but may involve a mixture of sources, including *miscommunication*. Each party has different perceptions of the facts or a misunderstanding of what is being communicated, and a lack of clarity can easily lead to conflict.

Understanding The Role of Conflict

Lencioni (2002) identifies "fear of conflict," or failing to recognize the power of "productive conflict in order to grow," as one of the most common organizational maladies (p.202). Fearing conflict lends itself to an outright rejection of conflict. In a conflict-negative group, conflicts are suppressed and avoided, and when they occur, they are managed in destructive ways (Tjosvold, 1991). People avoid disagreements and friction with others because of this negative association; however, as Deutsch (1994) points out, "conflict can be constructive as well as destructive" (p. 13).

Leaders will often turn away from conflict and never realize its potential for promoting growth rather than disorder (Feirsen & Weitzman, 2021). Recognizing the power of conflict as an impetus for change, conflict can be good for individuals, organizations, and systems. In a conflict-positive group, conflicts are encouraged and managed constructively to maximize their potential in enhancing the quality of decision-making and problem-solving. Group members create, encourage, and support the possibility of conflict (Tjosvold, 1991). When we are forced to make decisions that can impact others, we tap into our subconscious and our own approaches to emotional intelligence. Many of us have a hard time thinking about change, but it can provide renewed energy and motivation when we might be stuck in a set pattern at work, in our collaborations with others, and in thinking about problem-solving strategies.

The Benefits of Conflict: Improving Conflict-Agility and Other Necessary Skills

Feirsen and Weitzman (2021) describe *conflict-agility* as the ability to utilize effective communication strategies for reducing strife when harnessing conflict to improve outcomes and relationships. Depersonalizing the conflict and respecting everyone involved in the conflict requires careful framing of language. For example, the phrase "let's explore options" signals that there could be multiple ways to move forward with the issue. This phrasing confirms that multiple ideas, not the specific people involved in developing the ideas, are to be evaluated, thus depersonalizing the core issue.

Specifically, conflict management skills are developed over time. No one is born an expert on how to resolve conflicts. Our experiences build over time with this skill, just like many others. Dealing with conflict is not only about decision-making and how we communicate with others; addressing conflict allows us to work on additional skills along the way, too. Some skills-based research has shown that using empathy and compassion for others has more positive effects on interpersonal relationships, particularly when dealing with conflict (Klimecki, 2019). Katz and colleagues (2020) propose that engaging with conflict can lead to learning and skill development, changes in the way information is shared among groups, enhancements to reflective listening and problem-solving, and a greater confidence in the way you communicate your thoughts, feelings, and concerns directly with others while being mindful of self-esteem and the relationships you maintain with others. Possessing knowledge about the way others engage in conflict, including individual and gender differences, is a critical skill to be successful in the workplace (Steen & Shinkai, 2020).

Two scenarios are listed below. Read both and consider ways you might try to work through the conflict presented in each situation. At the end of the chapter, you will have the opportunity to consider your approach to resolving the conflict in these and additional scenarios.

Scenario 1

Serena is planning an alumni dinner on behalf of the student advisory board for the college. Funds have been allocated to bring in a speaker. Serena is all set to make an offer to a speaker when Joe finds out that the speaker has been exposed on Twitter as having a history of degrading a group of people based on their racial identity. Given the timeframe, if the organization does not book this speaker, it is unlikely there will be enough time to book someone else, and the college will have to cancel the dinner.

As the chair of the student advisory board, you decide to have your officer team meet together to discuss options. During the meeting, the group is divided. Half of the team still wants to bring the speaker to campus because they would rather the dinner moves forward than not have it at all. The other half of the team does not want to bring the speaker to campus and prefers to cancel the event.

Scenario 2

You are on a planning committee for a campus cultural event. Someone suggests the group offer halal chicken to meet the needs of Islamic students attending. The rest of the committee is dismissive because of the cost and possible difficulty obtaining the chicken.

Approaches to Resolving Conflict

Conflict can bring out the best (or the worst) in people. As a leader, you must be willing to engage in the often work that comes with conflict. This can be the way you guide the conversation centered around civility, but it can also mean you have the leadership ability to think beyond the immediate conflict you are experiencing and begin to see the bigger picture or end goal that you are working towards. This step helps you see why addressing the conflict is important to the work you are doing. Conflict is not always resolved overnight, and there may be instances when the work can seem too big to take on. Much has been written and researched centered on conflict and effective strategies we can use to address the "elephant in the room." This section will give you two approaches to consider when addressing conflict in your life.

CHAPTER SPOTLIGHT OR CASE

As told by Kara, Associate Director of Student Advocacy & Support, University of Nebraska-Lincoln

Describe your current or previous roles that have allowed you to practice conflict mediation.

My current role is within the Division of Student Affairs at a University, focusing on providing individualized support to students experiencing health concerns or difficult personal circumstances. Many of the students I work with are faced with difficult decisions, such as whether or not to stay enrolled in school during a health crisis. These decisions can be complex, emotional, and just plain hard. Some students make these decisions independently, while others involve family members. Conflict can arise when the student and their family see the situation differently or disagree on what path to take. I have served as a mediator in these situations dozens of times.

In your experience, when is there a need for mediation of conflict?

Mediation is helpful when one of the two following circumstances are present: (1) student and family are unable to identify a solution, or (2) trust has been broken because the student and family member disagreed on something in the past.

When mediating a conflict, what strategies have you utilized?

- Mediation strategies I use are:
- Host the conversation in a neutral place
- Start by framing the key issues and setting the tone for honest, patient, and collaborative conversation
- Identify common goals, such as supporting the student's well-being and academic success
- Ensure opportunities are present for both parties to express thoughts and ask questions

What conditions do you believe should be present to allow for effective discussion of difficult issues?

All parties in the discussion must be willing to listen and share honestly. It helps me to have access to information related to the decision and to have the ability to ask questions. Ideally, trust is present in the discussion of difficult issues. We know this is not always the case. If trust does not exist, the focus on common goals is helpful. Mediators must be willing to interject and redirect if emotions become too heightened for productive conversation or if it goes too far off-topic.

What advice do you have for student leaders when navigating peer-to-peer conflicts?

Navigating conflict is an important skill, and building a skill requires intention. Reflection after conflict is important because there is something to be learned from every conflict that has the potential to increase your effectiveness in the future. Focus on your shared goals and how to achieve them, whether they are about maintaining a friendship or completing a group project. If the conflict is escalating, do not be afraid to hit "pause" on the interaction with an agreement to revisit it when everyone is feeling calmer. Use your voice and share your perspective, but never forget that others need their voice and perspectives heard, too.

