WELLS, VIVIAN CRAIG. Emotional Intelligence: The Heart of Public School Administration. (Under the direction of Dr. Paul Bitting, advisor.)

The purpose of this study has been to examine perspectives on the nature of emotional intelligence in public school administration. The perspectives of a school administrator and four stakeholders are reported through the interview process. In addition, this study reports findings from a test of emotional ability (the MSCEIT) taken by each of the participants. Observations by the researcher are also incorporated into the inquiry. In preparation for the study an interview was conducted with Dr. Peter Salovey, Dean at Yale University, who in 1990 along with J. D. Mayer, first coined the term, emotional intelligence, and introduced it to academia. Findings of the study indicate that age and gender do not necessarily dictate one’s level of emotional intelligence as measured by the MSCEIT; administrators with competent levels of emotional intelligence impact the school environment in a positive way; and the nature of emotional intelligence in public school administration can best be characterized by the practices the administrator employs. This study will contribute to the literature currently available on the topic of emotional intelligence. In addition, educational mentoring and training programs may gain insight from this study because of its underlying focus on effective school leadership.
Emotional Intelligence: The Heart of Public School Administration

by
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BIOGRAPHY

The author was born in Charlotte, North Carolina. She received her Bachelor’s Degree in Art and Education from Meredith College in 1974. She taught visual art seventeen years on the elementary level for Wake County Public Schools. From 1980-1985, she was a cast member on a local television series. A light-hearted program produced daily for children, *Frog Hollow* emphasized the teaching of moral values and problem-solving techniques through the depiction of humorous and real-life situations. The show won a national Iris Award for its production on the topic of child abduction and missing children. In 1987-1988, the author received a Fulbright Award and spent a year teaching middle school English, art, and physical education in West Yorkshire, England. She received her Master’s Degree in Educational Administration from North Carolina State University in 1995. In 2000, she received an International Institute of Education Award, and was selected from a national pool of applicants as a delegate to Japan to study schooling and the Japanese culture. The author has served as an assistant principal at three elementary schools in Wake County, NC and is currently serving as an administrator at a high school. In 2001, she was one of five nominees for Assistant Principal of the Year. She has been a member of the planning and advisory board for the A+ Schools of North Carolina and a member of the Executive Board of the Division of Principals and Assistant Principals for Wake County Public Schools. Still involved in the arts, the author exhibits locally and has received local and state recognition for her work.
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CHAPTER ONE: INTRODUCTION

Definition of Emotional Intelligence and Importance of the Study

Emotional intelligence is closely linked to social intelligence and the personal intelligences and is defined as a set of human abilities that add up to a different way of being smart (Goleman, 1995). It is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It is an element of human intelligence most readily exhibited by qualities that mark people who excel in life (Goleman, 1995). These qualities include: self-awareness and impulse control, persistence, zeal and self-motivation, empathy and social deftness. Goleman says people who possess these qualities have relationships that flourish, and that they perform as stars in the workplace. Further, Goleman (1995) claims these qualities are regarded as hallmarks of character and self-discipline and of altruism and compassion; basic capacities needed if our society is to thrive.

The competencies and skills of emotional intelligence determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Spielberger, 2004). In 1990, Salovey and Mayer were the first to coin the term, emotional intelligence, and they described it 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 thinking and action” (Salovey & Mayer, 1990). Although Salovey and Mayer first introduced the term to academia, Goleman receives much of the credit for the popularity of this phenomenon in society, due to the emergence of his book in 1995 entitled, Emotional Intelligence: Why it can matter more than IQ.

Specifically, this study will look at perspectives on the nature of emotional intelligence in school administration. The question I am exploring is stated as follows: What is the nature of emotional intelligence in school administration as perceived by particular members of a school
community? This study is important for reasons that will be examined here. First, current studies on emotional intelligence have focused largely on leadership organizations, various groups and leaders in the business arena, and on ways in which to implement emotional intelligence in organizations and within the school setting. My study, a case study involving five participants, with a focus on school administration, therefore, is needed.

A second imperative for my study involves “personalization” and enhancing the personal knowledge and effectiveness of practicing school administrators. Administrators I know and work with are cognizant of the need to know staff and students on a personal level. They are seeking to create comfortable and more productive relationships in the school setting. Emotional intelligence connects to this idea of personalization in that it involves the ways in which we relate to others. Current school leaders can profit on a personal level by having a broader understanding of emotional intelligence and the inherent skills that make us who we are (D’Arcangelo, 1998). Goleman (2002) states research has shown leaders’ moods and actions have impact on those they lead. He claims studies have shed light on the power of emotionally intelligent leadership and its innate capacity to inspire others, motivate people, and keep them committed. It is important in light of Goleman’s claims and in order to develop more personalization in our schools, that school executives make application of their own emotional intelligence in the school setting. By doing so, they will be more effective leaders and they will have more influence with all stakeholders in the school community.

Palmer (1998) expresses the importance of personal knowledge or self-knowledge as it relates to students: “Knowing my students depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life…and when I cannot see them clearly, I cannot teach them well” (p. 2). Although Palmer’s statement relates more to the teacher’s role, I would assert there is not an administrator around who has relinquished the job of teacher, just because he or she has moved into management.
School leaders are constantly teaching, leading, and guiding all people who are part of the school family.

Enhancing the personal knowledge of the school administrator is important as it relates to personal effectiveness. It is also important in terms of professional effectiveness. A third imperative for this study then, is to assist administrators not only with personal but professional effectiveness. Goleman (2002) states “the fundamental task of leaders is to prime good feeling in those they lead,” and that occurs, he says, “when a leader creates resonance; a reservoir of positivity that frees the best in people. At its root, the primal job of leadership is emotional” (p. 1). School leaders seek to have better performing schools. In terms of accountability, staff and administrator effectiveness is reflected in a school’s performance. If emotionally intelligent leadership brings out the best in people, then one can surmise it will have a positive effect on performance as well as overall school climate.

Conversely, a lack of emotional intelligence can negatively affect climate. According to Goleman (2002), it can sabotage intellect and ruin careers. He says the greatest toll is on children; for whom risks include depression, eating disorders, unwanted pregnancies, aggressiveness, and violence. The previous sentence contains only a few of the risk factors for students that administrators deal with in the schools today. If becoming more emotionally intelligent can assist in dealing with these factors, then clearly there is a fourth imperative for research on the topic.

Research for this study was conducted by reviewing books and articles at university and local libraries; on the Web, using the search engines Google, APA Psych Net, and the NCSU database ERIC; and by talking with people who have knowledge of the concept of emotional intelligence. I have reviewed information published by the Consortium for Research on Emotional Intelligence in Organizations, and I have conducted an interview with Dr. Peter Salovey, Dean at Yale University and an early co-formulator of the theory of emotional intelligence. Additionally, I have reviewed
literature on “overlapping research.” This overlapping research includes topics that relate to emotional intelligence such as brain and behavioral research, the arts and creativity, multiple intelligence theory, and leadership. These related topics will be discussed in Chapter Two: The Literature Review.

In summary, this study is important for the four reasons discussed above: 1) more studies are needed on the topic of emotional intelligence and the school leader specifically; 2) this study will assist in enhancing the personal effectiveness of the school administrator; 3) this study will assist in enhancing the professional effectiveness of the school administrator; 4) this study will provide information that may assist administrators in dealing with student risk factors.

The role of a school leader and the nature of school administration is complex. We know from previous research that a leader’s style influences the people he or she leads and it can positively influence school climate as well as student achievement outcomes (Edmonds, 1979). By viewing the role of the school leader through an emotional intelligence framework, another avenue is provided for looking at administrator effects. For purposes of this study, these effects or influences might be characterized as a “way of being” in the school setting. Focused on the concept of emotional intelligence and specific to educational administration, this study will add to the literature on emotional intelligence. In addition, it will add an element to research on leadership styles, which are formed, in part, through one’s emotional intelligence.

**Background and Purposes of the Study**

Having risen through the ranks to public school administration by virtue of an arts education, I often find myself in conflict with the emphasis placed on testing in the schools today. At times I wonder what we are actually teaching our children. Sometimes the message appears to be that the end product, the grade, or the test result is all that really matters. Do our children understand? Do they understand that the process of learning and acquiring knowledge is equally, if not more
important than the resulting test score? Do they understand that learning is about growth and not necessarily about product and performance? Do students understand that what appears to be on the surface of things is not always the truth or even representative of reality? (A grade does not necessarily represent what one has learned; it is more an assessment of how one performs at a given time.)

As a former art teacher, it is my perception that art educators in particular, know on a very basic level about the importance of process and the learning inherent therein. Through the creative endeavor, they experience flexibility and also understand how to take an idea or hunch and build upon it, or make it into something concrete. Arts teachers have often regarded testing as a necessary evil for other subjects and for the most part, do not feel it precludes personal motivation or achievement.

Success and performance in the arts has traditionally meant students were achieving by means of right brain or emotion-based skills. In our schools those skills have not been considered as important as skills associated with the left brain such as math and science, or those skills that could be validated through standardized testing. I believe this is a flaw in our thinking and in our educational system.

My background and experience in the arts and currently, my role in education as a school administrator underlies my interest in the topic of emotional intelligence. This interest is expressed by Sylwester (1998) in the paragraph below:

The emotional system tells us whether a thing is important; whether we ought to put any energy into it. We’ve basically ignored emotion for years. We didn’t know how to regulate it, evaluate it, or measure it. We’ve told kids that school is for learning and memorizing, and if they want to have emotion, have it at recess or after school. Or, if we’re going to have emotion in school,
we’ll put it in art class. The biggest single problem of our profession is that we never learned how to deal with emotion in school (p. 25).

As educational leaders, administrators are looked to for guidance in terms of increasing academic performance. And, whether they are consciously doing it or not, these same administrators model what a relationship can be in the school setting; an association with others that influences the things we actually do. As Cohen (1999) expresses in the following paragraph, it is necessary for school administrators to hone their emotional intelligence and relationship skills in order to be more effective leaders in today’s society.

Educators have developed a range of linguistic, mathematical, artistic, and kinesthetic programs specifically designed for various at-risk groups. In addition, something that educators do is to further the development of meaningful relationships with their students. Virtually all learning happens within the context of human relationships. So, even if we do not consciously influence our students in this manner, the contacts we have with individual students affect how they feel about themselves and what they are learning. Relationships do not just happen. They are facilitated by what we do. How we structure a classroom, for example, or the extent to which we reach out to students importantly determine the kind of relationship that will ensue: close or distant, caring or cold, primarily focused on academics, or attuned to other factors in addition to academic functioning (p. 17).

Stephen Covey, (1991) states in Principle-Centered Leadership, “personal effectiveness is the foundation of interpersonal effectiveness” (p. 60). In order to cultivate interpersonal effectiveness
and build quality relationships in a school, an educational administrator needs good intrapersonal skills. Howard Gardner (1999) also talks about the personal intelligences. In *Intelligence Reframed*, he states “people with particularly strong intrapersonal or self-intelligence are prized because they can make optimal use of their talents, especially under rapidly changing conditions; they know best how to mesh their talents with those of their coworkers” (p. 200). A leader who possesses intrapersonal intelligence or the ability to understand self, and also has the talent for understanding others (interpersonal intelligence) will ultimately be a more effective leader.

It is becoming more apparent in today’s society that the role of the school is not just about the production of smart people and good workers; but also, teaching students about life and how to function in this diverse new world. Whatever the opinion, there is growing consensus about the role of the school in developing the whole child…academically, socially, and emotionally…to make the next generation of people knowledgeable, responsible, and caring adults (Shriver, Schwab-Stone, & DeFalco, 1999).

Acknowledging that emotional intelligence, as Goleman (1995) claims, matters in terms of how we “do in life,” and that the emotional competency of a school leader effects school climate, this study will look at leadership and investigate how emotional intelligence factors interact for the administrator within the school setting. It will provide information that can assist in better understanding the complexity of school administration.

**Role of the Researcher**

I have been interested in the idea of emotional intelligence since Goleman’s book was first published in 1995. In *Emotional Intelligence: Why it can matter more than IQ*, Goleman argues that our view of human intelligence is far too narrow. He claims the traditional view of intelligence ignores a range of abilities that affect our happiness and successes in life. Goleman defines and explains these abilities in his book; abilities such as self-awareness, persistence, zeal and others that
altogether, he claims, contribute to our over-all intelligence and more specifically, our emotional intelligence.

Having gone through a particularly difficult divorce in the mid 1980’s that continued to raise its ugly head at various times when my children were young, I often read books to try and find answers to my life. I was raised in a close-knit Southern Baptist family where divorce and legal problems were not really a part of the setting. I guess I would say my parents tried to shield us from trouble and also from the pain people could cause each other. Goleman’s book was one of those books that seemed to make the pieces to the puzzle of my life fit together. Maybe it was more about the fact that I had grown up through the years and at the time of this book’s appearance, was better able to digest this sort of information or connect it to important events in my life. At any rate, what he was saying about this “emotional intelligence thing” made a lot of sense to me.

Being an art major in college, I especially perked up when reading the language associated with emotional intelligence. I was not a particularly good standardized test taker; not that I was a poor student by any means. I was an A-B student. But, passion was not aroused in me when I had to take tests or when I was doing algebra or geometry. I liked the language of creativity, perception, feeling, and noting that there was such a thing as an “intelligence of the heart.”

Schooling had not really raised the arts and creativity, or one’s opinions or feelings on a subject to the level of respect that one received for high marks in math. If you did a fabulous job on a painting, mostly you got “oh, that’s really nice” from your teachers. I did have a lot of friends and was voted the most popular girl in my high school class, so after I read about Goleman’s emotional intelligence…that part about relationship skills being important…and after reading about Howard Gardner’s multiple intelligences too, I guess I felt that many of the things I had been taught and experienced in the small town where I grew up were more valid.
I think I learned a great deal about emotional intelligence in my family. Although my parents tried to shield us from trouble or pain, our home was a supportive place where problems were discussed and not swept under the rug or ignored if they got difficult. We were allowed to talk about difficult events that happened in the family if we wanted to, or until we worked out our feelings. Children were treasured, big family reunions were always fun, my grandmother told lots of stories, we went on great vacations, and we went to church every Sunday. I think life was pretty much an adventure. We worked hard and we played hard. My brother and sisters and I always felt loved and safe and were encouraged to try new things, and to say what we thought at the dinner table. That’s not to say we weren’t disciplined when we did wrong; we were; but I have never felt my parents treated us badly. I have listened to the stories of some of my friends who blame their parents and others in their past for problems they are having today and have wondered if their lives could have really been that bad. My life growing up just wasn’t that bad.

In my family, I was the first born out of five children. People say that means you are the achiever in the family. I have always been persistent; I take risks and follow through on projects that I start, but my siblings also do the same. I think it has more to do with what our parents taught us about being independent and self-motivated. Factors or qualities encompassed in the definition of emotional intelligence such as self-motivation, self-awareness, persistence, and empathy were all qualities that I learned about in my first family.

Emotional intelligence or this “other way of being smart” is something very basic that interests me. My role as researcher in this study is personal. It is personal precisely because of my background. My interest in emotional intelligence is due to my understanding of my childhood, my experiences in life with other people, my experiences as an arts teacher and practicing artist, and my experiences as a school administrator. This history grants me a platform from which I can inquire and explore in regards to the topic.
My role in this study is also professional. It is professional because as a current school administrator I recognize the need to have an effect on students and faculty in the schools in a different way. Administrators need to balance management with solid leadership skills that are underlined with emotional intelligence. Emotionally intelligent leadership is a new twist that adds to the body of research on leadership style. I am interested in exploring its existence and degree of effect in the schools through the lens of my own role as a professional educator.

When I became an administrator, I left the familiarity of years in arts education in order to manage people and things in a school. This management/leadership role was a whole different way of dealing with my job and often I didn’t like the parts I had to play. Some of those distasteful parts or roles have included mediating between dueling parents, putting an ineffective teacher on an action plan, and suspending kids. I certainly didn’t have to do those sorts of things when I was teaching kids how to draw. Making that switch in my professional life from a right-brained type of job in the arts to a left-brained management position was difficult to say the least.

Previous to this study on emotional intelligence and during my first years as a school administrator, I did a pilot study entitled Within Their Hearts and Souls...The Artist Administrators of Wake County Schools (Wells, 2000). This study was about artists who become school administrators. I think I wanted to figure out why I had made this right-brain, left-brained switch in my professional life. I learned some very important things. My study on artist administrators revealed the following:

In summary, this study reveals that artist administrators fit the pattern of the typical school administrator as far as the behaviors that were considered. Artist administrators are in the minority when certification areas are compared across the range of administrator certifications. When considering certification areas, artist administrators can be viewed a bit different from the norm.
The arts background of the artist administrator has allowed a minority path on the road to becoming a school leader. This path is underlined with an influence of creativity that the typical administrator might not have. This creator influence appears to be an advantage when a creative nature and the indirect power of persuasion learned therein can be transferred to more direct powers of persuasion needed for leadership (p. 22).

Ultimately, creativity can be an advantage in any type of work. There is a close connection to emotional intelligence here. Brain research tells us that the frontal lobes of the brain (the area around the forehead that processes emotional messages) are involved in purposeful acts like creativity, judgment, problem solving, and planning (D’Arcangelo, 1998). And according to Sylwester (1998), it is the emotional system itself that actually alerts us and tells us whether something is important enough to create or judge, or if we need to solve a particular problem or plan something.

Sylwester (1998) says there is much overlap and interplay between creativity, experience in the arts, and this idea of one’s emotional intelligence. He explains that creativity is central to the quality of our lives and therefore to our spirits. He says that the spirit is often thought of as being meshed with emotion, and that the human brain with its emotional intelligence and all of its intelligences isn’t just about staying alive; it is essentially about the things we do and the quality of our lives as well.

Besides being both personal and professional, my role as researcher in this study also extends to what I will actually do. Merriam (1998) says: “in a qualitative study the investigator is the primary instrument for gathering and analyzing data and, as such, can respond to the situation by maximizing opportunities for collecting and producing meaningful information” (p. 20). She further states that “apart from being able to tolerate ambiguity and being a sensitive observer and analyst, the
qualitative researcher must be a good communicator. A good communicator empathizes with the participants, establishes rapport, asks good questions, and listens intently” (p. 23). Merriam claims that empathy is the foundation of good rapport and says a researcher is better able to have a conversation with purpose in an atmosphere of trust. Ironically, these interview skills as described by Merriam, are inherent in this study. They relate directly to skills associated with emotional intelligence. One might conclude that my role as researcher is not only personal and professional, but somewhat about “practicing what I preach” and that ultimately, I will need to use the emotional intelligence I possess to obtain quality data from my participants.

**Theoretical Framework**

The theoretical framework of a qualitative study is derived from the orientation or stance that is brought to the study (Merriam, 1998). This disciplinary orientation is the lens through which one views the world. In *The Encyclopedia of Applied Psychology*, Spielberger (2004) states there are currently three major conceptual models of emotional intelligence: (1) the Salovey-Mayer model which defines this construct as the ability to perceive, understand, manage, and use emotions to facilitate thinking, measured by an ability based measure; (2) the Goleman model which views the construct as an array of skills and competencies that drive managerial performance, measured by a multi-rater assessment; and (3) the Bar-On model which describes a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior, measured by self-report.

The Salovey-Mayer model is an appropriate model for my study. I will use the MSCEIT or the Mayer-Salovey-Caruso Emotional Intelligence Test to assess the emotional capacities of my participants. This test was designed to assess a person’s capacity to identify emotions, to use emotions to facilitate thought, to understand emotional meanings, and to know how to manage emotions. It will provide a baseline, establishing each participant’s ability and knowledge in these
areas. This is important to my study because the participants’ understanding of their own emotional intelligence may affect their interview responses and in general, how they view emotional intelligence in the educational arena.

The theoretical framework described by Goleman is grounded in psychology and is also an appropriate model for my study because it targets management. Goleman claims emotional intelligence is a different way of being smart. This study will investigate how the “emotional smarts” of a school administrator impact the school environment. In terms of school leaders, it is important for administrators to evaluate their own emotional competency. By looking at how effectively they understand and express themselves, understand and relate to others, and cope with the demands of their jobs (Spielberger, 2004); they will be taking steps to enhance their roles as leaders. The use of emotional intelligence in leadership presents a different way of leading people, one that seems more caring and humane.

Howard Gardner’s *Theory of Multiple Intelligences* is a third basis for my inquiry. His alternative view and definition of what intelligence is in today’s society is a comprehensive definition that addresses the various abilities people possess. Gardner (1983) says the following about intelligence:

> In my view, if we are to encompass adequately the realm of human cognition, it is necessary to include a far wider and more universal set of competencies than we have ordinarily considered. And it is necessary to remain open to the possibility that many…if not most…of the competencies do not lend themselves to measurement by standard verbal methods, which rely heavily on a blend of logical and linguistic abilities. With such considerations in mind, I have formulated a definition of what I call “intelligence.” An intelligence
is the ability to solve problems, or to create products, that are valued within one or more cultural settings...a definition that says nothing about the sources of these abilities or the proper means of “testing” them (p. x).

The personal intelligences, intra and interpersonal intelligence, as defined by Gardner, are closely linked to Goleman’s view of emotional intelligence. Intrapersonal intelligence is the capacity to reach one’s own feelings and make discriminations among them (McCall, 1988). Self-awareness, impulse control, persistence, zeal and self-motivation are identified by Goleman as being part of one’s emotional intelligence and would be considered intrapersonal skills. Interpersonal intelligence is the capacity to notice and discriminate among the moods, temperaments, and intentions of others. Empathy and social deftness would be considered interpersonal skills in Goleman’s emotional intelligence framework.

I see degrees of emotional intelligence being used in situations at school through students’ activities and their interactions with others every day; for example: persistence (an intrapersonal skill) when an athlete runs a play over and over again until he perfects it; or impulse control (also an intrapersonal skill) when a student turns away from a confrontation and resists a fight. Success in both of these examples can be attributed to the individual student’s emotional intelligence; specifically his or her management of emotions and/or good decision making skills.

As human beings, I think we tend to analyze our problems, questions, and concerns in separate form, believing that when we take something apart, we had better understand how it works and what it is. The emotional system of our brains, rather, our emotional intelligence, does not seem to be something we can easily take apart and analyze. We can see its effects and we know the things we feel. We know good and bad emotion. But because emotion seems to be that under-the-surface capacity that fuels our very nature, it’s hard to separate it out and know that we truly have an accurate picture.
This study seeks to paint a picture of emotional intelligence and provide insight into its existence and degree of effect in school administration through the eyes of a school administrator and particular members of the school community. I have framed my study around the Salovey-Mayer model of emotional ability, Goleman’s theory that targets managerial performance, and Gardner’s work on the personal intelligences or those abilities identified as being related to the personal and social competencies inherent in emotional intelligence. Salovey and Mayer, and Goleman and Gardner, along with other current researchers, will be discussed further in the literature review section of this paper.

History or Notions of Intelligence

The evolution and history or notions of human intelligence through the years provides background for this study. Past researchers have looked at intelligence through a variety of lenses, theorizing different aspects of its nature and existence. Their work has influenced the work of current researchers. It is important that the reader understand what has transpired in the past and how we have come to expand our knowledge of what intelligence is today. In this section, I will briefly discuss a few historical theories and other events relating to the general topic of human intelligence that have developed over the last one hundred and fifty years. Additionally, current theorists will be discussed and current ideas will be interjected into the discussion for explanation and clarity.

In 1860, Charles Darwin established the scientific case for the origin and evolution of all species (Gardner, 1999). He was also curious about the development of psychological traits, including intellectual and emotional ones. A wide range of scholars pondered intellectual differences across the species, as well as within certain groups such as children, adults, and geniuses. Francis Galton, a cousin of Darwin’s, worked to assemble empirical evidence of people’s intellectual differences (Gardner, 1999).

One of the first tests of intelligence was fashioned by the French psychologist, Alfred Binet
(Gardner, 1999). He was particularly interested in children. His tests were heavily weighted toward measuring: verbal memory, verbal reasoning, numerical reasoning, the appreciation of logical sequences, and the ability to state how one would solve problems. By 1912, Wilhelm Stern devised a system for measuring the ratio of one’s mental age to one’s chronological age; this became known as the intelligence quotient or IQ (Gardner, 1999).

Binet’s test was originally administered to test takers one on one, but by the 1920’s and in the United States, Stanford University’s Lewis Terman had adapted Binet’s work, creating versions of the test that could be administered to groups (Gardner, 1999). IQ tests were the subject of much criticism, but the conceptualization of intelligence did not advance in the immediate decades following the contributions of Binet, Terman, and their colleagues. So long as the tests continued to yield reasonable predictions about people’s success in school, it wasn’t necessary to look too deeply into their meaning or explore other views of what intelligence might be (Gardner, 1999).

Many researchers contributed to the current knowledge base on the topic of human intelligence. Among those early researchers whose work is relevant to this study are Dewey, Freud, Erikson, Piaget, Vygotsky, and Kohlberg.

John Dewey (1859-1952) believed that learning was interactive with one’s environment and that one’s experience in life was a valuable teacher. Dewey claimed that learning takes place when there is relevance or meaning present for the individual (Sprinthall & Collins, 1995). Dewey’s idea of relevant or meaningful learning is explained by current authors Caine and Caine, in terms of our emotional system and its connection to learning. In Making Connections: Teaching and the Human Brain (1991), the authors state that there are principles that drive learning and that every human being is driven to search for meaning. They claim that we learn to some extent through our interactions with others and because ours is a social brain, it is important to build authentic relationships.
Further Caine and Caine explain that we try to create patterns from our environment when we search for meaning and understanding. Thinking and feeling are connected here because our creating of patterns for meaning is based in our emotional system (Caine & Caine, 1991). One might ask what the relevance is for the educator and for the learner. As teachers, we need to help learners create meaning: a felt meaning or a sense of relationship to a subject, in addition to an intellectual understanding. We need to deeply engage learners with their purposes, values, and interests. Caine and Caine claim that once educators, parents, and leaders grasp this complexity, they will begin to function differently in their lives; their relationships with students and their behaviors will change.

In the mid to late 1800’s and early 1900’s, Sigmund Freud was working with the concept of personal development. He sought understanding between personality structure and behavior. He believed the brain functioned on three levels: the id or pre-conscious thought, the ego or conscious thought, and the superego or unconscious thought. He also believed that personality development was established during the first six years of life. Freud’s work contributed to our understanding of the effects of childhood on our personalities as adults (Sprinthall & Collins, 1995).

Erik Erikson was a student of Freud’s who began his professional career as an artist. He saw psychological growth happening progressively for the individual in stages of personal development (Sprinthall & Collins, 1995). He claimed that personality identity was formed in the early years of a person’s life, years 3-6, and that emotions and feelings were genuine for a child of that age and should be accepted. During years 6-12, Erikson said that personal and emotional development turned outward; a child’s home still retained significant influence on his personality, but other areas of his life began to contribute influence. During adolescence, Erikson felt that children were more able to recognize feelings and emotion in self and in others, that they could understand symbolism, and that they could more readily see subjective and objective reality. Erikson’s contribution to the study of psychological and cognitive growth was to bring the problem of personality growth, as identified by
Freud, out of pathology and integrate it into the process of healthy personality development (Sprinthall & Collins, 1995).

Both Freud and Erikson worked with feelings and emotions and identified emotion as an origin of personality development. Our knowledge of the concept of emotion has broadened. We have come to look at emotion as more than just a basis of one’s personality. Many theorists today see it as a primary brain fuel that permeates over-all intelligence. Gardner (1999) views emotional life as a key ingredient of personal intelligence and he stresses the role one’s personal intelligence plays in life-course decisions.

Jean Piaget’s studies supported John Dewey’s early ideas about learning and intelligence. Piaget was working in Switzerland in the early to mid 1900’s. He believed that intelligence was not fixed and that cognitive growth took place in stages (Sprinthall & Collins, 1995). His theory of intelligence could be likened to the stages of a butterfly; progression from egg to caterpillar to butterfly. He investigated children learning in their surroundings and saw progression through developmental levels which he called the stages of cognitive growth. Piaget said that cognitive activity was based on experiences filtered through the senses or the emotions, and also on interaction with one’s environment. He was concerned about cognitive and affective or emotional growth, and claimed it was important to look at the stage an individual was operating in when assessing intelligence (Sprinthall & Collins, 1995).

Educator Robert Sylwester (1998) claims the education profession today pays little attention to affective growth. And yet, he says, our affective system or our emotional system actually drives attention, which ultimately drives learning and memory and everything else we humans do. Sylwester says it is biologically impossible to learn and remember anything we don’t pay attention to. He explains that people are emotional beings, physical beings, and cognitive beings, and he says that in education, if learners are not engaging their positive emotions, they may feel a void; one which
might be filled outside the school setting (Sylwester, 1998). Sylwester says the emotional system is basic to learning; I think Piaget would agree with this claim.

In the mid to late 1900’s, Vygotsky, a Russian psychologist, conducted studies that connected to the findings of Dewey as well as Piaget. His work focused on projects and hands-on experiences for the learner and further, application of the learned material. He believed the learner’s involvement with his work was critical. He called memorization “fossilization” and was more concerned about comprehension resulting from meaningful activities. He felt effective teaching challenged the learner or marched ahead of the developmental stage of the learner. He called this concept “the zone of proximal growth” (Sprinthall & Collins, 1995), and further explained this zone could be likened to a range of potential each person has for learning, with that learning being shaped by the social environment in which it takes place.

In a 1998 article from *Educational Leadership*, entitled “How the Brain Learns,” D’Arcangelo interviews theorists currently working with brain research and the emotional system. One researcher, Eric Jensen, is interested in the engagement of productive emotions in an educational setting. He says these emotions underlie positive learning situations, but an excess of any emotion is counterproductive, and emotions such as anger, rage, sarcasm, and the like should be forbidden. He further explains that when we look at the opposite of emotion or its absence, we find dangerous problems in our schools. If a student can hit another student without remorse, that’s a serious problem. In the schools, Jensen says we need to be talking about a healthy middle ground where we engage emotions that fuel learning and create a positive environment (D’Arcangelo, 1998).

Daniel Goleman (1995) explains emotional intelligence by describing it in terms of capacities having to do with knowledge of emotions, control of emotions, and sensitivity to emotional states. He and Gardner part ways however, when Goleman speaks of it entailing a set of recommended behaviors; for example, empathy. Gardner makes the distinction between emotional intelligence and
a sphere of values or social policy, claiming that values enter the realm of morality and are connected more to a moral domain than to emotional intelligence (Gardner, 1999).

Gardner (1999) explains that the moral domain is separate from the physical domain which is characterized by laws that govern physical objects. It is also separate from the biological domain or laws that govern the physiological processes in living entities. Further, the moral domain is separate from the social domain which is defined by the play of activities and relations among humans; and it is separate from the psychological domain, or laws that pertain to thoughts, behaviors, feelings, and actions. One enters a moral domain when considering principles that pertain to respect for all forms of life. If there is a moral domain, should we speak of people being more or less morally intelligent? Should we adopt a code that defines what moral intelligence actually is (Gardner, 1999)?

Despite the argument for or against moral intelligence and its connection to emotional intelligence, Lawrence Kohlberg’s Theory of Moral Development contributes to our understanding of intelligence and personality, and the underlying emotional system. In the 1960’s, working at Harvard, Kohlberg found that character development and moral development occur in developmental sequence with each stage being qualitatively different from the preceding stage (Kuhmerker, 1991). He said that each stage created a new system of mental organization. Brain and behavioral researchers today suggest that just that one idea of mental organization connects to our brain’s emotional activity. In simple terms, we use emotions to help organize thought and in that organization of thought, there may be a connection to moral theory.

