

EXAMINING EMOTIONAL INTELLIGENCE AND PERCEIVED LEADERSHIP  
PRACTICES AMONG COLLEGE ENROLLMENT SERVICES ADMINISTRATORS:  
A DESCRIPTIVE STUDY

A Dissertation

Presented in Partial Fulfillment of the Requirements for the  
Degree of Doctor of Education

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by

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## **Abstract**

The following dissertation is the capstone composition of a professional practices doctorate program. The Preface includes a description of the dissertation format and introduces a localized problem of practice and the focus study. It is important to identify and cultivate leadership skills and practices that lend themselves to professional success in college administration. The first chapter is a descriptive study manuscript that seeks to examine emotional intelligence and perceived leadership practices among college enrollment services administrators. Gaps in literature and practice-based need have led to further examination of the confluence of these two topics. The topics of emotional intelligence and exemplary leadership practices are reviewed. The focus study is a descriptive study research design implemented by using specific well-tested measurement tools; the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Leadership Practices Inventory (LPI) in order to help identify trends or new hypotheses about these topics. Higher education leaders are better equipped to meet the modern day challenges within the university environment when emotional intelligence is utilized. Chapter two is comprised of critiques of the research studies of two cohort members also focused on certain aspects of leadership. Chapter three is an executive white paper, written to the local professional practices audience and stakeholders of the study. Chapter four is a summary and review of associated findings and possible next steps.

**Keywords:** emotional intelligence, leadership practices, college administrators, higher education

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## Preface

Early on in the twentieth century, Dewey (1904) noted: “(shameful and incredible as it seems) the vocation of teaching is practically the last to recognize the need of specific professional preparation, there is all the more reason for teachers to try to find what they may learn from the more extensive and matured experience of other callings” (p. 2). His commentary and later his founding of the University of Chicago School of Education were the first real foray into the focus on education as a profession. He later left the University of Chicago, but continued to advocate for the continued advancement of the field while at Columbia University and throughout his lifetime.

The American doctorate of education has been around since 1920, established under the direction of Henry Holmes, the first Dean of the newly created Harvard Graduate School of Education. Almost since its creation, it has been a heated point of discussion, debate and continual reformation. Without clear and agreed upon distinctions between the Ph.D. in Education and the Ed.D, academia has continued to wrestle with the doctorate in education’s purpose and its validity.

The Carnegie Project on the Education Doctorate (CPED) seeks to: “improve the efficacy and reliability of the professional doctorate in education for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation’s schools, colleges and the learning organizations that support them” (2014). Institutions, faculty and students participating in the CPED initiative and other academic thought leaders are helping examine and truly define the role of the Ed.D.

McNulty and Shirley (2010) stated: “the Ed.D validity is accomplished through the contributions to educational research by those who hold Ed.Ds, the application of theory in the workplace and production of well-prepared professionals to serve at the numerous

colleges & universities as administrators, faculty, and staff” (p. 13). The work of CPED and others have helped drive a focus on the idea of the Ed.D. as a Professional Practices Doctorate, with an emphasis of appropriately preparing practitioners for the non-faculty professional career paths in Education.

The following dissertation is the capstone composition of a professional practices doctorate program. The format is unique in design, varying from the traditional dissertation format. The document includes four chapters: an article manuscript prepared for publication, a peer critique of group member manuscripts, an executive white paper written for the professional practice stakeholders, and a conclusion.

Chapter one of the dissertation is a descriptive study manuscript that seeks to examine emotional intelligence and perceived leadership practices among college enrollment services administrators. Each student in the professional practices doctorate program was asked to analyze and evaluate his or her work environment in order to identify a problem of practice. In this particular case, one issue came to the forefront: the concerns that staff, faculty and students have with college administrative leaders not understanding their needs. The circumstance is not unique to the host institution, so it only added to the intrigue of a study looking into the situation in more depth.

The chapter is a publish-ready article that meets the submission standards of one of the desired publication outlets. The current format meets the standards for the *Journal of Educational Administration* (Appendix A). The most desired publication however is *Perspectives: Policy and Practice in Higher Education*. However, *Perspectives* submission standards (Appendix B), limit manuscripts to 3,500 words, making it a less than ideal choice for the comprehensive dissertation document.

Chapter two is comprised of critiques of the research studies of two cohort members that also focused on certain aspects of leadership. The critique model provides the author with an opportunity to critically review peer authored works as part of the doctoral learning process, and also enables the author to better review and refine their own work upon reflection on this practice.

Chapter three is the executive white paper. The executive white paper section of the professional practices doctorate dissertation is written with the local professional practices audience and direct stakeholders of the study in mind. It includes a brief synopsis of the background and purpose of the study, an analysis of the relevant findings, and an assessment of possible implications for the local practitioner.

Chapter four is a summary and review of associated findings and possible next steps. It includes a summary discussion, critique responses and recommendations for future study.

While institutions may vary in their structure, almost all include students, faculty and administrators. The students are trying to learn and grow, the faculty serves as teachers and researchers and administrators serve in a support role to both. By and large this works well, but if you examine some of the complaints of students and faculty, many have concerns about administrative leaders not understanding their needs. These concerns are also regularly echoed by the front-line staff assisting administrators in their functional areas of support.

Generally, these administrators mean well, they have been hired to provide direction and implement necessary policies for the institution. However, in the desire to implement these policies, some administrators complete the necessary tasks but miss some of the subtleties and nuances of effective leadership, especially in regards to relationships and social capital. It is necessary for college administrators to be effective leaders in order to

build and strengthen the support for staff, faculty and students. It is also important to identify traits, qualities, and experiences that lend themselves to professional success in the role of a college administrator.

Traditionally, leadership research has focused mainly on cognitive abilities, personality and motivation as key attributes in identifying successful leaders. Gardner (1990) put forth the idea of driving characteristics such as: stamina and vitality, intelligence, assertiveness and capacity to decide and set priorities. More recently however, emotional intelligence has been seen as an emerging approach utilized to identify competencies of leaders.

George (2000) stated, “Effective leaders possess the ability to understand and manage moods and emotions in self and in others” (p. 1027). Individuals with greater emotional intelligence have increased preparedness to lead their respective teams and effectively communicate with those whom they lead (Mayer and Caruso, 2002). “People high in emotional intelligence will build real social fabric within an organization and between an organization and those it serves” (Mayer and Caruso, 2002, p. 1).

The environment of higher education is constantly changing with ever-increasing complexities being swiftly introduced. Reviewing these topics allows us to better understand the influence of emotional intelligence and its possible uses in the leadership practices of college administrators. College and university hiring managers may recognize that emotional intelligence could possibly be used as a tool in order to gauge the possible success and selection of college administrators. In addition, current administrators may want to examine these topics further in regards to personal professional development.

## **Chapter I – Individual Study Manuscript**

### **Abstract**

Higher Education institutions are complex systems, varying in their organizational structure and purpose. The role of a college administrative leader varies in terms of responsibilities and level of influence. It is important to identify and cultivate leadership skills and practices that lend themselves to professional success in college administration. What follows, is a descriptive study manuscript that seeks to examine emotional intelligence and perceived leadership practices among college enrollment services administrators. Gaps in literature, and practice-based need, have led to further examination of the confluence of these two topics. The topics of emotional intelligence and exemplary leadership practices are reviewed. The focus study is a descriptive study implemented by using specific well-tested measurement tools; the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Leadership Practices Inventory (LPI) in order to help identify trends or new hypotheses about these topics. Higher education leaders are better equipped to meet the modern day challenges within the university environment when emotional intelligence is utilized.

*Keywords:* emotional intelligence, leadership practices, college administrators, higher education

### **Introduction**

Higher education institutions are complex systems, varying in their organizational structure and purpose. The role of a college or university administrator leader varies in terms of responsibilities and level of influence. It is important to identify traits, qualities, and experiences that lend themselves to professional success in the role of a college administrator.

While institutions may vary in their structure, all include students, faculty and administrators. The students are trying to learn and grow, the faculty serves as teachers and researchers, and administrators serve in a support role to both. By and large this works well, but if you examine some of the complaints of students and faculty, many have concerns about administrative leaders not understanding their needs. These concerns are also regularly echoed by the front-line staff assisting administrators in their functional areas of support.

Generally, these administrators mean well, they have been hired to provide direction and implement necessary policies for the institution. However, in their desire to implement these policies, some administrators complete the necessary tasks but miss some of the subtleties and nuances of effective leadership, especially in regards to relationships and social capital. It is necessary for college administrators to be effective leaders in order to build and strengthen the support for staff, faculty and students.

### **Background of the Study**

Traditionally, leadership research has focused mainly on cognitive abilities, personality, and motivation as key attributes in identifying successful leaders. Gardner (1990) added the notion of “driving characteristics” such as: stamina and vitality, intelligence, assertiveness and capacity to decide and set priorities. More recently however, emotional intelligence has been seen as an emerging approach utilized to identify competencies of leaders.

Emotional Intelligence has been defined as: A form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s own thinking and action (Salovey and Mayer, 1990). It has been argued that, leadership is not the work of a single person;

rather it can be explained and defined as a "collaborative endeavor" among group members. Thus, the essence of leadership is not the leader, but the relationships (Rost, 1993).

Many scholars have researched leadership, higher education, and emotional intelligence as separate subject matter; however, the three items interconnected to each other is a more limited area of inquiry that beacons further research connecting these three subject areas. "Although much has been written recently regarding the potential influence of emotional intelligence and its role in organizational leadership, very little empirical work has focused on this topic" (Wang and Huang, 2009, p. 389).

George (2000) stated, "Effective leaders possess the ability to understand and manage moods and emotions in self and in others" (p. 1027). Individuals with greater emotional intelligence have increased preparedness to lead their respective teams and effectively communicate with those whom they lead (Mayer and Caruso, 2002). "People high in emotional intelligence will build real social fabric within an organization and between an organization and those it serves" (Mayer and Caruso, 2002, p. 1).

The environment of higher education is constantly changing, with ever-increasing complexities and tools being swiftly introduced. Reviewing these concepts and instruments allow us to better understand the influence of emotional intelligence and its possible uses in examining the leadership practices of college administrators. College and university hiring managers may recognize that emotional intelligence could possibly be used as a means to gauge the possible success and selection of college administrators. In addition, current administrators may want to examine these topics further in regards to personal professional development. Examination of the literature revealed a gap with regards to the application of emotional intelligence and perceived leadership skills among college administrators.

The manuscript focuses on the realities and contexts of higher education leadership in light of the theory and impact of emotional intelligence while highlighting the measurement instruments that can be used as tools for future studies. My goal will be to identify trends or new hypotheses about the relationship between emotional intelligence and perceived leadership.

