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**Advocating for the Middle Man: An Explication of Chair Perceptions on Overcoming
Emotion at Work**

Brittany W. Armstrong

Olivet Nazarene University

EDUC 911B: Dissertation in Practice

Dr. Pauls

April 20, 2022

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Advocating for the Middle Manager: An Explication of Chair Perceptions on Overcoming Emotion at Work

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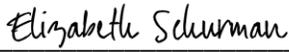
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ABSTRACT

The researcher's study aimed to understand the perceptions of private university department chairs when engaging with emotional intelligence (EQ) at work. The qualitative approach provided the boundaries for the voice and the experience of the participants as the researcher collected interviews, department meeting minutes, and department program reviews from a sample of five department chairs across three, private universities. The following departments served as the study's population: mathematics, family and consumer science, business, education, and modern languages. Findings revealed participants perceived job satisfaction through the mediator of emotion. Participants identified the emotional challenges of department chair and perceived emotion within the context of department chair as something to be worked through rather than overcome. Participants worked through the emotional challenges through communication and balance of priorities. Participants disclosed the significance of emotional regulation through the lens of identity, and the researcher found support of the department chair's multi-faceted identities surfaced as important within the boundaries of the researcher's study. Findings revealed contextualization of the department chair's experience with emotional regulation to be subjective to the confines of the individual department, although, the need for emotional regulation while serving

one's institution transcends context. The researcher concluded department chairs do not receive formal, institutional emotional support and perceive support through organic, informal structures. Participants' emotional regulation depended on organizational membership behavior based on individual capacities. The researcher's contribution to the field of higher education explicated the blurred lines between participants' internal, organizational identities and external identities and the perception of emotional support.

Keywords: emotional intelligence, organizational citizenship behavior, leadership, higher education, emotional labor, emotional regulation, department chair, social exchange theory, identity, job satisfaction, employee engagement

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Throughout the Ed.D. program, I have been taught to focus on that which is optimal; not urgent. In my life, when I identify the optimal, I first and foremost testify to the goodness of my Lord and Savior, Jesus Christ. Without Him, I would be nothing. It is only the Lord who can reconcile the difference between a high school dropout and a Doctor of Education. I owe Him everything!

Once I have my sights set on Christ, I then turn my gaze to my precious husband, Erik Mark Armstrong! In the last two and a half years, Erik served as my emotional support and voice of calm during times of great difficulty as we navigated life together. I respect how much he values the empowerment of his wife, and I adore his willingness to pursue effective leadership within our home. As my academic journey of 15 years comes to an end, I now gleefully cheer him on as he aims to complete his MAT.

To my husband, thank you, Erik, for your love, humor, reason, friendship, and commitment in our relationship as man and wife! I hereby bestow upon you an honorary doctorate as all I am is yours!

Erik and I find that we value family, and we love the time spent with the Walkers, Armstrongs, Welchs, and the Kirks! I consider every single member part of my large support group, especially my parents.

To Chuck and Paula Walker, thank you for your constant encouragement and affirmation that I am who God wants me to be. Thank you for the eternal investment you made in my life! I am blessed to be called your daughter, and I will forever be grateful that I spent 28 years of my life as a Walker. I love you!

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We did it, folks! However, stay tuned! This is only the beginning!

Thankful for each of you,

Brittany W. Armstrong, Ed.D.

DEDICATION

I dedicate this dissertation to my grandmother, Ann Benefield Walker, who introduced me to what it means to truly follow Jesus and disciplined me in the ways of godly living. Never holding a position, but always a born leader. Never a scholar, but the wisest woman I know. This dissertation is a fruit of her labor, forever and always.

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CHAPTER I

INTRODUCTION

Leadership positions within higher education institutions (HEIs) have traditionally possessed multi-faceted role requirements (Rybnicek, Leitner, Baumgartner, and Plakolm, 2019). Past organizational expectations for departmental leaders have required their employees to assume the following organizational identities: manager, leader, faculty member, developer of subordinates, and scholar (Gmelch, 2016). The complexity of each identity associated with the role of departmental leader often caused emotional distress for the individual required to move between the identities (Rybnicek, et al., 2019). This study employed Mayer's Ability Model that identified leadership as a learned behavioral ability rather than a personality trait (Mayer, Caruso, & Salovey, 2016). The study's behavioral approach aligned Mayer's Ability Model with Northouse's (2019) explication that leadership development is a lifelong process (Northouse, 2019). Lumpkin and Achen (2018) considered emotional intelligence a leadership behavior necessary in the workplace. Morris and Feldman (1996) defined emotional labor in the literature as an employee's behavioral trait that is utilized through job performance to demonstrate how a leader manages emotion. The researcher's study investigated the convergence of academic leadership and emotion by examining employee engagement and job satisfaction within departmental leaders' professional identities for the purpose of an in-depth analysis of HEIs' organizational climate.

Statement of the Problem

Leadership and emotion have an ongoing, distinct, positive correlation within existing research (Humphrey, Burch, and Adams, 2016). Previous studies have identified emotional intelligence as a learned ability when describing the characteristics of effective organizational leaders (McClesky, 2014). McClesky (2014) deconstructed emotional intelligence to include emotional labor. Cowley (2019) studied the role of emotional labor for the HEI department chair by expounding on identity.

Based on the lack of contextualization of emotional labor within HEI departmental leadership, it became apparent that future research was needed to further describe the perceptions of university departmental leaders' who fill the dual role of manager and leader on the relationship between reconciliation of professional identity and self-awareness of emotional tensions between the dual role of manager and leader. This qualitative narrative study aimed to depict the perceived emotional intelligence realities of HEI department leaders based on Gmelch's (2016) two of the four contextualized organizational identities in order to contribute a closer examination into the knowledge-based organizational culture climate (Al-Kurdi, El-Haddadeh, & Eldabi, 2020) and organizational citizenship behavior (Blau, 1964).

Background

Academic leadership research redirected focus in the last 10 years in response to Gmelch's (2004) complaint that HEIs have yet to advance their leadership development, looping the industry in synonymous harmony with the Dark Ages (Bellibas, Ozaslan, Gumus, and Gumus, 2016). Inelmen, Selekler-Goksen, and Yildirim-Oktem (2016) noted the level of recent interest in pursuing additional study of participants serving in academic leadership by university administrators based on the findings of the relationship between the decline of HEI organizational citizenship behavior (OCB) and HEIs' effectiveness. Ocampo, Acedillo,

Bacunador, Balo, Lagdameo, and Tupa (2017) conducted a historical review of OCB and found Likert's (1961) study that proved the socio-emotional needs of employees resulted in organizational productivity. Armstrong and Woloshyn (2017) reported findings that addressed cognitive dissonance among academic department leaders and their experience with role conflict, stress, and strain. Gonaim (2016) affirmed the role of individual academic departments as university change-agents led by the department chair claiming the department's success depends on the chair's effectiveness. Therefore, the researcher's study sought to explore the synergies of eight to nine university department chairs and their ability to manage self through the context of emotional intelligence.

Issues within HEI Industry

HEI research addressed neoliberalism as the belief system influencing HEI organizational culture today (Huang and Pang, 2016; Lawless, 2017). This university culture transformed the relationships between key stakeholders; such as, students and faculty (Lawless, 2017). The student identity transformed into consumer, whereas faculty identity transformed into service provider. HEIs began enacting entrepreneurial reform purposing to engage in their global, competitive market (Huang and Pang, 2016). Despite the economic advantages for HEIs, problems emerged throughout academic leadership. Armstrong and Woloshyn (2017) expounded on the infrastructure of the dynamics between senior administrators and lower middle managers by stating the lived experiences of department chairs during the neoliberal era:

Senior administrators are pressuring chairs to assume positions of oversight and to adopt professional management approaches and attitudes that require them to manage resources,

initiate program change, and problem solve in unilateral ways consistent with entrepreneur-based institutional objectives and initiatives (p. 99).

To survive higher education's push for a neoliberal mindset, Lawless (2017) approached the professional identity of university faculty as individuals who must connect with students more so than they excel in their teaching and research.

Studies in academic leadership the lived experience of the department chair are lacking (Huang and Pang, 2016). The researcher's study identified the problem and enacted a plan to address the following variables within the context of the department chair: employee engagement, job satisfaction, emotional intelligence, emotional labor, leadership, and managerial responsibilities (Inelman et al., 2016); Ocampo et al., 2017). Sani, Malang, Ekowa, Wekke, Sorong, Idris, and Malang (2018) measured leader success through intellectual quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ). Based on the social construct of departmental chair, the researcher found it best to employ EQ and identified limitations of the study by understanding that by not exploring the other two dimensions, the researcher's study failed to acknowledge the totality of leader success. The researcher justified this decision through Mandelson and Stabile's (2019) study that claimed the HEI industry lacked experts in the application of emotional intelligence within educational leadership.

The Department Chair

The researcher's study narrated the lived experiences of eight to nine department chairs of three private universities. Armstrong and Woloshyn's (2017) findings revealed tension among department leaders between their identity and their use of voice within their organizational setting. Armstrong (2017) described the role of the department chair

and the institutional expectations. Research indicated department leaders received the position through the request of senior administrators and not through intentional pursuits of higher achievement. Armstrong (2017) conducted a qualitative study that explicated the dual role of the middle manager by focusing on the departmental leader's role as manager and scholar. The study found the middle management position posed the following three major challenges: 1. Managing position, 2. Managing people, and 3. Managing self (Armstrong, 2017). Gonaim (2016) referenced Gmelch's (2004) assessment when determining effective departmental leaders: 1. Conceptual understanding of the role of leadership, 2. Skills development, and 3. Reflective practices—self-awareness and knowledge. The researcher's study aimed to conduct further analysis of department leaders' reflective practices.

Research Questions

The study addressed the following research question:

How do private higher education institutions' (HEI) departmental leaders perceive overcoming emotion at work?

The study proposed the following four sub-questions:

1. Research Question #1: How do HEI department leaders perceive their relationship between job satisfaction and emotional intelligence?
2. Research Question #2: What are common misconceptions about institutional service and department leader employee engagement?
3. Research Question #3: How do departmental leaders' emotional regulation strategy efforts differ across university departments?

4. Research Question #4: How does emotional regulation effect each identity construct for department leaders?

Significance of the Study

The organizational understanding of the traditional university setting is shifting underneath the supply and demand for more entrepreneurial universities (Rybnicek, et al., 2019). Rybnicek et al. (2019) determined the future of departmental identities relied heavily on both industry and academia with an emphasis on the departmental leader as a researcher; going so far as to even claim departmental positions belong to scholars with an extensive curriculum vitae (CV). Gmelch (2016) laid out departmental leader responsibilities as tasks that were bestowed rather than pursued. Rybnicek et al. (2019) addressed the department leader's struggle of balancing identity as scholar within the role of department chair due to organizational expectations of department production. This study benefited HEIs as knowledge-based organizations in three ways. First, the in-depth investigation of departmental leader perceptions on their own complex emotions provided the organization with a better understanding of their human resources strategies for positive organizational climate sustainability. Also, the study proved useful as a preliminary view into the role of scholar as a possible area needing further research in the case of a university transformation to entrepreneurial. The study's emphasis on the relationship between emotional labor and leadership contributed to the gap in existing leadership literature (Humphrey, Burch, and Adams, 2016).

Overview of the Methodology

This study purposed to bridge the gap between emotion and leadership research; specifically relating to the need for additional research in emotional labor's role within organizational leadership situated in American Midwest culture (Humphrey et al., 2016). The

study investigated the following research question: How do private HEI departmental leaders perceive overcoming emotion while at work?

Narrative

A qualitative case study approach through narrative inquiry was selected for this study. The rationale behind selecting narrative inquiry included the phenomenon's ability to adapt to the construct of reality, based on the confines of social engagement at the workplace, through masterful storytelling. This study incorporated the theoretical framework of leadership existing as social practice (Koveshnikov and Ehrnroth, 2018). The relational component of sociality within narrative inquiry, specifically between researcher and participant, also played a key role when making the decision (Clandinin and Huber). The study aimed to express the multifaceted diversity of individual experience through the integrity of oral tradition bound by the parameters of the case study.

Population/Sample

The target population consisted of three private universities. Random stratified sampling was used to recruit university departmental chairs. The rationale behind this decision included predetermined criteria for the desired sample. However, due to the difficulty of collecting the sample, the researcher relied on snowball sampling. Limitations emerged through the small sample size of the following five department chairs: business, education, modern languages, family and consumer science, and mathematics. University provosts and one university president ensured immediate entrance with essential stakeholders throughout the research process.

Data Collection

Data collection took place through five semi-structured interviews, department meeting minutes, and departmental program reviews. Semi-structured interviews were conducted via

online platforms and face-to-face sessions in thirty-minute increments for each participant. The recording of each interview guaranteed the ease of the transcription process. A spiral bound notebook and four to six Word documents held the transcriptions from the individual interviews. Each interview received its own folder, backup folder, and locations on both a flash drive and the laptop's database. Once three years past publication expired, the data collection was destroyed and eliminated from the electronic trash bins. Paper evidence was sent through the paper shredder.

Data Analysis

The five 30-minute online, semi-structured interviews, department meeting minutes, and departmental program reviews underwent data analysis. Triangulation, in vivo coding, emotion coding, and theming the data enhanced data analysis. In vivo coding allowed the data to be categorically connected for the purpose of telling a story (Qualitative Data Analysis). The data analysis computer program, QDA Miner Lite, was used to support manual coding and provided additional results. The completion of second cycle coding led to the implementation of thematic coding. Thematic coding identified the relationships between the individual stories of participants helping the researcher formulate effective interpretation of the data.