In summary, it is important when attempting to understand the concept of emotional intelligence that we look at history and the progression of theories related to the basic idea of human intelligence. We need to look at what past researchers were doing and how they came to contribute to this current field of knowledge (see Table 1.1). There are many theories related to the idea of emotional intelligence with only a few presented briefly here as background for this study.
<table>
<thead>
<tr>
<th>Researcher</th>
<th>Theory/ Basic Ideas</th>
<th>Time Frame/ Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Darwin</td>
<td>Origin and evolution of the species.</td>
<td>1809-1882, England</td>
</tr>
<tr>
<td>Francis Galton</td>
<td>Work with human intellect and differences.</td>
<td>1820's, England</td>
</tr>
<tr>
<td>Alfred Binet</td>
<td>One of the first tests of intelligence. Intelligences is fixed at birth; can be measured quantitatively.</td>
<td>1857-1911, France</td>
</tr>
<tr>
<td>John Dewey</td>
<td>Learning is interactive with environment.</td>
<td>1871-1938, University of Berlin. Duke Univ. (1933-38)</td>
</tr>
<tr>
<td>Alfred Binet</td>
<td>One of the first tests of intelligence. Intelligence is fixed at birth; can be measured quantitatively.</td>
<td>1857-1911, France</td>
</tr>
<tr>
<td>Lewis Terman</td>
<td>Adapted Binet’s work to group tests.</td>
<td>1877-1956, Stanford Univ.</td>
</tr>
<tr>
<td>Sigmund Freud</td>
<td>Personality structure and behavioral research.</td>
<td>Late 1800’s-early 1900’s, University of Vienna</td>
</tr>
<tr>
<td>Erik Erikson</td>
<td>Personality and emotional development. Student of Freud’s who expanded his theories.</td>
<td>Early to mid 1900’s, University of California, Yale University</td>
</tr>
<tr>
<td>Jane Loevinger</td>
<td>Ego Development, assistant for Erik Erikson. Gave voice to women’s experience. Her Sentence Completion Test is a method of personality assessment.</td>
<td>Mid to late 1900’s, University of California, Washington University in St. Louis, Mo.</td>
</tr>
<tr>
<td>Hugh Harshorne, Mark May</td>
<td>Character Education...choices to do the right thing are situational.</td>
<td>1920’s, University of Chicago</td>
</tr>
<tr>
<td>Jean Piaget</td>
<td>Cognitive growth takes place in stages. Cognition is an active and interactive process.</td>
<td>1930-60, working in Switzerland</td>
</tr>
<tr>
<td>Lev Vygotsky</td>
<td>Hands-on experiences, comprehension important. Developed concept, “zone of proximal growth.”</td>
<td>Mid to late 1900’s, Russia</td>
</tr>
<tr>
<td>Arnold Gesell</td>
<td>First to claim intellectual growth occurs in unvarying sequence. Established Institute of Child Development.</td>
<td>1940’s, Yale University</td>
</tr>
<tr>
<td>Lawrence Kohlberg</td>
<td>Theory of Moral Development. Moral development occurs in sequential stages. Specific age-related stages of growth.</td>
<td>1960’s, University of Chicago, Harvard University</td>
</tr>
<tr>
<td>Carol Gilligan</td>
<td>Moral development...expansion on Kohlberg’s ideas. Claimed his theory was gender-biased and that human compassion was missing from his ideas.</td>
<td>1936-present, Harvard University</td>
</tr>
<tr>
<td>Howard Gardner</td>
<td>Theory of Multiple Intelligences.</td>
<td>1980’s, Harvard University</td>
</tr>
<tr>
<td>Hans Furth</td>
<td>Expansion on Piaget’s notion of accommodation and assimilation.</td>
<td>1981, University of Chicago</td>
</tr>
<tr>
<td>Patricia Arlin</td>
<td>Abstract reasoning, problem solving. Expansion of Piaget’s post-formal operations.</td>
<td>1986, University of British Columbia</td>
</tr>
<tr>
<td>Antonio Damasio</td>
<td>View of how reason and emotion interact to produce decisions, beliefs, plans for action.</td>
<td>1994, University of Iowa College of Medicine</td>
</tr>
<tr>
<td>Daniel Goleman</td>
<td>Developed Theory of Emotional Intelligence.</td>
<td>1995, Harvard University</td>
</tr>
</tbody>
</table>
Limitations of the Study

My research on the nature of emotional intelligence in school administration can be described as an in-depth case study bound by time (data will be collected over a three-month period) and bound by place (a single school campus). I will work with five participants on the same school campus. While the sample and scope of the study may be limited, my purpose is to gain an in-depth understanding of the phenomenon being investigated by conscientiously recording data and accurately reporting, describing, and depicting the information obtained.

I will diversify my sample by selecting participants who bring different perspectives to the study. Each participant will hold a different position in the school: an administrator (the leader); a parent, teacher, staff member, and student (persons representative of different groups being led). Because no single source of information can be trusted to provide a comprehensive picture, I will employ triangulation in the study by collecting, analyzing, and cross-checking the data. Multiple sources will be used for data collection. These will include an ability-based test, face-to-face interviews, observations, and information gained from member checking and peer review.

Merriam (1998) says that qualitative case studies are limited by the integrity of the investigator. It is not the purpose of this investigator to pass judgment on any of the participants or on their responses or opinions. Like most qualitative studies that conduct interviews, this one will also involve the researcher’s ability to communicate effectively with respondents so that they are comfortable in the interview setting. The topic of emotional intelligence presents itself as somewhat of a sensitive issue, in that participants, particularly the administrator, may be asked to reveal information that might be considered personal. The limitation as described here in terms of the sensitivity of the topic will be addressed, I believe, through the investigator’s ability to create a comfortable setting, to empathize with the respondents and gain trust, and through the quality of the investigator’s interviewing and reporting.
In analyzing the sincerity of participant responses, the investigator must rely on personal knowledge while retaining the focuses of the study on processes, meaning, and understanding. The job in reporting information is not to determine whether someone is right or wrong or even truthful for that matter; but rather, according to Guba and Lincoln (1981), to describe, emphasize, compare, portray, evoke images, and create for the reader a sense of having been there. Marshall and Rossman (1999) tell us qualitative researchers present aspects of themselves that are useful to the study. Being a school administrator myself, one might surmise my experience in the field creates a bias, but I believe the opposite is true. My work in education is varied. It has presented me with different challenges and taught me different things about the profession. My experiences teaching in elementary and middle school, both in the United States and in a foreign country, my experiences teaching on television, and my experiences as an administrator in elementary and high school all combine to grant me a basis of inquiry that many educators might not have. Also my personal background and interest in the topic of emotional intelligence as it promotes a better understanding of self and working relationships in a school can be termed “useful” for purposes of this study.

My role as researcher will not remain constant during the study, and I believe the skills I have learned as an artist such as being flexible and creative, will assist me when it becomes necessary for my inquiry to change direction or adapt to newly acquired data. I see the twists and turns that happen during the process of inquiry, not as problems, but as valuable tools that can direct the study.

In summary, my study is primarily limited by a small sample and narrow scope. However, these very limitations are advantageous in that they allow me the opportunity to investigate the phenomenon thoroughly through the use of multiple sources of data and in-depth reporting. The case study, according to Patton (1990), should afford the reader the vicarious experience of having been there. The investigator’s ability to tell a story objectively and accurately and analyze the information obtained, is the acknowledged task at hand.
CHAPTER TWO: LITERATURE REVIEW

Introduction and Scope

In Chapter One, background was laid for this study through a brief overview of the history or notions of intelligence through the years. The review in this section focuses on current literature in regards to the topic of emotional intelligence, and on what I have termed, “overlapping research” i.e., brain and behavioral research, the arts and creativity, multiple intelligence theory, and leadership. This overlapping research is important because it provides the reader more insight into the relevance and importance of emotional intelligence and its connection to other areas of study that highlight human feeling, thought, and behavior.

A literature review is written in narrative form and the essay integrates, synthesizes, and critiques important thinking on a particular topic (Merriam, 1998). The purpose then, of this review, is three-fold: first, to inform the reader; second, to report and comment on current literature; and third, to “bridge” the literature and allow the reader to connect to examples and situations, and various reports and studies associated with emotional intelligence.

The Heart and the Head


Although I cannot tell for certain what sparked my interest in the neural underpinnings of reason, I do know when I became convinced that the traditional views on the nature of rationality could not be correct. I had been advised early in life that sound decisions came from a cool head, that emotions and reason did not mix any more than oil and water.
I had grown up accustomed to thinking that the mechanisms of reason existed in a separate province of the mind, where emotions should not be allowed in to intrude, and when I thought of the brain behind that mind, I envisioned separate neural systems for reason and emotion. This was a widely held view of the relation between reason and emotion, in mental and neural terms (p. xi).

In studying people with strokes, brain tumors, and other types of brain damage, scientists have recently made some fascinating discoveries about intelligence. When the parts of our brains that enable us to feel emotion are damaged, our intellectual capacities remain intact. We can still talk, analyze, and perform on IQ tests. We can even predict how one should act in a social situation. However, under these conditions, we are unable to make decisions in the real world, to interact successfully with others, to plan for the future, and to reason appropriately (Damasio, 1994). The exact neurological workings are not yet clear, but brain-imaging technologies that are now helping scientists envision a “map of the human heart” seem to suggest that the emotional and rational parts of the brain do indeed depend on each other (Goleman, 1995).

In terms of evolution, our emotional brain is more ancient, having existed in the brain stem well before the neocortex, the thinking part of the brain, developed (Segal, 1997). Research has revealed that the centers of emotion continued to evolve right along with the neocortex, and are now interwoven throughout the brain where they wield affect over all brain functions. Is it possible that emotion affects thought more than thought affects emotion (Segal, 1997)?

According to Joseph LeDoux of New York University, our eyes, ears, and all of our senses first register information in the amygdala, or that part of the brain most heavily involved in emotional memory, before sending messages on to the neocortex (Segal, 1997). Segal (1997)
says that intellect and emotion are two halves of a whole; they are synergistic resources; without one, the other is incomplete and ineffectual. She further explains that intellect without emotion can get you an A on a test, but the absence of emotion cripples a person’s success in life.

Ellison (2001) agrees with Segal when she states that intellect and emotion are not separate entities. She explains that they are combined in one system; our physical self affects our emotions and the opposite is also true, our emotions affect our physical self. Further, Ellison tells us that thought affects emotion, which in turn affects the physical self. This effect is interrelated and one might ask, what does this unity of mind, body, and emotion mean for today’s educators?

Ellison (2001) states that we are always dealing with all three entities in education...mind, body, and emotion. It is important for educators to acknowledge that in the classroom, a teacher may be focusing on content, but the state of the teacher’s and learner’s emotions is always present in what they are thinking and in what they are doing (Ellison, 2001). In other words, education involves more than just intellect; the learning environment is a complex interplay of various emotional, intellectual, and physical factors. Emotions may be affected by something physical or by something else, but they will always be present in a learning situation.

Emotions cause us to act and also to think. Andy Hargreaves (1997) says that emotion is not an alternative to reason, but an essential part of thinking, learning, and reason itself. If you can’t feel, you can’t make personal or value judgments. Emotional awareness brings our inner world into perspective and enables us to make good choices regarding our needs and the needs of others (Segal, 1997).

Ellison (2001) states: “when I was a beginning teacher, there were a number of theories of learning. Educators had little knowledge of how the brain operated. One theory stated that children were empty vessels waiting to be filled. Another theory promoted Skinner’s concept
of operant conditioning, the forerunner of behavioral management systems” (p. viii). We recognize that these theories provide a basis for our understanding of how learning occurs, but our knowledge is broader now and new research techniques have contributed to new thought about the interplay between reason and emotion.

Not so many years ago, most evidence of brain functioning was obtained from observing damaged brains (Ellison, 2001). Today, images of the undamaged brain are recorded with new technology and a mass of information has resulted that is important in most scientific fields. I have personally attended workshops on brain research in recent years that are intriguing and informative, and have caused the attendees to think about the needs of their students through different frames of reference. The educational arena has benefited from new knowledge of how the brain operates; slowly, practices are changing to incorporate these new understandings.

According to Caine and Caine (1991), “the task, then is for educators to deeply understand the way in which the brain learns. The more profound the understanding, the easier it is to actually see what is happening in a classroom and to creatively introduce the necessary changes” (p. 174). The authors claim that there are basically two types of knowledge: surface and meaningful or more intimate knowledge. Surface knowledge is anything a computer can know. It refers to programming and to the memorization of a subject. Meaningful knowledge is anything that makes sense to the learner. It will make sense to him if he can make a connection, maybe to his past, maybe to something else. A student who plays around with a formula in science lab may have a better understanding for what is actually happening than the person who memorizes the formula for a test, but cannot manipulate it creatively (Caine & Caine, 1991).

Research on how the brain functions tells us that understanding a subject results from perceiving relationships and making those personal connections; connections to past experience, to places we’ve been, to people we’ve known, to math. Every event in our lives embeds
information in our brains and links what is being learned to the rest of our current experiences, past knowledge, and future behavior. The brain is a pattern detector, with all the functions of the brain interrelating and working together (Caine & Caine, 1991).

Roger Sperry, the Nobel prize winner for the initial split brain research has said that brain cells obey a high command involving feelings, wants, choice, reasoning, moral values, and other things of the mind. The brain does not separate cognition and learning from emotion and feeling (Caine & Caine, 1991). According to Caine and Caine, patterning and making connections are key to meaningful learning. Meaningful learning may have much to do with the level or type of emotion that is present in a learning situation. Exciting experiences, creative or intuitive problem solving, or one’s personal feelings about a subject could all contribute to meaningful learning; all touch the emotional brain in some form. After reading the literature, it seems plausible that the emotional connection or “touch” as it may be, that occurs during a learning situation, might be the spark that marks our brains with learning that stays.

The Arts and Creativity

One might ask if there is a difference in being creative and being artistic. The terms creative, artistic, and talented are often used synonymously in our society. But according to Gardner (1993), people can be creative in any sphere of life. Many people are creative and original in their approaches to duties and responsibilities. They might also exhibit the qualities of being imaginative and expressive. The obvious difference for a “true artist” would be the experience of actually producing art.

Gardner (1993) claims that one of the tragedies in our educational system today is the lack of emphasis on creativity and the arts in the classroom. He says that art programs are often the first to be cut when there is a funding crisis. This has much to do with what we actually value in education as a society today, and also, with what we have determined is the path of success for
our students. The influence of standardized testing undercuts the arts program in a school, primarily because performance and success in the arts is based on individual learning and the curriculum is difficult, at best, to standardize.

As an administrator, I have observed that classroom teachers today are under a lot of pressure to obtain high achievement scores. In this age of teacher accountability, teachers feel they must teach to the test. In many cases, they do not realize they may depriving students of meaningful learning by doing so (Gardner, 1993). Testing and performance objectives have their place, but they fail to capitalize on the brain’s capacity to make connections, to process information, and to learn from experience (Caine & Caine, 1991).

Dr. Edward Clark, a psychologist from Chicago has said that creativity reflects an intelligence of the heart. The assumption of separateness seems to be rational and logical while the assumption of wholeness seems creative, intuitive, and imaginative. On the surface of things, rational knowledge and logical reasoning skills are powerful tools, but once you move beneath the surface; creativity, intuition, and imagination supersede logic because ultimately, things aren’t always what they appear to be (Malone & Malone, 1987). We need to find better ways to teach those under the surface, creative, and personal intelligences to our students. I like what Malone and Malone (1987) have said about educators and our educational system along these lines:

Instead of teaching us creative thinking, they teach us how to give the right answer…the answer the system wants. Students who give creative responses are often dissuaded from risking being different. We are not speaking about whether the answers on the multiplication tables are optional...of course they are not. What we are speaking about is the capture by the system that prevents people from learning out of their own experience.
We teach coordination, living for the system, instead of cooperation, living as interdependent selves within the system.

What is admirable about a child is his integrity…that almost total unity of his innocent mind with his body. That something of this organic unity should continue to exist as his mind is informed about life on this planet seems to be the basic aim and problem of education (p. 226).

George Bernard Shaw suggested we use a mirror to see our faces and that we utilize the arts to see our souls (Sylwester, 1998). Although our survival doesn’t depend on a search for our souls, the arts have long held a prominent place in human life. From fine-tuning muscular systems to integrating emotion and logic, the arts have important organic and biological value. They are highly integrative, involving many elements of human life (Sylwester, 1998). Evidence suggests the arts not only play an important role in brain development, but in brain maintenance as well. Because our visual, auditory, and motor systems are essential to cognition, it’s likely the arts developed to maintain them (Sylwester, 1998).

Why do we even have a brain? Plants do well without one, and trees live much longer than we do. One answer is that we have a brain because we have muscle systems that allow us to move toward opportunities and away from danger (Sylwester, 1998). Plants take whatever comes along, including predators that nibble leaves; but we humans are mobile creatures and “we need an intelligent cognitive system that can transform sensory input and imagination into appropriate motor output. Mobility is central to much that is human, whether the movement of information is physical or mental” (Sylwester, 1998, p. 2).

According to Sylwester (1998), the arts provide another important cognitive service. He explains that we have multiple neural systems that process emotion and intelligence. Emotion
is an unconscious system that alerts us to danger and opportunity. It activates our attention in order to organize the conscious and unconscious rational systems that our brains use to solve problems. Emotion and attention ultimately are the pathways to all rational cognitive behavior. Sylwester (1998) says that emotion and attention are “critically important brain systems that must be nurtured beyond their innate initial survival levels into the limits of human capability” (p. 6), and he continues by explaining that emotion and attention are central to activity in the arts. Emotion drives attention; attention drives learning, behavior, problem solving, creativity, and just about all human actions.

The rules in society are changing in that we are being judged by a new yardstick: not just by how academically smart we are, or by our training and expertise, but also by how well we handle ourselves and each other. Academic abilities are largely irrelevant to this standard. This new measure takes for granted having enough intellectual ability and technical know-how to do our jobs; it focuses instead on personal qualities such as creativity and initiative or adaptability and persuasiveness (Goleman, 1998). Training in the arts underlies the development of many personal qualities people possess...qualities such as the ones listed above. It is these qualities that researchers now claim contribute to our success at work and our overall successes in life.

**Multiple Intelligences**

Howard Gardner has been instrumental in changing our thinking about intelligence. In his book, *Multiple Intelligences: The Theory in Practice* (1993), his work undermined the notion that intelligence is a single capacity that every human being possesses to a greater or lesser extent. His alternative vision is based on a radically different view of the mind, and one that yields a different view of the school. “It is a pluralistic view of the mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles” (Gardner, 1993, p. 6).
Gardner (1993) explains that an individual’s intelligences (for example: linguistic, musical, or mathematical) work together to solve problems, and the purpose of the school should be to develop these intelligences and help people reach goals that are appropriate to their spectrum of intelligences. People who are helped in this way, he says, will feel more engaged and competent and will be more likely to serve society in a constructive way. We all know people who seem to be more gifted than others in particular areas of study; or we know people who seem to have more talent or success in particular fields of work. Gifts and talents have much to do with brain power and as educators, we should recognize this fact by being more purposeful in identifying the gifts students bring to the classroom so that ultimately, we can be more purposeful in helping them hone their skills.

In our society, according to Gardner (1993), we suffer from three educational biases nicknamed “Westist,” “Testist,” and “Bestist.” The first involves putting Western cultural values on a pedestal; logical thinking is important, for example, but it is not the only virtue. “Testist” is a bias focusing on those abilities that are testable; the message is that if it can’t be tested, it’s not important anyway. “Bestist” refers to narrow-mindedness and to those who would see the answers to their dilemmas in one best approach. Psychologists and educators should worry less about testing and ranking and more about helping people (Gardner, 1993). Rather than always being right, creativity and flexibility would seem to be more valuable traits, as is an openness to other points of view. Gardner (1993) says that we must get over our biases before we can really focus on educating the individual students in our schools.

As a current high school administrator, I see first-hand the focus and attention that is paid to testing in our schools today. There is a test given every week for most students; if not in the classroom given by the teacher for the course, it’s a standardized test of some sort that has been determined necessary for our children’s education. There is pressure on students to perform well
and pressure on teachers to have their students perform well…in the name of the test.

When I taught middle school in England, the educational system at that time (1988) was not so much about testing. There was time to explore and create things, and teachers were more about relating to their students. It just seemed to be more about the kids learning something than about being tested. The years since that time in America, I have seen testing rise to even more prominence and often wonder, if in our American schools, there is a balanced perspective. I will admit readily that testing is necessary to assess our students; it is very important, but besides teaching about tests (what’s on them and how to take them), are we knowingly teaching for for the goal of student learning as well?

Goleman’s work on emotional intelligence, along with Gardner’s work on multiple intelligences, brings us to the point where we have to recognize how we relate to our students. We know what to teach them, but the real question that educators should be asking today is how are we doing it? Cohen (1999) says “virtually all learning happens within the context of human relationships” (p. 17). When I go into a classroom to evaluate a teacher, I can immediately tell what type of learning situation is in the room and what the comfort level is. When students are learning, they contribute to the discussion and ask questions. There is interaction between the teacher and the class. When students are only listening to a lecture, I would guess that many of them are day-dreaming. Teachers must work at dispensing information to their students, and also, at pulling information from them. Those who form good relationships with their students and who employ (whether knowingly or not) emotional intelligence in the classroom, I believe, are better at doing both.

Feldman and Elliot (1993) have said that education is one of the cultural agents that socializes our thinking, and that it may not be the most powerful agent precisely because of how we teach in our schools. We teach “intrapropositionally.” This means we encourage students to
find answers or an end result. We are a “doing” people. If it is broke, we find a way to fix it. Our educational system emphasizes this. It is logical and rational (Feldman & Elliot, 1993).

Subjective knowledge or more individually-centered knowledge is not always a priority. In many ways, the current educational system may be choking the individual in his search for meaningful knowledge. The following paragraph was given to me by a friend from England. It was written by an Assistant Superintendent of Schools in the US in 1940 and is still relevant to discussions on diversity and differentiation in the classroom today. I think it reflects some important thoughts:

Once upon a time the animals had a school. The curriculum consisted of running, climbing, flying, and swimming. All the animals took all of the subjects. The duck was good in swimming; better, in fact, than his instructor. He made passing grades in flying but he was particularly hopeless in running. Because he was low in this subject he was made to stay in after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. Average was acceptable so nobody worried about that except the duck. The eagle was considered a problem pupil and was severely disciplined because, although he beat all the others to the top of the tree in climbing class, he insisted on using his own method. The rabbit started out at the top of the class in running, but he had a nervous breakdown and had to drop out of school because of so much make-up work in swimming. The squirrel led the class in climbing, but his flying teacher made him start his flying lessons from the ground up instead
of the top of the tree down. He developed charley-horses from over-exertion at the take-off and began getting C’s in climbing and D’s in running. The practical prairie dogs apprenticed their off-spring to the badger when the school authorities refused to add digging to the curriculum. At the end of the year, an abnormal eel that could swim well, run a few feet, climb a bit, and fly a little was made valedictorian.

(The Animal School: A Fable by G. Reavis, 1940, Cincinnati, OH)

The students in the above fable might have benefited if they had been assessed on their individual “intelligences” and not on the school’s traditional curriculum and standards for measurement. This creative story, as childlike as it is, does indeed give us something to think about in terms of individual student success. The new intelligence has been defined as the ability to solve problems, or to create products that are valued within the culture (Gardner, 1999). This definition says nothing about the sources of any abilities or a means of testing them.

In considering creativity, Gardner (1993) says it is not the same as intelligence. While the two traits are correlated, an individual may be more creative than intelligent or more intelligent than creative. What may distinguish creative individuals are ways of productively using their feelings, insights, and experiences. In Creating Minds, Gardner (1993) profiles seven geniuses, each typifying one of his multiple intelligences (Picasso, spatial intelligence; Martha Graham, bodily kinesthetic intelligence, and so forth). Gardner believes that we can indeed characterize a genius. His theories match what today’s most creative thinkers say about themselves (Begley, 1993). Geniuses are creative people; they are geniuses because they form more novel combinations and have more novel ideas than the merely talented. They take intellectual risks, have a tolerance for ambiguity, a patience with the unpredictable, and they
explore at leisure, the highways of ideas (Gardner, 1993).

One of the geniuses Gardner profiles in Creating Minds (1993) is Sigmund Freud, claiming he had interpersonal intelligence as his interests and work were directed toward other human beings. Interpersonal intelligence turns outward to the world both animate and inanimate (McCall, 1988). The basic capacity is the ability to notice and make distinctions among other individuals; their moods, temperaments, motivations, and intentions. In McCall’s analysis of Gardner’s theory, he explains in short, that people who have interpersonal intelligence can read others and then act on this knowledge. He says that as we grow, seek acceptance, and to be taken seriously by others, we work to develop our interpersonal skills.

Gardner’s intrapersonal intelligence is the core capacity or ability to reach one’s own feelings and make discriminations among them; to label and draw on them for understanding and guidance of behavior (McCall, 1988). People with underdeveloped intrapersonal skills lack the radar and sonar they need to get along in the world. McCall explains that one reason people are unhappy today is that they don’t know what they want, and they lack the intra- and interpersonal skills to look deeply into themselves and others to search for what will bring them fulfillment.

People with highly developed intrapersonal intelligence understand not only their own inner lives, but also at a deep level, many of the people with whom they interact (McCall, 1988). Studying great literature and other art forms can greatly help in developing our capacity to know ourselves. In a sense, by doing so, we form a connection to our own history. When we find something we can connect to in the great works, we gain a broader perspective on ourselves. The sex and violence we see in entertainment today are a poor substitute for the probing of human emotions found in Shakespeare’s plays, and Monday night football doesn’t help us understand our strengths and weaknesses as well as Dustin Hoffman does in The Death of a Salesman. Our personal intelligences are information-processing capacities; one is directed outward, one is
directed inward. And every human being has these potentials from birth (McCall, 1988).

**Emotional Intelligence Further Explained**

Gardner’s work on multiple intelligence forms a basis for Goleman’s ideas on emotional intelligence. Gardner relates the following about education and his view on intelligence in a conversation with Goleman:

> The single most important contribution education can make to a child’s development is to help him toward a field where his talents best suit him, where he will be satisfied and competent. We’ve completely lost sight of that. Instead, we subject everyone to an education where, if you succeed, you will be best suited to be a college professor. And we evaluate everyone along the way according to whether they meet that narrow standard of success. We should spend less time ranking children in our schools and more time helping them to identify their natural competencies and gifts, and cultivate those. There are hundreds and hundreds of ways to succeed, and many, many different abilities that will help you get there (Goleman, 1995, p. 37).

Goleman like Gardner, argues that the traditional view of human intelligence is too narrow. Emotional intelligence now broadens our understanding of overall intelligence. Although Goleman receives much of the credit for bringing the idea of emotional intelligence into the public light, other theorists besides Goleman have followed Gardner’s lead in diversifying our thought on human intellect. Kierstead (1999) says that the concept of emotional intelligence is an umbrella term that captures a collection of skills and dispositions, usually referred to as soft
skills that are outside the traditional areas of knowledge, general intelligence, and technical or professional skills.

Cooper and Sawaf (1997) claim that our intuitive wisdom is a soft skill. It is a kind of practical wisdom or an intelligent feeling of inner knowing. And, they say there is good evidence that what one feels is not at odds with insight and good judgment; it is in fact, indispensable for insight and good judgment. Emotions assist with reason, and emotions or emotional intelligence offer us an intuitive, pre-reflective kind of logic; one that can be brought out into the open upon reflection (Cooper & Sawaf, 1997).

The costs of deficits in emotional intelligence can range from problems in a marriage to poor parenting and poor physical health. And a lack of emotional intelligence can ruin careers and even sabotage one’s intellect. Another toll is on children for whom risks include depression, eating disorders, aggressiveness, and crime (Goleman, 1995). However, emotional intelligence is not fixed at birth. People differ in their abilities in each of the areas of emotional intelligence. Because the basis for our level of ability is neural, the brain is constantly learning and lapses in emotional skills can be remedied: “to a great extent each of the domains of emotional intelligence represent a body of habit and response that, with the right effort, can be improved on” (Goleman, 1995, p. 44). The emotional lessons a child learns early in life help sculpt the brain’s circuitry, contributing to overall brain capacities for the adult. And, emotional intelligence can be nurtured and strengthened in all of us throughout our lives (Goleman, 1995).

In agreement with Goleman’s claim that emotional intelligence is not fixed at birth and that it can be strengthened, Hallam (2003) states “clearly some people are born with a high aptitude for this skill, but it is a skill than can be improved upon through education and practice” (p. 3). Hallam says that emotional literacy is the first step towards building emotional intelligence and that we must first be able to recognize, understand, and properly express our own
emotions before we can begin to help others.

Yale psychologist, Peter Salovay “subsumes Gardner’s personal intelligences in his basic definition of emotional intelligence by expanding the abilities into five domains” (Goleman, 1995, p. 43):

1) Knowing one’s emotions: Self-awareness…recognizing a feeling as it happens is the keystone of emotional intelligence. The ability to monitor one’s feelings is crucial to insight and understanding. An inability to recognize our true feelings leaves us at their mercy. People who understand their feelings are better pilots of their lives. They have a surer sense of how they feel about important decisions they may make.

2) Managing emotions: Handling feelings so they are appropriate builds on self-awareness. People who are poor in this ability are constantly handling distress. Those who handle feelings well bounce back more quickly from life’s upsets.

3) Motivating oneself: Marshaling emotions in the service of a goal is important for paying attention, for mastery, and for creativity. Emotional self-control…delaying gratification and stifling impulses underlies accomplishment. Being able to get into a “flow” state enables outstanding performance.

4) Recognizing emotions in others: Empathy, another ability that builds on self-awareness, is the fundamental “people skill.” Empathy kindles altruism. People who are empathetic are attuned to the social signals that tell us what others need.
This makes them better at the caring professions, teaching, sales, and management.

5) Handling relationships: The art of relationships is skill in managing emotion in others. Social competence is an ability that underlies popularity, leadership, and interpersonal effectiveness. People who excel in this area do well when interacting with others.

IQ and emotional intelligence are not opposing competencies; rather they are separate ones according to Goleman (1995). We all mix intellectual and emotional acuity; people with a high IQ but low EQ (or vice versa) are rare. There is a correlation between IQ and some aspects of emotional intelligence; however, these are largely independent entities. Unlike the tests for IQ, Goleman (1995) tells us that there is no single paper-and-pencil test for emotional intelligence. He says there is however, ample research on each of its components and explains that some of these components, such as empathy, are best judged by sampling a person’s ability at the task; for example, by having him or her read another person’s feelings from pictures of facial expressions.

Jack Block, a psychologist at the University of California at Berkeley, has made a comparison of two theoretical pure types: people with high IQ verses people with high EQ. (See Table 2.2). The profiles differ slightly for men and women. They are extremes; all of us mix IQ and EQ in varying degrees, but the examples offer a look at what each of these dimensions adds separately to a person’s qualities. To the degree a person has both high IQ and EQ, these portraits merge. Of the two, emotional intelligence adds far more of the qualities that make us fully human (Goleman, 1995).
Table 2.2 (Goleman, 1995)  **Theoretical Types - High IQ & High EQ**

<table>
<thead>
<tr>
<th>High IQ Male</th>
<th>High EQ Male</th>
<th>High IQ Female</th>
<th>High EQ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has an intellectual caricature.</td>
<td>• Socially poised.</td>
<td>• Has intellectual confidence.</td>
<td>• Assertive, expresses feelings directly.</td>
</tr>
<tr>
<td>• Adept in the realm of the mind.</td>
<td>• Outgoing, cheerful.</td>
<td>• Fluent in expression of thoughts.</td>
<td>• Positive about self.</td>
</tr>
<tr>
<td>• Inept in the personal world.</td>
<td>• Not fearful or worried.</td>
<td>• Values intellectual matters.</td>
<td>• Life has meaning for her.</td>
</tr>
<tr>
<td>• Ambitious, productive, predictable, untroubled by concerns about self.</td>
<td>• Can commit to people or causes.</td>
<td>• Has a range of aesthetic interests.</td>
<td>• Outgoing, gregarious, express self appropriately.</td>
</tr>
<tr>
<td>• Critical, condescending, fastidious, inhibited.</td>
<td>• Takes responsibility.</td>
<td>• Introspective, prone to anxiety, rumination, guilt.</td>
<td>• Adapts well to stress.</td>
</tr>
<tr>
<td>• Uneasy with sexuality, sensual experience.</td>
<td>• Sympathetic, caring in relationships.</td>
<td>• Hesitates to express anger openly...does so indirectly.</td>
<td>• Social poise…can reach out to people.</td>
</tr>
<tr>
<td>• Unexpressive, detached.</td>
<td>• Emotional life is rich.</td>
<td>• Emotional life is rich.</td>
<td>• Open to sensual experience.</td>
</tr>
<tr>
<td>• Emotionally bland, cold.</td>
<td>• Comfortable with self, others, social universe.</td>
<td>• Emotional life is rich.</td>
<td>• Rarely feels anxiety or guilt.</td>
</tr>
</tbody>
</table>

**Emotional Intelligence…Another View**

“People making money from the concept of emotional intelligence typically promote only the ‘good’ side of it” (Hein, 2003, p. 1). These people report that abilities in emotional intelligence make us better students, employees, managers, leaders and so forth. “I have long suspected that a person’s innate emotional intelligence could be warped by an abusive environment. In my experiences with teens, I am finding this to be exactly the case” (p. 1). Hein reports that depressed, suicidal, and self-harming teens come from emotionally abusive and neglectful families. He claims that many of these teens are emotionally intelligent even though they are emotionally starved. Instead of using positive emotions, they have learned to use unhealthy, destructive, and hurtful survival mechanisms such as the following:

1) They learn to manipulate. They manipulate others because their own needs have not been met by simply asking for what they want. They use silence, a tone of voice, and particular words to manipulate.
2) They learn how to threaten. They remember things they can use to hurt others when they themselves feel hurt. They learn hurtful phrases and can quickly recall and use them, verbally attacking others.

3) They learn to lie. In conversation, they learn to tell a person what he or she wants to hear and they learn to turn a person’s words around, using them against that person.

4) They are hurt easily by others. Because they have been hurt before, this is familiar to them. They lay “guilt trips” on others.

5) They are bitter, cynical, sarcastic, and defensive and have lost their childhood ability to empathize.

6) They sense when someone is upset with them and know how to avoid that person’s disapproval or anger.

7) They apologize; especially when it serves a purpose for them.

Hein (2003) explains that the above list comprises only some of the emotional intelligence tactics that abused and neglected teens employ. He says the real sadness is that these teens feel alone, unwanted, and unloved. They are desperate to feel connected and understood, and they often hate themselves. They look for love in their relationships but don’t have the skills to make a relationship work. Because their relationships don’t work, these needy teens end up feeling even more disillusioned, bitter, and depressed (Hein, 2003).

Hein (2003) states that he believes emotionally intelligent people from abusive and neglectful homes can become some of the most hurtful, manipulative, greedy, controlling, and arrogant people in society. Or they can become depressed and suicidal. The direction they take depends on their personalities and life experiences. “But chances are good that an emotionally
intelligent teen from an emotionally dysfunctional family or society will develop some seriously unhealthy thoughts, feelings and behaviors as an adult” (Hein, 2003, p. 3).