### **Purpose of the Study**

The purpose of this descriptive study is to examine emotional intelligence and perceived leadership practices among college enrollment services administrators.

### **Problem Statement**

Some college administrators complete the necessary tasks, but miss some of the subtleties and nuances of effective leadership, especially in regards to relationships and social capital. It is necessary for college administrators to be effective leaders in order to build and strengthen the support for staff, faculty and students. Emotional intelligence may be a key to this objective.

### **Research Questions**

The confluence of emotional intelligence, perceived leadership and college administration cause us to ask:

- Compared to administrators with lower emotional intelligence, are college administrators with higher emotional intelligence perceived as better leaders by their subordinates?
- What leadership skills and practices are evidenced by college administrators with higher levels of emotional intelligence?



### **Delimitations**

The study focused specifically on emotional intelligence as assessed by the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and perceived leadership practices as outlined by Kouzes and Posner's five exemplary leadership practices. It does not include other leadership theories or successful practices outlined by a number of other authors. The study does not include academic administrators. The research has been performed at a private religious-based higher education institution, thus it does not examine these factors with regards to public institutions or elementary or secondary education administrators.

### **Limitations**

While these findings may assist in encouraging further evaluation of emotional intelligence and perceived leadership practices among college administrators in general, these results are distinctively relevant to the private northwestern university in which the study takes place, limiting generalizability. The private institution examined in the study is faith-based, causing some concern as to the impact of religious belief on both innate emotional intelligence and in the perceptions of subordinates. Small population size is an additional limitation, because as population and sample size grow additional variation could be found in survey results. The prohibitive cost and more sensitive nature of the MSCEIT assessment limited the opportunity for a larger study in such a short time period. Other limitations that were minimized by process steps include: the reduction of dishonest or less than candid answers due to the use of anonymized data collection techniques.

### **Significance of the Study**

The significance of the study is in the results it will provide into the Managing Director of Enrollment Services' efforts to cultivate employees who value those who work for them and recognize their employees' and customers' needs. The information included in

the study can also provide potential direction for personal training and mentoring focus areas for current and potential administrators at the university.

### **Literature Review**

Emotional intelligence is a developing concept within leadership research, especially in the areas of transformation leadership (Cavazotte, Moreno and Hickmann, 2012; Lopez-Zafra, Garcia-Retamero and Berrios Martos, 2012; Wang and Huang, 2009). Emotional intelligence is “the ability to understand one’s own deep emotions and the ability to express these emotions naturally” (Wang and Huang, 2009, p. 382). Emotional intelligence is similar to intelligence and is often thought of as intelligence applied in an emotional context where the individual possesses “the ability to perceive emotions, understand them, and apply them to situations that arise (Cavazotte, Moreno and Hickmann, 2012, p. 445).

Goleman (2011) expressed, “Emotional intelligence has immense practical applications in leadership roles because beyond being smart intellectually (IQ), leaders need to excel in four domains of EQ” (p. 12). He lists them out as, Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

Moore and Diamond (2000) draw special attention to the importance of values. The subject of values is significant because everyone has them and everyone’s are individual. The connection between values and emotional intelligence is stated as such:

Values have emotional roots. We feel them in our gut. They evoke passion. We feel good and are validated when our values are honored and celebrated. We become depressed, we get defensive and angry, when our values are criticized and ridiculed. When the task is going well, when people enjoy feelings of high energy, a sense of “can’t lose,” of just knowing what they will do next—and being right about their

choices—one of the forces working for them is that they are aligned with what they most value. (p. 37)

If an insightful higher educational leader understands the relationship between values and emotions, it logically makes sense that effective and successful leaders will implement emotional intelligence to guide effectively their respective stewardships.

Within emotional intelligence, three widely accepted models exist: ability, trait, and mixed. The ability model perceives emotional intelligence as an ability or skill for processing emotions in self and in others, while the trait model frames emotional intelligence as a personality trait with self-perceptions and dispositions. Last of all, the mixed model combines the ability and trait models realizing that both ability and personality have a role within the emotional intelligence framework.

From the time when Salovey and Mayer (1990) first presented the concept of emotional intelligence, researchers have examined the concept using a variety of theoretical frameworks, resulting in three common models – ability, trait and mixed models. The aforementioned ability model is where the construct of emotional intelligence concentrates on “the ability to perceive, glean information from and manage one’s own and others’ emotions (Salovey and Mayer, 1990)” (as cited in Lopez-Zafra et al., 2012, p. 99). Nelis, Quoidbach, Mikolajczak, and Hansenne (2009) summarized, “ability models (Mayer and Salovey, 1997) conceive emotional intelligence as an ability encompassing four dimensions: (a) emotions identification; (b) emotions utilization; (c) emotions understanding and (d) emotions regulation. In this ability perspective, emotional intelligence is assessed via intelligence-like tests” (p. 36).

Wang and Huang (2009) further explained the Mayer and Salovey (1997) ability model by describing each of the four components:

(1) self-emotional appraisal (SEA; i.e., the ability to understand one's own deep emotions and the ability to express these emotions naturally); (2) others' emotional appraisal (OEA; i.e., the ability to perceive and understand the emotions of people who surround one); (3) regulation of emotion (ROE; i.e., the ability to regulate one's emotions, which enable a more rapid recovery from psychological distress); and (4) use of emotion (UOE; i.e., the ability to make use of one's emotions by directing them towards constructive activities and personal performance). (p. 382-383)

In contrast to the ability model, "trait models (Petrides and Furnham, 2001) consider emotional intelligence as a multifaceted construct encompassing 13 to 15 (depending on the model) emotion-related behavioral dispositions thought to affect the ways an individual would cope with demands and pressures. In this trait perspective, emotional intelligence is evaluated through personality-like questionnaires" (as cited in Nelis et al., 2009). While ability tests capture maximal performance, trait tests aim to capture typical performance (Petrides and Furnham, 2003).

With regards to measuring the emotional intelligence of college administrators and looking at its impact on perceived leadership practices, the ability model seems to be the most appropriate model to use. This follows the assumption that emotional intelligence can be improved, potentially having an impact on perceived leadership skills.

### **Higher Education Leadership**

The concept of higher education leadership is nuanced and fraught with multiple issues and varying definitions, making it difficult to identify the critical importance of the topic. Drew (2010) highlighted that higher education leadership, "requires learning and understanding of cultural differences within the university and amongst key external parties in order that university members think and act strategically" (p. 68). The connection is

worthy of noting because higher education, leadership, and emotional intelligence have great potential to resolve many of the issues that arise within the university.

Richards (2012) examined the gap in higher education leadership research from a student perspective. She noted, “When it comes to leadership for learning the viewpoint of the student has not been considered” (p. 85). Her research aimed to compare students’ perceptions with academics’ perceptions concerning the qualities of higher education leadership. She surveyed 54 students to discover and compare how students and academics view and define leader competencies and capabilities.

Of her findings, Richards (2012) stated that students do not see good management skills as being vital to a good leader. Negative experiences leave a stronger lasting impression upon a student than do positive experiences. Richards’ survey results also showed that “students and academics considered *empathizing* [emphasis added] to be the most critical leadership skill. Empathy is one component of emotional intelligence, and additionally includes self-awareness, self-regulation, motivation, and social skills (as cited in Goleman, 1998) (p. 96).

### **Conceptual Framework**

The manuscript is based on a conceptual framework around the examination of emotional intelligence and perceived leadership practices, focusing on the level of emotional intelligence evident within college administrators, and the subordinates’ perception of their leadership practices (Figure 1.1).

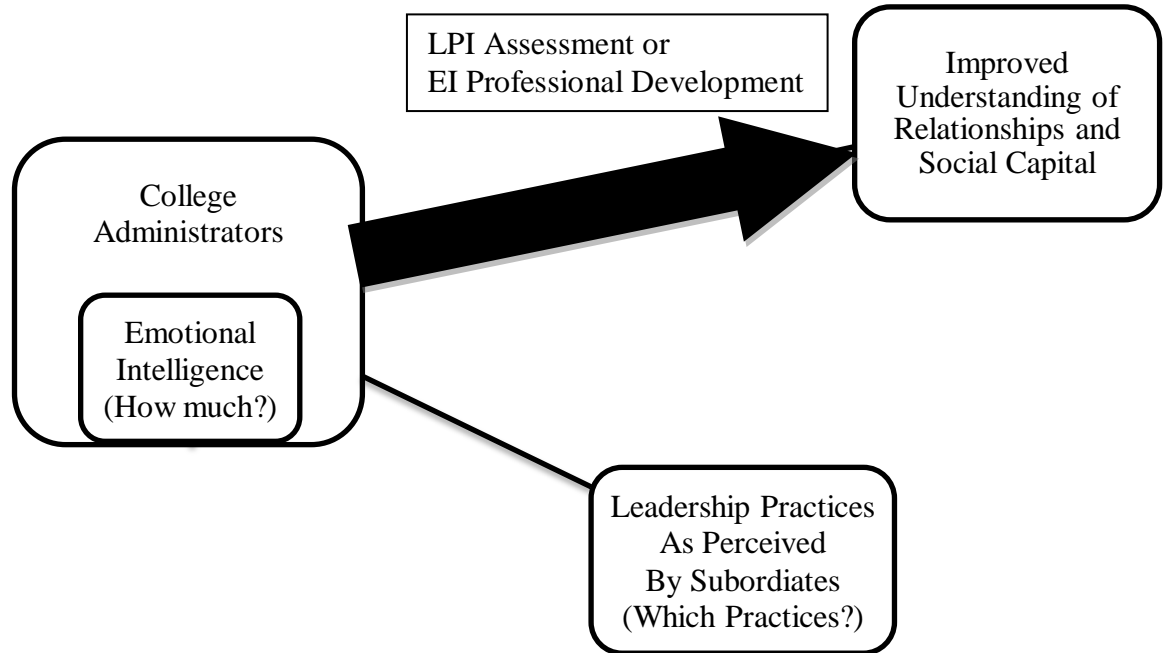


Figure 1.1: Emotional Intelligence and Perceived Leadership Practices Framework

### **Methodology**

In seeking to examine emotional intelligence and perceived leadership practices in college administrators, a descriptive research design was the most appropriate for this stage of evaluation because of a descriptive study's ability to examine a new or unfamiliar topic and bring to light information that can help guide future study in this area.

### **Quantitative Descriptive Research Design**

Creswell (2003) defined the quantitative approach as, "one in which the investigator uses primarily post positivist claims of developing knowledge, . . . employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data" (p. 18). Quantitative research strives for a certain level of reliability, which can be obtained by replicating prior studies and using specific well-tested measurement tools to help identify trends or new hypotheses.