Summary

Chapter 1 proposed a deeper investigation into departmental leader perception on organizational display rules of emotional labor and how the four departmental identities contextualize emotional labor through a qualitative, narrative approach in methodology. The study built upon leadership and emotional intelligence research. Each phenomenon conveyed the importance of breaking down the following variables: academic leadership, professional identity, self-awareness, emotional intelligence, emotional regulation, employee engagement, and job

satisfaction. Northouse's (2019) behavioral leadership approach conceptualized the foundational structure of this study with an emphasis on leadership application. Chapter 1's overview solidified the need for satisfaction of the study's objectives. The dissertation in practice dealt with the following limitations: 1. Specific context of Midwestern culture, 2. Subjectiveness of individual department leaders, 3. Situation-induced emotion, and 4. Limited sample size.

Description of Terms

Behavioral leadership approach. Northouse's (2019) leadership theory that emphasizes both task behavior and relationship behavior when influencing organizational followers.

Emotional intelligence. Similar to an individual's IQ, emotional intelligence is the level of ability of perception, use, and engagement with emotion and the emotion of others (McCleskey, 2014).

Emotional labor. Emotional labor is the work is takes for an organizational member to convey the appropriate emotional reaction according to the organization's policies on display rules (Morris and Feldman, 1996).

Entrepreneurial university. Entrepreneurial universities adopt a scientific, instructional approach relating to departmental production of research, research funding, and economic growth (Rybnicek, Leitner, and Baumgartner, 2019).

Neoliberalism. An economic-based belief system that engages corporate ideals of prioritizing costs, profit, and competition; placing an emphasis on the customer (Huang and Pang, 2016).

Organizational citizenship behavior (OCB). OCB encompasses employee attitudinal and emotional engagement within their organization through selected behavior (Sani, Malang, Ekowati, Wekke, Sorong, Idris, and Malang, 2018).

Salovey and Mayer's 1990 Cognitive Ability Model. The model structures the leader's ability to govern one's own emotion and the emotion of others and to facilitate self-awareness for the convergence of emotion and behavior (Drigas and Papoutsie, 2018).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Due to the 2020 COVID-19 pandemic, HEIs' pending economic situation has the question of sustainability on university leaders' minds. The purpose of this literature review was to create a framework illustrating the relationship between the organizational identities and emotional labor of departmental leaders. The impact of the 2008 economic upheaval was also considered when exploring these unique organizational challenges. The complex literature foundation serving this study was comprised of the following: innovation literature, entrepreneurship literature, organization literature, higher education literature, leadership literature, and emotion literature. The literature review explored ethical organizational leadership in practice through the lens of the HEI industry.

HEI Industry

Background

The economic turmoil of 2008 created a demand on American higher education institutions to recognize the need for restrategization of sustainability models (Guerrero, Urbano, Fayolle, Klofsten, and Mian, 2016). HEIs are known as leading contributors to the 'development of human capital, knowledge of capital, and entrepreneurship capital' (Guerrero et al., 2016). The national economic response of HEI as an industry introduced the possibility of the entrepreneurial university (Guerrero et al., 2016). The entrepreneurial university's counterpart, the traditional university, measured organizational practice through teaching and research (Bikse,

Lusena-Ezera, Rivza, and Volkova, 2016). The shift to an entrepreneurial ecosystem within higher education converged 'teaching, research, and the commercialization of new knowledge for economic development' calling for strong leadership in each sector of the organization (Bikse et al., 2016). However, Bikse et al. (2016) systematically outlined the hesitancy of scholars in accepting the true characteristics of the entrepreneurial university claiming that the stages of research were still preliminary at best. The entrepreneurial university as a construct relies on the European Commission's construct of the following seven characteristics: 1. leadership and governance, 2. organizational capacity, people, and incentives, 3. entrepreneurship development in teaching and learning, 4. pathways for entrepreneurs. 5. university—business/external relationships for knowledge exchange, 6. the entrepreneurial university as an international institution, and 7. measuring the impact of the entrepreneurial university (Bikse et al., 2016). The lack of definite construct models makes combining entrepreneur literature and innovation literature still uncharted territory with a stagnant need for additional research within the concept of higher education as industry, specifically within the realm of organizational leadership. Biske et al. (2016) delved into Arnaut's (2010) claim on the essence of the entrepreneurial university and manual coding revealed strong organizational leadership as a key characteristic.

Entrepreneurial Paradigm

Etzkowitz, Webster, Gebhardt, and Terra (2000) introduced the entrepreneurial university as a global phenomenon—finding itself located within the context of literature for more than 20 years. Entrepreneurial paradigm emerged in literature as the culmination of the evolutionary process of the ivory tower (Guerrero et al., 2016). The traditional transfer knowledge function of HEIs evolved into technological driven consumer markets. The industry adapted to the societal

expectations that the university served as an economic benefactor through the role of transfer agent of both knowledge and technology (Etzkowitz et al., 2000). Universities acquired patents for innovation through the 1980 Bayh-Dole Act—linking economical university contribution with government involvement. (Etzkowitz et al., 2000).

HEI Sustainability

Imbrisca and Toma (2020) described the interconnectivity between sustainability and sustainable development (SD) within the HEI context (p. 448). Researchers conferred agreeance on the HEI definition of SD: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Imbrisca, 2020; Berchin, 2017). Sustainability research literature has placed a working high societal expectation on the industry of HEI to model successful, dynamic governance of profit, people, and planet since the 1970s (Imbrisca, 2020; Berchin, 2017; Caeiro, 2020). Machado (2018) justified this line of reasoning by identifying HEIs as thought influencers capable of producing societal change. The transactional properties of sustainable development between internal stakeholders, faculty and student, aimed to promote the transition of the HEI customer from student to leading professional (Ceulemans, 2015; Machado, 2018). Berchin (2017) claimed universities serve as primary incubators and face a moral obligation to evoke sustainable behaviors underneath an umbrella of organizational culture. When approaching the Triune Model (Imbrisca, 2020; Berchin, 2017; Caeiro, 2020) of sustainable development, the researcher adopted the belief that the interconnectivity of the socio-economic system heavily relies on the complex relationship between economic and social systems and sought to magnify HEI social responsibility (SR) of SD.

The limited exploration into SR of SD in practice within the literature emerged as problematic (Machado, 2018; Fleaca, 2018). The researcher's understanding of what constitutes best practice led to the selection of a holistic approach when studying SD based on Caeiro's (2020) synthesis on sustainability in practice. Research revealed the potential for research bias within the context of preconceived HEI worldviews. This bias was eliminated by adopting the most recent HEI worldview for sustainability: integrative HEI (Giesenbaur and Müller-Christ, 2020). Integrative HEI incorporated the dimension of organizational governance as a whole institution approach to sustainability (Giesenbaur et al., 2020).

Ceulemans, Lozano, and Alonso-Almeida (2015) measured the success of HEI SD integration by HEI's establishment of SD leadership within the organization's infrastructure (p. 8895). Internal operations of HEI organizational management relating to SD proved the most concurrent within the sustainability literature (Ceulemans, 2015; Cheben, 2020; Giesenbaur, 2020). Cheben's (2020) findings marked HEI performance as a direct determinant for HEI sustainability. Ceulemans et al. (2015) identified all levels of organizational members as agents responsible for proactive change in sustainability performance; otherwise known as Organizational Change Management for Sustainability (OCMS). Cheben, Lancaric, Munk, and Obdrzalek (2020) conceptualized a HEI sustainability model that their study concluded would serve best for transitioning economies. While the study focused primarily on external factors for economic sustainability, the overarching problem proved to be the lack of sustainability knowledge within HEI management. The researcher based the need for additional study into OCMS on the alignment of OCMS's ability to use SD initiatives to organizational improvement (Ceulemans et al., 2015).

Machado et al. (2018) addressed the HEI missional contribution to society's sustainability: teaching, research, and extension. Due to the managerial implications of the researcher's study, a closer analysis of extension revealed a need for further exploration into program, project, course, event, and service as evident in the labor culture of the organization's individual subsystems. Ceulemans et al. (2015) instituted three types of organizational change; however, the researcher's study on managerial identity required the contextualization of the planned approach based on the participation of members proving highly effective on HEI sustainability performance. The planned approach permitted the assessment of areas of organizational change needing improvement and the creation of proactive goals and objectives (Ceulemans et al., 2015). The researcher chose to stick with common practice of focusing on the "soft issues" of OCMS; soft issues included culture, employee behavior, and leadership (Ceulemans et al., 2015).

Neary and Osborne (2018) studied the connection between the university and the public. The findings supported the HEI's third mission of contribution through extension. The researcher's study honed in on the extension of HEI human resources, specifically the role of HEI department chairs in HEI SD, based on Fleaca's (2018) proposed further steps for additional research. Fleaca, Fleaca, and Maiduc (2018) produced sustainability findings that determined a significant need for educational agents who would serve as SD action initiators.

Institutional actors emerged in the literature as the identifier for SD HEI organizational leadership (Neary and Osborne, 2018, p. 341). Machado et al. (2018) conducted a descriptive study on the role of managers of SD as institutional actors and findings revealed the need for a deeper understanding of manager's comprehension of SD responsibility. The purpose of laying the framework for SD within a managerial context was derived from Neary's (2018) call to

“listen and empower voices from differing groups, from academics, industry, government, but also in the communities” (p. 338). Therefore, the researcher’s probe into SD practice provided the voice of the advocate for departmental leaders’ following sustainable behaviors: knowledge, values, feelings, and emotions (Berchin et al., 2017). The behavioral approach of the researcher’s study focused on the impact of the institutional actor’s emotion on HEI SD. The researcher’s study aimed to incorporate SR of people for HEI SD by encompassing the managerial stewardship of self. This contributed to the expansive field of sustainability because little to no research has been done on stewardship of the institutional actor’s role in OCMS through the conceptualization of emotional self-regulation.

Organizational Leadership

Entrepreneurial Leadership

Etzkowitz, Webster, Gebhardt, and Terra (2000) identified knowledge transfer as the sole purpose of higher education organizations’ leadership construct. Steenkamp (2017) situated the HEI organizational mission of years passed within a collegial context of companionship and cooperation while arguing for a converging of managerial and collegial leadership for the sake of the organization’s future. Steenkamp (2017) established the need for re-defining the management process of intellectual property based on the inevitable challenge of problem-solving HEIs’ financial obstacles. Steenkamp’s (2017) study proposed entrepreneurial leadership as the type of management necessary when leading universities through economic hardship.

The timing of this literature review fell during the cuff of unprecedented historical events. The 2020 COVID-19 pandemic changed the financial security of HEI organizational management (Majowicz, 2020). Majowicz (2020) called for Canadian universities to consider the scenario planning approach when moving forward with the leadership of university business

strategies. Majowicz (2020) identified the importance of the following variables in university decision making: individual faculty members' contribution and the organization's unit contribution. The scenario planning approach enacted PEST (political, economic, social, and technological) analysis for testing viable plausibility factors (Majowicz, 2020). Majowicz (2020) outlined the four following macrolevel environmental influences as points for academia's consideration: 1. The disease (COVID-19 and SARS-COV-2), 2. Population vulnerabilities, 3. Social, technological, economic, environmental, political, legal/regulatory, and ethical factors, and 4. Organizational capacity to respond (p. 3). Under the pretense of testing and the scope of HEI business, Majowicz (2020) established the need for further investigation of economic, environmental, and ethical factors situated within the realm of university entrepreneurial leadership.

Winkler (2018) claimed survival of market, for any industry, depends on the following outcomes: proactivity, innovation, risk-taking, competitiveness, and autonomy. Winkler (2018) conceptualized the entrepreneurial orientation (EO) framework that defines entrepreneurial leadership as a management style consisting of structure, system, and strategy. Sani, Malang, Ekowati, Wekke, Sorong, Idris, and Malang (2018) measured the following as the desired output of what constitutes a strong entrepreneurial leader: 1. 'convincing subordinates they can achieve goals,' 2. 'articulating an organization's vision attractively,' 3. promising efforts will produce remarkable outcome,' and 4. 'withstanding environmental changes that improve organizational performance' (p. 3).

Social Exchange Theory

The nature of the relationship between social responsibility and the sustainable development of academia necessitated a further understanding of the social dimension situated

within research literature. The social exchange theory (SET) (Blau, 1964) provided the theoretical framework for the in-depth investigation of HEI organizational citizenship behavior (OCB). SET emerged in OCB literature in the 1960s and created the socio-emotional property of OCB; identifying reciprocity, between organizational members, as the primary function of OCB (Ocampo et al., 2017). Throughout the 1970s and 1980s, antecedents; such as, moods and self-awareness, emerged in the literature and by the 21st century, job satisfaction became the leading antecedent of OCB research (Ocampo et al., 2017). The researcher's study included the following OCB antecedent variables: job dissatisfaction, institutional service, emotional labor, leadership, employee engagement, and emotional intelligence.

