

# 1

## A FRAMEWORK FOR LEADERSHIP SUCCESS: DESIGN AND YOUR CORE™

### LEARNING OBJECTIVES

Upon completion of this chapter, the reader should be able to

- 1.1 Interpret leadership as a design process, enriched with design principles and advanced by design thinking
- 1.2 Assemble a plan for each attribute of CORE™ (confidence, optimism, resilience, engagement) to design your CORE™ attributes
- 1.3 Recognize the concepts of diversity, equity, and inclusion as part of your framework for leadership success
- 1.4 Create your initial leadership development goals

### Leadership by Design Model

#### Design Self

How can I design myself as a leader?

#### Design Relationships

As a leader, how can I design my relationships with others?

#### Design Others' Success

As a leader, how can I design success for others?

#### Design Culture

As a leader, how can I design the culture of my organization?

#### Design Future

As a leader, how can I innovate?

## INTRODUCTION

Leadership is the process of influencing others toward a common vision. Do you have a plan for your leadership? Have you created a design for yourself as a leader? A design (noun) can be defined as a proposed plan, solution, or product. You likely have many thoughts about who you are and what you are good at as a leader. That is a great start. Leadership, as the definition states, is a *process*. That means that your design *should be* a work in progress. Designing (verb) your leadership means *the process of originating and developing a plan*. This textbook aims to facilitate your design-centered activity—that is, to help you develop the characteristics of thinking and activities that improve or enhance your leadership.

*Design is the process of originating and developing a plan.*

Designing your leadership is about *mindfully engaging*. **Mindfulness** simply means being aware of both your internal state and external context. What are you doing right now? Presumably, you are reading this textbook. What else are you doing or thinking about? What are you feeling right now? What are you thinking, and more importantly, *how* are you thinking? Mindfulness in the broadest sense has been described as awakening to experiences.<sup>1</sup> When you are more aware, you see more, learn more, and are better able to make effective decisions about your learning and your leadership. You also become more aware of others, how they might be thinking and feeling, and how you are influential. There are many advantages to becoming more mindful.<sup>2</sup> Mindfulness also includes numerous practices that help develop both your mindfulness capability and your overall wellness. You can read more about sustaining yourself using this powerful concept in Chapter 16. Utilizing the Moments of Awareness questions from the end of the previous chapter (Introduction and Foundations) can enhance your general mindfulness. For now, remember that when you mindfully design your leadership, you are the leader of your own learning and behavior.

The aim of this textbook is to enable you to design your leadership in a mindfully engaging manner. This chapter introduces two elements that will frame your work throughout the text and likely long into the future: Design and CORE™. The design frame provides both the mindset (purposeful and present) and the organizing model explained in the previous chapter (and summed up in the Leadership by Design Model box at the start of each chapter). The design frame also contributes processes, principles, and unique ways of thinking that will greatly enhance your leadership. The other frame, CORE™, will help build your **leadership capacity**—your fundamental attributes that can be applied to any leadership challenge in the future. Recall that CORE™ stands for your *confidence, optimism, resilience, and engagement*. Strengthen your CORE™, improve your future performance.

### Leadership That Makes a Difference

Imagine for a moment that you can look back across the history of humankind and survey everyone who held a leadership position, from the earliest tribal leaders to military generals to presidents, business executives, and community organizers. From your observations and discussions with those leaders, what matters most? What were each of those leaders ultimately striving for: fame, causes they believed in, fortune, survival of their people, happiness, legacy, representation, human rights, self-fulfillment? And how did they assert and maintain their leadership? What were they like? Whose leadership made a big difference? What did others (or perhaps you) learn from their challenges?

In 1978, a political science professor and historian named James MacGregor Burns wrote a book entitled *Leadership*, and with it, he officially started the field of leadership studies.<sup>3</sup> Of course, leadership as a practice existed long before that book. James MacGregor Burns drew upon that long history of leadership activity, including his own experiences as a combat historian in the Pacific Ocean theater during World War II, to frame his initial impressions. When individuals talk about leaders and leadership, they refer to those in a position of power and authority. Unfortunately, that authority also decides who represents a leader, which considerably limited the diversity of leaders and breadth of leadership activities actually happening across the world and through history. So there are significant limits when you ask, how can others do what great leaders do? The answer had always been to look at what those great leaders knew, could do, or were

like, such as their characteristics and their charisma. But James MacGregor Burns saw leadership in a broader sense, as an interconnected system of situations and relationships over time—a process. “Leadership is an aspect of power, but it is also a separate and vital process in itself,” he wrote.<sup>4</sup>

Even more important, James MacGregor Burns recognized that *power over* is less effective than *power with*. As he explains,

The crucial variable is *purpose*. Some define leadership as leaders making followers do what *followers* would not otherwise do, or as leaders making followers do what the *leaders* want them to do; I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations—of *both leaders and followers*. And the genius of leadership lies in the way leaders see and act on their own and their followers’ values and motivations.<sup>5</sup>

For James MacGregor Burns, there was a difference between leadership as a transaction (you work for me, I pay you) and leadership as a transformation (together, you and I can do great things). Transforming leadership, he explains, “occurs when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.”<sup>6</sup>

That is a tall order. How can a leader have such an impact on others? For James MacGregor Burns, the answer lies in carefully understanding yourself, your followers and their motivations, the goals, and the obstacles to those goals. “Essentially the leader’s task is consciousness-raising on a wide plane,”<sup>7</sup> but he advises, “In real life the most practical advice for leaders is not to treat pawns like pawns, nor princes like princes, but all persons like *persons*.”<sup>8</sup> This advice has only grown more powerful with deeper knowledge of what equitable and inclusive treatment of persons looks like.



James MacGregor Burns pioneered a new way of defining and looking at leaders.

AP Photo/Nathaniel Brooks

You took this class or picked up this book because you want to be a better leader, because you want to make a big difference. At the start of each chapter of this text, you will read about a leader who made a big difference. Some of these leaders will look like you or share your background; others will not. But every individual has a story, and those who have served in leadership roles have lessons to share. What will your big difference look like? Start your leadership journey with a charge from the individual who made leadership studies possible, James MacGregor Burns: “Decide on whether we are really trying to lead anyone but ourselves, and what part of ourselves, and where, and for what purposes.”<sup>9</sup>

### REFLECTION QUESTIONS

Who are some of the leaders you look to for guidance and inspiration? Take a closer look at their story. What were they striving to accomplish? How did they engage with others over time and across contexts? Then find someone leading who is very different from yourself. How does their story compare?

## DESIGNING YOUR LEADERSHIP

### LEARNING OBJECTIVE

- 1.1** Interpret leadership as a design process, enriched with design principles and advanced by design thinking

Design comprises a broad variety of fields, many of which we equate to products like chairs and buildings. Take a moment to look around the room. What in the room has been designed? As you look around, you might immediately notice the wide range of products that have been designed: the furniture, carpet, light fixtures, your pen, computer, even this textbook. You might also notice the less obvious: haircuts, room layout, architecture of the building, heating and cooling system. Those things were also designed.

Design also includes things you cannot see; things you can only feel or experience. For example, the class or meeting you may be sitting in right now was *designed*. In the case of a class, the instructor considered the learning goals they wanted to meet and then carefully created a plan to help the students learn. In other words, the instructor went through a process of planning your *experience*. The instructor could have also designed the *climate* of the classroom, focusing on how the experience feels. This is a field called instructional design. Organizational design does the same thing but for employees—who does what, when, why, reporting to whom—designing the experience of working at an organization.

