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The power of play in developing emotional intelligence impacting leadership success: a study of the leadership team in a Midwest private, liberal arts university

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THE POWER OF PLAY IN DEVELOPING EMOTIONAL INTELLIGENCE

IMPACTING LEADERSHIP SUCCESS: A STUDY OF THE LEADERSHIP TEAM

IN A MIDWEST PRIVATE, LIBERAL ARTS UNIVERSITY

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

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TABLE OF CONTENTS

LIST OF TABLES

DEDICATION

To my family, who have unconditionally loved, supported, sacrificed, and encouraged me in the pursuit of my dream. Your steadfast love and grace throughout this journey have inspired, humbled, and amazed me, I am forever grateful.

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ABSTRACT

Higher education leaders have a unique position of power and influence that can span generations (Clawson, 2009). Previous research discovered emotional intelligence to be the single biggest predictor of performance in the workplace and strongest driver of leadership and personal excellence (Bar-On, 1997; Brown, 2009; Goleman & Boyatzis, 2008; Zeidner, Matthews, & Roberts, 2012). Play develops sensing capabilities for teamwork, self-awareness, empathy, trust, and compassion, which inform development of emotional intelligence. Exploring the influence of play in developing emotional intelligence fills a void in existing research. This explanatory sequential mixed methods study sought to discover the power of play in developing emotional intelligence in higher education leaders and the resulting impact on their ability to develop and lead emotionally intelligent teams in creating a high-performing organization. Research questions focused on assessing individual emotional intelligence, team emotional and social intelligence, the meaning of the power of play and its impact in developing emotional intelligence, personal play history descriptions, power of play in developing emotional intelligence (individual and team), and describing emotional intelligence skill level and its impact on personal leadership success. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Team Emotional and Social Intelligence (TESI), and personal play history narratives (gathered with five researcher-designed questions) were the instruments used. The study was conducted with the eight members of the University Cabinet of a private, Liberal Arts university in the Midwest. All eight members fully participated in the research, with honest and oftentimes personal responses, providing rich data for examination. Participants expressed a high level of awareness of the value of play over a lifetime to maintain good physical and psychological health. They also were able to make direct linkages to their play experiences in developing their

individual and team emotional intelligence skills. Finally, a common desire was expressed to grow emotional intelligence skills, integrate play more into the work environment, and build the high performing, playful, and healthy organizational culture they desire. The contribution this study makes is important to allow future researchers to gather and examine additional evidence to support the relationship between play, emotional intelligence skill development, and leadership success.

Chapter 1: Introduction

Background

Play and research have been intertwined for decades, leading some great minds of our time to suggest it may be indeed be the highest form of research. Play is an activity that cuts across societies and cultures, it is something that anyone can do; it requires no special skills or equipment. Emotional intelligence (EI) development occurs in a similar nature and focuses on the areas of self-awareness, self-regulation, motivation, empathy, and social skills. The parallels in the collective skills developed in play and EI are striking and spark a curiosity about exploring them together. The key areas of focus in emotional intelligence are the same skills that play is the catalyst for developing. Emotional intelligence is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence (Goleman, 2006a). Does the power of play influence and shape emotional intelligence development?

Interestingly, defining play continues to be a source of debate because it is so varied and does not have a complex intellectual framework that guides it. Play can encompass, but is certainly not limited to, just games or sports, but it can also take the form of art, music, books, humor, stories, movies, improvisation, daydreaming, and sometimes non-results driven activities to name a few of what is a seemingly boundless list. While play has some form of action, mentally or physically, attached to it, really the true definition of play cannot be fully understood without the deep interconnectedness of the memories of play and the feelings or emotions that align with those play experiences (Brown, 2009).

Play has key benefits for innovation and creativity, regardless of an individual's chosen industry or discipline, such as, business, art, research, philanthropy, writers, and physicians who have incorporated play into their work, with results that have had very positive impacts, both

professionally and personally (Carroll, 2009). There is extensive research on play, emotional intelligence, play and leadership, emotional intelligence and team development, and organizational success, but none that have sought to make a connection between play and emotional intelligence development. Therefore, exploring an individual leader's play history can provide clues about the development of their emotional intelligence, as well as the impact on leadership success. This explanatory sequential mixed methods study explored the linkages between play and emotional intelligence attribute development, and the impact on leadership success in the leadership team of a private, Liberal Arts University in the Midwest.

Globally, business and corporate leaders have realized that the success, and most likely even the survival, of their companies depends in many important ways on the creative resources and productivity of their people (Treffinger, Schoonover, & Selby, 2013). Businesses have come to the realization that the only way to differentiate themselves in today's abundant marketplace is through design appeal and emotional connections (Pink, 2006). General observations of organizations and their practices suggest that they are demanding skills of their workforce that were never purposefully integrated into the educational curriculum of the people they employ, such as emotional intelligence and leadership. It is no longer enough to have people who are technically strong and somehow hope that they become excellent leaders. They need purposeful instruction to achieve such goals. If the leaders of higher education institutions are emotionally intelligent, then it would be logical that the curriculum delivered in their institutions would also develop these skills.

Higher education has a commitment, whether articulated through institutional vision and mission statements or not, to develop competent and effective leaders though the educational experience of earning a college degree. However, the curriculum is often one-sided in its focus

on technical competency skill building, with little play or emotional intelligence skill building.

Unwittingly, higher education is producing leaders who only have a part of the tools that they

need to be successful by failing to keep up with the pace of change in a global society and the

technological developments that are driving it (Treffinger et al., 2013). It is posited that if a

higher education leadership team were emotionally intelligent, then the pedagogy and andragogy

in the curriculum construct for that institution would most likely include emotional intelligence

skill building. Supporting the need for continued evolution and change in higher education is the

work by Robert Maynard Hutchins. He was the renowned and controversial president of the

University of Chicago who conceptualized educational reform in his 1953 seminal work, *The

University of Utopia.* Hutchins put forth ideas to help higher education make a fresh start that

still hold true today, when he said

> Unless we can figure out what education is and what a university is, and unless we can
> build up a tradition in this country that supports these conceptions, education and the
> universities will always be at the mercy of those who honestly or for political purposes
> seek to make them the protagonists of their views. (Hutchins, 1953, p. 83)

Hutchins was not alone in his vision and resolve to improve the educational experience,

he is joined by many others, most notably, Ernest L. Boyer. Boyer, was the President of the

Carnegie Foundation for the Advancement of Teaching when he delivered a speech at the

National Governor's Association meeting in Washington, D.C. in 1990, where he called upon the

governors to improve the schools in their states to improve what he described as academic

deficiencies (Boyer, 1990). Boyer and Hutchins both called for change in education, driven by

the common value that quality education benefits the greater good (Boyer, 1990; Hutchins,

1953). The type of educational environment they described can be created by focusing on

learning versus teaching, quality and accountability, and development of a healthy campus

culture, setting the stage for building a dynamic and effective university, which thrives with

emotionally intelligent leadership. Additionally, when a leadership team acknowledges a key element of human development, play, and the positive linkages in the lifelong development and growth of emotional intelligence, it is more likely to result in a positive impact campus wide.

It is generally understood and accepted that people are products of their environment. Therefore, identifying those aspects of our development that have the greatest impact on how we function as individuals, leaders, and in teams affords knowledge to develop strategies to capitalize on our strengths and mitigate the shortfalls. "Loyalty, trust, and high energy are attributes universally desired of teams" (Hughes & Terrell, 2007, p. 150). Developing these attributes happens through authentic interactions and relationship building. One of the ways that teams bond more deeply is through play. Playful people are more creative, and can find innovative answers to challenges. Having some fun at work reduces stress and tension, resulting in an enhanced ability to problem-solve more creatively, which positively impacts the bottom line (Hughes & Terrell, 2007).

Play is a vital aspect of our human development and, ironically, it is the only natural instinct that is trained out of us as adults (Bradberry & Greaves, 2009). "We are designed to find fulfillment and creative growth through play" (Brown, 2009, p. 13). In spite of the general mindset that play is frivolous or only for children, years of play-based research proves that it is vital in the development of young minds, but it must not stop in our youth, we need play throughout our lifespan (Bartlett, 2011; Brown, 2009; Panksepp, 1998; Piaget, 1952; Vygotsky, 1967). Human brains can continue to grow and develop new neural pathways into adulthood, something no other creature on Earth can do (Bateson & Martin, 2013). A key way to continue this growth is through play.

Dr. Stuart Brown, a widely recognized neuroscientist, over the course of his career has collected research on play that consists of more than 6,000 individual interviews to garner the play histories of each person (Brown, 2009). These play histories are individual accounts of the type and depth of play that has been a part of their lives from childhood to adulthood to determine the effects of play in building the foundation for creative and innovative abilities. The participants ranged from highly educated and reputable professionals to serial criminals who are incarcerated. The results generally revealed that those individuals who had free play opportunities in their youth had highly developed abilities to creatively and innovatively problem-solve. Further, these skills allowed them to be more competent in: creatively analyzing complex problems, building high performing teams, and leading an organization to exceptional performance, through healthy organizational cultures that nurture and value their people and maximize fiscal resources.

Statement of the Problem

To date, the researcher has not discovered formal research that has been conducted to assess individual emotional intelligence, team emotional and social intelligence, or self-reported history of play among key administrators at a university in the United States. "Though we have been taught that play and work are each other's enemy, what I have found is that neither one can thrive without the other" (Brown, 2009, p. 126). Creativity binds together work and play in ways unique to humans. Exploring the powerful influence play has in the development of emotional intelligence adds an unexplored linkage to the extensive research and knowledge bases already existing on each subject individually. Exploring and discussing the environmental elements of the lived experience from youth to adulthood that have had the most influence on how one interacts in the world were the core of this research.

A key element of the lived experience is play and the many benefits it provides emotionally, mentally, and physically. There are distinct physiological responses to play that are beneficial to overall health and well being, such as the release of serotonin, a modulator of social behavior and the decrease of stress hormones (Brown, 2009). Serotonin secretion can be enhanced by increasing the recognition that happiness in connection with well-being are important, both as factors protecting against mental and physical disorders in their own right (Panksepp, 1998). Besides the distinctive physiological benefits of play, it enriches life, connects people, evokes shared laughter, fun, joy, and builds and/or strengthens relationships. Play allows us to develop sensing capabilities for teamwork, self-awareness, empathy, trust, and compassion, which inform development of emotional intelligence.

As humans, we have an instinctive desire and need for play, which is nurtured and encouraged as children, but strongly discouraged as adults. Humans are the only species who continue to have their brains develop new neural connections in adulthood (Brown, 2009). This development is in part accomplished through play, when that is stifled or chronically lacking it can lead to psychological and emotional issues in adulthood (Lester & Russell, 2010). Play allows our brains to grow and develop properly, fostering growth of the frontal lobe and social development (Panksepp, 2007 as cited in Brown, 2009). Social development is an important element in developing and growing emotional intelligence skills.

Purpose of the Study

Higher education leaders have the unique opportunity to influence development of future generations skills through learning experiences that reveal and develop emotionally intelligent and innovative leaders. Therefore, it is important to assess the current state of higher education leaders and their own abilities to be creative and innovative problem-solvers by analyzing how

their play histories have informed their emotional intelligence development, and the impact on their ability to be successful leaders. Although this study was not focused on curricula design and development, changes may be considered based upon the findings.

It was the intent of this research to explore what impact personal play histories had on developing emotional intelligence in higher education leaders and their resulting ability to develop and lead emotionally intelligent teams in creating a high-performing organization. This explanatory sequential mixed methods study examined the senior leadership team of a private, liberal arts university in the Midwest, to seek knowledge on their personal play histories, and how those play histories assimilate into the development of emotional intelligence to successfully lead their institution to excellence. Further, this study fills a void in the existing research in assessing individual emotional intelligence, team emotional and social intelligence, or self-reported history of play among the leadership team at a university in the United States.

Higher education leaders have a unique position of power and influence that can span generations. The length of their tenure can extend the depth of their influence for decades, and subsequently, generations of leaders after them (Clawson, 2009). This influence can be positive and deeply meaningful or it can be very rote and technical, resulting in a competent graduate, but not a vibrant, emotionally intelligent, and thriving leader. How do the leaders of our universities see their university, as a business, or as a center of knowledge where students are not just merely trained, but educated for a lifetime. The purpose of this explanatory sequential mixed methods study was to discover what impact personal play histories have on developing emotional intelligence in higher education leaders and the resulting impact on their ability to develop and lead emotionally intelligent teams in creating a high-performing organization. The MSCEIT,

TESI, and personal play history narratives were the instruments used with the leadership team of the private, Liberal Arts University in the Midwest.

This study explored many ways in which play influences educational leaders, their thoughts, actions, and ability to earn and build followership in their institutions. The analysis of personal play histories in the educational leaders' lives may help them, and the researcher, reflect and understand how play (or lack thereof) is related to their emotional intelligence development, and ultimately borne out in their leadership style, the organizational culture that exists, and the creativity and innovation across the institution. It could help them see the value of play in a renewed sense, enhance their abilities to lead emotionally intelligent teams, and create vibrant, healthy organizational cultures that seek to holistically educate students.

Importance of the Study

To power of play in the development of emotional intelligence has not been studied, giving this study the ability to fill a gap in the existing body of research. Play provides positive physiological as well as emotional benefits in the overall health of humans from infancy through adulthood (Bateson & Martin, 2013; Brown, 2009). Emotional intelligence is the "single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence" (Bradberry & Greaves, 2009, p. 21). Understanding that our environment and experiences shape us drives the curiosity to explore the relationship between personal play histories and emotional intelligence development in higher education leaders. There is a good possibility that play histories can predict some aspects of emotional intelligence attribute development, directly impacting leadership.

This study focused on higher education leaders since they are in a unique position of immediate influence on the next generation of the workforce. Higher education leaders model

for their campus their own personal strengths. It was the intent of this researcher to explore and learn how and if these leaders will model the power of play, emotional intelligence, and education for a lifetime for their faculty, staff, and students. Therefore, this study's findings on EI attribute development and a direct relationship to play (or lack thereof) from youth to adulthood as measured and analyzed through the MSCEIT, TESI, and personal play histories are important in adding to the existing base of research. Furthermore, this study contributes to research on EI attribute development, team emotional and social intelligence, and the power of play to impact leadership success.

The leadership of an organization has a direct impact on productivity, creativity, and profitability. This researcher was investigating the possibility that the type and frequency of play, as measured by personal play history narratives, individual EI skills, as measured through MSCEIT, and team emotional and social intelligence, as measured by TESI, may be linked to leadership success. Therefore, the influences and factors in how people have developed their leadership skills may have a direct impact on performance, productivity, and creativity in an organization, and ultimately leadership success.

Research Questions

In order to achieve this study's purpose, the research questions put forth were:

1. What is the level of individual emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their emotional intelligence scores (MSCEIT)?

2. What is the level of team emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their team emotional intelligence scores (TESI)?

3. What is the meaning of the power of play and its impact in developing emotional intelligence in University Cabinet members at a private, Liberal Arts University in the Midwest?

4. How do the University Cabinet members of a private, Liberal Arts University in the Midwest describe their personal play histories?

5. How do these leaders describe the power of play in developing their emotional intelligence?

6. How do these leaders describe their emotional intelligence skill level and its impact on their leadership success?

In describing the phenomena, or essence of the experience, this inquiry revealed opportunities for positive change, as well as, creating other avenues for additional research (Creswell, 2014). The goal was to record a participant's personal play history narrative, discover their personal EI and team EI levels, and record any critical incidents along the way that revealed significant points for the researcher to explore later in the analysis phase.

Key Terms

Andragogy. Generally defined as "a set of core adult learning principles that apply to all adult learning situations. The goals and purposes for which the learning is offered are a separate issue" (Knowles & Swanson, 2005, p. 2).

Creativity. A concise definition of creativity is "the ability to produce novel and useful ideas" (Robbins & Judge, 2010, p. 188). These ideas need to be new, not something that has already been done, further they must be relevant to the problem presented. "A study of lifetime creativity of 461 men and women found fewer than 1 percent were exceptionally creative. But

10 percent were highly creative and about 60 percent were somewhat creative" (Robbins &

Judge, 2010, p. 188).

Emotion. "Short-term feeling states including happiness, anger, or fear, that mix varying

amounts of pleasantness-unpleasantness and arousal-calm, among other sensations (Salovey,

Brackett, & Mayer, 2007, p. 47). Previously thought of as a process that disrupted rational

thought and decision making, however, more recently there is an emphasis on the adaptive value

of emotions in making decisions (Salovey et al., 2007). It has also been defined as a conscious

mental reaction (as anger or fear or joy) experienced as strong feeling most often directed toward

someone or something, usually accompanied by physiological and behavioral changes in the

body (The Merriam-Webster dictionary, 2004).

Emotional intelligence. "Our emotional intelligence determines our potential for learning

the practical skills that are based on its five elements: self-awareness, motivation, self-regulation,

empathy, and adeptness in relationships" (Goleman, 2006b, p. 24). This intelligence involves the

abilities to: perceive accurately, appraise, and express emotion; access and/or generate feelings

when they facilitate thought; understand emotion and emotional knowledge; and reflectively

regulate emotions in ways that promote emotional and intellectual growth (Salovey et al., 2007).

Intelligence. Traditionally, a characterization of how well the brain operates. How

quickly can someone learn, how well can they judge and think, and so on (Salovey et al., 2007).

Intelligence is reflective of mental performance, not preferences or behaviors, and it develops

with age and experience (Mayer, Caruso, & Salovey, 1999).

Leadership. "A process whereby an individual influences a group of individuals to

achieve a common goal" (Northouse, 2013, p. 5). Not necessarily associated with power and

authority. It is impossible to be a strong leader if your followers do not trust you (Hurley, 2012, p. 93). Trust is a core element of leadership along with emotional and social intelligence.

Pedagogy. Generally defined as the art and science of teaching children. It "assigns the teacher full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned" (Knowles, Holton, & Swanson, 2012, p. 60).

Play. Play is something that anyone can do; it requires no special skills or equipment. While play has varied definitions, there are some properties of play that can be offered as a framework: "apparently purposeless (done for its own sake), voluntary, inherent attraction, freedom from time, diminished consciousness of self, improvisational potential, and continuation desire" (Brown, 2009, p. 17). Play has key benefits for innovation and creativity, regardless of an individual's chosen industry or discipline, such as, business, art, research, philanthropy, writers, and physicians who have incorporated play into their work, with results that have had very positive impacts, both professionally and personally (Carroll, 2009).

Play history. A person's individual stories about their play experiences from youth through adulthood, reflecting and describing in detail not only the experience or activity but also the emotions that were a part of those experiences (Brown, 2009). Including unstructured and structured play experiences, describing the experience of play and moments where they may have had the experience of flow during play as well. Recalling recent experiences of play as well as childhood memories.

Trait. *"Any fairly consistent behavior or set of behaviors an individual tends to exhibit such as enjoying being with people, or being conscientious, or trying new things"* (Salovey et al., 2007).

Assumptions

Several key assumptions were at the core of this explanatory sequential mixed methods study. A core assumption is that the study participants were capable of responding honestly. A related assumption is that participant confidentiality encouraged the participants to be open and honest with all responses.

Limitations and Delimitations

The following research limitations of this study were identified as:

- No random sampling of data was done; therefore, making generalizations about broader populations is cautioned.

- The MSCEIT is not the only determinant of EI.

- The MSCEIT was unsupervised.

- The TESI was unsupervised.

- Individual play histories were unsupervised and unvalidated.

- Individual play histories are a part of who a person is and not necessarily a determining factor in success, personally or professionally.

- Emotional intelligence is a part of who a person is and not necessarily the only factor in success, personally or professionally, although previous research has linked it to being a critical success factor.

- The study was limited to the demographic information of each member of the leadership team within the private, Liberal Arts University in the Midwest.

Summary

Higher education leaders have a responsibility to provide the best environment for learning, not just for the students, but for the faculty and staff to be nurtured as well.

Connections made in an organization are important to its members; they create a sense of belonging, shared vision for a goal, and a sense of validation. The power of play to spark creativity, innovation, and joy cannot be downplayed in its value for personal and professional satisfaction. Linking the power of play to the development of emotional intelligence, particularly in the leadership of a University can hold value in how leaders of the future are educated and developed. Fostering a culture of play has many benefits, such as happier, healthier followers, higher productivity, and a wealth of ideas that may not have been discovered had they not been free to flow (Panksepp, as cited in Brown, 2009). When considering the parallels of play and emotional intelligence there are many overlapping skill attributes built in each: self-awareness, self-management, social awareness, and relationship management. These skills begin in our play lives, building as we learn and grow with experience, which can then translate into our personal and professional lives as adults, but does it? This study sought to discover how the power of play develops emotional intelligence and the impact on leadership success.

Chapter 2: Review of the Literature

Introduction

Having a high level of emotional intelligence (EI) is a valuable skill for a leader. "Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships" (Goleman, 2006a, p. 24). Emotional intelligence can grow, but it takes time, it is behavioral and therefore takes time to train or retrain the brain to the new behaviors. How can emotional intelligence grow or develop?

Play is an activity that cuts across societies and cultures, it is something that anyone can do; it requires no special skills or equipment. Emotional intelligence (EI) development occurs in a similar nature and focuses on the areas of self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2006a). The parallels in the collective skills developed in play and EI are striking and spark a curiosity about exploring them together. The key areas of focus in emotional intelligence are the same skills that play is the catalyst for developing. With the knowledge that emotional intelligence is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence (Goleman, 2006a), merits the exploration of the power of play's influence in shaping emotional intelligence development for leadership success.

Leadership has been conceptualized and discussed in many ways over several years, and there are several elements that have been identified as central to the phenomena described as leadership, they are: "(a) leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals" (Northouse, 2013, p. 5). Understanding that leadership is a process, and that leaders traits and styles emerge and evolve

over time as life experiences continually shape who they are, oftentimes reorders what is valued most. For example, it can be that money is no longer highly valued; instead it becomes happiness and fulfilment as the leader grows and evolves. Since leadership is a process, involving influence, motivation, and self-awareness within groups who share common goals and purpose, it is natural for an evolution to take place. Leaders must be trusted by their followers to reach a true level of leadership; otherwise, it is simply exerting power and authority over subordinates. These skills are valuable since afford the opportunity to encourage and model for a team the value of continual growth of emotional intelligence for the long-term (Warner, 2001).

It is important to understand that the intelligence elements are only one part of the equation. There is another aspect that pairs with intelligence, which is emotional competence. Emotional competence shows how much of our potential is translated into career capabilities (Goleman, 2006a). Having emotional intelligence without the competence part simply means that one has the potential to learn the skills but has not yet internalized them in their daily actions. This is important because there are many businesses dedicating significant financial resources to provide executive coaches to assist their current leaders in identifying and developing leadership, and emotional intelligence skills that they are lacking. Additionally, "people who have mastered their emotions are able to roll with the changes. They don't panic." (Goleman, 1998, p. 98).

Chapter Structure

This chapter will investigate the concept of emotional intelligence for individuals and teams, the power of play in developing EI skills, and leadership success. Emotional intelligence will be analyzed through the lens of a variety of researchers, such as Goleman, Mayer, Salovey, Caruso, Brackett, Bradberry, and Greaves. Emotional intelligence in teams will be analyzed

through the research of Hughes, Terrell, Stein, and Book. A comparison of the definitions and thoughts on emotional intelligence by the aforementioned researchers will be made. The concept of play will be investigated through the lens of a variety of researchers, such as Brown, Carroll, Bateson, Martin, Taylor, and Vygotsky. The concept of leadership will be investigated through the lens of a variety of researchers, such as Kotter, George, Northouse, Goleman, Banther, Kouzes, and Posner. Next, the chapter discusses the connection between emotional intelligence, play, and leadership success. Sections will follow on (a) measuring EI (i.e., MSCEIT and EQ-i), (b) measuring team EI (i.e., TESI), and developing EI for leadership success. Finally, the chapter ends with definitions and measurements of leadership success.