Hein has called negative emotional intelligence “the dark side of emotional intelligence.” He says it is something than can be prevented if parents and teachers are taught to be more emotionally competent. A parent does not have to be an emotional “professional” in order to develop some basic listening skills (Hein, 2003). Without having to be a genius at it, people could acquire a basic level of competency in emotional intelligence through training; just as most people acquire a basic level of competency in math.

Most writers interchange the terms EQ and emotional intelligence but it is useful to make a distinction in a person’s innate potential versus what actually happens to that potential over time (Hein, 2005). Hein claims that every person is born with potential for emotional sensitivity, emotional memory, emotional processing, and emotional learning. It is these components that form the core of one’s emotional intelligence. Innate intelligence can be either developed or damaged by life experiences, particularly by emotional lessons taught by parents, teachers, and caregivers during childhood (Hein, 2005). The impact of these lessons results in what Hein refers to as one’s level of EQ. In other words, EQ represents a relative measure of a person’s healthy or unhealthy development of innate emotional intelligence.

Hallam (2003) says it is possible to improve on the emotional intelligence we were granted at birth and after we understand and find we can improve our own EQ, we can reach out to help others.

For those who do attempt to help others sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, and influence; there is a need to insist upon the highest level of moral responsibility. What we are handling here is explosive and
exploitation is a grave risk. Anyone entering this field should first pledge to do no harm. This should not be about employing tricks. It is not about putting a good face on things. It is not a psychology of control or brainwashing. Working with emotional intelligence should not be about sales tricks or how to work a room. Instead, it should be about allowing each human being, starting with ourselves, to better understand personal values, hopes, and aspirations. When we move beyond ourselves, emotional intelligence training should be about helping those around us to reach their highest goals and aspirations. Hopefully, a better educated public, with respect to emotional intelligence, will be less likely to be manipulated by others who do understand the power of emotional intelligence, but lack the moral integrity to use that knowledge honorably (p.3).

**Contemporary Interest in Emotional Intelligence and Reports on Current Research**

“When Salovey and Mayer first coined the term emotional intelligence in 1990, they were aware of previous work on non-cognitive aspects of intelligence” (Cherniss, 2000, p. 4). They initiated research and intended to develop valid measures of emotional intelligence, exploring its significance. They found in one study that when a group of people saw a disturbing film, those who scored higher on emotional clarity recovered more quickly. Another study reported that persons who scored higher on the ability to perceive accurately, understand, and appraise others’ emotions were better able to respond in a flexible manner to changes in their social environments (Cherniss, 2000).

In the early 1990’s, Daniel Goleman became aware of Salovey and Mayer’s work and
his interest in emotional intelligence eventually led to his first publication on the topic. At the
time, Goleman was a science writer for the New York Times whose writing centered around
brain and behavioral research. He was a psychologist, trained at Harvard. He had worked with a
number of other psychologists who were interested in the study of human intelligence, and who
were concerned with how little traditional tests of cognitive ability reveal about what it takes to
be successful in life (Cherniss, 2000).

These same psychologists claimed that IQ alone was not a good predictor of job
performance, and at best, they said, IQ only accounts for about 25 percent of the variance
(Cherniss, 2000). Sternberg (1996) states that many studies vary on this topic of prediction, but
10 percent may be a more accurate claim for IQ predicting job performance; and some studies
report only 4 percent.

An example of research on the limits of IQ as a predictor for future success can be
found in the Sommerville study, a 40-year longitudinal investigation of 450 boys who grew up in
Sommerville, Massachusetts (Cherniss, 2000). Two-thirds of the boys were from welfare
families, and one-third had IQs below 90. This study found that the biggest difference in success
and performance at work, as well as how well the boys did for the rest of their lives, could be
attributed to childhood abilities such as being able to handle frustration, control emotions, and get
along with others (Snarey & Valliant, 1985).

Another example of the predictability of IQ is a study conducted with 80 Ph.D.’s in
science who took a battery of personality and IQ tests in the 1950’s. These students participated
in interviews for the study while they were students at Berkeley. When in their seventies, they
were evaluated by experts in their particular fields and estimates were made regarding their
successes. The study reported that social and emotional abilities were four times more important
than IQ in determining professional success and prestige (Feist & Barron, 1996). Concerning this
particular study, it is not suggested that cognitive ability is unimportant or irrelevant for success in the field of science, for one needs a high level of ability just to be admitted to a graduate program such as the one at Berkeley. But once admitted, what matters in terms of how a person does as compared to his or her peers, has less to do with IQ differences and more to do with social and emotional factors. Cherniss (2000) says that a person may need an IQ of 120 or so to get a doctorate, but he claims it is more important to be able to persist in the face of difficulty and get along with colleagues than it is to have an extra 15 points of IQ.

Cherniss (2000) is in agreement with Goleman when he claims that emotional intelligence matters in terms of how well one will do in life, but he says we should keep in mind that cognitive and non-cognitive abilities coexist and are related. The “marshmallow studies,” conducted at Stanford University, suggest that emotional and social skills actually help improve cognitive functioning (Cherniss, 2000). In that study, four year olds were asked to stay in a room by themselves with a marshmallow and wait for the adult researcher to return. They were told that if they could wait until the adult returned before eating the marshmallow, they could have two marshmallows. The participants in the study were tracked down ten years later. The kids who were able to resist temptation and delay gratification had a total SAT score that was 210 points higher than those kids who were unable to wait for the adult to return (Shoda, Mischel, & Peake, 1990). This study suggested that the kids who listened and waited patiently for the adult to return were more emotionally and socially competent for their age group. Additionally, these same kids were found to have a higher level of cognitive functioning in later years as evidenced by their scores on the SAT.

Goleman (1998) argues that by itself, emotional intelligence is not a strong predictor of job success and performance; rather it provides a foundation for competencies that are strong predictors. He makes a distinction between intelligence and competence. Emotional competence
refers to the personal skills that lead to superior performance in the working world. Emotional competence is based on emotional intelligence and a certain level of emotional intelligence is necessary to learn the competencies (Goleman, 1998). For instance, the specific ability to recognize what another person is feeling enables one to develop a competency such as influence. Similarly, people who are able to regulate their emotions, find it easier to develop the competencies of initiative and achievement (Cherniss, 2000).

If we accept that cognitive ability plays a limited role in accounting for why some people are more successful in life than others, what evidence shows that emotional intelligence factors are truly important? The following studies deal specifically with the role that non-cognitive abilities play in work and school success:

1) The ability to manage feelings and handle stress have been found to be important in work situations. A study of store managers in a retail chain found that being able to handle stress was a predictor of net profits, sales per employee, sales per square foot, and per dollar of inventory investment (Lusch & Serpinski, 1990).

2) Empathy contributes to occupational success. Rosenthal (1977) discovered that people who were best at identifying others’ emotions were more successful in their work as well as in their social lives. More recently, a survey of retail sales buyers found that apparel sales reps were valued for their empathy. These buyers reported that they wanted reps who could listen and understand what their concerns were (Pilling & Eroglu, 1994).

**Instruments that Measure Emotional Intelligence**

Identifying emotional competencies is needed in order to predict performance and success and the question of assessment is pressing (Cherniss, 2000). Davies, Stankov, & Roberts (1998) concluded that there was nothing empirically new about the idea of emotional intelligence. This finding was based on a review of existing measures. Studies are now emerging that suggest
emotional intelligence, as defined by more recent measures, is in fact, a distinct entity; however, there is not much research on the predictive validity of these recent measures (Cherniss, 2000).

The oldest instrument for measuring emotional intelligence is the Bar-On Emotional Quotient Inventory (Bar-On, 1997), and it has been around for over ten years. It is a self-report instrument originally developed for clinical purposes to assess the qualities that enable some people to attain better “emotional well-being” than others (Cherniss, 2000). The EQ-I has been used to assess thousands of people and researchers do know quite a bit about its reliability and validity. In one study, the EQ-I was predictive of success for U. S. Air Force recruiters. It revealed no significant differences based on ethnicity or race but by using this test to select recruiters, the Air Force saved millions of dollars annually (Cherniss, 2000).

A second instrument of measurement of emotional intelligence is the Multifactor Emotional Intelligence Scale. The MEIS is a test of ability rather than a self-report measure. The test-taker performs tasks designed to assess the ability to perceive, identify, understand, and work with emotion. There is evidence of construct validity, convergent validity, and discriminatory validity, but there is no evidence for predictive validity with the MEIS (Cherniss, 2000).

A third instrument is the Emotional Competence Inventory. The ECI is a 360-degree instrument. People who know the test-taker rate him or her on competencies that Goleman’s research suggests are linked to emotional intelligence. Although the ECI is in its early stage of development, about 40 percent of the items come from an older instrument, the Self-Assessment Questionnaire which was developed by R. E. Boyatzis (Cherniss, 2000). These earlier items developed by Boyatzis have been validated against performance in competency studies; however, there is no current research supporting the predictive validity of the ECI (Cherniss, 2000).

Cherniss (2000) like Goleman, reminds us it is important to remember that emotional intelligence comprises a range of competencies that have been studied by psychologists for years,
and that another way to measure it is through tests of specific abilities. Emotional intelligence is based on a long history of research in personality and social psychology. As the working world continues to make demands on a person’s cognitive, emotional, and physical resources, the abilities associated with emotional intelligence will become increasingly important as predictors of both productivity and psychological well-being in the workplaces of tomorrow (Cherniss, 2000).

The MSCEIT is a fourth measure of emotional intelligence and the one that will be used in this study. Mayer and colleagues (Mayer & Salovey, 1997) have consistently claimed that emotion pertains to signals about relationships while intelligence pertains to abstract reasoning. They argue that the correct definition of EI involves the ability to reason with emotions and of emotions to enhance reasoning. Further, they contend that broader definitions of EI are probably improper. When the term, emotional intelligence, is used to include an array of attributes, it becomes unclear what EI actually is and the construct begins to look like existing measures. If one adheres to Mayer and Salovey’s mental ability model of EI, the MSCEIT is the measure of choice; it is discriminable from measures of personality and well-being and it provides evidence that it predicts important life criteria. If, on the other hand, one defines EI in terms of a mixed array of personality characteristics, the EQ-I is a good choice. The drawback however, is that the EQ-I is similar to existing measures of personality and well-being (Brackett & Mayer, 2003).

**Adult Training Programs and the Use of Emotional Intelligence**

The Consortium for Research on Emotional Intelligence in Organizations has identified programs that have raised the level of emotional and social competence for adults in the workplace. These programs target a variety of different occupational groups including executives, middle level managers, first-level supervisors, hourly workers, unemployed workers, police officers, medical students, MBA students, and more. There are several different types of programs; three will be reviewed here (Consortium for Research on Emotional Intelligence in
There is a growing body of research linking stress and physical well-being and it has led to the development of stress reduction training programs in organizations. These programs have become popular in the workplace over the last two decades. Not all are effective, but evaluation research suggests the ones that have been well-designed not only reduce employee stress and improve health, but also result in bottom-line benefits. The program at Corning incorporates many of the features that are now standard practice in effective programs. The goal of the Corning program is to help workers understand the nature of stress and its health effects and also to improve stress coping skills. Workers are provided introductory information through multiple channels, from media communications to symposia, featuring experts in the field. A series of training sessions teach stress management skills which include muscle relaxation, biofeedback, meditation, and cognitive restructuring. Evaluations of the program have shown significant changes on measures of stress symptoms and management skills after eight weeks of training.

McClelland’s achievement motivation training program has been offered to groups on numerous occasions and there have been several evaluation studies done documenting its effectiveness (Consortium for Research on Emotional Intelligence in Organizations, 2009). Training methods utilized during this program include lecture, discussion, simulation, case exercises, and development of an action plan to be employed in the home setting. Evaluation results of one of the motivation training programs showed participants evidenced a higher rate of advancement within their companies when compared to the control group. In another study, an achievement motivation training program targeting small business owners was shown to be effective in influencing business performance. Results of a cost/benefit analysis of this program showed that the net increase in tax revenues due to the increased profitability of the targeted businesses more than paid for the program. The cost/benefit ratio after two years was over 5 to 1.
The first training in emotional and social competence in organizations was called *human relations training* (Consortium for Research on Emotional Intelligence in Organizations, 2009). Between 1950 and 1975 there were hundreds of human relations training programs offered to thousands of managers in American organizations. Most of these efforts were not evaluated, and many were disappointing in their lack of lasting impact. However, one program stands out as an exception. The managerial human relations training program developed at Pennsylvania State University in 1973 was an off-the-shelf program conducted by the Continuing Education Department. Through that department, the program was delivered numerous times in firms throughout several states. The objective was to encourage participants to utilize human relations principles in their dealings with employees. More specifically, the program sought to increase participants’ use of consideration and initiating structure. Thus, it targeted the emotional competencies of self-awareness, empathy and leadership.

This program consisted of 28-weekly, 90-minute sessions. Divided into phases, phase I focused on discussions of leaders, leadership, followership, and leadership styles. Phase II was devoted to experiential learning exercises such as self-ratings on the managerial grid, partition exercises, judgment, listening and interview exercises. Phase III of the training focused on motivation theories. Pre and post measures of self-awareness, sensitivity to the needs of others, and leadership styles were completed. Behavior ratings by supervisors and subordinates were also collected. Evaluations were done 90 days and 18 months after completion of the program. The training was found to be effective in changing attitudes and behaviors, and these changes were related to increased managerial effectiveness. Managers who completed the training increased their self-awareness, were more sensitive to the needs of others, and focused on developing mutual trust with their employees. Subordinates reported that they had better rapport and communication with managers who had completed the training. (Consortium for Research on
Researchers, graduate students, and professionals continue to develop theories and programs related to emotional intelligence. Current conceptualizations of emotional intelligence have been interpreted and applied in organizations throughout the world. Psychological processes vary according to cultural meaning and practices in other countries. Recent studies indicate that emotional intelligence influences behavior in a wide range of domains including school, community, and the workplace. At the individual level, it has been said to relate to academic achievement, work performance, our ability to communicate effectively, solve everyday problems, build meaningful relationships, and even make moral decisions. Because emotional intelligence potentially increases our understanding of how individuals behave and adapt to their social environments, it is an important topic of study (Emmerling, Shanwal, & Mandal, 2008).

**Comments on Leadership**

Because this study focuses on the emotional intelligence of school leaders, it is important to review the literature on leadership. Everyone is in search for good leaders in this day and time. Education is no different from corporate America; however, educators have a mandate that has global implications for the social, political, and economic welfare of the nation (Etheridge, 1990). From a popular prospective, educators are leaders we look to in preparing for the future through effective educational restructuring. Some of the changes in our society that demand strong leadership are reflected in the following statistics as noted by Etheridge in his article entitled, *Preparing for the Future*:

1) Alcohol and drug addiction are prevalent in schools and communities.

2) One in four children are born to teenage mothers.

3) Every day, forty unmarried teenagers give birth to another child.
4) Some form of abuse is occurring in one out of ten homes.

5) And, suicide rates are steadily increasing.

Etheridge (1990) says that school principals are in a position to affect change in our educational systems and subsequently, in our society. Their style of management and their leadership behaviors are important factors relating to school improvement and achievement.

According to Fullan (2002), establishing high-quality leadership that will facilitate school reform is difficult because we are basically starting in a hole. He says we are losing scores of talented educators as demographics shift and early retirements mount. These changes provide opportunity for new leaders to emerge, but the turnover is high and we need to pay more attention to the leadership problem. Fullan (2002) states that leaders across all organizations share a core of action and mind sets. He explains that leaders in effective organizations have a constellation of characteristics that include optimism, enthusiasm, and energy. It is not necessary to be born with these qualities; a leader’s vitality can be sapped or enhanced by the conditions under which he works and lives. However, successful leaders tend to engage others with energy and are themselves, energized by the activities and accomplishments of the group (Fullan, 2002).

According to Covey (1989), leadership has been termed a high-powered right brain activity. It is an art, based on philosophy. It is creative and humanistic. Leadership is a process; something to be learned over time. It is more tribal than scientific; more a weaving of patterns and relationships than a gathering of information (DePree, 1989). Management, on the other hand, is the time-bound left brain aspect of government. It is the breaking down, the analysis, the sequencing, the specific application. Good management puts “first things first” (Covey, 1989). While leadership decides what those first things are, management puts them in order.

Can management of people be likened to an artistic process? Borelli (1984) claims it can, and says that just as artists need to develop their skills and styles in order to master their
crafts, so do managers need to develop their skills and styles to become successful leaders.

In the arts, proper use of materials and techniques is critical to mastering a craft and, it is acquired through disciplined practice. In management, the manager’s materials are human talents. Management techniques are not instinctive, but are acquired through an understanding of human beings as individuals and how they can be motivated (Borelli, 1984).

Good art as well as good management is the result of blending technical skill with vision. Individuals with vision but no skill are dreamers; those with skill but no vision are melancholy lamenters with nothing to communicate (Borelli, 1984). Artists use vision and passion to realize their crafts and communicate or create a response in others. Managers use imagination and daring to redesign their organizations and they use their vision to inspire others to share it as their own (Borelli, 1984). In management the communication of technical skills and vision is leadership.

The skills required of an effective leader enhance the understanding of the concept of leadership as an art form (Borelli, 1984). Katz (1974) identified three developable skills: technical, conceptual, and human. He says that successful managers must possess these skills in varying degrees, depending upon their level of management. These skills are defined as follows:

1) Technical skill involves a specialized knowledge of one or more functions and a working knowledge of all other functions within an organization.

2) Conceptual skill involves the ability to see the connections and the interrelatedness of individual units within the organization; and the ability to integrate the philosophy and objectives of those units.

3) Human skill involves the ability to work effectively with the
leaders of individual units and to represent them when working with other groups. It also involves a perceptiveness and understanding of what people mean by their words and actions. It involves communicating ideas and attitudes and providing leadership through defined goals and values.

Further evidence of the importance of human skills in leadership is provided by Stogdill (1974) in his leadership survey. He found that followers tend to be more satisfied under a leader skilled in human relations than one skilled in the group task, and that leaders are particularly influential individuals who guide, direct, and motivate the group to achieve its goals. Leadership is determined by the leader’s characteristics, the group’s thoughts and feelings, and the group setting. Many groups appreciate being led by people who are smarter than they are, but they don’t appreciate it if they are too much smarter (Lippa, 1990). Research indicates that intelligence contributes to leadership skills, but the crowd does not like to be governed by a person it cannot understand.

While technical and conceptual skills are essential elements that an effective leader needs, the capacity to lead with human relationship skills separates the artists from the technicians and elevates the practice of leadership to an art form (Borelli, 1984). One could surmise that the qualities people want in their leaders are in line with qualities reflecting attitudes, values and beliefs, and dimensions of emotional intelligence.

**Emotionally Intelligent Leadership**

Many, if not most executives in the workplace today have much to learn about emotional intelligence (Ryeback, 1998). Competition and ambition often characterize today’s executive leaders, and being emotionally intelligent may at first appear to be a weakness in this sort of fierce arena. Marcel Proust creatively expressed a new twist that could be applied to the art of
leadership when he said: “The real act of discovery consists not in finding new lands, but in seeing with new eyes” (Ryback, 1998, p. 23). Emotionally intelligent leadership does indeed “see with new eyes” and is teaching us new and better ways to manage and deal with people; not only in the workplace, but at home, at school, and in other areas of society. Being a strong leader is not just about being intelligent; it is more a construct of the relationships we form at work, home, school, and elsewhere in society (Goleman 2002).

Feldman (1999) has said that emotionally intelligent leadership focuses on using our emotional and relationship “know how” to motivate others in the workplace. Goleman (2002) has expanded his original notion of emotional intelligence into the realm of leadership and calls it “primal leadership.” He argues that a leader’s emotions are contagious, claiming that if a leader resonates energy and enthusiasm, an organization thrives; if a leader spreads negativity and dissonance, it flounders. Outstanding leaders, whether they be CEOs, managers, coaches, or politicians, excel not just by being skilled and smart, but by relating to people in the organization with emotional intelligence using such skills as empathy and self-awareness. Goleman (2002) further explains the role of the leader: “The fundamental task of leaders is to prime good feeling in those they lead. That occurs when a leader creates resonance; a reservoir of positivity that frees the best in people. At its root, then, the primal job of leadership is emotional” (p. ix).

Great leaders inspire us. They ignite our passion and bring out the best in us. When we attempt to analyze why they are so great, we talk about their strategy or their vision or their creative ideas. But the reality is more basic: great leadership works through the emotions. “No matter what leaders set out to do…whether it’s creating strategy or mobilizing teams to action…their success depends on how they do it. Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should” (Goleman, 2002, p.3).
Goleman explains that the reason a leader’s manner matters; not just what he does, but how he does it, lies in the design of the human brain. He says we rely on connections with others for our own emotional sense. The open-loop nature of the limbic system, our emotional center, depends largely on external sources to manage itself; what happens to others emotionally impacts us. A closed-loop system such as the circulatory system is self-regulating and what happens in the circulatory system of others doesn’t impact us (Goleman 2002). Regardless of who the emotional leader is, he or she is likely to have a knack for acting as a “limbic attractor” who exerts a force on the emotional brains of people close by. If we watch a gifted actor, for example, we can observe how easily an audience is drawn into his emotional orbit; he can make the audience feel the feelings he is expressing with his performance (Goleman, 2002).

Emotions spread like viruses through an organization, but not all emotions spread easily (Goleman, 2002). Research has shown that cheerfulness and warmth spread most easily, while irritability is less contagious and depression hardly moves around at all. Leaders who exude upbeat feelings probably have some sense of the positive nature or climate of their organizations. Some people feel that emotionally intelligent leaders attract the most talented workers into their organizations; they come for the sheer pleasure of working in this type of leader’s presence (Goleman, 2002). Conversely, leaders who display negative emotions such as irritability or a domineering attitude repel others (Goleman, 2002). No one wants to work for Scrooge.

Covey (1989) outlines in his book, *The Seven Habits of Highly Effective People*, both public and private habits that emotionally intelligent people employ. In the public arena, he tells us that habit #4, *Think Win/ Win* is a “frame of mind that constantly seeks mutual benefit in all human interactions. With a win/win solution, all parties feel good about the decision and feel committed to the plan. Win/win sees life as a cooperative endeavor, not a competitive one” (p. 207). Covey explains that most people tend to think in terms of dichotomies, for example,
strong or weak, win or lose, black or white. He says this kind of thinking is flawed because it is based on power and position rather than on principle. Think Win/Win is Covey’s principle of interpersonal leadership.

Habit #5 is Seek First to Understand, Then to be Understood. Covey (1989) says that seeking to understand first involves a shift in our thinking because typically, we seek to have others understand us before we listen to them. Most people do not listen with the intent to understand, but with the intent to reply. According to Covey (1989), we need to develop empathic listening and open ourselves up to be influenced by others by really listening and trying to understand. Habit #5 is Covey’s principle of empathic communication.

Habit #6 is Synergize or the principle of creative cooperation. Covey (1991) says synergy is the essence of principle-centered leadership. It catalyzes, unifies, and unleashes power within people. Simply defined, it means the whole is greater than the sum of its parts. Valuing differences in people is the essence of synergy. Emotionally intelligent leaders recognize the importance of a cooperative spirit at work, school, and elsewhere, and they empower their employees, not only for production’s sake, but because they truly believe in the value of all members’ contributions.

“What is it about bosses that influences their relationship with employees? What skills do bosses need to prevent employees from leaving” (Cherniss & Goleman, 2001, p. 4)? The authors claim that effective bosses sense how their employees feel about their work situation and intervene when those employees become dissatisfied. They also manage their own emotions; with the result being that employees trust them and feel good about working for them. According to Goleman (2002), the most effective bosses act according to one or more of six approaches to leadership, and they skillfully switch between these approaches depending on the situation. Visionary, coaching, affiliative, and democratic are four approaches that create the kind of
resonance that boosts performance. Two other approaches, pacesetting and commanding, although useful in specific situations, should be applied with caution. The effects of each of these approaches to leadership on an organization’s climate and performance are analyzed in the following table:

Table 2.3 (Cherniss & Goleman, 2001)  **Emotional Intelligence - Leadership Styles**

<table>
<thead>
<tr>
<th>Visionary</th>
<th>Coaching</th>
<th>Affiliative</th>
<th>Democratic</th>
<th>Pacesetting</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves people toward shared dreams.</td>
<td>Connects what a person wants with the organizational goals.</td>
<td>Creates harmony by connecting people to each other.</td>
<td>Values input, gets commitment through participation.</td>
<td>Meets challenging and exciting goals.</td>
<td>Soothes fears by giving clear directions in an emergency.</td>
</tr>
<tr>
<td>Used when changes require new vision or when clear direction is needed.</td>
<td>Used to help an employee improve performance by building long-term capabilities.</td>
<td>Used to heal rifts in a team, motivate during stressful times, or strengthen connections.</td>
<td>Used to build buy-in or consensus, or to get valuable input from employees.</td>
<td>Used to get high-quality results from a motivated and competent team.</td>
<td>Used in a crisis, to kick-start a turnaround, or with problem employees.</td>
</tr>
</tbody>
</table>

Research has shown that leadership is an observable, learnable set of practices (Kouzes and Posner, 1987). Theorists have outlined practices that good leaders possess. Although Goleman’s styles, profiled above, have been identified previously (for example, visionary style would be similar to Kouzes and Posner’s behavioral commitment, “inspiring a shared vision”), what is different about the above model of leadership is an understanding of the underlying emotional capabilities that each approach requires. Researchers claim that emotional intelligence is not new, but what is new is that now, data are available about what matters for success in the workplace (Cherniss & Adler, 2000), and leaders are paying attention to this information.

Brain research has provided us understanding of the role that emotion plays in thought and
action. Studies have examined relations between EI and everyday life conditions. A person with low EI may have less emotional knowledge than others. It is likely that emotional knowledge can be improved through education and can lead to more adaptive behavior. For example, it appears that infusing emotional literacy programs into existing school curricula can help increase emotional knowledge and work against the progression of harmful behaviors such as excessive alcohol consumption, illegal drug use, and deviant behavior (Brackett & Mayer, 2003). Emotional intelligence can make the difference between success and failure for both individuals and organizations. The following quote from the Consortium for Research on Emotional Intelligence in Organizations (2003, About Us, p. 1) further explains:

Social and individual competencies are vital for a healthy and productive life. Personal awareness, optimism, and empathy can enhance personal satisfaction and productivity at work, and in other aspects of life. The workplace is the ideal setting for the promotion of these competencies in adults because work plays a central role in their lives. Not only do most of us spend the largest portion of our waking hours at work, but our self-esteem, identity, and well-being are strongly affected by our work experiences.

What are current challenges facing the workplace today? Employees and bosses were polled and the following list comprises needs organizations face. In most every case, emotional intelligence can play a role in satisfying the needs. For instance, coping with change involves the ability to understand the emotional impact on ourselves and others (Cherniss & Goleman, 2001).
Challenges Organizations Face

- People need to cope with massive, rapid change.
- People need to be more creative in order to drive innovation.
- People need to manage huge amounts of information.
- People need to be more motivated and committed.
- People need to work together better.
- The organization needs to make better use of the talents available in a diverse workforce.
- The organization needs to identify potential leaders in its ranks and prepare them to move up.
- The organization needs to identify and recruit skilled people and top talent.
- The organization needs to make good decisions about new markets, products, and strategic alliances.

Consider another of the challenges above. How does emotional intelligence play a role in helping leaders make good decisions about products, markets, and alliances? Making good decisions involves more than just using one’s emotional intelligence (Cherniss and Goleman, 2001). Materials must be gathered and data analyzed. However, even after all the relevant information has been gathered, a leader may still have to rely on judgment or a gut feeling to assist in making a good decision. “Emotional intelligence enables leaders to tune into the gut feelings that are helpful in making difficult decisions” (Cherniss & Goleman, 2001, p. 6).

Guidelines for best practices for the emotionally intelligent leader have been developed by
Goleman, Cherniss, Emmerling, and Adler for the Consortium for Research on Emotional Intelligence (2005, p. 1-3). These guidelines are based on review of the literature in training and development, psychotherapy, and behavioral change. It is believed that emotional learning need not adhere to all of these guidelines to be effective; however, changes for effectiveness increase with each guideline that is followed. (A detailed description of each practice is found in Appendix A).

Table 2.4  **Guidelines for Best Practices for the Emotionally Intelligent Leader**

<table>
<thead>
<tr>
<th>I. Paving the Way</th>
<th>II. Doing the Work of Change</th>
<th>III. Did it work? Evaluating Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the organization’s needs.</td>
<td>Make change self-directed.</td>
<td>Evaluate aspects of best practices.</td>
</tr>
<tr>
<td>Assess the individual.</td>
<td>Set clear goals.</td>
<td>Evaluate change in the organization.</td>
</tr>
<tr>
<td>Deliver an assessment with care.</td>
<td>Break goals into steps that can be managed.</td>
<td></td>
</tr>
<tr>
<td>Maximize learner choice.</td>
<td>Provide opportunities to practice.</td>
<td></td>
</tr>
<tr>
<td>Encourage people to participate.</td>
<td>Give performance feedback.</td>
<td></td>
</tr>
<tr>
<td>Link learning goals to personal values.</td>
<td>Rely on experiential methods.</td>
<td></td>
</tr>
<tr>
<td>Adjust expectations.</td>
<td>Build support.</td>
<td></td>
</tr>
<tr>
<td>Gauge readiness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.4  **Guidelines for Best Practices for the Emotionally Intelligent Leader**

Emotional intelligence influences organizational effectiveness in a number of areas according to Cherniss and Goleman (2001). Some of these areas include the following: employee recruitment and retention, development of talent, teamwork, commitment, morale, health, productivity, customer loyalty, and client or student outcomes. Emotional intelligence can be
viewed as a group-level phenomenon as well as an individual competency. “There are emotionally intelligent groups as well as emotionally intelligent individuals” (Cherniss & Goleman, 2001, p. 7). Emotionally intelligent groups display the kinds of cooperation, commitment, and creativity that are important for organizational effectiveness and ultimately, people who are members of these groups are affected by them; they become more emotionally intelligent themselves (Cherniss & Goleman, 2001).

As Goleman (1995) pointed out in his first book on the topic, emotional intelligence is evidenced primarily through relationships. It affects the quality of relationships. In an organization, any attempts to improve emotional intelligence will depend on how people react and respond to each other, whether it be in a formal training session or as an informal conversation in the office (Cherniss & Goleman, 2001). One could surmise that emotional intelligence has residual effects and permeates an organization. Individual people in the organization, groups and teams in the organization, and the organization itself are all affected by the relationships that are present, and the underlying aspects of emotional intelligence that operate through them.

Goleman (2002) claims that people who rise to the top of their fields, whether it’s psychology, law, medicine, or engineering, aren’t just good at their jobs. They are affable, resilient, and optimistic. In other words, it takes more than traditional cognitive intelligence to be successful at work. It also takes the ability to restrain negative feelings such as anger or self-doubt and focus instead on positive ones such as confidence and congeniality (Murray, 1998). Murray states that while some psychologists view Goleman’s proposition as a prescription for building career skills, others say its validity is yet unproven. Critics maintain that cognitive and technical skills are the skills that qualify people for the best jobs and help them excel at those jobs, but according to Goleman, cognitive skills are only the ones that get you in the door…emotional skills help you thrive once you’ve gotten there.

To illustrate Goleman’s point, psychologist Steven Stein cites the example of a Harvard business grad who received numerous job offers from companies clamoring to hire her (Murray, 1998).
However, due to a lack of emotional skill, the woman continually sparred with her employers and couldn’t keep any of the jobs she landed. Studies of close to 500 organizations worldwide indicate that people who score highest on measures of emotional intelligence rise to the top of corporations (Murray, 1998). *Star* employees possess more intra and interpersonal skills and confidence than *regular* employees who receive less glowing reviews on their evaluations and performance ratings.

Leaders, in particular, need skills in emotional intelligence because they represent the organization to the public, they interact with the highest number of people within and outside the organization, and they set the tone for employee morale (Goleman, 2002). Leaders with empathy are able to understand employees’ needs and provide them with constructive feedback. Different jobs also call for different types of emotional intelligence, for example: a salesman needs empathy to gauge a customer’s mood and he also needs interpersonal skills in order to decide when to pitch a product and when to keep quiet (Goleman, 2002).

There are gender differences in emotional intelligence as well. After administering assessments to 4500 men and 3200 women, a testing organization found that women score higher than men on measures of empathy and social responsibility, but men outperform women on stress tolerance and self-confidence (Murray, 1998). In other words, women and men are both intelligent in measures of emotional ability, but they are strong in different areas. Since patterns of emotional intelligence are not fixed, men and women can boost their over-all skills by building their abilities where they lack them (Goleman, 2002).

Goleman predicts that companies and organizations will increasingly opt for emotional intelligence training as they realize skills in this area raise job productivity and customer satisfaction (Murray, 1998). Emotional intelligence, along with discipline and motivation, affects just about everything one does at work; even when the work is in a solitary setting (Goleman, 2002).
Emotionally Intelligent School Leaders and the Job of Principal

“It’s no secret that school leaders fail not because they lack brains, determination, knowledge, and technical skill, but because of what is characterized as ‘style’ or ‘people skills’” (Bloom, 2004). And, despite research that calls for attention to emotional intelligence issues, most pre-service and in-service programs for administrators ignore this need. Few jobs present as many challenges to an individual’s emotional intelligence as that of the school principalship (Bloom, 2004). An effective principal must master a broad range of educational and management issues, build and maintain relationships with multiple constituencies, and lead change in highly politicized and conservative institutions (Bloom, 2004). Most principals who do not remain in their positions leave for reasons that are more related to emotional intelligence than to their technical knowledge and skills.

