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Transactional and Transformational Leadership and Emotional Intelligence for Athletic Coaches

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Abstract

There is limited work if any that explicitly addresses the relationship between how leadership and emotional intelligence are necessary components for success in team sports. I am utilizing this project as an opportunity to present the research for a coach to exercise transactional and/or transformational leadership within a team structure guided by emotional intelligence. There is an existing field of work in emotional intelligence that tends to fall under the category of sports psychology, but this paper intends to display the implicit relationship between the core competencies of emotional intelligence and transactional and transformational leadership, and making this relationship explicitly known for coaches and programs at all levels.

Transactional and Transformational Leadership and Emotional Intelligence for Athletic Coaches

The purpose of this research paper is to display the existing research in transactional and transformational leadership, emotional intelligence, and influence of leadership in athletics. This paper was guided by the research question: how does emotional intelligence help coaches become more transactional and transformational assuming that these theories are effective leadership styles? The research presented will define transactional leadership, transformational leadership, and emotional intelligence. In addition, the research will display that there is a gap as it pertains to coaches using emotional intelligence in conjunction with exercising leadership specifically in athletics. My interest in both these leadership theories stems from recognizing that there is a space for them to be employed separately and together for the purpose of task completion and increasing depth in relationships.

My background in athletics serves as the reasoning as to why I looked at these leadership theories and discovered a gap in how specifically a coach's emotional intelligence causally influences exercising leadership in a team dynamic. Furthermore, I am choosing to pursue the role of a coach and it will become my responsibility as I take on this role to lead a future team to successful results, which includes winning more than losing and follower/player satisfaction. This paper will not necessarily serve as a blueprint for how to achieve successful results because I am not proposing a program methodology or design. Rather, my intention for this paper is to present the research for a coach to exercise leadership within a team structure guided by emotional intelligence.

I have been a martial artist since I was eight years old, participated in baseball during my middle school years, and basketball during my high school years. My first love has always been the game of basketball because of its competitive nature and the camaraderie that is formed with

teammates, coaches, fans, and the opposition. I am grateful to have found what I believe is my calling in coaching basketball because I love teaching the game itself and sharing the life lessons that come with and from playing the game. I have a unique background because part of my motivation is to use this paper as a means to guide my coaching philosophy and develop and refine my leadership skills. Secondly, the other part of my motivation comes from wanting to outperform all of my former coaches who I believe had a negative impact on my performance and experience.

I still to this day have not won any type of championship and I believe that teams mirror the identity of their coach and the shortcomings of my coaches were the primary reason for my limited success, team success, and overall experience. Although that may seem like a harsh criticism, and while there are other factors that lead to championship contention; I believe that it is primarily the coach's responsibility to lead the team more so than anyone else.

Moreover, in my short career in coaching, I have failed to lead my teams in the few opportunities we had to compete for a championship. I also recognize my shortcoming of not being as emotionally intelligent at age 21 compared to currently age 24. Now, my 20/20 hindsight reveals that it is vital that the athletic realm explores the gap of leadership and emotional intelligence for coaches to maximize follower/player ability for the spirit of competition, and ultimately exhibiting the connectivity between athletics teaching followers/players how to win the game and in life.

My coaching career has included coaching elementary school boys and girls, middle school boys, and high school boys and girls. I have yet to coach at the collegiate and professional levels, but my time spent as a Division 1 basketball team video intern and manager over the past two years would support coaches using emotional intelligence at the collegiate

level. My body of work over the last four years since I began coaching supports the use of emotional intelligence not excluding gender (and from a personal recommendation) starting at the high school level and continuing at the collegiate level. Furthermore, I acknowledge another shortcoming in my recommendation because of my lack of experience with athletes in the professional ranks, but I am without qualification or reservation asserting the continuing use of emotional intelligence in the professional ranks.

There is an existing field of work in emotional intelligence that tends to fall under the category of sports psychology, but this paper intends to display the implicit relationship between emotional intelligence and transactional and transformational leadership and making this relationship explicitly known for coaches and programs. There is undeniably significant research in sports psychology (so much so that students can pursue it as a degree), and it is not my intention to completely dismiss this work as if it were unimportant, but it is not entirely relevant to this paper because it would change the angle on the significance of emotional intelligence. There is research between leadership and athletics or leadership and emotional intelligence, but limited work if any that explicitly addresses the relationship between how leadership and emotional intelligence are necessary components for success in team sports.

As for the imminent ensuing question, “how is success defined”, it can be debated for hours on end, but I will operationalize success as more wins than losses (not necessarily meaning ending a season in a championship) and follower/player satisfaction. This mirrors the heart of exercising leadership, which considers both the task (wins/loses) and the relationship (satisfaction). Some people fall on the pendulum of being more task-oriented than relationship-oriented or vice versa, which is fine, but it is my belief that coaches should be dynamic and versatile and adapt as either task-oriented or relationship-oriented as the situation deems

necessary. This may seem like a daunting or overwhelming responsibility and/or expectation of a coach, but leadership and success demand that you put everything on the line despite the severity of the perceived risk and living with the results. Wins and losses are measurable results, which can help objectify success as it pertains to task completion. Follower/player satisfaction are immeasurable results because it is not reasonable to quantify the depth of satisfaction since there is a human relations element to it. However, some useful methods to understand and objectify satisfaction can be through oral conversation, surveys, scales, and other types of medium that reveal support or disapproval.

The research that will be presented is not limited to one sport; however, is only applicable to team sports, which makes sports that are more individually focused such as singles tennis, golf, swimming, track, cross country, and others excluded from having much, if any applicability. I recognize that there are coaches for each of these sports and other individualized sports not mentioned above, but the applicability of this paper applies to a team dynamic. Additionally, this paper utilizes the conceptual framework of emotional intelligence, which is most likely irrelevant for coaches with younger athletes because their brain development is less advanced than older athletes. There is no recommendation of what age and what setting for coaches to use emotional intelligence (which is another gap and/or concern in it of itself), but there may not be an appropriate time and/or space to utilize it in your local park and recreation league that meets once or twice a week over the course of a summer for young athletes. I express this notion of appropriateness because my coaching career started as a volunteer at my local park and recreation summer league for boys ages 8-10. There is simply not enough time and/or a space where emotional intelligence is useful because these types of team sport structures

are merely focused on the game/competition experience rather than skill development and relationship depth.

One of my favorite anecdotes described in the Heifetz and Linksy (2002) reference is during Michael Jordan's first retirement from the Chicago Bulls when Scottie Pippen was deemed as the best player on the team because of Jordan's absence. In the second round of the 1994 playoffs, the head coach of the Chicago Bulls, Phil Jackson, drew up the final potential game-winning play for Toni Kukoc to make the game-winning shot against the New York Knicks. Pippen's reaction to Phil Jackson's play design for Kukoc was visible unhappiness, and as a result, Pippen decided to sit on the bench rather than participate in the final play made for Kukoc. Kukoc ended up making the game winning shot and rather than celebration in the locker room following the game was apparent tension. Jackson approached Pippen's selfishness and attitude in a calm manner saying, "What happened has hurt us. Now you have to work this out" (as cited in Heifetz & Linksy, 2002, p. 125). This type of reaction displayed by Jackson illustrates a model use of emotional intelligence because he recognized the team dynamic was severed because of Pippen, and rather than negatively approaching Pippen, Jackson named the elephant in the room and allowed the team to move forward from that experience. Moreover, this is the kind of legacy that Jackson has left on the coaching profession affectionately being nicknamed the "Zen Master". Jackson's legacy of leadership and use of emotional intelligence in the athletic realm is further solidified by his accomplishments including 11 championships, Hall of Fame stature, and those around him recalling memories of his lasting imprint.

This anecdotal reference of Jackson exemplifies my belief that storytelling is the genesis of all creation in this world. We would not have anything from material items, to memories, to love, and abstract concepts without conversation. The illustration of Jackson and Pippen

mentioned above describes how emotional intelligence is needed to fulfill leadership expectations in the athletic realm. Furthermore, this anecdote accurately depicts the gap in emotional intelligence and leadership because it illustrates that the athletic coaching profession is predicated on storytelling, much like life itself, and the research is not explicit and accessible to team sports coaches at all levels.