Emotional Intelligence

While many modern day researchers have coined definitions of emotional intelligence (EI) that are palatable and widely accepted in present day, they are not the first to research EI. The first EI researcher was E.L. Thorndike, although at the time, in 1920, he referred to it as *social intelligence* and proposed a laboratory test to evaluate social intelligence (Cherniss *&* Goleman, 2001). Thorndike defined *social intelligence* as "the ability to understand and manage people" (Thorndike & Stein, 1937, p. 275). Reed and Weidemann developed what they called a Social Situation Judgments Test to attempt to measure social intelligence whereby the participants were stating their level of agreement or disagreement (on a five-point scale) with statements concerning social behavior or judgments of social behavior (Thorndike & Stein, 1937), however no effort was ever made to determine the validity of the test.

The *George Washington Social Intelligence Test,* developed in 1926 by F. A. Moss and his associates at George Washington University, was widely used to measure social intelligence (Thorndike & Stein, 1937). Because of its wide use it was also studied and critiqued with great

vigor regarding its validity and reliability and the conclusion has been drawn that "until further research demonstrates that it is anything beyond a rather poor test of general intelligence, it must be looked upon with suspicion" (Thorndike & Stein, 1937, p. 284).

In 1948, an American researcher, R.W. Leeper, was promoting an idea which he believed contributed to "logical thought", and he called it "emotional thought", however no psychologists or educators pursued this line of inquiring for more than 30 years (Stein & Book, 2011). Following the long period of dormancy in this area of research and lack of inquisitiveness emerged a Harvard University researcher in 1983 by the name of Howard Gardner. He wrote about the "possibility of 'multiple intelligences', including what he called 'intra-physic capabilities' – in essence, an aptitude for introspection – and 'personal intelligence'" (Stein & Book, 2011, p. 15).

Bar-On began discussing the concept of emotional quotient (EQ) in 1988 to assess emotional and social functions that are associated with personal well-being. More than ten years later, Bar-On refined his definition of EI (Cherniss & Goleman, 2001) and the Emotional Quotient Inventory (EQ-i) he designed to assess EQ (Bar-On, 2004). In 1990, "the term "emotional intelligence" was officially coined and formally defined by John (Jack) Mayer of the University of New Hampshire and Peter Salovey of Yale University" (Stein & Book, 2011, p. 15). In 2000, Bar-On defined EI as "an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands", he goes further in detail to describe precisely what is meant by these descriptors in stating,

> this array includes (a) the ability to be aware of, to understand, and to express oneself; (b) the ability to be aware of, to understand, and to relate to others; (c) the ability to deal with strong emotions and control one's impulse; (d) the ability to adapt to change and to solve problems of a personal or societal nature". (as cited in Cherniss & Goleman, 2001, p. 17)

Characterizing what emotional intelligence is and what it is not has been a challenge for researchers over decades to quantify and articulate, however, Mayer and Salovey in a 1993 article gave a succinct summary, but did not speak in absolutes, giving room for additional interpretation and growth, realizing that dealing with humans and emotions rarely results in absolute truths for all. They said,

> different types of people will be more or less emotionally intelligent. Emotionally intelligent individuals may be more aware of their own feelings and those of others. They may be more open to positive and negative aspects of internal experience, better able to label them, and when appropriate, communicate them. Such awareness will often lead to the effective regulation of affect within themselves and others, and so contribute to well being. (Mayer & Salovey, 1993, p. 440)

Emotional intelligence (EI), according to Goleman, is defined as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 2006b, p. 317). In 1998, Goleman defined used five categories for describing emotional intelligence, they were: self-awareness, self-regulation, motivation, empathy and social skill (Goleman, 1998). A few years later, after conducting more research, he redefined and narrowed the categories to the four that remain in use today, they are: self-awareness, self-management, social awareness, and relationship management. Within these four categories are two sets of competencies, personal and social competence.

Personal competence encompasses self-awareness and self-management, while social competence is associated with social awareness and relationship management (Bradberry & Greaves, 2009). Personal competence is an individual ability to be aware of emotions, manage behavior and tendencies of oneself, focusing more on the individual than on interactions with

other people. Social competence is an ability to understand the behaviors, motives, and moods of other people to be able to improve the quality of relationships.

Self-awareness manifests itself in people by staying true to personal core values, in the simplest terms, knowing whom you are and who are you not (Goleman, 1998). For example, a highly self-aware person will not take a lucrative job offer for a position that does not mesh with their values. Self-management involves controlling and channeling our emotions in appropriate ways that engender trust and a sense of fairness. This is particularly valuable in an organization since it is important for retention and competitive reasons, people will not panic in the face of ambiguity and change if their organization has leaders with strong self-management skills (Goleman, 1998). Social awareness is an ability to accurately perceive and understand what other people may be thinking and feeling even if those feelings are not shared (Bradberry & Greaves, 2009). It involves stopping all internal dialogue, not anticipating their responses, and thinking ahead to how one might respond, to simply watching people while interacting with them. Relationship management draws upon skills in the first three emotional intelligence skills by using awareness of personal emotions and the emotions of others in building bonds over time with others (Bradberry & Greaves, 2009). This particular skill fosters clear communication and effectively handling conflict, particularly in times of stress.

 In a 2004 article in the *Journal of Psychological Inquiry*, Mayer, Salovey, and Caruso put forth their definition of EI as:

> the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer, Salovey, & Caruso, 2004, p. 197)

Emotional intelligence has been studied for years, but has really gained more visibility in the past 15 years with the globalization of businesses becoming more mainstream, revealing the

need for leaders who have a complete skill set, not just strong technical skills. A review of 20

selected dissertations involving emotional intelligence from 2003-2013, Table 1, illustrate

momentum is building for analyzing and understanding emotional intelligence across a variety of

disciplines and frameworks. These research studies examined the linkages between leadership,

leadership effectiveness, and emotional intelligence as the predominant themes.

Emotional intelligence, it can be argued, is more valuable than technical skills. Studies

show that top performers are 127 per cent more productive than average ones; and that only one

third of the difference is related to technical and cognitive abilities (Hunter, Schmidt, &

Judiesch, 1990). The rest of the variance relates to development of emotional and social

intelligence skills. (Meister & Willyerd, 2010). A 2014 study conducted by the Hay Group, that

included 450 human resource directors and 450 recent college graduates working in China, India,

and the US found:

- 80% of Human Resource Directors (HRD) say their business struggles to find
  graduates with the necessary emotional and social skills.

- 92% of HRDs believe that emotional and social intelligence skills are increasingly
  important as globalization accelerates and organizational structures change.

- 83% of HRDs state that graduates who do not quickly develop emotional and
  social skills will never be high performers. (Hay Group, 2014, pp. 3-5)

Interestingly, the graduates in this research have some very different perspectives, not

necessarily believing that emotional and social intelligence abilities are important, with "69% of

graduates say that emotional and social skills 'get in the way of getting the job done', but are

confident that they will succeed in the workplace regardless of their emotional and social skills"

(Hay Group, 2014, p. 4).

Table 1

20 Selected Dissertations Examining Emotional Intelligence from 2003-2013

Year	Author	Dissertation Title
2003	Haskett, R.A.	Emotional intelligence and teaching success in higher education.
2003	Gregg, J.R.	Influence leadership: An analysis of how leaders use influence tactics in higher education.
2005	Webb, S.	Examining emotional intelligence and leadership.
2006	Cyr, J.	Emotional intelligence as a predictor of performance in college courses.
2006	Smith, R.M.	An examination of the relationship between emotional intelligence and leader effectiveness.
2006	Snuggs, K.L.	Leadership that inspires dedication: The relationship between emotional intelligence of community college presidents and faculty and staff retention.
2007	Gasiorowska, G.M.	A study of project managers' most dominant emotional intelligence abilities and skills.
2007	Holt, S.	Emotional intelligence and academic achievement in higher education.
2007	Jones, S.M.	Emotional intelligence within organizations: A study of emotional intelligence and performance ranking within a biomedical company.
2007	Legier, J.T.	Assessing leadership effectiveness: The relationship between emotional intelligence and leadership behaviors on group and organizational performance.
2008	Niculescu-Mihai, C.E.	Emotional intelligence and academic leadership: An exploratory study of college and university presidents.
2008	Reyes-Dominguez, P.	The relationship between emotional intelligence and leadership on organizational excellence.
2009	Alston, B.A	An examination of the relationship between emotional intelligence and leadership practices.
2009	Coco, C.M.	Emotional intelligence and job satisfaction: The EQ relationship for deans us U.S. business schools.
2009	Flores, J.P.	The relationships between emotional intelligence and the effectiveness of school leaders.
2009	Meers, R.P.	How effective leaders learn from life: A grounded theory study of the impact of significant life experiences on leadership development.
2009	Sanders, S.C.	Emotional intelligence, a necessary component of educational leadership programs, as perceived by professors of educational leadership.
2010	Jackson-Palmer, J.	The influence of leaders' emotional intelligence on employee motivation.
2011	Dearinger, R.	A phenomenological study: Leadership competencies of academic medical center clinical department administrators.
2013	Strickland, R.J.	An exploratory qualitative study of the relationship between an educational leader's emotional intelligence and effective teams.

Yet, these same graduates also report struggling in their workplace, with the survey revealing that "52% have struggled to build relationships at work" (Hay Group, 2014, p. 5). Greater than 50% report considering leaving their job because they say "they'don't fit in', and 42% find it difficult to deal with stress. (Hay Group, 2014, pp. 4-5)

Emotional intelligence appears to be caught in the cross fire of employers and employees. Employers value and look for emotional intelligence skills, yet the prospective employees, many of whom are recent graduates, do not perceive those skills to be valuable in developing them into a higher performer. This disconnect can point to an educational gap whereby purposeful development of EI skills is not a standard part of the educational system (kindergarten through college) in the United States. Graduates did not learn EI skills or the value of them in their educational experience therefore why should they now value something that has had not emphasis in their experiences to this point?

There are scores of emotional intelligence inventories and assessments, which can be interpreted as a signal that there is value in understanding and developing these skills. There are two types of measures of EI, ability-based EI (measured through the MSCEIT) and trait-based EI (measured through the EQ-i). The EQ-I is described as

> a self-report measure comprised of 15 subscales designed to assess five aspects of EI: (1) the ability to be aware of and understand one's own emotions (intrapersonal functioning); (2) the ability to be aware of and understand other people's emotions (interpersonal skills); (3) the ability to be flexible and change one's feelings as required (adaptability); (4) the ability to cope with stress (stress management); and (5) the ability to remain optimistic. (Day & Carroll, 2008, p. 763)

Interestingly, the EQ-I is more susceptible to a participant faking their responses to skew the data. "In particular, given its conceptual and logistical similarity to self-report personality measures, measures of trait-based EI may be especially susceptible to faking" (Day & Carroll, 2008, p. 764). The reason for higher propensity for faking on this assessment versus others is

due to the fact that "some of the items on the EQ-I are almost identical to personality test items" (p. 765). Additionally, "the similar item content, the item format and the response options on the EQ-I are analogous to those on most personality tests" (p. 765), making it possible for test-takers, if they choose, to fake their responses. In contrast, the MSCEIT, being an ability-based EI assessment, is designed to have right and wrong answers that do not appear to be obviously correct, thereby making it less susceptible to faking.

Being able to reliably measure emotional intelligence, not just self-perceptions, but actual skills is valuable. This type of assessment can be accomplished through the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), pronounced (mess-keet), since it measures skills, not perception of skills or abilities. The MSCEIT involves problem-solving with and about emotions, using ability-based scales (Salovey, Brackett, & Mayer, 2007). The MSCEIT measures "four branches, or skill groups, of emotional intelligence: (a) perceiving emotion accurately, (b) using emotion to facilitate cognitive activities, (c) understanding emotion, and (d) managing emotion" (Salovey, Brackett, & Mayer, 2007, p. 180). The EI framework is also described more simply as fitting within four generic domains "self-awareness, self-management, social awareness, and relationship management" (Goleman, 2011, p. 11). Essentially, both descriptions arrive at the same consensus on how EI is defined. The MSCEIT, is an ability-based EI measurement and it assesses four abilities, those abilities are then each measured in two different ways. These four ability areas and their associated evaluation tasks are as follows: "perceiving emotions (faces and pictures), using emotions (facilitation and sensation), understanding emotions (changes and blends), and managing emotions (emotion management and emotional relationships)" (Mayer et al., 2004, p. 182).

Perceiving emotions. This first area has to do with a basic skill of appropriately interpreting nonverbal cues (e.g., body language, tone of voice, etc.) and then demonstrating the appropriate reciprocal expression of emotion (Salovey et al., 2007). This is an important skill since it allows for appropriate responses to the cues provided in interactive situations. A poor ability to perceive emotions can be career limiting, create socially awkward moments, and be potentially dangerous in certain situations.

Using emotions. This is the ability to use emotions to "redirect attention to important events, to generate emotions that facilitate decision making, to use mood swings as a means to consider multiple points of view, and to use different emotions to encourage different approaches to problem solving" (Salovey et al., 2007, p. 307). For example, using happiness to be creative and innovative in generating ideas and problem solving. This skill can be leveraged in many positive ways to be of benefit not only to the individual initiating the action but to those in their sphere of influence as well.

Understanding emotions. This is a more complex ability since it is more deeply interpretive of the total emotional interaction. It involves understanding complex emotions and essentially how emotions transition from one stage to another, recognizing the causes of the emotions, and understanding the relationships among emotions (Salovey et al., 2007). For example, a poor ability to understand emotions can lead to being taken advantage of, and failing to see the connections between cause and effect of how personal behaviors impact others and elicit responses from them. Not seeing what other's feelings can lead to can be a serious flaw.

Managing emotions. This involves a personal ability to manage one's own emotions, positive or negative, and "solving emotion-laden problems without necessarily suppressing negative emotions" (Salovey et al., 2007, p. 307). Integrating emotions into actions without

acting blindly is a good approach to managing emotions effectively, but care must be taken to not avoid confrontations and allow other's emotions to be building in frustration. People need feedback and discussion to process events and the emotions related to them to facilitate a healthy culture.

While EI assessments can provide an accurate picture of skills and abilities, it is important to remember that EI is a part of what constitutes success in personal and professional lives, and not the only indicator of potential for success. There are factors in the equation that began early in life with biological and environmental factors also being key influencers in developing emotional intelligence early in life, and allowing those foundational skills to be leveraged and further developed with age (Zeidner, Matthews, & Roberts, 2012).

Emotional Intelligence in Teams

Healthy organizational culture and high performing teams are not just a coincidence; they are typically the result of organizations, and teams within them, that have strong emotional intelligence skills. "Great organizational cultures consist of highly emotionally intelligent people" (Lynn, 2008, p. 154). Emotional intelligence (EI) is often claimed to be an essential ingredient in becoming a productive and contented organizational citizen (Zeidner et al., 2012). Having people in organizations that have high EI skills is not only good for the individual, but it is good for the organization, and ultimately the bottom line. Poor fit is one of the main causes of employee turnover, which is usually associated with job dissatisfaction (Lynn, 2008). "Research suggests that fit, not skill or education, is the most common reason people fail" (Lynn, 2008, p. 3).

Turnover costs range from 120 to 200 percent of a person's annual salary, and new employees typically take about thirteen months to maximize their efficiency in their role (Lynn,

2008). Retention links directly to job satisfaction, which in turn is related to self-esteem, emotional stability, and conscientiousness, all factors that are taken into consideration in developing and growing emotional intelligence. While hiring for technical skills certainly fills the brain drain when faced with turnover, incorporating emotional intelligence screening into hiring practices can put a stop to the perpetual negative cycle. Studies estimate that "emotional intelligence competencies account for anywhere from 24 to 69 percent of performance success" (Lynn, 2008, p. 2), numbers that would have even the most stringent skeptic give it further consideration. Looking at how an organization or team arrives at a goal, not just the results, is a key part of understanding and developing emotional intelligence in teams, and ultimately healthy organizational cultures that attract the best and brightest who want to stay for the long-term.

The importance of the role of emotions in organizations has historically been short changed in organizational thinking.   Research on "emotions in mainstream psychology experienced a renaissance in the 1990s, the role of emotions at work did not enjoy a similar revival until the turn of the millennium" (Zeidner et al., 2012, p. 256). The revival of the role of emotions at work appears to be gaining momentum. The composition of the workforce in the United States has shifted as well, the Bureau of Labor Statistics projected that 20% of the workforce in the United States in 2010 will be over the age of fifty-five (Galinsky, 2007). "In 2004, the number of people age forty and older in the workforce is over 56 percent" (Galinsky, 2007, p. 7). What this signals is that the next generation of workers is on the way into organizations, and they will not share the commitment to the organization of those that are outgoing. Therefore, having a healthy organizational culture that attracts and retains talent, with a strong blend of technical and emotional intelligence skills will be a competitive advantage. It

could very likely though be more than that, it could be the difference between a company surviving or thriving.

"We no longer linger in the darkness about the factors that lead to high performance. The body of research linking emotional intelligence to job performance crosses job duties, organization types, and industries" (Lynn, 2008, p. 153). It should be noted that the research does not suggest that the person must have all the emotional intelligence skills at the moment they are hired, but that they have the ability and willingness to develop them, and those who have already begun that process are at an advantage. Hiring the right person for the job remains a critical element of any organization and understanding that the best performers are technically strong with important elements of emotional intelligence sharpens the focus in this decision making process. Technical skill strength will always be important, but when competing in a variety of markets, traversing cultural boundaries with clients and customers, managing foreign workforces, and interacting with diverse people, those most skilled in managing themselves and their interactions with others will prove to be invaluable (Lynn, 2008).

In a study done by Crissie Frye and her colleagues at Eastern Michigan University, they looked at specific emotional intelligence ingredients that make up a good team (Frye, Bennett, & Caldwell, 2006). Using a regression analysis allowed them to predict which emotional intelligence factors were most important in each of the team areas. Overall their findings indicated that having high interpersonal skills among team members allowed them to work well together over time, additionally interpersonal relationship and good mood were predictors of team success on tasks (Stein & Book, 2011).

In order to get a complete perspective on EI in teams, information must also be garnered on EI for the individuals to combine with the team data. Team information only provides a

singular dimensional analysis while pairing it with the individual assessment gives a richer

perspective of context for the individual within the team. Two assessments that pair well

together to provide this context are the MSCEIT (for individuals) and the TESI (for teams). The

MSCEIT assessment results have been related to some indicators of job performance,

interpersonal relationships, mood, and attitudes, as well as to higher pay for the higher scores

(Stein & Book, 2011).   The main element binding it all together is interpersonal relationships.

Since we are primates, it is in our nature to be highly social creatures, we are naturally hard

wired to need and seek interpersonal relationships.

Teams develop their own identity and this typically occurs at two levels, first the

individual members identify with the team, and second is the team's reputation (Hughes &

Terrell, 2007). "When team identity is highly developed, the members will have strong

allegiance that is seen in the self-renewing collaborative efforts made by individuals who feel

they belong and who feel appreciated for their contributions" (Hughes & Terrell, 2007, p. 38).

Hughes and Terrell went on to identify what they described as "the seven ingredients to team

identity" (p. 39), and it does not have to be a perfect blend to be successful. These types of

teams, when fully integrated into an organization with defined leadership of a team, results in a

strong identity. Hughes and Terrell describe their seven key ingredients of team identity as:

1. Sense of purpose.
   a. Teams need to know what they are supposed to do and have a common goal; otherwise they cannot measure success, resulting in frustration and disengagement.
2. Acceptance of one another.
   a. It is ideal if teams like one another, but not a requirement. However, to be effective, the non-negotiable is they must have mutual respect and support among themselves.
3. Perception that the team is a distinct entity.
   a. There is no room for ambiguity in team formation; it must have a clearly defined sense of purpose and identity for it to be a genuine team, resulting in team unity.

4. Commitment.
   a. Team members identify with the team by making a firm commitment. This level of engagement takes the team through successes and setbacks together.
5. Pride.
   a. Personal association with a team occurs when there is a sense of pride in being a part of it. Do people say they "serve" on or are a "member" of a team? How people make connections with teams says a great deal about their level of pride in its existence.
6. Clarity about roles and responsibilities.
   a. Team members need to clearly know their roles and functions and what they are responsible for producing. Members need to be secure and flexible enough to switch between leading and following as needed in the team.
7. Resilience.
   a. Teams must be able to flex and adapt as situations dictate it. When teams are resilient they are inspiring. It is also being able to identify when a team no longer has a specific purpose and should be dissolved (Hughes & Terrell, 2007, pp. 39-42).

Teams are made up of individuals, so no two people will have the exact same sense of team identity, but what they bring to the team is uniqueness in their shared goal. Productivity and strength on a team is directly related to how strong the individuals identify with it. Naturally, the more people that identify with a team, the stronger it becomes.

How a team functions as its own entity, made up of a diverse group of individuals, is what the TESI assessment reveals. Understanding team EI (TESI) holds equal importance to understanding individual EI (MSCEIT). Analyzing the two concurrently yields powerful insights into the areas of interrelatedness and individuality. Team emotional intelligence does not suggest that the individual forgo their own identity for the sake of the team, but rather blend their uniqueness into the dynamic of the team.

Knowing that high EI is good in teams is important, but it is equally important to know what the consequences of low EI can be as well. Researchers at the Center for Creative Leadership (CCL) examined why a higher percentage of executives' careers derailed, and found

that it was due to "reasons related to emotional competencies, including inability to handle interpersonal relationships, difficulty building and leading a team, and difficulty changing or adapting" (Hughes & Terrell, 2007, p. 29). In addition leaders who have low EI often have retention issues on their teams, often losing their most talented team members. This can create a perpetual negative cycle that is not only expensive, but also creates a toxic culture that will be a natural deterrent to attract top talent.

Teams seek trust, loyalty, and effectiveness, which drive performance. Having the right blend of EI skills on a team allows the team to achieve higher levels of collaboration and team literacy. Emotional literacy for a team, or team smarts, was defined by Hughes and Terrell in their 2007 book *The Emotionally Intelligent Team* as:

> Reading one another to understand how you feel and why, to determine the most effective response given the situation.
> Reading the group as a whole to determine what is needed to keep your team highly energized and effective.
> Reading the environment and accurately discerning and responding to the organization and leadership dynamics, politics, and shifting winds. (Hughes & Terrell, 2007, p. 4)

Developing an emotionally intelligent team is not about perfection but about building competency through collaboration. There are many benefits to having healthy social and emotional intelligence experiences on a team, realizing that relationships between members of the team affect the happiness and productivity of the whole (Hughes & Terrell, 2007). Emotionally intelligent teams demonstrate many positive attributes, that include, but are not limited to: happiness, creativity, innovative, productive, perseverance, good conflict management, healthy emotional well-being, good work-life balance, higher retention and engagement, and healthier (fewer people call in sick) (Hughes & Terrell, 2007). Emotionally intelligent teams are good for the people in the organization, the organization as a whole,

fostering creativity and innovation, building a healthy culture that attracts and retains talent, and they make greater contributions to the bottom line.

There are many influences in the development of emotional intelligence, individually and in teams, and it is important to acknowledge that developing these skills is a process, not a singular event. This study seeks to discover how the power of play develops emotional intelligence and the impact on leadership success. How then do leaders describe their emotional intelligence skill level and its impact on their leadership success? This research question, along with several others, seek to describe the essence of the experience people feel as it relates to the behavioral shaping that occurs from environmental, as well as educational influences in emotional intelligence development.

Play

At the turn of the century, heavily influenced by Darwin's concept of natural selection, two key theories on play were developed, by Karl Groos and G. Stanley Hall. Karl Groos, a philosopher, purported that play or the imitative behavior of children was preparation for adulthood (Pellegrini, 2009). G. Stanley Hall, has been referred to as the father of American psychology, and more specifically, as a founder of child and developmental psychology in the United States (Pellegrini, 2009). Hall theorized that playful behaviors change with age (Garvey, 1990). These initial play theories illustrate the convergence of perspectives on play from the beginning stages of its research and yet the struggle for researchers to define or singularly conceptualize play continues today.