### Design Process as a Creative Problem-Solving Process: Understand, Imagine, Implement, and Iterate

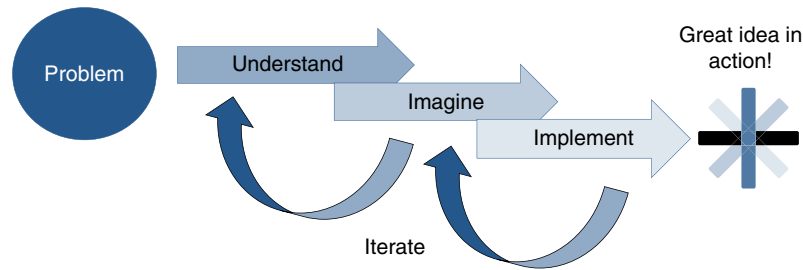
For well over a decade savvy organizations have realized that leaders need to solve problems and designers can help them do so more creatively. Heather Winkle, Head of Design at Capital

One, says, “When decision-makers are able to connect these [design and business leaders'] perspectives as a unified force, and do it in a way that rises above organizational constructs, that’s when innovation really flourishes.”<sup>10</sup> Designers are problem solvers, and they follow a problem-solving process. Design professionals write up a design brief outlining the problem and the parameters based on what the client wants, such as a more efficient toaster, a faster bike, a bee-friendly landscape, a more challenging golf course, or a more appealing website. At the university, the problem might be a more secure dorm or a healthier menu at the dining hall. Finding and identifying the problem is the start of the process, which designers then continue to originate and develop a plan to solve. Many design-related processes have been created, varying in length, specificity, and emphasis. A quick web search under design process, problem-solving process, creative problem-solving process, or innovation process yields hundreds of processes ranging from well-established to homemade and from general use to organization specific.

Despite this broad and lengthy list of processes, *all* of them can be mapped onto a general **design process** consisting of three major phases: *understand, imagine, and implement*. Each phase defines a significant step in the design process. Understand—what do we know about the problem, context, stakeholders, history, and so on? Imagine—what are the most creative ideas we can generate for addressing the problem? Implement—what activities, resources, and timelines are necessary to bring the idea to reality?<sup>11</sup> A fourth phase runs throughout the process: *iterate*. Iteration is the action of trying things out and changing (often improving) the design based on feedback.

1. *Understand*. When you look around at all the things that were designed, it is not always clear what the original problem entailed. A pen that feels good in your hand may have been designed to solve the problem of cost-effectiveness or reliable ink transfer. Nevertheless, the designer had to *understand* the problem and all its variables to move forward, otherwise the designer is solving the wrong problem. Now look at your phone. What kinds of problems was the design team trying to solve? What did they need to understand before they could solve each problem?
2. *Imagine*: The pen in your hand may not have been the only idea to solve that problem. In the *imagine* phase, the designer generates many, many ideas; this is the most creative part of the process. Problem solvers find a solution, but creative problem solvers *do not stop* with the first good idea, they keep coming up with ideas to find that *great* idea.
3. *Implement*. Returning to the pen example, once that solution was chosen, what did it take to get the pen from idea to production to retail store and into your hand? The designer—or likely others in a collaborative team—needed to address all the facets of *implementation*.
4. *Iterate*. Lastly, throughout the process, the designer needed to **iterate**, thoughtfully (and willingly) backtracking in the process as new information and ideas came to light, until the final solution was ready. Iteration is an important activity that happens throughout all three phases. For example, as you generate ideas, you may realize that you are not really solving the right problem, which sends you back to understand more. Or as you implement an idea, you realize the technology does not yet exist, so you need to return to the imagine phase and come up with more ideas. At any point in the process, how might your current progress make you rethink or redesign? Figure 1.1 illustrates the general steps in the design process.

FIGURE 1.1 ■ Design Process



You are going to design something much more complicated than a pen. Designing your leadership comprises a wide menu of problems. The Leadership by Design framework helps organize those problems. Following a process will greatly enhance both your innovation and your success. For example, to design yourself as a leader:

- First, *understand* many things about yourself. For instance, what are your strengths, values, biases, assumptions, and goals?
- Then, as you grow in that understanding, you need to *imagine* the possibilities for yourself. Who will you become? What characteristics and attributes should you acquire and develop?
- From there you must *implement*—how will you learn and develop? What resources do you need to acquire? How will you make those lessons stay with you over time?
- Finally, you will *iterate* by assessing yourself in a variety of ways and then changing directions, altering your plans, dropping some solutions for others, but overall improving.

Understand, imagine, implement, and iterate: Attending to the full process will help you design your most effective and innovative leadership. But the design process is only part of the picture. How you think, see, and process information makes a big difference in how effectively you utilize each part of the process. That is called *design thinking*.

### Design as a Mental Habit: Design Thinking

Designers follow a process (understand, imagine, implement, iterate), *and* they have specific habitual ways of thinking that help them see the world, enhance their process, and address their design challenge in a unique way. This set of dispositions is called **design thinking**. A **disposition** is defined as habits of mind that are often seen as tendencies or characteristics. Design thinking has taken on different forms as it has been applied and further developed.<sup>12</sup>

Design thinking is often described as a process—a set of steps to enhance problem-solving and innovation by applying some of the tools used by designers. These processes have proven very effective for many non-design fields, including business, education, health care, and social innovation generally.<sup>13,14</sup> Indeed, co-founder Tim Brown from the design firm IDEO, which has played a key role in advancing design thinking, describes the method as “an approach to innovation that is powerful, effective, and broadly accessible . . . that individuals and teams can use to generate breakthrough ideas that are implemented and that therefore have an impact.”<sup>15</sup>



While IDEO elaborates on what a design-thinking *approach* might entail, the important part of design thinking is about your *thinking habits*: “Thinking like a designer can transform the way organizations develop products, services, processes, and strategy,”<sup>16</sup> Bruck and Middlebrooks provide the following definition: Design thinking is a cognitive approach to engaging problems that embodies a specific mindset that is (a) user-centered, (b) explorative, (c) divergent, (d) multidisciplinary, (e) iterative, and (f) integrative—striving for feasibility, viability, desirability.<sup>17</sup> Engaging and developing these habits of mind enables you to more successfully and creatively work through ill-defined and dynamic problems, such as the kind you find in leadership and certainly the type of problems you will face in designing your leadership. Table 1.1 aligns the design thinking dispositions within the understand, imagine, implement, iterate problem-solving process to better illustrate how design thinking helps each phase.

**TABLE 1.1 ■ Design Thinking Dispositions by Creative Problem-Solving Phase**

<b>Design thinking</b> is a cognitive approach to engaging problems that embodies a specific mindset that is:
<b>Understand</b>
<b>User-centered:</b> mindset that focuses on the user and how they experience and feel
<b>Explorative:</b> mindset that assumes purposeful ambiguity and curiosity
<b>Imagine</b>
<b>Divergent:</b> mindset of generating many, many ideas for a single problem
<b>Multidisciplinary:</b> mindset that engages many minds and pursues multiple areas of expertise
<b>Implement and Iterate</b>
<b>Iterative:</b> mindset of always seeing solutions in process—assessing and improving
<b>Integrative:</b> mindset of attending to and balancing multiple and contrasting variables and creatively resolving the tensions between them

As you design your leadership, the important aspect of the process lies with the ability to think like a designer, adopting the mental habits that will maximize each phase of the process. For example, in your effort to understand your strengths as a leader, you might take many self-assessments. Considering the design-thinking disposition of user-centeredness, you might add interviews of your followers to your exploration, asking them about how it feels to be led by you; or perhaps, spend a day in their role to better understand their context. Developing your individual capacity to think like a designer ultimately helps you solve complex problems in more creative ways. Design thinking as a leadership tool is more extensively explained in Chapter 3: Designing Your Leadership Capacity.

If you were the leader of a group, how could you use each of the design-thinking habits to help you influence others toward a common vision? Here is an example for each disposition to get you started:

- **User-centered:** Ask members: Put yourself in the shoes of new students to recruit—who feels included and welcomed, and who does not? Who is sure about how to connect with your group and who is unsure? Create fun new officer names and positions based on member strengths and interests

- **Explorative:** Ask every member to generate a question about the history and practices of the group and to think about perspectives the group is missing.
- **Divergent:** Challenge the group to generate 100 different ways you could raise funds.
- **Multidisciplinary:** Invite members from 10 very different groups to talk about how they would approach a problem your group is working on.
- **Iterative:** Try out a new activity with a few members and improve it before introducing it to the whole group.
- **Integrative:** Create numerous ways to assess the success of a new group activity, not just if people like it.