Choose Your Conflict Management Adventure: Five Basic Strategies

Coaching student leaders through their reaction to a conflict requires an understanding that one size does not fit all. Dealing with conflict is frequently an individualized process and an emotionally charged one. It is human nature to respond with what feels most natural, and when faced with a conflict, people tend to fall back on

strategies acquired during childhood which can act as a type of automatic response. Depending on where you are in the process of reflecting on pre-existing strategies, it may be beneficial to start with a foundational understanding of some straightforward approaches.

Determining which strategy is appropriate given one's goals and relationship with the other party or group involved in the conflict is crucial. Often utilized in educational and business settings, Johnson and Johnson (2017, pp.379–380) have identified five basic strategies for managing conflict: problem-solving negotiations, smoothing, forcing or win-lose negotiations, compromising, and withdrawing.

Strategy 1: Problem-Solving Negotiations

This strategy is also known as "confronting the conflict." Problem-solving negotiation is best practiced when both the goal and the relationship with the other party or group in the conflict situation are highly valued to you. This strategy encourages honesty about underlying motivations and interests with the goal of working together to find a solution. Confronting the conflict and seeking to identify a way to solve the problem together ensures that both you and the other party or group member are able to achieve your goals while resolving tensions and negative feelings.

Because this strategy requires a high level of trust and a commitment to maintaining the relationship long-term, this can be seen as time consuming and risky; therefore, it should not be used if a decision is urgent or if there is not enough respect or communication among the group for problem-solving negotiations to be intentionally discussed.

Strategy 2: Smoothing

Employed when the relationship is more important than the goal, smoothing demands self-sacrifice. Smoothing requires you to give up your own goal to maintain a relationship at the highest quality possible by accommodating the needs of the other party or group and prioritizing them over your own. This strategy should be used when the other party's perspective and interests in relation to the conflict are more important than yours, or if you discover you are wrong about the issue. It should not be used if you are equally invested in the outcome.

Strategy 3: Forcing or Win-Lose Negotiations

When the goal is important and you perceive the relationship to be of little consequence, forcing is a power move of a strategy which essentially elevates your own concerns at the expense of others. This strategy involves the use of force, so the other party or group will concede. Forcing tactics commonly used to "win" the conflict often include threats, physical and verbal aggression, or imposing penalties that will be withdrawn if the other party gives in. Win-lose negotiation tactics include presenting persuasive, "unbeatable" arguments, imposing a hard deadline, or making demands that far exceed acceptability.

This strategy requires the ability to determine if winning the conflict is ultimately beneficial to all of the parties involved. This strategy should be used only when you know you are unequivocally right. It will not enhance a relationship or allow for a cooperative working environment.

Strategy 4: Compromising

Meeting in the middle is at the heart of the compromise strategy. When both the goal and the relationship are somewhat important to you, and it appears that both you and the other party or group cannot get what you fully

want, you may need to give up some of your goals and sacrifice part of the relationship to reach an agreement that partially satisfies both parties.

This strategy is best used when those involved in the conflict are willing to be flexible and are okay with getting a piece of what they wanted but not all. Compromising differs from smoothing because each party gives something up instead of one party giving in to the other. This strategy should not be used if parties are not equally invested or if you want to develop a long-term solution to a complex issue. For example, if you and a roommate have decided to part ways, deciding to compromise and share custody of a couch is likely not a long-term fix as the likelihood of moving a couch back and forth every couple of months is not feasible.

Strategy 5: Withdrawing

Failing to address a conflict through the process of withdrawing means avoiding the conflict because you refuse to engage with the conflict. By withdrawing, you communicate that you value neither the relationship nor the goal and, therefore, choose to avoid the issue and the person or group altogether.

If there are concerns about personal safety, other issues are more pressing, you are underprepared to tackle the conflict, or perhaps feel too emotionally involved, circumstances may dictate that withdrawing is the most appropriate strategy; however, withdrawing may not be appropriate when the issue centered within the conflict is considered very important, or the conflict will continue to escalate by avoiding a resolution. Particularly within interpersonal conflicts, "ghosting," or disappearing from the interaction, can have lasting negative consequences.

Leader Log: Based upon your historical engagement with managing conflict, you may identify more with the following associations:

- *Problem-solving negotiations* → collaboration
- *Smoothing* → accommodation
- *Forcing or win-lose negotiations* → competition
- *Compromising* → giving up
- *Withdrawing* → avoidance, ghosting

Reflect on which of these strategies, if any, you tend to fall back on. What have you observed about approaching conflict that you believe has influenced this inclination? Discuss with a partner.

Leveling Up: Constructive Conflict Approach

Constructive conflict gives you the opportunity to talk openly and respectfully about the presenting conflict with all parties involved. The most important thing to note about constructive conflict is that it is a *mutual* attempt to understand one another's perspectives and create the best solution. Listening to others is a skill, and this might be an area that many need to practice. It can take time to develop how we listen to others and approach these difficult conversations. Follett (2011) asserts that if we do not focus on integrating ideas and views to deal with

conflict, we are only compromising in our solution, leading to repeated behavior and conflict. The constructive conflict approach is interconnected with the conflict management styles of Thomas and Kilmann (1974). While this research dates back several decades, their model for identifying ways to manage conflict and produce resolution is widely used today (Ma et al., 2008). The 4-step approach is outlined in this section and is used across the human resources field as a suggested way to settle disputes and build your conflict-agility skills along the way.

Step 1—Explore: For those of you who are familiar with leadership theory, Step 1 looks a lot like certain aspects of adaptive leadership. Adaptive leadership is a way to lead and process change and adaptation by identifying challenges in the workplace, community, or another social system. Part of engaging as an adaptive leader is to take a step back and put yourself "on the balcony" (Heifetz, 1994). Step 1 seeks the same strategy. During this step, you will ask others for feedback and input. This feedback should be relevant to addressing the conflict and not as a means of voicing your opinion or complaining about others. This is counterproductive to resolving the conflict. You will also identify stakeholders and those who have something to gain or lose in resolving the conflict. Who will this decision impact? They are your stakeholders. The last part of this step is to look for sources of conflict. Are there common occurrences that cause the conflict to begin, or are there commonalities in people, places, policies, or other things that might be attributed as the source of conflict?

Step 2—Plan: Developing a plan is an important step in your approach to addressing and resolving conflict. This step allows you to evaluate your own process to address conflict and to importantly self-reflect on how you have engaged in conflict resolution in the past. Consider reflecting on how you deal with conflict and with what emotions you might enter into this process at the outset. Do you go into this process with a negative or positive attitude? Perhaps you have heard the saying, "attitude is everything,"; it turns out this saying is accurate. Research has shown that the positive or negative approaches people bring to decision-making and behavior directly contribute to their success in goal completion (Brügger & Höchli, 2019). Challenging conflict with a belief that you will be successful in resolving the conflict leads to a greater likelihood that you will meet this goal.

