



BECOMING A MORE RESONANT LEADER

Prepared for AASA, The School Superintendents Association

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EXECUTIVE SUMMARY

Overview

The School Superintendents Association (AASA) aims to support leadership development through the establishment of a resonant, resilient, and nimble leadership framework. The demands of educational leadership in 2023 call for district leaders who are *resonant*, i.e., they need to be constantly in tune with their staff, community, and students; *resilient*, i.e., they need to have inner strength and health and project strength and optimism in order to meet challenges; and *nimble*, i.e., their skills, knowledge, and dispositions need to be honed to solve any problem and address any crisis – whether those challenges are educational, economic, or political. To guide superintendents in how they can become resilient, nimble, resonant leaders AASA aims to provide a series of toolkits that review these attributes and offer tools and strategies for how to develop the capacities of a resilient, nimble, resonant leader.

To support this work, AASA partnered with Hanover Research (Hanover) to develop a series of leadership toolkits. This toolkit focuses on the attributes of resonance in leadership and is designed to support district leaders in integrating resonance into their leadership approach and practice.

Audience

This toolkit is designed to support superintendents as they implement practices to become a more resonant leader.

How to Use This Toolkit

This toolkit is designed to support district leaders in increasing their understanding of resonant leadership, incorporating resonance into their practice, and becoming a more resonant leader. Each section addresses one practice via the following content:

- Understand Resonant Leadership
- Manage Your Emotions and Attune to the Emotions of Others
- Engage in Mindfulness and Reduce Chronic Stress

How to Navigate This Toolkit

The different sections of this toolkit (and their respective sub-sections and tools as described above) can be accessed by clicking on in the [Table of Contents](#) beginning on the next page. You may click on the section's, sub-section's, or tool's name or page number to be taken to the corresponding content.

A listing of endnotes cited throughout the toolkit is also accessible through the Table of Contents. You may access individual endnotes by clicking the endnote number presented. You can return to the content corresponding to each endnote by clicking the endnote number presented before the endnote information.

You can return to the Table of Contents at any time using the *Return to TOC* button at the bottom of any page in the practice sections and endnotes.



Table of Contents

EXECUTIVE SUMMARY 2

- Overview 2
- Audience..... 2
- How to Use This Toolkit..... 2
- How to Navigate This Toolkit 2
- Table of Contents..... 3

UNDERSTAND RESONANT LEADERSHIP 4

- Defining Resonant Leadership and its Competencies..... 4
- Tool Overview 5
- Free-Write: Resonant Leadership..... 6
- Self-Reflection: Resonant Leadership 8
- Peer Reflection: Resonant Leadership 9
- Self-Reflection: Leadership Styles..... 10
- Forward Planning: Strengths, Development Areas, and Goals 11

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS ... 12

- Building Emotional Intelligence is Key to Resonant Leadership..... 12
- Deepen Empathy and Compassion..... 13
- Tool Overview 13
- Self-Assessment: Emotional Intelligence..... 14
- Peer-Assessment: Emotional Intelligence 18
- Self-Reflection: Emotional Intelligence..... 21
- Activity: Deepening Emotional Awareness 22
- Self-Reflection: Engaging in Empathy and Attuning to Others’ Emotions..... 23
- Activity: “Trading Places” to Build Empathy 24

ENGAGE IN MINDFULNESS AND REDUCE CHRONIC STRESS..... 25

- Use Mindfulness to Combat Stress 25
- Tool Overview 25
- Self-Reflection: How Do I Manage Stress?..... 26
- Activity: Mindfulness Meditation..... 28
- Strategy Repository: Mindfulness Tools..... 29

ENDNOTES..... 30

UNDERSTAND RESONANT LEADERSHIP



Defining Resonant Leadership and its Competencies

Resonant leadership is a leader’s ability to stay in tune with the emotions of others, connect emotionally with those in their organization, and manage their own emotions to counteract stress and prevent their negative emotions from negatively impacting the emotional state and productivity of those around them.¹ Resonant leaders draw on emotional and social intelligence capabilities to be resilient to stressful times and negative emotions, motivate those within their organization to accomplish a shared goal, and develop positive relationships based on an emotional connection.²