### Design Principles: Rules You Can Apply to Design Your Leadership

Designers follow rules, which they call **design principles**. Designers apply these rules to whatever they are designing to help the design better meet its goals. For example, the goal of a poster design might be to clearly communicate an event or to advocate for a cause. A product design might strive for easy use or greater durability. The goal of a building design might be to encourage people to talk with one another or, by contrast, to focus on their individual work. Following the right rules helps a design more effectively meet its goals.

There are hundreds of design principles, and they focus on both tangible design fields (i.e., fields that produce a product, such as industrial design, architecture, graphic design) as well as those fields that design things you cannot touch (i.e., experiences, services, systems). Over the course of this text, you will see a feature called Leadership by Design. This feature highlights the insights leaders can draw from design. How might various design principles used in the design world be applied to effective leadership practice? Following is another example of what a Leadership by Design feature looks like using the most basic visual design principles: balance, focal point, contrast, repetition, proportion, and unity.

Could you draw a picture of your leadership? What if your leadership was a painting or photo? As you thought about the design of you as a leader, what would be most important? What rules might help you design? The main principles of visual design provide a very useful metaphor for guiding the design of your leadership self. The questions that emerge from these design principles are critical to your success, and because of that importance, you will see them again and again throughout this text.

#### Leadership by Design

*Design Principles:* Visual Design Principles: Balance, Focal Point, Contrast, Repetition, Proportion, Unity

*Definitions:* Explained from an artist perspective, “The elements and principles of design are the building blocks used to create a work of art. The elements of design can be thought of as the things that make up a painting, drawing, design, and so forth. The principles of design can be thought of as what we do to the elements of design. How we apply the principles of design determines how successful we are in creating a work of art.”<sup>18</sup>

Balance—a sense of equilibrium

Focal point—an area of emphasis that draws attention

Contrast—the notable or opposing difference between elements

Repetition—repeated elements that reinforce a theme



Proportion—a sense of order among elements

Unity—the relationship among elements that gives a sense of oneness



Balance and repetition



Balance and Focal Point

*In Other Words:* When the designer wants to convey a specific visual message, the preceding visual design principles can be applied to emphasize that message.

*For Example:* The first photo here illustrates *balance* and *repetition*, while the second photo shows an interesting *contrast* between the formal jacket and informal shorts, and clearly, those Bermuda socks are the *focal point*.

*For Leaders:* This segment of the feature is important for you as the designer of your leadership. This is the part that helps you apply the design principle to your leadership. The visual design principles hold many important implications and applications. Table 1.2 notes the fundamental application of each principle in the form of a prompting question for you to consider. Take a moment to note how each of these principles could be applied to your current context.

**TABLE 1.2** ■ Reflection Questions

You Might Apply This Design Principle	By Asking Yourself This Key Question
Balance	Am I seeing all perspectives? Is my approach balanced? What counterbalances what I am doing?
Focal Point	What needs to be highlighted? What needs to be the focus?
Contrast	What distinctions need to be drawn between things to highlight and clarify?
Repetition	What could be better learned, retained, or highlighted through consistency or repetition?

You Might Apply This Design Principle	By Asking Yourself This Key Question
Proportion	What needs to be prioritized? Am I spending the right amount of time and energy on things relative to their importance?
Unity	Do all the things I am doing align with the vision?

## DESIGNING YOUR LEADERSHIP BY BUILDING YOUR CORE™

### LEARNING OBJECTIVE

- 1.2** Assemble a plan for each attribute of CORE™ (confidence, optimism, resilience, engagement) to design your CORE™ attributes.

“Who looks outside, dreams. Who looks inside, awakens.” —Carl Jung<sup>19</sup>

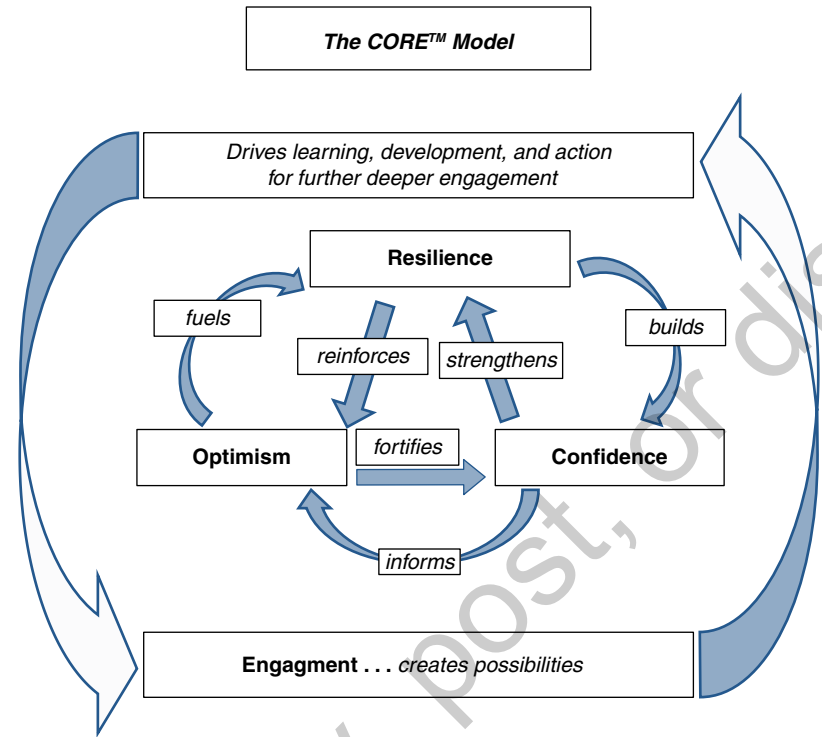
Life is challenging, and leadership often more so. Humans become frightened, intimidated, tired, discouraged, distracted, saddened, overwhelmed, burned out, bitter, and disengaged. How can you prepare yourself for all the situations you cannot see or even imagine now and stay positive and engaged as a leader through it all? Just as you can develop your core strength for physical activities, you can also develop your internal CORE™: confidence, optimism, resilience, and engagement. This section introduces these four elements and explains how you can develop each as a central part of designing your leadership.

Building your CORE™ is about developing the mental habits that will help you excel when things are going well and sustain you when things are most challenging. Your brain is a lean, mean, pattern-making machine; when you repeat patterns of thinking over and over, they become habits. Like all habits, thinking habits can hinder your leadership and the success of others (like biases and stereotyping), while some can advance your leadership (like being inquisitive and empathetic). In this case, you want mental habits that will bolster your *future* leadership through unknown challenges. The foundation of CORE™ is rooted in positive psychology and the construct known as psychological capital, or PsyCap. **PsyCap** has been defined as “an individual’s positive psychological state of development and is characterized by (a) having **confidence** (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (b) making a positive attribution (**optimism**) about succeeding now and in the future; (c) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (d) when beset by problems and adversity, sustaining and bouncing back and even beyond (**resilience**) to attain success.”<sup>20</sup> Meta-analysis of the research finds that high levels of psychological capital are associated with job satisfaction, positive attitude, performance, and organizational citizenship behavior among employees.<sup>21</sup>

The CORE™ elements work together in a complementary and reinforcing way. When you are confident, you see the world and your success in more positive terms (optimism).<sup>22</sup> When you are optimistic, you are more likely to bounce back from setbacks (resilience).<sup>23</sup> When you are more resilient, every time you pick yourself up and try again, it builds your confidence.<sup>24</sup>

And driving the growth of all of this is positive engagement. The more you are engaged, the more you experience, the more you learn, and the more opportunities open up to you for further engagement.<sup>25</sup> The model illustrating the interrelationship between the elements of confidence, optimism, resilience, and engagement is shown in Figure 1.2.