Organizational Citizenship Behavior

The study of OCB originated in the 1930s and served as the theoretical and practical implication for employee behavior (Ocampo et al., 2017). Ocampo et al. (2017) historical, chronological synthesis of OCB provided the researcher with a firm grasp on placement within OCB existing research literature and guided the direction of the study. The findings of OCB literature agreed employee behavior directly effects organization's effectiveness and performance (Ocampo et al., 2017). Inelmen, Selekler-Goksen, and Yildirim-Oktem (2016) and Alonderience and Majauskaite (2015) conducted empirical, quantitative studies on the OCB behavior of academic employees. Literature recommendations for further research stated a significant need for analysis into OCB antecedents; such as, intrinsic motivation, cognitive evaluation, employee engagement, job satisfaction/dissatisfaction, leadership behavior, etc. (Inelman et al., 2016; Ocampo et. al, 2017).

Organ (1988) defined OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the

effective functioning of the organization” (Ocampo et al., 2017). HEI as an organizational construct provided the cultural context for the researcher’s study out of a concern for the entrepreneurial shift of academia that may result in the reduction of academic employee OCB due to the introduction of para-academics (Inelmen et al., 2016). Inelman et al. (2016) defined para-academics as university employees specializing in only one of the following: teaching, research, or service. Therefore, academic department chairs were selected as the researcher’s target population for the sake of the required multi-faceted organizational identity based on the belief in OCB literature that teaching and research negates academic citizenship due to OCB identifying within the realm of service (Inelman et al., 2016). The researcher’s study argued for the leadership expectations placed upon department chairs that do indeed extenuate the importance of combining teaching, research, and service and behavioral implications for faculty core evaluation of self regarding the emotional ability to overcome job dissatisfaction based on emotional labor as an institutional service.

OCB through HEI Leadership

Docì, Stouten, and Hofmans (2015) studied the differences in active and passive leadership through the conceptualization of cognitive behavior. Findings proved an individual’s core belief system activated a behavioral response (Docì et al., 2015). The literature theorized the emergence of behavioral response through the cognitive affective personality system (CAPS) which sought to encode individuals’ situational features (Docì et al., 2015). CAPS identified individual behavioral response receptors as responsible for determining behavior based on whether or not a posed situation proved easy or difficult (Docì et al., 2015). The researcher’s intent to explore departmental leaders’ perceptions of overcoming job dissatisfaction through emotional labor was justified based on the connection between core self-evaluation and behavior.

Doci et al. (2015) defined core self-evaluation as “the fundamental evaluations an individual holds about him/herself and her/his capabilities, self-worth, and ability to cope (p. 5). Findings revealed a positive evaluation of self, others, and environment resulted in desired active leadership behavior (Doci et al., 2015).

OBC Implications for Ethical Leadership

OBC literature indicated the dependence of positive organizational outcomes on ethical managerial leadership (Gao and He, 2016). Parvin (2018) defined management as a social position and categorized upper-level academic employees’ dual—effective leader and efficient manager—social organizational responsibility. Unlike corporate social responsibility (CSR), HEI social responsibility emphasized management of quality assurance, but findings of Parvin (2018) revealed inefficient management through the context of a lack of leadership accountability. Mo and Shi (2015) identified ethical leadership as a predictor for employee’s behavior toward the organization. The ethical leader assumed two perceived dimensions by others in the organizational context: moral person and moral manager (Mo and Shi, 2015). Findings explicated the trickledown effect of role modeling between leader and follower; thus, impacting the organizational culture (Mo and Shi, 2015). The researcher’s study aimed to approach leadership through an ethical responsibility based on concepts of morality displayed through the following managerial competencies: personal orientation, dependability, open-mindedness, emotional control, and developing self and others (Parvin, 2018). The OBC literature affirmed the appropriateness of defining and expounding on department leaders as middle managers charged with social responsibility to exhibit ethical OCB. The researcher’s study contributed to existing OCB literature by unpacking a synthetic approach of selective OCB antecedents.

HEI Faculty Service Demand

The noted decrease of OCB among university middle-manager faculty within the HEI organizational culture led the researcher's literature review process to additional attention on the increase of the neoliberal era, entrepreneurial thought, and higher education research's indication of the demand for HEI reidentification as a service industry (Lawless, 2018). Lawless (2018) claimed faculty now excel professionally more so through service to students than for teaching and research. Education research revealed the importance of emotional intelligence (EI) capabilities of academic leaders underneath the new categorization of student as consumer (Parrish, 2015; Lawless, 2018). However, academic governance, encompassing leadership and management, of the HEI social context, referenced the lack of focus on EI within the HEI industry (Mandelson and Stabile, 2019). Mandelson and Stabile (2019) attributed Ayiro's (2009) study by implementing the study's inferential statistic of 13.7% of EI on the performance rating of academic leader. Therefore, the researcher's study aimed to understand EI through the concept of service based on OCB's construct of faculty institutional service by applying the practice of emotional labor as an institutional service with little to no existing research literature. It should be addressed that while one study on emotional intelligence included academic radiation oncology departments; there were no available studies on emotional labor as institutional service within the entrepreneurial expectations of department chairs and their multi-faceted identities.

Emotional Intelligence

Sani, Malang, Ekowati, Wekke, Sorong, Idris, and Malang (2018) measured leader's entrepreneurial success by their ability in the following areas: intellectual quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ). It is underneath the framework of EQ that the researcher's study investigated leader perception of emotional ability. Hassan (2016)

identified an entrepreneurial leader's EI as the primary motivating factor of entrepreneurial intention.

The research literature on emotion defined emotional intelligence as “the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions” (Drigas and Papoutsie, 2018, p. 4) EI conceptualized the interconnectivity of emotion and cognition in established EI models that have been continually revised in the last 30 years (Drigas and Papoutsie, 2018). Salovey and Mayer (1990) labeled emotional intelligence as a cognitive ability capable of the following dimensions of behavior: 1. Perceiving emotion, 2. Facilitating thought with emotion, 3. Understanding emotions, and 4. Managing emotions. EI research argued between two approaches to EI: ability and trait. The researcher's study adopted the ability approach to EI and structured interview questions based on Salovey and Mayer's (1990) cognitive ability model.

EI Connotations for HEI Faculty Leadership

The findings or results of emotion literature agreed that the management of self emerged as the most significant construct for academic leadership (Parrish, 2015; Mandelson et al., 2019). Emotion regulation (ER) emerged out of faculty intention to place “the needs of the school ahead of their own emotional experience” manifesting specifically within the context of individual HEI academic departments (Mandelson et al., 2019, 13-14). Claudia (2018) revealed employee perception of HEI organizations as positive when organizational support is evident which led to higher job satisfaction. Therefore, job satisfaction proved pivotal in the researcher's study. The willingness of the member of the institution to participate served the institution through extra role behavior (Claudia, 2018). Claudia (2018) identified work satisfied employee needs and voluntary tasks performed by employees determined service to institution. Ocampo et al. (2018)

described employee engagement as the “emotional and rational dedication to the organization” (p. 837). Therefore, the dissertation in practice purposed emotional intelligence as the appropriate mediator between job satisfaction and employee engagement.

Neoliberalism

The researcher’s study addressed potential bias within the study by framing the study through neoliberalism but not expressing the researcher’s belief system regarding neoliberalism. The research literature made it hard to ignore neoliberalism’s presence within HEI research; therefore, the researcher thought it appropriate to define and unravel neoliberalism.

Huang and Pang (2016) gave a comprehensive background section on neoliberalism’s infiltration within the university context. Neoliberalism first found its way into the higher education sector in the 1980’s when education became more about marketable competition than knowledge transfer (Huang and Pang, 2016). Through neoliberalism ideologies, HEIs prioritized costs, profit, and competition resulting in a gradual acceptance of managerial governance within academic leadership (Huang and Pang, 2016). Research indicated a trend in the HEI industry that universities are slow to implement change and proposed academic leaders adopt entrepreneurial thinking as only an introduction to an entrepreneurial university (Armstrong and Woloshyn, 2017). The researcher’s study followed suit with a brief saturation in entrepreneurial thinking as the study took shape. Managerial governance emerged as a key dimension to this study.

The Middle Manager

Gmelch, contributor to higher education research, proclaimed in 2004, that leadership development within higher education has yet to leave the Dark Ages (Bellibas et al., 2016). Despite the increase in interest in the last 10 years, the research literature revealed a discrepancy between the importance of university department chairs’ service to HEI and the lack of special

attention granted the lived experiences of the department chair (Gonaim, 2016; Armstrong and Woloshyn, 2017; Acker and Millerson, 2018; Bellibas et al., 2016). Academic leadership research agreed the role of the department chair is dynamically contextualized in nature and interchangeably implements managerial responsibility and interpersonal leadership (Acker and Millerson, 2018; Gonaim, 2016).

The researcher's study sought to combine management and leadership through the role of the lower middle manager and expound on the complication of managing self within the context of the departmental leader role. Armstrong and Woloshyn (2017) found that departmental leadership entailed a shift from individualism to collectivism that often led to cognitive dissonance within the department chair. The study produced evidence for the outpouring of tension in the use of voice and managing oneself (Armstrong and Woloshyn, 2017). Therefore, the researcher addressed the need for advocacy within the research and derived emotional intelligence as the variable for the core of the self-evaluation for the department chair, as situated within this study.

Academic Martyrdom

You can love an institution, but it doesn't love you back. The job doesn't love you. (Acker and Millerson, 2018, Interview-Sandra)

Acker and Millerson (2018) conducted an autoethnographic approach when studying the role of the department chair. The study incorporated a comparison between a mother and daughter duo who both served in academic, departmental leadership. Sandra's interview revealed a connection between department chair and job dissatisfaction (Acker and Millerson, 2018). Research agreed that the majority of department chairs are handed the responsibility without pursuing the title (Armstrong, 2017). Gonaim (2016) identified academic departments as the primary change

initiator for HEIs and the department's dependence on the department chair when successfully navigating all outcomes of HEI sustainability. The researcher's study aimed to contribute to the HEI research literature by developing a deeper understanding of emotional labor as institutional service through self-awareness and by interviewing department leaders who employed emotional labor practice into their daily duties as department chair, as representation of reconciliation between emotion and employee engagement. Acker and Millerson (2018) noted the use of authentic leadership enacted as the mediator between self-awareness and academic leadership. The researcher aimed to discover participants' display of authentic leadership within their role of department chair.

Department Chair

Department chairs made 80% of administrative decisions (Gonaim, 2016). Gonaim (2016) defined department leadership as the following: The ability to build collective functioning in the department that fulfills the objectives of both the department and the institution (p. 274). Armstrong (2017) described the department chair as one who must learn to navigate a complex, professional identity. The multi-faceted professional identity department chairs must assume included four sectors: leader, faculty developer, manager, and scholar (Gonaim, 2016, p. 275). The following two sectors were incorporated into this study: leader and manager. Parvin (2019) studied the inefficiencies of managerial leadership, and the researcher aligned with the conceptualization of managerial leadership and senior administrators' expectations of departmental leaders as effective leaders and efficient managers (p. 741). Bellibas, Ozaslan, Gumus, and Gumus (2016) aimed to understand the needs of department chairs within the realm of leadership. Findings revealed the following needs of departmental leaders: 1. More autonomy for decision-making in staff recruitment, monetary, and curricular issues, 2. Additional academic

and clerical personnel, and 3. Training for leadership and orientation for administrative duties (p. 91). Research agreed on the struggle of the department chair when transitioning from faculty to administration (Armstrong, 2017). Effective leadership behavior emerged as a predictor of a leader's ability to manage the emotional self (Parish, 2015; Doci, 2015). At the writing of the dissertation in practice, no research existed on the use of emotional regulation within the department chair's professional identity's construct of manager and leader within the context of 10 Midwestern university departments. Gonaim (2016) stated, "Self-awareness is a critical element for effectiveness" (p. 277). Employee engagement and job satisfaction emerged as the variables most closely associated with self-awareness and one's emotional state within the organizational environment.

Conclusion

The research literature presented here solidified the need for exploration into university department chair's managerial and leadership role, underneath the weight of academic leadership expectations held by the HEI industry and the chair's perception of experience with self-regulation of emotional labor for the benefit of HEI sustainability and contribution to organizational leadership research. The researcher's study aimed to provide academic senior administration with additional insight into the emotional context of the departmental leader and recommendation for further analysis into the relationship between the department chair and institutional service. The absence of literature explicating the service role of the department chair contributed to the appropriateness of the research in practice and ethical approach to best research practice. The researcher noted that even though multiple antecedents of organizational citizenship behavior are included, the variables are by no means an accurate representation of the

exhaustiveness of the subject matter. The dissertation in practice served as a narrative of advocacy and call for an authentic awareness of a gap in research.

Summary

Chapter II structured the groundwork of existing literature and the argument for the need of additional research between the departmental leaders' reconciliation of professional identity awareness and emotional regulation as contribution to academic leadership research. The chapter aimed to define current issues within the HEI industry based on higher education's recent turn to neoliberal ideologies. The decline in organizational citizenship behavior within HEIs and lack of research explicating the lived experiences of the university department chair supported and justified the intent of the dissertation in practice.

CHAPTER III

METHODOLOGY

Introduction

This chapter described the details of the researcher's decision to incorporate the narrative case study approach when studying the emotional intelligence of department chairs in the workplace. The chapter highlights the following qualitative methodological constructs: stratified sampling/snowball sampling, 30-minute online/in-person interviews, the study's boundaries, emotion/values coding, QDA Miner Lite data analysis programming, traditional organizational methods, saturation, triangulation, and contextual limitations.