Descriptive research seeks to accurately describe current or past phenomena. McEwan (2008) stated: “Descriptive research establishes or refutes patterns in the data, inspires theoretical explanation of the observed facts, guides the design of causal research and provides better context for interpreting and generalizing causal results”. Quality description is a fundamental part of the research process, as it rouses the ‘why’ questions needed to guide additional research. A descriptive study’s findings lay the foundation for more extensive analysis and other research options.

### **Emotional Intelligence**

Wong and Law (2002) developed a measurement tool, comprised of the four components of the ability model. The tool utilizes a 5-point Likert scale (Cavazotte, Moreno and Hickmann, 2012) and has been employed in several studies aimed at measuring emotional intelligence in relation to leadership theories (Cavazotte, Moreno and Hickmann, 2012; Law, Wong and Song, 2004; Wang and Huang, 2009; Wong and Law, 2002).

A number of studies in the area have also used the Mayer–Salovey–Caruso Emotional Intelligence Test or MSCEIT. Mayer, Salovey, and Caruso (2002) developed the MSCEIT (pronounced mes-keet’). It is “a measure based on the ability model of emotional intelligence” (p. 7) and consists of 141 items that form eight subscales that can be scored using the “general consensus” or “expert consensus” scoring method. It can be used in variety of settings including educational, and can be administered through a test booklet or via the Internet. According to Mayer, Salovey, & Caruso (2002), the MSCEIT V2.0 is a test intended to provide a measurement of emotional intelligence that includes perceiving emotion; facilitating thought with emotion; understanding emotion; and managing emotion.

The test is designed to assess emotional intelligence, and the ability to reason using feelings to enhance thought. The MSCEIT also measures how well individuals perform

emotion-related tasks and solve emotional problems. The MSCEIT yields a total score indicating the level of emotional intelligence, four Branch scores (Perceiving Emotions, Facilitating Thought, Understanding Emotions, and Managing Emotions), and two Area scores (Experiential Emotional Intelligence, consisting of Perceiving Emotions and Facilitating Thought scores, and Strategic Emotional Intelligence, consisting of Understanding Emotions and Managing Emotions scores). Following the four-branch model of emotional intelligence (Mayer and Salovey, 1997), the measure assesses four postulated areas of emotional intelligence: the abilities to (a) accurately perceive emotions; (b) use emotions to facilitate thinking, problem solving, and creativity; (c) understand emotions; and (d) manage emotions for personal growth (Mayer et al., 2002, p. 3).

The MSCEIT measures emotional intelligence on an overall performance level given by the overall score—the Emotional Intelligence Quotient (EIQ), two subareas of experiential (EEIQ) and strategic (SEIQ) emotional intelligence scores, four branch scores: perceiving emotions (PEIQ), facilitating thought (FEIQ), understanding emotions (UEIQ), and managing emotions (MEIQ), and eight task scores. The MSCEIT has a full-scale reliability of .91, experiential area reliability of .90, and strategic area reliability of .85; the test-retest reliability for the full scale MSCEIT 37 V2.0 is  $r = .86$  with an N of 62. The branch scores reliability range from .74 to .89. The face validity of the MSCEIT, (as cited in Mayer et al., 2002), was good and the MSCEIT V2.0 possesses content (sampling) validity; it is also a good representation of the four branch model of emotional intelligence and thus has good structural (factorial) basis. It also has a good predictive validity and finally, it has excellent construct validity and it surpasses that of any other scales used to measure emotional intelligence (Mayer et al., 2002).



In terms of validity for the test, Mayer et al. (2002) stated that “for the MSCEIT there is evidence of content validity, structural validity, and predictive validity” (p. 5). Mayer et al. also argued that a research into their MSCEIT resulted in the statement that their findings “suggest that those who use MSCEIT can feel more confident about the quality of the measurement tool to assess emotional intelligence” (p. 104).

### **Leadership Practices**

Practices of leadership surveyed in the manuscript are the Five Exemplary Leadership Practices by Kouzes and Posner (1995):

- Modeling the way
  - Leaders set the example and plan small wins
- Inspiring a shared vision
  - Leaders envision a future and enable others to pursue that future
- Challenging the process
  - Leaders search out challenging opportunities, question the status quo, and experiment
- Enabling others to act
  - Leaders foster collaboration, empower and strengthen others
- Encouraging the heart
  - Leaders give positive feedback, recognize individual contributions and celebrate team accomplishments

The identification of these practices is a result based on an initial case study analysis of more than 1,100 managers and their personal best experiences as a leader. The case studies were supplemented with in-depth interviews and revealed a pattern of underlying

and critical leadership actions and behaviors. These actions and behaviors were grouped into the five categories of leadership practices.

*Modeling the way* is a concrete example of the manner in which leaders determine and communicate values. It is not only a description of the leaders own values, but incorporates the leaders' understanding of the organizations' values and their willingness to stand up for those ideas and exemplify those traits in the actions they take. Kouzes and Posner establish the importance of values as one's "personal bottom line" (2007, p. 52).

*Inspiring a shared vision* involves the approach the leader uses to engage others in envisioning the future of the organization. This is accomplished by identifying a common group ideal and encouraging others to imagine what it would take to make that ideal a reality. Kouzes and Posner stated: To enlist others, leaders need to bring the vision to life, make it real and attainable, and in doing so, will channel the groups' true desires (1997).

*Challenging the process* is a practice leaders may use to improve and change the situation around them. In many cases, it means challenging the status quo or taking an active role in refining or adapting existing processes in order to improve or grow the organization. The characteristics behind this idea encourage leaders to take risks, experiment with new ideas, and they are celebrated as key characteristics of effective leaders (Kouzes & Posner, 1997).

*Enabling others to act* is a principle that allows employees to enjoy the benefits of open communication and the freedom to experiment with new ideas, and empowers them to make decisions and take action to improve the organization. The leader then becomes an enabler of transformation. Transformational leadership is based on the leader's influence on his or her subordinates. Enabling others to act grows the leaders influence while producing employees who can actively engage in a process of growth and development.

The last practice, *encouraging the heart*, involves the sincere act of showing support and appreciation from a leader to one's subordinate, and is what creates a true separation between an individual who manages, and one who leads. The sincere collaboration supports the relationship between the leader and the subordinate. Kouzes and Posner note that this relationship allows leaders to link rewards to performance, and the authentic use of these gestures, acknowledgments, and celebratory acts promote communal distinctiveness and collaboration that encourages group success (2007).

### **Instrument Content Validity**

The Leadership Practices Inventory (LPI) or Leadership Practices Inventory - Self (LPI-S) was developed as an empirical measure of the conceptual leadership framework generated from the original case studies. The LPI is also intended as a management development instrument and in this capacity is useful for assessing individuals' leadership actions and behaviors (practices) and subsequently enhancing their leadership capabilities. It is a thirty question evaluation that addresses each of the five leadership practices with six questions each from a self-perspective.

In developing the instrument, statements were written describing each of the various actions and behaviors. Each statement is cast on a 5-point Likert scale. A higher value represents greater use of a leadership behavior: (a) Rarely or never do what is described in the statement, (b) Once in a while do what is described, (c) Sometimes do what is described, (d) Fairly often do what is described, and (e) Very frequently, if not always, do what is described in the statement (Posner and Kouzes, 1993).

A companion instrument to the LPI is the Leadership Practices Inventory – Observer (LPI-O). The LPI-O is a thirty question evaluation that addresses each of the five leadership practices with six questions each from an observational perspective, and serves as a tool for

direct reports or subordinates of a chosen leader to assess and identify the leadership practices of the supervisor. It is a helpful tool in correlating the findings from the original LPI. Recent reliability studies showed that the reliability of the categories in the LPI-Observer ranged from .81 to .92. The LPI has strong face and predictive validity. Extensive research has substantiated the reliability and validity of the LPI, to the point where the reliability of the LPI over time is strong (Posner and Kouzes, 1988). Both the MSCEIT and the LPI/LPI-Observer are tools that can be administered in paper or online format, allowing for convenient and anonymous administration.

### **Participants**

The study involved choosing three department directors and nine direct report employees from one operating division of a private northwestern institution. All department directors in the enrollment services division were included in the study because of their significant level of interaction with the target audiences of faculty, staff and students. The other participants included three direct report employees for each director role.

Because the study is focused on examining emotional intelligence and the perceived leadership skills of college administrators, students and faculty were excluded in this iteration in order to focus on the relationship and evaluation of the administrator and his/her direct reports. Other administrators in the student services division were excluded in order to focus on the administrators with the highest level of interaction with faculty, students and staff.

### **Ethical Considerations**

The interests and wellbeing of participants was the most critical ethical consideration. As a first step in review of ethical considerations, the host institution's Institutional Review Board (IRB) examined the study and provided written approval

(Appendix C) that was then included in the official IRB application submitted to the University of Idaho. The IRB application included detailed information regarding risks and benefits, and specifics related to the confidentiality of data, both of which served to examine and review various ethical considerations.

There were minimal risks associated with the study. Director level participants may have felt uncomfortable about the simple act of completing their individual emotional intelligence assessment, and direct reports may have initially felt nervous about evaluating the perceived leadership skills of their supervisor. In the study, none of the study participants had access to the assessed emotional intelligence scores at any time. Following this process alleviated some concern about self-perception or perception of others which might come from knowing a persons' emotional intelligence score.

### **Data Collection**

Once University of Idaho IRB approval was obtained (Appendix D), a letter was e-mailed to all participants, including both leaders and subordinates, by the researcher explaining that their participation was voluntary and that the results will be published based on the relationships of the data collected, not on individual responses.

All participants were provided a consent form (Appendix E) to voluntarily participate in the study, which they had the choice to freely sign and agree to study parameters. Participants were reminded that they are free to leave the experience at any time and that access to the assessment results was confidential and accessible only to research team members.

In the first part of the study, the three Enrollment Services Directors completed both the Leadership Practices Inventory (LPI Self) and the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), which took approximately one hour. In the second phase, the

nine direct report employees took the Leadership Practices Inventory (LPI Observer), taking approximately 30 minutes. To allow for additional levels of privacy tests were administered in an online format.

The collected data was securely maintained and will be disposed of responsibly to maintain the anonymity of all participants.

### **Data Analysis**

Using the appropriate evaluation tool for each instrument, data was assessed and recorded both from an individual (Director) standpoint, and from the overall findings. Analysis then began, using Emotional Intelligence main scores and sub-scores as one set of variables and the perceived leadership skill averages as the other. Data were also imported into SPSS statistical software for analysis.