My friends who have casually participated in team sports over the years, but do not have a coaching background like I do half-jokingly assert that the best thing to do when players do not perform well is to make them run suicides. The reason why I say half-jokingly is because they used to run suicides when they played team sports and they really do not know much about coaching so they believe it comes down to some type of punishment when there is a lack of performance. This seems like the casual fan or participant of team sports response and it presents itself as intriguing to me because it expresses a one-size fits all model view that a coach can coach each player the same way and expect positive results. In actuality, this belief system from my friends is a microcosm of the world and represents a reality as to why division exists among systemic issues such as politics, racism, police brutality, domestic abuse, drugs, etc. because of a fundamental difference between how each individual views exercising leadership through a transactional and/or transformational lens. Maybe these systemic issues still exist because we live in a transactional period (where people such as my friends suggest running suicides) when what is really needed is transformational leadership (such as Phil Jackson approaching the Pippen/Bulls situation) to guide our thoughts and behavior. I am not implying that use of one leadership style is better than the other, but I recognize the importance of both leadership styles and their separate use, and conjoined use at various times because of their potential impact on a situation. This entirety of this introduction should now serve as the

foundation as to why transactional leadership and transformational leadership is needed separately and together, and ultimately reveal how and why emotional intelligence can maximize follower/player potential in the field of athletics to reflect successful results.

Analysis of Existing Literature

The two theories that will be examined in this section of my research are transactional leadership and transformational leadership.

Transactional Leadership

Transactional leadership is fundamentally rooted in the “exchange between leaders and followers” (Nahavandi, 2015, p. 188). The leader and follower form a relationship that depends exclusively on “resources and rewards in exchange for motivation, productivity, and effective task accomplishment” (Nahavandi, 2015, p. 188). Transactional leadership is a style that is in essence managerial in its nature and effectiveness because it guides the internal health of the organization to function through usual operations (Nahavandi, 2015; Odumeru & Ogbonna, 2013; McCleskey, 2014). There are two different approaches in transactional leadership that can be identified as Contingent Reward (CR) and Management by Exception (MBE) (Nahavandi, 2015; Johnson, 2012; Breevaart, Bakker, Hetland, Demerouti, Olsen, & Espevik, 2014; Odumeru & Ogbonna, 2013; Bass & Steidlmeier, 2004).

The first approach, Contingent Reward (CR), is implied within its name that followers receive some type of benefit or reward when goals are accomplished (Nahavandi, 2015; Odumeru & Ogbonna, 2013; Breevaart et al., 2014; Keeley, 2004; Bass & Steidlmeier, 2004). CR holds a high potential in satisfaction and positive results (Nahavandi, 2015). It is most commonly seen as a means to “reinforce appropriate behaviors, discourage inappropriate ones, and provide rewards for achieved goals” (Nahavandi, 2015, p. 188). CR supports a different kind of autonomy where followers are efficiently aiming to achieve goals because of incentives (Breevaart et al., 2014; Odumeru & Ogbonna, 2013).

The second approach, Management by Exception (MBE), is a style that is potentially detrimental to an organization because leaders are only present with followers during an intervention to correct mistakes (Nahavandi, 2015; Breevaart et al., 2014; Bass & Steidlmeier, 2004). This approach is either active or passive, but has no positive qualities attached because it is a responsive action predicated on discipline and punishment (Nahavandi, 2015; Odumeru & Ogbonna, 2013; Breevaart et al., 2014; Bass & Steidlmeier, 2004). It invites a space for followers to structuralize, but to consciously act in avoidance of making mistakes (Nahavandi, 2015; Breevaart et al., 2014; Bass & Steidlmeier, 2004). This approach can be extremely damaging because negativity is at its foundation and has a regressive effect on followers' performance and satisfaction (Nahavandi, 2015). Transactional leadership is not transformational when using the MBE style because the leader's expectation of followers' mistakes comes to fruition, which serves as the inevitable reasoning for the leader's perceived need to step in as a means to regulate and control the situation, and not necessarily prevent future mistakes (Breevaart et al., 2014). MBE exemplifies a negative relationship with autonomy because of leaders' constantly perceived need to regulate (Breevaart et al., 2014).

Limitations. The criticism of transactional leadership is that while it uses agreement based upon obligations and tasks and it is mutually beneficial to leader and followers – the real results or gain from this style is minimal (Keeley, 2004; McCleskey, 2014). The minimal gain refers to satisfaction or performance (Keeley, 2004). The system itself does not change under the style of transactional leadership (Johnson, 2012). Transactional leadership is ideal for short term goals that produce quick results (Nahavandi, 2015). It is not necessarily able to help followers achieve sustained success (Nahavandi, 2015).

Transactional leadership is often criticized as a leadership style that is “characterized as immobilizing, self-absorbing, and eventually manipulative in that it seeks control over followers by catering to their lowest needs” (Keeley, 2004, p. 151). Additionally, “the poorest transactional leaders are passive-avoidant or laissez-faire. They are inactive, failing to provide goals or standards or to clarify expectations” (Johnson, 2012, p. 255). In terms of CR’s stylistic nuances, it holds a space for followers’ acknowledgment and recognition which can be meaningful, but does not hold any real inspirational power that drives intrinsic motivation (Breevaart et al., 2014). MBE has no “inspirational appeal and motivational power” because its activity is claimed as “neither effective nor ineffective” (Breevaart et al., 2014, p. 142).

Critique. My critique on transactional leadership is that it seems too bland and is very operational in the respect that it is useful for completing an agenda, but lacks an ability to galvanize followers. Additionally, it insinuates a one size fits all model where leaders can act the same way with each follower and attain positive results, and that may not always be realistic and could be an unreasonable expectation because every follower is different. However, there are times where it could be beneficial such as temporarily changing the attitude of a culture to create a better sense of urgency and focus for doing the necessary detailed-oriented events that may not be enjoyable, but must be done. CR is the better of the styles compared to MBE, but could send the wrong message to followers in terms of depending on incentives (an extrinsic benefit) as a motive to working hard. MBE is the less desirable of the two styles and should be avoided at all costs because it invokes fear and a disdain for the system. Transactional leadership goes hand in hand with transformational leadership because it can set the precedent and evolve into a more desirable leadership style and culture. The downside comes with deciding the appropriate time to shift from a transactional style to a transformational style or even from a transformational

style to temporarily a transactional style because spending too much time in a transactional period may never allow followers to reach their maximum potential.

Transformational Leadership

Transformational leadership implies within its name that it aims to change or transform the prior or current culture (Givens, 2008; Odumeru & Ogbonna, 2013; Keeley, 2004).

Transformational leadership starts with the leader and attracts followers through shared collectivism rather than individualism (Givens, 2008; McCleskey, 2014; Keeley, 2004).

Transformational leadership is a style predicated on a reciprocal relationship between leader and follower that utilizes inspiration and motivation as catalysts to accomplishing goals (Givens, 2008; Johnson, 2012; McCleskey, 2014; Keeley, 2004). The reciprocal relationship between leader and follower is a shared and mutual emotional bond where followers take form of the leader's style and seek to execute the vision (Nahavandi, 2015). Transformational leadership describes a relationship-oriented style that attracts followers because of its inclusive nature in finding each person's intrinsic motivation and ability to contribute to the goal (Breevaart et al., 2014; Keeley, 2004). The culture shift requires followers to uphold his/her personal commitment within the organization's agreed upon shared purpose (Givens, 2008).

