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An Exploration of Emotional Intelligence in Community College Leadership

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AN EXPLORATION OF EMOTIONAL INTELLIGENCE IN COMMUNITY
COLLEGE LEADERSHIP

by

Cynthia R. Anderson

Dissertation

Submitted to the Faculty of

Olivet Nazarene University

School of Graduate and Continuing Studies

In Partial Fulfillment of the Requirements for

the Degree of

Doctor of Education

in

Ethical Leadership

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AN EXPLORATION OF EMOTIONAL INTELLIGENCE IN COMMUNITY
COLLEGE LEADERSHIP

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DEDICATION

I would like to dedicate this work to my husband Gary and my wonderful two children, Madison and Ryan. I love you very much.

ABSTRACT

This study explored emotional intelligence as it related to community college leadership. Three community colleges agreed to participate in the study. The researcher assessed the emotional intelligence of supervisors. The employees rated their perceived leadership practices of their supervisors. The researcher utilized a correlation method to determine if relationships were found between the variables; emotional intelligence of supervisors and perceived leadership practices. A correlation method was utilized to determine if any relationship existed between assessed emotional intelligence scores of the supervisors and leadership development hours. A descriptive analysis was utilized to determine if a participating community college embedded emotional intelligence concepts in their leadership training. The results indicated that no significant relationship was found between emotional intelligence and their perceived leadership practices. The results indicated that no significant relationship was found between assessed emotional intelligence scores and their leadership development training. The researcher found no emotional intelligence concepts in leadership development material that was submitted for analysis.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Statement of the Problem	2
Background	3
Research Questions	6
Description of Terms.....	6
Significance of the Study	7
Process to Accomplish	8
Summary	12
II. REVIEW OF THE LITERATURE	14
Introduction.....	14
Leadership Traits	14
Trust in Leadership.....	16
Self-Awareness	17
Self-Management	17
Relationship Management.....	19
Social Awareness	19
Emotional Intelligence.....	21
Emotional Intelligence and Personal Development.....	22
Emotional Intelligence and Leadership.....	23
Emotional Intelligence in Performance and Team Building.....	24

Chapter	
Emotional Intelligence and Decision Making	25
Selection Criteria and Training.....	25
Conclusion.....	27
Summary.....	27
III. METHODOLOGY.....	28
Introduction	28
Research Design	29
Population.....	31
Data Collection.....	32
Analytical Methods.....	35
Limitations.....	36
Summary.....	37
IV. FINDINGS AND CONCLUSION.....	39
Introduction.....	39
Findings.....	41
Conclusions.....	44
Implications and Recommendations.....	46
REFERENCES.....	49
APPENDIXES	
A. Emotional Judgment Inventory.....	55
B. Leadership Practices Inventory Observer.....	61

C. Leadership Course Descriptions.....	65
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LIST OF FIGURES

Figure	Page
1. Supervisor's Emotional Intelligence Scores and Leadership Development Hours.....	44

LIST OF TABLES

Table		Page
1.	Emotional Intelligence Attributes in Leadership Development Rubric.....	31
2.	Number of Supervisors and Direct Reports at Community Colleges.....	32

CHAPTER I

INTRODUCTION

The relationship between emotional intelligence and leadership effectiveness seems to warrant organizational consideration of the inclusion of emotional intelligence as a selection criterion for future leaders (Kotze & Venter, 2011). Technical skills of a leader tend to be valued and identified as effective leadership characteristics as opposed to emotional intelligence. Functional skills alone do not appear less likely to guarantee leadership effectiveness. A work environment requires leaders who are socially and emotionally competent (Kotze & Venter, 2011). According to Ashkanasy and Daus (2002), “researchers are seeking to conceptually distinguish and define emotion in the workplace in its relationship with work attitudes and outcomes while practitioners are seeking to maximize potential employee performance through selection and training involving emotional abilities of their employees” (p. 80). Management of emotions in organizations must now be seen as an important tool in every manager’s kit, one to which managers will increasingly need to pay attention in the future.

According to Kotze and Venter

There are few studies relating to emotional intelligence conducted in the public sector; there seems to be a lack of certain emotional intelligence competencies at both the managerial and entry level, including typical emotional intelligence skills

such as self-awareness, stress management, empathy, and regulating one's emotions. (p. 416) The researcher examined studies that discussed the role of emotional intelligence in leadership. "The growing body of literature exploring the role of moods and emotions in human and organizational affairs suggests that, rather than being simply an additional factor to consider, feelings play a much more central role in the leadership process" (George, 2000, p. 1029).

Statement of the Problem

The role of emotional intelligence is a relatively new concept in leadership research. Recent research suggested that effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence (Srivastava & Bharamanaikar, 2004). The relationship between emotional intelligence and leadership effectiveness seems to warrant organizational consideration of determining the possible benefits of including emotional intelligence, as a selection and promotion criterion for future leaders (Kotze & Venter, 2011). In addition according to Kotze and Venter, emotional intelligence competencies could be included in leadership development.

The purpose of the current study was to explore the relationship between emotional intelligence and leadership effectiveness within the community college in order to provide guidance and direction for leaders to include emotional intelligence in leadership training and development. The results of the current study may provide direction for leaders for including emotional intelligence in leadership training and development. Both public and private institutions face changes, adversity and organizational shifts. An emotionally intelligent leader has the ability to perceive and understand the emotional impact of change on themselves and others. "The most

effective leaders are those who have the ability to sense how their employees begin to feel about their work situation and to intervene effectively when those employees feel discouraged or dissatisfied” (Cherniss, 2001, p. 4). The researcher intended to determine the possible benefits of including emotional intelligence as part of leadership training and development due to its value in leadership.

Background

The application of emotional intelligence is relatively new in organizations today. “The number of popular and academic conferences, workshops, books, articles, and special issues of academic journals on the topic has drastically increased, catapulting the wider topic of emotions into the mainstream of management in the 2000s” (Ashkanasy & Daus, 2002, p. 77). Several organizations have incorporated emotional intelligence into their employee development programs, and some business schools have added the training of emotional competencies to their curriculums (Boyatzis, Stubbs, & Taylor, 2002). As organizations face new challenges and changes, emotional intelligence may play a role in handling these situations. To be effective in helping their organization manage change, leaders first need to be aware of and manage their own feelings (Cherniss, 2001). In addition, the leaders need to be aware of the emotions of their subordinates to manage such challenges and changes.

Mayer and Salovey (1990), and Goleman (1995) have completed extensive research on the concept of emotional intelligence. Mayer and Salovey defined emotional intelligence as “the subset 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 actions” (p. 189). Goleman defined emotional

intelligence as having five parts: “knowing emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships” (p. 43). He added that the application of emotional intelligence is the key to leadership effectiveness.

According to Carmeli (2003), “there is a growing body of research that has been concerned with the degree to which emotional intelligence can make the difference between good and poor leaders” (p. 792). In order to explore the role of emotional intelligence in effective leadership, it is necessary to define the nature of effective leadership. There are multitudes of ways of defining effective leadership. According to Conger and Kanungo (1998), effective leadership includes the following essential elements: a) developing a collective sense of goals and objectives and how to go about achieving them, b) appreciating the importance of work activities and behaviors, c) encouraging flexibility in decision making, and d) maintaining a meaningful identity for an organization. Leadership could also be defined as a process in which an individual influences a group of individuals to achieve a common goal (Northhouse, 2013).

Recent research suggested that effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence, the ability to manage their relationships and themselves effectively (Srivastava & Bharamanaikar, 2004). An emotionally intelligent leader shows empathy and understands the emotions of their subordinates. According to George (2000), “Scholars have also focused on relating emotional intelligence to leadership or showing how components of emotional intelligence such as empathy are important traits that contribute to effective leadership” (p. 1046).

Leaders face many challenges and changes in their organizations. Typical attributes such as job knowledge and goal setting may not be enough to be an effective

leader. Leadership is a process of social interaction where the leaders ability to influence the behavior of their subordinates can strongly influence performance outcomes (Ashkanasy & Tse 2000). Ashkanasy and Tse added that “emotional intelligence is a key factor in an individual’s ability to be socially effective and is viewed in leadership literature as a key determinant of effective leadership” (p. 76). Mayer, Caruso, and Salovey (1999) found that individuals who rated highly in the ability to perceive, understand, and appraise others’ emotions accurately were better able to respond flexibly to changes in their social environments and build supportive networks.

Emotional intelligence has an impact on effective leadership in a variety of ways. The impact can be seen with job performance, accomplished goals and the overall culture of the organization. McClelland (1998) studied division heads of a global food and beverage company and found that the divisions that were led by leaders with strengths in emotional intelligence competencies outperformed yearly revenue targets by a margin of 15% to 20%. Another study indicated that managers with self-awareness, an important aspect of emotional intelligence, were rated as more effective by both superiors and subordinates than those managers without self-awareness (Megerian & Sosik, 1996). Leaders who are high in emotional intelligence may instill in their organizations a sense of enthusiasm, excitement, and optimism as well as an atmosphere of cooperation and trust through their being able to develop high quality interpersonal relationships with their followers (George, 2000).

Understanding the relationship between emotional intelligence and effective leadership has several implications, particularly in the area of selection, training, and development of leaders. Srivastava and Bharamanaikar (2004) stated “emotionally

intelligent leaders were shown to be successful in their careers, which showed that they performed well in their job, developed and managed relationships, resulting in supportive psychological climate and culture for better performance” (p. 112). With some research supporting the role of emotional intelligence in leadership, it would be ideal to incorporate emotional intelligence as part of leadership development (George, 2000). The relationship between emotional intelligence and leadership effectiveness seems to warrant organizational consideration of the possible inclusion of emotional intelligence, as a selection criterion for future leaders. In addition, emotional intelligence competencies should possibly be included in leadership development.

Research Questions

1. What correlation exists between the emotional intelligence of supervisors and their leadership effectiveness as perceived by their subordinates?
2. In what ways do community colleges include emotional intelligence training in leadership development?
3. What correlation exists in assessed emotional intelligence of supervisors in their leadership training and development in community colleges?

Description of Terms

Emotional Intelligence. “The subset 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 actions” (Mayer & Salovey, 1990, p. 189).

Significance of the Study

The potential positive correlation between emotional intelligence and effective leadership may possibly translate to other public organizations; however there has not been significant research done specifically in community colleges. Not much research has been found exploring the relationship between community college leadership and emotional intelligence. The author located one study conducted in a public institution in South Africa that compared the differences in emotional intelligence between effective and ineffective leadership. The results indicated that the effective leaders scored significantly higher on the total emotional intelligence measure (Kotze & Venter, 2011). The growing body of literature exploring the role of emotions in organizations suggested that, rather than being simply an additional factor to consider, emotions play a much more central role in the leadership process (George, 2000).