### **Findings**

Right away, the raw scores began to show an interesting trend. Directors with higher LPI averages also exhibited higher MSCEIT scores (Table 1.1).

	Director A	Director B	Director C
LPI Averages	33	48.94	46.4
MSCEIT Scores	83	109	114

(Table 1.1) – Raw Scores Table

MSCEIT scores are reported like traditional intelligence scales so that the average score is one hundred and the standard deviation is fifteen. If a person obtains a MSCEIT score around one hundred, then they are in the average range of emotional intelligence. The MSCEIT reports the scores with a ninety percent confidence interval or range. The range

applies more directly to the branch, area, and total scores, thus task scores must be evaluated with caution.

The results are included in multiple tables, to facilitate discussion around each of the significant variables listed. The first table shows the three directors' MSCEIT rankings for the eight individual task sub factors of emotional intelligence (Table 1.2).

MSCEIT Task Ranks					
Rank	Category	MIN	MAX	MEAN	SD
1	Emotion Management	107	119	114.7	6.67
2	Changes	95	121	110	13.45
3	Blends	100	110	106.3	5.51
4	Facilitation	90	112	102.7	11.37
5	Faces	86	110	102	13.86
6	Sensations	79	110	96	15.72
7	Pictures	85	107	93.7	11.72
8	Emotional Relations	80	96	89.3	8.33

(Table 1.2) – MSCEIT Task Ranks Table

Looking at the spread of the data, we notice that the standard deviation is varied for each of the task categories. As the MSCEIT is an assessment of each individual's level of emotional intelligence, seeing a wide-ranging standard deviation is in line with the disparity seen in the three raw scores.

Emotion management stands out as the highest overall mean of the eight tasks. The emotion management task asked the participants to rate the effectiveness of alternative actions in achieving a desired result in situations where a person had to regulate their emotions. The high scores in this area may be a result of the experience these department directors have operating in a front-line university setting, always encountering students, faculty and other constituents who may be saddened or troubled by their individual situation.

Even more interesting is the low standard deviation, showing that all three directors have learned to master emotion management.

The *changes tasks* section measures the participants' knowledge of experiencing conflicting emotions in certain situations and understanding how emotions transition from one to another. While there is a larger standard deviation between participant task scores, showing that one director may need improvement, the mean is still relatively high in comparison to other task ranks. Effectively changing tasks emotionally may be another trait that has been refined by the customer service mentality of the area. After changes, the mean scores drop closer to the competent/average evaluation level and because of score variance it may be more beneficial to focus on the task at the lower end of the rankings, emotional relations.

The emotional relations task asked participants to evaluate how effective different actions would be in achieving an outcome involving other people. With the lowest mean, and one of the lowest standard deviations, emotional relations are a shared problematic area. These findings are interesting because emotion management and emotional relations are the two scores that make up the managing emotions branch rank. On the surface, the findings could be interpreted to imply that while the services directors may be good at managing their own emotions, they do show a lack of understanding of the value of relationships and social capital, as is surmised in the problem statement of the study. Such a contradictory discovery merits additional future study and review, especially in light of the fact that some initial analysis showed a significant parallel between the managing emotions branch score and the LPI averages of each participant.

The next table reviews the MSCEIT rankings for the four branch scores identified in the test (Table 1.3). Branch scores are calculated based on the individual task scores.



MSCEIT Branch Ranks					
Rank	Category	MIN	MAX	MEAN	SD
1	Understanding Emotions	96	118	109	11.53
2	Perceiving Emotions	83	111	98.3	14.19
3	Facilitating Thought	84	106	97	11.53
4	Managing Emotions	89	101	96.7	6.67

(Table 1.3) – MSCEIT Branch Ranks Table

In reviewing MSCEIT branch ranks, we see that understanding emotions is the highest-ranking factor. The participant score on the understanding emotions branch reflects their ability to understand what leads to various emotions, how emotions can change over time, and their capacity to label emotions properly. These scores show that the directors are not oblivious to how emotions work; on the contrary, they understand clearly the “language” of emotions.

Juxtaposed with the low standard deviation and the low mean of the managing emotions branch, due in large part to the extremely low emotional relations scores, it continues to signal a real disconnect between innate emotional intelligence and its actual implementation in the workplace. Managing Emotions involves the participation of emotions in thought and the ability to allow thought to include emotions.

These findings raise the following questions. Is this reality a function of the policy management roles these administrators play in the university? For survival in these roles, is it necessary to “block out” emotional influence and interactions, in an effort to more successfully address the problems at hand? In doing so, what sacrifices are being made in terms of long term relationship building and trust?

The next table reviews the MSCEIT rankings for the two area ranks and total scores identified in the test (Table 1.4). Area scores are calculated based on the appropriate component branch scores.

MSCEIT Area Ranks & Total					
Rank	Category	MIN	MAX	MEAN	SD
1	Strategic	92	113	105.3	11.59
2	Experiential	81	109	98	14.93
Total	MSCEIT Total Scores	83	114	102	16.64

(Table 1.4) – MSCEIT Area Ranks & Total Scores

In evaluating the MSCEIT area ranks and total scores, we continue to see the variation in the overall levels of emotional intelligence among directors. However, both the minimum and maximum are either included in, or extremely close, to the normed average score standard deviation.

The strategic emotional intelligence score is the higher mean of the two areas. Strategic emotional intelligence requires reasoning about emotions, such as how they develop over time, how they are managed, and how they fit into social situations.

The lower mean score, experiential emotional intelligence, concentrates on the identification of emotion and its fruitful use in thought. It indicates the capacity to feel emotion and to do so productively. While not as evident as with other factors, the lower score could be in direct relationship with the lack of “emotional engagement” of these administrators.

The next table reviews the LPI rankings for the four branch scores identified in the Leadership Practices Inventory (Table 1.5).

Descriptive Statistics By LPI Category				
Category	MIN	MAX	MEAN	SD
Model the Way	29	48	41	10.44
Inspire a Shared Vision	35.3	50.7	41.33	8.164
Challenge the Process	33	47.3	42.33	7.908
Enable Others to Act	31	47	39	9.042
Encourage the Heart	36.7	53.7	39	8.528
Total	33	48.94	40.53	8.564

(Table 1.5) – LPI Descriptive Statistics

We continue to see the significant variation in the overall levels of perceived leadership practices among the directors, consistent with what we saw on the emotional intelligence side with the MSCEIT. The mean scores for each LPI category all fall within a three to four point range of each other. In terms of perceived leadership practices, the data seems to show that none of the five perceived leadership practices is more or less evident overall in the sample.

In terms of the LPI, the most interesting information comes from a closer analysis of the divergence in some of the specific self-assessment and subordinate assessment questions (Table 1.6). In normed scoring, 1.5 is approximately the average difference (below or above) between LPI self and observer scores. Any question with a difference greater than that invites further analysis.

LPI Individual Question – Answer Variability			
LPI Survey Question	LPI-S Score Avg	LPI-O Score Avg	Avg Score Variability
Develops cooperative relationships among those he/she works with (Enable Others To Act)	9.3	6.6	-2.7
Supports the decisions that people make on their own (Enable Others To Act)	9	7	-2.0
Treats others with dignity and respect (Enable Others To Act)	8.66	6.66	-2.0
Sets a personal example of what he/she expects from others (Model The Way)	9	7	-2.0
Speaks with genuine conviction about the higher meaning and purpose of our work (Inspire A Shared Vision)	9	7.23	-1.77

(Table 1.6) – LPI Individual Question – Answer Variability

Of the thirty total questions, the question with the largest range of discrepancy relates to developing cooperative relationships among co-workers. Based on the information found in the MSCEIT results, this would make sense because of the low emotional relations scores. Conceivably, if the directors were to improve in the emotional relations aspect of emotional intelligence we might see a decrease in the variability on this question in the LPI.

The other questions that showed large discrepancies would be interesting to evaluate in greater detail in other related studies, but they do not seem on the face of it to be as connected with emotional intelligence and relationships.

### Summary

Emotional intelligence and leadership in higher education, are important variables that may need to be in alignment to navigate successfully the ever-increasing complexities of higher education. Kerr (2001) asked, “Who dares now to look forty years ahead with the same sense of assurance? . . . The only certainty is uncertainty” (p. 207). Emotional intelligence could be an important tool for college administrative leaders who wish to

successfully and effectively meet the “uncertainty” of the university environment. As leaders more fully comprehend values, emotions and implementation, they will have enhanced value in implementing measures and administering programs.

College administrative leaders who possess higher levels of emotional intelligence may be particularly well positioned for success because of the wide-ranging circumstances that these leaders face. Moore (2009) asserted, “Emotional intelligence can be the difference between a high performing school and a low performing school, and leaders who possess high levels of emotional intelligence are more skillful in leading change and cultivating commitment among their staff” (p. 23).

The data found in this study are encouraging and suggest a number of opportunities for further investigation. In addition to the functional enrollment services employees who were included in the study, additional corollary student services functions could be included in order to increase the number of participants. More participants might also allow a researcher to conduct a full correlational study; examining the relationship between emotional intelligence and perceived leadership practices. Completing a similar study at a different institution may also yield findings that could be compared and contrasted with those found in enrollment services. Lastly, this study could also be completed outside of higher education, examining the relationship in a variety of business and personnel sectors.

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## **Chapter II – Peer Manuscript Critiques**

The third chapter of the professional practices doctorate dissertation consists of critiques of two individual study manuscripts completed by peer group members. Scholarly peer review is a critical part of academic journal publication and is important in the discovery and dissemination of advancements in professional practices.

The critique model provides the author with an opportunity to critically review peer authored works as part of the doctoral learning process, and also enables the author to better review and refine their own work upon reflection on this practice.

### **Critique of Caudle Study Manuscript**

#### **Bibliographical Entry**

Caudle, T. C. (2014). *Distributed Leadership: Developing College and Career Readiness Through Student Empowerment*. Unpublished doctoral dissertation. University of Idaho, Moscow, Idaho.

#### **Problem**

Recognizing the world changes brought about by advances in technology and communication, the author outlines the need for K-12 educational models to also change and adapt with the times. In addition, the author introduces the idea of student empowerment as a major factor in student success and necessary preparation for this new global environment.

In the introduction of the study, Caudle does a masterful job in setting the stage for the problem that is being investigated. The problem is clearly and concisely stated, allowing for the reader to understand the topic quickly and preparing them appropriately for a deep dive into the subject. The true problem is in sync with the title, and outlines plainly the varied ways that justify the study's educational significance.