Transformational leadership speaks to a group rather than an individual (Breevaart et al., 2014). Transformational leadership values the support of its followers and listens to their needs to prevent potential stress and burnout (Breevaart et al., 2014). The leader motivates followers to exceed their own expectation through accomplishing goals that were not believed as possible prior to the formation of the bond (Nahavandi, 2015; Givens, 2008). The bond serves as the catalyst for motivation because the foundation of the bond is built upon loyalty and trust using each other as resources to accomplish goals (Nahavandi, 2015). The leader and follower have a

unique relationship that is unlike any other bond among other dyads because it is personal and special to that follower (Nahavandi, 2015). Leaders and followers' relationships can grow with and from each other while achieving individual and collective productivity (Givens, 2008).

Loyalty and respect are at the core of the leader/follower relationship as they are the driving force for initiating change in the stage where resistance is present (Nahavandi, 2015). Followers find inspiration through the vision and join the leader in being bound together through loyalty and trust (Nahavandi, 2015). The relationship between the leader and that follower provides the emotional support that the follower needs to increase his/her performance level (Nahavandi, 2015). This bond promotes and encourages empowerment that emotionally supports followers to pursue a high level of performance and has a positive impact on team effectiveness (Nahavandi, 2015).

Transformational leadership is strategically predicated on followers' ability to exercise freedom or self-empowerment within a defined structure to establish depth in relationships (Givens, 2008). Followers do not necessarily have to sacrifice any individual goals because leaders promote self-empowerment and invite innovation and adaptability (Givens, 2008). Individual goals can be attained, but as a by-product of the commitment to the organization (Givens, 2008). Additionally, followers understand they need each other to achieve the organization's goals and build a rapport with each other as a means to executing the task (Givens, 2008). Commitment from followers means an understanding that followers have defined roles that are agreed upon within the shared purpose (Givens, 2008).

Transformational leadership is desirable because it holds high potential for a lasting positive impact (Givens, 2008). More specifically, the impact is displayed in "follower satisfaction [...] commitment to the organization [...] commitment to organizational change [...]"

and organizational conditions” (Givens, 2008, p. 5). Transformational leadership has the ability to permeate throughout an organization’s culture (Givens, 2008). The potential in this style of leadership is a two-fold influence in the follower’s personal life and organizational goals (Givens, 2008). Moreover, the leader must be able to promote and elevate organizational possibilities with his/her vision and energy (Givens, 2008). It begins with visions, missions, and goals that outline and develop common core values and shared purpose (Givens, 2008). The leader and follower rely on each other’s values as a common ground to elevate the best qualities out of each other that are fundamental to personal and organizational success (Givens, 2008).

Transformational leadership requires the core competencies “charisma and inspiration, intellectual stimulation, and individual consideration” to guide the organization through a major cultural change (Nahavandi, 2015, p. 189). Charisma and inspiration are appeal tactics to followers that define meaning in the work and galvanize followers to concentrate on the vision (Johnson, 2012; Breevaart et al., 2014; Dionne, Yammarino, Atwater, & Spangler, 2004; Givens, 2008; Bass & Steidlmeier, 2004). Intellectual stimulation is predicated on “the leader’s ability to motivate followers to solve problems by challenging them intellectually and empowering them to innovate and develop creative solutions” (Nahavandi, 2015, p. 190). Intellectual stimulation invites both leaders and followers to examine core values and find new meaning in searching for innovative methods to answer difficult problems (Nahavandi, 2015; Johnson, 2012; McCleskey, 2014; Breevaart et al., 2014; Dionne et al., 2004; Keeley, 2004; Bass & Steidlmeier, 2004). Individual consideration is the intimacy of the bond and relationship between the leader and that follower (Nahavandi, 2015). The leader supports follower development and has a unique relationship with each follower because the leader has taken the necessary time to form a bond

addressing needs, concerns, and abilities with each follower (Johnson, 2012; Breevaart et al., 2014; Dionne et al., 2004).

Teams. Transformational leadership and team performance share a conceptual relationship, but there is no explicit outline of steps to ensure the leadership style is utilized or outcomes are reached (Dionne et al., 2004). Teamwork requires more than just a few elements and skills - and those have the ability to influence performance (Dionne et al., 2004). Team performance is described “as a generalized framework that includes inputs (i.e. resources), processes (i.e. collective effort) and outcomes (i.e. specific performance indicators)” (Dionne et al., 2004, p. 179). Team performance demonstrates the value placed on relationship management, which includes the probability that “communication, conflict management and cohesion” are present within the task (Dionne et al., 2004, p. 179).

Communication is a process that includes listening and receiving feedback (Dionne et al., 2004). It invites openness and suggestions that is vital for daily tasks, activities, and goals (Dionne et al., 2004). Conflict management describes a disagreement between two or more people that interrupts thought processes or decision-making ability (Dionne et al., 2004). A conflict is not always detrimental as it pertains to team performance because it is influential in nature to invite different models of creativity toward resolution (Dionne et al., 2004). Conflict can elicit positive responses including collaboration and competition toward completing a task that affects performance and satisfaction (Dionne et al., 2004). However, the repercussions of unresolved conflict can hold lasting tension that negatively impacts team performance (Dionne et al., 2004). Cohesion is described as a motivational tool that includes “satisfaction, productivity and member interactions” (Dionne et al., 2004; p. 181).

Limitations. One of the limitations of transformational leadership and teamwork is the diversity of variables and explicit bevy of skills that contribute to performance (Dionne et al., 2004; Odumeru & Ogbonna, 2013; McCleskey, 2014). Transformational leadership acknowledges the impact relationships have on teamwork processes and execution, but does not describe the particular skill sets it takes to execute teamwork and relationships (Dionne et al., 2004; McCleskey, 2014). This presents an issue with evaluation because it does not suggest or present environmental or team factors that affect communication and performance (Dionne et al., 2004). Transformational leadership displays a level of common understanding within a team structure that can evaluate team performance, but its integration within a team is not clearly defined (Dionne et al., 2004).

One of the complications that comes from transformational leadership is the shortcomings it presents in its lack of ability to be fairly evaluated (Nahavandi, 2015; Odumeru & Ogbonna, 2013). Another problem with transformational leadership is the established need for it because there is a lack of contextual evidence that provides clear factors in which transformational leadership is deemed as needed (Nahavandi, 2015). Moreover, another difficulty of transformational leadership includes managing effectiveness as it pertains to levels of authority within an organization (Dionne et al., 2004). There is a possibility that this style invites followers to be dependent and respond with regressive behaviors (Nahavandi, 2015). Furthermore, other issues with transformational leadership include the limited scope of information about any negative repercussions as a result of the utilization of this style (Nahavandi, 2015). Lastly, it seems that transformational qualities in leaders are formed at an early stage in their life and may not be implemented into a leader's style because it is difficult to train the leader (Nahavandi, 2015).

Critique. My critique on transformational leadership is that it seems like by far the most optimal modern day leadership style, but if that is the case, why don't more leaders use this style? The answer seems like a lack of clarity on when is the necessary time to shift into this style and/or how to sustain a transformational culture. The end results seem great for leaders who use this style, but the shortcomings ultimately reveal a flawed evaluation in this style because there is no requisite skill set that demands leaders and followers display and/or work on in order to complete daily operations and advance the organization. Furthermore, it also seems like an incredibly time consuming style and the leader to follower ratio may not allow necessary and/or sufficient space for the leader to have a unique relationship with each follower.

The next section of this literature review will define emotional intelligence and describe the core competencies that make up this framework. Additionally, this section will include components of research that are not a part of Goleman's original work on emotional intelligence, but are helpful to the field and understanding and increasing emotional intelligence.

Emotional Intelligence

Emotional intelligence is more of an approach or conceptual framework rather than an actual leadership theory or measure of intelligence because it guides thoughts and actions and can grow and improve depending on the individual's effort and commitment to learn about emotional competence (Goleman, 1998; Zizzi, Deaner, & Hirschhorn, 2003). Emotional intelligence can help an individual "a) perceive emotion; b) use emotions to facilitate thought; c) understand emotions; and d) manage emotions" (Chan & Mallett, 2011, p. 316). An individual is considered emotionally mature when he/she can access and control a reaction to a situation (Wilson & Wilson, 2004). Emotional maturity allows an individual to resolve issues that evoke negative feelings (Wilson & Wilson, 2004). The core of emotional intelligence is built upon five

competencies which include: self-awareness, empathy, self-regulation, motivation, and social skills (Janssen & Sterrett, 2015; Goleman, 1998).