Research Design

Based on the researcher's interpretation of emotional intelligence, employee engagement, self-mediation, life-work balance, and job satisfaction, emerging as event-oriented antecedents throughout the literature review, the researcher selected a narrative qualitative approach for the design of this study. Creswell's (2018) single, intrinsic case study provided the methodological foundation for further understanding chair perceptions of overcoming emotional barriers between four-six department leaders and life-work balance. The participants' identity as academic supervisor, over both a managerial role and leadership role at the respected HEI, aligned with the justification of the single, case study within strategic management research (Gaya & Smith, 2016). The set boundaries of the researcher's case study helped identify the need for a narrative qualitative case study. Gaya and Smith (2016) defined the qualitative, single case study as having

the ability to provide substantial data for a deeper analysis of an issue/problem based on the natural occurrences of life. Gaya and Smith (2016) claimed the single case study approach emulated the following advantages: extending theory, structuring parameters for theory, and handling potential criticism. The researcher identified overcoming emotion within the role of department chair as a relatively new field of research. The contribution to organizational citizenship behavior theory justified the researcher's selection of a single intrinsic case study. Creswell and Poth (2018) affirmed the decision-making process as a viable example of when to implement a case study. The researcher sought to understand the departmental leader's on-going process of overcoming emotion. The researcher's study achieved the real-life nature construct of the case study approach since the participants interviewed served in the position of chair at the time of the interviews. The role of department chair is both topic of study and participant; therefore, the parameters of the role established the boundaries necessary for this study to be considered a case study. Gaya and Smith (2016) alluded to the advantages and disadvantages of a qualitative, single case study. Data analysis called for triangulation which promoted the following within the qualitative case study: integrity, rigor, validity, credibility, and reliability (Gaya & Smith, 2016). These noted strengths aligned with the benefits of an in-depth analysis of the process of emotion. The context specific setting of the researcher's study helped identify the need for a single, qualitative case study.

Participants

One president, one provost, and one dean served as the researcher's gatekeepers and helped the researcher gain access to a population of department chairs across three private universities. The implementation of stratified sampling and snowball sampling enabled the researcher to select department chairs holding 1-5 years of experience within their respective

leadership role; thus, aligning with the researcher's literature review's focus on the transition from faculty to chair. E-mails served as the initial mode of contact when requesting access to university department chairs. Once the researcher received permission to access the interviewees, the researcher attached an informed consent form, detailing anonymity, beneficence and study details to the participants, to the initial email, requesting participation. Willing participants received one \$5 Starbucks gift card for participating in the researcher's study prior to beginning the study under the impression that the gift card was theirs to keep regardless of continued participation. The researcher conducted five one-time semi-structured 30-minute online/in-person interviews in September 2021 over the span of five months.

Data Collection

The researcher constructed data collection through 30-minute semi-structured online/in-person interviews, department meeting minutes, and departmental program reviews. These selected methods of data collection resulted from the importance of creating an in-depth study through the use of multiple data sources evidenced in the case study approach (Creswell & Poth, 2018). The researcher stored data on two audio recording devices, an electronic file folder, a hardcopy of a file folder, and multicolored sticky notes. Copies of field notes, via a journal, served as a secondary data source. The researcher identified a time limit of three years after publication for holding on to the study's data, and deletion of the data proved necessary at the completion of the set time frame. Due to COVID-19 safety protocol, the participants met with the researcher via advanced technology for 30-minute online/in-person interview sessions, covering seven questions seeking to address the primary research question. The interview questions were designed to explore the participants' perceptions of overcoming emotion at work as department chair. The researcher instructed and requested voluntary signing of the informed

consent form prior to conducting the interview. The researcher asked participants for permission to review and copy department meeting minutes and department improvement plans. Participants were informed that participation in the researcher's study was completely voluntary and that they may withdraw at any given time.

Ethical Implications

Ethical responsibility, COVID-19, the researcher's interpretation of the datum, the role of department leader as middle manager, and the subjectivity of using a single case posed challenges for the researcher. Beneficence of participants remained top priority throughout the timeframe of the research process for the dissertation in practice. Blankenberger and Williams (2020) discussed the implications of the effects of COVID-19 on the industry of higher education. As an industry dependent on a trust market, transferability of resources between university and student serves as the basis of all transactions (Blankenberger & Williams, 2020). Unfortunately, the current COVID-19 crisis compromised the resources available to HEIs as budget reform continues to overtake the higher education industry. Strategic university planning discussions, in the wake of COVID-19, included employee furloughs, early retirement, and layoffs as solutions for the decline of universities' financial resources (Blankenberger et al., 2020). The managerial leadership of department chairs required the subtitle of budget manager for the chair's respective department (Barr & McClellan, 2018). The financial ramifications of the COVID-19 pandemic made the role of department chair difficult as reduction in faculty strategies remain the responsibility of the department chair. The researcher acknowledged the additional emotional strain placed on the department chair as current reality for the higher education industry and addressed the issue by crafting seven semi-structured interview questions

to only focus on emotion in the workplace and not specifically targeting participants' potential emotional reactions to COVID-19.

Bao (2020) conducted a case study of Peking University's online instruction. Findings revealed faculty support played a major role in the success of online learning. As organizational leaders, department chairs support department faculty and COVID-19 changed the delivery of higher education instruction by increasing the use of technology in the classroom. The change required the restructuring of on-ground classes; thus, introducing hybrid learning. Bao (2020) claimed instructors of Peking University lacked sufficient training of online instruction. Despite the context of a Chinese university, COVID-19 introduced a wide range of challenges for academic leaders across the globe. As department leader and manager, the researcher acknowledged the pressure of responsibility on the department chair to help lower faculty and students navigate the challenges of COVID-19. To help protect participants, the researcher purposefully chose to not make COVID-19 the focal point of the dissertation in practice. The researcher prepared for the possibility that department chairs could bring up emotional distress from COVID-19 centered problems by referencing the context of a global pandemic and addressing the lack of previous research focusing on a global pandemic. Since the department chairs found themselves in the midst of the pandemic at the time of the writing of the dissertation in practice, the researcher demonstrated best ethical practice by protecting the participants from emotional triggers related to COVID-19.

COVID-19 changed the setting of how an interview would have normally been conducted for this study. Since the semi-structured interviews were conducted via mixed methods between online and in-person, the researcher acknowledged the limitations between emotion and the integrity of the atmosphere. COVID-19 caused the researcher to consider the possibility of pre-

existing negative emotions pertaining to the loss of colleagues during the pandemic. The presence of tainted perception threatened to color the study's outcomes. Despite the unique, individual role of department chair, complete anonymity was achieved through the selection of three to five departments for each of the three private universities.

Data Analytics

The researcher implemented thematic analysis and triangulation as the means for data analytics of this case study.

Thematic Analysis

Data analysis of this current study adopted Nowell, Norris, White, and Moules's (2017) methodological definition of thematic analysis which encompasses identifying, analyzing, organizing, describing, and reporting themes through the coding process. The researcher selected thematic analysis due to Nowell's, et al. (2017) reiteration of the approach's flexibility and accessibility for beginning researchers. The researcher considered the nature of the doctoral dissertation to align with the construct of a "beginning researcher." Due to the overwhelming amount of data, thematic analysis provided sound structure for the organization of the dataset. The researcher implemented the following coding to organize the themes and patterns that emerged within the data: emotion coding, in vivo coding, theming the data, and values coding. The current study transfigured the following key components of trustworthiness in research: credibility, transferability, dependability, confirmability, and audit trails (Nowell, Norris, White, & Moules, 2017). The coding process continued until saturation could be achieved.

Emotion Coding, Theming the Data, and Values Coding

Saldana's (2016) emotion coding heavily determined the majority of the codes when analyzing the semi-structured interviews with five department chairs from three private

universities, based on the code's attention on decision-making and the relationship between emotion and action. Emotion coding encompasses the interpersonal and intrapersonal of participants (Onwuegbuzie, Frels, and Hwang, 2016). Therefore, the researcher decided to incorporate emotion coding based on both the intrapersonal and interpersonal nature of academic leadership. The researcher used emotion coding to analyze interview transcriptions, departments' meeting minutes, and departments' program reviews. Terms indicating emotion were pulled from the dataset and labeled as codes. Theming the data helped hold the researcher accountable in the organization of the dataset. Onwuegbuzie, Frels, and Hwang (2016) described theming the data coding as a process of extracting sentences/phrases. The researcher identified key sentences directly from the dataset and organized the material by pattern; similar/common patterns merged into clusters of data. The decision to use theming the data was based on the researcher's desire to maintain the integrity of the participants' 30-minute interviews. Values coding was implemented when coding the universities' improvement plans.

QDA Miner Lite and Traditional Coding Organizational Methods

Organizing the datum required the use of digital and traditional methods due to the desire for heavy implementation of researcher interaction with the data. Maher, Hadfield, Hutchings, and Etyo (2018) aimed to investigate the limitations of only using digital analysis and claimed traditional methods of organizing datum provide extraneous depth to the study's data. Maher et al. (2018) emphasized the importance of incorporating multimodality when conducting qualitative research. Therefore, the researcher merged QDA Miner Lite and traditional coding methods for the coding analysis of the dissertation in practice.

The researcher's traditional coding analysis method required the use of multicolored sticky notes, colored Sharpies, and a color-coded systematic grouping according to themes. The

multicolored sticky notes were stored in numbered Ziploc bags according to the group identification process. Multicolored sticky notes with subgroups were placed in smaller Ziploc bags within the larger Ziploc bag to maintain grouping integrity.

Validity, Credibility, and Transferability

Triangulation assured validity, credibility, and transferability of the data within the researcher's study. Semi-structured interviews, departments' meeting minutes, and departments' program reviews served as multiple data sources. The researcher implemented Gaya and Smith's (2016) claim that triangulation resulted in integrity, rigor, validity, credibility, and reliability. The researcher determined cross-analysis of the multiple data sources to be the best method when affirming validity, credibility, and transferability. The researcher assigned codes when theming the data. The researcher also enacted member checking as assurance of validity, credibility, and transferability. The participants received an overview of the findings and discussion of the integrity of the findings ensued between researcher and participants upon the conclusion of the coding process. Upon receiving the findings, participants communicated approval and satisfaction with the results and the researcher's work.

The following statement covered the researcher's position within the research: I am passionate about communicating my findings regarding the department leader due to my professional relationship with higher education and my drive to one day assume the position. The researcher found it hard to eliminate bias but selected to avoid preconceived notions about the research topic and entered the interview session with a *tabula rasa* mentality. No ethical issues emerged within the validation process as the researcher opted for best practice when analyzing data.

Limitations

The limitations of this study were identified based on the context of the researcher's interpretation through the Western mindset, lack of sufficient time, the 2020 COVID-19 pandemic, and the specific context of the private university. The dataset only pertains to private higher education department chairs and does not apply to upper administration or other faculty members. The data was limited to the participants' perceptions, and despite the demographic questionnaire ensuring diversity, the role of department chair made the results context specific. The qualitative, case study approach provided a set of parameters that limited the researcher when collecting data. The results were subjective to three private universities. Based on emotion's complicated construct, the researcher recognized emotion's interpretation depended on cultural context and interpretation. Emotion was understood based on the Western context. The researcher identified time as an additional limitation of the current study since the participants selected only had one to five year(s) serving the institution as department chairs; thus, causing the results to be bounded by a specific time frame. The COVID-19 global pandemic limited the researcher's study by creating an emotional tension system unique to the role of department chair when assuming departmental leadership during a pandemic.

Summary

The researcher's qualitative case study design proved most appropriate for the purpose of understanding how department leaders perceive overcoming emotion within their managerial and collegial organizational responsibilities. The participants served the purpose of the study well based on their professional organizational identity. Data collection and data analysis within the confines of a case study permitted multiple data sources which maintained the integrity of the research design. Ethical implications included the COVID-19 pandemic, anonymity, and

beneficence; however, the researcher posed minimal risk to the participant. The researcher acknowledged the limitations of using only private higher education institutions as the study's population. Other limitations included length of study and cultural ramifications of perceptions of emotion.

CHAPTER IV

FINDINGS

Introduction

Triangulation of semi-structured interviews, department program reviews, and department meeting minutes all proved reliable and valid for gaining a comprehensive understanding of the department chair's experience in overcoming emotion at work across five, private university departments: mathematics, modern languages, family and consumer science, education, and business. The study addressed the following research questions:

How do private higher education institutions' (HEI) departmental leaders perceive overcoming emotion at work?

The study proposed the following four sub-questions:

Research Question #1: How do HEI department leaders perceive their relationship between job satisfaction and emotional intelligence?

Research Question #2: What are common misconceptions about institutional service and department leader employee engagement?

Research Question #3: How do departmental leaders' emotional regulation strategy efforts differ across university departments?

Research Question #4: How does emotional regulation effect each identity construct for department leaders?

Findings

RQ1: How do HEI department leaders perceive their relationship between job satisfaction and emotional intelligence?

Participants described job satisfaction through the following: satisfied or depends. The researcher found P2 and P5 to be satisfied in their job; whereas P1, P3, and P4 conveyed that job satisfaction depends through the relationship to the fluidity of the job. The researcher found participants who were satisfied possessed a self-awareness of enjoyment when performing responsibilities. Participants who contextualized job satisfaction on relationship to the work disclosed awareness of displeasure with the position's responsibilities.

Satisfied

P2 and P5 perceived themselves to be satisfied as department chair.

P2: "We have a really good solid group of people, so I don't feel like we have a lot of that that I have to deal with. So, as far as job satisfaction, I would say that I am satisfied."