This step also has you consider the conflict-management style to which you gravitate most. The different styles of conflict resolution, according to this model, engage different levels of assertiveness and cooperativeness. The figure below shows how these five general conflict-management styles fall on the continuum of these constructs. Each technique has its own place and use. The description for each technique precedes Figure 1.

Withdraw/Avoid: This technique postpones the issue until you are better prepared to address the situation or might allow the opportunity for others to intervene if they are better suited to resolve the conflict.

Smooth/Accommodate: This technique focuses on your agreement with others instead of where your views might be different. In order to maintain the integrity of the relationship, you will concede to the solution given by others.

Compromise/Reconcile: This technique seeks to find a solution that makes others (and yourself) feel satisfied with the solution. This technique is often temporary or only partially addresses the conflict. This often ultimately leads to a lose-lose situation for all parties involved.

Force/Direct: This technique is used when you promote your views at the expense of other views. Individuals typically use this in positions of power to resolve an emergency. It is considered a win-lose approach.

Collaborate/Problem Solve: This technique evaluates several viewpoints and insights from different perspectives. This resolution requires cooperation and a spirit of collaboration, and open dialogue that results in

consensus and commitment. This technique typically results in a win-win situation for all parties. This technique takes time and energy to be truly collaborative.

Figure 1 | *Five Conflict Management Techniques*
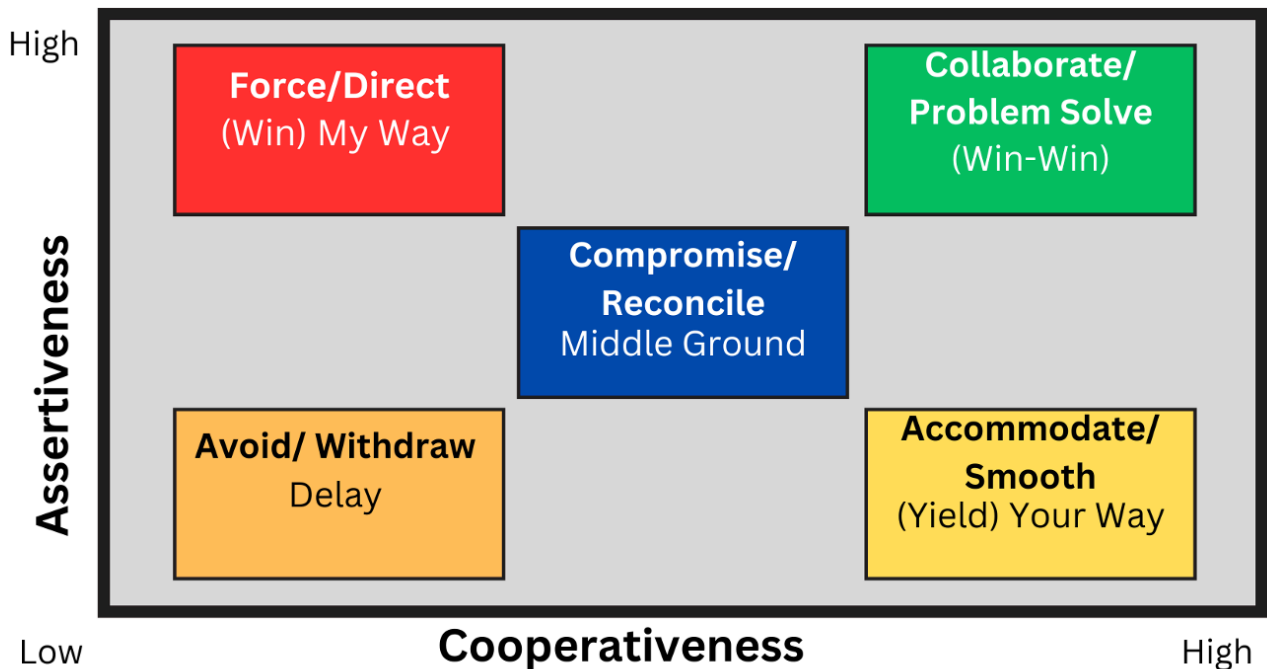
Note: Adapted from Thomas-Kilmann's (1974) conflict resolution strategies and Blake and colleagues' (1964) strategies.

Step 3—Organize the Work: Once you have established a plan, it is time to organize the entire approach. To begin the conversations and work, you should first find a set of guiding principles that establish rules, norms, policies, mission statements, values, or other starting points. These may come from a strategic plan within an organization, a company policy manual at work, or even a code of ethics/conduct or rules. If your conflict was more personal, consider your own set of values and guides within your own life to help you process the conflict. These are important because they help guide the conversation toward a set of shared guidelines.

This is also a great time to do some research on ways other organizations or parties have addressed this conflict. Their resolution may not be best for you, but it can help guide the process and help you organize what needs to be done to reach a consensus or face the conflict at hand. Taking time to plan the approach and how you will structure the conversation among all parties is also important. If you have taken the lead with the group on organizing the conversation, you want to ensure that each party gets equal time to present their facts and their side of the conflict. Decide how the conversation will flow and consider the strategies you will use to keep the discussion fresh and moving forward.

Step 4—Implement: It's time for your planned and organized conversation. All parties are present and ready to

engage in discussion. Under this step, it is important to choose a location that allows everyone to feel safe and productive. The environment is important to creating an atmosphere where others feel comfortable speaking up and sharing their perspectives. Make sure the area is free of distractions as much as possible, even if the conflict is with another family member and is happening in the kitchen. Make sure there are no loud noises (pets, traffic, technology, etc.) that will prevent the focus and listening that must occur. The next consideration is to have strategies to keep the conversation fluid and moving forward. Lucky for you, you prepared for this during Step 3. If you did not, consider probing questions that might help you and others express their perspectives or suggestions to resolve the situation or conflict.

Leader Log: Jot down some questions you might ask to guide the conversation for all groups involved. This allows you to be prepared and feel more comfortable managing conflict. Share your ideas with classmates.

Make sure you have allowed time and space for questions. Questions are how we validate the experiences and perspectives of others in order to better understand. Questions can be scattered throughout the process or might be best after all parties have presented their perspectives and potential solutions.

The decision you make to address the conflict can come from any of the techniques discussed in Step 3 or might come from another source. Decide what solution is best to resolve the conflict and close the discussion by providing the next steps for the group or individuals. Who will implement the change? Are there changes that need to be made to documents or policies in your organization? Does the conflict seem settled?

These steps offer an option for how to work through conflict. Regardless of the source of the conflict (family, friends, work, etc.), these steps can be beneficial to serve as a guide to frame your approach to finding a solution and a way to end the conflict. While the steps do not provide specific rules and ways of having the often-difficult conversations and doing the difficult work, they do provide an opportunity to approach conflict with a constructive attitude and a positive solution.