**FIGURE 1.2 ■ The CORE™ Model**



### Confidence

Confidence as part of leadership CORE™ underpins your ability to learn, adapt, and succeed. You may have also heard the terms self-efficacy, self-confidence, assurance, self-esteem, or simply belief in yourself. But the key to confidence lies in its Latin root *con+fidere*, which means with intense trust. Trust in yourself. Consider what it means to intensely trust yourself. What would you do? How would you act? You would believe your ideas are correct, be willing to take risks and make mistakes, be open to learning new things and hearing other perspectives (even ones that contradict or challenge your own), and likely feel very good about yourself. When you trust in yourself—who you are and what you think and do—you leave behind all the fear, doubt, self-consciousness, anxiety, and hesitation that limits your thinking and ultimately your success.

### REFLECTION QUESTIONS

When have you felt confident, and when have you not? Compare those situations. In what ways did you trust yourself? In situations in which you did not feel confident, what did you fear?

Your confidence as a leader has significant effects on you, your followers, and the organization. With great confidence, you can focus on others and the organization rather than yourself. For you as a leader, confidence results in greater influence with followers.<sup>26</sup> Followers are influenced by a leader they find credible, and when you trust in yourself, followers trust in you, too. Confident leaders also take the initiative to meet followers and build relationships, hear and discuss alternative perspectives, try new things regardless of who contributed the idea, and facilitate the success of others. When you are confident, you are not fearful that other perspectives will undermine your leadership; you do not need to take credit for new ideas or be the sole font of information.

Confident leaders maximize the value that followers can offer, which in turn results in everyone's success. Building the confidence of your followers and fostering a culture of confidence has been described as the most important challenge for leaders.<sup>27</sup> Leadership guru Rosabeth Moss Kanter writes, "One difference between winners and losers is how they handle losing."<sup>28</sup> She explains that every organization, no matter how successful, faces setbacks and unexpected problems. But knowing that leadership is a process, she states, "Anything can look like failure in the middle." Confidence, along with the other elements of CORE™, can ensure you successfully move through those failures. And that is the capacity your confidence will build in your followers and into the culture of the organization. In Chapter 11, you will learn more about the nature and nurture of culture and how to specifically utilize your CORE™ to shape it.

There are many ways that you can work on building your confidence, and all of them center around the sources of information you use to change your mindset and to increase your trust in yourself.<sup>29</sup> Self-efficacy researchers note there are four main sources that inform beliefs about self: enactive mastery experiences, vicarious experiences, social influences, and emotional states.<sup>30</sup> Enactive mastery experiences are activities in which you directly participate and achieve small wins, which propels further performance. These experiences are the most influential because they are the most authentic. When you engage and succeed, it builds confidence. The sources informing self-efficacy can best be understood by thinking about an activity for which you feel great confidence. Perhaps you are a really confident public speaker. Your path to confidence was likely informed by observing others successfully speak and get positive feedback (vicarious experiences), supportive friends or perhaps a class where everyone was learning (social influences), a series of progressively more challenging experiences that started with small, safe audiences (enactive mastery), and a safe space with encouragement (emotional states). The path to confidence can be followed again and again when you engage. And when you engage and succeed over and over again, especially if you had to overcome setbacks, you develop a resilient confidence and an optimistic view of your success in future activities.

Again, note how the CORE™ elements work together (see Figure 1.2). Confidence strengthens resilience and informs optimism. Resilient activities build confidence, while optimism reinforces that confidence.

### REFLECTION QUESTIONS

Consider an activity you feel confident about. Can you recall your early successes and small wins? How many times did you need to succeed before you felt generally confident?

Other ways to build confidence include observing what others do to succeed (vicarious experiences), receiving evaluative feedback that highlights your capabilities (social influences), and a wide variety of activities that impact physical wellness, including exercise, diet, and grooming.

There is increasing evidence illustrating the connection between what you do physically and how you think about yourself and the world. This is obvious when you think about things like sleep and caffeine. You can even physically assume what social psychologist Amy Cuddy calls high- and low-power body positions that can change your brain chemistry and how others perceive you.<sup>31</sup> At the end of this chapter, you will find the CORE™ Adventure, which is a series of activities outside the classroom that will help you identify what aspects of your CORE™ need work and help jump-start your development of these capacities.

## MOMENT OF AWARENESS

*One of the most influential factors in who I am as a leader, and the most overlooked, is my failures. Often in our society so much stress is placed on our successes, but little is put into our shortcomings. I feel that I have had enough of both to recognize that they both have played a lasting role in my leadership. I have been captain of sports teams and a leader in academic organizations . . . and I have been denied those positions. I have lived up to my potential in some regards, and I also have been a huge flop at times. I believe that being a good leader is not dependent on where you are at that certain point, but rather when you look back and consider the question: Did I make a positive difference? Would things be different if I wasn't there? Am I happy with what I provided?*

—Benjamin Mergenthaler, Undergraduate

There are many assessments available online that you can utilize to assess your confidence and raise your awareness of the areas in which you are more and less confident.<sup>32</sup> However, as you plan for designing your leadership self and your confidence, there is a dark side you must consider. Confidence is not arrogance. Trusting in yourself to the point of excluding other perspectives, and others generally, results in a dangerous level of overconfidence. Overconfidence has been described in three ways: “*overestimation*: thinking that you’re better than you actually are . . . *overplacement*: thinking that you’re better than others when you are not . . . (and) *overprecision*: being too sure you know the truth.”<sup>33</sup> Overconfidence as a leader can result in poor decisions, failing to see deficiencies accurately, impractical goals, and disenchanting followers that soon become alienated.<sup>34</sup> In other words, you will make unnecessary mistakes that may irreparably harm others, your organization, and your credibility. Overconfidence can also spread to others, it is easily transmissible between individuals in a group.<sup>35</sup>

Here are some suggestions for avoiding overconfidence: (a) question whether you are overlooking something, especially if performance feels too easy; (b) understand there are many variables that account for outcomes and you are only one of those variables; (c) seek out contrary and external perspectives, especially those that are the least noticed; and (d) back up your claims and your confidence with evidence. *Fake it until you make it* is a fine strategy for facing fears and building confidence, but it can quickly turn to outright falsehoods and deception, even deceiving yourself. And, after you “make it,” researchers note the higher your social or professional “rank,” the more susceptible you are to overconfidence.<sup>36</sup>

Within every experience lies the chance to build your CORE™ if you take the time to think about that experience and ask the right questions (remember the Moments of Awareness from the introduction). At the end of this section, you will find Table 1.3 called “CORE™: Assessing Leadership Challenges.” This table poses a few key questions you can ask yourself during that

moment of awareness, during or right after a leadership experience you felt was probably impactful. Here are the questions related to building confidence:

- Did I put in my best effort?
- Did fear influence my effort?
- Did I take initiative?
- Did I focus and dedicate my attention to the effort?

## Optimism

Optimism is the ability and tendency to see the positive, both now and into the future. You likely know people who you would describe as upbeat, positive, and always seeing the glass half full (and a host of other metaphors). But the key to optimism lies in its Latin root *optimus*, which means *the best*. What does it mean to see the best in yourself, others, and every situation? How would you act? You would likely work to try and bring out that best in yourself and others, which of course would feel great. As leadership scholars James Kouzes and Barry Posner note in their book *Encouraging the Heart*, people want to be in a relationship with someone who makes them feel good and brings out their best.<sup>37</sup> Optimism is your tool for building those great relationships. Of course, when you can see your best, you become more confident.

Optimism can be a purposefully acquired mental habit, culturally transmitted, or a characteristic you can inherit from your parents. When people call someone an optimist, it sounds like part of who they are that cannot be changed. It has even been referred to as a core personality trait of managers.<sup>38</sup> You will read more about traits in the next chapter. But optimism can be learned, practiced, developed, and used by anyone. So when you read *optimist*, it refers to someone with that ability and tendency to see the best, regardless of how they came to be an optimist.

A good deal of research has been done on the relationship between optimism and a variety of leadership variables. Greater optimism predicts greater career success, better social relations, better health, and greater engagement in pursuit of desired goals.<sup>39</sup> Optimists are perceived by supervisors as having leadership potential and being better able to cope with stressors.<sup>40</sup> Most importantly, focusing on the best things results in greater performance. The previous section noted that confident leaders maximize the value that followers can offer. Optimism enables leaders to *see* that positive value so they can capitalize on it.