P5: "100% satisfied. Every once in a while, more than once in a while, I get very frustrated with the students. When they don't have a good work ethic or they don't try. So, I gotta say, with my job, I mean like the expectations of me in this position, I only get frustrated over things that really aren't the things that I have to deliver."

Enjoyment. The findings revealed "enjoyment" emerged as significant when seeking to describe why the participants perceived themselves as satisfied. P2 and P5 expressed the enjoyment of fulfilling department chair responsibilities.

P2: "I enjoy it. I enjoy the part of looking at our program and making improvements to our program."

P2: "I love what I do, and I love having a quality program to offer to our students. And I know as department chair that kind of makes me probably the most responsible for that and making sure that we're still offering a quality program."

P5: "But as far as being department chair and balancing that with everything, I find it very satisfying. I find that there's always change. There's always accountability as far as assessment, reports, budgeting, all those things, and I happen to enjoy it a great deal."

Change, accountability, quality programs, programmatic improvements, and responsibility surfaced as potential antecedents describing the activities that are perceived as enjoyable between participants. The researcher found "satisfied" was only communicated by female participants during the semi-structured interviews.

Depends

Participants commented on the fluid, dynamic nature of job satisfaction for the department chair and findings revealed job satisfaction was contingent on "the stresses of the job."

P3: "Well, I would say it depends on the week. Job satisfaction kind of ebbs and flows with what is happening with the stresses of the job, and so, there's a lot of additional work that comes with being the department chair."

P4 identified the dependence between job satisfaction and people pleasing as he explored the acceptance of his decision making when relating to students and faculty. P4 revealed how job satisfaction changes when those closest to him do not accept or do not agree with the decisions he makes as department chair.

P1: “The job satisfaction goes back to the control issue I was talking about before. There are things I can control and a lot that I can’t. So, I am more satisfied with my job on those days that I remember that that’s the reality. I control the things I can control and just not be worried about the things I can’t. Or try to work around the things I can’t control.”

Displeasure. P3 described stress as the department chair’s workload. P4 seemed to focus primarily on people pleasing when perceiving stress. P1 referenced, once again, the reality of limited power in relation to job satisfaction. Therefore, the researcher found job satisfaction depends on satisfaction with one’s workload, satisfaction in relationships with constituents, and satisfaction with the reality of limited power. The researcher found implications of displeasure through perception of participants.

P4: “Wanting to be a good teacher, I never wanted to go into administration. I don't want to be in administration now.”

P4 communicated dissatisfaction with being in administration. P4 did not pursue the position and accepted the position based on his institution’s needs for a department chair. P4 revealed he identified as teaching faculty, and his desires remained true to teaching.

P3: “And so, once I guess, once you've achieved like this next level of promotion, you kind of look at it and go, “Really, this isn't really all what it's all cracked up to be.””

P3 disclosed dissatisfaction with the lack of return on his investment of “time, energy, and weight of responsibility.” He identified a disconnect between the perceived leadership significance of the department chair position and the level of prestige and compensation that accompany the position. The researcher discovered P3 to be displeased with the return on the

professional accomplishment of becoming department chair. P3 and P4 did not share P5's perception on the positionality of department chair.

P5: "Department chair is the ideal position. It is the ideal position. For anyone who loves teaching and wants to dip their toe in the responsibilities, it's the ideal position."

Therefore, when understanding the difference between satisfied and depends, the researcher found "enjoys" or "displeasure" to be codes that work to explain how department chairs understand their relationship to job satisfaction. The researcher found the results interesting when discovering the male participants were the ones who communicated "depends" when describing job satisfaction. Findings revealed the relationship between perceived job satisfaction and the department chair can be understood through the enjoyability of the responsibilities of department chair.

RQ2: What are common misconceptions about institutional service and department leader employee engagement?

The researcher found department leaders can be misconceived as *overcomers* of emotion regulation. Rather than perceive emotion regulation as something "to be defeated," participants revealed employee engagement does still occur when department leaders "work through" their emotions while serving their institution. Findings described what department leaders experienced as emotional challenges and how department leaders served their institution by working through the emotional challenges.

P4: "Yeah, that overcoming it out. I don't know. I would have probably used the phrase again 'working through it.'"

P3: “I kind of struggle with that term overcome because it's not like a defeat. It's not defeating the emotion, it's more like allowing myself to move on, to not let it weigh me down.”

Therefore, the researcher categorized the findings through the theme of “working through the challenges” when serving one’s institution. The following sub-themes were selected: priorities and balance.

Identifying the Challenges of Emotion through Employee Engagement

While participants communicated emotional challenges do exist within the role of department chair, the researcher found it interesting that each department chair spoke to their own perception of organizational identity within their role of department chair. The descriptions of emotional challenges revealed that emotional challenges within the role of department chair exist primarily in how department chairs construct their identity and the confines of that identity based on how the department chair feels about self. When conducting data analysis, the following seven codes emerged within the data: heavy, overwhelming, frustration, inadequacy, incompetence, limited power, balance of decision making.

Impact of Self-Perception

When theming, the researcher categorized the influence of self-perception on participant emotion through the common representation of feeling and the significance of the experience of feeling within the role of department chair. The researcher specifically noted when participants conveyed strong feelings after finding a pattern of repetitive feelings within data analysis.

Self-Perceived as High-Stakes Decision Maker. When asked what emotional challenges department chairs face, high-stakes decision making emerged as one of the key challenges. P3 identified the social exchange that exists within the leadership of being chair and how emotion cannot be removed from the exchange when engaging with people.

P3: “There are some ethical, moral decisions that have to be made that bring up, you know, that are emotional because you're working with people. And when you're working with people who are really emotional, or who have really weighty heavy things that are happening to them, then those emotions get kind of passed on to me as a decision maker because the decisions that I often make in those situations will affect that person's life, for their entire life.”

P5 continued the discussion on decision making when perceiving that her decisions are torn between making upper administration happy and making faculty within her department happy. Therefore, within the realm of high stakes decision making for the department chair, people pleasing surfaced as emotionally challenging.

P5: “You want to please everybody. You want to please everybody.”

P5 disclosed how department chairs are expected to balance between serving the institution, serving the department's faculty, and serving the institution's student population. P5 communicated how hard she finds reporting back to faculty when conveying “no” in her decision making while simultaneously working towards department viability, enrollment, and effective management of the department's budget.

P5: “So, it becomes very challenging to always walk that fine line of just making everybody happy but also doing the right thing. You know, for the institution.”

P5's reference to “doing the right thing for the institution” patterns after P4's statement regarding “ethical, moral decision making” within the role of department chair. Therefore, the researcher found how department chairs perceive themselves as decision maker and the perceived weight of the responsibility of making decisions does indeed present an emotional challenge for department chairs.

Self-Perceived as Limited. Participants disclosed the frustration and stress that exists with feeling limited in power or authority as an emotional challenge when serving their institution as department chair. P1 termed the emotional challenge as “an issue of control;” whereas, P4 seemed to identify the challenge as “an issue of inadequacy.” P2 speaks to the loss of control as a type of “hijacking” of her day.

P1: “Frustration. Frustration with my limited power of being able to do things. I have power to do *some* things like what adjuncts should be hired, but I don’t have the final say on that. I can’t make it happen.”

P4 communicated feeling inadequate when engaging in departmental responsibilities. P4 prioritized growth through enrollment and departmental programs; however, he disclosed feeling frustrated with the reality that he is limited by what he can accomplish as department chair. The research found P4 perceived himself to be “serious” about his department chair responsibilities and valued his contribution to the institution.

P4: “There’s a lot you would like to do, but quite often, not a lot you can.”

P2: “I guess stress would come from some of the emotional challenges. Just like, I feel like my day should go a certain way and then, sometimes, my day gets hijacked by other responsibilities or phone calls that I need to make.”

P2 expressed being overwhelmed when multiple offices of her university are handing off additional responsibilities to her already packed daily tasks.

P2: “A little overwhelming. Just because whenever anybody has, for example, a question for advising in another department here on campus, they’ll contact the department chair. Or there’s

something in admissions that needs to be done, okay, give it to the department chair. Or if there's something as far as, like marketing social media, okay, have the department chair.”

The participants perception of a lack of control of self and immediate circle of influence seemed to impact the emotional challenges experienced within the role of department chair. The researcher identified perceived limited power as a significant emotional challenge for the department chair when engaging through service. The findings revealed department chairs feel restricted within their leadership of their respective departments.

Working through the Challenges

As department chairs disclosed working their way through decision making and limited power, P1 and P4 unveiled their reliance on communication when working through emotional challenges within the role of department chair.

P1: “Sometimes it really is as simple as getting more information. It’s an email. It’s a phone call. It’s a request for an in-person conversation. I’m actually doing that tomorrow.”

P4: “You try to communicate your way through challenges. If you're gonna do it right, it does require a lot of listening. I would say God gave you two ears and one mouth and use that in proper relationship. You need to listen at least twice as much as you talk. Because quite often from a chair perspective, the therapy or the resolution is letting folks talk through their situation.”

P1: “Little side conversations that happen right before or right after a department chair meeting, or especially here at S3, the side conversations that happen in the cafeteria. There’s a group of about at least 20 of us that are semi regulars, or regulars, at the cafeteria for lunch, and we like to

sit together most of the time if we are not sitting with students or sitting by ourselves and that's a great time to just decompress and share our frustrations."

Communication. The researcher found communication helped participants wrestle with the self-perception that aligns with the organizational identity of department chair. Participants referenced communication through the framework of social interaction, specifically within their respective HEI. Communication took place primarily in an office setting or when sitting down to eat a meal. The researcher found the reality of "sharing" to be a form of tackling the issue of limited power as department chairs shared frustration with other colleagues. The findings also revealed the importance of listening when department chairs seek communication with other organizational members.

Balance of Priorities. Findings revealed department chairs' perception of balance played a significant role when working through emotional challenges. P2, P3, and P5 disclosed how utilizing balance helps them regulate their emotions while serving their institution. The balance of priorities emerged as P2 balanced efficiency, P3 prioritized the work-life balance, and P5 focused on her values when balancing between upper administration and subordinates.

P3: "I guess a goal of mine would be not to take the stresses and the emotions home to my family."

P5: "As a department chair, you're just always trying to juggle everything. You got a lot of balls in the air. And you try not to be too generous or too hard. And it's just a balance."

P3: "I think the idea of overcoming those challenges is to make sure that it doesn't affect my personal life."

P5: “And like I said, as long as I’m making the decisions that are putting students first, faculty, as, you know, as much of a priority as possible, the ones that report to me, then emotionally, I’m fine.”

P3: “I have the ability to leave it at work.”

P2: “I mean, I just make time to do that. I take work home with me and that's what I do. I've always been able to do things fairly quickly, so I think that has been super helpful. But probably as far as overcoming those challenges, I just make time to do them and a lot of times that does go into—maybe like once I leave here—I don't know that I ever truly leave. I'm still responding to emails 'cause I know that that will help my day go more smoothly when I do get back on campus.”

The researcher found priorities to be self-perceived as contextual to the department chair’s capacities within the construct of balance.

Efficiency. P2 disclosed skill at efficiency when bringing work home and communicated the peace of the following day at the office when carving out time at home for work responsibilities. Therefore, as one who seems efficient with using time, the researcher interpreted that P2 possessed the capacity for balancing efficiency.

Work-Life Balance. P3 referred to compartmentalizing professional life and personal life as an ability and conveyed how he refrains from letting the two overlap when it comes to working through emotional challenges at work.

Values. P5 revealed how much value she places on the people she leads: her faculty and her students. P5 seems emotionally level when her priorities in decision making align with her

values; thus, revealing her capacity in perceiving her own competence in managing her most valued relationships.

RQ3: How do departmental leaders' emotional regulation strategy efforts differ across university departments?

Participants identified the existing need for emotional regulation while serving their higher education institutions.

P4: "I come out of the business field where I would like to think that the regulation of one's emotions are something that are not necessarily innate, certainly an expectation within the areas."

P3: "You absolutely have to regulate your emotions."

P2: "There's a need for that."

The researcher found commonalities in participants' awareness of emotional regulation through "aware" and "not aware." The five participants expressed a total awareness of emotional regulation within the position of department chair. The findings revealed that while participants conveyed awareness, each participant differed in how they approached emotional regulation within their respective departments. The researcher found approach to be subjectively contextualized through the following: language, data driven decisions, responding rather than reacting, experience, and work-life balance.

Approaching through Language

P2 shared how her lived experiences as a parent provided ample opportunity to practice the discourse of emotional regulation.

P2: "I don't feel like my emotions have ever gotten the best of me."

P2: "That I am more in tune to my emotions than maybe most just because I have adopted two children when they were older and this is something that we are constantly talking about at my house is how to regulate emotions."

P2: "But I would probably say that that's what I do, but I'm not necessarily consistent, but as far as always having that language in front of me because I am constantly teaching it."

The researcher discovered P2 communicated how much emotional regulation language influenced her daily mental activity while serving her institution. P2 disclosed adoption as viable experience for engaging in the constant communication of emotional regulation and how the application crossed contexts between work-life balance. The researcher found P2 incorporated the practice of discourse and found the practice effective as P2 revealed regulating her own emotions as unproblematic.

Approaching through Internal Support

P4 revealed how he perceived collegial support as an approach to emotional regulation. P4: "Goodness, I guess having support systems, speaking with other faculty. If you get a little depressed or frustrated about a situation, those things that are not necessarily institutionally structured, but tend to be more fluid, more organic as you develop the relationships within and between faculty. Again, a lot of this is going to be contingent upon the type of institution at which one works."