CHARACTERISTICS OF RESONANT LEADERS



Source: *Journal of Management Development*³

Resonant leadership can be demonstrated in different leadership styles that promote positive organizational outcomes based on the needs of their team. Leaders can deploy four leadership styles—visionary, coaching, affiliative, and democratic—to facilitate resonance and improve organizational outcomes, while they should reserve the other two—pacesetting and commanding—for specific situations and use them cautiously.⁴ Different leaders can express resonance through different leadership styles and emotional intelligence capabilities, and effective leaders can switch between styles according to the situation.⁵

LEADERSHIP STYLES FOR RESONANCE

LEADERSHIP STYLE	RELATIONSHIP TO RESONANCE	IMPACT ON CLIMATE	WHEN APPROPRIATE
Resonant Leadership Styles			
Visionary	Moves people toward shared dreams.	Most strongly positive	When changes require a new vision, or when a clear direction is needed.
Coaching	Connects what an employee wants with the organization’s goals through care and investment.	Highly positive	To help an employee improve performance by building long-term capabilities.
Affiliative	Creates harmony by connecting people to each other.	Positive	To heal rifts in a team, motivate during stressful times, or strengthen connections.
Democratic	Values people’s inputs and gets commitment through participation.	Positive	To build buy-in or consensus, or to get valuable input from employees.
Dissonant Leadership Styles			

UNDERSTAND RESONANT LEADERSHIP

LEADERSHIP STYLE	RELATIONSHIP TO RESONANCE	IMPACT ON CLIMATE	WHEN APPROPRIATE
Pacesetting	Meets challenging and exciting goals.	Because too frequently poorly executed, often highly negative.	To get high-quality results from a motivated and competent team.
Commanding	Soothes fears by giving clear direction in an emergency.	Because so often misused, highly negative.	In a crisis, to kick-start a turnaround, or with problem employees.

Source: *Primal Leadership: Unleashing the Power of Emotional Intelligence*⁶



Tool Overview

The tools in this section will help district leaders deepen their understanding of the resonant leadership and consider how it applies to their practice.

TOOLS FOR BUILDING RESONANT LEADERSHIP

Tool Name	Description
Free-Write: Resonant Leadership	This activity is designed to promote reflection about what resonant leadership means to you.
Self-Reflection: Resonant Leadership	The questions presented below are meant to promote reflection on whether your leadership style reflects resonance.
Peer Reflection: Resonant Leadership	This tool enables a colleague provide feedback on whether your leadership style reflects resonance, offering insight into how others perceive your leadership.
Self-Reflection: Leadership Styles	The questions presented in this guide are meant to stimulate understanding of the leadership styles on page 4 and reflection into your own leadership style.
Forward Planning: Strengths, Development Areas, and Goals	This activity asks you to reflect on your strengths, areas for improvement, and goals forward.



UNDERSTAND RESONANT LEADERSHIP

Free-Write: Resonant Leadership

Directions: Using the prompts and space below, write freely about what resonant leadership means to you.

What does resonant leadership mean to you?

Why is resonant leadership important to you?



UNDERSTAND RESONANT LEADERSHIP

How do the attributes of resonant leadership align with your vision or philosophy for leadership?

Think about resonant leaders you know. What qualities make them good leaders? In what situations have they demonstrated resonance? Seek to identify both personal qualities and skills as well as how you might intentionally embed these in practice.

Source: Hanover Research



 **Self-Reflection: Resonant Leadership**

Directions: Use the questions presented below to reflect on whether your leadership style reflects resonance. Space is provided below each question to record notes.

Do you create an overall positive emotional tone that is characterized by hope? How?

Notes

Are you in touch with others? Do you really know what is in others' hearts and on their minds? How do you show this? What mechanisms are part of your leadership structure to systematize and prioritize this level of feedback?

Notes

Are you authentic and in tune with yourself, others, and the environment? How can people see this in you?

Notes

Do you actively listen to others during conversations? How do you demonstrate active listening?

Notes

Are you inspirational? How do you inspire people to be their best?

Notes

UNDERSTAND RESONANT LEADERSHIP

Source: *Becoming a Resonant Leader: Develop Your Emotional Intelligence, Renew Your Relationships, Sustain Your Effectiveness*⁷



Peer Reflection: Resonant Leadership

Directions: Ask trusted colleagues to use the questions presented below to reflect on the degree to which your leadership style reflects resonance.