The first component, self-awareness, invites the space for having a presence that allows an individual to reflect and gain feedback (Goleman, 1998). It is possible that individuals perform better because they constantly ask for feedback in the process of improvement (Goleman, 1998). The second component, empathy, is built upon the foundation of having self-awareness and is unachievable without self-awareness (Goleman, 1998). Empathy can be defined as “sensing what others feel without their saying so...[and] at the very least, empathy requires being able to read another’s emotions; at a higher level, it entails sensing and responding to a person’s unspoken concerns or feelings. At the highest levels, empathy is understanding the issues or concerns that lie behind another’s feelings” (Goleman, 1998; p. 134-135). The third component, self-regulation, is also implied within its name, but it explains the ability to manage emotions and organize thoughts (Goleman, 1998; Wilson & Wilson, 2004). Much of the discussion regarding self-regulation eludes to being able to control negative emotions and distress (Goleman, 1998). Self-regulation helps an individual be emotionally mature by thinking clearly and dismantling perceived obstacles (Wilson & Wilson, 2004). Additionally, there is a natural human tendency to react rather than learning to think and self-regulation helps an individual to organize his/her thoughts and guide decision-making (Wilson & Wilson, 2004). Moreover, self-regulation invites an individual to take responsibility, embrace uncertainty, and be held accountable (Wilson & Wilson, 2004). The fourth component, motivation, speaks to the ability of an individual wanting to learn something and applying it to his/her craft (Goleman, 1998). Individuals can maximize their performance through motivation by way of achievement drive, commitment, and/or initiative and optimism (Goleman, 1998). The fifth and last

component, social skills, is harder to explain, but is essentially the art “of handling another person’s emotions artfully” (Goleman, 1998; p. 168). It is easier to see and name when people do not seem to possess social skills, and can potentially present issues when dealing with others (Goleman, 1998).

One of the fundamental variables of having emotional maturity is showing resiliency and being able to decipher the difference of two main approaches: playing to win or playing not to lose (Wilson & Wilson, 2004). On its surface level, these approaches in its name appear to mean the same thing, but in reality are at two opposite ends of the spectrum because one mentality avoids fear and pain while the other is about conscious decision-making (Wilson & Wilson, 2004). Playing not to lose is ultimately about the avoidance of fear and pain that could result in losing, failure, rejection, and emotional insecurity (Wilson & Wilson, 2004). On the flip side, playing to win is choosing not to let our fears get in the way because we seek some kind of growth at the end (Wilson & Wilson, 2004). Playing not to lose is about some perceived emotional risk on the line while playing to win invites discomfort and risk-taking for the benefit of emotional maturity (Wilson & Wilson, 2004). The whole premise of choosing to be emotionally mature requires an individual to consciously pick a side in terms of playing to win or playing not to lose (Wilson & Wilson, 2004).

Groups. Goleman (1998) explains that groups fall into one of three categories that describe performance levels. The first level is considered the worst level in which there is disconnect between members and the performance is worse because of the joined individuals appearing as a team rather than had the individual done all the work by his/her self (Goleman, 1998). The second level is when groups perform well and the sum is greater than the individual parts (Goleman, 1998). The third level is the most optimal level which displays a togetherness

that excels far greater than any individual could have ever been capable of performing (Goleman, 1998). It should come as no secret that group performance occurs as a result of when teams maximize the individual talent and realize their potential when they come together (Goleman, 1998). At the core of groups requires team members to love what they do and desiring to do it together (Goleman, 1998). When this happens, positive feelings permeate throughout the group and have a positive impact on performance (Goleman, 1998). Emotional intelligence proves essential to achieving and servicing excellence (Goleman, 1998).

Imposter Syndrome. Sakulku and Alexander (2011) describe “The Imposter Phenomenon”, as a state of mind that people experience because of a perceived fear or concern that they will be revealed as an imposter or an intellectual fraud. This has been identified in both men and women and in different careers (Sakulku & Alexander, 2011). In addition, any person is able to experience this no matter the level of his/her achieved success (Sakulku & Alexander, 2011). The two factors that result in the occurrence of this perception include perfectionism and family environment (Sakulku & Alexander, 2011). The negative consequences that occur from this mentality include self-doubt, anxiety, and depression (Sakulku & Alexander, 2011). It should be stated that this is not a disease or needs any medical diagnosis or medical attention because it is not “inherently self-damaging or self-destructive” (Sakulku & Alexander, 2011, p. 75). However, despite these negative consequences, most people that experience this syndrome complete their required task (Sakulku & Alexander, 2011).

There are reported to be six potential characteristics of this syndrome and an individual only needs two of the characteristics to consider that he/she might experience this phenomenon (Sakulku & Alexander, 2011). The six characteristics include: “(1) The Imposter Cycle, (2) The need to be special or to be the very best, (3) Superman/Superwoman aspects; (4) Fear of failure,

(5) Denial of competence and Discounting praise, and (6) Fear and guilt about success” (Sakulku & Alexander, 2011, p. 75).

One of the apparent themes of the Imposter cycle occurrence is the overwhelming amount of energy and effort placed into an individual’s work that does not necessarily require an abundance of time (Sakulku & Alexander, 2011). An individual is aware of this work-ethic, but has a hard time breaking this habit (Sakulku & Alexander, 2011). Additionally, this cycle is solidified for the imposter because they believe that their achieved success is due to preparation (Sakulku & Alexander, 2011). It enhances the feeling of a fraud because the imposter discredits their individual contribution or anything else that could have been a specific factor in achieving success (Sakulku & Alexander, 2011). This occurrence repeats itself because the imposter feels the need to duplicate that effort because success appears to be a function of preparation (Sakulku & Alexander, 2011). Secondarily, the need to be special or to be the very best describes a competitive nature for the imposter to be at the top compared to others and feeling incompetent if they are not the best (Sakulku & Alexander, 2011). Third, the Superman/Superwoman aspect goes hand in hand with the need to be special or to be the very best because the imposter demands perfection and considers his/her self as a failure when goals are not accomplished (Sakulku & Alexander, 2011). Fourth, the fear of failure is considered one of the biggest reasons for being labeled as an imposter because feelings such as anxiety, shame, and humiliation overwhelm an individual’s psyche and influence him/her to overwork in an effort to eradicate the possibility of failure (Sakulku & Alexander, 2011). Fifth, denial of competence and discounting praise means exactly how it is implied where the imposter is in actuality not humble, but finds an excuse that disassociates them as a reason for success (Sakulku & Alexander, 2011). Lastly, fear and guilt about success describes how the imposter may feel different or perceive rejection by

peers, but fears “that their success may lead to higher demands and greater expectations from people around them” (Sakulku & Alexander, 2011, p. 78).

Limitations. An individual’s success does not equate to happiness (Sakulku & Alexander, 2011). Sakulku and Alexander (2011) acknowledge that their research among one of the possible contributing factors, family environment, is modest and should be studied further to validate its role. Additionally, Sakulku and Alexander (2011) are unclear on the origin of the other contributing factor – perfectionism. Lastly, Sakulku and Alexander (2011) admit to needing to find more on the consequences of the “Imposter Syndrome” and discovering coping styles and measurements on psychological health and well-being.