The researcher found the participant described support as inherently organic within his institution's organizational culture climate and informally structured through social exchanges of the institution's members. Findings revealed sharing negative emotions through relationships with colleagues helped regulate the department leader's experiences with emotions. Findings

conveyed P4's perception of internal support existed as a product of the uniqueness of his faith-based, private institution's organizational culture climate.

Approaching through Professionalism

The researcher discovered that P3 identified upholding professionalism as a key strategy in emotional regulation.

P3: "Because you're working oftentimes with sensitive situations and with those sensitive situations you cannot blow up. You cannot become unprofessional because it makes the situation worse. There's also a level of confidentiality in many of the meetings that you must regulate, and you can't share details. You can't share types of things that happen at times."

P3 constructed professionalism as the suppression of negative emotion. Emotions, such as, frustration and anger, emerged as negative emotions through affective coding. P3 described his regulation of self as becoming like that of a "rock." Findings revealed P3 refrained from sharing negative emotions with others when regulating emotions. P3 communicated the effectiveness of professionalism when experiencing "sensitive situations."

Approaching through Maturity and Professional Development

The researcher found that, while P5 communicated awareness of emotional regulation, P5's experience in regulating emotion differed from the other participants. P5 revealed how difficult emotional regulation has been for her while serving her institution.

P5: "I'll be 100% honest. I have a difficult time with it here because I grew up a Catholic, Italian, with a lot of emotions. We talk a lot. We swear a lot. We're very expressive. Right? We're very, very passionate. And I think in an environment such as this, any type of private institution, or any type of religious institution, you got to tone that down. So, personally, I try very hard to

manage my emotions. And not get upset and let my passions come out. So, I think it's made me a better person being here."

P5: "I think is something that's changed from when I was very, very young and just starting to be a teacher or professor. You know, I had something to prove. I don't have anything to prove anymore. It's not about me. It's about the students. It's about them learning. It's about my faculty being able to do their jobs really well, and it's about the programs being viable and having enough enrollment and just being able to work with people in a very cohesive and friendly and productive way."

The researcher found P5 identified the following factors when describing the challenges in emotional regulation: ethnicity and lack of experience. P5 self-identified as Italian and narrated her experience in "proving herself" professionally. P5 revealed maturity aided in emotional regulation as she gained professional experience and learned how to suppress exaggerated self-expression.

Approaching through Work-life Balance

P1 disclosed the strategy of incorporating the work-life balance when regulating emotion. Findings revealed compartmentalization of problems proved effective within emotional regulation strategies.

P1: "I mean, first of all, I realize that when I come to work, I have to be focused on work. So, I can't be on the phone with my wife all day long, trying to figure out things. There's plenty of things we can talk about when I get home. There's this sense of, 'I don't bring all of my problems to work and try to deal with them at work.' But also, there are times when, you know, it is becoming more common, especially since the pandemic came on, that we are realizing more and more that we need to give ourselves a break."

P1 identified personal problems as existing within the home and referenced COVID-19 as a problem existing both within the home and work. The researcher found P1's reference to the pandemic significant when understanding the shifting nature of the work-life balance within the experience of the department chair. P1 shared how breaks aid in regulating emotions associated with COVID-19.

RQ4: How does emotional regulation effect each identity construct for department leaders?

Emotional Regulation through Support of Multi-Faceted Identities

The researcher found emotional regulation to be described in terms of emotional support. Participants described support of internal identities and external identities. Participants communicated feeling emotionally supported through upper administration and faculty colleagues. P2 and P5 revealed being supported by upper administration; whereas P1, P3, and P4 found faculty colleagues to be their main source of emotional support. Across a population of three, private, faith-based universities, the researcher's sample of five department chairs introduced the significance of the organizational culture climate in relation to emotional support. Therefore, organizational culture climate framed the selection of upper administration and faculty colleagues, and the researcher aimed to understand how emotion regulation through support for employee identities contributes to the organizational culture climate of higher education.

P4: "It is the issue of the culture and the climate of the institution, which are both quite good in my opinion."

P5: "It doesn't happen that way at every institution. [U3's] different. So, I feel incredibly supported here. In previous department chair positions, I have not always felt that way.

Sometimes, the dean or the vice president of academic affairs, or whoever is in the ranks above you, they're not always supportive and they're much more about—it's all about the money. Or it's all about the numbers. And so, I have found personally that [U3] is the correct mix of priorities.”

Internal Identities

Findings revealed organic methods towards emotional regulation created multiple, internal identities that exceed the formal, institutional identities found in existing research. While department leader emerged as significant, the researcher found participants referred to the following identities when engaging in emotional regulation: colleague and subordinate. The researcher found that participants communicated constructing their own internal identities in response to emotional regulation. Therefore, the researcher discovered the identity of department leader, while having a place in internal organizational identity, did not emerge as the department chair's total, complex identity when enacting emotional regulation. The researcher discovered participants feel emotionally supported when these identities are accepted by upper administration and their institution.

Colleague. Participants disclosed the experience of receiving emotional support through “organic” methods rather than a formal understanding of emotional support offered by the university. The researcher grasped “organic” methods through participants' explication of developing friendships and relationships with fellow colleagues. The researcher inferred P4's comment regarding “structured” and “unstructured” support existed as unique to the organizational culture climate of [U2].

P3: “I have great colleagues who are friends, who are really supportive. And I would say that their job isn't emotional support, and I would probably say that they're not providing emotional support. They're just providing friendship.”

P1: “The adjunct who’s in person, she teaches 9 hours for us, and she and I have a pretty close relationship, a pretty close work relationship anyway. We both spend time in each other’s offices sharing frustrations and concerns. That’s probably the main sources of support there.”

P4: “My colleagues, who are teaching faculty, other chairs, we do tend to support one another, listen to one another, ask one another questions. Bounce ideas off one another. We have this both in a structured and unstructured fashion at [U2].”

The findings revealed friendship with colleagues is not the responsibility of university leadership; however, friendship seemed to evolve as colleagues engage in social exchange within their respective organizational culture climates. The researcher found a better understanding of developing friendships and relationships through P1 and P4’s reference to spending time together, sharing frustrations, listening, engaging in the process of inquiry, and verbal processing. The researcher applied the category of effective communication when constructing department chairs’ perceptions on friendship with colleagues. The researcher interpreted friendship with colleagues to be interconnected to effective communication. Therefore, emotional support of department chairs could begin with effective communication. The researcher perceived how this type of communication could provide a comfortable space for department chairs to feel emotionally supported. Based on the findings, the researcher considered the possibility of upper administration providing friendship to department chairs.

Subordinate. P5 compared [U3]’s working environment with institutions she has served in the past and found her current organizational climate to foster emotional support; whereas

others from the past did not. The findings conveyed P5 measured her organization's culture climate through institutional priorities. P5 referenced how universities can be concerned about budgets and enrollment rather than organizational members.

P5: "It doesn't happen that way at every institution. [U3's] different. So, I feel incredibly supported here. Sometimes, the dean or the vice president of academic affairs or whoever is in the ranks above you, they're not always supportive and they're much more about the money. Or it's all about the numbers."

The researcher discovered P5 credited her supervisor as a primary source of emotional support and found that P5 made contact by "reaching out" when needed. The researcher inferred "reaching out" signified a lack in micromanagement between upper administration and middle administration and aided in the emotional support of constituents.

P5: "I have a wonderful boss. [S] is so supportive, and I don't reach out to her very often, but when I do, she's amazing."

The findings revealed a connection between department chair values, priorities of upper administration, and perceived emotional support. P5 seemed to value people over budgets and enrollment and perceived [U3's] priorities to be "correct."

P5: "I have found personally that [U3] is the correct mix of priorities."

The researcher took note of P4's brief reference to emotional support from upper administration.

P4: "I've got good support from the vice president for academics."

Department Leader. Findings revealed financial support of department chairs' high-stake decisions from upper administration when serving as department leader. The researcher

found appreciation for upper administration by the department chair when describing approval for financial expenditures that contributed to the departments' success.

P1PR: "Assessment of Academic Support. The department gratefully acknowledges the support of Academic Affairs for the purchase of Maple for Calculus courses."

P1PR: "The department also gratefully acknowledges the support of Academic Affairs in funding the [U1's] library's new books acquisition budget."

P1PR: "The department gratefully acknowledges sufficient funding of the department budget for the professional development of both students and faculty."

P5 communicated support as department leader through upper administration's support for her decision making. P5 stressed the differences between institutional environments and wanting to be sure she succeeded when assimilating to her current institutional environment. P5 revealed how she perceived the generosity of her administrative leaders' time to help her tackle issues as emotional support.

P5: "And I really appreciate that. So, very, very supportive. I've felt very, very supported."

The researcher discovered department leaders do feel administrative support when university priorities are perceived as "correct." The research found organizational culture climate influences how much support is perceived by department chairs when serving their institution.

External Identities

Findings revealed the external influences of COVID-19 directly impacted participants' response to emotional regulation through the forced shift to a blending of internal and external organizational identities. "Work from home" emerged as significant as participants faced quarantines and parenting responsibilities in addition to their professional responsibilities. While the researcher did not incorporate questions related to COVID-19, the research found

participants naturally disclosed the topic within conversation. COVID-19 introduced the following external identities where applicable to the participants: parent and pandemic victim. Participants communicated feeling emotionally supported when the formal, institutional structure made room for the merging of professional and personal identities.

Parent. P2 commented on the external impact of COVID-19 when serving her institution as department chair and found her supervisor to be supportive of her identity as “individual/mom” rather than just “department chair.” The emotional support proved significant as the participant revealed the reality of stress and balance situated within the experience of the pandemic.

P2: “As a working mom, trying to make sure that my family is okay. Knowing that I do need to be at home some while also taking care of things here at work. So, I have felt supported, especially during this pandemic.”

P2 disclosed how administrative leadership encouraged her to take care of herself and her family when facing the realities of quarantines. P2 felt supported as her administrative leadership accepted the realities of the pandemic and what that meant for parents. P2 communicated the appreciation she felt when her administrative leaders recognized her identity exceeded the boundary of the institution. As P2 balanced work-life, she felt supported by upper administration as COVID-19 introduced unprecedented environmental change.

Pandemic Victim. The researcher found the additional identity of pandemic victim to emerge as significant. P2 communicated feeling supported through COVID-19, and the researcher found emotion regulation surfaced as imperative during COVID-19. P2 described the pandemic as “stressful times,” and P1 referenced needing a break from the effects of COVID-19.

Second cycle coding of P2's department meeting minutes revealed how P2 described the existing reality of the pandemic within the context of the modern languages department.

P2MM: "Continuing to deal with pandemic."

P2MM: "Take a look at course objectives, remember this pandemic has changed EVERYTHING and EVERYONE. These are not the same students you had last year."

P1: "It is becoming more common, especially since the pandemic came on, that we are realizing more and more that we need to give ourselves a break basically and especially as we relate to our students to show them that, 'I get it. If you're having a hard time at home, concentrating on your studies, and sometimes I have a hard time at home makes me have a hard time concentrate on what I'm trying to do to help you learn the material.'"

Findings conveyed the existing reality of COVID-19, and participants identified how emotional regulation is now enhanced due to the influence of COVID-19 on the multiple identities of department chair. The researcher found the department chair reality to be contingent on the current pandemic environment when performing duties and responsibilities.

Additional Findings

Additional findings revealed the significance of the transition period for participants between faculty and department leader. The researcher found the transition to department leader to be a transition of perceived positional reality.

P4: "Everyone's story is going to be a little bit different. For me, it was an issue of necessity."

Reality of the Easy/Challenging Transition

While the context of the specific university department determined the boundaries of the lived experiences, findings revealed the following two primary codes when describing the

experience of participants' transitions: easy or challenging. Coding frequency identified "easy" as being more prevalent than "challenging." Therefore, through "overcome," the researcher sought to better understand why some participants perceived the transition as "easy" while others did not.

Preparation

A theme of preparation surfaced as common between experiences of "easy" transitions. P1 conveyed how the previous department chair announced at the beginning of the academic year that they would be retiring at the end of the year. When selected, P1 experienced having the entire year to ask questions, gather information, engage in hiring practices, and attend department meetings.

P1: "We started the transition, actually, thankfully, a year before it officially happened because my former department chair announced literally in August that he was going to retire. So, I had that entire school year."

P2 iterated a similar experience when discussing how the department was conjoined with another department within the university. Instead of two, individual departments with two diverse programs, the two vastly different departments were "married;" thus, falling under the supervision of one department. Therefore, P2 shared how department leader work was already part of her job description. The faculty member already completed department chair responsibilities before assuming the position as department chair when the two departments split.

P2: "I think it was a fairly easy transition. Just because it came at a time when I was strictly faculty. We were under one department, so it was English to modern languages, but it wasn't a fantastic marriage of those two departments because we're very, very different. I was already

doing a lot of those things for the modern languages side, so it really wasn't much of a transition.”

The lived experiences of P1 and P2 revealed the significance of preparing future department leaders in their new role as administrator when previously serving as faculty if organization's wish to see smooth transitions in their university departments. There seems to be nothing to overcome when department leaders feel equipped to handle the responsibilities of department chair before assuming the position.

Mental Approach

When expressing challenges of the transition between faculty member and department leader, P3, P4, and P5, referred to the mental approach a new department chair brings to the position. When understanding perspective, P3 and P4 shared the perspective that the transition between faculty member and department chair is not something that must be overcome; rather, it is merely a “new reality” that follows the position. Therefore, the following participant perspectives work to describe challenges through the lens of changed reality when transition from faculty to department chair.