Community colleges inevitably face organizational change and effective leadership is essential in addressing these changes. Community colleges that seek to advance effective leadership may benefit from the further study of emotional intelligence. According to Kotze and Venter (2011) emotional intelligence has been shown to correlate to optimal job performances, decision making, interpersonal relationships, and dealing with change. Educating leaders in community colleges about the concept of emotional intelligence may also be beneficial in helping them understand the role it plays in effective leadership. Misunderstanding the concept of emotional intelligence could be preventing organizations from its use in leadership development and training. Perhaps educating organizations on the value of emotional intelligence in the workplace would encourage its development in leadership.

Based on the results of the current study, the researcher shared the results of the study with the staff and senior leadership of participating community colleges. The researcher had a discussion with the colleges regarding their leadership development and training programs to explore the use of emotional intelligence concepts as part of leadership development. The qualities that emotional intelligence provides in effective leadership could be advantageous in dealing with challenges and changes within the institution.

Process to Accomplish

The author explored the relationship between emotional intelligence and leadership effectiveness within the community college in order to provide guidance and direction for leaders to include emotional intelligence in leadership training and development. The author examined relationships between the scores of emotional intelligence of the leader and perceived leadership effectiveness scores from the subordinates. The author requested leadership workshop descriptions from the participating community college to conduct a content analysis to determine if emotional intelligence concepts were embedded in the descriptions. The content analysis was compared to an emotional intelligence rubric developed by the author. The results of the emotional intelligence scores from the supervisors were compared with their leadership training hours from the last five years to determine if there was a relationship.

Participants

The population was three community colleges in the Midwest. The sample included 30 administrators in leadership roles who have at least three subordinates reporting directly to them per community college. The author collaborated with the

executive leadership team at the community colleges for assistance in identifying the administrators in leadership roles who have at least three subordinates reporting to them for the study. The total sample included a minimum of 30 administrators in leadership roles and a minimum of 107 subordinates to participate in this study. The author used convenience sampling to obtain the participants for the study.

Measures

The author used a correlational method in gathering data for the study. The Emotional Judgment Inventory (Bedwell, 2003) assessed the level of emotional intelligence of the administrative leaders. The test is based on the definition of emotional intelligence from Mayer and Salovey (1990). The Emotional Judgment Inventory (EJI) was a self-report measure that used a seven point Likert scale that assessed eight dimensions of emotional intelligence. The EJI was an 80-item self-report assessment that measures emotional intelligence. The assessment uses a 7-point Likert scale that ranged from I absolutely agree to I absolutely disagree, with not sure included as an option. There was no overall reliability score for the inventory; each inventory was reported separately. The internal consistency reliability averaged in the .80 range and the test-retest correlation is .76.

The Leadership Practices Inventory Observer (LPIO) by Kouzes and Posner (1988) was administered to the subordinates that assessed perceived leadership of their supervisors. The inventory consisted of 30 questions containing five subscales for each of the five practices of exemplary leadership. A 10-point Likert scale was used to measure the frequency of perceived leadership behaviors. The scale ranged from almost never to almost always. The reliability of this inventory is routinely tested through analysis of

internal reliability, and all five leadership practices have consistently shown strong internal reliability coefficients and high test and retest reliability. Internal reliability was strong with scales above the .75 scale. In addition, results have high face validity and predictive validity.

Procedures

The author formulated three research questions that explored emotional intelligence in leadership at three community colleges. The EJI and the LPIO were selected to be used as measurements in the study. The EJI assessment was computerized with a link and password for access to 30 identified administrators within the participating community college. The LPIO was in paper and pencil format. The paper forms were disseminated in a few different ways for convenience of the participant. At one community college, the LPIO was hand delivered to each of the participants with an enclosed return envelope. At another community college, they were mailed through the U.S. mail with a return envelope. Lastly, the LPIO assessments were in envelopes with participant names that were hand delivered from a person unrelated to the study to the participants. The envelope included a return addressed envelope. The participating community colleges provided the author a list of potential supervisors that would fit the study's criteria. Confidentiality and informed consent forms were dispersed and signed prior to administering the assessments to the participants in both groups.

The author requested leadership development materials from the community college leadership team to conduct a content analysis of the inclusion of emotional intelligence in their leadership development program. The author used a rubric to determine concepts of emotional intelligence throughout their leadership training

material. The concepts used were grounded in the emotional intelligence definition that Mayer and Salovey (1990) created such as understanding one's emotions, understanding how to manage them, and understanding other's emotions or empathy. The results from the content analysis were compared to the results of the administrator's EJI to investigate if there was a relationship between the two.

Research Question 1. What correlation exists between the emotional intelligence of supervisors and their leadership effectiveness as perceived by their subordinates?

- The author used the averaged subscores from the EJI of each administrative leader and compared it to the subscores from the LPIO. The author analyzed the averaged subscores of the emotional intelligence scale to the subscores of the perceived leadership inventory to investigate any statistical correlations.

Research Question 2. In what ways do community colleges include emotional intelligence training in leadership development?

- The author requested leadership development material from the executive leadership team to explore the inclusion of emotional intelligence in the organization's leadership development criteria. Content analysis using a rubric assisted in determining the concepts of emotional intelligence in the leadership development material. The emotional intelligence concepts that were analyzed throughout the leadership material were understanding one's emotions, understanding how to manage them, and understanding others emotions or empathy. The concepts were searched throughout the descriptions of leadership training programs and counted how often they

were present in the descriptions. A total number was taken as a measure of how often emotional intelligence concepts were present in leadership training material.

Research Question 3. What correlation exists in assessed emotional intelligence of supervisors in their leadership training and development in community colleges?

- The author requested leadership development hours from each supervisor participant and compared it to the emotional intelligence scores to investigate any relationships between the two variables.

Summary

Emotional intelligence is an important factor in leadership effectiveness. Even though the concept of emotional intelligence is relatively new in the realm of leadership, more research is surfacing to support the connection between emotional intelligence and leadership effectiveness. Emotional intelligence can be useful in dealing with change, interpersonal relationships, building trust within the organization, and accomplishing organizational goals. Emotional intelligence would be advantageous to an organization to include as part of the selection process and leadership development and training (George, 2000). Many researchers support this suggestion of inclusion of emotional intelligence in leadership development. The study of emotional intelligence and leadership would benefit from the consideration of emotional intelligence in followers and its effects on the leadership process (George).

Chapter two will provide additional empirical evidence on emotional intelligence in leadership effectiveness and the encouragement of including it in leadership development. As community colleges continue to experience organizational change and

adversity, emotional intelligence has a potential valuable role in dealing in these areas. There are more studies supporting emotional intelligence in leadership and its effectiveness. George (2000) found emotional intelligence not only entails managing one's own emotions but also being able to manage the emotions of others. An effective leader has an impact on productivity and overall satisfaction within an organization. There have been a few studies that support an emotionally intelligent leader as an effective leader.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The following literature review will focus on the role of emotional intelligence in effective leadership. The author will review the importance of leadership effectiveness in organizations, such as the impact of trust in leadership and the concept of relational leadership. Leadership traits such as self-awareness, self-management, social awareness, and relationship management are reviewed. Second, the author will review the role of emotional intelligence in organizations and studies that explored emotional intelligence in the workplace. Social intelligence is explored as it related to emotional intelligence in leadership. Finally, the author will review studies that examined the value of emotional intelligence in the recruitment and selection process in leadership. The Chapter proceeds with the foundational information on leadership traits.

Leadership traits

For several years, organizations have been looking for the identified traits or characteristics associated with effective leadership (Higgs & Aitken, 2003). Leadership is a process of social interaction where the leader's ability to influence the behavior of a subordinate can influence outcomes (Kerr, Garvin, Heaton, & Boyle, 2006). Leadership is intrinsically an emotional process, whereby leaders recognize subordinates' emotional states, attempt to evoke emotions in subordinates, and then seek to manage their emotional states accordingly (Humphrey, 2002). Leadership scholars have focused on

relating emotional intelligence to leadership or showing how components of emotional intelligence such as empathy are important traits that contribute to leadership (George, 2000). These leadership traits provide a foundation for leadership effectiveness in organizations.

In today's changing organizational environment dominated by human interactions, identifying the qualities in effective leadership is a key to success. Defining leadership has become more complex due to the diversity of the work environment and organizational changes. Leadership scholars have sought to identify the personal qualities and characteristics that contribute to leadership effectiveness (Prati, Douglas, Ferris, Ammeter, & Buckley, 2003).

Leadership generally consists of such dimensions as having a vision, power utilization, delegation, and supervision. Dearborn (2002) commented that the key contributor to effective leadership is being intuitive about the needs of others and create positive outcomes. The best leaders are aware of the emotional and intellectual intelligence necessary to empower people to take action, to solve problems, and to voice their ideas. It is imperative that organizations maintain a competitive advantage keeping in mind how valuable employees must adapt to changing environments both internally and externally. Due to these new circumstances, organizations need to have effective leaders who take on roles of facilitating and coordinating the work behaviors of others.

Increased evidence in recent years seems to suggest that social effectiveness skills are crucial to the performance and effectiveness of leaders. Prati et al. (2003) suggested that "emotional intelligence has emerged as one of the most notable social effectiveness constructs, and we argue that it is a foundational element of leadership effectiveness" (p.

22). Specifically emotional intelligence involves the following contexts: a) self-awareness, b) self-management, c) social awareness, and d) relationship management. These contexts in emotional intelligence will be discussed further later in this chapter; however trust will first be explored in the leader-follower relationship.

Trust in Leadership

Leaders have played a role in determining organizational effectiveness across all levels within an organization. Burke, Sims, Lazzara, & Salas (2007) stated that a key component in a leader's ability to be effective within such environments is the degree to which subordinates and co-workers trust him/her. Trust between the leader and subordinate has influenced the processes such as communication, satisfaction with and perceived effectiveness of the leader, and decreased turnover (Rich, 1997). Emotionally intelligent leaders in organizations have the ability to positively influence their relationship with their employees, therefore build trusting relationships and the retention of the employees. A Gallup Organization study of two million employees at seven hundred companies found that how long an employee stayed at a company and how productive one was is determined by one's relationship with their supervisor (Zipkin, 2000). Zipkin quantified this effect further. Spherion, a staffing and consulting firm in Fort Lauderdale found that only 11 % of the employees who rated their bosses as excellent were likely to leave, however 40 % of those rating their bosses poorly said that they were likely to leave (2000). The most effective leaders have the ability to be in tune with how their employees feel about their workplace and intervene when those employees start to feel discouraged. Cherniss (2001) suggested that emotionally intelligent leaders have the ability to manage their own emotions as well as others and as

a result the employees trust them and feel good about working with them. Emotionally intelligent leaders who effectively manage their own emotions have a degree of self-awareness, a component in emotional intelligence.