Lev Vygotsky, a Russian psychologist, who in spite of his short life of only 37 years was one of the early pioneers of play and human development research. Although his research was not introduced to the West until the 1930s, it remains thought provoking and relevant,

illuminating the significance of play and human development across a lifetime (Newman &

Holzman, 2014). Similarly, Jean Piaget, a Swiss developmental psychologist and cognitive

development researcher, is argued to have directed the course of history for pedagogy and

developmental psychology (Kohler, 2014). While Vygotsky's research was cut short by an early

death, Piaget produced volumes of work, that were remarkable in quantity and breadth (Kohler,

2014). Jean Piaget and Lev Vygotsky shared theories on human development that were quite

similar at the core, although there are other notable differences (Glassman, 1999). Piaget

focused his attention on the natural laws of intellectual development, while Vygotsky focused on

the impact of culture (Kohler, 2014; Newman & Holzman, 2014). Understanding the power of

culture and how experiences shape human development remain important concepts today, which

is particularly salient when examining play and the experiences and behaviors associated with it,

individually and for groups or teams.

Play follows a continuum in the human lifecycle, changing and evolving as experiences

shape and influence new behaviors. Neuroscience provides credibility through scientific

evidence that play can sculpt the brain and build denser webs of neural connections, throughout a

lifetime, providing physical evidence that play is good for our brains (Brown, 2009). Play

exercises our brain and the nerve cells in the brain actually thicken and grow as we learn, and

humans are the only creatures on Earth that have this capability (Bateson & Martin, 2013). The

renowned play researcher Jaak Panksepp adeptly described the neurological benefit of play, who

said, "active play selectively stimulates brain-derived neurotropic factor (which stimulates nerve

growth) in the amygdala (where emotions get processed) and the dorsolateral prefrontal cortex

(where executive decisions are processed)" (Brown, 2009, p. 33). He stated, very scientifically,

that brain growth, emotional responses, and executive processing of decisions associated with play are beneficial to humans for a lifetime.

In their 2013 book *Play, Playfulness, Creativity and Innovation*, Bateson and Martin acknowledge five defining features of play from previous studies by psychologists and biologists over the years, they are:

1. The behavior is spontaneous and rewarding to the individual; it is intrinsically motivated and its performance serves as a goal in itself. Play is 'fun'.
2. The player is to some extent protected from the normal consequences of serious behavior. The behavior appears to have not immediate practical goal or benefit. Social forms of the behavior may be preceded or accompanied by specific signals or facial expressions indicating that the behavior is *not* serious.
3. The behavior consists of actions or, in the case of humans, thoughts expressed in novel combinations. Social forms of the behavior may be accompanied by temporary changes in social relationships, such as role reversals, in which a normally dominant individual may become temporarily subordinate while playing, and vice versa. Play is a generator of novelty.
4. Individual actions or thoughts are performed repeatedly (though they do not resemble stereotypes such as the circular pacing seen in animals kept in deprived conditions); they may also be incomplete or exaggerated relative to non-playful behavior in adults. Play looks different.
5. The behavior is sensitive to prevailing conditions and occurs only when the player is free from illness or stress. Play is an indicator of well-being. (Bateson & Martin, 2013, p. 12)

While Bateson and Martin (2013) generally agree with these five defining features of play, they are putting forth a sixth feature when considering playful play, citing that the previous five features do not include playful play in their descriptions. Their sixth feature is defined as:

6. Playful play (as distinct from the broader biological category of play) is accompanied by a particular positive mood state in which the individual is more inclined to behave (and, in the case of humans, think) in a spontaneous and flexible way. (p. 13)

In any case, whether its called play or playful play, it manifests itself in many ways in humans, it can be solitary, social, pretend, imaginary, symbolic, verbal, socio-dramatic, constructional, rough-and-tumble, manipulative, art, music, daydreaming, and more, providing

freedom from time, diminished consciousness of self, and a continuation desire (Brown, 2009; Pellegrini, 2009). Play is many things, which makes defining it so difficult and at the same time makes it perpetually intriguing. Regardless of the type or features of play, there is a distinct commonality that cannot be left out of describing play, which is emotion. "If we leave the emotion of play out of the science, it's like throwing a dinner party and serving the guests pictures of food" (Brown, 2009, p. 21). The emotion and the experience are forever linked, creating a recognition and understanding that cannot be achieved by any other means.

In the fall of 2010, two top play researchers, Kathy Hirsh-Pasek and Roberta Michinick Golinkoff, organized a different kind of block party in Central Park to celebrate the science of play. They brought together some of the biggest companies associated with play (Lego, Crayola, and Disney), along with researchers from MIT and Columbia for some fun in the park, a kind of recess in the park (Bartlett, 2011). The event attracted thousands of adults and children and was designed to allow people to experience play again and spark the realization that learning does not just take place in the classroom. In a 2008 interview with National Public Radio, Laura Berk, a professor of psychology at Illinois State University, asserted that play builds executive function skills, which in turn develop self-regulation abilities (Berk, 2008). Further, unstructured play develops speech skills that translate into mastering cognitive and social skills, and problem-solving skills.

Play helps develop social skills, which are vital to functioning cohesively in a civilized society. As adults, these are skills needed and desired, culturally, yet the process that best helps continue to build those skills, play, is generally frowned upon in adulthood. Social activities, also a form of play, build communities and strengthen personal relationships, which are linked to good health (Patterson, 2011). Play is an important part of survival, its instinctual, and therefore

there is a natural energy or urge to pursue participation in any one of the varieties of forms of play. After engaging in a play-related activity, even for a short period, our brains are more in tune and engaged, it refreshes our brain power (Bartlett, 2011). Encapsulating years of study of human intelligence, creativity, and learning, Joseph Chilton Pearce, in his 1993 book *Evolution's End,* warns of disaster looming if humans continue to develop only intellect and not intelligence too. (Pearce, 1993). He links this development of intelligence with play, describing it as the only way the highest intelligence of humankind can unfold (Pearce, 1993).

Play has often been considered a luxury, an extravagance, but it has persisted and not been winnowed out by the forces of natural selection because it has benefits that outweigh its costs (Henig, 2008). However, play quite possibly serves an evolutionary function, "it helps us face our existential dread" (Henig, 2008, p. 12). In other words, the people who are better prepared to overcome obstacles are ones who believe in possibilities, they are optimistic, creative, and have a sense of power and control, learned through play (Henig, 2008). Play teaches us real life skills through experience, as children and adults.

Leadership

What makes or defines a leader? Followership. If nobody is willing to follow, how can someone lead? Followers are the *sine qua non* of leadership, in other words, an indispensible element of leadership. The leader is often the one who "initiates the relationship, creates the communication linkages, and carries the burden for maintaining the relationship" (Northouse, 2013, p. 6). Leaders have an ethical responsibility to their followers needs and concerns as well as being cognizant of the fact that they are not above or better than their followers, they are in the relationship together (Northouse, 2013).

Since the 1900s, there have been more than 200 different definitions of leadership, and yet no singular agreeable definition has emerged (Northouse, 2013). Framing a definition of leadership is characterized by the inclusion of four key elements: process, influence, groups, and common purpose. Through process the leader and followers interact in a fluid relationship of exchange of information and ideas based upon mutual trust and respect. Influence is how the leader can affect, or not, their followers, if this element is missing then leadership does not exist. Groups are a necessary part of leadership since it is about an individual (the leader) influencing a group that has a common purpose. Common purpose creates a collaborative and ethical relationship between the leader and followers.

When we are "influential in shaping the behavior and values of others, we think of that as 'leadership'" (Schein, 2010, p. 3) thereby laying the foundation for new culture formation. At the same time, culture implies stability and rigidity in the sense that how we are supposed to perceive, feel, and act society or an organization, has been taught by various socialization experiences and becomes prescribed as a way to maintain social order (Schein, 2010). "Culture is a stabilizer, a conservative force, and way of making things meaningful and predictable" (Schein, 2010, p. 365). Predictability in this sense is not a negative since it engenders trust and security. Further, strong, predictable cultures are desirable because they are stable and provide a foundation for effective and sustainable performance. Conversely, if a culture change is desired, the challenge of culture change is magnified if the current culture is stable and predictable.

"Ethical leadership requires that the leaders choose one set of moral values over all others, and then take full responsibility for his actions based on those values" (Sample, 2002, p. 119). Ethical and moral concerns are a part of every aspect of leadership. However, being an ethical leader does not always equate to being a good leader. For example, Henry VIII was a

murderer and over-indulger, but was perceived as one of England's greatest kings. Likewise, Mao Tse-Tung, murdered nearly one million of his own people, but now is regarded by many Chinese as on of the greatest leaders in their country's history. These leaders stuck to their set of morals and values in leading through fear and annihilation of people.

Good leaders do everything in their power to help their followers succeed and surround themselves with people whose skills make up for their own shortcomings. Leadership is more of an art than a science, good leaders do not necessarily have to have the imaginations and creative genius within themselves, but they need to be able to recognize and value it in those around them. "Leadership isn't just something you do; it's someone you become" (Banther, 2014, p. 1), it's about influence that results in people choosing to follow your lead because of who you have become.

In the process of becoming a leader, and understanding organizational culture, is the discovery that leadership and culture are not mutually exclusive. Culture resides "within us as individuals, but it is also the hidden force that drives most of our behavior both inside and outside organizations" (Schein, 2009, p. 3). Since culture is a group phenomenon, with shared tacit assumptions, it is difficult to change because it is woven into the fabric of the organization, therefore, deeply ingrained in the people within that organization. Yet, interestingly, when asked people are asked to describe their corporate culture, it is difficult, since it involves experience and emotions that defy being fully articulated because of their deep experiential nature.

Leaders oftentimes are now faced with the challenge managing multiple cultures, depending on the globalization of their organization. Working across and within a variety of cultures challenges the leader to understand the social order and norms for cultures with which they may have had little or no experience. Experience is a key element of understanding culture,

therefore, these leaders must make purposeful efforts to immerse and genuinely understand the

people that make up the culture they are now trying to lead. Value differences in cultures were

identified by Hofstede, Hofstede, and Minkov, in their 2010 book *Cultures and Organizations*,

based upon a study conducted with global employees (who accurately represented the global

populations being studied) of International Business Machines (IBM), they are:

- Social inequality, including the relationship with authority
- The relationship between the individual and the group
- Concepts of masculinity and femininity: the social and emotional implications of having been born a boy or a girl
- Ways of dealing with uncertainty and ambiguity, which turned out to be related to control of aggression and the expression of emotions. (Hofstede, Hofstede, & Minkov, 2010, p. 30)

This list provides an example of the challenges that global, cross-cultural leaders face in

their understanding and corresponding leadership style to be an effective and trusted leader in

their organization. Different types of leaders will approach challenges based upon their preferred

leadership style. New leadership styles continue to emerge, narrowing the focus to those that are

currently being utilized by many leaders in American organizations, culls the list to four:

transformational leadership, transactional leadership, servant leadership, and authentic

leadership. Examining these four leadership styles provides insight into the approaches,

strengths, criticisms, and applications of them. The approach used to examine these leadership

styles can likewise be used to examine other leadership styles as well.

Transformational leadership. "It involves an exceptional form of influence that moves

followers to accomplish more than what is usually expected of them" (Northouse, 2013, p. 185).

This approach ranges from the micro-level of the individual to the macro-level of the entire

organization. Relies on influence and growing in shared moral values together, versus power

and does not separate the leader and the follower; they are united in the process (Northouse,

2013).   This type of leader has a strong set of values, and are good at motivating followers to action for the greater good versus just serving their own interests. Four factors have been identified as part of the transformational leadership style, they are: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized influence or charisma describes leaders who have high moral and ethical standards for themselves and those around them (Northouse, 2013).   Followers want to mimic these leaders because they can be trusted to do the right thing, every time, they are trustworthy, they have a vision to share and a deep understanding of the mission to be accomplished, and they engender trust through their own behaviors and expectations. An example of a leader who exemplified this was Nelson Mandela, the late President of South Africa. His charismatic qualities and the response of the people to them positively transformed the country of South Africa.

Inspirational motivation is effectively communicating to team members the value they bring in the process and that the goal cannot be achieved without everyone giving their very best effort (Northouse, 2013). Setting high, but not unrealistic expectations encourages the team to stretch for the goal together, enhancing team spirit. "In practice, leaders use symbols and emotional appeals to focus group members' efforts to achieve more than they would in their own self-interest" (p. 193).

Intellectual stimulation Intellectual includes leadership that "stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organization" (Northouse, 2013, p. 193). It can seem like a logical assumption that fostering intellectual stimulation might happen automatically at certain organizations, like a university, for example. While this behavioral desire may percolate under the surface, many

times it can be squelched, however, encouraging taking risks and daring to fail forward creates fertile ground for creative and innovative problem solving.

Individualized consideration is the fourth and final factor in describing transformational leadership. In conjunction with the other three this fits nicely to bring a comprehensive and personalized approach to leading change. It is "representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of the followers" (Northouse, 2013, p. 193). The focus is with the leader providing individualized leadership. In other words, the leader takes the time to get to know each person on the team, their strengths and challenges, and provides a supportive, mutually trusting environment to allow followers to achieve their full potential. Acting as more of a coach to provide guidance, to meet the follower where they are, may seem time-consuming, but it is time well-spent investing in the team. Additionally, it develops an emotionally intelligent team that will be more effective overall, particularly because they are experiencing and understanding firsthand about emotional intelligence and how to develop it in others (Hughes & Terrell, 2007).

Transactional leadership**.** This is probably most familiar to many in American society since it has been experienced, from childhood through adulthood, in educational and everyday experiences. As the name implies, it is transactional, focusing on the exchanges between leader and follower. For example, a teacher (leader) gives a student (follower) a grade for schoolwork completed. It is very common and observable on many levels in a society and organization. In this model the leaders are often viewed as negotiating agents who may make compromises to obtain greater decision-making power within the group. To achieve their goal, the leader will perform an action or series of actions that enable them to influence followership, providing the desired support for the leader. The activity of "the leader consists of implementing interpersonal

transactions in which tasks, expectations, and related awards are indicated and clarified. The aim

of rewards and punishments is not to transform the followers but to ensure that the expected

results are achieved" (Ruggieri & Abbate, 2013, p. 1172).

Servant leadership. "Servant leadership emphasizes increased service to others, a holistic

approach to work, promoting a sense of community, and the sharing of power in decision

making" (Spears, 2004, p. 8). It is an approach that focuses on the leadership from the leaders

point of view and their behaviors, emphasizing that "leaders be attentive to the concerns of their

followers, empathize with them, and nurture them. Servant leaders put followers first, empower

them, and help develop their full personal capacities" (Northouse, 2013, p. 219). Larry Spears, a

servant leadership scholar, spent significant time with Robert Greenleaf (also a servant leader

scholar) then offered the first definition of characteristics of a servant leader. The following are

the ten characteristics of servant leadership defined by Larry Spears (2004):

1. Listening: Servant-leaders seek to identify and clarify the will of the group. They seek to listen receptively to what is being said (and not being said?).
2. Empathy: Servant-leaders strive to understand and empathize with others.
3. Healing: Learning to heal is a powerful force for transformation and integration. One of the great strengths of servant-leadership is the potential for healing one's self and others.
4. Awareness: General awareness, and especially self-awareness, strengthens the servant-leader.
5. Persuasion: Another characteristic of servant-leaders is a reliance on persuasion, rather than positional authority, in making decisions within an organization. Servant-leaders seek to convince others, rather than coerce compliance.
6. Conceptualization: The ability to look at a problem (or an organization) from a conceptualizing perspective means that one must think beyond day-to-day realities.
7. Foresight: Foresight is a characteristic that enables servant-leaders to understand the lessons from the past, the realities of the present, and the likely consequence of a decision in the future.
8. Stewardship: Robert Greenleaf's views of all institutions was one in which CEOs, staffs, directors, and trustees all played significant roles in holding their institutions in trust for the greater good of society.
9. Commitment to the growth of people: Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, servant-

leaders are deeply committed to the personal, professional, and spiritual growth of each and every individual within the institution.

10. Building community: Servant-leaders seek to identify a means for building community among those who work within a given institution. (pp. 8-10)

Servant leadership formal and informal education is steadily gaining traction in higher education and corporate training programs to train people how to improve how they conduct and develop a business, while still being profitable. Essentially, servant leadership teaches how to treat those who work in the variety of organizations in the community, with us and for us (Berger, 2014). The ten characteristics of servant leadership serve as the foundation for servant leadership scholarship, informing the different conceptual frameworks and measurement tools of the past decade.

Authentic leadership. Companies like Enron, WorldCom, and Arthur Andersen awakened the nation to the stark reality that the business world in the United States was on the wrong track, spiraling downward in the relentless pursuit of greed at all costs. This behavior, that was ultimately self-destructive, set the stage for receptivity to a new kind of leader and leadership, an authentic leader.

We need authentic leaders, people of the highest integrity, committed to building enduring organizations. We need leaders who have a deep sense of purpose and are true to their core values. We need leaders with the courage to build their companies to meet the needs of all their stakeholders, and who recognize the importance of their service to society. (George, 2003, p. xv)

Authentic by its very definition means genuine and worthy of trust, and you cannot be authentic if you are trying to imitate someone else. To be genuine does not mean adopting a set of characteristics or a style, as delineated in most leadership teachings, rather, it means exactly what it says, not pretending to be something that they are not. Sadly, the general public has as much to do this phenomena occurring as the leaders and corporations themselves. The pressures of stakeholders on the leadership of organizations during this time to continually escalate

revenues and earning, which is not indefinitely sustainable, was short-sighted and a recipe for impending disaster. Yet the general public idolized the CEOs of these organizations, equating wealth with success, and their high profile images with leadership. All the while these celebrity CEOs were fattening up their personal bank accounts at shareholders' expense, in addition to destroying the retirement plans and savings of thousands of people. These CEOs were celebrated as folk heroes, until the truth was learned about them. There has to be a better way, and there is, "when leaders are dedicated stewards and lead in an authentic manner, they build enduring organizations that do great good for people and make an enormous difference in the world" (George, 2003, p. xvii).

Responsibilities of authentic leaders extend well beyond a healthy bottom line, building a solid governance system, and leadership succession are keys to long-term sustainability of authentic leadership. The governance ensures that the organization will remain true to its values and obligations for the long-term. Likewise, making the way for a successor to lead in the next generation is another element to sustainability. "As a leader, you have the task of engaging the hearts of those you serve and aligning their interests with the interests of the organization you lead" (George, 2003, p. 198), this is the shared passion and motivation that the successor must possess. Once the leader understands where they are going and their sense of purpose, then engaging the hearts of the people in the organization comes naturally.

In discovering the greatest capability for leaders to develop, a query was made of 75 members of the Stanford Graduate School of Business's Advisory Council, "their answer was nearly unanimous: self-awareness" (George, Sims, McLean, & Mayer, 2007, p. 3). Self-awareness, also a cornerstone of emotional intelligence, emerges as the singular most important capability to develop, yet it is often overlooked by young leaders early in their careers who feel

they have little time for self-exploration, however, this is precisely what is needed. In the process of becoming self-aware denial is often the biggest stumbling block in learning to come to terms with areas that need repaired or redirected. Yet, looking in the mirror, acknowledging shortcomings, owning them, then changing, is a huge step toward self-awareness and authentic leadership.

Leadership emerges from an individual's life story, and is continually shaped as the story unfolds during a lifetime (George et al., 2007). The choices made along the way influence and guide the story. These choices are based upon the morals and values of a person and what motivates them. Balancing the intrinsic and extrinsic motivations of life is complex. Perhaps the desire to be recognized by the organization in terms of financial gain, power or status is strong, and many leaders are tempted to define success by these parameters. In contrast, there is intrinsic motivation, which is tied to personal happiness, fulfillment, and the meaning of a person's life. Avoiding the trappings of the extrinsic rewards and public accolades involves knowing who you are (self-awareness) and what makes you feel happy and fulfilled (George et al., 2007). Mentors, trusted confidants, and spouses can make up the inner circle of advisors to help authentic leaders stay authentic and in tune with the continually important need of staying grounded.

Leaders live in a continual state of leading change, not always dramatic change, but some form of change on a regular basis, which is healthy for the organization and its people to evolve and grow to maintain competitive advantage and sustain the organization with stable growth. Leaders need to be mindful of how individual context plays into the equation of driving change forward or nudging people out of their comfort zone (Kotter, 1996). Leaders must use their emotional intelligence skills to successfully identify and overcome the elements of resistance to

change, fear, comfortable with the status quo, anxiety, regardless, they must be overcome with

effective communication to implement any change strategy (Goleman, 2000; Kotter, 1996;

Robbins & Judge, 2010).   However, leading change can be fraught with traps, snares, and

pitfalls if the leader is not organized and purposeful in their approach to change. Kotter (1996)

discusses the economic and social forces driving the need for change in organizations:

"technological change (faster and better communication), international economic integration

(global capital flows), maturation of markets in developed countries (deregulation), fall of

communist and socialist regimes (privatization and capitalism increase)" (Kotter, 1996, p. 19).

Change usually does not happen for a variety of reasons or excuses, however, a carefully and

purposefully crafted process that is sensitive to addresses the barriers to change, and respecting

and valuing the people that are part of them is essential. Kotter (1996) proposes an eight-stage

change process occurring in the following order: "establishing a sense of urgency, creating the

guiding coalition, developing a vision and strategy, communicating the change vision,

empowering broad-based action, generating short-term wins, consolidating gains and producing

more change, and anchoring new approaches in the culture" (Kotter, 1996, p. 21). The following

examines in depth, Kotter's change model, providing valuable insight to the diversity of issues

facing leaders, and how the evolving process of change makes it critical that the leader

continually develop their emotional intelligence skills for leadership success.

Stage one is establishing a sense of urgency. This stage sets the tone for the change

strategy, with the challenge to create a sense of urgency being real and imminent. Collective

buy-in and ownership of the sense of urgency from the beginning is key to all phases of the

process. During this stage an assessment of the realities of the market and competition occurs.

Additionally, identification of crises or potential crises and major opportunities needs to occur in

a conversation of candor. An honest and thoughtful examination of the current state is critical to formulate a successful change strategy.

Stage two is creating the guiding coalition. A strong guiding coalition is needed and must have "the right composition, level of trust, and shared objective" (Kotter, 1996, p. 52). Getting the right team on board, and if needed, snapping any team members out of complacency to drive the creation of the sense of urgency needs to happen early. Some key stakeholders will be invited to be a part of this group will possess some key characteristics identified as: position power, expertise, credibility, and leadership (Kotter, 1996). Just as it is important to know who to have on a strong guiding coalition, it is equally important to know whom not to have as well. Those people are: ones who have an ego big enough to fill a room themselves, leaving no room for anybody else, and the other are referred to as "snakes – or people who create enough mistrust to kill teamwork" (Kotter, 1996, p. 59). The group must have enough power to lead the change but must also be able to work as a team.

Stage three is developing a vision and strategy. Vision and strategy are key elements of leadership. The vision paints the picture of the future and the possibilities and why people should make the effort to create that future (Kotter, 1996). Strategy involves the more practical and essential elements of building a foundation that will give the vision the greatest chance of success. In an organization, aligning all the individuals to drive toward the same goal is essential, so that when they work autonomously, which occur often, particularly when organizations are very large, then they can still be working without conflict or tripping over one another (Kotter, 1996).

The leader's role here involves using emotional intelligence skills to paint the vision for and with the team, while also articulating the strategic feasibility of completing the proposed

change effort, while providing the logic and detail of how the vision can be accomplished will be a critical element to develop with the guiding coalition. Arriving at an effective vision for an organization requires focusing on the six characteristics identified as part of that effective vision creation: imaginable (paint picture of the future), desirable (has long-term appeal for the stakeholders), feasible (realistic and doable goals), focused (clarity for decision-making), flexible (can adapt to changes and allow individual initiative), and communicable (can this be communicated in five minutes or less to someone without any prior knowledge of the initiative) (Kotter, 1996). A key responsibility for the leader in leading a guiding coalition is to ensure that the vision passes the test of muster for feasibility; otherwise it will seriously jeopardize the opportunity for success. Casting the vision creates the common purpose for the team.

Stage four is communicating the change vision. Effective communication with and within teams also involves strong emotional intelligence skills for ongoing success in the transformation process, which often stall due to under communicating (Kotter, 1996). Communication is an area where many bright people have failed when attempting to communicate the vision. A necessary element for success is a commitment by the guiding coalition to developing the transformational vision that is necessary for the change. This is something that takes time to gather information, digest it, consider alternatives, and ultimately make choices. Not a speedy process, but the type of thoughtful consideration that sets the foundation for success. Communicating a poorly constructed vision would be catastrophic, not only for the potential impact to the bottom line, but also for the cultural ripples that would persist in negative association with the guiding coalition. The message must be one of clarity and simplicity for easy and broad understanding and shared ownership (Kotter, 1996).