	Rarely	Sometimes	Always	Unsure	Notes
Creates an overall positive emotional tone that is characterized by hope.					
Stays in touch with others and makes an effort to understand what is in others' hearts and on their minds.					
Demonstrates they are authentic and in tune with themselves, others, and the environment.					
Actively listens to others during conversations.					
Inspires people to be their best.					

Source: *Becoming a Resonant Leader: Develop Your Emotional Intelligence, Renew Your Relationships, Sustain Your Effectiveness*⁸

Additional Notes:



UNDERSTAND RESONANT LEADERSHIP

Self-Reflection: Leadership Styles

Directions: Review the figure on leadership styles on page 4 of this toolkit. Use the questions presented in this guide to facilitate understanding of these leadership styles and reflection into your own leadership style. Space is provided below each question to record notes.

Which leadership style do you most naturally identify with most? Do you embody different leadership styles from this list at different times and to respond to unique leadership demands? Why?

Notes

Can you think of times when you displayed each of the six leadership styles? Were these purposely chosen to match demands? Consider how you might be more deliberate in emphasizing styles suited for the demands.

Notes

With which leadership style do you desire to lead as a preferred primary style? Where are your strengths? Areas for growth? What steps can you take to develop preferred leadership styles?

Notes

Is there a leadership style from this list you'd like to embody less often? What steps can you take to accomplish this? Are there situations where this leadership style may still be appropriate? What are they?

Notes

Source: Hanover Research



 **Forward Planning: Strengths, Development Areas, and Goals**

Directions: Consider your responses to the tools throughout this toolkit and reflect on your strengths, areas for improvement, and goals forward.

Thinking about the attributes of resonant leadership, what are my strengths?

What are my areas for growth regarding resonant leadership?

What are my goals for becoming a more resonant leader?

Source: Hanover Research

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS



Building Emotional Intelligence is Key to Resonant Leadership

Resonant leaders have high levels of emotional intelligence, a leader’s ability to manage their emotions and relationships.⁹ Emotional intelligence enables resonant leaders to facilitate the positive emotions of those they lead.¹⁰ Emotional intelligence represents the method by which resonant leaders can lead using an emotional connection, develop strong relationships, and establish energized and optimistic organizational cultures.¹¹ Leaders’ use of emotional intelligence when working with those they lead also helps establish feelings that the work is meaningful and increases commitment and motivation. “Heart,” a leader’s emotional connection to the work and those they lead, represents the difference between simply managing and truly leading.¹² Additionally, resonant leaders are also introspective and reflective on their own levels of emotional intelligence, using their emotional intelligence to overcome challenges.¹³

Four key domains of emotional intelligence include:

EMOTIONAL INTELLIGENCE DOMAINS AND ASSOCIATED COMPETENCIES

Personal Competence		Social Competence	
Self-Awareness	Self-Management	Social Awareness	Relationship Management
<ul style="list-style-type: none"> Emotional self-awareness: Reading one’s own emotions and recognizing their impact; using “gut sense” to guide decisions. Accurate self-assessment: Knowing one’s strengths and limits. Self-confidence: A sound sense of one’s self-worth and capabilities. 	<ul style="list-style-type: none"> Emotional self-control: Keeping disruptive emotions and impulses under control. Transparency: Displaying honesty and integrity; trustworthiness. Adaptability: Flexibility in adapting to changing situations or overcoming obstacles. Achievement: The drive to improve performance to meet inner standards of excellence. Initiative: Readiness to act and seize opportunities. Optimism: Seeing the upside in events. 	<ul style="list-style-type: none"> Empathy: Sensing others’ emotions, understanding their perspective, and taking active interest in their concerns. Organizational awareness: Reading the currents, decision networks, and politics at the organizational level. Service: Recognizing and meeting follower, client, or customer needs. 	<ul style="list-style-type: none"> Inspirational leadership: Guiding and motivating with a compelling vision. Influence: Wielding a range of tactics for persuasion. Developing others: Bolstering others’ abilities through feedback and guidance. Change catalyst: Initiating, managing, and leading in a new direction. Conflict management: Resolving disagreements. Building bonds: Cultivating and maintaining a web of relationships. Teamwork and collaboration: Cooperation and team building.