Conclusion. Emotional competence seems equally capable in both men and women as they are in control of their own improvement because competencies can be learned (Goleman, 1998). The real learning depends on an individual’s motivation and willingness to practice applying competencies in life’s given circumstances (Goleman, 1998). The reason why emotional competence is not considered purely as intelligence is because that would suggest that an environment such as a classroom or a textbook would be sufficient in learning (Goleman, 1998). The reality is that no classroom or textbook is enough to consider the skill truly learned and practiced (Goleman, 1998). Emotions drive people to pursue goals and are the reason why we think and act on this behavior (Goleman, 1998; Wilson & Wilson, 2004). Others can feed off our emotions because they spread and ignite our motivation (Goleman, 1998). One impactful passage in Goleman’s (1998) book comes from

John Kotter, a Harvard Business School leadership expert, [...explaining that] Motivation and inspiration energize people, not by pushing them in the right direction as control mechanisms but by satisfying basic human needs for achievement, a sense of belonging,

a feeling of control over one's life, and the ability to live up to one's ideals. Such feelings touch us deeply and elicit a powerful response. Leadership of this kind, then, is an emotional craft (as cited in Goleman, 1998, p. 196-197).

Critique. My critique on emotional intelligence is not so much in it of the work or field itself, but more so recognizing that an individual has to be motivated and willing to mature. On its face value, I am not sure an individual would be able to have the self-awareness that exposes a lack of motivation or maturity, but therein lies the paradox. Emotional intelligence could offer more in terms of explaining why we make certain decisions. I believe that the initial five requisite core competencies of emotional intelligence make sense, but possibly present a shortcoming that explains why we make certain decisions. This is why I chose to further my research into what I believe falls under the category of emotional intelligence with the discussion of playing to win versus playing not to lose and the Imposter Syndrome. The research presented above demonstrates that people inherently without realizing it choose they are playing not to lose versus playing to win. It is not so much a bad thing that people want to avoid their fears and/or pain because it helps give them causal reasoning as to why they chose the path they did, but it does not promote a path of self-growth or demonstrate a conscious choice of continued improvement. Furthermore, the Imposter Syndrome offers a set of information that could prove as valuable because it presents a perspective that people could have just as much a fear of failure as they do a fear of success.

Leadership, Emotional Intelligence, and Athletics

There is admittedly a gap in understanding how emotional intelligence correlates with team sports because much of the research completed in emotional intelligence has centered around business, health, and education (Thelwell, Lane, Weston & Greenlees, 2008; Chan &

Mallett, 2011). It appears that there is only some support that connects emotional intelligence and athletics, but more in terms of mood affecting performance, and even that relationship is still unclear because it is not fully developed (Thelwell et al., 2008; Zizzi, Deaner, & Hirschhorn, 2003). The research in emotional intelligence coaches can only utilize at this moment is seeing its relevance and connectivity in other fields such as business, health, and education (Thelwell et al., 2008).

There is a need to understand how emotions have a place in team sports because currently research only identifies that emotions could have an effect on motivation, anxiety, fun, and performance (Meyer & Fletcher, 2007; Chan & Mallett, 2011). There is a space for us to identify presence of emotion and its existence and role in athletics, but as of right now “typically athletes just experience their emotional responses and do not stop to reflect on them critically and constructively” (Meyer & Fletcher, 2007, p. 1). The framework of emotional intelligence should help athletes and coaches understand “the emotional climate of the team” as both can begin to understand self-regulation and how emotions originate, and the results of how those emotions impacted a situation (Meyer & Fletcher, 2007, p. 11).

There are some psychological skills that would probably fall under the category of sports psychology because they involve some kind of mental training aspect, but these skills also appear to have some overlap that could conceptually share an umbrella with emotional intelligence because it impacts performance (Zizzi, Deaner, & Hirschhorn, 2003). These skills include: “relaxation training, positive thought control, self-regulation, imagery, concentration, energy control, self-monitoring, goal setting, and cohesion” (Zizzi, Deaner, & Hirschhorn, 2003, p. 263). Much of this overlap has to deal with the core competencies of self-awareness and self-regulation (and possibly motivation) due to the impact of how self-talk can affect performance

by way of emotions (Zizzi, Deaner, & Hirschhorn, 2003). Self-talk needs to first be recognized by identifying its positive or negative tone and appropriately managing it thereby utilizing it as a tool to create a working psychological state of performance (Zizzi, Deaner, & Hirschhorn, 2003).

Similarly to lacking clarity with emotional intelligence in athletics, there is a lack of understanding of transformational leadership in athletics (Stenling & Tafvelin, 2014; Callow, Smith, Hardy, Arthur, & Hardy, 2009). There is a lack of research that explains this type of leadership and its effects on team processes and outcomes, group dynamics, and cohesion (Callow et al., 2009). However, there is a perception among researchers and coaches that coaches who exhibit this style and its behaviors are viewed as “effective, satisfying, and effort-evoking”, which consequently fosters “followers’ empowerment, self-confidence, effort and team unity, cooperation, and confidence” especially compared to transactional leadership (Callow et al., 2009, p. 396; Janssen & Sterrett, 2015; p. 106). There is value in understanding coaches’ styles and the relationship it has on well-being (Stenling & Tafvelin, 2014). As of right now, the suggestive effect that transformational leadership has on followers/players is through emotional contagion because positive emotions are known to spread and affect everyone in that situation (Stenling & Tafvelin, 2014; Chan & Mallett, 2011). The transformational leader initiates emotional contagion through optimism, happiness, enthusiasm, and positive language (Stenling & Tafvelin, 2014; Chan & Mallett, 2011).

A coach utilizes the core competency of charisma (or inspiration) to outline the vision with followers/players to define purpose and invite followers/players to own their purpose within the vision (Stenling & Tafvelin, 2014). It also reveals that a leader is trusting in this vision by allowing followers/players to own their purpose and give them confidence in their abilities (Stenling & Tafvelin, 2014). Secondly, a coach utilizes intellectual stimulation to influence

actions that followers/players can apply to working on his/her craft (Stenling & Tafvelin, 2014; Callow et al., 2009). This challenges followers/players to approach a situation with different ways toward resolving issues (Stenling & Tafvelin, 2014; Callow et al., 2009). Moreover, in the case of conflict management arising, this competency influences followers/players to use creative and innovative ways to approach resolution as a means to repair social cohesion and re-focus on the task approach rather than allowing performance and cohesion to suffer (Callow et al., 2009). Lastly, a coach utilizes individual attention (or consideration) to communicate with followers/players that their suggestions and concerns are heard (Stenling & Tafvelin, 2014). This allows followers/players to develop trust in a coach that they are understood and can grow and develop because they can reciprocate support and feedback (Stenling & Tafvelin, 2014). The relationship between a coach and followers/players is strengthened when a coach promotes open communication, leads by example, and behaves consistently through executing the vision, standards, and actions that he/she expects followers/players to reciprocate (Stenling & Tafvelin, 2014; Janssen & Sterrett, 2015).

Coaches have an impact on influencing followers/players' motivation as they can use it for positive and negative purposes including teaching, support, intimidation, criticism, and control (Matosic & Cox, 2014; Stenling & Tafvelin, 2014). Followers/players respond more positively to forms of motivation that invite opportunities for making choices and decisions, and self-regulation (Matosic & Cox, 2014). These opportunities allow them to feel satisfied and show effort and persistence compared to controlled motivation which is where coaches act dictatorial and create pressure (Matosic & Cox, 2014). There is a lack of research that reveals how negative purposes such as "controlling coaching behaviors (i.e., controlling use of rewards,

negative conditional regard, intimidation, and excessive personal control) may associate with athletes' need satisfaction and motivation regulations" (Matosic & Cox, 2014, p. 304).

Critique. My critique in regards to emotional intelligence, leadership, and athletics is the lack of existing research that overlaps into all three fields, which only suggests or implies causality between emotional intelligence, leadership, and athletics. There is research as presented in leadership and emotional intelligence that discusses groups and teams, but does not necessarily reveal much of a direct correlation or causality in the field of athletics. It would make sense that the same principles could be applied in athletics, but it is only a recommendation at this point that there is a space for leadership guided by emotional intelligence to be present in the field of athletics.

Connecting to my Personal Leadership Philosophy

This section of my research paper has concluded with an in-depth literature review and will transition into connecting to my personal leadership philosophy.