Stage five is empowering broad-based action and is the time for the leader to demonstrate trust in their team, allowing them to lead and truly have shared ownership in the process. Empowerment is a term that has been overused and under executed for many years regardless of industry. However, for this stage to be successful, it is known that empowerment is a crucial component to leading change (Kotter, 1996). A focus on mitigating obstacles, changing systems or structures that could possibly undermine the vision of change, and encouraging creativity, innovation, and risk-taking. This may also involve breaking the cycle of working in isolation or silos so that the change vision can be fully considered and developed with fresh insights and ideas. It many cases is not that the people in the organization truly do not want to change; it is more that they are not willing to take the risk of change, particularly if they had a negative experience previously.

Stage six is generating short-term wins. Generating short-term begins the process of beginning to influence the desired behavioral changes in the organization. The team members need to be able to see evidence of progress to continue the iterative process of building trust and gaining collective momentum in the renewal effort (Kotter, 1996). The value of short term wins should not be downplayed, it provides evidence that the efforts and sacrifices are paying off. Further short-term wins help fine tune the vision and strategy, as well as undermine any cynics still actively resisting change, and they demonstrate to the senior leadership that the transformation is on track. Short-term wins will not come without the feeling of added pressure to put one more thing on a "to-do" list, but that pressure is vital to keeping the change process moving forward and not stagnating. It is incumbent upon the leader of this change effort, in conjunction with the guiding coalition to "link pressure to urgency through constant articulation of vision and strategies" (Kotter, 1996, p. 127) to the team.

Stage seven is consolidating gains and producing more change. This stage requires vigilance from the leader to keep the momentum going and not letting up before the job is done, which can result in losing critical momentum and result in regression. On the frontend and backend, success in delivering on the vision and strategy could be measured through some quantifiable metrics. Change is a process not a singular event, making it imperative for the leader to be aware of the continued implications of the current culture potentially rising up to derail the process at any moment of opportunity. In a highly interdependent organization when venturing to change one element, in effect it is as if we must propose to change all elements. In this stage, successful change will be built upon: the guiding coalition using the credibility of short-term wins to facilitate more change, gaining more help from other sources (business partners), the leadership team to keep urgency levels up, leadership and management from the bottom up, and finally elimination or reduction of unnecessary interdependencies.

Stage eight is anchoring new approaches in the culture. Grafting new approaches onto an engrained culture has its challenges, but it's not impossible. The leader of this change effort is the shepherd for this cultural modification and starts from day one, in stage one (Kotter, 1996). There has been a misplaced idea that changing culture must come first in a change process, when in fact most culture change happens in stage eight and not stage one. This is because changing culture is reflected in the changes in behavior of the people in that culture. The leader must be mindful to not just conduct tactical exercises in isolation to affect change, but also rather anchor the change strategy around the knowledge that culture change will come gradually in early stages and become more prominent in the end stages. In the first seven stages of this model, Kotter sets the tone for the guiding coalition to lead not only the organization in the vision and change strategy, but also effect culture change positively and for the long-term in the last stage.

Kotter's eight-stage model is outlined in detail as an excellent example of the importance of having an emotionally intelligent leader at the helm of a change initiative. Closer examination of the eight stages reveals nuances of adjusting leadership styles at various stages with the different teams associated with the process to continue building momentum, while keeping a high level of trust and positive engagement within the teams. A leader who lacks emotional intelligence in this scenario is most likely to be unsuccessful, and perhaps even lose some of the top performers in the process. In this study, the leaders were asked to reflect on their leadership journey from a variety of perspectives, as an individual and as a member of a team. When they considered those experiences, and the change initiatives they have led throughout their careers, the Kotter eight-stage model is clear and very linear, and in whole or in part, most likely informed how some participants framed their responses.

Leadership involves a conscious choice and willingness by others to follow. Choosing to follow certain leaders and not others is often based on who the leader is as a person versus the performance outcomes they can generate. Leaders who are trustworthy, self-aware, inspiring, and motivated have greater followership for the long-term, and greater long-term success than those leaders who do not care about others and focus only on financial indicators of success. Since humans and their behaviors are the foundation for understanding leaders, definitions and analyses will continue to evolve regarding what makes a great leader.

Emotional Intelligence and Leadership

"Effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence. It's not that IQ and technical skills are irrelevant. They do matter, but mainly as "threshold capabilities"…" (Goleman, 1998, p. 94). In *Working with Emotional Intelligence,* Goleman was discussing emotional intelligence with Doug Lennick, an executive vice president

at American Express Financial Advisors, who told Goleman "The aptitudes you need to succeed start with intellectual horsepower – but people need emotional competence, too, to get the full potential of their talents. The reason we don't get people's full potential is emotional incompetence" (Goleman, 2006b, p. 23). Lennick is direct in stating that the reason people do not reach their full potential is due to "emotional incompetence" singularly, he never mentioned IQ or technical skills. The basis for his statement is rooted in the elements of emotional intelligence that leaders possess or not.

"The combination and integration on the part of the individual of explicit cognitive knowledge and tacit emotional knowledge may help us see what pure logic overlooks and thereby help us steer the best, safest course to success" (Zeidner et al., 2012, p. 259). It is asserted that EI can predict occupational success because it influences one's ability to succeed in coping with environmental demands and pressures (Bar-On, 1997). Eleven mediating variables have been identified as being associated with EI that results in greater work performance:

1. Ability to use emotions to facilitate performance.
2. Use of positive (e.g., enthusiasm) and negative emotions (e.g., anxiety) to focus on and achieve task.
3. Positive organizational citizenship (provision of better customer service).
4. Adaptive coping with job stress.
5. Effective self-regulation of emotions.
6. Regulation of other's emotions to foster positive interactions.
7. Effective communication with peers and superiors.
8. More satisfied at work and willing to invest at work.
9. Better at infusing products with feelings and aesthetics.
10. Better able to leverage strengths.
11. Positive contribution to group morale. (Zeidner et al., 2012, p. 261)

Millions of dollars are spent each year by American industry to provide training in social and emotional intelligence skills; however, these programs are often difficult to evaluate their effectiveness in the workplace. Emotional intelligence skills are important in the fact that they

determine how well or actively people listen to us and how well we are actually heard. Effectively being able to assess the skill development and application within an organization is an on-going effort by many researchers to resolve.

In a study conducted by Multi-Health Systems, led by Diana Durek, to understand the relationship between EQ-I and leadership competencies to be able to enhance training in an organization, they found, using the star performer model that "EQ-I accounted for 48 percent of what differentiated the high- and low-performing leaders" (Stein & Book, 2011, p. 268). Essentially delineating that nearly half of the skills required for these leaders to be successful are rooted in emotional and social intelligence skills. The study further revealed that "24 percent of the difference between high and low performers was accounted for by the happiness subscale, 13 percent by the self-regard subscale, 9 percent by self-actualization, 2 percent by interpersonal relationship, and 1 percent by optimism" (Stein & Book, 2011, p. 269). These results can have powerful implications for professional development efforts in this organization. While these results are narrow to one organization, they illustrate the powerful potential of having leaders in an organization with strong emotional intelligence skills.

The Center for Creative Leadership (CCL) conducted a study of 302 leaders and senior managers, some were solid performers, some were struggling, they were "tested for emotional intelligence with the EQ-I, and for their on-the-job (leadership) performance with Benchmarks®, a tool designed to get a clear picture of leadership performance from superiors, peers, and subordinates" (Stein & Book, 2011, p. 269). This study found that emotional intelligence accounted for approximately 28 percent of leadership performance.

Subsequent to this work, Stein & Book defined four pillars to be important for leadership success, they are: "1) being centered and grounded; 2) having the ability to take action; 3) having

a participative management style; and 4) being tough-minded" (Stein & Book, 2011, p. 269). Each of these four pillars relates directly to specific aspects measured by the EQ-i.

The first pillar of leadership success is being centered and grounded. These leaders are seen as very stable in their moods, high levels of self-regulation, they do not have explosive tempers or mood swings when things become difficult or challenging. They also have a strong sense of their own personal strengths and weaknesses, high self-awareness. In addition, a solid work-life balance, which demonstrates a consistency of behavior and predictability of future behavior. Colleagues do not have to wonder how these leaders will react; they know based on the consistency of past behavior. "The most important emotional intelligence skills in this pillar are social responsibility, stress tolerance, impulse control, and optimism" (Stein & Book, 2011, p. 270).

The second pillar of leadership success is having the ability to take action. These leaders are collaborative in their decision-making processes, gathering input from others, yet ultimately they own the decision, making the best decision possible with all the information they have available at the time. They are decisive and have a track record of making good decisions, realizing that making the decision is the first step, then it is equally vital to have follow-though. In addition, these leaders are able to evaluate the decision throughout the process and learn from their mistakes. "This competency was directly related to three factors of emotional intelligence, which are assertiveness, independence, and optimism" (Stein & Book, 2011, p. 270).

The third pillar is having a participative management style. These leaders focus on winning the hearts and minds of the people around them, since people resent being told what to do nor do they appreciate being ignored. People want to be involved in the planning and implementation, it develops shared ownership, and they feel a sense of contribution and value,

and will work hard to make it a success because of their personal investment in it. Great leaders take responsibility for bad decisions and mistakes; they also give people credit for their contributions demonstrating that they are a valued part of the team. They are consensus builders, good communicators, genuine in their interactions, people know where they stand with them, putting people at ease and engendering trust. This leader relates strongest to the emotional intelligence skills of empathy and social responsibility. "Empathic leaders can hear what others are saying and feeling. Leaders who are socially responsible….care about their community and less fortunate people, and respect society's rules, are more participatory in their leadership style" (Stein & Book, 2011, p. 271).

The fourth pillar is being tough-minded. These leaders show resiliency in challenging situations, persevere in the face of obstacles, and are adept at handling pressure. They have confidence (not arrogance) when leading in challenging or difficult times. "The emotional intelligence skills that relate to this competency are self-regard, tolerance, and impulse control" (Stein & Book, 2011, p. 271).

Across all leadership descriptors, attributes, or skills identified, is the common thread of authenticity or genuineness of the leader. When the leader is comfortable with their own strengths and weaknesses, can focus on the right goals without trampling people to achieve them, and gains the trust of those in their organization or team, the results are powerful and fulfilling for all. EI and leadership must be entwined for successful leadership. Many who are in positions of power and authority and have low EI skills can get results, over the short-term, but they are not sustainable since their teams do not feel valued and they do not trust their leader. Great leaders put people at ease and have teams that are more likely to be highly creative and innovative since those behaviors are an encouraged an accepted practice in the culture.

Emotional Intelligence and Play

Emotional intelligence (EI) and play are developmentally joined in the skills that are developed at different stages of life experience. EI is referred to primarily in terms of assessing behaviors of adults, and play tends to be associated more with behaviors prior to adulthood. Interestingly though play is an instinctual behavior that continues throughout our lifetime (Carroll, 2009) and influences the skills developed in emotional intelligence. "Because our behavior creates and develops neural networks, we are not necessarily prisoners of our genes and our early childhood experiences" (Goleman & Boyatzis, 2008, p. 6).

Leaders want to get the best out of people, but need to do so in ways that promote positive mood in their teams. The best way to do this is for the leader to be in a positive mood. Sounds simplistic, yet neuroscience reveals through a recent discovery of *mirror neurons,* that these "neurons that mimic, or mirror, what another being does" (Goleman & Boyatzis, 2008, p. 3). What this means is that we can create a sense of shared experience with someone, a true physiological connection, just by being around them. Happy or sad, angry or joyful, our hardwiring picks up on it, consciously or unconsciously. So being in a good mood is good for the leader's team, it helps them "take in information effectively and respond nimbly and creatively. In other words, laughter is serious business" (Goleman & Boyatzis, 2008, p. 3).

In the 1950s, British pediatrician and psychoanalyst D.W. Winnicott advocated for play as a way to accelerate children's learning. John Bowlby, a British physician and psychoanalyst, emphasized the importance of providing a secure foundation for people to strive towards goals, take risks, and explore new possibilities without fear (Goleman & Boyatzis, 2008). Research in the 1990s confirmed that there is a "large performance gap between socially intelligent and socially unintelligent leaders" (Goleman & Boyatzis, 2008, p. 7; Hay Group, 2014). Providing

concrete evidence of the theories on EI and play, linking them directly to performance, begins to

garner credibility and attention to the fact that what has been termed the "soft side" of business

may in fact not be so soft at all. In fact, the soft skills are what make top performers great, for

the long-term.

We have been taught in the American culture that "play and work are each other's

enemy, … neither one can thrive without the other" (Brown, 2009, p. 126). In comparing EI and

play, Table 2, they build similar skills, sometimes through different activities (but not always),

resulting in a shared skill development. For the EI skills, the top two: self-awareness and self-

management are related to an individual's personal competence, while the bottom two: social

awareness and relationship management are related to social competence for an individual.

Table 2

Emotional Intelligence and Play Skills Comparison

Emotional Intelligence (EI) skills	Play skills
Self-awareness	Knowing strengths and weaknesses. Using strengths and minimizing weaknesses. Being kind and careful in the words used to describe another. Understanding the power of humor (it can be hurtful too).
Self-management	Reacting to situations, winning or losing, controlling anger. Being a poor winner or loser.
Social awareness	Sensitive to people's feelings, understanding a need to belong and contribute to the greater good. Being inclusive not exclusive.
Relationship management	Working on the relationships that we want to keep. Knowing that relationships/friendships are a two-way street. Be genuinely interested in others. Be an active listener.

There can also be natural consequences when the unspoken rules of play or emotional intelligence are violated, making the violator aware of their misstep and providing the opportunity to take corrective action. Perhaps emotional intelligence is a new way of defining play when we reach adulthood?

"When people find a sense of play in their work, they become truly powerful figures. It can be transformative" (Brown, 2009, p. 154). In any case, the transference of skills between EI and play is significant. This makes sense since our experiences and neurological mapping formations begin as infants, shaping the way we think, act, and react in and to the world, building the foundation for developing and growing EI later.

Summary

The literature review revealed the interconnectedness of play, emotional intelligence, and leadership success through individual examinations of each topic. However, no literature emerged that examined all three relationally, providing an opportunity for this study to fill a gap in the existing body of research. Definitions for play, emotional intelligence, and leadership are as varied as the researchers who have sought to explain, understand, and define them previously, and this active discourse continues today. However, the ongoing struggle to grasp these concepts concretely is precisely what makes the examination of the three topics together so enticing and relevant.

Dealing with human behavior has its own natural complexities because of the uniqueness of each person, and each person within a culture, their experiences, and perceptions of the world around them. So it is in examining the power of play in the literature to see the evolution of the power and influence of those experiences, or lack thereof, in shaping people from infancy through adulthood. Play is the only human instinct we have trained out of us as adults, yet the

literature reveals from neuroscience, psychology, and physiology, that play is essential to our physical and mental well-being over the course of a lifetime, not just as children. The literature revealed that the experiences of play could have an influence on the development of emotional intelligence. Further, recent research has been able to provide concrete evidence that emotional intelligence skills in leaders is directly tied to leadership success, in terms of impact to the bottom line, building healthy, high functioning teams, retaining top talent, and overall health and well-being of themselves and their teams.

In conclusion, based upon the literature reviewed, it demonstrates that a critical mass of evidence, from a variety of disciplines (biological to behavioral sciences) demonstrates convincingly, knowledge, which can no longer be dismissed or ignored. Play is important for human development, over a lifetime, not just childhood. Emotional intelligence is developed based on life experiences, of which play is a distinct part, and the core foundations of emotional intelligence have direct parallels to skills developed through play. Finally, leadership success is not just defined by the bottom line, although that is important, but also by the leader's ability to develop and grow their teams, and attract and retain top talent. Leaders, who create a culture of creativity and innovation, by leveraging their emotional intelligence skills, will be the catalyst to propel the organization forward in the short and long-term.

Chapter 3: Methodology

This explanatory sequential mixed methods study sought to discover and understand the power of play in experiences of University leaders in developing their emotional intelligence (EI) for leadership success. This study describes the skills, lived experiences, and perceptions of the participants. This chapter discusses the methods used to answer the research questions and includes: the rationale, assumptions, sources of data, target population, sample criteria, researcher's role, and the explanatory sequential mixed methods research design of this study. The proposed data collection process is described in detail in addition to the information for the validity and reliability of the proposed research instruments, and the proposed data analysis process. Finally, the chapter discusses the plans for presentation to the Institutional Review Board (IRB) at Pepperdine University.

Restatement of Research Questions

The following are the research questions that guided this study:

a. What is the level of emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their emotional intelligence scores (MSCEIT)?

b. What is the level of team emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their team emotional intelligence scores (TESI)?

c. What is the meaning of the power of play and its impact in developing emotional intelligence in University Cabinet members at a private, Liberal Arts University in the Midwest?

d. How do the University Cabinet members of a private, Liberal Arts University in the Midwest describe their personal play histories?

e. How do these leaders describe the power of play in developing their emotional intelligence?

f. How do these leaders describe their emotional intelligence skill level and its impact on their leadership success?

In seeking to describe the phenomena, or essence of the experience, this inquiry revealed opportunities for positive change, as well as, creating other avenues for additional research (Creswell, 2014).   The goal was to record a participant's personal play history narrative, discover their personal EI and team EI levels, and record any critical incidents along the way that could reveal significant points for the researcher to explore later in the analysis phase.

Rationale and Assumptions for Mixed Methods Study Research

An explanatory sequential mixed methods approach was appropriate for this study because it sought to evaluate the skills, perceptions, and lived experiences of individuals and how those experiences and perceptions may build upon one another. For this study, the collection of both quantitative and qualitative data minimized the biases and weaknesses in each form of data. The triangulation of data sources allowed the researcher to seek convergence across the qualitative and quantitative methods (Creswell, 2014). The researcher self identified as a professional colleague to the participants. As an adjunct faculty member, administrator, and leader she was cognizant of such in avoiding bias and focusing on the skills, perceptions, and experiences of the participants. Additionally, she is certified to administer and interpret results of the TESI survey tool.

The researcher first collected the quantitative data (MSCEIT and TESI) from the University Cabinet members, and then followed-up with the qualitative questions focusing on their perceptions and experiences of their emotional intelligence development based on their personal play history and the impact on their leadership success.   The viability of this research as an explanatory sequential mixed methods study included three assumptions:

1. The researcher would be able to thoroughly understand the quantitative results in formulating the follow-up qualitative questions.

2. The researcher would be able to understand the skills, perceptions, and experiences of the participants, without bias, in order to focus on the participants. The researcher's experience as an adjunct faculty member, administrator, and leader in the University provides a unique opportunity to understand and appreciate the experiences of the participants.

3. The belief that the participants in the study would be comfortable sharing their perceptions and experiences candidly with the researcher. Further, the IRB protections for this study ensured the participants' ability to share their experiences in a non-threatening forum.

Research Design

Research can be conducted using quantitative, qualitative, or mixed methods (both quantitative and qualitative methods). This study used an explanatory sequential mixed methods approach given the small population that was invited to participate in this research.   This research design's overall intent "is to have qualitative data help explain in more detail the initial quantitative results" (Creswell, 2014, p. 224). Data was collected in two forms, quantitative (numeric) and qualitative (narrative) information. During the first phase of the study quantitative

information was gathered via the administration of the Mayer–Salovey–Caruso Emotional

Intelligence Test (MSCEIT) along with the Team Emotional and Social Intelligence (TESI) and

was delivered via e-mail to the eight University Cabinet members. The first test, the MSCEIT

measures emotional intelligence on an overall individual performance level given by the total

score—the Emotional Intelligence Quotient (EIQ), two subareas of experiential (EEIQ) and

strategic (SEIQ) emotional intelligence scores, four branch scores: perceiving emotions (PEIQ),

facilitating thought (FEIQ), understanding emotions (UEIQ), and managing emotions (MEIQ),

and finally eight task scores. The second survey, the Team Emotional and Social Intelligence

(TESI) measures the team's social and emotional health from team members' perspectives. An

overall team profile is generated based on the seven scales/behaviors measured for team success,

which are: team identity, motivation, emotional awareness, communication, stress tolerance,

conflict resolution, and positive mood.

 After the results from the first phase were received, the researcher moved to the

qualitative phase of the study in which the researcher followed up with a web-based set of open-

ended interview questions to discover from each participant their understanding of the concept of

emotional intelligence and its relationship to their play history, and the impact on leadership

success; the questions for the interview were structured to parallel the scores generated by the

MSCEIT and TESI. The play history narrative summaries were coded in HyperResearch and

remain confidential to protect the participants' identities.

Researcher's Role

 This explanatory sequential mixed methods research has meaning for the researcher as

well as the advancement of knowledge in this area for the academic whole. This research helped

the researcher better understand her own perception of her personal play history in developing

emotional intelligence, and how it has contributed to her leadership success through the advanced understanding of her role contextually as an individual and in a team. Further, the research has implications on how the researcher will be able to represent herself professionally through the advancement of knowledge on the importance of play and emotional intelligence in developing creative, innovative, and effective problem-solving leaders in higher education, and businesses in general.

Sources of Data

The purpose of the study was to examine the power of play in developing emotional intelligence in higher education leaders and the impact on leadership success. The number of emotional intelligence assessments or inventories is now well beyond the 60 that are listed in Schutte and Malouff's (2000) book *Measuring Emotional Intelligence and Related Constructs*. There are two that were used in this study (a) the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and (b) the Team Emotional Intelligence Survey (TESI). The MSCEIT and the TESI are given in tandem since the former measures individual EI and the latter measures team EI. The tools are complementary in providing contextual information regarding both individual and team evaluations. Since teams are made up of individuals, they perform better when the individuals in them focus on understanding and developing their own emotional intelligence skills. Therefore, the sources of data were individual play history narratives, along with individual and team EI skills evaluations with the leadership team of a private, Liberal Arts University in the Midwest. The interaction with the human subjects in this study occurred during the study introduction, then peripherally (only if there was an issue with access to a survey link) during the procurement of the play history narratives and through the EI evaluations, individually (MSCEIT) and for teams (TESI).

The MSCEIT is the only EI ability measure that measures participants' actual EI skills, not just their perceptions of their skills. This is important for this study to garner actual skill information to analyze with the perceptual information in the personal play histories. The TESI, published by Hughes & Terrell (2007), is the first scientifically validated team emotional intelligence (EI) assessment in the world and helps team members recognize and develop specific skills for success (Hughes, Thompson, & Terrell, 2014).

The personal play history narratives were collected via a web-based inquiry designed by the researcher to allow the participants the greatest freedom in their responses by protecting their confidentiality. To collect these responses, an online inquiry, designed by the researcher, was used and delivered via Survey Monkey, stripping out the IP addresses to ensure no personally identifiable information was collected.

The MSCEIT and TESI were administered via the web-based queries created for each. Each assessment company provided report data to the researcher for analysis. The IP addresses were stripped out to ensure no personally identifiable information was collected.

Target Population

The target population is the Cabinet leadership team of a private, Liberal Arts University in the Midwest, which consists of a total of eight members. A member of this leadership team is defined as someone in the role of administration in the educational institution whose primary function is administration and may or may not hold a terminal degree, and may or may not have teaching responsibilities.

Sample Criteria

The entire leadership team of the private, Liberal Arts University in the Midwest, the Cabinet, were the target participants for this study. The team has been together, on average,

approximately five years, and consists of eight members, four female and four male. To preserve confidentiality the participants randomly selected a number (1-8) to use instead of their name on their surveys. This number was only to be known by the participant. This allowed their identities to be masked in all responses and analysis to protect their privacy.