“Our vision of the principalship and the typical path to the principalship has changed over recent years. We expect today’s principals to be instructional leaders. We also expect them to have a deep knowledge of teaching and learning” (Bloom, 2004, p. 2). The new generation of principals is being drawn from the ranks of teacher leaders who are experienced in curriculum and instruction, but in many cases, have only limited experience in leadership roles (such as department chair). They find they are more challenged by the affective demands of the job than by the technical aspects (Bloom, 2004). According to Bloom (2004), while each new principal is an individual with unique strengths, there are some commonalities among the “emotional potholes that lie in the road” during the first months on the job. These so-called potholes include the following:

1) Making the transition from one of us to one of them.

2) Becoming a supervisor of adults.

3) Living under the spotlight.
4) Letting go of emotional responses to problems.
5) Letting go of perfectionism and control.
6) Accepting that the job is never finished.
7) Taking care of oneself.
8) Developing new relationships with authority.
9) Balancing relationships against productivity.
10) Developing cross-cultural competence.
11) Not taking it personally.

In discussing each of the above potholes, Bloom (2004) explains the emotional toll the job of school administrator takes on new and even, seasoned principals. Many new principals come up through the ranks within their own districts and some, within their own schools. In most situations an administrator is no longer regarded by teachers as a colleague and will be treated differently by friends and community members. This can be an unexpected twist when the new principal realizes that old friends cannot be counted on for the same level of support they might have previously given. New principals have little or no experience as a supervisor and it is a big emotional leap for many to become comfortable in establishing clear expectations for their staffs and following through on those expectations (Bloom, 2004).

Problems in a school may require that administrators manage their own emotions, deal effectively with the emotional responses of others, and serve students’ best interests…all at the same time. Multi-tasking is a critical skill for new administrators and it must be learned quickly (Bloom, 2004). Problems and demands from different individuals and groups are brought to administration continually throughout a day, and not in any order or degree of importance. In order to manage personal stress, administrators must separate themselves from these problems and deal with them from a systems approach (Bloom, 2004).
New principals are surprised by the degree to which their every move is scrutinized by staff and community. The principalship is a form of celebrity (or notoriety, as the case may be) and requires some surrender of privacy and freedom (Bloom, 2004). The job of being principal is more complex than most of the jobs that lead up to it, and the new principal must learn to delegate tasks and accept a lack of strict control. The need to let go is one of the requirements new administrators must understand. The job of principal is often one without boundaries, other than those that are self-imposed (Bloom, 2004).

Because of the demands of the job, it is important to balance work and personal life. To be effective, new principals must learn that investing in their own well-being is important to the well-being of their schools (Bloom, 2004). Many new principals enter the job intimidated by superintendents, board members, and other administrators; they must establish new relationships quickly and manage them comfortably to ensure that personal and site needs are met (Bloom, 2004). Time is at a premium for the school administrator and new principals must learn to become more efficient, especially in their relationships. They must learn to manage the cultural and emotional landscapes of parents, custodians, bus drivers, and many diverse groups of people by being good listeners, observers, and mediators. Finally, new administrators must learn to handle criticism and conflict and must continually be reminded not to take it personally...indeed, they must develop a thick skin (Bloom, 2004).

The above discussion, cites findings from Gary Bloom’s work at the University of California’s New Teacher Center in Santa Cruz. The New Teacher Center runs a program entitled Coaching Leaders to Attain Student Success or CLASS. This program provides intensive induction support to first and second-year principals. At the heart of the program is a 1:1 relationship between an expert principal (who serves as coach) and a beginning principal. Bloom (2004) states that a pre-service program can do little to prepare principals for most of the realities
of the job, but one-on-one coaching can support them in learning through their experiences and in building the emotional intelligence that is a prerequisite for effective school leadership.

I have reflected on my first year as a school administrator and have identified with each and every one of the potholes that are listed on page 59-60 in this chapter. Like most administrators I know today, I learned the job through trial and error or a better description may be, trial by fire. The coaching/mentoring program the New Teacher Center in Santa Cruz offers, addresses many realities of the job of school administrator. This one-to-one teaching, learning, and sharing situation may do more to assist new administrators in becoming effective leaders than any of the academic programs they are required to participate in. Bloom says that the work at the New Teacher Center is paying off. “Research indicates that as beginning principals begin to master the managerial and emotional demands of the principalship, they are more able to emerge as instructional leaders” (Bloom, 2004, p. 9).

A Review of Studies Specific to Emotional Intelligence and Leadership

In this section, I will report on five studies that are specific to emotional intelligence and leadership. The first is a study conducted on behalf of the Ontario, Canada Principals’ Council by Stone, Parker, and Wood (2005). The report on this study was released to the Consortium for Research on Emotional Intelligence in Organizations in February 2005. It is entitled The Ontario Principals’ Council Leadership Study. The second study was done in 2004 at Case Western Reserve University by Ph.D. candidate, Helen Warnick Williams. This study is entitled A Study of the Characteristics that Distinguish Outstanding Urban Principals: Emotional Intelligence, Problem-solving Competencies, Role Perception, and Environmental Adaptation. The third study I am reviewing is one that was done in Puerto Rico at Dowling College by Gloryana Dominguez-Cruz. It is a doctoral dissertation done in 2003 entitled The Relationship of Leadership Orientations to the Emotional Intelligence of Public Elementary, Intermediate, and High School
Principals in Puerto Rico. The fourth study is a doctoral dissertation done online at Capella University in Minneapolis, Minnesota by Ph.D. candidate, R. H. Bardach. Published in 2008, this study is entitled *Leading Schools with Emotional Intelligence: A Study of the Degree of Association Between Middle School Principal Emotional Intelligence and School Success.* The last study I am reviewing was funded by the Johnson & Johnson Consumer Company and involved 1400 participants in 37 countries. This study was conducted in 2001 by Cavallo & Brienza and is entitled *Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study.*

**STUDY #1**

*The Ontario Principals’ Council (OPC) Leadership Study (Stone, Parker, & Wood, 2005).*

The following summary is taken from the report submitted by the authors to the Consortium for Research on Emotional Intelligence in Organizations:

**The Objective**

The purpose of this study was to explore the relationship between emotional intelligence and school leadership. Specifically, the project sought to identify key emotional and social competencies required by school leaders, both principals and assistant principals, to successfully meet the demands and responsibilities of their positions.

**The Sample**

The sample for this study included 464 principals and assistant principals; 187 men and 277 women from nine school boards in Ontario. Two hundred twenty six participants were elementary school principals, 84 were elementary school assistant principals, 43 were secondary school principals, and 57 were secondary school assistant principals (54 did not indicate their current position.) The mean age of the participants was 47.3 years, the mean length of time they had been in the education field was 22.4 years, the length of time the participants had served
as principal was 5.4 years and as assistant principal, 3.0 years.

The Procedure

Participating administrators provided information about their emotional intelligence by completing the Emotional Quotient Inventory (Bar-On, 1997); this inventory is a 125-item self-report instrument designed to measure the basic features of emotional intelligence and includes a general mood scale consisting of optimism and happiness. It also generates 4 main scales, which make up emotional intelligence as follows:

1) intrapersonal consisting of self-regard, emotional self-awareness, assertiveness, independence, and self-actualization

2) interpersonal consisting of empathy, social responsibility, and interpersonal relationship

3) adaptability consisting of flexibility, reality testing, and problem solving

4) stress management consisting of stress tolerance and impulse control

Participants asked their supervisors to complete a supervisor-rated questionnaire. They also asked staff members to complete a staff-rated questionnaire. Analysis revealed two leadership dimensions: task-oriented (for example, the administrator comes well prepared for meetings), and relationship-oriented (the administrator seeks consensus among staff members.) The administrators with complete data, the EQ-I and all ratings, did not differ on any of the measurement scales from the administrators who had incomplete data.

The Findings

“Consistent with previous research using the EQ-I, women were found to score higher than men on the interpersonal dimension. However, no differences in EQ-I scales were found
between individuals working in an elementary school versus a secondary school; the same was true when EQ-I scales were compared for principals and vice-principals” (Stone, Parker, & Wood, 2005, p. 6). Men and women did not differ on any of the ratings provided by supervisors and staff. Also, elementary school administrators did not differ from secondary school administrators on any of the ratings.

This study revealed there was a positive relationship between the ratings from supervisors and staff, but the association was weak and revealed disagreement among the raters. A total leadership score was calculated for each administrator based on a combination of all ratings in order to identify those who were perceived as demonstrating above or below average leadership skills. Subscales differed for groups. In regards to intrapersonal abilities, the above average group scored higher than the below average group on the emotional self-awareness and self-actualization subscales. The above average group also scored higher on empathy and interpersonal relationships. In investigating adaptability skill, the above average group scored higher than the below average group on flexibility and problem solving. On the stress management subscales (stress tolerance and impulse control), the above average group only scored higher on impulse control.

Conclusion and Recommendations

This study concluded that emotional and social competencies differ among school administrators identified by both supervisors and staff as either above average or below average in leadership abilities. The pattern was consistent regardless of gender, whether the administrator was a principal or assistant principal, and whether the individual worked in an elementary or secondary school. Although total emotional intelligence was a predictor of successful school administrators, some dimensions were better predictors than others. Specifically, groups seeking to use assessment tools would be wise to focus on promoting the following abilities:
- emotional self-awareness…the ability to recognize and understand one’s feelings and emotions
- self-actualization…the ability to tap capacities and skills in order to improve oneself
- empathy…the ability to be attentive to, understand, and appreciate the feelings of others
- interpersonal relationships…the ability to establish and maintain mutually satisfying relationships
- flexibility…the ability to adjust one’s emotions, thoughts, and behavior to changing situations
- problem solving…the ability to identify and define problems and to generate potential effective solutions
- impulse control…the ability to resist or delay emotional behaviors

The OPC Leadership Study’s findings are particularly important in substantiating some of the claims about emotional intelligence. This study identified key skills and competencies that distinguish the above average school leader from the below average leader. In light of Goleman’s claims and that of other researchers that emotional intelligence means more than IQ in predicting job performance and success, and in light of the evidence reported in this study, school boards would be wise to consider the use of assessment tools for emotional intelligence in professional development programs and as part of the recruitment process for new administrators. The authors report that the next phase of the project is to develop a training program for school leaders that will include an assessment component. This component will measure the effect of training on the skills of participants. This upcoming study will be important in that it will target training and
help validate or refute the claims that emotional intelligence can be taught and improved upon.

**STUDY #2**

*A Study of the Characteristics that Distinguish Outstanding Urban Principals: Emotional Intelligence, Problem-solving Competencies, Role Perception, and Environmental Adaptation* (Williams, 2004).

**The Objective**

The purpose of this study was to identify the competencies and characteristics that distinguish outstanding urban principals. It specifically focused on three questions: 1) What are the emotional intelligence competencies and problem solving competencies that distinguish outstanding urban principals? 2) How do these principals conceptualize and adapt differently to their job demands? 3) How do they conceptualize and adapt to their external organizational environment?

**The Sample**

A sample of twelve outstanding and eight typical principals was identified from a large mid-western urban school district. Data from interviews, open-ended questions, and a variety of assessment questionnaires were compiled. Both quantitative and qualitative data were analyzed to identify key characteristics that describe differences between the two groups of principals. Linkages between these characteristics and prototypical leadership practices were examined. Differences were found in all three areas of inquiry.

**The Findings**

Outstanding principals demonstrate a broad range of competencies related to emotional intelligence and problem solving. Thirteen of the twenty-three competencies studied differentiated outstanding and typical principals. These competencies included: self confidence, self control, conscientiousness, achievement orientation, initiative, organizational
awareness, developing others, leadership, influence, change catalyst, conflict management, teamwork/collaboration, and analytical thinking. Differences in how outstanding principals conceptualize and adapt to job demands were revealed. Outstanding principals view and position themselves as leaders. They articulate goals that focus on improving instructional quality and organizational culture, and they build relationships in the context of these goals. Outstanding principals also conceptualize and adapt to their external organizational environments in a different manner than typical principals do. They view the external environment as more important, interact with a broader range of external groups, and utilize a wider spectrum of boundary spanning strategies.

**Summary**

This study highlights EI leadership and also finds linkages between the distinguishing competencies and characteristics of outstanding principals and effective principal practices related to instructional leadership, change leadership, and expert problem solving.

**STUDY #3**


**Location and History**

This study was conducted at Dowling College in Puerto Rico. The researcher reports the educational system of Puerto Rico has been undergoing reform and decentralization for several years (Dominguez-Cruz, 2003). This reform, she says, has brought a new governance structure that has modeled leadership practices. Changes in teaching practices, organizational structures, and leadership requirements are continuing to be implemented.

**Summary**

This study enabled the investigator to gain insights into the Caguas Education Region’s
school principals’ leadership orientations. It also presented insight into aspects of the school principals’ emotional intelligence. Two instruments of assessment were used. The research conducted involved descriptive and correlational methods. Analyses of data indicated that of the overall dimensions of emotional intelligence considered, the one that had no relationship at all with leadership orientations was motivation (Dominguez-Cruz, 2003). Results of the study indicated the principals viewed themselves in different ways when leading others. One set of results identified the leadership practices principals used. The analyses of these data found the absence of dimensions of emotional intelligence; specifically, social skills and self-awareness (Dominguez-Cruz, 2003).

After reviewing this particular study, one might wonder if the data are flawed or even ask about the instruments used to assess the practices principals reported using. With the data noting the absence of social skills and self-awareness, the interpersonal and intrapersonal skills of the principals come into question. It does not seem plausible that a leader could effectively lead and relate to people without skills in these areas. Such discrepancy might be attributed to a difference in culture or as noted by the researcher, the changes in leadership requirements and the educational reform currently taking place in Puerto Rico.

**STUDY #4**

*Leading Schools with Emotional Intelligence: A Study of the Degree of Association Between Middle School Principal Emotional Intelligence and School Success* (Bardach, 2008). This study was a dissertation study conducted through the online doctoral degree program at Capella University in Minneapolis.

**The Objective**

Measures of cognitive intelligence such as the Intelligence Quotient (IQ) have long been held as gatekeeper measures for placement within organizations. Universities and colleges have
created degree programs that measure cognitive ability, and the degrees conferred ensure entry into leadership positions. However, leaders with analogous educational and professional backgrounds may experience different levels of success even when facing quite similar situations. Why is this? The answer may be found within a fairly new field of study known as Emotional Intelligence (EI). The purpose of this study was to explore the degree of association between emotional intelligence and school performance.

**Design of the Study**

Using a correlational design, this study gathered the emotional intelligence levels of a sample of middle school principals and compared those levels to the AYP (adequate yearly progress) ratings of the principals’ schools. The respondents’ EI scores were established through an analysis of 141 questions presented on the MSCEIT. A logistic regression was performed to determine the degree of association between the principals’ EI levels and their schools’ AYP ratings. The AYP status was compared to participant total, area, and branch scores on the MSCEIT to determine if principals having higher EI scores also have schools with greater success at meeting AYP.

**Summary and Recommendations of the Researcher**

The researcher reports this study first dealt with the degree of association between a middle school principal’s total EI score and school success. Secondly, the study focused on specific elements of the principal’s emotional intelligence – the area and branch scores – and the degree of association those elements had with school success. The researcher states that overall organizational performance studies have determined that higher EI scores may act as predictors for success. Further he says the literature supports the following:

1) Principals with higher levels of EI will have more successful schools.

2) Principals with higher levels of EI will better serve students from a wide variety of
socio-economic and ethnic backgrounds.

In this study, various components of the principals’ EI levels were found to be closely related to school success. With this information school systems may begin to recruit and promote those principals who demonstrate higher levels of emotional intelligence. Furthermore, training programs may be developed to enhance the emotional intelligence of principals in an effort to support higher levels of school success. Ultimately, this research indicated that the association between emotional intelligence and school success could not be ignored.

STUDY #5


The History and Objective

In 1998, a Harvard Business Review article entitled *What Makes a Leader*, caught the attention of senior management at Johnson & Johnson's Consumer Companies. The article, written by Daniel Goleman, spoke to the importance of emotional intelligence (EI) in leadership success, and cited studies demonstrating that EI is often the distinguishing factor between great leaders and average leaders. Goleman posits that the foundation of emotional competency is self-awareness, the knowledge of one's own abilities and limitations, as well as a solid understanding of factors that evoke emotion in one's self and others. Equipped with this awareness, a person can better manage his own emotions and behaviors and better relate to other people and systems.

Long committed to leadership education and development, JJCC decided to fund a study that would assess the importance of emotional intelligence in leadership success across the J&J Consumer Companies. Specifically the project, which involved more than 1400 employees in 37 countries, set out to determine if the emotional, social, and relational competencies identified by Goleman and other EI theorists, did in fact distinguish high performing leaders at JJCC.
The Sample

Participants were randomly selected and coded for performance rating, gender, functional group, potential, and regional area. More than 1400 employees took part in the 183 question multi-rater survey that measured a variety of competencies associated with leadership performance including those commonly referred to as emotional intelligence.

The Findings

Results showed that the highest performing managers have significantly more emotional competence than other managers. There was strong inter-rater agreement among supervisors, peers, and subordinates; the competencies of self-confidence, achievement orientation, initiative, leadership, influence and change catalyst differentiate superior performers. Some gender difference was found, with supervisors rating females higher in adaptability and service orientation, while peers rated females higher on emotional self-awareness, conscientiousness, developing others, service orientation, and communication. Direct reports scored males higher in change catalyst.

Results and Conclusions

As a result of the study, the JJCC Consumer Companies enhanced their selection and performance management practices in the following ways:

1) The company’s leadership model was modified to include the distinguishing emotional competencies found to be missing from the model.

2) A new on-line 360° feedback survey was developed based on the newly enhanced model. This survey, assessing emotional intelligence, is available to all employees and helps individuals and groups evaluate their current level of performance.

3) Educational and developmental programs have been launched across the Consumer & Personal Care Groups globally to familiarize employees with the concepts of emotional,
social, and relational competency.

4) Efforts to build skill in EI throughout the organization are ongoing. Board members and their teams have begun assessment and skill-building activities around EI. Individuals and groups throughout the organization have initiated programs and processes to enhance the emotional competency of the organization and its members.

This study supports the position that emotional competence differentiates successful leaders. High performing managers at the Johnson & Johnson Consumer and Personal Care Group were seen to possess significantly higher levels of self-awareness, self-management capability, social skills, and organizational savvy; all considered part of the emotional intelligence domain. Research has shown that emotional intelligence, like technical skill, can be developed through a systematic and consistent approach to building competence in personal and social awareness, self-management, and social skill. However, unlike technical skills, the pathways in the brain associated with social and emotional competencies are different from those engaged by more cognitive learning. Because the foundations of social and emotional competencies are often laid down early in life and reinforced over several years, they tend to become synonymous with our self-image and thus need focused attention over time to bring about change (Cherniss & Goleman, 2001).

The commitment and systematic approach taken at the J&J Consumer Companies is consistent with the focused approach necessary to build emotionally competent organizations. A strategic cycle of assessment>learning>practice>feedback over time will enable organizational members to build the competencies that can drive personal success and develop high performing leaders for the company.

Summary of an Interview with Dr. Peter Salovey

Dr. Peter Salovey currently serves as the Dean of Yale College in New Haven,
Connecticut. In 1990, he was instrumental in coining the phrase, *emotional intelligence*, and introducing it to academia. An interview was conducted by the researcher of this study with Dr. Salovey in his office at Yale in November 2005 (see Appendix E for transcript of the interview).

Dr. Salovey’s primary area of research was on human emotion. He was frustrated by two parts of the field of research on human emotion. One, that individual differences and the language people use, along with how people regulate emotion were under-emphasized. And two, that the information existing on individual differences and emotion tended to be silent. His original idea was that emotional intelligence might provide a framework that could bring all of this thinking and scholarship together. He thought the traditional views of intelligence were too narrow, just as Gardner and Goleman did, and said that a lot of things actually get the label of intelligence, but are really just accomplishments of being intelligent. Morality is a good example. “You can be an emotionally intelligent person and choose to behave in a moral way or not behave in moral way.”

Dr. Salovey stated that the narrow views of intelligence didn’t have a role for emotion in them. Further, he felt that in life, it was often a lack of wisdom about one’s emotions that would cause very smart people to make bad decisions. Prior to the 1990’s emotion research was not mainstream but Dr. Salovey said that over time, the science of emotion has come into its own; meaning people are more accepting of the idea that we have an emotional system that is important and provides us useful information and is not just a vestige of our animal heritage. The views of intelligence today are more broad-based and the idea of emotional intelligence is more in tune with current research. People are using it as a scientific construct and defining it in a more systematic way.

Dr. Salovey views emotion from a scientific perspective and believes that emotional intelligence represents a set of skills that are teachable and learnable and also measurable. He
said emotional intelligence is not extroversion or character; nor is it zeal or optimism…those are personality traits. It is here that he and Goleman part ways with their definitions. Goleman has said that emotional intelligence is defined by qualities that include: zeal, persistence, self-awareness, and social deftness and he claims that these qualities are hallmarks of character, self-discipline, and compassion. So one might ask …if I am self-aware and socially deft, does that mean I have good character and compassion? Dr. Salovey would not agree that this is necessarily true. Additionally he said that the social context usually determines whether one decides to express a skill or not and whether one behaves in a way that is based on that skill.

When speaking about emotional intelligence and leadership, Dr. Salovey told me there had been studies done in the workplace and with students where it was found that particular skills or abilities such as identifying, using, understanding, and managing emotions tend to relate to things like the ability to articulate a vision, to think strategically, and to provide social support to others in a collaborative work environment. He said research has shown that a leader’s emotional intelligence, as measured by identifiable skills, is related to a positive work environment where that leader is the kind of person others would go to for help.

Dr. Salovey talked about the test he helped develop that measures emotional intelligence. “The MSCEIT measures four aspects of emotional intelligence we have identified, using two different tasks. The psychometric work we have done shows that the scores are reliable. The first half of the test correlates with the second half, and if you take the test more than once, you will get the same score.” He went on to say that “measuring emotional intelligence with anything other than ability tests is really not capturing anything new.” He believes emotional intelligence is comprised of a set of skills that can be defined and measured and that these skills, when added to existing things like intelligence and personality, would account for unique variances in a person’s ability to function adaptively in their families, in schools, in workplaces, and generally in social settings.
Summary and Conclusions of Chapter Two

The purpose of this review has been to provide background for the study and inform the reader by reporting on current literature and research regarding the topic of emotional intelligence. This review also sought to bridge the literature, acknowledging overlapping research such as brain and behavioral research, the arts and creativity, multiple intelligence theory, and leadership. The essay provides the reader with insight into the importance of emotional intelligence and its connection to other areas of study that emphasize human feeling, thought, and behavior.

After reviewing the existing literature on emotional intelligence, I found more studies focusing on leaders in the workplace than on school leaders. My study is important for several reasons. Focused on emotional intelligence specific to school leaders, it will add to research in the area of educational administration. In addition, it will add to research on leadership styles, as styles are formed, in part, through one’s emotional intelligence. This study is also important because it provides information that may enhance the personal and professional effectiveness of the school leader; it also provides information that may assist educators in dealing with student risk factors.

The role of a school leader and the nature of school administration are complex. We know from previous research that a leader’s style influences the people being led and that it can positively affect school climate as well as student achievement (Edmonds, 1979). The query in this study looks at school leadership through an emotional intelligence framework and the reflective eyes of a current administrator, as well as four other members of the school community (see Chapter Three: Methodology.) The question I am exploring is stated as follows: What is the nature of emotional intelligence in school administration as perceived by particular members of a school community?

By viewing school leadership through an emotional intelligence framework, this study will provide another avenue for looking at an administrator’s influence in the school. The information gained herein will be useful for trainees and practitioners in both leadership and educational programs.
CHAPTER THREE: METHODOLOGY

Qualitative vs Quantitative Research

Qualitative research includes “any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification” (Strauss & Corbin, 1990). While quantitative researchers see causal determination, prediction, and generalization of findings; qualitative researchers seek illumination, understanding, and extrapolation to similar situations (Hoepfl, 1997). Qualitative and quantitative research differs epistemologically and methodologically. Hoepfl identifies reasons to opt for the qualitative approach:

1) to better understand a phenomenon about which little is known,
2) to gain new perspectives on things about which much is already known,
3) to gain more in-depth information that may be difficult to convey quantitatively,
4) and to identify the variable that might later be tested quantitatively.

Qualitative research, according to many theorists, is characterized by an interest in discovering meaning, a conviction that meaningful actions should be studied in naturalistic contexts, and the researcher’s role as an interpretive subject. It has an emergent as opposed to predetermined design, and researchers focus on this emerging process as well as the outcomes of the research. Qualitative research takes into account the subjectivity of the researcher and recognizes that the researcher is always engaged in interpretation. Quantitative research, on the other hand, uses experimental methods and quantitative measures to test hypotheses. The two methods are based on different assumptions; they characterize the researcher’s role differently and they produce different knowledge. There is room and need for multiple ways of knowing (Eisner, 1991). According to Eisner, “there is a kind of continuum that moves from the fictional that is true…the novel, for example…to the highly controlled and quantitatively described scientific experiment. Work at either end of this continuum has the capacity to inform significantly. Qualitative research and evaluation
are located toward the fictive end of the continuum without being fictional in the narrow sense of the term.” This study incorporates elements of both methods of research.

**Design of the Study**

The research method I used for this study is best described as an instrumental case study. The instrumental case study is done when there is a need for general understanding and when the researcher feels there may be insight into the question by studying a particular case. When the case study is instrumental to accomplishing something other than understanding the primary subject, the inquiry is called an instrumental case study (Stake, 1995). The question I am exploring is stated as follows: *What is the nature of emotional intelligence in school administration as perceived by particular members of the school community?*

Several features mark this research as a case study according to Merriam (1998). She says the case study is a holistic description and analysis of a single instance, phenomenon, or social unit and it is defined by its special features. Particularistic, she says, means that the case study focuses on a particular situation, event, program, or phenomenon. In this sense, my study can first be described as *particularistic* because it focuses on a particular phenomenon, that of emotional intelligence. It seeks to illuminate the nature of emotional intelligence in educational administration. A second feature of my study is that it is *descriptive*. Descriptive means the end product of the case study is a rich description of the phenomenon under investigation (Merriam, 1998). My study is descriptive in the following ways:

1) It reports historical background and connections to the concept of emotional intelligence, beginning with our original notions of intelligence in Chapter 1. The purpose of this discussion is to acquaint the reader with theories and ideas about overall intelligence during the last 150 years.
2) It reports current research on emotional intelligence and other related topics such as brain and behavioral research, the arts and creativity, multiple intelligence, and leadership in Chapter 2. It illustrates complexities and highlights current thinking on the concept of emotional intelligence.

3) The reporting of findings is descriptive, painting a detailed picture for the reader. I have used multiple sources of data collection including the use of the MSCEIT, interviews, researcher observations, member checking, and peer review.

The MSCEIT or The Mayer-Salovey-Caruso Emotional Intelligence Test is designed to measure emotional intelligence by assessing a person’s capacity to identify emotions, to use emotions to facilitate thought, to understand emotional meanings, and to know how to manage emotions. It is an ability test that evaluates participant responses according to a criterion of correctness rather than relying on true-false measures of self-judgment such as “I am emotionally intelligent” (Mayer, Salovey, & Caruso, n.d.). Normative data is derived from a sample of 5,000 individuals. In this study, the MSCEIT is used as a baseline to assess the ability of the participants in regards to their own emotional intelligence. It is foreseeable that their knowledge in this area might affect their interview responses or in general, how they view the nature of emotional intelligence in school administration.

Along with being particularistic and descriptive, a third feature of my study is that it is heuristic. Heuristic means the study illuminates the reader’s understanding of the phenomenon being investigated; it can bring about the discovery of new meaning and extend the reader’s experiences (Merriam, 1998). My study describes and illuminates the concept of emotional intelligence. It allows the reader the opportunity to relate to his or her own personal experiences and understanding of
emotional intelligence, both as a human ability and as an ability that can influence the school environment when filtered through educational leadership.

A fourth feature of my study is that it is bound by time and place (Creswell, 1998). Data were collected over a three-month period on a single school campus. In consideration of the setting, and in choosing the level of schooling to focus on, I have looked at the size of the school population I will be drawing my participants from, and what effects size might have on the study. Also I have considered the influence and relevance of the topic for different age groups.

The broader setting or context that frames my study can briefly be described as a high school in a suburban school district in the southeastern part of United States. Generally a high school’s population is larger than an elementary or middle school’s population; the high school administrator therefore has more opportunity to relate to more people because of this larger population. In order to address the number of people and their various needs and requests, the high school administrator is constantly on task with his or her relationship skills. The emotional intelligence of the high school administrator ultimately influences more people.

People come to know each other in a variety of ways in the high school; they form relationships not only throughout the business of the school day, but also in the afternoon and at night through sporting events, dances, fundraisers, PTSA events, graduation, and so forth where such activities and events allow for different types of contact to be made with an administrator. My experience as a teacher and administrator in different areas of public schooling tells me that the high school may be a better fit for my study because of the number of relationships the high school administrator forms with a broader range of people in a broader spectrum of circumstances.

Also, I believe the term, emotional intelligence, and an understanding of its effect on school leadership, is more appropriate for older groups. High school is the final step before higher education and the intellectual components of the high school are more advanced than those of the lower school.
High school students are more in tune to academic studies and discussions about intelligence; the topic of emotional intelligence may therefore have more relevance set in the high school environment.

**Sample Selection**

The design of my study and the boundaries of the case can be identified further by the actual question I am exploring: *What is the nature of emotional intelligence in school administration as perceived by particular members of the school community?* In choosing particular members of the school community, or my sample, I used a snow-ball technique (Bogdan & Biklen, 1998) by relying on the information of friends. I also used criterion-based sampling (LeCompte & Preissle, 1993) by identifying the categories or types of people I wished to interview. The criteria included:

1) The subject is currently a member of the selected school community.

2) The subject can be identified as holding a specific job, role, or position in the school community. These jobs include only *one* of the following: an administrator (the leader), a parent, teacher, staff member, and student (persons representative of those being led).

3) The subject represents at least one of the following categories when compared to the other four subjects: diversity in race, gender, age, and/ or ethnicity.

My study can be depicted visually as Figure 3.1 shows. The primary sphere is comprised of three parts: 1) the school and the elements of emotional intelligence that happen there; 2) the school leader; 3) and the four members of the school community. Figure 3.1 illustrates the interchangeable effects of emotional intelligence; for example, the school affects the administrator; the administrator affects the members; and the members affect the school environment. The reverse is also true as they all affect each other in varying degrees and in various situations. The participants bring a different perspective to the study and each is needed to present a more comprehensive description of the phenomenon I am investigating.
Bogdan & Biklen (1998) tell us that good interviewers need to have patience and that good listening stimulates good talking. The task of obtaining quality information resides on the shoulders of the interviewer. Seidman (1998) says that at the root of in-depth interviewing is an interest in understanding the experiences of others and also the meaning they make of their experiences.

In this study, I address the concept of emotional intelligence from a broad perspective and also, I use questions that target more specifically the skills and practices used by the school leader. According to Patton (1990), “the purpose of interviewing is to find out what is in and on someone else’s mind” (p. 196). Questions for the respondents in this study came from a test of ability (the MSCEIT) and also from a personal interview with the researcher. Some of the interview questions are largely open-ended and formed around basic themes as described by Patton (1990) below:
1) experience and behavior questions…what respondents do or have done,
2) opinion, perception and value questions…what respondents actually think about things,
3) and background questions…personal descriptions of themselves and of their experiences.

Other interview questions are derived from a body of work currently available from The Consortium for Research on Emotional Intelligence in Organizations. The mission of this group is to aid the advancement of research and practice related to emotional intelligence. It was founded through support of the Fetzer Institute and its initial mandate was to study all that is known about emotional intelligence in the workplace (Consortium for Research on Emotional Intelligence in Organizations, 2003). The consortium has developed a set of guidelines for organizations that want to excel in the emotional competency area. Empirically supported models of best practice, *Best Practices for the Emotionally Intelligent Leader*, have been identified using Daniel Goleman’s theory as a basis (see Appendix A). Reporting on the importance of emotional intelligence in the workplace, the consortium has stated the following:

Social and personal competencies are vital for a healthy and productive life. Self-awareness, optimism, and empathy can enhance satisfaction and productivity at work and in other aspects of life. The workplace is the ideal setting for the promotion of these competencies in adults because work plays a central role in their lives. Not only do most of us spend the largest portion of our waking time at work, but our identity, self-esteem, and well-being are strongly affected by our work experiences. The workplace is also an ideal place for promoting social and emotional competencies because it often is there that people feel their lack most keenly.
When people realize that social and emotional abilities hold
the key to greater career success, they become eager to develop
those abilities (http://www.eiconsortium.org/research/emotional_
competence_framework.htm).