## **Purpose**

In the author's own words:

“The purpose of this study is... to determine, through a constructivist lens, action research, and systemic inquiry, whether or not students at Compass Academy feel empowered to take an active role in the development and maintenance of school culture and how students have influenced school culture based upon their perceptions of empowerment” (Caudle, p. 5).

The author's purpose statement was noticeably visible and direct. Caudle stated and emphasized the study's purpose a number of different times, in the introduction of the study and in supporting areas. While it makes sense in most of the areas they are located, it does seem to be a little repetitious in the first instance shortly following the introduction. However, repeating the purpose statement serves to accentuate and highlight the study's problem and in the context that it appears, it accurately details out the researcher's true capabilities and resources.

## **Objective**

The study objective focuses on “how researchers can gain insight into the relationship between distributed leadership and school culture in an effort to provide schools information to improve student voice in their own education” (Caudle, p. 9).

The objective is inclusive of the intent of the study, and meshes well with the problem. It does not include any other objectives that might be unrelated to the purpose. Based on those conventions, the objective seems achievable and the findings could go far in solving the actual problem.

## **Review of Literature**

Caudle's review of related literature is both comprehensive and complete. The author begins by citing literature that directly relates to the problem, addressing the limitations of the industrial model (Vollmer, 2010) by outlining the effects of top-down leadership and directed student learning (McQuillan, 2005). The author then focuses on the past research and focused definitions of distributed leadership, school culture and 21<sup>st</sup> Century skills. She concludes by weaving in a thorough description of how these three topics interrelate and complement each other.

In outlining distributed leadership, Caudle highlights points by (Spillane, 2006) and (Harris, 2002) that help to define the topic more clearly and build out the framework for its practice. With school culture, she emphasizes the links between relational trust (Rhodes, et al., 2011), social capital (Warren, 2005), cooperation (Roby, 2011), and collaboration (Hoy, 2002). With 21<sup>st</sup> Century skills, she walks through the results of the SCANS study (1991), and keys in on Trilling and Fadel's (2009) findings and framework.

The author also included a helpful table on 21<sup>st</sup> Century skills, and delineated Spillane's (2006) three principles of student empowerment. The literature review is one of the strongest pieces of the manuscript and shows that Caudle is steeped in both the theory and practice in this topic area.

## **Procedures**

By employing the use of action research and the Rapid Assessment Process (RAP) the author examines the relationship between distributed leadership and student empowerment (Caudle, 2014). RAP was an excellent methodology choice to be able to study the relationship as it exists in the environment without having to go through a more extensive and time consuming methodology such as ethnography. In this situation, action

research is valuable because an important component of action research is the ability to share research with practitioners in order to solve a problem or improve practice (Creswell, 1998; as cited in Caudle, p. 30).

The history and background the author provides in regards to RAP and other methodologies from the same family helps to place the examination in the proper context and helps to inform the reader who may not be as familiar with this methodology.

### **Findings**

Significant study findings included real-to-life examples of student voice, trusting and open student/teacher relationships, and development of student self-management. As the author mentioned: “The findings also provided a surprising amount of rich description of the personal and school-wide struggle regarding how to best provide students the opportunity to develop self-management skills” (Caudle p.38).

Related to empowerment and self-management, it was intriguing to find out about the mixed perceptions that students had in regards to how much empowerment is appropriate. In addition, the theme of “teachers as learners” was an interesting insight which may have played a part in the teachers’ level of openness with students. The possibility of some/all students losing collaboration time highlighted the differences in levels of self-management among students.

Caudle framed these results well, and used them to continue the narrative of the impact of distributed leadership and student empowerment. Findings were thorough, and were evaluated through various lenses to assist the reader in linking them back to the original purpose and problem.

### **Summary**

The author wrapped the summary portion of the article into both the findings and discussion sections. Doing so continued the flow and model laid out in previous areas of the manuscript. The summary included walking through all major aspects of the findings, helping the reader focus on the main points (student empowerment, relationships, student self-management), and included numerous links back to the literature. The summary highlighted that: Compass Academy provides numerous opportunities for students to have voice in the educational process, is an environment that cultivates trust between student and teacher, and implements opportunities for students to develop self-management.

### **Conclusions**

As with other sections of the manuscript, the author continued to state conclusions in a way that linked back to prior information. Following this process eliminates confusion for the reader and elevates the document from a standard research paper into a work that is informative and helpful to all types of scholars and practitioners. The conclusion highlights the importance of developing and maintaining schools that operate under a similar model.

One conclusion that was of specific interest was that: “Compass Academy is in a unique position to continue to provide students with leadership opportunities and student voice within the school in how the school chooses to react to the challenge presented by appropriate student use of collaboration time” (Caudle, p. 48).

### **Recommendations**

A solid recommendation is included for each of the main conclusions in the study. The author provides detailed illustrations and suggestions for future review. Caudle stated: “As Compass Academy works through the action research process, the school may want to

consider a systematic approach which supports and scaffolds students as they learn to be self-directed” (p. 49).

The recommendations section could have been strengthened slightly by adding some specific opportunities for future study and investigation related to the topic. One possible suggestion could be to evaluate the impact of removing collaboration time on the self-development of the student.

### **List of References**

The list of references appears to be compliant with APA formatting and design standards. Reference age is varied, showing that the author has researched both historical and seminal works in addition to newer works that may be on the leading edge of new findings. The references include books, journal articles and other appropriate resources, showing that the author investigated various sources of information going through the research process.

### **Overall Critique of the Study**

The comprehensive literature review was one of the strongest pieces of the study. While Caudle is examining a specific problem of practice, the extensive links to literature help elevate the study’s relevance and long-term viability for future reference or extended study. The author also used a methodological approach that was appropriate based on time constraints and the type of data that needed to be collected. The straight-forward approach allowed for a number of relevant conclusions and findings, and the author was skilled in addressing these topics in the conclusion section.

Caudle addressed many possible issues with bias and perspective by using the Rapid Assessment Process as a data collection technique. However, the author could have been more detailed in the member-checking coverage of the study, since member-checking is a

critical part of the RAP process. The researcher notes that this was done, but additional context or examples may have strengthened the authors' piece. Overall, the author presented a timely, well researched and soundly conducted study.

### **Critique of Wasden Study**

#### **Bibliographical Entry**

Wasden, S. T. (2014). *Transformational leadership and resilience in higher education*.

Unpublished doctoral dissertation. University of Idaho, Moscow, Idaho.

#### **Problem**

Wasden begins by elaborating on a number of different concerns and statements regarding the shifting sands in Higher Education. He posits that further research and study of leadership in Higher Education can help prepare leaders for these times of great change. By including statements like: "These multifarious times in higher education may be assisted by leaders who possess resilience and transformational leadership characteristics. Perhaps a study into the interrelationship of these two frameworks would benefit faculty, administrators, and ultimately students" (p. 5), he shows the link between the problem and the need for his study.

However, at times, the introduction seems to vacillate to and fro between various leadership topics and references which do make it harder for the reader to focus on the true need for the study and specific problem at hand. Ideally the author would drive the reader along a focused path that clearly outlines the problem and shows the gap in literature he is trying to address.

#### **Purpose**

The purpose of the study was to examine the level of correlation between transformational leadership and resilience as perceived by the study subjects. Various times

in the manuscript the purpose is repeated and this assists the reader in connecting the purpose to the findings and conclusions. The purpose statement was detailed and direct, and agreed with the title of the study. In outlining the purpose, the author shows study results are attainable and are within the capabilities of the researcher.

### **Objectives**

To focus the direction of the study, Wasden outlines six guiding objectives that can hopefully shed further light upon the correlation between transformational leadership and resilience.

- 1) Is there a relationship between transformational leadership and resilience in higher education leaders?
- 2) Does the relationship between transformational leadership and resilience vary by educational attainment?
- 3) Is there a difference in resilience between higher education leaders who have less experience and more experience in the higher education field?
- 4) Does the relationship between transformational leadership and resilience vary depending on age?
- 5) Does the relationship between transformational leadership and resilience vary by leadership level?
- 6) Does the relationship between transformational leadership and resilience vary by institutional longevity (years of employment with the institution)?

Those objectives provided a foundation for hypothesis testing and a deeper examination of the relationship between transformational leadership and resilience. Each of the hypotheses was testable using the data retrieved from the demographic questions and the results of the MLQ and CD-RISC. All of the objectives were quantifiable and achievable,



and Wasden's study does not include any other objectives that might be unrelated to the purpose.

### **Review of the Literature**

The author's literature review was embedded in various sections of the manuscript; this seemed to strengthen the description of the history and concepts that served as grounds for the study. Specifically, the conceptual framework section served to not only make the reader aware of the differences and similarities in transformational leadership, transactional leadership, transformative leadership and resilience but linked them to relevant literature that continued to provide focus for the document.

Reviewing Bass and Avolio's (2004) conceptual framework for transformational leadership and Connor and Davidson's (2003) framework for resilience served as a great set-up for Wasden's methodology and assisted the reader in understanding prior studies that had been completed in these areas. Later including findings by Allison (2011) in regards to resilience and its relationship to educational leadership and additional statements about resilience and organizational change were particularly fitting.

A large number of appropriate tables and figures were included to improve concept comprehension, and while not always APA compliant, were all well organized and suitable for use.

### **Procedures**

Wasden clearly articulated why a quantitative correlational research design was most appropriate for the study. He includes references to Creswell (2010) and Leedy and Ormrod (2010), which add both modern and practical significance. Wasden's study involved surveying managers across the university, utilizing the Multifactor Leadership Questionnaire (MLQ) and the Connor-Davidson Resilience Scale (CD-RISC). The design, processes and

procedures of the study were defined, described, and articulated plainly. Institutional limitations of the study included the request of exclusion of faculty. From the potential 131 participants, 80 responded to both surveys, providing a significant sample population.

The MLQ and CD-RISC were administered online using Qualtrics, and the results were analyzed using the IBM SPSS Statistics software package. The author provided significant validity and reliability data on both the MLQ and CD-RISC to show the strength of these instruments. In addition, data collection was done carefully and results were protected and verified.

### **Findings**

The researcher's findings were detailed and specific. Hypothesis testing was particularly telling and persuasive. Copious use of charts and tables helped the reader to better understand the correlations and relationships that were discussed. It was noted, there is a moderately positive correlation between transformational leadership and resiliency. While there was no significant difference in the relationship based on leadership level, age, gender or educational level, the findings did show a trend based on institutional longevity.

Some tables such as those which represented regression analysis and error variance may have been unnecessary because the p value results are clear. Otherwise, Wasden presented the results well, and the findings were direct and easy to understand. Analysis of the findings also included relevant limitations and delimitations of the study.