General Approach to Analysis

The analysis of the quantitative and qualitative data was done separately, followed by an analysis of how the qualitative results help to explain the quantitative results. Coding and analysis of the play history web-based narrative responses was done using the software tool HyperResearch for this study. A continual comparison of concepts and categories in the coding process produced a robust coding list based on the data analyzed in the play histories. Accurate and comprehensive coding was essential to set the foundation for the in-depth analysis of the emerging data results in the context of the explanatory sequential mixed methods design. In this study, the codes helped identify the emergent themes and patterns, as well as, the key concepts within them. Additionally, the quantitative information gathered from the MSCEIT and TESI surveys was compiled electronically, and reports on the individuals were obtained for the MSCEIT, while aggregate reports for the TESI were utilized since it is a team assessment. No personally identifiable information was collected.

How the research questions (RQs) are answered through the utilization of the corresponding tool, the MSCEIT and TESI surveys, and the play history narrative, are presented in Table 3.

Interpretation Procedures

The researcher self identified as a higher education leader, administrator, and adjunct faculty, and therefore was cognizant of purposefully minimizing any potential bias in analysis of

the data. The data were analyzed and interpreted by the researcher utilizing data coding

established by the researcher after an initial review of all play history narratives. The themes

that emerged were then analyzed within the context and frequency of the participant stating

them, individually and in group context, and analyzing them against the results from the

Table 3

Research Questions with Correlating Survey Tools to Procure Data for Analysis and Responses.

	Survey Tool		
Research Questions	MSCEIT	TESI	Play History
What is the level of emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their emotional intelligence scores (MSCEIT)?	Overall individual performance EI level total score: • Emotional Intelligence Quotient (EIQ). Two subareas: • Experiential (EEIQ), • Strategic (SEIQ) emotional intelligence • Four branch scores: • perceiving emotions (PEIQ), • facilitating thought (FEIQ), • understanding emotions (UEIQ), • managing emotions (MEIQ). Plus eight task scores.	n/a	n/a

	Survey Tool		
Research Questions	MSCEIT	TESI	Play History
What is the level of team emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their team emotional intelligence scores (TESI)?	n/a	Measured through questions relating to seven categories: • Team Identity • Motivation • Awareness • Communication • Stress Tolerance • Conflict Resolution • Positive Mood	n/a
What is the meaning of the power of play and its impact in developing emotional intelligence in University Cabinet members at a private, Liberal Arts University in the Midwest?	Assimilation of responses across all surveys were compiled to answer this RQ.		
How do the University Cabinet members of a private, Liberal Arts University in the Midwest describe their personal play histories?	n/a	n/a	Play history questions 1, 2, & 3.
How do these leaders describe the power of play in developing their emotional intelligence?	After having taken the MSCEIT and the TESI, the participant will have a heightened awareness of their EI and team EI to reflect on their personal play histories, drawing out their perceptions of the linkages between their personal play histories and EI development.		Play history question 4.
How do these leaders describe their emotional intelligence skill level and its impact on their leadership success?	n/a	n/a	Play history question 5.

MSCEIT and TESI surveys.   The data corresponding to each code were gathered and stored in the HyperResearch software tool. Subsequent analytics were then produced from this qualitative software tool, and along with the quantitative EI data (MSCEIT and TESI), to facilitate the researcher's complete analysis and interpretation of the data within the context of the research questions. The researcher is certified in the administration of the TESI survey tool, providing a deeper knowledge base in analyzing and interpreting the results of this tool contextually with other data.

Description of Processes

Permission was requested of all Cabinet members for their voluntary participation and signature of the Informed Consent forms was gathered via an online survey tool to further protect confidentiality.   Once permission was received, the researcher used the automated features within the MSCEIT and TESI to email a secure access link for each survey. The secure links did not collect any identifiable information. The MSCEIT was estimated to take approximately 30-45 minutes complete, and the TESI was estimated to take approximately 30 minutes to complete.

Subsequently, after completion of the MSCEIT and TESI, the participants received the web-based play history narrative questionnaire, via the SurveyMonkey tool, giving them 24 hours to complete their responses. The researcher estimated that it would take participants approximately 30-45 minutes to complete, depending on the depth of reflection and writing time. Once the play narrative responses were received, the transcripts were loaded, in their entirety, into the HyperResearch software tool for analysis. The computer on which this software resides, is the researcher's personal computer, and is protected with a password only known to the researcher to minimize risk of participant data being compromised. The summary of results

from the MSCEIT and TESI are also stored on the researcher's password protected personal computer.

Population and Response Rate

The data were gathered from the Cabinet of the University, which included eight members, four female and four males. The 100% response rate was significant, with the researcher attributing this to the intimate size of the group of participants, and their previous stated interest in the subject matter of the research. The researcher drew upon the same population for all responses, eliminating the possibility of invalidating the results by drawing on different sample sizes for each phase of the study (Creswell, 2014).

Human Subjects Considerations

Study approval and site access to participants was obtained from the President of the University. Approval was also procured from Pepperdine University's Institutional Review Board (Appendix A) in order to proceed with the study and data collection. Additionally the researcher successfully completed the National Institute of Health (NIH) Web-based training course "Protecting Human Research Participants" (Appendix B), prior to commencing any data collection.

Study participants included the Cabinet of the University, eight members, four male and four female. It is notable that the Cabinet was balanced in gender representation, although age representation slightly varied. The researcher provided no remuneration to participants in this study. All information pertaining to, and collected for the study containing any personal information, such as informed consents and results, are stored entirely electronically on the researcher's password-protected personal computer.

Study participation was voluntary, and all subjects were given a copy of the informed consent form, prior to participation. Informed consent was procured through an online survey tool to further maintain participant confidentiality. Participants were informed that they could choose not to participate in the study, or withdraw at any time, without consequence. Additionally, participants were informed there are no known deceptions or psychological, physical, legal, social and/or economic harm involved, and they could choose to skip or not answer any specific question they were not comfortable answering. Participants were also informed there are no known immediate personal benefits for participation in the study, however the social benefits of assisting in the research that could launch possible changes to improve their personal development, as well as create a University culture that purposefully facilitates creativity and innovation for faculty, staff, and students, may hold value to participants. Participants were asked to answer all questions honestly and to the best of their ability.

If anyone had chose not to participate, they would not be included in the study and would have been coded as non-respondents. Administration of the researcher-designed web-based qualitative interview questions were conducted online utilizing the SurveyMonkey survey tool. All subjects were informed that their information would remain confidential, and no personally identifiable data would be collected or reported, supported by the fact that all IP addresses were stripped from the online survey responses, and each subject was assigned a study code number for data collection purposes so responses could not be related to individuals.

Instrumentation, Reliability, and Validity

Three instruments were employed in this explanatory sequential mixed methods study:

MSCEIT, TESI, and an original researcher designed web-based, open-ended play history

narrative questionnaire.

The Mayer–Salovey–Caruso emotional intelligence test (MSCEIT). The MSCEIT

developed by Mayer et al. is a "measure based on the ability model of emotional intelligence"

(Mayer, Salovey, & Caruso, 2002b, p. 7) and consists of 141 items that form eight subscales that

can be scored using the "general consensus" or "expert consensus" scoring method. It can be

used in variety of settings including educational, and can be administered through a paper

booklet or online, via a web-based survey. The web-based survey was utilized for this study.

According to a review of the Mayer–Salovey–Caruso Emotional Intelligence Test

(MSCEIT) by Salovey et al (2007):

> The Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT) is an ability-
> based scale designed to assess emotional intelligence, the ability to reason using feelings
> to enhance thought. Intended for those 17 years of age or older, the 36 MSCEIT measures
> how well individual perform emotion-related tasks and solve emotional problems. The
> MSCEIT yields a Total score indicating the level of emotional intelligence, four Branch
> scores (Perceiving Emotions, Facilitating Thought, Understanding Emotions, and
> Managing Emotions), and two Area scores (Experiential Emotional Intelligence,
> consisting of Perceiving Emotions and Facilitating Thought scores, and Strategic
> Emotional Intelligence, consisting of Understanding Emotions and Managing Emotions
> scores).
> Following the four-branch model of emotional intelligence (Mayer & Salovey,
> 1997), the measure assesses four postulated areas of emotional intelligence, that is, the
> abilities to (a) accurately perceive emotions; (b) use emotions to facilitate thinking,
> problem solving, and creativity; (c) understand emotions; and (d) manage emotions for
> personal growth. (Salovey et al., 2007, p. 180)

The Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT, pronounced 'mess-

keet') is designed to assess actual emotional intelligence skills, not just self-perceptions of skills.

To achieve a true skill assessment it is constructed with an ability-based scale: meaning, it

measures how well people perform tasks and solve emotional problems, versus just asking them (Mayer et al., 2002a). The MSCEIT responses represent actual abilities to solve problems, and the scores are relatively unaffected by self-concept, response set, emotional state, and other confounds. Mayer et al., also stated that research into their MSCEIT assessment tool revealed that "those who use MSCEIT can feel more confident about the quality of the measurement tool to assess EI" (p. 104).

The MSCEIT measures emotional intelligence on an overall performance level given by the overall score—the Emotional Intelligence Quotient (EIQ), two subareas of: experiential (EEIQ) and strategic (SEIQ) emotional intelligence scores, four branch scores: perceiving emotions (PEIQ), facilitating thought (FEIQ), understanding emotions (UEIQ), and managing emotions (MEIQ), and eight task scores. The MSCEIT has a full-scale reliability of .91, experiential area reliability of .90, and strategic area reliability of .85; the test-retest reliability for the full scale MSCEIT V2.0 is r = .86 with an N of 62. The branch scores reliability range from .74 to .89. The face validity of the MSCEIT, according to Pusey (as cited in Mayer, Salovey, Caruso, 2002b), was good and the MSCEIT V2.0 possesses content (sampling) validity; a good representation of the four-branch model of emotional intelligence and thus has good structural (factorial) strength. Predictive validity is good, while construct validity is excellent, surpassing all other currently existing scales used to measure EI (Mayer, et al., 2002b.). In assessing the validity of the tool, Mayer et al. stated "for the MSCEIT there is evidence of content validity, structural validity, and predictive validity" (Mayer, et al., 2002b, p. 5). Mayer et al. also stated that independent research into their MSCEIT instrument resulted in findings "that those who use MSCEIT can feel more confident about the quality of the measurement tool to assess EI" (Mayer, et al., 2002b, p. 104).

The team emotional and social intelligence inventory (TESI). The TESI developed by Hughes & Terrell is designed to measure team emotional and social intelligence (2007). Since the TESI is measuring a complex construct of social and emotional intelligence, there is an expectation that there are "high correlations for all seven scales measured (team identity, motivation, awareness, communication, stress tolerance, conflict resolution, and positive mood)" (Hughes, Thompson, & Terrell, 2014, p. 52). All correlations are statistically significant at the $p<.05$ level. The overall effectiveness rating gave team members an opportunity to rate how effectively the team performs overall, on a scale of 1-5 with "1" as the lowest rating and "5" as the highest rating. The team members in the sample gave an overall rating of 4.05 (Hughes, et al., 2014).

The TESI has been "normed on a sample of teams from across the United States and Canada that were composed of 2,398 team members, 42% male and 58% female, ranging in age from 20 to 80 with an average age of 44.3" (Hughes, et al., 2014, p. 51). Teams in the sample came from a cross-section of industries and sizes of organizations, public and private, for-profit and non-profit. The average total TESI score in the sample population was 75.6% (p. 51). The TESI has a full-scale reliability of .98 and subscale reliabilities of .86 (Team Identity), .89 (Motivation), .91 (Awareness), .86 (Communication), .84 (Stress Tolerance), .84 (Conflict Resolution) and .89 (Positive Mood). These high correlations indicate that TESI has strong internal reliability. Test-retest reliability is not yet available for TESI, but will be included in a future version of the *TESI User's Manual* (Hughes, et al., 2014).

Face validity is about the appearance of validity, in other words, does the TESI appear to measure what it is trying to measure, emotional and social intelligence? Briefly, the response is yes since teams begin immediately accepting the data and using it to understand and respond to

the results. Face validity will be measured further when new instruments that are currently under development are released (Hughes, et al., 2014).

Construct validity refers to the scale of measurement, but does it measure what it says it does? This is achieved by correlating the scale of TESI with another known construct measure, such as the Bar-On Emotional Quotient Inventory (EQ-i) for example. Overall, the TESI scales had statistically significant correlations with the EQ-I Total Score (TEI) and Composite scales: Intrapersonal (INTRA), Interpersonal (INTER), Stress Management (STRESS), Adaptability (ADAP) and General Mood (GEN) (Hughes, et al., 2014).

TESI provides many opportunities for understanding a team's perception of their current functioning, which can provide enhanced awareness to propel the team forward in productivity and decision-making. If a team were to take the TESI more than once, they could select an area to improve, then compare the scores on future TESI assessments to measure their success in improving skills and making long-term changes. TESI provides a reliable and valid team assessment of current functioning, and the direct relationship to the social and emotional intelligence of the team.

Web-based, open-ended play history narrative questionnaire. An original researcher-designed open-ended narrative questionnaire to elicit responses from the Cabinet members was administered in this study. Due to the close working proximity of the researcher to the participants, a web-based qualitative inquiry was designed to allow for maximum honesty and freedom in their responses, versus conducting a face-to-face interview. No qualitative survey instrument currently exists, in its entirety, to gather responses that directly correlate to the research questions being posed in this study. Therefore, the development of a new instrument was necessary in order to gather such information. The instrument was pretested with a sample

of five faculty members from multiple universities who have experience in survey design, development, and administration. These faculty members provided feedback to researcher on question design to refine the instrument into the final product that was administered to the participants.

The concept explored was the power of play in building the participants' emotional intelligence, and impacting leadership success. Previous research conducted regarding play, innovation, and creativity (Brown, 2009) and emotional intelligence (Goleman, 2006a) serve as the basis for defining research questions that complement the existing body of research information. The five-question web-based narrative inquiry, consisted of open-ended questions that dove deeper into the participants' lives and were then compared to their responses on the MSCEIT and TESI. The questions were modeled after a personal interview, giving participants unlimited response space for their narrative answers.

A play history is not a quiz or a test, but rather a journey through a person's past and present in an unhurried and reflective manner. Before starting participants were encouraged to take some time to just think and reflect on what they did as a child that got them really excited or brought them joy, and happiness. This element of the research was encouraged to be at a relaxed and thoughtful pace, since reflection is such a vital part of recalling a personal story that may not have been thought about for some time. A brief framing of what was meant by the term play was given, to equalize perceptions and interpretations of the term. The questions that were a part of this inquiry to get their personal play histories were:

1. Describe the frequency and priority of play in your life. Consider how you feel after experiencing play and whether you tend to have a preference for individual or team play.

2. Continue thinking about your play history (past and more recent). Describe how and why play may have taken a lesser role or disappeared from your daily repertoire. If there is a specific time or event that you can associate with the loss of play in your daily life, please share it.

3. Please describe ways of keeping or reinitiating play in your life now, personally and professionally as applicable.

4. Reflecting on your play history, and considering the skills of emotional intelligence (self-awareness, self-management, social awareness, social skills). Describe your experiences and perceptions of the influences in your life on your emotional intelligence development.

5. Reflecting on your career, describe experiences that you feel have impacted your leadership success.

No demographic questions were a part of this survey since the participant group is not large enough to maintain confidentiality if this data were collected with the narratives. The questions proposed were developed based loosely on the concepts in questions used by Dr. Stuart Brown (2009) during the course of his research, procuring more than 6,000 personal play histories. Several faculty colleagues of the researcher, who would not be survey participants, before being developed into the final inquiry tool, provided a review of the open-ended questions. These play history questions were not formally validated for this study. Each question response narrative was loaded into the HyperResearch tool, in its entirety, for analysis and coding of the responses.

Data Collection Procedures

All data collection was done with the University Cabinet in late March 2015. The University is a private, liberal arts university located in the heart of the Midwest, and has a selective admissions process for the approximately 2,800 undergraduate students and 700 graduate students. The student body and faculty are diverse despite the university's relatively small size, representing 30 states and 11 countries. Additionally, research is an integral part of the university culture and is readily supported by the university through participation, availability, and access to needed campus resources, human and facility-based. Permission for access to the site and participants was obtained from the President of the University.

The following are the specific steps taken, in order, for the data collection process:

1. In individual or small group scheduled meetings with the prospective participants, each participant was provided an informed consent form for their reference. Informed consent would be collected online to preserve confidentiality.

2. The terms of the form were reviewed so participants could be clear on the meaning of the form. The researcher remained neutral in this setting so the participant did not feel pressured or coerced in their participation decision.

3. Informed consent must be procured by the researcher prior to beginning any data collection in order to properly protect the participants in the study and remain compliant with IRB regulations governing studies of this nature.

4. The researcher reminded all potential participants that if they chose to participate in the study their responses would remain confidential.

5. Participants who do not wish to participate in the study could leave at any time without consequence.

6. Participants were reminded that they would need to sign the online informed consent form before proceeding with any of the three surveys that are part of the study, the MSCEIT, TESI, and web-based play history narrative surveys.

7. The participants randomly drew a number (1-8) from a basket to use as their confidential identifier to login to all surveys. This number will only be known by the participant, and is not to be shared with the researcher or other participants to protect confidentiality.

8. The MSCEIT was the first survey sent to the participants via an email with an electronic link for a secure sign in to the survey. This survey inquired about emotional intelligence skills of the individual from a variety of questions. It assessed actual skills of the individual not perceptions.

9. When the MSCEIT survey was completed the next survey was sent.

10. The next survey was the TESI and this measured the team's emotional and social intelligence.

11. When the TESI survey was complete then final questionnaire was sent.

12. The final questionnaire was a set of open-ended narrative response questions to procure as much detail and information on the participant's play history, from childhood through present day.

13. The MSCEIT and TESI surveys were tabulated through the tools available with each of these tools to get aggregate data, without any personally identifiable information for analysis.

14. The open-ended web-based play histories were downloaded into HyperResearch for analysis and coding of the narratives. In the same manner that would be done

if the questions were conducted in a personal interview.

15. The researcher asked the participants if they wish to receive the results of the

study and recorded those who would like them for follow-up.

16. Confidentiality was paramount in all data collected and analyzed.

Login information for the MSCEIT and TESI surveys, with each projected to take approximately 30-45 minutes to complete, was given to the participants to complete first. Once the participant had completed the MSCEIT and TESI, then information for the web-based follow-up questionnaire was provided via e-mail to each of the participants, which included secure login information. The web-based, open-ended narrative questionnaire was estimated to take between 45-90 minutes to complete, depending on the amount of reflection time each participant took before responding. A thank you screen appeared at the conclusion of the questionnaire so participants knew they had fully completed and successfully submitted their responses to the survey. Non-respondents were not a factor in this study.

Data Preparation

Data were collected utilizing secure, online self-reporting surveys for all three surveys: MSCEIT, TESI, and the web-based, open-ended narrative questionnaire. Descriptive text preceded the web-based, open-ended narrative questionnaire to provide consistent definitions of the terms referenced for the participants. Their responses in the play history narrative were typed.

To minimize data tabulation errors the compilation reports available through the online survey tools were used to tabulate and extract all survey data for reporting and analysis of the MSCEIT and TESI surveys. The web-based, open-ended play history narrative questionnaire

responses were loaded in their entirety into the HyperResearch tool for coding and analysis by the researcher.

Data Analysis

The data were collected utilizing the online survey analysis tools for the MSCEIT and TESI tools. Once all participants had completed the surveys, results were downloaded from the MSCEIT and TESI tools. Likewise, once the web-based, open-ended narrative questionnaire responses were completed they were loaded in their entirety into the HyperResearch tool for coding and analysis by the researcher.

Chapter 4: Results

Introduction

This chapter will review the purpose of the study, research questions, research design, data collection methods, and instruments used in the data collection. The data and data analysis from each instrument will be presented along with the summary of the findings. This study examined the possible relationship between an individual's play history and the development of emotional intelligence skills. The results, as measured by an individual emotional intelligence assessment, the MSCEIT (Mayor-Salovey-Caruso Emotional Intelligence Test), a team emotional intelligence assessment, the TESI (Team Emotional and Social Intelligence), and individual play history narratives, are discussed in this chapter.

Purpose of the Study

The purpose of this study was to assess first, individual emotional intelligence as measured through the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test), second to assess team emotional and social intelligence through the TESI (Team Emotional and Social Intelligence), third to examine the personal play history narratives for common themes or experiences that were gathered through web-based open-ended questions, and fourth to examine if the participants perceive their personal play histories to have had an impact on their emotional intelligence development, and leadership success.

Through the examination of an individual's personal play history and the potential impact on developing emotional intelligence in higher education leaders, this study explored many ways in which play influences educational leaders, their thoughts, actions, and ability to earn and build followership in their institutions. The analysis of personal play histories in the educational leaders' lives has helped them, and the researcher, reflect and understand how play (or lack

thereof) is related to their emotional intelligence development, and ultimately borne out in their leadership style, the organizational culture that exists, and the creativity and innovation across the institution. It has helped them appreciate the value of play in a renewed sense, through linkages to developing individual and team emotional intelligence skills, as well as, enhancing their understanding of abilities needed to lead with emotional intelligence to create and sustain a vibrant and healthy organizational culture.

Research Questions

The following are the research questions that guided this study:

a. What is the level of emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their emotional intelligence scores (MSCEIT)?

b. What is the level of team emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their team emotional intelligence scores (TESI)?

c. What is the meaning of the power of play and its impact in developing emotional intelligence in University Cabinet members at a private, Liberal Arts University in the Midwest?

d. How do the University Cabinet members of a private, Liberal Arts University in the Midwest describe their personal play histories?

e. How do these leaders describe the power of play in developing their emotional intelligence?

f. How do these leaders describe their emotional intelligence skill level and its impact on their leadership success?

Research Design

The research was designed to be explanatory in nature, using the explanatory sequential mixed method of research. This method has assessments occur in a distinct sequence, with quantitative occurring first, followed by qualitative to explain or expand upon the information acquired in the quantitative phase. Quantitative data on emotional intelligence was collected using the MSCEIT, followed by a second quantitative assessment, the TESI. The qualitative data was collected last through the web-based open-ended play history narratives.

Research Target Population

The University Cabinet, the senior leadership team of the private, Liberal Arts University in the Midwest, were the target participants for this study. The team has been together for an average of approximately five years and consists of eight members, four female and four male. All Cabinet members were invited to participate in this research. All eight members elected to participate in taking the MSCEIT, TESI, and completing the play history narrative. Full participation mitigated any limitations of the study that would have resulted from significantly diminished participation.

Instrumentation

There were three research instruments utilized in this study, which were discussed in detail in Chapter 3, to gather, in sequence, the quantitative then qualitative data on emotional intelligence and play histories from the members of the Cabinet of a private, Liberal Arts University in the Midwest. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to collect quantitative data on individual emotional intelligence skills and abilities, the team emotional and social intelligence survey (TESI 2.0) also collected quantitative data of team members' understanding of the current strengths and weaknesses of the team. Lastly, the

qualitative data collected was the play history narratives, where participants gave detailed reflections and insights into their experiences and perceptions of play, emotional intelligence, and their leadership success by answering five researcher-designed questions.

The Mayer-Salovey-Caruso Emotional Intelligence Test ™ (MSCEIT). The MSCEIT responses represent actual abilities to solve problems versus self-perception of abilities. Since it is an ability-based measure of emotional intelligence an individual can "get a low score on the MSCEIT, but through hard work and effort behave in an emotionally intelligent manner" (Mayer, Salovey, & Caruso, 2002a, p. 85). Conversely, an individual "can get a high score on the MSCEIT but not utilize the emotional intelligence abilities" (Mayer et al., 2002a, p. 85) that they possess. The assessment measures overall emotional intelligence (EIQ), derived from examination of two areas, experiential emotional intelligence (EEIQ) and Strategic Emotional Intelligence (SEIQ), each having two branch areas also associated within them. The branches for EEIQ are perceiving emotions (PEIQ) and facilitating thought (FEIQ), while the branches for SEIQ are understanding emotions (UEIQ) and managing emotions (MEIQ) (Mayer et al., 2002a).