Summary

But what if, after everything has been tried, the elephant is still in the room (i.e., the conflict still persists)? Choosing a conflict management approach is contingent on the assumption that you have committed to a strategy with the best information available to you at the time. That being said, sometimes you simply won't reach a resolution in a conflict. While a lack of resolution may be frustrating, focusing on growth and what you have learned to manage in addressing your own response to a conflict is a hallmark of self-actualization.

Remember, conflict can be healthy for organizations, teams, and individuals. It allows us to practice our listening, empathy, and other related skills. This chapter has outlined two practical ways to engage in managing conflict. There are many existing strategies to address conflict. The strategies provided by Johnson and Johnson (2017) and the steps discussed through constructive conflict (Follett, 2011; Thomas & Kilmann, 1974) can be ways to begin your conflict response. While it can be challenging to engage in approaches to resolving or managing the conflict, engaging your skills can help with this process. Emotions can often get in the way of our judgment. While this can cloud our decision-making, we must commit to resolving the challenges with solutions that make the

organization, teams, other individuals, and ourselves stronger. Reflect on what you have learned and processed, and best of luck with your future elephants.

QUESTIONS FOR JOURNALING OR DISCUSSION

- Mediating a conflict is a very different role than being actively engaged within a conflict scenario. What conflict-agility (communication) strategies have you observed or used to de-escalate a conflict?

- Choose a recent conflict situation to reflect on. What were your goals? How would you describe your relationship to the other party? (i.e. not important, moderately important, very important). How did that conflict situation work out? Did you use any of the strategies discussed in the reading?

- Now, take the conflict from the previous question and describe it from the other party's perspective. What were their goals? How would they describe their relationship to you? (i.e. not important, moderately important, very important). Which approach did they utilize in addressing the conflict? If the situation were to happen again, which of their considerations would you now consider?

- One study dealing with conflict and children used a robot artificial intelligence (AI) mediator to help settle conflicts over toys and other objects (Shen et al., 2018). Do you think AI is effective in instances like this, or does conflict management require intervention with a human element? What are your thoughts on the use of AI to resolve conflict? You can view the AI in action here: https://www.youtube.com/watch?v=2TYjzIUnRjA.

ACTIVITIES

Case Studies in Managing Conflict

Utilizing scenarios allows for an opportunity to reflect on how one chooses to handle a conflict or about their understanding of conflict. Particularly in a student leadership situation, it is necessary to be aware of warning signs and personal biases that can influence how one responds to a conflict.

Situation 1

Four people have been assigned to your group project. You and Mohamed prefer to get started early and are done with your pieces of the project a week before the due date. The other group members, Jill and Armando, have waited until the last minute to complete their project responsibilities, which has caused tension among the group. The project is due tomorrow, and they are not yet finished with their tasks. You and Mohamed are upset and frustrated, while Jill and Armando seem to be chill, eventually completing the project at the last minute.

Discussion Questions

- What has caused the conflict?
- What approach would you use here to address the conflict?
- Within this conflict, is there an opportunity for personal and/or professional growth?

Situation 2

A Greek-letter organization has decided to plan a fun fair at a local community center. As president of the organization, you must meet with the peer officer in charge of planning the event. During your chat, you realize the fair is being organized as a fundraiser, and plans are made to charge people to attend the fair in order to raise money for the organization's upcoming service trip. After verifying with several other officers on the team that the fair was "supposed" to be an outreach event and not a fundraiser, it is decided that you must speak with the planning chair.

Discussion Questions

- What has caused the conflict?
- What approach would you use here to address the conflict?
- Within this conflict, is there an opportunity for personal and/or professional growth?

Additional Resources

1. Survival Guide for Leaders: https://hbr.org/2002/06/a-survival-guide-for-leaders
2. Disagree Better: Conflict resolution insights for vital personal and business relationships from professional mediator and conflict resolution teacher Dr. Tammy Lenski. (Podcast formerly called The Space Between): https://player.fm/series/the-space-between-2359923
3. Leadership Untangled Podcast, Episode 15: The Willingness to Interrogate with Dr. Jennifer Lawrence (hosted by Dr. Austin Council). This podcast focuses on controversy with civility and how to use interrogation for the purpose of understanding. Asking the question, "Do I care?" can help us frame the conversation.

S1E15: The Willingness to Interrogate with Dr. Jennifer Lawrence;

4. Dare to Lead Podcast: Joy, Conflict, and Leading Creative Teams with singer-songwriter, producer, writer, and artist Kam Franklin (hosted by Dr. Brené Brown). This episode discusses what it means to lead a creative team and explains how normalizing the conflict that often occurs in the creative process is necessary to find creative magic: https://brenebrown.com/podcast/joy-conflict-and-leading-creative-teams/

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Leadership & Civic Engagement: Becoming the Change Maker

Jason Headrick

"You will not always be able to solve all of the world's problems at once, but don't ever underestimate the importance you can have because history has shown us that courage can be contagious and hope can take on a life of its own." – Michelle Obama

Congratulations! You have reached the final chapter in this text. This means you have had a chance to study, reflect on, observe, and practice your interpersonal skills. For many of you, it also means you have completed a community-based service-learning project where you have not only made a contribution to your community (which served as a laboratory for the concepts in this class) but that you also benefited from that agency by having an opportunity to practice and observe all that you are learning.

Perhaps you have become more self-aware (Chapter 1), considered and proactively practiced your values (Chapter 2), created a vision and learned how to set goals (Chapter 3), improved upon your ability to communicate effectively and use good nonverbal/active listening skills (Chapters 4 & 5). Maybe you have learned about the importance of trust in relationships, leadership, and life (Chapter 6), been challenged to consider your perceptions of the world around you (Chapter 7), reflected on your own identity and how knowing yourself well

can help you be a more inclusive leader (Chapter 8), or learned about the importance of working effectively in groups and teams (Chapter 9). You may have learned to consider and practice empathy (Chapter 10) and practiced this as well as other positive approaches to managing conflict (Chapter 11).

In this final chapter, you will bring all of this together to develop a final Personal Civic Leadership Philosophy. Consider this an extension of the Personal Leadership Philosophy you created in Chapter 3: Defining my Vision and Setting Personal Goals. This chapter will help you make some of the larger connections between yourself, the way you view interpersonal skills, and the type of leader you want to be and will build on these concepts by helping you examine your own level of citizenship. It will further provide resources for you to see citizenship from a variety of perspectives, including videos and activities on how to strengthen your civic agency, align your social justice interests with community needs, and enhance your civic-minded leadership. So, let's get started!