Source: *Primal Leadership: Unleashing the Power of Emotional Intelligence*¹⁴

Deepen Empathy and Compassion

Empathy and compassion are key capabilities of resonant leaders, contributing to resonance overall and playing critical roles in both emotional intelligence and the renewal process.¹⁵ Empathy is defined as “listening and taking other people’s perspectives, [which] allows leaders to tune in to the emotional channels between people that create resonance.”¹⁶ Leaders with empathy not only recognize the emotions and feelings of others, but have an interest in the reasoning behind those emotions and consider others’ emotions when making consequential decisions.¹⁷ Resonant leaders further use empathy to inspire others to commit to a shared vision and goals and to be the best versions of themselves.¹⁸ Compassion builds from empathy and enables resonant leaders to combat chronic leadership stress and lead with empathy. It includes a desire to learn about others, being attuned to their emotions, and understanding and addressing their needs.¹⁹

Tool Overview

The tools in this section will help district leaders build emotional intelligence and reflect on the application of empathy and compassion in their leadership.

TOOLS FOR DEEPENING EMOTIONAL INTELLIGENCE, EMPATHY, AND COMPASSION

Tool Name	Description
Self-Assessment: Emotional Intelligence	This self-assessment is designed to provide insight into your levels of emotional intelligence, including strengths and areas for improvement.
Peer-Assessment: Emotional Intelligence	This assessment, completed by a colleague, is designed to capture insights into how others perceive your levels of emotional intelligence.
Self-Reflection: Emotional Intelligence	The questions presented in this guide are meant to stimulate reflection on times you have demonstrated emotional intelligence and areas of strength and improvement.
Activity: Deepening Emotional Awareness	This meditation activity can help you build emotional awareness.
Self-Reflection: Engaging in Empathy and Attuning to Others’ Emotions	The questions presented in this guide are meant to stimulate reflection around the role of empathy in leadership.
Activity: “Trading Places” to Build Empathy	This activity engages the participant in thinking through first their emotions, and then the emotions of another. This exercise is designed to build empathy and the ability to shift perspectives.



Self-Assessment: Emotional Intelligence

Directions: For each item in the self-assessment below, respond as honestly as possible. Then, record and reflect on your strengths and areas for improvement in the space provided on the following pages. This self-assessment is designed to provide insight into your levels of emotional intelligence, including strengths and areas for improvement.

Online option: Navigate to the following website and take the quiz:
<https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence>

Domain	Questions	Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Most of the Time (4)	Always (5)
Emotional Self-Awareness	1. I understand the reasons for my feelings.						
	2. I understand how other people’s experiences affect their feelings, thoughts, and behavior.						
	3. I understand my leadership strengths and weaknesses.						
	4. I see people as good and well-intentioned.						
	5. I look forward to the future.						
Positive Outlook	6. I can describe my feelings in detail, beyond just “happy,” “sad,” “angry,” and so on.						
	7. I manage stress well.						
	8. I focus on opportunities rather than obstacles.						

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS

Domain	Questions	Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Most of the Time (4)	Always (5)
	9. I'm calm in the face of pressure or emotional turmoil.						
	10. I feel hopeful.						
Emotional Self-Control	11. I control my impulses.						
	12. I'm optimistic in the face of challenging circumstances.						
	13. I use strong emotions, such as anger, fear, and joy, appropriately and for the good of others.						
	14. I'm patient.						
	15. I try to understand why people behave the way they do.						
Adaptability	16. I'm adept at managing multiple, conflicting demands.						
	17. I readily understand others' viewpoints, even when they are different from my own.						
	18. I'm flexible when situations change unexpectedly.						
	19. I understand how stress affects my mood and behavior.						

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS

Domain	Questions	Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Most of the Time (4)	Always (5)
	20. I can easily adjust goals when circumstances change.						
Empathy	21. I can describe my emotions in the moment I experience them.						
	22. I can shift my priorities quickly.						
	23. My curiosity about others drives me to listen attentively to them.						
	24. I strive to understand people's underlying feelings.						
	25. I adapt easily when a situation is uncertain or ever-changing.						

Source: Harvard Business Review²⁰

Reflection

Total and record your scores in the following areas:

Emotional Self-Awareness	Positive Outlook	Emotional Self-Control	Adaptability	Empathy

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS

What are your strengths?