### REFLECTION QUESTIONS

How optimistic are those with whom you associate? Make a quick list of family and friends and order them according to how you perceive their ability and tendency to see the best. Compare and contrast the most and least optimistic. In what ways do you think their level of optimism has affected their life?

While optimism is a personal attribute, it is not necessarily an individual endeavor. If you have ever been part of a great team, you know how powerful and motivating a culture of optimism can feel. As each teammate communicates their positive perspective, the capacity of the entire team to see and strive for the best increases exponentially. Setbacks become opportunities for improvement. Problems become challenges. Achievements become affirmations of effort



and capability. Groups that are highly optimistic experience heightened positive emotions when they are interacting with each other and, ultimately, operate as cohesive, high-performing work units. In what researchers call positive contagion theory, individual members of a group that have higher dispositional optimism impact outcomes for the group at large.<sup>41</sup>

“I think I can, I think I can. I think I can. I know I can,” wrote Watty Piper in *The Little Engine That Could*. Are you like the little engine, rooting your effort in a firm vision of your best? If not, you may want to very seriously consider developing your optimism. Optimism is a reinforcing cycle between what you highlight in the world and what you believe. The more opportunities you create to highlight the positive and the possible, the stronger you will make your mental habit of searching out those best elements in any situation. Try some of these ideas to build your optimism (or go online to find many more)<sup>42</sup>:

1. *Seek* positive perspectives, positive people, multiple perspectives, and upbeat words. Try responding to others’ comments with “yes, and . . .” rather than “but . . .” even when you may disagree.
2. *Reframe* negative phrases, complaining, griping, and negative environments. Seek to identify and address the underlying problem.
3. *Engage* in recognizing what is going well and what is going great; practice thinking about what could be; encourage open dialog and collaborate to build a compelling vision that inspires others.
4. *Celebrate* to reinforce optimistic habits. When was the last time you celebrated a small win, learning something new, another person who did something well, or a moment of awareness of all that is going pretty well for you? Even small celebrations make a big impact.

Optimism is not about pretending everything is happy and perfect. Nor do optimists avoid challenges and difficult people and situations. An optimistic approach is often rejected by those claiming they are realists and their perspective is more accurate. Do not be fooled or dissuaded into thinking another person’s assessment of reality is more important than your own. You can have a full understanding and acceptance of the real *and* still strive to see the positive and the potential. Within the CORE™ Model, optimism reinforces confidence and fuels resilience. If you can see the best and believe it is possible, then you will move forward without fear and keep moving forward even with setbacks.

See Table 1.3, at the end of this section (“CORE™: Assessing Leadership Challenges”) that poses key questions you can ask yourself, this time related to building optimism:

- Did I feel I would succeed?
- Was my success due to my effort and skill?
- Did I need to redirect my efforts?

## Resilience

Resilience is your ability to withstand and recover from difficulties. You may also have heard the terms *hardiness*, *grit*, *stick-to-itiveness*, and *gutsiness*. Once again, the Latin root captures the essence of the concept, in this case *resilire*, which means to *spring back*. Consider what it means to spring back. First, something must have pushed you over. A life without setbacks leaves no

opportunity to display or build resilience. Second, there must be some initial resistance to the setback. A flower blown back by the wind started with enough resistance to stand upright in the first place. Third, there must be some energy to spring back, energy that exists before the setback, built in preparation for the challenge. Finally, there is a positive energy to springing back. You do not crawl, limp, hobble, or scrape your way back, you spring.<sup>43</sup> Funto Boroffice is the founder and CEO of award-winning Chanja Datti, Ltd. She is a Nigerian entrepreneur who has navigated several headwinds in a male-dominated society and industry of recycling/waste management. However, she has remained resilient and is making a significant difference. In her words “let’s her results speak for themselves.”

### REFLECTION QUESTIONS

Think about the last time you experienced a setback. How many times did you try again? What helped you to try again, and/or what kept you from doing so?

Once again, your mental habit-forming lean, mean, pattern-making machine of a brain can work with you or against you when it comes to resilience. The founder of positive psychology, Martin Seligman, and other researchers have summed up the mental habits you need. When something in your life goes wrong (or right), how do you explain it?<sup>44</sup>

1. Do you think problems happen for many reasons, or do problems happen because you are incapable, incompetent, and other bad things?
2. Do you see adversity as a challenge or chance to learn, or do you see it as a threat?
3. Do you see the problem as one specific thing or just another indication that your whole life is problematic?
4. Do you see difficulties as permanent situations or as something you can address or change?
5. Are *you* in control of the outcome, or is it out of your hands with nothing you can do about it?

For each of these questions, thinking and seeing as described in the first half of the question lead to very different outcomes than in the second. Resilient individuals and leaders work to develop psychologically positive mental habits.

Resilience in leadership goes beyond personal well-being, although it is critically important to the individual leader. A resilient leader not only springs back but also leaps forward by displaying a willingness to be coached and change, using the setback to advance themselves and the organization.<sup>45</sup> The cliché of seeing every challenge as an opportunity reflects the interplay of optimism and resilience and has been embraced by innovators and entrepreneurs as the power of failure.<sup>46</sup> Although no one wants to fail, those moments hold great value for individual learning and group modeling. Leaders who model resilience help create a resilient culture. Looking beyond the single moments of failure to the broader pattern of shortcomings brings even greater insights. In other words, sometimes many little failures are all hints at a more fundamental problem—a problem you would not see otherwise, or worse, one that would build into a large problem.<sup>47</sup>

Great resilience does not come easily nor without considerable emotional consequences. Challenges and setbacks are exactly that; they are challenging and set you back. They are painful, disheartening, annoying, disorienting, and extraordinarily frustrating. The level, amount, and duration of these feelings varies, and what constitutes a challenge to one person may not be so to another. As a leader, you must understand the level of understanding for each follower. This means you must understand how others feel, which is part of a concept called emotional intelligence. **Emotional intelligence** is a person's ability to know and regulate their own feelings, perceive and understand the feelings of others, and effectively work between their own and others' feelings (see the Experts Beyond the Text: Insightful Leaders Know About . . . Emotional Intelligence feature at the end of this section).<sup>48</sup>

Resilience is not something one is born with, nor can you afford to purposefully engage in failure to build your resilience . . . or can you? The effort to develop resilience goes back to antiquity. Lucius Annaeus Seneca (4BC–AD65) was a Roman philosopher who, among his many wise letters, advised a friend on how to build resilience:

Set aside a certain number of days, during which you shall be content with the scantiest and cheapest fare, with coarse and rough dress, saying to yourself the while: 'Is this the condition that I feared?' It is precisely in times of immunity from care that the soul should toughen itself beforehand for occasions of greater stress . . . If you would not have a man flinch when the crisis comes, train him before it comes.

In modern times, author Jia Jiang took on 100 different challenges, one each day, that purposefully set him up for rejection in order to build his resilience. His challenges included activities that forced him to do something he feared or in which he would likely experience rejection, such as "Borrow \$100 from a stranger," and "Get a live interview on radio."<sup>49</sup> Not surprisingly, Seneca also noted this activity for building resilience also provided insight that brought empathy (and emotional intelligence): "There is no reason, however, why you should think that you are doing anything great; for you will merely be doing what many thousands of slaves and many thousands of poor men are doing every day."<sup>50</sup>

## REFLECTION QUESTIONS

Try holding your arms straight out away from your body for three minutes. As it starts to hurt, push through the pain. Keep them up. Were you able to keep your arms up for the full time? Why did you keep going (or why did you quit)? What did it feel like once you dropped your arms? What could you do without for a time that would build your resilience . . . and your appreciation?