Self-Awareness

Emotionally intelligent people maintain awareness in their actions and understand what role they must portray. According to George (2000), self-awareness allows for individuals to set priorities of concerns such that inconsequential problems are set aside and more pressing issues are addressed. It is these abilities that help guide their actions and the actions of others. Studies have shown that individual self-awareness is positively associated with desired outcomes and increased leadership effectiveness. Specifically, leader self-awareness has been linked to higher levels of follower trust and organizational commitment, mentoring behavior, and the use of influence tactics (Sosik, 2001). The self-regulation of emotion provides that individuals understand social expectations of their actions, and exercise discretion in the manifestation of emotions (Prati et al. 2003). Related to the appraisal and expression of emotion in others is the concept of empathy, the ability to understand and experience another person's feelings or emotions (Mehrabian & Epstein, 1972). Empathy, a contributor to emotional intelligence, is an important skill which enables people to provide useful social support and maintain positive interpersonal relationships (Batson, 1987). Leaders who are self-aware of their emotions also need to know how to manage them.

Self-Management

Fineman (1997) viewed that leaders need to acquire a degree of emotional literacy in order to survive or thrive in the job. Emotionally intelligent leaders have the ability to

recognize and manage their emotions as well as the emotions of others in the work environment. Management of one's own moods and emotions also relies on knowledge and consideration of the determinants, appropriateness, and malleability of moods and emotions (George, 2000). These skills are essential due to the fact that emotions will likely surface in the workplace and have the potential to hinder productivity. Emotions are unavoidable in work settings due to human beings residing in these organizations and emotions residing in them. It is common that organizations favor a more rational interactional approach. Ashforth and Humphrey (1995) stated, "social rules or norms of rationality are established to dictate the allowable levels of emotional display" (p.101). Emotions are integral in shaping our decisions and actions in the workplace; therefore, recognizing that they indeed exist brings emotional intelligence to the forefront in effective leadership. An emotionally intelligent individual must possess more than emotions to be an effective leader. Emotional intelligence requires that we learn to acknowledge and value feelings in ourselves and others as well as appropriately responding to them, effectively applying the information and energy of emotions in our daily life and work (Cooper, 1997). Keeping this in mind, an emotionally intelligent leader has an impact in several areas of an organization and on their ability to be emotionally aware themselves. Recognizing, appropriately responding to, and influencing followers' emotions are necessary for leaders to develop high quality interpersonal relationships with them (George). Building relationships between the leader and the followers have a role in organizational effectiveness and relationship management.

Relationship Management

Effective leadership is relational and strongly involves the ability to know one-self and how to manage others' emotions. Being able to excite and motivate other people or make them feel cautious and wary is an important interpersonal skill and vehicle of social influence (Wasielewski, 1985). Leadership concerns the interactions of leaders with other individuals. Once social interactions are involved, emotional awareness and emotional regulation become important factors affecting the quality of the interactions (Quader, 2011). Because leaders who are high on emotional intelligence are better able to understand and manage their emotions, they are likely to build and maintain high levels of cooperation and trust (George, 2000). George added that with cooperation and trust in the working environment high quality interpersonal relationships develop between the leaders and their followers. High quality interpersonal relationships between leaders and their followers have been documented to produce numerous advantages for organizations, leaders, and followers (Gerstner & Day, 1997). Recognizing, appropriately responding to, and influencing followers' emotions are necessary for leaders to develop high quality interpersonal relationship with them (Salovey & Mayer, 1989). An emotionally intelligent leader utilizes ones leadership skills in moving an organization forward and maintaining their own emotional growth. Effective leadership is connected to social awareness with its followers, a component in emotional intelligence.

Social Awareness

Leadership is part of our everyday existence, especially in the workplace. Because of its ubiquitous presence in all of our lives, understanding who may be a good leader is an important issue that deserves attention (Kobe, Reiter-Palmon, & Rickers, 2001). The

leadership construct has both a social and emotional component (Bass). Leadership requires some social relationship (Zaccaro, Gilbert, Thor, & Mumford, 1991). Leadership involves interaction between a leader and a follower. By this very nature, leadership includes a social component (Bass, 1990). Bass adds that individuals who are better able to assess and adapt to social situations are expected to be leaders.

The term social intelligence and emotional intelligence have been linked together in effective leadership. Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide's one's thinking and actions (Salovey & Mayer, 1990). By definition emotional intelligence and social intelligence concepts overlap. Mayer and Salovey defined social intelligence as the ability to adapt to and act accordingly in a variety of social situations. Salovey and Mayer alleged that emotional intelligence is the subset of social intelligence that involves "the ability to monitor one's own feelings and emotions, to discriminate among them, and use this information to guide's one's thinking and actions" (p. 189). Both intelligences have a role in leadership. As previously noted, leadership has a social component. Bass (1990) stated that good leaders are those individuals who are best able to understand and interact with their followers. Lastly, good leaders spend time assessing the group's attitudes and motivations and are concerned with followers' satisfaction (Kobe et al., 2001). These statements support the concepts in both social and emotional intelligences. The next section will explore emotional intelligence and its role in the workplace.

Emotional Intelligence

Emotional intelligence is not a widely understood concept in the work place. The term *emotion* could be misleading to an individual. Cooper (1997) defined emotion as applying movement, either metaphorically or literally, to core feelings. It is emotional intelligence that motivates people to pursue their potential and purpose, and activates the innermost values and aspirations. Mayer and Salovey (1990) defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). Miller and Leary (1992) provided an example of this monitoring activity in their discussion about embarrassment. They stated that embarrassment serves as emotional feedback, causing the individual to monitor reactions of others more closely in order to define the embarrassing act, remedy it, and then adjust future behaviors accordingly. The scope of emotional intelligence includes the verbal and nonverbal appraisal and expression of emotion, and regulation of emotion in the self and others (Mayer & Salovey, 1993). Goleman (1998) stated that although IQ and technical skills are important aspects of leadership, emotional intelligence is the most essential contributor to effective leadership.

Inspired by Goleman (1998) the management team of Johnson and Johnson funded a study (Cavallo & Brienza, 2001) that would assess the importance of emotional intelligence in leadership success. The researchers conducted the study on 358 randomly selected managers. The leaders who received performance ratings of 4.1 or higher on a

5-point scale were rated higher than other participants in all four of the emotional intelligence dimensions of self-awareness, self-management, social awareness, and social skills by supervisors or subordinates.

Kotze and Venter (2011) studied the differences in emotional intelligence between effective and ineffective leadership which occurred at a public sector institution. The sample in the study included 114 leaders at the middle management level in a public sector institution in South Africa. The results showed that the effective leaders scored higher on the emotional intelligence measures on all six sub-scales: self-actualization, empathy, social responsibility, stress tolerance, problem-solving, and optimism. An emotionally intelligent leader has the ability to address personal issues as they may arise whether in the workplace or at home.

Emotional Intelligence and Personal Development

A leader cannot be effective to the organization or others if there is personal turmoil. An emotionally intelligent leader is in tune with the source of their emotions, therefore identifying them and addressing them. It is common in the workplace to experience work-family balance issues. Carmeli (2003) compared emotionally intelligent senior managers and low emotionally senior managers on their view of how work is affected by family matters. The comparison found those who were less able to acknowledge how work is affected by family matters did not feel like they needed to reduce their career commitment. A person who has high emotional intelligence recognized the high demand at work while keeping in mind the emotional impact it may have at home. This recognition assists in maintaining a balance of family and work life. Maintaining a healthy balance between home and work life is essential in reducing stress

that may impact the leadership skills of the individual. Emotional intelligence will be further explored in leadership and its implications in an organization.

Emotional Intelligence and Leadership

Effective leaders take on the role of being responsible for the organization's success, managing the employees, and creating vision. Emotionally intelligent leaders have been shown to possess these vital abilities in their leadership. These individuals are capable of communicating effectively, and emphasizing with others, which in turn, allow them to develop cohesive and supportive relationships (Prati et al., 2003). In addition, the emotionally intelligent individual is capable of innovative thought and creation in an environment supportive of such activity (Scott & Bruce, 1994). Such an environment would promote important motivational factors in those organizations.

Effective leaders need to be able to motivate their employees in adversity as well as complacency. Emotionally intelligent leaders, who have a great deal of self-efficacy, are more motivated to face situations with confidence (Sosik & Megerian, 1999). The leader has the ability to set the tone of emotions throughout the organization. One might say that their emotions can be contagious. Employees may follow the leader's emotions simply through empathy. This also may occur if the emotions are negative. Emotionally intelligent leaders possess the ability to manage their emotions as well as those of others. For example, emotionally intelligent leaders recognize that emotions are useful in the influence of the behavior and cognition of others (George, 2000). The regulation of emotions is useful in maintaining social roles in an organization. For example, a positive emotion can facilitate innovative thinking, contribute to a supportive environment, or simply assist one in priority of attention through clearer or more positive thinking (Staw,

Sutton, & Pelled, 1994). Managing the emotions of others is one of the abilities that an emotionally intelligent leader possesses. An emotionally intelligent leader has an impact on performance and team building in an organization.

Emotional Intelligence in Performance and Team Building

Emotional intelligence has a role in performance and team building. Abraham (1999) proposed that emotional intelligence is directly related to performance, and this is especially so in team performance. An effective team is cohesive, communicative, and supportive of its members. Emotionally intelligent individuals tend to possess these qualities. The individuals are self-aware, therefore monitoring their emotional expressions and are sensitive to the others in their group. More importantly, the emotional intelligence of the team leader is important to the function of the team. An emotionally intelligent leader adheres to the team standards, empowers the team members, encourages team identity and provides transformational influence over the team (Prati et al., 2003). An emotionally intelligent leader also discourages detrimental interactions among team members. By managing conflict and encouraging supportive member interactions, the leader creates a supportive environment for members (Ashforth & Humphrey, 1995). This type of environment provides team members with a certain amount of emotional safety and trust among the members. By constructively resolving conflicts and establishing a relationship of cooperation and trust between members, the emotionally intelligent leader contributes to the collective motivation of team members (George, 2000). Leaders need to be able to manage the highs and lows of their team to maintain organizational effectiveness. In addition to team building, organizations are responsible for making the decisions and have to prepare to face adversity.