In which areas do you have room to improve?





Peer-Assessment: Emotional Intelligence

Directions: Ask a colleague to fill out the form below about your emotional intelligence. This assessment is designed to capture insights into how others perceive your levels of emotional intelligence. Afterwards, compare your peer’s perceptions to your own.

Domain	Questions	Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Most of the Time (4)	Always (5)
Emotional Self-Awareness	1. Can describe his or her emotions in the moment he or she experiences them.						
	2. Can describe his or her feelings in detail, beyond just “happy,” “sad,” “angry,” and so on.						
	3. Appears to understand the reasons for his or her feelings.						
	4. Appears to understand how stress affects his or her mood and behavior.						
	5. Appears to understand his or her leadership strengths and weaknesses.						
Positive Outlook	6. Appears to be optimistic in the face of challenging circumstances.						
	7. Focuses on opportunities rather than obstacles.						
	8. Sees people as good and well-intentioned.						

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS

Domain	Questions	Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Most of the Time (4)	Always (5)
	9. Looks forward to the future.						
	10. Appears to feel hopeful.						
Emotional Self-Control	11. Manages stress well.						
	12. Appears calm in the face of pressure or emotional turmoil.						
	13. Controls his or her impulses.						
	14. Uses strong emotions, such as anger, fear, and joy, appropriately and for the good of others.						
	15. Demonstrates patience.						
Adaptability	16. Is flexible when situations change unexpectedly.						
	17. Is adept at managing multiple, conflicting demands.						
	18. Easily adjusts goals when circumstances change.						
	19. Can shift his or her priorities quickly						
	20. Adapts easily when a situation is uncertain or ever-changing.						

MANAGE YOUR EMOTIONS AND ATTUNE TO THE EMOTIONS OF OTHERS

Domain	Questions	Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Most of the Time (4)	Always (5)
Empathy	21. Strives to understand people's underlying feelings.						
	22. Shows curiosity about others by listening attentively to them.						
	23. Tries to understand why people behave the way they do.						
	24. Appears to understand others' viewpoints, even when they are different from his or her own.						
	25. Appears to understand how other people's experiences affect their feelings, thoughts, and behavior.						

Source: Harvard Business Review²¹

Total and record your scores in the following areas:

Emotional Self-Awareness	Positive Outlook	Emotional Self-Control	Adaptability	Empathy

 **Self-Reflection: Emotional Intelligence**

Directions: Use the questions presented in this guide to facilitate self-reflection related to your emotional intelligence. Listed questions are meant to stimulate reflection on times you have demonstrated emotional intelligence and areas of strength and improvement. Space is provided below each question to record notes.

How often do you check in with yourself and your feelings? Are you able to accurately identify and name your emotions and recognize their impact? What impact do your emotions have on those around you?

Notes

How do you respond to difficult or disruptive emotions? What is your process for calming down when you feel stressed, frustrated, angry, or upset?

Notes

How do you develop relationships with others in your district (e.g., board members, building administrators, teachers, students, classified staff)?

Notes

How do your workday and professional experiences impact your emotions when you are not at work? How do personal experiences impact your emotions at work?

Notes

Source: Hanover Research



Activity: Deepening Emotional Awareness

Directions: This meditation activity can help you build emotional awareness.

Step 1: Emotional Awareness Meditation

1. Find a comfortable seated position. Either sitting on a cushion on the floor, or in a chair. Allow your spine to be straight and long, and let your shoulders drop. Gently close your eyes, or, if you'd prefer, simply gaze down in front of you with a soft focus.
2. As you sit here, notice where your body is making contact: your feet touching the floor, perhaps your back on the ground, your sit bones on a chair...
3. Notice your breath. For the next five or so breaths, follow each inhale and exhale, feeling or imagining the breath flowing into and out of the body.
4. Now, shift your awareness from your breath to your body, and begin to scan through the body slowly from head to toe, observing any feelings or emotions that are present.
5. You might detect numerous feelings or emotions throughout the body. For the purpose of this exercise, choose one feeling or emotion to focus on for now.
6. Notice where in your body this emotion located... so what part of the body is holding this feeling?
7. How big or small is the feeling?
8. Where are its edges? Are these edges sharp or soft?
9. Does the feeling have a color? And if so, is the color changing or remaining the same?
10. Is the feeling heavy, or light?
11. Is the feeling moving, or still?
12. Is the feeling hard or soft? Is it rough or smooth? If I could touch this feeling with my hand, what would its texture be like?
13. Now, if you were to give a name to this feeling or emotion, what would it be? Can you identify it? Can you give it a label?
14. If a name for this feeling doesn't come to mind, that's OK. Be kind to yourself, and continue to observe the feeling in the body with curiosity and without judgment, until the nature of this emotion becomes clearer to you.
15. Continue to get to know this emotion for another five or so minutes. When you feel that you have reached a level of comfort with and understanding of this feeling, gently open your eyes and bring your attention back to the room you are in.