### **Summary**

The manuscript's summary section was included after both the discussion and recommendation sections. The summary included a re-cap of the study purpose, and focused themes and direction for understanding how the study is applicable to both theorists and practitioners. It included numerous links back to the literature, and was brief but direct.

## **Conclusions**

The conclusion section of the manuscript was interwoven into both the discussion and summary. Wasden concludes by reminding us of the need to be careful not to link correlation to causation. This is one of the stronger temptations of a correlational study. By quoting Tanner (2012), the author helps us keep proper perspective and focus.

He closes by emphasizing: “Administrators, deans, and chairs cognizant of resilience and transformational leadership are better equipped to face the modern day complexities within higher education” (Wasden, 2014, p. 45). The author did a wonderful job of bringing the reader back to the study purpose again, and explaining the significance of the conclusions.

## **Recommendations**

Wasden goes on to recommend a number of avenues of future study. The section is far and away one of the stronger pieces of the manuscript; because it provides substantial motivation to do additional research and work on the topic. In addition to further research on the relationship as a whole, the author proffers the idea of examination of transformational leadership and resilience under a moral and ethical paradigm. This makes sense due to the author’s study taking place in a private faith-based institution, as the findings from a study at a public higher education institution may be different.

Even more interesting is the idea of comparing the results of business or political leaders with those in Higher Education (Wasden, 2014). All of the recommendations were clearly stated and completely appropriate for the topic.

## **List of References**

Underscoring that the author investigated various sources of information going through the research process, the author included a comprehensive list of references that

included various journal articles, books and other resources. Reference age is varied, showing the author has researched both historical and seminal works in addition to newer works on the leading edge of new findings. The references all appear to be compliant with APA formatting and design standards.

### **Overall Critique of the Study**

The Wasden study purpose and objectives were well defined and clearly obtainable. The study provided the reader with an opportunity to examine correlational relationships which may have an impact on leadership in higher education. A strong literature review and robust methodology section give the manuscript the proper weight and perspective necessary to encourage future study and review.

One of the few weaknesses of the manuscript was the statement of the original problem of practice and its relationship to the purpose of the study. However, strong research questions and appropriate methodology guide the reader through the findings and help them to understand their relevance. Overall, Wasden provided a detailed examination of a gap in the research, with findings that are highly applicable to today's ever-changing higher education environment.

## **Chapter IV – Executive White Paper**

The executive white paper section of the professional practices doctorate dissertation is written with the local professional practices audience and direct stakeholders of the study in mind. It includes a brief synopsis of the background and purpose of the study, an analysis of the relevant findings, and an assessment of possible implications for the local practitioner.

In this case, the main audience for the study includes members of the enrollment services team of the focus institution, and other university administrators associated with enrollment services functions. Other stakeholders include student services and activities colleagues, human resource professionals at the institution and executive leadership.

### **Background**

Traditionally, leadership research has focused mainly on cognitive abilities, personality and motivation as key attributes in identifying successful leaders. Gardner (1990) put forth the idea of driving characteristics such as: stamina and vitality, intelligence, assertiveness and capacity to decide and set priorities. More recently however, emotional intelligence has been seen as an emerging approach utilized to identify competencies of leaders.

Emotional Intelligence has been defined as: A form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action (Salovey and Mayer, 1990). In regards to leadership, leadership is not the work of a single person; rather it can be explained and defined as a "collaborative endeavor" among group members. Therefore, the essence of leadership is not the leader, but the relationship (Rost, 1993). The confluence of these ideas only heightens the interest in further examining the relationship between emotional intelligence and leadership.

Leadership, higher education, and emotional intelligence have been researched as separate subject matter by many scholars; however, the three items interconnected to each other is a more limited area of inquiry that beacons greater research connecting these three subject areas. “Although much has been written recently regarding the potential influence of emotional intelligence and its role in organizational leadership, very little empirical work has focused on this topic” (Wang and Huang, 2009, p. 389). Examination of the literature revealed a gap with regards to the application of emotional intelligence and perceived leadership skills among college administrators. The study hopes to begin to close the gap, and encourage further empirical research in this area.

George (2000) stated, “Effective leaders possess the ability to understand and manage moods and emotions in self and in others” (p. 1027). Individuals with greater emotional intelligence have increased preparedness to lead their respective teams and effectively communicate with those whom they lead (Mayer and Caruso, 2002). “People high in emotional intelligence will build real social fabric within an organization and between an organization and those it serves” (Mayer and Caruso, 2002, p. 1).

The environment of higher education is constantly changing with ever-increasing complexities being swiftly introduced. Reviewing these concepts and instruments allows us to better understand the influence of emotional intelligence and its possible uses in examining the leadership practices of college administrators. College and university hiring managers may recognize that emotional intelligence could possibly be used as a tool in order to gauge the possible success and selection of college administrators. In addition, current administrators may want to examine this further in regards to both individual and organizational professional development.

### Purpose of the Study

The purpose of the study was to examine the relationship between emotional intelligence and perceived leadership practices among enrollment services administrators. Ideally, it would identify trends regarding a certain level of reliability about the relationship between emotional intelligence and perceived leadership.

### Analysis of Findings

A first look at the raw scores began to show an interesting trend. Directors with higher LPI averages also exhibited higher MSCEIT scores (Table 1.1).

	Director A	Director B	Director C
LPI Averages	33	48.94	46.4
MSCEIT Scores	83	109	114

(Table 1.1) – Raw Scores Table

MSCEIT scores are reported like traditional intelligence scales so that the average score is one hundred and the standard deviation is fifteen. If a person obtains a MSCEIT score around one hundred, then they are in the average range of emotional intelligence. The MSCEIT reports the scores with a ninety percent confidence interval or range. The range applies more directly to the branch, area, and total scores, thus task scores must be evaluated with caution.

The descriptive statistics results are included in multiple standard tables, to facilitate discussion around each of the significant variables listed. The first table shows the MSCEIT rankings for the eight individual task sub factors of emotional intelligence (Table 1.2).

MSCEIT Task Ranks					
Rank	Category	MIN	MAX	MEAN	SD
1	Emotion Management	107	119	114.7	6.67
2	Changes	95	121	110	13.45
3	Blends	100	110	106.3	5.51
4	Facilitation	90	112	102.7	11.37
5	Faces	86	110	102	13.86
6	Sensations	79	110	96	15.72
7	Pictures	85	107	93.7	11.72
8	Emotional Relations	80	96	89.3	8.33

(Table 1.2) – MSCEIT Task Ranks Table

Looking at the spread of the data, we notice that the standard deviation is varied for each of the task categories. As the MSCEIT is an assessment of each individual's level of emotional intelligence, seeing a wide-ranging standard deviation is in line with the disparity seen in the three raw scores.

Emotion management stands out as the highest overall mean of the eight tasks. The emotion management task asked the participants to rate the effectiveness of alternative actions in achieving a desired result in situations where a person had to regulate their emotions. The high scores in this area may be a result of the experience these department directors have operating in a front-line university setting, always encountering students, faculty and other constituents who may be saddened or troubled by their individual situation. Even more interesting is the low standard deviation, showing that all three directors have learned to master emotion management.

The changes tasks section measures the participants' knowledge of experiencing conflicting emotions in certain situations and understanding how emotions transition from one to another. While there is a larger standard deviation between participant task scores,



showing that one director may need improvement, the mean is still relatively high in comparison to other task ranks. Effectively changing tasks emotionally may be another trait that has been refined by the customer service mentality of the area. After changes, the mean scores drop closer to the competent/average evaluation level and because of score variance it may be more beneficial to focus on the task at the lower end of the rankings, emotional relations.

The emotional relations task asked participants to evaluate how effective different actions would be in achieving an outcome involving other people. With the lowest mean, and one of the lowest standard deviations, emotional relations are a shared problematic area. These findings are interesting because emotion management and emotional relations are the two scores that make up the managing emotions branch rank. On the surface, the findings could be interpreted to imply that while the services directors may be good at managing their own emotions, they do show a lack of understanding of the value of relationships and social capital, as is surmised in the problem statement of the study. Such a contradictory discovery merits additional future study and review, especially in light of the fact that some initial analysis showed a significant parallel between the managing emotions branch score and the LPI averages of each participant.

The next table reviews the MSCEIT rankings for the four branch scores identified in the test (Table 1.3). Branch scores are calculated based on the individual task scores.

MSCEIT Branch Ranks					
Rank	Category	MIN	MAX	MEAN	SD
1	Understanding Emotions	96	118	109	11.53
2	Perceiving Emotions	83	111	98.3	14.19
3	Facilitating Thought	84	106	97	11.53
4	Managing Emotions	89	101	96.7	6.67

(Table 1.3) – MSCEIT Branch Ranks Table

In reviewing MSCEIT branch ranks, we see that understanding emotions is by far the highest ranking factor. The participant score on the understanding emotions branch reflects their ability to understand what leads to various emotions, how emotions can change over time, and their capacity to label emotions properly. These scores show that the directors are not oblivious to how emotions work; on the contrary, they understand clearly the “language” of emotions.

Juxtaposed with the low standard deviation and the low mean of the managing emotions branch, due in large part to the extremely low emotional relations scores, it continues to stoke the fire of a real disconnect between innate emotional intelligence and its actual implementation in the workplace. Managing Emotions involves the participation of emotions in thought and the ability to allow thought to include emotions.

These findings raise even more questions. Is this reality a function of the policy management roles these administrators play in the university? For survival in these roles, is it necessary to “block out” emotional influence and interactions, in an effort to more successfully address the problems at hand? In doing so, what sacrifices are being made in terms of long term relationship building and trust?

The next table reviews the MSCEIT rankings for the two area ranks and total scores identified in the test (Table 1.4). Area scores are calculated based on the appropriate component branch scores.

MSCEIT Area Ranks & Total					
Rank	Category	MIN	MAX	MEAN	SD
1	Strategic	92	113	105.3	11.59
2	Experiential	81	109	98	14.93
Total	MSCEIT Total Scores	83	114	102	16.64

(Table 1.4) – MSCEIT Area Ranks & Total Scores

In evaluating the MSCEIT area ranks and total scores, we continue to see the variation in the overall levels of emotional intelligence among directors. However, both the minimum and maximum are either included in or extremely close to the normed average score standard deviation.

The strategic emotional intelligence score is the higher mean of the two areas. Strategic emotional intelligence requires reasoning about emotions, such as how they develop over time, how they are managed, and how they fit into social situations.

The lower mean score, experiential emotional intelligence, concentrates on the identification of emotion and its fruitful use in thought. It indicates the capacity to feel emotion and to do so productively. While not as evident as with other factors, the lower score could be in direct relationship with the lack of “emotional engagement” of these administrators.