Emotional Intelligence and Decision Making

Organizations face challenges, impending changes and must know how to make effective decisions. The extent to which leaders use emotions in order to direct cognition is important in the workplace, with leaders making decisions based on emotional information being more able to effectively and efficiently make decisions (Gardner & Stough, 2002). An effective leader must be able help manage the change and help the employees cope with change. To be effective in helping their organizations manage change, leaders first need to be aware of and manage their own feelings of uncertainty. Leaders need to be emotionally aware of themselves and members in their organization. Emotional intelligence can assist in decision making for an organization along with analytical intelligence. There comes a point in decision making that leaders use their intuition. Intuition or gut feelings can point to the right or wrong direction, however an emotionally intelligent leader will have learned to discriminate between feelings that are irrelevant and misleading and feelings that are on target (Cherniss, 2001). Emotional intelligence enables leaders to tune into gut feelings that are most accurate and helpful in making difficult decisions. Organizations may benefit by hiring and training employees in emotional intelligence.

Selection Criteria and Training

There are many areas in which organizations could benefit from hiring and training emotionally intelligent individuals. For instance, in the area of recruitment and selection criteria in organizations, a measure of potential employees' emotional intelligence could aid in the selection of staff that are better able to manage high stress

and high pressure interactions (Prati et al., 2003). In addition, the need for emotional intelligence training may assist in reducing burnout and workplace conflict.

The characteristics that are attributed to emotional intelligence such as self-awareness, self-regulation, motivation, and empathy all have a place in leadership. Organizational development professionals are beginning to see emotional intelligence concepts integrated in leadership development programs (Dearborn, 2002). Possessing leadership traits such as self-awareness, interpersonal skills, and factoring emotions into the work place is becoming essential in the workplace.

Cacioppe (1997), Goleman (1998), and Dulewicz, Higgs (2003) have suggested that not only is emotional intelligence important to the success of an individual in an organizational setting, but it becomes more important as individuals rise through leadership positions. New challenges that organizations face require a new leadership paradigm. The links between emotional intelligence and leadership identified a basis in which a new paradigm might be developed (Dulewicz & Higgs). This paradigm may include assisting leaders in dealing with change in organizations.

As changes continue to occur in organizations everywhere it would be imperative to look into the role of emotional intelligence in leadership. These organizations include higher educational systems that go through reform and restructure. People working in leadership positions are constantly immersed in the emotional demands placed on them from their peers, students, and members of the community (Herbst, Mayee, & Sibanda, 2006). In other demands such as the ability to offer services to communities characterized by an increased level of diversity in terms of culture and educational level are also present. It is these environments that require leaders who are socially and emotionally

competent and who have the ability to regulate their own emotions and others' behavior according to these challenges (Kotze & Venter, 2011).

Conclusion

In conclusion, emotional intelligent leaders play a vital role in organizational success. The abilities that emotionally intelligent leaders possess have the ability to address change, challenges, team cohesiveness, and interpersonal relationships. The abilities such as self-awareness, emotional regulation, and the management of others' emotions all contribute to the common goal of organizational success. Perhaps with the increased knowledge and understanding of how emotions have a role in work-life, an increased desire of including emotional intelligence in leadership development will arise. If emotional intelligence can be increased through training, it could, in fact, provide a furtive avenue toward the achievement of better organizational performance by enhancing organizational member interactions, contributions, and organizational member welfare (Prati et al., 2003).

Summary

The literature review has provided a foundation of including emotional intelligence in leadership throughout organizations. The main purpose of this research is to explore emotional intelligence in leadership specifically in community colleges. The following chapter includes a review of methodologies used in conducting the study and how these methodologies were used to answer the research questions for the study. Lastly, it will also include any limitations found associated with the study.

CHAPTER III

METHODOLOGY

Introduction

The previous chapter provided a review of research literature about the role of emotional intelligence as it relates to effective leaders in organizations. The study of emotional intelligence and leadership would benefit from the exploration of emotional intelligence in followers and its effects on the leadership process (George, 2000). Kotze and Venter (2011) suggested that the relationship between emotional intelligence and leadership effectiveness seemed to warrant organizational consideration of the inclusion of emotional intelligence as a selection criterion for future leaders. The purpose of the current study was to explore the relationship between emotional intelligence and leadership effectiveness within the community college in order to provide guidance and direction for leaders to include emotional intelligence in leadership training and development. The study was guided by the following research questions:

1. What correlation exists between the emotional intelligence of supervisors and their leadership effectiveness as perceived by their subordinates?
2. In what ways do community colleges include emotional intelligence training in leadership development?
3. What correlation exists in assessed emotional intelligence of supervisors in their leadership training and development in community college?

Research Design

The study was conducted using a correlation methodology and descriptive analysis. A correlational analysis was used to explore relationships in research questions one and three. The second research question utilized a descriptive analysis. There were a wide variety of emotional intelligence assessments to choose from. The author selected the Emotional Judgment Inventory (see Appendix A) (Bedwell, 2003) to be administered to supervisors in the study. The assessment was based on the definition of emotional intelligence from Mayer and Salovey (1990). Mayer and Salovey conducted an abundance of research on the topic of emotional intelligence and its effectiveness in leadership and organizations. The EJI had used an 80-item self-report that measured eight dimensions of emotional intelligence: being aware of emotions, identifying one's own emotions, identifying others' emotions, managing one's own emotions, managing others' emotions, using emotions in problem solving, and expressing emotions adaptively. Each of the eight dimensions produced a t-score result. The assessment had used a 7-point Likert scale that ranged from *I absolutely agree* to *I absolutely disagree*, and also included *not sure* as part of the 7-point Likert scale. There was no overall reliability score for the inventory; each inventory was reported separately. According to Bedwell (2003), the internal consistency reliability averaged in the .80 range and the test-retest correlation is .76.

The LPIO (see Appendix B) by Kouzes and Posner (1988) was chosen to administer to the subordinates participating in the study. The LPIO measured perceived leadership practices of supervisors. The LPIO is a well-known inventory that was used to measure perceived leadership practices in organizations. The inventory consisted of 30

questions containing five subscales for each of the five practices of exemplary leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. A 10-point Likert scale was used to measure the frequency of perceived leadership behaviors. The scale ranged from *almost never* to *almost always*. Kouzes and Posner routinely tested the reliability through analysis of internal reliability, and all five leadership practices have consistently shown strong internal reliability coefficients and high test and retest reliability. According to Kouzes and Posner, internal reliability was strong with scales above the .75 scale and results have high face validity and predictive validity.

The author had used a descriptive analysis to investigate emotional intelligence concepts in leadership development materials from participating community colleges for research question two. Leadership development materials were requested from the participating community colleges through e-mail communication in order for the researcher to conduct a content analysis concerning the inclusion of emotional intelligence concepts in their leadership development trainings. The author created a rubric to determine if emotional intelligence concepts were embedded in the leadership training descriptions that were submitted by the community colleges. The rubric was based on the concepts from the Mayer and Salovey (1990) emotional intelligence definition of understanding one's emotions, understanding how to manage them, and understanding other's emotions and empathy. See Table 1 below for details.

Attributes of emotional intelligence	Frequency of emotional intelligence attributes	Identified workshop
Being aware of emotions		
Identifying own emotions		
Identifying other's emotions		
Managing own emotions		
Managing other's emotions		

Table 1. Emotional Intelligence Attributes in Leadership Development

The author piloted the rubric prior to use to determine if it was an effective and reliable assessment tool. The author recruited five volunteers to review leadership training descriptions. The volunteers were shown the emotional intelligence concepts and were asked to read through each leadership training description to determine if there was a concept embedded in the description. A notation would be entered next to the emotional intelligence concept that was found on the rubric. In addition, the name of the workshop would be noted on the rubric as well. The author went through a couple of the descriptions to demonstrate what the volunteers were asked to look for.

Population

The population for the research study included three community colleges located in the state of Illinois. Convenience sampling was utilized in gathering participants for the study. The sample consisted of 30 supervisors in administrative roles who had at least three direct reports in the respective community colleges. There were a total of 107 direct reports who participated in the study. Table 2 below illustrates a breakdown of the supervisors and direct reports at each community college.

Table 2

Number of Supervisors and Direct Reports at Community Colleges

Community College	Number of Supervisors	Number of Direct Reports
CC1	7	31
CC2	19	67
CC3	3	9

Once the author had secured an agreement for participation, each community college president assisted in the process of gathering the participants. The author met with two of the community college presidents who provided next steps obtaining these individuals. At one community college (CC1), the author presented the study to their executive leadership team to gain participants. Those who were interested in participating in the study were asked to e-mail the author for next steps. At the second community college (CC2), the author was given a list of supervisors in leadership roles for the purposes of contacting them to encourage participation. At the third community college (CC3), the author was given a contact person within the institution to help gather participants. The contact person and the author communicated frequently through e-mail for updates on participants. The contact person sent an e-mail to potential participants who were instructed to contact the author for further details or expressing interest to participate.

Data Collection

The author created a spreadsheet of the participants contact information which included their e-mail addresses. The supervisors were e-mailed a link and a password to assess the EJI. The results of their EJI assessment were e-mailed directly back to the author. Prior to taking the EJI assessment, the participants were given the option to view their EJI results upon request. A few of the participants did request a copy of their

results. The author used the EJI result to explore any relationships between their averaged emotional intelligence score and perceived leadership practices.

The subordinates of the same supervisors were given the LPIO in paper form; an electronic form was not available. The LPIO paper version was distributed in a few different ways for participant convenience. At CC1, the inventories were delivered by their IRB chair person in confidential envelopes, with a return envelope addressed to the author. At CC2, the LPIO inventories were hand delivered to the participant by the researcher or delivered through campus mail; both modes of delivery included a return envelope to the researcher. The method of delivery was based on the proximity of participants to the author. The researcher worked within the CC2 participating community college, which allowed for different methods of delivering the assessments based on convenience. At CC3, the LPIO inventories were mailed directly to the participants that included a same return envelope addressed to the author. The author used the results of the LPIO assessments from CC1, CC2, and CC3 to explore any relationships between the perceived leadership practices with their supervisor's averaged emotional intelligence score. In the next steps, the author requested leadership development material from each participating community college.

The campus contact for each community college received an e-mail communication requesting copies of their leadership development material to be sent to the author. During a discussion meeting regarding the study with personnel at CC1 and CC2, the author communicated that a request would be made electronically to obtain their leadership development description materials. CC1 and CC2 verbally provided contact names to the author when it came time to request this information. The researcher

requested an electronic version of the leadership descriptions from each of the community colleges. If the participating community colleges did not have them electronically, they were given a fax option for delivery or the researcher would pick them up from their location. At CC3, the researcher e-mailed the designated contact person requesting leadership description materials. The content of the leadership descriptions from each community college were analyzed by the author, who utilized the emotional intelligence rubric (see Table 1, page 31) to determine if emotional intelligence concepts were embedded in the descriptions. The analysis would determine if the community college included emotional intelligence concepts in their leadership development training.