Fortunately, there are many other ways to build resilience besides diving into failure. Developing your resilience as a leader depends upon engaging in experiences and mindfully learning from them. Here are a few suggestions based on attending to different kinds of health:<sup>51</sup>

1. Attend to your physical health: exercise, sleep, eat well, and destress
2. Attend to your mental and emotional health: take time for yourself, develop your confidence, laugh
3. Attend to your social health: connect with others, foster relationships with family and friends, build your support system, ask advice

4. Attend to your attitude health: practice optimism, see problems as experiences you can learn from, put problems into perspective
5. Attend to your aspirational health: identify big and little goals for yourself, commit to them, act to move toward achieving them

Take a second look at the summary of resilience-building activities. Note that all five start with the idea that you must *attend* to these aspects of your health. There is a strong connection between mindfulness and resilience-related outcomes.<sup>52</sup> If you are feeling good, have a great support system, see the bigger picture, and know leadership is a process, your capacity for resilience will grow. What one thing can you do today to start building your capacity to spring back?<sup>53</sup>

Refer to Table 1.3, at the end of this section ("CORE™: Assessing Leadership Challenges") that poses key questions you can ask yourself, this time related to building resilience:

- Did I encounter setbacks or significant challenges?
- Did setbacks discourage my efforts?
- Did I confront problems directly?
- Did problems make me question my ability?

### Experts Beyond the Text

## INSIGHTFUL LEADERS KNOW ABOUT . . . EMOTIONAL INTELLIGENCE

### The Role of Emotional Intelligence in Leadership

By Scott Allen

The topic of emotions is central to leadership. After all, a central activity of leadership is engaging, inspiring, and motivating others to work above and beyond toward the goal or objective—all of which engages emotions. Likewise, because of the nature of leadership work, leaders must navigate any number of stressors, such as interpersonal conflicts, issue conflicts, rapid change, and organizational bureaucracy. The heightened levels of stress that come with leadership mean leaders must be acutely aware of their emotional state and that of others. In essence, leaders need to be *intelligent* about emotions and understand how emotions can influence themselves and others.

There are a number of different ways to make sense of emotional intelligence (EI). Some scholars feel that EI is a form of intelligence,<sup>54</sup> and others believe it is simply a constellation of personality traits.<sup>55</sup> The most well-known model of EI explores the concept as a series of competencies.<sup>56</sup> Researcher Daniel Goleman provides a definition that nicely captures all three general approaches:

Emotional intelligence, at the most general level, refers to the abilities to recognize and regulate emotions in ourselves and in others.<sup>57</sup>

As you look at the definition, note that having EI means an individual *recognizes* their emotions and can *regulate* them as appropriate. This does not mean they *stuff away* their feelings; it simply means they are more aware of their emotional state in the face of a challenging situation. They can intentionally regulate their emotional state in an effort to move

forward toward the end objective—aware of their emotions as they arise or are *triggered* by the various stressors. Individuals who are more easily triggered will often react in ways that diminish trust and credibility. A second important highlight of the definition is the term *others*. The leader is responsible for awareness and regulation of both their own emotions and those of their colleagues. This means leaders with EI can read the emotional state of the group and regulate that emotional state (e.g., pick them up during a difficult time).

Who in your life best maintains emotional intelligence when triggered by the various stressors that accompany their role? Who struggles to do so? What is the impact on the group?

Scholars have made positive associations that underscore the importance of leadership and EI. Here are several examples of what scholars from different paradigms have found based on their research.

- “The high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions better than others. . . . The person also tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of EI. The individual tends to be more open and agreeable than others. The high EI person is drawn to occupations involving social interactions, such as teaching and counseling, more so than to occupations involving clerical or administrative tasks.”<sup>58</sup>
- “Both emotional and social competencies and personality traits are valuable predictors of job performance.”<sup>59</sup>
- “Experienced partners in a multinational consulting firm were assessed on the EI competencies plus three others. Partners who scored above the median on 9 or more of the 20 competencies delivered \$1.2 million more profit from their accounts than did other partners—a 139 percent incremental gain.”<sup>60</sup>
- “In a national insurance company, insurance sales agents who were weak in emotional competencies such as self-confidence, initiative, and empathy sold policies with an average premium of \$54,000. Those who were very strong in at least 5 of 8 key emotional competencies sold policies worth \$114,000.”<sup>61</sup>

While some might minimize emotions as a fuzzy or *soft* topic, research suggests that EI helps individuals succeed. Effective leaders understand emotional intelligence and strive to develop this key capacity.

## Engagement

What grabs your full attention or your involvement? How often do you choose to observe, take notes, inquire further, learn more, or pursue an activity? If you have ever been talking with someone while they look at their phone or around the room, mumbling an occasional “uh huh,” then you know engagement is key to connecting with others. But engagement extends beyond the interpersonal to encompass your connection with the world. For instance, Dr. Sara Safari, climbs the world’s tallest mountains to help marginalized women around the world. She is deeply engaged in this work; it’s a part of her identity as a human being. The worst result of disengagement is the missed opportunities to learn, to connect, and to discover new ideas and possibilities.

Engagement is one of the most powerful tools in your leadership toolbox. The origin of the word *engage* comes from the Old French *engagier*, meaning bind by promise or pledge. For example, engagement to a person means you pledge a binding promise to marry. Engaging the enemy binds you to the promise of conflict. For leaders, engagement promises the binding of

your attention and involvement. **Engagement** is the degree of individual involvement, investment, and enthusiasm within and for a specific context or situation.

### REFLECTIVE QUESTIONS

Are you involved? Invested? Do you notice the world around you? Do you actively listen to others and seek to discover more about them? How often would your friends say you are truly present?

If you are not paying attention to the things you are experiencing, or simply not involved enough to have a wide range of experiences, then you shortchange your chances for learning and growth. For effective leadership, engagement needs to add value, that is to say, it needs to be *positive*. **Positive engagement** means you initiate and participate in ways that add value in a reflective and mindful manner, critically and carefully integrating new information into your understanding. *Your most valuable internal asset is your positive engagement.* Engaged leaders are perceived as more charismatic, and they inspire performance and commitment.<sup>62</sup>

Increasing your own engagement is a choice, but it is also a mental and behavioral habit. The best way to develop a habit is, of course, to repeat a behavior over and over again. Here are a few ideas for how you can increase your engagement:

- Take a leisurely walk and purposefully look up.
- Eat with your eyes closed and focus on the flavors.
- Unplug—set a time and time limit for dealing with social media.
- Meet someone new and learn about their world.
- Meet someone who you think is very different from you.
- Meet someone you already know—interview them and get to know them better.
- Learn to do something new in your leadership setting and beyond—learn to tie knots, learn a specific dance, cook a meal, identify trees.
- Try sketching, even if you do not think you can—it forces you to really look at something.
- Identify one activity that you would really like to do but never seem to have the time—commit to doing that activity every day for 30 days (and start by watching the Matt Cutts TED Talk for inspiration: Go to [www.ted.com](http://www.ted.com), then search for Matt Cutts, Watch *Try Something New for 30 Days*).

Similar to confidence, optimism, and resilience, engagement rubs off on others. Leaders model engaged behavior, and in turn, they become engaging. If you consistently positively engage—in any role, in any situation, in any context—you will ultimately find success. And here at the end of this section is Table 1.3 (“CORE™: Assessing Leadership Challenges”), which poses key questions that you can ask yourself. The questions related to building engagement are as follows:

- Did I reflect and learn from the experience?
- Did I integrate this new knowledge into prior?



One of the best ways to build your entire CORE™ is to raise your awareness of what is happening, what you are doing, how you are feeling, and what you could have done better. Using Table 1.3 create an index card containing the attributes and their prompting questions. Use the prompting questions on the cards to enhance your self-awareness as you engage in any leadership challenge.

**TABLE 1.3 ■ CORE™ Card: Assessing Leadership Challenges**

CORE™: Assessing Leadership Challenges	
<b>1. Confidence:</b> self-efficacy and effort	
	Did I put in my best effort?
	Did fear influence my effort?
	Did I take initiative?
	Did I focus and dedicate my attention to the effort?
<b>2. Optimism:</b> positive about success	
	Did I feel I would succeed?
	Was my success due to my effort and skill?
	Did I need to redirect my efforts?
<b>3. Resilience:</b> perseverance and flexibility, using setbacks as set-forwards	
	Did I encounter setbacks or significant challenges?
	Did setbacks discourage my efforts?
	Did I confront problems directly?
	Did problems make me question my ability?
<b>4. Engagement:</b> reflective and mindful	
	Did I reflect and learn from the experience?
	Did I integrate this new knowledge into prior?