The next table reviews the LPI rankings for the four branch scores identified in the Leadership Practices Inventory (Table 1.5).

Descriptive Statistics By LPI Category				
Category	MIN	MAX	MEAN	SD
Model the Way	29	48	41	10.44
Inspire a Shared Vision	35.3	50.7	41.33	8.164
Challenge the Process	33	47.3	42.33	7.908
Enable Others to Act	31	47	39	9.042
Encourage the Heart	36.7	53.7	39	8.528
Total	33	48.94	40.53	8.564

(Table 1.5) – LPI Descriptive Statistics

Clearly, we continue to see the significant variation in the overall levels of perceived leadership practices among the directors, as we also recognized on the emotional intelligence side with the MSCEIT. The mean scores for each LPI category all fall within a three to four point range of each other. In terms of perceived leadership practices, the data seems to show that none of the five perceived leadership practices is more or less evident overall in the sample.

In terms of the LPI, the most interesting information comes from a closer analysis of the dissonance in some of the specific self-assessment and subordinate assessment questions (Table 1.6). In normed scoring, 1.5 is approximately the average difference (below or above) between LPI self and observer scores. Any question with a variance greater than that invites further analysis.

LPI Individual Question – Answer Variability			
LPI Survey Question	LPI-S Score Avg	LPI-O Score Avg	Avg Score Variability
Develops cooperative relationships among those he/she works with (Enable Others To Act)	9.3	6.6	-2.7
Supports the decisions that people make on their own (Enable Others To Act)	9	7	-2.0
Treats others with dignity and respect (Enable Others To Act)	8.66	6.66	-2.0
Sets a personal example of what he/she expects from others (Model The Way)	9	7	-2.0
Speaks with genuine conviction about the higher meaning and purpose of our work (Inspire A Shared Vision)	9	7.23	-1.77

(Table 1.6) – LPI Individual Question – Answer Variability

Of the thirty total questions, the question with the largest range of discrepancy relates to developing cooperative relationships among co-workers. Based on the information found in the MSCEIT results, this would make sense because of the low emotional relations scores. Conceivably, if the directors were to improve in the emotional relations aspect of emotional intelligence we might see a decrease in the variance on this question in the LPI.

The other questions with large discrepancies would be interesting to evaluate in greater detail in other related studies, but they do not seem to be as connected with emotional intelligence and relationships.

### **Implications**

Recognizing the implications around emotional intelligence and perceived leadership practices, college administrators can act appropriately to focus on improving or maintaining emotional intelligence. A first principle involves encouraging administrators to be aware of their emotions and the emotions of others. Administrators need to work diligently to

accurately perceive emotions; use emotions to facilitate thinking, problem solving, and creativity; understand emotions; and manage emotions (Mayer et al., 2002).

The findings related to emotional relations and developing cooperative relationships, serve as a guide in the idea that administrators can and should focus on engaging others in relationships and being aware of their emotional interactions. This can be approached by listening to others and also having a greater understanding of individuals' desires or needs. The key however is to do so with genuine concern and investment, not by pushing false or forced interaction in the name of relationship building.

If leaders are unable to appropriately manage their emotions and they are wrestling with preservation of the organization's values or allowing their emotions to override those principles, others in their organization will take note and it will have a detrimental impact on both the administrator's ability to lead and the morale of the group.

These findings are significant, and can be integrated into individual administrator development through one-on-ones or other personalized opportunities for teaching or instruction. Another option is to address these through organizational professional development opportunities, speaking to the principles in a more public format allowing for dialog and questions, and reducing the feelings of being "singled out" for adjustment or remediation.

Emotional intelligence, higher education, and leadership are an important trio to navigate successfully the ever-increasing complexities of higher education. Kerr (2001) asked, "Who dares now to look forty years ahead with the same sense of assurance? . . . The only certainty is uncertainty" (p. 207).

Emotional intelligence is a critical tool for college administrative leaders to utilize to successfully and effectively meet the "uncertainty" of the university environment. As

leaders more fully comprehend values, emotions, and implementation, they will have enhanced value in implementing measures and administering programs.

College administrative leaders who possess higher levels of emotional intelligence are particularly well positioned for success, because of the wide-ranging circumstances that these leaders face. Moore (2009) asserted, “Emotional intelligence can be the difference between a high performing school and a low performing school, and leaders who possess high levels of emotional intelligence are more skillful in leading change and cultivating commitment among their staff” (p. 23).

## **Chapter V - Conclusion**

### **Discussion**

Finding these interesting insights in both the Mayer-Salovey-Caruso Emotional Intelligence test, and Kouzes and Posner's Exemplary Leadership Practices in this localized problem of practice study will hopefully encourage others to continue research in this area. One research study does not fill the gap in the literature, and only begs for further exploration. Initially, it does seem that in the college administrative environment, emotional intelligence and perceived leadership are linked, and it may provide insight into further understanding the effectiveness of college administrative leaders. Initial findings such as these can stimulate new questions and invite additional investigation.

The principles behind emotional intelligence and perceiving and managing emotions can be examined in greater detail by reviewing the abundant additional literature on those two branches of emotional intelligence. More can be discovered regarding the Exemplary Leadership Practices by reading Kouzes and Posner's *The Leadership Challenge*, or reviewing the LPI facilitator's guide.

### **Critique Responses**

The critique chapter of the professional practices doctorate dissertation was an especially helpful part of the doctoral learning process. It consisted of critiques of two other individual study manuscripts completed by peer group members. The response section of the manuscript provides the author an opportunity to review and respond to the critiques of his own study.

The Wasden critique was especially helpful because the author conducted a quantitative correlational study. A number of the lessons he learned completing his work allowed for a more critical eye into the details of this author's research.



He begins by suggesting that the author could have reinforced the purpose or problem statements by linking those directly to a quantitative or statistical reference point from the outset. In the dissertation proposal, the author was generally unsure of the connection (if any) that emotional intelligence would have with perceived leadership practices. So initially, the purpose, problem and research questions were more open ended. As the study was conducted, and revisions to the manuscript were made, the author did adapt the original purpose and research questions that guided the study.

In regards to the literature review, Wasden was satisfied with the breakdown of topics but desired a more in-depth review of the instrumentation used in the study. The study author provided history, background definitions and reliability information on the instruments, so the author is somewhat unsure what additional information could have been included.

Addressing the methodology section of the study, Wasden suggested the reader may benefit from additional elaboration on the rationale behind a correlational study. The correlational methodology critique no longer applies since the study was revised into a descriptive study. Wasden goes on to address the low sample size, but recognizes that this would be a good “springboard” study for additional research. Cost of instrumentation and research timelines both played a part in study scope.

He then closes with a commentary on the summary, conclusions and recommendations and references section of the manuscript. He requests a more detailed review of statistical findings. A more detailed review was conceivable, but the author included summary information that was direct and to-the-point and further granular analysis may have drawn the reader away from the most significant findings. Wasden also noted the variety in sources and authors as strengths of the study.

Overall, he felt the study and manuscript met the PPD guidelines but that the conclusion and application of the findings could have been emphasized to a greater extent. Just as if these were peer review critiques received after submission of the manuscript to a journal, these are appropriate and helpful, and with additional time could be addressed to help strengthen the writing and allay the individual reviewers' concerns.

The Caudle critique began with a suggestion that to improve the problem statement, the author could have spoken to the significance of the need for relationships to improve college leadership. On this point, the author disagrees and feels that it was fully addressed in both the introduction and the background of the study. She noted that those same sections supported the problem statement, so the guidance seems somewhat disconnected.

In evaluating the study purpose, Caudle states that it could be more concise or direct. The author's purpose statement was two sentences, but revising down to one may cause the reader to miss some of the focus of the study. It is encouraging when she mentions the research questions are helpful with understanding the author's intentions. Caudle also seems to be in complete agreement regarding the appropriateness and effectiveness of the objectives of the study.

The literature review received positive comments, with the only critique being that the conceptual framework section was brief and that more theoretical reasoning was needed behind the concept of exemplary leadership practices. Exemplary leadership practices were covered in both the literature review section and in the methodology. Combined, these two focus points help walk the reader through the study and help link the sections together. Errors in APA citations and formatting were noted, and did exist, as the reviewer critiqued the document early on in the writing process before final review for formatting was completed.

Caudle then affirmed that the instrumentation was described in detail (interestingly enough, in direct contrast to the Wasden critique); however she did note that more detail could have been included regarding statistical techniques and data analysis. Seeing a similar assessment as the other critique, the author wonders about specifics. Hopefully in a scholarly peer review more detail would be given about the desired end product. In this case, the author feels it has been addressed appropriately, but is open to additional guidance.

Reviewing the study findings, Caudle notes that they are brief and incomplete. Because brevity was not noted in the other critique, the author wonders if the difference between perspectives arises from a peer reviewer who completed a qualitative study. The study findings are presented differently for the two types of research and critiquing one or the other may cause one to view qualitative as too wordy, and the other to see quantitative as too brief. She does mention that the findings are objectively reported. She questions missing data from subordinates. Data from the subordinates is what encompasses the LPI average score. This helps the author note that even though they are included, the details of their inclusion may need to be elaborated on further.

Closing her critique with the summary, recommendations and overall assessment, Caudle notes that the manuscript was in draft form. The author was completing final writing as the document was being reviewed. She notes that recommendations for future study were included and concludes with valid critique of some APA formatting errors. She seems impressed by the study findings, and agrees that it addresses a gap in the research, and is hopeful for additional study and review.

### **Recommendations for Future Study**

The main correlation coefficient between LPI averages and MSCEIT scores for the study was 0.9554. While not statistically significant <sup>(.95)</sup>, obtaining a (.80) significance level

with only three  $n$  and using a two-tailed test, provides the findings necessary to inspire a future correlational study. In addition, future studies could look at possible correlations in the four branch scores and LPI averages.

The first recommendation would be expanding the sample size at the host institution, to see the correlation found among the variables. Completing a similar study at a different institution may also yield findings that could be compared and contrasted with those found in enrollment services. Lastly, the study could also be completed outside of higher education, examining the relationship in a variety of business and personnel sectors.

### **Summary**

The professional practices doctorate dissertation model has not only allowed the practitioner to research a localized problem of practice, but has enhanced the candidate's understanding of the application of theory to practice. The dissertation format of incorporating an individual research study, peer critiques, and an executive white paper provides a variety of examination and review that differs from that of a traditional dissertation.

The value of the professional practices dissertation model is immediately recognizable to the practitioner out in the field. Some traditional academics may question its validity, but only time will tell as these graduates continue contributing to their organizations and assisting in the development of their respective professions. Significant contributions to the profession and to the body of scholarly literature will go a long way in solidifying this option.