The full scale reliability of the MSCEIT Version 2.0 is .91, with an experiential reliability (EEIQ) of .90, strategic reliability (SEIQ) of .85, and the test-retest reliability is r=.86 with an N of 62 (Mayer, et al., 2002a). Branch score reliabilities are: perceiving emotions (PEIQ) .91, facilitating emotions (FEIQ) .79, understanding emotions (UEIQ) .80, and managing emotions (MEIQ) .83 (Mayer et al., 2002a). Additionally, "the MSCEIT's measure of EI is distinct from earlier tests, and it can be used to predict significant workplace, school, family, and other social behavior" (Mayer et al., 2002a, p. 43). Overall, the MSCEIT measures what it intends to measure, "a general factor of emotional intelligence, as well as distinct areas and branches, as

specified" (Mayer et al., 2002a, p. 43). Table 4 illustrates the relationship between the areas,

branches, tasks, and sections of the MSCEIT according to Mayer et al. 2002a.

Table 4

Structure and Levels of Feedback from the MSCEIT Version 2.0

Overall Score	Two areas of the MSCEIT	Four branches of the MSCEIT	Task Level	Sections
Emotional Intelligence (EIQ)	Experiential Emotional Intelligence (EEIQ)	Perceiving Emotions (PEIQ)	Face	(Section A)
			Picture	(Section E)
		Facilitating Thought (FEIQ)	Facilitation	(Section B)
			Sensation	(Section F)
	Strategic Emotional Intelligence (SEIQ)	Understanding Emotions (UEIQ)	Changes	(Section C)
			Blends	(Section G)
		Managing Emotions (MEIQ)	Emotional Management	(Section D)
			Emotional Relations	(Section H)

Note. From *Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT: Users' Manual* (p.8), by
J.D. Mayer, P. Salovey, and D.R. Caruso, 2002, Toronto, Ontario, Canada: Multi-Health Systems
Inc. Copyright 2002 by Multi-Health Systems Inc. Adapted with permission.

"MSCEIT scores are computed as empirical percentiles, then positioned on a normal

curve with an average score of 100 and a standard deviation of 15" (Mayer et al., 2002a, p. 18).

Feedback for all respondents must be handled with care and sensitivity since expectations for

self-performance will vary. "Many highly successful people have lower than average EIQ

scores. People compensate for this in a variety of ways. Whether any remediation is necessary

usually should be an individual decision." (Mayer et al., 2002a, p. 21). Additionally, "low scores

are most often an accurate assessment of the respondent's ability" (Mayer et al., 2002a, p. 21).

However, there is a chance that "certain individuals will receive scores that are inflated or

depressed by statistical testing error; that is, by chance alone" (Mayer et al., 2002a, p. 21).

Table 5 illustrates the guidelines for interpreting the overall MSCEIT score, a participant's EIQ

score.

Table 5

Guidelines for Interpreting MSCEIT Scores

EIQ Range	Qualitative Range
69 or less	Consider development
70-89	Consider improvement
90-99	Low Average Score
100-109	High Average Score
110-119	Competent
120-129	Strength
130+	Significant Strength

Note. From *Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT: Users' Manual* (p.18), by J.D. Mayer, P. Salovey, and D.R. Caruso, 2002, Toronto, Ontario, Canada: Multi-Health Systems Inc. Copyright 2002 by Multi-Health Systems Inc. Adapted with permission.

The Team Emotional and Social Intelligence Survey® (TESI). The Team Emotional and

Social Intelligence Survey (TESI) "creates the opportunity for a team 360 – that is, each member

of the team rates the team's behaviors, engagements and skills from his or her perspective"

(Hughes, et al., 2014, p. 2). The report generated provides a description of the current levels of

emotional and social intelligence of the team, strengths and weaknesses, and is based upon the

perspectives of the team members completing the survey. The team can then strategically

choose and prioritize the areas to enhance skills and competencies, both individual and team.

"Through combining awareness and action, the team achieves greater productivity; in addition, each team member has the opportunity to improve his or her contributions to the team" (p. 3).

The full scale reliability of TESI is ".98 and subscale reliabilities of .86 (Team Identity), .89 (Motivation), .91 (Awareness), .86 (Communication), .84 (Stress Tolerance), .84 (Conflict Resolution), and .89 (Positive Mood). These are high correlations indicating that the TESI has strong internal reliability" (Hughes, et al., 2014, p. 67). Currently test-retest reliability is not available for TESI, validity (face and construct) are also currently being developed and will be included in a future version of the user's manual.

The TESI "promotes understanding by team members and leaders about the levels of identification with the team, satisfaction, engagement, and perceived capabilities in the seven TESI scales" (Hughes, et al., 2014, p. 2). The seven TESI scales are: team identity, motivation, emotional awareness, communication, conflict resolution, stress tolerance, and positive mood. Each team member received a team report in addition to a confidential individual report so they could compare how they rated the team individually to the team average. Each scale area also has a minimum, maximum, range, and team average score included in the team report, allowing participants to see how varied or similar their team is in each of the seven scales. Table 6 illustrates the scoring guide utilized for the TESI.

Web-based, open-ended play history narrative. An original researcher-designed open-ended narrative questionnaire to elicit responses from the Cabinet members was administered in this study. Due to the close working proximity of the researcher to the participants, a web-based qualitative inquiry was designed to allow for maximum honesty and freedom in their responses, versus conducting a face-to-face interview.

Table 6

TESI 2.0 Seven Scales Scoring Guide

Score Guide for the Seven Scales		
0-64	Low	The Low or Learn to Strengthen Range is an area to develop.
65-85	Midrange	The Mid or Effective Range is working for your team.
86-100	High	The High Range is a team strength.

Note. From *Team Emotional and Social Intelligence Survey TESI: Users' Manual* (p.27-28), by M. Hughes, H.L. Thompson, and J.B. Terrell, 2014, Golden, CO: Collaborative Growth, LLC. Copyright 2014 by Collaborative Growth, LLC. Adapted with permission.

No qualitative survey instrument currently existed, in its entirety, to gather responses that directly correlate to the research questions being posed in this study. Therefore, the development of a new instrument was necessary in order to gather such information. The instrument was pretested with a sample of faculty members at the researcher's university who have experience in survey design, development, and administration. These faculty members provided feedback to researcher on question design to refine the instrument into the final product that was administered to the participants.

The concept explored in this study was the power of play in building the participants' emotional intelligence impacting leadership success. The five question web-based narrative inquiry, consisting of open-ended questions, dove deeper into the participants' lived play experiences and were examined along with their responses on the MSCEIT and TESI. The questions were modeled after a personal interview, giving participants unlimited response space for their narrative answers. All narrative responses were loaded into HyperResearch, coded and analyzed. The findings are discussed later in this chapter.

Survey Administration (MSCEIT, TESI, Web-based Play History Narratives)

Invitations to participate in this research study were sent to all Cabinet members at the Midwest, private, Liberal Arts University. The Cabinet members were sent e-mail invitations that consisted of an overview of the research and its purpose, a copy of the informed consent form, an overview of each of the assessment tools (the MSCEIT, TESI, and web-based open-ended play history narratives), and links to login to each survey, with specific instructions to complete them in the following order: MSCEIT, TESI, web-based open-ended play history narrative. The email invitations were followed up two days later by a personal visit to the Cabinet meeting to answer any questions the Cabinet had regarding the research. Questions were esoteric in nature, regarding logging in and confirming time it would take to complete each survey, and confirming the requested deadline for completing the surveys. All Cabinet members were reminded that informed consent would be collected via the online survey tool to further protect their confidentiality in participation.

Participants completed the MSCEIT, TESI, and web-based open-ended play history narrative during the period of March 25 through March 31, 2015. The MSCEIT was scored by MHS (Multi-Health Systems) Incorporated, the test owner based in Canada. The TESI was scored by Collaborative Growth, LLC, the test owner is located in Golden, Colorado. The web-based open-ended play history narratives were downloaded into HyperResearch, coded and analyzed by the researcher. After each participant completed the surveys an e-mail was automatically sent to the researcher notifying her of that another participant had completed the survey and the availability of the results to be scored for the MSCEIT and TESI. The play history narratives were periodically checked for completion via the SurveyMonkey tool utilized to administer this element of the research.

The researcher scored the completed MSCEIT assessments using the Personal Summary Report, general scoring option, for each of the Cabinet members (who were only identified by a participant number) for the MSCEIT. Likewise, the researcher generated the TESI team report, along with the individual summaries (only identified individually by a participant number). As part of the legal and ethical agreement as a certified administrator of the TESI, the researcher is required to keep the individual results confidential, providing the individual report only to the individual who was assessed. Since participants have a number known only to them, individual reports have not been distributed. Results for the TESI assessment are only discussed in aggregate for the team. The play history narratives (identified only by a participant number) are discussed generally without specifically identifying which participant made a specific statement. The majority of the findings are reported in aggregate only, based on the research questions (RQs) and the themes that emerged in analyzing the entirety of the data.

Findings and Analysis of Results

In this section the findings from the MSCEIT, TESI, and play history narratives are reported. The detailed segmentation of the results for the participants for their MSCEIT, TESI, and play history narratives are presented. All eight Cabinet members completed the surveys in this research study. Tables are presented to illustrate the scores reported for the MSCEIT and TESI. The data was analyzed by examining the individual and aggregate scores reported from the MSCEIT and TESI, whose scoring significance scales were listed in Table 5 and Table 6, respectively. Finally, exploration of connections and perceptions from the play history narratives was added to the MSCEIT and TESI analyses, to discover answers to the study's research questions.

Research question 1 asked: What is the level of individual emotional intelligence in the University Cabinet members at a private, liberal arts University in the Midwest as given by their emotional intelligence scores (MSCEIT)?

The overall profile for each participant are presented and include: the overall emotional intelligence score (EIQ), the two area scores: emotional (EEIQ) and strategic (SEIQ) emotional intelligence, along with the four branch scores: perceiving emotions (Branch 1), facilitating thought (Branch 2), understanding emotions (Branch 3), and managing emotions (Branch 4). The last elements included are the eight task scores: face, pictures, facilitation, sensation, changes, blends, emotion management and emotional relations.

The scored MSCEIT surveys provided the researcher a detailed report on each participant, the personal summary report, which presented an emotional intelligence profile of each participant followed by a detailed scoring analysis of each of the 15 MSCEIT scored elements. Tables 7-14 illustrate the scoring profile for each participant. Table 15 illustrates the summary profile for the participants as a team summary.

Examining the total Emotional Intelligence (EIQ) score for each participant provided the researcher a good starting point for analyzing individual levels of emotional intelligence prior to analyzing the team emotional and social intelligence (TESI) levels. Table 16 illustrates the total EIQ score for each participant, providing insight into the current abilities of the individuals on the team. The scores ranged from a low of 78 to a high of 122.

Scores of 70-89 are in the "consider improvement" range, 90-99 are considered low average, 100-109 are considered "high average", 110-119 are "competent", and 120-129 is "strength". Score ranges of 69 or less, which indicate considering development and scores of

Table 7

MSCEIT Profile of Participant 1

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level
Emotional Intelligence (EIQ) 113	Experiential Emotional Intelligence (EEIQ) 112	Perceiving Emotions (PEIQ) 109	Face 106
			Picture 106
		Facilitating Thought (FEIQ) 108	Facilitation 103
			Sensation 109
	Strategic Emotional Intelligence (SEIQ) 109	Understanding Emotions (UEIQ) 108	Changes 101
			Blends 110
		Managing Emotions (MEIQ) 105	Emotional Management 108
			Emotional Relations 99

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 8

MSCEIT Profile of Participant 2

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level
Emotional Intelligence (EIQ) 99	Experiential Emotional Intelligence (EEIQ) 90	Perceiving Emotions (PEIQ) 92	Face 86
			Picture 101
		Facilitating Thought (FEIQ) 89	Facilitation 91
			Sensation 91
	Strategic Emotional Intelligence (SEIQ) 110	Understanding Emotions (UEIQ) 108	Changes 115
			Blends 99
		Managing Emotions (MEIQ) 105	Emotional Management 110
			Emotional Relations 100

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 9

MSCEIT Profile of Participant 3

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level
Emotional Intelligence (EIQ) 103	Experiential Emotional Intelligence (EEIQ) 95	Perceiving Emotions (PEIQ) 87	Face 80
			Picture 96
		Facilitating Thought (FEIQ) 116	Facilitation 125
			Sensation 102
	Strategic Emotional Intelligence (SEIQ) 109	Understanding Emotions (UEIQ) 103	Changes 115
			Blends 92
		Managing Emotions (MEIQ) 109	Emotional Management 114
			Emotional Relations 103

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 10

MSCEIT Profile of Participant 4

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level
Emotional Intelligence (EIQ) 122	Experiential Emotional Intelligence (EEIQ) 117	Perceiving Emotions (PEIQ) 132	Face 143
			Picture 112
		Facilitating Thought (FEIQ) 103	Facilitation 105
			Sensation 102
	Strategic Emotional Intelligence (SEIQ) 116	Understanding Emotions (UEIQ) 109	Changes 112
			Blends 104
		Managing Emotions (MEIQ) 112	Emotional Management 109
			Emotional Relations 111

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 11

MSCEIT Profile of Participant 5

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level	
Emotional Intelligence (EIQ) 100	Experiential Emotional Intelligence (EEIQ) 99	Perceiving Emotions (PEIQ) 100	Face 92	
			Picture 111	
		Facilitating Thought (FEIQ) 97	Facilitation 95	
			Sensation 100	
	Strategic Emotional Intelligence (SEIQ) 98	Understanding Emotions (UEIQ) 106	Changes 95	
			Blends 115	
		Managing Emotions (MEIQ) 93	Emotional Management 110	
			Emotional Relations 84	

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 12

MSCEIT Profile of Participant 6

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level	
Emotional Intelligence (EIQ) 78	Experiential Emotional Intelligence (EEIQ) 66	Perceiving Emotions (PEIQ) 82	Face 54	
			Picture 112	
		Facilitating Thought (FEIQ) 58	Facilitation 63	
			Sensation 70	
	Strategic Emotional Intelligence (SEIQ) 100	Understanding Emotions (UEIQ) 103	Changes 98	
			Blends 104	
		Managing Emotions (MEIQ) 97	Emotional Management 94	
			Emotional Relations 98	

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 13

MSCEIT Profile of Participant 7

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level	
Emotional Intelligence (EIQ) 108	Experiential Emotional Intelligence (EEIQ) 99	Perceiving Emotions (PEIQ) 99	Face 102	
			Picture 95	
		Facilitating Thought (FEIQ) 99	Facilitation 105	
			Sensation 94	
	Strategic Emotional Intelligence (SEIQ) 113	Understanding Emotions (UEIQ) 112	Changes 108	
			Blends 113	
		Managing Emotions (MEIQ) 105	Emotional Management 103	
			Emotional Relations 103	

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 14

MSCEIT Profile of Participant 8

Overall Score	Two areas MSCEIT	Four branches MSCEIT	Task Level	
Emotional Intelligence (EIQ) 104	Experiential Emotional Intelligence (EEIQ) 102	Perceiving Emotions (PEIQ) 102	Face 96	
			Picture 106	
		Facilitating Thought (FEIQ) 100	Facilitation 111	
			Sensation 92	
	Strategic Emotional Intelligence (SEIQ) 101	Understanding Emotions (UEIQ) 98	Changes 97	
			Blends 99	
		Managing Emotions (MEIQ) 103	Emotional Management 99	
			Emotional Relations 102	

Note. Adapted from *"MSCEIT: Personal Summary Report"*, by J.D. Mayer, P. Salovey, and D.R. Caruso, 2001, p. 3. Copyright 2001 by Multi-Health Systems Inc.

Table 15

MSCEIT Summary Profile of All Participants

MSCEIT Category	Team Average	Team Range	Minimum	Maximum
Emotional Intelligence (EIQ)	103.75	44	78	122
Experiential Emotional Intelligence (EEIQ)	97.5	51	66	117
Strategic Emotional Intelligence (SEIQ)	107	18	98	116
Perceiving Emotions (PEIQ)	100.375	50	82	132
Facilitating Thought (FEIQ	96.25	58	58	116
Understanding Emotions (UEIQ)	105.875	14	98	112
Managing Emotions (MEIQ)	103.625	19	93	112
Face	94.875	89	54	143
Picture	104.875	17	95	112
Facilitation	99.75	62	63	125
Sensation	95	39	70	109
Changes	105.125	20	95	115
Blends	104.5	23	92	115
Emotional Management	105.875	16	94	110
Emotional Relations	100	27	84	111

130+, which signifies significant strength, were not represented in this research group. The time

to complete the MSCEIT ranged from 29 minutes to 331 minutes. It is assumed that the

participants who have significantly longer times to complete the survey were interrupted or

forgot to signify they had completed the survey.

MSCEIT Area Scores. In addition to the total EIQ scores, the MSCEIT also provides

scores in two areas: experiential (EEIQ) and strategic (SEIQ), as well as four branch scores in

perceiving emotions (PEIQ), facilitating thought (FEIQ), understanding emotion (UEIQ), and

managing emotions (MEIQ). The final component of the MSCEIT are the eight task scores,

which encompass: faces, pictures, sensation, facilitation, blends, changes, emotional

Table 16

MSCEIT Total EIQ Scores for Each Participant

Participant	EIQ Score
1	113
2	99
3	103
4	122
5	100
6	78
7	108
8	104

management, and emotional relations. The scores for each of these components are presented below and their significance is discussed.

The area scores of experiential (EEIQ) and strategic (SEIQ) are more general measures of emotional intelligence skills. Table 17 presents the experiential emotional intelligence (EEIQ) scores and strategic emotional intelligence (SEIQ) scores for all eight participants. The significance of these scores lies in the researcher gaining valuable insights into differences in a participant's ability to perceive and utilize emotions, in direct correlation to that same participant's ability to understand and manage emotions (Mayer, et al., 2002a).

The Experiential Emotional Intelligence Quotient (EEIQ) "describes the degree to which one "takes in" emotional experience", recognizes it, compares it to other sensations, and

understands how it interacts with thought" (Mayer, et al., 2002a, p. 14). Additionally, it assesses

a participant's

> Ability to perceive, respond, and manipulate emotional information without necessarily understanding it. It indexes how accurately a respondent can "read" and express emotion, and how well a respondent can compare that emotional information to other sorts of sensory experiences (e.g., colors or sounds). It may also indicate how a respondent functions under the influence of different emotions. (Mayer, et al., 2002a, p. 18)

The EEIQ scores for the participants in this study range from a low score of 66 to a high

score of 117. One score was in the "consider development" range, four scores were in the "low

average" range, one score was in the "high average" range, and two scores were in the

"competent" range. Two of the scores in the "low average" range are borderline, within one

point, to the "high average" range. The participant group had an average EEIQ score of 97.5,

falling at the high end of the "low average" range as a group.

The Strategic Emotional Intelligence Quotient (SEIQ) "indicates the degree to which one

can understand emotional meanings, their implications for relationships, and how to manage

emotions in oneself and others" (Mayer et al., 2002a, p. 14). Further, the SEIQ score

> Assesses a respondent's ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them. It indexes how accurately a respondent understands what emotions signify (e.g., that sadness typically signals a loss) and how emotions in oneself and others can be managed. (Mayer et al., 2002a, p. 18)

The SEIQ scores for the participants in this study ranged from a low score of 98 to a high

score of 116. One score was in the "low average" range, four scores were in the "high average"

range, and three scores were in the "competent" range. The score in the "low average" range is

at the high end of that range and within two points of being in the "high average" range. The

participant group had an average SEIQ score of 107 falling solidly in the high average range as a

group.

Table 17

MSCEIT, EEIQ, and SEIQ Scores for Each Participant

Participant	EEIQ Score	SEIQ Score
1	112	109
2	90	110
3	95	109
4	117	116
5	99	98
6	66	100
7	99	113
8	102	101

MSCEIT Branch and Task Scores. "Branch scores provide information on a

respondent's specific emotional abilities" (Mayer et al., 2002a, p. 19). Table 18 illustrates the

four branch scores for each participant.

> A Perceiving Emotions score indicates the degree to which the respondent can identify
> emotion within himself or herself and others. A Facilitating Thought scores indicates the
> degree to which the respondent can use his or her emotions to improve thinking. An
> Understanding Emotions score indicates how well the respondent understands the
> complexities of emotional meanings, emotional transitions, and emotional situations. An
> Emotional Management score registers how well the respondent is able to manage
> emotions in his or her own life and in the lives of others. (Mayer et al., 2002a, pp. 17-18)

Task scores correspond to the eight tasks of the MSCEIT, but are designed to provide

supplemental information where it would be valuable in the context of the branch scores. There

are two task scores associated with each branch score: Perceiving Emotions (PEIQ) branch

(faces and pictures tasks), Facilitating Thought (FEIQ) branch (sensations and facilitation tasks),

Understanding Emotions (UEIQ) branch (blends and changes tasks), and Managing Emotions

(MEIQ) branch (Emotional Management and Emotional Relations tasks) (Mayer et al., 2002a).

The task scores are less reliable and therefore must be interpreted with caution.

Table 18

MSCEIT Four Branch Scores for Each Participant

Participant	PEIQ Score	FEIQ Score	UEIQ Score	MEIQ Score
1	109	108	108	105
2	92	89	108	105
3	87	116	103	109
4	132	103	109	112
5	100	97	106	93
6	82	58	103	97
7	99	99	112	105
8	102	100	98	103

All scores are presented here. However, the focus of the findings analysis centers on the total EIQ score, two area scores (EEIQ and SEIQ), and four branch scores (PEIQ, FEIQ, UEIQ, MEIQ). Since the eight task scores are not as reliable, they were not a factor in the final analysis. Analyzing the participant's abilities, individually and collectively, in the context of the scores in the MSCEIT provide valuable insight into abilities related to perceiving, using, understanding, and managing emotions for emotional and intellectual growth. Table 19 illustrates the eight task scores for each participant.

The first branch is Perceiving Emotions (PEIQ) and "refers to the ability to recognize how an individual and those around the individual are feeling….and involves the capacity to perceive and to express feelings" (Mayer, et al., 2002a, p. 19). This branch centers on the accurate evaluation of emotions grounded in "accurately decoding emotional signals in facial expressions, tone of voice, and artistic expressions" (Mayer et al., 2002a, p. 19).

The PEIQ scores range from a low score of 82 to a high score of 132, with a team average score of 100.375. Two scores were in the "consider improvement" range, two scores were in the "low average" range, three scores were in the "high average" range, and one score

Table 19

MSCEIT Eight Task Scores for Each Participant

Participant	Task							
	Faces	Pictures	Sensations	Facilitation	Blends	Changes	Emotional Mgmt.	Emotional Relations
1	106	106	109	103	110	101	108	99
2	86	101	91	91	99	115	110	100
3	80	96	102	125	92	115	114	103
4	143	112	102	105	104	112	109	111
5	92	111	100	95	115	95	110	84
6	54	112	70	63	104	98	94	98
7	102	95	94	105	113	108	103	103
8	96	106	92	111	99	97	99	102

was in the "significant strength" range. If the high score participant is removed from the group average, it drops from 100.375 to 95.5, which then places the group in the "low average" score range instead of the "high average" score range.

The second branch is Facilitating Thought (FEIQ) and "reveals how much a respondent's thoughts and other cognitive activities are informed by his or her experience of emotions" (Mayer, et al., 2002a, p. 19). Emotions can change the way people think and actually help prioritize the cognitive system to focus on what is most important first, in addition to helping in "effective problem-solving, reasoning, decision-making, and creative endeavors" (Mayer et al., 2002a, p. 19).

The FEIQ scores range from a low score of 58 to a high score of 116, with a team average score of 96.25. One score was in the "consider development" range, one score was in the "consider improvement" range, two scores were in the "low average" range, three scores were in the "high average" range, and one score was in the "competent" range. Two scores were borderline, only one point below the next higher range.

The third branch is Understanding Emotions (UEIQ) and includes "the ability to label emotions – to recognize that there are groups of related emotional terms. Knowledge of how emotions combine and change over time is important in one's dealings with other people and in enhancing one's self-understanding" (Mayer, et al., 2002a, p. 19).

The UEIQ scores range from a low score of 98 to a high score of 109, with a team average score of 105.875. One score was in the "low average" range, six scores were in the "high average" range, and one score was in the "competent" range. This branch has the least variance in the participants' scores, and can signal this as a team strength. The team has the ability to positively influence the one participant whose score who fell slightly into the "low average" range to improve to the next level.