CHAPTER OBJECTIVES

By the end of this chapter, you will be able to…

- identify key concepts of civic agency, civic engagement, civic leadership, and social capital.
- explain civic agency and citizenship as it relates to you, your friends, and your community.
- evaluate and integrate the concepts of interpersonal skills and social capital as they relate to community engagement in your leadership philosophy.
- connect your personal leadership philosophy to your future goals of civic engagement and community development.

KEYWORDS: Citizen, civic agency, civic engagement

Here are some important words for you to know for this chapter, but also to help you move forward as a leader within your community.

- **Citizen:** individuals who focus on taking care of themselves by doing things like obeying the law, paying their taxes, contributing resources, supporting community efforts, and donating. They are honest, fair, respectful, and self-reliant. They try not to be a burden on the community.
- **Civic Agency:** the capacity of individuals and/or groups to enact positive change.
- **Civic Engagement:** contributing and working to make a difference in the public (or civic) life of our communities and developing the combination of knowledge, skills, values, and commitment to make that difference.

Case Study: Making Program Decisions

Raji and Becky met during their service-learning experiences at an area non-profit in a leadership program. Encouraged by their course instructor to serve in areas they were unfamiliar with or had no experience, they did not know where to start. They used the service-learning project summary sheet to rank programs that met the course instructor's expectations. Although it was difficult at the beginning to adjust their schedules, find transportation, and complete their service-learning agreement, Raji and Becky jumped in.

During an orientation with the non-profit, they learned they both selected the same program. While serving, they learned they both were the first to attend college in their families, both had volunteered with high school organizations, and both were anxious about completing the service-learning experience. They both were uncomfortable at the beginning wondering if they had made the right choice.

Raji, an English Language Learner, did not understand why the middle school children he was serving were not motivated to learn and did not finish their activities during homework club. He was an excellent student, and English had come quite easy to him. Becky studied a second language during high school and attended a two-week study tour to Costa Rica. The middle school students enjoyed Becky as they could relate as she struggled to use her second language to teach the activities. They completed their activities on time for Becky. Raji and Becky were concerned about the discrepancies in how the students responded to them and discussed this with their site supervisor. Then, they shared their concerns and conversation during class with their students.

Over time, Raji and Becky began to trust each other and ask clarifying questions to themselves, their peers in class, and their course instructor and site supervisor. Their site supervisor was helpful in providing guidance and suggested several methods to use. Throughout the semester, the middle school students responded to Raji and Becky's encouragement and teaching styles. Homework was being completed in a timely manner and was more accurate. Toward the end of the semester, Raji and Becky wondered how they might continue with the leadership program, in addition to identifying and removing barriers faced by English as a second language students and their families.

Case Study Questions

1. What societal issues do Raji and Becky want to be part of solving in their service project?

2. What values and leadership characteristics are Raji and Becky demonstrating in working to solve the issues and discrepancies with students not completing assignments?

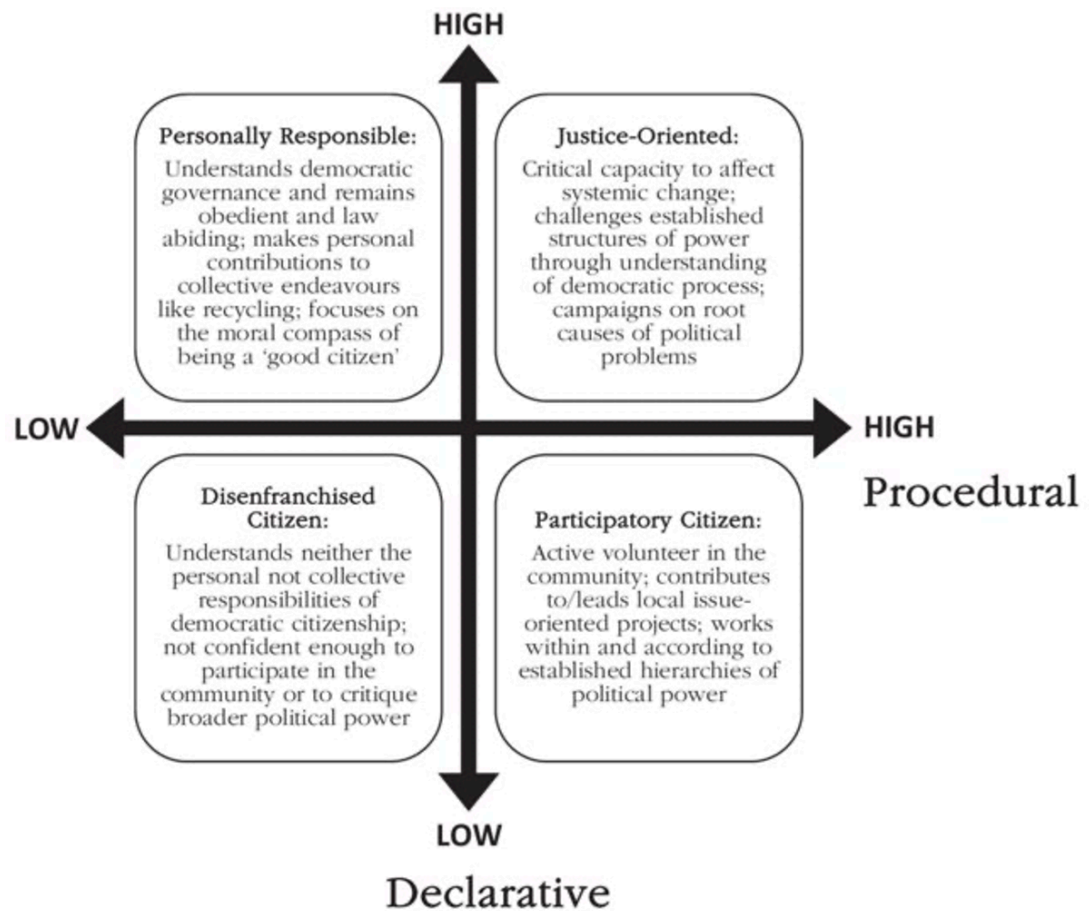3. What recommendations would you give Raji and Becky to help them move forward?

Become a Community Focused Citizen

How will you be a positive change in your community? Will your actions contribute to the common good? These are questions civic leaders ask themselves. All positive actions, whether small or big, can lead to strengthening

our communities. Westheimer and Kahne (2004) provide a lens into how to become engaged in one's community. 'Citizen,' for the purpose of this chapter, refers to being a member of a community, whether local or global.