The Emotional Competency Framework (see Appendix B), another document developed by
the consortium, identifies and targets emotional ability and competence in two general areas, personal
competence and social competence. The competencies in this framework relate to many of the
competencies listed in previous research on effective leadership, particularly in the area of social
skills. For example, in regards to effective leadership, Kouzes and Posner (1987) cite behavioral
commitments in best leadership cases that include: searching for opportunities, taking risks, inspiring
a shared vision, and fostering collaboration. In the ECF, collaboration and cooperation are listed as a
social competence and defined as “working with others toward shared goals.” Overall, the language
of emotionally intelligent leadership is very similar to that of effective leadership. The competencies
in the ECF do indeed incorporate good leadership practices, but with a focus on the emotional
intelligence that seems to underlie them. The ECF and the consortium’s guidelines for best practice
provide excellent outlines for interview questions. Along with Patton’s suggestions for basic
interview themes listed previously, I have used the ECF and the consortium’s guidelines to formulate
more specific questions that target the skills and practices of the school executive.

My questions were prepared to ensure a similar line of inquiry for each respondent. The
administrator self-reported and the respondents answered the same questions about the administrator.
The intent of the interviews and observations was to conduct a comprehensive investigation of
emotional intelligence and to understand the respondent’s descriptions from their own frame of
reference (Merriam, 1998). A practice interview session was held with a friend before the study
interviews so I could pinpoint focus areas and gauge the time I needed with each respondent.
The participants were introduced to the study via a cover letter (see Appendix C) that provided a brief overview. It acquainted the subjects with the types of questions I would be asking in the interviews and also briefly told them about the emotional intelligence test they would be taking online. The cover letter explained the time required to participate in the project and assured the respondents of confidentiality in reporting. I contacted the respondents by phone to talk with them about their willingness to participate, answer any additional questions, and arrange a time to meet. We also communicated by email. Prior to beginning the interviews, I presented them with a consent form (see Appendix D), and again assured them of the confidentiality I intended to employ.

Data Collection and Organization

One purpose of a qualitative study is to gain an in-depth understanding of the subjects’ perceptions regarding the phenomenon under investigation; therefore, data collection in this study was organized by employing five methods of inquiry. Primarily, data were collected through the use of an ability test and face-to-face interviews, both of which provided significant information. The beliefs and interpretations of those studied are as important as, though they may be different from, those of the researcher (LeCompte & Preissle, 1993). Every effort was made to preserve the voice of the participants so that stories told accurately portray their thoughts and descriptions.

Data were also collected by shadowing the school administrator and observing her on the job in order to report my own perceptions regarding her leadership practices and emotional competency. This information was important in regards to the picture I painted for the reader. Peer review and member checking were incorporated as well to help triangulate the study. The data collected and the information reported allow the reader to form his or her own conclusions about the nature of emotional intelligence in school administration.

Because this study targets educational leadership and illuminates the effects of emotional
intelligence in that arena, it was appropriate to conduct the research in the educational setting. According to Marshall and Rossman (1999), “human actions are significantly influenced by the setting in which they occur; thus, one should study that behavior in real-life situations” (p. 57). In terms of the larger setting, I would suggest that in the suburban area used in this study, there may have been cultural and social influences present that affected the educational environment…different from the influences that might be found in a lesser populated rural area or larger metropolitan area. This study was designed to only address the participants in one particular setting or one particular real-life situation; that setting or situation being a high school in a suburban area in the southeastern United States where all the respondents either live, work, or attend the identified school.

**Interpretation of Data**

Data analysis is defined by Bogden & Biklen (1998) as the process of searching and arranging interview transcripts, field notes, and other materials that are accumulated. The researcher undertakes this process to achieve meaning and understanding and to mount a presentation of what has been discovered. For this study I developed an interview guide with pre-determined categories of interest that assisted in formulating questions and aligning participant responses. Some of the codes or categories I used when observing and organizing data included: setting and context, subject perspective, relationships and social structures, my senses and feelings (Bogden & Biklen, 1998). Appendix H shows the organizational chart I used for collecting data and organizing field notes.

In reducing and refining the raw data, I looked for themes and patterns to emerge. I analyzed the data by looking for similarities and differences in key words and phrases. I noted prominent themes based on frequency of occurrence and uniqueness. LeCompt and Preissle (1993) state that “theorizing is a formulized and structured method for playing with ideas and data” (p. 249). I worked with the data to determine the relationships and connections to my original research question. Where applicable, I displayed the data by way of tables, charts, and graphs (see Appendices F and G for
interview data). And, through constant comparison of the data (Glaser, 1994), I generated theoretical properties for the study.

**Triangulation**

In qualitative research, an investigator can use basic strategies to enhance internal validity. One of those strategies is triangulation, which involves the use of multiple sources of data collection or multiple methods to confirm the emerging findings (Merriam, 1998). In this study, the design I used dictated I examine the relationships between the school leader and the stakeholders or members of the school community from various perspectives. Primary strategies for examination included an ability test and interviews. Additional data were collected and reported through the use of member checking and peer review, and the researcher’s own observations were obtained through shadowing techniques; all of these processes contributed to triangulation of the study.

Readers find meaning and understanding of the phenomenon being investigated through various descriptions of context, situations, and events that they can relate to as well as through a connection to or identification with the participants’ responses. Triangulation, in this study, was not used to determine whether a participant’s responses were right or wrong. It was used to approach the investigation from different angles in an attempt to provide more meaning for the reader.

Mathison (1988) suggests shifting the notion of triangulation away from a solution for ensuring validity to relying on a holistic understanding of the situation in order to construct plausible explanations about the phenomenon being studied. By using various data collection strategies, this study created a more holistic picture of the nature of emotional intelligence in school administration.

**Validity, Trustworthiness, and Reliability**

According to Guba and Lincoln (1981), qualitative studies are considered to be valid and credible because they present authentic representation of the phenomenon under investigation by
reporting the subjective experiences of the participants, as well as those of the researcher conducting the study. Validity refers to the trustworthiness of a description or conclusion that is presented (Guba and Lincoln, 1981). The extent to which others believe in the study, or the trustworthiness of the study, is enhanced through thick and accurate description.

Along with reporting researcher and subject perceptions, this study also reported the emotional ability of each participant as measured by a test of emotional intelligence, the MSCEIT (Mayer, Salovey, & Caruso, n.d.) Results of this test are based on normative data collected from a sample of 5,000 individuals; it was scored and interpreted by the manufacturer. The MSCEIT enhances the validity of the study, serving as a baseline that establishes an ability level for each participant. It was anticipated that this ability level would influence interview responses and account for differences in the perception of emotional intelligence as embodied by the school leader.

Merriam (1998) states that “one of the assumptions underlying qualitative research is that reality is holistic, multidimensional, and ever-changing; it is not a single, fixed, objective phenomenon waiting to be discovered, observed, and measured” (p. 202). Based on this claim, in regards to reality and in terms of the trustworthiness and descriptiveness of a study, the researcher should make an attempt not only to accurately “capture the moment,” but to construct a study that is comprehensive and expansive. The researcher’s purpose then, is not necessarily to prove that the study is valid, but rather to focus on accurately reporting and describing the phenomenon and all of the issues brought forward during the inquiry. Through descriptive and accurate reporting, and triangulation of the data, validity is interwoven into the quality of the study.

One of the keys to the trustworthiness of a study is found in the researcher’s ability to understand and address the threats that are present. LeCompte and Preissle (1993) identify threats to internal validity which include: history and maturation, mortality, observer effects, selection and regression, and spurious conclusions.
Data for this study was collected over a period of months. The threat of *history*, or the influence of external events on subject’s behavior is not relevant. Interviews took approximately sixty minutes when conducted. *Mortality and maturation* or a biological, psychological change in the subjects during the time they were being interviewed is also irrelevant. *Observer effects*, or a change in subject response due to the effects of being observed, were minimized. Each subject took only one ability test and participated in only one interview. Additionally, my presence as the researcher would have been considered natural in the educational arena. I had an insider’s perspective and was better able to relate to the subjects because of my personal experiences in education. I am familiar with the role of school leadership, having served as a school administrator myself. I am familiar with parent perspectives having guided my own children through public schools. I also understand the job requirements of clerical and other staff members in the school, realizing their perspectives are different and their interactions with administrators are different from those of teachers, parents, and students. I related to the teacher in the study since I have been a teacher in several areas of the educational curriculum.

I designed my study to protect against *selection and regression effects* by choosing a diverse group of subjects that bring different perspectives to the inquiry. Diversity in gender, race, culture, and age is represented in the study. My knowledge of education and the culture of schools assisted me in determining whether participant responses were aligned with the study and whether they represent the sample population I am studying; also, whether participant opinions were diverse and representative of the differences one might expect to see among the sample. The threat of *spurious conclusion* (*LeCompte and Preissle, 1993*) is handled with the triangulation strategies I used which again include: an ability test, interviews, researcher observations, peer review, and member checking.

According to *LeCompt and Preissle* (1993), in qualitative research, external validity is concerned with the threat of a study’s ability to be accurately translated and understood by the reader.
It is also concerned with the study’s comparability. Construct validity refers to meanings that can be shared and understood across time, settings, and populations (LeCompt and Preissle, 1993). To address the problem of construct validity, I have attempted to clearly define my background and the framework or lens through which I viewed the inquiry. I have informed the reader in regards to my purposes and intents, described the design used in building my sample, and given explanations of the processes I used to conduct the research. Construct validity continued to be a consideration when reporting participant responses, reporting findings, and drawing conclusions at the end of the study.

Reliability is related to validity because without it, there can be no claim of validity (Guba & Lincoln, 1981). But reliability or the replication of a study is problematic in qualitative research. With reliability, there is the presumption of stability and consistency across time and in similar settings. In quantitative studies, reliability is a pre-requisite. However, in a qualitative study, the participants and circumstances are peculiar to that study, and form singular constructs that are unique within its framework (Guba & Lincoln, 1981). Changes that occur during the course of investigation affect the qualitative inquiry and contribute to the outcome of the study (Merriam, 1998).

Replication of a qualitative study, in terms of achieving similar results and drawing similar conclusions is difficult simply because human behavior is never static (Merriam, 1998). More important to the qualitative study is the researcher’s ability to ensure that findings and results make sense and are consistent and dependable. “The question then, is not whether findings will be found again, but whether the results are consistent within the data collected. Especially in terms of using multiple methods of data collection and analysis, triangulation strengthens reliability” (Merriam, 1998, pgs. 206, 207). Overall, reliability and validity are enhanced in this study because of the multiple sources of data collection I employed. In regards to the MSCEIT, measurement approaches and the validity and reliability of this particular test have been reported along with the participants’
individual scores and test results. The MSCEIT adds another dimension to my study, one that validates the measurement of emotional intelligence as defined by Mayer, Solovey, and Caruso.

**Generalizability**

In a qualitative study, the researcher’s intent is to describe a situation in order to provide meaning and understanding. A qualitative case study is unique, in that it grants the reader opportunity to experience situations in depth as they are reported in the case. It also allows the reader to come to his or her own conclusions by way of the narratives presented. In a sense, the reader of a qualitative study is involved in discovery as the findings unfold.

In quantitative research, findings are reported to the reader and evidence is provided for the transferability of the findings across populations; findings can be generalized to different groups in similar situations. This type of generalizability does not apply in regards to the uniqueness of the qualitative case study. However, to the extent that the participants in a qualitative study are like similar participants in a similar study, comparisons may be considered and inferences may be made.

Findings, in regards to previous research on effective school leadership, have proven to be pertinent across diverse populations and in different school settings. School leaders have been found to possess certain characteristics and traits that affect school climate and student achievement (Edmonds, 1979). One could surmise that emotionally intelligent school leaders may similarly affect school climate and student achievement, but those effects would be seen through the lens of the emotional intelligence competencies that underlie effective leadership practices.

One view of generalizability is shared by Patton (1990) who argues that qualitative research should “provide perspective rather than truth, empirical assessment of local decision makers’ theories of action rather than verification of universal theories, and context-bound extrapolations rather than generalizations” (p. 491). Cronbach (1975) proposes that working hypotheses replace the notion of
generalizations in social science research. He makes the distinction that since generalizations decay over time, even in the hard sciences, they should not be the aim of social science research.

**Ethical Considerations**

For research using human subjects, North Carolina State University’s policy states:

The mission of the Institutional Review Board for the Protection of Human Subjects in Research (IRB) is three-fold: First, to protect the rights and welfare of human research subjects through project review. Second, to foster compliance with institutional policy and federal regulations by facilitating institutional personnel’s efforts in utilizing living human subjects for research, education and other scholarly pursuits that are systematically designed, and endeavoring to contribute to generalizable knowledge. Third, to provide education to institutional personnel on the ethical use of human subjects. Helping scientists and instructors to be stellar stewards of the trust of our human subjects is of paramount concern. Compromising the trust of human subjects is intolerable by the institution and compliance begins with the investigators themselves…([http://www.ncsu.edu/sparcs/irb](http://www.ncsu.edu/sparcs/irb)).

All North Carolina State University researchers must adhere to standards for the use of human subjects in research. These standards protect the rights of subjects and any study that makes an exception to them violates policy. Guidelines for upholding these standards are considered during review and are as follows ([http://www.ncsu.edu/sparcs/irb/policies/html](http://www.ncsu.edu/sparcs/irb/policies/html)):

- All research procedures should minimize risks to the subjects.
- Any risk must be reasonable in relation to the benefits of the study.
Informed consent must be obtained in writing before subjects participate.

Subjects must be provided with a description of the study in order to make an informed decision about participation. This information should be included on the consent form and written in lay language.

Subjects’ privacy must be maintained.

Subjects should be made aware that participation is a personal choice.

Ethical concerns in this study were addressed by disclosure in the cover letters (see Appendix C) given to the participants. Introduction to the study was made by way of this cover letter that provided an overview of the proposed research. Cover letters, according to Glesne (1999), address the following areas: the researcher’s identity, the nature of the project, the purpose of the study, future plans for the study, possible benefits and risks to the participants, the guarantee of confidentiality, and the time allotted for the interview. My cover letters and consent forms (see Appendices C and D) explained the items listed above. Any concerns the participants had were discussed in a follow-up conversation. Participants were assured of their protection from harm in the study, and I further emphasized that confidentiality as well as anonymity were priorities; pseudonyms were used instead of the participants’ real names when the data were reported.

I attempted to establish rapport with the participants by emphasizing the importance of their responses. I also attempted to connect to “common ground” that I shared with them such as being employed in education myself. I believe my manner was non-threatening and that I made the subjects comfortable in the interview. Merriam (1998) states that participants can reap benefits from the interview. They might feel they are positively contributing to the study by providing their stories. In addition, they could benefit by “letting off steam” and talking to an impartial listener, the interviewer. Merriam (1998) also states the interview may have negative effects. For example, a participant may
try to guard his or her opinions for fear of being found out and reprimanded by supervisors. In this study, if I had suspected an informant was uncomfortable with the questions I was asking, the interview would have been concluded and an assessment conducted. Another participant would have been sought out in order to continue the study. That did not happen.

In the beginning stages of a research project, the novice sees his or her role as one of data gathering (Glesne, 1999). As the investigator becomes more involved, ethical considerations may arise, depending upon the research problems and procedures, personal researcher characteristics, and the attributes of participants. Merriam (1998) says qualitative case studies are limited by the sensitivity and integrity of the investigator. The investigator as the primary instrument of data collection and analysis should strive for accuracy in planning, conducting, analyzing, and reporting.

This study may provide implications for mentoring programs and educational programs that train school leaders. It is important to understand and recognize how the study may be used. The subjects were informed that they may provide information that could be helpful to current as well as future school administrators.
CHAPTER FOUR: FINDINGS OF THE STUDY

NOTE: The facts reported in this chapter about a specific school located in a specific city are true; however, the names of the school and city have been changed. Information about the school was obtained from school publications, the principal, and district and state records. Information about the city was obtained from the city website and from residents. These sources will not be revealed in order to protect the identity of both the school and the city. To protect the identity of the participants in the study, names have been changed for this report.

The Location and Setting of the Study

I have worked in education at the elementary, middle, and high school levels both as a teacher and as an administrator; my experiences have been varied and they grant me knowledge and insight into each of these levels. I have worked in schools primarily in metropolitan areas; I wanted to conduct my study in a suburban or rural area of the state where the schools might be different in both climate and culture. This was my first criteria for selection of a school; that it be in a suburban or rural area.

Secondly, I considered the relevance of the topic for different age groups and concluded that emotional intelligence and its effect on school leadership may have more relevance in the high school where discussions about intelligence and academic pursuits take on more importance. In addition, administrators in a high school generally interact with and relate to more people; not only because the population of the school is usually larger, but primarily because there is more opportunity to do so with after-school and night activities. I wanted to look at emotional intelligence in school administration from a broad perspective and thought the high school readily supported this query.

Thirdly, I wanted to find the school where I would conduct my study within a 150-mile radius of my home if possible. Knowing that I would be making several trips to the school and
that I was continuing to hold down a job, proximity was important. I also thought about the size of the school. I knew I wanted a smaller school; one that would enable me to more easily study the relationships of the principal. Currently I am an administrator at a large high school, and I can attest to the fact that I can go for days and not even see some of my colleagues, much less communicate with or relate to them. With emotional intelligence being described as a form of intelligence we find in relationships (Salovey & Mayer, 1990), and considering the limited amount of time I would be visiting the school (over a three-month period), I wanted to conduct my study in a place where people knew each other and interacted on a daily basis; where relationships might play an important role.

I began the process of selecting the school I would use by talking to friends and relatives from different counties in the state. After explaining my basic criteria for selection, schools were recommended to me for a variety of reasons. One was recommended for having consistently high end-of-year test scores; another, for the new principal who had made important changes in staffing and curriculum; and yet another was recommended because of its diverse student population. One friend recommended a school to me because she knew someone who knew the principal. This friend told me that her friend thought highly of the principal and that the school was improving under her leadership. She said it was a very small school. This recommendation appealed to me and after researching all the schools that fit my basic criteria (a small high school in a suburban or rural area of the state within a 150-mile radius of my home), I selected this school; it seemed a good fit for the study.

Located in North Carolina in the heart of a city that currently serves as the county seat, A. Y. Stanley High School of Health and Life Sciences was the school I selected. It is a unique school that operates under a specific theme. I liked the fact that it was a bit different from schools I had worked in. It is a small high school dedicated to the study of health and life sciences and
located on the same campus as its much larger counterpart, the traditional high school. The principal is relatively new and data revealed the school to be a School of Distinction, one that was continuing to make progress on end-of-year test scores. It is located in the city of Raefield.

Years ago, Raefield was described as one of the prettiest towns in America; filled with wide shaded streets, expansive lawns, and elegant homes. Surrounded by growing industry, that description still holds true today as the area retains the charm of its historic past. Approximately 9000 people live in Raefield; the central business and residential districts are on the National Register of Historic Places. The city affords easy access to metropolitan amenities as larger cities are within a 45-60 minute drive. Downtown Raefield impresses visitors with its village atmosphere where hometown service is still the order of the day.

**Specifics about A. Y. Stanley High School**

A. Y. Stanley High School is a redesigned public high school and part of the North Carolina New Schools Project. With state and national partners, the NCNSP has launched an unprecedented effort to create more than one hundred new high schools across North Carolina. Conventional schools have been converted into sets of autonomous, focused, and academically rigorous new schools which operate on an existing campus. While offering students a curriculum grounded in skills needed to succeed in college as well as in the workplace, these new schools also focus on particular fields of interest in order to make learning more relevant.

The curricular focus is one strategy that enables teachers to work together to make connections between learning and the working world. Many schools have a focus in areas that are vital to the future of the state's economy such as science, technology, engineering and mathematics. The intent of a focus is not preparation for a specific career, but preparation for a lifetime of learning and workplace changes. High schools such as A. Y. Stanley represent a change in education in North Carolina and serve as models for the entire state in regards to maximizing student achievement. The
Bill and Melinda Gates Foundation provided the grant to redesign these schools; there are numerous schools like them located not only in North Carolina but around the country.

A. Y. Stanley High School currently enrolls approximately 1200 students. It serves students in grades 9-12 and is accredited by the Southern Association of Colleges and Schools. Dedicated to high student performance, A. Y. Stanley has demonstrated excellence exhibited by its recent selection as one of the top ten most improved high schools in North Carolina. The students at A. Y. Stanley consistently score higher than the state average on end-of-course tests, and their SAT scores are higher than both the state and national averages. High academic achievement is not the only goal of the school; students are also involved in numerous clubs and activities, sporting and athletic events, and community and service organizations.

A. Y. Stanley High School is unique because of its organization and structure. There are two schools located on the sprawling campus with two principals. The school of health and life sciences is the smaller new school that opened in 2005 and it shares the campus and facility with the larger traditional high school. The facility itself is amenable to this type of organizational sharing as the buildings are physically divided by the cafeteria and courtyard areas. Busing and lunches are shared between the schools as are extra-curricular activities; but attendance, discipline, testing, staffing and all other aspects of the schools are handled separately. As far as curriculum, students generally stick with a particular curriculum aligned with either health and life sciences or the traditional high school program; however, PE classes are provided for the whole campus and students take classes from both schools in the areas of business, foreign language, and the arts.

This study focuses on A. Y. Stanley High School of Health and Life Sciences and the administrator who leads that school. Students apply to be in the school based on their interest in the curriculum. By the 2010-2011 school year, the school hopes to enroll 100 students per grade.
level; currently 305 students are enrolled. The student population is diverse with 34% identified as free and reduced lunch. Racial and ethnic groups include white, black, Asian, Indian, and Hispanic. Students in the school of health and life sciences enjoy smaller class sizes and attend classes with people who share similar interests. They also benefit from off-campus programs, internships, and real-world opportunities at hospitals and health or science-related businesses.

In my interview with the principal, I asked how she would personally describe A. Y. Stanley High School of Health and Life Sciences. Her initial reply was surprising. She said that at the root of it all, this school was really about good relationships…all around. She said that people cared about each other and that the staff, in particular, cared about the success of the students. She stated that the smaller size of the school was an advantage in this regard because all the staff knew all the students and vice versa. I found this description to be very different from what I had expected. Many school leaders would focus on test scores or history or demographics in a description of their schools, but this principal talked first about the people in her school.

The principal told me that for the last two years, the school had met expectations under the state ABC accountability system for student progress and had also seen a healthy gain for overall passing rates on state exams, climbing from 62.5% to 71.3%. Other impressive figures she told me about included the following:

- Algebra II scores increased nearly 23 points to 78.4%.
- Geometry was up 18 points to 72.5%.
- Ninth graders who attended the health and life sciences school for the first time had a passing rate of 82% in English, compared to 56% in the traditional high school.

The principal was very proud of these results and said that she knows, without a doubt, the rising test scores can be attributed to the school’s emphasis on relationships and effective
instructional strategies that keep the focus on students. She said her teachers really get to know the students; the ones in their classes and in other teachers’ classes as well. They have identified learning styles, individual strengths and weaknesses, and whatever else they need to know about their students to help them learn. They use strategies that are intended to empower learners and they also collaborate among themselves, sharing ideas and practices that really work.

The mission statement of the school is about establishing caring relationships between and among members of the school community; this includes students, staff, parents, and various other stakeholders. The belief is that through positive relationships, a rigorous and relevant learning environment can develop.

**Interviews and Observations**

The guiding question for my study is stated as follows: *What is the nature of emotional intelligence in school administration as perceived by particular members of the school community?* In choosing the stakeholders or the particular members of the school community for the study, I used criterion-based sampling (Le Compte & Preissle, 1993) by identifying the categories and types of people I wanted to interview. The participants chosen hold a specific role or position in the school and are representative of the following groups: parents, teachers, staff members, and students. They were also chosen because they represented at least one of the following categories when compared to each other: diversity in race, gender, age, and/or ethnicity. The administrator of the school was of course, chosen with the school.

I interviewed all the participants on location at the school. I also spent time at the school visiting classrooms, talking to students, teachers and staff, and shadowing the principal. Interview questions were prepared so that all five participants were asked the same things. Open-ended questions were formed around basic themes such as the participant’s experience, background, opinions, and knowledge. More specific questions targeting emotional intelligence were derived
from the following documents published by the Consortium for Research on Emotional Intelligence in Organizations:

1) *Best Practices for the Emotionally Intelligent Leader*...identified using Daniel Goleman’s theory as a basis (see Appendix A). These practices provide guidelines for organizations wanting to excel in the emotional competency area.

2) *The Emotional Competency Framework* targets emotional ability and competence in two general areas: personal competence and social competence (see Appendix B).

Appendix F lists the interview questions asked of the subjects and aligns those questions with best practices and skills of emotional intelligence identified in the above documents. Appendix G lists the interview questions again, and then compares key responses of the subjects regarding the school principal.

**The Principal**

I initially contacted the principal by email, attaching the formal cover letter explaining my study (see Appendix C). I followed up with a phone call a few days later, telling her she was recommended for my study by a friend who knew someone who’s son attended the school. The principal, Ms. Grace, was not hesitant at all on the phone and she agreed to participate in the study. After we talked, I offered to meet with her to further explain the study and answer any additional questions she might have, but she said that wasn’t necessary. She said she understood she would participate in an interview and also take a test of emotional intelligence. She also understood that a lot of my study was going to be about her. Ms. Grace seemed very nice over the phone and said that she was happy to be a part of my study. In fact, she seemed sort of excited to participate.

I told Ms. Grace I would be emailing her information on the emotional intelligence test she would take and that I would send the results to her after all the participants had completed it.
I told her she could take the test online anytime; that the information and the answers to the questions would remain in my account until I accessed it. I had originally thought I would give the test to the participants after I interviewed them, but later decided if they took it before the interviews, it may serve as a source of information for them. I wasn’t sure how familiar they would be with the term, emotional intelligence, and felt it might be important for them to have some knowledge before I talked with them. The results of their personal tests would only make them more knowledgeable about emotional intelligence and would only be used for comparison in this study. The principal’s test results were the results I was most interested in; they would confirm or deny the emotional intelligence of the school leader I was studying.

I told Ms. Grace that when I came to interview her, I wanted to also visit in the halls and in classrooms to get a feel for the school. I told her while I was there at the school for the first time, I might possibly select other participants for the study. We set a date and time for her interview and she said she would let the staff know a visitor may come into their rooms to observe them on that particular day. I asked her to tell them I was a visitor who was interested in how the school operated. She said they had lots of visitors observing their program so it would not be unusual for the staff to see a new face in the halls.

I first met with Ms. Grace, a white lady in her mid-50’s, when I arrived at the school to interview her. It was early in the morning when I arrived. She greeted me with a big smile and invited me into her office. Ms. Grace was small in stature, stylishly dressed, and her dark hair was pulled back from her face. Her office was small, sort of cozy, and located at a corner of the building where two halls intersect. When entering the office area, one has to walk by the secretary’s desk to get to Ms. Grace’s office. She has an open door policy and both teachers and students entered and spoke to her briefly during the time I was with her. The secretary screens visitors as they enter the outer office area, but the main door to Ms. Grace’s office remains open.
most of the time. There was a comfortable feeling in these spaces.

Ms. Grace’s background consists of 30 years in education; the first 14 years she served as a high school science teacher. Then, for the next 13 years, she served as a high school assistant principal, gaining valuable experience as the API in charge of curriculum and instruction at one of the schools where she worked. She has been at A. Y. Stanley for the past 3 years as principal. Even though she’s devoted 30 years “officially” to her profession, Ms. Grace told me she has always been an educator…since the time she was a child. She said she knew she wanted to be a teacher at an early age and remembered playing school as a young girl with her brother. She always played the role of the teacher and her brother was always the student in their games. Ms. Grace loves her job now, and said she feels fortunate to be at this particular school at this point in her career.

After about 45 minutes into the interview, a teacher entered Ms. Grace’s office. “I have a question” she said. Ms. Grace introduced her to me and then answered with a question, “what can I help you with?” They proceeded to have a short discussion about graduation and a couple of students who were struggling with the graduation project. The atmosphere in Ms. Grace’s office was relaxed and congenial, and I could see how people would feel comfortable coming in to talk to her. I was rearranging my notes as the teacher left and a student entered the outer office at the same time. The secretary stepped in to see if Ms. Grace could speak with the student. She said she could and told her to go ahead and send the student in.

The student was irritated but came in and began to tell her story. “She shouldn’t do that to me” the student said, “I only talked once in her class. She doesn’t like me and my mother wants me moved out of her class.” Ms. Grace listened intently and calmly and then asked the student to help her come up with a solution to this problem…what else did she think could be done in this situation because she (the student) had to finish out the semester in this teacher’s
class. I observed Ms. Grace being calm and reassuring to the student. At the same time, she
put responsibility on the student by making her think beyond her anger about how this problem
could actually be resolved. Ms. Grace listened but did not take sides and she did not berate the
student, but focused instead on resolving the conflict. She continued to counsel the student as I
excused myself for a few minutes to go to the restroom.

I went into the hall and there I ran into the Head Custodian who introduced himself to me. I told
him I was here to visit the school and talk to Ms. Grace. He said “oh, we have a good principal here.”
I said yes, I thought so, too. He went on tell me that she was fair to everybody and that everybody
liked her. As I moved on toward the faculty lounge and restroom area, I ran into the ROTC teacher
whose husband also teaches at the school. We exchanged introductions and I told her I was here to
visit the school and talk to Ms. Grace. She then said to me “Ms. Grace…she’s tough now, and smart
and honest to boot…she deals with all the students and staff and they respect her…the way she carries
herself. They like that she knows and cares about what they are doing and that she laughs and jokes
with them.”

The bell rang and I didn’t want to be in the way in the hall as students changed classes. I hurried
to the lounge for a few minutes and when the halls were clear, returned to Ms. Grace’s office to finish
up our interview. The student who had been in to talk with her was gone by this time. I spent a little
more than an hour talking with Ms. Grace; afterwards I told her I would like to visit classrooms. We
still had time before the lunch bell and she said that would be fine.

Setting up the Participants

I had briefly met the secretary of the school when I first arrived to interview Ms. Grace. I had
thought at that time she would be a good person to participate in my study. I needed a staff
member and she probably knew Ms. Grace better than most of the people in the school; she worked
alongside her on a daily basis. She was also an African American lady and would be a good fit in
regards to diversifying my sample as it pertained to race. I had been concerned about keeping my participants apart from each other and realized that I couldn’t control whether they talked to each other about the study or not, particularly in this small school. I could however, assure each of them I would not identify them, and that I would only use pseudonyms in my work when reporting what they told me or reporting the results of their emotional intelligence test.

As I once again passed by her desk I stopped to speak to the school secretary and wrote down her name. Later I contacted her by email, explaining the study and inviting her to participate. I attached the introductory letter I had written for the participants to the email (see Appendix C). She said she was happy to be involved in a study about Ms. Grace and she was happy to have met me when I was at the school. I told her I would call in a day or so to see if she had any questions and to set up a time for her interview. I went through a similar process in choosing the remaining subjects for the study. I visited classrooms and met and observed teachers and students for the remainder of my first day at the school. I don’t think anybody really knew why I was there. They just knew that a visitor was walking around who was interested in their school. I wrote down six names for teachers and students I had met by the end of the day that fit my criteria for participant selection.

The first teacher I contacted by email did not want to participate, but the second one did. The first student I contacted by email agreed to participate; he was excited about taking the emotional intelligence test online and thought it would be fun. He was an African American boy who came up to me and introduced himself when I was visiting his classroom. Although I knew nothing about these people other than what I observed my first day at A. Y. Stanley High School, I was glad to have met them initially before I asked them to participate in the study and particularly before I interviewed them. I think it put us all at ease.

In selecting the parent participant I had to rely on a friend who had grown up in Raefield. Although she no longer lived there, she still knew many people who did. She had a friend who
currently had a son at the school whom she thought might be a good person for my study. When I learned that her other children had attended A. Y. Stanley, I also thought she would be a good person for the study. She might be familiar with the history of the school and possibly former school leaders. My friend contacted her so she was aware of who I was beforehand. I obtained her email address and contacted her to explain the study and what would be required if she agreed to participate. She did agree to participate and we set a time to meet at the school.

I think I was fortunate in finding the participants for my study without much problem. I was also fortunate that the principal of the school where I wanted to do the research agreed to participate, especially since I would be evaluating her in areas of emotional intelligence. I completed the interview with Ms. Grace on my initial visit to the school and she took the test of emotional ability online soon after that. I gave instructions about the test to all the participants by email and met with each of them on location at the school to conduct their interviews.

Who are the Participants?

Donna was Ms. Grace’s secretary and the lead secretary for the school; she was the representative staff member for my study. She worked for Ms. Grace, but she was also in the position of having contact with students, teachers, parents, and all visitors who came into the building on a daily basis. She could readily observe Ms. Grace’s interactions with others and she helped her with organizational matters and the business of running the school. Donna’s office was the outer office in the administrative office suite. You had to walk past Donna to get to Ms. Grace. Donna was a well-dressed African American lady who was very friendly and kept a neat desk. She graduated in business and accounting and had worked in the community for thirteen years before coming to the school. Donna seemed very efficient and also had a calm demeanor.

In my interview with Donna, I felt she had much insight about the school and its principal.

Judy, the teacher, was a vivacious Caucasian lady who had experience in community
work. Before becoming a math teacher, she served as director of a children’s home and also worked for an area hospital. She taught seven years in middle school before coming to the high school. Judy has a master’s degree in math and also administrative certification. She worked closely with Ms. Grace at A. Y. Stanley and was supportive of the New Schools Project and the opportunities and challenges this program brought to the school. Being on the leadership team, Judy was involved in decision-making and implementing change.

Sally, the parent, was the mother of three boys who had attended A. Y. Stanley High School. The third son was currently enrolled in the school of health and life sciences. Sally was a slender white woman who seemed quiet and reserved. She had an associate’s degree and also had worked in the field of social work. She was supportive of the school and welcomed the changes brought by the New Schools Project and the principal, Ms. Grace. Sally felt the expectations of teachers at the school were much higher than they had been in years past. She attributed this to Ms. Grace’s leadership. She said students were performing better academically and she was thankful her son had the opportunity to attend the school of health and life sciences.