I have learned throughout this graduate program that leadership is more of an activity and exercise of judgment rather than fulfilling an implicit checklist or seeking personal/social desirability than confirms perceptions of being a leader. Leadership in our 550 class was defined as mobilizing people to clarify aspirations and to solve difficult problems (Heifetz & Linksy, 2002). It continues to become more clear to me every day in my interactions with those that choose to exercise leadership that they want so badly to be a good leader. Sometimes they achieve results and sometimes they fall way short of expectations. However, it is apparent now more than ever that we live in a complex society where we expect leaders to be good people and “save the day” fitting this mythological or heroic archetype. We have this demand of our leaders that expects the leader should know what he/she is doing and be right with every decision and sometimes to the point where we put them under a microscope with intense scrutiny fully knowing that they will never satisfy everyone. Yet, the commonality seems to exist that leaders exercise leadership without really understanding on an integral level what they are doing and why they are doing it. This is the space where I offer my own leadership philosophy on an integral level that intends to display a connectivity between emotional intelligence, leadership, and athletics.

Leaders are supposed to accomplish the task of mobilizing people and this mobilization should offer the opportunity for leaders and followers to create an environment where they can work towards clarifying aspirations and solving difficult problems. The two types of problems we face are technical challenges and adaptive challenges (Heifetz & Linksy, 2002). The

technical challenges have step by step outlined processes for solving an issue whereas the adaptive challenges require an innovative approach to solving problems that may not necessarily have a known solution (Heifetz & Linsky, 2002). We need to engage in leadership because if we choose to ignore the opportunity, we will risk the ultimate pay-off in not knowing the results had we chosen to participate in the opportunity. A world without leaders means that decisions may not get made and we shy away from our individual and collective growth and development. A world without leaders is bland and tasks remain unfinished and incomplete and relationships may never increase in depth resulting in emptiness and unfulfilled satisfaction and expectations. We need to engage in leadership because it is our moral obligation to maintain and sustain our greatest achievement: human connectivity. This is the ultimate greater purpose of life as we all seek the greatest gift within human connectivity: to love and to be loved.

There is a greater purpose in all of this work, which is first and foremost the gift of love: to love and to be loved, but in the context of athletics - holding the space for people (to seek love) as they continue on a path of striving to accomplish their goals. Secondly, the specific joy that athletics gives me and the rest of the world as a consumer of entertainment is a feeling of satisfaction (to be loved). We want more entertainment because we enjoy competition and identify with our favorite players and teams because we utilize them as catalysts for motivation and inspiration and connectivity within our own lives. Team sports captivate us in a way that allows us to forget about our current reality and enjoy the competition because we can identify and relate to our favorite players and teams from a distance. The competition from sport allows consumers of entertainment to view how team sports participants exercise leadership in a win/loss structure while simultaneously mirroring the connectivity of life in understanding how to deepen our relationships, embrace vulnerability, and reveal authentic human emotion.

The ultimate question of “Why should I” engage in being a leader and/or exercise leadership within life and more specifically the coaching profession comes from a deeper place within me that feels as if it is a calling rather than anything else because coaches (including myself) should consider how vital emotional intelligence is to leadership and athletics (and ultimately life itself). I believe that I have a unique ability to communicate and doing that through the art of storytelling within the structure of athletics allows me to exercise leadership in a manner that can inspire others to be the author of their own unique story. Additionally, the opportunity is always ever present to increase emotional intelligence and to do this in the setting of leadership and athletics is important to me and I am honestly unable to rationalize and come up with a reason with why I should not do this. Just as I eluded to earlier in this paper about the concept of playing to win versus playing not to lose, I am choosing the path of playing to win because I am unwilling to live with the regret of playing not to lose and wondering what story I could have told versus telling a different story and/or not telling the story at all because I chose another route. I am playing to win and the reason why I should be a leader or why I should choose to exercise leadership comes from a desire in wanting to leave someone or something in a better place than it was originally found.

I utilize athletics as life metaphors and the lessons and friendships that resulted from my involvement in athletics as a player, coach, and fan/follower has allowed me to gain a deeper access of self that has helped me become a better person within all of my personal and professional roles. It is my intention to use my full self as instrument in an effort to unite leaders and followers as we compete and use athletics as the “container” for how we grow and develop together as a cohesive unit, and separately as formidable individuals to compete in the game of life. Furthermore, there is a greater human relations element to being a leader and/or exercising

leadership, and it is understanding that each person is a puzzle in the sense that he/she is complex. There is great value in understanding a person's story and what he/she wants out of life because it invites a space for human connectivity.

The criteria for defining success as I operationalized in my introduction of this paper includes - more wins than losses (not necessarily meaning ending a season in a championship) and follower/player satisfaction. Secondly, my criteria for evaluating my effectiveness as a leader will include feedback from other leaders and followers/players. More specifically leaders could include colleagues, supervisors, directors, management, and ownership. On the flip side, followers/players could include players, family, friends, peers, colleagues, parents, media, and fans. There is no specific percentage when I evaluate my effectiveness as a leader that reflects internal versus external satisfaction, but I imagine satisfaction will vary internally and externally depending on the situation. However, with that said, I am my own harshest critic and no individual's expectations of myself will ever be higher than mine since I demand the most out of who I am and am willing to put everything on the line. I recognize that may seem harsh and unrealistic to have such high internal demands, but I do not generally depend on others' perceptions of my work to internally satisfy me. I am comfortable with saying that if I put everything on the line and fall short of success, then I will live with the results.

The traits, skills, and behaviors needed to gain the trust of those I wish to influence include integrity, love, passion, adaptability, dependability, emotional intelligence, compassion, patience, perseverance, commitment to excellence, vulnerability, will to win, high work-ethic, and transparency. My core values are loyalty, trust, honor, integrity, and commitment. I am seeking to utilize my core values to gain others' trust in a way that helps me become more versatile so that I can connect my deepest sense of self with others. It is my hope that others

reciprocate this similar action within themselves so that we can begin to connect our deepest and most authentic version of our self with each other. I believe this involves freely listening to the mind and heart in order to build and share a camaraderie. I am not naïve to the process of gaining trust and reciprocating trust. It can take years to build, but a matter of moments to break. If trust is valued and nurtured, it should create a lasting bond that can continue to grow and develop over time.

My life's mission is about pursuing the highest possible standards that I set for myself and helping people become a better version of themselves on a daily basis through support, motivation, and inspiration. My purpose within my mission is simultaneously to make people happy and help them accomplish a goal to add meaning to their life. My happiness is predicated off of others' happiness by positively impacting their journey. I recognize how valuable trust is – and I believe most people see it as well, but it requires open communication that invites transparency and suspends all judgements and assumptions in an effort to strengthen the mutual bond. I believe trust will ultimately allow me to tell a story in a manner that involves mentorship and inspiration. Trust is so dynamic in the respect that you can't spell "trust" without "us" as you need bonds to not only spell the word, but to help people learn how to succeed and fail together, and when there is failure – to use it as an opportunity to learn and grow.

I will ensure that effective communication in my organization occurs on a regular basis through establishing a culture of transparency and promoting honest conversation. I plan to develop relationships with others so that we create a bond and an environment where no one will feel threatened to keep information private. I anticipate a way to do this is explicitly saying this to people and reminding them, but I am entertaining the idea of having designated time for business and fun. This could include formal or informal meetings where we share ideas and

have an open forum. Additionally, I imagine technology will be beneficial where conversations can occur through different medium. Moreover, I believe the establishment of the right culture that is inclusive where people stick together through thick and thin combined with a no one being left behind feeling and trust in the organization should uphold the highest standards of communication. I expect people within the organization to speak truth to power and to always be the best version of themselves. When standards are not upheld, I will deal with the cards that are dealt and hold the space for those to rectify their mistakes. If there is no learning and growth from mistakes, I may use a transactional lens to guide my decision-making and inform me to re-evaluate the culture's standards.