The researcher sent an e-mail communication to each community college supervisor to respond to how many leadership training hours they have participated in the last five years. Leadership training was defined as any professional development course they had participated in that included leadership development topics. The participants received additional information about acceptable types of formats such as graduate classes, seminars, and conferences. Further clarification on leadership development training was provided as needed. The leadership training hours that each administrator completed was recorded on a spreadsheet as they were communicated through e-mail to the author. Each participant's cumulative hours of leadership training and their average emotional intelligence score were compared to explore if any relationships existed between these two variables.

Analytical Methods

Research question one explored the relationship that existed between the emotional intelligence of supervisors and their leadership effectiveness as perceived by their subordinates. The emotional intelligence scores were retrieved from the EJI. The EJI produced seven raw scores for each emotional intelligent scale. The raw score was converted into a t-score. The EJI was standardized using a t-score distribution. T-scores have a mean of 50 and a standard deviation of 10 (Bedwell, 2003). The EJI did not have an overall scale in which a score would indicate what level the participant scored into. The author concluded to add up all the subscores to get the average score for each supervisor. The average score was entered into SPSS software as a variable for the correlational analysis. The LPIO did not have an overall scale that would indicate what level the participant scored into, much like the EJI. The author consulted with the same research method professor who suggested adding up each participant's scores from the LPIO for that identified supervisor and averaged the scores to get one score. Some of the supervisors had more than three subordinates who took the LPIO assessment, which required the researcher to use the total average score based on how many subordinates took the LPIO. The averaged LPIO score was entered into SPSS software as a variable for the correlational analysis. A Spearman Rho correlation was conducted to determine if a statistically significant relationship existed between EJI and LPIO results.

Research question two analyzed the ways community colleges included emotional intelligence training in leadership development. The descriptive analysis determined whether or not the community colleges did include emotional intelligence training in their leadership development. In order to obtain this information for analysis, the community

colleges submitted their leadership training descriptions electronically to the researcher. The leadership training descriptions were analyzed using an emotional intelligence rubric. The rubric (see Table 1, page 31) was based on the emotional intelligence concepts from Mayer and Salovey (1990). The rubric had three columns labeled frequency of emotional intelligence attributes and another column labeled identified workshop/material which would list the name of the leadership training. There was an additional column that listed the attributes of emotional intelligence. Each leadership training description was analyzed by reading through the description and identifying any concepts that aligned with the attributes that were listed on the rubric. Any parallel concepts found would be indicated on the rubric in the appropriate column. The rubric was utilized for each leadership training description analysis.

Research question three explored the relationship between the assessed emotional intelligence of supervisors in their leadership training and development (LD) in community colleges. The supervisors e-mailed their LD hours from the last five years to the researcher. The hours were logged on a spreadsheet with the supervisor's emotional intelligence averaged score. The LD hours were entered into SPSS as a correlation variable with the emotional intelligence average score variable. A Spearman Rho correlation was conducted to determine if there was a statistically significant correlation between the two variables. A Spearman correlation was conducted because the data was not normally distributed.

Limitations

The limitations in the current study involved the *EJI* and *LPIO* assessments that were used and the sample size. The *Emotional Judgment Inventory* used subscores and

not a total score, which would have helped identify the supervisor's emotional intelligence score. Receiving a total score would have helped identify the degree to which the participant had emotional intelligence. In addition, it may have been helpful to have a scale of high, medium, or low in which the total score fell in order to define the score even further. The *LPIO* did not have a total score section nor a rating scale. A rating scale with a total score may have helped define the score even further.

The sample size was taken from only three community colleges and it was difficult to generalize the findings to other community colleges. There are 80 community colleges in the state of Illinois (Community College Review, 2014) and the sample size of 30 participants from three community colleges would limit the ability to generalize the findings across all community colleges. In addition to the sample size limitation, one of the studies was conducted at the author's place of employment. Results from the instruments used may have been affected due to the familiarity between the participants and the author. The participants were aware that the author would receive the assessment results from supervisors and the direct reports in order to make comparisons. The level of trust about keeping the assessments confidential may have impacted the participants' ability to answer honestly on the assessments.

Summary

In summary, the researcher chose a correlation analysis for research questions one and three. A Spearman Rho correlation was conducted to determine if there were statistically significant relationships between the variables emotional intelligence scores and perceived leadership practices of supervisors. In addition, a Spearman Rho

correlation was conducted to determine if there was a statistically significant relationship between emotional intelligence scores and leadership development hours. A descriptive analysis was conducted on leadership development materials in research question two. The following chapter provides detailed findings, conclusions, and recommendations of the current study.

CHAPTER IV

FINDINGS AND CONCLUSIONS

Introduction

The current study sought to explore the relationship between emotional intelligence and leadership effectiveness within the community college. The purpose of the current study was to explore the relationship between emotional intelligence and leadership effectiveness within the community college in order to provide guidance and direction for leaders to include emotional intelligence in leadership training and development. During an extensive literature review, only Kotze and Venter (2011) provided support for a relationship between emotional intelligence and leadership effectiveness. Little further evidence regarding emotional intelligence and leadership effectiveness in community colleges emerged. This chapter will provide an overview of the findings, conclusions, and lastly, recommendations from the study.

The answers to three research questions informed the current study:

1. What correlation exists between the emotional intelligence of supervisors and their leadership effectiveness as perceived by their subordinates?
2. In what ways do community colleges include emotional intelligence training in leadership development?
3. What correlation exists in assessed emotional intelligence of supervisors in their leadership training and development in community colleges?

The population consisted of three community colleges in northern Illinois. The enrollment of these community colleges ranged from 10,000 to 20,000 students. There were a total of 30 supervisors and 107 subordinates who participated in the current study from the three community colleges (see Table 2, page 32). In order for supervisors to participate, they had to have a minimum of three subordinates. There were not a maximum number of subordinates who could participate; therefore some supervisors had more than three subordinates who participated, ranging from three to seven subordinates. The author used a correlation statistical method to analyze the data for the study. There were two assessment tools used to gather the data from the participants. The EJI (Bedwell, 2003) assessed the level of emotional intelligence of the supervisors. The EJI was an 80-item self-report assessment that used a 7-point Likert scale that ranged from *I absolutely agree* to *I absolutely disagree*, and also included *not sure* as part of the scale. The LPIO by Kouzes and Posner (1988) was administered to the subordinates. This instrument assessed perceived leadership practices of their supervisors. The inventory consisted of 30 questions containing five subscales for each of the five practices of exemplary leadership. A 10-point Likert scale was used to measure the frequency of perceived leadership practices. The scale ranged from *almost never* to *almost always*.

The researcher requested leadership development materials from each participating community college in order to conduct a content analysis about the inclusion of emotional intelligence in their leadership development trainings. The author created a rubric based on three emotional intelligence concepts from the definition given by Mayer and Salovey (1990): (a) understanding one's emotions, (b) understanding how to manage them, and (c) understanding other's emotions and empathy.

Lastly, the supervisors were asked to report approximately how much leadership development training hours they had completed over the last five years. The researcher recorded the supervisor's hours and emotional intelligence scores in a SPSS statistical database to determine if there was a correlation between the two variables.

Findings

The researcher formulated three research questions as they related to the topics of emotional intelligence and leadership. Research question one explored the relationship between emotional intelligence and perceived leadership practices. As detailed below under research question one, there was not a statistically significant relationship found between the two variables. Research question two analyzed leadership development descriptions with a rubric (Table 1, page 31) to determine if emotional intelligence concepts were embedded in the descriptions. There were no concepts found in the leadership development material that were submitted by CC3. The researcher was unable to determine if emotional intelligence concepts were embedded in leadership development trainings for CC1 and CC2 due to lack of data submitted. Research question three explored the relationship between emotional intelligence scores and the participant's leadership development hours within the last five years. As detailed below under research question three, there was not a statistically significant relationship found between the two variables. The details for the findings of each research question are reviewed below.

Research Question One: What correlation exists between the emotional intelligence of supervisors and their leadership effectiveness as perceived by their subordinates?

Research question one pertained to the relationship between the emotional intelligence scores of supervisors and their leadership effectiveness scores as perceived by their subordinates. The averaged emotional intelligence scores of the supervisors and averaged leadership perceived scores were recorded in the SPSS statistical database for analysis. A Spearman Rho correlation was selected to determine if there was a relationship between the two variables. The correlation presented a weak relationship between the two variables: emotional intelligence and perceived leadership practices. The Spearman Rho correlation, $r_s(28) = .002, p = .99$, indicated no statistically significant relationship between the two variables. The standard norm for the emotional intelligence inventory was 50. Fifty-six percent of the supervisors (16 of 30) scored above the mean ($M = 54.73, SD = 4.79$), indicating that they scored above the standard norm. Only seven out of sixteen of those supervisors who scored above the mean also scored above the leadership practices inventory mean ($M = 7.92, SD = 1.01$), indicating that the people generally rated their supervisors between *agree and strongly agree*.

Research Question Two: In what ways do community colleges include emotional intelligence training in leadership development?

Research question two was analyzed using a rubric (Table 1, page 31) that consisted of emotional intelligence attributes such as: (a) being aware of emotions, (b) identifying one's emotions, (c) identifying other's emotions, (d) managing one's emotions, and (e) managing other's emotions. Two out of the three community colleges did not have accurate records or systems in place to verify the content of their leadership development courses. The third community college provided a listing of their leadership training classes with descriptions (see Appendix C); however after reviewing all the

descriptions provided; the researcher did not find any emotional intelligence attributes embedded in the materials. The participating community colleges provided contact information from their institutional research departments for those who would be able to submit a list of their leadership development training descriptions.

Research Question Three: What correlation exists in assessed emotional intelligence of supervisors in their leadership training and development in community colleges?

The data from research question three was analyzed by recording the averaged emotional intelligence scores of each supervisor with the total number of leadership development hours from the last five years. The author entered the averaged emotional intelligence score of each supervisor with the total number of his or her corresponding leadership development hours into SPSS for analysis. A Spearman Rho correlation was conducted between these two variables to determine if there was a relationship. The results indicated a weak relationship between the two variables: supervisor emotional intelligence score and leadership hours. The Spearman Rho correlation, $r_s(28) = -.28, p = .89$, indicated no statistically significant relationship between the assessed emotional intelligence scores of supervisors and the hours of leadership training. The leadership training hours ranged from 0 to 2,100 hours with a mean of 226.7 hours. The most common number of leadership hours among the supervisors was approximately 100 hours. The researcher recorded the leadership hours and emotional intelligence scores in a scatterplot graph to determine whether any consistent patterns were found among the amount of leadership hours and supervisors who scored above the emotional intelligent mean (see Figure 1 below).