Deigo, the student, was a tall and friendly African American senior boy who was delighted to speak to me about his principal and his school. He was articulate and positive about his teachers and his experiences at the school. He was out-going and impressed me the first time I met him when I visited his classroom on that first day at the school. He told me he wanted to be a surgeon and was currently applying for scholarships. Deigo said he had not always been a good student but he liked school now, and was excited about graduating and going off to college. Diego felt he had the “inside scoop” on Ms. Grace and said that the students liked and respected her, even when she had to discipline them. He said it was kind of unique that so many of the students liked her; he didn’t think it was always that way in a school.
The Role of the School Executive in Assessing and Addressing Needs

In my interview with the principal, we talked about her role in the school and how the job of a school executive can, at times, be daunting. I asked her how, as the school leader, went about assessing the needs of the school and of the individuals in the school. Ms. Grace said that being a school leader meant working with different stakeholders or groups of people and considering the needs of each group. Some of the groups she talked about working with included students, teachers, parents, school personnel, school organizations, administrators, and people in the community …just to name a few. School stakeholders are not only the school board, parents, staff and students, but also local business owners, community leaders, professional organizations, potential enrollments, youth organizations, the faith community, the media, and so forth; stakeholders are any persons who affect or are affected by a school’s actions, and depending on the specifics of the problem or issue, the list of stakeholders will vary. Stakeholders care if a problem is addressed, are impacted by school problems, can help solve problems, bring knowledge or skills to an issue, and bring diverse viewpoints to meetings and collaborations.

Assessing the school’s needs is a big task and Ms. Grace was fully aware of how her decisions might impact others. When working with different groups she said she is always cognizant of the fact that each individual and each organization brings various expectations to a meeting. She explained that primarily, her decisions were centered around what students needed. She said they practiced shared leadership at the school and explained that she wanted staff input on important decisions. Further, she said “I work with my teachers to align professional development with what we believe is needed or what we think will most benefit the staff. Our primary focus is on strategies that will help students succeed.” Ms. Grace said there is much support in the area of professional development for staff and explained that training is approached
in several different ways. For example:

1) The principal is able to take teachers when she goes to specialized training outside the school. Training is often provided by the state and the New Schools Project because they are invested in the success of schools targeted for this program. Participants return to share what they have learned with other teachers.

2) The School Improvement Plan and Schoolwide Action Plan are in-house documents both used and referred to when staff development is being planned. Ms. Grace said she links these documents to what teachers are doing, making sure to address what they have determined the school really needs to achieve its goals.

3) Each year teachers go through a required self-assessment. They also receive feedback from parents and students on the end-of-year survey. These documents are used as a spring board at the summer institute when planning for the next year.

4) Ms. Grace encourages her staff to seek more training and education on their own. She said she knows that educated and informed teachers bring more knowledge to the classroom and that this will ultimately benefit the students.

5) The power of positive relationships and how to achieve student success in the classroom are continuing topics of discussion for staff development according to Ms. Grace. “And again, we do a lot of in-house training through teacher collaboration and the sharing of best practices. This year teachers are presenting
information for the whole staff during training sessions. I think this kind of professional development that comes from within the school not only promotes teamwork, but also highlights individual teachers for their leadership abilities.”

Bloom (2004) has said that few jobs present as many challenges to an individual’s emotional intelligence as that of the school principalship. Further, he claims an effective school leader must master a broad range of management issues, build and maintain relationships with multiple groups, and lead change in highly politicized and conservative institutions. Participants in this study felt Ms. Grace did an excellent job in the area of communication, working with stakeholders, and planning professional training for staff. Descriptions of the principal’s actions and skills in assessing need align with best practices noted in the guideline, Best Practices for the Emotionally Intelligent Leader, and also with competencies noted in the Emotional Competency Framework (see Appendices A and B). Under the guidelines for best practices, multiple sources of data should be used to assess needs. Under social competence in the Emotional Competency Framework, competency in the area of communication includes sending clear, convincing messages, listening well, and fostering open communication.

The teacher respondent stated that in assessing needs, Ms. Grace uses testing data and data from other sources to analyze how the school is doing. She surveys staff and looks at current methods in education that could be implemented. She aligns training sessions with these methods and current school goals. Ms. Grace is leading the school, using data to make decisions and she motivates staff toward success by keeping abreast of changes in education and supporting professional development in areas that enhance learning and teaching.

The staff member, teacher, and parent all emphasized Ms. Grace’s good communication skills throughout their interviews. They stated that she constantly talks to people and is open to
new ideas. The teacher respondent said Ms. Grace is clear in her directives. All respondents talked about how she listens and encourages both staff and students in their work at school, as well as in their personal endeavors. Ms. Grace said she seeks staff input on important decisions and that they practice shared leadership at the school. She said most of her decisions are centered around what students need. Respondents concurred that she was very student-oriented and that positive relationships between staff and students and parents were all important to her.

Ms. Grace talked to me about how she personally related to individuals in the school and how she assessed an individual’s needs as opposed to the school’s needs. She explained that as far as the teachers, she had daily contact with them and made a point of being in their classrooms every day. She also said she was involved with teachers in regards to their planning. She uses a lesson plan format with established criteria each week that teacher groups having common planning complete and return to her. In addition, teachers do rounds in the school; they observe and also host another teacher during the semester; then do a write-up on these experiences. Teachers keep the focus on students throughout these activities and that is the most important thing. Ms. Grace has told her staff to remember it’s not about what they are teaching; it’s about whether students are learning. She believes her open-door policy puts teachers at ease and believes they feel they can talk to her about their needs or anything else for that matter.

In regards to how she relates to students, Ms. Grace said she genuinely enjoys working with and talking to students and wants them to feel they can come to her if they need to. She stated that she knows most all of the students in the school and loves to find out from them what they are doing both in and outside of school. She handles all discipline referrals from the teachers herself. She said she sort of feels like “the mama” of the school and knows that some students might just think she is!

The student respondent stated that Ms. Grace rewards them for success. The teacher
respondent stated that staff are supported in areas of leadership and are also recognized for success. Under developing others in the Emotional Competency Framework, competencies include rewarding people’s strengths and achievements and offering useful feedback. Subjects reported Ms. Grace to be skilled in areas of communication. She seems to influence people in the school in a positive way through these skills and she uses this strength effectively to assess the needs of both the school and individuals.

**Criticism, Support and Praise: How is it done?**

“I try to be diplomatic and direct if I am being critical. I believe they receive it well, because they know I am a fair-minded person. I want shared leadership in my school and I encourage and empower my teachers to solve their own problems and get involved in the work they are doing. I think I am a good listener, and I believe in telling someone when they have done a good job. Words of kindness and praise can go a long way, you know.” Ms. Grace sees herself as a fair-minded person although one of the respondents felt she had difficulty offering criticism. This respondent felt Ms. Grace offered lots of praise and that she tried to work with people when they had problems or issues. She said Ms. Grace tries to find the good in everything and she wasn’t sure that was always the right thing to do. Another respondent said they don’t see a lot of criticism at the school. This respondent said Ms. Grace praises students and teachers alike and that people want to please her. She said Ms. Grace is easy to talk to.

In the guidelines for *Best Practices for the Emotionally Intelligent Leader* under deliver assessments with care it states:

- Give the individual information on his/her strengths and weaknesses.
- In doing so, try to be accurate and clear. Also, allow plenty of time for the person to digest and integrate the information. Provide the feedback in a safe and supportive environment in order to
minimize resistance and defensiveness. But also avoid making excuses or downplaying the seriousness of deficiencies.

*Supportive* was a common adjective used to describe Ms. Grace throughout the interviews. All respondents felt she was supportive but there was pause when I asked about criticism. The teacher respondent said Ms. Grace was so supportive that you didn’t even realize she was criticizing you when she was; she makes it all sound so positive!

I asked Ms. Grace how she felt she offered support. She explained that she tried to keep abreast of what is going on in the building and that she often put notes in teachers’ boxes when she saw something good they were doing. She said “we don’t have an intercom system here that goes into classrooms so I can’t call rooms for people I need to see. I talk with staff and students in the halls. I am always out and about and usually go get the people I need to talk to myself. I tell my staff that I do *drive-bys and curbside discipline* just for them at this school!”

Ms. Grace said she puts out a weekly bulletin for the staff to keep them updated on changes, reports, assignments, and school news. “We call it the *STAT Report* because we are the school of health and life sciences. There are two sections in this report; I call them *what’s new and what’s due*. I do this in place of weekly faculty meetings which we usually schedule for one Tuesday of the month.” Ms. Grace views her communication strategies as a means of support for the staff; she keeps them all informed so that everyone is on the same team.

Ms. Grace said there are lots of ways for administrators to show support; their actions and deeds and interactions with others matter. “When the staff sees that I am involved in the school and working with different people and stakeholders in the school, and they see that I am working hard…they view that as a type of support that really just underlines what they are doing with kids. I guess that’s just more of the team concept. We are all working for the same things here; the success of our students is the ultimate goal. I don’t just ask my staff to do something; I do it too,
and I work right alongside my teachers."

Ms. Grace went on to explain that she really tried to communicate in a positive way with students and with staff. She wants the staff to be empowered and to have ownership of changes they are instructed to implement. She always presents the administrative information that comes down from the top so that staff will be knowledgeable of directives and new trends. Also, she allows for flexibility when implementing changes, welcoming teacher input. At the same time, if she has a difficult decision to make as principal, she said she had no problem doing so.

Ms. Grace told me that this school is all about change and innovation. She said “and that part is really exciting when we stop to see how these new schools affect students. I see more motivation to learn than I have in the past and I think that is evidenced by the rise in our recent test scores. You can walk into a classroom and just feel it when there is good teaching going on; when teachers are motivated and students are involved. I see good things happening in classrooms at this school every day now.” Although there was resistance to change when the New Schools Project first came to A. Y. Stanley, Ms. Grace said the people appreciate what they do at the school now; moreover, she said she knows the students are learning.

In the guidelines for *Best Practices for the Emotionally Intelligent Leader* under the heading, *develop a culture that supports learning*, it states: change will be more enduring if the organization’s culture and tone support the change and offer a safe atmosphere for experimentation. Based on participant responses and my observations at the school, Ms. Grace has mastered practices that involve support and praise and through her leadership, the climate and culture of the school has shifted to one that now embraces change. It almost seems as if the teachers are endeared to her as the school leader; they talk so positively about her. They seem to enjoy being associated with the New Schools Project and they work together as a cohesive group. And, A. Y. Stanley High School supports learning. The teachers and staff want all of their
Encouraging Participation in the Life of the School

The staff respondent reported Ms. Grace met regularly with the student advisory and with teacher teams. The parent respondent reported that she knew Ms. Grace put training and development opportunities out there for teachers and that she was always a willing participant in those opportunities herself. She said Ms. Grace led by example. Additionally, the teacher respondent said Ms. Grace promoted teacher participation in staff development that related to the goals and vision of the school. She said Ms. Grace supports projects teachers do for students and she gets excited about their successes. The student respondent said there are many sports, clubs, and after-school activities to participate in that Ms. Grace had organized. He felt the school was well-rounded in that regard; that there were opportunities for students who had different interests.

Ms. Grace said she talks to students a lot and that she does this on an individual basis. “The first week I was here, I personally talked to students who had failed a course or were failing at the time, and the kids were wondering why the principal cared so much about their grades. With our focus on positive relationships, I do think our students know now that we will help them get their work done, and that we want them to succeed.” Ms. Grace said she recently received the best compliment any administrator could receive from a student who told her “if it weren’t for you and this school, I know I wouldn’t be a high school graduate.”

The people at the school are sort of like a big educational family with shared goals and ideals according to Ms. Grace. She said “I respect what they do and they respect me.” They are all accountable to the goals in the School Improvement Plan and Schoolwide Action Plan, and Ms. Grace said that she works to incorporate those goals into the fabric and daily workings of the school. “I use an agenda for meetings that is a standard format. It is reflective of our goals and is a constant reminder of what we are trying to achieve here with students. I make my
teachers accountable as well for what they are doing in the classroom. They link teaching strategies and processes to their individual goals and the school goals so that we have cohesiveness in our overall planning.”

In the guidelines for Best Practices, an administrator will use policies and procedures to encourage participation in the school. It also states that motivation will be enhanced by the credibility of the person encouraging the activity. In the Emotional Competency Framework under social competence, competency in the areas of collaboration and cooperation include: working with others toward shared goals, promoting a cooperative climate, and nurturing opportunities for collaboration. By reports from the four respondents and from Ms. Grace, it is clear that she gets staff and students involved in the life of the school through meetings, collaboration, school activities, and work toward shared goals. The life of the school seems to be varied and thriving under Ms. Grace’s leadership, and my observations and conversations with people at the school indicate Ms. Grace’s credibility is enhanced by the respect they have for her.

The School Executive and Personal Emotions

When I first met with Ms. Grace I noted her calm demeanor. She seemed to be a happy person and very self-assured. All participants spoke of her calmness in dealing with difficult situations. The staff member said she had not seen a lot of criticism from the principal and she felt Ms. Grace valued the people in the school. The student participant said he thought she genuinely liked the students and that she had the reputation of being fair in her treatment of them. The parent participant said Ms. Grace was “real” and that she had seen her display feelings of joy and excitement and also disappointment, particularly as it pertained to student work and success.

In the Emotional Competency Framework, under personal competence, key attributes for self-control include the following: managing the emotions of self and others well, managing distress well, staying composed and positive in trying moments, and staying focused. Ms. Grace
said that she never displayed emotions to students or staff that she wouldn’t want to see in others. For example, she said she wouldn’t want to be short with her teachers or with the students, just like she wouldn’t want them to be short with her. She explained, saying “we are all individuals with different opinions and feelings about things, and we can use our strengths to impact our weaknesses; we become a stronger organization when we work together.” One strategy she uses to solve problems between people is to put them together on an assignment and let them negotiate and work things out. She doesn’t believe in letting a problem fester. Respondents felt there was much emotional stability exhibited by their principal and they appreciated her calmness and supportive nature. The staff member felt Ms. Grace’s calmness sort of trickled down and that the school, because of her leadership, was a calmer place to be than it had been in the past.

All respondents felt Ms. Grace treated people the same and that she didn’t play favorites. They said she was sensitive to diverse backgrounds and opinions and saw this sensitivity as a positive emotional quality. Ms. Grace said she likes dealing with students and believes they all bring something different to the classroom. She has young and old people alike on her staff as well as different races. Under social competence, in the Emotional Competency Framework, key attributes in leveraging and supporting diversity include: respecting people from varied backgrounds, relating well to diverse peoples, understanding world views, and being sensitive to group differences. The teacher respondent said Ms. Grace is a good listener and considers other points of view. The parent said that she individualizes and looks at all aspects of a situation before making a decision. And the student said Ms. Grace was very diverse herself! He elaborated, explaining that she talks to everyone and treats everyone alike. He said sometimes she was funny and that she laughed a lot. He felt she showed concern for other people.

I asked Ms. Grace to talk to me about her own emotional intelligence and how she felt she used that skill to influence relationships and people in the school. She spoke about the
tension between the traditional school and the school of health and life sciences. She said at first when the New Schools Project came to A. Y. Stanley, there was a misconception among stakeholders in the community that the best students were in this school and that they had been hand-picked; also, that they were getting special treatment. She said she helped dispel those rumors because people understand now that the school of health and life sciences is just a different set-up for a school; one that is not necessarily better or worse than the comprehensive, traditional school.

“One thing I do is call parents before an issue gets big, and I think I influence outcomes that way. I try to deal with problems up front. Also, the principal of the comprehensive school and I work well together.” Ms. Grace went on to explain that parents have given her positive reviews, so she did feel she had influence at the school. Another sign of Ms. Grace’s influence is evidenced by the relationships she’s established. During the time I was there observing, I noted students coming up to her and talking to her in the halls, on the grounds, and in the cafeteria as well as in her office. I watched as she calmed an angry student in her office and when she visited classrooms, I observed students who seemed happy to see her. They wanted her to know what they were studying and what they were doing. And in my presence, teachers were very much at ease talking to her, too. No one spoke of any negative emotions displayed by the principal other than the parent who said she had seen Ms. Grace show disappointment.

**Can this School be Real?**

All in all, my impression of this school was very positive. In fact, A. Y. Stanley High School of Health and Life Sciences, along with its principal, almost seemed too good to be true. Ms. Grace had years of experience in education behind her, both as a teacher and a school administrator; she had worked with a number of school principals in the past. I wondered what those years of experience had taught her about leadership. I asked her to tell me of personal
experiences or formative experiences she had with other school administrators; experiences that might have shaped her philosophy and vision and the way she manages her school now. She told me she had worked with warm-hearted principals and also very cold principals who showed favoritism to people on staff. “One principal I worked with really made me aware of how I didn’t want to be perceived. He was great with numbers and technology but he didn’t know how to deal with people. He really lacked relationship skills and you find out very quickly that this sort of thing handicaps a leader’s style and influence in the school. I think when one member of the administrative team is weak emotionally and has a lack of understanding or lacks basic values when dealing with people; that cripples the team.”

Ms. Grace went on to tell me about another school leader she had worked with and talked about how working with her was such a positive experience. She described this principal as fair and honest and knowledgeable and said that she probably had a lot of emotional intelligence. Ms. Grace said she was always comfortable working with this lady and that she had learned much about schools and education in general under her. Ms. Grace also talked of working with many assistant principals over the years. At one school she worked with four assistants; each of whom had very different talents and abilities. She felt each one of them contributed something meaningful and different to the administrative team and said she really appreciated the diversity of that group. Ms. Grace felt she learned a lot about school administration from her past mentors and bosses and said “those earlier experiences did help shape me, and they also helped me in deciding how I would run my schools when I became a principal; in particular, how I would treat the people in my school.”

Because of my own experiences in education, working with different people in different schools, I know there are always problems to deal with and conflicts to resolve; and this is particularly true in a high school where many stakeholders come together. I wasn’t seeing
conflicts and problems at A. Y. Stanley during my initial observations there. I asked Ms. Grace about the problems she dealt with at the school. I asked her to tell me, in her opinion, what the top three problems were and how she handled them. “The first problem that comes to mind, we touched on earlier,” she said. “It’s the tension between the two schools on this one campus.”

**Problem #1:** “One of the most challenging things I deal with is the resistance to change on this campus as a whole. The structure of the school of health and life sciences is quite different from the traditional school; yet we share the same campus. Trying to operate under a different philosophy has its effect on our students and staff. The tension between the two schools results mainly from misinformation, but we do sometimes see issues with students taking electives, with access to textbooks, and with individual attitudes.”

**Solution:** “In addressing this problem, I continue to make a conscious effort to communicate with the principal at the larger school. I also communicate openly with my parents and try to keep them informed. I invite the traditional school interns to come to our classes, our staff development sessions, and faculty meetings. I offer them access to our weekly newsletter. I have told my teachers not to engage in arguments about little things with teachers from the comprehensive school and I have let disgruntled staff members know that although I appreciate their opinions about small schools, we are here for the kids and we represent an option for students. I encourage my teachers to maintain positive relationships with teachers from the larger school.”

**Problem #2:** “A second problem that relates to this type of school in
this type of setting is the issue of central office support in helping us
create an identity separate from the traditional school. The wheels
of change turn slowly, and the perception of A. Y. Stanley High
School as two schools located on a single-school campus will
take time to change. Our autonomy is very important to us…the
overall structure of the school and its programs. Many times we
are asked to coordinate what we are doing with the larger school.
Take discipline for example; my teachers want to use a student-
centered nurturing approach, but the comprehensive school has
more of a black and white agenda or a one-two-three strikes you’re
out approach. We focus on relationships in all aspects of learning;
the larger school’s approach to discipline just wouldn’t work for us.”

**Solution:** “Again communication is a key tool. I make a conscious
effort in my communication with central office to inform them of
what we are doing and why. Whenever possible, I use data to
support my reports and requests. Once I invited the superintendent
to a faculty meeting and conducted a discussion about where we
are in our development as a non-traditional school and where
we are going. It was well-received and my teachers left that
meeting with a greater appreciation of the superintendent’s support.”

**Problem #3:** “A third problem I deal with is support from home.

We see students who come to school and have a lack of support
from home, especially from parents who do not have a high
school education or do not see the value of education beyond
high school. Sometimes we feel we do everything but parent our students; yet some still drop out.”

**Solution:** “Teachers have created a network to support all students and they are especially aware of the ones who need extra support. They reach out to students and try any tactics they can think of to help them. For example, a math teacher will meet at the public library to tutor students. Another teacher will conduct a Sunday afternoon review session at the school. And another will allow students to sit in the classroom during her planning period. If students are not scheduled for a class, they could go home, but we are finding that often they choose to stay at school with their teachers. This past year I pulled some US History students who were failing and put them in a second period of US History. (They did not have anything scheduled.) It paid off for most of these students to get this ‘double-dose’ of history because they passed their EOC and will now pass the class!”

**Problem #4:** “I know you asked for three, but a fourth problem I deal with was identified by an assessment group that came to our school. They recognized that I needed administrative help and said this help would allow me to be more of an instructional coach to my teachers. I do the job of principal and assistant principal here and only have a secretary to help me. She is the only person besides me who is employed for 12 months. My data manager and my counselor are both 10-month employees, so I am the person
who has to juggle administrative meetings, retreats, training, and scheduling (including data input into NC WISE) in the summer.”

**Solution:** “For this problem, I guess I just keep trying to manage! One of my goals for this school year is to promote distributive leadership among our staff. I have worked with the instructional coach for the New Schools Project on including teachers in staff development training sessions as co-presenters. They have been great at sharing instructional strategies and student successes with the group. Also, they observe each other and document these observations on a form we can all learn from.”

Ms. Grace told me more than once how much she loved her work and that having worked in a number of schools over the years, she knew the different cultures and climates you could find. She said that A. Y. Stanley High School of Health and Life Sciences was a positive place and that there were a lot of good people working there. She felt the pace of the day was much slower at this school than it would be in a big city school; she thought *that* in itself, was beneficial to both staff and students. She said her staff had time to take time to figure out what needs to be done to facilitate learning. Ms. Grace also emphasized once again that being a small school made a huge difference in supporting their focus on relationships and getting to know students. She appreciated that at this point in her career, she was able to be principal of a school that really cared about kids.

**Summary and Analysis of Observation and Interview Data**

Each of the participants in the study responded to questions about the principal of A. Y. Stanley High School in a personal interview. The principal was asked the same questions about herself. The questions used in the interviews are noted in Appendices F and G. The chart in
Appendix H shows how note-taking was organized for the interviews and observations. The data collected reflects common patterns and themes throughout. These patterns and themes were identified by analyzing the observation data and comparing participant responses from the interviews, noting the alignment of their responses to the documents published by the Consortium for Research on Emotional Intelligence in Organizations: *Best Practices for the Emotionally Intelligent Leader* and the *Emotional Competency Framework* (see Appendices A and B). The themes and patterns that emerged from the data and aligned with these two documents best describe the principal’s practices at the school. They include: *data-driven decisions, good communication skills, support for collaboration and cooperation, the implementation of professional development that enhances teaching, the giving of praise and encouragement, and a genuine interest in the success of all students.*

Goleman (1995) pointed out that emotional intelligence can be evidenced through relationships. I found positive relationships to be a primary focus at this school. He stated that the most effective bosses act according to one or more of six approaches to leadership and that they skillfully switch between these approaches depending on the situation (see Chapter Two, Table 2.3, *Emotional Intelligence: Leadership Styles*). Respondents stated that Ms. Grace was a good communicator and very clear in her directives to them. They also said she was a good motivator and that she offered much praise and support to students and staff alike. These actions demonstrate commanding and coaching styles of leadership. Respondents talked about the shared leadership in the school and said that Ms. Grace met weekly with different groups to get their input and ideas. She supports the philosophy of the New Schools Project and the staff works together to implement effective teaching strategies. These actions demonstrate both visionary and democratic leadership. The staff member said that Ms. Grace was always coming up with new ideas and things for them to do and that she often got excited about student and staff
successes. These actions relate to a pacesetting style. Ms. Grace plans staff development and supports teacher leadership within the school. Teachers share best practices and present information for the whole staff during training sessions. Ms. Grace connects people to each other by organizing teams that work together; this demonstrates affiliative leadership.

Problems the respondents described were handled professionally allowing students and teachers to get on with the business of learning and teaching. Student test scores have risen over the past few years according to the data reviewed, and staff at the school genuinely seemed happy working there. Confirmed by the interview and observation data, in her position as leader of the school, Ms. Grace uses best practices identified as those an emotionally intelligent leader would use. Her personal and social competencies described by the participants are clearly aligned with the *Emotional Competency Framework* in a number of categories such as:

1) self-control – she manages disruptive emotions and distress well; she stays focused.
2) trustworthiness – she builds trust through authenticity; she exhibits ethical behavior.
3) conscientiousness – she is organized in her work; she meets commitments.
4) adaptability – she is flexible in handling change.
5) innovativeness – she seeks fresh ideas, takes risks in thinking.
6) achievement drive – she is results-oriented, sets challenging goals for improvement.

At the conclusion of my interviews with the principal, my interviews with the participants in the study, and my observations at the school, I remained impressed regarding the success of the school under Ms. Grace’s leadership. Ms. Grace attributed this success to the fact that the staff’s primary focus was on strategies that would help students succeed and also on establishing positive relationships. She claimed the school was embedded with positive relationships and at first, I wasn’t sure I believed her. Thinking back through the literature I was reminded of some of the things Cohen (1999) had said about educational leaders and
relationships. He stated it was necessary for school leaders to hone their relationship skills and their emotional intelligence in order to become more effective leaders in today’s society. Cohen claimed virtually all learning happens within the context of a human relationship and he said even if we don’t consciously seek to influence our students, the contact we have with them affects how they feel about themselves and what they are learning. Further he claimed relationships don’t just happen; they are facilitated by what we do. The data suggest Ms. Grace indeed does much to facilitate the relationships in her school. This is evidenced by the leadership practices she employs such as support for collaboration and cooperation among staff and the giving of praise and encouragement to teachers and students alike.

Goleman (1995) claims the emotional competency of a school leader affects school climate. Further, it underlines the effectiveness that leader has in the school. Gardner states that a leader who possesses intrapersonal intelligence and also the ability to understand others (interpersonal intelligence) will be more effective. When I began this study on the nature of emotional intelligence in school administration, I didn’t expect to be working with an exemplary case, but from my observations, the data I collected, and my analysis of that data, it appears that I was. In my judgment, Ms. Grace is thoroughly competent as a school executive and particularly competent in areas of emotional intelligence. The small size of the school is a major factor that contributes to the focus on relationships and the positivity that I observed. All the teachers knew all the students and vice versa. I suspect however, without a competent leader in charge, things could have very well been different at this school. With a little over 300 students, A. Y. Stanley High School of Health and Life Sciences is thriving…and if you ask anyone there why…they talk about relationships, their focus on the success of all students, and how much they like their principal. Rarely do you find a school where everyone seems to like being there and everyone seems to support the principal, but I left A. Y. Stanley feeling that in this place, everyone did.
What is the MSCEIT?

Emotional Intelligence (EI) is a rapidly expanding field of study that draws together diverse areas of research. In the early 1990’s, the concept became more clearly defined, garnering interest in both the popular media and scientific circles. Drs. Mayer, Salovey, and Caruso have made significant contributions to the study of emotional intelligence; the MSCEIT is a product of their efforts. The Mayer-Salovey-Caruso Emotional Intelligence Test is designed to assess emotional intelligence using an ability-based scale: it measures how well people perform tasks and solve emotional problems rather than asking for a subjective assessment of their skills. The MSCEIT developed out of an intelligence-testing tradition which was substantially informed by the scientific understanding of emotions and their functions (Mayer, Salovey, & Caruso, 2002).

Responses to questions on the MSCEIT represent actual abilities to solve emotional problems. Scores are unaffected by self-concept, response set, emotional state, and other confounds. Emotional intelligence can roughly be described by a single overall performance level; at the same time, it can be divided into subareas of experiential and strategic emotional intelligence. The MSCEIT reports valid scores in the four subareas of emotional intelligence considered by many to be central to scientific research in the field. These four areas include:

1) the ability to accurately perceive emotions;
2) the ability to use emotions to facilitate thinking, problem solving, and creativity;
3) the ability to understand emotions;
4) the ability to manage emotions for personal growth.

The MSCEIT was normed on a sample of 5000 respondents from across North America and is considered to be a reliable and valid measure. In general, the abilities measured by the MSCEIT are distinct in relation to other major personality scales, scales of academic intelligence,
and the like. That is, although the MSCEIT has good reliability and validity, no other test or combination of tests captures what the MSCEIT measures. The main features of the test are:

1) A performance-based assessment of overall emotional intelligence for those 17 years of age or older.

2) There are 2 area sub-scores represented:
emotional experience and emotional reasoning.

3) There are measures of each of 4 branches of EI.

4) The MSCEIT demonstrates reliability and predictive validity.

5) The MSCEIT has a psychometric development history.

6) The MSCEIT has expert referenced scoring systems with user friendly scoring and reports (Mayer, Salovey, & Caruso, 2002).

The table below describes the abilities the MSCEIT addresses.

Table 4.5 (Mayer, Salovey, & Caruso, 2004) **MSCEIT Abilities and Skills**

<table>
<thead>
<tr>
<th>Abilities &amp; Skills</th>
<th>Question Types</th>
<th>How the Ability May be Used</th>
<th>Test Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately identify emotions of people elicited by objects.</td>
<td>Identify emotions in faces, landscapes, and designs.</td>
<td>Read people’s moods for feedback.</td>
<td>Faces, pictures.</td>
</tr>
<tr>
<td>Generate an emotion and solve problems with that emotion.</td>
<td>How moods impact thinking; relate feelings to thoughts.</td>
<td>Create the right feeling to assist in problem solving; communicate a vision; lead people.</td>
<td>Facilitation, sensations.</td>
</tr>
<tr>
<td>Understand the causes of emotions.</td>
<td>Multiple choice emotion vocabulary questions.</td>
<td>Be able to predict how people will react emotionally.</td>
<td>Changes, blends.</td>
</tr>
<tr>
<td>Stay open to emotions and integrate emotions with thinking.</td>
<td>Indicate effectiveness of various solutions to problems.</td>
<td>Integrate emotion and thought to make effective decisions.</td>
<td>Emotion management; emotional relationships.</td>
</tr>
</tbody>
</table>

Even though the MSCEIT was first published in 2002, a fairly large number of studies have provided evidence supporting its validity. These findings indicate the MSCEIT is
measuring something new, as scores on the test correlate only modestly with measures of intelligence. They are also essentially distinct from most personality measures. The evidence supporting the predictive validity of the MSCEIT indicates scores on the test are associated with relevant outcomes across multiple dimensions including academic performance, cognitive processing, social functioning, psychological well-being, psychopathology, leadership and other behaviors in the workplace (Rivers, Brackett, & Salovey, in press).

The MSCEIT and Findings for the Participants

In this study, the MSCEIT was used to familiarize the participants with the concept of emotional intelligence and it was also used as a baseline, comparing their knowledge and ability in this area. Several assumptions might be made in regards to the emotional intelligence of the participants. One might assume that the females in the study would be more emotionally intelligent than the males. This is a bias of course, but one that society has maintained. One might also assume that the older participants would be more emotionally intelligent than the younger participants; having lived longer and had more experiences in life, and having dealt with a myriad of emotions associated with those experiences.

Interestingly, in this study, those assumptions did not hold true according to the results of the MSCEIT. Total scores were varied but Diego, the male student, received higher scores and ratings than the other participants did on over-all scores as well as on specific tasks. His report indicated the following: “Your total MSCEIT score is in the expert range. You are aware of emotions in yourself and others. Your perception and understanding of emotion is extremely accurate. You possess expertise in the area of emotions” (Mayer, Salovey, & Caruso, 2004).

In measuring the abilities identified by the MSCEIT (perceiving, using, understanding, and managing emotions), ratings were scored in ordered categories as follows: needs improvement, consider developing, competent, skilled, and expert. Three participants, including
Ms. Grace, the principal; Donna, the staff member; and Sally, the parent received an over-all rating of *competent*. Judy, the math teacher, received an over-all rating of *consider developing*.