I am naturally a collaborative person with the next highest skill being a driver so I involve those people that I trust to provide input to a situation that may or may not be outside the scope of my knowledge and understanding with their recommendation that can guide a decision. I will collaborate with staff members, trusted colleagues, my inner circle which includes people in and out of the situation to give an honest and undistorted perspective. Decisions depend on the expectations of my role and to quantify how decisive I will be is unclear at the moment, but I will need to be decisive to a certain degree and understand the impact of the results of that decision so it can guide future decisions. Decisions can be highly situational, but if I am the main decision-maker, I will be true to who I am and trust that the culture will already provide me with enough data that determines and influences the decision of that situation. I believe in the principle of doing my best for the greater good and I know that may exclude certain audiences, but I will be as inclusive as possible to uphold my own personal standards of integrity and trust.

The proper mode and level of the use of power depends on formal and informal authority. I can have my role responsibilities and expectations and choose to consistently work on those

items. However, the informal authority of having self-control and not abusing power is a conscious choice that I need to assess whether the time is appropriate. There are external figures that I could consult with such as checking in with other leaders, followers, higher authorities, etc., but it seems that power is an internal pressure that we feel obligated to act on. Feedback from other external figures is helpful, but to exclusively rely on feedback is not realistic and timely so I need to trust myself and be true to my character when times of power and control test me. I consistently refer to The True Gentleman Creed because it is an idealistic creed that reminds me when I need to check myself to see that I am acting in accordance with my core values. I have the confidence in myself to make decisions, but I must relinquish control in situations where I need to let others grow and develop as long as it does no harm to themselves or others.

I am admittedly still learning about balance as I experience burn-out more regularly than I should because I have competing interests. I am working on compartmentalizing priorities between self, family, organization, friends, and other interests. Unfortunately, being in the coaching profession will require me to spend more time than many other people in their careers. It may just require that I put reminders for myself and ask others to consistently assess my balance and suggest areas for feedback. It is important that I explicitly recognize my balancing of priorities as much of it depends on my next role and situation in life after the conclusion of this graduate program. My priorities from the top-down at this moment in time include self, family, organization/profession, friends, and other interests that I have such as wanting to do more work for the community. I reserve the right to revise my priorities according to the situation, but I am happy with this order at this current moment in time. If there are competing

priorities that demand I pick a side, I will pick the side that allows me to be happy and do my best for the greater good.

I believe much of the creation of an environment that promotes and supports individual and team growth and learning depends on the leader(s) personal vision and demonstrating their commitment to the vision through vocal leadership and leadership by example. Leader(s) and followers can collaborate on a shared vision that outlines a mission and vision predicated on core values. However, the formation of the environment needs to start from the top-down with the leader(s) reflecting on an integral level the environment they wish to create or co-create through asking what, how, and then why we operate the way we do. The environment I am aiming to create will come within the confines of a transactional and transformational lens. Much of the environment is predicated on what I eluded to earlier in this section in regards to upholding explicit standards that display a culture of transparency and promoting honest conversation. Furthermore, it is important to note that followers need to buy into the leader(s) vision because ultimately followers mirror the personality and identity of the leader(s) and both parties rely on each other to execute ideals.

My continuing growth and development as a person and as a leader beyond this graduate program will require me to make a conscious effort in striving ever upward to increase my emotional intelligence. I can keep up with the news and people, but I will need to designate sufficient time for self-reflection and ask for help when I am unsure of how to approach a situation. It is important I do the necessary things such as successfully perform my roles, adapting to the times as they deem necessary, taking assessments and other means to gather and analyze measurable results, participate in staff meetings, continue some type of education whether that is informal or formal education, deepen my relationships, and seek more human

connectivity. I can say right now that my desire to learn and keep maturing burns more than ever because I want to see and realize my full potential. If I play to win and still end up losing, I will still be the author of my own unique story. If I play not to lose, I run the risk of having co-authors of my story, and that is where I proclaim my selfishness here in wanting to be my only author. The specific formula for self-assessment and future learning has to include finding a new journey and loving its process plus being personally fulfilled, plus willing to test my comfort zone, plus listening to my deepest self, family, friends, colleagues, and others, and the way of the world to commit myself and re-earn the honor in my name every day.

This section of my research paper has concluded from connecting to my personal leadership philosophy and will transition into the final phase of my paper with discussing implications for the field of athletics regarding the use of transactional and transformational leadership in conjunction with emotional intelligence.

Implications for the Field of Leadership and Future Research

I will enter this final phase with displaying a figure I created showing all five core components of emotional intelligence on one side against the components of transactional and transformational leadership on the other. Each component of emotional intelligence connects to certain components of either or both leadership styles that can be identified by color coordinated arrows that represent a plausible link indicating a strong causality between components. This section will also substitute the word “leader(s)” for “coaches” because I am making the case for why team sports coaches need to be emotionally intelligent when exercising leadership. Finally, I will explain each component that the arrows connect with by describing why coaches need more research and application to confirm the causality as factual.

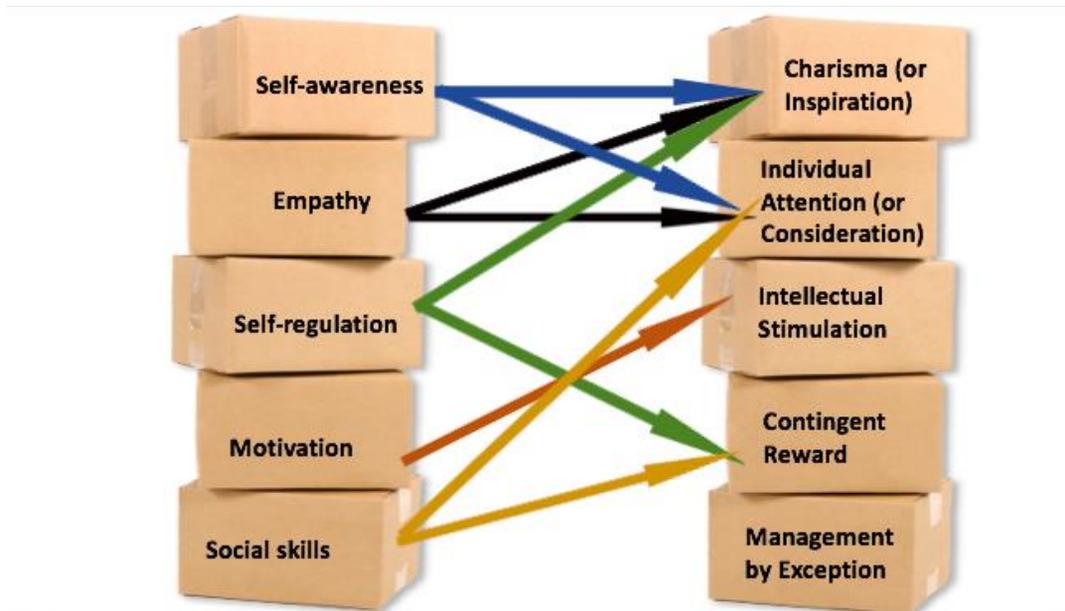


Figure 1. Links Between Leadership and Emotional Intelligence. This figure illustrates a causal relationship between transactional and transformational leadership with emotional intelligence.

The left column of five stacked boxes represents each component of emotional intelligence. The right column of five stacked boxes represents the components of transactional and transformational leadership. There is belief that transactional leadership can go hand in hand

with transformational leadership which is why the bottom two boxes represent transactional leadership because it could serve as the foundation and invite space for the following building blocks to be stacked upon a transactional lens transitioning to a transformational lens. The arrows are color coordinated to provide some clarity as to what component of each displays a strong case of causality. The intriguing dynamic of this graph is the complexity the arrows create through overlapping each other also displaying a connective webbing (excluding Management by Exception which is what coaches want to stay away from because of the danger and ineffectiveness it presents to followers/players) that demonstrates a possible relationship between components.