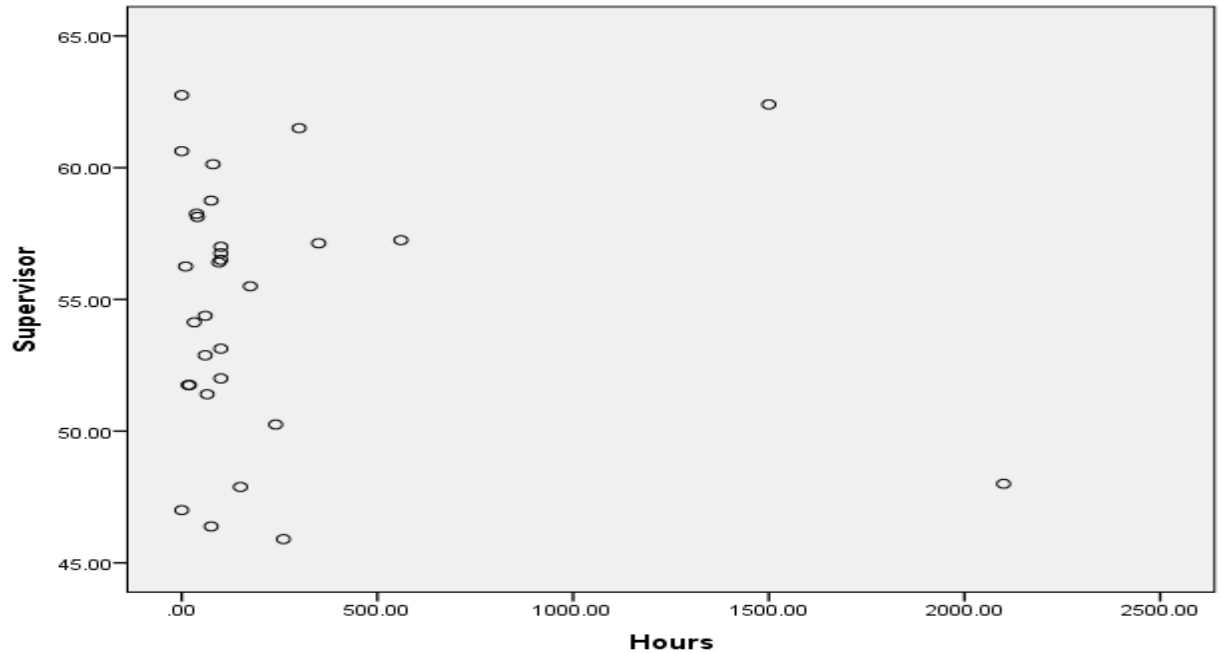


Figure 1. Supervisor's emotional intelligent scores and leadership development hours

Conclusions

Based on the data, a few conclusions can be drawn. The conclusions are organized by research question as they were titled in the findings.

Research Question One: Supervisor's Emotional Intelligence Score and Effectiveness.

The purpose for research question one was to explore any relationships found between the supervisor's emotional intelligence scores as measured by the *EJI* and the average scores of the leadership practices as measured by the *LPIO* completed by their subordinates. Over half of the 30 supervisor participants scored above the standard norm of 50 on the *EJI*; however they did not all score above the mean on the *LPIO*: $M = 7.92$. The results indicated that there was no statistically significant relationship found between the supervisor's emotional intelligence scores and their leadership practices. The scores of the *LPIO* were averaged due to the range in number of subordinates from three to seven at the participating community colleges.

Research Question Two: Emotional Intelligence Training and Leadership Development.

The purpose for research question two was to examine leadership development material from the participating community colleges to determine whether the material had emotional intelligence concepts embedded in the descriptions. The researcher discussed this research question with a staff member in the institutional research department within the participating colleges. After the discussion in requesting the materials, two of the three community colleges reported that they did not have any historical records of leadership development training descriptions. The third community college did present descriptions of their leadership training courses (see Appendix C). The researcher completed a qualitative analysis focused on reviewing the leadership training course descriptions using a rubric (Table 1) to determine whether specific emotional intelligence attributes were embedded in the descriptions. There were no clear concepts found in the course descriptions.

Research Question Three: Supervisor's emotional intelligence scores and hours of leadership training.

The purpose for research question three was to explore the relationship found between the supervisor's emotional intelligence score and the number of completed leadership training hours. The Spearman Rho correlation indicated that there was no statistically significant relationship found between emotional intelligence scores and the number of completed leadership training hours within the last five years. The training hours were drastically different among each of the supervisors. There were supervisors who had scored above the standard mean of 50 on their emotional intelligence inventory; however reported fewer leadership training hours than other supervisors who scored

below the mean but reported more leadership training hours. This conclusion could indicate that leadership training does not have an impact on the level of emotional intelligence of a supervisor; they are likely independent of one another. It is possible that the supervisors who scored above the standard mean of 50 on their emotional intelligence inventory however participated in fewer leadership training hours or naturally possessed the attributes of emotional intelligence. The attributes may come more naturally in their leadership behavior. Lastly, research question three assessed any type of leadership development training, but did not specify what type of leadership training. The results may have been different had the researcher measured the supervisor's emotional intelligence score along with past leadership development training in emotional intelligence.

In the following section, a review of the sample in the current study will be discussed as it relates to the impact on the results. Lastly, recommendations and implications for future research will also be considered.

Implications and Recommendations

Multiple recommendations for future research can be made based on the results of the current study. Although the results to research questions one and three indicated that there were no statistically significant relationships between the two variables, there were other variables that may have impacted the results and represent a limitation to the study. A large number of participants were selected, primarily from the researcher's place of employment, which may have been a factor for participants responding truthfully. Some of the participants voiced their concerns about anonymity in their responses even after they submitted their signed confidentiality sheet. Although the confidentiality sheet was

discussed by the researcher with each participant prior to completing the LPIO assessment, some were still concerned that their supervisor would find out how they rated the supervisor's perceived leadership practices. The researcher would recommend that participants in a future study of this nature be drawn from community colleges other than their own places of employment.

The current study could have benefited from increasing the sample to include more community colleges from throughout the state of Illinois. There are 80 community colleges in the state of Illinois (Community College Review, 2014). The sample size of 30 participants across three community colleges was a small sample size. Future researchers would benefit from including more community colleges in order to enlarge the sample size and allow for more generalizable findings.

An additional recommendation would be to use an emotional intelligence inventory that provided a total score that indicated at what level the participant scored as opposed to eight different subscores. The subscores reflected the eight different emotional intelligence concepts; however some participants did not score consistently across the eight areas. This recommendation would also be applied to the *LPIO* in that it did not have a scale to determine what level (low, medium, high) at which a participant had scored. A more developed scale could have assisted in easily identifying the total score. Lastly, in future studies it may be meaningful to explore whether relationships existed between any of the eight subscales in the *Emotional Judgment Inventory* and the subscales in the *LPIO*.

The current study has sought to explore the relationship between emotional intelligence and leadership effectiveness within the community college. Three research

questions were formulated to explore the relationship between these variables. The researcher concluded that no statistically significant relationships were found for research questions one and three. The researcher was unable to determine whether emotional intelligence concepts were embedded in leadership development trainings at CC1 and CC2; however no emotional intelligence concepts were found in leadership development course descriptions that were submitted by CC3 for analysis in research question two. As a result of the findings, the researcher suggested recommendations for future research on the topic of emotional intelligence and leadership effectiveness.

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Appendix A

Emotional Judgment Inventory



TEST BOOKLET

Scott Bedwell, M.S.



Instructions: This booklet contains statements regarding your feelings, beliefs, and behaviors. You have been provided with a separate answer sheet for your responses. Please make all marks on the separate answer sheet and **not** in this booklet.

- Use a soft-lead #2 pencil only.
- **Print and code your name** in the top, left-hand grid of the answer sheet. Print your last name in the boxes provided at the top of each column, one letter per box. Do the same for your first name, and then for your middle initial. Next, in the column below each box, darken the circle that corresponds to each letter of your name. Fill in the top, empty circles for boxes left blank.
- **Next, code your sex** in the space provided by indicating whether you are a male or a female.
- **I.D. Number:** If the administrator requests it, write your I.D. number in the boxes and blacken in the circle that corresponds to each number. The administrator will inform you what I.D. Number you should use.
- **Please do not mark in the grid labeled "For Test Administrator Only".**
- **Please complete all of the remaining demographic information on Side 1 of the answer sheet.**
- **Now, turn to Side 2 of the answer sheet. Enter your Job Title and fill in the circle next to the most appropriate occupation type.**
- **Please do not make any marks in this booklet.**

Now, read the example questions below and indicate whether you agree or disagree with each statement by using the scale below. Find the space on your answer sheet marked Ex.A. Mark your answer for the first example there. Do the same for Ex.B.

- 1 I absolutely disagree
- 2 I strongly disagree
- 3 I slightly disagree
- 4 Not sure
- 5 I slightly agree
- 6 I strongly agree
- 7 I absolutely agree

EXAMPLE QUESTIONS

Ex.A. I perform at my best when I am a little nervous.

Ex.B. I use facial expressions to communicate how I feel.

The remaining questions in this booklet are similar to the two you just answered. Do not begin until the administrator instructs you to start.

Please keep these things in mind:

1. Do not spend too much time thinking over any one question. Give the first, natural response that comes to you.
2. Respond to every statement, do not skip any. If you want to change an answer, erase the old response completely.
3. Answer candidly. It is important that you be as careful and honest as you can and give answers that describe you best. Do not give an answer because it seems like the right thing to say or because it is what you might like to be.

Please ask *now* if something is not clear.

CONTINUE →

1	2	3	4	5	6	7
I absolutely disagree	I strongly disagree	I slightly disagree	Not sure	I slightly agree	I strongly agree	I absolutely agree

1. I incorporate aesthetics in my work when possible.
2. I am not an emotional person.
3. I have said things that hurt others' feelings.
4. When I am sad, I have strategies to make me feel better that always work.
5. I have been angry without knowing why.
6. I keep my feelings to myself.
7. I usually know how other people feel.
8. I usually try to cheer people up when they are down.
9. Sometimes I don't know if I am angry or frustrated.
10. I use my feelings to improve my performance at work.
11. I make smart, sarcastic remarks to people if I think they deserve it.
12. When I get frustrated, I keep thinking about what got me upset.
13. I don't have time for how other people feel.
14. In general, I am not confused about my feelings.
15. I seem to have difficulty putting other people at ease.
16. I let others know how I feel.
17. I prefer to discuss just the facts.
18. I can tell when my co-workers are unhappy.
19. I take the time to put myself in a good mood before working on creative projects.
20. I am not good at comforting people.
21. I don't always know how I feel.
22. When I feel bad about something, I accept it and move on.
23. I sometimes make foolish remarks in fun, just to surprise people.
24. I am uncomfortable telling people how I feel.
25. I am a sensitive person.
26. My feelings influence my thoughts and actions.
27. I know when my colleagues are sad rather than disappointed.
28. I try to make people feel better when they are upset.