P3 mentioned the shift in the relationship between department chair and faculty. P3 disclosed how what was once a colleague relationship morphed into a supervisor-subordinate relationship; thus, altering the dynamic between leader and follower.

P3: “I obviously had the support of the faculty, my colleagues, because they're the ones that chose me, and so that was that an encouraging part of it up amongst the challenge.”

P4: “So, if you're gonna approach chairmanship or chairpersonship from that particular perspective, that it's going to be sort of a servant leader type, mentality things will go better for

everybody in my opinion. So, that's a little bit about the story behind it. The overcoming or dealing with transition part, it is a new reality."

P5: "And when you're a faculty member, you don't necessarily think of those things—the budget and how many, you know, minimum students are enrolled in a class and how often you should offer a class because it's more efficient for budget purposes. And so that, I think, was the hardest transition for me when I was transitioned from a faculty to department chair role way back when. The budgeting was the hardest part. The getting your mind wrapped around the numbers matter as much as caring about the students and the benefit of the students. So, as a faculty member, you're constantly looking out for what's in the best interest of the students. So, the transition becomes you have to balance yourself between what's best for the students and what's best for the institution and the department and the budget."

The mind's understanding of the job description of department chair, and how the context of the job description changes from that of faculty member, seems to play an important role in one's ability to "overcome" the transition. The researcher found herself reconsidering the selection of "overcoming transition" after data analysis revealed "overcoming challenges of transition" may have been a better fit.

Summary

Findings revealed participants perceive emotion within the context of department chair as something to be worked through rather than overcome. Participants worked through the emotional challenges by first contextualizing the multiple identities being balanced while serving as department chair. Participants disclosed the significance of emotional regulation through the lens of identity, and the researcher found support of the department chair's multi-faceted

identities surfaced as important within the boundaries of the researcher's study. Findings revealed contextualization of the department chair's experience with emotional regulation to be subjective to the confines of the individual department, although, the need for emotional regulation while serving one's institution transcends context. Additional findings emerged as the transition between faculty and department leader revealed how department leaders perceive a new, organizational reality.

Description of Abbreviations

P1, P2, P3, P4, and P5: Abbreviations identifying participants to ensure beneficence and confidentiality of participants involved in the researcher's study.

U1, U2, and U3: Abbreviations identifying the participants' universities to ensure confidentiality of participants and their places of employment.

P1PR, P2PR, P3PR, P4PR, and P5PR: Abbreviations identifying each participants' departmental program reviews.

P1MM, P2MM, P3MM, P4MM, and P5MM: Abbreviations identifying each participants' departmental meeting minutes.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Based on the study's findings, the researcher understood emotional intelligence (EQ) to be experienced by the study's five participants through natural, organic means rather than institutionally structured across three private, faith-based universities. Findings aligned with HEI research literature that HEI's do lack experts and additional training in EQ as participants communicated informal emotional support (Mandelson and Stabile, 2019). Organic methods included Gonaim's (2016) push for reflective practice through self-awareness and knowledge, and the researcher identified her participants as effective department chairs as each communicated contextualized reflective practices within their own EQ. Participants were aware of their individual, emotional needs and communicated strategies to regulate/work through their emotional needs. The research contributed to a further understanding of the experiences of department chairs when engaging with EQ by discussing employee job satisfaction, employee engagement, emotional regulation strategies, and multi-faceted identities.

Conclusions

Research Question #1: How do HEI department leaders perceive their relationship between job satisfaction and emotional intelligence?

The researcher found Claudia's (2018) reference to EQ as mediator between job satisfaction and employee engagement to be the experiential reality for department chairs as participants described job satisfaction in terms of either "enjoyable" or "not enjoyable." The

researcher concluded participants who were satisfied in their position were aware of their own enjoyment of the job's responsibilities; whereas participants who were found to be displeased did not explicitly articulate dissatisfaction with their position. The researcher inferred department chairs who have yet to exhibit a self-awareness of their own dissatisfaction could benefit from adopting emotional intelligence discourse as they seek to understand displeasure in their specific departmental context.

Discussion on Socio-emotional Needs of Department Chairs

With the shift to entrepreneurial education, where student is viewed as consumer, sustainability within the higher education industry depends on the outcome of autonomy (Winkler, 2018). As participants revealed balancing the needs of department and institution with limited power, the researcher identified the perceived lack of autonomy as a significant issue for sustainability of higher education as the researcher understood Ocampo's et.al (2017) historical review to explicate the socio-emotional needs of employees as determinants of organizational productivity. The researcher concluded displeased participants who cannot perceive consistent job satisfaction despite communicating organizational support may be experiencing a discrepancy of socio-emotional needs while serving their institution as department chair. The researcher also interpreted lack of autonomy, return, and approval to be perceived by department chairs, who claim job satisfaction "depends," as socio-emotional needs.

Research Question #2: What are common misconceptions about institutional service and department leader employee engagement?

As participants identified emotional challenges in service to their institution and communicated lack of formal, institutional structure when working through the emotional

challenges, the researcher concluded working through emotional challenges depends on the department chair's integration of Mayer's Ability Model that defines leadership as a learned behavior (Mayer, Caruso, & Salovey, 2016). The researcher gathered from the data that participants are not offered the opportunity for professional development to learn how to enhance EQ when serving their institution; therefore, participants are left to work through the emotional challenges on their own. The researcher concluded the participants reliance on self-perception emerged as significant when describing emotional challenges in the workplace and learning how to work through them.

Discussion on Emotional Challenges of Department Chairs

The study's participants faced emotional challenges centered in belief systems of the perceived self within organizational membership. Doci, Stouten, and Hofmans's (2015) found the leader's core belief system influenced behavior, and the researcher concluded department chairs' perceptions of self as high stakes decision maker and one with limited autonomy necessitate an awareness of a department chair's cognitive process when working through the emotional challenges. The researcher concluded participants do believe in the weight of department chair responsibilities and interpreted the response to the weight of the responsibilities to be influenced by the department chair's belief that there are limitations when approaching the relationship between weight of responsibilities and department chair capacities.

Discussion on Working through the Challenges

Communication. As participants identified communication as a key factor when working through emotional challenges, the researcher concluded the study's findings did not align with Armstrong and Woloshyn's (2017) findings which revealed tension among

department leaders between their identity and their use of voice within their organizational setting. The researcher inferred the participants seemed comfortable discussing open communication within their organization as findings conveyed the significance of communication when working through lack of autonomy and high stakes decision-making. Therefore, the researcher inferred participants' behavior in seeking communication through the social context of their institutions aligned with Blau's (1964) social exchange theory (SET) when understanding the organizational citizenship behavior (OCB) of department chairs. The researcher inferred reciprocity between organizational members' behavior when participating in the sending and receiving of messages helped participants work through the emotional challenges of lack of autonomy and high-stakes decisions (Ocampo et al., 2017).

Balance of Priorities. The researcher discovered the participants display of priorities when working through emotional challenges were dependent on participants' capacities. The researcher found three participants identified different capacities across three of the five contexts: efficiency, work-life balance, and values. The researcher concluded participants communicated capacities that are constructed within a learning environment and found the capacities affirm organizational citizenship behavior (OCB) literature. The researcher inferred the participants displayed capacities that are brought into the position of department chair rather than learned while serving as department chair. The researcher concluded the findings suggest a focus on learning multiple capacities through knowledge sharing of department chairs.

Research Question #3: How do departmental leaders' emotional regulation strategy efforts differ across university departments?

Participants assumed responsibility for emotional regulation by identifying the need and the organizational expectation. While the research literature conveyed the significance of the relationship between interpersonal skills and effective leadership, the researcher concluded department chair strategies when approaching emotional regulation differed across contexts due to the expectation that EQ is an ability of a leader rather than a personality trait (Parish, 2015; Doci, 2015).

Discussion on Department Chair Capacity for Emotional Regulation Ability

The lack of department chair training for emotional regulation may be perceived as surprising when understanding emotional intelligence as a learned ability. The researcher concluded department chairs have learned a plethora of skills when approaching emotional regulation; such as P2's reference to language of emotional regulation. Since not all department chairs are exposed to the experiences of familial adoption, the researcher concluded P5 had a unique opportunity to receive the learning experience that accompanies the process of adoption. The researcher; therefore, concluded that department chairs may benefit from universities that worked to provide a learning or training experience of EQ that transcends departmental contexts for department chairs that would help department chairs develop mutual abilities/capacities in emotional regulation. Participants currently rely on capacities of self; such as, language, maturity, professionalism, support, and work-life balance. However, the capacities differ across five contexts; thus, the researcher concluded the five department chairs possess their own individual capacities. The researcher found the conclusion to be problematic since the capacities are learned abilities as P5 described the approach of maturity to develop overtime in alignment with process of professional experience. Therefore, the researcher concluded new department chairs may not perceive the same capacity of maturity as experienced department chairs.

Research Question #4: How does emotional regulation effect each identity construct for department leaders?

The institutional service of participants through emotional regulation was not limited to Gonaim's (2016) construct of the department chair's identity, which can be viewed as leader, faculty developer, manager, and scholar. Findings suggested EQ of participants requires a closer examination into the researcher's two sectors of organizational identity: internal organizational identities and external organizational identities. Participants communicated emotional support through the context of identity; however, department leader emerged once as an internal identity while the following identities identified as emotional support do not align with EQ literature: colleague, subordinate, parent, and pandemic victim. The researcher concluded an extension of the department chair identity is necessary when considering Bellibas's et al. (2016) findings that explicated department chairs' needs for additional leadership training. The researcher's data on identity as emotional support proved significant as participants' ability to manage the emotional self is known to predict effective leadership behavior when serving one's institution (Parish, 2015; Doci, 2015).

Emotional Regulation through Acceptance of Internal and External Identities

Based on emergence of findings, the researcher concluded emotional regulation is best supported through acceptance of department chair internal and external identities. Participants disclosed administrative support for "personhood" and "parent" revealed administration viewed participants as more than organizational members and communicated the acceptance had on emotional regulation. The significance of the conclusion can be referred back to Claudia's (2018) findings of the relationship between organizational support and higher job satisfaction. Department chairs socially construct emotional support through colleagues and communication

with colleagues and the emotional support for department chairs seems to be primarily situated within the following identities: colleague, subordinate, department leader, parent, and pandemic victim. The finding of department leader as perceived identity aligned with Armstrong and Woloshyn's (2017) reference to department leader as one of four organizational identities department chairs operate through. However, colleague, subordinate, parent, and pandemic victim served as new contributions to identity for the department chair and their relationship with emotional regulation through organizational support. Department chairs are in the process of having to learn how to proceed with multi-faceted identities and COVID-19 introduced an additional layer to the learning experience of the department chair (Majowicz, 2020). Department chairs currently face the reality of a combination of internal and external identities and the emotional challenges are blurred between the identities while serving as an organizational member.

Additional Insights

Discussion on Additional Findings

Department chairs often find themselves assuming the position of department chair without pursuing the title (Armstrong, 2017). The transition between faculty and department leader requires a mental shift between individualism and collectivism (Armstrong and Woloshyn, 2017). The researcher found participants described the shift between faculty and department leader in the terms of "easy" or "challenging." The researcher concluded participants who found the transition easy received previous preparation; whereas, the participants who focused on challenges described the role of department chairs' mental approaches when making the transition. The emergence of the change of professional realities proved significant in the researcher's data as participants communicated how the realities impacted them. The researcher

concluded participants' references to previous preparation signified a readiness to embrace the new reality of department chair; however, not all participants experienced preparation. Based on the connection between the study's data for transition and data for job satisfaction, the researcher inferred a season of preparation for upcoming department chairs may influence job satisfaction. The participants who identified the mental approach as vital when assuming department chair may be working through the required shift between individualism and collectivism as participants described themselves as faculty first before department chair. The researcher concluded the participants who received preparation adjusted to the shift to collectivism before assuming the position.

P4's reference to being "voluntold" to assume the position of department chair out of necessity aligned with Armstrong's (2017) claim of request rather than pursuit of the position. Since P4 disclosed still not wanting to be a department chair, the researcher concluded department chairs who do not pursue administrative leadership, but are "voluntold," may face unknown challenges based on the displeasure of control. The researcher inferred the data should be alarming for the field of higher education based on Armstrong and Wosholyn's (2017) findings of cognitive dissonance for department chairs who struggle to transition between faculty and department leader.

Implications, Recommendations, and Limitations

Implications for Reflective Practice of Department Chair

Implications of the researcher's study provided an investigation into Gonaim's (2016) reflective practices of department chairs through the emotional labor of self-awareness. The researcher's findings and conclusions illuminated a disconnect between Doci, Stouten, and

Hofman's (2015) organizational citizenship behavior and belief of self. The researcher's study discovered department chairs are self-aware of the conflicting identity between department leader and teaching faculty, and as P1, P3, and P4 revealed displeasure in the job, the researcher implied the difficulty of moving between the identities aligned with Doci's, et al.. (2015) findings that behavior responses depend on "easy" or "difficult" situations. P2 and P4 identified how their service to their institution can best be described as a "faculty first" mindset. However, P5 mentioned the necessary transition of mindset between faculty and administrator, but P4 expressed "feelings of inadequacy" when operating through the identity of department leader. Therefore, implications of the study can be revealed as practice of self-conceptualization of the department chair as administrator. The belief system of identity for department chairs facing movement between multiple identities implied a self-reflective practice that requires facing core beliefs of the department chair identity as administrative leadership.