The first component of emotional intelligence is self-awareness and I have linked it with the transformational leadership components of charisma (or inspiration) and individual attention (or consideration). Coaches should utilize charisma (or inspiration) to captivate attention by way of personality and/or vision because it can appeal to followers/players. Additionally, it can serve a dual function by way of emotional contagion for coaches and followers/players to engage in self-reflection to clarify meaning in their work. Secondly, I have linked self-awareness with individual attention (or consideration) because once charisma (or inspiration) is displayed, coaches will need to utilize this competency as a catalyst toward creating an alliance that is predicated on trust. Moreover, as this alliance is built and nurtured, coaches can outline role responsibilities and expectations with followers/players because they have a relationship founded upon trust to gain clarity in understanding his/her connection to executing a vision. Coaches and followers/players need to have a high degree of self-awareness so they can gain a full access of self to understand their contribution towards goal completion and relationship depth.

The second component of emotional intelligence is empathy and I have linked it with the

transformational leadership components of charisma (or inspiration) and individual attention (or consideration). Empathy builds upon self-awareness and invites coaches to seek an emotional understanding approach to guide decision-making. Although this is built upon self-awareness, empathy takes the opposite approach in first addressing individual attention (or consideration) with followers/players because each person has their own unique story and it is important for a coach to remember how to coach that follower/player because they want to get the most out of him/her and that is done through taking the time to understand each other. Secondly, once understanding is reached, coaches can utilize charisma (or inspiration) as a means to effectively communicate with followers/players. At this point, coaches have taken the necessary time to strengthen the bond and typically understand what they will need to do to elevate each follower/player to reach his/her full potential. The last step includes communicating to each follower/player as an individual and as a unit of followers/players how to reach their full potential.

The third component of emotional intelligence is self-regulation and I have linked it with the transactional leadership approach Contingent Reward and the transformational leadership component charisma (or inspiration). The reason self-regulation overlaps into both leadership styles is due to having different functions, yet equal value in each style. Coaches can utilize self-regulation in conjunction with charisma (or inspiration) as a guiding means in not being too emotionally charged or discharged because emotional contagion will dictate environmental climate and expectations. Once climate and expectations shift, this may negatively impact follower/player performance. Overall, self-regulation helps coaches be present by seeing the system as a whole and understanding the bigger picture so that if their emotions change, they are able to return their normal mode of function. Secondly, self-regulation has value in

Contingent Reward because coaches may need to utilize this for a certain duration of time to influence follower/player sense of urgency. The sense of urgency is predicated on the perceived risk whether that is based on the potential of missing out on the reward or the severity of the punishment. Coaches can utilize self-regulation to establish reward/punishment system expectations and for reflective purposes on examining the impact of Contingent Reward on performance in that present moment and towards achieving the bigger picture.

The fourth component of emotional intelligence is motivation and I have linked it with the transformational leadership component intellectual stimulation. This may be one of the easier links to visualize as motivation determines our thoughts and behaviors. Therefore, since motivation guides our thoughts and behaviors, it is rational to expect that intellectual stimulation manifests into a thought and behavior. Furthermore, motivation and intellectual stimulation appear to go hand in hand with our thoughts and behaviors and coaches can conceptualize and visualize this link by finding tactics and communication styles that makes followers/players tick and respond in a positive manner that influences performance.

The fifth component of emotional intelligence is social skills and I have linked it with the transactional leadership approach Contingent Reward and the transformational leadership component individual attention (or consideration). The reason social skills overlap into both leadership styles is due to having similar functions and equal value in each style. This competency can be exercised in one of two ways. The first way coaches can use social skills in an individual attention (or consideration) setting is through initially gauging the follower/player thought process and assessing how he/she will respond in different social contexts. Once the coach has determined how to effectively communicate with the follower/player in different social contexts, it will influence the reward/punishment system. The coach first engages in

individual attention (or consideration) to create a space for feedback and utilizes that feedback to establish the expectations of a reward/punishment system. The second way that coaches can use social skills is through starting from a Contingent Reward perspective rather than an individual perspective. The Contingent Reward perspective gives coaches time and data to collect all the necessary information they need to reflect on how the system as a whole responds to rewards/punishments. Moreover, the coach can utilize individual attention (or consideration) to find the meaning and purpose of how and why each individual responded the way they did in a specific moment noticed in the reward/punishment system. Both ways can be effective and accomplish the task of understanding the system as a whole and parts that make up the system – the only difference is what lens is preferred in that context. The one caveat that I offer is that the coach and follower/player alliance should be built on that foundation of trust before utilizing social skills from a Contingent Reward lens because it could cause a distraction to followers/players, and sever trust between other followers/players and coaches resulting in unfavorable conditions such as disassociating from the bigger picture.

Now that I have laid out the causal relationships and explained Figure 1, if I had to essentially summarize the four most important talking points of the graph, it would include the following four points: 1). There is no one box or arrow more important than another box or arrow as this is a visual tool to help coaches conceptualize and visualize how and why certain components seem to display a relationship. 2). For the purposes of this graph, it does not make sense to only use a transactional lens or only a transformational lens. As I stated throughout this paper, I recognize the importance of both leadership styles and their separate use, and conjoined use at various times. It may not be healthy or sustainable for an organization to live in only a transactional culture or only a transformational culture, which is why I promote the idea of

changing lens to avoid confusion, stagnation, apathy, or disdain. 3). In the heat of the moment whether it is during preparation or competition, this graph is not meant to be referenced because it is unreasonable for coaches to stop and think – Am I using this competency in this particular leadership lens? It is intended for coaches to use as a learning tool and guide to refine coaching skills and philosophies. This tool should invite coaches to engage in self-reflection to evaluate if he/she is getting the most out of their followers/players, and if not – what can and should be changed? 4). There may be certain components of emotional intelligence and transactional and transformational leadership that could seem to link together, and there could probably be a case made for those boxes linking together. This graph is simply the display of components that I see link together – maybe more relationships could exist.

Coaches are usually assumed as experts in their sport because they are leading followers/players. There are the technical skills of the sport that coaches can teach such as shooting a basketball, swinging a baseball bat, and kicking a soccer or football mechanics, but that is typically the least of the concerns on a coach's mind in terms of teaching and reviewing the technical components of the sport. There is the strategy of the game and each coach has his/her favorite strategies in which they intend for their team to execute against the opposition, but strategies are by and large also considered technical components. There are admittedly some grey areas in strategies, but there are technical ways to transition out of the grey and back into a black/white situation. Strategy is by and large considered technical due to being predicated on some type of movement or action preceding the initiation of the strategy such as the point guard bringing the basketball up the court to start the offense, the pitcher throwing a baseball to the batter when there is also a man on base, and what field position is appropriate for the soccer or football player to kick the ball. There is undoubtedly a significance in the technical pieces of

each team sport, but how coaches communicate the technical pieces of the team sport and respond to the adaptive challenges that are presented is what separates the good from the great. Moreover, how coaches interact with followers/players in a low pressure situation or off the court/field circumstances influence performance. It is my belief that it is the coach's obligation to elevate the best qualities out of followers/players even if the coach is viewed in the moment as a villain because the opportunity continuously exists for followers/players to author their own story.

Figure 1 displays a visual that could help coaches identify how to be better leaders and/or exercise leadership in a manner that is consistent with answering how and what followers/players need to fully understand how and why we operate the way we do. Emotional intelligence can only help coaches become more dynamic and versatile through the lens of how they seek to exercise leadership. The transactional and transformational leadership lens intrigued me the most because they are modern day theories that tell us how to act and mirrors so much of what we want out of leaders and what society is built upon and experiencing as a current reality. Future researchers should consider the lack of existing research in the areas of leadership, emotional intelligence, and athletics and complete more research with the emphasis of applying their research to understand the correlation and/or causality of relationships between leadership and emotional intelligence within athletics. The potential relationship between emotional intelligence and leadership can guide and refine our coaching and life philosophies to enhance our own deepest sense of self that connects with followers/players and simultaneously work towards accomplishing goals to add meaning to lives. Athletics are so vital in their ability to teach valuable life lessons and satisfy our need for human connectivity that we should ask and invite future researchers to find more data so that we can access our full self and others.

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