CONTINUE →

1	2	3	4	5	6	7
I absolutely disagree	I strongly disagree	I slightly disagree	Not sure	I slightly agree	I strongly agree	I absolutely agree

29. When asked to do volunteer work, I sometimes say I'm too busy.
30. I often have difficulty understanding my own feelings.
31. It is difficult for me to maintain my mood all day.
32. I don't let people know when they hurt my feelings.
33. I pay attention to how other people feel.
34. Other people's feelings are confusing to me.
35. I use emotional words when I try to inspire people.
36. I can't easily change how I feel.
37. Sometimes I just want to get even rather than forgive and forget.
38. I don't give compliments very often.
39. My feelings are generally clear to me.
40. I let people know how I feel about them.
41. I think feelings just confuse the issues and should be disregarded.
42. I am good at interpreting people's feelings.
43. My feelings help me prioritize tasks at work.
44. I am sometimes less considerate of others than they are of me.
45. When something bad happens, I tend to keep thinking about it.
46. Sometimes I have difficulty understanding my feelings.
47. I bottle my emotions inside of me because they are disruptive.
48. I have been told I make people feel at ease.
49. I don't always know when my co-workers are frustrated.
50. I may deceive people by being friendly when I really dislike them.
51. My feelings are not an important part of my decisions.
52. I can't seem to change how I feel as easily as other people.
53. I am interested in how other people feel.
54. Sometimes I have difficulty distinguishing between sadness and disappointment.
55. I smile at people when I meet them for the first time.
56. I make an effort to hide my feelings from co-workers.

CONTINUE →

1	2	3	4	5	6	7
I absolutely disagree	I strongly disagree	I slightly disagree	Not sure	I slightly agree	I strongly agree	I absolutely agree

- 57. The colors in my surroundings influence my perceptions.
- 58. When I am sad, I tend to dwell on how I feel.
- 59. I don't always understand how my co-workers feel.
- 60. I pay attention to my feelings.

- 61. My feelings are almost always clear to me.
- 62. I am always willing to help people.
- 63. I have trouble getting other people excited about things.
- 64. My feelings are an important source of information.

- 65. I let my co-workers know how I feel.
- 66. I am often unsure of other people's feelings.
- 67. It's hard for me to admit when I'm wrong.
- 68. I have difficulty thinking of happy memories when I am sad.

- 69. I use my feelings when working on creative projects.
- 70. I have been upset without knowing why.
- 71. I care about how other people feel.
- 72. My efforts don't seem to have much impact on how people feel.

- 73. I don't express negative feelings to my co-workers.
- 74. I can tell when my co-workers are happy.
- 75. When making decisions, I don't take into account how I feel.
- 76. I have a hard time changing how I feel.

- 77. When I provide feedback to co-workers, I am not concerned about how they feel.
- 78. I don't try to hide my feelings when I get frustrated.
- 79. I take advantage of people sometimes.
- 80. At work, I use humor to keep the mood light.

Thank you for your time.

JAMES M. KOUZES | BARRY Z. POSNER



Leadership Practices Inventory

FOURTH EDITION

OBSERVER

BENNER LIBRARY
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Bourbonnais, Illinois

FROM THE BEST-SELLING AUTHORS OF *THE LEADERSHIP CHALLENGE*



BY JAMES M. KOUZES & BARRY Z. POSNER

INSTRUCTIONS

You are being asked by the person whose name appears at the top of the next page to assess his or her leadership behaviors. Below the person's name you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the rating scale on the right, ask yourself:

“How frequently does this person engage in the behavior described?”

When selecting your response to each statement:

- Be realistic about the extent to which this person actually engages in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.
- DO answer in terms of how this person typically behaves on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behavior. Similarly, giving someone all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply, it's probably because you don't see or experience the behavior. That means this person does not frequently engage in the behavior, at least around you. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must have a rating.*

The Rating Scale runs from 1 to 10. Choose the number that best applies to each statement.

RATING SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost Always

When you have completed the LPI-Observer, please return it to:

Thank you.

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LPI: LEADERSHIP PRACTICES INVENTORY OBSERVER

Name of Leader: _____

I (the Observer) am This Leader's (Check one): ☐ Manager ☐ Direct Report ☐ Co-Worker ☐ Other

To what extent does this leader engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement. He or She:

1. Sets a personal example of what he/she expects of others.	<input type="text"/>
2. Talks about future trends that will influence how our work gets done.	<input type="text"/>
3. Seeks out challenging opportunities that test his/her own skills and abilities.	<input type="text"/>
4. Develops cooperative relationships among the people he/she works with.	<input type="text"/>
5. Praises people for a job well done.	<input type="text"/>
6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on.	<input type="text"/>
7. Describes a compelling image of what our future could be like.	<input type="text"/>
8. Challenges people to try out new and innovative ways to do their work.	<input type="text"/>
9. Actively listens to diverse points of view.	<input type="text"/>
10. Makes it a point to let people know about his/her confidence in their abilities.	<input type="text"/>
11. Follows through on the promises and commitments he/she makes.	<input type="text"/>
12. Appeals to others to share an exciting dream of the future.	<input type="text"/>
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	<input type="text"/>
14. Treats others with dignity and respect.	<input type="text"/>
15. Makes sure that people are creatively rewarded for their contributions to the success of projects.	<input type="text"/>
16. Asks for feedback on how his/her actions affect other people's performance.	<input type="text"/>
17. Shows others how their long-term interests can be realized by enlisting in a common vision.	<input type="text"/>
18. Asks "What can we learn?" when things don't go as expected.	<input type="text"/>
19. Supports the decisions that people make on their own.	<input type="text"/>
20. Publicly recognizes people who exemplify commitment to shared values.	<input type="text"/>
21. Builds consensus around a common set of values for running our organization.	<input type="text"/>
22. Paints the "big picture" of what we aspire to accomplish.	<input type="text"/>
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	<input type="text"/>
24. Gives people a great deal of freedom and choice in deciding how to do their work.	<input type="text"/>
25. Finds ways to celebrate accomplishments.	<input type="text"/>
26. Is clear about his/her philosophy of leadership.	<input type="text"/>
27. Speaks with genuine conviction about the higher meaning and purpose of our work.	<input type="text"/>
28. Experiments and takes risks, even when there is a chance of failure.	<input type="text"/>
29. Ensures that people grow in their jobs by learning new skills and developing themselves.	<input type="text"/>
30. Gives the members of the team lots of appreciation and support for their contributions.	<input type="text"/>

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LPI: LEADERSHIP PRACTICES INVENTORY OBSERVER

Appendix C

Leadership Course Descriptions

- **MOTIVATING YOUR WORKFORCE - (TAKE A CLOSER LOOK) EMP-LI-100-FA08**

It's no secret. Employees who feel they are valued and recognized for the work they do are more motivated, responsible, and productive. This is a busy one-day workshop to help supervisors and managers create a more dynamic, loyal, and energized workplace. This program is designed specifically to help busy managers and supervisors understand what employees want and to provide them with a starting point for creating champions.

- **HIGH STAKES LEADERSHIP - 7 LEADERSHIP PRINCIPLES I LEARNED FROM A CASINO EMP-LI- 100-SU12**

This workshop will discuss 7 high stake leadership principles that the presenter learned while working at a casino and how these principles can be utilized at Moraine Valley Community College.

- **WILL I FOLLOW ME? WORKSHOP (NEW) EMP-LI- 101- FA08**

No description available.

- **WALK-IN-MY-SHOES WORKSHOP - BREAKING DOWN BARRIERS BETWEEN EMPLOYEES AND MANAGERS (NEW) EMP-LI- 101-FA08**

No description available.

- **BECOMING MANAGEMENT MATERIAL EMP-LI- 101-FA09**

This workshop is a tool for the participants' personal leadership development. It is designed to help students create and accomplish their personal best, and to help them lead others to get extraordinary things done. At its core, leadership means setting goals, lighting a path, and persuading others to follow. But the responsibility entails much more. By accepting the challenge to lead, students come to realize that the only limits are those they place on themselves.

- **WALK-IN-MY-SHOES WORKSHOP - BREAKING DOWN BARRIERS BETWEEN EMPLOYEES AND MANAGERS (NEW) EMP-LI- 101-SP09**

No description available.

- **LEADING OTHERS EMP-LI- 102-FA09**

How well you lead others is a prime factor of your team's success. Participant in this workshop will learn how to be prepared, and implement an effective team.

- **LEADING DIFFICULT PEOPLE EMP-LI- 102-FA12**
Come learn how to lead people who many consider “difficult” using John C. Maxwell’s laws of leadership as a backdrop. Explore strategies and techniques which will help you guide those who have “difficulty” working with both you and others. (CCSSE Benchmark(s): Support for Learners)
- **EFFECTIVE ONLINE COURSES: A PRIMER FOR ADMINISTRATORS EMP-LI- 102-SP09**
Geared toward administrative or managerial staff that need to understand online teaching and learning (e.g., department chairs, deans, assistant deans, directors, managers, etc.), the goal of this workshop is to explore the characteristics of effective Internet or Internet-hybrid courses. Participants will learn about instructional design elements for the online learning environment, and best practices for assessment, learner engagement, collaboration, and media integration to enhance online learning. Additionally, participants will learn more about the challenges faced by online faculty and online learners. Please join us for this exciting and informative workshop!
- **WALK AWHILE IN MY SHOES -EMPLOYEES TO MANAGERS AND MANAGERS TO EMPLOYEES EMP-LI- 103-FA09**
The workshop will help participants to identify ways to breakdown “us vs. them” barriers that frequently exist between managers and employees, and help participants to identify the behaviors and characteristics of people who exhibit empathy and understanding. It will also help managers and employees develop a greater appreciation for the difficulty of each other’s roles, responsibilities, and jobs.
- **WALK AWHILE IN MY SHOES EMP-LI- 103-SP09**
The workshop will help students to identify ways to breakdown “us vs. them” barriers that frequently exist between managers and employees, and help students to identify the behaviors and characteristics of people who exhibit empathy and understanding.. It will also help managers and employees develop a greater appreciation for the difficulty of each other’s roles, responsibilities, and jobs.
- **MEETING FACILITATION DESCRIPTION: PARTICIPANTS WILL ACQUIRE TIPS AND METHODS TO FACILITATE AN EFFECTIVE MEETING. EMP-LI- 104-FA09**
Participants in the workshop will learn how to plan and manage a meeting to accomplish the intended goal and objectives of the meeting successfully.