Step 2: Reflection

In the space below, write about your experience in Step 1 in as much detail as possible. Writing about your experience of this emotion will enhance your understanding and familiarity with it.

Source: Positive Psychology Program²²



Self-Reflection: Engaging in Empathy and Attuning to Others' Emotions

Directions: Use the questions presented in this guide to facilitate self-reflection related to building empathy and attuning to the emotions of others. Listed questions are meant to stimulate reflection around the role of empathy in leadership. Space is provided below each question to record notes.

What role do empathy and compassion play in your professional role?

Notes

Describe a time when considering someone else's perspective and understanding their emotions helped produce a positive outcome.

Notes

How can you increase your ability to attune to the emotions of others, understand the reasoning behind others' emotions, and consider these emotions when making decisions?

Notes

Are there any barriers hindering you from engaging in empathy and attuning to the emotions of others?

Notes

Source: Hanover Research



Activity: “Trading Places” to Build Empathy

Directions: The following activity engages the participant in thinking through first their emotions, and then the emotions of another. This exercise is designed to build empathy and the ability to shift perspectives.

Steps	Notes
1. Sit quietly and breathe easily.	<hr/> <hr/>
2. Ground yourself in the present moment by focusing on your breath.	<hr/> <hr/>
3. Recall a difficult or uncomfortable situation you are having with someone.	<hr/> <hr/>
4. Write down your thoughts and feelings for a few minutes.	<hr/> <hr/>
5. Afterward, return to the present moment: <ul style="list-style-type: none"> a. Focus on your breathing. b. Notice how you feel. 	<hr/> <hr/>
6. Write down the thoughts and feelings you think the other person may have for a few minutes. <ul style="list-style-type: none"> a. What do they think? b. Notice how you feel. 	<hr/> <hr/>
7. Afterward, return to the present moment: <ul style="list-style-type: none"> a. Focus on your breathing. b. Notice how you feel. 	<hr/> <hr/>
8. Imagine a person with great wisdom (real or imagined) and feel their support, compassion, and consider their guidance.	<hr/> <hr/>
9. Write down the thoughts and feelings you think the wise person may have about the situation from their perspective for a few minutes. <ul style="list-style-type: none"> a. Focus on your breathing. b. Notice how you feel. 	<hr/> <hr/>
10. Recognize the wisdom and the insight it offers to the situation.	<hr/> <hr/>

Source: Positive Psychology Program²³

ENGAGE IN MINDFULNESS AND REDUCE CHRONIC STRESS



Use Mindfulness to Combat Stress

Stress negatively impacts leadership ability, and educational leaders face an immense amount of stress and pressure from both inside and outside their school communities and due to factors beyond their control.²⁴ When effective leaders give too much of themselves to their job, the requirements and responsibilities of leading during stressful and challenging times can take physical and mental tolls on leaders, which then diminishes leaders’ effectiveness and resonance capabilities.²⁵

Resonant leaders effectively manage their emotional state and avoid dissonance through engaging in mindfulness, compassion, and empathy.²⁶ Research demonstrates that mindfulness is an effective tool for building resonance by reducing stress, promoting improvement in emotional regulation and relationships, and support resilience and empathy. Increased capacity allows leaders to understand and take an interest in the emotions of others, consider others’ emotions when making decisions, and motivate others to commit to a shared vision for success.²⁷ Educational leaders face challenges and stressors every day, and mindfulness offers a practical and feasible tool for renewal that allows leaders to focus on the present or detach from the situation.²⁸



Tool Overview

The tools in this section will help district leaders deepen their understanding of the resonant leadership and consider how it applies to their practice.