**MYTH OR REALITY?**

**Without mobile phones and social media, individuals are more engaged.**

Myth . . . and Reality. A recent study asked a thousand students in ten different countries to go without all media for one full day. The resulting reactions, observations, and insights indicate that media use is more than a habit, rather, it is “essential to the way they construct and manage their friendships and social lives,” and it is critically useful for both practical performance and psychological and emotional security.<sup>63</sup> On the other hand, “Many students, from all continents, literally couldn’t imagine how to fill up their empty hours without media” and limited their news and awareness to the brief and simplified media worlds in which they operate.

Could you go without media for 24 hours? Try it and note your observations.

“A well-designed product does not equal a well-designed business.”<sup>64</sup> Likewise, a well-designed leader does not equal well-designed leadership . . . but it is a necessary start. This chapter focused on your perceptions and the task of designing your leadership self. Acquiring a thorough and continually reviewed understanding of yourself will prove to be one of your most valuable assets as a leader. But as you know, leadership as a process extends far beyond your role, beliefs, values, and capabilities. Well-designed leadership must address the broader system and each of its component parts—and in the organizational structure of this text, well-designed leadership must address self, relationships, others’ success, culture, and the future.

## DEI BY DESIGN

### LEARNING OBJECTIVE

- 1.3** Recognize the concepts of diversity, equity, and inclusion as part of your framework for leadership success.

Leadership always involves *others*, and the framework for your leadership success is incomplete without considering that key component. Diversity, equity, and inclusion (DEI) comprise one important frame that has great influence on your confidence, optimism, resilience, and engagement. Likewise, DEI provides a powerful frame for applying your CORE™ toward personal, follower, and organizational success. As an individual, you no doubt want these things for yourself. You will certainly want these conditions for your organization because they lead to considerable and significant practical success.<sup>65</sup> A greater challenge and the one that will maximize value to all involves seeing how these conditions can and should apply to those different than yourself. And then, purposefully designing your leadership to pursue them.

Diversity, equity, and inclusion encompass a wide range of ideas and actions, many of which will be introduced throughout the text. For now, you need some key definitions. **Diversity** can be defined as a state characterized by the pursuit, presence, and appreciation of differences. **Equity** is likewise a state, but a state of just and fair systems of distributing benefits and burdens. **Inclusion** comprises the continuous process of individual consideration and welcome access to resources and opportunities. As you might imagine, there is a great deal of explanation behind these definitions. Take another moment to go back and re-read the definitions. How do they differ from your initial thoughts? Can you imagine what it would be like to *not* have a diverse and equitable context that is inclusive for yourself?

Before concluding this introduction to DEI, you should note two important distinctions that are often confused. First, diversity is often thought of in the context of extending participation to persons from specific groups—ethnic, racial, religious, differently abled, to name but a few. And indeed, that is a key aspect. However, many of these groups are marginalized, which means they lack access or have been denied power. In this context, diversity is intertwined with **social justice**, and many people may even use these two terms interchangeably. “Social justice is both a goal and a process. The *goal* of social justice is full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs. The *process* for attaining the goal of social justice should also be democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change.”<sup>66</sup>

A second important distinction is that between equity and equality. Put simply, **equality** means everyone gets treated the same, regardless of social standing. Equity, by contrast, means everyone gets treated in accordance with how they are located within society (or within an organization). Equality is important, for example, when considering consistent protection under federal, state, and local laws. Equity is essential when considering who has access to what opportunities and which factors impact favorable outcomes. In the broader society, this could include such things as reliable health care, well-paying jobs, affordable housing, and access to safe water and food.

**FIGURE 1.3** ■ Equality Versus Equity



Mindful, purposeful leadership includes consideration of these elements: diversity, social justice, equity, equality, and inclusion. As Ming-Ka Chan, M.D., suggests, “It’s really hard to be well if you’ve never felt welcome.”<sup>67</sup> The elements we’ve highlighted can be leveraged to lead in equitable, respectful, and inclusive ways. Imagine how they might be used to bring the best to your organization and to bring out the best in each individual. You may want to go back and take a quick look at the overview of the DEI by Design segment in the Introduction and Foundations chapter so that you can fully achieve and benefit from these ideas.

## DESIGNING YOUR LEADERSHIP—FIRST STEP: YOUR GOALS

### LEARNING OBJECTIVE

- 1.4** Create your initial leadership development goals.

How rich are you? This is a more complicated question than you might initially think. Wealth in the form of money or valuable possessions is the typical measure of value. But consider what other forms of capital you can use to measure your wealth. For example, how positive and widely known is your reputation? How many friends do you have in the virtual world? How many friends do you have in the real world? How many different perspectives and voices are represented across those you know, collaborate with, or know you? How many

connections do your friends have in their networks? All of these are measures of your **social capital**—the value created through common and stable individual relationships. A leader rich in social capital is likely to wield greater influence. This is one of many forms of value you can build as a leader.

Learning and designing your leadership builds your **human capital**—the value you bring from your knowledge, skills, experiences, and dispositions. Even though designing your leadership will be a collaborative endeavor, *you* must be the designer of your own growth. How rich do you want to be? You can start to address that question by setting your goals as a student of leadership.

One way to better understand these concepts is to explore a case study. Use your favorite search engine to explore the work of Dr. Sara Khurram. She is the co-founder and CEO of Sehat Kahani, an organization that is bringing telemedicine to people in need across her country. Another fun and effective way to better understand your capital is to explore where your assets came from in the history of you. You have identified many things about yourself: strengths, traits, skills, values, and more. All of these are you, but only some of them are *very* consequential and *very* foundational to you as a leader. Try this exercise:

1. Take a moment to gather or write out many of the single words or phrases that describe you. Ask for input from friends or family if you like.
2. Now picture yourself in a leadership position. What are you doing? For whom or what are you responsible? How are you influencing others? What are others looking to you for?
3. Looking back at the list you wrote, circle the words about you that are *most* important for your leadership success.
4. Now choose *one word*—a value, a skill, an attitude, a strength—and *write the story* of where that personal attribute came from. How and when did you acquire it? From where or whom? What event or experience highlighted the importance of that attribute? And how will you continue to apply and develop the attribute?
5. Be prepared to share the story with others in a compelling manner (i.e., in a way that helps us understand the full importance of that attribute to you as a leader).

### Purposeful, Present, Planning: 3 Ps for Your Leadership Journey

This chapter introduced the essential framework for your leadership success: purposeful leadership design and foundational CORE™. Leadership is truly a life-long journey. That is not cliché or trite, but it is a fact to which every single experienced leader will attest. With such a long and winding journey, the best thing you can do to prepare for a lifetime of challenges and learning consists of 3 Ps: purposeful, present, planning.

- *Purposeful*: As noted earlier, as a leader you can make conscious, mindful decisions about what you do or simply be a nonparticipant and let things happen.
- *Present*: Mindful leaders are present and aware of the context, situation, individuals, relationships, and themselves. And if they are ill-informed, they get informed.
- *Planning*: Effective leaders design their leadership; they originate and develop a plan for themselves, their followers, their relationships, the culture, and the future of the venture.

Utilizing design process, design thinking, and design principles (3D) and focusing on building your confidence, optimism, resilience, and engagement (CORE™) will greatly enhance your abilities as a purposeful, present, and plan-oriented leader (3D + CORE™ = 3P for the math inclined). This textbook aims to help you achieve those goals and more. Some additional important leadership learning goals are listed next. Take a moment to consider how each of these goals fits into your understanding and your plan for developing. Then, *you* need to identify some personal goals for yourself.\*

Goal 1. Find my leadership—begin to identify as a leader and recognize my potential.

Goal 2. Explore new leadership ideas and diverse leaders; allow myself to see the field more broadly and note the complexities.

Goal 3. Develop my leadership dispositions—the mental habits I use to see, think about, and respond to the world.

Goal 4. Build my leadership CORE™—personal attributes that will enhance my leadership now and long into the future.