The fourth branch is Managing Emotions (MEIQ) and "involves the participation of emotions in thought, and allowing thought to include emotions. Optimal levels of emotional regulation likely with neither minimize nor eliminate emotion completely" (Mayer, et al., 2002a, p. 19). This branch is a finely tuned balance of leveraging emotions and feelings in a judicious way to make better decisions (Mayer et al., 2002a).

The MEIQ scores range from a low score of 93 to a high score of 112, with a team average score of 103.625. Two scores were in the "low average" range, five scores were in the "high average" range, and one score was in the "competent" range. With the majority of the scores falling into the "high average" range or above, this is clearly a team strength. It is also an opportunity for the team to model and assist the participant who is on the low end of the score range to improve along with the team.

Overall, the majority of the time the participants scored in a range that is at or near the midline scoring ranges. Therefore, these participants, and the team as whole, have firm footing

to begin growing their emotional intelligence skills, by leveraging individual team members in their areas of strength and skill to improve the team as whole. There are always opportunities for improvement and growth, and this team is no different. However, if they properly leverage individual strengths, the team will grow effectively and significantly across many dimensions.

Research question 2 asked: What is the level of team emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their team emotional and social intelligence survey scores (TESI)?

The overall profile for the team is presented and includes scores for the seven scales/behaviors of team success: team identity, motivation, emotional awareness, communication, stress tolerance, conflict resolution, and positive mood. Hughes and Terrell (2014) in the *TESI 2.0 Certification Manual* describe the measures included in each of the seven scale elements in the survey:

- Team identity measures the level of pride each member feels for the team as a whole, and how much connection members feel to the team.
- Motivation is a competency that measures the team's internal resources for generating and sustaining the energy necessary to get the job done well and on time.
- Emotional awareness measures how well team members accept and value one another.
- Communication provides information on how well team members listen, encourage participation, share information and discuss sensitive matters.
- Stress tolerance measures how well the team understands the types of stress factors and the intensity impacting its members and the team as a whole.
- Conflict resolution measures how willing the team is to engage in conflict openly and constructively without needing to get even.
- Positive mood measures the positive attitude of the team in general as well as when it's under pressure. (Hughes & Terrell, 2014, p. 26)

The TESI scored surveys provided the researcher a detailed report on each participant in addition to the aggregate team report. As previously mentioned, due to legal and ethical constraints on individual reports, results will only be discussed in aggregate for the team. In

addition to assessing the team's social and emotional health from team members' perspectives,

the TESI helped identify, for the team, areas for exploration, intervention, and development.

Interestingly, beyond this research study, the team has expressed a desire to continue moving

forward using this knowledge for improving their team, including participating in another TESI

assessment in about a year to measure their progress. Table 20 illustrates the scoring profile for

the team on the seven scales of the TESI.

The total TESI score for the team of 64 indicates that the team overall is at the top end of

the "low" or "learn to strengthen" level of team social and emotional intelligence. This overall

low team score serves as a wakeup call for the team and will help focus efforts for improvement.

Team diversity was scored as a 6.8 out of 10. Diversity is not defined in the TESI survey, but

rather is a score that reflects the team's perception of how inclusive they are, and can be based

upon a variety of factors, such as race, ethnicity, gender, training, age, and so on (Hughes, et al.,

2014). The team diversity score provides a discussion point for a facilitator to explore how the

team members define diversity and their current level of satisfaction. The following illustrates

the team scores for each of the seven scored scales. Ideas for improving each of the areas as well

as some strategies that could be employed for growth in each area are discussed in this chapter.

"Emotional and social intelligence (ESI) reflects the ability of each team member as well

as the team acting in concert to recognize and manage your emotions and to recognize and

respond effectively to those of others" (Hughes & Terrell, 2015, p. 1). The TESI is most

effective when paired with an individual emotional intelligence assessment, such as the

MSCEIT. This provides complementary data for the individuals within the teams to strengthen

and grow. The TESI provides "insights and identifies ways for members to understand the

Table 20

TESI 2.0 Team Results

Total TESI Score = 64	Team Average	Minimum	Maximum	Range
Team Identity	68	50	92	42
Motivation	71	41	89	48
Emotional Awareness	65	47	86	39
Communication	59	32	86	54
Stress Tolerance	56	26	74	48
Conflict Resolution	56	38	83	45
Positive Mood	71	56	95	39

Note. From *Team Emotional and Social Intelligence Survey TESI 2.0: Team Report* (p.2), by M. Hughes, J.B. Terrell, 2015, Golden, CO: Collaborative Growth, LLC. Copyright 2014 by Collaborative Growth, LLC. Adapted with permission.

current strengths and weaknesses of the team and to strategically choose where to enhance individual and team skills and competencies" (Hughes, et al., 2014, p. 3).

Team identity is the first scored category of the TESI. This is the sense of common purpose, mission, and vision. As a team strengthens so does its resilience and ability to be responsive to change, this occurs through acceptance of each other, clearly identified roles and responsibilities (Hughes & Terrell, 2015). This team had a "midrange" effective score of 68, with the "midrange" being defined as 65-85. This score indicates, "the team is building its sense of a common purpose and clarity in roles and responsibilities. It is possible some members of the team are more identified with the team than others" (p. 3). Team pride is emerging but there is still plenty of room for improvement. Exploration of how the team and its successes are perceived by other leaders in the organization will be useful feedback as well. Suggestions of strategies for growth in this area from the TESI 2.0 team report could include:

- Expand team members' buy-in through having the teamwork together to re-state the team's purpose regularly and confirm that the purpose is apparent in all assignments, expectations, and progress reports when conducting team meetings.
- Clarify your roles, responsibilities, and mission and discuss them periodically; make changes as the team's function evolves. (Hughes & Terrell, 2015, p. 3)

The second scored category of the TESI is motivation. This is described as "the heart of effective teamwork…makes meetings exciting and inspires innovation" (Hughes & Terrell, 2015, p. 4). "When motivation is strong, team members know they want to add value through accomplishing their mission. Each team member will feel responsible for contributing their gifts to the collective results" (Hughes & Terrell, 2015, p. 4). Teams must draw upon all intelligences, IQ and social and emotional intelligence balanced with a healthy dose of optimism to aim high for exceptional results.

This team scored in the "midrange" for motivation with a 71. This score puts the team firmly in the "midrange" with opportunities for additional growth. This score also signifies that team members' feelings and behaviors are sufficiently well aligned in what is being attempted in addition to generating some synergy and building success through deliverables. The team is making progress and has great potential, given a spark, to increase team persistence, commitment to goals, and inspiring each other to be creative and innovative. Increasing motivation involves a delicate balance of individual and team ownership in all contributions and deliverables (Hughes & Terrell, 2015).

Strategies the team could apply for motivation growth from the TESI 2.0 team report may include:

- Expand the opportunities for innovation by giving members "free" time to think outside the box while also establishing a way to take ownership of their work. Recognize team members for new ideas they are exploring.
- Use your competitive team spirit to encourage all team members to come up with strategies for improving the processes and relationships they impact most. Discuss

all the ideas and then select some to begin implementing together.
- Choose a new increment of value that would impress both your internal and external customers. It can be something small but something you can consistently deliver. ("We always deliver an hour early!") Point this new feature out when you present your work product and tell your customers it is an expression of your commitment to quality and responsiveness. (Hughes & Terrell, 2015, p. 4)

The third scored category of the TESI is emotional awareness. This is described as awareness of what an individual feels plus being cognizant of what others are feeling. The other elements of emotional awareness involve understanding and managing emotions. All four of these elements were also assessed in the MSCEIT, providing strong complementary data for analysis. "Caring authentically about others' well-being is central to building trust, thus individuals who are less emotionally aware are also frequently less trusted and thus less influential members of the team" (Hughes & Terrell, 2015, p. 5). Trust is directly linked to motivation, productivity, and an ability to collaborate, core to a high functioning team.

The team scored in the "midrange" for emotional awareness with a 65, which is the low end of the "midrange" or "effective" range. Care must be taken to continue to strengthen this emerging growth area, through skill building in noticing, understanding, and responding to emotional energy. However, the score does indicate that many of the team's members are aware of the emotional climate and actively support the current level of emotional engagement, which can result in increased productivity through reducing conflict and expediting the process of coming to collaborative agreements (Hughes & Terrell, 2015).

Strategies the team could apply for emotional awareness growth from the TESI 2.0 team report may include:

- Discuss the value of using the language pattern: "You feel____ because ___." in team meetings. You can insert many different emotion words in the first blank, such as you feel hopeful or worried. Demonstrate several examples and ask volunteers to give it a try. Reinforce all efforts regardless of how successful they are, and do not pressure those who are initially reluctant to participate.

- Take time to debrief after a challenging project is completed and build awareness of the emotional responses of team members. Notice which responses supported success with the project and which emotions did not support success.
- Make a list of feeling words that could be useful to describe emotional states that occur for team members in the workplace. Discuss how and when to use these words when working with each other and set a goal to do so. (Hughes & Terrell, 2015, p. 5)

The fourth scored category of the TESI is communication. Communication is central to every kind of interaction and is "what team members do to connect with each other so they can gauge how successfully their team is pursuing its goals and how satisfied each of their teammates feels in his/her efforts to meet their personal needs and desires" (Hughes & Terrell, 2015, p. 6). Communicating effectively in a team is measured by how well team members listen to one another, encourage participation, share information, and discuss sensitive matters (Hughes, et al., 2014). Communication is also directly linked to the effectiveness of the team to disseminate and receive emotional and intellectual information. "Communication is closely tied with the successful use of all other TESI competencies" (Hughes & Terrell, 2015, p. 6).

The team scored in the "low" range for communication with a 59. This low score is an indicator that "everyone is not being heard and that the accuracy and/or completeness of the information the team is acting on is compromised in some way" (Hughes & Terrell, 2015, p. 6). Encouraging one another to speak up, in a safe environment, to discuss sensitive matters, honestly and openly will strengthen the team in this essential skill.

Strategies the team could apply for improving communication from the TESI 2.0 team report may include:

- Use the "I" message format for giving good feedback. "What I hear you saying is___." Practice using your tonality to indicate that this is a question/guess on which you are seeking to gain their confirmation or correction. Express equal gratitude for whether you receive confirmation or correction.
- Encourage everyone on the team to speak up and potentially create quiet space to encourage those who prefer to reflect for longer before they speak. Practice your

patience by having a timekeeper mark out a 15 second period of silence between comments. You'll be surprised at the value that comes from this very brief period of reflection and from temporarily slowing the communication process down!

- Practice taking time to engage your curiosity/intuition about what one another is saying before you respond. (Hughes & Terrell, 2015, p. 6)

The fifth scored category of the TESI is stress tolerance. Stress is unavoidable, especially in today's highly connected and accessible society. A certain amount of stress is healthy to keep a competitive edge, but the tipping point is a fine line that can then become detrimental to the team and its members, even to the point of negative physical implications. This competency addresses "whether team members feel safe with one another and whether they will step in if someone on the team needs help…keeping a sense of balance between the demands of work and personal life, including how they manage workload expectations" (Hughes, et al., 2014, p. 5).

The team scored in the "low" range for stress tolerance with a 56. This low score is an indicator that the "team probably doesn't utilize stress management strategies or feel hopeful about alleviating stress as a team dynamic and does little as a team to alleviate the emotional and physical costs of stress in the workplace" (Hughes & Terrell, 2015, p. 7). The team needs to challenge unrealistic expectations, support each other in striving for work-life balance, and ensure that trust is the cornerstone of the team. Teams with low levels of stress tolerance may not manage time well and recover slowly from setbacks.

Strategies the team could apply for improving stress tolerance from the TESI 2.0 team report may include:

- Post a list of the symptoms of stress and how to alleviate them and discuss the topic directly in team meetings along with specific suggestions that team members are currently using effectively. Anonymously have everyone fill in the blank on a piece of paper: "I feel the most stressed with team work when_____." Read the statements and discuss them. (Determine whether confidentiality is important to your team.) Commit to making changes.
- Ask everyone to pledge to get at least a little more exercise than they currently do or

if they work out regularly, to work on their emotional awareness so that they can recognize stressful situations earlier and can respond to them more proactively.

▪ Normalize physiological interventions in times of high stress by making it a common part of team behavior to say something like, "Clearly we're under a lot of pressure right now. Okay everybody let's reset our brains with at least three deep breaths and stand up for two minutes of stretching!" save time on a current goal. (Hughes & Terrell, 2015, p. 7)

The sixth scored category of the TESI is conflict resolution. Conflict is a natural and unavoidable element of human interaction. How conflict is managed varies greatly. People and teams that possess high levels of social and emotional intelligence are able to engage in conflict resolution through direct and respectful discourse. This competency measures "how willing the team is to engage in conflict openly and constructively without needing to get even….to be flexible and to respond to challenging situations without blaming one another" (Hughes, et al., 2014, p. 5). Conflict can be an opportunity or a stumbling block for a team. Directly linking to the other competencies, conflict resolution is required to have a high functioning team, maximizing team members' strengths, built upon trust and mutual respect.

The team scored in the "low" range for conflict resolution with a 56. This low score could be an indicator that the team may be "conflict averse or unable to discriminate between issues that focus on operational content and those involving emotions and behavior. Without this differentiation, team members may personalize conflict rather than separating personal preferences and behavior from the problem" (Hughes & Terrell, 2015, p. 8). A lack of honest communication can be at the heart of a team with difficulties in addressing conflict, which can then perpetuate the cycle by team members avoiding issues when they arise, bogging the team down conflict instead of generating creative solutions to the challenges before them.

Strategies the team could apply for improving conflict resolution from the TESI 2.0 team report may include:

- You are stuck. Acknowledge that you will have to go backward in order to move forward. Reallocate some of the time and effort that are going into task completion and use your empathy skills and communication strategies to clarify what team members are feeling and expressing.
- Perhaps bring in a facilitator and practice active listening while rooting out old concerns. If people are starting to feel personally attacked, reset the context of the discussion. Stop and check the effectiveness of your teamwork in terms of tasks and relationships to insure you stay on track and address the tough issues.
- If a critical responsibility is not being met and blame and hostility are brewing, stop and brainstorm about possibilities with the agreement that the team is freely considering all its options. Or change to an issue that is easier to resolve and then come back once team members are more resourceful. (Hughes & Terrell, 2015, p. 8)

The seventh scored category of the TESI is positive mood. This competency indicates the "positive attitude of the team in general, as well as when it's under pressure….the level of encouragement, sense of humor, and how successful the team expects to be. It's a major support for a team's flexibility and resilience" (Hughes, et al., 2014, p. 5). Teams with high positive mood enjoy working together, possessing "optimism, happiness, curiosity, zest, and belief that the team's work makes a difference" (Hughes & Terrell, 2015, p. 9). "Optimism is not a gift that just lucky teams have, it is actually a capability that teams can practice and increase" (Hughes & Terrell, 2015, p. 9). When a team is optimistic about the future and possibilities, then they are more likely to be able to persevere through challenges to achieve success.

> Happiness is a central characteristic of teams who can appreciate what they are doing today. Staying present and noticing what is working well builds engagement and a contagious atmosphere of appreciation that helps teams embrace opportunities and challenges without getting stuck in the mire of worry and tension. The science of positivity provides significant research on the benefits of a team's positive mood. The more positive teammates are with each other, the more overlap they will see between themselves and others and that leads to feeling more openness and connection. In turn, this increased connection leads to helpful responses among team members that builds trust and enhances appropriate risk-taking as team members learn they can rely on receiving considerate and supportive responses from one another. (Hughes & Terrell, 2015, p. 9)

This team scored in the "midrange" for positive mood with a 71. This score puts the team firmly in the "midrange" and "suggests the team is maintaining and building its resiliency through its positive attitude, good humor, and sense of payoff from solving problems successfully together" (Hughes & Terrell, 2015, p. 9). The score also signifies that team members are making progress in developing engagement in all seven of the competencies. There are opportunities to fine tune performance of ongoing tasks.

Strategies the team could apply for improving positive mood from the TESI 2.0 team report may include:

- Your attention may be too deeply focused on tasks. Step back and spend some extra time rebuilding the strength and flexibility of your relationships. Reconnect at the emotional level by having each team member fill in the blanks out loud for, "Right now we are feeling _____ because_____."
- Practice referring to "we" instead of "I". Publically acknowledge each member's contribution to every project and talk about the benefits of creating accomplishments as a team. Take more time to notice how your teammates are doing in balancing their workload and how much stress they are under. Use your empathy to encourage one another. Notice how this helps the team build trust.
- Discuss all the things that could go right in the current project and what you feel hopeful about. Reinforce team enthusiasm to help it grow even stronger. Build positive attitude by focusing all the team's creativity on generating new options that can help expedite the next step that needs to be accomplished in the current project. (Hughes & Terrell, 2015, p. 9)

Research question 3 asked: What is the meaning of the power of play and its impact in developing emotional intelligence in University Cabinet members at a private, Liberal Arts University in the Midwest?

This research question was answered through the narrative responses in the personal play histories in conjunction with analysis with the emotional intelligence scores of the participants on the MSCEIT and TESI. Assimilation of the responses across all three survey instruments was employed in answering this research question. To preserve confidentiality of the participants, findings are discussed in an explanatory, aggregate narrative format.

Several participants describe the power of play in developing their emotional intelligence through formal and informal environments. One participant describes the value of relationships, which was learned in early life play experiences, as being essential to growing emotional intelligence through "play offering an opportunity to make up rules that work for the group and to be more creative and expressive. Informal play has more spontaneity[1]". Another participant describes their emotional intelligence development through play by stating,

> I think the emotional intelligence piece is enhanced very much. You get to see different elements of yourself and of others in some pretty fundamental ways. I like to be in playful environments both ones that I am familiar with and ones that I am not because it teaches me a great deal about myself and others.

Another participant describes time spent in play with family when they were younger as being impactful on their emotional and social intelligence development because their adult family members "expected you to be able to handle the game as if you were an adult, so there were plenty of opportunities to experience defeat and learn how to manage feelings and begin to develop a sense of ability". This participant goes on to say that their play experiences "were strong influencers in developing skills like self-awareness, self-management, and social awareness". Additionally, this participant values play in building their teams at work as well "because I think play helps grow the connection of individuals to the team and supports a sense of engagement".

> Another participant describes play in developing emotional intelligence through
>
> being able to try anything (sports, etc.), but you had to see it through. If that was a sports team, that meant that if you were on the team roster during the first game, you had to see the season through to the end…the reason being your coach and teammates were counting on you.

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[1] All quotes from participants in this chapter were taken from personal communication via the play history responses received between March 24, 2015 to March 31, 2015.

This participant went on to describe a core element to their emotional intelligence development was learning "it was always better to be kind than right". Many participants describe the value in understanding and learning to value others feelings as much as your own, which occurred frequently through a variety of play scenarios from sports to music. Acknowledging that happiness is an element of emotional intelligence, one participant describes their time in play as "expanding social awareness, increased my network of friends and contributed to my happiness in life".

The participants drew direct linkages to the play history in developing their emotional and social intelligence skills. Their candid responses in the narratives aligned with their scores in the MSCEIT and TESI. Where they self-identified areas of strength or weakness in the play history narratives, these areas could be directly connected to their scores in the various areas on the MSCEIT and the TESI. Overall, from the responses of this participant group, play has been clearly identified as being integral to the development of their emotional intelligence skills, while creating an awareness of areas that also need improvement.

Research question 4 asked: How do the University Cabinet members of a private, Liberal Arts University in the Midwest describe their personal play histories?

This research question is answered through the responses in the play history narrative to questions 1, 2, and 3 in that open-ended response survey. Those questions are:

Question 1: Describe the frequency and priority of play in your life. Consider how you feel after experiencing play and whether you tend to have a preference for individual or team play.

Question 2: Continue thinking about your play history (past and more recent). Describe how and why play may have taken a lesser role or disappeared from your daily repertoire.

If there is a specific time or event that you can associate with the loss of play in your life, please share it.

Question 3: Please describe ways of keeping or reinitiating play in your life now, personally and professionally, as applicable.

These are more personal questions that required the participants to dig deeper into their memories and then choose to share what may be very personal information. The responses here are discussed generally as well to protect confidentiality. Any specific references to places or people are omitted for this reason.

Many participants described play as centering around family and friends, with work being the primary time consumer that reduces time and energy for play. Some cited that work is such a large time consumer that they feel that the time for play in their lives again will have to wait until retirement. However, one participant describes part of their play history and how they preserve time for play through the description of

> life is filled with work, family, and special interest groups. These have a tendency to cut into play time. Some of these activities are self-inflicted time consumers. I make an effort to balance play and non-play time by saying "no" to requests for time.

Others describe play as ebbing and flowing depending on their life stage, but are cognizant of the need to reinitiate play, as one participant describes their way of reinitiating play as "having a diverse group of friends with diverse interests are how I reinitiate play". The struggle to claim time to play is clearly present in their lives, but is also something that remains a keen awareness to regain life balance. A participant describes their "struggle to achieve balance, because work often leaves me emotionally exhausted and I do not feel like engaging in any play by the end of the day". Another describes that to avoid having play disappear from their daily life they "schedule time for play everyday". While another participant describes play with

family as being a regular occurrence, but as professional responsibilities grew, the time to play

shrunk. Another participant describes how they focus their energies to

> take time everyday to play whether it is with co-workers or family. It helps me not take myself too seriously. I like both group and individual play. They provide something different for me. Group play allows me to bond with others in ways that enable each person to enjoy life to the fullest. Individual play enables me to do some things in ways that are idiosyncratic to me thereby allowing me to indulge in myself completely.

Participants describe feeling rejuvenated when engaging in play, even if they were very

tired from work responsibilities. Enjoying the engagement that play and playfulness provides

was cited across many participant responses. Overall, the participants make time for play in

many instances, realizing there is value in play for them and for those around them, recognizing

that it builds physical and mental health, strengthens relationships, and reduces stress.

Research question 5 asked: How do these leaders describe the power of play in developing their

emotional intelligence?

This research question is answered through the responses in the play history narrative

question 4 in that open-ended response survey. The question was:

Question 4: Reflecting on your play history, and considering the skills of emotional

intelligence (self-awareness, self-management, social awareness, and social skills).

Describe your experiences and perceptions of influences in your life on your emotional

intelligence development.

Providing detailed descriptions of their perceptions of how their play history has

influenced emotional intelligence development, one participant offers the following description

that cites value in play, but fewer informal play interactions with professional colleagues

> I believe formal play produced self-discipline, the value of preparedness (training), consideration for those on my team and respect for the competition. In team sports, you are able to identify your "role" and position relative to others. I believe informal play gives an opportunity to show respect and have fun without an umpire or official.

Informal play offers an opportunity to "make up the rules" that work for the group and to be more creative or expressive. I perceive informal play as more "fun" than organized play. With informal play, there is more spontaneity. I believe I likely "manage" myself in accordance with a different set of norms in the workplace (a more formal/structured environment) than in less formal roles. While I carry my sense of humor with me all the time, I tend to be more structured and serious at work than when with family and friends. As such, I am probably more at ease in the informal non-work environment than in more formal environments. There are few work colleagues with whom I engage in play or more informal interactions. I believe trust has been built through the informal "playtime" -- a key to team dynamics.

Another participant summed up their play history experience by saying, "play keeps you grounded, especially when playing with friends". While another cited a need to "adjust interaction to the many different audiences and people" with whom they come in contact with on a regular basis and their play history has developed a level of emotional intelligence that makes that possible. Overall, the participants cited play experiences as being powerful in developing their emotional intelligence skills, but that the bulk of those experiences occurred in their youth and have gradually tapered off as adults. Play is enjoyable to participants, but available time and energy for play has greatly diminished in most of their lives. A few are purposeful in scheduling playtime, but most did not cite that as a part of their daily life.

Research question 6 asked: How do these leaders describe their emotional intelligence skill level and its impact on their leadership success?

This research question is answered through the responses in the play history narrative question 5 in that open-ended response survey. The question was:

Question 5: Reflecting on your career, describe experiences that you feel have impacted your leadership success.

Participants had very specific descriptions of impacts on their leadership success. One participant said

> Most of my success has been attributed to learning from other great leaders. These leaders worked hard but also had a work/life balance that kept them alert and full of innovative ideas that transformed their environment. I've used the lessons learned to become a transformational leader. Transformation allows my department to become more efficient so we can have more time for outside experiences including play.