All participants were found to possess varying degrees of emotional intelligence; however, Diego, the student, not only received a rating of *expert* for his total score, but also for all of his ability scales except for one. In that one category (using emotions) he was rated as *skilled*. The table below reports some of the findings for Diego:

Table 4.6 (Mayer, Salovey, & Caruso, 2004)  **MSCEIT Results for Diego**

<table>
<thead>
<tr>
<th>DIEGO Perceiving Emotions Rating: <em>EXPERT</em></th>
<th>DIEGO Using Emotions Rating: <em>SKILLED</em></th>
<th>DIEGO Understanding Emotions Rating: <em>EXPERT</em></th>
<th>DIEGO Managing Emotions Rating: <em>EXPERT</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>This score indicates your ability to accurately recognize emotions and it is considered the most basic emotional intelligence skill.</td>
<td>This score measures your ability to employ feelings to enhance your cognitive system and as such, can be harnessed for more effective problem-solving, decision-making, reasoning and creative endeavors.</td>
<td>You think correctly about emotion according to this score. The skill involves being able to connect situations with certain emotions. It also involves knowing it is possible to feel conflicting feelings in certain situations.</td>
<td>This score indicates that you manage your emotions in a judicious way, rather than acting on them without thinking.</td>
</tr>
<tr>
<td>You are very accurate in your read of how people feel, and you should maximize this ability whenever possible.</td>
<td>You have a great deal of empathy for others. You might want to find ways to employ this ability to accurately feel what others feel and to access emotions to help you think.</td>
<td>You have a rich, emotional vocabulary. You probably have in-depth knowledge of why people feel they way they do, and you are very good at generating emotional what-if's.</td>
<td>You are open to emotions and utilize them to help make better decisions. You engage emotions, even if it is uncomfortable, and you disengage from them when that is the best strategy.</td>
</tr>
<tr>
<td>You read people extremely well. Your gut feeling for others is right on target. You are very open to and aware of emotional information.</td>
<td>You have accurate emotional empathy and can feel what others feel. You are open-minded and switch points of view easily. You have the potential to energize others.</td>
<td>You have a detailed, rich emotional vocabulary. You have complex emotional knowledge. You impress others as being emotionally aware and insightful.</td>
<td>You can make optimal decisions because you stay open to emotions. Your decisions include thinking and feeling. You are good at resolving conflict. You are not scared by emotion.</td>
</tr>
</tbody>
</table>
What can we attribute the student’s higher scores to? Diego was an impressive African American student. In his interview he stated he wanted to be a surgeon and that he had hopes of going to Emory University. He was interested in electronics and art, he participated in athletics, and he also liked to write. I concluded that he was a bright, well-rounded student with skills in a number of areas. In regards to the MSCEIT, he proved to be insightful, a good test taker, and emotionally aware as his scores would indicate. Is it possible that children and young people in general, are more in tune to emotion than adults? We know that they readily learn about the world through emotion as earlier researchers have indicated, so perhaps they use emotional skills more easily. Piaget, in studying children, said that cognitive activity is based on experiences filtered through the senses or the emotions. A study of emotional intelligence where the MSCEIT is given only to a group of high school students may still place Diego at the top of the class; perhaps he is just an exemplary student, skilled in the abilities targeted by the MSCEIT. A study comparing the emotional intelligence of a group of teenagers to a group of adults might be more interesting where the assumption that adults are more emotionally intelligent because of age and life experiences could be challenged.

Scores for the principal, Ms. Grace, indicated competency on most every measure. She fell into the average and above average range for the participants in this study. School administrators deal with hundreds of people daily and often there is a volume of emotionally charged situations to handle. They tend to bracket their skills and move from one situation to the next in order to meet the demands of the job. Administrators use emotional skills when motivating and leading and they use skills of reason and judgment when making decisions and solving problems. Among other skills, a calm demeanor was indicated by the respondents when they spoke of Ms. Grace’s ability to deal with difficult situations. She manages emotional situations well, and is able to stay focused. Test results aligned with these assessments, reporting Ms. Grace is aware of emotions in herself and others; also, that she is emotionally insightful and able to act on this insight.
The charts on the following pages depict MSCEIT scores and ratings for all participants in the study. Figure 4.2 below compares the total scores of each participant. These scores range from 74 – 140. Figure 4.3 compares the sub-scores on the test: emotional experience and emotional reasoning. The range is 77 – 121 in the experiential area and 76 – 158 in the strategic/ reasoning area. Figure 4.4 depicts each participant’s score in the specific abilities measured: perceiving, using, understanding, and managing emotions. For perceiving emotions, the range of scores is 80 – 166. For using emotions, it is 80 – 117. The range for understanding emotions is 83 – 165; and for managing emotions, it is 73 – 158. Figure 4.5 depicts scores on specific MSCEIT tasks which align with the abilities listed above. For example, the faces task measures the ability to accurately perceive and identify how people feel based on facial expression alone.

Figure 4.2  **Comparison of MSCEIT Total Scores.**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diego</td>
<td>5</td>
</tr>
<tr>
<td>Sally</td>
<td>4</td>
</tr>
<tr>
<td>Judy</td>
<td>3</td>
</tr>
<tr>
<td>Donna</td>
<td>2</td>
</tr>
<tr>
<td>Ms. Grace</td>
<td>1</td>
</tr>
</tbody>
</table>

**PARTICIPANTS:**

5 – Diego, the student, age 18
4 – Sally, the parent, age 49
3 – Judy, the teacher, age 38
2 – Donna, the staff member, age 37
1 – Ms. Grace, the principal, age 54
Figure 4.3  Comparison of MSCEIT Experiential Area & Strategic Area.

Figure 4.4  Comparison of MSCEIT Abilities.
Figure 4.5 Comparison of MSCEIT Tasks.

<table>
<thead>
<tr>
<th>Series</th>
<th>Participant Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ms. Grace, principal, age 54</td>
</tr>
<tr>
<td>2</td>
<td>Donna, staff member, age 37</td>
</tr>
<tr>
<td>3</td>
<td>Judy, teacher, age 38</td>
</tr>
<tr>
<td>4</td>
<td>Sally, parent, age 49</td>
</tr>
<tr>
<td>5</td>
<td>Diego, student, age 18</td>
</tr>
</tbody>
</table>

MSCEIT Scores

<table>
<thead>
<tr>
<th>EIQ Range</th>
<th>Qualitative Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 or less</td>
<td>Consider Developing</td>
</tr>
<tr>
<td>70-89</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>90-99</td>
<td>Low Average</td>
</tr>
<tr>
<td>100-109</td>
<td>High Average</td>
</tr>
<tr>
<td>110-119</td>
<td>Competent</td>
</tr>
<tr>
<td>120-129</td>
<td>Strength</td>
</tr>
<tr>
<td>130+</td>
<td>Significant Strength</td>
</tr>
</tbody>
</table>

PARTICIPANTS:
- 1 – Ms. Grace, the principal, age 54
- 2 – Donna, the staff member, age 37
- 3 – Judy, the teacher, age 38
- 4 – Sally, the parent, age 49
- 5 – Diego, the student, age 18

Figure 4.6 Guidelines for Interpreting MSCEIT Scores.

MSCEIT scores are computed as empirical percentiles, then positioned on a normal curve with an average score of 100 and a standard deviation of 15. If a respondent obtains a MSCEIT score of 100, he or she is in the average range of emotional intelligence. A respondent obtaining a score of 115 is about one standard deviation above the mean, or at the 84th percentile. It is important to understand that every psychological measure has error associated with its results.
No assessment is perfect. Assessment scores reflect test taker ability as well as many other factors. Emotional intelligence is only one part of our personality. Research indicates that EI plays a role in certain areas of life, but not in all areas. One may wonder how emotions can be scored and also if there is one best way to feel. The answer is that there is not a single best or correct way to feel. In general, there is no single best answer to the questions on the MSCEIT. Instead, responses are compared to a range of possible answers. The MSCEIT was standardized on a large sample of people and statistically weighted to be representative of the adult population in the United States in terms of age, gender, and ethnicity (Mayer, Salovey, & Caruso, 2004).

As an ability measure, some of the questions on the MSCEIT are different from questions other assessments may ask, and some may not appear to be directly relevant to what people do. However, these different components are used because they provide a stable measure of ability. The MSCEIT measures abilities in direct as well as indirect ways and studies indicate the MSCEIT provides a reliable measure of skills that are related to aspects of performance at work, school, and in home settings (Mayer, Salovey, & Caruso, 2004).

For this study, the MSCEIT has provided a point of comparison between and among the participants in regards to their skills and abilities related to specific tasks, as well as an over-all general measure of their emotional intelligence at a certain point in time. One can acquire new skills and new knowledge to enhance emotional ability. Over time, an individual’s scores may differ.
CHAPTER FIVE: CONCLUSION

Implications of the Study

I began this study by researching the history of human intelligence and connecting it to emotional intelligence. I reviewed literature on related fields including multiple intelligences, leadership, brain and behavioral research, and the arts and creativity. I found many links to this concept of emotional intelligence, and shed light on its importance as well as its relevance to other areas of study that emphasize human feeling, thought, and behavior. Intelligence describes the aggregate of abilities, competencies, and skills that represent a collection of knowledge used to cope with life effectively. The adjective *emotional*, implies that this specific type of intelligence differs from cognitive intelligence (Bar-On, 1997). Emotional intelligence is an array of non-cognitive capabilities that influence personality, leadership, coping ability, motivation, work success, relationships, and a host of other human characteristics and endeavors. Many researchers consider it to be the one intelligence that permeates and affects all others.

The question I explored in the study is stated as follows: *What is the nature of emotional intelligence in school administration as perceived by particular members of the school community?* When we look at a school leader, we first must understand what it is they actually do. Generally, we blur the distinction between leadership and management, although there are critical differences between them. Management is focused on specific functions or activities such as planning, problem-solving, and decision making. Leadership is the influencing of others in order to achieve goals. Emotional intelligence facilitates all of these functions (Salovey & Mayer, 1990). Leadership comprises in part, the utilization of emotions; emotional intelligence therefore, is an important component of effective leadership.

In this study, the MSCEIT (Mayer, Salovey, Caruso Emotional Intelligence Test) was given to five participants (a teacher, staff member, parent, student, and the school administrator)
to compare their emotional skills and abilities. Results of the test rated the subjects in categories as follows: needs improvement, consider developing, competent, skilled, and expert. Since this study was specifically looking at the emotional intelligence of the school administrator, the principal’s test results were more important. The principal’s overall rating was competent; interestingly, the student’s overall rating was expert. The student’s expertise was unexpected and a suggestion for further research would include conducting a study that not only assessed the emotional intelligence of a group of high school students, but also compared their skills and abilities to those of a group of adults.

Another unexpected result of the test was that the single male scored significantly higher than the four females. Previous research has indicated that women score higher on measures of emotional intelligence than do men. However, in this case, that did not hold true. Although the sample used in this study was small, the view of emotional intelligence as an ability (Salovey & Mayer, 1990) is supported by the male student’s excellent scores on the MSCEIT. Also, his test results suggest that stereotypical ways of describing people as being “feminine” when they are good with others and when they reason well with emotion are flawed. From the results of the MSCEIT given to the participants in this study, it seems that age and gender do not necessarily dictate one’s level of emotional intelligence.

In the interviews, all five participants were asked the same questions. Open-ended questions targeted background, experience, perception and opinions. More specific questions were aligned with two documents published by the Consortium for Research on Emotional Intelligence. The first document, Best Practices for the Emotionally Intelligent Leader, provides guidelines for organizations wanting to excel in the emotional competency area. The second document, The Emotional Competency Framework, targets emotional ability in two areas: personal and social competence. Responses from the participants reflected common themes and similar answers to the
questions asked. The questions targeted the principal’s practices; and the principal’s self-assessment and responses to the same questions matched what the participants said about her.

Practices the principal employed emerged from the observation and interview data and included the following: data-driven decisions, good communication skills, support for collaboration and cooperation, implementation of professional development that enhances teaching, the giving of praise and encouragement, and a genuine interest in the success of all students. These practices not only align with the competencies associated with emotional intelligence (as noted in the above mentioned documents), but with earlier research on effective school leadership as well. In 1979, Edmonds found that school leaders positively affect school climate as well as student achievement outcomes. Again, although the sample in this study was small, the data collected indicates the emotional competence of the administrator at this particular school impacts the school environment in a positive way. What is the nature of emotional intelligence in school administration as perceived by particular members of a school community? At this school, based on the observation and interview data, the nature of emotional intelligence is best characterized by the practices listed above that the administrator employs, and it is verified by the administrator’s over-all rating of competent on the MSCEIT.

Test results for the administrator indicate competence in emotional intelligence and the interview data concur that this principal uses various EI skills in her role as leader of the school. Standardized test scores for students have risen over the years this principal has been at the school, and my observations confirmed that people genuinely seemed happy to be working there. Goleman (2002) has said the “fundamental task of leaders is to prime good feeling in those they lead. That occurs when a leader creates resonance; a reservoir of positivity that frees the best in people. At its root, then, the primal job of leadership is emotional” (p. ix). The confidence respondents reported having in the principal and the respect and admiration they have for her was
apparent; she did appear to prime good feelings in those she leads.

By viewing principal leadership through an emotional intelligence framework, this study has provided only a limited view of administrator effects in the school setting. Researchers claim the competencies and skills of emotional intelligence determine how effectively leaders understand and express themselves, understand and relate to others, and cope with daily demands. Additional research is needed in the area of educational leadership as it relates to emotional intelligence to support this claim. Because the school executive has contact with so many people as leader of the school—students, staff, and numerous stakeholders—enhancing personal and professional knowledge in this area would seem to be a priority. This study provides information that may assist in enhancing the personal and professional effectiveness of the school leader. It looks closely at one principal in one small school. The interview data highlight her positive influence on students, teachers, parents, and staff at the school; while the testing data confirm the principal’s competence in skills related to emotional intelligence. Current theory claims a lack of emotional intelligence will sabotage intellect and ruin careers; it can also negatively impact a school environment. This study provides information that may assist school administrators in that regard, particularly when dealing with student risk factors.

Bound by time and place, the sample and the scope of the study were limited; however, the purpose was to gain a greater understanding of the phenomenon under investigation; that of emotional intelligence as embodied by the school leader. When I began my research I didn’t expect to be working with an exemplary case, but the data would suggest that indeed I was. I also didn’t expect that the only student in the sample would far outscore the adults on the test given to assess their emotional abilities. But again, that is the result I got.

The principal stated that all the teachers knew all the students and vice versa in this school and despite the focus on positive relationships as an underlying cause leading to student
success, I would suspect that in any small school, relationships are important factors. The small school probably presents an advantage in studying emotional intelligence precisely because of the relationships that exist there. However, a small study done in a small school might also yield some unpredictable results. When we look at the individual participants in the study, there were some unpredictable results, but because the interview questions were derived from key documents published by experts in the field and because the participants took an ability-based test that was formulated by experts in the field, the study was aligned with current research.

In summary, we note that school leaders today are still being chosen for their functional expertise, but researchers claim if they lack emotional intelligence, they may not affect the school in a positive manner and ultimately may not be successful. Being a strong leader is not just about being intelligent; it is more a construct of the relationships we form at work, home, school, and elsewhere in society (Goleman, 2002). This study highlights a strong leader who emphasizes positive relationships with students, staff, parents, and various other stakeholders in the school. The school’s mission incorporates the belief that through positive relationships, a rigorous and relevant learning environment can develop. The principal in this study attributes her students’ rising test scores and the commitment of her faculty to an underlying focus on relationships and doing what is best for kids. The practices this principal employs are aligned with skills related to emotional intelligence. Researchers claim these skills can be learned and further, that schools, organizations, and teams all stand to benefit from choosing leaders who are high in this ability. In addition, administrative training programs would be more effective if they focused on teaching school leaders to be more emotionally intelligent on the job; while at the same time, assisting them in enhancing their personal skills in this area.

During the time I spent at A. Y. Stanley High School of Health and Life Sciences with the principal, with teachers, staff, and students, observing classes and school processes, I came
to realize the school was exactly what it seemed to be. It did not have all the newest technology nor was the building new and spacious with large classrooms, offices, and work areas for the faculty. What I did observe was something more. I saw dedication and respect among the people there, and people who seemed to care about what they were doing and about each other. Not only did the principal tell me she loved her job several times, but a teacher and student also talked to me about how much they loved their school. It was sort of nice to see this kind of focus in high school education today.
REFERENCES


Appendix A. Best Practices for the Emotionally Intelligent Leader

I. Paving the Way

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Assess the organization’s needs:</td>
<td>Determine the competencies that are most critical for effective job performance in a particular type of job. In doing so, use a valid method, such as comparison of the behavioral events and interviews of superior performers and average performers. Also make sure the competencies to be developed are congruent with the organization’s culture and overall strategy.</td>
</tr>
<tr>
<td>♦ Assess the individual’s needs:</td>
<td>This assessment should be based on the key competencies needed for a particular job, and the data should come from multiple sources using multiple methods to maximize credibility and validity.</td>
</tr>
<tr>
<td>♦ Deliver assessments with care:</td>
<td>Give the individual information on his/her strengths and weaknesses. In doing so, try to be accurate and clear. Also, allow plenty of time for the person to digest and integrate the information. Provide the feedback in a safe and supportive environment in order to minimize resistance and defensiveness. But also avoid making excuses or downplaying the seriousness of deficiencies.</td>
</tr>
<tr>
<td>♦ Maximize learner choice:</td>
<td>People are more motivated to change when they freely choose to do so. As much as possible, allow people to decide whether or not they will participate in the development process, and have them set the change goals themselves.</td>
</tr>
<tr>
<td>♦ Encourage people to participate:</td>
<td>People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective. Organizational policies and procedures should encourage people to participate in development activity, and supervisors should provide encouragement and the necessary support. Motivation also will be enhanced if people trust the credibility of those who encourage them to undertake the training.</td>
</tr>
<tr>
<td>♦ Link learning to personal values:</td>
<td>People are most motivated to pursue change that fits with their values and hopes. If a change matters little to people, they won’t pursue it. Help people understand whether a given change fits with what matters most to them.</td>
</tr>
<tr>
<td>♦ Adjust expectations:</td>
<td>Build positive expectations by showing learners that social and emotional competence can be improved and that such improvement will lead to valued outcomes. Also, make sure that the learners have a realistic expectation of what the training process will involve.</td>
</tr>
</tbody>
</table>
II. Doing the Work of Change

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ Foster positive relations between trainers, learners:</td>
<td>Trainers who are warm, genuine, and empathic are best able to engage learners in the change process. Select trainers who have and use these qualities when working with learners.</td>
</tr>
<tr>
<td>◆ Make change self-directed:</td>
<td>Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing people to set their own learning goals, let them continue to be in charge of their learning throughout the program, and tailor the training approach to the individual’s learning style.</td>
</tr>
<tr>
<td>◆ Set clear goals:</td>
<td>People need to be clear about what the competence is, how to acquire it, and how to show it on the job. Spell out the specific behaviors and skills that make up the target competence. Make sure that the goals are clear, specific, and optimally challenging.</td>
</tr>
<tr>
<td>◆ Break goals into manageable steps:</td>
<td>Change is more likely to occur if the change process is divided into manageable steps. Encourage both trainers and trainees to avoid being overly ambitious.</td>
</tr>
<tr>
<td>◆ Provide opportunities to practice:</td>
<td>Lasting change requires sustained practice on the job and elsewhere in life. An automatic habit is being unlearned and different responses are replacing it. Use naturally occurring opportunities for practice at work and in life. Encourage the trainees to try the new behaviors repeatedly and consistently over a period of months.</td>
</tr>
<tr>
<td>◆ Give performance feedback:</td>
<td>Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as the learners practice new behaviors. Make sure that supervisors, peers, friends, family members – or some combination of these – give periodic feedback on progress.</td>
</tr>
<tr>
<td>◆ Rely on experiential methods:</td>
<td>Active, concrete, experiential methods tend to work best for learning social and emotional competencies. Development activities that engage all the senses and that are dramatic and powerful can be especially effective.</td>
</tr>
<tr>
<td>◆ Build in support:</td>
<td>Change is facilitated through ongoing support of others who are going through similar changes. Programs should encourage the formation of groups where people give each other support throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.</td>
</tr>
</tbody>
</table>
Use models: Use live or videotaped models that clearly show how the competency can be used in realistic situations. Encourage learners to study, analyze, and emulate the models.

Enhance insight: Self-awareness is the cornerstone of emotional and social competence. Help learners acquire greater understanding about how their thoughts, feelings, and behavior affect themselves and others.

Prevent relapse: Use relapse prevention, which helps people use lapses and mistakes as lessons to prepare themselves for further efforts.

Encourage use of skills on the job: Supervisors, peers, and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors also can serve this function. Also, provide prompts and cues, such as through periodic follow-ups. Change also is more likely to endure when high status persons, such as supervisors and upper-level management model it.

Develop a culture that supports learning: Change will be more enduring if the organization’s culture and tone support the change and offer a safe atmosphere for experimentation.

III. Did It Work? Evaluating Change

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Description</th>
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<tbody>
<tr>
<td>Evaluate:</td>
<td>To see if the development effort has lasting effects, evaluate it. When possible, find unobtrusive measures of the competence or skill as shown on the job, before and after training and also at least two months later. One-year follow-ups also are highly desirable. In addition to charting progress on the acquisition of competencies, also assess the impact on important job-related outcomes, such as performance measures, and indicators of adjustment such as absenteeism, grievances, health status, etc.</td>
</tr>
</tbody>
</table>
Appendix B. EMOTIONAL COMPETENCY FRAMEWORK

I. PERSONAL COMPETENCE

<table>
<thead>
<tr>
<th>A. Self-Awareness</th>
<th>B. Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Emotional Awareness</strong></td>
<td>1) <strong>Self-Control</strong></td>
</tr>
<tr>
<td>Recognizing one’s emotions and their effects.</td>
<td>Managing disruptive emotions and impulses.</td>
</tr>
<tr>
<td>People with this competence are or will act in the following ways:</td>
<td>• Managing disruptive emotions and distress well.</td>
</tr>
<tr>
<td>◆ Know emotions they feel and why.</td>
<td>◆ Staying composed and positive in trying moments.</td>
</tr>
<tr>
<td>◆ Realize links between their feelings and what they think, do, say.</td>
<td>◆ Thinking clearly and staying focused.</td>
</tr>
<tr>
<td>◆ Recognize how feelings affect performance.</td>
<td></td>
</tr>
<tr>
<td>◆ Have an awareness of their values and goals.</td>
<td></td>
</tr>
</tbody>
</table>

| 2) **Accurate Self-Assessment** | 2) **Trustworthiness** |
| Knowing one’s strengths and limits. | Maintaining standards of honesty and integrity. |
| ◆ Aware of strengths and weaknesses. | • Exhibiting ethical behavior. |
| ◆ Reflective, learn from experience. | • Building trust through reliability and authenticity. |
| ◆ Open to feedback, new perspectives, continuous learning, self-development. | • Admitting mistakes and confronting unethical actions. |
| ◆ Show a sense of humor and perspective about self. | • Taking a principled stance, even if unpopular. |

| 3) **Self-Confidence** | 3) **Being Conscientious** |
| Sureness about one’s self-worth, capabilities. | Being responsible for performance. |
| ◆ Present themselves with self-assurance. | • Meeting commitments. |
| ◆ Voice views that are unpopular; go out on a limb for what is right. | • Keeping promises. |
| ◆ Decisive, able to make good decisions despite uncertainties and pressure. | • Holding self accountable for meeting objectives. |

<p>| 4) <strong>Adaptability</strong> | 5) <strong>Innovativeness</strong> |
| Using flexibility in handling change. | Being comfortable with and open to novel ideas. |
| ◆ Smooth in working with multiple demands. | ◆ Seeking fresh ideas from a variety of sources. |
| ◆ Smooth in working with change. | ◆ Using original solutions. |
| ◆ Adaptable with responses and flexible in how they see events. | ◆ Generating new ideas. |
| ◆ Taking fresh perspectives. | ◆ Taking fresh perspectives. |
| ◆ Taking risks. | |</p>
<table>
<thead>
<tr>
<th>C. Self-Motivation</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Achievement Drive</strong></td>
<td>2) <strong>Commitment</strong></td>
<td>3) <strong>Initiative</strong></td>
<td>4) <strong>Optimism</strong></td>
</tr>
<tr>
<td>Striving to improve and meet a standard of excellence.</td>
<td>Aligning with the goals of the group.</td>
<td>Showing readiness to act on opportunities.</td>
<td>Showing persistence in pursuing goals.</td>
</tr>
<tr>
<td>♦ Results-oriented.</td>
<td>♦ Make sacrifices to meet a larger organizational goal.</td>
<td>♦ Seize opportunities.</td>
<td>♦ Persist in seeking goals despite obstacles.</td>
</tr>
<tr>
<td>♦ Set challenging goals.</td>
<td>♦ Find a sense of purpose in the mission.</td>
<td>♦ Pursue goals beyond what is required.</td>
<td>♦ Operate from hope of success rather than fear of failure.</td>
</tr>
<tr>
<td>♦ Take calculated risks.</td>
<td>♦ Use the group’s values in making decisions/choices.</td>
<td>♦ Cut through red tape and bend the rules when necessary to get the job done.</td>
<td>♦ See setbacks as manageable rather than a personal flaw.</td>
</tr>
<tr>
<td>♦ Pursue information to reduce uncertainty and find better ways.</td>
<td>♦ Seek opportunities supporting the group’s mission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Learn to improve performance.</td>
<td></td>
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<table>
<thead>
<tr>
<th>II. SOCIAL COMPETENCE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. <strong>Self-Regulation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) <strong>Empathy</strong></td>
<td>2) <strong>Service Orientation</strong></td>
<td>3) <strong>Developing Others</strong></td>
<td>4) <strong>Leveraging Diversity</strong></td>
</tr>
<tr>
<td>Sensing feelings and perspectives, taking interest in others’ concerns.</td>
<td>Recognizing and meeting others’ needs.</td>
<td>Sensing what others’ need, bolstering their abilities.</td>
<td>Cultivating opportunities through diverse people.</td>
</tr>
<tr>
<td><em>People with this competence will act in the following ways:</em></td>
<td>♦ Understand others’ needs.</td>
<td>♦ Reward people’s strengths and, achievements.</td>
<td>♦ Respect people from varied backgrounds.</td>
</tr>
<tr>
<td>♦ Be attentive to emotional cues.</td>
<td>♦ Match needs to products and services.</td>
<td>♦ Offer useful feedback.</td>
<td>♦ Relate well to diverse peoples.</td>
</tr>
<tr>
<td>♦ Listen well.</td>
<td>♦ Seek ways to increase satisfaction and loyalty.</td>
<td>♦ Identify needs for individual and group development.</td>
<td>♦ Understand worldviews.</td>
</tr>
<tr>
<td>♦ Show sensitivity to others.</td>
<td>♦ Offer appropriate assistance.</td>
<td>♦ Mentor and give timely coaching.</td>
<td>♦ Be sensitive to group differences.</td>
</tr>
<tr>
<td>♦ Help out based on others’ needs.</td>
<td>♦ Act as a trusted advisor.</td>
<td>♦ Offer assignments that challenge and grow skills.</td>
<td>♦ See diversity as opportunity.</td>
</tr>
</tbody>
</table>
## B. Social Skills

<table>
<thead>
<tr>
<th></th>
<th><strong>1) Influence</strong></th>
<th><strong>2) Communication</strong></th>
<th><strong>3) Leadership</strong></th>
<th><strong>4) Change Catalyst</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using effective tactics for persuasion.</td>
<td>Sending clear, convincing messages.</td>
<td>Inspiring and guiding groups.</td>
<td>Initiating and managing change.</td>
</tr>
<tr>
<td></td>
<td>♦ Be skilled at persuasion.</td>
<td>♦ Be effective in give-and-take situations.</td>
<td>♦ Articulate and gain support for shared vision.</td>
<td>♦ Recognize the need for change, remove barriers.</td>
</tr>
<tr>
<td></td>
<td>♦ Do presentations that appeal to others.</td>
<td>♦ Deal with difficult issues in a straightforward manner.</td>
<td>♦ Lead as needed, regardless of position.</td>
<td>♦ Challenge the status quo.</td>
</tr>
<tr>
<td></td>
<td>♦ Use complex strategies to build consensus.</td>
<td>♦ Listen well, seek mutual understanding.</td>
<td>♦ Guide performance of others while holding them accountable.</td>
<td>♦ Champion change and enlist others in its pursuit.</td>
</tr>
<tr>
<td></td>
<td>♦ Orchestrate dramatic events to make a point.</td>
<td>♦ Welcome info sharing.</td>
<td>♦ Lead by example.</td>
<td>♦ Model the change expected of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>5) Conflict Management</strong></th>
<th><strong>6) Building Bonds</strong></th>
<th><strong>7) Collaboration, Cooperation</strong></th>
<th><strong>8) Team Capabilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negotiating, resolving disputes.</td>
<td>Nurturing instrumental relationships.</td>
<td>Working with others toward shared goals.</td>
<td>Creating group synergy pursuing collective goals.</td>
</tr>
<tr>
<td></td>
<td>♦ Handle difficult people, tense situations with tact.</td>
<td>♦ Cultivate, maintain informal networks.</td>
<td>♦ Balance focus on task with attentive to relationships.</td>
<td>♦ Model team qualities like respect, helpfulness.</td>
</tr>
<tr>
<td></td>
<td>♦ Bring conflict out in the open, de-escalate it.</td>
<td>♦ Seek mutually beneficial relationships.</td>
<td>♦ Collaborate, share plans, information, resources.</td>
<td>♦ Draw members into active participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Make friends among associates.</td>
<td></td>
<td>♦ Share credit.</td>
</tr>
</tbody>
</table>

Appendix C. INTRODUCTORY LETTER TO PRINCIPAL

334 West Cedar Street
Wake Forest, NC  27587
Current Date

Principal
High School
Address

Dear Principal:

I am an Assistant Principal with Wake County Public Schools and a doctoral student at North Carolina State University in Educational Leadership. Currently I am working on my dissertation entitled, *Emotional Intelligence: The Heart of Public School Administration.* I am conducting research on this topic, using particular members of the school community as participants in my study. I would like to ask you to be a part of my study.

I would like to request an interview with you that should take no longer than 60 minutes. I will ask you some questions about emotional intelligence. Some of the skills related to school leadership that I am interested in and will ask you about include: your managing strategies, how you handle stress, what motivates you in your work, and how you respond to individual differences. Other questions will cover such areas as your general background, teaching experiences, and current experiences as a school administrator.

This interview will be confidential and your identity will be known only to me. Pseudonyms will be used when referring to any of the participants in the study. The data collected will be securely stored in my home and no reference will be made in oral or written form that could link you or any of the other participants to the study.

After the interview, I would like to observe you on the job to get a sense of your work in the school. My observations will take approximately 60 minutes. Then I will give you information about the MSCEIT, an ability-based test you will take on-line. The MSCEIT uses a variety of interesting and creative tasks to measure a person’s capacity for reasoning with emotional information and should take about 45 minutes to take. Developed by academics at Yale and the University of New Hampshire, it is suitable for corporate, educational, therapeutic, and research Settings. After taking this test, you will receive an official report that profiles your results.

My study will investigate how personal intelligence factors interact for the school leader. It proposes to look at a range of abilities associated with emotional intelligence in order to better understand the complex role of school administration. There will be 5 participants in the study, including the administrator, who will be interviewed and will the on-line ability test. The information contained in this study will be useful to mentoring programs in the training of school administrators. It will also add to the body of literature on the topics of both emotional intelligence and school leadership, with a focus on personal effectiveness.

I will contact you within the next few days to talk with you about your willingness to participate and hopefully, we can arrange a convenient time to meet. I would like to answer any questions you might have in a face-to face meeting. I know you are very busy and do appreciate your consideration of my requests.

Sincerely yours,

[Signature]
Appendix C. INTRODUCTORY LETTER TO PARTICIPANTS

334 West Cedar Street
Wake Forest, NC  27587
Current Date

Name/ Role in Study:
High School:

Dear Participant:

I am an Assistant Principal with Wake County Public Schools and a doctoral student at North Carolina State University in Educational Leadership. Currently I am working on my dissertation entitled, Emotional Intelligence: The Heart of Public School Administration. I am conducting research on this topic, using particular members of a school community as participants in my study. I would like to ask you to be a part of my study. The administrator of your school has agreed to participate.

I would like to request an interview with you that should take no longer than 60 minutes. I will ask you some questions about your school administration. I am interested in your thoughts on a school leader’s managing strategies, work motivation, empathy, influence and other skills associated with the concept of emotional intelligence. Other questions will cover such areas as your own general background and any experiences you have had with particular school leaders.

This interview will be confidential and your identity will be known only to me. Pseudonyms will be used when referring to any of the participants in the study. The data collected will be securely stored in my home and no reference will be made in oral or written form that could link you or any of the other participants to the study.

After the interview, I will give you information about the MSCEIT, an ability-based test I would like for you to take on-line. The MSCEIT uses a variety of interesting and creative tasks to measure a person’s capacity for reasoning with emotional information and should take about 45 minutes to take. Developed by academics at Yale and the University of New Hampshire, it is suitable for corporate, educational, therapeutic, and research settings. After taking this test, you will receive an official report that profiles your results.

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I will contact you within the next few days to talk with you about your willingness to participate and hopefully, we can arrange a convenient time to meet. I would like to answer any questions you might have in a face-to-face meeting. I know you are very busy and do appreciate your consideration of my request.

Sincerely yours,

[Signature]
Appendix D. CONSENT FORM FOR PRINCIPAL

Emotional Intelligence: The Heart of Public School Administration
Study conducted by Vivian C. Wells

I, ____________________________, agree to be interviewed for a study on the above topic. I understand that my conversation with the researcher will be recorded and that notes will be taken during the interview which will last approximately 60 minutes. (I understand that the recorded tapes and any accompanying notes will be destroyed by the researcher before publication of the study.)

The interview will be confidential and I understand that only the researcher will have access to this consent form and linking my name to the study. Pseudonyms will be used when referring to any of the participants in the study. I understand that my name will not be used in a report or publication of any kind. Likewise, the name of the school and the town where the school is located will not be used in any written document.

My participation is limited to exchanging information through an interview and through an online ability test I will take. This test, the MSCEIT, should last no longer than 45 minutes and I will receive a report profiling my results upon completion. Additionally, I understand the researcher will observe me on the job during a school day.