TOOLS FOR BUILDING RESONANT LEADERSHIP

Tool Name	Description
Self-Reflection: How Do I Manage Stress?	Presents questions to facilitate reflection around how you manage stress and its impact on your leadership.
Mindfulness Activity	Offers three guided meditation sessions focused on promoting mindfulness and relaxation.
Strategy Repository: Mindfulness Tools	Provides additional tools for exploring mindful practices.

Self-Reflection: How Do I Manage Stress?

Directions: Use the questions presented in this discussion guide to facilitate reflection around how you manage stress and its impact on your leadership. Space is provided below each question to record notes.

Name the top five contributors to your job-related stress. How do these factors vary by your mood, time of year,

Notes

How do you typically deal with job-related stress? What steps do you take to calm yourself down when you feel frustrated or stressed?

Notes

How do you build self-care and mindfulness into your schedule to more intentionally attend to your mental and emotional state and to establish routines supportive of effective self-care?

Notes

Think of a time you dealt with stress positively. How did you feel? What did you do to overcome the stress?

Notes

ENGAGE IN MINDFULNESS AND REDUCE CHRONIC STRESS

Think of a time you dealt with stress negatively. How did you feel? What did you do to overcome the stress? What could you have done differently?

Notes

How do your mindset and stress levels affect your ability to be a leader? How do your leadership style and ability to be a leader changes when you are feeling stressed?

Notes

Source: Hanover Research





Activity: Mindfulness Meditation

Directions: The table below presents three guided meditation sessions focused on promoting mindfulness and relaxation. Find a quiet place and time and select one of the following guided meditation options and follow the prompts.

MEDITATION SESSION OPTIONS

Meditation Name	Hyperlink
Daily Calm: 10 Minute Mindfulness Meditation Be Present	
Mindfulness Meditation - Guided 20 Minutes	
Guided Mindfulness Meditation to Relax and be Calm (13 minutes)	

Afterwards, consider the following questions:

How did the mindfulness meditation make you feel?

Notes

How does how you feel now differ from how you felt prior to the mindfulness meditation session?

Notes

How can you build time and space for purposeful mindfulness and relaxation into your daily life?

Notes






Source: Hanover Research



Strategy Repository: Mindfulness Tools

Directions: The following resources provide additional tools for exploring mindful practices. You may review these resources independently or with a group (e.g., professional learning community, grade-level team).

RESOURCE CATALOG

Resource Type	Description
 <p><u>Films About Mindfulness in Education</u></p>	<p>These short videos are designed to give an overview of the importance of mindfulness in education.</p>
 <p><u>RAIN Mindfulness Technnique</u></p>	<p>This article discusses the RAIN technique for mindfulness and managing stressful situations. RAIN is an acronym that stands for:²⁹</p> <ul style="list-style-type: none"> • Recognize what is happening; • Allow the experience to be there, just as it is; • Investigate with interest and care • Nurture with self-compassion.
 <p><u>21 Mindfulness Exercises & Activities For Adults</u></p>	<p>This article provides a variety of mindfulness activities for use independently or in groups.</p>
 <p><u>Body Scan Activity</u></p>	<p>This activity guides the participant through a body scan. “The body scan is a simple, structured way of bringing consciousness to different parts of body. The body scan can be very useful as a grounding mechanism when facing strong emotions, or if you’re having trouble stabilizing awareness on the breath or body.”³⁰</p>
 <p><u>Mindfulness of the Breath Activity</u></p>	<p>This activity guides the participant through gaining awareness of their breath. “Awareness of the breath is one of the foundational exercises for learning mindfulness meditation. It’s a popular starting point because the breath is something you can always access. It serves as a valuable anchor for other mindfulness practices.”³¹</p>

ENDNOTES

ENDNOTES

- ¹ Goleman, D., R.E. Boyatzis, and A. McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Harvard Business Press, 2013. pp. 19–20. <http://dspace.vnbrims.org:13000/xmlui/bitstream/handle/123456789/4742/Primal%20Leadership%20-%20Goleman.pdf?sequence=1&isAllowed=y>
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ENDNOTES

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