I am one who fully embraces the need for adapted education and training for education professionals. The Ph.D., a degree focused on research and faculty development, is matched well with its purpose and will continue on indefinitely as it has for many years.

My hope is that through the work of CPED and the brave institutions that are pioneering the re-examination of the education doctorate, the Ed.D. will emerge as the premier education and training option for education professionals.

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**APPENDIX A**

*Journal of Educational Administration* Requirements

### Journal of Educational Administration

<i>Cabell's Commendable Journal</i>	
<b>SUBMISSION PROCESS:</b>  <b>Electronic Submission Preferred Via Email rthomas@uow.edu.au</b>	
<b>CONTACT INFORMATION:</b>  Allan D Walker, Co-Editor Journal of Educational Administration Dept. Of Education Policy and Leadership Hong Kong Institute of Education 10 Lo Ping Road Tai po, New Territories, Hong Kong China  <b>Phone:</b> 00852 2609 6979 <b>Email:</b> jea@ied.edu.hk <b>Website:</b> www.emeraldinsight.com/jea.htm	<b>REVIEW PROCESS:</b>  <b>Acceptance Rate:</b> 52% <b>Invited Articles:</b> 0-5%  <b>Type of Review:</b> Blind Review <b>External Reviewers:</b> 3 <b>In-House Reviewers:</b> 0 <b>Time to Review:</b> 1-2 months <b>Reviewer's Comments:</b> Yes  <b>Indexed in:</b> ERIC
<b>PUBLICATION INFORMATION:</b>  <b>Sponsor/Publisher:</b> Emerald Group Publishing Limited  <b>Frequency of Issue:</b> 6 Times/Year  <b>Launch Date:</b> Printed: 1963 Electronic:  <b>ISSN:</b> Printed: 0957-8234 Electronic:	<b>MANUSCRIPT SPECIFICATION:</b>  <b>Manuscript Style:</b> See Manuscript Guidelines  <b>Manuscript Length:</b> 26-30  <b>Copies Required:</b> Electronic Only  <b>Reader:</b> Academics, Administrators

**TOPICS:**

Curriculum Studies; Education Management / Administration; Educational Psychology; Educational Technology Systems; Higher Education; Library Science / Information Resources; Reading; Rural Education & Small Schools; Secondary / Adolescent Studies; Teacher Education; Tests, Measurement & Evaluation; Urban Education, Cultural / Non-Traditional.

**MANUSCRIPT GUIDELINES/COMMENTS:****About the Journal**

Administrators are the key to educational progress. That is the message receiving wider and wider credence as educational establishments all over the world grapple with intense pressures in their efforts to deliver higher standards of education across a broader curriculum, with fewer resources. The burden of responsibility increasingly falls on the educational administrator to adapt positively to external pressures and instigate action. The demands faced in this profession are analyzed in this journal, which presents an account of the latest research taking place in the international educational arena.

**Editorial Objectives**

The *Journal of Educational Administration* is for all interested in the practice and theory of educational administration worldwide. It is designed to meet the needs of principals, inspectors, superintendents, directors of education, administrators in institutions of higher education, and of university teachers and students of educational administration.

In seeking to advance thinking in the field, the Editors believe that there is no aspect of education more deserving of disciplined study and research than the administrative process, on which the efficacy of the teaching-learning process so much depends, and that this will best be achieved through an international approach to the field. The Editors are prepared to consider for publication articles of interest to practicing administrators and to students of administration in any country. Articles in the theory and practice of educational administration will be welcomed, but preference will be given to reports of research projects in the area.

For detailed manuscript guidelines, visit the website:

<http://info.emeraldinsight.com/products/journals/journals.htm?id=jea>

**APPENDIX B**

*Perspectives: Policy and Practice Requirements*

**perspectives: policy and practice in higher education**

<i>Cabell's Commendable Journal</i>	
<p><b>SUBMISSION PROCESS:</b></p> <p><b>Electronic Submission Required Via Online Portal</b> <a href="http://mc.manuscriptcentral.com/tpsp">http://mc.manuscriptcentral.com/tpsp</a></p>	
<p align="center"><b>CONTACT INFORMATION:</b></p> <p>Giles H. Brown, Editor perspectives: policy and practice in higher education School of Geographical Sciences University of Bristol University Road Bristol, BS8 1SS United Kingdom</p> <p><b>Phone:</b> +44 (0) 117 928 7875 <b>Email:</b> <a href="mailto:g.h.brown@bristol.ac.uk">g.h.brown@bristol.ac.uk</a> <b>Website:</b> <a href="http://www.tandfonline.com/toe/rmps20/current">http://www.tandfonline.com/toe/rmps20/current</a></p>	<p align="center"><b>REVIEW PROCESS:</b></p> <p><b>Acceptance Rate:</b> 60% <b>Invited Articles:</b> 11-20%</p> <p><b>Type of Review:</b> Blind Review <b>External Reviewers:</b> 1 <b>In-House Reviewers:</b> 3 <b>Time to Review:</b> 1-2 months <b>Reviewer's Comments:</b> Yes</p> <p><b>Indexed in:</b> ERIC</p>
<p align="center"><b>PUBLICATION INFORMATION:</b></p> <p><b>Sponsor/Publisher:</b> Taylor &amp; Francis, Ltd.</p> <p><b>Frequency of Issue:</b> Quarterly</p> <p><b>Launch Date:</b> Printed: 1997 Electronic:</p> <p><b>ISSN:</b> Printed: 1360-3108 Electronic: 1460-7018</p>	<p align="center"><b>MANUSCRIPT SPECIFICATION:</b></p> <p><b>Manuscript Style:</b> See Manuscript Guidelines</p> <p><b>Manuscript Length:</b> 3,500 words maximum</p> <p><b>Copies Required:</b> Electronic Only</p> <p><b>Reader:</b> Academics, Administrators, HE Administrators, Senior HE Leaders and Managers</p>

**TOPICS:**  
Education Management / Administration; Higher Education.

**MANUSCRIPT GUIDELINES/COMMENTS:****Aims & Scope**

*perspectives: policy & practice in higher education* provides higher education managers and administrators with innovative material which analyses and informs their practice of management.

The journal aims to:

- Disseminate ideas which enhance the practical aspects of higher education management and administration;
- Further managers' knowledge and understanding of developments within the current higher education environment;
- Foster debate about the implications of major external influences on the system and key issues for institutional management;
- Provide for the exchange and internationalization of ideas in relation to the management of higher education systems and institutions.

**Peer Review Policy**

All papers in this journal have undergone rigorous peer review, based on initial screening by the Editor-in-Chief and Associate Editors and anonymized refereeing.

For detailed manuscript guidelines, visit:

<http://www.tandfonline.com/action/authorSubmission?journalCode=tpsp20&page=instructions>

**APPENDIX C**

Study Institution IRB Approval Letter





November 11, 2013

Dear Nathan,

Your request to use human subjects for the study entitled *Examining the relationship between Emotional Intelligence & Perceived Leadership Practices* is approved for 12 months from the date of this letter.

Please notify the IRB if you intend to make any significant modifications to the study's design or implementation.

Good luck with your study.

Regards,

A handwritten signature in black ink that reads "Scott J. Bergstrom".

Scott J. Bergstrom, Ph.D.  
Chair, BYU-Idaho Institutional Review Board

**APPENDIX D**

University of Idaho IRB Approval Letter

**University of Idaho**

December 12, 2013

**Office of Research Assurances****Institutional Review Board**

875 Perimeter Drive, MS 3010

Moscow ID 83844-3010

Phone: 208-885-6162

Fax: 208-885-5752

irb@uidaho.edu

To: Kathy Canfield-Davis  
Cc: Nathan A. Relken

From: Traci Craig, PhD  
Chair, University of Idaho Institutional Review Board  
University Research Office  
Moscow, ID 83844-3010

Title: 'Examining the Relationship between Emotional Intelligence and Perceived Leadership Skills and Practices'

Project: 13-289

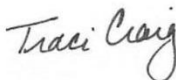
Approved: 12/12/13

Expires: 12/11/14

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On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project is approved as offering no significant risk to human subjects.

This approval is valid for one year from the date of this memo. Should there be significant changes in the protocol for this project, it will be necessary for you to resubmit the protocol for review by the Committee.



Traci Craig

**APPENDIX E**

Informed Consent for Study Participants

### Informed Consent for Study Participants

The University of Idaho and BYU-Idaho Institutional Review Boards have approved this project.

The purpose of this quantitative study is to examine the relationship between Emotional Intelligence and the perceived leadership skills of college administrators.

You are asked to complete the appropriate survey instrument(s) for the study *“Examining the relationship between Emotional Intelligence and the perceived leadership skills of college administrators.”* In the first part of the study, Student Services Directors will complete both the Leadership Practices Inventory (LPI self) and the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), which will take approximately one hour. In the second part of the study, direct report employees will take the Leadership Practices Inventory (Observer), which will take approximately 30 minutes.

There are minimal risks associated with this study. Director level participants may feel uncomfortable about the simple act of completing their individual emotional intelligence assessment, and direct reports may initially feel nervous about evaluating the perceived leadership skills of their supervisor. In this study, none of the study participants will have access to any of the assessed scores at any time. This will alleviate some concerns about self-perception or perceptions of others. In addition, anonymous electronic administration of the tests will remove concerns regarding researcher perception, as the researcher will only be able to evaluate the comprehensive data findings, and will not be able to trace back which specific group from which the results originated. If desired, you will be provided a copy of the paper upon completion of the study.

During the course of this study, you may stop at any time with no penalty. You only need to state that you no longer wish to participate. Your questions about the study will be answered at any time. Data will be stored in a locked file cabinet, with access granted to the below mentioned investigator, faculty sponsor, and research assistants Shane Wasden (wasdens@gmail.com) and Trina Caudle (caudtrin@d91.k12.id.us). All data will be destroyed upon the completion of the study.

Investigator

Nathan Relken (Doctorate Student)  
University of Idaho  
Department of Educational Leadership  
Coeur d’Alene, ID 83814  
Ph. (208) 403-9387  
relkenn@byui.edu

Faculty Sponsor

Kathy Canfield-Davis, Ph.D.  
University of Idaho  
Department of Educational Leadership  
Coeur d’Alene, ID 83814  
Ph. (208) 292-1286  
canfield@uidaho.edu

Thank you for your participation in this study.

**Signature of Principal Investigator** \_\_\_\_\_ **Date** \_\_\_\_\_

I have reviewed this consent form and understand and agree to its contents.

**Participant Name (print please) and Signature** \_\_\_\_\_ **Date** \_\_\_\_\_