- **WALK THE TALK EMP-LI- 104-SP09**
This workshop will help students examine and discuss the importance of behaving their beliefs at work ... and in our personal lives. Students will Identify actions each of them can – and will – take to do an even better job of bringing our key values to life.
- **USING STRENGTHS QUEST TO BUILD YOUR TEAM EMP-LI-105-FA09**
Participants in this workshop will learn how to tap into individual strengths of their team members develop accomplish team goals effectively. **INTEGRATING EVERYONE’S STRENGTH FOR THE BENEFIT OF THE COLLEGE.**
- **DISCUSSION PANEL – LEADING FACULTY AND SUPPORT STAFF (ONLY FOR ADMINISTRATORS) EMP-LI- 106-FA09**
This discussion Panel will allow participants to learn from wealth of knowledge acquired from years of experience from these five Deans co-facilitating this workshop.
- **INTERPERSONAL COMMUNICATION IN THE WORKPLACE EMP-LI- 106-SP09**
Communication skills are important in the workplace for leaders, when there is a breakdown in communication between people, time is wasted and the communication has to be repeated and quality of production and services are affected negatively. This workshop will provide students with information to help them improve their communication skills.
- **UNDERSTANDING SUPPORT STAFF CONTRACT AND UNION PROTOCOL(ONLY FOR ADMINISTRATORS) EMP-LI- 107-FA09**
This workshop is for administrators who ever wondered what is involved in support staff contract. Participants will leave with an understanding of the process involved working with Support Staff Union.
- **“KEEPING YOUR BUCKET FULL” – CULTIVATING GOOD RELATIONSHIP WITH FACULTY AND STAFF EMP-LI- 108-FA09**
This workshop is based on the book "How full is your bucket" Positive strategies for work and life.

- GETTING AND MANAGING GRANTS FOR ADMINISTRATORS EMP-LI-109-SP10
(How to be a successful Administrator workshop series)
- HOW TO OBSERVE FACULTY IN THE CLASSROOM (ONLY DEANS & ASSISTANT DEANS) EMP-LI- 110-SP10
No description available.
- TIME MANAGEMENT FOR ADMINISTRATORS [FOR ADMINISTRATORS ONLY]
EMP-LI- 111-SP10
This workshop will explore strategies and techniques that will assist you with managing your time effectively in the workplace. It will also include reflective exercises that focus on your current use of time.
- UNDERSTANDING FACULTY CONTRACT AND UNION PROTOCOL AND UNION CONTRACTS (ONLY FOR ADMINISTRATORS) EMP-LI- 112-FA09
This workshop is an opportunity for administrators who would like to know more about faculty contract procedure, participants will understand the faculty contract process and Union protocol.
- THE POWER OF TEAMWORK EMP-LI- 112-SP10
The success of a team depends on the energy and focus of every team member including the leader. This workshop will provide participants with information on skills necessary to be effective members of a team.
- STRENGTHSQUEST WORKSHOP AND LUNCHEON EMP-LI- 113-FA09
Dr. Nancy Bentley and Dr. Joann Jenkins will share their career journeys and ask participants to reflect on their own—where they are and where they are headed. They will lead participants in an exercise to focus on their own inner strengths as individuals and leaders.
- MANAGING CHANGE EMP-LI- 113-SP10
Employees traditionally have had the task of contributing to the effectiveness of their organization while maintaining high morale. Today, these roles often have to be balanced off with the reality of implementing changes imposed by senior management. Employees who have an understanding of the dynamics of change are better equipped to analyze the factors at play in their own particular circumstances, and to adopt practical strategies to deal with resistance. This workshop will help you deal with change and will give you strategies you need to

work effectively when change is implemented. CCSSE Benchmark: Support for Learners.

- **WOMEN'S LEADERSHIP SERIES: POWER OF PROJECTING CONFIDENCE AND CREDIBILITY (AN AUDIO CONFERENCE) EMP-LI- 114-FA09**
Women who possess powerful communication skills have more opportunities to gain the cooperation of those around them and achieve success. Join us for a 60-minute audio conference where you and your team will discover:
- **LEADING THROUGH COLLABORATIONS AND PARTNERSHIPS EMP-LI- 116-FA12**
Building collaborations and partnerships in a community colleges setting can lead to many successes. This workshop will review the necessity for collaborative leadership; focus on the importance of building collaborations, and tips to successful partnerships. Various activities will be used as demonstrations of collaborative leadership. (CCSSE Benchmark(s): Active and Collaborative Learning)
- **BUILDING WINNING TEAMS EMP-LI-120-SU09**
No description available.
- **DELEGATING: HOW AND WHEN TO DELEGATE EMP-LI- 148-FA11**
Time is your most precious commodity. No matter how hard you try, you can't do everything by yourself. Delegation involves three important concepts and practices: responsibility, authority, and accountability. When you delegate, you share responsibility and authority with others and you hold them accountable for their performance. This 2 hour workshop will assist in providing strategies to determine how and when to delegate. (CCSSE Benchmark(s): Active and Collaborative Learning)
- **THE 21 IRREFUTABLE LAWS OF LEADERSHIP (ONLINE WORKSHOP) EMP-LI- 154-FA11**
This online workshop is based on the acclaimed leadership book, *The 21 Irrefutable Laws of Leadership* by John C. Maxwell. Participants in this workshop will utilize videos, conversations boards, and more to learn about the 21 Irrefutable Laws and discuss ways to apply these leadership laws to Moraine Valley. Note: This powerful workshop will last 7 weeks and will be facilitated online. (CCSSE Benchmark(s); Active and Collaborative Learning, Academic Challenge, Support for Learners)

- **HOW TO MAKE THE MOST OF CHANGE EMP-LI- 165-SP12**

In both our professional and personal lives, change is the one thing that is constant. Change can be positive and also very challenging. This workshop will provide participants with a clearer understanding of the change process and how it affects us both personally and in the workplace. Participants will learn about tools and techniques that may be used to effectively manage change and minimize potential workplace disruptions.

- **MANAGING THE RISK OF RISK TAKING EMP-LI- 167-SP12**

Risk taking at Moraine Valley is not only a desired quality of managers but is an essential skill needed to advance the colleges Vision, Mission, and Strategic Priorities. It clearly is one of Dr. Crawley's 8 Expectations and is a learned type of skill with practice and planning. Risk taking at Moraine Valley is not only a desired quality of leaders but is an essential skill needed to advance the colleges Vision, Mission, and Strategic Priorities.

- **LEADING THROUGH YOUR STRENGTHS EMP-LI- 168-SP12**

In this interactive workshop you will:

- 1) Identify characteristics of a successful Leader
- 2) Explore Leadership by understanding and investing in your Strengths (Strengths Finder)
- 3) Gain practical knowledge to boost your performance and effectiveness as a Leader
- 4) Obtain tools and techniques to assist your team in achieving maximum productivity

- **THE 360 DEGREE LEADER: DEVELOPING YOUR INFLUENCE FROM ANYWHERE IN THE ORGANIZATION (ONLINE WORKSHOP) EMP-LI- 169-SP12**

This online workshop is based on the acclaimed leadership book, The 360 Degree Leader: Developing Your Influence from Anywhere by John C. Maxwell. Participants in this workshop will utilize videos, conversations boards, and more to learn about leadership principles and discuss ways to apply these powerful

concepts at Moraine Valley. Note: This powerful workshop will last 8 weeks and will be facilitated online. (CCSSE Benchmark(s); Active and Collaborative Learning, Academic Challenge, Support for Learners)

- **THE 5 LEVELS OF LEADERSHIP EMP-LI- 170-SP12**

This workshop will explore a variety of leadership concepts. Through this dynamic workshop the participant will:

- ? Grow and become more competent as leaders
- ? Connect with people by utilizing multiple relationship rules
- ? Discover ways to positively increase the bottom line with goals, accountability, and praise
- ? Build on the leadership potential in the people around us
- ? Further our insights into our own individual leadership legacy
- ? And much more!

(CCSSE Benchmark(s); Active and Collaborative Learning, Academic Challenge, Support for Learners)

- **DEVELOPING THE LEADER WITHIN YOU EMP-LI- 200-FA12**

This online workshop is based on the acclaimed leadership book, *Developing the Leader within You* by John C. Maxwell. Participants in this workshop will utilize videos, conversations boards, and more to learn about leadership principles and discuss ways to apply these powerful concepts at Moraine Valley. Note: This powerful workshop will last 8 weeks and will be facilitated online.

- **10 SIMPLE CHARACTERISTICS FOR BEING A LEADER EMP-LI- 200-SU13**

This workshop will discuss 10 simple characteristics that can be developed and utilized to help anybody become a better leader.

- **TRUST IS THE FOUNDATION OF LEADERSHIP EMP-LI- 201-FA12**

Trust is hard to gain and hard to obtain but this important principle makes a lot of things possible - including leadership. Participants will discuss and participate in hands-on-activities designed to emphasize the importance of trust and how to gain and obtain principle as a leader.

- **LEADERSHIP INFINITY EMP-LI- 201-SU13**

This workshop will discuss a variety of powerful leadership principles that could alter how you view leadership.

- **INFLUENCER: YOU DON'T NEED A TITLE TO BE A LEADER EMP-LI-225-FA11**

This workshop will explore the fact that a person does not need an official title to be a leader. In addition, this workshop will also address how every person can maximize certain principles to increase their ability to influence (lead) other people. (CCSSE Benchmark(s): Active and Collaborative Learning and Support for Learners)

- **PROJECT MANAGEMENT: STRATEGIES FOR SUCCESSFUL PROJECT PLANNING AND IMPLEMENTATION EMP-LI- 228-FA11**

This workshop is part of the Dr. Vernon O. Crawley Leadership Academy and will discuss strategies for project planning.

- **LEARNING FROM FAILURES (INSIDE HIGHER ED WEBINAR) EMP-LI-512-SU11**

In an era of increased pressure to produce more college graduates, some institutions are gaining a better understanding of their challenges and adopting new policies by examining the classes where the greatest numbers of students fail. Colleges that have created such lists have identified and fixed problems with course placement and student advising and a range of other issues, including determining the best mix of in-person and online instruction for various courses. Kay M. McClenney, director of the Community College Survey of Student Engagement, urges colleges to regularly create a list of these courses. Inside Higher Ed will present an audio conference in which Ms. McClenney will discuss why this is important and how colleges can use the information they develop from them. Among the topics she will cover:

- Why it is important for colleges to identify these courses.
- How to identify the courses and share the information.
- The kinds of questions to ask about courses with high failure rates.
- The kinds of policy changes and practices that some colleges have adopted based on this information.

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