What this participant is describing is a high level of emotional intelligence in his or her leadership style, which they learned from behaviors modeled by other leaders they admire. Another participant went on to state that they believe their leadership success is attributed to "openness to opportunity; challenges that have allowed me to grow; supportive team around me". Again, citing a level of emotional intelligence without specifically using those words to describe it. Their challenges allowed them to grow, developing emotional intelligence skills in that growth process.

Another participant cited more specific events that helped set the framework for developing their emotional intelligence leading to leadership success as

> One of my mentors pulled me aside at one point and explained that the only person I needed to manage was myself. He said that if I managed myself, I could lead others. It helped me understand that in order to lead teams, I needed to sometimes keep my emotions in check. I also remember the time when the head of the division called me in to ask for my advice. I was two levels below him, but when he implemented some of my ideas, I tried harder and took more ownership in the work of the division. I have tried to use that same philosophy when planning with my team. This particular division head is someone with whom I've stayed in touch and ask for advice often.

This participant has revealed an excellent example of a long-term mentor, to whom one can turn for sage, confidential advice. The value of mentors, even when a leader is considered successful, cannot be minimized. An excellent mentor can push a leader to be even better than they currently are, develop their team in creative and innovative ways, and leave a legacy for future generations to build upon.

Another participant cited a key self-learning as well through the statement, "I know when to follow and when to lead. I've learned that leadership is action, not position, and learning to

lead yourself is most important". Recognizing that leadership is action and not position is a vital

part of emotional intelligence. This participant cites strong emotional intelligence skill

development through their experiences in becoming a successful leader.

Another participant provided a detailed description of experiences that modeled what to

do as a successful leader, and conversely, some leaders modeled what not to do:

> I have been blessed to work in a number of different industries and organizations and for
> a number of different leaders. I've learned something from every one of them, mostly
> about how I don't want to show up in life and in work environments. Some of these
> leaders incorporated play into work well (as group activities designed to promote a spirit
> of community) and backed that up with how employees were treated in general. What
> was always disturbing to me were leaders who used play as a regular part of the work
> environment (through competitions, work-related parties, etc.) as simply a tool to
> motivate performance and then treated employees with a lack of respect and caring. In
> some ways, in my employment experiences, the more play was used at work as a regular
> motivation tool, the more likely the organization was to have a mentality that employees
> were interchangeable and not truly valued. I have been able to adapt my experiences
> well; I believe to support my own team. I understand the value of creating that
> opportunity for play within my team, but it's meaningless if respect is not reflected in the
> other ways we treat our team. I also understand that while I see the need to create
> opportunities for play within the team, I'm not the person to design or implement them. I
> need someone on the team who has a good sense of play and I ask them to handle that
> activity for me.

This participant has been astute in observations about how play can be used to manipulate

people in the workforce, and has been very purposeful in not adopting that same style when

using play with their own team. This participant's leadership success is directly related to their

high level of emotional intelligence through lived experiences and a keen awareness of the

environments around them.

Another participant shared the following experience and observation about making real

and lasting connections with others, instead of a mentor, this would be a group of mentors or

close advisors, recognizing that relationships are at the core of true leadership, they said

> I like people. This is critical. I think it is unbelievably valuable that you enjoy the
> presence of others and that you are keen to learn from others. This means, importantly,

that you need to recognize that one person alone, namely, you, cannot solve the problems we face on our own. A friend of mine once shared something I found valuable. He said you need to find your Personal Board of Directors; those folks who will push you to be your best, who will be honest with you when you aren't fulfilling your potential and who will support you when you fail. This is critical because to be an effective leader failure has to be an option. If it isn't an option, you aren't leading.

Finally, this participant shared a very similar sentiment of the previous one that leadership is about relationships, offering the following reflection

I would say relationships (more than experiences) have been the key influence on my leadership success -- the gift of mentors, friends, classmates; former colleagues (supervisors and employees) and the networks or opportunities extended have greatly influenced me. I have a preference for working in a strong team environment with strong team members -- everyone understanding the value of their role and the role of others. My leadership style is definitely collaborative. I prefer to work with people who know far more than I do so that the team can benefit from their knowledge and expertise. I believe my style has been effective because I place an emphasis on the growth and development of the team member -- not on my own personal success. I truly believe I am successful when the team is successful and each team member has a sense of accomplishment and the respect. So, perhaps the answer is that my experiences with the development of deep (or deeper) relationships has had the most positive impact on my leadership success. I have been less successful where real relationship has been absent.

The analyses of these data revealed all participants perceived a relationship between their personal play history and the development of the individual and team emotional intelligence. The personal play history experiences varied greatly, in types of play (structured or unstructured), rural or urban childhood, current state of play in their lives, and the importance that play has in their lives now versus what they desire it to be. The study participants described how they felt that their play histories, with many rich and varied experiences, have helped shape, to varying degrees across their lifetimes, their emotional intelligence skills both as an individual and in team environments. A common theme of the participants' positive reflections on growth and development, personally and professionally, centered on the value of authentic relationships. They perceive the influences from these experiences as shaping and continuing to shape the

leaders that they have become and the success that they have had and will continue to have. In Chapter Five the researcher will present and discuss the key findings followed by implications and recommendations for future research.

Chapter 5: Discussion

Conclusions

This explanatory sequential mixed methods study sought to examine what impact personal play histories have on developing emotional intelligence in higher education leaders and their resulting ability to develop and lead emotionally intelligent teams in creating a high-performing organization. The intent for this study was to fill a void in the existing research in assessing individual emotional intelligence (MSCEIT), team emotional and social intelligence (TESI), in conjunction with a self-reported history of play among key administrators at a university in the United States. Prior to this study a great deal of research had been conducted on individual emotional intelligence and play, separately. Less research had been conducted on team social and emotional intelligence, play benefits for adults, and even less on the value of play with leaders of higher education institutions. The participants in this study provided candid responses in their personal play history narratives allowing for rich data to be analyzed alongside the results of the MSCEIT and TESI survey instruments. Triangulation of the data from the MSCEIT, TESI, and play histories provided an opportunity for analysis from multiple perspectives, ultimately serving as an embedded validity check for the study.

The importance and value of play throughout an individual's lifetime were presented and discussed in detail in the literature review in Chapter Two, along with emotional intelligence skill development and leadership skills. The research on play presented in Chapter Two revealed that play is a vital part of living a healthy life (Brown, 2009). When play is absent or suppressed it often leads to negative consequences and can often lead to depression and other physical ailments that manifest from suppressing a basic human instinct. Chapter Two dove deeper into the varied and highly debated definitions of play, but what was not disputed was its value in the

human experience. Seeking to discover key experiential linkages between play experiences and emotional intelligence skill development and the resulting impact on leadership success were central to this study.

The explanatory sequential methodology was employed in this study in order to gain an understanding of the participants' individual and team emotional and social intelligence skills along with their play experiences. Additionally, it was examined how they perceived their play experiences to relate to their emotional intelligence skill development, as well as the impact on their leadership success. Eight members of the University Cabinet were invited to participate in the study. For the purposes of this study, it was limited to the University Cabinet to assess the senior leadership team within a single university setting since the team emotional and social intelligence survey (TESI) requires a team to be evaluated that has been working together and knows one another to a certain degree.

Data collection consisted of participants taking, in sequence, the MSCEIT and TESI, followed by the five-question play history narrative survey in a relatively compact time period of only six days. The rationale for a compressed response timeframe was two-fold: first, so the participants, who meet together weekly, did not have the opportunity to discuss the assessments while they were in progress and influence each other's responses; the second reason is so the flow of thought about emotional intelligence, team social and emotional intelligence and play history reflections remained at the forefront of their thought processes during the assessments. After the data were collected, reports were generated for the MSCEIT and TESI through the survey provider companies, and the play history narratives were coded in HyperResearch by the researcher. The details of the results obtained from the MSCEIT, TESI, and play history surveys

and how the data answered each of the research questions were presented in Chapter Four. A summary of the findings from the data follows.

Summary of Results

The analysis of the MSCEIT, TESI and personal play history narratives revealed a depth of information beyond what the MSCEIT and TESI alone would have revealed. The MSCEIT provided clear evaluations of each participant's emotional intelligence abilities versus their perception of their abilities. The design of the MSCEIT to measure individual emotional intelligence abilities, does not allow respondents to fake their responses to get a desired outcome, and was an integral factor in selecting the MSCEIT for use in this study. This was valuable since it allowed the participant to get a true assessment of where their skills are strong in emotional intelligence and where they can be improved. Because of the reliability and validity of the MSCEIT, the participants can trust the information being provided to them as accurate in addition to having substance and meaning for their own personal growth and benefit.

The TESI assessment tool is relatively new, in terms of an assessment tool, and was released for broad use in 2009. This tool assesses a team's social and emotional intelligence. Individual reports are generated as well, but are only given the participant, not the team. Team results are provided to the entire team, to focus on the team developing together. The seven scales that are measured in the TESI provide distinct areas, and are complementary to the skills assessed in the MSCEIT. Using complementary tools in the assessment was valuable in analyzing and formulating a plan for developing emotional intelligence skills, individually and as a team. The final assessment was the procurement of information relating to personal play histories for each participant, in the context of their general play experiences, perceptions of linkages between play and emotional intelligence skill development, and their perception of the

resulting impact of their varied experiences on their leadership success. Since the participants were candid with their responses in the play histories, the researcher was able to assimilate the data in meaningful ways without needing to make assumptions about meaning or context.

The MSCEIT assessment, was utilized in answering research questions one, three, and five. Research question one was, What is the level of emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their emotional intelligence scores (MSCEIT)? The responses to research question one are detailed here, the responses to questions three and five are addressed later in this summary. The participants' emotional intelligence composite scores on the MSCEIT ranged from 78-122, with a team average of 103.375. The scores were, from lowest to highest: 78, 99, 100, 103, 104, 108, 113, and 122. One score (78) was in the "consider improvement" range, one score (99) was in the "low average" range, four scores (100, 103, 104, 108) were in the "high average" range, one score (113) was in the "competent" range, and one score (122) was in the "strength" range. The subcategories of the MSCEIT are two area scores of experiential and strategic, followed by four branch scores of: perceiving emotions, facilitating thought, understanding emotions, and managing emotions. The two area scores provide insight into possible differences in a participant's ability to perceive and utilize emotions and their ability to understand and manage emotions (Mayer, et al., 2002a). While the four branch scores provide more specific information on a participant's specific emotional abilities. The majority of the participants are in the general "midrange" of scoring, placing the group overall in a solid position in terms of emotional intelligence skills, setting the stage for the stronger participants to model and assist those who are on the lower end of the scale in growing their emotional intelligence skills. All scores were presented in detail in Chapter Four.

The TESI assessment was utilized in answering research questions two, three, and five. Research question two was, What is the level of team emotional intelligence in the University Cabinet members at a private, Liberal Arts University in the Midwest as given by their team emotional intelligence scores (TESI)? The responses to research question two are detailed here, while the responses to questions three and five are addressed later in this summary. The participants' team emotional intelligence score on the TESI was 64. This team score falls into the top end of the "low" or "learn to strengthen" scoring category, meaning there are plenty of opportunities for improvement for the team. A team diversity score was also given, which was 6.8 out of 10. Team diversity is not defined in the TESI survey, but rather is a score that reflects the team's perception of how inclusive they are, and can be based upon a variety of factors, such as race, ethnicity, gender, training, age, and so on (Berger, 2014; Hughes, et al., 2014). The team diversity score provides a discussion point for a facilitator to explore how the team members define diversity and their current level of satisfaction.

The team had three areas in the seven scored scales that fell into the "low" or "learn to strengthen" scoring category, they were communication (59), stress tolerance (56), and conflict resolution (56). The other four scored scale areas all fell within the "midrange/effective" scoring category, they were: team identity (68), motivation (71), emotional awareness (65), and positive mood (71). In spite of some low scores in several areas, the team overall has strong motivation and positive mood to leverage building the lagging areas for the team. Given these scores and in alignment with the frameworks in the TESI certification that the researcher earned, beginning with improving the communication area is the most appropriate strategic approach for the team to improve their stress tolerance and conflict resolution skills as well (Hughes & Terrell, 2014).

The play history narrative responses were utilized in answering research questions three, four, five, and six. The MSCEIT, TESI, and play history responses were triangulated to provide a response to research question three. Research question three was, What is the meaning of the power of play and its impact in developing emotional intelligence in University Cabinet members at a private, liberal arts University in the Midwest? After taking the MSCEIT and TESI, the participants then responded to the play history narrative questions, providing insight into their perceptions of the power of play in developing their emotional intelligence. Completing the assessments in a prescriptive sequence was purposeful to allow participants to have continuity in their thought processes and reflections. While the MSCEIT and TESI scores reflect opportunity for improvement, the areas of lower skill in these assessment were self-identified by participants in responding to the play history narratives as also being areas for improvement, demonstrating strong self-awareness. Further, in the play history narratives, the participants identified formal and informal play experiences with family, friends, and professional colleagues as positively impacting their emotional intelligence development. They cited specific and detailed experiences, both positive and negative, as being impactful in shaping and developing their personal and team emotional intelligence skills.

Questions one, two, and three from the play history narratives provided the response to Research question four, which was, How do the University Cabinet members of a private, liberal arts University in the Midwest describe their personal play histories? The participants described rich and varied life experiences with family, friends, professional colleagues, and pets. A few lamented the gradual loss of the rich play life they had in their younger years, while others described purposeful integration, even scheduling, time for play on a daily or regular basis. With the unfolding of the memories, from the past and more recent, the participants acknowledged a value in play, even if they were unsure how to reclaim the time without feeling guilty about doing so. Participants cited

enjoying the mental, physical, and social benefits that play brings. Most participants had no stated preference for individual versus team play, enjoying both equally. Many also stated that there was a difference in how they engaged in play with professional colleagues versus friends and family, although still participating fully with a competitive spirit when it was appropriate for the type of play. They stated that they were more reserved or kept their professional persona at the forefront more when engaging in play with professional colleagues, describing a somewhat guarded experience, but still enjoyable.

Question four from the play history narratives provided the response to Research question five, which was, How do these leaders describe the power of play in developing their emotional intelligence? Several participants cited being an introvert or extrovert with their emotional intelligence development. Many stated specific and detailed stories of play experiences that were taught or modeled to them by parents or other adult figures as children as being a key element in beginning to shape the development of their emotional intelligence skills early in life. They have then carried these behaviors forward into adulthood to continue building their emotional intelligence and mentoring others in doing the same. In addition to the more common play experiences described relating to sports, many participants described music, art, and nature as being forms of play that were powerful in their emotional intelligence development.

Question five from the play history narratives provided the response to Research question six, which was, How do these leaders describe their emotional intelligence skill level and its impact on their leadership success? Many participants described their emotional intelligence skill level as being higher than what was actually measured in the MSCEIT and TESI scores. A natural human tendency is to perceive ourselves somewhat different from reality, although none of the participants described what would be perceived as being a distorted or completely inaccurate picture of their true emotional intelligence skill levels. However, all participants cited learning from other great leaders as being essential in their leadership success. They identified key emotional intelligence skill strengths in

these leaders in detail, some of which included self-awareness, excellent listening skills, trust, mutual respect, safe environment to take risks and fail, and genuine relationships to support their position of why they have chosen to align their own leadership style with these leaders. Being open-minded, enjoying other people, and a serious life event that created a heightened level of awareness of the value of life and enjoying it were other experiences described.

Overall the study revealed that the majority of participants perceived a linkage between their play histories and their emotional and social intelligence development, individually and in teams. More frequently, team skills were cited by participants from their play histories as having the greatest impact on their emotional intelligence development and their resulting abilities to be successful leaders. There was a direct link between those participants who scored higher on the MSCEIT and a rich play history. Likewise, those who were from families with siblings or raised in close-knit communities had higher scores on both the MSCEIT and TESI. They cited their play experiences from childhood through adulthood as important to their skill development, in being self-aware, having strong skills in self-management, social awareness, and social skills. Several participants indicated that they had mentors or role models that demonstrated the behaviors of exemplary leaders, which included in many cases, leaders who were playful, creative, and innovative. These leaders were described as leading high performing teams, while others cited leaders who exemplified what not to do as a leader, including using play-based activities to manipulate and take advantage of team members.

The study was able to provide answers that have depth and meaning to each of the research questions posed, although the researcher did expect that these higher education leaders would all score quite high in emotional intelligence, that was not the case. Does this mean that they are not effective leaders? No. Given the fact that the researcher has a professional working relationship with the participants, she can confidently state that they are in fact effective leaders,

respected, well liked by their colleagues and constituents, and that not all of their scores accurately reflect what is observed in practice.

Research question responses were presented in detail in Chapter Four along with their corresponding research questions. The answers provided insight into the emotional intelligence skills and how they were developed in the senior leadership team of a university. The study is unique in examining the power of play in developing emotional intelligence skills in adults, and further analyzing and explaining the powerful impact that a rich play life can have in developing successful leaders.

Implications of Findings

This study examined and explained the relationship between an individual's personal play history, emotional intelligence development, and leadership success of a higher education senior leadership team. The intent of this study was to contribute further to the research around the power of play in developing the valuable human life skills of emotional intelligence and the resulting impact on leadership success in an organization. While the concept of emotional intelligence has become much more visible in the educational and business settings, it remains somewhat elusive in how those skills are best developed. Goleman (1998), discussed in his research findings on the value of emotional intelligence skills that developing these skills in current employees or hiring those that possess these skills positively impacts the bottom line of an organization. The contribution this study makes is important in that it allows future researchers to gather and examine additional evidence to support the relationship between play, emotional intelligence skill development, and leadership success.

The term "play" is obviously an uncomfortable term in a professional setting. All participants in their play history narratives cited play experiences, but the majority of the

experiences were from their childhood, with lesser frequency mentioned of experiences in adulthood. When they began describing play-based activities in adulthood they switched to using the terminology of "team building" or "stress relief". Psychologically, there is an invisible barrier that has been trained into people in our culture that play is primarily an activity reserved for children. However, interestingly, the participants in this study, while interchanging terminology expressed a high level of awareness of the value of play over the course of a lifetime to maintain good physical and psychological health. Understanding and knowing what needs to be done is one element, then choosing to act on that information is something different. When cultural psychological barriers are present (i.e., play is only for children, you are an adult now, you need to be serious) they can be more difficult to overcome since human tendency is to conform to the norm. This research discovered that the old norm of play is just for children appears to be gradually disappearing as more empirical evidence by researchers (Bateson & Martin, 2013; Brown, 2009; Carroll, 2009; Henig, 2008; Patterson, 2011; Pellegrini, 2009; Piaget, 1952; Vygotsky, 1967) are brought to the forefront of skills needed for personal and organizational success.

Studies like the one conducted in 2014 (Hay Group, 2014) that included 450 human resource directors and 450 recent college graduates working in China, India, and the United States have brought another piece of very recent, significant empirical evidence to spark action. They found that 80% of Human Resource Directors (HRD) say their business struggles to find graduates with the necessary emotional and social skills, 92% of HRDs believe that emotional and social intelligence skills are increasingly important as globalization accelerates and organizational structures change, and 83% of HRDs state that graduates who do not quickly develop emotional and social skills will never be high performers (Hay Group, 2014).

Leaders who foster a culture of play, playfulness, creativity, flexibility, and innovation will develop the emotional intelligence of those in their organizations even further. Making connections on an individual level builds a foundation upon which leaders can then create high performing teams. Authentic leadership is built upon trust and transparency, resulting in a positive leader-follower relationship, but also prepares those followers to be excellent leaders as well. Finally, one of the most notable forms of leadership is modeling, followers will learn from positive and negative modeling. Leaders who can model work and life balance through a culture of play, can directly impact the emotional intelligence skill development of others through the observation and adoption of the skills and styles of the leaders whom they trust and admire.

Recommendations for Future Research

Emotional intelligence has been proven to be as important (Goleman, 2006a), if not more so, than intellectual quotient (IQ) and cognitive abilities. A key difference is that unlike intellectual quotient (IQ), emotional intelligence can grow and develop. An essential element in growing emotional intelligence, is maintaining play over our lifetime. Leaders with high levels of emotional intelligence have the greatest impact on their organizations (Goleman, 2000), both in bottom line growth and in developing human capital. Although this study was effective in addressing the research questions posed, it generated more questions worthy of investigation.

Based on the findings of this study, the recommendations for future research are the following:

1. Examine emotional intelligence development through a deeper qualitative element in conjunction with the quantitative data. Exploring emotional intelligence development from a broader perspective of the role of play in its development

may positively contribute to the body of research around play being a key influencer in emotional intelligence skill development.

2. Replicate the study with a larger sample population of higher education leaders to whether the same types of responses are recorded from a more diverse sample size.

3. Explore demographic characteristics as they relate to the possible disparities of emotional intelligence development in: men and women, varying age groups, educational level, and years of managerial or leadership experience.

4. Conduct a longitudinal study based upon this research that would involve developing individual and team emotional intelligence development programs or activities to measure individual and team progress over a period of time based upon the developed interventions.

5. Replicate the study in different cultures for comparison to determine how cultural influences impact play histories, emotional intelligence skill development, and leadership success.

6. Replicate the study in different industries to include, but not be limited to, financial institutions, technology organizations, retail, or service industries.

7. Explore the perceived level of playfulness and emotional intelligence in leaders, from the followers' perspective.

8. Use the findings of this study to develop a training program for higher education leaders to engage in and understand the value of play in developing their own emotional intelligence as well as that of their followers.

9. Conduct an ethnographic study examining leaders play behaviors, emotional intelligence development, and leadership success as a result of these behaviors being present or not.

Conclusion

Higher education leaders need to be skilled in emotional intelligence skills and the development of them to positively influence and shape the curricula that are designed and delivered to the next generation of leaders. The ever-changing landscape of skills businesses demand will remain a constant, however, the need to balance the technical skill development equally with the emotional intelligence skills should remain a continual focus. Achieving balance between intellectual quotient (IQ) and emotional intelligence quotient (EQ) will remain a constant struggle in our culture, with the primary emphasis in all educational experiences on examinations that test technical skill achievement. Adopting and utilizing methods of evaluation for emotional intelligence skill development in the United States educational system (K-20) will begin to shift the focus to a more balance view of skills needed to be successful in life, personally and professionally.

Without the transparency and honesty from the eight participants in this study it would have been difficult to gain insight and understanding into the experiences and influences in their lives that have shaped who they have become today. The willingness of the participants to share detailed and personal stories related to their play history experiences, leaders that they have learned from, and why they have chosen to adopt certain behaviors in their leadership styles, while still seeing that they will always have room to grow and improve were invaluable. Recognizing that play is a vital part of the human experience was expressed by all, even though some admitted that it was difficult for them to engage in play without feeling guilty, while others

are very intentional about playing daily. The life experiences shared weighed heavily into the participants perspectives on work-life balance, with those who may have had a significant life event occur, sharing that was a point of awakening to life being more than just work.

Play is the only human instinct we have trained out of us as adults (Brown, 2009), it is time for that to change. Play is good for the mind, body, soul, it helps relieve stress and gain perspective, and it teaches and grows skills, like emotional intelligence, that can be developed over a lifetime. Play activates our brains and grows our abilities in ways that cannot be replicated by other means, resulting in people who are able embrace life's opportunities and challenges, while enjoying the journey.

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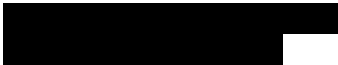
APPENDIX A

Pepperdine University IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

March 23, 2015

Patricia Hohlbein

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Protocol #: The Power of Play in Developing Emotional Intelligence Impacting Leadership Success
Project Title: E0215D05

Dear Ms. Hohlbrien:

Thank you for submitting your application, *The Power of Play in Developing Emotional Intelligence Impacting Leadership Success*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Schmieder-Ramirez, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of informed consent has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol

may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/)

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic
        Initiatives Mr. Brett Leach, Compliance Attorney
        Dr. June Schmieder-Ramirez, Faculty Advisor

APPENDIX B

National Institute of Health (NIH) Certificate of Human Subjects Research Training

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Patricia Hohlbein** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 01/14/2015

Certification Number: 1648695