Westheimer and Kahne (2004) describe four kinds of citizens: (1) the personally responsible citizen; (2) the participatory citizen; (3) the justice-oriented citizen; and (4) the disenfranchised citizen. To better understand these concepts of citizenship, let's look at voting rights in the United States. For example, as a personally responsible citizen, people vote in primary and general elections. As a participatory citizen, some serve as a voter registrar and assist a local non-profit in educating community members about the issues on the ballot, as well as to assist individuals in how to become registered to vote. A justice-oriented citizen, may be further interested in systemic positive changes to voter registration laws and will call, write, and visit with elected officials to ensure all voters have access; however, a disenfranchised citizen may not vote or participate in the process at all because they feel they do not have the necessary information or feel that the current process is not inclusive for them. These types of citizens are described in Figure 1.

Figure 1 | *The Declarative-Procedural Paradigm*

HIGH

Personally Responsible:
Understands democratic governance and remains obedient and law abiding; makes personal contributions to collective endeavours like recycling; focuses on the moral compass of being a 'good citizen'

Justice-Oriented:
Critical capacity to affect systemic change; challenges established structures of power through understanding of democratic process; campaigns on root causes of political problems

LOW ← → **HIGH**

Procedural

Disenfranchised Citizen:
Understands neither the personal not collective responsibilities of democratic citizenship; not confident enough to participate in the community or to critique broader political power

Participatory Citizen:
Active volunteer in the community; contributes to/leads local issue-oriented projects; works within and according to established hierarchies of political power

LOW

Declarative

Adapted from Westheimer and Kahne (2004) "Three Kinds of Citizens." Permission to use this figure granted by CC BY-NC 4.0.

Becoming a Community-Focused Leader

What does it mean to be a civically minded leader? How do you see others making a difference in the community? Is it through their service to one or many causes, organizing a food drive, voting rights, or being a good steward through philanthropy? Practicing the ideas behind civic engagement and being a leader who seeks to bring out the best in self, in others, and in their community is difficult work. A focus on respecting your values and the values of others allows leaders to be confident in their leadership roles and engagement.

Defining Community

You may have heard the term *community* throughout your life. We often think of a community as a place-based area where we live, but a community can also be a group of people you feel comfortable with or who share like-minded ideas. A community can be both a place and a space. Examples of community may include your neighborhood, a faith-based place like a church or synagogue, an organization rooted in commonalities like a PTA or an LGBTQ+ rights group, or it might include places like a college campus or work environment. Some of you may be wearing a t-shirt that represents your hometown or your college name and mascot. These are examples of communities and are prime places that require leadership to advance and continue. As a member of

a community, we can represent our values, and they can simultaneously be a space where we are able to be our authentic selves. Typically, communities are places of trust, communication, and a range of other representations of the context we have discussed throughout the book. You can make an impact on a community through membership, service, dwelling, advocacy, and a range of other ways. This chapter will help you frame the importance of being engaged in your communities and demonstrate how to make some of the larger connections.

Civic Agency

Civic agency involves the ability of members of a community to work together across differences, such as political ideology, traditions of faith, income level, geography, and race and ethnicity (American Democracy Project, 2022; Fowler & Beikart, 2020). Other researchers define agency as having the ability to identify issues of power and inequity to act in a way that promotes individuals and communities (Campano et al., 2020).

When individuals team up with other individuals, they can address challenges across a community, help to solve problems, and create common ground. When you decide to become involved in the process, you are acting on your own degree of civic agency. At this point, you have identified a challenge in your own community and you decide to act toward a solution or a compromise, to speak up on behalf of others, or to develop a plan to address the work that you have identified that needs to be done.

Civic Engagement and Leadership

Challenges across our communities typically require the work of many instead of a select few. The idea of being a civic leader allows us to ask how we can create change and progress in our communities, but there is much discussion focused on what civic leadership looks like in the 21st century.

Many traditionally college-aged students may not have prior exposure to civic duty beyond experiences with mandatory volunteer work through a school or church setting, which is a direct marker for Generation Z (Seemiller & Grace, 2017). While Perrin and Gillis (2019) did find that college graduates are more likely to volunteer and vote in presidential elections, only 15.9 million Americans were enrolled in colleges and universities in 2020 (National Center for Educational Statistics, 2022). Many students do not have direct shared life experiences that have shaped their interest or knowledge in sustaining and building social capital and community development. Without this catalyst, there may be decreased interest or understanding of how individuals can truly create an impact across our communities through engagement and service. Thus, it becomes imperative for those who have access to higher education to represent their communities.

A term used to bring community-based engagement under one umbrella is **civic engagement**. Students contribute and work to make a difference in the public (or civic) life of communities, and they must develop the combination of knowledge, skills, values, and commitment to make that difference. It means promoting the quality of life in a community and solving public problems through both political and non-political processes. Civic engagement is undergirded by constructs of collective action and social responsibility (Ehrlich, 2000).

Modern representation of civic engagement can take many forms. It can take traditional forms, such as helping to organize a clothing drive, working as a volunteer at your county fair, or signing up to help a political candidate get elected through a door-knocking or text campaign. But it can also take a more technological form. Cho and colleagues (2020) found that digital civic engagement allowed citizens the opportunity to highlight challenges in fairness and access and to point out larger societal problems through social media and other online options. If you are activating your ability to aid or act on behalf of your own values and for the benefit of others, you can be engaged in civic engagement and, through your service, provide civic leadership.

We can also examine civic engagement and leadership from the perspective of the Social Change Model (Komives & Wagner, 2017). Let's talk through some examples. These forms of engagement can range from a residence hall food drive for Thanksgiving to a bike-a-thon raising money to support an earthquake in Haiti. Socially responsible personal and professional behavior involves looking at how you take care of others and live according to your values. This can be a great example of commitment when you know yourself and your values (Consciousness of Self), and you live your beliefs/values (Congruence). Political involvement includes campus, city, state, and national communities. For most of us, the first step is registering to vote and researching candidates and issues. Our values (Consciousness of Self) determine the individuals and/or causes we choose to support (Congruence). On today's campuses, the emphasis on diversity, equity, inclusion, and access provides an example of building capacity. Actions and events that celebrate individual differences and the richness of inclusion provide the ideal environment for growth and resolving challenges. Table 1 presents various forms of individual civic engagement.