I understand this study will involve 4 participants other than myself and that these participants will rate me as a school administrator based on the interview questions they are asked. I understand I may be rated negatively and that this type of rating could impact my role as a school administrator if my involvement in this study were revealed. I further understand that my answers on the MSCEIT may also impact my role as school administrator if I were to be identified. In my initial meeting with the researcher I was made aware of the steps taken to insure confidentiality is maintained throughout the study and that the identity of the participants is protected; however, I recognize there cannot be complete assurance the participants will not become aware of each other’s involvement in this study, since all are associated with the same school.

I understand that upon completion, this study will contribute to the literature currently available on the topic of emotional intelligence and that it will add to the research on leadership style, as style is formed in part, through one’s emotional intelligence. Educational mentoring programs may also gain insight from this study because of its underlying focus on effective school leadership. I understand that benefits to me for participation in this study will be a greater understanding of the concept of emotional intelligence as well as the personal profile I will receive from the test that I take.

I have been given a description of the study through an introductory letter. I give my consent for the information obtained from me to be published in the study. I also give my consent for the information obtained from the participants about me to be published in the study. I understand that if I have questions in connection with my participation, I should contact Vivian Wells at (919) 556-1989/ 562-3606 or Dr. Paul Bitting, North Carolina State University, Raleigh, NC at (919) 515-3127.

IRB Contact Information: If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in this research have been violated during the course of the project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514), or Joe Rabiega, IRB Coordinator, Box 7514, NCSU Campus (919/515-7515).

DATE:____________________________________________________________________

SIGNATURE OF PARTICIPANT:______________________________________________
Appendix D. CONSENT FORM FOR PARTICIPANTS

Emotional Intelligence: The Heart of Public School Administration
Study conducted by Vivian C. Wells

I, _________________________________________, agree to be interviewed for a study on the above topic. I understand that my conversation with the researcher will be recorded and that notes will be taken during the interview which will last approximately 60 minutes. (I understand that the recorded tapes and any accompanying notes will be destroyed by the researcher before publication of the study.)

The interview will be confidential and I understand that only the researcher will have access to this consent form, linking my name to the study. Pseudonyms will be used when referring to any of the participants in the study and I understand that my name will not be used in a report or publication of any kind. Likewise, the name of the school and the town where the school is located will not be used in any written document.

I understand that in the interview, I will be asked to rate the administrator and that my ratings as per the answers to the questions may be either positive or negative. I understand that if I am linked to this study, it is possible it could impact my working environment. In my initial meeting with the researcher I was made aware of the steps taken to insure confidentiality and conceal the identity of all participants; however, I understand there cannot be complete assurance the participants won’t become aware of each other’s involvement in the study since all are associated in some way with the same school.

My participation in this study is limited to exchanging information through the interview process and additionally, through an on-line ability test I will take. This ability test should take no longer than 45 minutes. I understand I will receive a report profiling my results upon completion of the test. I understand that this test, the MSCEIT, measures a person's capacity for reasoning with emotional information and that my answers will not be right or wrong but will only show differences in capacity. I understand the benefits to me for participation in this study will be a greater understanding of the concept of emotional intelligence, as well as the personal profile I will receive from the test that I take.

Additionally I understand this study will contribute to the literature currently available on the topic of emotional intelligence and that it will add another element to research on leadership style, as style is formed, in part, through one’s emotional intelligence. Educational mentoring programs may also gain insight from this study because of its underlying focus on effective school leadership.

I have been given a brief description of the study through an introductory letter. I understand that if I have problems or questions in connection with my participation, I should contact Vivian Wells at (919) 556-1989/562-3606 or Dr. Paul Bitting, North Carolina State University, Raleigh, NC at (919) 515-3127.

IRB Contact Information: If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514), or Joe Rabiega, IRB Coordinator, Box 7514, NCSU Campus (919/515-7515).

DATE:__________________________________________

SIGNATURE OF PARTICIPANT:_______________________________________________
Appendix D. CONSENT FORM FOR DR. PETER SALOVEY

Emotional Intelligence: The Heart of Public School Administration
Study conducted by Vivian C. Wells

I, ____________________________, agree to be interviewed for a study on the above topic. I understand that my conversation with the researcher will be recorded and that notes will be taken during this interview which should last approximately 60 minutes.

A written report of the interview will be published in the study. I understand that I will have the opportunity to review the written report and make corrections and/or suggestions for edits before the publication of the study.

There is no anticipated mental or physical risk to me, since my participation is limited to exchanging information through the interview process.

I understand that if I have problems or questions in connection with my participation, I should contact Vivian Wells in Raleigh, NC at (919) 556-1989/562-3606 or Dr. Paul Bitting at North Carolina State University, Raleigh, NC…(919) 515-3127.

DATE: __________________________________________________________________________

SIGNATURE OF PARTICIPANT: __________________________________________________________

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Appendix E.
An Interview with Dr. Peter Salovey: the Case for Scientific Study of Emotional Intelligence

Dr. Peter Salovey currently serves as the Dean of Yale College in New Haven, Connecticut. In 1990, he was instrumental in coining the phrase, *emotional intelligence*, and introducing it to academia. The following interview was conducted by the researcher of this study with Dr. Salovey in his office at Yale (V. Wells, personal communication, November 11, 2005). Note: the researcher’s questions and comments are in bold type; Dr. Salovey’s responses are in quotations.

1) Dr. Salovey, I really wanted to interview you because you are unique in regards to my study…you’re an expert on my subject and also an administrator. So, I guess the first thing I would like to know is a little bit about your background, your education and where you are from and so forth. “Sure, if you want I could print my vita for you and that would be helpful…I did my undergraduate work as a psychology major at Stanford and also did a masters in sociology at the same time at Stanford. And then I came to Yale in the early 80’s and did my Ph.D. in clinical psychology. Although my research was always more about social psychology, social psychological in nature, I did clinical psych and an internship at Yale. I got my degree in ’86 and started on the faculty that same year.”

2) How did you come to this idea of emotional intelligence? Or how did you get involved in the research of emotional intelligence? “Two different tracks really. My primary area of research was on human emotion. And I was awed and frustrated by two parts of the field of research on human emotion. One, that individual differences and the language people experience and express and talk about, and how they regulate emotions…when I first got started in the late 70’s…were under-emphasized. And, what little there was on individual differences and anything that had to do with emotion tended to be silent. So people who studied facial
expressions didn’t talk to people who studied language; didn’t talk to people who studied self-regulation. The original idea was that emotional intelligence might provide a framework that would bring all of this scholarship together around a single rubric.”

“Jack Mayer, who at that time was about an hour away from here, and I were friends. He also studied the relationship between emotion and thinking. His graduate school background was more on intelligence and testing and intelligence research. So, he and I got to talking about this problem and my frustrations were like his frustrations about the fact that traditional views of intelligence seemed really narrow and constrained and didn’t seem to have a role for emotion in them. And it seemed to both of us that it was often a lack of wisdom about one’s emotions that was causing very smart people to get into trouble.”

“In the late 1980’s we were having these conversations and interesting events were happening in the real world like Gary Hart’s affair; the way he handled it, and the demise of his political candidacy. In the wake of it…he was a very smart person, kind of disintegrating in the public eye. And so we kept having these conversations and came up with the idea that maybe there was a kind of emotional intelligence that could provide a framework in the scholarly field while at the same time, expressing what we thought was not being measured by conventional tests of intelligence. I think we came up with this idea sometime around 1988 or so…while we were actually painting my house. From there we wrote a paper that was published in 1990 on emotional intelligence, laying out some of these ideas.”

“All of these papers, by the way…Jack made a website where you can download them.” Is that the consortium website? “No, that’s not ours. All of our papers can be found at www.unh.edu/emotional_intelligence …all of our papers and a lot of the history and a lot of the contacts are there. We’re members of the consortium, but the consortium really was designed by people that Dan Goleman was working with after his book came out. There’s an emphasis on
emotional intelligence in the workplace…it’s a mixture of practitioners and researchers…”

3) Right, and I have been on the consortium’s website…and in my reading I have found several descriptions or definitions of emotional intelligence…yours being one of the main three…why do you feel it is the right one? “We come at this from a scientific perspective and we believe a couple of things. First, that emotional intelligence represents, at the end of the day, a set of skills that are teachable and learnable but measurable as skills. So we wanted a definition that said here are the components, or the skills that an emotionally intelligent person has. And so our definition emphasizes four specific skills and I can give you a book of these. The second part of our definition that we think is very important, is that it’s not old wine in a new bottle, that is, be it a definition that allows emotional intelligence to be separated from other things that people are already measuring under other names. We don’t want a definition of emotional intelligence that simply characterizes it as aspects of personality that psychologists have been studying forever.”

“It is not, in our view, extroversion or character. It is not zeal and optimism…those are personality traits…very important ones. Those are personality traits not measured by IQ tests, but measured by tests of personality that have been available for thirty years. So, we have not been interested in re-packaging existing constructs and calling them emotional intelligence. Our focus is that emotional intelligence has to do with emotions and intelligence and can be measurable as a set of skills.”

4) Which brings me to this…one of the challenges I see in measuring emotional intelligence quantitatively is taking into account the complexities of the social context.

When I was reading the Ontario Principals’ Council Leadership Study, I had questions about the relationships between the supervisor and the principal and the principal and the teacher. Suppose the supervisor and the principal were friends…that would affect how the
supervisor rated the principal or suppose the principal had previously given the teacher a bad evaluation...So, I think the social arena surrounding emotional intelligence influences how people respond and react. In a quantitative study, how do you account for the social context...it just seems to be important in understanding the big picture of emotional intelligence?

“I think if you measure emotional intelligence in the way we like to measure it, you are measuring whether people have the skills and abilities that fit under our definition. The social context can sometimes determine whether people are going to act on and express those skills and abilities. And I don’t know that we measure it that well, but it is certainly the case that an awareness of how we measure it in managing emotions at least, is that the social context is going to determine whether you decide to express that skill or not...whether you decide to behave in a way that is based on that skill or not. The example I like to use is that the emotionally intelligent person knows that at a funeral it’s important to be or show empathy toward the people who are experiencing a loss. The social context might determine whether you do that by hugging them or crying with them or baking a cake and giving it to them...or making a funny toast. Right? But I think that part of your sensitivity about that emotional expression in that context is what we mean by emotional intelligence.”

5) With all that being said, let’s talk about measurement. Can you tell me a little about the MSCEIT? “The MSCEIT measures the four aspects of emotional intelligence that we talk about in our model and it measures each of them with two different tasks. And it measures emotional intelligence, again as a set of abilities, like an IQ test would. We find less telling the two other ways you could measure this. You could measure it as self-report...you could just ask people, are you the kind of person who understands other peoples’ feelings? We actually believe that self-report in this domain is not particularly accurate. In fact, self-report measures of
emotional intelligence correlate with ability measures but only at about point 2…yeah, there is some relationship between the two, but it is pretty modest. A 360 kind of measurement, asking other people to rate somebody’s skills is probably better than self-report. But those tend to be contaminated by huge halo effects, meaning if you like the person, you see all of their skills as more competent; if you don’t like the person, you see them as more negative.”

“You could also compare answers to a set of thousands of people who have taken the test worldwide. We call this consensual norms…that is, how in tune are you with what everybody else seems to answer to these questions…that’s another way to get at it. We’ve also done a lot of psychometric work to show that the scores are reliable. That is the first half of the test correlates with the second half of the test; you take the test twice, once now, once a month from now and you get the same score…all of that. Psychometric work suggests the test is an adequate test. The other thing we show is that the test isn’t simply old wine in new bottles. It does not correlate with social desirability or conformity…it does not correlate particularly highly with standard measures of IQ. Only one part of the test does; emotional vocabulary correlates with general vocabulary, as it should. It does not correlate with standard measures of personality; correlations are 0, point 1 or point 2, pretty modest. There are other measures, calling themselves measures of emotional intelligence, that correlate at point 7 with measures of personality.” 

Like Goleman? “Goleman doesn’t really have measures that researchers can use…I think the ECI is used in business, but I haven’t seen any science on it yet. Maybe there’s something coming out. What I would say actually is that the problem with the ECI is that it measures…it’s an operational measurement of management competencies…that go far beyond anything anybody would call emotional intelligence. It appreciates diversity and yeah, of course that’s great, but is it about emotions and intelligence?”

“There was a very good paper by Brackett and Mayer, published about a year ago in
Personality and Social Psychology Bulletin. What we have is a relationship of all of these emotional intelligence measures to existing personality constructs like the big five personality measures (extroversion, agreeableness, conscientiousness, neuroticism, openness to experience) and measures of just well-being...happiness. And I think it gives pretty strong evidence that measuring emotional intelligence with anything other than ability tests is really not capturing anything new. I think it is really a challenge.”

6) How do you think emotional intelligence links to leadership especially in terms of the school administrator? “Well, we can look at some studies we actually have done. We’ve done studies in work places like health insurance companies, and we’ve done some studies with students where they work out problem solving tests together. And we find that these four skills captured by our model and by MSCEIT (identifying, using, understanding, and managing emotions) tend to relate to things like the ability to articulate a vision, to think strategically and long-term, to provide social support to others in a collaborative work environment. We find that emotional intelligence as measured by MSCEIT is related to contributing to a positive work environment...that you are the kind of person that others would go to for help...cooperativeness, collaborativeness.”

Generally you just have a more positive relationship with people? “Very much so. That doesn’t mean that Fortune 500 CEOs are on the average going to have higher emotional intelligence than anybody else. From what we can tell, they’re probably about average. Maybe because the people, you know, who are really empathetic and understanding of other peoples’ emotions...would have difficulty in a position like that.”

I know in my own personal life, I have sort of seen this. My undergraduate is in art and I taught visual art for a number of years in elementary school, and when I made that switch from right brain to left brain in my work, as an administrator in a high school...I
really had a hard time becoming more regimented and not being able to be as intuitive and perceptive and creative. And you know, sort of working with those things I had worked with for years. I saw this difference because I was working with a completely new set of rules in my job. So, I think people that are more intuitive and more emotional do tend to shy away from the regimented stuff…the government stuff. “I think that is true. People who are very involved in the processing of feelings have trouble in those areas.”

7) In reading about emotional intelligence, I have found there are many cousins of emotional intelligence …at least that is what I have called them….moral, social, multiple, personal intelligence. It becomes kind of confusing after a while to the general person. So, is there a comprehensive definition of human intelligence that involves all of these things? “Probably not yet. I think the idea of multiple intelligences goes back to Howard Gardner. Howard, I think now, has about eleven kinds of intelligences including one having to do with what he calls intrapersonal intelligence, which is access to emotions, gaining information out of those emotions, understanding them, talking about them. So I think his model of multiple intelligences does include some of this. Certainly we’ve been influenced by it. I think an awful lot of things get the label intelligence that are really accomplishments of being intelligent but aren’t intelligence. I think morality is a good example of that. You can be an emotionally intelligent person and behave in a moral way or not behave in a moral way.”

“This is why I don’t like Goleman’s linking emotional intelligence and character. His ’95 book was a best seller…I believe in the book and the articles that came out and I think that was great. But there was a belief that what captures emotional intelligence is character and I would tend to disagree. There are plenty of people who really understand their emotions and the emotions of other people, and who really understand emotional language, who really understand how to manage emotions…those of some of the skills that we measure…and then use that
knowledge to produce products we don’t need, or to get people to join cults and so forth. So, I think it is a separate issue how you decide to apply this knowledge. I think morality is something else, but I don’t think it is something else entirely. A good example would be…I think it would be very hard to behave in a morally uprighteous way if you had no ability to empathize with the feelings of another human being. If you had no idea of the emotional consequences of your behaviors on other people; that if I do X, it’s going to hurt that person and that person’s going to become upset. So, the way I look at it is…I think emotional intelligence is necessary for moral behavior and moral reasoning, but it’s not at all sufficient.”

As you were talking, I was thinking about the killer who was just found out…out West. He had a decent job, went to church, had a wife and family and was a boy scout leader. Obviously there was a conflict there. You would think there was some type of emotional stability in his life, in his relationships…because he had things and did things like normal people do, but then he committed those terrible crimes.

8) OK, I’m really not in academia other than this work that I am doing, but I’m curious to know how emotional intelligence has been received by the Academy. “I would say when we first came out with the idea and published our first paper in 1990, it did not capture peoples’ imaginations. I think part of the problem was a long-standing frustration in academia with intelligence and the debates about nature and nurture and what do intelligence tests really measure. And so, calling anything an intelligence didn’t help. Also, even emotion research was not particularly mainstreamed. I think two things have happened over time. One, the science of emotion has come into its own through the ‘90s…meaning, people are much more accepting of the idea that we have an emotional system that is important and provides useful information, and isn’t just a vestige of our animal heritage. And so there’s been much more interest in emotion ten years after our first article was published…you know when we first wrote about it.”
view of intelligence has become much more broad based and multifaceted over the last 10 years. And I think the idea of emotional intelligence is in tune more with current work on emotions and intelligence than it was when it first came out.”

“I think the other thing that has happened, quite honestly, has been the popularization of emotional intelligence. Dan Goleman, in particular, was writing his book on emotional literacy in the early 1990’s and he and I had many interchanges…and he was very interested in the role that emotion…that educating kids about emotion in school…might play in solving problems with dropouts, bullying, social ostracism, substance abuse, and the like. And he got very interested in what we were doing and what some other people were doing on emotions and incorporated it into his book. He asked me how would I feel if he called the book ‘emotional intelligence’ instead of ‘emotional literacy’, and we were flattered. And that book really did capture the popular imagination…sold millions of copies. And that had an interesting impact on the academy. It made everybody aware of this idea of emotional intelligence, which was a good thing.”

“All of a sudden everybody wanted to know about this 1990 article that nobody read when it came out…now they wanted to read it…and the things we were writing subsequently. But also, it worried me and got me really suspicious of things that suddenly have popular appeal. Is there really a scientific construct here? What is the basis for the claims that Goleman was making? What they found is that claims Goleman was making writing as a journalist, which is how he wrote that book…he is a psychologist, but he wrote his book as a journalist for the general public…and that’s fine with me; I don’t fault him for that…but what the scientists found is the research basis for all these claims was rather thin.”

“Now for some people that turned them against the idea of emotional intelligence, which I think is kind of a destructive response. But others, it got them interested and with the number of people interested…it has kind of grown by leaps and bounds. I think it has really taken until
now…2005…fifteen years after the publication of our first article using this phrase in a scientific construct or context. We really weren’t the first people to use the phrase…I have seen it in dissertations in the 80’s. But I think we were really the first people to use it in a scientific construct and sort of define it in a systematic way.”

“So, ten years after Dan Goleman’s best-selling book…it’s only now that research that would pass muster as real science is being published in peer review journals and has come out in a big enough way that you could say there is ample literature there. There’s academic literature there. There’s still plenty of people out there who would say it’s not good enough and there’s not enough…and they are not completely wrong. They may be overly pessimistic, but they are not completely wrong.”

9) To answer the question…why is emotional intelligence important…I think it is a foreign language to some people. Why is it really important? “Again, we believe in our approach to this and I don’t mean to be dismissive of anybody else’s, but I don’t think they are after the same thing…I think they are after something else and calling it emotional intelligence. We believe that our approach is measuring skills that are not captured by the standard things that people measure and try to account for outcomes in the workplace, in schools, in families. It’s not captured by existing measures of intelligence; it’s not captured by existing measures of personality. We believe it is a set of skills that we can define and measure and when added to existing things that you can measure like intelligence and like personality, would account for unique variance in peoples’ abilities to function adaptively in their families, in schools, in workplaces, generally in social settings.”

I know in my reading, I have looked at the ways in which I have come to understand emotional intelligence…for example, through the creative arts…the emotion that might be involved or might overlap or connect to creativity…the right brain influence and the
different things that might overlap in a general way with emotional intelligence.

“Exactly, one of the things in our model…our four skills which are identifying, using, understanding, and managing emotion…of those, using emotion includes the way in which you harness your own emotion and your understanding of emotions in the world to motivate creativity, artistic work, to develop a passion about something…and to channel all of that into some product. We show people paintings and photographs and abstract designs and ask them what emotion do you think the artist was trying to convey in these pictures. And peoples’ ability to figure that out is considered.”

10) I have found very few studies on emotional intelligence and the school administrator. “I haven’t seen that many.” It seems to me it is so important there…in a school…because that’s where you can really do some teaching…and the leader has so much influence in the school setting. “I agree with that. Let’s take a quick walk upstairs and I want to give you a book and some things about our work that may help with your study.”

As this interview concluded I felt honored that Dr. Salovey took the time to speak with me. His dedication to the scientific study of emotional intelligence was obvious throughout our conversation. And the fact that he was one of the founders; rather, one of the first to talk about and bring the idea of emotional intelligence into academia is certainly impressive, as well as important, as research on this topic continues. His work has paved the way for other researchers in the field. I sincerely thank him for his insights and his time.
Appendix F. INTERVIEW QUESTIONS and ALIGNMENT to EMOTIONAL INTELLIGENCE

<table>
<thead>
<tr>
<th>Questions for All Participants</th>
<th>Best Practices for the EI Leader/Administrator</th>
<th>Skills of Personal Competence</th>
<th>Skills of Social Competence</th>
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</thead>
<tbody>
<tr>
<td>1 How does the administrator assess the organization’s needs?</td>
<td>Determine competencies needed for effectiveness aligned with goals, culture, and strategies.</td>
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<td>2 How does the administrator assess individual needs?</td>
<td>Assessment should be based on competencies needed for the job. Multiple sources of data should be used.</td>
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<td>3 Does the administrator offer criticism and praise?</td>
<td>Good communication needed. Be accurate, clear, supportive.</td>
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<td>4 How does the administrator show support for people?</td>
<td>People decide if they will participate in training. They set change goals for themselves.</td>
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<td>5 Does the administrator encourage participation in the life of the school?</td>
<td>Policies/procedures encourage participation. Motivation is enhanced by credibility of person encouraging activity.</td>
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<td>6 Does the administrator motivate teachers toward personal or professional development? Students toward academic success?</td>
<td>Help people understand if change fits with their values, goals, and hopes. Have realistic expectations. Develop a culture that supports learning.</td>
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<td>7 How does the administrator deal with change in the school?</td>
<td>Foster positive relationships between trainers and learners. Be clear and specific. Divide change into manageable steps.</td>
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<td>9 Is the administrator aware of how emotions affect professional conduct? What are his/her strengths and limitations?</td>
<td>Self-Awareness: Recognize emotion and its effect. Realize links between feelings and thinking, speaking, action.</td>
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<td>10 Do you consider the administrator to be trustworthy and conscientious?</td>
<td>Self-Regulation: Manage impulses. Have standards of integrity. Take responsibility for actions.</td>
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<td>11 Does the administrator take initiative in creating change or generating new ideas for the school?</td>
<td>Self-Motivation: Strive to improve and meet standards. Show readiness to act on opportunities.</td>
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<td>12</td>
<td>Does the administrator show sensitivity to diverse backgrounds and opinions?</td>
<td>Self-Regulation: Understand worldviews. Accurately read situations. Cultivate opportunities through diversity. Show interest, empathy.</td>
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<td>14</td>
<td>Tell me about your background and educational experiences.</td>
<td>Open-ended question; subjects' description of self.</td>
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<td>15</td>
<td>Are there any formative experiences you have personally had with a school administrator?</td>
<td>Open-ended question; what subjects do or have done.</td>
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<td>16</td>
<td>If you could list three problems the administrator deals with in the school, what would they be?</td>
<td>Open-ended question; what subjects think about things.</td>
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### Appendix G.

**INTERVIEW QUESTIONS and KEY SUBJECT RESPONSES REGARDING the SCHOOL LEADER**

<table>
<thead>
<tr>
<th>Questions for All Participants</th>
<th>The Staff Member, Donna</th>
<th>The Teacher, Judy</th>
<th>The Parent, Sally</th>
<th>The Student, Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How does the administrator assess the organization’s needs?</td>
<td>She talks to people to analyze need. She’s open to talking and listening in all areas of the school.</td>
<td>She talks with staff and surveys staff. She has knowledge of current issues and methods in education and she uses data to analyze how that matches up to what we are doing. She is clear in her directives to staff.</td>
<td>Through questions and good communication. Everybody is informed. She communicates with people well.</td>
<td>She is highly concerned about the students. Teachers do 1-on-1 sessions with us. I think she is a great principal. She makes sure students get punished if they don’t comply. Students say good things about her.</td>
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<tr>
<td>2 How does the administrator assess individual needs?</td>
<td>Kids are not scared of her. She handles things calmly. They respect her. She lets them tell their story and then makes them own the problem. She’s like a parent. She’s always out and about in the school.</td>
<td>She participates in social events. She has personal conversations and shows care and concern for families/children. Her observations are aligned with state standards.</td>
<td>She has an open-door policy and communicates well with all. She shows concern for all and is a good listener. She is knowledgeable and calm in dealing with people.</td>
<td>She monitors the halls and students. She wants us all to pass and gets us to remediation if we need it. She talks to us and supports us.</td>
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<td>3 Does the administrator offer criticism and praise?</td>
<td>We don’t see a lot of criticism. If staff hasn’t turned work in, she reminds them in a STAT Report before going to them individually. She praises students and teachers alike. She is very supportive and people want to please her. She is easy to talk to.</td>
<td>She goes to the source when something is wrong. She has difficulty offering criticism but offers lots of praise and tries to work with people. She finds the good in everything.</td>
<td>As a parent I have not witnessed her criticize. I have seen her show disappointment. My son can stop by and talk to her anytime. She portrays the school in a positive light. She is visible. She is authoritative but someone to talk to.</td>
<td>She makes people accountable and wants students to pass and do good work. She is always praising our efforts.</td>
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<td>4 How does the administrator show support?</td>
<td>She gives rewards and shares good reports with all staff. She encourages us.</td>
<td>She does many informal classroom visits. She gives lots of praise.</td>
<td>She is calm and knowing. She gives people praise and is interested in what they do.</td>
<td>She encourages us.</td>
</tr>
<tr>
<td>5 Does the administrator encourage participation in the life of the school?</td>
<td>She meets regularly with the student advisory. She is involved and models behavior and duty. She supports hings teachers do for students and gets excited about their successes.</td>
<td>She has weekly team meetings. Changes run through meetings. She asks for help when she needs it.</td>
<td>She puts opportunities out there for staff and is a willing participant. She is a good role model. She holds meetings regularly with students and staff.</td>
<td>In our school she has “scrub days” and we go to the hospital. We do internships there. We compete nationally like FCCLA. She sets up meetings with students.</td>
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<td>6</td>
<td>Does the administrator motivate teachers toward personal or professional development? Students toward academic success?</td>
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<td></td>
<td><strong>She plans workshops for teachers.</strong> Good feedback is given to all teachers. <strong>She shows care and concern for students.</strong></td>
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<td><strong>She encourages us in our personal pursuits.</strong> School is built around supportive relationships. <strong>She cares about the students.</strong> The school is small and she shows interest in all areas. She is diplomatic.</td>
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<td></td>
<td><strong>She encourages groups and individuals to participate in opportunities.</strong> <strong>She encourages students daily.</strong> She directs kids accordingly in their academics and behavior.</td>
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<td><strong>She encourages students and rewards us for success.</strong> We have clubs at lunch and after school for extra-curricular activities. And we do other things that help with college.</td>
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<td>7</td>
<td>How does the administrator deal with change in the school?</td>
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<td></td>
<td>She handles change well. She goes with the flow. <strong>She uses email and the phone message system and keeps everybody updated.</strong> She stays on top of things.</td>
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<td>She’s not a dictator but gets input from staff for change. <strong>She makes sure we know about changes ahead and involves us in decision-making.</strong></td>
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<td><strong>She keeps people informed and implements change so that it doesn’t disrupt.</strong></td>
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<td></td>
<td><strong>She informs everyone. If we have changes, she uses the phone system and email.</strong> She is a straight-forward person.</td>
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<td>8</td>
<td>How does the administrator foster and support positive relationships? Resolve conflict?</td>
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<td>She interacts with students. Her parenting skills kick in and they feel they can talk to her. <strong>She is a good motivator.</strong> She has concern for kids. <strong>She welcomes other people’s ideas.</strong></td>
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<td>She is a good listener. She gives much praise and is a good motivator. She is creative in her decisions. And she keeps the lines of communication open.</td>
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<td>Teachers seem to enjoy teaching in this environment. The expectation from staff is that kids are here to learn and they try to find the best ways to help them.</td>
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<td><strong>She is close to students and they respond positively to her.</strong> <strong>She is open-minded and listens to us.</strong></td>
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<td>9</td>
<td>Is the administrator aware of how his/her emotions affect professional conduct? What are the administrator’s emotional strengths and limitations?</td>
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<td><strong>She is calm and I think her demeanor trickles down. The school is calm. She wants teachers to express their concerns. She values the people here.</strong></td>
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<td>She has had experiences with negative people and as a result, works to focus on the positive. <strong>She remains calm when dealing with difficult situations.</strong></td>
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<td><strong>She makes people feel valued.</strong> She is fair in resolving conflict. She is open to parents. She is “real” and has displayed joy + disappointment when appropriate.</td>
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<td><strong>She treats students fairly. She is happy alot and likes to see us succeed. I think she genuinely likes the students here.</strong></td>
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<td>10</td>
<td>Do you consider the administrator to be trustworthy and conscientious?</td>
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<td>She is a peacemaker. She deals with problems before they get bad. She stands firm with kids but they can talk to her.</td>
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<td></td>
<td>Yes. <strong>You can talk to her about anything.</strong></td>
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<td></td>
<td>She does all she can to support the school and people here. <strong>She talks to people to get input and to guide them.</strong></td>
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<td></td>
<td><strong>Oh, yes. We can talk to her about our schoolwork and any personal situations.</strong></td>
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<td>11</td>
<td>Does the administrator take initiative in creating change or generating new ideas?</td>
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<td></td>
<td>Yes – <strong>She is always coming up with things we need to do and she gets excited about new ideas we can incorporate.</strong></td>
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<td></td>
<td><strong>She offers new ideas and is excited for positive change.</strong> People feel kids are safe here and they like the school. Kids are are encouraged to do their best here.</td>
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<td></td>
<td><strong>Yes, she might put in a new twist to the rules.</strong> Like this year she clamped down on us with tardies.</td>
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<td>12</td>
<td>In what ways does the administrator show commitment to school goals and processes?</td>
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<td></td>
<td>She is prepared for meetings and keeps people interested. <strong>She influences teachers and wants their input.</strong></td>
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<td></td>
<td><strong>She promotes participation in staff development that relates to our goals and vision for the school.</strong></td>
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<td></td>
<td><strong>She runs the school fairly. She wants teachers to participate in school processes.</strong></td>
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<td>13</td>
<td>Does the administrator show sensitivity to diverse backgrounds and opinions?</td>
<td>I haven’t seen her treat people differently. <em>She treats us the same and is a good listener.</em></td>
<td><em>She is a good listener</em> and considers other points of view. <em>She doesn’t play favorites.</em></td>
<td>She individualizes and looks at situations before making a decision. <em>She shows no favoritism.</em></td>
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<tr>
<td>14</td>
<td>What kinds of influence does the administrator have on the school and the people in the school community?</td>
<td>A positive influence. Even if a child has done something where she has to discipline them. Parents are grateful. She has a good way with parents and students.</td>
<td>She is visible and tries to offer positive influence. She has an open-door policy with staff, students, and parents. She has good foresight.</td>
<td>Staff, parents and students all feel supported and a part of the school and that they can talk to her. My son seems to be learning more in this school…<em>I think she is a positive influence.</em></td>
</tr>
<tr>
<td>15</td>
<td>Tell me about your background and educational experiences.</td>
<td>I graduated in business and accounting and worked 13 years before coming to this school.</td>
<td>I taught 7 years in middle school and was director for a children’s home. <em>I have a master’s degree.</em> I work with the hospital and community and relate to the health and science curriculum here.</td>
<td><em>I have an associate’s degree from St. Mary’s College and a bachelor’s in social work from ECU.</em></td>
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<tr>
<td>16</td>
<td>Are there any formative experiences you have personally had with a school administrator?</td>
<td><em>Ms. Grace has influenced me and given me a fresh start in my field. She is out-going and supportive.</em> She wants to make sure you get the job done and people want to please her.</td>
<td>I left a school where I felt the administrator was unprofessional and unsupportive. <em>I like that we get support from Ms. Grace</em> and that we know most all of the kids in the school.</td>
<td>Ms. Grace is so helpful and demonstrates she is a team player. She puts students first and I appreciate that. Most of all <em>she is positive with students and supports them.</em></td>
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<td>17</td>
<td>If you could list three problems the administrator deals with in the school, what would they be?</td>
<td><em>Educating all students,</em> making school processes run well, and coordinating with the traditional school.</td>
<td>Discipline, parents, <em>success of all students.</em></td>
<td>Running the school, dealing with the people, <em>the success of all students,</em> working with central office.</td>
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</tbody>
</table>
### Appendix H. Organizational Chart for Data and Field Notes

<table>
<thead>
<tr>
<th>Subject’s Name</th>
<th>Interview Questions</th>
<th>Researcher Observations</th>
<th>Researcher Notes, Thoughts, Analysis (senses and feelings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role in School</td>
<td>1) How does the school administrator assess the organization’s needs?</td>
<td>&lt;setting and context &lt;demeanor, tone of subject &lt;awareness of subject &lt;descriptions of principal, school</td>
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<tr>
<td>Personal Facts</td>
<td>2) How does the school administrator assess individual needs?</td>
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<td>+ Information</td>
<td>3) How does the school administrator show support?</td>
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<td></td>
<td>4) How does the school administrator offer criticism and praise? To students and to staff?</td>
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