Goal 5. Provide both a road map and a toolkit to effectively design my leadership.

Additional Goals. As the designer of my own leadership, I will set additional goals by asking myself some of the following questions:

- a. An immediate practical goal for me as leader is \_\_\_\_\_  
\_\_\_\_\_.
- b. The *best* leader I ever saw or worked with did this: \_\_\_\_\_  
\_\_\_\_\_.
- c. Other goals I have for designing myself as a leader are  
\_\_\_\_\_.
- d. One thing I can do this week to become a more effective leader is  
\_\_\_\_\_. (Hint: What could you explore, learn, develop,  
do, or whom could you meet?)

\*Reread all the goals and put a *large star* by the one that most appeals to you. Then, rewrite that goal here in your own words. This will help make it stick and help you stay focused on what is most important to you: \_\_\_\_\_.

The next chapter continues your design of leadership self, starting with how you learn leadership and clarifying important aspects of leadership that are often misconceived.

## CHAPTER SUMMARY

Leadership is the process of influencing others toward a common vision. Leadership matters for individuals, teams, organizations, communities, and the world. Effective leaders consciously design their leadership and strive to be as mindful as possible.

The framework of this textbook emphasizes your purposeful design of your leadership and consistently working to build your CORE™—confidence, optimism, resilience, and engagement.

Design is the process of originating and developing a plan. Designers are problem solvers, and a complete design process will include understanding, imagining, and implementing.

The design process is enhanced by specific ways of thinking—design thinking—dispositions that include user centered, explorative, divergent, multidisciplinary, iterative, and integrative. Developing design-thinking habits makes you a more effective problem solver and will result in a better design; in this case, that design is you and your leadership.

Leaders who develop deep, foundational capabilities are able to excel when faced with new challenges. Confidence, optimism, resilience, and engagement (CORE™) provide individuals with the capacity to lead now and into the future. The elements of CORE™ influence the development of each other, and there are very concrete activities that will build your CORE™. Leaders are only as successful as those they lead—identifying and bringing forth the value of each follower. You can mindfully, purposefully design this capacity through your awareness and pursuit of diverse, equitable, and inclusive conditions.

Finally, keep the goals of this text and your own personal goals in mind as you move forward and experience your own *aha* moments.

## KEY TERMS

Confidence (p. 24)	Integrative (p. 22)
Design principle (p. 22)	Iterate (p. 19)
Design process (p. 19)	Iterative (p. 22)
Design thinking (p. 20)	Leadership capacity (p. 16)
Disposition (p. 20)	Mindfulness (p. 16)
Divergent (p. 22)	Multidisciplinary (p. 22)
Diversity (p. 36)	Optimism (p. 24)
Emotional intelligence (p. 31)	Positive engagement (p. 34)
Engagement (p. 34)	PsyCap (p. 24)
Equality (p. 37)	Resilience (p. 24)
Equity (p. 36)	Social capital (p. 38)
Explorative (p. 22)	Social justice (p. 36)
Human capital (p. 38)	User-centered (p. 21)
Inclusion (p. 36)	

## CORE™ ATTRIBUTE BUILDERS: BUILD NOW FOR FUTURE LEADERSHIP CHALLENGES

**Attribute:** Confidence, Optimism, Resilience, and Engagement

**Builder:** CORE™ adventure

Complete the CORE™ development tasks following.. For added fun, complete these as a group, with each group member taking on *one* of the four CORE™ challenges: **confidence, optimism, resilience, engagement.**

Although each team member has a set of tasks, you must work as a team, observing the completion of each task and supporting each member.



## CHALLENGE YOURSELF

This adventure is designed to be a learning experience . . . but only if you really strive to make it so. Any of the tasks can be completed with minimal effort and zero learning; however, as aspiring leaders, you will want to fully engage the tasks, take some uncomfortable risks, question your assumptions, and reflect on the learning and development that each task has the potential to offer. Good luck and have fun!

### Confidence

- Enter **two** establishments. Assuming your neutral face, ask the individual behind the counter to assess your confidence (circle their answer):

*Not Confident*   *Very Confident*

0 1 3 5 7 9 10

0 1 3 5 7 9 10

- Enter **two other** establishments, this time assuming a *big* smile, shoulders back, and with eye contact, clear voice, and power pose, ask the individual behind the counter to assess your confidence (circle their answer):

*Not Confident*   *Very Confident*

0 1 3 5 7 9 10

0 1 3 5 7 9 10

What did you observe?

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- Take a risk—try something new.  
What did you try?

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- Assume an attitude of gratitude—write a thank you note to someone who deserves your thanks.

To whom did you write? For what did you thank them?

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- List out 10 great things about *you*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

- Ask each person in your group to add one.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

**Optimism** 😊

- Name two establishments that you really do not like. ☹️

- \_\_\_\_\_

Reframe those by naming *five* things about *each* that are positive.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Ask three individuals that you do not know to share a joke with you (and be sure to thank them).

- What joke was your favorite?

\_\_\_\_\_  
\_\_\_\_\_

- What did you observe?

\_\_\_\_\_  
\_\_\_\_\_

- Do *one* spontaneous thing.

- What did you try?

\_\_\_\_\_  
\_\_\_\_\_

- Encourage your team to complete their tasks.

- Ask them to rate your optimism:

Not Optimistic Very Optimistic

0 1 3 5 7 9 10

- Influence five separate groups of individuals to *smile*.
  - List out all of the things you did to make them smile:

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### Resilience

- For every decision your group makes, take a moment for *you* to *decide* what *you* want and assert *yes* or *no*.

This does not mean you get to decide, nor that you will always get your way. Just make sure you get your *say*.

- At the end of the adventure, have your group assess your assertiveness:

*Not Assertive*   *Very Assertive*

0   1   3   5   7   9   10

What did you observe?

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- Make a request from someone where you will likely be rejected (nothing illegal or unethical).
- Make the request again from a different person.
- Make the request a third time from yet a different person and ask them to sign affirming that you did so:

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What did you feel?

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What did you observe?

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- Apologize to someone to whom you owe an apology.  
What did you apologize for?

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- And ask each person in your group to share one (or more) things they admire about you.  
Write them here:

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**Engagement**

- Keep your team engaged and on task. Help them succeed.  
Ask them to rate your ability to encourage their engagement:

*Not* Helpful *Very* Helpful  
0 1 3 5 7 9 10

What did you observe?

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- Ask three individuals that you do not know to share a grand vision of excellence about themselves—who do they want to be, where do they want to go, and so forth (and be sure to thank them).

What were some of those grand visions?

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- Build a bridge—find two individuals that YOU know—connect them with someone in your group.

How did you connect them?

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What did you observe?

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- Recognize a great performance in EACH of your group members and reward it.

- What did they do? And how did you reward them?

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**SKILL BUILDER ACTIVITY**

**Build Your Design Process: Explore Understand—Imagine—Implement**

Design thinking involves building specific mental habits that enhance your process.

Design principles comprise rules you apply that also enhance your process.

So you need to have a process, and there are many from which to choose.

1. Find a creative problem-solving process, innovation process, or design process that tells you step-by-step how to go from zero to innovative idea or product. The process you find can be from a specific model, researcher, or company. Consider searching in a field of interest to you. Design happens in every field.
2. The process you find should be a *process* (first do this, then do that). And it should be a generalized process (i.e., follow these steps to solve a problem or generate an innovation in any context; not specific instructions on how to do something). For example, Arek Dvornechcuck at Ebaqdesign uses these steps in his logo design process: discover, research, brainstorm, sketch, design, present, deliver.<sup>68</sup>
3. Examine the steps of the process you found and note which steps fit within each of the three general phases: understand, imagine, and implement. Are there any steps that prompt iteration? Which phase(s) is (are) overlooked or over-emphasized? Are there any steps that cross stages or help you move from one to the next?
4. Compare the process you found with those found by your classmates. What process steps seem particularly interesting and/or useful to creatively solve problems?

Note that every process provides useful tools to design your leadership. Explore processes, familiarize yourself with their tools, and utilize them to design your leadership. Most importantly, use a process.

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