Table 1 | *Forms of Individual Civic Engagement*

Civic Engagement Skill Development Areas	Examples of Individual Civic Engagement
Direct Service	Giving personal time and energy to address immediate community needs; examples include tutoring, serving food at a shelter, building or repairing homes, and neighborhood or park cleanups
Community Outreach	Exploring a community to learn about its assets and how it is being affected by current social problems; this form of civic engagement provides knowledge that other efforts can build on
Advocacy and Education	Using various modes of persuasion (e.g., petitions, marches, letter writing) to convince government or corporate decision makers to make choices that will benefit the community, raising public awareness of social issues by giving speeches to community groups, distributing written materials to the public, or providing education activities to schools
Capacity Building	Working with the diverse constituencies of a community, building on existing assets, to solve problems and make it a better place; an example would be creating a space for everyone in the community to have a say in what the community should be like and how to get there
Political Involvement	Participating in processes of government, such as campaigning and voting; this includes keeping informed about issues in the local, national, and global communities to vote responsibly and engaging in discourse and debate about current social issues
Socially Responsible Personal and Professional Behavior	Maintaining a sense of responsibility for the welfare of others; using one's career or professional training to benefit the community; personal lifestyle choices that reflect commitment to one's values (e.g. recycling, driving a hybrid car, or bicycling to work; buying or not buying certain products because of unjust corporate policies; or choosing to work for companies with social just priorities)
Philanthropic Giving	Donating funding or needed items, organizing, or participating in fund-raising events for organizations that serve the community
Participation in Associations	Participating in community associations that develop the social networks and provide a foundation for community-building efforts, including sports leagues, church choirs, and school boards

Adapted from Owen, J. E., & Wagner, W. (2010).

Many service-learning classes begin with community research, as the needs of the community must direct the service to be provided. Individually, prior to serving, it is essential to ascertain the need of the service group or agency. Direct service is sharing your gifts in serving others. Most communities have numerous and various non-profits for one to select from. Engaging in citizenship usually implies working with others within a shared community. Komives & Wagner (2017) state that anyone can be involved in her or his community for the common good, yet there are skills and knowledge that can make that involvement more effective. Key factors include "understanding social capital, awareness of the issues and community's history, empowerment and privilege, social perspective taking and coalition building" (Komives & Wagner, 2017, p. 181).

Putnam (2000a) defines social capital as a type of civic engagement where a community benefits from citizens who are actively engaged with each other and their community. In addition, there are two components of social capital: bonding and bridging (Putnam, 2000b); Putman & Goss, 2002). Social interactions limited to individuals who are like each other (e.g., student organizations for science majors, etc.) are referred to as bonding. Bridging refers to social interactions among diverse groups of people (e.g., student government bringing students of all majors together to address common campus concerns, etc.). College campuses have a plethora of social capital examples. Individuals who regularly interact with each other are more likely to trust one another, help each other, and more easily resolve common challenges.

The Leadership Connection

Learning about the foundations of leadership and interpersonal skills are vital to our understanding of ourselves as a leader and our capacity to be a leader in our organizations, in classrooms, in the workplace, across industries, and in our communities. The goal of this book has been to provide foundations that demonstrate the use of these skills across all of these contexts, while the goal of this chapter has been to provide you with a lens to understand civic leadership and engagement. This last section taps into the lessons learned throughout the preceding chapters to help you better understand your place as a leader and to understand the challenge to you to become an engaged civic leader in your current or future communities.

Being aware of who we are and how we represent our authentic selves to others is of foremost importance in building on our abilities to be a leader. The self-concept and self-esteem we have for ourselves are, in fact, our own foundation and are imperative to opening ourselves up for the lessons of this text. As we dig deeper into our values, we find out what is important to us and how to drive our passion to serve others and our communities. You have also been challenged to define your own understanding of leadership and set up your own vision and your personal goals. Goal setting is a skill that will serve you throughout your entire life as you prepare to be a leader in your chosen profession and across various systems. Goal setting allows you to create a path for yourself and put some accountability into your desired actions and has been shown to positively affect your self-efficacy and motivation (Schunk, 2003).

Communication seems like a simple act, but you have read, and no doubt discussed with others, how the act itself is complex and requires us to tap into our other skills and consider the ways we work with people. Being an effective communicator calls on us to use active listening and to process the message we are trying to relay to others. We must consider the contexts of the situation and tap into our understanding of nonverbal communication as well. When we know how others prefer to communicate and how we can better communicate with others, we become a more impactful leader and member of a team or community.

Trust is one of the foundations of any relationship. Building trust can take time to develop with others and requires us to become vulnerable with others. This can mean we have to open ourselves to others and tap back into our active listening skills so they feel comfortable being vulnerable with us. You will experience trust in various forms throughout your entire life. It's a fundamental – and often unspoken – part of being an impactful

leader and will determine how you live to be your authentic self with others, at work, and in your future community. Trust also plays into how we perceive others and explore our own perceptions throughout life.

Working with others requires us to understand their individual stories and the parts of their culture that we see, but also those parts of someone's diversity that we cannot always visibly see. The idea of surrounding yourself with diverse individuals and making sure, as a leader, you work to include others by creating spaces where individuality is celebrated, and people are allowed to be versions of their best selves will truly impact the way you navigate as a leader. Tapping into your understanding of others and using your own emotional intelligence shows others that you are genuine and value people. Half of the battle of working in a group or team is showing your trust in those you surround yourselves with, and this asks you to be a leader who values communication and ensures equity exists for everyone to be involved in the work to be done.

Leadership is not always easy. Sometimes it requires us to tap into empathy so we can understand the experiences of others to make the best decisions in the moment and to help edit our response and behavior when we work with individuals. Because we are all complex individuals, conflict is inevitable in some form, and that is not a bad thing. Conflict can make us find innovative ways of doing our work and bring about creativity and improved task response. Through understanding our own personal leadership components discussed in this book, we become more informed about how to take the best parts of ourselves and apply it in a bigger application of leadership. Leaders who understand themselves and have a good appreciation of their talents and abilities make the best leaders and increase their capacity to lead others around them.

Summary

The idea of civic engagement combines many components of leadership into a form of action. This text is intended to help you consider and practice those leadership components, not only so you can be at your best personally but so you can also consider how, as a leader, you can serve and impact your community and the world.

As leaders, we have the capacity to impact change in our immediate environments (work, campus, student organizations), but also can create action in our broader communities. Being civically engaged means you are an active member in your community. This doesn't mean that you must be involved in three organizations, have a job, and balance professional and personal responsibilities. This means you are taking the time to consider the impact you can have on your community and using your leadership talents and skills to find the best path forward to create change and spark new ideas.

Being someone who is focused on civic leadership and engagement means that you want to see your community improve and develop in new and exciting ways. We often think about ways we wish our communities can improve, and we may ponder on who would be best to create that change. If you have found yourself thinking these things, the answer could very well be you. You have a vision for how things could improve and using your abilities and resources can help you set a path forward to be a catalyst for idea development or assisting others. Civic engagement does not always mean you have to create a nonprofit or raise money for a new community center.

Being someone who is civically engaged means you want to see the places and spaces you enjoy improve, and you are willing to contribute to that improvement in one way or another. This has the added benefit of helping you become more successful in your personal life and your work as well. Recall from the first chapter of this text when our vice president told the students she wanted more than just technical skills in those she hires. She wanted people who had good interpersonal skills and were involved in their communities and felt that these gave them a professional advantage. When you combine your vision for your community, your workplace, or

toward the work of an organization, you are combining your leadership fundamentals for the greater good. This is how you become the most impactful version of yourself in your community, your work, and in your personal life. We believe in the good you will do.