Implications of Role Modeling for Department Chair

Role modeling as leadership practice from seasoned, experienced department chairs surfaced as an implication for a form of emotional support of the department chair's new identity as administrative leader. The researcher inferred the implication is for the department chair since participants identified colleagues as emotional support for organizational identities. The reference to "organic" methods aligned with Mandelson and Stabile's (2019) findings that formal emotional support of the administrative leader is lacking within HEIs. As Gao and He (2016) found organizational outcomes are dependent on organizational leadership, the researcher implied role modeling of new department chairs significantly aligned with Parvin's (2018) social organizational responsibility and the findings' relationship with leadership accountability. Therefore, implications of the researcher's study conveyed that until HEI implementation of

formal structure is available for the space to work through the identity transition between teaching faculty and administrative leader, department chairs have the social organizational responsibility to develop a guiding coalition that serves to enhance organizational outcomes by providing a space for department chairs to learn how to be an administrative leader through “organic” meetings with other department chairs. The practice of role modeling can best be described through the social transaction of knowledge sharing between “senior” department chairs and “new” department chairs.

Implications for EQ as Service in HEI Human Resource Policies

Implications emerged that HEI HR policies involving department chairs may benefit from reform by providing newly hired department chairs space for learning self-management in leadership development and enhancing HR practice by enabling opportunity for building cognitive capacity of EQ as institutional service. Since Claudia’s (2018) finding of EQ as mediator between job satisfaction and employee engagement proved significant for the researcher’s study, the researcher inferred retention and turnover of department chairs surfaced in the interest of human resources. Lawless (2018) and Parish’s (2015) studies on higher education’s shift to adopting the student as consumer seemed to naturally emerge within participants’ discourse as P4 and P5 communicated how much they value placing the student first in decision making. Implications for developing the cognitive ability of department chairs to shift between serving the student and serving the institution created a dual dichotomy between individualism and collectivism through which the department chair continually resides (Armstrong and Woloshyn, 2017). Since the study’s participants identified mental approach as the lens of strategy to emotional regulation, implications for department chairs’ cognitive development and EQ as an ability should be present in HEI human resource policy.

Implications for Socio-Emotional Needs of Middle Managers in Upper Administrative Practices

The practice of HEI upper administration may find organizational productivity to increase with a focus on the practice of the social exchange of socio-emotional needs between upper administration and department chairs. Armstrong (2017) found department chairs are often, in the words of P4, “voluntold” to assume the role of department chair. P4’s reference to “issue of necessity” aligned with Mandelson’s et al. (2019) discussion on emotional regulation (ER) of the department chair when being intentional with prioritizing institution over emotion. As the researcher grounded the study through Blau’s (1964) social exchange theory, implications surfaced for reciprocity of socio-emotional needs between organizational members.

Recommendations for future research

The researcher’s study aimed to contribute insight into the problem of lack of formal, institutional structure for EQ development and the lack of cognitive development within the leadership position of department chair (Mandelson and Stabile, 2019). The study’s findings signified the role of working through emotional challenges through organic methods, and participants pursued managing emotional challenges through communication and capacities. Blau’s (1964) social exchange theory helped the researcher understand the role of social transaction in EQ. The HEI industry may benefit from further studies on the relationship between informal organizational support and formal organizational support for department chairs as the cognitive capacity of the department chair may influence organizational citizenship behavior. As participants revealed the behavior of communication and balancing priorities through capacities as emotional labor, future researchers should explore how communication and capacities as

emotional labor emerge between informal institutional support and formal organizational support. Questions relating to how informal institutional support for emotional labor of department chairs may strengthen models for formal institutional support emerged as significant within the researcher's study. Mandelson and Stabile's (2019) claim that there are no formal, institutional structures for EQ signifies that no models exist for formal institutional structures of EQ leadership development for department chairs.

Lack of autonomy for the department chair surfaced as a significant gap in EQ research as the researcher implemented Ocampo's et al. (2017) historical review on the socio-emotional needs of department chairs. Winkler (2018) discovered HEI sustainability depends on the outcome of autonomy. The researcher found P1 and P4 did not describe themselves as satisfied with their jobs due to the lack of autonomy. P1 referenced the issue as "control;" whereas, P4 referenced the issue as not wanting to be in administration. Department chairs who perceive themselves lacking autonomy may disclose job dissatisfaction which can be linked to cognitive dissonance when serving as department chair as department chairs discover a new reality of cognitive collectivism (Armstrong and Woloshyn, 2017). As HEIs address the policy and practice of organizational sustainability, researchers may want to conduct further studies on the relationship between autonomy as a socio-emotional need and the department chair (Bellibas et al., 2016). Studies on the perceptions of pursuing the role of department chair versus being "voluntold" to assume the position may also be conducive to further understanding the EQ abilities of department chairs and the role of autonomy on sustainability outcomes.

As P2 and P5 described the influence of preparation on the "easy" transition between faculty and department chair, the researcher concluded further studies on the reality of the department leader's EQ as a learned ability should be conducted through a focus on mentorship

prior to assuming the leadership position (Mayer, Caruso, & Salovey, 2016). EQ research revealed ability to manage the emotional self predicted effective leadership behavior (Parish, 2015; Doci, 2015; Gonaim, 2016). The greater job satisfaction of P2 and P5 than the other participants revealed researchers should pay attention to the relationship between preparation and transition to department chair. The researcher noted the interesting differences in the answers of participants between male and female participants. Future researchers may conduct studies between perceptions of male and female department chairs and their relationship to leadership mentoring before assuming the position of department chair. The additional research should aim to understand how mentoring influences the learning process of participants and participants' abilities to manage the emotional self in the situational context of department leader.

The researcher found participants perceived emotional support, in context of emotional regulation, as acceptance of internal and external identities rather than relying solely on Gonaim's (2016) description of the following four department chair, organizational identities: leader, faculty developer, manager, and scholar; thus, signifying a need for additional research into the perceived identities of department chairs when engaging in emotional regulation. The current reality of the environmental factor of the COVID-19 pandemic emerged in participants' discussion on support of identities (Majowicz, 2020). Findings revealed the merging of personal and professional identities, and the researcher concluded further research should seek to understand the relationship between environmental factors and the emotional regulation of the department chair; as well as, the relationship between COVID-19 and the emergence of blurred lines between identities of department chairs.

Limitations

Limitations abounded throughout the researcher's study on department chairs' perceptions of EQ as the researcher approached the study through the method of a qualitative case study. The limited sample of five department chairs across three private, faith-based higher education institutions created a challenge for the researcher to receive a broad sample range ensuring multiple perspectives. The researcher identified participants as one position of organizational membership and recognized the limitations of scope when seeking to understand the lived experiences of department chairs. Limitations did not permit the researcher to interview additional leadership positions such as leaders in upper administration, faculty leaders, leaders of human resource, etc. Therefore, perceptions of EQ in academic leadership were bound by the context of department chair. The researcher struggled with the limitations of time as data collection occurred over the span of five months and did not provide adequate time to increase the sample size of five department chairs. Remarkably, COVID-19 also proved challenging for the researcher as she found herself limited by the significance of emerging awareness of EQ during a time of great environmental change as gatekeepers considered the beneficence of their populations.

Summary

The researcher's study aligned with EQ research as participants perceived EQ as mediator between job satisfaction and employee engagement. Discussion ensued over the following in the context of department chair: socioemotional needs, informal institutional structure versus formal institutional structure, working through emotional challenges, and ability as emotional regulation. The researcher concluded department chairs perceive emotional labor as self-generated communication and capacity, department chairs regulate their emotions through

their own abilities and strategies, and department chairs feel supported when multiple identities are accepted by their organization. The implications listed adhere to policy and practice and reform for department chairs, upper administration, and human resources. The researcher recommended additional research into the following antecedents of organizational citizenship behavior through the boundaries of department chair: communications and capacities as emotional labor, formal institutional structure of EQ leadership development, autonomy and HEI sustainability, emotional regulation and department chair mentoring, and emotional regulation and the merging of internal and external identities. The researcher recognized limitations exist within her study and hoped to contribute a glimpse into the lived experiences of department chairs and their perceptions on EQ for the benefit of stakeholders in higher education.

Closing Remarks

Researchers of the field of higher education continue to pursue the evolvement of higher education as the entrepreneurial mindset influences organizational leadership (Bellibas et al., 2016; Guerrero et al., 2016). Through sustainability efforts, researchers study leadership through the lens of organizational citizenship behavior (Imbrisca, 2020; Berchin, 2017; Caeiro, 2020). The researcher's study aimed to further the discussion of organizational leadership behavior by focusing on the perceptions of department chairs and their relationship to emotional intelligence. Findings contributed to the existing research through discovery of emotional labor perceived as communication and cognitive capacity of department chairs, how upper administration's acceptance of internal and external identities provides emotional support of department chairs, how department chairs are more likely to exhibit greater job satisfaction and employee engagement if mentored prior to assuming the position, and leadership development in emotional intelligence for department chairs currently exists through informal institutional structure. As

HEIs move towards developing organizational culture climates of service, Sani et al. (2018) found emotional intelligence to surface as a key predictor of organizational leadership success for sustainable, entrepreneurial outcomes. The researcher's qualitative case study seeks to bring awareness to the lack of focus on EQ leadership development within the context of the department chair as department chairs perceive their beliefs about their position through EQ.

APPENDIX

Appendix A Interview Protocol

PURPOSE STATEMENT: This qualitative narrative study aimed to depict the perceived emotional intelligence realities of HEI department leaders based on two of the four contextualized organizational identities in order to contribute a closer examination into the knowledge-based organizational culture climate and organizational citizenship behavior (Armstrong, 2020, DIP).

RESEARCH QUESTION: How do Midwestern higher education institutions' (HEI) departmental leaders perceive overcoming job dissatisfaction through the lens of emotion regulation and self-mediation within their organizational professional identities?

INTERVIEW SCRIPT

Confirm permission for recording interview session with participant

Review research problem and purpose

BRITTANY: I am here with the department chair of English at one midwestern university, on Tuesday, August 4, 2020. We are meeting face-to-face and will be covering seven interview questions expanding on her role as leader and manager of her department through emotion regulation, job satisfaction, and employee engagement.

Provide participant with informed consent form

BRITTANY: Here I have an informed consent form that communicates and affirms your voluntary position as participant in this study. You have the right to withdraw at any moment, and I confirm complete anonymity of your participation in this study. Thank you for being here and thank you for your time. I will now begin the interview.

1. How did you overcome the transition from faculty to department leader?
2. What emotional challenges do you face as department leader?
*Prompt: (Would you mind further explaining what you mean by that?)
3. How do you overcome those challenges?
4. What emotional support do you receive while on the job?
5. How would you describe your relationship with job satisfaction as department chair?
6. How do you feel about regulating your emotions when serving your institution?

*Prompt: (Can you please clarify?)

7. What more would you like to add?

BRITTANY: This will conclude today's interview. Do you have any questions for me? I would also like to offer my contact information in case you would like to reach out for any reason.

Hand out cell phone, e-mail, etc. My participant already has this information. Once again, your personal information will remain confidential, and I assure you that all participation is voluntary. Thank you for being willing to meet with me. I appreciate and value your contribution.

Appendix B
Informed Consent Form

Dear Participant,

Your participation is considered valuable and protected for the entirety of this study, and you are being provided with an informed consent form that communicates your rights as a participant if you choose to be included in this study. As a voluntary participant, you have the right to withdraw at any given time, no questions asked.

The purpose of this study is to enhance the use of qualitative methodology during the EdD program. Data collection is comprised of the following: a one-hour interview, direct observation, field notes, and participant's self-observation.

It is important that your confidentiality remain priority, and be rest assured that your name will not be used throughout this study. Despite this case study aligning with the dissertation in practice, your information/interview responses will not be included in the dissertation. This case study is an assignment for EDUC 903. Questions are encouraged and findings will be communicated to you at the conclusion of data analysis.

There may be unintentional harm to you when participating in this study due to the nature of the study and your relationship to the study.

The benefits of participation include a deeper understanding of the subject matter, personal reflection, and use of voice.

If you consent to participation, please sign on the line below. Your signature acknowledges that you fully consent to participating in this study and have been given a copy of the purpose and procedure. The informed consent form will be copied for your files.

August 2, 2020

Signature of Participant

Brittany W. Armstrong, EdD, Olivet Nazarene University, Principal Investigator

Appendix C

Department Chair Questionnaire

This questionnaire is included for background data collection for the following qualitative study: *Advocating for the middle man: An explication of chair perceptions on overcoming emotion at work*. You have volunteered to participate in the principal investigator's methodology for the dissertation in practice at Olivet Nazarene University, under the supervision of Dr. Toni Pauls.

You have been asked to participate due to your dual role as university department chair. This means that you have served between 0-5 years as department chair.

This questionnaire provides background information that will supplement the study. All answers remain confidential and will be treated as statistical data.

I. Employment Information

1. Do you serve as department chair? _____
2. If yes, which department do you serve?
 - a. _____
3. How many months/years have you served your department? _____
4. Does your department have university improvement plans? _____
5. Prior to assuming department chair, what position did you previously serve?
 - a. _____
6. How long have you served at your current university (in months/years)?
 - a. _____

II. Background Information

7. Date of Birth: _____ (mm/dd/yy)
8. Gender: _____

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