THE FINAL ACTIVITY

Personal *Civic* Leadership Philosophy, Part II

To begin this exercise and craft an extension of your Personal Leadership Philosophy (called your Personal *Civic* Leadership Philosophy), reflect on your reflections, statements, and philosophy created in Chapter 3, and how you came up with those statements. How do they represent who you want to be as a leader? Keep those statements handy as we begin this next exercise. This will help provide insights and linkage for you into how you can develop agency and consider how you can become a civic leader in your own communities.

Consider the following questions before we move on to Part II of this process:

- Do these statements still represent who you want to be as a leader, or have they changed since your participation in this course?

- How do your values reflect these statements?

For the next phase of this exercise, think about the town you grew up in. This may be your hometown or another city or town that you consider to be the town you grew up in. After you have identified your answer, please work through the questions below.

Name of town: _____

What are the best things about the town you selected? What makes it better than other towns? Let's call these the town's strengths.

1.

2.

3.

What are the things your town needs to improve on? What, if anything, hinders the town when you compare it to other places? We will call these the town's weaknesses.

1.

2.

3.

For the next two questions, think about how others see your town or what parts of your town are not living up to their fullest potential. Are there hidden gems that make it a great place to live compared to other places? Think about how different generations of citizens view the town.

What are the good things that your town could capitalize on that it does not currently have or do? Is there something that you think could help the town be a better version of itself? What are things in place that could benefit the town in long-term planning? Let's call these opportunities for the town.

1.

2.

3.

Now consider the things that could make a negative impact on your community. Are there things that could harm it or things that pose a threat to the existence or future economic stability of the town?

1.

2.

3.

You have just conducted a SWOT analysis. You were asked to choose a town that was either your hometown or a town that has sentimental value to you. Through the questions, you took a close look at the town using a SWOT process. You identified the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (SWOT) in place for the town you identified earlier. A SWOT analysis allows us to examine an organization, idea, or, in the case of our exercise, a place like a town.

A personal SWOT analysis allows you to examine the internal and external influences that impact your personal and professional life. This allows you to understand how to set yourself apart from others and strive to achieve your personal best. It also allows us to take a close look at ourselves, which is great when processing our own leadership capabilities and skills.

Using the SWOT grid below as a guide, now conduct a SWOT on yourself. You can usually easily identify your shortcomings but focus on the things you are good at. You are your own biggest supporter, and focusing on your Strengths allows you to build your self-confidence. The Opportunities and Threats sections can be the most difficult for individuals because they ask us to reflect critically on ourselves and do a bit of future forecasting on the things that might impact our own futures. It can be helpful to consider the opportunities you have that are forthcoming to meet your goals or to help you advance in other areas of life. In a similar thought process, identifying the Threats that exist in your life (relationships, health, finances, etc.), your daily routine, and other things that might be beyond your control are great to put here. When you are ready, focus on yourself and conduct a personal SWOT analysis.

SWOT Analysis Grid

After you have conducted your personal SWOT, take some time to answer the questions below. These questions will help you develop some larger leadership development goals and help you position yourself as a civic leader in your own community.

Questions to Consider for Reflection

(Note: It might be helpful to review your activities and your Values Assessment from Chapter 2 for these questions.)

What are my top 5 values?

      1.

      2.

      3.

      4.

      5.

- How do my values impact the way I work with others and with the community?

- How do my values shape me as a leader?

- What would people say are my strengths and values as a leader when I am not in their presence?

- How can I implement the larger lessons of this class into my own leadership style? What are the concepts from this class I want to build into my life?

- How do I personally contribute to the community?

- How can I be more intentional with my own community engagement/ service to the community?

- What actions and goals can I set to make this happen?

I can take the following steps to make an impact on my community:

1.

2.

3.

Using the reflective activities above, you have been able to identify your leadership assumptions, beliefs, and values as they relate to your community and the broader world in which you live. The next step is to put all of this together to create a Personal *Civic* Leadership Philosophy (PCLP), which is an extension of the PLP you created in Chapter 3 and broadens your leadership reach to include the ways in which you hope to contribute and affect change in your community, organization, country, or beyond.

We encourage you to take a few minutes to review your responses above and your PLP and reflections from Chapter 3. Then, take 15-30 minutes to write out a draft of your PCLP with a focus on how you would use your values, beliefs, and leadership skills to impact your community and beyond. Just as in Chapter 3, it may be very helpful to just give yourself time to write without any editing. Instead of deleting or editing what you have written, simply write the statement again in another way. Setting a time goal (for example, I will write for 30 minutes without stopping or editing) can be helpful as you try to get ideas out of your head and onto paper or a computer screen. After writing, take some time to edit and refine what you have written. Not everything you write needs to be in your final PCLP, and you may also realize important ideas need to be added. Separating writing from editing allows you to make progress without getting stuck writing and re-writing the same sentence.

When you are ready...go!

Draft your Personal *Civic* Leadership Philosophy!

Now What?

For the last section, consider your responses to the SWOT, the questions above, and the statements you created under your Personal Leadership Philosophy, Part I. How can you shape these responses to be larger goals and takeaways from this class? How will they guide you through college and into your young professional life? Reflect on the Personal Leadership Philosophy that you developed in Chapter 2. How can you use your philosophy and expand on it with the other chapters and content from this book? In this section, you will develop statements.

Now, consider all that you have done; your responses to the SWOT analysis, the questions, and reflections, your original Personal Leadership Philosophy PLP – Part I), as well as your free write and edits of your Personal *Civic* Leadership Philosophy (PCLP – Part II). How can you shape these responses to be larger goals and takeaways from this class? How will they guide you through college and into your young professional life? How can you use your philosophy and expand on it with the other chapters and content from this book? In this section, you will develop statements that show your insights and experiences and how you can contribute to the community in ways that are consistent with your unique skills, abilities, strengths, and aspirations.

For the last section of your PCLP, you will develop 3-5 statements that showcase your personal and professional goals and how they extend into your current (or future) community. These can expand on how you will engage as a civic leader, become involved in community development, or make an impact on others. These statements constitute your Goals for your Personal Civic Leadership Philosophy and will guide you toward making decisions on how and what to be involved in. It might be helpful to review the Goal Setting section of Chapter 3 to help with this. Example statements are listed below for your consideration.

Example Civic Leadership Statements:

- I commit to serving a non-profit in my community once per month because….
- I plan to run for political office before the age of 30 because….
- I will represent my community by doing….
- I will choose opportunities to serve others through these criteria….

My Civic Leadership Goal Statements:

1.

2.

3.

4.

5.

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